Midterm Report

Submitted by:

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

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

October 2019

Certification of the Midterm Report

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Dr. Ronald Kraft
Napa Valley College
2277 Napa-Vallejo Highway, Napa, CA 94558

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.
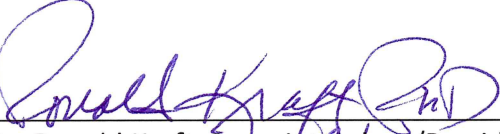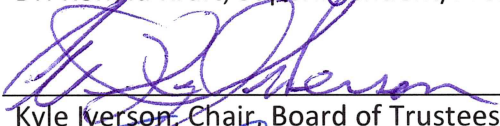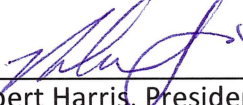
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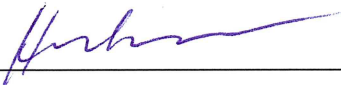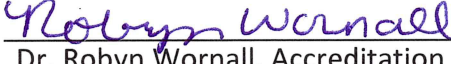
_____ 9/18/19
Dr. Ronald Kraft, Superintendent/President   Date

_____ 10/10/19
Kyle Iverson, Chair, Board of Trustees   Date

_____ 9/18/2019
Dr. Eileene Tejada, President, Academic Senate   Date

_____ 9/18/19
Robert Harris, President, Administrative Senate   Date

_____ 9-23-19
Marty Shoemaker, President, Classified Senate   Date

_____ 9/18/19
Christopher Hernandez-Sotelo, President, Associated Students   Date

_____ 9.16.19
Dr. Robyn Wornall, Accreditation Liaison Officer,   Date
   Dean of Research, Planning, and Institutional Effectiveness

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Report Preparation

The process for developing the 2019 Midterm Report reflected the approach that Napa Valley College (NVC) used for the 2017 Follow-Up Report. The Midterm Report was drafted by the Accreditation Liaison Officer (ALO) based on evidence collected across the institution. The process included review of initial drafts among appropriate members of the campus community (based on areas of responsibility), followed by an opportunity for campus-wide review prior to report submission.

In spring 2018, the requirements for the Midterm Report were communicated to the campus community, in accordance with standard institutional practices. The timeline, structure, and approach for the Midterm Report were presented at meetings of the Council of Presidents (comprised of constituent group leaders), the Planning and Budget Committee (including representatives of all constituent groups as well as academic divisions), and the Board of Trustees [Ev. A-1: Communication of Requirements and Timeline for Midterm Report Development].

The ALO consulted with members of the campus community to collect evidence in preparation for drafting the report. All parts of the organizational structure – spanning Academic Affairs, Administrative Services, President's Area, and Student Services – provided evidence in support of the Midterm Report [Ev. A-2: Collection of Evidence Associated with the Midterm Report].

Beginning in January 2019, individual sections of the Midterm Report were shared with small groups of primary reviewers [Ev. A-3: Timeline for Midterm Report Preparation]. The table below outlines the groups and individuals that read the initial drafts of the report. The primary reviewers were identified based on submission of evidence associated with respective sections of the report.

Section of Midterm Report	Primary Reviewer(s)
Plans Arising out of the Self-Evaluation Process	President's Cabinet
Response to Team Recommendations for Improvement	Administrative Leads assigned to individual recommendations
Data Trend Analysis	Chief Business Officer (for Annual Fiscal Report Data)
Report on the Outcomes of the Quality Focus Projects	President's Cabinet Learning Outcomes Assessment Coordinator (for Student Learning Outcomes Assessment Project)

Based on direction provided by ACCJC staff, the ALO restructured two components of the 2015 Self-Evaluation Report – to create more efficiency in the Midterm Report. New structures were

applied to both the self-identified action plans and the Quality Focus Essay projects, to be addressed in the "Plans Arising out of the Self-Evaluation Process" and "Report on the Outcomes of the Quality Focus Projects" sections of the Midterm Report. Outlines for the two relevant sections of the Midterm Report were discussed by members of the President's Cabinet before those sections were drafted. For the Response to Team Recommendations for Improvement section of the report, the ALO coordinated regularly with the administrative leads assigned to each recommendation (between spring 2018 and spring 2019).   Between February and August 2019, each section of the Midterm Report was reviewed by President's Cabinet.

In August 2019, the draft of the Midterm Report and all associated evidence files were posted on a portion of the College website accessible to all NVC employees and student leaders [Ev. A-4: Screenshots of Midterm Report Posted on Website]. The timeline for the Midterm Report included approximately three weeks for review and comment by the campus community. At the Council of Presidents meeting in September 2019, Constituent Group Leaders, the College President, and the ALO certified the Midterm Report. The Midterm Report was presented to the Board of Trustees at its meeting in October 2019. Following action by the Board of Trustees, the Midterm Report was certified by the Board Chair.

Plans Arising out of the Self-Evaluation Process

The 2015 self-evaluation process yielded approximately 90 "action plans" for improvement. These "action plans" were developed by writing teams tasked with providing a description of NVC practices and evaluating those practices against the accreditation standards. In the spirit of continuous improvement, some writing teams recorded additional ideas for the institution to consider, following the evaluation of practices associated with the standards assigned to them. These suggestions appear in the form of bulleted lists of "action plans" associated with specific accreditation standards.

A review of the "action plans" conveyed in the 2015 Self-Evaluation Report indicates that the "action plan" items might be more appropriately described as tasks [Ev. B-01: Plans Arising out of Self-Evaluation Process]. For the purposes of the Midterm Report, the "action plans" recorded in the 2015 Self-Evaluation Report have been reorganized into categories, to be addressed in different sections of this report (or the Follow-Up Report that preceded it). The categories include:

- o Items addressed in the 2017 Follow-Up Report;
- o Items addressed directly in the "Plans Arising out of Self-Evaluation Process" (i.e., this section of the Midterm Report);
- o Items incorporated into the "Response to Team Recommendations for Improvement" section (appearing later in this report); and
- o Items incorporated into the "Report on the Outcomes of Quality Focus Projects" section (appearing later in this report) [Ev. B-01: Plans Arising out of Self-Evaluation Process].

This section focuses on the 20+ items not covered in the Follow-Up Report or other sections of the Midterm Report. These planning items have been further categorized into four general topics:

- o Communication Practices;
- o Structures to Support Student Success;
- o Job Description, Hiring, Evaluation and Staffing Practices; and
- o Organizational Structures.

This section provides general descriptions of improvements made across the institution in connection with these four areas in the four years since the comprehensive review.

Communication Practices

All "action plan" items associated with communication practices were suggested within Standard I.C, pertaining to Institutional Integrity.

Since the time of the comprehensive evaluation, NVC has improved the consistency of information communicated to students and the public, via the website, the Catalog, and other collateral materials. Examples of these improvements include:

- o Redesigning the Academic Affairs portion of the website, as a central location for information about academic programs – to clearly communicate requirements for degree and certificate programs [Ev. B-02: Office of Academic Affairs Website];
- o Updating online information on English and math placement processes to communicate changes to be implemented in fall 2019 and ensure that information is readily accessible to students, faculty, counselors, and the campus community [Ev. B-03: English and Math Placement Information]; and
- o Revising the guidelines regarding college logo, design, and typography to ensure consistency in college branding across different materials and platforms [Ev. B-04: Graphic Standards Guidelines 2019 Draft].

NVC is preparing to implement additional improvements in this area, by:

- o Implementing an eBrochure, generated for individual students based on interests that they identify (e.g., programs of study, financial aid, academic supports, student clubs), with information drawn from common sources (e.g., Catalog), to ensure consistency across platforms [Ev. B-05: Software License Agreement with Clarus Corporation];
- o Updating and streamlining information for students, to align with Guided Pathways [Ev. B-06: Guided Pathways Year 2 Implementation];
- o Evaluating and updating the college website to align content and structure with student, community, and institutional needs [Ev. B-07: Website Redevelopment Phase 1];
- o Evaluating current communication practices and exploring options for improving communications to students [Ev. B-08: Communication to Students];
- o Implementing CourseLeaf Online Catalog, to facilitate navigation and download of information needed by students and support updating of Catalog information by staff (anticipated fall 2019); and
- o Creating an online do-it-yourself toolkit to support development of collateral materials across the College (anticipated fall 2019).

NVC will continue work in this area, focusing on the consistency of content across programs and services.

Structures to Support Student Success

The "action plan" items supporting student success emerged within Standards II.A, II.C, and III.A, in connection to Instructional Programs, Student Support Services, and Human Resources, respectively.

Since the time of the comprehensive evaluation, NVC has refined and improved practices to support student success. Examples of recent improvements include:

- o Developing five new Associate Degrees for Transfer that are articulated with California State University (CSU) to support transfer and increasing the number of Certificate of Achievement offerings (from 26 to 43) to support career training [Ev. B-09: Degree and Certificate Offerings];
- o Expanding transfer-related supports for students and strengthening relationships with four-year institutions [Ev. B-10: Transfer Offerings];
- o Aligning processes pertaining to instructional programs – to incorporate a consistent definition of "program" to reflect degree and certificate offerings (for program review, program discontinuance, etc.) [Ev. B-11: Taxonomy of Programs];
- o Preparing for implementation of electronic face-to-face counseling, including installation of dual monitors to enable video conferencing and document sharing, attendance at online training workshops, providing remote counseling services via telephone, and selection of an integrated product offered by ConexED (Cranium Café) [Ev. B-12: Electronic Counseling Implementation];
- o Collaborating with faculty and administrators from Napa Valley Unified School District, St. Helena Unified School District, and Calistoga Joint Unified School District to address mandates and implement transcript-driven placement practices to provide a direct path for all students to enter into college-level math and English courses (as part of AB 705 requirements) [Ev. B-13: Collaboration Meetings]; and
- o Creating and filling a Distance Education Technician position to provide technical support for faculty and students on the use of Canvas and resolve issues related to online instruction [Ev. B-14: Distance Education Technician Job Description].

NVC is planning to implement additional improvements in this area, including:

- o Facilitating the transition of NVC students to CSU and University of California (UC) institutions to support the student achievement and completion goal of the 2018-2021 Institutional Strategic Plan [Ev. B-15: Local Vision for Success Goals];
- o Transitioning to a "Student-Ready College" model [Ev. B-16: Student-Ready College Presentation]; and
- o Developing an Enrollment Management Plan (anticipated fall 2019).

NVC will continue to implement improvements to support student success, particularly in the context of Guided Pathways, student equity, and other institutional planning efforts [Ev. B-17: Institutional Plans].

Job Description, Hiring, Evaluation and Staffing Practices

All "action plan" items associated with job description, hiring, evaluation, and staffing practices were suggested within Standard III.A Human Resources.

Since 2015, NVC has reviewed and refined human resources practices pertaining to all employee groups. Examples of recent improvements in this area include:

- o Clarifying consistent roles and expectations for Program Coordinators (of instructional programs) across the institution [Ev. B-18: Program Coordinator Job Description and Compensation Structure];
- o Holding regular (annual) onsite job fairs for regional recruitment of faculty and attending California Community College Registry job fairs for state-wide recruitment [Ev. B-19: Job Fair Materials];
- o Broadening recruitment efforts through nationwide advertising for all positions through GovernmentJobs (https://www.governmentjobs.com/; search jobs by zip code 94558) [Ev. B-20: Screenshot from GovernmentJobs.com];
- o Completing a classification and compensation study of classified and administrative/confidential positions [Ev. B-21: Classification and Compensation Review];
- o Revising the process for administrative evaluation of faculty, to align with procedures outlined by the Academic Senate and the Faculty Collective Bargaining Agreement [Ev. B-22: Administrative Evaluation of Faculty];
- o Refining the full-time faculty hiring prioritization process to address critical staffing needs within career education, transfer, and basic skills and address regulatory mandates [Ev. B-23: Faculty Hiring Prioritization Process];
- o Updating the evaluation processes for both contract (tenure-track) and part-time faculty [Ev. B-24: Contract and Part-Time Faculty Evaluation Process Guidelines];
- o Updating the Full-Time Faculty Handbook to include current information, reduce redundancy, and incorporate a more user-friendly structure [Ev. B-25: Full-Time Faculty Handbook]; and
- o Increasing opportunities and funding for professional development among faculty [Ev. B-26: Professional Development Funding].

NVC continues to implement improvements in this area, including:

- o Exploring software products to facilitate the evaluation process for administrators and staff and help manage other human resource processes (e.g., recruitment, onboarding, benefits) [Ev. B-27: NEOGOV Full-Bundle Pricing Quote]; and
- o Reviewing employee benefit options [Ev. B-28: Benefits Forum Email Communication].

NVC will continue to refine practices associated with Accreditation Standard III.A.

Organizational Structures

The "action plans" associated with organizational structures were associated with institutional resources, spanning Human Resources, Physical Resources, and Technology Resources (Standards III.A, III.B, and III.C, respectively).

Since the time of the comprehensive evaluation, NVC has updated structures and infrastructure to support the institutional mission. Examples of recent improvements in this area include:

- o Updating organizational structures covering all four areas of the institution – Academic Affairs, Student Affairs, Administrative Services, and President's Area [Ev. B-29: Organizational Charts];
- o Conducting an evaluation of technology resources to strengthen strategic alignments and optimize use of existing resources (in connection with Ellucian, June 2018) [Ev. B-30: Ellucian Discovery Visit];
- o Upgrading the Colleague system, including migration to new servers [Ev. B-31: Colleague Server Migration Scope of Services];
- o Replacing the Universal Power Supply (UPS) in the data center [Ev. B-32: Active Institutional Technology Projects November 2018]; and
- o Implementing new processes for Facilities Work Orders and Reservations (for in-house users) through a third-party cloud-based system, SchoolDude [Ev. B-33: Facilities Reservations Process].

NVC is planning to implement additional improvements in this area, including:

- o Communicating expectations regarding the institutional staffing pattern, through the development of a formalized Staffing Plan [Ev. B-34: Staffing and Workforce Planning Presentation];
- o Assessing the institutional technology infrastructure, including campus network, security, and storage [Ev. B-35: Institutional Technology Infrastructure Assessment by PlanNet]; and
- o Expanding reservation requests through SchoolDude, to include external users (anticipated fall 2019).

NVC will continue to implement improvements associated with Standard III and secure resources to support the institutional mission.

Response to Team Recommendations for Improvement

The External Evaluation Report included eight recommendations for improvement (numbered 2-4, 6-8, and 10-11). [In 2017, Napa Valley College (NVC) submitted a Follow-Up Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) to address Recommendations 1, 5, and 9, and the Commission reaffirmed accreditation based on the Follow-Up Report in June 2017.]

In January 2018, President's Cabinet reviewed the recommendations for improvement, determined the priority status of each one (categorized as low, moderate, or high), and identified administrative leads for each of the eight recommendations [Ev. C-01: Preliminary Preparation for Midterm Report]. Each recommendation was assigned a priority status of "high" or "moderate," relative to the timing of the Midterm Report. A "high" priority status indicated that NVC intended to address the recommendation by the time of the Midterm Report. A "moderate" priority status indicated that implementation of improvements would be in progress by the time of the Midterm Report. In spring 2018, the outline of the approach for this portion of the Midterm Report was shared with the campus community, including the Council of Presidents, President's Staff, the Planning and Budget Committee, and the Board of Trustees [Ev. C-02: Preparation to Address 8 Recommendations for Improvement].

The remainder of this section of the Midterm Report summarizes the work completed to date associated with each of the eight recommendations for improvement.

Recommendation 2: In order to increase effectiveness the team recommends the College develop and assess student learning outcomes for its community education offerings.

- o   Summary of Progress to Date: Learning outcomes have been defined for Community Education, and assessment of stated outcomes began in fall 2018.

- •   Response to Recommendation 2: NVC has developed a general student learning outcomes statement for community education courses. The general student learning outcomes statement reads,

    After attending a Napa Valley College Community Education class, students will be able to use the information received from the class for personal and/or professional development, including a better understanding and/or mastery of specific stated subjects and/or skills.

    This statement is communicated to students through the Community Education website (http://www.napavalley.edu/CommEd/Pages/default.aspx) and the Community Education Schedule of Classes (as of spring 2019) [Ev. C-03: Community Education Schedules of Classes].

In fall 2018, NVC began assessing outcomes specific to individual community education courses, through student surveys [Ev. C-04: Survey Template and Sample Survey]. Each survey includes at least two questions pertaining to the purpose and intended skill development associated with the course. To ensure alignment between the stated purpose of the class and the assessment of outcomes, the course-specific questions are drawn directly from the course description in the Community Education Schedule of Classes [Ev. C-05: Sample Course Descriptions and Survey Questions]. Surveys were conducted within 88% of community education courses offered in both the fall 2018 and the spring 2019 semesters, with 60% of students completing surveys in the fall and 72% completing them in the spring [Ev. C-06: Community Education Survey Results]. The results collected to date indicate that more than 95% of respondents agreed or strongly agreed with the survey statements pertaining to the learning outcomes [Ev. C-07: Summary of Outcomes Assessment Results]. The College will continue to institutionalize learning outcomes assessment practices within Community Education.

Recommendation 3: In order to increase effectiveness the team recommends the College strengthen its procedures and coordination of the delivery and assessment of Distance Education courses, programs and services.

- o Summary of Progress to Date: Guidelines for online education and a clearance process for faculty teaching online courses have been developed; distance education and off-site course offerings and support structures have been expanded; and practices to support distance education have been institutionalized (through resource allocation).

- Response to Recommendation 3: NVC's institutional planning priorities established for 2016-2017 and 2017-2018 included one focused on distance education and off-site offerings: "Evaluate and improve instruction and services offered at off-site locations and through distance education to ensure sufficient support for students and compliance with educational standards." Improvements associated with this priority included implementing the Canvas Learning Management System, providing support and resources for both faculty and students (through Canvas), and expanding self-service options for students [Ev. C-08: Annual Progress Reports]. In fall 2018, the Distance Education Workgroup (of the Faculty Business Committee) developed guidelines for online education. The guidelines include descriptions of different delivery modes for distance education and clarification of expectations regarding student interaction for sections designated as "hybrid." The guidelines reflect the local definitions of distance education modalities developed by the Curriculum Committee in May 2017 [Ev. C-09: Online Education Guidelines]. In spring 2019, the Academic Senate approved a "clearance" process for faculty interested in teaching distance education courses to receive training and create a Canvas shell for the proposed online course in order to be designated as "ready to teach" in the online environment [Ev. C-10: Clearance to Teach Online Courses]. In 2018-2019, reports comparing retention and successful course completion rates by course delivery mode were developed and shared

with the Distance Education Workgroup [Ev. C-11: Retention and Successful Course Completion Rates by Delivery Mode]. These reports will be updated each semester, with the one developed in the fall summarizing performance in recent academic years, and the one developed in the spring summarizing performance across recent fall terms.   A similar comparison of retention and successful course completion rates at the program level has been incorporated into new program review process, introduced in 2018 [Ev. C-12: Program Review 2018]. NVC will continue to refine practices, monitor student performance, and provide support for students and instructors within distance education.

Recommendation 4: In order to increase effectiveness, the team recommends that NVC should assess the availability and sufficiency of library and learning support services and student support services offered at the Upper Valley Campus, other off-site locations, and through Distance Education and create a plan which includes delivery of sufficient services to students regardless of location or delivery mode and ensures long-term funding sustainability for learning support services currently funded through grant and state initiatives.

- o   Summary of Progress to Date: Online library and learning resources have been developed to support all students; library and learning supports at the Upper Valley Campus have been expanded; and evaluation of online and off-site offerings within student support services has been conducted, focusing on priority areas of outreach, counseling, and financial aid.

- Response to Recommendation 4: Since 2015, NVC has expanded library and learning resources as well as student support services offered through distance education and off-site locations.

Library and Learning Support Services: The McCarthy Library website has been updated to provide access to a variety of library and learning resources in one location. The Welcome Page includes access to library collections, databases, and library guides, as well as a 1-unit (online) course on conducting college-level research and direct access to an NVC librarian ("Ask a Librarian" through email) [Ev. C-13: McCarthy Library Welcome Page]. In 2016-2017, NVC began offering one-on-one tutoring and writing assistance online, through Smarthinking. The service includes opportunities for students to submit writing assignments for review and to chat live with a tutor [Ev. C-14: Smarthinking Website]. Ongoing computer, equipment, and maintenance needs for the library and other student learning centers are addressed through the Technology Refresh portion of the Technology Master Plan [Ev. C-15: Technology Refresh Strategy]. In fall 2018, librarians evaluated library and learning services available at the Upper Valley Campus (UVC) and online, including existing communications to inform students of available resources. The evaluation yielded steps for improvement and identified a need for regular collaboration between full-time librarians and faculty and staff at the UVC [Ev. C-16: Evaluation of Library

Learning Resources and Services]. The college has been implementing improvements in the delivery of library publications and support to the UVC – tailored to meet the specific needs of UVC students, faculty, and staff [Ev. C-17: Upper Valley Campus Library Support].

Student Support Services: In fall 2018, Student Affairs began the process of evaluating services offered online and at off-site locations relative to the in-person equivalent services available on the main campus. The evaluation focused on three areas: Outreach, Counseling, and Financial Aid. Personnel from each area identified discrepancies between in-person services on the main campus and those offered online, at the Upper Valley Campus (in St. Helena), in American Canyon, and at local high schools. Services were evaluated on six dimensions – availability, sufficiency, equitable access, appropriateness, comprehensiveness, and reliability [Ev. C-18: Evaluation of Student Support Services]. The results of the evaluations have been compiled [Ev. C-19: Summary of Evaluation of Student Support Services]. A three-year plan for implementing improvements (2019-2020 through 2021-2022) will be developed by the deans associated with the three areas (anticipated fall 2019).

Recommendation 6: In order to increase effectiveness, the team recommends that the College establish a stable infrastructure of sufficient administrative personnel to better ensure a consistent level of services to support the institution's mission and purpose. The team further recommends that the College expedite the process to fill vacant and interim positions.

- o Summary of Progress to Date: The College has improved administrative infrastructure by hiring regular (permanent) administrators, creating and filling new positions aligned with the institutional mission, and reducing the number of administrators serving in an interim capacity.

- Response to Recommendation 6: At the time of the site visit in fall 2015, the College had 38 administrative positions, 63% of which were filled by regular (permanent) classified or educational administrators and categorically or grant-funded administrators. The remaining positions were either vacant or filled by individuals serving in an interim capacity [Ev. C-20: Administrative Positions History]. Over the past few years, the number of administrative positions has increased from 38 to 44 (representing a 16% increase). Examples of new positions within Academic Affairs and Student Affairs include: Program Director of Healthcare Workforce Training Center, Criminal Justice Training Center Coordinator, Coordinator of Testing and Tutoring Center, and Director of Equity and Inclusivity [Ev. C-21: Administrative Positions]. During the same period, the proportion of vacant administrative positions decreased (from 24% to 5%), and the College has limited its practice of filling administrative positions on an interim basis (reducing the proportion of positions filled by interim administrators from 13% to 2%). As of June 2019, 93% of administrative positions

were filled by administrators hired as regular employees or in categorically/grant-funded positions [Ev. C-20: Administrative Positions History].

Recommendation 7: In order to increase effectiveness, the team recommends the College develop and implement methods for assessing total cost of ownership (TCO) for facilities.

- o   Summary of Progress to Date: The College has refined practices to incorporate total cost of ownership considerations – spanning all Accreditation Standard III resources – into institutional planning efforts.

- Response to Recommendation 7: Since 2015, NVC has updated several institutional plans associated with Accreditation Standard III and has strengthened the integration among those plans.

  Facilities: The Facilities Master Plan (approved by the Board of Trustees, March 9, 2017) includes a matrix outlining the roof repair and replacement schedule (through 2031) as well as a scheduled maintenance plan covering other (non-roofing) replacement needs (through 2021) [Ev. C-22: Facilities Master Plan]. NVC has completed projects to address facilities maintenance needs – including those identified the Facilities Master Plan – over the past few years [Ev. C-23: Facilities Projects]. Projected costs of facilities projects are reviewed regularly, and living documents associated with the Facilities Master Plan have been updated accordingly (to account for local increases in construction costs resulting from the October 2017 fires, for example) [Ev. C-24: Projected Roofing Costs]. Additional resource allocations have been made to cover facilities and mechanical improvements, as needed, through the annual planning and budgeting process [Ev. C-25: Capital Outlay Allocations]. In spring 2019, the College initiated plans to conduct an analysis of space utilization, with the intent of identifying options for increasing use of existing physical resources and capturing efficiencies [Ev. C-26: Request for Proposal Space Utilization Study].

  Technology: The Guiding Principles of NVC's Technology Master Plan (approved by the Board of Trustees May 10, 2018) outline effective institutional practices, including "establish(ing) institutional technology standards that ensure interoperability of systems and reduced Total Cost of Ownership (TCO)" (page 6) [Ev. C-27: Technology Master Plan]. The Strategic Initiative for Operational and Workflow Efficiencies references the need to "evaluate existing I(nstitutional) T(echnology) organizational structure and support models with a consideration of Total Cost of Ownership principles in determining staff requirements for existing and growing technology needs" (page 9). The Technology Master Plan also includes standards for classroom technology, desktop computers for employees, and special instructional equipment, along with a Technology Refresh Strategy outlining a replacement cycle for each type of technology equipment [Ev. C-28: Appendix A Materials]. These standards and cycles are used to project technology expenditures and inform the

development of the institutional budget each year [Ev. C-29: Computer Inventory, Refresh Proposal, and Roadmap].

Financial: The Three-Year Financial Plan (introduced in 2016-2017 and updated annually since then) includes a line item designated for Capital Outlay – to cover technology update/"refresh" needs and scheduled facilities maintenance [Ev. C-30: Three-Year Financial Plans]. The anticipated costs for each year are incorporated into the Capital Outlay allocations. Capital Outlay expenditures within facilities and technology are monitored and reported regularly by Administrative Services [Ev. C-31: Capital Outlay Expenditure Reports].

Human Resources: In 2019, NVC initiated the process of developing a Staffing Plan [Ev. C-32: Staffing and Workforce Planning Presentation]. The staffing component of total cost of ownership will be addressed in connection with a future facilities improvement bond.

NVC will continue to monitor total cost of ownership and incorporate identified needs into future projections.

Recommendation 8: In order to increase effectiveness, the team recommends the College make Administrative Procedure 3720: Computer and Network Use widely available and easily accessible for students and for employees.

- o Summary of Progress to Date: The District Technology Committee updated Board Policy (BP) 3720, developed the associated Administrative Procedure (AP) 3720, and approved both documents in spring 2019. It is anticipated that the two items will complete the review/approval processes in fall 2019. The College will then develop mechanisms to ensure that the procedures are regularly communicated to students and employees.

- Response to Recommendation 8: Appendix A of the Technology Master Plan lists AP 3720 as one of the resources (in development) that will be associated with the plan and reviewed regularly [Ev. C-27: Technology Master Plan].   In spring 2018, the District Technology Committee reviewed the templates for board policy and administrative procedures associated with Computer and Network Use (BP 3720 and AP 3720) [Ev. C-33: District Technology Committee May 2018]. The materials reviewed by the committee were based on templates provided by the Community College League of California (CCLC), annotated to reflect recommendations of a policy analyst. In 2018-2019, the District Technology Committee revised BP 3720 and drafted AP 3720 [Ev. C-34: District Technology Committee 2018-2019]. Both documents were approved by the committee in March 2019, and the AP was included as an action item for the Faculty Business Committee in April 2019 [Ev. C-35: Faculty Business Committee April 2019]. It is anticipated that that the review/approval

processes for the BP and the AP will be completed in fall 2019. Once AP 3720 is in place, the expectations regarding computer and network use will be communicated to students and employees, and the College will explore options for providing periodic reminders about the procedures (through pop-up windows on campus computers, for example), and regularly communicating expectations to students and employees in the future (through orientation and on-boarding procedures, for example).

Recommendation 10: **In order to increase effectiveness, the team recommends the College develop and implement clear policies and procedures for decision-making that are widely distributed and understood by all constituencies. Further, the team recommends the College develop and implement a systematic process for evaluating the effectiveness of the governance system and decision-making processes.**

- o Summary of Progress to Date: Board Policy 2510 Participation in Local Decision-Making has been updated and approved, and the associated procedures are in development.

- Response to Recommendation 10: In spring 2018, NVC began the process of reviewing and revising Board Policy 2510 Participation in Local Decision-Making (BP 2510). The review process included revision of the existing BP, development of the associated Administrative Procedure (AP), as well as evaluation of the relationship between BP 2510 and another NVC policy, D1140, outlining College Governance, Decision Making, and Responsibilities (Shared Governance) [Ev. C-36: Council of Presidents Materials]. The review was conducted by the Council of Presidents comprised of constituent group leaders. In 2018-2019, the existing BP 2510 (dated 2004) was updated and revised – to reflect current external requirements (e.g., California Education Code, Title 5, Accreditation Standard IV.A) and to include additional information regarding responsibilities of campus constituencies, for clarification purposes [Ev. C-37: Revision of BP 2510]. The revised BP 2510 was reviewed by constituent groups and approved by the Board of Trustees in spring 2019 [Ev. C-38: BP 2510 Approval by Board of Trustees].

    As the Council of Presidents reviewed iterative drafts of BP 2510, an outline for AP 2510 was developed, and the status of D1140 vis-à-vis the revised policy was incorporated into the review process [Ev. C-39: Select Council of Presidents Materials]. Drafts of AP 2510 were shared with the Council of Presidents beginning in April 2019 [Ev. C-40: Drafts of AP 2510]. The working draft of AP 2510 explicitly assigns the evaluation of the effectiveness of college governance structures to the Council of Presidents. During the May 2019 meeting, the Council of Presidents identified a need to develop additional documents to accompany AP 2510 – to provide additional clarification of roles, delineate processes, and describe planning and decision-making practices outside of BP 2510 [Ev. C-41: Council of Presidents May 2019]. The College will continue to develop and refine AP 2510 and other documents associated with BP 2510. Once those documents clarifying local procedures are in place,

the College will develop mechanism(s) for evaluating practices against the established procedures (with the evaluation to be conducted by the Council of Presidents).

For additional information, including a revised committee structure piloted by the College in 2017-2018 and 2018-2019, see the "Report on the Outcomes of the Quality Focus Projects" section of this Midterm Report.

Recommendation 11: **In order to increase effectiveness, the team recommends the College ensures that all existing, new, and revised Governing Board policies and administrative regulations are easily accessible through the College's website and other methods it deems appropriate for the college community and the public.**

   o Summary of Progress to Date: The College began a comprehensive review of Board policies and administrative regulations/procedures in 2017-2018. Approximately 90% of Board policies are currently posted on the College website. As Board policies and associated administrative regulations/procedures are being developed or reviewed/revised, they are being added to the online Board Policy Manual and to BoardDocs.

- Response to Recommendation 11: At the time of the 2015 Self-Evaluation Report, the online version of the Board Policy Manual listed 174 Board Policies (BPs). The majority of the BPs (132; representing 76% of the policies) were included in the manual (through embedded links), and less than 10% had associated Administrative Policies (APs) posted on the website (14 BPs, representing 8% of the policies listed in the manual) [Ev. C-42: NVC Board Policy Website (Item IV.A.6-15 from SER)]. As of June 2019, the Board Policy Manual listed 184 BPs, 165 (90%) of which were posted on the website, with 71 (39%) including associated APs [Ev. C-43: Board Policy Manual Website June 2019]. Administrative Regulation/Procedure 2410 (AR/AP 2410) stipulates a four-year review cycle for BPs [Ev. C-44: AR AP 2410 Policy and Administrative Regulation (Procedure)]. As of 2015, 51% of BPs had been reviewed within the previous four years (2012-2015) [Ev. C-45: Board Policy Review Summary 2015 (Item IV.C.7-6 from SER)]. In December 2017, NVC engaged a consultant to conduct a comprehensive review of all BPs and associated APs and develop a regular review cycle [Ev. C-46: Contract with Consultant for Board Policy Analysis]. Review of existing BPs by campus constituent groups began in October 2018 [Ev. C-47: Board Policy Review Project Timeline]. As of May 2019, 61% of BPs had been reviewed within the previous four years (2016-2019), and an additional 4% were in the process of being revised [Ev. C-48: Board Policy Review Summary May 2019]. As BPs and APs are reviewed, updated, and approved, NVC has been migrating the Board Policy Manual to the BoardDocs system. Approximately one-third of NVC's BPs are currently posted on BoardDocs [Ev. C-49: Policies Posted on BoardDocs]. The College will continue to review BPs and APs and implement a regular four-year review cycle.

Data Trend Analysis

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution-Set Standard (2013)	70%	70%	70%
Stretch Goal	--	--	--
Actual Performance	74%	73%	75%
Difference between Standard and Performance	4%	3%	5%
Difference between Goal and Performance	--	--	--

Analysis of the data:

NVC has consistently exceeded the institution-set standard for successful course completion established in 2013. In 2018-2019, NVC reviewed recent performance data, retained the institution-set standard identified in 2013 (70%), and established a stretch goal (of 76%). The graph on the right displays successful course completion rates for the past three years (as reported to the ACCJC via the 2019 Annual Report). Horizontal lines representing the current standard and stretch goal have been imposed on the graph. Recent performance has fallen within the range defined by the standard (70%) and the stretch goal (76%).	Successful Course Completion Rates 78% 76% 74% 72% 70% 68% 2015-2016 2016-2017 2017-2018
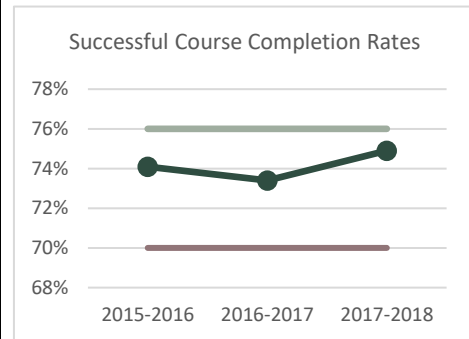
DEGREE COMPLETION
(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution-Set Standard (2013)	425	425	425
Stretch Goal	--	--	--
Actual Performance	587	521	566
Difference between Standard and Performance	162	96	141
Difference between Goal and Performance	--	--	--

*all degree completion data are unduplicated head count
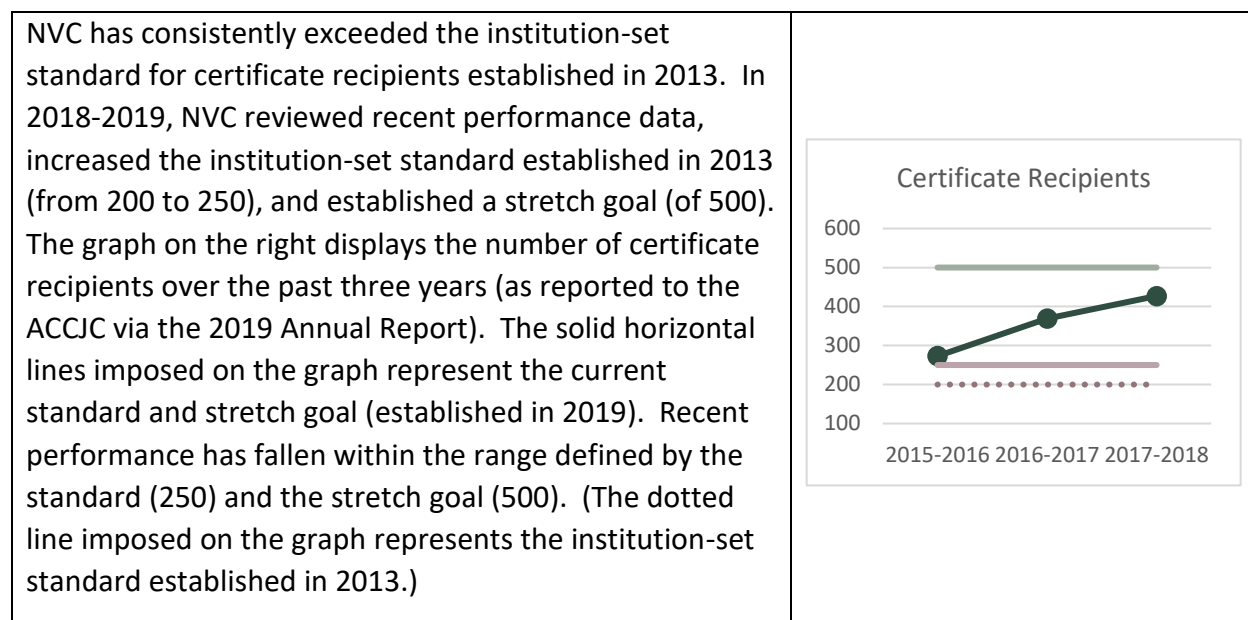
Analysis of the data:

NVC has consistently exceeded the institution-set standard for degree recipients established in 2013. In 2018-2019, NVC reviewed recent performance data, increased the institution-set standard established in 2013 (from 425 to 475), and established a stretch goal (of 625). The graph on the right displays the number of degree recipients over the past three years (as reported to the ACCJC via the 2019 Annual Report). The solid horizontal lines imposed on the graph represent the current standard and stretch goal (established in 2019). Recent performance has fallen within the range defined by the standard (475) and the stretch goal (625). (The dotted line imposed on the graph represents the institution-set standard established in 2013.)

Degree Recipients

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution-Set Standard (2013)	200	200	200
Stretch Goal	--	--	--
Actual Performance	273	369	427
Difference between Standard and Performance	73	169	227
Difference between Goal and Performance	--	--	--

Analysis of the data:

NVC has consistently exceeded the institution-set standard for certificate recipients established in 2013. In 2018-2019, NVC reviewed recent performance data, increased the institution-set standard established in 2013 (from 200 to 250), and established a stretch goal (of 500). The graph on the right displays the number of certificate recipients over the past three years (as reported to the ACCJC via the 2019 Annual Report). The solid horizontal lines imposed on the graph represent the current standard and stretch goal (established in 2019). Recent performance has fallen within the range defined by the standard (250) and the stretch goal (500). (The dotted line imposed on the graph represents the institution-set standard established in 2013.)

Certificate Recipients

TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution-Set Standard (2013)	275	275	275
Stretch Goal	--	--	--
Actual Performance	340	408	364
Difference between Standard and Performance	65	133	89
Difference between Goal and Performance	--	--	--

Analysis of the data:

NVC has consistently exceeded the institution-set standard for transfers (to CSU and UC institutions) established in 2013. In 2018-2019, NVC reviewed recent performance data, increased the institution-set standard established in 2013 (from 275 to 300), and established a stretch goal (of 425). The graph on the right displays the number of transfers over the past three years (as reported to the ACCJC via the 2019 Annual Report). The solid horizontal lines imposed on the graph represent the current standard and stretch goal (established in 2019). Recent performance has fallen within the range defined by the standard (300) and the stretch goal (425). (The dotted line imposed on the graph represents the institution-set standard established in 2013.)

Transfers to CSU & UC

500	
400	
300	
200	

2015-2016 2016-2017 2017-2018

STUDENT LEARNING OUTCOMES ASSESSMENT

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Number of Courses	662	634	637
Number of Courses Assessed	576	536	562
Number of Programs	101	98	79
Number of Programs Assessed	101	98	79
Number of Institutional Outcomes	4	4	5
Number of Institutional Outcomes Assessed	4	4	5

Analysis of the data:

Faculty across the institution are regularly engaged in the assessment of learning outcomes. Over the past three years, the proportion of courses with ongoing assessment of learning outcomes has ranged from 85% to 88%. All instructional programs and institutional outcomes have been assessed according to locally defined cycles. As indicated by the changes in the number of courses, program, and institutional outcomes reported in the table above, over the past three years, NVC has revised curriculum and course offerings, transitioned to a degree-/certificate-driven definition of "program," and adopted an institutional outcome structure based on the General Education pattern. NVC has maintained consistently high rates of learning outcomes assessment across all three levels while implementing these changes and refining practices.

LICENSURE PASS RATE
(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution-Set Standard	Actual Performance			Difference			Stretch Goal
		Y1	Y2	Y3	Y1	Y2	Y3	
Respiratory Care	75%	95%	95%	92%	20%	20%	17%	--
Registered Nurse	75%	73%	93%	93%	-2%	18%	18%	--
Vocational Nurse	70%	57%	N/A	75%	-13%	N/A	5%	--
Psychiatric Technician	75%	86%	74%	88%	11%	-1%	13%	--
Emergency Medical Technician	70%	63%	59%	55%	-7%	-11%	-15%	--
Paramedic	80%	100%	100%	77%	20%	20%	-3%	--

JOB PLACEMENT RATE
(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution-Set Standard	Actual Performance			Difference			Stretch Goal
		Y1	Y2	Y3	Y1	Y2	Y3	
Viticulture, Enology, and Wine Business	60%	74%	86%	82%	14%	26%	22%	--
Accounting	55%	84%	91%	81%	29%	36%	26%	--
Drafting Technology	50%	N/A	82%	N/A	N/A	32%	N/A	--
Welding Technology	60%	N/A	94%	71%	N/A	34%	11%	--
Respiratory Care/Therapy	70%	100%	100%	89%	30%	30%	19%	--
Registered Nursing	75%	90%	93%	100%	15%	18%	25%	--
Licensed Vocational Nursing	70%	100%	N/A	100%	30%	N/A	30%	--
Psychiatric Technician	75%	94%	96%	93%	19%	21%	18%	--
Emergency Medical Services	70%	N/A	N/A	80%	N/A	N/A	10%	--
Paramedic	70%	N/A	100%	N/A	N/A	30%	N/A	--
Human Services	50%	N/A	100%	91%	N/A	50%	41%	--
Administration of Justice	60%	95%	83%	97%	35%	23%	37%	--
Corrections	60%	N/A	100%	N/A	N/A	40%	N/A	--
Policy Academy	60%	97%	97%	95%	37%	37%	35%	--
Child Development/Early Care and Education	60%	93%	81%	87%	33%	21%	27%	--
Business Administration	55%	N/A	63%	81%	N/A	8%	26%	--
Culinary	75%	92%	100%	93%	17%	25%	18%	--

ANNUAL FISCAL REPORT DATA

General Fund Performance

Category Review	Reporting Years since Comprehensive		
	Year 1 (15/16)	Year 2 (16/17)	Year 3 (17/18)
Revenue *Sum of Total Unrestricted General Fund Revenue (4a) + Other Unrestricted Financing Sources (4b)*	$40,551,157	$36,553,255	$38,912,704
Expenditures *Total Unrestricted General Fund Expenditures (6a)*	$35,407,252	$36,616,298	$39,194,101
Expenditures for Salaries and Benefits *Total Unrestricted General Fund Salaries & Benefits (6b)*	$28,871,092	$30,505,848	$32,417,039
Surplus/Deficit *Calculated as: Revenue - Expenditures*	$5,143,905	-$63,043	-$281,397
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio) *Calculated as: (Surplus or Deficit)/Revenue * 100*	12.7%	-0.2%	-0.7%
Reserve (Primary Reserve Ratio) *Calculated as: Net Unrestricted General Fund Ending Balance (5b)/Expenditures * 100*	21.9%	15.8%	10.9%
Source: 2019 Annual Fiscal Report (AFR)			

Analysis of the data:

Over the period reported above, NVC has been transitioning to becoming a community-supported district, with Fiscal Year 17/18 representing the first year with that designation. Over the past three years, expenditures have increased by 10.7%, and salaries and benefits have increased by 12.3%. Over the same period, revenues decreased by 4%. Decreases in revenue were attributed to changes in unrestricted general fund revenues (which decreased by 4.6%, while revenues from other unrestricted financing sources increased by 11.7%). The resulting deficit has amounted to less than 1% of revenues the past two years. Despite these changes, NVC continues to maintain a reserve greater than 10% (more than double the 5% requirement established by the District through BP 6200 (Budget Preparation), which reflects the "prudent reserve level" defined by the California Community Colleges Chancellor's Office).

Other Post-Employment Benefits

Category Review	Reporting Years since Comprehensive		
	Year 1 (15/16)	Year 2 (16/17)	Year 3 (17/18)
Actuarial Accrued Liability (AAL) for OPEB *AAL (11a) from 2018 AFR for Years 1 and 2; Audit Report for the Year Ended June 30, 2018 (page 36) for Year 3*	$31,340,402	$31,340,402	$44,516,158[A]
Funded Ratio (Actuarial Value of Plan Assets/AAL) *Funded Ratio (11c) from 2018 AFR for Years 1 and 2; Fiduciary Net Position (FNP/TOL) (11c) from 2019 AFR*	7%	7%	5.88%
Annual Required Contribution (ARC) *ARC (11e) from 2018 AFR for Years 1 and 2; Service Cost (11e) from 2019 AFR for Year 3*	$3,271,983	$3,271,983	$2,015,712
Amount of Contribution to ARC *Amount of Annual Contribution (11f)*	$1,284,666	$1,417,367	$1,671,975
Sources: 2018 Annual Fiscal Report (AFR), Napa Valley Community College District Audit Report [Ev. D-1]; 2019 AFR [A]This figure has been updated to reflect the AAL as of June 30, 2017. The figure reported in the 2019 Annual Fiscal Report (11a) reflected the balance as of July 1, 2016.			

Analysis of the data:

Between 2015-2016 and 2016-2017, Other Post-Employment Benefits (OPEB) figures were relatively consistent. The only difference between the two years was the actual amount of contribution, which increased by approximately 10% to help cover the ARC shortfall, as outlined in the OPEB Liability Funding Plan [Ev. D-2: OPEB Liability Funding Plan 2016]. The actual contribution increased by approximately 18% in 2017-2018. In 2017-2018, the rules for reporting Other Post-Employment Benefits changed. The differences in the figures reported for 2017-2018 (vs. the previous two years) are due to the changes in reporting requirements. Although actual contributions toward OPEB have not reached the required contribution levels in the past three years, the proportion of the ARC that has been funded has increased across the period (from 39% to 43% to 83%).

Enrollment

Category	Reporting Years since Comprehensive Review		
	Year 1 (15/16)	Year 2 (16/17)	Year 3 (17/18)
Actual Full-Time Equivalent Enrollment (FTES) *Actual FTES (21b)*	5,590	5,306	5,174
Source: 2019 AFR			

Analysis of the data:

The number of Full-Time Equivalent Students (FTES) has decreased over the past three years – by 5% between 2015-2016 and 2016-2017 and by 2.5% between 2016-2017 and 2017-2018, resulting in a 7.4% decrease across the period.

Financial Aid

Category	Reporting Years since Comprehensive Review		
	Year 1 (15/16)	Year 2 (16/17)	Year 3 (17/18)
USDE Official Cohort Student Loan Default Rate (FSLD - 3 year rate) *FSLD (3-Year Rate) (26)*	7%	14%	7%
Source: 2019 AFR			

Analysis of the data:

NVC's student loan default rate has consistently been lower than 30%, which is the level representing the federal requirement [Ev. D-3: USDE Student Loan Default Rate].

Report on the Outcomes of the Quality Focus Projects

In 2014, NVC was selected by the ACCJC as one of the institutions to pilot the new Accreditation Standards (approved in 2014). NVC's 2015 Self-Evaluation Report – which was among the first to include a Quality Focus Essay (QFE) – outlined three comprehensive Quality Focus Projects (QFPs) intended to improve institutional effectiveness. The three projects – which emerged from evaluation across the 2014 Accreditation Standards – pertained to three general areas:

- o Student Learning Assessment (QFP 1);
- o Integrated Planning and Resource Allocation (QFP 2); and
- o Institutional Effectiveness, Evaluation, and Review (QFP 3) [Ev. E-01: Quality Focus Essay 2015].

The External Evaluation Report included the team's observation that the QFPs convey "a broad and over-arching focus that cuts across significant operations of the College" [Ev. E-02: Quality Focus Essay Feedback Advice]. The team suggested that "milestones or key performance indicators (KPIs) for each outcome could help better assess the effectiveness of the [projects]." The broad, institution-wide nature of the three projects and the solutions identified in the QFE lend themselves to monitoring progress through milestones in the form of deliverables (e.g., planning documents, improvement of processes and structures, communication) more than measurable objectives [Ev. E-03: Quality Focus Project Timelines]. As described below, the details of NVC's QFP plans have morphed over the past few years, based on priority institutional needs. The narrative below contains descriptions of the activities completed for each QFP as well as the deliverables associated with those activities.

In spring 2016, to help initiate and accelerate improvements in the three QFP areas, NVC submitted a Letter of Interest requesting technical assistance offered through the Institutional Effectiveness Partnership Initiative (IEPI) of the California Community Colleges Chancellor's Office (CCCCO) [Ev. E-04: Institutional Effectiveness Partnership Initiative Frequently Asked Questions]. NVC's Letter of Interest identified "developing effective practices and structures to support, strengthen, and integrate planning and resource allocation processes" as the primary area of focus [Ev. E-05: Letter of Interest March 2016]. While the initial IEPI request pertained most directly to QFP 2, the scope was expanded to include improvements in learning outcomes assessment and evaluation practices (QFPs 1 and 3) [Ev. E-06: Treatment Document May 2016]. The Partnership Resource Team assigned to NVC visited campus twice in 2016-2017. Following each visit, the team offered reflections on NVC practices and offered a series of options to consider to strengthen assessment, planning and resource allocation, and evaluation practices [Ev. E-07: Partnership Resource Team Reflections and Menu of Options].

NVC's work with the Partnership Resource Team yielded an Institutional Innovation and Effectiveness Plan [Ev. E-08: Institutional Innovation and Effectiveness Plan March 2017]. The Institutional Innovation and Effectiveness Plan (IIEP) provided an opportunity for the College to

clarify expectations regarding the three QFPs and to revisit and update the projects, to include more explicit action steps. More detailed plans, including possible solutions and communication of those plans, were identified as the deliverables for Phase 1 of the QFPs [Ev. E-09: Observable Outcomes of Quality Focus Essay]. The IIEP submitted in March 2017 and communicated to the campus community represented completion of the clarification and planning pieces of Phase 1 [Ev. E-10: Planning Committee Documentation].

Based on the collaborative work with the Partnership Resource Team, NVC restructured the QFPs into three areas of focus. As outlined in the table below, the project descriptions were adjusted slightly, to reflect the priority needs of the institution. Completion of the IIEP provided resources for the College to accelerate the work associated with the QFPs.

Quality Focus Project Description (from QFE)	Area of Focus Description (from IIEP)
Student Learning Assessment	Student Learning Outcomes Assessment: Refocus outcomes assessment efforts on application of results to improve student learning
Integrated Planning and Resource Allocation	Common Purpose through Regular Communications: Create a common understanding of goals, establish expectations for communication and documentation, and regularly communicate results
Institutional Effectiveness, Evaluation, and Review	Decision-Making Structures: Clarify roles and responsibilities to position the institution to be more agile and respond to opportunities and challenges in a more timely manner

To help evaluate progress for the Midterm Report, the QFPs have been restructured to reflect a combination of the QFE and the IIEP and to focus on activities completed since 2016. This section of the report highlights accomplishments to date associated with a subset of the action plans outlined in the two documents. The evidence accompanying this section of the report includes a one-page summary table for each QFP – identifying select action steps for improving practices (along with an anticipated timeline), highlighting accomplishments (including actual implementation dates), and citing supporting documentation of actions completed [Ev. E-11: Quality Focus Projects Actions Accomplished]. The accomplishments pertaining to Student Learning Outcomes Assessment (QFP 1) and Common Purpose through Regular Communications (QFP 2) are drawn primarily from the QFE, while the accomplishments associated with Decision-Making Structures (QFP 3) are drawn exclusively from the IIEP.

The QFE described three phases for the QFPs, spanning fall 2015 through the Midterm Report:

  Evaluation of Practices – Implementation of Solutions – Integration & Expansion of Practices.

The IIEP included four objectives, which were maintained across the three areas of focus. The four common objectives delineated sequential phases of implementation:

Simplify – Engage – Communicate – Integrate.

These phases are used to evaluate progress on the three QFPs. Each evaluation includes a brief description of additional improvements planned, to position the College for future comprehensive evaluation and to reach the phase defined by integration and expansion of effective practices.

Student Learning Outcomes Assessment

Following the 2015 comprehensive review, NVC immediately began addressing issues related to Student Learning Outcomes (SLO) assessment practices, as identified in the Self-Evaluation Report and anticipated from the External Evaluation Team. The improvements implemented between October 2015 and March 2017 to address Recommendation 1 are documented in the 2017 Follow-Up Report [Ev. E-12: Response to Recommendation 1 in Follow-Up Report]. The narrative below highlights accomplishments directly associated with activities outlined in the QFE and IIEP. (Page 1 of Ev. E-11 provides a summary reference to accompany this portion of the narrative.)

In spring 2016, the Academic Senate approved the 2016-17 Assessment Plan. The plan outlined steps to establish a regular assessment cycle for all programs as well as the institution as a whole [Ev. E-13: 2016-17 Assessment Plan]. In fall 2016, assessment cycles were developed for all programs [Ev. E-14: Program-Level Assessment Cycles from Follow-Up Report]. The program-level cycles defined the expectations for "ongoing assessment" (which ranged between 1-2 and 4 years). A six-year cycle was established across the institution. In 2016-2017, the Learning Outcomes Assessment website was redesigned to provide resources to faculty and establish a central location for sharing effective practices as well as results [Ev. E-15: Learning Outcomes Assessment Website from Follow-Up Report].

Since the 2017 Follow-Up Report, the focus has shifted to institutionalizing practices to sustain improvements. Multiple internal trainings and external professional development opportunities outlined in the IIEP were offered in spring 2017, and the workshops outlined in the 2016-17 Assessment Plan have been offered regularly [Ev. E-16: Professional Development Opportunities]. The evaluation of assessment software identified for spring 2017 in the IIEP also proceeded according to schedule, with the College opting to continue with TracDat/Nuventive [Ev. E-17: Evaluation of Software].

The Learning Outcomes Assessment Committee (LOAC) developed a set of General Education Learning Outcomes (GELOs) to replace the Institutional Learning Outcomes (ILOs) structure. The proposal included a crosswalk between the five proposed areas of General Education assessment, three sets of General Education requirements (associated with (1) local degrees; (2) Intersegmental General Education Transfer Curriculum (IGETC); and California State University (CSU) requirements), and the existing ILOs [Ev. E-18: Proposed General Education Learning Outcomes]. In spring 2018, one GELO within each of the five areas was assessed, to

test the proposed GELO structure across academic programs [Ev. E-19: General Education Learning Outcomes Assessment Results]. The assessments were conducted by groups of faculty affiliated with disciplines linked to the GE areas. In 2018-2019, the Academic Senate approved the GELOs [Ev. E-20: General Education Learning Outcomes Approval]. The GELOs and the model of GELO assessment by faculty replace the previous Inquiry Group model for ILO assessment. Since 2017, the Learning Outcomes Assessment website has been expanded to include GELO assessment results and other Assessment Highlights [Ev. E-21: Learning Outcomes Assessment Website].

In spring 2018, a new program review process was implemented (as a pilot). The new review process is structured around degrees, certificates, and areas of study, based on a consistent definition of "program" [Ev. E-22: Taxonomy of Programs]. As part of the program review process, faculty are revisiting the existing (typically discipline-driven) program-level outcomes statements and adjusting them as necessary, to ensure alignment with degree/certificate offerings. Some programs have already shifted to degree-based outcomes statements, and program review will facilitate the transition to degree-/certificate-driven outcomes more broadly [Ev. E-23: Program-Level Outcomes Identification in TracDat]. The program review process also helps ensure consistency in practices – including the communication of outcomes statements across different sources/platforms (e.g., CurricUNET, Catalog, and TracDat). The transition to degree-/certificate-driven outcomes has necessitated subsequent refinements to the curriculum review process – to accelerate the approval of revised/updated outcomes statements so that assessment work can continue (without delay) [Ev. E-24: Curriculum Committee Agenda May 2019; Item 6.5.2].

In fall 2018, English faculty collected and reported assessment data among students enrolled in a large class (ENGL 90: Preparing for College Reading and Writing), with assessment scores collected among approximately 450 students. The intent was to support the disaggregation of assessment results by subpopulations, by focusing on large classes [Ev. E-25: Data Request for English 90 Analysis among Subpopulations].

NVC has moved into the sustainability phase and will continue to institutionalize and expand effective learning outcomes assessment practices. In fall 2019, program-level assessment cycles will be updated, to span 2020-2021 through 2023-2024. As part of Guided Pathways implementation, degree/certificate learning outcomes will be incorporated into program maps, to communicate expected outcomes and skill development to students [Ev. E-26: Guided Pathways Scale of Adoption Self-Assessment; Essential Practice 4.a]. Following a two-year pilot of a revised committee structure, the Academic Senate has incorporated the responsibilities of LOAC into the work of the Faculty Business Committee [Ev. E-27: Academic Senate Constitution and Bylaws].

Evaluation of Progress on Student Learning Outcomes Assessment: As outlined in the IIEP, NVC has simplified practices; engaged faculty in dialogue about outcomes assessment results across the institution; communicated expectations through regular trainings; shared results and

effective practices through the College website; and integrated outcomes assessment and other review processes [Ev. E-28: Student Learning Outcomes Assessment Area of Focus]. NVC has implemented improvements outlined in Phases 1 and 2 of the QFE as well as the IIEP. In addition, while institutionalizing outcomes assessment practices and implementing the improvements described above, NVC has maintained the proportion of courses involved in ongoing assessment of student learning at the level reported in the 2017 Follow-Up Report (87%, followed by 85% and 88% the last two years).

Common Purpose through Regular Communications

The QFE identified several planning-related practices to be evaluated with the intent of improving processes and increasing institutional effectiveness. Specific action steps pertained to institutional planning, program review, and annual planning and resource allocation [Ev. E-29: Integrated Planning and Resource Allocation Action Project Timeline]. The IIEP included some additional items, pertaining to professional development/training to enhance effectiveness in communications [Ev. E-30: Strand 3 of Institutional Innovation and Effectiveness Plan]. The improvements NVC has implemented in these areas are aimed at creating a common understanding among the campus community. (Page 2 of Ev. E-11 provides a summary reference to accompany this portion of the narrative.)

In 2017-2018, NVC adopted a new Institutional Strategic Plan [Ev. E-31: 2018-2021 Institutional Strategic Plan]. Following an evaluation of practices surrounding the previous plan, the updated plan identified five broad institutional goals (rather than 22 objectives defined at the institutional level under the previous plan) [Ev. E-32: Planning Committee Evaluation]. The plan was then refined to include focused initiatives, measurable objectives, and deliverables collected from Academic Affairs and Student Affairs [Ev. E-33: 2018-2021 Institutional Strategic Plan Update]. The new structure was designed to communicate common purpose, help monitor and evaluate progress, and position the College to be more agile. Institutional resource plans were also revised to communicate an institutional approach to address needs including technology refresh, equipment replacement, and facilities maintenance [Ev. E-34: Institutional Resource Plans].

A comprehensive review of the Program Evaluation and Planning (PEP) process was conducted and a new, simplified process was approved in spring 2017 [Ev. E-35: Approval of Program Review Process]. A three-year cycle was adopted, and the process includes an assessment of the overall state of the program in terms of viability, stability, and growth [Ev. E-36: Program Review Overview Materials]. The new process was piloted among eight academic programs and two support services in 2018 [Ev. E-37: 2018 Program Review Materials]. A taxonomy of programs was created to assign courses to specific degree and certificate programs and clarify the definition of academic "program" for the purposes of program review [Ev. E-22: Taxonomy of Programs]. The 2018 pilot yielded the intended improvements – including a more streamlined process (completed in one semester; shorter reports), with opportunity for

dialogue and honest reflection on the program [Ev. E-38: Summary of Improvements in Program Review]. The associated policy and procedure were approved by the Academic Senate in spring 2019, and the regular three-year cycle is scheduled to begin in fall 2019 [Ev. E-39: Program Review Policy, Procedure, and Cycle].

In spring 2017, the annual planning and resource allocation process was refined to help distinguish between "Strategic Initiatives" that represented new projects aligned directly with established institutional planning priorities and "Operational Continuance" needs [Ev. E-40: 2017-2018 Unit Plan Template]. The funded initiatives that emerged from the 2017-2018 planning and budget cycle (based on the new process and template) were communicated to the campus community through the final budget presentation, which explicitly identified additional resources ("Funding Priorities") that were allocated among the four areas of the organization (Academic Affairs, Student Affairs, Administrative Services, and President's Area). This practice has been institutionalized over the past few cycles (final budgets for 2017-2018 and 2018-2019 as well as tentative for 2019-2020) [Ev. E-41: Budget Presentations].

Professional development opportunities have also been offered – to help improve communication practices and create shared expectations. As outlined in the IIEP, an introduction to running effective meetings was offered through the Administrative Senate in spring 2017 [Ev. E-42: Suggested Strategies for Running Effective and Impactful Meetings]. In summer 2018, NVC offered a three-day on-site Project Management Training. To orient additional employees and expand project management practices, the training was offered again in 2019 [Ev. E-43: Announcement of Project Management Training]. In 2018-2019, NVC received funding to support Guided Pathways implementation. As part of the process for making the case for Guided Pathways, two campus-wide activities were incorporated into professional development (instructional excellence/flex) days. The activities were intended to create a shared understanding of NVC's student population and the student experience [Ev. E-44: Fall 2018 and Spring 2019 Flex Day Materials].

Evaluation of Progress on Common Purpose through Regular Communications: As outlined in the QFE, NVC has evaluated planning and resource allocation practices; implemented improvements to increase effectiveness of institutional planning, program review, and annual resource allocation processes; and improved communication of common purpose and results among the campus community [Ev. E-45: Common Purpose through Regular Communications Area of Focus]. NVC will continue to refine practices to increase institutional effectiveness and communicate a common purpose. Anticipated activities such as developing an institutional vision, evaluating progress relative to the measurable objectives and deliverables incorporated into the Institutional Strategic Plan, and implementing Guided Pathways will provide opportunities to strengthen practices and move into the integration phase.

Decision-Making Structures

The objectives of the Decision-Making Structures portion of the IIEP include:

- o simplifying committee and Council structures and delegating responsibilities;
- o developing a common understanding of roles and responsibilities; and
- o communicating work in progress and results of committee work.

These objectives align directly with Standard IV.A.7, which was identified as the priority for targeted improvement under QFP 3 [Ev. E-46: Quality Focus Essay Excerpt]. (Page 3 of Ev. E-11 provides a summary reference to accompany this portion of the narrative.)

For the "Simplify" and "Engage" components of the IIEP, the Academic Senate evaluated its committee structure in spring 2017 and suspended the Senate Constitution/Bylaws for a period of two years while a revised committee system was implemented (as a pilot for 2017-2018 and 2018-2019) [Ev. E-47: Committee Restructure Proposal]. The restructured committee system was intended to streamline responsibilities to align with required policies, reduce the number of committees, and include faculty representation from instructional divisions, to collect input on committee work in progress and support communication across the institution. The Council of Presidents reviewed the committee structure proposed by the Academic Senate and agreed to pilot the system for a period of two years [Ev. E-48: Council of Presidents Spring-Summer 2017]. Based on subsequent evaluation by the Academic Senate (in spring 2019), a new committee structure will be implemented beyond the pilot in fall 2019 [Ev. E-49: Academic Senate Constitution and Bylaws (March 2019)].

The committee restructure also helped promote the "Communicate" objective of the IIEP. As part of the pilot, agendas for Academic Senate committee meetings were distributed via email in advance of scheduled meetings. This practice was intended to inform the campus community about the work being conducted (and the policies being reviewed) by Academic Senate committees [Ev. E-50: Sample Email Communications from Academic Senate Committees]. In spring 2019, the Council of Presidents and the Planning and Budget Committee began posting agendas and meeting materials within BoardDocs [Ev. E-51: BoardDocs Materials]. It is anticipated that other committees (Academic Senate and District) will begin using BoardDocs to communicate to the campus community and ensure that constituents have access to information and resources produced by committees.

QFP 3 referenced both a Decision-Making Guide and methods for evaluating effectiveness. Plans associated with these two components of QFP 3 have recently been adjusted, based on the 2018-2019 review of BP 2510 and D1140 (in connection with Recommendation 10). During the development and discussion of AP 2510, the Council of Presidents identified a need for additional documents to help clarify roles and processes. The current preference is to develop separate (smaller) clarifying documents rather than creating one (large) resource guide. It is anticipated that the Council of Presidents will develop a mechanism for evaluating the

effectiveness of committee structures, to incorporate into its regular review of campus committees [Ev. E-52: Council of Presidents Evaluation]. Work on clarifying documents and developing an evaluation template is anticipated to continue in 2019-2020. (See also Response to Recommendation 10, earlier in this report.)

Evaluation of Progress on Decision-Making Structures: NVC has implemented improvements designed to simplify decision-making structures, increase awareness and engagement, and expand channels of communication among the campus community [Ev. E-53: Decision-Making Structures Area of Focus]. The review of BP 2510 (associated with decision-making) identified additional documentation needed to clarify roles, delineate responsibilities, create a common understanding about decision-making practices, and move into the integration phase by coordinating work of committees and councils.

Appendices

Appendix A: Evidence Cited within "Report Preparation"

- A-1: Communication of Requirements and Timeline for Midterm Report Development
- A-2: Collection of Evidence Associated with the Midterm Report
- A-3: Timeline for Midterm Report Preparation
- A-4: Screenshots of Midterm Report Posted on Website

Appendix B: Evidence Cited within "Plans Arising out of Self-Evaluation Process"

- B-01: Plans Arising out of Self-Evaluation Process
- B-02: Office of Academic Affairs Website
- B-03: English and Math Placement Information
- B-04: Graphic Standards Guidelines 2019 Draft
- B-05: Software License Agreement with Clarus Corporation
- B-06: Guided Pathways Year 2 Implementation
- B-07: Website Redevelopment Phase 1
- B-08: Communication to Students
- B-09: Degree and Certificate Offerings
- B-10: Transfer Offerings
- B-11: Taxonomy of Programs
- B-12: Electronic Counseling Implementation
- B-13: Collaboration Meetings
- B-14: Distance Education Technician Job Description
- B-15: Local Vision for Success Goals
- B-16: Student-Ready College Presentation
- B-17: Institutional Plans
- B-18: Program Coordinator Job Description and Compensation Structure
- B-19: Job Fair Materials
- B-20: Screenshot from GovernmentJobs.com
- B-21: Classification and Compensation Review
- B-22: Administrative Evaluation of Faculty
- B-23: Faculty Hiring Prioritization Process
- B-24: Contract and Part-Time Faculty Evaluation Process Guidelines
- B-25: Full-Time Faculty Handbook
- B-26: Professional Development Funding
- B-27: NEOGOV Full-Bundle Pricing Quote
- B-28: Benefits Forum Email Communication
- B-29: Organizational Charts
- B-30: Ellucian Discovery Visit

- B-31: Colleague Server Migration Scope of Services
- B-32: Active Institutional Technology Projects November 2018
- B-33: Facilities Reservations Process
- B-34: Staffing and Workforce Planning Presentation
- B-35: Institutional Technology Infrastructure Assessment by PlanNet

Appendix C: Evidence Cited within "Response to Team Recommendations for Improvement"

- C-01: Preliminary Preparation for Midterm Report
- C-02: Preparation to Address 8 Recommendations for Improvement
- C-03: Community Education Schedules of Classes
- C-04: Survey Template and Sample Survey
- C-05: Sample Course Descriptions and Survey Questions
- C-06: Community Education Survey Results
- C-07: Summary of Outcomes Assessment Results
- C-08: Annual Progress Reports
- C-09: Online Education Guidelines
- C-10: Clearance to Teach Online Courses
- C-11: Retention and Successful Course Completion Rates by Delivery Mode
- C-12: Program Review 2018
- C-13: McCarthy Library Welcome Page
- C-14: Smarthinking Website
- C-15: Technology Refresh Strategy
- C-16: Evaluation of Library Learning Resources and Services
- C-17: Upper Valley Campus Library Support
- C-18: Evaluation of Student Support Services
- C-19: Summary of Evaluation of Student Support Services
- C-20: Administrative Positions History
- C-21: Administrative Positions
- C-22: Facilities Master Plan
- C-23: Facilities Projects
- C-24: Projected Roofing Costs
- C-25: Capital Outlay Allocations
- C-26: Request for Proposal Space Utilization Study
- C-27: Technology Master Plan
- C-28: Appendix A Materials
- C-29: Computer Inventory, Refresh Proposal, and Roadmap
- C-30: Three-Year Financial Plans
- C-31: Capital Outlay Expenditure Reports
- C-32: Staffing and Workforce Planning Presentation

- C-33: District Technology Committee May 2018
- C-34: District Technology Committee 2018-2019
- C-35: Faculty Business Committee April 2019
- C-36: Council of Presidents Materials
- C-37: Revision of BP 2510
- C-38: BP 2510 Approval by Board of Trustees
- C-39: Select Council of Presidents Materials
- C-40: Drafts of AP 2510
- C-41: Council of Presidents May 2019
- C-42: NVC Board Policy Website (Item IV.A.6-15 from SER)
- C-43: Board Policy Manual Website June 2019
- C-44: AR AP 2410 Policy and Administrative Regulation (Procedure)
- C-45: Board Policy Review Summary 2015 (Item IV.C.7-6 from SER)
- C-46: Contract with Consultant for Board Policy Analysis
- C-47: Board Policy Review Project Timeline
- C-48: Board Policy Review Summary May 2019
- C-49: Policies Posted on BoardDocs

Appendix D: Evidence Cited within "Data Trend Analysis"

- D-1: Napa Valley Community College District Audit Report
- D-2: OPEB Liability Funding Plan 2016
- D-3: USDE Student Loan Default Rate

Appendix E: Evidence Cited within "Report on the Outcomes of the Quality Focus Projects"

- E-01: Quality Focus Essay 2015
- E-02: Quality Focus Essay Feedback Advice
- E-03: Quality Focus Project Timelines
- E-04: Institutional Effectiveness Partnership Initiative Frequently Asked Questions
- E-05: Letter of Interest March 2016
- E-06: Treatment Document May 2016
- E-07: Partnership Resource Team Reflections and Menu of Options
- E-08: Institutional Innovation and Effectiveness Plan March 2017
- E-09: Observable Outcomes of Quality Focus Essay
- E-10: Planning Committee Documentation
- E-11: Quality Focus Projects Actions Accomplished
- E-12: Response to Recommendation 1 in Follow-Up Report
- E-13: 2016-17 Assessment Plan
- E-14: Program-Level Assessment Cycles from Follow-Up Report

- E-15: Learning Outcomes Assessment Website from Follow-Up Report
- E-16: Professional Development Opportunities
- E-17: Evaluation of Software
- E-18: Proposed General Education Learning Outcomes
- E-19: General Education Learning Outcomes Assessment Results
- E-20: General Education Learning Outcomes Approval
- E-21: : Learning Outcomes Assessment Website
- E-22: Taxonomy of Programs
- E-23: Program-Level Outcomes Identification in TracDat
- E-24: Curriculum Committee Agenda May 2019
- E-25: Data Request for English 90 Analysis among Subpopulations
- E-26: Guided Pathways Scale of Adoption Self-Assessment
- E-27: Academic Senate Constitution and Bylaws
- E-28: Student Learning Outcomes Assessment Area of Focus
- E-29: Integrated Planning and Resource Allocation Action Project Timeline
- E-30: Strand 3 of Institutional Innovation and Effectiveness Plan
- E-31: 2018-2021 Institutional Strategic Plan
- E-32: Planning Committee Evaluation
- E-33: 2018-2021 Institutional Strategic Plan Update
- E-34: Institutional Resource Plans
- E-35: Approval of Program Review Process
- E-36: Program Review Overview Materials
- E-37: 2018 Program Review Materials
- E-38: Summary of Improvements in Program Review
- E-39: Program Review Policy, Procedure, and Cycle
- E-40: 2017-2018 Unit Plan Template
- E-41: Budget Presentations
- E-42: Suggested Strategies for Running Effective and Impactful Meetings
- E-43: Announcement of Project Management Training
- E-44: Fall 2018 and Spring 2019 Flex Day Materials
- E-45: Common Purpose through Regular Communications Area of Focus
- E-46: Quality Focus Essay Excerpt
- E-47: Committee Restructure Proposal
- E-48: Council of Presidents Spring-Summer 2017
- E-49: Academic Senate Constitution and Bylaws (March 2019)
- E-50: Sample Email Communications from Academic Senate Committees
- E-51: BoardDocs Materials
- E-52: Council of Presidents Evaluation
- E-53: Decision-Making Structures Area of Focus