EVALUATION REPORT

Napa Valley College
2277 Napa-Vallejo Highway
Napa, California 94558

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Napa Valley College
on October 19 – 22, 2009

Jerry Patton
Chair
Visiting Team Roster

October 19-22, 2009

Mr. Jerry Patton (Chair)
President
College of the Desert

Ms. Pam LiCalsi (Assistant)
Executive Director, Institutional Effectiveness
College of the Desert

Dr. Santanu Bandyopadhyay
Director, Institutional Research and Planning
Cypress College

Dr. Marilyn Meyer-Behringer
Interim Vice-President of Student Services
Fresno City College

Mr. Robert Boyd
Philosophy Instructor
Fresno City College

Mr. Curt Mitchell
Chief Business Officer
Barstow Community College

Dr. Falk Cammin
Humanities/ESL Professor
Foothill College

Ms. Judy Mowrey
Library Director
De Anza College

Dr. Douglas Garrison
Superintendent/President
Monterey Peninsula College

Mr. William Turini
Fine Arts, Social and Behavioral Sciences
Reedley College

Dr. Kathleen Hart
Asst. Sup/VP of Instruction
San Joaquin Delta College

Ms. Nancy Latham
Coordinator, Disabled Students Programs & Serv
Ventura College
SUMMARY OF EVALUATION REPORT

INSTITUTION: Napa Valley Community College District

DATES OF VISIT: October 19-22, 2009

TEAM CHAIR: Jerry Patton

A twelve-member accreditation team visited Napa Valley College from October 19 through October 22, 2009, for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the college is meeting the Commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

In preparation for the visit, team members attended an all-day training session on September 9, 2009, conducted by the ACCJC and studied Commission materials prepared for visiting teams. Team members read carefully the college's self study report, including the recommendations from the 2001 accreditation visiting team, and assessed the evidence provided by the college.

Prior to the visit team members completed written evaluations of the self study report and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team members spent the afternoon discussing their views of the written materials provided by the college, reviewing evidence provided by the college and other materials submitted to the commission since its last comprehensive visit.

During the visit, the team met with over 150 faculty, staff, administrators, members of the Board of Trustees, and students. The team chair met with members of the Board of Trustees, the president of the college and various administrators. In addition, team members visited the Upper Valley Campus at St. Helena, CA. The team also attended two open meetings to allow for comment from any member of the campus or local community.

The team felt that the self study report was well organized and the format was easy to follow. College staff members were very accommodating to team members and available for interviews and follow-up conversations. The college was well prepared and ready for the team's visit.

Summary

The visiting team observed a college that has a dedicated cadre of faculty, staff and students who believe strongly in their mission and in the value of student learning. Those beliefs were evident to the team as they observed the daily operations of the college and listened to the comments and discussions with employees and students. The team noted the following commendations:
Commendations for Napa Valley College:

1. The team commends the college for the Program Evaluation and Planning (PEP) process, developed since the last accreditation visit. It is viewed to be comprehensive and broadly utilized across the college. It is integrated with student learning outcomes and assessment, strategic planning and budgeting.

2. Napa Valley College is to be commended for taking a holistic approach to Student Learning Outcomes (SLOs). Of particular note is the comprehensive college catalog with the inclusion of SLOs for various degrees and Program Learning Outcomes, giving students more information on which to base their decision regarding their majors and student educational plans.

3. The NVC Library is to be commended for its involvement in local consortia which immensely expand the availability of resources to the campus community.

4. The team commends the college for completing and developing many projects identified in the Facilities Master Plan with Measure N funding through an effective collaborative process. Besides providing new buildings and strengthening the existing infrastructure to improve programs and services, these projects include a strong focus on energy efficiency and sustainability.

5. The team commends the institution for the ongoing accurate monitoring and recording of all Measure N revenues and expenses, allowing facilities planners to revise the scope of some planned projects to stay within the limits of available funding.

6. The team commends the college for the significant growth in technology implementation and development both in terms of infrastructure and applications. Technology planning has also been effectively integrated into the campus planning structure.
Major Findings and Recommendations of the October 19-22, 2009 Visiting Team

After carefully reading the self study, examining evidence, interviewing college personnel and students, and discussing the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, the team offers the following recommendations to Napa Valley College. The recommendations are based on specific standards cited in parentheses following each component of the recommendation.

**Recommendation 1:**
The team recommends enhancing existing processes by using ongoing data-driven assessments to revise stated goals and objectives as needed; developing integrated and comprehensive staff development activities to strengthen effectiveness in improving student learning; and ensuring the program review processes are consistently completed with similar levels of analysis and detail. (Standard I.A., I.B., II.A., II.B., III.D.)

**Recommendation 2:**
In order to increase effectiveness, the team recommends that the college explore the means to provide additional research capacity to ensure the continuation of the integrated program review and college planning processes. (Standard I.A., I.B.3., I.B.5., IV.B.2.b.)

**Recommendation 3:**
In order to increase effectiveness, the team recommends that in the event that the remaining bond funds are not sufficient the college develop and implement a contingency plan to ensure adequate, functional space for student services. (Standard II.C., III.B.1.)

**Recommendation 4:**
In order to increase effectiveness, the team recommends that the college ensure there is an organizational structure in place that will effectively provide leadership for learning resources and library services. (Standard II.C.1.a., III.A.2.)

**Recommendation 5:**
In order to increase effectiveness, the team recommends that the college regularly assess its progress toward a sustained environment in which all constituents are empowered to engage in a collaborative effort that recognizes the value of diversity. (Standard I.A., I.B., III.A.4., IV.A.)

**Recommendation 6:**
In order to increase effectiveness, the team recommends the college develop specific strategies to address its stated concern of maintaining reserve levels above 5% during the state’s ongoing fiscal crisis, while still maintaining its commitment to fund long term liabilities such as post-employment benefits. (Standard III.D.1., III.D.2.)
ACCREDITATION EVALUATION REPORT
FOR
NAPA VALLEY COLLEGE

Introduction

The Napa Valley Community College District covers Napa County and a very small part of Sonoma County. This semi-rural area is located approximately fifty miles northeast of San Francisco. The citizens of Napa County made a clear commitment to higher education in 1941 when they passed a bond issue to establish Napa Junior College. One year later, in 1942, Napa Junior College was founded as part of Napa Union High School District and held its first class with just 16 students, only one of whom was male. Once World War II was over, GIs flooded into the new college. During 1948-49, a separate college facility was built next to the only high school in town. The community reaffirmed its commitment to the local college in 1962 by passing a bond issue to buy land and build a new college campus. After 23 years, the college had its own campus, its own district, and an enrollment of 1,771 students. It renamed itself Napa College.

In 1982, Napa College changed its name to Napa Valley College. The main campus is located south of downtown Napa, offering views of the Napa Valley and the college’s own vineyard. The college is situated near the Napa River, municipal golf course, and a city park. The 161 acre site has 39 buildings in a lush setting that includes a central colonnade of trees, a redwood glade, and a pond. The official opening of a permanent Upper Valley Campus in fall 1994 brought educational opportunities close to home for upper valley residents, and added new dimensions to the college curriculum. The Upper Valley Campus has two buildings and is the home of the Napa Valley Cooking School. Classes are also offered at numerous locations throughout the district. In 2002, Napa County voters passed Measure N, authorizing $133.8 million in facilities bonds for modernization, new construction and infrastructure development at Napa Valley College. The new Library/Learning Resources Center, Performing Arts Center, North Gymnasium, and Ceramics Building are currently under construction. Other projects ranged from a solar energy field to new campus signage.

Napa Valley College celebrated its sixty-fifth anniversary in 2007 and continues to seek new avenues of service to students and the community. Since 1941, the college has provided academic and vocational programs, student services, community education opportunities, and cultural and recreational activities. Day and evening classes prepare students for transfer, associate of arts and sciences degrees, and vocational certificates. One of the first community colleges accredited by the Western Association of Schools and Colleges, NVC has maintained this standing since 1953.
Evaluation of Institutional Responses to Previous Recommendations

The comprehensive evaluation visit to Napa Valley College in 2003 resulted in eight recommendations. The October 2009 visiting team has reviewed these same recommendations and concludes as follows:

Recommendation #1:

The Team recommends that the college implement the Napa Valley College Diversity Task Force Plan and Recommendations in a manner that takes into account what is possible with limited resources.

The Diversity Task Force (DTF) made a number of immediate changes after the accreditation visit. The DTF conducted an analysis of the diversity plan to determine which activities were being accomplished and which would receive highest priority. In the 2006-2011 Strategic Plan, the implementation of the DTFP was included as an objective, as were increasing the diversity of the student population, and college faculty and staff. In 2007, the college prepared a “Napa Valley College Diversity Plan Progress Report” which lists additional recommendations, then in 2008, the College engaged a consultant to assess the college status relative to the plan and to make recommendations. The consultant’s report included 29 recommendations which resulted in changing the Diversity Task Force to the Inclusivity Committee; co-chaired by the Vice-Presidents of Instruction and Student Services with broad representation including two community members. The Committee is moving forward to develop a strategic plan for inclusive excellence as well as to implement other recommendations made by the consultant. The College meets this recommendation.

Recommendation #2:

The team recommends that, as soon as possible, and with college wide participation, the college review and revise the college strategic planning process, including rewriting the college mission statement and evaluating the coordination, integration, and implementation of program review and college wide planning and budgeting.

The college revised the mission, vision and value statements in 2004. In 2008, the Planning Committee reviewed these again and the Board of Trustees approved the revision in 2008. The 2008 revision was adopted too late to make the 2008-2010 catalog.

In Spring 2005, the Academic Senate and Board of Trustees approved a new program review process that is closely tied to the college’s planning and budgeting process; the Program Evaluation and Planning (PEP) Process. The three areas of the college; instruction, student services and administrative services have each developed evaluation schedules on a six year cycle. In Fall 2007 a new budget process was introduced and used to build the 2008/09 budget, eliminating the use of rollover budgets and requiring units to justify new funds using PEP data or other evidence. The College meets this recommendation.
Recommendation #3:

The team recommends that the college develop an effective, evidence-based program review process for implementation as early as possible.

A taskforce was formed in 2002 to develop a new program review process and a comprehensive Program Evaluation and Planning Process was approved by the Academic Senate and the Board of Trustees in 2005. This process is still in existence after undergoing several improvements and refinements. The process includes program review and evaluation based on evidence created by the Office of Institutional Research. The process is a full planning and budgeting cycle that starts with program review and culminates in feedback and improvements that then become the basis for planning and budget development for the next fiscal year. The College meets this recommendation.

Recommendation #4:

The team recommends that the college take steps to insure that adequate, professionally trained staff is available to support information and learning resources, especially in the library.

At the time of the 2003 accreditation team visit, the Associate Dean of Learning Resources and Instructional Technology position was vacant and the Vice President of Instruction was supervising the Library and Media Services on an interim basis. A permanent Librarian was hired in 2003 after the accreditation visit. After several attempts to fill the position of Associate Dean of Learning Resources and Instructional Technology, the position is still vacant. The college has a faculty librarian, a part-time hourly librarian and three Learning Resource Assistants. The college placed the Associate Dean position as the top priority for 2008-09 but the college instituted a hiring freeze in response to the state’s fiscal crisis. A new Library and Learning Resource Center is scheduled to be open in 2010. Currently the Library is overseen by the Dean, Upper Valley Campus and Adult & Continuing Education as the interim Associate Dean of Learning Resources and Instructional Technology. The college meets this recommendation.

Recommendation #5:

The team recommends the college implement its new faculty evaluation process and revise or create an effective administrative evaluation process within a reasonable time.

For Non-tenured faculty, evaluation procedures were officially adopted in 2006. For tenured faculty, a pilot process was used from 2003-04 through 2008-09. During the spring 2009, the Academic Senate approved and the faculty association adopted the tenured evaluation process that incorporates an administrative review alongside a peer evaluation.

The evaluation process for part-time faculty was reviewed and updated in 2005. A revised process for administrative/confidential employees was approved by the Board of Trustees in 2008. The college meets this recommendation.
Recommendation #6:

The team recommends the college engage broad participation in planning the design and use of new and renovated facilities.

Numerous committees have input in the design and use of facilities. The Facilities Planning Committee provides input on all projects. The committee is comprised of representatives from all college constituent groups. A Signage Committee developed a new college logo, campus signs, way finding signs, building signs and room signs. The Bond Core Group provides direction and support for all facilities projects and makes recommendations as to who to involve in planning and use of facilities. Finally the Board of Trustees meetings always contain a report from the President and Director of Campus Planning. The college meets this recommendation.

Recommendation #7:

The team recommends that the college review its financial planning process to take into account the ramifications of the facilities construction made possible by the facilities bond.

The college has been proactive in embracing energy conservation in buildings as well as a photovoltaic field providing considerable savings. As new designs are developed, the college and architectural teams concentrate on minimizing additional staffing. The Facilities Services Department developed a bond implementation resource plan that outlines staffing needs and operational costs for maintaining new facilities. The college was meeting the formula calculations for additional staff until the state fiscal crisis. The college meets this recommendation.

Recommendation #8:

The team recommends that the college evaluate the adequacy of representation of classified employees in its college wide committees.

The college has increased classified representation in general college governance, particularly in the structure of hiring committees and the creation of the President’s Council. However the composition of the Planning Committee and Budget Committee, which was the issue the 2003 accreditation team addressed, has not changed. The classified employees expressed their desire to have more than one representative on the college’s Planning and Budget Committees. Currently, the Academic Senate and the college do not have an agreement to change the composition of this committee.

With the increased representation of classified employees on college governance committees, and although the classified employees are not satisfied with their representation on the Planning and Budgeting Committee, the college does meet this recommendation.
Eligibility Requirements

1. AUTHORITY
   The visiting team confirmed that Napa Valley College is authorized and operates under the California Constitution, the California Education Code and the California Title 5 Regulations. The college is authorized as an institution of higher education and to offer undergraduate degrees. Napa Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

2. MISSION
   The visiting team confirmed that Napa Valley College has a clearly defined mission statement that was revised in 2008 and was adopted by the governing board in 2008. The visiting team confirmed that the mission statement defines institutional commitment to achieving student learning. The mission statement is included in the 2009 catalog supplement and is prominent on the college’s website. The statement is appropriate to a higher education institution and to the college’s constituencies.

3. GOVERNING BOARD
   The visiting team confirmed that the college has a functioning, independent policy-making governing board of seven elected members and one student member that exercises responsibility for the quality, integrity, and financial stability of the college and for ensuring that the mission is being carried out. The board is cognizant of its constituent and public interest in board activities and decisions. Board members adhere to a conflict of interest policy that assures that those interests are disclosed.

4. CHIEF EXECUTIVE OFFICER
   The visiting team confirmed that Napa Valley College has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and possesses the requisite authority to administer board policies. With the recent death of the President, the Board of Trustees immediately selected an interim President and has engaged a search firm with a goal of having a new President selected by July 1, 2010.

5. ADMINISTRATIVE CAPACITY
   The visiting team confirmed that the institution has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purpose.

6. OPERATIONAL STATUS
   The visiting team confirmed that the institution is operational, with students actively pursuing its degree programs.

7. DEGREES
   According to admissions information, a majority of students enter Napa Valley College with the intent of completing a degree, certificate or preparing to transfer to a baccalaureate institution. The visiting team confirmed that a substantial portion of the institution's
educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

8. EDUCATIONAL PROGRAMS
   The visiting team confirmed that institution's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, and culminate in identified student outcomes.

9. ACADEMIC CREDIT
   The visiting team confirmed that Napa Valley College awards academic credits based on generally accepted practices in degree-granting institutions of higher education, and provides appropriate information about the awarding of academic credit in its publications.

10. STUDENT LEARNING AND ACHIEVEMENT
    The visiting team confirms Napa Valley College defines and publishes for each program the program's expected student learning and achievement outcomes. Course outlines and syllabi contain student learning and achievement outcomes.

11. GENERAL EDUCATION
    The visiting team confirms that Napa Valley College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry with levels of quality and rigor appropriate to higher education. The general education component has comprehensive learning outcomes for the students who complete it.

12. ACADEMIC FREEDOM
    The team confirms the college’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. The college maintains an atmosphere in which intellectual freedom and independence exist.

13. FACULTY
    The visiting team confirms that Napa Valley College employs a core of full-time qualified faculty with full-time responsibility to the institution and sufficient in size and experience to support all of the college's educational programs. Faculty responsibilities include development and review of curriculum as well as assessment of learning.

14. STUDENT SERVICES
    The team reviewed the student services provided and determined the college provides for all of its students appropriate student services that support student learning and development within the context of its mission.

15. ADMISSIONS
    The visiting team confirms the college has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.
16. INFORMATION AND LEARNING RESOURCES
The visiting team confirms Napa Valley College provides specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs.

17. FINANCIAL RESOURCES
The visiting team confirms that Napa Valley College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. FINANCIAL ACCOUNTABILITY
The visiting team examined the external financial audits for the last five years and reviewed the college’s financial and accounting records. The team also verified the audits were conducted under the generally accepted auditing procedures for public colleges and universities as prescribed by system, state and federal regulation. The 2007-08 “unqualified” audit report reports no material findings of significance.

19. INSTITUTIONAL PLANNING AND EVALUATION
The team confirmed the college provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The college assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

20. PUBLIC INFORMATION
The team confirmed that the college publishes in its catalog, class schedule, and other publications information concerning the college’s purposes and objectives, admission requirements and procedures, rules and regulations affecting students, degrees offered, degree requirements, financial aid, fees and all other requisite information. Information on course and program student learning outcomes is published in the current catalog.

21. RELATIONS WITH THE ACCREDITING COMMISSION
The team confirmed that the institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and discloses information required by the Commission to carry out its accrediting responsibilities.
Accreditation Themes

Institutional Commitments:

The Governing Board has adopted a mission statement for Napa Valley College that demonstrates its commitment to providing high quality education in the service of the needs of its diverse population. The College has incorporated the inherent values of this mission statement into its planning and development. The efforts made by campus leaders and individual faculty members in facilitating effective student learning outcomes (SLOs) are evidence of this commitment. In addition, the efforts the college community has made in aiding dialogue and decision-making have further matured and underscore a commitment to developing an open and collaborative environment. Through the program review process, the college has done much to ensure there is consistency between its mission, goals, and plans. There is a clear commitment to meet the college’s promise to the community, and there is a maturing and effective systematic means of measuring institutional effectiveness in regard to the college’s mission to support student learning.

Napa Valley College’s response to the recommendations made by the visiting team in 2003 in the past year serves as a measure of the institution’s commitment to excellence. The College is to be commended for its efforts to come into compliance with those recommendations. Napa Valley College is committed to high quality programs and services that promote student success as stated in the mission statement and evidenced throughout the Self Study and more importantly, throughout the campus during our site visit. The Program Evaluation and Planning (PEP) process has brought most every aspect of program review, planning, resource allocation and assessment throughout the institution to every program and department as a requirement. The depth and intensity of collaboration in the Program Evaluation and Planning was quite evident in nearly every one of the 150+ interviews the team conducted. It is evident the college has an environment of quality substantiated by evidence. (Standard I.A., I.A.1., I.A.3., I.A.4., II.A.2.a., II.A.2.c., II.A.2.e., II.A.2.f)

Evaluation, Planning and Improvement:

The Napa Valley College community is clearly engaged in ongoing discussions as to the ways to ensure improvement and to assist students in their learning. The Program Review process has effectively provided direction for college constituents as regards establishing values and goals. The creation of the Program Evaluation and Planning (PEP) process to provide direction for the development and implementation of planning goals appears to have been a seminal achievement. The PEP process was designed by every college constituency to be a process clearly linking planning to the mission statement. Each program and department writes their own mission statement linked to the institutional mission statement. Program review is required of all instructional and non-instructional areas as the first step in the planning process. Program and departmental plans are then developed from program reviews.

It is evident that NVC enjoys an adequate connection between planning and budgeting. The President’s Cabinet, Council of Presidents, Academic Senate, Classified Senate, Administrative Senate, Planning and Budgeting Committee, Facilities Planning Committee, SLO and
Assessment Committee, and the Facilities Planning Committee are all well designed governance agents with designated decision-making roles and processes. NVC needs to continue the refinement of the PEP process to ingrain the culture of continuous quality improvement that creates even greater and more effective ways to enhance student learning through instructional as well as non-instructional units and programs. (Standard I.B., I.B.1., I.B.2., I.B.4., I.B.5., IV.A., IV.A.1., IV.A.2., IV.A.2.a., IV.A.3.)

Student Learning Outcomes:

Napa Valley College has clearly established the necessary institutional structures, resources, and constituent group participation to sustain robust assessment of student learning in all areas of the campus. Student Learning Outcomes have been identified for courses, programs, certificates, and degrees that are recorded in official curriculum documents and the college catalog. Napa Valley College has also identified student service and institutional student learning outcomes. The PEP cycle has effectively linked existing college processes and structures to form a comprehensive system for assessing student success through multiple measures. The Five+1 SLOAC plan is being integrated into the PEP cycle establishing a context for conducting assessment and applying assessment data to program improvement. The Student Learning Outcomes and Assessment Committee was created in fall 2008 as an ad hoc committee of the Academic Senate, and was approved in spring 2009 as a standing committee of the Academic Senate. A student learning outcomes assessment coordinator (80 percent reassigned time faculty position) was created and funded.

Napa Valley College has accomplished a great deal toward meeting the expectation of achieving the level of “Sustainable Continuous Quality Improvement” as described on the ACCJC SLO rubric. The college instituted a plan to assess 20% of the course SLOs in each program each year and the program SLOs the sixth year. The following benchmarks have been reached in the development of student learning outcomes and assessment: Six institutional level outcomes have been established and approved by the Board of Trustees. Of 48 programs with degrees and certificates, all have program-level student learning outcomes. Three of six (50%) academic support programs have program-level student learning outcomes. Eight of 13 (62%) student services programs have service-level student learning outcomes. Of approximately 870 courses, 450 (51%) have student learning outcomes recorded on the course outline of record. The remaining courses were scheduled to have identified SLOs by the end of the 2008/09 academic year.

The college should continue integrating student learning outcomes assessment into the institutional framework and make learning assessment a meaningful and sustainable process. (Standard II.A.1.c., II.A.2.b., II.A.2., II.A.2.a., II.A.2.c., II.A.2.f., II.A.2.g., II.A.2.h., II.A.2.i., IV.A.1., IV.A.2.)

Organization:

NVC has clearly addressed the recommendations of the previous visiting team to review and revise the college strategic planning process including rewriting the college mission statement and evaluating the coordination, integration, and implementation of program review and college
wide planning and budgeting. Over the past few years, NVC has adjusted several institutional processes to address accreditation requirements and Chancellor’s Office guidelines; improve organizational structure and communication; enhance the delivery of services to students, faculty, and staff; and encourage the use of evidence to inform decision-making. Extensive discussion among appropriate stakeholders preceded each of these changes. These discussions have resulted in a number of tangible improvements across the institution. (Standard I.B., I.B.1., I.B.4., I.B.5., II.A.6.c., III.A., III.A.1., III.A.2., IV.A., IV.A.1., IV.A.2., IV.A.2.a., IV.A.2.b.)

Dialogue:

ACCJC requires accredited institutions to demonstrate they have developed and put in practice communication processes that facilitate “inclusive, informed, and intentional dialogue” about improving the quality of teaching and learning on campus. Since the last accreditation, campus-wide forums and workshops at NVC have moved the college in the direction of embracing the values at the core of this theme. From these forums and workshops the college created the Program Evaluation and Planning process that integrates planning, goals and objectives, program review, action plans, resource allocation, assessments and improvements.

The team observed that the campus environment reflects a collegial atmosphere that is conducive to collaboration from among all college constituencies. The recently deceased president encouraged and exhibited an approachable posture to faculty, staff and students. And the constituency responded with equal collegiality and collaboration. Every interview the team conducted verified the open, transparent and collegial environment. (Standard I.B.1., I.B.4., I.B.5., II.A.1.a., II.A.2.b., IV.A.1., IV.A.2.a., IV.A.3.)

Institutional Integrity:

Institutional integrity is a measure of the college’s concern with honesty, truthfulness, and the manner in which it represents itself to the community. NVC’s Mission Statement, Values, Goals and Objectives provide evidence of the institution’s dedication to integrity. In these planning documents rests the heart of the college in its effort to serve student needs, provide quality education, demonstrate commitment to students, and offer leadership for its community. The college has clear and measurable intentions of providing superior instructional and student services as seen in the Program Evaluation and Planning process. Efforts to improve dialogue, institute enhancements in teaching and learning, and advances in planning and decision-making reveal a college committed to meeting its promise to its community members and one that has been responsive to the recommendations of the last visiting team.

NVC has also demonstrated a commitment to promoting ethical and humane values among its students. It displays an expectation of academic honesty among faculty and students. The college is clearly pledged to promoting issues of equity and diversity in its hiring and employment practices as well as in its relationship with the Commission. Finally, the Self-Study reflects the college’s desire to be self-reflective and honest with its constituency. (Standard I.B.3., I.B.4., I.B.5., II.A.1.c., II.A.2.b., II.A.2., II.A.2.a., II.A.2.c., II.A.2.f., II.A.2.g., II.A.2.h., II.A.2.i., III.C., III.C.1., III.C.2., IV.A., IV.A.1., IV.A.2., IV.A.2.a., IV.A.3.)
STANDARD I
Institutional Mission and Effectiveness

A. Mission

General Observations:
In general, regarding Standard I.A., the Self Study Report is clearly written and complete. For the most part, evidence, especially for important assertions, is available and adequate.

The mission statement, “NVC engages its students in high quality programs and services that promote learning and personal growth; enhance academic success and workforce development; and prepare lifelong learners for their roles in a diverse, dynamic and interdependent world.” is found on the college’s website in the Accreditation section and also published in the college catalog.

Findings and Evidence:
The self-study indicates that the college has a mission statement that defines its broad educational purposes and its commitment to achieving student learning. The mission statement does not specifically address its intended student population, however, other than to acknowledge that it is an open access institution for those attending for learning, personal growth, academic success, workforce development and lifelong learning. The data indicate that the out-of-district students are appreciably different (ethnically at least) from the in-district students, but there is more analysis needed of how the college addresses all students’ needs. Greater analysis could assist NVC in providing services tailored more appropriately to both out-of-district and in-district students. (Standard I.A.1., I.A.2.)

The mission has a clear focus on student engagement which includes “high quality programs and services.” The mission details what it means by student engagement: promotion of learning and personal growth, enhancement of academic success and workforce development; and preparation of lifelong learners. The PEP requires each program to write/revise its own mission statement connecting it to the college mission; nevertheless, there needs to be much more focus on just who is being served and how programs are established and aligned with their needs. Moreover, the PEP doesn’t always clearly focus on measuring how the college engages students in promotion of learning and personal growth, enhancement of academic success and workforce development; and preparation of life-long learners as suggested by the emphasis in the mission statement. Some elements of the Strategic Plan do address engagement, but the majority does not. If the true intent of the college is to make student engagement central to its work, this notion needs to play a more prominent role in all of the assessment and evaluation processes such as the Strategic Plan, PEP, annual plans and assessments, SLOA process, and faculty/staff and student satisfaction surveys. (Standard I.A.3., I.A.4.)

The mission, as well as the Strategic Plan and the PEP, have been approved by the Board, and the mission has been appropriately reviewed and revised through the participatory governance process. Clearly, the mission statement appears to be “central to institutional planning and
decision making”—at least in terms of process. Constituency groups, committees, etc., appear to use it as they plan and evaluate, and there is considerable evidence to support this assertion. Still, the key notion that the College “engages” students does not emerge as all that important. (Standard I.A.2., I.A.3., I.A.4.)

Conclusions:

While student engagement and personalized, friendly service to students are deliberately at the heart of the mission statement of NVC, the college needs to continue and strengthen the engagement of students in outcomes and assessment changes/improvements. The 2008 statement adds an emphasis on student success as well. These outcomes pervade discussions at meetings, in documents and processes such as PEP, and in individual discussions. Administrators, faculty, and staff express agreement and support for the mission statement and the values statements that accompany it. The mission statement has been developed collaboratively with wide input, dialogue, and debate. It has been approved by all constituencies including the Board, and by written Board policy and apparent practice, it appears to guide all planning and evaluation/assessment of effectiveness and decision-making at the College. NVC meets this standard. (Standard I.A.1., I.A.2., I.A.3., I.A.4.)

Recommendations:

Recommendation 1: The team recommends enhancing existing processes by using ongoing data-driven assessments to revise stated goals and objectives as needed; developing integrated and comprehensive staff development activities to strengthen effectiveness in improving student learning; and ensuring the program review processes are consistently completed with similar levels of analysis and detail. (Standard I.A., I.B., II.A., II.B., III.C.)

Recommendation 2: In order to increase effectiveness, the team recommends that the college explore the means to provide additional research capacity to ensure the continuation of the integrated program review and college planning processes. (Standard I.A., I.B.3., I.B.5., IV.B.2.b.)

See also Recommendation 5.

B. Improving Institutional Effectiveness

General Observations:

The Strategic Plan and the Program Evaluation and Planning (PEP) process, developed since the last accreditation visit, addresses the requirements specified in Standard I.B. The PEP reports available at the college website vary in quality and content. Some of the reports, such as Information Technology for 2008 provide a comprehensive picture of the operation and needs of the division. However, not every report is equally comprehensive.
The PEP process has the potential to be an exemplary one; however, there are certain issues that need to be addressed. One such issue is consistently linking the budget allocations with PEP recommendations. In at least two instances, budget allocations did not match the resource requests identified in PEP (Business and Welding for 2008 review). A visual diagram connecting the desired outputs and resource allocations may help improve the process further. Also, how well the process works for small departments is not clear at this time. The college’s effort to periodically review the process and make necessary changes is commendable and provides continuous quality improvement.

**Findings and Evidence:**

The PEP process is a data driven, collegial, self-reflective dialogue about continuous improvement of processes at the program level. The dialogue takes place in several campus forums and involves different constituents. The evaluation process of PEP is effective and ongoing improvements have been made. (Standard I.B.1.)

The campus is engaged in dialogue to develop course and program SLOs. As part of the PEP process, every program has linked its course SLOs with program SLOs. The link established between course and program SLOs and the Institutional Learning Outcomes (ILOs) for the Arts program is commendable. However, the campus needs to begin assessment of SLOs. The existing plan does not indicate that assessment of all SLOs will be completed by 2012, however, the college is developing a new timeline to complete the SLO assessment by 2012.

The strategic plan is the comprehensive document that sets goals and measurable outcomes to improve institutional effectiveness. The current strategic plan was developed in 2006 for the five year period 2006-2011. The measurable objectives and performance outcomes are clearly defined in the plan. However, how each performance outcome will impact the measurable goal is not clear. Identifying the processes with goals will not only help identify the processes that work, but also provide an opportunity to review processes that do not yield the desired results and make needed improvements. (Standard I.B.2.)

The PEP process forms the basis for assessment at the program level. The annual report of the president identifies the overall accomplishment of the institution. (Standard I.B.3.)

The Institutional Research Office developed a report form in 2008-09 that serves as a tool to relate annual progress to long-range plans. This process requires improvement since resource allocations do not always match the needs identified by the PEP process, for example the Business and Welding programs in 2008-09.

The planning process is broad-based and offers opportunities for all constituents to contribute. The Planning Committee engages participants from different constituencies. Allocation of one-time resources appears to be done in a transparent and inclusive manner. By expanding the verification teams for the PEP process in 2007, the college has created more opportunities for inclusiveness and transparency in the planning process. (Standard I.B.4.)
There are several reports, such as the Campus Safety Report, the Student Right to Know, ARCC, PEP, Perkins Core Indicators, Employee and Student Surveys, Strategic Plan, Annual Report to Community, and the SLO Website that communicate the assessment results. The college has progressively strengthened the communications process, e.g., a section on analysis of data was added to PEP in 2007. Some of the assessment results are confined to the division level. For example, the ARCC results indicate the success rate in credit courses has remained flat in the time period when the retention rate increased. This indicates more students are unsuccessful at the credit courses. Although some divisions look at such information, there is no institutional approach to document and communicate the assessment result, confirming the earlier assertion of lack of student engagement as defined in the mission statement. (Standard I.B.5.)

There is an effort on the part of the College to evaluate the planning and resource allocation process. Every participant in the PEP process is surveyed to identify potential opportunities for improvement. The feedback received from the surveys is used to improve the process. For example, several employees questioned the rationale of identifying resource needs when no budget is available. This feedback allowed the college officials to respond to the constituents’ concern. A new budget process was developed that replaced the existing roll-over budget and freed up dollars to fund well-articulated needs and more effectively support learning. (Standard I.B.6.)

Currently, beyond state-mandated reviews for programs such as EOPS, DSPS, Matriculation and CalWORKs, the major instrument for assessing program effectiveness is the PEP process. By 2012 assessment of SLOs should be integrated into the PEP process. There are long term thoughts to integrate the PEP process with the centralized assessment management software, TracDat. (Standard I.B.7.)

**Conclusions:**

Overall, the college meets Standard I.B. Two strong conceptual processes have been established since the last accreditation: the strategic plan and the PEP process. The strategic plan identifies institutional goals and objectives and PEP measures how well these goals are met at the unit level. While there is general confidence and buy-in into these two processes, NVC should continue to incorporate the PEP process into the daily culture and fabric of all programs and departments. NVC meets this Standard.

**Recommendations:**

See Recommendations 2 and 5.
STANDARD II
Student Learning Programs and Services

A. Instructional Programs

General Observations:

The self study is honest and forthright concerning Standard II. The college has done an excellent job defining and implementing a program review process (PEP) and the student learning outcomes assessment cycle (SLOAC). The team found that the college offers a quality curriculum that meets NVC’s mission. Sufficient general education courses are offered and provide sufficient breadth for easy transfer to a four-year institution. Napa Valley College offers fifty-eight degrees and certificates that meet varied education needs, of which twenty were developed in the last two years. Napa Valley College systematically reviews and evaluates the appropriateness and quality of all its offerings, whether credit or non-credit through a Program Evaluation and Planning (PEP) process on a six-year cycle.

While the evidence originally submitted to the accreditation team did not fully substantiate the claims made by the Self Study, upon investigation ample evidence was found to support the College’s claims regarding the establishment of SLOs and that they have begun the process of assessing those SLOs. The significant and broad approach the college has already taken regarding Student Learning Outcomes, i.e., institutional SLOs, program SLOs, course SLOs, etc., is impressive. The college began developing their SLOs at the Program level, then developed Institutional SLOs. As a result, the student learning outcomes for general education were seen to be covered by these two levels. However, as the college continued its own assessment, it was determined that the previous decision was incorrect and, as a result, it was identified that they need to develop the SLOs for general education. Further evidence that the college is assessing itself is seen in their identification of the need to develop a student learning assessment philosophy. (Standard II.A.1.a., II.A.1.c.)

The college offers eighty-two courses in an online format. All online classes are approved by the curriculum committee and are reviewed after development and prior to being offered for completeness and accessibility as well as to ensure that the course outline of record has been followed. A substantive change proposal for online instruction was approved by ACCJC to offer associate degree online education programs in Administration of Justice, Business and Hospitality and Tourism Management. (Standard II.A.1.b.)

Findings and Evidence:

Most of the college’s classes are offered on the main campus in a variety of scheduling formats. The Upper Valley Campus of Napa Valley College is a 6.9 acre campus with 17,800 square foot of buildings with classrooms for computer labs, business, fine arts, a science lab, library resources, an instructional learning lab and a culinary arts center. A variety of not-for-credit, fee-based and community education classes are offered at the Upper Valley Campus along with some traditional credit classes. (Standard II.A.2.)
The evidence supports the College’s claim that they seek to uphold the integrity of their college mission in all programs. The college has identified the various educational needs or has the process in place to identify and address those needs. The college should continue to develop and collect data that can be used as evidence to support their claim statements. (Standard II.A.1.a-c.)

Napa Valley College distance education classes are reviewed to ensure that there is appropriate rigor that is comparable to face-to-face classes. Student authentication is accomplished through a password protected login process. NVC offers a quiz for students to assess their readiness for online classes. (Standard II.A.1) The PEP process combined with Five+1 SLOAC and curriculum review provides an effective method for evaluating programs. The primary mechanism for course and program evaluation is the PEP process, which requires faculty to: assess appropriateness of all courses, evaluate course pre-requisites, develop basic skills advisories, course sequencing, scheduling, elements contained in Course Outline of Record (COR), methods of instruction, course delivery modality, assignments, textbooks, and general education applicability.

The evidence found supports the college’s claim of the central role of its faculty for establishing the quality and improving instructional courses and programs. While only 8 members of the Curriculum Committee, of 21, are on that committee as strictly faculty, there is dialogue occurring regarding the voting composition of that committee. (Standard II.A.2.a-i.)

The College does require a component of general education in all of their academic and vocational degree programs. Furthermore all degree programs involve focused study in at least one area of inquiry. The College utilizes industry advisory board review to ensure the vocational and occupational certificates and degrees provide the technical and professional competencies required by their profession. (Standard II.A.3.a-c., II.A.4., II.A.5.)

The college has developed a very complete catalog that provides its students and prospective students with clear and accurate information regarding the educational courses, programs and transfer policies. Their website is very user friendly should students wish to obtain information by that means. Furthermore, the Transfer Center was staffed with two very helpful and friendly workers and the office had a number of students come in for information. While the College does provide a wonderful service to it students by offering a four year degree through Sonoma State University upon the campus of Napa Valley College, the college perceives this more of a service offered by Sonoma State and as a result did not have details of this outstanding program. The Office of Community Relations, in addition to keeping the community aware of campus activities, provides an important role in its publication of the NVC News. This publication not only keeps personnel informed regarding the college, but strives to give recognition to each office, program, and individual. (Standard II.A.6.a-c.)

NVC has adopted an Academic Freedom Policy which is included in the NVC faculty handbook, newly revised curriculum handbook, and in the college catalog.

NVC has taken a holistic approach to SLOs. Of particular note is the comprehensive college catalog with the inclusion of SLOs for various degrees and Program Learning Outcomes, giving
students more information on which to base their decision regarding their majors and student educational plans.

The Five+1 SLOAC plan is being integrated into the PEP cycle creating a platform for program improvement through assessment. Six institutional level outcomes have been established and approved by the Board of Trustees. All forty-eight degree and certification programs (100%) have program level outcomes. Fifty-one percent (450 out of 870) courses have SLOs recorded on the course outline of record. The remaining courses were scheduled to have identified SLOs by the end of the 2008/2009 academic year.

The level of collegial respect and cooperation among the various components of the college speaks well of their effort to assure academic integrity. (Standard II.A.7.a-c.)

Conclusions:

The self study coverage is extensive and complete for this standard. The team would encourage the college to support to the level possible the Office of Institutional Research for the purpose of collecting, storing, and implementing all the data obtained in the PEP process. After extensive interviews, it is evident that Standard II.A is met.

Recommendations:

See Recommendation 1.

B. Student Support Services

General Observations:

Napa Valley College provides a comprehensive array of student services, including non-mandated supplementary programs such as Workability III and Trio. There is a high level of cooperation and collaboration among the various student services departments. They also engage in extensive outreach efforts and have strong relationships with the community. The counseling department engages in regular staff development and utilizes student success data to evaluate the effectiveness of their services. Counseling services are available on-line for distance education students and services are provided at least one day per week at their off-campus site (although this may be threatened by recent budget cuts). The counseling department also offers a variety of classes and workshops to enhance study skills, personal development and knowledge of college resources. There is good integration of student services and instruction, as exemplified by the English Learning Communities and Counseling’s extensive instructional component of classes and workshops to support student learning. The institution demonstrates a commitment to Student Services and their contributions to student success.

A challenge consistently referred to throughout the Self Study Report and Student Services program reviews is the lack of adequate space. Student Services are represented on the Bond Core Group by the Vice President of Student Services, in compliance with Recommendation 6 regarding “broad participation in planning the design and use of new and renovated facilities.”
However, there has been no actual progress towards solving the space needs delineated in the past Accreditation Report and the college’s current Self Study. The goal in the Facilities Master Plan is for Student Services to be centralized in a “one-stop-shop” located in Building 1300, which is now shared by some of the Student Services staff and by administration.

Currently, Student Services offices are dispersed throughout the campus and office sizes are very limited, which compromises the staff’s ability to provide convenient, coordinated, accessible and confidential service to students. Student Services has been last on the list of building projects on campus because prioritization has been based on “critical path” rather than “critical need.” Projects at the perimeter of the campus were initiated prior to projects in the center of the campus in order to minimize disruption of college operations. The decisions were primarily based on practical construction issues, as opposed to programmatic needs. Although unintentional, there has been a disproportionate impact on Student Services which have been last on the list of projects due to their location on campus. It is uncertain at this time whether there will be sufficient bond funds left to accomplish the goal of moving administration into the old library and renovating Building 1300 to accommodate Student Services. The VP of Student Services submitted a memo to the CORE group urging them to consider alternative solutions should there be inadequate funds to implement the building goals. The space issue does seem to have an impact on the delivery of student services, despite the best efforts of staff.

While progress has been made on integration of program planning and budget, recent state budget cuts will pose significant challenges. The college plans to achieve some budget cuts by not filling vacant positions. Because there are several current and anticipated vacancies in Student Services departments, their staffing may be inordinately impacted. The consequences of severe cuts to categorical programs are yet to be determined. The process for making decisions regarding budget cuts has been participatory, with the Vice President of Student Services seeking input from Student Services staff and advocating on their behalf in administrative meetings. There is a strong institutional commitment to maintaining services that assure equitable access to all of its students. (Standard II.B.3.a.)

There is evidence that the college’s Student Services programs contribute to the understanding and appreciation of diversity on campus. There are a number of bilingual counselors and staff to address the needs of Spanish-speaking students. They have had, and are now seeking, an employee who is fluent in Tagalog, because Filipinos are a growing minority population in the area. Disabled Students Programs and Services (DSPS) regularly sponsor disability awareness activities. The Vice President of Student Services and Director of DSPS, who are both non-Caucasian, participate in the college’s Inclusivity Committee. (Standard II.B.3.d.)

The college has observed appropriate practices in selection and validation of admissions and placement instruments. Challenges in Student Services have been the implementation of DataTel; turnover in knowledgeable Admissions and Records staff, as well as inadequate staffing for IT support have both contributed to this issue. The college does comply with this standard. (Standard II.B.1., II.B.3.e.)
The college catalog complies well with accreditation requirements for Standard II.B.2. Inclusion of SLOs for various programs is exemplary by providing students with more information on which to base their student educational plans. (Standard II.B.2.a--d.)

Not all of the Student Support Services units have participated in the PEP process. NVC has identified the need to improve data collection for student services. Without the requisite SLOs and necessary data the institution will be unable to assess its learning support services. (Standard II.B.3.)

There is apparently good integration of student services and instruction as exemplified by the English Learning Communities and Counseling’s extensive instructional component of classes and workshops to support student learning. (Standard II.B.3.c.)

Student life includes an active associated student government and over thirty student clubs. Students are well represented on college committees by members of the associated student government who regularly report on their committee activities during ASB meetings. All student organizations are governed primarily by the students and determine the activities that they would like to conduct. Student activities for 2008-2009 included a Cinco de Mayo celebration, the 9th Annual African American Celebration dinner, Pi Day and other events to celebrate cultural diversity. The Student Life office is located in a very small area that makes it essential for student organizations to coordinate the time and type of activities that they can engage in. A concern is that the Student Life office has one classified coordinator with no other staff support. (Standard II.B.3.b.)

The catalog contains Admissions & Records policies for release of student records. Students who do not want to have their information released for distribution may submit a “Student Information, Denial of Release” form. Other policies affecting students can also be found in the catalog. (Standard II.B.2.c.)

The only concern regarding Student Services is the inadequate space for all Student Services departments. This lack of space has also resulted in lack of secure storage for minor student records that are not of a sensitive nature, some of which are stored in boxes on open shelves. (Standard II.B.3.f.)

**Findings and Evidence:**

There is strong evidence that the Student Services departments have participated with the rest of the institution in complying with recommendations 2 and 3 of the prior Accreditation Report regarding program planning and review. (Standard II.B.1.)

The college provides a wide array of excellent student services. There is ample evidence of cooperation and collaboration between the Student Services departments, and with Instruction. The English Learning Communities is a particularly innovative and successful program.

The primary challenge facing all Student Services is inadequate space, which hampers effective and confidential provision of services. In light of this, the institution should renew its
commitment to broad-based input to the facilities planning process. There is evidence of long term and extensive documentation through the PEP process, and other both written and verbal input, to the Bond Core Group regarding the need to provide more adequate space for Student Services on campus. (Standard II.B.1.)

Napa Valley College has a very comprehensive catalog that exceeds accreditation standards. The college also utilizes its website to communicate internally and externally. The website is currently being updated to increase its usability. (Standard II.B.2.)

Student life encourages public service and offers a large number of clubs to increase student involvement and personal development. (Standard II.B.3.b., II.B.3.d.)

Counseling services are adequate and counseling is available to students outside of working hours via email. An online counseling program is being developed. Counseling and instruction have worked together to create an early alert program for students having academic difficulties. An online Orientation was introduced in 2007 and is widely used by students, improving student access to this service. In 2007/2008, 829 students completed online orientation. (Standard II.B.3.c.)

Fifty percent (3 of 6) of the academic support programs have program level SLOs and 62% (8 of 13) of student services programs have service-level student learning outcomes.

Conclusions:

It is evident that Napa Valley College values the contributions of Student Services to the success of their students. There are many examples of outstanding and creative practices throughout the various student services programs. The Self Study and accompanying documentation do not raise any major concerns regarding the institution’s compliance with the requirements of Standard II.B. NVC meets this standard.

Recommendations:

Recommendation 3: In order to increase effectiveness, the team recommends that in the event that the remaining bond funds are not sufficient the college develop and implement a contingency plan to ensure adequate, functional space for student services. (Standard II.C., III.B.)

See also Recommendation 1.

C. Library and Learning Support Services

General Observations:

As determined by examination of documents in the team room and many interviews conducted by members of the team, the college meets and in many ways exceeds the expectations of this element of Standard II. Napa Valley College provides students with access to information
resources and learning services. Because of long-standing memberships in regional library consortiums the campus community has easy access to materials delivered to campus and to databases available around the clock from any computer. Special events are hosted by the library featuring intellectual, aesthetic and cultural activities. Although currently the library is small and support services are spread across campus, the library and learning resources areas are slated to move into new facilities this spring; with the new facility will come new furniture, computers and other equipment and space to grow programs. Library and Learning Resources staff has had an active role as stakeholders in the design of the new building and are extremely pleased with the plans and the progress towards completion. The building is designed to provide programmatic flexibility and ease of staffing with limited resources. (Standard II.C.)

**Findings and Evidence:**

Napa Valley College has a longstanding tradition of cooperation with the local library consortiums that has led to a wealth of resources being easily available to NVC students, faculty, and staff. (Standard II.C.1.a.)

The library and learning resources area has been under the direction of an interim Associate Dean who also has primary responsibilities for the Upper Valley Campus location. Other staff includes a fulltime librarian, a part-time faculty librarian, and classified support staff for both the library and the Media Center. With the move into a new building it is important that an administrative structure be in place to provide leadership for the services and programs involved. (Standard II.C.1.)

Librarians and paraprofessional staff work with faculty to select and maintain library materials. The present in-house collection includes 53,000 books and about 290 print periodical subscriptions; through Solano Napa and Partners (SNAP) and North Bay Cooperative Library System (NBCLS), access is expanded to include over three million items, including an extensive list of databases. The number of computers available within the library now is small, but when the new building comes online next spring that will change dramatically. (Standard II.C.1.e.)

The library and media center are open 8:00 a.m. to 7:45 p.m. Monday through Thursday and 8:00 am to early afternoon on Friday for on-campus users. The book catalogs of the SNAP and NBCLS consortiums and the databases provided by those consortiums are available from any computer 24/7. Materials in the consortium collection can be delivered to the campus library or to any other member library of the user’s choice. (Standard II.C.1.c.)

The Library regularly schedules classes in its classroom/silent zone to orient students to library use and research. Last year bibliographic instruction was delivered to approximately 85 classes. The library administration and faculty have agreed to develop a one-unit Information Literacy class which began this fall. (Standard II.C.1.b.)

A library and media center program review was completed in 2006. Although a student satisfaction survey was disseminated as part of that process, so few responses were collected that no conclusions could be drawn from them. A larger percentage of staff responded to the staff survey disseminated at the same time. Priorities from staff include increasing the collection,
provide better seating, and adding another staff reference librarian. The PEP process provides an opportunity for every program to identify needed library materials to support their instructional program. The library has identified 4 program level SLOs through the campus PEP process; however these are not phrased as learning outcomes but as program goals. Further work needs to be done to identify and develop service area learning outcomes and then to assess progress toward meeting those outcomes. (Standard II.C.2.)

**Conclusions:**

The library and learning support services are poised to enter a new era with the opening of the expanded facility. Programs are still in the process of developing student learning outcomes and with the development of a new timeline the college will meet the ACCJC 2012 deadline. The college meets and in many ways exceeds the expectations of this element of Standard II.

**Recommendations:**

Recommendation 4: To increase effectiveness, the team recommends that the college ensure there is an organizational structure in place that will effectively provide leadership for learning resources and library services. (Standard II.C.1.a., III.A.2.)
STANDARD III

Resources

A. Human Resources

General Observations:

Revised evaluation processes are now in place for all employee groups, but not all evaluations for classified staff and administrative/confidential employees are completed as scheduled. Diversity appears to be a long-time issue, with differing opinions as to how it should be addressed on campus. The Office of Human Resources (OHR) PEP review identified the need to develop comprehensive and integrated training opportunities.

Findings and Evidence:

Faculty and administrators meet minimum qualifications specified in the California Community College Handbook, Education Code and Title 5 regulations. A number of desirable qualifications for faculty are also included in job announcements. Faculty candidates must demonstrate subject matter knowledge and techniques through teaching demonstrations, and are evaluated on those criteria. Minimum and desirable qualifications for classified staff positions are clearly stated in job announcements. Faculty hiring committees must contain a majority of faculty members, and a faculty representative is also a part of the final interview committee. In addition, the faculty has primary responsibility for hiring adjunct faculty members. The hiring process is designed to widely disseminate job announcements. In the past few years the pools of applicants have frequently been small, resulting in postponing or delaying hiring. There is a perception that the small size of applicant pools is a negative factor in improving the diversity of the faculty and staff. (Standard III.A.1.a.)

The OHR verifies applications are complete, including transcripts, and the Instruction Office verifies that minimum qualifications for faculty positions are met. If not, transcripts are reviewed for equivalency according to policy. OHR requires official transcripts at the time of hiring. The Office of Instruction evaluates transcripts for equivalency for degrees outside the U.S. If there is no agreement, the Academic Senate committee determines equivalency. (Standard III.A.1.a.)

An evaluation process is in place for all personnel. Classified unit members are evaluated in eleven different areas, and additional criteria for those positions requiring specialized education or training. A training and development component is included to enhance skills and performance. Timelines for evaluations have been modified and although not all evaluations are completed as scheduled, significant progress has been made to eliminate the backlog.

The evaluation process for administrative/confidential employees was not revised until 2008. Evaluations had not been conducted on a regular basis, so the frequency of evaluations was changed from annually to once every three years. OHR expects that all administrative evaluations will be completed as scheduled this year.
The evaluation process for part-time faculty was updated in 2005. A new process for non-tenured contract faculty was piloted for several years and implemented in 2006. A pilot process for tenured faculty was in place from 2003-2008/09. The faculty have agreed, through negotiations, to use the new process as of Fall 2009. (Standard III.a.1.b.)

Faculty members address student learning outcomes (SLOs) through the PEP process, course outlines and syllabi. A review of course syllabi is a component of the evaluation process, so peer coaches can assess teaching effectiveness in addressing stated SLOs. (Standard III.A.1.c.)

Faculty have a written code of ethics. The campus is working on a written code of ethics for all employees. This was originally slated to be completed this fall, but it is still a work in progress. (Standard III.A.1.d.)

The college regularly exceeds the full-time faculty obligation. In 2005-06 an outside consultant made recommendations to strengthen middle management, especially in instructional areas. Some of the recommendations were met, with the most glaring vacancy the one for the Dean of Learning Resources.

The college has significantly increased the number of classified and administrative employees since 2003-04, but a concern of an inadequate number of staff was identified in Standards III.B and III.C. This shortage is attributed to increased administrative obligations, new buildings and increased enrollment. Staffing needs are identified in the PEP, planning and budget processes. (Standard III.A.2.)

Guidelines for personnel are included in Board policies and procedures, collective bargaining agreements, and on the college website. The consistent and equitable application of these guidelines is achieved through regular training and consultation with managers and union representatives. (Standard III.A.3.)

The college is continuing to revise board policies on equal employment opportunities based on advisories from the chancellor’s office. When procedures are completed, they will be integrated in a Hiring Practices handbook. A relatively small cadre of EEO representatives have been trained, coming from administrators, faculty, and classified staff. Participants report that Training for EEO reps and general hiring practices is excellent. (Standard III.A.3.a.)

Personnel records are accessible only by OHR employees and those people authorized by the employee. (Standard III.A.3.b.)

The college has been implementing the recommendations from the Diversity Task Force Plan, which has been replaced with a new Inclusivity Committee. The 2007 progress report indicated there were many accomplishments, but this progress was challenged somewhat based on a review of a consultant’s report in 2008. Diversity appears to be a long-term issue that is ongoing, with differing opinions as to how it should be addressed on campus. As evidenced in the college factbook the ethnic composition of Napa Valley’s staff has not changed significantly in the last six years.
Staff development has been spread across campus, but there is a move now to coordinate more of the training. Training currently includes in-house workshops, online training through several contracted sources, and workshops on campus contracted through training companies. OHR provides regular training in the prevention of harassment, discrimination and retaliation in the workplace through an agreement with Liebert, Cassidy and Whitmore.

A teaching and learning center (TLC) developed under a Title III grant offers a wide variety of workshops throughout the year to meet faculty needs. Over 600 workshops have been provided since 2004. In the past few years, the TLC also offered technology workshops, primarily for faculty. Employee Assistance Program workshops are available to all units but many workshops are especially established for classified employees. By contract, classified staff is allotted 3 hours per week for courses and professional development at the discretion of the manager in their area. However, ongoing budgetary and staffing constraints have limited the ability of classified professionals to make use of this opportunity. Other development opportunities for classified members include release time for a classified retreat, classes, and special activities.

The PEP processes document completed training, and identify development needs. The OHR PEP review also expressed the need to develop comprehensive and integrated training opportunities.

Safety training is provided through Keenan Safe Colleges. The college is moving to online training from this company; up to now the training has been brought to campus by Keenan. (Standard III.A.5.)

Human Resource needs are integrated with the planning and budget processes, and with PEP. Sixteen new or replacement positions have been filled from PEP requests. The improvements to the existing planning processes have enabled the college to achieve the sustainable, continuous improvement level. (Standard III.A.6.)

The evidence reviewed for this standard included all documents listed in the self-study, interviews with HR, faculty and classified representatives, attending committee meetings, and reviewing planning processes. The evidence was mostly consistent with the statements in the self-study, and provided additional insight for those statements.

Conclusions:

Major progress has been made on integrating human resources needs with the campus planning and budgeting processes. Evaluation processes have been updated and the new processes are being implemented. Staff development has been spread across campus, but there is a move now to coordinate more of the training. There is still work to do on diversity issues. While the institution has undertaken a variety of activities to promote appreciation of diversity, interviews suggest there may be lingering questions about attitudes toward diversity. There is limited evidence assessing the effectiveness of activities achieving a climate of empowerment. Following through on plans to do an assessment of campus climate and using the results of this assessment should contribute to continued dialogue on the understanding and concern for issues of equity and diversity. NVC meets this standard.
Recommendations:

Recommendation 5: In order to increase effectiveness, the team recommends that the college regularly assess its progress toward a sustained environment in which all constituents are empowered to engage in a collaborative effort that recognizes the value of diversity. (Standard I.A., I.B., III.A.4., IV.A.)

See also Recommendation 4.

B. Physical Resources

General Observations:
Many facilities projects have been completed, or are in progress, throughout the campus. The new buildings and strengthened infrastructure will provide students with improved facilities and access to programs that supports student learning for many years. The team was impressed with the collaborative nature of the facilities planning processes, and the desire to provide facilities that meet the ongoing needs of students and staff.

Findings and Evidence:

Several committees and departments help plan, build and maintain physical resources. The Facilities Planning Committee provides input on all projects, and is comprised of all college constituent groups. Many projects have been completed with Measure N funding (a Proposition 39 bond measure for $133.8 million). A bond implementation plan was developed based on campus needs, available space, and critical path management logic. (Standard III.B.1.)

However, Measure N will not address all identified needs because of increased construction costs, so the project list has been modified. Most of the original objectives have been met, including strengthening the facilities and technology infrastructure, but a number of the modernization projects for existing buildings will be significantly scaled back. (Standard III.B.1.)

One of these modernization projects is the planned “one-stop-shop” for Student Services. Modified plans are in place to provide at least the increased space for this project. However, in order for staff members to provide the expected level of coordinated, convenient, accessible and confidential services to students, additional space is essential. Contingency plans should be developed to ensure increased space is available for Student Services in the event that remaining bond funds are not adequate to complete this project. (Standard III.B.1.)

New and renovated buildings have been designed to minimize maintenance and utility costs. In addition, the design phase for new buildings included discussions with stakeholders about layout and operations to ensure use with existing, or minimal increases, in staff. (Standard III.B.2.)

Program and service needs are identified through reviews of the Master Plans, the Program Evaluation and Planning (PEP) process, capacity load and room utilization information,
discussions with faculty and staff, campus-wide forums, and stakeholder meetings. Equipment addition/replacement, maintenance and space needs are identified in PEP.  (Standard III.B.2.)

The effectiveness of facilities and equipment are also reviewed through PEP, and the planning and budget processes. The Facilities Service Department prepared its PEP report in 2005, but the evaluation is somewhat limited in scope. Campus cleanliness and grounds maintenance are reported as below standard. Although the Bond Resource Plan identified a need for additional staff to support the added new buildings, the team suggests the college review potential options to reach expected service levels in the event the ongoing state fiscal crisis does not allow necessary funding to add staff.  (Standard III.B.2.)

An American with Disabilities Act (ADA) transition plan was developed in 2004, and updated in 2008. Many of these objectives have been accomplished through Measure N projects to ensure access to all programs and services.  (Standard III.B.1.)

Evaluation of campus and facilities safety is reviewed through the online work order system, preventive maintenance, an inspection of facilities every two years by the Joint Powers Authority (JPA) administrator, and annual safety inspections. A safety checklist is used to evaluate off-campus facilities before classes are held, and an annual inspection plan is also being developed for these facilities.  (Standard III.B.1.)

Safety training is provided by the Office of Human Resources; the employee assistance program provides advice on health and welfare, and diet and nutrition; and the JPA provides web-based safety training.  (Standard III.B.1.)

AlertU is used for emergency notifications. Emergency phones are located in all new buildings, and throughout the campus and parking lots. An emergency operations plan is being updated to include emergency preparedness, comprehensive training standards for faculty, staff and students, an infectious disease plan, and evacuation routes.  (Standard III.B.1.)

Long-range plans are developed through updates of the Facilities Master Plan with information from the Educational Plan, Strategic Plan, and PEP. These plans also include input from the facilities committee, CORE group, campus forums, and the space inventory report. Constituency groups, administrators, the Planning committee, design teams and the Board of Trustees collaborate to support the strategic and educational plans and goals. The 2008/09 Volume 4 Facilities Plan update identifies future projects from the list of projects not completed with Measure N funding, and other facility needs identified through PEP.  (Standard III.B.2.)

The total cost of ownership (TCO) was considered in the planning for new and renovated buildings including staffing, maintenance and replacement of equipment, and utilities. Infrastructure projects reflected a strong commitment to energy efficiency and green technology to lower TCO costs and other expenses. Examples include: energy efficient cooling ventilation systems, high-efficient glazing, cool roofing, digital building controls, a 1.2Mw photovoltaic field, and using reclaimed water for irrigation on new landscaping and athletic fields. When construction is complete, the college’s utility costs will be significantly lower than they would have been without these cost avoidance measures.  (Standard III.B.2.)
Conclusions:

PEP is the primary means of evaluating facilities and equipment, and the sufficiency of classrooms, lecture halls, labs and office space. The space utilization report evaluates the use of furniture, technology, and space modifications. Other evaluation methods include annual planning and budgeting for college facilities and individual department needs.

Measure N allowed the fulfillment of many identified needs, but not all the projects identified will be able to be completed because of insufficient funds. Those projects, and other future needs, were submitted in another bond measure, but this was defeated in February 2008. As a result, a modified list of projects with reduced scope has been developed with remaining bond funds. All Measure N projects are expected to be completed before the end of 2011. (Standard III.B.2.)

The evidence reviewed for this standard included all documents listed in the self-study, interviews with facilities representatives, observation of committee meetings, and a review of timelines, budgets, funding status, and revised plans for all Measure N projects. The evidence was consistent with the statements in the self-study, and provided additional insight for those statements. NVC meets this standard. (Standard III.B.1., III.B.2.)

Recommendations:

See Recommendation 3.

C. Technology Resources

General Observations:

As determined by examination of documents in the team room and many interviews conducted by members of the team, the college meets the expectations of this element of Standard III. In particular, the college has made significant technology advancements since the last site visit and has been working to integrate technology planning into the campus comprehensive planning process.

Findings and Evidence:

The college has made significant technology advancements since the last site visit. A new Enterprise Resource Planning system (Datatel) is fully operational. There seems to have been intense involvement from most segments of the campus in its implementation. The Instruction Office has implemented initiatives to improve technology standards in classrooms, support the TLC, promote online instruction and fund positions for information technology support. Other technology initiatives include: WebCMS for curriculum approval; room scheduling software; a document imaging system; SARS software for matriculation; standardizing hardware and software to reduce the Total Cost of Ownership of technology; and plans to strengthen the ten-year old communication network, including connecting additional buildings, increasing
functionality and improving security. Additional plans include a redesign of the college website, adding a Campus Portal module, and increasing the number and types of data reports. (Standard III.C.1.)

The Information Technology Department is responsible for maintaining and supporting all the administrative computing functions. However, decision-making and prioritization is conducted through a newly revised committee structure. The Datatel Core group addresses all Datatel issues. Instructional technology has been under the Vice President of Instruction; requests for additional systems, equipment, and services are now being funneled through a new District Instructional Technology Committee. The Technology Executive Committee provides oversight and coordination. (Standard III.C.1.)

This standard has produced a large number of items for the planning agenda, many of which call for assessing staffing levels and equipment or systems replacements. The IT department has been participating in the PEP process and completed an extensive review of their functions and services in October 2008. That review appears to have gone through the verification process in Fall 2008. Additionally, requests for technology emerge in other department PEP reports and are then channeled to the IT department, which is now working with the Technology Executive Committee to develop a more informational form to be used in prioritization and implementation planning. Planning agenda items can be found in the self-study and in the Technology Plan. Classroom computers are not replaced frequently, and there is a need to significantly expand the campus wireless network. A voice-over internet protocol (VOIP) system is planned for the Upper Valley Campus and is being considered for the main campus. The college has participated in two security assessments of the network, with a determination that appropriate security measures are in place. The college is exploring options for disaster recovery hardware and software. (Standard III.C.1.)

The IT department handles technology support for desktops and district software. Technology training for faculty and staff is handled by the Teaching and Learning Center. Technology training needs are assessed through PEP, personnel evaluations, faculty surveys, the TLC, and individual departments. The TLC has provided technology workshops for faculty and staff several times a week. The Information Technology department has online training guides for programs and systems, and on-demand multi-media training. Datatel training is provided through national and state conferences, online webinars and video conferencing workshops. (Standard III.C.2)

Conclusions:

The college has made significant growth in technology implementation and development both in terms of infrastructure and instructional technology. It is now working on fine-tuning the integration of technology planning into the campus planning structure.

Through the Strategic Plan, PEP, Technology Plan and other assessment methods, a culture of continuous improvement in technology is emerging. NVC meets this standard.

Recommendations:
D. Financial Resources

General Observations:

The college has maintained an ending balance above 5%, but is concerned about maintaining this level during the state’s ongoing fiscal crisis. The college has begun to set aside funding to meet its retiree benefit obligations, but the funds have not yet been placed in an irrevocable trust. A revised resource allocation process has strengthened the link between institutional planning and the budget process. (Standard III.D.1.)

Findings and Evidence:

Napa has a budget of roughly $45 million, with an ending balance between 6 and 10% of expenses during the past four years. Bond revenues have funded a number of educational and facility improvements, and more are planned in the near future. (Standard III.D.2.c.)

The Strategic Plan was developed to help fulfill the mission statement. The Planning and Budget committees identify specific planning priorities for the college, and budget parameters. These priorities and parameters are included in budget documents. The evidence reflects few changes in planning priorities and budget parameters during the past few years. (Standard III.D.1.a., III.D.1.b.)

A revised resource allocation process has been developed to fund improvements within departmental programs, and to strengthen the link between the planning and budget process. Besides these benefits, the new process of establishing the beginning budget at 90% of the previous year’s total also provides an ongoing framework for making needed budget reductions in the event the state’s fiscal problems continue to result in reduced apportionment funding. (Standard III.D.1.a.)

The Program Evaluation and Planning (PEP) process helps identify improvements for each program and is tied to the revised resource allocation process. The Board and the Planning and Budget committees are active participants in linking resource allocation to institutional planning. (Standard III.D.1.a., III.D.1.b.)

The total cost of ownership for new and renovated facilities includes reducing energy costs, and identifying needed staff. These costs are included in developing financial plans. The budget development process and bond construction projects provide mechanisms to achieve stated goals in planning documents.

The college has also taken steps to begin funding a $50 million retiree health benefit actuarial liability ($33.7 million accrued liability). This liability has been accounted for in developing annual budgets during the past few years, and the college has negotiated a change in the retiree medical benefit vesting requirement with all employee groups. However, retiree benefit funds
have not been placed in an irrevocable trust. In light of the current and projected state budget
difficulties, and the resulting financial challenge for the college identified in the self-study and in
budget planning documents, the commitment to fund the long-term retiree benefit liability may
be negated if these funds are used to offset state funding reductions. (Standard III.D.1.a.,
III.D.1.b.)

Although reserves have been between 6 and 10% the last few years, concern was expressed in
the self-study about maintaining the level above 5% with the ongoing state fiscal crisis. A
review of the college’s budget and financial reporting documents confirm the validity of this
concern. Ongoing funding reductions will make it difficult to maintain the reserves at an
acceptable level without corresponding reductions in expenses, and may significantly reduce the
college’s ability to support current levels of operations, to respond to emergencies, and to meet
long-term obligations. (Standard III.D.2.c.)

Tax Revenue Anticipation Notes (TRANS) are used to provide positive cash flow in anticipation
of property tax revenues, and the college has arrangements to borrow funds from Napa County if
needed. The college has a comprehensive insurance plan through a Joint Powers Authority, and
increased liability coverage through the Statewide Association of Community Colleges
(SWACC) and SAFER. (Standard III.D.2.c.)

Financial information is provided through the Budget Committee, Board meetings, President’s
Council meetings, and in budget updates from both the president and the vice-president of
business and finance. Previously, financial information was inconsistent, but with the
implementation of the Datatel financial management system, managers now receive updated
information. Budget managers also now have access to an automated “budget look-up” process.
However, additional staff training on the new financial management system is needed and will
continue to improve the processes and utilization of financial information.

The self-study indicates the college has effective oversight of all financial transactions, including
management of financial aid, grants, externally funded programs, and institutional assets. The
Business and Finance Office operates according to federal, state and district regulations. External
audits are conducted annually for all District funds, and generally reflect the effectiveness of
these efforts. Audit comments received have been minor and corrected appropriately. (Standard
III.D.2.d.)

A review of all Measure N bond funds is included in the annual audits and no findings have been
noted since the bond measure’s inception. The college has accurately monitored the ongoing
revenues and expenses for this measure, and this attention to detail has allowed the facilities
planners to develop alternate plans when it became apparent the remaining bond funds were
insufficient to implement all the identified projects. (Standard III.D.2.d.)

Purchase orders, contractual agreements and other financial transactions are governed by
institutional policies. Contracts are reviewed as needed by legal counsel and contain provisions
to maintain the integrity of the college. (Standard III.D.2.f.)
The Napa Valley College Foundation has been audited annually with no findings noted. The Foundation and college are developing a successor written agreement identifying roles and responsibilities of both parties. A new foundation to support the viticulture program was bonded in 2008, and was expected to begin selling wine in the spring of 2009. The NVC Foundation fund-raising efforts have been very successful and the majority of the funds raised are for endowments. (Standard III.D.2.e.)

The Office of Business and Finance completed the PEP process in 2008. This thorough process reviewed the status of existing operations, and identified potential improvements. The revisions to the budget and planning processes during the past several years demonstrate an ongoing review of fiscal planning processes. (Standard III.D.2.g.)

**Conclusions:**

The college relies on the PEP process throughout the college to review the effectiveness of available resources. The PEP identifies achievements, strengths and challenges for each program, and a stronger link to resource allocation has been developed. These improvements to existing planning processes have enabled the college to achieve the sustainable, continuous improvement level for planning processes. (Standard III.D.3.)

The evidence reviewed for this standard included all documents listed in the self-study, interviews with finance and Foundation representatives, a thorough review of budget documents, annual financial reports and audits, and planning processes. The evidence was consistent with the statements in the self-study, and provided additional insight for those statements. NVC meets this standard. (Standard III.D.3.)

**Recommendations:**

Recommendation 6: In order to increase effectiveness, the team recommends the institution develop specific strategies to address its stated concern of maintaining reserve levels above 5% during the state’s ongoing fiscal crisis, while still maintaining its commitment to fund long-term liabilities such as post-employment benefits. (Standard III.D.1., III.D.2.)

See also Recommendation 1.
STANDARD IV
Leadership and Governance

A. Decision-Making Roles and Processes

General Observations:

Napa Valley College has a congenial atmosphere, and team interaction with faculty, staff, administration, and students confirmed a deep sense of pride in their college. NVC uses a number of committees with opportunities for representation from all constituent groups to establish a participatory planning and governance process. Governance structures and policies support the participation of certificated staff, classified staff, administration, and students.

Findings and Evidence:

NVC has clearly invested significant effort in promoting a solid participatory governance system that has resulted in an effective environment for broad involvement in institutional decision making. Through Board Policy D1140; the Planning and Budget Process, the 2001-2011 Educational Master Plan, the 2006-2011 Strategic Institutional Plan, and Annual Planning and Budget Development Guidelines, the institution provides for and implements systematic participative processes for effective discussion, planning, implementation, and evaluation of college actions. The roles for each group and the methods for involving non-committee member faculty and staff in the dissemination and examination of plans are clear and effective. Annual Planning and Budget Development Guidelines are based on the Strategic Institutional Plan and current data provided by the Director of Institutional Research. Annual Progress Reports based on the previous year’s guidelines are prepared and discussed by the Planning Committee and the Board of Trustees prior to the adoption of Annual Planning and Budget Development Guidelines. Examination of Planning Committee records and interviews with administrators, faculty, and staff affirm the effectiveness of the decision-making processes. (Standard IV.A.1.)

NVC is well organized regarding institutional governance. The roles of each group are clearly delineated through Board policies D1140 and D1150 and several formal documents defining roles in the institutional governance processes. Institutional documents define the roles and rules for involvement for employee groups. Faculty roles are defined in the Academic Senate Handbook, Faculty Association Agreement, and the 2008-2010 Full-time and Part-time Faculty Handbooks. Classified staff roles are defined in Board Policy D1140 Governance, Decision-Making and Responsibilities, Board Policy 1150 Planning and Budget Process, the NVC Classified Senate and NVC-ACP Delineation of Duties Senate-Union document. The roles of all administrative and confidential employees except the Superintendent/President are defined in the Administrative Senate Bylaws. The roles of students are defined in the NVC ASB Constitution, Board Policy S6110 Official Representation of Students, and the ASB Student Handbook. The institutional governance process serves the college well. Classified staff members have requested greater representation on the Planning Committee, a request that has been reviewed based on procedures described in Board Policy D1140. This procedure requires that any change in membership must be mutually agreed upon by the Board of Trustees and Academic Senate.
Board Policy D1140 has recently been reviewed and updated, with action by the Board of Trustees on October 20, 2009. The membership of the Planning Committee was expanded to include two non-voting members, the Director of Institutional Research and the Student Learning Outcomes and Assessment Coordinator in this recently approved version. Prior to presentation to the Board of Trustees, this policy was reviewed and approved by the President’s Council, which includes leaders of all constituencies. Though the Classified Staff request was not accepted, it was reviewed through established college governance procedures. NVC is to be commended for its well organized participative system. Also, NVC is to be commended for the assignment of student representatives to each instructional division. (Standard IV.A.2.)

The established governance structure is evident in flow chart version covering collective bargaining, administrative processes, and shared governance processes. The structure and roles of college employee groups are described in Board Policy D1140 Shared Governance; and the purpose, role, and membership of two key governance committees, Planning and Budget, are described in Board Policy 1150 Planning and Budget Process. In addition, a number of standing committees have broad constituent representation, including the District Instructional Technology Committee, Inclusivity Committee, Facilities Planning Committee, International Education Committee, Matriculation Committee, and Staff Development Committee. Another group contributing to the governance structure is the Council of Presidents, made up of the presidents of all the constituent groups, bargaining groups, and vice presidents. This forum provides a venue for discussion of ideas and issues and promotes effective communication. Though the governance structure offers the opportunity for broad participation, the team found evidence of limited participation among some staff. This finding tends to limit rather than empower these members of the college community in the collaborative effort toward institutional effectiveness. (Standard IV.A.3.)

NVC engaged in a strong collaborative process in development of the Self Study. The Council of Presidents, comprised of the presidents of all the constituent groups, served as the Accreditation Self Study Steering Committee. The Steering Committee established writing teams and resource teams for all standards. Interviews confirm that all faculty and staff members have had the opportunity to participate in the development of the Self Study. NVC maintains appropriate relationships with the Accrediting Commission and other external certifying bodies (Nursing, Respiratory Therapy). Substantive change reports were submitted to ACCJC and approved. Substantial progress has been made toward full implementation of SLOs. An assessment pilot has been implemented with a plan for full compliance with the ACCJC SLO rubric by 2012. (Standard IV.A.4.)

The Planning Committee reviews the Planning and Budget Process Policy, most recently in 2008. The PEP process is evaluated annually following each PEP cycle. Input from PEP participants is gathered to engage in continuous improvement. In 2007, the Budget Committee reviewed and revised the budget process in 2007 to better link the PEP process with annual planning and budgeting. The college gathered all planning agendas from the 2003 Self Study and assigned them to appropriate offices. The college has evaluated its planning and budget processes, the second change since its establishment in 1994. The President’s Cabinet and Council of Presidents reviewed Board Policy D1140 College Governance, Decision Making, and Responsibilities and determined that the process is working and effective. The Technology
Committee has been reviewed for revision with a draft proposal reviewed by the Academic Senate and Instructional Council. The planning agenda includes comment on the responsibility of the President’s Office to notify college staff of changes in policies, statutes, and regulations demonstrating attention to continuous evaluation. (Standard IV. A.5.)

Conclusions:

Napa Valley College meets this standard. The college has established and follows an effective governance process that is inclusive and embraced by the college community. The process supports an effective planning process that has integrated program review with overall college planning that is designed to facilitate continuous quality improvement.

Recommendations:

See Recommendation 2.

B. Board and Administrative Organization

General Observations:

The Board of Trustees is an independent policy making group. The group reflects the NVC service area which is divided into seven geographic districts and members are popularly elected as specified in statute (California Elections Code, §10600-10604 and California Education Code, §5300-5304, 35107, and 72103). The members serve staggered four-year terms of office to ensure stability [BP 2100]. A student trustee is elected by the total student body to serve a one-year term of office and has an advisory vote [BP 2015 and BP 2105]. To ensure opportunities for community input, board policies contain requirements for opportunities for public participation at meetings of the Board of Trustees [BP 2310]. Board Policies provide for the governance of the district, and in complying with these prescriptions, the Board ultimately acts as a whole and protects the institution from undue influence or pressure. With these policies, there is no opportunity for a minority of individuals to pressure the district’s operations since neither the policies nor the regulations are subject to change without intense scrutiny. (Standard IV.B.1.a.)

Findings and Evidence:

The Board Policy Manual is maintained by the President’s Office. The college subscribes to the Community College League of California (CCLC) Policy and Procedure service and has reviewed policies based on this service, which is based on a comprehensive review of legal and recommended practices. Board policies are intended to fulfill the college mission and related goals. (Standard IV.B.1.b.)

Board policies 2200 and D 1140 define the authority of the Board of Trustees. Board Policy D1140 also defines the areas of responsibility granted to employees under participatory
governance. The Board conducts regular meetings and encourages input from all constituencies. (Standard IV.B.1.c.)

The President’s Office maintains the Board Policy Manual. Section B of the Manual defines the Board of Trustees Bylaws. The Board Policy Manual and Bylaws define the board size, duties, responsibilities, structure, and operating procedures. (Standard IV.B.1.d.)

The Board publishes agendas and minutes as required by law and Board Policy 2360. NVC subscribes to the CCLC policy service and has engaged board policy review in 2004 and 2008. (Standard IV.B.1.e.)

The Napa Valley College Board of Trustees has committed to the development of new members and to continued Board development through BP 2740. New trustees receive an orientation, materials from the CCLC trustee handbook, and must attend the trustee training provided by CCLC. The student trustee meets with the college president for an orientation. The NVC Board holds retreats as needed to discuss important issues and has been actively involved in the accreditation process. Board Policy 2100 provides for continuity of trustees and staggered terms. (Standard IV.B.1.f.)

The Board has a history of regular self-evaluation, guided by BP 2745. At times, these sessions have been facilitated by college personnel or consultants. The February 2009 evaluation resulted in a revision to BP 2745 to reflect a two-year evaluation cycle, documented in Administrative Procedure 2745. (Standard IV.B.1.g.)

The board has a policy on Ethics and Conduct (BP 2715) which includes a process to follow when the code is violated. There is no evidence of Board misconduct or implementation of procedures for violation of the Code of Ethics. (Standard IV.B.1.h.)

The Board was clearly involved all aspects of accreditation issues. BP 3200 stipulates that the Board must be involved in the accreditation process and Administrative Procedure 3200 specifies the process. The Board has received regular updates on the process and has reviewed and approved the Self Study. One Board member served on the writing team for the Self Study. This same member is active in the California Community College Trustees organization and serves on the nominating committee for ACCJC commissioners. Through these activities and local activities, it is evident that substantial effort has been made to ensure NVC Board members are informed and involved in the accreditation process. (Standard IV.B.1.i.)

The Board of Trustees has established their responsibility for the selection and evaluation of the college president in BP 2431 and BP 2430 describes the authority delegated to the president. The Board negotiates a contract with the college president that requires annual evaluation and has documented the process in Administrative Procedure 2435. The recent death of the college president has initiated an unfortunate implementation of this process. The Board acted quickly to appoint an acting president and initiate an inclusive process for selecting a new president. (Standard IV.B.1.j.)
The president has provided for an effective administrative structure that reflects the institution’s size, purpose, and complexity based on its Mission and Values. The administrative structure and governance system meet the needs of the institution and are recognized on campus as effective. The administration is organized into four areas, three areas supervised by vice presidents and one area reporting directly to the president. The president has established an effective system of advisory groups: the President’s Cabinet comprised of the vice presidents of instruction, student services, business and finance and the dean of human resources; the President’s staff comprised of the vice presidents, deans and directors; and the Council of Presidents comprised of the recognized leaders of the campus faculty, classified, and administrative senates, the heads of the faculty and classified unions, the ASB leaders, and the President’s Cabinet. The organizational structure supports effective delegation of authority and responsibilities. (Standard IV.B.2.a.)

The college president has developed processes to guide the establishment of mission, institutional goals, and annual priorities. The Planning and Budget Process and the Shared Governance Policy, BP 1140 describe the on-going processes. The president participates in these processes in an appropriate capacity. Though not a formal member of the Planning or Budget Committees, the president attends these meetings and ensures that the recommendations of these bodies are broadly reviewed throughout the campus.

Recommendations are reviewed and approved by the Council of Presidents prior to submission to the Board of Trustees. The college president supervises the college research and planning function and ensures that planning and evaluation processes are based on appropriate research and analysis. A standard set of research data has been defined for the program review process. The president has supported the development of student learning outcomes at the college and has guided the development of a plan to complete the development and assessment of SLOs by 2012, the SLO 5 + 1 Plan. The comprehensive nature of the NVC program review process and its substantial integration to college planning requires significant research capacity. Assessment in 2008 indicated the need for additional support for the Office of Research, and temporary assistance has been provided, scheduled to end in December 2009. The college planning agenda acknowledges the need to provide additional research capacity to further develop and expand the data driven program planning process. (Standard IV.B.2.b.)

The college president has ensured that NVC has adequate access to resources necessary for adherence to regulatory statutes and review of board policies. The college subscribes to the Community College League of California Policy and Planning Service. A process for development of college policies is defined and inclusive. (Standard IV.B.2.c.)

The college president has ultimate responsibility for the fiscal stability of the college. A clearly defined process for budget development has been established involving a broad array of college personnel including the Planning Committee, the Budget Committee, the President’s Council, the Cabinet, and finally the Board of Trustees. A published budget timeline guides the timely development of the budget. Recent budget deficit planning has involved multiple campus forums to provide opportunities for dissemination of information and solicitation of perspectives on potential budget reductions. The college budget exceeds the California mandated minimum budget reserve and is audited annually. A college Audit Committee including board members,
the college president, and the vice president of business and finance review the independent annual audit. (Standard IV.B.2.d.)

The college president has actively participated in the community to represent the college and ensure effective communication with community constituencies. This effort includes an active speaking schedule, production of a monthly cable access television program, an Annual Report to the Community, and regular meetings with superintendents of local K-12 school districts. (Standard IV.B.2.e.)

Conclusions:

The college meets this standard. The Board of Trustees has created a structure and adopted policies consistent with CCLC standards. The actions of the governing body support the college’s mission, accomplishment of strategic goals and achievement of student learning objectives.

Recommendations:

See Recommendation 2.