Attendees: Dave Angelovich, Steve Balassi, Stephanie Burns, Shawna Bynum, Sheryl Fernandez, Stephanie Grohs, Ann Gross, Julie Hall, Fain Hancock, Michelle Hobbs, Rob Miller, Mary Shea, Erik Shearer, Nadine Wade-Gravett.

1. Welcome

2. Adoption of Agenda -msp (A. Gross)

3. Approval of Minutes from 10/12/10 -msp (A. Gross)

4. Public Comment: Lauren Lee reminded everyone that her email is LaLee@napavalley.edu.

5. Discussion Items

   5.1. Who Can Run for AS Board Positions

       It was clarified that anyone running for a board position must be a tenured faculty member or is to receive tenure the same semester they take office. Technically, the Senate approval in March does not grant tenure status, but the individual must meet with their first class the following fall to be considered officially tenured.

5.2. 1st Vice President Election

       Jennifer King will be running for 1st VP. Nominations will be opened today and will close at the General Business meeting on November 9, 2010.

5.3. Flex Day- Fall 2011/Spring 2012

       Michelle Hobbs announced that the format proposed will be the conference style with workshops to choose from. The proposal will be brought to the full Senate. -msp (E. Shearer)

5.4. Campus Hour- Tuesday/Thursday from 12:30-1:30

       No classes or office hours should be scheduled during the reserved campus hour. Exceptions need approval by the Office of Instruction and the Academic Senate. The 3rd Thursday of each month is designated for Division meetings. Division meetings are standing on the 3rd Thursday of each month and are determined priority by the Instruction Council.

5.5. Letter in Support of Art History Discipline

       Erik Shearer presented a letter in support of the proposal to establish a separate discipline for Art History. The proposal was presented to the Area B Academic Senate Meeting and was supported. The NVC Academic Senate will vote on endorsing a formal resolution to be presented to the State Senate and addressed at the Fall Plenary session in Anaheim. It is important to clarify that we all are in agreement with the proposal and it is not a result of political disagreement. -msp (R. Miller)
5.6. Planning Process and Priorities

Several concerns were expressed regarding the 2011-2012 planning priorities.

a) Priority #2 - completion of all SLOs. The current cycle allows for 20% completion rate annually, projecting a 60% completion rate by the end of the 3rd cycle, however, the proposed goal sets the completion rate at 100%. It was expressed that completion of all SLOs at this rate is unreasonable as the process will not accommodate current progress data. It is estimated that all courses will be completed before the next accreditation process. The Executive Committee would like clarification on the projected completion date and accountability on future SLO deadlines determined by the Planning Committee. Stephanie Burns will bring the issue to the Planning Committee once again as a motion to formally adopt a change in schedule.

b) Concern was expressed as to the procedure used for developing priorities. Though existing policy confirms the planning process shall involve broad participation by all segments of the college community, priorities for the 2011-2012 originated at the cabinet level and were presented to the Planning Committee. The concern is that no faculty participate at the cabinet level. Historically, priorities were determined modeling the shared governance process, and plans were generated within the committee based on input, not endorsement. Shawna will be expressing concerns to President Baehre. Any other concerns should be forwarded to Stephanie Burns.

c) Campus Climate Survey Update - Shawna met with the President regarding the concerns with the survey, namely the lack of inclusivity of the LGBT population. Though the survey response was good, the President is committed to reducing gaps in data. Steps will be taken to increase data for underrepresented portions of the campus population.

5.7. Parliamentary Procedures

Erik expressed concerns that most committees are not using proper procedures during meetings. He will review operations that comply with Robert's Rules of Order and coordinate guidelines to follow practices to improve process and meetings. The practices will be identified and recommended for inclusion in the faculty handbook. A flex day activity was suggested so that Erik could meet with committee chairs to identify and develop best practices in following Robert’s Rules.

6. Reports

6.1. Officer Reports

6.1.1. President:

a) Shawna will be proposing to have faculty input added as a component to the evaluation process for the new President. Policy states that evaluation of a new CEO is a process to be determined by the BOT and does not currently include input from faculty.

b) It was announced that the Fine and Performing Arts Division is considering moving to a Dean structure.

c) The Program Discontinuance committee is concluding research and analyses of data for the Broadcast Television program.
d) The High School to College Articulation policy will be brought forward with recommended changes from the administration.
e) Should we be looking at language to propose term limits for committee chairs?

6.1.2. Vice President:
Equivalency Review will meet for 1st meeting in December. The Faculty Standards & Practices committee has been trained.

6.1.3. 2nd Vice President:
Contract faculty evaluation process is being examined and committee will be meeting with administration to discuss changes. Faculty representatives include Mary Shea, Amanda Badgett, Cliff Zyskowski, Bonnie Moore, and Eileen Tejada.

6.1.4. Secretary: no report.

6.1.5. Treasurer:
$100 was given to Dianna Chiabotti to be used for grief counseling at the Child Care Center. Treasury balance is report at around $600.

6.2. Committee Reports:

6.2.1. Academic Standards & Practices
Committee is still working on an Honors Program proposal.

6.2.2. Basic Skills Initiative
New funding and budget has been set. Budget will be brought to the next Executive Committee meeting. Changes in the Bylaws will also address the chair issue.

6.2.3. Curriculum
Committee has been working to streamline the process to meet the needs for SB 1440 implementation. Timeline will be changed to allow for faster approval in spring 2011.

6.2.4. Faculty Standards & Practices
Committee is working on revisions to the hiring procedures.

6.2.5. Learning Outcomes Assessment
The Senate President will serve on the hiring committee for the new faculty coordinator position.

6.2.6. Professional Development Committee
Committee will bring forward a proposal to the full Senate for 2010/2011. Any ideas for breakout sessions should be forwarded to Michelle Hobbs.

6.2.7. Social Committee
-A “Bring your own cheese” party will be held at the winery on November 18th.
-A Holiday party is planned for December 10th.
6.2.8. Student Standards & Practices
Nadine Wade-Gravett will be meeting with the committee to discuss the no-smoking policy.

6.3. Shared Governance Reports

6.3.1. Budget Committee
Dave indicated that the budget has been presented, but expressed concern about the process used, as well as the funding categories and expenditures. He expressed concern that faculty has not been involved in the budget process.

6.3.2. Planning Committee
Planning Priorities for 2011-2012 have been distributed and discussed.

7. Next Meeting Items

7.1. Next Meeting:
Tuesday, November 30, Academic Senate Office, room 841

8. Adjourned
1:23 PM – msp (Dave Angelovich)

Respectfully submitted by Nadine Wade-Gravett.
Article III: Elections of Officers

SECTION 1: ELIGIBILITY
Any Regular (tenured) Senate member shall be eligible for any Senate office.

SECTION 2: NOMINATION
The Executive Committee (or election subcommittee thereof) shall recommend nomination to the Academic Senate at a regular meeting. Additional nominations (including self-nominations) may be added by any Senate member during that meeting or in writing by the deadline for nominations.

Any Senate officer may be nominated for reelection, subject to the term limitations noted in Section 4 below. Normally, the First Vice President is nominated to the office of President for the subsequent term.

SECTION 3: ELECTIONS
The election shall be held not later than four weeks before the end of the Spring Semester. The Election Subcommittee shall prepare a written secret ballot to be made available to all Full and Associate Senate members. At least five school days will be allowed for ballots to be cast and returned. Ballots for Full and Associate members shall be different colors so that the votes are counted appropriately.

In a contested race, candidates may submit written statements to be distributed with the ballots. Such statements are not to exceed one hundred words.

If a nominee receives a majority of votes cast, s/he shall be declared elected. If no nominee receives a majority, a run-off shall be held between the candidates earning the top two vote totals.

SECTION 4: TERMS
Officers assume duties at the close of the Academic Year upon election and serve for two years. After confirmation of election and before start of term the President elect shall spend time with the current President for information sharing and to provide continuity in the transition. Officers are eligible for reelection, but the President, First Vice President, and Second Vice President shall not hold the same office for more than two consecutive terms.

SECTION 5: RESIGNATIONS
If the Senate president resigns with less than one semester remaining in his/her term, the First Vice President will assume the Presidency for the remainder of the term. If another officer resigns, the position will usually not be filled if the remaining term is less than one semester, but the Executive Committee may nominate a candidate to fill that position for the remainder of the term of office. The Senate must confirm that nomination.

If a resignation occurs with more than one semester of the term of office remaining, an election will be held at the first opportunity. The newly elected officer shall be elected to complete the term of the officer who resigned.

SECTION 6: RECALL
On petition of at least ten Full Senate members, the Senate will place on a regular business meeting agenda as an action item whether to call for a recall election of a Senate officer—provided that written notice of the intent to take a vote on the recall election be circulated
among the Senate members, including the officer in question, at least five school days before the vote is taken. This vote will be to determine whether or not a recall election shall occur.

Recall from office requires at least two-thirds of the votes cast by written ballot to be made available to all Senate members with a voting period of one week.
Executive Committee  
Academic Senate  
Napa Valley College  
2277 Napa-Vallejo Hwy  
Napa, CA 94558  

November 2, 2010  

Academic Senate for California Community Colleges:  

The Executive Committee of the Academic Senate at Napa Valley College is writing this letter in unanimous support of the proposal to recommend the addition of Art History as a separate discipline on the BOG Disciplines List.  

A similar proposal was voted down by the ASCCC in 2007, primarily due to concerns that creating a separate discipline in Art History would negatively impact the ability of smaller colleges to offer and staff courses in Art History. As a smaller college (app. 5800 FTES) we do not share that concern for the following specific reasons:  

- The addition of Art History to the Disciplines list will not mandate that we or any other local college assign any courses to that discipline. It merely provides that as an option during our curriculum design, revision, and approval process. Course discipline assignment is always under the control of local senates.  

- Courses may be assigned to more than one discipline. If the discipline faculty and curriculum committee feel that minimum qualifications in more than one discipline provide appropriate academic training to teach the content of that course, then they may assign that single course to more than one discipline, e.g. ARTH 105: Survey of Art History: Prehistoric to Medieval assigned to both the Art and Art History disciplines. This allows an instructor who meets the minimum qualifications for either discipline to teach the course.  

- If the Senates at smaller schools do use the new discipline and are unable to find qualified instructors, they may use the Equivalency process, which is likewise an area controlled by local senates, or they may choose to rewrite the courses and reassign the course to another discipline.  

Our Senate, Senate Executive, and Curriculum Committees are confident that the approval of this proposal will not negatively impact us in any way and will greatly benefit our faculty, courses, programs and students by ensuring academic rigor in this discipline on par with other systems of higher education. Adding Art History to the disciplines list will allow our college to recruit, hire, and retain the best-qualified faculty to teach and mentor students in Art History.  

Collegially,  

Shawn M. Bynum  
President  

Erik Shearer  
1st Vice President  
Learning Outcomes Assessment  

Mary Shea  
2nd Vice President  

Nadine Wade-Gravett  
Secretary  

Julie Hall  
Treasurer  

Stephanie Moshko  
Stephanie Grohs  
Chair, Academic Standards & Practices  

Sheryl Fernandez  
Chair, Basic Skills Initiative  

Steven Balassi  
Chair, Curriculum  

Ann Gross  
Chair, Faculty Standards & Practices  

Michelle Hobbs  
Chair, Professional Development  

Robert Miller  
Chair, Student Standards & Practices  

Dave Angelovich  
Faculty Co-Chair, Budget  

Stephanie Burns  
Faculty Co-Chair, Planning
I. Proposed Revision Language

*Discipline Title:* Art History

*Minimum Qualifications:*

- MA in Art History, History of Art and Architecture, or Visual Culture/Visual Studies; **OR** BA in Art History and MA in History; **OR** MA in Art with a recorded emphasis or concentration in Art History **OR** the equivalent.

II. Overview

The following proposal outlines the primary rationale for adding Art History as a distinct, recognized discipline in the official Minimum Qualifications for Faculty and Administrators in California Community Colleges (MQFACCC), known colloquially as the BOG Disciplines List. The current conflation of Art History with Studio Arts is academically inaccurate, is at odds with other systems of higher education, and reflects pre-AB 1725 credentialing systems that are no longer relevant for hiring qualified instructors in our system. Likewise, it presents an inaccurate and confusing message to degree seeking and transfer students that Art History is a specialization within the Studio Arts.

Adding Art History as a separate discipline will clarify the above and allow local college districts to recruit and hire instructors with the proper academic and professional background to revise, develop, and deliver courses and degrees; mentor degree and transfer students; and provide appropriate discipline expertise to Arts and Humanities programs in the CCC system.

In 2006, a proposal to include Art History on the MQFACCC was forwarded to the ASCCC from Mt. San Antonio College. The proposal was voted down by a narrow margin in Spring 2007. The entirety of that proposal is included below to illustrate the major differences between this proposal and the one offered in 2007 by the Mt. SAC faculty:
"The discipline “Art History” is not identified in the Minimum Qualifications Discipline (MQDL); thus, the MQDL fails to guide in the selection of professors with expertise in the discipline for the instruction of Art History. Art History is not a subset of “Art,” but a related discipline demanding its own degree requirements and distinct preparation. The current listing reflects an antiquated K-12 “subject area” grouping which is inappropriate for a college institution that offers curriculum that articulates with courses at the UC, CSU, and other university campuses nationwide. Full degrees in Art History have existed in universities for over 100 years, and the discipline has, in the last 10 years, changed to embrace Visual Cultural/Visual Studies. Finally, hiring practices in the UC and CSU campuses reflect the recognition of Fine/Studio Arts and Art History as separate disciplines and so—to protect the integrity of instruction—professors are hired with a degree in the disciplines in which they are teaching. This is the standard demanded by the national association of artists and art historians."

While the current proposal is likewise requesting the addition of Art History as a separate discipline, it is substantially different from the 2007 proposal and offers new rationale on the following points:

- New resolution from the College Art Association—the professional association for college Art History, Studio Arts, and Arts Education faculty—in 2009 that, for the first time, included specific language about minimum qualifications for Art History instructors in two-year colleges.
- Inclusion of specific reasons why the MFA—currently allowable under min quals—is not sufficient academic preparation to teach Art History. The original proposal did not touch on this issue at all.
- Development of C-ID project with Art History listed as a separate discipline as recognized by our intersegmental partners and the resulting work in developing more Art History courses at the Lower Division level for Transfer.
- Passage of SB 1440 that, like the C-ID project, increases the need for parity of content rigor and faculty expertise between the CCC and CSU system for lower division major transfer prep courses. As Art History is currently in the draft stages of C-ID, it will be among the first transfer degrees developed under 1440.
- Creation of Art History discipline does not require local senates to assign existing courses to the new discipline.

In addition to being substantively different on the above points, the following proposal provides more detailed background, history, and information than the 2007 proposal, better fleshing out the differences between what may seem as close-knit or identical fields of study to those outside of the arts disciplines, and, further, why this proposal is being submitted to the state academic senate for review at this time.
As this is the second time Art History has been proposed for addition to the BOG Disciplines List, the ASCCC requires a more robust proposal that goes through a different approval process, specifically requiring that the proposal:

- Provide substantively different rationale.
- Be proposed and approved as a resolution through a local area senate, in addition to being approved by the proposing local senate.
  - OR -
- Come as a resolution from the floor at plenary session.

This proposal meets all of the criteria listed above and is coming as a resolution from Area B for consideration by the full senate.

### III. Disciplines Background

Art History, the systematic and rigorous analysis of visual culture, emerged as a specific academic discipline in nineteenth-century Europe. Since then, the field has maintained a related, but decidedly distinct academic role from the creation of visual material, or Studio Art. It follows, then, that faculty teaching the evaluation and interpretation of art within specific historic contexts, should hold an advanced degree in Art History; the expertise of Studio faculty is not necessarily sufficient in this regard.

In contrast to most systems of higher education, the California Community College system has failed to recognize the academically accepted distinctions between history, theory, and praxis in the arts as reflected in discipline definitions and minimum qualifications for hiring. These distinctions are not inconsequent: faculty teaching in the Studio Arts instruct students in the confluence of praxis and theory; faculty with advanced degrees in Art History, by specific academic training and in contrast to faculty in the studio arts, provide students with instruction in history and theory. And while the two disciplines have some overlap in the area of visual theory, their differences far outweigh their similarities.

The language contained in the current description of minimum qualifications for Studio Arts were derived from pre-AB 1725 subject area groupings that reflect the K-12 system, rather than accepted academic definitions on par with other systems of higher education.
IV. Rationale

The following are the primary, specific rationale for adding Art History as a separate discipline:

1. *Art History is a field of study that is separate from Studio Arts and is not a specialization within the Studio Arts discipline.* Beginning in the nineteenth century, Art Historians developed the method of visual analysis, which entailed vocabulary, taxonomies, and modes of interpretation that were separate and distinct from the discourse related to the creation of Art. The role of Art Historians who specifically did not make art, but rather interpreted art created in all historic eras, past and present, emerged during this period. Since this time, academic preparation for Art Historians has included training in social and cultural history, a breadth of studio arts practices, and in the history of architecture, design, photography and other areas that fall outside of the traditional plastic arts. By contrast, faculty in the Studio Arts receive academic training along narrowly defined curricular paths that develop expertise in one medium, e.g. painting, drawing, printmaking, etc., and less frequently, in multi-media.

2. *The College Art Association, the primary professional association for art history and studio arts, defines Art History as a unique discipline with a distinct educational track, different standards for hiring, promotion, and retention, and degree requirements distinct from the Studio Arts.* In 2009, the College Art Association, the professional organization of Artists and Art Historians, revised its “Standards of Retention and Tenure of Art Historians” to include standards for Art Historians at two-year colleges, specifically adding the following language:

   “In the case of two-year colleges, the minimum qualification should be an MA in art history. In the absence of such a degree, specific recognized equivalent professional achievement and scholarship should be regarded as qualification for appointment to professional rank, promotion, or tenure. Neither the EdD nor the MFA are appropriate degrees for faculty hired to teach art history...”

This language was written by a committee that included faculty from California Community Colleges and adopted by a panel that represented faculty in both Studio Arts and Art History from across the country. For the purposes of consistent and professional
standards in all academic contexts, CAA specifically identifies the importance of discipline expertise in the teaching of Art History at the community college level.

3. **All major, accredited, baccalaureate degree-granting institutions, including California State Universities, recognize Art and the History of Art as separate fields of study.** Students pursuing an Art History major at these institutions follow a distinct and different course of study than that of Art Studio majors. Of the 43-48 credits required for an Art History major at the CSUs, six credits are Studio Art courses, the rest comprise a sequence of Art History surveys and seminars. Faculty in these same school systems hold qualifications in either field: Studio Art Professors hold MFAs, while Art History Professors hold Master’s or Doctorate degrees in Art History.

4. **The MFA or MA in Studio Arts is not sufficient academic preparation to teach Art History courses beyond basic introductory or appreciation courses.** Faculty holding an MA or MFA in Studio arts will typically complete between 9 and 12 semester units in Art History during their tenure in a baccalaureate program, focused primarily on broad surveys of Art History, including Art History Surveys 1 and 2, Modern or Contemporary Art History, and one upper division elective course focusing on specific time periods in Art History. MFA programs for studio artists typically require anywhere from 0 to 9 semester units of art history or theory, often creating and delivering courses geared specifically towards MFA students to fulfill these requirements, rather than placing MFA students in graduate-level Art History courses. In California, training in Art History for MFA students runs from the highest number of potential units at UCLA, where MFA students are required to take a higher load of Art History and Theory units, to the lowest number of units at UC Davis, where MFA students are not required to take any units in Art History. Unless a Studio Arts faculty member with an MFA education also received a minor, additional major, or other relevant professional experience in Art History, there is no guarantee by degree alone that they possess the requisite academic depth for instruction in the Art History discipline, particularly for instruction beyond basic survey courses.

The MQFACCC list is predicated on the idea that attainment of specific degrees provides sufficient training to teach the content of various disciplines. As illustrated above, an MFA degree does not guarantee that a faculty member has had any training in Art History.
Further complicating this, MFA programs accept applicants primarily through review of a portfolio of art work, not on prior academic degrees or training. Many applicants and completers in MFA programs hold bachelor’s degrees from other, non-art, disciplines, meaning that a person earning an MFA could actually have completed no coursework in Art History at either the baccalaureate or masters level. This variability is another reason that the MFA is insufficient academic preparation to teach Art History courses.

5. *Local Academic Senates have the authority to place a course in any and all relevant disciplines, indicating what they believe to be the appropriate academic qualifications or professional experience necessary to teach a particular course.* This authority is one of the 10+1 responsibilities of the academic senate as delineated in state regulations and is a key point in this discussion: the authority of local senates to assign courses to disciplines always balances the BOG list of minimum qualifications to teach in specific disciplines.

The inclusion of Art History on the BOG disciplines list does not mandate or require any local senate to assign basic Art History survey courses solely or jointly to the Art History discipline; local senates may, with appropriate content review, assign a survey course in Art History to both the Studio Art and Art History disciplines if they deem that either academic preparation provides adequate preparation to teach the content on the Course Outline of Record. Local faculty and senates retain control at every step of this process and always have the right to assign courses to disciplines based on locally formulated criteria. Inclusion of Art History on the Disciplines List will not interfere with this local control, but will allow those schools with larger or more developed programs in Art History the ability to recruit and retain instructors qualified to teach a full range of lower division courses in Art History, clearly separating their expertise from expertise in the Studio Arts.

6. *This proposal is in line with recent and developing emphases on transfer studies in the CCCs and brings our practices and courses in line with the level of instruction that students would be expected to receive as Art Studio and Art History majors in baccalaureate schools.* The C-ID project and the passage of SB 1440, have placed an increased emphasis on the development of a full range of lower division Art History courses to ensure that students in the CCC system are able to complete all lower division work prior to
transfer to the CSU or UC system. This includes the development or revision of Art History courses in:

- Non-western Art,
- Asian Art History,
- History of Graphic Design,
- History of Photography,
- History of Islamic Art
- American Art

The scope and content of these courses requires instructors with advanced training in art historical methodology, theory, and pedagogy as they go far beyond what one would learn in the survey-level courses that are required for earning a bachelor or masters degree in studio arts.

The C-ID project has identified Art History as a separate discipline of study and has recently published draft descriptors for several of the classes listed above. While not every CCC will develop these courses, those that do will require instructors with advanced degrees in Art History to deliver these courses at a level consonant with the CSU and UC faculty, rather than relying on Studio Arts instructors who lack the content and pedagogical expertise in this discipline. Designing and delivering these courses at level commensurate with our intersegmental partners requires a level of content and pedagogical expertise that is only found in an instructor with an advanced degree in Art History.

Many local colleges, even smaller school such as Napa Valley College, currently offer, or are preparing to develop, these courses and have established degrees and certificates in Art History. These colleges have successfully offered a broad swath and multiple sections of Art History courses every semester/quarter, including many courses beyond basic appreciation and surveys. At this point the Chancellor’s Office recognizes degrees in Art History in 23 local colleges, according to the current degree inventory in the Chancellor’s Office. As 1440 is implemented, local schools will have the opportunity to seek transfer designation for these degrees. Students interested in Art History as a major under the transfer system established by 1440 should be provided with instruction commensurate with instruction at the receiving CSU. Establishing this discipline will better serve transfer students by providing well-qualified instructors to teach courses in transfer-designated
degree programs who will likewise provide better mentoring and ensure that students receive the same rigor of education in their lower division courses, regardless of where they are enrolled. All of this will increase the credibility and standing of the CCCs in relationship to the lower division programs at the other schools in our state’s system of higher education.

V. Conclusion

The tenure and retention of faculty teaching Art History is jeopardized without the protection and quality assurance offered by listing Art History as a discipline distinct from the Studio Arts. As districts always retain the right of assignment, under the current min quals, any faculty member meeting the minimum qualifications for Art could be assigned to teach courses in Art History, regardless of their academic training or ability to do so. While this may not be an urgent issue at schools only offering one or two basic appreciation or survey courses, it is a real issue for schools with a larger range of courses and certainly for schools with degree programs in Art History geared towards transfer to specific CSUs or UCs.

For the reasons listed above, the Academic Senate for California Community Colleges should endorse the creation of Art History as a specific discipline during the 2010/11 review cycle and recommend adoption to the Board of Governors. The current conflation of Art History with Studio Arts is a legacy of the older K-12 content areas system and is in no way consonant with contemporary academic standards or practices in the discipline. Adding Art History as a separate discipline is a step forward from the older credential model and is in line with the current state of instruction in Art History and the Studio Arts. It will allow local college districts to recruit and hire instructors with the proper academic and professional background to revise, develop, and deliver courses and degrees; mentor degree and transfer students; and provide appropriate discipline expertise to Arts and Humanities programs in the CCC system.
Napa Valley College
2009 – 2010 Planning Priorities

1. Increase FTES, student retention and persistence

2. Incorporate student learning outcomes and the assessment of student learning at the course, program and college levels

3. Increase the percentage of students completing coursework at least one level above their prior basic skills enrollment in English and math

4. Increase the percentage of students who completed at least one ESL course in a term who attempted/completed a higher level ESL course or a college-level course within 2 years of taking the ESL course

5. Continue to implement the Diversity Plan

6. Develop and sustain strong connections with high schools, constituencies, various cultural communities, American Canyon, Upper Valley, and local businesses

7. Plan for opening and operating new facilities constructed as part of the Measure N Bond Plan

Items not ranked

Approved by the Board of Trustees on October 9, 2008
1. Maintain fiscal stability. (Strategic Plan #20)

2. Increase student retention, persistence, and successful course completion while maximizing course enrollments. (Strategic Plan #4, 5, 6)

3. Effectively serve students with disabilities.

4. Increase the percentage of students who successfully completed an initial basic skills course (math or English two or more levels below college/transfer level) and who successfully completed a higher level course in the same discipline within three academic years of completing the first basic skills course. (Strategic Plan #7)

5. Increase the percentage of students who successfully completed an initial credit ESL course (two or more levels below college/transfer level) and who successfully completed a higher-level ESL or college-level English course within three academic years of completing the first ESL course. (Strategic Plan #8)

6. Increase the number of students who have developed an educational plan/goal. (Strategic Plan #11)

7. Implement the Student Learning Outcomes and Assessment cycle. (Strategic Plan #19)

8. Raise funds through college grants and contracts, the NVC Foundation, and partnerships with the community. (Strategic Plan #21)

9. Implement the Diversity Plan/Inclusivity Plan. (Strategic Plan #32)

10. Sustain connections with high schools, constituencies, various cultural communities, American Canyon, Upper Valley and local businesses (Strategic Plan #35, 36, 37)

11. Plan for and implement operation of new facilities and renovation and maintenance of existing facilities. (St. Plan #42, 43, 44, 45, 46)

12. Review and improve college-wide processes and use appropriate technologies to increase efficiencies. (St. Plan #39, 41)

13. Implement accreditation self study planning agendas* and team recommendations.

*Planning agendas have been included in the packets for budget centers responsible for implementing these plans.

Not in rank order

10/29/09 Approved by Planning Committee
11/12/09 Approved by the Board of Trustees
2011-2012 Planning Priorities*

Not in priority order

1. Refine and monitor efforts that increase student success in the following areas:
   a. # of degrees awarded (1)
   b. # of certificates awarded (2)
   c. # of transfers to four year colleges and universities (3)
   d. Successful course completions (4)
   e. Student retention (5)
   f. Student persistence (6)
   g. % of students completing coursework at least one level above their prior basic skills enrollment in English and math (7)
   h. % of students who complete at least one credit ESL course who completed a higher level ESL course or a college level course within 2 years (8)

2. Complete the assessment of student learning outcomes in all courses (19)

3. Remain fiscally stable by maintaining a 5% reserve (20)

4. Raise funds through grants and contracts, NVC Foundation, and partnerships with the community (21)

5. Develop and maintain a comprehensive faculty and staff development program to serve needs identified by employees and the college (23)
   a. The faculty will develop teaching practices that are responsive to different learning modalities.
   b. The district will increase training that will support faculty in providing quality learning opportunities for students

6. Refine and implement the Inclusivity Plan (32)

7. Review and improve processes to be more efficient (41)

8. Realize Bond Implementation Plan (42)
   a. Renovate building 1300 into student services center

9. Develop and implement a workforce development plan

10. Address 2009 accreditation team recommendations

11. Assess NVC's effectiveness at serving students with disabilities using the criteria in #1 above, and plan for future improvements.

*Priorities subject to change upon adoption of a new NVC strategic plan
9/26/10