Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.
Standard IV.A: Decision-Making Roles and Processes

Conceptual Map with Embedded Analysis

The institution supports the effective participation of administrators, faculty, staff and students in policy development and implementation; ensures appropriate consideration of relevant perspectives; and aligns decision-making with expertise and responsibility through systems of board and institutional governance (IV.A.1&5)

Governance and Decision-Making Practices

- Planning and Budgeting: Administrators and Faculty (IV.A.3)
- Institutional Governance & Policy: All Groups (IV.A.3)
- Curriculum: Academic Admins and Faculty (IV.A.4)
- Student Learning Programs and Services: Academic Admins and Faculty (IV.A.4)

Documents and Communicates Processes and Decisions (IV.A.6)

Regular Evaluation of Policies and Practices (IV.A.7)

Analysis of Effectiveness and Identification of Gaps

Improvement Narrative

Policies
- Participation in Decision-Making
- Institutional Governance
- Curriculum and Learning Programs and Services
Standard IV.A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Description

NVC recognizes that its faculty, classified staff, and administrative/confidential staff are the most critical assets in delivering quality educational and student services programs. This shared governance approach is part of the culture and environment of the College and encourages participation of all constituent groups in accordance with need, function, and the law. NVC Board Policy (BP) D1140 outlines the College’s governance structure and decision-making responsibilities, including the manner in which all constituent groups participate in decision-making (Ev. 1). The shared governance process at NVC occurs through many constituencies including the Academic, Administrative, and Classified Senates; Associated Students of NVC (ASNVC); the Planning and Budget Committees; and the Council of Presidents. The process outlined in BP D1140 includes clear roles and means for any member of the College community to participate in the decision-making process. The College recognizes that leadership and governance occurs at many levels throughout the organization and it is the sum of all of these decisions and actions that allow the College to function and continually improve. Governance of the College is complex, with many polices, rules, regulations, agreements, and committees that are designed to facilitate decisions that support and improve institutional effectiveness. NVC has established clearly articulated policies that guide decision-making and constituent group participation at all levels of the institution (Ev. 1).

The College President and the Council of Presidents (COP) meet regularly to discuss suggestions and input from all constituent groups to ensure widespread participation in the governance process and institution-wide improvement (Ev. 2, 3). The COP is one of the key leadership groups for the College. Its membership is comprised of the College President; the Presidents of the Academic, Administrative, and Classified Senates; and the President of the ASNVC. While not a decision-making group, the COP provides each constituent group with a channel for providing input to decision-making on critical issues facing the College. BP D1140 also establishes the Mutual Agreement (MA) process between the Academic Senate and the Board of Trustees (BOT), which is used to address the eleven academic and professional matters over which the Academic Senate has authority as defined in Title 5, §53200 of the California Code of Regulations (CCR) (Ev. 1).

Students participate in the shared governance process through the ASNVC, which ensures representation of students’ interests within the College. The ASNVC appoints representatives to District and Academic Senate committees to ensure that student perspectives are included in decision-making. The ASNVC communicates to students through its officers, meetings, and campus events.

Faculty and staff are empowered to improve services and programs through the Program Evaluation and Planning (PEP) and annual planning processes. PEP involves staff, faculty, administrators, and students in the evaluation of areas in which they are involved and allows for suggestions to improve course and program offerings. Representative verification teams review the PEP reports for accuracy and completeness. Completed PEP reports are posted on the College’s website (Ev. 4). In addition to cyclical program review, faculty and staff in Career Technical Education (CTE) programs meet regularly with program advisory committees to ensure that all programs offerings are appropriately aligned with current industry standards and needs (Ev. 5).
NAPA VALLEY COLLEGE

Napa Valley College encourages its constituent groups to collaborate in decision-making roles and processes and has involved these groups in developing all institutional plans, including the 2014-2019 Institutional Strategic Plan (Ev. 6) and the 2013-2023 Educational Master Plan (Ev. 7). These broad institutional plans guide the BOT, the administration, and all programs and services as they take action to achieve the plans. The BOT receives written and oral reports on College programs and services and is informed of the completion of the PEP process each year (Ev. 8, 9).

**Evaluation**

Napa Valley College meets this Standard. Napa Valley College is committed to shared governance, open communication, and collaboration within the College environment and encourages all employees and students to take an active role in improving College programs and services and the learning experiences of students. The implementation of the authorities, responsibilities, and processes outlined in BP D1140 has established inclusive decision-making practices that effectively involve all campus constituent groups. BP D1140 provides clear authority and structure for systematic, participative processes. This is evidenced in the discussions and actions of the Council of Presidents, Mutual Agreement Committee, Planning and Budget Committees, District Committees, Academic Senate Committees, PEP reports, and other institutional processes in recent years, including forums used to generate ideas for cost savings during the California budget downturn in 2010-2011 (Ev. 10), mission statement revision forums (Ev. 11), and the Strategic Enrollment Management (SEM) project (Ev. 12), among other processes.

**Evidence**

- IV.A.1-01: BP D1140
- IV.A.1-02: BP D1140 Excerpt for COP
- IV.A.1-03: Sample Agendas and Minutes of COP
- IV.A.1-04: PEP Webpage: http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/default.aspx
- IV.A.1-05: Sample CTE Advisory Committee Meeting Minutes
- IV.A.1-06: Strategic Plan (SP) Development Process and Timeline
- IV.A.1-07: Educational Master Plan (EMP) Development Process and Timeline
- IV.A.1-08: BOT Agendas and Minutes (SP and EMP Development)
- IV.A.1-09: BOT Agendas and Minutes (PEP Completion)
- IV.A.1-10: Budget Forums to Generate Cost-Savings Ideas
- IV.A.1-11: Evidence of Mission Statement Forums
- IV.A.1-12: SEM Final Report

**IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes.**

The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

**Description**

BP D1140 establishes the authorities and responsibilities of the BOT, College President, administrative staff, faculty, students, and staff in decision-making and governance (Ev. 1). Sections I through V of BP D1140 outline the processes for implementation, including a description and delineation of the collective bargaining process, the administrative process, the shared governance process, Mutual Agreement process, planning and budgeting process, processes for consultation with constituent groups, including direct reports to the BOT, and establishment of the Council of Presidents. The policy also establishes the committee structure for the institution, including delineation of membership, roles, and responsibilities between various committee types. BP 2510 further specifies participation in local decision-making processes for each constituent group granted rights in the CCR, Title 5 (Ev. 2). The NVC Decision-Making Guide (DMG) (draft) currently under development includes further explanation of committee structures, duties, membership, and place in the College governance and decision-making structure (Ev. 3).
BP D1140 and 2510 provide for student participation and consideration of student views, including specific areas where students must be provided an opportunity to participate in the formulation and development of District and College policies and procedures. Those areas include: grading policies, code of student conduct, academic disciplinary policies, curriculum development, course and program discontinuance, processes for institutional planning and budgeting, standards for student preparation and success, student services planning and development, and student fees under the authority of the District (Ev. 1, 2).

BP D1140 specifies the process for constituent group participation in decision-making at all levels of the institution, including decisions under the purview of employee associations; administrative decision-making within the unit, across multiple units, across service segments, college-wide, and in major campus decisions; the shared governance process in which constituent groups have legally defined roles and responsibilities under state regulations; and committees, including District committees, Academic Senate committees, ad hoc committees, and special task forces. In this context, shared governance includes the Planning Committee and Budget Committees, reflecting NVC’s commitment to participatory decision-making at the highest levels of the institution. This component of policy includes the roles and responsibilities of the Council of Presidents (COP), a group currently composed of the College President and the Presidents of each constituent group. While not a decision-making body, the COP provides a single point of contact to ensure communication and information-sharing between constituent groups and the College President (Ev. 1).

Evaluation

NVC meets this Standard. BP D1140 and 2510 provide the College with clear standards for constituent group participation in decision-making. The provisions of these policies are implemented using various committees, senates, and work groups, ensuring that all campus groups have an opportunity to participate in the decision-making process, bring issues and ideas forward, and work cooperatively on policies and procedures for the College. Examples of those groups and committees are;

D1140 and associated policies are currently being evaluated as part of a larger review of board policies. NVC can improve and promote shared understanding of the participative processes outlined in D1140 through regular evaluation of this policy and related governance and decision-making processes and structures. Such review will ensure consistent implementation of the policy and the roles of all constituent groups. The College is currently developing a DMG (draft) that illustrates the interrelated systems of committees, leadership, and governance. Likewise, the College is in the process of clarifying the application of D1140 through new and revised administrative regulations, including the development of AR 2410, which outlines the process for evaluating and revising policies and administrative regulations (Ev. 12). Further evaluation and revisions are needed to ensure that future policy and process evaluations include explicit review of how policies and processes align with and support the institutional mission, student learning, and student achievement. [See Standards IV.A.7 and IV.C.7 for further discussion of this topic.]
<table>
<thead>
<tr>
<th>Committee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Committee</td>
<td>The committee is responsible for setting institutional planning goals through an established process that allows all College groups to have meaningful and direct input into the direction of the institution. The Committee has representatives appointed from all campus groups (Ev. 4).</td>
</tr>
<tr>
<td>Budget Committee</td>
<td>The committee is responsible for setting the institutional budget goals through an established process that allows all College groups to have meaningful and direct input into the spending proprieties of the institution. The Committee has representatives appointed from all campus groups (Ev. 5).</td>
</tr>
<tr>
<td>Mutual Agreement Committee</td>
<td>The committee is responsible for addressing the eleven academic and professional matters defined in Title 5, §53200 of the Education Code. The committee has representatives from the Academic Senate and College administration (Ev. 6).</td>
</tr>
<tr>
<td>Council of Presidents</td>
<td>The Council is responsible for final review of all non-academic and professional policies and as a direct line of communication between the College President and individual groups on campus. The Committee consists of the College President; the Presidents of the Academic, Administrative, and Classified Senates; and the President of the Associated Students (Ev. 7).</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>The Academic Senate represents the interests of the faculty in issues and matters that are not addressed by collective bargaining. The Senate consists of all full-time faculty (Ev. 8).</td>
</tr>
<tr>
<td>Administrative Senate</td>
<td>The Administrative Senate represents the interests of the administrators and confidential employees with formal representation in determining institutional positions, policies, regulations, and procedures. The Senate consists of all administrators and confidential employees (Ev. 9).</td>
</tr>
<tr>
<td>Classified Senate</td>
<td>The Classified Senate represents the interests of the classified in issues and matters that are not addressed by collective bargaining. The Senate consists of all classified staff members (Ev. 10).</td>
</tr>
<tr>
<td>ASNVC</td>
<td>The Associated Students of Napa Valley College is a body of student-elected officers. These officers include, but are not limited to, a President, Vice President, Secretary, Chief Financial Officer, Public Relations Officer, Legislator Advisor, several Senators representing each academic area of study, and a student trustee, who serves on the College Board of Trustees. The ASNVC is responsible for appointing student representatives to committees and representing the interests of students (Ev. 11).</td>
</tr>
</tbody>
</table>
IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Description

NVC clearly defines the role of administrators and faculty in the College's policy, planning, and budgeting processes. These roles are addressed, in part, in the responses to Standards IV.A.1 and 2. Section II of BP D1140 provides a broad introduction to the College's philosophy on decision-making, which includes governance, planning, and budgeting processes, stating, "The Board of Trustees recognizes that governance consists of three complementary decision-making processes that function within the college: the collective bargaining process, the administrative process, and the shared governance process" (Ev. 1). Section IV of the policy outlines the administrative decision-making process, specifying, in particular, the role of administrative staff in carrying out the established policies and procedures of the College in day-to-day operations (Ev. 1). Section V outlines Shared Governance as three distinct, but interrelated processes: mutual agreement on academic and professional matters with the Academic Senate, planning and budgeting conducted through the Planning Committee (PC) and Budget Committee (BC), and consultation with all constituent groups through the Council of Presidents (Ev. 1). Section V.B of BP D1140 grants authority for all institutional planning and budgeting to the PC and BC, respectively.

The authority and membership of the PC and BC are specified in BP D1150 (Ev. 2). Under this policy, the PC is co-chaired by an Academic Senate appointee and the Dean of Research, Planning, and Institutional Effectiveness and is composed of one student representative, one classified representative, and the following administrators and faculty:

- Administrators: Vice President of Instruction, Vice President of Student Services, Director of Facilities, 1 representative of the Administrative Senate, Director of Institutional Research.
- Faculty: 6 representatives of the Academic Senate, Faculty Outcomes Assessment Coordinator

The BC is similarly structured, with the same administrators and number of faculty, and is co-chaired by an Academic Senate appointee and the Vice President of Administrative Services (Ev. 2). The process for the development and approval of plans and budgets is detailed in BP D1140 and within Standards I.A.2 and III.D.3 of this Self-Evaluation Report. All plans, priorities, and budgets developed through these processes are recommended for approval to the President of the College and then forwarded to the BOT for final approval (Ev. 3, 4).

The PC and BC occupy a unique position in the NVC governance structure and decision-making processes and are frequently referred to as “shared governance” committees, emphasizing that College policy stipulates the use of the Mutual Agreement process between the Board of Trustees and the Academic Senate to determine the membership and responsibilities of these committees. As a result, both committees are 50% faculty, with the other 50% comprised of administrative, classified, and student representation. BP D1150 established this underlying philosophy for these committees and the planning and budgeting processes in 1994 (Ev. 2). The College reaffirmed this through board policy review and Mutual Agreement in 2009 (Ev.
2). The College is currently revising BP D1140 and repealed D1150, replacing it with BP 3250. The College has not yet created new Administrative Regulations to replace the detailed language of D1150 concerning the establishment of the PC and BC and the particulars of the planning and budget development process (Ev. 5).

Administrator and faculty roles and authorities in policy development are ensured through multiple mechanisms. For faculty, D1140 specifies the ten areas where the BOT must either rely primarily on the advice of, or come to mutual agreement with, the Academic Senate, which serves as the sole representative for faculty on academic and professional matters (Ev. 6). These areas are commonly referred to as the “10+1.” Through this mechanism, faculty have direct and substantive roles in the development of policies in these areas. This responsibility is largely carried out through the work of Academic Senate committees, including Academic Standards and Practices, Curriculum, and Faculty Standards and Practices. The Academic Senate, as a whole, reviews and votes on any policies covering items listed as items for Mutual Agreement in BP D1140.

The Constitution and Bylaws of the Academic Senate outline the structure and charge of all campus committees to which the Senate appoints faculty (Ev. 7). Faculty, through the Academic Senate, also exercise a substantial voice in the development and approval of institutional policies through the mechanism of the Council of Presidents, which serves as the central point of constituent group input for all polices not covered under the 10+1 (Ev. 8). The role of faculty in governance and policy development extends to representation to the BOT through the Academic Senate. The Academic Senate works directly with the BOT on governance and policy matters that fall under the 10+1 through the Mutual Agreement process outlined in BP D1140 (Ev. 6).

Administrators’ roles and authority in policy development are exercised through similar mechanisms. Academic Senate committees, including Curriculum and Academic Standards and Practices, include administrative membership appropriate to the charge of the committee (Ev. 9, 10). For example, the Vice President of Instruction serves as the Co-Chair on curriculum and is a voting member of Academic Standards and Practices. Likewise, all District standing committees, as defined in D1140, include representation from the administration. In both instances, administrators exercise a substantial voice in policy development (Ev. 1).

Evaluation

NVC meets this Standard. The structures and processes for administrator and faculty participation in policy development, planning and budgeting set forth in BP D1140 and D1150 provide a substantive and clearly defined role for both groups that is carried out in practice through the regular administrative process and District and Academic Senate committees, including the “shared governance” Planning and Budget Committees. The selection of administrators on all committees is appropriate to the responsibility and expertise of those employees (Ev. 11). Faculty roles in governance, policy development, planning, and budgeting are ensured in BP D1140, which defines the legal authority of the Academic Senate over ten specific academic or professional matters. Faculty roles and authorities are aligned with faculty responsibility, with faculty being given greatest authority in the areas of curriculum and academic standards. This authority is exercised through service on the Academic Senate, Academic Senate and District committees, and through participation on the Council of Presidents as described in the Constitution and Bylaws of the Academic Senate (Ev. 7).

The faculty, through the Academic Senate, has a defined and substantive role in governance at all levels, including the authority to recommend action on academic and professional matters directly to the BOT. The President of the Academic Senate attends Board meetings and delivers a monthly report to the BOT (Ev. 12). BP D1140 establishes the Mutual Agreement process whereby the Academic Senate and BOT, or its designees, collaborate and come to joint decisions on policy and governance matters that fall under the academic and professional matters, also defined in BP D1140 (Ev. 13, 6).
The membership of the PC and BC and the development process for plans and budgets rely on the participation of faculty and administrators at all levels (Ev. 14). At the committee level, faculty are represented through Academic Senate appointees. In 2009, the College reaffirmed its philosophy for the planning and budgeting processes, including the membership and authority of the Planning and Budget Committees (Ev. 2). In 2013, the College began the process of reviewing and revising BP D1150 to split the existing, detailed board policy into separate policies and administrative regulations (Ev. 5). The College supports the faculty’s role in institutional governance by providing 40% reassigned time to the Academic Senate President and 10% reassigned time for the faculty Co-Chairs of both the PC and BC. Other reassigned time is provided to faculty members for duties such as curriculum, faculty evaluation, accreditation, and program review, as identified on the Faculty Reassigned Time and Other Special Assignments document (Ev. 15).

Faculty and administrators in individual programs or in academic divisions play a primary role in the annual planning and budgeting process and in long-range planning through Program Evaluation and Planning (PEP) aligned with their program responsibilities and authority (Ev. 16). Faculty work with Division Deans or faculty-elected Division Chairs to analyze budgets and program resources and develop annual plans and budget requests that are submitted to the administration for review. Division Chairs and Deans, in turn, present program planning and budget requests to the Instruction Council for discussion and action (Ev. 17).

The policies and governance structures established by the College are clear in their intent to ensure appropriate representation. However, the ongoing effectiveness of those appointments, including faculty and administrator roles, is only periodically evaluated. To increase institutional effectiveness, the College needs to regularly review the placement and roles of administrators and faculty in all College processes, including the planning and budget process, and on all College committees to ensure that their participation is effective and makes efficient use of their expertise and time, in support of the institutional mission, student learning, and student achievement.

**Action Plan**

- To increase effectiveness, NVC will develop a system for regular evaluation of the roles of constituent groups in institutional governance, as related to their areas of responsibility and expertise.

**Evidence**

<table>
<thead>
<tr>
<th>Evidence Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>IV.A.3-01:</td>
<td>BP D1140</td>
</tr>
<tr>
<td>IV.A.3-02:</td>
<td>BP D1150 and BP 3250</td>
</tr>
<tr>
<td>IV.A.3-03:</td>
<td>Planning Process (D1150, Sample PC Agendas, BOT Minutes)</td>
</tr>
<tr>
<td>IV.A.3-04:</td>
<td>Budget Development Process (D1150, Sample BC Agendas, BOT Minutes)</td>
</tr>
<tr>
<td>IV.A.3-05:</td>
<td>BOT Approval of BP 3250</td>
</tr>
<tr>
<td>IV.A.3-06:</td>
<td>D1140 (Excerpt on 10+1)</td>
</tr>
<tr>
<td>IV.A.3-07:</td>
<td>Academic Senate Constitution and Bylaws</td>
</tr>
<tr>
<td>IV.A.3-08:</td>
<td>BP D1140 (Council of Presidents)</td>
</tr>
<tr>
<td>IV.A.3-09:</td>
<td>Curriculum Committee Handbook: Roles and Responsibilities (Administrative)</td>
</tr>
<tr>
<td>IV.A.3-11:</td>
<td>Administrative Membership on Committees</td>
</tr>
<tr>
<td>IV.A.3-12:</td>
<td>Sample Academic Senate President Reports to BOT</td>
</tr>
<tr>
<td>IV.A.3-13:</td>
<td>D1140 (Mutual Agreement)</td>
</tr>
<tr>
<td>IV.A.3-14:</td>
<td>Planning and Budget Development Processes</td>
</tr>
<tr>
<td>IV.A.3-15:</td>
<td>Faculty Reassigned Time and Special Assignments</td>
</tr>
<tr>
<td>IV.A.3-16:</td>
<td>PEP Overview and Sample PEP Reports</td>
</tr>
<tr>
<td>IV.A.3-17:</td>
<td>Instruction Council Review of Annual Unit Plans/Resource-Dependent Requests</td>
</tr>
</tbody>
</table>
IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

**Description**

Faculty and academic administrators have distinct, but complementary, roles and responsibilities for recommendations about curriculum and student learning programs and services. These responsibilities are defined in the Curriculum Handbook (CH) and the following Board Policies (BPs) and Administrative Regulations (ARs) (Ev. 1, 2):

- BP 4020: Program, Curriculum, and Course Development
- AR 4022: Course Approval
- BP 4025: Philosophy and Criteria for Associate Degree and General Education
- BP 4040: Library Services
- BP 4050: Articulation
- BP 4100: Graduation Requirements for Degrees and Certificates
- BP 4106: Nursing Programs
- BP 4220: Standards of Scholarship
- BP 4260: Prerequisites and Co-requisites

The Curriculum Committee of the Academic Senate is the primary body responsible for the implementation of these policies and for managing the curriculum development and review process. The responsibilities and membership of this committee are specified in the Constitution and Bylaws of the Academic Senate (Ev. 3). The CH maintained by this committee outlines the specific responsibilities of faculty and administrators at all levels of the curriculum development and approval process, including the specific roles and responsibilities of program faculty in developing curriculum proposals, Division Chairs or Deans in reviewing proposals, and the specific roles of the Curriculum Committee faculty memberships, Faculty and Administrative Co-Chairs, Articulation Officer, and other faculty and staff membership (Ev. 1). All decisions of the Curriculum Committee are regularly presented to the BOT for approval. The BOT relies primarily on the recommendations of the Curriculum Committee on all curriculum decisions (Ev. 4).

Faculty and administrators share responsibility for recommendations on student learning programs and services through annual planning and budgeting and through the PEP process. Faculty and staff within instructional programs and support services identify areas for short- and long-term improvements or modifications to programs/services. Area administrators and the Vice President of Instruction review and sign each PEP report associated with their areas and assignments. [The PEP process is discussed in detail in Standard I.B.5.]

**Evaluation**

NVC meets this Standard. Faculty and administrators work collaboratively through clearly defined curriculum and program review processes. The BOT relies on the expertise of faculty and administrators for recommendations on curriculum. The responsibilities defined in policy are implemented in practice, as supported in the minutes and agendas of the Curriculum Committee, in PEP reports, and BOT agendas and minutes (Ev. 4, 5, 6). In 2014, the Curriculum Committee approved a new curriculum approval process and timeline that allowed for more frequent approvals and updates to curriculum. This change was implemented in response to a need for more frequent revisions and modifications of curriculum, to ensure timely response to changes in articulation and transfer standards, training and occupational needs, and expectations for student preparation.

**Evidence**

IV.A.4-1: Curriculum Handbook (Pages 7-13)
IV.A.4-2: Packet of BPs and ARs
IV.A.4-3: Constitution and Bylaws of the Academic Senate
IV.A.4-4: Sample BOT Minutes (Approval of Curriculum Packets)
IV.A.4-5: Sample Curriculum Committee Agendas/Minutes
IV.A.4-6: Sample PEP Reports
IV.A.4-7: Sample BOT Agendas (Approval of Curriculum, Report on PEP Completion)
IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Description

Decision-making at the College ranges across a continuum from unit-level to college-wide decisions. The individuals or committee making the decision are expected to make decisions in an open, participatory way, conferring with those affected by the decisions as appropriate, and in accordance with the level and type of operational decision. BP D1140 specifies timelines for decision-making to ensure that all constituent groups affected by a decision are provided sufficient time and notice for input before decisions are made, except in emergencies (Ev. 1).

BP D1140 provides clear structures and means for the effective participation of all constituent groups through the shared governance process, the collective bargaining processes, and the administrative decision-making process. The administrative decision-making process provides for leadership in making decisions and responsibility for carrying out all of the day-to-day operational matters in units or divisions. It recognizes that administrators possess specialized expertise, including familiarity with the laws governing their respective functions, long-term knowledge about past practice and issues, and education and training in their areas and in management principles. Many committee appointments are based upon the expertise of the individual and the need of the committee, which helps to align roles with decision-making responsibilities.

Section II of BP D1140 includes the following statement of Philosophy and Basic Principles of Decision Making at NVC:

The Board of Trustees embraces the concept of open communication and collaboration in decision making in a spirit of trust as a fundamental policy of the college, while retaining its own rights and responsibilities as the ultimate authority in all areas defined by state laws and regulations. The Board of Trustees and all constituent groups are committed to an open process of decision-making, which allows and encourages participation of all constituent groups in accordance with need, function, and the law as outlined in this policy.

The College is in the process of developing a Decision-Making Guide (DMG) (draft) to provide a clearer understanding of the implementation of BP D1140, how decisions are made, and how the results of those decisions are communicated (Ev. 2).

The recently revised BP and AR 2410 specify the timeline for action on institutional decisions, including the timeframes for gathering feedback from all constituent groups (Ev. 3). Curriculum revisions are reviewed and acted on monthly by the Curriculum Committee and the BOT. The timeline for review and approval of institutional plans can vary depending on the type of planning. The processes for Strategic Plan development and the annual planning and budget development process and approval are specified in policy. Detailed timelines are created for specific projects related to institutional plans (Ev. 4). Timelines for policy development and approval are likewise specified in BP 2410. Policies that fall under the Mutual Agreement clause of BP D1140 follow a separate timeline for development, review, and action, driven by the yearly calendars of District and Academic Senate committees.

Evaluation

NVC meets this Standard. The effectiveness of BP D1140 and the governance process is verified through agendas and minutes of District and Academic Senate committees and through the administrative implementation of policies and procedures. The College is in the process of developing a DMG (draft) to provide a clearer understanding of how policy translates into practice, how decisions are made, and how the results of those decisions should be communicated (Ev. 2).
Evidence
IV.A.5-1: BP D1140
IV.A.5-2: Decision-Making Guide (Draft)
IV.A.5-3: BP and AR 2410 (Draft)
IV.A.5-4: Sample Timelines for Specific Projects (SP, EMP, Annual Planning and Budget)

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Description
Board Policy D1140 outlines the various decision-making process and also provides general guidance regarding the type and scope of committees and task forces and their assigned areas of responsibility (Ev. 1). Decisions made in committee and through regular governance and decision-making processes are communicated to the campus community through minutes, agendas, and packets of supporting documents. All District committees established by board policy, the Academic Senate, and all Academic Senate committees adhere to open meeting laws for public agencies as set forth in §54952 of the California Government Code, also known as the Brown Act. As Brown Act compliant entities, these committees identify action items in advance of their meetings and conduct their meetings in public. Materials used in deliberations and discussions are distributed publicly and are available on the committee webpages on the NVC website (Ev. 2). The Chairs or Co-Chairs of all Academic Senate committees and the Planning and Budget Committees provide monthly reports for the Academic Senate that are delivered orally and in writing at public meetings of the Academic Senate (Ev. 3). The written reports are also distributed through campus email (Ev. 4). The Planning and Budget Committees take the additional step of holding regular public forums for the Strategic Plan, annual budgets, annual planning priorities, and other matters that affect the entire campus (Ev. 5, 6, 7).

Decisions made through administrative processes that are not under open meeting laws, such as discussions and decisions at the Instruction or Student Services Councils and decisions taken by President’s Cabinet, are communicated to the campus through a variety of means. The Division Chairs and Deans who comprise the membership of the Instruction Council communicate discussions and decisions from that meeting directly to faculty and staff in their divisions through emails and presentations at regular division meetings (Ev. 8). Likewise, program coordinators and area administrators communicate actions and discussions from the Student Services Council to faculty and staff in their respective programs (Ev. 9).

The Office of the President provides summaries of BOT meetings and decisions taken at President’s Cabinet, through direct emails and newsletters to the entire campus community (Ev. 10). The Council of Presidents (COP) is also used as a single point of communication for some campus matters. However, that function, as delineated in BP D1140, has not been fully realized in practice (Ev. 11). The current proposal to add additional members to the COP is specifically aimed at broadening this particular function (Ev. 12). The Office of the President is also the primary liaison between the BOT and the campus community, communicating the discussions of the Council of President and President’s Cabinet to the Board, and communicating board actions and discussions to campus constituencies (Ev. 10, 13). Additionally, the Presidents of the Academic Senate, Administrative Senate, Classified Senate, Associated Students of NVC, and Presidents from each of the bargaining units deliver monthly reports to the BOT in open session at regular board meetings (Ev. 14).

Evaluation
NVC meets this Standard. The College documents decision-making processes and resulting decisions and communicates them widely across the campus, through webpages, newsletters, emails from the College President, communication from constituent group Presidents, public announcements at governing board meetings, and through regular communication with the public through the Office of Institutional Advancement. The primary document that outlines decision-making at the College, BP D1140 is accessible on the NVC website (Ev. 15). NVC is currently developing a DMG (draft), which provides a means for clarifying the process
and responsibilities for campus decisions, from the departmental, individual, and operational areas, as well as all administrative functions including the role of the BOT in decision-making (Ev. 16). To increase institutional effectiveness, NVC will review established communication processes against current communication practices and develop methods for ensuring ongoing alignment and full communication of all decision-making results.

**Action Plan**

- Finalize Decision-Making Guide, distribute among campus community, and use it to communicate and develop a shared understanding of policies and practices.
- Improve online access to decision-making policies and the results of significant decision-making processes.
- Improve frequency, clarity, and uniformity of communication of decisions.

**Evidence**

IV.A.6-01: BP D1140  
IV.A.6-03: Sample Planning and Budget Co-Chair Reports to Academic Senate  
IV.A.6-04: Sample Email Communications from Academic Senate President  
IV.A.6-05: Strategic Plan Forum Documentation  
IV.A.6-06: Annual Budget Forums  
IV.A.6-07: Annual Planning Cycle: Roles & Responsibilities  
IV.A.6-08: Division Agenda or Minutes including Instruction Council Summary Report  
IV.A.6-09: Sample Student Services Council Agenda/Minutes  
IV.A.6-10: Sample Email Communications/Newsletter from President (BOT Updates)  
IV.A.6-11: COP Webpage http://www.napavalley.edu/President/Pages/CouncilofPresidents.aspx  
IV.A.6-12: COP Revision Proposal: Presentation to Academic Senate  
IV.A.6-13: Sample President’s Reports to BOT  
IV.A.6-14: Sample BOT Agendas/Minutes (Constituent Group Reports)  
IV.A.6-15: NVC Board Policy Website: http://www.napavalley.edu/AboutNVC/Trustees/Pages/policiesandregs.aspx  
IV.A.6-16: Decision-Making Guide (Draft)

**IV.A.7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Description**

NVC periodically evaluates leadership roles; institutional governance; and decision-making policies, procedures, and processes. Since the 2009, the College leadership has conducted several informal reviews of leadership roles, governance, and decision-making processes and structures in response to changes in senior management, including the hiring of two President/Superintendents. The College is currently reviewing all board policies, clarifying College decision-making policies and processes, and reviewing the structure of College leadership committees, including the Council of Presidents and the planning and budget development processes. BP D1140, the policy that outlines the structure and processes for governance and decision-making, is currently in the evaluation and revision process (Ev. 1). The basis for periodic evaluation of governance roles and processes is established in BP D1140, which states, “Shared governance at NVC is a dynamic process that reflects the specific needs of the college and is subject to periodic review” (Ev. 2).

In 2014, the College began a process of reviewing all existing committees, to create a picture of how committees are currently operating, current committee membership, and the scope of committee authority and responsibility. Each committee was asked to evaluate the policy or bylaws authorizing the committee membership and functions and create “is” and “should” analyses to identify areas for expansion or improvement. This evaluation is being used in the development of the DMG (Ev. 3).
In 2012, the Academic Senate conducted a comprehensive review of its structures, including the composition and responsibilities of all Academic Senate committees, faculty assignments on District committees, and the composition of the Planning and Budget Committees. Through this process, the Academic Senate conducted a thorough evaluation of faculty roles in governance and all decision-making processes at the College. While the Senate ultimately decided not to make any significant changes, the process established a template for future, regular evaluations of faculty leadership and governance roles at the College (Ev. 4).

The COP is charged with the responsibility of reviewing and recommending revisions to all District committee structures. Section V.C.2.b(3) of BP D1140 establishes this responsibility, stating, “The Council of Presidents will conduct a biennial evaluation of the committee structure of non-academic and professional committees (see definitions in Section VI) and make recommendations to the college president and Board of Trustees of findings and recommended changes no later than May 15” (Ev. 5).

The COP and the Academic Senate are the primary channels for communicating the results of evaluations of leadership, governance, and decision-making. The COP is composed of the College President and the Presidents of each of the four identified constituent groups, or their designees. The primary charge of this committee is the communication of information on federal, state, and local issues, discussions, and decisions. The composition and role of this committee is currently under evaluation with an eye towards increasing its effectiveness as a central point of communication for campus leadership (Ev. 6).

Evaluation

NVC meets this Standard but at a basic level. The College conducts periodic evaluations of all leadership roles, governance, and decision-making policies and processes and has used these results to implement changes in process. However, review of recent evaluations indicates that while individual constituencies and committees conduct evaluations, these reviews are not regular or systematic and tend to be focused on structure and process rather than effectiveness. With the exception of the current discussion about the role of the COP and the recent evaluation of College committees, institutional evaluations are not sufficiently geared towards evaluating the effectiveness of institutional structures and processes in achieving the College mission in support of student learning and achievement. Likewise, evaluations are often limited in scope and do not include broad or effective analysis of the entire system of governance, leadership, decision-making, policies, structures, and processes and the consequences of changing any particular component.

To increase institutional effectiveness, NVC will develop a plan for regular evaluation of leadership roles and decision-making policies, procedures, and processes to ensure their integrity and effectiveness. The recent move to update all board policies, including the establishment of a regular timeline for evaluation, can provide a good template for this review. Further, these evaluations should focus on the effectiveness of leadership, governance and decision-making roles and structures in supporting the mission of the College and student learning and achievement. The findings in this Standard are consistent with the findings in Standards I.B.7, I.C.5, and IV.C.6 and are a primary component of the third Action Project in the Quality Focus Essay.

Action Plan

• To increase institutional effectiveness, NVC will develop a plan for regular evaluation of leadership roles and decision-making policies, procedures, and processes to ensure integrity and effectiveness.
• To increase institutional effectiveness, NVC will use regular evaluations of roles, policies, and processes to create a shared understanding among the College community.
• To increase institutional effectiveness, NVC will improve evaluation mechanisms and explore methods for communicating results.

Evidence

IV.A.7-1: BP D1140
IV.A.7-2: BP D1140 (Excerpt Outlining Shared Governance Process)
IV.A.7-3: Sample “Is” and “Should” Information from Campus Committees
IV.A.7-4: 2012 Academic Senate Restructuring Evaluation
IV.A.7-5: BP D1140 (Excerpt on COP)
IV.A.7-6: COP Revision Proposal: Presentation to Academic Senate
Standard IV.B. Chief Executive Officer

*Conceptual Map with Embedded Analysis*

The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness (IV.B.1)

### Practices

- Ensures effective organizational structure (IV.B.2)
- Guides improvement of teaching and learning environment by: (IV.B.3)
- Implements policies and assures consistency (IV.B.5)
- Works and communicates effectively (IV.B.6)

### Role/Responsibility (Documented)

- Primary responsibility for quality of the institution (IV.B.1)
- Primary leadership for accreditation (IV.B.4)

### Analysis of Effectiveness and Identification of Gaps

- Establishing collegial processes
- Ensuring college sets performance standards
- Ensuring reliance on research & analysis
- Ensuring integrated planning
- Ensuring resource allocations
- Establishing evaluation of planning

### Improvement Narrative
Standard IV.B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Description

The President of NVC has primary responsibility for the quality of the institution (Ev. 1, 2). The President has initiated and played an active role in multiple efforts that demonstrate effective leadership in planning, organizing, budgeting, and assessing institutional effectiveness. Those efforts include, but are not limited to:

- Developing The Way Forward (TWF) (Draft) to provide a strategic framework for considering the College’s major financial drivers and their aggregate impact on District finances, as well as evaluating existing administrative roles and needs (Ev. 3);
- Facilitating the creation of the Educational Master Plan (EMP), as a member of the EMP Coordinating Committee that examined the needs of educational programs at NVC (Ev. 4);
- Launching the Campus Master Plan (CMP) initiative that outlines the utilization of NVC’s facilities and property assets into the foreseeable future (Ev. 5); and
- Coordinating the development of the Decision-Making Guide (DMG) (Draft) with the Office of Research, Planning and Institutional Effectiveness (RPIE) to describe College decision-making procedures and structures (Ev. 6).

In addition, the President has provided effective leadership in the selection and development of personnel, as evidenced by participation in the hiring of both the Vice President of Instruction and the Interim Vice President of Administrative Services. The President also participates in the final interviews for all faculty and administrators, as outlined in the hiring procedures for each of those groups (Ev. 7, 8).

Evaluation

NVC meets this Standard. The President has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. There is evidence of the President’s involvement in major initiatives that impact all aspects of the College, including the selection of new personnel.

Evidence

IV.B.1-1: BP 2430
IV.B.1-2: Superintendent/President Job Description
IV.B.1-3: The Way Forward (Draft)
IV.B.1-4: Educational Master Plan Development Plan
IV.B.1-5: CMP Presentation (PC, Academic Senate, BOT)
IV.B.1-6: Decision-Making Guide (Draft)
IV.B.1-7: Administrative Hiring Procedures, Hiring Committee Composition
IV.B.1-8: Faculty Hiring Procedures, Final Selection

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The President oversees a Cabinet comprised of three Vice-Presidents (assigned to oversee the areas of Instruction, Student Services, and Administrative Services). Additionally, the President oversees the President’s Area comprised of RPIE, Office of Institutional Advancement (OIA), District Auxiliary Service (DAS), and Human Resources (Ev. 1). The President delegates responsibilities to the Vice Presidents and administrators within the President’s Area and assures accountability to the
The President effectively plans an administrative structure organized and staffed to reflect the mission of NVC. The President is empowered to authorize employment, fix job responsibilities, assign administrative staff, create and abolish administrative positions, and perform other personnel actions (Ev. 3, 4). Within the administrative structure, authority is delegated appropriately, and responsibilities of positions are clearly outlined (Ev. 5, 6, 7).

The number of administrative positions has remained relatively constant over the past few years (2011 to 2014) (Ev. 8). Multiple administrative roles have shifted to reflect internal needs of the College, as identified through evaluative process and as part of the cost-reduction strategies outlined in TWF (Ev. 9, 10). The President supported the addition of administrative positions in Arts and Humanities as well as Counseling and Student Services and forwarded recommendations regarding those positions to the BOT (Ev. 11). The creation of both of these positions is an example of an adjustment to the administrative structure to address institutional need and capacity and to meet regulatory requirements.

**Evidence**

IV.B.2-01: Organizational Chart of Cabinet and President’s Area
IV.B.2-02: Administrative Evaluation Schedule (Direct Reports)
IV.B.2-03: BP 7110
IV.B.2-04: BP H2220 and H2230
IV.B.2-05: Job Descriptions of Administrators (VPs, Deans, Directors)
IV.B.2-06: Signing Authorities Document
IV.B.2-07: Purchasing and Contract Authority (PCA) Grid
IV.B.2-08: Administrative Staffing Patterns/Data
IV.B.2-09: Sample Changes in Administrative Jobs/Structure
IV.B.2-10: The Way Forward (Draft, Pages 24, 36-49)
IV.B.2-11: Rationale to BOT (Creation of New Dean Positions)

**IV.B.3.** Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.
Description

The President maintains collegial processes to set values, goals, and institutional priorities, through engagement in the NVC’s shared governance process, and provides leadership and guidance to support major campus planning initiatives. The President receives the agenda for the Planning Committee and the Budget Committee in advance of each meeting and attends and participates in those meetings regularly (Ev. 1, 2).

It is the responsibility of the President to ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research (Ev. 3). The President is actively involved in both long- and short-term planning at NVC, as well as resource allocation based on themes and priorities established through those processes. Through direct reports, the President is informed of planning and resource-allocation processes, including PEP and annual planning and budgeting, and is regularly informed of institutional performance regarding student achievement as well as District budgetary resources.

In 2012, the College updated its Educational Master Plan (EMP). This effort was overseen by the Office of the President, and the President was a member of the EMP Coordinating/Steering Committee (Ev. 4). The EMP was based on a thorough analysis of internal and external conditions, including the results of surveys conducted among students and the campus community, and identified performance thresholds for growth and enrollment (Ev. 5). Eight themes emerged from the EMP, intended to guide future instructional and institutional planning efforts (Ev. 6). Throughout the process, all campus constituencies were involved, as the EMP was formally reviewed by the Planning Committee and approved by the Academic Senate prior to its approval by the BOT (Ev. 7, 8, 9).

NVC updated its 2011-2014 Strategic Plan (SP) in 2013-2014. The SP is used as a tool by which to evaluate overall institutional planning and implementation efforts. The President met regularly with Dean of RPIE (Co-Chair of the Planning Committee) during the creation of the SP, and attended multiple Planning Committee meetings during its creation (Ev. 10). The President also hosted two community forums to share the SP with the Napa community and collect feedback prior to its approval by the BOT (Ev. 11). Progress as it relates to the SP is tracked annually, and the President is informed of this progress through Annual Progress Reports on the Strategic Plan, which are shared with the Planning Committee, the campus community, and the BOT (Ev. 12).

The President plays a key role in the integration of planning and resource allocation by utilizing the annual planning priorities derived by the Planning Committee and the Budget Parameters established by the Budget Committee to recommend resource allocations for the upcoming fiscal year. In 2012, the President presented the Planning Committee with a structure of integrated planning that aligned unit plans, area plans, and institutional plans (Ev. 13). In 2015, the annual planning and budget process was adjusted to track resource allocation requests more effectively and communicate decisions regarding resource allocations to the campus community (Ev. 14). As part of the annual planning and budget process, the President and President’s Cabinet review and prioritize the resource requests that emerge from the Area Councils based on the application of a prioritization rubric (Ev. 15, 16, 17). The prioritized area requests are compiled to create a college-wide prioritized list that is used to recommend resource allocation for the upcoming fiscal year (Ev. 18, 19).

The President remains informed of categorical funding to align resources with College mission by meeting regularly with the Vice President of Student Service to evaluate and monitor the benchmarks of the Student Success and Support Plan (SSSP). The President also meets regularly with the Vice President of Instruction and the Dean of Educational Workforce Development, to ensure categorical and grant funding (e.g., HSI/STEM, Perkins, Career Technical Education) is allocated to address needs and support student success (Ev. 20).

The President and the campus community receive regular reports on completions, enrollment, student success, student financial aid, and program review
data (PEP) for instructional programs (Ev. 21). In 2013, in response to new components in the ACCJC Annual Report, NVC established institutional standards for performance. The institution-set standards were identified by the Academic Standards and Practices Committee of the Academic Senate, based on recent student achievement data. It is the responsibility of the President to review and submit NVC’s Annual Report to the ACCJC. The President remains informed of NVC’s performance as it relates to these standards through annual updates and summaries produced by RPIE (Ev. 22).

**Evaluation**

NVC meets this Standard. The President guides the improvement of teaching and learning through established policies and procedures. The President is active in the shared governance structure at NVC and effectively interacts with the Planning ad Budget Committees to guide the establishment of goals and priorities for the College. The President played an active role in the creation of the EMP and the SP, both of which involved a comprehensive review of data to help evaluate the College and its position within the service area. These plans provide the structure for future planning activities across the College. The President and the President’s Cabinet occupy key roles in the annual planning process at NVC as well, utilizing the annual planning priorities derived from the Strategic Plan to prioritize budget requests accordingly.

**Action Plan**

- In order to increase effectiveness, the linkage between educational planning, resource planning, and resource allocation needs to be strengthened. The President may guide this process by encouraging increased transparency and rationale of planning and allocation, particularly as it pertains to the annual planning cycle.

**Evidence**

IV.B.3-01: Sample PC and BC Agendas (Distribution List)
IV.B.3-02: Sample PC and BC Minutes (Attendance of President)
IV.B.3-03: BP 3250
IV.B.3-04: EMP Steering Committee Minutes
IV.B.3-05: Internal and External Scans for EMP (Including Survey Results)
IV.B.3-06: Themes Identified in EMP
IV.B.3-07: Planning Committee Minutes (EMP)
IV.B.3-08: Academic Senate Minutes (EMP)
IV.B.3-09: BOT Minutes (EMP)
IV.B.3-10: PC Minutes (Attendance during SP Development)
IV.B.3-11: Community Forums on SP
IV.B.3-12: Annual Progress Reports
IV.B.3-13: PC Minutes 092112, Item 8.4
IV.B.3-14: 2015-2016 Unit Plan Template
IV.B.3-15: Annual Planning Cycle: Roles and Responsibilities
IV.B.3-16: Integrated Planning and Budget Model
IV.B.3-17: Prioritization Rubric for Budget Allocation
IV.B.3-18: Area and Unit Plan Resource Dependent Priorities 2015-2016
IV.B.3-19: PC, BC, and Joint Meeting Minutes (Annual Resource Allocations)
IV.B.3-20: President’s Meeting Schedule
IV.B.3-21: Packet of Sample RPIE Summary Reports
IV.B.3-22: Core Indicators Report
IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Description

The President has the primary leadership role for accreditation at NVC (Ev. 1, 2). The President assigned Accreditation Liaison Officer (ALO) responsibilities to the Dean of Research, Planning and Institutional Effectiveness (RPIE) in 2012. The President meets regularly with the ALO to stay informed of Eligibility Requirements, Accreditation Standards, Commission policies, and NVC’s accreditation standing, including the status of the self-evaluation process (Ev. 3).

Authority for assuring NVC’s compliance with accreditation requirements is effectively delegated within NVC’s administrative structure. During the 2014-2015 self-evaluation process, administrators were assigned to serve on accreditation writing teams for Standards closely associated with their respective areas of responsibility (Ev. 4). All constituency groups were involved in the 2014-2015 self-evaluation process, and NVC is using the Decision-Making Guide (draft) currently in development to assign responsibility for monitoring compliance with accreditation requirements to committees across the College (Ev. 5, 6).

The ALO, the Accreditation Faculty Co-Chair, and the College President jointly supported the adoption of the 2014 Accreditation Standards to frame NVC’s 2014-2015 self-evaluation process, and the President submitted a formal request to the ACCJC (Ev. 7). Based on this decision, NVC facilitated multiple trainings and exercises to prepare the campus community for self-evaluation under the 2014 Standards and increase awareness of the new Standards. The President has been an active participant in the self-evaluation process, including participation on the Accreditation Steering Committee, attending training sessions for writing teams provided by both the Accreditation Co-Chairs and ACCJC staff, and facilitating an accreditation workshop for the BOT (Ev. 8). Throughout 2014-2015, the President ensured that the BOT was informed of NVC’s accreditation activities, incorporating a regular report by the Accreditation Co-Chairs into the President’s Report agenda item for regular monthly meetings (Ev. 9).

Evaluation

NVC meets this Standard. The responsibility for ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies is the responsibility of the President. The President remains informed of NVC’s status as it relates to those Standards and is an active participant in NVC’s accreditation processes. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements, as delegated throughout NVC’s administrative and committee structure.

Evidence

IV.B.4-1: Board Policy 3200
IV.B.4-2: Superintendent/President Job Description
IV.B.4-3: President’s Meeting Schedule with ALO
IV.B.4-4: Administrators Assigned to Accreditation Writing Teams
IV.B.4-5: Template for Committee Structure (DMG Development)
IV.B.4-6: Decision-Making Guide (Draft)
IV.B.4-7: Letter to ACCJC
IV.B.4-8: January 2015 Accreditation Workshop for BOT
IV.B.4-9: BOT Agendas (President’s Report)
IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Description

It is the responsibility of the President to administer the policies adopted by the Board of Trustees, execute all decisions of the Board requiring administrative action, and ensure compliance with that all relevant laws and regulations (Ev. 1). The President assures the implementation of statutes, regulations, and governing board policies by coordinating the review of board policies, including review by President’s Cabinet, evaluation against templates provided by the Community College League of California (CCLC), distribution among constituent groups, and collection of input from those groups (Ev. 2). Board Policies and procedures to be newly created, renewed, or repealed are reviewed by Council of Presidents (COP) and disseminated to each constituency group (Ev. 3, 4). Policies and procedures pertaining to academic and professional matters over which the Academic Senate has authority follow the Mutual Agreement process (Ev. 5).

As outlined in Standard IV.A, policy implementation begins with the President’s Cabinet at which the President is informed of new or revised statutes or regulations that affect the College, the proposed policies to address these, and policies that are seeking revision as part of NVC’s policy review cycle. The President presents all proposed policies and their rationale to the Council of Presidents (COP) for dissemination among and feedback from NVC’s constituencies (Ev. 6). Following the review by the COP, the President forwards all policies to the BOT. This process ensures the President is aware of, and an active participant in, the discussion surrounding the creation and revision of all policies at NVC.

BP 6300 identifies that the President shall establish procedures to assure the District’s fiscal management is in accordance with the principles outlined in Title 5, Section 58311, including:

- adequate internal controls exist,
- fiscal objectives, procedures, and constraints are communicated to the BOT and employees,
- adjustments to the budget are made in a timely manner,
- the management information system provides timely, accurate, and reliable fiscal information, and
- responsibility and accountability for fiscal management are clearly delineated (Ev. 7).

The fiscal management of the District is delegated primarily to Vice President of Administrative Services, a member of the President’s Cabinet, and is monitored through the Budget Committee (a “shared governance” committee). The President is a regular attendee of Budget Committee meetings, participates in the annual budget process, and is kept apprised of NVC’s budget standing through quarterly reports submitted to the BOT, as well as through meetings with NVC’s external auditors (Ev. 8, 9, 10).

The President remains informed of NVC’s standing as it relates to mandated statutes such as the Faculty Obligation Number (FON) and the maintenance of a prudent financial reserve through direct reports in the President’s Cabinet. The President conveys that information to the campus community through multiple venues including, but not limited to, the campus committee structure, planning related documents, and Flex Day presentations (Ev. 11, 12, 13).

In 2012, the President supported the mid-course modification of NVC’s 2011-14 Strategic Plan (SP) with the addition of Goal 7, Fiscal Stability (Ev. 11), to maintain a minimum of a 5% reserve. NVC has maintained a reserve greater than 5% in each of the past three fiscal years (Ev. 14). In addition, SP Goal 7 identified activities to be undertaken by the District in order to establish financial stability, including the reorganization and realignment of the institutional structure to increase efficiency, enhance revenue, reduce costs, and better manage resources. Following its inclusion in the SP, BP 6200, approved in 2014, identified that NVC’s reserve shall be no less that 5% (Ev. 15). In spring
2015, upon being informed that NVC was in danger of falling below its mandated 5% reserve threshold, the President instructed the Budget Committee to hold an emergency meeting to identify areas for cost savings in order to prevent the District from falling out of compliance with its established policy (Ev. 16).

In 2015, the President, the Vice President of Administrative Services, and the Vice President of Instruction presented training on statues and regulations that impact current and future fiscal decisions, including Prop 30 and the FON (Ev. 17). In fall 2014, the President approved the hiring of multiple full-time faculty members to ensure that NVC safely meets its FON as well as to address needs identified through NVC’s planning processes.

Evaluation

NVC meets this Standard. The College President has responsibility for assuring the implementation of statues, regulations, and governing board policies and assuring that institutional practices are consistent with institutional mission and policies. The President and the President’s Cabinet are consistently involved with monitoring and assuring that the statues, regulations and policies are met and followed.

In addition, the President has established procedures to ensure the effective management of District resources. The fiscal management of the District is primarily delegated to the Vice President of Administrative Services and addressed through the Budget Committee. The budget is monitored through internal controls including Budget Committee review, quarterly reports, and external audits.

Evidence
IV.B.5-01: BP 2430
IV.B.5-02: BP Review Process
IV.B.5-03: D 1140 Council of Presidents
IV.B.5-04: Template for Collecting Feedback from Constituent Groups
IV.B.5-05: AR 2410: Review Pathways (Draft)
IV.B.5-06: Council of Presidents Agenda 042815
IV.B.5-07: BP 6300
IV.B.5-08: Budget Committee Minutes (President’s Attendance)

IV.B.5-09: Quarterly Financial Reports
IV.B.5-10: Audit Committee Agenda
IV.B.5-11: PC Minutes 101912 and 110212 (Mid-Course Modification to SP, Goal 7)
IV.B.5-12: The Way Forward (Pages 18-19)
IV.B.5-13: Flex Day Presentation Fall 2013
IV.B.5-14: Reserve Levels
IV.B.5-15: Board Policy 6200
IV.B.5-16: BC Minutes 020515
IV.B.5-17: BOT Agenda 013115

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Description

The President communicates effectively with the campus community by actively informing members of the institution of ongoing and current events impacting the College. Following each BOT meeting, the President sends out an email message to faculty and staff summarizing the proceedings (Ev. 1). These communications are also posted on the President’s Office website (Ev. 2). All policies approved by the BOT are displayed on the NVC BOT webpage maintained by the Office of the President (Ev. 3).

The President communicates with external communities through the Office of Institutional Advancement (OIA). The OIA prepares press releases and informs the Napa and College community of campus developments and events. The Director of OIA coordinates regularly with the President’s Office and is a member of the President’s Area Council (Ev. 4).

The President also works effectively with the campus community through inclusive information-sharing processes. During the development of two major projects initiated by the Office of the President, The Way Forward (TWF) and the Campus Master Plan (CMP), the President has sought campus feedback through multiple sources. TWF was shared with the campus via multiple venues, including the Planning Committee, the BOT, and presentations to constituent groups, and open feedback forums (Ev. 5, 6, 7, 8). To gain campus perspective on the long-term
CMP for NVC, the President hosted multiple campus forums in 2014 to collect feedback and input (Ev. 9). Attendees were encouraged to voice ideas concerning the long-term future of the College.

The President’s Office assessed one of its Administrative Unit Outcomes (AUOs) by conducting a survey among the campus community in 2014. Respondents were asked to rate communications from the President’s Office in terms of the amount of information conveyed and the frequency of communications. The majority of survey respondents indicated that the President’s communications with the campus contained “about the right amount of information” and came at “about the right frequency” (Ev. 10).

To increase the effectiveness of, and encourage communication within, NVC’s shared governance structure, the College President and the Academic Senate requested training on shared/participatory governance presented jointly by the Community College League of California (CCLC) and the Academic Senate for California Community Colleges (ASCCC). The training was offered in December 2014. The President attended and extended participation to the BOT and administrative staff. The training was attended by all consistent groups, including classified staff and students (Ev. 11).

Within the service area community, the President serves as a member of the Napa-Lake County Workforce Investment Board, and the NapaLe-arns Board (a Napa County initiative to align and improve education in Napa) (Ev. 12). The President has also worked to create community partnerships with the Napa Chapter of Rotary and the Napa Valley Vintners Association. The President meets on a monthly basis with K-12 school districts within NVC’s service area and is an active participant in the Napa Hispanic Network.

The President has met with private and public organizations within the service area to discuss the challenges and future facing NVC. Those organization include the Kiwanis, Rotary, multiple Chambers of Commerce in service area cities, the City of Napa, County of Napa, Napa Police and Fire Department, Napa Valley Vintners Association, as well as other local business representatives. In 2014, the President hosted multiple community forums across the service area and invited members of the community to engage in a presentation on the future of NVC. Information shared in the forums is shared on the President’s Website (Ev. 13).

**Evaluation**

NVC meets this Standard. The President works and communicates effectively with both the campus community and the service area community. Through the campus committee structure and campus-based forums, the President shares information with the campus community and collects input regarding proposed changes. The President communicates regularly with the campus community through established reporting practices and displays updates and important information on the College website. The President actively represents the College within the service area – through involvement and participation in community, business, and educational organizations – and effectively communicates NVC plans to address challenges to the community.

**Evidence**

- IV.B.6-01: Sample BOT Update Emails
- IV.B.6-02: Board Bulletins on President’s Office Website (Screenshot)
- IV.B.6-03: BPs on College/BOT Website (Screenshot)
- IV.B.6-04: President’s Area Organizational Chart
- IV.B.6-05: PC Minutes (TWF)
- IV.B.6-06: BOT Minutes (TWF)
- IV.B.6-07: Academic Senate Minutes (TWF)
- IV.B.6-08: Forum (TWF)
- IV.B.6-09: CMP Presentation and Forum Announcements
- IV.B.6-10: Summary of Survey Results (President’s Office AUOs)
- IV.B.6-11: Shared/Participatory Governance Training Fall 2014
- IV.B.6-12: President’s Service on Local Boards
- IV.B.6-13: Community Forum on the Future of NVC
Standard IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Description

The Napa Valley Community College District (NVCCD) is under the control of the Board of Trustees (BOT), an elected body composed of seven community members representing discrete geographic regions within established areas of the district (Ev. 1, 2). The BOT is authorized by state law and local policy to establish policies for the District, approve annual and long-range plans and programs, and oversee the administration of NVCCD. Board Policy (BP) 2200 defines Board authority and responsibility in assuring the academic quality, integrity, effectiveness, and financial stability of the institution by granting the Board the responsibility to monitor institutional performance and educational quality, assure fiscal health and stability, establish policies that define the institutional mission, and set prudent, ethical, and legal standards for College operations (Ev. 1). BP D1140 outlines the authority and responsibilities of the Board in governance and decision-making relative to the roles of the CEO, administration, Academic Senate, students, and classified (Ev. 3). This includes a delineation of responsibilities for monitoring and approving curriculum, program development, development and approval of academic policies, and specification of the administrative and shared governance decision-making processes (Ev. 4, 5).

Evaluation

NVC meets this Standard. The NVCCD Board of Trustees is an effective governing board with broad authority and responsibility for all aspects of the institution, as established in policy and documented in practice. BP 2200 provides clear authority for the Board to represent the public interest, establish policies, hire and evaluate the CEO, assure fiscal health and stability, and monitor institutional performance and educational quality (Ev. 1). D1140 delineates the legal authority of the Board over policy development and provides for the manner and process by which the board works with campus constituencies in the development and approval of policies (Ev. 3). The Board exercises this authority and fulfills the responsibilities specified in policy in the conduct of regular business, as evidenced in Board meeting calendars, meeting agendas, information packets, reports, and minutes (Ev. 6, 7). The Board receives and reviews quarterly financial statements and financial health reports to ensure appropriate responsibility for the financial stability of the institution (Ev. 8). The Board regularly reviews and approves curriculum, including the development of new student learning programs, revisions to existing programs, course development and revision, and student learning outcomes at all levels, to ensure it is exercising its responsibility for monitoring academic quality, integrity, and effectiveness (Ev. 9, 10).

Evidence

IV.C.1-01: BP 2200: Board Duties and Responsibilities
IV.C.1-02: Board Member Terms and Lengths of Service
IV.C.1-03: D1140: Governance, Decision Making, and Responsibilities (Shared Governance)
IV.C.1-04: BP 3250: Institutional Planning
IV.C.1-05: BP 6200, 6250: Budget Preparation and Budget Management
IV.C.1-06: 2014 Board Meeting Calendar
IV.C.1-07: BOT Meeting Agendas
IV.C.1-08: Quarterly and Other Financial Statements Regarding “Financial Health”
IV.C.1-09: BOT Agendas (Approval of Curriculum Packets)
IV.C.1-10: BOT Minutes (SLO Presentations)
IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Description

While distinct in their individual perspectives, the Board of Trustees acts as a collective entity after full and open discussions of a College business matter has taken place and a vote held. Their practice of a unified and collective voice is supported by BP 2720 and is evident in the minutes of their meetings, in which many different viewpoints are presented on both sides of an issue, public comment taken, public discussion actively engaged in by and among trustees, a consensus for action reached and motioned, and a vote taken (Ev. 1, 2). BP 2715 covering Board Ethics and Standards affirms the trustee’s status as a member of a legal entity that is strongest and most effective when acting as a unit, not as a group of individuals (Ev. 3). The Board standards make clear that members will abide by the principles of majority rule, work respectfully with each other, and give fair consideration to all opinions. The Trustees also follow the Ralph M. Brown Act (California Government Code §§54950-54963) and thus cannot conduct or discuss College business with each other as a governing body when not at a recognized and properly announced Board meeting. This section of government code prohibits a broad range of conduct to ensure transparency in all Board operations (Ev. 4).

Evaluation

NVC meets this Standard. Board policy provides a framework for collective action that effectively guides Board discussions, voting, and actions. Board members are able to engage in debate and present multiple perspectives during discussions but still come to collective decisions on all matters and support those decisions once reached. Evidence of meeting this Standard is demonstrated in several Board actions from recent years, including discussion and action on eliminating the Broadcast Television Engineering program and discussion and action to retain the Digital Design and Graphics Technology program, the decision in 2013 to reinstate faculty sabbaticals, the decision in 2012-2013 to approve the Strategic Plan with the addition of Goal 7 related to financial stability, and in the decision in 2014 to move forward with the Measure E bond (Ev. 5, 6, 7).

Evidence

IV.C.2-1: BP 2720: Communications Among Board Members
IV.C.2-2: BP 2330: Quorum and Voting
IV.C.2-3: BP 2715: Board Ethics and Standards
IV.C.2-4: Brown Act Compliance Document
IV.C.2-5: BOT Minutes 021011, Item 10.3
IV.C.2-6: Discussion and Action to Reinstate Sabbatical
IV.C.2-7: Decision to Move Forward on Measure E

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Description

The NVC Board of Trustees has clearly defined policies for selecting and evaluating the CEO of the College and adheres to these policies (Ev. 1). The policy for CEO selection is outlined in BP 2341, which briefly states, “In the case of a CEO vacancy, the board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations”(Ev. 2). These policies have been effectively applied twice since the time of the last self-evaluation in 2009; first after the death of Dr. Chris McCarthy in 2009 in the selection and hiring of Dr. Edna Baehre, and most recently with the selection and hiring of Dr. Ronald Kraft, the current CEO of NVC (Ev. 3, 4, 5).

The standards for CEO evaluations are delineated in BP 2435 (Ev. 6). The BOT enacts this policy by conducting a formal evaluation of the Superintendent/President annually, jointly evaluating the results with the Superintendent/President, and setting annual performance goals that are shared publicly. The Board develops a calendar for evaluations in concert with the Superintendent/President (Ev. 7, 8, 9, 10).
Evaluation

NVC meets this Standard. The NVCCD Board of Trustees has effectively conducted the selection processes for permanent CEOs twice since the last self-evaluation in 2009, using the parameters set forth in policy. Each CEO has been evaluated at regular intervals, in accordance with the processes and procedures defined in board policy and their associated administrative regulations (Ev. 11).

Evidence

IV.C.3-01: BP 2200: Board Duties and Responsibilities
IV.C.3-02: BP 2431: CEO Selection
IV.C.3-03: BOT Minutes 080912, Item 8.0
IV.C.3-04: BOT Minutes on Selection of Dr. Baehre
IV.C.3-05: BOT Minutes 050913, Item 5.2
IV.C.3-06: BP 2435 & AR 2435: Evaluation of Superintendent/President
IV.C.3-07: BOT Minutes 110511 (Performance Evaluation)
IV.C.3-08: Superintendent/President’s Goals 2013-2014
http://www.napavalley.edu/President/Pages/SuperintendentPresidentGoals.aspx
IV.C.3-09: BOT Minutes 091213 (Performance Evaluation)
IV.C.3-10: Results of Most Recent Evaluation of CEO
IV.C.3-11: List of Recent CEO Evaluations

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Description

The NVCCD Board of Trustees is an independent policy-making body selected by the voters in seven districts covering all of Napa County and a small portion of Sonoma County (Ev. 1). Board members are elected to represent seven distinct districts rather than elected at large (Ev. 2). The Board election districts take into account population distribution within the total service area and attempt to balance proportionate representation with other factors, such as rural/urban concerns, agricultural/commercial/industrial concerns, and population demographics. The results of this approach are visible on the trustee area map maintained by the Napa County Elections Division. The Board has consistently affirmed that election by geographic area is essential to ensure equitable representation of the diverse constituencies and interests within the NVCCD. The ASNVC elects a student trustee who has advisory voting privileges during open session and serves a one-year term. BP 2200 sets forth the responsibility of the BOT to advocate for and defend the institution, protecting it from undue influence or political pressure (Ev. 3).

BP D1140 specifies the authority of the Board as a policy-making body, including the following specific authorities and responsibilities:

…the exclusive right to determine its organization; direct the work of its employees; determine the times and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals, and objectives; insure the rights and educational opportunities of students; determine staffing patterns; determine the number and kinds of personnel required, maintain the efficiency of district operations; build, move, or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; contract out work; and take action on any matter in the event of an emergency (Ev. 4).

This policy also references California Education Code §§70902, 72400, and 87002, which establish the legal authority of local boards of trustees in the California Community College system to establish all policy for college districts. NVC board policy and practice are aligned with this legal authority. BP 2200 and D1140 provide a clear framework for the Board to operate as an independent, policy-making entity, free from undue influence from both internal and external constituencies. Additionally, BP 2715 outlines how the board “…[acts] only in the
best interest of the entire community”, “[ensures] public input into board decisions”, and “...assur[es] that the special needs and concerns of constituent campus and community interests are identified and considered prior to decision making” (Ev. 5).

Regular BOT meetings are open to the public and announced at least seventy-two hours in advance of the meeting date, in accordance with California government code. The Board provides time for public comment at the beginning of the meeting and again prior to taking action on any given agenda item. Public comment provides a consistent forum for public interaction with the Board and voicing of community concerns regarding any component of College operations (Ev. 6, 7). In 2014, the Board approved the adoption of the BoardDocs online platform to provide online access to all Board agendas, informational materials, and notes prior to all meetings of the Board (Ev. 8).

Evaluation

NVC meets this Standard. The manner in which the Board is elected ensures that the Board is representative of the public throughout the District. Four trustees, covering different areas of the city and its surrounding environs, represent the City of Napa, the county seat and largest population center. One trustee represents South Napa County, centered in American Canyon. Two trustees primarily represent the more rural, agricultural north Napa County, with the inclusion of some areas in mid and south county. This structure provides balance so that the Board is not predominantly weighted towards the county seat and so that the diverse constituencies within the district are fairly represented. This geographically distributed approach has likewise effectively supported BP 2200, which calls for the Board to advocate for and defend the institution from undue influence and pressure by not concentrating representation from any one segment of the service area (Ev. 9). Board members actively participate as advocates for the College in the community through professional, service, and community organizations (Ev. 10).

Public interest in the quality of education and College operations is provided through public comments at Board meetings and through the Board’s consistent adherence to open meeting laws and principles. Minutes of meetings provide examples of robust public input and comments. Public comments at Board meetings provide a diversity of public sentiment that the Board, after careful deliberation, takes into account in making decisions. Past examples include discussions and decision to place a facilities bond on the ballot in 2014 and the discussion and decision on the proposed elimination of the Digital Design and Graphics Technology program (Ev. 11, 12). In both instances, public comment against these actions was considered, along with reports from staff on fiscal, staffing, and planning impacts, as the Board deliberated the merits of these actions. The implementation of the BoardDocs platform has likewise provided the community with increased access to Board materials. The role of the Board as an independent, policy-making body established in BP2200 and D1140 is consistently affirmed in Board review, development, and approval of new and revised policies (Ev. 13).

Evidence

IV.C.4-01: Trustee Area Map
IV.C.4-02: BP 2100: Board Elections
IV.C.4-03: BP 2200
IV.C.4-04: BP D1140
IV.C.4-06: BP 2435: Public Participation at Board Meetings
IV.C.4-07: Sample Board Minutes (Public Comment)
IV.C.4-08: BoardDocs Samples
IV.C.4-09: Board Agenda/Minutes (County Assessor on District Boundaries)
IV.C.4-10: Examples of Trustee Participation in Public Events and Organizations
IV.C.4-11: BOT Minutes June and July 2014 (Bond)
IV.C.4-12: BOT Minutes (DDGT Decision)
IV.C.4-13: BOT Agendas/Minutes 2014-2014 (BP Review)
IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Description

In accordance with BP 2200, the BOT establishes policies consistent with the College mission (Ev. 1). Administrative Regulations associated with board policies ensure the quality, integrity, and improvement of student learning programs and services. NVC subscribes to the Community College League of California’s (CCLC’s) “Policy and Procedure” service, which provides sample policies and administrative regulations that are compliant with state regulations and align with educational quality, academic integrity, and student program and service standards in California. BP 2200 outlines the authority of the Board and its ultimate responsibility for all aspects of College operations and decision-making, including educational quality, legal matters, and financial integrity and stability (Ev. 1).

Evaluation

NVC meets this Standard. Polices adopted by the BOT are developed with input from appropriate local constituent groups, model policy from the CCLC, and College staff to ensure alignment with the College and system missions (Ev. 2). The Board is advised regarding all legal, financial, and educational issues by the CEO and through staff reports. Board minutes reflect that the trustees make all final decisions in each of these areas and allocate sufficient resources to ensure the quality, integrity, and improvement of student learning programs and services (Ev. 3, 4, 5, 6).

The Board exercises the authority outlined in policy to provide oversight for all College operations, including educational quality, legal matters, and financial integrity and stability. Responsibility for educational matters is demonstrated through regular approval of changes to curriculum as well as institutional planning related to program development and discontinuance, approval of student progress goals, academic and student standards, and the College’s Educational Master Plan (Ev. 7, 8). Legal matters are agendized as needed and discussed and acted on during closed session Board meetings with the District legal counsel. All actions taken regarding legal matters are reported in public and included in board minutes (Ev. 9, 10). Responsibility for financial integrity and stability is demonstrated regularly at Board meetings through discussion and action on financial liabilities including post-employment benefits, revenue forecasts, and alternate revenue-generation plans, including grant opportunities, analyses of state and federal funding, and approval of all budgets and financial plans (Ev. 11, 12, 13).

Evidence

IV.C.5-01: BP 2200
IV.C.5-02: Sample Application of BP Review Process
IV.C.5-03: BOT Agendas (Completion of PEP)
IV.C.5-04: BOT Agendas/Minutes (Budget Approval)
IV.C.5-05: BOT Minutes 052313, Item 2.1 (Curriculum Approval)
IV.C.5-06: BOT Agenda/Minutes (Student Success Scorecard)
IV.C.5-07: BOT Minutes 051612 (Educational Master Plan Timeline)
IV.C.5-08: BOT Minutes 010914, Item 11.11 (Adoption of EMP)
IV.C.5-09: BP 2315: Closed Sessions
IV.C.5-10: Sample BOT Minutes (Report Out from Closed Session)
IV.C.5-11: BOT Minutes (OPEB)
IV.C.5-12: BOT Minutes (Budget)
IV.C.5-13: BOT Review of California Community College Sound Fiscal Management Self-Assessment Check List
IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Description

All policies governing the composition, duties, structure, and operating procedures of the Napa Valley College Board of Trustees are available publicly on the College’s website under “College Governance: Board of Trustees” and “About NVC” (Ev. 1). Hard copies are available on request through the NVC President’s Office. Board bylaws and policies related to this Standard include:

• BP 2010: Board Membership (Ev. 2)
• BP 2200: Board Duties and Responsibilities (Ev. 3)
• BP 2210: Officers (Ev. 4)
• BP 2310: Regular Meetings of the Board (Ev. 5)
• BP 2330: Quorum and Voting (Ev. 6)

All board policies related to Board operations are identified in the Board Policy Manual (Chapter 2) (Ev. 7).

Evaluation

NVC meets this Standard.

Evidence

IV.C.6-1: NVC Board of Trustees Website: http://www.napavalley.edu/AboutNVC/Trustees/Pages/default.aspx
IV.C.6-2: BP 2010: Board Membership
IV.C.6-3: BP 2200: Board Duties and Responsibilities
IV.C.6-4: BP 2210: Officers
IV.C.6-5: BP 2310: Regular Meetings of the Board
IV.C.6-6: BP 2330: Quorum and Voting
IV.C.6-7: Board Policy Manual (Chapter 2)

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Description

Board policies provide a clear framework for all activity on the BOT. The Board consistently acts in accordance with all policies and bylaws. The bylaws of the Board are incorporated into Board Policy Manual, Chapter 2 (Ev. 1). Board policy review has historically been conducted as needed or in response to changes in legislation, accreditation, or to meet emerging issues. In 2014, the Board began a new four-year policy review schedule and is currently developing a Board policy that identifies the policy revision process within that cycle (Ev. 2, 3). The Board engages in a self-evaluation annually and sets goals for itself on a two-year calendar (Ev. 4, 5).

NVC subscribes to the CCLC’s “Policy and Procedure” service, which provides sample policies and administrative regulations that are compliant with state regulations and align with all expected educational quality, academic integrity, and student program and service standards.

Evaluation

NVC meets this Standard. Meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. While there is evidence that the Board reviews and revises policies on a periodic basis and that a new review cycle has been put in place, the evidence indicates that policy review has not always been regular or well communicated (Ev. 6). A review of policy revision activities from the past ten years suggests that review and revision of policies tends to happen in response to problems identified by the Board, the CEO, staff, and other campus constituent groups, rather than systematically and proactively. The Board and the Office of the President have initiated a review of all Board Policies that includes input from all constituent groups. However, the Board can improve this process by clarifying the
criteria for “effectiveness” and ensuring that the new review cycle is codified in policy and administrative regulations to better meet the standard of “regular” review of policies. Institutional communication about timelines and standards for policy review and revision can be improved to ensure effective participation and input from all constituent groups.

The findings of this Standard are directly related to Standard IV.A.7, which notes some problems with regular evaluation of governance and decision-making policies, procedures, and processes and communication of the results of these evaluations for institutional improvement. Strengthening the regular review of all Board Policies can help set the tone for regular evaluation of all other aspects of the institution, including governance and administrative structures designed to implement Board Policies. In both instances, the institution has conducted periodic evaluations and improved aspects of policy and decision-making, but such evaluations are not regular and do not explicitly include review of alignment with the College mission.

**Action Plan**

- Finalize the policy for review cycle.
- Institutionalization of regular review cycle process.
- Communication of review cycle.
- Explicit component of review cycle covering alignment with mission.

**Evidence**

IV.C.7-1: Board Policy Manual, Chapter 2
IV.C.7-2: BOT Agendas (Regular Board Policy Review)
IV.C.7-3: Board Policy Review Calendar
IV.C.7-4: BOT Minutes 080109, Item 5.2 (Self-Evaluation)
IV.C.7-5: BOT 2013-2015 Goals
IV.C.7-6: List of All BPs and Dates of Last Completed Revision

**IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

**Description**

The BOT regularly reviews keys indicators of student learning and achievement. Core Success Indicators are developed by staff in the Office of Research, Planning and Institutional Effectiveness (RPIE) in concert with appropriate College constituencies and committees and ultimately presented to the board. In addition to this regular review of progress against institution-developed goals, the Board also reviews the annual Student Success Scorecard report required by the Chancellor’s Office for California Community Colleges that provides detailed analysis of student achievement (Ev. 1). The Board also reviews data reported generated locally. These reports include the Core Indicators Report comparing recent performance against institution-set standards and the Data Aligned with Institutional Mission document that provides data on how the College is meeting each component of its mission (Ev. 2, 3, 4, 5). The board monitors and reviews plans for academic quality improvement through college-wide reports including the Educational Master Plan, Strategic Plan, yearly planning priorities, annual progress reports, and program-specific Program Evaluation and Planning (PEP) reports (Ev. 6, 7, 8, 9, 10). Each of these reports provides the Board with data and/or narrative on matters of educational quality and student success. In addition, the Board is responsible for reviewing monthly curriculum and academic program development and revisions through a comprehensive curriculum packet submitted by the Academic Senate and Office of Instruction (Ev. 11).

**Evaluation**

NVC meets this Standard. The Board is regularly and effectively informed on key indicators of student learning and achievement. Board agendas and minutes provide evidence of the Board conducting regular review of student success and academic
quality improvement. Since the last self-evaluation, the Board has interacted with data reported on the Student Success Scorecard as well as its predecessor Accountability Reporting for Community Colleges (ARCC) (Ev. 12). In addition, they have reviewed and accepted institutional plans including the Educational Master Plan and the 2014-2019 Institutional Strategic Plan and have received regular Annual Progress Reports on the Strategic Plan (Ev. 13). To increase the effectiveness of the Board in ensuring that the institution is accomplishing its goals for student success, two new reports were introduced in 2014-2015. The Core Indicators Report evaluates recent NVC performance against the institution-set standards (Ev. 3). The Data Aligned with Mission report incorporates qualitative and quantitative data related to accomplishment of institutional mission (Ev. 5).

Evidence

IV.C.8-01: BOT Agendas/Minutes (Student Success Scorecard)
IV.C.8-02: BOT Agenda (Core Indicators Report)
IV.C.8-03: Core Indicators Report
IV.C.8-04: BOT Agenda (Data Aligned with Institutional Mission)
IV.C.8-05: Data Aligned with Institutional Mission
IV.C.8-06: BOT Minutes 010914, Item 11.11 (EMP)
IV.C.8-07: BOT Minutes (Strategic Plan Development)
IV.C.8-08: BOT Agendas/Minutes (Annual Planning Priorities)
IV.C.8-09: BOT Agendas/Minutes (Annual Progress Report)
IV.C.8-10: BOT Agendas (Completion of PEP)
IV.C.8-11: BOT Agendas (Monthly Curriculum Packets)
IV.C.8-12: BOT Annual Review of ARCC and Student Success Scorecard

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

The Board engages in regular, ongoing trainings for Board development that include:

• Annual Board retreats (Ev. 1);
• Monthly pre-meeting workshops where staff present selected topics for in-depth presentation to ensure that the Board maintains current understanding of important aspects of College programs and services, system funding and revenue, accreditation, Brown Act compliance, and conflict of interest policies (Ev. 2); and
• Periodic presentations and trainings from the CCLC (Ev. 3).

Other training opportunities are available to Board members through conferences provided by the CCLC and the Association of Community College Trustees (ACCT). Board members regularly participate in ongoing trustee training and development opportunities (Ev. 4).

New members of the governing board are provided a full orientation by the President’s Office and supplied with key materials guiding policy development at the institution at the time they assume office, including BPs, the Community College League Trustee handbook, and other relevant materials. This orientation includes training on how/where to find documents on the College website, how to use the Chromebook supplied to the trustee, training on open meeting laws, institutional organizational charts, annual planning calendar, and direction on communication practices with the President’s Office that comply with District and Board policies, including disclosure of conflict of interest and review of the governing board’s code of ethics (Ev. 5).
By state law, the NVCCD is under the control of a Board of Trustees composed of seven elected community members serving four-year terms. Continuity of board membership is ensured through a staggered elections cycle, with three or four seats in contest in each election cycle (Ev. 6, 7). There are no term limits for members of the governing board. A student trustee, selected yearly as part of the ASNVC elections, represents students. The terms of service for a student trustee follow the guidelines as established by the ASNVC (Ev. 8). In the event of a vacancy of a governing board seat (non-student), the governing board follows BP 2110 and California Education Code, which provide the Board with the option of either appointing a trustee or holding a special election (Ev. 9).

**Evaluation**

NVC meets this Standard. The trustees participate in regular, ongoing trainings provided locally and by state organizations (Ev. 3, 4). The culture and philosophy of the institution encourages and supports Board member participation in development opportunities. Regular Board workshops were integrated into monthly Board activities in December 2013. These workshops have provided in-depth presentations and trainings on topics including retiree benefits, financial stability and College revenue opportunities, accreditation, grant development and educational partnerships as well as presentations by specific College programs and departments to ensure Board familiarity with College programs and services (Ev. 2). Additionally several workshops have been offered to the institution, beginning in 2011, from the CCLC, Academic Senate for California Community Colleges (ASCCC), and ACCJC (Ev. 10). New Board members are provided with training materials, an overview of the College and College operations, and training opportunities (Ev. 5).

Policies covering Board membership, election cycles, and vacancies have provided effective continuity of membership on the BOT. BP 2110 has effectively guided trustees in filing Board vacancies, whether through appointment or special election. Under the direction of this policy, the Board has considered various factors in deciding to use appointment vs. calling a special election, including the cost of an election, diversity of constituent group representation, timing of local elections, and public input, among other factors. In 2013, the Board applied this policy in filling a mid-term vacancy, opting to use the appointment process that included public interviews of candidates and deliberation on candidates in open session. The decision to appoint a trustee to fill the vacancy in this instance was reached after reviewing the cost of a special election and the length of the remaining trustee term (Ev. 11, 12, 13).

**Evidence**

IV.C.9-01: BOT Agendas (Annual Board Retreats)
IV.C.9-02: BOT Agendas (Sample Pre-Meeting Workshops)
IV.C.9-03: BOT Agendas (Sample Trainings)
IV.C.9-04: Timeline of Board Member Training/Conferences
IV.C.9-05: New Trustee Orientation Packet
IV.C.9-06: Board of Trustees Expiration Dates and Length of Service Chart
IV.C.9-07: Election calendar
IV.C.9-08: BP 2015: Student Member
IV.C.9-09: BP2110: Vacancies on the Board
IV.C.9-10: Training Sessions from CCLC, ASCCC, and ACCJC
IV.C.9-11: Timeline of Board membership, 2009-Present
IV.C.9-12: Board Reports: February 2013
IV.C.9-13: BOT Minutes 2013 (Appointment/Election)
IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Description

The process for the Board’s self-evaluation is established by BP 2745 and specified in the associated administrative regulation (AR 2745), which sets forth the requirements for the length of the self-evaluation cycle, suggested requirements and standards for the facilitator, general guidelines for the assessment instrument, requirement of linkage with current accreditation standards, and the requirement of documentation and dissemination of results (Ev. 1, 2). BP 2745 requires that the board self-evaluation process includes “…the development of goals and objectives so that the board can make appropriate improvements to functions and processes.” Goals developed through recent self-evaluations further clarify “…functions and processes…” to include matters of academic quality and institutional effectiveness, with the inclusion of goals focused on the Board’s role relative to student success, fiscal stability, accreditation, communication, shared governance, capital improvements, diversity/inclusivity, and Board education and training (Ev. 2).

The Board conducts regular self-evaluations, often exceeding the requirement established in BP 2745 for a two-year evaluation cycle, conducting evaluations in 2009, 2011, 2012, 2013, and 2014 (Ev. 3). The Board uses the results of these evaluations to improve Board performance, as expressed in the Board goals resulting from each evaluation cycle. The self-evaluation and subsequent Board goals include analysis of Board education and the identification of areas for ongoing Board training. Board goals are then shared publicly in open meetings and posted to the College website to ensure public access (Ev. 4, 5).

Evaluation

NVC meets this Standard. The NVCCD BOT has well-established policies covering Board evaluations that have been reviewed and updated on a regular basis. The current version of BP 2745 was developed in response to the 2009 self-evaluation, in part, to ensure a more frequent and comprehensive process, and also included the creation of AR 2745 to further specify the manner in which the Board would conduct evaluations (Ev. 1, 2). The policy for Board self-evaluation has been applied consistently and effectively multiple times since the last accreditation self-evaluation in 2009 (Ev. 3). Self-evaluations have included a review of both the internal operations of the Board and the Board’s effectiveness within the institution. The Board regularly assesses its effectiveness in promoting and sustaining academic quality and institutional effectiveness (Ev. 4).

The Board evaluations in 2011 and 2013 provide evidence of the implementation of BP 2745 and AR 2745. The survey instrument used as a component of the Board self-evaluation in 2013 indicates Board members analyzed their performance relative to the mission and values of NVC, their role in policy rather than management, relationship with the CEO, community relations and College advocacy, the quality of educational programs and services including analysis of how the Board has established expectations or standards enabling it to monitor the quality and effectiveness of educational programs, the Board’s fiduciary role, human resources and staff relations, and general Board leadership (Ev. 6). The 2011 self-assessment used a similarly comprehensive survey that also included an additional short-answer component that allowed individual trustees to identify areas of particular strength, Board accomplishments, areas in which the Board can improve, and identification of areas where Board operations could improve to better facilitate the Board’s oversight role for the District (Ev. 7). These self-evaluations culminated in Board discussions, development of Board goals, objectives related to those goals, and identification of Board training and education needs (Ev. 8). Goals developed as part Board self-evaluations are reviewed to ensure consistency with institution-set goals and strategic plans and are ultimately folded in to
the CEO evaluation process, ensuring that goals established for the CEO are aligned with institutional and Board goals (Ev. 9).

**Evidence**

**IV.C.10-1:** BP 2745
**IV.C.10-2:** AR 2745
**IV.C.10-4:** Most Recent Board Self-Evaluation Documents
**IV.C.10-5:** Public Presentation of Board Self-Evaluation
**IV.C.10-6:** 2013 Board Self-Evaluation Survey Instrument
**IV.C.10-7:** 2011 Board Self-Evaluation Survey Instrument
**IV.C.10-8:** BOT Minutes (2013 Self-Evaluation)
**IV.C.10-9:** Linkage between BOT Goals and CEO Goals

**IV.C.11.** The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

**Description**

BP 2715 provides clear standards for Board ethics and for dealing with behavior that violates this code (Ev. 1). BP 2710 provides policy for handling conflicts of interest (Ev. 2). A majority of the Board members have no employment, family, ownership, or other personal financial interest in the institution (Ev. 3). Board members’ interests are disclosed and do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

**Evaluation**

NVC meets this Standard. To date there have been no violations of the code of ethics or conflict of interest policy. All members of the governing board follow a strict conflict of interest policy (BP2710) along with NVCCCD Conflict of Interest Code and file a Statement of Interest Form 700 from the California Fair Political Practices Commission. Form 700 is a public document available for review upon request from the NVC President’s Office. Governing board members recuse themselves or are asked to recuse themselves by the Board Chair when a conflict of interest arises related to the discussion or vote on College business (Ev. 4).

**Evidence**

**IV.C.11-1:** BP 2715: Code of Ethics/Standards of Practice
**IV.C.11-2:** BP 2710: Conflict of Interest
**IV.C.11-3:** List of Current Board Members and Employment/Interests
**IV.C.11-4:** Example of Trustee Recusal

**IV.C.12.** The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

**Description**

The governing board follows BP 2430 in delegating authority to the Superintendent/President who is the Board’s direct report and singular at-will employee at the College (Ev. 1). The governing board works with the Superintendent/President to set annual performance goals using the job description and Strategic Plan as a guide (Ev. 2). The governing board holds the CEO accountable for College operations through an annual performance review of the Superintendent/President that is based on publicly stated performance goals established in concert with the CEO (Ev. 3). The full scope and description of CEO responsibility and authority is outlined in Standard IV.B.
Evaluation

NVC meets this Standard. The BOT follows established policy in delegating authority to the CEO and holding the CEO accountable for the operation of the District, as demonstrated in the CEO job description and evaluations. These practices have effectively empowered the Superintendent/President to manage the operations of the College and have provided an effective structure for the Board to hold the CEO accountable for operations. Specific examples and evidence of the delegation of authority to the CEO are provided within Standards IV.B.1-3 and IV.B.5.

Evidence

IV.C.12-1: BP 2430: Delegation of Authority to Superintendent/President
IV.C.12-2: Superintendent/President Job Description
IV.C.12-3: BOT Minutes 012214, Item 4.1

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Description

The BOT is regularly updated on all accreditation issues, including Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College’s accredited status (Ev. 1, 2, 3, 4, 5). As part of the six-year accreditation self-evaluation process, the Board of Trustees reviews the written responses to the Eligibility Requirements and Accreditation Standards, and the Board Chair signs the certification page of the Self-Evaluation Report. Recommendations and improvement plans arising from the self-evaluation process are folded into annual and long-range plans reviewed and approved by the Board.

Evaluation

NVC meets this Standard. The NVCCD Board of Trustees effectively participates in the accreditation process and in the evaluation of governing board roles and functions. In 1995, 2002, 2009, and 2015, members of the governing board participated directly on the team responding to Standard IV.C (and previous iterations of this Standard). In 2015, the Board served as the primary review body for the first draft of this Section (Ev. 6). The Board held a workshop on January 15, 2015, focusing on the accreditation process, Standards, and Eligibility Requirements. Individual members of the Board likewise participated in trainings and writing team meetings (Ev. 7). The Board monitors accomplishments related to accreditation recommendations, receives a summary of the College’s Annual Report, and has final approval of accreditation documents including the mid-term report and substantive change proposals (Ev. 8).

Evidence

IV.C.13-1: BOT Agenda/Minutes 011515 (Workshop)
IV.C.13-4: BOT Approval of Mid-Term Report
IV.C.13-5: BOT Approval of Substantive Change Proposal
IV.C.13-6: BOT Review of Standard IV.C Draft
IV.C.13-7: BOT Member Involvement in Writing Team and Training
IV.C.13-8: Summaries of Annual Reports to ACCJC