



NAPA VALLEY COLLEGE

Institutional Self-Evaluation Report

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In Support of an Application for Reaffirmation of Accreditation

Submitted by:

Napa Valley College
2277 Napa Vallejo Highway
Napa, CA 94558

Submitted to:

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

December 2021

CERTIFICATION PAGE



Certification of the Institutional Self-Evaluation Report

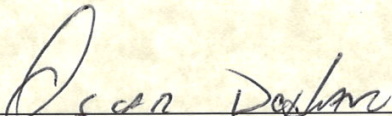
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Oscar De Haro
Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558


This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.


Signed:



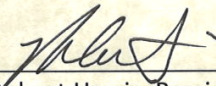
Oscar De Haro, Acting Superintendent/President
12-07-21
Date



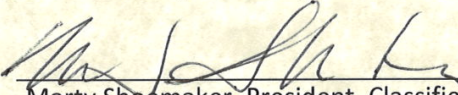
Jennifer Baker, President, Napa Valley College Board of Trustees
12/10/21
Date



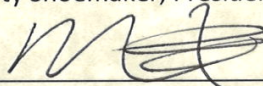
Dr. Eileene C. Tejada, President, Academic Senate
12/8/2021
Date



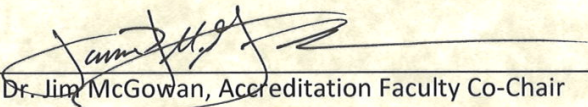
Robert Harris, President, Administrative Senate
12-08-2021
Date



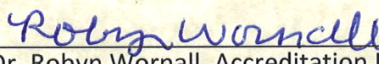
Marty Shoemaker, President, Classified Senate
12-9-21
Date



Markus Tecson, President, Associated Students of Napa Valley College
12-9-21
Date



Dr. Jim McGowan, Accreditation Faculty Co-Chair
12/06/21
Date



Dr. Robyn Wornall, Accreditation Liaison Officer
12-6-21
Date

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Introduction

History

The Napa Valley Community College District encompasses Napa County and a small part of Sonoma County. The main campus is located on the southern edge of the City of Napa, at the south entrance to the world-famous Napa Valley, approximately fifty miles northeast of San Francisco. Founded as part of Napa Union High School District, the college welcomed its first class of eleven students in 1942. The end of World War II brought a flood of new students to the college, and in 1949 a separate college facility was built adjacent to the high school. In 1962, the Napa Valley community affirmed its commitment to the college, approving a bond issue to purchase land previously occupied by the Napa State Hospital and build a new college campus at the current site. Napa College changed its name to Napa Valley College (NVC) in 1982. In 1994, the District established a permanent Upper Valley Campus in the City of St. Helena, some twenty miles north of the main campus, bringing expanded educational opportunities to the residents of the north valley.

Today the Napa Valley Community College District serves over eight thousand students annually, drawing from all communities in the Napa Valley and outlying areas. NVC offers a wide range of educational programs supporting associate degrees, transfer preparation, workforce training, career-technical education, health occupations, and basic skills. NVC also supports lifelong learning through non-credit and community education programs. The college provides a schedule of cultural events for students and the community through the performing and visual arts, including gallery exhibitions, plays, musical theater productions, and vocal and instrumental musical performances. NVC also offers collegiate athletics programs, including men and women's basketball, baseball, soccer, volleyball, golf, and softball.

In 2008, NVC achieved federal designation as a Hispanic Serving Institution (HSI). Approximately 40% of the college's current students identify as Hispanic, and in recent years, over one-third of NVC students were first-generation college students. Since 2014, NVC has been awarded three multi-million-dollar HSI grants, allowing the college to invest in new educational equipment, programs, mentoring, and outreach services to support these student populations.

In 2014, the first of several major shocks hit NVC, beginning with a 6.0 earthquake centered a mere six miles from campus. The quake caused a temporary campus closure, invigorated the college's emergency planning, and affirmed the college's importance to the community during emergencies, a role assumed repeatedly in recent years.

Between 2016 and 2018 the Napa Valley community and the college were severely impacted by several wildfires that ravaged the valley. Many students, faculty, and staff endured evacuations, and some lost their homes. In every case, the NVC community proved itself flexible, resilient, and resourceful, continuing operations and serving students amidst unhealthy air quality, unpredictable public safety power outages, mandatory evacuations, and widespread traffic interruptions. During the wildfires of fall 2017, the college served as an official evacuation site, providing temporary shelter and aid to hundreds of individuals and families, cementing the college's status as a vital community hub in the direst of circumstances.

Like most colleges, NVC was forced to convert the bulk of its instruction to online delivery in spring 2020 due to the COVID-19 pandemic. In response, the Academic Senate developed an Instructional Design Institute, training faculty on cutting-edge pedagogy for online instruction. In the context of the nation's invigorated demand for racial justice and the accompanying equity awakening, the Institute also offered faculty trainings on culturally-responsive pedagogy. Both training strands were infused with trauma-informed theory and practice to support a student population coping with several concurrent crises.

In recent years, the college's role in the Napa Valley community has expanded. In 2018, the college began its transition to a community-supported funding model. Around the same time, the college began planning for the construction of on-campus student housing. In recent years, the college has diversified its student services, increased its ties to community activities, formed new community partnerships, provided vaccination sites, and hosted a new professional baseball team, the Napa Silverados.

NVC provides academic and vocational programs, student services, community education, and cultural and recreational activities. NVC serves community members and local industries, offers associate degrees and certificates, prepares students for transfer and employment, and provides opportunities for lifelong learning. Today NVC is a vital part of the life and future of the Napa Valley and its communities.

Data Describing Service Area

Over the past five years, the population of Napa County has increased by 2.1%. In 2020, the city of Napa accounted for 70% of the Napa County population. Over the past five years, the population of the city of Napa increased by 4.2%.

Population of Napa County		
	2016	2020
Napa	95,428	99,446
American Canyon	21,806	21,134
St. Helena	8,093	8,196
Yountville	2,991	3,096
Calistoga	6,491	6,478
Other	4,750	4,181
Total	139,559	142,531
<i>Source: EMSI Analyst</i>		

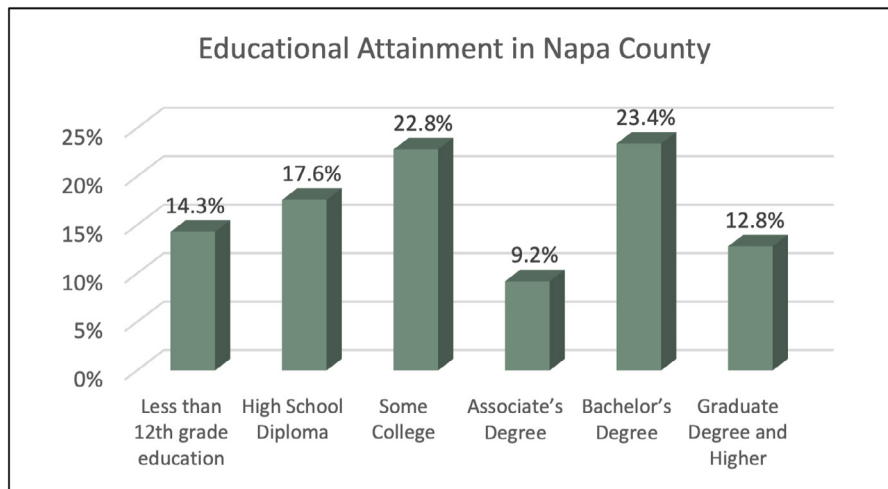
As of last year, the majority of Napa County residents were White, and 35% of residents were Latinx/Hispanic. These two groups account for 86% of the population of Napa County. Over the past five years, the population share claimed by Whites has decreased, and the population share claimed by the Latinx/Hispanics has increased. The Latinx/Hispanic population share is projected to increase to 39% by 2028.

Racial/Ethnic Distribution within Napa County		
	2016	2020
White	53.4%	51.4%
Latinx/Hispanic	33.6%	34.8%
Asian	8.3%	8.8%
African American/Black	2.0%	2.1%
Two or More	2.3%	2.5%
American Indian or Alaskan Native	0.4%	0.4%
<i>Source: EMSI Analyst</i>		

Over the past five years, the population share claimed by residents ages 19 and under decreased (by 1.5%), while the population share claimed by residents ages 50 and over increased (by 2.1%).

Age Distribution within Napa County		
	2016	2020
19 and under	23.8%	22.3%
20 to 29	12.4%	12.2%
30 to 39	12.5%	12.4%
40 to 49	12.9%	12.6%
50 and over	38.4%	40.5%
<i>Source: EMSI Analyst</i>		

In 2020, 45% of Napa County residents possessed at least an Associate’s degree.



Socio-Economic Indicators	
Median Household Income (2019)	\$92,769
Per Capita Personal Income (2019)	\$75,717
Poverty Rate (5-Year)	8.2%
Labor Force Participation Rate (5-Year)	64.8%
Unemployment Rate (2020, Pre-COVID)	3.7%
<i>Sources: EMSI Analyst, U.S. Census Bureau Poverty Estimates</i>	

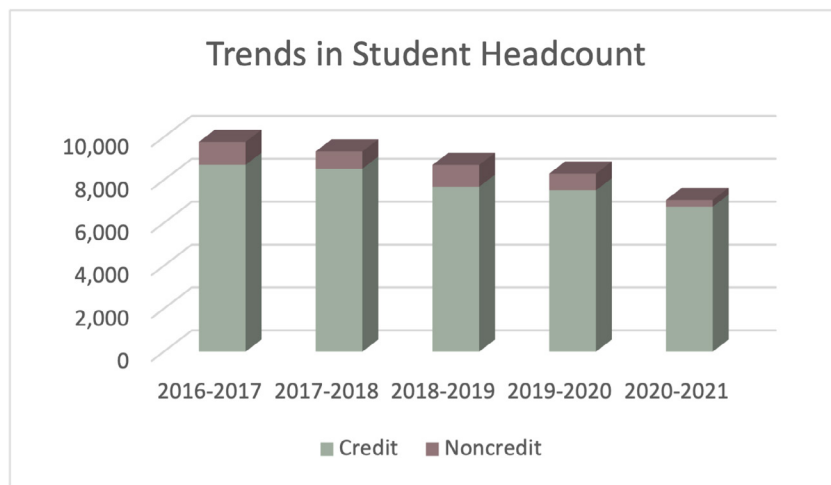
Labor Market Data: Largest Industries, Employers, and Occupations in Napa County, 2020		
Industries	Employers	Occupations
<ul style="list-style-type: none"> • Beverage Manufacturing • Restaurants (and Other Eateries) • Education and Hospitals 	<ul style="list-style-type: none"> • Napa Unified School District • Kaiser Permanente • Napa Valley College 	<ul style="list-style-type: none"> • Sales • Food Preparation and Related Services • Office and Administrative Support
<i>Sources: Employment Development Department of California, EMSI Analyst</i>		

Enrollment Data and Trends

Over the past five years, the overall student headcount decreased by 28%. The number of credit students decreased by 22%, while the number of non-credit students decreased by 70%.

Headcount (Number of Students)					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Credit Headcount	8,708	8,529	7,686	7,519	6,758
Noncredit Headcount	1,072	803	1,017	782	317
Total Headcount	9,780	9,332	8,703	8,301	7,075

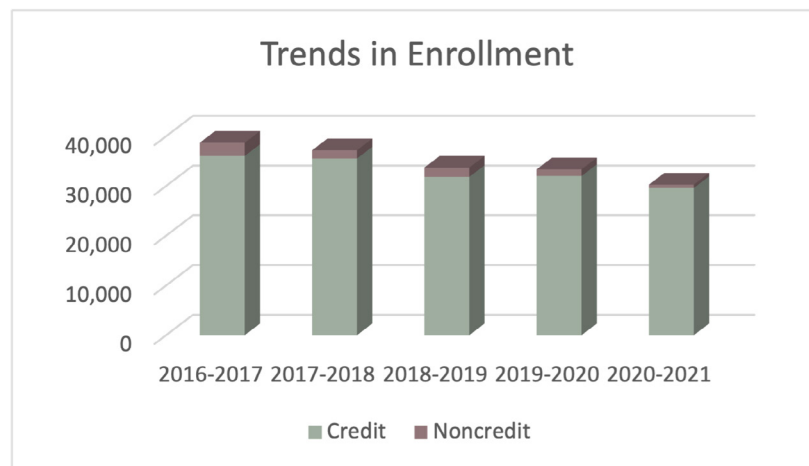
Source: CCCCO Management Information Systems (MIS) Data



Over the past five years, the overall number of enrollments decreased by 22%. The number of enrollments among credit students decreased by 18%, while the number of enrollments among noncredit students decreased by 75%.

Enrollment					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Credit Enrollment	36,045	35,531	31,822	32,003	29,588
Noncredit Enrollment	2,661	1,651	1,877	1,340	677
Total Enrollment	38,706	37,182	33,699	33,343	30,265

Source: CCCC Management Information Systems (MIS) Data

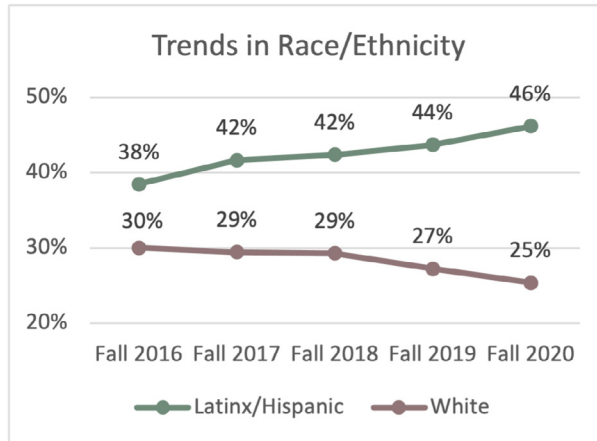


Latinx/Hispanic students account for the largest share of the NVC credit-student population. Whites and Filipinx claim the next largest shares. Approximately 80% of NVC students belong to one of those three groups.

Racial/Ethnic Distribution		
	Fall 2016	Fall 2020
African American/Black	5.5%	5.1%
Asian	2.9%	2.9%
Filipinx	10.2%	10.3%
Latinx/Hispanic	38.4%	45.9%
Multiple Race	6.0%	6.0%
Native American	0.3%	0.3%
Other	6.2%	3.5%
Pacific Islander	0.5%	0.7%
White	30.0%	25.3%

Source: CCCC MIS Data

Over the past five fall terms, the population share among Latinx/Hispanic students increased by 7.5%. The share among White students decreased by 4.7%.



The majority of NVC students are female, and more than 75% are under 30 years old. Over the past five fall terms, the population shares claimed by females and students under 30 increased by 4.4% and 4.3%, respectively.

Gender and Age Distribution		
	Fall 2016	Fall 2020
Gender		
Female	55.8%	60.2%
Male	44.2%	39.8%
Age		
19 and Under	29.1%	30.9%
20 to 29	45.4%	47.9%
30 to 39	10.4%	11.8%
40 and over	15.1%	9.4%
<i>Source: CCCCCO Data Mart</i>		

The proportion of NVC students with a disability reported decreased by 4.5% between fall 2016 and fall 2020.

Disability Status		
	Fall 2016	Fall 2020
Disability Reported	11.9%	7.4%
<i>Source: CCCCCO Data Mart</i>		

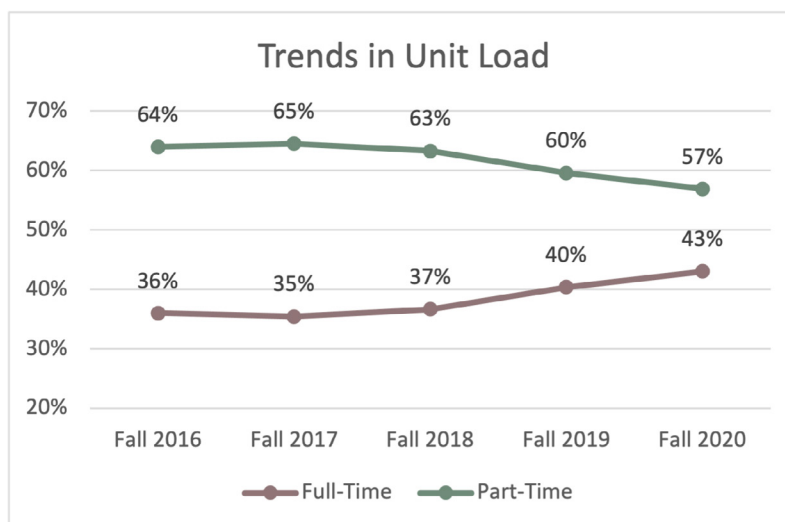
Other demographic features of NVC's student population have been relatively stable over the past five years.

Other Demographic Features		
	Fall 2016	Fall 2020
Economically Disadvantaged	45.3%	44.5%
First Generation	43.8%	44.2%
Foster Youth	1.2%	1.4%
Veteran	2.2%	2.2%
<i>Source: CCCCCO MIS Data</i>		

Over the past three fall terms, the proportion of students who have declared an educational goal associated with transfer (either with or without a degree) has increased. The population share among high school students enrolling at NVC has increased, and the share among students pursuing a degree without transfer has remained relatively stable.

Educational Goals			
	Fall 2018	Fall 2019	Fall 2020
Degree and Transfer	37.6%	38.4%	40.1%
Transfer without Degree	6.6%	6.9%	7.4%
Degree without Transfer	12.2%	12.1%	12.8%
Personal Development	18.6%	18.6%	17.0%
High School Student	3.4%	4.5%	4.9%
Undecided/Not Reported	21.6%	19.5%	17.8%
<i>Source: CCCCCO MIS Data</i>			

Over the past five fall terms, the proportion of students enrolling full-time has increased (by 7%).



Source: CCCCCO MIS Data

Locations

- Napa Valley College (Main Campus)
2277 Napa-Vallejo Highway
Napa, CA 94558
- Upper Valley Campus
1088 College Avenue
St. Helena, CA 94574

Napa Valley College's Main Campus, Upper Valley Campus, and distance education accounted for the majority of credit, noncredit, and community education offerings between summer 2017 and spring 2020.

Course Offerings, By Location, 2017-2018 through 2019-2020

Location	Credit	Noncredit ^A	Community Education
Main Campus	76%	37%	24%
Upper Valley Campus	< 1%	14%	39%
Distance Education (Includes Online, Hybrid, and Hybrid at a High School)	21%	1%	17%
Other Napa Location	2%	7%	--
Yountville	--	24%	--
St. Helena	< 1%	7%	< 1%
Calistoga	< 1%	6%	< 1%
Napa Valley Adult Education	--	2%	--
American Canyon	< 1%	1%	--
Sonoma	--	--	18%
Other	1%	< 1%	2%

^ADoes not include sections associated with assessment testing

Students can complete 50% or more of program, degree, or certificate requirements at the following locations:

- **Distance Education:** The majority of credit programs, degrees, and certificates can be completed via distance education, due to the number of online offerings associated with General Education requirements. Communications from the ACCJC to NVC granting administrative approval of substantive changes associated with distance education are posted on [NVC's website](#).
- **Upper Valley Campus:** Most requirements for the Napa Valley Cooking School certificate program could be completed at the Upper Valley Campus during the years that the program was offered (through fall 2018). NVC is in the process of developing an Advanced Certificate in Culinary Arts. The majority of requirements for the new program will be offered at the Main Campus.

Specialized or Programmatic Accreditation

NVC has Counseling, Criminal Justice, and Health Occupations programs that undergo external evaluation and are accredited by industry-specific agencies. Those programs and their respective accrediting agencies include:

- **Addiction Studies**
Accredited by: California Consortium of Addiction Programs and Professionals (CCAPP); California Association of DUI (Drinking under the Influence) Treatment Programs (CADTP)
- **Associate Degree Nursing**
Accredited by: State of California Board of Registered Nursing (BRN)
- **Corrections Program**
Accredited by: Board of State and Community Corrections (BSCC)
- **Emergency Medical Services and Paramedic**
Accredited by: Commission on Accreditation of Allied Health Education Programs (CAAHEP); Committee on Accreditation of Educational Programs for the Emergency Medical Professions (CoAEMSP); California Emergency Medical Services Authority (Cal-EMSA); Napa County Emergency Medical Services (EMS) Agency
- **Peace Officer Standards and Training (POST)**
Accredited by: California Commission on Peace Officer Standards and Training
- **Psychiatric Technician**
Accredited by: Board of Vocational and Psychiatric Technicians (BVNPT)
- **Respiratory Therapy**
Accredited by: Commission on Accreditation for Respiratory Care (CoARC)
- **Vocational Nursing**
Accredited by: Board of Vocational and Psychiatric Technicians (BVNPT)

The accreditation status of these programs is communicated on the program pages of the college website as well as within the “Accreditation” section of the 2021-2022 Napa Valley College Catalog.

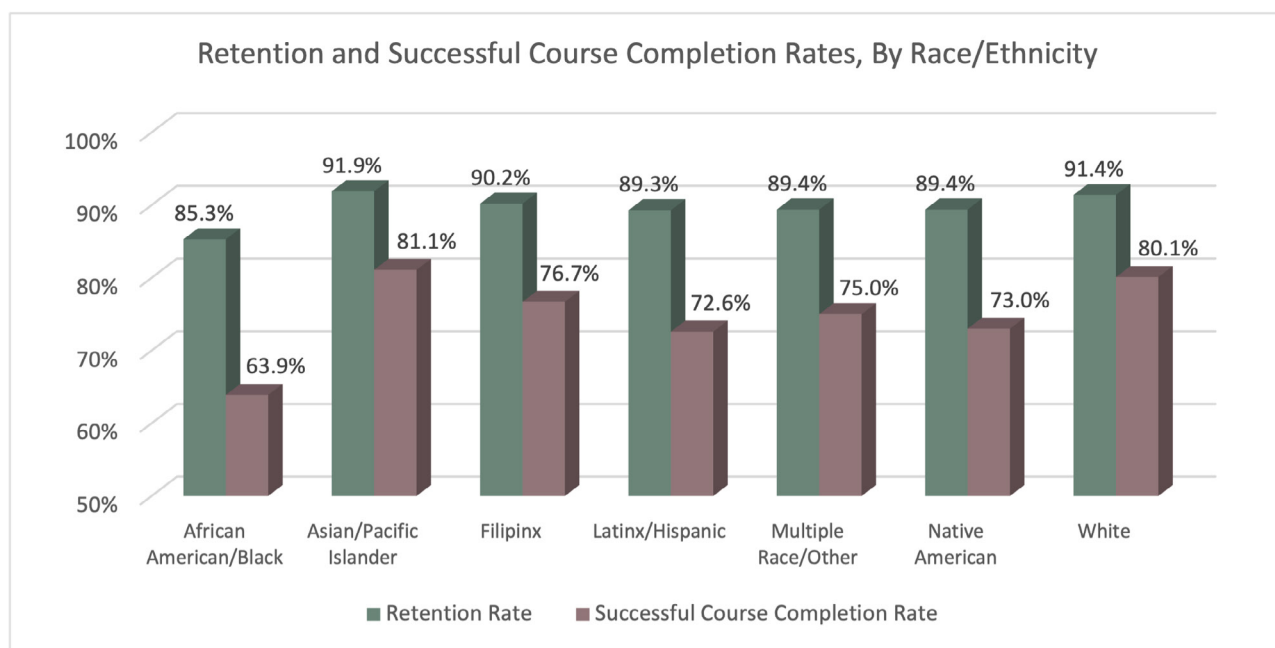


Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement Data

Successful Course Completion Rate: The successful course completion rate represents the proportion of passing grades assigned at the end of the academic term among students that were enrolled as of Census Day. Between 2016-2017 and 2019-2020, the successful course completion rate across the institution was 75.1%.

While the successful course completion rate among most racial/ethnic groups tends to reflect or exceed the institutional rate of 75%, African American/Black and Latinx/Hispanic students claim rates lower than 75%. NVC produces a report each year examining the three-year retention and successful course completion rates among demographic groups. The results consistently show significantly lower successful course completion rates among these two racial/ethnic groups.



Source: CCCCCO MIS Data

The retention rate measures the proportion of students enrolled as of Census Day that make it to the end of the academic term without withdrawing from class. The vertical distance between the retention rate and the successful course completion rate of each group represents the proportion of non-passing grades assigned to students within that group. The difference between the two rates at the institutional level is 14.7%. African American/Black and Latinx/Hispanic students claim the largest differences between the two rates, with rates of 21.4% and 16.7%, respectively.

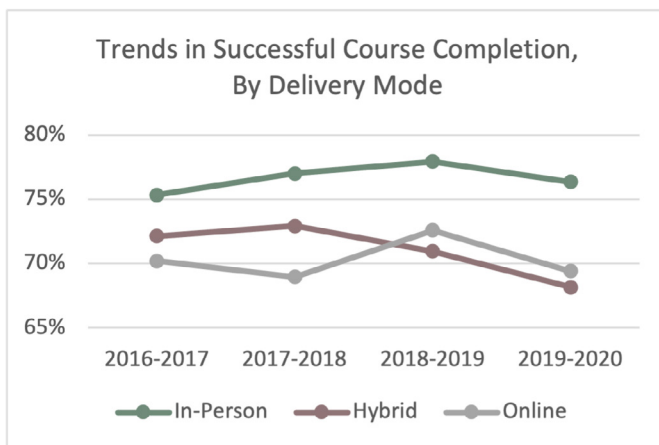
The rates reported by gender reflect the institutional rate of 75%. Students ages 30 and above claimed higher successful course completion rates than students in younger age groups over the past four years.

Successful Course Completion Rate	
Gender	
Female	75.7%
Male	74.2%
Age	
19 or Less	74.0%
20 to 29	74.3%
30 to 39	78.6%
40 and Over	79.9%
<i>Source: CCCCCO MIS Data</i>	

Disaggregated rates among other demographic groups tend to reflect the institutional rate of 75%. First-generation students and foster youth are the exceptions to this pattern, with a successful course completion rate of 73.7% and 61.2%.

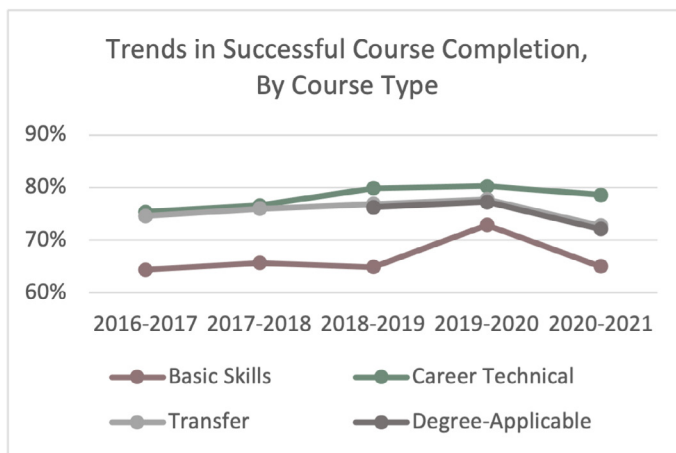
Successful Course Completion Rate	
Disability Reported	
Yes	76.8%
No	75.3%
Economically Disadvantaged	
Yes	74.1%
No	76.2%
First Generation	
Yes	73.7%
No	76.3%
Foster Youth	
Yes	61.2%
No	75.3%
Veteran	
Yes	74.0%
No	75.1%
<i>Source: CCCCCO MIS Data</i>	

Between 2016-2017 and 2019-2020, the successful course completion rate in in-person classes exceeded the rates in online and hybrid classes. The rates among online and hybrid classes tended to mirror each other.



Source: CCCC MIS Data

Over the past five years, basic skills courses have claimed lower successful course completion rates than other types of courses. As most degree-applicable courses are also transferrable, the two rates mirror each other. The successful course completion rate in career technical courses has exceeded the rates among other courses over the last three years.

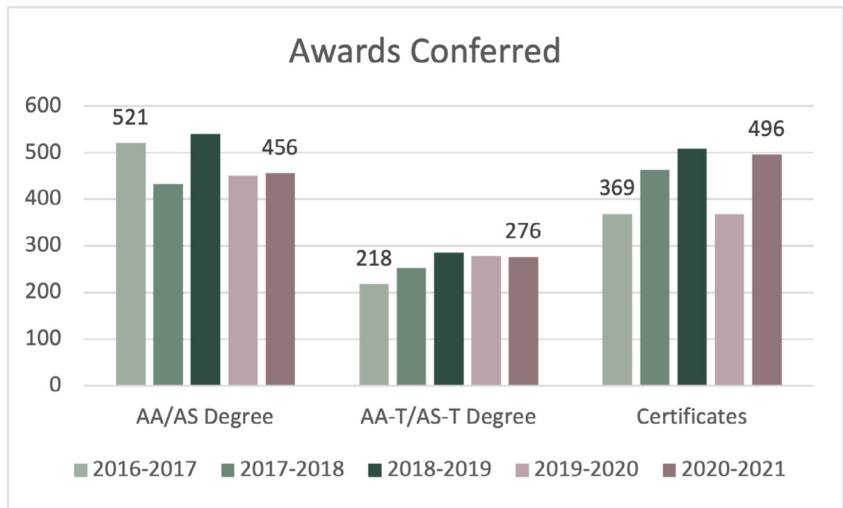


Source: CCCC MIS Data

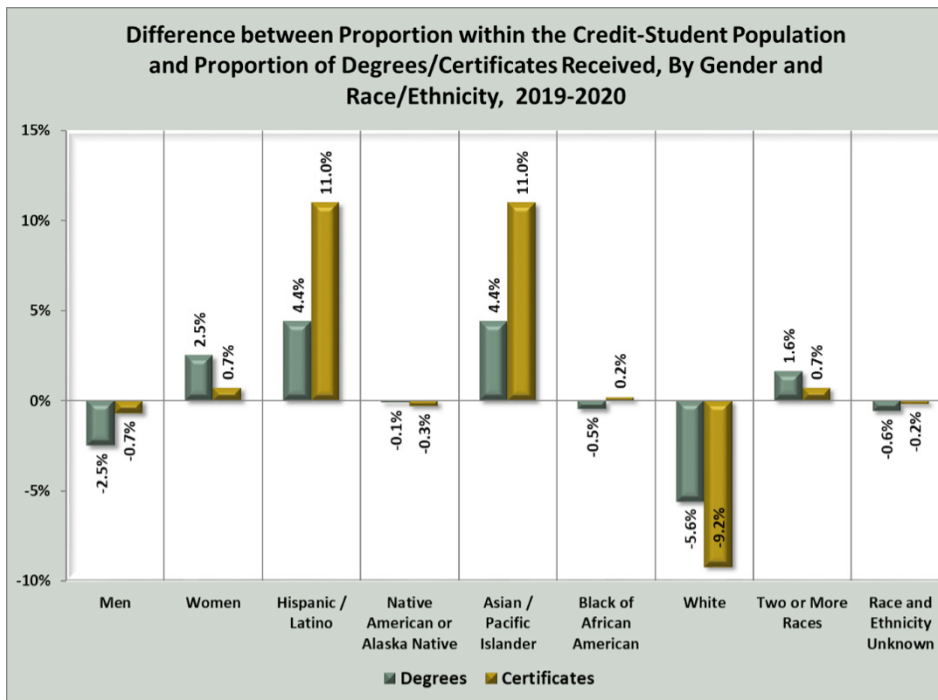
Certificate and Degree Completion

Over the past five years, NVC has conferred a total of 3,712 degrees and 2,206 certificates.

Over the five-year period, the total number of awards increased by 11%. The number of degrees decreased by 12%, while the number of Associated Degrees for Transfer and certificates increased, by 27% and 34%, respectively.



Source: CCCCO Data Mart



Source: 2020 IPEDS Completion Submission

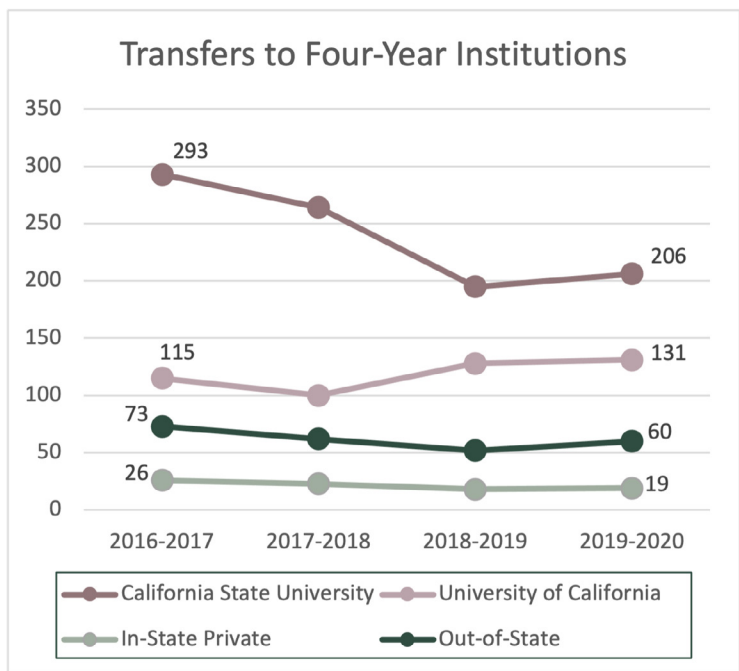
NVC produces a summary of the completion data submitted to the Integrated Postsecondary Education Data System (IPEDS) each year. The summaries compare the share of degrees and certificates claimed by each racial/ethnic group against their respective population share among NVC credit students, as shown in the graph below. Latinx/Hispanics and Asians/Pacific Islanders have claimed larger proportions of degrees and certificates than their respective population shares would indicate, and Whites and students of two or more races have claimed smaller proportions. Women and African Americans/Blacks claim a slightly larger proportion of degrees.

Transfer to Four-Year Institutions

Over the past four years, 1,765 NVC students have transferred to four-year institutions. Approximately 440 NVC students have transferred each year, on average, across the four-year period.

In 2016-2017 and 2017-2018, a total of 956 NVC students transferred. In 2018-2019 and 2019-2020, the number dropped to 809.

As shown in the graph, the number of transfers to campuses within the California State University system decreased across the four-year period. The number of transfers to campuses within the University of California system increased over the last two years.



Source: NVC's Core Indicators Reports

NVC examined transfer data disaggregated by gender in combination with other demographic characteristics (e.g., race/ethnicity, disability status, foster youth, veterans, and LGBT) as part of the development of the 2019-2022 Student Equity Plan.

Institution-Set Standards

In 2013, Napa Valley College (NVC) established institution-set standards on five student achievement metrics, including the successful course completion rate, the fall-to-fall persistence rate, the number of degree and certificate recipients, and the number of transfers to four-year institutions within the University of California (UC) and California State University (CSU) systems. Since 2013, NVC has regularly monitored institutional performance against the established standards through annual Core Indicators Reports.

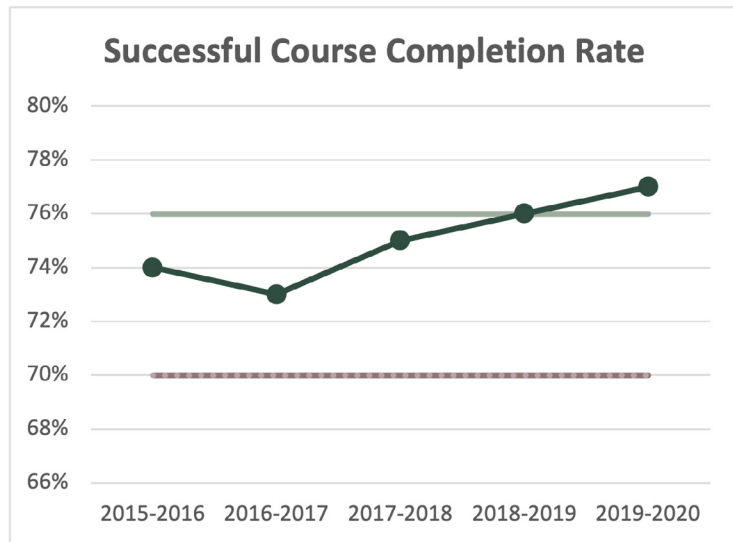
In 2019, NVC revisited the standards established in 2013 and identified stretch goals for each of the five metrics. During the process, NVC increased the standards associated with four of the five metrics and retained the 2013 standard established for the successful course completion rate. NVC also established 95% of each standard as the trigger point requiring further exploration of the issue and the development of an improvement plan. As described below, over the past five years, NVC's performance has typically fallen within the range defined by the institution-set standard and the stretch goal for each metric. The 2019-2020 successful course completion rate is the only exception to that pattern, as actual performance exceeded the stretch goal established in 2019.

Successful Course Completion Rate

The successful course completion rate measures the proportion of passing grades assigned to students at the end of each semester out of the total number of grades assigned (to students enrolled as of Census Day).

It is calculated as:
$$\frac{\text{Number of grades of A, B, C, P}}{\text{Number of grades of A, B, C, D, F, P, NP, I, W}}$$

The annual successful course completion rates reported in NVC's Core Indicators Reports are calculated across the fall and spring semesters (combined).



2019 Stretch Goal	76%
Range of Recent Performance	(73%, 77%)
2019 Standard	70%
2013 Standard	70%

- 2019 Stretch Goal
- NVC Performance
- 2019 Standard
- 2013 Standard

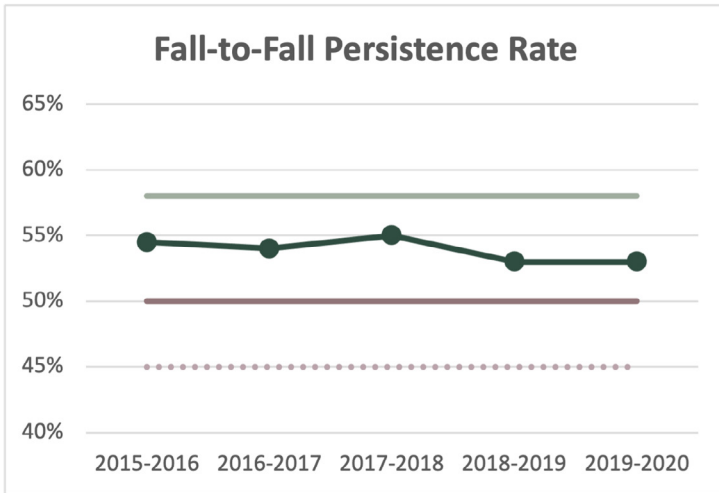
NVC's successful course completion rate increased by 4% between 2016-2017 and 2019-2020 and exceeded the stretch goal of 76% established in 2019.

NVC disaggregates data by student subpopulation and conducts an analysis of the three-year successful course completion rate among equity groups each year. Three student subpopulations have consistently been flagged for disproportionate impact on the three-year successful course completion rate. African American/Black and Latinx/Hispanic students have claimed successful course completion rates that are significantly lower than the rates among all other racial/ethnic groups (combined). First-generation students have claimed successful rates that are significantly lower than the rates among non-first-generation students. Based on these findings at the institutional level, NVC has developed a Quality Focus Essay project associated with student equity, to help reduce gaps in student performance and increase student achievement among these three groups.

Fall-to-Fall Persistence Rate

The fall-to-fall persistence rate measures the proportion of students that successfully complete at least one credit course in a fall term that go on to enroll at NVC in the following fall term. For 2019, it was calculated as:

$$\frac{\text{Number of students that enrolled at NVC in fall 2019}}{\text{Number of students that successfully completed at least one credit course in fall 2018}}$$



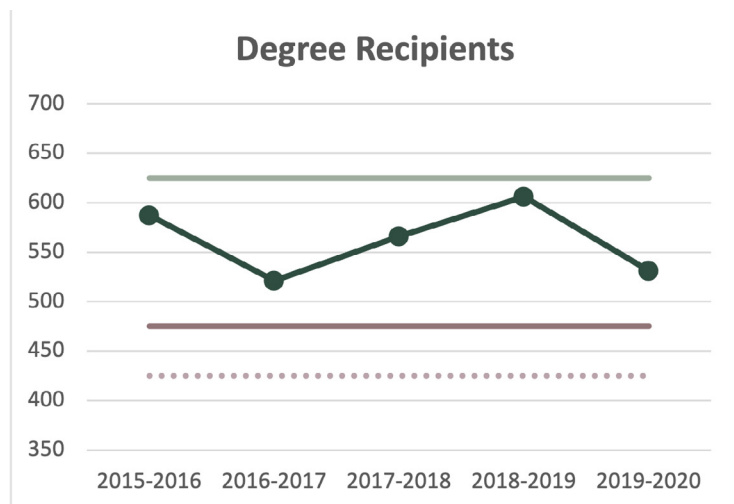
2019 Stretch Goal	58%
Range of Recent Performance	(53%, 55%)
2019 Standard	50%
2013 Standard	45%

- 2019 Stretch Goal
- NVC Performance
- 2019 Standard
- ⋯ 2013 Standard

NVC’s fall-to-fall persistence rate has consistently fallen between the institution-set standard – which was increased from 45% to 50% in 2019 – and the stretch goal established in 2019. The persistence rate has been relatively stable over the past five years, ranging from 53% to 55%.

Degree Recipients

The number of degree recipients reports the number of students who complete degree requirements each year. The figure typically differs from the number of degrees conferred by NVC each year, as the number of recipients reported in the Core Indicators Reports is unduplicated (among students who receive more than one degree in a given year). The number of degree recipients reflects the impact NVC has on the lives of individual students who achieve educational goals associated with completion.



2019 Stretch Goal	625
Range of Recent Performance	(521, 606)
2019 Standard	475
2013 Standard	425

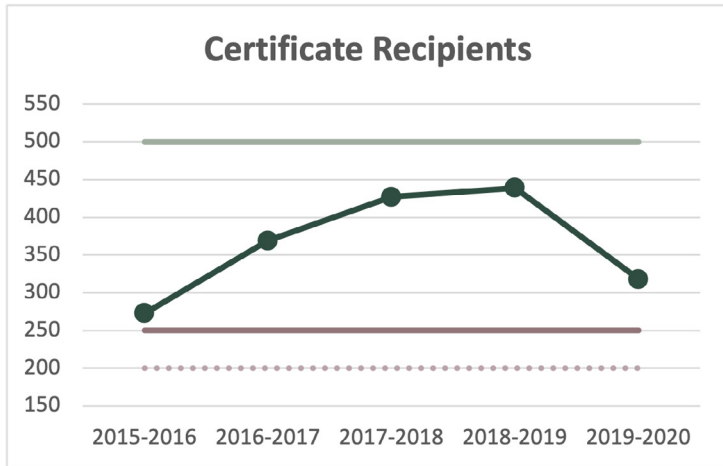
- 2019 Stretch Goal
- NVC Performance
- 2019 Standard
- ⋯ 2013 Standard

Over the past five years, the number of degree recipients has consistently fallen within the range defined by the institution-set standard and the stretch goal. In 2019, NVC increased the institution-set standard from 425 to 475. NVC has been able to maintain the number of degree recipients despite decreases in the number of students enrolled in recent years.

To increase student achievement and reach institutional performance goals, NVC has developed a Quality Focus Essay project associated with implementation of the Guided Pathways framework. The project is designed to help increase the number of degree recipients each year, decrease the average number of units accumulated by degree recipients, and increase the proportion of full-time, degree-/certificate-seeking students that graduate within a two-year period.

Certificate Recipients

The number of certificate recipients reports the number of students who complete certificate requirements each year. It is unduplicated among students who complete more than one certificate within a given year. The number of certificate recipients reflects the impact NVC has on the lives of individual students who achieve educational goals associated with completion.



2019 Stretch Goal	500
Range of Recent Performance	(273, 439)
2019 Standard	250
2013 Standard	200

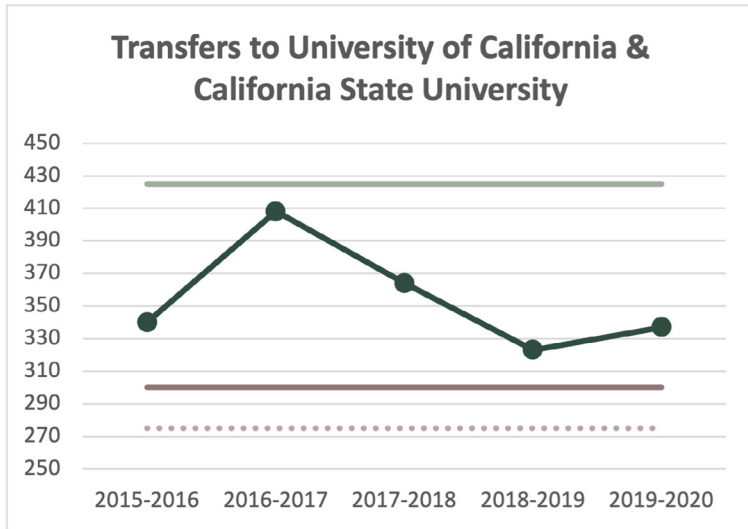
- 2019 Stretch Goal
- NVC Performance
- 2019 Standard
- ⋯ 2013 Standard

Over the past five years, the number of certificate recipients has consistently fallen within the range defined by the institution-set standard and the stretch goal. In 2019, NVC increased the institution-set standard from 200 to 250. NVC has been able to maintain a number of certificate recipients above the established standard, despite decreases in the number of students enrolled in recent years.

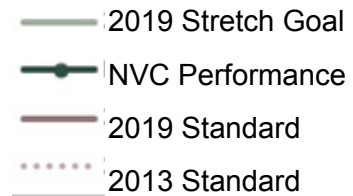
To increase student achievement, NVC has developed a Quality Focus Essay project associated with implementation of the Guided Pathways framework. The project is designed to help increase the number of certificate recipients each year and increase the proportion of full-time, degree-/certificate-seeking students that graduate within a two-year period.

Transfers to University of California and California State University

The number of transfers to UC and CSU institutions reports the number of students who enroll at institutions within those two systems following their enrollment at NVC. The number of transfers to UC and CSU reflect the impact NVC has on the lives of individual students who achieve educational goals associated with transfer.



2019 Stretch Goal	425
Range of Recent Performance	(323, 408)
2019 Standard	300
2013 Standard	275



The number of transfers to UC and CSU institutions has fallen between the institution-set standard and the stretch goal in recent years. In 2019, NVC increased the standard from 275 to 300.

Addendum: In 2020-2021, 290 NVC students transferred to UC and CSU institutions. While this number fell below the established standard (of 300), it did not fall below the trigger point of 95% of the standard (285 students). The decreased number of transfers was likely due to the unique circumstances of 2020-2021 associated with the pandemic. NVC will continue to monitor institutional performance regarding transfer and will develop improvement plans as needed.

Program-Set Standards

In 2015, NVC established program-level standards for job placement rates and licensure examination pass rates for select programs associated with career technical education, health occupations, criminal justice, and counseling. NVC reports job placement rates and licensure exam pass rates to the ACCJC each year, among program cohorts of 10 or more students. The figures reported below were submitted to the ACCJC through the 2019, 2020, and 2021 Annual Reports.

In 2019, NVC’s faculty and administrators in the four areas listed above revisited the standards established in 2015 and identified stretch goals for the metrics pertaining to their programs. During the process, some programs adjusted their established standards. All programs adopted the institutional trigger point – of 95% of each identified standard – as the threshold for additional program-level research and the development of an improvement plan. As described below, over the past five years, NVC’s job placement rates have fallen within the range defined by the program-set standard and the stretch goal or have exceeded the stretch goal. During the same period, NVC’s licensure exam pass rates have fallen within the range defined by the standard and the stretch goal or have dipped below the program-level standard. In a few cases, the licensure exam pass rates have fallen below 95% of the program-level standards among individual cohorts. However, the five-year average rates have not fallen below the threshold.

Job Placement Rates for CTE Program Completers

Program	Program-Set Standard ^A	Stretch Goal	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Five-Year Average
Accounting	60%	75%	91%	84%	91%	81%	87%	87%
Administration of Justice	70%	90%	83%	96%	83%	97%	89%	90%
Business/Business Administration	60%	75%	63%	93%	73%	80%	83%	78%
Child Care/Development/Early Care and Education	60%	75%	81%	89%	80%	85%	86%	84%
Cooking School/Culinary	75%	100%	100%	92%	100%	93%	--	96%
Corrections	60%	75%	100%	--	100%	--	--	100%
Drafting Technology	60%	75%	82%	--	82%	--	75%	80%
Emergency Medical Services	70%	100%	--	--	--	80%	100%	90%
Human Services	60%	90%	100%	--	100%	91%	89%	95%
Licensed Vocational Nursing	70%	100%	--	100%	--	100%	100%	100%
Paramedic	80%	100%	100%	--	100%	100%	94%	99%
Police Academy	80%	100%	97%	97%	97%	95%	100%	97%
Psychiatric Technician	80%	100%	96%	94%	96%	93%	98%	95%
Registered Nursing	75%	100%	93%	90%	93%	100%	100%	95%
Respiratory Care	80%	100%	100%	100%	100%	89%	100%	98%
Viticulture, Enology, and Wine Business	60%	75%	86%	74%	86%	82%	84%	82%
Welding Technology	60%	75%	94%	--	94%	71%	60%	80%

Sources: Annual Reports to ACCJC, 2019 (for 2015-2016 rates), 2020 (for 2016-2017 rates), and 2021 (for 2017-2018, 2018-2019, and 2019-2020 rates); rates collected from Career Technical Education (CTE) Perkins IV Core Indicator 4 (Employment)

^A Program-set standards were originally established in 2015 and revisited in 2019. Some programs increased their standards in 2019. The standards reported in the table are the current one (established in 2019).

Perkins IV Core Indicator 4 (Employment) reports the number of students who secured or continued employment the year after they left the institution and the total number of “CTE concentrators” who left the institution during each reporting year.

The table on the previous page reports the job placement (or employment) rates for each NVC program with cohorts of at least 10 students over the past five years, along with the current program-set standards and stretch goals. The shading in the table highlights cases in which performance exceeded the stretch goal identified by the program. All cases that are not highlighted fell between the established standard and the stretch goal. The five-year averages for eight NVC programs exceeded the program-level stretch goals.

Licensure Exam Pass Rates

Program	Program-Set Standard ^B	Stretch Goal	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Five-Year Average
Emergency Medical Services/Technician	60%	90%	63%	58%*	55%	88%	44%	62%
Licensed Vocational Nursing	60%	90%	57%*	--	75%	--	67%	66%
Paramedic	80%	100%	100%	100%	76%*	96%	82%	91%
Psychiatric Technician	75%	100%	86%	74%*	86%	74%*	88%	82%
Psychiatric Technician (Fast-Track)	75%	100%	--	--	88%	79%	72%*	80%
Registered Nursing	75%	100%	73%*	93%	93%	97%	93%	90%
Respiratory Care (Part 1)	80%	100%	--	95%	92%	100%	86%	93%
Respiratory Care (Part 2)	80%	100%	--	--	67%	80%	80%	76%*
Respiratory Care	80%	100%	95%	95%	92%	--	--	94%

Sources: Annual Reports to ACCJC, 2019 (for 2015-2016 rates), 2020 (for 2016-2017 rates), and 2021 (for 2017-2018, 2018-2019, and 2019-2020 rates)

^BProgram-set standards were originally established in 2015 and revisited in 2019. Some programs increased/decreased their standards in 2019. The standards reported in the table are the current one (established in 2019).

Licensure exam pass rates reflect the number of students that achieved the required score for licensure out of all students that attempted the exam for the first time.

The table above reports the pass rates for each NVC program with cohorts of at least 10 students who took the licensure exam associated with the program over the past five years. The program-set standards and stretch goals are reported alongside the performance rates. The shading in the table highlights cases in which performance fell below 95% of the established program-level standard. Cases with an asterisk (*) fell below the program-level standard but were equal to or exceeded 95% of the standard. All other cases fell between the established standard and the stretch goal. The five-year averages for most NVC programs exceeded the established standards pertaining to the licensure exams. In one case, the five-year licensure exam pass rate reflected 95% of the established standard.



Organization of the Self-Evaluation Process

Organization of the Self-Evaluation Process

NVC began preparing for the development of the 2021 Institutional Self-Evaluation Report (ISER) during the spring 2020 semester. The March 2020 breakout of the COVID-19 pandemic meant not only that all accreditation-related activities would be conducted remotely, for the foreseeable future, but that they would be continuously complicated by the unprecedented challenges ahead. The President of the Accrediting Commission for Community and Junior Colleges (ACCJC), Dr. Stephanie Droker, offered two trainings for NVC in May 2020, one for the campus community and one for the Board of Trustees. Because NVC did not have an established, mutually-agreed upon accreditation procedure in place, NVC drew on recent practices in developing the ISER. Although the Academic Senate had drafted and approved Administrative Procedure 3200 Accreditation in August 2020, the President's Office did not advance the draft through the established approval pathway for policies and procedures.

The original plan was to identify an Accreditation Faculty Co-Chair to coordinate the comprehensive review process with the Accreditation Liaison Officer in spring 2020 so that writing teams could be formed early in the fall semester and spend the semester collecting evidence prior to writing the responses to the Standards in spring 2021. The writing teams were expected to write three iterative drafts, to be reviewed by the Accreditation Co-Chairs, the Accreditation Steering Committee, and the campus community, respectively. Due to the pandemic and the challenges of converting instruction, services, and college operations to the remote environment, all accreditation-related activities were postponed until fall 2020.

Appointment of Accreditation Faculty Co-Chair & Formation of 14 Writing Teams

In September 2020, the Academic Senate President appointed the Academic Senate First Vice President to serve as Accreditation Faculty Co-Chair. In October 2020, the Accreditation Co-Chairs formed fourteen writing teams, each of which was assigned a subsection of the Standards

appropriate to the experience and expertise of the team members. As proposed, each writing team would consist of at least three members, drawn from each constituent group – to involve faculty, classified professionals, administrators, and students. The Co-Chairs consulted with supervising administrators, constituent-group senates, and the Associated Students of NVC (ASNVC) to secure writing team members. Because the College President decided not to offer institutional support to faculty writing team members, the Academic Senate President appointed members of the Academic Senate Executive Committee. This solution seemed to be the most ethical option, given the demands of the pandemic on faculty, who were still learning to teach and serve students in the online environment. The writing teams were convened for the first time in November. The Accreditation Co-Chairs provided three training sessions for writing team members November – January, and ACCJC Vice President Dr. Catherine Webb provided an Advanced ISER Training in March. Writing teams and the Co-Chairs used the Canvas Learning Management System (LMS) to collect evidence and resources, post training and reference materials, and communicate expectations.

The Accreditation Steering Committee (ASC), consisting of the President; the Vice Presidents of Academic Affairs, Student Affairs, and Administrative Services; the four constituent-group presidents; a member of the Board of Trustees; and the Accreditation Co-Chairs, was convened in March 2021. The ASC oversaw the review process and was responsible for reviewing all portions of the ISER.

Members of the writing teams, as originally constituted during academic year 2020-2021, included the following individuals:

Administrative/Confidential

- Charo L. Albarrán, MPA, Associate Vice President, Human Resources, Training and Development
- Carollee Cattolica, Director, District Auxiliary Services
- Matt Christensen, Senior Director, Facilities Services
- Robin Darcangelo, Senior Dean, Student Affairs
- Holly Dawson, Director, Public Affairs and Communications
- Oscar De Haro, Assistant Superintendent/Vice President, Student Affairs
- Dr. W. Alan Dixon, Interim Senior Dean, Career Education and Workforce Development*
- Jessica Erickson, Dean, Enrollment and Outreach Services
- Robert Harris, Senior Dean, Health and Safety; and President, Administrative Senate
- Eric Houck, Senior Director, Institutional Technology*
- Katherine Kittel, Executive Coordinator to the Superintendent/President and Board of Trustees
- Brian Lym, Director, Library Services*
- Patricia Morgan, Senior Dean, Financial Aid/EOPS/Veterans/Pre-College TRIO Programs
- Martha Navarro, Executive Assistant to the Assistant Superintendent/Vice President, Student Affairs
- Robert W. Parker, Assistant Superintendent/Vice President, Administrative Services*
- Dr. Sara Parker, Assistant Superintendent/Vice President, Academic Affairs
- Dr. Robert J. Van Der Velde, Senior Dean, Arts and Sciences
- María L. Villagómez, Senior Dean, Language Arts, Library and Social Sciences
- Howard Willis, Senior Dean, Counseling Services and Student Success*
- Dr. Robyn Wornall, Senior Dean, Research, Planning and Institutional Effectiveness

Faculty

- Dr. Steven J. Balassi, Professor of Economics; and Faculty Co-Chair, Planning and Budget Committee*
- Naomi Chianese, Professor of Sociology; and Second Vice President, Academic Senate*
- Kristie A. Iwamoto, Professor of English; and President, Napa Valley College Faculty Association
- May Jong, Professor of Visual Arts; and Chair, Educational Technology Committee*
- Dr. Jim McGowan, Professor of History; and First Vice President, Academic Senate
- Robert Miller, Professor of Computer Studies; and Treasurer, Academic Senate*
- Lisa Nussdorfer, Professor of Mathematics; and Chair, Student Success Standards Committee
- Christine Pruitt, Professor of English; Learning Outcomes Assessment Coordinator; and Secretary, Academic Senate
- Erik Shearer, Professor of Art
- Dr. Eileene C. Tejada, Professor of English and Anthropology; and President, Academic Senate

- Christina Trujillo, Professor of Communication Studies; and Chair, Professional Development Committee
- Lisa Yanover, Professor of English; and Faculty Co-Chair, Curriculum Committee

Classified

- Danielle Alexander, Instructional Assistant; and Adjunct Faculty*
- Kayla Alexander, Scheduling Specialist*
- Jason B. Bell, Disability Support Program and Services
- Adrienne Boudreaux, Administrative Assistant, Writing Success Center
- Teuila Gray, Accounting Technician
- M’Kormik T. Hamilton, Administrative Assistant, Division of Arts and Humanities
- Courtenay Jory, Administrative Assistant, Library and Learning Technology*
- Samantha Maddox, Senior Administrative Assistant, Facilities Services
- Valerie Mull, Financial Aid/EOPS Programs Analyst
- Omar Peña, Student Affairs Specialist
- Katherine Rhyno, Curriculum Analyst
- Elizabeth Rivera, Administrative Assistant, Academic Senate
- Jose I. Sanchez, Web Applications Analyst; and Adjunct Faculty
- Marty Shoemaker, President, Classified Senate
- Marian Wouters, Admissions and Records Specialist

Students

- Everett Caldwell
- Edward Galarza, Senator-at-Large, ASNVC; and Treasurer, NVC LGBT Club
- Ashly Hernandez
- Yusbi Jimenez, 2020-2021 President, ASNVC
- Arnold E. Koenig, ASLA, MPH, Senior Advocate, NCASE
- Kēhaulani McAllister, President, Phi Theta Kappa Honor Society (2020-2021)
- Jhanine Mizona, Secretary, ASNVC
- Markus Tecson, 2021-2022 President, ASNVC

Most of the writing teams completed the submission of the first drafts in March, as expected. However, by mid-semester, many of the writing teams were losing members due to lack of time and other obligations, most commonly teaching and serving students facing unprecedented challenges. In total, six writing teams lost members during the spring semester. Four writing teams submitted their first drafts without a faculty member. Two teams, covering Standards III.C and III.D, all but disbanded between the first and second drafts, having lost both their faculty members and senior administrators. Several teams did not complete second drafts by the May 21 due date. The asterisks (*) in the lists above denote NVC personnel who were not involved in the drafting process beyond the first draft or who have since left NVC.

**Additional Rounds of Review
& Additional Drafts**

The personnel-related challenges that emerged during spring 2021 resulted in the Accreditation Co-Chairs doing a considerable amount of writing of the ISER. To ensure sufficient engagement in the drafting process, NVC decided to add another layer of review, by forming an “Accreditation Summer Review Team” (ASRT) to review the revisions made by the Co-Chairs. The ASRT consisted of three administrators, two faculty, and one classified professional. The ASRT read the draft responses to Standards I, II and IV, and gave feedback to the Co-Chairs in July and August. Throughout the summer, the Co-Chairs continued to write, review, and revise. The ASC met periodically in August – November to review drafts as they were developed. (The responses to Standard III were finally reviewed in November, after the Interim Vice Presidents of Technology and Business and Finance updated the drafts leftover from spring.) The additional layer of review by the ASRT increased the number of iterative drafts of the ISER. The first two drafts were reviewed by the Co-Chairs, who revised the drafts to form the third draft. The ASRT reviewed the third draft and offered feedback for the next iteration. The ASC reviewed the fourth draft, and their feedback informed the development of the fifth draft, which was shared with the campus community.

Quality Focus Projects

In August, the ASC appointed a QFE workgroup to coordinate with the Co-Chairs to develop two QFE projects, one focused on student equity, and the other focused on continued implementation of the Guided Pathways framework. The Co-Chairs, in consultation with the QFE workgroup, met with the Diversity, Equity and Inclusion Committee (DEIC) and the Guided Pathways Coordinating Team (GPCT) during the development of the two QFE projects. The QFE projects were shared with the Planning and Budget Committee in November.

Five Campus Forums

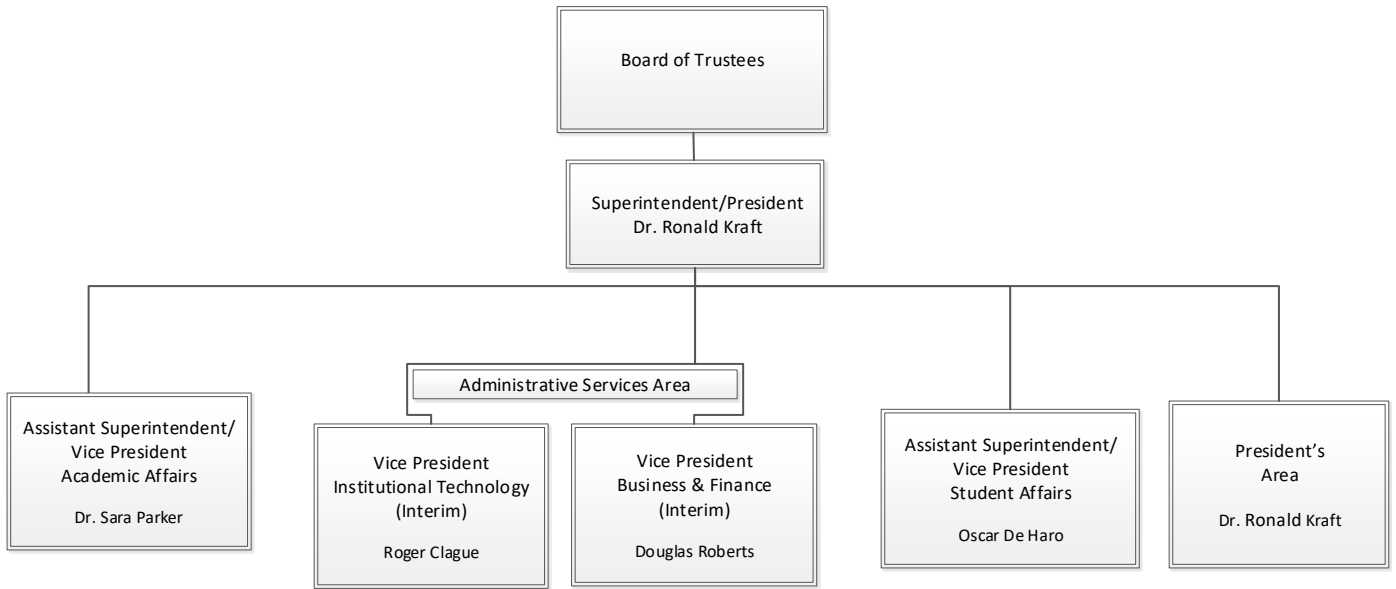
Between October 14 and November 18, the Co-Chairs held five campus forums to describe the expectations conveyed in the Standards and summarize effective practices and areas for improvement that emerged from the ISER development process. The first four forums were devoted to Standards I, IV, II, and III, respectively. The final forum covered the two QFE projects and the three institutional improvement plans that emerged from the self-evaluation process. Afterwards, the Co-Chairs emailed summaries of the forums to the campus community, along with slides from the presentations and explanatory notes. Feedback collected during the forums was incorporated into the sixth and final draft of the ISER. The ISER was submitted to the Academic Senate for approval on December 7, and to the Board of Trustees for final approval on December 9.



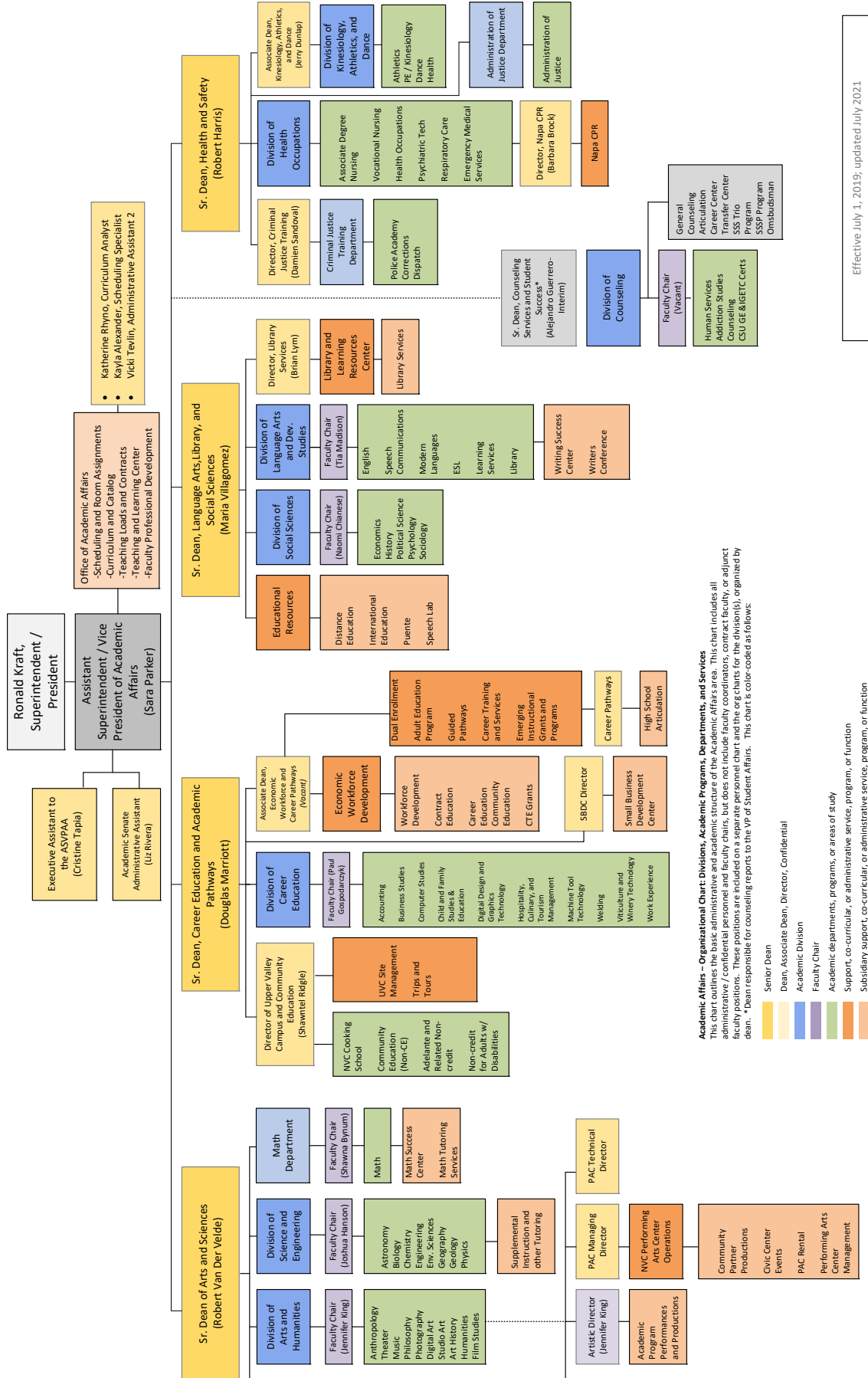
Organizational Information

Organizational Charts

Board of Trustees and Area Framework



Academic Affairs Organizational Chart

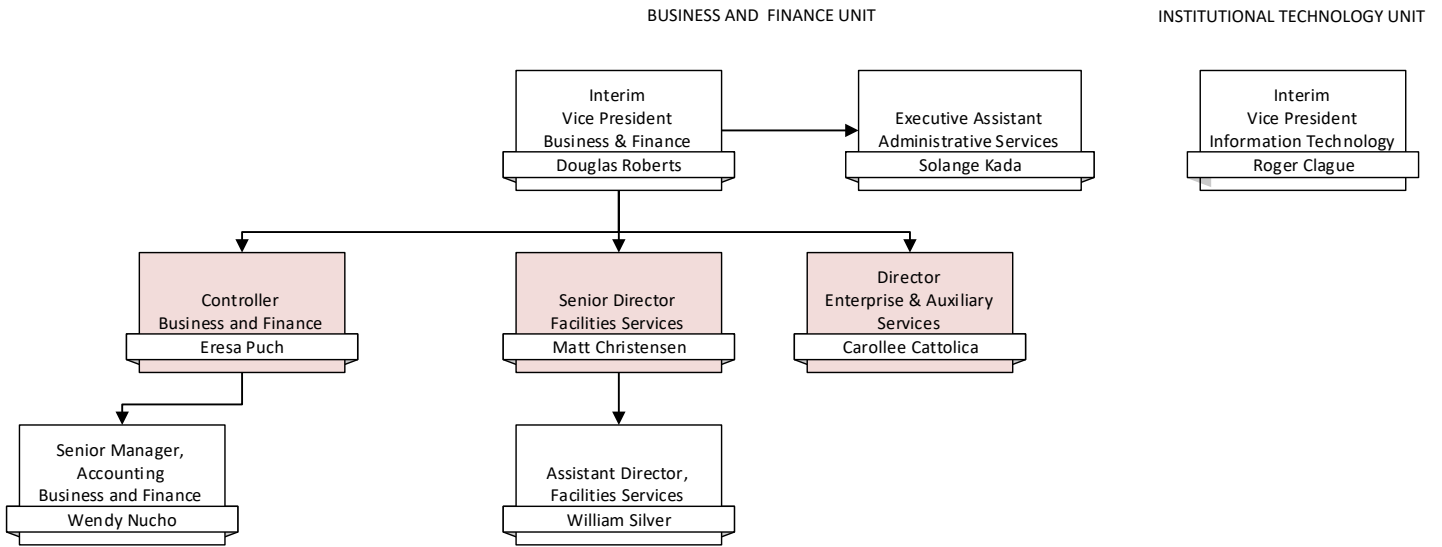


Effective July 1, 2019; updated July 2021

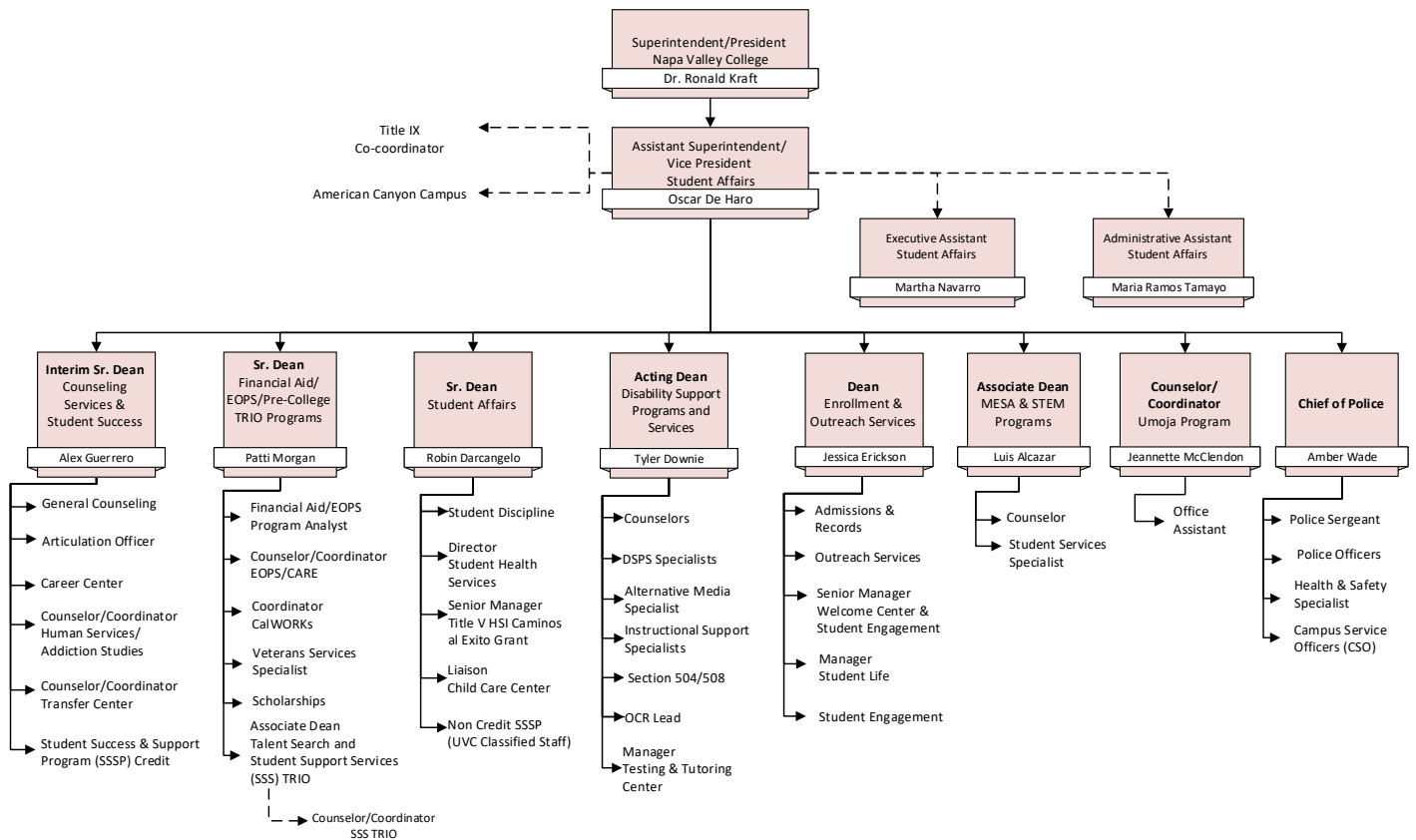
Academic Affairs – Organizational Chart: Divisions, Academic Programs, Departments, and Services
 This chart outlines the basic administrative and academic structure of the Academic Affairs area. This chart includes all faculty positions. These positions are included on a separate personnel chart and the org charts for the divisions, organized by dean. *Dean responsible for counseling reports to the VP of Student Affairs. This chart is color-coded as follows:

- Senior Dean
- Dean, Associate Dean, Director, Confidential
- Academic Division
- Faculty Chair
- Academic departments, programs, or areas of study
- Support, co-curricular, or administrative service, program, or function
- Subsidiary support, co-curricular, or administrative service, program, or function
- Counseling services and programs, report to Student Affairs

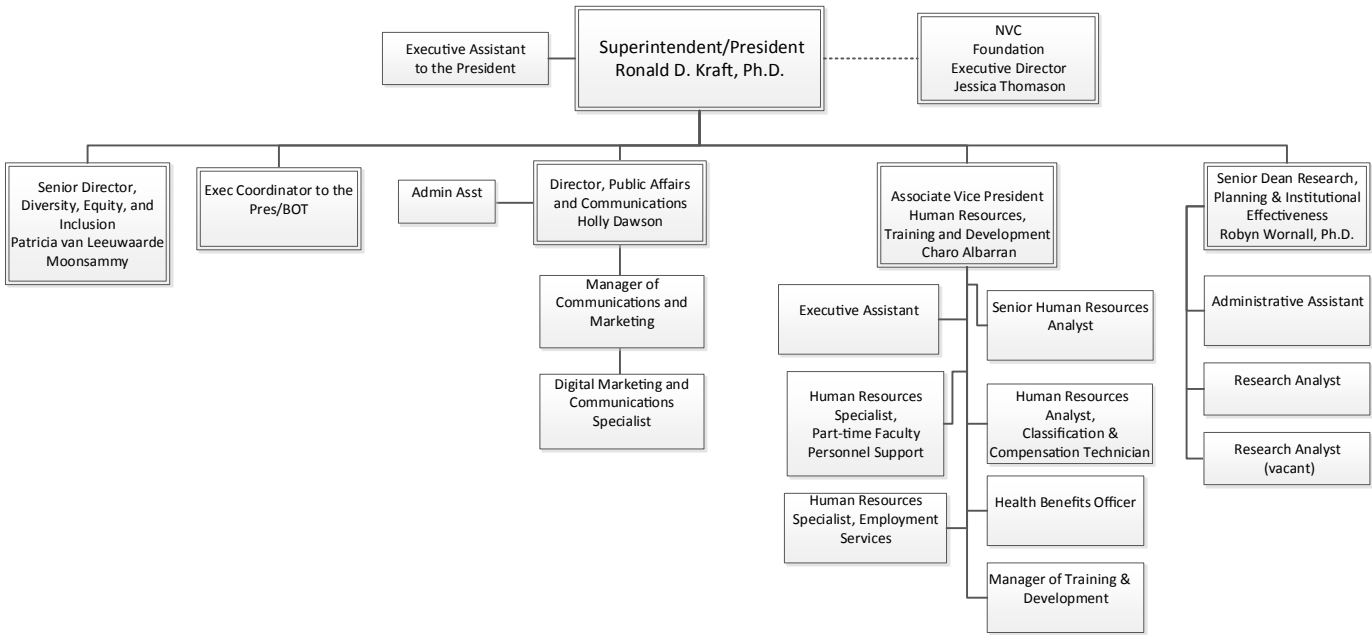
Administrative Services Area



Student Affairs Organizational Chart



President's Area



Contracts with Third-Party Providers and Non-Regionally Accredited Organizations

NVC contracts with a limited number of third-party providers and non-regionally accredited organizations to provide services to students and the institution. The list below identifies current providers and a brief description of the services they provide to NVC.

- BankMobile Technologies, for financial aid refunds
- Barnes & Noble, for bookstore services
- Credentials Solutions, for transcripts
- Napa Valley Products Services and Industries, for vocational education programs for selected eligible students to prepare for community employment
- Napa Valley Support Services, for vocational education programs for selected eligible students to prepare for community employment
- Pacific Landscapes, for landscaping services at the Upper Valley Campus

NVC also contracts with independent writers and graphic designers when needed.



Certification of Continued Institutional Compliance with Eligibility Requirements

Certification of Continued Institutional Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Napa Valley College (NVC) is accredited and authorized to operate as a post-secondary, degree-granting institution by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) ([ER.01](#)). The ACCJC is recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE) as a regional accrediting organization. NVC has been accredited continuously since 1952. NVC is also authorized by the State of California to operate as a public two-year institution, as part of the California Community College system ([ER.02](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

In fall 2019 and spring 2020 (combined), NVC enrolled 8,265 credit students ([ER.03](#)). The majority of those students had identified educational goals of obtaining a degree from NVC or/and transferring to a four-year institution. Forty percent of those students were seeking a degree and transfer, 10% transfer without a degree, and 9% a degree without transfer. Between 2016-2017 and 2019-2020, NVC conferred 2,980 degrees ([ER.04](#)).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

NVC offers 59 degrees ([ER.05](#)). Sixty-four percent of those degrees are local, while the remaining 36% are designed to support transfer. Associate degrees require 60 semester units ([ER.06](#)). Students who enroll in 15 units each semester can complete the requirements in two years. In fall 2019 and spring 2020, 90% of NVC's course offerings were degree-applicable ([ER.07](#)). Ninety-one percent of NVC students (credit + noncredit) were enrolled in degree-applicable courses, which accounted for 94% of enrollments across those two semesters.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Dr. Ronald Kraft was appointed as the Superintendent/President by the Napa Valley Community College District Board of Trustees in May 2013 ([ER.08](#)). “The Superintendent/President is the chief executive officer and educational leader of the Napa Valley Community College District and Napa Valley College, with full responsibility and authority to administer the affairs of the district and the college on behalf of the governing board” ([ER.09](#)). The responsibilities of the Superintendent/President include “administer(ing) and oversee(ing) the implementation of board policies and regulations.” The Superintendent/President serves as the secretary to the Board of Trustees. NVC identifies the Superintendent/President as part of the annual reporting process to the ACCJC ([ER.10](#)). NVC informed the ACCJC of turnover in the position via phone in November 2021, upon the retirement of Dr. Kraft.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Each year, NVC undergoes an external audit performed by a certified public accountant ([ER.11](#)). District Audit Reports are posted on the college website ([ER.12](#)). Between 2015 and 2017, NVC’s student loan default rate ranged from 5.7% to 12.1%, which was below the requirement established by California (15%) as well as the federal requirement (25%) ([ER.13](#)).

Evidence List

- ER.01 Letters from ACCJC Reaffirming Accreditation
- ER.02 NVC’s Listing as a California Community College
- ER.03 Educational Goals of Students
- ER.04 Awards Summary Report from CCCCCO Data Mart
- ER.05 Degrees and Certificates in 2020-2021 Catalog
- ER.06 Associate Degree and Associated Degree Transfer Requirements in 2020-2021 Catalog
- ER.07 2019-2020 Courses, Students, and Enrollments
- ER.08 Board of Trustees Meeting Minutes 050913
- ER.09 Job Description of Superintendent President
- ER.10 2016 Annual Report to ACCJC
- ER.11 District Audit Reports 2016-2017 through 2019-2020
- ER.12 Screenshot of Audit Report Website
- ER.13 NVC Student Loan Default Rates 2015-2017



Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Napa Valley College (NVC) certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

NVC's comprehensive evaluation visit is anticipated the week of October 10, 2022. Accordingly, NVC will post the following information on the college's accreditation webpage no later than January 31, 2022:

The accreditation review process includes opportunity for submission of third-party comments. Such comments must include contact information (name, address, phone number, email address) and be substantiated by evidence. The Accrediting Commission for Community and Junior Colleges (ACCJC) accepts comments related to an institution's compliance with Eligibility Requirements, Accreditation Standards, and Commission policies. In order to ensure evaluation of applicable third-party comments by the peer review team, third-party comments should be received by the Commission staff no later than five weeks before the peer review team visit (i.e., by September 4, 2022). The form for submitting third-party comment is available on the [ACCJC website](#).

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

NVC has defined five metrics for student achievement and has established standards and stretch goals for each metric. The five metrics include: successful course completion rate, fall-to-fall persistence rate, number of degree recipients, number of certificate recipients, and number of transfers to the University of California and California State University institutions (combined). These metrics align with NVC's mission and values statements, as they track student success, completion, and transfer. Descriptions of each metric, as well as graphs reporting performance against the institution-set standards and stretch goal for each metric, are included in the Institution-Set Standard portion of this ISER.

NVC reports actual performance on the institution-set standards each year, via a Core Indicators Report ([CP.01](#)). NVC also reports performance, standards, and goals to the ACCJC each year, via the Annual Report ([CP.02](#)). Since the establishment of institution-set standards in 2013, NVC's performance has not fallen below expected levels.

NVC has also defined program-level student achievement standards for job placement for all Career Technical Education and Health Occupations and Safety programs, as well as select Counseling programs. Health Occupations programs have also established standards for licensure exam pass rates. Performance data on these program-level metrics are found in the Program-Set Standards section of this report. NVC's program review process for programs in the areas defined above incorporates data on job placement and licensure exam pass rates. NVC reports program-level performance, standards, and goals to the ACCJC each year, via the Annual Report ([CP.02](#)).

For more information on the Core Indicators Report, institution-set standards, program-set standards, and the program review process, see Standard I.B.3.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

NVC Administrative Procedure (AP) 4100 Graduation Requirements for Degrees and Certificates states that students “must satisfactorily complete at least 60 semester units of college work” to receive an Associate degree ([CP.03](#)). Descriptions of degree programs in the NVC Catalog communicate the 60-unit requirement ([CP.04](#)). Board Policy (BP) 4029 Hours and Units stipulates that each program will be designated “as either a ‘credit hour’ program or a ‘clock hour’ program” ([CP.05](#)). The associated AP 4029 contains the formula describing the relationship between contact hours and credit hours ([CP.06](#)). NVC does not offer clock hour programs.

As described in the response to Standard II.A.5, discipline faculty, the Academic Senate, and the Office of Academic Affairs work together to ensure that NVC degrees and programs adhere to standards of higher education. Units of credit are determined during the curriculum approval process, which adheres to BP 4029. The process for determining credit hours is described in the response to Standard II.A.9. The Curriculum Committee of the Academic Senate verifies credit hours and degree program lengths as part of the review process for courses and programs. The curriculum review process ensures that there is one Course Outline of Record (COR) for each course, and that COR applies to all delivery modes.

NVC's BP 5030 Fees describes required fees, including tuition (referenced as “Enrollment Fee”) ([CP.07](#)). As required by BP 5030, tuition and fees are published in the NVC Catalog, within the section on Financial Information ([CP.08](#)). The per-unit tuition applies to all credit courses.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

NVC accepts lower division credits from other accredited colleges and universities to help students meet graduation requirements. The policies for Transfer Credits and Acceptance of Transfer and Alternative Credit are published in the NVC Catalog, under “College Policies” ([CP.09](#)). The Admissions and Record website includes a form for student to request a transcript evaluation ([CP.10](#)). The form identifies the required documents to submit for evaluation and describes the process.

Additional information on NVC's practices with respect to transfer of credit is provided within the response to Standard II.A.10.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

AP 4105 Distance Education defines "distance education" and requires that the Curriculum Committee approve all courses for distance education separately, certifying course quality standards and that the quality and frequency of instructor-initiated contact with the student is equivalent to a face-to-face course ([CP.11](#)). The Curriculum Committee's Distance Education Standards further detail definitions, guidelines and requirements, including regular and substantive instructor-initiated interaction ([CP.12](#)). The curriculum review process ensures that the definitions are applied consistently. For additional information regarding NVC's practices with respect to ensuring the accurate and consistent application of policies and procedures for Distance Education, see the responses to Standards II.A.2 and II.A.7.

To ensure authenticity and the protection of student privacy, NVC has implemented single sign-on for use across all student-facing web applications. Students are issued a unique user name and email address upon registration ([CP.13](#)). Each student's unique username and password provide access to the MyNVC mini-portal, which includes access to the Canvas Learning Management System (LMS) ([CP.14](#)).

NVC's offers all Distance Education through the online Canvas CMS. The Distance Education Department provides training and technical support to students and instructors using these online learning tools ([CP.15](#)). The integral role that Canvas plays in supporting student learning and providing access to NVC services is conveyed within Standards III.B.1 and III.C.1. The institutional commitment to maintaining Canvas is conveyed within the responses to Standards III.C.1 and III.B.4.

NVC does not offer any courses through correspondence education.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

BP 5530 Student Complaints and Grievances ensures each student's right to file a grievance claiming a violation and that the procedures provide a means to resolve the issue in a fair manner ([CP.16](#)). The Student Complaint and Grievance Procedure is published in the NVC Catalog, under "General Academic Policies," and it is posted on the Student Affairs portions of the website ([CP.17](#); [CP.18](#)). The Student Affairs website includes the form as well as Administrative Guidelines containing more details about the procedure.

Most student complaints are first filed with the Office of Student Affairs. If the complaint is instruction-related, it is referred to the Office of Academic Affairs. The initial complaints concerning student conduct, student discipline, and unjust treatment for the last six years are on file in the Office of Student Affairs. All complaints have followed prescribed policies and procedures.

NVC provides its ACCJC accreditation information, including contact information for filing complaints, on its accreditation website ([CP.19](#)). NVC also provides contact information for all its programmatic accreditors in the Catalog ([CP.20](#)). NVC has not received any complaints that have implications for accreditation.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

As described in the responses to Standards I.C.1-2, NVC provides accurate, timely, and detailed information to students and public in the Catalog and on the college website. Both sources contain accurate and appropriately detailed information regarding NVC programs, locations, and policies. Required information regarding institutional accreditation can be found on the accreditation website, one click from the college homepage ([CP.21](#)).

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

NVC adheres to Title IV requirements. Each year, NVC undergoes an external audit performed by a certified public accountant ([CP.22](#)). Recent audits have not included any findings associated with Title IV or federal compliance. NVC submits required information to the U.S. Department of Education (USDE) through the Integrated Postsecondary Education Data System (IPEDS) on time, for the three collection periods each year. The USDE has not communicated any issues regarding NVC's audits or submissions. Between 2015 and 2017, NVC's student loan default rate ranged from 5.7% to 12.1%. These rates are below the requirement established by California (15%) as well as the federal requirement (25%).

According to BP 6340 Bids and Contracts, all contracts must be ratified by the Board of Trustees to be enforceable obligations ([CP.23](#)). All contractual relationships concerning educational, library, or support services meet the Accreditation Standards.

No contracts concerning educational, library, or support services have required substantive change approval in recent years.

For additional information, including details regarding contracts for library and learning support services/resources, see the responses to Eligibility Requirement 5, Standards III.D.15-16, and Standard II.B.4.

Evidence List

- CP.01 Core Indicators Reports
- CP.02 Annual Reports to ACCJC
- CP.03 AP 4100 Graduation Requirements for Degrees and Certificates
- CP.04 Degree Requirements in Catalog
- CP.05 BP 4029 Hours and Units
- CP.06 AP 4029 Hours and Units
- CP.07 BP 5030 Fees
- CP.08 Financial Information in Catalog
- CP.09 Transfer Credits and Acceptance of Transfer and Alternative Credit
- CP.10 Student-Initiated Transcript Evaluation Request
- CP.11 AP 4105 Distance Education
- CP.12 Distance Education Standards
- CP.13 MyNVC Help Page
- CP.14 MyNVC Mini-Portal
- CP.15 Distance Education Services
- CP.16 BP 5530 Student Complaints and Grievances
- CP.17 Student Complaints and Grievances Policy in Catalog
- CP.18 Student Affairs Website
- CP.19 Accreditation Website
- CP.20 Institutional and Programmatic Accreditors in Catalog
- CP.21 Accreditation from NVC Homepage
- CP.22 Audit Reports
- CP.23 BP 6340 Bids and Contracts



Institutional Analysis of Standards

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. MISSION

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The Napa Valley College (NVC) mission statements reads,

Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

NVC's mission statement is accompanied by the following values statement:

Napa Valley College is a community of people excited about learning, where students are first and foremost in everything we do. We value, model, and encourage:

- *student success*
- *honesty*
- *creativity*
- *integrity*
- *adaptability*
- *inclusivity*
- *responsibility*
- *openness to new ideas*
- *respect for others*
- *health and wellness*

Board Policy (BP) 1200 Mission and Values articulates NVC's mission and values statements ([I.A.01](#)).

Together, the mission and values statements cover the four defining features of a mission statement, as conveyed in the Standard. NVC's broad educational purpose is communicated through the first

and last sentences of the mission, which reference educational preparation for students as well as educational offerings. NVC prepares students for their current and future roles, through transfer courses, career-technical education and training, and basic skills, contract education, and community education classes. The intended student population is implied throughout the mission statement. As an open-access institution, NVC welcomes anyone interested in pursuing education and training offered by NVC's instructional programs. The mission statement indicates that NVC is a degree- and certificate-granting institution. The values statement reflects the dedication to student learning and success, while the mission statement explicitly states NVC's commitment to student achievement.

NVC's website and Catalog feature messages from the Superintendent/President welcoming students, prospective students, and the community to explore NVC ([I.A.02](#)). These messages echo the mission statement. For example, the welcome on the website reiterates the commitment to academic excellence and student success, indicates that NVC "provides an opportunity for anyone to take a course," and provides a general description of degree and certificate programs and the types of classes offered. The message in the Catalog directly references the mission statement and conveys the commitment to student learning.

Analysis and Evaluation

NVC's mission and values statements convey NVC's educational purpose, its intended student population, and its commitment to student learning and achievement. While the mission statement conveys that NVC is a degree- and certificate-granting institution, it does not explicitly identify the types of degrees and other credentials offered. During the ISER development process, NVC also identified an interest in incorporating equity directly into the mission statement. During the next review of the mission statement, NVC will incorporate language to describe the general types of degrees, certificates, and credentials it offers and to underscore the commitment to student learning (conveyed in the values statement) and equity.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

NVC operationalizes its mission and ensures that it meets the educational needs of students through the Institutional Strategic Plan (ISP) ([I.A.03](#)). The six broad institutional goals in the ISP represent NVC's institutional priorities. NVC incorporates data into institutional planning processes and monitors accomplishments associated with its mission through regular institutional reports that include data.

NVC uses data to inform the development of institutional plans such as the Institutional Strategic Plan (ISP). In 2016-2017, NVC began the process of shifting from one-year institutional priorities to identifying multi-year priorities. The Planning Committee (which was one of the precursors to the joint Planning and Budget Committee, introduced in 2017-2018) engaged in a comprehensive review of recent institutional performance prior to developing the 2018-2021 Institutional Strategic Plan ([I.A.04](#)). The review included data presented in the most recent Annual Progress and Core Indicators

Reports, as well as a scan of institutional planning documents ([I.A.05](#)). The review process yielded a plan that was more focused on student learning and achievement than the 2014-2019 Institutional Strategic Plan (ISP) that preceded it ([I.A.06](#)). The first three goals in the 2018-2021 ISP are directly associated with student learning and achievement and are structured around the student progression, to focus institutional planning around the student experience. [Note: In 2020, NVC revised the 2018-2021 ISP, adding an equity-related goal and extending the plan through 2023 ([I.A.03](#)).]

NVC has produced two Educational Master Plan (EMP) Updates since the last comprehensive accreditation review ([I.A.07](#)). Both iterations included data summarizing recent trends and anticipated projections within NVC’s service area and describing the transition of local high school students to NVC, local labor market needs, recent enrollment trends, and trends in student achievement. The 2015-2016 EMP Update identified eight “Challenges and Associated Strategies” for NVC to consider, based on the data presented ([I.A.08](#)). The 2019-2020 EMP Update includes six sets of “Key Findings and Strategies to Consider,” which appear at the end of each section covering different types of data ([I.A.09](#)).

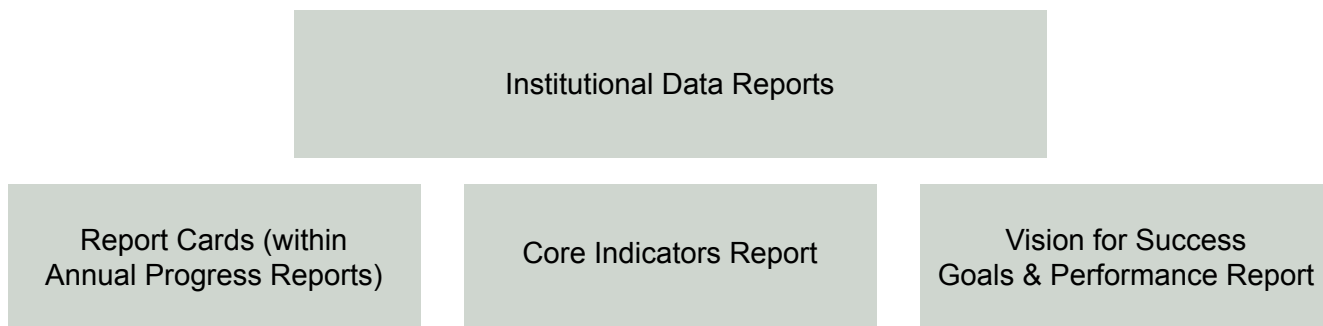
The Planning and Budget Committee reviews the ISP and EMP Updates for consistency with the institutional mission prior to endorsing them and recommending them to the Superintendent/ President for approval by the Board of Trustees ([I.A.10](#)).

Following approval of the 2018-2021 ISP, NVC identified initiatives, measures, and deliverables associated with the broad institutional goals articulated in the ISP and communicated those details through ISP Updates ([I.A.11](#)). The measures identified in the ISP Updates also include baseline performance levels, to help monitor progress.

Accomplishments relative to the ISP are documented regularly, through Annual Progress Reports ([I.A.12](#)). Those reports are structured around the initiatives, measures, and deliverables identified for each broad institutional goal (as outlined in the ISP Updates). The reports summarize recent accomplishments, highlighting new activities implemented to promote ISP goals and initiatives each academic year. They also include report cards tracking recent performance on the measures associated with each institutional goal. The report cards incorporate color-coding to highlight changes relative to the established baselines. Examples of measures along the student progression include: high-school capture rates; the proportion of degree-/transfer-seeking students who complete transfer-level math and English in their first year; the number of students earning degrees and certificates and transferring to four-year institutions; and the proportion of exiting students employed in jobs closely related to their fields of study.



NVC also monitors performance relative to established institutional goals for student achievement through regular data reports, including the Core Indicators Report and a report on Vision for Success goals ([I.A.13](#); [I.A.14](#)). The Core Indicators Reports specifically address institution-set standards for accreditation purposes. The reports summarize annual performance associated with momentum along the student progression (e.g., successful course completion and fall-to-fall persistence) as well as educational goal attainment (e.g., degree and certificate recipients and transfer to four-year institutions). The reports compare recent performance to the institution-set standards reflecting NVC’s definitions of academic quality. In 2020, the Office of Research, Planning, and Institutional Effectiveness (RPIE) developed a report summarizing recent performance relative to established baselines and goals for 12 metrics associated with the Vision for Success, a statewide initiative introduced by the California Community Colleges Chancellor’s Office (CCCCO) ([I.A.14](#)). The report tracks performance year to year and evaluates recent performance relative to the established goals, by incorporating a report card structure and color-coding similar to that of the Annual Progress Reports.



The performance reports described above are presented to the Planning and Budget Committee and the Board of Trustees, to ensure that those bodies are informed of progress associated with the mission and ISP ([I.A.15](#)).

Analysis and Evaluation

NVC operationalizes its mission through the ISP. This structure ensures that the mission directs institutional priorities, as the ISP represents NVC’s institutional priorities for the years covered by the plan. NVC uses data to inform the development of institutional plans and regularly monitors performance through a series of annual reports, which include data pertaining to the student progression spanning the transition from high school to NVC, momentum as students pursue their education and training goals during and across academic terms, and attainment of educational goals associated with completion, transfer, and job placement. The reports include color-coding and graphics to help evaluate progress relative to established institutional goals.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

NVC's instructional programs are aligned with the transfer, career-technical education and training, and community education aspects of the institutional mission ([I.A.16](#)). Academic and student support services promote student success and achievement inside and outside of the classroom and are appropriate for NVC's student population ([I.A.17](#)). As described within Standard II, these programs and services go through a formalized program review process.

Program- and service-level planning begins with program review, which includes review of student learning and achievement data and culminates in the development of a three-year program plan ([I.A.18](#)). The program review process documents alignment between programs/services and the institutional mission and provides the foundation for annual unit plans and resource requests ([I.A.19](#); [I.A.18](#)).

As described within Standard I.A.2, NVC operationalizes its mission through the ISP, which is a guiding planning document. The template for annual unit-level plans and resource requests across the institution is structured around the institutional planning priorities associated with mission, as identified in the ISP ([I.A.20](#)). The template distinguishes between "Strategic Initiatives" – identifying new activities associated directly with NVC goals (per the ISP) – and "Operational Continuance" needs – identifying resources necessary to maintain current operations. The spreadsheet for describing "Strategic Initiatives" includes a drop-down menu to identify the broad institutional goal (from the ISP) associated with each unit-level initiative. This feature of the template ensures alignment between unit-level plans and institutional goals.

The annual planning and budget process includes prioritization among unit-level resource requests among the four Area Councils (which reflect the organizational structure and include Academic Affairs, Student Affairs, Administrative Services, and President's Area) and President's Cabinet ([I.A.21](#)). The linkages between unit-level initiatives and institutional goals documented in the Annual Planning and Budget Template are incorporated into the prioritization process, to help ensure alignment between resource allocation decisions and institutional goals.

NVC's institutional plans as well as budget practices are designed to help achieve the mission. The guiding principles articulated in the Facilities Master Plan (FMP) include several references to mission, including "plan and manage spaces and places to promote the District's mission and values and assist in meeting the District's strategic initiatives" ([I.A.22](#)). The Technology Master Plan (TMP) includes "support(ing) the campus mission through adaptive and innovative use of technology" as a guiding principle, and links Information Technology Initiatives directly to the goals of the ISP ([I.A.23](#)). BP 6200 Budget Preparation states that "the annual budget shall support the District's master and educational plans" ([I.A.24](#)). The Budget Development Values and Assumptions indicate that NVC "will

fund priorities consistent with area plans” which emerge from the annual planning and prioritization process ([I.A.25](#)).

Outcomes from annual budgeting processes demonstrate that funding priorities align with the goals enumerated in the ISP ([I.A.26](#)). Examples of recent strategic initiatives identified as funding priorities include: enhancing educational and career pathways and expanding partnerships with K-12 (associated with ISP Goal 1); expanding tutoring and academic supports and implementing the Guided Pathways framework, including Early Alert to support student success (associated with ISP Goal 2); and implementing a co-requisite structure within English and math to decrease the average number of units accumulated among degree recipients (associated with ISP Goal 3).

NVC’s mission also informs institutional goals, defined through measurable objectives associated with the ISP. As described within Standard I.A.2, ISP Updates are the mechanism for linking mission directly to institutional goals for student learning and achievement. Appropriate to its mission, NVC’s ISP includes measures associated with the progression of students from high school (ISP Goal 1), through NVC (ISP Goal 2), and on to degree/certificate completion, transfer, or employment (ISP Goal 3).

Analysis and Evaluation

NVC offers instructional programs and support services that are aligned with its mission and promote student success. The ISP serves as the foundation for the annual planning and budget process, to ensure that the mission drives planning and resource allocation decisions. Institutional plans such as the FMP and TMP include guiding principles directly associated with mission, and program review documents linkages between programs/services and institutional mission. Linkages between unit-level initiatives and institutional goals are documented throughout the annual planning and budget process and help Area Councils and President’s Cabinet identify institutional funding priorities. As described within Standard I.A.2, NVC identifies performance measures appropriate to its mission (through ISP Updates), identifies concrete institutional goals associated with those measures (through institution-set standards and goals associated with statewide initiatives), and monitors performance via annual reports.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

NVC’s mission statement is published widely – to communicate it to faculty, staff, students, and the surrounding community – through the website and the Catalog ([I.A.27](#); [I.A.28](#)). It is also posted in classrooms and central locations around campus, and members of the Board of Trustees have framed copies available at all in-person meetings of the governing board ([I.A.29](#)). The Board of Trustees approves the mission statement ([I.A.30](#)). The date of approval is noted within the posting on the website.

NVC has reviewed its mission statement since the last comprehensive accreditation review ([I.A.31](#)). In 2016, to evaluate the alignment of NVC's mission with the 2014 Accreditation Standards, NVC conducted a survey. The survey covered the four components of a mission statement, as defined in Standard I.A.1 ([I.A.32](#)). The responses were mixed as to whether the mission should be retained or revised ([I.A.33](#)). As a result, the 2016 review did not yield a revision to the mission statement.

Analysis and Evaluation

NVC has a mission statement which is broadly communicated, approved by the Board of Trustees, and reviewed periodically. As the ISER was being drafted, NVC identified an opportunity for improvement associated with institutional mission. NVC does not have an Administrative Procedure (AP) to accompany BP 1200. As a result, NVC does not have an established cycle of review for its mission and values statements. In order to increase effectiveness and clarify practices, NVC should develop AP 1200 Mission and Values to define a regular cycle for review of its mission and values statements.

Conclusions on Standard I.A. Mission

Napa Valley College is committed to its mission and values, which together articulate the primacy of student success, learning, and achievement. The mission guides institutional planning processes. NVC operationalizes its mission and values through the Institutional Strategic Plan, which guides the evaluation, planning, implementation, and improvement of educational programs and services. NVC produces and publishes annual reports monitoring institutional performance and accomplishments associated with the ISP. Using data, NVC ensures the accomplishment of its mission through continuous evaluation and improvement of the quality of its educational programs and services, a process that begins with regular program review. The practices described in Standard I.A – including monitoring performance through annual reports, structuring the annual planning and budget cycle around the ISP, and conducting program review – are well established.

Improvement Plan(s)

N/A

Evidence List

- I.A.01 BP 1200 Mission and Values
- I.A.02 Messages from Superintendent/President
- I.A.03 2018-2023 Institutional Strategic Plan
- I.A.04 Development of Multi-Year Planning Priorities
- I.A.05 Planning Committee Minutes and Supporting Documents 2016-2017
- I.A.06 2018-2021 and 2014-2019 Institutional Strategic Plans
- I.A.07 Educational Master Plan Updates
- I.A.08 Challenges and Associated Strategies
- I.A.09 Key Findings and Strategies to Consider
- I.A.10 Planning and Budget Committee Actions on Institutional Strategic Plans and Educational Master Plan Updates

- I.A.11 Institutional Strategic Plan Updates
- I.A.12 Annual Progress Reports
- I.A.13 Core Indicators Reports
- I.A.14 Vision for Success Goals and Performance Report
- I.A.15 Annual Reports to Planning and Budget Committee and Board of Trustees
- I.A.16 Instructional Programs
- I.A.17 Academic and Student Support Programs
- I.A.18 Section IV of Program Review User's Manual
- I.A.19 Program Review Cover Page
- I.A.20 Annual Planning and Budget Template
- I.A.21 Annual Planning and Budget Timeline
- I.A.22 Facilities Master Plan Guiding Principles
- I.A.23 Technology Master Plan Guiding Principles
- I.A.24 BP 6200 Budget Preparation
- I.A.25 Budget Development Values and Assumptions
- I.A.26 Funding Priorities from Academic and Student Affairs
- I.A.27 Mission Statement on Website
- I.A.28 About Napa Valley College in Catalog
- I.A.29 Photos of Mission Posted around Campus
- I.A.30 Board of Trustees Meeting Minutes 111512
- I.A.31 Integrated Planning Cycle 2014-2015 through 2022-2023
- I.A.32 Summary of Results of Mission Statement Survey
- I.A.33 Planning Committee Meeting Minutes 030416

I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Napa Valley College (NVC) regularly engages in substantive dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through a variety of mechanisms, including program review, committees, inquiry groups, and workshops and trainings.

Program Review: NVC's program review process is designed to encourage reflection and dialog centered around student performance and achievement data, curriculum, and student learning outcomes assessment results ([I.B.001](#)). Program review brings faculty, staff, and administrators together for comprehensive review, analysis, discussion, and planning in support of student success and achievement ([I.B.002](#)). Each section of the Program Review User's Manual includes "Questions to Help Guide Program Reflection," which are intended to promote discussion about academic quality, student performance, equity, learning, and achievement at the program level ([I.B.003](#)). All instructional programs and academic and student support services undergo review according to a three-year cycle, with the review culminating in the development of a three-year plan for each program ([I.B.004](#)). The frequency of program review ensures that programs and services are engaged in continuous improvement. Recent program-level plans that have emerged from the review process show evidence of honest and reflective dialog around student learning and achievement data, including equity ([I.B.005](#)).

Committees: NVC has designated District and Academic Senate committees with responsibilities that are directly aligned with the topics covered in the Standard ([I.B.006](#)). District committees include the Planning and Budget Committee (PBC) and the Diversity, Equity, and Inclusivity Committee (DEIC), which have responsibilities associated with institutional effectiveness (e.g., establishing institutional goals and monitoring performance relative to those goals) and student equity, respectively. Academic Senate committees include the Student Success Standards Committee (SSSC), the Faculty Business Committee (FBC), and the Professional Development Committee (PDC). The charges and areas of focus assigned to these three committees include:

- "the scholastic success of the students at Napa Valley College (and) the measurement of the degree of success achieved by students" (SSSC);
- "best practices for the delivery of distance education," program review, and learning outcomes assessment (FBC); and
- "faculty professional development and instructional excellence activities" (PDC).

Meeting minutes from these committees document the engagement of faculty, staff, and administrators in establishing institutional goals, identifying ways to improve institutional practices and achieve equity in student experiences and outcomes, promoting academic quality, and monitoring student achievement ([I.B.007](#)). Examples of committee discussions around the topics listed above include:

- review of institutional data reports by the PBC ([I.B.008](#));
- evaluation of equity practices and sharing strategies to reduce equity gaps by the EIC ([I.B.009](#));
- student learning outcomes and development of Peer Observation Course Review Process by the FBC ([I.B.010](#); [I.B.011](#));
- development of Distance Education Guidelines for Faculty ensuring academic quality within distance education by the FBC ([I.B.011](#));
- institutional goal-setting associated with institution-set standards defining academic quality, as well as stretch goals and Vision for Success goals among the SSSC and PBC ([I.B.012](#)); and
- identification of staff development needs and providing training opportunities that align with those needs, to promote academic quality, equity, and student outcomes by the PDC ([I.B.013](#)).

Inquiry Groups: NVC assesses Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs) through inquiry groups comprised of discipline faculty and counselors every two years. Inquiry groups discuss student learning outcomes assessment data collected within selected courses associated with each ILO/GELO and identify common needs across the institution ([I.B.014](#)). Reports summarize the reflections that emerged from the discussion, outline action plans (including future assessment activities and refinements), and highlight findings that pertain to the whole campus (including suggestions for professional development). The summary reports provide evidence of robust dialog about student learning among faculty from multiple instructional divisions.

Workshops and Trainings: Every semester begins with Instructional Excellence Days (or “flex” days) during which faculty, staff, and administrators are provided opportunities to learn about and discuss effective practices, receive training to support student success, and engage in activities associated with student learning outcomes assessment. Recent flex days have included convocations, workshops, and breakout sessions covering topics related to student equity, implicit bias, culturally responsive curriculum, online course quality, student learning outcomes, the student experience, and Guided Pathways implementation ([I.B.015](#)). Workshops and trainings are also offered outside of flex days, for all personnel. Recent examples include the Instructional Design Institute (IDI) for faculty, Caring Campus for classified professionals, and the Summer Institute for Managers for administrative/confidential staff. The NVC Academic Senate developed the IDI in 2020 to provide a professional learning opportunity for faculty, focusing on effective online teaching and culturally responsive pedagogy ([I.B.016](#)). Caring Campus provided an opportunity for classified professionals to develop a set of behavioral commitments intended to contribute to student success by providing a welcoming environment for students ([I.B.017](#)). The Summer Institute for Managers included training on equity-mindedness ([I.B.018](#)). Each of these trainings included opportunity for dialog regarding academic quality, student equity, student learning, institutional effectiveness, and improvement.

Analysis and Evaluation

NVC has institutionalized sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through program review, District and Academic Senate committees, inquiry groups, and professional development workshops and training. These represent the formalized structures for maintaining dialog across the institution. The dialog that occurs within these structures is supplemented by other discussions that occur in department/division meetings as well as among individuals within the institution. Program review reports, committee meeting minutes, summary reports from outcomes assessment, and descriptions of professional development activities demonstrate that dialog occurs regularly, in a variety of forms, and in a manner that engages the campus community.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

NVC has defined student learning outcomes for all instructional programs and academic support services, as well as a locally defined set of student support services with direct links to student learning ([I.B.019](#); [I.B.020](#)). Degree and certificate programs have defined learning outcomes in place; disciplines without degrees or certificates have defined learning outcomes at the department level ([I.B.021](#)). Learning outcomes for degree and certificate programs are communicated to students via the Catalog ([I.B.022](#)).

NVC assesses student learning outcomes among instructional programs and academic and student support services according to established cycles. Each instructional department determines a plan for assessing course and program learning outcomes ([I.B.023](#)). Each plan outlines a cycle that ranges from two to six years. Academic and student support services develop timelines for assessment, structured around a six-year cycle ([I.B.024](#)). To ensure that assessment activities occur as planned, the Learning Outcomes Assessment Coordinator (LOAC) provides regular reminders about upcoming assessment activities identified by each program and service ([I.B.025](#)).

NVC uses an upward assessment model, in which outcomes assessment data collected at the course level are used to assess program-level outcomes ([I.B.026](#)). Faculty and staff enter assessment results into TracDat, NVC's assessment management system, and summarize both quantitative and qualitative findings at the program level via a template ([I.B.027](#)). Within the current six-year cycle (spanning fall 2016 to the present), NVC has assessed student learning outcomes for 96% of courses, 98% of degree programs, 93% of certificate programs, and 100% of services ([I.B.028](#)).

Every instructional, academic support, and student support program undergoes program review every three years ([I.B.004](#)). As part of that process, faculty and staff review course- and program-level learning outcomes statements, along with the established assessment methods and assessment plans, and reflect on assessment findings ([I.B.003](#)). The program review process provides an opportunity to reflect on assessment results across the program and identify areas of strength and

areas for improvement ([I.B.029](#)). The LOAC assists faculty and staff in writing/revising outcomes statements, identifying appropriate assessment methods, and developing action plans based on assessment results. This support is provided during the program review process and through regular workshops offered each semester ([I.B.030](#); [I.B.031](#)).

Analysis and Evaluation

NVC has learning outcomes defined for all degree and certificate programs, instructional programs, academic support services, and student support services directly linked to student learning. NVC has established structures, processes, and supports to ensure that learning outcomes are assessed according to schedule. Each program or service develops its own assessment plan to ensure regular and ongoing assessment across a six-year period. Learning outcomes assessment is central to the institution's three-year review process for evaluating programs and services, and program review provides an opportunity to reflect holistically on assessment findings. The LOAC provides support to faculty and staff engaged in learning outcomes assessment and provides regular communications to ensure that assessment is conducted according to the established schedules.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

NVC has established institution-set standards for student achievement appropriate to its mission and regularly monitors performance on the identified institution-level metrics. NVC originally established institution-set standards in 2013, as required for accreditation. NVC has had standards on five metrics in place since 2013. Those metrics include: successful course completion rate, fall-to-fall persistence rate, the number of students earning degrees, the number of students earning certificates, and the number of students transferring to California State University (CSU) or University of California (UC) institutions ([I.B.032](#)).

NVC has reported performance on these metrics each year since 2013-2014, via the Core Indicators Report ([I.B.033](#)). The Core Indicators Report is presented to the PBC and the Board of Trustees each fall and is then posted on the NVC website (as well as BoardDocs, where Board materials are published) ([I.B.034](#)). NVC has consistently exceeded the identified institution-set standards.

In 2018-2019, NVC revisited its institution-set standards for student achievement and identified stretch goals for each measure. The process began with review of recent performance data by the SSSC ([I.B.035](#)). In spring 2019, the standards and stretch goals were recommended by the SSSC, and approved by the Academic Senate, the PBC, and the Board of Trustees ([I.B.036](#)). As part of that process, NVC formalized its definition of "substandard performance" for triggering an institutional response. NVC adopted 95% of each standard as the threshold to trigger an institutional response to examine recent student performance more closely and develop plans to address the area of concern ([I.B.037](#)).

The 2018-2019 review yielded an increase in the institution-set standards for four of the five metrics selected by NVC. NVC retained 70% as the institution-set standard for successful course completion and established 76% as the stretch goal. In 2019-2020, NVC exceeded the newly established stretch goal, with a successful course completion rate of 76.9%. Performance on the remaining four metrics has fallen within the expected range, between the institution-set standard and the stretch goal since 2019 ([I.B.033](#)).

In addition to the standards established at the institutional level, select NVC programs have established program-set standards and stretch goals for job placement and licensure examination pass rates ([I.B.038](#)). NVC reports program-level performance on these two metrics – as well as institution-level performance on the five metrics identified above – to the ACCJC each year, via the Annual Report ([I.B.039](#)). The Annual Reports are published on the NVC website ([I.B.040](#)). Following the Annual Report submission each year, the Office of Research, Planning, and Institutional Effectiveness (RPIE) provides a summary of program-level performance to the deans of instructional divisions, to share with faculty and staff affiliated with the select instructional programs ([I.B.041](#)). The program-level standards are also incorporated into the program review process for programs with job placement and licensure exam data ([I.B.042](#)).

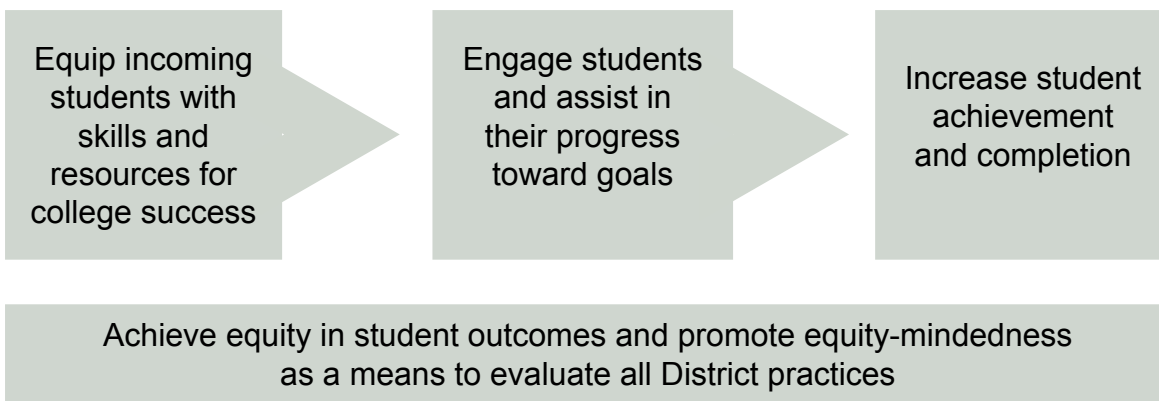
Analysis and Evaluation

The institution establishes and monitors both institution-set standards and program-set standards for student achievement through the Core Indicators Report, Annual Reports to the ACCJC, program review, and communications to select instructional programs. The Core Indicators Report summarizes recent institutional performance relative to the established standards for successful course completion, persistence, degree and certificate completion, and transfer each year. The report is presented to the PBC and the Board of Trustees and is posted on the college website. NVC demonstrated its commitment to continuous improvement by increasing four of the five institution-set standards in 2019.

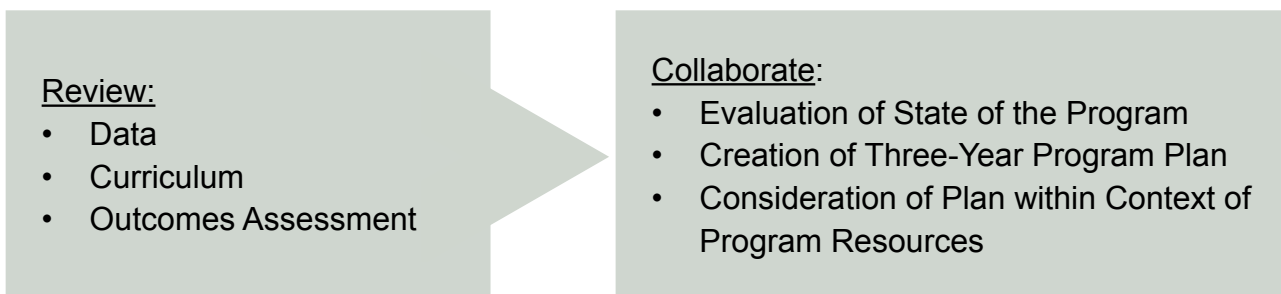
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

NVC uses assessment data to support student learning and student achievement at both the institutional and program levels. Institutional practices involving the use of data – to inform planning and to monitor annual performance – are described within Standard I.A.2. NVC operationalizes its mission through the ISP and uses the ISP to structure the annual planning and resource allocation process. The first four goals of the 2018-2023 ISP are directly associated with the student experience and supporting learning and achievement across the student progression ([I.B.043](#)).



Program review is the mechanism for ensuring that student learning and student achievement data are used to identify areas for improvement across NVC’s programs and services.



The program review process begins with data focusing on student learning and student achievement and culminates in the development of a three-year program-level plan, based on reflection on the data provided ([I.B.002](#)). Section I of program review incorporates program data, including retention and successful course completion rates (Section I.B.1) as well as degree/certificate completion and time to degree/certificate (Section I.C). Section III focuses on student learning outcomes assessment at the course and program levels. NVC’s learning outcomes assessment practices incorporate both quantitative and qualitative data, which are recorded regularly (both inside and outside of program review) in TracDat ([I.B.044](#)).

As faculty, staff, and administrators engage in program review, they reflect on the data provided and use it to identify effective practices that can be expanded, as well as areas for improvement, in support of student learning and achievement. The Program Review User’s Manual contains a series of “Questions to Help Guide Program Reflection” on the data ([I.B.003](#)). Recent areas for improvement identified through program review and intended to help increase student learning and achievement include: increasing retention and successful course completion rates, expanding degree/certificate offerings, refining learning assessment practices to support student learning, and strengthening inter-departmental connections to promote student success ([I.B.045](#)).

As described within Standard I.A.3, the three-year program-level plans that emerge from program review are used to develop unit-level plans submitted during the annual planning and budget process ([I.B.046](#)). Those annual plan submissions identify linkages between unit-level initiatives and ISP goals, and plans originating from program review are funded through the annual budget process.

Analysis and Evaluation

NVC uses student learning and achievement data to inform planning at both the institutional and program levels. Four of the six ISP goals are directly linked to student learning and achievement across the student progression. Program review incorporates student achievement and student learning outcomes assessment data and identifies program-level initiatives that feed directly into the annual planning and budget process, as described in Standard I.A.3. Annual unit plans directly link program-level initiatives to ISP goals. To reinforce the connection between institutional goals and improvements implemented at the program level, NVC revised the cover page for program review as the ISER was being developed ([I.B.047](#)). The cover page was expanded to include a section describing recent program-level activities intended to promote the goals of the ISP to document program-to-institution linkages through program review as well as the annual planning and budget process.

As the ISER was being developed, NVC identified a need to organize its institutional processes in a more deliberate manner to support student learning and achievement. The program review process, which focuses explicitly on student learning and achievement, serves as a model that can be expanded to practices at the institutional level. NVC also identified a need for a planning handbook to document institutional planning practices and provide a central reference guide linking processes such as program review and the annual planning and budget cycle. In order to strengthen institutional practices and create a common understanding of processes, NVC has developed Improvement Plan A to increase effectiveness of planning and budget practices.

Institutional Effectiveness

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

As described within Standard I.A.2, NVC assesses accomplishment of mission through a set of annual reports, including the Annual Progress Report, Core Indicators Report, and Vision for Success Performance Report. Annual Progress Reports document accomplishments associated with strategic initiatives identified in ISP Updates, and all three reports track performance against established baselines, standards, or/and goals.

All instructional programs and academic and student support services go through regular program review ([I.B.004](#)). The alignment between programs/services and the institutional mission as well as goals identified in the ISP is documented through a summary cover page ([I.B.047](#)). Program review includes the analysis of student learning outcomes and student achievement data, and data are disaggregated by program, course, and mode of delivery ([I.B.048](#)).

Section I of the Program Review Template includes three types of data describing demand for the program, student performance within the program, and completion of program requirements.

- *Demand* data (within Section I.A) includes headcount and enrollment, average section size, fill rates and productivity, and labor market demand (if applicable). The analyses provided by RPIE cover demand at both the course and the program levels.
- *Momentum* data include retention and successful course completion rates (presented within Section I.B). Section I.B.1 covers the rates at the course and program levels. Section I.B.3 includes disaggregation and comparison by mode of delivery.
- *Achievement* data (within Section I.C) includes program completion, time to completion, and program-set standards (for programs with job placement rates or/and licensure exam pass rates).

The Learning Outcomes Assessment section of the Program Review Template (Section III) summarizes assessment activities completed at the course and program levels over the last four- and six-year periods. As part of program review, faculty, staff, and administrators reflect holistically on assessment data collected within courses across the program in recent years ([I.B.049](#)).

Reflection on both student learning and student achievement data leads to the development of program-level improvement plans, structured around program-level initiatives ([I.B.050](#)). Program review also includes the identification of recent improvements and effective practices within the program, within the “Program Highlights” Section (Section V) ([I.B.051](#)). When NVC enters the second three-year program review cycle in 2022-2023, Section V of the Program Review Template will be expanded to include an evaluation of accomplishments associated with the three-year program plan developed during the first program review cycle (spanning 2019-2020 through 2021-2022).

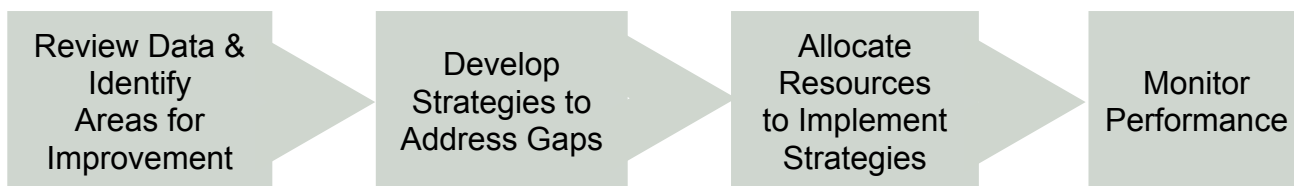
Analysis and Evaluation

As described in Standard I.A.2, NVC assesses accomplishment of mission and institutional goals and objectives through a series of regular reports. Program review ensures alignment between NVC’s programs and the college’s mission and goals. Program review includes comparison of course-level performance and program-level performance, as well as program-level performance and institution-level performance. For each program undergoing review, student achievement data are disaggregated by program, course, and delivery mode. Program review also includes reflection on learning outcomes assessment data collected at the course and program levels. When NVC enters the second three-year program review cycle (beginning in fall 2022), the “Program Highlights” portion of program preview will be the mechanism for ensuring the subsequent evaluation of improvements implemented since the previous program review. This refinement will align program-level planning and evaluation practices with the effective practices established at the institutional level.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

NVC disaggregates and analyzes student learning outcomes and achievement data among subpopulations of students through three parallel and complementary processes, including General Education Learning Outcomes (GELO) assessment, student equity planning, and program review. NVC’s practices in these three areas are structured around review of data to identify areas for improvement, implementation of strategies to address gaps, allocating resources to support implementation, and monitoring subsequent performance.



General Education Learning Outcomes (GELO) Assessment: NVC incorporates data disaggregated by subpopulations into student learning outcomes assessment across the institution, via the General Education pattern. In 2017-2018, inquiry groups began assessing General Education Learning Outcomes (GELOs) ([I.B.014](#)). In 2018-2019, English faculty assessed outcomes within English 90 (Preparing for College Composition and Research), a large-format class with more than 400 students. Data were disaggregated and analyzed by subpopulations, including race/ethnicity, foster youth, disability, and veteran status ([I.B.052](#)). In spring 2021, the practice of disaggregating assessment data was expanded to General Education courses across the institution ([I.B.053](#)). Sixty faculty from two instructional divisions assessed outcomes associated with two of the five General Education Areas ([I.B.054](#)).

Between 2017-2018 and 2019-2020, GELO assessment identified common needs across the institution, including the need for research and citation guides as well as math modules to support student success; and training in effective online pedagogy for faculty ([I.B.055](#)). When additional resources are required to implement strategies to address gaps, programs and services submit resource requests through the planning and budget process each year. In recent years, NVC has allocated resources to increase the presence of English faculty in the Writing Success Center, Supplemental Instruction offerings for gateway courses in science and math, professional development opportunities to support online teaching, as well as Library and learning resources ([I.B.056](#)). These additional resources helped address the needs identified through GELO assessment. The established cycle of GELO outcomes ensures that subsequent student performance is monitored following implementation of improvements ([I.B.057](#)).

Student Equity Planning: As part of the 2019-2022 Student Equity Plan, NVC reviewed data on five metrics associated with the progression of students from application through educational goal attainment ([I.B.058](#)). The data were disaggregated by subpopulations defined by gender in combination with another demographic characteristic (e.g., race/ethnicity, disability status, foster youth, first generation) and analyzed to identify cases of disproportionate impact. The plan includes strategies such as enhancing communications to students, expanding access to learning communities and support services, and implementing student planning to address the identified equity gaps.

NVC has allocated Student Equity funds to support the implementation of improvement plans identified in the Student Equity Plan, including expanding counseling supports and technology, securing new systems to facilitate communication with students, developing a First-Year Experience, and offering professional development ([I.B.059](#)). Annual reports track the implementation status of strategies identified in the plan, and NVC monitors performance by equity group ([I.B.060](#); [I.B.061](#)).

Program Review: NVC's program review process includes review of retention and successful course completion rates reported among student subpopulations ([I.B.062](#)). An analysis of performance at the institutional level – which identifies disproportionate impacts among equity groups defined by six characteristics (including race/ethnicity, gender, first generation, and veteran status) – provides the framework for the analysis at the program level ([I.B.063](#)). The analysis for program review highlights significant differences in performance at the program level (vs. the institutional level), focusing on the groups with disproportionate impacts found at the institutional level ([I.B.064](#)).

Program-level plans that emerge from program review include initiatives to address identified gaps among student demographic groups and among different delivery modes ([I.B.065](#)). During the annual planning and budget process, programs request additional resources needed to implement strategies to address those gaps ([I.B.066](#)). Recent planning and budget cycles demonstrate direct linkages between program review plans to address gaps and subsequent resource requests ([I.B.067](#)). As described within Standard I.B.5, subsequent program reviews will provide the opportunity to review data to assess the impacts the implemented strategies had on student performance and highlight recent improvements and effective practices ([I.B.051](#)).

In addition to addressing program-level requests through the annual planning and budget process, NVC has allocated resources to address common needs identified through program review across a number of programs. Examples include securing funding for Early Alert/Starfish in 2019-2020 and the creation of the Instructional Design Institute (IDI) in summer 2020. These allocations helped address institutional needs associated with implementation of the Guided Pathways framework as well as program-level needs identified through program review ([I.B.068](#)).

The IDI included effective online pedagogy and culturally responsive instruction, aligning with the professional learning needs identified in connection with the equity and distance education components of program review ([I.B.016](#)). The IDI was funded through a combination of sources, including Student Equity, Guided Pathways, and an Institutional Effectiveness Partnership Initiative Grant for training and development ([I.B.069](#)).

Analysis and Evaluation

NVC has institutionalized practices associated with the assessment of student learning and achievement, and those practices incorporate the disaggregation of data by student subpopulations. Student equity planning and program review occur at regular intervals and include review of data disaggregated by subpopulations. NVC has refined its process for collecting GELO assessment data across the institution – to enable the disaggregation of learning outcomes assessment data by subpopulation. NVC reviews data to identify areas for improvement and outlines strategies to address gaps as part of standard planning processes at both the institutional and program levels. NVC supports the implementation of improvements through a combination of designated funding (such as Student Equity) and the allocation of resources through the annual planning and budgeting process. NVC monitors performance as improvements are implemented and relies on subsequent planning processes (defined by regular review cycles) to document improvements and effective practices.

NVC's practices do not include a formal evaluation of efficacy of strategies implemented to address gaps among student subpopulations. To strengthen practices, NVC will implement a summative evaluation of the impact that implemented strategies have on institutional performance (between GELO assessment cycles and Student Equity Plans) and will expand Section V of the Program Review Template to include an assessment of the impact that changes have at the program level.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

NVC regularly reviews institutional policies and practices. Since the last comprehensive accreditation review, NVC has evaluated and revised policies and practices associated with institutional planning, program review, resource allocation, and governance ([I.B.070](#)).

NVC has refined institutional planning practices by (1) shifting away from one-year planning priorities (drawn from the ISP) to a multi-year prioritization model; (2) implementing an ISP structured around a limited number of broad institutional goals; and (3) identifying measures associated with the broad institutional goals ([I.B.071](#)). These refinements emerged from evaluations of the 2015-2016 and 2016-2017 (annual) planning cycles conducted by the Planning Committee ([I.B.072](#)). The changes were intended to provide more time to achieve stated priorities, capture efficiencies in institutional planning (by eliminating the need to establish annual planning priorities; as the ISP now reflects the priorities for the multi-year period covered by the plan), and strengthen planning practices ([I.B.073](#)).

NVC implemented a new program review process in 2019-2020. A subcommittee of the Planning Committee began the comprehensive review of the previous “program evaluation and planning process” in 2015-2016 ([I.B.074](#)). As a result of the review, the process was revised. Revisions included shifting from a six-year to a three-year cycle, streamlining the process by making it evidence-heavy and narrative light, and providing opportunity for dialog about the current state and the future

of the program/service area undergoing review. The Faculty Business Committee (FBC) approved BP 4021 Program Evaluation in spring 2019 ([I.B.075](#)). Data summarizing the reports completed under the new process demonstrate that the revisions achieved the intended outcomes ([I.B.076](#)).

NVC has also refined resource allocation practices since the last accreditation review, particularly in terms of intermediate- and long-term financial planning. For example, NVC incorporated multi-year financial projections into the budgeting process – by shifting from one-year projections to three-year financial planning ([I.B.077](#)). NVC has also refined the annual planning and budget process – by distinguishing between “Strategic Initiatives” and “Operational Continuance” within the Annual Planning and Budget Template (as discussed within I.A.3) and by identifying resource requests that require ongoing (as opposed to one-time) support ([I.B.078](#)). NVC has incorporated a new line item into the annual budget – to allocate funds specifically to Capital Outlay, to ensure that institutional needs in those areas are met ([I.B.079](#)). Finally, NVC has incorporated all funding sources into the annual budget process – to provide a more complete assessment of available resources and maximize support for requests submitted through the annual process ([I.B.080](#)). The 2017 Follow-Up Report documents several of these improvements in financial planning and resource allocation ([I.B.081](#)).

To ensure the effectiveness of governance processes, NVC relies on the Council of Presidents. BP 2511 College Governance, Decision Making, and Responsibilities (D1140) charges the Council of Presidents with conducting a final review of all policies and regulations/procedures outside the purview of the Academic Senate and conducting biennial evaluations of non-Academic Senate committees ([I.B.082](#)). In spring 2018, the Council of Presidents began reviewing and revising BP 2510 Participation in Local Decision-Making and developing the associated AP 2510 ([I.B.083](#)). NVC initiated this review to address Recommendation 10 from the 2015 accreditation review process ([I.B.084](#)). The review process yielded a revised BP 2510, approved by the Board of Trustees in 2019 ([I.B.085](#)). The Council of Presidents and the Academic Senate have been engaged in the development of AP 2510 since October 2018 ([I.B.086](#)). In spring 2021, the Council of Presidents began reviewing two drafts of AP 2510 – one from the Council of Presidents as of September 2019, and one from the Academic Senate developed in summer 2020 ([I.B.087](#)).

Since the last comprehensive accreditation review, NVC has revised its governance structures – focusing on Academic Senate committees and District committees associated with planning and budget. In 2017, the Academic Senate proposed a new committee structure to be piloted for two years ([I.B.088](#)). The new structure merged the Planning and Budget Committees into one joint committee and reduced the number of Academic Senate committees. The structure was evaluated and refined following the two-year pilot, and that structure has remained in place since 2019 ([I.B.089](#)). Although the Council of Presidents approved the committee structure proposed by the Academic Senate, the Council of Presidents has not conducted a comprehensive or regular biennial review of the larger committee structure in recent years.

Analysis and Evaluation

NVC regularly reviews policies and practices, including those associated with institutional planning, program review, resource allocation, and governance. NVC has refined planning, program review, and resource allocation practices in a number of ways since the last comprehensive accreditation review. Committees with responsibilities in these areas – most notably the PBC and its separate precursors – have initiated the review and evaluation process, either through formal evaluation or regular refinement of practices. It should be noted that while these evaluations and the regular review of BPs/APs have yielded improvements in NVC practices, the reviews have not included a direct evaluation of effectiveness, the impact on academic quality, and the accomplishment of mission. The need to incorporate the evaluation of effectiveness into all institutional review processes emerged as a theme across the ISER. Improvement Plan B is intended to help address this need.

Evaluation of NVC's governance practices will be covered in greater detail within the response to Standard IV.A.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

NVC communicates the results of assessments and evaluations conducted at the institutional and program levels in a variety of ways, including regular committee, constituent group, and Board meetings; as well as forums, email communications, and postings on the college website.

NVC has institutionalized practices for communicating the results of activities that occur at regularly established intervals. Those activities include the annual planning and budget process, annual comparisons of performance and institutional goals, and biennial assessment of ILOs/GELOs. The results of the annual planning and budget process – in both tentative and final formats – are communicated to the PBC at regular meetings, shared with the campus community at forums, and taken to the Board of Trustees for action ([I.B.090](#)). Institutional performance reports such as the Core Indicators Report and the Annual Progress Report are presented to the PBC and the Board of Trustees, posted on the college website, and announced to the campus community via email ([I.B.091](#)). Summaries of ILO/GELO assessment are presented to the FBC, posted on the Learning Outcomes Assessment website, and distributed among deans and division chairs as information to incorporate into the annual planning process ([I.B.092](#)).

As described throughout Standard I.B, recent evaluations of NVC practices have yielded improvements in practices across the institution. Refinements since the last comprehensive review include:

- Updating institutional plans
- Adjusting planning and budgeting practices
- Implementing a new program review process
- Adjusting committee structures

NVC communicates institutional changes such as these through multiple venues and channels, as described below.

The institution-level plans and reports referenced throughout Standard I.B are regularly shared with campus committees, constituent groups, and the Board of Trustees ([I.B.093](#)). The paths for institution-level plans such as the EMP Update and the Student Equity Plan include presentations to different audiences, including approval by the Academic Senate and the PBC before being forwarded to the Board of Trustees ([I.B.094](#)). Once approved by the Board of Trustees, these guiding institutional documents are posted on the NVC website ([I.B.095](#)). As described within Standards I.A.2 (regarding EMP Updates) and I.B.6 (regarding the Student Equity Plan), these institutional plans identify strengths and weaknesses, through the “Challenges,” “Key Findings,” and disproportionately impacted groups highlighted in the respective reports.

Changes in planning and budget practices are communicated through forums, including the planning and budget development forums launching the annual process ([I.B.096](#)). When the new program review process was developed, it was shared with the PBC, and the FBC approved the AP outlining the new process ([I.B.097](#)). When the Academic Senate proposed merging the Planning and Budget Committees to form one joint committee, the proposal was presented to the Council of Presidents ([I.B.098](#)). The constituent group leaders were, in turn, responsible for communicating the change among their respective members.

NVC also communicates the results of assessments conducted at the program level. As described within Standards I.B.2, 4, and 5, the results of student learning outcomes assessment at the program level are summarized and documented through program review. Program review reports are posted on the RPIE website ([I.B.099](#)). Summaries of the results from program review are presented to the campus community via Program Review Forums ([I.B.100](#)). The Program Review Forum is structured around a regular meeting of the PBC, so that that body is informed of program-level plans that will factor into subsequent annual planning and resource allocation processes ([I.B.101](#)).

Analysis and Evaluation

NVC communicates the results of assessments conducted at the institutional and program levels through a variety of means, including regular committee meetings, Board of Trustees meetings, forums, the website, and email. Guiding institutional plans, data reports summarizing recent performance, changes in institutional practices, and the results of program review are shared with a variety of audiences and published on the college website. These communications contribute toward a common understanding of strengths and weaknesses. NVC also engages multiple groups in institutional goal-setting associated with institutional planning processes, as described in Standards I.B.1 and 3.

As the ISER was being developed, NVC identified an area for improvement regarding communication of the results of the annual budget process. As described within Standards I.A.3 and I.B.4, linkages between unit-level plans and the ISP are tracked throughout the annual planning and budget process. To date, the presentations at the tentative and final budget forums have been structured around the

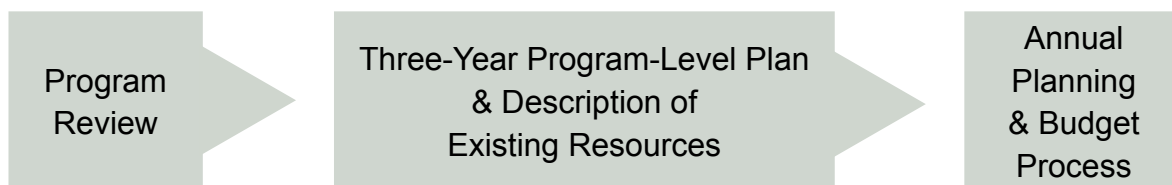
four administrative areas of the institution, rather than the ISP goals that provide the foundational structure for the annual planning and budget process. In order to strengthen communications and underscore the connection between institutional priorities and funding decisions, NVC should extend the linkages identified at the beginning of the process (at the unit level, through the template) through the communications at the end of each annual process. NVC has already taken steps toward implementing this improvement. In September 2021, the PBC reviewed the 2021-2022 funded priorities within Academic Affairs, structured around the ISP goals ([I.B.102](#)).

- 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

NVC engages in continuous planning and evaluation, through program review and institutional planning and resource allocation. Planning and evaluation practices are broad based, as all instructional programs as well as academic and student support services undergo program review according to an established three-year cycle ([I.B.004](#)). The PBC is the mechanism for ensuring broad-based participation in planning and resource allocation at the institutional level. The PBC reviews and approves institutional plans and annual budgets, structures the annual planning and budget process, and is informed of the results of program review across the institution through presentations at the annual forum.

NVC’s program review process culminates in the development of a three-year plan for the program or service ([I.B.001](#)). As faculty, staff, and administrators complete their program review reports, they consider the emerging program-level plan within the context of existing resources and identify any additional resources needed to implement the initiatives outlined in the plan ([I.B.046](#)). The program-level plan and the description of program resources relative to that plan (documented through program review) are then used to inform the development of annual plans and resource requests over the subsequent three-year period ([I.B.046](#)).



Resource allocation to promote initiatives that emerge from program review occurs through the annual planning and budget process. The PBC recommends parameters for the development of the annual budget, and those Budget Development Values and Assumptions are approved by the Board of Trustees ([I.B.103](#)).

During the annual planning and budget process, all budget centers across the institution submit annual plans describing unit-level initiatives and identifying associated resource needs. The academic divisions, which are structured around groups of instructional programs defined by discipline, serve as the budget centers (or “units”) for instructional programs. The annual unit plans submitted by academic divisions represent a compilation of program-level plans within the division. Based on the conversations that occur during program review and the plans that emerge from the review process, faculty coordinate with their respective dean to incorporate program-level plans into the annual unit plan for the division. Faculty Department/Program Coordinators play an integral role in this step of the process, as they are assigned responsibility for “coordinating program review . . . and other program development, including completion of annual planning and budget documents” ([I.B.104](#)). Three-year plans from program review as well as evaluation of ongoing operational and emergent needs are incorporated into the annual unit-level planning process. For instructional programs, the prioritization among program-level requests begins at the division level.

The Annual Planning and Budget Template includes a drop-down menu to link program-level initiatives directly to the institutional priorities articulated in the ISP ([I.B.078](#)). Resources needed to implement each initiative – including staffing, facilities, equipment, technology, supplies, and other operating expenses – are recorded in the template ([I.B.105](#)).

The four Area Councils (Academic Affairs, Student Affairs, Administrative Services, and President’s Area) review the resource requests submitted within their respective areas each year and prioritize among them ([I.B.106](#)). The President and Vice Presidents then forward the funding priorities identified at the Area Council level to President’s Cabinet for prioritization at the institutional level ([I.B.107](#)). All resource allocation decisions are made within the context of available resources ([I.B.108](#)). In 2019-2020, NVC refined its budget practices – to identify all possible funding sources and the types of activities that are appropriate for each funding source prior to the allocation process – to maximize use of available resources and increase effectiveness ([I.B.109](#)). During the 2021-2022 planning and budget cycle, Cabinet developed a formal set of criteria that was applied to identify funding priorities across the institution ([I.B.110](#)). The criteria included alignment with mission as well as existing institutional plans and strategic directions, external compliance requirements, and a goal of maximizing use of existing resources and blending funding revenue.

The funded priorities that emerge out of the prioritization process are incorporated into the tentative and final budgets, which are reviewed and recommended by the PBC and shared with the campus community via two forums ([I.B.111](#)). Resource allocations made through the annual process enable the implementation of program-level plans and help address short-term needs within programs and services. Implementation of program-level initiatives identified through program review leads to accomplishment of mission and improvement of institutional effectiveness and academic quality. Examples drawn from the 2018 (pilot) program review process demonstrate the direct linkage between program review, subsequent annual planning and resource allocation processes, and the implementation of improvements to achieve institutional goals and increase academic quality ([I.B.112](#)). The three-year program review plans developed by Mathematics, English, Communication Studies, and the Testing Center in 2018 required human resources (to increase tutoring and Success

Center support and provide professional development for faculty), facilities resources (to create active learning environments and designated lab spaces for students within specific disciplines), and technology (to support students in the classroom and help track student usage of services). These requests – which were linked with ISP Goals 1, 2, and 3 in the Annual Planning and Budget Template – became funded priorities for 2019-2020. The 2019-2020 Progress Report summarized institutional accomplishments, including those associated with the plans developed during the 2018 program review process ([I.B.113](#)).

NVC addresses short- and long-term resource needs through a combination of the annual planning process (to address unit-level needs) and a system of institutional plans (to address needs across the institution). Through the Annual Planning and Budget Template, all budgetary units identify staffing, facilities, equipment, technology, and other operating expenses needed to implement improvements and maintain existing operations ([I.B.105](#)). The Academic Affairs Council prioritizes among the needs for full-time faculty positions documented through the annual planning and budget process ([I.B.114](#)). President's Cabinet tracks and prioritizes among the classified and administrative positions identified each year ([I.B.115](#)).

Long-range institutional resource needs and considerations are documented in guiding institutional plans including EMP Updates, Facilities Master Plan (FMP), and Technology Master Plan (TMP) ([I.B.116](#); [I.B.117](#); [I.B.118](#)). The EMP Update includes ten-year population projections and highlights changes that might impact NVC enrollment in the coming years. The FMP and TMP include inventories of anticipated resources needed to maintain existing structures and supports and to replace equipment regularly.

The Budget Development Values and Assumptions that frame the annual resource allocation cycle underscore linkages between institutional planning priorities and resource allocation decisions ([I.B.103](#)). For example, the “Integration to Planning” section of those documents indicates that the “District will fund priorities consistent with area plans.” The alignment between Annual Planning and Budget Template and the ISP, as well as the prioritization of resource allocation requests by Area Councils each year, document the linkages throughout the process. The “Fiscal Stability” and “Personnel” sections of the Budget Development Values and Assumptions describe practices for ensuring sufficient institutional resources and prioritizing among staffing needs. In 2019-2020, a section directly addressing “Facilities Maintenance and Capital Improvements” was added, and included reference to the FMP. In 2020-2021, that section was expanded to include “Technology Maintenance” as well, with reference to the Technology Plan. Over the past four cycles, the presentations on the final budgets have been refined, to highlight these new practices. The final budgets have shifted from identifying planning priorities within each area and general staffing approaches across the institution to reporting augmentations to each area (in dollars), hiring priorities, and designated allocations to facilities and technology improvements ([I.B.119](#)).

Analysis and Evaluation

NVC has a comprehensive planning and resource allocation system that involves all areas of the institution. All instructional programs and academic and student support services undergo program review, which informs the development of unit plans and resource requests submitted through the annual planning and budget process. The PBC plays an integral role in institutional planning and budgeting, as it recommends planning priorities (through the ISP) as well as budget parameters (at the beginning of the process) and recommends the tentative and final budgets (at the end of the process).

The annual planning and budget process is designed to support the realization of the mission via the ISP. All budgetary units submit annual unit plans identifying resources needed to implement new activities to promote institutional goals (categorized as “Strategic Initiatives”) and to maintain current offerings (categorized as “Operational Continuance”). Resource requests are channeled from budgetary units, through Area Councils, and to President’s Cabinet. Resource requests are prioritized at each successive level. In recent years, NVC has refined its resource allocation practices to address long-term facilities and technology needs across the institution.

During the ISER development process, NVC identified several areas for improvement associated with the annual planning and resource allocation process. While the annual resource allocation process helps address short-term program-level needs (identified through program review as well as the annual planning process), there is not a mechanism for identifying and addressing needs beyond the unit level. Shared resources such as classrooms that are not designated to specific programs and equipment in those classrooms are examples of needs that might not be documented and addressed within the existing process. NVC also identified a need to clarify the decision-making process for determining resource-allocation priorities among President’s Cabinet and a need to strengthen linkages between resource allocation decisions and accomplishment of mission, including improving institutional effectiveness and academic quality. While the ISP drives the annual planning and budget process, NVC does not have an established practice of reporting the impact that resource allocations had on advancing institutional goals, including the impact on student learning and achievement. These considerations have been incorporated into the three institutional Improvement Plans outlined below.

Conclusions on Standard I.B. Assuring Academic Quality and Institutional Effectiveness

Through program review and institutional planning, NVC continuously evaluates, plans, and implements improvements to promote mission, increase academic quality and institutional effectiveness, and promote student learning and achievement. NVC uses quantitative and qualitative data to evaluate student learning and achievement, including disaggregation by student subpopulations to identify gaps. NVC identifies areas for improvement at the program and institutional levels, through both formal and informal evaluation practices. The new program review process has provided opportunity for honest reflection on student learning, equity, and achievement, which has been used to inform program-level improvement plans. Plans that emerge from program review are incorporated into the annual planning and resource allocation process, which involves the whole campus community, with the PBC playing an important role in structuring the process at the beginning and recommending the annual budget at the end. NVC has refined practices across the institution,

including program review, planning and resource allocation, and governance structures in recent years. In the spirit of continuous improvement, NVC has identified several areas for strengthening practices associated with Standard I.B, including planning and budget practices, evaluation of effectiveness, and participatory governance and decision-making structures. Findings from Standard I.B have been incorporated into the three respective Improvement Plans below.

Improvement Plans

- [Improvement Plan A](#)
- [Improvement Plan B](#)
- [Improvement Plan C](#)

Evidence List

- I.B.001 Program Review Overview
- I.B.002 Program Review Template
- I.B.003 Program Review User's Manual
- I.B.004 Program Review Cycles
- I.B.005 Sample Program Review Reports – Dialog
- I.B.006 Committee Structure and Charges
- I.B.007 Sample Committee Meeting Minutes
- I.B.008 Sample Minutes from Planning and Budget Committee – Review of Reports
- I.B.009 Sample Minutes from Equity and Inclusivity Committee
- I.B.010 Sample Minutes from Faculty Business Committee – Outcomes
- I.B.011 Sample Minutes from Faculty Business Committee – Distance Education
- I.B.012 Sample Minutes from Students Success Standards Committee and Planning and Budget Committee – Goal Setting
- I.B.013 Sample Minutes from Professional Development Committee
- I.B.014 Institutional Learning Outcomes and General Education Learning Outcomes Assessment Summaries
- I.B.015 Flex Day Agendas and Descriptions of Activities
- I.B.016 Academic Senate Instructional Design Institute Report
- I.B.017 Caring Campus Description and Commitments
- I.B.018 Summer Institute Offerings
- I.B.019 List of Student Learning Outcomes for Instructional Programs
- I.B.020 List of Student Learning Outcomes for Academic and Student Support Services
- I.B.021 Outcomes among Programs without Degrees or Certificates
- I.B.022 Degree and Certificate Outcomes in Catalog
- I.B.023 Course and Program Assessment Cycles
- I.B.024 Academic and Student Support Assessment Cycles
- I.B.025 Learning Outcomes Assessment Communications Schedule and Sample Communications
- I.B.026 Sample Maps for Program-Level Assessment
- I.B.027 Program Learning Outcome Assessment Template
- I.B.028 Most Recent Assessment for Courses, Programs, and Services
- I.B.029 Sample Reflections from Program Review – Outcomes Assessment

- I.B.030 Learning Outcomes Website
- I.B.031 Workshop Calendar
- I.B.032 2016 Annual Report to ACCJC
- I.B.033 Core Indicators Reports
- I.B.034 Agendas and Website
- I.B.035 Materials from Student Success Standards Committee
- I.B.036 Minutes from 2019 Review
- I.B.037 Proposed Standards Presented to Board of Trustees
- I.B.038 Program-Level Standards
- I.B.039 Annual Reports to ACCJC
- I.B.040 Annual Reports on Website
- I.B.041 Communication Summaries for Select Programs
- I.B.042 Sample Program Review Reports – Programmatic Standards
- I.B.043 2018-2023 Institutional Strategic Plan
- I.B.044 Sample Outcomes Assessment Result Summaries
- I.B.045 Sample Program Review Cover Pages Identifying Areas for Improvement
- I.B.046 Section IV of Program Review User’s Manual
- I.B.047 Program Review Cover Page, Fall 2021
- I.B.048 Sections I and III of Program Review Template
- I.B.049 Section III of Program Review User’s Manual
- I.B.050 Section IV of Program Review Template
- I.B.051 Section V of Program Review Template
- I.B.052 English 90 Student Learning Outcomes Disaggregated Data Report
- I.B.053 General Education Learning Outcomes/Institutional Learning Outcomes Assessment Pilot
- I.B.054 Faculty Participants Spring 2021 GELO Assessment
- I.B.055 Select Summaries of General Education Learning Outcomes Assessment
- I.B.056 Examples of Funded Initiatives
- I.B.057 General Education Learning Outcomes Assessment
- I.B.058 2019-2022 Student Equity Plan
- I.B.059 Student Equity and Achievement Program Annual Report 2019-2020
- I.B.060 Summary of Implementation Status
- I.B.061 Update on Student Equity Performance Metrics
- I.B.062 Section I.B.2 of Program Review Template
- I.B.063 Student Equity Analysis at Institutional Level
- I.B.064 Sample Equity Analyses from Program Review Reports
- I.B.065 Program Review Reports that Include Plans to Address Equity and Distance Education Gaps
- I.B.066 Annual Plans and Resource Requests Associated with Program Review
- I.B.067 Samples of Program Review to Annual Resource Request Linkages
- I.B.068 Examples of Needs Identified through Guided Pathways and Program Review
- I.B.069 Support for Instructional Design Institute 2020-2021
- I.B.070 Recent Review of Select Board Policies
- I.B.071 Proposal: New Approach
- I.B.072 Evaluations of Annual Planning Cycles

- I.B.073 Planning Practices 2015-2016 and 2020-2021
- I.B.074 Description of Comprehensive Review of Program Evaluation and Planning Process and Associated Planning Committee Minutes
- I.B.075 Materials from Faculty Business Committee 043019
- I.B.076 Introductions to Program Review Forums
- I.B.077 Three-Year Financial Plan 2016
- I.B.078 Annual Planning and Budget Template
- I.B.079 Recent Adopted Budgets
- I.B.080 Funding Sources Incorporated into Annual Process
- I.B.081 Response to Recommendation 9
- I.B.082 BP 2511 College Governance, Decision Making, and Responsibilities (D1140)
- I.B.083 Timeline of Review of BP 2510 and Development of AP 2510
- I.B.084 Response to Recommendation 10
- I.B.085 Approval of BP 2510
- I.B.086 AP 2510 Council of Presidents and Academic Senate
- I.B.087 Council of Presidents Minutes, Spring 2021
- I.B.088 Academic Senate Proposal
- I.B.089 Academic Senate Updated Proposal
- I.B.090 Calendar of Forums and Action by Planning and Budget Committee
- I.B.091 Sample Meeting Agendas and Email Communications
- I.B.092 Communications Regarding ILO/GELO Assessment
- I.B.093 Communication Path of Institutional Plans and Reports
- I.B.094 Recommendation Paths for Institutional Plans
- I.B.095 Plans Posted on Website
- I.B.096 Communication of Planning and Budget Practices
- I.B.097 Communication and Action Associated with Program Review
- I.B.098 Academic Senate Proposal to Council of Presidents
- I.B.099 Program Review Website
- I.B.100 Program Review Forum Presentations
- I.B.101 Program Review Forum Agendas
- I.B.102 2021-2022 Funded Priorities within Academic Affairs Restructured
- I.B.103 Budget Development Values and Assumptions
- I.B.104 Program Coordinator Job Description
- I.B.105 Description and Type of Request
- I.B.106 Example from Academic Affairs Council
- I.B.107 Annual Planning and Budget Timeline
- I.B.108 General Fund and Other Sources
- I.B.109 Funded Priorities Based on Funding Sources
- I.B.110 Criteria in Tentative Budget
- I.B.111 Budget Forums
- I.B.112 2018 Program Review Pilot, 2019-2020 Funded Priorities, and 2019-2020 Progress Report
- I.B.113 Program Review to Progress Report
- I.B.114 Faculty Hiring Prioritization

- I.B.115 Prioritization of Classified and Administrative Positions
- I.B.116 Educational Master Plan Updates
- I.B.117 Facilities Master Plan
- I.B.118 Technology Master Plan
- I.B.119 Changes in Final Budget Presentations

I.C. INSTITUTIONAL INTEGRITY

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The Napa Valley College (NVC) Catalog, which is updated and published annually and available to students, prospective students, and the public on the NVC website, includes the mission statement, learning outcomes, educational programs, student support services, and accreditation information. To ensure the clarity, accuracy, and integrity of the information and content, the catalog is reviewed, revised, and updated annually through a collaborative process managed by the Office of Academic Affairs ([I.C.01](#)). The Office of Academic Affairs regularly consults with appropriate staff to ensure that the most current information is presented in the catalog, including the content directly associated with the Standard ([I.C.02](#)). The Accreditation page of the catalog conveys current and accurate information about NVC's accreditation status as well as programmatic accreditation ([I.C.03](#)). Institutional and programmatic accreditation is also included on the NVC website, one click away from the homepage and within program websites, respectively ([I.C.04](#)).

In 2019-2020, NVC incorporated a new format to the online catalog. The new format was intended to facilitate direct navigation to specific sections containing information most pertinent to students. The navigation menu embedded within the online catalog highlights information pertaining to admission, financial aid, degree requirements, resources and support for student success, and courses ([I.C.05](#)).

Analysis and Evaluation

The Catalog is the main repository for current information regarding NVC's mission, accreditation status, learning outcomes, educational programs and student support services. The Catalog is revised and updated annually. The Catalog is available to the campus community, current and prospective students, and the public from the NVC website homepage.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

NVC provides both a print and an online version of the catalog for students and prospective students each year ([I.C.06](#)). The print catalog is distributed through the Office of Student Affairs. The online catalog is available from the NVC homepage. The NVC Catalog includes all required elements listed in the "Integrity in Communication with the Public" section of Eligibility Requirement (ER) 20 ([I.C.07](#)). NVC ensures the accuracy and currency of this information through the catalog update process managed by the Office of Academic Affairs, which includes all appropriate personnel in the annual review process ([I.C.01](#)).

Analysis and Evaluation

NVC provides both a print and electronic catalog every year to all constituencies and the public. Catalog content is reviewed annually for accuracy according to the established catalog update process. Changes to the information in the catalog are communicated by the responsible parties and updated by the Curriculum Analyst, as needed. All information listed under ER 20 is included in the NVC Catalog and verified during the catalog review process.

- 3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Evidence of Meeting the Standard

NVC regularly communicates assessment of student learning and student achievement to appropriate constituencies and the public through the college website, reports, and program review.

NVC assesses its institutional learning outcomes every two years. The results of assessment conducted across the institution are posted on the Learning Outcomes Assessment page of the NVC website ([I.C.08](#)). Annual reports containing student achievement data are posted on the website of the Office of Research, Planning, and Institutional Effectiveness (RPIE) ([I.C.09](#)). Those reports include the Core Indicators Report which compares recent performance against institution-set standards defining academic quality as well as Annual Progress Reports that include student achievement data ([I.C.10](#); [I.C.11](#)).

Institutional quality reports, including student achievement data, are submitted to the ACCJC annually, and the reports are published on the college website ([I.C.12](#)). NVC also posts reports summarizing annual submissions to the National Center for Education Statistics via the Integrated Postsecondary Education Data System (IPEDS). Those reports include student achievement data, including student completion and graduation rates ([I.C.13](#)). Student achievement data is also included in the college's Community Annual Reports, published by the Office of Public Affairs ([I.C.14](#)).

As detailed within Standards I.B and II.A, all instructional programs go through program review every three years. Program review includes documentation and evaluation of student learning and student achievement at the course and program levels. Program review reports including this data are posted on the college website ([I.C.15](#)).

Analysis and Evaluation

NVC regularly communicates matters of academic quality, demonstrated through documented assessment of student learning, to appropriate constituencies including students and the public, via institutional reporting and the college website. Appropriate annual and biennial reports, including summaries of ILO assessment, the Core Indicators Report, Annual Progress Reports, reports submitted to the ACCJC, and program review reports are published and readily available on the college website.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Degree and certificate pages of the NVC Catalog include statements of purpose, content, course requirements, and expected learning outcomes ([I.C.06](#); [I.C.16](#)). Where applicable, the program descriptions include information about course sequencing and program-specific admission requirements ([I.C.17](#)). Students and prospective students can access information on degrees and certificates in multiple ways via the online Catalog. By selecting the “Degrees and Certificates” section of the Catalog, students can explore all of the degrees and certificates offered by NVC. The page includes direct links to the program pages of the Catalog as well as departmental websites ([I.C.18](#)). The “Areas of Study” section of the online Catalog lists all NVC academic departments alphabetically ([I.C.19](#)). Students can access information about individual departments and their associated degree and certificate programs by selecting a specific department from the list. The “Degree and Certificates” tab for each area of study lists all degrees and certificates offered and includes direct links to pages outlining program requirements as well as course offerings ([I.C.20](#)).

Analysis and Evaluation

The NVC Catalog includes complete descriptions of degrees and certificates offered by NVC, including purpose, content, course requirements, and expected learning outcomes. In addition, NVC has started to incorporate information about specific career opportunities into the program pages of the catalog ([I.C.21](#)).

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

To ensure integrity, NVC regularly reviews its board policies and administrative procedures according to a schedule maintained by the Office of the President ([I.C.22](#)). The Office of the President, in collaboration with the Office of Academic Affairs, maintains an ongoing “Policy Tracker” document which includes all BPs and APs under review ([I.C.23](#)). This cyclical review process is detailed in response to Standard IV.A.

As the NVC Catalog is reviewed every year, it reflects current institutional practices regarding the representation of NVC’s mission, programs, and services ([I.C.01](#)). As described in the responses to Standards I.C.1 and I.C.2, during the catalog update process appropriate faculty and staff review all representations of programs and services to ensure accuracy. The online catalog is centrally managed and coordinated by the Curriculum Analyst. To further ensure accuracy, the Curriculum Analyst is a member of the Curriculum Committee, which reviews all course and program proposals and updates ([I.C.24](#)). The Curriculum Analyst regularly updates catalog descriptions of courses and programs to reflect changes to courses and programs.

Analysis and Evaluation

BPs and APs are continuously reviewed as part of a cyclical process managed by the Office of the President. This process and other institutional governance procedures are detailed in the responses to Standard IV.A.

NVC's current catalog management process (described in within Standard I.C.1) ensures integrity and accuracy in all representations of mission, programs, and services. NVC is currently in the process of migrating from one curriculum management system (CurricUNET) to another (CourseLeaf). This transition will facilitate the integration between curriculum management, the Catalog, and the website. Under current practices, changes are entered into multiple locations, with different personnel responsible for updating information in different systems. CurricUNET does not interface with the college catalog, the college website, or Colleague (NVC's institutional data management system). As a result, the Curriculum Analyst has had to manually enter program updates to the college catalog. Most programs maintain their own program webpages, and it has been up to individual program faculty and staff to ensure accuracy on their own webpages. NVC's adoption of CourseLeaf will streamline and integrate program updates and ensure accuracy in all locations program information is published. Under the new system, Colleague will be the source for the Catalog and website. The CourseLeaf catalog product will help ensure that course data remains accurate as it is entered into Colleague. The CourseLeaf curriculum management product will ensure program descriptions remain accurate in the college catalog. Program descriptions on college webpages will no longer be displayed separately but will be linked directly to the college catalog.

In the past, NVC's website has been managed through a decentralized process, which did not support the establishment of regular review. NVC is in the process of launching a new, modernized website, which will facilitate the implementation of an annual review calendar and approval workflow to ensure accuracy and uniformity, particularly in areas related to public disclosure of the mission, programs, and services. NVC is also hiring a web and content specialist, who will manage the college website as part of the operations of the Public Information Office. This new position will monitor the college website for the purpose of maintaining current and accurate information ([I.C.25](#)). The Curriculum Analyst will be responsible for ensuring accuracy in representations of programs on the new website.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The Financial Information section of the NVC Catalog includes information on student fees including enrollment fees, non-resident and international tuition fees, accident insurance fee, student health services fee, student representation fee, materials fees, international student fees, and the fee appeal and refund processes ([I.C.26](#)). The Catalog also contains a link to the Board Policy and Administrative Procedures related to fees, and a link to the information on NVC fee and refund processes ([I.C.27](#); [I.C.28](#)). The annual catalog update process described in Standard I.C.1 includes notification of changes to student fees.

Textbook and other course materials costs are communicated to students during the registration process in both the WebAdvisor and Self-Service platforms ([I.C.29](#); [I.C.30](#)). Students are informed of low and zero-cost (open educational resource) options and the purchase prices of textbooks/other materials required for individual courses. Textbook and course materials costs, when applicable, are also available on the NVC Bookstore website ([I.C.31](#)).

The NVC website provides a “Net Price Calculator” tool that provides students and prospective students comprehensive information about the cost of attending NVC – including tuition and fees, estimated room and board, estimated books and supplies, and other expenses (such as transportation and personal expenses) ([I.C.32](#)).

Analysis and Evaluation

Through the NVC Catalog, the bookstore, the college website, WebAdvisor, and Self-Service, NVC provides current and accurate information on the total cost of education to all students.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

NVC publishes BP 4030 Academic Freedom, which describes the shared understanding of academic freedom and responsibility and commitment to intellectual freedom for all constituent groups ([I.C.33](#)). BP 4030 defines academic freedom and responsibility as “integral to the mission” of the college and demonstrates NVC’s commitment to protect a learning environment “free from censorship, coercion, and other undue restrictions.” BP 4030 promotes “free discussion and access to information” and protects the intellectual freedom of “all members of the academic community.” NVC balances academic freedom with “professional responsibility,” defined as the performance of “all professional and educational duties and obligations,” including efforts to be “accurate, respectful, and fair.” The “College Policies” section of the Catalog includes a link to BP 4030, under “General Academic Policies.” The link navigates to the BoardDocs site, where all NVC BPs are published ([I.C.34](#)).

Analysis and Evaluation

NVC ensures its institutional integrity through a clear and sustained commitment to the free pursuit and dissemination of knowledge and the right of free intellectual expression, as established in BP 4030.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

NVC upholds published policies and procedures that promote honesty, responsibility, and academic integrity for all constituent groups. All constituent groups fall under one or more of the policies and procedures identified within this Standard.

As related to students, NVC upholds and publishes BP 5500 Standards of Student Conduct and BP 5505 Academic Honesty. Both policies are listed within the “Students’ Rights and Responsibilities” section of the “General Academic Policies” included in the Catalog, and BP 5500 is posted on the Student Affairs Website ([I.C.34](#); [I.C.35](#)). These policies are implemented in coordination with Administrative Procedures (APs), including AP 5500 Standards of Student Conduct, which are published through BoardDocs ([I.C.36](#); [I.C.37](#); [I.C.38](#)). AP 5500 specifically identifies dishonesty, cheating, plagiarism, forgery and furnishing false information as actionable misconduct. “Significant disruptive behavior,” obstruction, abuse, harassment and bullying are also specifically prohibited. If, through clear and established procedures, a student is found to have violated the standards of student conduct, AP 5500 provides that “students may be removed from class, warned, censured, put on conduct probation, suspended or terminated from financial aid, suspended, or expelled.”

As related to all employees, NVC upholds and publishes BP 7115 Ethical Standards as well as AP 7115.1 ([I.C.39](#); [I.C.40](#)). Additionally, each employee group has its own code/statement of ethics. The Statement of Faculty Ethics is published on the Academic Senate homepage and is publicly accessible ([I.C.41](#)). The Classified Senate Code of Ethics is found under the “Committee Pages and other Resources” link on the Classified Senate’s homepage and is publicly accessible ([I.C.42](#)). The Administrative-Confidential Code of Ethics is available on the Administrative Senate’s website, currently accessible with appropriate login credentials ([I.C.43](#)).

NVC recommends that course syllabi include a summary of the Standards of Student Conduct policy, particularly with respect to academic honesty, or include links to the appropriate policies as published on the Office of Student Affairs webpage ([I.C.44](#)).

Analysis and Evaluation

NVC’s institutional commitment to honesty, responsibility, and integrity is demonstrated through its values statement ([I.C.45](#)). BP 5500 Standards of Student Conduct and its associated AP are established and published in the Board Policy Manual and on the Student Affairs Website. The Standards of Student Conduct provide clear and specific expectations for student behavior and academic honesty and identify disciplinary procedures and actions that will result from the violation of these expectations. Board Policy 7115 (Ethical Standards) also promotes a culture of “honesty, integrity and responsibility” and applies to all District employees. The respective senates of the employee groups (faculty, classified professionals and administrative/confidential) have adopted their own Standards of Ethical Conduct, appropriate to the role of each group.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

BP 4030 Academic Freedom requires faculty to “distinguish between personal conviction and professionally accepted views in a discipline” ([I.C.33](#)). The Statement of Faculty Ethics adopted by the Academic Senate commits all faculty to do the same ([I.C.41](#)). Faculty Job Descriptions promote discipline expertise and effective teaching ([I.C.46](#)).

NVC’s faculty evaluation and tenure review procedures promote fair and objective teaching. During each of the first four years of full-time employment, each new faculty is evaluated regularly by a review team consisting of three tenured faculty, including two from academically adjacent disciplines ([I.C.47](#)). Subsequently, each tenured faculty is evaluated by a peer every three years, for the duration of their employment at NVC. Evaluation materials promote subject matter expertise, effective teaching, and the appropriateness and relevance of discussions and activities. During the process, all course syllabi are compared to the approved Course Outline of Record, which contains professionally accepted views in a discipline ([I.C.48](#)). Furthermore, academic administrators continuously review syllabi and Course Outlines of Record to ensure alignment and uphold professionally accepted standards ([I.C.49](#); [I.C.50](#)).

Analysis and Evaluation

At NVC, the above referenced documents – including policies, procedures and supporting documents – explicitly call for distinguishing between personal conviction and professionally accepted views in a discipline. Such conduct is reinforced through the faculty evaluation and tenure review processes, which include self-evaluation and peer-review steps that emphasize discipline expertise, effective teaching, and the creation of positive learning environments.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

NVC does not seek to instill specific beliefs or world views, nor does it require conformity to specific codes of conduct beyond those described in Standards I.C.7-9.

Analysis and Evaluation

All employees of NVC are expected to conduct themselves in accordance with all applicable policies and codes of conduct.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

This standard does not apply to NVC.

Analysis and Evaluation

N/A

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

NVC complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines and requirements. NVC maintains an accreditation-related webpage that is reached by one click from the NVC homepage ([I.C.51](#)). That page includes links to accreditation reports and letters communicating ACCJC actions ([I.C.52](#)). These documents demonstrate an established history of timely response by NVC. For example, in response to the Commission Action Letter of February 5, 2016, recommending significant improvements to NVC’s learning outcomes assessment practices, NVC embarked on a comprehensive effort to institutionalize learning outcomes assessment processes and develop a robust culture of outcomes assessment at all levels ([I.C.53](#); [I.C.54](#); [I.C.55](#)). Similarly, NVC has a thorough and established history of substantive change disclosure to the ACCJC, as evidenced by numerous approval letters, all posted on the college website ([I.C.56](#)). NVC’s Accreditation website includes recent announcements by the ACCJC, including invitations to the field for comment on policy revisions and announcements of open sessions for public comment ([I.C.57](#)).

Analysis and Evaluation

NVC has been a continuously accredited institution since 1953. Most recently NVC had its accreditation re-affirmed under the 2014 Standards. NVC has a demonstrated track record in complying with ACCJC Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

All accreditation-related information and documents are available on the NVC website. The Accreditation page is linked directly from the homepage under the “About” menu under the Mission and Values statements and in the page body (as the first item listed under “Discover NVC”). The Accreditation page contains information and links to reports, including the 2015 Institutional Self-Evaluation Report, 2017 Follow-Up Report and 2019 Midterm Report.

- 13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

Evidence of Meeting the Standard

NVC lists all programmatic accreditors and their contact information in the Catalog ([I.C.03](#)). Programmatic accreditor information is also posted on the various programs' webpages ([I.C.58](#)). NVC's honesty, integrity, and compliance with regulations and statutes is further demonstrated in recent accreditation affirmation letters, 2018-2020 ([I.C.59](#)).

As detailed in the response to Standard I.C.12, NVC demonstrates honesty and integrity in its relationship with ACCJC. NVC's ALO works closely with the assigned VP at the ACCJC, and NVC embraces the accreditation process as an opportunity to improve institutional practices, increase effectiveness, promote student learning and achievement, and accomplish the institutional mission ([I.C.60](#)).

Analysis and Evaluation

NVC advocates and demonstrates honesty and integrity in its relationships with all external agencies and describes itself in consistent terms to all of its accrediting agencies. NVC has never experienced a change to its institutional or programmatic accreditation status.

- 14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

Evidence of Meeting the Standard

NVC's planning, budgeting and decision-making processes are focused on institutional goals of student success and achievement, as evidenced in guiding institutional documents and plans. The college's Mission and Values statements center on student achievement and student success ([I.C.45](#)). Of the six planning priorities identified in the Institutional Strategic Plan, four are explicitly concerned with student success and achievement ([I.C.61](#)). In the 2020-2021 Budget Development Values and Assumptions, the Board of Trustees affirms its commitment to support and sustain student learning programs and services, college operations, and institutional effectiveness ([I.C.62](#)).

Analysis and Evaluation

NVC's strategic planning and budget development process assures that fiscal decision-making is aligned with institution goals, where student achievement and success are prioritized. NVC has no investors nor a parent organization. No general fund dollars are used to support any external interests.

Conclusions on Standard I.C. Institutional Integrity

Napa Valley College provides clear and accurate information for students and the public via the Catalog, which includes all “Catalog Requirements” articulated in ER 20, is reviewed annually, and is updated as needed. NVC consistently represents itself accurately, including its mission, programs and services, and accreditation status. NVC communicates matters of academic quality to the public through the website, including student learning and achievement data. NVC upholds institutional and academic integrity and communicates expectations to students and employees via established board policies. NVC complies with accreditation requirements and has submitted institutional self-evaluation, follow-up, and midterm reports according to established timelines. As demonstrated throughout the 2021 ISER, NVC embraces the accreditation process and the opportunity it brings for institutional improvement in support of mission, student learning, and achievement.

Improvement Plan(s)

N/A

Evidence List

- I.C.01 Catalog Update Process
- I.C.02 Sample Catalog Update Email to Program Coordinators
- I.C.03 Institutional and Programmatic Accreditation within Catalog
- I.C.04 Accreditation Status on Website
- I.C.05 Online Version of Catalog
- I.C.06 2020-2021 Catalog
- I.C.07 Crosswalk between Catalog Requirements and NVC Catalog
- I.C.08 Institutional Learning Outcomes Webpage
- I.C.09 RPIE Reports Webpages
- I.C.10 Core Indicators Reports on Website
- I.C.11 Annual Progress Reports on Website
- I.C.12 Annual Reports to ACCJC on Website
- I.C.13 Sample IPEDS Reports on Website
- I.C.14 Annual Reports to Community
- I.C.15 Program Review Website
- I.C.16 Sample Degree Requirements in Catalog
- I.C.17 Sample Programs with Admissions Requirements
- I.C.18 Degrees and Certificates in Online Catalog
- I.C.19 Areas of Study Webpage
- I.C.20 Sample Program Navigation
- I.C.21 Sample Career Opportunities Listings
- I.C.22 Policy Review Schedule
- I.C.23 Board Policy Tracker
- I.C.24 Curriculum Committee Membership
- I.C.25 Job Description for Web and Content Specialist
- I.C.26 Financial Information Pages
- I.C.27 BP 5030 Fees

- I.C.28 AP 5030 Fees
- I.C.29 Materials Fee Form
- I.C.30 Adoptions and Insights Portal Find Textbook Tool
- I.C.31 Bookstore Website Barnes & Noble
- I.C.32 NVC Net Price Calculator
- I.C.33 BP 4030 Academic Freedom
- I.C.34 College Policies in Catalog
- I.C.35 Student Rights and Responsibilities on Student Affairs Website
- I.C.36 BP 5500 Standards of Student Conduct
- I.C.37 AP 5500 Standards of Student Conduct
- I.C.38 Board Policies and Administrative Procedures Menu in BoardDocs
- I.C.39 BP 7115 Ethical Standards
- I.C.40 AP 7115.1 Ethical Procedures
- I.C.41 Statement of Faculty Ethics
- I.C.42 Classified Code of Ethics/Standards of Practice
- I.C.43 Administrative-Confidential Ethics Statement
- I.C.44 Syllabus Guidelines and Sample Syllabi
- I.C.45 Mission and Values
- I.C.46 Sample Faculty Job Descriptions
- I.C.47 Contract Faculty Evaluation Process
- I.C.48 Peer Review - Teaching Form
- I.C.49 Administrative Evaluation of Tenured Faculty
- I.C.50 Administrative Evaluation of Tenured Faculty Process Overview
- I.C.51 NVC Homepage with Accreditation Links
- I.C.52 Accreditation Website
- I.C.53 Action Letter February 2016
- I.C.54 Follow Up Report March 2017
- I.C.55 Action Letter June 2017
- I.C.56 ACCJC Actions on NVC Website
- I.C.57 Recent ACCJC Announcements Webpage
- I.C.58 Select Program Webpages
- I.C.59 Approvals from Programmatic Accreditors
- I.C.60 NVC-Generated Training Materials
- I.C.61 2018-2023 Institutional Strategic Plan
- I.C.62 Budget Development Values and Assumptions

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. INSTRUCTIONAL PROGRAMS

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

The Napa Valley College (NVC) Catalog lists all instructional programs, program descriptions aligned with the mission, and all program-level learning outcomes. Each program also identifies degrees and/or certificates resulting from a completed course of study ([II.A.001](#)).

NVC ensures programs are consistent with the college's mission and are appropriate to higher education through reliance on faculty expertise and through the processes of the Academic Senate's Curriculum Committee ([II.A.002](#)). The Curriculum Committee reviews and recommends approval to the Academic Senate on all programs, including objectives and outcomes, regardless of delivery mode. NVC offers courses through distance education but does not offer correspondence education.

While discipline faculty are the primary authors and reviewers of instructional programs, both the Articulation Officer and the Curriculum Analyst are also members of the Curriculum Committee and provide another layer of review, helping ensure that programs adhere to the appropriate transfer models, culminate in appropriate degrees and certificates, and articulate to other programs of higher education ([II.A.003](#)).

Board Policies 4020 Program, Curriculum, and Course Development and 4021 Program Evaluation require that all programs be of high quality and relevant to community and student needs, be evaluated regularly, and that the Academic Senate be primarily relied on to establish procedures for development and review of all curricula ([II.A.004](#); [II.A.005](#)). Administrative Procedure 4021 establishes a cyclical program review process to ensure quality, currency, and alignment of programs with mission ([II.A.006](#)).

All instructional programs are subject to regular program review according to established cycles ([II.A.007](#)). During review, program faculty review comprehensive data regarding student success and achievement across all delivery modes, and examine program learning outcomes assessment data, achievement of degrees and/or certificates, and, if applicable, job placement and/or licensure exam pass rates ([II.A.008](#)).

Analysis and Evaluation

Faculty-led curriculum processes ensure that all NVC instructional programs are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, achievement of degrees, certificates, employment, or transfer to other higher education programs. Outcomes and student achievement are regularly assessed through a faculty-led program review process.

- 2. (Applicable to institutions with comprehensive reviews scheduled after Fall 2019.) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

All courses and programs are subject to the faculty-driven Curriculum Committee approval process, which includes a review of content and methods of instruction, ensuring that they meet generally accepted academic and professional standards and expectations. During the Curriculum Committee review, all course outlines are accessible to the campus for review and feedback. All faculty have the opportunity to speak on pending proposals during public comment and may share feedback with their faculty representative on the Curriculum Committee. After final approval from the Academic Senate, all courses and programs are subject to regular review, which includes the evaluation of curriculum through the program review process ([II.A.009](#)).

A faculty lead writer (typically the Program Coordinator) is assigned to conduct and coordinate the program review process for each program ([II.A.010](#)). Faculty writers review data pertaining to the program and share it with department faculty. As outlined in the Program Review User's Manual, program faculty review and reflect on course and program data, including enrollment, retention, completion, and equity ([II.A.011](#)). Through this process, faculty develop improvement plans, including curriculum updates, program revisions, scheduling adjustments, identifying technology needs, and requesting professional development opportunities, all intended to improve the learning experience and promote student success.

The Curriculum Committee maintains a separate approval process for distance education curricula, ensuring that courses approved for distance education are subject to the same rigorous review as

other courses. In 2020, the Academic Senate approved and implemented a Peer Online Course Review (POCR) process as part of NVC's institutional Distance Education Plan ([II.A.012](#)). The POCR process creates a mentoring partnership between a faculty member with discipline expertise and a faculty member with teaching knowledge and expertise in the field of distance education to evaluate distance education courses according to the standards set forth in the California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric, focusing on course content presentation, instructor-student interaction, and assessment of student learning and achievement ([II.A.013](#)).

Analysis and Evaluation

The systematic, evaluative processes and practices discussed above ensure that all courses and programs fulfill generally accepted academic and professional standards or expectations. This process has resulted in a campus culture devoted to promoting student success through continuous improvement including developing and revising curriculum and teaching and learning strategies that correspond with the curriculum.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Every NVC course has an officially approved course outline of record (COR), and all CORs include approved student learning outcomes ([II.A.014](#)). Regular program review ensures CORs are updated as needed to ensure currency ([II.A.008](#)).

Students in every class section are provided a course syllabus including approved course learning outcomes that match the COR ([II.A.015](#)). NVC publishes a syllabus guidelines document for faculty that includes a checklist of items to be included in each course syllabus, including approved student learning outcomes as identified in the COR ([II.A.016](#)). Each semester, Program Coordinators and Academic Deans are responsible for ensuring all syllabi for courses in their programs and divisions include learning outcomes that match appropriate CORs ([II.A.010](#)).

All programs, degrees and certificates have approved learning outcomes published in the college catalog ([II.A.017](#)). All instructional programs have developed a regular cycle of learning outcomes assessment for courses, programs, degrees, and certificates ([II.A.018](#)). All course- and program-level learning outcomes are regularly assessed according to those assessment cycles. NVC has established a six-year assessment cycle. Between fall 2016 and fall 2021, NVC assessed 96% of courses listed in the 2020-2021 Catalog, along with 98% of degree programs and 93% of certificate programs ([II.A.019](#)).

To support institutional assessment practices, NVC has a Learning Outcomes Assessment Coordinator (LOAC) ([II.A.020](#)). The LOAC assists with maintaining and implementing each department's assessment plan. A communications schedule facilitates regular contact between NVC program coordinators, deans, faculty chairs and faculty to coordinate data collection and entry ([II.A.021](#)). The LOAC offers multiple workshops each semester, highlighting new and successful assessment approaches and providing orientations on TracDat, in addition to a weekly drop-in hour ([II.A.022](#), Pages 2-3).

Assessment guidance is provided via a Learning Outcomes Assessment website ([II.A.022](#)). Tools such as templates, rubrics, and videos are provided, along with suggestions for how to write effective course student learning outcomes, develop appropriate assessment methods, establish criteria for success, report data, formulate action plans, and finalize the assessment cycle ([II.A.022](#), Pages 4-9). The Program Learning Outcomes (PLO) pages suggest strategies for developing PLOs, mapping course-level outcomes to program-level outcomes, and approaches to assessing ([II.A.022](#), Pages 10-13).

Sample TracDat assessment results show a record of assessment methods and results from courses and programs ([II.A.023](#); [II.A.024](#)). Program review includes an opportunity for reflection on assessment results collected across courses and the program over multiple years ([II.A.025](#)).

Analysis and Evaluation

The Curriculum Committee ensures that all course and programs have identified student learning outcomes and that they are specific, measurable, and appropriate, before recommending approval to the Academic Senate. The LOAC is available to assist faculty in developing effective learning outcomes. Faculty record course-level outcomes on every course outline of record and syllabus, and degree and certificate outcomes are identified in the college catalog. All learning outcomes are regularly reviewed and refined during the curriculum and assessment processes. Program Coordinators review syllabi every semester to ensure syllabi match institutionally-approved CORs, a process reinforced by faculty chairs and deans. NVC faculty and instructional support staff are continuously engaged in assessment. Departments analyze assessment practices, results, and actions plans every three years as part of the program review process.

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

The NVC Catalog identifies and designates a limited number of pre-collegiate courses. Course numbering definitions are published in the Catalog to communicate to students the difference between transfer-level, associate degree-applicable, and non-degree-applicable pre-collegiate courses ([II.A.026](#)). The subject code for each non-credit course is tagged "NC" or "N" to indicate its non-credit status. Each pre-collegiate credit course is specifically listed in the catalog as "not transferable," and all such courses are designed to prepare students for college-level work. For example, the description for HEOC-97, Preparation for Healthcare Programs, provides: "This course introduces the fundamental

study, test taking, and communication skills necessary to achieve success in the ADN [Associate Degree Nursing], RT [Respiratory Therapy], or Paramedic programs. Skills on time management, study techniques and test taking strategies are among the areas to be covered” ([II.A.027](#)).

In recent semesters, English and Mathematics faculty have significantly revised curriculum to reduce the number of remedial courses and facilitate completion of transfer-level English and math. The revision included developing co-requisite courses – including ENGL-85, MATH-83, and MATH-85 – to support students in gaining the knowledge and skills needed to succeed in transfer-level courses. The co-requisite courses are linked to the transfer-level sections to provide additional just-in-time support to students. The courses are clearly labeled as “Not transferable” ([II.A.028](#); [II.A.029](#)).

NVC also supports student success through supplemental instruction programs offered by the Testing and Tutoring Center (TTC) ([II.A.030](#)). The Counseling Division offers a number of courses designed to provide students with the skills necessary for success at the college level ([II.A.031](#)).

Analysis and Evaluation

NVC distinguishes its non-credit/pre-collegiate courses and programs from credit courses in the Catalog and online. Recent initiatives have significantly reduced the number of pre-collegiate courses and added co-requisites to transferrable English and math courses for students needing additional support for success at the transfer level. Through the TTC and the Counseling Division, NVC offers a robust program supporting students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.

5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

NVC relies primarily on discipline faculty and the recommendations of the Academic Senate to ensure that degrees and programs follow practices to common American higher education ([II.A.032](#)). The development of courses and programs, course sequencing within programs, time to degree or certificate completion, and student learning outcomes reflecting depth and rigor are matters guided by discipline faculty, in particular Program Coordinators. Each degree or certificate program is managed by a Program Coordinator, who is a discipline expert responsible for coordinating curriculum development, including matters related to articulation and co- and pre-requisites. Program Coordinators are responsible for developing course and section schedules to ensure appropriate student progression and timely completion. They design program-level learning outcomes to assess synthesis of learning, and ensure their programs conform with transfer models and articulation agreements, the needs and expectations of industries and professions, the requirements of programmatic accreditors and licensing agencies, and other relevant criteria ([II.A.033](#)). All courses,

programs, degrees, and certificates are reviewed and recommended by the Curriculum Committee and approved by the Academic Senate. All instructional programs are subject to regular program review to ensure the currency and appropriateness of all aspects of the program.

AP 4100 Graduation Requirements for Degrees and Certificates stipulates that “the student must satisfactorily complete at least 60 semester units of college work” in order to earn an Associate of Arts or Associate of Science degree ([II.A.034](#)). BP 4025 outlines the General Education Philosophy and the 60 units comprising the college work necessary to complete a degree ([II.A.035](#)). The 2020-2021 Catalog further documents that each Associates Degree requires completion of a minimum of 60 units of study, and provides a “suggested course sequencing” for career education degrees ([II.A.036](#)).

Analysis and Evaluation

All of NVC’s degree programs require a minimum of 60 semester units. Discipline faculty, the Academic Senate, and the Office of Academic Affairs work together through the curriculum approval process and program review to ensure that NVC degrees and programs adhere to standards of higher education and to AP 4100 Graduation Requirements for Degrees and Certificates.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

NVC’s schedule-building process is designed to produce a schedule of courses that allows students to complete degree and certificate programs within a period of time consistent with established expectations in higher education. In anticipation of each schedule build, the Office of Academic Affairs furnishes five semesters of prior term data to each program/department, including enrollment, persistence/retention, fill rates, and student achievement data ([II.A.037](#)). This is accompanied by instructions that summarize expectations for the schedule build, describing where to locate data, what it means, and how to use it to inform the schedule design in a way that will allow students to move through their programs ([II.A.038](#)). The scheduling manual also provides parameters and expectations for schedule development, such as prioritizing student needs, providing balanced curricular offerings, and running courses in multiple modalities to ensure access ([II.A.039](#)).

When courses and programs are evaluated during the triannual program review process, course retention, successful course completion, and program completion data and analysis are provided for reflection by faculty, resulting in recommended changes to curriculum and course scheduling practices that are incorporated into the schedule-build process described above ([II.A.040](#)).

In order to analyze and improve scheduling practices, the Office of Academic Affairs regularly reviews data including the distribution of General Education patterns, quantity of offerings and success rates in accelerated courses in 8-week, 15-week, and 16-week formats, as well as evening course offerings ([II.A.041](#); [II.A.042](#); [II.A.043](#)). To systematize the analysis of scheduling patterns and move to

a two-year scheduling model, the Academic Affairs Council created a subcommittee to research scheduling software systems, which resulted in a recommendation that was approved for purchase in 2021 ([II.A.044](#)). Implementation is anticipated in spring 2022.

To accelerate student progress toward completion, NVC significantly revised the pre-collegiate and freshman English and math curricula to include co-requisite support courses and developed new placement processes and standards for all incoming students ([II.A.045](#)). NVC implemented the new system during registration for the fall 2019 semester. This change resulted in an approximately 15% increase in students who successfully completed transfer-level English and math in 2019-2020 as compared to prior years ([II.A.046](#)).

The NVC Catalog provides a “suggested course sequencing” for career education degrees, and several Health and Safety programs offer a cohort model in which students take defined courses in sequence through completion ([II.A.047](#)). As the Guided Pathways framework is implemented, NVC plans to expand the use of course sequencing across programs and expand pathway opportunities for students. A two-year program mapping template has been developed, and all program coordinators have been invited to develop an initial map for programs in their areas in 2021-2022 ([II.A.048](#)).

Enhancement of both NVC’s Exploration Pathways, designed to help guide students through their course of study, and a First Year Experience (FYE), with a promise of core courses is also under development ([II.A.049](#); [II.A.050](#); [II.A.051](#); [II.A.052](#)). [Exploration Pathways is NVC’s term for “meta majors” in the Guided Pathways framework.]

NVC’s Core Indicators Reports show that students are completing degrees and certificates at levels that exceed institution-set standards and demonstrate recent improvements in the time to completion ([II.A.053](#)).

Analysis and Evaluation

The schedule development process is designed to ensure that NVC provides students with a pathway to accomplish their educational goals in a period of time consistent with the expectations of higher education. The process relies on short-term and longitudinal data and analysis of fill rates, success rates, and enrollment and persistence patterns. College-wide initiatives such as pathway mapping, English and math placement and co-requisites, and initial development of a “First Year Experience” focused on supporting student progress are some recent developments intended to accelerate program completion and attainment of students’ educational goals.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

To address the diverse and changing needs of students, NVC offers courses in multiple delivery modes, including face-to-face, lecture, labs, hybrid, clinical practice, and online formats. Courses are offered in the day, evening, and, in limited quantity, on weekends. All courses have an online Canvas “shell,” which can be used to provide supplemental digital materials for traditional courses, as well as provide students access to feedback, grades, and announcements from their instructor. To ensure the effectiveness of diverse delivery modes, student success data at the course level is disaggregated by modality (in-person, hybrid, and online) during the triannual program review that every instructional program undergoes ([II.A.008](#)). An analysis of retention and successful course completion rates by delivery mode at the institutional level is used to frame the equity analysis at the program level ([II.A.054](#)). Any gaps related to delivery modes are analyzed and addressed through improvement plans ([II.A.055](#)).

To ensure effective teaching, each Course Outline of Record includes “Methods of Instruction” and “Methods of Evaluation” sections, which are subject to the same approval process as all other aspects of the curricula ([II.A.056](#)). While specific teaching methodologies implemented in the classroom are generally the purview of the course instructor, the faculty evaluation process promotes a diversity of pedagogical strategies through both peer review, which encourages “effective teaching strategies” and effective use of “ancillary materials (videos, images, powerpoints, etc.),” while student surveys collected during the evaluation process encourage “a variety of approaches to help the students understand the course material” and the assessment of learning “through a variety of activities and assignments” ([II.A.057](#); [II.A.058](#)). NVC’s Distance Education Plan and Peer Online Course Review Process ensure effectiveness in distance education delivery by partnering faculty in the evaluation of DE courses according to the standards set forth in the California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric ([II.A.059](#)).

To further support instructors in meeting student needs and ensuring equity in student achievement, NVC offers a robust schedule of trainings and professional development opportunities in both technology and pedagogy. Most recently, the NVC Academic Senate pioneered an Instructional Design Institute (IDI), offering multi-week training strands on effective practices for online teaching, focusing on content, interaction and assessment, and for culturally-responsive pedagogy ([II.A.060](#)). Since the development of the IDI in summer 2020, 122 full-time and part-time faculty have completed these trainings ([II.A.061](#)).

NVC also maintains several learning support services – including the Writing Success Center, the Math Success Center, Supplemental Instruction, and the MESA/STEM program – as well as learning communities such as Puente and UMOJA to support its diverse student body ([II.A.062](#)). [Learning support and student support services are covered in more detail within Standards II.B and II.C.] In 2021-2022, NVC initiated a Filipino learning community ([II.A.063](#)).

Analysis and Evaluation

NVC effectively uses multiple delivery modes, including in-person, hybrid, and online modalities. During program review, course- and program-level data are disaggregated by delivery mode and compared to institutional retention and successful course completion rates. Differences in performance are identified and incorporated into improvement plans in support of equity in student success. Program review offers every department an opportunity to consider its success and address achievement gaps, and faculty evaluations provide an opportunity for faculty to get feedback about their individual teaching style and course content, including how it promotes student success.

Through its course approval process, the Curriculum Committee ensures that methods of instruction and method of evaluation align with course objectives and student learning outcomes. Courses offered through distance education are reviewed and approved separately, and NVC has implemented a faculty-driven Peer Online Course Review process to ensure effective teaching in the online environment. As described in Standard II.B, NVC offers a broad array of learning support services to support students in the classroom.

NVC further supports student success by offering a robust schedule of trainings on diverse and equity-minded teaching methodologies, such as those training strands offered by the Academic Senate's IDI, open to all full- and part-time faculty.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

NVC does not use any department-wide course and/or program examinations. Health Occupations programs offer students the opportunity to take preparatory industry-qualifying examinations for licensure or certification, but these do not factor into final grades or program requirements ([II.A.064](#)).

NVC's Credit for Prior Learning policies were approved and implemented in December 2020 ([II.A.065](#); [II.A.066](#)). AP 4235 delegates authority to program faculty to develop and grade prior-learning assessments, including internal examinations. The procedure includes an appeal process to protect students against bias. AP 4235 describes the process for determining eligibility for credit for prior learning. NVC has created a petition for credit for prior learning, which also describes the process ([II.A.067](#)). As these policies and practices were introduced in 2020-2021, it is too early to evaluate the effectiveness of these practices.

Analysis and Evaluation

Credit for Prior Learning policies are stated in the NVC Catalog and align with established Board Policy and Administrative Procedures.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

As discussed in response to Standard II.A.3, all courses and programs include identified and approved student learning outcomes. Student learning outcomes are clearly identified in Course Outlines of Record ([II.A.068](#)). Program learning outcomes are identified in the college catalog. Faculty design course assignments and assessments in relation to learning outcomes and have mapped course-level learning outcomes to program-level learning outcomes in NVC's assessment system, TracDat ([II.A.069](#); [II.A.070](#)). By completing the required course of study, students attain stated course and program outcomes and are awarded degrees/certificates upon completion of program requirements.

BP 4029 Hours and Units assigns responsibility to the Academic Senate to "establish procedures which prescribe the definition of 'credit hour' consistent with applicable [State] and federal regulations, as they apply to community college districts" ([II.A.071](#)). AP 4029 Hours and Units details the specific relationship between hours of student learning and units of credit, ensures that each unit of credit represents a minimum of 54 semester hours of student work, including both in-class and out-of-class work. This formula applies to all classes, regardless of delivery method ([II.A.072](#)). Faculty determine the appropriate units of credit, which are reviewed during the curriculum approval process according to the college's established policies.

NVC does not offer any clock hour programs.

AP 4100 Graduation Requirements for Degrees and Certificates brings the preceding policies and procedures together to establish that degrees and certificates are awarded contingent on completion of course credits, which are awarded upon documented student attainment of student learning outcomes as enumerated in the Course Outline of Record for each course ([II.A.034](#)). This practice is consistent with standard practices in higher education and is compliant with all state and federal laws governing said practice. Degree requirements are clearly stated in the 2020-2021 NVC Catalog (Pages 33-52) ([II.A.073](#)).

Analysis and Evaluation

NVC awards degrees and certificates based on the attainment of learning outcomes. Program-level outcomes are listed in the Catalog, and faculty have mapped course-level outcomes to program-level outcomes in TracDat. Successful course completion results in the attainment of stated course-level outcomes. By successfully completing a required course of study, students attain program-level outcomes. NVC's policies and procedures for awarding credit and converting clock-to-credit hours reflect generally accepted norms in higher education, and units of credit are awarded in a manner consistent with these policies and procedures. NVC adheres to the formula mandated by both federal and state regulations.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Administrative Procedure 4050 Articulation states that NVC “strive[s] to eliminate barriers to the transfer of credit and to support student transition from one institution to another,” thereby facilitating mobility of students without penalty ([II.A.074](#)). NVC’s Catalog includes a clear statement about the acceptance of transfer credits and also makes clear that an Admission and Records specialist will determine eligibility for, and extent of, credit ([II.A.075](#)). Counseling staff and faculty Program Coordinators consult on course substitutions within degree and certificate programs ([II.A.076](#)). NVC also participates in the Course Identification Numbering System (C-ID), which is designed to facilitate transfer and articulation within California colleges and universities ([II.A.077](#)). NVC follows the course reciprocity standards outlined in C-ID, guaranteeing acceptance of transfer credit from other California Community Colleges for courses that are C-ID approved.

There are no limitations on the number of units students can transfer and no disqualifications based on lack of recency of courses, although NVC has a residency policy requiring completion of at least 12 semester units at NVC to be awarded an Associate of Arts or Associate of Science degree. BP 4235 Credit for Prior Learning and the associated AP 4235 outline the institution’s Credit for Prior Learning policies ([II.A.078](#); [II.A.079](#)).

To ensure transferred courses meet the learning outcomes of comparable courses at NVC, NVC does not grant college credit for courses completed at non-accredited colleges/universities or for upper-division courses and requires an Admissions and Records Specialist to evaluate the learning outcomes for any courses accepted for transfer ([II.A.080](#)).

NVC has an articulation office that facilitates the process of comparing the content of courses transferred between postsecondary institutions. Agreements with public institutions are updated on an annual basis, as initiated by California State University (CSU) and University of California (UC) campuses. NVC’s Articulation Officer provides an annual curriculum update and course outlines of record to universities as part of this process ([II.A.081](#)). The Articulation Officer is a permanent member of the college’s Curriculum Committee and works according to established processes (both internal and external to the college) to help ensure timely submissions and that courses are widely articulated ([II.A.082](#)). Articulation agreements are available for students to view, and students may make requests for articulated courses ([II.A.083](#)). NVC also maintains a small number of articulation agreements with out-of-state schools, to facilitate the progression of certain Career Education and Health Occupations students.

Analysis and Evaluation

NVC has adopted clear policies and procedures for transfer credit to support students in their satisfaction of requirements necessary to pursue graduation and has a timely process to articulate courses to ensure broad transferability.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

As described within Standard II.A.3, all instructional programs include program-specific learning outcomes, whether they offer degrees or certificates or not ([II.A.084](#)). The program-level outcomes align with discipline expectations, including skills needed for transfer to four-year institutions and employment. Over the past six years, NVC has assessed learning outcomes associated with 98% of its degree programs and 93% of its certificate programs ([II.A.085](#)).

Program-level outcomes are linked to NVC's Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs). ILOs and GELOs include competencies related to communication and critical thinking, scientific and quantitative inquiry, global and civic awareness, intercultural literacy and creativity, and personal, academic, and career development ([II.A.086](#)).

ILOs and GELOs are assessed every two years via inquiry groups that include representatives from relevant instructional and academic support areas. Participants analyze aggregated course-level assessment data and, based on guided dialogue regarding findings at the institutional level, make connections to improve student learning at the course level ([II.A.087](#)). The LOAC created a template for summarizing assessment results, and the summaries are recorded on the Institutional Learning Outcomes and General Education Learning Outcomes page of the Learning Outcomes Assessment website ([II.A.088](#); [II.A.089](#)). This process includes linking each program's course-level learning outcomes to ILO/GELOs, facilitating a continuous review of language in course-level outcomes and their alignment with ILO/GELO outcomes. Sample CORs reflect that course learning outcomes are related to GE/ILO learning outcomes ([II.A.090](#)).

All general education courses are included in one or more areas within the general education sequences. NVC general education descriptions outline the criteria used by the Curriculum Committee to determine inclusion of a course in each general education sequence ([II.A.091](#)). In 2020, the Academic Senate approved GELOs, which incorporated a crosswalk between NVC's institutional learning outcomes and the general education descriptions from transfer institutions emphasizing communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives ([II.A.092](#)). The revised ILOs and GELOs were approved by the Academic Senate and Board of Trustees in 2020 ([II.A.093](#)).

Analysis and Evaluation

All degree programs at NVC include a sequence of General Education (GE) courses, along with courses required or elective for the major. Institutional Learning Outcomes/General Education Learning Outcomes include five areas that align with the standard:

- Communication and Critical Thinking
- Scientific and Quantitative Inquiry
- Global and Civic Awareness
- Intercultural Literacy and Creativity
- Personal, Academic, and Career Development

Outcomes from each of the above ILO/GELOs areas are assessed regularly and results are published to the Learning Outcomes Assessment website as a resource for college planning and programmatic improvements. Review of alignment between each program's course-level outcomes and ILO/GELOs is included in this practice. NVC also has defined learning outcomes at the program level and assesses program learning outcomes within the established six-year cycle.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

NVC awards degrees based on several general education patterns, including locally-established GE requirements, the California State University's GE requirements, and the University of California's Intersegmental General Education Transfer Curriculum (IGETC). All degrees include a component of general education ([II.A.036](#)). Program planning for Associate of Arts and Associate of Science degrees includes all required courses for a degree ([II.A.094](#)).

Locally, Board Policy 4025 General Education Philosophy describes the college's policy for associate degrees and philosophy for general education courses ([II.A.095](#)). The GE page of the NVC Catalog states the philosophy and lists courses that meet each GE area ([II.A.096](#)). Students pursuing the NVC GE pattern are introduced to major principles, methods, and concepts in five subject areas: a) Natural Science, b) Social and Behavioral Sciences, c) Humanities, d) Language and Rationality, and e) Multicultural/Gender Studies. The Graduation Petition and Checklist ensures students complete GE requirements and possess a foundation of knowledge for understanding their physical environment, culture and society and the skills of inquiry, reflection, and expression for personal growth and lifelong learning ([II.A.097](#)).

General Education descriptions are developed by the Curriculum Committee, and faculty course authors work with the GE subcommittee to evaluate course inclusion and location in the GE pattern ([II.A.091](#)). The Academic Senate and Board of Trustees review and approve GE designation for courses based on the Curriculum Committee's recommendation ([II.A.098](#)). In spring 2020, the GE subcommittee of the Curriculum Committee proposed revision to Area E: Multicultural/Gender Studies (MCGS) and its associated rubric in order to clarify purpose, definitions, guiding principles, and criterion for determining course inclusion ([II.A.099](#)).

Analysis and Evaluation

NVC associate's degrees require the completion of a GE pattern in addition to major or area-of-emphasis program requirements, as reflected in Board Policy 4025 and the General Education requirements published in the Catalog. Faculty serving on the Curriculum Committee play a central role in developing a rationale for course inclusion in a GE area, considering purpose, definition, guiding principles and criteria.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Degrees are awarded based on completion of prescribed specialized courses in the major discipline, electives, and appropriate general education requirements, totaling a minimum of 60 semester units. Program Learning Outcomes (PLOs) for every degree and certificate are published on each program's Area of Study page ([II.A.001](#)). Program Outlines of Record include the "area of inquiry" description and list of courses ([II.A.100](#)). Courses are mapped to program learning outcomes indicating a progression of learning and skill development from introduced to advanced ([II.A.101](#)). Each course in the degree pathway has student learning outcomes recorded in the course outline of record. All learning outcomes are reviewed in the curriculum review process to ensure they are appropriate to the particular field of study and measurable ([II.A.102](#)). Program Level Outcomes for degrees are reviewed by the LOAC for appropriateness and approved by Curriculum Committee through consent ([II.A.103](#)). Course-level outcomes and program-level outcomes for degrees and certificates are regularly assessed to evaluate students' mastery of key theories and practices within the field of study ([II.A.104](#); [II.A.105](#)). During the college's three-year program review process, course-level and program-level outcomes for degrees and certificates are further evaluated ([II.A.025](#)).

Analysis and Evaluation

All NVC degree programs offer focused study in at least one "major" or area of inquiry. Specialized courses are recommended for inclusion in an area of inquiry by discipline faculty, and approved by the Curriculum Committee. The selection of courses is driven by course content and learning outcomes. All degree and certificate programs continuously evaluate and assess learning outcomes at the course level and program level to ensure programs maintain rigor, relevancy to transfer institutions, and skills

and training preparation for workforce entry. Each department's determined cycle for assessment and the college's three-year program review process provide ongoing opportunities for faculty to analyze the inclusion of specialized courses in an area of inquiry and evaluate their alignment with accepted standards for key theories and practices at the appropriate level.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Discipline faculty design career-technical and health and safety programs – including degree/certificate learning outcomes – to meet the expectations for employment and licensure/certification ([II.A.106](#)). Every occupational training program at NVC is guided by a Board-approved advisory committee made up of business owners, professionals, program faculty, and other subject matter experts ([II.A.107](#)). The stated role of advisory committees is to help program faculty with curriculum and establishing performance standards that reflect the needs of industry and the community ([II.A.108](#)). For example, at a March 11, 2021 Business Advisory Committee meeting, industry representatives provided input and recommendations related to workplace skills ([II.A.109](#)). Every two years the Board of Trustees reviews all Career Technical Education (CTE) programs to ensure that they meet labor demands and have demonstrated effectiveness as measured by the completion and success rates of students ([II.A.110](#)).

Seven NVC programs within Health Occupations are externally accredited to ensure that they meet occupational standards, and curricular changes are routinely evaluated ([II.A.111](#); [II.A.112](#)). In 2017, one program had identified deficiencies. The college worked to remedy these areas identified and bring the program into alignment with expected standards, which resulted in the program being reinstated to “continue approval status” ([II.A.113](#)).

NVC reports job placement rates to the ACCJC each year ([II.A.114](#)). Over the past three years, placement rates across 17 career education programs have ranged from 71.4% to 100%. In 2018-2019, faculty affiliated with NVC's career-related programs revisited the program-level job placement standards (established in 2015) and identified stretch goals. The standards and stretch goals are reported to the ACCJC each year via the Annual Report ([II.A.114](#)). In recent years, each NVC program has exceeded its established standard by 10%. NVC also participates in the Career Technical Education Outcomes Survey offered through the California Community Colleges Chancellor's Office each year. According to recent responses, 75.3% of respondents reported that they had secured a job closely or very closely related to their program of study ([II.A.115](#)).

NVC tracks and reports licensure exam pass rates to ensure that graduates completing Health Occupations programs demonstrate competencies for employment standards. NVC reports the rates to the ACCJC each year ([II.A.114](#)). In 2018-2019, NVC's Health Occupations faculty revisited the program-set standards (established in 2015) and established stretch goals for licensure exams ([II.A.114](#)). In May 2019, when the Board of Trustees approved institution-set standards and stretch goals for institutional

performance measures, it approved 95% of the standards as the trigger for a planning process to address any gaps. While NVC's licensure exam pass rates tend to exceed the established standards, there were three instances when performance was lower than the established standard between 2018 and 2020. Cases in which pass rates were lower than 95% of the program-set standard were highlighted for discussion among program faculty to develop a plan to address the gap ([II.A.116](#)).

In order to ensure close alignment between curriculum and certification standards, NVC is an American Welding Society (AWS) Educational Institution Member. Students have the option of being tested by a Certified Welding Inspector (CWI) and the end of each semester on NVC's main campus. Students choose the areas in which they want to be assessed, and the CWI verifies that they meet the American Welding Society standards in those areas. NVC Welding Faculty track these results and maintain copies of certifications as well as professional development hours that help with industry placement ([II.A.117](#)).

Analysis and Evaluation

Career and technical certificates and degrees at NVC undergo frequent review and revision through the internal curriculum process and via advisory group input in order to ensure that the content remains up-to-date and prepares students for licensure and certification. NVC monitors student placement rates as a measure of evaluation to ensure that programs meet professional competencies, and job placement rates across all career education programs exceed program-set standards by significant margins.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

When programs are eliminated or significantly changed, NVC employs a number of approaches to ensure that students may complete their education with a minimum of disruption.

In the case that a program is being considered for discontinuance, per AP 4024 Program Discontinuance, the potential effects on students are explicitly considered as part of the decision ([II.A.118](#)). These potential effects are assessed by a Program Discontinuance Review Workgroup. Per AP 4024, if the workgroup were to recommend a program for discontinuance, "they shall also provide a written recommendation to the Board of Trustees for a phase-out period to ensure that all students in the program have the opportunity to complete the program."

When programmatic changes result in altered course requirements for students, NVC has a process that allows for course substitutions through the use of the Course Substitution Petition ([II.A.076](#)). Students are notified of discontinuance or significant changes through a variety of communication methods, including meetings with academic counselors. When a program is updated, a student can view the updated requirements and can plan, schedule, and monitor progress to completion ([II.A.119](#)). The only programs to go through the program discontinuance process since the last comprehensive accreditation review were the Respiratory Care Part-Time

Track Option AS Degree and the Psychiatric Technician Fast-Track AS Degree. Both were discontinued due to low student participation in the program. The two programs were discontinued in between cohorts, so no students were impacted by the discontinuance ([II.A.120](#); [II.A.121](#)). NVC continues to offer AS degrees in both fields as options for students.

NVC ensures that students may elect to graduate under the Catalog in effect during their initial enrollment at NVC, so long as they maintain continuous enrollment by taking at least one course each academic year. Alternately, students are eligible to graduate under the Catalog in effect at the time they petition to graduate, whether or not they maintain continuous enrollment at the college ([II.A.122](#)).

Analysis and Evaluation

NVC has processes in place that ensure changes to programs do not inhibit student progress. When programs are modified or discontinued, courses remain available in the Catalog and eligible for students to take so that they can complete current major requirements. NVC staff ensure any student potentially affected is notified and work with academic counselors to complete their learning path. If necessary, students can use the course substitution process to complete program requirements.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Every three years, each instructional program, regardless of delivery mode, is evaluated through the program review process to ensure quality, currency, and continuous improvement ([II.A.007](#)). As described in the responses to Standards I.B.5 and II.A.2, program review is structured around a comprehensive analysis of student learning and achievement data.

The program review process includes evaluation of individual credit instruction programs, pre-collegiate courses and programs, career technical education (CTE) programs, noncredit and community education. CTE programs undergo more frequent evaluations via advisory committees and external accreditation processes, as described in Standard II.A.14.

The program review process focuses on data, curriculum, and student learning. Section I of each report provides course- and program-level data and analysis summarizing demand, momentum, and student achievement. Section II requires each program to describe the current state of curriculum, including implementation date, and identify any revisions or changes needed, which are then incorporated into the three-year plan for the program. Section III of program review covers student learning outcomes assessment, which provides an opportunity for a holistic review of assessment findings at the course and program levels ([II.A.011](#)). During program review, faculty within each

program review student learning and achievement data, reflect on it and summarize what they have learned, and describe improvements they will implement to improve academic quality and address any gaps in performance.

Improvement plans that emerge from program review are the basis for action, whether to address identified deficiencies or opportunities for programmatic development. As described below, recent program reviews have yielded plans to increase student learning and achievement – through program development, increasing supports for students, and diversifying curriculum.

Through program review, the Administration of Justice program identified the need to increase access to certificate programs to meet student and local workforce needs and included a plan to develop a Juvenile Justice certificate as part of the program improvement plan ([II.A.123](#)). The certificate was subsequently developed and presented to the new program taskforce in October 2021 ([II.A.124](#)).

Based on review of student learning outcomes data, the English as a Second Language program identified “the need for more resources and student support” and noted “that the majority of students are regularly meeting SLO’s, though some struggle with writing at the beginner and high-intermediate levels” ([II.A.125](#)). Recommendations for improvement are reflected in the unit plan requests for 2021-2022, including weekly language exchanges, program meetings, and adjunct faculty and program curriculum development, all of which were funded that year ([II.A.126](#)).

When History faculty identified an equity gap related to program-level success rates, they responded by creating new curriculum, to diversify the program’s offerings in support of equity and student achievement ([II.A.127](#)). The proposed course (History 165) was approved through the established curriculum review and approval process the following semester ([II.A.128](#)).

Analysis and Evaluation

Program review provides a vehicle for regular evaluation for quality and a culture of continuous evaluation and improvement. The results of the program review process inform scheduling practices, curriculum improvements, and program-level initiatives, which are incorporated into subsequent annual planning and budgeting cycles, as described within Standard I.B.9.

Conclusions on Standard II.A. Instructional Programs

All of Napa Valley College’s instructional programs are aligned with the college’s mission as an open-access, degree- and certificate-granting institution. In addition to ensuring a wide breadth of knowledge, NVC’s general education curriculum promotes critical thinking, intellectual inquiry, civic awareness, intercultural literacy, and personal development. All courses and programs are approved by the Academic Senate, and the quality and rigor of instructional programs is ensured by faculty Program Coordinators who, as discipline experts, guide programs through regular and collaborative program review, including regular assessment of student learning outcomes. Program review reports, including assessment data, are published on the college website. Improvement plans that emerge from program review are integrated into institutional planning processes to ensure quality and effectiveness.

Improvement Plan(s)

N/A

Evidence List

- II.A.001 2020-2021 Catalog
- II.A.002 Curriculum Handbook
- II.A.003 Curriculum Committee Membership
- II.A.004 BP 4020 Program, Curriculum, and Course Development
- II.A.005 BP 4021 Program Evaluation
- II.A.006 AP 4021 Program Evaluation
- II.A.007 Program Review Cycle
- II.A.008 Program Review Template for Instructional Programs
- II.A.009 Curriculum Section of Program Review
- II.A.010 Responsibility Matrix
- II.A.011 Program Review User's Manual
- II.A.012 Distance Education Plan
- II.A.013 Peer Online Course Review Process
- II.A.014 Sample Course Outlines of Record – Outcomes
- II.A.015 Sample Syllabi Reflecting Outcomes in Course Outline of Record
- II.A.016 Syllabus Guidelines
- II.A.017 Sample Program Learning Outcomes in Catalog
- II.A.018 Program Assessment Plans
- II.A.019 Most Recent Assessment for Courses and Programs
- II.A.020 Learning Outcomes Assessment Coordinator Job Description
- II.A.021 Communications Schedule
- II.A.022 Learning Outcomes Website Course and Program Learning Outcome Content
- II.A.023 Sample TracDat Course Learning Outcomes Results
- II.A.024 Sample TracDat Program Learning Outcomes Results
- II.A.025 Sample Program Review Reports - Outcomes
- II.A.026 2020-2021 Catalog Distinguishing Pre-Collegiate Courses from College-Level Curriculum
- II.A.027 Description of HEOC-97 from 2020-2021 Catalog
- II.A.028 Description of ENGL-85 from 2020-2021 Catalog
- II.A.029 Descriptions of MATH-83, and MATH-85 from 2020-2021 Catalog
- II.A.030 Fall 2021 Supplemental Instruction List
- II.A.031 Descriptions of General Counseling Courses
- II.A.032 Sample Program Reports – CurricUNET
- II.A.033 Program Coordinator Job Description
- II.A.034 AP 4100 Graduation Requirements for Degrees and Certificates
- II.A.035 BP 4025 General Education Philosophy
- II.A.036 “Getting Your Degree at Napa Valley College” in 2020-2021 Catalog
- II.A.037 Arts and Humanities Five-Year Enrollment Count
- II.A.038 Fall 2021 Schedule Build Letter
- II.A.039 Schedule Building Manual

- II.A.040 Geology Program Review
- II.A.041 General Education Heat Map Fall 2019
- II.A.042 Success Data Short-Term Courses
- II.A.043 Data on Evening Courses
- II.A.044 Subcommittee Recommendation
- II.A.045 Placement Practices
- II.A.046 Transfer-Level Dashboard
- II.A.047 Sample Program Descriptions in Catalog
- II.A.048 Program Mapping Template
- II.A.049 Business Catalog Link
- II.A.050 Scale of Adoption Self-Assessment “Student Engagement and Support”
- II.A.051 First Year Experience Presentation to Counselor Luncheon
- II.A.052 Image of Exploration Pathways
- II.A.053 Core Indicators Reports
- II.A.054 Institutional Analysis of Delivery Mode
- II.A.055 Section I.B.3 of Program Review User’s Manual
- II.A.056 Sample Course Outlines of Record – Methods of Instruction and Evaluation
- II.A.057 Peer Review – Teaching
- II.A.058 Sample Student Survey
- II.A.059 Distance Education Plan and Appendices
- II.A.060 Instructional Design Institute Offerings
- II.A.061 Instructional Design Institute Participant List
- II.A.062 Student Services Inventory
- II.A.063 Description of Filipino Learning Community
- II.A.064 Preparatory Examinations among Programs
- II.A.065 BP 4235 Credit for Prior Learning
- II.A.066 AP 4235 Credit for Prior Learning
- II.A.067 Petition for Credit for Prior Learning
- II.A.068 Course Outlines of Record
- II.A.069 Sample Course Syllabi
- II.A.070 Sample CLO-to-PLO Maps from TracDat
- II.A.071 BP 4029 Hours and Units
- II.A.072 AP 4029 Hours and Units
- II.A.073 Excerpt from 2020-2021 Catalog
- II.A.074 AP 4050 Articulation
- II.A.075 Transfer Credits Policy in Catalog
- II.A.076 Course Substitution Petition
- II.A.077 Description of Course Identification Numbering System
- II.A.078 BP 4235 Credit for Prior Learning
- II.A.079 AP 4235 Credit for Prior Learning
- II.A.080 Evaluations Manual
- II.A.081 Sample Submissions to Universities
- II.A.082 Articulation Approval Timelines

- II.A.083 Articulation Agreements
- II.A.084 Program Learning Outcomes
- II.A.085 Most Recent Assessment among Degree and Certificate Programs
- II.A.086 Institutional Learning Outcomes/General Education Learning Outcomes
- II.A.087 Sample Institution-Level Outcomes Assessment Results
- II.A.088 Sample General Education Template
- II.A.089 Institutional Learning Outcomes/General Education Learning Outcomes Homepage
- II.A.090 Sample Course Outlines of Record – Course Learning Outcomes and ILO/GELO Alignment
- II.A.091 General Education Descriptions
- II.A.092 Learning Outcomes Crosswalk
- II.A.093 Approval of Outcomes
- II.A.094 Degree Program Planning
- II.A.095 BP 4025 General Education Philosophy
- II.A.096 General Education Section of Catalog
- II.A.097 Graduation Petition and Checklist
- II.A.098 Sample Curriculum Committee General Education Recommendations
- II.A.099 Multicultural Gender Studies Proposal
- II.A.100 Sample Program Outlines of Record
- II.A.101 Sample TracDat Maps
- II.A.102 Sample Course Outlines of Record – Appropriate to Field and Measurable
- II.A.103 Curriculum Packet
- II.A.104 Sample TracDat Course Learning Outcomes Results
- II.A.105 Sample TracDat Program Learning Outcomes Results
- II.A.106 Learning Outcomes within Career Technical and Health and Safety Programs
- II.A.107 Agenda Item 9.6 Appointment of Career Education Advisory Committee Members
- II.A.108 Program Advisory Committee
- II.A.109 Program Advisory Committee Meeting Minutes 031121
- II.A.110 Reports on Career Technical Education Bi-Annual Review
- II.A.111 Certification of Programmatic Accreditation
- II.A.112 Board of Registered Nursing 1 and 2
- II.A.113 Board of Nursing 3
- II.A.114 Annual Reports to ACCJC
- II.A.115 Summary of Results of Career Technical Education Outcomes Survey 2019
- II.A.116 Memo Regarding Licensure Exam Pass Rates
- II.A.117 Welding Certification
- II.A.118 AP 4024 Program Discontinuance
- II.A.119 Self-Service Document
- II.A.120 Curriculum Committee Minutes 040519
- II.A.121 Discontinuance Meeting Notes
- II.A.122 Catalog Rights
- II.A.123 Administration of Justice Program Review
- II.A.124 New Program Taskforce

- II.A.125 English as a Second Language Program Review
- II.A.126 Funded Requests for English as a Second Language
- II.A.127 History Program Review
- II.A.128 History 165 Course Outline of Record

II.B. LIBRARY AND LEARNING SUPPORT SERVICES

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Napa Valley College's (NVC's) McCarthy Library supports student learning and achievement by providing comprehensive library services, including:

- Physical library collections
- Online databases
- Textbooks available through reserve
- Tutorials and workshops for students and faculty
- Libguides
- Computers and computer labs
- Laptops for checkout
- Print and copy services
- Viewing rooms and group study rooms

The McCarthy Library's physical collections holds nearly 60,000 books, textbooks, and periodicals. Other physical resources and services include 60 computers and computer labs, nearly 200 laptops, print and copy services, group study and media viewing rooms and technology including wi-fi hotspots, webcams, microphones and calculators. Online library services include access to 57 online databases (including books, journals, streaming media, and reference sources), 59 Libguides, and year-round online tutorials and workshops ([II.B.01](#)).

The library offers regular library trainings and workshops to students and faculty, both in-person and online ([II.B.02](#)). Librarians offer a one-unit "Becoming a Skilled Researcher" class every semester ([II.B.03](#)). Instruction to students on access and use of library collections and services is offered in person through live workshops and one-on-one appointments and through online modules on the NVC website and in Canvas ([II.B.04](#)). Instruction to faculty and staff on access and use of library services, collections, and distance education resources is provided in-person and through live online workshops, online modules in Canvas, and sessions offered on designated flex days for professional development ([II.B.05](#); [II.B.06](#)).

Online library collections and learning support services are available for students through a regional consortium and Cranium Café ([II.B.07](#); [II.B.08](#)). NVC's academic departments offer supplemental

instruction and tutoring services ([II.B.09](#)). Online live tutoring in multiple subject areas is provided by third-party services through Canvas (via NetTutor) and for Math (via Smarthinking) ([II.B.10](#); [II.B.11](#)). Other learning support services include the Writing Success Center, the Math Success Center, and tutoring and supplemental instruction ([II.B.12](#)). Supplementary learning support services include the Speech Lab, which supports students and faculty in recording and rehearsing speeches and assists with the production of high quality, multimedia projects ([II.B.13](#)).

Library faculty and staff evaluate the sufficiency and effectiveness of library services and instruction to all students, regardless of location or means of delivery, through program review ([II.B.14](#); [II.B.15](#)). Library collection resources are assessed for sufficiency and depth with respect to existing curricula and to support learning needs of students through a library review process, to implement the Library's Collection Development Policy ([II.B.16](#); [II.B.17](#)). Providing equitable learning support services for distance education students is addressed through program review for academic programs and student support programs, through data individually tailored to each program ([II.B.18](#)).

NVC's Upper Valley Campus (UVC) in St. Helena has a small library collection (which is planned for relocation to the main campus) but no on-site support for access and instruction for using the collections. Students enrolled through distance education and those attending classes at the UVC have access to all online collections, databases, resources, and services described above. They can also access online help from librarians.

Analysis and Evaluation

The McCarthy Library on NVC's main campus provides comprehensive library services to students and personnel, both in-person and online. The services are sufficient in quantity, currency, depth and variety to support educational programs. Sufficiency is ensured through regular program review of Library Instruction and Library Services. Related learning support services include supplemental instruction, workshops and trainings, and the Writing and Math Success Centers. Currently, only the main campus is supported with in-person library services. Students enrolled through distance education and enrolled in courses offered at the Upper Valley Campus have access to online resources, services, and support.

NVC expanded online learning support services when instruction and services migrated to the remote environment, beginning in spring 2020, as a result of the COVID-19 pandemic. This shift resulted in more equitable access for students enrolled through distance education, at the UVC, and at other off-site locations. Library services and instruction, as well as all tutoring services, are currently available to all students through the Canvas LMS.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The selection and maintenance of educational equipment and materials by librarians, faculty, and support services professionals is facilitated by NVC's committee structure (including the Curriculum Committee and Educational Technology Committee of the Academic Senate) and by library planning processes (including program review, annual planning, and ongoing assessment of needs). NVC has multiple mechanisms for engaging faculty, including librarians and other learning support professionals in the selection of materials and educational equipment. The Library Collection Development Policy describes how faculty librarians collaborate with instructional faculty to develop library collections ([II.B.17](#)). The Faculty and Staff Resources page on the library's website describes services that librarians provide to faculty in support of teaching and learning and outlines how library personnel work with faculty to develop appropriate library resources ([II.B.19](#)). The library website also contains a description of the types of library instruction that can be offered during individual classes to foster the development of information literacy.

NVC relies on its faculty librarians to make recommendations regarding the selection and maintenance of educational equipment and materials. A faculty librarian is a voting member of the Curriculum Committee and reviews all curriculum proposals to recommend or request library resources to support instruction ([II.B.20](#); [II.B.21](#)). Each Course Outline of Record includes a section where faculty authors identify any library resources needed to ensure student learning ([II.B.22](#)).

A faculty librarian is also a voting member of the Educational Technology Committee (ETC) of the Academic Senate ([II.B.23](#)). The responsibilities of the ETC include making recommendations regarding technology resources, instructional technology needs, and educational software.

Like all instructional programs and learning support services, Library Services goes through regular program review, which includes analysis of student usage and needs. As described in Standard I, program review brings faculty and staff together to assess student achievement and accomplishment of mission. Resource needs identified during program review, including educational equipment and materials, are folded into unit plans and incorporated into the Office of Academic Affairs planning process. The 2020 Library Resources Program Review identified a greater need for ebooks to promote student success in the online environment. Through the established planning and resource allocation process, the request was funded in 2021-2022 as part of the Office of Academic Affairs expenses ([II.B.14](#); [II.B.24](#)).

To supplement the triennial program review process, library staff, including faculty librarians, meet monthly to identify and discuss emerging resource needs, including educational equipment and materials. Minutes from these regular meetings show library staff discussing resource requests from faculty as well as other learning service professionals ([II.B.25](#)).

Analysis and Evaluation

NVC relies on the expertise of faculty librarians and learning support staff in selecting and maintaining educational equipment to support student learning and achievement. Planning processes, the curriculum approval process, and NVC's committee structure ensure the participation of appropriate faculty and staff in making recommendations.

During the ISER development process, NVC identified some areas for improvement associated with library and learning resource planning. While faculty librarians sit on the Curriculum and Education Technology Committees to help identify resource needs, NVC does not have an established process for collecting direct input from other instructional faculty regarding selection and maintenance of library resources. Furthermore, while individual instructional programs submit requests for educational equipment and materials through the annual planning process, which can then be addressed through the Office of Academic Affairs planning process, there is not a mechanism for directly linking educational resource needs from other areas of the campus to the Library's selection and maintenance processes. NVC could benefit from incorporating the expertise of all faculty and learning support service professionals into the process of selecting and maintaining library resources, educational equipment, and educational materials to support student learning. These areas for improvement have been incorporated into Improvement Plan A.

- 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

NVC evaluates library and learning support services – including Library Services, the Math Success Center, and the Writing Success Center – through the formal program review process every three years ([II.B.26](#)). These three services completed program review in 2020-2021. The review process incorporates data specifically tailored to address the needs of each program including student usage/access and a description of the demographics among users (along with a comparison with the general credit-student population). The report for Library Services includes data summarizing student usage of particular kinds of support, including circulation of books, classroom supports, and technology, as well as the reservation of study rooms ([II.B.14](#)). The report for the Math Success Center incorporates retention and successful course completion rates among students who accessed the center and those that did not ([II.B.27](#)). The report for the Writing Success Center includes the most common English course enrollments among students who accessed the center each term as well as English pathway success among those who accessed the center ([II.B.28](#)).

The 2020-2021 review of Library Service and the Success Centers identified several areas for improvement to address student needs. Examples of strategic initiatives that were included in the three-year program plans that emerged from the review process and are intended to increase support for students include:

- acquiring and expanding collections to support curricular offerings and
- expanding information literacy workshops to cover all sections of transfer-level English (Library Services);
- increasing resources for non-native English speakers and
- increasing the number of student tutors to expand tutoring offerings and promote writing across the curriculum (Writing Success Center); and
- strengthening connections between the center and math faculty and
- implementing software to track student usage of center services (Math Success Center).

Other learning supports – such as tutoring and supplemental instruction, designated computer labs, and learning technology – are incorporated into the evaluation of programs that offer those resources ([II.B.29](#)). For example, the reports for Biology, Chemistry, Physics, and Communication Studies describe effective practices or plans to implement improvements associated with tutoring and supplemental instruction. The reports for English and Communication Studies include plans to expand use of learning technology such as Canvas and embed resources into the designated speech lab, respectively.

All learning support services associated with Standard II.B have identified student learning outcomes ([II.B.30](#)). Each learning support service assessed all of its established student learning outcomes between 2016-2017 and 2020-2021 ([II.B.31](#)). The outcomes assessment process has yielded action plans based on recent assessments results, which are recorded in TracDat ([II.B.32](#)). Program review also provides an opportunity for faculty and staff affiliated with the library and the success centers to review assessment data collected across the most recent cycle, reflect on the findings, document how the services contribute to student success across the institution, and incorporate improvements into the three-year program-level plans that emerge from program review. Resources needed to implement these improvements are incorporated into the annual planning process, as described in Standard I.B.

NVC also conducts surveys to evaluate the effectiveness of learning support services, including the library and tutoring services. Examples of recent surveys include a library survey (developed through the program review process and then distributed among all students), a survey regarding tutoring embedded in specific classes, and a survey conducted among students that accessed tutoring through the MESA/STEM Center ([II.B.33](#)). Faculty and staff affiliated with the individual programs that conduct these surveys use the results to identify areas for improvement and incorporate them into subsequent program-level plans ([II.B.34](#)).

Analysis and Evaluation

NVC evaluates library and learning support services through the three-year program review cycle and through a four- to six-year learning outcomes assessment cycle. Program review incorporates data on student usage and student learning and helps document the efficacy of NVC's learning support services. The most recent program reviews for library and learning support services demonstrate that the review of program data and learning outcomes assessment identifies improvements intended to promote student success across the institution. The program review and student learning outcomes

assessment processes identify effective practices to be expanded and areas for improvement. Both processes yield concrete plans – in the form of three-year program-level plans and action plans associated with learning outcomes assessment. NVC supplements these formal review processes with periodic surveys conducted among individual services.

- 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

NVC contracts with outside agencies to increase student and faculty access to library and learning support services. NVC has formal agreements in place to provide access to library materials – including digital resources, databases, and hardcopy holdings of libraries within the region – as well as software to support teaching and learning.

NVC is part of a library consortium that includes the Napa County Library and the Solano Community College Library ([II.B.35](#)). Access to library resources and holdings among all member libraries is secured through Polaris, an integrated library system. NVC Library staff members participate in bi-monthly meetings among consortium members as well as annual meetings of the LINK+ regional interlibrary resource sharing system to evaluate interlibrary collaborations, including usage of consortium materials, ease of access to shared collections, and usefulness of specific services ([II.B.36](#)). The Director of Library Services reviews usage reports provided by other agencies ([II.B.37](#)). NVC Library staff monitor usage of shared resources, focusing on borrowing and lending ratios to and from NVC's Library ([II.B.38](#)). NVC adjusts access to specific databases and collections based on usage data ([II.B.39](#)).

As a standard practice, NVC has had agreements in place to ensure access to technology to support teaching and learning – including the learning management system for distance education, online library reference materials, and tutoring services. NVC's agreement with Instructure, Inc. secured access to the Canvas learning management system through June 2020 ([II.B.40](#)). Similarly, NVC had a contract with Pearson to provide access to Smarthinking through June 2020 ([II.B.41](#)). In April 2020, NVC renewed its subscription with Turnitin, providing access to plagiarism software, support, and training ([II.B.42](#)). The Springshare Software License agreement documents the formal agreement for utilizing LibGuides ([II.B.43](#)).

NVC secures technology infrastructure and supplements its existing collections through subsidized support from the California Community Colleges Chancellor's Office (CCCCO), the Community College League of California (CCLC), and the Council of Chief Librarians (of the California Community Colleges). In fall 2020, in response to the COVID-19 pandemic, the CCCCCO announced

that it would provide full funding support for several library and learning support technologies through June 2021 ([II.B.44](#)). As a result, there was not a need to renew the institutional agreements NVC had in place prior to 2020. The CCCCCO provides access to digital learning support services, including Canvas, Zoom, Labster, NetTutor (a substitute for Smarthinking), Turnitin, and Proctorio. The communication from the CCCCCO describes the purpose of each platform. NVC relies on the vetting by the Chancellor's Office and the Foundation for California Community Colleges (College Buys) Consortium to provide quality assurance regarding the consortium-promoted products and to ensure continuity and access to provide instructional support for students in the virtual environment. The CCLC provides access to ebooks and other electronic materials offered by NetLibrary ([II.B.45](#)). The Council of Chief Librarians provides access to digital library resources, including ebooks and databases. NVC monitors, reports, and evaluates usage of these resources through an annual report submitted to the Associate of College Research Libraries ([II.B.46](#)).

The past agreements between NVC and outside vendors cited within Standard II.B.4 include terms for use, including access, use, purpose, and scope of work, support purchased, ownership, and termination clauses ([II.B.47](#)). The agreements do not explicitly state NVC's responsibility with respect to security, maintenance, and reliability of these specific learning support services.

In addition to evaluating ease of access and usage of library and learning supports provided by outside vendors, NVC monitors use and evaluates the effectiveness of library and learning resources through the program review process. As described within Standard II.B.3, the review process incorporates data relevant to each service area. The Library Services Program Review includes data on circulation of library materials (including textbooks), library collections and circulation of holdings, and interlibrary loans ([II.B.14](#)). The Writing Success Center Program Review reports usage of Smarthinking, including the number of students who accessed the service, the number of contacts/visits among those students, and the average number of minutes spent per visit ([II.B.28](#)).

Analysis and Evaluation

NVC has formal agreements in place to increase access to library and learning support services to promote student success. Library staff monitor usage of external resources through meetings with regional consortia members, usage reports from vendors, and locally generated reports. Individual learning support programs incorporate usage data into program review. NVC uses data to evaluate practices and adjusts them accordingly. NVC should consider refining practices regarding formalized agreements to include more explicit delineation of responsibilities for ensuring access, maintenance, and reliability of resources.

Conclusions on Standard II.B. Library and Learning Support Services

In support of its educational programs, regardless of means of delivery, Napa Valley College provides a variety of library and learning support services, including physical and online collections, supplemental instruction, learning success centers, computer labs, and ongoing orientations and trainings for students, staff, and faculty. For the selection of equipment and materials, NVC relies primarily on faculty librarians, who are members of committees concerned with curriculum and educational technology. To promote student success and continuous improvement, all library and learning support services go through regular program review. NVC ensures the sufficiency, maintenance, and reliability of all library and learning support services, whether internal or contracted.

Improvement Plan(s)

N/A

Evidence List

- II.B.01 Inventory of Library Collections
- II.B.02 List of Training and Workshop Offerings
- II.B.03 LIBR-100 Course Description
- II.B.04 Library Workshops for Students
- II.B.05 Distance Education Workshops Webpage
- II.B.06 Descriptions of Flex Day Offerings
- II.B.07 Agreement with Napa County Library
- II.B.08 Cranium Café Offerings
- II.B.09 Courses with Supplemental Instruction
- II.B.10 Writing Success Center Appointments
- II.B.11 Smarthinking Online Tutoring Math
- II.B.12 Webpage Descriptions of Learning Support Services
- II.B.13 Speech Lab Webpage
- II.B.14 Library Services Program Review
- II.B.15 Library Program Review
- II.B.16 Library Review Process – Consistency Project
- II.B.17 Library Collection Development Policy
- II.B.18 Data Incorporated into Program Review for Learning Support Services
- II.B.19 Faculty and Staff Resources Webpage
- II.B.20 Curriculum Committee Membership
- II.B.21 Sample Course Outlines of Record Proposals Documenting Librarian Review
- II.B.22 Curriculum Approval Process
- II.B.23 Educational Technology Committee
- II.B.24 Academic Affairs Funding Priorities 2021-2022
- II.B.25 Library Staff Meeting Agendas and Minutes
- II.B.26 Program Review Cycle among Learning Support Services
- II.B.27 Math Success Center Program Review
- II.B.28 Writing Success Center Program Review
- II.B.29 Sample Program Review Reports

- II.B.30 Learning Outcomes among Learning Support Services
- II.B.31 Assessment Results among Learning Support Services
- II.B.32 Action Plans in TracDat
- II.B.33 Sample Surveys
- II.B.34 Examples of Plans Linked to Survey Results
- II.B.35 Memorandum of Understanding between NVC and Napa County Library
- II.B.36 Sample Meeting Agendas
- II.B.37 Sample Usage Reports
- II.B.38 Sample Data Report
- II.B.39 Example of Adjustment to PrepStep
- II.B.40 Agreement with Infrastructure, Inc.
- II.B.41 Agreement with Pearson
- II.B.42 Agreement with Turnitin
- II.B.43 Springshare Software License Agreement
- II.B.44 Memorandum from California Community Colleges Chancellor's Office November 2020
- II.B.45 Library EBook Agreement
- II.B.46 Recent Report Submission
- II.B.47 Sample NVC Contracts

II.C. STUDENT SUPPORT SERVICES

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Napa Valley College (NVC) regularly evaluates student support services through the triennial program review process, which provides an opportunity to reflect on data summarizing trends in student usage, reflect on current practices, identify areas for improvement, and develop plans to enhance the student experience, from enrollment to completion ([II.C.001](#)). Through program review, NVC ensures student support services are supporting student learning and enhancing the accomplishment of the institutional mission. Program review reports document recent improvements and effective practices within each program, as well as areas for improvement identified during the review process ([II.C.002](#); [II.C.003](#)). In spring 2021, NVC expanded the program review summary pages to document linkages between student support services and institutional mission and plans ([II.C.004](#)). As described below, NVC also conducts surveys and uses the results to identify areas for improvement.

All non-grant-funded student support services undergo NVC's three-year program review process ([II.C.005](#)). The program review process incorporates data relevant to each specific program. For example, the types of registration activities students sought in person (through Enrollment and Outreach Services), the types of appointments students scheduled through Student Health Services, student usage of the Food Basket (provided through Student Life), and transfer workshops and presentations (offered by the Transfer Center) ([II.C.006](#); [II.C.007](#); [II.C.008](#); [II.C.009](#)). The data summarize trends in student usage over the most recent three-year period. All program review reports include demographic information on the students served by the program and a comparison with the demographics among the credit-student population at the institutional level (or a population of interest identified by the program, such as all students who accessed counseling services vs. those who accessed the Transfer Center).

Program reviews among NVC's student support services incorporate data and other considerations pertaining to online services ([II.C.010](#)). [NVC does not offer courses through correspondence education.] Within the context of program review, Enrollment and Outreach Services reviewed data on in-person and online registrations. Student Health Services reported figures for distance services, including telephone appointments and online mental health screening. Student Life identified the recent transition to an online election system as an area of strength and the implementation of an online system for student identification cards as a goal. New objectives for the Transfer Center included increasing its online presence and accessibility for students and expanding use of online platforms such as Cranium Café.

NVC collects student perspectives regarding support services and uses that information to identify areas for improvement. NVC administers surveys both in person and online, to cover services offered

face-to-face and through remote delivery ([II.C.011](#)). Several service areas within Student Affairs use a common “Talk to Us” feedback form to collect information about students’ experiences with student support services ([II.C.012](#)). Students who participate in online counseling appointments automatically receive a survey requesting feedback once the appointment is completed ([II.C.013](#)). Other student support services rely on student surveys to gauge satisfaction with services ([II.C.014](#)). Based on information collected from student focus groups in 2019-2020, Student Affairs identified a need to increase student awareness of support services offerings as early as possible in the student experience ([II.C.015](#)). In fall 2020, a New Student Convocation was launched to bridge the identified gap, by providing information on student support services to all new and incoming students ([II.C.016](#)).

Analysis and Evaluation

NVC demonstrates that student support services support student learning and enhance the accomplishment of institutional mission through regular evaluation via program review. Program review incorporates data appropriate for individual student support services, which includes student usage and access through in-person and remote delivery. Program review identifies areas for improvement and documents the alignment between student support services and mission. NVC also conducts student surveys to collect information about the student experience and uses the results to identify areas for improvement.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

NVC has established student learning support outcomes for select student support services with a direct role in student learning ([II.C.017](#)). Each student support service assesses its defined outcomes according to a regular schedule, ranging from two to five years ([II.C.018](#)). Since fall 2016, 100% of NVC’s student support programs have assessed student learning outcomes ([II.C.019](#)). As the student learning support outcomes are defined by NVC’s respective programs, the programs ensure that they are providing appropriate supports to achieve the stated outcomes ([II.C.020](#)). For example, the Transfer Center provides workshops and resources to students to “increase their understanding and levels of confidence about the transfer process” (Outcome 1). Puente provides students with information on support services and encourages student use of those services to ensure that “students will utilize campus services such as the Writing Center, Counseling Center, and Transfer Center” (Outcome 2).

Program review provides an opportunity to reflect holistically on results of assessment collected across recent years ([II.C.021](#)). As student support services personnel assess student learning outcomes, they record results in TracDat and develop action plans for improvement ([II.C.022](#)). Examples of actions identified within student support services include Puente continuing practices to maintain currency of reading materials and the Transfer Center administering surveys more regularly to collect input from students following presentations and workshops.

Student support services that do not have a direct role in student learning reflect on data and use it to identify areas for improvement and reflect on program goals during the program review process. For example, the Welcome Center's program review resulted in a new initiative to develop a Student Ambassador Academy ([II.C.023](#)). The program-level plans describing strategic initiatives to address areas for improvement are developed through both program review and the annual planning process ([II.C.024](#)).

In addition, student support services within Student Affairs summarize progress on program-level goals each year, through an annual report ([II.C.025](#)). The annual report complements the program review process, as each service documents accomplishments and innovative ideas implemented over the academic year and identifies areas for improvement.

Analysis and Evaluation

NVC identifies and assesses student learning support outcomes among services directly associated with student learning. The results of learning outcomes assessment are used to identify areas for improvement. Action plans are recorded in TracDat, and student support services review the results collected across a multi-year period during program review. All student support services use data to evaluate services, identify areas for improvement, and refine program goals. Additionally, the Student Affairs Annual Report describes strategies implemented to improve student support services within that area and identifies areas for improvement for each service. When NVC enters the second three-year program review cycle, the process will be refined to document accomplishments associated with program-level plans that emerged from the review process spanning 2019-2020 through 2021-2022.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

NVC offers appropriate, comprehensive and reliable services for students, which are available to all students in person on the main campus, and online/electronically for distance education students and students who are attending classes at off-site locations. The Catalog lists all resources for students and support services alphabetically and includes descriptions, contact information and physical locations (if applicable). A full list of services including web-based and telephone contact information is also available on the front page of the Student Affairs website ([II.C.026](#)). Students are able to connect to student systems through the NVC Mini Portal, which includes access to Self-Service, Office 365, and Canvas ([II.C.027](#)). Communications and links to services are provided through the three systems accessible through the NVC Mini Portal.

All student support programs maintain dedicated webpages, containing appropriate information, links, and contacts ([II.C.028](#)). In recent years, NVC has implemented the use of various cloud-based and computer programs to expand online access to services traditionally available solely or primarily in person ([II.C.029](#)). To ensure equitable access for online students, nearly all student support services now use the ConEx Ed Cranium Café platform, which allows any student to access virtual

lobbies for live chats and to schedule phone and video appointments with staff from any device ([II.C.030](#)). Because students can access services using these various platforms regardless of location, NVC assures access to all students and further addresses barriers for distance education students and students who are unable to come to campus when services are available. Nearly all student services provide some form of electronic download/submission for forms. Those services that do not have electronic forms posted online distribute forms to students via email ([II.C.031](#)).

To provide equitable access to the technology platforms and promote student success, the Library provides a laptop and hotspot loan program for enrolled students who might not otherwise have access to those resources ([II.C.032](#)). For student textbooks and materials, NVC's contract with Barnes & Noble for bookstore services provides both on-campus and online purchasing options for students ([II.C.033](#)). In addition, Barnes & Noble offers book rentals, which reduces the cost of purchasing books ([II.C.034](#)). The Library also maintains textbooks on reserve, which students can check out for two-hour blocks.

To assure that students receive appropriate, reliable, and comprehensive communication regarding support services, NVC has implemented several online applications. These include Ocelot Financial Aid AI Chatbot for 24/7/365 information, Full Measure for short text messages and reminders, NVC Communicate for mass email communications, NVC SAFE for emergency notifications, and Facebook, Twitter, and Instagram for information via social media ([II.C.035](#)).

Student use of services is tracked through the Student Affairs Annual Report. The 2019-2020 Annual Report documents the number of students served during that academic year, demonstrating the accessibility, reliability and comprehensiveness of NVC's student support services ([II.C.025](#)).

Analysis and Evaluation

NVC provides appropriate, comprehensive, and reliable information and services to students using multiple methods to assure equitable access for all students. NVC maintains a comprehensive network of student support services, serving all students equitably from application to graduation, regardless of service location or delivery method. In summer 2021, to help increase efficiency, NVC began evaluating the purpose and effectiveness of technology platforms used across the institution to communicate with students.

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

NVC maintains a number of co-curricular programs that are linked to, and mutually supportive of, academic programs. The Theater Arts program supports a regular schedule of performances, with casts and crews featuring NVC students, staff, and community members ([II.C.036](#)). The Music program

offers a similar schedule ([II.C.037](#)). Student participants in these performances enroll in credit or non-credit courses associated with the two programs ([II.C.038](#)). These co-curricular programs are aligned with NVC's mission and contribute to the social and cultural dimensions of the educational experiences of NVC students. Both the credit and non-credit courses go through the curriculum process ([II.C.039](#)). They are staged in college facilities and are under institutional control ([II.C.036](#); [II.C.037](#)).

Other co-curricular programs linked to instructional programs include the Napa Valley Writer's Conference, Shakespeare Napa Valley, and the Emergence Festival ([II.C.040](#)). Such co-curricular programs are managed collaboratively by NVC faculty, staff, and administrators. Financial and departmental responsibilities are shown on the District Organizational Chart, departmental budgets, and corresponding job descriptions for Senior and Associate Deans ([II.C.041](#); [II.C.042](#); [II.C.043](#)).

NVC's athletics programs are offered and managed by the Division of Kinesiology, Athletics and Dance. Athletic programs adhere to BP 5700 Athletics, which was developed in accordance with applicable state and federal regulations ([II.C.044](#)). Federal, state, and local policies have also informed the development of manuals, handbooks, and other trainings for coaches and students ([II.C.045](#)). Annual Equity in Athletics Disclosure Act reports are submitted to the U.S. Department of Education ([II.C.046](#)).

NVC's athletics programs are supported by courses in the Kinesiology program, specifically KINE 272-297 ([II.C.047](#)). The Curriculum Committee ensures these courses are conducted with sound educational policy according to the established curriculum approval processes described in Standards II.A.1-2. To ensure its integrity, the Kinesiology program undergoes regular program review, according to the established process described in Standards II.A.2 and II.A.16 ([II.C.048](#)). NVC maintains control over all athletics programs, including their finances ([II.C.049](#); [II.C.050](#)).

Other NVC co-curricular programs include the Cultural Center, student clubs, and events that are designed to enhance the college experience. The Cultural Center is coordinated by a Humanities faculty member and provides resources on equity and inclusivity ([II.C.051](#)). As of fall 2020, NVC offers ten student clubs, many of which are sponsored by faculty ([II.C.052](#)). NVC also offers annual Science, Technology, Engineering, and Mathematics (STEM) fairs and participates in the Eisenhower Program, which is linked with Math, Engineering, Science Achievement (MESA) and Engineering programs ([II.C.053](#)).

Analysis and Evaluation

NVC offers co-curricular and athletic programs to provide expanded social, cultural, and educational activities for students to develop personally as well as academically and professionally. These programs are conducted with sound educational policy and high standards of integrity and are intended to enrich the student experience. All associated courses have gone through the curriculum approval process. NVC's co-curricular and athletics programs are aligned with its mission, and NVC has control over these programs, including their finances.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

NVC Counseling Services provide counseling and advising to support student development and success. General Counseling, the Career Center, the Transfer Center, and the Student Success and Support Program are all housed within Counseling Services. Responsibilities of faculty counselors, classified professionals, and the administrator of Counseling Services include counseling and advising students on their educational plans ([II.C.054](#)). Counselors provide personal, academic, and career counseling to students. These services are supplemented by counselors assigned to special programs, including EOPS, DSPS, and grant-related programs such as MESA, Hispanic-Service Institutions, and Student Support Services ([II.C.055](#); [II.C.056](#)). NVC's Puente and Umoja programs include a mentoring component to support student success and "increase positive outcomes for historically under-represented populations" ([II.C.057](#); [II.C.058](#)).

NVC ensures that counselors and specialists who serve a counseling/advising function are prepared for those roles. Counseling and advising personnel attend webinars, conferences, and other professional trainings to remain up-to-date on counseling techniques, articulation, and other requirements ([II.C.059](#)). NVC faculty and staff who attend these trainings share information with all counseling/advising staff at regular Counseling Services meetings ([II.C.060](#); [II.C.061](#)).

NVC provides an online orientation to all new students, as part of the "5 Steps to Enroll" ([II.C.062](#)). Orientation includes an introduction to Counseling Services and instructions to schedule a counseling session to develop an education plan and prepare to declare a major. Beyond the general orientation, counselors provide a variety of group advising activities to orient new students to NVC's academic programs and services and to ensure that students understand program, graduation, and transfer requirements. These sessions include college success and career guidance classes as well as transfer, career, and vocational workshops ([II.C.063](#); [II.C.064](#)).

Counselors offer on-going counseling services for all enrolled students at key junctures along the student progression, to assist students in completing their educational goals ([II.C.065](#)). Services include educational planning, personal counseling, career advising, graduation petition preparation, and transfer planning. These services are provided through General Counseling, the Career Center, and the Transfer Center ([II.C.066](#)). Students also receive timely, useful, and accurate information about relevant academic requirements during individual sessions. Students can create, update, and modify their educational plans in the Student Planning system with the assistance of a counselor or through the self-service function ([II.C.067](#)). NVC provides a variety of forms and checklists to help students monitor completion of degree/certificate requirements and navigate job application and transfer processes ([II.C.068](#)).

Two of the essential practices associated with implementation of the Guided Pathways framework pertain to the advising capacity to help students stay on their selected path:

- “Advisors monitor which program every student is in and how far along the student is toward completing the program requirements” (Essential Practice III.A);
- “Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track” (Essential Practice III.C) ([II.C.069](#)).

In connection with the first essential practice, as requested by the Office of Academic Affairs in fall 2020, RPIE began providing data to Program Coordinators, identifying students who have selected an area of study associated with their programs and providing contact information so that faculty could reach out to those students ([II.C.070](#)). RPIE has also provided some programs with contact information for students that are close to completing degree/certificate requirements within their respective programs ([II.C.071](#)).

In connection with the second essential practice, NVC has implemented Hobson’s Starfish Early Alert. Starfish Early Alert is an online retention tool which enables communication between faculty, counselors, and students, to help students stay on/get back on track ([II.C.072](#)). It allows a holistic connection between instructional faculty, counselors, and students and provides access to class rosters, academic progress surveys, and a referral system.

In addition to counselors and specialists, faculty serving as department/program coordinators are responsible for advising students within their programs. The job description for department/program coordinators indicates that these individuals “in consultation with counselors, advise students on pre- and co-requisites for the program and degree and certificate requirements” ([II.C.073](#)). In 2019, NVC established counseling liaisons between instructional divisions and Counseling Services ([II.C.074](#)). The liaison structure was designed to connect faculty in academic divisions with counseling faculty, to increase collaboration and improve communication between counseling and discipline faculty.

Analysis and Evaluation

NVC’s Counseling Services provide comprehensive and timely counseling/advising services at each stage along the student progression. Faculty and student support services staff are trained on their counseling/advising roles and regularly receive updates on changing requirements during Counseling Services meetings. All NVC students attend an online orientation and receive information on degree, certificate, and transfer requirements.

During the ISER development process, NVC identified a need to increase collaboration between counselors and discipline faculty as the Guided Pathways framework is implemented. NVC’s 2021 Guided Pathways Self-Assessment regarding “advising” practices focuses solely on the role of counselors. While the job description for program coordinators includes “advising” students within their programs, faculty are not trained for the advising role. Although new systems such as Student Planning provide faculty with access to students’ educational plans, faculty have not received sufficient training to make effective use of that system. Guided Pathways provides an opportunity to

increase integration between academic programs and student support services, to expand training opportunities to cover instructional faculty as well as counselors and staff, and to coordinate across all parts of the institution – through the implementation of Exploration Pathways, Program Mapping, and Student Planning. The counseling liaison structure might serve as a foundation for increasing collaboration and integration across programs and services.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Consistent with the open-access aspect of its mission statement, NVC has adopted and adheres to an open admissions policy ([II.C.075](#); [II.C.076](#)). BP 5010 indicates that NVC admits anyone “who can benefit from advanced scholastic or vocational work.” The Catalog describes populations eligible for admission – based on educational background, ranging from high school students, through non-high school graduates, to high school graduates and transfer students ([II.C.077](#)). As indicated in BP 5010 and the Catalog, current high school students need permission from their high school principal and a parent/guardian in order to enroll. BP 5052 Open Enrollment stipulates that “unless specifically exempted by statute or regulation, every course, course section or class . . . shall be fully open to enrollment and participation by any person who has been admitted to the college,” provided they meet relevant prerequisites ([II.C.078](#)).

Some NVC programs within Health Occupations and Criminal Justice have specific program admissions requirements. The admissions criteria are outlined in the Catalog and on the program pages of the NVC website ([II.C.079](#)). BP 4106 Nursing Programs describes the screening process for applicants to the Associate Degree Nursing Program ([II.C.080](#)).

The Catalog clearly outlines the requirements for all degree and certificate programs, including those that lead to transfer ([II.C.081](#)). The Catalog also describes the General Education pattern required for different types of degrees ([II.C.082](#)). For some programs – particularly within the Career Education and Academic Pathways Division – the Catalog includes course sequencing identifying specific courses that students should take each semester over a two-year period ([II.C.083](#)). These programs have also developed program maps describing linkages between similar programs ([II.C.084](#)).

Counselors advise students on course sequencing and use the Catalog to help students develop educational plans identifying courses to take each semester to reach their educational goals ([II.C.085](#)). The 5 Steps to Enroll include a counseling/advising session, in which students meet with a counselor and complete an educational plan for the first semester ([II.C.086](#)). Self-Service Student Planning software allows students, counselors, and advisors to develop more detailed educational plans ([II.C.087](#)). Once students have their educational plans in place, they can access them online at any time to monitor their progress and can register for classes directly through their educational plans ([II.C.088](#)).

In 2020-2021, two Cross-Functional Teams (CFTs) associated with Guided Pathways began to identify “Exploration Pathways” reflecting the meta-major structure of the Guided Pathways framework and develop program maps visually depicting program requirements for students ([II.C.089](#); [II.C.090](#)). The Exploration Pathways are intended to make educational, transfer, and career pathways clearer and better for students, by clustering programs with shared curriculum together and by reducing the number of unnecessary units (not associated with program requirements) that students accumulate on their way to completion. The program maps will provide details to help students navigate through requirements of individual programs.

Analysis and Evaluation

NVC’s admissions requirements are appropriate for an open-access institution. They define populations of eligible students based on educational background and age. NVC’s Catalog identifies degree, certificate, and transfer requirements, including general education requirements. Through the 5 Steps to Enroll, NVC encourages students to meet with a counselor to learn about student planning and develop a first semester educational plan. NVC has systems in place to allow students to monitor progress toward their educational goals and has started the process of identifying Exploration Pathways to continue implementation of the Guided Pathways framework.

While the Catalog outlines requirements and counselors advise and assist students in educational planning, most programs have not defined clear pathways across a multi-semester period. Some programs have defined semester-by-semester sequences, which have been incorporated into the Catalog. NVC’s Associate Degrees for Transfer (ADTs) identify requirements leading to a transfer pathway. However, the courses within the discipline of focus are not sequenced, and pathways that incorporate prerequisites as well as an appropriate balance between general education requirements and courses within the discipline across the academic terms have not been developed. Ongoing implementation of Exploration Pathways and Program Maps will strengthen NVC’s practices associated with this Standard, by outlining clearer pathways to completion, transfer, and career goals.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

As an open-access institution, NVC does not utilize an instrument to determine student admission. New students complete a “guided self-placement” process for English and math as part of the 5 Steps to Enroll ([II.C.091](#)). Placement recommendations are based on an evaluation of students’ high school transcripts. All students are allowed to enroll directly in transfer-level English and math courses, with different levels of co-requisite support recommended for students, depending on their high school grades ([II.C.092](#)). The co-requisites are designed to provide just-in-time support to students ([II.C.093](#)). While this placement practice is intended to direct students to transfer-level English and math as soon as possible and eliminate the need for taking a series of English and math courses across multiple terms, it is ultimately up to each student to decide which course/courses to take. The online placement tool is offered year-round and can be accessed from several parts of the NVC website ([II.C.094](#)).

NVC implemented the transcript-driven placement process in fall 2019 ([II.C.095](#)). Since that time, NVC has monitored student performance regularly, through both local and state-required reports ([II.C.096](#); [II.C.097](#)). For reports required by the California Community Colleges Chancellor's Office, that agency provides a reporting template which highlights disproportionately impacted student subpopulations. Communities of practice that include discipline faculty and academic deans review the reports and identify areas for improvement and strategies to address gaps ([II.C.098](#)). Faculty have also conducted surveys among students to help evaluate the effectiveness of the co-requisite structures ([II.C.099](#)). When faculty have identified skills not covered through the co-requisite courses, they have developed additional mechanisms to deliver support to students, including individual modules or workshops ([II.C.100](#)). They have also refined placement descriptions and developed additional materials to inform the guided self-placement of students ([II.C.101](#)).

Analysis and Evaluation

As an open-access institution, NVC does not have a selective admissions process. NVC implemented a new guided self-placement system for English and math placement in 2019. Within the new system, all students receive recommendations to enroll in transfer-level English and math, with or without co-requisites, depending on their academic performance in high school. NVC is engaged in ongoing evaluation of the new system. Communities of practice review data and survey results, share classroom observations, and reflect on student performance regularly and have adjusted practices to improve student success. It is too early to evaluate the overall effectiveness of the new placement system. NVC will continue to monitor performance and make refinements, as appropriate.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Student records are maintained by the Office of Admissions and Records. NVC adheres to the California Code of Regulations regarding the type of records that must be retained ([II.C.102](#)). All permanent records (Class 1) are kept in hard copy or in imaged format in a secured location. Additionally, permanent student records are maintained with a digital imaging system, Hershey ([II.C.103](#)). Access to hard copy records in the secure area and imaged records is limited to authorized personnel only. Electronic records are stored on servers maintained in the Information Technology Department and copied nightly to cloud storage for secure backup. Admissions and Records staff are trained on maintaining student records and confidentiality ([II.C.104](#)).

The Family Educational Rights and Privacy Act requirements and directory information are clearly defined in the NVC Catalog and Board Policy 5040 Student Records, Directory Information, and Privacy ([II.C.105](#); [II.C.106](#); [II.C.107](#)). BP 5040 provides for the safeguarding and release of student records. Administrative Procedure 5040 Student Records, Directory Information, and Privacy details the circumstances under which student records may be released ([II.C.108](#)). Both BP and AP 5040 are published under the "Policies" section of BoardDocs ([II.C.109](#)). Students can request release of access to their records by submitting a form ([II.C.110](#)).

Analysis and Evaluation

NVC maintains hard copy and imaged permanent student records in secure and confidential locations, and those records are backed up regularly. NVC publishes the policies and procedures associated with student records and follows the established policies for release of student records.

Conclusions on Standard II.C. Student Support Services

Napa Valley College offers high-quality, comprehensive, and equitable student support services aligned with the college's mission, which are regularly assessed for effectiveness. Student support services undergo program review, which includes analysis of usage data by student demographic and means of delivery and, where appropriate, assessment of learning outcomes. Program review reports are published on the college website, and results are used to improve quality. Other strategies used to ensure the effectiveness of student support services include annual reporting and student surveys.

NVC offers counseling services to all students, providing timely and accurate information supporting the breadth of the student experience, from new student orientation to graduation. Counseling Services, special programs, and learning communities all promote student achievement and support the college's mission. To further support student success and clarify pathways to completion, NVC is currently institutionalizing the Guided Pathways framework.

To enhance the student experience, NVC offers an array of co-curricular programs that are conducted with high standards, sound programmatic and financial practices, and are linked to and supported by academic programs. Student clubs, arts and athletics programming, and other cultural events round out an institutional commitment to excellence in student achievement and accomplishment of mission.

Improvement Plan

- The Quality Focus Essay Project associated with Guided Pathways includes activities identified within Standard II.C, including increasing collaboration between counselors and discipline faculty; providing training for faculty regarding the advising role and effective use of existing technology; and incorporating course sequencing as well as a balance between area of focus and general education/other requirements into program maps.

Evidence List

- II.C.001 Student Support Inventory
- II.C.002 Recent Improvements and Effective Practices Identified through Program Review
- II.C.003 Summary Pages of Program Review
- II.C.004 Program Review Summary Page
- II.C.005 Program Review Cycle among Student Support Services Associated with II.C
- II.C.006 Enrollment and Outreach Services Program Review
- II.C.007 Student Health Services Program Review
- II.C.008 Student Life Program Review
- II.C.009 Transfer Center Program Review
- II.C.010 Data Associated with Online Remote Services

- II.C.011 Sample Surveys – Services
- II.C.012 Talk to Us Feedback Form
- II.C.013 Counseling Survey
- II.C.014 Sample Survey - Satisfaction
- II.C.015 Student Focus Group Results
- II.C.016 Programs for New Student Convocations
- II.C.017 Student Learning Outcomes within Student Support Services
- II.C.018 Schedule of Learning Outcomes Assessment
- II.C.019 Most Recent Assessment among Services
- II.C.020 Alignment between Outcomes and Services
- II.C.021 Learning Outcomes Assessment in Student Support Services Program Review Reports
- II.C.022 Four-Column Reports from TracDat
- II.C.023 Welcome Center Program Review
- II.C.024 Program-Level Plans
- II.C.025 Student Affairs Annual Reports
- II.C.026 Student Affairs Welcome Page
- II.C.027 myNVC Mini Portal Webpage
- II.C.028 Student Support Services Websites
- II.C.029 Inventory of Technology Platforms
- II.C.030 Counseling Cranium Café
- II.C.031 Inventory of Student Services and Accessibility Table
- II.C.032 Library Technology Loan Agreement
- II.C.033 Bookstore Website
- II.C.034 Rental Program Description
- II.C.035 NVC News Services
- II.C.036 Programs for Theater Arts Performances
- II.C.037 Programs for Music Performances
- II.C.038 Courses Linked to Theater and Music Performances
- II.C.039 Music and Theater Curricula
- II.C.040 Descriptions of Co-Curricular Programs
- II.C.041 Academic Affairs Organizational Chart
- II.C.042 Select Departmental Budgets
- II.C.043 Select Job Descriptions
- II.C.044 BP 5700 Athletics
- II.C.045 Athletics Manuals
- II.C.046 Equity in Athletics Report
- II.C.047 Kinesiology Course Descriptions
- II.C.048 Program Review Schedule
- II.C.049 Associate Dean, Kinesiology, Athletics, and Dance Job Description
- II.C.050 Athletics Departmental Budget
- II.C.051 Cultural Center Webpage
- II.C.052 Student Clubs and Advisors
- II.C.053 STEM Events

- II.C.054 Job Descriptions for Counseling Services
- II.C.055 Student Affairs Organizational Chart
- II.C.056 Job Descriptions for Counselors Associated with Special Programs
- II.C.057 Job Description for Puente Mentor Coordinator
- II.C.058 Description of Umoja Program
- II.C.059 Professional Development Activities for Counselors
- II.C.060 Sample Minutes
- II.C.061 Staff Meeting Rosters
- II.C.062 5 Steps to Enroll, Orientation Component
- II.C.063 Counseling Course List
- II.C.064 Transfer and Career Center Events
- II.C.065 Counseling Services
- II.C.066 Descriptions of Services Offered
- II.C.067 Description of Student Planning
- II.C.068 Forms on Admissions and Records Website
- II.C.069 2021 Scale of Adoption Self-Assessment for Guided Pathways
- II.C.070 Data Request Form and Sample Data
- II.C.071 Sample Data Files Students Close to Completion
- II.C.072 Description of Starfish Early Alert
- II.C.073 Department/Program Coordinator Job Description
- II.C.074 Description of Counseling Liaisons
- II.C.075 Mission Statement
- II.C.076 BP 5010 Admissions and Concurrent Enrollment
- II.C.077 Admissions Requirements
- II.C.078 BP 5052 Open Enrollment
- II.C.079 Program Admissions Requirements for Select Health Occupations and Criminal Justice Training Programs
- II.C.080 BP 4106 Nursing Programs
- II.C.081 Sample Degree and Certificate Requirements Pages
- II.C.082 General Education Requirements
- II.C.083 Sample Course Sequencing Pages
- II.C.084 Sample Program Maps and Workshop Information
- II.C.085 Sample Educational Plans
- II.C.086 5 Steps to Enroll, Educational Planning Component
- II.C.087 Self-Service Student Planning Modules
- II.C.088 Sample Linkage between Educational Plans and Course Enrollment
- II.C.089 Summary of Exploration Pathways Work
- II.C.090 Summary of Program Mapping Work
- II.C.091 5 Steps to Enroll
- II.C.092 English and Math Placement
- II.C.093 Co-Requisite Course Descriptions
- II.C.094 Placement Tools Questions and Tier System
- II.C.095 Placement Practices Before and After

- II.C.096 Local Reports
- II.C.097 Required Reports
- II.C.098 Sample Meeting Summaries from English and Math Communities of Practice
- II.C.099 Surveys within English and Math
- II.C.100 Sample Modules or Workshops
- II.C.101 Placement Descriptions
- II.C.102 Title 5 Regulations on Retention and Destruction of Records
- II.C.103 Permanent Records Hershey
- II.C.104 Admissions and Records Trainings
- II.C.105 Family Educational Rights and Privacy Act
- II.C.106 Catalog Information
- II.C.107 BP 5040 Student Records, Directory Information, and Privacy
- II.C.108 AP 5040 Student Records, Directory Information, and Privacy
- II.C.109 BoardDocs Website
- II.C.110 Student Release Form

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. HUMAN RESOURCES

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

Napa Valley College (NVC) ensures that all employees – including administrators, faculty, and classified staff – are qualified for their positions through a comprehensive hiring process for each type of employee. BP 7120 Recruitment and Hiring indicates that criteria and procedures for hiring for all employee groups will be established through AP 7120 Recruitment and Hiring ([III.A.01](#)). NVC has a defined AP for full-time faculty hiring, which includes processes for establishing a need for positions, developing the job announcement, advertising for recruitment and outreach, forming and training hiring committee, screening applications, and finalizing the job offer ([III.A.02](#)).

Although NVC does not have APs directly associated with BP 7120 for administrative/confidential staff, classified professionals, and part-time faculty, NVC does have documents describing the “Recruiting/Hiring Procedures” for each group ([III.A.03](#); [III.A.04](#); [III.A.05](#)). Those documents outline hiring processes for those three groups and cover the components included in AP 7120.1 (e.g., identification of need, announcement, advertising, formation and training of hiring committee, appraisal, etc.). The procedures for each employee group are published, under “Recruiting/Hiring Procedures” on the Human Resources website ([III.A.06](#)). [More detailed information regarding the hiring process for each employee group is provided within Standards III.A.2 and III.A.3.]

As positions become available, Human Resources collaborates with appropriate personnel to develop (or refine existing) job descriptions. The Recruiting/Hiring Procedures identify the personnel involved in the development of job descriptions for each employee group. Each job description includes a purpose statement identifying the primary responsibilities and how the position supports NVC students, programs, and services ([III.A.07](#)). The purpose statement is followed by detailed duties, responsibilities, and authority.

Announcements of open positions reflect the respective job descriptions and clearly state the expectations for each position ([III.A.08](#)). During the hiring process, hiring committee members and appropriate personnel verify that applicants possess the appropriate education, training, and experience to provide and support programs and services at NVC. Hiring committee members use the job description to structure the review of candidates ([III.A.09](#)). All applicants are consistently screened to ensure that they meet stated minimum experience and educational requirements ([III.A.10](#); [III.A.11](#)). Applicants who do not meet the stated criteria are removed from consideration ([III.A.12](#)).

In 2019, NVC completed a compensation and classification study that resulted in an improved job description structure for administrative/confidential and classified staff, to align positions directly with the institutional mission ([III.A.13](#)). As a result of the review, all job descriptions for administrative/confidential and classified positions describe the physical work environment as well as educational and experiential requirements for each position. Prior to the review, minimum educational qualifications were not identified in classified job descriptions.

Analysis and Evaluation

NVC has hiring practices in place to ensure that employees are equipped with the necessary skills and experience to serve and succeed in their positions. Human Resources coordinates the recruitment process and facilitates the evaluation and hiring process. Hiring practices are consistent with the procedures outlined for each type of employee, and the procedures are made public via the Human Resources website. All job descriptions begin with purpose statements that clearly state how the position will support programs and services which are aligned with the mission of the institution. While NVC has procedures in place outlining the hiring process for all employee groups and those are published on the website for applicants, not all documents have been formalized as APs. In order to increase effectiveness and consistency, NVC should address this discrepancy.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

AP 7120.1 Faculty Hiring – Full Time Contract and Full Time Temporary Positions and the Hiring Procedures for Part-time Hourly Faculty establish procedures to ensure that faculty are qualified by subject matter expertise and requisite skill ([III.A.02](#); [III.A.05](#)). Administrators collaborate with discipline faculty, program coordinators, and faculty chairs to develop job announcements and desirable qualifications. Full-time faculty job announcements include experience and educational minimum requirements, the development and review of curriculum, as well as assessment of student learning ([III.A.14](#)).

All faculty hired by the college must meet minimum experience and educational requirements for their discipline or the equivalent credentials ([III.A.10](#)). Faculty job announcements clearly state what the minimum qualifications are for the discipline and the process allows applicants to request an equivalency review ([III.A.11](#)). Equivalency requests are reviewed by the Equivalency Review Team (ERT), which is normally comprised of the Program Coordinator of the hiring discipline, the supervising administrator, and the First Vice President of the Academic Senate. The ERT determines equivalency according to the criteria established in AP 7211 Equivalence to Minimum Qualifications for Academic Personnel ([III.A.15](#)). The Equivalency Review Team communicates any decisions to HR regarding an applicant's review.

Applicants are required to provide copies of their transcripts and licenses with their application validating minimum qualifications for the respective discipline. Human Resources and Academic Affairs works collaboratively to obtain and validate official transcripts. Human Resources reviews and validates each faculty application to ensure that application files are complete ([III.A.16](#)). Candidates who pass all three initial review stages are submitted for further appraisal by the hiring committee for determination of interview candidates ([III.A.17](#)).

Qualified applicants for full-time faculty positions are assessed by a hiring committee including discipline experts and other faculty, as well as members from other college constituencies. Selected candidates are then interviewed and asked to provide a demonstration of teaching skill. Faculty and students participate in the teaching demonstration. Applicants for part-time faculty are selected and interviewed by Program Coordinators and supervising administrators, and held to the same standards as other faculty. NVC completes the reference check process to validate work experience and abilities in providing instruction or equivalent experiences as requested in desirable qualifications.

Analysis and Evaluation

Faculty hired at NVC meet the minimum experience and educational requirements as stated in the job announcements. Applicant transcripts are verified, and applicants who have either met the minimum requirements or have passed the equivalency review are forwarded to the hiring committee for further screening. The hiring committees evaluate applicants, including whether they meet desirable qualifications, as part of their decisions in the screening process. The interview process includes teaching and performance demonstrations to validate teaching skills.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The college ensures that all administrators and other employees possess the qualification necessary to support educational programs and services through established hiring procedures ([III.A.03](#); [III.A.04](#)). The recruiting/hiring practices common to all employee groups – as well as the alignment between job descriptions and announcements – are highlighted within Standard III.A.1. The procedures for administrative and classified/professional/confidential hiring also include information pertaining to:

supplemental questions, timeline, interviews, reference checking, and orientation. Supplemental questions are a required part of the application process for administrative and classified/professional/confidential positions ([III.A.18](#)). The procedure for administrative positions also includes a checklist identifying items to be covered during the initial hiring committee meeting ([III.A.19](#)).

NVC follows the established procedure to hire administrators and other employees ([III.A.20](#)). The hiring process includes an evaluation of application materials against minimum and desirable qualifications. The hiring committee develops screening criteria and interview questions based on the scope of responsibilities of the position. After screening criteria and interview questions are established, the hiring committee reviews and evaluates the applications. Human Resources oversees and reviews the vetting criteria established by the hiring committee to maintain consistency and integrity of the recruitment process ([III.A.21](#)). Reference checking is conducted by either the hiring manager or Human Resources to validate the experience and educational background of finalists.

Analysis and Evaluation

NVC ensures that administrative, classified, and confidential staff possess the skills necessary to perform their assigned duties through inclusive and comprehensive hiring procedures. The procedures ensure alignment between job description, job announcement, and the evaluation of skills conducted by hiring committees. The job description serves as a guide throughout the hiring process, informing the development of screening criteria, supplemental questions, and interview questions.

- 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

The Catalog includes a listing of all NVC employees, by employee group ([III.A.22](#)). The listings for faculty include their degree credentials and identify the institution that conferred each award. The listings for administrative and confidential staff members as well as classified professionals also identify degrees and the institutions that conferred them, although the practice of reporting credentials is less wide-spread among these groups than it is among faculty.

For positions requiring a degree to meet minimum qualifications, submission of transcripts is included as an application requirement ([III.A.17](#)). Applicants who possess foreign degrees meeting minimum qualifications are required to submit an evaluation of foreign transcripts, degrees, and other relevant documents at the time of application. Organizations approved to conduct such evaluations by the State of California, Commission on Teacher Credentialing are identified on the website. The Office of Human Resources validates transcripts and degrees according to an established process, which includes verifying the accredited status of the institutions that conferred degrees to NVC applicants ([III.A.23](#)).

Analysis and Evaluation

NVC’s hiring process includes review of transcripts and degrees for positions that require them. NVC has a comprehensive process established for accepting, reviewing, and validating degrees conferred by U.S. and foreign institutions. NVC communicates the process and identifies the organizations that are approved to conduct transcript evaluations on the website. NVC’s review process includes validation of the accredited status of the institutions that confer degrees to NVC applicants.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

NVC has established evaluation processes for each employee group. The procedures for conducting the evaluations are outlined in a variety of documents, including board policies, associated administrative procedures, collective bargaining agreements, and other negotiated agreements. The table below outlines the evaluation process for each group, including the document(s) containing the description of the process, the cycle, and how areas for improvement are identified. The source documents provide additional details including timelines and components of review or criteria for effectiveness for each group.

Description of Evaluation Processes among Employee Groups

	Administrative /Confidential	Classified Professionals	Contract/ Tenure-Track Faculty	Regular/ Tenured Faculty	Part-Time/ Adjunct Faculty
Source(s)	III.A.24 ; III.A.25	III.A.26	III.A.27	III.A.28	III.A.29
Initial	Probationary period or 2 years	Annual until read defined step on salary schedule	Four-year process	--	At least once each academic year until seniority is reached
Cycle Following Initial	3 years	3 years	--	3 years	3 years
Improvement	Discussion of strengths and areas for growth	Strengths, areas for improvement, training and development (III.A.30)	Evaluation against performance standards to identify areas for improvement	Feedback for improvement based on peer observations	Evaluation against performance standards to identify areas for improvement

To ensure that evaluations are conducted according to schedule, the Office of Human Resources distributes letters to supervisors each year, identifying upcoming evaluations for all staff within their area ([III.A.31](#)). Evaluation of faculty is coordinated by the Academic Senate and the Office of Academic Affairs ([III.A.32](#)). While the majority of evaluations have been conducted within the established timeframe, approximately 11% of classified evaluations and 33% of administrative/confidential evaluations have not been completed according to schedule ([III.A.33](#)).

Analysis and Evaluation

NVC has evaluation processes with defined cycles of review established for all employee groups. Evaluation processes include written criteria, which are appropriate to the duties and responsibilities assigned to each employee group. Review of the employee's job description is a part of the evaluation for classified and administrative/confidential staff. The evaluation of faculty focuses on effective teaching and support of student learning and success. Evaluation identifies areas of improvement. Most evaluations are conducted according to schedule.

6. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~
7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

NVC employs a combination of full-time faculty and part-time/adjunct faculty to support educational programs as well as select academic and student support services to meet student needs ([III.A.34](#)). The total full-time equivalent faculty (FTEF) attributed to the 112 full-time faculty members in fall 2021 is 69.5% ([III.A.35](#)). The total of 173.2 full-time-equivalent faculty in fall 2020 was sufficient to address the needs of approximately 2,000 full-time-equivalent students ([III.A.36](#)).

The Academic Affairs Council reviews data each year to assess the need for additional faculty within instructional programs ([III.A.37](#)). The Council uses the data to rank positions and determine hiring priorities ([III.A.38](#)). The part-time faculty hiring process allows administrators and prom coordinators to proactively identify future hiring needs and utilize part-time pools to address immediate needs.

In 2020-2021, a Staffing Research Workgroup was formed by the Planning and Budget Committee to study staffing patterns among community colleges of similar size to NVC. The group determined that NVC has approximately 28%-29% more faculty than the similarly-sized peer colleges identified for comparison ([III.A.39](#)).

Analysis and Evaluation

NVC maintains a sufficient number of qualified full-time and part-time faculty to staff its programs and services and meet student needs. The hiring and evaluation processes described within Standards III.A.2 and III.A.4-5 ensure that full-time and part-time faculty are qualified to perform their responsibilities to support student learning and success. NVC has an established process for reviewing data to identify programs with the most immediate need for additional full-time faculty.

- 8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

The Office of Academic Affairs oversees the orientation and evaluation of part-time faculty, and, in collaboration with the Academic Senate, supports professional development opportunities for part-time faculty. NVC holds an annual orientation for all part-time faculty ([III.A.40](#); [III.A.41](#); [III.A.42](#)). Part-time faculty are encouraged to participate in Flex Day activities, held in both fall and spring semesters, as well as division and committee meetings ([III.A.43](#)). Adjunct Faculty Resources are posted on the Academic Affairs website ([III.A.44](#)). These resources are introduced at the orientation ([III.A.41](#)).

NVC has established part-time faculty evaluation procedures that are negotiated by the faculty association and administered by the Office of Academic Affairs ([III.A.45](#)). [See Standard III.A.5 for more information regarding the part-time evaluation process.]

In addition to Flex Day activities, part-time faculty are invited to participate in division meetings and professional development trainings and workshops throughout the academic year ([III.A.43](#); [III.A.46](#)). In summer and fall 2020, the Academic Senate Instructional Design Institute training workshops were opened to all NVC faculty. Approximately forty part-time faculty participated and received training in online and culturally responsive pedagogy ([III.A.47](#)).

Analysis and Evaluation

NVC provides an annual orientation to part-time faculty, providing relevant information for their employment and engagement with the college. Part-time faculty are invited and encouraged to participate in division meetings and professional development activities such as Flex Day workshops and the Instructional Design Institute. The Office of Academic Affairs oversees an evaluation process for part-time faculty that is aligned with the collective bargaining agreement and implemented by program coordinators and deans.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

NVC has a sufficient number of staff to provide support to key areas such as educational, technological, physical, and administrative operations of the institution ([III.A.48](#)). As described within Standards III.A.3 and III.A.5, NVC ensures that classified professionals have the qualifications necessary to perform the duties and responsibilities assigned to them through comprehensive hiring and evaluation processes. NVC also provides ongoing training to encourage growth and ensure that classified professionals remain current with technological changes and other expectations associated with their positions ([III.A.49](#)).

The annual planning and budget process provides an opportunity for all areas of the college to identify staffing needs. The worksheets pertaining to both “Strategic Initiatives” and “Operational Continuance” include drop-down menus to identify staffing needs ([III.A.50](#)). Human Resources maintains a list of staffing needs across the institution ([III.A.51](#)). President’s Cabinet reviews staffing needs and determines priority institutional needs. Positions are either opened or removed from the organizational chart ([III.A.52](#)).

The Staffing Research Workgroup referenced in Standard III.A.7 found that NVC has approximately 26%-31% more classified professionals than community colleges of similar size ([III.A.39](#)).

Analysis and Evaluation

NVC maintains a sufficient number of staff with appropriate qualifications to support college operations. NVC’s hiring and evaluation processes ensure that staff are equipped with the skills to perform their duties. All areas of the institution are given an opportunity to identify staffing needs during the annual planning and budget process. President’s Cabinet reviews the information submitted through the process to establish priority hiring needs.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the mission and purposes. (ER 8)

Evidence of Meeting the Standard

NVC maintains a sufficient number of administrators with appropriate experience and expertise ([III.A.53](#)). The hiring and evaluation practices described within Standards III.A.3 and III.A.5 ensure that administrators are qualified to fulfill their assigned responsibilities. Administrative positions align with the organizational chart describing NVC’s programs, services, and infrastructure to meet student and institutional needs ([III.A.54](#)). NVC has refined its organizational structure multiple times since the last comprehensive accreditation review ([III.A.55](#)). The changes have resulted in an increase of administrative staff ([III.A.56](#)). The Staffing Research Workgroup found that NVC has approximately 26%-32% more administrators than other community colleges of similar size ([III.A.39](#)).

The annual planning and budget process described within Standard III.A.9 provides an opportunity for all areas of the institution to identify additional administrative staffing needs. President's Cabinet evaluates institutional needs among vacant administrative positions and prioritizes recruitments to fill vacancies ([III.A.57](#)).

In 2019, during the compensation and classification study, the structure of administrative/confidential positions was revised with the goal of positioning NVC for succession planning ([III.A.58](#)). The new structure incorporated "job families" to identify opportunities for advancement among administrative/confidential employees ([III.A.59](#)).

While administrative positions are aligned with organizational needs for leadership and management of NVC's programs, services, and infrastructure, continuity of administrative staff has been an issue. In the past two years, 13 administrators have left their positions ([III.A.60](#)). NVC currently has four administrators serving in acting or interim positions ([III.A.61](#)). As the ISER was being developed, the Superintendent/President announced his retirement, and the Vice President, Administrative Services left NVC. The departure of the latter revealed a need for more formal succession planning as well as a need to document practices to ensure the continuity of expertise among administrative staff.

Analysis and Evaluation

NVC maintains a sufficient number of administrators to address organizational needs associated with programs, services, and infrastructure. NVC has reviewed and revised the organizational structure, which has resulted in an increase in administrative positions. As the ISER was being developed, the continuity of administrative leadership arose as an area of concern. In order to increase effectiveness and avoid the loss of expertise when individuals leave, NVC should develop a more concrete mechanism for succession planning, by building on the classification and compensation study.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

All NVC personnel policies and procedures are established through BPs, associated APs, or through the development of the collective bargaining agreements ([III.A.62](#); [III.A.45](#); [III.A.63](#)). BPs and APs are published online on the BoardDocs site, which is also accessible from the Board of Trustees website (which includes a link to "Board Policy Manual – Policies/Procedures" ([III.A.62](#); [III.A.64](#))). Collective bargaining agreements are published on the Human Resources website ([III.A.65](#)).

It is the responsibility of Chief Human Resources Officer to ensure consistent interpretation and application of policies and procedures ([III.A.66](#)). This includes working with collective bargaining teams, senates, and employee groups. In the management of employee and labor relations, Human Resources applies the provisions of policies and procedures in a consistent manner for all employee groups.

Analysis and Evaluation

NVC establishes and publishes written personnel policies and procedures, found primarily in BP, APs, and collective bargaining agreements. The Associate Vice President, Human Resources, Training, and Development is responsible for ensuring that policies associated with personnel matters are implemented fairly, equitably, and consistently.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diversity. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

BP 7100 Commitment to Diversity articulates NVC's commitment "to employing qualified administrators, faculty, and staff members who are dedicated to student success" and recognition "that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students ([III.A.67](#)).

NVC offers training to support its diverse personnel through professional development opportunities designated to specific employee groups as well as general training opportunities for all employees. Examples of professional development for individual groups include the Instructional Design Institute for faculty; the Caring Campus Initiative, Administrative Assistant Training, and special staff development days for classified professionals; and the Knowledge and Experience for Your Success as a Supervisor (KEYSS) and Summer Institutes for Managers for administrative/confidential staff ([III.A.68](#); [III.A.69](#); [III.A.70](#); [III.A.71](#); [III.A.72](#); [III.A.73](#)). The agenda for each Flex Day includes a variety of workshops to meet needs and interests among all employee groups ([III.A.74](#)).

Human Resources oversees efforts to diversify faculty and staff through its recruitment processes and Equal Employment Opportunity (EEO) efforts. NVC's Equal Employment Opportunity Plan includes strategies to obtain a diverse applicant pool for every recruitment process ([III.A.75](#)). Following each recruitment process, Human Resources reviews the diversity report to determine whether efforts to diversify the applicant pool were accomplished ([III.A.76](#)). NVC has established an EEO Advisory Committee, which is staffed with members from each employee group, to review recruitment efforts, data and strategies to improve and increase diversity in the recruitment process ([III.A.77](#)).

Analysis and Evaluation

NVC recognizes the value of diversity through BP 7100 and provides a variety of opportunities for professional development and learning to support the diversity of its employees. NVC has an EEO Plan in place, and Human Resources regularly reviews diversity reports summarizing the results of recruitment efforts. In preparation for the next EEO Plan, NVC has analyzed and compared demographics among faculty, staff, administrators, and students.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences of violation.

Evidence of Meeting the Standard

BP 7115 Ethical Standards states “all employees of the Napa Valley Community College District (NVCCD) are expected to maintain the highest ethical standard in accordance with all applicable laws, regulations, professional standards, NVCCD policies and administrative regulations, and collective bargaining agreements” ([III.A.78](#)). AP 7115.1 Ethical Procedures details the procedures and consequences for ethical violations by faculty ([III.A.79](#)). The Classified and Administrative Senates have a Code of Ethics/Standards of Practice and an Ethics Statement, respectively ([III.A.80](#); [III.A.81](#)). While the statement pertaining to the administrative/confidential group outlines processes to address minor and significant ethical breaches, the classified standards do not include consequences of violation.

Human Resources investigates all allegations of ethical violations and, if applicable, follows the disciplinary process as outline in the appropriate collective bargaining agreement and in accordance with the law. The Associate Vice President, Human Resources, Training, and Development is responsible for conducting the investigations, which aligns with the role of serving “as the ‘Responsible District Officer’ for complaints of unlawful discrimination ([III.A.66](#)).

Analysis and Evaluation

BP 7115 established a code of professional ethics for all personnel. All employee groups have established associated codes, appropriate for their respective roles at NVC (in the form of procedures, a code of ethics, or an ethics statement). The documents pertaining to faculty and administrative/confidential staff include consequences of violation. The code for classified professionals does not include consequences of violation. NVC upholds the policy for all personnel, and Human Resources investigates allegations of ethical violations, as appropriate. As the ISER was being developed, NVC identified a gap in the job description of the Associate Vice President, Human Resources, Training, and Development, as it does not include investigations of ethical violations as a designated responsibility.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

NVC has established professional development processes and programs for all employee groups, developed collaboratively by the Office of Human Resources, Training, and Development, the Staff Development Committee, and the Professional Development Committee of the Academic Senate ([III.A.82](#); [III.A.83](#); [III.A.84](#)). The purpose of training and development and professional development programs is to provide opportunities for employees to gain skillsets and a knowledge

base that will contribute to their professional success, promote student achievement, benefit the campus community, and support the mission of the college.

Faculty professional development is coordinated by the Professional Development Committee (PDC) of the Academic Senate, which assesses professional development needs and develops appropriate learning opportunities for faculty ([III.A.84](#)). Faculty professional development is an expectation of NVC and is embedded in the faculty evaluation process ([III.A.85](#)). Professional development activities and needs identified during faculty evaluation are forwarded to the PDC. The PDC recommends training topics for the Flex Day activities and uses feedback and surveys to improve offerings ([III.A.86](#)). Flex Day schedules are developed in consultation with the Staff Development Committee (SDC) to include training topics for classified professionals and administrative/confidential staff.

Recently, the Academic Senate has developed learning opportunities specifically for faculty in the Academic Senate Instructional Design Institute (IDI). Under the IDI, trainings are designed to provide specific professional learning opportunities in pedagogy, technology and equity ([III.A.68](#)).

For Classified Professionals and Administrative/Confidential staff, training and development opportunities are found on the Office of Human Resources, Training and Development webpage ([III.A.87](#); [III.A.88](#)). Training and development opportunities include trainings on software, processes, equity and diversity. See Standard III.A.12 for additional information regarding trainings.

In addition to these local offerings, members of all employee groups can apply for staff development funds to attend additional training and development opportunities offered outside of NVC ([III.A.89](#)). All employees are encouraged to complete the Leadership Academy, a program designed to promote the development of “agents of institutional change” ([III.A.90](#)).

Analysis and Evaluation

NVC provides appropriate professional development opportunities for faculty, classified professionals, confidential staff, and administrators consistent with the institutional mission and based on evolving pedagogy, technology and learning needs. All training and development efforts are evaluated to support for program improvement. All employees can apply for additional support and funding to attend training opportunities outside of the college. Even though the trainings offered by the college may be targeted to a specific employee group, all staff are invited to participate in these trainings to encourage professional growth and promote the health of the college community.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

NVC has provisions in place regarding the security and confidentiality of all personnel records. Board Policy 7145 Personnel Files states that “the Board of Trustees exempts personnel files from public inspection because such disclosure would constitute an unwarranted invasion of personal privacy” ([III.A.91](#)). The confidentiality of records is ensured through Article 19 of the Faculty

Association Agreement and Article 24 of the Classified Agreement ([III.A.45](#); [III.A.63](#)). [The Classified Agreement applies to administrative/confidential staff members.] Each employee has one personnel file, which is maintained by the Office of Human Resources (recently renamed Office of Human Resources, Training, and Development). All personnel files are kept in a locked space and access to files is “limited to those with a business right to know,” as defined in the two agreements. All employees have the right to review their personnel files and can do so by arranging individual appointments with Human Resources. The agreements cited above contain additional details regarding personnel files, including providing an opportunity for the employee to review and comment on any negative material prior to its entry into the employee’s personnel file.

Analysis and Evaluation

NVC maintains the security and confidentiality of all personnel records. While individual employees can access their own personnel files, access by others is limited to individuals specifically identified in the Faculty Association Agreement and the Classified Agreement.

Conclusions on Standard III.A. Human Resources

Napa Valley College has established effective hiring and evaluation practices for all employee groups. NVC abides by established policies, procedures, and processes to ensure that qualified faculty, classified professionals, and administrative/confidential staff are hired and that the evaluation process identifies areas for growth or improvement. NVC has sufficient numbers of faculty, classified professionals, and administrators to maintain programs, services, and infrastructure and support student learning and success. NVC provides regular training opportunities to address identified needs, ensure that employees’ skills remain current, and support its diverse personnel. Part-time faculty are provided with an orientation and opportunities to participate in professional development trainings and regular campus meetings. All employee groups have developed ethics statements appropriate to their given roles. NVC maintains the confidentiality of employees’ personnel files.

Improvement Plan(s)

N/A

Evidence List

- III.A.01 Board Policy 7120 Recruitment and Hiring
- III.A.02 Administrative Procedure 7120.1 Faculty Hiring – Full-Time Contract and Full-Time Temporary Positions
- III.A.03 Salaried Administrative Recruiting/Hiring Procedures
- III.A.04 Salaried Classified/Professional/Confidential Recruiting/Hiring Procedures
- III.A.05 Hiring Procedures for Part-Time Hourly Faculty
- III.A.06 Human Resources Procedures Webpage
- III.A.07 Sample Job Descriptions for Each Employee Group
- III.A.08 Sample Descriptions and Announcements
- III.A.09 Sample Review Criteria
- III.A.10 Equivalence to Minimum Qualifications

- III.A.11 Request for Equivalency Review
- III.A.12 Example of Failed Equivalency Review
- III.A.13 Job Descriptions Before and After Classification Review
- III.A.14 Sample Faculty Job Announcements
- III.A.15 Administrative Procedure 7211 Equivalence to Minimum Qualifications for Academic Personnel
- III.A.16 Faculty Application Checklist
- III.A.17 Applicant Instructions on Website
- III.A.18 Sample Supplemental Questions
- III.A.19 Basic Administrative Committee Meeting Outline
- III.A.20 Timelines from Recent Hiring Processes
- III.A.21 Human Resources Specialist, Employment Services Job Description
- III.A.22 Listings of NVC Staff in Catalog
- III.A.23 Verifying Transcripts and Degrees
- III.A.24 Board Policy H2412 Evaluation of Administrative/ Confidential Personnel
- III.A.25 Administrative Regulations to Board Policy H2412
- III.A.26 Article 8 of Classified Agreement
- III.A.27 Contract (Tenure-Track) Faculty Evaluation Process
- III.A.28 Regular (Tenured) Faculty Evaluation Guidelines
- III.A.29 Part-Time Faculty Evaluation Process Guidelines
- III.A.30 Evaluation Form for Classified Professionals
- III.A.31 Letter and Evaluation Schedule from Human Resources
- III.A.32 Responsibilities for Faculty Evaluation
- III.A.33 Evaluations among Classified and Administrative Confidential Employees
- III.A.34 Rosters of Full-Time and Part-Time Faculty
- III.A.35 Full-Time Faculty Obligation Compliance History
- III.A.36 Number of Full-Time Equivalent Students, Fall 2020
- III.A.37 Sample Data
- III.A.38 Hiring Prioritization Process
- III.A.39 Staffing Study Report
- III.A.40 Agenda for Adjunct Faculty Orientation
- III.A.41 Presentation at Adjunct Faculty Orientation
- III.A.42 Attendance at Adjunct Faculty Orientation
- III.A.43 Sample Communications including Adjunct Faculty
- III.A.44 Adjunct Faculty Resources
- III.A.45 Faculty Association Agreement
- III.A.46 Support for Part-Time Faculty Participation in Learning Community
- III.A.47 Part-Time Faculty Participants in Instructional Design Institute
- III.A.48 Roster of Classified Staff
- III.A.49 Sample Trainings for Classified Staff
- III.A.50 Annual Planning and Budget Template with Type of Request Highlighted
- III.A.51 Sample Staffing Needs
- III.A.52 Tracking of Sample Needs and Decisions

- III.A.53 Roster of Administrative/Confidential Staff
- III.A.54 Organizational Chart
- III.A.55 Snapshots of Organizational Charts Since Last Review
- III.A.56 Number of Administrators 2017 and Present
- III.A.57 Sample Evaluations and Results
- III.A.58 Administrative/Confidential Salary Schedule
- III.A.59 Administrative/Confidential Salary Schedule Prior to 2019
- III.A.60 Recent Administrative Turnover
- III.A.61 Acting and Interim Administrators
- III.A.62 Chapter 7 of Board Policy Manual
- III.A.63 Classified Agreement
- III.A.64 Board of Trustees Website
- III.A.65 Agreements on Website
- III.A.66 Associate Vice President, Human Resources, Training, and Development Job Description
- III.A.67 BP 7100 Commitment to Diversity
- III.A.68 Instructional Design Institute
- III.A.69 Caring Campus Initiative
- III.A.70 Administrative Assistant Training
- III.A.71 Agendas for Staff Development Days for Classified Professionals
- III.A.72 Knowledge and Experience for Your Success as a Supervisor
- III.A.73 Summer Institute for Managers
- III.A.74 Sample Flex Day Agendas
- III.A.75 Equal Employment Opportunity Plan
- III.A.76 Sample NeoGOV Reports
- III.A.77 Equal Employer Opportunities Advisory Committee
- III.A.78 Board Policy 7115 Ethical Standards
- III.A.79 AP 7115.1 Ethical Procedures
- III.A.80 Classified Senate Code of Ethics/Standards of Practice
- III.A.81 Administrative Senate Ethics Statement
- III.A.82 Training and Development Website
- III.A.83 Staff Development Committee Membership
- III.A.84 Professional Development Committee Membership
- III.A.85 Appendices to Faculty Evaluation
- III.A.86 Summary Evaluations of Flex Day
- III.A.87 Trainings for Classified Professionals
- III.A.88 Trainings for Administrative Confidential Staff
- III.A.89 Professional Development Activity Application
- III.A.90 Leadership Academy
- III.A.91 Board Policy 7145 Personnel Files

III.B. PHYSICAL RESOURCES

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Napa Valley College (NVC) assures safe and sufficient physical resources at the Main Campus in Napa and the Upper Valley Campus (UVC) in St. Helena. NVC also has a presence on the campus of American Canyon High School (ACHS). Facilities Services is responsible for supporting the physical and natural environment of the college ([III.B.01](#)). Facilities Services maintains over 60 buildings on two building sites, totaling more than 513,000 square feet ([III.B.02](#)). The facilities are sufficient to serve 6,775 credit students that attended classes on the Main Campus, the 167 credit and non-credit (unduplicated) students that attended classes at the UVC, and the 93 that attended at ACHS in 2019-2020. NVC has processes in place to ensure that the buildings and grounds are built and maintained to enhance the working and learning environment. Those practices include designing and constructing according to established state standards, conducting regular inspections, and addressing preventative maintenance requests.

District facilities are constructed to meet or exceed Division of State Architect (DSA) standards, which require access, fire/life safety, and structural/seismic safety ([III.B.03](#)). Building modifications or improvements are completed using the same standards for accessibility and safety.

NVC conducts an inventory of its facilities each year, via the Space Inventory Report ([III.B.04](#)). This report provides details about all buildings and rooms, including size, assignment, and functional use as well as baseline information on the campus for local and state reporting.

As part of the self-insured group Northern California Community College Self Insurance Authority and the Statewide Association of Community Colleges (SWACC), the District's insurance administrator (Keenan & Associates) performs a detailed inspection of both the Main Campus in Napa and UVC in St. Helena every two years ([III.B.05](#)). The inspections include follow-up documentation and annual audits to assure facilities are maintained to ensure campus safety ([III.B.06](#)). NVC implements improvements to address noted safety concerns, such as concrete and asphalt hazards identified during the 2020 SWACC inspection ([III.B.07](#)).

Each year, the Napa Fire Department inspects the campus for safety concerns and works with the Facilities Services Department to identify and correct any hazards or risks ([III.B.08](#); [III.B.09](#)). By regulation, the fire alarm and sprinkler systems are inspected and tested annually, with milestone testing every five years ([III.B.10](#); [III.B.11](#)). Facilities Services staff conduct safety inspections of the UVC each year ([III.B.12](#)). The Napa Valley Unified School District (NVUSD) oversees safety inspection for the classroom space leased by NVC at ACHS ([III.B.13](#)).

NVC develops and implements safety plans to assure healthful learning and working environments at all locations ([III.B.14](#)). The Senior Director of Facilities Services and the College Police Chief share responsibility for safety and security ([III.B.15](#); [III.B.16](#)). They conduct a tandem review of college safety and emergency plans, and the review process provides an opportunity for monitoring and regularly evaluating the conditions of facilities ([III.B.17](#)).

NVC has emergency operations plans and procedures to assure campus safety and security ([III.B.18](#); [III.B.19](#)). The College Police Department is responsible for developing and integrating emergency response plans and procedures and informing college staff of those procedures ([III.B.20](#); [III.B.21](#)).

Facilities Services, which includes risk management, established and implements the District's Injury and Illness Prevention Program (IIPP) and has developed a process for reporting accidents and injuries ([III.B.22](#); [III.B.23](#)). As part of the program, NVC has developed a Safety Committee which meets monthly to review safety and training programs and updates District plans as needed to ensure a safe, accessible and helpful learning and working environment for the campus community ([III.B.24](#); [III.B.25](#)).

Analysis and Evaluation

NVC has sufficient physical resources to support the institutional mission. Facilities are constructed and maintained to provide accessibility and a safe environment. NVC has a combination of internal processes and collaborations with external agencies to conduct regular inspections and works to address any noted areas of concern. Safety and security are ensured through campus protocols.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

NVC plans, maintains, and upgrades or replaces physical resources to support programs and services. In 2016, following the last comprehensive accreditation review, NVC developed an Education Master Plan (EMP) Update ([III.B.26](#)). The 2015-2016 EMP Update identified "Challenges and Associated Strategies" that emerged from a review of data, including data describing facilities usage and needs. Two general challenges identified in the EMP Update directly relate to facilities, including underutilization of the UVC and limitations of existing physical resources.

In 2016-2017, NVC developed a new Facilities Master Plan (FMP) ([III.B.27](#)). The FMP incorporates the classroom-related findings from the EMP Update and includes a recommendation for two new buildings to provide large-format classrooms for lecture classes and lab space for the physical sciences (Pages 3-4, 13).

NVC's Facilities Committee, a District committee comprised of representatives from all constituent groups, is charged with reviewing and updating FMPs; reviewing facilities-related plans such as

scheduled maintenance, capital outlay, and sustainability plans; and making recommendations regarding facilities ([III.B.28](#); [III.B.29](#)).

NVC has not constructed any new buildings since the last comprehensive accreditation review. During the intervening period, NVC has focused on upgrade and modernization options and alternatives. Plans to modernize the 3100 Building (in the FMP, Page 14) were approved in fall 2020, and the project is now in the early design phase. This project was authorized in recognition of the upgrades needed to support the Machine Tool and Welding programs and is matched with 50% funding from the state ([III.B.30](#)).

Facilities Services responsibilities include preventive maintenance and routine or emergency repairs to structures, utilities, mechanical and electrical systems, and vehicles. To improve the maintenance request process and ensure a more efficient method for addressing needs across NVC facilities, an electronic application called SchoolDude was implemented in 2017 ([III.B.31](#)). The system facilitates submission of requests, assignment of preventative maintenance work, and tracking through completion ([III.B.32](#)). Facilities Services schedules roof repairs and replacements through a matrix spreadsheet including type, life expectancy, preventative repairs steps (if applicable), and replacements costs with inflationary escalators ([III.B.33](#)). Similarly, Facilities Services completes a 5-Year Scheduled Maintenance and Special Repairs Plan each year, based on the age and replacement schedule as well as current conditions of infrastructure ([III.B.34](#)). These needs are addressed through a combination of state-allocated scheduled maintenance and capital improvement allocations, along with funds designated through NVC's annual planning and budget process ([III.B.35](#)).

Facilities and equipment needs at the program level are identified through the annual planning and budget process ([III.B.36](#)). In recent years, classrooms have been modified to meet the needs of individual programs and to create larger spaces and allow greater flexibility (as referenced in the EMP Update) for the campus in general, including to accommodate the need for physical distancing resulting from the COVID-19 pandemic ([III.B.37](#)). As individual classrooms have been modified, NVC has also upgraded floors, ceilings, lighting, furniture, and instructional equipment ([III.B.38](#)). NVC uses unit-level budgets, categorical and grant funds, and one-time funding to address program-level equipment needs ([III.B.39](#)).

In July 2017, the Board of Trustees created the Real Property Asset Management Ad Hoc Committee of the Board of Trustees. This committee is charged with reviewing and evaluating the existing real property assets of the District, including property at the UVC, Mt. Veeder, and the Main Campus ([III.B.40](#)).

NVC has explored facilities-related demands and funding opportunities to help improve campus facilities. In 2018-2019, NVC contracted with the Scion Group to assess student interest in on-campus housing ([III.B.41](#); [III.B.42](#)). On January 23, 2020 the Board of Trustees approved moving forward to the pre-development phase of the student housing project ([III.B.43](#)). In September 2021, NVC secured a substantial donation to support construction and expansion of space for the Viticulture and Winery Technology (VWT) Program ([III.B.44](#)).

Analysis and Evaluation

NVC plans, maintains, and updates or replaces its physical resources, including facilities and equipment, to support programs and services and achieve its mission. NVC has not built new facilities in recent years, focusing on modifying existing facilities to meet program and institutional needs, including those identified in the EMP, FMP, and the annual planning process.

During the ISER development process, NVC recognized a need to develop a process for identifying maintenance and replacement needs pertaining to “shared” facilities and equipment (i.e., resources not designated to a specific program), which might not be identified through unit-level plans submitted through the annual planning and budget process. This finding is documented within Standard I.B.9 and has been incorporated into Improvement Plan A.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

NVC plans and evaluates its facilities, physical resources, and equipment on a regular basis through assessment of facilities conditions and space utilization, Facilities Master Plan updates, and internal and external usage reports.

A Facilities Condition Assessment is completed every three years by a team from the Foundation for California Community Colleges (FCCC). The assessment is summarized in a Facilities Condition Index Report (FCI), which includes data to support additional funding for scheduled maintenance and building system replacement ([III.B.45](#)).

To prepare for the next Facilities Master Plan, Bisbee Architecture + Design performed a comprehensive facilities evaluation for NVC in 2019. The evaluation provided an opportunity to identify needs among programs and services and included an analysis of space utilization ([III.B.46](#)).

Facilities Services maintains records on use of classroom spaces each semester, based on day and time of class meetings ([III.B.47](#)). Information on classroom facilities usage is incorporated into Educational Master Plan Updates ([III.B.48](#)). The Space Inventory Report includes categorization of room type, including designated classrooms, labs, and office spaces ([III.B.04](#)).

In spring 2019, NVC launched a new online facility usage/scheduling tool, known as Facilities Service Direct (FSD), to help streamline the evaluation of facilities utilization ([III.B.49](#)). The software provides a way to centralize requests for meeting spaces by users internal and external to NVC. Reporting features support ongoing evaluation of facilities usage to determine effective utilization and ensure that program and service needs are met.

Analysis and Evaluation

NVC evaluates its physical assets, including facilities and equipment on a regular basis, through regular reports and evaluations and by monitoring facilities usage. Given recent challenges associated with declining enrollments and the impacts of COVID-19, NVC will revisit the space utilization study to identify opportunities for modernization based on changes in instructional delivery and program and service needs, to inform the Facilities Master Plan update process.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

NVC completes and submits a Five-Year Capital Outlay Plan to the California Community College Chancellor's Office (CCCCO) each year ([III.B.50](#)). Progress and timelines for all state-funded projects are outlined in the report. The Five-Year Capital Outlay Plan incorporates information from recent Space Inventory and Facilities Condition Index Reports to document institutional needs, as well as needs among individual programs and services.

The District reaffirms facilities needs through the Five-Year Scheduled Maintenance Plan, which is submitted to the state each year ([III.B.51](#)). Implementation of both five-year plans depends on the availability of local and state funding. As funding becomes available, projects listed in the Five-Year Scheduled Maintenance Plan are implemented. In 2020-2021, NVC secured funding to modernize the 3100 Building ([III.B.30](#)). Work on that modernization project is expected to continue through 2024.

Beginning with the 2017-2018 budget, NVC has increased capital outlay allocations to reflect a more realistic assessment of expenditures to address institutional needs ([III.B.52](#)). Between 2016-2017 and 2017-2018, the allocation for capital outlay (unrestricted funds) increased from \$270,000 to \$993,600. Since that year, between \$1,100,000 and \$2,372,121 has been allocated to capital outlay via the final budget ([III.B.53](#)). Over that period, local capital outlay funding has been applied to maintain and improve facilities across the institution, including Building 600 roof replacement in 2017-2019 and the modernization of Room 1436 in 2018-2019 ([III.B.54](#)).

NVC does not have a formalized, documented process that incorporates total cost of ownership considerations, including new facilities, equipment, staffing, maintenance, and replacement. NVC has implemented several infrastructure projects as preventative measures to lower costs associated with ownership. Examples include shifting to light emitting diode (LED) lighting to reduced electricity costs, incorporating maintenance and routine replacement into the contract for the chiller/boiler room, and leasing equipment including copiers, printers, and vehicles ([III.B.55](#); [III.B.56](#); [III.B.57](#); [III.B.58](#); [III.B.59](#)).

Analysis and Evaluation

NVC regularly produces and submits five-year plans for capital outlay and construction, to document needs, should funding become available at the state or local level. In light of recent developments – including lack of funding, declining enrollment, and the shift to remote teaching and learning necessitated by the COVID-19 pandemic, NVC has focused on addressing maintenance

needs and implementing new approaches (such as leasing equipment) to lower long-term costs of ownership. The reduced potential of capital improvement bonds as well as state support for new construction suggest that NVC will need to continue to address modernization and space modification needs through general fund allocations or local fund raising. NVC should develop a formal process to document and reflect the total cost of ownership for new facilities and equipment. Developing an approach for addressing total cost of ownership needs has been incorporated into Improvement Plan A.

Conclusions on Standard III.B. Physical Resources

Napa Valley College ensures that facilities are safe and sufficient to support student learning and achievement. Facilities are maintained to provide a healthful learning and working environment. NVC evaluates and documents institutional facilities needs through the Facilities Master Plan and Educational Master Plan Updates. A space utilization study was conducted as part of preliminary preparation for the next iteration of the FMP. NVC has increased allocations to capital outlay projects in recent years and has implemented improvements to maintain District resources and lower long-term costs of ownership. Facilities-related needs of individual programs, services, and units are identified through the annual planning and budget process. In recent years, NVC has implemented improvements to address institutional and programmatic needs.

Improvement Plan(s)

N/A

Evidence List

- III.B.01 Description of Facilities Services on Website
- III.B.02 Facilities Inventory
- III.B.03 Education Code 81130-81149
- III.B.04 Space Inventory Report
- III.B.05 Statewide Association of Community Colleges Inspection Reports 2014-2019
- III.B.06 Statewide Association of Community Colleges Audit Reports 2016-2020
- III.B.07 Walkway and Parking Lot Repairs
- III.B.08 Fire Inspection Reports
- III.B.09 NVC Inspection Checklist
- III.B.10 Fire Alarm Testing Schedule
- III.B.11 Sprinkler Testing Schedule
- III.B.12 Completed Safety Inspection Sheets
- III.B.13 Napa Valley Unified School District Inspection
- III.B.14 Safety Plans
- III.B.15 Senior Director, Facilities Services Job Description
- III.B.16 College Police Chief Job Description
- III.B.17 Examples of Review
- III.B.18 Emergency Response Procedures
- III.B.19 Hazard Response Plan
- III.B.20 Emergency Procedures Webpage

- III.B.21 Emergency Procedures Guide
- III.B.22 Injury Illness Prevention Plan
- III.B.23 Supervisor’s First Report of Employee Injury
- III.B.24 Safety Committee Description
- III.B.25 Safety Committee Meeting Minutes 2019
- III.B.26 2015-2016 Educational Master Plan Update
- III.B.27 Facilities Master Plan
- III.B.28 Facilities Committee Membership and Charge
- III.B.29 Facilities Committee Minutes – Facilities Master Plan Update
- III.B.30 Building 3100 Modernization Proposal
- III.B.31 Work Order System Webpage
- III.B.32 Sample Work Order Report
- III.B.33 Roof Repair and Replacement
- III.B.34 Scheduled Maintenance and Special Repairs Plans
- III.B.35 Recent Scheduled Maintenance and Capital Improvement Allocations
- III.B.36 Annual Planning and Budget Template
- III.B.37 Sample Classroom Modifications Identified in Annual Planning Process
- III.B.38 Sample Comprehensive Improvements in Classrooms
- III.B.39 Examples of Equipment Needs Addressed through Annual Process
- III.B.40 Real Property Asset Management Purpose Statement
- III.B.41 Contract with Scion Group
- III.B.42 Results of Housing Survey
- III.B.43 Board of Trustees Minutes
- III.B.44 September 2021 Announcement
- III.B.45 Facilities Condition Index Summary 2020
- III.B.46 Space Utilization Study Narrative
- III.B.47 Facilities Classroom Capacity Records
- III.B.48 Facilities Usage in Educational Master Plan Updates
- III.B.49 Facilities Services Direct Webpage
- III.B.50 Five-Year Capital Outlay Plan
- III.B.51 Five-Year Scheduled Maintenance Plans
- III.B.52 Capital Outlay in 2017-2018 Final Budget
- III.B.53 Capital Outlay in Final Budget Presentations to Board of Trustees
- III.B.54 Recent Capital Improvements
- III.B.55 Bloom Energy Approved Project Proposal
- III.B.56 Star Energy LED Lighting Change-Out Invoice
- III.B.57 Maintenance Services Contract – Chiller Boiler
- III.B.58 Inland Copier Proposal
- III.B.59 Leased Vehicle Fleet Analysis

III.C. TECHNOLOGY RESOURCES

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

Napa Valley College's (NVC's) Institutional Technology (IT) Department maintains and supports a sizeable inventory of technology systems and equipment, including: approximately 1300 desktop computers, technology-enhanced classrooms and study spaces equipped with technology systems, 15 conference/event spaces with presentation systems, over 80 physical and virtual servers, 650 Voice over Internet Protocol (VoIP) telephones, over 130 wireless access points, and multiple enterprise printers ([III.C.01](#)). All of these systems are connected through a modern data network.

NVC's technology resources, needs, and services are assessed and coordinated by the District Technology Committee (DTC), whose responsibilities include maintaining the Technology Master Plan ([III.C.02](#)). The Technology Master Plan (TMP) provides a "roadmap" for the technology assessment, procurement, implementation and training needed to support NVC's operations, programs, and services ([III.C.03](#)). The TMP is meant to be a "living document" and is to be reviewed annually by the District Technology Committee. However, the TMP has not been integrated into the overall college planning process, and technology resources called for in the TMP have not been fully funded, which is an area identified for improvement.

NVC's Distance Education (DE) support services program administers Canvas and other online education-related technology resources ([III.C.04](#)). The DE program coordinates with Institutional Technology on the administration of Canvas and implementation of new technologies ([III.C.05](#)). The DE support services program continually reviews technology use and feedback from faculty and students to ensure that NVC's online educational technology resources are effective for teaching and learning ([III.C.06](#)).

In 2020, NVC replaced the existing backup solution allowing real-time continuity, in addition to utilizing Microsoft Azure Cloud resources providing offsite business continuity in the event of a major systems failure ([III.C.07](#)). This upgrade also enhances cyber-security/ransomware protection minimizing potential downtime and data loss.

In 2020, the IT Department deployed Splashtop to support remotely-working staff and faculty in the midst of the pandemic by providing on-demand 'helpdesk' support, remotely accessing unattended computers, and assisting in troubleshooting issues in a live environment, all while ensuring robust security and logged activities available for reporting ([III.C.08](#)). In 2021 the District transitioned all faculty and staff to Microsoft Office 365.

Analysis and Evaluation

NVC's technology services, support, hardware and software are appropriate and adequate to support management and operational services. However, there are critical gaps in annual and cyclical processes for evaluating the sufficiency of technology resources in all academic programs and in the support of teaching and learning. The college does not have a systematic administrative mechanism to evaluate year-to-year needs in all classrooms beyond the equipment replacement cycle outlined in the Technology Master Plan. In the annual unit plan, only programs with dedicated classroom and teaching spaces include an evaluation of technology as a component of annual planning and budgeting. Ongoing and emergent needs in all general classrooms are not specifically included in the annual budget and plan. This gap has created difficult classroom conditions that inhibit the ability of faculty to use technology in the teaching and learning process. The institution has noted this as an area for improvement.

NVC developed a Technology Master Plan that outlines future information technology implementation, including technology services, professional support, facilities, hardware, and software appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. However, the TMP should be incorporated into NVC's annual and cyclical institutional planning and budget processes. NVC has committed to improvements in the areas of network infrastructure, disaster recovery and business continuity, and support services that will continue to meet the needs of faculty, staff, and students.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

NVC continually plans and executes updates of its technology infrastructure to ensure capabilities are adequate to support its mission. This planning and execution occurs at various levels, including the development and execution of the TMP and annual technology refresh as part of the Technology Refresh Strategy but due to budget constraints and supply chain issues, only the first wave of desktop computer refresh was funded and implemented in 2018-19 ([III.C.09](#)). That year, NVC contracted for an external appraisal of network technology and an experienced IT consultant provided a detailed assessment and roadmap for a multi-phase implementation of which the first phase is complete ([III.C.10](#)).

All parts of the institution submit unit plans and identify associated resource needs through the annual planning and budget process. Technology requests associated with strategic initiatives as well as operational continuance are included in the submission process. In fall 2019, the Planning and Budget Committee added "Technology" to the Budget Development Values and Assumptions ([III.C.11](#)). Due to revenue reductions, as a result of the COVID-19 pandemic, only a few initiatives were funded that year, and the final budget did not include a line item allocation to technology ([III.C.12](#)). That practice continued through the 2021-2022 budget cycle ([III.C.13](#)). NVC plans to implement the Technology Refresh Strategy to the extent possible, based on available funding.

NVC also seeks customer satisfaction and technology utilization information to enable data-based decision-making regarding technology quality and capacity. The Academic Senate recently established an Educational Technology Committee (ETC), which has conducted several surveys of faculty regarding their technology needs and reviewed the findings with the DTC ([III.C.14](#); [III.C.15](#)). In 2020-2021, the DTC reviewed survey results to determine faculty views and needs associated with technology ([III.C.16](#)). NVC also conducted a survey among students (through EDUCAUSE) that year ([III.C.17](#)). The data will be used to create the next iteration of the TMP.

Analysis and Evaluation

NVC has made progress in updating its technology infrastructure to meet quality and capacity needs, but these efforts have only been partially funded. Planning and budgeting for technological needs should be more fully incorporated into the institution's processes. In order to ensure appropriate resources for technology replacement, NVC needs to incorporate the Technology Refresh Plan directly into the annual planning and budget process. This action has been incorporated into Improvement Plan A.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

NVC provides technology resources at all District facilities and locations where courses are offered including the main campus in Napa, the Upper Valley Center, and the classroom facilities in American Canyon. Technology resources include hardware, software, network infrastructure, and Colleague, the student information management system. Assurance of reliable access, safety, and security are managed through multiple processes for both emergent and long-range needs.

Emergent operational needs are identified through the use of a support request system managed by Institutional Technology (IT) staff. The processes and standards for support through this system are posted on the IT website ([III.C.18](#)). The Colleague Student Information System (SIS) assures the safety and security of the student and employee information through industry-standard encryption and data management protocols as specified in District contracts with Ellucian, the parent company for Colleague ([III.C.19](#)). Network security is managed by IT staff. Long range needs for technology resources are identified and prioritized through the annual planning and budget process ([III.C.20](#)).

NVC's network includes the Upper Valley Campus as well as three classrooms at American Canyon High School, where facilities are equipped with the same NVC-maintained devices as the Napa campus.

Access to NVC's Canvas Learning Management System (LMS) is provided by the distance education support staff managed by the Distance Education support service program ([III.C.04](#)). In cases of exigent need such as the ongoing COVID-19 emergency that began in Spring 2020, loaner laptop and hotspot equipment are available for all students and staff, ensuring continuity of access to campus resources ([III.C.21](#); [III.C.22](#)).

Analysis and Evaluation

NVC has structures in place to ensure long-term technology planning and service delivery are appropriate for the needs of the institution. Policies and procedures are in place to ensure all users on campus comply with best practices to protect mission-critical technological infrastructure. Recently, NVC has experienced occasional power failures and network service interruptions, as well as disruptions related to two massive wildfires declared federal emergencies. The effect of those events ranged from minor interruptions in service within specific campus units, to total loss of connectivity between the campus and external systems. As a testament to the robust nature of NVC's technology resources and support, even during two major emergencies, while NVC served as an evacuation center and with multiple state and federal agencies running full disaster communications and technology operations on campus, networks and system functions were kept running reliably without loss of core campus connectivity or functionality.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Instruction in use of NVC technology resources begins immediately at time of hire via on-boarding training, and at time of enrollment as part of the student registration process which includes a student orientation ([III.C.23](#); [III.C.24](#)). Student support and training covers appropriate use of instructional technology available in all campus learning spaces.

Active support and ongoing training for all staff is also made available through regularly scheduled sessions and as-needed support for all staff via resources such as the Distance Education Services, the IT Help Desk, and through various online training tools for working with critical systems, such as the campus Colleague Enterprise Resource Planning (ERP) ([III.C.25](#); [III.C.18](#); [III.C.26](#)). Ongoing training and support for students is also offered by NVC's Welcome Center ([III.C.27](#)).

NVC offers training on technology as new initiatives are implemented. The current/ongoing transition from the WebAdvisor user interface to the Ellucian Self-Service Portal provides an example ([III.C.28](#)). Flex Day workshops also provide training on topics such as SharePoint, Canvas, Office365, and Cranium Café, and outside experts are occasionally brought to campus to offer cutting-edge training on educational technology ([III.C.29](#)). NVC provides access to on-demand, self-paced online courses through Colleague ERP modules.

As systems and services are modernized to meet the changing needs of the institution and students, new technologies such as the NVC Zoom system have been implemented, and existing platforms essential to normal operations are fully supported with ongoing training ([III.C.30](#); [III.C.31](#)). A needs-driven example of training development is NVC's Zoom sub-domain, which has been integrated into the Distance Education Department training programs in response to the global COVID-19 emergency ([III.C.25](#)).

To gauge the effectiveness of training and support resources, NVC uses online surveys to determine training needs, gather feedback as to the effectiveness of resultant workshops and training sessions, and identify or develop online training guides and help manuals for tasks, applications, and systems ([III.C.32](#); [III.C.33](#); [III.C.34](#)).

For additional information on student learning supports, including technology training available to students, see Standard II.B.1.

Analysis and Evaluation

NVC's IT Department, DE support services program, and the Office of Student Affairs provide quality training and technical support for faculty, staff, and students. Outside agencies and subject-matter experts are also engaged, so that NVC faculty and staff can learn more about current trends or technologies. NVC collects feedback from students, faculty, and staff to evaluate existing offerings and identify and address ongoing and emergent technology needs.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

BP 3720 Computer Network Use delineates acceptable use practices for all district computing resources ([III.C.35](#)). Administrative Procedures 3720 details conditions of use, copyright and license rules, ownership matters, information integrity, appropriate use, and discipline for violations ([III.C.36](#)).

Specific standards and additional procedures are also in place to ensure safe computing across all NVC's internet accessible systems and tools, including:

- Password Standards ([III.C.37](#))
- Security Procedures ([III.C.38](#))
- Social Media Procedures ([III.C.39](#))
- Email Use Procedures ([III.C.40](#))
- Mobile Devices ([III.C.41](#))
- Data Classification Standards ([III.C.42](#))
- Classroom Technology Standards ([III.C.43](#))

In cases where any remote work requires users to connect into campus technology resources, virtual private network (VPN) policies and procedures have been implemented to ensure security of campus data and critical systems ([III.C.44](#)).

Analysis and Evaluation

NVC has a set of policies and procedures describing safe and appropriate use of technology in the teaching and learning processes. BP 3720 Computer Network Use identifies acceptable technology practices in general, and several procedures outline more detailed practices associated with specific platforms or environments.

Conclusions on Standard III.C. Technology Resources

Napa Valley College's technology infrastructure, including services, support, facilities, hardware, and software are appropriate and adequate to meet the needs of students, faculty, and staff. NVC plans for, updates, and replaces its technology in a timely manner to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. Reliable access, safety, and security of technology resources are implemented and maintained at all locations where any colleges services are provided. Appropriate instruction and support for faculty, staff, students, and administrators is provided to maximize the efficacy of these groups use of the NVC's technology. The policies and procedures in place guide the appropriate use of technology in the teaching and learning processes. NVC needs to better integrate its technology plans into overall institutional planning and prioritize funding and implementation of plans.

Improvement Plan(s)

- N/A

Evidence List

- III.C.01 Technology Inventory
- III.C.02 District Technology Committee
- III.C.03 Technology Master Plan
- III.C.04 Distance Education Services
- III.C.05 Distance Education Plan
- III.C.06 Technology Survey
- III.C.07 Azure Cloud
- III.C.08 Description and Implementation of Splashtop
- III.C.09 Technology Refresh Strategy
- III.C.10 PlanNet Assessment 2019
- III.C.11 Budget Development Values and Assumptions
- III.C.12 Final Budget 2020-2021
- III.C.13 Final Budget 2021-2022
- III.C.14 Educational Technology Committee
- III.C.15 Surveys Conducted among Faculty
- III.C.16 District Technology Committee Meeting Minutes 121120
- III.C.17 Summary of EDUCAUSE Survey Results
- III.C.18 Institutional Technology HelpDesk Webpage
- III.C.19 Ellucian Contract
- III.C.20 Technology Needs in Academic Affairs Area Plan
- III.C.21 Laptop Loan Agreement
- III.C.22 Hotspot Loan Agreement
- III.C.23 Employee On-Boarding Materials for Technology
- III.C.24 Technology Components of Student Orientation and Registration
- III.C.25 Distance Education Training Schedules
- III.C.26 Ellucian On-Demand Colleague Online Training Module

- III.C.27 Video Tutorials for Students
- III.C.28 Training on Self-Service Portal for Students and Staff
- III.C.29 Flex Day Agendas Including Technology Trainings
- III.C.30 NVC Zoom Subdomain
- III.C.31 Canvas Day Workshops
- III.C.32 Sample Surveys to Determine Technology Needs among Students
- III.C.33 Sample Surveys to Determine Training Needs among Employees
- III.C.34 Guides to Address Identified Needs
- III.C.35 Board Policy 3720 Computer Network Use
- III.C.36 Administrative Procedure 3720 Computer Network Use
- III.C.37 Password Standards
- III.C.38 Security Procedures
- III.C.39 Social Media Procedures
- III.C.40 Email Use Procedures
- III.C.41 Mobile Devices
- III.C.42 Data Classification Standards
- III.C.43 Classroom Technology Standards
- III.C.44 Telecommute Emergency Access Form and Agreement

III.D. FINANCIAL RESOURCES

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

Napa Valley College's (NVC's) BP 6200 Budget Preparation requires that the budget be prepared in accordance with Title 5 and the California Community College Budget and Accounting Manual and that its development specifically meet the following criteria:

- the annual budget shall support the District's master and educational plans;
- unrestricted general reserves shall be no less than 5%; and
- budget projections address long term goals and commitments ([III.D.01](#)).

With the growth in assessed property values in Napa County, NVC has recently become a "community-supported" district, receiving the bulk of its unrestricted revenue from property taxes rather than from state appropriations. In the most recent fiscal year, 83% of the District's Unrestricted General Fund (operating fund) revenues came from property taxes, and the remaining revenues were primarily from calculable state and local income ([III.D.02](#)). For the 2021-2022 Budget, tax revenue was based on the County Assessor's local property tax pool ([III.D.03](#)). Other operational revenues were projections based on State allocations, State formulas and District enrollment information ([III.D.04](#)). Restricted General Fund revenues were based on Advanced Apportionment schedules from the State ([III.D.05](#)). Steady growth in local property tax revenue provides ongoing fiscal stability and allows NVC to plan with more certainty, rather than relying upon the vagaries of state appropriations.

Adequate reserves, or fund balance, is one measure of financial stability. Each year, NVC develops its budgets in the Unrestricted and Restricted General Funds to result in either a net zero or net increase to the respective fund balances ([III.D.06](#)). Although fund balances have been declining in recent years, as actual expenditures have exceeded budgets, the District is committed to keeping within the California Community Colleges Chancellor's Office (CCCCO) directive regarding maintenance of reserves. Over the past five years, NVC has maintained at least a 5% reserve, in accordance with BP 6200 ([III.D.07](#)). The recent decline in reserve fund balances is an area of concern, and NVC is adjusting its budgeting practices to address the issue. (Measures to address this issue are described throughout the responses to Standard III.D.)

The District manages its financial affairs through periodic monitoring of District revenues and expenditures. NVC submits Quarterly Financial Status Reports (CCFS-311Q) to the CCCCCO. These reports have traditionally been presented to the Board of Trustees at regularly scheduled public meetings, for their review and input. In recent years, the quarterly reports have been reviewed by the Audit and Finance

Committee of the Board ([III.D.08](#)). In fall 2021, NVC reinstated the practice of regularly reviewing quarterly reports and sharing the findings with the campus community. NVC has also initiated the practice of adjusting budgets based on actual budget expenditures through the fiscal year ([III.D.09](#)).

NVC is audited each year by an independent financial auditor to ensure that NVC manages its financial affairs with integrity and in a manner that ensures financial stability ([III.D.10](#)) The annual audits are reviewed by the Audit Committee, the Board of Trustees, and the State Chancellor's Office for findings requiring any corrective actions ([III.D.11](#); [III.D.12](#)) Over the last three years, NVC has received "clean audits" (where the auditors opined that the District's financial statements are presented fairly, in all material respects). There have been no federal compliance issues, and any state compliance issues have generally been corrected within the following year. Audit reports are reviewed annually by the Board and published on the NVC website ([III.D.13](#)).

Analysis and Evaluation

BP 6200 Budget Preparation and audit reports demonstrate NVC's commitment to fiscal oversight and requirements for maintaining Title IV eligibility. The District's budgetary plans are developed to provide sufficient resources in support of the mission and maintain adequate reserves for financial stability. As attested by its auditors, the District manages its financial affairs with integrity and the District's maintenance of a better-than-5%, minimum prudent reserve ensures financial stability.

As the ISER was being developed, NVC received notification from the ACCJC that it had been placed on enhanced monitoring ([III.D.14](#)). Areas of concern included deficit spending and reductions in reserve fund balances. The CCCCCO requested the Fiscal Crisis Management Assistance Team (FCMAT) to review NVC finances, due to cash-flow issues in fall 2021. Annual budgets are adopted by the Board are balanced, but actual expenditures have been exceeding budgeted amounts. NVC is committed to refining its budget-related practices to address deficit spending issues and will continue to monitor budget closely and adjust practices based on findings from the FCMAT review.

The need for increased reporting and monitoring of the budget to avoid deficit spending has been incorporated into Improvement Plan A.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

The District's expenditures are broadly directed by the institutional mission in that they support student achievement through direct resource allocations to instructional programs, academic and student support services, and infrastructure ([III.D.15](#)). Institutional plans— including the Institutional Strategic Plan (ISP), Educational Master Plan, and other master plans – guide the budget development process, as specified in BP 6200 ([III.D.01](#)). As described within Standards I.A.2-3, NVC operationalizes its mission through the ISP, and the template that structures annual

planning is directly linked to the ISP ([III.D.16](#)). Budget practices align with BP 6200 in that the Budget Development Values and Assumptions state that resource allocations will be consistent with “the College’s strategic plan,” “Facilities Master Plan,” “Technology Plan,” and “area plans” (which emerge from the prioritization within each Area Council) ([III.D.17](#)).

As part of the annual planning and budget process, each budget center develops an annual unit plan that includes requests for resources and budget augmentations to support new strategic initiatives linked to the ISP or to support ongoing operational needs ([III.D.16](#)). Unit plans are forwarded to the Area Councils for review and prioritization ([III.D.18](#); [III.D.19](#)). The priorities emerging from the Area Councils are forwarded to President’s Cabinet where they are evaluated and either funded or rejected based on analysis of strategic priorities and total available funding. The final recommended budget is compiled from this final analysis and prioritization ([III.D.20](#)). Communication regarding the rationale behind the decisions to fund specific initiatives and operational needs, the alignment between planning goals and resource allocation decisions, and the results of the prioritization process have been sporadic. To clarify practices and create more consistency, the development of three central documents – including a Planning Handbook, Budget Handbook, and Decision-Making Guide –has been incorporated into institutional Improvement Plans A and C.

Although NVC uses BP 6200 and the Budget Development Values and Assumptions as foundations for financial planning, NVC does not have procedures for implementing BP 6200 articulated through a formal administrative procedure. The development of AP 6200 is included in Improvement Plan A.

The tentative and final budgets are shared with campus constituent groups via two forums. The tentative budget is presented each spring; the final budget is presented each fall. The forums are used to disseminate fiscal information to the institution and solicit general feedback ([III.D.21](#)). After receiving feedback, the PBC forwards the recommended budget to the President for consideration prior to the budget’s public presentation to the Board of Trustees for review and approval ([III.D.22](#)).

In recent years, tentative and final budgets have been based on incremental changes to the prior year budgets, without reference to actual receipts and expenditures or to any long-range projections. In addition, the final budget has remained unchanged throughout the fiscal year. In the period since an Interim Vice President of Business and Finance was hired (in summer 2021), NVC has been monitoring expenditures (via receipts) more closely, reviewing actual expenditures monthly, and has shared updated, modified budgets to reflect actual fiscal trends ([III.D.09](#)).

Analysis and Evaluation

Financial planning at NVC is based on the institutional mission and the goals enumerated in the ISP. The Budget Development Values and Assumptions ensure consistency between budgets and institutional plans. While BP 6200 outlines sound financial practices that promote financial stability, NVC needs to develop an associated AP to identify the steps for ensuring that the BP is implemented. Revisions to budget processes are overdue, particularly to connect budgets to actual receipts and expenditures, establish long-range budget projections, ensure alignment with mission and planning, and engage in clear communications to all stakeholders regarding budgetary decisions.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

In support of its BP 6200 Budget Preparation, NVC establishes an annual planning and budget timeline that identifies the participants in the budgeting process ([III.D.18](#)). The timeline defines the annual planning and budget process.

Unit-level strategic initiatives submitted during the annual planning and budget process are linked directly to goals from the ISP in the annual planning and budget template ([III.D.16](#)). These unit plans are the basis for requests for additional staffing and resources for both new initiatives (linked to institutional strategic initiatives) and the continuation of existing initiatives (described as “Operational Continuance” requests) ([III.D.23](#); [III.D.24](#)). Unit plans are reviewed and prioritized by the appropriate Area Councils (Academic Affairs, Student Affairs, Administrative Services, and the President’s Area), where they are evaluated and prioritized. Area Council prioritized requests are forwarded to the President’s Cabinet for final review and prioritization, and the priorities are presented to the PBC for review and recommendation, prior to incorporation into the District’s budget ([III.D.25](#)).

In the 2020-2021 cycle, the actual dates of completion generally reflected the process outlined in the annual planning and budget timeline, although the 2020-2021 cycle was complicated by the lack of General Fund funding available. (As discussed within Standard III.D.4, the lack of available funding was announced at the Planning and Budget Development Forum.) The table below identifies the dates each activity was completed. The dates of Area Council activities reflect the process within Academic Affairs.

Activity	Timeline	Actual Dates
• Forums for Annual Cycle and Template Posted	November 2019	November 19 & 21
• Unit Plans Submitted to President/ Vice President for Area Council Review	February 24, 2020	<ul style="list-style-type: none"> • Established Due Date of March 18 for Area • Discussion and Prioritization Occurred March 24 – April 7
• President & Vice Presidents Submit Prioritized Lists to Cabinet	April 3, 2020	<ul style="list-style-type: none"> • Discussion within Cabinet Began April 28
• Cabinet Finalizes Prioritized List of Budget Requests	April 29, 2020	<ul style="list-style-type: none"> • Discussion at Cabinet Occurred April 28 – May 12
• Cabinet Sends Recommendations to Business & Finance Office	April 30, 2020	<ul style="list-style-type: none"> • Requests Funded by Categorical Funds Approved and Forwarded
• Forum on Tentative Budget	May 14, 2020	May 12, 2020

The PBC and the tentative and final budget forums are the structures that provide opportunities for campus constituencies to participate in the development of the institutional budget ([III.D.21](#)). The PBC is comprised of representatives from all constituency groups ([III.D.26](#)). The PBC establishes the timeline for the annual planning and budget cycle each year ([III.D.27](#)). It also reviews and recommends the tentative and final budgets to the President, following the campus-wide forums ([III.D.28](#)). [Participation by campus constituencies in the development of institutional plans is discussed within Standards I.B.7, I.B.9, IV.A.3, and IV.A.5.]

Analysis and Evaluation

The PBC establishes a timeline for developing the budget each year. Activities associated with the annual planning and budget cycle tend to reflect the established timeline. Although NVC has BP 6200 Budget Preparation in place, it does not have well-defined procedures for ensuring the policy.

NVC currently uses D1150 Planning and Budget Processes to guide the annual budget development process ([III.D.29](#)). D1150, which was designed in the early 1990s and modified in the early 2000s, contains details pertaining to the budget development process. In 2014, the Board of Trustees repealed D1150 and replaced it with the general language currently visible in BP 6200. While the intent in 2014 was to replace the D1150 with new BPs and APs, NVC does not have an AP associated with BP 6200 in place. As a result, NVC has operated for several years without formal documentation outlining the annual budget development process.

While the current budget development process reflects the process outlined in the former board policy – including the PBC’s role in establishing the parameters and timeline of the annual process; and the development and recommendation of tentative and final budget, NVC does not have an official document reflecting current practices. In the absence of AP 6200, many parts of the process have drifted over time from the original design, obfuscating key decision-making points in the budget development process and elevating or diminishing the role of participants. This drift is particularly evident in the increasingly central role of the President’s Cabinet in making final decisions on priorities and funding before the PBC recommends a budget to the President for adoption. Without defined procedures, there is a lack of common understanding regarding the annual process and the results that emerge from it. To help clarify roles and increase effectiveness, Improvement Plan A includes development of AP 6200.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

NVC tends to rollover individual unit budgets each year ([III.D.30](#)). As part of the budgeting process, current year expenditures are used as the basis for non-salary related expenditures in the budget for the subsequent year. In recent years, NVC has taken measures to assess financial resources prior to the annual planning and budget process and then communicate expectations regarding the

availability of funding to the campus community at the end of the prioritization process. Last year, these communications were incorporated into the Planning and Budget Development Forum at the beginning of the annual process.

In the 2018-2019 cycle, the Final Budget Forum included information regarding NVC's transition to becoming a community-supported district and identified anticipated funding projections as a result of the transition ([III.D.31](#)). In 2019-2020, NVC incorporated all funding sources into the annual planning and budget cycle and identified activities that aligned with the funding sources to help maximize use and effectiveness of available resources ([III.D.32](#)). The Final Budget Forum at the end of the 2020-2021 cycle included communication regarding the lack of available General Fund resources to support requests ([III.D.33](#)). During the 2021-2022 cycle, such communications were incorporated into the forum held at the beginning of the cycle. The Planning and Budget Development Forum reiterated that no additional General Fund Unrestricted funds were available for allocation and that some restricted funding might be available for one-time allocations ([III.D.34](#)).

Final budget presentations conclude with "Final/Future Considerations" ([III.D.35](#)). Examples of those considerations from recent years include increasing contributions to Other Post-Employment Benefits (OPEB) each year, incorporating Technology Refresh Program and Scheduled Maintenance into the budget and increasing the funding amounts, and shifting from three-year projections to five-year projections. Although these considerations communicate expectations for upcoming annual planning and budget cycles, there is no mechanism for accountability to ensure that they are incorporated into subsequent cycles (as a starting point for the Budget Development Values and Assumptions, for example).

NVC develops additional financial resources through its two auxiliary organizations. The District Auxiliary Services Foundation (DAS) generates revenue through auxiliary operations, such as the bookstore, food services, and community fundraising activities to provide general support to NVC (through its "annual administrative transfer") as well as in support of specific departmental activities ([III.D.36](#); [III.D.37](#)). The District also develops resources and support through the Viticulture and Winery Technology Foundation (VWTF), which supports NVC's viticulture and wine-making programs by administering its wine sales enterprise activities ([III.D.38](#)).

The categorization of resource needs as "one-time" or "ongoing through the Annual Planning and Budget Template is intended to position NVC to plan for future expenditure requirements, anticipated beyond the current planning year ([III.D.39](#)).

Analysis and Evaluation

NVC's budget development process is built upon a realistic assessment of available resources and, with recent changes to report actual expenditures, includes assessment of expenditure requirements. Through its two foundations, the District develops additional resources in support of its educational programs and student services.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District uses the Colleague Financial Accounting System to record financial transactions. The system handles journal entries, accounts payable, accounts receivable, payroll, revenue, fixed assets, and purchase requisitions, as well as budget information ([III.D.40](#)). The system updates transactions continuously to provide accurate, up-to-date accounting information, and provides internal control mechanisms. Although Colleague has additional functionality associated with internal control, NVC has not implemented some of those features, including position control for personnel. Key elements of the control mechanisms available in Colleague were not in place for multiple fiscal years. As a result, unit-level budgets were not loaded into the Colleague system in a timely manner between 2015 and 2020, which prevented budget center managers from seeing actual allocated budgets and receiving timely information on expenditures. As a result, managers were unable to provide knowledgeable controls on spending during that period.

From information downloaded from the financial system, Business and Finance staff regularly disseminates District fiscal information via its quarterly CCFS-311Q to the Board ([III.D.08](#)). In large part due to “closing issues” created by staff turnover, NVC was late filing its 2019-2020 Audit and Annual CCFS-311. NVC certified its 2020-2021 CCFS-311 report with the State Chancellor’s Office “on time” in fall 2021. The report was reviewed by the Board of Trustees in October, along with the 2021-2022, first quarter CCFS-311Q ([III.D.41](#)). Those reports were additionally/subsequently reviewed with the PBC ([III.D.42](#)). All audits and fiscal reports are available on the District’s website ([III.D.13](#); [III.D.43](#)).

In support of fiscal controls over expenditures, the District has developed procedural guidelines regarding purchasing and contracting ([III.D.44](#)). The Business and Finance Office provides training on these guidelines at new employee orientations, as well as providing more in-depth training (“institutes”) to Classified and Administrative Assistants that includes information on District’s accounting and access to the financial system ([III.D.45](#)).

The job description for the Controller includes, “develops reporting processes, procedures and internal controls” ([III.D.46](#)). NVC’s Controller is a Certified Internal Auditor and holds monthly meetings with the Business and Finance staff. The meetings have included a review of processes and procedures, with changes made when necessary ([III.D.47](#)).

NVC’s financial management process is formally evaluated through the annual audit conducted by an independent certified public accountant. Each audit includes review the District’s Internal Controls ([III.D.48](#)). Although the auditors do not rely on their review of the District’s internal controls in their opinion of the District’s financial position, they do cite instances where the District needs to improve its practices. NVC has consistently addressed any issues by the next annual audit ([III.D.49](#)).

Analysis and Evaluation

NVC regularly disseminates information about its financial position via CCFS-311Q Reports. Although unit-level budgets were not disseminated to budget center managers through Colleague for several years, NVC has now addressed that issue. NVC has procedural guidelines in place to provide controls over expenditures. Internal controls are annually evaluated by the District's external auditors, and the District responds quickly to any deficiencies that are found by auditors. Although the District promptly addresses auditor recommendations, an area of improvement would be a regular evaluation process of internal controls.

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

In addition to providing accurate and credible reports regarding the budget via the CCFS-311Q Report, NVC has now incorporated actual-to-budget ratios, comparing ratios of the current year to the prior fiscal year, into the presentation accompanying those reports to the Board of Trustees ([III.D.50](#)). Annually, the District's finances are audited by its external auditors who test for accounting accuracy and propriety of account classification ([III.D.10](#)). Annual audits include all NVC funds. Separate audit reports are issued for the District Auxiliary Services Foundation, the Viticulture and Winery Technology Foundation, and the Napa Valley College Foundation.

Analysis and Evaluation

NVC's financial documents, including the budget, are accurate and credible, as supported by documentation, and as certified by the District's external auditors.

- 7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Evidence of Meeting the Standard

As evidenced by the "prior year's findings section" of the annual audit, NVC has consistently responded to the findings of the annual audit and implemented corrections prior to the audit of the next fiscal year ([III.D.49](#)). Annual audits are presented to both the Audit Committee of the Board of Trustees, the Board of Trustees, and the PBC ([III.D.51](#); [III.D.12](#); [III.D.52](#)). Additionally, the District makes its audits publicly available on its webpage ([III.D.13](#)).

Analysis and Evaluation

NVC comprehensively corrects audit findings by the time of its audit the next fiscal year. NVC reports its annual audits widely through presentations to the Board of Trustees, the Audit Committee, and the PBC and publishes the reports on its website.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

NVC has several procedural guidelines that provide controls over expenditures ([III.D.53](#)). As part of the annual financial audit, the auditors review the District's Internal Controls ([III.D.48](#)). Although the auditors do not rely on their review of the District's internal controls in their opinion of the District's financial position, they do cite instances where the District needs to improve its practices, and in response, the District has consistently taken steps to correct those issues/processes as they are not found as repeat findings by the next annual audit ([III.D.49](#)).

Analysis and Evaluation

NVC's internal controls and accounting practices are reviewed as part of the annual audit. Where findings have been made, NVC has taken steps to correct any deficiencies. Although NVC addresses corrections, an area of improvement would be a regular evaluation process of internal controls.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

NVC maintains at least the 5% reserve deemed to be the minimum prudent reserve for unforeseen occurrences by the State Chancellor's Office ([III.D.54](#)). In recent years, reserves have been dropping (while still maintaining the 5% minimum), due to spending above budgeted amounts, an issue that the district is addressing under ACCJC fiscal monitoring and with support from FCMAT ([III.D.55](#)).

As a community-supported district, NVC relies on local property tax collections for roughly 83% of its unrestricted operating funding. Property taxes are collected by the County of Napa and generally distributed to local agencies in December and April. The period July through December can be difficult, from a cash flow perspective. As a result, NVC relies on its General Fund cash reserves – as well as its ability to negatively spend to the extent of its positive balances in its other accounts at the County Treasury – to meet cash needs until property tax revenues are received. October and November are the two months that the District watches most closely. Based on projections of cash flow in 2021, for the first time, NVC proactively sought a “dry period loan” from the County to ensure sufficient funds to meet November obligations ([III.D.56](#); [III.D.57](#)). Loan repayment is schedule to occur in January, after the District receives its December tax revenues.

NVC also addresses its risk management by participating in various Joint Powers Authorities (JPAs) to provide the District with insurance coverage insurance. The District's property and liability coverage is provided by California Community Colleges Self Insurance Authority (CCSIA), as defined by its Memorandum of Coverage, which provides coverage of up to \$250 million and \$25 million, respectively ([III.D.58](#); [III.D.59](#)). Workers' compensation, and employee bonding coverage is provided by the Protected Insurance Program for Schools (PIPS) ([III.D.60](#)). Accident/injury coverage for NVC's students and athletes is provided by Cypress Risk Management ([III.D.61](#)).

Analysis and Evaluation

NVC has long-maintained a reserve of better-than-5%. The District is sufficiently protected against risk through its participation in joint powers authorities for insurance coverage. Although the District, as a “community supported district,” it is dependent upon tax receipts for its cash inflow. The option of negatively spending from its general fund at the County Treasury (up to the positive total of its other funds) and borrowing against anticipated tax receipts at the County Treasury allow NVC to cover General Fund expenditures, when necessary, as it awaits tax revenues.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

There are multiple levels of oversight of the District’s finances ranging from the grant and departmental level all the way to the institution’s fiscal-report-submission and review by State Chancellor’s Office and the ACCJC.

Salaries and Benefits make up the majority of the District’s expenditures in both the Unrestricted General (operations) Fund and the Restricted General Fund, where the revenues and expenditures for categorical and grant programs are accounted ([III.D.62](#)). All salary-related expenditures of both funds are made using the same process. The majority of District’s non-salary-related expenditures are generated at the department level which, by procedures, are approved by the department head, and supervising administrator, and forwarded to Business and Finance staff who check for proper authorization and processing. All checks are processed (and reconciled) by the Napa County Office of Education.

Each year, the District prepares the CCFS-311, which reports details of the fiscal year activity ([III.D.07](#)). This report shows and compares fiscal-year-ended expenditures, of all the District’s funds, with the amounts being budget for the following fiscal year. It details the Unrestricted and Restricted General Fund revenues and expenditures, and provides detail of the District’s expenditure compliance with various regulations. This report is presented to the Planning and Budget Committee, and the Board of Trustees for their review and input ([III.D.08](#); [III.D.42](#)). Additionally, the District prepares and submits to the ACCJC an annual report on its finances, via the Annual Fiscal Report (AFR) ([III.D.63](#); [III.D.14](#)). Although staff turnover had an impact on the District’s ability to close the books for 2019-20 and resulted in a delay in the submission of the annual CCFS-311 and audit for that year, which has led to fiscal concerns, the District’s audits have consistently shown proper management of its finances and compliance with State and Federal regulations. For 2020-2021, the District submitted its CCFS-311 by the certification deadline ([III.D.64](#); [III.D.65](#)).

Per Board Policy 6340 Bids and Contracts, contracts above certain thresholds per public contract code 20651 are required to be approved by the Board of Trustees ([III.D.66](#)). Such contracts are regularly submitted to the Board for their review and approval at a public meeting of the board ([III.D.67](#)).

The District participates in various types of student financial aid programs. Federal Title IV financial aid includes grants such as Pell Grants, loans and work study, as well as the more recently enacted emergency financial aid from COVID-relief funding. The District also participates in the State-funded financial aid programs such as the Cal Grants and the California Promise Grants (a fee waiver and student support program). These programs are heavily regulated with regards to reporting, recipient eligibility, qualifying expenditures, as well as the processes for the call-down of funding ([III.D.68](#); [III.D.69](#); [III.D.70](#); [III.D.71](#)). As part of the annual audit, the District's auditors are required to perform a compliance review in accordance with sections 400 and 500 of the State Chancellor's Office's "Contracted District Audit Manual" (CDAM) ([III.D.72](#)).

Each grant and categorical program is assigned to a designated manager responsible for ensuring that monies are being spent in accordance with the granting authority. The District's Business and Finance Office monitors grant spending and ensures accurate reporting of the categorical programs ([III.D.73](#)). Many of these programs also have specific program compliance review requirements as outlined in the Contracted District Audit Manual (CDAM).

In each of its last five years of audits, the District has received an unqualified/unmodified opinion as to the presentation of its finances and has been found comply with federal and state program requirements ([III.D.74](#)).

The District's auxiliary operations are administered through its District Auxiliary Services Foundation (DAS) which is a 501(c)3 organization. It has its own Board, and its relationship with the District is outlined by its master agreement ([III.D.36](#)). The same holds true with the VWTF, another 501(C)3 organization, whose purpose is principally to facilitate wine-making instruction for NVC by selling end-product/wine to offset the expenses of winemaking. It too has a master agreement with the District ([III.D.38](#)). The accounting for these auxiliary operations is processed through the NVC's Business and Finance Department, and they are subject to an annual audit by the same audit firm that audits the District. In each of the last three years, these auxiliary operations have received clean financial audits with no findings ([III.D.75](#); [III.D.76](#)).

The District's only investments are those that it has with the California Employee's Retirement Benefit Trust (CERBT), which is a Section 115 Trust for the investment of funds for Other Post-Employment Benefits (OPEB). The trust is run by CalPERS, which has its own oversight.

Analysis and Evaluation

As supported by its audits, and its intra- and inter-agency reporting, NVC has multiple levels of oversight over its finances and is compliant with State and Federal regulations regarding the use of grant and program funds.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Adequate reserves, or fund balance, is one measure of financial stability. Annually, the District develops its budgets in the Unrestricted and Restricted General Funds, to result in either a net zero or net increase to the respective fund balances ([III.D.06](#)). Although actual results do not always match budgeted plans, as stated in BP 6200 Budget Preparation, NVC is committed to maintaining a minimum prudent reserve of at least 5% ([III.D.01](#)). NVC has historically maintained a 5% reserve ([III.D.07](#)).

As identified by the District's auditors, NVC's principal liabilities are: (1) debt due to the General Obligation Bonds issued as a result of Measure N, Authorized through an election by registered voters in 2002; (2) liability due to the OPEB benefits negotiated with employees; and (3) liability for employee compensated absences ([III.D.77](#)). These liabilities and obligations are discussed in more detail within the responses to Standards III.D.12-13.

As a community-supported district, NVC's District's funding is now mostly based on local property taxes. Year-over-year, local property taxes are more stable than personal income taxes, which is the principal base of State funding. In addition, enrollment levels do not drive funding for community-supported districts (in the way they do for State funding). As a result, NVC has a better than "reasonable" expectation of having a level of funding that provides for both long-term and short-term solvency.

Analysis and Evaluation

NVC's revenue base is stable, and year-over-year tax revenue increases indicate that it has a reasonable expectation of having future resources to provide for its short- and long-term obligations. NVC maintains a 5% minimum prudent reserve to assure financial stability, and it has taken steps to address its future obligation-payments with both long-term investments, and short-term plans to incorporate annual OPEB payments into annual budgets as supported by the aforementioned increasing revenues.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

As required by Government Accounting Standards Board (GASB) 75, the District contracts for bi-annual actuarial studies. The latest study is based on a valuation date of June 30, 2019, and a measurement date of June 30, 2020. The District's net OPEB liability (NOL) is \$37,303,702 ([III.D.78](#)). Per the attestation page of the Actuarial Study, "this report is complete and has been prepared in accordance with generally accepted actuarial principles and practices and all applicable Actuarial Standards of Practice. I meet the Qualifications Standards of the American Academy of Actuaries to render the actuarial opinion contained herein" ([III.D.79](#)). As part of the annual audit, the District's auditors review the actuarial plan and incorporate excerpts from it into the District's annual audit reports ([III.D.80](#)).

NVC's liability for its post-employment health care benefits is a long-term obligation with an annual, "pay-as-you-go," liability-expenditure-component based on District-paid, retiree health benefit costs. The District has invested funds with the California Employees Retiree Benefits Trust, to help defray future benefit costs payments. The value of these investments total \$3,627,348 as of December 31, 2020 ([III.D.81](#)). NVC incorporates the annual pay-as-you-go costs/payments within the annual budget of its Unrestricted General Fund. The budget for 2021-2022 incorporates that cost and shows revenues exceeding expenditures for the year ([III.D.82](#)). The District's annually increasing property tax revenue is expected to fund any annual costs associated with retiree benefits ([III.D.83](#)).

The District's liability for employee compensated absences refers to accumulated unpaid employee vacation benefits that are accrued as a liability, as the benefits are earned. As of June 30, 2020, the outstanding balance was \$2,199,500 ([III.D.84](#)). Cash payout on this liability occurs, on an individual employee basis, at the time of the employee's separation from NVC. Depending on when an employee leaves service and, given the time it takes to hire a replacement, the savings in unused budgeted salary is often greater than the cost of the accrued (and paid-out) vacation time. The total cost/saving is considered a financial "wash" when factored over all of the District's employees who separated in any given year.

Analysis and Evaluation

The District actuarial calculation of its OPEB liability is prepared biannually in accordance with GASB Standards. NVC has set aside investments to defray its long-term obligations and affords its current employee liabilities through off-setting saving in its annual budget.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The only locally incurred debt instruments of the District, other than the recent “dry period loan” described in Standard III.D.9, are the General Obligation Bonds issued as a result of Measure N, authorized through an election by registered voters in 2002.

The District’s debt due to the issuance of the 2002 General Obligation Bonds is a debt of the taxpayers of Napa County. It is the responsibility of the County Assessor’s Office to collect annual taxes sufficient to repay the principal and interest payments when they are due. The debt repayment schedule is included in the liabilities section of the district’s annual audit ([III.D.85](#)).

Any locally incurred debt by the District would require public approval by the Board, and per GASB standards, would be included in the District’s overall financials, as reviewed by the auditors in their annual audit ([III.D.86](#)). Since fiscal year 2017-2018, the District has not issued any additional locally incurred debt instruments that would affect the financial condition of the institution.

Analysis and Evaluation

The District is aware of its General Obligation Bond debts and recognizes that the repayment of this debt is a function of the County Tax Collector and the County Treasury. Annually, this debt is reviewed by the District’s auditors, who have found no issues with the timely repayment of the obligations.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

All financial resources, including short- and long-term indebtedness, auxiliary activities, fund raising efforts, and grants, are overseen by their respective area administrators, and boards, and are subject to annual review and evaluation by the District’s external auditors.

Periodic reports on activities and expenditures are reported to the respective Boards as well as granting agencies such as the State’s Equal Opportunity Programs and Services (EOPS) and the Federal Work Study Program ([III.D.87](#); [III.D.88](#); [III.D.89](#); [III.D.71](#)). The District has annual audits conducted for the District, as well as its two auxiliaries, the District Auxiliary Services Foundation and the Viticulture and Winery Technology Foundation. In addition to opining on each of these entities’ finances, the auditors are required to perform regulation compliance testing, per the State Chancellor’s Contract District Audit Manual (CDAM), to ensure that funds are used in a manner consistent with the intended funding source ([III.D.72](#)). Any instances of lack of compliance are reportable items for which the District has had no findings over the last three years ([III.D.10](#); [III.D.75](#); [III.D.76](#)).

Analysis and Evaluation

As attested by its auditors, NVC uses its financial resources in a manner consistent with the intended purpose of the funding source.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The Financial Aid Office and the Business and Finance Office work collaboratively to ensure that NVC complies with all federal requirements with respect to student loans ([III.D.69](#); [III.D.70](#)).

The Financial Aid Office administers a combination of student financial aid funds from various federal, state, and local agencies. Each stream of financial aid is tracked separately in the general ledger and spent according to requirements. The timing of financial aid drawdowns is performed to comply with the three-day cash management requirement. Federal regulations require that a school demonstrate that it is administratively capable of properly managing the Federal Student Aid (FSA) programs. NVC meets the federal requirements by meeting the optimum standard for electronic processes, having a qualified designated official, exchanging information on student loan borrowers through the National Student Loan Data System, providing financial aid counseling/advising, insuring that there is sufficient professional, paraprofessional and clerical staff, providing a system of checks and balances, establishing a satisfactory academic progress policy and procedure, maintaining a default rate below 15%, submitting annual compliance and financial statements institutional audits, and observing generally accepted accounting principles ([III.D.90](#); [III.D.91](#); [III.D.92](#)).

As part of the annual audit, the District's auditors are required to perform specific compliance review in accordance with the Chancellor's Office's "Contracted District Audit Manual" (CDAM). Over the past five years of District audits, the District has had no finding with regards to compliance with federal requirements ([III.D.93](#)).

Analysis and Evaluation

As attested by its annual audits and adherence with federal guidelines, NVC manages its financial aid programs in compliance with governmental regulations.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

All contractual agreements with NVC are supported by institutional policies that adhere to government regulations and standards to best support NVC's services and high-quality programs.

Contracting with the District is governed by Board Policy 6340 Bids and Contracts ([III.D.66](#)). The Board delegates to the President or the President's designee, the Vice President of Business and Finance, the power to execute contracts. To be enforceable, contracts must be ratified by the Board of Trustees ([III.D.94](#)). The Vice President of Business and Finance reviews contracts and their provisions for appropriateness prior to signature-execution. Prior to Board approval, information pertaining to the contract is provided to the Board, at a public meeting, that includes contract cost, term, whether the cost is budgeted, funding source, and a description of the services that will be provided for the benefit of NVC and its students ([III.D.67](#)).

Analysis and Evaluation

The contracts that NVC executes with external parties, are reviewed on at least two levels. The first is at the department/program level where the contract benefits are assessed, and a determination is made as to whether the cost is within budgeted resources. The second level is with the Board, for their additional review of the cost, and the benefits provided, prior to their approval.

Conclusions on Standard III.D. Financial Resources

Napa Valley College has sufficient financial resources to support and sustain student learning programs and services and accomplishment of mission. The mission and institutional plans guide the annual resource allocation process. The PBC provides an opportunity for constituencies to participate in the budget development process, and the committee plays a central role in framing the annual process and approving the funding priorities that emerge from it. Although budget practices align with board policy and the timeline established by the PBC each year, NVC has managed the annual budget development process without an approved procedure since 2014. The ISER development process revealed a lack of shared understanding across the institution regarding roles in budget development and oversight and decision-making authority with respect to budgets, due to the lack of an established AP. These findings from the self-evaluation process have been incorporated into Improvement Plans A and C.

NVC has recently improved budget practices to monitor the budget more closely and make adjustments, when necessary. NVC has also refined practices to include an assessment of the

availability of financial resources and to communicate the results to the campus community at the beginning of the annual planning and budget cycle. NVC relies on the annual audit to evaluate internal controls, accuracy of budget information, and appropriate use of financial resources. To increase effectiveness, NVC should evaluate budget-related practices for effectiveness, to supplement external reviews.

NVC responds to audit findings in a timely manner, repays incurred debts, and incorporates liabilities into financial planning. NVC maintains oversight of all finances, including those associated with grants and foundations, through the annual budget as well as the annual audit.

While being a community-supported district affords NVC more certainty in projecting revenues, that status also presents challenges in covering expenditures July – December. As NVC was recently placed on enhanced monitoring by the ACCJC as a result of its 2021 Annual Fiscal Report submission, NVC has identified additional improvements to implement in order to increase reserve levels and avoid deficit spending.

Improvement Plans

- [Improvement Plan A](#)
- [Improvement Plan C](#)

Evidence List

- III.D.01 Board Policy 6200 Budget Preparation
- III.D.02 2021-2022 Final Budget
- III.D.03 Auditor Certified Values
- III.D.04 2020-2021 P-2 Exhibit C
- III.D.05 2021-2022 Advanced Apportionment
- III.D.06 Three Years of Budget Information Submitted to Board
- III.D.07 Five Years of CCFS-311s
- III.D.08 CCFS-311Q Reports to Board
- III.D.09 Planning and Budget Committee Agenda and Proposed Amended Budget, November 2021
- III.D.10 Last Three Years of Audits
- III.D.11 Audit Committee Minutes
- III.D.12 Audit Reports to Board of Trustees
- III.D.13 Audit Reports on Website
- III.D.14 Letter from ACCJC
- III.D.15 Mission Statement
- III.D.16 Annual Planning and Budget Template
- III.D.17 Budget Development Values and Assumptions
- III.D.18 Annual Planning and Budget Timeline
- III.D.19 Academic Affairs Area Plan
- III.D.20 Final Budget PowerPoint Pages 9-13
- III.D.21 Tentative and Final Budget Forum Presentations

- III.D.22 Budget Approval by Board of Trustees
- III.D.23 Template with Drop-Down Menus Highlighted
- III.D.24 Sample Annual Unit Plan Submissions
- III.D.25 Planning and Budget Committee – Tentative and Final Budgets
- III.D.26 Planning and Budget Committee Membership
- III.D.27 Planning and Budget Committee – Annual Timeline
- III.D.28 Calendar of Forums and Action by Planning and Budget Committee
- III.D.29 D1150 Planning and Budget Processes
- III.D.30 Communication of Practice of Rollover Budgets
- III.D.31 Transition to Community Support
- III.D.32 Allocations by Funding Source 2019-2020
- III.D.33 2020-2021 Final Budget Communication
- III.D.34 2021-2022 Planning and Budget Development Communication
- III.D.35 Future Considerations
- III.D.36 District Auxiliary Services Master Agreement
- III.D.37 Audit Reports Documenting Multi-Year Contributions to the District
- III.D.38 Viticulture and Winery Technology Foundation Master Agreement
- III.D.39 One-Time and Ongoing Needs
- III.D.40 Colleague Financial Accounting Features
- III.D.41 Board of Trustees October 2021
- III.D.42 CCSF-311 to Planning and Budget Committee
- III.D.43 Fiscal Reports on Website
- III.D.44 Procedural Guidelines for Purchasing and Contracting
- III.D.45 Procedural Trainings for Employees
- III.D.46 Job Description of Controller
- III.D.47 Office of Business and Finance Staff Meeting Agendas
- III.D.48 Internal Control Portion of Audits
- III.D.49 Portions of Audit Report Associated with Prior Year Findings
- III.D.50 CCFS-311Q and Support Document October 2021
- III.D.51 Audit Reports to the Audit Committee
- III.D.52 Audit Report to Planning and Budget Committee
- III.D.53 Business Forms and Guidelines Posted on the Website
- III.D.54 Five Years of CCFS-311 Pages Associated with Fund 11 Revenue, Expenditure and Fund Balance
- III.D.55 Response to ACCJC Letter
- III.D.56 Recent Cash Flow Projections
- III.D.57 County Loan Document
- III.D.58 Memorandum of Coverage
- III.D.59 Keenan Coverage
- III.D.60 PIPS Memorandum of Coverage
- III.D.61 Cypress Risk Management Memorandum of Coverage
- III.D.62 Last Five Final Budgets
- III.D.63 Annual Fiscal Reports to ACCJC

- III.D.64 Certification Date
- III.D.65 Chancellor's Office Memo Identifying Deadline
- III.D.66 Board Policy 6340 Bids and Contracts
- III.D.67 Contracts to Board
- III.D.68 HEERF Funds Websites
- III.D.69 Title IV Websites
- III.D.70 FISAP Report
- III.D.71 Federal Work Study Grant
- III.D.72 Contracted District Audit Manual
- III.D.73 Schedule of Programs Spreadsheet
- III.D.74 Audit Opinion Pages Last Five Years
- III.D.75 Audits for District Auxiliary Services Last Three Years
- III.D.76 Audits for Viticulture and Winery Technology Foundation Last Three Years
- III.D.77 Liabilities Portion of the 2019-20 Audit Report
- III.D.78 Total Compensation Systems Actuarial Study
- III.D.79 Attestation Page of Actuarial Study
- III.D.80 Excerpts from Annual Audit Reports
- III.D.81 California Employees Retiree Benefits Trust Report, December 2020
- III.D.82 2021-22 Final Budget Page for Unrestricted General Fund
- III.D.83 Annual Tax Increases Since Becoming Community-Funded
- III.D.84 Compensated Liabilities Page of Audit Report
- III.D.85 Relevant Pages of 2019-20 Audit Report
- III.D.86 BP and AP 6307 Debt Issuance and Management
- III.D.87 DAS March 2021 Report
- III.D.88 DAS Year-End Report
- III.D.89 EOPS Final Expenditure Report
- III.D.90 NVC Cohort Default Rate History
- III.D.91 2018 National Cohort Default Rates
- III.D.92 Website Department of Education Cohort Default Rates
- III.D.93 Federal Compliance Portion of Audit Reports Last Five Years
- III.D.94 BP 6150 Designation of Authorized Signatures

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. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. DECISION-MAKING ROLES AND PROCESSES

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.**

Evidence of Meeting the Standard

Napa Valley College's (NVC's) leaders encourage innovation and support administrators, faculty, staff, and students in taking initiative for improving practices across the institution as well as within their respective programs and services. NVC leaders accomplish this through a combination of policy and campus culture.

BP 2511 College Governance, Decision Making, and Responsibilities describes processes for incorporating input from individuals and constituent groups into planning processes ([IV.A.01](#)). Section IV.A of BP 2511 identifies five junctures for individuals to provide input “across a continuum from unit-level to college-wide decisions.” The five levels include unit-level, multi-unit, multiple service segments, college-wide, and major campus-wide decisions. BP 2511 indicates that decisions should be made at the lowest possible level to align with unit-level responsibilities. Administrators, faculty, and staff participate in the first two levels – through program review as well as the annual planning process. The other three levels incorporate students as well as constituent groups into planning processes – through District committees, taskforces/work groups, and the Council of Presidents. [BP 2511 is currently functioning as the administrative procedure for BP 2510 Participation in Local Decision-Making, which is introduced within Standard IV.A.2.]

While BP 2511 describes mechanisms for input into plans for improving practices, programs, and services, it is more likely NVC's culture of innovation and collaboration that enables leaders to create and encourage innovation. Three documents that outline the program review process – including

AP 4021 Instructional Program Evaluation, the Program Review Overview, and the Program Review User's Manual – describe the expectations for collaboration among faculty, administrators, and staff in the development of three-year plan for improvement ([IV.A.02](#); [IV.A.03](#); [IV.A.04](#)). Superintendent/ President Dr. Kraft regularly encourages innovation among administrative staff ([IV.A.05](#)). He has also encouraged innovation across the campus community, through presentations at campus-wide Convocations opening each academic semester ([IV.A.06](#)).

Examples of innovations initiated by individuals across the campus community are presented within the evidence, along with descriptions of leadership development opportunities supported by the institution ([IV.A.07](#); [IV.A.08](#); [IV.A.09](#); [IV.A.10](#); [IV.A.11](#); [IV.A.12](#); [IV.A.13](#); [IV.A.14](#); [IV.A.15](#); [IV.A.16](#)). As the standard emphasizes the role of campus leaders in creating and encouraging innovation, the examples focus on ideas initiated by faculty, classified professionals, and students. The examples demonstrate that members of all campus constituencies have embraced the spirit of innovation and encouragement, by contributing ideas for improvement in recent years, and that institutional leaders have embraced those ideas and supported the implementation of them. These ideas have been communicated through appropriate governance and decision-making structures. In addition, the agendas for the Council of Presidents, comprised of constituent group leaders, include a standing item for "Items of Campus-Wide Concern/Recommendations to the President," which provides a channel for sharing changes anticipated across the institution ([IV.A.17](#)).

Analysis and Evaluation

Through formal planning practices as well as informal practices, institutional leaders provide opportunities to engage and encourage innovation among administrators, faculty, staff, and students. Leaders encourage innovation during program review and annual planning and welcome the ideas of all members of the campus community both inside and outside of those processes. Numerous examples demonstrate NVC's commitment to continuous improvement and suggest that a pervasive culture of innovation across the institution might be the source of improvements more than a reliance on a particular policy. Proposals for innovation are shared through the appropriate structures – including unit-level and annual planning and governance processes. As recent innovations have not had policy or significant institution-wide implications, they have not triggered larger, institution-wide processes to date. If an innovation has a policy or significant institution-wide implication, the agendas for the Council of Presidents provide a mechanism for communication and discussion across constituent groups.

- 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.**

Evidence of Meeting the Standard

NVC has established policies authorizing participation in decision-making processes by administrators, faculty, staff, and students. As described within Standard IV.A.1, BP 2511 identifies different levels for involvement of individuals and constituent group representatives in planning and decision-making processes. BP 2510 Participation in Local Decision-Making complements BP 2511, by identifying the representative senates as the bodies recognized by the Board of Trustees in the development of policies and procedures ([IV.A.18](#)). While BP 2511 outlines opportunities for participation by individuals as well as constituent groups, BP 2510 focuses on constituent group participation, through the Academic Senate, Classified Senate, Administrative Senate, and Associated Students of Napa Valley College (ASNVC). NVC's Academic Senate functions as a senate of the whole. All faculty are encouraged to attend biweekly business meetings, and all full-time faculty are assigned to represent the Academic Senate on Senate or District committees.

BP 2510 establishes the college's commitment to participatory decision-making and provides each constituent group with "the opportunity to express their opinions" and "ensure that these opinions are given every reasonable consideration." BP 2510 states that "the Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations" and identifies channels for input among faculty, staff – including both classified and administrative/confidential staff, and students.

Both BP 2510 and 2511 delineate specific responsibilities of faculty and students, including the eleven academic and professional matters assigned to faculty and the ten areas "that have or will have a significant effect on students, as defined by law." Within BP 2510, these areas are enumerated within the sections pertaining to the Academic Senate and students, respectively. Within BP 2511, these areas are listed within the "Laws Related to Faculty Rights" and "Laws Related to Student Rights."

As described within Standard IV.A.1, BP 2511 specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees, and explicitly provides opportunity for input: "all people in leadership positions at Napa Valley College [will] make decisions in an open, participatory way, conferring with those affected by the decisions as appropriate, in accordance with the level and type of operational decision." The policy specifies the processes 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 service areas, college-wide, and in major campus decisions. The policy also outlines the shared governance process in which constituent groups have legally defined roles and responsibilities under state regulations, and the roles of committees, including District committees, Academic Senate committees, ad hoc committees, and special task force committees.

Analysis and Evaluation

NVC has established and implemented policies authorizing and supporting administrator, faculty, staff and student participation in the decision-making process. In combination, BPs 2510 and 2511 identify mechanisms for individuals and constituent groups to participate in planning and decision-making processes, including the development of policies and procedures. BP 2511 describes several processes associated with both participatory governance and administrative decision-making. Implementation of these policies is achieved within administrative structures (associated with program review and unit planning), and through representative senates, committees, and work groups.

There are several areas of overlap between BPs 2510 and 2511, and NVC has not developed detailed procedures for either one. BP 2511 is functioning as the administrative procedure for BP 2510. For example, the mutual agreement process mentioned within BP 2510 is described in more detail in BP 2511. Other portions of BP 2511 supplement BP 2510 and describe processes and structures that are not referenced within BP 2510, including the collective bargaining process, administrative process, and the role of the Council of Presidents. In order to clarify roles of individuals and representative bodies; distinguish between different roles in planning, decision-making, and policy development; and increase the effectiveness of BP 2510, under the guidance of the Council of Presidents, NVC is in the process of developing one set of administrative procedures associated with BP 2510 ([IV.A.19](#)).

- 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.**

Evidence of Meeting the Standard

NVC administrators and faculty have substantive and clearly defined roles in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. NVC has three structures in place to ensure roles for administrators and faculty in these processes. These structures include the policy development/review process, program review, and the annual planning and budget process. These processes and practices are described in BPs 2510 and 2511, as well as AP 2410, AP 4021, and the annual planning and budget timeline.

As described in BP 2510, each constituent group has a role in institutional governance and is provided an opportunity to make recommendations regarding the development of policies, through their respective representative bodies. BP 2511 describes committees and the Council of Presidents as part of the institutional governance structure. BP 2510 identifies the areas of academic and professional matters assigned to faculty. As prescribed in BP 2510, “the Board of Trustees will rely primarily on the advice of the Academic Senate for policies and procedures” associated with curriculum and degree/certificate requirements and “will come to mutual agreement with the Academic Senate for policies and procedures related to” other academic and professional matters. Those other matters include “District governance structures, as related to faculty roles,” “processes for program review,” and “processes for institutional planning and budget development.”

AP 2410 Board Policy and Administrative Procedure describes the process for developing policies and procedures in detail, including an opportunity for review by all constituent groups ([IV.A.20](#)). As demonstrated in Appendix A of AP 2410, the Council of Presidents is the mechanism for ensuring that all constituent groups (through their representative bodies) are afforded the opportunity to review BPs and APs ([IV.A.21](#)). AP 2410 also ensures that faculty exercise a substantial voice in policies related to their areas of responsibility and expertise by delineating two pathways for review and approval – one pertaining to “academic and professional matters” that are faculty responsibilities; the other pertaining to more general institutional matters. For the former, the development/review/revision process begins with the appropriate committee of the Academic Senate. For the latter, the process begins with President’s Cabinet ([IV.A.22](#)).

AP 4021 Instructional Program Evaluation describes the respective roles of faculty and administrators in the program review process ([IV.A.02](#)). The AP describes a process that is faculty-driven, as the lead writer coordinates with department faculty throughout the process. Faculty reflect on and discuss data and review curriculum as well as recent results of learning outcomes assessment. Following initial review by faculty, faculty collaborate with their respective deans to develop a three-year program plan. As described in the AP, that “collaboration may occur earlier if desired/approved by the department faculty.” Once the lead writer submits the report to the dean, the dean completes a feedback page ([IV.A.23](#)).

Administrators and faculty exercise substantial voice in institutional planning and budget through NVC’s planning and budget structures and the annual planning and budget process. The membership of the joint Planning and Budget Committee (PBC) (introduced in 2017) includes faculty and non-faculty members, with a balance between the two. An administrator and a faculty member serve as co-chairs of the committee. Together, administrators and faculty claim a majority (81%) of seats on the PBC. The faculty co-chair is elected by the faculty senators serving on the committee. The Vice President of Administrative Services (VPAS), who serves as the Chief Business Office, serves as the administrative co-chair of the PBC, thereby ensuring appropriate budget-related expertise within the committee membership ([IV.A.24](#)). The Senior Dean of Research, Planning, and Institutional Effectiveness (RPIE) serves as a resource for the PBC and meets monthly with the VPAS to incorporate planning-related items into the PBC agenda ([IV.A.25](#); [IV.A.26](#)). [Due to vacancy in the VPAS position, the roles of the VPAS and Senior Dean of RPIE were temporarily reversed in fall 2021.]

As suggested by the standard, NVC distinguishes between roles in governance processes – in which administrators and faculty function as representatives of their larger constituent groups, and roles related to their areas of responsibility and expertise – in which administrators and faculty function based on their respective positions within the organizational structure. NVC’s annual planning and budget process provides an example of the interface between roles of individual faculty members and the role of the PBC as part of the governance structure ([IV.A.27](#)). As described in Standard I.B.9, NVC’s established annual planning cycle begins with program review. Faculty and administrators, as experts within their academic programs and support services, are responsible for incorporating program-level plans (from program review) into the annual planning cycle. The PBC, heavily comprised of faculty and administrators, establishes the foundational structure for the annual planning

and budget process. The committee establishes institutional priorities (reflected in the multi-year Institutional Strategic Plan) and develops the Budget Development Values and Assumptions that structure the budget development process ([IV.A.28](#); [IV.A.29](#); [IV.A.30](#)). Faculty and administrators develop unit plans that are drawn from program review and aligned with the parameters established by the PBC.

As described within Standard I.B.9, resource requests are prioritized first by Area Councils, then by President's Cabinet. Administrators and faculty (e.g., faculty chairs) participate in the prioritization of requests among the Academic Affairs and Student Affairs Councils, before the prioritized lists are forwarded to President's Cabinet ([IV.A.31](#)). During this phase of the process, faculty are functioning as individual department and program experts. Executive administrators participate in the prioritization and decision-making that occurs within President's Cabinet. At the end of the process, the PBC reviews the resulting funding priorities, holds a campus-wide forum, and recommends the budget to the President ([IV.A.32](#)). Within the annual planning and budget process, individuals focus on the details of plans and resource requests at the unit/department/division level, and representatives within the governance structure focus on the institutional context and needs that emerge across the institution.

Analysis and Evaluation

Through policies, procedures, and practices, NVC has defined roles for administrators and faculty in policy development as well as planning and budget decision-making processes. The program review and annual planning processes incorporate unit-level expertise of administrators and faculty as individuals. The policy development process delineates the unique role of faculty as a collective (and through the structure of the Academic Senate) in developing policies aligned with their areas of expertise – centered around the eleven academic and professional areas of responsibility. The two pathways for policy development cover the areas assigned to faculty and those not assigned specifically to faculty. While one initiates with the Academic Senate, the other initiates with President's Cabinet. The membership of the PBC and the role of the PBC at the beginning and end of the annual planning and budget cycle ensure roles for administrators and faculty in planning and budget processes. The annual cycle incorporates roles of administrators and faculty as individuals and as part of the governance structure of the PBC.

The ISER development process identified an area for improvement in the policy development process. While the “subject to 10+1” pathway for policy development described in Appendix A of AP 2410 defines a role for faculty (through the Academic Senate), the “not subject to 10+1” pathway only includes unique expertise of President's Cabinet. Not all administrators with expertise and responsibilities associated with NVC policies are part of President's Cabinet. Furthermore, the implementation of procedures associated with academic and professional matters is not limited to faculty. AP 2410 stipulates that Administrative Regulations (the previous term used for “Administrative Procedures”) “may be developed by the Superintendent/President, managers, Academic Senate members, staff members, and students. Administrators/managers are accountable for upholding the specific information delineated in Regulations” ([IV.A.20](#)). The policy development process described in the Appendices of AP 2410 does not incorporate consideration of the expertise of individual administrators who are accountable for upholding procedures for the implementation of policy.

Administrators are provided the opportunity for review of policy and procedures through the representative structure of the Administrative Senate. It is not the role of that representative body to ensure review by individual administrators who have special expertise associated with each policy. In spring 2018, NVC began a comprehensive policy review process, which included a preliminary review of BPs by Vice Presidents and other administrators with area expertise ([IV.A.33](#)). This feature of the process was designed to ensure that individual administrators had a substantial voice in developing institutional policies within their respective areas of responsibility and expertise. The process for conducting the review was discussed at the Council of Presidents and presented to the Board of Trustees ([IV.A.34](#); [IV.A.35](#)). However, it has not been formally incorporated into other institutional documents, including Appendix A of AP 2410. These considerations have been incorporated in the Improvement Plan C, as part of the review of BP/AP 2410 to clarify development pathways and roles.

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.

Evidence of Meeting the Standard

Faculty, through the Academic Senate, have primary responsibility for making recommendations about curriculum and student learning programs to the Board of Trustees. BP 2510 lists “curriculum” and “educational program development” among the academic and professional matters assigned to faculty and indicates that “the Board of Trustees or its designees will consult collegially with the Academic Senate” in establishing policies regarding such matters ([IV.A.18](#)). Accordingly, BP 4020 Program, Curriculum, and Course Development delegates to the Academic Senate primary responsibility to “establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance” ([IV.A.36](#)). Faculty and academic administrators work together through established procedures to advance curriculum recommendations from inception to approval, as outlined in the Curriculum Handbook ([IV.A.37](#)). All curriculum proposals originate from discipline faculty, are reviewed and approved by academic administrators, and move through the Curriculum Committee’s established procedures before approval by the Academic Senate and recommendation to the Board of Trustees ([IV.A.38](#); [IV.A.39](#)). In addition, curriculum is regularly evaluated through the program review process, involving both discipline faculty and academic administrators, who together develop a three-year plan for all curriculum development, revision, or archival ([IV.A.40](#)).

Program review is the primary means by which faculty and academic administrators oversee and make recommendations regarding the improvement of student learning programs and services. All instructional programs as well as academic and student learning support programs undergo regular program review ([IV.A.41](#)). During the process, program faculty and administrators collaborate on a comprehensive evaluation of curriculum, degree and certificate requirements, student learning and achievement data, and other relevant data and develop a three-year program plan. As a final step before forwarding the program review report to the appropriate Vice President, faculty and academic administrators identify program strengths and areas of concern, and consider the program plan within the context of existing resources ([IV.A.23](#)). During the three years following program review, faculty

and administrators work together to implement the program-level plans developed through the review process. [See examples cited within Standards I.B.6.]

Analysis and Evaluation

NVC has well-defined structures and procedures in place to support the responsibilities of faculty and academic administrators in making recommendations about curriculum and student learning programs and services. The established curriculum approval process clearly identifies faculty and administrator roles and responsibilities for curriculum development. Through program review, faculty and administrators evaluate student learning program and services and develop plans for improvement.

- 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.**

Evidence of Meeting the Standard

NVC has a system of board and institutional governance that includes consideration of relevant perspectives, ensures decision-making aligned with expertise, and leads to timely Board action on policies, curricular changes, and institutional plans. As described within Standards IV.A.2 and 3, BP 2510, BP 2511, and AP 2410 ensure consideration of relevant perspectives within units and among constituent groups ([IV.A.18](#); [IV.A.01](#); [IV.A.20](#)). As described within Standards IV.A.1, 3, and 4, NVC's governance and decision-making structures incorporate expertise of faculty, staff, and administrators, with an area for improvement identified regarding consideration of expertise of individual administrators in policy development. NVC's system of board and institutional governance that leads to timely Board action on policies, curricular changes, and institutional plans includes three structures: the Council of Presidents, the Academic Senate (including its committees), and District committees.

NVC engages in a regular review and analysis of its board policies to ensure compliance with all state and federal regulations ([IV.A.42](#)). The Council of Presidents, which includes the Superintendent/President and the presidents of the four constituent groups, plays a role in the review process, as those leaders are responsible for distributing policies and procedures for review and comment by their respective members ([IV.A.01](#), Section IV.C). To clarify expectations and encourage timely review of policies and procedures, the transmission process explicitly defines a four-week period of review ([IV.A.43](#); [IV.A.44](#)).

A recent example of a key consideration which included the appropriate consideration of relevant perspectives, decision-making aligned with expertise, and timely and effective action implemented through established governance structures is the development of the Credit for Prior Learning (CPL) BP and AP ([IV.A.45](#); [IV.A.46](#)). In 2020, the Vice President of Academic Affairs, acting on a mandate from the California Community Colleges Chancellor's Office, requested a recommendation for a CPL policy and procedure from the Academic Senate. A task force of the Academic Senate consulted with appropriate administrators and drafted a BP and AP in a matter of weeks. The recommended policy

and associated procedure moved through established governance processes, from inception to approval by the Board of Trustees, in a single semester ([IV.A.47](#)).

NVC's processes for reviewing curricular changes and institutional plans mirror the two paths described in AP 2410, with curriculum originating with the Curriculum Committee of the Academic Senate and planning assigned to the Planning and Budget Committee or other District committees ([IV.A.48](#)). As described below, each process involves two layers of review before recommendations are forwarded to the Board of Trustees (in the case of curriculum recommendations) or to the Superintendent/President (in the case of planning and budget recommendations).

Curricular changes fall under the purview of the Academic Senate, to align with faculty expertise and responsibility. Changes approved by the Curriculum Committee are taken to the Academic Senate for approval (usually at the next business meeting), before being forwarded to the Board of Trustees for action (at the meeting following approval by the Academic Senate) ([IV.A.49](#)).

Curriculum Committee → Academic Senate

Institutional plans are subjects of broader, shared responsibilities involving all constituent groups. The PBC has a central role in reviewing and recommending documents guiding institutional planning, including the mission statement and the Institutional Strategic Plan, and the budget ([IV.A.50](#)). The committee develops iterative (tentative and final) drafts of these guiding documents associated with planning and recommends (tentative and final) drafts associated with budget. Both processes include two layers of review before being forwarded to the Superintendent/President for consideration. Each iterative draft is shared with the campus community for input via forums ([IV.A.51](#)). The feedback from the campus community informs the development of the subsequent/final iterations by the PBC. Institutional plans and budgets recommended by the PBC are forwarded to the Superintendent/President, who then makes a final recommendation to the Board of Trustees for action ([IV.A.52](#)).

**Planning and Budget Committee
Institutional Strategic Plan and Annual Budgets:
Tentative Draft → Final Draft**

All other institutional plans – including the Facilities Master Plan (FMP), the Technology Master Plan (TMP), the Student Equity Plan (SEP), and the Educational Master Plan (EMP) Updates – undergo review by two different campus groups, including the PBC, before they are recommended to the Superintendent/President. The FMP, TMP, and SEP are forwarded to the PBC for approval, following review and action by a designated District committee ([IV.A.53](#)). The PBC serves as the primary reviewer of the EMP, which is forwarded to the Academic Senate for approval, following action by the PBC. Not only does the PBC include representation from all constituent groups, but the other District committees tasked with reviewing and approving institutional plans include representatives of all constituent groups ([IV.A.54](#)). The co-chair structure of District committees ensures that administrators with relevant expertise help coordinate the work of the committees ([IV.A.55](#)).

**Facilities, Technology, and Student Equity Plans:
District Committee → Planning and Budget Committee**

**Educational Master Plan Updates:
Planning and Budget Committee → Academic Senate**

Analysis and Evaluation

NVC's governance structures provide opportunity for review of policies, curriculum, and institutional plans by representatives of the four constituent groups, appropriate to their respective roles. Before being forwarded to the Board of Trustees for action, policies, curricular changes, and guiding institutional documents to through at least two rounds of approval. The Board takes action shortly after each document receives approval by the Academic Senate or the Planning and Budget Committee.

As described in the graphics above, there are two different sequences of approval for guiding institutional plans such as the FMP, TMP, SEP, and EMP. At times, these two sequences have been merged, resulting in three rounds of approval among representative bodies ([IV.A.56](#)). During the ISER development process, NVC identified a number of BPs that did not have APs describing institutional practices for ensuring the implementation of policy – including AP 3250 Institutional Planning. In the absence of clearly outlined procedures, NVC has not defined the appropriate path for each institutional plan, which has led to the creation of ad hoc approval paths. Although this practice has not significantly prolonged the approval of institutional plans, it indicates a need to clarify processes, roles, and responsibilities.

Although the system leads to timely action at the end of the process (once documents receive final approval from the primary reviewing bodies), the collection of multiple – sometimes divergent – perspectives in the beginning and middle of the process can delay and prolong the process. This pattern tends to emerge regularly in the BP/AP development process ([IV.A.57](#)). Changes in committee membership tend to compound the situation, as new members bring different perspectives. In some cases, turnover in membership has led to committee work beginning anew rather than continuing the progress made by different members the previous year. NVC could increase the effectiveness of existing structures by defining an expected time of completion for policies and by instilling some continuity among committee membership to help mitigate significant fluctuations in perspective.

As the ISER was being drafted, NVC identified a need to revisit committee charges and responsibilities and to update reference guides to help clarify processes and reflect current practices. Areas for improvement associated with planning and budget are well documented across the ISER. Additional clarification is needed in terms of the role of committees outside of the PBC. While committees have charges associated with the development of plans, they do not have ongoing, delineated roles in monitoring what happens once the plans have been approved by the Board of Trustees. While NVC monitors accomplishments associated with the ISP via Annual Progress Reports, monitoring the

implementation of initiatives is limited to the ISP. NVC could strengthen institutional practices and increase institutional effectiveness by assigning responsibilities for monitoring implementation of FMP, TMP, SEP, and EMP to specific committees. These considerations have been incorporated into Improvement Plans A and C.

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

Evidence of Meeting the Standard

As described within Standard I.A.2, NVC's mission is operationalized through the Institutional Strategic Plan (ISP). The ISP directs planning at the institutional and program levels ([IV.A.58](#)). Other institutional plans – including the EMP, FMP, and TMP – guide planning and decision-making ([IV.A.59](#)). As described within Standards IV.A.2, 3, and 5, NVC's processes for decision-making, policy development, and planning and budget, are described in appropriate BPs and APs, including BP 2510 and 2511, AP 2410, AP 4021, and the planning and budget timeline.

NVC documents and widely communicates decisions resulting from these processes across the institution, through a variety of mechanisms, both formal and informal. Communication structures include the Council of Presidents; Area Councils, divisions, and committees; campus-wide forums; and institutional newsletters and emails. As stated in BP 2511, the Council of Presidents provides the structure for sharing “information on issues that may have a significant effect on the college as a whole,” and constituent group presidents are charged with the responsibility of sharing that information with their respective groups ([IV.A.01](#)).

Operational decisions are communicated from the Vice Presidents to their respective Area Councils, and from there to all units, divisions, and programs by area administrators, faculty chairs, and program coordinators ([IV.A.60](#)). Divisions, programs, and departments hold monthly meetings to distribute information to individual staff and faculty ([IV.A.61](#)). Administrators and staff are regularly invited to attend any of these meetings to share relevant news and information ([IV.A.62](#)). Regular communication of decisions also goes through the committee and representative senate structures, as appropriate, based on areas of responsibilities ([IV.A.63](#)).

NVC regularly holds public forums for decisions of campus-wide importance, including institutional plans, budget, and program review ([IV.A.64](#)). Major board decisions are communicated to the campus through monthly “Board Update” emails from the Office of Public Affairs and Communications, and board actions are recorded in publicly-accessible BOT meeting minutes ([IV.A.65](#); [IV.A.66](#)). Additionally, the CEO regularly updates the campus on important institutional decisions and developments through “Message from the President” emails ([IV.A.67](#)).

Analysis and Evaluation

While NVC communicates the results of decision-making processes through a variety of channels, there is not a common understanding of the processes that lead to those decisions, including delineation of roles and responsibilities associated with planning and decision-making processes.

NVC's decision-making processes are not formally documented or described in one centralized document. The absence of some APs (or a lack of details within existing APs) contributes to confusion and lack of a common understanding.

As a result of the ISER development process, NVC identified a need to develop APs describing specific practices associated with BPs related to planning and decision-making and to create centralized documents describing all institutional planning and decision-making practices. To address this issue, NVC has developed a prioritized list of APs pertaining to governance, decision-making, and institutional planning and budget ([IV.A.68](#)).

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.

Evidence of Meeting the Standard

NVC has defined leadership roles and has policies regarding governance and decision-making in place. BPs cover topics such as institutional planning, program and curriculum development, program review, program discontinuance, budget preparation, and budget and fiscal management ([IV.A.69](#)). NVC's committee and governance structures align with these areas and assign responsibilities to appropriate decision-making bodies, including District and Academic Senate committees ([IV.A.70](#)). Those groups are, in turn, responsible for developing effective procedures and processes that ensure broad participation in institutional activities, such as planning and budget development, review of programs and curriculum, and those academic and professional matters assigned to faculty ([IV.A.71](#); [IV.A.72](#)).

NVC relies on its established committee and governance structure to ensure integrity and effectiveness. BPs and APs are reviewed according to an established cycle ([IV.A.42](#)). As part of that cycle of review, NVC evaluates the integrity and effectiveness of its processes and procedures. During the review of BPs and APs, all appropriate committees and constituent groups (through the Council of Presidents) review related processes and procedures to identify areas for improvement, and, if necessary, implement changes through established governance structures. Recommendations are communicated through the transmittal process ([IV.A.22](#); [IV.A.43](#)). Recent examples of changes in NVC practices – and which represent outcomes of formal evaluations – include: distinguishing between “Strategic Initiatives” and “Operational Continuance” in the annual planning and budget process in 2016-2017; adopting a new structure for the Institutional Strategic Plan and refining the program review process in 2017-2018; and incorporating multi-year (three-year) projections into institutional budget considerations in 2016-2017 ([IV.A.73](#)). NVC communicates changes through appropriate channels, to align with areas of responsibilities ([IV.A.74](#)).

BP 2511 College Governance, Decision Making and Responsibilities charges the Council of Presidents with conducting a biennial evaluation of the committee structure of non-academic and professional committees and making recommendations to the Superintendent/President and the Board of Trustees ([IV.A.01](#)). As described in the response to Standard IV.A.2, the Council of Presidents is currently

developing AP 2510 to more effectively implement BP 2510 Participation in Local Decision-Making. This development includes evaluation of current structures and practices for effectiveness ([IV.A.75](#)). In 2017-2018 the Academic Senate proposed a revised committee structure, to be piloted over a two-year period ([IV.A.76](#)). The proposal included creating a joint Planning and Budget Committee. The proposal was supported by the Council of Presidents ([IV.A.77](#)). In 2019, the Academic Senate evaluated and refined the new structures and revised its Bylaws accordingly ([IV.A.78](#); [IV.A.79](#); [IV.A.80](#)). However, that process did not include an evaluation of effectiveness by all constituent groups.

Analysis and Evaluation

NVC has governance structures in place, and during the established BP/AP review cycle, committees evaluate processes within their areas of responsibility, identify areas for improvement, and recommend refinement of practices or the revision of administrative procedures, as necessary. Recommendations regarding governance structures, institutional processes, and policies and procedures are communicated to the campus community via the Council of Presidents, as well as through committees with responsibilities associated with institutional processes, policies, and procedures. Although evaluations outside of this cycle are not formalized or conducted according to a regular schedule, ongoing evaluations have yielded significant improvements in practices in recent years.

Although the Council of Presidents is currently evaluating roles and governance procedures as part of the development of AP 2510, the Council has not reviewed governance/committee structures according to the regular two-year cycle prescribed in BP 2511. While the Academic Senate introduced the pilot structure and the Council of Presidents supported it, that proposal did not result from a comprehensive review of committee and governance structures. In order to address this gap between policy and practice, the Council of Presidents launched a review of the committee structure in fall 2021 ([IV.A.81](#)). The ISER development process also identified a need to develop a process for all constituent groups to evaluate NVC's committee and governance structures and practices, and to incorporate an evaluation of effectiveness explicitly into all review practices. These findings have been incorporated into Improvement Plans B and C.

Conclusions on Standard IV.A. Decision-Making Roles and Processes

To promote student success, sustain academic quality, and ensure integrity, stability, and continuous improvement, Napa Valley College recognizes and uses the contributions of leadership through defined roles and responsibilities and established participatory governance structures. Governance structures are de-fined in board policies and supported by administrative procedures designed to facilitate participatory decision-making for the good of the institution. Constituent group leaders play defined and important roles in NVC's governance processes and work together to ensure accomplishment of mission and sustain a culture of innovation and improvement. Student representation in governance processes is assured through the Council of Presidents and membership on District Committees. Faculty and administrators have a substantial voice in planning and budget development processes and student learning programs and services. In the spirit of continuous improvement, NVC has identified several opportunities to refine and strengthen governance structures and process, outlined in the three institutional improvement plans that emerged from the self-evaluation process.

Improvement Plans

- [Improvement Plan A](#)
- [Improvement Plan B](#)
- [Improvement Plan C](#)

Evidence List

- IV.A.01 BP 2511 College Governance, Decision Making, and Responsibilities (D1140)
- IV.A.02 AP 4021 Instructional Program Evaluation
- IV.A.03 Program Review Overview
- IV.A.04 Program Review User's Manual
- IV.A.05 Presentations to Administrative Staff
- IV.A.06 Sample Flex Day Convocation Presentation
- IV.A.07 Puente Innovations
- IV.A.08 New Programs
- IV.A.09 Scholar Eats Food Truck
- IV.A.10 Instructional Design Institute
- IV.A.11 Transition to Online Catalog and Curriculum Management Systems
- IV.A.12 Caring Campus
- IV.A.13 See Something Say Something
- IV.A.14 New Student Convocation
- IV.A.15 NVC Leadership Academy
- IV.A.16 Leading from the Middle
- IV.A.17 Sample Agendas from Council of Presidents
- IV.A.18 BP 2510 Participation in Local Decision-Making
- IV.A.19 Council of Presidents Review of Drafts 2021
- IV.A.20 AP 2410 Board Policy and Administrative Procedure
- IV.A.21 AP 2410 Appendices A and B
- IV.A.22 AP 2410 Appendix A
- IV.A.23 Supervising Administrator Feedback Page
- IV.A.24 Vice President of Administrative Services Job Description
- IV.A.25 Description of Joint Committee
- IV.A.26 Calendar of Coordinating Meetings
- IV.A.27 Annual Planning and Budget Timeline
- IV.A.28 Multi-Year Institutional Priorities 2018-2023
- IV.A.29 Budget Development Values and Assumptions
- IV.A.30 Minutes from Planning and Budget Committee
- IV.A.31 Membership of Area Councils
- IV.A.32 Planning and Budget Committee Agendas
- IV.A.33 2018-2020 Policy Review Project
- IV.A.34 Council of Presidents Minutes 050118
- IV.A.35 Board of Trustees Minutes 061418
- IV.A.36 BP 4020 Program, Curriculum, and Course Development
- IV.A.37 Curriculum Handbook

- IV.A.38 Examples from CurricUNET
- IV.A.39 Examples of Curriculum Path
- IV.A.40 Program Review Template
- IV.A.41 Program Review Cycles
- IV.A.42 Board Policy Review Cycle
- IV.A.43 Policy Transmittal Process
- IV.A.44 Policy Transmittal Coversheet
- IV.A.45 BP 4235 Credit for Prior Learning
- IV.A.46 AP 4235 Credit for Prior Learning
- IV.A.47 Development Timeline for BP/AP 4235
- IV.A.48 Committee Structures
- IV.A.49 Timely Action on Curricular Changes
- IV.A.50 Descriptions of Planning and Budget Committees
- IV.A.51 Recent Forums
- IV.A.52 Timely Action on Tentative and Final Plans and Budgets
- IV.A.53 Timely Action on Institutional Plans
- IV.A.54 District Committee Membership
- IV.A.55 Job Descriptions of Administrative Chairs of District Committees
- IV.A.56 Examples of Three Rounds of Review
- IV.A.57 Examples of Ongoing Processes
- IV.A.58 Annual Planning and Budget Template
- IV.A.59 Connections between Institutional Plans and Budget
- IV.A.60 Sample Area Council Agendas
- IV.A.61 Sample Division Agendas Sharing Information
- IV.A.62 Sample Division Agendas with Guests
- IV.A.63 Decisions Communicated to Committees and Senates
- IV.A.64 Forum Agendas and Presentations
- IV.A.65 Board Updates
- IV.A.66 Sample Board Minutes
- IV.A.67 Emails from the President
- IV.A.68 Prioritized List of Administrative Procedures
- IV.A.69 Selected Board Policies
- IV.A.70 Alignment between Board Policies and Committee Structures
- IV.A.71 Procedures and Processes Assigned to Committees
- IV.A.72 Sample Committee Minutes
- IV.A.73 Evaluations and Improvements
- IV.A.74 Communications Regarding Institutional Improvements
- IV.A.75 Council of Presidents Minutes 2021
- IV.A.76 Academic Senate Proposal
- IV.A.77 Council of Presidents Minutes Academic Senate Proposal
- IV.A.78 Results of Academic Senate's Evaluation of Pilot Committee Structure
- IV.A.79 Academic Senate March 2019
- IV.A.80 Academic Senate April 2019
- IV.A.81 Review of District Committees Fall 2021

IV.B. CHIEF EXECUTIVE OFFICER

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.

Evidence of Meeting the Standard

Napa Valley College's (NVC's) BP 2430 Delegation of Authority to the Superintendent/President delegates executive responsibility for administering the policies of the Board and executing all decisions of the Board requiring administrative action to the Superintendent/President (hereafter referred to as "President") ([IV.B.01](#)). While BP 2430 allows for the delegation of powers and duties to others, it indicates that the responsibility for the quality of the institution remains with the President, and that the President will be responsible to the Board for the execution of those duties.

BP 3250 Institutional Planning assigns the President the role of submitting plans to the Board of Trustees, informing the Board of the status of institutional plans, and ensuring that the Board has an opportunity to assist in the development of institutional plans ([IV.B.02](#)). BP 3100 Organizational Structure delegates to the President the authority to organize the administration of the college, delineate lines of responsibility, and fix the general duties of District employees ([IV.B.03](#)).

BP 6100 Delegation of Authority, Business and Fiscal Affairs further delegates to the President the authority to supervise the District's general business procedures, and the budgeting, auditing and accounting of funds ([IV.B.04](#)). BP 7110 Delegation of Authority, Human Resources delegates to the President authority to authorize employment, develop job responsibilities, and perform other personnel actions consistent with law and regulations, policies and procedures, and collective bargaining agreements ([IV.B.05](#)).

BP 3225 Institutional Effectiveness documents the Board's commitment "to developing goals that measure the ongoing condition of the District's operational environment" and indicates that the Board "regularly assesses the District's institutional effectiveness" ([IV.B.06](#)). However, BP 3225 does not formally assign or delineate the role of the President in ensuring the policy.

The job description for the President defines the position as "directly responsible for the overall leadership, planning, management, and evaluation of the college and its programs, services, and operations" ([IV.B.07](#)). The job description further calls on the President to provide administrative leadership and direction in the development and implementation of regulations, policies and procedures relating to curriculum, instruction, student services and activities, financial operations, facilities planning and maintenance, public information, and community relations.

Analysis and Evaluation

Through the delegation of authority established in board policy, the President has primary responsibility for the quality of the institution. The President provides leadership in all major operations and initiatives that impact the college, including planning, organizing, budgeting, selecting

and developing personnel, and assessing institutional effectiveness. Five of the six BPs cited above describe the President's responsibilities directly associated with the policy. BP 3225 Institutional Effectiveness does not define a specific role of the President in ensuring institutional effectiveness. The revision of BP 3225 and the development of AP 3225 have been incorporated into Improvement Plan A associated with planning and budget practices.

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.

Evidence of Meeting the Standard

BP 3100 Organizational Structure delegates to the President the authority to organize the administration of the college, delineate lines of responsibility, and fix the general duties of District employees ([IV.B.03](#)). The associated AP 3100 directs the creation and maintenance of organizational charts reflecting the current administrative structure and specifies that the organizational structure will be updated on an as-needed basis ([IV.B.08](#)).

The implementation of CEO responsibility for the administrative structure of the institution and delegation of authority to administrative staff is demonstrated in organizational charts outlining four administrative areas of NVC: Academic Affairs, Student Affairs, Administrative Services, and the President's Area ([IV.B.09](#)). These charts reflect the delegation of CEO responsibilities to the Vice Presidents responsible for each area of the college. The President directly oversees the "President's Area," which includes Human Resources, Training and Development (HRTD) and Research, Planning, and Institutional Effectiveness (RPIE). Both the Associate Vice President of HRTD and the Senior Dean of RPIE report directly to the President, to help ensure effective leadership in planning, organizing, selecting and developing personnel, and assessing institutional effectiveness.

As directed in AP 3100, the President conducts periodic evaluations of the organization of NVC to ensure that the size and complexity of the administrative structure is consistent with institution's purpose, size, and complexity. Since the last accreditation review, the organizational structure has been updated periodically to reflect changing needs ([IV.B.10](#)).

Analysis and Evaluation

BP 3100 assigns the President responsibility for overseeing and evaluating the organizational structure. The results of recent reorganizations provide evidence that the President has used the authority assigned by the BP. The organizational charts indicate the delegation of responsibilities among administrators.

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.

Evidence of Meeting the Standard

Through established board policies and the duties identified in the job description, the President guides institutional improvement associated with the planning and resource allocation processes outlined in the standard. Those processes include institutional planning, program review, and budget development. The President “provides leadership and support for the participatory governance structure and process” ([IV.B.07](#)). The PBC is part of that structure and plays a key role in the development of institutional plans, performance standards, and the annual budget.

BP 3250 Institutional Planning delineates the President’s role in ensuring the implementation of a comprehensive and integrated system of planning that involves appropriate constituencies and is supported by institutional effectiveness research ([IV.B.02](#)). The Senior Dean of RPIE serves as the chief resource and facilitator for institutional planning ([IV.B.11](#)). The President and the Senior Dean outline processes for establishing institutional goals and priorities. Those processes are then communicated to the PBC, and the Senior Dean works with the PBC to implement the process ([IV.B.12](#)). As described within Standards I.B.1 and I.B.3, the Senior Dean managed the process of revisiting NVC’s institution-set standards and establishing stretch goals in 2019. The Senior Dean also coordinated the Institutional Strategic Plan development process and the evaluation of institutional planning practices that have identified areas for improvement ([IV.B.13](#); [IV.B.14](#); [IV.B.15](#)).

BP 4021 Program Evaluation ensures that the President establish procedures for cyclical program review, using the mutual agreement process ([IV.B.16](#)). The Senior Dean of RPIE coordinates the program review process, and RPIE provides data for program review and to inform the development of institutional plans such as the Institutional Strategic Plan and the Educational Master Plan Updates ([IV.B.17](#)).

BP 6200 Budget Preparation indicates that the annual budget shall support the institution’s master and educational plans ([IV.B.18](#)). The template that structures the annual planning and budget process links unit plans and resource requests directly to the institutional priorities enumerated in the ISP ([IV.B.19](#)). This practice is designed to ensure that the annual resource allocation process supports student learning and achievement. The Vice President of Business and Finance oversees

the development of the budget ([IV.B.20](#)). As described within Standards I.A.3, I.B., and IV.A.3, the President and President's Cabinet play key roles in the annual budget process, as they prioritize requests submitted across the institution and make funding decisions related to the budget.

Analysis and Evaluation

NVC has policies in place that define a role for the President in guiding institutional improvement processes, including institutional planning and budget processes. The President delegates responsibility for coordinating institutional planning, program review, and budget development processes to individual administrators. Although BPs 3250 and 6200 outline the President's role in institutional planning and budget preparation, NVC does not have associated APs in place describing the procedures to implement the policies. The development of APs 3250 and 6200 have been incorporated into Improvement Plan A associated with planning and budget practices.

- 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.**

Evidence of Meeting the Standard

BP 3200 Accreditation states that the President shall ensure that the institution complies with the accreditation process and standards of the ACCJC, keep the Board of Trustees informed of accreditation-related issues, ensure Board participation as required, and provide the Board with a summary of accreditation reports and actions taken or to be taken in response to accreditation recommendations ([IV.B.21](#)). Additionally, the President's duties include ensuring NVC is responsive to and meets the Accreditation Standards in all areas including planning, budgeting, and governance" ([IV.B.07](#)).

The President collaborates with the Senior Dean of RPIE, who serves as the Accreditation Liaison Officer (ALO), to guide the accreditation process. The ALO meets regularly with the President to receive feedback and direction regarding accreditation ([IV.B.22](#)). The President delegates responsibility to the ALO for informing the campus community of accreditation-related activities and training participants for the accreditation process ([IV.B.23](#)). The ALO regularly updates the Board of Trustees on accreditation-related issues and in preparation for follow-up, midterm, and comprehensive evaluation reports ([IV.B.24](#)).

NVC's Accreditation Steering Committee (ASC) helps assure compliance with accreditation requirements. The ASC is comprised of executive administration and constituent group leaders ([IV.B.25](#)). ASC members regularly provide updates to committees and constituent groups to keep the campus community apprised of accreditation requirements ([IV.B.26](#)).

Faculty, staff, and administrative leaders across the institution have responsibilities associated with accreditation. The job descriptions of the Vice Presidents/Assistant Superintendents of Academic Affairs and Business and Finance include ensuring compliance with accreditation requirements

([IV.B.27](#)). The job descriptions of the Senior Deans of Arts and Sciences; Health and Safety; and Language Arts, Library, and Social Sciences include providing leadership on accreditation-related matters ([IV.B.28](#)).

Analysis and Evaluation

In collaboration with the ALO, the President guides the accreditation process, stays informed of accreditation-related issues, and facilitates communication to the Board of Trustees and the campus community. Together with the Accreditation Steering Committee, the President ensures the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Faculty, staff, and administrative leaders also have responsibility for ensuring compliance with accreditation standards.

While developing the ISER, NVC identified an area of improvement related to accreditation. BP 3200 outlines the President's accreditation-related responsibilities. However, NVC does not have an established procedure describing other specific roles and responsibilities related to the accreditation process. While the job descriptions of some administrative leaders include accreditation-related responsibilities, there is no similar documentation for faculty or classified staff leaders. The development of AP 3200 has been incorporated into Improvement Plan C associated with participatory governance.

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.

Evidence of Meeting the Standard

BP 2430 Delegation of Authority to the Superintendent/President outlines the authorities delegated to the President by the Board of Trustees ([IV.B.01](#)). These include executive responsibility for administering board policies and ensuring that NVC complies with all relevant laws and regulations. BP 2410 Board Policy and Administrative Regulation assigns the President responsibility for issuing administrative procedures to implement board policies, in a method consistent with the intent of the policies ([IV.B.29](#)).

The President's job description includes the expectation that the President will provide leadership in the implementation of board policies and in the development and implementation of regulations and procedures, assure compliance with applicable laws and regulations, and make recommendations on policy developments and revisions to the Board of Trustees ([IV.B.07](#)). The job description also outlines mission-related responsibilities, including "promot(ing) an understanding and adherence to the philosophy, mission, vision, and values of the college."

NVC subscribes to a service offered by the Community College League of California (CCLC) to receive regular updates about new statutes and regulations appropriate for educational institutions ([IV.B.30](#)). The President communicates the need for policies and procedures (new or revised) via the Council of Presidents ([IV.B.31](#)). In unique cases requiring urgent action, the President informs the campus community of the policy need ([IV.B.32](#)).

BP 6100 delegates to the President authority to supervise the general business procedures, including administration of the budget and district assets ([IV.B.04](#)). BP 6200 requires the President to present a budget to the Board of Trustees each year, and identifies criteria for budget development ([IV.B.18](#)). BP 6300 Fiscal Management directs the President to establish procedures to assure that the District's fiscal management is in accordance with state regulations concerning internal controls, timely budget adjustment, and assigning responsibility and accountability for fiscal management ([IV.B.33](#)).

The President exercises control of budget and expenditures through delegation to the Vice President of Business and Finance, who is responsible for managing the budget and operating expenses ([IV.B.20](#)). The President participates in the annual planning and budget process and incorporates financial reports (including annual budget, quarterly reports, and audits) into agendas for Board of Trustees meetings ([IV.B.34](#); [IV.B.35](#)).

Analysis and Evaluation

Board policies and the job description of the President grant the CEO authority for implementing statutes, regulations, and policies. The President's responsibilities include effective control of budget and expenditures. The President works with the Council of Presidents, committees, and executive leadership to ensure alignment between practices, mission, and policy, and delegates financial authority to the Vice President, Business and Finance.

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

Evidence of Meeting the Standard

The President communicates regularly with the campus community directly via email and coordinates with the Office of Public Affairs and Communications (OPAC) to keep the campus and surrounding community apprised of developments at NVC ([IV.B.36](#)). The President also publishes a regular "College Matters" column in the local newspaper ([IV.B.37](#)). OPAC distributes two weekly newsletters, one containing timely information for students and the other containing information for faculty and staff ([IV.B.38](#); [IV.B.39](#)). In coordination with the President, OPAC issues press releases and produces an Annual Report to the Community ([IV.B.40](#); [IV.B.41](#)).

The President has enhanced collaboration between NVC and the local community by developing the college as a hub for the community. NVC has hosted blood drives and vaccination clinics, has offered parking for the local Bottle Rock event, and has arranged for a ballot collection box to be installed on campus to facilitate voter participation ([IV.B.42](#)). During the 2017 and 2020 fires, the President opened up the college to serve as a temporary shelter, providing shelter and access to services for more than 4,000 people as well as pets ([IV.B.43](#)).

The President meets regularly with community organizations – including educational partners, community groups, and elected officials – and is active on several boards and committees ([IV.B.44](#); [IV.B.45](#)). The President has engaged community members in conversations about major projects such as the campus student housing project and long-term plans for NVC's Upper Valley Campus through community forums ([IV.B.46](#)).

Analysis and Evaluation

The President communicates effectively with internal constituencies as well as the external community and works with the local community to promote NVC as a resource for Napa County. The President has increased the profile of NVC in the surrounding community, by developing partnerships, promoting the presence of NVC at community events, and offering campus resources to address community needs.

Conclusions on Standard IV.B. Chief Executive Officer

As defined in Napa Valley College Board Policies, the Superintendent/President has primary responsibility for ensuring institutional quality, including providing effective leadership in planning processes, budget development, hiring, student learning programs and student support services, and resource management. The President oversees the institution through an effective administrative structure, documented in Board-approved organizational charts that demonstrate the delegation of authority to appropriate administrators. The President has primary responsibility for ensuring institutional compliance with all relevant statutes, regulations, Board Policies and accreditation requirements. NVC has identified opportunities to clarify the President's role and responsibilities in certain policies and procedures, which have been incorporated into Improvement Plans A and C.

Improvement Plan(s)

N/A

Evidence List

- IV.B.01 BP 2430 Delegation of Authority to the Superintendent President
- IV.B.02 BP 3250 Institutional Planning
- IV.B.03 BP 3100 Organizational Structure
- IV.B.04 BP 6100 Delegation of Authority, Business and Fiscal Affairs
- IV.B.05 BP 7110 Delegation of Authority, Human Resources
- IV.B.06 BP 3225 Institutional Effectiveness
- IV.B.07 Job Description for Superintendent/President
- IV.B.08 AP 3100 Organizational Structure
- IV.B.09 Organizational Charts
- IV.B.10 Organizational Charts 2017-2021
- IV.B.11 Senior Dean of Research, Planning and Institutional Effectiveness Job Description
- IV.B.12 Examples of Goal-Setting Processes
- IV.B.13 Process for Institution-Set Standards
- IV.B.14 Process for Institutional Strategic Plan
- IV.B.15 Evaluations of Planning Practices
- IV.B.16 BP 4021 Program Evaluation
- IV.B.17 Samples of Data Incorporated into Planning Processes
- IV.B.18 BP 6200 Budget Preparation
- IV.B.19 Annual Planning and Budget Template
- IV.B.20 Vice President of Business and Finance Job Description

- IV.B.21 BP 3200 Accreditation
- IV.B.22 CEO-ALO Meeting Schedule
- IV.B.23 NVC Accreditation Training Materials
- IV.B.24 Accreditation Presentations to Board
- IV.B.25 Accreditation Steering Committee Membership
- IV.B.26 Agendas from Committee and Senate Meetings
- IV.B.27 Job Descriptions of Vice Presidents
- IV.B.28 Job Descriptions of Senior Deans
- IV.B.29 BP 2410 Board Policy and Administrative Regulation
- IV.B.30 Sample Updates from Policy Service
- IV.B.31 Communications to Council of Presidents
- IV.B.32 Sample Emergency Communication
- IV.B.33 BP 6300 Fiscal Management
- IV.B.34 Annual Process Planning and Budget Timeline
- IV.B.35 Financial Reports to Board of Trustees
- IV.B.36 Sample Emails
- IV.B.37 Sample Columns
- IV.B.38 Communications to Students
- IV.B.39 Staff Newsletters
- IV.B.40 Sample Press Releases
- IV.B.41 Annual Reports to the Community
- IV.B.42 Examples of Serving as a Community Resource
- IV.B.43 Fire Response 2017
- IV.B.44 Meeting Schedule
- IV.B.45 List of Memberships
- IV.B.46 Community Forums

IV.C. GOVERNING BOARD

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)

Evidence of Meeting the Standard

Napa Valley College (NVC) has a seven-member Board of Trustees, established through BP 2010 Board Membership ([IV.C.01](#)). BP 2200 Board Duties and Responsibilities outlines the responsibilities of the Board, including:

- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations;
- Assure fiscal health and stability;
- Monitor institutional performance and educational quality; and
- Approve annual and long-range plans and programs and oversee the administration of the college ([IV.C.02](#)).

Additionally, BP 2715 Board Code of Ethics/Standards of Practice “recognize(s) that the primary responsibility of the Board of Trustees is to govern the college in the best interests of the educational needs of the college district, remembering student success” ([IV.C.03](#)).

Analysis and Evaluation

BP 2200 establishes the Board of Trustees as a policy-making body and delineates the board’s role and duties in assuring the quality, integrity, and effectiveness of the institution’s programs and services and the financial viability of the institution.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

BP 2330 Quorum and Voting states that the Board shall act using a majority vote ([IV.C.04](#)). BP 2720 Communications Among Board Members states that the Board “shall function as a whole” and that “all board members will respect the process once the board has acted” ([IV.C.05](#)).

While individual trustees have dissented on votes over the years, the Board of Trustees has acted as a group in support of majority actions taken by the Board, and individuals have not made public statements regarding dissensions. Examples of non-unanimous votes include the approval of a contract with Napa Broadcasting, the approval of the NVC’s aspirational goals for the Institutional Effectiveness Partnership Initiative, and NVC’s 2017 Follow-Up Report for accreditation ([IV.C.06](#)).

Analysis and Evaluation

The NVC Board of Trustees acts as a collective entity, and in cases of a divided vote have acted in support of Board decisions.

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

Evidence of Meeting the Standard

BP 2431 Selection of the Superintendent/President states that “in the case of a Superintendent/President vacancy, the Board of Trustees shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations” ([IV.C.07](#)). NVC does not have an established process for conducting the search and selection of the CEO, but the Board of Trustees abides by the policy by establishing a search process when a vacancy arises. When President Dr. Ronald Kraft announced his retirement in summer 2021, the board hired PPL, Inc. to help manage the search process and developed a process that involved all college constituencies ([IV.C.08](#); [IV.C.09](#)).

BP and AP 2435 Evaluation of the Superintendent/President establish a clearly-defined process for evaluating the Superintendent/President. BP 2435 indicates that the Board will conduct an evaluation “at least annually” ([IV.C.10](#)). AP 2435 includes an evaluation timeline, identifies the relevant documents to be used, and outlines the evaluation process ([IV.C.11](#)). AP 2435 explicitly describes the expectations that the evaluation be conducted during closed session and all discussions and written summaries remain confidential. The governing board has evaluated the President each year ([IV.C.12](#)). While evaluations have included the activities prescribed in AP 2435, those activities have not always been completed according to the established month-by-month timeline.

Analysis and Evaluation

When required, the Board of Trustees develops a process for selecting, and has established procedures for evaluating, the President. The search/selection process undertaken during fall 2021 revealed the need for a more clearly-defined search/selection policy, particularly with respect to constituent-group participation in the development of the CEO job description, job announcement, and timeline. AP 2435 describes the annual evaluation process for the Superintendent/President, including a detailed month-by-month timeline. While the Board has conducted an evaluation of the President each year, the process has deviated from the established schedule on occasion.

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)

Evidence of Meeting the Standard

Two BPs – BP 2200 Board Duties and Responsibilities; and BP 2410 Board Policy and Administrative Regulation – define the Board of Trustees as an independent, policy-making body ([IV.C.02](#); [IV.C.13](#)). BP 2200 states that the Board “governs on behalf of the citizens of the Napa Valley Community College District.” BP 2410 indicates that “The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District.” BP 2200 enumerates the Board’s responsibilities and conveys the Board’s commitment to “represent the

public interest,” “monitor institutional performance and educational quality,” and “advocate and protect the District.” The seven trustee areas span the geographic area of the District, ensuring representation for all constituents ([IV.C.14](#)).

NVC has policies in place that provide members of the public access to the Board of Trustees – through public comment and by submitting requests for items to be placed on future agendas ([IV.C.15](#); [IV.C.16](#); [IV.C.17](#)). These policies also include protocols to protect the institution from undue influence or political pressure, including time limits, submission of written requests, and assigning agenda development to the President, who consults with the Board President.

Analysis and Evaluation

NVC has policies in place that establish the Board of Trustees as a policy-making body, ensure representation for constituents throughout the District, and assign the Board the responsibility of ensuring educational quality and advocating for and protecting the institution. Policies, procedures, and practices are designed to provide public access to the Board, while prioritizing the operational needs of the District.

- 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.**

Evidence of Meeting the Standard

The Board of Trustees establishes policies to ensure the quality and integrity of NVC’s student learning programs and services, to ensure that those programs and services are reviewed regularly to identify areas for improvement, and to ensure sufficient resources to support those programs and services. All of the policies referenced within this Standard support NVC’s mission as a “degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved” ([IV.C.18](#)).

BP 4020 Program, Curriculum, and Course Development states that “the programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency ([IV.C.19](#)).” BP 4021 Program Evaluation includes language reflecting BP 4020 in regard to quality, relevance, and regular evaluation of NVC programs and indicates that quality and currency are ensured through the cyclical program review process ([IV.C.20](#)). As described within Standard I.B.1, NVC’s program review process is structured to encourage continuous improvement.

The Board of Trustees also establishes policies associated with specific learning and student support services. Examples include policies associated with the Library, Student Success and Support, and Counseling ([IV.C.21](#); [IV.C.22](#); [IV.C.23](#)). Those policies include references to features such as quality, relevance, alignment with mission, and promoting access and academic success. As described within Standards II.B.3 and II.C.1, NVC evaluates all academic and student support services via the three-year program review process to ensure continuous improvement.

The Board of Trustees establishes policies to ensure sufficient resources to support NVC's programs and services. In connection with the fiscal oversight responsibilities of the Board, BP 6100 outlines requirements that the President "shall keep the Board fully advised regarding the financial status of the District" ([IV.C.24](#)). BP 6200 Budget Preparation identifies several criteria regarding the budget, including requirements for presenting the budgetary assumptions to the Board, maintaining an unrestricted reserve of at least 5%, and incorporating "projections (to) address long term goals and commitments" ([IV.C.25](#)). Through these two policies, the Board of Trustees establishes expectations and practices designed to help the Board meet its fiduciary responsibilities and ensure sufficient resources to support programs and services. The Board regularly receives financial information – including budgetary assumptions for the annual budget process, quarterly financial reports, and the tentative and final/adopted budgets each year – to help monitor District resources and ensure financial integrity and stability ([IV.C.26](#); [IV.C.27](#); [IV.C.28](#)).

NVC's Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity and stability of the institution. BP 2200 Board Duties and Responsibilities outlines areas of Board responsibility, including monitoring educational quality, establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, prescribing and enforcing bylaws and rules consistent with state law or regulations, and assuring fiscal health and stability ([IV.C.02](#)).

Analysis and Evaluation

The Board of Trustees has adopted policies to ensure the quality and integrity of NVC's programs and services, ensure that they are regularly evaluated to identify areas for improvement, and establish budgetary practices to ensure sufficient resources to support them. The Board has fiduciary responsibility for the District. To assure the fiscal health of the District and as stipulated by the policies cited here, the Board receives regular reports regarding the budget and District resources.

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

Evidence of Meeting the Standard

BP 2010 Board Membership specifies the size of the Board of Trustees ([IV.C.01](#)). BP 2200 Board Duties and Responsibilities outlines the responsibilities of the Board, and BP 2210 Officers outlines the responsibilities of the Board President and Vice President ([IV.C.02](#); [IV.C.29](#)). BP 2210 Officers and BP 2220 Committees of the Board outline the structure of the Board, and BPs 2305, 2310, 2315, and 2320 describe the purpose and method for conducting organizational, regular, closed, and special meetings, respectively ([IV.C.30](#); [IV.C.31](#); [IV.C.32](#); [IV.C.33](#); [IV.C.34](#)).

All BPs are published within the Board Policy Manual available through BoardDocs ([IV.C.35](#)). The Board of Trustees website includes the manual, with a direct link to BoardDocs ([IV.C.36](#)).

Analysis and Evaluation

The NVC Board of Trustees has adopted a set of policies establishing its size, structure, responsibilities, and operational practices. The Board Policy Manual is posted online and is accessible from the Board of Trustees website.

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.

Evidence of Meeting the Standard

The Board of Trustees acts in a manner consistent with its policies and procedures. As described within Standards IV.C.2, 3, 10, and 11, NVC's Board of Trustees acts collectively once a decision has been made, evaluates the President as well as itself, and abides by established ethics and conflict of interest policies. The examples provided within those standards demonstrate how NVC Board practice reflects the established policies.

The Board of Trustees also conducts its business according to its policies associated with structures and operations (as described within Standard IV.C.6) and ensures that members are provided with orientation and training opportunities (as described within Standard IV.C.9 below). The Board of Trustees holds an annual meeting to elect its officers, as prescribed in BP 2305 Annual Organizational Meeting and BP 2210 Officers ([IV.C.37](#)). The Board of Trustees also distinguishes between regular meetings and special/emergency meetings and limits closed session agenda items to focus on matters identified in BP 2315 Closed Sessions ([IV.C.38](#)). New board members have received an orientation, and all board members participate in training sessions offered locally and at the state level ([IV.C.39](#)).

The Board of Trustees regularly reviews board policies and revises them as necessary. The Office of the President maintains a schedule tracking the most recent review of each policy ([IV.C.40](#)). The Board completed its review and revision of its own policies (i.e., Chapter 2 of the Board Policy Manual) in 2018 ([IV.C.41](#)). NVC maintains an annual subscription to the Community College League of California (CCLC) Policy Service, which provides biennial legal updates to ensure that policies are compliant with new legislation and regulations ([IV.C.42](#)). The Office of the President reviews this information regularly and incorporates changes into the local review of board policies to ensure timely action ([IV.C.43](#)).

BP 2015 Student Member identifies the privileges of the student trustee and indicates that the Board will review the privileges of the student trustee each year ([IV.C.44](#)). The Board of Trustees has typically completed this review "on or before May 15 of each year" as required ([IV.C.45](#)). In 2020, the Board of Trustees did not complete the review until October ([IV.C.46](#)). Although the revision was approved before the student trustee was sworn in, it was not completed by the date identified in the policy.

Analysis and Evaluation

NVC acts in accordance with established policies and procedures enumerated in the Accreditation Standards, including policies directly associated with Standards IV.C.2, 3, 6, 9, 10, and 11. NVC regularly reviews board policies and revises them when necessary.

During the ISER development process, NVC identified an area for improvement associated with Standard IV.C.7. As described within Standard IV.C.3 regarding evaluation of the President and

within this standard regarding the review of privileges given to the student trustee, practices do not align with detailed timelines established in policy and procedure. Improvement Plan B includes the development of an instrument for evaluating effectiveness of policies and procedures. The policy and procedure outlining the privileges of the student trustee should be reviewed for effectiveness by applying that instrument, once it has been developed.

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.

Evidence of Meeting the Standard

NVC's Board of Trustees has a defined role in establishing institutional goals for student success and approving institutional plans associated with academic quality. The Board monitors performance relative to those goals and plans on an annual basis.

Not only does the Board of Trustees regularly review key performance metrics, but the Board also has a role in establishing institutional goals on metrics associated with accreditation and statewide initiatives. In 2018-2019, when NVC revisited the institution-set standards for accreditation established in 2013, identified stretch goals for each metric, and defined substandard performance that would trigger an institutional response for improvement, the process culminated with board approval ([IV.C.47](#)). (See Standard I.B.3 for more detail regarding the review process.) The Board also took action on institutional goals associated with completion, transfer, unit accumulation, and employment (aligned with the Vision for Success of the CCCCO) ([IV.C.48](#)).

The Board regularly monitors performance on institutional metrics via the three reports described within Standard I.A.2. The Core Indicators Report and Annual Progress Report are presented to the board each year ([IV.C.49](#); [IV.C.50](#)). In 2020-2021, the board also reviewed the Vision for Success Performance report, which was introduced that year ([IV.C.51](#)). Presentations of Core Indicators Reports and Annual Progress Reports to the Board highlight the direct connect between the reports and the Board's role with respect to this Standard ([IV.C.52](#); [IV.C.53](#)).

The Board of Trustees regularly reviews updates to institutional plans associated with academic quality, including Institutional Strategic Plan Updates, Educational Master Plan Updates, and Guided Pathways Scale of Adoption Self-Assessments. Institutional Strategic Plan Updates identify measures associated with institutional goals and establish baselines to track performance in subsequent Annual Progress Reports ([IV.C.54](#)). Educational Master Plan Updates incorporate data describing the transition of local high school graduates to NVC, regional labor market needs, and student achievement ([IV.C.55](#)). In recent years, the Board of Trustees has reviewed NVC's Scale of Adoption Self-Assessments summarizing implementation of the Guided Pathways framework to date ([IV.C.56](#)). The Guided Pathways agenda items have included group presentations highlighting recent improvements to promote student success and completion ([IV.C.57](#)).

Analysis and Evaluation

NVC's Board of Trustees regularly reviews student success data via three annual reports. Two of the reports focus on data and summarize recent performance relative to the goals established by the Board of Trustees. Annual Progress Reports describe recent accomplishments associated with the Institutional Strategic Plan and include data tracking recent performance against established baselines. Board review of these annual reports is supplemented by periodic review of institutional plans for improving academic quality.

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.

Evidence of Meeting the Standard

BP 2740 Board Education articulates the commitment to ongoing development of the board, including orientation for new trustees and opportunities for all trustees to attend "conferences and other activities that foster trustee education" ([IV.C.58](#)). New trustees are provided with an orientation that takes place over the course of a year. As part of standard practice, trustees receive a binder containing information about NVC; meet with the college president, vice presidents, and other campus leaders; and receive a campus tour as part of the orientation ([IV.C.59](#)). NVC also sends new trustees to the CCLC workshop for new trustees ([IV.C.60](#)). The orientation of the newest Board member in 2020 deviated from this practice due to the pandemic.

Each year, members of the Board of Trustees receive ongoing training, through off-site workshops and pre-meeting presentations ([IV.C.61](#)). All members of the Board of Trustees, including the student trustee, are offered the opportunity to attend the annual trustee training workshop offered by the CCLC ([IV.C.62](#)). Pre-meeting presentations provide information regarding Board expectations and conduct. Examples of pre-meeting presentations include sessions on board operations and the parliamentary process (in 2016), best board practices (in 2017), and the Brown Act regarding public meetings among elected officials (in 2019) ([IV.C.63](#)).

To ensure leadership continuity, BP 2100 Board Elections provides that "terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election" ([IV.C.64](#)). Four current trustees' terms expire in 2022, while three current trustees' terms expire in 2024 ([IV.C.65](#)).

Analysis and Evaluation

NVC's Board of Trustees has an established training program that includes orientation for new members and a combination of off-site and on-campus trainings for all members. Pre-meeting presentations include Board-specific topics associated with Board effectiveness, parliamentary procedures, and conducting open public meetings. NVC ensures continuity in Board leadership through staggered elections, which are established through board policy.

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.

Evidence of Meeting the Standard

NVC has a policy and procedure establishing the process for Board evaluation. BP 2745 Board Self-Evaluation articulates the governing board’s commitment “to assessing its own performance as a Board in order to ensure that it is functioning in an appropriate and efficient manner” and establishes a two-year cycle of review ([IV.C.66](#)). BP 2745 provides a general description of the evaluation process, which includes review of Accreditation Standard IV.C, identification of strengths and areas for improvement, and development of Board goals and objectives. The associated AP 2745 contains more detail about the evaluation process, including facilitation of the process; the development of a self-evaluation instrument designed to identify Board strengths, challenges, goals, and objectives; and identification of those responsible for each step in the evaluation process ([IV.C.67](#)).

The Board of Trustees abides by the established process, evaluating its performance every other year since the last comprehensive accreditation review. The Board conducted reviews in September 2017, July 2019, and August 2021 ([IV.C.68](#)). The agenda items for each evaluation include materials to provide context and help members prepare for the evaluation ([IV.C.69](#)). The self-evaluation survey instrument is designed to help evaluate Board performance and to address the components listed in the Standard, including the Board’s role in promoting academic quality and institutional effectiveness and regular review of Board practices ([IV.C.70](#)).

Each evaluation process yields a set of two-year Board goals ([IV.C.71](#)). Recent Board goals include improvements pertaining to Board performance and the Board’s role in promoting the academic quality and institutional effectiveness goals enumerated in NVC’s ISP. The Board’s 2017-2019 goals aligned directly with the ISP and incorporated some language to emphasize the Board’s role in promoting the broad institutional goals (e.g., “ensure the District,” “foster a climate,” “monitor and support”). The 2019-2021 goals include supporting institutional strategic initiatives, ensuring fiscal stability, and fostering student success (Goal 1) and improving Board performance through ongoing professional development and developing educational partnerships (Goals 2 and 3, respectively). The two-year goals that result from each evaluation are posted on the NVC website ([IV.C.72](#)).

Analysis and Evaluation

NVC’s Board of Trustees regularly evaluates its practices and performance according to schedule. The self-evaluation instrument covers topics covered in the Standard, including practices associated with programs and services, institutional effectiveness, roles of members, and ongoing training. The evaluation process yields two-year goals for the Board, which include goals for improving Board performance and supporting institutional goals, and are published on the NVC website.

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)

Evidence of Meeting the Standard

BP 2715 Code of Ethics/Standards of Practice outlines clear standards for Board ethics and establishes a process for dealing with violations ([IV.C.03](#)). BP 2715 assigns to the Superintendent/President and the President of the Board the authority “to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and private use of public resources.” The process was employed successfully in 2018 to correct a violation by an individual trustee whose actions the Board determined to be a violation of BP 2715’s mandate that appropriate and well-defined college communication channels be maintained ([IV.C.73](#)).

BP 2710 Conflict of Interest and the associated AP describe the policy and procedures used to ensure that Board members have no conflicts of interest in their relationship with the institution ([IV.C.74](#); [IV.C.75](#)). BP 2710/AP 2710 define and prohibit unlawful financial interest and conflicts of interest, specify the requirements of recusal, and detail procedures for disclosure. BP 2710 requires that trustees file statements of economic interest with the Office of the President. To ensure compliance with BP 2710, a completed Statement of Interest Form 700 is collected from each trustee each year ([IV.C.76](#)). Based on forms submitted over the past several years, none of the current Board members have a personal financial interest in the institution.

Members of the Board of Trustees regularly recuse themselves from votes on contracts where a conflict of interest might be perceived or construed. Examples include Trustee Dodd’s recusal from a vote pertaining to the student housing project and Trustee Iverson’s recusal from a vote on a contract with Mentis ([IV.C.77](#)).

Analysis and Evaluation

The Board of Trustees upholds an established Codes of Ethics policy and Conflict of Interest policy and procedure. BP 2715 establishes a clearly-defined process for dealing with behavior that violates the Board’s code of ethics, a process which the Board applied in 2018. According to recent declarations of economic interests, none of NVC’s current trustees have a personal financial interest in the college. To ensure the impartiality of the Board and foster public confidence, individual trustees recuse themselves and do not take action on any items where there is potential for a perceived conflict of interest.

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.

Evidence of Meeting the Standard

Through BP 2430 Delegation of Authority to the Superintendent/President, NVC's "Board of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" ([IV.C.78](#)). Further, BP 2430 indicates that the Board relies on the President for guidance in policy development. The President "is empowered to reasonably interpret board policy," has responsibility "to recommend written board policy" if there is not one in place, and to "act as the professional advisor to the Board of Trustees on policy formation." These provisions explicitly assign responsibility for implementing and administering board policies to the President.

BP 2410 Board Policy and Administrative Regulation assigns responsibility for adopting policies to the Board and assigns the implementation of policies and procedures to the President ([IV.C.13](#)). "Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction." "Administrative procedures are to be issued by the superintendent/president as statements of method to be used in implementing Board Policy." As the Board of Trustees does not approve APs, the clauses within BP 2410 grant the CEO the authority to implement and administer policies without board interference, as described within the standard.

The board also conveys the delegation of these responsibilities to the CEO through the job description for the Superintendent/President ([IV.C.79](#)). The job description assigns "full responsibility and authority to administer the affairs of the district and the college on behalf of the governing board," along with responsibilities for "administer(ing) and oversee(ing) the implementation of board policies and regulations."

The Board of Trustees holds the President accountable for these responsibilities through the annual evaluation process ([IV.C.10](#)). As stipulated in BP 2435, the criteria for evaluation are developed through a review that includes board policy and the President's job description.

Analysis and Evaluation

The Board of Trustees assigns responsibility for implementing and administering board policy to the President through BP 2430, BP 2410, and the job description. NVC's Board of Trustees is a policy-making body, which relies on the President to implement board policies by establishing administrative procedures. The process for evaluating the President includes a review of duties and responsibilities assigned to the President through board policies and the job description, and those responsibilities are incorporated into the criteria for each evaluation.

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.

Evidence of Meeting the Standard

The Board of Trustees is informed of all aspects of accreditation requirements and processes. Since the ACCJC took action following NVC's last comprehensive review in 2016, the Board has received regular updates on accreditation requirements and has remained informed of NVC's accreditation status and plans to submit required reports.

NVC has an established practice of informing the board of ACCJC actions, providing regular updates to the board as reports are being developed, and securing board approval prior to submission to the ACCJC. NVC's processes associated with the 2017 Follow-Up Report and the 2019 Midterm Report followed this general outline ([IV.C.80](#); [IV.C.81](#)).

When NVC launched its comprehensive accreditation review in spring 2020, ACCJC President Dr. Stephanie Droker provided a training for the Board of Trustees ([IV.C.82](#)). All members of the Board of Trustees attended the training ([IV.C.83](#)). Throughout the ISER development process, NVC's Accreditation Co-Chairs provided regular updates to the Board of Trustees ([IV.C.84](#)). Trustee DeLuna served as the Board's representative on the Accreditation Steering Committee, and the Board agendas included regular updates from the Accreditation Steering Committee ([IV.C.85](#)).

BP 3200 Accreditation indicates that "the Superintendent/President shall ensure the District complies with the accreditation process and standards" of the ACCJC ([IV.C.86](#)). Although BP 3200 does not explicitly articulate the Board's support of NVC's efforts to improve and excel, Board members are aware of and support this aspect of the accreditation process, which was communicated by Dr. Droker during the training she provided to the Board ([IV.C.82](#)). NVC conveys its commitment to improvement through its mission statement: "The college is a(n) . . . institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved" ([IV.C.18](#)). The Board of Trustees reviewed NVC's 2021 ISER, including improvement plans emerging from the self-evaluation process, in November and December 2021. The Board's action on the ISER indicates its approval of the improvement plans documented here.

The Board of Trustees participates in the evaluation of governing board roles and functions in the accreditation process. As described within Standard IV.C.10, the Board's biennial self-evaluation process includes review of Standard IV.C. In September 2021, the Board of Trustees reviewed the draft of Standard IV.C of the ISER ([IV.C.87](#)).

Analysis and Evaluation

The Board of Trustees receives regular updates on accreditation processes, is informed of NVC's accredited status, and supports improvement plans that emerge from the accreditation process.

The Board President signs the certification page of the ISER, and a Board representative serves on the Accreditation Steering Committee. Board members have actively participated in the 2021 comprehensive review process by reviewing the draft of Standard IV.C as well as the complete ISER.

Conclusions on Standard IV.C. Governing Board

Napa Valley College is governed by a publicly-elected, policy-making Board of Trustees, whose established duties include selecting and evaluating the college President, assuring the quality, integrity, and effectiveness of the institution's programs and services, and ensuring the financial viability of the institution. Board Policies are regularly reviewed for effectiveness and approved policies are published online in a database accessible to the public. The Board engages in orientation and training activities, acts collectively and ethically, and avoids conflicts of interest. The Board delegates authority to the college President to implement Board policies and receives regular reports from the President's area on matters of institutional concern, including accreditation.

Improvement Plan(s)

N/A

Evidence List

- IV.C.01 BP 2010 Board Membership
- IV.C.02 BP 2200 Board Duties and Responsibilities
- IV.C.03 BP 2715 Board Code of Ethics Standards of Practice
- IV.C.04 BP 2330 Quorum and Voting
- IV.C.05 BP 2720 Communications among Board Members
- IV.C.06 Dissenting Votes
- IV.C.07 BP 2431 Selection of the Superintendent/President
- IV.C.08 Contract with PPL, Inc.
- IV.C.09 Description of 2021 Search Process
- IV.C.10 BP 2435 Evaluation of the Superintendent/President
- IV.C.11 AP 2435 Evaluation of the Superintendent/President
- IV.C.12 Agendas Outlining Annual Evaluation
- IV.C.13 BP 2410 Board Policy and Administrative Regulation
- IV.C.14 Trustee Area Descriptions and Maps
- IV.C.15 BP 2345 Public Participation at Board Meetings
- IV.C.16 BP 2340 Agendas
- IV.C.17 AP 2340 Agendas
- IV.C.18 BP 1200 Mission and Values
- IV.C.19 BP 4020 Program, Curriculum, and Course Development
- IV.C.20 BP 4021 Program Evaluation
- IV.C.21 BP 4040 Library and Other Instructional Support Services
- IV.C.22 BP 5050 Student Success and Support Program
- IV.C.23 BP 5110 Counseling
- IV.C.24 BP 6100 Delegation of Authority, Business and Fiscal Affairs

- IV.C.25 BP 6200 Budget Preparation
- IV.C.26 Budget Development Values and Assumptions to Board
- IV.C.27 Quarterly Financial Reports to Board
- IV.C.28 Tentative and Final Budgets to Board
- IV.C.29 BP 2210 Officers
- IV.C.30 BP 2220 Committees of the Board
- IV.C.31 BP 2305 Annual Organizational Meeting
- IV.C.32 BP 2310 Regular Meetings of the Board
- IV.C.33 BP 2315 Closed Sessions
- IV.C.34 BP 2320 Special and Emergency Meetings
- IV.C.35 Board Policy Manual
- IV.C.36 Board of Trustees Website
- IV.C.37 Annual Organizational Practices Reflecting Policies
- IV.C.38 Meeting Practices Reflecting Policies
- IV.C.39 Member Participation in Trainings
- IV.C.40 Board Policy Tracker
- IV.C.41 Dates of Board Policy Review
- IV.C.42 Sample Updates from Policy Service
- IV.C.43 Examples of Recent Changes Triggered by CCLC
- IV.C.44 BP 2015 Student Member
- IV.C.45 Annual Review of BP 2015
- IV.C.46 Board Minutes 100820
- IV.C.47 Institution-Set Standards to Board
- IV.C.48 Vision for Success Goals to Board
- IV.C.49 Core Indicators Reports to Board
- IV.C.50 Annual Progress Reports to Board
- IV.C.51 Vision for Success Performance Report to Board
- IV.C.52 Core Indicators Presentations
- IV.C.53 Annual Progress Report Presentations
- IV.C.54 Institutional Strategic Plan Updates to Board
- IV.C.55 Educational Master Plan Updates to Board
- IV.C.56 Guided Pathways Self-Assessments to Board
- IV.C.57 Guided Pathways Presentations to Board
- IV.C.58 BP 2740 Board Education
- IV.C.59 Orientation Binder Table of Contents
- IV.C.60 New Trustee Attendance at Workshops
- IV.C.61 Pre-Board Meeting Workshops
- IV.C.62 Trustee Attendance at CCLC Workshops
- IV.C.63 Board Trainings
- IV.C.64 BP 2100 Board Elections
- IV.C.65 Board Terms
- IV.C.66 BP 2745 Board Self-Evaluation
- IV.C.67 AP 2745 Board Self-Evaluation

- IV.C.68 Agendas Including Board Self-Evaluation
- IV.C.69 Evaluation Materials
- IV.C.70 Alignment between Standard and Board Survey
- IV.C.71 Board Goals
- IV.C.72 Board of Trustees Goals on Website
- IV.C.73 Board of Trustees Minutes 041218
- IV.C.74 BP 2710 Conflict of Interest
- IV.C.75 AP 2710 Conflict of Interest
- IV.C.76 Statement of Interest Form 700
- IV.C.77 Board of Trustees Minutes 012320 and 061319
- IV.C.78 BP 2430 Delegation of Authority to the Superintendent/President
- IV.C.79 Superintendent/President Job Description
- IV.C.80 Presentations and Communications Regarding Follow-Up Report
- IV.C.81 Presentations and Communications Regarding Midterm Report
- IV.C.82 Napa Valley College Board Training – Remote
- IV.C.83 Attendance at ACCJC Board Training
- IV.C.84 Accreditation Updates for Board of Trustees
- IV.C.85 Board Agendas
- IV.C.86 BP 3200 Accreditation
- IV.C.87 Draft of Standard IV.C to Board



Quality Focus Essay

Student Equity QFE Project

Identification of Accreditation Standards Associated with Student Equity QFE Project

NVC's Student Equity QFE Project is guided by the following three Accreditation Standards:

- I.B.1: The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- II.A.7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
- III.A.12: Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diversity. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description of Student Equity QFE Project

In order to increase student achievement, NVC will continue implementing and institutionalizing equity-related practices, focusing on activities associated with the two components of Goal 4 of the 2018-2023 Institutional Strategic Plan:

- Achieving equity in student outcomes
- Promoting equity-mindedness as a means to evaluate all District practices.

This QFE Project includes four primary activities:

- Incorporating disaggregation of data into regular institutional reports
- Identifying and implementing effective practices to increase retention and successful course completion rates
- Expanding opportunities for institutional dialog that yield recommendations for action
- Assessing practices to identify structural barriers to equity

These activities will build on work that is already in progress, including:

- Equity-related trainings in culturally responsive pedagogy and University of Southern California Equity Leadership Alliance Workshops (introduced in 2020-2021)
- Diversity, Equity, and Inclusion Colloquium (introduced 2021-2022 among Academic Affairs Council, Student Affairs Council, and Academic Senate leadership)
- Campus climate surveys (fall 2021 among students; fall 2022 among faculty and staff)

This QFE Project is intended to establish the foundation for longer-term outcomes such as:

- Implementing effective practices for recruiting more Black, Indigenous, People of Color (BIPOC) faculty to increase diversity
- Implementing effective practices for retaining diverse faculty and staff

Data Providing Context for Student Equity QFE Project

Recent Retention Rates among African American/Black Students and All Students

	2016-2017 to 2018-2019	2017-2018 to 2019-2020	2018-2019 to 2020-2021
African American/Black	85.8%	86.4%	86.8%
All Students	89.8%	90.5%	90.3%
Difference	4.0%	4.1%	3.5%

Sources: *Student Equity Analyses of Retention at the Institutional Level (Last Three Years)*

NVC produces an institutional analysis of retention and successful course completion rates among demographic groups each year. The report identifies cases of disproportionate impact by highlighting groups with a significantly lower three-year retention rate compared to the three-year retention rate among all other demographic groups. The reports are used to frame the program review process each year, and program review focuses on the groups found to have disproportionate impacts at the institutional level. The three reports produced so far span five academic years (2016-2017 through 2020-2021). African American/Black students have consistently claimed lower retention rates than all other racial/ethnic groups (combined) across the three reports. As shown in the table on the left, retention rates among African American/Black students have been 3.5% - 4.1% lower than the rates among all NVC students. These results have remained consistent, even as individual instructional programs have implemented improvements intended to increase retention among African American/Black students. The QFE Project described below is intended to promote student equity by implementing retention-related strategies at the institutional level to eliminate the gap between retention rates of African American/Black students and other students.

Recent Successful Course Completion Rates among African American/Black, Latinx/Hispanic, First-Generation Students, and All Students

	2016-2017 to 2018-2019	2017-2018 to 2019-2020	2018-2019 to 2020-2021
African American/Black	64.2%	65.3%	65.0%
Latinx/Hispanic	72.9%	73.9%	72.6%
First-Generation	73.9%	75.0%	74.4%
All Students	75.1%	76.3%	75.6%

Sources: *Student Equity Analyses of Successful Course Completion at the Institutional Level (Last Three Years)*

The same annual report described above identifies groups with a significantly lower three-year successful course completion rate compared to the three-year retention rate among all other demographic groups. Three demographic groups have consistently claimed significantly lower successful course completion rates than other students: African American/Black, Latinx/Hispanic, and first-generation students. As shown in the table on the left, African American/Black students have claimed successful course completion rates approximately 11% lower than the rates among all students across the past three reports. The rates among Latinx/Hispanic students are 2% - 3% lower than the institutional rates, and the rates among first-generation students are approximately 1% lower than the institutional rates. These results have remained consistent, even as individual instructional

programs have implemented improvements intended to increase successful course completion among students within these demographic groups. The QFE Project described below is intended to promote student equity by implementing strategies to improve campus climate, identify and remove structural barriers to equity, and increase successful course completion at the institutional level to eliminate the gaps between African American/Black, Latinx/Hispanic, and first-generation students and other students.

Recent Differences between Retention and Successful Course Completion Rates at the Institutional Level

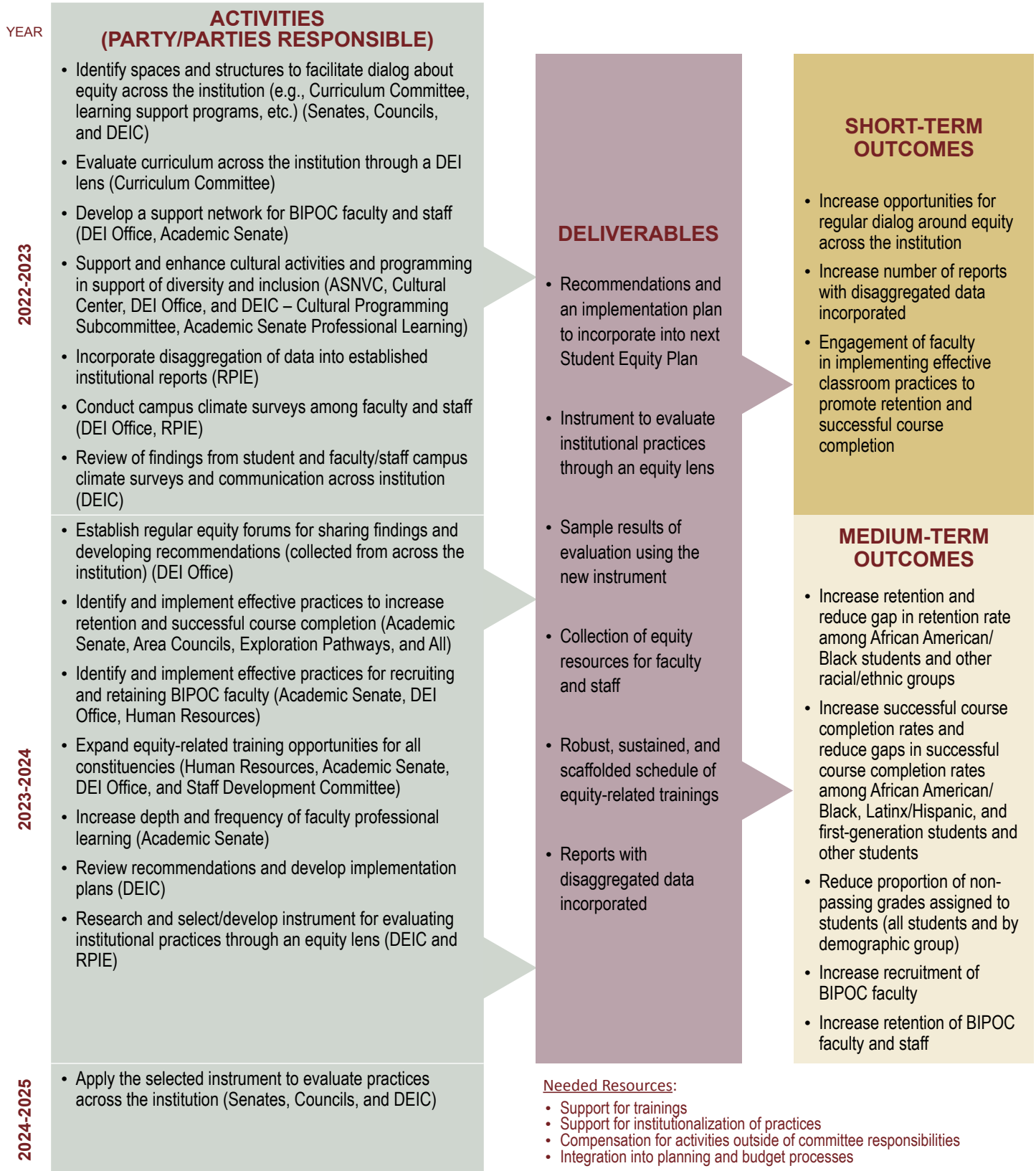
	Retention Rate	Successful Course Completion Rate	Difference
2016-2017 to 2018-2019	89.8%	75.1%	14.7%
2017-2018 to 2019-2020	90.5%	76.3%	14.2%
2018-2019 to 2020-2021	90.3%	75.6%	14.7%

Sources: Institutional Level Rates Reported in Program Review Reports 2019-2020 (Last Three Years)

The difference between retention and successful course completion represents the proportion of non-passing final grades (i.e., grades of D, F, I(incomplete), NP (no pass)) assigned to students each year. As reported in the table on the left, non-passing grades have accounted for 14% - 15% of all final grades assigned over the past five years. The QFE Project described below is intended to promote student achievement and equity by reducing the gaps between retention and successful course completion rates among all students and among all student demographic groups (defined by race/ethnicity, first-generation, gender, disability status, age, economically disadvantaged status, veteran, foster youth, and LGBT identity).

The logic model below identifies the deliverables and short- and medium-term outcomes associated with the Student Equity QFE Project.

Logic Model Outlining Student Equity QFE Project



Guided Pathways QFE Project

Identification of Accreditation Standards Associated with Guided Pathways QFE Project

NVC's Guided Pathways QFE Project is guided by the following three Accreditation Standards:

- II.A.6: The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.
- II.C.5: The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
- II.C.6: . . . The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Description of Guided Pathways QFE Project

In order to increase student achievement, NVC will continue implementing the Guided Pathways framework, focusing on activities intended to clarify the path for students and help keep students on the path. This QFE Project includes four primary activities:

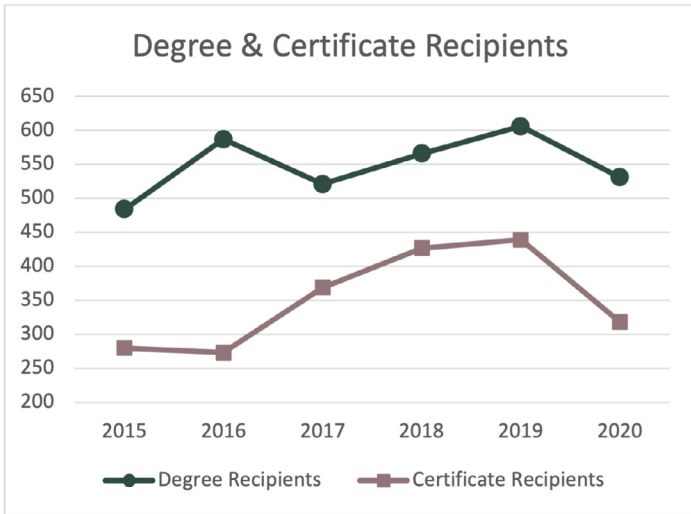
- Implementing the Exploration Pathways^A structure (approval anticipated 2021-2022), to help clarify the path for students;
- Developing program maps, including general education, focus within a specific discipline, course sequencing, and other requirements for all programs, to help clarify the path for students;
- Identifying career skills and expectations for all degree/certificate programs, including transfer-related programs, to help clarify the path for students
- Increasing collaboration and coordination between counseling and discipline faculty, to help clarify the path for students and keep student on the path

^A“Exploration Pathways” is the term NVC has adopted to describe “meta majors.”

Work associated with the first two items is already underway, and is expected to continue 2022-2023 and beyond, as structures are implemented, reviewed, and refined.

In spring 2022, NVC intends to engage the campus community in discussions of the future structure of Guided Pathway implementation efforts. The discussions will include consideration of institutional infrastructure to support Guided Pathways work.

Data Providing Context for Guided Pathways QFE Project



Source: Core Indicators Reports

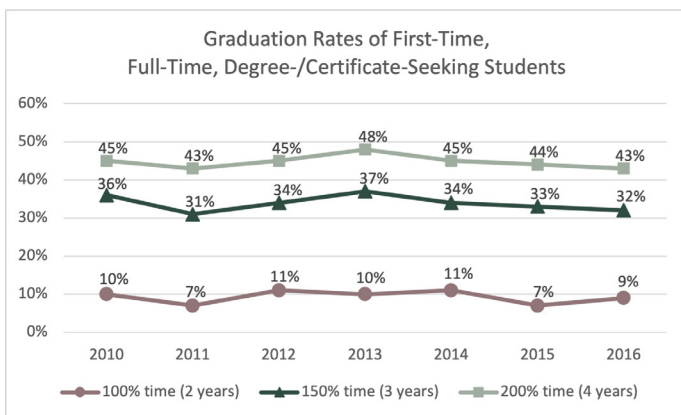
Metric	Stretch Goal for Accreditation	Vision for Success Goal
Number of Degree Recipients	625	755
Number of Certificate Recipients	500	401

In 2019, NVC identified stretch goals for accreditation as well as local goals associated with the Vision for Success introduced by the California Community Colleges Chancellor’s Office (CCCCO). NVC has not reached the goals defined for degree recipients. [The highest number of degree recipients was 606, achieved in 2019.] NVC exceeded the Vision for Success goal pertaining to certificate recipients in 2018 and 2019, with a maximum of 439. Across the six-year period depicted in the graph, the number of degree recipients increased by 47, and the number of certificate recipients increased by 38. The QFE Project described below is intended to promote student achievement by helping students meet their academic and career goals, by clarifying program requirements for students and helping students stay on their educational and career pathways.

Year	Average Number of Units Accumulated by All First-Time Associate Degree Earners
2014-2015	91 units
2015-2016	90 units
2016-2017	88 units
2017-2018	89 units
2018-2019	90 units
2019-2020	88 units

Source: Student Success Metrics among All Students, California Community Colleges Chancellor’s Office

In 2019, NVC established 84 units as the goal for the average unit accumulation among Associate Degree earners. While the average number of units accumulated among all first-time Associate Degree earners has decreased from 91 to 88 over the past six years, NVC has not attained the goal established in 2019. [Note: Curricular changes intended to help reduce the number of pre-collegiate course requirements associated with English and math were implemented in fall 2019, which is the final year with data reported to date.] The QFE Project described below is intended to help reduce the number of units accumulated by degree completers, by creating clusters of “Exploration Pathways” to help students avoid accumulating unnecessary units unrelated to their programs of study.

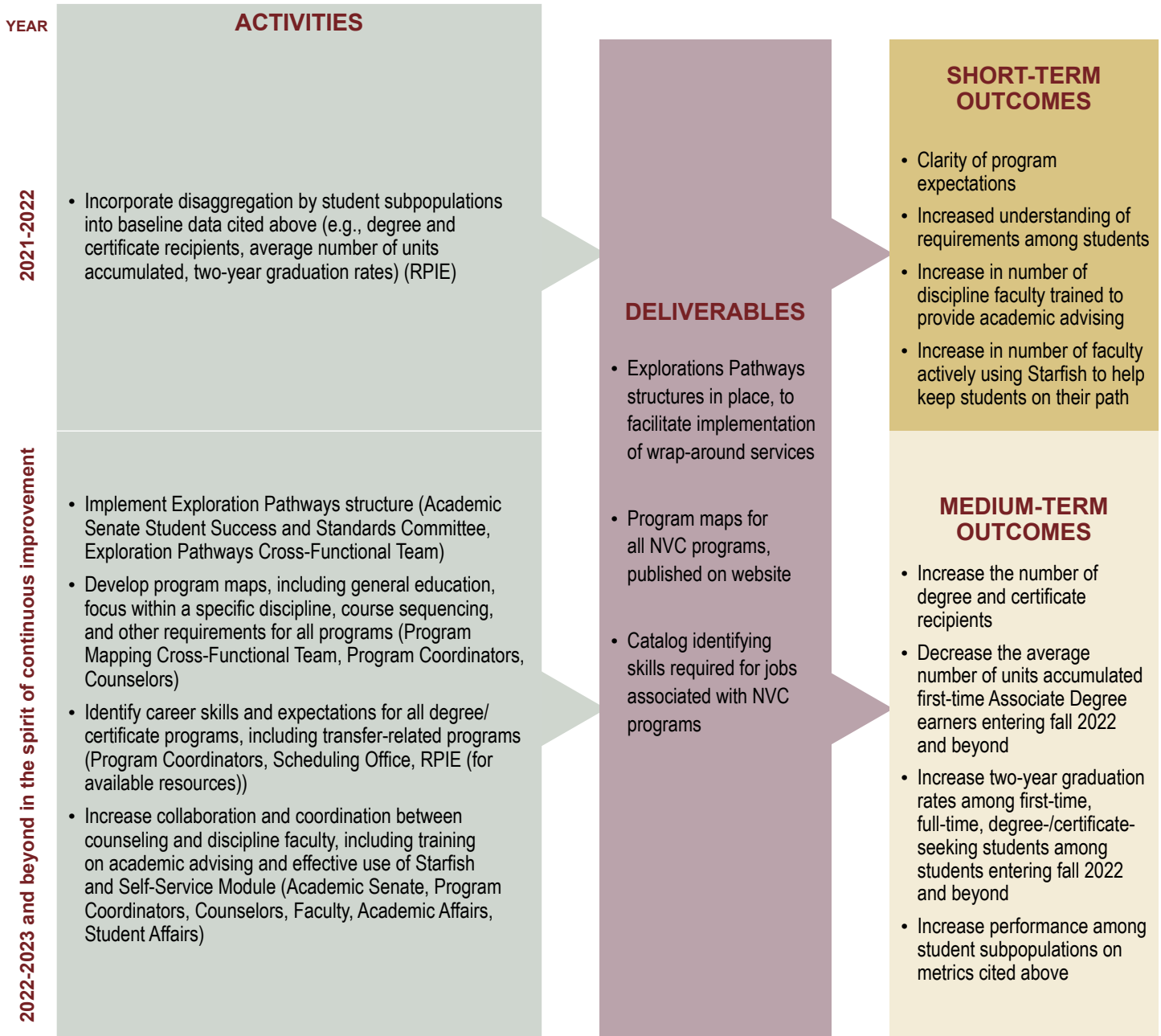


Source: IPEDS Graduation 200 Reports

Over the past seven years, the graduation rates of first-time, full-time, degree-/certificate-seeking students have remained relatively stable. The two-year graduation rate (representing 100% of time expected to attain a two-year degree) has ranged from 7% to 11%. The three-year graduation rate (representing 150% time) has ranged from 31% to 37%, and the four-year graduation rate (representing 200% time) has ranged from 43% to 48%. The QFE Project described below is intended to increase the two-year graduation rate among first-time, full-time, degree-/certificate-seeking students and bridge the 25% gap between two-year graduation rates and three-year graduation rates identified across the seven-year period.

The logic model below identifies the deliverables and short- and medium-term outcomes associated with the Guided Pathways QFE Project.

Logic Model Outlining Guided Pathways QFE Project



Needed Resources:

- Support for trainings
- Institutional Infrastructure
- Support for institutionalization of practices
- Integration into planning and budget processes



Acronyms Index

Acronym	Expanded Form
AA	Associate of Arts
ACCJC	Accrediting Commission for Community and Junior Colleges
ADN	Associate Degree Nursing
ADT	Associate Degree Transfer
AFR	Annual Fiscal Report
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
AS	Associate of Science
ASC	Accreditation Steering Committee
ASNVC	Associated Students of Napa Valley College
AWS	American Welding Society
BP	Board Policy
CCCCO	California Community Colleges Chancellor's Office
CCFS-311Q	Quarterly Financial Status Reports
CCLC	Community College League of California
CCSIA	California Community Colleges Self Insurance Authority
CDAM	Contracted District Audit Manual
CEO	Chief Executive Officer
CERBT	California Employee's Retirement Benefit Trust
CFT	Cross-Functional Team
C-ID	Course Identification Numbering System
C-ID	Course Identification Numbering
CLO	Course Learning Outcome/Course-Level Outcome
COR	Course Outline of Record
CPL	Credit for Prior Learning
CSU	California State University
CTE	Career Technical Education
CVC-OEI	California Virtual Campus-Online Education Initiative
CWI	Certified Welding Inspector
DAS	District Auxiliary Services
DE	Distance Education
DEIC	Diversity, Equity and Inclusivity
DSPS	Disabled Students Programs and Services
DTC	District Technology Committee
EEO	Equal Employment Opportunity
EMP	Educational Master Plan

Acronyms Index

ENGL	English
EOPS	Extended Opportunity Program & Services
ER	Eligibility Requirement
ERP	Enterprise Resource Planning
ERT	Equivalency Review Team
ETC	Educational Technology Committee
Ev.	Evidence
FBC	Faculty Business Committee
FCMAT	Fiscal Crisis Management Assistance Team
Flex Day	Instructional Excellence Day
FMP	Facilities Master Plan
FSA	Federal Student Aid
FTEF	Full-Time Equivalent Faculty
FYE	First Year Experience
GE	General Education
GELO	General Education Learning Outcomes
HEOC	Health Occupations
HR	Human Resources
HRTD	Human Resources, Training and Development
IDI	Instructional Design Institute
IGETC	Intersegmental General Education Transfer Curriculum
IIPP	Injury and Illness Prevention Program
ILO	Institutional Learning Outcome/Institution-Level Outcome
IPEDS	Integrated Post-Secondary Education Data System
ISER	Institutional Self-Evaluation Report
ISP	Institutional Strategic Plan
IT	Institutional Technology
JPA	Joint Powers Authorities
KEYSS	Knowledge and Experience for Your Success as a Supervisor
KINE	Kinesiology
LED	Light Emitting Diode
LIBR	Library
LLRC	Library and Learning Resource Center
LMS	Learning Management System
LOAC	Learning Outcomes Assessment Coordinator
MATH	Mathematics
MCGS	Multicultural/Gender Studies

Acronyms Index

MESA	Mathematics Engineering Science Achievement
NC	Non-Credit
NOL	Net OPEB Liability
NVC	Napa Valley College
NVCCD	Napa Valley Community College District
OPAC	Office of Public Affairs and Communications
OPEB	Other Post-Employment Benefits
PBC	Planning and Budget Committee
PDC	Professional Development Committee
PIPS	Protected Insurance Program for Schools
PLO	Program Learning Outcome/Program-Level Outcome
POCR	Peer Online Course Review
QFE	Quality Focus Essay
RPIE	Research, Planning and Institutional Effectiveness
RT	Respiratory Therapy
SDC	Staff Development Committee
SEP	Student Equity Plan
SIS	Student Information System
SLO	Student Learning Outcome
SSSC	Student Success Standards Committee
STEM	Science, Technology, Engineering and Mathematics
TMP	Technology Master Plan
TTC	Testing and Tutoring Center
UC	University of California
UVC	Upper Valley Campus
VP	Vice President
VPAS	Vice President of Administrative Services
VPN	Virtual Private Network
VWTF	Viticulture and Winery Technology Foundation