Verification Team Report  
Office of the President  
January 2007

A. Unit Under Review: Office of the President
Program Evaluation Team Member: Chris McCarthy, President/CEO of Napa Valley College  
Verification Team Members:  
   Mary Shea, Associate Professor of Spanish/English  
   Kate Benscoter, Professor, Respiratory Care Program Coordinator  
   Matt Christensen, Director, Facilities Services

B. Statement of Completion  
The Verification Team believes that the report is complete.

C. Strengths of the Unit
The Verification Team sees that Office of the President has the following strengths:
   • Active support for diversity on campus and leadership on the Diversity Task Force  
   • High visibility in the community and on campus  
   • High productivity  
   • Strong leadership in getting local community to approve the bond and implementing the bond  
   • Open, welcoming, and supportive office environment

D. Challenges (concerns, difficulties, areas for improvement)
   • In the last five years, there has been an incredible turnover in almost all chief administrative positions.  
   • The workload of the office has increased, due to the bond and its implementation  
   • The office is constantly striving to improve communication with the various campus communities, due to the new instructional programs, new faculty hires, and ever evolving bond projects.

Summary of the Verification Team’s Recommendations:
   • Given the unique nature of the Office of the President, the team recommends the process of program review be reevaluated for the president. The President undergoes a form of program review annually with yearly progress reports to the Board of Trustees. An abbreviated version of program review might be more appropriate.  
   • The team was impressed with the number of accomplishments and the overall schedule the president maintains.  
   • The team fully supports the request for ergonomic and updated office furniture and equipment, due to the high visibility of the office.
Program Evaluation Summary for Office of the President

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)

Since 2002, the Office of the Superintendent/President has been involved in working with various areas of the campus to achieve the following objectives:

Facilities
- Passage of a $133.8 million general obligation facilities bond.
- Established an on-campus Office of College Facilities Planning, directed by a current college employee, saving the district the costs of hiring outside program management. This is a unique arrangement in California Community Colleges, and it has saved the district millions of dollars in consulting fees.
- Successful addition of $34 million in facilities funds through applications to state agencies and refunding of existing bond money.
- Creation and implementation of a Campus Facilities Plan
- Development of plans for an American canyon outreach center.
- Development of a sustainable, environmentally friendly campus, including use of solar power and “green” technology.
- Opening the Teaching Winery
- Opening new tennis courts, beginning construction on the Life Science Building and Chiller Plant, completing plans for the Performing Arts Center and Library
- Installation of Datatel software system

Instruction
- Creation of a Partnership with five local hospitals and with the Chancellor’s Office to double the size of the ADN Program
- Creation of the Wine Country Simulation Center for Nursing
- Development of a Human Services Certificate
- Bonding the College Winery
- Creation of a Corrections Academy
- Development of Student Learning Outcomes
- Creation of the English Learning Community
- Development of a Puente Program
- Creation of a Hospitality Degree program
- Creation of a Teaching and Learning Center
- Creation of the Customer Service Academy
**Student Services**
- Set-up of Web Advisor
- Increased outreach activities

**Governance**
- Set up President’s Council (constituent group heads and senior staff)
- Re-established Mutual Agreement Committee (Academic Senate president and vice president, college president and vice president of instruction)

**Foundation**
- Reorganized Foundation committee structure
- Developed fundraising plan for new buildings

**Communications**
- Development of Annual Report to the Community
- Development of regular internal emails to the campus

**State Advocacy and Involvement**
- Elected to a three-year term on the CEO Board of California Community Colleges
- Northern California Vice President of California Colleges for International Education
- Budget Chair, Economic Development Planning and Advisory Committee

**Relationships with Schools**
- Member, New Tech High Foundation Board
- Member, New Tech High National Advisory Committee
- Development of BA programs with Mt. St. Mary’s College (discontinued) and CSU Sonoma State (pending)

**Accreditation**
- Chaired accreditation teams at Chaffey College (2003), DeAnza College (2005), Hartnell College (2007)
- Oversaw the completion of the 2003 Self Study and accreditation review and the submission of the 2006 Mid-Term Report.

**Diversity**
- Presented Chancellor’s Office Diversity Award for Faculty Hiring (2004)
- Moved Diversity Task Force Plan forward

**Policy Development**
- Joined the Community College League Policy and Procedures Service. Currently in the process of revising and updating all college policies.
**Strengths (unique characteristics, special capacities)**

The Office of the President strives to maintain an open, welcoming, and supportive environment. Problems are approached in a collegial, interest-based manner. The president and the staff tries to create an environment that supports the college mission, vision and values of respecting people and putting student needs first.

**Challenges (concerns, difficulties, areas for improvement)**

The office will continue to try and find ways to better communicate with campus employees regarding important recommendations and decisions. The demands upon the office have increased substantially with the passage of a $133.8 million bond in 2002, with the addition of new programs and services, and with the significant turnover in staff during the past five years.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?

The data was helpful and sufficient to evaluate the program.
Administrative Services Evaluation
Office of the Superintendent/President
2006-2007

1. Mission

The Office of the Superintendent/President has responsibility for overall leadership and management of the Napa Valley Community College District, for ensuring that the district is complying with all applicable regulations and laws, for carrying out policies established by the Board of Trustees, and for communicating matters of educational importance to the college, the Board of Trustees, the local community and the community college system.

2. Services

A. What specific services does the office/unit offer?

The Superintendent/President serves as Chief Executive Officer of the college district. In that capacity, the Superintendent/President, as aided by the office staff, performs the following duties:

- Provides final administrative authority and oversight of the operations of the Napa Valley Community College District in keeping with policies established by the Board of Trustees and in concert with all applicable regulations governing the operations of California community colleges.
- Serves as direct supervisor of college vice presidents, Dean of Human Resources, Director of Campus Planning, Dean of Research, Planning and Development, Director of Community Relations.
- Serves as Secretary to, and as sole employee of, the Board of Trustees. Duties include preparing agendas for scheduled meetings and retreats, providing an accurate record of minutes of all board actions, and ensuring that the Board is fully apprised of all issues that may come before them. The Superintendent is also charged with making recommendations to the Board of Trustees on educational, fiscal, facilities, legal, disciplinary and other relevant matters.
- Represents the college district both in the community and at the state and national levels. In this capacity, the Superintendent/President serves as the primary voice of the college in the community and represents the needs of the district in all appropriate system-wide meetings.
- Ensures that the Napa Valley Community College District operates in keeping with the standards of good practice established by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.
B. How does the office/unit ensure that these services are meeting the needs of students and/or other clients? How do you evaluate how well the services are meeting the needs of students/clients?

The Superintendent/President conducts the following actions to ensure that the district is meeting the needs of students and other clients:

- Leads a President’s Council which includes the ASB President, which meets monthly on matters of district concern.
- Has a monthly standing meeting with the ASB President to discuss student concerns.
- Regularly attends student functions to assess the viability of college services.
- Ensures that mechanisms are in place to address student grievances and concerns.
- Ensures that client input is received by the college through both formal and informal means, including surveys and questionnaires, formation of advisory committees, and regular appearances in community forums to share and gather information from the public.
- Supervises the Foundation Director and works closely with the Foundation to ensure that community needs are being met.

C. How does this office/unit support student learning in NVC instructional programs?

The Superintendent/President supervises of Vice President of Instruction and meets regularly, in Cabinet (which is composed of the president, vice presidents and human resources dean) and in private meetings, to review issues related to the instructional program, to evaluate how student learning is being supported, and to provide guidance regarding any issues that might arise. The Superintendent/President evaluates the Vice President of Instruction and, as part of that process, gathers input from the campus to assess the effectiveness of the oversight of the instructional program.

D. What future trends are likely to impact the office/unit?

The president monitors and discusses trends with the Cabinet (which is composed of the vice presidents and the dean of Human Resources) and the president’s Staff (which is composed of directors, deans, vice presidents and the president). Trends include demographic changes to the student body, workforce and economic development advances, enrollment fluctuations, instructional innovations, political items of note, educational advances and community issues.

Advances in technology will increasingly influence the manner in which the office maintains records and may influence that manner in which the Superintendent participates in system-wide meetings. However, as many of the duties of the Superintendent/President and the office staff require direct interpersonal contact, the manner in which the major duties of the office are carried out is not projected to change.
E. Are services being offered on-line? If yes, describe.

No services are offered online.

F. Reflect on your responses to Section 2. Services. If improvements are needed, write objectives on Schedule A Unit Plan.

No improvements are needed.

3. Student Success and Equity

A. Describe programs, practices, and services that support and enhance student and/or employee understanding and appreciation of diversity.

The Superintendent/President has served as co-chair of the Diversity Task Force for the past five years. In that capacity, he has directed that funding be directed toward diversity efforts and he has participated in allocation of resources and in the resulting activities. He has regularly communicated with the campus, in speeches and in emails, about the importance of diversity on campus. He is currently working with campus staff to set up a Crisis Response Team that will respond to incidents of bias or hate crimes. The office maintains all records and minutes for the Diversity Task Force.

Formed out of the consolidation of several ongoing campus groups already working to promote diversity, the charge of the Diversity Task Force is to create a comprehensive plan to a) foster a climate at the college in which there was a proactive commitment to diversity; b) enhance the values and consciousness of faculty, staff and students related to diversity; and c) coordinate the education and training and new staff orientation efforts related to diversity.

The Diversity Task Force has met on a monthly basis for the past five years. Selected highlights of its work that directly involved the President’s Office are listed below:

- Participated in a visit with college employees to the Museum of Tolerance (2002)
- Provided summer diversity stipends in the amount of $2,650 each for three faculty to pursue a topic of interest and importance to the work of the DTF (2002)
- Hosted a campus social gathering for diverse community leaders to enhance communication between the college faculty and staff and those leaders
- Earned the Chancellor’s Diversity Award for Excellence in 2004 in recognition of the effective hiring of diverse faculty (2004)
- Addressed graffiti issues on campus by revitalizing campus signage efforts that support “Building a Hate-Free Campus” and update/replace the previous “Not in Our College Campaign”
- In 2003 – 2006, funded approximately 100 proposals from faculty and staff for training and campus climate projects totaling over $100,000.
- The college has worked over the last several years with Dr. Janet Bennett, consultant from the nationally recognized Intercultural Communication Institute in Portland, Oregon. Since 2003, Dr. Bennett has conducted four full days of
training on the Napa Valley College 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 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 the IDI assessment tool
for 139 faculty and staff.
• The college has joined the Hispanic Association of Colleges and Universities.
• The college has initiated a Puente Program, with the support of the President.

Evidence of the effectiveness of Napa Valley College’s diversity efforts can be seen in
the interest in diversity issues that has spread throughout the campus. Various faculty
and staff have stepped forward to augment and energize campus diversity efforts, adding
unique perspectives and enriching the campus-wide conversation about diversity. The
Office of the President has played a role in creating a climate that encourages the
celebration of diversity.

B. What methods are used by staff to address the needs of a diverse student
population?

The staff provides a welcoming environment to all students who seek assistance from the
office. The office staff, who responds to a multitude of student requests and concerns
each day, ensures that each student is referred to the appropriate office, that college
procedures are clearly communicated, and that any barriers imposed by language are
ameliorated by bringing in appropriate interpreting assistance.

C. How does this office support student services within the college?

The Superintendent/President directly supervises the Vice President of Student Services.
They meet regularly, in Cabinet and in private meetings, to review issues related to the
Student Services program, to evaluate how student services is being supported, and to
provide guidance regarding any issues that might arise. The Superintendent/President
evaluates the Vice President of Student Services and, as part of that process, gathers input
from the campus to assess the effectiveness of the oversight of the instructional program.

D. What has the office done to formalize links with instructional programs?

The Superintendent President has visited classes, attended Instruction Council meetings,
met with advisory committees, and conducted both formal and informal meetings with
faculty to assess instructional needs and bring solutions to those needs to the Cabinet and
other appropriate bodies.
E. Reflect on your responses to Section 3, Student Success and Equity. If improvements or changes are needed, write objectives Schedule A Unit Plan Form.

No changes or improvements are needed.

4. Enrollment Trends and Client Satisfaction

A. Review available data and describe recent trends. Have there been significant fluctuations in the level of service over the past five years? If so, explain.

There have been no fluctuations in the level of service over the past five years.

B. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

The Office of the Superintendent/President has offered consistent service during both good and bad budget years. Community demographics have not had an influence upon the ability of the office to offer services.

C. Are there internal factors that have affected the program? What are the plans to address these factors?

Vacancies in key senior administrative staff have mandated that the Superintendent/President may allocate investments of time and energy to those areas that have become vacant. For instance, during the spring of 2005, the Superintendent/President played a large role with the college Foundation in the absence of a director. The increasing responsibilities related to planning and implementing the bond projects has resulted in a greater share of the office work being focused upon the bond. However, the overall quality of service to the college has remained constant.

D. How does the office/unit impact student enrollment and retention?

The Superintendent/President communicates with the college community regularly about the status of, and the importance of, student enrollment and retention. The Superintendent/President advises the vice presidents on enrollment and retention strategies. The Superintendent/President oversaw a retention activity at the fall 2006 instructional excellence day, and those results have been incorporated into the work being planned by the Teaching and Learning Center.
E. Review the hours of operation and the results of satisfaction surveys. Discuss whether the office/unit hours are scheduled appropriately to meet needs

The office is officially open from 8 am until 5 pm, Monday through Friday. However, the Superintendent/President and staff are most often in the office before and after those hours, and they occasionally work on weekends to ensure that services are being provided in a timely manner.

F. Discuss the results of the satisfaction survey identifying areas for improvement and continued success.

The satisfaction survey indicates that increased efforts at communication need to be made from the Office of the President to the campus community. This has led to the creation of two regular emails to the campus, discussing issues that are decided at Cabinet and at the Core Group bond meetings.

G. Review client/staff ratios and financial data and describe recent trends.

Not applicable

H. Reflect on your responses to Section 4 Trends and Satisfaction. If improvements or changes are needed, write objectives Schedule A Unit Plan Form.

No Changes or improvements are needed.

5. Community Outreach and Articulation

A What recruitment/community outreach activities has the office engaged in or initiated?

The office has directed the vice president of student services to increase community outreach efforts, and during the past year these efforts have been expanded to American Canyon, to high schools throughout the district, and to St. John’s Catholic Church, among other venues. The Superintendent/President has attended and spoken at many of these outreach activities, including, most recently, College Night at Vintage High School and at the Community Center in American Canyon. The Superintendent/President has hosted a cable television program, which highlights college efforts, on Channel 27. The program, which airs twice a week, has been broadcast for nearly five years. The Superintendent/President supervises the Director of Community Relations, who prepares recruitment and community outreach materials and coordinates, advertising, marketing, press releases, promotional materials and publications. In order to ensure that all areas of the college participate in, and are aware of, outreach activities, an Outreach Committee has been established that is in charge of the college Outreach Plan.
B. What has the office/unit done to establish relationships with secondary schools and/or four-year institutions?

The Superintendent meets both formally and informally on a regular basis with the superintendents of the county’s secondary school districts and the County Superintendent of Schools. The Superintendent/President served for three years on the Foundation of New Tech High School, and currently serves on their National Advisory Board. The President serves on the Pacific Union College Advisory Committee. The President has worked with representatives of Sonoma State University, UC Davis and St. Mary’s College to foster positive relationships. Recent meetings have been held with the president and senior staff at CSU Sonoma and tentative agreement has been reached to begin a bachelor’s degree program at NVC. For a complete list of meetings with schools and colleges, please see Appendix A.

C. What has the program done to establish relationships with businesses and community organizations?

The Superintendent has made numerous appearances with community groups, businesses and service clubs to promote the efforts being made by the college. He is a member of the Napa Rotary Club, and he regularly attends community functions that highlight the efforts of the college in the business community. For a complete list of meetings with local business and community organizations, please see Appendix B.

D. Reflect on your responses in Section 5 Community Outreach. If improvements or changes are needed, write objectives Schedule A Unit Plan Form.

No changes or improvements are needed.

6. Accreditation and External Reviews

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations. Discuss the status of the recommendations of the review teams relevant to the office/unit and how the unit responded.

The Accreditation Planning Summary Contains the following Recommendations related to the Office of the President:

- The Office of the President in conjunction with departments responsible for policies will develop and implement a systematic procedure for notifying appropriate college staff of changes, updates, and new requirements for policies, statutes, and regulations

The college has joined the Community College League Policy and Procedures Service, and efforts are underway to revise all college policies. All proposed policies or amended policies are presented to the President’s Council (which is composed of constituent group heads, the vice presidents and the president) for dissemination to the campus for input.
and potential revision. Once the campus has commented upon any proposed policy, and revisions have been considered, it is recommended to the Board of Trustees for adoption.

- The president, budget center managers, and Planning Committee will identify ways to involve more staff and faculty in institutional and unit level planning and provide training to clarify the roles of each segment of the college community.

The new Program Evaluation Program directly involves faculty and staff in program evaluation and planning. All faculty and staff have been involved in the development of institutional outcomes, through flex day activities and the dissemination of the work of the Planning Committee. The forms used in the Program Evaluation process are the same forms used in the Budget process. This should facilitate the integration of planning and budgeting.

The Budget Committee is currently evaluating how to move from a “rollover” budget approach to a “line item” approach.

- The president will work with community relations and research to develop an annual report card to communicate matters of quality assurance to the community.

In 2004-2005 and in 2005-2006, a “Report to the Community” was developed and disseminated, highlighting college achievements of the previous year. The initial report was a document that was given out at college and community events. The second report was a tabloid newspaper insert that was delivered with the Napa Valley Register.

- The Office of the President, Facilities Planning, and Community Relations will find ways to increase communication and awareness of bond projects and other facilities issues.

A weekly bond “Core Group” meeting has been established that brings representatives of the major areas of the college together to make bond-related decisions and recommendations. Every month, a bond “Super Core” group, which includes representatives of the Board of Trustees, meets to review these recommendations and decisions. The Superintendent/President has initiated a campuswide “Bond Update” that summarizes the issues discussed in the Core Group meetings.

- The Office of the President will coordinate a comprehensive review of college policies.

The college has joined the Community College League Policy and Procedures Service, and the Executive Assistant to the President attends regular training seminars designed to assist in the revision of all college policies.

- The Office of the President and Office of Human Resources will carefully examine the administrative organization structure and evaluate vacant positions to ensure that the college is being managed effectively.
An outside consultant was brought in during the 2005-2006 year to analyze the administrative structure. A subsequent report advised greater support for division chairs, and the filling of administrative positions in Health Occupations and Athletics and Physical Education. These measures have been taken.

- The Office of the President, Human Resources, and Institutional Research will survey employees to evaluate such issues as support of the teaching and learning environment and the effectiveness and efficiency of the administration.

The consultant who studied the administrative structure analyzed these issues as part of his work. In addition, a survey that examines support of the teaching and learning environment and efficiency of the administration is included in this program evaluation process.

- The college areas will prioritize resource and equipment needs and allocate VTEA and other funds according to identified college-wide priorities (i.e., Program Review)

Program Review is being used as a primary source for determining the allocation of resources. The college has identified priorities for the use of one-time funds (which are funds received in the state budget process that are given for immediate, one-time needs), and VTEA funds, which have been used for priorities as established by the vocational areas.

The Accreditation Planning Summary contained the following Accreditation Team Conclusions related to the President’s Office:

- There is evidence of problems in internal campus communications….. The evaluation team heard from many staff that there was confusion over understanding such basic issues as how shared governance processes worked and of not being aware of staff development opportunities. Such lapses in communicating basic college information may affect productivity, but they may also diminish respect and erode trust among colleagues.

The Superintendent/President has initiated two regular all-campus email communications in response to this conclusion. One, which describes significant bond core group decisions, is a “Bond Update” that explains issues discussed by the core group and the rationale for decisions and recommendations. The second describes decisions of importance reached in the President’s meetings with Cabinet (vice presidents and the dean of human resources) and the President’s Staff (directors, deans and vice presidents). The campus response has been positive.

- There is also a need for the newly formed executive team to find a shared vision for the college. The many recent changes at the college call for reviewing its basic planning documents.
Since the team visit, a shared vision for the college has been established through a number of activities. The college revised its Mission, Values and Vision Statements. Institutional Student learning Outcomes were established. Planning documents were reviewed and the new Program Evaluation Process was established.

- The new president, changes in major administrative positions, and implementation of the facilities construction bond are momentous events in the life of the college, and signals a need for broad self-examination.

The activities listed above, the analysis of administrative staffing, as well as retreats with the Board of Trustees to establish goals and to develop bond priorities, have been conducted in response to this conclusion.

- The college should explicitly clarify the processes for decision-making and more closely align the relationships between and among the various governance and advisory bodies to support short- and long-range planning.

The creation of a President’s Council (which is composed of the constituent group heads, vice presidents and the president) was designed to accomplish these objectives. The president, vice presidents, senate and union leaders, and the ASB president meet on a monthly basis to discuss governance or campus issues and to consult on policy development. In addition, a Mutual Agreement Committee was reestablished, which brings the president and vice president of instruction together with their Academic Senate counterparts to review issues central to faculty.

- The team found that the inadequate representation of classified employees in college wide committees limits the voice of an important and large constituency of the college. Employee ownership of college plans, objectives, and goals is often preceded by meaningful participation in the planning process. A more meaningful participation of classified employees in college wide committees would be helpful to the college (This conclusion is also identified as Recommendation #8 of the final report).

Newly formed college committees contain equal representation from administration, faculty and classified groups. However, the Budget and Planning Committees have fewer classified employees than faculty members. The Superintendent/President, according to the Shared Governance Policy, does not have the authority to reorganize the membership of these committees.

B. Indicate the sources of information used in Question 6.A.
   ___x__Accreditation Self-Study Planning Agenda
   ___x__Accreditation Final Report
   ___Previous program evaluation recommendations/objectives

C. Review the recommendations from any other licensing, evaluation, or accreditation bodies. Discuss the recommendations of the review teams relevant to the unit and how the unit responded.

The Office of the President does not have other licensing or accreditation bodies.
D. If this office/unit is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self Study.

Standard IV of the ACCJC Accreditation Standards includes the following language, with responses bulleted:

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
   - The president arranged for an external review of the administrative structure in 2006. As a result of that review, an additional administrative position (dean of Athletics and PE) was added and a vacant position (dean of Health Occupations) was filled.
   - Authority is delegated according to established job descriptions for all administrators.

b. The president guides institutional improvement of the teaching and learning environment by the following:
   - establishing a collegial process that sets values, goals, and priorities;
   - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
   - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
   - establishing procedures to evaluate overall institutional planning and implementation efforts.

   - The President, who supervises the Dean of Research and Planning, sits on the Planning Committee and has actively supported the use of data in decisionmaking at the college. He was centrally involved in a campus-wide process that led to new mission, vision and values statements for the college. He has overseen the implementation of a new program Evaluation Process, and brought a consultant to campus to guide the development of program evaluation. He has actively supported the Student Learning Outcomes efforts at the college, which have resulted in course, program and institutional SLO’s.
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.
   • The President recommended to the Board of Trustees that the college join the Community College League Policy and Planning Service, and as a result the college has been in the process of revising their policies in line with accepted legal standards. The President and the Executive Assistant in the Office of the president have attended meetings and workshops devoted to revision of college policies.

d. The president effectively controls budget and expenditures.
   • The college has received perfect audits in each of the President’s five years in office.

e. The president works and communicates effectively with the communities served by the institution.
   • The President is active in the community, speaking regularly at events hosted by various agencies including the Chamber of Commerce, various service clubs, and community groups.

E. Reflect on your responses in Section 6. Accreditation and External Reviews and write objectives as needed for improvement on the Unit Plan form.

No changes or improvements are needed.

7. Resources

The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided for your office, as well as the Unit Plan forms you completed during the evaluation, while answering the questions in this section. Requests should be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

A. Staffing. Summarize the staffing resource needs identified in the unit plans. Discuss any changes needed. Complete Schedule B. Staffing form as needed.

Staffing in the Office of the President is adequate to fulfill its responsibilities and duties.

B. Program Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule C Request for Budget Augmentation form, as needed.

No program specific equipment is needed.
C. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance the program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D. Building Improvement/Renovation, as needed.

The office furniture used by the Executive Assistant and the Secretary III has not been replaced in years. It is not ergonomic, and it has become largely non-functional. A campus survey elicited responses that the furniture was not in keeping with such a public function.

D. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E. Request for Technology form, as needed.

Technology is currently adequate.

8. Professional Development.

A. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by staff.

The Superintendent participated in the Harvard Summer Seminar for New Presidents in 2002. He has attended and/or been a presenter at annual conferences of the American Association of Community Colleges, the Community College League, and the National Institute for Staff and Organizational Development, the Association for California Community College Administrators, California Colleges for International Education, California Community College Foundations, and the Faculty Association of California Community Colleges. He has participated in and organized retreats for the leadership training of college presidents at Mont La Salle. He has written a chapter in a book on leadership in community college put out by New Directions in Community Colleges. A complete list of professional development activities is included later in this report.

B. Based on the goals that resulted from this program evaluation, complete Schedule F. Professional Development Needs form to indicate what areas of focus have been identified for future staff development. (Note: budget requests for Travel and Conference should be included in 7.G. Operational Budget)

9. Learning Resources. Discuss the strengths and weaknesses of the learning resources (i.e. books, periodicals, videos, etc.) available to enhance the program. What needs remain? What strategies are planned to meet those needs? Complete Schedule G Learning Resources Needs form.

Not applicable
10. **Operational Budget.** Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule H. Request for Budget Augmentation form, as needed.

Operational Funds are adequate

11. **Budget**

A. Since the last review, what percentage increase or decrease has occurred in the budget?

The budget has remained the same.

B. Are the funds adequate?

Funds are adequate.

C. What progress has been made by the office to obtain funds or donations to enhance the budget?

The Rotary Club of Napa donates to a fund for the college President to address institutional needs. The Superintendent/President has worked closely with the Foundation to attract and cultivate potential donors to the college, with significant success.

D. Based on the objectives on Schedule A, what budget changes are needed? What strategies are planned to meet those needs? Complete budget request forms as needed.

No changes are needed.
# Program/Discipline Plan

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5</td>
<td>A, B, C, D, E</td>
<td>1. Provide executive oversight of college operations</td>
<td>1.</td>
<td>Ensure that educational, student services, fiscal, and human relations areas operate in accord with standards of good practice.</td>
<td>None</td>
</tr>
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<td></td>
<td></td>
<td>2. Provide support for the Board of Trustees</td>
<td>2.</td>
<td>Prepare agendas, arrange retreats, communicate regularly with board members</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>A, B, C, D, E</td>
<td>3. Move Bond Facilities projects Forward</td>
<td>3.</td>
<td>Oversee the continued progress on building projects</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>A, B, C, E</td>
<td>4. Support the established Planning Priorities of Napa Valley College</td>
<td>4.</td>
<td>7. Support increasing FTES, increasing retention and persistence, developing SLO’s, increasing diversity among faculty and staff, strengthening the Program Evaluation Process</td>
<td>None</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**

A. Curriculum and Instruction  
B. Student Success and Equity  
C. Enrollment Trends and Student Satisfaction  
D. Community Outreach  
E. Accreditation and External Reviews
<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A,B,C,D,E</td>
<td>5. Implement Diversity Plan</td>
<td>5</td>
<td>Work with Diversity Committee to implement the Diversity Plan</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>6. Create Viticulture and Winery Foundation</td>
<td>6</td>
<td>Establish bylaws, appoint members, obtain bonding capacity to sell wine</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>A,B</td>
<td>7. Develop plans for American Canyon educational services</td>
<td>7</td>
<td>6. Work with NVUSD to move Early College High School Plan forward.</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>8. Move capital campaign forward</td>
<td>8</td>
<td>Work with college Foundation to raise outside funding for building projects.</td>
<td>None</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

---

**Program Evaluation Section**

A. Curriculum and Instruction  
B. Student Success and Equity  
C. Enrollment Trends and Student Satisfaction  
D. Community Outreach  
E. Accreditation and External Reviews
## PROGRAM/DISCIPLINE PLAN

<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Program Evaluation Section</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9. Revise college policies and procedures</td>
<td>9</td>
<td>Organize the ongoing revision of college policies and procedures, including updating the planning policy.</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Increase communications with college and community</td>
<td>10</td>
<td>Send out regular updates on important college decisions. Continue community outreach activities.</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Begin preparations for next accreditation.</td>
<td>11</td>
<td>Begin gathering evidence of how the college has responded to the last accreditation visit. Work with the Accrediting Commission on visiting teams.</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>A,B,D,E</td>
<td>12. Represent the college on the state and national level</td>
<td>12</td>
<td>Serve on state committees related to community college issues. Attend national conferences as appropriate.</td>
<td>None</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.
**SCHEDULE B**

**REQUEST FOR NEW PERMANENT FACULTY AND STAFF**

*Accreditation reference:* Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. **List in priority order.** Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>No new staff is needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*N=New, R=Replacement

Submitted By:                                Approved By:

___________________________   __________________________

Budget Center Manager     President/Vice President

April 2006 22
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: _________________________ Activity __________________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. **List in priority order.**

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No additional funding is needed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By:      Approved By:

___________________________   __________________________
Budget Center Manager     President/Vice President
PROGRAM SPECIFIC EQUIPMENT REQUEST

*Accreditation rationale:* Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. **List in priority order.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The office furniture in the reception area of the Office of the President is both outdated and non-functional. None of the equipment meets ergonomic standards. A campus survey elicited responses that the lack of professional furniture does not support the public function of the office. Two office stations, for the Executive Assistant and the Secretary III, are requested. Cost: $7,000

Submitted By: 

Approved By:

Budget Center Manager

President/Vice President

April 2006 24
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order.

Provide a general description of the project that includes:

1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

No technology is requested

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________  Approved By: ___________________________

Budget Center Manager                  President/Vice President

April 2006  25
Facilities Improvement/Renovations Request

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order.
Provide a description of the project that includes:
- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

No renovation is requested.

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________   Approved By: ___________________________

Budget Center Manager     President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?

   No training needs have been identified.

2. What pedagogical training needs have been identified in your program review?

3. What types of technology does your program use? What technology training needs have you identified?

4. What are the leading publications specific to your discipline and/or program?

Submitted By:  

Approved By:  

Budget Center Manager  

President/Vice President
# LEARNING RESOURCES/MEDIA MATERIALS REQUEST

## Books including Reference

- **None**

  - **Number of titles to add:** _____

  - **Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:**
    - Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

  - **Recommendations/comments:**

  - **Estimated cost for new materials:**

## Periodical Titles

- **(Newspapers, Journals, Magazines) None**

  - **Number of titles to add:** _____

  - **Recommendations/comments:**

  - **Estimated cost for new materials:**

## Electronic Databases and Indexes

- **None**

  - **Number of databases to add:** _____

  - **Recommendations/comments:**

  - **Estimated cost for new materials:**

## Media Collection

- **(closed captioned or DVD) None**

  - **Number of titles to add:** _____

  - **Recommendations/comments:**

  - **Estimated cost for new materials:**

---

Are library/learning resource service hours adequate for this course/program?   Yes __  No__

Is the quantity of materials sufficient for students within needed time frame?  Yes__ No __

Will library/learning resources assignments be used in your course?     Yes__ No __

Will this course/program require the assistance of library faculty for orientations or other information competency instruction?   Yes__ No__

I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.