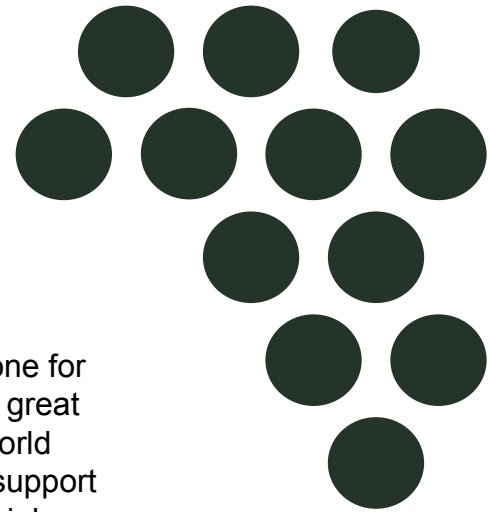




EDUCATIONAL MASTER PLAN

2024 – 2029





PRESIDENT'S LETTER

To the Napa Valley College community:

The 2024–29 Educational Master Plan (EMP) marks a significant milestone for Napa Valley College. The dynamics of higher education have changed a great deal since the college's last EMP—most dramatically in a post-COVID world where student expectations, delivery of instruction, and the provision of support services has experienced dramatic shifts. More locally, the dynamics of higher education within the Napa Valley also have changed. The landscape of our region continues to evolve, as economic and demographic factors alter the composition of our region, including who we serve and how we best serve them.

This EMP reflects the college's mission of transforming lives, through providing excellent educational and professional opportunities that are student-centered, equity-focused, and community-oriented. It also reflects our vision of cultivating a learning environment grounded in equity, inclusion, and empowerment. It is the product of many months of input from interest holders from within the college and from our extended Napa Valley community. The EMP clearly outlines the strategic objectives that we have identified as essential to achieving our mission statement and reflects the institution's values of integrity, accountability, respect, inclusion, equity-mindedness, social justice, and sustainability. It also reflects the effort of a diverse group of interest holders, most significantly our campus leaders who recognize the inherent power of shared visioning, constructive collaboration, and collegiality in creating transformative experiences for our students.

I frequently have described the EMP as our college's North Star; it sets the course for our subsequent initiatives, helps inform our future decision-making, and provides a foundational set of clear priorities that will serve to strengthen the bonds with our community interest holders. The EMP also reflects our commitment to innovation and embrace of the dynamic world of education, which centers student success, equity, and social justice as guiding pillars.

I am proud and appreciative of the work of our campus community and our extended Napa community for their contributions to this document and extend my heartfelt thanks as we boldly step into the future of Napa Valley College.

In solidarity,

A handwritten signature in dark green ink that reads "Torrence Powell". The signature is fluid and cursive, with the first name "Torrence" and the last name "Powell" clearly legible.

Torrence Powell, EdD
Superintendent/President
Napa Valley College

CONTRIBUTORS

Napa Valley College (NVC) is grateful to the many contributors to this EMP, including NVC students, faculty, staff, community members, and the NVC Foundation.

NVC would like to extend special thanks to the NVC EMP Steering Team, which met biweekly September 2023–February 2024 to support the development of the EMP.

EMP STEERING TEAM MEMBERS

Danielle Alexander, *Classified Senate President*

Amanda Badgett, *Planning Committee Faculty Co-Chair*

Matthew Kronzer, *Academic Senate President*

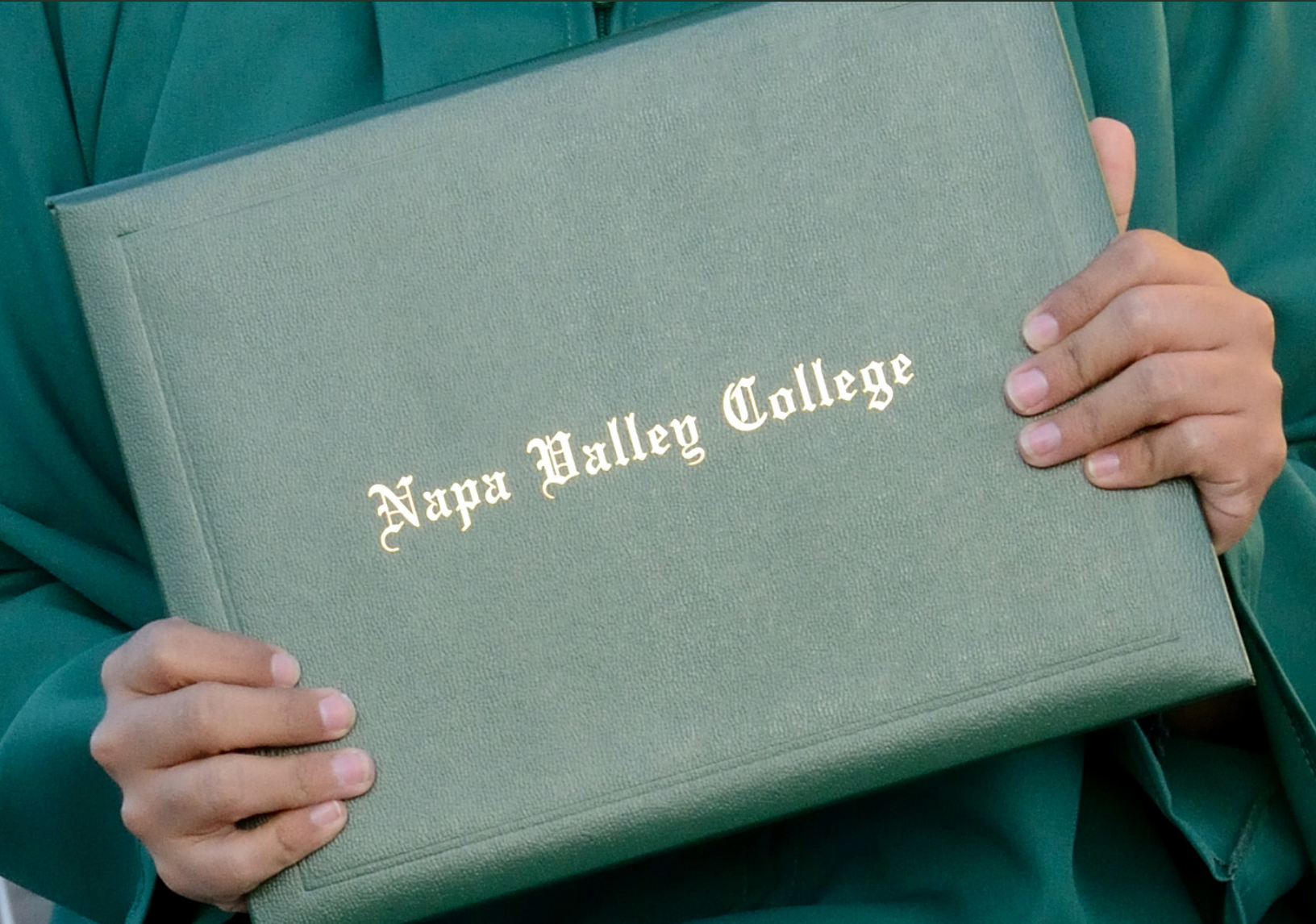
Priscilla Mora, *Assistant Superintendent/Vice President of Academic Affairs*

Kari Six, *Vice President, Associated Students of Napa Valley College*

Cristine Tapia, *Administrative/Confidential Senate President*

Robyn Wornall, *Dean, Research, Planning & Institutional Effectiveness*

EMP Steering Team members dedicated countless hours to providing input on all phases of development of the EMP and served as critical conduits of information to shared governance groups and to the broader campus community.



Napa Valley College

MISSION, VISION, AND VALUES

NVC’s mission, vision, and values helped inform the development of the educational master plan. NVC, as part of the California Community College System, provides open access to higher education.

MISSION

Napa Valley College transforms lives. Whether your goal is to transfer, to pursue a career, or to explore your interests, Napa Valley College provides excellent educational and professional opportunities that are student-centered,¹ equity-focused,² and community-oriented.³

VISION

Napa Valley College cultivates a learning environment grounded in equity, inclusion, and empowerment.



VALUES

Napa Valley College is a community of learners who strive to grow, teach, model, and emulate the following values in ourselves and in our students.



INTEGRITY: We treat each other ethically and foster an environment of trust.



ACCOUNTABILITY: We commit to ensuring that our actions align with our words and recognize the importance of clear expectations and follow-through that is timely and clearly communicated.



RESPECT: We recognize each other’s humanity, demonstrate consideration for others, and connect through active listening and sharing perspectives to achieve common goals.



INCLUSION: We embrace the power of diverse peoples, perspectives, and experiences. We commit to creating a flexible and responsive environment where everyone can thrive and learn.



EQUITY-MINDEDNESS: We commit to being evidence-based, race-conscious, institutionally focused, systemically aware, and equity advancing.



SOCIAL JUSTICE: We commit to being anti-racist and dismantling systemic injustices to ensure access to resources and opportunities necessary for success.



SUSTAINABILITY: We pledge to center sustainability by recognizing the interconnectedness of a healthy ecological environment, upholding universal human rights, and equitable stewardship of economic resources, all of which are necessary to the well-being of current and future generations.

The mission and values are evaluated and revised on a regular basis.

¹ **Student-Centered:** continuously improve the student experience by providing wraparound support services and an environment that promotes the success of all students in achieving their educational goals.

² **Equity-Focused:** maintain open access to higher education for all students and address performance gaps in outcomes among disproportionately impacted students. The equity-mindedness value describes an approach to help achieve the college vision and is drawn from the research of Estela Mara Bensimon and the University of Southern California Center for Urban Education. The equity-focused environment of Napa Valley College focuses specifically on access and outcomes for students.

³ **Community-Oriented:** foster a sense of belonging on campus, while also building connections with our larger community.



NAVIGATING THE EDUCATIONAL MASTER PLAN

To highlight the major findings of the NVC EMP, a summary of the identified goals is provided below. Immediately following is a description of the process for EMP development, more detailed descriptions of findings for each of the five main themes that arose from the project, as well as summary data and inputs that informed goal development.

SUMMARY OF STRATEGIC DIRECTIONS AND GOALS

Analyses of labor market and institutional data, as well as input from the EMP Steering Team, the campus community, shared governance groups, and the Extended Cabinet created a rich foundation for the development of goals that are grounded in data and are student- and equity-centered. This section provides an overview of Napa Valley College's goals in each of the five priority areas.

ENROLLMENT STABILIZATION GOALS

- **Data-informed enrollment planning.** Improve alignment between course offerings and enrollment. Use data to inform offering various course modalities (e.g., in-person, hybrid, and online) to align with student success and demand in different course modalities. Use program maps to inform scheduling.
- **Application to enrollment.** Increase the percentage of students who ultimately enroll at NVC as a proportion of those who apply.
- **Dual enrollment.** Increase the number of dual enrollment students, including those who enroll in a–g courses/general education courses, and in alignment with the 2023–26 Strategic Enrollment Management (SEM) Goal 1, increase the number of high school students who matriculate into certificates and degrees. In addition, improve data collection and sharing for dual enrollment students with a focus on equity and access.
- **Persistence.** Increase the number of students persisting from fall to spring to 55 percent (currently at 51.5 percent or 3,153 students in 2022–23).⁴
- **Enrollment increases for special populations.** Increase enrollment in credit courses of students with disabilities and adult learners (25+ years)⁵ by removing barriers and increasing support.⁶
- **Involvement in support programs.** Increase the number of students who participate in learning communities and other support programs so that these programs are at, or close to, full capacity. Increase the number of California College Promise Grant (CCPG) recipients who also participate in support programs (currently, only 7 percent of these students do).

⁴ This goal is in alignment with the 2023–26 SEM Goal 4 to increase the retention and persistence rates of all students enrolled in certificate and degree programs.

⁵ This goal is in alignment with the 2023–26 SEM Goal 3 to increase adult learners (25+ years) enrolled in credit programs.

⁶ The 2023–26 SEM also included a goal to increase enrollment in noncredit classes.

EQUITABLE STUDENT OUTCOMES GOALS⁷

- **Transfer to a 4-year institution.** Increase the number of students who transfer to a 4-year institution, with particular attention to disproportionately impacted populations. Among students who transfer to a 4-year institution, increase the proportion of students who transfer to a University of California (UC) or California State University (CSU) institution.⁸ In 2022–23, 1,424 students transferred to a 4-year institution; 69 percent of those students transferred to a UC or CSU institution. To advance this goal, and in alignment with the 2023–26 SEM Goal 2, NVC will increase enrollment in degree programs with a transfer focus.
- **Completion of nine or more units.** Increase the number of students who earn nine or more career units, with particular attention to disproportionately impacted populations. In 2021–22, 226 students earned nine or more career units.
- **Transfer-level math and English.** Increase the number of students who complete transfer-level math and English, with particular attention to disproportionately impacted populations. In 2022–23, 1,085 students completed transfer-level math and English.
- **Degree and certificate completion.** Increase the number of students who earn a degree or certificate, with particular attention to disproportionately impacted populations. Prioritize Associate Degrees for Transfer (ADTs) and CCCCO-approved awards. (In 2022–23, 523 students earned a degree or certificate.⁹)



PROGRAM ALIGNMENT WITH REGIONAL LABOR MARKET GOALS

- **Align program offerings with labor market data.** By 2029, increase opportunities to enroll in large or growing high-wage pathways by biennially (every 2 years) reviewing labor market information and comparing data alongside program offerings and completions.
- **Employment in field of study.** By 2029, increase the number of career and technical education (CTE) students who find employment within their field of study once they leave NVC to 80 percent from the 2020–21 baseline amount of 75 percent.
- **Attainment of living wage.** By 2029, increase the percentage of students who attain living wage employment once they leave NVC to 58 percent from the 2020–21 baseline amount of 56 percent.
- **Increase earnings.** By 2029, increase the median annual earnings of all students to at least the inflation adjusted living wage from the 2020–21 baseline amount of \$44,192.¹⁰

⁷ NVC's goals for equitable outcomes are aligned to the California Community Colleges Chancellor's Office Student Centered Funding Formula and Vision 2030; increases in the number of students achieving each outcome should also reflect increases in enrollment.

⁸ This goal is in alignment with the 2023–26 SEM Goal 5 to increase the number of students who successfully transfer to a CSU/UC.

⁹ This goal is in alignment with the 2023–26 SEM Goal 6 to increase the number of credit and noncredit certificate and degree credentials conferred.

¹⁰ Based on student success metrics on LaunchBoard for Napa Valley District: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

INFRASTRUCTURE IMPROVEMENTS AND FISCAL SUSTAINABILITY GOALS

- **Infrastructure improvements.** In alignment with the 2024–25 Institutional Planning and Resource Allocation Priorities, invest in the college’s aging physical infrastructure—including instructional equipment—and technology. Focus on improving and modernizing existing facilities and equipment supporting student learning to align with instructional needs and provide opportunities for community building.
- **Campus amenities.** Expand dining options and other campus amenities for current students, NVC employees, and student residents at the River Trail Village.
- **Budget processes.** Update and simplify budget processes and practices. As part of this effort, develop and follow an inclusive and reliable budgeting and allocation process that allows for accountability and transparency.

CULTURE AND CLIMATE GOALS

- **Climate.** Foster trust between faculty, staff, and administration by strengthening and clarifying processes for shared decision-making related to governance, policies, and the budget.
- **Shared learning.** Create opportunities for cross-racial engagement and learning.
- **Opportunities for connection.** Create and expand opportunities for all students to connect with the college through events, community spaces, and participation in extracurricular activities.
- **Culturally inclusive spaces.** Create culturally inclusive spaces on campus for students to gather before and after class.
- **Student access to services.** Expand student access to services, including through alternative formats for advising and counseling support.
- **Improve the student experience.** Strengthen implementation of Guided Pathways to improve the student experience.





PROCESS FOR DEVELOPING THE EDUCATIONAL MASTER PLAN

The NVC community engaged in a multistage process to develop its EMP, including a review of institutional data and labor market indicators; the collection of robust input data from students, faculty, staff, and community partners on institutional strengths and opportunities as well as goal setting; and strategy development. Central to the development of the EMP were the biweekly meetings of the EMP Steering Team. EMP Steering Team members provided input throughout each stage of the process, from the design of data collection protocols to providing input on key strategies and goals for NVC. Across all phases of development of the EMP, leaders focused on aligning the EMP with other institutional planning documents and processes at NVC (see [Figure 1](#)).

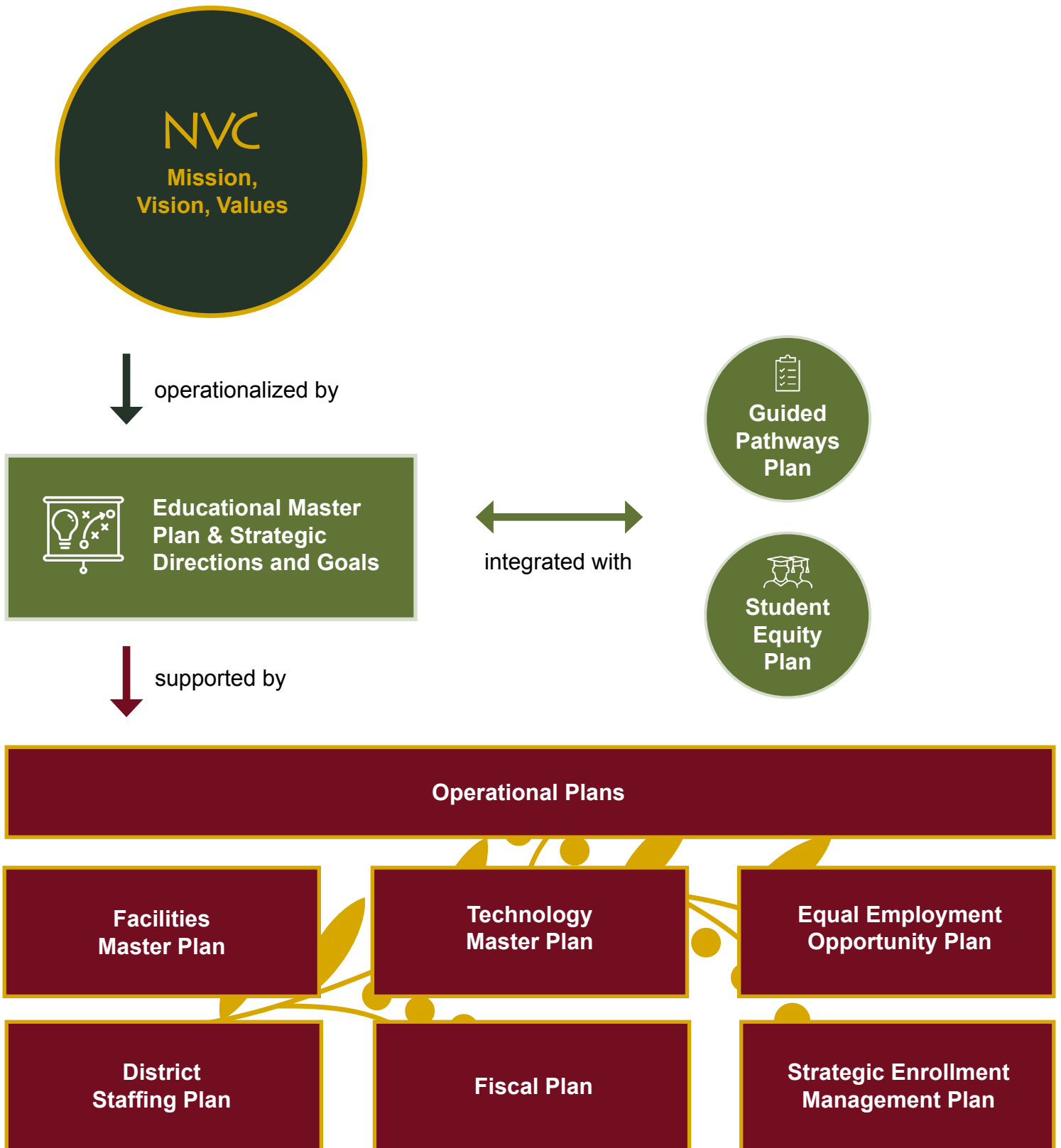


ANALYSIS OF INSTITUTIONAL DATA AND LABOR MARKET INDICATORS

In partnership with NVC's Office of Research, Planning and Institutional Effectiveness, WestEd analyzed data on NVC students and on the broader Napa Valley community. First, WestEd provided information on the labor market in and around NVC's service area. WestEd and the EMP Steering Team analyzed the fastest growing and largest industries, as well as the high-demand, high-wage occupations that most relate to NVC's current program offerings. WestEd then analyzed institutional data on student enrollment, degree or certificate attainment, and transfer outcomes with an intersectional lens. Through an examination of enrollment, completion, and transfer outcomes by race/ethnicity, gender, age, and special population (e.g., participants in MESA, Puente, and Umoja), the analysis aims to paint a detailed picture of NVC's students and their distinct experiences.

INTEGRATED PLANNING AT NAPA VALLEY COLLEGE

Figure 1. Integrated Planning at NVC



INPUT FROM THE CAMPUS COMMUNITY

To understand student and NVC employee needs, NVC partnered with WestEd to develop and administer surveys between October 19, 2023, and November 4, 2023. There were 532 students and 174 faculty and staff who responded to the survey.

In November and December 2023, WestEd also facilitated a series of focus groups including three focus groups with students, one focus group with faculty, one focus group with staff and administration, and one focus group with board members from the NVC Foundation.

NVC hosted two community input sessions (both virtual and in person) during the fall 2023 semester that included community members, K–12 leaders, and workforce and nonprofit partners. NVC collected additional input during a January 2024 Flex Session. WestEd facilitated the sessions and analyzed the data collected to inform areas of strength and opportunity at the college, as well as priorities for strategic actions over the next 5 years.

As the draft EMP was developed, participatory governance groups sought feedback from their group members during the spring 2024 semester.

TIMELINE

STEERING TEAM MEETINGS

- Sept. 11, 25
- Oct. 9, 23
- Nov. 6, 20
- Dec. 11
- Jan. 29
- Feb. 12, 26

COMMUNITY INPUT SESSIONS

- Nov. 15
- Nov. 16

CABINET MEETINGS

- Dec. 10
- Feb. 13

EXTENDED CABINET MEETINGS

- Jan. 23
- Feb. 13

CREATING A 5-YEAR ROAD MAP

The combination of both quantitative and qualitative data analyses created a rich foundation for the development of goals that are grounded in data-, and student- and equity-centered. Furthermore, these analyses of both qualitative and quantitative data, as well as input from the EMP Steering Team, Cabinet, and Extended Cabinet, informed the development of five key priority areas for NVC over the next 5 years. These priorities areas are the following:

1 ENROLLMENT STABILIZATION

2 EQUITABLE STUDENT OUTCOMES

3 PROGRAM ALIGNMENT WITH THE REGIONAL LABOR MARKET

4 INFRASTRUCTURE IMPROVEMENTS AND FISCAL SUSTAINABILITY

5 CULTURE AND CLIMATE

Input from the EMP Steering Team, the campus community, shared governance groups, and the Extended Cabinet also informed the basis for a 5-year road map of goals and strategies in each of the five priority areas. These goals and strategies are outlined in detail in the sections that follow.



ENROLLMENT STABILIZATION

KEY FINDINGS



In 2022–23, **over 6,000 students** were enrolled in either a **credit or a noncredit course** at NVC. While enrollment has declined significantly since 2018–19, enrollment remained flat from 2021–22 to 2022–23.



A plurality of NVC students are **19 or younger, female, and Hispanic/Latinx.**



Two in 5 NVC students enrolled in 2022–23 were recipients of the **California College Promise Grant (CCPG).**



One in 5 NVC students enrolled in 2022–23 were **dual enrollment students concurrently enrolled at a local high school.**

Between fall 2019 and fall 2023, the number of dual enrollment students on campus roughly tripled.



Student survey respondents cited the **availability of courses** that enable them to quickly achieve their goals as the most important factor in their decision to enroll at NVC.



Nearly 4 in 5 student respondents described their experience **getting into classes they want and need** as “easy” or “very easy.”



Nearly 70 percent of student, staff, and faculty survey respondents indicated that they preferred courses offered between 11 a.m. and 1 p.m.



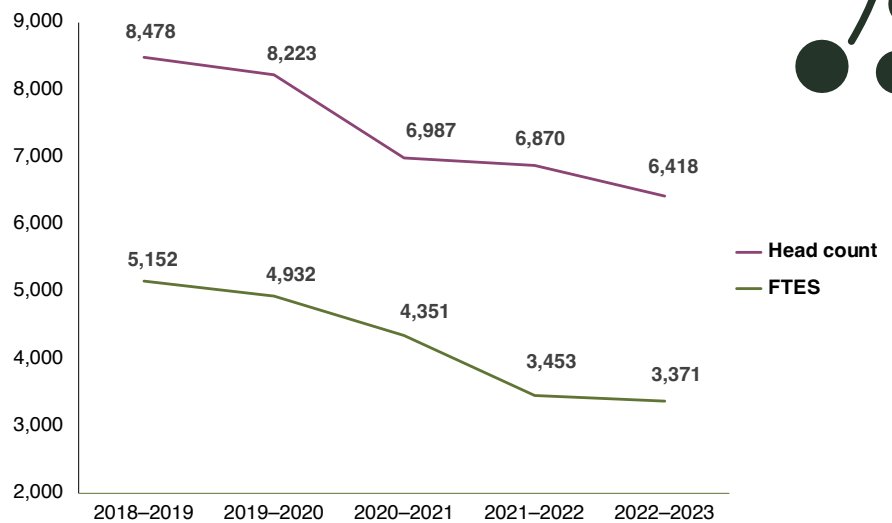
Data constraints make it difficult to understand the demographic makeup of dual enrollment students.



DATA PROFILE

WestEd examined enrollment trends at NVC as a starting point for planning for enrollment stabilization. The analysis showed that headcounts have declined by 24 percent while full-time equivalent students (FTES) have declined by 34 percent since 2018–19 (Figure 2). Despite declines in enrollment since 2018–19, enrollment between 2021–22 and 2022–23 remained flat. This may suggest that enrollment has begun to stabilize at NVC. In 2022–23, over 6,000 students were enrolled in either a credit or a noncredit course at NVC.

Figure 2. Enrollment Trends 2018–19 to 2022–23



WestEd also examined enrollment in the 2022–23 school year across student groups to better understand the student body and inform the college’s planning efforts over the next 5 years. Specifically, WestEd analyzed enrollment by race/ethnicity, gender, age, and special population. Table 1 displays the breakdown of NVC students enrolled in all credit and noncredit courses within and across selected student groups.

The largest race/ethnicity groups at NVC are Hispanic/Latinx and White, and there are far more female students than male students. Regarding the intersection of race/ethnicity and gender, the largest group is Hispanic/Latinx female students. Among Hispanic/Latinx students, there are significant differences in enrollment by gender: 16 percent of students are Hispanic/Latinx male students, while 27 percent of students are Hispanic/Latinx female students. Among White and Asian students, there is a more even split: 13 percent of students are White or Asian male students, and 14 percent are White or Asian female students. This suggests that Hispanic and Latino male students are particularly underrepresented relative to the community population.

NVC students tend to be young. Most NVC students are under 25. Forty percent of students are socioeconomically disadvantaged, 22 percent are first-generation college students, and about 20 percent are dual enrollment students.

Table 1. Demographics of NVC Students Enrolled in the 2022–23 School Year

GENDER		AGE			
Male	41%	19 or Less	43%	30 to 34	6%
Female	55%	20 to 24	26%	35 to 39	3.7%
		25 to 29	10%	40 to 49	4.6%
		30 to 34	6%	50+	6%

RACE/ETHNICITY	
American Indian or Alaska Native	0.2%
Asian	3.7%
Black or African American	4.5%
Filipino	11%
Hispanic/Latino	44%
Native Hawaiian or Other Pacific Islander	0.6%
White	25%
Two or More Races	3.4%
Unknown	8%

INTERSECTION OF RACE & GENDER	
White / Asian Male	13%
White / Asian Female	14%
Latinx Male	16%
Latinx Female	27%
Black Male	1.6%
Black Female	2.8%
All Other Students	25%

SPECIAL POPULATIONS	
Socio-economically Disadvantaged	41%
First-Generation Student	22%
Participated in a Support Program	4.3%
Students With Disabilities	8%
Dual Enrollment	19%



Table 2 further illustrates enrollment by special population, where cells highlighted in tan indicate notable findings or instances when a special population may be over- or underrepresented relative to the general population of NVC students.

Dual enrollment students appear to have low representation among students of color, first-generation college students, and students with disabilities. However, it is unclear how much of that is driven by data constraints. For instance, NVC’s Office of Research, Planning and Institutional Effectiveness measures socioeconomic status by receipt of the CCPG, for which dual enrollment students are generally ineligible. Similarly, dual enrollment students also have the highest share of students of an unknown race, underscoring the data limitations for this group of students.

Table 2 also indicates that compared to all NVC students, students of color are more likely to be CCPG recipients (51%) or first-generation college students (29%), are less likely to have a disability (6%), and are less likely to participate in dual enrollment (17%). Seven percent of NVC students who receive the CCPG are also participants in MESA, Puente, and Umoja, which is relatively high compared to the overall student body. This participation rate could be improved, however, given that one in three CCPG recipients are also first-generation college students and would benefit most from additional support.



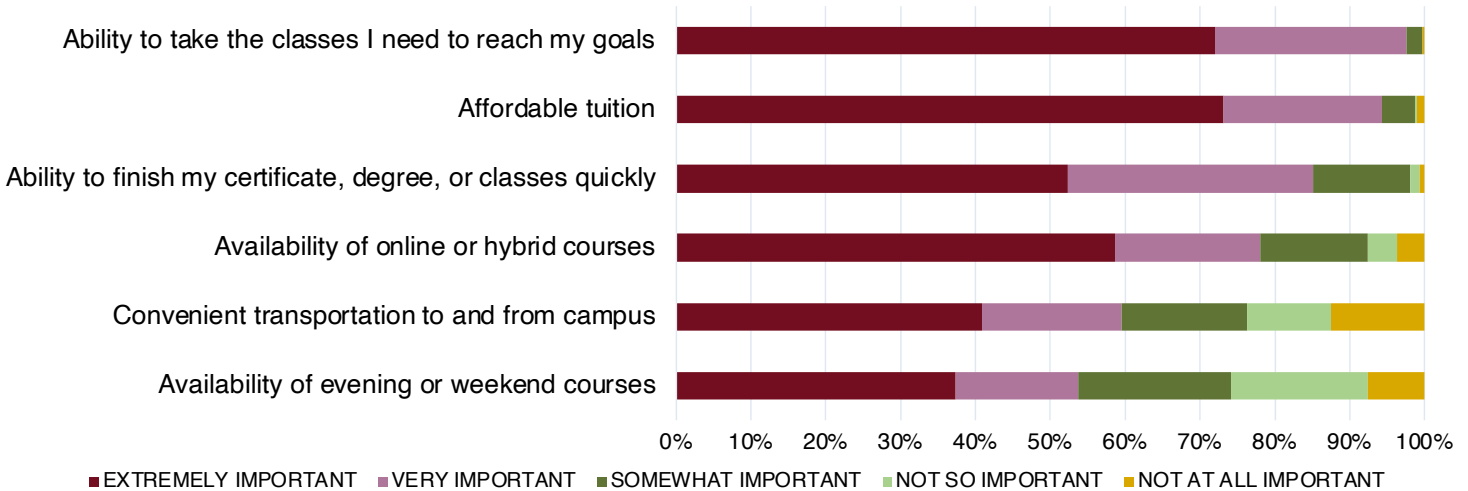
Such support programs are extremely impactful for the relatively small share of NVC students who participate in them. Though support program participants comprise just 4.3 percent of the student body, they remain enrolled at NVC longer, and they attempt and complete more units than other NVC students. In 2022–23, the average support program participant earned roughly six more units than the average NVC student, with an 85 percent fall-to-spring persistence rate compared to 51 percent for all NVC students.

Table 2. Share of NVC Students Enrolled in the 2022–23 School Year and Selected Enrollment Outcomes in the 2022–23 School Year, by Special Population Status

	ALL STUDENTS (N = 262)	DUAL ENROLLMENT 19% (N = 1,156)	NOT DUAL ENROLLMENT 81% (N = 4,962)	STUDENTS OF COLOR 67% (N = 4,101)	LOW-SES 41% (N = 2,520)	FIRST-GEN STUDENTS 22% (N = 1,334)	SUPPORT PROGRAM PARTICIPANTS 4.3% (N = 262)	STUDENTS WITH DISABILITIES 8.4% (N = 515)
Low-SES	41%	5%	50%	51%	100%	63%	68%	38%
First-Generation Student	22%	10%	25%	29%	33%	100%	27%	17%
Participated in a Support Program	4.3%	0.8%	5%	5%	7%	5%	100%	3.5%
Students With Disabilities	8%	0.8%	10%	6%	8%	7%	7%	100%
Dual Enrollment	19%	100%	-	17%	2.2%	8%	3.4%	1.7%
ENROLLMENT OUTCOMES 2022-2023								
Cumulative Units Earned	28.8	7.6	33.7	31.5	40.9	37.1	44.6	28.4
Semesters Enrolled	1.5	1.5	1.5	1.5	1.6	1.5	1.8	1.5
2022–2023 Units Attempted	12.0	6.5	13.3	13.2	15.8	12.9	21.8	8.3
2022–2023 Units Earned	8.8	4.6	9.8	9.7	11.6	9.3	17.8	6.6
Fall-to-Spring Persistence	51%	52%	51%	55%	61%	52%	85%	45%
Credit Only	96%	100%	95%	99%	100%	99%	100%	67%
Noncredit Only	4%	0%	5%	1%	0%	1%	0%	30%
Credit and Noncredit	0.3%	0%	0.3%	0%	0.1%	0%	0%	3%

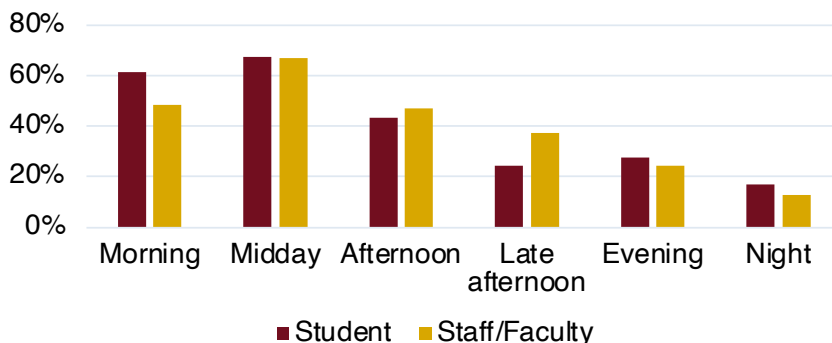
The student survey administered in fall 2023 gathered information on factors that may influence students' decisions to enroll at NVC. The survey asked, "How important were the following factors for you when enrolling at Napa Valley College?" Students responded on a scale from *extremely important* to *not at all important*. Figure 3 illustrates the factors most important to students in choosing NVC. The most important factors were students' ability to take the classes they need, along with affordable tuition. Nearly four in five student respondents indicated that the availability of online or hybrid courses was *very important* or *extremely important*. However, students also indicated a desire for in-person classes. As one student noted in the survey, "I would hope for more in person classes. I am not at all interested in hybrid or online classes because it does not align with my method of learning. I have been very disappointed to see that some classes are only available in an online format. This has caused me to either avoid the class entirely and choose a different one or take the class and suffer academically." Students were split regarding the availability of evening or weekend courses: 46 percent of students reported that this was *somewhat important*, *not so important*, or *not at all important*.

Figure 3. Most Important Factors for Enrolling at NVC



The surveys also asked students, staff, and faculty what time of day they prefer courses to be offered, allowing respondents to select as many or as few options as they would like. Figure 4 displays the percentage of respondents who prefer to take class at different times of day.¹¹ For student, staff, and faculty respondents, the most preferable time of day for classes was between 11 a.m. and 1 p.m., followed by 8 a.m. to 11 a.m. Student respondents tend to prefer earlier courses more than staff and faculty respondents do, and all respondents generally prefer courses to be offered earlier than 5 p.m. Overall, students and staff/faculty generally have similar preferences on when they would prefer classes to be offered.

Figure 4. Preferred Time of Day for Classes



¹¹ Morning (between 8 and 11 a.m.); midday (between 11 a.m. and 1 p.m.); afternoon (between 1 and 3 p.m.); late afternoon (between 3 and 5 p.m.); evening (between 5 and 7 p.m.); night (between 7 and 10 p.m.)

Finally, the survey asked students to rate the quality of communication at the college (Table 3). When it came to communication about enrollment, students indicated that communications were *very high quality* (27%) or *high quality* (55%). Students also highly rated the responsiveness of faculty and counselors—the two groups they likely have the most interaction with. However, 9 percent of students (almost 1 in 10 students) rated communication from Admissions and Records as either *not so responsive* or *not at all responsive*.

Table 3. Communication Quality

	EXTREMELY RESPONSIVE	VERY RESPONSIVE	SOMEWHAT RESPONSIVE	NOT SO RESPONSIVE	NOT AT ALL RESPONSIVE	N/A
Faculty	27%	44%	17%	3%	1%	8%
Administration	19%	31%	16%	2%	2%	31%
Counselors	32%	41%	17%	2%	1%	6%
Admissions and Records	19%	37%	22%	7%	2%	13%
Other Support Services	18%	32%	17%	2%	1%	30%

GOALS AND STRATEGIC ACTIONS

- **Data-informed enrollment planning.** Improve alignment between course offerings and enrollment. Use data to inform offering various course modalities (e.g., in-person, hybrid, and online) to align with student success and demand in different course modalities. Use program maps to inform scheduling.
- **Application to enrollment.** Increase the percentage of students who ultimately enroll at NVC as a proportion of those who apply.
- **Dual enrollment.** Increase the number of dual enrollment students, including those who enroll in a–g courses/general education courses, and in alignment with the 2023–26 SEM Goal 1, increase the number of high school students who matriculate into certificates and degrees. In addition, improve data collection and sharing for dual enrollment students with a focus on equity and access.



- **Persistence.** Increase the number of students persisting from fall to spring to 55 percent (currently at 51.5% or 3,153 students in 2022–23).¹²
- **Enrollment increases for special populations.** Increase enrollment in credit courses of students with disabilities and adult learners (25+ years)¹³ by removing barriers and increasing support.¹⁴
- **Involvement in support programs.** Increase the number of students who participate in learning communities and other support programs so that these programs are at, or close to, full capacity. Increase the number of CCPG recipients who also participate in support programs (currently, only 7% of these students do).



Some potential strategies to ensure NVC meets these goals follow.

Improve data processes. NVC will prioritize the use of data to inform offering various course modalities (e.g., in-person, hybrid, and online) to align with student success and demand in different course modalities. In addition, use program maps to inform scheduling. In alignment with the 2024–25 Institutional Planning and Resource Allocation Priority related to Student Basic Needs, one of the key strategic actions that NVC plans to institutionalize over the next 5 years is an annual review of all programs to make decisions about compressing or expanding programs based on enrollment and to determine the appropriate frequency of course offerings. NVC will also prioritize improved data collection and sharing around dual enrollment participation. NVC’s dual enrollment program is rapidly expanding, but because little is known about dual enrollment students—aside from the head count of dual enrollment participants—the college’s ability to support these students is constrained.

Recruit students to ensure full participation in support programs. As part of the welcome and onboarding of students to NVC—and through ongoing communication throughout the year—communicate the variety of support programs available at the college. Improve and publicize priority registration for students participating in learning communities. Consider a student support fair event during orientation to showcase the many support and campus community offerings. Develop student mentorship components to support programs. Partner with faculty and academic advisors to inform and encourage students to participate in student support programs. Consider leveraging AB19/AB2 funds (e.g., by hiring support staff, tutors, or dedicated counselors) to increase the number and quality of supports for CCPG students.

Engage in targeted recruitment efforts. In alignment with the 2023–26 SEM Goal 1, NVC will recruit out-of-state students, international students, and adult learners, who currently comprise a smaller share of the overall student body.

¹² This goal is in alignment with the 2023–26 SEM Goal 4 to increase the retention and persistence rates of all students enrolled in certificate and degree programs.

¹³ This goal is in alignment with the 2023–26 SEM Goal 3 to increase adult learners (25+ years) enrolled in credit programs.

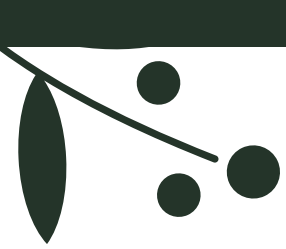
¹⁴ The 2023–26 SEM also included a goal to increase enrollment in noncredit classes.



EQUITABLE STUDENT OUTCOMES

KEY FINDINGS

- **Completions are transfer-focused, and transfer credentials are being earned by underrepresented groups.** Over half of all awards earned in 2022–23 were credentials earned in the pursuit of transferring to a 4-year institution (ADTs or general transfer credentials). First-generation students, students with disabilities, support program participants, and CCPG recipients are overrepresented among students earning transfer credentials. In other words, these student groups comprised a disproportionately large share of students earning transfer credentials. For instance, in 2022–23, 41 percent of students were CCPG recipients, but 68 percent of students earning transfer credentials were CCPG recipients.
- **Programs in health care are both popular and lead to living-wage careers.** Among associate of science (AS) and associate of arts (AA) programs, the most common credentials earned were Pre-Health Science and Nursing associate degrees, while the most common certificate earned was a psychiatric technician certificate. These three programs represent 21 percent of completers.
- **Completers tend to be younger and female.** Female students, Filipino students, and Hispanic/Latinx students were overrepresented among completers, while male students and White students were underrepresented.
 - Sixty-six percent of students earning any degree or certificate were under 25 years old.
 - About 80 percent of students completing ADTs were under 25 years old.
 - Male students are both less likely to enroll and less likely to complete a credential.
- **Some programs and credentials are disproportional.** Students in Child and Family Studies are twice as likely as the average student to be low socioeconomic status (SES). Business, Science, Math, and Physics programs tend to have significant underrepresentation of women. Filipino students are disproportionately represented among certificate earners.
- **The average NVC student in 2022–23 earned 8.8 units.** CCPG recipients and students participating in support programs (MESA, Puente, and Umoja) tended to enroll in, and complete, more units than the general population of students.
- **While most students who transferred enrolled in a CSU institution after NVC, more students transferred to out-of-state institutions than to UC institutions in 2022–23.**
 - Thirty-one percent of transfer students transferred to CSU Sacramento, UC Davis, or Sonoma State University.
 - Five percent of transfer students transferred to a for-profit institution.



DATA PROFILE

WestEd analyzed administrative data for credential completions and transfer-level math and English course outcomes that occurred in fall 2022 and spring 2023 and for National Student Clearinghouse transfer data on first enrollments at a 4-year college for NVC students in the calendar years 2022 and 2023.

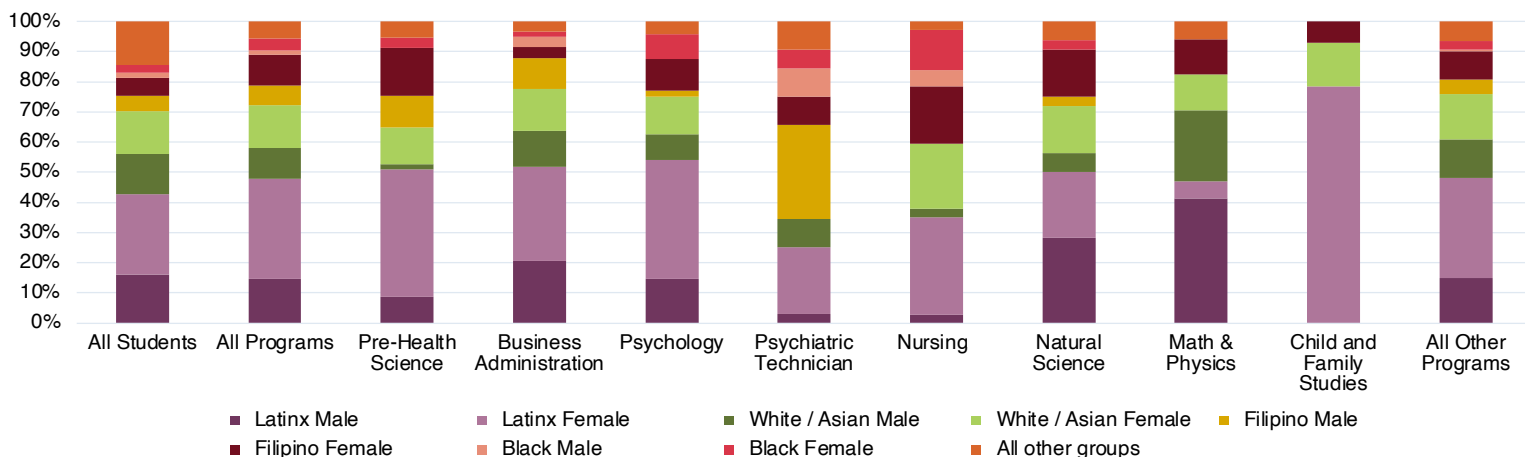
The total number of completions by credential type and program are listed in Table 4. The most common credential earned was a transfer certificate for either UC or CSU general education requirements (249 completions), followed by associate degrees in Pre-Health Science (72) and associate degrees for transfer in Business Administration (45). The most common certificate was for Psychiatric Technician (28 completions). Students often earned multiple credentials. The number of students earning multiple credentials has increased in recent years due to the overlap between AA or AS degrees and transfer certificates. Students earning nontransfer certificates are the least likely to earn any other credential: 33 percent also earned an AA or AS degree (the most common second credential).

Table 4. Completions by Credential Type, 2022–23

ASSOCIATE		ASSOCIATE TRANSFER	
Pre-Health Science	72	Business Administration	45
Nursing	37	Psychology	30
Natural Science	35	University Preparation for a Specific Major	21
Psychology	33	Mathematics	16
Business Administration	21	Physics	14
Respiratory Care	16	Sociology	14
Psychiatric Technician	12	Administration of Justice	13
Accounting	11	Communication Studies	8
Digital Art and Graphic Design	11	Child and Family Studies	7
Administration of Justice	9	Political Science	7
Other	62	Other	26
TOTAL	319	TOTAL	201
TRANSFER CERTIFICATES		CERTIFICATES	
Transfer CSU GE	9	Psychiatric Technician	28
Transfer UC IGETC	62	Child and Family Studies	15
		Nursing (Vocational)	14
		Addiction Studies	9
		Viticulture & Winery Technology	4
		Other	17
TOTAL	249	TOTAL	87

Demographics vary greatly across programs. Figure 5 below shows the race and gender composition for the student population, completers, and completers by selected programs. Child and Family Studies completers are almost exclusively Latinx female students; Latinx male students are overrepresented in Natural Science, Mathematics, and Physics; and Filipino students tend to be overrepresented in health programs (41% of students in the Psychiatric Technician program are Filipino). Students completing Psychiatric Technician or Nursing¹⁵ programs tend to be older than students in other fields, with at least a third of students over the age of 30 and 10 percent or more over 40.

Figure 5. Race/Ethnicity and Gender Composition of Completers, Selected Programs 2022–23



Over 1,400 students transferred from NVC to a 4-year college in 2022 and 2023 (Table 5). Students most commonly transferred to CSU institutions, with Sacramento and Sonoma State being the most popular campuses, and the second largest share of students transferred to private or out-of-state universities (Arizona State University and Grand Canyon University being the most common destinations). A small but meaningful share of transfers (5%) were to for-profit institutions, which may be driven by niche programs—for example, Nightingale College offers an online RN-to-BSN program.

Table 5. Transfer Destinations, 2022 and 2023 Calendar Years

CSU		UC	
CSU Sacramento	171	UC Davis	139
Sonoma State University	138	UC Berkeley	47
San Francisco State University	110	UC Santa Barbara	35
San Jose State University	42	UCLA	23
Cal Poly San Luis Obispo	34	UC San Diego	22
San Diego State University	34	UC Santa Cruz	20
CSU Chico	32	UC Irvine	13
CSU East Bay	30	UC Merced	10
Other CSU	77	UC Riverside	3
TOTAL	668	TOTAL	312

¹⁵ The Nursing category referenced here and in Figure 5 includes both vocational and nonvocational nursing programs.

PRIVATE OR OUT-OF-STATE NONPROFIT		PRIVATE OR OUT-OF-STATE NONPROFIT	
Arizona State University	30	Grand Canyon University	31
Ohio University	16	University of Phoenix	15
Southern New Hampshire	16	Nightingale College	13
University of Nevada Reno	14	Capella University	6
Western Governors University	14	Chamberlain University	6
Boise State University	11		
University of Hawaii Manoa	9		
University of Arizona	8		
TOTAL PRIVATE OR OUT-OF-STATE (EITHER FOR- OR NONPROFIT)			444

Students frequently discussed counseling needs, particularly access and availability, communications and information, and processes:

“I think that they are very busy a lot of the times and **they don’t or can’t provide what is needed in appointments.**”

— Student survey respondent



Students, staff, and faculty frequently reported challenges using and navigating NVC’s disjointed systems, offices, and services.

“I petitioned to graduate this semester. Although the call was easy for me, I spent an hour listening to the counselor enter my classes into the computer program. The counselor didn’t have access to my previous transcripts until he emailed admissions. No prep work was done to make this call more efficient. I honestly felt that it was a huge waste of time . . . except for the fact I needed to do it to graduate. **I would suggest finding a more streamlined way to complete that process** (on both ends, I felt bad for the person having to type that all in manually).”

— Student survey respondent

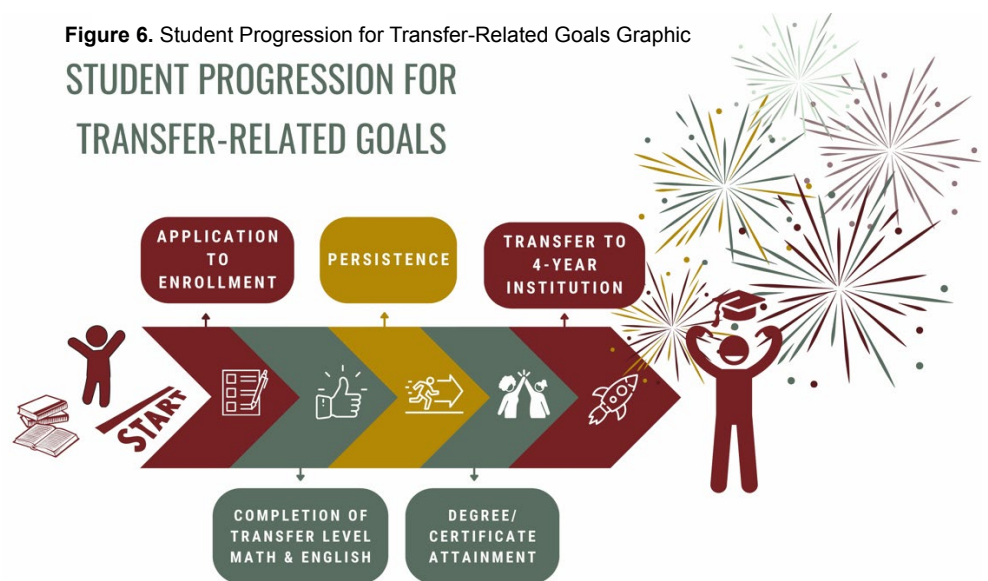
Antiquated systems used for general operations are creating bureaucratic hurdles that are likely to hinder efforts to promote student success and equity. For example, without useful access to data about student goals and progress through courses of study, it is more difficult for counselors to advise students and more difficult for students to make decisions. Students with less social and cultural capital around college-going are likely to struggle disproportionately.

GOALS¹⁶ AND STRATEGIC ACTIONS

- **Transfer to a 4-year institution.** Increase the number of students who transfer to a 4-year institution, with particular attention to disproportionately impacted populations. Among students who transfer to a 4-year institution, increase the proportion of students who transfer to a UC or CSU institution.¹⁷ In 2022–23, 1,424 students transferred to a 4-year institution; 69 percent of those students transferred to a UC or CSU institution. To advance this goal, and in alignment with the 2023–26 SEM Goal 2, NVC will increase enrollment in degree programs with a transfer focus. (See Figure 6.)
- **Completion of nine or more units.** Increase the number of students who earn nine or more career units, with particular attention to disproportionately impacted populations. In 2021–22, 226 students earned nine or more career units.
- **Transfer-level math and English.** Increase the number of students who complete transfer-level math and English, with particular attention to disproportionately impacted populations. In 2022–23, 1,085 students completed transfer-level math and English.
- **Degree and certificate completion.** Increase the number of students who earn a degree or certificate, with particular attention to disproportionately impacted populations. Prioritize Associate Degrees for Transfer and CCCCO-approved awards. (In 2022–23, 523 students earned a degree or certificate.¹⁸) Improve ability to track degree and certificate completion by adding noncredit courses and certificates to student transcripts.



Figure 6. Student Progression for Transfer-Related Goals Graphic



This graphic describes the student experience/pipeline for students seeking a transfer-related goal. The five metrics included in the graphic reflect the Student Success Metrics of the California Community Colleges Chancellor's Office as well as the metrics included in the Student Equity Plan and the Guided Pathways Work Plan.

¹⁶ The goals were developed to align with the 2024–25 Institutional Planning and Resource Allocation Priority related to Student Performance. These included equity-minded initiatives that lead to measurable improvements in student matriculation, onboarding, access, success, persistence, and overall sense of belonging. Initiatives focused on specific metrics and objectives described in institutional and program-level planning documents (e.g., Guided Pathways, Student Equity, Strategic Enrollment Management, program review).

¹⁷ This goal is in alignment with the 2023–26 SEM Goal 5 to increase the number of students who successfully transfer to a CSU/UC institution.

¹⁸ This goal is in alignment with the 2023–26 SEM Goal 6 to increase the number of credit and noncredit certificate and degree credentials conferred.

Figure 7. Student Progression for Career-Related Goals Graphic

STUDENT PROGRESSION FOR CAREER-RELATED GOALS



This graphic describes the student experience/pipeline for students seeking a career-related goal. The five metrics included in the graphic reflect the Student Success Metrics of the California Community Colleges Chancellor's Office. Three of the metrics – application to enrollment, persistence, and degree/certificate attainment – align with the Student Equity Plan and the Guided Pathways Work Plan.

Some potential strategies to ensure NVC meets these goals are discussed in the following section.



Strengthen Guided Pathways. One of the strategic actions that NVC will employ to make student outcomes at NVC more equitable is to strengthen Guided Pathways through leveraging state supports, increasing awareness and understanding, and focused planning. NVC will leverage faculty positions that link to Guided Pathways and support from regional coordinators and the Success Center for California Community Colleges. (See figure 7.) To support campuswide implementation of Guided Pathways, NVC will increase community understanding of Guided Pathways strategies for faculty, administrators, and staff through communication and professional development opportunities. NVC will conduct focused planning for each Exploration Pathway and provide relevant supports in the Guided Pathways model for students as they move along their path. In addition, NVC will explore options to expand support to students to reduce the number of excess units taken and identify opportunities for stackable credentials, that is, opportunities for certificate holders to quickly and seamlessly complete associate degrees in the same field based on their certificate-level work. Furthermore, in alignment with the 2023–26 SEM Goals, NVC will increase the rate that students complete transfer programs and transfer to 4-year institutions.

Publicize wraparound services and resources. Given the importance of institutional support and services to student success, NVC will work to support access to wraparound services and resources for student success to the degree possible, including tutoring, study and library space, Exploration Pathways, and affinity group learning communities or cohorts, culturally responsive pedagogy, free textbooks, evening services, and improved access to technology and the internet. As part of this effort, NVC could adopt a customer service model for student services and basic needs support with a focus on completion: extended hours, virtual access, and outreach to eligible students.

Improve professional development opportunities. NVC will also provide professional development and course design support to faculty to ensure the highest quality instruction and materials in hybrid, in-person, and online courses.

Improve and expand culturally responsive pedagogy and practices. Provide opportunities for faculty to share strategies around culturally responsive pedagogy and practices that have had a positive impact on students.

Develop a data culture to identify and address inequitable student outcomes. NVC will facilitate a culture of data use and conduct a data audit to inform data collection improvements. To create a data culture, NVC will center data use in planning and decision-making and support data literacy and access for administrators, faculty, and staff.



PROGRAM ALIGNMENT WITH REGIONAL LABOR MARKET NEEDS

KEY FINDINGS

- **The college should prioritize growth in programs that lead to jobs earning above \$21 an hour.** Labor market data suggest that the minimum wage (\$15.50) is not sufficient to meet the minimum standards of living in Napa County for most family sizes. In Napa County, the living wage ranges from \$21/hour for one adult to \$79/hour for one adult with three children.
- **The largest industries in Napa County are wineries, restaurants, and hotels and motels,** suggesting that the college will be training students for jobs, including management and marketing, in hospitality environments.
- **Most of the jobs in the viticulture industry are for machine workers, according to regional labor market data.** This suggests that the college should continue its program in Machine Tool Technology to train students to operate winemaking equipment.
- **NVC has programs to train students for some in-demand, high-wage jobs in the region, including psychiatric technicians, nurses, and respiratory therapists.** Labor market data suggest the college can continue to invest in these programs in alignment with student demand, as they are large and/or growing occupations in the county.
- **The college can consider expanding programming for Computer User/Network Support and Truck Driving.** While the college does not currently offer programming in these areas, labor market data suggest these are large and/or growing occupations in the county with high wages.

DATA PROFILE



TOP INDUSTRIES

Educational programs at NVC are informed by the industry and occupational demands of the local labor market. The composition of industries in Napa County reflects the region’s focus on viticulture and hospitality. Wineries, restaurants, and hotels are the top three industries in Napa County in 2024 and are projected to be the largest industries in 2029 (Table 6). The winery industry has over 12,000 jobs, nearly three times as many jobs as full-service restaurants. The number of jobs at wineries is not expected to grow in the next 5 years, suggesting that the college should maintain its current program size for winery-related programs at NVC, including Viticulture, Wine Marketing and Sales, and Winemaking. However, full-service restaurants and hotels and motels are expected to grow by 15 percent and 18 percent, respectively. The college may expect to train more students in NVC’s Culinary Arts and Hospitality Management programs.

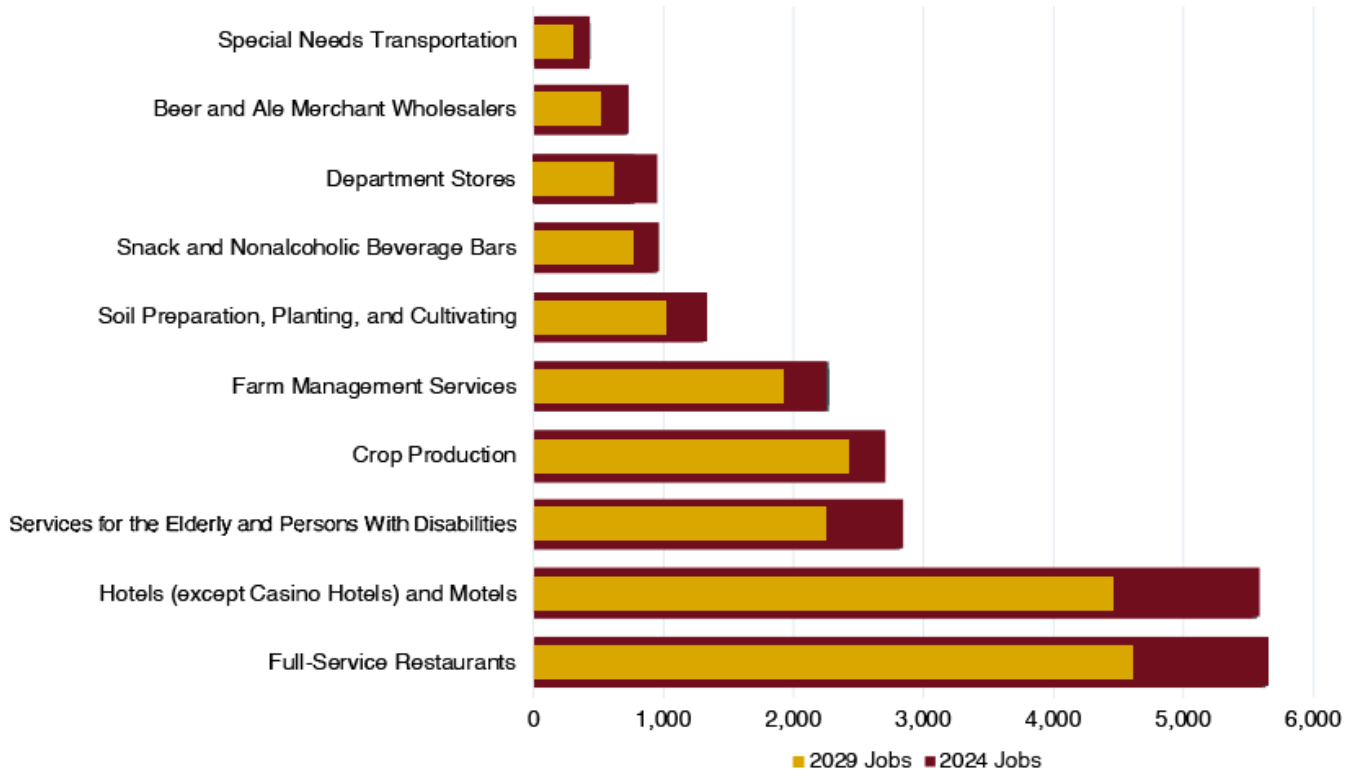
Table 6. Top Industries in Napa County, 2024–29

DESCRIPTION	2024 JOBS	2029 JOBS	2024–29 CHANGE	2024–29 PERCENT CHANGE
Wineries	12,459	12,507	48	0%
Full-Service Restaurants	4,866	5,608	742	15%
Hotels (except Casino Hotels) and Motels	4,710	5,540	830	18%
Local Government, Excluding Education and Hospitals	2,750	2,823	73	3%
Hospitals (State Government)	2,707	2,724	17	1%
Crop Production	2,549	2,679	130	5%
Elementary and Secondary Schools (Local Government)	2,395	2,342	-53	-2%
Services for the Elderly and Persons With Disabilities	2,381	2,793	412	17%
Farm Management Services	2,027	2,247	220	11%
Limited-Service Restaurants	1,681	1,768	87	5%
General Medical and Surgical Hospitals	1,653	1,471	-182	-11%
Supermarkets and Other Grocery (except Convenience)	1,621	1,594	-27	-2%
State Government, Excluding Education and Hospitals	1,491	1,589	98	7%
Private Households	1,491	1,539	49	3%
Landscaping Services	1,248	1,323	74	6%

Source: Lightcast. (2024). *Highest ranked industries: 2024-2029* [Data file].

In addition to robust growth in the restaurant and hotel and motel industries, there is a projected increase in the next 5 years in the number of jobs in the care industry for people with disabilities (Figure 8). Businesses that provide services for the elderly are expected to add 412 jobs, and businesses that provide special needs transportation are expected to add 112 jobs (a 38% increase in the next 5 years). Related programs at the college, including Human Services and Nursing, could expand in the next 5 years in response to this demand.

Figure 8. Fastest Growing Industries in Napa County, 2024–29



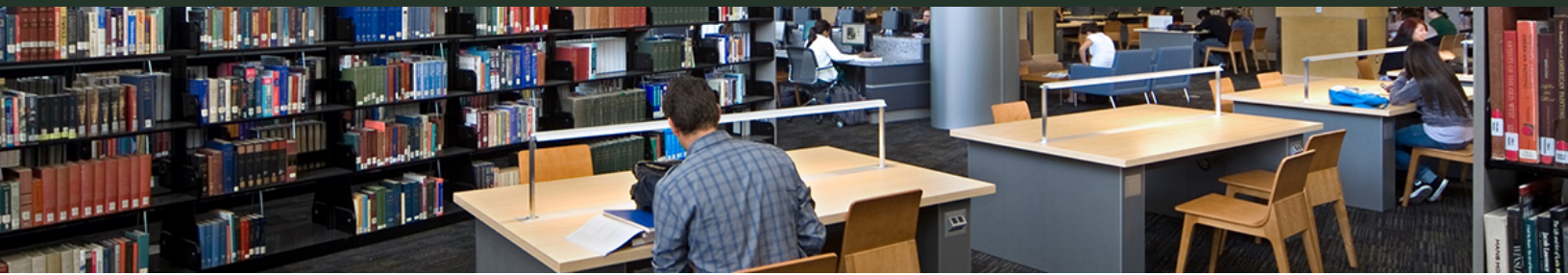
Source: Lightcast. (2024). *Highest ranked industries: 2024-2029* [Data file].

Figure 9. Earnings for Top Industries in Napa County



Source: Lightcast. (2024). *Highest ranked industries: 2023 jobs and 2022 annual earnings per worker* [Data file].

Wineries, Restaurants, and Hotels are three industries in Napa Valley with a large number of jobs (more than 20,000) and relatively high earnings (annual salaries of \$50,000 or greater) (Figure 9). In 2022, jobs at wineries paid, on average, \$106,000 per worker. Some of the top occupations within the winery industry include top executives, managers, marketing and sales, and public relations, which may drive up average wages. Conversely, jobs at hotels paid \$60,000 on average, and jobs at restaurants paid \$53,000.



While the average wage across all occupations at wineries is high, many viticulture-related occupations pay at or below a living wage. Table 7 shows the top jobs related to viticulture in Napa County. There is a high demand for technicians who operate winery equipment (described under the occupational category Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders in Table 7), and they have wages higher than the minimum at \$60,935. Given that the demand for these workers is projected to decline by 1 percent over the next 5 years, NVC can expect related programs at the college, such as Machine Tool Technology, to hold steady.

Table 7. Top Jobs Related to Viticulture

DESCRIPTION	2024 JOBS	2029 JOBS	2024–29 CHANGE	2024–29 PERCENT CHANGE	MEDIAN ANNUAL EARNINGS
Farmworkers and Laborers, Crop, Nursery and Greenhouse	3,779	4,081	301	8%	\$34,715
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	1,282	1,274	-8	-1%	\$60,935
Packaging and Filling Machine Operators and Tenders	838	848	10	1%	\$45,738
Farmers, Ranchers, and Other Agricultural Managers	758	798	40	5%	\$36,187
First-Line Supervisors of Farming, Fishing, and Forestry Workers	400	429	29	7%	\$49,896
Agricultural Equipment Operators	357	403	46	13%	\$38,103
Marketing Managers	162	165	4	2%	\$137,965
Food Science Technicians	127	128	1	1%	\$46,678
Agricultural Technicians	19	20	2	11%	\$47,402

Source: Lightcast. (2024). *Top occupations: 2024-2029* [Data file].

TOP OCCUPATIONS

The following section examines the top jobs in Napa County by educational level. Table 8 lists the top 15 occupations that typically require some college (but no degree) or a certificate. The three largest occupations are bookkeepers, truck drivers, and psychiatric technicians. The median earnings for all three jobs are around the living wage threshold: \$21 an hour for one adult and \$45 an hour for one adult with a child. These data support continued support for NVC’s programs in Accounting and Psychiatric Technician and suggest an opportunity to develop a program in Truck Driving. During a student focus group, one student suggested that the college expand accounting courses by offering an “actuarial science or some type of data analytics” course. Several jobs that require a certificate provide good economic opportunities, including psychiatric technician, licensed practical and vocational nurses, and computer user support specialists. The high wages for computer user support specialists suggest an opportunity to develop a computer-related certificate within the Computer Science department at NVC.

Table 8. Top Jobs That Usually Require Some College Credits or a Certificate

OCCUPATION	2024 JOBS	2029 JOBS	CHANGE IN JOBS (2024–29)	PERCENT CHANGE	2022 MEDIAN HOURLY EARNINGS
Bookkeeping, Accounting, and Auditing Clerks	903	914	10	1%	\$26.45
Heavy and Tractor-Trailer Truck Drivers	714	763	49	7%	\$28.01
Psychiatric Technicians	614	618	4	1%	\$37.88
Nursing Assistants	571	581	10	2%	\$21.07
Teaching Assistants, Except Postsecondary	419	422	3	1%	\$18.72
Medical Assistants	390	422	31	8%	\$26.59
Licensed Practical and Licensed Vocational Nurses	317	330	12	4%	\$35.69
Hairdressers, Hairstylists, and Cosmetologists	272	280	9	3%	\$16.23
Automotive Service Technicians and Mechanics	265	273	9	3%	\$27.50
Dental Assistants	244	265	21	8%	\$26.39
Firefighters	247	251	5	2%	\$27.66
Massage Therapists	192	216	24	12%	\$16.61
Manicurists and Pedicurists	183	201	18	10%	\$16.18
Actors	158	172	14	9%	\$20.65
Computer User Support Specialists	174	172	-2	-1%	\$35.10

Source: Lightcast. (2024). *Top occupations for some college, no degree and postsecondary non-degree award: 2024-2029* [Data file].

Table 9 lists the top jobs in Napa County that typically require an associate degree. Similar to the occupational categories in Table 8, allied health jobs and computer networking jobs are in high demand and offer high wages. While there are fewer jobs overall that require an associate degree, there are projected to be 88 respiratory therapist jobs in Napa in 2029, showing a demand for the college's Respiratory Care Associate of Science degree. If the college were to expand its program offerings, Dental Hygiene, Paralegal, and Computer Support are three associate programs with labor market demand and high wages in the region.

Table 9. Top Jobs That Typically Require an Associate Degree

OCCUPATION	2024 JOBS	2029 JOBS	CHANGE IN JOBS (2024–29)	PERCENT CHANGE	2022 MEDIAN HOURLY EARNINGS
Preschool Teachers, Except Special Education	190	205	16	8%	\$18.54
Food Science Technicians	127	128	1	1%	\$22.44
Dental Hygienists	113	123	11	9%	\$53.56
Respiratory Therapists	91	88	-3	-4%	\$45.24
Paralegals and Legal Assistants	81	86	4	5%	\$33.28
Chemical Technicians	71	73	2	2%	\$22.57
Architectural and Civil Drafters	55	56	1	2%	\$31.22
Computer Network Support Specialists	54	53	-1	-2%	\$37.66
Veterinary Technologists and Technicians	41	47	6	14%	\$22.07
Human Resources Assistants, Except Payroll and Timekeeping	43	43	-1	-1%	\$26.79
Web and Digital Interface Designers	41	41	1	2%	\$28.64
Forest and Conservation Technicians	34	34	-0	-1%	\$18.56
Engineering Technologists and Technicians, Except Drafters, All Other	31	32	1	3%	\$31.10
Electrical and Electronic Engineering Technologists and Technicians	29	31	2	7%	\$37.57
Legal Support Workers, All Other	27	28	1	2%	\$32.71

Source: Lightcast.(2024). *Top occupations for jobs that require an associate degree: 2024-2029* [Data file].

Several jobs that typically require a bachelor’s degree are expected to grow between 2024 and 2029 in the Napa Valley, including general managers, financial managers, and project managers (Table 10). As shown in the earnings column, jobs that require a bachelor’s degree have higher earnings than those that require a certificate or associate degree. Financial manager is a large and high-paying job in the region. There is a strong demand for registered nurses, with over 1,400 nursing jobs in Napa County; although the occupation is not expected to grow before 2030, it is one of the largest occupations in the region. Notably, nursing is listed at the bachelor’s degree level, but a bachelor’s degree is not required to be a registered nurse; students completing NVC’s Associate of Science in Nursing can become licensed nurses in California.

Table 10. Top Jobs That Typically Require a Bachelor’s Degree

OCCUPATION	2024 JOBS	2029 JOBS	CHANGE IN JOBS (2024–29)	PERCENT CHANGE	2022 MEDIAN HOURLY EARNINGS
General and Operations Managers	1,493	1,608	114	8%	\$51.73
Registered Nurses	1,444	1,426	-19	-1%	\$65.88
Managers, All Other	706	743	36	5%	\$39.78
Accountants and Auditors	613	644	31	5%	\$42.57
Business Operations Specialists, All Other	502	520	18	4%	\$31.78
Management Analysts	493	505	12	2%	\$42.81
Market Research Analysts and Marketing Specialists	467	504	36	8%	\$37.36
Elementary School Teachers, Except Special Education	500	497	-3	-1%	\$38.98
Sales Managers	478	494	16	3%	\$58.70
Financial Managers	368	400	32	9%	\$72.38
Secondary School Teachers, Except Special and Career/ Technical Education	336	336	-0	-0%	\$45.66
Human Resources Specialists	304	313	9	3%	\$35.76
Substitute Teachers, Short-Term	307	306	-1	-0%	\$30.34
Project Management Specialists	255	275	20	8%	\$47.19
Construction Managers	245	263	19	8%	\$54.70

Source: Lightcast.(2024). *Top occupations for jobs that require a bachelor’s degree: 2024–2029* [Data file].

Table 11 shows the occupations with the projected fastest growth over the next 5 years. Napa County is expected to add 111 general and operations managers jobs before 2030, suggesting a continued demand for the college’s programs in Business and Entrepreneurship as well as transfer-specific certificate programs, such as CSU and the Intersegmental General Education Transfer Curriculum (IGETC) certificates of achievement, since managerial jobs often require a bachelor’s degree. The college’s program in Addiction Studies could prepare students for expected growth among substance abuse, behavioral disorder, and mental health counselors. In the future, the college may consider offering certificate programs in Commercial Truck Driving or Diesel Technology to prepare students for growth among heavy and tractor-trailer truck drivers.

Table 11. Fastest Growing Jobs in Napa County

DESCRIPTION	2024 JOBS	2029 JOBS	2024-2029 CHANGE	TYPICAL ENTRY-LEVEL EDUCATION	MEDIAN ANNUAL EARNINGS
General and Operations Managers	1,491	1,602	111	Bachelor's degree	\$107,611
Heavy and Tractor-Trailer Truck Drivers	719	778	58	Certificate	\$58,251
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	213	253	40	Bachelor's degree	\$73,870
Market Research Analysts and Marketing Specialists	464	499	35	Bachelor's degree	\$77,737
Financial Managers	368	401	33	Bachelor's degree	\$150,698
Medical Assistants	390	423	32	Certificate	\$55,319
Managers, All Other	685	716	31	Bachelor's degree	\$84,274
Accountants and Auditors	607	636	30	Bachelor's degree	\$88,570
Massage Therapists	194	220	26	Certificate	\$34,556
Medical and Health Service Managers	221	246	25	Bachelor's degree	\$124,424

Source: Lightcast.(2024). *Top occupations: 2024-2029* [Data file].

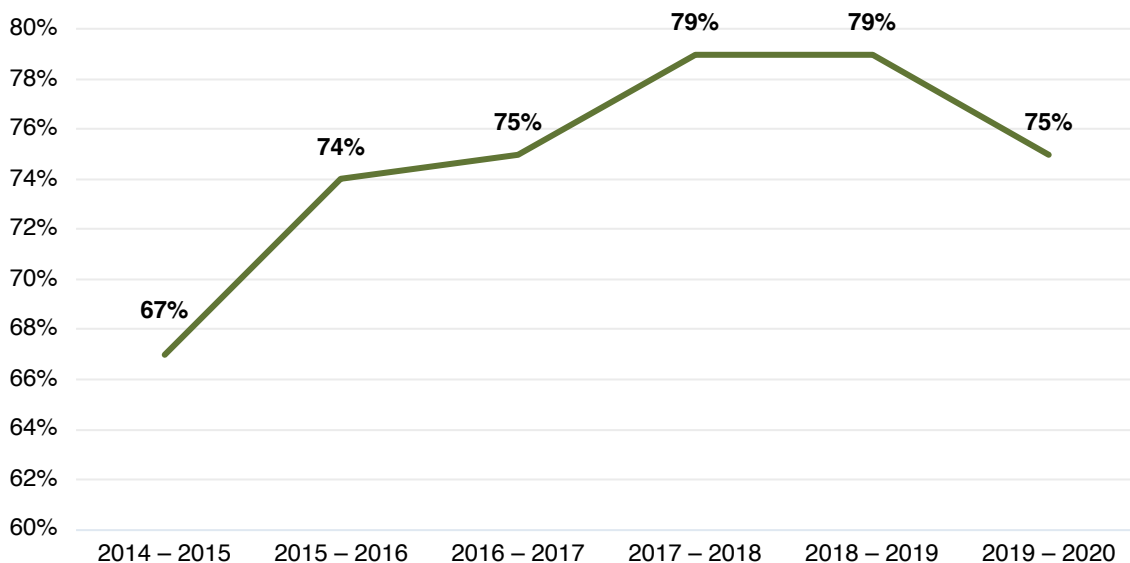
Responses from open-ended questions in the student and staff/faculty input surveys provide additional data about how the college can improve program alignment with regional labor market needs. In the student survey, a few students suggested that the college offer more job/career support for students. Students requested “more career-based jobs and opportunities being told to the students” and “more career/job help and opportunities.” The staff and faculty input survey suggested updating the curriculum to improve alignment between the college offerings and the local labor market. One staff/faculty member summarized “focus on the job training skills, curriculum that will get students actual jobs in the market today and in the future” and another shared “updating the curriculum so it is attuned to what is going on now in the job market.”



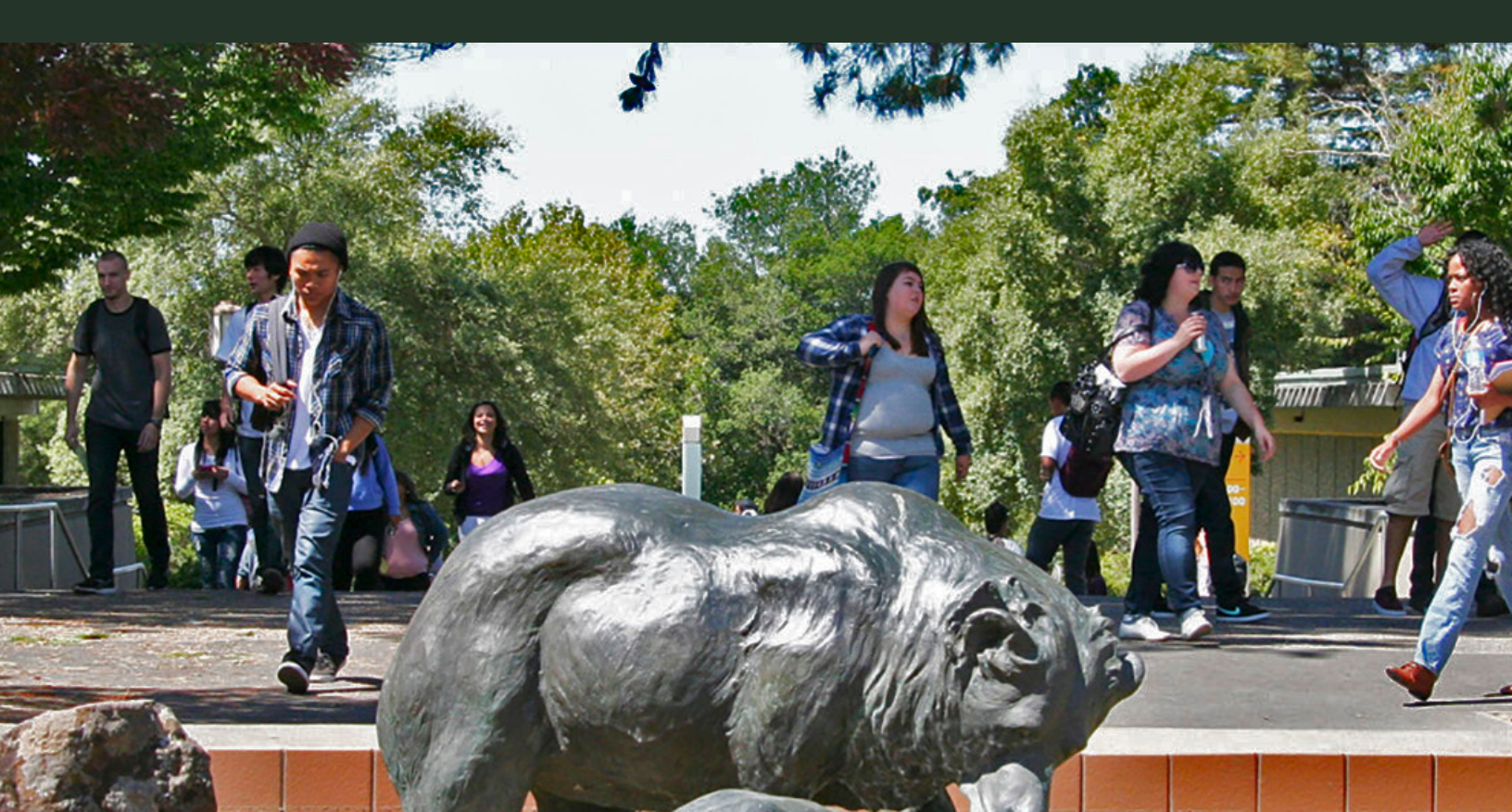
LABOR MARKET OUTCOMES

NVC tracks the labor market outcomes of students after they leave the college, including their employment and earnings. Data from the California Community College Chancellor’s Office CTE Outcomes Survey show that about three quarters of students find a job closely related to their field of study after leaving Napa Valley College (Figure 10). In 2019–20, the most recent year of data available, 75 percent of CTE students who did not transfer to another postsecondary institution after NVC reported that they are working in a job *closely to very closely* related to their field of study. Over the last 6 years, the percentage of CTE students working in a job closely related to their field of study has risen 8 percentage points, from 67 percent in 2014–15 to 75 percent in 2019–20.

Figure 10. Job Closely Related to Field of Study for CTE Students

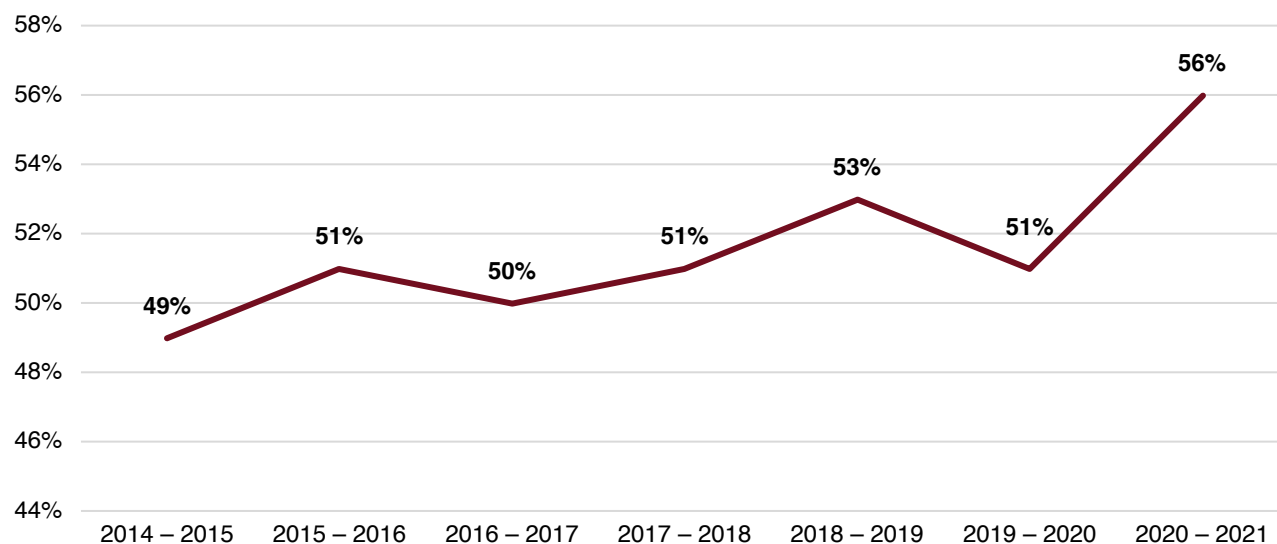


Source: California Community Colleges Chancellor’s Office LaunchBoard. (2024). *Student success metrics 2014–15 to 2020–21*. <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>



Since 2014, the percentage of students who attain a living wage after leaving NVC has hovered around 50 percent (Figure 11). The annual living wage for a single adult in Napa County is \$38,905.¹⁹ In 2020–21, among all students leaving NVC who did not transfer to another postsecondary institution, 56 percent attained a living wage, earning more than \$38,905 annually. Over the 5-year period from 2014–15 to 2019–20, the percentage of students attaining living wage employment increased by 2 percent. In the last year of data available, from 2020–21, the percentage of students attaining a living wage increased by 5 percent.

Figure 11. Living Wage Attainment

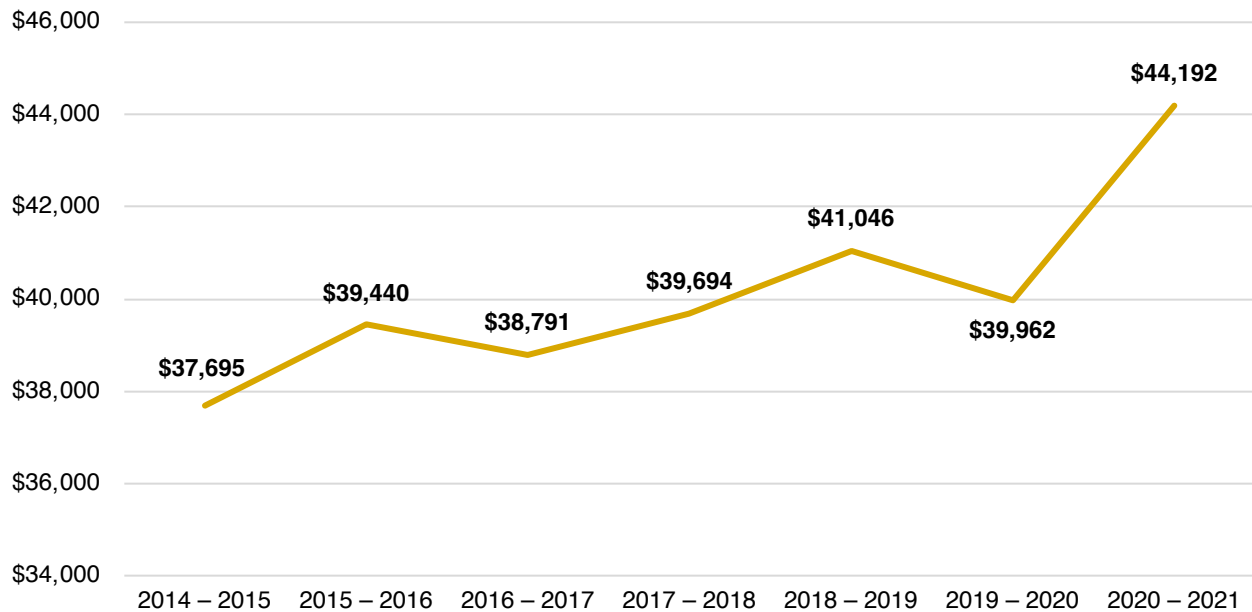


Source: California Community Colleges Chancellor’s Office LaunchBoard. (2024). *Student success metrics 2014–15 to 2020–21*. <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

¹⁹ Note that this figure (based on the Family Needs Calculator produced by the Insight Center for Community and Economic Development) is slightly lower than the living wage figure of \$39,520 calculated by the Massachusetts Institute of Technology Living Wage Calculator used in this EMP.

The median annual earnings for students who exited NVC and did not transfer to another college has risen from \$37,695 in 2014–15 to \$44,192 in 2020–21, an increase of \$9,497 over the 7-year period (Figure 12).

Figure 12. Median Annual Earnings



Source: California Community Colleges Chancellor's Office LaunchBoard. (2024). *Student success metrics 2014–15 to 2020–21*. <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

GOALS AND STRATEGIC ACTIONS

- **Align program offerings with labor market data.** By 2029, increase opportunities to enroll in large or growing high-wage pathways by biennially (every 2 years) reviewing labor market information and comparing data alongside program offerings and completions.
- **Employment in field of study.** By 2029, increase the number of CTE students who find employment within their field of study once they leave NVC to 80 percent from the 2020–21 baseline amount of 75 percent.
- **Attainment of living wage.** By 2029, increase the percentage of students who attain living wage employment once they leave NVC to 58 percent from the 2020–21 baseline amount of 56 percent.
- **Increase earnings.** By 2029, increase the median annual earnings of all students to at least the inflation adjusted living wage from the 2020–21 baseline amount of \$44,192.²⁰

²⁰ Based on student success metrics on LaunchBoard for Napa Valley District: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>



Some potential strategies to ensure NVC meets these goals include the following:

- **Publicize availability of the program mapper tool so students can access information on labor market outcomes.** Highlight the Napa Valley program mapper tool so students can explore salary, job availability, and career pathways within their program area. Ensure program coordinators and advisory boards are aware of this tool. Enhance career services to promote better understanding of current and relevant labor market information for various majors.
- **Increase partnerships with industry.** Create more partnerships with industry through guest lectures and internships. Work with employer advisory board to inform course content. Explore opportunities to partner with local employers to provide upskilling courses to employees. Invite former students to speak about their educational and work experiences and their preparation for specific careers through their coursework at NVC. Highlight student stories about students' education and training and professional pathways. Continue to hold NVC's annual career day so students can learn about job opportunities and meet with prospective employers.
- **Ensure alignment with contemporary industry standards.** Contemporary industry standards should be reflected in coursework, curriculum, and certificate offerings.



INFRASTRUCTURE IMPROVEMENTS AND FISCAL SUSTAINABILITY

KEY FINDINGS

- **Employees and students expressed concern about the condition of campus facilities and the quality of Wi-Fi and other technology on campus.** NVC facilities and technology need to be modernized according to input from the campus community.
- **NVC employees report a lack of ongoing and transparent communication about the budget and processes and a lack of inclusive decision-making.** Faculty report that committee meeting materials and action items are not provided with enough time for review. Input from NVC employees suggested the need to make budget processes more transparent and inclusive.
- **Students report limited campus amenities and hours of operation.** Students report that student services, including the library, are not available during evening hours to study and that there are limited spaces to study. Students also report that there are limited food options, requiring them to leave campus during breaks and that this is not conducive to a welcoming community environment.

- **A lack of student meeting spaces.** Many students and NVC employees reported a lack of clean, accessible, and updated facilities, as well as indoor and outdoor student meeting spaces.
- **Many students shared that the college is good at communicating with students about resources, events, and offerings.** According to survey responses, students generally rated campus communication and responsiveness highly. Responses also show that most students feel safe on campus.

DATA PROFILE

FACILITIES

Input from the campus community suggested the need to focus on modernizing campus facilities and expanding amenities, including creating additional spaces for students to gather between classes, providing additional dining options, and improving campus maintenance. For example, numerous focus group participants mentioned the need for NVC to focus on improving the quality of campus Wi-Fi, making repairs or renovating campus buildings, and cleaning classrooms and other public spaces. A participant in the NVC employee focus group said, “Facilities and tech should be prioritized. Culture won’t change overnight. We need to prioritize fixing things that are tangible. Our facilities are neglected, the flow for the student experience is a mess, technology is not dependable, classrooms in my area are outdated and unsafe.” Another faculty/staff survey responded that the Facilities department is “understaffed and underfunded. This is clear. No one comes to my office to empty the trash. I have to call. The tables we have for events are a lawsuit waiting to happen. Our events allow the community to see what we are all about and what do our broken tables, dirty chairs, overgrown vegetation, insect overpopulation, uneven walkways, dark and dingy classrooms say about us and the pride that we have in our campus?”

Student focus group participants echoed similar concerns about campus facilities and technology, noting a need to “make sure that the facilities are working—heat, AC. [Also], the Basic Needs Center is not inviting. It’s tucked away in a corner.” A faculty focus group member similarly noted the need to ensure that resources are easily accessible by students. “If we could get ALL the student services in one place, that would be huge. If there was one single place where a student could recognize all the resources available to them, they’d be more likely to take advantage of them!”

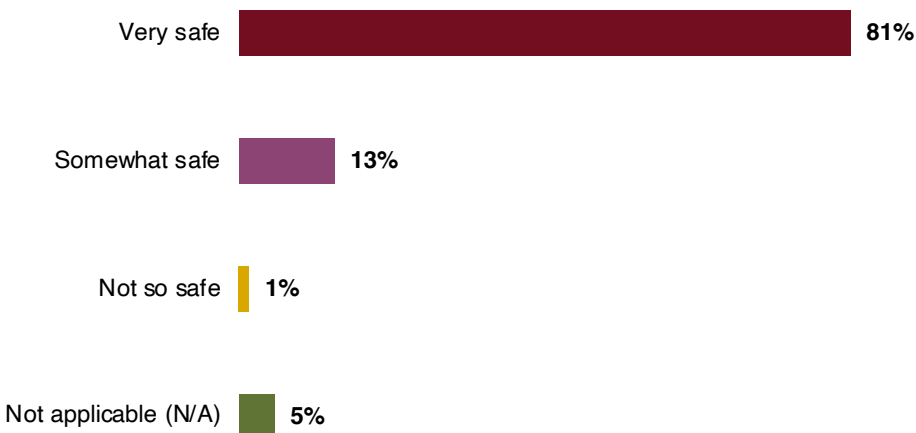


Input from the campus community suggested the need to increase amenities for students and staff on campus (including additional dining options) and to prepare services to meet the needs of students housed in the River Trail Village. Several focus group participants focused on the need for improvements in campus life, including the food available on campus, a desire for additional on-campus events, more gathering spaces for students and faculty, and improvements to the library and other study spaces. One student noted during a focus group that “Napa Valley college could extend their hours for library services, tutoring, etc. I think there would be a lot of uptake—a lot of people want to be studying just before or just after classes end. I’ve been struggling to find a good study spot in Napa. I wish there were extended hours.” Another student similarly requested that NVC “have more accessibility for students to be able to study in the library after hours or other designated areas for students who commute or have limited safe places to study at.” Another student wrote in their survey response, “Offer more food options so students, staff, and faculty can remain on campus during breaks and create more of a welcoming and community feel throughout the common areas.” These issues, including the need for expanded hours for campus amenities and student services, will all likely become even more important as students move into the new housing available at the River Trail Village, a new student housing complex opening in fall 2024. Moreover, these issues are not just infrastructure issues but issues that impact campus climate and culture.

When it came to safety on campus, student survey results showed that students generally feel safe at NVC (Figure 13). More than 8 in 10 students (81%) feel *very safe*.

Figure 13. Student Safety

Q13. How physically safe do you feel on campus at Napa Valley College?



Some students and faculty, however, suggested the need to turn lights on across campus to make the campus feel safer and more inviting. Another input session participant suggested that, with the new housing on campus, it will be important for NVC to ensure additional safety personnel.

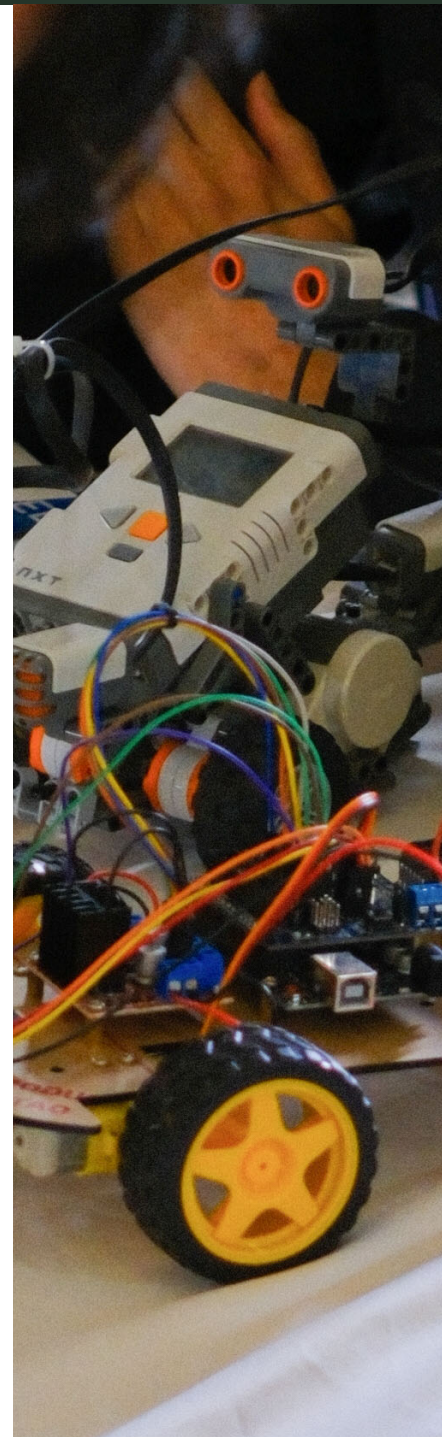


TECHNOLOGY

Discussions about campus facilities nearly always included concerns about NVC's technology infrastructure. Input from the campus community suggested the need to improve NVC's technology infrastructure, including Wi-Fi strength and access to computers on campus. As one student focus group participant noted, "WIFI is super spotty, if too many people are in one room and it's always a hassle." Another student similarly remarked during a focus group the need for "better WIFI access. A lot of us have to use hotspots in the library because the WIFI is bad." Another student participant noted that these issues are impacting faculty as well. "Many faculty have technical issues—phone, email not working—once the whole campus went down and ended up delaying graduation." An input session participant noted the need to "upgrade technology to a reliable state with minimum standards met in every room on campus." A member of an NVC employee focus group similarly said, "The technology at the school is foundational. Every member of the NVC community hits some kind of technological issue—spam emails, Wi-Fi, etc. That would be my magic wand issue to fix. That would solve a lot of things."

Other students noted a lack of access to computers on campus. One student noted during a focus group, "I know there's a limited number of computers. We need some kind of card to access them, but they don't give you the cards. You can't save anything on the computer, it's just to use for the day. I wish there was a password you could use and have it linked to your credentials."

In the student input survey, students reflected on their experience with the NVC website. The majority of students (82%, $n = 307$) reported that it was easy using the website. Fewer than one in five students (18%, $n = 69$) found it difficult to find what they needed on the NVC website. Nevertheless, in an open-ended question, several students offered suggestions for the NVC website. For example, several students mentioned that the college could "simplify their website layout" and make it "more streamlined and easier to navigate."



BUDGET PROCESSES

A member of the NVC employee focus group reported, "Faculty have been removed from the decision-making process. Faculty chairs have gone away. Faculty are removed from the rooms where the decisions are being made. Intermittently solicited feedback is not often acted upon. Program coordinators should be re-empowered to do stuff. There is negative intent to not collaborate with the academic senate. Campus leadership is proposing changes without soliciting feedback."

As one participant noted during one of the input sessions, "Make our finances transparent all the time. It seems like our fiscal health is a moving target, with too many contradictions from Department Heads and Executive." Another input session participant similarly noted the need to "develop and follow an inclusive and reliable budgeting and allocation process, allowing accountability and transparency."

COMMUNICATIONS

The student input survey also invited students to reflect on the quality of communications they receive from NVC. Most students reported that communications from the college are “high” or “very high” quality. As noted earlier, communications about enrollment were rated highly, and communication about campus events were also rated highly by students. About a quarter of students (24%) found communications about events to be “very high quality,” and 46 percent found them to be “high quality.” As noted earlier, students also generally rated the level of responsiveness from faculty and counselors as high.

GOALS AND STRATEGIC ACTIONS

- **Infrastructure improvements.** In alignment with the 2024–25 Institutional Planning and Resource Allocation Priorities, invest in the college’s aging physical infrastructure, including instructional equipment, and technology. Focus on improving and modernizing existing facilities and equipment supporting student learning to align with instructional needs and provide opportunities for community building.
- **Campus amenities.** Expand dining options and other campus amenities for current students, NVC employees, and student residents at the River Trail Village.
- **Budget processes.** Update and simplify budget processes and practices. As part of this effort, develop and follow an inclusive and reliable budgeting and allocation process that allows for accountability and transparency.

Some potential strategies to ensure NVC meets these goals follow.

Prioritize infrastructure investments in budget planning. These investments, paired with increasing the availability of campus amenities, have the potential to improve student and faculty experiences at NVC.

Communication and training about the budget. Regularly communicate about the budget in an easy-to-understand format through the various NVC committees, including information on the available state and federal funding and which investments will be prioritized. Ensure that there is transparency and more consistency in the annual budget planning process and more involvement by budget managers. Ensure that budget managers know what their budgets are and meet quarterly with budget managers to provide budget updates. Provide more education about how the budget works, how to read the budget, and how grants and categorical funds tie into ongoing funds. Consider providing an annual budget training workshop as part of Flex Day to help create a common understanding of the budget process and how to monitor budgets throughout the year. Provide explicit explanations of how much money is available. Increase capacity in administrative services to manage the day-to-day needs around the budget.





CULTURE AND CLIMATE

KEY FINDINGS

- **Students report more positive experiences than staff and faculty at NVC.** Ninety-seven percent of students would recommend NVC to students while only 56 percent of staff/faculty would recommend NVC to other potential staff/faculty. Eighty-six percent think campus is very or extremely welcoming.
- **Students, faculty, and staff report the lack of a sense of community at NVC.** Over three quarters of students (77%) responding to the survey said they are not involved in extracurricular activities.
- **Students report that NVC employees are supportive and committed to student success.** Students report that NVC employees are dedicated, professional, and available to support students. Staff and faculty report that professors really care about the students and go out of their way to ensure their success.
- **Students report that the college offers many programs and resources to help them succeed.** Students report that the college has many support programs, including free groceries, academic programs and services, and housing assistance to help students succeed.
- **Some faculty and staff report concerns about relationships with the administration and express a desire for more collaboration, trust, and transparency.** In contrast, many staff and faculty shared that they support and collaborate with each other within teams and departments.
- **Diversity, equity, and inclusion (DEI) training is not inclusive of the entire campus community.** Staff, faculty, and students report that DEI training is often a one-and-done training and that more should be done to encourage participation in DEI training.



DATA PROFILE

POSITIVE STUDENT EXPERIENCES

Students are more positive about NVC than faculty/staff, according to the input survey. The survey asked both students and staff two questions about their perception of NVC: How likely are you to recommend Napa Valley College (on a scale of *very likely* to *very unlikely*)? and How welcoming have you found Napa Valley College to be (on a scale of *not at all welcoming* to *extremely welcoming*)?

Figure 14 shows the percentage of students and faculty who think the campus is very or extremely welcoming or are very likely to recommend NVC. Notably, students report more positive experiences than staff and faculty at NVC. Ninety-seven percent of students would recommend NVC to other students while only 56 percent of staff/faculty would recommend NVC to other potential staff/faculty.

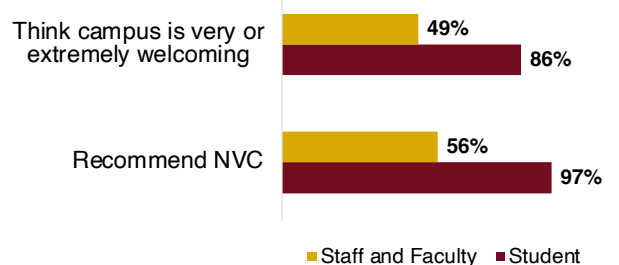
Similarly, 86 percent of student survey respondents rated the campus as very or extremely welcoming and only a very small share of students (< 3%) would not recommend NVC. In contrast to students, less than half of faculty and staff survey respondents rated the NVC campus as very or extremely welcoming. The reasons students cited in open-ended survey responses for not recommending NVC included the following:

- “Campus is a ghost town.”
- “Everything closes at 5.”
- Poor communication and customer service, difficulty navigating or reaching offices or services (financial aid and admissions and records were specifically mentioned)
- Confusion/miscommunication around CCPG and NV Promise, “2 years free”
- Poor teaching/instruction and lack of choice for instructors

In contrast, in the open-ended question about one thing NVC does really well, several students commented on the safety of the campus. One student shared, “One thing Napa Valley College does really well is creating a positive and safe environment for students of various backgrounds.”

One reason contributing to students’ positive experiences at NVC may be the support provided by NVC employees. According to student, faculty, and staff survey responses, NVC employees are supportive and committed to student success.

Figure 14. Campus Culture and Recommendation



One student noted that, “ALL Staff are PROFESSIONAL & available for the students ALWAYS. “Another student similarly reported on the supportiveness of faculty at NVC. “I really like the inclusivity of all peoples. It also does a great job of making sure students are taken care of. I also love that the professors that I’ve had have been super dedicated to teaching and enjoy the job.” Faculty and staff echoed these sentiments in their survey responses. One faculty and staff survey respondent noted, “The professors really care about the students and go out of their way to ensure their success.” Another similarly said, “Many staff members actually care about the students at NVC.”

Similarly, students and faculty/staff survey respondents reported that the college offers many programs and resources to help students succeed. One student wrote in an open-ended survey response, “Napa Valley College has many different support programs for every student to participate in, from free groceries to academic success support programs and housing help, they really try their hardest to make all of their students succeed.” A faculty/staff respondent similarly noted, “There are tons of student support resources, and a big focus on equity and underserved communities.” Furthermore, many students shared that the college is good at communicating with students about resources, events, and offerings.

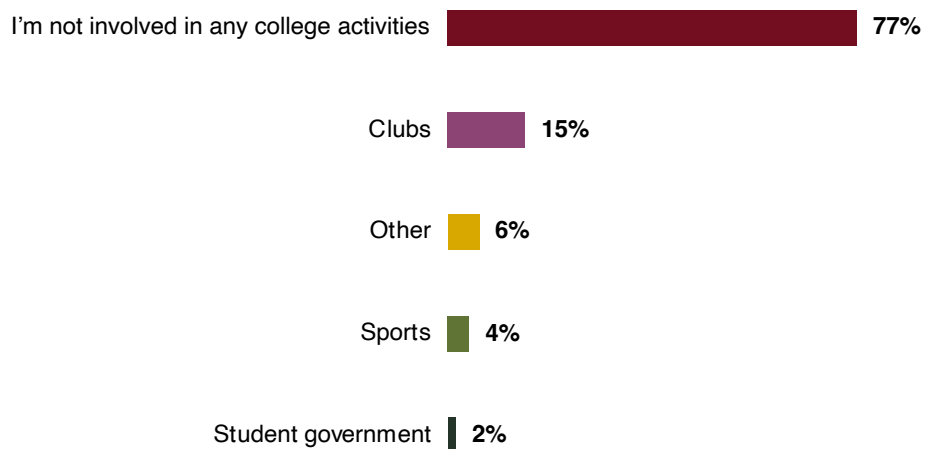


CONNECTIONS TO NAPA VALLEY COLLEGE

Another component of campus culture and climate is student connectedness. In this area, students noted some potential opportunities to make them feel more connected, such as more events on campus. Another way that students feel connected to campus is through their involvement in campus activities. However, student survey responses indicate that many students are not actively engaged in extracurricular activities on campus. Figure 15 shows the number of students involved in extracurricular activities. Over three quarters of students (77%, $n = 301$) are not involved in these activities. One in six students (15%, $n = 57$) were involved in clubs, and only 4 percent were involved in sports. Six percent of students ($n = 23$) were involved in other activities, including programs such as MESA, Puente, and Umoja; theater; and peer mentoring.

Figure 15. Student Involvement in Extracurricular Activities

Q35. Which extracurricular activities are you involved in at Napa Valley College? (Select all that apply.)





ADDITIONAL STUDENT SPACES

During focus group discussions, students frequently reported a desire to have more spaces to gather on campus in between classes—both places to study, as noted earlier, and places to gather to build community with other students. For example, one input session participant suggested the need for NVC to “create welcoming, comfortable spaces where students can gather and study.” Similarly, one student noted during a focus group that “there’s a lack of a sense of community among students here. It feels like everyone is doing their own thing. It’s an alienating environment. It’s hard to feel like I’m a student among many while I’m on campus.”

Some students expressed hopefulness that the new campus housing would help build community on campus. For example, a student focus group participant noted, “On-campus housing is going to help build a community rather than everyone commuting.”

Others suggested the need to beautify campus spaces by showcasing student work on campus and ensuring “diverse representation of images and iconography around the campus.”

CLIMATE AT NAPA VALLEY COLLEGE

Students reported strong relationships with faculty and other NVC employees in their survey responses. One student noted that faculty in her program “put tremendous care and passion into teaching students.” Another student noted that “enrolling in NVC changed my life! I’m proud to be a student. Continue to prioritize caring [for students] and providing resources for students and teachers.” Some faculty and staff, however, expressed concerns in their survey responses and during input sessions about a lack of trust between faculty, staff, and administration. As one faculty/staff member said during an input session, “Culture is very concerning for me. When people like coming to work, work happens.” Another faculty/staff member noted the need to “have representatives in all of these places [where decisions are taking place] and creating more inclusive decision-making processes.” At the same time, a few input session participants and survey respondents expressed some optimism that new administrative leadership was leading to positive changes in the work environment. One respondent to the staff/faculty survey noted, “The union works hard and represents the employees well. The improvements and changes, the efforts of the President, Vice and other Administrators happening right now, gives me hope.”

ACCESS TO STUDENT SERVICES

Students and NVC employees all noted the importance of a robust set of services to support students' success at NVC. Many also noted that NVC provides a range of services to students and effectively communicates to students about the availability of these services. Over three-quarters of student respondents on the survey rated the quality of support received from student support services overall as either "high quality" or "very high quality."

However, one repeated request from students and NVC employees was to increase access to services. Chief among these suggestions was a desire to increase access to NVC counselors. As one input session participant suggested, when it came to improving climate and culture, "[NVC should] provide greater access to counselors, possibly more drop-in opportunities." Another participant similarly suggested that NVC "provide accessible counseling services to students. It seems students feel the number of counselors is not enough and this limits their access."

Other input session participants suggested the need to increase access to services more broadly. One person noted that "some particular programs have restrictive hours and on campus activities are not scheduled at a time that is accessible." This sentiment was repeated by students who requested later hours at the library and for other services.



GOALS AND STRATEGIC ACTIONS

- **Climate.** Foster trust between faculty, staff, and administration by strengthening and clarifying processes for shared decision-making related to governance, policies, and the budget.
- **Shared learning.** Create opportunities for cross-racial engagement and learning.
- **Opportunities for connection.** Create and expand opportunities for all students to connect with the college through events, community spaces, and participation in extracurricular activities.
- **Culturally inclusive spaces.** Create culturally inclusive spaces on campus for students to gather before and after class.
- **Student access to services.** Expand student access to services, including through alternative formats for advising and counseling support.
- **Improve the student experience.** Strengthen implementation of Guided Pathways to improve the student experience.

Some potential strategies to ensure NVC meets these goals follow.

Improve the student experience at NVC. These actions could include expanding hours of operation for student services (e.g., the library); creating and maintaining indoor and outdoor spaces for gatherings; expanding participation in learning communities and wraparound services and a possible 1st-year experience; providing campus activities for all groups and opportunities to socialize; process mapping of the student experience; providing more campus food options for students to stay and build community on campus; supporting students with basic needs; regularly communicating, encouraging, and incentivizing attendance at campus activities, events, and extracurricular activities (e.g., inviting food trucks and having music for campus events); and supporting the exhibition of student-created campus art on campus. In addition, NVC could provide additional financial support for student-led events.

Improve the NVC employee experience at NVC. NVC could prioritize increasing communication year-round at all levels (e.g., student, employee, and campus achievements; new processes; budget; announcements); complete the classification study to understand NVC employee workloads; provide regular visits by administration to offices to offer support; create committee transparency with timely development and completion of action items to provide enough time for review, discussion, and feedback; include student voices in decision-making opportunities; include classified staff in Flex Day with release time and in shared governance; co-develop a governance handbook, inclusive of all campus groups; celebrate wins/accomplishments; and focus on faculty/staff appreciation (e.g., appreciation week, acknowledgment of past difficulties).

Expand DEI activities. To make the campus more inclusive and welcoming, NVC could create mentorships for historically marginalized students and employees; improve the accessibility of the Cultural Center by expanding hours of operation; produce high-use website materials in different languages; provide more opportunities for strategies to improve racial climate at the college; develop an action plan to address climate survey findings; partner with ethnic studies faculty to enhance, promote, and align DEI initiatives; and provide ongoing DEI and culturally responsive professional development and training for the entire campus community.



NVC is planning a Wine Education Complex, breaking ground in spring 2024. Phase 1 of the project involves the establishment of a classroom facility, generously funded by the Wine Spectator Scholarship Foundation. Following this, Phase 2 will see the development of a **Wine and Hospitality Center**. This center will feature specialized training areas, including a demonstration kitchen, event and classroom spaces, and a dynamic tasting bar equipped with adaptable seating arrangements to simulate diverse hospitality and tasting room environments.

On-campus student housing will be available beginning in August 2024. The new student housing will include traditional residence hall rooms as well as furnished and unfurnished apartments, with classes, shopping, groceries, restaurants, and entertainment within walking distance, creating a comprehensive student experience and new energy on campus.