



Napa Valley Community College District

Board of Trustees 2016-2017 Goals

The Board of Trustees of Napa Valley Community College District ascribe to the following guiding principles in the development of college policy and protocol. The Board of Trustees 2015-2017 Goals are based on Accrediting Commission for Community and Junior Colleges standards as well as state and federal guidelines. In addition, the Board supports the need for a diverse curriculum designed to fully serve the needs of our community. The Board supports the mission statement of Napa Valley Community College and honors the participatory governance process. The Board encourages input and engagement by all constituent groups.

The Board of Trustees' progress towards these goals will be part of the Board's next self-evaluation. These goals have been derived from previous Board goals, the results of the newly completed Self-Evaluation Report (accreditation), and a self-assessment survey.

The Board will ensure that there are adequate resources to meet and support accreditation standards. The Board recognizes that the limited resources at Napa Valley Community College must be prioritized toward the programs and services that are most essential in order to fulfill the mission of the college district.

The Board of Trustees of Napa Valley Community College District charges the Superintendent/President of Napa Valley Community College, to develop, implement, and evaluate the pertinent aspects of these goals and report his/her findings to the Board on regular basis.

A) Mission & Values

- i) Improve the Board's focus on current and future needs and the direction of the District.
- ii) Assure that there is an effective planning process that includes appropriate Board participation.

B) Policy Role

- i) Ensure that the Board's Policy Manual is and remains up-to-date and comprehensive.
- ii) Improve the Board's focus and reliance on board policy in making decisions and guiding the work of the District.
- iii) Ensure that board policies and administrative regulations are easily accessible for members of the institution and public.

C) Board – CEO Relations

- i) Ensure protocol to communicate Board set expectations for CEO performance to campus constituencies.
- ii) Evaluate communication between the CEO and Board regarding key decisions made in Cabinet, such as through President's reports.

D) Community Relations and Advocacy

- i) Expand the Board's advocacy efforts on behalf of the District to local, state, and federal levels.

E) Institutional Effectiveness

- i) Adopt annual planning priorities and institutional effectiveness goals that are [data driven] and measurable to direct improvement in the areas of student success and fiscal stability.

F) Educational Programs & Quality

- i) Establish expectations or standards that enable the Board to monitor the quality and effectiveness of educational courses and program.
- ii) Explore how to better serve the needs of at-risk and place-bound students, especially in traditionally underserved populations within Napa County, to ensure greater participation and academic success by these target populations (e.g. through the Student Equity Plan).
- iii) Increase knowledge base related to the educational and workforce training needs in the community.

G) Fiduciary Role

- i) Ensure integrated planning and budget process that includes the development and implementation of District plans (e.g. Educational Master Plan, Technology Master Plan, Facilities Master Plan, Campus Master Plan, Strategic Plan, Human Resources Plan).
- ii) Provide policy level direction to maintain an adequate financial reserve.

H) Human Resources & Staff Relations

- i) Assure that the Board's human resources policies are up to date and provide for fair and equitable treatment.

I) Board Leadership

- i) Review Board Code of Ethics/ Standards of Practice and related policies, assuring procedures to address violations are adequate and in line with Community College League of California (CCLC) recommendations.

J) Board Meetings

- i) Engage in training activities to enhance effective and efficient conduct of Board meetings, such as Roberts Rules, review of the Board's Shared Values, etc. .

K) Board Education

- i) Engage in review of the Board Self-Evaluation process and desired outcomes once during every other calendar year.
- ii) Measure accomplishments against Board goals.
- iii) Evaluate new member orientation and ongoing Board education process and materials.