2008-2009

Strategic Institutional Plan Progress Report
## Table of Contents

Mission, Values, and Student Learning Outcomes .......................................................... 1

2006-2011 NVC Strategic Plan Goals & Objectives ......................................................... 2

2007-2008 Progress Report
1. Increase Student Success ................................................................................................. 6
2. Establish, Apply, and Maintain College-Wide Standards of Excellence ........ 11
3. Increase Access ............................................................................................................. 14
4. Effectively Use Appropriate Technologies ................................................................. 24
5. Improve Facilities ......................................................................................................... 26

Compiled by the
Office of Research, Planning and Development
October 2009
Napa Valley College, as part of the California Community College System, provides open access to higher education.

**Mission**
Napa Valley College engages its students in high quality programs and services that promote learning and personal growth; enhance academic success and workforce development; and prepare life-long learners for their roles in a diverse, dynamic, and interdependent world.

**Values**
Napa Valley College is a community of people excited about learning, where students are first and foremost in everything we do. We value, model, and encourage
- student success
- honesty
- creativity
- integrity
- adaptability
- inclusivity
- responsibility
- openness to new ideas
- respect for others
- health and wellness

**Student Learning Outcomes**
Upon completion of an organized program of study, students will be able to

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

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

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

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

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

6. Act responsibly and ethically as community members, with an understanding of local, national, and global issues.
2006-2011 NVC Strategic Plan
Goals & Objectives
Revised by Planning Committee 12/01/06
Approved by Board of Trustees 2/8/07

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

   **Measurable Objectives:**
   1. Increase the number of degrees awarded
   2. Increase the number of certificates awarded
   3. Increase the number of transfers to four year colleges and universities
   4. Increase successful course completion rates*
      - Increase successful course completion rates in vocational courses
      - Increase successful course completion rates in basic skills courses
   5. Increase student retention*
   6. Increase student persistence*
   7. Increase the percentage of students completing coursework at least one level above their prior basic skills enrollment in English and Math
   8. Increase the percent of students who attempted/completed at least one credit ESL course in a term who attempted/completed a higher level ESL course or a college-level course within 2 years of taking the ESL course

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

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

   **Measurable Objectives:**
   15. Strengthen the Program Evaluation and Planning (PEP) process and build the link to institutional planning and budgeting.
   16. By 2011, all college programs and services will complete the Program Evaluation and planning process. (ACCJC)
   17. By Fall 2008, the college, its programs and services, will have identified Student Learning Outcomes (SLOs) (Title III)
   18. By Fall 2008, all courses will have identified SLOs (Title III)
   19. By Fall 2008, begin assessing SLOs (Title III)
   20. NVC will remain fiscally stable by maintaining a 5% reserve
   21. Raise at least $2.5 million each year through college grants and contracts, the NVC Foundation, and partnerships with the community

*See glossary on page 4
Performance Outcomes:
22. Review and update all course outlines of record on a regular basis (at least every five years)
23. By 2008, develop and maintain a comprehensive faculty and staff development program to serve needs identified by employees and the college (Title III)
24. Produce annual NVC Report Card to the community, including major accomplishments and measures of institutional effectiveness
25. Implement new system(s) for evaluating employee performance (ACCJC)
26. Monitor community and students needs and adjust programs and services accordingly.
27. Conduct student and employee satisfaction surveys

3. Increase Access to high quality programs and services by sustaining strong connections with the community.

Measurable Objectives:
28. Increase enrollments*
29. Increase total headcount*
   - Credit headcount
   - Non-credit headcount
30. Increase diversity among the student population
   - New Majority
   - Age
   - Gender
   - Disability
31. Increase diversity among the faculty and staff population
   - Permanent staff
   - Permanent faculty
   - Demographics of recent hires

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

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

Measurable Objectives:
38. Provide on-line registration for fee-based* students
39. Increase opportunities for faculty and staff to use technology to support student learning by providing staff development and training in technology (Title III)

*See glossary on page 4
Performance Outcomes:
40. Expand and improve technological capacities in classrooms, labs, and offices (Title III, Bond, Datatel)
41. Review and improve institution-wide processes in order to be more efficient.

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

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

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

Transfers – students who enroll in courses at a four-year Bachelor-degree-granting institution after leaving NVC
2006-2011 NVC Strategic Plan
2008-2009 Progress Report

1. **Increase Student Success** by providing high quality learning opportunities in programs and services to support students in attaining their educational goals. (2008-2009 date will be available in January 2010.)

**Measurable Objectives:**
1. Increase the number of degrees awarded

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Degrees</th>
<th>Change (vs. Previous Year)</th>
<th>Number of Students</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>685</td>
<td>0.7%</td>
<td>374</td>
<td>1.6%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>506</td>
<td>-26.1%</td>
<td>280</td>
<td>-44.4%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>608</td>
<td>20.2%</td>
<td>383</td>
<td>36.7%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>615</td>
<td>1.2%</td>
<td>376</td>
<td>-1.8%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>519</td>
<td>-15.6%</td>
<td>350</td>
<td>-6.9%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Management Information Systems (MIS) Awards Files*

2. Increase the number of certificates awarded

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Certificates</th>
<th>Change (vs. Previous Year)</th>
<th>Number of Students</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>166</td>
<td>-34.6%</td>
<td>166</td>
<td>-32.2%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>194</td>
<td>16.9%</td>
<td>192</td>
<td>15.7%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>226</td>
<td>16.5%</td>
<td>225</td>
<td>17.2%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>199</td>
<td>-11.9%</td>
<td>199</td>
<td>-11.6%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>288</td>
<td>44.7%</td>
<td>287</td>
<td>44.2%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Management Information Systems (MIS) Awards Files*

3. Increase the number of transfers to four year colleges and universities

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>CSU</th>
<th>UC</th>
<th>Total</th>
<th>Change in Total CSU &amp; UC Transfers (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>223</td>
<td>47</td>
<td>270</td>
<td>8.9%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>202</td>
<td>63</td>
<td>265</td>
<td>-1.9%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>210</td>
<td>81</td>
<td>291</td>
<td>9.8%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>222</td>
<td>58</td>
<td>280</td>
<td>-3.8%</td>
</tr>
</tbody>
</table>

*Source: California Postsecondary Education Commission Transfer Pathways Data*
### Students Enrolled at Napa Valley College during One Academic Year and at a Four-Year Institution the Following Academic Year

<table>
<thead>
<tr>
<th>Cohort of Credit Students</th>
<th>Transfer Year</th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
<th>Independent</th>
<th>Out of State</th>
<th>Number</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>2004-2005</td>
<td>352</td>
<td>77</td>
<td>136</td>
<td>103</td>
<td>668</td>
<td>-11.8%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>2005-2006</td>
<td>339</td>
<td>92</td>
<td>138</td>
<td>103</td>
<td>672</td>
<td>0.6%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>2006-2007</td>
<td>399</td>
<td>139</td>
<td>144</td>
<td>138</td>
<td>820</td>
<td>22.0%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2007-2008</td>
<td>424</td>
<td>127</td>
<td>150</td>
<td>145</td>
<td>846</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

*Methodology: Cohorts consisted of credit students enrolled at Napa Valley College during the fall and/or spring term(s) of one academic year. Data files containing identifying information of the students in each cohort were submitted to the National Student Clearinghouse StudentTracker system to identify subsequent enrollments among students in each cohort. The resulting matches were reviewed to identify students who enrolled at four-year institutions in the following academic year (August through April). The numbers reported in this table exceed the number of transfers each year. (Compare the number of CSU and UC students reported here with the number of transfers reported in the table above.) This cohort analysis included all students enrolled in credit courses at NVC – whether the students were high school students, students concurrently enrolled at four-year institutions, or students with pre-existing Bachelor’s degrees (none of which count as NVC transfers). Note that this process also includes multiple counts for some students – in the event that students enrolled at NVC for two of the cohort years and also enrolled at a four-year institution in the following years.

4. Increase successful course completion rates*

#### Successful Course Completion Rates in Credit Courses

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Successful Course Completion Rate</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>69.6%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>69.3%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>71.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>70.7%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>70.9%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files
• Increase successful course completion rates in vocational courses

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Successful Course Completion Rate</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>76.4%</td>
<td>--</td>
</tr>
<tr>
<td>2006-2007</td>
<td>77.5%</td>
<td>1.1%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>76.9%</td>
<td>-0.6%</td>
</tr>
</tbody>
</table>

*Source: Accountability Reporting for the Community Colleges (ARCC) 2009 Report*

• Increase successful course completion rates in basic skills courses

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Successful Course Completion Rate</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>62.3%</td>
<td>1.4%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>65.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>62.5%</td>
<td>-3.3%</td>
</tr>
</tbody>
</table>

*Source: Accountability Reporting for the Community Colleges (ARCC) 2009 Report*

5. Increase student retention*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Retention Rate</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>81.8%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>84.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>85.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>86.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>86.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files*
6. Increase student persistence*

Persistence Rates: Fall-to-Fall & Fall-to-Spring Persistence

<table>
<thead>
<tr>
<th>Period Examined</th>
<th>Persistence Rate in Credit Courses</th>
<th>Change (vs. Previous Year)</th>
<th>Persistence Rate in Credit Courses</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 to 2005</td>
<td>38.8%</td>
<td>-1.7%</td>
<td>58.1%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>2005 to 2006</td>
<td>41.0%</td>
<td>2.2%</td>
<td>58.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2006 to 2007</td>
<td>42.9%</td>
<td>1.9%</td>
<td>60.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>2007 to 2008</td>
<td>--</td>
<td>--</td>
<td>60.8%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>2008 to 2009</td>
<td>--</td>
<td>--</td>
<td>62.2%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

Source: Napa Valley College Program Evaluation & Planning Data Files, derived from Management Information Systems (MIS) Student Enrollment (SX) Files

7. Increase the percentage of students completing coursework at least one level above their prior basic skills enrollment in English and Math

Basic Skills Improvement Rates: English, Math, and Total

<table>
<thead>
<tr>
<th>Period</th>
<th>English (vs. Previous Year)</th>
<th>Math (vs. Previous Year)</th>
<th>Total (vs. Previous Year)</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004 to 2005-2006</td>
<td>56.7%</td>
<td>50.7%</td>
<td>53.4%</td>
<td>--</td>
</tr>
<tr>
<td>2004-2005 to 2006-2007</td>
<td>54.5%</td>
<td>43.6%</td>
<td>49.4%</td>
<td>-4.0%</td>
</tr>
<tr>
<td>2005-2006 to 2007-2008</td>
<td>58.1%</td>
<td>46.2%</td>
<td>52.7%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Source: Accountability Reporting for the Community Colleges (ARCC) 2009 Report & Supporting Documentation Requested from the California Community Colleges Chancellor’s Office

8. Increase the percent of students who attempted/completed at least one credit ESL course in a term who attempted/completed a higher level ESL course or a college-level course within 2 years of taking the ESL course

ESL Improvement Rates

<table>
<thead>
<tr>
<th>Period</th>
<th>ESL (vs. Previous Year)</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004 to 2005-2006</td>
<td>21.7%</td>
<td>--</td>
</tr>
<tr>
<td>2004-2005 to 2006-2007</td>
<td>23.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>2005-2006 to 2007-2008</td>
<td>23.3%</td>
<td>-0.2%</td>
</tr>
</tbody>
</table>

Source: Accountability Reporting for the Community Colleges (ARCC) 2009 Report
Performance Outcomes:

9. Develop teaching practices that are responsive to different learning styles
   - The English/Counseling Learning Communities provide Brown Bag gatherings for
     the instructors who share best teaching practices, including learning styles.
   - Faculty created scripted "real life situation" dialogues for each lesson for Spanish 120
     which target new vocabulary for students to practice their reading, listening, and
     speaking skills. These dialogues can be used by all Spanish Instructors teaching
     Spanish 120, 110, and 111. The concept can be used by all Modern Languages
     Instructors.
   - A tenured faculty evaluation process was approved Spring 2009 that includes
     pedagogy training.
   - The SLO & Assessment Coordinator held classroom assessment training for adjunct
     faculty.
   - The Teaching and Learning Center (TLC) provided on-going training for faculty and
     staff.

10. Increase training for the classroom presentations that will provide quality learning
    opportunities for students
    - Counseling faculty provide classroom presentations on various college success topics
      including test anxiety, time management, personality strengths, career assessment,
      and educational planning.
    - CJT developed a regional law enforcement explorer and cadet training program.
    - CJT developed an incentive program for self-sponsored students to complete the
      online orientation course prior to enrolling in the basic academy.
    - The Teaching and Learning Center (TLC) provided on-going training for faculty and
      staff.

11. Increase the number of students who have developed a complete educational plan/goals
    - The electronic education plan project was implemented in spring 2009.
    - IT conducted Datatel educational planning software training for counselors.

12. Increase utilization of Student Support Services on campus
    - The Office of Student Services continued adding translated (English to Spanish)
      documents to the “En Español” website to provide helpful information to students.
    - The Testing and Tutoring Center offered CELSA testing (pencil & paper) at the
      Upper Valley Campus. Computerized English and Math assessments were offered
      for the first time at the UVC. A Spanish speaker provided assistance at the main
      campus to students taking the computerized CELSA.
    - Counseling continued to provide a full-time counselor, funded under a 2 year grant, to
      assist students in Health Occupations.
    - Admissions and Records implemented SB 272 mandated priority registration for
      Veterans.
    - Financial Aid increased the number of Pell Grant recipients by 9.67% and the amount
      of Pell awards to 31%.
The Career Center developed a new brochure for the center to better advertise the programs and services that the center offers and also to include the SLOs for the center.

Financial aid installed TV monitors in the lobby to loop FA TV videos to students while they wait. Also posted FA TV on the NVC Financial Aid website.

The Transfer Center wrote a record number (49) of Fall 09 Transfer Agreement Guarantees (TAGs) to UC Davis.

The Office of Student Life had 35 active clubs during the year and sponsored 67 events organized by ASB clubs and organizations.

Student government had a record number of ASB board positions filled (23 out of 25) and 30 students served throughout the year. In addition 8 new student clubs were formed.

13. Expand North Bay California Partnership for Achieving Student Success (Cal-PASS) to include district K-12 institutions and transfer institutions.

- Napa Valley Unified School District and Napa County Office of Education have enrolled in Cal-PASS.

14. Develop job placement tracking system

- NVC has developed a job placement tracking system, but the system does not track all students enrolled at NVC. In 2008-2009, the CSO Interfase software (job placement program) system tracked 1,125 students who requested services of the job developer.
- The NVC Spring Job Fair was held on April 8. 76 employers participated and 1,450 people attended the event.
- The NVC Career Center served 2,522 students in counseling and advising appointments: 870 students in career/employment workshops; and 1,947 students/community members at outreach events.
- Career Center staff made 250 employer contacts.

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

**Measurable Objectives:**

15. Strengthen the Program Evaluation and Planning (PEP) process and build the link to institutional planning and budgeting.

- All participants in PEP were invited to evaluate the process, identifying “what worked” and “what needs to be improved.” These comments were reviewed by the PEP Support Team in April and the process was modified.
- A college-wide forum was held in February where verification teams presented their reports to members of the Planning Committee and Budget Committee.
- As part of the ongoing efforts to strengthen the link between budget and planning, the college implemented a new method to develop the budget for 08-09. The process established the annual budget as 90% of the previous year’s budget as a base. This established a 10% institutional reserve that became available to fund needs identified through the PEP process or through budget center requests.
16. By 2011, all college programs and services will complete the Program Evaluation and Planning process. (ACCJC)
   - The Program Evaluation and Planning six year cycle has scheduled all instruction, student services, and administrative services programs to complete PEP by 2010.
   - During 2009, the following programs and services began the PEP process: Associate Degree Nursing, Chemistry, MESA, Anthropology, Humanities, Philosophy, Cosmetology, and Napa Valley Cooking School.

17. By Fall 2008, the college, its programs and services, will have identified Student Learning Outcomes (SLOs) (Title III)
   - Six institutional level outcomes have been established and approved by the Board of Trustees
   - Of 48 programs with degrees and certificates, all have program level student learning outcomes.
   - Three of six (50%) academic support programs have program-level student learning outcomes.
   - Eight of 13 (62%) student services programs have service-level student learning outcomes.

18. By Fall 2008, all courses will have identified SLOs (Title III)
   - As of May 2009, all courses have course level SLOs.

19. By Fall 2008, begin assessing SLOs (Title III)
   - The Student Learning Outcomes and Assessment Committee was created in fall 2008 as an ad hoc committee of the Academic Senate, and was approved in spring 2009 as a standing committee of the Academic Senate.
   - In fall 2008, all campus constituent groups responsible for assessing student learning approved the Five+1 Student Learning Outcomes Assessment Cycle that was developed by the SLO and Assessment Committee.
   - In spring 2009, TracDat was purchased. TracDat is a software program used for recording student learning assessment data.
   - The student learning outcomes and assessment coordinator position was increased from 40% to 60% reassigned time. The coordinator will work with faculty to implement the Five+1 SLOAC plan.
   - Spring 2009 Instructional Excellence Day was devoted to assessment training, resulting in nineteen programs participating in a comprehensive pilot project to assess SLOs.

20. NVC will remain fiscally stable by maintaining a 5% reserve
   - NVC ended 2008-2009 with an estimated ending balance of $2,502,387, a 7.04% reserve
21. Raise at least $2.5 million each year through college grants and contracts, the NVC Foundation, and partnerships with the community
   - During 2008-09 NVC was awarded grants and contracts amounting to more than $5,122,000 to support programs and services. These funds were received from federal, state, and local governmental agencies, as well as from local businesses and foundations.
   - The NVC Foundation raised a total of $1,438,736 in 2008-2009.
   - The NVC winery became bonded. The profits from the sale of student made wines will help support the operations of the Viticulture and Winery Technology instructional program.

Performance Outcomes:
22. Review and update all course outlines of record on a regular basis (at least every five years)
   - During 2008-2009, 126 course outlines of record were reviewed and updated by faculty and approved by the Curriculum Committee. An additional 35 courses were reviewed and moved to inactive status.
   - The PEP process requires each program to develop a timeline to review and update course outlines on a regular basis.

23. By 2008, develop and maintain a comprehensive faculty and staff development program to serve needs identified by employees and the college (Title III)
   - In fall 2008, the Teaching and Learning Center (TLC) offered 28 workshops. Total attendance at the workshops was 257.

24. Produce annual NVC Report Card to the community, including major accomplishments and measures of institutional effectiveness
   - The 2008-2009 report has been delayed with an anticipated publication date of January 2010.

25. Implement new system(s) for evaluating employee performance (ACCJC)
   - An ad hoc committee of faculty and administrators reviewed and revised the evaluation process for tenured faculty during the 2008-2009 academic year. The new process includes both peer evaluation and an administrative review. The new process will be utilized beginning with the 2009-2010 academic year.
   - The evaluation process for administrative and confidential personnel was revised through Mutual Gains discussions with the Administrative Senate and was approved by the Board of Trustees on October 9, 2008. The administrative regulations were also revised and finalized in August 2009.

26. Monitor community and students needs and adjust programs and services accordingly.
   - The Curriculum Committee and BOT approved a new Addictions Studies sequence of courses as part of the Human Services Program.
   - NVC expanded credit and noncredit classes and training opportunities in the field of Digital Arts and Media, thanks to a Career Technical Education grant from the state.
- In 2009, NVC offered a summer Digital Arts Multimedia Academy for high school students.
- The Matriculation Steering Committee continued to meet once a month during the fall and spring semesters to discuss how to improve services to students.
- The up valley student services specialist conducted extensive visits to up valley restaurants and wineries to encourage employees to allow staff to enroll in ESL classes.
- The Transfer Center increased their collaboration with the University of California system by starting up a concurrent enrollment with UC Berkeley for the first time.
- Financial Aid offered a High School Counselors Workshop to inform counselors in the region of changes in the federal financial aid programs as a result of Higher Ed Reauthorization Act, Cal Grant update, AB 540 information, athletic eligibility, and transfer opportunities offered by NVC.
- The Matriculation, DSPS and EOPS programs underwent a Chancellor’s Office Site Visit for Categorical programs with very favorable results.

27. Conduct student and employee satisfaction surveys
- Student surveys were conducted for all instructional programs participating in PEP. Surveys were administered during spring 2009 and results were sent to faculty during the summer.
- A series of Campus Climate surveys were developed in spring 2009. These surveys will be completed by a random sample of students and by NVC employees in fall 2009.

3. **Increase Access** to high quality programs and services by sustaining strong connections with the community. (2008-2009 date will be available in January 2009)

**Measurable Objectives:**
28. Increase enrollments*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Credit</th>
<th>Non-Credit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Change (vs. Previous Year)</td>
<td>Number</td>
</tr>
<tr>
<td>2004-2005</td>
<td>35,078</td>
<td>-2.0%</td>
<td>9,818</td>
</tr>
<tr>
<td>2005-2006</td>
<td>32,776</td>
<td>-6.6%</td>
<td>12,459</td>
</tr>
<tr>
<td>2006-2007</td>
<td>33,620</td>
<td>2.6%</td>
<td>10,751</td>
</tr>
<tr>
<td>2007-2008</td>
<td>35,525</td>
<td>5.7%</td>
<td>10,447</td>
</tr>
<tr>
<td>2008-2009</td>
<td>37,923</td>
<td>6.8%</td>
<td>10,346</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files*
29. Increase total headcount*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number</th>
<th>Change (vs. Previous Year)</th>
<th>Number</th>
<th>Change (vs. Previous Year)</th>
<th>Number</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>10,436</td>
<td>-5.4%</td>
<td>5,224</td>
<td>19.3%</td>
<td>14,254</td>
<td>-5.7%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>9,829</td>
<td>-5.8%</td>
<td>6,168</td>
<td>18.1%</td>
<td>15,264</td>
<td>7.1%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>9,952</td>
<td>1.3%</td>
<td>5,166</td>
<td>-16.2%</td>
<td>14,532</td>
<td>-4.8%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>10,121</td>
<td>1.7%</td>
<td>4,969</td>
<td>-3.8%</td>
<td>14,336</td>
<td>-1.3%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>10,418</td>
<td>2.9%</td>
<td>5,292</td>
<td>6.5%</td>
<td>14,763</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

*Total headcount includes only one observation for each student enrolled in both credit and non-credit courses. Therefore, the sum of credit + non-credit exceeds the total reported in this column. In 2003-2004, 294 students were enrolled in both credit and non-credit courses. In 2004-2005 through 2008-2009, there were 1406, 733, 586, 754, and 947 students, respectively, enrolled in both kinds of courses.

Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files
30. Increase diversity among the student population

**Diversity among the Credit Student Population, Based on Headcount**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55.4%</td>
<td>55.9%</td>
<td>55.9%</td>
<td>54.8%</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Male</td>
<td>39.9%</td>
<td>42.5%</td>
<td>42.7%</td>
<td>43.8%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>4.7%</td>
<td>1.6%</td>
<td>1.4%</td>
<td>1.4%</td>
<td>--</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>5.8%</td>
<td>5.7%</td>
<td>5.7%</td>
<td>6.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.0%</td>
<td>4.3%</td>
<td>4.1%</td>
<td>3.7%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>9.7%</td>
<td>10.4%</td>
<td>10.5%</td>
<td>10.3%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>18.5%</td>
<td>21.2%</td>
<td>21.6%</td>
<td>22.7%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.0%</td>
<td>0.8%</td>
<td>0.9%</td>
<td>1.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other (Non-White)</td>
<td>0.7%</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>45.3%</td>
<td>46.9%</td>
<td>46.3%</td>
<td>44.8%</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>15.0%</td>
<td>9.7%</td>
<td>9.7%</td>
<td>9.8%</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 21</td>
<td>29.7%</td>
<td>29.4%</td>
<td>30.7%</td>
<td>32.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>21 to 29 years</td>
<td>28.7%</td>
<td>29.7%</td>
<td>29.3%</td>
<td>31.6%</td>
<td>2.3%</td>
</tr>
<tr>
<td>30 to 39 years</td>
<td>15.7%</td>
<td>16.2%</td>
<td>15.1%</td>
<td>14.4%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>40 to 49 years</td>
<td>12.8%</td>
<td>12.3%</td>
<td>12.0%</td>
<td>10.5%</td>
<td>-1.5%</td>
</tr>
<tr>
<td>50 years &amp; over</td>
<td>12.9%</td>
<td>12.4%</td>
<td>12.7%</td>
<td>11.2%</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>--</td>
</tr>
<tr>
<td><strong>DISABILITY STATUS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability Reported</td>
<td>6.1%</td>
<td>5.6%</td>
<td>5.3%</td>
<td>4.9%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>No Disability Reported</td>
<td>93.9%</td>
<td>94.4%</td>
<td>94.7%</td>
<td>95.1%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files*
### Diversity among the Credit Student Population, Based on Enrollments

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>57.2%</td>
<td>57.0%</td>
<td>56.4%</td>
<td>55.1%</td>
<td>-1.3%</td>
</tr>
<tr>
<td>Male</td>
<td>38.2%</td>
<td>41.8%</td>
<td>42.6%</td>
<td>43.9%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>4.6%</td>
<td>1.2%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>--</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>6.4%</td>
<td>6.4%</td>
<td>6.3%</td>
<td>6.9%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.3%</td>
<td>4.7%</td>
<td>4.6%</td>
<td>4.1%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Filipino</td>
<td>10.1%</td>
<td>11.1%</td>
<td>11.6%</td>
<td>11.4%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>20.0%</td>
<td>24.0%</td>
<td>24.8%</td>
<td>25.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.9%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>--</td>
</tr>
<tr>
<td>Other (Non-White)</td>
<td>0.5%</td>
<td>1.0%</td>
<td>1.2%</td>
<td>1.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>41.3%</td>
<td>42.6%</td>
<td>40.7%</td>
<td>40.1%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>16.6%</td>
<td>9.3%</td>
<td>9.8%</td>
<td>9.5%</td>
<td>-0.3%</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 21</td>
<td>42.9%</td>
<td>43.8%</td>
<td>45.7%</td>
<td>46.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>21 to 29 years</td>
<td>29.5%</td>
<td>29.1%</td>
<td>28.9%</td>
<td>30.3%</td>
<td>1.4%</td>
</tr>
<tr>
<td>30 to 39 years</td>
<td>11.2%</td>
<td>11.3%</td>
<td>10.5%</td>
<td>10.3%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>40 to 49 years</td>
<td>8.7%</td>
<td>8.2%</td>
<td>7.7%</td>
<td>6.9%</td>
<td>-0.8%</td>
</tr>
<tr>
<td>50 years &amp; over</td>
<td>7.5%</td>
<td>7.6%</td>
<td>7.2%</td>
<td>6.1%</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>--</td>
</tr>
<tr>
<td><strong>DISABILITY STATUS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability Reported</td>
<td>8.7%</td>
<td>8.5%</td>
<td>7.8%</td>
<td>7.2%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>No Disability Reported</td>
<td>91.3%</td>
<td>91.5%</td>
<td>92.2%</td>
<td>92.8%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Program Evaluation & Planning Data, derived from Management Information Systems (MIS) Student Enrollment (SX) Files*

31. Increase diversity among the faculty and staff population

<table>
<thead>
<tr>
<th>Administrative/Confidential</th>
<th># of hires</th>
<th># of diverse hires</th>
<th>% of diverse hires</th>
<th>Total Adm/conf.</th>
<th># of diverse Adm/Conf.</th>
<th>% of diverse Adm/Conf</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>2</td>
<td>0</td>
<td>0.00%</td>
<td>41</td>
<td>8</td>
<td>19.51%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>3</td>
<td>0</td>
<td>0.00%</td>
<td>41</td>
<td>8</td>
<td>19.51%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2</td>
<td>1</td>
<td>50.00%</td>
<td>43</td>
<td>8</td>
<td>18.60%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>4</td>
<td>1</td>
<td>25.00%</td>
<td>45</td>
<td>8</td>
<td>17.78%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>2</td>
<td>18.75%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Contract/Regular Faculty

<table>
<thead>
<tr>
<th></th>
<th># of hires</th>
<th># of diverse hires</th>
<th>% of diverse hires</th>
<th>Total Faculty</th>
<th># of diverse Faculty</th>
<th>% of diverse Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>4</td>
<td>0</td>
<td>0.00%</td>
<td>101</td>
<td>24</td>
<td>23.76%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>11</td>
<td>2</td>
<td>18.18%</td>
<td>101</td>
<td>22</td>
<td>21.78%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>13</td>
<td>5</td>
<td>38.46%</td>
<td>108</td>
<td>27</td>
<td>25.00%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>8</td>
<td>1</td>
<td>12.50%</td>
<td>108</td>
<td>28</td>
<td>25.93%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>8</strong></td>
<td><strong>17.29%</strong></td>
<td><strong>108</strong></td>
<td><strong>27</strong></td>
<td><strong>25.17%</strong></td>
</tr>
</tbody>
</table>

### Regular Classified

<table>
<thead>
<tr>
<th></th>
<th># of hires</th>
<th># of diverse hires</th>
<th>% of diverse hires</th>
<th>Total Classified</th>
<th># of diverse Classified</th>
<th>% of diverse Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>21</td>
<td>3</td>
<td>14.29%</td>
<td>133</td>
<td>52</td>
<td>39.10%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>29</td>
<td>10</td>
<td>34.48%</td>
<td>146</td>
<td>54</td>
<td>36.99%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>18</td>
<td>8</td>
<td>44.44%</td>
<td>152</td>
<td>59</td>
<td>38.82%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>29</td>
<td>12</td>
<td>41.38%</td>
<td>152</td>
<td>61</td>
<td>40.13%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>97</strong></td>
<td><strong>33</strong></td>
<td><strong>33.65%</strong></td>
<td><strong>152</strong></td>
<td><strong>61</strong></td>
<td><strong>40.13%</strong></td>
</tr>
</tbody>
</table>

### Salaried Professionals

<table>
<thead>
<tr>
<th></th>
<th># of hires</th>
<th># of diverse hires</th>
<th>% of diverse hires</th>
<th>Total Professional</th>
<th># of diverse Professional</th>
<th>% of diverse Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>8</td>
<td>6</td>
<td>75.00%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>7</td>
<td>5</td>
<td>71.43%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2</td>
<td>0</td>
<td>0.0%</td>
<td>6</td>
<td>4</td>
<td>66.67%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>8</td>
<td>4</td>
<td>50.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3</strong></td>
<td><strong>1</strong></td>
<td><strong>25.00%</strong></td>
<td><strong>8</strong></td>
<td><strong>4</strong></td>
<td><strong>50.00%</strong></td>
</tr>
</tbody>
</table>

*Source: Napa Valley College Office of Human Resources*

**Performance Outcomes:**

32. Revise & implement the Diversity Task Force Plan (ACCJC)

- NVC created the Inclusivity Committee to replace the Diversity Task Force. The committee is co-chaired by the V.P. Instruction and the V.P. Student Services.
- The Office of Research, Planning and Development designed campus climate surveys which will be conducted in fall 2009.
• NVC Drama Department presented a special reading of The Laramie Project at the Napa Valley Opera House. This observance of the 10 years since the death of Matthew Shepard was one of only two readings held in the country at which Judy Shepard, Matthew’s mother, spoke.
• Phi Theta Kappa, student honor society held a forum on world religions, which was open to the public.
• NVC hosted a three day “Stop the Hate” training program in April 2009.
• NVC hosted a delegation from Shanghai, China in February. Napa Valley College was the only community college they visited while in the U.S.
• ASB and Amnesty International co-sponsored a Day of Silence.
• ASB endorsed naming the Napa Valley College Glade the “Cesar Chavez Glade”.
• ASB and Umoja co-sponsored the Annual African American Celebration Dinner.
• ASB sponsored eight Human Services students to attend Napa County Violence Prevention Summit.

33. Implement Student Equity Plan (State mandate)
• NVC followed the Chancellor’s Office recommendation to initiate race/gender neutral methods in the Student Equity Plan for at least three years, before consideration is given to methods that take race or gender into account.
• The Student Equity Plan goals are consistent with NVC’s 2006-2011 Strategic Plan. The objects and performance indicators from the Strategic Plan are the framework for the Student Equity Plan. These include:
  o Increase successful course completion rates
  o Increase diversity among the student population
  o Increase student retention
  o Increase student persistence
  o Increase the percentage of students completing coursework at least one level above their prior basic skills enrollment in English and math
  o Increase the number of degrees awarded
  o Increase the number of certificates awarded
  o Increase the number of transfers to four year colleges and universities
• All instructional programs receive student equity data from the Office of Institutional Research. This data is used by faculty and staff to monitor student success by equity group.
• As part of the PEP process, each program and department is evaluated on student equity.

34. Conduct campus climate/student equity survey
• A campus climate survey was developed during spring 2009. It will be conducted during fall 2009.

35. Increase outreach activities to high schools, American Canyon, Upper Valley and Latino community.
• The Vice President of Student Services, along with community leaders from the Mexican state of Michoacan, helped organize an event on campus in October where
government dignitaries were presented to the Mexican community living in the Napa Valley.

- Nobel Peace Prize winner Rigoberta Menchu, recognized worldwide for her contributions to the plight of indigenous Guatemalans, spoke to the community at NVC. The Inclusivity Committee and Napa County Hispanic Network helped make the event possible.
- NVC held the 25th Annual Latino Youth Leadership Conference. The conference drew students from local schools including Vintage High School, Harvest Middle School, American Canyon Middle School, Napa High School and Valley Oak High School.
- The College Outreach Committee hosted the 3rd Annual College Awareness Night at the American Canyon Community Center on February 18. NVC faculty and staff, along with representatives from 4-year colleges and universities participated in the event.
- NVC was a co-sponsor of the annual health and environmental fair, Healthy People Healthy Planet, held at the American Canyon Community Center in May.
- NVC Engineering Day was held in May to encourage high school students who are interested in engineering and science to start their engineering career at NVC.
- Student Services/Counseling held a day-long event for students at the Upper Valley Campus.
- NVC Tech Prep focused on green emerging technologies with NVC faculty, ROP, and high school instructors. Tech Prep sponsored professional development in “green” emerging technology, such as Train the Trainer programs in green, photovoltaic and GIS/GPS. Over 400 students and 30 instructors were trained in Solar, ILT, and LED energies.
- The Tech Prep Consortium sponsored an Articulation Luncheon featuring Michelle Pilate from the Statewide Academic Senate speaking on overcoming barriers to articulation. 35 high school and college instructors attended.
- NVC held seven Tech Prep Advisory Board meetings attended by representatives from Workforce Investment Board (WIB), high school administrators and college administrators.
- NVC held the annual High School Breakfast for regional counselors and administrators in November 2008. Over 40 counselors and administrators from the region and over 20 NVC staff, counselors and faculty participated in the breakfast that highlighted NVC programs including Career Technical Education.
- NVC hosted a one week ½ credit Digital Arts Academy for high school students attended by 24 local students.
- The SBDC sponsored a Summer Business Boot Camp, June 2009 through the Youth Entrepreneurial Career Pathways grants. The boot camp was attended by 25 local high school students.
- Sponsored the Annual Business Plan Competition, December 2008. Sixteen high school students and 34 college students submitted plans and participated in the competition.
- Student Services participated in the 4th Annual Bi-National Health and Wellness Fair at Clinic Ole.
• A counselor spent two days a week at the Upper Valley Campus doing outreach to the up valley schools and the Latino community.

• Classes have been scheduled daily at the Calistoga Family Center, serving a largely Latino community.

• The Upper Valley Campus hosted the Day of the Dead celebration in partnership with the St. Helena Family Center.

• Noncredit classes were offered at two new Upper Valley locations: The Rianda Senior Center House and the Calistoga Art Center.

• Outreach Committee members participated in several high school college nights and career events at: Napa, Calistoga, Vintage, St. Helena, Justin Siena, Dixon, Vacaville and other Solano County high schools.

• NVC held the 4th Annual High School Breakfast which was attended by 41 representatives from high schools in the outreach area.

• The Outreach Committee and Student Ambassadors continued to provide campus tours for middle schools and high schools and other organizations that wanted to visit the campus to learn more about our programs and services.

• The Outreach Committee rehired two part-time Student Ambassadors to assist with outreach efforts on and off campus.

• EOPS offered a Summer Bridge program, ASPIRE, for incoming pre-college students transitioning to NVC.

• Financial Aid hosted 15 “Cash for College” financial aid workshops in the Calistoga, St. Helena, Napa, American Canyon and at Solano County schools.

• The Outreach Committee held a very successful NVC Day on campus on the first Saturday of fall 2008 classes with over 150 in attendance not including faculty and staff who participated. Over twenty NVC programs and services were highlighted during the resource fair.

• A part-time bilingual counselor, hired by the VPSS, continued to provide advising up valley and assisted with information tables, college nights and career days at Calistoga and Saint Helena High schools. She also gave presentations at different venues which included ESL information and arranged for several groups to visit the main campus.

• The outreach specialist and up valley part-time counselor, hired by the VPSS, worked in collaboration with the ESL coordinator to host three campus visits/tours for students from the ESL department and non-credit program. Transportation was provided and about 150 students participated in these events.

• The Vice President of Student Services was named to a commission/advisory committee of the government of Mexico to develop and implement innovative efforts for improving the lives of Mexicans living in the USA and Canada.

36. Foster relationships with local businesses and industries

• NVC, Queen of the Valley Medical Center and the City of American Canyon held the annual Healthy People, Healthy Planet health and environmental fair in American Canyon.

• The Small Business Development Center (SBDC) provided 2,138 counseling hours to 387 clients and conducted 128 training sessions for 1,053 participants.
• The SBDC assisted clients to obtain debt financing in the amount of $1,125,000 to expand their businesses.
• The SBDC sponsored the Third Annual Wine Country Hospitality Symposium in March, 2009. 130 attendees representing restaurants, wineries and other related hospitality businesses came from Napa and Sonoma Valleys and beyond.
• Through a CTE Digital Arts Multi Media grant, NVC co-sponsored a regional advisory event attended by 40 regional professionals in the Digital Arts and Multi Media.
• The SBDC’s Annual Business Plan Competition was co-sponsored by the Napa Chamber of Commerce, Umpqua Bank and the Napa Community Bank.
• NVC coordinated with Sustainable Napa County and the Napa County Office of Education to engage local green industry professionals and educators on a county-wide green technology career pathways.
• Career and Technical Education department worked with Pioneer Consulting and PGE to develop a Solar Tech training program for local businesses and students.
• The Assistant Registrar continued to foster NVC’s relationship with the American Canyon Resources Center. During the Fall 2008 semester, the Assistant Registrar visited the center on a monthly basis to promote NVC programs and services to community members of American Canyon and the clients of the Family Resource Center.
• The Career Center held a Spring Job Fair in April where 76 employers participated, and 1359 community members and students attended the fair.
• NVC held American Canyon Awareness Night in February 2009.
• The NVC Foundation hosted campus tours for human resource professionals from the wine industry.

37. Increase community participation in college programs and services
• The NVC Health Center, in conjunction with the Napa County Health and Human Services Agency offered a free flu vaccine clinic to the community.
• The Community Relations Office organized the Earth Day 2009 Celebration, held on the NVC soccer field.
• NVC joined the Napa County Environmental Education Coalition.
• The Community Relations office coordinated “green” tours of campus for student groups from Redwood Middle School and Harvest Middle School.
• NVC had a green display, highlighting college accomplishments, at the Green-World Music Festival at Copia.
• The Community Relations office supported NVC programs and campus events with publicity, media work, and collateral materials to increase community participation and knowledge about NVC.
• The Leadership Napa Valley class attended a campus tour, including the new construction sites.
• More than 200 Redwood Middle School Students toured the college’s green projects: the Chiller Plant, the new Life Sciences Building, new construction sites, the soar array, and Tulocay Creek project.
NVC Associated Student Body and Umoja Program sponsored NVC’s annual African American Celebration Dinner in February. The dinner, open to the community, was a sellout.

Community Education offered classes at the Upper Valley Campus at the request of the St. Helena Family Center and at the Presbyterian Church in Calistoga at the request of the Calistoga Family Center.

The Upper Valley Campus worked closely with and hosted events with the following organizations: Federated Women of St. Helena, St. Helena Chamber of Commerce, St. Helena Hospital, Music in the Vineyards, Arts Council of Napa Valley, Napa County Farm Bureau, Pacific Gas and Electric, Paws for Healing, Healthy Moms and Babies, and Napa Valley Unified School District.

The Upper Valley Campus began offering classes at the Rianda House Senior Center in St. Helena.

The Small Business Development Center worked with local and regional organizations to collaborate on training programs and services to local businesses. These new “partners” include the Napa County Agricultural Commission, the Napa County Workforce Investment Board, the Napa Valley Economic Development Corporation, Napa Valley Vintners, and local chambers of commerce including the Hispanic Chamber.

The Hospitality Institute and Hospitality Management Program received one of ten Statewide Exemplary Innovation Awards from the Economic and Workforce Development Department of California Community Colleges in May 2008. The award was for “My Napa Valley Hospitality Tourism Training Program” a collaborative training project with the Napa Valley Vintners and Napa Visitors and Convention Center.

The SBDC held two sessions of the Youth Entrepreneur Boot Camp, a full week of learning about business, for twenty-four high school and college students.

Financial Aid maintained regular outreach presence at the local high schools, participated in Cash for College events, college fairs, and various specialized presentations.

The Outreach Committee hosted the 3rd Annual College Awareness Night at the American Canyon Community Center on February 18. NVC faculty and staff, along with representatives from 4-year colleges and universities participated in the event.

Student Support Services held a Potluck Award Dinner for their graduates, transfer students and their families. 41 students received special medallions with an NVC/SSS inscription, which could be worn at graduation. There were more than 125 attendees at this first ever potluck dinner.

The Career Center updated the Occupational Training Guide of Napa County and distributed small quantities of the guide to local high schools, public libraries and employment sites throughout Napa Valley.

The Career Center coordinated the updating and printing of the Spanish version of the Occupational Training Guide of Napa County.

The Dean of Financial Aid/EOPS participated in the new CAL-SOAP Consortium.

Several outreach members represented NVC on various community organizations in the Napa County area (Queen of the Valley Hospital, California Human Development, Hispanic Network, Napa Valley Adult School, Puertas Abiertas, etc.)
• The dean of Financial Aid worked closely with the NVC Foundation Scholarship Committee and administrative office to coordinate the local scholarship awards program and assisted in scholarship development.
• The NVC Foundation hosted campus tours and a Performing Arts Center Open House for community leaders and donors.
• The NVC Foundation sponsored Cabaret Night showcasing the NVC music program. At least 100 community members attended the event.

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

**Measurable Objectives:**
38. Provide on-line registration for students enrolling in fee-based classes
   - On-line registration for fee-based classes began in fall 2008.
   - IT made web-based registration available year-round

39. Increase opportunities for faculty and staff to use technology to support student learning by providing staff development and training in technology (Title III)
   - The TLC offered 20 Technical Workshops, attended by 75 faculty and staff during fall 2008. Individual “at your desk” support was also available.
   - Title III project funded new computers in the Teaching and Learning Center.

**Performance Outcomes:**
40. Expand and improve technological capacities in classrooms, labs, and offices (Title III, Bond, Datatel)
   - NVC installed 6 additional smart classrooms.
   - NVC updated technology in 11 classrooms.
   - Staff planned for new technology for the new Library & Learning Resources Center.
   - The Hershey Imaging system was implemented to improve scanning and accessing of student records especially during advising.
   - Financial Aid installed TV monitors in the Lobby to loop FA TV videos to students while they wait. Also posted FA TV on the NVC Financial Aid website.
   - Student Support Services implemented, Blumen, a new computer program for APR reporting to the US Department of Education. This program will allow all staff to assist with data input.
   - The Career Center purchased an additional Dell Computer for student use and brochure development software, In-Design, to improve the quality of the materials that the center develops.
   - The Title III project funded the purchase of new computers for the Teaching and Learning Center (TLC)
   - The Information Technology (IT) department updated the CCCApply Website to match new majors for more accurate imports of student applications into the ERP system, expediting application processing for students.
   - IT updated the welcome e-mail sent to both English and Spanish speaking applicants in order to simplify the instructions for the registration process.
• IT built queries into Datatel to further automate the assignment of registration priorities to students, reducing staff time and increasing the number of students with registration priorities.
• IT replaced network switches on campus to improve network redundancy, performance and security
• IT increased data archiving capabilities through upgrading a tape library and backup software version
• IT upgraded PC software on many faculty and staff systems to Windows Vista and MS Office 2007
• Many obsolete PC’s were replaced, resulting in improved speed and functionality in classrooms and faculty and staff offices
• Installed new network multifunction printers in several departments on campus to enable more cost effective printing, faxing and scanning
• IT improved degree audit capabilities by adding new and past catalogs.
• IT augmented and improved reports used for scheduling, marketing, enrollment management, board approvals, managing and paying employees, and handling student probation, graduation, and Phi Theta Kappa processes.

41. Review and improve institution-wide processes in order to be more efficient.
• The college reviewed and improved new processes and procedures for evaluating tenured faculty and administrators.
• Through Datatel, budget center managers and their staff have access to the automated budget look up process, providing up-to-date budget information.
• The college replaced the practice of roll-over budgets with a new method that allows for flexibility to reallocate funds based on greatest need and best justification.
• The PEP process was revised. Everyone who participated in the 2009 process was surveyed and their recommendations for improvement were considered and changes were implemented for 2010.
• NVC has centralized file storage to enhance the security of stored information. It reduces the need to store confidential data on desktop computers and provides for central backups of critical user files.
• The Hershey Singularity document imaging system was implemented. All student records are scanned and stored in this secure, web-based imaging storage system.
• The District Instructional Technology Committee (DISC) recommended a reorganization of technology related committees that will be implemented as a pilot through May, 2010. The pilot will allow time to assess the effectiveness of the new structure, as well as the time commitment needed from staff as a result of the new structure.
• The college began to redesign the website using Microsoft Share Point, which will allow website content to be targeted for constituent groups such as parents, community members, and potential students.
• The college installed Cisco Voice Over IP (VOIP) phones at the Upper Valley Campus and Small Business Development Center to replace obsolete phone systems. The IT department continues to explore VOIP technologies for the main campus.
The President’s Cabinet began to explore division/department reorganizations that would improve efficiencies and result in budget savings. These would be implemented in 2009-2010 or beyond.

The college has increased the number of online course offerings. NVC submitted a substantive change proposal to ACCJC for three degrees – business, administration of justice, and hospitality and tourism management – that can be taken over 50 percent online.

The Curriculum Committee utilizes WebCMS, an online curriculum data management and development system. Curriculum proposals are submitted electronically in WebCMS through review stages including review for distance education elements, articulation, learning resources requests, student learning outcomes, selected general education review and final review by the full curriculum committee.

The SLO and Assessment Committee developed and approved the 5+1 Plan for managing the assessment process and making recommendations for program improvement bases on the results of the assessment.

The NVC library participated in planning to become part of the new 34-county Northnet Cooperative Library System. The new system will expand the number of items benefiting our students and faculty.

IT increased Datatel access to Student Services staff to improve workflow and service to students.

IT increased the number of reports based on ERP data to end users for self-help quick access to information.

IT upgraded to Exchange 2007 to increase employee productivity through improvements in system performance, searching capability, security, mobility, etc.

IT installed new phone cabling to many buildings on campus, allowing for more phones to be added as well as switching existing phones to new phone lines for clearer communication.

IT improved loading of student placement test scores to facilitate class registration.

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

**Performance Outcomes:**

42. Realize Facilities Master Plan and Bond Implementation Plan

- The Director of Campus Planning worked with TLCD architects to prepare the Facilities Master Plan, Volume 4.
- Parking Lot A was rebuilt during summer 2009.
- Construction continued on the Instructional Center for the Performing Arts, scheduled for completion in February/March 2010. The building will be available for instructional use in fall 2010.
- The North Gym is to be completed in fall 2009. The building will house a new Adaptive PE room, weight room, and a mat room for Criminal Justice.
- The new Ceramics Building was completed in June 2009. The building provides space for 25 potters’ wheels, as well as additional instructional space dedicated to Ceramics.
- The college upgraded telephone and network cabling on campus. New and existing buildings campus-wide will benefit from the expanded system.
- Construction of American Canyon High School is underway. The building is to include 3 dedicated classrooms for NVC.
- NVC’s new transit stop was dedicated on October 8, 2008.
- The Campus Planning and Construction Office has begun the programming process with stakeholders for the Building 600 Backfill Renovation, Building 800 Backfill Renovation, and Building 3700 Backfill Renovation.

43. Engage broad participation in design planning for new and renovated facilities (ACCJC)
   - The Facilities Planning Committee met twice a month to discuss projects and receive campus comments and concerns
   - The Campus Planning Office sent Construction Bulletin emails to the college community and posted planning and construction information on the college website on a regular basis.
   - Stakeholder groups met to help define and review plans for new LLRC, PAC, North Gym, ball field improvements, Ceramics, and multiple existing building renovation projects. Facilities participated in the building planning process and IT participated in design of fiber backbone and termination points.

44. Review financial planning process to account for the ramifications of facilities construction and renovation (ACCJC)
   - The Campus Planning and Construction office worked with the Business Office to identify costs related to facilities construction and renovation.

45. Implement Americans with Disabilities Act (ADA) Transition Plan
   - The Campus Planning and Construction office is incorporating accessibility standards in all of the new construction programs and new ADA way-finding signage will be added to accessible paths.

46. Create and maintain a safe, clean, comfortable, and attractive campus
   - The Ball Field parking lot was converted into a paid parking area.
   - Computers were installed in NVC police cars. The computers allow officers to stay on patrol longer and provide access to critical information that previously was only available in the office.
   - NVC continues to have a low overall crime rate and is a safe place to study and work. Most of the crimes are centered on the theft and vandalism of personal and college property.
   - College Police purchased three new hand-held radios to improve emergency police radio communications.
   - College Police received Board approval to be armed.
   - The new construction projects, site improvement projects and renovation projects have created a comfortable and attractive campus.
   - Emergency telephones and improved site lighting were installed with each facilities project.