

Substantive Change Application

Baccalaureate Degree Program

Directions: Complete each section, keeping narratives concise and direct. Should you have any questions, please contact substantivechange@accjc.org and we will be happy to assist you.

This application must be submitted *at least* 30 days prior to the anticipated start date of the change. Once the application has been submitted, ACCJC will invoice your institution for the appropriate fee. Applications must be complete, and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org.

Title of degree:	Bachelor's of Science in Respiratory Care
Type of degree	<input type="checkbox"/> BA <input checked="" type="checkbox"/> BS
Anticipated start date:	Fall 2026

Institution name:	Napa Valley College				
Address:	2277 Napa-Vallejo Highway, Napa, CA 94558				
ALO name:	Robyn Wornall	Phone:	(707) 256-7192	Email:	rwornall@napavalley.edu

It is the institution's responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards¹. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

¹ 34 CFR § 602.16(a)

Describe how the baccalaureate degree is consistent with the mission of the institution (Standard 1.1).

Include in your response the rationale and internal approval process for the proposed program (e.g., Curriculum Committee, Academic Senate, Board of Trustees, students, advisory boards, community members, etc.).

Napa Valley College's (NVC's) mission 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 and professional opportunities that are student-centered, equity-focused, and community-oriented" (<https://www.napavalley.edu/about/institutional-planning/mission-vision-values.html>).

The Baccalaureate Degree Program (Bachelor of Science (BS) Degree) in Respiratory Care aligns with two components of NVC's Mission Statement. It directly contributes to students' ability to pursue a career. It also supplements student transfer, as students will be able to pursue a BS through NVC without transferring to another institution.

NVC's 2024-2029 Educational Master Plan (EMP) identifies Program Alignment with Regional Labor Market Needs as one of five institutional goals (<https://www.napavalley.edu/about/institutional-planning/documents/NVC.Educational.Master%20Plan-5.03.24.pdf>). The summary of key findings associated with the labor market goal includes direct reference to health occupations programs, including Respiratory Care: "NVC has programs to train students for some in-demand, high-wage jobs in the region, including psychiatric technicians, nurses, and respiratory therapists. Labor market data suggest the college can continue to invest in these programs in alignment with student demand, as they are large and/or growing occupations in the county" (Page 24).

Between 2015 and 2024, NVC conferred Associate of Science (AS) Degrees in Respiratory Care to 199 students. Approximately 17% (33) of these graduates transferred to four-year institutions after receiving their AS in Respiratory Care from NVC. The majority (23) of the students who transferred attended Boise State University, and all except one student transferred to a four-year institution outside of California. NVC's BS program will provide easier and more affordable access to advanced training and education for recent graduates of NVC's program (as well as others who might be working in the region).

NVC has been interested in offering a BS in Respiratory Care since the pilot program was introduced by the California Community Colleges Chancellor's Office (CCCCO) in 2014-2015. [NVC applied to offer the degree in Respiratory Care as part of the pilot program but was not among the 15 colleges that received approval at that time.]

NVC began preparing for the new BS program offering in November 2023. The college convened a workgroup composed of Respiratory Care faculty, the area dean, an industry partner, and the Vice President of Academic Affairs. The workgroup met monthly between November 2023 and December 2024 to determine the structure of the program, outline program requirements, collect input from local industry, and discuss overall planning and resource needs. During the 13-month development process, a survey of former and prospective students was completed, as well as a survey of industry partners in order to gauge interest and need. All three groups unequivocally supported the need for this BS degree program. To receive additional input on the new program, NVC engaged the Advisory Committee for Respiratory Care to ensure that the program aligns with industry and community needs.

NVC's internal vetting process has included presentation and discussion among key stake-holding groups, including:

- The Curriculum Committee
(<https://go.boarddocs.com/ca/nvccd/Board.nsf/goto?open&id=D87NMX60A77C>)
- Respiratory Care Program Advisory Committee
- President's Cabinet
- The Board of Trustees
(<https://go.boarddocs.com/ca/nvccd/Board.nsf/goto?open&id=D3KMSH5B341D>)

All courses affiliated with NVC's new program offering have gone through internal curricular review. Two new General Education courses associated with the program were approved by the Curriculum Committee in November 2024

(<https://go.boarddocs.com/ca/nvccd/Board.nsf/goto?open&id=D9N45U09ADA2>). The six new courses within the discipline, as well as a third General Education course, were approved by the Curriculum Committee in December 2024

(<https://go.boarddocs.com/ca/nvccd/Board.nsf/goto?open&id=DAGV887F6858>).

NVC anticipates that the new program will be approved by the Curriculum Committee in February 2025. The new courses and the new program will then be submitted to the CCCC for approval (anticipated March 2025).

Describe how the baccalaureate degree will be integrated into the institution's regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (Standard 1.3).

NVC's Vice President of Academic Affairs maintains two documents defining the regular review cycle for all instructional programs:

- The Taxonomy of Programs, identifying all course, certificate, and degree offerings associated with each instructional program; and
- The Program Review Cycle for instructional programs.

NVC's program review process includes student success data disaggregated on four dimensions, including individual courses (Section I.B.1), demographic groups (Section I.B.2), delivery modes (Section I.B.3), and award conferral/program completion (Section I.C.1). The three components of Section I.B include comparison of retention and successful course completion rates (which represent momentum within the program). Section I.C reports completion of students within individual degree/certificate programs, along with the contribution of the program to award conferral at the institutional level.

The program review process yields a three-year plan for each program. Reflections on the data and analysis provided by the Office of Research, Planning, and Institutional Effectiveness – along with a review of the curriculum and student learning outcomes assessment findings – inform the development of the three-year program-level plan. The program-level plan identifies areas of effective practices to be expanded as well as areas for improvement. In the subsequent program review cycle, the program-level plan developed for the prior three years is used to evaluate progress.

The new BS program will undergo program review once one student cohort has had the opportunity to complete the requirements (first cohort 2026-2027 through 2027-2028; with program review anticipated spring 2029). As a new and unique program, the BS in Respiratory Care will undergo review separate from the "parent" Respiratory Care program in spring 2029. Subsequent to that review, NVC will determine whether the program will continue to be reviewed as a separate program

or be incorporated into the review of the existing (AS) program. (The AS program is scheduled to undergo program review in spring 2028.)

As the BS in Respiratory Care will be the first baccalaureate degree offered by NVC, NVC will monitor the impact of the new program regularly and will use the findings to inform future decisions regarding the possible expansion of degree offerings for other programs.

Describe how the baccalaureate degree reflects appropriate breadth, depth, and expected learning outcomes (Standard 2.1 and 2.2).

Does Baccalaureate Degree have a minimum of 120 credits? ☒Yes ☐No

Is Baccalaureate Degree more than 120 credits? ☒Yes ☐No

The BS degree, inclusive of AS degree requirements, is 125 units. Due to prerequisite science courses required for acceptance into the program, the program is slightly longer than the minimum 120 units.

There are two major learning outcomes for the BS in Respiratory Care:

1. Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach.
2. Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused on Respiratory Care.

NVC plans to start its first cohort of the BS degree program in Respiratory Care in fall 2026. As the college will develop its 2026-2027 Catalog in spring 2026, a program sheet for the college catalog is not currently available. (The draft of the program sheet for the new program is attached.) The AS degree program does have an existing Catalog program sheet ([Respiratory Care: AS Degree | Napa Valley College](#)). It outlines the 22-23 prerequisite units required for admission to the associate degree program, the 55 units in respiratory care, and links to the additional General Education (GE) courses that are required. (Because one science class and one math class in the prerequisite course list also address GE requirements, the units associated with the two classes are counted only once.) The first two years of the program consist of a comprehensive set of GE, Math, Science, and Respiratory Care courses which meet all local degree requirements.

The portion of the program specific to the upper division requirements totals 40 additional units: 27 units of coursework (18 major units and 9 upper division GE units) and 13 units of credit for prior learning to award credit for the following three required sets of knowledge and skills:

1. Successful passing of High Cut Score Transfer Model Curriculum (TMC) and earning the Registered Respiratory Credential (RRT) from the National Board of Respiratory Care (BSRC).
2. An unencumbered license to practice from the Respiratory Care Board of California or from another state licensing board.
3. Completion of the State Law and Ethics course through the California Society for Respiratory Care (CSRC) or American Associated for Respiratory Care (AARC).

The required upper division major courses include the following six courses (totaling 18 units):

RESP 300 Advanced Pulmonary Diagnostic and Procedures (3 units)

Catalog Description: Provides an analytical framework through which students will expand their knowledge of respiratory diseases, diagnostic procedures, and symptom management. Includes detailed assessment of cardiopulmonary and neurorespiratory diseases, performance of diagnostic testing, medical interventions, and analysis of treatment benefits.

RESP 310 Clinical Specialist and Case Management (3 units)

Catalog Description: This course explores the role of Clinical Specialists and Case Management in Respiratory Care

<p>departments, focusing on training, policy development, research, and various specialized clinical functions. Students will examine key responsibilities such as chronic disease management, patient-care team collaboration, pulmonary rehabilitation, and asthma education. The course also covers credentialing opportunities in specialized areas, including Neonatal Pediatric Specialty (NPS), Asthma Educator (AE-C), and Adult Critical Care Specialty (ACCS). Additional topics include the application of clinical specialists in areas such as sleep medicine, pulmonary function, home care, and interventional pulmonology. This course is designed for students enrolled in the Respiratory Care Baccalaureate Degree Program and requires prior acceptance into the program.</p> <p>RESP 320 Education and Teaching (3 units) Catalog Description: Provides an analytical framework to teach adult learning theory and prepare the student to teach effectively in healthcare and classroom settings. Topics include learning styles, curriculum development, effective teaching techniques, and assessment of learning.</p> <p>RESP 330 Leadership and Management in Healthcare (3 units) Catalog Description: Leadership and management theories in effective practices in the healthcare setting. Organizational structure of current healthcare models are discussed. Emphasis is placed on development of skills in leadership, communication, time management, problem solving, motivation and other critical competencies. Specific attention is focused on the role of leadership, along with specific functions and operations, in a Respiratory Care Department. Using these skills, students will identify and apply strategic models to analyze problems, formulate solutions, and make sound decisions.</p> <p>RESP 340 Critical Review and Methodology of Research (3 units) Catalog Description: Analysis of research design and methodology in health care and health sciences. Emphasis will include research evaluation and interpretation of results, design methodology, the planning and approval process, data collection and analysis, and communication and presentation of the results.</p> <p>RESP 350 Respiratory Care Capstone (3 units) Catalog Description: Capstone course in Respiratory Care focused in areas of advanced cardiopulmonary respiratory care, leadership and management, case management, research, education, or other special area of interest. Student will identify and complete a project applying knowledge and skills learned in the program. Projects will be developed in collaboration with faculty and community members and are aligned with student area of interest.</p>	<p>Describe the upper-level general education requirements for the baccalaureate degree (Standard 2.3).</p>
<p>The BS program will require the following three upper-level GE courses (totaling 9 units):</p> <p>PHIL 300 Medical Ethics and Patient Advocacy (3 units) Catalog Description: Exploration of core topics in the study of medical ethics and patient advocacy. Diverse perspectives on medical ethics and patient advocacy are examined through a philosophical approach. Students will develop an understanding of medical ethics and patient advocacy in the areas of health and medical care.</p> <p>SOCI 360 Sociology of Health & Medical Care (3 units) Catalog Description: Exploration of core topics in the study of health and the delivery of medical care. Diverse perspectives on health care policy will be examined from a sociological approach. Students will develop an understanding of fundamental ideas and problems in the areas of health and medical care.</p> <p>COMM 400 Organizational Behavior (3 units) Catalog Description: The study of how people interact in organizations. Course covers a wide breadth of advanced theories and applications dealing with such topics as perception, motivation, decision making, team dynamics, negotiation, conflict management, leadership, and organizational culture. Development of a conceptual understanding of organizational behavior theories and practical applications. Key techniques and processes designed to improve organizational efficiency and effectiveness are fully examined from the perspective of management, workers, and society at large.</p> <p>All three GE courses will focus on the healthcare setting and are designed to serve the needs of Respiratory Care students.</p>	<p>Describe how courses in the baccalaureate degree will be scheduled to ensure completion in the expected period of time (Standard 2.5).</p>
<p>The BS degree in Respiratory Care will be offered on a cohort model, with each cohort completing the program in 18 months. The majority of the coursework will be completed in the first year and will be scheduled in two, 8-week sessions during the fall and spring terms. This structure is designed for working adults so that they can focus on specific content within each 8-week period. The final</p>	

semester is devoted to a capstone project that will integrate all prior learning and apply that to the work setting. The first cohort will follow this schedule:

Fall 2026:

1st 8 Weeks:

RESP 340 Advanced Pulmonary Diagnostics and Procedures

Philosophy 300: Ethics of Health Care

2nd 8 Weeks:

RESP 310 Clinical Specialist and Case Management

RESP 330 Education and Teaching

Spring 2027:

1st 8 Weeks:

RESP 300 Leadership and Management in Healthcare

Communication Studies 400: Professional Communication in Health Care

2nd 8 Weeks:

RESP 320 Critical Review and Methodology of Research;

Sociology 360: Public Health Policy

Fall 2027:

Full Semester, 16 Weeks:

RESP 350 Respiratory Care Capstone

Each subsequent cohort will begin in the fall semester, once every two years, with cohort completions every other fall semester.

Describe how the institution designs and delivers equitable and effective services and programs (e.g., counseling, advising, tutoring, library, etc.) that support students in the baccalaureate degree (Standard 2.7).

NVC currently offers an array of academic support services to promote the success of its students. All of the services described below will be available to students in the BS program.

Tutoring support is available in the NVC Writing Success Center to support any writing assignments (<https://www.napavalley.edu/student-services-and-resources/writing-success-center/index.html>). Faculty offer office hours each week to provide content-specific support. Both tutoring and office hours are available online and in person.

The library has an extensive database of electronic materials that are appropriate for baccalaureate study (<https://www.napavalley.edu/library/index.html>). Digital resources such as Academic Search Complete, the Cumulative Index to Nursing and Allied Health Literature, Credo Reference database, Directory of Open Access Journals, Medline, and PubMed are all available to students in digital form. In addition, the library has an annual budget to purchase specific resource materials requested by discipline faculty. As new materials are released, the library works with discipline faculty to provide the most relevant materials needed to support learning in the program.

In preparation for the new program, all counselors will receive training on the requirements of the BS degree so that they can assist any baccalaureate degree seekers. The Dean of Counseling will also ensure that front-desk staff are prepared to receive queries from baccalaureate degree students,

including prospective students. Counseling appointments are available both online and in person (<https://www.napavalley.edu/student-services-and-resources/general-counseling/index.html>). NVC will provide the same level of counseling and advising services as it does for its existing programs.

Describe how the institution systematically reviews and assesses the baccalaureate degree to ensure quality and implement improvements and innovations in support of equitable student achievement (Standard 2.9).

As an established and standard practice, NVC uses the program review process to review and assess its programs on a regular basis. As the BS in Respiratory Care represents the first baccalaureate degree to be offered by NVC, NVC will need to develop new processes to monitor the program across the first student cohort, to ensure the quality and effectiveness of the program, including its contribution toward equitable outcomes.

To ensure that the program is monitored regularly (before the first student cohort has completed the program), NVC is developing a process involving regular semester-by-semester and annual review of the program. The new process will include review of the following data elements tracking students' progress within the program:

- Demand: Enrollment (course and program levels), headcount (program level), fill rates (program level), demographics among students within the program
- Momentum: Term-to-term persistence within the program (and corollary attrition rate), retention and successful course completion rates (course and program levels; comparison of rates among demographic groups)
- Completion: Degree completion (including proportion of initial student cohort to complete on time); comparison of demographics of entering cohort and completing cohort

While these areas mirror the data included in NVC's program review process, they have been expanded to include metrics aligned with the cohort structure of the new program and to address the equitable outcomes component. (As the BS program will be offered completely online, the data analysis will not include comparison of outcomes by different delivery modes.)

To collect information regarding students' experiences in the new program, a survey will be conducted each semester among the first cohort. The survey will focus on specific courses offered each semester, as well as academic support services. The results will be used to identify areas for improvement and inform refinements to the program for the second cohort.

Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the baccalaureate degree (Standard 3.1).

NVC aligns its hiring practices with the Minimum Qualifications for Faculty and Administrators in California Community Colleges and with guidance provided by the CCCC. All faculty teaching in the Respiratory Care program have earned an appropriate degree from an accredited institution and have a current Registered Respiratory Therapy credential. The CCCC's handbook does not address baccalaureate degree programs specifically. Per guidance from the CCCC, faculty in the baccalaureate degree program should have a degree one level higher than the degree being offered. The Respiratory Care Program Coordinator, Ricardo Guzman, holds a Master's Degree and is a Registered Respiratory Therapist as well as a Respiratory Care Practitioner credential from the Respiratory Care Board of California. As the primary instructor in the BS degree program, he will teach the majority of the discipline-specific offerings.

Instructors who are hired to teach in the BS program will be hired consistent with BP 7120 Recruitment and Hiring, which reaffirms that "Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors of the California Community

Colleges” (<https://go.boarddocs.com/ca/nvccd/Board.nsf/goto?open&id=CRWU347A081D>). The same BP states that Administrative/Confidential employees and classified employees will also follow a standardized process as defined in AP 7120 (<https://go.boarddocs.com/ca/nvccd/Board.nsf/goto?open&id=CDFSAF70D14F>).

The BS program will be supported by the existing infrastructure of staff. A specific Admissions and Records technician has been tasked with handling all admissions for Health Occupations programs given their specificity and more particular requirements. In addition, the Health Occupations division is staffed with two administrative assistants who support these programs, including Respiratory Care. There is a dean assigned to oversee the administrative functions of the program. All employees are hired consistent with the district’s defined recruitment policies referenced above.

Describe the institution’s fiscal resources to support and sustain the baccalaureate degree (*Standard 3.4*).

NVC’s BS degree in Respiratory Care is a fully online program designed to meet the needs of working adults. The distance education infrastructure is supported by a team of personnel, including:

- a dean of distance education;
- a distance education faculty coordinator;
- a Distance Education Technician to support students; and
- an Accessibility Specialist (currently under recruitment).

All positions are built into the college’s budget to ensure ongoing support and sustainability for these online offerings.

NVC has achieved the CCCCCO’s recommended level of reserve balances in order to ensure funding stability. At the December 19, 2024 meeting of the NVC Board of Trustees the pre-audited 2023-2024 fund balance of 16.88% was reported

(<https://go.boarddocs.com/ca/nvccd/Board.nsf/goto?open&id=CRWU347A081D>). The 2024-2025 budget includes a planned reserve balance of 16.91%, a small increase from the prior year indicating further strengthening of the college’s fiscal position. The costs of instruction for the bachelor’s degree program have been integrated into the college’s annual budgeting and planning process, and the 24 instructional units needed in FY 2027 and the 3 instructional units needed in FY 2028 are being built into the overall budget.

Describe the institution’s physical resources including, if applicable, equipment and supplies, to support and sustain the baccalaureate degree (*Standard 3.8*).

The baccalaureate program in Respiratory Care will be a fully online program. As such, there are no particular equipment or supplies needs beyond the college’s existing infrastructure to support distance education programs. NVC is equipped with robust physical resources to support and sustain its distance education modality for the BS program. The college provides several dedicated spaces for students to access online learning, including computer labs, a library with study areas, and academic resource centers equipped with high-speed internet and necessary technology.

To further assist students, NVC offers laptop and Wi-Fi hotspot lending services, ensuring students have access to essential technology regardless of their location. These resources are complemented by well-equipped facilities that support both on-campus and online students.

To enhance its online teaching and resources, NVC is actively working to host all server-related technology in the cloud. This transition aims to enhance scalability, security, and accessibility for the college’s digital infrastructure, supporting both faculty and students in their online educational endeavors.

The college also maintains up-to-date equipment and supplies, including multimedia tools and software, to facilitate effective online teaching and learning experiences. These investments ensure that both students and faculty have reliable access to the technological resources necessary for successful participation in distance education.

Describe the institution's technology resources to support and sustain the baccalaureate degree (Standard 3.9).

NVC offers a comprehensive range of technology resources to support and sustain its distance education modality. All of the resources described below will be available to students in the BS program.

At the core of these resources is the Canvas Learning Management System (LMS), which hosts a variety of Application Programming Interface (API) plugins, including, but not limited to Canvas Studio for multimedia content creation. Additionally, the college provides a full suite of accessibility tools through Panorama, ensuring that both faculty and students can engage with course materials effectively and inclusively.

Faculty at NVC have full access to Zoom, facilitating virtual lectures, meetings, and office hours that enhance student engagement and support. The college also offers counseling and other student support service appointments through the ConexEd online platform.

In a recent enhancement, NVC has set up Khanmigo access for all faculty through its Canvas interface, offering innovative AI-driven educational tools to enrich the teaching and learning experience.

The college provides students with access to essential software, including free Microsoft Office 365, and maintains a laptop and Wi-Fi hotspot lending program to ensure all students have the necessary devices and connectivity to participate in online learning.

NVC is currently transitioning its server-related technology to the cloud, strengthening its digital infrastructure. This ensures that both students and faculty can reliably access the tools and resources needed for distance education.

Describe how the institution's decision-making structures support innovation and equitable student outcomes for the baccalaureate degree (Standard 4.3).

This Substantive Change Proposal reflects NVC's commitment to innovation that will improve the student experience and support student success. As reflected in the transfer data summarized above, the overwhelming majority (97%) of recent graduates of NVC's Respiratory Care Program who transferred to four-year institutions subsequent to receiving their AS degree attended colleges/universities outside of California. This trend is due, in part, to the lack of Respiratory Care offerings within both the California State University and University of California systems. The new program proposed by NVC represents an innovation to provide access to a BS degree among interested graduates and maintain the direct pipeline to jobs in the region.

NVC's 2025-2029 EMP includes a goal associated with Equitable Student Outcomes (<https://www.napavalley.edu/about/institutional-planning/documents/NVC.Educational.Master%20Plan-5.03.24.pdf>). The goal includes reference to four student achievement metrics appropriate for a community college:

- Transfer to a 4-year institution
- Completion of nine or more units

- Degree completion
- Certificate completion

Each of the metrics enumerated within the Equitable Student Outcomes goal includes the phrase “with particular attention to disproportionately impacted populations” (Page 6).

As the degree completion metric in the EMP is described in general terms, it will apply to the baccalaureate degree program as well as other degree programs. Once NVC receives approval to offer the baccalaureate degree, the institution will expand the performance metrics (which are monitored annually) to include the BS program. The annual data will include data disaggregated by student subpopulation (providing subpopulations exceed 10 students, per standard research practice).

To prepare for the new program offering, NVC has incorporated the BS in Respiratory Care into the annual planning and resource allocation process. The new degree was submitted as a Strategic Initiative for 2025-2026 (i.e., the year before the new program is offered). The Strategic Initiative Proposal Form which was submitted for 2025-2026 begins with a description of the new program and then outlines direct linkages between the initiative and NVC’s guiding institutional documents, including:

- The 2024-2029 Educational Master Plan;
- The Mission and Values Statements; and
- Other Institutional Plans (including Student Equity, Guided Pathways, and Board Goals).

One of the core innovations specific to the BS Program is the integration of Credit for Prior Learning (CPL) as a core part of the program. As described within the section describing breadth and depth (Page 4), incoming students will be awarded up to 13 units of CPL. To ensure that processes for recognizing and awarding CPL are streamlined, NVC recently updated its CPL forms: collapsing a 4-form process into a single form with clarified qualifying categories of prior learning

(<https://go.boarddocs.com/ca/nvccd/Board.nsf/goto?open&id=DAAQV96AC573>;

<https://go.boarddocs.com/ca/nvccd/Board.nsf/goto?open&id=DB4PH464114B>).

Other

Describe any external approval process for the baccalaureate degree (*state/federal approvals, etc.*).

The baccalaureate degree must be approved by the California Community Colleges Chancellor’s Office (CCCCO). NVC will submit the bachelor’s degree program proposal to the CCCCCO by the January 15, 2025 deadline and anticipates receiving a response from the CCCCCO regarding its status in late spring 2025.

Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

- Documentation of the institution’s advertising and recruitment policies, demonstrating alignment with the [Policy on Institutional Advertising and Student Recruitment](#).

NVC Documentation: See attached Crosswalk of Napa Valley College Catalog to ACCJC Policy.

- Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.

NVC Documentation: See Student Complaint and Grievance Procedure posted on the following site: <http://catalog.napavalley.edu/about-nvc/college-policies/#generalacademicpolicies>.
- Documentation of institution's implementation of the required components of the Title IV Program (if applicable), including:
 - Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
 - Evidence of timely corrective action taken in response to any Title IV audits or program reviewsSee [Policy on Institutional Compliance with Title IV](#)

NVC Documentation: See attached Napa Valley College Cohort Default Rate Information.

Supporting Evidence

Please provide any evidence that supports the narrative above as separate files. Please link evidence where appropriate in the narrative. Do not embed evidence files into the application.

List of Evidence (Not Embedded within Narrative):

- Sample Minutes from Workgroup Meetings
- Results from Practitioner Survey
- Advisory Committee Support
- Center of Excellence Labor Market Assessment
- Letters of Support for New Program
- Program Review Template
- Draft Program Sheet for Catalog
- Napa Valley College Fund 11 Projections
- Strategic Initiative Proposal for Respiratory Care Program for 2025-2026
- Crosswalk of Napa Valley College Catalog to ACCJC Policy
- Napa Valley College Cohort Default Rate Information