Napa Valley College
2001-2005 Strategic Institutional Plan

2004-2005
Progress Report
A progress report is prepared each year 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 was invited to self-report on the efforts they made throughout 2004-2005 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:

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- Ed Shenk, V.P. Student Services
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Dean, Research, Planning, and Development
November 2, 2005
## 2004-2005 Progress Report
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Goal 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. ........................................

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). ..............................................................................................

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

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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. .................................................................................................................
In May 2005, 386 NVC students were awarded scholarships totaling $254,865.

The NVC catalog was awarded third prize in the state.

Bill Fried and Laura Ecklin were selected as the McPherson Distinguished Teacher Award winners.

NVC student Nida Qurashi was named New Century Scholar and first team USA Today All American Scholar. She is NVC’s third New Century Scholar and forth All American Scholar in the past four years.

NVC celebrated the tenth anniversary of the Upper Valley campus and recognized the thirtieth anniversary of Trips and Tours.

The Police Academy had its POST accreditation, which resulted in the program being identified as outstanding.

NVC received its 11th straight unqualified audit.

The UVC initiated the Emeritus College, with courses designed for seniors.

NVC initiated a four day flexible class schedule.

NVC initiated enrollment management strategies aimed at attracting new students and increasing retention. Retention of students continues to be the primary factor that will allow us to bring in the funding that will allow us to invest in our programs and our people.

The Planning, Budget, and Enrollment Management Committees held a college-wide forum on the topic of Retention, Persistence and FTES.

NVC submitted the Student Equity Plan to the Chancellor’s Office.

The Planning Committee created new college mission, values and vision statements.

The Academic Senate created Academic Honesty and Program Discontinuance policies.

Student Support Services (SSS) participated in the Biology Transfer Consortium (BTC) by sending 12 students to UC Berkeley for a semester-long course which prepares them for transfer.

Fifty-two SSS students earned certificates, graduated and/or transferred to a 4-year institution out of the 180 students it served. Fifty-seven SSS students received scholarships.

EOPS participated in the implementation of the PUENTE program and Mary Salceda-Nunez, EOPS counselor, served as the first PUENTE counselor after several attempts in prior years. The program courses focus on student success skills and transferring to a four-year college/university.

FA/EOPS awarded scholarships in the amount of $254,865 to 260 students—over $50,000 more than last year.

A new four-year cycle of funding was awarded for the Student Services Support program from the U.S. Department of Education-TRIO programs.

The PUENTE Program was initiated and completed its first year. 25 of 27 students who began in the fall finished in the spring. Many of these students are EOPS or SSS and former TRIO pre-college program participants.

The FA/EOPS staff played a significant role in the Quimby Ghilotti Memorial Financial Aid Workshop at Napa High School and the Cash for College event co-sponsored by the SUCCESS Consortium. Workshops were offered in both Spanish and English at each of those events.
The College Police Department began the transition to the new Online Parking Permit system for Fall 2005 allowing students to order a semester permit from any computer at any time of the day or night. Credentials Inc. was selected to process and fulfill orders on behalf of the College.

Admissions and Records piloted web registration in June 2005. On-line/web registration was made available to all continuing students for Fall 05. Feedback from students who used it was favorable. Students from EOPS/DSPS successfully participated in the test run of the web registration module of Datatel. Web registration expanded for Fall 2005 registration to include all continuing students.

NVC was the first community college in the nation to install a computerized vocal laboratory, with support from the Dorothy Weed bequest.

Admissions and Records implemented an online transcript service. In collaboration with Credentials Inc., Napa Valley College first offered the service in March 2005. Since then staff continue to encourage students to use the service as it allows them to track the transcript process. Students are able to use 6 self-service computers in the lobby of Admissions and Records to apply and register for classes online and request transcripts.

Student Services Council completed the development of Student Learning Outcomes, along with the mapping and outcome guide.

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 over 3,000 students and community members and approximately 160 employers.

The Career Center implemented a new job development site at www.collegecentral.com/nvc, so that students can access job listing information through the web.

A Career Fair was hosted at the UVC and 80 high school students from St. Helena and Calistoga high schools attended the fair. A workshop was presented by the Mexican Consulate located in San Francisco.

A task force developed a new Program Evaluation and Planning process for all instructional programs, student services and administrative units. The process involves data analysis, evaluation, and planning and identifies the resource needs of each program.

The College Police responded to 6,127 calls for services which represents a 23% decrease in calls from the previous year.

WorkAbility III and DSPS sponsored a successful Disability Awareness Day, which garnered enough support from faculty for students to gain academic credit for participation.

The Office of Student Services secured a NVC outreach site at the Boys’ and Girls’ Club in American Canyon in the Spring semester and equipped it with new furniture (e.g. chairs, tables, black boards, etc.). NVC will be able to offer classes and have a presence in American Canyon.

Upward Bound developed and coordinated an after-school tutorial program at St. Helena and Calistoga High Schools through the Non-Credit Matriculation program and with the assistance of the Vice President of Student Services. A successful Latino Social Services Faire was held at the Upper Valley Campus on June 25, 2005.

The Outreach Committee, staffed by the Office of Student Services, established monthly campus tour dates, created a tour script, and facilitated tours from Napa and Vallejo schools, agencies, and the general public. Over 400 contacts were made via tours.
Napa Valley College
2004-2005 Progress Report

Partnership For Excellence

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

Highlights:
- Student Support Services (SSS) participated in the Biology Transfer Consortium (BTC) by sending 12 students to UC Berkeley for a semester-long course which prepares them for transfer.
- Fifty-two SSS students earned certificates, graduated and/or transferred to a 4-year institution out of the 180 students it served. Fifty-seven SSS students received scholarships.
- EOPS participated in the implementation of the PUENTE program and Mary Salceda-Nunez, EOPS counselor, served as the first PUENTE counselor after several attempts in prior years. The program courses focus on student success skills and transferring to a four-year college/university.

Accomplishments:
- Student Support Services coordinated tutorial and workshop opportunities for SSS and EOPS students. They also sponsored six cultural events for students.
- Counseling continues to use Action PlanIt to develop educational plans.
- The Transfer Center helped to sustain the "Transfer Opportunity Program" involving UC Davis, NVC and four other "TOP" colleges.
- The Transfer Center Staff wrote forty-five of the 63 Guaranteed Transfer Admission Agreements, an increase of 20% from 36 in 2003-04.
- The Transfer Center increased student contacts by 7.4% in 2004-05 over 2003-04 by serving 2,948 students with matriculation advisement/counseling and it increased telephone follow ups by .5% to 63 in 2004-05.
- The Transfer Center served 320 students in classroom presentations/workshops related to applying and transferring to a four-year college or university.
- The Transfer Center offered 64 university/college representative visits a 14.6% decrease from last year due to UC/CSU budget cutbacks.
- Transfer Center developed and mailed a new Transfer Center brochure to all new transfer indicated students and a postcard to Transfer students inviting them to develop an Ed Plan during the semester "slow" period.
- Transfer Center sponsored an Annual Transfer Day with up to 40 colleges represented.
- One new full-time Mathematics instructor was hired to start fall 2005.
- A new full-time Biology instructor was hired to start fall 2005.
- A new full-time Psychology instructor was hired to start fall 2005.
- A new full-time Art instructor was hired to start fall 2005, plus three new adjuncts in art, and music.
- A new full-time Drama instructor was hired to start fall 2005.
Two new full-time ADN instructors were hired to start fall 2005.

MESA continued work in the Biology Transfer Consortium and placed over 12 interns over the summer.

Additional models were purchased for classes

Molecular models were purchased for Chemistry and Geology.

Most Social Science classes were revised to include a Condition of Enrollment that recommends English 100 so that student success and retention would be higher.

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

Fine and Performing Arts Division added two new full time faculty (art and drama,) plus three new adjuncts in art, and music.

Fine and Performing Arts Division has revised the AA Degree in Arts and Humanities to help assist students balance their credits to prepare for transfer to other colleges, CSU and UC systems. (currently in curriculum committee discussion)

CFS interviewed and hired two new adjuncts.

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

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

CFS instructors were collaborative partners representing Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.

CFS instructors collaborated with Local Child Start agency to offer Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and 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 Peer supervision with the Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.

CFS instructors presented information about the Child and Family Studies program to Napa High School students and to the Child Start CFS 122 class.

CFS provided adjunct faculty with available funding to attend conferences.

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

Office of Instruction implemented the Puente Project including the mentoring component.

Office of Instruction assisted MESA and SSS in joining the UC, Berkeley Biology Transfer Consortium.

Enrollment Management Committee developed retention and persistent plan.

Title III developed and piloted a new employee and mentoring program.

Challenges:

SME continues to need 2 additional full time Biology, 2 full time Math, 1 full time Physics and 1 full time Chemistry positions.

For Social Sciences, almost every class in the Humanities is taught by an adjunct instructor. Our full-time Humanities instructor retired in 2003 and has not been replaced, thus students
are not able to get advising or office hours assistance in the Humanities. We have an urgent need for a new full-time instructor.

- For Social Sciences, a full-time Anthropology teacher will be retiring in December, thus leaving the program with no full-time instructor. Like the Humanities, we have no one to do curriculum development or program review until this position is replaced.
- Budget cutbacks prevented substantial improvement of hardware and software for computer art classes and computer music theory classroom.
- 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 program needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.
- CFS program needs a resource room for all of our student and faculty needs.
- For CFS, upkeep of classrooms and storage areas is tedious. Need additional money to support this endeavor with work study student.
- CFS program would like to have an open house to highlight program. Need funding, time and people to support this.
- CFS program needs additional funding source for purchasing supplies for program.

2. Increase the number of AA/AS degrees and certificates awarded.

Accomplishments:
- The first cohort of new nursing students was admitted, doubling the size of the ADN, with a commitment of nearly $300,000 a year from local hospitals.
- NVC submitted a grant application for Nursing, which would bring in $8 million over 5 years. Another grant request was submitted to the Napa Valley Wine Auction for $234,000.
- The CJTC submitted a proposal to fund a Corrections Academy for $300,000.
- The Research Office with support from the ADN Program and Admissions and Records, conducted a study on the impact of instituting prerequisites for the nursing program.
- The Community Relations Office continues to advertise and publicize college programs and services to increase enrollment and thus increase the number of degrees and certificates.
- The Community Relations Office works to improve internal and external communications, providing information to support an increase in enrollment and degree completion.
- To improve recruitment for PTEC and RTs, the Community Relations Office obtained free media coverage (wrote press releases and did media contact to get feature stories written), placed paid advertisements, and did other outreach such as putting notices on electronic highway sign.
- One new full-time Mathematics instructor was hired to start fall 2005.
- A new full-time Biology instructor was hired to start fall 2005.
- A new full-time Psychology instructor was hired to start fall 2005.
- A new full-time Art instructor was hired to start fall 2005.
- A new full-time Drama instructor was hired to start fall 2005.
- Two new full-time ADN instructors were hired to start fall 2005.
- SME upgraded GIS software
- Biology Technology Consortium increased the number of students in the program.
- Fine and Performing Arts added a new instructor into our computer art with professional graphics design experience.
- CFS interviewed and hired two new adjuncts.
- CFS coordinator visited each course to discuss program and advised students.
- CFS Faculty coordinated various grants such as Child Development Training Consortium, VTEA and the California Early Childhood Mentor Program.
- CFS instructors were collaborative partners representing Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.
- CFS instructors collaborated with Local Child Start agency to offer Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and 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 Peer supervision with the Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.
- CFS instructors presented information about the Child and Family Studies program to Napa High School students and to the Child Start CFS 122 class.
- CFS provided adjunct faculty with available funding to attend conferences.
- CFS conducted two meetings a semester to discuss and evaluate curriculum.
- Enrollment Management Committee developed retention and persistent plan.

**Challenges:**

- Instruction operational budgets have not been increased except for one-time budget augmentations.
- The lack of space for all Fine and Performing Arts classes and substantial decrease in operational budget has impacted offerings.
- The 400 building needs air conditioning and proper ventilation (toxic solvents are used).
- Computer Art courses are 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 inhibits instruction, service to students, community outreach, and the efficient operation of growing fine and performing arts programs.
- 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 program needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.
- CFS program needs a resource room for all of our student and faculty needs.
- For CFS, upkeep of classrooms and storage areas is tedious. Need additional money to support this endeavor with work study student.
• CFS program would like to have an open house to highlight program. Need funding, time and people to support this.
• CFS program needs additional funding source for purchasing supplies for program.

3. **Increase successful course completion rates for transfer level, basic skills, vocational education, and courses overall.**

**Highlights:**
• Mary Salceda-Nunez, EOPS counselor, served as the first PUENTE counselor as NVC initiated the PUENTE program after several attempts in prior years. The courses focus on student success skill and transferring to a four-year college/university. Many of the students in the PUENTE program are EOPS or SSS and former TRIO pre-college program participants.

**Accomplishments:**
• EOPS worked closely with the TRIO programs to offer a two-week summer bridge program called ASPIRE for incoming freshmen. The program is designed to create a cohort of recent high school graduates attending NVC for the first time. The class is specifically designed to improve college study skills and provide a college level experience. Counselors Mary Salceda-Nunez and Amy Merkel co-coordinated and co-taught the class.
• Counseling, in coordination with the Matriculation Steering Committee and the Office of Student Services, continues to send probation letters in a timely manner to students each semester notifying them of their probation status and explaining the consequences of each.
• Counseling provided counseling to 3,117 students on a “drop-in” basis during registration periods, saw 1,649 students via student appointments, and oriented over 1,626 students.
• Counseling worked with Title III to develop English/Counseling links for Fall 2005 in order to better serve basic skills students.
• One new full-time Mathematics instructor was hired to start fall 2005.
• A new full-time Biology instructor was hired to start fall 2005.
• A new full-time Psychology instructor was hired to start fall 2005.
• A new full-time Art instructor was hired to start fall 2005.
• A new full-time Drama instructor was hired to start fall 2005.
• Two new full-time ADN instructors were hired to start fall 2005.
• Criminal Justice Training Center (CJTC) completed a total revision of the academy cadet evaluation form that links the fifteen job dimensions of the peace officer job with the 41 learning domains in the academy.
• CJTC revised the Cadet Handbook and re-titled it, *Cadet Information Handbook – A Guide To Student Success* and revised the orientation package by including the Cadet Handbook and Safety Guidelines as a pre-academy reading assignment.
• In support of the further development of the PTO program, the Richmond Police Department agreed to provide an RTO for the January 2005 academy class under a contract with the college.
• CJTC revised the FTO Update course, and it was certified by POST in the spring of 2005.
• CJTC staff developed a model for how to write a learning activity package.
CJTC completed a study of the hourly distribution of the 41 learning domains and have started working on the final phase of the LECOP pilot project that will move the basic academy program into competency based student performance evaluation.

CJTC completed a review of the entrance exam and assessment process for the basic academy to insure that our standards are realistically assessing readiness for the academic and physical demands of the basic academy; and CJTC concluded that standards are still appropriate despite the number of failures the program is experiencing.

CJTC staff used a model from the United States Marine Corps to develop a physical fitness preparation guide for students.

CJTC coordinator completed curriculum development of a 24-hour facilitations course under a contract funded by P.O.S.T.

Most Social Science classes were revised to include a Condition of Enrollment that recommends English 100 so that student success and retention would be higher.

Social Sciences received a Foundation Grant to purchase a cabinet in which to store hands-on materials to support our teaching to a range of learning styles. These materials, which include desktop maps, a model of the human eye, and historical artifacts, will allow students to improve their course completion rate.

CFS interviewed and hired two new adjuncts.

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

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

CFS instructors were collaborative partners representing Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.

CFS instructors collaborated with Local Child Start agency to offer Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and 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 Peer supervision with the Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.

CFS provided adjunct faculty with available funding to attend conferences.

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

Office of Instruction implemented the Puente Project including the mentoring component.

Office of Instruction assisted MESA and SSS in joining the UC, Berkeley Biology Transfer Consortium.

Enrollment Management Committee developed retention and persistent plan.

Title III held forums to begin development of a retention model to address underprepared students in English and math.

Challenges:

Most Social Science courses enroll 50 students. We very much need Instructional Assistants to help students on an individual or group basis who are not able to read and write at college level (which is most of our students). Without this assistance, teachers use
standardized tests, which are not congruent with Student Learning Outcomes, and students do not receive individualized instruction, which is in our Mission Statement.

- 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 program needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.
- CFS program needs a resource room for all of our student and faculty needs.
- For CFS, upkeep of classrooms and storage areas is tedious. Need additional money to support this endeavor with work study student.
- CFS program needs additional funding source for purchasing supplies for program.

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

Accomplishments:

- The Research Office prepared a report on student retention trends, by division, which was shared with the Office of Instruction and division chairs.
- The Child Development Center worked closely with NVC Health Occupations/Nursing, the Police Academy, and the Child and Family Studies Department to provide observational and interactive opportunities with young children and their families at the Center.
- CJTC completed a total revision of the academy cadet evaluation form that links the fifteen job dimensions of the peace officer job with the 41 learning domains in the academy.
- CJTC revised the Cadet Handbook and re-titled it, Cadet Information Handbook – A Guide To Student Success and revised the orientation package by including the Cadet Handbook and Safety Guidelines as a pre-academy reading assignment.
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- CJTC completed a study of the hourly distribution of the 41 learning domains and have started working on the final phase of the LECOP pilot project that will move the basic academy program into competency based student performance evaluation.
- CJTC completed a review of the entrance exam and assessment process for the basic academy to insure that our standards are realistically assessing readiness for the academic and physical demands of the basic academy; and CJTC concluded that standards are still appropriate despite the number of failures the program is experiencing.
- CJTC administrator met with the new Napa Police Chief, Richard Melton, and identified strategies for helping Napa PD with recruitment and implementation of their PTO program. CJTC also hosted their interview board in an effort to expedite their hiring process.
- CJTC staff used a model from the United States Marine Corps to develop a physical fitness preparation guide for students.
CJTC coordinator completed curriculum development of a 24-hour facilitations course under a contract funded by P.O.S.T.

CJTC received a $162,000.00 grant from POST to pilot test the delivery of three different facilitation skills courses including one developed by CJTC coordinator. The grant also funded $10,000.00 in audiovisual improvements for room 1023 with the intent of making this room at “model teaching classroom.”

Social Science Division Chair set up meetings between HEOC and PSYCH faculty to coordinate curriculum between required psychology courses and HEOC.

A new full-time tenured Psychology instructor was hired who will be able to encourage and advise psychology majors and work with HEOC directly.

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

CFS instructors were collaborative partners representing Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.

CFS instructors collaborated with Local Child Start agency to offer Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and 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 Peer supervision with the Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.

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

Enrollment Management Committee developed retention and persistent plan.

Title III held forums to begin development of a retention model to address underprepared students in English and math.

Challenges:

- 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 program needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.

- CFS program needs a resource room for all of our student and faculty needs.

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

Accomplishments:

- SME created relationships with area businesses through GIS and BTC.

- CFS instructors collaborated with Local Child Start agency to offer Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early
Childhood Educator’s project and 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 Peer supervision with the Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.
- CFS conducted two meetings a semester to discuss and evaluate curriculum.

**Challenges:**

- CFS program needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.
- CFS program would like to have an open house to highlight program. Need funding, time and people to support this.

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

**Challenges:**

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

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.**

**Accomplishments:**

- A counselor continues to work at the Upper Valley Campus with non-credit and credit matriculation students twice a week.
- The first PUENTE Program was initiated at NVC in the Fall and required students to take 2 consecutive writing classes (ENGL 100 in the Fall and ENGL 120 in the Spring) to build confidence in their writing skills.
- Counseling is working with Title III to develop English/Counseling links for Fall 2005 in order to better serve basic skills students.
- Most Social Science classes were revised to include a Condition of Enrollment that recommends English 100 so that student success and retention would be higher.
- Enrollment Management Committee developed retention and persistent plan.
- Title III held forums to begin development of a retention model to address underprepared students in English and math.

**Challenges:**

- Students do not see counselors as they should and so are not counseled to take English classes before enrolling in transfer GE Requirements.
Strengthened Support for Students

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

Highlights:
- FA/EOPS awarded scholarships in the amount of $254,865 to 260 students—over $50,000 more than last year.
- A new four-year cycle of funding was awarded for the Student Services Support program from the U.S. Department of Education-TRIO programs.
- The PUENTE Program was initiated and completed its first year. 25 of 27 students who began in the fall finished in the spring. Many of these students are EOPS or SSS and former TRIO pre-college program participants. Mary Salceda-Nunez, EOPS counselor, served as the first PUENTE counselor as NVC initiated the PUENTE program after several attempts in prior years.
- The FA/EOPS staff played a significant role in the Quimby Ghilotti Memorial Financial Aid Workshop at Napa High School and the Cash for College event co-sponsored by the SUCCESS Consortium. Workshops were offered in both Spanish and English at each of those events.

Accomplishments:
- NVC offered the Latina Luminarias conference.
- The ASPIRE program was offered for first generation college students.
- The Research Office studied the differences between two tests, the College Success Factors Index (CSFI) and the Learning and Study Strategies Inventory (LASSI), to assess students and identify the at-risk population of students.
- Financial Aid/EOPS/TRIO served approximately 2,800 unduplicated students through the various financial aid programs.
- EOPS served 349 very low income, educationally disadvantaged students with case management counseling, advising, outreach, book awards, priority registration, special cultural or leadership activities, and academic support services.
- CalWORKs and CARE served 74 single parent students with counseling, advising, priority registration, book awards, gasoline cards, cafeteria cards, and group counseling meetings.
- EOPS continued to offer many mentoring opportunities, including 20th Annual Latino Youth Leadership Conference, Cinco de Mayo celebration, the ROPES course, the Spring Banquet, and special orientations for incoming TRIO, CAMP, and EOPS students.
- EOPS worked closely with the TRIO programs to offer a two-week summer bridge program called ASPIRE for incoming freshmen. The program was designed to create a cohort of recent high school graduates attending NVC for the first time.
- FA/EOPS staff continue to be very active on the Outreach Committee. There were approximately 50 different presentations given in a variety of venues both on and off campus in Napa and Solano counties.
- Student Support Services served 180 low-income, first generation NVC students.
- Student Support Services coordinated tutorial and workshop opportunities for SSS and EOPS students. They also sponsored six cultural events for students.
- Student Support Services developed an ongoing internship program and sponsored exit tours to UC Berkeley and CSU Sonoma.
- Talent Search served 600 students in grades 6-12 at NVUSD target schools providing guidance, assistance and workshops related to study skills, career development and building self-esteem to prepare students to attend a four-year college or university of their choice.
- Upward Bound served 50 students at Napa, Vintage, and St. Helena High Schools. In addition, Upward Bound developed and coordinated an after-school tutorial program at St. Helena and Calistoga High Schools through the Non-Credit Matriculation program.
- The Child Development Center served 200 NVC student-families with quality child care and development for the 2004-05 academic year.
- New Majority Affairs conducted an "Early Alert" telephone follow-up with first-time NVC Native American students.
- New Majority Affairs facilitated organization and support, including community support, for the First NVC Latinas Luminarias Conference featuring renowned speakers.
- DSPS provided academic support services to 1,982 students enrolled in DSPS credit and non-credit programs.
- WorkAbility III served 192 students in the 2004-05 academic year by providing training, vocational assessment, job readiness and job placement services.
- The Student Health Services had 1310 patient contacts, 218 mental health visits and 1550 outreach contacts (at registration, career day, classroom presentations, and information tables) and counted 2,416 web-site hits.
- MESA program continues to grow by 20% per year.
- CFS interviewed and hired two new adjuncts.
- CFS instructors were collaborative partners representing Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.
- CFS instructors collaborated with Local Child Start agency to offer Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and 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 Peer supervision with the Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.
- CFS provided adjunct faculty with available funding to attend conferences.
- CFS conducted two meetings a semester to discuss and evaluate curriculum.
- Office of Instruction implemented the Puente Project including the mentoring component.
- Office of Instruction assisted MESA and SSS in joining the UC, Berkeley Biology Transfer Consortium.
- Title III held forums to begin development of a retention model to address underprepared students in English and math.
Challenges:

- The area that needs the most improvement in the Child Development Center is stabilizing the part-time hourly staffing situation to continue to improve the quality and stability of the program.
- Funding for the Upward Bound program continues to present a challenge.
- Talent Search seems to have difficulties, both recruiting students as tutors and getting Talent Search high school students to attend after-school sessions. One obstacle seems to be NVC’s block schedule; students are unavailable during school hours or are only available on Fridays.
- DSPS is still waiting to hire an alternate media specialist to create and distribute alternate media; office space for this position continues to be a problem.
- High risk and under prepared students should be identified on the class roster through Web Advisor.
- Teachers should receive postcards, pre-addressed, to students which they can send and all students should be assigned to counselors.
- 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 program needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.
- CFS program needs a resource room for all of our student and faculty needs.
- For CFS, upkeep of classrooms and storage areas is tedious. Need additional money to support this endeavor with work study student.
- CFS program needs additional funding source for purchasing supplies for program.

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

Highlights:

- The College Police Department began the transition to the new Online Parking Permit system for Fall 2005 allowing students to order a semester permit from any computer at any time of the day or night. Credentials Inc. was selected to process and fulfill orders on behalf of the College.
- Admissions and Records piloted web registration in June 2005. On-line/web registration was made available to all continuing students for Fall 05. Feedback from students who used it was favorable.
- NVC was the first community college in the nation to install a computerized vocal laboratory, with support from the Dorothy Weed bequest.

Accomplishments:

- SME upgraded GIS software.
- The college’s bond project funded installation of two additional TV monitors in both rooms 1019A and 1019B.
CJTC replaced both presentation computers in rooms 1019A and 1019B with machines that meet the college’s LAN security requirements.

CJTC replaced the computer in the RTO office with a new machine and flat screen monitor.

CJTC completed a remodeling plan for conference room 1024 that will redesign the space to be used as a meeting and small group student learning and research center.

CJTC completed development of a CD ROM based orientation for basic academy students that will replace the hard copy material provided previously.

CJTC used $10,000 in funding from P.O.S.T. to install four new televisions and an LCD projector in room 1023.

CJTC purchased 11 replacement handguns using VTEA grant money.

CJTC purchased a new high-end laptop computer and docking station for CJTC coordinator with $3500.00 in funding from the P.O.S.T. instructional skills grant.

CJTC staff completed training provided by P.O.S.T. on the new computer based testing system that will be used in the basic police academy.

CJTC deferred remaining VTEA funds for this year toward the purchase of a Live Scan fingerprinting system for the college police department.

Fine and Performing Arts has been using Computerized Voice Lab to assist vocal students with voice training for vocal classes.

Fine and Performing Arts has been using computer software for notation and ear training in music theory classes, instructor uses LCD projector for computerized examples.

Fine and Performing Arts is using the LCD projector for Studio/Art/History instruction.

Fine and Performing Arts area purchased, through donations, a mobile CD-Recording for recording practice tapes, rehearsals, performances, and demo CDs.

The following online classes in the Office Administration Program were developed: CISA 186 (Beginning Word Processing); CISA 284 (Advanced Word Processing); BUSI 185 (Business English). Additionally, a hybrid (part online/part on ground) class was developed: BUSI 90 (Business Math).

Office of Instruction and Scheduling Office implemented the student and curriculum development area of Datatel.

The Web Advisor system is up and running, which allows faculty to get rosters and post grades online.

The college made the conversion to Datatel, thanks to extraordinary efforts by the staff in the Business Office, Human Resources, Admissions and Records, Financial Aid and Information Technology.

A technology resource center was set up in the foyer of building 200 in front of Admissions & Records. There are six networked computers with Internet access and one networked printer for student use. The computers are set up with a menu for ease of use; students can easily choose to apply to the college online, place an order for or follow-up on an order for an official transcript, order a parking permit online, and access several self-service functions of our web registration system. During non-peak times (peak times being during registration) students can also use the systems to research and apply for financial aid.

Information on career/occupational programs and transfer articulation agreements are available to students through the specialized Career and Transfer Centers respectively.
• IT assisted with implementation of two new much-needed computer labs for health occupations which allow students to complete valuable computer-based training in addition to assisting the program to meet accreditation requirements.
• IT works with DSPS staff to provide storage services for scanned books and workstations with appropriate assistive software installed. The Webmaster ensures that the main campus site is 503(b) compliant.
• With the implementation of Datatel, student identifiers rather than social security numbers are used which better protects against identify theft.
• A new firewall also better protects the campus network.
• Intrusion prevention/detection systems are being tested by IT to find one that is effective and easily maintained with updates.
• A new central network switch allows IT to guarantee sufficient bandwidth for mission-critical network traffic.
• A data backup project is currently underway to improve back-up windows and data recovery.
• The amount of network data is rapidly growing due to numbers of users and systems and types of data being stored.
• LCD projection systems, as well as instructor stations, were installed in all computer rooms in the 800 building, including 801, 802, 803, 804, 805B and 806.
• The Research Office surveyed students regarding their interest in having access to wireless computing on campus.
• The Research Office surveyed students who completed the NVC application process but did not enroll in courses to identify how NVC can improve the admissions process.
• The Student Health Services website was expanded this year, a positive move reflected by a 300-500 increase in web hits.
• Student Health Services offered clinical services to 1310 students and mental health visits to 210 students with limited staff and limited hours. This is possible because of the support of the students, NVC, and Community Health Clinic Ole.
• Six self-service computers were made available in the lobby of Admissions and Records for students to complete applications, online registration, order transcripts, etc.
• The College Police Department acquired the following equipment:
  a) the acquisition of a Ford Explorer provides better visibility for the officers on patrol and better access to emergency equipment.
  b) five new multi-channel radios provide every officer with the ability to talk to and work with all the law enforcement and emergency response agencies in the Napa Valley.
  c) a “live scan” fingerprinting system reduces the number of rejected fingerprints and allows for a much quicker response in clearing a new employee for work at the college.

Challenge:
• Student Health Services would benefit from improved visibility, accessibility and additional publicity.
• Since Datatel implementation was the primary focus for the Admissions and Records Office, the Student Handbook was not revised. This book is important for students
(especially new students) in providing information regarding the college and its services. For the 2005-2006 academic year, the goal is to completely revise and redesign the student handbook.

- The Career Center has developed the pages for a website for the Human Services Vocational Program and for the Career Center but was unable to implement the website by July 1st due to staffing limitations in the Information Technology Department. This is partially due to the extensive training of the campus Datatel program.
- While Datatel has improved technology for Student Services in the area of accessing information (e.g. online registration), the system needs to be more accessible for staff and students with special needs in the WAIIT program.
- FPA needs to expand of Music Theory Lab computer workstations to 15 stations to accommodate student growth.
- FPA needs a budget for yearly software upgrade for digital art classes and music theory lab.

10. **Explore alternative systems to deliver student services.**

**Highlights:**

- Admissions and Records implemented an online transcript service. In collaboration with Credentials Inc., Napa Valley College first offered the service in March 2005. Since then staff continue to encourage students to use the service as it allows them to track the transcript process. Students are able to use 6 self-service computers in the lobby of Admissions and Records to apply and register for classes online and request transcripts.
- NVC began offering web registration for students. A pilot program was conducted for Summer 2005 registration. Students from EOPS/DSPS successfully participated in the test run of the web registration module of Datatel. Web registration expanded for Fall 2005 registration to include all continuing students.
- Student Services Council completed the development of Student Learning Outcomes, along with the mapping and outcome guide.

**Accomplishments:**

- Counseling developed more cooperative working relationships with other offices, including Admissions and Records, the Learning Skills and Testing Center, and Scheduling.
- Counseling highlighted counseling services to instructional faculty at Flex Day in order to increase contact and collaborative work relationships between instruction and student services.
- The Career Center developed new internship sites for the Human Services Vocational program and implemented a new Job Development Internet site (www.CollegeCentral.com/NVC).
- Student Activities updated the Campus Life Web Page which is now updated on a daily basis by the office assistant/webmaster. There are now 6 parts to the web page: ASB office services, ASB board information, agenda and minutes, Housing Board, list and information about clubs and organizations, club calendar and campus life manual.
- Student Health Services continues to offer psychological services by providing a limited number of hours for a Mental Health Counselor.
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.

The Community Relations Office included information about student and support services in campus newsletters, and conducted extensive off-campus outreach efforts. For example, major support was given to the campaign to increase Financial Aid. Staff were featured on TV and radio, and information on “financial aid available” was included in each college ad. Specific financial aid ads were also placed.

CFS interviewed and hired two new adjuncts.

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

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

CFS instructors were collaborative partners representing Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.

CFS instructors collaborated with Local Child Start agency to offer Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and 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 Peer supervision with the Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.

CFS provided adjunct faculty with available funding to attend conferences.

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

**Challenges:**

- 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 program needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.

- CFS program needs a resource room for all of our student and faculty needs.

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

- CFS program needs additional funding source for purchasing supplies for program.

- Student Services continues to be limited by space and services located throughout the campus, creating gaps in service delivery and shared resources.
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 over 3,000 students and community members and approximately 160 employers.
- The Career Center implemented a new job development site at [www.collegecentral.com/nvc](http://www.collegecentral.com/nvc), so that students can access job listing information through the web.

**Accomplishments:**
- The MESA Program staff and students made a presentation to the NVC Foundation board to promote student internship opportunities.
- The Career Center, upon invitation from instructors, presented 10 class presentations on resume writing, job hunting, and career planning.
- SME created relationships with area emergency firms.
- CJTC administrator met with the new Napa Police Chief, Richard Melton, and identified strategies for helping Napa PD with recruitment and implementation of their PTO program. CJTC also hosted their interview board in an effort to expedite their hiring process.
- CJTC administrator and a former academy student participated in a one-day crime summit presented by the Fairfield Police Department.
- CJTC administrator participated on a panel discussion at UC Davis for their production of the Laramie Project play.
- CJTC staff met with the Fairfield Police Department and participated in the final design process for their new indoor firearms range.
- CJTC received a $345,000.00 grant from POST for next fiscal year that will fund the delivery of 40 instructor development courses, a full time coordinator, and a half time support position. In addition, the grant will provide the college with approximately $20,000.00 as compensation for administering the grant and another $15,000.00 for infrastructure.
- CJTC hired four part-time drill instructors.
- CJTC prepared a plan that utilizes VTEA funding in combination with existing college funds to create a one-year, full-time contracted position to coordinate in-service training and to complete development and implementation of the local corrections training program. In addition, CJTC developed a proposal to re-organize the support functions for the training center in a way that more efficiently utilizes our human resources, leverages grant money, and ultimately will save the college money.
- CJTC contracted with the Solano County Sheriff’s Department last spring to provide personnel as a subject matter expert in the area of corrections.
- CJTC hired staff on a full time temporary basis to help recruit and prepare for the April academy class.
• The Fine and Performing Arts division strengthens partnerships through the following activities.
  ▪ Ceramics department annually participates in Cakebread Winery’s American Harvest Festival.
  ▪ NVC Potters’ Guild presented and sells ceramics on campus, and community.
  ▪ Art department has Art Exhibitions at the Menlo St. Gallery (Napa Community Center.)
  ▪ Drama department produced Children’s Theatre productions in fall and summer.
  ▪ Drama department partnered with Criminal Justice to produce touring show in spring 2005 and fall 2005 for participating local schools.
  ▪ Voice department performances at memorial services, graduations, celebrations for campus groups and local communities.
  ▪ Voice department annually partners with Blue Oak School for fall concert.
• CFS Faculty coordinated various grants such as Child Development Training Consortium, VTEA and the California Early Childhood Mentor Program.
• CFS instructors were collaborative partners representing Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.
• CFS instructors collaborated with Local Child Start agency to offer Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and 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 Peer supervision with the Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.
• CFS conducted two meetings a semester to discuss and evaluate curriculum.
• MESA developed internships for students in their program.
• The NVC Foundation sponsored the “Building Bridges” event for CEO’s of local businesses.

Challenges:
• CFS program needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.
• CFS program would like to have an open house to highlight program. Need funding, time and people to support this.

12. Develop a centralized job placement service, which includes internships, service learning, and job and career placement. Measure job placement in vocational programs.

Accomplishments:
• Financial Aid/EOPS/TRIO continues to offer work study opportunities to students with on-campus employment.
The Career Center redesigned the job boards located outside the Career Center to provide current job listings, career trends, volunteer opportunities, and announcements.

The Career Center staffed the long vacant job developer position in January. In addition, it contacted 233 employers and listed 594 job positions.

The Career Center staff offered 10 career and employment workshops attended by 250 students.

CJTC hosted five students from Sacramento CSU who participated as role players for our scenario testing as part of their internship work in the Administration of Justice Program.

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

**Accomplishments:**
- The recommendations from the Student Services Group Architectural Program were incorporated into the NVC Facilities Master Plan.
- This report was evaluated and confirmed that select key student services can be located in a renovated Administration Building.

**Challenges:**
- The improvement in service delivery, student life, retention, and campus access will be improved once the Student Services building is created and the 100 complex revitalized as a student activities hub.

14. **Develop and implement Americans with Disabilities Act Transition Plan, including program accessibility, architectural barriers, education, and services.**

**Accomplishments:**
- The ADA Transition Plan was completed and approved by the Board of Trustees. The college has begun to implement priority level 1 improvements.

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

**Highlights:**
- A Career Fair was hosted at the UVC and 80 high school students from St. Helena and Calistoga high schools attended the fair. A workshop was presented by the Mexican Consulate located in San Francisco.

**Accomplishments:**
- NVC moved forward with plans to establish an outreach center in American Canyon, and began offering courses at the Boys and Girls Club.
The Research Office, working with the Outreach Committee, prepared a survey for residents of American Canyon. The reports measures their interest in NVC courses and services.

Non-credit Matriculation, Upward Bound, Counseling and the Office of Student Services continue to coordinate an up-valley tutoring and outreach program for St. Helena and Calistoga High Schools and non-credit students.

An Upper Valley tutoring and outreach program was established to provide after school tutoring to St. Helena and Calistoga at-risk high school students. Additionally, counseling, career, and matriculation services were provided to the high school students and adult students in the non-credit programs offered at the Upper Valley Campus.

A successful Latino Social Services Faire was held at the Upper Valley Campus on June 25, 2005.

The Community Relations Office was involved in the Upper Valley Campus anniversary. This special event was produced to maximize visibility for the campus and inform the community about programs and services. Advertising, free publicity and collateral materials were done. Personal contacts were made.

In American Canyon, the Community Relations Office developed media contacts with new/changed publications covering that area. Information from the college is sent to various American Canyon media on a weekly basis. The office increased visibility in the Vallejo Times-Herald, for example, due to media contact and increased paid advertising.

Community Relations staff attended Outreach Committee meetings and participated in the work of the committee.

SME continues to offer courses in American Canyon and the UVC.

Social Sciences participated in the Upper valley Transfer Academy by offering a course each semester of the past year.

The Fine and Performing Arts continue to offer Art and Music classes in the Upper Valley Campus.

The Office Administration Program continues to offer classes Up Valley.

Challenges:

- There does not seem to be effective recruitment in either location.
- The Culinary Program should be offered for Credit with basic skills classes required, which would boost our enrollment.
- 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.
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.

Accomplishments:
- The Diversity Committee funded 9 faculty and staff requests for conferences, 5 campus climate grants and sponsored activities by 4 student clubs, as well as sponsoring diversity training and funding our membership in the Hispanic Association of Colleges and Universities.
- The CJTC visited the Museum of Tolerance and sponsored the opening of the film *Not In Our Town*.
- In response to acts of intolerance on campus, we initiated the Building a Hate-Free College campaign.
- Human Resources provided hiring committees with additional training in the area of intercultural communication as a means of ensuring unintended and unlawful discrimination does not adversely affect the consideration of candidate diversity.
- Members of the Planning Committee completed the Individual Diversity Index (IDI) and received a report on their group profile.
- A Student Services training for all SS staff focused on growth areas resulted from the completed IDI assessment taken by Student Services staff.
- Faculty/Staff Diversity funds supported the Latinas Luminarias Conference and the Napa County Hispanic Network Annual Scholarship Banquet, where NVC graduates received scholarships.
- Humanities 151, Women’s Ethnic Heritage, was revised by an adjunct instructor who was compensated by the Diversity Task Force. It is now being offered on a regular basis.
- The new full-time faculty in psychology has become the Club Advisor for the Gay Straight Alliance.
- Social Science organized and raised funds for the appearance on campus of the producer of *Real Women Have Curves*, Marilyn Atlas who discussed barriers and opportunities for Latinas in Hollywood.
- CFS interviewed and hired two new adjuncts.
- CFS provided adjunct faculty with available funding to attend conferences.

Challenges:
- Efforts to hire and keep faculty of color have been defeated by the low pay scale at the College.
- Paperwork requirements have been made so complex that the Social Science Division cannot organize further events without an assigned clerical assistant.
- 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.
17. **Provide professional development opportunities, including training in diversity issues, technology, and specialized training that supports faculty/staff in their work.**

**Accomplishments:**

- The NVC Foundation funded 31 faculty grants totaling $12,000.
- The District is converting from the use of a single EEO Representative on hiring committees to an expectation that every member on the committee will be trained and responsible for monitoring compliance with EEO/diversity guidelines. In this way every member of the committee is accountable for observing and bringing to the committee’s attention any perceived inappropriate deliberations or actions by the committee as a whole.
- Information Technology has continued its ongoing efforts to provide specialized training to Admissions & Records with regards to the network, the Internet, and specific software. Several resources, such as registration worksheets and tracking spreadsheets have been centralized and shared from a network accessible server. Staff have been trained in more efficient ways to move and share documents through the network. Additionally, training in the use of specific software, most notably the Datatel UI, is ongoing. Finally, the majority of A&R forms have been converted to Adobe Portable Document Format (PDF) and placed on the Internet website, eliminating the need for staff to mail forms to students, and allowing for “print on demand” for both staff and students alike.
- Financial Aid/EOPS provided ongoing training opportunities for staff, including the Financial Aid Summer Institute in Reno, Nevada. Maricel Ignacio and Bob Lortz completed the Career Development Facilitator course taught by Betty Hopperstad.
- The Office of Student Services held a staff training in the Fall semester focusing on SLOs and in the Spring semester focusing on diversity with over 41 SS members attending each training.
- CJTC administrator delivered two hate crimes education programs on campus and provided special training for the cast of “Bang, Bang, You’re Dead.” CJTC administrator also traveled with the actors to schools in the area and facilitated discussions about hate and bullying as a follow-up to the presentation of the play.
- CJTC administrator traveled to New York representing the college and Criminal Justice Training Center at the premier of a new music video for a song that promotes tolerance and acceptance. This “invitation only” event was sponsored by Sirius Satellite Radio.
- CJTC staff attended the Tools For Tolerance Program at the Simon Wiesenthal Museum of Tolerance in Los Angeles.
- CFS Faculty coordinated various grants such as Child Development Training Consortium, VTEA and the California Early Childhood Mentor Program.
- CFS provided adjunct faculty with available funding to attend conferences.
- Title III developed comprehensive training program.

**Challenges:**

- Social Science needs more full-time faculty to get this training.
- All teachers need more flex days for working on these issues with each other.
• 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.**

**Accomplishments:**

• Title III developed a new employee orientation program, including a mentoring component for new faculty and staff.

19. **Explore and use effective strategies to attract, hire, and retain diverse faculty, administrators, and staff.**

**Accomplishments:**

• NVC hired eleven tenure track faculty and seven temporary full time faculty.
• NVC was recognized as one of the four most successful colleges in the state in hiring diverse faculty.
• Each employment opening is evaluated for the best possible means of reaching interested and qualified candidates and ensuring the greatest possible diversity in the applicant pool.
• Greater use is being made of profession-specific Internet recruitment sites and substantially less use is being made of expensive ineffective newspaper advertising.
• One new full-time Mathematics instructor was hired to start fall 2005.
• A new full-time Biology instructor was hired to start fall 2005.
• A new full-time Psychology instructor was hired to start fall 2005.
• A new full-time Art instructor was hired to start fall 2005.
• A new full-time Drama instructor was hired to start fall 2005.
• Two new full-time ADN instructors were hired to start fall 2005.
• Social Science Division Chair recruited our first African-American/Filipina adjunct instructor in Humanities.

**Challenges:**

• Social Sciences faces continuous difficulty in hiring diverse faculty since all surrounding institutions and college pay their faculty better.
20. **Develop and implement a standardized and regularly scheduled evaluation process for part-time faculty.**

**Accomplishments:**
- Social Sciences evaluated all part-time faculty in a timely manner.
- Office of Instruction implemented a standardized and regularly scheduled evaluation process for part-time faculty.

**Challenges:**
- There are many issues related to using a contingent workforce who are not part of the regular faculty. A fair evaluation process, when they have no seniority or tenure rights, is part of the problem. Adding to the Division Chair’s responsibilities to do these evaluations, which can be at least a dozen a semester, is another challenge. A better solution is to attempt to have most classes taught by full-time faculty, who are part of regular mentoring developmental evaluation process, and who have the time to receive professional development.

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 guided the new Associate Dean of Admissions and Records through a six-month orientation program which assisted the new hire in adapting to her new assignment and easing into the everyday routine of NVC.
- Title III developed and piloted a new employee and mentoring program.
Excellence In Teaching And Learning

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

Accomplishments:
- The Education 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:
- Title III held forums to begin development of a retention model to address underprepared students in English and math.

Challenges:
- Adjunct faculty do not have the time to learn to improve assessment or apply current pedagogy. Thus they often use outdated curriculum and methods. We need to increase and emphasize the use of fulltime tenured faculty who can receive in-service training in order to meet the needs of under prepared students.

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.

Accomplishments:
- CJTC received a $162,000.00 grant from POST to pilot test the delivery of three different facilitation skills courses including one developed by CJTC coordinator. The grant also funded $10,000.00 in audiovisual improvements for room 1023 with the intent of making this room at “model teaching classroom.”
- CJTC received at $345,000.00 grant from POST for next fiscal year that will fund the delivery of 40 instructor development courses, a full time coordinator, and a half time support position. In addition, the grant will provide the college with approximately $20,000.00 as compensation for administering the grant and another $15,000.00 for infrastructure.
- Office of Instruction awarded two instructors the McPherson Distinguished Teaching awards.
- Office of Instruction published the second annual report showcasing instructors’ accomplishments beyond instruction.
- Title III developed comprehensive training program.
25. **Design and develop a teaching resource center to support professional development.**

**Accomplishments:**
- NVC completed year 2 of Title III, and our Teaching and Learning Center is running smoothly.
- Teaching Resource Center was developed through Title III.

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.**

**Highlights:**
- A task force developed a new Program Evaluation and Planning process for all instructional programs, student services and administrative units. The process involves data analysis, evaluation, and planning and identifies the resource needs of each program.

**Accomplishments:**
- A new Instructional Program Evaluation and Planning process was adopted by the Academic Senate in May 2005. Similar processes were designed for Student Services and Administrative Services.
- The Research Office identified data elements and began to gather and report data for all instructional programs that will be analyzed during program evaluation. The data will be updated each year.
- Office of Instruction participated in the development of a comprehensive institutional program evaluation process (PEP).

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.**

**Accomplishments:**
- The Title III project sponsored sessions designed to develop student learning outcomes, resulting in 28 of 35 programs completing SLO’s.
- The Telecommunications Technology was revamped and renamed the Broadcast Television Engineering Technology Program.
- NVC began a Psychiatric Technician Apprenticeship Program.
- CJTC revised the FTO Update course, and it was certified by POST in the spring of 2005.
- Social Sciences Division revised, brought to Curriculum Committee, and is now offering Humanities 151, Women’s Ethnic Heritage, which had not been offered for at least ten years.
- Fine and Performing Arts courses were brought up to par with courses offered at other community colleges and the CSU and UC systems.
- Fine and Performing Arts Division has revised the AA Degree in Arts and Humanities to help assist students balance their credits to prepare for transfer to other colleges, CSU and UC systems. (currently in curriculum committee discussion)
- FPA Art Department is revising Digital Art courses to reflect current industry trends.
- All programs in the Business & Computer Studies Division have completed the Program outcomes, program map, Outcome Guide and program matrix.
- The Office Administration Program keeps current with the most recent software and teaches the software used predominately in business. We continuously review and update our curriculum and courses. Currently, the Office Administration Program has completed the following SLO requirements program evaluation: We have established a list of program level outcomes; created a program map; wrote a Program Outcome Guide; and completed the SLO program matrix.
- CFS provided adjunct faculty with available funding to attend conferences.
- CFS conducted two meetings a semester to discuss and evaluate curriculum.
- The Curriculum Committee approved 12 new courses outlines and revised 58 course outlines.
- Office of Instruction worked with the Academic Senate to take through the mutual agreement process board policy and regulations for concurrent enrollment, program evaluation, program discontinuance and academic honesty policy.

Challenges:
- Within Social Sciences, many teachers do not have the time to learn web cms, nor to revise courses. We need more new fulltime teachers to accomplish this task.
- 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.

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.**

Accomplishments:
- Counseling upgraded computer equipment in all counseling areas in order to fully use Datatel and purchased a new appointment system that links with Datatel, particularly for matriculation reporting requirements. This new system will provide better data regarding counseling services provided to students.
- SME installed Chemistry and Geography software for students.
- The college’s bond project funded installation of two additional TV monitors in both rooms 1019A and 1019B.
CJTC replaced both presentation computers in rooms 1019A and 1019B with machines that meet the college’s LAN security requirements.

CJTC replaced the computer in the RTO office with a new machine and flat screen monitor.

CJTC completed a remodeling plan for conference room 1024 that will redesign the space to be used as a meeting and small group student learning and research center.

CJTC completed development of a CD ROM based orientation for basic academy students that will replace the hard copy material provided previously.

CJTC used $10,000 in funding from P.O.S.T. to install four new televisions and an LCD projector in room 1023.

CJTC purchased 11 replacement handguns using VTEA grant money.

CJTC purchased a new high-end laptop computer and docking station for CJTC coordinator with $3500.00 in funding from the P.O.S.T. instructional skills grant.

CJTC staff completed training provided by P.O.S.T. on the new computer based testing system that will be used in the basic police academy.

With Foundation grant, Social Sciences purchased DVD’s and CD player for CFS classrooms and some closed captioned DVD’s.

Fine and Performing Arts are first in the bay area to use Computerized Voice Lab to assist vocal students with voice training.

Fine and Performing Arts has been using computer software for notation and ear training in music theory classes, instructor uses LCD projector for computerized examples.

Fine and Performing Arts is using the LCD projector for Studio/Art/History instruction.

Fine and Performing Arts area purchased, through donations, a mobile CD-Recording for recording practice tapes, rehearsals, performances, and demo CDs.

Fine and Performing Arts Digital Art classes are using computer drawing tablets (obtained through foundation grant.)

Office of Instruction allocated instructional equipment funds in the amount of $65,000 to divisions.

Office of Instruction increased the number of online and hybrid courses.

Also see goal #9.

**Challenges:**

- Most of the important media that adds diversity and multiculturalism to Social Sciences is not closed captioned. We do not have staff on campus to close caption our media supplies.
- The Social Sciences teachers who use laptops need to have their own and have been consistently asking the institution to supply them. Shared laptops are counterproductive for effective teaching.
- Need to expand Music Theory Lab computer workstations to 15 stations to accommodate student growth in these courses.
- Upgrades of software needed in all areas, especially in Digital Art and Music Theory classes.
- Digital Art Classes are using PC computers instead of MAC computers (MAC is the industry standard.)
- Digital Art Classes need more drawing tablets to accommodate enrollments.
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.**

**Accomplishments:**
- Each employment opening is evaluated for the best possible means of reaching interested and qualified candidates and ensuring the greatest possible diversity in the applicant pool. Additionally, the faculty salary placement and advancement guidelines have been reviewed and revised to ensure clarity and understanding.
- Greater use is being made of profession-specific Internet recruitment sites and substantially less use is being made of expensive ineffective newspaper advertising.
- One new full-time Mathematics instructor was hired to start fall 2005.
- A new full-time Biology instructor was hired to start fall 2005.
- A new full-time Psychology instructor was hired to start fall 2005.
- A new full-time Art instructor was hired to start fall 2005.
- A new full-time Drama instructor was hired to start fall 2005.
- Two new full-time ADN instructors were hired to start fall 2005.
- CTJC hired a full time replacement staff secretary II who will be responsible for supporting all of our P.O.S.T. certified training programs.
- CFS interviewed and hired two new adjuncts.
- CFS provided adjunct faculty with available funding to attend conferences.
- Office of Instruction has replaced some faculty who retired on the Golden Handshake.
- During 2004-05, college employees received a 1.5% COLA increase.

**Challenges:**
- Social Sciences Division faces continuous difficulty in hiring diverse faculty since all surrounding institutions and college pay their faculty better, offer health benefits, etc.
- Providing instructional assistants, clean classrooms, parking spaces, would all help us attract a more diverse faculty.
- 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.**

**Accomplishments:**
- The Child Development Center was chosen to participate in a Field Study with Sonoma State University and West Ed on the newly required "Desired Results" Child Development Assessments for Infants thru Preschool. The Center also implemented the use of the Desired Results Assessments in the program.
- The Child Development Center collaborated with Justin Siena High School and their Community Service Coordinator to offer service opportunities for Justin Siena High School students.
The Transfer Center helped sustain the “Transfer Opportunity Program” involving UC Davis, NVC and four other colleges.

CJTC prepared a plan that utilizes VTEA funding in combination with existing college funds to create a one-year, full-time contracted position to coordinate in-service training and to complete development and implementation of the local corrections training program. In addition, CJTC developed a proposal to re-organize the support functions for the training center in away that more efficiently utilizes our human resources, leverages grant money, and ultimately will save the college money.

CJTC contracted with the Solano County Sheriff’s Department last spring to provide personnel as a subject matter expert in the area of corrections.

CJTC coordinator participated on two California P.O.S.T. committees including one that studied the peace officer entrance exam process and on that reviewed instructional skills curriculum standards used throughout California.

Fine and Performing Arts students have transferred successfully and won several scholarships.

CFS instructors collaborated with Local Child Start agency to offer Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and 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 Peer supervision with the Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.

CFS instructors 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.

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

Office of Instruction assisted in grant opportunities in the nursing program.

Office of Instruction assisted in grant opportunities in the corrections program.

Challenges:

Development of the local corrections training program is currently stalled. We do not have the human resources necessary to finish recruiting the instructional staff and to collect the required lesson plans to secure state certification for any of the corrections courses. We prepared a plan that utilizes grant funding for one year to complete this work, however, this proposal was declined. Until funding is secured from a grant or from the college, the corrections program is on hold.

Fine and Performing Arts funds are needed to provide tutoring and mentoring in these highly competitive fields.

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

CFS program would like to have an open house to highlight program. Need funding, time and people to support this.
Campus Environment

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

Accomplishments:
- NVC applied for state matching funds to support construction of the Library/Learning Resource Center, remodeling of the theater, and remodeling of the 700 science building.
- Implemented facilities plan using bond funds. Projects underway in 2004-2005 included:
  - Renovation of the gymnasium and restrooms
  - Remodeled and furnished Faculty Offices in Building 1000A and 1000B
  - Faculty and Staff worked with architects on design of new science building
  - Faculty and staff worked with architects on design of new Performing Arts Center
  - Faculty and staff worked with architects on design of new tennis courts
  - Remodeled UVC kitchen and library
  - Signage Committee met with consultants to develop a signage plan and new college logo
  - Started the central plant infrastructure project replacing heating and cooling pipes throughout campus
  - Completed the Environmental Impact Report
- The Child Development Center was able to utilize a 2-year Renovation and Repair Grant for $22,500 for upgrades and repairs needed on the facility.
- Office of Instruction participated in planning new facilities including Fine and Performing Art Center, Life Sciences, Central Plant, LLRC, Gym, and Signage Committees.
- The Financial Aid/EOPS and Student Activities space in Room 100 was upgraded to improve service delivery, space allocation, and add a computer area for students to complete the Financial Aid application online.

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

Accomplishments:
- Refinanced facilities bonds which generated an additional $3 million to support bond projects.
- Issued the second series of facilities bonds six months early. A favorable interest rate resulted in an increase in the amount of money available.
- Applied for additional state funding for renovation of the 700/Science Building and 900/Theater Building.
- Entered a partnership in which PGE committed $3.5 million toward the photovoltaic array project.
33. **Ensure a safe, clean, comfortable and attractive campus.**

**Highlights:**
- The College Police responded to 6,127 calls for services which represents a 23% decrease in calls from the previous year.

**Accomplishments:**
- The college’s food service committee, comprised of representatives from all constituent groups, visited three sites to evaluate those companies that submitted bids to operate the NVC Cafeteria. The new food service vendor, Kinyon, began operations in January, 2005.
- Facilities improvements were made at the Child and Family Center, using grant funds.
- Transfer Center obtained new signage with support of Facilities and Maintenance for the front and back entrances of the Transfer Center.
- CJTC completed a remodeling plan for conference room 1024 that will redesign the space to be used as a meeting and small group student learning and research center.
- Office of Instruction participated in planning new facilities including Fine and Performing Art Center, Life Sciences, Central Plant, LLRC, Gym, and Signage Committees.
- Faculty offices in 1000B and Health Occupations were remodeled and new office furniture was installed.
- The lobby of the Admissions and Records Office was given a new “look.” Carpeting, tables, and chairs were purchased. Pictures were hung and the clutter was removed. The area is a more inviting and comfortable place for students to complete applications, registrations, etc. There are six (6) self-service computers available for students.

**Challenges:**
- It has been challenging to maintain older equipment until it is scheduled to be replaced with bond funds.
- It has been challenging to maintain the campus facilities and grounds due to limited staff and the difficulty in attracting applicants for vacant positions.
- Though the College’s crime rate was relatively low, 2005 was still a very challenging year. The College Police Department faced staffing shortages and changes, the introduction of new equipment and processes, a number of challenging student discipline issues and two very serious calls that involved a gun and large sword. Fortunately, both of these incidents were resolved without injury to the officers or the public.
- The new chairs in most of the Social Science classrooms are too heavy to allow group work. The students feel cramped. The chairs are broken. We need classrooms that support student learning in the social sciences.
- CFS program needs a resource room for all of our student and faculty needs.
- For CFS, upkeep of classrooms and storage areas is tedious. Need additional money to support this endeavor with work study student.
- CFS program needs additional funding source for purchasing supplies for program.
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:**
- WorkAbility III and DSPS sponsored a successful Disability Awareness Day, which garnered enough support from faculty for students to gain academic credit for participation.

**Accomplishments:**
- The college crafted legislation (SB220) to bond the teaching winery. The bill passed in the Senate and is awaiting Assembly final confirmation. (The bill was signed by Governor Schwartennagger in September 2005.)
- The NVC Foundation sponsored a reception for donors in advance of the May 2004 Scholarship Ceremony.
- The NVC Foundation’s breakfast, honoring the Circle of Friends, brought 34 donors to NVC. The group met with faculty and staff.
- Over 250 parents and students attended the annual bilingual Awards and Parent Night sponsored by Talent Search, where the students are honored for their academic achievement.
- ASB sponsored the “Rock the Vote” event in the Fall where all the ASB board members worked together and organized 16 different political organizations to visit the campus and bring a new kind of awareness to the campus.
- The 4th Annual African American Celebration Dinner and DECKED OUT Fashion Show was held in the Spring and highlighted how 40 ASB and Non-ASB students could work together and create a huge community event.
- 2004-05 was a busy year for Student Activities which sponsored 20 ASB events, 22 Club events, and 18 Student Activities events. In addition, there were 21 active and approved clubs and organizations on campus.
- The Community Relations Office provided support to numerous ASB events to “enliven the college atmosphere” by distributing press releases, publicizing on-campus events in newsletter, putting events on highway sign, and web campus calendar, photographing events, and providing day-of coverage.
- On April 5, 2005, the CJTC hosted the Napa premier of *Not In Our Town - Northern California* here at Napa Valley College.
- The Fine and Performing Arts enlivened the college atmosphere through the following activities.
  - NVC Potters’ Guild presented and sold student’s ceramics on campus.
  - Art and ceramics instructors have exhibited their work extensively in the Bay Area.
  - NVC Art Gallery has presented six Art Exhibitions at the Menlo St. Gallery venue.
  - Drama Department presented major productions on the NVC stage and touring shows throughout the community schools.
  - Voice Department presented choral concerts and voice recitals on campus.
  - Voice Department presented vocal entertainment/fundraiser “An Evening at the Cabaret” on campus.
  - Jazz Ensemble performed concerts.
  - Music, Drama and Dance Departments linked to produce nine performances of the musical, *Hello, Dolly!*
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.

Accomplishments:
- The Child Development Center worked closely with NVC Health Occupations/Nursing, the Police Academy, and the Child and Family Studies Department to provide observational and interactive opportunities with Center children and families for NVC students.
- The Child Development Center worked closely with Child and Family Studies and Napa Cares to provide on-site child care for weekend CFS classes.
- The Career Center developed and distributed a guide for NVC Occupational Programs.
- The Career Center developed new internship sites for the Human Services Vocational program.

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

Accomplishments:
- The Small Business Development Center initiated the Customer Service Academy, training workers throughout the valley in critical hospitality skills.
- NVC and City staff met to discuss moving the local cable Channel 27 and 28 to the campus.

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

Accomplishments:
- The college and NVC Foundation brought together CEO’s from throughout the valley, and formed a new Business Leaders Advisory Committee.
- In April, the NVC Foundation sponsored the Building Bridges event at the Culinary Institute of America in St. Helena. The event brought together local business leaders to recognize Dey Labs, Vallergas Markets, and Trefethan Vineyards and Winery for their support of NVC.
- The Research Office prepared and conducted a survey of local wineries in cooperation with the Napa Valley Vintners and the MKF group.
- CJTC prepared a plan that utilizes VTEA funding in combination with existing college funds to create a one-year, full-time contracted position to coordinate in-service training and to complete development and implementation of the local corrections training program. In addition, CJTC developed a proposal to re-organize the support functions for the training center in away that more efficiently utilizes our human resources, leverages grant money, and ultimately will save the college money.
• CJTC contracted with the Solano County Sheriff’s Department last spring to provide personnel as a subject matter expert in the area of corrections.
• Office of Instruction assisted in grant opportunities in the nursing program.
• Office of Instruction assisted in grant opportunities in the corrections program.

Challenges:
• Development of the correction program including the advertising and marketing materials described in this objective are on hold pending funding of a coordinator to complete the project. Our hope is to secure VTEA funding next fiscal year to complete the project.

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

Highlights:
• The Office of Student Services secured a NVC outreach site at the Boys’ and Girls’ Club in American Canyon in the spring semester and equipped it with new furniture (e.g. chairs, tables, black boards, etc.). NVC will be able to offer classes and have a presence in American Canyon.
• Upward Bound developed and coordinated an after-school tutorial program at St. Helena and Calistoga High Schools through the Non-Credit Matriculation program and with the assistance of the Vice President of Student Services. A successful Latino Social Services Faire was held at the Upper Valley Campus on June 25, 2005.
• The Outreach Committee, staffed by the Office of Student Services, established monthly campus tour dates, created a tour script, and facilitated tours from Napa and Vallejo schools, agencies, and the general public. Over 400 contacts were made via tours.
• The college celebrated the 10th anniversary of the Upper Valley Campus in St. Helena and the 30th anniversary of Trips & Tours with a community open house on October 7.

Accomplishments:
• The theme of the NVC Foundation Annual Dinner, held on September 21 at Silverado Resort was “Blueprint for the Future.” Nearly 200 guests took a virtual tour of the campus of the future.
• NVC Foundation, with the Community Foundation of the Napa Valley, the St. Helena Hospital Foundation and the Queen of the Valley Hospital Foundation participated in the Allied Professionals network. The network sponsors presentations on how families and individuals can support the community through philanthropy.
• The NVC Foundation sponsored a holiday reception for donors in December.
• The NVC Foundation hosted 30 local business leaders who volunteered to participate in a new Business Advisory Committee. The committee met with college faculty and staff at a breakfast meeting on June 16, 2005.
• The Upward Bound, MESA, and Associate Degree Nursing programs made presentations at the NVC Foundation board meetings.
Both the Financial Aid and EOPS staff continue to be very active on the Outreach Committee. Numerous financial aid outreach presentations were made both in Napa county and Solano county. During 2004-05, there were approximately 50 different presentations given in a variety of venues both on and off campus. Hector Brambila continues to visit the high schools between 8-10 a.m., four mornings per week.

The NVC Financial Aid/EOPS staff played a significant role in the Quimby Ghilotti Memorial Financial Aid Workshop at Napa High School and the Cash for College event co-sponsored by the SUCCESS Consortium. Workshops were offered in both Spanish and English at each of these events.

Both Hector Brambila and Jill Schrutz were guests on Dr. McCarthy’s television program. Bob Lortz worked closely with the Independent Living Program for youth aging out of the foster care system. Patty Renfrow continues to serve on the board of the If Given a Chance Foundation. The majority of those recipients come to Napa Valley College.

The Career Center developed a Guide for NVC Occupational Programs and distributed over 2,000 copies on and off campus.

The Community Relations Officer developed an outline of the steps involved in preparing a formalized marketing plan based on community needs assessments and other research.

The Community Relations Office supported NVC Foundation events and efforts. Media coverage was generated for the Business Development Committee “Building Bridges” event and follow up work was done with company publications of those honored. Publicity was done for the Annual Dinner in fall 2004. Significant support was provided to the Foundation annual report production.

CJTC launched an advertising campaign to bolster enrollment in all 2005 basic academy classes.

CJTC staff participated in outreach programs at every high school in Napa County and talked with over 300 high school students about the job training programs offered by the training center.

CJTC used VTEA funds to revise our recruitment cards and issued a set to all full time staff, three drill instructors, and one part time instructor on an experimental basis.

CJTC participated in the City of Calistoga law enforcement memorial event on May 14th by providing an information booth and exhibit highlighting training center programs and new job opportunities.

A new color brochure was developed for Fine and Performing Arts theatre productions, art exhibitions, and music concerts.

The Fine and Performing Arts Division sends out mailings to announce events and shows.

Voice Department sends out a newsletter to announce schedule, auditions and course offerings in the department before fall semester.

CFS instructors were collaborative partners representing Napa Valley College for the Napa County Compensation and Retention Encourage Stability (C.A.R.E.S.) project.

CFS instructors collaborated with Local Child Start agency to offer Introduction to Early Childhood Education Class (CFS 122) through a Training and Job Development for Early Childhood Educator’s project and 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 Peer supervision with the Infant Parent Mental Health Fellowship Projects through Napa County Health and Human Services.

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

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

Scheduling changed the method of mailing class schedules.

Challenges:

- A formalized marketing plan will require a major institutional commitment, significant operational changes, and has budget and staffing implications for the Community Relations Office and other parts of the college.

- 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 program needs more Mentor Teachers to support the growing numbers of students placed in practicum sites every semester.

- CFS program would like to have an open house to highlight program. Need funding, time and people to support this.