



EDUCATIONAL MASTER PLAN UPDATE 2015-2016

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INTRODUCTION TO 2015-2016 EDUCATIONAL MASTER PLAN UPDATE

MESSAGE FROM THE PRESIDENT

I am proud to present Napa Valley College's Educational Master Plan Update (2015-2016). As the institution celebrates its status as the #1 Community College in California by Best Colleges.com, I am certain that Napa Valley College (NVC) will continue its legacy of transforming the lives of thousands of students.

Napa Valley College has a wide array of outstanding programs and the Educational Master Plan Update reflects both the current and future needs of the Napa Valley and the region. The campus is remarkable for its physical vibrancy and architectural beauty, its distinguished faculty of innovative teachers and administrators, a dedicated and creative staff, a diverse student body, a committed group of alumni and friends, and deep connections to the community.

Our work on NVC's Educational Master Plan Update has been an example of participatory decision making in action—with stakeholder input and reflection across the campus. As the college approaches its 75th year, our dedication to student success keeps us focused on a bright and forward-looking future.

This Educational Master Plan is reviewed every three years and this 2015-2016 update will be used to guide strategic institutional planning and the disposition of physical resources. Educational master planning is a process by which Napa Valley College has examined all elements of the institution and envisions its future as directed by the college mission and the needs of the community. Planning was conducted through a broad-based collaboration among faculty, staff, students, and community constituents, and outlines this collective view that will guide the college's future.

I am proud that the plan reflects the college and community values and continues the progress that has made NVC one of the region's preeminent sources of economic and cultural vitality; the recognized leader in career technical training, transfer and undergraduate classes and programs; and the state's #1 choice for students.

Our Educational Master Plan Update connects all of us in a common purpose to a transformative future improving the lives of students, faculty, staff and community.

All the best,

Dr. Ronald Kraft
Superintendent/President

INTRODUCTION TO 2015-2016 EDUCATIONAL MASTER PLAN UPDATE

OVERVIEW & PURPOSE

The 2015-2016 Educational Master Plan (EMP) Update is part of NVC's integrated planning schedule, which includes a regular update to the EMP every three years. The 2015-2016 EMP Update is the first update since the 2013-2023 EMP was completed (in academic year 2012-2013). The 2013-2023 EMP remains part of the system of institution-level plans and will be supplemented by the 2015-2016 EMP Update.

The 2013-2023 EMP yielded a set of issues (or "themes") to be folded into subsequent institutional plans. Three sets of themes were identified:

- Student Success – including student support systems and collaboration/partnerships,
- External Factors – such as the state budget/funding mechanisms and legislation/policy changes related to education, and
- Resources – covering human, physical, technology, equipment, and fiscal.

The themes that emerged from the 2013-2023 EMP apply to most California community colleges. The 2015-2016 EMP Update differs from the 2013-2023 EMP in that it focuses on local trends (anticipated within NVC's effective service area) and identifies challenges unique to NVC. While the 2013-2023 document included data and projections at the individual instructional program level, the update is a more modest-sized project, focusing on trends that will impact the institution as a whole. Underlying the projections included in the 2013-2023 EMP was the assumption that NVC enrollments would rebound to the levels experienced in 2009-2010. Recent population projections included in the 2015-2016 EMP Update indicate that NVC is unlikely to return to those higher enrollment levels by drawing from the historical student population within its service area alone. The 2015-2016 EMP Update identifies local challenges which should be taken into account and addressed in other institutional plans moving forward, to ensure that NVC continues to maintain and offer programs that meet student and community needs.

The 2015-2016 EMP Update has been described as a snapshot based on a 10,000-foot view of the college. As such, it represents a starting point for discussion and subsequent planning activities. More detailed plans will be determined by faculty and staff affiliated with programs, services, and committees whose responsibilities are directly related to the challenges identified. Those plans will result from evaluation of the general strategies identified here, followed by prioritization among possible options, and finally implementation of specific course(s) of action to help address the challenges. Examples of committees that will play a role in developing concrete action plans include, but are not limited to: Curriculum, Distance Education, Enrollment Management, and Outreach.

The next update to NVC's EMP is scheduled for 2018-2019. The Office of Research, Planning, and Institutional Effectiveness intends to monitor the trends described in the 2015-2016 EMP Update and create annual summary reports highlighting any changes in the service area or student enrollment behavior that might indicate a need to revise or reframe the challenges identified.

INTRODUCTION TO 2015-2016 EDUCATIONAL MASTER PLAN UPDATE

DEVELOPMENT PROCESS

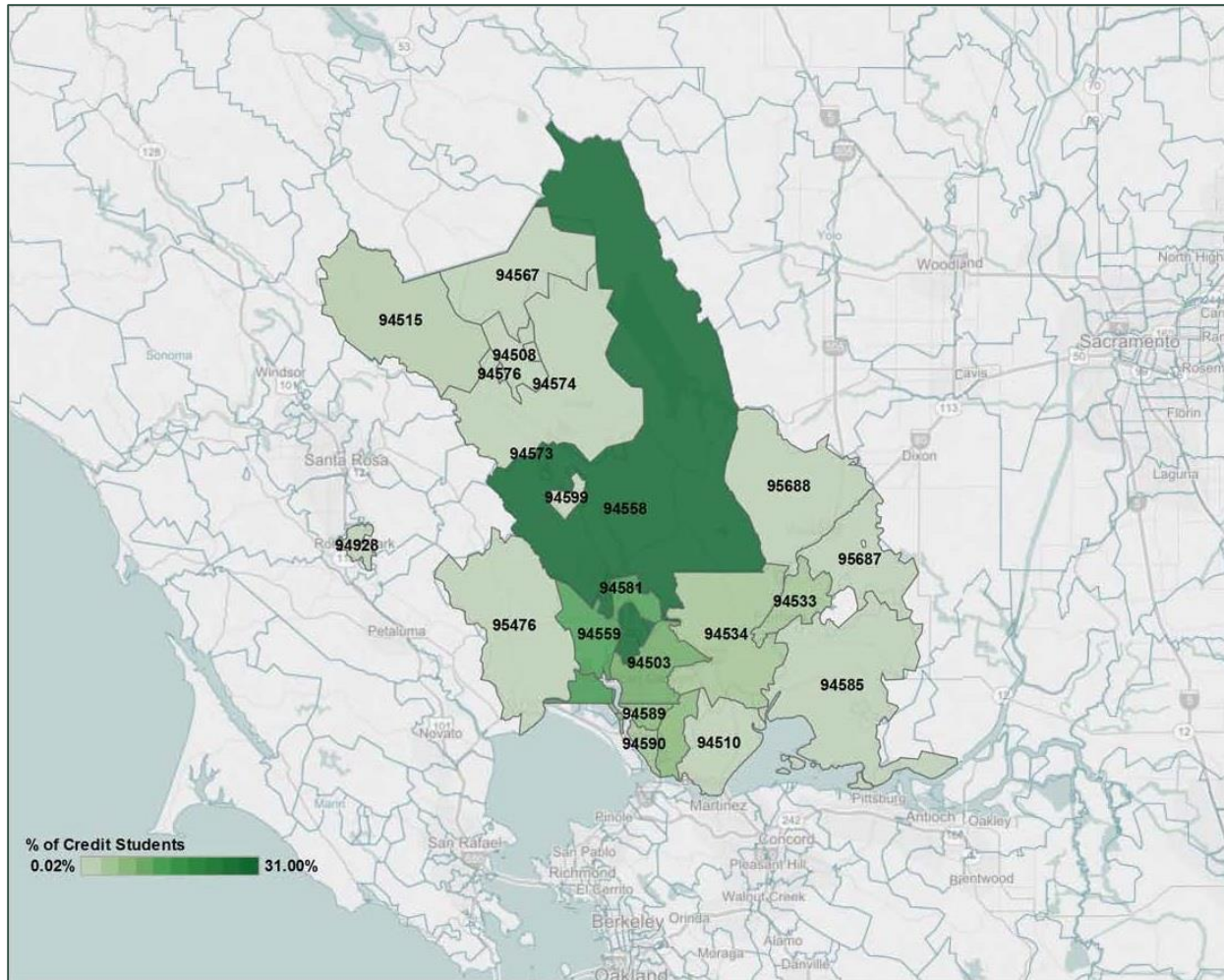
The 2015-2016 Educational Master Plan (EMP) Update was developed September 2015 – April 2016. The Council of Presidents, comprised of the College President and constituent group leaders (Presidents of the Academic Senate, the Administrative Senate, the Associated Students of NVC, and the Classified Senate), served as the EMP Steering Committee. NVC's three Vice Presidents (representing Administrative Services, Instruction, and Student Services) were invited to attend regularly. The project was coordinated by the Office of Research, Planning, and Institutional Effectiveness (RPIE). RPIE staff compiled the data, wrote the accompanying analysis, and facilitated discussion among the Steering Committee as well as the campus community. In addition to the EMP Steering Committee, the Planning Committee regularly reviewed drafts of the data, narrative, and challenges as they were being developed.

To encourage engagement with the data and to provide sufficient opportunity for input from the campus community, drafts of data included in the EMP Update were regularly distributed among campus constituent groups, and several committees/groups included the EMP data as information/discussion items on their agenda. This opportunity for increased engagement was requested by the EMP Steering Committee. Drafts of the EMP data and challenges were shared with the campus community October 2015 – March 2016, and input was collected January – March 2016 through campus forums, email, Senate meetings, Board of Trustees meetings, and committee discussions. The inclusive review process not only increased the campus community's awareness of the factors likely to impact NVC in the coming years but also provided opportunity for wide-spread discussion and consideration of subsequent steps to help address the challenges.

EFFECTIVE SERVICE AREA

Effective Service Area

Residence (By Zip Code) among Fall 2014 Credit Students



EFFECTIVE SERVICE AREA

NVC's effective service area spans all of Napa County, along with portions of Solano and Sonoma Counties. Over the past five years, more than 92% of NVC's credit students have resided within this area. The majority of the student population resides within Napa County, with the 94558 zip code (highlighted in the map) accounting for one-third of the total credit-student population.

City of Residence (>5% of NVC Credit Students)	% Fall 2014 Credit Students
Napa	47.4%
Vallejo	23.0%
American Canyon	10.8%
Fairfield	7.0%

Source: NVC Enrollment Records

EFFECTIVE SERVICE AREA

Participation Rates & Projected Population Growth among Population Ages 15-34

Zip Code	Location	Participation Rates			Population Changes			
		2014 Population	2014 Headcount	2014 Participation Rate	2019 Population	% Change from 2014	2024 Population	% Change from 2014
94558	Napa	15,816	1,753	110.8	15,838	0.1%	15,422	-2.5%
94559	Napa	7,958	660	82.9	8,014	0.7%	7,855	-1.3%
94581	Napa	641	17	26.5	653	1.8%	661	3.1%
94503	American Canyon	5,204	616	118.4	5,543	6.5%	5,758	10.6%
94591	Vallejo	14,108	508	36.0	13,817	-2.1%	12,873	-8.7%
94589	Vallejo	8,276	451	54.5	8,209	-0.8%	7,770	-6.1%
94590	Vallejo	10,407	313	30.1	10,225	-1.7%	9,655	-7.2%
94533	Fairfield	21,295	215	10.1	21,505	1.0%	20,642	-3.1%
94534	Fairfield	8,724	180	20.6	8,705	-0.2%	8,186	-6.2%
94585	Suisun City	8,692	108	12.4	8,712	0.2%	8,258	-5.0%
95687	Vacaville	18,704	105	5.6	18,358	-1.8%	17,156	-8.3%
95688	Vacaville	8,853	55	6.2	8,750	-1.2%	8,215	-7.2%
94510	Benicia	5,743	92	16.0	5,614	-2.3%	5,190	-9.6%
94574	Saint Helena	1,805	90	49.9	1,787	-1.0%	1,721	-4.7%
95476	Sonoma	7,259	54	7.4	7,307	0.7%	7,138	-1.7%
94515	Calistoga	1,581	31	19.6	1,585	0.2%	1,543	-2.4%
94599	Yountville	335	28	83.6	324	-3.3%	298	-11.0%
94508	Angwin	1,875	16	8.5	1,698	-9.5%	1,673	-10.8%
94573	Rutherford	147	10	67.9	149	1.3%	148	0.2%
94928	Rohnert Park	16,027	9	0.6	14,817	-7.6%	14,267	-11.0%
94576	Deer Park	40	1	24.8	40	-1.4%	38	-4.5%
Overall		163,490	5,312	32.5	161,648	-1.1%	154,466	-5.5%

PARTICIPATION RATES & POPULATION PROJECTIONS

The table reports 2014 participation rates of the population of 15- to 34-year-olds as well as 2019 and 2024 population projections for that age group by zip code within the effective service area. Students age 15 to 34 accounted for 81% of NVC's credit headcount and 85% of enrollments in fall 2014. The overall participation rate among the population of 15- to 34-year-olds within NVC's effective service area was 32.5 per 1,000 people in 2014. American Canyon claimed the highest participation rate in 2014, and American Canyon is the only part of NVC's service area with significant population growth projected through 2024. Almost all other zip codes within the service area are projected to experience declines in the population on 15- to 34-year olds (exception: Napa zip code 94581). Across the service area, the population of 15 to 34-year-olds is expected to decline by 5.5% (2024 vs. 2014).

Sources: NVC Enrollment Records & EMSI Analyst

EFFECTIVE SERVICE AREA

Enrollment Patterns, By Delivery Mode

Instructional Delivery	Academic Year				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Headcount	9,272	8,652	8,333	8,250	8,555
In-Person Only	77.4%	79.0%	78.8%	78.6%	77.1%
Online and In-Person	17.6%	16.6%	16.7%	16.9%	18.4%
Online Only	5.0%	4.5%	4.5%	4.5%	4.5%

Enrollment Patterns, By Delivery Mode and Geographic Location

Student Type	Student Origin	Proportion of Population, Five Years
In-Person Only	Service Area	89.6%
	Non-Service Area	10.4%
Online and In-Person	Service Area	93.4%
	Non-Service Area	6.6%
Online Only	Service Area	82.4%
	Non-Service Area	17.6%

Median Distance from Main Campus, Based on Zip Codes

Effective Service Area	Student Type	Median Distance from NVC (mi)
In-Person Only	Service Area	5.04
	Non-Service Area	31.41
Online and In-Person	Service Area	5.04
	Non-Service Area	32.32
Online Only	Service Area	9.32
	Non-Service Area	39.80

ONLINE STUDENTS

The online delivery mode has not yielded significant increases in NVC's geographic impact. Over the past five years, at least 77% of credit students have enrolled in in-person courses (only), and an additional 16% - 19% enroll in both in-person and online courses. Approximately 5% of credit students have enrolled in courses solely through the online format in recent years.

Residents of the effective service area claim more than 80% of the credit-student population enrolled in each type of delivery mode, demonstrating the geographic overlap between them.

Among students residing outside of the service area, the median distance between the main campus and residences of those enrolled in online courses (only) is 8.4 miles greater than the median distance among students enrolled in in-person classes (only) (compare 39.8 miles and 31.41 miles).

*Source: MIS ST (Students) Files
Submitted to the California Community Colleges Chancellor's Office*

EFFECTIVE SERVICE AREA

Demographic Changes: Changes in Population of Napa County, By Age Group

	2014 Population	2019 Population	5-Year Change	2024 Population	10-Year Change
Napa County	141,667	146,807	3.6%	149,272	5.4%
Under 5 years	7,660	9,006	17.6%	9,194	20.0%
5 to 9 years	8,574	7,975	-7.0%	9,087	6.0%
10 to 14 years	9,008	9,197	2.1%	8,332	-7.5%
15 to 19 years	9,236	9,085	-1.6%	9,052	-2.0%
20 to 24 years	9,266	8,891	-4.0%	8,565	-7.6%
25 to 29 years	8,662	9,461	9.2%	8,805	1.6%
30 to 34 years	8,955	9,215	2.9%	9,803	9.5%
35 to 39 years	8,690	9,281	6.8%	9,416	8.4%
40 to 44 years	9,257	8,896	-3.9%	9,300	0.5%
45 to 49 years	9,505	9,246	-2.7%	8,699	-8.5%
50 to 54 years	10,075	9,386	-6.8%	8,966	-11.0%
55 to 59 years	9,789	9,908	1.2%	9,082	-7.2%
60 to 64 years	9,165	9,535	4.0%	9,542	4.1%
65 to 69 years	7,756	8,742	12.7%	9,030	16.4%
70 to 74 years	5,586	7,316	31.0%	8,239	47.5%
75 to 79 years	3,980	4,976	25.0%	6,508	63.5%
80 to 84 years	2,923	3,201	9.5%	3,999	36.8%
85 years and over	3,577	3,489	-2.5%	3,651	2.1%

Source: EMSI Analyst

POPULATION GROWTH AMONG AGE GROUPS

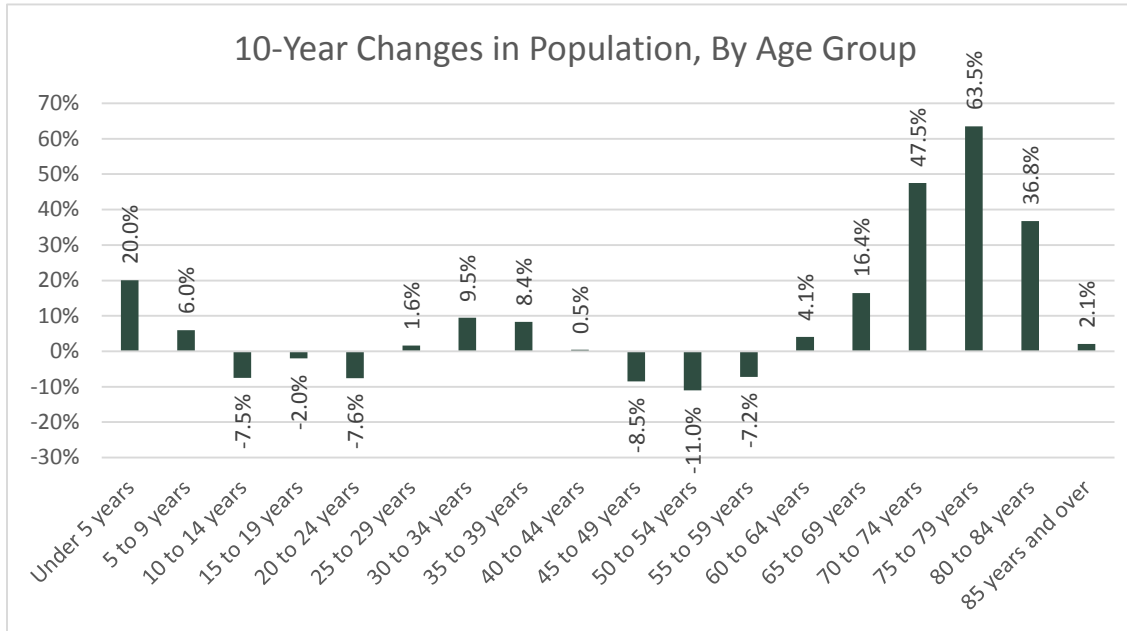
The population of Napa County is projected to grow by 5.4% between 2014 and 2024. However, the increase is not consistent across all age groups.

As reported in the table on the left, the population among five age groups is anticipated to increase by more than 15% by 2024. (10-Year increases exceeding 15% are highlighted in **bold** in the table). The anticipated growth tends to be concentrated among the senior population (ages 65 and older). The population of 65- to 84-year-olds account for four of the five age groups with the largest anticipated growth. The only other age group anticipated to grow by more than 15% over the next 10 years is the population under 5 years old.

For the past five years, the population of 18- to 24-year-olds has accounted for the majority of NVC credit students. According to the 10-year projections, the population spanning these age groups is expected to decrease.

EFFECTIVE SERVICE AREA

Changes in Population, By Age Group

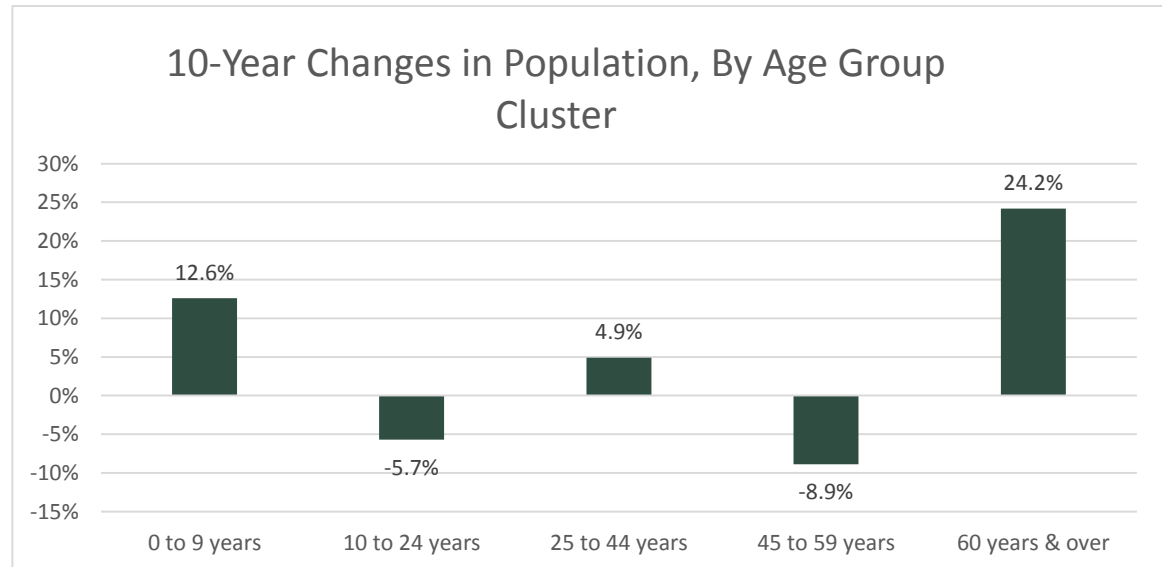


TRENDS AMONG AGE GROUPS

The graph to the left reports changes anticipated in the size of each age group within Napa County between 2014 and 2024. The anticipated changes are driven by ingress and egress patterns, along with the natural aging of the population (as individuals move from one age group to another). As indicated by the graph (as well as the table on the previous page), there are alternating bands of increases and decreases that emerge across the age groups.

BANDS AMONG AGE GROUPS

As illustrated by the summary graph on the right, the population 60 years and over is expected to increase the most significantly between 2014 and 2024 (by 24%), followed by the population under 10 (by 13%). A modest increase (of 5%) is anticipated among 25- to 44-year-olds, while the population within age groups covering high school students and traditional college-going students in Napa County is expected to decrease (by 6%).

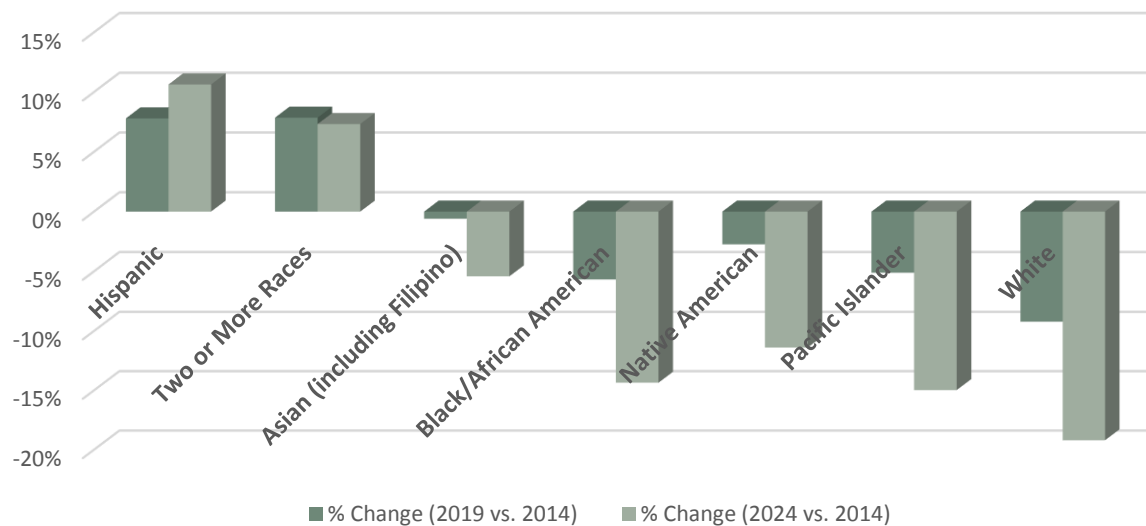


EFFECTIVE SERVICE AREA

Demographic Changes: Changes in Racial/Ethnic Population in Service Area

Racial/Ethnic Group	2014 Population	2019 Population	% Change (2019 vs. 2014)	2024 Population	% Change (2024 vs. 2014)
Hispanic	55,882	60,240	7.8%	61,827	10.6%
Asian (including Filipino)	18,798	18,687	-0.6%	17,779	-5.4%
Black/African American	16,752	15,801	-5.7%	14,348	-14.4%
Native American	537	523	-2.7%	476	-11.4%
Pacific Islander	952	903	-5.1%	809	-15.0%
White	62,307	56,568	-9.2%	50,340	-19.2%
Two or More Races	8,507	9,175	7.9%	9,130	7.3%

Changes in Population, By Racial/Ethnic Group



DEMOGRAPHIC CHANGES

Although the total population of 15- to 34-year-olds within NVC's service area is expected to decrease over the next ten years, that decrease is not distributed evenly across racial/ethnic groups. The size of the Hispanic population is expected to increase, along with the number of people reporting two or more races. The population of all other racial/ethnic groups is expected to decrease. Based on these projections, the population share claimed by Hispanics will increase by 5.9%, and the population share claimed by Whites will decrease by 5.6%.

Population Shares	2014	2024
Hispanic	34.1%	40.0%
Asian	11.5%	11.5%
Black/African American	10.2%	9.3%
Native American	0.3%	0.3%
Pacific Islander	0.6%	0.5%
White	38.1%	32.5%
Two or More Races	5.2%	5.9%

Source: EMSI Analyst

FEEDER INSTITUTIONS

Feeder High Schools

High School	Credit Headcount		Credit Enrollment	
	Fall 2014		Fall 2014	
Vintage	929	17.4%	2,633	17.5%
Napa	898	16.8%	2,509	16.7%
Vallejo	383	7.2%	1,105	7.3%
Jesse M. Bethel	326	6.1%	1,019	6.8%
New Technology	302	5.6%	685	4.6%
American Canyon	202	3.8%	697	4.6%
Benicia	126	2.4%	391	2.6%
Armijo	111	2.1%	320	2.1%
Rodriguez	115	2.1%	378	2.5%
Hogan	103	1.9%	256	1.7%
Fairfield	93	1.7%	275	1.8%
Valley Oak	85	1.6%	238	1.6%
Justin-Siena	85	1.6%	274	1.8%
Mare Island Technology	79	1.5%	255	1.7%
Saint Helena	74	1.4%	224	1.5%
Saint Patrick-Saint Vincent	71	1.3%	226	1.5%
Vacaville	59	1.1%	179	1.2%
Napa Valley Adult School	54	1.0%	136	0.9%
Will C. Wood	52	1.0%	140	0.9%
Vanden	52	1.0%	166	1.1%
Top 20 Total	4,199	78.5%	12,106	80.5%
Other High Schools (598)	1,152	21.5%	2,933	19.5%
Total Students with HS Identified	5,351		15,039	

FEEDER HIGH SCHOOLS

The top 20 high schools of origin reported by NVC students enrolled in fall 2014 are identified in the table on the left. These 20 institutions accounted for more than 75% of fall 2014 credit students and more than 80% of enrollments that term (among students with a high school reported). Approximately half of the students enrolled in fall 2014 identified a Napa County high school as their high school of origin. Vintage and Napa High Schools accounted for more than one-third of the students and enrollments that semester. The list of top 20 high schools includes institutions from Napa and Solano Counties.

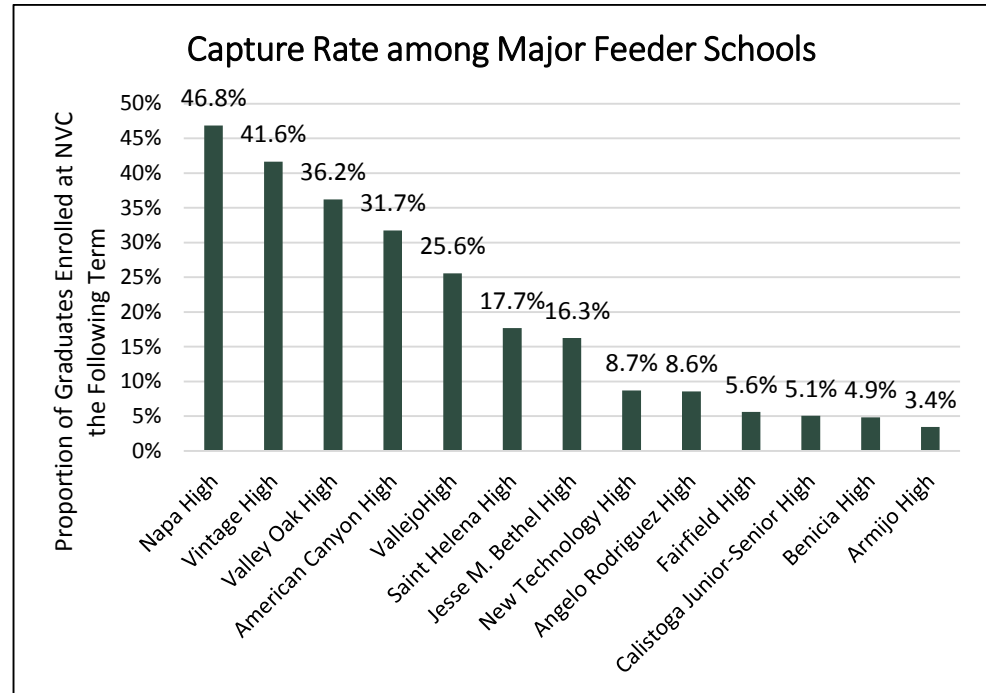
Note: The figures reported in the table do not include students without a high school of origin recorded at NVC.

Source: NVC Enrollment Records

FEEDER INSTITUTIONS

Capture Rate among High Schools

	2013-2014 Graduates	Fall 2014 New NVC Student	Capture Rate
High School			
Napa	333	156	46.8%
Vintage	389	162	41.6%
Valley Oak	58	21	36.2%
American Canyon	290	92	31.7%
Vallejo	258	66	25.6%
Saint Helena	113	20	17.7%
Jesse M. Bethel	369	60	16.3%
New Technology	92	8	8.7%
Angelo Rodriguez	466	40	8.6%
Fairfield	250	14	5.6%
Calistoga	59	3	5.1%
Benicia	371	18	4.9%
Armijo	552	19	3.4%



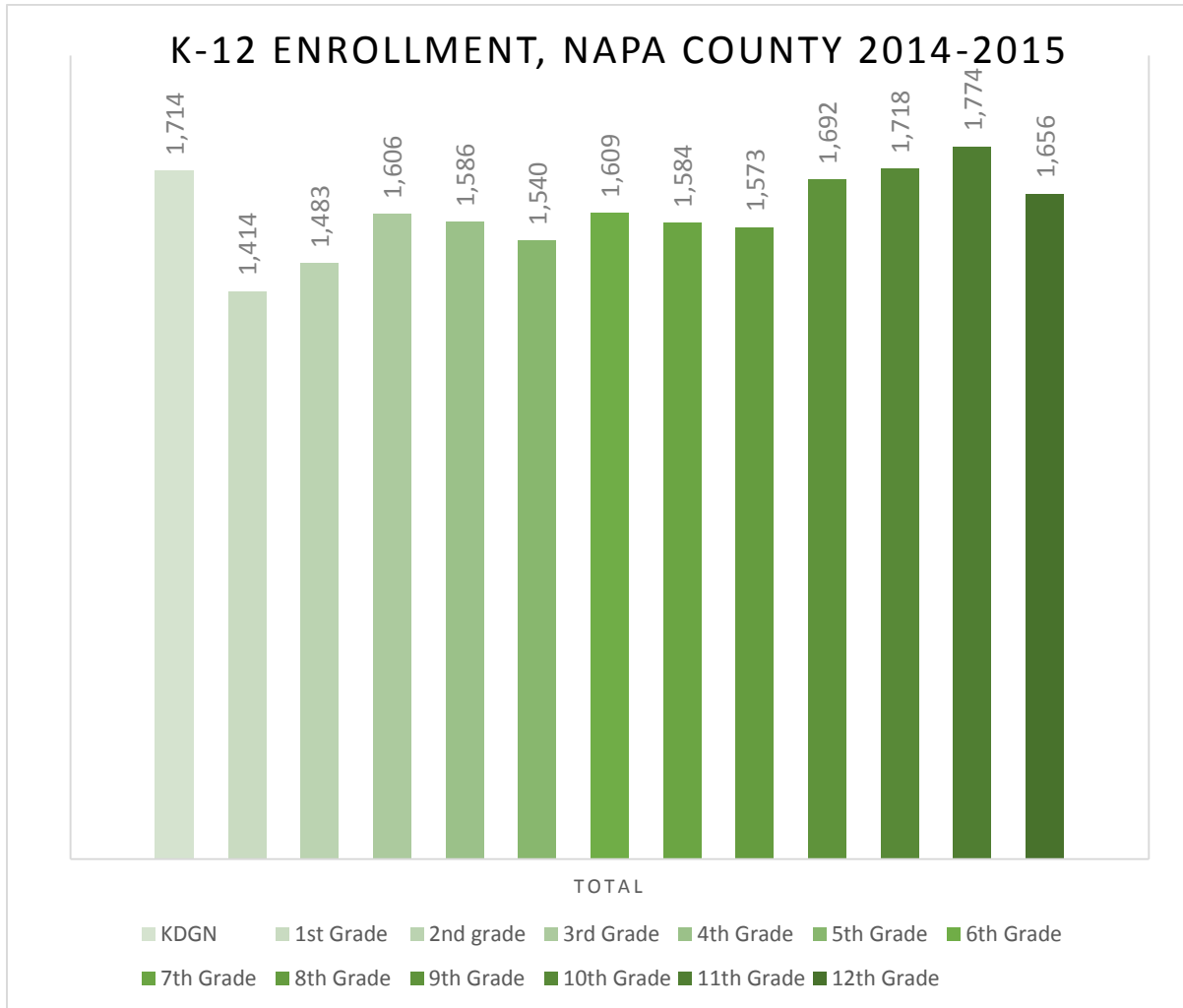
CAPTURE RATES

The “capture rates” among 2013-2014 graduates of NVC’s primary feeder schools are reported in the table. At least 3% of 2013-2014 graduates from the 13 high schools listed in the table enrolled at NVC in fall 2014. NVC’s capture rate is highest among high schools within the Napa Valley Unified School District (including Napa, Vintage, Valley Oak, American Canyon, and New Technology High Schools). The combined capture rate among 2013-2014 graduates from those five schools was 37.8%. The capture rate among other Napa County high schools (Saint Helena and Calistoga) was considerably lower (with a combined capture rate of 13.4%). NVC’s capture rates among two high schools within the Vallejo City Unified School District (Vallejo and Jesse M. Bethel High schools) exceeded the combined rate among the two high schools located up valley.

Sources: NVC Enrollment Record & DataQuest

FEEDER INSTITUTIONS

Enrollment within Napa County



ENROLLMENT WITHIN NAPA COUNTY

The graph on the left reports 2014-2015 enrollments within Napa County by grade level (spanning kindergarten through 12th grade). Following the current (2015-2016) senior class, a general pattern of decreasing K-12 enrollments is anticipated over the next ten years. As reported in the table below, the size of the three-year cohorts will decrease by 8% over the next four years and by 11% over the next ten (based on 2014 figures).

3-Grade Cohort	Total 2014 Enrollments
9 th – 11 th	5,184
6 th – 8 th	4,766
3 rd – 5 th	4,732
K – 2 nd	4,611

These figures do not account for attrition across the K-12 educational pathway.

Source: DataQuest

LABOR MARKET NEEDS

Industry & Labor Market Needs

DESCRIPTION OF DATA PRESENTED ON NEXT TWO PAGES

The tables presented below identify the job positions with the greatest demand or/and growth anticipated between 2014 and 2024. The jobs described in the tables are categorized by the education required for an entry-level position. The table list the top 15 jobs requiring an Associate or Bachelor degree, the top 10 jobs requiring some college, and the top 10 jobs requiring a high school diploma.

There are three lists of jobs for each level of education:

- Ongoing Demand: identifies the jobs that account for the largest proportion of total jobs projected for 2024. The description of each job is followed by the total number of jobs in that area anticipated in 2024.
- Growth: reports the jobs that will have the largest number of new positions created between 2014 and 2024. The description of each job is accompanied by the number of new jobs anticipated in the area.
- Market Demand: identifies the jobs with the highest market demand, unique to the region. The market demand is a composite measure derived from the following variables:
 - the total number of jobs and the total number of new jobs (across the ten-year period);
 - the annual number of openings (summed across the ten-year period, including new and replacement jobs);
 - the difference (“gap”) between annual openings and the anticipated number of people that will complete training qualifying them to fill the position (by completing programs offered by NVC or other institutions within the area); and
 - the location quotient reflecting the concentration of occupations within the region (relative the national average).The description of each job is accompanied by a value rank for market demand (with 1 representing jobs with the highest demand).

The labor market demand and growth within Napa County is summarized on the following page. That information is followed by a summary of the demand and growth anticipated within the surrounding region. The surrounding region is defined as the seven counties of the Bay Area that are closest to Napa (Alameda, Contra Costa, Marin, Napa, San Francisco, Solano, and Sonoma; Bay Area minus San Mateo and Santa Clara Counties), as well as Lake and Mendocino Counties.

Throughout the tables below, the jobs associated with existing NVC courses or programs (based on Classification of Instructional Program (CIP) code) are italicized.

Source (for tables on next two pages): EMSI Analyst

LABOR MARKET NEEDS

Labor Market Demand & Growth: Napa County

	Ongoing Demand		Growth		Market Demand	
	Description	Total Jobs	Description	New Jobs	Description	Value Rank
Requiring an Associates or Bachelors Degree	<i>Registered Nurses</i>	1,909	<i>General and Operations Managers</i>	248	Market Research Analysts and Marketing Specialists	37
	<i>General and Operations Managers</i>	1,600	<i>Registered Nurses</i>	175	Meeting, Convention, and Event Planners	52
	<i>Accountants and Auditors</i>	679	Market Research Analysts and Marketing Specialists	101	<i>Accountants and Auditors</i>	55
	Elementary School Teachers, Except Special Ed.	516	<i>Accountants and Auditors</i>	88	<i>Graphic Designers</i>	72
	Market Research Analysts and Marketing Specialists	442	<i>Sales Managers</i>	63	Substitute Teachers	74
	<i>Sales Managers</i>	419	<i>Management Analysts</i>	56	Financial Managers	83
	<i>Management Analysts</i>	370	Meeting, Convention, and Event Planners	47	Elementary School Teachers, Except Special Ed.	86
	Substitute Teachers	368	Recreation Workers	45	Recreation Workers	92
	<i>Secondary School Teachers, Except Special and CTE</i>	352	Child, Family, and School Social Workers	45	Human Resources Specialists	95
	Financial Managers	286	Human Resources Specialists	44	Marketing Managers	99
	Child, Family, and School Social Workers	276	Elementary School Teachers, Except Special Ed.	37	Dental Hygienists	113
	<i>Industrial Production Managers</i>	254	Financial Managers	32	Middle School Teachers, Except Special and CTE	114
	Middle School Teachers, Except Special and CTE	232	<i>Cost Estimators</i>	31	Agricultural and Food Science Technicians	115
	<i>Administrative Services Managers</i>	221	<i>Industrial Production Managers</i>	30	<i>Secondary School Teachers, Except Special and CTE</i>	122
	Human Resources Specialists	219	<i>Social and Community Service Managers</i>	28	<i>General and Operations Managers</i>	141
Requiring Some College (Includes Certificates)	Heavy and Tractor-Trailer Truck Drivers	1,063	Heavy and Tractor-Trailer Truck Drivers	296	Massage Therapists	22
	Massage Therapists	615	Nursing Assistants	107	Heavy and Tractor-Trailer Truck Drivers	32
	<i>Psychiatric Technicians</i>	604	First-Line Supervisors of Production/Operating Work	82	First-Line Supervisors of Production/Operating Work	46
	Teacher Assistants	590	Massage Therapists	61	Nursing Assistants	85
	Nursing Assistants	511	<i>Licensed Practical and Licensed Vocational Nurses</i>	51	Medical Assistants	87
	First-Line Supervisors of Production/Operating Work	406	Medical Assistants	41	Teacher Assistants	88
	Medical Assistants	301	<i>Emergency Medical Technicians and Paramedics</i>	30	Dental Assistants	106
	Dental Assistants	260	Firefighters	21	<i>Licensed Practical and Licensed Vocational Nurses</i>	128
	Hairdressers, Hairstylists, and Cosmetologists	239	Telecommunications Equipment Installers and Repair	19	Firefighters	137
	<i>Licensed Practical and Licensed Vocational Nurses</i>	209	Skincare Specialists	17	Library Technicians	154
		Computer User Support Specialists	17			
Requiring a High School Diploma	<i>Sales Representatives, Wholesale and Manufacturing</i>	1,519	Security Guards	307	Separating, ... Precipitating, and Still Machine Setters	3
	Office Clerks, General	1,478	<i>Sales Representatives, Wholesale and Manufacturing</i>	302	Packaging and Filling Machine Operators	5
	<i>Secretaries and Administrative Assistants</i>	1,409	Packaging and Filling Machine Operators	262	Hotel, Motel, and Resort Desk Clerks	6
	Carpenters	1,119	Hotel, Motel, and Resort Desk Clerks	212	Demonstrators and Product Promoters	7
	Maintenance and Repair Workers, General	1,050	Separating, ... Precipitating, and Still Machine Setters	202	<i>Sales Representatives, Wholesale and Manufacturing</i>	9
	Separating, ... Precipitating, and Still Machine Setters	1,033	Customer Service Representatives	190	Carpenters	17
	<i>Bookkeeping, Accounting, and Auditing Clerks</i>	988	<i>First-Line Supervisors of Food Prep and Serving Work</i>	176	Security Guards	26
	Packaging and Filling Machine Operators	940	<i>Secretaries and Administrative Assistants</i>	174	Maintenance and Repair Workers, General	29
	Security Guards	832	Office Clerks, General	163	<i>First-Line Supervisors of Food Prep and Serving Work</i>	30
	Demonstrators and Product Promoters	752	Maintenance and Repair Workers, General	160	Tour Guides and Escorts	36

LABOR MARKET NEEDS

Labor Market Demand & Growth: Surrounding Region

	Ongoing Demand Description	Total Jobs	Growth Description	New Jobs	Market Demand Description	Value Rank
Requiring an Associates or Bachelors Degree	<i>General & Operations Managers</i>	47,673	<i>Software Developers, Applications</i>	8,391	Market Research Analysts & Marketing Specialists	1
	<i>Registered Nurses</i>	45,268	<i>General & Operations Managers</i>	7,266	<i>Software Developers, Applications</i>	2
	<i>Accountants & Auditors</i>	31,473	<i>Management Analysts</i>	5,733	<i>Computer Systems Analysts</i>	3
	<i>Software Developers, Applications</i>	28,409	Market Research Analysts & Marketing Specialists	5,553	<i>Accountants & Auditors</i>	9
	<i>Management Analysts</i>	26,751	<i>Registered Nurses</i>	5,375	Marketing Managers	23
	Elementary School Teachers, Except Special Ed.	20,692	<i>Computer Systems Analysts</i>	4,889	<i>Network & Computer Systems Administrators</i>	29
	Market Research Analysts & Marketing Specialists	20,499	<i>Software Developers, Systems Software</i>	4,622	Recreation Workers	33
	<i>Computer Systems Analysts</i>	19,560	<i>Accountants & Auditors</i>	4,274	Financial Managers	38
	<i>Software Developers, Systems Software</i>	18,899	Elementary School Teachers, Except Special Ed.	2,577	Teachers & Instructors, All Other	39
	Financial Managers	14,940	<i>Computer & Information Systems Managers</i>	2,536	Financial Analysts	40
	<i>Secondary School Teachers, Except Special & CTE</i>	12,226	<i>Computer Programmers</i>	2,080	Aerospace Engineers	48
	<i>Sales Managers</i>	12,065	Recreation Workers	1,934	Human Resources Specialists	55
	Recreation Workers	11,486	<i>Web Developers</i>	1,925	Computer Hardware Engineers	56
	<i>Computer & Information Systems Managers</i>	11,204	<i>Network & Computer Systems Administrators</i>	1,891	Sales Reps, Wholesale & Manufacturing, Technical	65
<i>Preschool Teachers, Except Special Education</i>	11,160	<i>Sales Managers</i>	1,446	Sales Engineers	70	
Requiring Some College (Includes Certificates)	Teacher Assistants	20,325	Nursing Assistants	4,144	Teacher Assistants	52
	Heavy & Tractor-Trailer Truck Drivers	19,181	Computer User Support Specialists	4,138	Telecommunications Equipment Install & Repair	57
	Nursing Assistants	18,106	Heavy & Tractor-Trailer Truck Drivers	2,752	Nursing Assistants	78
	Computer User Support Specialists	14,882	Teacher Assistants	2,214	Heavy & Tractor-Trailer Truck Drivers	80
	Medical Assistants	12,713	Medical Assistants	2,139	Firefighters	82
	Hairdressers, Hairstylists, & Cosmetologists	10,844	<i>Licensed Practical & Licensed Vocational Nurses</i>	2,010	Library Technicians	84
	<i>Licensed Practical & Licensed Vocational Nurses</i>	9,529	Hairdressers, Hairstylists, & Cosmetologists	1,609	Computer, Automated Teller, & Office Machine Repair	138
	Dental Assistants	7,703	Telecommunications Equipment Install & Repair	1,216	Computer User Support Specialists	140
	First-Line Supervisors of Production/Operating Work	6,620	Heating, Air Conditioning, & Refrigeration Mechanics	1,085	First-Line Supervisors of Production/Operating Work	149
	Firefighters	5,789	<i>Emergency Medical Technicians & Paramedics</i>	1,005	Manicurists & Pedicurists	172
Requiring a High School Diploma	Office Clerks, General	58,226	Secretaries & Administrative Assistants, Except Legal,	7,380	Sales Representatives, Services, All Other	6
	<i>Secretaries & Administrative Assistants...</i>	44,311	Customer Service Representatives	6,607	Business Operations Specialists, All Other	7
	Customer Service Representatives	34,226	Office Clerks, General	6,583	Carpenters	11
	<i>Bookkeeping, Accounting, & Auditing Clerks</i>	33,321	<i>Bookkeeping, Accounting, & Auditing Clerks</i>	4,929	Office & Administrative Support Workers, All Other	16
	First-Line Supervisors of Office & Admin Workers	28,477	Sales Representatives, Services, All Other	4,791	Demonstrators & Product Promoters	20
	Business Operations Specialists, All Other	26,663	Security Guards	4,192	Office Clerks, General	22
	Carpenters	25,306	Carpenters	3,936	Security Guards	25
	Sales Representatives, Services, All Other	24,839	First-Line Supervisors of Office & Admin Workers	3,532	First-Line Supervisors of Office & Admin Workers	28
	Security Guards	23,939	<i>First-Line Supervisors of Food Prep. & Serving Workers</i>	3,325	<i>Social & Human Service Assistants</i>	32
	First-Line Supervisors of Retail Sales Workers	23,140	<i>Sales Representatives, Wholesale & Manufacturing</i>	3,246	<i>Bookkeeping, Accounting, & Auditing Clerks</i>	34

LABOR MARKET NEEDS

Summary of Labor Market Demand: Napa County & Surrounding Region

The tables below summarize the information presented on the previous two pages, focusing on the jobs that appeared on at least two of the three lists and requiring at least some college coursework.

Summary of Napa County		
Requiring an Associates or Bachelors Degree	All 3 Lists	General & Operations Managers
		Accountants & Auditors
		Elementary School Teachers, Except Special Ed.
		Market Research Analysts & Marketing Specialists
		Financial Managers
		Human Resources Specialists
	2 of 3 Lists	Registered Nurses
		Sales Managers
		Management Analysts
		Substitute Teachers
		Secondary School Teachers, Except Special and CTE
		Child, Family, & School Social Workers
		Industrial Production Managers
		Middle School Teachers, Except Special and CTE
Meeting, Convention, & Event Planners		
Recreation Workers		
Requiring Some College (Includes Certificates)	All 3 Lists	Heavy and Tractor-Trailer Truck Drivers
		Massage Therapists
		Nursing Assistants
		First-Line Supervisors of Production/Operating Work
		Medical Assistants
		Licensed Practical & Licensed Vocational Nurses
	2 of 3 Lists	Teacher Assistants
		Dental Assistants
		Firefighters

Source: EMSI Analyst

Summary of Surrounding Region		
Requiring an Associates or Bachelors Degree	All 3 Lists	Accountants & Auditors
		Software Developers, Applications
		Market Research Analysts & Marketing Specialists
		Computer Systems Analysts
		Recreation Workers
	2 of 3 Lists	General & Operations Managers
		Registered Nurses
		Management Analysts
		Elementary School Teachers, Except Special Ed.
		Software Developers, Systems Software
Requiring Some College (Includes Certificates)	All 3 Lists	Financial Managers
		Sales Managers
		Computer & Information Systems Managers
	2 of 3 Lists	Network & Computer Systems Administrators
		Teacher Assistants
		Heavy & Tractor-Trailer Truck Drivers
		Nursing Assistants
		Computer User Support Specialists
		Medical Assistants
		Hairdressers, Hairstylists, & Cosmetologists
Licensed Practical & Licensed Vocational Nurses		
First-Line Supervisors of Production/Operating Work		
Firefighters		
Telecommunications Equipment Install & Repair		

Source: EMSI Analyst

LABOR MARKET NEEDS

Major Groups with Anticipated Demand or Growth

Education Level	Napa County		Surrounding Region	
Requiring Associate's or Bachelor's Degree	11 Management	30%	15 Computer & Mathematical	23%
	13 Business & Financial Operations	26%	11 Management	19%
	25 Education, Training, & Library	17%	13 Business & Financial Operations	19%
	29 Healthcare Practitioners & Technical	9%	25 Education, Training, & Library	15%
	19 Life, Physical, & Social Science	4%	17 Architecture & Engineering	8%
	21 Community & Social Service	4%	41 Sales & Related	8%
	27 Arts, Design, Entertainment, Sports, & Media	4%	29 Healthcare Practitioners & Technical	4%
	39 Personal Care & Service	4%	39 Personal Care & Service	4%
Requiring Some College	31 Healthcare Support	25%	31 Healthcare Support	19%
	29 Healthcare Practitioners & Technical	19%	49 Installation, Maintenance, & Repair	19%
	25 Education, Training, & Library	13%	25 Education, Training, & Library	13%
	39 Personal Care & Service	13%	29 Healthcare Practitioners & Technical	13%
	15 Computer & Mathematical	6%	39 Personal Care & Service	13%
	33 Protective Service	6%	15 Computer & Mathematical	6%
	49 Installation, Maintenance, & Repair	6%	33 Protective Service	6%
	51 Production	6%	51 Production	6%
Requiring High School	43 Office & Administrative Support	36%	43 Office & Administrative Support	40%
	41 Sales & Related	14%	41 Sales & Related	27%
	51 Production	14%	13 Business & Financial Operations	7%
	33 Protective Service	7%	21 Community & Social Service	7%
	35 Food Preparation & Serving Related	7%	33 Protective Service	7%
	39 Personal Care & Service	7%	35 Food Preparation & Serving Related	7%
	47 Construction & Extraction	7%	47 Construction & Extraction	7%
	49 Installation, Maintenance, & Repair	7%		

MAJOR GROUPS WITH ANTICIPATED DEMAND/GROWTH

The table on the left summarizes the information from the Labor Market Demand and Growth tables, by reporting the Major Group Codes associated with the positions projected to claim the largest number of positions, the largest number of new positions, or/and the highest market demand in Napa County and the surrounding region by 2024. The Major Groups claiming at least 10% of the positions for both Napa County and the surrounding region (as reported on pages 15 and 16) are highlighted. Among positions requiring at least some college, positions associated with business, healthcare, education, and personal services are projected to experience the most growth in both Napa County and the larger surrounding region.

Source: EMSI Analyst

LABOR MARKET NEEDS

Industries with High Market Demand Jobs, Based on Inverse Staffing Patterns

Napa County

NAICS	Industry	Jobs 2014	Jobs 2024
312130	Wineries	3,818	4,860
903611	Elementary and Secondary Schools (Local Government)	1,655	1,790
721110	Hotels (except Casino Hotels) and Motels	908	1,293
622110	General Medical and Surgical Hospitals	1,005	983
902622	Hospitals (State Government)	698	818
561612	Security Guards and Patrol Services	420	718
424820	Wine and Distilled Alcoholic Beverage Merchant Wholesalers	343	523
903999	Local Government, Excluding Education and Hospitals	428	491
561320	Temporary Help Services	263	447
236115	New Single-Family Housing Construction (except For-Sale Builders)	310	340

Surrounding Region

NAICS	Industry	Jobs 2014	Jobs 2024
54151	Computer Systems Design and Related Services	36,616	55,959
90399	Local Government, Excluding Education and Hospitals	22,848	24,870
55111	Management of Companies and Enterprises	20,750	24,018
90361	Education (Local Government)	19,919	21,409
62412	Services for the Elderly and Persons with Disabilities	13,869	19,615
90261	Education (State Government)	16,666	18,847
56161	Investigation, Guard, and Armored Car Services	12,891	15,927
54121	Accounting, Tax Preparation, Bookkeeping, and Payroll Services	12,921	14,764
23611	Residential Building Construction	11,307	13,922
54161	Management Consulting Services	7,772	10,887

INDUSTRIES WITH HIGH MARKET DEMAND JOBS

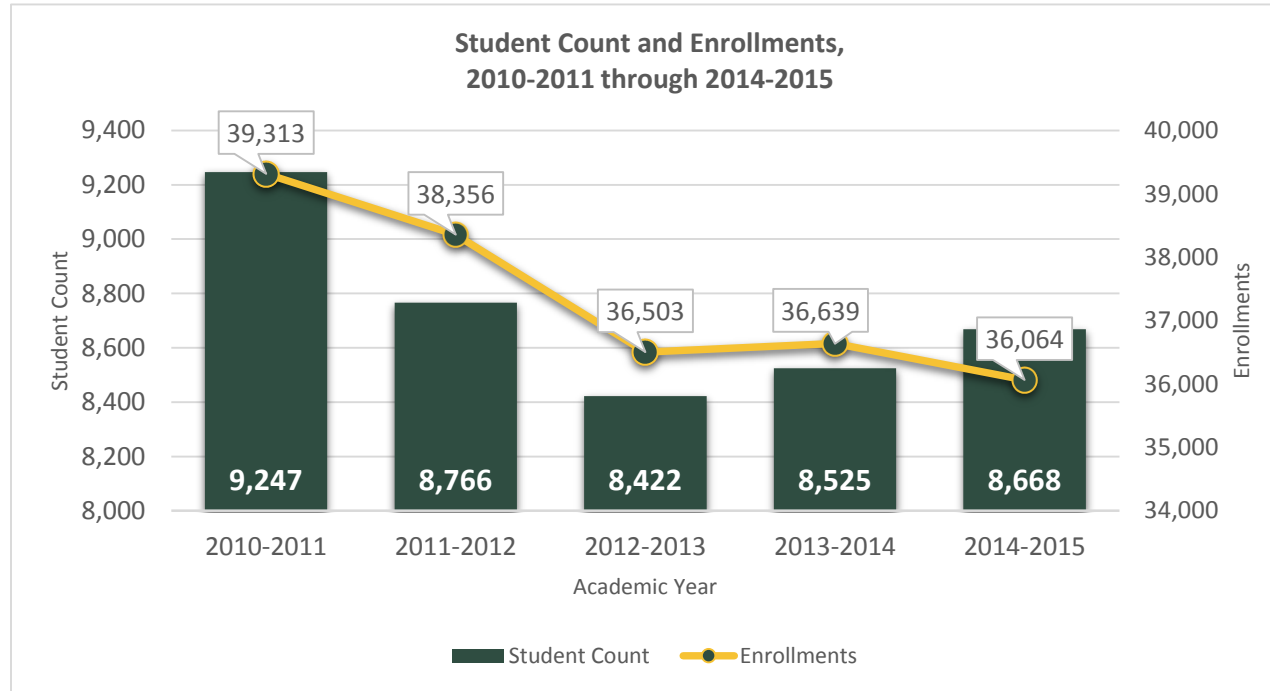
The tables on the left identify the top ten industries associated with the 35 market demand jobs listed on pages 15 and 16 (final columns of the tables) for Napa County and the surrounding region. These industries were identified based on inverse staffing patterns and are grouped by the North American Industry Classification System (NAICS). The wine industry jobs that are associated with the 35 high market demand jobs for Napa County (identified on page 15) are distributed by required education level as follows:

Typical Education for Entry-Level Position	Proportion of Wine Industry Jobs 2024
High Market Demand Jobs	
Degree	6.2%
Some College	4.0%
High School	29.2%
Other Jobs	
Degree	4.4%
Some College	--
High School	23.2%
Less Than High School	33.0%

Source: EMSI Analyst

ENROLLMENT TRENDS

Credit-Student Count (Headcount) and Enrollment Trends



Trends in Credit-Student Enrollment Behavior, 2010-2011 through 2014-2015

Academic Year	Enrollment : Headcount Ratio	Average Unit Load	Proportion of Full-Time Students
2010-2011	4.25	8.6	35.0%
2011-2012	4.38	9.0	36.3%
2012-2013	4.33	9.1	35.8%
2013-2014	4.30	9.2	36.8%
2014-2015	4.16	8.9	35.3%

Between 2010-2011 and 2013-2014, the proportion of full-time students (enrolled in at least 12 units) increased from 35% to 37%, and the average unit load increased from 8.6 to 9.2. In 2014-2015, the average unit load and the proportion of students enrolled full-time decreased (approximating 2010-2011 levels).

In addition to changes in student enrollment behavior, the ratio of enrollment : headcount for 2014-2015 was impacted by changes in enrollment reporting practices -- particularly within programs that offer courses that span beyond the standard 18-week semester (e.g., Criminal Justice, Health Occupations).

HEADCOUNT AND ENROLLMENT TRENDS

Between 2010-2011 and 2013-2014, annual changes in credit-student enrollment and headcount moved together – decreasing over the first three years and then increasing in 2013-2014. The table below reports annual changes in headcount and enrollment, as well as the changes across the five-year period (highlighted in the final row of the table).

Year	Headcount	Enrollment
2011-2012	-5.2%	-2.4%
2012-2013	-3.9%	-4.8%
2013-2014	1.2%	0.4%
2014-2015	1.7%	-1.6%
Total	-6.3%	-8.3%

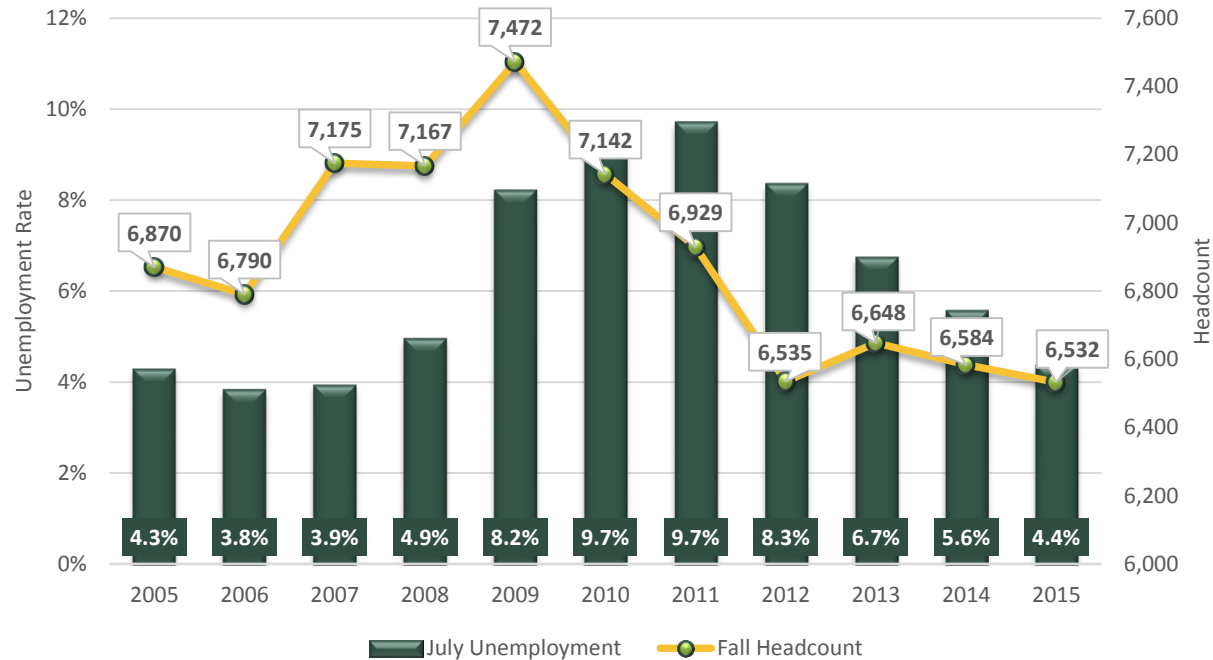
In 2014-2015, headcount increased (by 1.7%), while enrollment decreased (by 1.6%). NVC served more credit students that year. However, those students enrolled in fewer courses per student (4.16 vs. 4.30 enrollments per student). Changes in the enrollment-to-headcount ratio as well as other changes in student enrollment behavior are conveyed in the table on the left.

Source: NVC Enrollment Records

ENROLLMENT TRENDS

Credit-Student Headcount vs. Unemployment Rates

**Napa County Unemployment vs Fall Headcount,
2005 to 2015**



Annual Change	Unemployment (July)	Headcount (Fall)	Annual Change	Unemployment (July)	Headcount (Fall)
2005 to 2006	-0.5%	-1.2%	2010 to 2011	--	-3.0%
2006 to 2007	0.1%	5.7%	2011 to 2012	-1.4%	-5.7%
2007 to 2008	1.0%	-0.1%	2012 to 2013	-1.6%	1.7%
2008 to 2009	3.3%	4.3%	2013 to 2014	-1.1%	-1.0%
2009 to 2010	1.5%	-4.4%	2014 to 2015	-1.2%	-0.8%

CREDIT STUDENT COUNT VS. UNEMPLOYMENT RATES

Between 2006 and 2009, trends in NVC credit-student headcount tended to reflect changes in the unemployment rate. Both the unemployment rate and enrollment increased across the four-year period (by 4.4% and 10.0%, respectively). On average, for every 1% increase in the unemployment rate, the number of credit students increased by 112 (2006 – 2009).

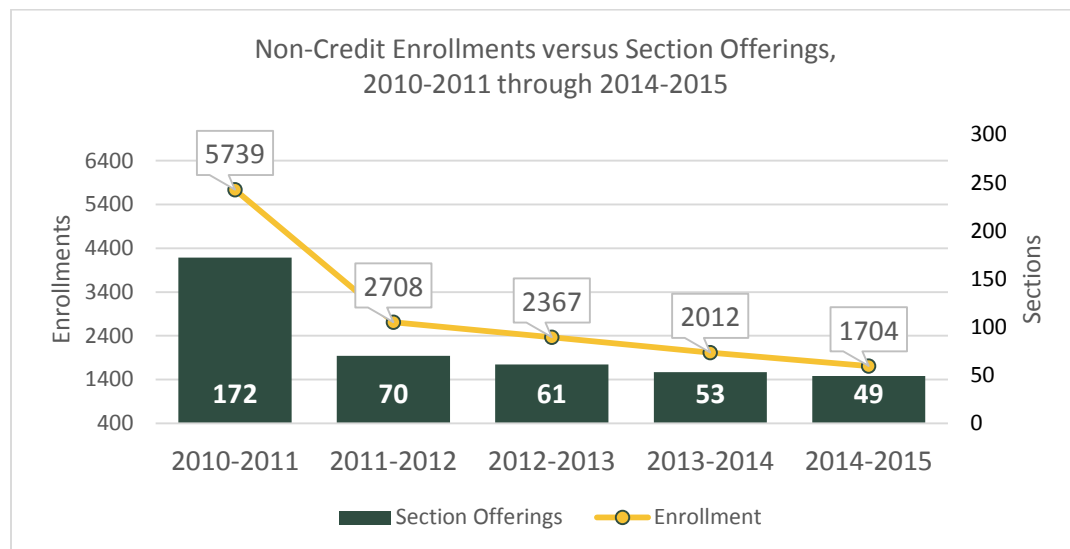
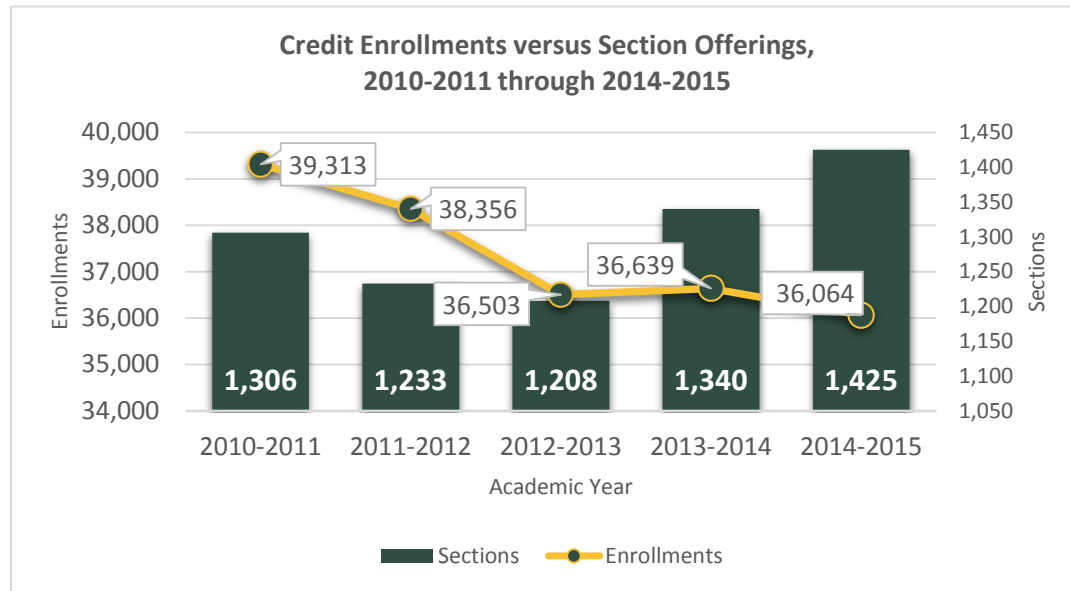
Between 2010 and 2012, NVC was not able to keep pace with the continued increase in unemployment following the recession. Between 2010 and 2013, annual changes in enrollment were in the direction opposite of changes in unemployment (or decreases among enrollment were more pronounced, as in 2012), as shown in the table on the left.

Between 2013 and 2015, annual changes in enrollment reflected the decrease in local unemployment rates.

Sources: Employment Development Department (Napa MSA), NVC Enrollment Records

ENROLLMENT TRENDS

Enrollment & Section Offerings: Credit & Non-Credit Programs



ENROLLMENT & SECTION OFFERINGS

NVC reduced the number of credit and non-credit sections between 2010-2011 and 2012-2013 to align offerings with existing resources. As shown in the graphs on the left, credit courses were prioritized over non-credit courses. Between 2010-2011 and 2012-2013, non-credit offerings were reduced by 64.5%, while credit offerings were reduced by 7.5%.

Annual Changes in Section Offerings

Year	Credit	Non-Credit
2011-2012	-5.6%	-59.3%
2012-2013	-2.0%	-12.9%
2013-2014	10.9%	-13.1%
2014-2015	6.3%	-7.5%
Total	9.1%	-71.5%

Although credit section offerings were increased beginning in 2013-2014, those increases did not yield corresponding increases in enrollment.

Annual Changes in Enrollment

Year	Credit	Non-Credit
2011-2012	-2.4%	-52.8%
2012-2013	-4.8%	-12.6%
2013-2014	0.4%	-15.0%
2014-2015	-1.6%	-15.3%
Total	-8.3%	-70.3%

Source: NVC Enrollment Records

ENROLLMENT TRENDS

Detail on Credit & Non-Credit Offerings

Credit Offerings

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Credit Sections	1,306	1,233	1,208	1,340	1,425
Degree-Applicable	91.9%	92.4%	92.6%	90.7%	91.6%
Occupational	32.6%	32.4%	31.6%	29.6%	27.6%
Basic Skills	7.7%	7.1%	6.9%	8.7%	8.0%

*Notes: The percentages reported in this table do not sum to 100% because some courses fall into multiple categories (e.g., degree-applicable and occupational; degree-applicable and basic skills). The “occupational” category includes courses coded as “somewhat occupational,” as well as those that are coded as “occupational.”

Non-Credit Offerings

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Credit Sections	172	70	61	53	49
Courses for Persons with Substantial Disabilities	41.9%	48.6%	59.0%	67.9%	53.1%
English as a Second Language (ESL)	12.8%	41.4%	32.8%	26.4%	38.8%
Elementary and Secondary Basic Skills	6.4%	5.7%	1.6%	--	--
Parenting	--	1.4%	3.3%	--	--
Short-Term Vocational	3.5%	2.9%	3.3%	5.7%	8.2%
Courses for Older Adults	35.5%	--	--	--	--

CREDIT & NON-CREDIT OFFERINGS

Although the number of credit course offerings has fluctuated over the past five years, the proportion of sections assigned to degree-applicable, occupational, and basic skills courses among credit offerings has been relatively stable. Degree-applicable courses have claimed more than 90% of credit sections over the past five years, while occupational courses claimed approximately 30% and basic skills courses claimed less than 10%.

The balance among types of non-credit sections has fluctuated dramatically over the past five years. Courses for students with substantial disabilities have accounted for the largest share of non-credit sections (and the majority of those offerings over the last three years). The proportion of sections claimed by ESL and short-term vocational courses within the non-credit program have increased, as course offerings within the remaining three categories have been suspended.

Source: MIS CB (Course) Files Submitted to California Community Colleges Chancellor's Office

ENROLLMENT TRENDS

Impact of Repeatability

In 2013, the California Community Colleges Board of Governors enacted regulations that restricted repeated enrollment in credit courses. With a few exceptions, the new regulations limited students to one successful completion for each credit course.

Repeat Enrollments at the Institutional Level

Repeat Enrollment			
	2010-2011	2014-2015	Change
Number of Repeat Enrollments	3,154	981	-2,173
Proportion of Credit Enrollments	7.8%	2.8%	-5.0%

Repeat Enrollments at the Program Level

Repeat Enrollment			
	2010-2011	2014-2015	Change
Physical Education Health and Athletics	1,701	434	-1,267
Music	201	66	-135
Art	145	26	-119
Viticulture & Winery Technology	119	12	-107
Theater Arts	73	17	-56

Proportion of Enrollments Claimed by Repeaters, By Age Group

Age Group	Institutional Level		Among 5 Programs	
	2010-2011	2014-2015	2010-2011	2014-2015
Under 21	5.2%	1.5%	15.3%	5.5%
21 to 24	7.2%	1.8%	20.6%	5.6%
25 to 29	7.1%	2.8%	17.6%	4.1%
30 to 39	9.5%	2.8%	20.2%	4.6%
40 to 49	12.5%	5.0%	24.2%	8.0%
50 to 59	20.5%	7.7%	33.4%	12.3%
60 and above	44.3%	38.5%	55.2%	48.4%

IMPACT OF REPEATABILITY

Repeatability restrictions impacted students' enrollment behavior, as reported in the table on the left. At the institutional level, there were 2,173 fewer repeat enrollments in 2014-2015 than there had been in 2010-2011. While enrollments among students in courses that they had already successfully completed accounted for almost 8% of credit enrollments in 2010-2011, the figure had decreased to less than 3% by 2014-2015.

Repeatability impacted some programs more than others. The table on the left identifies the five programs that experienced the largest decreases in repeated enrollments between 2010-2011 and 2014-2015. The decrease in enrollments across those five programs (1,684 fewer enrollments in 2014-2015) accounted for more than 75% of the total decrease in repeated enrollments across the institution (2,173).

The final table reports the proportion of enrollments claimed by repeaters within each age group. While repeated enrollments now account for a smaller proportion of enrollments across all age groups, they continue to account for more than 5% of enrollments among students ages 40 and above.

Sources: MIS SX & ST Files

STUDENT PROGRESSION & PERSISTENCE

Retention, Successful Course Completion & Persistence Rates

	Term				
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Student Count	6,943	6,763	6,382	6,403	6,403
Retention Rate	86.5%	87.2%	89.1%	88.5%	88.0%
Successful Course Completion Rate	73.6%	72.7%	74.7%	72.8%	72.4%
Number of Students Completing at Least One Credit Course	5,813	5,569	5,270	5,229	5,283
Persistence among Completers					
Spring Persistence Rate	74.1%	76.8%	78.0%	77.6%	77.0%
Fall Persistence Rate	52.5%	52.8%	55.2%	55.7%	--
Persistence among Non-Completers					
Spring Persistence Rate	36.7%	36.3%	42.2%	39.4%	39.0%
Fall Persistence Rate	26.9%	26.0%	28.9%	29.6%	--
Persistence Overall					
Spring Persistence Rate	68.0%	69.7%	71.7%	70.6%	70.4%
Fall Persistence Rate	48.3%	48.0%	50.6%	50.9%	--

DEFINITIONS

Retention Rate: The percent of students who are retained in courses from Census Day through the end of the semester (i.e., who do not withdraw) out of the total students enrolled in courses.

Successful Course Completion Rate: The percent of students who receive grades of A, B, C, or CR/P (credit/pass) out of the total students enrolled in courses as of Census Day.

Persistence Rate: The percent of students enrolled in one term that enroll in at least one credit course during a subsequent term.

PERSISTENCE TO EDUCATIONAL GOAL

The table to the left reports the number of credit students enrolled in the five most recent fall terms, as well as the retention and successful course completion rates for those terms, and the persistence rates from term-to-term (which track students that are continuing to pursue their educational goals). The persistence rates among students that successfully completed at least one credit course (“completers”) are reported alongside the persistence rates among students that did not successfully complete a course (“non-completers”). Fall-to-spring persistence (within the same academic year) as well as fall-to-fall persistence (from one academic year to the next) are reported.

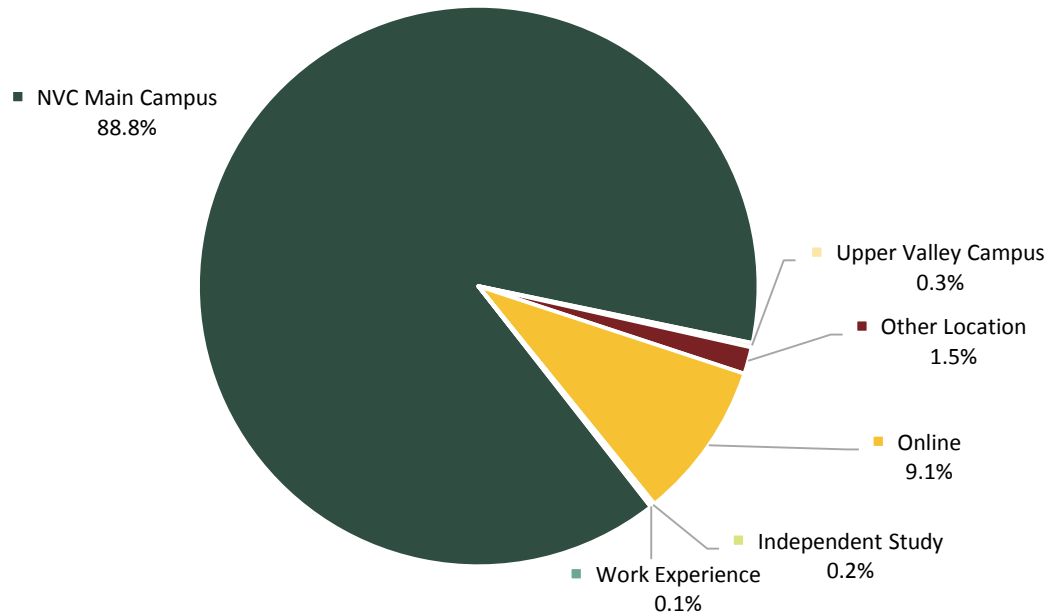
The differences between the persistence rates of completers and non-completers are statistically significant for each of the five years examined.

Source: MIS SX (Enrollments) Files Submitted to the California Community Colleges Chancellor’s Office

FACILITIES USAGE & NEEDS

Credit Enrollments by Location 2014-2015

Proportion of Enrollments By Location, 2014-2015



CREDIT ENROLLMENTS BY LOCATION

In 2014-2015, courses offered on NVC’s Main Campus accounted for almost 90% of credit enrollments (88.8%). Online courses accounted for the majority of the remaining balance, claiming 9.1% of credit enrollments. “Other” locations include local high schools. Together, they accounted for 1.5% of credit enrollments in 2014-2015, with New Technology High School accounting for the largest proportion of enrollments at any one location. Other than the Main Campus and online education, no individual locations – including the Upper Valley Campus – generated more than 0.53% of credit enrollments.

Source: NVC Enrollment Records

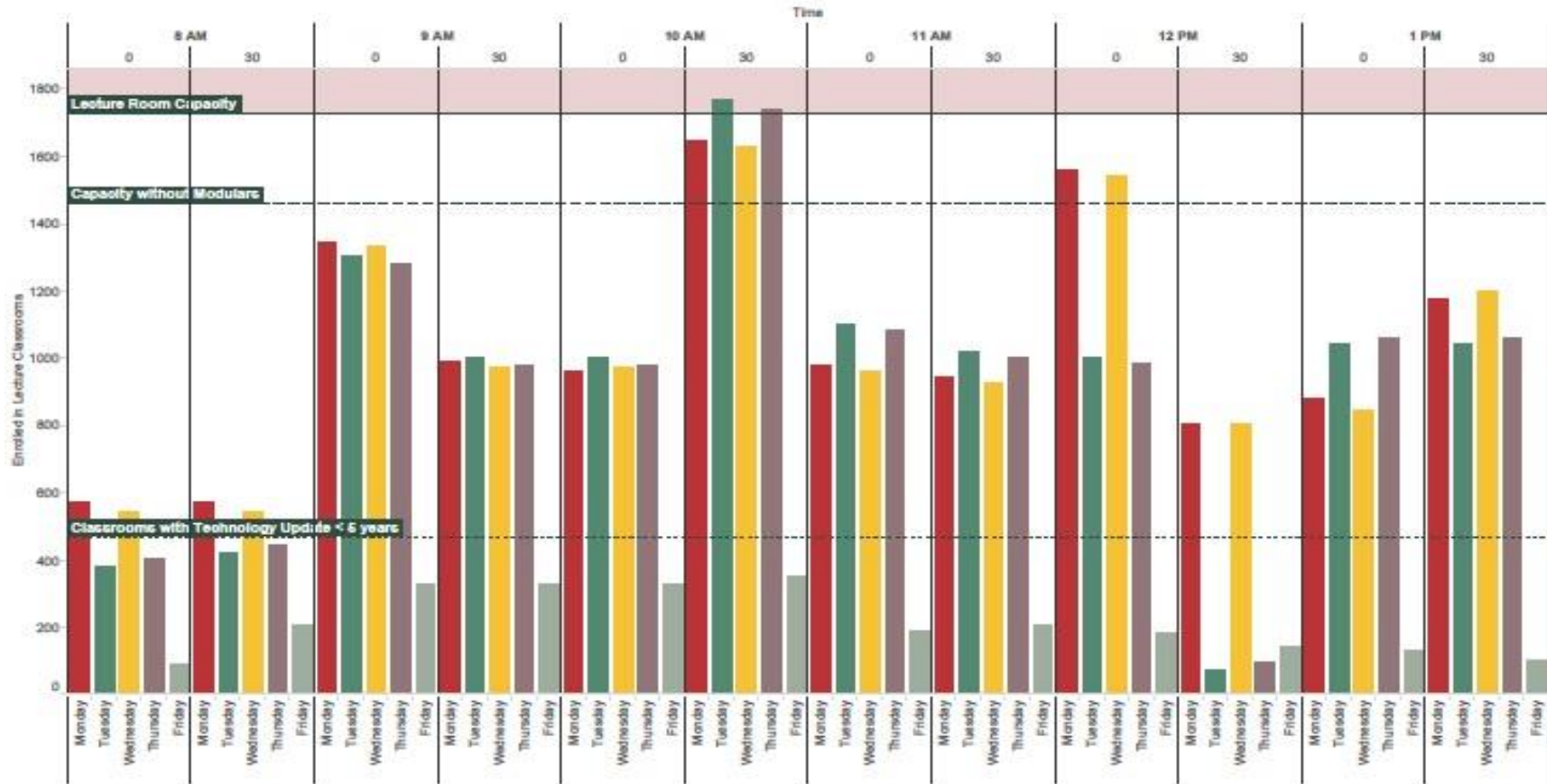
Lecture Room Capacity

The graphs on the next two pages report the number of students attending lecture (non-lab) courses by time of the day and day of the week (Monday through Friday). Enrollments in courses assigned to lecture rooms are reported in 30-minute increments spanning 8:00 a.m. through 7:30 p.m. Three reference lines are imposed on each graph to convey the maximum number of students assigned to classrooms with updated technology, the maximum capacity without the modular classrooms, and the maximum capacity including the modular classrooms. These three reference lines represent 470, 1,496, and 1,772 enrollments, respectively. Most students are on campus attending classes between 9:00 a.m. and 4:00 p.m. The lowest number of students are on campus attending classes from 8:00 – 9:00 a.m. and 4:00 – 5:30 p.m.

Source: NVC Enrollment Records, Fall 2014

FACILITIES USAGE & NEEDS

Lecture Room Capacity, Morning through Early Afternoon, By Day of the Week

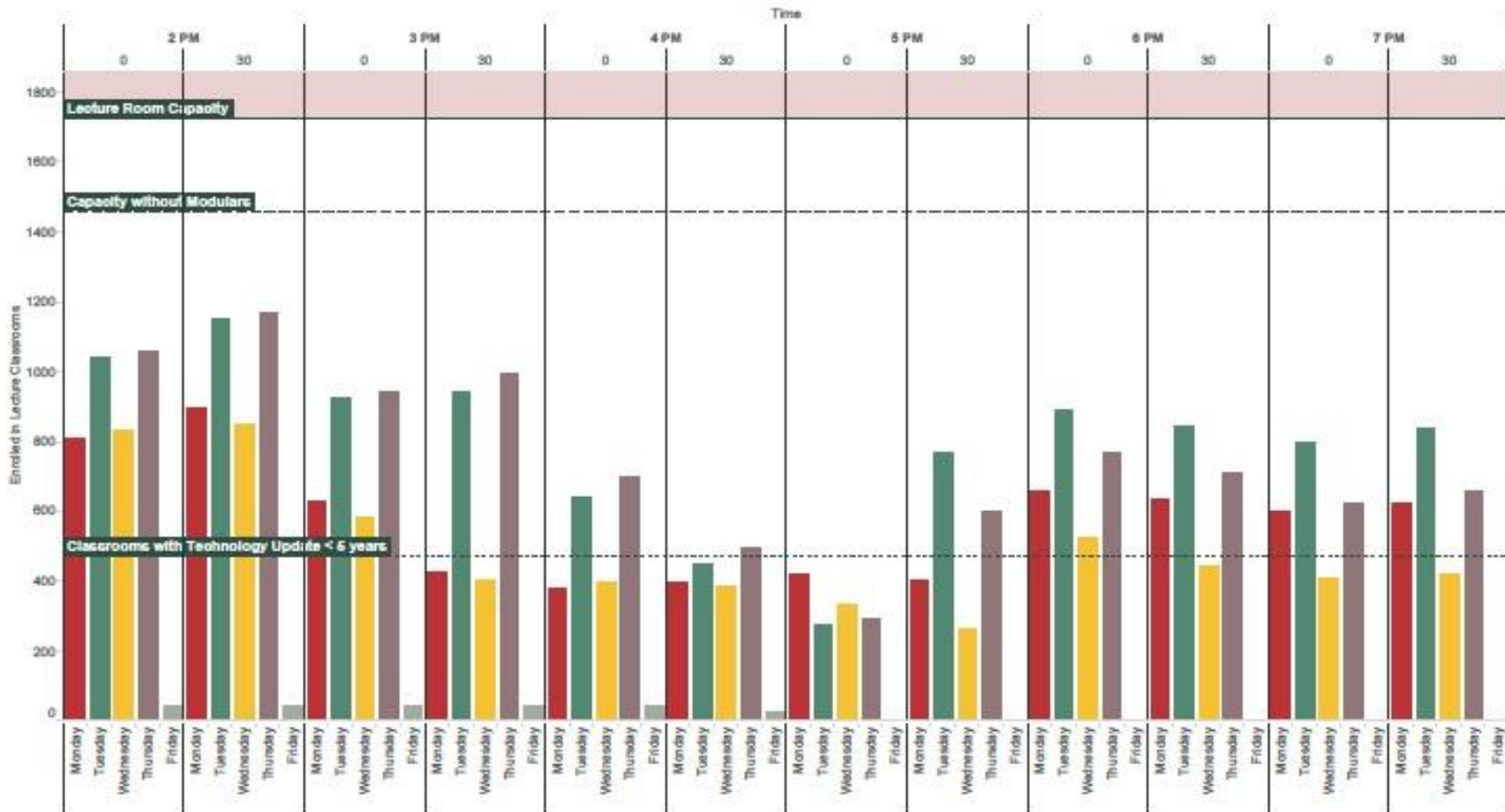


The enrollment patterns throughout the morning (with an increase in the number of students attending classes occurring every 1-1/2 hours) reflect NVC's block schedule. The 9:00 – 9:30 surge includes students in classes scheduled 8:00 – 9:15 as well as those in classes that begin at 9:00. From 10:30 – 11:00 Monday through Thursday and from 12:00 – 12:30 on Monday and Wednesday, enrollments exceed the capacity of lecture rooms without the modular classrooms. During the peak enrollment period (10:30 – 11:00) on Tuesday and Thursday, enrollments exceed the maximum capacity of NVC facilities. The decrease in the number of students attending classes on Tuesdays and Thursdays 12:30 – 1:00 reflects the decrease in the number of classes offered at that time, to accommodate college hour.

Note: The enrollment figures reported in the graph include students in lecture courses that are assigned to rooms coded for uses other than "lecture."

FACILITIES USAGE & NEEDS

Lecture Room Capacity, Early Afternoon through Evening, By Day of the Week

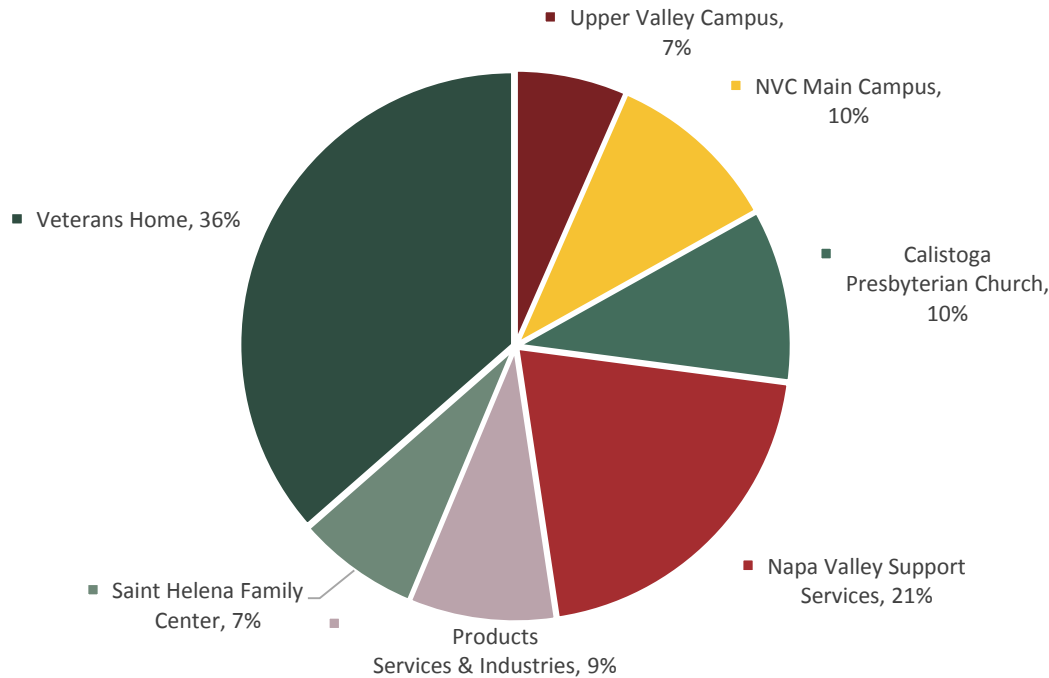


The dominant preference for courses in the morning and early afternoon is shown on this graph, along with the one on the previous page. Between 9:00 a.m. and 4:00 p.m., more than 1,000 students attend class every 30 minutes (average: 1,036 students). The average number of students attending classes each 30 minutes between 4:00 and 5:30 is 430. The average number of students in classes in the evening (5:30 – 8:00) is 627 for each 30-minute period.

Note: The enrollment figures reported in the graph include students in lecture courses that are assigned to rooms coded for uses other than "lecture."

FACILITIES USAGE & NEEDS

Proportion of Non-Credit Enrollments by Location, Fall 2014



Location of Non-Credit Courses, Fall 2014	English as a Second Language (ESL)	Short-Term Vocational	Courses for Persons with Substantial Disabilities
Upper Valley Campus (UVC)	X	X	
Main Campus		X	
Napa Valley Support Services (NVSS)			X
Products Services & Industries (PSI)			X
Veterans Home			X
St. Helena Family Center	X		
Calistoga Presbyterian Church	X		

NON-CREDIT ENROLLMENTS BY LOCATION

Although NVC's Non-Credit Program is administered by the Upper Valley Campus (UVC) in St. Helena, the UVC facility accounted for only a fraction (7%) of non-credit enrollments in fall 2014. Classes offered at the Veterans Home in Yountville accounted for the largest proportion of non-credit enrollments (36%) that term.

As summarized in the accompanying table, all non-credit short-term vocational courses in fall 2014 were offered at the UVC or the main campus, while non-credit ESL courses were offered at the UVC or up-valley community locations. All classes held at the Veterans Home, Napa Valley Support Services, and Products Services and Industries in fall 2014 were designed for persons with substantial disabilities.

Sources: NVC Enrollment Records and MIS CB (Course) Files submitted to California Community Colleges Chancellor's Office

FACILITIES USAGE & NEEDS

Assigned Square Footage (ASF): Lab Space

Lab Space Needs among Individual Instructional Programs

Program	Required ASF Based on Fall 2014 WSCH	Actual Assigned ASF	Difference (Actual - Required)	ASF per Station (Standard)
Chemistry	3,894	2,470	-1,424	60
Physics	1,383	1,209	-174	60
Computer Information Systems Application / Business	1,381	1,456	75	40
Engineering	674	995	321	75
Geology / Earth Science	586	928	342	60

Lecture Space on the Main NVC Campus

	ASF with Temporary Buildings	ASF without Temporary Buildings
Required ASF, Based on Fall 2014 WSCH	19,905	19,905
Actual ASF	31,611	26,393
Difference (Actual - Required)	11,706	6,488

Full-Time Equivalent Students in Temporary & Non-Lecture Spaces

	Full-Time Equivalent Students (FTES)	% of Total FTES
FTES Generated in Temporary Classrooms, Fall 2014	260	16.3%
FTES Lectures Taught in Non-Lecture Classrooms, Fall 2014	112	7.0%

ASSIGNED SQUARE FOOTAGE: LAB & LECTURE SPACE

The table on the left identifies the five instructional programs with the largest lab space needs. The required space calculations are based on Utilization and Space Standards provided by the Board of Governors. Chemistry and Physics are currently operating below the standard ASF requirements for lab space. Lab spaces assigned to the other three programs listed in the table are approaching their maximum capacity, with no room for program growth.

More than 25% of lecture space needs on the main campus are addressed by the temporary (modular) classrooms. In fall 2014, the modular classrooms accounted for 16% of total full-time equivalent students (FTES). An additional 7% of FTES was generated from lectures taught in classrooms that were designated for a different (non-lecture) purpose.

Note: The figures on this page report ASF on the Main Campus for face-to-face classes only (for both labs and lectures).

Source: Napa Valley Community College District Room Detail Report 2015-2016

PROGRAM CLUSTERING

Description of Program Clustering

The graph on the following page provides a snapshot of the fill rate and productivity levels among NVC instructional programs. The fill rates and productivity were calculated across three academic years, spanning 2012-2013 through 2014-2015. Summary statistics for three clusters of programs (defined by productivity levels) are reported alongside the graph.

- Fill rate compares the capacity of the class (based on size of the classroom facility and/or student-to-faculty ratio requirements) with the number of actual enrollments in the class. It is calculated as:
$$\frac{\text{Number of Seats that Are Occupied (Actual)}}{\text{Total Number of Seats Available (Capacity)}}$$
 as of Census Day.

Program-level fill rates (covering all courses offered within each discipline or program across the three-year period) are reported. As shown in the graph and accompanying summary statistics, fill rate among instructional programs ranged from 29.6% to 121%. The median fill rate among instructional programs was 83%. Lines marking two thresholds – represented by the median fill rate and 100% fill rate – have been imposed on the graph.

- Productivity compares the number of full-time equivalent students (FTES) with the number of full-time equivalent faculty (FTEF). It is calculated as:
$$\frac{\text{Number of Full-Time Equivalent Students (FTES)}}{\text{Number of Full-Time Equivalent Faculty (FTEF)}}$$

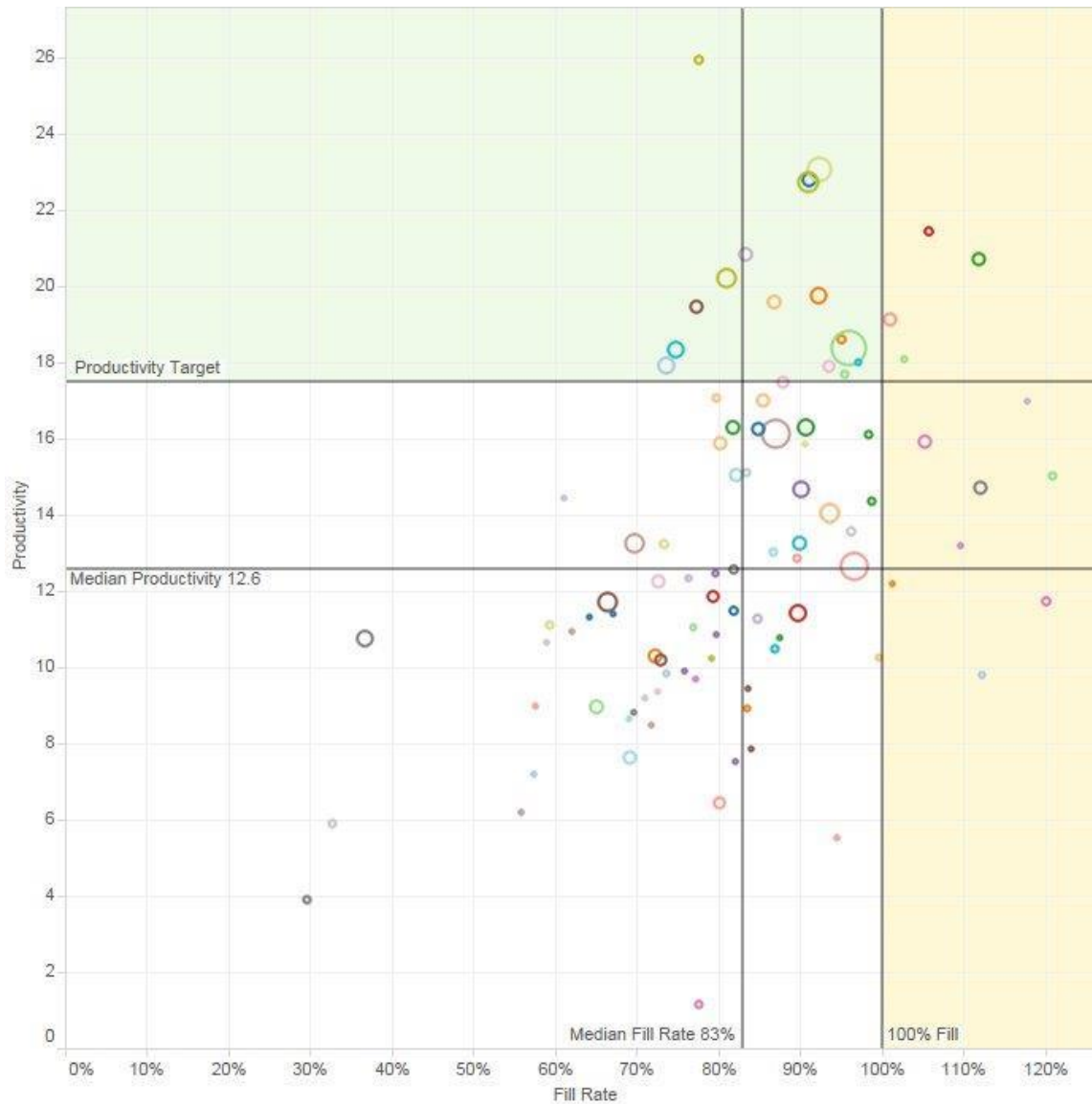
The median productivity was 12.6. In addition to the line representing the median productivity among instructional programs, a line representing the productivity target identified by the California Community Colleges Chancellor's Office (17.5) has been imposed on the graph for reference.

As indicated by the scatterplot and the summary statistics reported on the next page, productivity tends to increase with fill rate. The two variables are highly correlated ($r = 0.466$; $p < 0.005$), as are productivity and average section size ($r = 0.841$; $p < 0.0001$). The average section size increases steadily across the three clusters defined by productivity – from 19.4 to 28.3 to 39.0 students per section. Some programs within each cluster claimed fill rates above 100%.

The information presented in the scatterplot can be used to inform scheduling and other strategies designed to increase enrollment at the program level. At the institutional level, the information can be used to inform decision-making and resource-allocation processes and monitor the balance between small programs and larger programs.

PROGRAM CLUSTERING

Program Clustering By Fill Rate & Productivity



SUMMARY STATISTICS

- Instructional Programs with Productivity Greater than 17.5
 Number of Programs: 20
 Productivity Range: 17.70 – 25.9
 Productivity Average: 20.0
 Fill Rate Range: 73.7% - 111.9%
 Fill Rate Average: 91.0%
 Average Section Size: 39.0

- Instructional Programs with Productivity Less than 17.5 and Greater than 12.6
 Number of Programs: 28
 Productivity Range: 12.64 – 17.47
 Productivity Average: 15.2
 Fill Rate Range: 61.2% - 121.0%
 Fill Rate Average: 90.7%
 Average Section Size: 28.3

- Instructional Programs with Productivity Less than 12.6
 Number of Programs: 48
 Productivity Range: 1.15 – 12.57
 Productivity Average: 9.6
 Fill Rate Range: 29.6% - 120.2%
 Fill Rate Average: 74.7%
 Average Section Size: 19.4

Source: NVC Enrollment Records

CHALLENGES & ASSOCIATED STRATEGIES

Challenges and Associated Strategies

This section presents eight local challenges (specific to Napa Valley College) that emerged from review of the data included in the 2015-2016 Educational Master Plan Update. The tables present each challenge (identified at the top of the table), followed by a number of general strategies for the College to consider to address each challenge. The final row of each table identifies the data that were used to identify the challenge and associated strategies – to strengthen the linkage between data, evidence, institutional planning, and decision-making.

Lack of anticipated growth in population of 15 to 34-year-olds	
STRATEGIES	<ul style="list-style-type: none"> ○ Increase recruitment of recent high school graduates who do not enroll immediately in two- or four-year institutions ○ Cultivate relationships with K-12 schools to encourage early awareness of and engagement with Napa Valley College and its programs ○ Focus outreach on subpopulations with anticipated growth among effective student population (e.g., American Canyon, Hispanic) ○ Create a full and inviting college experience to attract and retain students ○ Explore various means of expanding service area and increasing access to course offerings ○ Increase communication and community awareness of NVC, offerings, and programs ○ Improve processes to facilitate enrollment, persistence, and goal attainment among students
DATA	<p><u>Effective Service Area:</u></p> <ul style="list-style-type: none"> ○ Participation Rates & Projected Population Growth ○ Enrollment Patterns, By Delivery Mode ○ Demographic Changes <p><u>Feeder Institutions:</u></p> <ul style="list-style-type: none"> ○ Feeder High Schools ○ Capture Rate among High Schools ○ Enrollment within Napa County

Enrollment Stability & Growth-Related Challenges

Generating sufficient enrollment to remain sustainable	
STRATEGIES	<ul style="list-style-type: none"> ○ Identify programs and course offerings that could generate additional FTES (by increasing fill rates and productivity, redistributing class offerings, providing additional academic opportunities for students) ○ Collect student and community input and analyze enrollment patterns to inform schedule-development process and anticipate student needs ○ Expand services, availability of services, programs, curriculum, and supports to increase access and enhance the student experience ○ Apply a balanced approach to decision-making, to ensure sufficient resources to support programs and services
DATA	<p><u>Effective Service Area:</u></p> <ul style="list-style-type: none"> ○ Participation Rates & Projected Population Growth <p><u>Enrollment Trends:</u></p> <ul style="list-style-type: none"> ○ Headcount & Enrollment Trends ○ Credit-Student Headcount vs. Unemployment ○ Enrollment & Section Offerings <p><u>Program Clustering:</u></p> <ul style="list-style-type: none"> ○ Fill Rates & Productivity

CHALLENGES & ASSOCIATED STRATEGIES

Local Needs-Related Challenges

Anticipated industry growth within Napa County tends to be concentrated in areas that do not require an Associate’s Degree for entry-level positions	
STRATEGIES	<ul style="list-style-type: none"> ○ Explore opportunities to repackage and/or rebrand current courses and programs to communicate alignment with industry growth and needs ○ Explore short-term courses to address needs for specialized training (including delivery through community education classes, non-credit vocational)
DATA	<p><u>Labor Market Needs:</u></p> <ul style="list-style-type: none"> ○ Labor Market Demand & Growth: Napa County & Surrounding Region ○ Summary of Labor Market Demand ○ Major Groups with Anticipated Demand or Growth ○ Industries with High Market Demand Jobs, Based on Inverse Staffing Patterns

Addressing needs of life-long learners in light of recent legislation	
STRATEGIES	<ul style="list-style-type: none"> ○ Explore community education/non-credit solutions to provide access to courses popular among life-long learners ○ Explore possibility of clustering credit and community education offerings (repackaging credit courses) to provide opportunities for life-long learners to attend classes ○ Identify effective marketing and communication methods to increase awareness as offerings for life-long learners are expanded
DATA	<p><u>Enrollment Trends:</u></p> <ul style="list-style-type: none"> ○ Credit-Student Headcount & Enrollment Trends ○ Non-Credit Offerings ○ Impact of Repeatability <p><u>Program Clustering:</u></p> <ul style="list-style-type: none"> ○ Fill Rates & Productivity

CHALLENGES & ASSOCIATED STRATEGIES

Revitalizing the non-credit program following severe reductions in recent years	
STRATEGIES	<ul style="list-style-type: none"> ○ Explore non-credit options as means of complementing credit offerings to support student success (e.g., modularized delivery, skills workshops) ○ Align non-credit pathways with credit degree and certificate programs to facilitate student transition (e.g., CDCP, basic skills, adult education) ○ Use non-credit/community education program as method for delivering short-term training/information sessions based on community demand/need (e.g., trainings related to changing demographics among community, including aging of the population, intellectually disabled adults, etc.) ○ Offer non-credit courses in a variety of locations
DATA	<p><u>Effective Service Area:</u></p> <ul style="list-style-type: none"> ○ Changes in Population of Napa County, By Age Group <p><u>Enrollment Trends:</u></p> <ul style="list-style-type: none"> ○ Enrollments & Section Offerings ○ Credit & Non-Credit Offerings ○ Non-Credit Enrollments by Location

Non-Credit &
Upper Valley Campus-Related
Challenges

Underutilization of Upper Valley Campus facility	
STRATEGIES	<ul style="list-style-type: none"> ○ Explore methods for integrating Upper Valley Campus into credit programs ○ Identify credit programs that are best-suited to be housed in the Upper Valley Campus as their primary location ○ Expand offerings at Upper Valley Campus to address a variety of student/community needs
DATA	<p><u>Facilities Usage & Needs:</u></p> <ul style="list-style-type: none"> ○ Credit Enrollments by Location ○ Non-Credit Enrollments by Location

CHALLENGES & ASSOCIATED STRATEGIES

Technology & Physical Resources-Related Challenges

Insufficient technology and technological infrastructure to support classroom instruction and student learning

STRATEGIES	<ul style="list-style-type: none"> ○ Implement replacement/upgrade plan to ensure current technology to support classroom instruction ○ Upgrade technology to a consistent standard across all instructional spaces ○ Provide sufficient technological infrastructure to support NVC's instructional and student support needs and prepare for future needs/demands
DATA	<p><u>Facilities Usage & Needs:</u></p> <ul style="list-style-type: none"> ○ Lecture Room Capacity (Classrooms with Technology Upgrades) ○ Lab Space Needs

Limitations of existing physical resources constrains ability to meet student needs

STRATEGIES	<ul style="list-style-type: none"> ○ Ensure Napa Valley College has adequate space to address student needs and enable growth within high-demand lecture courses ○ Develop means to address demands for increased laboratory space ○ Develop flexible classroom spaces that can host a variety of instructional modalities ○ Develop long-term plan to eliminate reliance on temporary classrooms ○ Provide space that will allow for the growth of programs and services that support student success and retention ○ Structure schedule to optimize usage of existing classrooms and labs
DATA	<p><u>Student Progression & Persistence:</u></p> <ul style="list-style-type: none"> ○ Retention, Successful Course Completion, & Persistence Rates <p><u>Facilities Usage & Needs:</u></p> <ul style="list-style-type: none"> ○ Lecture Room Capacity ○ Assigned Square Footage: Lab Space ○ Lecture Space on Main Campus ○ Full-Time Equivalent Students in Temporary & Non-Lecture Spaces <p><u>Program Clustering:</u></p> <ul style="list-style-type: none"> ○ Fill Rates & Productivity