Napa Valley College
Strategic Plan
2006-2007 Progress Report

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2006-2007 Progress Report

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Compiled by Office of Research, Planning & Development
Mission, Vision, Values, and Student Learning Outcomes

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

Student Learning Outcomes

Upon completion of an organized program of study, students will be able to

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

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

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

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

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

6. Act responsibly and ethically as community members, with an understanding of local, national, and global issues.

Approved by the Board of Trustees December 9, 2004
2006-2011 NVC Strategic Plan
Goals & Objectives
Revised by Planning Committee 12/01/06
Approved by Board of Trustees 2/8/07

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

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

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

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

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

*See glossary on page 3
Performance Outcomes:
22. Review and update all course outlines of record on a regular basis (at least every five years)
23. By 2008, develop and maintain a comprehensive faculty and staff development program to serve needs identified by employees and the college (Title III)
24. Produce annual NVC Report Card to the community, including major accomplishments and measures of institutional effectiveness
25. Implement new system(s) for evaluating employee performance (ACCJC)
26. Monitor community and students needs and adjust programs and services accordingly.
27. Conduct student and employee satisfaction surveys

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

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

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

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

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

*See glossary on page 3
**Performance Outcomes:**
40. Expand and improve technological capacities in classrooms, labs, and offices (Title III, Bond, Datatel)
41. Review and improve institution-wide processes in order to be more efficient.

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

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

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**Glossary**

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Degrees</th>
<th>Change (vs. Previous Year)</th>
<th>Number of Students</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>685</td>
<td>0.7%</td>
<td>374</td>
<td>1.6%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>506</td>
<td>-26.1%</td>
<td>280</td>
<td>-44.4%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>608</td>
<td>20.2%</td>
<td>383</td>
<td>36.7%</td>
</tr>
</tbody>
</table>

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

2. Increase the number of certificates awarded

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

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

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

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

*Source: California Postsecondary Education Commission Transfer Pathways Data*

4. Increase successful course completion rates*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Successful Course Completion Rate in Credit Courses</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>69.6%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>69.3%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>71.4%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Successful Vocational Course Completion Rate</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>78.6%</td>
<td>--</td>
</tr>
<tr>
<td>2005-2006</td>
<td>77.4%</td>
<td>-1.2%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>79.2%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

Source: Accountability Reporting for the Community Colleges (ARCC) 2008 Report

• Increase successful course completion rates in basic skills courses

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Successful Basic Skills Course Completion Rate</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>60.9%</td>
<td>--</td>
</tr>
<tr>
<td>2005-2006</td>
<td>62.3%</td>
<td>1.4%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>65.8%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

Source: Accountability Reporting for the Community Colleges (ARCC) 2008 Report

5. Increase student retention*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Retention Rate in Credit Courses</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>81.8%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>84.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>85.7%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

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

6. Increase student persistence*

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

Source: Napa Valley College Program Evaluation & Planning Data Files, derived from Management Information Systems (MIS) Student Enrollment (SX) Files
7. Increase the percentage of students completing coursework at least one level above their prior basic skills enrollment in English and Math

<table>
<thead>
<tr>
<th>Period</th>
<th>English Change (vs. Previous Year)</th>
<th>Math Change (vs. Previous Year)</th>
<th>Total Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003 to 2004-2005</td>
<td>54.3% --</td>
<td>48.8% --</td>
<td>51.4% --</td>
</tr>
<tr>
<td>2003-2004 to 2005-2006</td>
<td>55.6% 1.3%</td>
<td>47.6% -1.2%</td>
<td>51.2% -0.2%</td>
</tr>
<tr>
<td>2004-2005 to 2006-2007</td>
<td>53.1% -2.5%</td>
<td>39.7% -7.9%</td>
<td>46.8% -4.4%</td>
</tr>
</tbody>
</table>

Source: Accountability Reporting for the Community Colleges (ARCC) 2008 Report & Supporting Documentation Requested from the California Community Colleges Chancellor’s Office

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

<table>
<thead>
<tr>
<th>Period</th>
<th>ESL Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003 to 2004-2005</td>
<td>47.6% --</td>
</tr>
<tr>
<td>2003-2004 to 2005-2006</td>
<td>45.5% -2.1%</td>
</tr>
<tr>
<td>2004-2005 to 2006-2007</td>
<td>38.8% -6.7%</td>
</tr>
</tbody>
</table>

Source: Accountability Reporting for the Community Colleges (ARCC) 2008 Report

Performance Outcomes:

9. Develop teaching practices that are responsive to different learning styles
   • The Teaching and Learning Center (TLC) presented eight workshops on teaching theories and diverse learning styles. 75 faculty and staff attended these workshops.
   • The 22 faculty teaching in the English Learning Communities (ELC) were trained in learning styles and techniques for teaching students with diverse learning styles. These faculty also attended 16 hours of training each semester and 2 additional lunch meetings each month.
   • Flex day workshops addressed teaching to different learning styles.

10. Increase training for the classroom presentations that will provide quality learning opportunities for students
    • During 2006-2007, faculty and support staff attended conferences (e.g. Puente) to enhance quality learning opportunities for students.
    • The TLC offered 29 workshops to address training in current teaching theories and pedagogy that enhanced the quality of learning in the classroom environment. These workshops drew a total of 643 attendees.
    • See item 9 above.
11. Increase the number of students who have developed a complete educational plan/goals
   - The college’s Web Advisor has an electronic education plan system that is being used by counselors on a limited basis.
   - Information Technology and Counseling worked together to modify Web Advisor to meet the needs of NVC Students. These efforts continue.

12. Increase utilization of Student Support Services on campus
   - The college purchased the Hershey Imaging system and transcript module to improve and streamline online services like webforms for students.
   - Upgraded Web Advisor to 3.0 resulting in better efficiency of services to students relating to Web Registration/Web Advisor.
   - Updated and revised Admissions & Records forms such as the residency reclassification form to streamline our registration process.
   - The first-ever computerized assessment/placement services were put into place at the Testing and Tutoring Center allowing year-round testing to take place.
   - Extended hours at the Testing & Tutoring Center were made available to provide coverage for evening student services.
   - Centralized DSPS Counseling services by relocating a DSPS counselor to the administration building, providing better access for DSPS students.
   - Piloted and implemented the Counseling On-Line Orientation program as an alternative for students to use as one of the requirements for matriculation at NVC.
   - Implemented an Online Assessment Appointment System to allow students the ability to make their appointment for an assessment/placement test via the internet.
   - Initiated the discussion to address the needs of our veterans. An informal Veteran’s Center was created in the office of the physical education counselor.
   - Student Services Offices have continued to update their websites to efficiently provide detailed information on the services each office provides including the hours of operation of each office has.
   - Restructured counseling services by placing a general counselor (Jose Hurtado) in the Physical Education/Athletics building to work specifically with athletes.
   - Student Services provided a bilingual counselor (Ron Rhyno) in the main counseling area.
   - A much-needed office was built in the Transfer Center to accommodate adjunct counselors and visiting college representatives.
   - Developed a DSPS Counseling 101 class (College Discovery) for graduating high school students transitioning to college.
   - The Counseling Division increased the number of Counseling classes taught per semester. In fall, 2007, the division offered 24 course sections in Counseling; ten (10) full-time counselors taught in 15 of these sections.

13. Expand North Bay California Partnership for Achieving Student Success (Cal-PASS) to include district K-12 institutions and transfer institutions
   - In spring 2007 the Director, Institutional Research presented an overview of the California Partnership for Achieving Student Success (Cal-PASS) to Tech Prep Fast Track Symposium participants, including high-school English and Math instructors.
   - A follow-up was held with an administrator from Napa Unified to encourage the district to join Cal-PASS. Follow –up with other school administrators is planned.
14. Develop job placement tracking system
   • This item has not been addressed.

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

   **Measurable Objectives:**
   15. Strengthen the Program Evaluation and Planning (PEP) process and build the link to institutional planning and budgeting.
      • All participants in PEP were invited to evaluate the process, identifying “what worked” and “what needs to be improved.” These comments are used to modify the process.
      • The PEP calendar was revised. PEP begins in spring semester and is complete by October so that results can be used in developing annual plans and budgets.
      • The verification team composition was changed to include faculty and staff whose programs were evaluated the previous year, as well as those scheduled for PEP the following year. This new process results in broader participation in verification phase.
      • The forms used for PEP, Schedules A-H, are the same as those used in annual planning and budgeting.
      • The results of PEP are used in making budget decisions in instruction, student services, and at the institution level.
      • PEP questionnaires were modified to clearly link curriculum revisions and student learning outcomes to PEP. As a result, programs going through PEP are required to develop a curriculum action plan and review and update curriculum. All course outline proposals submitted to the Curriculum Committee for approval must include SLOs.

16. By 2011, all college programs and services will complete the Program Evaluation and planning process. (ACCJC)
   • During 2006, the following programs and services completed PEP: NVC Foundation, Office of the President, Admissions and Records, Workability III,
   • During 2007, the following programs and services began the PEP process: Counseling, Financial Aid/EOPS/CalWORKS, Matriculation, Student Health Services, Bookstore, Research, Planning and Development, Biology, Broadcast Television, Drama, Office Administration, Speech, and Work Experience.
   • The Program Evaluation and Planning six year cycle has scheduled all instruction, student services, and administrative services programs to have completed PEP by 2010.

17. By Fall 2008, the college, its programs and services, will have identified Student Learning Outcomes (SLOs) (Title III)
   • Student learning outcomes and assessment are required in Program Evaluation and Planning (PEP).
   • New and revised program proposals and course proposals must include SLOs as part of Curriculum Committee review.
   • The Planning Committee identified six institutional level student learning outcomes that were approved by the Board of Trustees.
• As of January 2008, 35 of 40 programs (87.5%) with degrees and certificates have program level SLOs.
• 2 of 6 academic support programs (33.33%) have program-level SLOs.
• 8 of 13 student services (61.54%) have service-level SLOs.

18. By Fall 2008, all courses will have identified SLOs (Title III)
• 193 of approximately 870 courses (22.18%) have course-level SLOs. This number is expected to grow at a rapid rate because SLOs are now required as part of both PEP and the Curriculum Committee approval process.
• As many as 150 additional courses were submitted to the curriculum committee during the Fall 2007 term and are awaiting approval. These course outline proposals include SLO statements.

19. By Fall 2008, begin assessing SLOs (Title III)
• Assessment of student learning in Basic Skills and Learning Community courses is planned for the spring term 2008.
• Programs that are scheduled for PEP in spring 2008 will be expected to conduct assessment of student learning outcomes as part of their review.

20. NVC will remain fiscally stable by maintaining a 5% reserve
• NVC has consistently maintained a reserve level exceeding 5%. The reserve level at 2005-2006 year end was 9.3% and at year end 2006-2007 was 9.7%.
• The Board of Trustees continued to support maintaining a 5% reserve level.

21. Raise at least $2.5 million each year through college grants and contracts, the NVC Foundation, and partnerships with the community
• During 2006-2007, NVC was awarded grants and contracts amounting to more than $4,490,000 to support programs and services.
• The NVC Foundation raised a total of $675,840 in 2006-2007.

Performance Outcomes:
22. Review and update all course outlines of record on a regular basis (at least every five years)
• Through the program evaluation process and the regular curriculum development process, course outlines should be revised every five years. The PEP process requires that any program that does not revise their course outlines must develop a timeline for review and revision. During 2006-2007, 69 course outlines were revised.

23. By 2008, develop and maintain a comprehensive faculty and staff development program to serve needs identified by employees and the college (Title III)
• The TLC offers the NVC community a comprehensive professional development program.
• TLC offerings respond to needs assessment surveys, PEP results, and Title III grant objectives.
• The TLC offered 185 workshops with a total of 426 attendees in fall 2006 and 619 attendees in spring 2007. The workshops addressed pedagogy, student learning outcomes, technology, customer service, diversity, and assessment.
• The TLC Director compiled a report that forecasts the personnel and fiscal needs to maintain the TLC after Title III funding.
24. Produce annual NVC Report Card to the community, including major accomplishments and measures of institutional effectiveness
   - The *NVC Report to the Community* was published in August 2007. The report was distributed as an insert in local newspapers. The eight page publication highlights college accomplishments, progress on bond projects, and institutional effectiveness measures.
   - The Napa Valley College Foundation produced a 2007 Annual Report that was distributed to donors.

25. Implement new system(s) for evaluating employee performance (ACCJC)
   - The Office of Human Resources is updating the NVC policy and administrative regulations on Evaluation of Administrative/Confidential Personnel. The anticipated completion date is May 2008.

26. Monitor community and students needs and adjust programs and services accordingly.
   - The Respiratory Therapy Program acquired a grant to install teleconferencing equipment and offer instruction to students at Santa Rosa Junior College. This is an effort to meet the growing demand for respiratory therapists.
   - Faculty from occupational programs met at least twice with their advisory committees to discuss how their programs can best meet the needs of industry.
   - NVC started to develop courses and offer training to support the Hospitality and Tourism industry.
   - NVC is one of 16 community colleges participating in the Bay Area Regional Tech Prep Collaborative. NVC will work with businesses to identify workforce training needs in the alternative energy industry.
   - As part of the Program Evaluation and Planning process, each instructional program and service surveys student satisfaction and gathers comments to inform planning.

27. Conduct student and employee satisfaction surveys
   - Faculty and staff surveys were conducted to gather input for the 2007 program evaluation and planning cycle.
   - Student surveys were conducted for 2007 Program Evaluation and Planning cycle.
   - Students were surveyed as part of the 2006-2007 faculty evaluation process.

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

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Credit (vs. Previous Year)</th>
<th>Non-Credit (vs. Previous Year)</th>
<th>Total (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>35,078</td>
<td>9,818</td>
<td>44,896</td>
</tr>
<tr>
<td></td>
<td>-2.0%</td>
<td>8.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>32,776</td>
<td>12,459</td>
<td>45,235</td>
</tr>
<tr>
<td></td>
<td>-6.6%</td>
<td>26.9%</td>
<td>0.8%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>33,620</td>
<td>10,751</td>
<td>44,371</td>
</tr>
<tr>
<td></td>
<td>2.6%</td>
<td>-13.7%</td>
<td>-1.9%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Credit (vs. Previous Year)</th>
<th>Non-Credit (vs. Previous Year)</th>
<th>Total (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>10,436 (-5.4%)</td>
<td>5,224 (19.3%)</td>
<td>14,254 (-5.7%)</td>
</tr>
<tr>
<td>2005-2006</td>
<td>9,829 (-5.8%)</td>
<td>6,168 (18.1%)</td>
<td>15,264 (7.1%)</td>
</tr>
<tr>
<td>2006-2007</td>
<td>9,952 (1.3%)</td>
<td>5,166 (-16.2%)</td>
<td>14,532 (-4.8%)</td>
</tr>
</tbody>
</table>

\textsuperscript{a}Total headcount includes only one observation for each student enrolled in both credit and non-credit courses. Therefore, the sum of credit + non-credit exceeds the total reported in this column. In 2003-2004, 294 students were enrolled in both credit and non-credit courses. In 2004-2005 through 2006-2007, there were 1406, 733, and 586 students, respectively, enrolled in both kinds of courses.

30. Increase diversity among the student population
   - New Majority

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.1%</td>
<td>6.4%</td>
<td>6.4%</td>
<td>--</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.5%</td>
<td>4.3%</td>
<td>4.7%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>10.4%</td>
<td>10.1%</td>
<td>11.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>22.4%</td>
<td>20.0%</td>
<td>24.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.0%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>--</td>
</tr>
<tr>
<td>Other (Non-White)</td>
<td>0.2%</td>
<td>0.5%</td>
<td>1.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>White</td>
<td>45.3%</td>
<td>41.3%</td>
<td>42.6%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>9.0%</td>
<td>16.6%</td>
<td>9.3%</td>
<td>-7.3%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of New Majority Student</th>
<th>Number of White Students</th>
<th>Ratio of New Majority : White</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>16,037</td>
<td>15,894</td>
<td>1.01 : 1</td>
<td>6.3%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>13,803</td>
<td>13,548</td>
<td>1.02 : 1</td>
<td>1.0%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>16,178</td>
<td>14,319</td>
<td>1.13 : 1</td>
<td>10.8%</td>
</tr>
</tbody>
</table>

- Age

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Under 21</td>
<td>42.1%</td>
<td>42.9%</td>
<td>43.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>21 to 29</td>
<td>29.4%</td>
<td>29.5%</td>
<td>29.1%</td>
<td>-0.4%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>11.8%</td>
<td>11.2%</td>
<td>11.3%</td>
<td>0.1%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>9.1%</td>
<td>8.7%</td>
<td>8.2%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>50 &amp; Over</td>
<td>7.6%</td>
<td>7.5%</td>
<td>7.6%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>-0.2%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>59.4%</td>
<td>57.2%</td>
<td>57.0%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Male</td>
<td>40.2%</td>
<td>38.2%</td>
<td>41.8%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>0.4%</td>
<td>4.6%</td>
<td>1.2%</td>
<td>-3.4%</td>
</tr>
</tbody>
</table>

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

• Disability

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Reported</td>
<td>13.8%</td>
<td>8.7%</td>
<td>8.5%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>No Disability Reported</td>
<td>86.2%</td>
<td>91.3%</td>
<td>91.5%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

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

31. Increase diversity among the faculty and staff population
   - Permanent staff: As of July 2007, 18.60% of administrative/confidential staff were new majority
     38.31% of regular classified staff were new majority
     55.56% of salaried professionals were new majority
   - Permanent faculty: As of July 2007, 25.93% of regular faculty were new majority
   - 2006-2007 Demographics of recent hires
     1 out of 2 (50%) administrative/confidential staff hired were new majority.
     8 out of 18 (44.44%) regular classified staff hired were new majority.
     5 out of 13 (38.46%) of regular faculty hired were new majority.

**Performance Outcomes:**

32. Revise & implement the Diversity Task Force Plan (ACCJC)
   - During summer 2007, the President prepared a status report on the goals contained in the Diversity Task Force Plan, showing all of the accomplishments.
   - In 2006, the college supported “Stop the Hate” train-the-trainer program for faculty and staff from Napa County high schools and colleges throughout Northern California.
   - NVC joined the Hispanic Association of Schools and Colleges.
   - The DTF set aside funds to support diversity education and training for faculty and staff.
   - DTF funds supported the attendance of NVC representatives at the Umoja II conference to learn more about the project that is designed to promote success among African-American students. Umoja includes a mentoring component.
   - Title III, working with the English department and Counseling, developed a learning community. All students enrolled in English 85 must be enrolled in a learning community that includes a counseling class, the Writing Center, and peer mentoring. In spring 2007, Math 55 was added to one of the learning communities.
• In 2006 and 2007, advertising signs placed on the inside of all city busses included Spanish, as did the paid ad on the back of busses (one route from Calistoga to American Canyon, the other City of Napa route).
• Instruction and Student Services, in collaboration with Research, Planning, and Development, did preliminary work to establish Napa Valley College as a Hispanic Serving Institution, which qualifies institutions for federal funding.
• In 2007, the Planning Committee revised the strategic plan to include measurable goals and objectives to gauge the college’s progress related to diversity.
• The TLC Director infused all pedagogy related workshops with intercultural communication theory and applications to improve intercultural competence in the Napa Valley College community.

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

34. Conduct campus climate/student equity survey
• The PEP process includes student surveys that assess student perceptions of their overall campus experience and satisfaction with specific programs and services.
• A campus climate and student satisfaction survey is planned for spring 2008, in preparation for the accreditation self study process.

35. Increase outreach activities.
• The Outreach Committee met regularly throughout the year to coordinate various outreach activities in the community
• The Community Relations Office continued to produce Napa Valley College Forum, a monthly program on TV27 which highlights college programs, faculty, staff, and students. The program is hosted by Dr. Chris McCarthy.
• The Dean, Occupational Education worked with local educational agencies: served on the Napa Valley Unified School District’s Ed Trust WEST steering committee; served on the Napa County Office of Education’s Work Place Learning Advisory Committee; worked with the Regional Occupation Programs (ROP) on program
articulation; and worked with ROP and the NVUSD Adult Education Office as partners in the Hospitality and Tourism grant.

- The Community Relations Office uses all available advertising vehicles in all parts of the NVC service area for paid advertising and free publicity.
- NVC has increased advertising in Latino publications and on Spanish radio.
- NVC co-sponsored the annual Healthy People, Health Planet event in American Canyon. The event is co-sponsored by Queen of the Valley Medical Center and City of American Canyon.
- The Community Relations Office worked with Napa County Environmental Education Coalition to hold the Napa Community Earth Day Celebration at NVC in April. The event, held in conjunction with the Solar Celebration, brought more than 1,200 people to campus. In addition, vendors and community organizations had booths at the celebration.
- NVC became a member of Napa County Environmental Education Coalition.
- Community Relations Office worked with representatives of the U.S. State Department to host a Korean national TV crew visit to NVC. The crew filmed the solar field and interviewed NVC staff and students.
- College representatives participated in several high school college nights and career events at different high schools including Napa, Calistoga, Dixon and St. Patrick/St. Vincent High to spread the word about opportunities at NVC.
- Outreach Committee members visited all the high schools to inform them of changes at NVC and introduce key NVC staff. Monthly visits were established at several of these schools (St. Helena, New Tech, Vintage, Napa High, Valley Oak, & Calistoga) to set up information tables during their milk or lunch breaks to provide information to high school students and answer their questions.
- NVC held the 2nd Annual High School Breakfast which was attended by 50 representatives from high schools in the outreach area.
- Members of the Outreach Committee attended the 14th Annual Chicano Youth Conference sponsored at Sacramento State with an NVC information table.
- The Outreach Committee provided campus tours for middle schools and high schools and other organizations that wanted to visit the campus to learn more about our programs and services.
- The Vice President of Student Services hired two part-time outreach specialists to do outreach: a bilingual (English/Spanish) specialist for the Upper Valley area and an African American specialist for the American Canyon area.
- The Outreach Committee held a College Awareness Night in the American Canyon Community Center featuring NVC’s programs & services as well as 4-year colleges/universities and local resources.
- The Office of Student Services translated into Spanish a map that shows the location of offices and centers where students can access many services we offer on campus and the back side lists the services offered by each office/program.
- The Outreach Committee began planning the first ever NVC Day—a welcome day for new and returning students—to be offered on the first Saturday of fall 07 classes.
36. Foster relationships with local businesses and industries

- The Dean, Occupation Education and Workforce Development serves as NVC’s representative on the Napa County Workforce Investment Board (WIB) and on the Napa Valley Economic Development Corporation’s board.
- The Napa Valley College Foundation (NVCF) developed new business relationships through the Athletic/Physical Education Golf Tournament, which attracted 25 business sponsors.
- NVCF assisted businesses in starting new scholarships.
- NVCF worked with the Community Foundation to accept a donation of property.
- NVC and NVCF co-hosted the wine and hospitality kick-off open house, which attracted 125 guests from the local hospitality and wine industries.
- NVCF coordinated donor participation in Thompson & Associates planned giving services.
- NVCF coordinated a large equipment donation from a local business to enhance distance learning.
- NVC is one of 16 community colleges participating in the Bay Area Regional Tech Prep Collaborative. NVC will work with businesses to identify workforce training needs in the alternative energy industry.
- NVC’s 24 Career Technical Education program faculty and staff meet at least twice each year with advisory committees comprised of community and industry representatives.
- In 2006-2007 the Small Business Development Center (SBDC) provided 2200 hours of counseling services to over 300 local business owners.
- The SBDC provided nearly 100 training events to 1200 business owners, managers, and employees. Many of the training programs were provided collaboratively with local agencies such as the Napa Chamber of Commerce, the Napa Valley Economic Development Corporation and the Napa Convention and Visitor’s Bureau.
- SBDC received the ASBDC California State Star Award for exemplary services to businesses. The Director was recognized at the National ASBDC Conference in Houston, Texas.
- SBDC works closely with all Napa Valley Chambers of Commerce including Calistoga, St. Helena, Napa, and American Canyon, as well as the Napa County Workforce Investment Board.
- In 2006-2007 NVC launched the Hospitality Institute to provide training and resources to businesses in the Wine-Hospitality Industry. This project has forged stronger partnerships with wine and hospitality industry leaders including Napa Valley Vintners, Convention and Visitors Bureau, and over 20 local businesses that serve on the Hospitality Institute Advisory Board. The Hospitality Institute works closely with the WIB and the local ROPs to provide training to businesses and students.
- SBDC is working in partnership with the Napa Hispanic Chamber of Commerce to provide business services to Latino and Hispanic business owners.
- In 2006-2007 NVC contracted with 22 businesses to provide customized (contract education) training for a fee. Many local businesses are taking advantage of customized customer service training provided through the SBDC.
- The SBDC Director served on the Napa County WIB, chaired the Business Builder’s Committee of the Napa Chamber of Commerce, chaired the NVEDC Capital Access Network. She is a member of the Napa County Business Resource Collaborative, the Northern California SBDC Network, and the COCCC Economic Workforce.
Development Small Business Initiative. She also represents NVC at the Bay Area Economic Development Professionals Consortium and Economic Development and Tech Prep and participated in the statewide Leadership Training for Economic and Workforce Development Professionals.

- The Dean, Upper Valley Campus served as the President of St. Helena Chamber of Commerce.
- Upper Valley Campus (UVC) hosted the Wine Country Food & Beverage Symposium, attended by approximately 100 participants from the hospitality industry.
- UVC staff served on the St. Helena Downtown Renaissance Committee.
- UVC staff met regularly with representatives from schools and city officials.
- The Director, Community Relations attended meetings of the Napa County Environmental Education Coalition to strengthen relationships between NVC and coalition member agencies (Napa County Land Trust, environmental related businesses, cities and Napa County.)
- Environmental agencies participated in Earth Day activity at NVC.
- Community Relations Office hosted a Santa Rosa TV production company and assisted them with campus interviews.
- All occupational programs meet regular with their advisory committees to foster relationships with business community and to respond to community needs.
- The CJTC worked with local and state corrections agencies to develop needed corrections courses/programs.
- In conjunction with local fire and ambulance agencies, a grant was written and awarded for $400,000 to develop a paramedic and a paramedic-to-nursing bridge programs.
- The ADN program continues to partner with hospitals, colleges, and health care agencies in the surrounding community to provide nurses.

37. Increase community participation in college programs and services

- In the development of NVC’s new Hospitality and Tourism Program and Hospitality Institute, faculty and staff are working closely with an industry advisory committee, ROP, and neighboring community colleges.
- The Community Relations Office highlighted new and existing college programs in campus publications and media.
- Community Relations Office used a range of tools to increase participation, including paid advertising, media, highway signs, press releases, and college website.
- Community Relations revised and published a new general brochure for NVC and designed brochures for specific programs and services.
- Community Relations developed a full-color postcard that can be customized to advertise various programs, services, and events.
- NVC partnered with Solano Community College and local hospitals on the Nursing Expansion grant and in the operation of the simulation lab at the Yountville Veteran’s Home.
- NVC is part of the Tech Prep local consortium which sponsored the Fast Track to Work Symposium and published the Occupational Training Guide.
- Napa Valley College Foundation held its annual dinner on campus. The event attracted 180 guests.
• NVCF hosted 3 Salon events for the Fine and Performing Arts Division. Each event attracted 50 donors.
• NVCF supported the college golf tournament which involved 25 teams.
• NVCF staff made presentations to Kiwanis Club, Rotary Club, and Philanthropic Educational Organization.
• NVCF hosted the International Education Scholarship Reception for 75 people.
• NVCF hosted the annual Scholarship Reception and ceremony for 200.
• NVCF promoted the Emergency Medical Technician training to a donor who provided equipment for the program.
• The St. Helena Government Relations Committee and the St. Helena Global Warming/Climate Task Force held their regularly scheduled meetings at the Upper Valley Campus.
• The Puente Program developed a strong tie to the Latino community through a robust and growing mentoring program.
• The MESA students regularly volunteered in community events related to science and “green” projects.
• The Fine and Performing Arts division regularly promotes the participation of the community in its performances and exhibits.
• The Athletic Department held a very successful golf tournament that community members participated in.
• The Vice President of Student Services participated on the Latino Advisory Council for the Queen of the Valley Hospital.
• Student Services co-sponsored a Spanish Financial Aid event in collaboration with Puertas Abiertas, a consortium of public service agencies of Napa County and with St. John the Baptist Catholic Church.
• The Office of Student Services hosted several Latino Parent Educational workshops on campus. Each workshop attracts between 180 and 200 guests.
• Office of Student Services hosted the Federation of Michoacan Communities of Northern California event, at which the Secretary of Education for the State of Michoacan presented, among other Mexican dignitaries.
• The Outreach Committee held the 2nd Annual High School Breakfast which included 55 high school representatives from Napa and Solano counties.
• The Vice President of Student Services, along with the Outreach Specialist for American Canyon, initiated discussions with several African American pastors, specifically to re-introduce the Timothy Project activities to NVC.

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

Measurable Objectives:
38. Provide on-line registration for fee-based students
   • On-line registration process was developed and is in place in the Datatel system. The on-line registration services will be available to students beginning summer 2008.

39. Increase opportunities for faculty and staff to use technology to support student learning by providing staff development and training in technology (Title III)
   • 367 faculty and staff attended 155 technology training related workshops provided by the Teaching and Learning Center (TLC).
   • Information Technology conducted group trainings on use of Datatel Web Advisor, Education Planning/Electronic Advising and Web content authoring.
During a campus technology forum, faculty and staff demonstrated the use of classroom clicker technology and explained how and why to build safe passwords for increased network technology security.

College staff attended California and national Datatel User Group trainings to learn how to more effectively use NVC’s ERP system.

**Performance Outcomes:**

40. Expand and improve technological capacities in classrooms, labs, and offices (Title III, Bond, Datatel)
   - NVC received a grant that equipped Room 802 with videoconferencing equipment that makes distance education possible. The room is used to broadcast NVC Respiratory Therapy classes to students in a classroom at Santa Rosa Junior College.
   - A Mac lab was created by outfitting a remodeled classroom in Building 3900 with 24 iMacs. Instruction in art, photography, counseling topics and Adobe software classes are held in the classroom.
   - 12 new MacIntosh computers were added to the music lab in Building 2210.
   - NVC outfitted 12 classrooms with computer, sound, and projection capabilities.
   - Title III funded the new language lab for ESL and Foreign Language students, located in Room 812.
   - Title III funded a cart with 25 laptop computers that can be moved from classroom to classroom, as needed, to support student learning.
   - A counseling workstation with Datatel capabilities was added to the Upper Valley Campus.
   - As part of the college’s energy management system, the facilities department added emergency power notification for the college’s main computers located in Information Technology.
   - Expanded the campus fiber optic and copper backbone to support phone and data systems.
   - Completed the AV equipment master plan.
   - Started construction of a main distribution frame for Information Technology.

41. Review and improve institution-wide processes in order to be more efficient.
   - The Datatel CORE regularly reviews and improves cross-functional processes in order to be more efficient.
   - The Accounts Receivable team meets at least annually with the Datatel consultant to improve their processing practices. For example, a workflow was implemented which allows students to register immediately after clearing their debt online.
   - The Datatel Implementation Steering Committee meets monthly to review administrative processes, procedures, and timelines and takes action and makes adjustments as necessary.
   - Faculty received training in webpage development and are in the process of developing individual WebPages to improve communication with their students.
   - The webpage and processes for online students have been streamlined and improved.
5. **Improve Facilities** by constructing new buildings, renovating existing buildings, and making site improvements.

**Performance Outcomes:**

42. Realize Facilities Master Plan and Bond Implementation Plan
   - Programming for the Library and Learning Resources Center was completed and design development was underway. Construction documents submitted to DSA.
   - Life Sciences building construction underway.
   - Initial programming and design committee interviews and programming for the project is complete for renovation of building 1900- Physical Sciences. Schematic design underway.
   - American Canyon Early College High School – Construction documents nearly completed
   - PGE gas line relocation completed
   - Napa Sanitation Reclaimed Water pipeline project to bring reclaimed water to ballfields completed.
   - Fieldhouse/Auxiliary Gym programming complete. Construction documents in development process. Construction documents submitted to DSA.
   - Athletic Field improvements, including reconstruction of dugouts and batting cages for baseball and softball, construction underway.
   - Work underway on seat replacement and ADA seating in Little Theater.
   - Work underway to renovate and upgrade the restrooms in Little Theater
   - Chiller Plant/Thermal Energy Storage facility under construction.
   - Ceramics Building construction documents in process. Construction documents submitted to DSA.
   - Wine Storage Building construction underway.
   - Design of signage for parking lot designations and additional automobile directional signs is underway. UVC building and room signs installed.
   - Ballfield parking expansion completed.
   - Performing Arts Center design complete. Construction documents submitted to DSA.
   - Magnolia & North Campus site work underway.
   - North Diemer Drive and parking expansion underway.

43. Engage broad participation in design planning for new and renovated facilities (ACCJC)
   - A portion of each Board of Trustees meeting agenda was devoted to reports and action on facilities related issues.
   - The Board of Trustees held special meetings and retreats to discuss priorities, schedules, and budget considerations.
   - The NVC Facilities Committee met regularly to review, discuss, and provide input on facilities projects.
   - The design planning for all new and renovated facilities has included broad participation of the key stakeholders. Throughout 2006-2007 stakeholders representing ceramics, library and learning resources, performing arts, the fieldhouse met regularly with NVC Campus Planning staff and architects at each step of the programming and design process.
44. Review financial planning process to account for the ramifications of facilities construction and renovation (ACCJC)
   • In 2004, the Facilities Services Department completed a Maintenance and Operations Resource Plan. The plan includes projected needs for staff, utilities, and upkeep and supplies.

45. Implement Americans with Disabilities Act (ADA) Transition Plan
   • The programming of the Fieldhouse/Auxiliary Gymnasium was completed. The new facility will house the adaptive physical education program.
   • Work underway to renovate and upgrade the restrooms in the Little Theater.
   • Work underway on ADA seating in the Little Theater.
   • Elevator installed between the science building and the new chiller plant.
   • North site was designed to include 2 new accessible pathways to the campus.
   • Completed accessible parking master plan.
   • Replaced drinking fountains to be compliant with ADA standards.
   • Adjusted pay telephones for accessibility
   • All buildings designed to be in compliance with ADA standards.
   • Ramps were brought into compliance with ADA standards.
   • Tactile and visual warning strips were added to all exterior steps/stairways.
   • Handrails were installed on all exterior stairways.

46. Create and maintain a safe, clean, comfortable, and attractive campus
   • 15 emergency blue phones were installed in strategic locations throughout the campus. As construction continues, additional phones will be added.
   • As reported in the 2006 NVC Police Department Annual Report, NVC continues to enjoy a low overall crime rate and is a safe place to work and study.
   • In 2006, the NVC Police Department responded to 7621 calls for service, a 24% increase from the previous year.
   • Ballfield parking was expanded and a paved walkway installed to connect the parking area to college buildings. Lighting and emergency blue phones were installed to further improve safety in this area.
   • The Facilities Department installed emergency override timers on the parking lot lights.
   • The restrooms in the Theater building were upgraded and remodeled.
   • The hookramp entrance to the college from Highway 221 was closed and replaced with the two-way roadway on Magnolia.
   • NVC contracted with Napa Valley Support Services to pick up litter from the parking lots.
   • NVC continued to install new signage to improve way-finding on campus.