Mission, Vision, Values, and Student Learning Outcomes

In support of the Mission, Vision and Values of Napa Valley College, we affirm that students and community needs are at the center of every decision we make.

Mission

Napa Valley College engages students by providing high quality programs and services that promote learning, enhance individual development and prepare life-long learners for their roles in our diverse, dynamic and interdependent world.

Vision

Napa Valley College is a community of people excited about learning, where students are first and foremost in everything we do.

Values

At Napa Valley College, students are our focus and their education is our primary responsibility. We value, model and encourage
- student success
- honesty and integrity
- innovation and creativity
- adaptability and flexibility
- respect for all people
- appreciation of diversity
- responsibility and accountability to self and others
- openness to ideas and opinions

Student Learning Outcomes

Upon completion of an organized program of study, students will be able to

1. Communicate ideas clearly and concisely in written, oral, and other forms, using a variety of complementary media.

2. Acquire and critically evaluate information, solve complex problems, and make informed decisions.

3. Demonstrate interpersonal skills by collaborating and working effectively with people from diverse backgrounds while respecting their viewpoints.

4. Set goals and develop a plan to achieve those goals.

5. Acquire the knowledge, skills, and abilities that are specific to a discipline or career and adapt to an ever-changing workforce by managing their own learning.

6. Act responsibly and ethically as community members, with an understanding of local, national, and global issues.

Approved by the Board of Trustees December 9, 2004
2005-2011 NVC Strategic Plan
Goals & Objectives

1. Increase Student Success by providing high quality learning opportunities in programs and services to support students in attaining their educational goals.

Measurable Objectives:
1. Increase the number of degrees awarded by 5% per year (on average)
2. Increase the number of certificates awarded by 1% per year (on average)
3. Increase the number of transfers* by 1% per year (on average)
4. Increase the number of transfer-ready* by 5% per year (on average)
5. Increase the number of transfer-prepared* students by 2% per year (on average)
6. Increase successful course completion rates* by 0.5% per year (on average)
7. Increase student retention* by 0.5% per year (on average)
8. Increase student persistence* by 0.5% per year (on average)
9. Increase the number of students completing coursework at least one level above their prior basic skills* enrollment by 1% per year (on average) in English and Math

Performance Outcomes:
10. Expand North Bay California Partnership for Achieving Student Success (Cal-PASS) to include district K-12 institutions and transfer institutions
11. Develop job placement tracking system
12. Develop teaching practices that are responsive to different learning styles
13. Increase training for the classroom presentations that will provide quality learning opportunities for students
14. Increase the number of students who have developed a complete educational plan/goals
15. Increase utilization of Student Support Services on campus

2. Establish, Apply, and Maintain College-Wide Standards of Excellence through continuous evaluation of quality and effectiveness and implementation of improvements.

Measurable Objectives:
16. By 2005-2006, implement the new Program Evaluation & Planning process connected with budget & planning (ACCJC)
17. By 2011, 100% of college programs and services will complete the Program Evaluation and planning process. (ACCJC)
18. By Fall 2005, the college, its programs and services, will have identified Student Learning Outcomes (SLOs) (Title III)
19. By June 2007, all courses will have identified SLOs (Title III)
20. By 2008, implement SLOs across curriculum & college programs and begin assessing SLOs (Title III)
21. NVC will remain fiscally stable by maintaining a 5% reserve
22. Raise at least $2.5 million each year through college grants and contracts, the NVC Foundation, and partnerships with the community

Performance Outcome:
23. By 2005-2006, provide a comprehensive orientation programs for all new employees (Title III)
24. By 2008, develop and maintain a comprehensive faculty and staff development program to serve needs identified by employees and the college (Title III)
25. Produce annual NVC Report Card to the community, including major accomplishments and measures of institutional effectiveness
26. Implement new system(s) for evaluating employee performance (ACCJC)
27. Monitor community and students needs and adjust programs and services accordingly.
28. Conduct student and employee satisfaction surveys
3. **Increase Access** to high quality programs and services by sustaining strong connections with the community.

**Measurable Objectives:**
- 29. Increase enrollments* by 2% per year (on average)
- 30. Increase headcount* by 2% per year (on average)
- 31. Increase diversity among the student population (ratio of New Majority : White) by 5% per year (on average)*
- 32. Increase diversity among the faculty and staff population (ratio of New Majority : White) by 2% per year (on average)*

**Performance Outcomes:**
- 33. Revise & implement the Diversity Task Force Plan (ACCJC)
- 34. Implement Student Equity Plan (State mandate)
- 35. Conduct campus climate/student equity survey
- 36. Increase outreach activities
- 37. Foster relationships with local businesses and industries
- 38. Increase community participation in college programs and services

4. **Effectively Use Appropriate Technologies** to support programs and services and to improve communication.

**Measurable Objectives:**
- 39. Provide on-line registration for students by Spring 2006 for credit students and by Summer 2006 for non-credit and fee-based students
- 40. Increase opportunities for faculty and staff to use technology to support student learning (goal: 100%) by providing staff development and training in technology (Title III)

**Performance Outcomes:**
- 41. Fully implement the Datatel enterprise system by 2006
- 42. Expand and improve technological capacities in classrooms, labs, and offices (Title III, Bond, Datatel)
- 43. Review and improve institution-wide processes in order to be more efficient.

5. **Improve Facilities** by constructing new buildings, renovating existing buildings, and making site improvements.

**Performance Outcomes:**
- 44. Realize Facilities Master Plan and Bond Implementation Plan
- 45. Engage broad participation in design planning for new and renovated facilities (ACCJC)
- 46. Review financial planning process to account for the ramifications of facilities construction and renovation (ACCJC)
- 47. Implement Americans with Disabilities Act (ADA) Transition Plan
- 48. Create and maintain a safe, clean, comfortable, and attractive campus

- See Glossary for definition
Glossary

*Napa Valley College uses the common operational definitions established by the Chancellor’s Office and the Research and Planning Group of California so that meaning is added to data consistently analyzed over time, in relation to appropriate comparison groups used by California community college researchers.*

**Basic Skills Improvement**: Partnership for Excellence goal five is “to increase the number of students completing coursework at least one level above their prior basic skills enrollment.”

**Community Education** – The Community Education Program offers noncredit and community service (fee-supported) classes, Trips and Tours, Napa Valley Cooking School, a food enthusiast program, and activities, including kids’ classes, designed to serve students of all ages whose educational goals do not require college credit.

**Community Service Fee-Based Classes** - Classes that are ineligible for State support must be self-supporting through registration fees. Self-supporting or fee-based classes are not subject to Chancellor’s Office approval or to the minimum enrollment and attendance policies that apply to noncredit classes.

**Contract Education** - Education and training services delivered directly to business and industry personnel for a cost-recovery fee. Contract education helps employers reach specific business goals by providing needs analysis, skills assessments, and education/training opportunities at the worksite. The training provided is customized and focused on the industry, driven by market demand. Contract Education activities are designed as self-supporting local operations.

**Credit Program** – Courses for which students earn college credit. Students earn letter grades (A, B, C, D, F, I), withdrawal (W), credit (CR) or no credit (NC).

**Diversity Ratio**: Number of New Majority Students: Number of White Students
Number of New Majority Employees: Number of White Employees

**Enrollments** – Total course enrollments (i.e., a student taking three courses is counted as three enrollments)

**FTES - full time equivalent student** FTES is computed as one student taking 15 units for 17.5 weeks per semester for two semesters. (1 student x 15 units x 17.5 weeks x 2 semesters = 525 hours)

**Headcount** – Total number of students enrolled in credit courses

**New Majority** - African American, Latino/Hispanic, Filipino, Native American, Asian, Pacific Islanders, and other (non-white) groups combined. All groups excluding whites.
Noncredit - (often referred to as adult education) provides educational opportunities that address the unique needs of adults. Noncredit education provides persons with skills that are critical to their ability to become and or remain independent and to contribute to the economy. Noncredit education provides adults the opportunity to earn a high school diploma or a general equivalency diploma (GED), increase literacy skills, learn English, learn to read and write, gain American citizenship, become an effective parent, and learn a specific job skill. Authorized categories for state-supported noncredit education are set forth in the California Education Code, § 84757 as: Parenting, Elementary and Secondary Basic Skills, English as a Second Language (ESL), Immigrants, Adults with Disabilities, Short-term Vocational, Older Adults, Home Economics, Health and Safety.

Persistence - percent of students enrolled in the next term out of students enrolled in the first term

Retention – percent of students who are retained in courses (i.e., who receive grades of A, B, C, D, F, CR, NC, I) out of total students enrolled in courses (A, B, C, D, F, CR, NC, I, W)

Successful course completion rate – percent of students who are successful in courses (i.e., who receive grades of A, B, C, CR) out of total students enrolled in courses (A, B, C, D, F, CR, NC, I, W)

Transfers – students who enroll in courses at a four-year Bachelor-degree-granting institution after leaving NVC

Transfer Prepared – students with 56+ transferable units, with a minimum GPA of 2.0

Transfer Ready – students with 56+ transferable units, with a minimum GPA of 2.0, and with a successful grade (A, B, C, or CR) in a transferable mathematics course and a transferable English course