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Prepared by
Napa Valley College
Office of Research, Planning and Development
October 31, 2006

Dear Colleagues:

The purpose of this Progress Report is to share our achievements in implementing the 2005 - 2011 Strategic Plan. This was the first year of the plan, and many exciting developments marked the year.

Among the priorities we set for the year included: increasing retention and persistence, developing student learning outcomes, and implementing our new Program Evaluation and Planning Process. We have also focused on data-driven decision-making and moving forward with bond-funded facilities projects.

It is impressive how much the college community accomplished together last year, and more challenges lie ahead. Guided by our mission and energized by our past achievements, we will continue to strengthen the learning opportunities we provide to our students each day on our campus.

I offer my sincere thanks to each of you for your contribution to this collaborative effort of which we can all be justly proud.

Sincerely,

Dr. Chris McCarthy
President

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Napa Valley College

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

Mission

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

Vision

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

Values

At Napa Valley College, students are our focus and their education is our primary responsibility.

We value, model, and encourage
- student success
- honesty and integrity
- innovation and creativity
- adaptability and flexibility
- respect for all people
- appreciation of diversity
- responsibility and accountability to self and others
- openness to ideas and opinions

2005-2006 Planning Priorities

The following planning priorities have been identified for 05-06:

1. Increase FTES by 4% for 2005-2006
2. Increase student retention – the percent of students who are retained in courses (i.e. who receive grades of A, B, C, D, F, CR, NC, I) out of total students enrolled in courses (A, B, C, D, F, CR, NC, I, W)
3. Increase persistence – percent of students enrolled in the next term out of students enrolled in the first term.
4. Continue to develop Student Learning Outcomes
5. Continue to update the curriculum as required by Title V
6. Address plans identified in accreditation self-study, the team report and recommendations
7. Address objectives from NVC Strategic Plan.
2005-2011 NVC Strategic Plan
Goals & Objectives

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

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

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

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

   **Measurable Objectives:**
   16. By 2005-2006, implement the new Program Evaluation & Planning process connected with budget & planning (ACCJC)
   17. By 2011, 100% of college programs and services will complete the Program Evaluation and planning process. (ACCJC)
   18. By Fall 2005, the college, its programs and services, will have identified Student Learning Outcomes (SLOs) (Title III)
   19. By June 2007, all courses will have identified SLOs (Title III)
   20. By 2008, implement SLOs across curriculum & college programs and begin assessing SLOs (Title III)
   21. NVC will remain fiscally stable by maintaining a 5% reserve
   22. Raise at least $2.5 million each year through college grants and contracts, the NVC Foundation, and partnerships with the community
Performance Outcome:
23. By 2005-2006, provide a comprehensive orientation programs for all new employees (Title III)
24. By 2008, develop and maintain a comprehensive faculty and staff development program to serve needs identified by employees and the college (Title III)
25. Produce annual NVC Report Card to the community, including major accomplishments and measures of institutional effectiveness
26. Implement new system(s) for evaluating employee performance (ACCJC)
27. Monitor community and students needs and adjust programs and services accordingly.
28. Conduct student and employee satisfaction surveys

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

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

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

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

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

Performance Outcomes:
41. Fully implement the Datatel enterprise system by 2006
42. Expand and improve technological capacities in classrooms, labs, and offices (Title III, Bond, Datatel)
43. Review and improve institution-wide processes in order to be more efficient.
5. **Improve Facilities** by constructing new buildings, renovating existing buildings, and making site improvements.

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

- See Glossary for definition
Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Transfer Ready – students with 56+ transferable units, with a minimum GPA of 2.0, and with a successful grade (A,B,C, or CR) in a transferable mathematics course and a transferable English course
2005-2006 Progress Report
NVC Strategic Plan

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

1. Increase the number of degrees awarded by 5% per year (on average). The number of degrees awarded decreased by 26% between 2004-2005 and 2005-2006.

2. Increase the number of certificates awarded by 1% per year (on average) The number of certificates awarded increased by 17% between 2004-2005 and 2005-2006.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Awards</th>
<th>Change from Previous Year</th>
<th>Number of Awards</th>
<th>Change from Previous Year</th>
<th>Number of Awards</th>
<th>Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>685</td>
<td>+0.7%</td>
<td>166</td>
<td>-34.6%</td>
<td>851</td>
<td>-8.9%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>504</td>
<td>-26.4%</td>
<td>194</td>
<td>+16.9%</td>
<td>698</td>
<td>-18.0%</td>
</tr>
</tbody>
</table>

Source: California Community College Chancellor’s Office Data Mart, Awards

Awards Conferred by NVC

- Total
- Degrees
- Certificates

Number of Degrees and Certificates Awarded by NVC
3. **Increase the number of transfers by 1% per year (on average)**  
The number of transfers to UC and CSU institutions increased by 9% between 2003-2004 and 2004-2005.

**Number of Transfers from NVC to UC and CSU Institutions**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>University of California System</th>
<th>California State University System</th>
<th>Total Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Transfers</td>
<td>Change from Previous Year</td>
<td>Number of Transfers</td>
</tr>
<tr>
<td>2003-2004</td>
<td>51</td>
<td>+10.9%</td>
<td>197</td>
</tr>
<tr>
<td>2004-2005</td>
<td>47</td>
<td>-7.8%</td>
<td>223</td>
</tr>
</tbody>
</table>

**Source:** California Postsecondary Education Commission (CPEC) Transfer Pathways Data

4. **Increase the number of transfer-ready by 5% per year (on average)**  
The number of transfer-ready students decreased by 3% between 2003-2004 and 2004-2005.

5. **Increase the number of transfer-prepared students by 2% per year (on average)**  
The number of transfer-prepared students decreased by 6% between 2003-2004 and 2004-2005.

**Number of Transfer-Ready & Transfer-Prepared Students at NVC**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Transfer-Ready</th>
<th>Change from Previous Year</th>
<th>Transfer-Prepared</th>
<th>Change from Previous Year</th>
<th>Total Transfer-Ready &amp; Transfer-Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td></td>
<td>Number of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-2004</td>
<td>195</td>
<td>+46.6%</td>
<td>596</td>
<td>+16.9%</td>
<td>791</td>
</tr>
<tr>
<td>2004-2005</td>
<td>189</td>
<td>-3.1%</td>
<td>559</td>
<td>-6.2%</td>
<td>748</td>
</tr>
</tbody>
</table>

**Source:** Partnership for Excellence Data
6. Increase successful course completion rates by 0.5% per year (on average)

The successful course completion rate decreased by 2% between 2004-2005 and 2005-2006

Successful Course Completion Rates at NVC

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Successful Course Completion Rate</th>
<th>Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>69.0%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>66.9%</td>
<td>-2.1%</td>
</tr>
</tbody>
</table>

Source: California Community Colleges Chancellor’s Office Data Mart, Success Rates
7. **Increase student retention by 0.5% per year (on average)**

The retention rate increased by 0.5% between 2004-2005 and 2005-2006.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Retention Rate</th>
<th>Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>81.1%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>81.6%</td>
<td>+0.5%</td>
</tr>
</tbody>
</table>

*Source: California Community Colleges Chancellor’s Office Data Mart, Retention Rates*

8. **Increase student persistence by 0.5% per year (on average)**

The persistence rate increased by 0.1% between Fall 2004 and Fall 2005. The fall-to-spring persistence rate increased by 1.2% between 2004-2005 and 2005-2006.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall-to-Fall Persistence Rate</th>
<th>Change from Previous Year</th>
<th>Fall-to-Spring Persistence Rate</th>
<th>Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>41.2%</td>
<td>-2.0%</td>
<td>60.0%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>41.3%</td>
<td>+0.1%</td>
<td>61.2%</td>
<td>+1.2%</td>
</tr>
</tbody>
</table>

*Source: MIS SX Files*
9. Increase the number of students completing coursework at least one level above their prior basic skills enrollments by 1% per year (on average) in English and Math.

The number of students completing coursework at least one level above their prior basic skills enrollments in English and Math increased by 13% between the 2001-2002 cohort and the 2002-2003 cohort. The number of English improvements increased by 8%, and the number of Math improvements increased by 19%.

<table>
<thead>
<tr>
<th>Period</th>
<th>English</th>
<th>Change from Previous Year</th>
<th>Math</th>
<th>Change from Previous Year</th>
<th>Total</th>
<th>Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001/02 – 2003/04</td>
<td>339</td>
<td>+93.7%</td>
<td>260</td>
<td>+18.2%</td>
<td>599</td>
<td>+51.6%</td>
</tr>
<tr>
<td>2002/03 – 2004/05</td>
<td>367</td>
<td>+8.3%</td>
<td>310</td>
<td>+19.2%</td>
<td>677</td>
<td>+13.0%</td>
</tr>
</tbody>
</table>

Source: Partnership for Excellence Data
| 10. Expand North Bay California Partnership for Achieving Student Success to include district K-12 institutions and transfer institutions.  
No progress to date. Activities are planned for 2006-2007. |
|---|
| 11. Develop job placement tracking system.  
- NVC purchased a new job development tracking system called *Interfase*, which was fully implemented in September, 2006. The Career Center Staff will be fully trained on the system by November.  
- Faculty and staff are also working on campus-wide implementation plan for vocational programs to list all placements including internships. This will likely take 1-2 years for full implementation by the program coordinators and student service staff. |
| 12. Develop teaching practices that are responsive to different learning styles.  
- Title III sponsored two faculty training sessions through the TLC, reaching 52 faculty members.  
- Title III provided training for six staff from the Workability III program.  
- Title III provided training for 16 faculty and staff from Fine and Performing Arts division. |
| 13. Increase training for the classroom presentations that will provide quality learning opportunities for students.  
- Title III staff made class presentations on direct learning styles/learning diversity to 681 students  
- Title III staff completed on-line learning styles inventories for all students enrolled in English 60, English 17, and English 15, 16 (approximately 168 students) |
| 14. Increase the number of students who have developed a complete educational plan/goals  
The Counseling Division is transitioning in the use of electronic education plans. In Spring 2006, the counselors stopped using the “Action Plan It” electronic education plan, which is not compatible with the Datatel system. In September 2006, the counselors will be trained to use the new electronic education plan system that is available in web advisor. |
| 15. Increase utilization of Student Support Services on campus.  
- Campus Police and the Student Health Center moved from the basement of the 700 building to a modular building. The new location provides easy access, is more accessible, and the space is better suited to meeting student and staff needs.  
- A new online student orientation was developed, to be offered in 2006-2007. |
2. Establish, apply, and maintain college-wide standards of excellence through continuous evaluation of quality and effectiveness and implementation of improvements.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The new Program Evaluation and Planning process, connected with planning and budget, was implemented beginning in Fall 2005. The programs that participated in the process in 2005-2006 were: Administration of Justice, Computer Studies, Criminal Justice Training Center, English as a Second Language, Machine Tool, Mathematics, Respiratory Therapy, Sociology, College Police, Special Services (DSPS), Student Life, Transfer Center, Community Relations, and Facilities Services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. By 2011, 100% of college programs and services will complete the Program Evaluation and planning process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each area (instruction, student services, and administrative services) developed a schedule of programs and services that will complete program evaluation and planning each year. During 2006 the programs involved in PEP are: accounting, art, digital design graphics technology, English, geology, human resources, psychiatric technology, library/media, Workability III, NVC Foundation, and president’s office.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. By Fall 2005, the college, its programs and services, will have identified Student Learning Outcomes (SLOs).</th>
</tr>
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<tbody>
<tr>
<td>Student learning statements have been drafted for 30 instructional programs, for the student services area, and for the matriculation program. Twenty-two instructional programs, the student services area, and matriculation have created program maps, and nine instructional programs have drafted program outcome guides. At the spring semester 2006 Flex Day, the college community participated in an activity to begin the discussion of college level SLOs. The Planning Committee expects to complete the institutional level student learning outcomes statements in Fall 2006.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. By June 2007, all courses will have identified SLOs.</th>
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<tbody>
<tr>
<td>In the fall of 2005, as part of the new Program Evaluation and Planning process, programs were asked to identify in a Matrix which program outcomes were addressed by which courses. Also during fall 2005 a course outcome guide was approved by the Curriculum Committee as a supplemental form to the course outline of record. The purpose of this form is to serve as a central location to house course level student learning outcomes. The focus of 2006-2007 is on drawing program level outcomes into course outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. By 2008, implement SLOs across curriculum &amp; college programs and begin assessing SLOs.</th>
</tr>
</thead>
</table>
| • Identifying methods for assessing institutional- and program-level outcomes is a focus for 2006-2007.  
  • Conducting the assessment of these outcomes is planned for 2007-2008. |
21. **NVC will remain fiscally stable by maintaining a 5% reserve.**
   
   NVC has consistently maintained a reserve level exceeding 5% for a number of years. The reserve level at 2004-2005 year end was 7.26% and at year end 2005-2006 was 9.34%. The Board of Trustees continues to support maintaining a 5% reserve level.

22. **Raise at least $2.5 million each year through college grants and contracts, the NVC Foundation and partnerships with the community.**
   
   - During 2005-2006 Napa Valley College was awarded grants and contracts totaling $9,481,908. Federal grants totaled $2,071,871; local grants totaled $1,392,320; and state grants and categorical programs totaled $6,017,717.
   - The NVC Foundation, which serves as the fiscal agent for some of these grants, raised more than $641,000 in 2005-2006.

23. **By 2005-2006, provide comprehensive orientation programs for all new employees.**
   
   The Teaching and Learning Center developed a comprehensive new employee orientation program. The program includes a series of workshops to familiarize new employees to the campus culture of NVC; an on-line training website, where new employees can access information and resources as they need; and access to a group of cross constituent group personnel who have agreed to serve as resource persons for the new employee group.

24. **By 2008, develop and maintain a comprehensive faculty and staff development program to serve needs identified by employees and the college.**
   
   The Teaching and Learning Center developed a comprehensive professional development program which includes a menu of workshops focusing on effective teaching strategies and dissemination of information, community building and conflict resolution, personal enhancement, and technology training. The new PEP process identifies professional development needs of faculty and staff.

25. **Produce annual NVC Report Card to the community, including major accomplishments and measures of institutional effectiveness.**
   
   In 2004, the community relations office and president’s office published a sixteen page NVC Annual Report. The twelve page 2005-2006 Annual Report to the Community was distributed to the community as an insert in local newspapers. Both publications highlighted college accomplishments and reported on institutional effectiveness measures.

26. **Implement new systems for evaluating employee performance.**
   
   - A new evaluation procedure was piloted for non-tenured (contract) faculty and the process became permanent in spring 2006.
   - A new procedure for tenured faculty has been piloted since 2003-3004 and will continue through 2006-2007.
   - No changes have been made, to date, to the administrative evaluation process or the classified staff evaluations. Plans have been made to review those evaluations in 2006-2007.

27. **Monitor community and students needs and adjust programs and services accordingly.**
   
   - Expanded the nursing program to meet the local demand for RNs, with funding from the Chancellor’s Office and local hospitals.
• Designed student surveys for use in Program Evaluation and Planning process
• Involved community stakeholders in the development of many of the program level student learning outcomes
• Occupational programs met with their advisory committees
• Outreach committee members met with high schools and have established scheduled monthly visitations to campuses. In the spring high school counselors and administrators came on campus for presentation of programs and services. In the fall the outreach committee members visited high schools to discuss student services.
• Applied for funding to support the development of a Hospitality and Tourism Management program to meet needs of local industry.
• NVC Foundation Business Committee held Business Leaders Advisory Roundtables. Business leaders learned about bond construction progress and the college learned about the business leaders’ workforce training needs. Several ideas for collaboration were identified in the areas of internship, scholarship and program development, especially in regard to the need for Hospitality and Tourism Management.
• The college expanded course offerings in American Canyon. An agreement with the American Canyon Boys and Girls Club provides facilities for many of these courses. The new Assistant Registrar currently spends two days per month working in American Canyon at the outreach center and in the community. As enrollments grow this will increase to once a week.
• The Science, Math and Engineering Division has developed Geographic Information Systems (GIS) coursework and offered a class beginning in 2005-2006. Faculty are currently writing grants for equipment to improve and expand the course.
• With the implementation of the Datatel software, NVC began on-line registration during summer session 2005.
• In 2005-2006, student orientation sessions were modified to include registration using WebAdvisor.
• The college has translated materials into Spanish. Bi-lingual staff have been responsible for most of the translations. Spanish language materials include information in the class schedule, campus signage, brochures, and other materials. The college admission application is available in Spanish. NVC worked in collaboration with XAP and a number of other community colleges to develop an online application completely in Spanish. This was implemented in April 2006.
• The NVC website, catalog, and schedule now have welcome greetings in three languages – English, Spanish, and Tagalog.

28. **Conduct student and employee satisfaction surveys.**
• Faculty and staff surveys were conducted to gather input for the 2005 Program Evaluation and Planning cycle.
• Student surveys were designed for 2006 Program Evaluation and Planning cycle.
• Students were surveyed as part of the 2005-2006 faculty evaluation process.
3. Increase access to high quality programs and services by sustaining strong connections with the community.

29. Increase enrollments by 2% per year (on average)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Enrollments</th>
<th>Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>34523</td>
<td>-2.3%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>33919</td>
<td>-1.7%</td>
</tr>
</tbody>
</table>

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

30. Increase headcount by 2% per year (on average)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students (Headcount)</th>
<th>Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>15254</td>
<td>--</td>
</tr>
<tr>
<td>2004-2005</td>
<td>14288</td>
<td>-6.3%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>15574</td>
<td>+9.0%</td>
</tr>
</tbody>
</table>

*Source: MIS SX Files*
31. Increase diversity among the student population (ratio of New Majority: White) by 5% per year (on average)
Diversity among the student population decreased by almost 3% between Fall 2004 and Fall 2005.

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of New Majority Students</th>
<th>Number of White Students</th>
<th>Ratio of New Majority : White</th>
<th>Change in Ratio from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>3344</td>
<td>4798</td>
<td>0.70 : 1</td>
<td>+9.4%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>2930</td>
<td>4312</td>
<td>0.68 : 1</td>
<td>-2.9%</td>
</tr>
</tbody>
</table>

Source: California Community Colleges Chancellor’s Office Data Mart, Student Demographics

*These figures do not include students who did not report their ethnicity. 1191 students did not report an ethnicity in Fall 2004, and 1972 did not report an ethnicity in Fall 2005. This amounts to a 66% increase in the number of students whose background is unknown. The surge in students who did not report their ethnic/racial background affects the ratio for Fall 2005 reported in the table.
32. Increase diversity among the faculty and staff population (ratio of New Majority: White) by 2% per year (on average)

Diversity among faculty and staff decreased by 3.7% between fall 2004 and fall 2005.

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of New Majority Employees</th>
<th>Number of White Employees</th>
<th>Ratio of New Majority : White</th>
<th>Change in Ratio from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>116</td>
<td>432</td>
<td>0.27 : 1</td>
<td>-3.6%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>118</td>
<td>458</td>
<td>0.26 : 1</td>
<td>-3.7%</td>
</tr>
</tbody>
</table>

Source: California Community Colleges Chancellor’s Office Data Mart, Staffing Reports, Ethnic Distribution by District

- The Diversity Task Force met monthly and analyzed the diversity plan to determine which activities were being accomplished and which should receive highest priority.
- The task force created an ongoing yearly allocation of approximately $25,000 in Partnership for Excellence funds to accomplish the plan’s recommendations. College employees submitted applications for these funds to conduct activities that would address the recommendations of the diversity plan. The task force funded approximately 30 proposals from faculty and staff for training and campus climate projects. These projects included: funding to assist faculty in updating courses aimed at diversity, guest speakers to address diversity topics, activities central to Black History Month and Cinco de Mayo, membership in the Hispanic Association of Colleges and Universities, diversity training for all hiring committees, diversity-oriented books in the Writing Center, and others.
- The Criminal Justice Training Center presented a series of hate crimes education programs including: Not in Our Town – Northern California Premier; Bang, Bang, You’re Dead; “Erase Hate” Campus Rush Week Concert; and Stop the Hate! Training for Trainers Program.
- The Associated Student Body, under the strong leadership of the Student Life Coordinator, has helped students become involved in promoting diversity awareness on campus through a number of active campus clubs.

34. Implement the Student Equity Plan.

- NVC followed the Chancellor’s Office recommendation to initiate race/gender neutral methods in the Student Equity Plan for at least three years, before consideration is given to methods that take race or gender into account.
- The Student Equity Plan goals are integrated with NVC’s 2005-2011 Strategic Plan, the objectives and performance indicators from the Strategic Plan are the framework for the Student Equity Plan. These include:
  - Increase diversity among the student population by 5% per year (on average) - #31 above
  - Increase successful course completion rates by .5% per year on average - #6 above
  - Increase student retention by .5% per year on average - #7 above
  - Increase student persistence by .5% per year on average - #8 above
  - Increase the number of students completing coursework at least one level above their prior basic skills enrollment by 1% per year on average in English and math - #9 above
  - Increase the number of students completing AA/AS degrees by 5% per year on average - #1
Increase the number of students completing certificates by 1% per year on average - #2 above
Increase the number of transfer students by 1% per year on average - #3 above
Increase the number of transfer-ready students by 5% per year on average - #4 above
Increase the number of transfer-prepared students by 2% per year on average - #5 above
An analysis of the student equity factors has been incorporated into the new Program Evaluation and Planning Process. “Student Success and Equity” and “Enrollment Trends and Student Satisfaction” are two of the seven sections of the program evaluation process. Beginning in 2005-2006, the instructional programs participating in PEP were provided with program level data on enrollments, retention, and successful course completions. The Office of Research will be providing all programs with this information each year, along with institution-wide data.
In 2006-2007, the PEP process includes student surveys that assess student perceptions of their overall campus experience and satisfaction with specific programs and services.

35. **Conduct campus climate/student equity survey.**
   A student satisfaction and campus climate survey is being developed for implementation in 2007.

36. **Increase outreach activities.**
   During 2005-2006 the college conducted many outreach activities, including:
   - The Outreach Committee met regularly throughout the year to coordinate various outreach activities in the community.
   - NVC reinstated the high school breakfast which was attended by 40 representatives of high schools in the outreach area.
   - NVC participated in CAMP, a program in cooperation with Sonoma State University and Santa Rosa Junior College, to provide supportive services to 20 first time students who come from migrant backgrounds.
   - Applied for continued funding from the U.S. Department of Education for the Talent Search Program, which provides support services to 600 middle and high school students who are low income and among the first generation in their family to possibly attend college. Project staff work at American Canyon Middle School every Friday.
   - The president continued *Napa Valley College Forum*, the college monthly show on TV 27, where he highlights college programs, faculty, staff and students.
   - EOPS, Talent Search, and Migrant Education sponsored the Annual Latino Youth Leadership Conference.
   - The 3rd Annual Career and Leadership Fair for juniors and seniors from Calistoga and St. Helena High Schools was held on March 17, 2006 at the Upper Valley Campus.
   - Opened an outreach center in the American Canyon Boys and Girls Club.
   - A high school outreach coordinator works on-site at local high schools to increase NVC outreach efforts.
   - NVC is offering college classes at all major high schools in the county.
   - College representatives participated in high school career fairs, back to school nights, and college nights to spread the word about opportunities at NVC.
   - The Outreach Committee produced an annual outreach calendar of events to coordinate all outreach related activities.
- Outreach Committee members scheduled visits to all high schools to inform them of changes at NVC, to introduce key NVC staff, and to talk about the services the college provides.
- Community Relations office developed two videos as outreach to potential students.
- NVC participated in the 6th Annual “Healthy People, Healthy Planet” faire.
- The college posted “Welcome! Bienvenidos! Tuloy Po Kayo!” on signs, the website and cover of the class schedule.
- The college decided to move forward with the development of a formal marketing plan, which will begin in 2006-2007.

### 37. Foster relationships with local businesses and industry.
- NVC received matching funds from Pacific Gas and Electric Company to build the solar project.
- During 2005-06 the NVC SBDC provided local businesses with 22 contract education trainings that brought in $34,000.
- At the NVC Foundation Annual Dinner on September 27, 2005, Queen of the Valley Hospital, Dey Labs and other local businesses were among those who contributed $75,000 toward the purchase of pediatric simulators for the nursing simulation laboratory.
- NVC was approached by community, industry, and business leaders in the hospitality industry to provide training that focuses on food service, hospitality, and tourism. The college applied for two grants that were awarded to develop a management program and a training institute. Over 25 business and industry partners are supporting the program.
- The NVC Foundation held its second annual Building Bridges and Honoring Excellence celebration and honored the Napa Chamber of Commerce, Queen of the Valley Hospital and the Vintage Bank for contributions to and support of education at NVC.
- The SBDC director writes a regular business column in the Napa Valley Register and the Chamber of Commerce newsletter.
- The SBDC was a sponsor of the Wine Country Food and Beverage Management Symposium on March 21, 2006 at the Upper Valley Campus.
- The SBDC, the Job Connection of the Napa Workforce Investment Board and the Napa and St. Helena Chambers of Commerce partnered to offer the Napa Valley Customer Service academy, providing businesses with hands-on training to enhance a business’s ability to gain and retain both customers and quality employees. Last year, more than 500 local business owners and employees attended at least four hours of training.
- NVC sponsored a booth at the annual Business Showcase
- NVC held two job fairs, one in October and one in April, that involved more than 100 employers and was open to the community.
- The Associate Degree Nursing Program was expanded with support from local hospitals.
- As many programs developed their program level student learning outcomes, they invited business and industry representatives to participate to help identify the outcomes they would like to see exhibited in students who receive degrees and certificates from NVC.
<table>
<thead>
<tr>
<th>38. Increase community participation in college programs and services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• At the spring Earth Day Open House, faculty shared information about the solar field and solar energy with the community who attended the event.</td>
</tr>
<tr>
<td>• Approximately 180 people attended the NVC Foundation Annual Dinner, an event that highlighted the college’s health occupations programs.</td>
</tr>
<tr>
<td>• The Puente Program involves community volunteer mentors, who work with individual Puente students.</td>
</tr>
<tr>
<td>• ASB, Black Student Union, and Diversity Task Force sponsored “Honoring Past Legends” the 5th Annual African American Celebration on February 23, 2006.</td>
</tr>
<tr>
<td>• Napa Valley Cooking School sponsored fall and spring restaurant sessions to showcase student skills to the public.</td>
</tr>
<tr>
<td>• As part of Napa Reads 2005, author Joyce Maynard spoke to NVC students and faculty.</td>
</tr>
<tr>
<td>• A community volunteer fair was held at the Upper Valley Campus.</td>
</tr>
</tbody>
</table>
4. Effectively use appropriate technologies to support programs and services and to improve communication.

39. Provide on-line registration for students by Spring 2006 for credit students and by Summer 2006 for non-credit and fee-based students.
- With the implementation of Datatel software, NVC began to pilot on-line registration during summer session 2005. On-line registration was available to continuing students in fall 2005 and to all students (including non-credit students) in spring 2006.
- The college is still working on providing on-line access for students enrolled in fee-based courses.
- Students apply via the web in English or Spanish and can register via the web or in person.

40. Increase opportunities for faculty and staff to use technology to support student learning by providing staff development and training in technology.
- The District Technology Advisory Committee began to develop a new technology plan in 2005-2006, which will include staff development and training. The group anticipates completing the plan during spring semester 2007.
- The college provided Datatel training for department implementation teams in departments using the new system. The team members continue to train other staff members in use of the system.
- The Teaching and Learning Center offers a menu of workshops which includes focusing on effective teaching strategies and technology training.
- The Teaching and Learning Center is developing an online teaching and learning website so faculty and staff can access training information using a variety of multimedia platforms from their homes and work stations, if they are unable to attend the face-to-face workshops being offered.
- The district adopted and implemented an easy-to-use campus-wide web content management tool, namely Campus Platform by School Web Services. Faculty and staff are provided a user manual and trained in groups and individually on use of the software by the Teaching and Learning Center (TLC), Information Technology, and the vendor. Creation of faculty home pages has increased significantly with the campus-wide licensing model and TLC support.

41. Fully implement the Datatel enterprise system by 2006.
NVC purchased Datatel Colleague and Web Advisor products for the enterprise system. The products are being used successfully for college financials, human resources and payroll, and student systems including curriculum, admissions, financial aid, registration, accounts receivable and degree audit. Students apply via the web in English or Spanish and can register via the web. An interface between Datatel and WebCT is in place. State and federal reporting are done using Datatel.
42. Expand and improve technological capacities in classrooms, labs, and offices.

- As part of the bond facilities planning, consultants gathered information from faculty and staff and are preparing a draft of the “Napa Valley College Audiovisual Master Plan.” The plan should be completed in fall 2006. The plan will address AV systems for general assignment classrooms in newly constructed buildings and in existing, renovated buildings. The plan will be based on a tiered approach with several systems types that meet varying user needs and classroom sizes across the campus.

- The District Technology Advisory Committee began to develop a new technology plan in 2005-2006. The instructional technology section of the plan still needs to be developed, with input from the Academic Senate Instructional Technology Committee. The Student Services Council will provide input in the development of the student services section of the plan. The committee anticipates completing the new technology plan during spring semester 2007.

- The new Program Evaluation and Planning process includes opportunities for instructional programs, services, and offices to identify technology needs to support and improve their programs and services.

- The college’s Title III grant will fund equipment and software for a new ESL/language lab, which is scheduled to open in spring 2007 on a limited basis. The lab includes 30 computer stations for class use, as well as a 10 station drop-in lab.

- Distance education has been a focus for NVC for the past three years. Each semester additional hybrid and fully online courses have been added to the schedule. The district has allocated additional resources to the online platform. Title III has provided training opportunities and expanded technical support to faculty in online education, including streaming video capabilities. The Respiratory Care program is in the process of developing a partnership with Santa Rosa Junior College to provide respiratory care curriculum through videoconferencing.

- The Science, Math and Engineering Division developed Geographic Information Systems (GIS) coursework and offered a class beginning 2005-2006. Faculty are currently writing grants for equipment to improve and expand the courses.

- The college’s facilities bond funds will continue to support a wide range of equipment for new and renovated facilities until 2012. Purchases to date have included microscopes for science; EKG machine and oximeters for health occupations; a machine tool lathe and welding cylinders; risers, easels, and sewing machine for fine and performing arts programs.

- With funding from the Chancellor’s Office, CCC Foundations, and local industry NVC and Solano College opened the Wine Country Simulation Laboratory in hospital space donated by the Yountville Veterans Home. The lab is equipped with state-of-the-art human simulators.

- At the Annual Dinner in September 2005, the NVC Foundation raised $75,000 for pediatric human simulators to equip the Wine Country Simulation Laboratory.

- NVC was awarded a grant from the Chancellor’s Office to renovate and improve the campus nursing lab and to set up a computer lab for health occupations students.
43. **Review and improve institution-wide processes in order to be more efficient.**

- Student services staff has been included in the selection of a document imaging system that also has a transcript component to expedite transcript evaluation and requests.
- The Curriculum Committee reviewed the process for approving non-credit and contract education courses. New and revised non-credit and contract education courses are now approved through the Curriculum Committee before they are offered.
- The new Program Evaluation and Planning Process was piloted in 2005-2006. A similar process is used for the review of instructional programs, student and academic services, and administrative services. Verification teams review the reports and plans before they are shared with the college community at a joint meeting of the Planning and Budget Committees. The process was evaluated and minor changes were made before the programs began review for 2006.
- A new faculty evaluation process for tenure track faculty was approved during spring 2006. The faculty evaluation process for tenured faculty is currently being negotiated. The part-time faculty evaluation process was revised and approved in December 2005.
5. Improve facilities by constructing new buildings, renovating existing buildings, and making site improvements.

44. Realize Facilities Master Plan and Bond Implementation Plan.

- Photovoltaic Array – completed spring 2006
- 1000B Atrium Cover – completed summer 2006
- Tennis Courts – 8 new lighted tennis courts project completed fall 2006
- Central Plant – Chiller Plant - Plans completed. Started summer 2006
- Emergency phones – bid for installation and infrastructure were awarded in June 2006
- Signage and wayfinding - “Identity” development and new logo complete. Installation of signs and renumbering scheduled for October 2006.
- ADA site work, part 1 completed in 2005-2006 (see #47)
- Science Expansion – Life Sciences – Programming complete. Schematic design complete. Structural review at DSA underway. Estimated construction start is fall 2006
- Library & Learning Resource Center – Programming complete. Schematic design underway. This project requires state matching funds, pending passage of a statewide school bond measure expected to be on the November 2006 ballot.
- Athletic Field improvements – Design underway. DSA and fire marshall review pending. Estimated start is fall 2006.
- Programming underway Field House and ceramics
- Preliminary plans were underway for ball field parking expansion & path of travel, theater seats and restroom renovation, Magnolia Drive conversion, pond and riparian corridor restoration, north campus site development, and wine storage building
- Upper Valley Campus – re-cladding stucco construction underway. New landscaping design underway.

45. Engage broad participation in design planning for new and renovated facilities.

- The design planning for all new and renovated facilities has included broad participation of the key stakeholders: gymnasium renovation, tennis courts, life sciences building, physical sciences building, performing arts center, library and learning resource center, and fieldhouse. The stakeholders have met regularly with NVC facilities staff and architects at each step of the programming and design process.
- A portion of each Board of Trustees meeting agenda is devoted to reports and action on facilities related issues. The board has also held special meetings and retreats to discuss priorities, schedules, and budget considerations.
- The NVC Facilities Committee meets regularly to review, discuss, and provide input on many facilities projects
- The Signage Committee worked with the sign consultants to design a new college logo, campus signs, way finding signs, building signs, and room signs.
46. **Review financial planning process to account for the ramifications of facilities construction and renovation.**

- In early 2006, construction of the photovoltaic field was completed, resulting in estimated energy savings of $300,000 a year. The project was funded with bond money and a grant from P. G. & E.
- The facilities department has developed a bond implementation resource plan that outlines the staffing needs and operational costs. The plan indicates the need for at least 5 additional custodians, 1 groundskeeper, and 2 mechanics by 2008. One additional custodian was hired in 2006.
- Architects are designing campus buildings using natural light, efficient heating/cooling, sun exposure, and other features that minimize operating costs.
- During 2005-2006 the college designed a new chiller plant that will make ice at night when rates are lower that is used to cool buildings during the day.
- The new Library and Learning Resources building was designed to include shared spaces, open spaces, and design features that will enable the operation of services without needing to hire more staff.

47. **Implement Americans with Disabilities Act (ADA) Transition Plan.**

Part 1 projects, deemed highest priority in the ADA Transition Plan, were underway in 2005-2006:

- Drinking fountains are complete.
- Stair nose grooves are painted.
- Signage was handled in cooperation with the campus signage and wayfinding project.
- Handrails and ramps are under construction and will be completed fall 2006.
- New signs will be installed in fall 2006.

48. **Create and maintain a safe, clean, comfortable, and attractive campus.**

- Facilities Maintenance department replaced the seats on 400 student desks in several classrooms.
- The Energy Management System was upgraded to increase control and comfort in the buildings.
- In April, the College Police hired a new officer.
- During the winter break, the College Police and Health Services moved into a new facility. The new location and facility have increased the visibility and access to both services. The design of the new facility has resulted in more efficient service being delivered to the campus community and has boosted the staff’s morale.
- Quadriga consultants are developing a Landscape Master Plan for the District. The project is now in its second phase, schematic design. The plan is an identified addendum to the Draft Facilities Master Plan.
- Completed design of a separate network for the Fire Alarm and Emergency Management Systems as a part of infrastructure upgrades. New fiber optic cable and copper wiring will be pulled to future building site.
- Completed plans for the Pond & Riparian Corridor Restoration project. The project involves dredging the previously harvested pond to allow for storm water and sediment management required for the new theater, tennis court, and other construction. The pond will also be transformed into a landscape feature. The project includes the restoration of the riparian corridor north of the pond. Work began summer 2006.
• After five years of understaffing in grounds maintenance service, a head groundskeeper was hired in May 2005 and two additional groundskeeper positions were filled. The new crew has made progress in making the grounds more attractive.

• During 2005-2006, project engineering and environmental investigations occurred as part of the conception design of converting Magnolia Drive into a two-way road and eliminating the “hook ramp” entrance from the highway. The project includes the realignment of Diemer Drive.

• The college introduced new emergency blue phones. Five emergency phones were installed in summer 2006: three at HEOC, 1 in the gym hallway, and 1 in gym locker room. The new phones feature a blue strobe and hotline buttons to emergency services. The installation of 5 exterior phones and infrastructure for additional phones in the parking areas are planned.

• ADA Transition Plan, Part 1 projects were completed. (see #47)