Strategic Plan

2007 - 2008 Progress Report

February 2009
# Napa Valley College
## Strategic Plan
### 2007-2008 Progress Report

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### 2007-2008 Progress Report

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Napa Valley College, as part of the California Community College System, provides open access to higher education.

**Mission**

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

**Values**

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

Approved by the Board of Trustees November 13, 2008

**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.
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>
<tr>
<td>2007-2008</td>
<td>615</td>
<td>1.2%</td>
<td>376</td>
<td>-1.8%</td>
</tr>
</tbody>
</table>

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

2. Increase the number of certificates awarded

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

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

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

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

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

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

Source: Submissions to National Student Clearinghouse

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

4. Increase successful course completion rates*

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

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

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

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

• Increase successful course completion rates in basic skills courses

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

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

5. Increase student retention*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Retention Rate</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>81.8%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>84.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>85.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>86.0%</td>
<td>0.3%</td>
</tr>
</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>Persistence Rate in Credit Courses</th>
<th>Change (vs. Previous Year)</th>
<th>Persistence Rate in Credit Courses</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 to 2005</td>
<td>38.8%</td>
<td>-1.7%</td>
<td>58.1%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>2005 to 2006</td>
<td>41.0%</td>
<td>2.2%</td>
<td>58.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2006 to 2007</td>
<td>42.9%</td>
<td>1.9%</td>
<td>60.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>2007 to 2008</td>
<td>--</td>
<td>--</td>
<td>60.8%</td>
<td>-0.1%</td>
</tr>
</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>2003-2004 to 2005-2006</td>
<td>56.7% --</td>
<td>50.7% --</td>
<td>53.4% --</td>
</tr>
<tr>
<td>2004-2005 to 2006-2007</td>
<td>54.5% -2.2%</td>
<td>43.6% -7.1%</td>
<td>49.4% -4.0%</td>
</tr>
<tr>
<td>2005-2006 to 2007-2008</td>
<td>58.1% 3.6%</td>
<td>46.2% 2.6%</td>
<td>52.7% 3.3%</td>
</tr>
</tbody>
</table>

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

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

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

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

9. Develop teaching practices that are responsive to different learning styles
   • TLC workshops included Reaching and Teaching People with LD, Brain Matters: Recent Findings, Applications of Teaching Theories, Reaching/Teaching Students/LD.
   • Faculty and counselors in the English Learning Communities attended Brown Bag Lunch meetings every two weeks.
   • The Office of Instruction sponsored a New Faculty Learning Community.
   • In the Language and Development Studies (LADS) division, faculty developed websites used for instruction. Some of the websites include PowerPoint and video presentations, as well as downloadable documents.
   • LADS division increased the use of document cameras, videos, and other multimedia to address different learning styles.
   • The English Department continued to improve student learning and success through the various English Learning Communities (ENGL85, Puente, and Umoja).
   • Language faculty continued to learn to use the new Language Lab more effectively.
   • At the fall 2007 Instructional Excellence day, Bob Harrison spoke on Discovering the Community College Students-Generation X.
   • A new course, HEOC95, was developed to enhance student retention, persistence, and performance.

10. Increase training for the classroom presentations that will provide quality learning opportunities for students
   • January 2008 Instructional Excellence Day included at presentation by Vincent Tinto on Promoting Success in the Classroom. Other sessions included: Motivate Your Students, Webpage Technology, Disruptive Students, Training in the Prevention of Sexual Harassment, and Global Community eXperience
   • Faculty and counselors in the English Learning Communities attended Brown Bag Lunch meetings every two weeks.
   • The TLC offered 113 Technical Workshops, attended by 266 faculty and staff.
   • The TLC offered New Employee Orientation workshops on topics including Faculty Training 101 Series, Working at NVC, Teaching Strategies.
   • Faculty were trained to increase the use of document cameras, videos, and other multimedia to address different learning styles.
   • Business and Computer Studies division faculty updated and revised course outlines in all programs within the division per each area’s Curriculum Action Plan. Most courses included a distance education option.
   • Health Occupations faculty gained web access to technology to enhance student learning.
11. Increase the number of students who have developed a complete educational plan/goals
   • Electronic Educational Plans became available to students beginning with spring 2008 registration. This allows students to view their ed plans online via WebAdvisor and offers the capacity to register for classes via the electronic ed plan.
   • Implementation of the electronic ed plan project is expected by the end of spring 2009.

12. Increase utilization of Student Support Services on campus
   • The Office of Student Services created an “En Español” website to provide more translated information that is easily found on the NVC homepage to Spanish speakers about the student services and programs that NVC offers. A list of bilingual personnel and their hours of operation is available to students.
   • The Testing and Tutoring Center implemented CELSA testing (pencil & paper) at the Upper Valley Campus. English, Math and CELSA computerized testing are all offered at the main campus. They also hired a Spanish speaker to assist student taking the computerized CELSA.
   • The Office of Student Services continued to update their website to provide more information that is easily accessible through the A-Z Index. It added a Frequently Asked Questions page and improved the Commencement website to provide more details to students.
   • Counseling hired Nicole Corcoran as a full-time counselor under a 2 year grant to assist students in Health Occupations.
   • NVC began working on the implementation of SB272 mandating priority registration for Veterans. It will be effective for the Summer 2008 semester.
   • The Child Development Center has implemented enrollment policies and procedures that ensure that students have access before others.
   • The Counseling Division sent out notices to Division Chairs regarding their availability to visit classrooms for presentations on counseling services.
   • Financial Aid increased the number of Pell Grant recipients by 7 ½ % and the amount of Pell awards by 12%.

13. Expand North Bay California Partnership for Achieving Student Success (Cal-PASS) to include district K-12 institutions and transfer institutions
   • Representatives from NVC met with staff from Napa Valley Unified School District to discuss the benefits of participation in Cal-PASS.

14. Develop job placement tracking system
   • No progress
2. **Establish, Apply, and Maintain College-Wide Standards of Excellence** through continuous evaluation of quality and effectiveness and implementation of improvements.

**Measurable Objectives:**

15. Strengthen the Program Evaluation and Planning (PEP) process and build the link to institutional planning and budgeting.
   - All participants in PEP were invited to evaluate the process, identifying “what worked” and “what needs to be improved.” These comments were reviewed by the PEP Support Team and the process was modified.
   - The annual planning and budget timeline was adjusted to better link with PEP. Annual plans and budgets were completed in the fall semester.
   - A college-wide forum was held in February where verification teams presented their reports to members of the Planning Committee and Budget Committee.

16. By 2011, all college programs and services will complete the Program Evaluation and planning process. (ACCJC)
   - The Program Evaluation and Planning six year cycle has scheduled all instruction, student services, and administrative services programs to complete PEP by 2010.
   - During 2008, the following programs and services began the PEP process: Physical Education/Health/Athletics, Business Administration, Developmental Studies, General Health Occupations, Management and Business, Psychology, Welding Technology, Career Center, MESA, Community Education/Non-credit Instruction, Business and Finance, Human Resources, and Information Technology.

17. By Fall 2008, the college, its programs and services, will have identified Student Learning Outcomes (SLOs) (Title III)
   - The Planning Committee established college-level SLOs in 2007.
   - As of May 2008, 45 of 48 programs (92%) with degrees and certificates have program-level SLOs.
   - As of May 2008, 3 of 6 (50%) of academic support programs have program-level SLOs.
   - As of May 2008, 8 of 13 (62%) student service programs have service-level SLOs.

18. By Fall 2008, all courses will have identified SLOs (Title III)
   - As of May 2008, 284 of approximately 870 courses (33%) 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.

19. By Fall 2008, begin assessing SLOs (Title III)
   - A task force recommended the formation of the Learning Assessment Committee in fall 2008. This committee will review assessment methods and provide recommendations on what is appropriate at NVC.
   - 3 of 13 student services programs (23%) are assessing SLOs.
   - The Respiratory Care program is assessing student learning outcomes.
   - Pockets of assessment are occurring at the course level: Psychology 120, English 85 and Counseling 98 learning communities, Math 222, and selected English and Speech courses.
20. NVC will remain fiscally stable by maintaining a 5% reserve
   - NVC ended 2007-2008 with a 6.3% reserve.

21. Raise at least $2.5 million each year through college grants and contracts, the NVC Foundation, and partnerships with the community
   - During 2007-2008, NVC was awarded grants and contracts amounting to more than $3,164,989 to support programs and services.
   - The NVC Foundation raised a total of $519,715 in 2007-2008.

**Performance Outcomes:**

22. Review and update all course outlines of record on a regular basis (at least every five years)
   - During 2007-2008, 287 course outlines of record were updated by faculty and approved by the Curriculum Committee in Fall 2008.
   - The PEP process requires each program to develop a timeline to review and update course outlines on a regular basis.

23. By 2008, develop and maintain a comprehensive faculty and staff development program to serve needs identified by employees and the college (Title III)
   - The Teaching and Learning Center (TLC) offered 162 workshops. Total attendance at the workshops was 1017.
   - The TLC offered a New Employee Orientation Program.
   - The Health Occupations division conducted professional development activities including in-service training on disability accommodation in the clinical setting and an ESL workshop for healthcare programs.

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.
   - Another report was published in January 2008 and distributed in local newspapers.

25. Implement new system(s) for evaluating employee performance (ACCJC)
   - The administrative evaluation process was revised in Mutual Gains discussions with the Administrative Senate. The process was approved by the BOT in October 2008.
   - The college updated the administrative regulations and developed the process to ensure that administrators are evaluated on a regular and timely basis.
   - The college continued to implement the pilot process for evaluation tenured faculty. The pilot process was reviewed and evaluated by faculty and administration. Recommendations for changes to the process are anticipated.

26. Monitor community and students needs and adjust programs and services accordingly.
   - Office of Instruction and faculty developed an Umoja learning community.
   - CJTC developed a proposal to replace the Paralegal Program with a Legal Studies Program that would include an 18 unit certificate and a Liberal Arts Degree option. The CJTC Advisory Committee approved this proposal.
• CJTC staff met with staff from Sonoma State University to discuss options for revising the paralegal program to better prepare students for transfer to a four-year university offering upper division paralegal courses or a law school.
• CJTC offered the first Adult Corrections Core Course which included sponsored students from Napa Corrections and the Solano County Sheriff’s Department.
• CJT received certification for the new emergency vehicle operations training (EVOC) program and approved funding by POST.
• CJT offers a monthly online course, CJT 85.
• Developed an AA Degree in Spanish.
• Expanded the Spanish for Native Speakers program.
• Developed a Hospitality and Tourism Management Program degree and two certificates (17 Unit and 30 unit). These were approved by the NVC Curriculum Committee and the Bay Area Deans and submitted to the Chancellor’s Office for approval. As part of this:
  o Developed five new hospitality classes
  o Collaborated with local high school ROP program to broaden high school courses and create articulation agreements.
  o Created marketing collateral including media brochures, promotional DVD and advertising campaign
  o Assisted in producing two Wine Country Hospitality Symposia.
  o Enlisted over 65 industry partners to assist with job placement and internships
  o Partnered with SRJC to create a hospitality careers website that connects students to industry employers
• Collaborated with local Tourism Board and Vintners’ Association to produce “Napa Rocks” training.
• Business and Computer Science (BCS) division updated Office Administration program brochures.
• BCS hired full-time, tenure track Business/Accounting/Economics instructor.
• BCS created multiple online classes in various content areas.
• BCS cross listed CISA 127 with ACCT 127.
• BCS updated and revised various course outlines in all programs within the division per each area’s Curriculum Action Plan. Most courses included a distance education option.
• NVC faculty developed course level SLOs. 50% of NVC’s courses have SLOs.
• The Matriculation Steering Committee meets once a month during the fall and spring semesters to discuss how to improve services to students.
• The up valley student services specialist conducted a survey to assess student needs of the up valley ESL population.
• The Child Development Center has adjusted opening and closing times for the CDC to better meet student needs.
• A complete review of Financial Aid, EOPS, CARE, CalWORKS, Veterans, Scholarship, Workstudy, and TRIO was conducted through the PEP process. The state categorical programs were subject to further review through the Chancellor’s Office Program Review and Site Visit.
• The Psych Tech program developed regular information meetings for prospective students.
• The ADN program implemented the waitlist assessment project.
27. Conduct student and employee satisfaction surveys
   - Student surveys were conducted for all instructional programs participating in PEP. Surveys were administered during spring 2008 and results were sent to faculty during the summer.
   - Employee/user surveys were conducted for Business and Finance and Information Technology to support PEP reviews.
   - A student satisfaction survey and a student learning outcome assessment were conducted during the Financial Aid/EOPS/TRIO Program Evaluation and Planning process.
   - Student satisfaction surveys were conducted for each of the EOPS counselors as part of the faculty evaluation process.
   - Students were surveyed as part of the 2007-2008 faculty evaluation process.
   - CJT completed a curriculum redesign
   - Admissions and Records surveyed students who completed online registration to identify how the services can be improved.

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 Number</th>
<th>Change (vs. Previous Year)</th>
<th>Non-Credit Number</th>
<th>Change (vs. Previous Year)</th>
<th>Total Number</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
<tbody>
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<td>9,818</td>
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<td>2005-2006</td>
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</tr>
<tr>
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<tr>
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<td>10,447</td>
<td>-2.8%</td>
<td>45,972</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Credit</th>
<th>Change (vs. Previous Year)</th>
<th>Non-Credit</th>
<th>Change (vs. Previous Year)</th>
<th>Total</th>
<th>Change (vs. Previous Year)</th>
</tr>
</thead>
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<tr>
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<td>14,532</td>
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</tr>
<tr>
<td>2007-2008</td>
<td>10,121</td>
<td>1.7%</td>
<td>4,969</td>
<td>-3.8%</td>
<td>14,336</td>
<td>-1.3%</td>
</tr>
</tbody>
</table>

*Total headcount includes only one observation for each student enrolled in both credit and non-credit courses. Therefore, the sum of credit + non-credit exceeds the total reported in this column. In 2003-2004, 294 students were enrolled in both credit and non-credit courses. In 2004-2005 through 2007-2008, there were 1406, 733, 586, and 754 students, respectively, enrolled in both kinds of courses.

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
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<td><strong>GENDER</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Female</td>
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<td>55.9%</td>
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</tr>
<tr>
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<tr>
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<td>-0.2%</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>6.3%</td>
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<td>5.7%</td>
<td>5.7%</td>
<td>--</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.3%</td>
<td>4.1%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>9.7%</td>
<td>9.7%</td>
<td>10.4%</td>
<td>10.5%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>19.7%</td>
<td>18.5%</td>
<td>21.2%</td>
<td>21.6%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Native American</td>
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<td>0.8%</td>
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<td>0.1%</td>
</tr>
<tr>
<td>Other (Non-White)</td>
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<td>1.1%</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>49.3%</td>
<td>45.3%</td>
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<tr>
<td>Non-Respondent</td>
<td>9.6%</td>
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<td>9.7%</td>
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</tr>
<tr>
<td><strong>AGE</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Under 21</td>
<td>28.5%</td>
<td>29.7%</td>
<td>29.4%</td>
<td>30.7%</td>
<td>1.3%</td>
</tr>
<tr>
<td>21 to 29 years</td>
<td>28.7%</td>
<td>28.7%</td>
<td>29.7%</td>
<td>29.3%</td>
<td>-0.4%</td>
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<tr>
<td>30 to 39 years</td>
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</tr>
<tr>
<td>40 to 49 years</td>
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<td>-0.3%</td>
</tr>
<tr>
<td>50 years &amp; over</td>
<td>12.5%</td>
<td>12.9%</td>
<td>12.4%</td>
<td>12.7%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>--</td>
<td>0.2%</td>
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<td>--</td>
</tr>
<tr>
<td><strong>DISABILITY STATUS</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Disability Reported</td>
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<td>5.6%</td>
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<td>-0.3%</td>
</tr>
<tr>
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<td>94.4%</td>
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<td>0.3%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>59.4%</td>
<td>57.2%</td>
<td>57.0%</td>
<td>56.4%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Male</td>
<td>40.2%</td>
<td>38.2%</td>
<td>41.8%</td>
<td>42.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Non-Respondent</td>
<td>0.4%</td>
<td>4.6%</td>
<td>1.2%</td>
<td>1.0%</td>
<td>-0.2%</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>7.1%</td>
<td>6.4%</td>
<td>6.4%</td>
<td>6.3%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.5%</td>
<td>4.3%</td>
<td>4.7%</td>
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<td>-0.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>10.4%</td>
<td>10.1%</td>
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<td>11.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>22.4%</td>
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<td>0.8%</td>
</tr>
<tr>
<td>Native American</td>
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<td>0.9%</td>
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</tr>
<tr>
<td>Other (Non-White)</td>
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<td>0.2%</td>
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<tr>
<td>White</td>
<td>45.3%</td>
<td>41.3%</td>
<td>42.6%</td>
<td>40.7%</td>
<td>-1.9%</td>
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<tr>
<td>Non-Respondent</td>
<td>9.0%</td>
<td>16.6%</td>
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<td>0.5%</td>
</tr>
<tr>
<td><strong>AGE</strong></td>
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<td></td>
</tr>
<tr>
<td>Under 21</td>
<td>42.1%</td>
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<td>45.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>21 to 29 years</td>
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<td>28.9%</td>
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<tr>
<td>30 to 39 years</td>
<td>11.8%</td>
<td>11.2%</td>
<td>11.3%</td>
<td>10.5%</td>
<td>-0.8%</td>
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<tr>
<td>40 to 49 years</td>
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</tr>
<tr>
<td>50 years &amp; over</td>
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<td>--</td>
</tr>
<tr>
<td><strong>DISABILITY STATUS</strong></td>
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<tr>
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</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

### Administrative/Confidential

<table>
<thead>
<tr>
<th></th>
<th># of hires</th>
<th># of diverse hires</th>
<th>% of diverse hires</th>
<th>Total Adm/conf.</th>
<th># of diverse Adm/Conf.</th>
<th>% of diverse Adm/Conf.</th>
</tr>
</thead>
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<tr>
<td>2006-2007</td>
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<td>17.78%</td>
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<td><strong>2</strong></td>
<td><strong>18.75%</strong></td>
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</tbody>
</table>
### Contract/Regular Faculty

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<tr>
<th>Year</th>
<th># of hires</th>
<th># of diverse hires</th>
<th>% of diverse hires</th>
<th>Total Faculty</th>
<th># of diverse Faculty</th>
<th>% of diverse Faculty</th>
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</thead>
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<td>0.00%</td>
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<tr>
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<td>101</td>
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<tr>
<td>2006-2007</td>
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<td>12.50%</td>
<td>108</td>
<td>28</td>
<td>25.93%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>8</td>
<td>17.29%</td>
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</table>

### Regular Classified

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<thead>
<tr>
<th>Year</th>
<th># of hires</th>
<th># of diverse hires</th>
<th>% of diverse hires</th>
<th>Total Classified</th>
<th># of diverse Classified</th>
<th>% of diverse Classified</th>
</tr>
</thead>
<tbody>
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<td>2004-2005</td>
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<td>3</td>
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<td>10</td>
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<td>8</td>
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### Salaried Professionals

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<th>% of diverse hires</th>
<th>Total Professional</th>
<th># of diverse Professional</th>
<th>% of diverse Professional</th>
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*Source: Napa Valley College Office of Human Resources*

**Performance Outcomes:**

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

- The college prepared the Napa Valley College Diversity Task Force Plan Progress Report, which was submitted to the BOT on September 13, 2007.
- During spring 2008, the Diversity Task Force met with a consultant who was hired to assess the status of the college in relation to the plan and to recommend a course of action. The consultant’s report of May 2008 included 29 recommendations.
• The BOT directed the college to establish an Inclusivity Committee to be co-chaired by the V.P. of Instruction and the V.P. of Student Services.
• Instruction, Student Services and the Office of Institutional Research worked together to establish NVC as an Hispanic Serving Institution by certifying that at least 25% of full time equivalents credit students are Hispanic.
• NVC applied for College Cost Reduction Act (CCRAA) Hispanic Serving Institution funds from the U.S. Department of Education in June 2008.
• The CJTC presented a new 24 hour hate Crimes Investigations Course in September 2007
• CJTC developed an online version of the Hate Crimes Investigations Course and received POST certification. The course will be available to law enforcement personnel world wide through the college’s existing on-line education systems.
• CJTC launched the “10 Ways in Ten Months to Stop Hate” campaign, designed to prevent hate through education and awareness.

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

34. Conduct campus climate/student equity survey
• No progress. (A campus climate survey is scheduled for spring 2009.)

35. Increase outreach activities to high schools, American Canyon, Upper Valley and Latino community
• A counselor spent two days a week at the Upper Valley Campus doing outreach in the high schools and throughout the Latino community.
• Classes have been scheduled daily at the Calistoga Family Center, serving a largely Latino community.
• The Upper Valley Campus hosted the Day of the Dead celebration in partnership with the St. Helena Family Center
• Noncredit classes were offered at two new Upper Valley locations: The Rianda Senior Center House and the Calistoga Art Center
• The CJTC is participating in a regional vocational education grant targeting high school juniors and seniors interested in public safety careers.
• The Athletic Department is reaching out to the high schools in recruiting efforts in men’s and women’s golf, men’s and women’s basketball, volleyball, softball, men’s soccer, and baseball.
• Physical education facilities are used by high school programs. The poll is used for water polo and swim meets. The soccer field and baseball field were used by high schools.
• The athletic director conducted an NCAA eligibility and recruiting seminar at Napa High School.
• NVC held a College Awareness Night in American Canyon. Many college programs participated in the event.
• The Vice President, Student Services and the Dean of UVC hosted an Open House in September 2007 to highlight NVC classes and services along with the services of several community organizations and agencies who were invited to participate. This bilingual event attracted about 100 guests including Congressman Mike Thompson.
• Outreach members participated in several high school college nights and career events at: Napa, Calistoga, Vintage, St. Helena, Justin Siena, Dixon, Vacaville and Santa Rosa high schools.
• NVC held the 3rd Annual High School Breakfast which was attended by 53 representatives from high schools in the outreach area.
• A part-time bilingual (English/Spanish) specialist was hired to do outreach for the upper valley area.
• The Outreach Committee continued to provide campus tours for middle schools and high schools and other organizations that wanted to visit the campus to learn more about our programs and services.
• The Outreach Committee hired two part-time Student Ambassadors to assist with outreach efforts on and off campus.
• The Outreach Committee held the 2nd Annual College Awareness Night in American Canyon Community Center featuring NVC’s programs and services as well as 4-year colleges/universities and local resources.
• The Outreach Committee held a very successful NVC Day on campus on the first Saturday of fall 07 classes with over 150 in attendance not including faculty and staff who participated. Twenty four NVC programs and services were highlighted during the resource fair.
• The VPSS along with community leaders from Michoacán helped organized an event on campus in December 07 in which the governor of Michoacán, Mr. Lazaro Cárdenas, and other dignitaries were presented to the Mexican community living in the valley.
• A part-time bilingual counselor, hired by the VPSS, provided advising up valley and assisted with information tables, college nights and career days at Calistoga and Saint Helena High schools. She also gave presentations at different venues which included ESL information and arranged for several groups to visit the main campus.
• The outreach specialist and up valley part-time counselor, hired by the VPSS, worked in collaboration with the ESL coordinator to host two campus visits/tours for students
from the ESL department and non-credit program. Transportation was provided in both cases and about 100 students participated in these two events.

- Financial Aid hosted 14 “Cash for College” financial aid workshops in the Calistoga, St. Helena, Napa, American Canyon and Solano County areas.
- NVC received a $1 million Federal TRIO grant to provide an Upward Bound Program for four years.
- EOPS offered two sections of a Summer Bridge program with one class for incoming pre-college students transitioning to NVC and the other class in conjunction with If Given a Chance Scholarship program.
- The Psych Tech program developed a partnership with the local ROP program.

36. Foster relationships with local businesses and industries

- The Dean UVC worked closely with the St. Helena Chamber of Commerce and has established a new group to prepare the Chamber Vision for Education.
- The St. Helena Chamber of Commerce Government Relations Committee meets at the UVC every other week.
- The UVC hosted a focus group meeting for the City of St. Helena that focused on the General Plan revision.
- The UVC hosted other local interest meetings such as the forum on transportation.
- CJTC and Napa Police Department developed a two-year training calendar of in-service classes that will serve all of the agencies in Napa County. These on-day credit classes will begin in 2009.
- NVC entered into an agreement with Napa Valley Unified School District to provide all of their emergency preparedness training. This will be a cooperative effort between Campus Police and NVUSD personnel.
- Physical Education faculty reached out to over 100 local businesses and organizations which supported the annual Storm Classic Golf Tournament.
- Several members of the LADS division participated in and contributed to the success of the annual Napa Valley Writers Conference.
- Three NVC instructors were trained and certified to teach Command Spanish. More occupational Spanish courses were offered to meet the needs of the community and of non-traditional students. One course was offered for nurses at Queen of the Valley Hospital. Faculty from different divisions collaborated in developing courses: Spanish and Health Occupations, Spanish and Hospitality, Spanish and Anthropology, and others.
- Admissions and Records arranged to provide services in American Canyon, beginning in fall 2008, sharing space with Family Resource Center.
- The Director of the Child Development Center serves on the Child Care Planning Council and works with Child Start Inc. to provide courses at its location.

37. Increase community participation in college programs and services

- Community service classes are offered largely in response to community suggestions, particularly the Emeritus classes.
- New UVC classes were offered at the Rianda House and Calistoga Art Center.
- CJTC presented a law enforcement career expo that attracted 53 law enforcement agencies from throughout northern and central California.
- The Writing Center sponsored its Third Annual Fall Writing Contest and the Third Annual Open House. Both events were successful.
• The English Department sponsored the annual Jessamyn West Writing Contest.
• Three instructors were trained and certified to teach Command Spanish. More occupational Spanish courses were offered to meet the needs of the community and of non-traditional students. One course was offered for nurses at Queen of the Valley Hospital.
• The LADS division offered summer courses in France and Spain in support of the International Studies Program.
• A total of 22 students graduated from the first Adult Corrections Core.
• CJT presented a new 24 hour Hate Crimes Investigations courses, as well as an online version of the same course.
• CJT was awarded a contract from POST to deliver the DVD Facilitator Training for Trainers Course at locations throughout California.
• NVC held the 3rd Annual High School Breakfast which was attended by 53 representatives from high schools in the outreach area.
• The Office of Student Services created an “En Español” website on the NVC homepage to provide translated information to Spanish speakers about the services and programs that NVC offers.
• The Vice President of Student Services hired a translator to translate into Spanish several pages of important information in the schedule of classes. These translations were also incorporated into other Spanish handouts.
• The Office of Student Services continued to host several Latino Parent Education Workshops in collaboration with the Community Services Program of the Queen of the Valley. Each workshop attracted between 150-200 guests.
• The Vice President of Student Services continued his efforts to re-introduce the Timothy Project discussions at NVC by meeting on a regular basis with several African American pastors.
• The Occupational Training Guide for NVC was translated into Spanish.
• The Dean of Financial Aid/EOPS participates in the new CAL-SOAP Consortium.
• Several outreach members represented NVC on various community organizations in the Napa County area (Queen of the Valley Hospital, California Human Development, Hispanic Network, Puertas Abiertas, etc.)
• The Outreach Committee participated at the Owens-Corning Employee Event (emphasis on ESL and financial aid).
• The Dean of Financial Aid worked closely with the NVC Foundation Scholarship Committee and administrative office to coordinate the local scholarship awards program and assist in scholarship development.

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 for fee-based classes will begin in fall 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)

**Performance Outcomes:**

40. Expand and improve technological capacities in classrooms, labs, and offices (Title III, Bond, Datatel)
   • Student services faculty and staff have worked to integrate Hershey imaging with Datatel to improve access to student records, especially during advising, and to provide for timely evaluation of transcripts and electronic ed plans (scheduled for implementation in Spring 2009).
   • Expanded fiber backbone around the campus.
   • Expanded Writing Center and Math Center with replacement and additional computers
   • Installed additional audio-visual equipment in classrooms.
   • Faculty participated in extensive development and use of websites for instruction. Some of the websites include PowerPoint and video presentations, as well as downloadable documents. There was also an increase in the use of document cameras, videos, and other multimedia to address different learning styles.
   • CJT replaced the CD student orientation with an online version that students can access through SharePoint.
   • CJT developed a flash movie for online academy orientation that provides students with visual and audio introduction and instructions for how to prepare for the academy.
   • CJT purchased a new “skid car” systems, purchased two manikins, replaced ten handguns, replaced two fist suits, and purchased ten portable radios.
   • CJT presented a new 24-hour Hate Crimes Investigations courses, as well as an online version of the same course.
   • CJT’s most significant accomplishment was the migration of the CJT instructor resource center, student resource center, and webboard to Microsoft SharePoint.
   • Instruction equipment funds were used to purchase instructional computing stations.
   • NVC improved Blackboard WebAdvisor processes for online students.
   • The Fine and Performing Arts Division developed a Mac lab for photography and digital art classes.
   • Facilities Services worked with other departments to upgrade technology in 20 classrooms by installing LCD projectors, document cameras and smart podiums.
   • Facilities Services upgraded power service throughout campus for expanded network capabilities with IT Department.
   • The college implemented Datatel R-18.
   • The Non-Credit Matriculation program funded the upgrade of several computers at the Testing and Tutoring Center and the UVC Library that are used for computerized assessment testing.
• The Respiratory Therapy program implemented a distance learning program with Santa Rosa Junior College.

41. Review and improve institution-wide processes in order to be more efficient.
• CJTC replaced student orientation CD with an online version that students can access
• The Program Evaluation and Planning Process was revised to meet the needs of college programs and services.
• CJT expanded the public side of the website to include a process for making payments with a credit card.
• The Budget Committee modified the budget process to better support planning and PEP.
• Staff implemented Datatel R-18 to improve data processing.
• The Health Occupations program admission processes were streamlined and relocated to Admissions and Records.

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

Performance Outcomes:
42. Realize Facilities Master Plan and Bond Implementation Plan
• The Library and Learning Resource Center, a new two-story, 60,000 gross square foot project, was awarded in May 2008. Construction is anticipated to be completed spring 2010.
• North Gym/Fieldhouse - This project, a new two-story, auxiliary gymnasium to support Criminal Justice and Adaptive PE, went out to bid. Construction is anticipated to begin in early August 2008 and to be completed summer 2009.
• Site preparation completed and Instructional Center for Performing Arts construction underway at the north end of campus. The project, including a complete renovation of the Parking Lot A, is anticipated to be completed in spring 2010.
• Construction started on a new transit stop and pedestrian pathway in Parking Lot B. The new shelter and pathway should be complete before the start of the fall 2008 semester.
• Additional vehicular directional signs were installed.
• Completed the Chiller Plant (Thermal Energy Storage) to provide chilled water cooling to the campus buildings, reducing general fund utility bills and reducing carbon footprint of the college.
• Extended the chilled water to the physical sciences building, providing the first air conditioning of the building since it was built in 1964.
• Upgraded restrooms and seating in the Little Theater.
• Replaced dugouts and batting cages for baseball and softball programs
• Installed a winter practice field for baseball, softball, and soccer
• Created a north access via Magnolia Avenue and related Diemer Drive to create more parking and ease cross campus traffic.
43. Engage broad participation in design planning for new and renovated facilities (ACCJC)
   • Facilities Committee met twice a month to discuss projects and receive campus comments and concerns
   • Construction Bulletins emailed regularly
   • Maintained planning and construction information on the college website
   • Stakeholder groups met to help define and review plans for new LLRC, PAC, North Gym, ball field improvements and Ceramics. IT participated in design of fiber backbone and termination points.

44. Review financial planning process to account for the ramifications of facilities construction and renovation (ACCJC)
   • One new custodian position was approved to support new buildings.
   • The new budget development process established by the Budget Committee provides budget centers with the ability to request additional funds based on changing needs in their area, including facilities construction and renovation.

45. Implement Americans with Disabilities Act (ADA) Transition Plan
   • Remodeled restrooms in the Little Theater
   • Installed new exterior elevator as part of Chiller Plant construction

46. Create and maintain a safe, clean, comfortable, and attractive campus
   • Installed parking and walkway lighting from the ball field parking lot to the main campus
   • Completed landscaping along Diemer Drive.
   • Contracted with Napa Valley Support Services for litter pickup in parking lots.
   • Added connections to reclaimed water for athletic field irrigation. All new turf and landscape areas are using reclaimed water.
   • Hired an additional custodian.
   • Established substitute budget to provide additional custodial coverage.
   • Remodeled restrooms in the 1000 building
   • NVC hosted a county wide active shooter training and drill. College Police, Napa Sheriffs, Napa Police, St. Helena Police, Calistoga Police, and CHP trained 60 officers in how to respond to an active shooter on campus.
   • College Police were equipped with mobile computers with wireless access allowing officers to access necessary information from their patrol vehicles.
   • In October 2007, the Board of Trustees voted to provide College Police with firearms.