Program or Area(s) of Study under Review:

NON-CREDIT PROGRAMMING

Summary of Program Review:

A. Major Findings

1. Strengths:

- Over the past three years, the average class size for the Non-Credit Programming Program was significantly higher than the institutional average.
- English as a Second Language implemented four certificates of competency.
- Faculty engagement and community involvement
- Faculty continue to be a point of strength in developing, assessing, and sustaining these courses
- Working with AB705 to develop curriculum, the math department developed MATHNC-810, designed to increase student support and completion.

2. Areas for Improvement:

- Over the past three years, the average student per section for the Non-Credit Programming Program was lower than the credit average.
- The three-year program productivity of 13.6 is lower than the target level of 17.5.
- Our YEPL and YNVS course curricula need to be reviewed and updated.
- The program needs support to engage students and assist in their progress towards educational and job training goals. (Institutional strategic plan goal 2)

3. Projected Program Growth, Stability, or Viability:

Non-Credit Programming is in growth mode.

- The average class size in the program increased by 27.9%
- Working with faculty to develop new courses and certificates of achievement.

B. Program's Support of Institutional Mission and Goals

- Description of Alignment between Program and Institutional Mission:

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

The Non-Credit Programming Program provides students with access to a variety of courses at no cost, to assist them in reaching their personal, academic and professional goals. Noncredit instruction serves as a key contributor to "open access" for students with diverse backgrounds and those seeking ways to improve their earning power, literacy skills and access to higher education. Noncredit course offerings and programs span many disciplines, including English literacy, language arts, nutrition, basic computers, music and the visual arts.

- Assessment of Program's Recent Contributions to Institutional Mission:

- The program has expanded its offering locations, increasing access to students throughout the county.
- Expanded community partnerships, resulting in the development of new course offerings.
- Launched a student support course to help students succeed in transfer-level math.

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

The contributions listed above and the program's alignment with the institutional mission have helped to promote the institutional strategic plan, in the following areas:

- Work with local educational partners to promote opportunities at NVC and equip incoming students with skills and resources needed for college success.
- Increase NVC student achievement and completion of educational training goals.
- Enhance collaboration between NVC and community and civic partners.

C. New Objectives/Goals:

- New courses and courses with no data points need further evaluation
- Some courses need to be revised
- Increase course offerings across all categories of noncredit.
- Continue to expand locations of noncredit offerings throughout Napa County.
- Expand certificates offered.
- The addition of a dedicated Adult Education counselor will support these objectives and increase student success.

D. Description of Process Used to Ensure "Inclusive Program Review"

This program review was forwarded to faculty in corresponding disciplines for review and feedback.

Program Review Report Fall 2022

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Community Education (Non-career Education)	Noncredit
Courses	YEPL 952	ABEN 750
	YEPL 954	ABEN 753
		ABEN 755
		AGN 820
		ARTSNC 954
		ARTSNC 980
		BUSNC 600
		BUSNC 601
		BUSNC 605
		BUSNC 610
		BUSNC 615
		BUSNC 620
		BUSNC 625
		BUSNC 630
		CJTNC 600
		CJTNC 610
		ENGLNC 810
		ENGLNC 841
		ESLNC 855
		ESLNC 862
		ESLNC 865
		ESLNC 875
		ESLNC 884
		ESLNC 885
		FAMN 600
		FAMN 601
		HOSPNC 600
		HOSPNC 601
		HOSPNC 602
		LARN 651
		LGBTNC-600
		LGBTNC-610
		LRNSNC 601
		LRNSNC 602
		MATHNC 600
		MATHNC-810
		MUSINC-740
		MUSINC-750
		MUSINC-770
		THEANC-750
		YEPL 750
		YNVS 760

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2019-2020	2020-2021	2021-2022	Change over 3-Year Period
Headcount				
Within the Program	1,056	490	647	-38.7%
Across the Institution (Credit Headcount)	8,181	7,208	6,714	-17.9%
Enrollments				
ABEN-651	20	--	--	-100%
ABEN-653	50	--	--	-100%
ABEN-655	110	--	--	-100%
ABEN-656	109	--	--	-100%
ABEN-750	219	91	124	-43.4%
ABEN-753	10	--	--	-100%
ABEN-755	92	101	107	16.3%
AGN-820	16	--	--	-100%
ARTSNC-954	88	--	40	-54.5%
BUSNC-601	11	--	--	-100%
BUSNC-605	10	--	--	-100%
BUSNC-610	6	--	--	-100%
BUSNC-620	14	--	--	-100%
BUSNC-625	8	--	--	-100%
ENGLNC-800	63	84	--	-100%
ENGLNC-801	3	2	--	-100%
ENGLNC-810	--	67	180	--
ESLNC-855	--	18	36	--
ESLNC-862	--	16	36	--
ESLNC-865	--	31	21	--
ESLNC-875	--	19	24	--
ESLNC-884	--	38	27	--
ESLNC-885	--	17	3	--
HOCN-675	90	--	--	-100%
LARN-651	87	13	--	-100%
LRNSNC-601	13	--	--	-100%
LRNSNC-602	4	--	--	-100%
MATHNC-600	9	--	--	-100%
MUSINC-740	--	11	21	--
MUSINC-750	34	18	33	-2.9%
MUSINC-770	79	--	28	-64.6%
THEANC-750	8	--	--	-100%
YEPL-750	283	--	--	-100%
YNVS-760	563	553	572	1.6%
Within the Program	**1,999**	**1,079**	**1,252**	**-37.4%**

Across the Institution (Credit Enrollment)	**33,102**	**30,409**	**25,580**	**-22.7%**
Source: SQL Enrollment Files				

<u>RPIE Analysis</u>: The number of students enrolled (headcount) in the Non-Credit Programming Program decreased by 38.7% over the past three years, while credit headcount across the institution decreased by 17.9%. Enrollment within the Non-Credit Programming Program decreased by 37.4%, while credit enrollment across the institution decreased by 22.7%.

Enrollment in the following courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Course with an enrollment increase:

- *ABEN-755 (16.3%)*

Courses with enrollment decreases:

- *ABEN-651 (-100%)*
- *ABEN-653 (-100%)*
- *ABEN-655 (-100%)*
- *ABEN-656 (-100%)*
- *ABEN-753 (-100%)*
- *AGN-820 (-100%)*
- *BUSNC-601 (-100%)*
- *BUSNC-605 (-100%)*
- *BUSNC-610 (-100%)*
- *BUSNC-620 (-100%)*
- *BUSNC-625 (-100%)*
- *ENGLNC-800 (-100%)*
- *ENGLNC-801 (-100%)*
- *HOCN-675 (-100%)*
- *LARN-651 (-100%)*
- *LRNSNC-601 (-100%)*
- *LRNSNC-602 (-100%)*
- *MATHNC-600 (-100%)*
- *MUSINC-770 (-100%)*
- *THEANC-750 (-100%)*
- *YEPL-750 (-100%)*
- *MUSINC-770 (-64.6%)*
- *ARTSNC-954 (-54.5%)*
- *ABEN-750 (-43.4%)*

The following courses were offered in 2020-2021 and 2021-2022 and experienced enrollments changes of more than 10% (±10%):

- *ENGLNC-810: enrollments increased by 169%*
- *ESLNC-862: enrollments increased by 125%*
- *ESLNC-855: enrollments increased by 100%*
- *MUSINC-740: enrollments increased by 90.9%*
- *ESLNC-875: enrollments increased by 26.3%*

- *ESLNC-885: enrollments decreased by 82.4%*
- *ESLNC-865: enrollments decreased by 32.3%*
- *ESLNC-884: enrollments decreased by 28.9%*

The following courses were offered in 2019-2020 and 2020-2021 and experienced enrollments changes of more than 10% (±10%):

- *ENGLNC-800: enrollments increased by 33.3%*
- *LARN-651: enrollments decreased by 85.1%*
- *ENGLNC-801: enrollments decreased by 33.3%*

Program Reflection:

- A dedicated Adult Education counselor, would help with student persistence and completion of sequenced and skill building courses.
- The data for headcount and enrollment do not provide the information needed to determine if the decline in enrollment are a result of the Corona Virus Pandemic.

2. Average Class Size

	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
ABEN-651	2	10.0	--	--	--	--	10.0	--
ABEN-653	3	16.7	--	--	--	--	16.7	--
ABEN-655	6	18.3	--	--	--	--	18.3	--
ABEN-656	6	18.2	--	--	--	--	18.2	--
ABEN-750	13	16.8	6	15.2	8	15.5	16.1	-8.0%
ABEN-753	1	10.0	--	--	--	--	10.0	--
ABEN-755	7	13.1	11	9.2	6	17.8	12.5	35.7%
AGN-820	2	8.0	--	--	--	--	8.0	--
ARTSNC-954	6	14.7	--	--	2	20.0	16.0	36.4%
BUSNC-601	1	11.0	--	--	--	--	11.0	--
BUSNC-605	1	10.0	--	--	--	--	10.0	--
BUSNC-610	1	6.0	--	--	--	--	6.0	--
BUSNC-620	1	14.0	--	--	--	--	14.0	--
BUSNC-625	1	8.0	--	--	--	--	8.0	--
ENGLNC-800	2	31.5	4	21.0	--	--	24.5	--
ENGLNC-801	2	1.5	2	1.0	--	--	1.3	--
ENGLNC-810	--	--	3	22.3	6	30.0	27.4	--
ESLNC-855	--	--	2	9.0	2	18.0	13.5	--
ESLNC-862	--	--	1	16.0	2	18.0	17.3	--
ESLNC-865	--	--	2	15.5	1	21.0	17.3	--
ESLNC-875	--	--	2	9.5	2	12.0	10.8	--
ESLNC-884	--	--	2	19.0	2	13.5	16.3	--
ESLNC-885	--	--	2	8.5	1	3.0	6.7	--
HOCN-675	1	90.0	--	--	--	--	90.0	--
LARN-651	5	17.4	1	13.0	--	--	16.7	--

LRNSNC-601	1	13.0	--	--	--	--	13.0	--
LRNSNC-602	1	4.0	--	--	--	--	4.0	--
MATHNC-600	1	9.0	--	--	--	--	9.0	--
MUSINC-740	--	--	2	5.5	2	10.5	8.0	--
MUSINC-750	2	17.0	2	9.0	2	16.5	14.2	-2.9%
MUSINC-770	6	13.2	--	--	2	14.0	13.4	6.3%
THEANC-750	3	2.7	--	--	--	--	2.7	--
YEPL-750	12	23.6	--	--	--	--	23.6	--
YNVS-760	9	62.6	9	61.4	9	63.6	62.5	1.6%
Program (Non-Credit) Total	**96**	**20.8**	**51**	**21.2**	**47**	**26.6**	**22.3**	**27.9%**
Credit Institutional Average*	**1,348**	**24.6**	**1,171**	**25.9**	**1,105**	**23.1**	**24.6**	**-6.1%**

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Non-Credit Programming Program has claimed an average of 22.3 students per section. The average class size in the program has been lower than the average class size of 24.6 students per credit section across the institution during this period. Average class size in the program increased by 27.9% between 2019-2020 and 2021-2022. Average class size at the institutional level decreased for credit courses by 6.1% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

Courses with increases in average class size:

- *ARTSNC-954 (36.4%)*
- *ABEN-755 (35.7%)*

The following courses were offered in two of the past three years and had changes in average class size exceeding 10% (±10%):

- *ENGLNC-800: average class size decreased by 33.3% between 2019-2020 and 2020-2021*
- *ENGLNC-801: average class size decreased by 33.3% between 2019-2020 and 2020-2021*
- *LARN-651: average class size decreased by 25.3% between 2019-2020 and 2020-2021*
- *ESLNC-810: average class size increased by 34.3% between 2020-2021 and 2021-2022*
- *ESLNC-855: average class size increased by 100% between 2020-2021 and 2021-2022*
- *ESLNC-865: average class size increased by 35.5% between 2020-2021 and 2021-2022*
- *ESLNC-875: average class size increased by 26.3% between 2020-2021 and 2021-2022*
- *ESLNC-862: average class size increased by 12.5% between 2020-2021 and 2021-2022*
- *ESLNC-884: average class size decreased by 28.9% between 2020-2021 and 2021-2022*
- *ESLNC-885: average class size decreased by 64.7% between 2020-2021 and 2021-2022*
- *MUSINC-740: average class size increased by 90.9% between 2020-2021 and 2021-2022*

Program Reflection:

- The data for average class corresponds with the presence of leadership across the program. Many of the courses have fluid enrollment.
- The data for average class size do not provide the information needed to determine if the decline in enrollment are a result of the Corona Virus Pandemic.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2019-2020	1,246	2,922	42.6%
2020-2021	833	2,142	38.9%
2021-2022	1,012	1,919	52.7%
Three-Year Program Total	3,091	6,983	44.3%
Credit Institutional Level	79,507	106,455	74.7%
Productivity*			
	FTES	**FTEF**	**Productivity**
2019-2020	278.3	16.3	17.1
2020-2021	150.4	14.2	10.6
2021-2022	175.3	13.9	12.6
Three-Year Program Total	604.0	44.4	13.6
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Non-Credit Programming Program tend to be lower than the fill rate at the institutional level. [Compare program-level rate of 44.3% to credit institution-level rate of 74.7% over the past three years.] Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2020-2021 and 2021-2022, enrollment increased while capacity decreased, resulting in an increase in fill rate.

Productivity ranged from 10.6 to 17.1 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 13.6 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include 49 Non-Credit Programming section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

The low fill rates of noncredit programming courses, further supports the need for a dedicated Adult Education counselor.

4. Labor Market Demand

This section does not apply to the Non-Credit Programming Program, as it is not within the Career Technical Education Division.

B. Momentum

1. Retention and Successful Course Completion Rates

This section does not apply to the Non-Credit Programming Program, as grades are not assigned in non-credit courses (to calculate retention and successful course completion rates).

2. Student Equity

This section does not apply to the Non-Credit Programming Program, as grades are not assigned in non-credit courses (to calculate retention and successful course completion rates among equity groups).

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

This section does not apply to the Non-Credit Programming Program, as grades are not assigned in non-credit courses (to calculate retention and successful course completion rates by delivery mode).

C. Student Achievement

1. Program Completion

This section does not apply to the Non-Credit Programming Program, as the program does not confer degrees or certificates, based on the taxonomy.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

This section does not apply to the Non-Credit Programming Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. CURRICULUM

A. Courses

Subject	**Course Number**	**Date of Last Review** *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	**Has Prerequisite*** Yes/No **& Data of Last Review**	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
ABEN	750	No date	No	S		
ABEN	753	1/31/18	No	NS		
ABEN	755	4/30/18	No	NS		
AGN	820	No date	No	S		
ARTSNC	954	5/12/16	No	NS		
ARTSNC	980	5/12/16	No	NS		
BUSNC	600	Archived 8/12/2022	No			
BUSNC	601	Archived 8/12/2022	No			
BUSNC	605	Archived 8/12/2022	No			
BUSNC	610	8/13/18	No	NS		
BUSNC	615	8/13/18	No	NS		
BUSNC	620	8/13/18	No	NS		
BUSNC	625	8/13/18	No	NS		
BUSNC	630	8/13/21	No	NS		
CJTNC	600	1/20/16	No	NS		
CJTNC	610	8/13/18	No	NS		
ENGLNC	810	8/12/19	No	NS		
ENGLNC	841	8/12/22	No	NS		
ESLNC	855	8/14/20	No	NS		
ESLNC	862	8/14/20	No	NS		
ESLNC	865	8/14/20	No	NS		
ESLNC	875	5/14/20	No	NS		
ESLNC	884	8/14/20	No	NS		
ESLNC	885	8/14/20	No	NS		
FAMN	600	8/12/19	No	NS		
FAMN	601	8/12/19	No	NS		
HOSPNC	600	6/1/18	No	NS		
HOSPNC	601	6/1/18	No	NS		
HOSPNC	602	6/1/18	No	NS		
LARN	651	No data	No			
LGBTNC-	600	1/20/16	No	NS		
LGBTNC	610	1/20/16	No	NS		
LRNSNC	601	8/12/19	No	NS		

LRNSNC	602	8/12/19	No	NS		
MATHNC	600	8/12/19	No	NS		
MATHNC	810	8/12/22	No	NS		
MUSINC	740	8/14/20	No	NS		
MUSINC	750	1/22/16	No	NS		
MUSINC	770	8/13/18	No	NS		
THEANC	750	8/13/21	No	NS		
YEPL	750	No date	No	S 2023		
YNVS	760	No date	No	S 2023		

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or* *Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
LGBTQ Community Awareness Noncredit Certificate of Completion	8/12/19	Yes	No	No	X
ESL: Low-Advanced Academic Noncredit Certificate of Competency	8/13/21	Yes	No	No	X
ESL: Low-Intermediate Academic Noncredit Certificate of Competency	8/13/21	Yes	No	No	X
ESL: Pre-Intermediate Academic Noncredit Certificate of Competency	8/13/21	Yes	No	No	X
ESL: High-Intermediate Academic	8/13/21	Yes	No	No	X

Noncredit Certificate of Competency					

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

These certificates were designed to increase growth and completion.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
44	16	18	36%	41%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
No Data					

Program Reflection:

Many courses are in need of immediate assessment

B. Summary of Learning Outcomes Assessment Findings and Actions

Many of these courses have not been offered and/or may need to be archived

Program Reflection:

See above

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ○ Stability
- ○ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The program is in a state of growth.

- English as a Second Language implemented four certificates of competency.
- The average class size in the program, overall, has increased by 27.9%
- The program has expanded its offering locations, increasing access to students throughout the county.
- We expect continued growth.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: NON-CREDIT PROGRAMMING

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Collaboration with colleagues	Learning Outcomes Assessment	Monthly Department Meetings 2023-2026	Retention and Successful Course Completion Rates
Community Outreach	Curriculum	2023-2026	The fill rate of courses
Update curriculum	Curriculum	2023-2026	Curriculum Data

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

New FT hire (Adult Education Counselor)

V. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (in Fall 2019) included the following initiatives:

- Complete curriculum program submittal for BUSINC
- Complete curriculum program submittal for FAMNC
- Complete curriculum program submittal for HOSPNC
- Develop a regular sequential offerings for all classes with in this area

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

All initiatives were achieved

B. Recent Improvements

- Expanded course offering locations
- Expanded community partnerships
- Launched student support course

C. Effective Practices

- English as a Second Language implemented four certificates of competency.
- Faculty engagement and community involvement.
- Faculty continue to be a point of strength in developing, assessing, and sustaining these courses.

NON-CREDIT PROGRAMMING FALL 2022

Completed by Supervising Administrator:
Dr. Douglas C. Marriott

Date:
Jan. 8, 2023

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

As the Program Review for non-credit was being addressed and completed in late 2022, there was also work being done to develop new, short-term course offerings in multiple areas aligned with Career Education and Workforce Development. Areas for new classes going to the curriculum committee in 2023 include Workforce Readiness (I.e. diversity in the workplace, communication in the workplace), Anti-Racism, Community Health Worker Training, and more. Development of new, industry related, accessible courses to share with our partners in Napa County is a strength and indicates the area can be poised for growth. It should also be cited that members of the NVC CEWD team are part of a developing collaboration (currently titled the Napa County Industry and Education Collaborative) where these courses may be promoted to align with educational partners in addition to NVC CEWD programs. The data indicates non-credit offerings done in partnership with external agencies generates sustained enrollments and the new offerings can build on this approach.

Areas of concern, if any:

Non-credit and Adult Education does not have a dedicated counselor (or Program Coordinator), which is an area of concern as the campus seeks to expand offerings and onboard non traditonal students into these classes.

Recommendations for improvement:

Explore hiring a dedication Adult Ed and Workforce Counselor to focus on onboarding students into program and increasing enrollments through strategic partnerships with our Adult School, the Northbay Workforce Alliance, and area non-profits.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	

Operating Budget	
Professional Development/ Training	
Library & Learning Materials	