NAPA VALLEY COLLEGE
2001-2005 Strategic Institutional Plan

2003-2004
Progress Report
Napa Valley College
2001-2005 Strategic Institutional Plan

Progress Report
2003-2004

The purpose of the 2003-2004 Progress Report is to share information within the college community about the highlights, accomplishments, and challenges that the college faced in its efforts to achieve the goals contained in the 2001-2005 Strategic Plan. Each of the college’s programs and services self-reported on the efforts they made throughout the year to address the thirty eight goals in the plan. The Office of Instruction, Office of Student Services, and the Office of Research, Planning and Development compiled the individual reports into this comprehensive college report.

Highlights of the accomplishments are listed together in the beginning of the report, followed by more detailed lists of accomplishments for each goal. Not surprisingly, the major challenges that are noted relate to staffing limitations and inadequate funding. Despite these shortcomings, the dedicated faculty and staff are making tremendous progress and continue to provide high quality educational programs and services to students attending Napa Valley College.

Many thanks to those who helped compile the Progress Report, including:

- Sallyanne Fitzgerald, V.P. Instruction
- Ed Shenk, V.P. Student Services
- Christina Rivera, Administrative Assistant, Instruction
- Martha Navarro, Administrative Assistant, Student Services
- Carolyn Sanchez, Secretary III, Research, Planning, and Development
- David Settle, Duplicating Services Supervisor, Printing Services

Judie Walter-Burke
Dean, Research, Planning, and Development
September 27, 2004
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Goal 30  Develop curricular partnerships with other educational institutions.

Goal 31  Develop and begin to implement a Facilities Plan to support the Education Master Plan. (See Excellence in Teaching and Learning #22).

Goal 32  Develop and implement strategies (e.g. bond) to fund deferred maintenance issues.

Goal 33  Ensure a safe, clean, comfortable and attractive campus.

Goal 34  Enliven the college atmosphere with special activities that attract the community to our facilities, and expand educational opportunities for students, staff, and faculty.

Goal 35  Address employers’ training and education needs by developing programs and services through the offices of Instruction and Student Services.

Goal 36  Develop timely, responsive, short-term, and affordable strategies to assist public agencies and private businesses.

Goal 37  Develop and implement new efforts that strengthen public and private partnerships, such as incubator programs.

Goal 38  Develop marketing and outreach activities which increase public awareness of NVC, its programs, and services.
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2003-2004
PROGRESS REPORT
HIGHLIGHTS

- NVC received another unqualified audit for Fiscal Year 2002-2003, the tenth such honor in as many years. There were no audit recommendations for improvement. The areas covered by the audit include Financial Aid, Admissions and Records, Bookstore, the district’s books and the NVC Foundation books. The 2002-2003 audit took on a very different look as a result of major changes in federal audit standards, and Business Office staff worked very closely with the auditors to insure that the financial information was correctly presented.

- A team from the Accrediting Commission for Community and Junior Colleges (ACCJC) visited Napa Valley College on October 20 – 23, 2003, to validate the college’s self study report and to recommend accreditation status to the commission. The team’s report includes six recommendations. ACCJC accredited NVC at their meeting in January 2004. The next self study and team visit are scheduled in 2008-2009.

- The Planning Committee held a retreat on April 8, 2004, at the Napa County Office of Education. Approximately 60 faculty, staff, students, administrators, members of the Board of Trustees and NVC Foundation brainstormed wording for new college mission, vision, and values statements. The committee is using this information to begin drafting the statements. The final statements will be sent to the Board of Trustees for approval in fall 2004.

- The Title III Teaching and Learning Center was established and set-up in Room 1035. The purpose of the center includes support for mentoring and professional development.

- Pavilions were erected at designated smoking areas on campus.

- Two of NVC’s Phi Theta Kappa students were named to the All California First Team and one was an All USA third team member. NVC’s Beta Beta Sigma Chapter was named second most outstanding chapter internationally.

- The college and foundation awarded 304 scholarships to 223 students worth $204,555, the largest amount ever awarded at NVC. Every student who applied and was eligible received a scholarship.

- Between 2001-2002 and 2002-2003, Napa Valley College increased the number of transfers to UC institutions by almost 10%. The number of transfers to CSU institutions remained stable. The total number of transfers increased by roughly 2%.

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Source: System Performance on Partnership for Excellence Goals, April 2004

- In 2002-2003, 510 Napa Valley College students achieved transfer-prepared status. This number represents a 3% decrease from 2001-2002, when 526 students became transfer-prepared.

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- NVC was one of three community colleges selected to join the Biology Transfer Consortium (BTC) with UC Berkeley. Three MESA students were summer interns at the university. In addition, ten SSS/EOPS students participated in the BTC or other summer internships programs.
- Between 2001-2002 and 2002-2003, Napa Valley College increased the number of certificates awarded by 28%. The number of Associate’s degrees conferred decreased by less than 3%. The total number of awards conferred by increased by approximately 7%.

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<tr>
<td>Certificates</td>
<td>270</td>
<td>345</td>
<td>+75</td>
<td>+27.8%</td>
</tr>
<tr>
<td>Total Awards</td>
<td>892</td>
<td>951</td>
<td>+59</td>
<td>+6.6%</td>
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*Source: California Community Colleges Chancellor’s Office Data Mart*

- Between 2001-2002 and 2002-2003, successful completion rates increased in transfer-level courses, basic-skills courses, and all courses offered at Napa Valley College. Successful completion rates among vocational courses decreased slightly (by 1.2%).

<table>
<thead>
<tr>
<th>Course Type</th>
<th>2001-2002</th>
<th>2002-2003</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Level</td>
<td>71.8%</td>
<td>74.1%</td>
<td>+2.3%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>53.6%</td>
<td>58.6%</td>
<td>+5.0%</td>
</tr>
<tr>
<td>Vocational</td>
<td>86.4%</td>
<td>85.2%</td>
<td>-1.2%</td>
</tr>
<tr>
<td>All Courses</td>
<td>70.3%</td>
<td>72.8%</td>
<td>+2.5%</td>
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*Source: System Performance on Partnership for Excellence Goals, April 2004*

- Successful course completions in introductory vocational courses increased from 3504 to 3515 between 2001-2002 and 2002-2003. This represents a 0.3% increase in the number of successful completions. *(Source: System Performance on Partnership for Excellence Goals, April 2004)*
- Successful course completions in advanced vocational courses increased from 2450 to 2324 between 2001-2002 and 2002-2003. This represents a 5% decrease in the number of successful completions. *(Source: System Performance on Partnership for Excellence Goals, April 2004)*
- The Office of Instruction applied and received Title III grant funding for innovative teaching methods.
- According to the April 2004 Report on System Performance on Partnership for Excellence Goals, the proportion of Napa Valley College basic-skills students who completed a higher level course in the same discipline within three years increased in 2002-2003. Within the 1999-2000 cohort (spanning through academic year 2001-2002), 18% of students with basic English skills advanced, 26% of students with basic mathematics skills advanced, and 22% of basic-skills students advanced. Within the 2000-2001 cohort (spanning through academic year 2002-2003), these rates increased to 23%, 28%, and 25%, respectively.

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<tbody>
<tr>
<td>English</td>
<td>18%</td>
<td>23%</td>
</tr>
<tr>
<td>Math</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>22%</td>
<td>25%</td>
</tr>
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</table>

*Source: System Performance on Partnership for Excellence Goals, April 2004*
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- NVC WorkAbility III program was cited as “one of the best performing WorkAbility III programs in the State” by the Collaborative Services Section of the Department of Rehabilitation (DOR). Some of the program strengths included: Staff teamwork within and between agencies, strong administrative/staff support, clear referral and information exchange process, strong community linkages, and a comprehensive and accessible web site for students/DOR consumers.
- A subcommittee was formed within the Counseling Division to review the use of the College Success Factors Index (CSFI) – an assessment instrument that can be used to identify high-risk students – and Early Alert/Retention strategies at Napa Valley College.
- The Matriculation Steering Committee reviewed current practices regarding probation students and recommended changes on the student contact and processing.
- Counseling, in coordination with the Matriculation Steering Committee, made recommendations to the Probation Policy and improved the letters to be sent to students each semester notifying them of their probation status and explaining the consequences of each.
- The Datatel Colleague integrated administrative system was selected by stakeholders as the most functional system meeting California Community College needs. Best pricing was negotiated and the system is being implemented. A portal, web registration, and other web services for students and employees will be part of the implementation. On-line faculty grading is slated for Summer 2005.
- The Collaborative Services Section Program Review Report for NVC WorkAbility III Program cited WorkAbility III’s website as a program strength for being comprehensive and accessible to students/DOR consumers.
- Financial Aid/EOPS/TRIO received major augmentation in the Board Financial Assistance Program to provide additional outreach and processing capacity to the financial aid unit. Two financial aid technicians and a financial aid advisor were hired to increase the level of service to NVC students. Additional space was identified to accommodate increased staffing levels in financial aid and EOPS.
- DSP&S completed a DSP&S database shared with DLS, APE and WAIII to improve the efficiency and accuracy of services and accommodations provided to students. The database has allowed DSP&S to go paperless thus eliminating long lines emanating from the DSP&S office and improving contact with continuing and new students.
- DSP&S developed an alternate media database that lists the alternate media (i.e. print media in Braille or on DC) available through NVC DSP&S. This database saves students and staff valuable resources, as formatting a textbook is both time-consuming and costly.
- The accreditation report acknowledged that “Student Services…offers many more services than one would expect from a medium-sized college.”
- The Career Center, with the collaboration of the Transfer Center, VATEA, Non-credit matriculation, DSPS, Financial Aid, MESA, ASB, Napa Chamber of Commerce, and Napa One-Stop Center, successfully presented two Job Fairs serving a total of 4,000 students and community members and approximately 200 employers.
- The Office of Instruction and the Dean and Associate Dean of Health Occupations worked with local hospitals to plan an expansion of the ADN program.
The Career Center relocated to the main administration building (Room 205) during the Spring Break to provide Counselors and Program Specialists with confidential space, to give the Career Center and job placement services a more centralized location for serving students, and to allow reorganization of job assignments for several staff, providing more productivity in terms of serving students.

The Transfer Center was moved to the Library (Room 316) to provide confidential space for counselors, provide a connection to Outreach Services and space to conduct on-site workshops and presentations.

The Intercultural Development Inventory was administered to 11 groups (consisting of 85 individuals) on campus, including almost all of the Student Services personnel.

The Datatel training modular was procured, installed, and outfitted with furniture, computers, whiteboards, and projection equipment. The facility has room for three groups to meet, work, and train simultaneously.

In the past, the lack of available training locations and equipment has hindered IT training. This is being overcome by portable laptops available in the library, the Datatel classroom above, and the electronic classroom being available one afternoon.

A team of Instructional and Student Services staff received training for student-as-learner instructional models, and the use of technology in preparing and presenting instruction.

At the request of instructors within the Social Sciences Division and the Office of Instruction, the Office of Institutional Research examined the relationship between students’ performance in Social Science courses above the 120 level, their English skill levels, and completion of an introductory theory course. With each level of English successfully completed prior to enrolling in a Social Science course, students were found to be more likely to complete Social Science courses successfully.

Title III grant began planning and developing institution-wide training in student learning outcomes.

The CJTC received the Governor’s Award For Excellence In Peace Officer Training for 2003. This award was based on our achievements in use of technology in the classroom, our expanded ethics curriculum, and our achievement in the area of instructor development.

Human Resources continues to have success hiring diverse faculty and staff. Among the 20 new faculty and staff hired in 2003-2004, six are new majority and one is disabled.

Napa Valley College joined the North Bay California Partnership for Achieving Student Success (Cal-PASS), an inter-segmental (K-16) data-sharing consortium spanning Napa, Sonoma, Marin, and Mendocino Counties.

The NVC Facilities Master Plan was approved by the Board of Trustees in December 2003. The plan establishes a twenty-year vision for the district. Bond funds will be used to construct new buildings and renovate existing buildings, as outlined in the Bond Implementation Plan.

Meetings were held with Facilities to identify possible projects that would qualify for scheduled maintenance and/or capital projects funding. The meetings will continue while a final list of proposed projects is developed.

NVCPD responded to 7,568 calls for service. This was a 21 percent increase from the previous year.

NVCPD conducted two training sessions of the Community Emergency Response Team (CERT) on campus for District personnel.
Under the leadership of the Coordinator of Student Life and ASB officers, activities were provided on campus each month, including Black History Month, School Violence Prevention Week, 3rd Annual Spring eARTh Festival, Campus Clean Up, Stress Relief Day, and the grand reopening of the Cafeteria. Overall 5,819 students participated in ASB and club events.

Student Activities held its 1st Annual Club Awards Luncheon at the end of the year with over 60 people in attendance.

The Upper Valley Campus developed an emeritus college through Community Education.

The CJTC most major accomplishment this year was the presentation of School Violence Prevention Week in April. We worked in collaboration with ASB to present a week of activities that included having Darrell Scott speak to a crowd of 800 members of our community.

The Office of Institutional Research produced one issue of the “Institutional Research Update” to share local research findings and inform the campus community of research-related developments in California. The “Institutional Research Update” is posted on the Napa Valley College Internet site.

A survey, initiated by the Office of Student Services and A&R, was conducted among Fall 2003 applicants who did not enroll at Napa Valley College in order to identify reasons that potential students did not enroll. Material explaining the registration process was included with the survey packet to familiarize this population with NVC procedures.

A survey of American Canyon/South County residents, initiated by the Non-credit Matriculation Outreach Specialist and the Career Center, was conducted to identify potential students’ interests and needs regarding academic and student services. The College President shared the preliminary results of the survey with the American Canyon City Council.

The Outreach Committee developed an Outreach Master Plan to ensure that residents in the Napa Valley and contiguous counties are aware of the educational programs and services offered by Napa Valley College. The plan established points of contact personnel to help coordinate outreach activities at designated sites.

Lauralyn Bauer from the Career Center, and Jose Hurtado from Counseling, were quoted in an article (May 23, 2004) by the Napa Register entitled, "Looking for a Career." The article focused on job placement and the outlook for jobs in Napa County. It heightened public awareness of NVC’s Career Center and the vocational programs at NVC including the Criminal Justice Training Center.

The Office of Instruction produced the second annual report highlighting faculty and staff Accomplishments. This report was distributed to Napa Valley community.
PARTNERSHIP FOR EXCELLENCE

1. Increase the number of students who transfer to UC and CSU and the number who are Transfer-Prepared.

Highlights:
- Between 2001-2002 and 2002-2003, Napa Valley College increased the number of transfers to UC institutions by almost 10%. The number of transfers to CSU institutions remained stable. The total number of transfers increased by roughly 2%.

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- Ten SSS/EOPS students participated in the BTC or other summer internships programs.
- MESA/Student Support Services and Science, Mathematics, and Engineering entered into a biology consortium with UC, Berkeley, Contra Costa College and City College of San Francisco.

Accomplishments:
- Counseling continues to increase the number of articulation agreements and CAN courses.
- Counseling regularly posted curricular, articulation, and other academic counseling issues/changes to the Articulation Intranet Site for use by counselors when advising students.
- Counseling continued to increase the usage of Action-Plan-It, the electronic educational plan; the functionality of this program has significantly improved over the past year.
- Counselors and specialists in the Counseling Division attended CSU and UC Counselor Conferences throughout the year.
- Student Support Services sponsored trips to Sonoma State University, UC Davis, UC Berkeley, and Mills College.
- Transfer Center increased student contacts by 4.6% in 2003-04 over 2002-03.
- The Transfer Center staff increased transfer admissions agreements (TAAs) to universities/colleges by 100% from 22 to 44 in 2003-04.
- Transfer Center increased the number of university/college representatives’ visits by 10.3% above those conducted in 2002-03.
Transfer Center increased the number of students served in classroom presentations/workshops related to applying/transferring to a four-year college or university by 70% from 235 to 405 in 2003-04.

The Science, Mathematics, and Engineering division upgraded GIS software.

The Science, Mathematics, and Engineering division obtained chemistry lab equipment that interfaces with computers for data acquisition.

Increased Biology and Math offerings

Biology Training Consortium has resulted in many student internships and increased course offerings.

Increased online courses in Math.

Microscopes were modified for the microbiology classes.

The Science, Mathematics, and Engineering division obtained the contract services for the autoclave.

The Fine and Performing Arts division revised art, drama, and music studio art courses bringing level up to par with courses offered at other community colleges and the CSU and UC systems.

Vocal music received an $180,000 endowment from the Dorothy Weed estate.

The Fine and Performing Arts division added six new adjunct instructors for film studies, drama, music, and art.

Drama faculty developed a new Video Documentary Production course.

The Social Sciences division supported two additional classrooms installed with ceiling-mounted LCDs (now a total of 5) so Social Sciences instructors can use PowerPoint without obstructing student’s view of front of room.

The Social Sciences division chair interviewed and hired 11 new adjunct instructors.

Faculty in the Social Sciences division introduced three new curricula: on-line sociology, new psychology courses, and Education 100 for students planning to become teachers.

The Social Sciences division received funds ($5,000) for division to update antiquated media and text resources with which to support classroom instruction.

Child and Family Studies (CFS) interviewed and hired two new adjunct instructors.

CFS co-authored EDUC 100 –Teaching as a Profession (spring 2004).

CFS increased enrollment cap for all transferable courses.

CFS revised CFS 145 Language Development and Early Literacy in the Young Child to accommodate students taking this course for their humanities requirement.

CFS coordinator visited each course to discuss program and advise students.

CFS Faculty coordinated various grants (Child Development Training Consortium, VTEA and the California Early Childhood Mentor Program).

Collaborative partners represented Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.

CFS collaborated with Local Child Start agency to offer our Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and our CFS 270, Administration and Supervision I and CFS 271, Administration and Supervision II classes.

CFS collaborated with the Early Project to offer CFS 120 and CFS 123 off campus for beginning students and Early Literacy Specialist (Dianna Chiabotti) through the Napa County Office of Education.
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- CFS collaborated with Touchpoints and Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.
- CFS conducted workshops at the C.A.R.E.S. Forum.
- CFS presented information about the Child and Family Studies program to Napa High School students and to the Child Start CFS 122 class.
- CFS collaborated with the ESL faculty to talk to our classes about ESL program.
- CFS completely revised CFS curriculum and program requirements in spring.
- CFS provided adjunct faculty with available funding to attend conferences.
- CFS conducted two meetings a semester to discuss and evaluate curriculum.
- CFS collaborated with Solano College Early Childhood Education department to ease transfer for students.

Challenges:
- Budget cutbacks prevented substantial improvement of hardware and software for computer art classes.
- With the retirement of several members of the Social Sciences division in the fast few years, and no replacements, there are only ten full-time faculty in the entire division. The division cannot continue to operate efficiently and serve students properly without some full-time additions in critical areas such as psychology, history and political science.
- To teach foreign languages and ESL, a foreign language and ESL language lab is needed.
- The need for an additional full-time CFS faculty person and a Lab school to train students is essential for preparing students. Ratio of full- to part-time faculty does not meet guidelines and many students need placements in the community because we do not have a lab school on campus.
- CFS absolutely needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.
- Full time replacements needed for staff lost to retirement and personal moves.
- Math courses taught by full-timers has fallen below 30%.
- Instructional supply budgets have not been increased since 1993.
2. Increase the number of AA/AS degrees and certificates awarded.

**Highlights:**
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*Source: California Community Colleges Chancellor’s Office Data Mart*

**Accomplishments:**
- Community Relations Office supported Health Occupations programs with media work/publicity (including getting faculty on KVON/KVYN), advertising and other outreach. Separate ads were placed for Respiratory Therapy information sessions and to advertise an extended application period for Psych Tech and VN (extended format) -- that was also featured on the highway sign. Supported American Canyon Health Fair, also increases visibility for Health Occupations programs.
- Community Relations Office publicized Health Occupations programs in the internal newsletter for existing students.
- Information Technology provides on-line students with computer generated instruction letters and Calif. Virtual Campus enrollments. The office also posts applicable information on the campus website.
- The Science, Mathematics, and Engineering division upgraded GIS software.
- The Science, Mathematics, and Engineering division obtained chemistry lab equipment that interfaces with computers for data acquisition.
- Microscopes were modified for the microbiology classes.
- The Science, Mathematics, and Engineering division obtained the contract services for the autoclave.
- UC, Berkeley increased transfer consortium with biology classes.
- Biology faculty upgraded all biology courses to UC/CSU transfer status.
- The Fine and Performing Arts was assigned a representative from the Transfer Center.
- The Business and Computer Studies division changed A.S. degree in Management and Marketing to Management and Business to accommodate transfer students.
- The Business and Computer Studies division changed requirements of Bookkeeping certificate to update student knowledge.
- The Social Sciences division chair interviewed and hired 11 new adjunct instructors.
- Faculty in the Social Sciences division introduced two new curricula: on-line sociology and new psychology courses.
- The Social Sciences division received funds ($5,000) for division to update antiquated media and text resources with which to support classroom instruction.
- The Social Sciences division revised and updated nearly all Social Sciences curricula including course outlines.
The CJTC awarded the first Dispatchers certificate this spring.
Child and Family Studies (CFS) interviewed and hired two new adjuncts.
CFS co-authored EDUC 100 –Teaching as a Profession (spring 2004).
CFS increased enrollment cap for all transferable courses.
CFS revised CFS 145 Language Development and Early Literacy in the Young Child to accommodate students taking this course for their humanities requirement.
CFS coordinator visited each course to discuss program and advise students.
CFS Faculty coordinated various grants (Child Development Training Consortium, VTEA and the California Early Childhood Mentor Program).
Collaborative partners represented Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.
CFS collaborated with Local Child Start agency to offer our Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and our CFS 270, Administration and Supervision I and CFS 271, Administration and Supervision II classes.
CFS collaborated with the Early Project to offer CFS 120 and CFS 123 off campus for beginning students and Early Literacy Specialist (Dianna Chiabotti) through the Napa County Office of Education.
CFS collaborated with Touchpoints and Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.
CFS conducted workshops at the C.A.R.E.S. Forum.
CFS presented information about the Child and Family Studies program to Napa High School students and to the Child Start CFS 122 class.
CFS completely revised CFS curriculum and program requirements in spring.
CFS provided adjunct faculty with available funding to attend conferences.
CFS conducted two meetings a semester to discuss and evaluate curriculum.
CFS collaborated with Solano College Early Childhood Education department to ease transfer for students.

Challenges
- The lack of space for all Fine and Performing Arts classes and substantial decrease in operational budget has impacted offerings.
- Instruction operational budgets have not been increased except for one-time budget augmentations.
- The need for an additional full-time CFS faculty person and a Lab school to train students is essential for preparing students. Ratio of full- to part-time faculty does not meet guidelines and many students need placements in the community because we do not have a lab school on campus.
- CFS needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.
3. Increase successful course completion rates for transfer level, basic skills, vocational education, and courses overall.

Highlights:
- Between 2001-2002 and 2002-2003, successful completion rates increased in transfer-level courses, basic-skills courses, and all courses offered at Napa Valley College. Successful completion rates among vocational courses decreased slightly (by 1.2%).

<table>
<thead>
<tr>
<th>Course Type</th>
<th>2001-2002</th>
<th>2002-2003</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Level</td>
<td>71.8%</td>
<td>74.1%</td>
<td>+2.3%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>53.6%</td>
<td>58.6%</td>
<td>+5.0%</td>
</tr>
<tr>
<td>Vocational</td>
<td>86.4%</td>
<td>85.2%</td>
<td>-1.2%</td>
</tr>
<tr>
<td>All Courses</td>
<td>70.3%</td>
<td>72.8%</td>
<td>+2.5%</td>
</tr>
</tbody>
</table>

*Note: System Performance on Partnership for Excellence Goals, April 2004*

Accomplishments:
- Information Technology provides on-line students with computer generated instruction letters and Calif. Virtual Campus enrollments for on-line students. The office also posts applicable information on the campus website.
- EOPS made the commitment to assist with the implementation of a PUENTE program.
- Counseling, in coordination with the Matriculation Steering Committee, made recommendations to the probation policy and improved the letters to be sent to students each semester notifying them of their probation status and explaining the consequences of each.
- Counseling provided counseling to nearly 3,500 students on a “drop-in” basis during registration periods and oriented over 1,900 students.
- DSP&S hired an alternate media specialist who has been meeting with division chairs regarding alternate media available to NVC faculty, staff, administrators, or students who request it.
- The Office of Instruction applied and received Title III grant funding for innovative teaching methods.
- SME faculty attended Pathways through Algebra Conference in Asilomar.
- SME faculty are actively involved in Academic Excellence Workshops for the MESA program.
- To increase retention in math courses, MATH 95 and 96 were installed.
- Mathematics faculty pooled office hours to increase student services.
- English faculty increased the number of units/contact hours for ENGL 85.
- The Fine and Performing Arts added seven electronic keyboards to be added to piano lab.
- The Social Sciences division supported two additional classrooms installed with ceiling-mounted LCDs (now a total of 5) so Social Sciences instructors can use PowerPoint without obstructing student’s view of front of room.
- The Social Sciences division chair interviewed and hired 11 new adjunct instructors.
- Faculty in the Social Sciences division introduced two new curricula: on-line sociology and new psychology courses.
- The Social Sciences division received funds ($5,000) for division to update antiquated media and text resources with which to support classroom instruction.
• The CJTC was asked by P.O.S.T. to become a model site for the PTO program (a new approach to field training that utilizes problem based learning. This request from P.O.S.T. will further strengthen our partnership with this police agency.
• The Fine and Performing Arts division added six new adjunct instructors for film studies, drama, music, and art.
• CFS interviewed and hired two new adjuncts.
• CFS increased enrollment cap for all transferable courses.
• CFS revised CFS 145 Language Development and Early Literacy in the Young Child to accommodate students taking this course for their humanities requirement.
• CFS coordinator visited each course to discuss program and advise students.
• CFS Faculty coordinated various grants (Child Development Training Consortium, VTEA and the California Early Childhood Mentor Program).
• Collaborative partners represented Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.
• CFS collaborated with Local Child Start agency to offer our Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and our CFS 270, Administration and Supervision I and CFS 271, Administration and Supervision II classes.
• CFS collaborated with the Early Project to offer CFS 120 and CFS 123 off campus for beginning students and Early Literacy Specialist (Dianna Chiabotti) through the Napa County Office of Education.
• CFS collaborated with Touchpoints and Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.
• CFS conducted workshops at the C.A.R.E.S. Forum.
• CFS collaborated with the ESL faculty to talk to our classes about ESL program.
• CFS completely revised CFS curriculum and program requirements in spring.
• CFS provided adjunct faculty with available funding to attend conferences.
• CFS conducted two meetings a semester to discuss and evaluate curriculum.
• CFS collaborated with Solano College Early Childhood Education department to ease transfer for students.

Challenges:
• Inconsistencies in letter generation impacted a few faculty and their students. Processes have been improved to prevent further occurrence (all semester databases are polled nightly) provided the meeting room is coded as “ONLINE.”
• The 400 building needs air conditioning and proper ventilation (toxic solvents are used).
• Computer Art courses working with insufficient hardware and software.
• The Fine and Performing Arts division is among the two worst in terms of full-time/part-time ratios for instructors. This, combined with no replacements for retirees severely inhibits instruction, service to students, community outreach, and the efficient operation of growing fine and performing arts programs.
• There is insufficient space in shops backstage (900 Bldg) are a safety hazard.
• With the retirement of several members of the Social Sciences division in the past few years, and no replacements, there are only ten full-time faculty in the entire division. The division cannot continue to operate efficiently and serve students properly without some full-time additions in critical areas such as psychology, history and political science.

• The need for an additional full-time CFS faculty person and a Lab school to train students is essential for preparing students. Ratio of full- to part-time adjuncts does not meet guidelines and many students need placements in the community because we do not have a lab school on campus.

• CFS absolutely needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.

• CFS needs a resource room for all of our student and faculty needs. (1506)

• CFS upkeep of classrooms and storage areas is tedious. Need additional money to support this endeavor with work-study student.

4. Increase successful course completions in introductory and advanced vocational courses.

Highlights:

• Successful course completions in introductory vocational courses increased from 3504 to 3515 between 2001-2002 and 2002-2003. This represents a 0.3% increase in the number of successful completions. (Source: System Performance on Partnership for Excellence Goals, April 2004)

• Successful course completions in advanced vocational courses increased from 2450 to 2324 between 2001-2002 and 2002-2003. This represents a 5% decrease in the number of successful completions. (Source: System Performance on Partnership for Excellence Goals, April 2004)

• The Office of Instruction applied and received Title III grant funding for innovative teaching methods.

Accomplishments:

• Information Technology generates instruction letters and CALIF. VIRTUAL CAMPUS enrollments for on-line students, as well as posts applicable information on the campus website.

• Child Development Center provided a site for NVC Police Academy Cadets to interact with young children as part of their professional training and for NVC Nursing students to observe and work with young children as part of their pediatric requirements.

• The Respiratory Therapy program had a successful accreditation review.

• CFS co-authored EDUC 100 –Teaching as a Profession (spring 2004).

• CFS Faculty coordinated various grants (Child Development Training Consortium, VTEA and the California Early Childhood Mentor Program).

• Collaborative partners represented Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.

• CFS collaborated with Local Child Start agency to offer our Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood
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- CFS collaborated with Touchpoints and Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.
- CFS conducted workshops at the C.A.R.E.S. Forum.
- CFS collaborated with the ESL faculty to talk to our classes about ESL program.
- CFS completely revised CFS curriculum and program requirements in spring.
- CFS conducted two meetings a semester to discuss and evaluate curriculum.
- CFS collaborated with Solano College Early Childhood Education department to ease transfer for students.

**Challenges:**

- Inconsistencies in letter generation impacted a few faculty and their students. Processes have been improved to prevent further occurrence (all semester databases are polled nightly) provided the meeting room is coded as “ONLINE.”
- The need for an additional full-time CFS faculty person and a Lab school to train students is essential for preparing students. Ratio of full- to part-time adjuncts does not meet guidelines and many students need placements in the community because we do not have a lab school on campus.
- CFS needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.

5. **Increase the number of businesses and employees benefiting from training through contract education.**

**Accomplishments:**

- The Science, Mathematics, and Engineering created relationships with area businesses, especially high tech.

6. **Increase the number of individuals receiving fee-based job training.**

**Challenges:**

- This data is not available from the Chancellor’s office.
7. **Increase the number of students who complete a basic skills (English and mathematics) course and complete a higher-level course in the same discipline within three years.**

**Highlights:**
- According to the April 2004 Report on *System Performance on Partnership for Excellence Goals*, the proportion of Napa Valley College basic-skills students who completed a higher level course in the same discipline within three years increased in 2002-2003. Within the 1999-2000 cohort (spanning through academic year 2001-2002), 18% of students with basic English skills advanced, 26% of students with basic mathematics skills advanced, and 22% of basic-skills students advanced. Within the 2000-2001 cohort (spanning through academic year 2002-2003), these rates increased to 23%, 28%, and 25%, respectively.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>English</td>
<td>18%</td>
<td>23%</td>
</tr>
<tr>
<td>Math</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>22%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Source: System Performance on Partnership for Excellence Goals, April 2004*

**Accomplishments:**
- A counselor was assigned to the Upper Valley Campus to work with non-credit and credit matriculation students twice a week.
- Counseling worked closely with Admissions and Records to improve the process for prerequisite equivalencies and prerequisite **Challenges**.
- The Science, Mathematics, and Engineering division linked biology and sociology courses.
- Working with the college researcher, the Office of Instruction completed a research project examining student success in English Basic skills.
STRENGTHENED SUPPORT FOR STUDENTS

8. Expand support systems which provide close monitoring and mentoring of high risk and underprepared students.

Highlights:
- NVC WorkAbility III program was cited as “one of the best performing WorkAbility III programs in the State” by the Collaborative Services Section of the Department of Rehabilitation (DOR). Some of the program strengths included: Staff teamwork within and between agencies, strong administrative/staff support, clear referral and information exchange process, strong community linkages, and a comprehensive and accessible web site for students/DOR consumers.
- A subcommittee was formed within the Counseling Division to review the use of the College Success Factors Index (CSFI)–an assessment instrument that can be used to identify high-risk students– and Early Alert/Retention strategies at Napa Valley College.
- The Matriculation Steering Committee reviewed current practices regarding probation students and recommended changes on the student contact and processing.
- Counseling, in coordination with the Matriculation Steering Committee, made recommendations to the Probation Policy and improved the letters to be sent to students each semester notifying them of their probation status and explaining the consequences of each.
- FA/EOPS awarded scholarships in the amount of $204,555 to 223 students. Every student who applied and was eligible received a scholarship.

Accomplishments:
- The NVC Upward Bound Program was awarded $49,000 from the Wine Auction to support operational expenses for one year. The program identifies high school students from disadvantaged backgrounds and prepares them for postsecondary education. This grant will also allow the program to work with Upper Valley high schools.
- WorkAbility III provided educational training services, job training, job development and placement services, and tutoring support services to 132 students.
- Financial Aid/EOPS/TRIO served 2,500 unduplicated students through the financial aid programs.
- Financial Aid/EOPS/TRIO offered many mentoring opportunities, including the 19th Annual Latino Youth Leadership Conference; the ROPES course, and special orientation for incoming TRIO, CAMP, and EOPS students.
- EOPS served 355 very low income, educationally disadvantaged NVC students with financial support, counseling, individualized tutoring, and priority registration.
- CalWORKS and CARE served 62 single parent students.
- Student Support Services served 180 low income, first generation NVC students in helping them meet their educational goals.
- Talent Search served 600 students in grades 6-12 at NVUSD target schools providing guidance and assistance to prepare a student to attend a four-year college or university of their choice.
- Career Center provided ongoing career, academic and personal counseling, and provided bilingual job placement services through a temporary staff member.
- Special Services (DSP&S) served 2,123 credit and non-credit students—each having had at least four contacts each semester with DSP&S staff.
• Child Development Center served 115 students/parents in 2003-04.
• MESA/Student Support Services and Science, Mathematics, and Engineering entered into a biology consortium with UC, Berkeley, Contra Costa College and City College of San Francisco.
• The Puente Program was planned during the spring semester. The program is scheduled to start this fall.
• CFS collaborated with the ESL faculty to talk to our classes about ESL program.
• CFS collaborated with Solano College Early Childhood Education department to ease transfer for students.
• SME faculty are actively involved in Academic Excellence Workshops for the MESA program.

Challenges:
• Funding was not available to expand the first-year experience for all financial aid students.
• Student Support Services underwent several programming and staffing adjustments throughout the year due to the unexpected death of Laura Gustafson, SSS Director, in an automobile accident. Her death was traumatic for both the students in the program and the staff.
• Understanding the allocation formula from the Chancellor’s Office is essential in really understanding the funding components of the DSP&S budget—the 3rd largest DSP&S budget in the state.

9. Utilize and explore new technologies and processes to better serve students.

Highlights:
• The Datatel Colleague integrated administrative system was selected by stakeholders as the most functional system meeting California Community College needs. Best pricing was negotiated and the system is being implemented. A portal, web registration, and other web services for students and employees will be part of the implementation. On-line faculty grading is slated for Summer 2005.
• The Collaborative Services Section Program Review Report for NVC WorkAbility III Program cited WorkAbility III’s website as a program strength for being comprehensive and accessible to students/DOR consumers.
• Financial Aid/EOPS/TRIO received major augmentation in the Board Financial Assistance Program to provide additional outreach and processing capacity to the financial aid unit. Two financial aid technicians and a financial aid advisor were hired to increase the level of service to NVC students. Additional space was identified to accommodate increased staffing levels in financial aid and EOPS.
• DSP&S completed a DSP&S database shared with DLS, APE and WAIlll to improve the efficiency and accuracy of services and accommodations provided to students. The database has allowed DSP&S to go paperless thus eliminating long lines emanating from the DSP&S office and improving contact with continuing and new students.
• DSP&S developed an alternate media database that lists the alternate media (i.e. print media in Braille or on DC) available through NVC DSP&S. This database saves students and staff valuable resources, as formatting a textbook is both time-consuming and costly.
Accomplishments:

- Kiosk style computers were installed in A&R lobby. Transcript, articulation, and financial aid information and forms are available on the NVC website.
- Kurzweil software for the vision impaired was upgraded to facilitate accessibility. Increased 508 compliance for the campus website is on-going.
- Work began on the core network upgrade to improve network efficiency, support, security, and management.
- A DSPS on-line database application integrated with the HP 3000 student system was developed to track accommodations and resources. Student data and staff contacts are collected and included in MIS reporting for funding.
- An on-line scholarship application with expanded awards was implemented for easy access for students. An electronic spreadsheet for improved coordination among administering offices is now in use.
- Omni Update software for ease of web page creation was purchased and numerous demonstrations and trainings were held. A pilot group of instructors created web pages during summer 2004; rollout will continue in fall 2004.
- Improvements in automation of assessments, repeats, grade processing, and prerequisite checking have been made.
- All admissions applications are completed on-line using CCC Apply. Information uploads to the HP 3000 student system. A Datatel Colleague upload will need to be implemented.
- A new academic server was procured and implemented with increased storage for scanned books.
- Financial Aid/EOPS/TRIO incorporated recommendations from the visiting EOPS Review Team regarding the number of times students see counselors.
- Financial Aid/EOPS/TRIO worked with Community Relations in developing an off-campus publicity plan to advertise the March 2nd deadline for filing the 2004-05 financial aid application. Ads were placed in the local newspapers, on the radio stations, and in the local theater. Spanish language ads were placed on the Spanish radio station, and print and audio materials from the California Student Aid Commission along with locally developed copy were used in the publicity plan.
- Counseling reorganized the secretarial area in General Counseling to improve efficiency of clerical functions, including greeting students, scanning, and providing support to counselors.
- Counseling continues to examine online counseling services, including orientation.
- The Science, Mathematics, and Engineering division upgrade GIS software.
- Microscopes were modified for the microbiology classes.
- The Science, Mathematics, and Engineering division obtained the contract services for the autoclave.
- The Science, Mathematics, and Engineering division obtained chemistry lab equipment that interfaces with computers for data acquisition.
- Through fundraising and donations to Vocal Music Department, one computer station will be in place and operating in fall 2004 to begin a voice/ear training lab.
- Seven digital pianos are being purchased spring 2004.
- LCD projector purchased for Studio/Art/History.
- The Social Sciences division supported two additional classrooms installed with ceiling-mounted LCDs (now a total of 5) so Social Sciences instructors can use PowerPoint without obstructing student’s view of front of room.
• The Social Sciences division received funds ($5,000) for division to update antiquated media and text resources with which to support classroom instruction.
• The Social Sciences division used appropriate part of budget to provide equipment and supplies as necessary to allow faculty to deliver technology-mediated instruction.
• The CJTC purchased the equipment necessary to duplicate mini-CD roms.
• The CJTC developed a set of computerized report forms using Microsoft Excel, and the forms are being used in all basic academy classes. The forms include a face page, narrative, and property form. Students use the laptop computers in the classroom to write reports. This process resembles almost identically the equipment and environment graduates will be in while writing reports in the field.
• The CJTC purchased a digital ID card system that creates professional identification cards that are now issued to every student. The cards are also required for students attending the Tools for Tolerance Program in Los Angeles and help local law enforcement officers properly identify academy cadets.

Challenges:
• It took many months for the District Technology Advisory Committee (DTAC) to be assembled but the group met in May 2004 and one of their first tasks will be a revised network security policy.
• On-line purchasing was delayed due to the cost of the software utilities required by our current finance system. The decision was made to wait for the new system.
• During the transition period to the Datatel systems, decisions are constantly being made concerning making improvements in the existing system or waiting for the new which requires patience for all. Also functionality in the new system will have to be re-established in some instances.
• The duplication of mini-CD roms was not completed due to a lack of time this year. The CJTC plan to continue work on this project next fiscal year.

10. Explore alternative systems to deliver student services.

Highlights:
• The accreditation report acknowledged that “Student Services…offers many more services than one would expect from a medium-sized college.”

Accomplishments:
• Counseling continues to notify instructional faculty of 100% drop-in counseling and other services to increase student contact with counselors.
• Counseling continues to offer classroom presentations upon faculty requests on topics including, but not limited to, time management, study skills, academic regulations, transfer advising, and career guidance.
• Counseling continues to build and improve liaisons with divisions and departments to ensure that up-to-date information is shared with students regarding any program changes.
• Student Health Services established psychological services by providing a limited number of hours from a Mental Health Counselor.
• Community Relations has included information on student and support services in each issue of the newsletter. Worked on numerous flyers, posters and other collateral material for student services and other support services. Used highway sign as appropriate.
• Student Health Services continues to make progress in making students aware of the free services on campus including STD screening and treatment, and psychological services.

• Student Health Services, in collaboration with the Physical Education department, began offering sports physical exams for student athletes.

• A grant provides tutoring and childcare for Respiratory Therapy students.

Challenges:
• Due to time and staffing constraints, Admissions and Records was unable to work out all the issues related to moving transcripts online through a third party vendor.

• Limitations are imposed by the fact that the graphic design position has not yet been restored to full time (was restored 8/04).

11. Strengthen partnerships with the business community to expand career and job opportunities for students.

Highlights:
• The Career Center, with the collaboration of the Transfer Center, VATEA, Non-credit matriculation, DSPS, Financial Aid, MESA, ASB, Napa Chamber of Commerce, and Napa One-Stop Center, successfully presented two Job Fairs serving a total of 4,000 students and community members and approximately 200 employers.

• The Office of Instruction and the Dean and Associate Dean of Health Occupations worked with local hospitals to plan an expansion of the ADN program.

Accomplishments:
• In January, 2004, the NVC Foundation established a new Business Development Committee for the purpose of building partnerships between the local business community and NVC with a focus on financial support of college priorities. (This committee began planning outreach to community CEOs that will take place in November, 2004.)

• During FY 2003-2004 the Foundation received approximately 20 in-kind donations that are valued by the donor. The total value could be close to $10,000.

• The Career Center held a three-day bilingual class on Career Direction for a group of ESL parents of Napa Valley Language Academy (a combined effort with Non-credit Matriculation).

• The Career Center, upon invitation from instructors, presented 11 class presentations on resume writing, job hunting, and career planning.

• Lauralyn Bauer from the Career Center, and Jose Hurtado from Counseling, were quoted in an article (May 23, 2004) by the Napa Register entitled, "Looking for a Career." The article focused on job placement and the outlook for jobs in Napa County. It heightened public awareness of NVC's Career Center and the vocational programs at NVC including the Criminal Justice Training Center.

• The Science, Mathematics, and Engineering created relationships with area business, especially high tech
The Fine and Performing Arts division strengthened partnerships through the following activities:
- Vocal concert at Napa Senior center.
- Full Art Exhibition schedule at Menlo St. Gallery.
- Drama continues to produce for Children’s Theatre productions in fall and touring shows in the spring for participating local schools.
- Vocal Music performances at various church venues, the Napa Valley Opera House, memorial services, graduations, celebrations and other ceremonies.

The Director of CJTC has been meeting regularly with BDMIG security in order to help them develop plans for an indoor firearms range facility that will meet the needs of the training center. Architectural drawings have been created and the formal planning and permit approval process is underway. BDMIG hopes to have their project completed sometime in 2005.

The Director of CJTC has been meeting regularly with the City of Fairfield to assist them with their development of an indoor range. We will continue to offer both projects our expertise and full support.

CFS co-authored EDUC 100 –Teaching as a Profession (spring 2004).
CFS Faculty coordinated various grants (Child Development Training Consortium, VTEA and the California Early Childhood Mentor Program).
CFS collaborated with Local Child Start agency to offer our Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and our CFS 270, Administration and Supervision I and CFS 271, Administration and Supervision II classes.
CFS collaborated with the Early Project to offer CFS 120 and CFS 123 off campus for beginning students and Early Literacy Specialist (Dianna Chiabotti) through the Napa County Office of Education.
CFS collaborated with Touchpoints and Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.
CFS conducted workshops at the C.A.R.E.S. Forum.

Challenges:
- The STAC firearms range facility we have been using for over five years is closing in July 2004. This is a huge loss for the training center. It will be at least two years before either indoor range project we are supporting will be ready for use. So far, we have secured temporary use of the USI range and Concord Police Association range in Concord. We still do not have adequate mat room space. We anticipate having to discontinue the offering of the 832PC Firearms Course and Firearms Instructor Course until we are able to secure a permanent range.
12. Develop a centralized job placement service, which includes internships, service learning, and job and career placement. Measure job placement in vocational programs.

**Highlights:**
- The Career Center relocated to the main administration building (Room 205) during the Spring Break to provide Counselors and Program Specialists with confidential space, to give the Career Center and job placement services a more centralized location for serving students, and to allow reorganization of job assignments for several staff, providing more productivity in terms of serving students.

**Accomplishments:**
- The Human Services Program placed 17 students in Human Services internships and had full enrollment for all core courses in the Human Services Certificate Program for both semesters.
- New job boards were located in the hallway of the main administration building outside of the Career Center providing high student traffic.
- Financial Aid/EOPS/TRIO continues to offer work study opportunities to students with on-campus employment.
- The MESA Program placed 13 students in summer internship opportunities in businesses and universities.

13. Implement recommendations from the Student Services Group Architectural Program to optimize the delivery of services.

**Highlights:**
- The Career Center relocated to the main administration building (Room 205) during the Spring Break to provide Counselors and Program Specialists with confidential space, to give the Career Center and job placement services a more centralized location for serving students, and to allow reorganization of job assignments for several staff, providing more productivity in terms of serving students.
- The Transfer Center was moved to the Library (Room 316) to provide confidential space for counselors, provide a connection to Outreach Services and space to conduct on-site workshops and presentations.

**Accomplishments:**
- An agreement was reached to expand the Financial Aid Office, improve the ASB/Student Activities space, while also improving the piano/voice space with a new module.

**Challenges:**
- There continues to be a need to work on resolving problems created by space issues to better serve students until the renovated Student Services building is done.
14. Develop and implement Americans with Disabilities Act Transition Plan, including program accessibility, architectural barriers, education, and services.

Accomplishments:
- The college is working with Architerra to develop an Americans with Disabilities Act (ADA) mandated Transition Plan. NVC developed and completed an Architectural Barriers Study and remediation plan several years ago. The new Transition Plan will address access to program issues and prioritize removal of physical barriers.
- DSP&S collaborated in the creation of the Transition Plan Advisory Committee, which represents diverse constituents affected by accessibility issues on campus.
- The college hired a full-time Alternate Media Specialist.

15. Develop and implement a Student Recruitment Plan to address the needs of residents in American Canyon and the Upper Valley.

Highlights:
- A survey of American Canyon/South County residents was conducted to identify potential students’ interests and needs regarding academic and student services.
- The Outreach Committee developed an Outreach Master Plan and established points of contact personnel to help coordinate outreach activities at designated sites.

Accomplishments:
- The college has had discussions with the City of American Canyon concerning a potential classroom building that would be part of the proposed Town Center.
- Counseling expanded outreach services in the upper-valley area, including monthly visits to Calistoga High School and regular, weekly hours at the St. Helena High School Campus.
- Counseling offered regular counseling hours at the Upper Valley Campus in St. Helena.
- Non-credit Matriculation, the Outreach Program, Counseling, and the Office of Student Services established an up-valley tutoring program for at-risk student at St. Helena High School and Calistoga High School.
- A successful “Healthy People, Healthy Planet” fair was again offered in American Canyon to enlighten the community on health issues and opportunities at NVC. The fair attracted over 400 residents.
- Community Relations continued media outreach work in American Canyon and the Upper Valley using all available media. Press releases were sent to all media in the county (and, depending on the content, beyond). An effort is made to use new media as available, for example the new Napa-Solano Post.
- Community Relations supported the American Canyon Health Fair, an outreach activity, with advertising (contacting and coordinating with Queen of the Valley Hospital), media work and photography of the event in progress.
- Community Relations prepared to do American Canyon and St. Helena/Calistoga specific ads during each advertising campaign.
- Individuals from each geographic area were included in the general college registration advertising campaign.
• Community Relations Office helped provide additional publicity to the new Filipino student club (nursing students, most from Vallejo).
• The Community Relations Office designed and placed ads in chamber of commerce directories from each community, maps and other collateral material as budget allows.
• The Community Relations Office booked Bonnie Thoreen on TV27 to help publicize UVC programs and services.
• Community Relations Office attended and supported the Chamber Mixer at the UVC in September.
• Community Relations Office participated in preliminary planning for UVC 10th anniversary and 30th anniversary of Trips and Tours.
• The Science, Mathematics, and Engineering division continues to offer courses in American Canyon and at Upper Valley Campus.

Challenges:
• Community Relations will continue to request, as part of the budget process, additional staff (CRO assistant) in order to meet the increasing demand for work in American Canyon and up valley.
• Community Relations includes Spanish information as much as possible. However, there is a challenge in finding Spanish media outlets.
HUMAN RESOURCES

16. Implement the college’s Diversity Plan and the state mandated Faculty/Staff Diversity Plan to increase diversity in staffing and active support for diversity within the college community.

Highlights:
- The Intercultural Development Inventory was administered to 11 groups (consisting of 85 individuals) on campus, including almost all of the Student Services personnel.

Accomplishments:
- New Majority Affairs/Transfer Center initiated and co-organized the first New Majority Community Leaders and NVC Leaders social “greeting and meeting” event.
- The Social Sciences division chair interviewed and hired 11 new adjunct instructors.

Challenges:
- The Social Sciences division received authorization to hire a new history/political science instructor; however, due to budget cutbacks, it was rescinded.

17. Provide professional development opportunities, including training in diversity issues, technology, and specialized training that supports faculty/staff in their work.

Highlights:
- The Datatel training modular was procured, installed, and outfitted with furniture, computers, whiteboards, and projection equipment. The facility has room for three groups to meet, work, and train simultaneously.
- In the past, the lack of available training locations and equipment has hindered IT training. This is being overcome by portable laptops available in the library, the Datatel classroom above, and the electronic classroom being available one afternoon.

Accomplishments:
- NVC staff implementing the Datatel Colleague system is being trained in new technologies and applications.
- Three Microsoft Outlook training classes were conducted for faculty and staff. The classes were well attended and highly rated by attendees.
- During the spring semester 2004, the Human Resources department coordinated Employee Assistance Program (EAP) workshops for faculty and staff.
- The new Teaching and Learning Center assumed responsibility for coordinating staff development for NVC faculty, classified staff, and administrators.
- Several committees and groups on campus worked with the Intercultural Development Inventory.
• The Office of Student Services conducted two staff trainings for Student Services personnel addressing diversity and customer service issues, attended by 90% of the staff.
• Child Development Center provided many regular and hourly staff with development opportunities which allowed them to receive professional stipends from the First Five program to improve their professional expertise.
• The Office of Instruction held and supported ongoing staff development workshops throughout the year.
• The Director of CJTC delivered the Journey to a Hate Free Millennium program to five classes on campus, one class at New Technology High, and one class at Calistoga High School.
• The Title III grant provided training to faculty and staff in student learning outcomes.
• CFS Faculty coordinated various grants (Child Development Training Consortium, VTEA and the California Early Childhood Mentor Program).
• A CFS faculty completed an Infant-Parent Mental Health Fellowship Program with Harvard Medical School, Children’s Hospital Boston and Napa County Health and Human Services Agencies.
• CFS provided adjunct faculty with available funding to attend conferences.

Challenges:
• The money allocated to divisions’ travel and conference budget is insufficient to support the professional growth and development needed to keep faculty informed of the latest technology.

18. Develop an institution-wide system to support mentoring and professional development to meet staffing needs across all constituent groups.

Highlights:
• The Teaching Learning Center was established. The purpose of the center includes support for mentoring and professional development.

Accomplishments:
• CJTC Secretary completed cross training and is now handling all P.O.S.T. Program support duties.
• A new employee was hired in a half time position and has assumed student support duties for 20 hours per week in addition to her existing 20-hour position with the Department of Fish and Game. Unfortunately, due to the elimination of the Fish and Game Academy, funding for the Fish and Game part of this position will also be eliminated effective December 31, 2003.
19. Explore and use effective strategies to attract, hire, and retain diverse faculty, administrators, and staff.

Accomplishments:
- New Majority Affairs/Transfer Center coordinator provided recommendations for improving NM hiring outcomes and participated in the Human Resources Faculty Hiring Policy/Practices review process.
- The Office of Instruction and a counselor presented a workshop for part-time instructors on obtaining a full-time California community college position.
- Human Resources continues to have success hiring diverse faculty, administrators, and staff. During 2003-2004, the college hired 20 new employees, 6 of whom are new majority and one of whom is disabled.

20. Develop and implement a standardized and regularly scheduled evaluation process for part-time faculty.

Accomplishments:
- The Office of Instruction part-time faculty pilot process was implemented and is currently being reviewed for revision.

Challenges:
- CFS faculty need time to conduct adjunct evaluations and provide mentoring.

21. Develop a comprehensive orientation program for all new members of the campus community to promote a collegial environment.

Accomplishments:
- The Vice President of Student Services developed and guided two new staff members, the Associate Dean of Special Services and the Administrative Assistant of Student Services, through a six-month orientation program. The program assisted them in adapting to their new assignments and easing into the everyday routine of NVC.
- Working with constituent groups, the Teaching and Learning Center began planning and development of a comprehensive orientation program.
- The Office of Instruction with the Faculty Professional Development Committee developed and presented a yearlong orientation program for new faculty and an orientation for new division chairs.
EXCELLENCE IN TEACHING AND LEARNING

22. Complete development and begin implementation of an Education Master Plan. (see Campus Environment #31)

Accomplishments:
- The Educational Master Plan was completed in 2001.

23. Meet the needs of underprepared students by improving assessment, applying current pedagogy, and meeting the SCANS (Secretary’s Commission on Achieving Necessary Skills) Competency (see Appendix B).

Accomplishments:
- The Office of Institutional Research completed a validation study of the College Tests for English Placement (CTEP), used to place students into Napa Valley College English courses. As a result of the study, students will receive one placement recommendation, based on their combined performance on the reading and writing tests. (Under the previous system, students received two separate placement recommendations – one for reading and one for writing.) The new placement system will take effect during the Summer 2004 testing period.
- Faculty worked with the researcher to validate assessment scores.
- The Science, Mathematics, and Engineering division developed curriculum that meets SCANS criteria.

24. Develop and implement a comprehensive professional development program involving all faculty and staff, with emphasis on training in: ADA accommodation, diversity, global perspectives on curricula, student-as-learner instructional models, and the use of technology in preparing and presenting instruction.

Highlights:
- A team of Instructional and Student Services staff received training for student-as-learner instructional models, and the use of technology in preparing and presenting instruction.
- The Teaching and Learning Center, funded by Title III, began the planning and development of a comprehensive professional development program.

Accomplishments:
- The new Teaching and Learning Center assumed responsibility for coordinating staff development for NVC faculty, classified staff, and administrators.
- Several CJTC staff completed the P.O.S.T. Physical Training Instructor course in September 2003.
- An employee graduated from the P.O.S.T. Master Instructor Development Program.
- Todd Dischinger completed an 80-hour problem based learning course provided by Reno Police Department and P.O.S.T.
- The CJTC was recognized by P.O.S.T. for having over 80 percent of the instructional staff assigned to the basic academy program certified by the P.O.S.T. Basic Course Instructor Certification Program.
- CFS provided adjunct faculty with funds to attend conferences.
- A CFS faculty member completed the Infant-Parent Mental Health Fellowship Program with Harvard Medical School, Children’s Hospital Boston and Napa County Health & Human Services Agency.

**Challenges:**
- Staff Development funds were reduced mid-year.

**25. Design and develop a teaching resource center to support professional development.**

**Accomplishments:**
- The new Teaching and Learning Center assumed responsibility for coordinating staff development for NVC faculty, classified staff, and administrators.
- The Learning Resource Center and faculty with the support of Office of Instruction, created a library collection of professional materials devoted to instructional effectiveness.
- A Teaching and Learning Center (Title III grant) was established in Room 1034.

**26. Strengthen the institutional program review process and use this process for making decisions regarding funding, staffing, program development, alternative delivery formats, and flexible scheduling.**

**Accomplishments:**
- A program review committee met to design a new program review process for NVC. The group developed a draft rubric for evaluating instructional programs. In April, the Academic Senate president from Glendale College came to NVC for two days to meet with the committee, Academic Senate, Planning Committee, President’s Staff, and key faculty and staff. He shared Glendale’s model program review process and recommended that NVC meet with representatives from Contra Costa College to explore their model. The committee anticipates that a new process for NVC will be developed in fall 2004 for implementation beginning in spring 2005.
- The Office of Instruction worked with Academic Senate to revise the program review process for decision-making purposes.

**27. Ensure a rigorous ongoing review of the curriculum, based on current research, to strengthen the emphasis of all programs on improving and up-dating content: diversity, global perspectives, transfer preparedness/opportunities, and preparing students for employment.**

**Highlights:**
- At the request of instructors within the Social Sciences Division and the Office of Instruction, the Office of Institutional Research examined the relationship between students’ performance in Social Science courses above the 120 level, their English skill levels, and completion of an introductory theory course. With each level of English successfully completed prior to enrolling in a Social Science course, students were found to be more likely to complete Social Science courses successfully.
• Title III grant began planning and developing institution-wide training in student learning outcomes.

• The Curriculum Committee, Co-chaired by the Faculty and the Office of Instruction, approved 35 minor course revisions, 28 major course revisions, 10 new courses, 4 program revisions, and 6 non-credit course revisions. The substance of these approvals can be found in the report sent to the Board of Trustees by Sally Fitzgerald and Glen Bell, dated December 11, 2003, and May 20, 2004.

Accomplishments:

• Drama and music courses were brought up to par with courses offered at other community colleges and the CSU and UC systems.

• A new course has been added to Computer Art (Digital Image Editing) and in Drama (Video Documentary production).

• Film Studies and Media courses revisions have been completed.

• The CJTC completed a revision of the 832PC Arrest Course and 832PC Firearms Course and submitted the package to P.O.S.T. for recertification.

• The LECOP learning activities were pilot tested in all of our academy classes this year. The CJTC worked with POST to re-write the entire set using a problem based learning format.

• The CJTC implemented the revised academy schedule with great success so far. Student performance on written exams and in scenario testing appears to be improved.

• The CJTC completed collecting an expanded course outline for every block of instruction taught in the basic academy.

• The CJTC completed a review of the tuition schedule for the basic academy and basic dispatch course. Based on input from the Advisory Committee, fees were established to accommodate the required increase in college unit fees. The tuition charges for these courses are significantly lower than those of the surrounding training centers.

• The CJTC completed development of three, 8-hour advanced officer courses that students may take individually or in any combination that includes training on Racial Profiling, Driving, and First and CPR.

• Todd Dischinger completed the first draft of a new course on facilitation skills for instructors. This course was requested by P.O.S.T. and will be provided to instructors from the four academies involved in the P.O.S.T. LECOP pilot project.

• The CJTC completed a full revision of our “Lifetime Fitness” program for the basic academy. This revision included writing new detailed lesson plans for all 40 physical training sessions provided in the basic academy. Each lesson includes specified exercises (with sets and repetitions), grass drills, and running assignments. Each physical training instructor will be provided with a copy of the revised instructor manual.

• CFS co-authored EDUC 100 – Teaching as a Profession (spring 2004).

• CFS completely revised CFS curriculum and program requirements in spring.

• CFS conducted two meetings a semester to discuss and evaluate curriculum.

Challenges:

• The CJTC challenge is to keep the expanded course outline for every block of instruction current.
28. Increase use of technology in the delivery of instruction, including use of distance learning and computer assisted instruction. Provide campus-wide access, support, and necessary maintenance to computers for students, faculty, and staff, and increase access to computer labs and the Internet.

Highlights:
- The CJTC received the Governor’s Award For Excellence In Peace Officer Training for 2003. This award was based on our achievements in use of technology in the classroom, our expanded ethics curriculum, and our achievement in the area of instructor development.

Accomplishments:
- Software was updated in the library and in computer labs: media center, on-line math, electronic classroom, criminal justice, nursing, diagnostic learning services, Science/Math/Engineering, and MESA.
- A new academic server was procured and implemented to ensure availability of academic resources and provide increased capability and capacity.
- Eureka software for career planning was updated.
- Student computers were updated for WorkAbility III, Student Support Services, Talent Search, Upward Bound and DSPS.
- Twelve new workstations were placed in faculty offices.
- Security was increased on criminal justice, police department, MESA, and Science/Math/Engineering computers.
- The Office of Research, Planning, and Development expanded the Planning intranet site to include status reports on the revisions to the mission, vision, and values. The department’s website includes research reports and the NVC Strategic Plan.
- The Office of Instruction supported funding to equip classrooms for enhanced use of technology for instructional effectiveness.
- The Office of Instruction supported developing and offering on-line courses.
- The Science, Mathematics, and Engineering division upgrade GIS software.
- Microscopes were modified for the microbiology classes.
- The Science, Mathematics, and Engineering division obtained the contract services for the autoclave.
- The Science, Mathematics, and Engineering division obtained chemistry lab equipment that interfaces with computers for data acquisition.
- Drawing pads have been provided for computer art classes through a foundation grant.
- The Social Sciences division supported two additional classrooms installed with ceiling-mounted LCDs (now a total of 5) so Social Sciences instructors can use PowerPoint without obstructing student’s view of front of room.
- The Social Sciences division replaced and/or upgraded antiquated computers for full-time instructors.
- The CJTC Academy Readiness Course video was updated and produced in both a VHS and digital video format. The video is being shown regularly during the Academy Readiness Course.
On July 1, 2003, CJTC implemented a self-imposed moratorium on handout materials for all classes. The purpose of this moratorium is to save the college money on printing costs. In lieu of hard copy handouts, instructors can provide digital copies that can be included on the student CD ROM.

The CJTC purchased a used delivery van to replace our existing van and pick-up truck.

The Office of Instruction obtained ten faculty computers.

The Office of Instruction obtained bond money for several classroom LCD projectors, advanced human physiology teaching kit, kiln shelf, equipment for machine tools, and six extra faculty computers.

**Challenges:**

- Upgrades of hardware and software in all areas are necessary and have not been funded due to budget cutbacks.
- More drawing pads are needed to accommodate enrollments.
- Need institutional support for faculty to attend technological conferences and training sessions. Currently, little or no travel and conference money available.

29. **Recruit and hire highly qualified faculty and staff who represent the growing diversity of California. Provide competitive compensation that will attract and retain such employees, while still operating in a financially responsible manner as stated in the NVC District established Budget Parameters/Priorities.**

**Highlights:**

- Human Resources continues to have success hiring diverse faculty and staff. Among the 20 new faculty and staff hired in 2003-2004, six are new majority and one is disabled.

**Accomplishments:**

- A new full-time bilingual (English/Spanish) Associate Dean was hired to start spring 2003 in DSP&S (Special Services).
- A new full-time bilingual (English/Spanish) Administrative Assistant was hired to start spring 2003 in the Office of Student Services.
- A new sight-impaired full-time counselor for WorkAbility III/DSP&S was hired to start spring 2003.
- A bilingual (English/Spanish) temporary EOPS replacement counselor was hired for spring 2003.
- The Social Sciences division chair interviewed and hired 11 new adjunct instructors.
- A new full-time Instructional Assistant was hired.
- CFS interviewed and hired two new adjuncts.
- CFS provided adjunct faculty with available funding to attend conferences.
- In light of current fiscal situation, Napa Valley College has not laid off any permanent faculty or staff

**Challenges:**

- State budget cuts have delayed replacement hiring of full-time faculty.
- The Social Sciences division did receive authorization to hire a new history/political science instructor; however, due to budget cutbacks, it was rescinded.
The need for an additional full-time CFS faculty person and a Lab school to train students is essential for preparing students. Ratio of full- to part-time adjuncts does not meet guidelines and many students need placements in the community because we do not have a lab school on campus.

30. Develop curricular partnerships with other educational institutions.

Highlights:
- Napa Valley College joined the North Bay California Partnership for Achieving Student Success (Cal-PASS), an inter-segmental (K-16) data-sharing consortium spanning Napa, Sonoma, Marin, and Mendocino Counties.

Accomplishments:
- Instructors have exhibited and served as visiting artists at other colleges.
- Fine and Performing Arts students have transferred successfully and won several scholarships.
- The Social Science Division presented an ADMJ 120 course at New Technology High School.
- The CJTC hosted a 40-hour P.O.S.T. simulator instructor course in April this year. We are now one step closer to being certified to present force options simulator training for PSP credit.
- CFS collaborated with Local Child Start agency to offer our Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and our CFS 270, Administration and Supervision I and CFS 271, Administration and Supervision II classes.
- CFS collaborated with the Early Project to offer CFS 120 and CFS 123 off campus for beginning students and Early literacy Specialist (Dianna Chiabotti) through the Napa County Office of Education.
- CFS collaborated with Touchpoints and Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.
- CFS conducted workshops at the C.A.R.E.S. Forum.
- CFS presented information about the Child and Family Studies program to Napa High School students and to the Child Start CFS 122 class.
- CFS is a member of the Napa Child Care Planning Council.
- A CFS faculty completed an Infant-Parent Mental Health Fellowship Program with Harvard Medical School, Children’s Hospital Boston and Napa County Health and Human Services Agencies.
- CFS collaborated with Solano College Early Childhood Education department to ease transfer for students.

Challenges:
- Fine and Performing Arts funds are needed to provide tutoring and mentoring.
CAMPUS ENVIRONMENT

31. Develop and begin to implement a Facilities Plan to support the Education Master Plan. (See Excellence in Teaching and Learning #22).

Highlights:
- The NVC Facilities Master Plan was approved by the Board of Trustees in December 2003. The plan establishes a twenty-year vision for the district. Bond funds will be used to construct new buildings and renovate existing buildings, as outlined in the Bond Implementation Plan.

Accomplishments:
- The first facilities bonds were issued to fund the first phase of projects under the Bond Implementation Plan.
- In November 2003, NVC selected a firm to develop and file a Master Plan Environmental Impact Report (EIR) and further refine construction plans. The 12-18 month project includes geotech, hydro/storm water, and traffic reports. A Public Scoping Meeting was held in Spring 2004.
- The Facilities office developed the Final Plan Proposal (FPP) for a New Learning Resource Center (library) that was submitted to the state for capital projects funding. A new LRC is slated for construction and included in the Facilities and Bond Implementation Plans.
- The college developed plans and created swingspace with modular buildings for Datatel training, Piano/vocal music, the Health Center, and additional classroom space.
- The south parking lot was upgraded and the Art Building was relandscaped to create a courtyard. ADA path of travel improvements were also made.
- Also see items listed under goals 32 and 33.

32. Develop and implement strategies (e.g. bond) to fund deferred maintenance issues.

Highlights:
- Meetings were held with Facilities to identify possible projects that would qualify for scheduled maintenance and/or capital projects funding. The meetings will continue while a final list of proposed projects is developed.

Accomplishments:
- The mansard roofs were weatherized and painted in the new exterior colors. This project was funded with the scheduled maintenance grant and bond funds.
- Also see items listed under goals 31 and 33.

Challenges:
- The state financial situation limits the amount of funding available for both capital projects and scheduled maintenance.
33. Ensure a safe, clean, comfortable and attractive campus.

Highlights:
- NVCPD responded to 7,568 calls for service. This was a 21 percent increase from the previous year.
- The NVCPD conducted two training sessions of the Community Emergency Response Team (CERT) on campus for District personnel.

Accomplishments:
- Several meetings were held that involved the President and other administrators at which the current food services program was discussed and various options considered.
- The President and the V.P. Business and Finance met with the current cafeteria management group and had a broad ranging discussion about the current food services program and what other options might be available.
- The Classified Staff Lounge/Board meeting room was renovated and refurnished.
- The Cafeteria was renovated with new flooring, paint, and ceiling. A wall was added to partially enclose the video/vending area.
- Exterior color standards were developed and the quad area was repainted.
- The Furniture Selection Committee began meeting in April 2004. Three vendors were identified. Work will continue through 04-05 to develop furniture standards for faculty and staff in order to save costs through bulk purchasing and maintenance/life expectancy.
- A Winery Equipment Pad cover was constructed to provide weather protection for a donated glycol unit.
- Replaced existing concrete pool deck that was cracked and did not drain properly. Added new light poles, diving platform, seating and ADA accessible drinking fountains.
- Three sets of restrooms (buildings 400, 700, and 100) were remodeled and meet ADA standards.
- NVC put on a School Violence Week program that highlighted the appearance of Darrel Scott, father of Rachel Scott, who was killed at Columbine High School.
- ASB collaborated with MESA and Phi Theta Kappa in a Campus Clean Up event.
- Also see items listed under goals 31 and 32.

Challenges:
- The cafeteria faces substantial competition from several fast food outlets located a short distance from the campus. That, combined with the size of our student body limits the cafeteria sales and hampers efforts to create a broader menu selection and longer hours.
- Funding has, once again, not been available to address the long-standing needs of the NVC Police Department, including hiring an additional officer and replacing unsafe patrol vehicles.
- CFS needs a resource room for all of our student and faculty needs. (1506)
- CFS upkeep of classrooms and storage areas is tedious. Need additional money to support this endeavor with work-study student.
34. Enliven the college atmosphere with special activities that attract the community to our facilities, and expand educational opportunities for students, staff, and faculty.

Highlights:
- Under the leadership of the Coordinator of Student Life and ASB officers, activities were provided on campus each month, including Black History Month, School Violence Prevention Week, 3rd Annual Spring eARTh Festival, Campus Clean Up, Stress Relief Day, and the grand reopening of the Cafeteria. Overall 5,819 students participated in ASB and club events.
- Student Activities held its 1st Annual Club Awards Luncheon at the end of the year with over 60 people in attendance.
- The Upper Valley Campus developed an emeritus college through Community Education.
- The CJTC most major accomplishment this year was the presentation of School Violence Prevention Week in April. We worked in collaboration with ASB to present a week of activities that included having Darrell Scott speak to a crowd of 800 members of our community.

Accomplishments:
- ASB participated in the March on Sacramento to rally support during state budget considerations and protest the proposed fee increase.
- The Coordinator of Student Life published 12 monthly Club Advisor Newsletters during the 2003-04 school year.
- The ASB Board members had excellent attendance and participation in the ASB Fall and Spring Leadership Retreats and the CCCSAA Leadership Conference in Sacramento.
- Student Health Services held an annual Flu Vaccine Clinic on campus offering flu shots to students, staff and the community for a minimal fee.
- Community Relations Office increased campus and public awareness of events; promote events with internal and external publicity with the goal of increased participation.
- Community Relations Office newsletter promoted and featured campus activities (ASB art festival, for example). A special ASB election issue was produced.
- Community Relations Office attended and photographed March on Sacramento
- Community Relations Office provided special media work on Honor Society honors
- Community Relations Office continued to supervise student writers for campus newsletter and include student information (since we have no student newspaper)
- Community Relations Office promoted ASB activities with student segment on each TV27 show.
- Community Relations Office provided publicity support for Night of 1000 dinners, African American history month etc.
- Community Relations Office worked with ASB to provide advice on publicity.
- Author on campus: Jimenez – Community Relations office served on planning committee, did publicity
- Community Relations Office provided Fine & Performing Arts events publicity support
- Community Relations Office was involved in School Violence Awareness Week – by providing major publicity (internal and external) work, media contact work, photography of event, working with TV 50 and supporting NBC Today Show appearance from NVC.
- The Fine and Performing Arts enlivened the college atmosphere through the following activities:
- Art and ceramics instructors have exhibited their work extensively both in the Bay Area and in other parts of the U.S.
- NVC Art Gallery has presented a six Art Exhibitions at the Menlo St. Gallery venue.
- Forty-four Theatre Performances including musical collaborations with Vocal Music and Children’s Theatre Productions and School Tours and Summer Theatre Events.
- Vocal Music presented five performances in Scotland, 16 community performances as well as campus concerts and recitals.
- Vocal Music and Drama presented six musical theater performances.
- Instrumental Music (North Bay Philharmonic Orchestra and North Bay Wind Ensemble) presented five concerts.

- The NVC Foundation (NVCF) held an afternoon reception for major donors on June 4, 2003, at the home and gardens of Jim and Debbie Terry. 40 people attended.
- The NVCF held an annual dinner and silent auction at Silverado Resort on October 15, 2003, to thank the wine auction for their generosity to our entire community and to showcase our successful NVC students. 185 people attended.
- The NVCF holiday donor reception was held on December 8, 2003, at Piccolino’s restaurant. 70 people attended.
- A NVCF special donor luncheon was held on April 12, 2004, to honor Bob and Verna Steinhauer. Eight people attended.
- NVCF held a donor reception at the Upper Valley Campus Cooking School on May 12, 2004. 30 people attended.
- NVCF held a scholarship donor reception prior to the Scholarship Awards Ceremony on May 27, 2004. 50 people attended.

**Challenges:**
- Community Relations Office had staffing limitations.
BUSINESS/COMMUNITY
STRENGTHEN PUBLIC/PRIVATE PARTNERSHIP

35. Address employers’ training and education needs by developing programs and services through the offices of Instruction and Student Services.

Highlights:
- The Career Center, with the collaboration of the Transfer Center, VATEA, Non-credit matriculation, DSPS, Financial Aid, MESA, ASB, Napa Chamber of Commerce, and Napa One-Stop Center, successfully presented two Job Fairs serving a total of 4,000 students and community members and approximately 200 employers.

Accomplishments:
- Child Development Center worked with local Child Development Advocacy groups and NVC Child and Family Studies to provide childcare for students taking specific evening and weekend CFS classes.
- Child Development Center provided numerous on-site jobs for NVC students in fields working with young children.
- A consultant was hired to research community need for the hospitality program.
- Office of Instruction participated with the Napa Valley Economic Development Corporation on joint ventures.

36. Develop timely, responsive, short-term, and affordable strategies to assist public agencies and private businesses.

Accomplishments:
- The Office of Instruction and divisions worked with local businesses to offer courses through contract education (e.g. Dey lab).
- P.O.S.T. presented our training center with a $9700 contract to develop new curriculum for a facilitation skills training course.
- An outside contractor, from the Solano County Sheriff’s Department, started work here at the training center developing curriculum for the corrections program. He completed outlines for the 56-hour transitions course and adult corrections core course. We will pursue approval from the college curriculum committee in the fall and hope to present our first offerings of these courses in spring 2005.

37. Develop and implement new efforts that strengthen public and private partnerships, such as incubator programs.

Accomplishments:
- The Math, Science and Engineering division worked with Dey Labs in a partnership to offer training for the business’ employees.
- Nursing faculty, Business Vice President, and Dean of Health Occupations collaborated with local hospitals to expand the nursing program.
- The Dean of Occupational Education worked with the NVEDC to survey businesses on their training needs during an afternoon conference at the Mondavi Winery.
Challenges

- In tight budget times, the college has no expendable income to fund the seed money needed to develop collaborations and no staff to pursue their development; therefore, faculty and staff must seek these opportunities from their own time and resources.

38. Develop marketing and outreach activities which increase public awareness of NVC, its programs, and services.

Highlights:

- The Office of Institutional Research produced one issue of the “Institutional Research Update” to share local research findings and inform the campus community of research-related developments in California. The “Institutional Research Update” is posted on the Napa Valley College Internet site.
- A survey, initiated by the Office of Student Services and A&R, was conducted among fall 2003 applicants who did not enroll at Napa Valley College in order to identify reasons that potential students did not enroll. Material explaining the registration process was included with the survey packet to familiarize this population with NVC procedures.
- A survey of American Canyon/South County residents, initiated by the Non-credit Matriculation Outreach Specialist and the Career Center, was conducted to identify potential students’ interests and needs regarding academic and student services. The College President shared the preliminary results of the survey with the American Canyon City Council.
- The Outreach Committee developed an Outreach Master Plan to ensure that residents in the Napa Valley and contiguous counties are aware of the educational programs and services offered by Napa Valley College. The plan established points of contact personnel to help coordinate outreach activities at designated sites.
- Lauralyn Bauer from the Career Center, and Jose Hurtado from Counseling, were quoted in an article (May 23, 2004) by the Napa Register entitled, "Looking for a Career." The article focused on job placement and the outlook for jobs in Napa County. It heightened public awareness of NVC’s Career Center and the vocational programs at NVC including the Criminal Justice Training Center.
- Financial Aid/EOPS/TRIO received major augmentation in the Board Financial Assistance Program to provide additional outreach and processing capacity to the financial aid unit. Two financial aid technicians and a financial aid advisor were hired to increase the level of service to NVC students.
- The Office of Instruction produced the second annual report highlighting faculty and staff Accomplishments. This report was distributed to Napa Valley community.
- Upper Valley Campus developed an emeritus college through Community Education.

Accomplishments:

- The NVC Foundation (NVCF) held its annual dinner and silent auction at Silverado Resort on October 15, 2003, to thank the wine auction for their generosity to the entire community and to showcase successful NVC students. 185 people attended.
- A NVCF board retreat was held on January 30, 2004, with 35 members in attendance. The board created a long-term development plan and a new committee structure to implement the plan and maximize resources.
On May 27, 2004, the NVCF held a donor reception prior to the Scholarship Awards Ceremony that was attended by 50 people. They also held a reception after the ceremony for all who participated, including scholarship recipients, donors, families, friends, faculty, and the community at large, 150-200 people. (There are other donor events listed under Goal 34.)

The NVCF sent its 2003 Annual Report to 5,000 members of the community, showcasing NVC and Foundation Accomplishments for the year. Several other direct mail solicitations and invitations were sent throughout the year.

The NVCF executive director participated in community outreach activities including the Wine Auction, Napa Chamber of Commerce, Kiwanis Club of Napa, and attended various activities sponsored by these organizations.

Financial Aid/EOPS/TRIO worked with Community Relations in developing an off-campus publicity plan to advertise the March 2nd deadline for filing the 2004-05 financial aid application. Ads were placed in the local newspapers, on the radio stations, and in the local theater. Spanish language ads were placed on the Spanish radio station, and print and audio materials from the California Student Aid Commission along with locally developed copy were used in the publicity plan.

The Non-Credit Matriculation Outreach Counselor, Counseling, and the Career Center coordinated a Career Fair in St. Helena with the cooperation of upper valley high schools; 80 students from St. Helena and Calistoga High Schools attended.

Community Relations Office produced Foundation annual report, provided support for Foundation annual dinner and other special events, produced collateral material.

Community Relations Office had numerous meetings with and provided support to new Foundation volunteers interested in helping with publicity.

Community Relations Office attended Foundation meetings, Foundation committee meetings and special events.

Community Relations Office provided publicity for Foundation in newsletter, had director and board member on TV27.

Community Relations Office supported Scholarship ceremony, arranged for photographer and took photographs at the event.

Community Relations Office developed a new color brochure for NVC.

The Director of CJTC worked with the Solano County Adult Protective Services agency and Solano County Chiefs Association to produce a training video for patrol officers on how to investigate incidents of elder abuse. Six segments of videotape were edited and assembled into a production ready video documentary that will be shown to every law enforcement officer in Solano County.

The CJTC completed a revision of the color brochure for the basic police academy.

The CJTC produced a new color ad that will be shown in local movie theaters over the holiday season and into the first half of 2004.

The CJTC updated our television commercial and purchased time for showing in January 2004.

Collaborative partners represented Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.
CFS collaborated with Local Child Start agency to offer our Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and our CFS 270, Administration and Supervision I and CFS 271, Administration and Supervision II classes.

CFS collaborated with the Early Project to offer CFS 120 and CFS 123 off campus for beginning students and Early Literacy Specialist (Dianna Chiabotti) through the Napa County Office of Education.

CFS collaborated with Touchpoints and Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.

CFS conducted workshops at the C.A.R.E.S. Forum.

CFS is a member of the Napa Child Care Planning Council.

A CFS faculty completed an Infant-Parent Mental Health Fellowship Program with Harvard Medical School, Children’s Hospital Boston and Napa County Health and Human Services Agencies.

Challenges:

- The retirement of the previous Employment Specialist and the process of hiring a replacement for this position affected WorkAbility III’s ability to increase its presence in the community through outreach services.
- The need to hire a permanent job placement specialist limits our ability to develop a viable job placement program for AS degree graduates.
- Student Health Services’ campus-wide outreach activities related to health promotion and disease prevention are limited because of limited staff and clinic hours.
- Increasing support to the Foundation impacts existing Community Relations workload. Staffing limitations and inadequate equipment in Print Shop to produce the high quality of work for the Foundation.