



Midterm Report

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges

October 2026

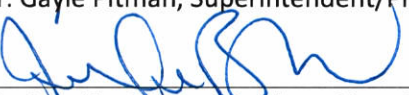
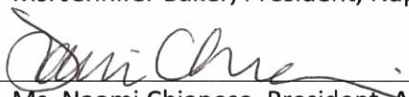
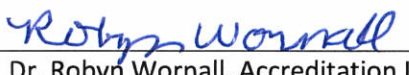
Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Gayle Pitman
Napa Valley College
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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

	9-3-2026
Dr. Gayle Pitman, Superintendent/President	Date
	9-10-2026
Ms. Jennifer Baker, President, Napa Valley College Board of Trustees	Date
	9-8-2026
Ms. Naomi Chianese, President, Academic Senate	Date
	9-9-2026
Ms. Cristine Tapia, President, Administrative/Confidential Senate	Date
	9-4-2026
Ms. Michele Villante, President, Classified Senate	Date
	9/15/26
Mr. Neptali Lona, President, Associated Students of Napa Valley College	Date
	9-3-26
Dr. Robyn Wornall, Accreditation Liaison Officer	Date

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

- 1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to successful outcomes for all student, educational quality, and/or mission fulfillment.**

Napa Valley College (NVC) completed its last comprehensive review with a site visit in October 2022, with action taken by the Accrediting Commission for Community and Junior Colleges (ACCJC) in January 2023. Since that time, NVC has updated guiding institutional documents to include a focus on equity; refined planning practices to encourage innovation and collaboration; and launched initiatives intended to improve the student experience.

Guiding Institutional Documents Including an Equity Focus

In November 2023, the Board of Trustees approved new Mission, Vision, and Values Statements (A1a; A1b). The new Mission Statement reads, “Napa Valley College transforms lives. Whether your goal is to transfer, to pursue a career, or to explore your interests, Napa Valley College provides excellent educational and professional opportunities that are student-centered, equity-focused, and community-oriented.” The accompanying Values include inclusion, equity-mindedness, and social justice, and reflect a growth mindset. A definition of each value conveys the institution’s commitment to teach and model the expectations.

To operationalize the updated Mission Statement, NVC also began developing its 2024-2029 Educational Master Plan (EMP) in 2023-2024 (A1c). The EMP establishes five broad institutional goals, including goals focused on Equitable Student Outcomes (Goal 2) as well as Culture and Climate (Goal 5). To underscore the importance of the EMP and ensure accountability to the mission, concrete performance targets associated with the metrics for three of the five goals were established in 2024-2025 (A1d). Actual performance relative to established baselines and targets is monitored via annual Progress Reports (A1e). The 2024-2025 Progress Report shows that the targets for six institutional performance goals were met, including eliminating five cases of disproportionate impact (DI) on the Equitable Student Outcomes Goal.

Encouraging Innovation & Collaboration

To align with the new guiding institutional documents referenced above, NVC began refining its planning and resource allocation practices in 2023-2024 (in preparation for the 2024-2025 budget cycle). The refinements were intended to increase engagement in the planning process and encourage collaboration across different parts of the college to support implementation of high-impact strategies (A1f)). While initial changes focused on Strategic Initiatives (beyond the unit level), NVC has continued refining the process incrementally – to emphasize improving the student experience and linking planned improvements directly to metrics in the EMP (A1g; A1h). Innovations to support students were reflected in the Strategic Initiatives submitted for the 2026-2027 planning and resource allocation cycle. Examples include: the relocation of the Student Health Center (separate from space shared with the College Police) and developing Campus Inclusive Spaces by redesigning the Student Activities Center, to include the display of student artwork (A1i).

Initiatives to Improve the Student Experience

NVC has recently convened a series of workgroups to explore options, make recommendations, and plan for the implementation of initiatives intended to improve the student experience.

- In 2024-2025, NVC formed a Student Advisory Council to provide a direct channel for students to help identify areas for improvement and provide input on planned changes (A1j). As one of its first projects, the Student Advisory Council conducted a review of the college website to identify areas for improved communication and navigation (A1k).
- In 2025-2026, a workgroup was convened to explore strategies to encourage and enable students to complete their programs within a two-year period. Members of the Student Advisory Council participated in the workgroup and played an integral role in developing the communication campaign to notify students of the new initiative – including the selection of the name *Is 2 for You?* to help students decide whether the program is appropriate for them, in light of existing commitments outside of the classroom (A1l). The program will be offered beginning in fall 2026 (A1m).
- In 2025-2026, another workgroup was formed to select and plan for the implementation of a Customer Relationship Management (CRM) system to improve and document communications to students (A1n). Following demonstrations from three vendors and based on input from the campus community, the workgroup made a recommendation to implement Element451 (A1o; A1p). NVC secured an Institutional Effectiveness Partnership Initiative (IEPI) grant for \$250K to promote five technology-related projects, including implementation of the CRM (A1q).

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

NVC's last comprehensive accreditation review yielded six recommendations, with 15 Accreditation Standards cited within the recommendations (A2a). Improvements implemented to address the recommendations are documented in two required follow-up reports (A2b; A2c). By April 2024 (through the Follow-Up Report and associated site visit), NVC had addressed four of the six recommendations and 11 of the 15 cited Accreditation Standards (A2d). Highlights of the 2024 Follow-Up Report include:

- the implementation of consistent program review for academic and student support programs;
- revision of BP/AP 2410 Board Policy and Administrative Procedure and BP/AP 2510 Participation in Local Decision-Making;
- development of Total Cost of Ownership (TCO) tools for facilities and technology;
- strengthening planning and resource allocation process by revising policies/procedures and increasing engagement, transparency, and communication among the campus community; and
- clarification of governance and decision-making roles (including development of a Governance Handbook).

By April 2025 (through the Follow-Up Report and associated site visit), NVC had addressed the remaining two requirements and four cited Accreditation Standards (A2e). Highlights of the 2025 Follow-Up Report include:

- the development of an inventory of facilities and technology resources;
- application of the TCO tools to develop multi-year replacement schedules for facilities and technology; and

- integration of planning and resource management to include both short- and long-term needs.

Since the submission of the last follow-up report, NVC has maintained momentum and implemented improvements in several areas associated with the 2024 Accreditation Standards. For example, in the area of Governance and Decision-Making (Standard 4), NVC has revised BP 2410 Board Policy and Administrative Procedure and has conducted annual reviews of the Governance Handbook, as stipulated when the handbook was developed (A2f; A2g). NVC has also developed a Planning Handbook, which was identified as a need in the 2021 Institutional Self-Evaluation Report (ISER) (A2h; A2i).

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

Between January 2023 (receipt of the Action Letter following the last comprehensive review) and April 2025 (peer review team visit associated with the second follow-up report), NVC was actively and consistently engaged in addressing the requirements identified in the 2023 Action Letter. As a result of that regular engagement, accreditation has become more ingrained in NVC's culture, and continuous improvement has become a standard practice. Over the past few years, NVC has continued to refine and institutionalize practices that were originally implemented to address the ACCJC's recommendations. For example:

- NVC continues to refine budgetary practices and provide support to ensure that all areas of the college manage to their respective budgets (A3a). Based on budget trends, the Board approved mid-cycle adjustments to the 2023-2024 and 2025-2026 budgets (A3b).
- NVC monitors long-term budget projections and uses them to guide decision-making, including recent workforce reductions and reorganization proposals (A3c).
- The foundational work of revising BP/AP 2410 and 2510 has yielded a better understanding of roles, responsibilities, and effective participatory governance practices. In spring 2026, NVC drew on this foundation to help formalize a decision-making process for engaging stakeholders in the institutional reorganization process (A3d).
- The EMP ensures the ongoing commitment to promoting these practices – including work directly associated with Equitable Student Outcomes (Goal 2), Infrastructure Improvements and Fiscal Sustainability (Goal 4), and Culture and Climate (Goal 5).
- NVC continues to refine planning and resource allocation practices to promote innovation as well as operational effectiveness (A3e).

In preparation for the upcoming comprehensive review, upon the Commission's approval of the 2024 Accreditation Standards, NVC began identifying offices and committees with charges directly related to the new standards and communicated those expectations to the campus community (A3f).

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

Background on NVC's Institution-Set Standards

NVC established the Institution-Set Standards (ISS) and stretch goals that framed the 2026 Annual Report to the ACCJC in 2019 (B1a; B1b). At that time, NVC identified five performance metrics – including four that appear on the ACCJC's Annual Report Template and one locally defined metric. The four metrics that reflect the ACCJC's requirements include the successful course completion rate, the number of certificate recipients, the number of degree recipients, and the number of transfers to four-year institutions. Given lags in reporting transfers to in-state private institutions and out-of-state institutions, NVC opted to focus on transfers to campuses within the University of California (UC) and California State University (CSU) systems. NVC continued to include the fall-to-fall persistence rate (which was part of the original ACCJC requirements when NVC first established its ISS metrics, in 2013) as a locally defined metric. In 2019, NVC established 95% of each ISS as the threshold for triggering an institutional response to address substandard performance (B1a, Pages 1 and 3).

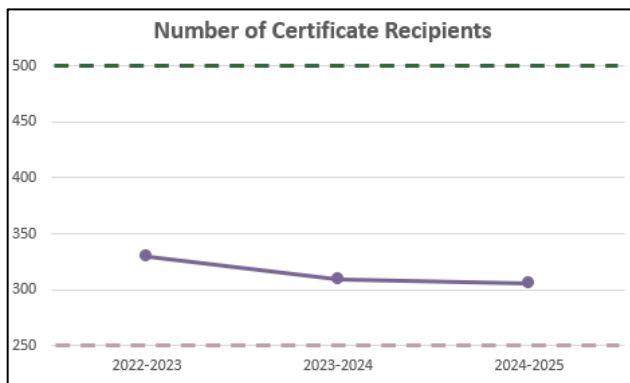
Analysis of Recent Performance on Individual Metrics

This section summarizes recent performance on NVC's five ISS metrics, as reflected in NVC's 2026 Annual Report to the ACCJC (submitted April 15, 2026) (B1c). The figures on the left depict recent performance and trends relative to the ISS and stretch goal. Horizontal lines representing the ISS and stretch goal have been imposed onto the graph for each metric. The expectation is that recent performance should generally fall within the window defined by the ISS and the stretch goal. The tables to the right of each graph identify the established ISS and stretch goals and report summary statistics for each metric, including the range and three-year average. The trigger point reflecting 95% of the established ISS is also reported within each table. A brief summary of recent performance accompanies each graph and table.



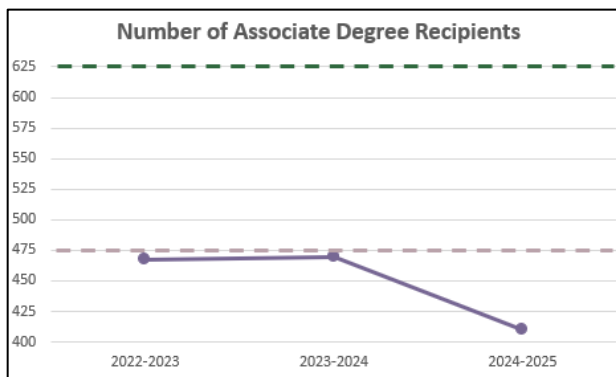
Stretch Goal (Aspirational, Ceiling)	76%
Range of Recent Performance	(71%, 76%)
Average Performance (Last Three Years)	73%
Institution-Set Standard (Floor)	70%
Trigger Point (95% of Institution-Set Standard)	66.5%

Although the successful course completion rate has fluctuated over the past three years, it has fallen within the window defined by the ISS and the stretch goal. In 2023-2024, the stretch goal of 76% was attained.



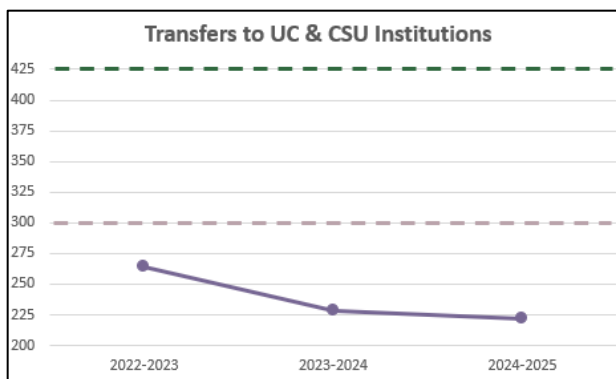
Stretch Goal (Aspirational, Ceiling)	500
Range of Recent Performance	(305, 330)
Average Performance (Last Three Years)	315
Institution-Set Standard (Floor)	250
Trigger Point (95% of Institution-Set Standard)	238

The (unduplicated) number of certificate recipients has been relatively consistent the past three years. Performance exceeded the ISS across the period.



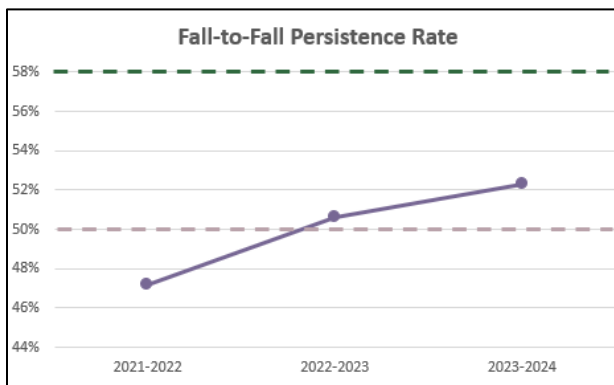
Stretch Goal (Aspirational, Ceiling)	625
Range of Recent Performance	(410, 469)
Average Performance (Last Three Years)	449
Institution-Set Standard (Floor)	475
Trigger Point (95% of Institution-Set Standard)	451

In 2022-2023 and 2023-2024, the number of (unduplicated) Associate Degree recipients bordered on the ISS but did not fall below 95% of the ISS (i.e., the defined trigger point). In 2024-2025, the number of degree recipients fell below the trigger point (by 41 students).



Stretch Goal (Aspirational, Ceiling)	425
Range of Recent Performance	(222, 264)
Average Performance (Last Three Years)	238
Institution-Set Standard (Floor)	300
Trigger Point (95% of Institution-Set Standard)	285

Over the past three years, the number of transfers to UC and CSU campuses has consistently been below 95% of the ISS. This pattern has been an area of concern in recent years.



Stretch Goal (Aspirational, Ceiling)	58%
Range of Recent Performance	(47%, 52%)
Average Performance (Last Three Years)	50%
Institution-Set Standard (Floor)	50%
Trigger Point (95% of Institution-Set Standard)	47.5%

Performance on the fall-to-fall persistence rate has steadily increased over the past three years. Although performance fell slightly below the trigger point of 47.5% in 2021-2022, it has exceeded the ISS the past two years.

Overall Assessment

Based on the review of recent performance data, NVC has identified the number of Associate Degree recipients and the number of transfers to UC and CSU institutions as areas for concern. Transfer levels have been lower than the defined trigger point over the past three years, and the number of degree recipients decreased by almost 60 between 2023-2024 and 2024-2025. In 2026-2027, NVC will be conducting an audit of student transcript information to begin auto-awarding of degrees and certificates. The process will first be applied to identify and contact students who met all requirements of specific certificate programs and will then be expanded to include students who met all requirements of specific degree programs.

In fall 2025, the Planning Committee (PC) launched a comprehensive review of the ISS. The need for such a review was twofold. Not only were there concerns about recent trends in performance, but also the ISS had been established six years earlier (prior to the pandemic). After establishing the ISS in 2019, NVC entered a period of declining credit-student headcount (spanning 2019-2020 through 2022-2023) (B1d). Although headcount has increased over the past three years, performance on outcomes such as completion and transfer has lagged. [The revised practices resulting from the 2025-2026 ISS review process are described in more detail within the response to Section B3, below.]

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to achievement for all student (i.e., achievement gaps)? What patterns or trends excite you? What patterns or trends concern you?

With respect to the ISS, NVC began implementing practices to disaggregate data in 2025-2026, in preparation for the upcoming comprehensive accreditation review process. The disaggregated performance data for successful course completion and persistence rates and the number of degree and certificate recipients was shared with the PC in spring 2026 (B2a). The analyses focused on the most recent three-year performance at both the institutional level and among demographic groups, with the inaugural disaggregation based on gender, age group, and race/ethnicity. The analysis of successful course completion also included delivery mode. NVC plans to expand the disaggregation of ISS data in the coming years – to include disaggregation among additional student subpopulations. In the analyses conducted in spring 2026, disproportionate impact (DI) was found among the following groups:

Metric	Successful Course Completion Rate	Persistence Rate	Degree Recipients	Certificate Recipients
Gender	○ [Unknown]	--	○ Male	--
Age Group	○ 18 to 19	○ 20 to 50+ ○ [Unknown]	○ ≤ 19 ○ 50+	○ ≤ 19 ○ 30 to 34 ○ 50+
Race/ Ethnicity	○ African American/ Black ○ Latinx/Hispanic	○ African American/ Black	○ White	○ American Indian/ Alaska Native ○ Pacific Islander ○ White
Delivery Mode	○ Internet Based	N/A	N/A	N/A

Although practices around the disaggregation of ISS data are relatively new, NVC monitors performance among student subpopulations through other mechanisms, and findings from those evaluation processes have yielded similar findings. NVC conducts an analysis of student equity at the institutional level each year. The analysis at the institutional level is used to structure the analysis of student equity for program review. The analysis focuses on retention and successful course completion rates over the three most recent academic years. The three most recent institutional analyses of successful course completion (spanning 2020-2021 through 2024-2025) reflect the summary above, as DI was found consistently among students 19 and younger, African American/Black, and Latinx/Hispanic students (B2b).

Data are also disaggregated by demographic groups for specific metrics identified in the Equitable Student Outcomes Goal of NVC's 2024-2029 Educational Master Plan (EMP) – including transfer to a four-year institution and degree and certificate completion (taken together) (B2c). NVC monitors performance among student populations flagged for DI on EMP metrics (as identified based on performance in the baseline year). The demographic groups identified for the completion metric in the EMP overlap with the groups listed for degree and certificate recipients above, as they include males, students ages 30 to 34, and white students (B2d). In 2024-2025, NVC established a goal of decreasing the gaps found on the EMP metrics by 50% (B2e). As presented in the 2024-2025 Progress Report, NVC eliminated the DI found on degree and certificate completion for males and white students (B2f). For the transfer metric, DI was eliminated among male students.

DI on the successful course completion metric is an area for concern due to the consistency found in the performance of students ages 18 and 19 as well as African American/Black and Latinx/Hispanic students and the fact that successful course completion is necessary to achieve longer-term educational outcomes. While it is encouraging that some equity gaps on the EMP metrics were addressed in year 1, NVC needs to continue to monitor performance among student subpopulations to ensure that the results are maintained across academic years.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of successful achievement for all student?

Monitoring Results & Using Results to Guide Planning

NVC monitors performance on Institution-Set Standards (ISS) each year – not only through the Annual Report to the ACCJC, but also through a local Core Indicators Report, created each fall (B3a). The PC reviews the Core Indicators Report each year, before it is presented to the Board of Trustees (B3b; B3c). In 2024-2025, the PC began a practice of reflecting more deliberately on performance relative to the ISS and identifying some strategies for improvement (B3d). NVC will continue to refine and institutionalize these practices to help identify areas for improvement and strategies to help increase performance and ensure that recent

performance and results are communicated to the campus community so that the findings can be used to inform planning at both the program and institutional levels. To support these efforts, NVC anticipates implementing the following practices in fall 2026:

- begin disaggregating Core Indicators Reports metrics in the fall term, following the release of the general report (to institutionalize the practices around ISS disaggregation introduced in spring 2026);
- share the 2025-2026 Progress Report with the PC and the campus community early in the fall 2026 semester (rather than late in the fall semester, following deadlines for submitting Strategic Initiatives and Operational Optimization proposals);
- communicate recent performance and accomplishments with the campus community to guide planning at all levels; and
- incorporate reflections from the PC's review of the reports and data listed above into the communications to the campus community.

2025-2026 Revision of Institution-Set Standards

In November 2025, the PC began a comprehensive review of the ISS established in 2019. The process included review of recent practices and consideration of other possible approaches, beginning with the definitions of the metrics themselves (B3e). The refinement of the metrics was guided by an interest in expanding the metrics to include as many students as possible and clarifying the metrics and ISS practices. Examples of changes to the metrics include:

- expanding the successful course completion metric to include summer terms (rather than fall and spring only);
- expanding the transfer metric to include all types of four-year institutions (including in-state private and out-of-state institutions); and
- revising the persistence metric to focus on fall-to-spring persistence (to align with the EMP metric) and adopting a definition that aligned with standard California community college practices (B3f).

Once the revised metrics were identified, the PC reviewed six years of performance data on the revised metrics, alongside the existing ISS and stretch goals (where appropriate) (B3g). The PC followed the process described in the Planning Handbook to review data and make recommendations (and will continue to monitor performance relative to established goals, in accordance with the graphic in the handbook) (B3h). In order to clarify practices, the PC recommended adopting the three-year average performance on each metric as the threshold for triggering a required institutional planning response (rather than a threshold of 95% of the ISS) (B3i). The PC's recommendations were finalized and forwarded to the Superintendent/President in April and approved by the Board of Trustees in May 2026 (B3j; B3k).

To prepare for the upcoming comprehensive accreditation review, the PC incorporated some additional improvements into the ISS review process in spring 2026. Those improvements included:

- providing the context for the recommended performance levels identified for each ISS metric;
- identifying some initial strategies to consider, should performance drop below the established ISS;
- incorporating the context and potential strategies into the document outlining the proposed recommendations (B3l); and
- sharing the purpose of the ISS as well as the tentative recommendations on them with the campus community via a campus-wide forum (B3m).

Shortly after the PC finalized its recommendations, the California Community Colleges Chancellor's Office (CCCCO) announced that the Transfer Volume figures reported on the CCCCCO DataMart had been updated to address "an issue with the first term cohort criteria" (B3n). Based on the updated figures for in-state private and out-of-state transfer over the past six years, NVC's transfer figures increased by 744 students (B3o). The updated figures indicate that NVC achieved its recently established stretch goal of 525 in five of the last six years. In light of this new information, the PC will revisit the ISS and stretch goal established for transfer in fall 2026. The PC will also incorporate additional strategies to promote transfer, drawn from the Aspen Institute's Transfer Playbook, into the ISS documentation (B3p).

NVC will continue to monitor performance and communicate results to the campus community as part of its system of practices to address Standard 1, including the expectations that the institution:

- “establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes” (1.2);
- “holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation” (1.3); and
- “regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement” (1.5).

C. Reflections on Assessments of Student Learning

1. **Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

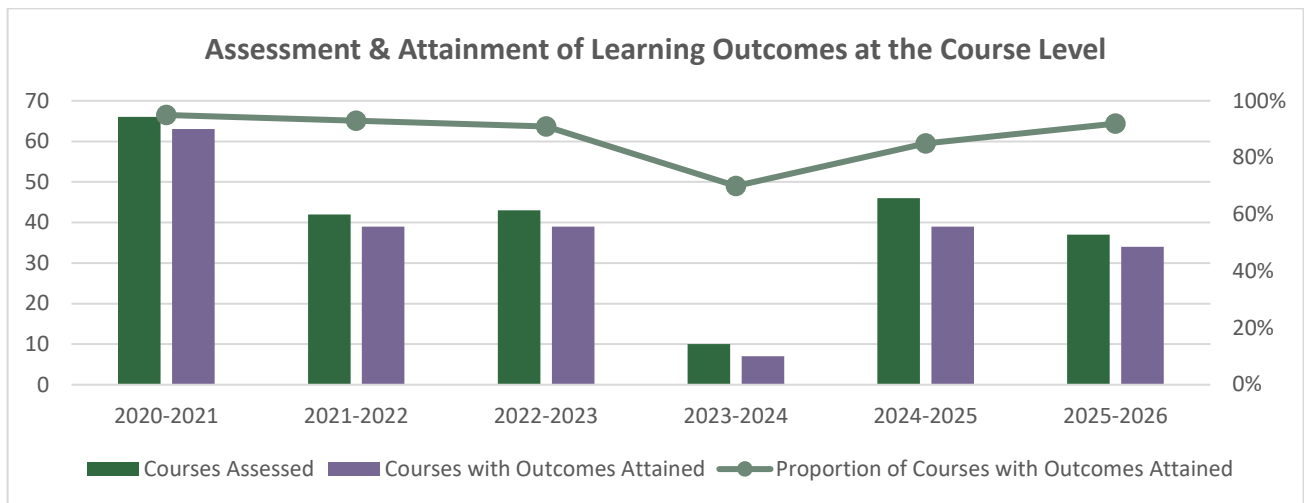
Assessment and Attainment of Learning Outcomes

As conveyed in the 2021 ISER, NVC has adopted a six-year assessment cycle (C1a). The cycle communicates the expectation that assessment is conducted at all levels – course, program, and institutional – at least once within a six-year period. In preparation for this Midterm Report, the Learning Outcomes Assessment Coordinator (LOAC) and the Accreditation Liaison Officer reviewed assessment data stored within the Nuventive platform to evaluate the status of learning outcomes assessment at the course and program levels. The review focused on courses, as well as degree and certificate programs, listed in the 2024-2025 Catalog. This approach was designed to ensure that courses included in the review had had the opportunity to be offered – and therefore assessed – in recent years. The review yielded the following results:

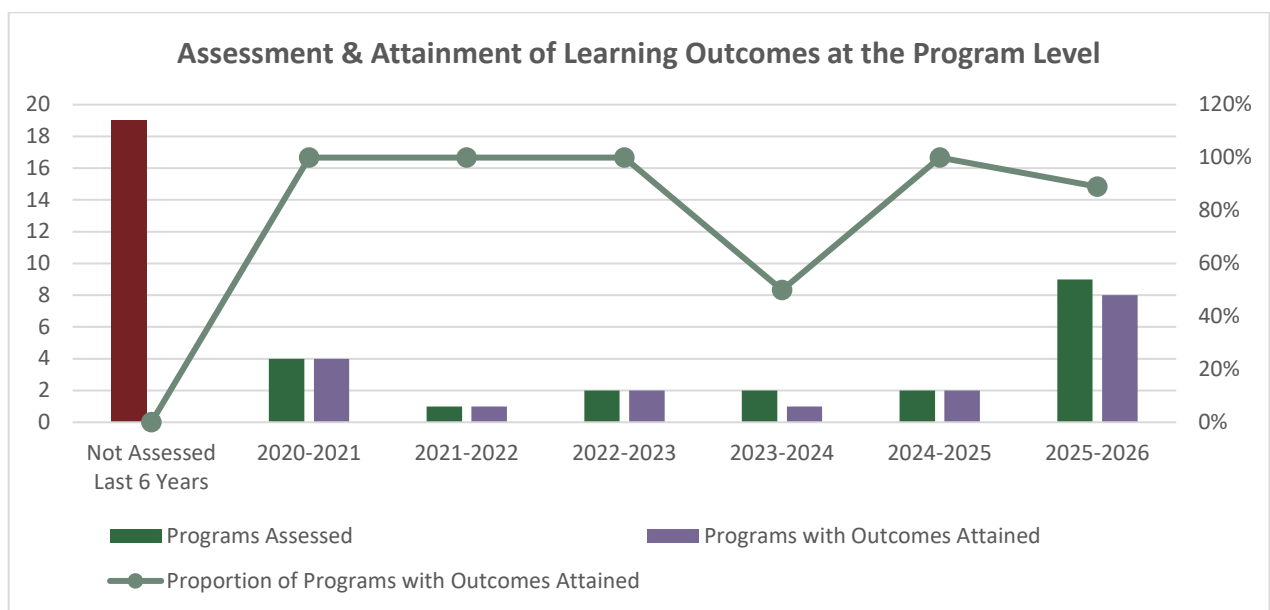
- Of the 512 credit courses listed in the 2024-2025 Catalog, offered at some point over the past six years, and not archived in the past two years, 244 (48%) were assessed between 2020-2021 and 2025-2026 (C1b; C1c).
- Of the 39 departments offering degrees or/and credit certificates, 20 (51%) assessed current (non-archived) program-level outcomes between 2020-2021 and 2025-2026 (C1d; C1e).

Results reported in Nuventive indicate that the assessment criteria were met within the overwhelming majority (91%; 221) of the 244 courses that had course-level learning outcomes (CLOs) assessed between 2020-2021 and 2025-2026 (based on the most recent year of assessment) (C1f). [Note: These figures reflect attainment of at least one outcome in each course. Courses with mixed results (i.e., a combination of attaining the criteria and not attaining the criteria for different CLOs) were counted as successes.] The results are similar at the program level – where 90% (18) of the 20 programs that assessed program-level outcomes (PLOs) over the past six years reported that the criteria were met during the most recent year of assessment (C1g).

The graph below depicts the data reported within the evidence items C1c and C1f, by the most recent year of assessment. The green bars reflect the number of courses that were most recently assessed each year, alongside the number of courses in which the outcomes criteria were attained (purple bars). The proportion of outcomes attained (as a function of those assessed) is reflected in the trend line imposed at the top of the graph. The graph highlights the fluctuation in course-level assessment over the past six years. The number of courses assessed ranged from 7 to 63 across the period – with the peak in 2020-2021 and the low in 2023-2024. Assessment across courses was more consistent in the other four years, when 34 to 39 courses were assessed each year. The 268 courses that were not assessed over the past six years (but were offered) are not reported in the graph.



The following graph contains similar information regarding assessment and attainment of learning outcomes criteria among programs. The trend in outcomes assessment at the program level deviates from the pattern at the course level in that the most recent assessment among the largest number of programs that assessed outcomes over the past 6 years occurred in 2025-2026.



Effective Assessment Practices

This section highlights some recent assessment findings within three academic programs. These programs demonstrate a variety of ways to approach learning outcomes assessment and use the findings to identify areas for improvement.

- Accounting: The Accounting program assesses CLOs across courses regularly and in a comprehensive manner. Over the past six years, faculty have assessed four of the five courses offered by the program multiple times. In 2025-2026, Accounting faculty assessed all CLOs associated with all five courses (totaling 14 CLOs) (C1h). These robust assessment practices are evidenced in the results recorded in Nuventive, as they include detailed and nuanced observations that come from ongoing assessment. For example, observations regarding students' strengths include the ability to record transactions, navigate systems, and generate reports. Areas of challenge include higher-order expectations and synthesis, including the application of concepts to specific scenarios or using acquired skills to trouble-shoot software issues independently (C1i).

- Art History: Simultaneous assessment of multiple CLOs within the same semester by Art History faculty has revealed differences in students' attainment of specific learning outcomes. In 2022-2023, two CLOs were assessed within two courses, with differing results both within and between them. The two outcomes for one of the courses included the recognition of artistic works (assessment criteria not met) and the ability to locate art within their respective historical, political, religious and philosophical contexts (assessment criteria met). The two outcomes for the other course included recognition of formal characteristics of works of art from a range of historical periods (criteria met) and the ability to discern the ways that the historical, political, religious, and philosophical contexts shape works of art (criteria not met). The action plans associated with these assessment findings indicate the need for making clearer expectations regarding assignments and building understanding of context for students (C1j).
- Biology: During the program review process in spring 2026, Biology faculty identified a discrepancy between the program-level outcomes communicated to students via the Catalog and those recorded in Nuventive and depicted in the Program Map. During the review process, faculty took immediate action to ensure consistency in the outcomes statements across the platforms (C1k). Biology faculty also noted that two courses that are offered regularly had not assessed CLOs recently. The program review report documents the intent to assess outcomes in the two courses this year (C1l).

2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to attainment of learning outcomes for all students? What patterns or trends excite you? What patterns or trends concern you?

Background on Disaggregation of Student Learning Outcomes Assessment Data

When the 2021 Institutional Self-Evaluation Report (ISER) was submitted, NVC had a practice for disaggregating student learning outcomes assessment data at the institutional level in place. To ensure a large enough sample size for each student subpopulation, the process focused on the assessment of General Education Learning Outcomes (GELOs). The assessment was structured around an inquiry group model, with faculty participants identified based on the alignment between the course(s) they were assigned to teach and the GELO(s) being assessed that term. Faculty participants assessed student performance via a common rubric, submitted students' scores, and then met to discuss the results across disciplines (C2a). According to the established cycle, faculty inquiry groups assessed at least one of the five GELOs every two years. Between 2021-2022 and 2024-2025, three different faculty members served in the LOAC position. The two-year cycle of GELO review combined with the turnover in the position resulted in a lack of GELO assessment according to the established practices, as each coordinator was given time to transition into the position.

Reinstating GELO Assessment Practices

In fall 2025, the LOAC, the Vice President of Academic Affairs, and the Dean of Research, Planning, and Institutional Effectiveness (RPIE) met to develop an approach for reinstating the practice of assessing GELOs and using the results to disaggregate learning outcomes assessment data. The new approach was based on the prior practices described above, with two refinements. GELO assessment would be conducted each year (within the fall term). The Student Success Standards Committee (SSSC) of the Academic Senate would review and discuss the results once they were compiled (in the spring term). These changes were intended to prepare for the upcoming comprehensive accreditation review – to ensure that GELO assessment occurs regularly and to align GELO assessment with existing committee structures and charges (C2b).

The refined GELO assessment process, which was implemented in 2025-2026, includes the following sequential steps:

- Each fall term, at least five course sections associated with each GELO are identified to assess GELOs

via a common rubric (C2c). As of the fall 2026 cycle, assessment will focus on two GELOs to provide opportunity for deeper exploration of each GELO.

- The rubric scores for the students enrolled in the course sections participating in the assessment are recorded by faculty participants, submitted to the LOAC for compilation, and forwarded to RPIE, where the results are compiled, merged with student demographic data as well as section-related information, and analyzed at both the aggregate and disaggregate levels.
- The results are presented to the SSSC. The SSSC then reviews the results and reports their summary reflections on a form. The form that was developed for this purpose in spring 2026 aligns with the expectations as conveyed via the ACCJC's Midterm Report template (C2d).

In fall 2025, faculty assessed GELOs in 19 course sections covering four of the five GELO areas (C2e; C2f). As a starting point, data were disaggregated among a subset of demographic groups (defined by gender, age group, and race/ethnicity), by GELO, and by delivery mode (C2g). For student subpopulations containing less than 10 students, some demographic categories were combined to reach a minimum of 10 students in each group. Based on suggestions from the SSSC, the LOAC contacted faculty participants in the fall 2025 GELO assessment process to request additional information that could be incorporated into the disaggregation of data – including the method of assessment and the specific component of each GELO that was assessed (C2h). The LOAC also invited faculty participants to share their observations and experiences with the new process to inform additional SSSC discussion (C2i).

Observations from 2025-2026 Implementation

The analysis of disaggregated data in spring 2026 included the following findings:

- GELO attainment levels were generally high, ranging from 72.6% to 94.3% across the four GELOs, with an overall rate of 83.0%.
- Students ages 20 to 24 were flagged for DI at the aggregate level. DI was not found among age group categories among individual GELOs.
- DI was found among different types of delivery modes, with different results at the aggregate level and when disaggregated by GELO. All three types of delivery mode (in-person, hybrid, and online) were included in the analysis of GELO 4 and the overall results. Sections that were assessed for GELOs 1-3 included only two types of delivery mode.

GELO	Disproportionate Impact Found among
All 4 GELOs	○ Students ages 20 to 24 ○ In-person sections (vs. online and hybrid)
GELO 1	[N/A]
GELO 2	○ In-person sections (vs. online)
GELO 3	○ Hybrid sections (vs. online)
GELO 4	○ Online sections (vs. in-person and hybrid)

The SSSC used the reporting template to document the focus of their discussion and reflections on the GELO results (C2j).

The process introduced in 2025-2026 will ensure that GELOs are assessed regularly. It will also allow NVC to monitor the impact of strategies that are implemented to address any areas of concern. NVC will use the observations from spring 2026 to continue to refine GELO assessment practices. Disaggregation will be expanded in the coming years to include additional student subpopulations and course/assessment characteristics (e.g., type of assignment assessed). Characteristics of the sections that will participate in GELO assessment each fall will be recorded as the sections are selected. One finding from the 2025-2026 experience is that most faculty that participated in the process assessed multiple components of the identified GELO for their courses. For future GELO assessment, focusing on two GELOs each year and encouraging the selection of specific GELO components assessed in each section will enable additional

disaggregation to help identify areas for improvement. As GELO assessment results are collected each year, the initial data set can be appended with new assessment results to ensure that all student subpopulations achieve a threshold of at least 10 students.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of successful outcomes for all students?

The Midterm Report has provided an opportunity for NVC to review the status of learning outcomes assessment and identify areas that need to be addressed over the next two years. Some areas for improvement and possible strategies include:

- using the program review process to instill more regular assessment into the process – to ensure that assessment is conducted regularly, among all courses and programs;
- ensuring that GELO assessment participants enter their course-level assessment results into Nuventive;
- institutionalizing and expanding the new GELO practices to monitor performance and identify areas for improvement;
- communicating GELO assessment results to the campus community;
- revisiting the GELO Statements to ensure alignment with recent changes at four-year institutions (e.g., the California General Education Transfer Curriculum (Cal-GETC)); and
- administering the Student Services Outcome Survey (developed following the 2023 Action Letter) across student support programs (either through program review or across all programs simultaneously).

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Changes

On July 1, 2026, Dr. Gayle Pitman assumed the role of NVC Superintendent/President. Dr. Pitman's expertise and experience with data-informed decision-making and strategic planning made an immediate impact on NVC – including in some areas referenced earlier in the report (e.g., incorporation of information from the Transfer Playbook into the review of the ISS transfer metric this year). Dr. Pitman's introductory remarks to campus featured information about NVC enrollment trends, unit accumulation among degree recipients, post-graduation success, and characteristics of Napa County residents (D1). She also contributed to the preparation for a campus-wide activity focused on *Our Community, Our Opportunity* and defining who we are and who we are becoming as the next iteration of NVC (D2; D3; D4).

Opportunities

In the spirit of continuous improvement, NVC will be implementing a number of initiatives beginning in 2026-2027.

New & Expanded Offerings:

- NVC will be offering its first bachelor's degree program (Bachelor of Science in Respiratory Care) beginning in fall 2026.
- NVC also plans to expand its Early College Pathway Program with high schools in Napa County and strengthen partnerships with schools at the elementary and middle school levels through the Golden State Pathways Program.

Student-Focused Initiatives:

- NVC will implement the *Is 2 for You?* initiative in fall 2026. The program is intended to enable students to attain their educational goals of degree, certificate, or transfer within a two-year period by enrolling in 15 units each semester (or by supplementing 12 units in fall and spring with summer enrollment).
- NVC will be revitalizing the Caring Campus initiative to develop an action plan associated with its institutional commitments focused on welcoming and supporting students.

Campus Improvements:

- NVC will be adopting technological solutions to improve communication to students (CRM) and automate processes that help students achieve their educational goals (e.g., through transcript analysis, degree audit).
- NVC will assess the impact of the on-campus student housing (River Trail Village) on student success and outcomes.

Planning Context

NVC will submit its next ISER in December 2028, with the associated Focused Site Visit in fall 2029. Planning-related activities anticipated over the next two years include:

- developing an updated Facilities Master Plan (expected 2026-2027);
- implementing program review processes for departments outside of Academic Affairs and Student Affairs – in preparation for the comprehensive accreditation review process;
- refining practices to align with ACCJC's expectations pertaining to storytelling around data and identifying strategies to promote return on investment;
- expanding disaggregation practices;
- strengthening planning practices at the institutional and program levels;
- assessing student learning outcomes at all levels (course, program, GELO, student support services) more regularly; and

- developing a new EMP (to follow the 2024-2029 plan), which will likely align with the timing of the site visit.

External Factors

NVC experienced a loss of funding at the federal (grants, including Hispanic Serving Institutions grants), state (categorical programs), and local (lower than anticipated tax revenues) levels in 2025-2026. In spring 2026, NVC began implementing changes to help address a projected \$4.5M deficit (anticipated by fiscal year 2028) (D5). Initial strategies to address the budgetary concerns included a workforce reduction and formalizing a process for institutional reorganization (D6).

- The Board of Trustees reviews the status of the annual budget each month (D7). As part of that regular process of review and monitoring, the Board has made mid-year adjustments to the budget in two of the past three years (D8).
- For 2026-2027, NVC anticipates that funding from local property taxes will again be lower than anticipated. NVC will continue to work with Napa County officials to monitor projections in local revenue and incorporate changes into the annual budget.

NVC looks forward to the comprehensive review under the 2024 Accreditation Standards.