



PLANNING COMMITTEE

Planning Handbook

To be reviewed by the Planning Committee
annually and updated as necessary

Version 1 Approved April 25, 2025

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Planning Committee Overview

As described in NVC's Governance Handbook, the Planning Committee is the participatory governance body charged with:

1. Oversees the development and implementation of the Mission, Vision, and Values Statements and Strategic Directions and Goals identified in the Educational Master Plan (EMP)
2. Ensures integration of the guiding institutional documents listed above with other institutional plans
3. Recommends institutional goals and monitors performance relative to institutional goals as well as Strategic Direction and Goals in the EMP
4. Develops and coordinates the annual planning process, including recommending institutional planning priorities
5. Regularly evaluates planning priorities for effectiveness
6. Remains well-informed of accreditation requirements, NVC's accreditation status, and plans emerging from institutional self-evaluation

The Planning Committee (PC) is the mechanism for:

- Coordinating all of the activities listed above
- Encouraging engagement of all constituencies in planning processes
- Communicating results to the campus community

In conducting its work, the PC focuses on the institutional level, including attainment of the institutional mission and the goals articulated in the Educational Master Plan. In alignment with the mission of transforming lives and supporting students as they pursue their educational and career goals, the commitment to student learning, achievement, and success guides the work of the committee. As part of the shared institutional mission, vision, and values, the PC conducts its work in the spirit of collaboration.

Membership

The majority of PC members are representatives of campus constituent groups. Constituent group representatives include:

- Faculty Co-Chair
- 6 Academic Senate representatives – to include, whenever possible, a Counselor and faculty from Career Technical Education, Health Occupations, and Math/English (1 each)
- 2 Classified Senate representatives
- 2 Administrative/Confidential Senate representatives
- ASNVC representative

Three administrators are assigned to serve on the PC, based on their role within the

institution. The non-representative (“by virtue of their role”) members include:

- Dean of Research, Planning & Institutional Effectiveness (who serves as the District Co-Chair)
- Vice President of Academic Affairs
- Vice President of Student Affairs

Responsibilities of Individual Members

Representative members of the PC:

- Represent their respective larger constituencies (e.g., Senates, ASNVC) on the committee, thereby ensuring the participation of all groups in NVC’s planning-related governance structure
- Communicate the work of the committee to their respective constituencies, collect input from their constituencies, and share that input with the committee to inform its subsequent work
- Ensure that all constituent groups participate in college planning processes – through their own participation on the committee and by encouraging engagement of their fellow constituents as well as the broader campus community

Non-Representative members of the PC:

- Provide expertise in planning, promoting data-driven decision-making
- Communicate the work of the committee to executive leadership (including the Superintendent/President and Cabinet) and, similar to the representative members, collect input and share that input with the committee
- Encourage members of the campus community to participate in college planning processes.

Scope of PC Role

The scope of the Planning Committee is by necessity, broad. It is where the work from individual offices and departments across the campus becomes integrated into larger institutional efforts supporting student learning and success.

An apt metaphor can be found more than a thousand years ago in Southern Peru. At the time, the Nasca people carefully scraped the arid soil of the desert plain and gathered stones into low walls that described straight lines, curved contours, and the occasional spiral. The work of individuals was concerted and organized, but the full realization of these discrete actions could only be seen from considerable height. Only from there could one see those stones and tracks coalesce into geoglyphs of a hummingbird, a monkey, a human figure.

The work at the college similarly takes on even greater clarity when viewed as part of a comprehensive and collaborative effort. The Planning Committee’s charge is to take in

that full picture and ensure the institution's work remains coherent and effective.



(Left) Image of Hummingbird, Nasca Geoglyph, over 300 feet in length, formed approximately 2000 years ago (photo: Diego Delso, CC BY-SA 4.0)

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District Planning Committee Charge

Infographics

For General Information for the Campus Community

Infographic describing Planning Committee's role in:

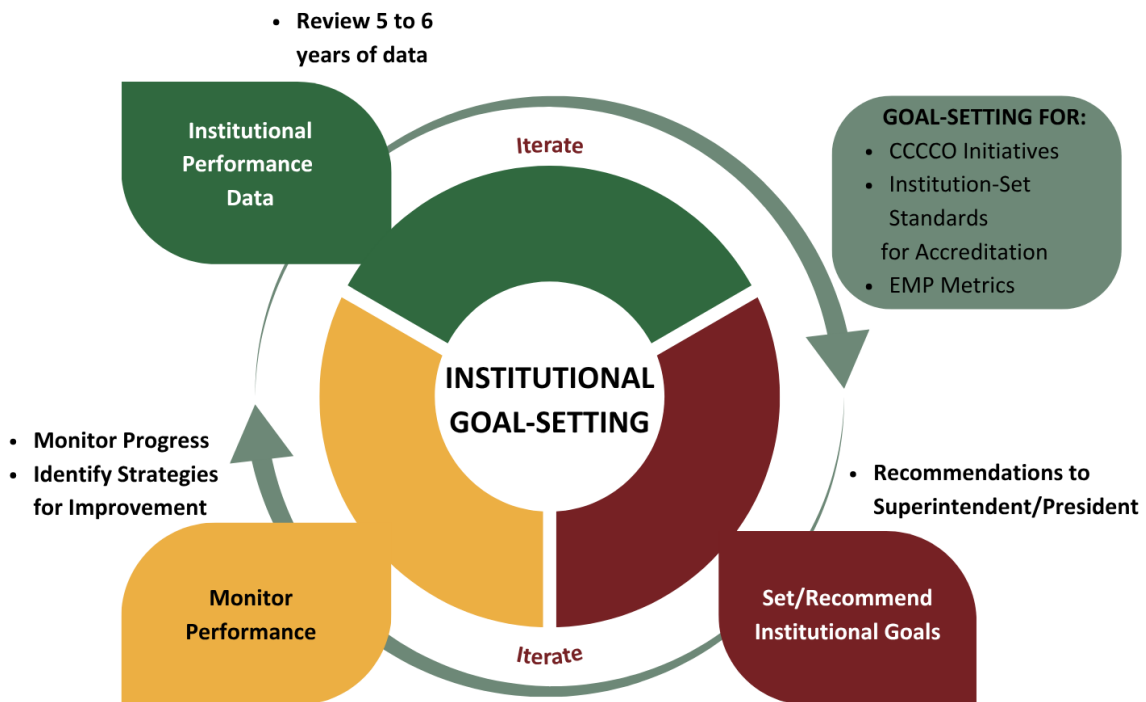
Charge #1: Overseeing the Development and Integration of Mission, Vision, Values (MVV) and Educational Master Plan (EMP)

Charge #2: Ensuring integration of the guiding institutional documents listed above with other institutional plans



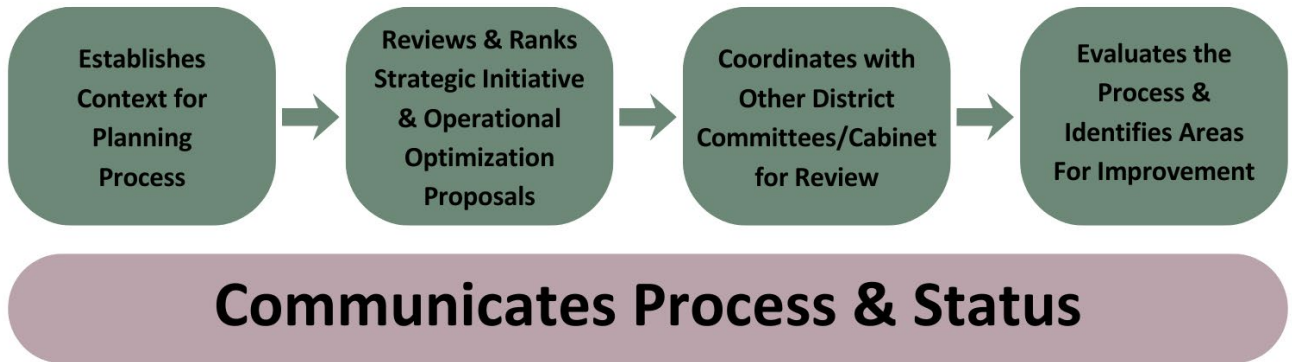
Infographic describing Planning Committee's role in:

Charge #3: Recommending institutional goals and monitors performance relative to institutional goals as well as Strategic Direction and Goals in the EMP



Infographic describing Planning Committee's role in:

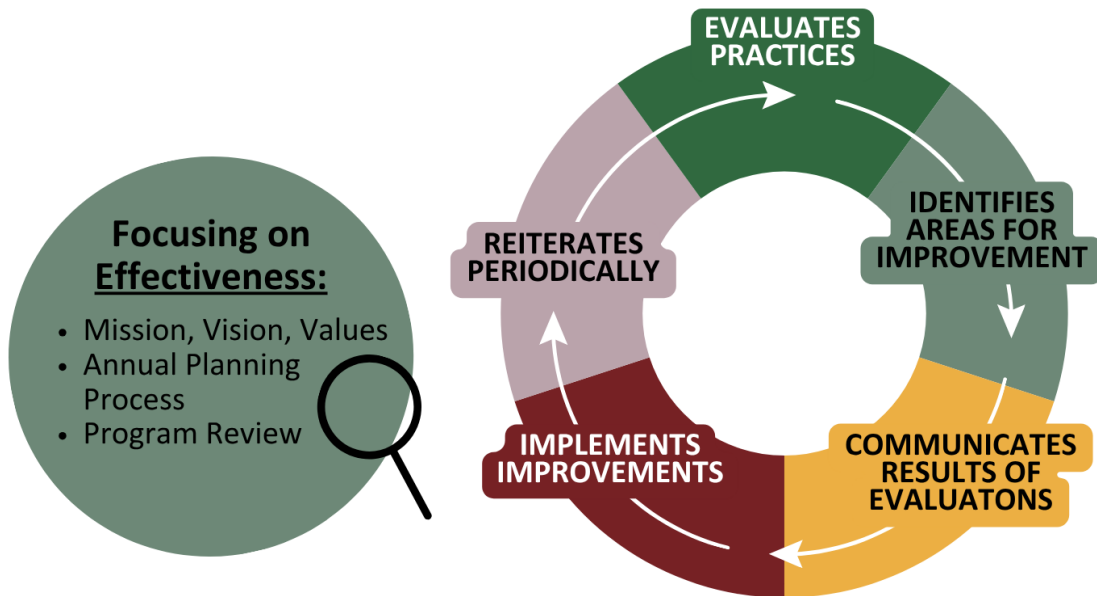
Charge #4: Developing and coordinating the annual planning process, including recommending institutional planning priorities



Infographic describing Planning Committee's role in:

Charge #5: Regularly evaluates planning priorities for effectiveness.

REGULAR EVALUATION OF PLANNING-RELATED PRACTICES



Infographic describing Planning Committee's role in:

Charge #6: Remaining well-informed of accreditation requirements, NVC's accreditation status, and plans emerging from institutional self-evaluation

ACCREDITATION



PRIMARY:

- Responsible for Standard 1: Institutional Mission and Effectiveness
- Reviews all plans emerging from institutional evaluation
- Evaluates practices within the context of institutional mission

SECONDARY:

- Reviews all reports submitted to Accrediting Commission for Community and Junior Colleges (including Institutional Self-Evaluation Reports, Midterm Reports, Annual Reports, and other reports required by the ACCJC)
- Remains informed of all Accreditation Requirements and NVC's accreditation status
- Evaluates planning-related practices to strengthen integration between planning and resource allocation

OTHER RELATED:

- Regular review of Mission, Vision, and Values Statements, and coordination of the revision process
- Institutional goal-setting and monitoring of performance (including through Annual Progress Reports)
- Communicates results of evaluation and other processes to the campus community



Appendix

Detailed Information for District Planning Committee Members

Development of Mission, Vision, and Values Statements

This describes the Planning Committee's role in:

Charge #1: Overseeing the development and implementation of the Mission, Vision, and Values Statements and Strategic Directions and Goals identified in the Educational Master Plan (EMP)

NVC's Board Policy 1200 Mission, Vision, and Values stipulates that the Mission, Vision, and Values (MVV) Statements will be evaluated and revised on a regular basis.

The Planning Committee (PC) coordinates the review, evaluation, and revision process. The committee reviews the mission each year and conducts an evaluation of the MVV every three years. The annual review helps ensure integration between the mission and other guiding institutional documents. The evaluation process helps the committee determine whether a revision is necessary. The three-year evaluation also ensures that a detailed assessment is conducted twice between comprehensive accreditation review cycles.

The evaluation by the PC includes:

- Review of relevant data, including institutional plans
- Consideration of emergent trends in higher education, recent legislation, and local needs
- Evaluation of the effectiveness of the existing MVV Statements
- Review of Accreditation Standards pertaining to mission

When the evaluation identifies a need for revision, the PC establishes the timeline and the process for the revision of MVV. The timeline and process are developed in collaboration with the Superintendent/President.

The revision process will include the following components:

- Opportunity for broad-based campus engagement among all campus constituencies, including the Board of Trustees and students
- Collection of input and feedback through a variety of mechanisms, including surveys, open forums, flex day sessions, and presentations to individual constituent groups
- The development of two iterative drafts (tentative and final), with feedback collected from the campus community on each draft
- Time for evaluation, input, revision, and reflection

The PC uses the evaluation of the existing statements as well as the initial input collected from the campus community to inform the development of the tentative draft. The PC recommends the tentative draft of the MVV to the Superintendent/President, who presents a recommendation regarding the tentative draft to the Board of Trustees.

The PC uses feedback on the tentative draft to inform the development of the final draft. The PC recommends the final version of the MVV to the Superintendent/President, who recommends the final draft of the MVV (with or without revision) to the Board of Trustees for approval.

Note on Most Recent Revision Process: The development of the MVV approved by the Board of Trustees in November 2023 spanned three academic terms; with the evaluation by the PC conducted in the fall, initial input from the campus community and development of the tentative draft occurring in the spring, followed by additional input from the campus community and development of the final draft the following fall.

Institutional Plans

This describes the Planning Committee's role in:

Charge #2: Ensuring integration of the guiding institutional documents listed above with other institutional plans

The following plans identified in BP 3250 Institutional Planning are reviewed and endorsed by the Planning Committee for consistency with the College mission and for alignment with other institutional plans.

Institutional Plan	Administrator	Primary Reviewing Body (Recommend)	Additional Reviewing Body (Recommend)	Cycle of Review (Years)	Implement and Monitor
Plans Identified in BP 3250					
Educational Master Plan (EMP)	Academic Affairs	Planning Committee	Planning Committee*	5	Research, Planning, and Institutional Effectiveness (RPIE)
Facilities Master Plan (FMP)	Facilities Services	Facilities Committee		10	Facilities
Equal Employment Opportunity Plan (EEO)	Human Resources, Training, and Development	Equal Employment Opportunity Advisory Committee		3	Human Resources
Student Equity Plan (SEP)	Diversity, Equity, and Inclusion	Diversity, Equity, and Inclusion Committee		3	Diversity, Equity, and Inclusion

The following institutional plans (not listed in BP 3250) are similarly reviewed and endorsed by the Planning Committee.

Institutional Plan	Administrator	Primary Reviewing Body (Recommend)	Additional Reviewing Body (Recommend)	Cycle of Review (Years)	Implement and Monitor
Other Plans, As Defined by NVC					
Technology Master Plan	Institutional Technology	Technology Committee	Planning Committee	3-5	Institutional Technology

*Action; to confirm consistency with College mission and alignment with other institutional plans

Plan Development and Review

The administrator whose position aligns most closely with a specific institutional plan is responsible for drafting, developing, and updating each plan, as needed, with input from College constituencies. Each administrator works with the respective primary reviewing body, informs the group of the plan development process, collects input to inform the development of the plan, and shares drafts of the plan with the group.

Each institutional plan is presented to the Planning Committee twice – once for discussion and input, and once for action to confirm consistency with the College mission and other institutional plans.

Other Plans Associated with AP 3250

The Planning Committee does not have a role in developing or endorsing the following plans identified within BP 3250, as they are more specific program-level plans:

- Student Success and Support Program Plan
- Transfer Center Plan
- Extended Opportunity Programs and Services (EOPS) Plan

The following planning-related documents that are institutional in nature (but not listed within BP 3250) are shared with the Planning Committee as information items:

- Strategic Enrollment Management Plan
- Proposed Grants

Integration of Institutional Plans

In addition to reviewing and endorsing all guiding institutional plans for consistency with mission and other plans, the Planning Committee generates a summary report highlighting areas of intersection among institutional plans. The summary report is updated periodically, as new plans are approved by the Board of Trustees, and is incorporated into the Planning Handbook (as an Appendix).

Regular Evaluation of Institutional Planning Practices

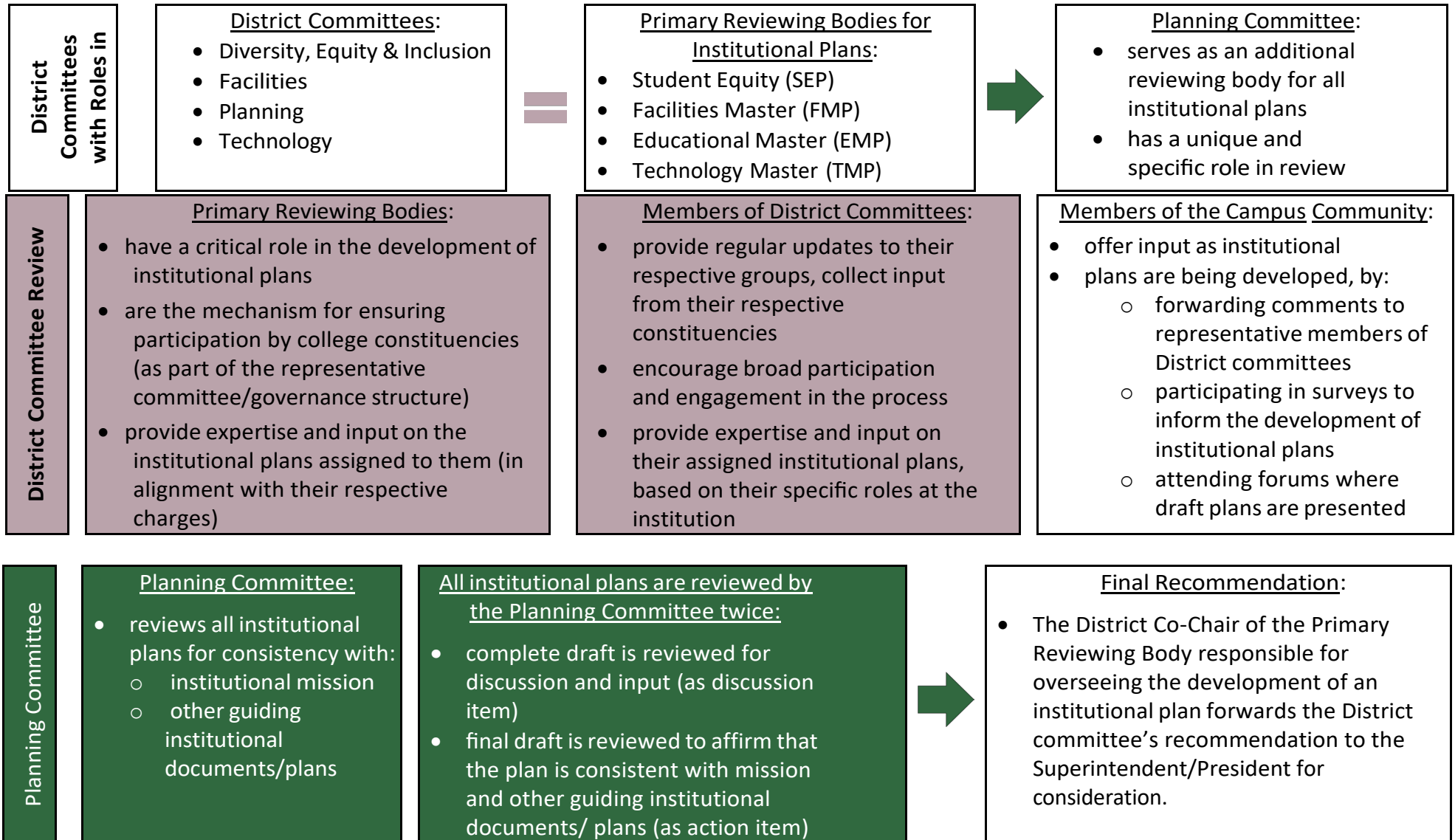
The Planning Committee periodically reviews and evaluates institutional planning practices – including those described here – to identify areas for improvement. The results of the evaluations are shared with the campus community, and identified improvements are incorporated into institutional planning processes accordingly.

Future Considerations

As other institutional plans (not referenced directly within this procedure) emerge, the Planning Committee determines whether AP 3250 applies to each new plan and, if so, identifies the path of review for each plan.

Roles in Institutional Planning

Charge #2: Ensuring integration of the guiding institutional documents listed above with other institutional plans



Integrated Planning Cycle, 2022-2023 through 2028-2029

Institutional Document	Responsible Administrator	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Mission, Vision, and Values Statements	Research & Planning	Review	Develop & Approve		Review	Emulate	Review	Review
Educational Master Plan (EMP)	Academic Affairs		Develop & Approve		Monitor Performance	Monitor Performance	Monitor Performance	Monitor Performance
Accreditation	Research & Planning	Focused Site Visit & Action (Comprehensive Review)	2024 Follow-Up Report Submission, Visit, Action	2025 Follow-Up Report Submission, Visit, Action	Develop Midterm Report	Submit Midterm Report (Fall 2026)	Institutional Self-Evaluation Report (ISER)	Submit ISER (anticipated December 2028)
Student Equity Plan (SEP)	Diversity, Equity & Inclusion	Develop & Approve			Develop & Approve			
Facilities Master Plan (FMP)	Facilities Services					Develop & Approve		
Technology Master Plan (TMP)	Institutional Technology				Develop & Approve			
Fiscal Plan (Multi-year)	Administrative Services	Implement	Update Annually					
Equal Employment Opportunity (EEO) Plan	Human Resources		Develop & Approve			Develop & Approve		

*Review cycles are based on the Planning Handbook Appendix, sections pertaining to the Development of Mission, Vision, and Values Statements and Institutional Plans.

Integration between **Technology Master Plan (TMP)** and Educational Master Plan (EMP) & Mission, Vision, and Values (MVV) Statements, and Student Equity Plan (SEP) & Board of Trustees (BOT) Goals

This describes the Planning Committee’s role in:

Charge #2: Ensuring integration of the guiding institutional documents listed above with other institutional plans

7 Focus Areas of TMP

1. Infrastructure Modernization and Financial Stewardship

Sustainable technology planning requires a clear understanding of long-term costs and strategic investments. This focus area introduces a lifecycle-based approach to technology budgeting that supports efficiency, planning, and institutional resilience.

EMP Goal 4	Infrastructure Improvements and Fiscal Sustainability Goals
MVV	Sustainability
SEP	Equity in Access, Support, and Success
BOT	Operational Effectiveness

2. Strategic Communication and Engagement

Effective communication is central to successful technology adoption and institutional transparency. This focus area supports improved messaging, feedback loops, and governance to ensure that stakeholders remain informed and involved in the college’s digital evolution.

EMP Goal 4	Infrastructure Improvements and Fiscal Sustainability Goals: Communication
EMP Goal 5	Culture & Climate: Governance
MVV	Community-Oriented, Accountability

3. Distance Education and Designated Teaching College

Napa Valley College will develop and strengthen its participation in the California Virtual Campus and Teaching College Consortium to expand high-quality, accessible, culturally-responsive, and anti-racist online education. This focus supports faculty

development, enhances digital pedagogy, and ensures students have equitable access to flexible learning opportunities.

EMP Goal 2	Equitable Student Outcomes: Address Performance Gaps, Strengthen Guided Pathways, Improved Access to Technology, Professional Development Opportunities
MVV	Educational Opportunities, Student-Centered, Equity-Focused, Social Justice
SEP	Equity in Access, Support, and Success

4. Student-Centered Digital Transformation

This area focuses on reimagining the student’s experience through streamlined, accessible, and personalized digital services. By modernizing tools and improving user interfaces, the college seeks to remove friction from key student interactions and promote academic success.

EMP Goal 2	Equitable Student Outcomes: Improved Access to Technology
EMP Goal 4	Infrastructure Improvements: Technology
EMP Goal 5	Culture & Climate: Improve the Student Experience
MVV	Educational Opportunities, Student-Centered, Inclusion
SEP	Equity in Access, Support, Success

5. Inclusive Digital Access

Equity in access is essential to student success. This focus area emphasizes reducing technology-related barriers for all students, particularly those from underserved backgrounds, and fostering a campus environment where all learners can thrive with the tools they need.

EMP Goal 2	Equitable Student Outcomes: Strengthen Guided Pathways
EMP Goal 4	Infrastructure Improvements: Technology
EMP Goal 5	Culture & Climate: Improve the Student Experience
MVV	Student-Centered, Equity-Focused, Social Justice
SEP	Equity in Access, Support, Success

6. Ethical and Transformative Use of Artificial Intelligence (AI)

Napa Valley College is committed to the responsible integration of AI technologies that support teaching, learning, and operations while upholding transparency, fairness, data privacy, and equity for all campus members.

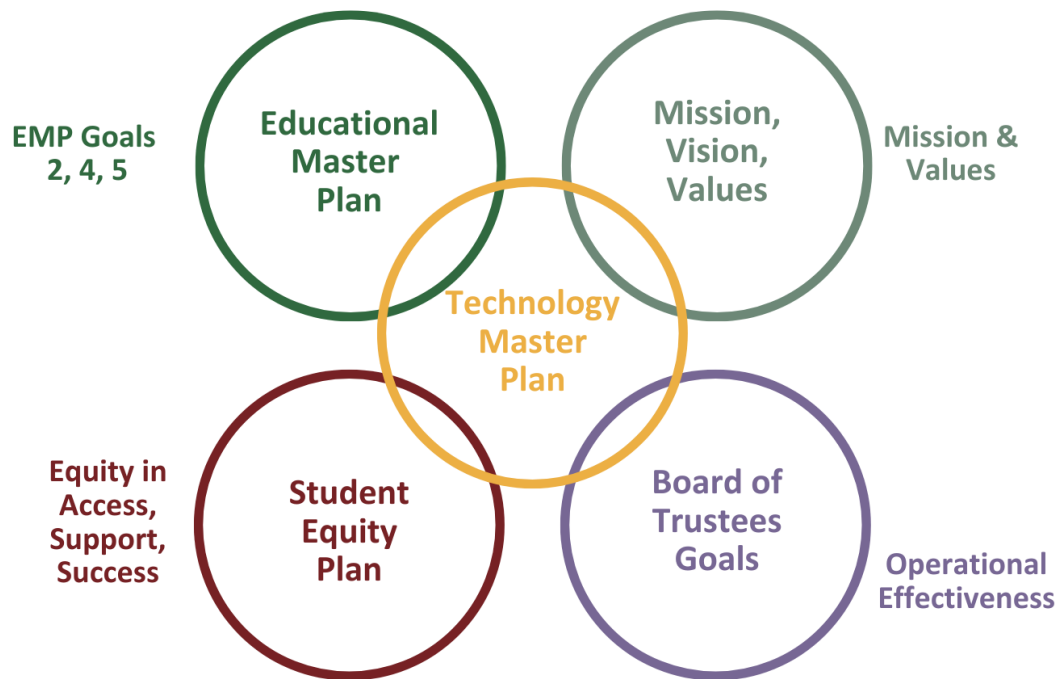
MVV	Student-Centered, Integrity, Equity-Mindedness
BOT	Operational Effectiveness

7. Ethical and Transformative Use of Artificial Intelligence (AI)

As threats to digital infrastructure continue to grow, Napa Valley College is committed to protecting student data, institutional systems, and academic continuity. This focus area emphasizes proactive risk management through standardized frameworks, increased monitoring, and stronger safeguards that build long-term institutional resilience.

EMP Goal 4	Student-Centered, Integrity, Equity-Mindedness
MVV	Student-Centered, Integrity, Sustainability
BOT	Operational Effectiveness

Summary of TMP Integration With Institutional Plans (Infographic)



Integration between **Student Equity Plan (SEP)** and Educational Master Plan (EMP) & Mission, Vision, and Values (MVV) Statements, and Technology Master Plan (TMP) & Board of Trustees

This describes the Planning Committee’s role in:

Charge #2: Ensuring integration of the guiding institutional documents listed above with other institutional plans

5 Equity Goals

1. Successful Enrollment Equity Goals

Key Strategies in SEP	Points of Alignment with Other Documents
Successful Enrollment Metric	EMP Goal 1: Enrollment Stabilization – Application to enrollment: Increase the percentage of students who ultimately enroll at NVC as a proportion of those who apply
Develop equity dashboards	EMP Goal 2: Equitable Student Outcomes – Develop data culture to identify and address inequitable student outcomes MVV: Equity-Focused
Implement information technologies that support students	EMP Goal 4: Infrastructure Improvements and Fiscal Sustainability – Technology TMP Focus Area 4: Student-Centered Digital Transformation TMP Focus Area 5: Inclusive Digital Access
Increase support for students with reported disabilities	EMP Goal 5: Culture and Climate – Student access to services MVV: Student-Centered, Inclusion
Increase credit enrollment among students with reported disabilities	EMP Goal 1: Enrollment Stabilization – Enrollment increases for special populations
Increase participation in learning communities, including participation among California College Promise Grant recipients	EMP Goal 1: Enrollment Stabilization – Involvement in support programs; Recruit students to ensure full participation in support programs MVV: Community-Oriented

2. Completed Transfer-Level Math and English Equity Goal

Key Strategies in SEP	Points of Alignment with Other Documents
Completion of Transfer-Level Math and English Metric	EMP Goal 2: Equitable Student Outcomes – Increase the number of students who complete transfer-level math and English, with particular attention to disproportionately impacted populations
Provide targeted academic support and collaborative professional learning to improve outcomes in foundational courses	EMP Goal 2: Equitable Student Outcomes – Strengthen Guided Pathways; Improve professional development opportunities; Improve and expand culturally responsive pedagogy and practices EMP Goal 5: Culture and Climate – Shared learning MVV: Student-Centered
Add resources to support Writing Success Center, embedded tutoring, and provide more wrap around services	EMP Goal 2: Equitable Student Outcomes – Publicize wraparound services and resources EMP Goal 5: Culture and Climate – Student access to services; Improve the student experience MVV: Student-Centered

3. Persistence Equity Goals

Key Strategies in SEP	Points of Alignment with Other Documents
Persistence Metric: First Primary Term to Secondary Term	EMP Goal 1: Enrollment Stabilization – Persistence: Increase the number of students persisting from fall to spring
Monitor Culture and Climate Goals in EMP on an annual basis	EMP Goal 5: Culture and Climate – Climate, Shared learning, Opportunities for connection, Improve the student experience, Improve the employee experience, Expand diversity, equity, and inclusion (DEI) activities
Provide resources to support culturally responsive pedagogy and practices. Annual assessment of faculty use of pedagogy and practices in courses.	EMP Goal 2: Equitable Student Outcomes – Improve and expand culturally responsive pedagogy and practices MVV: Equity-Focused, Inclusion, Social Justice
Implement Equity Framework	EMP Goal 5: Culture and Climate: Expand DEI activities MVV: Equity-Focused, Equity-Mindedness, Social Justice BOT Goal 1: Lead from a framework that advances diversity, equity, inclusion, anti-racism, and accessibility

Monitor information technology to ensure continued action to foster inclusive campus culture and belonging	EMP Goal 5: Culture and Climate – Climate, Opportunities for connection, Student access to services, Improve the student experience MVV: Student-Centered, Community-Oriented, Inclusion TMP Focus Area 2: Strategic Communication and Engagement TMP Focus Area 5: Inclusive Digital Access
Development of culturally inclusive spaces	EMP Goal 5: Culture and Climate – Culturally inclusive spaces; Opportunities for Connection MVV: Student-Centered, Inclusion, Social Justice

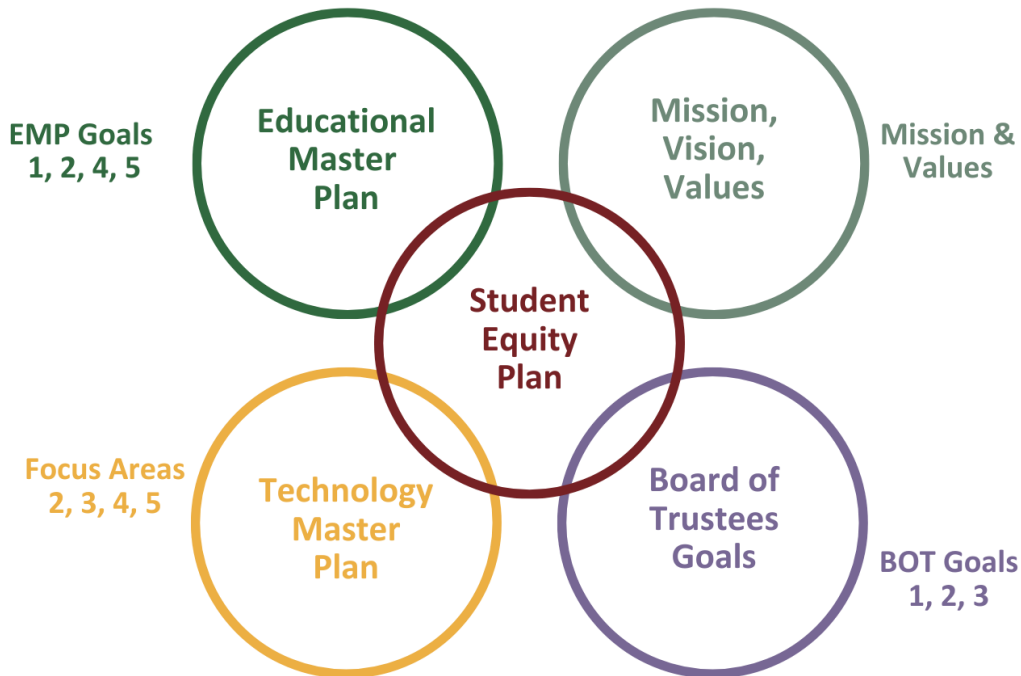
4. Completion Equity Goals

Key Strategies in SEP	Points of Alignment with Other Documents
Completion Metric	EMP Goal 2: Equitable Student Outcomes – Degree and certificate completion: Increase the number of students who earn a degree or certificate, with particular attention to disproportionately impacted populations
Increase on-time completion rates, reduce number of units accumulated	EMP Goal 1: Enrollment Stabilization – Data-informed enrollment planning EMP Goal 2: Equitable Student Outcomes – Strengthen Guided Pathways MVV: Student-Centered
Monitor information technology to ensure continued action to enhance academic and student support services	EMP Goal 4: Infrastructure Improvements – Technology MVV: Student-Centered TMP Focus Area 3 – Distance Education and Designated Teaching College TMP Focus Area 4 – Student-Centered Digital Transformation TMP Focus Area 5 – Inclusive Digital Access
Support for employee and student affinity groups	EMP Goal 5: Culture and Climate – Opportunities for connection, Improve the student experience, Improve the employee experience, Expand DEI activities MVV: Educational and professional opportunities
Conduct equity audit of funding streams	EMP Goal 4: Infrastructure Improvements and Fiscal Sustainability – Budget processes BOT Goal 2: Prioritize operational effectiveness and efficiency BOT Goal 3: Ensure financial stability and long-term fiscal health of the college

5. Transferred to Four-Year Equity Goals

Key Strategies in SEP	Points of Alignment with Other Documents
Transferred to a Four-Year Metric	EMP Goal 2: Equitable Student Outcomes – Transfer to a 4-year institution: Increase the number of students who transfer to a 4-year institution, with particular attention to disproportionately impacted populations
Comprehensive educational plan by 30 units	EMP Goal 2: Equitable Student Outcomes – Student progressions, Strengthen Guided Pathways MVV: Student-Centered
Expand participation in Transfer Center programs for all student populations	EMP Goal 2: Equitable Student Outcomes – Publicize wraparound services and resources MVV: Student-Centered, Inclusion
Communicate and market Transfer Center activities to targeted transfer population	EMP Goal 2: Equitable Student Outcomes – Publicize wraparound services and resources MVV: Student-Centered
Implement transfer strategies aligned with target outcomes	EMP Goal 2: Equitable Student Outcomes – Transfer to a 4-year institution MVV: Educational opportunities BOT Goal 2: Operational effectiveness

Summary of SEP Integration With Institutional Plans (Infographic)



Institution-Set Standards & Stretch Goals

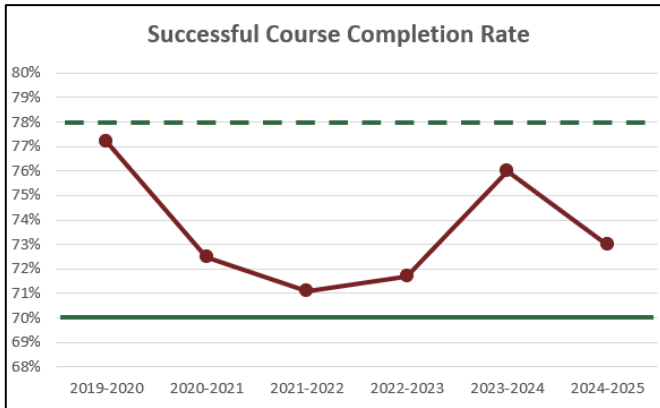
This describes the Planning Committee’s role in:

Charge #3: Recommending institutional goals and monitors performance relative to institutional goals as well as Strategic Direction and Goals in the EMP

Proposed Trigger for Institutional Planning Response for All Metrics: Three-year average dipping below the Institution-Set Standard.

Successful Course Completion among Credit Students, All Academic Terms

$$\text{Successful Course Completion} = \frac{\text{Number of Successful Grades (A, B, C, P)}}{\text{Number of Credit Enrollments}}$$



Source: California Community Colleges Chancellor’s Office Data Mart

Current & Proposed Institution-Set Standards & Stretch Goals

	Current	Proposed	Line (Proposed)
Stretch Goal	76%	78%	---
Institution-Set Standard	70%	70%	—

Summary of Recent Performance

Minimum	Maximum	Average	Median
71.1%	77.2%	73.6%	72.8%

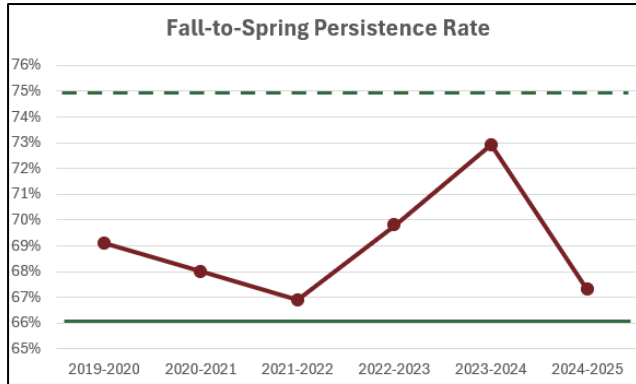
Recent Three-Year Averages

Range	Most Recent
(71.8%, 73.6%)	73.6%

Context for Proposed Performance Levels	Potential Strategies to Consider
<ul style="list-style-type: none"> ○ CCCCO Statewide rate fall 2024 & spring 2025: 74.8% ○ NVC rate fall 2024 & spring 2025: 72.8% ○ Successful course completion is necessary in order to achieve educational outcomes of degrees, certificates, and transfer ○ [Educational Master Plan does not include successful course completion rate.] 	<ul style="list-style-type: none"> ○ Early warning ○ Supplemental instruction ○ Engagement strategies

Fall-to-Spring Persistence Rate among Credit Students

$$\text{Fall-to-Spring Persistence} = \frac{\text{Number of Students Enrolled in Subsequent Spring Term}}{\text{Number of Students Enrolled in Previous Fall Term}}$$



Source: California Community Colleges Management Information Systems (MIS) Student Enrollment (SX) Files

Current & Proposed Institution-Set Standards & Stretch Goals

	Current	Proposed	Line (Proposed)
Stretch Goal	N/A	75%	---
Institution-Set Standard	N/A	66%	—

Summary of Recent Performance

Minimum	Maximum	Average	Median
66.9%	72.9%	69.0%	68.6%

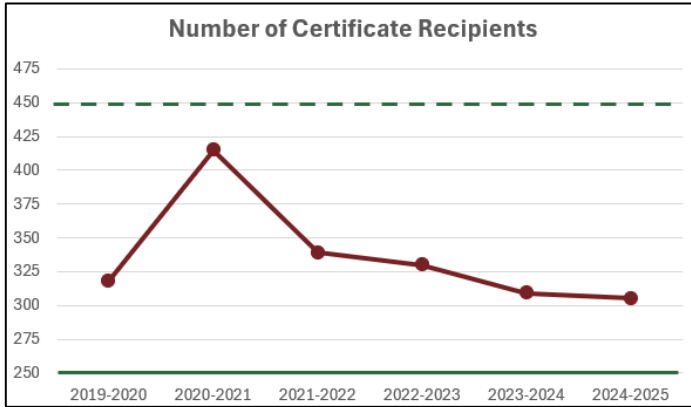
Recent Three-Year Averages

Range	Most Recent
(68.0%, 70.0%)	70.0%

Context for Proposed Performance Levels	Potential Strategies to Consider
<ul style="list-style-type: none"> ○ Educational Master Plan target: increase by 3% (target achieved in 2023-2024) ○ Implementation of CRM can support persistence (reminder communications to students) ○ Possible impact of California Virtual College 	<ul style="list-style-type: none"> ○ Is 2 for You? Initiative ○ Exploration Pathways ○ Communication of upcoming registration dates (through use of CRM)

Number of Certificate Recipients

Annual Certificate Recipients = Number of (Unduplicated) Students who Received At Least 1 Certificate in the Academic Year (across Summer-Fall-Spring Terms)



Source: California Community Colleges Management Information Systems (MIS) Student Program Awards (SP) Files

Current & Proposed Institution-Set Standards & Stretch Goals

	Current	Proposed	Line (Proposed)
Stretch Goal	500	450	---
Institution-Set Standard	250	250	—

Summary of Recent Performance

Minimum	Maximum	Average	Median
305	415	336	324

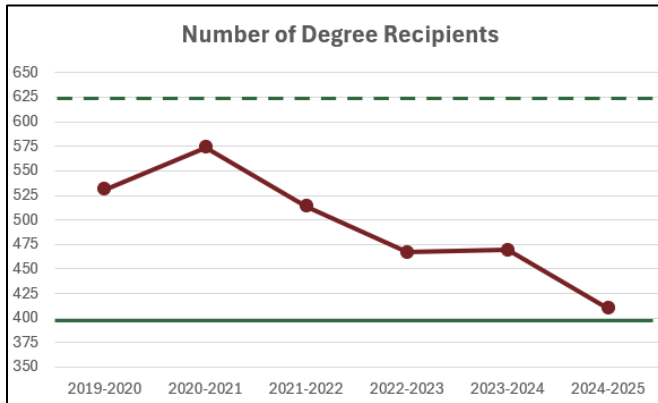
Recent Three-Year Averages

Range	Most Recent
(315, 361)	315

Context for Proposed Performance Levels	Potential Strategies to Consider
<ul style="list-style-type: none"> ○ Educational Master Plan target: increase by 3% (degree and certificate completion, combined) ○ Enrollment Stabilization in Educational Master Plan ○ Stackable certificates (across academic years) ○ Program discontinuance ○ Local Certificates transitioning to Certificates of Achievement ○ Between 2020-2021 and 2024-2025, the number of certificate recipients decreased by 27%, while credit-student headcount decreased by 2%. 	<ul style="list-style-type: none"> ○ Exploration pathways ○ Communication of educational milestones (through use of CRM)

Number of Degree Recipients

Annual Degree Recipients = Number of (Unduplicated) Students who Received At Least 1 Associate Degree in the Academic Year (across Summer-Fall-Spring Terms)



Source: California Community Colleges Management Information Systems (MIS) Student Program Awards (SP) Files

Current & Proposed Institution-Set Standards & Stretch Goals

	Current	Proposed	Line (Proposed)
Stretch Goal	625	625	---
Institution-Set Standard	475	400	—

Summary of Recent Performance

Minimum	Maximum	Average	Median
410	574	494	492

Recent Three-Year Averages

Range	Most Recent
(449, 540)	449

Context for Proposed Performance Levels	Potential Strategies to Consider
<ul style="list-style-type: none"> ○ Educational Master Plan target: increase by 3% (degree and certificate completion, combined) ○ Introduction of new (general) degree offering (e.g., Liberal Arts) ○ Petition for Graduation as a requirement ○ Between 2020-2021 and 2024-2025, the number of degree recipients decreased by 29%, while credit-student headcount decreased by 2%. 	<ul style="list-style-type: none"> ○ Exploration pathways ○ Communication of educational milestones (through use of CRM)

Percent of Bachelor's Degree Completers

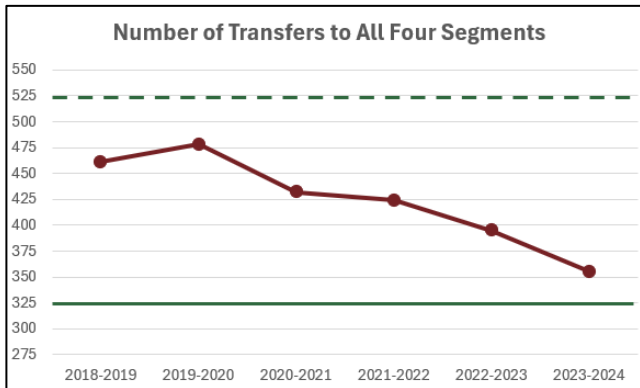
- Institution-Set Standard: 75% of entering cohort
- Stretch Goal: 95% of entering cohort

Proportion of NVC RESP students who completed AS degree on time among last 6 cohorts:

- Range: (69.2%, 80.8%)
- Range of Three-Year Average: (70.9%, 75.9%)

Transfers to University of California (UC), California State University (CSU), In-state Private Universities (ISP), and Out of State Universities (OOS)

Number of Transfer Students = Number of Students who Transferred to a UC, CSU, ISP, or OOS Campus of a Four-Year Institution for the First Time Following Enrollment at NVC



Sources: University of California (UC) Information Center - California Community College New Enrollments at UC; The California State University, Data Center – Reports & Analytics – California Community College Transfers to the CSU; California Community Colleges Chancellor’s Office Data Mart

Current & Proposed Institution-Set Standards & Stretch Goals

	Current (UC Fall & CSU Fall Only)	Proposed	Line (Proposed)
Stretch Goal	[425]	525	— —
Institution-Set Standard	[300]	325	—

Summary of Recent Performance

Minimum	Maximum	Average	Median
355	478	424	428

Recent Three-Year Averages

Range	Most Recent
(391, 457)	391

Context for Proposed Performance Levels	Potential Strategies to Consider
<ul style="list-style-type: none"> ○ Educational Master Plan target: increase rate (reported through DataVista) by 5% ○ Metric expanded to include all 4 segments (increased both the Institution-Set Standard and the Stretch Goal) ○ Recent reduction of programs at Sonoma State ○ Other transfer institutions closing ○ Between 2019-2020 and 2023-2024, the number of transfers to four-year institutions decreased by 26%, while credit-student headcount decreased by 20%. 	<ul style="list-style-type: none"> ○ Communication of educational milestones (through use of CRM) ○ Communication of transfer-related workshops and deadlines (through use of CRM) ○ Analysis of students accepted at four-year institutions who did enroll at transfer the institution

Institutional Reports for Monitoring Performance

This describes the Planning Committee's role in:

Charge #3: Recommending institutional goals and monitors performance relative to institutional goals as well as Strategic Direction and Goals in the EMP.

The Planning Committee monitors performance relative to established institutional goals via the following annual reports:

Core Indicators Report

- The Core Indicators Report compares performance over the three most recent academic years with institution-set standards and stretch goals established locally for accreditation purposes. The Core Indicators Report is produced by RPIE each fall. Recent reports are posted under the "Core Indicators Reports" heading on this page: <https://www.napavalley.edu/about/institutional-planning/research-and-data-analysis.html>.

Annual Progress Report

- Annual Progress Reports summarize recent accomplishments associated with the 2024-2029 Educational Master Plan (EMP). The reports are structured around the Strategic Directions associated with the five EMP Goals. The summaries associated with Goal 1 (Enrollment Stabilization) and Goal 2 (Equitable Student Outcomes) include recent performance data on EMP metrics, relative to the goals established for those metrics. Goal 2 includes a general performance goal for each metric, as well as specific goals pertaining to disproportionately impacted populations. Recent Annual Progress Reports are posted on this page: <https://www.napavalley.edu/about/institutional-planning/institutional-plans.html>. Reports prior to 2024 include summaries of accomplishments associated with prior Institutional Strategic Plans (before the 2024-2029 EMP was developed).

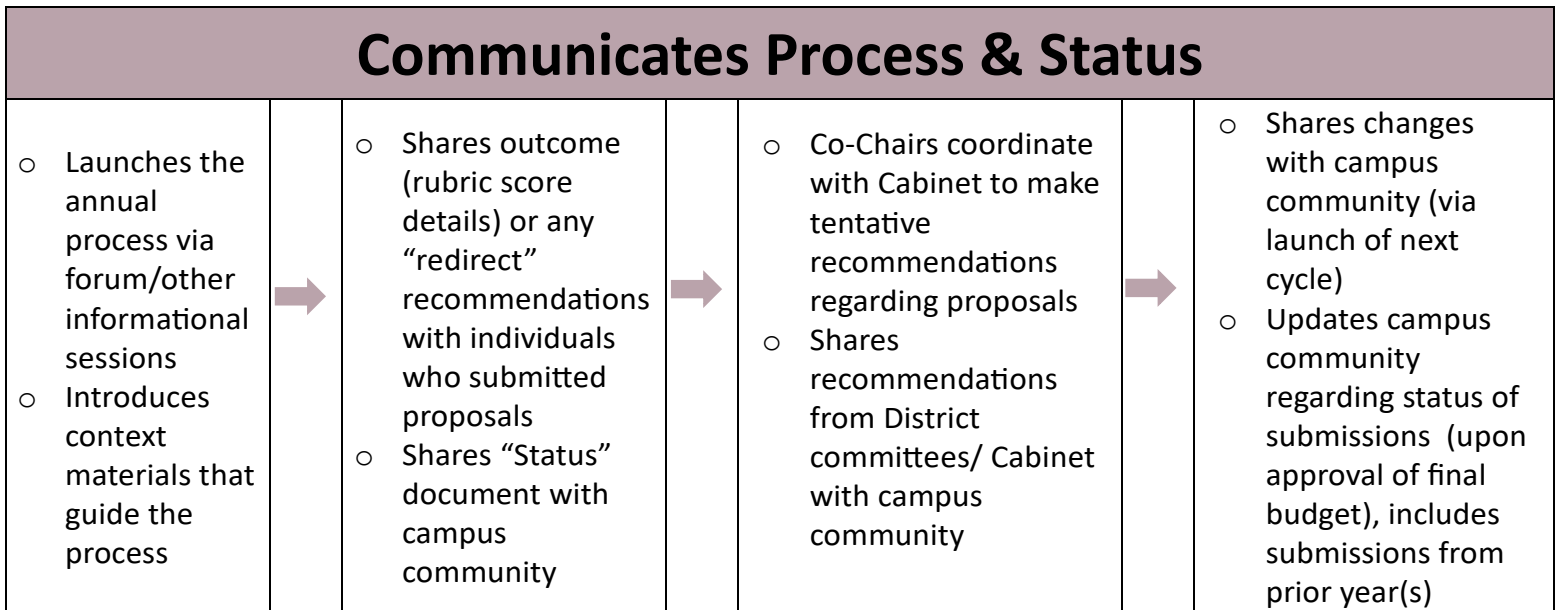
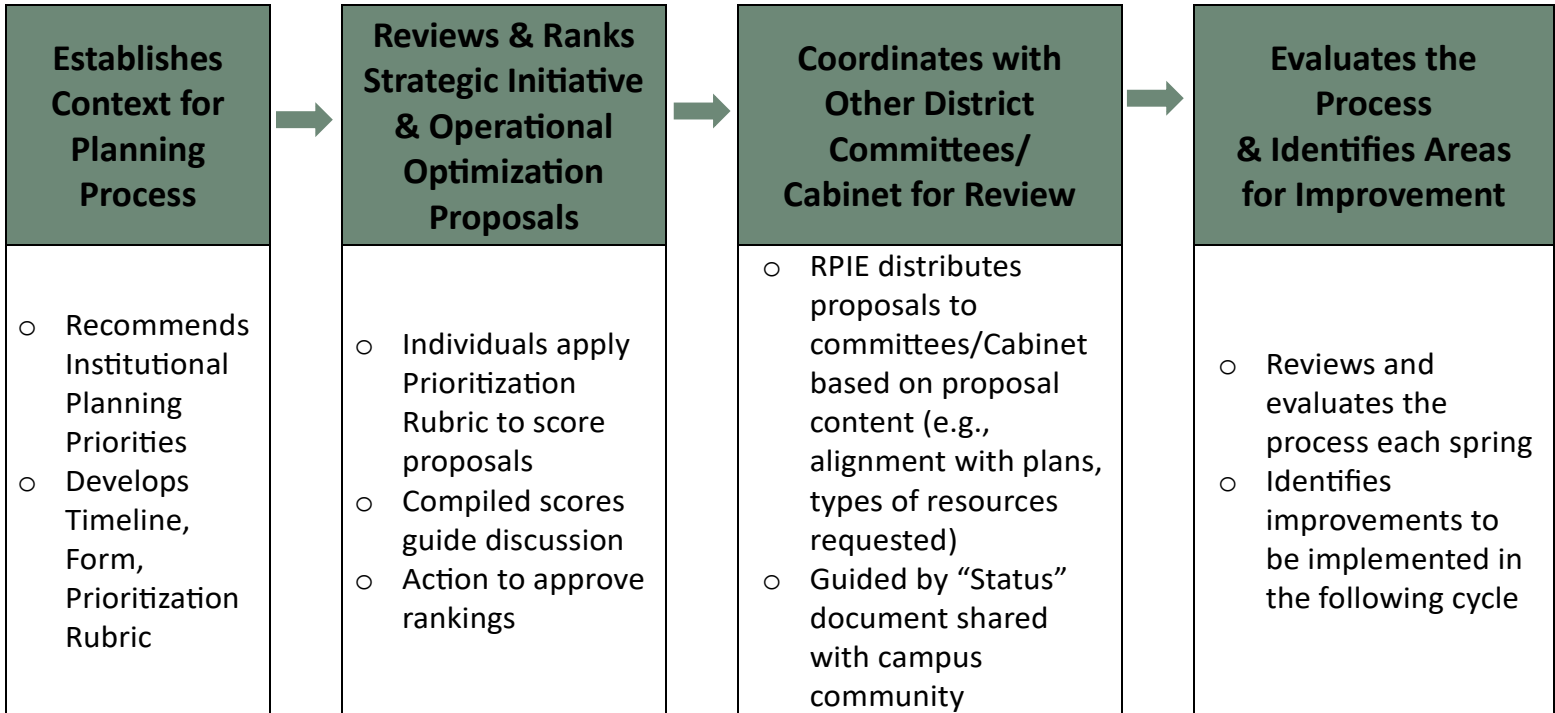
Annual Report to Accrediting Commission for Community and Junior Colleges

- Annual Reports to the Accrediting Commission for Community and Junior Colleges (ACCJC) include data pertaining to enrollment, degree and certificate conferral, successful course completion rates, transfer, job placement rates, and licensure exam pass rates, as well as an assessment of current practices associated with effective institutional outcome transparency. Recent Annual Reports to the ACCJC are posted on this page: <https://www.napavalley.edu/about/institutional-planning/accreditation/annual-reports.html>

Details Regarding the Planning Committee’s Role in Annual Planning Process

This describes the Planning Committee’s role in:

Charge #4: Developing and coordinating the annual planning process, including recommending institutional planning priorities.

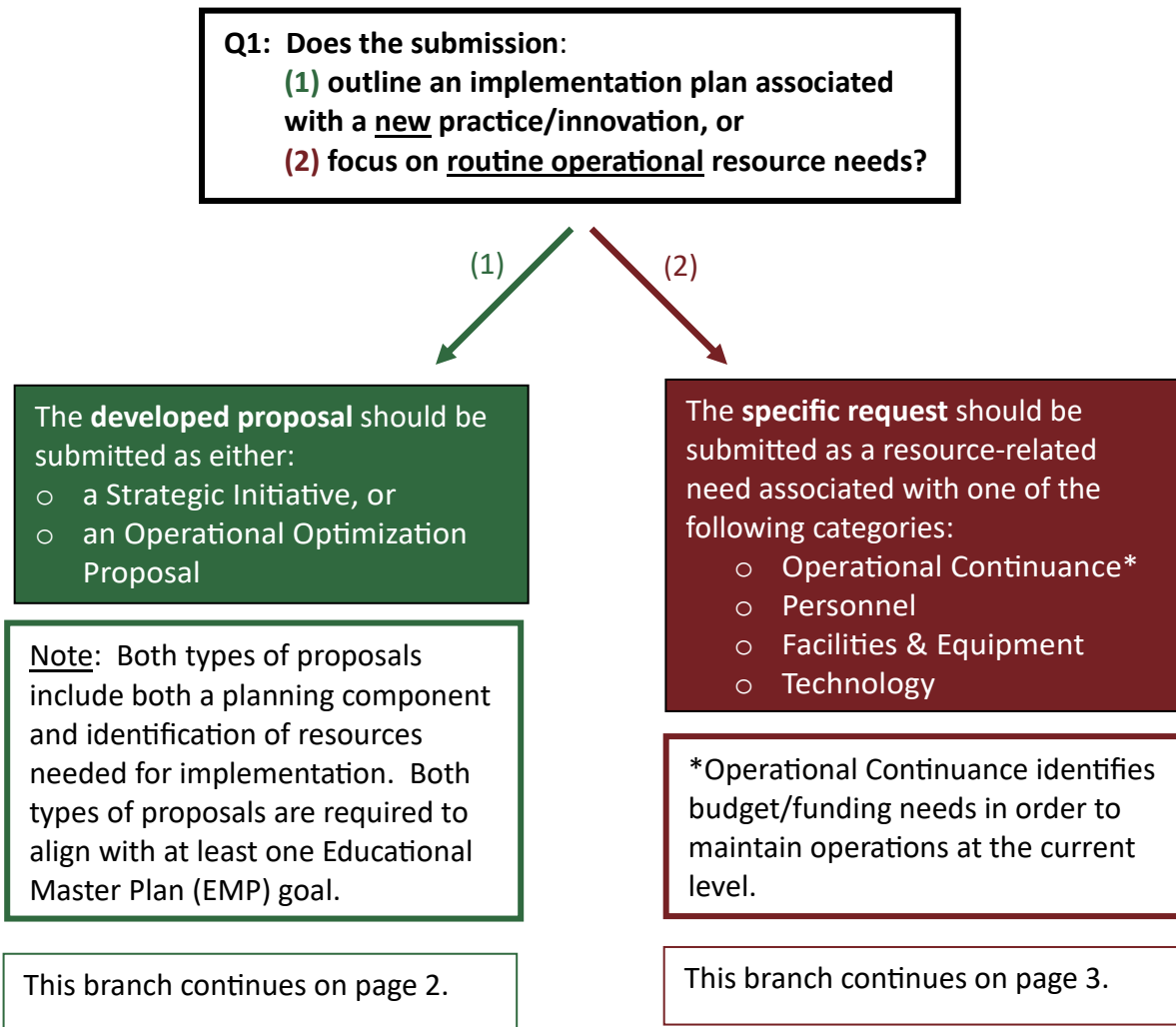


Planning Decision Tree to Identify the Appropriate Submission Path for Annual Planning and Resource Requests

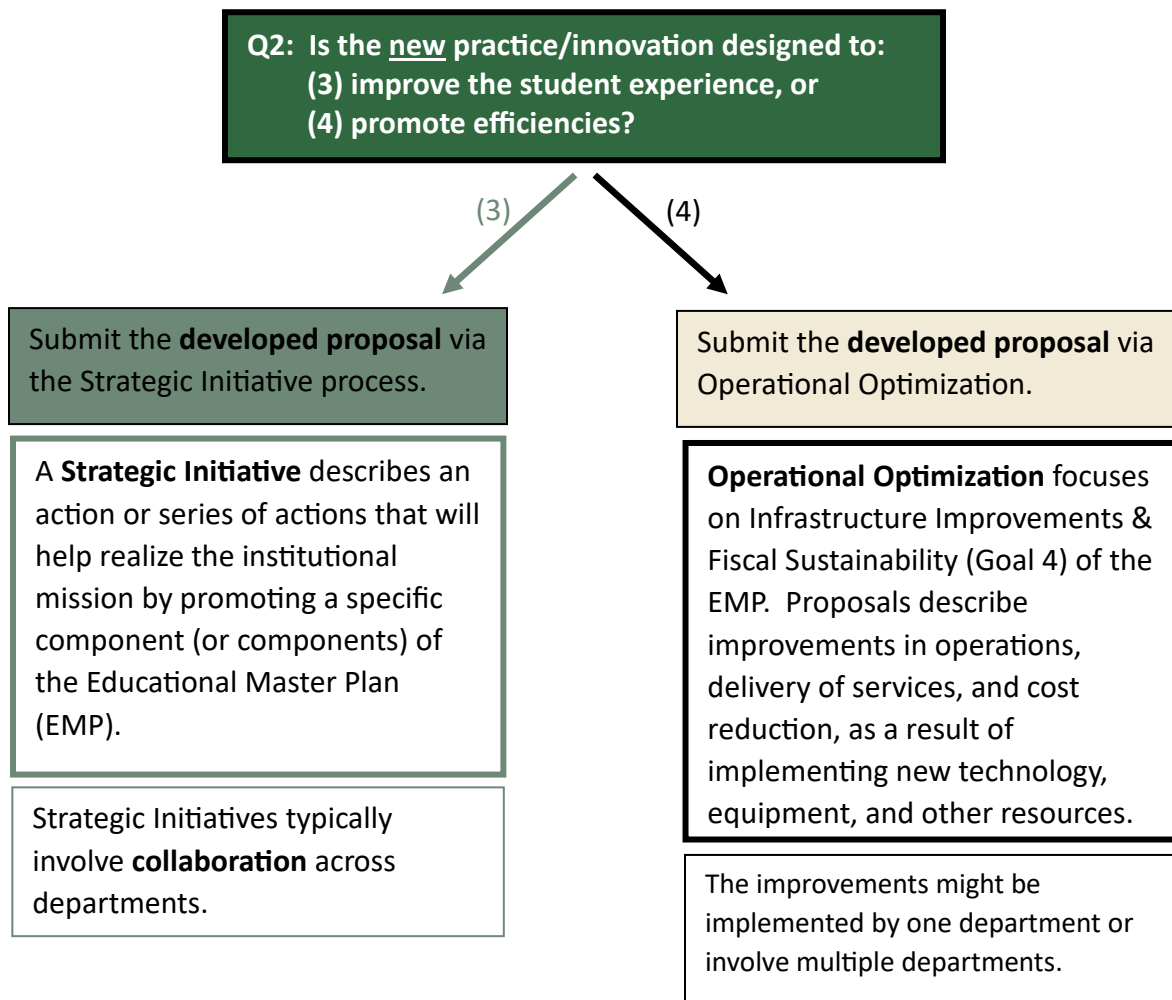
The graphic below was developed by compiling information that is currently documented across a variety of sources, including:

- Resource Allocation Request Matrix (developed by Budget Committee)
- Operational Definition of Strategic Initiative (developed by Planning Committee)
- Consideration Criteria Defining Three Types of Submissions through Annual Planning and Resource Allocation Process (developed by Planning Committee)

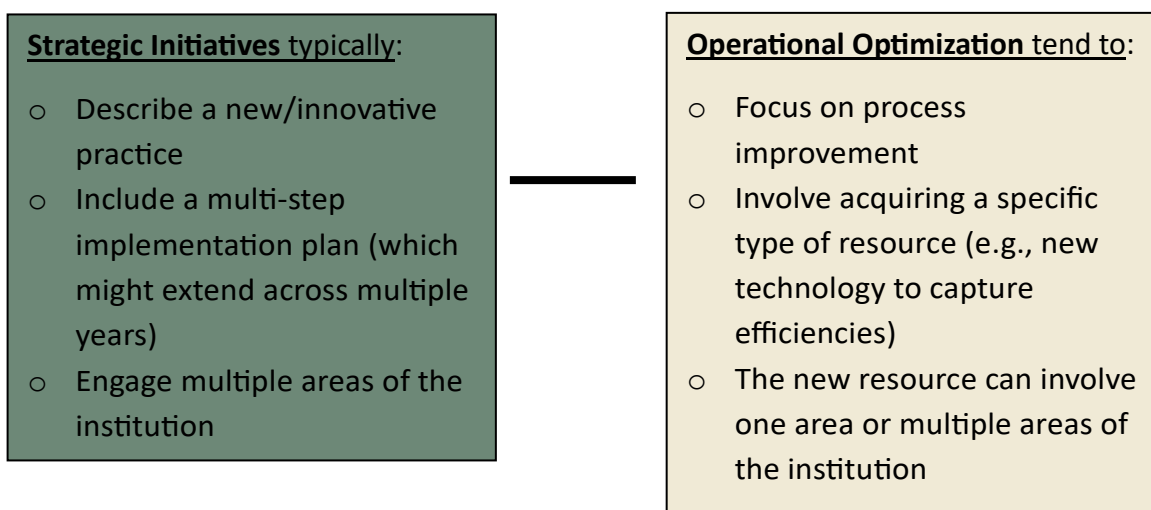
The decision tree is intended to help guide members of the campus community in identifying the submission path that is most appropriate for the planning-related innovations and resource-related requests that are submitted during the annual planning and resource allocation process.



For the Developed Proposal Path (1): Strategic Initiatives & Operational Optimization Requests

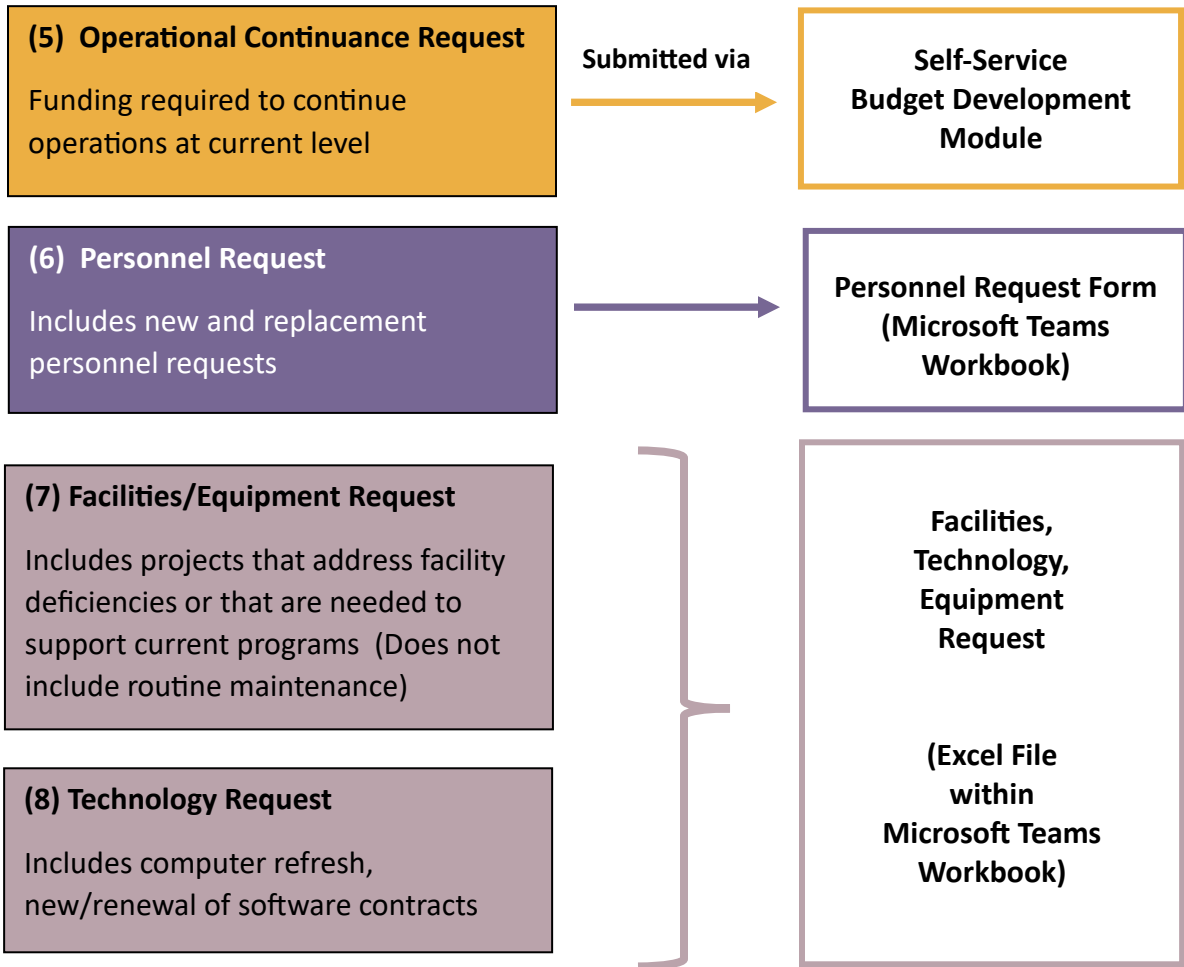


Distinguishing between Strategic Initiatives & Operational Optimization Proposals

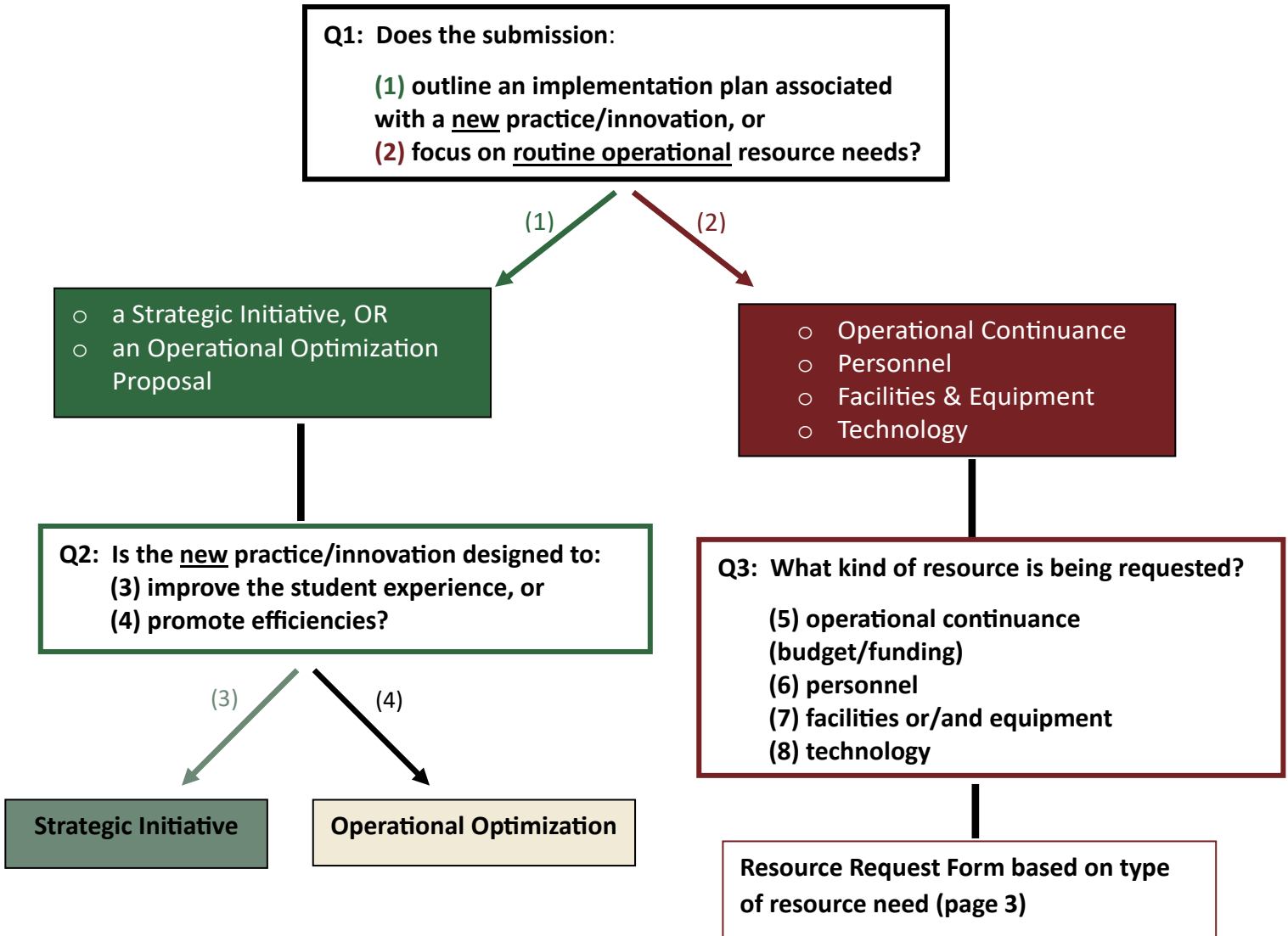


For the Specific Request Path (2): Routine Operational Requests

Q3: What kind of resource is being requested?
(5) operational continuance (budget/funding)
(6) personnel
(7) facilities or/and equipment
(8) technology



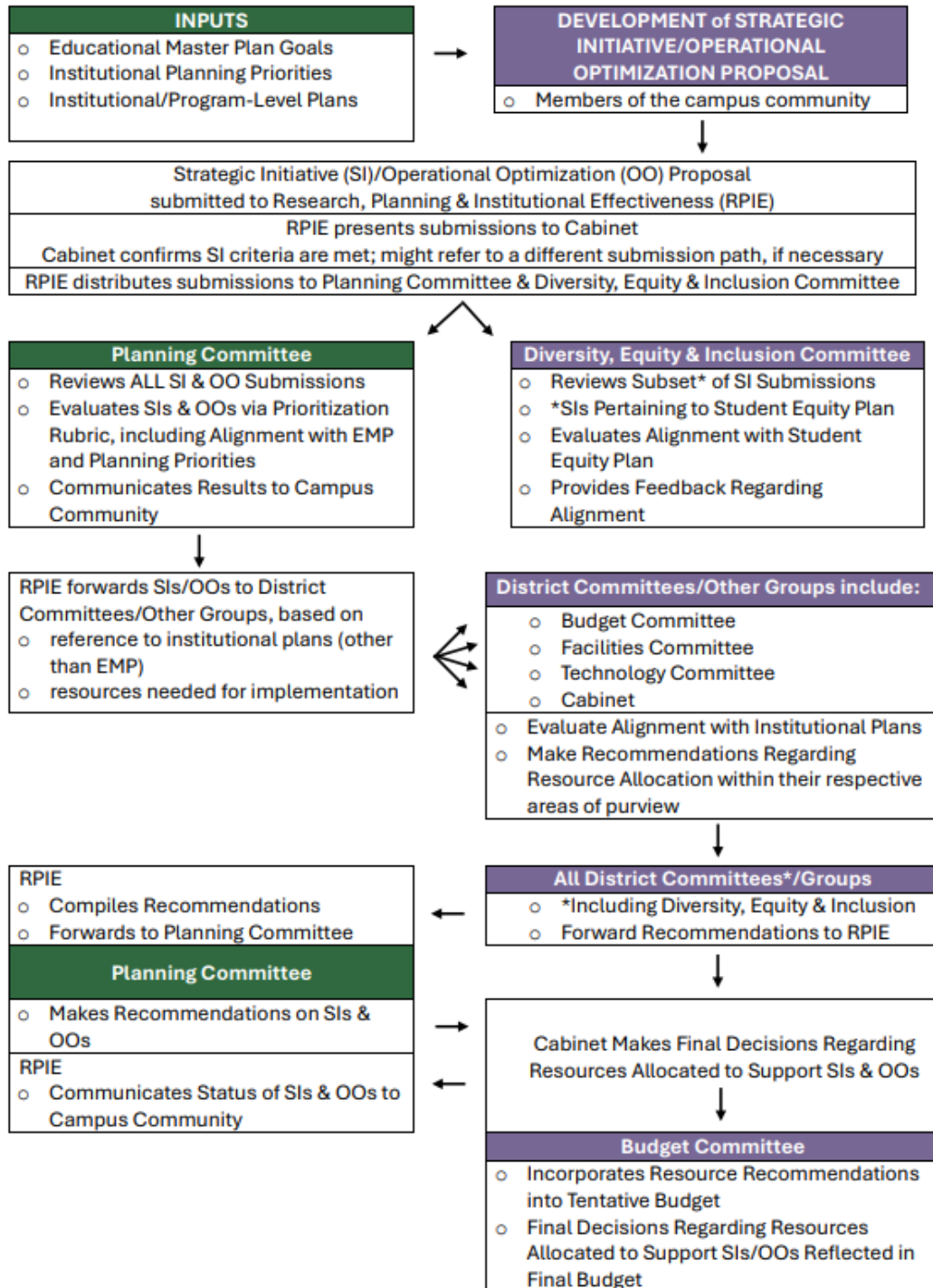
Overview of Paths: Synthesizing Process Described on Pages 1 – 3



Description of Strategic Initiative (SI) & Operational Optimization Processes (OO)

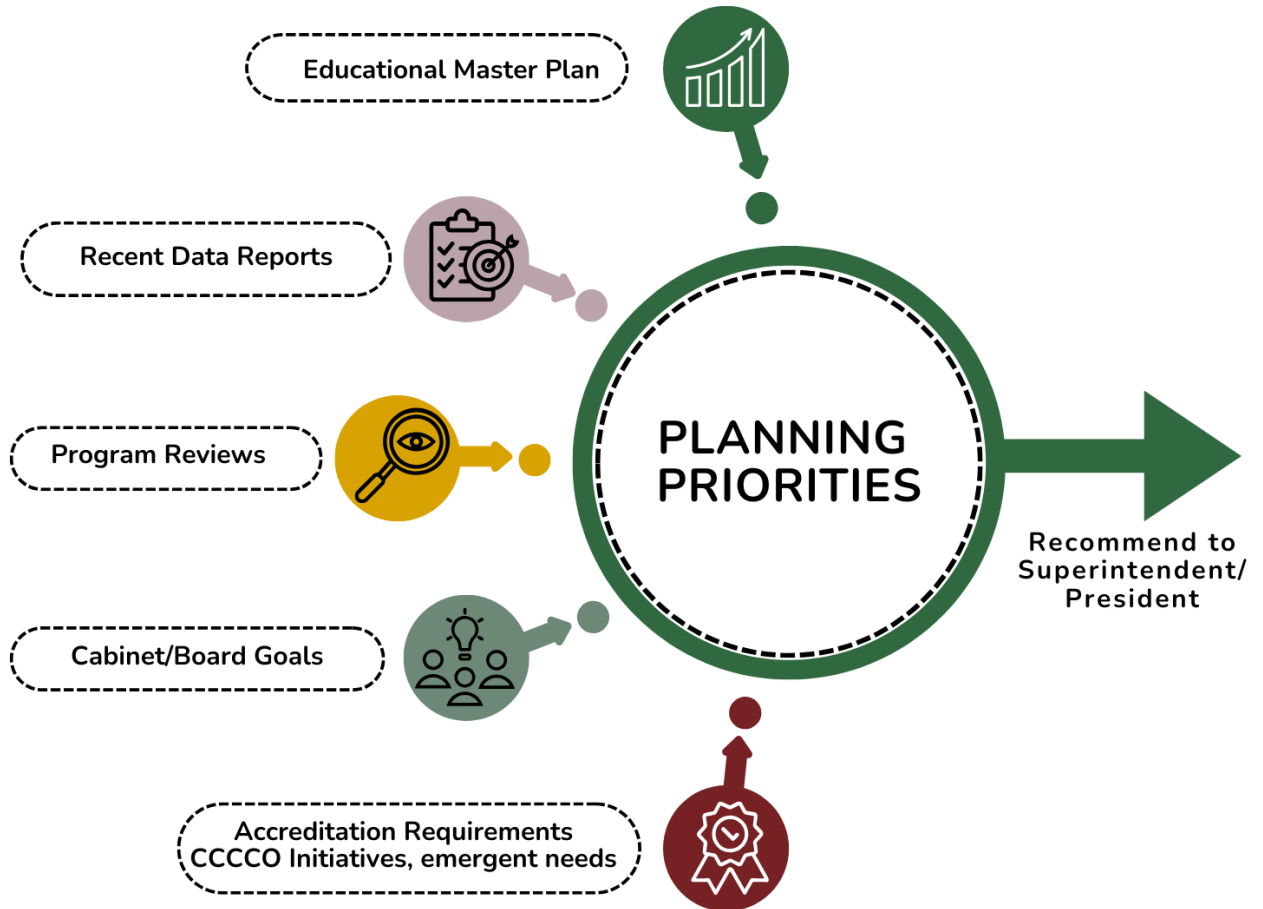
This describes Planning Committee's role in:

Charge #4: Developing and coordinating the annual planning process, including recommending institutional planning priorities.



Infographic describing Planning Committee's role in:

Charge #4: Developing and coordinating the annual planning process, including recommending institutional planning priorities.



Accreditation Standard 1: Institutional Mission and Effectiveness

This describes the Planning Committee's role in:

Charge #6: Remaining well-informed of accreditation requirements, NVC's accreditation status, and plans emerging from institutional self-evaluation

The Planning Committee is responsible for Standard 1 regarding institutional mission and effectiveness.

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- 1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)
- 1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.
- 1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)
- 1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)
- 1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

- To view a complete list of 2024 Accreditation Standards visit the [ACCJC 2024 Accreditation Standards website](https://bit.ly/accjc-2024-standards) at bit.ly/accjc-2024-standards.
- To view the 2024 Accreditation Standards with Review Criteria and Suggestions for Evidence visit the [ACCJC 2024 Accreditation Standards with Review Criteria](https://bit.ly/4kGNOSY) website at bit.ly/4kGNOSY.

Annual Tasks/Responsibilities of Planning Committee Fall Semester

- Review of Mission, Vision, and Values Statements
- Establish Planning Committee Goals/Deliverables for Current Academic Year
- Review of Recent Performance (Data) Reports
 - Core Indicators Report
- Complete Evaluation of Annual Planning Process: May through Approval of Final Budget, including
 - Alignment between Institutional Planning Priorities and Funded Initiatives
 - Develop Summary Evaluation, including Recommendations for Improvement
- In Coordination with Budget Committee:
 - Develop Timeline for Annual Planning and Budget Cycle
 - Identify and Implement Improvements in Annual Process
- Monitor Performance on Strategic Directions and Goals identified in Educational Master Plan via
 - Review of Annual Progress Report (Fall/Formative Report)
- Identify Common Planning Themes & Program-Level Needs through
 - Review & Reflection on Program Review Summary Report
- Provide Planning-Related Context for Annual Planning Process, including
 - Institutional Planning Priorities
 - Template for Submitting Strategic Initiatives
 - Prioritization Rubric for Strategic Initiatives
- Update Document Outlining Integration among Guiding Institutional Plans

Spring Semester

- Apply Prioritization Rubric to Rank Strategic Initiatives
- Provide Regular Communications to Campus Community Regarding Annual Planning Process
- Review and Update Appendices to Planning Handbook
- Review Annual Report to Accrediting Commission for Community and Junior Colleges
- Monitor Performance on Strategic Directions and Goals Identified in Educational Master plan via
 - Review of Annual Progress Report (Spring/Summative Report)
- Begin Evaluation of Annual Planning Process: Process through April/early May, including
 - Alignment between Process and Practice
 - Effectiveness of Process, including Prioritization Rubric, Engagement of Committees
Communications to Campus Community
 - Identifying Areas for Improvement
- Review and Update Planning Committee Description in Governance Handbook
- Draft Anticipated Priorities for Next Academic Year
- Document & Report Planning Committee Accomplishments (Associated with Committee Goals/Deliverables Identified for Current Academic Year, in the Fall)

Acronyms

Acronym	Description
ACCJC	Accrediting Commission for Community and Junior Colleges
AP	Administrative Procedure
ASNVC	Associated Students of Napa Valley College
BOT	Board of Trustees
BP	Board Policy
Cal-GETC	California General Education Transfer Curriculum
CCCCO	California Community Colleges Chancellor's Office
CIR	Core Indicators Report
CSU	California State University
DEIC	Diversity, Equity & Inclusion Committee
DTC	District Technology Committee
EEO	Equal Employment Opportunity
EMP	Educational Master Plan
ER	Eligibility Requirement (accreditation-related)
FC	Facilities Committee
FMP	Facilities Master Plan
FSV	Focused Site Visit (accreditation-related)
GELO	General Education Learning Outcomes
GP	Guided Pathways
IGETC	Intersegmental General Education Transfer Curriculum
IPEDS	Integrated Post-Secondary Education Data System
ISER	Institutional Self-Evaluation Report (accreditation-related)
ISP	In-State Private (transfer institution-related)
ISS	Institution-Set Standard (accreditation-related)
MVV	Mission, Vision, Values
OO	Operational Optimization
OOS	Out-of-State (transfer institution-related)
PC	Planning Committee
PHB	Planning Handbook
PLO	Program Learning Outcome
PRT	Peer Review Team (accreditation-related)
RATF	Resource Allocation Task Force
RPIE	Research, Planning & Institutional Effectiveness
RTV	River Trail Village
SEM	Strategic Enrollment Management
SEP	Student Equity Plan
SI	Strategic Initiative
SLO	Student Learning Outcome
SSSC	Student Success Standards Committee

TMP	Technology Master Plan
UC	University of California
VfS	Vision for Success