

# **Napa Valley College Diversity Task Force Plan Progress Report**



**Submitted to the Board of Trustees  
September 13, 2007**



**2007 Diversity Task Force Plan Progress Report**

Office of the President  
Napa Valley College  
2277 Napa-Vallejo Highway  
Napa, CA 94558

**[www.napavalley.edu](http://www.napavalley.edu)**

# Introduction

In the fall of 2001, the Napa Valley College Board of Trustees approved a comprehensive Diversity Task Force Plan. The Diversity Task Force had been charged with “creating a plan to provide recommendations to: a) foster a climate at the college in which there is a proactive commitment to diversity as a basic value of the college; b) enhance the values and consciousness of faculty, staff and students so that diversity is a cherished ideal of the institution; and c) coordinate education and training and new staff orientation efforts related to diversity.”

For the past five and one half years, the college has moved forward to address the recommendations of the plan. Included in this document is a listing of each recommendation, the office(s) of the college assigned primary responsibility for addressing each recommendation, and a summary of actions taken to date.

Special thanks to vice presidents Sue Nelson and Oscar DeHaro, dean of human resources Laura Ecklin, dean of research, planning and development Judie Walter-Burke, the members of the Diversity Task Force, and all the college constituents who helped to gather information for this report. The commitment to diversity is ongoing, and this document illustrates that it is being invested throughout the college.

Dr. Chris McCarthy



President

Jose Hurtado



Chair, Diversity Task Force



# Napa Valley College Progress Report

## Diversity Task Force Plan and Recommendations

### 1. **Include the community in college diversity activities and events.** *(District)*

The Diversity Task Force hosted a campus social gathering for diverse community leaders to enhance communication between the college faculty and staff and those leaders.

The NVC Criminal Justice Training Center has developed a series of hate crimes education programs. Most were advertised and open to the community. (See item 14)

Cinco de Mayo, Black History Month (including annual African American Dinner) and Women's History Month activities were attended by members of the community.

The college developed a Disability Awareness Committee, which organized a series of programs and activities devoted to disability awareness in conjunction with Disability Awareness Month.

Noted author Michele Serros spoke at the college as part of the city-wide Napa Reads program.

Diversity Task Force funds were used to sponsor community leaders at the annual Foundation dinner

The NVC Annual Latino Youth Leadership Conference and Latinas Luminarias Conference invited members of the community to join the conference activities.

The Drama Department has selected and produced plays that raise awareness of diversity issues, including:

- ♦ The Laramie Project (2003)
- ♦ Blood Wedding (2003)
- ♦ Master Harold and the Boys (2004)

Also see #2 below.

### 2. **Promote, support, and attend community events that promote diversity.** *(District)*

District faculty, staff and administrators regularly attend community events that promote diversity. The list of events includes the Hispanic Network annual dinner, service club fundraisers to support education of diverse youth, Hands Across the Valley, and many others.

The college participated with law enforcement, churches, schools and community groups to organize a peaceful march in response to changes in immigration law.

Representatives of the Native American community blessings at the tenth anniversary celebration of the Upper Valley Campus and the college Creek Restoration Dedication. Also see #14 and #26.

**3. Provide leadership in diversity from pre-school through K-12 (*Instruction/Student Services*)**

The college cooperates with “Napa Reads”, a joint program between the schools and the college to bring a diverse author to Napa for a week each year to work with students.

In 2006, the college supported “Stop the Hate” train the trainer program for faculty and staff at Napa County high schools and colleges throughout Northern California.

NVC has received Talent Search and Upward Bound grants to support students in middle school and high school.

The Office of Student Services has started the High School Breakfasts, bringing together faculty and staff from the high schools with faculty and staff from NVC.

NVC hosts the Adelante Program each summer.

The college is planning an “Early College” program at the American Canyon High School, which will contain curriculum related to diversity issues.

**4. Develop a Napa Valley College Speakers’ Series (*Instruction/Student Services*)**

Although NVC has hosted numerous speakers, a formal speakers’ series has not been developed. Discussions have begun regarding the possible implementation of a series in 2008-2009

**5. Develop a Diversity Institute for the community. (*Staff & Faculty Development*)**

NVC has not developed a Diversity Institute. This recommendation is being considered for future planning.



## Courses and Curriculum Component

### 6. Support the infusion of diversity throughout the Napa Valley College curriculum. *(Instruction)*

This is in process that is central to the Curriculum Committee. College efforts include:

- ♦ The Drama Department productions have become topics for class discussion across the campus, as faculty outside that department send their students to the productions.
- ♦ The Police Academy classes have traveled to the Museum of Tolerance.
- ♦ The college has provided funding to assist faculty in updating courses aimed at diversity.
- ♦ Faculty have brought in guest speakers to a number of courses to address diversity topics.
- ♦ Writing Center staff have established a library of diversity-related books.
- ♦ The college offers a number of international education programs.
- ♦ Faculty have hosted guest speakers on transgender roles and issues.
- ♦ The college has instituted a Counseling 101 class aimed at students with disabilities.

### 7. Create new, transfer-level courses to provide concentrated study of single-focus groups, as well as other under-represented groups, e.g. Asian Studies, Filipino Studies, African-American Studies, Chicano/Latino Studies, Native-American Studies. *(Instruction)*

Work in this area is ongoing. Since 2002, faculty have created many of the following single-focus courses that have been approved by the BOT.

- ♦ PHIL 133: World Philosophy
- ♦ PHIL 134 Philosophy of Religion
- ♦ HIST 150: History of American Women 1600-1900
- ♦ HIST 152: Women in Twentieth Century America
- ♦ PSYC 60: Women's Issues Workshop
- ♦ MUSI 165: International Vocal Performance
- ♦ ANTH 150: Gender: A Cross-Cultural Perspective
- ♦ ANTH 180: Childhood: A Cross-Cultural Perspective
- ♦ CFS 180: Childhood: A Cross-Cultural Perspective
- ♦ HEOC 300 Cross Cultural Health Care Spring 2007
- ♦ Art 210: History of Asian Art
- ♦ Art 217: History of Women in the Visual Arts
- ♦ Art 218: History of Islamic Arts
- ♦ DRAM 186: Exploring Gender & Culture in Films
- ♦ HUMA 160: Filipina(o)-American Heritage
- ♦ Women's Program Certificate Program

**8. Carefully schedule and promote diversity courses to ensure adequate enrollment.**

*(Instruction)*

The Instruction Council has worked collaboratively to schedule and promote diversity courses to ensure that day and evening student have access.

**9. Work with the community in recruitment, outreach, and support of the diversity courses. *(Instruction)***

These efforts are ongoing. The Office of Instruction has this as part of their 2007-2008 plan and will continue to work with the community on this recommendation. Bilingual courses have been introduced at the college, in which bilingual teachers offer supplemental instruction in Spanish.

**10. Faculty who are developing new diversity courses, the articulation officer, and the Curriculum Committee should all work together to ensure single focus diversity courses will transfer to other institutions. *(Instruction/Student Services)***

See #7 above for a listing of all new transfer level, diversity courses approved since spring 2002. New course development is on-going. The Articulation Officer ensures that these courses are accepted for transfer.

In addition to the single focus courses listed above, it should be noted that Napa Valley College has a Multicultural/Gender Studies Section E graduation requirement for the Associate of Arts degree. The courses that fulfill this requirement, which are introductory/survey courses in their respective fields, do not focus on single populations. The intent of this requirement is to introduce students to cross-cultural exploration and to offer male/female perspectives and contributions. These courses meet the following established criteria:

1. The comparison and contrast of cultural and male/female contributions and perspectives are explicit, not implicit in the course of study.
2. The course of study includes at least three of the following groups: African American, Chicano/Latino, Asian, Native American, those defined exclusively by sex, sexual/affectual groups, and those defined by age.
3. The course of study is applicable to contemporary American cultural life. Historical perspectives may be used to provide background and context and/or to reflect contemporary social conditions.
4. A significant portion of the course of study is devoted to the perspectives and contributions of women.

**11. Recruit and hire and/or train part-time and full-time faculty to teach diversity courses. *(District)***

Qualified Napa Valley College faculty may start teaching courses as soon as they are part of the approved curriculum. Faculty recruitment includes advertisements in newspapers and magazines aimed at diverse audiences, including Hispanic Hotline, Asian Pacific Careers and Black Careers Now. The college advertises in local newspapers, the Chronicle of Higher Education and the Chancellor's Office Registry for faculty and administrative positions.

The Teaching and Learning Center, under funding from a Title III grant, has organized a series of workshops aimed at training faculty to teach to diverse student populations. These workshops have included:

### **Workshop Strand Series**

- ◆ Faculty Coach Training
- ◆ New Employee Orientation Mentor Training
- ◆ Current Teaching Theories
- ◆ Connecting Theories to pedagogy and Curriculum Development
- ◆ Classroom Applications

### **Stand Alone Workshops**

- ◆ Teaching With the Brain in Mind
- ◆ Who Am I as a Teacher?
- ◆ Learning Styles
- ◆ Teaching in a Learning Community
- ◆ New Employee Orientation Colloquium
- ◆ Basic Skills for Supervisors
- ◆ ESL Across the Curriculum
- ◆ Authentic Assessment

The college won the 2004 Chancellor's Award for success in hiring diverse faculty.

### **12. Use the 298 course option to fast-track new courses. (*Instruction*)**

This is a standard process in the development of new courses.

### **13. Provide incentives for faculty to develop new curricula and re-invigorate existing curricula. (*Instruction*)**

The Diversity Task Force has been funded with an ongoing yearly allocation of approximately \$25,000. College employees submitted applications for these funds to conduct activities that would address the recommendations of the diversity plan.

The DTF funded proposals from faculty and staff for training and campus climate projects. Among those approved were projects to assist faculty in updating courses to address diversity topics.

The DTF also funded faculty requests to attend conferences and training that supported the development of new curricula and re-invigorated existing curricula.



# Education and Training Component

## 14. Diversity education should be ongoing for all constituent groups: students, faculty, classified staff, administrative/confidential staff, and the Board of Trustees. (*Staff & Faculty Development*)

The college took the following steps in response to this recommendation:

- ◆ The college sent faculty and staff to a variety of conferences aimed at issues central to diversity.
- ◆ The Student Support Services program took groups of students to the Museum of Tolerance in 2000, 2001, 2002.
- ◆ New faculty and staff were invited to visit the Museum of Tolerance as part of their introduction and orientation to Napa Valley College in 2001 and 2002.
- ◆ The college has funded approximately 30 proposals per year from faculty and staff for training and campus climate projects.
- ◆ Members of NVC programs and committees participated in IDI training and assessment, including the following groups:
  - ⊙ Student Services Council
  - ⊙ Associated Student Body
  - ⊙ Planning Committee
  - ⊙ Diversity Task Force
  - ⊙ Admissions and Records
  - ⊙ President and Vice Presidents
- ◆ The Human Resources Office initiated diversity training for all hiring committees
- ◆ The NVC Criminal Justice Training Center has developed a series of hate crimes education programs, including:
  - ⊙ Journey to a Hate Free Millennium Program
  - ⊙ Hate Crimes Update for Law Enforcement (2001)
  - ⊙ The Laramie Project (2002)
  - ⊙ Racial Profiling Issues (2003)
  - ⊙ Hate Crimes Victim's Guide (2003)
  - ⊙ School Violence Awareness Week (2004)
  - ⊙ Not in Our Town – Northern California Premier (2005)
  - ⊙ Bang, Bang, You're Dead (2005)
  - ⊙ "Erase Hate" Campus Rush Week Concert (2005)
  - ⊙ Stop the Hate! Training for Trainers Program (2006)
- ◆ All police academy classes attend the Tools for Tolerance Program at the Museum of Tolerance.
- ◆ The college has created a Bias Incident Response Team that will become involved with any situations involving bias or hate crimes on campus. A college website has been created regarding bias crimes.
- ◆ The college has initiated a "Ten Ways in Ten Months to Stop Hate" campaign.
- ◆ The Teaching and Learning Center provided workshops on topics of diversity.

In addition, recommendations 15, 16 and 38 are methods by which recommendation 14 can be achieved.

**15. To augment the training expertise on campus, diversity education should be provided by outside consultants hired for their competencies and experience in specific areas of diversity training. (*Staff & Faculty Development*)**

- ◆ Diversity Task Force Retreat with Roberto Almanzan, Stir Fry Seminars (2002) on issues of cultural sensitivity, cultural programming, and increasing knowledge of cultural values.
- ◆ Diversity Task Force Retreat with David Wolf and Steve Weiner, former heads of the Accrediting Commission for Community and Junior Colleges to strategize about strengthening diversity awareness on the Napa Valley College Campus (2003).
- ◆ Dr. Janet Bennett, of the Intercultural Communication Institute in Portland, Oregon was hired to assist the college in assessing the cultural climate on campus, to set up training sessions, and to implement the highest priority areas of the plan. Since 2003 Dr. Bennett has conducted four full days of training on the NVC campus.
- ◆ Eight faculty members and two classified staff members were trained in using the IDI assessment tool. Those faculty and staff provided training to college committees and groups and helped interpret the results.
- ◆ Dr. Samuel Saldivar presented a workshop on the latest pedagogy for teaching Spanish for faculty and staff at NVC Spring 2007 Flex Day.
- ◆ See #14, above.

**16. Diversity education must be inclusive, addressing diversity in its broadest sense, including race, ethnicity, gender, disability, culture, religion, sexual orientation, learning styles, socioeconomic status, age, physical stature, and national origin. (*Staff & Faculty Development*)**

Please see #6, 7, 14, 15, above.

**17. The Board of Trustees, college president, supervisors and instructors must communicate their support of diversity education as a central value of Napa Valley College so that all staff feel supported in pursuing these opportunities.**

The new mission, vision, and values of the college, as well as strategic plan, address diversity. Examples of broad support include:

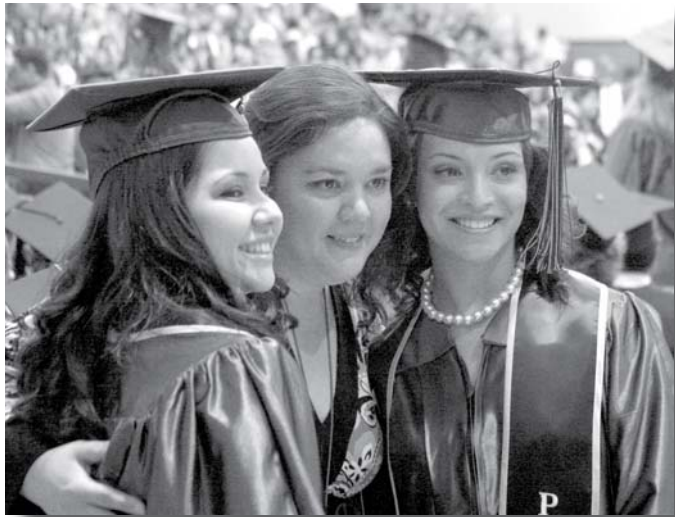
- ◆ The Board of Trustees adopted a new statement of values for NVC in 2004. The statement was developed by the Planning Committee with input from the college community. The values include: respect for all people, appreciation of diversity; responsibility and accountability to self and others; and openness to ideas and opinions.
- ◆ The NVC Mission, approved by the board in 2004 states, “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.”
- ◆ NVC’s Strategic Plan, developed by the Planning Committee with input from the college community, and approved by the Board of Trustees, includes diversity goals.
- ◆ NVC joined the Hispanic Association of Colleges and Universities.
- ◆ The college president gives numerous speeches at the college and in the community each year that highlight the college’s commitment to diversity.

- ♦ The college president served as co-chair of the Diversity Task Force from 2002-2006. He continues to serve as a member of the Diversity Task Force, and he serves as a member of the Disability Awareness Committee.
- ♦ All college publications portray and promote the importance of diversity on campus.
- ♦ The college's institutional Student Learning Outcomes directly address diversity issues. Outcome #3 states that students will be able to "demonstrate interpersonal skills by collaborating and working effectively with people from diverse backgrounds while respecting their viewpoints."

**18. Incentives should be offered to faculty, staff, and students for participation in education and training related to diversity issues. (*Staff & Faculty Development*)**

- ♦ The DTF set aside funds to support diversity education and training for faculty and staff.
- ♦ The Title III program is working on this recommendation with support from DTF and staff development funds.





## Student Services Component

### 19. Develop/formalize a student mentoring program. (*Student Services*)

- ◆ During fall 2003, a Puente learning community was started. This is a year-long writing, mentoring and counseling program with a curriculum that focuses on Latino/Mexican-American authors and issues.
- ◆ The English Learning Community is working on a peer mentoring component.
- ◆ Title III, working with the English department and Counseling developed a learning community for students in English 85. All students taking 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.
- ◆ 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 in Spring 2007. Umoja includes a mentoring component.
- ◆ The Counseling Division developed Peer Support Training, which is designed to train students to become peer mentors for other students who desire a supportive relationship. Students receive training in listening skills, campus and community resources, and on issues facing college students.
- ◆ An Advanced Peer Advising Training COUN 142 course is designed for students who have successfully completed a Peer Advising Training course, and wish to continue in the Peer Advising training at the advanced level.

### 20. Develop activities to increase formal and informal contact between students, faculty, and staff. (*Instruction/Student Services*)

The activities developed to date include:

- ◆ English Learning Communities
- ◆ Title III initiatives
- ◆ Puente Program
- ◆ Lunches with the V.P.s beginning in Spring 2007
- ◆ Student feedback on PEP surveys
- ◆ Classified appreciation week events

### 21. Expand the contact students have with counselors. (*Student Services*)

Student contact with counselors has been expanded as a result of:

- ◆ English Learning Communities
- ◆ Web-based orientation
- ◆ Walk-in counseling during registration periods
- ◆ Counselor assigned to work with students in PE/Athletics
- ◆ Counselor presentations to classes on the availability of student services
- ◆ Counseling classes offered in American Canyon

### 22. Develop counseling services that will meet the needs of students with psychological disorders. (*Student Services*)

- ◆ Licensed Family and Marriage Counselors are available in the Student Health Center to meet confidentially with students who request psychological counseling.

- ◆ Student Health Center hours have been expanded.

**23. Work with the community in recruitment, outreach and support of future diversity students. (*Student Services – Outreach*)**

- ◆ NVC's Outreach Committee was expanded and meets regularly to coordinate all of the college's outreach efforts.
- ◆ The Outreach Committee prepared an Outreach Plan in 2004-2005.
- ◆ Outreach efforts have been expanded in American Canyon, Vallejo, St. Helena, and Calistoga.
- ◆ TRIO programs continue to promote coordination with high schools and middle schools.

**24. Develop and implement a modified Talent Search Program to serve any at-risk high school student in the district. (*Student Services – Outreach*)**

Talent Search is being offered successfully in the Napa schools. Counseling, advising and tutoring services are being offered to students in the upper valley.

**25. Explore with the Academic Senate, the Matriculation Steering Committee, and the Counseling Division the inclusion of a college success program as a “strongly encouraged” entry course for all first-year students at NVC.**

- ◆ Two to three sections of COUN 100: College Success are offered each semester.
- ◆ ENGL 105: Collegiate Learning Strategies, linked course with English 100.
- ◆ The Puente Program was initiated.
- ◆ ENGL 60: Study and Test Taking Techniques.
- ◆ Beginning in fall 2006, six sections of COUN 298 The Learning Community Experience were offered as a linked course with ENGL 84 and ENGL 85.

**26. Provide support to Student Activities to expand campus events outside the classroom that will foster greater understanding of diversity issues. (*Student Services*)**

The V.P. Student Services, in collaboration with the Coordinator of Student Life, has supported student activities aimed at diversity. An active Associated Student Body, under the leadership of the Student Life Coordinator, has helped students become involved in promoting diversity awareness on campus. Active campus clubs that enhance the college's diversity include:

- ◆ Anime Club
- ◆ Asian Club
- ◆ Black Student Union
- ◆ Club Hispano Americano
- ◆ Club Latina
- ◆ Gay Straight Alliance
- ◆ La Comunidad Unida
- ◆ Puente Club
- ◆ Pamana Club
- ◆ Society for the Advancement of Chicanos and Native Americans in Science
- ◆ Society of Hispanic Professionals and Engineers

Among the diversity awareness events developed by students over 2005-2006 include the following workshops, many of which were funded by the DTF:

- ♦ Domestic Violence Awareness “Visualize the Impact”
- ♦ 1st and 2nd Annual Latina Luminarias Conference
- ♦ Dia de los Muertos Celebration
- ♦ Mexican Independence Day
- ♦ Open Mic for Gay Straight Alliance
- ♦ National “Coming Out Day” Awareness Event
- ♦ Workshop on the Filipino Woman’s Role in History
- ♦ Katrina Fundraiser
- ♦ Aids Walk
- ♦ Asian Film Festival
- ♦ Film Showing of “Malcolm X”
- ♦ Attendance at Black Caucus Conference
- ♦ Annual African American Dinner and Celebration
- ♦ La Raza Law School Seminar
- ♦ Middle East Awareness Day
- ♦ Day of Silence
- ♦ Film showing of “Walkout”

**27. Expand the early alert program for high-risk students identified through the college success factors inventory. (*Student Services*)**

This goal has yet to be fully realized.

The Office of Institutional Research completed a study of the CSFI (College Success Factors Index) in Spring 2005. The report was shared with the Matriculation Steering Committee and the Counseling Division. In Spring 2006, the Matriculation Steering Committee decided to discontinue the use of the CSFI and to pilot the use of an alternative instrument – the Learning & Study Strategies Inventory (LASSI) – in the English Learning Communities (ELCs) beginning in Fall 2006. The use and effectiveness of the LASSI will be evaluated as more data on students are collected through the ELCs. At that time, the Matriculation Steering Committee and Counseling Division will consider the expansion of the early alert program.

In addition, the EOPS and SSS programs provide follow-up services for at-risk students.

**28. Increase the on-campus marketing and advertising of student services and student support services. (*Student Services – Outreach*)**

Efforts are being made through the following:

- ♦ Financial Aid
- ♦ Club Rush
- ♦ Classroom presentation by student services staff
- ♦ Multi-lingual information is available in the schedule and catalog

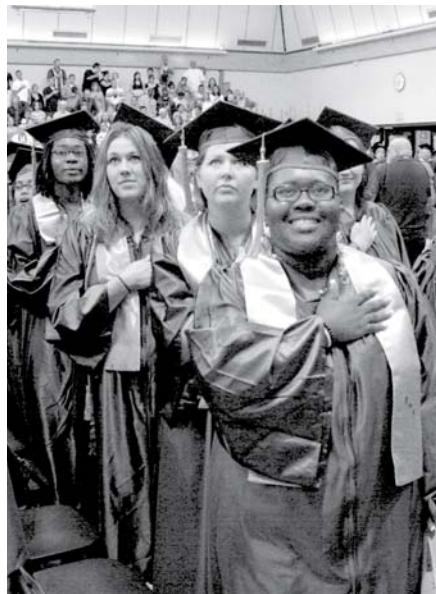
**29. Make concerted efforts to infuse various languages and cultures into the ongoing operations of the college. (District)**

- ♦ The highway message board greets passers-by with multi-language “Welcome! Bienvenidos! Tuloy PoKayo!”
- ♦ Campus way-finding signs are printed in Spanish on one side and English on the other.
- ♦ The cover of the college schedule includes greeting to students in English, Spanish and Tagalog; “Welcome! Bienvenidos! Tuloy Po Kayo!”
- ♦ The college schedule includes registration information in Spanish.
- ♦ Bi-lingual staff work in programs and service areas that are frequented by Spanish speaking students, including admissions and records and student services.
- ♦ The college’s main telephone number, 253-3000, offers information in Spanish.
- ♦ The college homepage has welcoming greetings in multiple languages and it has a link to a listing of all college employees who speak Spanish, including their work locations, hours and contact information.

**30. Develop a faculty-to-faculty mentoring program for new faculty as well as training for the entire faculty to help them understand learning styles and effective methods for teaching students with learning disabilities. (Faculty & Staff Development)**

A faculty to faculty mentoring program was piloted in 2004-2005 and 2005-2006. The Office of Instruction and Academic Senate are evaluating the program to determine whether the pilot should be continued and/or modified.

The Teaching and Learning Center has offered a series of workshops aimed at new employee orientation, current teaching theories, connecting theories to pedagogy and curriculum development, applying theory in the classroom, learning styles and teaching to diverse students.



## Implementation Component

### **31. The recommendations included in the Diversity Task Force Plan will be prioritized and phased in over time.**

Initially summer assignments were given to four faculty members to research best practices in achieving primary goals of the diversity plan: creating a Diversity Coordinator position, using consultants to work with the college in assisting to implement the plan, setting up an effective set of workshops and activities, and identifying the most effective strategies used by colleges in implementing diversity efforts.

Since that time, the Diversity Task Force has been prioritizing and finding projects that are aimed at the recommendation in the Diversity Task Force Plan.

### **32. Develop publicity practices that support the goals of diversity and clearly communicate the college's positive intentions. (*District – Community Relations*)**

The college has initiated an annual President's Report to the Community that highlights college achievements, including diversity activities. All college publications portray a diverse campus.

Paid ads are placed in Spanish language media, both print and radio. Ads have been placed for general college registration periods and for specific projects such as the Puente Program and for Police Academy recruiting. The Community Relations advertising budget has been augmented by \$5,000 for 2007-2008 to increase the number of ads placed in Spanish publications.

In addition to paid advertising, the college submits Public Service Announcements and press releases to Spanish media (both print, TV and radio) on a regular basis. The college has arranged for Spanish radio shows. Media work is also done with Filipino and African American publications.

In 2006 and 2007, 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).

Paid student success ads celebrate diversity.

Diversity is celebrated in the college DVD.

Diversity is promoted in the paid ad on cable TV channels.

### **33. Create a new position for a diversity coordinator. (*District*)**

During summer 2002 four faculty members were assigned to research best practices in achieving the primary goals of the diversity plan, including the creation of a Diversity Coordinator position.

The mid-year budget cuts of 2003 caused many vacant positions to go unfilled and new positions to be deferred. However, the Diversity Task Force has been gathering job descriptions for a diversity coordinator and the college hopes to create a position in 2007-2008. Currently, the President and Dean, Human Resources are working on this effort.

**34. Aggressively and systematically seek alternative sources of funding to augment the resources provided by the general fund to implement the recommendations set forth in the plan. (District)**

The college created an ongoing yearly allocation of approximately \$25,000 in Partnership for Excellence funds to accomplish the plan's recommendations. These funds were maintained as other budgets were cut. College employees were invited to submit applications for these funds to conduct activities that would address the recommendations of the diversity plan.

Instruction and Student Services, in collaboration with Research, Planning and Development, are doing preliminary work to establish Napa Valley College as a Hispanic Serving Institution, which qualifies institutions for federal funding.

**35. Establish measurable, incremental goals to gauge the college's progress related to diversity.**

The NVC Strategic Plan (approved by the BOT in 2004 and revised in 2007) includes measurable goals and objectives that have been reported on each year to gauge the college's progress related to diversity. The objectives that are related to diversity include:

- ◆ Increase successful course completion rates
- ◆ Increase student retention
- ◆ Increase student persistence
- ◆ Increase the percentage of students completing coursework at least one level above their prior basic skills enrollment in English and math.
- ◆ 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
- ◆ Develop teaching practices that are responsive to different learning styles
- ◆ Increase diversity among the faculty and staff population
- ◆ Revise and implement the Diversity Task Force Plan
- ◆ Implement the Student Equity Plan
- ◆ Conduct climate/student equity survey

In addition, the college's Program Evaluation and Planning process includes program level analysis of student success measures by diversity group. The Office of Institutional Research has developed annual reports for all instruction programs and the college as a whole.

**36. The Diversity Task Force should continue to oversee the progress of the college's diversity efforts.**

The Diversity Task Force has been meeting monthly since 2002 to evaluate progress toward meeting the goals of the plan and fund campus activities related to diversity.

Because the plan is extensive, the accreditation team that visited NVC in October 2003 recommended that the college prioritize the goals and identify strategies that could be used to implement the plan. The DTF identified four areas of highest priority, and funding has been aimed at those areas.

**37. Develop an entrepreneurial approach in the implementation of the diversity plan.**

The college is looking into avenues of funding that can support the implementation of the diversity plan. A major effort involves preparation to apply for federal funding as a Hispanic Serving Institution, which would provide financial support for many of the recommendations included in the plan.

**38. Establish training as the first priority in the implementation phase. (*Staff & Faculty Development*)**

See #14 and 15, above.

The DTF identified Dr. Janet Bennett, of the Intercultural Communication Institute in Portland, Oregon, to assist the college in assessing the cultural climate on campus, set up training sessions and implement the highest priority areas of the plan. As a precursor to setting up training, college employees would take the Intercultural Development Inventory (IDI), which was developed by Dr. Bennett, to assist in identifying the areas of training that would most benefit the institution. Since 2004, Dr. Bennett has conducted four full days of training on the NVC campus. She has provided training in multi-cultural communication in the workplace and in the classroom to a wide range of college staff as well as to the Diversity Task Force and has also worked closely with the college Teaching and Learning Center. Because of her affiliation with the Intercultural Communication Institute, Dr. Janet Bennett's on-campus workshops dovetailed with the training for eight faculty members and two classified staff members in using the IDI assessment tool. The IDI was taken by 139 faculty and staff and by members of the DTF, Student Services Council, Planning Committee and various campus groups.

The DTF created a yearly allocation that supported requests from employees for projects, including training. Approximately 30 proposals from faculty and staff for training and campus climate project were funded each year.

**39. Develop a sign and/or logo for the college's revitalized diversity efforts that would replace the "Not in Our College" signs. (*District*)**

The Diversity Task Force addressed a number of graffiti issues on campus by initiating a "Building a Hate Free Campus" signage program throughout the campus. The "Not in Our College" signs were removed or covered with new posters.

An additional sign is being introduced to the campus in the fall of 2007, which contains the following text:

*If You Have Time  
To Hate,  
Then You Aren't  
Taking Enough Units.*

*Napa Valley College  
Is A Hate Free Campus.*

# Diversity Task Force Plan Progress Report Addendum

## Hiring Statistics 2002-2007

Administrative/ Confidential						
	# of Hires	# of Diversity Hires	% of Diverse Hires	Total Administrative/ Confidential as of August 2007	# of Diverse Administrative/ Confidential as of August 2007	% of Diverse Administrative/ Confidential
2002-2003	4	1	25.00%			
2003-2004	3	2	66.67%			
2004-2005	2	0	00.00%			
2005-2006	3	0	00.00%			
2006-2007	2	1	50.00%			
July 2007-	2	0	00.00%	43	8	18.60%
<b>TOTAL</b>	<b>16</b>	<b>4</b>	<b>25.00%</b>			

Contract / Regular Faculty						
	# of Hires	# of Diversity Hires	% of Diverse Hires	Total Faculty in Spring Semester	# of Diverse Faculty in Spring Semester	% of Diverse Faculty
2002-2003	8	5	62.50%	114	27	23.68%
2003-2004	7	1	14.28%	102	27	26.47%
2004-2005	4	0	00.00%	101	24	23.76%
2005-2006	11	2	18.18%	101	22	21.78%
2006-2007	13	5	38.46%	108	27	25.00%
Fall 2007-	6	1	16.67%	108	28	25.93%
<b>TOTAL</b>	<b>49</b>	<b>14</b>	<b>28.57%</b>			

Regular Classified						
	# of Hires	# of Diversity Hires	% of Diverse Hires	Total Regular Classified as of August 2007	# of Diverse Classified as of August 2007	% of Diverse Classified
2002-2003	15	3	20.00%			
2003-2004	21	6	28.57%			
2004-2005	21	3	14.29%			
2005-2006	29	10	34.48%			
2006-2007	18	8	44.44%			
July 2007-	8	4	50.00%	154	59	38.31%
<b>TOTAL</b>	<b>112</b>	<b>34</b>	<b>30.36%</b>			

Salaried Professionals						
	# of Hires	# of Diversity Hires	% of Diverse Hires	Total Professionals as of August 2007	# of Diverse Professionals as of August 2007	% of Diverse Professionals
2002-2003	1	1	100.00%			
2003-2004	3	3	100.00%			
2004-2005	1	1	100.00%			
2005-2006	0	0	000.00%			
2006-2007	2	0	000.00%			
July 2007-	0	0	000.00%	9	5	55.56%
<b>TOTAL</b>	<b>7</b>	<b>5</b>	<b>71.43%</b>			





NAPA VALLEY COLLEGE

[www.napavalley.edu](http://www.napavalley.edu)