Additional Backup for Agenda Item 11.3 – Discussion of Board Self-Evaluation

Attached please find:

1. **Recommended Board Self-Evaluation Survey Instrument (p.2-3)**
   Following discussion, identified changes will be implemented and an online survey will be released (via an emailed link) on 7/26/13.

   The Order of Events summary includes estimated times, proposed topics of discussion and activities, and developing backup/reference materials. The backup materials listed below are also attached. Following discussion, identified changes will be implemented and the Order of Events and backup/references will be distributed for the 7/25/13 Board of Trustees Special Meeting – Board Self-Evaluation.

Backup/References Attached:
   - BP 2745 – Board Self-Evaluation (p. 5)
   - AR 2745 – Board Self-Evaluation (p. 6)
   - Screen-shot and address of Board Resources web page (p.7)
   - Accreditation Standard IV. B (p. 8-10)
   - Sample Board Goals – Pasadena City College (p. 11-12)
   - Board Interests from 7/26/11 Self-Evaluation (p. 16)
Recommended Board Self-Evaluation Survey Instrument
To be posted on Survey Monkey 7/19/13 & completed no later than 7/23/13 at 5:00 p.m.

General Effectiveness Criteria

This instrument consists of a comprehensive set of criteria reflecting commonly-accepted standards of board effectiveness. Boards may delete items and add others that address issues specific to the board.

Rating Scale

Rate how the board performs:
  4  Outstanding
  3  Good
  2  Needs Improvement
  1  Unable to evaluate

Survey Items

I. Mission and Planning
1. Board members are knowledgeable about the culture, history, and values of the district.
2. The board regularly reviews the mission and purposes of the institution.
3. The board spends adequate time discussing future needs and direction of the district.
4. The board assures that there is an effective planning process and is appropriately involved in the process.
5. The board assures that district plans are responsive to community needs.
6. The board has adopted and monitors the implementation of the district’s strategic, educational and facilities master plans.
7. The board sets annual goals or priorities in conjunction with the CEO and monitors progress toward them.

II. Policy Role
8. The board clearly understands its policy role and differentiates its role from those of the CEO and college staff.
9. The board assures that the district complies with relevant laws, regulations and accreditation standards.
10. The board’s policy manual is up-to-date and comprehensive.
11. The board relies on board policy in making decisions and in guiding the work of the district.

III. Board–CEO Relations
12. The board maintains a positive working relationship with the CEO.
13. The board clearly delegates the administration of the district to the CEO.
14. The board sets and communicates clear expectations for CEO performance.
15. The board regularly evaluates CEO performance.
16. The board periodically reviews the CEO contract to assure appropriate support and compensation.

IV. Community Relations & Advocacy
17. Board members act on behalf of the public and citizens in the district when making decisions.
18. Board members are active in community affairs
19. The board advocates on behalf of the district to local, state, and federal governments.
20. The board actively supports the district’s foundation(s) and fundraising efforts.
V. Educational Programs and Quality
21. The board is knowledgeable about the district’s programs and services.
22. The board is knowledgeable about the educational and workforce training needs in the community.
23. The board has established expectations or standards that enable it to monitor the quality and effectiveness of the educational program.
24. The board regularly receives and reviews reports on institutional effectiveness.
25. The board is appropriately involved in the accreditation process.
26. The board understands and protects academic freedom.

VI. Fiduciary Role
27. The board assures that the budget reflects priorities in the district’s plans.
28. Board policies assure effective fiscal management and internal controls.
29. The board regularly receives and reviews reports on the financial status of the institution.
30. The board reviews the annual audit and monitors responses to recommendations.
31. The board adopts and monitors the implementation of a facilities master plan.
32. The board has provided appropriate direction for seeking external funding.
33. The board maintains an adequate financial reserve.

VII. Human Resources and Staff Relations
34. The board’s human resources policies provide for fair and equitable treatment of staff.
35. The board has established and follows clear parameters for collective bargaining.
36. The board has and follows protocols regarding communication with college employees.
37. Board members refrain from attempting to manage employee work.
38. The board expects and supports faculty, staff, and student participation in college decision-making.

VIII. Board Leadership
39. The board understands its roles and responsibilities.
40. The board expresses its authority only as a unit.
41. Board members understand that they have no legal authority outside board meetings.
42. The board regularly reviews its code of ethics or standards of practice and has a policy on addressing violations of the code.
43. Board members uphold and comply with the board’s code of ethics.
44. Board members avoid conflicts of interest and the perception of such conflicts.
45. Board members annually file a statement of economic interests.
46. Once a decision is made, board members uphold the decision of the board.
47. Board discussions and relationships reflect a climate of trust and respect.

IX. Board Meetings
48. Board meetings are conducted in an orderly, efficient manner.
49. Board meetings and study sessions provide sufficient opportunity to explore key issues.
50. Agenda items provide sufficient information to enable good board decision-making.
51. The board understands and adheres to the Brown Act.
52. The board maintains confidentiality of privileged information.

X. Board Education
53. New members participate in a comprehensive orientation to the board and district.
54. Board members participate in trustee development activities.
55. The board evaluation process helps the board enhance its performance.
56. The Board measures it accomplishments against board goals.
## Board of Trustees
Napa Valley College
Board Self-Evaluation – Order of Events
July 25, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Backup/References</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 a.m.</td>
<td>Coffee &amp; Pastries</td>
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<tr>
<td>8:30 – 8:35</td>
<td>Call to Order, Pledge of Allegiance, Public Comment, Setting Expectations</td>
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<td>8:35</td>
<td>Board Self-Evaluation</td>
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<tr>
<td>8:35 – 8:45</td>
<td>Setting Expectations</td>
<td>• BP2745 &amp; AR2745 – Board Self-Evaluation (attached)</td>
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<td></td>
<td>• Chapter 14 of the Trustee Handbook – Board Self-Evaluation (Board Resources Web Page)</td>
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<tr>
<td>8:45 – 9:15</td>
<td>Community College Governance in California</td>
<td>• Accreditation Standard IV.B – Board and Administrative Organization (attached)</td>
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<tr>
<td></td>
<td>- Board Relationships</td>
<td><strong>PPT in development</strong></td>
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<tr>
<td></td>
<td>- Trustee-to-trustee relationship</td>
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<td>- Board/President relationship</td>
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<td>- Participatory Governance</td>
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<tr>
<td>9:15 – 9:45</td>
<td>Review of Board Self-Assessment</td>
<td>• Self-Evaluation Survey Results <em>(to be attached)</em></td>
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<td>9:45 – 10:00</td>
<td>Break</td>
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<tr>
<td>10:00 – 11:00</td>
<td>Board communication, Roles &amp; Responsibilities of the Board,</td>
<td><strong>PPT &amp; other materials in development</strong></td>
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<td>Board Policies &amp; Procedures,</td>
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<td>Board’s strengths and areas for improvement</td>
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<tr>
<td>11:00 – 12:00 p.m.</td>
<td>Development of goals and objectives</td>
<td>• Sample Board Goals – Pasadena City College <em>(attached)</em></td>
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<td>• Suggested Board Goals <em>(attached)</em></td>
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<td>• Board Interests from 7/26/11 <em>(attached)</em></td>
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<td>• BOT Committee List <em>(to be attached)</em></td>
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<td>• DAS &amp; VWT By-laws <em>(to be attached)</em></td>
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**Facilitator:** Ronald Kraft, Ph.D., President, Napa Valley College
BP 2745  Board Self-Evaluation

Reference:

*Accreditation Standard IV.B.1.e & g*

The Board of Trustees is committee to regularly assessing its own performance as a board in order to ensure that it is functioning in an appropriate and efficient manner. To that end, the Board shall conduct a self-evaluation once during every other calendar year.

The evaluation shall include a review of the Board’s strength and areas for improvement, along with a review of the accreditation standard related to board functioning.

The evaluation process will include the development of goals and objectives so that the board can make appropriate improvements to functions and processes.

The results of the self-evaluation shall be documented and made available to each board member.

Revised 3/04 (Replaces B 8320); Revised 04/09
The Board of Trustees of the Napa Valley Community College District has agreed to utilize the following process for conducting its self-evaluation.

1. The Board shall conduct a self-evaluation once during every other calendar year.
2. The President of the Board shall arrange for a facilitator to lead the evaluation process.
3. Whenever possible, a senior member of the college staff possessing facilitation skills and knowledge of board operations will be selected to facilitate the self-evaluation process.
4. The facilitator shall be responsible for developing the instrument to be used for the self-evaluation. The instrument that is developed shall assist board members in identifying: a) board strengths and challenges; and b) goals and objectives.
5. The instrument may incorporate self-evaluation resource information available from the Community College League of California or other organizations, as well as information from board self-evaluation processes used by other community colleges. It shall also include the goals and objectives established at the previous self-evaluation. The Board President shall review and concur with the evaluation instrument prior to its use.
6. The evaluation instrument, along with instructions for preparation for the self-evaluation, shall be made available to each board member prior to the self-evaluation meeting.
7. The self-evaluation process shall include a review of the accreditation standard applicable to the Board (ref: Accreditation Standard IV.B.1.). The status of compliance with the accreditation standard and any actions necessary to achieve compliance will also be addressed. A board member selected by the President of the Board will conduct this review.
8. The results of the self-evaluation shall be documented and made available to each board member.
Developing Board Resource Web Page

http://www.napavalley.edu/AboutNVC/Trustees/Pages/BoardResourcesInformation.aspx
B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.7

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

i. The governing board is informed about and involved in the accreditation process.

j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
   
   a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
   
   b. The president guides institutional improvement of the teaching and learning environment by the following:
      
      i. establishing a collegial process that sets values, goals, and priorities;
      ii. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
      iii. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
      iv. establishing procedures to evaluate overall institutional planning and implementation efforts.
   
   c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.
   
   d. The president effectively controls budget and expenditures.
   
   e. The president works and communicates effectively with the communities served by the institution.

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board. 7

   a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
   
   b. The district/system provides effective services that support the colleges in their missions and functions.
   
   c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
   
   d. The district/system effectively controls its expenditures.
   
   e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.
COLLEGE MISSION AND EDUCATIONAL MASTER PLAN:
The Board of Trustees commits itself to the college’s mission statement, the foundation of which is “student learning and success.” All college goals and activities serve this primary mission as described in the goals of the college’s current Educational Master Plan (EMP) and in the goals of SB1456, The Student Success Act, and the recommendations of the Student Success Task Force as approved by the Board of Governors.

BOARD GOALS FOR THE COLLEGE 2012-2013

1. COLLEGE BUDGET AND FISCAL POLICY – 1) Maintain a balanced budget while maintaining current reserves. 2) No new expenditures without identifying new source of revenue. 3) Ongoing expenditures will not be funded with “one time” money drawn from non-operating funds. 4) Continue the progress away from a “roll over” year-to-year budget and toward a reprioritized budget based on mission.

2. STUDENT-CENTERED CLASS SCHEDULE – Implement a college-wide student-centered class schedule for no later than Fall 2013 that will: 1) reduce class scheduling conflicts and maximize efficient use of classrooms through conversion to the standard Carnegie Hour; 2) implement a class schedule that will implement SB1456, the Student Success Act of 2012, developed from the Board of Governors Student Success Task Force. Key elements: Priority to scheduling courses for SB1440 transfer degrees, graduation/transfer, workforce certificate completion and the closing of the basic skills achievement gap.

3. ENROLLMENT MANAGEMENT – Continue the improvement of efficiencies in the class schedule so that the college can offer more seats and serve more students without increasing costs; 1) increase average college-wide class size to the state-wide standard of 35; 2) provide incentives to increase online class sections to 5% of the total. 3) Maintain the college’s long-standing policy of maintaining FTES enrollment at no more than 2% of annual apportionment funding.

4. BASIC SKILLS REVISION – Continue the fundamental revision of assessment and basic skills instruction in English and math to improve dramatically the rate of students proceeding successfully to college-level courses within one year of entering PCC. Maintain the expansion of Pathways and FYE as a major budget priority.

5. CAREER TECHNICAL EDUCATION – Complete a comprehensive program review of all CTE programs to insure they are responsive to job market needs and federal ‘gainful employment’ provisions; develop preparation programs for CTE programs so that in-district students, especially underrepresented students, have an assured opportunity to qualify for admission; continue the alignment project with in-district high schools to articulate vocational programs and improve student access and transition to PCC workforce programs.

6. CENTENNIAL CAMPUS MASTER FACILITIES AND SUSTAINABILITY PLAN – Create a college-wide process for developing a new master plan recommendation to the Board by December 2013. Continue to achieve progress on the EMP sustainability goals.

7. REVENUE ENHANCEMENT – 1) Develop a strategic plan with the PCC Foundation to increase annual fundraising to achieve the goal of 1% of the general fund operating budget; 2) increase non-resident international and domestic students to a goal of 10% of total student enrollment; 3) Develop a plan for contract education; 4) expand grants development and submissions.
8. **SHARED GOVERNANCE** – 1) Review and affirm Board Policy 2000. 2) Arrive at mutual agreement with the Academic Senate on a plan for faculty governance of academic disciplines.

9. **INSTITUTIONAL EFFECTIVENESS AND ACCREDITATION** – Develop a clear plan for college-wide participation in the preparation of the self-study due to the ACCJC in March 2015, beginning with a “gap analysis”, so that the college faculty, staff and administration can focus on demonstrating with evidence that it meets or surpasses all accreditation standards.

10. **COLLEGE COMMUNICATIONS AND COMMUNITY RELATIONS** - 1) Develop and implement a plan for effective regular communications to both the college and external community. 2) Develop the college identity and communicate it effectively. 3) Revise the college website and improve use of online social media to increase the effectiveness of communications and student service. 4) Continue to develop a plan to foster community partnerships.

11. **COMPLIANCE** – Continue to institutionalize a formal program of regulatory compliance and oversight to include regular and continuous internal audits of college operations.
Napa Valley Community College District

Board of Trustees
2013-2015 Goals

We, the Board of Trustees of Napa Valley Community College District, ascribe to the following guiding principles in the development of college policy and protocol. The Board of Trustees 2013-2015 Goals are based on ACCJC regulations and state and federal guidelines. In addition, we support the need for a diverse curriculum designed to fully serve the needs of our internal and external community. We support the mission statement of Napa Valley Community College and honor the shared governance process. We encourage input and engagement by all constituent groups.

The Board of Trustees’ progress towards these goals will be part of the Board’s next self-evaluation. These goals have been derived from previous Board goals (including 2011 Board Interests) and previous accreditation recommendations including the college’s the Mid-Term Report of October 2012. In addition, the Board will ensure that there are adequate resources to meet and support the Accreditation Standards’ recommendations and goal achievement. The Board recognizes that, with the significant and sustained fiscal down turn in the State, the limited resources at Napa Valley Community College must be prioritized toward the most essential programs and services in order to fulfill the mission of the college district.

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

Goal A: Student Success

Improve the focus on Student Success which may be reflected in NVC’s indicators as reported in the State Accountability Report.

To achieve this goal the Board will:

- Review analysis of student success including challenges to persistence and access.
- Seek information of significant gaps identified in the State Accountability Report and make recommendations to close these gaps through collaboration with faculty and staff.
- Utilize professional development opportunities to expand the Board’s collective knowledge of student success with emphasis on Board roles, responsibilities, policy, advocacy, and current trends in student success and student leadership.
Goal B: Fiscal Stability

Ensure the fiscal stability of NVC through appropriate planning, staying well-informed of the current fiscal challenges facing the State which impact NVC.

To achieve this goal the Board will:

- Annually review the adopted NVC Educational Master Plan that incorporates the college mission, Board and Superintendent/President goals, and supports the integration and collaboration of all existing district-wide plans.
- Regularly (at least quarterly) review the Chancellor’s Office Fiscal Health Checklist and other financial and non-financial indicators as described in *The Way Forward*.
- Review Quarterly Financial Reports.
- Ensure development of a financial approach (through *The Way Forward*) to ensure that the Upper Valley campus continues to address student success.
- Ensure that the institution pursues opportunities for braided funding, while focusing on instruction, student access, persistence, and success.
- Lead and participate in the District’s advocacy efforts at the local, state and federal levels.
- Integrate the NVC Foundation, the District Auxiliary Services Foundation, the Viticulture Winery Technology Foundation, and other resource development activities an integrated model that enhances the fiscal health and operations of the District.

Goal C: Accreditation

Ensure that meaningful and long-term changes related to current accreditation recommendations are maintained.

To achieve this goal the Board will:

- Require staff to provide periodic reports so that the Board stays informed of the progress made towards “in-progress” accreditation recommendations and self-identified objectives in the Mid-Term Report of October 2012 (improvements, integration of plans, timelines, responsibilities, etc.)
- Require staff to provide periodic reports so that the Board stays informed of the planning process related to the 2016 Self-Evaluation that should be initiated by Spring 2014.

Goal D: Communication

Continue to be transparent in communication with internal and external constituencies.

To achieve this goal the Board will:

- Review and analyze the annual external scan.
- Report the results of the external scan back to the external and internal communities through Board reports, publications, forums and posting information on NVC’s website.
- Share Board goals with internal and external communities on annual basis.
• Expand communication and outreach to increase visibility and build credibility through community contact and enhanced college representation at the local and regional levels.

• Ensure that new board members are provided orientation and opportunities for professional development activities.

• Improve communication with NVC Foundation, business, and other educational communities.

**Goal E: Shared Governance**

Demonstrate mutual respect for all constituency groups, make empirically-based decisions, and publicly (during Board Meetings) communicate the Board’s rationale for approving, disapproving and or modifying a recommendation that has gone through the shared governance process.

To achieve this goal the Board will:

• Establish annual goals to give the Superintendent/President clear forward-direction for NVC and to keep appropriate constituencies informed of its leadership direction.

• Communicate annual Board goals through various methods.

• Stay informed of shared governance mandates and protocols and further expand the Board’s knowledge in this area.

**Goal F: Capital Improvement – Facilities**

Provide facilities and on-going maintenance that support the educational mission of NVC.

To achieve this goal the Board will:

• Approve and maintain policies ensuring that a potential bond measure is evaluated (SWOT, external scan, polling, legal and political analysis, etc.)

• Adopt a new Facilities Master Plan.

• Ensure that any new construction or modernization projects are within budget, fully equipped and meet current and future needs of users.

**Goal H: Diversity**

• Monitor the implementation of policies that will ensure that the college has a diverse student, faculty, and staff population.

• Monitor the recruitment process to assure that community organizations, boards and committees associated with the college reflect the diversity of the general population.

**Goal I: Education and Training**

• Enhance in-house education and training for the Board of Trustees.
Board Self-Study
7/26/11 Work-Session

Board Interests

1) Balanced budget that addresses $1.5 million (minimum) shortfall for the Final Budget due 9/15/11. (Study session to be scheduled for early September.)
   i) Cost savings – budget blog
   ii) Staffing Assessments
   iii) Reorganizations
   iv) Accreditation recommendation to address unfunded retiree liabilities
2) Maintenance Plan for IT infrastructure
3) Accreditation recommendations
4) Department of Education requirements
5) IBx – Training resources for businesses in the community
6) Facilities usage
7) Support NVC Foundation in their goals to provide full resource development function to improve support for college identified strategic goals.
8) Continued and continuous Board improvement
   i) Periodic retreats
   ii) Revisit Self-Study in July 2012
   iii) Prepare for potential trustee transition/succession following elections in 2012
   iv) Expand community/media relations & outreach training
9) Initiate new Educational Master Plan and unify all planning processes
   a) New and expanded On-line programs for targeted areas of study
   b) New and expanded Career Technical Education programs for high priority occupations including Napa Valley specialties such as food, wine, and the arts. What are the areas of job growth and job opportunities for our students?