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

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