Midterm Report

Submitted to

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

October 15, 2012

Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558
# Napa Valley College
## Midterm Report
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Statement of Report Preparation

The report was prepared during the period of Fall 2011 through October 2012. The Council of Presidents approved the process, which delegated Napa Valley College’s President’s Cabinet to consult with faculty, staff and constituent groups who were responsible for addressing each recommendation and planning agenda item. The Vice President of Instruction/Accreditation Liaison Officer developed the report working with the President’s Office, the Planning Committee, the Academic Senate, and the greater college community.

The report was reviewed by the campus community to ensure the report accurately reflects the major accomplishments and results achieved to date. The Board of Trustees reviewed the midterm report drafts throughout the process, and the final report was approved on October 9, 2012.

Ronald D. Kraft, Ph.D., Interim Superintendent/President

Michael Baldini, Chair, Board of Trustees

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Statement on Report Preparation

Those who were involved in report preparation:
- Dr. Ronald Kraft, Superintendent/President
- Ken Arnold, Director, College Police
- Amanda Badgett, Professor of Art History, Curriculum Committee Faculty Chair
- Stephanie Burns, Instructional Assessment Coordinator
- Robert Butler, Interim Dean, Institutional Technology
- Shawna Bynum, Professor of Mathematics
- Oscar De Haro, Vice President, Student Services/Co-Chair Planning Committee
- Laura Ecklin, Dean, Human Resources
- Stephanie Grohs, Librarian
- Ann Gross, Professor, Speech Communication, President, NVC Academic Senate
- Betty Malmgren, Director, Community Relations
- Jessica Millikan, Associate Dean, Admissions and Records
- Angie Moore, Articulation Officer, Counselor, Professor
- John Nahlen, Vice-President, Business and Finance
- Sue Nelson, Vice President, Instruction
- Rebecca Scott, Dean, Library and Learning Resource Center
- Erik Shearer, Professor of Art, Chair, Division of Arts and Humanities
- Faye Smyle, Dean, Instruction
- Dr. Robyn Wornall, Director, Institutional Research
- Carollee Cattolica, Executive Assistant to the Superintendent/President
- Christina Rivera, Administrative Assistant to Vice-President, Instruction

Those who were involved in review:
- President's Cabinet
- Council of Presidents
- President’s Staff
- Planning Committee
- Board of Trustees
- Instruction Council
- Student Services Council
- NVC- Association of Classified Professionals Executive Board
- Classified Senate
- Academic Senate
- Administrative Senate
- Associated Students of Napa Valley College

Introduction

Since the accreditation team visit in 2009, Napa Valley College has made substantial progress in meeting the recommendations and planning agenda items delineated in the team report. In addition, the college benefitted from three technical assistance trainings by the ACCJC and the ASCCC/CCLC. This information has fostered an understanding of appropriate roles for all constituent groups in participatory governance and accreditation requirements. This understanding has led to college-wide dialog and a clarification of roles and planning and budgeting processes as described in this report.

In May 2011, the Academic Senate and the District requested an ASCCC/CCLC Technical Assistance training on shared governance. Scott Lay, Executive Director of CCLC and Jane Patton, Statewide Academic Senate President, met on May 16 with members from the Academic Senate Executive Committee, Classified Senate, Associated Students-NVC, Administrative Senate, President’s Cabinet, and BOT to discuss participatory governance.

In spring 2012, “A Workshop for Trustees: Accreditation and Trustee Roles and Responsibilities” was presented by Dr. Barbara Beno and William “Bill” McGinnis to the Napa Valley College Board of Trustees at their March 1, 2012 meeting. On April 12, 2012 a workshop was provided by Dr. Jack Pond and Dr. Krista Johns titled “Accreditation and College Responsibilities: A Briefing for Napa Valley College.” All constituent groups and student leadership were represented at this workshop.

The information presented at the three workshops was extremely valuable to the college. By understanding the role of the Board of Trustees and each group, it has greatly improved the college’s ability to work as a cohesive team.

Recommendation 1

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

Response to Recommendation 1

This recommendation has been partially met.

Key Issues Related to Recommendation 1: Three key issues have been identified relative to this recommendation: (1) the enhancement of existing processes by using ongoing data-driven assessments to revise stated goals and objectives as needed; (2) the development of integrated and comprehensive staff development activities to strengthen effectiveness in improving student learning; and (3) consistency completing program review processes with similar levels of analysis and detail.
Description of Steps to Address Issue 1: The enhancement of existing processes by using ongoing data-driven assessments to revise stated goals and objectives as needed.

Napa Valley College has embraced and more fully integrated data-driven assessments into its existing processes. The areas of focus are the: (a) review of the College’s mission statement; (b) review of the planning and budgeting process, including the development of the new strategic plan and updating the education master plan; and (c) concentration of efforts to ensure continuous assessment and improvement is institutionalized throughout the college.

(a) Review of the College’s mission statement.

In response to the visiting team’s conclusions about Napa Valley College’s mission statement, the Planning Committee began review and revision of the mission statement in Fall 2011. A subcommittee was appointed to review the Accreditation guidelines for mission statements, as well as the visiting team report, and to recommend changes. In this process, the Planning Committee reviewed many mission statements of other community colleges, and vetted drafts of the revised mission with the college community. Qualitative data was gathered through focused forums for students, faculty, classified staff and administrators. In addition, the campus community could provide feedback through an electronic forum. The committee is currently developing a final draft based on input from all constituencies and the Board of Trustees. The new mission is expected to be approved by November 2012.

As the Planning Committee engaged in the process of developing the mission statement, the committee determined that a vision statement and/or planning guiding principles may be needed. A subcommittee was appointed to this task. As of this writing, the subcommittee has met once and will continue its work.

Evidence: Appendix A.1

(b) Review of the planning and budgeting process, including the development of the strategic plan and updating the education master plan

During spring semester 2011 the college developed a new Strategic Plan for 2011-14 by reviewing best practices and adopting a model from the California Community College’s Chancellor’s Office. An early step in the planning process involved the development of internal and external environmental scan documents that were used to inform the development of strategic goals and objectives. In addition, Program Evaluation and Planning (PEP) data informed the plan. To gather qualitative data from the college community and the greater community, five forums were held, including one electronic forum, three focused on students, staff and faculty, and one held for the community. The strategic plan was approved by the Planning Committee in May 2011 and the Board of Trustees in June 2011.

http://www.napavalley.edu/AboutNVC/Planning/Pages/EnvironmentalScanMaterials.aspx

In order to ensure the strategic plan remains relevant, the Planning Committee reviews it while developing the annual planning priorities each year. The goals and/or strategies may be revised based on changes/trends gleaned from data and assessments. An annual planning workshop with the Planning Committee and the Board of Trustees was held on October 5. Based on financial data, the Planning Committee recommended a goal be added related to fiscal viability. Also at this
meeting, the Interim President presented graphic representations/flowcharts of the existing planning process and how the process links to the continuous quality improvement cycle, as agreed upon by the Planning Committee.

On an annual basis, the process of developing unit plans and budget requests is reviewed and improvements to the process are implemented as needed. In Fall 2010, the college’s annual planning forms were revised to include required reports where the units identify plans for assessment of Student Learning Outcomes (SLO), Student Services Outcomes (SSO), and Administrative Unit Outcomes (AUO) and report on assessment results from the previous year. In Fall 2011, the Planning Committee clarified processes and procedures that filter priorities from the unit level to the division, to the council level of the three major units of the college (Instruction, Student Services, Administrative Services), and from there to the Cabinet level. The Planning Committee also reviewed the processes to further delineate responsibilities and ensure that outcomes of the annual planning process, including projects that are funded, are communicated back to the campus community. At each level, a feedback/communication loop has been established so that reprioritization of an item with financial or resource implications is communicated back to the previous referenced group(s). As the college clarified processes, the Planning Committee determined that the Planning and Budget Policy (D1150) should be reviewed and updated. Thus, a subcommittee of the Planning Committee has been formed to review the policy. Discussion has centered on the Planning and Budget Committees’ structure and ensuring that the “loop” is closed. It is anticipated that the policy will be revised and approved by the end of the 2012/13 academic year.

To further integrate data into our planning process, a planning rubric was developed and piloted to provide a data-driven, quantitative prioritization of unit activities planned. Each of the college’s divisions and departments prepares annual unit-level plans based on needs identified through Program Evaluation and Planning (PEP), outcome assessment results, Strategic Enrollment Management (SEM) analysis, accreditation recommendations, and/or other data that indicates the need to revise strategic initiatives of the units. This rubric quantifies and informs the budget priorities of the areas and ultimately informs and justifies the allocation of resources at the college-wide level. The piloted planning rubric will likely be fully incorporated into the Planning and Budget process that commences in January 2013.

Napa Valley College completed its first six-year Program Evaluation and Planning (PEP) cycle for programs and services in 2010, which served as an update to the Educational Master Plan (EMP) that was developed in November 2001. In April 2012, the college began the process of developing a new comprehensive ten-year Educational Master Plan, which will be driven by the updated mission, the completed data-driven program evaluations, internal and external scan documents and input from the constituencies and college community. Input from the faculty and staff, students and community will be garnered during fall 2012 through in-person and electronic forums and/or surveys, and the EMP will be completed by June 2013.

Evidence: Appendix A.2

(c) Concentration of efforts to ensure continuous assessment and improvement is institutionalized throughout the college.

Program evaluation occurs every six years for programs and services. The Program Evaluation and Planning (PEP) process includes and reviews data on student performance survey results and learning outcomes assessment data. The college is currently completing its eighth year of PEP. The results have a direct impact on program improvement and inform the annual plans and budget.
In Schedule A of the annual plans, programs identify initiatives and explicitly state whether they resulted from PEP and/or outcomes assessment. A planning rubric, based on data including assessment results, was developed and piloted to evaluate and prioritize annual plan initiatives and budget requests. This rubric provides a score for prioritizing requests and informing allocation of resources and will be fully implemented in the upcoming (2013) cycle. Assessment practices and results are discussed at the department, division, area and institutional levels.

NVC identified six institutional level student learning outcomes (ILOs) in 2006-2007. As the college began to assess those ILOs in 2011-2012, it became clear that several of the original outcomes are difficult to assess or measure. The college is developing a plan for revision/review of those ILOs that are difficult to assess and assigning responsibilities for that review. The Planning Committee and the Learning Outcomes Assessment Committee are involved in the development of the ILO review plan. The plan is expected to be approved during Fall 2012. While those ILOs are revised, the college will continue assessing the appropriate ILOs through the established inquiry group process.

NVC’s philosophy has been to engage in meaningful assessment and to ensure that those activities are sustainable and designed to yield improvements by building them into existing structures, including program review. In some areas, NVC has already achieved the Sustainable Continuous Quality Improvement (SCQI) level of outcomes assessment: learning outcomes are specifically linked to program reviews; and the college periodically assesses its assessment practices. Based on the self-evaluation through the Assessment Status Report, overall NVC is very close to achieving proficiency status, and NVC is poised to be at the SCQI level of SLO assessment by the time of its next comprehensive site visit.

In February 2011, selected faculty, staff and administrators from units throughout the college participated in an intensive two-day training session on Strategic Enrollment Management and process mapping. Teams went on to study three phases of student involvement with NVC: 1) outreach and recruitment activities, including contacts with middle schools up to the point where a recruited student steps foot on campus for orientation; 2) orientation, enrollment, counseling, financial aid, entry into first semester of classes; 3) from first week of classes through retention, persistence into next semester and successful completion of academic goals. A SEM Implementation Plan has been developed for phases one and two, which identifies disconnects in services and processes that can be improved. Team 3 will complete its work this semester. The plan will be finalized and inform the unit plans as reflected in the annual planning flowchart. Two initial outcomes of this process were the addition of a Welcome Center for students and the review and revision of the student orientation provided by the Counseling Division.

Evidence: Appendix A.3

Description of Steps to Address Issue 2: The development of integrated and comprehensive staff development activities to strengthen effectiveness in improving student learning.

Recognizing the importance of professional development for all segments of the college, Napa Valley College has addressed this issue through (a) hiring the Dean of Library and Learning Resources to provide leadership for the Teaching and Learning Center (TLC) and serve as co-chair of the Staff Development Committee; (b) enhancement of existing processes (e.g., Staff Development Committee, PEP, annual planning forms, faculty and staff evaluation, Strategic Enrollment Management) and existing structures (e.g., flexible calendar, Teaching and Learning Center, Academic Senate faculty hours) to identify and provide training needs; and (c) targeted allocation of general funds, use of applicable grant funds, and use of existing faculty, staff and member organizations to provide training.
(a) Hiring the Dean of Library and Learning Resources to provide leadership for the TLC and serve as co-chair of the Staff Development Committee.

A major focus of the Dean of Library and Learning Resources is to oversee the development of trainings in the TLC. The TLC, housed in the new McCarthy Library, has proven to be an excellent resource. The dean is co-chair of the Staff Development Committee and a member of the Academic Senate Professional Development Committee, and co-chair of the Basic Skills Initiative Committee. In addition, she receives the professional development schedules from the Program Evaluation and Planning process and, working with the appropriate committees and faculty and staff, recommends and facilitates appropriate trainings. This model has ensured a comprehensive and integrated approach to staff development and has been integral to the success of professional development as highlighted in (b) and (c) below.

Evidence: Appendix A.4

(b) Enhancement of existing processes (e.g., Staff Development Committee, PEP, annual planning process, faculty and staff evaluation, Strategic Enrollment Management).

The role and responsibilities of the Staff Development Committee (SDC) were clarified to ensure this committee is an integral part of staff development. The Staff Development Committee (SDC) plans and coordinates college-wide staff development activities to ensure that employees are being trained in current methods and processes to best serve the student population, ranging from pedagogical to technological training. The committee is responsible for developing and implementing a comprehensive staff development plan, including annual needs assessments and evaluations of the effectiveness of planned activities. The committee makes recommendations on staff, student, and instructional improvement activities, pursuant to Title V, Section 55724. The committee also serves as the advisory committee for “flex calendar” activities and works collaboratively with the Academic Senate Professional Development Committee in this capacity.

Representatives from the various constituent groups serve on the campus-wide Staff Development Committee, and the committee considers input from students with regard to staff development activities. The committee is co-chaired by the Dean of Library and Learning Resources and the Dean of Human Resources. Other members include the Second Vice President of the Academic Senate, the Chair of the Academic Senate Professional Development Committee (or designee), and representatives appointed from the following groups (one each): Classified Senate, Administrative Senate Representative, NVC Association of Classified Professionals.

The committee meets on a monthly basis during the academic year and plans staff development activities based on identified needs. The committee conducts annual surveys of all employees to determine training needs. The data received from surveys, along with information gathered from the following sources, guide the training opportunities for faculty and staff.

- Flex Day evaluations
- Program Evaluation and Planning results (PEP)
- Requests forwarded from the Academic Senate Professional Development Committee
- Needs identified through the faculty and staff evaluation processes
- New programs and regulations
- Technological advancements
- Other priorities identified by the institution
The committee also evaluates activities to ensure continuous improvement of staff development opportunities. This is achieved through evaluation of all programs and activities.

Data and evaluation reports are included in the evidence section. Listed below is a brief overview of attendance:

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<th>Year</th>
<th>Workshops: Attendees</th>
<th>Flex Days: Attendees</th>
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<tbody>
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<td>2009-2010</td>
<td>186</td>
<td>271</td>
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<td>2010-2011</td>
<td>191</td>
<td>336</td>
</tr>
<tr>
<td>2011-2012</td>
<td>434</td>
<td>314</td>
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Additionally, the Office of Human Resources offers regular trainings on selected topics that is provided by the legal team at Liebert Cassidy Whitmore and by the District’s Employee Assistance Program.

Acknowledging that the assessment of learning outcomes is at the heart of strengthening student learning and responding to the needs assessment of faculty and staff, a primary focus of staff development activities since the site visit has been related to learning outcomes assessment. In addition, technology, pedagogy, both online and face-to-face, and understanding our student demographics in order to provide appropriate services, have been identified as top training areas. Workshops were scheduled on each flex day to strengthen effectiveness in improving student learning. Agendas reflecting all the workshops are included in the evidence section, however, examples include:

- At the January 2009 flex day events, Jerry Rudmann, Ph.D. of Irvine Valley College provided training and a breakout session on Assessment Tools, Type, and Rubric Development. This event provided ground work and was followed with trainings by the assessment coordinators throughout 2010/11 and 2011/12
- In 2011/2012, the college’s three flex days focused on SLO, SSO and AUO assessment. Instructional programs focused on developing plans for addressing course-level SLOs. Staff from all other areas met to develop assessment plans for Student Services Outcomes (SSOs) and Administrative Unit Outcomes (AUOs). The third day included working groups for program assessment dialog and an orientation for the ILO Inquiry Groups.
- Fall 2012 started with a flex day that included the work of the ILO inquiry group participants and dialog related to ILOs.

In addition to time at flex days, during 2011-2012 the Academic Senate devoted monthly faculty hours to assessment training. Division and department meetings provided time for dialogue regarding SLO, SSO and AUO assessment and results. The contract and tenure-track faculty evaluation processes were revised to include a self-evaluation staff development component linked to improving student learning.

Evidence: Appendix A.5
(c.) Targeted allocation of general funds, use of applicable grant funds, and use of existing faculty, staff and member organizations to provide training.

Due to the severe budget crisis, NVC has reduced allocation of general funds provided for travel and conferences. General funds that are used for travel or training are targeted to meet mandatory training needs and/or to fund “train the trainer” models. In addition, the college has leveraged its categorical, grant, Foundation and human resources to continue to meet the professional development needs of the college. In addition to hiring the Dean of Library and Learning Resources discussed in (a) above, the college has released staff and administrators to provide training in their areas of expertise. Examples include staff from the Institutional Technology department providing training on technology, administrators providing training on a variety of topics, and faculty with released time for coordination (e.g., Curriculum Committee and Assessment Coordinator) training on CurricUNET and assessment. Grant funds provide stipends to faculty to train and to be trained on best practices while meeting the goals of the grant. Examples of our commitment to integrated and comprehensive staff development while leveraging resources include:

- Using existing personnel funded by a grant, a two-day Student Services Customer Service Training was held in April 2011. Ninety-five percent of student services staff and faculty attended and actively participated. The exercises, activities and visual demonstrations were very useful in helping staff assess/evaluate their own strengths. Areas for improvement regarding customer service skills. The success of students and of an institution heavily relies on the attitude portrayed and demeanor demonstrated in the delivery of information by its entire staff and, in particular, by the frontline personnel. As of this date, the number of customer service-related ‘complaints’ that have come to the attention of the managers and/or Vice President of Student Services has dropped dramatically.

- In February 2011, selected faculty, staff and administrators from units throughout the college participated in an intensive two-day training session on Strategic Enrollment Management (SEM) and process mapping. Teams went on to train others and to study three phases of student involvement with NVC: 1) outreach and recruitment activities, including contacts with middle schools up to the point where a recruited student steps foot on campus for orientation; 2) orientation, enrollment, counseling, financial aid, entry into first semester of classes; 3) from first week of classes through retention, persistence, into next semester and successful completion of academic goals. A SEM Implementation Plan has been developed for Phases 1 and 2, which identifies disconnects in services and processes which can be improved. Team 3 will complete its work during fall 2012. The plan will be finalized and inform future college plans and strategic initiatives.

- The faculty assessment coordinator offers group and individualized training throughout the year related to assessment and TracDat (online assessment software). Classified secretaries were also provided training in TracDat in order to support faculty in documenting assessment.

- In 2009/10, the Vice President of Instruction, working with the Academic Senate, introduced an orientation for new tenure-track faculty called the New Faculty Learning Community. In addition to developing relationships among faculty and with the VPI, participants benefitted from training and information on assessment, student learning and faculty and student support services during the monthly orientation sessions. Beginning in Fall 2012, this program has been institutionalized into the contract (tenure-track) evaluation process. It is mandatory for new faculty to meet bi-weekly during their first year. The program is organized through the Teaching and Learning Center, in conjunction with the Academic Senate, and facilitators include faculty, administrators and classified depending on the subject of the workshop. Evaluations will be conducted at the end of each year, and improvements will be made based on the feedback.
In response to surveys related to technology training needs, the college committed resources to secure access to the eLearning Subscription Library to enable staff to receive additional self-guided training on Datatel products that were not being used optimally. The college has identified funds to purchase the Operational Data Store (ODS) from Datatel to provide staff with access to ad hoc reports. Some departments have adopted “Datatel Fridays”, providing dedicated time for staff training on improving Datatel usage. In addition, experts from other California Community Colleges were contracted to train staff individually on particularly complicated or cumbersome Datatel systems.

Evidence: Appendix A.6

Description of Steps to Address Issue 3: Consistency completing program review processes with similar levels of analysis and detail

As faculty and staff completed Sections 5 and 6 of the Program Evaluation and Planning (PEP) report (the “data heavy” sections of the report), it became clear that faculty and staff have varying levels of experience, expertise and comfort in data analysis. Since 2010, the Office of Institutional Research has analyzed the data and prepared the narrative for all instructional programs. Instructional programs then reflect on the analysis provided and responds to prompts in the PEP reports. The Office of Institutional Research also coordinates the program surveys and analyzes the results for all PEP programs. She meets with each team and explains the implications of the data and reviews her analyses in detail. The teams then reflect on the data and identify strategies for improvement, where needed. As a result, the program reviews are completed with similar levels of analysis and detail. Nineteen instructional programs have undergone review under the new format (since 2010).

Evidence: Appendix A.7
Recommendation 2

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

Response to Recommendation 2

This recommendation has been met.

Key Issue identified in Recommendation 2: Explore the means to provide additional research capacity to ensure the continuation of the integrated program review and college planning processes.

Description of Steps to Address Key Issue in Recommendation 2:

The college has recognized the importance of this recommendation and has taken action to increase research capacity. A strategy to “Enhance research and analysis capacity for data-driven decision-making, planning and reporting” was included in the 2011-2014 Strategic Plan. In August 2012, an 1.0 FTE Research Analyst position was developed and filled. The position reports to the Director of Institutional Research and was funded 0.5 through general funds and 0.5 through an Hispanic Serving Institution Science, Technology, Engineering, and Mathematics (STEM) grant. This commitment of college resources is intended to help address the increasing demand for data and analysis to inform college planning processes and to ensure the continuation of the integrated program review.

When the college developed the 2011-2014 Strategic Plan in 2010-2011, the Planning Committee helped guide the development of the internal and external scans conducted by the Office of Institutional Research. This data informed the drafting of the Strategic Plan. This data is currently being updated to inform the development of the Educational Master Plan. [http://www.napavalley.edu/AboutNVC/Planning/Pages/EnvironmentalScanMaterials.aspx](http://www.napavalley.edu/AboutNVC/Planning/Pages/EnvironmentalScanMaterials.aspx)

The Program Evaluation and Planning (PEP) process was improved in 2010. As noted in the response to Recommendation 1, the Office of Institutional Research has provided the analyses to support planning at the program level. Previously, the programs analyzed the data themselves, which lead to inconsistent interpretation. As part of the revised process, the Director of Institutional Research meets with each PEP writing team to review the data for their respective programs and to orient the lead writers on the analysis that was conducted. This interaction helps familiarize programs with data and its role in program- and college-level planning.

In 2011-2012, Datatel consultants conducted an analysis of NVC’s use of existing Datatel resources to identify areas for increased efficiency and to identify additional Datatel products to help address increased needs for data and reports. The college committed resources to secure access to the eLearning Subscription Library to enable staff to receive training on Datatel products that were not being used optimally. In addition, the college has identified funding to purchase the Operational Data Store (ODS) from Datatel to provide staff with access to ad hoc reports. This product will help augment the research capacity as it would automate reports and alleviate strain on staff resources. [http://www.napavalley.edu/AboutNVC/Trustees/Documents/Meeting%20Agendas/2012/backup%20packet%202%2022%2012%20z.pdf](http://www.napavalley.edu/AboutNVC/Trustees/Documents/Meeting%20Agendas/2012/backup%20packet%202%2022%2012%20z.pdf) (see pages 144-146)

The college has enhanced the research capacity through the above-mentioned steps. With the retirement of the Dean of Research, Planning and Development in 2012, the college’s attention has shifted to ensuring that the planning function is covered--to sustain the program and institutional
planning processes. On an interim basis, the Vice President of Student Services has taken on the administrative planning responsibilities of the former dean so that existing planning processes are maintained and continue. In addition, the interim Superintendent/President is providing support and guidance to the planning process. With the exception of the dean position, all members of the planning support team remain in place, including the Planning Committee, the Budget Committee, the faculty assessment coordinator, the Director of Institutional Research, the faculty PEP coordinator, the Curriculum Committee, and the President’s Cabinet. The college is exploring potential reorganizations to maintain and strengthen the linkage between research, data, and planning.

Evidence: Appendix B

Recommendation 3

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

Response to Recommendation 3

This recommendation has been met.

Key Issues Related to Recommendation 3: In the event that the remaining bond funds are not sufficient, develop and implement a contingency space plan for Student Services.

Steps taken to address key issue in Recommendation 3:

Remaining bond funds were sufficient to support a remodel of Buildings 1100 and 1300 into space for student services, thus a contingency plan was not required.

The remodeling allowed for separate and clearly identified spaces for each of the major services located in the 1300 building. It also created adequate confidential offices for staff. The services included in Student Services Buildings 1 and 2 are Associate Students of Napa Valley College (ASNVC), Office of Student Services, Admissions & Records, Student Support Services, Career/Transfer Center, Counseling Services, Student Support Services, Talent Search, and Financial Aid/EOPS/CalWORKs/Veterans. In addition, a cultural center was developed by AS-NVC and is housed in Student Services Building 1, and properly noted on campus signage.

With the remodeling of the 1300 building, there is now a one-stop area where students can conveniently access all student services, and a Welcome Center was developed in the expanded Admissions and Records area. The Office of Student Life/ASNVC, now housed in the renovated 1300 Student Services 1 building, is next to the Office of Student Services. This new location provides offices for the Executive Board of the ASNVC, the Coordinator of Student Life, a reception area, and an open space for student meetings. The Counseling Center was moved to the south wing of the building allowing for the creation of a “counselor corridor” that houses the general counselors, the DSP&S counselor and adjunct counselors. It also positions the Counseling Center next to the Transfer/Career Center. In addition to providing better access to services for students, this produces increased efficiency, particularly for sharing support staff.

http://www.napavalley.edu/AboutNVC/MeasureN/Documents/FMP%20Vol%20IV%20reduced%20for%20web%20posting.pdf (see pages 85 and 86) Evidence: Appendix C
Recommendation 4

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

Response to Recommendation 4

This recommendation has been met.

Key Issues Related to Recommendation 4: Ensure an organizational structure is in place to effectively provide leadership for learning resources and library services.

Description of Steps to Address Key Issue in Recommendation 4:

In late spring 2010, the new McCarthy Library and Learning Resources Building 1700 was opened. In July 2010, the Board of Trustees appointed an Interim Dean of Library and Learning Resources to fill the leadership role for one year. In June 2011, a regular full-time Dean of Library and Learning Resources was hired to coordinate and supervise all of the functions housed in the new building: McCarthy Library, Media Center, instructional technology, Testing and Tutoring Center, Teaching and Learning Center (staff development), and Learning Services. The DSP&S and Workability III services were added in 2012. The dean supervises the librarians, learning resources assistants, testing and tutoring staff, media services staff, instructional lab technician, and staff and faculty in DSP&S and Workability III.

The Dean, Library and Learning Resources reports to the Vice President, Instruction. To ensure effective and integrated leadership, the dean is a member of the following committees: Instruction Council, Staff Development Committee (co-chair), Academic Senate Professional Development Committee, Basic Skills Initiative Committee (co-chair), District Instructional Technology Committee (chair), Technology Executive Committee. This dean is also involved in appropriate off-campus organizations related to her library, DSP&S, and staff development leadership roles.

Evidence: Appendix D

Recommendation 5

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

Response to Recommendation 5

This recommendation is partially met.

Key Issues Related to Recommendation 5: Two key issues have been identified relative to this recommendation: (1) the assessment of the college’s progress towards a sustained environment in which (2) constituents are empowered to engage in a collaborative effort that recognizes the value of diversity.
Description of Steps to Address Key Issue 1:

The college recognizes the value of constituents who feel empowered to engage in a collaborative effort that recognizes the value of diversity. This is reflected in NVC’s stated values:

* Napa Valley College is a community of people excited about learning, where students are first and foremost in everything we do. We value, model and encourage
  
  - Student success
  - Honesty
  - Creativity
  - Integrity
  - Adaptability
  - Inclusivity
  - Responsibility
  - Openness to new ideas
  - Respect for others
  - Health and wellness

Napa Valley College is committed to these values and has made strategic efforts to empower students, faculty and staff since the team visit. In order to promote long-term institutionalization, existing processes and organizational/committee structures were strengthened. Progress in developing and sustaining such an environment has been and will continue to be assessed through the following means.

In 2010, NVC distributed two campus-wide campus climate surveys, one for students and one for faculty/staff to assess the feelings and perceptions about NVC in general. Questions on the survey elicited feedback on the campus pulse, student responses to positive statements about NVC and overall perceptions of the college. The entire campus had an opportunity to give input into the development of the survey. The survey was sponsored by the Inclusivity Committee, and it was implemented by the Office of Research, Planning and Development. Additional resources were provided the office to hire hourly assistance for the Director of Institutional Research to complete this comprehensive campus survey. Phase One of the survey results were processed in March 2010, and Phase Two results were shared in May 2010. Results were used to inform planning and the work of the Inclusivity Committee. Results are posted on the website.

http://www.napavalley.edu/AboutNVC/Planning/Pages/CampusClimateSurvey.aspx

As the 2011-2014 Strategic Plan was developed, a number of strategies were included specifically to promote an environment in which all constituents are empowered to engage in efforts that recognize the value of diversity. The strategies and activities pertinent to this recommendation include:

  - Monitor access among equity groups
  - Develop and implement activities that promote diversity, equity and inclusivity at Napa Valley College and within the community.
  - Provide a welcoming environment that is free from discrimination
  - Provide all employees with training that addresses intercultural interaction and understanding to increase their abilities to interact effectively with all students and with one another.
The strategic plan annual report is an assessment tool to evaluate the college’s progress related to this recommendation. The 2011/12 report is currently being analyzed and will be used as one method to evaluate the college’s progress in this area.

In 2010/11 and 2011/12, the Inclusivity Committee assessed the 39 goals in the Diversity Task Force Plan, determined what has been institutionalized and what still needs to be completed. In 2012, the Inclusivity Committee developed a draft Mission and Role statement to assist in guiding the group to move towards full compliance of the recommendation above. The draft was endorsed by the Council of Presidents in fall 2012. The Inclusivity Committee has included in its 2012/13 goals a goal to identify an assessment process the Committee can implement to help meet this recommendation.

An existing committee that is integral to the shared governance process as well as an effective way to empower all constituent groups is the Council of Presidents (consisting of the Superintendent/President, the presidents of the constituent groups, and the president of the Associated Students of Napa Valley College). The Council’s importance has been reaffirmed, and it meets regularly in order to empower all constituencies through the shared governance process and encourage direct communication with the President. Others, such as vice presidents, are invited to the meetings when appropriate to share information and elicit input from the members. This group reviews policies and issues that affect the college as a whole and gives direct feedback to the President.

http://www.napavalley.edu/President/Pages/CouncilofPresidents.aspx

The Vice President of Student Services organized a college group to identify and coordinate all services to veterans on campus and referral resources off campus. Information on improving programs and services was collected to develop a brochure, which is now available online under the Veterans’ Resources webpage.

http://www.napavalley.edu/StudentServices/FinancialAid/VeteransResources/Pages/welcome.aspx

A needs assessment survey was developed and deployed late spring 2012. The information gathered has allowed NVC to further identify the needs of returning/combat veterans. This survey also assisted in assessing the quality and satisfaction of services currently available to veterans and identifying area for improvements.

Evidence: Appendix E1

Description of Steps to Address Key Issue 2: Napa Valley College continues to provide and support trainings and activities that build a sense of empowerment, particularly related to diversity.

In May 2011, the Academic Senate and the District jointly requested a Technical Assistance Workshop and invited all constituent groups to attend. The workshop was presented by the president of the Academic Senate for California Community Colleges and the Director of the Community College League of California. They presented the history of participatory governance in community colleges and responsibilities of each group as outlined by the Education Code. The Academic Senate held a retreat in August 2012 and reviewed information with faculty on the role of faculty in 10 + 1 and requirements by accreditation. The responsibilities of faculty and administration were delineated.

On September 23, 2011 the college community participated in Interest Based Bargaining training, facilitated by a representative from State Mediation and Conciliation Service. Those attending the training included members of the executive boards of the Academic Senate, Administrative Senate, Classified Senate, Faculty Association, NVC Association of Classified Professionals; President’s Cabinet; Council of Presidents, and the Board of Trustees. All constituencies reaffirmed their commitment to the Interest-Based Bargaining model.
During academic years 2009-10, 2010-11, and 2011-12, a total of 159 faculty and staff participated in training in the prevention of discrimination, harassment, and retaliation in the workplace, which is compliant with AB 1825. This training provides faculty and staff with information and techniques that support the diverse student population served by the community college.

From 2008 through 2012, a total of 215 faculty, staff, students, and community members participated in the hiring committee training that speaks to the importance of a diverse work force, bias awareness, and the elements of cultural competence. This training was developed in recognition of the importance of diversifying Napa Valley College faculty and staff and in compliance with EEO guidelines. Between 2008-2009 and 2011-12, the percentage of new employees hired from monitored groups (Hispanic, African American, Native American, and Asian/Pacific Islander) increased the number of employees in monitored groups to 33.5%. This only includes ethnic diversity and does not reflect other diversity, such as gender and disability. It should be noted that 50% of the faculty hired for fall 2012 came from monitored groups. The college will continue to implement strategies identified in the EEO Plan to further increase diversity in hiring.

In Spring 2012, the college President held a series of “listening posts” with each constituent group, students and the community in order to improve communication. A list of interests were shared with the Board of Trustees.

In April 2012 the Board of Trustees adopted a resolution in honor of NVC classified professionals including those who have achieved 15 or more years of service. In addition, a form has been included on the President's office website to allow for the college community to acknowledge classified staff.

http://www.napavalley.edu/President/Pages/ClassifiedAppreciation.aspx

Beginning in Fall 2012 within the expanded New Faculty Learning Community orientation, new full-time faculty will participate in the Intercultural Development Inventory (IDI). The IDI is a self-assessment training tool used to measure cultural understanding in order to identify targeted follow-up activities to increase intercultural communication skills. Participants will complete the IDI on-line, and then learn about the theory upon which the assessment is based. The training will be conducted by an IDI-certified faculty member.

The college formed a Bias Incident Response Team, reporting to the President, to support and assist with a campus response to bias incidents or hate crimes and to support the college’s commitment to provide a “hate-free zone.”

http://www.napavalley.edu/President/BIRT/Pages/default.aspx

Although the Campus Security Policy and Crime Statistics Report (Clery Act http://www.napavalley.edu/StudentServices/Police/Documents/Student%20Right%20To%20Know%20Report%20-%202012.pdf) shows that hate crime statistics are low, the Bias Incident Response Team is available to proactively meet with faculty, staff and students who have questions or issues.

The college established the Inclusivity Committee to identify the offices and areas of the college responsible for implementing the goals of the Diversity Task Force Plan, set up timelines for implementation, and determine mechanisms through which the college will evaluate the progress. The members of the committee are primarily employees in specified positions whose job duties include major aspects of the Diversity Task Force Plan. All constituent groups and the community are represented on the committee. The Inclusivity Committee has met consistently as a formal committee to identify, promulgate, and support the goal of expanding campus-wide awareness that recognizes the value of diversity and inclusivity including:
• In 2012, developed a draft Mission and Role statement to assist in guiding the group to move towards full compliance of the recommendation above. [http://www.napavalley.edu/Committees/inclusivity/Pages/default.aspx]

• Supported the 2010 and 2011 NVC Diversity Speakers Series organized by the Associated Students of NVC and endorsed by the Inclusivity Committee. Topics included critical animal theory, critical mixed race theory, queer theory, Chicano studies, and Africana studies.

• Supported the Values Project where 32 parking spaces were stenciled with values NVC supports (Respect, Tolerance, Learning, Responsibility, etc.) – stenciled in English and Spanish.

• Created “dream zones” for AB540 undocumented students coupled with training offered to the campus related to the issues of these students.

• In 2010, assessed the college’s placement on the Campus Climate Index, a national index measuring how inclusive and welcoming a college is for LGBTQ students and staff. The college’s rating was 1 out of 5 stars. Upon deployment of the following initiatives, in 2012, the college’s rating increased to 3 out of 5 stars. It is important to note that it is unlikely that a college the size of Napa Valley College could allocate the resources required to obtain 5 stars. [www.campusclimateindex.org]

  o Established Safe Zones for LGBTQ student population. Sponsored by the Inclusivity Committee, a Safe Space Program was introduced in September 2011. A Safe Space is designed to create a welcoming and safe environment for lesbian, gay, bisexual, and transgender students. The program is designed from two national models that include a four-hour online training course and supporting website. To date, over 100 members of the campus community have registered to be trained. By completing the training, faculty and staff are volunteering to be “allies” who are available to provide support to students who are bullied or harassed. After training, staff receive a Safe Space Program sticker or window decal to display so that students can find a safe space when needed. [http://www.napavalley.edu/President/BIRT/Pages/SAFESPACEProgram.aspx]

  o Created an LGBT Studies Certificate Program in response to the implementation of California’s “Fair and Inclusive Education Act,” this recommendation, and the Diversity Task Force Plan. NVC is now one of two California community colleges with a certificate or degree program. The college has created a formal partnership with City College of San Francisco so that NVC students can take their LGBT courses for credit toward NVC’s certificate. The program articulates to City College of San Francisco (LGBT Studies AA Degree) and Sonoma State University (Gender Studies 4-year degree).

  o Installed gender neutral restrooms in the gymnasium, ceramics building, Performing Arts Center and McCarthy Library.

  o Obtained a grant from a local community organization to fund the creation of an LGBT book section in the McCarthy Library. This new collection represents the largest LGBTQ book section in Napa County and supports the new LGBT Studies certificate mentioned above.

Evidence: Appendix E2
Recommendation 6

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

Response to Recommendation 6

This recommendation has been met.

Key Issues Related to Recommendation 6: Two key issues have been identified relative to this recommendation: (1) develop specific strategies to address its stated concern of maintaining reserve levels above 5% during the state’s ongoing fiscal crisis, and (2) while still maintaining its commitment to fund long term liabilities such as post-employment benefits

Steps taken to address Issue 1:

In Fall 2010, the Budget Parameters/Priorities were adjusted to include the following language and continues to be included in subsequent years.

http://www.napavalley.edu/BusinessOffice/Pages/default.aspx

“It is the intent of the District not to engage in deficit spending and, as such, the 2011-2012 [2012-2013] Budget should be developed on the basis of projected revenue and expenditures. The Board of Trustees may consider using a portion of the ending balance to fund expenditures that are in line with the institutional goals and objectives.”

<table>
<thead>
<tr>
<th></th>
<th>Budgeted reserve</th>
<th>Actual reserve</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>6.43%</td>
<td>10.21</td>
</tr>
<tr>
<td>2010-2011</td>
<td>8.39%</td>
<td>17.01%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>16.50%</td>
<td>10.07%</td>
</tr>
<tr>
<td>2012-13</td>
<td>9.34%</td>
<td>------</td>
</tr>
</tbody>
</table>

In spring 2012 a budget rubric was developed to help guide the campus in meeting the reduction in state funding. The rubric provides a tiered approach to establishing needs of programs and services. In addition, on September 13, 2012, the Board of Trustees adopted a Resolution Declaring Extreme Financial Hardship in order to accelerate the program discontinuance process as needed.

On September 28, 2012, the Planning Committee approved the following mid-course modification recommendation to the 2011-14 strategic plan:

**Goal 7. Fiscal Stability:** Napa Valley College will maintain fiscal stability and maintain a 5% reserve.

Evidence: Appendix F1

Steps taken to address Issue 2: In December 2011, the Board of Trustees adopted an Other Post Employment Benefits (OPEB) funding plan that outlines their intent to fund a portion of the District’s Annual Required Contribution (ARC) in excess of its annual payments for retiree health benefits. The target portion to be funded is 10% increasing 10% per year to 100%.
During fiscal year 2010-11 the District began charging the actuarially determined amount to all categorical and grant programs and subsequently deposited the funds into the District's CalPERS trust program.

As of the end of fiscal year 2011-12, the unaudited ending fund balance of the District's Post Retirement Benefits Fund currently deposited with the County of Napa Treasury is $3,078,771.

As of the end of fiscal year 2011-12, the unaudited ending fund balance of the District's California Employers’ Retiree Benefit Trust Fund currently deposited with CalPERS is $1,006,661.

Evidence: Appendix F2
Responses to Planning Agendas Identified in Self-Study

Standard I.B – Improving Institutional Effectiveness

I.B.1.1. The SLO and Assessment Committee will play a central role in maintaining ongoing dialogue about continuous improvement of student learning.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to date are summarized below.

The Learning Outcomes Assessment Committee (LOAC) has taken an active and central role in maintaining ongoing dialogue about continuous improvement of student learning. In addition to specific activities undertaken, the co-chairs of the LOAC committee and the faculty Learning Outcomes Coordinator have taken a lead role in providing training, attending division, department and unit meetings, and keeping the vice presidents, the president and the Board of Trustees informed of progress. In order to stay abreast of progress and action needed, the Vice President of Instruction, the Vice President of Student Services, and when possible, the President, attend the bi-weekly LOAC meetings. Activities undertaken to date are summarized below.

- Institutional Learning Outcome (ILO) assessment pilot process was instituted in Spring 2012. Inquiry Groups were established to assess the institutional-level communication outcome. Members of classified, faculty and administration are participating in the activities. Members of the inquiry groups report back to their divisions and area. The result of this assessment was reported to the college community during the Fall 2012 Flex Day. This has created opportunities for institutional-wide dialogue.
- The service areas engaged in dialogue to develop their Student Service Outcomes (SSOs) and Administrative Service Outcomes (AUOs) in 2011-2012.
- Fall 2011 Flex day Instructional programs and service area personnel worked together on reviewing their course- and program-level or service area outcome assessment methods and results. Each department or area was given a binder with resources and forms.
- Fall 2011 faculty hours provided training and dialogue opportunities. Topics included: - Best Practices for Student Learning Outcome (SLO) Assessment -Generating Data for Meaningful Dialogue and Assessment at the Program Level.
- Learning outcome assessment website was updated to include more resources, and the LOAC is revising the Learning Outcomes Handbook and has posted the document on the website as it is finalized.
- Dialog has been institutionalized through incorporating assessment discussions in regularly scheduled meetings, such as department, division, service area, Instruction Council and Student Services Council. The LOAC co-chair attends Academic Senate executive committee and business meetings, and Strategic Enrollment Management
(SEM) meetings and submits regular reports. The instructional learning outcome coordinator gives assessment updates to Instruction Council and at department and division meetings as requested. The administrative LOAC co-chair and the instructional learning outcome coordinator are non-voting members of the Planning Committee. This ensures communication and establishes the importance of assessment.

- Schedule K has been revised to include prompts to guide dialogue at the instructional department or service area level.
- Service areas give surveys to their customers, and the results of these surveys are discussed at the service area meetings and are used to make improvements.

Report to the ACCJC on the Status of Assessment (on NVC Jump Drive)
http://www.napavalley.edu/Committees/AS/Pages/BusinessMeetings.aspx
http://www.napavalley.edu/Committees/AS/Pages/Executive.aspx
http://www.youtube.com/watch?v=zFJp89bDIOY
http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/InquiryGroups.aspx
http://www.napavalley.edu/AboutNVC/Planning/SLO/ilo/Pages/default.aspx
http://www.napavalley.edu/Committees/AS/Pages/LearningOutcomesAssessment.aspx
http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/Assessment.aspx
http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/2012PEPReports.aspx

I.B.1.2. The college will provide faculty and staff with training, technical support, and regular access to SLO assessment data.

Completed
Work to address this Planning Agenda item is completed. Examples of activities undertaken to date are summarized below. Training, technical support and regular access to data is institutionalized and ongoing.

- TracDat trainings are given regularly in the Teaching and Learning Center. Faculty and staff are also able to consult with the Learning Outcomes Assessment Coordinator on other assessment questions or needs.
- Assessment workshops and activities are regularly scheduled on flex days, of which NVC has three each year. During fall 2012, ILO panel discussion was a featured (mandatory) session.
- Fall 2011 faculty hours provided training and dialogue opportunities. Topics included: - Best Practices for SLO Assessment - Generating Data for Meaningful Dialogue and Assessment at the Program Level.
- Fall 2011 Flex day Instructional programs and service areas personnel worked together on reviewing their course-and program-level or service area outcome assessment methods and results. Each department or area was given a binder with resources and forms.
• Program evaluation and planning (PEP) process has a large assessment component and is used to train and support faculty.
• Resources have been allotted to provide training for faculty and staff including attending workshops and conferences.
• The faculty evaluation process includes a collegial mentorship model. In this model, assessment training needs are identified and the information is given to the TLC to aid in planning appropriate trainings.
• Student learning outcome assessment (SLOA) website provides links to resources and training videos.
• Learning Outcome Coordinators routinely meet with faculty and staff to address training needs.

Report to the ACCJC on the Status of Assessment (on NVC Jump Drive)
http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/Assessment.aspx
http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/SupportingDocuments.aspx
http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPForms.aspx
http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/Assessment.aspx

I.B.4.1. The President’s Cabinet will improve campus-wide communication and will provide regular feedback regarding the funding and implementation of improvements resulting from PEP and the annual planning and budget process, as described in the Annual Planning and Budget Process flowchart.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to date are summarized below.

• In the fall of 2011 the Planning Committee began a review of the planning process and clarified procedures which filters priorities from the unit level to the division, to the council level of the three major units of the college (Instruction, Student Services, Administrative Services), and from there to the Cabinet level. At each level, a feedback loop has been established so that prioritization of an item with financial or resource implications is communicated back to the previous referenced group(s).
http://www.napavalley.edu/AboutNVC/Planning/Documents/Planning%20Committee%20Agendas%20and%20Minutes/2011%20-%202012/1118%20MINUTES.pdf (see page 2)
• A President’s Cabinet Report emailed by the President, has been initiated that has improved communication. Feedback regarding the funding and implementation of improvements has been and will be included in the report.
• The resulting planning flowchart was piloted in 2012 and evaluation of the process and procedures will be ongoing.
http://www.napavalley.edu/AboutNVC/Planning/Pages/AnnualPlanningBudgetProcessFlow.aspx
I.B.5.1. The college will explore ways to expand staffing in the Office of Institutional Research to keep up with the need to document assessment results and to address the growing demands for research, data, and analyses.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarize below.

The college has recognized the importance of this recommendation, and NVC has taken action toward addressing this recommendation. A more detailed explanation is given on Recommendation 2 (page 13). The following are some highlights:

- The college’s 2011-2014 Strategic Plan includes a strategy to “Enhance research and analysis capacity for data-driven decision-making, planning and reporting.”
- The Institutional Advancement Office moved into new space in the Administration Building 1500 in July 2011 providing a more efficient space for the research office to support faculty and staff research requests and providing office space for the newly hired research analyst.
- A 1.0 FTE Research Analyst position was hired in August, 2012 funded 0.5 through a Hispanic Serving Institution Science Technology Engineering and Math (STEM) grant and 0.5 through the general fund.
Standard II.A – Instructional Programs

II.A.1.b.1. The college will develop online counseling services, including educational planning and counseling for online students.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

It is anticipated that online educational planning will be complete by Spring 2013 and that online counseling services will be operational by the end of 2014. The counseling division is currently assessing the technology available and/or needed for making online educational plans available for students. In addition, the functions available through Datatel are being reviewed for implementation.

This effort was temporarily slowed down due to the retirement of seven full-time counselors in June 2010. Three new counselors have been hired, and one will be hired for Spring 2013. This infusion of counselors will place NVC in a better place to continue the efforts that were underway prior to the departure of the counseling retirees.

Counseling online services will take more work to develop and will depend on funding. Currently counselors are using a limited version of online educational planning where students are able to look up their educational plans. The counseling division has this item on their counseling division meeting agendas. Counselors have been discussing these services in their counseling division meetings, and Technology Executive Committee has identified this as a high priority.

http://www.napavalley.edu/AboutNVC/Trustees/Documents/Meeting%20Agendas/2012/backup%20packet%202%2022%2012%20z.pdf (see pages 136-154)

II.A.1.c.1. Implement the Five+1 SLOAC plan that accomplishes the assessment of SLOs for most courses by 2012.

In Progress
Work to address this Planning Agenda item is in progress and will be ongoing. Activities undertaken to date are summarized below.

Creation of SLO statements for all courses, programs, and services began in 2004 and as a result all courses, programs, and services have outcomes. The 5+1 Plan was developed in 2008. Instructional programs are assessing 20% of their active course offerings each year and assessing PLOs during their program review year (every 6 years at a minimum). Implementation of the assessment cycle began in 2009-2010; therefore 60% of the courses should have been assessed by the end of Spring 2012. NVC has exceeded this goal, as 72% of courses have assessed, and many of the courses have had multiple assessments. NVC anticipates that 79% of courses will have assessed SLOs by the end of Fall 2012.
Napa Valley College Midterm Report—10-15-12

NVC prioritized the assessment of courses with the highest enrollments and gateway courses. Courses which assessed outcomes accounted for 80% of student enrollments over the last three years and 81% of section offerings. Over the first three years of implementation of the 5+1 plan, 92% of NVC students enrolled in at least one course that has assessed SLOs.

Programs are analyzing program assessment data during their program review year; and as a result, 52% of programs have assessed PLOs. For vocational programs, certificate and degree outcomes are equivalent to PLOs. The general education degree-level outcomes are assessed through Institutional Learning Outcomes assessment. In Spring 2012, an inquiry group process was instituted to assess the communication ILO. All service areas have developed outcomes assessment plans and 40% have begun assessing those through surveys or improvements in data collection.

Report to the ACCJC on the Status of Assessment (on NVC Jump Drive)
http://www.napavalley.edu/AboutNVC/Planning/SLO/Documents/Five%20plus%201%20SLOAC.pdf;
http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/TracdatTrainingGuides.aspx;
http://www.napavalley.edu/AboutNVC/Planning/SLO/ilo/Pages/default.aspx

II.A.1.c.2. Establish student learning outcomes for general education.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The general education (GE) outcomes were developed by the Academic Standards and Practices Committee, with input from LOAC, in 2009-2010 to identify courses that align with the GE degrees; they were not developed for purposes of assessment. LOAC proposed that the college use the ILOs in place of the general education outcomes (GEO) for the purposes of assessment.

Report to the ACCJC on the Status of Assessment (on NVC Jump Drive)
http://www.napavalley.edu/Committees/AS/Pages/LearningOutcomesAssessment.aspx
http://www.napavalley.edu/Committees/AS/Pages/AcademicStandardsPractices.aspx

II.A.1.c.3. Write a student learning assessment philosophy.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The philosophy statement has been written and is posted on the Learning Outcome Assessment website. http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/Assessment.aspx
II.A.1.c.4.  **Implement and continue to support the Five+1 SLOAC.**

**In Progress**
Work to address this Planning Agenda item is in progress and will be ongoing. Activities undertaken to date are summarized below.

See II.A.1.c.1. on page 26.

II.A.1.c.5.  **Develop a permanent budget for learning assessment that will support:**
- travel and conference,
- education and training activities for campus personnel

**Completed**
Work to address this Planning Agenda item is completed. Activities undertaken to date are summarized below.

A budget was allocated for 2011-2012. There has also been funding from the Research, Planning, and Development budget for conferences and expenses. In 2011-2012, the assessment budget was used to support the following activities: attendance of two coordinators at Student Success Conference, attendance of LOAC co-chairs at WASC Assessment Institute, TracDat maintenance/contract, food and supplies to support activities of Inquiry Groups (IGs), stipends for full- and part-time faculty who participated in IGs.

II.A.2.1.  **The Office of Instruction will develop and implement strategies to improve retention rates of online students.**

**In Progress**
Work to complete this Planning Agenda item is in progress and ongoing. Activities undertaken to date are summarized below.

- The college recognizes that one of the critical factors in retaining students in online classes is having faculty who are skilled in the use of the online course software and the communication tools provided in the software. Online educators meet monthly, and one training topic related to the operation of the Blackboard course software is presented and discussed at each meeting. [http://www.napavalley.edu/Academics/OnlineEd/Pages/OnlineEducationCommittee.aspx](http://www.napavalley.edu/Academics/OnlineEd/Pages/OnlineEducationCommittee.aspx)
- The online educators designed and implemented a required basic training program for new online instructors in Spring 2011. The Instruction Council agreed to make this training mandatory before any instructor teaches online.
- Retention rate data for online students was reviewed in Fall 2011. After review and dialog with online faculty in February 2012, it was determined that online faculty were not dropping students for non-attendance in accordance with practices employed for traditional, on-campus classes. Faculty now use the same standards.
• Rates on online student retention will be re-examined during 2012-2013 to assess improvements based on increased training and consistency in dropping students. Additional improvements will be made in response to the data as necessary.

II.A.2.a.1. The college will provide the support to customize an interface between WebCMS and Datatel or purchase a new curriculum management system

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The CurricUNET curriculum management system was purchased and implemented for Fall 2011. Training was provided for all users.

II.A.2.b.1. The college will implement the Five+1 SLOAC plan to regularly assess student progress towards achieving SLOs at the course, service, program, and institutional levels.

In Progress
Work to address this Planning Agenda item is in progress and will be ongoing. Activities undertaken to date are summarized below.

II.A.2.h.1. The Academic Senate will work with the college administration and the Student Learning Outcomes and Assessment Committee to investigate appropriate linkage between student achievement of stated outcomes and the awarding of units of credit through our established grading system.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

The Academic Senate Executive Committee discussed this issue and recommended that the results of assessment should not be linked to student grades. The Academic Senate Executive Committee sent this recommendation to LOAC to be discussed in Fall 2012 and recommended that a clear statement be included in the LOA Handbook.


II.A.3.1. The Curriculum Committee will revise general education course lists for the 2010–12 catalog

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.
The Curriculum Committee reviewed the general education course lists in Spring 2010. A draft was completed for review by the Academic Senate. After discussion, it was decided to table the draft until the effects of the SB1440 degree legislation was understood. The Curriculum Committee has included this on the agenda for 2012/13 and will be included in the 2014-16 catalog.

II.A.3.2. The Academic Standards and Practices Committee will complete and submit new general education category descriptions for inclusion in the 2010-12 catalog.

Completed
Work to address this Planning Agenda item is complete. Activities undertaken to address this item are summarized below.


II.A.3.3. The Learning Outcomes and Assessment Committee will revise general education student learning outcomes in 2009-10.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

In 2009-2010 general education outcomes were developed by the Academic Standards and Practices Committee, with input from LOAC. Those general education outcomes are used by the Curriculum Committee to identify courses that align with general education degrees. For SLO assessment purposes, LOAC proposed that the ILOs be used for the purposes of general education outcomes assessment, and the Academic Senate Executive Committee endorsed the recommendation.

II.A.5.1. Occupational and vocational programs will continue to increase their engagement with Advisory Boards and utilize their input in the PEP process in order to strengthen programs

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

A public website was created to post advisory committee meeting agendas, minutes and rosters. [http://www.napavalley.edu/Academics/CareerTechEd/VTEA/Pages/welcome.aspx](http://www.napavalley.edu/Academics/CareerTechEd/VTEA/Pages/welcome.aspx)

This material is monitored by the Dean of Career Technical Education to ensure that at least
two meetings of every advisory committee are conducted each academic year and that the content of these meetings is recorded appropriately. [http://www.napavalley.edu/Academcis/CareerTechEd/Pages/AdvisoryCommittees.aspx](http://www.napavalley.edu/Academcis/CareerTechEd/Pages/AdvisoryCommittees.aspx) The administration of VTEA grant funding has been fully integrated into the regular budget and planning process. VTEA project coordinators submit proposals that reflect the program-level plans developed in the most recent PEP cycle.

II.A.6.c.1. The college will develop and implement standards and procedures for reviewing and approving written, printed, and electronic publications.

**Completed**

Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

Publication review guidelines were developed, and graphic standards are posted on the college website. Workshops are given on preparing materials for printing. [http://www.napavalley.edu/CommunityRelations/Documents/Publications/10%2009%2009%20MW%20Brief%20Print%20Job%20Submission%20guides%20a.pdf](http://www.napavalley.edu/CommunityRelations/Documents/Publications/10%2009%2009%20MW%20Brief%20Print%20Job%20Submission%20guides%20a.pdf)

A student panel is being established to get formal student input for publications review. In the past, student writers working in the Community Relations Office had provided input on printed materials, web content and emerging social media. The Director of Community Relations met with the President of the Associated Students of NVC and reviewed the types of publications to be reviewed, the composition of the student panel, the frequency of review committee meetings and the possible use of electronic communications to supplement meetings. It is expected that the panel will begin review in Fall 2012. In order to continue with improvement, a communications audit has been included in the 2012/13 Community Relations Office unit plan. The following are procedures developed and communicated to campus community:

**Introduction**

For the purposes of these guidelines, “publications” are defined as significant, college-wide/internal or outreach/external documents in printed or electronic form. (Internal department communications, routine business documents or materials and instructional materials are excluded from this definition.)

The purpose of these guidelines is to:

- Encourage consistency with college branding, graphic design standards and logo usage
- Encourage consistency and accuracy of content
- Encourage targeted marketing
- Facilitate compatibility with Print Shop mechanical specifications, resources
- Facilitate improvements in the quality of finished materials
- Encourage use of new/improved technology
- Analyze need for publications and options; encourage cost savings
Standards
See the established graphic standards as posted on the college website under Printing Services. (The full guide and the “quick reference guide” were last revised in August 2011.)

Procedures
Significant, college-wide/internal or outreach/external documents in printed or electronic form will be reviewed by the Community Relations Office prior to publication. Publications should be submitted electronically for review with adequate lead time.*

* Graphic design support is available from the college Community Relations Office. Early contact is encouraged before design work is started.

II.A.7.b.1. The Academic Senate will continue broad-based discussions to build consensus on the issue of academic honesty and continue to strengthen students’ ability and resolve to be accountable for their own work.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

There has been a campus-wide effort to inform students about the issue of Academic Honesty and to develop strategies for faculty to combat plagiarism. One such strategy is that Napa Valley College has purchased a campus-wide license for plagiarism detection software, Turnitin. This software is used extensively by the faculty, and on-line and in-person training is provided by a faculty member through the Teaching and Learning Center. Additionally, a one-unit information competency module has been added to the English 120 course. Embedded in the on-line course is a unit featuring anti-plagiarism/ Academic Honesty curriculum. The Library homepage features a self-paced “how to do research” module with a section on writing, citing and avoiding plagiarism. The Napa Valley College librarian has presented a “Copyright in the Classroom” workshop at flex day. As a “best practice,” faculty place information about the Academic Honesty Policy on course syllabi. http://www.napavalley.edu/Committees/AS/Documents/Student%20Standards%20and%20Practices/Acad%20Honesty%20Policy%20Approved%20April%202009.pdf
Standard II.B - Student Support Services

II.B.1.1. The college will examine and attempt to address the space needs of student services in order to meet the needs of the growing student population and to relieve the space congestion.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The remodeled space allows for separate and clearly identified spaces for each of the major services located in the 1300 building. It also created adequate confidential offices for staff. (http://www.napavalley.edu/AboutNVC/MeasureN/Documents/FMP%20Vol%20IV%20reduced%20for%20web%20posting.pdf on page 85 and 86)

See Recommendation 3 on page 14 for additional information.

II.B.1.2. The college will address the staffing needs and the administrative vacancy in Admissions and Records

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

A full-time/permanent Associate Dean was hired July 2011. http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/minutes%20and%20attachments%207%2014%2011%20final.pdf

Staffing throughout the campus has been affected by budget reduction. Additional staffing needs continue to be reviewed. A full-time employee was transferred from another office to fill one of the vacant positions in Admissions and Records.

II.B.1.3. The college will improve programming and services to returning combat veterans by coordinating efforts to provide relevant supportive services and referrals.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The Vice President of Student Services organized a college group to identify and coordinate all services to veterans on campus and referral resources off campus. Information on improving program and services was collected to develop a brochure, which is now available online under the Veterans’ Resources webpage. http://www.napavalley.edu/StudentServices/FinancialAid/VeteransResources/Pages/welcome.aspx
A needs assessment survey was developed and deployed late spring 2012. The information gathered has allowed NVC to further identify the needs of returning/combat veterans. This survey also assisted in assessing the quality and satisfaction of services currently available to veterans and identifying areas for improvement. A Veterans’ Conference and Job Fair was offered at NVC on July 11, 2012.

II.B.1.4. The college will improve data collection efforts for, research, reporting, grant writing, assessment, and program management.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

NVC has taken many measures to improve data collection efforts. Improving data-collection is an ongoing effort that will require continuous assessment and improvement. Measures taken include:

- In 2010, the Program Evaluation and Planning process was adjusted to provide more research and data support. Since 2010, the Office of Institutional Research provides an analysis of program-level data for each program undergoing review. The lead writers for the program report then respond to the analysis and make plans to address areas of concern. (Prior to 2010, programs were responsible for writing their own analyses and responses.) This change was intended to make PEP reports more consistent across programs (see Recommendation 2, page 13).
- In August 2012, a Research Analyst was hired. The Research Analyst will help the Director of Institutional Research address increasing demand for data.
- The Datatel Operational Data Store (ODS) and other software products are being explored to help provide data and reports and automate processes to support research, data-driven decision-making, and grant writing.
- Several SSO/AUO outcomes assessment plans include items related to data collection improvements and developing tracking systems. SLO assessment results are regularly entered into the TracDat system. The college continues to use TracDat to store assessment data and generate reports. Use of TracDat has become wide-spread.
- In addition, the Office of Institutional Research and the Office of Student Services have continued to combine their efforts in improving the collection of data that could be used for multiple purposes. Funding has been identified to support these improvements. A successful outcome of this collaboration is the recent Declare Yourself Campaign which helped NVC achieve Hispanic Serving Institution status and secure a grant in 2011 (award of $3.8 million).
II.B.1.5. The college will provide training and development resources needed to fully realize the capacity of the Datatel system.

**Completed**

Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

In 2011-2012, Datatel consultants conducted an analysis of NVC’s use of existing Datatel resources to identify areas for increased efficiency and to identify additional Datatel products to help address increased needs for data and reports. The college committed resources to secure access to the eLearning Subscription Library to enable staff to receive training on Datatel products that were not being used optimally.

In 2012, significant funding was provided to the Institutional Technology department to hire consultants to work with data-dependent offices. The consultants are providing training and expertise on Datatel to improve the integrity of the data and in developing reports. Some departments have adopted “Datatel Fridays”, providing dedicated time for staff training on improving Datatel usage. In addition, experts from other California Community Colleges were contracted to train staff individually on particularly complicated or cumbersome Datatel systems.

II.B.1.6. The college will review the organizational placement, structure, coordination and role of outreach and the Outreach Committee.

**In Progress**

Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

The Outreach Committee structure is currently being assessed through the Team 1 of SEM (Pre-enrollment/Outreach Services), with input from the Outreach Committee membership. The objective is to assess the functions of the committee and the role of institutional outreach. These discussions will include streamlining of outreach activities to avoid duplication and to develop a master calendar of outreach activities.

II.B.1.7. The college will review and address the staffing and administrative needs of the counseling division and the Counseling Center.

**Completed**

Work to address this Planning Agenda item is completed. Activities undertaken to date are summarized below.

Three full-time counseling positions have been hired for general counseling, and one will be hired for Spring 2013. In addition, an HSI-STEM full-time counselor was hired effective August 2012. The Secretary IV position remains vacant and is being filled as an out-of-class staffing assignment.
II.B.2.a.1. The college will return to its former practice of listing the degrees of administrators in the 2010-2012 catalog.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

Degrees of administrators were listed in the 2010-2012 and 2012-2014 catalogs. [Link](http://www.napavalley.edu/Academics/Catalog/Documents/1012CATALOG.pdf) [Link](http://www.napavalley.edu/Academics/Catalog/Documents/Catalog%202012-2014%20Website.pdf)

II.B.3.a.1. The counseling division will fully implement an e-advising component of the counseling program and evaluate its effectiveness as the college is able to establish a portal and provide a confidential, secure email system required for e-advising.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

This effort was temporarily slowed down due to the retirement of seven full-time counselors in June 2010. Four new counselors were hired, and the college hopes that this infusion of additional staff will place the college in a better position to continue the efforts prior to the departure of the counseling retirees. The division will fully investigate and implement Datatel tools available for e-advising. In addition, members of the division will research best practices at other colleges which have an effective e-advising component of their counseling program.

The implementation of the portal will be of great assistance in meeting this planning item. The portal will be functioning in Spring 2013.

The implementation of an e-advising system will be a regular item in the Counseling Division meeting agendas. Counseling staff has been researching e-advising formats.

II.B.3.a.2. The Office of Student Services will continue to expand traditional services to the Upper Valley Campus.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

Services have not been expanded yet. However, it is anticipated that with the HIS/STEM counselor being hired, the college will be able to reestablish some level of counseling and outreach services to the Upper Valley Campus. Outreach is included in the HSI counselor job description, and this faculty member will be assigned to work closely with the upper valley service area. The college has applied for an Upward Bound STEM grant, which, if funded, will provide additional counseling services up valley.

In 2009, the Office of Student Services (through matriculation funds) six computers for use in assessments/placement services for the UVC.
II.B.3.b.1. The college will examine and attempt to address the acute space shortage in student services, which includes the student life program

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The Office of Student Life/ASNVC is now housed in the renovated 1300 Student Services building next to the Office of Student Services. This new location provides offices for the Executive Board of the ASNVC, the Coordinator of Student Life, and a reception area for the secretary/office assistant and an open space for student meetings. (http://www.napavalley.edu/AboutNVC/MeasureN/Documents/FMP%20Vol%20IV%20reduced%20for%20web%20posting.pdf, see pages 83-86)

See Recommendation 3 on page 13 for additional information.

II.B.3.c.1. The college will examine and attempt to address the acute space shortage in the Counseling Center.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

With the remodeling of the 1300 building, the counseling center was moved to the south wing of the building, allowing for the creation of a “counselor corridor” that will house all general counselors together with the adjunct counselors. It also positions the Counseling Center next to the Transfer Center/Career Center. This makes for better efficiency particularly for sharing support staff.

See Recommendation 3 on page 14 for additional information.

II.B.4.1. The college will implement the cycle to assess student learning outcomes each year.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

See II.A.1.c.1. page 26.
Standard II.C – Library and Learning Support Services

II.C.2.1. The Library and Learning Resources department will conduct a satisfaction survey before the end of the spring 2010 semester to evaluate its services to students, staff, and faculty

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to date are summarized below.

The college delayed the survey until the new McCarthy Library and Learning Resources was occupied. At the end of fall semester 2011, a survey was developed to assess satisfaction with library services. The survey was electronically embedded on the library webpage and is available in hard copy at the circulation desk. The results are discussed through weekly staff meetings. This enables staff to engage in meaningful conversations and reflect on methods of making and implementing changes.

Specific survey results are included as evidence; however, a brief overview indicates that as of June 2012, students score the library services and staff in the excellent to good range, with the exception of availability of WiFi. Over 54% of responses indicated that the wireless network at the college was not meeting student demand. This problem was taken through the committee process, and the wireless issues have been resolved.

The staff noted that although the survey is available to students, staff and faculty, primarily only students seem to respond to the survey. As a result, a faculty survey has been written and will be administered at the end of each semester. The faculty survey addresses faculty satisfaction with media services, as well as library.

The new Library and Learning Resource building was officially opened summer 2010. Until that time, few students made use of the resources in the library. Less than 300 students visited the old library on a daily basis. Currently, the library attracts approximately 2,000 patrons on a daily basis. Students make use of the many support systems available in the physical facility, but also take advantage of the virtual support systems. On the college webpage, the library is the top destination website. In the month of April 2012, there were 2,875 visits to the site. The most popular page within the library website was the find articles and databases page (807 requests).

The new facility has expanded services to include:
- Access to the Internet
- 80 computers for student use within the library
- 44 laptops available for student check-out
- 3 Media Viewing rooms
- 18 media viewing stations
- 8 group study rooms
• Access to and increase in online databases including GALE, EBSCO Host and Lexis-Nexis
• Access to a Special Collections room
• COPIA art book collection
• Media production studio
• Printer and copier room
• Silent study area
• Student Success Center information competency workshops
• Media classroom support for “smart” classroom technology
• Media usage trainings for faculty
• Library webpage with online information competency tutorials and library guides
• Online research support through digitized handouts
• Cooperative learning opportunities for English Learning Communities
Standard III.A – Human Resources

III.A.1.a.1. The vice president of instruction, the dean of human resources, and the Academic Senate leadership will review and update Board Policy H4446, Equivalence to Minimum Qualifications for Academic Personnel

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

Board Policy H4446 administrative regulations have been revised and were approved by the Board of Trustees in March 2010. The Office of Human Resources has worked with the Office of Instruction and the Academic Senate to implement the new policy. Equivalency review teams were formed and conducted review of equivalencies as part of the faculty hiring process in 2011-2012.  


III.A.1.c.1. The faculty, staff, and administration will work collaboratively with the SLO Assessment Committee to identify which staff are directly responsible for producing student learning outcomes and to examine how the assessment of learning outcomes might be incorporated into the evaluation process.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

It was agreed that faculty are responsible for assessing instructional SLO’s and participating in ILO assessment. In addition, two learning outcome coordinators (instruction and service area) (http://www.napavalley.edu/AboutNVC/Planning/SLO/ilo/Pages/default.aspx) are responsible for training and assistance. http://www.napavalley.edu/Committees/AS/Pages/ContractEvaluation.aspx; http://www.napavalley.edu/Committees/AS/Pages/TenuredEvaluation.aspx

The faculty evaluation process has been revised to include a component in the self-evaluation with regard to SLO’s and assessment. The new contract faculty evaluation process beginning Fall 2012 includes mandatory training for new faculty on SLO assessment. http://www.napavalley.edu/Committees/AS/Documents/Tenured%20Evaluation/SES%20For%20Teaching%20Faculty.pdf;

Managers are tasked with leading their service areas in SSO and AUO assessment.
III.A.2.1. The district will hire an administrator by the end of academic year 2009-2010 to oversee the new Library Learning Resource Center and other programs housed in the new facility.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

In July 2010, the Board of Trustees appointed an Interim Dean, Library and Learning Resources to fill the leadership role for one year. In July 2011, a regular full-time Dean, Library and Learning Resources was hired to coordinate and supervise all of the functions housed in the new building: McCarthy Library, Media Center, Instructional Technology, Testing and Tutoring Center, Teaching and Learning Center, Disabled Programs and Services, and Learning Services. The Dean, Library and Learning Resources reports to the Vice President, Instruction. (http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/minutes%20and%20attachments%207%2014%2011%20final.pdf see page 1)

III.A.4.c.1. The college will develop a process for handling complaints from employees that are not covered under existing board policies or collective bargaining agreements.

In Progress
Work to address this Planning Agenda item is in progress. The processes for addressing employee complaints are summarized below.

- Employees who wish to file a complaint of unlawful discrimination follow the administrative procedures to Board Policy D1130.
- Employees who believe there has been a violation of the respective collective bargaining agreement follow the grievance procedures in the agreements.
- For complaints that do not fall in either of these categories, employees are first referred to their supervisor. If there is no resolution at this level, the employee is then referred to the supervisor’s supervisor.
- The Dean of Human Resources provides advice and guidance to employees on the process and can serve as a facilitator of meetings for the purpose of conflict resolution.
III.A.5.a.1. The college will review and clarify the role and responsibility of the staff development committee in an effort to develop a more coordinated professional development program that meets the needs of all employee groups.

**Completed**

Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The Staff Development Committee (SDC) serves as the Flexible Calendar Committee (according to Title 5) and makes recommendations for the instructional and non-instructional staff to engage in staff development to achieve staff, student and instructional improvement. The committee is representative of the campus, works within the shared governance model, and is composed of faculty, staff and administrators, with student input. It is co-chaired by the Dean of Human Resources and the Dean of Library and Learning Resources. Other representatives include the Second Vice-President of the Academic Senate, an Administrative Senate representative, a classified professional development representative, NVC Association of Classified Professionals member and a Professional Development Committee member.

The committee meets monthly and is responsible for making recommendations for improvement activities based on input from a yearly needs assessment and evaluations of ongoing trainings. Duties also include record keeping, as well as reporting to the Dean of Academic Affairs of the California Community Colleges Flexible Calendar for the Chancellor's Office.

In order to establish the ongoing needs of the campus, a yearly survey is used to gather professional development needs. The SDC works collaboratively with the Professional Development Committee (PDC) of the Academic Senate to create the calendar of activities for three yearly Flex Days and ongoing trainings in the Teaching and Learning Center (TLC). The SDC ensures that all professional development activities are posted and promoted through the TLC webpage and calendar.

All professional development activities are evaluated. Data and evaluation reports are included in evidence. A brief summary of activities and participants follows:

- **2009-2010:** Workshops: 186 attendees  
  Flex Days: 271 attendees
- **2010-2011:** Workshops: 191 attendees  
  Flex Days: 336 attendees
- **2011-2012:** Workshops: 434 attendees  
  Flex Days: 314 attendees
Standard III.B – Physical Resources

III.B.1.a.1. The college will explore options to maintain NVC’s facilities and grounds in a manner that assures effective utilization and continuing quality to support its programs and services.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

Administrative Unit Outcomes (AUO) have been written for Facilities Department, and data collection is in progress. Survey tools and an inspection process are in development.

AUO 1: Faculty, staff and students will report that the buildings are clean.

AUO 2: Requests for building repairs and maintenance services will be processed and complete in a timely and satisfactory manner.

III.B.1.a.2. The college will continue to explore ways to raise sufficient funds to complete construction and renovation projects as proposed in the Facilities Master Plan.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

Over $225,000 has been added to the NVC Foundation endowment in support of programs. Allocated funds may be used to support program-related construction. Non-endowed program support funds received amounted to $107,884.79. These funds have had the potential to be directed toward capital expenses, but to date have mostly focused on equipment and instructional support. [http://www.napavalley.edu/AboutNVC/Foundation/Documents/Bylaws%20Policy%20Legal%20documents/Annual%20Report%20to%20trustees%20FY%202009-2010.pdf](http://www.napavalley.edu/AboutNVC/Foundation/Documents/Bylaws%20Policy%20Legal%20documents/Annual%20Report%20to%20trustees%20FY%202009-2010.pdf)

Future fundraising goals for capital improvements may result from the Education Master Plan and Facilities Master Plan update to be complete by June 2013.
III.B.1.b.1. The College Police Department will work with appropriate college departments and local and state agencies to update and develop specific emergency plans and necessary training to support the safety of college facilities, employees and students.

**In Progress**
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

The College Police department has been working with appropriate college departments and committees and local and state agencies to update and develop specific emergency plans and necessary training. The College Police and the Emergency Response Committee (ERC) has completed a matrix of required emergency training, conducted a campus wide emergency drill in October 2011, and completed two sessions of Area Coordinator Training.

Revision and updating of the College’s Emergency Operations Plan is in progress, along with the development of Emergency Medical – Standard Operation Procedures. Additionally, Level One emergency training classes are in progress.

III.B.1.b.2. The director of facilities services and dean of UVC and adult continuing education will develop and implement an annual safety inspection process that will be used to evaluate off-campus facilities.

**Completed**
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

An offsite location safety inspection form was developed. Inspections were complete by April 1, 2012, and inspections are now on a regular cycle.

III.B.1.b.3. The college will explore options that will support sufficient maintenance, landscaping, and cleanliness of college facilities to promote a healthful environment as the campus expands.

**In Progress**
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

Pick up of litter has been outsourced to a community group that builds life skills for developmentally disabled adults.

The District increased custodial and maintenance staff upon opening the new Library Learning Resource and Performing Arts Centers. However, there continues to be a need for additional support resources. The Facilities Department has written Administrative Unit Outcomes, and data collection is in progress. Data from the AUO feedback tools will inform decisions related to service and staff levels. [http://www.napavalley.edu/AboutNVC/Planning/PEP/Documents/PEP%20Reports/2011%20PEP%20Reports/2011%20Facilities%20website.pdf](http://www.napavalley.edu/AboutNVC/Planning/PEP/Documents/PEP%20Reports/2011%20PEP%20Reports/2011%20Facilities%20website.pdf)
III.B.2.a.1. The college will, to the best of its ability, continue implementing the Bond Resource Plan for facilities services' support

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

The District increased custodial and maintenance staff upon opening the new Library Learning Resource and Performing Arts Centers. However, there continues to be a need for additional support resources.

http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202010/Minutes%20-%2008%20-%20August%2003,%202010.pdf (see pages 2-3);
http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202010/Minutes%20-%2009%20-%20September%2009,%202010.pdf (see page 1)
Standard III.C – Technology Resources

III.C.1.a.1. The President’s Cabinet and IT director will assess the need for additional technical support staff to support the expanded technology requirements at NVC.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to date are summarized below.

An Institutional Technology (IT) reorganization was approved in Spring 2011 and will be phased in over three years. [http://www.napavalley.edu/AboutNVC/Trustees/Documents/Meeting%20Agendas/2012/backup%20packet%202%202022%2012%20z.pdf](http://www.napavalley.edu/AboutNVC/Trustees/Documents/Meeting%20Agendas/2012/backup%20packet%202%202022%2012%20z.pdf) see pages 136-154) Job descriptions were reviewed, and staff were reclassified to meet the needs of the college. New positions were advertised and filled. Two positions continue to be vacant. One is vacant due to lack of qualified applicants. One is vacant as the college continues to evaluate the best way to fill that vacancy. Another position was added to support the network. In the reorganization, two positions that reported to Instruction and Student Services were transferred to IT to facilitate communication and consistency of actions. In addition, communication between instructional media staff and IT has been strengthened.

III.C.1.a.2. The IT department will pilot a new SQL report request procedure and evaluate the feasibility of creating a SQL report database.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

Reporting services hardware and software was procured and implemented to use for creating and hosting web-based SQL reporting for end-users.

III.C.1.a.3. The college will implement the Datatel Web Portal to improve communication and public image, increase efficiencies and collaboration, increase income and reduce costs.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

The Datatel Web Portal was purchased. IT and appropriate departments will begin implementing Fall 2012 with completion in Spring 2013.
III.C.1.a.4. The Office of Instruction, Curriculum Committee, and IT director will assess the need to replace the WebCMS system with the CurricUNET system.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

Purchased CurricUNET in 2011 and conversion is complete. Legacy WebCMS system is being maintained for historical data if needed. [www.curricunet.com/napa](http://www.curricunet.com/napa)

III.C.1.a.5. The IT department will research alternate data backup options and develop and implement a disaster recovery plan.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

The IT department conducted research for alternate data backup and developed a disaster recovery strategy/plan by 2010. A data backup and recovery strategy is in place to safeguard District data and systems. While IT has recovery procedures, the necessary resources to implement a full disaster recovery plan have been unfunded and unstaffed.

III.C.1.a.6. The IT department will evaluate the need and feasibility of using a Microsoft System Manager server to increase safeguards for ERP client users.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The college procured and implemented System and Configuration Manager hardware and software to better manage secure computing resources.

III.C.1.a.7. The IT department will evaluate the feasibility of using outside services to assist with security efforts to provide 24/7 coverage with access to skilled expertise while keeping employee costs down.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

After evaluating feasibility, alternate 24/7 security measures were put in place. Outside IT services have also been procured, thereby freeing up IT staff for more security-related tasks.
III.C.1.b.1. The college will provide employees with access to Datatel and other technology related training opportunities, to the extent possible given fiscal considerations.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to date are summarized below.

Datatel E-Learning training was purchased Spring 2012. IT audited Datatel access for users and developed role-based security classes (as opposed to individually-based as in the past). Training for online classes was provided by online education coordinators (faculty and administrative) and much one-on-one training occurred for specific online teaching needs. Teaching and Learning Center (TLC) provides training for classroom-based technology, Sharepoint trainings occur regularly. Flex days are an opportunity used for technology training.

In 2012, significant funding was provided to the Institutional Technology department to hire consultants to work with data-dependent offices. The consultants are providing training, expertise on Datatel to improve data integrity, and developing reports.

III.C.1.b.2. The college will assess the need and ability to hire TLC training position(s).

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The leadership for the TLC was assigned to the Dean, Library Learning Resources Center (LLRC). However, TLC training positions have not been hired due to budgetary constraints. The need for staff is being assessed through Program Evaluation and Planning (PEP) as well as through the Strategic Enrollment Management (SEM) process. http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/SupportingDocuments.aspx Some of the duties of the previous TLC Assistant are being covered by a Learning Resource Assistant in the LLRC. During this budget crisis, trainings have occurred by having current staff and faculty either voluntarily provide training through the TLC or provide training as part of their assignment. This has been effective. http://www.napavalley.edu/Academics/Instruction/tlc/Pages/Welcome.aspx

III.C.1.c.1. The college will implement a plan for regular replacement of computers, servers, and classroom equipment to maintain campus-wide technology standards.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

The college has replaced over 200 computers as well as most of the servers and has adopted standards for classroom equipment and printers over the last two years. Recent funding reductions have made it prohibitive to implement a full refresh plan.
Bulk purchases on computers and printers for replacement occurred over the past two years. The Technology Plan is a priority in the 2012-2013 Strategic Plan and will include a computer replacement plan. 

III.C.1.c.2. The IT department will take appropriate action to improve communication with the college community.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to address this item are summarized below.

The IT department upgraded to current Web and e-mail platforms (SharePoint & Exchange) for improved communication and collaboration, and provided campus training for these systems. 
http://www.napavalley.edu/it/Pages/SharePointHelp.aspx Acceptable use procedures for electronic communications were established. http://www.napavalley.edu/it/Pages/PoliciesProcedures.aspx The IT department regularly notifies the campus when system maintenance is required that will affect its usage.

III.C.1.c.3. The college will evaluate and implement appropriate ways to improve the coordination of administrative and instructional technology.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The Technology Executive Committee, the District Instructional Technology Committee, and Datatel Core structure is used for improved coordination. Communication between instructional media staff and institutional technology has been strengthened.  
(http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/2012/2%2022%2012%20minutes%20with%20attachments.pdf see page 7)

III.C.1.d.1. The college will implement and fund Technology Plan recommendations, to the extent possible given fiscal considerations.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

Most of the recommendations from the 2008 Technology Plan were complete, including implementation of a plan to begin refreshing computers. (http://www.napavalley.edu/AboutNVC/Planning/Documents/NVC%20Plans/NVC_Technology_Plan.pdf see page 6) Those recommendations that were not complete were due to budgetary issues. The BOT approved an expenditure of $220,000 to fund the IT roadmap for Spring 2012 and Fall 2013. The 2008 Technology Plan is being revised during 2012-2013.
III.C.2.1. The college will assess technology needs and the feasibility of increasing funds in department budgets to support technology upgrades and purchases.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to date are summarized below.

Unit managers have been directed to request technology in 2012/13 budget requests, including the refreshment of one-third of each unit’s computers each year. The refreshment budget will be maintained at the institutional level rather than increasing department budgets. (see Item 2 on page 1 http://www.napavalley.edu/BusinessOffice/Documents/Final%20Budget%202012-2013.pdf)

The NVC Foundation has secured funds to support upgrades for individual departments and instructional activities. In FY 2009-2010, the Foundation designated $301,645 (75% of total designated funds expenditures) for such technology upgrades. In FY 2010-2011, this support totaled $181,005.00. http://www.napavalley.edu/AboutNVC/Foundation/Documents/Bylaws%20Policy%20Legal%20documents/Annual%20Report%20to%20trustees%20FY%202009-2010.pdf; The launch of “Share the Vision-Shape the Future” major gifts campaign is planned for Fall 2012. Major focus of this solicitation campaign relates specifically to raising capital equipment funds for the support of STEM and Trade and Technology courses including technological upgrades. http://www.napavalley.edu/AboutNVC/Foundation/Pages/GoalsStrategies.aspx
Standard III.D – Financial Resources

III.D.1.c.1. The college will continue to examine retiree benefit liability.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The Board of Trustees adopted an OPEB funding plan at their December 2011 meeting. (http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/12%20Trustees%20Minutes%202011%20and%2020backups.pdf on page 9)

The District continues to explore ways to reduce its long-term liability. Additionally, a Health Benefits Task Force was developed in Spring 2012. As well as examining options to lowering benefit premiums, the task force is considering options to address the OPEP liability. This may include renegotiating vesting requirements.

III.D.2.b.1. The Business Office will provide more training for staff that use the automated budget system.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The Business Office and IT provided log-in, set-up and training for all budget managers interested in utilizing the web-enabled budget-inquiry system in Fall 2010. Ongoing training is available.

III.D.3.1. The President’s Cabinet will communicate how resources are allocated each year based on the information provided through the annual budget development process as justified by PEP and other valid evidence.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to date are summarized below.

In Fall 2011, the Planning Committee began a review of the planning process and clarified communication procedures so that priorities filter up from the unit level to the division, to the council level of the three major units of the college (Instruction, Student Services, Administrative Services), and from there to the Cabinet level. At each level, a feedback loop has been established so that prioritization of an item with financial or resource implications is communicated back to the previous referenced group(s).
A President’s Cabinet report emailed by the President, has been initiated that has improved communication. Feedback regarding the funding and implementation of improvements has been and will be included in the report.
Standard IV.A – Decision-Making Roles and Processes

IV.A.5.1. The President’s Office, in conjunction with departments responsible for policies, will develop and implement systematic procedures for notifying college staff of changes on policies, statutes, and regulations.

Completed
Work to address this Planning Agenda item is in completed. Activities undertaken to date are summarized below.

A policy review project was initiated in 2010 and resulted in a structured process to review all policies, including initiating new policies that were not included in the existing policy manual. [http://www.napavalley.edu/AboutNVC/Trustees/Pages/BoardPolicyManual.aspx](http://www.napavalley.edu/AboutNVC/Trustees/Pages/BoardPolicyManual.aspx) This includes review by constituent groups through the Council of Presidents and a communication loop to the college staff on revisions to policies, statutes and regulations once approved. Revised policies are posted to a central Board policy webpage, distributed through Council of Presidents, and notices of updates are sent to the campus.

Next steps in this process will include a holistic review of Administrative Regulations related to policies beginning July 2013.
Standard IV.B – Board and Administrative Organization

IV.B.2.b.1. The president will support efforts to ensure that NVC has developed SLO’s for all courses and programs and assessment measures by 2012.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

The President met with the vice presidents, LOAC committee chairs, and the faculty assessment coordinator to determine ways to support SLO assessment. A communication from the President and Vice President of Instruction was sent to the campus community. The President and vice presidents began attending LOAC as guests, and stipends were paid to the LOAC faculty co-chair and faculty involved in the ILO Inquiry Group. Although the campus did not achieve proficiency, the assessment of active courses increased from 51% to 72%, which reflects 50% more courses having been assessed.

IV.B.2.b.2. The president will explore ways to provide additional research capacity to enable the college to further develop and expand data driven program planning and development.

Completed
Work to address this Planning Agenda item is completed. Activities undertaken to address this item are summarized below.

The college hired a 1.0 Research Analyst in August 2012. This was made possible through a HSI grant that provided funding for 0.5 Research Analyst and 0.5 funding through the general fund.

See Recommendation 2 on page 12 for additional information.

IV.B.2.c.1. The college will develop a written procedure regarding policy revisions.

In Progress
Work to address this Planning Agenda item is in progress. Activities undertaken to date are summarized below.

An informal pilot process for board policy review is underway and will be formalized by May 2013. In addition, a process for administrative regulations review will be completed based on the board policy review process.

http://www.napavalley.edu/President/Documents/8%2029%2011%20Council%20of%20Presidents%20minutes.pdf
Update on Substantive Change in Progress, Pending, or Planned

Napa Valley College is preparing substantive change proposals to submit to the Accrediting Commission for Community and Junior Colleges. The Napa Valley College Curriculum Committee approved four SB 1440 degrees in Communication Studies, Early Childhood Education (Child and Family Studies), Mathematics and Sociology. These degrees were subsequently approved by the Board of Trustees and the California Community College Chancellor’s Office (CCCCO). Four additional SB 1440 degrees are being reviewed by the Chancellor’s Office, and substantive change proposals will be submitted for those degrees once approved.

Currently, the Office of Instruction is investigating the status of NVC courses available through distance education to determine whether the college should submit an additional substantive change proposal in the near future.
TO: ACCJC Members
FROM: Sue Nelson
Vice President, Instruction
DATE: October 15, 2012
RE: Guest Password for Protected Websites

The college has provided a guest password for some links that are user protected. Should you click on a link that is protected, please use the following guest password:

User: (provided separately to ACCJC)
Password: (provided separately to ACCJC)

This password will be functional through January 31, 2013.

/cpr
APPENDIX A

Evidence: Appendix A.1
- Special Board of Trustees, October 5, 2012 (on CD)
- Planning Committee Composition on page 12

Evidence: Appendix A.2
- Strategic Plan,
- Environmental Scan,
  http://www.napavalley.edu/AboutNVC/Planning/Pages/EnvironmentalScanMaterials.aspx
- Strategic Plan Forums
- Special Board of Trustees, October 5, 2012 (see Appendix A.1)
- Schedules Js and Ks (samples on CD)
- Planning Flowchart (on CD)
- Planning Budget Rubric (on CD)
- Planning Committee Minutes (on CD)
- Educational Master Plan (on CD)

Evidence: Appendix A.3
- Schedule A (on CD)
- Planning Budget Rubric (see Appendix A.2)
- NVC Assessment Status Report to ACCJC (on CD and evidence on NVC Jump drive)
- Strategic Enrollment Management (SEM) minutes (on CD)
- SEM Progress Reports (on CD)
- Hiring Committee Training (on CD)
- Hiring Statistics 2008-2012 (on CD)
- Summary of SEM Process (on CD)

Evidence: Appendix A.4
- TLC Calendar (on CD)
- Dean, Library and learning Resources Job Description (on CD)
- Board of Trustees minutes from July 2011 on page 1,
  http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/minutes%20and%20attachments%207%202011%20final.pdf
Evidence: Appendix A.5
- TLC Calendar (see Appendix A.4)
- PEP Professional Development Request (on CD)
- Professional development activities provided during three campus wide Flex days Fall 2009 – Spring 2012 (on CD)
- Staff Development Committee Roles and Responsibilities (see page 2 on CD)
- Staff Development Results Survey (on CD)
- TLC Evaluation (on CD)

Evidence: Appendix A.6
- TLC Calendar (see Appendix A.5)
- Student Services Customer Services Training agenda (on CD)
- SEM Process Training--Mapping (on CD)
- IT Roadmap, [http://www.napavalley.edu/AboutNVC/Trustees/Documents/Meeting%20Agendas/2012/backup%20packet%202%22%22%22%22%20z.pdf](http://www.napavalley.edu/AboutNVC/Trustees/Documents/Meeting%20Agendas/2012/backup%20packet%202%22%22%22%22%20z.pdf) (see pages 136-154)
- TracDat Training (on CD)

Evidence: Appendix A.7
- PEP report written and submitted fall 2011, [http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/default.aspx](http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/default.aspx)

APPENDIX B

Evidence: Appendix B
- Research Analyst Job Description (on CD)
- IT Roadmap, [http://www.napavalley.edu/AboutNVC/Trustees/Documents/Meeting%20Agendas/2012/backup%20packet%202%22%22%22%22%20z.pdf](http://www.napavalley.edu/AboutNVC/Trustees/Documents/Meeting%20Agendas/2012/backup%20packet%202%22%22%22%22%20z.pdf) (see pages 136-154)

APPENDIX C

Evidence: Appendix C
- Floor plans on page 85 and 86, [http://www.napavalley.edu/AboutNVC/MeasureN/Documents/FMP%20Vol%20IV%20reduced%20for%20web%20posting.pdf](http://www.napavalley.edu/AboutNVC/MeasureN/Documents/FMP%20Vol%20IV%20reduced%20for%20web%20posting.pdf)

APPENDIX D

Evidence: Appendix D
- Dean, Library and learning Resources Job Description (see Appendix A.4)
- Board of Trustees minutes from July 2011 on page 1, [http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/minutes%20and%20attachments%207%202011%20final.pdf](http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/minutes%20and%20attachments%207%202011%20final.pdf)
APPENDIX E

Evidence: Appendix E.1
- Campus Climate Survey (on CD),
  http://www.napavalley.edu/AboutNVC/Planning/Pages/CampusClimateSurvey.aspx
- Council of Presidents,
  http://www.napavalley.edu/President/Pages/CouncilofPresidents.aspx
- DTF Recommendations for Inclusivity Committee (on CD)
- Inclusivity Committee,
  http://www.napavalley.edu/Committees/inclusivity/Pages/default.aspx
- Veterans’ Brochure (a comprehensive pamphlet on CD)
- Veterans’ college website
  http://www.napavalley.edu/StudentServices/FinancialAid/VeteransResources/Pages/welcome.aspx
- Results of needs assessment veterans’ survey (on CD)

Evidence: Appendix E.2
- Hiring Statistics 2008-2012 (see Appendix A.3)
- Hiring Committee Training (see Appendix A.3)
- Accreditation Training with Jack Pond April 12, 2012 (on CD)
- Dream Zones presented to Inclusivity Committee (sample minutes and agendas on CD)
  Dream Zone Training for members of the Inclusivity Committee (sample email on CD)
- New Faculty Learning Community (on CD)
- Interest Based Bargaining (IBB) Training held in September 2011, agenda, invite and rosters (on CD)
- Listening Posts Summary to the Board (on CD)
- Resolution by Board of Trustee in Honor of NVC Classified Professionals (on CD)
- Speaker Series Flyer (on CD)
- Academic Senate minutes May 10,
  Academic Senate minutes May 17, 2011,
- Campus Security Policy and Crime Statistics Report (Clery Act),
  http://www.napavalley.edu/StudentServices/Policie/Documents/Student%20Right%20To%20Know%20Report%20-%202012.pdf
- Inclusivity Committee website and Mission Statement,
  http://www.napavalley.edu/Committees/inclusivity/Pages/default.aspx
- Safe Space Program,
  http://www.napavalley.edu/President/BIRT/Pages/SAFESPACProgram.aspx
- Bias Incident Response Team (B.I.R.T),
  http://www.napavalley.edu/President/BIRT/Pages/default.aspx
APPENDIX F

Evidence: Appendix F.1
- Budget Parameters document (on CD)
- Budget Reduction Rubric 2012-2013 (on CD)
- Special Board of Trustees, September 13, 2012 (on CD)
- Special Board of Trustees, October 5, 2012 (see Appendix A.1)

Evidence: Appendix F.2
- Board of Trustees minutes, December 2011,
  http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/12%207%2011%20minutes%20and%20backups.pdf
Resource Documents for Planning Agenda

Evidence: I.B.1.1.
- Report to the ACCJC on the Status of Assessment (on NVC Jump Drive)
- Academic Senate Executive Committee and Business meeting minutes, (May 25, 2012 AS Minutes) (on CD)
  http://www.napavalley.edu/Committees/AS/Pages/BusinessMeetings.aspx,
  http://www.napavalley.edu/Committees/AS/Pages/Executive.aspx
- Division, Department and Service Area meetings (samples on CD)
- Faculty Hour video recording of “Best Practices”
  http://www.youtube.com/watch?v=zFJp89bDIOY
- PowerPoint trainings (on CD)
- Fall 2011 Service Area AUO/SSO Training – service area binders/forms (on CD)
- Fall Flex Day 2012 agenda. (on CD)
- Fall Flex Day August 11, 2011 and August 12, 2011 agendas (on CD)
- Instruction Council meeting minutes (samples on CD)
- Inquiry Group meeting minutes (sample on CD)
  Inquiry Group Podcast (on CD)
  Inquiry Group websites,
  (http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/InquiryGroups.aspx and
  http://www.napavalley.edu/AboutNVC/Planning/SLO/ilo/Pages/default.aspx)
- Schedule K approved by the Planning Committee (on CD)
- SSO Survey Spring 2011 service area surveys, area meeting minutes (on CD)
- LOAC meeting October 2012 (on CD)
  http://www.napavalley.edu/Committees/AS/Pages/LearningOutcomesAssessment.aspx
- Learning Outcome Assessment Website:
  http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/Assessment.aspx
- Planning Committee Minutes (on CD)
- Program Evaluation and Planning (PEP) reports
  http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/2012PEPReports.aspx
- Sample PEP Reports: Child and Family Studies program
  http://www.napavalley.edu/AboutNVC/Planning/PEP/Documents/PEP%20Reports/2010
  %20PEP%20Reports/CFS%20VT%20and%20PEP%20Report%20WEBSITE.pdf;
  Office of Instruction and Scheduling
  http://www.napavalley.edu/AboutNVC/Planning/PEP/Documents/PEP%20Reports/2010
  %20PEP%20Reports/OI%20VT%20and%20PEP%20report%20WEBSITE.pdf

Evidence: I.B.1.2.
- Report to the ACCJC on the Status of Assessment (on NVC Jump Drive)
- Video recording of “Best Practices” faculty hour and PowerPoints of trainings (see I.B.1.1.)
- Fall Flex Day August 11, 2011 and August 12, 2011 agendas (see I.B.1.1.)
- LOAC meeting minutes (see I.B.1.1.)
- TLC Calendar for workshops (see Appendix A.5),
  SLOA website:
  http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/Assessment.aspx
- PEP reports (see I.B.1.1.) and training documents websites, [PEP reports website](http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/SupportingDocuments.aspx) and [PEP forms website](http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPForms.aspx)
- TLC Calendar (see Appendix A.5) and TracDat trainings/attendance (on CD).
- Regular (Tenured) Faculty evaluation process, on pages 2-4 [Contract (Tenured-Track) Faculty evaluation process](http://www.napavalley.edu/Committees/AS/Documents/Contract%20Evaluation/Contract%20Evaluation%20Process%20Final%20revised%202012Mar08.pdf)
- LOA website, [LOA website](http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/Assessment.aspx)
- LO Coordinators job descriptions (on CD)

**Evidence: I.B.4.1.**
- Report to the ACCJC on the Status of Assessment (on NVC Jump Drive)
- Planning Committee Minutes (see I.B.1.1)
- Annual Planning and minutes November 18, 2011, on page 2 [Planning Committee Minutes](http://www.napavalley.edu/AboutNVC/Planning/Documents/Planning%20Committee%20Agendas%20and%20Minutes/2011%20-%202012/11182011%20MINUTES.pdf)
- Budget Process Flow Chart Flow Chart, [Budget Process Flow Chart](http://www.napavalley.edu/AboutNVC/Planning/Pages/AnnualPlanningBudgetProcessFlow.aspx)
- President’s Cabinet Report and Armond Phillips’ emails (on CD)

**Evidence: I.B.5.1.**
- Research Analyst Job Description (on CD)

**Evidence: II.A.1.b.1.**
- Minutes of Counseling division meetings (on CD)
- IT roadmap [IT roadmap](http://www.napavalley.edu/AboutNVC/Trustees/Documents/Meeting%20Agendas/2012/backup%20packet%202%202012%20z.pdf) (see pages 136-154)

**Evidence: II.A.1.c.1.**
- Report to the ACCJC on the Status of Assessment (on NVC Jump Drive)
- 5+1 Plan, [5+1 Plan](http://www.napavalley.edu/AboutNVC/Planning/SLO/Documents/Five%20plus%20SLOAC.pdf); 5+1 Plan, [5+1 Plan](http://www.napavalley.edu/AboutNVC/Planning/SLO/Documents/Five%20plus%20SLOAC.pdf)
- TracDat, [TracDat](http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/TracdatTrainingGuides.aspx)
- Schedules Js and Ks (samples on CD);
- PEP reports (see I.B.1.1.)
- SSO/AUO outcomes assessment plans among service area (on CD)
- ILO Inquiry group plan, meeting minutes, and reports, [http://www.napavalley.edu/AboutNVC/Planning/SLO/ilo/Pages/default.aspx](http://www.napavalley.edu/AboutNVC/Planning/SLO/ilo/Pages/default.aspx)
- SSO/AUO Assessment Cycle--Three-Year and Five-Year Plans for service area assessment (on CD)
- College Status Report on SLO Implementation draft 9/28/12 (on CD)

**Evidence: II.A.1.c.2.**
- Report to the ACCJC on the Status of Assessment (on NVC Jump Drive)
- Academic Senate Executive, May 4, 2010 Committee and Business meeting minutes May 11, 2010 (on CD)
- LOAC, [http://www.napavalley.edu/Committees/AS/Pages/LearningOutcomesAssessment.aspx](http://www.napavalley.edu/Committees/AS/Pages/LearningOutcomesAssessment.aspx)
- Academic Standards and Practices Committee website (shows several links to GEO information); [http://www.napavalley.edu/Committees/AS/Pages/AcademicStandardsPractices.aspx](http://www.napavalley.edu/Committees/AS/Pages/AcademicStandardsPractices.aspx)

**Evidence: II.A.1.c.3.**
- Learning Outcome Assessment website: [http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/Assessment.aspx](http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/Assessment.aspx)

**Evidence: II.A.1.c.4.**
- (see II.A.1.C.1.)

**Evidence: II.A.1.c.5.**
- Assessment Budget (on CD)
- TracDat contract (on CD)

**Evidence: II.A.2.1.**
- Training provided by Cathy Gillis, English instructor website, [http://www.napavalley.edu/Academics/OnlineEd/Pages/OnlineEducationCommittee.aspx](http://www.napavalley.edu/Academics/OnlineEd/Pages/OnlineEducationCommittee.aspx)
- Distance Education Accessibility Guidelines (on CD)
- Emails sent to online faculty (on CD)
- Instruction Council Minutes, November 22, 2011 (on CD)

**Evidence: II.A.2.a.1.**
- GoverNet purchase order for CurricUNET (on CD)
- TLC Calendar, see CurricUNet on calendar (See Evidence: Appendix A.5)

**Evidence: II.A.2.b.1.**
- (see II.A.1.C.1.)
Evidence: II.A.2.h.1.

Evidence: II.A.3.1.
- Academic Senate Executive, May 4, 2010 Committee and Business meeting minutes May 11, 2010 (see II.A.1.c.2.)

Evidence: II.A.3.2.

Evidence: II.A.3.3.
- LOAC and Planning Committee meeting minutes (II.A.1.c.2.)
- Academic Standards and Practices Committee website (shows several links to GEO information)
- Academic Senate Executive Committee and Business meeting minutes (II.A.1.c.2.)
- GEO statement on Academic Senate website. (II.A.1.c.2.)

Evidence: II.A.5.1.
- VTEA Project website and Advisory Committee website (both of these websites are located on the NVC website) http://www.napavalley.edu/Academics/CareerTechEd/VTEA/Pages/welcome.aspx; http://www.napavalley.edu/Academics/CareerTechEd/Pages/AdvisoryCommittees.aspx

- Two emails on establishing a student panel task force and two emails/flyers sent to campus about printing services (on CD)

Evidence: II.A.7.b.1.

Evidence: II.B.1.1.
- Floor plans on page 85 and 86, http://www.napavalley.edu/AboutNVC/MeasureN/Documents/FMP%20Vol%20IV%20Reduced%20for%20web%20posting.pdf
Evidence: II.B.1.2.
- Board of Trustee July 14, 2011 minutes;  
  http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/minutes%20and%20attachments%20final.pdf

Evidence: II.B.1.3.
- Veterans Brochure (a comprehensive pamphlet on CD)
- Veterans college website  
  http://www.napavalley.edu/StudentServices/FinancialAid/VeteransResources/Pages/welcome.aspx
- Results of needs assessment veterans' survey (on CD)

Evidence: II.B.1.4.
- Sample PEP reports (post 2010) (see I.B.1.1.)
- Research Analyst job description and announcement (see I.B.5.1.)
- Board of Trustees agenda/minutes from July 24, 2012 – approval of hire of Research Analyst (see 1.B.5.1.)
- Datatel/IT roadmap (see II.A.1.b.1.)
- SSO/AUO outcomes assessment plans among service area (see II.A.1.c.1.)
- Summary of data stored in TracDat (on CD)

Evidence: II.B.1.5.
- TEC minutes (see II.A.1.b.1.)
- IT roadmap (see II.A.1.b.1.)

Evidence: II.B.1.6.
- SEM Team 1 “is map”, notes and minutes (on CD)
- Outreach Committee minutes (sample on CD)

Evidence: II.B.1.7.
- Board of Trustees minutes for April 19, 2012 (see page 2 on CD) and June 14, 2012 (pages 2 and 3 on CD)

Evidence: II.B.2.a.1.
- 2010-2012 Catalog;  
  http://www.napavalley.edu/Academics/Catalog/Documents/1012CATALOG.pdf
- 2012-2014 Catalog;  
  http://www.napavalley.edu/Academics/Catalog/Documents/Catalog%202012-2014%20Website.pdf

Evidence: II.B.3.a.1.
- IT Roadmap (see II.A.1.b.1.)
Evidence: II.B.3.a.2.
- HSI Counselor Announcement (on CD)

Evidence: II.B.3.b.1.
- Building Map,
  [link](http://www.napavalley.edu/AboutNVC/MeasureN/Documents/FMP%20Vol%20IV%20reduced%20for%20web%20posting.pdf) (see pages 83-86)

Evidence: II.B.3.c.1.
- (see II.B.3.b.1.)

Evidence: II.B.4.1.
- (See II.A.1.c.1)

Evidence: II.C.2.1.
- Fall Flex Day 2011 (on CD)
- Outcomes staff meetings four times Fall 2011 (on CD)

Evidence: III.A.1.a.1.
- Board Policy H4446 (on CD)
- Board of Trustee Minutes November 2010 (see page 8 on CD)
- Equivalency Training Documents (see Academic Senate Webpage under Faculty Standards and Practices),

Evidence: III.A.1.c.1.
- Learning Outcome coordinators (instructional and service area) and faculty,
  [link](http://www.napavalley.edu/AboutNVC/Planning/SLO/ilo/Pages/default.aspx)
- Faculty Evaluation Process contract and regular (see I.B.1.2.)
- Faculty Evaluation list of teams (contract and regular),
  [link](http://www.napavalley.edu/Committees/AS/Pages/ContractEvaluation.aspx);
  [link](http://www.napavalley.edu/Committees/AS/Pages/TenuredEvaluation.aspx)
- Tenured faculty self-evaluation form,
  [link](http://www.napavalley.edu/Committees/AS/Documents/Tenured%20Evaluation/SES%20For%20Teaching%20Faculty.pdf);
  Counselor self-evaluation form,
  [link](http://www.napavalley.edu/Committees/AS/Documents/Tenured%20Evaluation/SES%20For%20Counseling%20Personnel%20revFA09.pdf),
  Librarians,
  [link](http://www.napavalley.edu/Committees/AS/Documents/Tenured%20Evaluation/SES%20For%20Librarian%20Personnel.pdf)

Evidence: III.A.2.1.
- Dean, Library and Learning Resources Job Description (on CD)
• Board of Trustees minutes from July 2011 on page 1, [http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/minutes%20and%20attachments%20final.pdf](http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/minutes%20and%20attachments%20final.pdf);

**Evidence:** III.A.4.c.1.
• Board Policy D1130 (on CD)

**Evidence:** III.A.5.a.1.
• Campus wide survey distributed to capture professional development needs of all employees (see Appendix A.5)
• Monthly staff development meeting minutes (on CD)
• Professional development workshops/trainings/retreats/field experiences held throughout the year through the Teaching and Learning Center (see Appendix A.5, TLC Calendar)
• Professional development activities provided during three campus wide Flex days (see Appendix A.5, Flex Day agendas) (have TLC binder)

**Evidence:** III.B.1.a.1.
• AUO Plan on file in Facilities Services and submitted to Planning and Research (on CD)

**Evidence:** III.B.1.a.2.
• Fiscal Year End financial reports for FY 2009-2010 [http://www.napavalley.edu/AboutNVC/Foundation/Documents/Bylaws%20Policy%20Legal%20documents/Annual%20Report%20to%20trustees%20FY%202009-2010.pdf](http://www.napavalley.edu/AboutNVC/Foundation/Documents/Bylaws%20Policy%20Legal%20documents/Annual%20Report%20to%20trustees%20FY%202009-2010.pdf); and FY 2010-2011 (on CD)

**Evidence:** III.B.1.b.1.
• Area Coordinator Outline (on CD)
• Campus Wide Emergency Drill - After Action Report (file name: AAR – Shake Out on CD)
• Emergency Training Matrix – 2011 (on CD)
• Level One – Emergency Training Outline (on CD)
• Emergency Operation Plan (EOP) will be available in December 2012
• Emergency Medical SOP will be available late 2013

**Evidence:** III.B.1.b.2.
• Offsite Location Safety Inspection forms (on CD); As a point of clarification, there are only four sites that College Police inspected. Most of NVC’s offsite locations fall under another jurisdiction or inspection body that met the college’s needs such as a hospital or Unified School District.
Evidence: III.B.1.b.3.
- AUO Plan on file in Facilities Services and submitted to Planning and Research (see III.B.1.a.1.)

Evidence: III.B.2.a.1.
- BOT Board minutes approving positions (sample BOT minutes) http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202010/Minutes%20-%2008%20-%20August%2003,%20%202010.pdf (see pages 2-3);
  http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202010/Minutes%20-%2009%20-%20September%2009,%20%202010.pdf (see page 1)
- Evidence Email regarding facilities positions (CD)

Evidence: III.C.1.a.1.
- IT Job announcements and BOT minutes (on CD)

Evidence: III.C.1.a.2.
- Reporting Services Functional Description (on CD)
- IT Report Manager Website is internal and snap shots of the website are on the CD, http://r18db/reports/pages/folder.aspx

Evidence: III.C.1.a.3.
- IT Roadmap, Datatel Agreement (see III.C.1.a.1.)

Evidence: III.C.1.a.4.
- CurricUNET Website, www.curricunet.com/napa

Evidence: III.C.1.a.5.
- Prior year IT Unit Plans 2011-2012 (on CD)
- IT Roadmap 2012 (see III.C.1.a.1.)
Evidence: III.C.1.a.6.
- Email: Purchase orders for Microsoft System and Configuration Manager (on CD)

Evidence: III.C.1.a.7.
- IT Unit Documentation (see III.C.1.a.1.)
- IT Core Functions URL (see III.C.1.a.1.)

Evidence: III.C.1.b.1.
- IT Roadmap (see III.C.1.a.1)
- TLC Calendar (see Appendix A.5)
- Flex Day agendas (see Appendix A.5)

Evidence: III.C.1.b.2.
- TLC calendar (see Appendix A.5)
- SEM Team 3 chart document with objectives (on CD)
- Flex Day agendas (see Appendix A.5)
- PEP calendar,
  http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/SupportingDocuments.aspx
- Instruction PEP Cycle,
  http://www.napavalley.edu/AboutNVC/Planning/PEP/Documents/Supporting%20Documents/08022012%20%20INSTRUCTION%20CYCLE%20REV.pdf;
- Student Services PEP Cycle,
  http://www.napavalley.edu/AboutNVC/Planning/PEP/Documents/Supporting%20Documents/Student%20Services%20Cycle.pdf;
- Administrative Services PEP Cycle,
  http://www.napavalley.edu/AboutNVC/Planning/PEP/Documents/Supporting%20Documents/Admin%20Services%20Cycle%2020110302011.pdf
- TLC website,
  http://www.napavalley.edu/Academics/Instruction/tlc/Pages/Welcome.aspx

Evidence: III.C.1.c.1.
- IT Roadmap 2011-2014 (see III.C.1.a.1.)
- TEC minutes (on CD)
- Strategic Priorities 2012-2013,

Evidence: III.C.1.c.2.
- IT Procedures, http://www.napavalley.edu/it/Pages/PoliciesProcedures.aspx
- IT Unit Documentation (see III.C.1.a.1.)
- IT Web Site, http://www.napavalley.edu/it/Pages/welcome.aspx
• Online SharePoint Training Materials,
  http://www.napavalley.edu/it/Pages/SharePointHelp.aspx

Evidence: III.C.1.c.3.
• IT Roadmap (see III.C.1.a.1.)
• Board of Trustees Minutes of February 22, 2012 on page 7,
  http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/2012/2%2022%202012%20minutes%20with%20attachments.pdf

• NVC Technology Plan 2008 on page 6,
• IT Roadmap (see III.C.1.a.1.)
• Strategic Priorities 2012-2013 (see III.C.1.c.1.)
• Board of Trustees Minutes of February 22, 2012 (see III.C.1.c.3.)

Evidence: III.C.2.1.
• Instructional Area Plan 2012-2013 Budget Requests (on CD, Item 2 on page 1)
• NVC Foundation Fiscal Year End financial reports for FY 2009-2010
  http://www.napavalley.edu/AboutNVC/Foundation/Documents/Bylaws%20Policy%20Legal%20documents/Annual%20Report%20to%20trustees%20FY%202009-2010.pdf; and FY 2010-2011 (see II.B.1.a.2.)
• NVCF Strategic Plan of August 2011;
  http://www.napavalley.edu/AboutNVC/Foundation/Pages/GoalsStrategies.aspx

Evidence: III.D.1.c.1.
• Board of Trustees Minutes December 11, 2011 on page 9,
  http://www.napavalley.edu/AboutNVC/Trustees/Documents/Board%20Meeting%20Minutes/Board%20Minutes%202011/12%207%2011%20minutes%20and%20backups.pdf
• Budget Committee Minutes September 1, 2011, on pages 1 and 2,

Evidence: III.D.2.b.1.
• IT/Business Office Set-up Documents (on CD)

Evidence: III.D.3.1.
• Email from Acting President Armond Phillips (see I.B.4.1)
• Budget Rubric (see Appendix A.2 on CD)
• Cabinet Reports (see I.B.4.1)
Evidence: IV.A.5.1.
- Quarterly Board updates on policy review progress (on CD)
- Webpage link, http://www.napavalley.edu/AboutNVC/Trustees/Pages/default.aspx

Evidence: IV.B.2.b.1.
- President’s public endorsement of the Outcomes Assessment Plan and activities (on CD)
- Assessment Budget showing allocation of extra monies for conference attendance, underwriting of training (see II.A.1.c.5)
- Co-chair and inquiry group participant stipends (see development of contracts on CD)

Evidence: IV.B.2.b.2.
- HSI STEM Grant (on CD)
- Research Analyst Job Description (see I.B.5.1.)
- Board of Trustees minutes of approving position August 2012 (see I.B.5.1.)

Evidence: IV.B.2.c.1.
- Council of Presidents August 29, 2011 minutes, item VII, http://www.napavalley.edu/President/Documents/8%2029%2011%20Council%20of%20Presidents%20minutes.pdf