NAPA VALLEY COLLEGE

EDUCATIONAL MASTER PLAN

ADOPTED NOVEMBER 15, 2001
By Napa Valley College Board of Trustees

APPROVED OCTOBER 16, 2001
BY NAPA VALLEY COLLEGE ACADEMIC SENATE
The Educational Master Plan is an official institutional document adopted by both the Napa Valley College’s Board of Trustees and the Academic Senate. It provides information about the College (2000-2001) and a vision of the institution for 2011.

The predominant educational focuses that create the vision were determined by the College’s Instruction Council and are discussed as “themes” (page 12). The College will pursue development and implementation of these themes in the coming ten years. The Abstract section (page 6) elaborates on the themes, clarifying and expanding them in a practical way to fulfill the vision.

A separate document, Analyses and Projections Prepared for the Educational Master Plan, contains information compiled by the coordinators of each instructional, administrative, and student service unit of the College. The needs described in the articles provided data for the Tables section (page 63 and 72) and the Division Chair Statements (page 52). These data will be used also in preparing the forthcoming Facilities Plan.

The Analyses and Projections document is available in the Office of Instruction as are all documents referred to in the Educational Master Plan.
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I. PRESIDENTIAL MESSAGES

A. PRESIDENT, NAPA VALLEY COLLEGE BOARD OF TRUSTEES

Members of the Board of Trustees of Napa Valley College are accountable to the citizens who elected us stewards of this College. It is our responsibility to develop the college in ways that will most benefit our students—now and in the future.

The strength of this Educational Master Plan is that it was developed with significant input from all students, faculty, staff, and representatives from the community who wanted to take part in the process. Many forums were held to solicit ideas from members of all these groups. This broad participation has tremendous value, because it establishes the directions in which we all believe the College should move in the next ten years. It is on this basis that the Board of Trustees gave the final plan its unanimous approval.

Working together towards the same shared goals, I am certain we will uphold our commitment to bring educational opportunity to all those who seek it.

Sincerely,

Tom Andrews, President
Napa Valley College Board of Trustees
B. SUPERINTENDENT/PRESIDENT

Over the last 60 years, Napa Valley College has proudly opened the world of higher education to countless Napa Valley residents. Over those 60 years, the needs of students have changed dramatically. Napa Valley College has addressed these changing needs through a strong commitment to effective, long-term planning.

This Educational Master Plan is the result of great imagination of faculty, staff, students, community, and business leaders whose collective vision of the future of Napa Valley College is outlined in these pages. Extensive thought, discussion, and evaluation went into this document, and the broad participation in its development is one of its major strengths. Equally important, this plan was developed by individuals who believe in the potential of every Napa Valley College student and the responsibility of the College to continually adapt to meet his or her needs.

I want to acknowledge the generous and skillful efforts of Dolores Fischer, whose rich history and affection for this College are reflected in the document. I also want to thank Dr. Allie Timar for the leadership she provided as co-chair and guiding force of the project. Excellent faculty leadership was provided by Melody Seymour and Richard Thompson-Bremer, who served successively as co-chairs. Their efforts, along with all those who contributed along the way, have resulted in an Educational Master Plan that will prove a steady guide for decision-making and a foundation for a vital educational institution in the upcoming years.

Sincerely,

Diane Carey Woodruff
Superintendent/President
Napa Valley College
C. PRESIDENT, ACADEMIC SENATE

I am very pleased to endorse the production of the Educational Master Plan for Napa Valley College. As President of the Academic Senate, we very much need and appreciate the thoughtfulness and long-range planning that went into this document. There are many benefits to our instructional programs that will ensure our having a vision of where we want to be in the future. We will know which programs are expected to grow, and which may not; we will know where hiring may be crucial, and where it may not; in short, we have a blueprint for the future.

I join all members of the academic community at the College in thanking everyone who worked so hard to produce this document.

Sincerely,

Lauren Coodley
Academic Senate President
D. Map of Napa Valley College Campus
II. PREFACE

A. EDUCATIONAL MASTER PLAN—ITS PURPOSES

The Educational Master Plan (EMP) is designed to articulate the vision, needs, and plans of instructional programs and to illustrate that Student Services and Administrative Services enhance Instructional Services. As a consequence, the Educational Master Plan for Napa Valley College (NVC) will serve specific purposes:

1. To furnish clear direction to the District by envisioning the College in ten to fifteen years’ time while considering internal and external influences and trends

2. To build on the basis of the mission, philosophy, goals, and objectives of the College and to interpret these in projections of future developments

3. To fulfill recommendations of the 1997 accreditation team

4. To address the four challenges to promote student success as developed in the New Basic Agenda: Policy Directions for Student Success, approved and published by the Board of Governors, California Community Colleges in 1996:
   - California Community Colleges must deliver high quality education in a manner that achieves student success.
   - California’s future depends on its community colleges meeting the expanding educational needs of its population.
   - California Community College education must adapt to the changing educational needs of California so as to be relevant and timely.
   - The human and physical infrastructure of California Community Colleges must be enhanced, better organized, and better utilized.

5. To be a primary resource for development of College plans, particularly the Strategic Plan and its annual updates

6. To inform the community of the College’s present situation, needs, and future plans and to inspire community members to forge a closer relationship with NVC: pertinent extracts of the plan should be delivered to and discussed with appropriate community organizations, civic and business leaders, and primary and secondary school representatives. Forums with such leaders indicated that much work is needed to keep local leadership apace with the College and keep it informed also. Thus, the Master Plan should be an instrument for public relations and local promotion of NVC.

7. To delineate the status of the College’s present programs, governance structure, planning process, campus sites and facilities and also to examine community relationships and local job needs, state guidelines and regulations, technological developments, and economic conditions which affect the College

8. To understand fully the limitations, strengths, and capabilities of the College and offer possibilities to heighten and intensify its effectiveness

9. To provide a reference document and justification for modification and expansion of facilities, as reflected by future facility plans submitted to the Chancellor’s Office of the California Community Colleges

B. NATURE OF AN EDUCATIONAL MASTER PLAN

The Master Plan should provide a thorough and clear picture of the present situation of a college. Since it does not have to follow a provided script, as accreditation reports or program reviews do, it provides faculty and staff full freedom of expression and creativity.

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1 Document File, NVC Office of Instruction
2 Ibid.
3 Chapter IV, Section B4
It must be a living document—one that guides a college’s decisions and resulting actions; however, it is not a straight jacket that inhibits development in ways not foreseen in the document. Rather, a master plan is like a carefully drawn map that indicates terrain and topographical features to which elements and structures may be added while others may be eliminated. The map serves to ascertain true needs, neither limiting growth nor permitting excess. This analogy is merely to indicate that a master plan is a base and will be subject to alterations and accommodations as years pass.

Thus, a master plan is neither a static document, a manifesto that cannot be changed, nor is it a license to change Napa Valley College automatically for the sake of change. In fact, it should be looked at and amended on a regular basis by the College’s governing groups. For example, new techniques in instructional methodology may fascinate, but that is no reason to insist that all teachers abandon methods that have proven fruitful. No need to tear down all the chalkboards! The plan, however, asks instructors to scrutinize and evaluate their procedures. It further recommends that the College fully support innovative methods and programs after due reflection. Clearly, the institution should use the document as a guide, admitting new developments while maintaining those aspects of leadership and planning that have produced good results.

C. ABSTRACT

Napa Valley College is looking toward the year 2011. The challenge of projecting the ten year future of the College is a daunting one. Many of the changes that have occurred in the community and at the College since 1991 could not have been predicted. Who would have predicted that Napa would undertake a flood control project that would revitalize the downtown area and restructure the river front along the Napa Valley College campus? Who would have predicted that American Canyon would grow from a community of fewer than 3,000 to a city of more than 9,000? And, more recently, California’s energy crisis, which is likely to have a major economic impact on the entire state, caught everyone by surprise. Predicting the future is an uncertain business.

The College undertakes this long range projection knowing that the plan is a road map that may have detours, road closures or even changes of destination over the decade. Its value lies in articulating and reaching for a vision that provides direction and support for the College. As the only public institution of higher education in Napa County, Napa Valley College will play a major role in the lives of people in the Napa Valley over the next ten years. The ability of residents to obtain low cost, high quality education close to home makes the College a resource of great value. Aware that changes will be made, it is sincerely hoped that the College community and the larger Napa community will embrace the goals of the plan as presented and change them as needed.

Against the back-drop of the past ten years, present conditions, and estimates of future possibilities based on current trends, a year-long dialog resulted in a new draft education plan. Discussions at the College and between members of the College community and segments of the greater community identified a number of issues that the College faces in the next decade. From the issues seven planning themes emerged: Teaching and Learning, Technology, Cultural and Community Hub, Educational Paths, Business and Community Partnerships, Outreach and Access to Education, and Campus Environment.

The following summary of the issues related to each theme provides a context for the educational plan:

**Teaching and Learning**

Teaching and learning are the heart of the community college mission. Napa Valley College serves many different kinds of students, all of whom come to learn. To satisfy all its categories of students, the College must consider several issues: a decline in student preparation, teacher shortages, a need for currency and intellectual renewal of its faculty, and assessment of student learning focusing on learning outcomes.

By many accounts, California’s education system is in serious difficulty. Various measures of academic performance indicate a decline in
achievement levels of California high school students. In its national report card project, *Measuring Up 2000*, the National Center for Public Policy and Higher Education rates student preparation as a C- in California’s public schools. More specifically, it reports, “The state’s eighth graders perform very poorly on national assessments of math, reading, and writing.” Currently, at Napa Valley College, 80% of students seeking to take writing classes have skills below college level, and 76% of those entering mathematics are below college level.

One response to the public concern about student preparation has been to implement accountability measures. Outcome measures such as standardized tests are being used, and probably the use will increase over the coming decade. To improve K-12 student achievement, the State has implemented proficiency tests that students must pass before advancing, and by 2004, public high school students must pass a standardized test to graduate. On the community college level, the California Community College system’s Partnership for Excellence measures each college’s efforts to reach student success goals. Additionally, as a requirement of accreditation, colleges must now add a validation of student learning.

Napa Valley College’s assessment of students’ skill levels and subsequent appropriate placement will continue as a high priority. In addition, assessment for diagnostic purposes will become more widely and effectively used to adjust classroom practices and to address students' needs and learning deficits. Even more important is the need to increase instructional support of various kinds: tutorial services, basic skills instruction, English as a Second Language instruction, and assessment of student learning to achieve stated learning outcomes. Napa Valley College will need to provide remedial instruction to the lower division students when the universities eliminate remedial classes.

Anticipated shortages of teaching faculty may affect community colleges as well as public schools over the next decade. Napa Valley College currently has approximately 100 full-time credit faculty and 250 part-time credit faculty. Another 100 non-credit and community service instructors teach each year. With a substantial number of faculty retirements soon to occur, the College will probably replace more than half its tenured faculty over the next decade. This is both an opportunity and a challenge. New faculty bring fresh ideas and enthusiasm, but the challenge of attracting high quality instructors to careers at Napa Valley College is of concern. Salary levels for starting teachers are lower than those at neighboring colleges. With teacher shortages predicted for the near future, the College may have difficulty hiring outstanding teachers.

The high cost of living in Napa is another obstacle to hiring. The average selling price of a three bedroom house in Napa in spring 2001 is $323,000. Increasingly, newly hired faculty live in areas some distance from the Napa Valley. The ability of College employees to participate in the civic life of the community and to understand community needs is limited by the increasing number that live elsewhere. The willingness of College staff to live in outlying, affordable areas and to commute to work in the Napa Valley is dependent to a degree on the amount of time that must be spent on the roads and level of traffic management. Growing traffic congestion on Highway 12 is of particular concern to employees living along the Highway 80 corridor. The College, along with its community partners, will need to seek ways to solve housing problems for College teachers.

**Technology**

Technology has been a major focus for the College since 1997. During the 1997/1998 academic year, a College technology plan was developed and many of its recommendations have been implemented. Desktop computers have been supplied for every faculty member and for every office on campus; each desktop computer has a network connection. Software has been standardized. The Computing Services Department has relocated its enlarged staff to a larger, improved facility. The campus has been “wired” with an infrastructure that provides quick, reliable communication systems and access to the Internet.

The College has worked with industry and community partners to meet its technology goals. A partnership with the New Technology High School of the Napa Valley Unified School District and Cisco Systems resulted in the Cisco Regional Academy. Napa Valley College serves

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*Document File, Office of Instruction*
as the hub of the regional academy which includes ten schools in northern California. The schools provide networking curriculum and instruction through affiliation with the academy. An additional partnership with Cisco Systems led to the College’s implementing cabling and hardware for a state-of-the-art computer infrastructure for the campus.

Occupational programs reflect current industry standards for technology. State funding for instructional equipment, competitive grant awards, donations from industry and cooperative arrangements with educational and business partners have kept the College in step with the private sector. The challenge to keep occupational programs up-to-date over the next ten years will call for continuing current strategies and even more development. If state funding for instructional equipment diminishes due to an economic downturn, the College will have to work even more closely with employers to secure access to up-to-date equipment.

Within the College, cooperative arrangements among instructional programs may allow teachers and students to share technology and facilities. Telecommunications, digital design and graphics technology, electronics, engineering, and computer information systems network are some of the programs with interdisciplinary elements that could benefit from shared equipment and facilities.

Student access to computers has improved over the past decade, but it is not sufficient for the number of students. Computers for student use are available at various locations on campus, but availability during peak hours is limited. Insufficient facilities and insufficient technical support and supervision have left the College short of its goal. The College will address student access to computers as well as student needs for a library with sufficient accommodations for individual and group study facilities.

With the further development of wireless technology, it is anticipated that within ten years computers will be perceived as a study tool like a calculator or a textbook and that the cost will be substantially less for the student. As this technology improves and its use in the curriculum grows, it must also be included in plans for library and learning resource development to insure that NVC students have every opportunity to receive pertinent training.

**Cultural and Community Hub**

While two year credit education is fundamental to the community college mission, a college must also respond to community educational needs that serve the goal of lifelong education with some classes not at the credit level but which enrich community life. The movement to change the names of the colleges from “junior” colleges to “community” colleges validated this concept of lifelong education.

Therefore, Napa Valley College has long provided the community with education and services beyond college credit curriculum. Community education courses run the gamut from personal interest to skills development for work. Among the many services are cultural programs. College cultural programs have included dramatic productions, vocal and orchestral music, travel opportunities, ethnic and cultural heritage festivals, political and social issues symposia, literary conferences and contests, and arts events in many forms.

The College’s contribution to the intellectual capital and the quality of life of District residents is impossible to measure, but each year thousands of people either participate in or attend Napa Valley College’s diverse cultural programs and offerings.

The College has a number of advantages as a cultural and community hub. It is well established and has acceptance among participants and supporters for its services. Its two campus locations, one at the southern entrance to the city of Napa and the second in St. Helena, are convenient to residents of the area. The location of the main campus close to downtown Napa, situated on a main artery to valley access, makes it readily accessible even beyond county boundaries. The Upper Valley Campus, constructed in 1992, is also an important resource that has not been fully developed. Moreover, NVC has a talented and resourceful faculty and staff who contribute greatly and influence the community’s attitude. Lastly, it has an adequate physical plant and some land for expansion.

Physical recreation and sports offerings serve the entire community. Sports fields, indoor athletic facilities, and an Olympic-sized
swimming pool are widely used. With a growing awareness in the general population that lifelong exercise and fitness are essential to good health, the College has been an important resource for young and old. While the College athletic program continues to have youthful students, the number of older adults participating in physical recreation and fitness activities grows. Awareness of the connection between wellness and physical exercise will likely mean that demand for services will increase over the next decade.

As traffic congestion on roads leading out of Napa increases, residents of Napa County can be expected to look for leisure-time activities within the county. In addition, as the area becomes an even more desirable tourist Mecca, the College will play a major role in contributing to the vision of the Napa Valley as a cultural and recreational center. Large numbers of the area's population are reaching retirement age, giving the College an opportunity to expand its lifelong learning programs and services.

While the College has enriched the community substantially with its cultural and recreational programs, it is not still fully recognized as a cultural hub. Many cultural events are not fully attended despite energetic efforts to publicize these activities. Inadequate facilities for dramatic and musical events are often cited as limitations. The steep pitch of the steps in the 250-seat theater and the deteriorating facility are problems. The crowded conditions of the theater building, which houses several other instructional programs, limit programs and employee aspirations.

As for the physical education and athletic programs, use is high, but maintenance and adequacy of the facilities have fallen behind. Custodial and maintenance budgets have been flat since the early 1990's. Thus, the ability of the College to present its best face to the community is hampered by budget limitations.

Instructional leadership of the College envisions that the south end of the main campus be developed with fine and performing arts offerings of various sorts. Instructional programs, as well as programs and events related to art, theater, and music would be housed in an adequate and attractive facility that would meet theatre performance needs and those of all arts programs. Development of the Streblow Drive entrance to the campus may become feasible as the city enhances Kennedy Park. A "gateway" entrance to the College on the south end of the campus might provide direct access to a performing arts facility located on Streblow Drive. Improved access to evening instructional programs such as the Viticulture and Winery Technology program would be a by-product of development of the south campus. The College should make every effort to become involved with the city in its development of its gateway to Kennedy Park.

Likewise, the north end of the campus, already configured for physical education access with the swimming pool, gym, tennis courts, and athletic fields adjacent to the north parking lot, might incorporate wellness and fitness into its public profile. Improvements to the physical education building should adapt the facility to its new uses and improve its functioning. The problem of currency and maintenance of facilities will be addressed so that the College physical education and fitness facilities will be a point of pride in the community. It may be that health occupations and physical education programs will jointly develop occupational programs such as massage therapy and sports training.

Educational Paths

For many students Napa Valley College is a path to upper division education. For others, Napa Valley College is an educational route to employment. For both transfer and vocational students, smooth transitions from one educational institution to another or to the workplace is very important. Coordination between high school and college results in meaningful sequences of coursework and a strong academic base for both vocational and transfer students.

Also, teachers at both the high school and college levels have a common stake in agreement on expectations in strengthening student learning.

Napa Valley College has strong relationships with public schools in the county. Examples of partnerships with the Napa Valley Unified School District include support for the development and implementation of the New Technology High School, class offerings at a number of high school sites, coordinated high
school and college events, and partnerships with programs serving “at risk” youth. To move to the next level of cooperation with the public schools, the College needs to find ways of connecting teachers in peer-to-peer work on curriculum, expectations of student learning, teaching methods, and grading. The heavy workload of classroom teachers and the prescribed schedule of the teaching calendar present obstacles to this goal, but the potential benefit to the quality of education is substantial.

Further along the academic pathway are the four-year colleges and universities. They face serious problems in the near future meeting so-called “Tidal Wave II”. Projected enrollment demands on the universities in the state far exceed their capacity. As universities are forced to narrow the enrollment “funnel,” one response has been tighter entrance standards. California State University campuses (CSU) are now enforcing standards that were largely ignored in the past. A recommendation to eliminate remedial course offerings at both CSU and the University of California is coming to fruition. It seems likely that community colleges will be expected to take on a more active role in providing lower division preparation for the universities.

Four-year colleges and universities are also concerned about their ability to serve the increasingly diverse population of the state. With the elimination of affirmative action as an admission tool, enrollments of under-represented populations have decreased at the university level. It appears likely that the University of California and California State University systems can be expected to look to community colleges to aid their many outreach endeavors.

Community Colleges will undoubtedly play a substantial role in seeing that students representing the diversity of the state transfer to the universities. Partnerships with neighboring universities that have been informal at Napa Valley College may become more visible and be more fully supported in the future to reflect NVC’s commitment to diversity.

Outreach and Access to Education

With its low tuition cost, diverse mission, and geographic proximity to its potential students, Napa Valley College is well positioned to serve residents of the area. Enrollment growth and shifts in the ethnic diversity of the students indicate that it is doing a good job of publicizing and reaching out to its potential students. Still, there are segments of the community that do not participate in what the College offers. Many residents of Napa County do not have college attendance in their family backgrounds. Among Hispanic residents, a limited knowledge of English and the perception that colleges serve the elite keep many from considering the opportunities that Napa Valley College provides. In 1996, 15% of the student body was Hispanic. By Fall semester 2000, the percentage was 18, although the Hispanic population in the city of Napa is 27%. While the percentage enrolled at the College has grown, Hispanic representation is lower than the proportion in the general county population.

Information from the 2000 census shows Napa experienced approximately a two per cent population growth per year since the last census. The moderate growth rate overall; however, belies the high growth rate among young Hispanics and a larger growth in the older population. The College will pay attention to planning its course offerings and services to meet the needs of these segments of the community. Particular efforts should be made at both the main campus and the Upper Valley campus to improve and expand offerings for the Hispanic population.

Business and Community Partnerships

The face of Napa is changing. Signs of this change are visible everywhere. Work on the Flood Control Project has begun with the construction of the new Third Street Bridge in downtown Napa. A revitalization of the downtown area is underway with new businesses and street and sidewalk improvements. Large commercial ventures such as the Premium Factory Outlet complex and the South Napa Marketplace are additional visible signs of the new Napa. Farther from downtown Napa, but within the county, the development of the South County Corporate Park and the booming development of American Canyon reflect the press of population in the north San Francisco Bay Area.

Less visible to the casual observer, but important to the economic development of the
region, is the expansion of technology-related businesses in Napa County. The Napa Corporate Park currently houses more than 80 technology businesses. In addition, throughout the county, the development of hospitality and tourism-related businesses continues to spur major changes and challenges. Recent economic downturns and the war on terrorism threaten to curtail tourist expansion, and as of October 2001, no projection is possible.

Five million visitors a year come to the Napa Valley. Nevertheless, as Napa grew as a tourist destination, hotel and restaurant development lagged. The need for accommodations and restaurants far exceeds demand. With the development of the American Center for Wine, Food and the Arts in downtown Napa and an improved economy, the city of Napa has begun to look favorably on development within its rural and urban limit boundary. With an eye toward the economic revitalization of downtown, the city of Napa has 13 hotel projects in various stages of development. In American Canyon and the airport area, there are six more projects.

What does this new stage of development of the tourism industry mean for Napa Valley College? Will the jobs that hotel and restaurant projects bring to the area require education and training that the College can provide? How many jobs will there be and what kind of jobs will they be? In response to these questions, Napa Valley College, along with education and industry partners, participated in a lengthy process of analysis and planning. The Hospitality Cluster of Napa Valley Economic Development Corporation identified customer service skills, hospitality industry knowledge, and general work skills as a basic set of skills needed. The Napa Valley Unified School District ROP program began an 80 hour training for entry level employees. Napa Valley College will offer four non-credit courses with a hospitality focus as the beginning of its hospitality program. In collaboration with its education and business partners, the College will continue to identify emerging employment trends and develop curriculum as needed.

The College has identified three areas for curriculum development related to the hospitality industry: hospitality management, hospitality marketing, and wine sales and marketing. An initial group of courses will be developed to test student interest. Additional courses related to tourism and recreation will be tested as these industries expand in the area. The successful Napa Valley College Cooking School and the Food Enthusiast program offered at the Upper Valley Campus in St. Helena and the Viticulture and Winery Technology Program on the main campus are an important foundation for any new development in hospitality education.

The wine industry has already been an active partner with the College in recent years in the expansion and development of the Viticulture and Winery Technology program. Enrollment growth has burgeoned in the program and the active involvement of College personnel and NVC Foundation members, a new viticulture classroom and teaching winery have been funded through local fundraising efforts. The teaching winery will be in operation by Spring Semester 2002.

Another priority for future partnership with the employer community will be career placement and work experiences for students. The College plans to develop its career placement services for students to a new level. Expanded opportunities for work experience placements of many sorts will grow as resources become available.

The College will continue its excellent relationships with business and community partners. It will utilize its community advisors, generous equipment donations from a variety of sources, Foundation fundraising efforts, and cooperative ventures. As teacher shortages increase, the College may be more dependent for its vocational instructors on business and community partners. The College will also continue to keep up with needs so that existing programs can be modified and new programs developed to support business and industry.

**Campus Environment**

Location, design, and architecture are strong advantages for Napa Valley College. The main part of the campus was developed in the mid 1960’s, making it now almost 40 years old. To preserve its original attractiveness and, at the same time, adapt it to current needs, is challenging. Both deferred maintenance and on-going maintenance have become serious matters.
For the past several years, demand for expanded facilities has resulted in the addition of modular buildings. The press for more of these has created a dilemma for decision makers who want to maintain the aesthetics of the College and yet answer the need for expansion. Modular structures do not match the architectural standards of older buildings, but they relieve space pressures. However, they add to the space inventory which weakens any advocacy for state funding for new facilities.

Expanded space to accommodate the use of computers and other technology has been one of the pressures for more usable space. Another has been the need to adapt classrooms for various learning activities other than lectures. Categorical funding and private sector funding have been the sources of some added facilities, but the College has not been able to secure state funding for new facilities. In addition, some College facilities such as the science building, the gymnasium, the theater building, and the art building are in serious need of upgrading.

Realignment of programs to make better use of space is one way by which some pressure on space could be alleviated. For example, low enrollment programs that occupy large facilities should be assessed for their viability or for reshaping to merge with other high demand programs. A technology building that could house programs based on related technologies could allow for sharing of equipment and computer technologies. Some low enrollment programs may need to be phased out so that the College can make the highest and best use of its facilities.

Another possible avenue for alleviating space pressures would be to offer credit courses in the Community Education Center on Menlo Avenue. However, only non-credit courses can be offered there because the facility has not been retrofitted to the specifications of the Field Act to allow credit classes. This is unfortunate as the former National Guard Armory has many features that would make it an ideal site for Criminal Justice Training. The facility would provide a large “gym” area for weaponless defense training and several classrooms and offices.

Primary concerns during renovation and retrofitting of the former Armory would be energy conservation and efficient use of space. As a visible public institution, the College would be mindful of its responsibility to act as a model of resource conservation. Along with its concerns that the campus offer a safe and beautiful environment, NVC should serve as a model of responsible management of natural resources.

The “human environment” is also important. With its diverse student population which includes not only students of differing ethnic, racial, and national origins, but also students with widely varying life experiences and values, it is important that the College continue its work to provide a welcoming, open, and civil social environment. The challenge of promoting acceptance and understanding is made all the more difficult in a setting in which students have busy family and work lives that leave little time for social activities and relaxation.

Campus forums and special programs that support core values of the College should be continued. Student life activities and cultural celebrations are additional ways in which the College can support diverse people and points of view. The establishment of a student center on campus has been the dream of student services staff for many years. Short of a new facility, the relocation of counseling and related student service functions to a centralized location would improve access to services for students.

D. THEMES EMERGING FROM THE EDUCATIONAL MASTER PLAN PROCESS

The development of the Educational Master Plan, a process that included all three College areas—Instruction, Student Services, and Administrative Services—produced a vision of Napa Valley College in 2011. Although the focus of the document is instruction, the emerging themes are allied to the vision of the other services, as no one segment of the College is independent of the other. Recognizing this close interdependence is necessary to move the College to its vision.
Eight major themes emerged from the discussions, interviews, and text of the documents; sub-texts of these eight seek to amplify them. Support of the themes is found in a separate document, *The Napa Valley College Analyses and Projections (A&P*s)*, *Prepared for the Educational Master Plan*. They cover each instructional program and student service and administrative unit. The A&P’s were written by the coordinators of each program. Moreover, this Educational Master Plan contains a summary statement from the chairs of the instructional divisions. The statements succinctly review the units, stressing their salient points.

The eight major themes are discussed below:

1. **Teaching and Learning**
   
a. **Student Preparation** focuses on the efforts the College must make to assure that entering and continuing students—in essence all students—
   - be assessed for their skill levels.
   - have their problem areas identified and addressed early on.
   - have appropriate course placement.
   - receive intervention to achieve success in a timely and suitable manner.
   - receive support services that coordinate with instruction, e.g., tutoring, technological aids, and referrals that address their academic and personal situations.
   - succeed in attaining degrees and certificates in a timely fashion.
   - be measured for success.

b. **Faculty Preparedness and Instructional Staff Development** are important
   - to assure professional preparedness and growth.
   - to provide more rigorous assessment of teaching ability during the hiring process.
   - to commit to continuing training.
   - to increase the incorporation of adjunct faculty members into the institutional structure.

2. **Technology** is a major theme incorporated into the College vision and informing most future plans. Sub themes include the following:
   a. The application of industry-standard technologies to instruction
   b. The ensuring of appropriate student access to technology
   c. The employment of technology to integrate Instruction and Student Services
   d. The strengthening of communications between students and faculty
   e. The employment of technology to strengthen communication between Napa Valley College and other institutions

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5 Document File, NVC Office of Instruction
3. **Cultural and Community Hub** in which Napa Valley College seeks
   a. to enhance the cultural and intellectual growth of the community through its classes, artistic performances, and products.
   b. to shape the College into a center for hospitality, food, and the performing arts, thus underlining the focal point of Napa Valley's newest developments.
   c. to be a community center for wellness, leisure activities, and athletics by offering health fairs, lectures, and athletic events (both spectator and participatory).

4. **Educational Paths** need strengthening
   a. to make NVC the college of first choice for Napa County high school graduates.
   b. to achieve coordinated enrollment with four-year institutions.
   c. to create smooth progression paths for students from Napa Valley Adult Education programs and non-credit to credit programs.
   d. to coordinate peer-to-peer discipline programs with high schools and two and four-year colleges and universities.
   e. to guide and prepare students for career and vocational opportunities.

5. **Outreach and Access to Education** includes the following sub-themes, dedicated to providing means for ensuring access to NVC by the entire community:
   a. Providing opportunities for lifelong learning
   b. Implementing a marketing plan to assess and serve community needs, especially those of the “invisible” community
   c. Developing programs and services in the South Valley
   d. Expanding scholarships and alternative funding sources to attract students
   e. Establishing satellite centers to serve local communities
   f. Developing student housing options
   g. Ensuring a barrier-free college, including website access for all, and providing information sources
   h. Developing programs and institutes for summer and intersession periods
   i. Developing flexible scheduling and distance education to accommodate community needs
   j. Improving course schedules to enable students to achieve goals in a timely manner
   k. Expanding hours and services of the Child Development Center
   l. Using Upper Valley Campus facilities more effectively to serve students and community needs

6. **Business and Community Partnerships** will increase in number and scope. Students will be further served by NVC’s
   a. participating in service learning and volunteer opportunity programs with appropriate placement in the community.
   b. providing specialty training for community agency employees.
   c. offering classes in locations throughout the community.
   d. developing community partnerships to address the needs of potential students.
   e. working with local organizations to offer courses that attract business to Napa.

7. **Campus Environment** focuses on the effects of the College’s physical state on learning. The College must
   a. be an example of sound environmental and conservation practices, particularly emphasizing energy conservation and efficient use of all resources.
   b. provide a safe and beautiful campus that enhances quality educational programs.
   c. provide access and appropriate ambiance conducive to learning for students with disabilities.
   d. support diverse technologies and learning modalities.
   e. promote a culture that honors diversity.
   f. provide a culture that welcomes students.
   g. offer students in the cafeteria natural, healthy, nutritious food that reflects the area’s focus on culinary excellence.
h. provide facilities that support student learning and collegiality, including a center where students gather to celebrate the collegiate experience in a student-friendly environment.

E. EDUCATIONAL MASTER PLAN DEVELOPMENT

1. ASSUMPTIONS

The following are assumptions guiding our Master Plan:

**Napa Valley College is a quality institution.**
NVC strives for quality in every aspect of the institution and aims through its philosophy, mission, vision, goals, and objectives to maintain and improve this status. Practically speaking, this quest for quality takes form in:
- meeting of transfer requirements.
- updating technical and occupational programs.
- maintaining high teaching and grading standards.
- constantly reviewing and updating the curriculum.
- providing counseling and services that support student success.
- designing policy and plans that implement its goals and objectives while supporting its philosophy and mission.
- coordinating with local advisory committees for technical programs.
- maintaining existing facilities and planning of future construction.
- forming a budget driven by careful planning.
- maintaining communications with state and regional agencies and academic organizations.
- maintaining careful stewardship of public funds.
- maintaining relations with business and industry to design courses.

**Napa Valley College promotes diversity among its faculty, staff, and students.**
- The College provides a supportive campus environment which values and respects each person and encourages students, staff, and faculty to develop their full potential.
- Staff members in certain positions are encouraged to develop conversational skills in second languages appropriate to our diverse student body.
- Information for registration and other crucial processes are translated into Spanish.
- To reflect the composition of the student body, community, and state, the College actively recruits diverse faculty and staff.
- A Faculty and Staff Diversity Committee meets regularly to oversee progress and
determine steps “ensuring equal employment opportunity, promoting diversity, and achieving expected representation of qualified members of historically underrepresented groups.”

- It is currently revising the Faculty and Staff Diversity Plan to meet recent changes in Title 5 that cover campus-wide education as well as employment and unlawful discrimination complaint procedures.

Napa Valley College sets high standards for its faculty and staff and supports excellent working conditions. Through appropriate procedures, including collective bargaining for faculty and the classified staff, College employee groups strive to maintain and improve working conditions. The Board of Trustees, in turn, expects the staff to adhere to the highest ethical and professional standards as well as maintain subject matter currency, which the Board supports through funding staff development.

Napa Valley College expects all constituent groups—Administrative, Faculty, Classified Professionals and students—to contribute appropriately to the decision-making process through active committee participation.

The Shared Governance Policy provides for three types of committees: Academic Senate, Shared Governance, and District.

Napa Valley College must cope with significant challenges, especially increased energy costs, to continue offering quality programs and services.

Energy costs are estimated to rise from $300,000 in 2000 to over $1 million in 2002-2003. In addition to costs, reliability in energy supply is an essential factor in offering consistent and effective instruction and services. Energy affects the costs of goods and services, and these increases will challenge the College. Most significantly, energy costs will affect the economic ability of students to pursue higher education.

2. Building the Educational Master Plan

In 1999, the Board of Trustees and Academic Senate reached mutual agreement on the process for producing the Educational Master Plan. In consequence, a Steering Committee consisting of the Vice-President of Instruction, the President of the Academic Senate, and the Academic Senate First Vice President developed a process for the Educational Master Plan. Following the Board of Trustees’ approval, a Coordinating Committee of 12, representing College constituencies, was appointed.

In-house and community-based forums were held. The lead writer of the EMP interviewed members of the administration, faculty, and classified staff to ascertain the present status of their programs and services, their needs for funding and facilities, and their projections for 2011 and thereafter. Designated faculty and administrators, describing their particular programs and/or areas of supervision, made written contributions. Faculty of instructional divisions, administrators, and classified representatives participated in discussions and provided guidance. College committees supplied information and support.

A revised calendar for approval and dissemination of the EMP was set in February 2001. Priorities and conclusions based on findings were formulated by faculty and staff after thorough review by members of each unit. The Facilities Planning and Services Division and the Facilities Committee worked to generate facility expectation plans based on current and anticipated requirements.

The Steering Committee processed a preliminary draft through the Coordinating Committee. Then it was made available for campus-wide scrutiny and suggestions by means of standing committees and open campus forums. Following revision, a tentative version was similarly processed, and a final form agreed upon. Subsequently the Board of Trustees and the Academic Senate approved the final document.

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6 Title 5, §5006(b)

7 Chapter IV, Section B4
III. PLANNING RESOURCES RELATED TO THE MASTER PLAN

A. STAFF AND DOCUMENTS

The development of the Master Plan depended on the cooperation of the administration, faculty, and classified staff as well as on community members. Utilization was made of existing documents, e.g., the 1997 Accreditation Self Study\(^8\) and subsequent report by the visiting team,\(^9\) documents from Napa Valley College's Planning Committee, especially their Strategic Institutional Plan for 1998-2001,\(^10\) the Strategic Institutional Plan for 2002-2004,\(^11\) Napa Valley College District's 2000-2004 Five Year Construction Plan,\(^12\) NVC Internal and External Trends 2000, dated January 2000,\(^13\) that contains a detailed study of the students, their previous schooling, their preparedness for college work, general information on NVC, data concerning local jobs and the skills necessary to fill them, general trends affecting the College, and demographics and training needs of the staff.

Other documents used were NVC's Technology Plan, May 21, 1998,\(^14\) most recent program reviews of instructional programs,\(^15\) and reports generated by the Office of Planning and Resource Development.

B. PLANNING AND BUDGET

The College's Planning and Budget Policy,\(^16\) inaugurated in 1994 with the approval of NVC's Board of Trustees and the Academic Senate, adheres to a philosophy that stresses student success as a guiding principle. With representation from all College segments, the Planning Committee develops and recommends long-range plans, annual goals, and objectives. The policy recognizes that the College's plans must drive the budget process. All planning and budget recommendations and decisions shall be consistent with Education Code Section 66701 which establishes the state mission for community colleges, the mission and vision of NVC, accreditation standards, and strategic institutional planning and budget priorities.

Planning begins with the Strategic Plan. The College’s three areas—Instruction, Student Services and Administrative Services—identify annual planning and budget priorities from among the goals in the Strategic Plan. The institutional units develop annual plans which are consistent with the goals and then develop their unit budgets. The plans and budgets are then submitted to appropriate area supervisors who consult, review, may revise, and subsequently pass on the plans to the Planning Committee for review. Through the budgeting process, guided by the Budget Committee, the College allocates resources to implement the plans.

Every three years, the Planning Committee produces a Strategic Institutional Plan that recognizes internal and external trends, including demography and employment; examines the outlook for the next three to six years; and sets goals based on Title 5, directions from the Board of Governors, and the College’s philosophy and mission.

In February 2000, the Planning Committee met with the Board of Trustees and identified the following as key issues and needs that would be addressed in the next three years. The 2001-2004 Strategic Plan included 38 goals that address these issues and needs.

- Growth: new programs, recruitment, retention, and flexibility
- Education and business partnerships
- Allocation of Partnership for Excellence funds
- Underprepared students
- Facility needs
- Technology

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\(^8\) Document File, NVC Office of Instruction
\(^9\) Ibid.
\(^10\) Ibid.
\(^11\) Ibid.
\(^12\) Ibid.
\(^13\) Ibid.
\(^14\) Ibid.
\(^15\) Ibid.
\(^16\) Ibid.
• Resources for students
• Diversity/Human Resources

In addition, the College adopted a vision statement for 2004\textsuperscript{17} that stresses student success and NVC’s commitments to achieve it.

Section IX, Item #1, “NVC Planning Flow Chart,” and Item #2, “Chart of Planning and Budget Processes,” illustrate clearly the information and approval procedures.

IV. **EXTERNAL FACTORS AFFECTING NAPA VALLEY COLLEGE**

A. THE STATE OF CALIFORNIA

The Board of Governors’ New Basic Agenda, *Policy Directions for Student Success* dated March 1996,\textsuperscript{18} lists four challenges to promote student success and guide major policy directions necessary to meet the challenges. Crucial to Napa Valley College are those challenges covering means to student access, performance, and success; development of more diverse student populations and provision for their educational needs; coordination with secondary and post secondary institutions; community partnerships; and support from the Chancellor’s Office, especially advocacy for securing adequate funding.

Preparation included utilizing a draft document from the Board of Governors, CCC, entitled: *California Community Colleges 2005: A Strategic Response for Enabling Community Colleges to Make a Defining Difference in the Social and Economic Success of California in the 21st Century*, dated March 9-10, 1998. Former title: *A Vision for the early 21st Century*.\textsuperscript{19} This “strategic response” first notes that California Community Colleges for two decades have suffered funding cuts. Consequently the participation rate (number of students per 1,000 adults) fell from 88 in 1975 to 57.5 in 1995, the lowest point. In 1998 the number was 60 per 1,000 adults. To provide a reasonable level of access in the 21\textsuperscript{st} century, the colleges should serve 78 students per 1,000 in adult population by 2005.

The document notes the need for community colleges to make a defining difference in the social and economic success of the State. The work force must be trained with higher levels of skills and education to accommodate the reduction in remedial programs by the University of California and the State Universities and at the same time provide training for those moving from welfare to work. However, budget constraints have severely limited community colleges’ efforts, making the California colleges well below the national average of per student funding. The report assumes the State will not have sufficient funds in the next ten years to supply the necessary money either for building facilities or equipment and supplies.

Placing a major responsibility on the colleges to provide access to over 2,000,000 students in 2005 with a participation rate of 78/1000 adults, the draft document makes various demands of the colleges: expand operations from 271 days of use per year to 320; improve articulation on all levels to promote seamless transitions for transfers; expand technology to provide better support services, expedite administrative functions, help deliver instruction, make best use of existing physical plants, implement the matriculation process to maximize student retention and goal achievement, and develop methods of instruction through alternative delivery systems.

The state Community College system will help by
\begin{itemize}
  \item setting new goals.
  \item revising the Education Code for Community Colleges.
  \item providing cooperative purchasing means.
  \item developing a system’s Human Resources Plan to set goals for numbers of full-time teachers.
  \item developing more public-private or public-public partnerships to secure financial contributions.
  \item consideration of a variety of other endeavors.
\end{itemize}

\textsuperscript{17} Chapter V, Section A3
\textsuperscript{18} Document File, NVC Office of Instruction
\textsuperscript{19} Ibid.
The State of California is expected to cooperate by
- funding enrollment growth at 4% per year until 2005.
- funding an annual cost of living provision.
- developing a long-term student fee policy.
- supplying an average increase of ten percent per year.
- providing capital outlay at the rate of $250 million per segment, per year in state capital outlay bonds.
- enacting a new Education Code.
(Despite the state’s budget crises of 2001, the above remain as goals.)

Other documents used included *Charts of California High Technology Employment and Future Needs and Napa County Business Survey 2000*, detailing employment needs. The latter document was prepared by NVC in collaboration with the Napa Valley Economic Development Corporation.

The contents of the cited documents were used in the development of the Educational Master Plan.

**B. THE COMMUNITY**

1. **PHYSICAL DESCRIPTION**

Napa is one of nine San Francisco Bay Area counties. The Napa River, which has formed the Napa Valley, flows south into San Pablo Bay, part of the greater San Francisco Bay. The County has 450,000 acres, 45,000 or ten percent are in agricultural land (Source: Napa Valley Economic Development Corporation). The rest is mountainous area bordering the county to the east and west. The western Mayacamas Range and the eastern Coast Range form small, intermountain valleys, which are not highly developed. The valley is 30 miles long, ranging in width from a few miles at Mt. St. Helena in the north to 28 miles in the south. Five incorporated cities are in the valley: from north to south—Calistoga, St. Helena, Yountville, Napa, and American Canyon. Angwin, an unincorporated center, lies in the hills east of St. Helena.

2. **HISTORY**

First settled in the 1830’s, the Valley became, and still is, a largely agricultural area. Early in its history the river provided transportation and Napa City was mainly a port. The arrival of the railroad in 1864 changed this, and like every area in California, the face of the valley has been constantly altered by circumstances. Early on the cattle business, wheat fields, and fruit orchards soon accommodated grape vines; and before World War I, Napa was building a reputation as a fine wine producing area. Prohibition practically stopped the industry, and fruit and cattle dominated, prunes becoming the most popular crop. The depression caused many small farmers to lose their lands, and not until the end of World War II and the economic rise in the 1950’s did wine again become important. By the early sixties, wine production was becoming dominant as prune orchards disappeared, and vineyards and wineries increased dramatically.

Up to the 1970’s some Napa County residents not associated with agriculture earned their livings working for federal or state entities, small businesses, or the few small industries in the county. Others commuted to metropolitan centers, earning for Napa the reputation of a bedroom community.

By the mid-seventies, the combination of wine tasting, shopping, and viewing the beauty of the valley attracted many tourists, demanding accommodations. The extreme shortage of hotels and restaurants was alleviated by construction and the opening of many new businesses in the eighties and nineties; much more expansion is expected in the new century.

Although long dormant, the tourist industry had early roots in the Napa Valley. Calistoga, the northernmost city of the county, had been founded in the mid 19th

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20 Document File, NVC Office of Instruction
century as a spa. At that time visitors came to “take the waters” in Calistoga and Napa Soda Springs, a famous resort. Other spas were nestled in the Napa hills, but interest in long, leisurely vacations in remote areas dwindled in the thirties, disappeared in the forties, and did not revive until the late seventies. Calistoga has again become extremely popular as a spa and health center; St. Helena, as the wine tasting mecca; and Yountville, as a boutique and restaurant site.

The city of Napa and the southern part of the county remained apart from the tourist frenzy until the later nineties. However, the American Center for Wine, Food, and the Arts (the Copia Center), located in downtown Napa and opened in fall 2001, is expected to attract many tourists; new hotels, restaurants, and shops have opened, and plans for others are developing.

Many other significant changes are occurring in Napa County. The effects of the war on terrorism on the local economy are still unknown, and serious problems exist. To stop periodic flooding from the Napa River, a project to re-create the riverbanks to avoid flooding has commenced. This enormous undertaking will take ten years to complete and will augment the tourist industry with river walks, parks, and attractive bridges.

The county’s newest city, American Canyon, bordering Vallejo in Solano County, was incorporated in 1992. It has experienced rapid population growth and housing development and is currently realizing its potential by creating a town center and working to acquire a branch library. Its city administration has expressed hopes of having a center of Napa Valley College established there.

Beginning in the nineties, technology based industries form the third largest group of employers in Napa County, following the wine industry and governmental entities.

Some change in the character of the area is expected. An editorial in the Napa Valley Register, Sunday, July 23, 2000, stated: “Napa (City) is about to change more dramatically than at any time in modern history. Flood control will demolish or change hundreds of structures and create opportunities to recreate parts of town.”

Problems facing Napa County include the following:

- Slow growth, environmental, and quality of life issues are in tension with the need for affordable housing. Developers from all parts of the country (and even abroad) have mounted pressure to build more houses, shopping centers, and resorts, while citizens’ committees constantly guard the country-like atmosphere of the Valley.
- The possible invasion of a devastating bacteria causing Pierce’s disease could completely destroy the vineyards and the local economy. The wine industry is dedicated to keeping the vines safe, but controversies over methods of handling an invasion (spraying versus environmentally safe ways) have begun.
- The elevated cost of living, especially elevated housing prices, prohibits many workers from living locally. Napa Valley changed from a bedroom community in the mid-eighties to an employment center in the nineties. Many workers now live in Fairfield, Vacaville, Vallejo, and Sonoma and commute to Napa, causing highway congestion.
- Crowded, inadequate highways and the lack of public transportation plague residents of the county.

Despite the above problems, Napa County, long regarded as the stepsister county of the Bay Area because of its low population, agricultural character, and remote access, has become the jewel in the Bay Area crown. With Sonoma County it forms the famous California Wine Country; its wines are acknowledged worldwide for their quality; its tourist industry is booming; and its mild weather is acclaimed.

3. POPULATION AND LABOR MARKET

The Executive Director of the Napa Valley Economic Development Corporation, an organization that studies the local business scene, develops plans, and seeks to improve local business conditions, stresses
that the Napa quality of life must be sustained. A grassroots attention to housing, local education resources, health care, and personnel will result in sustainability, that is, meeting the needs of the current generation without compromising the needs of future generations. Some current studies are underway to solve the housing problem with “mixed use”—housing over stores and the development of villages within urban boundaries. The three centers of sustainability are economic development, protection of the environment, and the achievement of social equality.

a. Demography and Projections

The 2000 census figures show that in the past decade Angwin (unincorporated), Deer Park (unincorporated), and Yountville had slight population drops, but the other communities in Napa County experienced double-digit gains. The cities of Napa and American Canyon, the main “feeders” into Napa Valley College, showed the most growth. Based on these figures and the projections of local officials, the College can reasonably predict a growth of ten percent by 2011.

- **Napa County**
  Jan. 2000: 124,279; change since 1990 census: +12.20%
  Jan. 2010: 141,900 — approximately 12% growth
  Jan. 2015: 148,500 — approximately 17% growth

- **American Canyon**
  Jan. 2000: 9,774; change since 1990 census: +26.84%
  In five to ten years the population will cap at 17,000

- **Calistoga**

b. Effects of Population Projections on Napa Valley College

The data above are reflected in the initiatives discussed throughout this document. Given the above projections, it seems prudent to assume that Napa Valley College will grow by one percent each year or ten percent by 2011.

c. Employment

The *Napa County Business Survey 2000* was a joint project of Napa Valley College’s Planning and Resource Development Office, the Napa Valley Economic Development Corporation, Pacific Union College, the NVC Small Business Development Center, and the Napa County Training and Employment Center. The authors surveyed local business people for their employee training needs, their workforce needs, and business assistance issues.

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21 Projections: Association of Bay Area Governments (ABAG) figures, supplied by Napa Conservation, Development, & Planning Department
22 Projections: American Canyon, City Administration Office
23 Projections: Calistoga, City Administration Office
24 Projections: City of Napa, Office of Planning
25 Projections: St. Helena, City Administration Office
26 Yountville: City Administration Office
27 Document File, NVC Office of Instruction
For a full explanation of the results, please see the survey. The following are salient findings that directly impact Napa Valley College’s planning:

- Entry-level employees should be skilled in customer service, work ethics, and oral communication in English.
- Employee advancement training must stress computer applications, leadership/management, customer service, marketing/sales, and problem solving.
- Training courses should be short-term, delivered traditionally or by technological means, and outside of work hours. College credit is unnecessary.
- Employers desire training institutions to provide internships, entry-level jobs, and guest speaker services to classes.
- The largest number of hires over the next one to two years will probably be in these categories: laborer (64 hires), skilled trade (55), and office support (55).

Business Survey Conclusions: The survey coincides with opinions expressed during the civic, educational, and business forums sponsored by Napa Valley College. It is, therefore, incumbent on the College to provide short courses and courses through technological means to satisfy the community needs in English, speech, computer skills, and business operations with class schedules that are convenient for the working public.

Section IX, item #3, lists employee training needs; item #4, graphs, illustrates types of training needed in the local area.

**d. Local Labor Needs**

Projections by the Association of Bay Area Governments (ABAG) indicate that in Napa County there are currently 59,710 jobs; they are predicted to grow to 77,310 by 2010 and 98,820 by 2020. A significant purpose of the EMP is to interpret the following data and determine which areas are appropriate to the College’s mission and should be addressed.

Service positions currently number the highest and will continue to dominate. Ranked well below, but in second and third positions, are retail trade and manufacturing, which includes wine making and high technology.

The largest growth will be in the service positions; ABAG foresees no growth in agriculture, very limited growth in government services. These figures indicate that Napa Valley College’s concentration in vocational preparation should probably be in general business preparation—a conclusion that the Napa County Business Survey 2000 also indicates. This “preparation” coincides with General Education requirements in math, English, science, and the social sciences.

ABAG’s document shows the largest number of new jobs added are:

- Registered nurses 1,160
- Bookkeeping, accounting clerks 920
- Teachers, elementary school 760
- Salespersons, retail 570
- Counter attendants, food 530
- Teachers’ aides, paraprofessionals 510
- Cashiers 480

Labor Market Information shows that in Napa County from 1995 to 2002 the following jobs had over a 50% increase:

- Assembly, fabricators
- Hotel desk clerks
- Home health care workers
- Computer support specialists

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28 Chapter IV, Section B4

29 NVC Trends 2000, Document File, NVC Office of Instruction
30 Document File, NVC Office of Instruction
Napa Valley College currently offers classes in the following areas listed in the Labor Department’s statistics. The percentage figures indicate the expected increase in needs.

- Secretaries: 17%
- Restaurant cooks: 46.9%
- Financial managers: 27.3%
- Registered nurses: 8.4%
- Accountants and auditors: 24%
- Computer support specialists: 54.5%
- Social workers—medical and psychiatric: 9.8%
- Electrical and electronic engineers: 66.7%

The statistics again indicate that most jobs in Napa County are in services or retail trade; however, perhaps surprisingly, according to information from the Napa Valley Economic Development Corporation, government (including school districts and county jobs) and the wineries have the largest number of employees. Industries also hold a significant place, being number three in Napa County in number of employees.

In August 2000, wineries numbered 232. Assuming the wine industry continues to flourish and dominate the local economy, its related enterprises of tourism such as hotel services, restaurants and cafes, recreational areas, boutiques, art galleries, cottage industries (wine soap, wine artifacts, for example), cork production, barrel manufacturing, bottlers’ equipment and supplies, and many others will thrive.

In 2000 there were 6,000 businesses in Napa County, with 50% hiring fewer than five and 25% employing only one. Some 3,000 people are employed in technology jobs, but recruitment is mainly done outside the county. Chief problems for employers include attracting and hiring good employees, ease of access to the job location on crowded highways, and housing. According to ABAG in 2000, there was a shortage of 80,000 housing units in the Bay Area, and “affordable” housing (under $200,000 per house) is rare in Napa County.

Section IX, Item 5, lists Napa County job projections by ABAG through 2020.

e. Regional Labor Needs

While NVC is committed to meeting local labor needs, it also serves needs of the expanded Bay Area. In program development, it considers employment data from San Francisco to Sacramento, in a radius comprising a one-hour drive from Napa.

4. **Community Forums**

To ascertain community outlook on current needs, the College in the spring of 2000 sponsored three forums and invited participation in each from appropriate leaders. One focused on civic matters;


33 Napa Valley Vintners’ Association

34 Napa Valley Economic Development Corporation
another, on education; and a third on business. The following are the main points garnered from the forums:

- Changes in Napa County, the Bay Area, California, and beyond will have deep ramifications for NVC. These include but are not limited to the following:
  - Growth of technology and tech-related jobs poses a need for trained personnel.
  - The need for tech-trained people will necessitate retraining, and there will be a loss of jobs in some areas that technology is eliminating, e.g., travel agents and sales people.
  - Hospitality personnel—hotel, restaurant, catering, wait staff, management, landscaping, architectural design, interior decorating, laundry services, etc.—all will be shortly in great demand.
  - The area will continue to suffer from transportation and traffic problems.
  - Growth of population in the south county will impose special attention on transportation, highways, utilities, housing, and service industries.
  - All aspects of the wine industry will increase and demand training of personnel.
  - The proposed changes in Napa County resulting from the Napa River Project and the American Center for Wine, Food, and the Arts will affect the entire population as tourism flourishes.

- The following constitutes the advice of the forum participants regarding Napa Valley College's role in meeting community needs:
  - NVC should be responsive to the situations delineated in item four above and provide job training and all forms of education in a flexible manner. In fact, flexibility must guide all College endeavors, including designing of short courses, non-traditional scheduling, technically assisted class presentations, on-line courses, and innovative subject matter, for example.
  - Because a community college offers a comprehensive education, NVC should be known as a center for both academic pursuits and transfer to universities as well as a community resource for job training, upgrading of skills and extended education.
  - NVC should cooperate with regional, city, and county agencies and chambers of commerce to promote the College and also provide for future needs, most of which are impossible to predict with certainty.
  - NVC Staff must keep up on technology, develop new methods of instructional delivery if appropriate, develop short courses for business purposes, courses by internet, courses off-campus, etc. to supply the needs of employers and workers. (Note: NVC currently offers short courses through the Small Business Development Center and Community Education; many courses take place in a variety of off-campus locations. Distance education has begun with students at the St. Helena campus participating in classes which are taught on the main campus. The Cisco Systems Campus Network Infrastructure, installed in 1999, has brought NVC up-to-date in technology.35)

Forum Conclusions: The forums indicated a great interest in the College on the part of the civic, business, and educational leaders. Most participants reiterated the findings of NVC’s *Trends 2000*36 and the *Napa County Technology Plan; Document File, NVC Office of Instruction*.

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35 *Napa Valley College Technology Plan; Document File, NVC Office of Instruction*
36 Document File, NVC Office of Instruction
While one person in the business forum stressed that projections are at best questionable, all groups believed that meeting immediate, perceived needs is a necessity. The educational forum, composed of teachers and administrators from the local school districts, pointed out the need for greater communications between NVC and its feeder schools. It is obviously incumbent on the College to intensify its relationships, especially with area high schools and the adult school.

5. **LOCAL SCHOOLS**

The first school in Napa County opened in 1849, and soon others were added. Today the county has five public high schools and five religiously affiliated high schools.

NVC is the only community college in the county and has one of the highest enrollment rates in the state (35%) from local high schools. Two large public high schools, located in the city of Napa, supply the majority of students. Moreover, a considerable number come from Vallejo and Hogan High Schools, both in Vallejo.


New Technology High School opened six years ago, in 1996, and through agreements with NVC, college classes are offered to their students on their campus. NVC also gives classes on a regular basis at Vintage High School and Justin-Siena High School, both in Napa, and at St. Helena and Calistoga High Schools. The classes enhance high school students’ experiences, introducing them to college work and the quality of instruction at Napa Valley College. Napa High is the only public secondary school in which the College does not offer classes.

Coordination between the feeder schools and the College is maintained through individual College departments, Student Services units, and occasional joint administrative meetings. However, the education forum pointed out the need for closer communications and the development of new relationships with feeder schools. It was apparent that some participants were unaware of the breadth of the College’s endeavors. An increase in and intensity of NVC’s efforts must occur.

Santa Rosa Junior College and Solano are the nearest community colleges. Some students from the northern part of NVC’s District attend Santa Rosa, probably because it is close to Calistoga. NVC draws some 23% of its students from the Solano District, presumably for the same reason—the proximity of NVC to Vallejo.

Access to four-year institutions for Napa County residents is difficult. Only Pacific Union College (PUC), a private school located in the mountains east of St. Helena, offers four-year degree programs. Recently in the southern part of the Napa Valley, PUC opened a second campus that offers limited subject area studies such as business and education, thus making access much more convenient for the majority of Napa residents.

Approximately one hour by car is required to reach the University of California at Davis, University of California at Berkeley, Sonoma State University, Dominican College, the University of San Francisco, Golden Gate University, John F. Kennedy University, and St. Mary’s College. San Francisco State University, California State University Sacramento, and California State University Hayward all require about one and one-half hours of driving. Thus, no college or university is truly convenient for Napa residents, and there is no feasible public transportation.

Occasionally some of the abovementioned schools and extended universities such as Chapman and Phoenix offer a few classes locally, usually graduate courses in business or education. Napa Valley College plans to investigate forming partnerships with four-year colleges to offer their courses at the NVC site as some other community colleges are now doing.

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37 Ibid.
The difficulty in attending four-year institutions does not, however, deter many Napa residents from commuting. These are dedicated students, often working full-time and attending night classes.

A community always benefits from cultural and athletic events that universities typically offer; but since the universities are not close by, Napa Valley College endeavors to fulfill this cultural leadership role. Through its Fine and Performing Arts Division, the Community Education Division, the English Department, and the Athletic Department, the College meets this challenge with art and photography exhibits, lectures, literature and poetry classes, musical events, drama, short courses in arts, crafts, and culinary production, as well as sporting events year round. However, these efforts are sometimes limited by a lack of viable facilities and funds.

Nevertheless, some four theatrical productions are presented annually, and the Napa Valley College North Bay Wind Ensemble and College sponsored musical groups have six concerts on a regular basis. The NVC Chamber Singers have sung in Carnegie Hall in New York City and three times taken European concert tours. The Art Department has exhibits of paintings, sculptures, and photographs all year long in an off campus gallery. Thus, NVC supplies Napa Valley with a variety of first-class cultural offerings.

Nationally recognized for excellence is the annual summer Napa Valley Writers' Conference, headquartered in the Upper Valley Campus. Started by the late English teacher and poet Dave Evans in 1980, the conference has grown in prestige in the literary world. Instruction is provided by experienced, published, and acclaimed writers, some having won literature’s highest honors. John Leggett, former Director of the Writers' Workshop at the University of Iowa, directs the conference staff.

The International Education Program offers credit classes abroad with regular NVC instructors. In its 15 year history, this program has offered Spanish, French, photography, history, and art classes in various countries, including Greece, Turkey, Spain, France, Mexico, Costa Rica, and China.

The “isolation” of Napa citizens from access to a four-year institution offers Napa Valley College a valuable opportunity to accept the role of cultural leader in the community.

V. NAPA VALLEY COLLEGE

A. GUIDING PRINCIPLES

1. PHILOSOPHY

Education at Napa Valley College is based upon our belief in people—in their worth as individuals and in their capacity to develop to their fullest potential. We believe that people have the ability to direct their own destinies and to participate in directing the affairs of society. We believe in creating an educational environment that supports the learning process, where curiosity, openness, trust, helpfulness, and understanding flourish. We believe in cooperation between the College and the community. We believe in flexible and innovative approaches to learning that stimulate the aspirations of students, staff, and community.

2. MISSION

Napa Valley College exists to provide high quality educational programs and services responsive to the needs and interests of individuals and organizations. We strive to make our programs and services accessible, both financially and geographically. The College provides equality of opportunity to students, employees, and members of the community regardless of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, gender, age, or sexual orientation.

3. VISION

Quoted from NVC’s Strategic Institutional Plan 2001-2004

38 Document File, NVC Office of Instruction
A vision of Napa Valley College and the local community in 2011 and successive years has to acknowledge that in the interim unknown events and situations will come to light that will perhaps alter or more clearly define NVC’s vision. The College must be prepared to create it anew, scrutinizing and perhaps adjusting it, but always placing the needs of students and the community as its top priority.

Therefore, the College is committed to maintain what has proven to be successful, to seek what is needed, and to develop innovative and productive programs and services. The College will strive to not only meet students’ needs but to offer students opportunities that they themselves may not have imagined. The College will encourage higher community support while, at the same time, providing support to the community. At all times, diversity and freedom of expression will be honored and encouraged.

The Strategic Institutional Plan 2001-2004 serves to outline the means and ways to achieve the vision, which includes, but is not limited to, a continuation, broadening, and development of our present efforts.

The following statements are taken from The Strategic Institutional Plan 2001-2004:

- Napa Valley College is a place where students are first and foremost in all that we do.
- Napa Valley College is widely recognized for providing the highest quality educational programs.
- Napa Valley College is recognized for providing effective and creative student services.
- Napa Valley College is a community of people excited about learning.
- Napa Valley College students learn in quality facilities with modern equipment.
- To serve students, Napa Valley College promotes and supports a spirit of teamwork.
- Napa Valley College values diversity and ensures equal opportunities for success.
- Napa Valley College is well managed and financially sound.

4. Goals and Objectives

In November 2000, the Board of Trustees approved the Strategic Institutional Plan for 2001-2004. That document, developed by the Planning Committee with contributions from the Board of Trustees and the College community, includes 38 goals that are consistent with the focus of the Educational Master Plan. Moreover, the College’s three major areas—Instruction, Student Services, and Administration—develop objectives, more specific than their 38 goals, which their units work toward achieving.

The following is a brief summary of the goals and objectives:

Goals and Objectives that reflect NVC’s core values: 1) Improve instruction and meet state and community needs; 2) update current facilities and seek means of expansion; 3) support an environment that values and respects diversity and each person’s individuality; 4) seek partnerships in the educational and business worlds; 5) demonstrate esteem for employees through appropriate compensation and supply training in technology, diversity, and academic freedom; 6) provide through Student Services the maximum academic and personal aid possible for students; 7) continue to implement the Technology Plan; 8) develop new methods to increase enrollment, retention, and grant funding.

B. NAPA VALLEY COLLEGE—FROM ITS FOUNDING TO THE PRESENT

In 1942, a few months after the United States entered World War II, the people of Napa County by a 90% margin passed a bond issue to establish a junior college, combining it with the Napa Union High School District under a single Board of Trustees. The new “six-four-four” plan of grade divisions permitted college classes in the high school buildings. The administration planned a separation as soon as the war ended,
but for six years ran double sessions and used the same faculty for grades 11 through 14.

1. **THE SITES**

a. **The Napa Campus**

In 1948, the College moved from the high school to a new building nearby. Student enrollment grew, and a separate faculty developed, enabling the College to gain an identity distinct from that of the high school. Enrollment increased dramatically. As the result of further community support through several successful bond elections, in 1962 the College established its own district, roughly contiguous to Napa County.

Section IX, Item 7, shows a map of Napa County.

The public elected a Board of Trustees. Soon thereafter, 57 acres south of the city of Napa were purchased and construction of the new campus began. The original plant had an administration building, a student quad containing a cafeteria and a bookstore, two general classroom buildings, a science building, and an art center, developed in an existing structure on the property.

NVC has since built a library; a child care center; a vocational technology building; an electronics technology building; a theater; a physical education building and gym; and a building for health education, faculty offices, general classrooms, and a learning skills and tutorial center. In 1999, the Trefethen Family Viticultural Center was constructed, funded by local wineries and individuals. In Spring 2002, the Napa Valley Vintners’ Association Teaching Winery is scheduled for completion, supported by valley wineries and Wine Auction revenues. The College has added three modular structures, but the need for more space is crucial.

All subsequent construction has followed the design of the initial constructions, and thus the pleasing harmony of the campus has not been violated. Many trees enhance the beautiful campus; gardens spot the campus although limited resources prohibit the full development of all available planting areas. This challenge of resource limitations also affects achieving maximum maintenance levels and forces difficult choices for the administration and the Facilities Planning and Maintenance Services.

b. **Upper Valley Campus**

In 1994, the College opened a complex in St. Helena to accommodate classes previously taught in a trailer, which had been condemned. The new campus was the culmination of over 20 years’ efforts to bring credit and non-credit classes to the upper valley communities and provide necessary services. The new facility, befitting the culture of the Wine Country, was carefully planned and received much praise for its architecture, which incorporated outdoor vistas.

The campus offers credit and transfer classes, is the headquarters of the Community Education program, and houses the successful Napa Valley College Cooking School, which has 100% student placement in jobs following completion of courses. However, the campus has not lived up to expectations in that both credit and non-credit classes often do not attract many students and are sometimes canceled for that reason.

The College is working to resolve the problem by continuing to study the interests and needs of upper valley residents. For example, non-credit wine related classes are popular, but certain transferable courses fill for only a few semesters, indicating that the interested population has been served. Suggestions such as using the facilities as a conference center, implementing a hospitality management program, or moving most art classes there are being considered. It remains a challenge to
NVC to utilize this splendid facility to the maximum. In the very near future, a local bus service will start in St. Helena, and the campus is on the route. This welcome innovation should enable more students to attend classes.

c. South County/American Canyon

In 2000, the South Valley Center Steering Committee (SVCSC), composed of College and community leaders, was formed to investigate the possibility of establishing a Napa Valley College center in American Canyon. As a result, NVC has recently established a temporary office in the Boys’ and Girls’ Club to offer American Canyon residents local access to NVC academic programs and activities. Besides providing information and access to College materials, the office will serve as a meeting place for individual counseling and small group activities.

Short-term goals include planning and co-sponsoring special events that highlight the connection between the College and the city of American Canyon, evaluating the higher educational needs of American Canyon citizens, and providing solutions to these needs as feasible.

NVC has sponsored in American Canyon two health fairs and a cooking demonstration presented by NVC’s Community Education program. The College through SVCSC brought the United Negro College Fund’s nationwide tour to American Canyon, thus providing to over 2,000 students information on 49 participating universities.

Presently, three sections of algebra are offered each semester in the south county area, but officials of American Canyon have often expressed an interest in having a combined facility for a library/information center, an alternative high school and a college/vocational school. They are also interested in distance learning.

d. Off-campus Sites

NVC owns the old armory building in north Napa, refurbished recently as a site for non-credit courses, and two nature preserves in the western hills suitable for nature studies, hiking, and all outdoor activities. The College rents facilities for credit and non-credit classes and for an art gallery. These are located in the city of Napa and the upper valley area in both community and church halls.

2. FACETS OF NAPA VALLEY COLLEGE

a. The College and Community Relations

NVC has been known as Napa Junior College, Napa College, Napa Community College, and now Napa Valley College. In the community, however, despite the best efforts of College staff, it is still called the “JC.” This nomenclature, unfortunately, does not describe the expanse of the community served or the breadth of the offerings—transfer education, career and technical education, transitional education, community education and services. Nor does “JC” even hint at the College’s many student support and economic development services.

Nevertheless, despite its denomination as the JC, Napa Valley College has received strong community support with approval of bond measures and through the unstinting efforts of the Napa Valley College Foundation, an active organization that provides funds for scholarships and for College programs by providing the money for equipment and supplies. The Foundation also funds special grants for faculty research and development. The help of this community-based organization has been invaluable.

Due to College faculty and staff members involving themselves in community organizations for many years, community interest in NVC has markedly grown. Most recently, as NVC
has developed its viticulture, wine making and appreciation courses, and its culinary arts offerings, the local wine industry has cooperated with the College on various endeavors.

b. The Financial Scene

Currently, approximately 89% of the District's general fund unrestricted income is derived from property taxes, student fees, and state apportionment. Because the NVC District was a low property tax area before Proposition 13, the State of California has maintained the College in a low category of apportionment. Efforts on the state level to equalize funding and end this injustice have basically proven futile, and the College continues to suffer the financial effects of low, below state average apportionment.

Nevertheless, it is hoped that in the next ten years funding necessary for anticipated growth and student population, facilities, and supplies will be made available through the state, grants, bond elections, and efforts of the NVC Foundation.

Obviously many factors contribute to NVC's financial scene, including

- State finance—the recent energy crisis, stock market volatility, the recession, and effects of the war against terrorism may adversely affect funding from the state.
- Enrollment—current indicators and recent trends point to enrollment growth, so for purposes of this Educational Master Plan a one percent annual growth rate has been projected.
- The success of the College in obtaining grants
- The successful passage of bond measures for building improvements
- The success of creative revenue generating efforts
- The contributions of local entities through the Napa Valley College Foundation

c. Board of Trustees

The Napa Valley College Board of Trustees is an elected board of seven members that is charged with representing the community decisions and reflecting the public interest. Board members participate in a variety of organizations and activities in their respective communities and throughout the county to enable them to be apprised of the citizens' interests and concerns.

Trustees are elected for four-year terms, which are staggered. They represent specific areas in the district—one member from the south county, three from the Napa City area, one from St. Helena, and one from Calistoga. A student trustee serves a one-year term and has limited voting privileges.

The Board has responsibility for policy development and for scrutinizing the financial integrity of the institution by reviewing monthly and quarterly financial reports. It works closely with the Superintendent/President, delegating authority to carry out its decisions and implement its policies.

d. Superintendent/President

The College Superintendent/President (S/P) is responsible for efficient and academically sound operations. The S/P must work closely with the public, the Board of Trustees, the administration, the faculty, classified staff, the student body, and the Foundation to ensure that the College deals in the best possible way with its challenges and demands.

This leadership position is vital to the development of policy, implementation of smooth coordination among the many segments of the College, oversight of financial integrity, adherence to the many statutes, regulations, and board policies that the College must follow, and organization of an administrative staff that works efficiently, imaginatively,
and in cooperation with all segments of the College.

e. Leadership

In its 59 years, NVC has had six presidents and two, one-year interim presidents. The College’s founder and first Superintendent/President was Dr. Harry McPherson, who introduced the concept of a junior college for Napa and as principal of Napa High School convinced a reluctant school board to seek the bond money. He retired in 1965 but continued with his support—especially through the Foundation, which he began in the sixties, by funding both the McPherson Distinguished Teaching Awards, honors awarded annually since 1987 to two instructors, and the Jessamyn West Writing competition to honor Dr. McPherson’s wife.

Dr. James Diemer, from 1965-67, was charged with the planning of the new campus while working as Dean of Instruction under Dr. McPherson. To him, architect Don Macky, and arborist and faculty member Harry Tramner goes the credit for the attractive campus that has developed.

Under its current leader, Dr. Diane Carey Woodruff, the College has progressed through the nineties, a time of difficult budget decisions, and into the new century. Despite funding difficulties, new structures and new programs have been developed in response to student and community needs.

Dr. Woodruff’s retirement at the end of Fall Semester 2001 will usher in a new era of leadership and accomplishment under the direction of recently appointed Dr. Christopher McCarthy.

Section IX, Item #8, “NVC Organization Chart,” graphically displays the units of Napa Valley College and their relationships.

f. Faculty and Staff

Section IX, Item 9, gives the breakdown of faculty and staff by employee groups. As the figures in Item 9 indicate, the College attempts to keep a reasonable balance of its employment segments.

(1) Full- and Part-time Faculty

The faculty in November 2000 numbered 92 full-time tenured, 19 tenure track, two academic temporary, and 242 part-time. In Fall 2000, the College was at 67.48% ratio of full- to part-time instructors based on FTE, showing a steady progression from the 1997-1998 figure of 54.56%. Increasing the number to the state recommended figure of 75% is a continuing goal of the College.

The College attempts to meet state regulations regarding the ratio of full- to part-timers, which has been a focus of attention since 1971, when the extensive hiring of hourly teachers began. Up to that point, NVC had a few part-time faculty teaching evening classes. Progress has been made in integration of part-time faculty into the College’s system and in improving salary and working conditions; however, the reduction of the numbers remains a central concern of administration and faculty.

39 Fall 2000 NVC mainframe data, Management Information System Employee Report; NVC Office of Planning and Resource Development; Document File, NVC Office of Instruction

40 California Community Colleges Management Information System Employee Report (CCCMIS), 2/20/2001; NVC Office of Planning and Resource Development; Document File, NVC Office of Instruction
(2) Demographics of Faculty and Staff

The MIS Census Report\textsuperscript{41} showed the following ethnic breakdown for 2000:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Employee Count</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>9</td>
<td>1.70%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>26</td>
<td>4.91%</td>
</tr>
<tr>
<td>Chinese</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Filipino</td>
<td>14</td>
<td>2.65%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>49</td>
<td>9.26%</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>0.19%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>11</td>
<td>2.08%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>1</td>
<td>0.19%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>417</td>
<td>78.83%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0.19%</td>
</tr>
<tr>
<td><strong>District Total</strong></td>
<td><strong>529</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Section IX, Item #10, “Comparison of NVC Staff Composition to NVC Credit Population and to Napa and Solano County Populations,” shows ethnic and gender representations of the College faculty, the credit population, Napa County and Solano County, indicating that the faculty is not as ethnically/racially diverse as the local populace or the credit population. The gender reflects closely the local distribution.

(3) Faculty and Staff Organizations

(a) Academic Senate

At NVC the Academic Senate is not elected but rather includes all permanent faculty and gives limited voting to all part-time hourly and full-time temporary faculty. The Education Code in Section 53200 defines the Senate’s role, giving it “primary responsibility for academic and professional matters.” The Senate participates along with Classified Professionals and Management in “shared governance,” the system designed to elicit partnerships among these groups and produce decisions that benefit all.

Since its inception in 1965, the Academic Senate has worked to improve and strengthen instruction and to deal with academic and professional matters as defined in Title 5, Section 532000, via the Mutual Agreement Process. It may make recommendations to the College administration and/or governing board on matters pertaining to the conduct and welfare of the College. It also helps maintain quality instruction and enhance professional status and collegiality among faculty. It supports its members, who contractually must serve on Senate committees and may

\textsuperscript{41} California Community Colleges Management Information System Employee Report (CCCMIS), 2/20/2001; NVC Office of Planning and Resource Development; Document File, NVC Office of Instruction
serve on college-wide committees. Until the mid seventies, the Senate also represented its membership in salary and working condition issues that subsequently have been handled by the Faculty Association.

In recent years, the Academic Senate has played a key role in developing and carrying out its planning components, technology plans, and shared governance strategy.

(b) Faculty Association

The Faculty Association is a Community College Association local affiliated with the California Teachers Association and the National Education Association. It represents the faculty in negotiations with the District over salary and working conditions. Clear guidelines distinguish the work of the association from that of the Senate.

(c) Administrative Senate

Administrative and Confidential employees of Napa Valley College established the Administrative Senate in the spring of 1992, partly in response to the passage of AB 1725, which established stronger roles for community college faculty, students, and staff. By definition, all administrators and confidential staff, except for the College President, are members of the Senate.

In its constitution, the Administrative Senate established its purposes as follows: to afford administrative and confidential employees formal representation in determining institutional positions, policies, regulations, and procedures; to provide recommendations and views of matters affecting the conduct and welfare of the College; and to promote communication and mutual understanding among the students, faculty, classified staff, President, Board of Trustees, and administration.

Senate members participate actively in the planning and budgeting processes, the accreditation process, and the shared governance process. Senate goals include working to build good staff relations and professional standards, provide support for staff development of administrative/confidential employees, and promote a strong, stable, professional image of the Administrative Senate and the College. A subcommittee of the Senate meets with the district to discuss mutual gains in working conditions, salary, and benefits. As a group, members sponsor student scholarships and contribute to College social gatherings.

(d) Classified Professionals’ Organizations

Classified employees are represented by the Napa Valley College Association of Classified Professionals, SEIU, AFL-CIO, Local 614, their recognized bargaining group. The SEIU represents the Classified in negotiations regarding salary and working conditions. Individual Classified employees also represent their constituency on college-wide committees.

The Classified Senate was formed in Fall 2001 to
- encourage the exchange of ideas and understanding
among all constituent groups of the College,
- promote awareness and commitment to the policies, procedures, and practices of the College,
- involve all of the Classified Professionals in campus committees of policy review procedures, practices, needs assessments, and development of new ideas,
- represent the Classified viewpoint to the College President and Board of Trustees,
- promote the recognition of Classified Professional staff as a valued part of the College work force,
- facilitate implementation, support, and promote awareness of the Shared Governance policy.

All regular part-time and full-time Classified Professionals are members of the Classified Senate. An eight member elected Executive Board directs Senate activities, which include the following:
- Representing the Classified Professionals in Shared Governance issues
- Meeting the needs for staff professional development
- Developing and providing leadership for Classified employees
- Providing an exchange of ideas and experiences among all College sectors

The Classified Professionals represent the largest group of permanent employees in the California Community College system and are significant to the success of Napa Valley College. They represent a diverse assembly of academic excellence and technical expertise.

g. Programs and Degrees

The junior college that opened in 1942 with 16 students offered lower division transfer courses and business and secretarial training. Available high school shop facilities enabled the College to add technical courses and certificates. Upon moving to the present campus in 1965, the technical facilities were substantially enlarged and have changed over the years to reflect new technology and local job opportunities. The Associate of Science degree was added in the 1960’s for students in the technical fields. As in all colleges, NVC in the past 30 years has developed new programs, a developmental and tutorial center, and additional student support services.

### DEGREES AND CERTIFICATES AWARDED FROM 1998 TO FALL 2000

<table>
<thead>
<tr>
<th>Term</th>
<th>AA</th>
<th>AS</th>
<th>Certificates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1998</td>
<td>113</td>
<td>25</td>
<td>105</td>
<td>243</td>
</tr>
<tr>
<td>Spring 1999</td>
<td>242</td>
<td>133</td>
<td>181</td>
<td>556</td>
</tr>
<tr>
<td>Summer 1999</td>
<td>42</td>
<td>8</td>
<td>57</td>
<td>107</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>94</td>
<td>19</td>
<td>57</td>
<td>170</td>
</tr>
<tr>
<td>Spring 2000</td>
<td>337</td>
<td>109</td>
<td>129</td>
<td>575</td>
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<tr>
<td>Summer 2000</td>
<td>58</td>
<td>3</td>
<td>42</td>
<td>103</td>
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<tr>
<td>Fall 2000</td>
<td>6</td>
<td>29</td>
<td>132</td>
<td>167</td>
</tr>
</tbody>
</table>

(Source: NVC Information Systems & Technology Report)
h. Students

The location and aspects of the new campus affected the spirit of the College in many ways. At the previous campus, student activities had contributed vitally to a collegiate atmosphere. Although many students drove to school, many more came on foot. Students integrated their lives into the school. But the new campus south of the city, accessible only by car or bus, plus the changing attitudes of the sixties caused a loss of students' interest in the campus as the center of their lives. Club activities and interest in the Associated Student Body diminished. Students began to work more hours; their average age increased. Afternoon classes were virtually abandoned probably because many students had afternoon jobs. Interest moved from dances and pep rallies to humanitarian causes.

The school newspaper has come and gone (currently gone) over the past 35 years, and yearbook production ended in 1964. The College dropped football in the early eighties. As a result, spectator interest in college sports diminished despite NVC's outstanding records in other collegiate sports competitions.

In the 90's, however, campus activities have gained in popularity, often sponsored by student clubs. Student involvement in the school is increasing as manifested by interest in ASB elections, demands for a student center with a lounge and meeting rooms, and the popularity of special events such as the Cinco de Mayo celebration, Women's History Month, Black History Month, and the Native American gathering.

Afternoon and weekend classes are growing in enrollment, and excellent city bus transportation, although long in existence, has become more popular, as is use of bicycles, to get to the campus.

For a small core of students, the campus has once again become a center of activities that appeal to a younger population; as the average student age has dropped in recent years, more students seem to show interest in campus government and organizations.

During three wars and many blessed years of peace (recently ended by the attack on the Twin Towers of September 11, 2001), the student body grew in number and in diversity, but certain aspects of student life remained constant. Their aspirations and plans, their use of the College to discover their vocations and provide training, their struggles and triumphs—all these factors have been constant in the College's 59 years. For those who transfer to four-year schools and those who receive vocational training, their College experience determines their vocational choice. But beyond that, it provides a cultural cafeteria—a place to learn of music, art, languages, literature, dance; a place that offers fine facilities such as the library, the sport courts and fields; a place that supports political activity and service organizations; a place in which to mature, seek and make new friends, encounter new ideas, dispute, discuss, and seek agreement.
i. Student Profiles

Item #13, “Where Recent High School Graduates at NVC Come From,” reveals that 35%—a fairly high percentage—of local high school students come to NVC. The population participation rate—the number of students enrolled in the College per 1000 adults in the zip codes in Napa County—is 130.83.

Section IX, Item 14, “Residence, Enrollment Status, and Highest Level of Education,” indicates that for Fall 2000, 58% of NVC students live in Napa (City) while 13% live within the county and 30% come from Solano and Sonoma Counties. Enrollment status figures show that in Fall 2000 52% of the students were returning. Two-thirds of entering students—68%—have high school as their highest level of educational attainment. Significantly, 11% of the students report earning a bachelor’s degree.

Item #15 tracks the educational goals of NVC credit students; probably the most significant figure for planning purposes is that 42% of students in Fall 2000 were undecided about their goals, up from 29% in Fall 1997.

In Fall 2000 Napa Valley College had 6,560 registered credit students. The following pie charts and tables give a profile of students’ ethnicity, gender, and academic pursuits. Conclusions based on the charts are included.
Fall 2000 Credit Student Profile (N=6560)

Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>39%</td>
</tr>
<tr>
<td>Female</td>
<td>61%</td>
</tr>
</tbody>
</table>

The majority of our students are female.

Ethnicity/Race

- African Amer., 5%
- Amer. Indian, 1%
- Asian, 4%
- Filipino, 7%
- Hispanic, 18%
- White, 59%
- Other, Unk., 6%

Over half the students are White. The next largest group is Hispanic.

Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 21</td>
<td>33%</td>
</tr>
<tr>
<td>21-29</td>
<td>25%</td>
</tr>
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<td>13%</td>
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One-third (33%) is under 21 years old. The median age is 25 years (half the students are older, half younger).

Unit Load

<table>
<thead>
<tr>
<th>Unit Load</th>
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</tr>
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<tr>
<td>0.5-3.0 units</td>
<td>35%</td>
</tr>
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<td>20%</td>
</tr>
<tr>
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<td>20%</td>
</tr>
<tr>
<td>12 units &amp; over</td>
<td>26%</td>
</tr>
</tbody>
</table>

Over one-third of credit students take 3 or fewer units. Only 26% attend full-time (12 or more units). Average load is 7.3 units.
### Napa Valley College
Fall 2000 Census
Profile of Credit Students
Total Number 6,560
+6% from Fall 1999

#### Gender.
The majority of our students are female.

<table>
<thead>
<tr>
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<th>Number</th>
<th>Percent</th>
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<tr>
<td>Female</td>
<td>4031</td>
<td>61.4%</td>
</tr>
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#### Ethnic/Racial Background.
Over half of the student population is white. New Majority (minority) students make up almost one-third of the population.

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One-third are under 21 years of age. Median age is 25 years (half the students are older, half are younger).

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<tr>
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<td>2187</td>
<td>33.4%</td>
</tr>
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</tr>
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#### Unit Load.
Over one-third of students take 3 or fewer units. Average load is 7.3 units.

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<td>12 units &amp; over</td>
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<td>25.7%</td>
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#### Disabled Students.
The majority of the students are taking non-credit, day classes. The next largest group is credit students taking day classes. (Total is based on a Fall 99 and Spring 00 unduplicated headcount of student’s primary disability. Some students have more than one disability.)

#### Categories of Disability

<table>
<thead>
<tr>
<th>Categories of Disability</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility</td>
<td>1,083</td>
<td>45.6%</td>
</tr>
<tr>
<td>Other Physical</td>
<td>48</td>
<td>2.0%</td>
</tr>
<tr>
<td>Learning Disabled</td>
<td>706</td>
<td>29.7%</td>
</tr>
<tr>
<td>Developmentally Delayed</td>
<td>186</td>
<td>7.8%</td>
</tr>
<tr>
<td>Psychological Disability</td>
<td>351</td>
<td>14.8%</td>
</tr>
<tr>
<td>Unduplicated Student Total</td>
<td>2,374</td>
<td></td>
</tr>
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Napa Valley College
Fall 2000 Census
Profile of Credit Students
Total Number 6,560
+6% from Fall 1999

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## Enrollments from Fall 1998 Through Fall 2000

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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit CH* Day</td>
<td>8437</td>
<td>8661</td>
<td>0</td>
<td>8416</td>
<td>8466</td>
<td>0</td>
<td>8720</td>
</tr>
<tr>
<td>Credit PH** Day</td>
<td>2565</td>
<td>2589</td>
<td>419</td>
<td>1924</td>
<td>2611</td>
<td>587</td>
<td>2300</td>
</tr>
<tr>
<td>Credit CH* Twilight</td>
<td>575</td>
<td>732</td>
<td>0</td>
<td>628</td>
<td>784</td>
<td>0</td>
<td>694</td>
</tr>
<tr>
<td>Credit PH** Twilight</td>
<td>358</td>
<td>279</td>
<td>35</td>
<td>266</td>
<td>313</td>
<td>24</td>
<td>292</td>
</tr>
<tr>
<td>Credit CH* Evening</td>
<td>3171</td>
<td>3714</td>
<td>0</td>
<td>3210</td>
<td>3647</td>
<td>0</td>
<td>3475</td>
</tr>
<tr>
<td>Credit PH** Evening</td>
<td>531</td>
<td>359</td>
<td>55</td>
<td>633</td>
<td>473</td>
<td>127</td>
<td>684</td>
</tr>
<tr>
<td>Credit CH* Weekend</td>
<td>266</td>
<td>304</td>
<td>0</td>
<td>299</td>
<td>366</td>
<td>0</td>
<td>302</td>
</tr>
<tr>
<td>Credit PH** Weekend</td>
<td>219</td>
<td>403</td>
<td>36</td>
<td>283</td>
<td>299</td>
<td>0</td>
<td>130</td>
</tr>
<tr>
<td><strong>Total Credit</strong></td>
<td><strong>16122</strong></td>
<td><strong>17041</strong></td>
<td><strong>545</strong></td>
<td><strong>15659</strong></td>
<td><strong>16959</strong></td>
<td><strong>738</strong></td>
<td><strong>16579</strong></td>
</tr>
</tbody>
</table>

* CH: Census Hours  
** PH: Positive Hours

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Credit Day</td>
<td>2546</td>
<td>3030</td>
<td>2733</td>
<td>2978</td>
<td>3105</td>
<td>2384</td>
<td>2396</td>
</tr>
<tr>
<td>Non-Credit Twilight</td>
<td>658</td>
<td>645</td>
<td>580</td>
<td>855</td>
<td>938</td>
<td>570</td>
<td>421</td>
</tr>
<tr>
<td>Non-Credit Evening</td>
<td>832</td>
<td>1148</td>
<td>539</td>
<td>1116</td>
<td>1152</td>
<td>429</td>
<td>800</td>
</tr>
<tr>
<td>Non-Credit Weekend</td>
<td>33</td>
<td>71</td>
<td>71</td>
<td>250</td>
<td>197</td>
<td>84</td>
<td>173</td>
</tr>
<tr>
<td><strong>Total Non-Credit</strong></td>
<td><strong>4069</strong></td>
<td><strong>4894</strong></td>
<td><strong>3923</strong></td>
<td><strong>5199</strong></td>
<td><strong>5392</strong></td>
<td><strong>3467</strong></td>
<td><strong>3790</strong></td>
</tr>
</tbody>
</table>

The above charts show a gradual increase in credit enrollments of 2.8% from Fall 1998 to Fall 2000, but a decrease in non-credit of 7.2%.

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Napa Valley College Information Systems and Technology; Document File, NVC Office of Instruction
j. Napa Valley College Foundation

For more than 30 years, the Napa Valley College Foundation, an independent 501(c)(3) nonprofit corporation, has raised money to provide scholarships to entering, continuing, or transferring students. In recent years, the Foundation has expanded its focus to include program support, faculty mini-grants, and other needs of the College. The Foundation has not only increased fundraising during its tenure, but also improved the College’s image in the community.

Total endowment: $3,000,000
Total income 1999/2000: $332,125
Scholarships awarded in May 2000: $89,670
Faculty mini grants awarded in 2000: $11,467
Campus improvements: $26,830

The Foundation is governed by a Board of Directors, with provision for 35 members who represent a broad spectrum of community life. Each director is a dedicated volunteer who participates actively in the organization.

The Foundation maintains an office on campus staffed by a full-time executive director and a part-time administrative secretary.

3. Functions of Napa Valley College

The College has developed a wide array of plans, many of which are mandated by federal and state agencies or required by categorical funding sources. The plans that have college-wide effects and major significance to instruction are described below.

a. Shared Governance

The passage of AB1725 clearly provided means for the faculty of community colleges to share in the governing process. As stated in AB1725, the governing board is required to “consult collegially with the Academic Senate when adopting policies and procedures on academic and professional matters.” A list of eleven academic and professional areas is clarified in Title 5, Section 53200(c). There is also provision that classified and administrative/confidential employees be provided “opportunities in the formulation and development of district policies and procedures and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.” Students also have a significant role in governance under AB1725, with specific rights delineated in Title 5.

Napa Valley College developed a shared governance policy that has been twice revised since 1991. The final form of the policy makes clear that the Board of Trustees “embraces the concept of open communication and collaboration in decision making in a spirit of trust as a fundamental policy of the College.” The policy includes definition of the roles of the Board of Trustees, administration, and the College’s constituent groups. It further clarifies decision making and provides a detailed breakdown of the shared governance.

The policy recognizes three complementary decision-making processes functioning within the College: the collective bargaining process which deals with compensation and contractual matters related to working conditions as defined by law, the administrative process which deals with the operations of the College within established policies and regulations (policies are made by the Board and carried out by the administration), and the shared governance process which is a means of implementing faculty, staff, and student roles as indicated in AB1725 and is also a means of accomplishing NVC’s mission and

43 NVC Policy Book, Section D; Document File, NVC Office of Instruction
fulfilling the College’s vision of student success.

General acceptance on the part of all concerned has led to careful and faithful implementation of the policy and resulted in decisions that are carefully wrought and advantageous to the College.

The Shared Governance Policy’s application to planning will continue to assure similar results as the College looks forward to modest expansion; strengthening of existing programs and the addition of new ones; changes in scheduling to accommodate student, business, and community requests; and closer community ties.

b. Institutional Plans

(1) Diversity/Affirmative Action and the College’s Response to the Challenge

(a) The Background

Some 25 years ago Napa Valley College diversified its faculty and staff by adopting an Affirmative Action policy and appointing an Affirmative Action Officer. The policy provided for widespread recruitment, the hiring of the best-qualified person for each position, and the choosing of an eligible diversity candidate whenever possible.

At the same time classes in Hispanic Studies, African American Studies, Mexican Studies and Women’s Studies were added to the curriculum. In 1985 credit classes in other countries became available to NVC students during the summer with the International Education Program. Meanwhile “global” units inserted into courses helped to internationalize the curricula in some 15 programs; funds were supplied through a grant by the State of California.

The College hired qualified counselors specializing in diversity issues, inaugurated a Women’s Re-entry Program, and sponsored many events and celebrations presented by various local groups—the Cinco de Mayo, Native American Gathering, Black History Month, and Women’s History Month being particularly outstanding for their quality and the numbers of people who attend.

(b) Faculty and Staff Diversity Plan

In 1989, the Board of Trustees passed Board Policy 1130, Faculty and Staff Diversity Plan, Policy, and Regulations, 44 to meet the mandates of Title 5 for a plan to ensure equal employment opportunity, promote diversity, and achieve representation of qualified members of historically under-represented groups. The plan focused on employment issues, including recruitment, hiring, and promotion as well as unlawful discrimination complaint procedures. This plan went into effect immediately.

Of those hired in the 1998-1999 fiscal year, 59% were members of under-represented groups (19 out of 32). In 1999-2000 fiscal year, 40% of the 43 individuals hired, promoted, transferred, or reinstated represented racial/ethnic

44 Document File, NVC Office of Instruction
minorities: seven Hispanics, one Native American, four African Americans, three Filipinos, and two Asians. However, the faculty employees hired in 1999-2000 lacked racial/ethnic diversity, the result of a combination of forces—many faculty openings throughout the state, NVC’s low salary versus the high cost of living in the area, and a late filing deadline. Many desirable new majority candidates took positions in other areas. Nevertheless, faculty hiring trends over the past ten years demonstrate an increase in the participation rate of new majority faculty and staff from 11% of new employees in 1988-1989 to 59% in 1998-1999.

In Fall 2000, because there was a need to update the Diversity/Affirmative Action Plan, a revised Faculty and Staff Diversity/Affirmative Action Plan was drafted. In detail it outlines the duties and responsibilities of the Board of Trustees, the President, the Affirmative Action Officer, the Dean of Human Resources, the Faculty and Staff Diversity/Affirmative Action Committee, all faculty and staff, the Affirmative Action Representative of Hiring Committees, and the Title IX Gender Officer.

All duties and responsibilities are designed to create situations in which there is no discrimination based on ethnicity/race, color, religion, gender, national origin, sexual orientation, age, disability, status as a Vietnam-era veteran, marital status, ancestry, or political/organizational affiliation.

To ensure the plan’s proper application the following provisions are included:

- The plan states non-discrimination policies and procedures for filing complaints of unlawful discrimination. This section also covers sexual harassment.

- Employees who screen applications are to receive training as are members of selecting committees to ensure committees are open and receptive to diverse candidates.

- The Napa Valley College District is charged with keeping careful records of employment of under-represented groups.

(c) Diversity Task Force

In the spring of 1999, a campus-wide discussion focused on broadening the Faculty and Staff Diversity Plan beyond employment and unlawful discrimination complaint procedures to include education and training. At that time there were six groups besides the Faculty and Staff Diversity Committee working to promote diversity. To avoid overlap and duplication, it was agreed that a single task force be formed to generate energy and focus attention on the many contributions diversity made to the campus community. The committee is composed of 16 members representing all segments of the campus community, including students. The

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45 Document File, NVC Office of Instruction
President chairs the group, and a member of the Board of Trustees is the liaison to the Board.

The Faculty and Staff Diversity Committee will continue to address compliance issues in employment and discrimination while the Diversity Task Force is charged with creating a plan to provide these recommendations:

- Foster a climate in which there is a proactive commitment to diversity as a basic value of the College
- Shift the values and consciousness of faculty, staff, and students so that diversity is a cherished ideal of the institution
- Coordinate education, training and new staff orientation efforts related to diversity

The Task Force has dedicated itself to an inclusive process that includes campus-wide forums and questionnaires to elicit feedback from the campus community and the community at large.

In Fall 2001, the Task Force will complete its comprehensive diversity plan which will provide structure to all diversity efforts, help the College set realistic goals to monitor progress and ensure accountability.

The over-arching goal of these broad efforts is the full appreciation of the inherent value of diversity and the richness it brings to the learning environment.

Over the next ten years, the District will continue to foster efforts to create a welcoming environment for all students, faculty, and staff. The College will expand its efforts to diversify faculty and staff to reflect community and state demographics. Additionally, activities within and outside the classroom will celebrate the state’s diversity through a variety of programs and educational experiences.
The Partnership for Excellence (PFE) represents a state investment of 150 million dollars in California’s community colleges to strengthen performance areas related to academic and vocational success. In the year 2000-2001, Napa Valley College received over $1.5 million in PFE funds to fulfill its part of the commitment.

As each community college is required to set its goals for these measures, NVC’s Planning Committee, along with representatives of faculty and staff, determines goals by considering past data, local population growth, proposed vocational courses and certificate programs, the MESA grant, and Instruction and Student Services needs. The Board of Trustees approved these targets in November 1999. NVC expects to meet its goals by 2005-2006, as do all community colleges.

The funding allocations have been divided among many budget areas. For example, in fiscal year 1999-2000, approximately 39% went to instruction, 25% to administration, 25% to computing services, and 11% to Student Services and the Upper Valley Center.

The data table on the following page indicates NVC’s progress. While it is difficult to judge NVC’s success with only a few years of data, trends are revealed. NVC is doing best in the transfer, degree completion, and several successful course completion measures; however, greater efforts in basic English skills are called for.
Monitoring of progress will continue. Suggestions for meeting objectives include focusing on small, incremental steps to meet the 2005-2006 goals. For example, by transferring three more students each year, the transfer goal for CSU would be met. Success in instructional areas such as basic English skills is best measured at the end of a three to five year period, rather than on a yearly basis.  

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46 Napa Valley College, Office of Planning and Resource Development, January 2001; Document File, NVC Office of Instruction

(3) **Strategic Institutional Plan: 2001-2004**

On November 2, 2000, the Board of Trustees approved a *Strategic Institutional Plan* for the next three years (2001-2004). The plan focuses on goals in the following areas:

- Partnership for Excellence
- Strengthened student support
- Human resources
- The achievement of excellence in teaching and learning
- Campus environment
- Business and community; and
- Strengthening many public/private partnership business sectors

Some goals target expansion of existing areas or increasing student enrollment, success levels, and involvement with student services. Many innovations are also listed, calling for the development and implementation of the following:

- Alternative systems to deliver student services
- A centralized job placement service
- A student recruitment plan for residents in American Canyon and the Upper Valley
- The Americans with Disabilities Act Transition Plan, which includes program accessibility, architectural barriers, education, and services
- The College’s Diversity Plan and the state mandated Faculty/Staff Diversity Plan to increase diversity in staffing and foster active support for diversity within the College community

- A standardized evaluation process for part-time faculty
- A comprehensive orientation program for all new members of the campus community
- Meeting the Secretary’s Commission on Achieving Necessary Skills Competency
- A comprehensive professional development program for all faculty and staff with emphasis on training in ADA accommodation, diversity, global perspectives on curricula, “student-as-learner” instructional models, and technology use in preparing and presenting instruction
- A teaching resource center to support professional development
- Curricular partnerships with other educational institutions
- A Facilities Plan to support the Educational Master Plan
- New efforts that strengthen public and private partnerships, such as incubator programs
- Marketing and outreach activities that increase public awareness of NVC, its programs and services
- Recruitment and hiring of highly qualified faculty and staff representing the growing diversity of California
- A safe, clean, comfortable and attractive campus

Monitoring of the achievement of these and the other goals of the *Strategic Institutional Plan 2001-2004* and their relationship to the Educational Master Plan remains a serious responsibility of all sectors of the College.

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48 Document File, NVC Office of Instruction

49 Document File, NVC Office of Instruction
1997 Accreditation Findings and NVC’s Responses

The visiting accreditation team in 1997 noted the following strengths:
- High quality instructional and student service programs with which students are very satisfied
- A well-maintained and very attractive main campus
- An impressive and successful Upper Valley Campus
- Excellent financial management
- A faculty and staff strongly committed to the institution
- Transformational and caring leadership exhibited by the College President
- An active and involved student body that contributes to a positive student climate
- Leadership in developing regional library cooperatives to enhance student access to information services
- A significant increase in the support provided by the College Foundation

The team was impressed with the remarkable progress that the College has made since 1991 in addressing long-standing problems and issues related to institutional climate, planning, budgeting, shared governance, and effective responses to an increasingly diverse student population.

The team agreed with the self-study’s analysis. The following are the team’s recommendations:

- “The College must develop and begin implementation of a comprehensive technology plan which fully supports the teaching and learning process, student services, and administrative functions, and is guided by and integrated with the Educational Master Plan.”
- “The College must establish a firm timeline, complete development, and begin implementation of an educational master plan which gives direction to and is integrated with the College’s various planning efforts.”
- “The College must build upon initial efforts to evaluate current programs, giving teeth to the program review process and incorporating plans to develop future programs that meet emerging needs and changing demographics.”
- “The College must develop and implement a uniform, regular, and systematic evaluation process for part-time faculty.”
- “The College must develop and implement a more comprehensive staff development program, involving all faculty and staff with an emphasis on training in technology and the use of technology campus-wide.”
- “The College must examine the structure and processes of the Academic Senate to determine ways that governance responsibilities can be addressed in a more timely and appropriate fashion.”

The College’s Midterm Report to the accrediting commission for Community and Junior Colleges, dated November 1, 2000, reported the implementation of a technology plan, which incorporated Cisco Systems campus network infrastructure. The majority of the remaining items have been successfully addressed, including progress on the Educational Master Plan.
(5) Technology Plan

In May 1998, the Napa Valley College Board of Trustees approved a technology plan that had been developed by a team of faculty, staff, and a Board of Trustees liaison. The plan sought to define the infrastructure required to support specific uses of technology throughout the College. It addressed the goals of technology as specified in Vision 2005 and the Strategic Institutional Plan 1998-2001. It guided the Educational Master Plan’s technological aspects. The plan when carried out in full would implement the Telecommunications Technology Infrastructure Program (TTIP), allow NVC an active role in the statewide network of computers (4Cnet), and meet the recommendations of the 1997 accreditation report.

The action plan provided for two phases and measurements of their success: Phase One—Technology Infrastructure and Phase Two—Uses of Technology. These are discussed briefly below and presented in their entirety in the Document File along with an update of accomplished goals.51

Phase I calls for the development of the following:
- Clear hardware and software standards
- The consolidation of software and hardware acquisitions
- The implementation of a consistent workgroup, E-mail communications, and a campus intranet web site
- The establishment of an ongoing technology training budget
- The creation of a formal technical support structure that provides appropriate support to users and network admonition
- The utilization of outsourcing services
- The implementation of a technology training program for faculty and staff

Phase II describes the uses of technology as follows:
- To coordinate and integrate the Educational Master Plan with the Technology Plan
- To involve faculty in adopting technology to enhance the learning experience and provide students the experience of using technology
- To promote partnerships that meet business and community needs
- To perform workflow analyses for College offices and departments
- To develop departmental and/or individual plans for using technology to further NVC planning goals and address issues facing the College

The College’s responses to the technology prescriptions of the 1997 visiting accreditation team are attached to the team’s report.52

VI. INSTRUCTION

At Napa Valley College programs and services are organized in three areas: Instructional Services, Student Services, and Administrative Services.

The Vice-President of Instruction and the Dean of Instructional Services direct the Instructional component of Napa Valley College and supervise the following segments:

51 Document File, NVC Office of Instruction

52 Document File, NVC Office of Instruction
Nine academic divisions—Business and Computer Studies, Counseling (also included in Student Services), Fine and Performing Arts, Health Occupations, Language and Developmental Studies, Physical Education, Science and Mathematics, Social Sciences, and Technical. Each is led by an elected chairperson who teaches a reduced load. Only Health Occupations deviates from this pattern: the chair is a Dean and full-time administrator.

The following instructional units fall outside the division scheme:
- Occupational Education/Athletics—administered by a Dean
- Criminal Justice Training Center—administered by a Director
- Learning Resources and Staff Development—administered by an Assistant Dean
- Upper Valley Campus/Community Education—administered by a Dean
- Small Business Development Center—administered by a Director
- International Education—administered by a part-time Coordinator

A. CREDIT AND NON-CREDIT PROGRAMS

Napa Valley College offers both academic and vocational programs for credit. Credit students may choose to receive an Associate of Arts Degree, indicating that they have fulfilled general education requirements and taken classes in a major field of study to prepare for transfer to a four-year-college; an Associate of Science Degree, designed for the occupational student and providing training in specific occupational areas; or a Certificate of Completion in specific occupational areas. The certificate also requires completion of courses that directly bear upon needed competencies.

Community Education, headquartered in the Upper Valley campus in St. Helena, offers state supported non-credit courses and Community Service courses, which are fee based and self-supporting. In Fall 2000, 37 off-campus sites were used for credit and non-credit classes, thus increasing easy access for the community.

B. STRENGTHS OF THE INSTRUCTIONAL PROGRAMS

Always placing student success as their highest priority, the faculty and administration of Napa Valley College have endeavored to provide courses that maintain high quality through a variety of delivery systems to meet the needs of a growing diverse student body. At the same time, the student services available are designed to support the academic and technical programs and give students needed assistance to achieve success.

Aspects of the College’s endeavors to aid students that should be noted:

1. Academic and vocational programs that maintain the highest standards while serving the interests and needs of students, be they for transfer, a two-year college education, occupational goals and upgrades, or interest-based classes.

2. Maintenance of high academic standards through regular faculty evaluations, program reviews, and departmental support for faculty interaction.

3. A curriculum process that ensures careful perusal of proposed courses and programs while providing for the rapid development needed to meet local needs.

4. Curricular innovation as exemplified by interdisciplinary linked courses.

5. Outstanding programs in all areas of the curriculum. These include but are not limited to
   - A Telecommunications Program that is renowned nationally for the quality of its graduates and receives support from television-technology industries.
   - A Viticultural and Winery Technology Program that works closely with local industry.
   - Nursing and Respiratory Therapy Programs closely allied to local hospitals.
   - A strong ESL Program that, while maintaining academic standards, provides levels of instruction to meet...
student needs and a growing local second language population.

- Computer Science which develops new programs to meet changing technologies.
- An English program that serves the range from developmental courses to university level composition and literature classes.

6. A library of 50,000 volumes, 2,500 e-book titles, and a partnership with the SNAP (Solano, Napa, and Partners) consortium, as well as relationships with other libraries, providing unlimited access to such resources as books, electronic databases, films, tapes, and journals.

7. Agreements with the University of California System and the State University System to assure NVC students admission upon completion of prerequisite courses.

8. A matriculation program that includes assessment, orientation, counseling, registration, and the development of an educational plan to assure proper placement combined with careful consideration of course prerequisites to maximize student opportunities for success. Student access and high retention rates are goals of the matriculation program.

9. Specialized areas of service include
   - the Transfer Center.
   - the Career and Re-entry Center.
   - the Learning Center.
   - the Writing Center.
   - the Learning Skills and Testing Center.
   - the Diagnostic Learning Services.
   - Media Services.
   - the Campus Computer Lab (with Internet connections).
   - the MESA program.
   - the TRIO and Student Support Services programs.
   - the Office Skills Center, the Child/Family center, the Office of Special Services for Students with verifiable disabilities.

- a student grievance and complaint procedure.
- an ombudsperson.
- an International Education program.

10. Dedication to the special needs of diverse students as expressed through classroom work, the schedule, and a variety of projects, seminars, and innovative applications.

11. A strong Academic Senate that participates in shared governance and oversees curricular and academic matters.

12. A strong affirmative action policy and program demonstrated by application to faculty and staff hiring.

13. Close relationships with business and industry to supply responses to their needs and to support advisory committees in varying sectors.

C. CHALLENGES

Napa Valley College considers the following as challenges facing the instructional program:

1. ACADEMIC NEEDS

   a. Strengthening the academic program by increasing the number of full-time teachers, especially in those departments with a ratio of more than 35% part-time instructors

   b. Supplying current technological and computer equipment, training faculty in its use, and applying the new methodologies and techniques to classroom work

   c. Providing adequate computer access to support specific disciplines as the campus computer lab does not meet the needs of students for homework assignments

   d. With the help of technology, developing methods to respond to the various student learning styles
e. Continuing to respond to the problems of student preparedness through various means such as the Freshman Year Experience package of courses and services, new courses, and learning communities.

f. Convincing students to use appropriate courses and instructional support services such as faculty office hours, writing centers, and tutorial programs to acquire a collegiate level of academic proficiency.

g. Developing innovative short-term courses that meet local training needs.

2. STAFF NEEDS

a. Attracting and retaining full-time faculty.

b. Providing direction and support in pedagogy for beginning teachers.

3. STUDENT NEEDS

a. Enlivening the campus environment by providing students with recreational, social, and leisure areas.

b. Promoting an effort through the Office of Student Life whereby students would work as community volunteers and perhaps receive non-transferable credit toward graduation by combining the service as a class project.

c. Developing a model to acquire follow-up information on NVC’s students who transfer or are employed.

4. ADMINISTRATIVE NEEDS

a. Developing strategies to deal with the perennial shortage of funds for equipment, supplies, campus maintenance, and staff development, particularly in technology training.

b. Creating closer ties with “feeder” high schools to coordinate courses, especially those in general education, and to develop more meaningful relationships with high school staffs and faculties.

c. Responding swiftly to community needs for programs in rapidly growing occupations.

d. Intensifying a working relationship with Solano Community College to send NVC students there for courses NVC does not offer and welcoming their students under the same circumstances.

e. Inaugurating a program designed to encourage faculty and staff to participate more in community affairs. This would include a speakers’ bureau, a lecture series, and reassigned time as needed on an hourly basis to attend local service club meetings.

5. CAMPUS NEEDS

a. Pursuing plans for construction of new buildings and renovation of some existing structures to meet the needs expressed in this plan.

b. Incorporating the latest technologies.

c. Providing faculty office and storage space.

D. PROJECTED PROGRAMS

The Analyses and Projections (A&P’s), when coupled with the information gleaned in the three forums sponsored by the College (Section IV, B, 4) and data regarding local demographics and business development, indicate that Napa Valley College has already responded to outstanding community needs. At the same time it maintains its developmental and transfer programs. All these, as the A&P’s show, will expand with demand.

However, the changes in the Napa Valley show a need for a non-credit hospitality program that would incorporate some existing courses and add others to require six months to one year of training for certificate status. Currently a committee is working on the plans.

It is probable that in ten years’ time a number of programs in Computer Science will be developed, the Mathematics, Engineering, and Science Achievement program (MESA), in its infancy in the Fall of 2001, will succeed in growing as its students increase in numbers. Other probable programs to consider will be specialized to meet local needs as more
technological businesses establish themselves firmly in the area.

Other non-credit programs besides Hospitality will satisfy tourist demands, for example, spa, massage, health, and beauty services.

VII.
STATEMENTS BY
INSTRUCTIONAL DIVISIONS
& UNITS

The Educational Master Plan and The Analyses & Projections provide a vision for the year 2011 of the College's instructional units, student services, and administrative departments. The plan outlines ways in which quality programs and services can be maintained, expanded, and developed to meet student and community needs while bearing in mind the restrictions imposed by fiscal matters and "exterior" influences. By examining the present state of programs and their future needs, plans for program adjustments as well as facility needs can be ascertained.

Napa Valley College faculty from 1996 to 1999 wrote 45 program reviews, covering academic and vocational programs and providing in-depth studies that served as a basis for the credit Analyses and Projections. These summaries give detailed current descriptions, including facility and staffing needs, project the future state of each program, and the means to realize that future.

On the following pages are summary statements by each instructional division leader and then tables that graphically display information contained in the A&P's. They give a view of the programs’ qualities and needs.

A. BUSINESS & COMPUTER STUDIES DIVISION STATEMENT

The Business & Computer Studies Division (BCS) is constantly evolving. In order to maintain our commitment to excellence, the division will continually need equipment such as computers every two to three years, supporting networking equipment, and other required hardware. To support the rising demand for computer courses, the division will constantly be upgrading curriculum, adding to or changing the current software, and ultimately adding new certificate programs. Some possibilities include website design, software quality assurance technicians (develop and test new software), hardware and software technicians (help desks), and the like. Other possibilities will emerge that are currently unknown, as technology continues to develop. It is anticipated that these certificate programs will be as successful as our newest certificate program, Networking. Expansion of programs and courses will require additional support in the way of facilities—primarily a technology building, instructors, and other needed resources.

It is anticipated that Latinos will comprise the largest segment of the population growth. Consequently, it is imperative that there be student support in the form of at least one regular bilingual Instructional Assistant employee in the Office Skills Center, where 12 to 13 simultaneously run classes are self-paced and non teacher-centered. Many students are Spanish speaking.

The 2001-2002 academic year brings many new faces to the BCS Division faculty and could mark the start of a cycle of new personnel. As a result, these individuals desire staff development in the form of on-campus opportunities, travel, and conferences. The anticipated outcomes will be innovative ideas for ways of offering existing and new courses, e.g., short-term courses, distance learning, (these are a "must" in order to compete with many institutions offering extensive short-term and/or online courses); new and innovative teaching strategies; student-retention ideas; and presentation of other worthwhile teaching experiences. Consequently, the need for staff development funds is inevitable.

The business component of the BCS Division looks forward to new and sustained growth. New areas of business course offerings can be explored with possible consideration of an international business program. Additionally, with the possibility of a hospitality certificate and/or transfer program being introduced into
the BCS Division, the staff anticipates further needs in the way of facilities and resources. Depending on the focus the hospitality program takes, it may require a facility of its own.

All classrooms should be equipped with a computer and LCD projector, which are no longer a luxury but a vital part in the delivery of quality instruction.

Based on the foregoing, it is hoped that the College will agree with and support the following needs:

1. A technology building
2. Expansion of Computer Studies programs based on demand and need by acquiring additional facilities and resources
3. Instruction that keeps current with technology
4. Exploration of avenues of delivering courses, e.g., distance learning, short-term courses
5. Acquisition of facilities and resources for the proposed hospitality program
6. Updating, modifying, and maintaining current technology in the Office Skills Center open entry/open exit lab
7. Hiring full-time bilingual Instructional Assistant for self-paced courses
8. Developing a networking A.S. degree and other degree/certificate programs as appropriate

**B. COUNSELING DIVISION STATEMENT**

The Counseling Division within the next ten years will work towards the following goals:

1. Provide group advising, short term counseling courses and other alternative counseling services that better serve the needs of the diverse student population. To achieve this goal the following actions will be carried out:
   - Presenting to new students advising information in group settings or offering short term courses. These changes would allow more efficient use of a counselor’s time to deal with individual issues more appropriately discussed in private.
   - Group advising sessions that would also benefit special student populations such as probationary, career specific, new majority, and undecided populations.
   - Development of on-line advising and counseling services that improve student access to counseling and advising information.
   - Increased counseling coverage during the summer session.
   - Continuation of the development and refining of the Electronic Educational Plan, the development of a progress check, and a degree audit system.
   - Continued refining of the accuracy of the College’s course-to-course and major articulation system.

2. Develop liaisons between instructional faculty and counseling faculty.
   - Counseling staff will visit classes and present to students information that emphasizes the importance and benefits of seeing a counselor to develop an education plan and deal with issues that affect a student’s educational progress.
   - Staff will satisfy the requests of Instructional Divisions to counsel students on specific careers or majors.
   - Staff will promote career and transfer programs by working closely with instructional faculty, particularly program coordinators.

3. Continue to develop and improve the instructional component of the Counseling Division.
   - Counseling staff will carry out periodic review and revisions of the Human Services Program and develop career concentrations within the program such as Alcohol and Drug Rehab and Geriatrics.
   - Staff will expand and revise the division’s counseling courses.
   - Staff will develop on-line counseling courses.
   - Staff will fulfill the increasing need for faculty qualified to teach college
success, career exploration, life planning, successful employment strategies, and human services' skills.

4. Improve student access to counseling and advising information by planning and constructing a Student Technology Resource Center in the lobby of the McPherson Administration Building to provide the following information, which the student could access directly from the College’s intranet:
   - Transcripts and transcript information
   - Articulation information on courses and majors
   - Progress checks and degree audit
   - On-line information
   - On-line orientation
   - Financial Aid information
   - Student training in use of technology

5. Provide Special training in counseling NVC's culturally diverse students. Counselors will also need regular training in crisis counseling and technology to provide counseling services.

6. Increase Outreach Projects

   There is a need for a full-time outreach counselor to focus on providing outreach activities and events for the community, particularly the Upper Valley and the South Valley. The counselors will work with the instructional faculty, particularly the program coordinators to promote our career and transfer programs.

C. FINE & PERFORMING ARTS DIVISION STATEMENT

The Fine and Performing Arts Division has one of the College’s highest average load rates at 485 for the year 1999-2000. The increase in the last five years reflects growing interest by the community in the fine arts. The music and drama performances are well attended, gallery shows have attracted a larger number of people, and the sales of ceramic art works are very popular. All this attention underscores the quality of the productions and Napa's attention to cultural events. However, despite this attention and the dedication of the faculty, augmenting the programs to accept more students and develop more cultural events hinges on facility and staff enhancement.

Drama is a good case in point. Although Napa Valley College produces annually many fine theatrical presentations, the facilities for doing so are inadequate. The current Little Theater is too small. The acoustics are poor. The rooms provided for dressing and rehearsal rooms are small, lack storage space, and provide little privacy. Even use of the Little Theater for rehearsal is a difficulty because of scheduling conflicts.

The Little Theater building holds not only the theater and drama facilities but also the Music Department, both vocal and instrumental music. Again, interest in these areas has grown greatly thanks to the efforts of the instructors in charge; but unless larger and adequate facilities are provided for their rehearsals, they cannot expand the program.

The Telecommunications classrooms and storage areas are in the same building and require attention also. Very little storage space is available for equipment.

The building of a new Little Theater complex with a professional theater, rehearsal rooms that are adequate, practice rooms that do not open into classrooms, proper ventilation, a box office, an adequate lobby, and easy access for the handicapped and the aged would be a tremendous acquisition for this College.

The art building also needs attention as its facilities are small, classes are crowded, and storage is minimal. For all art classes, including ceramics, new facilities would allow growth and closer ties with the Napa art community.

Given the high current load of the Division and the rapid transition of Napa city into a cultural center, one can assume that in ten years the load could double; the College could become a leader in cultural events, associating itself with the art, music, and drama explosion expected as a result of the opening of Copia, the American Center for Wine, Food, and Art, in Fall 2001.
An increase in full-time staff is also essential. Each of the programs in the Fine Arts Division works with one teacher in charge and many part-timers. For example, in Drama the percentage of part-timers is 70; the music programs, 63; art, 64. This ratio must reverse itself for full development of the arts at Napa Valley College.

**D. HEALTH OCCUPATIONS DIVISION STATEMENT**

Four units compose the Health Occupations Division—Respiratory Therapy, Licensed Vocational Nursing, Associate Degree Nursing (ADN), and the Psychiatric Technician Program. Each of these is governed not only by Napa Valley College strictures but also and primarily by state requirements.

Increased liaison with the community is anticipated for the future because in the medical world today, the emphasis is not solely on hospital care but on community care as well, that is, home care, community agencies, and rest homes. More partnerships with health care community venues are necessary for student placement.

Currently a critical shortage of licensed health care workers exists. This situation calls for the College’s increasing class size, and facilities must meet the challenge. It is essential that in the next ten years the programs provide Napa Valley with the trained health professionals that it needs and that College programs keep up with the latest teaching techniques as well as providing practice with the latest medical equipment and innovations. For example, hospital training demands ICU and critical care equipment, which currently is lacking. Expansion of the College in the South Valley might provide facilities for health occupations training. By doing this, load will increase and provide training for many more people.

The effects of the war on terrorism on local hospital facilities are still to be determined, but it is expected they will have ramifications on the College’s training programs.

These challenges call for an increase in full-time faculty and minimally two classrooms larger than those in current use and four small rooms for group discussions and seminars. Innovative technological devices, including the use of distance education, must be incorporated into the course of studies. The division is working to provide on-line instruction in pharmacology, and the results have been very positive. Expansion of on-line efforts will occur. Very helpful to the Health Occupations and the entire College would be a distance education dean’s position to coordinate all efforts.

The core of all programs is student preparation, and Health Occupations works very closely with incoming students to assure their preparedness for success in the courses. Assigning counselors to the division to assure that students’ math, science, reading and writing skills are at an appropriate level for achieving success in health fields and providing access to a College mental health specialist would help assure their retention and eventual success.

**E. LANGUAGE & DEVELOPMENTAL STUDIES DIVISION STATEMENT**

Several critical changes in Napa County and in California itself directly affect the Language and Developmental Studies Division (LADS):

1. CSU termination of all English remediation classes by 2007
2. A growing limited English-proficient population
3. An increased need for foreign language preparation, especially in Spanish

As a result of these changes, the LADS Division anticipates the following:

1. Increased emphasis on remediation due to the aforementioned CSU and UC changes
2. The need for more frequent and more tightly administered English and math placement testing
3. Increased demand for the acquisition of professional level competencies in Spanish by heritage speakers of Spanish
4. Increased community mandated needs for a labor force with better communication skills
5. Continued testing and support of special needs students

LADS is unique in that it incorporates not only classroom and laboratory work but also the Learning Skills and Testing Center, the Writing Center, and Diagnostic Learning Services (DLS). The latter services create a close connection between LADS and Student Services.

Also, coordination of these centers and services with classroom work is one of the high priorities of the division. Progress has been made, but more is needed to ensure smooth links between classroom work and the Writing Center’s assignments. It will require reassigned time for specialists to accomplish this challenge of coordination.

Moreover, advanced courses in composition, literature, and poetry in English and in the foreign languages serve both community needs and those of transfer students majoring in these fields. A balance between these enrichment classes and the basic ones in terms of resource allocation creates a continuing issue demanding resolution.

LADS is dedicated to satisfying the basic requirements of the division while maintaining the enrichment classes that enhance community life. One goal is that NVC be the recognized center of literary achievements in the Napa Valley and Northern California. The annual Jessamyn West Writing Contest and the Napa Valley Writers’ Conference each summer have contributed to NVC’s growing reputation as a literary center.

New facilities are also needed. First priority is a language laboratory for foreign language and English as a Second Language (ESL) students. Also important are an electronic classroom dedicated for English Department use only, expansion of the Writing Center to include office complexes and eight by ten feet small rooms for tutorial work, an additional DLS classroom for 15 people (at present the one small classroom is not enough), an adequately equipped testing facility for the Learning Skills Center, an open computer lab to augment instruction, and dedicated, technologically equipped classrooms for speech, foreign languages, and ESL.

The use of technology for foreign languages, English, speech, and the other areas of LADS must be expanded. Obviously underlying these requirements is a need for further technological equipment and support to include hardware, software, personnel training, and maintenance. LADS has already made good use of available technical apparatus. For example, the Spanish Department initiated interactive distance education two years ago by connecting live classroom instruction to students in the Upper Valley Center. The success enjoyed by this first experiment has led to a continuation of the project.

The expected influx of students from the California State University system in 2007 will have a heavy impact on the English Department, and plans must be in place to accommodate them. Because of the location of the Napa Valley, it is likely that many students will enroll in summer school and/or in evening classes so scheduling must accommodate these students. This will also demand more staffing. At this point it is almost impossible to predict the total effect of this situation.

Staffing becomes important in the light of anticipated conditions. In the next ten years minimally LADS will need the following additional personnel:

- **Full-time instructors:**
  - Two Spanish
  - Three English
  - Two Speech
  - One French/Italian
  - Two ESL

- **Other personnel:**
  - Two learning disabled specialists
  - One learning disabled technology specialist
  - One 60% instructional assistant for the Writing Center
  - One learning disabled staff secretary
F. PHYSICAL EDUCATION
DIVISION STATEMENT

The Physical Education Program and the Athletic Department, which directs the competitive athletic programs, form one unit, centered in the physical education building, the pool, and surrounding athletic fields. The classes provided are diverse, giving students a wide choice of subjects, scheduled times, instructors, and, if they want competitive experiences, a variety of athletic teams. Many of these teams have in recent years won championship status, and every day in the local papers, NVC sports’ activities are covered, bringing attention to the College and the Physical Education program. This positive contribution leads many community members to take exercise and swimming classes.

The needs of the Physical Education program are many, but the primary need is staffing. The positions of four full-time instructors who retired in the past ten years have not been refilled and hiring is the division’s first priority. Currently there are four full-time teachers, one of whom also acts as Division Chair and golf coach; therefore, the ranks are thin, and there is a 70 percent dependence on part-time teachers to cover classes. Except for golf all teams have part-time coaches.

Facility needs center on repair and maintenance of the physical education plant. For example, the need for painting is acute as deterioration is occurring. Because this plant is often the first building the public sees when coming to Napa Valley College, it is important it be kept in good condition.

To increase facility space, a second floor could be placed above the present exercise class areas. The ground floor could then be used for weight training as space for weight training is extremely inadequate, and more class sections would be filled immediately were more areas available. Then the second floor would be for dance and aerobic classes. This simple addition would increase load, currently at 382, to over 500, as the interest in weight training and related activities is growing in the Napa Valley.

Besides these primary needs, the outdoor facilities need maintenance and additional care.

A dome would maximize pool use and improve student retention during the winter months. It would lower heating costs, a major concern at present. A full-time field maintenance person is needed as currently the instructors and the coaches maintain these areas without compensation. The tennis courts need resurfacing and lighting to maximize the class use.

Because the College has been unable to provide a lounge or central area of recreation for students, the PE facility has assumed this role, and it becomes even more essential for the morale and benefit of students to maintain it in the best possible manner and to allow it to perform its functions as smoothly as possible.

G. SOCIAL SCIENCES DIVISION
STATEMENT

A need for five or six new full-time teachers over the next one to three years will occur. This large, thriving division has little material need, requires almost no expenditure on equipment, and generates an enormous amount of income for the institution. Recent retirements and other anticipated personnel changes will leave the division facing difficulties in its ability to assign personnel as needed. It would be short-sighted not to recognize these problems well in advance and begin the thought and preparation at once that would help the division move quickly to apply remedies.

The Child-Family Studies program will need one full-time instructor by 2003 as the heavy reliance on numerous part-time teachers often makes it difficult to staff classes. Also the program would grow and prosper if the coordinator were given release time and the third full-time position were added.

During recent years the Social Sciences Division has divided two disciplines with other divisions. It divides the geology curriculum with the Science/Math/Engineering Division. The former has successfully offered classes in cultural and human geography. Economics was divided with the Business Division. A teacher is needed who can combine a specialty in Economics with either History or Political Science.
However, because of retirements, openings in Political Science occurred in 2001 and more are expected in 2003. The Division Chair, who assumed his duties in Spring 2001, relinquished his Political Science courses, resulting in an opportunity to hire a combined Political Science/Economics teacher.

The History program will also need new instructors as there is currently only one full-time teacher. The Psychology program in 2003 will need a full-time replacement. It is becoming increasingly hard to find qualified part-time teachers in this field due to the allure of high paying positions in industry and business.

The people hired in the next three to four years will be the ones to shape the programs for the next decade, and it is essential to find highly qualified individuals who are proficient in the use of technology as well as masters of their subject matter.

The division has requested a Social Sciences classroom building with state-of-the-art technologies and amenities. In 2001 two programs have specific facility needs. Child-Family Studies needs two dedicated classrooms, permanent storage space as classes demand lots of equipment, and office/meeting space for its many part-time instructors. Also, Administration of Justice (ADMJ) has had difficulty securing and maintaining adequate classroom space. Classroom space on the ground floor of the 1000-B building is needed to serve the ADMJ staff and students.

In ten years, new courses will complement the existing curriculum with technology playing a larger role in instruction.

H. SCIENCE/MATHEMATICS/ENGINEERING DIVISION STATEMENT

The Science/Mathematics/Engineering Division is in a constant state of change caused by rapid scientific discoveries and never-ceasing technology advances, which must be incorporated into the division’s courses. Since instructors dedicate themselves to presenting information in a timely and efficient manner, they must keep up in their fields and in technology. “Math literacy” is widely recognized, but the division is also concerned with “science literacy” as students need grounding in the basic concepts of these two disciplines, which ultimately overlap and become dependent on one another.

The presence of tuition-based private colleges and universities offering courses locally poses a problem for the Science/Math Division (and the entire College) and demands that to compete instruction in an increasingly efficient manner be offered with the latest technology to support the efficiency and expose students to premier laboratory experiences.

Focus must be on new delivery methods, including on-line lectures, distance education use, and other technology devices as they develop. Flexible scheduling with new duration of classes must be implemented to profit from the freedom that technology offers students as to site and time of learning.

Division needs include the following:

1. **Engineering**
   a. A dedicated materials science laboratory
   b. A computer lab
   c. An electrical laboratory shared with electronics technology
   d. Laptop computers for every student

2. **Environmental Science (EES)** (This program will augment the Viticulture Program and aid local agricultural endeavors, urban planning, and flood control.)
   a. A laboratory classroom and an electronic classroom for exclusive use of EES
   b. A computer lab dedicated to GPS/GIS
   c. Internet connection at every lab station

3. **Chemistry and Astronomy**
   a. New lab space with automated chemistry lab
b. Computer lab for 3D visualization (DNA mapping)
c. Six computerized “Go to Telescopes” for student use
d. Internet connectivity at every station

4. Biology
   a. A biotechnology laboratory for molecular biology
   b. A living lab on campus maintained by students for conservation biology

5. Mathematics
   A math center for tutoring and competency development

The Mathematics, Engineering, Science Achievement program (MESA) is another focus of the division and the relationship between MESA and the Engineering Program will be strengthened during the next ten years with the addition of a full-time engineering teacher and additional courses. Additions to faculty and staff in all areas will be necessary as enrollment grows and lab and tech maintenance increase.

The division must meet the demands of universities for well-prepared transfer students in the major as well as majors in other fields who are fulfilling science/math requirements. Keeping-up will be the major challenge.

I. TECHNICAL DIVISION

   STATEMENT

The Technical Division includes eight programs, all of which strive to service community and student needs by preparing students for work in the labor force. History shows that Napa Valley College technical students who receive a certificate, an Associate of Science Degree, or both are readily hired within and outside the local area.

Supported by Advisory Committees, the Technical Division programs keep in close touch with local needs for skilled technicians. Within the immediate past the closing of Mare Island Naval Shipyard modified some of these needs. At the same time new industry has moved into the area, placing additional demands on the programs. Machine Tool Technology, Welding, and Electronics are responding to this shift in emphasis; Viticulture and Winery Technology is growing rapidly, supported solidly by the local wine industry.

While all programs prepare students for work in any locale, some technical areas, such as photography, telecommunications technology, and digital design and graphics technology are particularly useful for students wishing to leave the local area, seek careers elsewhere, or transfer to a four-year institution. Thus, the division provides both for community needs and personal student choices. However, by their nature, technical courses must depend on adequate and up-to-date equipment to prepare students for the work force. Because of budgetary restrictions in the 80's and the 90's, the College has fallen behind in its capacity to provide new and top quality equipment. The faculty has worked hard to maintain existing equipment to prepare students for the newer devices they will encounter in their jobs.

Other considerations are building maintenance, space allocations, and staffing. All of these factors vary depending on the program. Some programs, for example, are faring well: the Viticulture and Winery Technology program has received large contributions from the winery community as exemplified in two new buildings: The Trefethan Family Viticultural Center and the Napa Valley Vintners' Association Teaching Winery. The Napa Valley College Foundation was instrumental in acquiring these buildings, with the result that NVC has the premier program among California community colleges in viticulture and winery production. It is safe to assume it is also the leader in the entire nation.

Cosmetology, taught in collaboration with and located in a downtown beauty college, does not have equipment or staffing problems. Digital Design Drafting Technology has very good equipment but could double in size if space were available and staff enlarged. Telecommunications also could double in size were its space problem alleviated and another teacher added. Fortunately for the Telecommunications program its high tech equipment is supplied by industry.

Programs deeply impacted by budget restrictions include photography, which lacks
new instructional equipment. Moreover, its teaching areas and labs need enlargement and proper furniture. There is probably no limit to the number of students in photography were facilities adequate.

Machine Tool Technology, Welding, and Electronics also have outdated equipment and staffing problems combined with the obligation to meet local needs. Their “outcomes” in terms of student preparation for jobs have not been adversely affected because of the dedication of the faculty, but eventually the equipment problem, if not addressed, will create obstacles to the full realization of student preparedness. Despite these concerns the average load in 1999/2000 for the Technical Division was 416.07. Given the proper conditions the load figure would undoubtedly increase to well over 600.

It is difficult to provide a division chair because teachers’ teaching loads and academic commitments consume their time. Therefore, the inclusion in staffing of at least one part-time Dean, a revival of the position that existed until approximately 15 years ago, would ensure that closer oversight existed. Besides regular division duties, this person could form closer ties with the community, providing outreach and communications. The Dean would also ensure that available grants and monies could be obtained.

The challenges of securing more space for classrooms, laboratories, and storage are part of the considerations in the findings of this Educational Master Plan. In forming future plans the Technical Division bears in mind the revolutions emanating from the technical world and the necessity Napa Valley College has to meet the resulting challenges. No plan can adequately anticipate the technical world of 2011, but the staff remains dedicated to keeping up with innovations as they arise and incorporating them into the programs.

J. COMMUNITY EDUCATION STATEMENT

Housed in the Upper Valley Campus, the Community Education Office oversees the following areas:

1. Non-credit, no fee classes
2. Fee based, not for credit classes
3. Trips and Tours
4. The Small Business Development Center
5. The Napa Valley Cooking School

As its title indicates, Community Education dedicates itself to supplying classes in response to community interests and needs while seeking to serve the broad public with classes designated by the state for life-long learning:

1. Special interest classes
2. Short day trips and long tours that enrich the community culturally at reasonable rates
3. Seminars and classes to enable small business entrepreneurs to succeed
4. A cooking school that prepares chefs for work in the restaurant industry

The flexible nature of Community Education programs allows the College to be responsive to the expressed interests and needs of specific populations and organizations, including local businesses served by the Small Business Development Center. The Center includes courses such as one-day workshops and seminars or classes ranging from a few weeks to an entire semester. Classes are offered on a “not for credit” basis and do not normally require lengthy preparation or regular exams.

The classes, trips, and activities provided under Community Education are designed to stimulate personal and professional growth, as well as create new interests and provide opportunities for life-long learning.

Future plans will include an expansion of existing programs, the incorporation of technology to provide additional on-line and distance education opportunities, and coordination with credit programs to ensure a balanced approach to meeting the educational needs of the community.

Community Ed classes are offered at both on-campus and off-campus sites throughout the Napa Valley. Teaching staff is part-time, enabling Community Ed to use specialists from much business, commercial, and cultural entities of the Napa Valley.
K. CRIMINAL JUSTICE TRAINING CENTER STATEMENT

The Criminal Justice Training Center is a resource “center” for law enforcement and paralegal training for the region (Napa and Solano Counties). It provides basic, in-service, and advanced training for law enforcement personnel and for paralegals. The center serves new students, working professionals, and law enforcement trainers by providing state certified training classes, state-of-the-art training resources and equipment, and expertise from a staff of subject matter experts. The Training Center is part of a statewide system responsible for law enforcement training and development. The services include traditional credit and non-credit college classes as well as innovative contract education programs. The physical plant provides state-of-the-art classrooms, a physical skills training room, a computer simulator room, and a modern law library housing training materials and a small computer lab.

Future priorities include the following:

1. Development of a dedicated physical skills training room
2. Year-round dedication of four classrooms for basic and advanced training
3. Dedication of additional office space to house coordination staff on site
4. Student housing facilities, e.g., dormitories

By 2011, the Criminal Justice Training Center will be a “center of training” for law enforcement in Napa and Solano Counties. As part of the statewide network of certified training presenters, the CJTC will provide basic, in-service, and advanced law enforcement training classes. Specifically, these classes will train police officers, deputy sheriffs, and corrections personnel. As a “center of training” the CJTC will work closely with field training programs in order to support department trainers and trainees. A collection of multi-media training materials will be available in a learning lab. Training managers will receive support for the development of new curriculum as needs arise. The physical plant will include four classrooms, a large multi-purpose exercise room, and administrative offices.

Housing for students in the Napa area has become almost impossible with the rise in costs for long-term housing and hotel rooms. This is a problem for all of the programs on campus. Our vision includes a dormitory building with dedicated housing for 80 students at one time, fifty weeks per year.

The Criminal Justice Training Center will benefit students, the College, and the community by providing trained personnel in essential jobs. Law enforcement is a basic, essential municipal service that remains constant. The industry need for new personnel is on-going and not directly influenced by the economy. State law requires a certain amount of state certified training for every law enforcement employee; and as a state certified presenter, the law enforcement community is dependent on the College to provide this training. The revenue generated from law enforcement training is stable and, to a certain extent, limited only by facilities’ space. The presence of law enforcement on the campus helps establish a safe learning environment for all programs. Students benefit from training opportunities that begin at the basic level and continue throughout their careers. The training program offered by the CJTC can lead to several certificate options as well as an Associate Degree.

Since the ability for the CJTC to grow and meet the needs of the law enforcement community are fully dependent first on facilities and then on staff, the most important resource needed for the future is a dedicated 10,000 square foot multi-purpose exercise room, four classrooms, and office space. The staffing needs are more flexible since the instructional team is ideally comprised of all part-time subject matter experts. However, additional classified coordination staff is required to facilitate and support growth in the variety and amount of training classes presented.

Perhaps the most urgent need is the multi-purpose exercise room because currently the CJTC is renting space in Contra Costa County for this purpose. The staff is trying desperately to find space locally, but to date they have not been successful. The ability of the CJTC to present certain state certified classes (weaponless defense related) at all levels depends on an exercise facility.
Within the next twelve months, one half-time classified coordinator will be required to accommodate the present number of class offerings as well as anticipated growth in the 2001-2002 school year. The urgency of this need was exaggerated this year because of changes in College policy regarding overload assignments for full-time administrators. Over the life of the Educational Master Plan, there will be a need to increase this classified coordinator to a full-time position.

Building 1000 B has the capacity (four classrooms and offices) to accommodate the needs of the CJTC. However, to use this space fully, it will necessitate vacating two offices currently occupied by full-time faculty from other divisions and dedicating the four classrooms for year-round use by the CJTC.

Housing for students is an immediate need. CJTC staff fully supports the concept of building dormitories on campus.

L. LEARNING RESOURCES
STATEMENT

Learning Resources includes the Library, the Instructional Media Center, the Electronic Classroom, and Videoconferencing Instruction. These provide a wide range of instructional and other services to the College community.

The Library offers books, periodicals, newspapers, research facilities, Internet services, electronic databases, and connections to intra- and interlibrary services. Instructional Media Service maintains and distributes audiovisual software and hardware to faculty, staff, and students, and laptop computers to faculty. In addition, the Campus Computer Lab is maintained by Media staff. Both the Library and Instructional Media provide information to faculty about newly available materials and place orders to obtain requested materials.

The Electronic Classroom and Videoconferencing Instruction represent recent technological advances and are successful realizations of the Technology Plan of 1997. The Electronic Classroom is in constant use by a variety of classes that employ computer-assisted instruction. Videoconferencing Instruction at the College began with one class shared between the main campus at Napa Valley College and the Upper Valley Campus; currently there are two classes, and more are planned.

Because technology has become intrinsic to the process of accessing information, the Library joined with regional library systems to form a consortium (Solano, Napa, and Partners) to share resources and incorporate technology as it develops. To maintain these new resources and use them to the fullest extent, it is imperative that Learning Resources staff receives ongoing training; faculty and support staff must also receive periodic training to keep abreast of rapid innovations in instructional and support technologies.

Future plans for Learning Resources focus on increasing the collection of library books and other resources and adding more computers, related equipment and supplies within the department. To provide needed space for these resources and to facilitate coordination within the department, there is an urgent need to expand Building 300 to accommodate both the Library and Instructional Media Services.

Many division units that are covered under the Educational Master Plan have requested dedicated electronic classrooms and are eager to take advantage of videoconferencing instruction and technologies. As these needs are met, it is incumbent on Learning Resources staff to provide related technical support.

Staff must necessarily grow to handle the increased variety of technical duties and greater workload. The addition of librarians, technology specialists, and technical assistants is a high priority for Learning Resources.

M. TABLES OF DATA:
INSTRUCTIONAL DIVISIONS

The above statements by division chairs describe the state of each division, but The Analyses and Projections of each program, prepared by program coordinators, form a separate document available in the Office of Instruction. The tables on the following pages
summarize the data from these analyses and projections.
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52 S = Stable; I = Increase; D = Decrease
53 S = Satisfactory; NA = Need Attention; P = Painting; NF = New Furnishings; IS = Inadequate Space; ITE = Inadequate Technological Equipment; PTC = Poor Temperature Control; All
54 E = Expand present facility; R = Remodel present facility; CC = Computer Classroom; LC = Large Classroom; SC = Small Classroom; CL = Computer Lab; CCL = Campus Computer Lab; DL = Dry Lab (e.g., physics); IL = Industrial Lab; WL = Wet Lab (e.g., chemistry, nursing, art, ceramics); CT = Conference/Tutorial Room; O = Office Space; SR = Storage Room
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55 S = Stable; I = Increase; D = Decrease
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<td>F + 2</td>
<td>4.69</td>
<td>264</td>
<td>ITE</td>
<td>2 – CC/IS/CR</td>
<td>1 – CCL</td>
</tr>
<tr>
<td>Learning Skills &amp; Testing Center</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>+10%</td>
<td>No</td>
<td>S + .6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>IS</td>
<td>E</td>
<td>4 – CT</td>
</tr>
<tr>
<td>Modern Languages</td>
<td></td>
<td>50</td>
<td>26/74</td>
<td>I</td>
<td>132</td>
<td>18</td>
<td>+10%</td>
<td>No</td>
<td>F + 2.6 S + 1</td>
<td>47.6</td>
<td>269</td>
<td>ITE</td>
<td>Language Lab; LC</td>
<td>Expand: Incorporate multicultural/gender issues &amp; technology</td>
</tr>
<tr>
<td>Speech</td>
<td></td>
<td>36</td>
<td>55/45</td>
<td>I</td>
<td>71</td>
<td>20</td>
<td>+15%</td>
<td>No</td>
<td>F + 2</td>
<td>3.7</td>
<td>304</td>
<td>ITE</td>
<td>1 - CC</td>
<td></td>
</tr>
<tr>
<td>Physical Education &amp; Athletics</td>
<td>Physical Education</td>
<td>212</td>
<td>30/70</td>
<td>I</td>
<td>358</td>
<td>20</td>
<td>+10%</td>
<td>No</td>
<td>F + 4 S + 1</td>
<td>14</td>
<td>382</td>
<td>All</td>
<td>R; E</td>
<td></td>
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<tr>
<td>Science/Math/Engineering</td>
<td>Biology</td>
<td>15</td>
<td>72/28</td>
<td>S</td>
<td>81</td>
<td>32</td>
<td>+10%</td>
<td>Yes</td>
<td>F + 1 S + 1</td>
<td>2.6</td>
<td>483</td>
<td>ITE, IS</td>
<td>1 – WL</td>
<td>Conservation biology program proposed by faculty</td>
</tr>
<tr>
<td>Chemistry/Astronomy</td>
<td></td>
<td>19</td>
<td>63/37</td>
<td>S</td>
<td>132</td>
<td>32</td>
<td>+10%</td>
<td>No</td>
<td>No</td>
<td>4.2</td>
<td>483</td>
<td>ITE</td>
<td>1 – WL</td>
<td></td>
</tr>
</tbody>
</table>

58 S = Stable; I = Increase; D = Decrease
59 S = Satisfactory; NA = Need Attention; P = Painting; NF = New Furnishings; IS = Inadequate Space; ITE = Inadequate Technological Equipment; PTC = Poor Temperature Control; All
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<table>
<thead>
<tr>
<th>Division/Program</th>
<th>Science/Math/Engineering</th>
<th>Engineering</th>
<th>Mathematics</th>
<th>Physics</th>
<th>Social Sciences</th>
<th>Anthropology/Geography</th>
<th>Child &amp; Family Studies</th>
<th>History</th>
<th>Humanities</th>
<th>Philosophy</th>
<th>Political Science</th>
<th>Psychology</th>
<th>Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections offered: 1999/2000</td>
<td>N/A</td>
<td>7</td>
<td>101</td>
<td>11</td>
<td>19</td>
<td>9</td>
<td>45</td>
<td>27</td>
<td>19</td>
<td>21</td>
<td>20</td>
<td>37</td>
<td>13</td>
</tr>
<tr>
<td>FT/PT Faculty Ratio: 1999/2000</td>
<td>N/A</td>
<td>50/50</td>
<td>46/54</td>
<td>55/45</td>
<td>41/59</td>
<td>100/0</td>
<td>48/52</td>
<td>77/23</td>
<td>59/41</td>
<td>79/21</td>
<td>75/25</td>
<td>83/17</td>
<td>85/15</td>
</tr>
<tr>
<td>Enrollment Trends: 1995-2000</td>
<td>N/A</td>
<td>D</td>
<td>I</td>
<td>S</td>
<td>D</td>
<td>S</td>
<td>I</td>
<td>S</td>
<td>N/A</td>
<td>S</td>
<td>S</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>Enrollment 99-00 FTES</td>
<td>N/A</td>
<td>14</td>
<td>355</td>
<td>31</td>
<td>58</td>
<td>27</td>
<td>110</td>
<td>90</td>
<td>N/A</td>
<td>63</td>
<td>51</td>
<td>113</td>
<td>33</td>
</tr>
<tr>
<td>Average Class Size: 99-2000</td>
<td>N/A</td>
<td>N/A</td>
<td>27</td>
<td>19</td>
<td>N/A</td>
<td>30</td>
<td>25</td>
<td>34</td>
<td>N/A</td>
<td>31</td>
<td>27</td>
<td>32</td>
<td>26</td>
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<tr>
<td>Anticipated Enrollment 2011</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>New Program Planned</td>
<td>F + 2</td>
<td>F + 1</td>
<td>F + 2</td>
<td>S + 2</td>
<td>F + 3</td>
<td>No</td>
<td>F + 1</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>New Faculty &amp; Staff</td>
<td>N/A</td>
<td>1.2</td>
<td>13.6</td>
<td>1.75</td>
<td>2.0</td>
<td>.90</td>
<td>4.5</td>
<td>2.85</td>
<td>3.2</td>
<td>2.1</td>
<td>2.04</td>
<td>3.75</td>
<td>1.3</td>
</tr>
<tr>
<td>FTE Faculty</td>
<td>N/A</td>
<td>168</td>
<td>401</td>
<td>271</td>
<td>450</td>
<td>457</td>
<td>350</td>
<td>509</td>
<td>N/A</td>
<td>461</td>
<td>388</td>
<td>467</td>
<td>388</td>
</tr>
<tr>
<td>Load: WSCH/FTE</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>IS</td>
<td>ITE</td>
<td>ITE</td>
<td>N/A</td>
<td>S</td>
<td>S</td>
<td>ITE</td>
<td>ITE</td>
</tr>
<tr>
<td>Present Facilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>ITE; IS</td>
<td>IS</td>
<td>ITE</td>
<td>N/A</td>
<td>S</td>
<td>S</td>
<td>ITE</td>
<td>ITE</td>
</tr>
<tr>
<td>Program Plans &amp; Comments</td>
<td>New Program proposed by division chair</td>
<td>Expand MESA</td>
<td>Reintegrate with Child Development Center</td>
<td>Incorporate technology; add new courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Technical</td>
<td>Cosmetology</td>
<td>2</td>
<td>0/100</td>
<td>I</td>
<td>82</td>
<td>73</td>
<td>+5%</td>
<td>No</td>
<td>No</td>
<td>2.0</td>
<td>631</td>
<td>S</td>
<td>New Venue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital Design</td>
<td>17</td>
<td>61/39</td>
<td>S</td>
<td>38</td>
<td>19</td>
<td>+10%</td>
<td>No</td>
<td>F + 1 S + .5</td>
<td>2.3</td>
<td>275</td>
<td>ITE</td>
<td>1 – OC</td>
<td>1 – SR</td>
</tr>
<tr>
<td></td>
<td>Graphic and Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electronics</td>
<td>14</td>
<td>91/9</td>
<td>D</td>
<td>33</td>
<td>15</td>
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<td>No</td>
<td>F – .5</td>
<td>1.98</td>
<td>257</td>
<td>ITE</td>
<td>No</td>
<td>Additional Partnership</td>
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<tr>
<td></td>
<td>Machine Tool</td>
<td>4</td>
<td>100/0</td>
<td>D</td>
<td>14</td>
<td>11</td>
<td>+5%</td>
<td>No</td>
<td>No</td>
<td>.57</td>
<td>371</td>
<td>ITE</td>
<td>R</td>
<td>Update</td>
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<tr>
<td></td>
<td>Photography</td>
<td>21</td>
<td>41/59</td>
<td>I</td>
<td>63</td>
<td>23</td>
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<td>No</td>
<td>F + 1 S + 2</td>
<td>2.55</td>
<td>379</td>
<td>IS; ITE</td>
<td>1 – LC</td>
<td>1 – DL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td>Darkroom</td>
</tr>
<tr>
<td></td>
<td>Telecomm</td>
<td>6</td>
<td>100/0</td>
<td>S</td>
<td>27</td>
<td>19</td>
<td>+100%</td>
<td>No</td>
<td>F + 1</td>
<td>1.1</td>
<td>378</td>
<td>IS</td>
<td>Tech Bldg</td>
<td>Expand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8000 sq. ft</td>
</tr>
<tr>
<td></td>
<td>Viticulture</td>
<td>22</td>
<td>48/52</td>
<td>I</td>
<td>80</td>
<td>37</td>
<td>+20%</td>
<td>Yes</td>
<td>F + 1 S + 1</td>
<td>2.0</td>
<td>675</td>
<td>S</td>
<td>Teaching Winery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Welding</td>
<td>7</td>
<td>56/44</td>
<td>D</td>
<td>25</td>
<td>19</td>
<td>N/A</td>
<td>No</td>
<td>F + 1</td>
<td>1.6</td>
<td>320</td>
<td>ITE</td>
<td>R</td>
<td>Expand</td>
</tr>
</tbody>
</table>

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VIII. **College Services**

A. **Student Services**

Student Services supports students in every aspect of their college careers by providing aid through counseling, assessment, orientation, matriculation, financial aid, career and transfer guidance, childcare, public safety, and specialized work/study programs. By supporting affirmative action, diversity programs, pre-college TRIO Programs, and programs for the disabled, it seeks to incorporate the College’s mission into every aspect of student life.

Challenges to consider are strengthening of all programs through greater budget support and grants, larger and centralized work areas, increased staff, and provision for student meeting and recreational areas.

Technological innovations will increase the ability of Student Services to touch the life of each student in a significant way, to guide that student to wise choices of courses, and to aid in choosing a career and/or transfer to a college or university.

The mission of Student Services is to provide support outside the classroom in a timely, accessible, and personalized manner to help students achieve their educational goals. All personnel working in Student Services receive customer service training, and student surveys indicate a high satisfaction with the quality and level of services provided.

Student Services strives to maintain a positive campus environment and to help students resolve problems they encounter on campus. It administers the student code of conduct and supports all efforts to improve the College experience while working closely with faculty and staff to provide support for students and for all campus personnel.

Student Services encompasses Admissions and Records, Counseling, Special Services (Disabled Students Programs and Services), WorkAbility III (WAIII), Financial Aid, Extended Opportunities Programs and Services (EOPS), Veterans’ Services, CARE, GAIN, CalWorks, Talent Search, Upward Bound, Student Support Services, Student Life and Government (the Associated Student Body), Student Activities, Career/Re-Entry Center (job placement and the Women’s Resource and Action Program), Child Development Center, Transfer Center, Public Safety, scholarship administration, credit and non-credit matriculation, discipline, and the complaint/grievance process.

Each semester counselors organize and present an orientation program for incoming students; moreover, some programs (WorkAbility, DSP&S, EOPS, and Talent Search) also provide their students with specialized presentations. The orientation is designed to launch students into college life by providing key information on programs, services, and planning for their first semester at NVC. Detailed information covers registration requirements, course prerequisites, and all services provided through Counseling, Financial Aid, Assessment, the Transfer Center, and the Career Re-entry Center.

Through individual counseling appointments and mid-semester workshops sponsored by the Career/Re-entry Center and the Transfer Center further information for students is provided.

While orientation is a major source of information dissemination to students, Student Services continually seeks additional ways to educate students about services. For example, a representative from Financial Aid walks down the registration lines “advertising” available aid and distributing applications. Discussion about setting up an orientation fair with a stand for each service is underway. Staff is also currently examining the concept of the “freshman year experience” as a way to enhance student achievement, increase motivation, and help students make wise career and transfer decisions.

The College’s desire to provide a full student life experience is thwarted by the lack of a student center, which would expand the number and scope of student events and enhance social life. Despite that lack, the elected officers of the Associated Student Body, the Coordinator of Student Life, and the campus clubs offer many activities and cultural presentations.

The Matriculation Plan outlines the steps for student success: admission, orientation, assessment, advisement, and follow-up studies to attain individual goals. It provides a process for students to move successfully through NVC and
and plan life goals. The Matriculation Plan builds on core student services such as admissions, counseling, and assistance for disabled students and allows for supplementary services and expanded activities. Examples of such expansions include outreach to feeder high schools and follow-up studies of student progress at NVC. Involving areas beyond Student Services, the plan provides instructional support through tutoring programs, the Writing Lab and the Learning Skills Center. A committee, chaired by the Vice-President of Student Services and composed of representatives from Instruction and Student Services, oversees the plan. Computer Services and the Office of Planning and Resources provide requisite statistical information.

The College provides 81% of the funds to support matriculation; the State of California contributes 19%. Currently some Partnership for Excellence funds are used also.

Student retention, another component of the Matriculation Plan, is a continuing consideration of the entire College, and cooperation between teaching staff and student services has resulted in an acceptable level of retention at 70%. A variety of Student Services work on retention, including but not limited to Admissions and Records, EOPS/CARE, TRIO, Student Support Services, and the Transfer Center. Research has demonstrated that having a truly viable Student Life program would increase retention to an even higher level.

Student Services supports instruction by working closely with faculty on students' individual needs, helping students choose their courses of study with care, encouraging students to persist and ultimately succeed in the classroom, keeping informed on instructional and academic matters, and seeking always to improve and enhance the College environment.

Staff foresees that a ten percent growth in enrollment by 2011 will require additional faculty and staff in Student Services. Certain student service centers will need more space as outlined in the Student Services Group Program report prepared by an architect consultant.

The establishment of a Student Services area that centralizes all services in one place and includes a student lounge and center will greatly enhance campus life. The latter may include small study areas, a banquet room, a student club, recreational facilities, computers for student use, music listening rooms, an art gallery, and a lecture/theater for guest speakers and cultural presentations. It may also house a gallery of Napa Valley College history with publications, photos, and written and oral history selections.

New programs will include services in American Canyon and the Upper Valley Campus and a freshman year experience program.

The function of each Student Service unit is fully described in the A&P’s.

The table on the following page summarizes the requests of Student Services’ personnel:
## B. Table of Data: Student Services

<table>
<thead>
<tr>
<th>Unit</th>
<th>Facility</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>Student Service Building</td>
<td>See individual units</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Double the present size in Student Service building</td>
<td>New employees as needed in relation to growth</td>
</tr>
<tr>
<td>Career/Re-Entry</td>
<td>Student Service Building – double current space</td>
<td>+2 FT counselors</td>
</tr>
<tr>
<td>Financial Aid – includes the following five units:</td>
<td>Double size of present facilities</td>
<td>+1 FT counselor, 2 FT employees to assure administrative oversight and outreach</td>
</tr>
<tr>
<td>EOPS/Care</td>
<td>Uses Financial Aid facilities</td>
<td>Uses Financial Aid staff</td>
</tr>
<tr>
<td>Scholarships</td>
<td>Uses Financial Aid facilities</td>
<td>Uses Financial Aid staff</td>
</tr>
<tr>
<td>TRIO</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Special Services – includes Workability III</td>
<td>Office space ok; more space for adaptive PE classes</td>
<td>None</td>
</tr>
<tr>
<td>Student Life and ASB</td>
<td>Student Service Building – double current office space and provide special student areas</td>
<td>+.5 employee to assist ASB and clubs</td>
</tr>
<tr>
<td>Veterans’ Services</td>
<td>Uses Financial Aid facilities</td>
<td>Uses Financial Aid staff</td>
</tr>
<tr>
<td>Counseling</td>
<td>Student Service Building – double current space</td>
<td>Increase in proportion to growth</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>Student Service Building – double current space</td>
<td>Increase in proportion to growth</td>
</tr>
</tbody>
</table>
C. Administrative Services

The Administrative Services, under the direction of the Superintendent/President, provide an armature for the entire College to assure support in every area and provide a smooth background for those services that directly touch the student. The Office of Instruction is a key element in Administrative Services, charged with responsibilities for overseeing all instructional matters.

Additional Administrative Services include the Superintendent/President’s Office, the Bookstore, the Business and Finance Office, the Cafeteria, Community Relations, Printing Services, Computing Services, Facilities Planning and Services, Human Resources, the Office of Instruction and Scheduling, and the Office of Planning and Resource Development.

Administrative Services are guided by the College mission. Challenges include meeting increasing State of California requirements for reports, tracking students, institutional research, organizational changes caused by employee turnover, maintenance of facilities and planning for new ones, coping with diminishing resources, finding qualified personnel, and maintaining close community relations.

Above all, Administrative Services must support personnel, provide leadership, participate in planning and shared governance, take part in the budget process, foresee problems, work smoothly with Instruction and Student Services, and maintain a high level of morale among all College staff.

Although students and the general public are well aware of the services provided by Instruction, the Cafeteria, and the Bookstore, services provided by other administrative offices remain rather indistinct. It is, therefore, of importance to demonstrate the essential roles each one plays. See Analyses and Projections—Administrative Services, which provides an assessment of current services and visions for 2011.

The following table summarizes the requests of the Administrative Services’ personnel:

D. Table of Data

<table>
<thead>
<tr>
<th>ADMINISTRATIVE SERVICES</th>
<th>Facility</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookstore</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Business and financial services</td>
<td>Expansion of office space, recollege growth</td>
<td>+2 FT employees by 2001</td>
</tr>
<tr>
<td>Community relations</td>
<td>Double office and storage space</td>
<td>1 FT secretary, 1 FT assistant, graphic position from .5 to FT</td>
</tr>
<tr>
<td>Computing Services</td>
<td>Private offices for consultation between supervisor and employees</td>
<td>1 FT senior programmer</td>
</tr>
<tr>
<td>Facilities</td>
<td>None</td>
<td>Minimal 2 FT groundskeepers, 2 FT custodial employees</td>
</tr>
<tr>
<td>Foundation</td>
<td>Enlarged office space</td>
<td>2 FT officers, 1 FT administrative secretary</td>
</tr>
<tr>
<td>Human Resources</td>
<td>One additional office</td>
<td>1 FT classified employee</td>
</tr>
<tr>
<td>Planning and Resource Development</td>
<td>Double office space</td>
<td>+5.5 staff</td>
</tr>
<tr>
<td>Print Shop</td>
<td>Double size of present facility</td>
<td>+1 FT print specialist, +.5 clerical staff member</td>
</tr>
<tr>
<td>Public Safety</td>
<td>Repair and renovation</td>
<td>2 FT officers, 1 FT office clerk</td>
</tr>
</tbody>
</table>
IX. CHARTS AND GRAPHS REFERRED TO IN THE TEXT

ITEM #1 – NAPA VALLEY COLLEGE PLANNING FLOW CHART

Planning Committee meets with BOT - Establishes planning priorities

Planning Committee recommends Preliminary Plan to College Community

- Forum
- BOT Input

Planning Committee recommends Tentative Plan to College Community

- Forum
- BOT Input

Planning Committee recommends Final Plan

- President
- BOT

BOT approves final Strategic Institutional Plan

Planning guidelines and priorities to Areas

Areas develop implementation plan

Units develop plans and budget

Preliminary implementation plan and budgets coordinated

Areas prioritize plans and budget requests

Planning Committee reviews implementation plan for consistency with strategic plan

Planning Committee meets with Budget Committee to review area and college priorities

Implementation Plans and Budgets to Budget Com.

Implementation Plans to BOT

Planning Committee evaluates plan and process reviews trends, research, etc.

Budget Process

Implement Plans

Areas report progress on previous years goals and objectives to Planning Committee

Planning Committee reviews/revises Preliminary Plan
ITEM #2 – NAPA VALLEY COLLEGE PLANNING & BUDGET PROCESS

**Planning Process**

- **August**
  - Board of Trustees Input

- **September**
  - Preliminary Plan
  - Forum - BOT

- **October**
  - Tentative Plan
  - Forum
  - Recommend Final Plan to BOT and President

- **November**
  - Identify Annual Planning Priorities

- **December**

- **January**
  - Planning Guidelines to Area and Unit Planners

- **February**
  - Develop Implementation Plans

- **March**
  - Submit Unit Plans
  - Prioritize Implementation Plans

- **April**
  - Evaluate Current Plan and Process
  - Review and Revise Plan for next cycle

- **May**

- **June**

- **August-June**
  - Implement Plan Based on Approved Budget

- **October**
  - Present Annual Progress Reports to Planning Committee and BOT

**Budget Process**

- **Final Budget**
  - Evaluate Budget and Process

- **Discuss and Develop Parameters**
  - Final Plan to Budget Committee

- **Recommended Parameters to BOT**
  - Budget Guidelines to budget centers

- **Submit budgets**
  - Forum
  - Preliminary Budget to BOT

- **Forum**
  - Tentative Budget to BOT

- **Forum**
  - Recommend final budget to BOT and President
ITEM #3 – NAPA COUNTY EMPLOYEE TRAINING NEEDS

EMPLOYEE TRAINING NEEDS

Entry-level employees are most in need of skills in customer service, work ethics, and oral communication in English.

<table>
<thead>
<tr>
<th>Skills for Entry Level Employees</th>
<th>No. of Employers Interested in Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service</td>
<td>121</td>
</tr>
<tr>
<td>Work Ethics</td>
<td>99</td>
</tr>
<tr>
<td>Oral Communication Skills (in English)</td>
<td>98</td>
</tr>
<tr>
<td>Introductory Computer Skills</td>
<td>90</td>
</tr>
<tr>
<td>Workplace Health and Safety</td>
<td>88</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>86</td>
</tr>
<tr>
<td>Clerical or Office Skills</td>
<td>75</td>
</tr>
<tr>
<td>Basic Writing</td>
<td>71</td>
</tr>
<tr>
<td>Basic Reading</td>
<td>68</td>
</tr>
<tr>
<td>Basic Math</td>
<td>65</td>
</tr>
<tr>
<td>Hazards Communication</td>
<td>18</td>
</tr>
</tbody>
</table>

Employers felt the following skills are most needed for job advancement: computer applications, leadership/management, customer service, marketing/sales, and problem solving.

<table>
<thead>
<tr>
<th>Training Areas</th>
<th>No. of Employers Interested in Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Applications</td>
<td>136</td>
</tr>
<tr>
<td>Leadership/Management Skills</td>
<td>109</td>
</tr>
<tr>
<td>Customer Service</td>
<td>98</td>
</tr>
<tr>
<td>Marketing/Sales</td>
<td>97</td>
</tr>
<tr>
<td>Problem Solving Skills</td>
<td>97</td>
</tr>
<tr>
<td>Accounting/Finance</td>
<td>72</td>
</tr>
<tr>
<td>Employee Relations</td>
<td>69</td>
</tr>
<tr>
<td>Website Development</td>
<td>58</td>
</tr>
<tr>
<td>Computer Networks</td>
<td>55</td>
</tr>
<tr>
<td>Foreign Language Skills</td>
<td>42</td>
</tr>
<tr>
<td>Advanced Writing (business, technical)</td>
<td>37</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>21</td>
</tr>
<tr>
<td>GPS/GIS</td>
<td>11</td>
</tr>
<tr>
<td>Environmental Technician</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Napa County Business Survey 2000 Report, prepared by the NVC Office of Planning and Resource Development
ITEM #4 – TYPES OF TRAINING NEEDED IN LOCAL AREA

TYPE OF TRAINING PREFERRED

- Employers prefer short-term training, lasting up to 10 days.
- The majority of employers do not consider college credit important for training. (Editor’s Note: This does not imply that credit classes and college degrees are not significant to employees’ development.)
- Employers most prefer instruction via traditional classroom, computer software/video/audio, and to a lesser extent, on-line classes via Internet or e-mail.

Length of Training

- Short-term (up to 10 days) 70%
- Medium-term (3-10 wks) 19%
- Long-term (17 wks) 11%

Importance of College Credit

- Not for Credit 72%
- Credit 28%

Type of Instruction Preferred

- Traditional Classroom 47%
- Computer Software/Video/Audio 42%
- On-line classes via Internet or e-mail 31%
- Remote Teaching via TV 16%

Source: NVC Business Survey 2000 Report, prepared by NVC Office of Planning and Resource Development
## Item #5 – Napa County Job Projections by ABAG

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Mining</td>
<td>4,020</td>
<td>4,600</td>
<td>4,750</td>
<td>4,870</td>
<td>4,900</td>
<td>4,830</td>
<td>4,720</td>
</tr>
<tr>
<td>Construction</td>
<td>3,040</td>
<td>3,000</td>
<td>3,380</td>
<td>3,910</td>
<td>4,410</td>
<td>4,750</td>
<td>4,960</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>5,860</td>
<td>6,430</td>
<td>8,080</td>
<td>9,000</td>
<td>9,610</td>
<td>10,430</td>
<td>11,000</td>
</tr>
<tr>
<td>High Technology*</td>
<td>410</td>
<td>730</td>
<td>1,110</td>
<td>1,370</td>
<td>1,500</td>
<td>1,790</td>
<td>1,960</td>
</tr>
<tr>
<td>Transp., Comm., Utilities</td>
<td>1,550</td>
<td>1,920</td>
<td>2,150</td>
<td>2,720</td>
<td>2,840</td>
<td>2,920</td>
<td>3,140</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>1,500</td>
<td>1,110</td>
<td>1,420</td>
<td>1,840</td>
<td>1,980</td>
<td>2,190</td>
<td>2,410</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>9,150</td>
<td>9,520</td>
<td>11,140</td>
<td>12,040</td>
<td>12,670</td>
<td>13,820</td>
<td>15,020</td>
</tr>
<tr>
<td>F.I.R.E.</td>
<td>1,760</td>
<td>1,970</td>
<td>2,080</td>
<td>2,180</td>
<td>2,290</td>
<td>2,460</td>
<td>2,810</td>
</tr>
<tr>
<td>Services</td>
<td>20,010</td>
<td>23,130</td>
<td>24,380</td>
<td>32,950</td>
<td>36,240</td>
<td>39,780</td>
<td>43,360</td>
</tr>
<tr>
<td>Business Services*</td>
<td>1,290</td>
<td>2,040</td>
<td>2,800</td>
<td>4,770</td>
<td>7,140</td>
<td>7,330</td>
<td>8,190</td>
</tr>
<tr>
<td>Government</td>
<td>2,210</td>
<td>2,320</td>
<td>2,330</td>
<td>2,350</td>
<td>2,370</td>
<td>2,380</td>
<td>2,400</td>
</tr>
<tr>
<td>Total Jobs</td>
<td>49,100</td>
<td>54,000</td>
<td>59,710</td>
<td>71,860</td>
<td>77,310</td>
<td>83,560</td>
<td>89,820</td>
</tr>
<tr>
<td>Population</td>
<td>110,765</td>
<td>117,500</td>
<td>127,600</td>
<td>137,000</td>
<td>141,900</td>
<td>148,500</td>
<td>156,900</td>
</tr>
<tr>
<td>Household Population</td>
<td>105,085</td>
<td>112,100</td>
<td>122,100</td>
<td>131,500</td>
<td>136,200</td>
<td>142,800</td>
<td>151,100</td>
</tr>
<tr>
<td>Persons Per Household</td>
<td>2.54</td>
<td>2.54</td>
<td>2.64</td>
<td>2.65</td>
<td>2.63</td>
<td>2.59</td>
<td>2.57</td>
</tr>
<tr>
<td>Households</td>
<td>41,312</td>
<td>44,050</td>
<td>46,240</td>
<td>49,630</td>
<td>51,770</td>
<td>55,040</td>
<td>58,690</td>
</tr>
<tr>
<td>Employed Residents</td>
<td>52,683</td>
<td>54,300</td>
<td>61,600</td>
<td>67,800</td>
<td>72,900</td>
<td>78,700</td>
<td>85,400</td>
</tr>
<tr>
<td>Mean Household Income</td>
<td>$57,100</td>
<td>$58,200</td>
<td>$66,600</td>
<td>$70,200</td>
<td>$75,200</td>
<td>$77,900</td>
<td>$81,300</td>
</tr>
</tbody>
</table>

*High Technology jobs are counted in Manufacturing and Business Services. Jobs are counted in services.

Source: 1990 demographic data is taken directly from U.S. Census and 1990 job data is derived from the 1990 Census Transportation Planning package.

Base year (1990) income data is from U.S. Census, adjusted to 1995 dollars. Since Census income data is for 1989, ABAG updated these data to 1990 using the Bay Area CPI and real income growth estimates for each county from the Bureau of Economic Analysis. Income data are expressed in constant 1995 dollars.
ITEM #6 – WHERE NAPA COUNTY HIGH SCHOOL STUDENTS ATTEND COLLEGE

Where Do Napa County High School Graduates Attend College?

There is no definitive way to determine which colleges local high school graduates attend. Napa Valley Unified School District (NVUSD) high schools do not track their students after graduation. They do, however, survey students in late spring about their plans for the fall. The table below shows that over one-third (35%) of high school graduates in the NVUSD planned to attend NVC, and 82% planned to continue their education.

EDUCATIONAL PLANS FOR FALL 1999
NVUSD HIGH SCHOOL CLASS OF 1999 GRADUATES

<table>
<thead>
<tr>
<th>College</th>
<th>Napa High</th>
<th>Vintage High</th>
<th>New Tech High</th>
<th>NVUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students &amp; %</td>
<td>Number of Students &amp; %</td>
<td>Number of Students &amp; %</td>
<td>Number of Students &amp; %</td>
</tr>
<tr>
<td>Napa Valley College</td>
<td>139 39%</td>
<td>130 31%</td>
<td>29 39%</td>
<td>298 35%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>33 9%</td>
<td>60 14%</td>
<td>13 17%</td>
<td>106 13%</td>
</tr>
<tr>
<td>4-Year Colleges/CA</td>
<td>71 20%</td>
<td>90 22%</td>
<td>20 27%</td>
<td>181 21%</td>
</tr>
<tr>
<td>Private &amp; Out of State Colleges</td>
<td>41 12%</td>
<td>32 8%</td>
<td>11 15%</td>
<td>84 10%</td>
</tr>
<tr>
<td>Other Educational Institutions</td>
<td>13 4%</td>
<td>7 2%</td>
<td>2 3%</td>
<td>22 3%</td>
</tr>
<tr>
<td>Total Planning to Continue Education</td>
<td>297 83%</td>
<td>319 77%</td>
<td>75 100%</td>
<td>691 82%</td>
</tr>
</tbody>
</table>
ITEM #7 – MAP OF NAPA COUNTY

Napa County and Surrounding Cities and Community Colleges

[Map of Napa County with labels for SRJC, NVC, and SOLANO CC]
ITEM #8 – NAPA VALLEY COLLEGE ORGANIZATION CHART
ITEM #9 – BREAKDOWN OF FACULTY AND STAFF BY EMPLOYEE GROUP
FALL 2000

<table>
<thead>
<tr>
<th>EMPLOYEE GROUP</th>
<th>NUMBER OF EMPLOYEES</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract/Regular Faculty</td>
<td>111</td>
<td>110.11</td>
</tr>
<tr>
<td>Full-Time and % of full-time leave replacements</td>
<td>11</td>
<td>9.51</td>
</tr>
<tr>
<td>Part-Time credit instructors</td>
<td>176</td>
<td>59.56</td>
</tr>
<tr>
<td>Administrative/Confidential</td>
<td>34</td>
<td>34.00</td>
</tr>
<tr>
<td>(includes 5 confidential employees and 5 categorically funded administrators)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Staff</td>
<td>136</td>
<td>124.75</td>
</tr>
</tbody>
</table>
Information provided by NVC Office of Human Resources
ITEM #10 – COMPARISON OF NVC STAFF COMPOSITION

Comparison of NVC Staff Composition to NVC Credit Population and Napa and Solano County Populations

NVC FACULTY

<table>
<thead>
<tr>
<th>Ethnic/Racial Group</th>
<th>NVC Faculty Fall 2000 (N=111)</th>
<th>NVC Credit Population Fall 2000 (N=6,560)</th>
<th>Napa County July 2000 (N=127,084)</th>
<th>Solano County July 2000 (N=399,841)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>5 (5%)</td>
<td>5%</td>
<td>1%</td>
<td>14%</td>
</tr>
<tr>
<td>Asian/P.I./Filipino</td>
<td>2 (2%)</td>
<td>11%</td>
<td>4%</td>
<td>15%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11 (10%)</td>
<td>18%</td>
<td>19%</td>
<td>15%</td>
</tr>
<tr>
<td>Native American</td>
<td>2 (2%)</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>90 (81%)</td>
<td>59%</td>
<td>75%</td>
<td>56%</td>
</tr>
<tr>
<td>Other/Non-Responding</td>
<td>---</td>
<td>6%</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Gender

<table>
<thead>
<tr>
<th></th>
<th>NVC Faculty Fall 2000 (N=111)</th>
<th>NVC Credit Population Fall 2000 (N=6,560)</th>
<th>Napa County July 2000 (N=127,084)</th>
<th>Solano County July 2000 (N=399,841)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>56 (50%)</td>
<td>61%</td>
<td>50%</td>
<td>49%</td>
</tr>
<tr>
<td>Male</td>
<td>55 (50%)</td>
<td>39%</td>
<td>50%</td>
<td>51%</td>
</tr>
</tbody>
</table>

NVC Faculty

- The faculty is not very ethically diverse. There are very few Native American, Asian/Pacific Islander, or African American faculty members.

- Compared to the student population, the faculty is comprised of more whites and fewer Hispanics, Asians/Pacific Islanders, and African Americans.

- Half the faculty is female, which is less than the female representation in the student population but about equal to the population in surrounding communities.

- Compared to the surrounding communities, the faculty is comprised of more whites and fewer Hispanics and Asian/Pacific Islanders. The faculty has a greater percentage of African Americans compared to their proportion in Napa County but less than that in Solano County.

Updated December 2000
Sources: NVC Internal and External Trends 2000 derived from: NVC Mainframe data; NVC Office of Human Resources; California State Department of Finance Demographic Unit Research Unit Population Projections, released December 1998.
## Napa Valley College Staff Composition - Fall 2000

### A. Administrative/Confidential

<table>
<thead>
<tr>
<th>Ethnic/Racial Group</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>25</td>
</tr>
</tbody>
</table>

#### Gender

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>26</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total** 34

### B. Faculty

<table>
<thead>
<tr>
<th>Ethnic/Racial Group</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>5</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>90</td>
</tr>
</tbody>
</table>

#### Gender

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>56</td>
</tr>
<tr>
<td>Male</td>
<td>55</td>
</tr>
</tbody>
</table>

**Total** 111

### C. Classified

<table>
<thead>
<tr>
<th>Ethnic/Racial Group</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>13</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>Filipino</td>
<td>9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>23</td>
</tr>
<tr>
<td>Native American</td>
<td>3</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>85</td>
</tr>
</tbody>
</table>

#### Gender

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>96</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
</tr>
</tbody>
</table>

**Total** 136
### Part-Time Credit Instructors

<table>
<thead>
<tr>
<th>Ethnic/Racial Group</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>4</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>161</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>Male</td>
<td>86</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>176</strong></td>
</tr>
</tbody>
</table>

### Noncredit Instructors

<table>
<thead>
<tr>
<th>Ethnic/Racial Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>34</td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

Source: NVC Office of Human Resources
ITEM #12 – Napa Valley College Staff Composition by Age, 
Regular Employees Fall 2000 Semester

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Administrative/Confidential</th>
<th>Faculty</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>39 and under</td>
<td>8</td>
<td>10</td>
<td>43</td>
</tr>
<tr>
<td>40-50</td>
<td>8</td>
<td>30</td>
<td>54</td>
</tr>
<tr>
<td>51-55</td>
<td>6</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>56-60</td>
<td>9</td>
<td>26</td>
<td>15</td>
</tr>
<tr>
<td>61-65</td>
<td>3</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>66 over</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>111</td>
<td>136</td>
</tr>
</tbody>
</table>

Information provided by NVC Office of Human Resources
Item #13
Where Recent High School Graduates at NVC Come From

The graph below shows that while a good number of our new, younger students come from Napa County schools, quite a few come from Solano and other county schools.

Number of Recent High School Graduates at NVC
By Location of High School Recently Attended

![Bar chart showing the number of recent high school graduates at NVC by location of high school recently attended for F97, F98, and F99.]

Students are defined as “New” enrollment status and 20 years of age or younger.

The top five high schools from which Fall 99 recent high school graduates came:

- Vintage: 158
- Napa: 122
- Vallejo: 44
- Hogan: 43
- Justin Siena: 41

Note: We cannot determine the number from New Technology High School at this time.

Sources: NVC Internal and External Trends 2000 derived from: NVC Mainframe data; NVC Office of Human Resources; California State Department of Finance Demographic Unit Research Unit Population Projections, released December 1998.
### Item #14

**NVC Fall 2000 Credit Student Profile (N=6560)**

<table>
<thead>
<tr>
<th>City of Residence</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Napa County</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Napa</td>
<td>3820</td>
<td>58%</td>
</tr>
<tr>
<td>American Canyon</td>
<td>313</td>
<td>5%</td>
</tr>
<tr>
<td>St. Helena</td>
<td>232</td>
<td>4%</td>
</tr>
<tr>
<td>Yountville</td>
<td>84</td>
<td>1%</td>
</tr>
<tr>
<td>Calistoga</td>
<td>61</td>
<td>1%</td>
</tr>
<tr>
<td>Other Napa County</td>
<td>100</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total Napa County</strong></td>
<td>4610</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Solano County</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vallejo</td>
<td>1063</td>
<td>16%</td>
</tr>
<tr>
<td>Fairfield</td>
<td>148</td>
<td>2%</td>
</tr>
<tr>
<td>Benicia</td>
<td>86</td>
<td>1%</td>
</tr>
<tr>
<td>Vacaville</td>
<td>95</td>
<td>1%</td>
</tr>
<tr>
<td>Suisun City</td>
<td>81</td>
<td>1%</td>
</tr>
<tr>
<td>Other Solano County</td>
<td>12</td>
<td>---</td>
</tr>
<tr>
<td><strong>Total Solano County</strong></td>
<td>1485</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Sonoma County</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonoma</td>
<td>116</td>
<td>2%</td>
</tr>
<tr>
<td>Other Sonoma County</td>
<td>43</td>
<td>1%</td>
</tr>
<tr>
<td><strong>All Other Counties</strong></td>
<td>306</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>899</td>
<td>14%</td>
</tr>
<tr>
<td>Continuing (did not attend the last regular session)</td>
<td>3414</td>
<td>52%</td>
</tr>
<tr>
<td>Returning</td>
<td>1177</td>
<td>18%</td>
</tr>
<tr>
<td>First Time Transfer (attended other college, then NVC)</td>
<td>431</td>
<td>7%</td>
</tr>
<tr>
<td>Special Admit (K-12 student)</td>
<td>372</td>
<td>6%</td>
</tr>
<tr>
<td>Returning Transfer (attended NVC, transferred to other college, returned to NVC)</td>
<td>266</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest Level of Education Completed</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a High School Graduate</td>
<td>907</td>
<td>14%</td>
</tr>
<tr>
<td>High School Graduate, No College Degree</td>
<td>4436</td>
<td>68%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>313</td>
<td>5%</td>
</tr>
<tr>
<td>Bachelor’s Degree or higher</td>
<td>730</td>
<td>11%</td>
</tr>
<tr>
<td>Unknown</td>
<td>174</td>
<td>3%</td>
</tr>
</tbody>
</table>

Source: NVC, Office of Admissions and Records
ITEM #15

Educational Goals of NVC Credit Students
Fall 1997—Fall 2000

The percentage of students who are undecided about their educational goals has increased over the past several years, from 29% to 42%. The percentage of students who want to transfer with an associate degree has dropped. The percentage for most other goals remained fairly stable. (Goal at time of Matriculation Service or college admission.)

<table>
<thead>
<tr>
<th></th>
<th>Fall 1997</th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfer</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer with AA/AS</td>
<td>24%</td>
<td>23%</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>Transfer without AA/AS</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Degree or Certificate without Transfer</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA Degree</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>AS Degree</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Vocational Certificate</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Career Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare for a new career</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Discover career interests, plan goals</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Progress in job or career, obtain promotion</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Maintain certificate or license</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Development</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Improve basic English, reading, math skills</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Complete credits for HS diploma or GED</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Undecided</td>
<td>29%</td>
<td>36%</td>
<td>41%</td>
<td>42%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: NVC, Office of Admissions and Records