



2019-2020 Educational Master Plan Update



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Section One: Population Served

This section defines the NVC service area based on the location of residence of credit students (based on zip code) and describes recent participation rates (i.e., enrollment at NVC) among populations defined by geographic location. Population projections and anticipated demographic changes are highlighted. Household income within Napa County is described, including definitions of living wage, the age distribution among the population living below the poverty level, and the household income distribution.

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This section describes educational and job training needs among the local population and among Napa County and Bay Area industries. It begins with a description of educational attainment within Napa County, along with ten-year projections. Median individual income and the unemployment rate in Napa County are presented by level of educational attainment. The value of higher education at the national level is reflected in the relationship between educational attainment and typical earning potential. The top five occupational classifications for both Napa County and the Bay Area are identified for four different educational levels required for an entry-level position (including Bachelor’s Degree, Associate’s Degree, Some College, and No Degree or Postsecondary Award). Descriptions of the Standard Occupational Classifications with the highest number of positions projected for 2029 in both Napa County and the Bay Area are provided.

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This section summarizes 10-year trends in NVC credit-student enrollment and headcount, along with the relationship between the unemployment rate and the number of NVC students. Five-year trends in enrollment and section offerings within the credit and non-credit programs are described, along with details on course delivery modes (among credit courses) and the types of course offerings (among non-credit courses). Information on facilities usage – tracking the number of students attending classes on NVC’s Main Campus by time of day and day of the week – is reported.

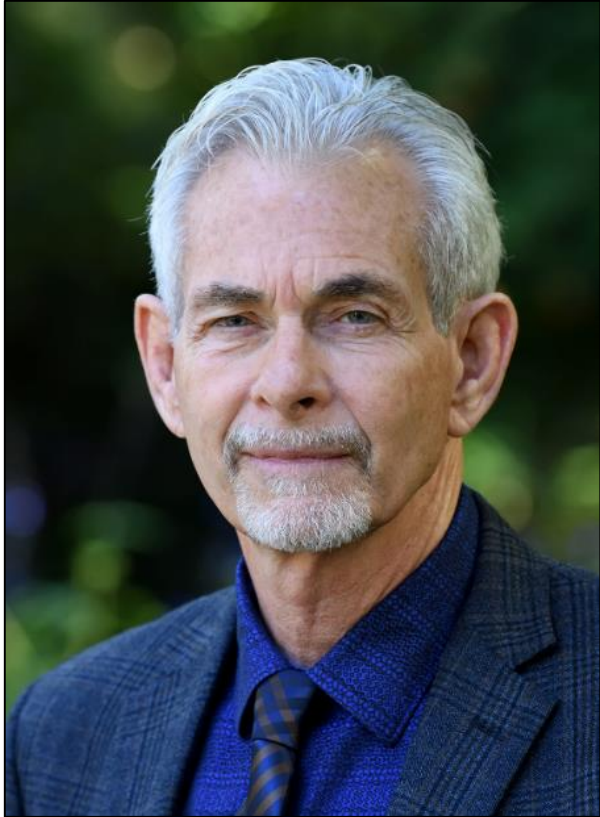
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This section includes additional details on initiatives of the California Community Colleges Chancellor’s Office – including the Vision for Success, Guided Pathways, and Student Equity – as well as a list of acronyms appearing throughout the 2019-2020 EMP Update.

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Message from the President



Dr. Ronald Kraft

Napa Valley College
Superintendent/President

I am proud to present Napa Valley College's 2019-2020 Educational Master Plan Update. The priorities established in this plan will serve to guide college decisions about growth, development and resource allocation, and align with the five strategic institutional goals established by the Board of Trustees. Ultimately, this Education Master Plan will provide guidance for the College's efforts to be a "student-ready college" that addresses the diverse needs of students as they work to achieve their academic and career goals.

Our work on NVC's Educational Master Plan Update has been an example of participatory decision-making at its best—with stakeholder input and reflection across the campus. We are fortunate to have a 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.

Napa Valley College is committed to supporting a college culture of academic excellence and an environment that values and sustains student success and equity. Our Educational Master Plan serves as our roadmap with goals and action items that will transform the educational experience, enhance the institution's infrastructure and communication, support faculty and staff in their professional development, and expand our community presence and impact.

The California Community Colleges Chancellor has set a bold Vision for Success for all state community colleges, by increasing students transferring to a UC or CSU campus and getting good jobs, reducing the number of unnecessary units students take and eliminating achievement gaps. The Chancellors Office also introduced Guided Pathways, a comprehensive reform of how community colleges serve students and the mechanism for reaching the goals outlined in the Vision for Success. Napa Valley College has embraced the Vision and begun implementation of Guided Pathways by utilizing a holistic approach to identify obstacles to student achievement and implementing coordinated institution-wide solutions.

Our current efforts are focused on meeting future workforce demand in California, providing career education programs that prepare students for available jobs, offering support to help students find jobs, increasing the number of degree and certificate program offerings, reducing the average number of units-to-degree to help more students reach their educational goals sooner, and reducing equity and achievement gaps. Our dedication to student success keeps us focused on a bright and forward-looking future.

Napa Valley College continues to be the county's hub of education, culture and the arts providing an academically rich, multicultural learning experience offering a range of community education, noncredit classes, and campus activities that bring us together. 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,

A handwritten signature in black ink that reads "Ronald Kraft, PhD". The signature is written in a cursive style.

Introduction to 2019-2020 Educational Master Plan (EMP) Update



Robyn Wornall, Ph.D.

Senior Dean
Office of Research, Planning
and Institutional Effectiveness

I am pleased to present the 2019-2020 Educational Master Plan Update to the NVC Community!

This deliverable is the result of the collective efforts of four Office of Research, Planning, and Institutional Effectiveness (RPIE) staff members, who worked on this project from September 2019 through May 2020. We adopted a team approach throughout that period, regularly reviewing data and determining the best way to present it, with the goal of identifying the needs of the Napa Valley community as well as the potential role(s) that NVC might play in helping to address those needs. We aimed to create a product that was graphic-heavy and narrative-light, in order to engage the interest of the campus community. We also expanded content beyond the last EMP Update, provided context for recent changes impacting NVC and the California Community College system, and refined the presentation. Some of the most impactful changes are highlighted below.

Expanded Content to Include:

- more descriptions of Napa County – including levels of educational attainment, distribution of household income, definition of living wage, and thresholds defining local poverty levels;
- the Standard Occupational Classifications with the largest number of positions anticipated in 2029, based on four levels of education required for entry-level positions (Bachelor’s Degree – Associate’s Degree – some college – no college or postsecondary award);
- median income and unemployment rates by level of educational attainment within Napa County;
- the value of higher education at national level, as reflected in mean income and potential earnings, compounded over time; and
- the impact of NVC on students’ lives, tracked by students’ attainment of a living wage, changes in median earnings, and securing a job closely related to area of study.

Provided Context for Recent Changes Impacting NVC:

- initiatives introduced by the California Community Colleges Chancellor’s Office (CCCCO) – including the Vision for Success, Guided Pathways, and Student Equity; and
- Student Success Metrics tracking student performance and institutional effectiveness.

Refined the Presentation:

- incorporated images/icons to help guide the reader and summarize findings;
- included photos of students actively learning at NVC and celebrating their success; and
- applying more structure to the document, clustering data around themes and summarizing key findings and strategies to consider following each section/theme.

I hope that others share my enthusiasm about the 2019-2020 EMP Update and its potential to help further define NVC’s role in impacting students’ lives!

A handwritten signature in blue ink that reads "Robyn".

Overview and Purpose



The 2019-2020 EMP Update is part of NVC’s integrated planning cycle, which includes periodic reviews of internal and external data to identify factors that might impact the college and that should be incorporated into local planning efforts. This document represents the second update associated with NVC’s ten-year “parent” EMP document, which spans 2013-2023. (The last update was completed in 2015-2016.) The 2013-2023 EMP and the 2015-2016 Update remain part of NVC’s institutional planning documents and will now be supplemented by the 2019-2020 EMP Update.

As was the case with the 2015-2016 EMP Update, this document focuses on trends and projections within and around Napa County and identifies anticipated challenges and opportunities unique to NVC that emerge from the data. The challenges and opportunities should be used to inform other institutional planning efforts at NVC, to ensure that college programs and services continue to meet the needs of students and the surrounding community.

The 2019-2020 EMP Update is a snapshot based on a 10,000-foot view of the college. As such, it serves as a starting point for discussion and subsequent planning activities. More detailed plans will be determined by faculty and staff affiliated with various programs, services, and committees whose responsibilities are directly related to the challenges and opportunities identified. Those plans will result from the evaluation of the general strategies outlined here, followed by prioritization among possible options, and the implementation of specific courses of action to be pursued to address challenges and position NVC to take advantage of opportunities identified.

As the “parent” EMP document extends through 2023, the 2019-2020 EMP Update represents the last update associated with the current ten-year plan.

Recent Changes within the California Community College System

The CCC System

115 Colleges	2.1 Million Students	50% Students Don't Pay Fees	15 Colleges Grant Bachelor's Degrees
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Funded Initiatives








- Vision for Success establishing system-wide goals for 2021-2022
- Guided Pathways as framework for achieving Vision for Success goals
 - AB 705 as part of Guided Pathways implementation
- Student equity at the heart of these initiatives
- Shift from access to outcomes



Vision for Success

Goals for California Community College (CCC) System

See Appendix
for more
information
on Vision for
Success.

Goal 1:		Completion	+ 20%	Increase by 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets
Goal 2:		Transfer	+ 35%	Increase by 35% the number of CCC students transferring annually to a University of California or California State University campus
Goal 3:		Unit Accumulation	- 10%	Decrease the average number of units accumulated by CCC students earning associate degrees by 10%
Goal 4:		Workforce	+ 10%	Increase the percent of exiting students who report being employed in their field of study by 10%
Goal 5:		Equity	Decrease/Eliminate Regional Gaps	Reduce equity gaps among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years

Guided Pathways: The Framework for Achieving the Vision for Success Goals

Guided Pathways is designed to help students achieve their educational and career training goals in a more timely manner.

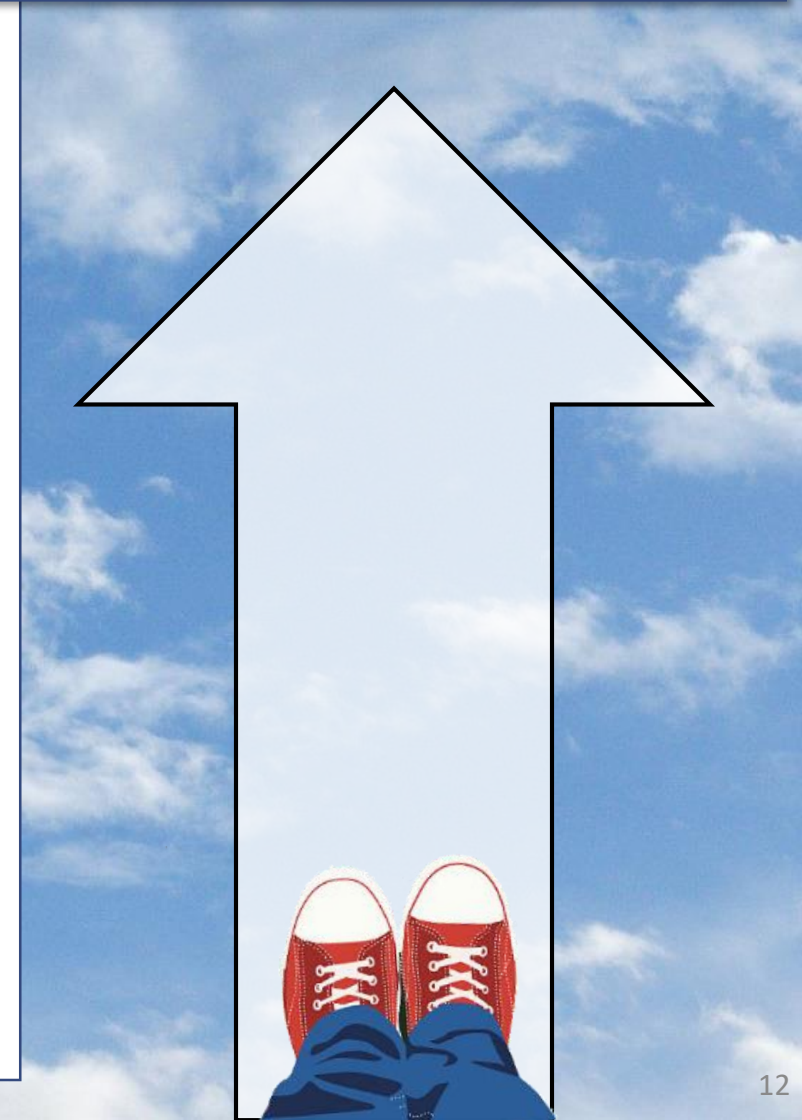
Essential practices include:

- Improving structures and processes to support students
- Providing infrastructure to enable students to monitor their progress
- Encouraging students to complete transfer-level math and English classes in their first year (AB 705)

NVC's Guided Pathways Vision Statement:

Guided Pathways is an opportunity for Napa Valley College to provide a clear path for student success by utilizing a holistic approach to identify obstacles to student achievement and implementing coordinated institution-wide solutions.

Guided Pathways is an opportunity to operationalize our commitment to student success as an institutional value.



Student Equity

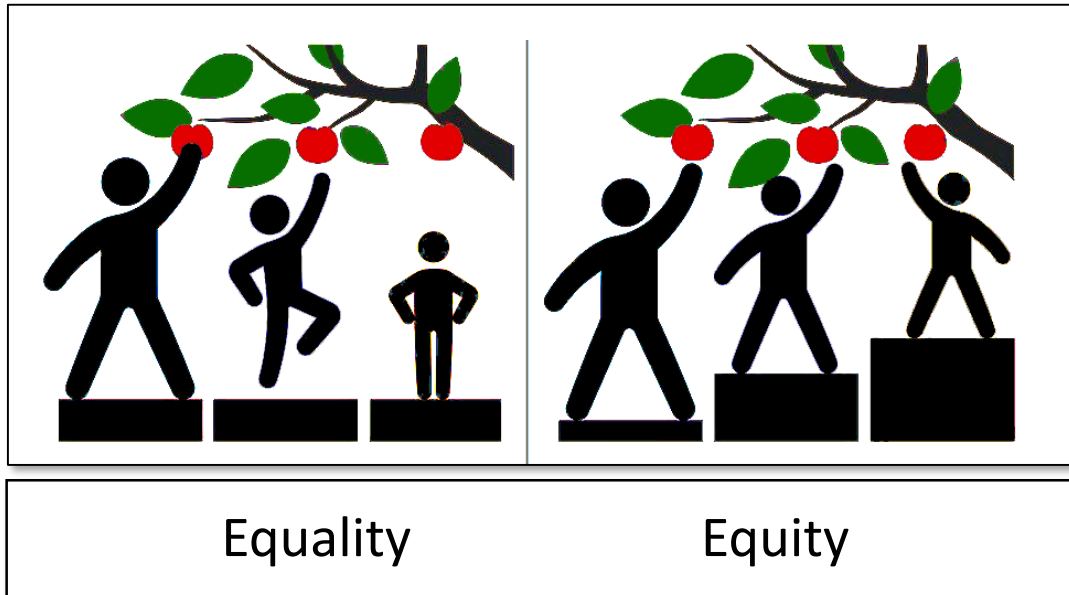
See Appendix for more information on Student Equity.

Student Equity is:

- The WHAT behind the Vision for Success
- The WHY of Guided Pathways
- The HOW we achieve our mission

Equity groups include the following:

- Disabled
- Economically disadvantaged
- First generation
- Foster youth
- Gender
- LGBT+
- Race/Ethnicity
- Veteran



Notable Changes at NVC since 2013-2023 Educational Master Plan

Between Fall 2013 and Fall 2019:

- Fall headcount **decreased by 13.2%**.
- The number of degree and certificate offerings **increased by 16%**.

Changes in Demographics of NVC Credit Students:

- Population share claimed by Hispanics/Latinx **increased by 7.7%**.
- Population share claimed by Black/African-Americans and Whites **decreased by 2.4% and 4.4%**, respectively.
- Population share claimed by students under 21 years of age **increased by 5.2%**. (This figure includes both college and dual-enrolled students.)
- Population share claimed by first-generation students **increased by 10.5%**.

Changes in Student Unit Load:

- The majority of students enrolled at NVC part-time consistently (62.4% in fall 2013 and 63.8% in fall 2019).
- The number of students enrolled in 12 to 14.5 units **increased by 2.6%**.
- The number of students enrolled in 15+ units **decreased by 4.0%**.

Changes in Educational Goals of Students:

- Students with an educational goal related to transferring (obtain an associate's degree and transfer; or transfer without an associate's degree) formed the **majority** in both fall 2013 and fall 2019 (52.5% and 51.2%, respectively).
- Population share claimed by students who enrolled at NVC to obtain a degree or certificate without transferring **decreased by 4.2%**.
- Population share claimed by students who enrolled at NVC for educational development (intellectual, cultural) **increased by 6.4%**.



NVC's 2018-2021 Institutional Strategic Plan

Five Broad Institutional Goals:

1

Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success



2

Engage NVC students and assist in their progress towards educational and job training goals



3

Increase NVC student achievement and completion of educational and job training goals



4

Ensure the fiscal stability of NVC as it transitions to a community supported district



5

Enhance collaboration between NVC and community and civic partners





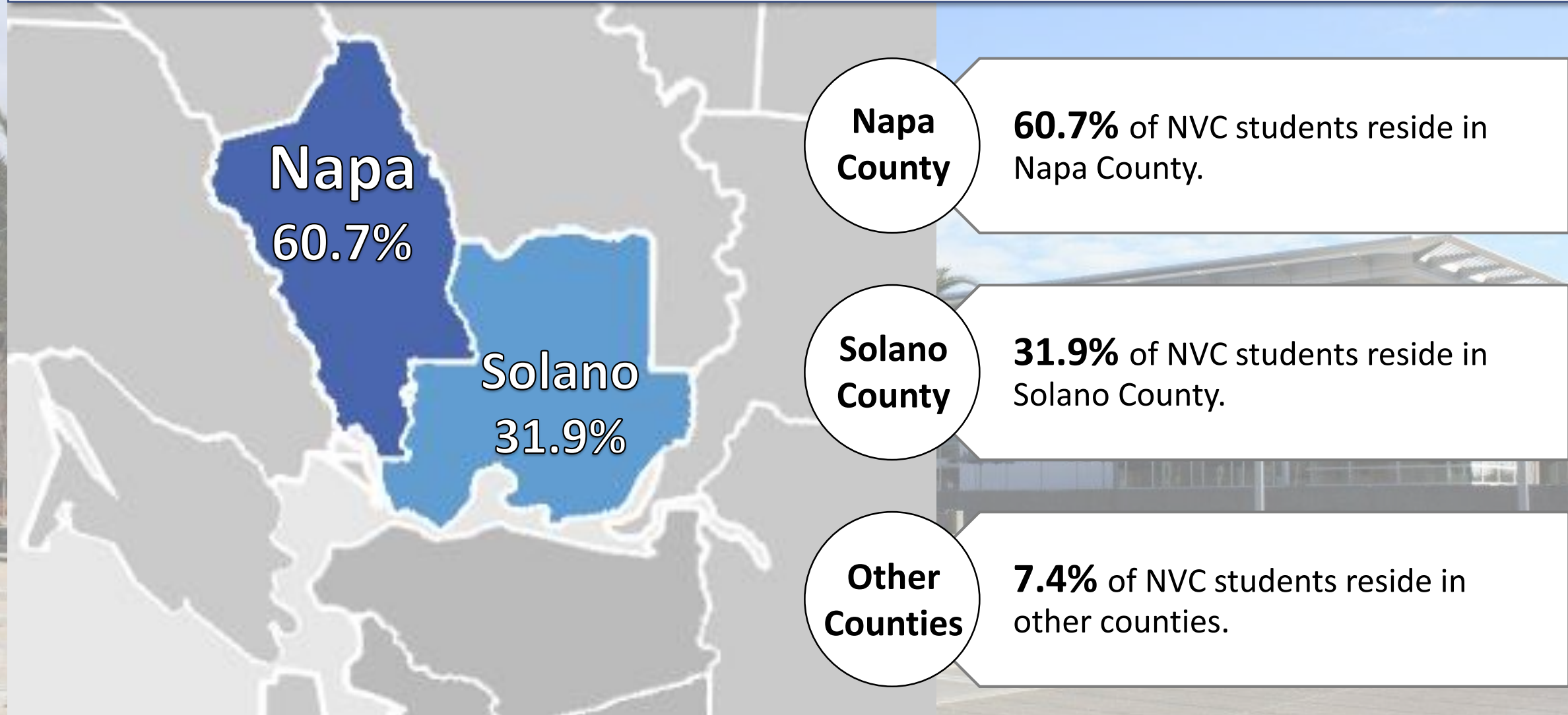
Section One: Population Served

This section includes:

- Residence by County (Fall 2019 Credit Students)
- Participation Rates and Projected Population Changes (2019 to 2029), Ages 15 and Above
- Notable Demographic Changes in Napa County (2019 to 2029)
- Household Income within Napa County

Napa Valley College Student Residency by County

Fall 2019 Credit Students



Participation Rates and Projected Population Changes

This table reports population changes (2019-2029) and 2019 participation rates among geographic locations in and around Napa County. The participation rate reflects the number of residents (per 1,000) within each geographic location that attend NVC.

Population ages 15-34 accounts for 81% of NVC's total headcount.

Population ages 35 and older accounts for 13% of NVC's total headcount.

Percentages do not sum to 100% because not all geographic locations are listed.

2019 Population and Participation Rates, Ordered by Participation Rate					2029 Population Changes	
	Location	2019 Population	Headcount	Participation Rate	2029 Population	% Change (2019 vs. 2029)
Ages 15 - 34	Napa	23,407	2,876	122.9	21,369	-8.7%
	American Canyon	5,861	775	132.2	5,637	-3.8%
	Other Napa County*	17,705	127	7.2	15,653	-11.6%
	Vallejo	36,094	1,231	34.1	32,745	-9.3%
	Saint Helena	12,934	132	10.2	12,033	-7.0%
	Fairfield	21,785	468	21.5	19,980	-8.3%
	Suisun City	9,226	142	15.4	8,309	-9.9%
	Vacaville	27,273	220	8.1	24,304	-10.9%
	Benicia	5,494	64	11.6	4,895	-10.9%
	Sonoma County	20,514	64	3.0	18,312	-12.0%
Overall	180,293	6,099	33.8	163,237	-9.5%	
Ages 35 & Older	Napa	54,815	563	10.3	55,595	2.6%
	Other Napa County*	9,596	32	3.3	9,944	14.8%
	American Canyon	11,699	59	5.0	12,600	7.7%
	Vallejo	71,957	111	1.5	81,247	39.1%
	Saint Helena	5,679	21	3.7	5,937	4.5%
	Fairfield	62,489	69	1.1	70,104	23.6%
	Suisun City	15,097	23	1.5	16,895	11.9%
	Vacaville	57,422	33	0.6	63,216	19.3%
	Benicia	18,107	19	1.0	19,646	8.5%
	Sonoma County	23,430	19	0.8	24,944	6.5%
Overall	330,291	949	2.9	360,128	9.0%	

Population ages 15-34 years residing in Napa and American Canyon claimed the two highest participation rates in 2019.

9.5% decrease in population ages 15-34 years within the service area over the next 10 years

9.0% increase in population ages 35 years and older within the service area over the next 10 years

Source: Emsi Analyst and NVC enrollment records for 2018-2019

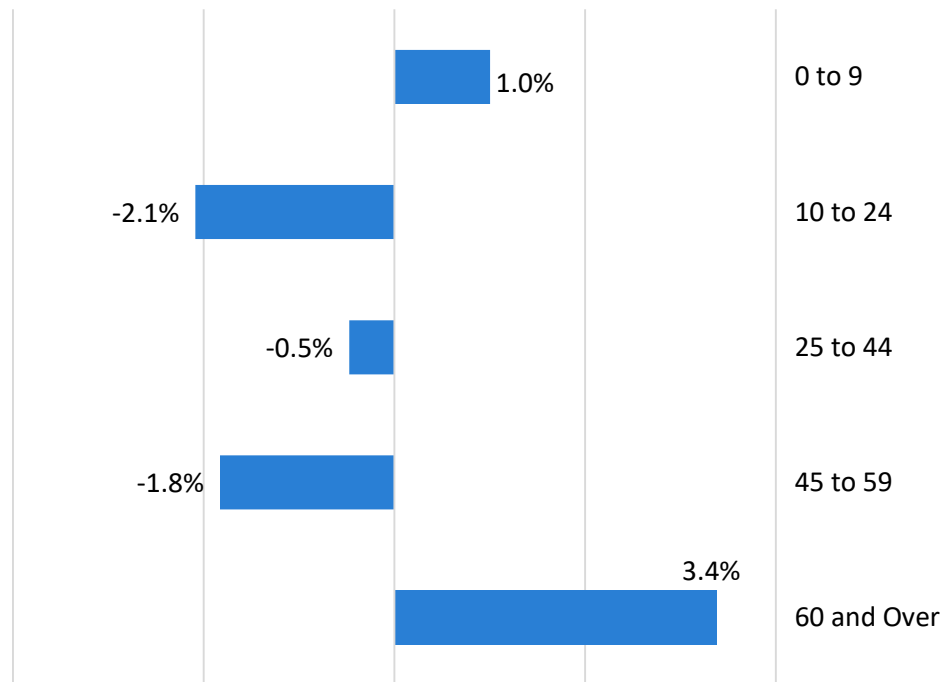
*Other Napa County includes: Calistoga, Yountville, Angwin, Rutherford, and Deer Park.

Notable Demographic Changes in Napa County over the Next 10 Years

2019 Population: **139,814** Population in Napa County is expected to remain stable over the next 10 years (-0.2%).

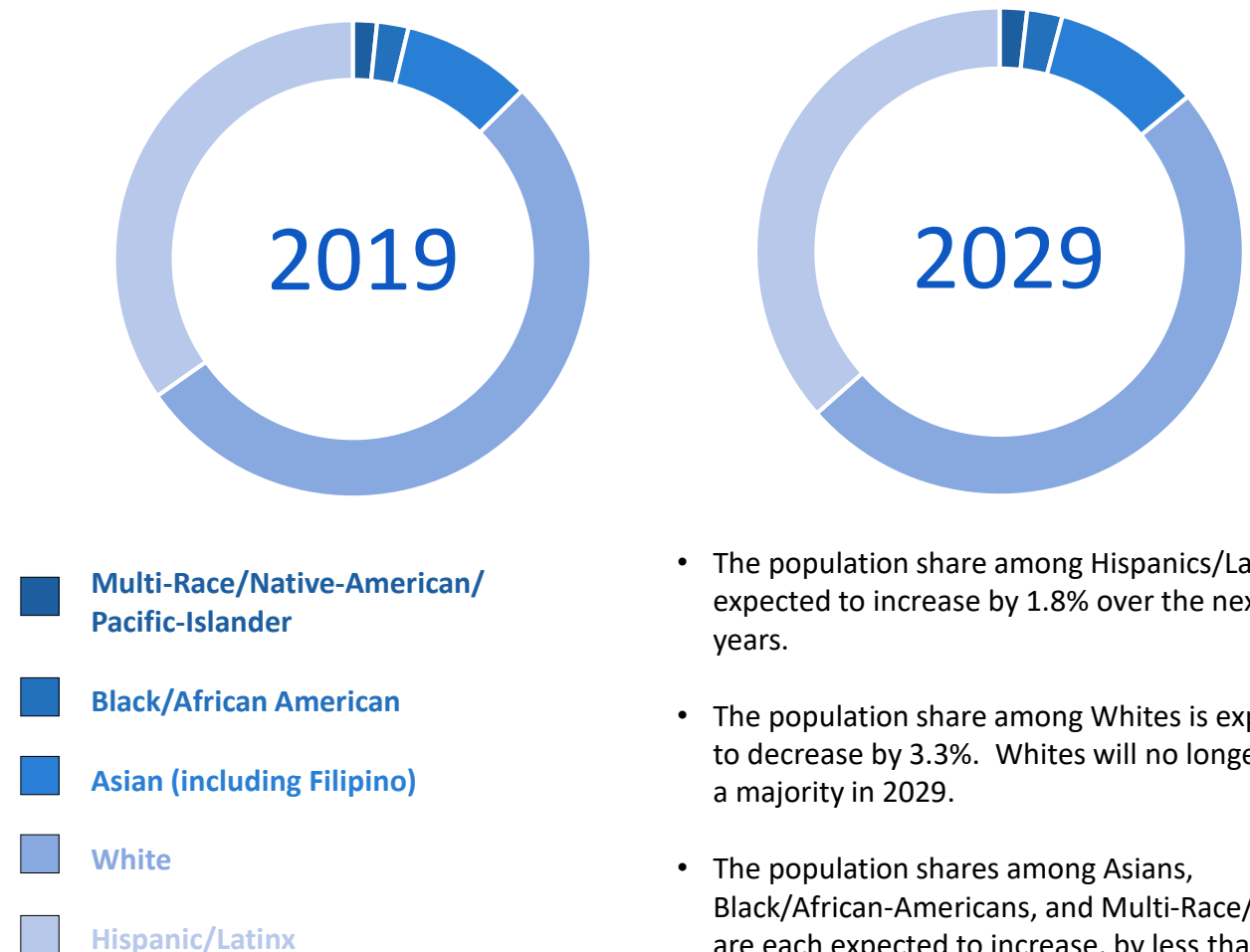
2029 Population (projected): **139,591**

Changes in Age Distribution



- Over the next 10 years, the population shares among the youngest and oldest age groups are expected to increase, by 1% and 3.4%, respectively.
- The population share claimed by people ages 10 to 59 is expected to decrease by 7.1% (across the three age groups combined).

Changes in Racial/Ethnic Distribution



- The population share among Hispanics/Latinx is expected to increase by 1.8% over the next 10 years.
- The population share among Whites is expected to decrease by 3.3%. Whites will no longer claim a majority in 2029.
- The population shares among Asians, Black/African-Americans, and Multi-Race/Others are each expected to increase, by less than 1%.

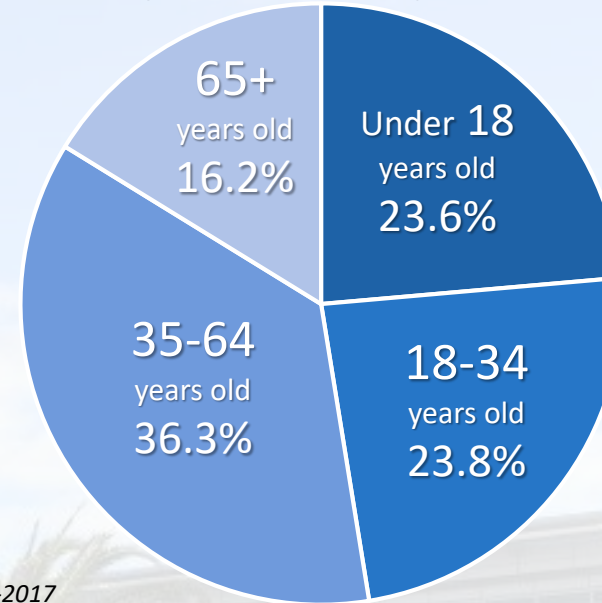
Household Income within Napa County

Living Wage in Napa County	
0 Children	\$29,016.00
1 Child	\$61,755.20
2 Children	\$73,819.20
3 Children	\$97,364.80

Source: MIT Living Wage Calculator

The living wage is represented as the annual salary that an individual in a household must earn to support themselves and their family. The wage shown is under the assumption that 1 adult (sole provider) is working full time.

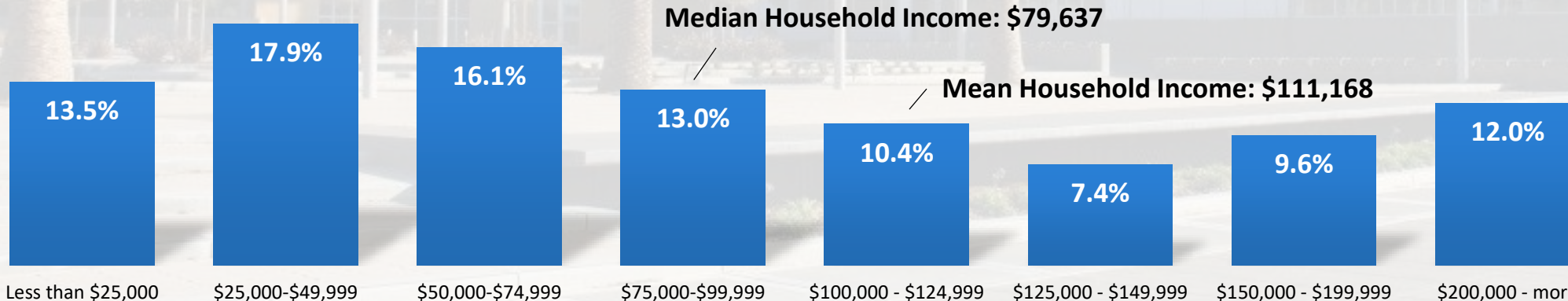
Age Distribution of Population Below Poverty Level in Napa County



There are 11,285 people living below the poverty level in Napa County. That figure represents 8.2% of the population with poverty status determined.

Source: ACS 5 Year 2013-2017

The American Community Survey (ACS) utilizes standards specified by the Office of Management and Budget. The ACS establishes dollar thresholds dependent on family composition, age, and whether someone is living alone or with nonrelatives. If a family or an individual's total income is less than the appropriate threshold, then that family or individual is considered to be in poverty.



Mean > Median:

The mean is sensitive to outliers and is impacted by the population earning \$200K+.



Key Findings and Strategies to Consider

Section One: Population Served

Key Findings:

- Participation rates outside of Napa and American Canyon are low (< 35 students per 1,000 residents).
- Population under age 35 – which accounts for an average of 87% of NVC’s credit-student population over the last five fall terms – is expected to decrease by almost 10% over the next 10 years.
- Population ages 35 and over is expected to increase by 9% over the next 10 years.
- Napa County is expected to continue becoming more racially/ethnically diverse within the next 10 years.
- Almost half of the people living below the poverty level in Napa County are under 35 years old, and more than one-third are between the ages of 35 and 64.

Strategies to Consider:

- Develop campaign to increase participation, focusing on other parts of Napa County
- Identify strategies to increase enrollment among traditional credit-student population (enrolling full-time, persisting from term to term)
- Prioritize improvement of existing facilities (including technology improvements) over expansion of facilities to accommodate more students
- Explore options for engaging population ages 35 and over (course offerings designed for nontraditional age college students, engagement with Guided Pathways components, evaluate needs for additional services)
- Increase outreach among populations that are not enrolling at NVC in the proportion represented within local population
- Develop communications focused on value of higher education, how it has changed lives within the local community, how it can help people achieve a living wage
- Pursue community partnerships to expand support services for students living below the poverty level





Section Two: Local Labor Market

This section includes:

- Educational Attainment within Napa County (2019 to 2029)
- Value of Higher Education: National Level
- Unemployment Rate by Educational Attainment
- Top Five Occupations in Napa County and Bay Area:
 - Requiring a Bachelor's Degree
 - Requiring an Associate's Degree
 - Requiring Some College
 - Requiring No Degree or Postsecondary Award
- Descriptions of Standard Occupational Classifications

Educational Attainment within Napa County

(among population 25+)

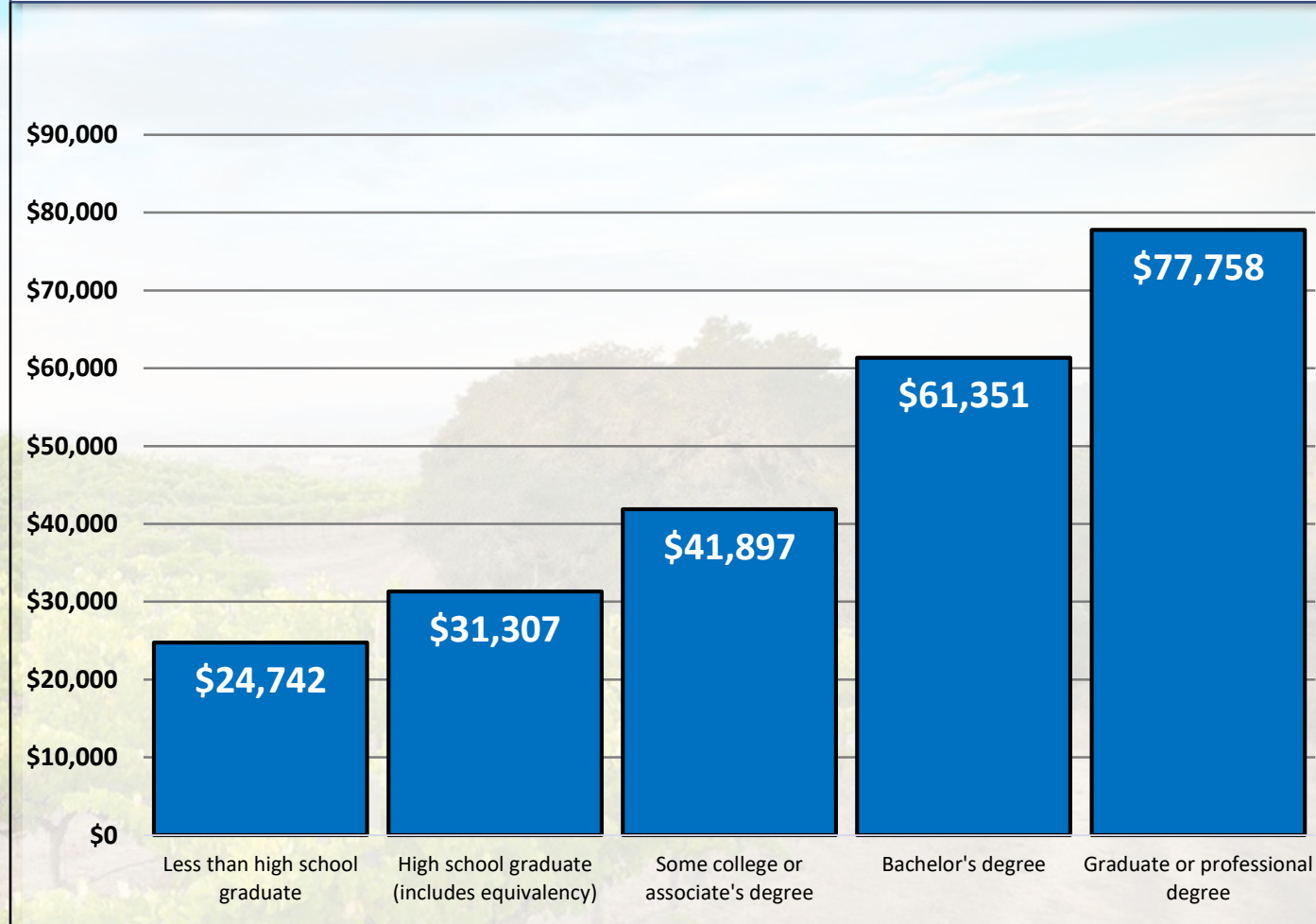
Current and Ten-Year Projection

	2019	2029	10-Year Change
High School Diploma or Less	35.3%	35.6%	0.3%
Some College	23.7%	23.8%	0.1%
Associate's Degree	8.6%	8.6%	0.0%
Bachelor's Degree	21.3%	21.1%	-0.2%
Graduate Degree and Higher	11.1%	10.9%	-0.2%

Educational attainment levels within Napa County are not expected to change in the next 10 years.

Source: Emsi Analyst

Median Individual Income by Educational Attainment Level in Napa County



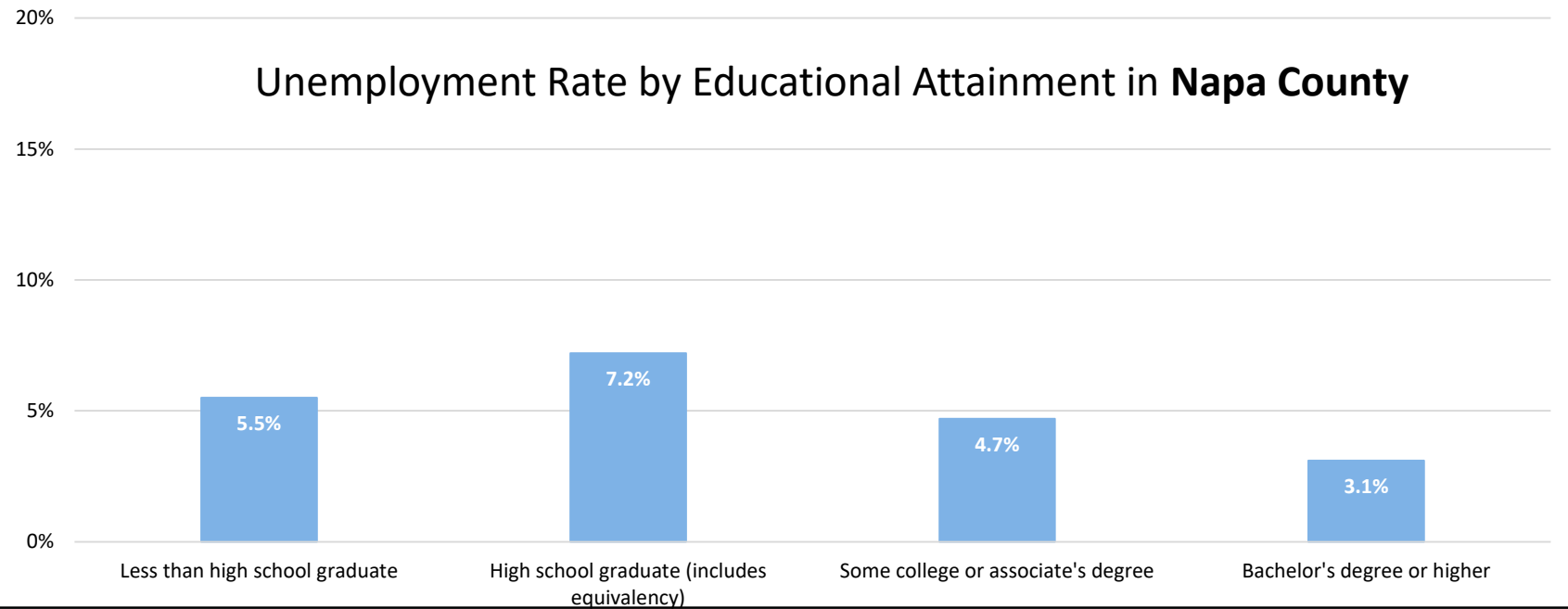
Source: American Community Survey, 5 Year 2013-2017 Photo: Mitch Rice

Unemployment Rate by Educational Attainment

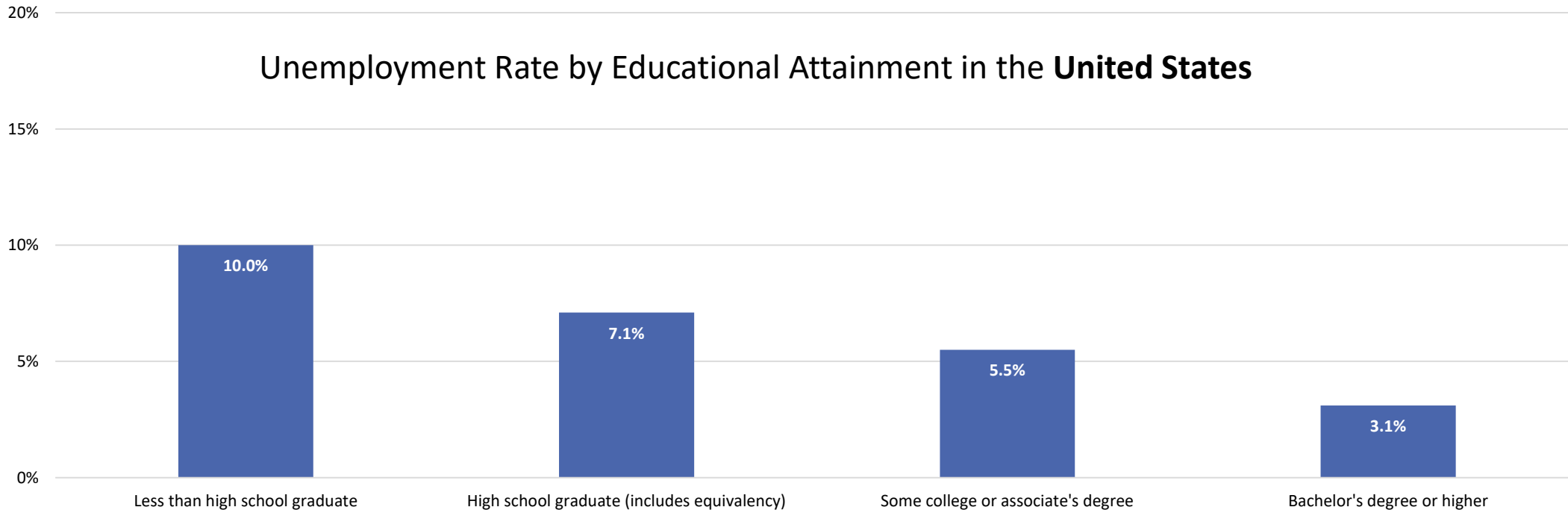
Napa County's unemployment rates among high school graduates, some college or associate's degree, and those with a bachelor's degree or higher are within 1% (\pm) of the corresponding rate across the United States.

Across both regions, unemployment tends to decrease as education level increases.

Unemployment Rate by Educational Attainment in Napa County



Unemployment Rate by Educational Attainment in the United States



The highest rate of unemployment across the United States is among those who did not graduate from high school.



The Value of Higher Education at the National Level

Mean Earnings by Educational Attainment Level in the U.S.

	Mean Earnings	Difference Between Mean Earnings 2019 and Mean Earnings for High School Graduate in 2019
High School	\$38,936	-
Some College	\$39,945	\$1,009
Associate's Degree	\$48,238	\$9,302
Bachelor's Degree	\$71,155	\$32,219

Differences in mean earnings by education attainment level (vs. high school) are compounded over time. The differences from 2019 are multiplied by 5, 10, 15, and 20 years. (Not adjusted for inflation.)

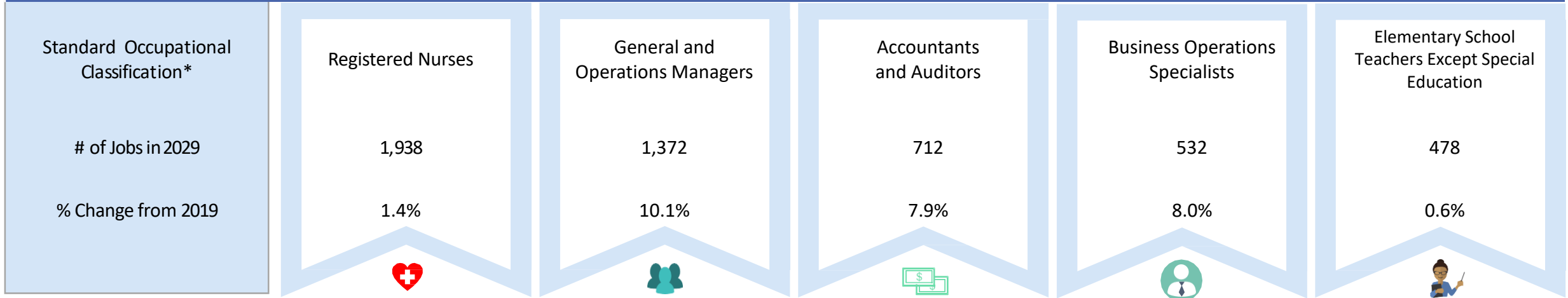
Mean income among Bachelor's Degree earners is almost double the mean income among high school diploma earners.

Potential Earnings Compounded Over Time (Based on 2019 Average Income)

	5 Years	10 Years	15 Years	20 Years
High School	-	-	-	-
Some College	\$5,045	\$10,090	\$15,135	\$20,180
Associate's Degree	\$46,510	\$93,020	\$139,530	\$186,040
Bachelor's Degree	\$161,095	\$322,190	\$483,285	\$644,380

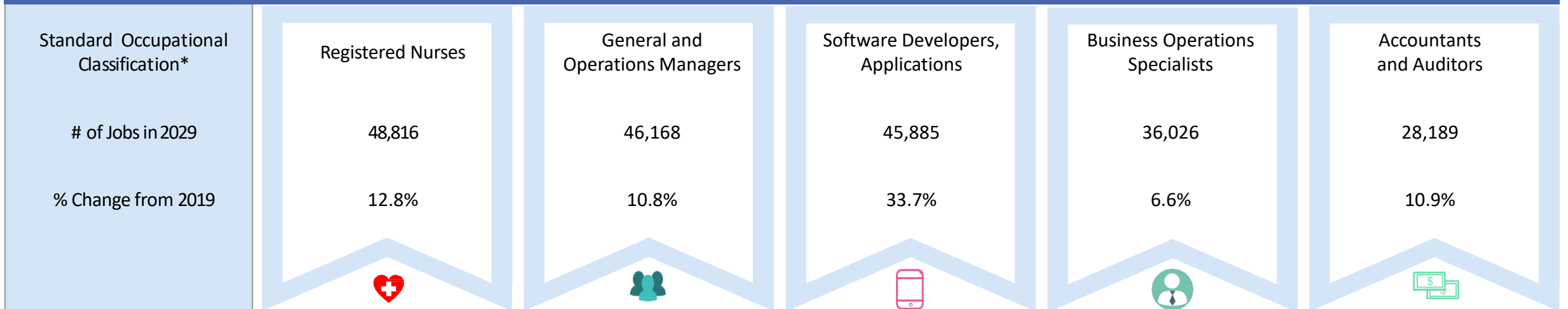
Jobs that Require a Bachelor's Degree and Are Projected to Have the Highest Number of Positions in 2029

Napa County



Bay Area

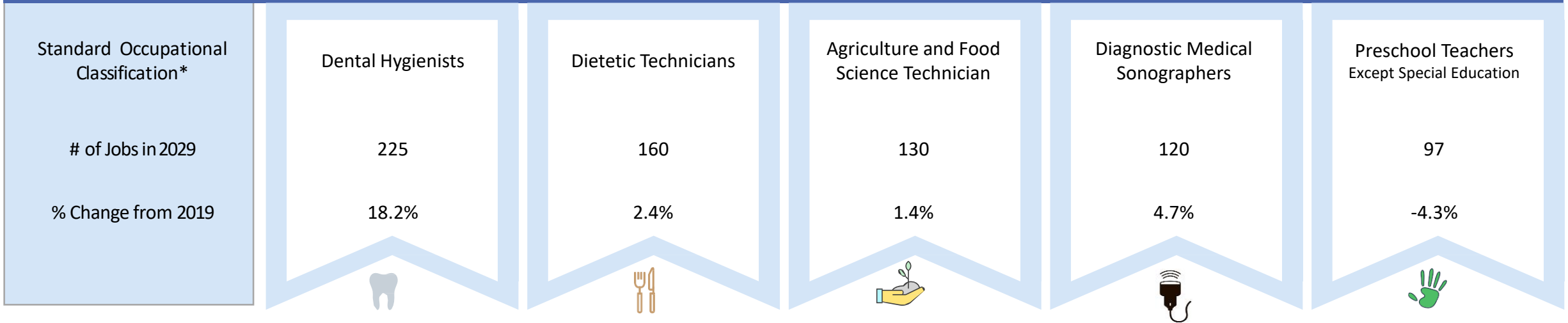
Counties: Alameda, Contra Costa, Lake, Marin, Mendocino, San Francisco, Solano, and Sonoma (San Mateo and Santa Clara Counties not available in Emsi)



*Descriptions of Standard Occupational Classifications appear on [pages ####](#) Source: Emsi Labor Market Data

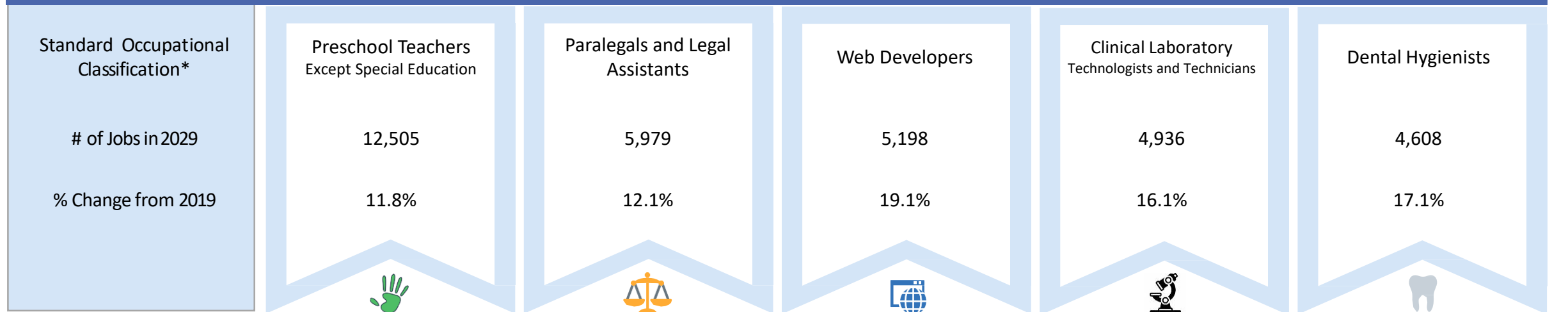
Jobs that Require an Associate's Degree and Are Projected to Have the Highest Number of Positions in 2029

Napa County



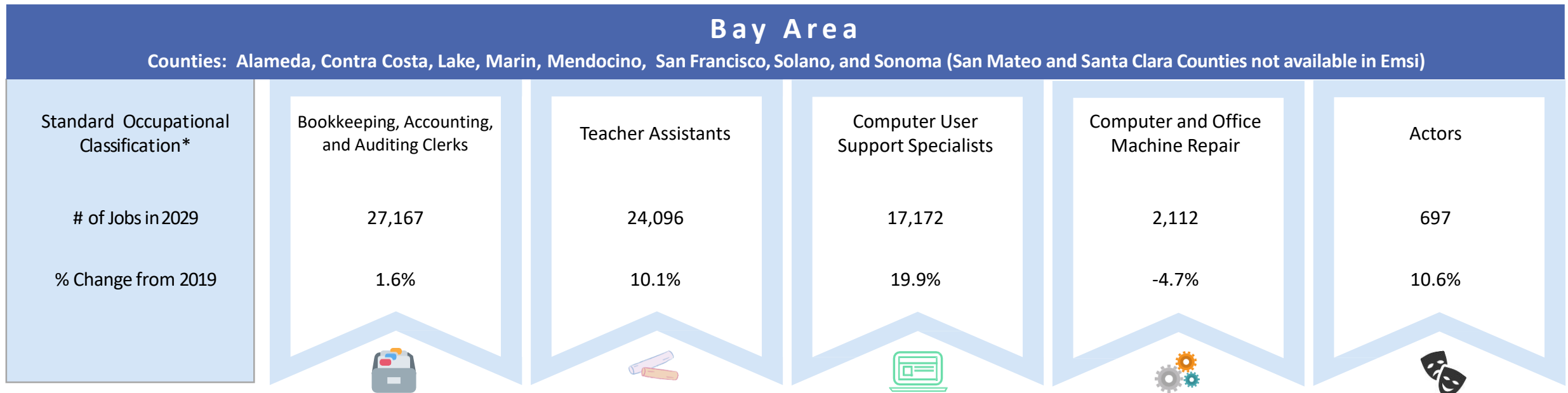
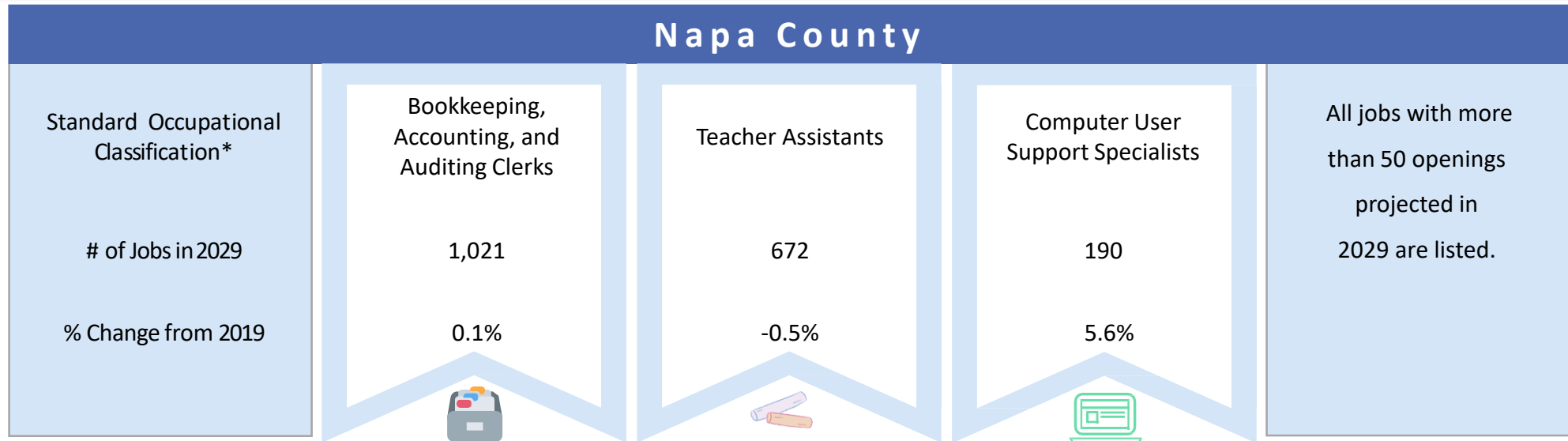
Bay Area

Counties: Alameda, Contra Costa, Lake, Marin, Mendocino, San Francisco, Solano, and Sonoma (San Mateo and Santa Clara Counties not available in Emsi)








*Descriptions of Standard Occupational Classifications appear on [pages ####](#) Source: Emsi Labor Market Data

Jobs that Require Some College and Are Projected to Have the Highest Number of Positions in 2029








Jobs that Require No Degree or Postsecondary Award and Are Projected to Have the Highest Number of Positions in 2029

Napa County

Standard Occupational Classification*	Nursing Assistants	Heavy and Tractor-Trailer Truck Drivers	Medical Assistants	Massage Therapists	Dental Assistants
# of Jobs in 2029	615	569	414	396	272
% Change from 2019	6.0%	17.1%	13.0%	6.9%	20.5%
					

Bay Area

Counties: Alameda, Contra Costa, Lake, Marin, Mendocino, San Francisco, Solano, and Sonoma (San Mateo and Santa Clara Counties not available in Emsi)

Standard Occupational Classification*	Medical Assistants	Heavy and Tractor-Trailer Truck Drivers	Nursing Assistants	Automotive Service Technicians and Mechanics	Licensed Practical and Licensed Vocational Nurses
# of Jobs in 2029	16,758	16,262	15,356	9,629	9,426
% Change from 2019	21.5%	10.6%	16.9%	9.4%	15.7%
					

Descriptions of Standard Occupational Classifications



Accountants and Auditors: Examine, analyze, and interpret accounting records to prepare financial statements, give advice, or audit and evaluate statements prepared by others. Install or advise on systems of recording costs or other financial and budgetary data. Excludes "Tax Examiners and Collectors, and Revenue Agents".



Actors: Play parts in stage, television, radio, video, motion picture productions, or other settings for entertainment, information, or instruction. Interpret serious or comic role by speech, gesture, and body movement to entertain or inform audience. May dance and sing.



Agricultural and Food Science Technician: Work with agricultural and food scientists in food, fiber, and animal research, production, and processing; and assist with animal breeding and nutrition. Conduct tests and experiments to improve yield and quality of crops or to increase the resistance of plants and animals to disease or insects. Includes technicians who assist food scientists or technologists in the research and development of production technology, quality control, packaging, processing, and use of foods.



Automotive Service Technicians and Mechanics: Diagnose, adjust, repair, or overhaul automotive vehicles. Excludes "Automotive Body and Related Repairers" (49-3021), "Bus and Truck Mechanics and Diesel Engine Specialists" (49-3031), and "Electronic Equipment Installers and Repairers, Motor Vehicles" (49-2096).



Bookkeeping, Accounting, and Auditing Clerks: Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Excludes "Payroll and Timekeeping Clerks" (43-3051).



Business Operations Specialists: Analyze business operations, identify customer needs, and improve the alignment between the two. Help create business plans, develop project goals, and manage projects. (Sources: *Jobhero.com* and *Livecareer.com*)



Clinical Laboratory Technologists and Technicians: Perform routine or complex medical laboratory tests for diagnosis, treatment, and prevention of disease.



Computer, and Office Machine Repairers: Repair, maintain, or install computers, word processing systems, automated teller machines, and electronic office machines, such as duplicating and fax machines.



Computer User Support Specialists: Provide technical assistance to computer users. Answer questions or resolve computer problems for clients in person, or via telephone or electronically. May provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems. Excludes "Network and Computer Systems Administrators" (15-1142).



Dental Assistants: Assist dentist, set up equipment, prepare patient for treatment, and keep records.



Dental Hygienists: Clean teeth and examine oral areas, head, and neck for signs of oral disease. May educate patients on oral hygiene, take and develop x rays, or apply fluoride or sealants.



Diagnostic Medical Sonographers: Produce ultrasonic recordings of internal organs for use by physicians.



Dietetic Technicians: Assist in the provision of food service and nutritional programs, under the supervision of a dietitian. May plan and produce meals based on established guidelines, teach principles of food and nutrition, or counsel individuals.



Elementary School Teachers Except Special Education: Teach students basic academic, social, and other formative skills in public or private schools at the elementary level. Substitute teachers are included in "Teachers and Instructors, All Other" (25-3099). Excludes "Special Education Teachers" (25-2050).



General and Operations Managers: Plan, direct, or coordinate the operations of public or private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Excludes First-Line Supervisors.

Descriptions of Standard Occupational Classifications



Heavy and Tractor-Trailer Truck Driver: Drive a tractor-trailer combination or a truck with a capacity of at least 26,000 pounds Gross Vehicle Weight (GVW). May be required to unload truck. Requires commercial drivers' license.



Licensed Practical and Licensed Vocational Nurses: Care for ill, injured, or convalescing patients or persons with disabilities in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.



Massage Therapists: Perform therapeutic massages of soft tissues and joints. May assist in the assessment of range of motion and muscle strength, or propose client therapy plans.



Medical Assistants: Perform administrative and certain clinical duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician. Excludes "Physician Assistants" (29-1071).



Nursing Assistants: Provide basic patient care under direction of nursing staff. Perform duties such as feed, bathe, dress, groom, or move patients, or change linens. May transfer or transport patients. Includes nursing care attendants, nursing aides, and nursing attendants. Excludes "Home Health Aides" (31-1011), "Orderlies" (31-1015), "Personal Care Aides" (39-9021), and "Psychiatric Aides" (31-1013).



Paralegals and Legal Assistants: Assist lawyers by investigating facts, preparing legal documents, or researching legal precedent. Conduct research to support a legal proceeding, to formulate a defense, or to initiate legal action. Excludes "Legal Secretaries" (43-6012).



Preschool Teachers Except Special Education: Instruct preschool-aged children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. Substitute teachers are included in "Teachers and Instructors, All Other" (25-3099). May be required to hold State certification. Excludes "Childcare Workers" (39-9011) and "Special Education Teachers" (25-2050).



Registered Nurses: Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Includes Clinical Nurse Specialists. Excludes "Nurse Anesthetists" (29-1151), "Nurse Midwives" (29-1161), and "Nurse Practitioners" (29-1171).



Software Developers, Applications: Develop, create, and modify general computer applications software or specialized utility programs. Analyze user needs and develop software solutions. Design software or customize software for client use with the aim of optimizing operational efficiency. May analyze and design databases within an application area, working individually or coordinating database development as part of a team. May supervise computer programmers.



Teacher Assistants: Perform duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. Excludes "Graduate Teaching Assistants" (25-1191).



Web Developers: Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Excludes "Multimedia Artists and Animators" (27-1014).

Source (unless otherwise noted): List of SOC Occupations, Occupational Employment Statistics, U.S. Bureau of Labor Statistics, https://www.bls.gov/oes/2018/may/oes_stru.htm



Key Findings & Strategies to Consider

Section Two: Local Labor Market

Key Findings:

- Over one-third of the Napa County population over age 25 has a high school diploma or less.
- Educational attainment levels within Napa County are not expected to change over the next 10 years.
- Earning potential increases and unemployment rate decreases as educational attainment increases.
- Local training is needed to meet anticipated demand for some occupational classifications.
- Jobs with the highest number of positions projected in Napa County tend to align with anticipated needs in the greater Bay Area.
- Some jobs that do not require a degree or postsecondary award and are expected to have the highest number of positions are closely associated with NVC offerings.

Strategies to Consider:

- Pursue strategies to increase educational attainment levels in the surrounding community (marketing around salary increases and long-term gains from higher education; cost-benefit analysis; change the narrative about educational attainment locally)
- Incorporate information about earning potential into collateral materials for NVC; market to specific subpopulations
- Consider adjusting or expanding existing offerings to address local demands
- Consider course/program development to meet anticipated demand in Napa County and the Bay Area
- Consider ways that NVC might offer some training associated with positions that do not require a degree or postsecondary award, prioritizing among jobs that closely align with existing programs
- Identify implications for institutional mission; determine direction





Section Three: High School to College Transition

This section includes:

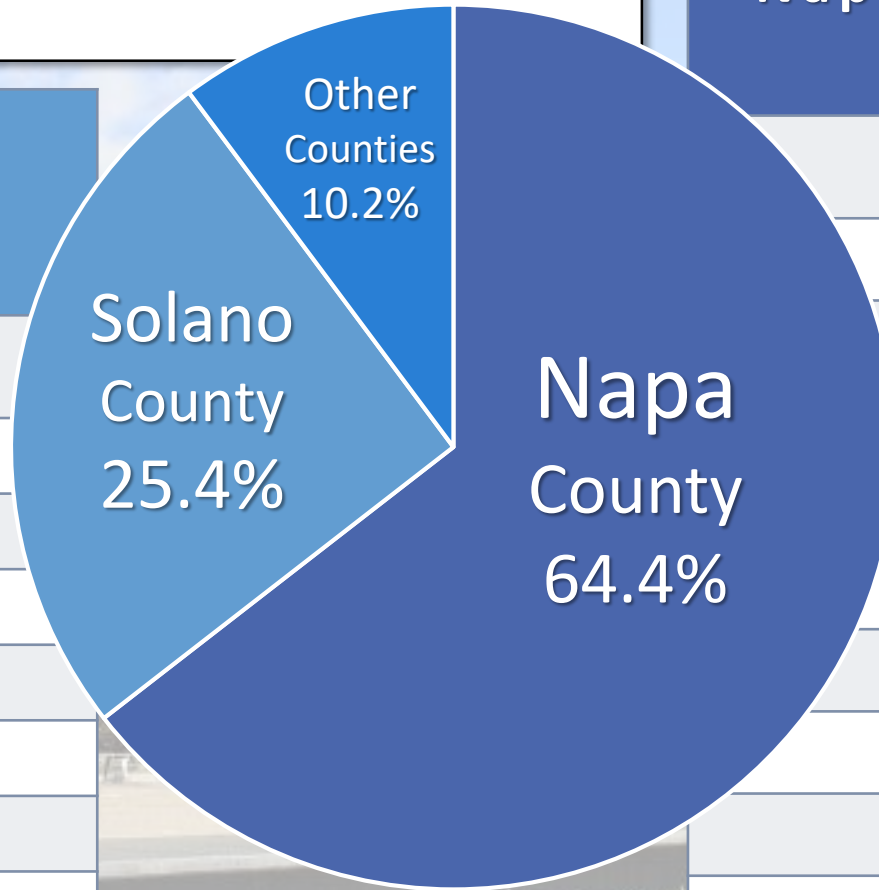
- Feeder High Schools
- Capture Rates among High Schools
- K-12 Enrollment and Graduation Rates within Napa County

Feeder High Schools

High School Affiliation of NVC Credit Students, Fall 2019

Solano County High Schools

	Number of Credit Students	Percent of Credit Students
Vallejo Senior	242	5.3%
Jesse M. Bethel	232	5.1%
Rodriguez	115	2.5%
Armijo	90	2.0%
Mare Island Technology	74	1.6%
Fairfield	73	1.6%
Benicia	65	1.4%
Vacaville	51	1.1%
Other Solano County	218	4.8%



Napa County High Schools

	Number of Credit Students	Percent of Credit Students
Napa	892	19.4%
Vintage	828	18.1%
American Canyon	528	11.5%
New Technology	277	6.0%
Saint Helena	157	3.4%
Napa Valley Adult School	66	1.4%
Valley Oak	58	1.3%
Justin-Siena	51	1.1%
Other Napa County	102	2.2%

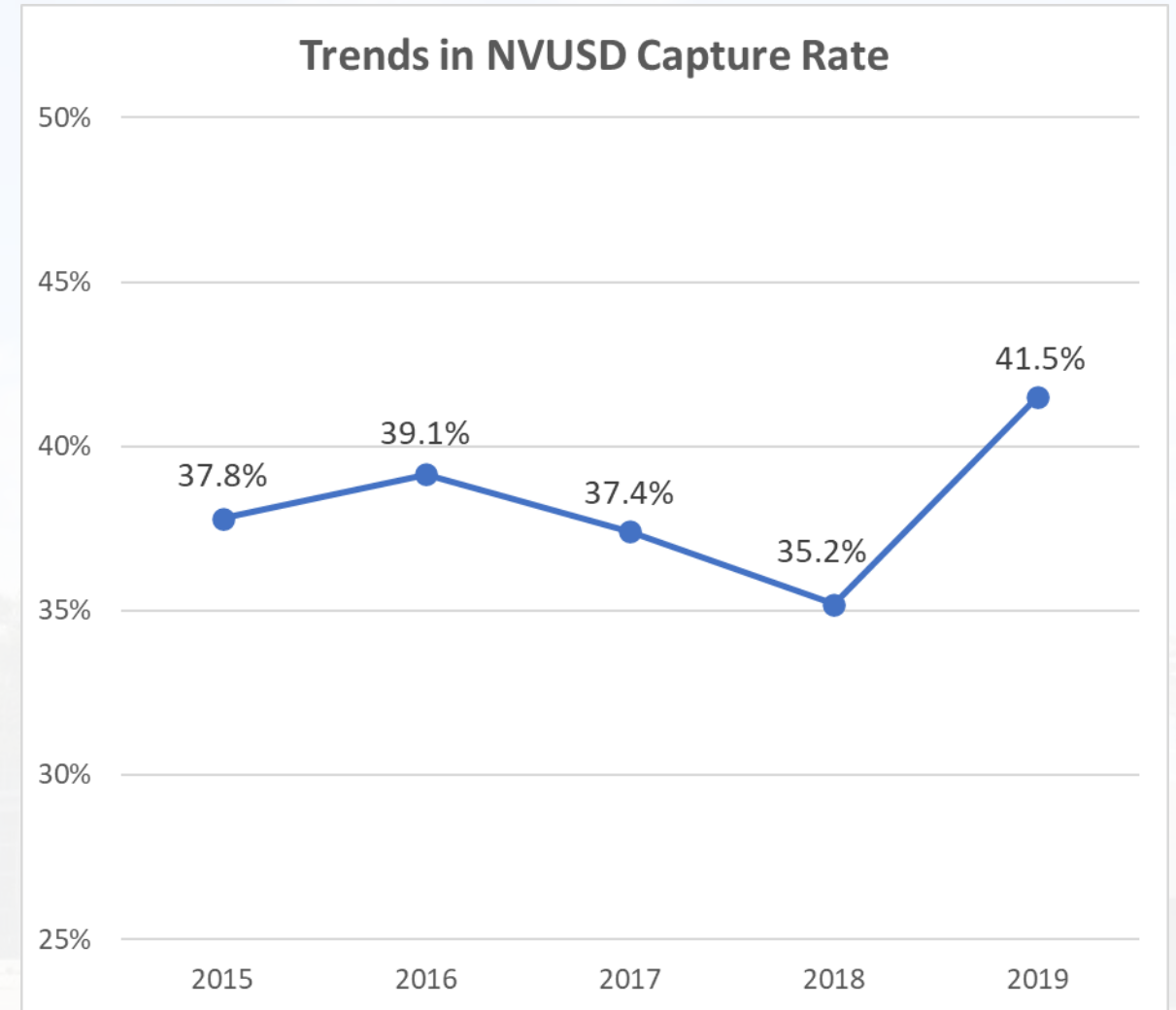
Note: The figures reported on this page do not include 575 students without a high school of origin recorded

Source: NVC Enrollment Records

Capture Rates

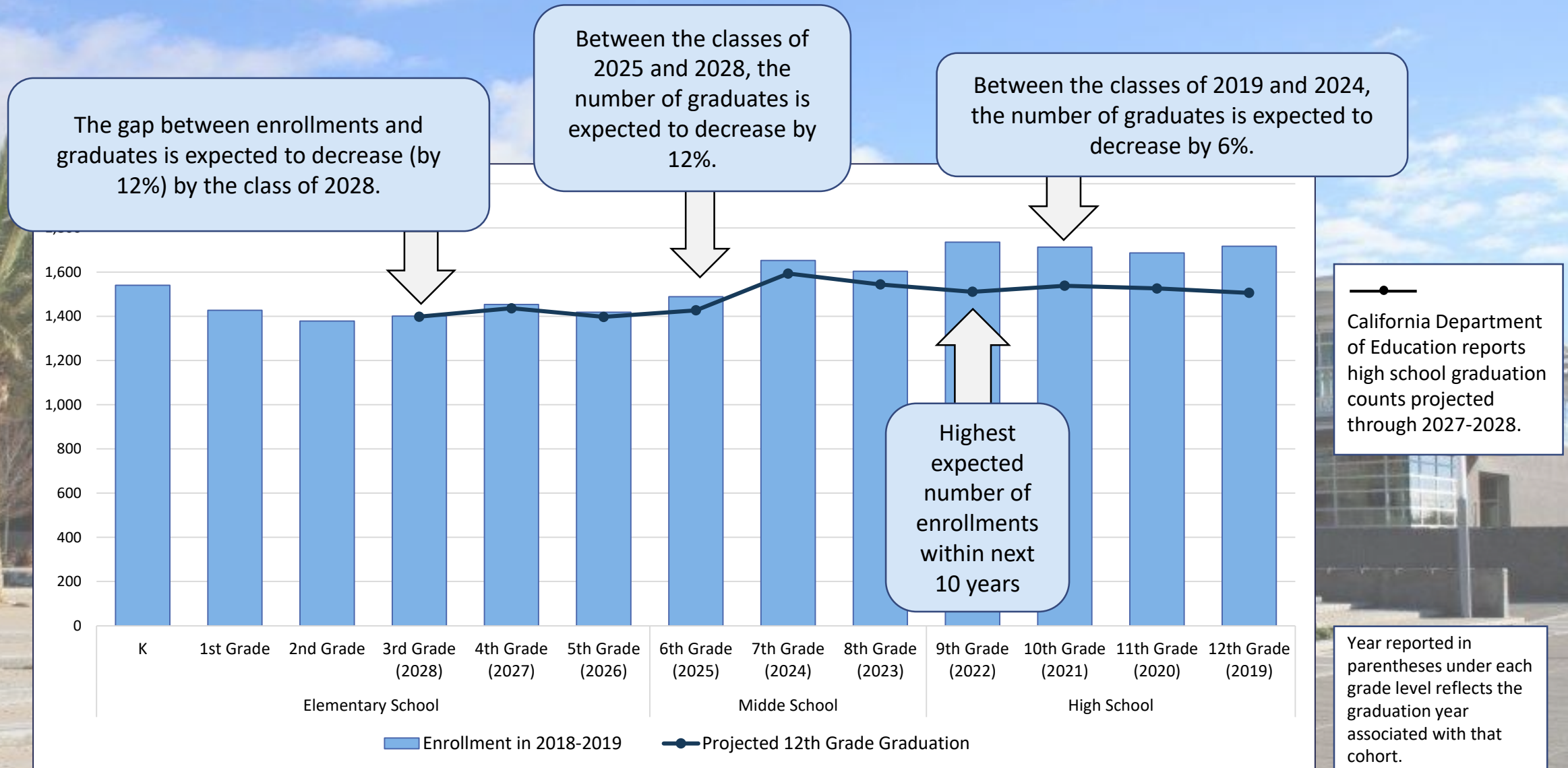
NVUSD to NVC Conversion

	2019 Graduates	Fall 2019 New NVC Student	Capture Rate
High School	1,311	544	41.5%
American Canyon	386	168	43.5%
Vintage	370	156	42.2%
Napa	363	153	42.1%
New Technology	93	35	37.6%
Valley Oak	57	14	24.6%
Napa Valley Independent Studies	42	18	42.9%
ADAPT	*	*	--
*Cases with less than 10 students are suppressed.			



The graph above reports the overall capture rate across all NVUSD schools over the past 5 years.

K-12 Enrollment and Graduation Rates within Napa County





Key Findings and Strategies to Consider

Section Three:

High School to College Transition

Key Findings:

- While the majority of NVC credit students attended high school in Napa County, enrollment among students who attended high school outside of Napa and American Canyon is low.
- The capture rate among NVUSD high schools has increased (by almost 4%) over the past five years.
- There is not a surge in K-12 enrollments anticipated over the next 12 cohorts.
- There is not a significant increase in high school graduates projected for the next 10+ years.

Strategies to Consider:

- Evaluate community presence and identify areas for improvement as well as effective practices that can be expanded
- Strengthen and expand effective outreach practices to Napa County high schools beyond Napa and American Canyon
- Consider possibilities of Upper Valley Campus for recruitment activities and credit course offerings
- Work with local high schools to identify students who do not plan to enroll at four-year institutions following graduation, develop mechanism for reaching out to those not planning to attend college in the fall after graduation





Section Four: Student Success Metrics Access, Enrollment, and Momentum

Access and Enrollment

- Successful Enrollment (Application-to-Enrollment Conversion)
- Number of Students Enrolled

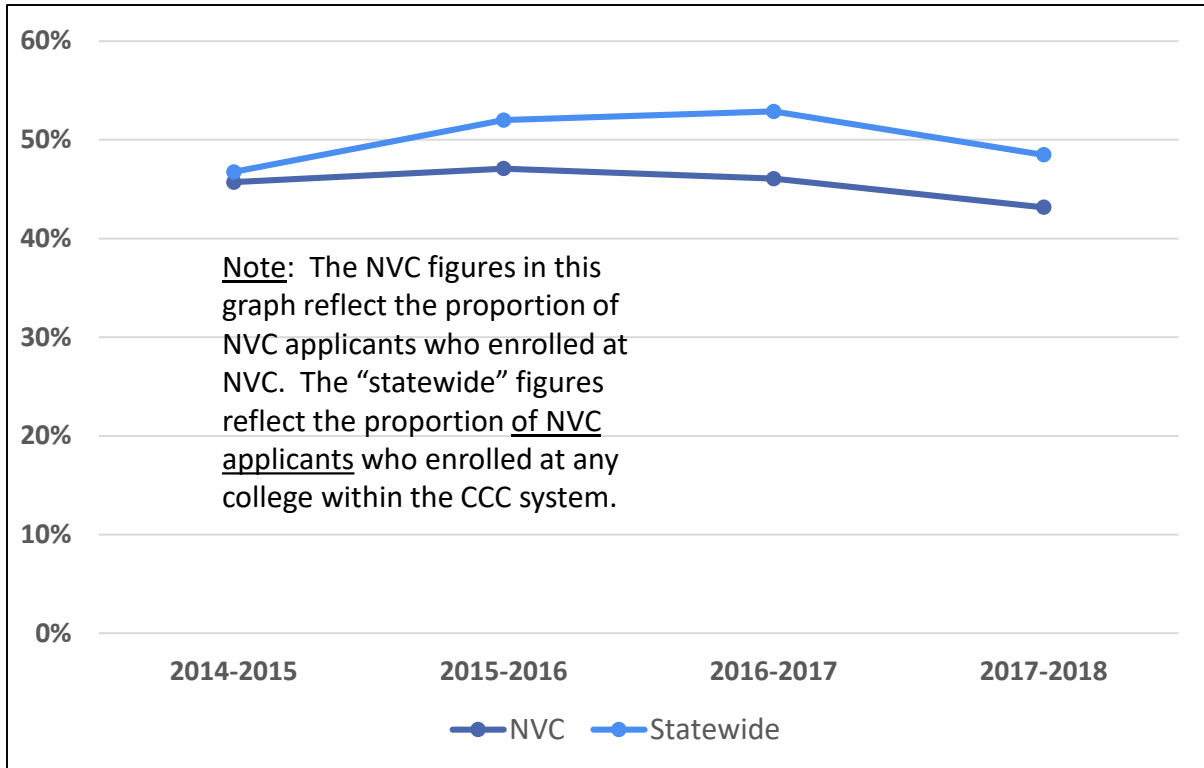
Momentum

- Successful Course Completion Rate
- Persistence: Retention from Fall to Spring
- Earned 9+ Career Education Units
- Successful Completion of Unit Thresholds in the Academic Year
- Completion of Transfer-Level Math, English, and Both within the First Year

Student Success Metrics: Access and Enrollment

Successful Enrollment

Definition: Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year

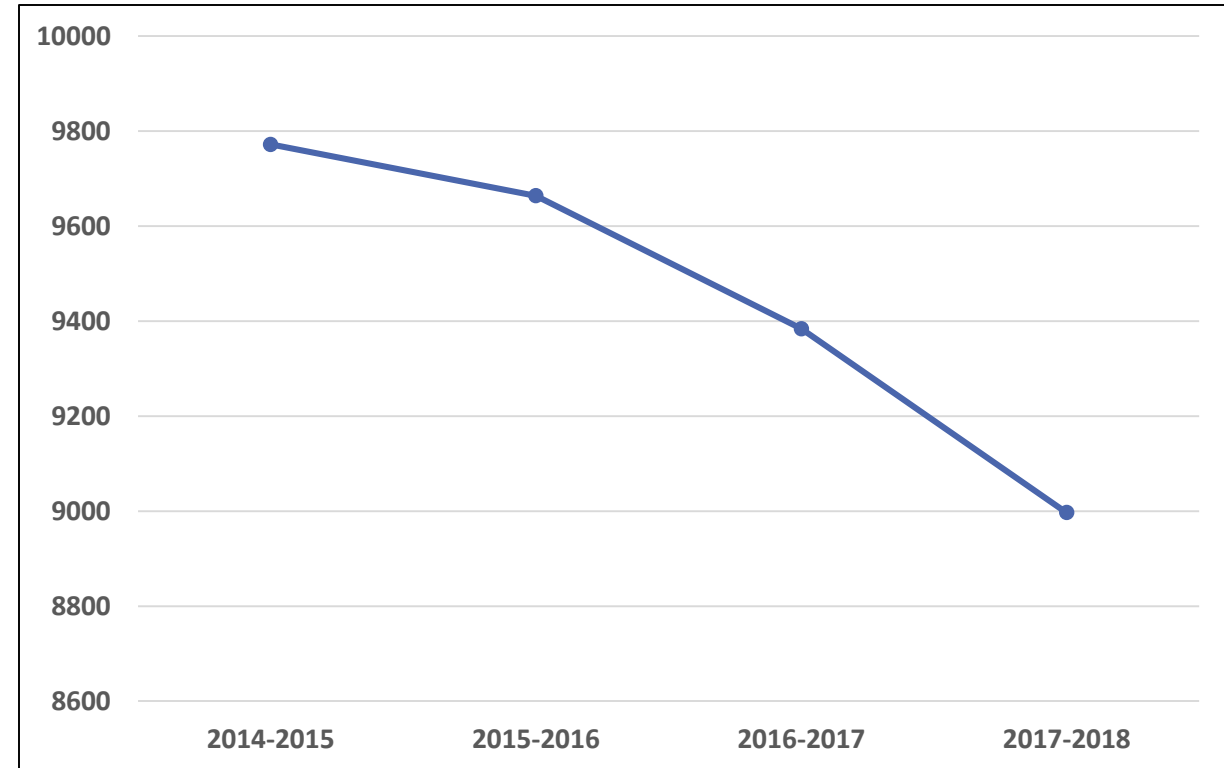


Comparing NVC and Statewide Figures (Across Four-Year Period)

NVC	45.2%
CCC	50.4%

Number of Students Enrolled

Definition: All students enrolled in a given year, excluding students who were concurrently enrolled in K-12 that same year

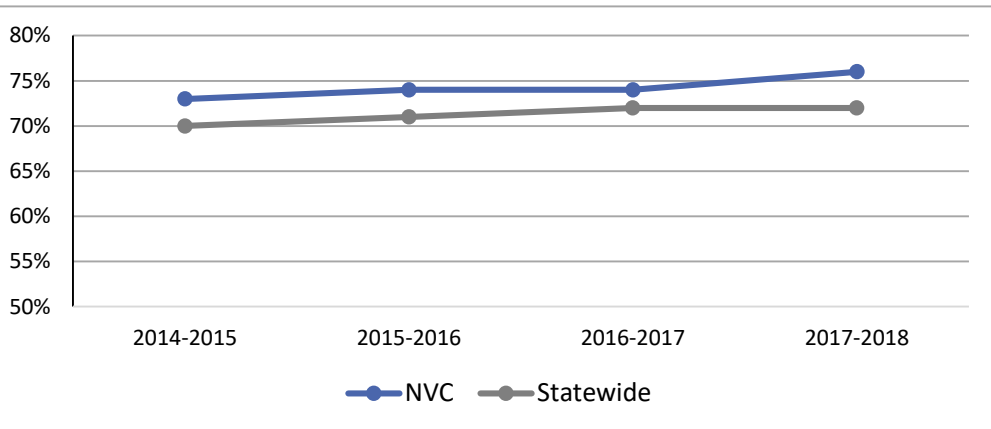


Summary of Recent Performance

Range	8,997 - 9,772
Average	9,454
4-Year Trend	-7.9%

Successful Course Completion

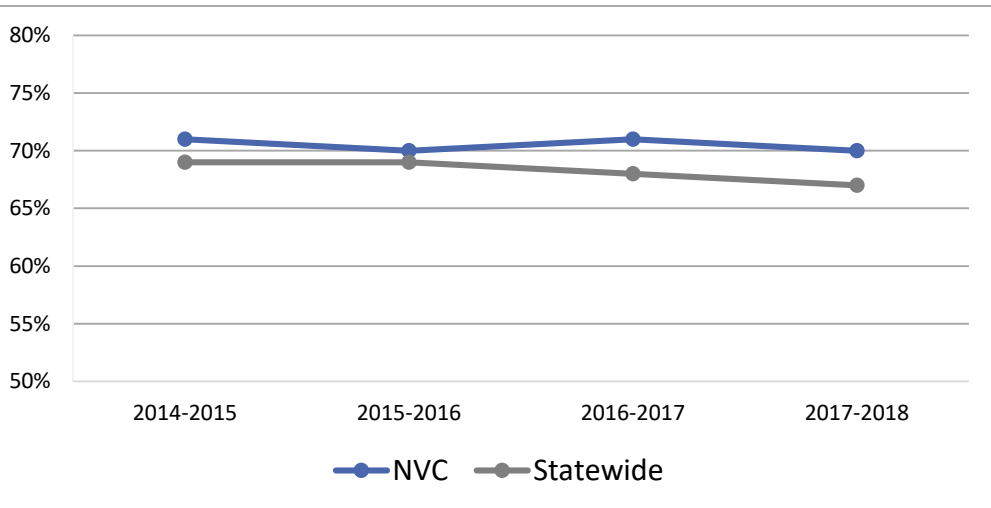
Definition: Among enrollments by all students, the course success rate in the selected year



Note: Successful Course Completion indicates the proportion of students who successfully complete a course by receiving a passing grade (of A, B, C, or P).

Persistence

Definition: Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution



Student Success Metrics: Momentum

★ NVC exceeded statewide performance on successful course completion, persistence, and 9+ career education units.

Earned 9+ Career Education Units

Definition: Among all students, the proportion who successfully completed 9 or more career education units in the selected year within the district

2014-2015 through 2017-2018

NVC	Statewide
9%	8%

Successfully Completed Unit Thresholds in the Academic Year

	NVC	CCC
0	22.8%	30.5%
0.1-5.9	24.3%	22.7%
6-8.9	11.1%	10.7%
9-11.9	7.8%	7.6%
12-14.9	6.9%	6.5%
15-19.9	8.8%	8.0%
20-23.9	8.2%	6.2%
24-29.9	5.6%	4.3%
30+	4.4%	3.5%

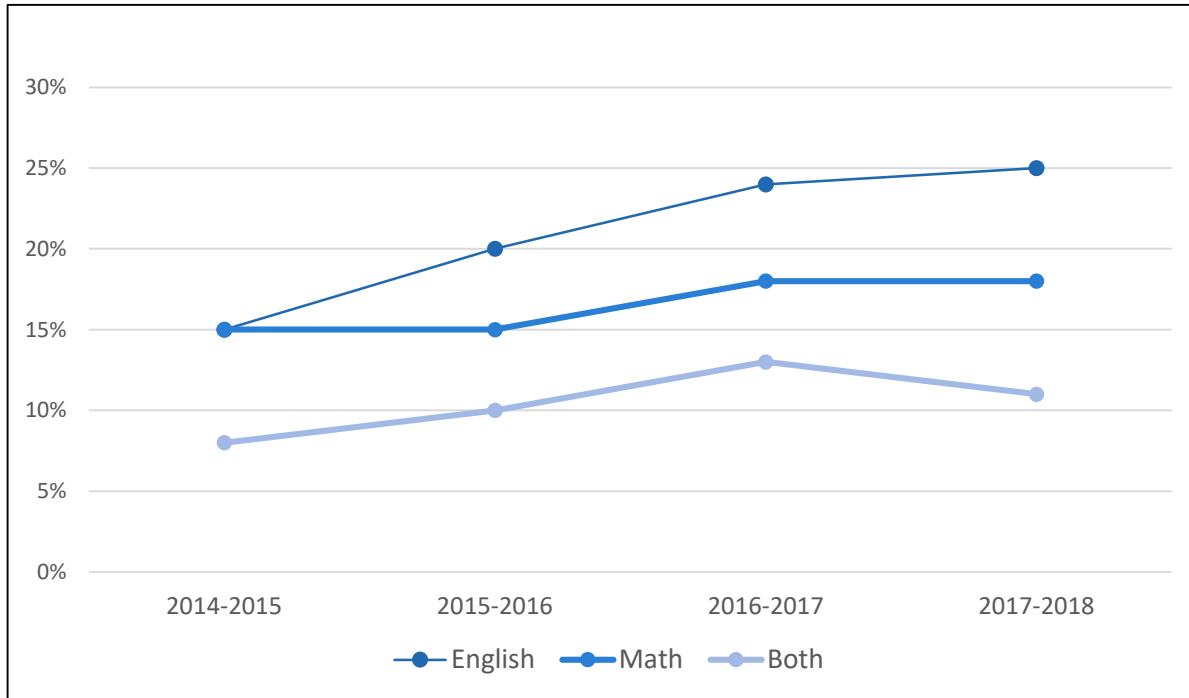
Definition: Among all students, the proportion who successfully completed degree-applicable semester unit thresholds in the selected year

At both NVC and community colleges statewide, more than 50% of students had successfully completed less than 9 degree-applicable semester units each academic year from 2014-2015 through 2017-2018.

Student Success Metrics: Momentum

Completion of Transfer-Level English and/or Math within the First Year

Definition: The proportion of students who completed transfer-level English and/or math in their first academic year of credit enrollment within the district



Across the four-year period, the proportion of first-year students who completed transfer-level:

- English: consistently increased, by a total of 10%.
- Math: increased by a total of 3%.
- Both English and math: increased by a total of 3%.

NVC and Statewide Performance:

- The proportion of NVC students who completed transfer-level English within the first year was 4% lower than the statewide proportion.
- The proportion of NVC students who completed transfer-level math within their first year exceeded the statewide proportion by 6%.
- The proportion of NVC students who completed both transfer-level English and math within their first year exceeded the statewide proportion by 3%.

NVC and System-Wide (Across Four-Year Period)

	English	Math	Both
NVC	20%	16%	10%
CCC	24%	10%	7%

Source: CCCC Student Success Metrics

*These figures reflect completion prior to the implementation of AB 705.





Key Findings and Strategies to Consider

Section Four: Student Success Metrics Access, Enrollment, and Momentum

Key Findings:

- Approximately 5% of NVC applicants do not enroll at NVC but do enroll at another California community college.
- While NVC exceeds statewide performance on successful course completion and persistence, most students successfully complete less than 9 units each academic year.
- Although less than 20% of new students have successfully completed transfer-level English and/or math during their first year in recent years, the figure has increased over the past four years and more pronounced increases are anticipated as a result of AB 705 implementation.

Strategies to Consider:

- Develop strategies for increasing application-to-enrollment conversion among NVC applicants
- Develop automatic communications to send to applicants to encourage enrollment at NVC
- Formalize student onboarding through Guided Pathways
- Share NVC's successes on Student Success Metrics with local community, highlighting recent performance and improvements resulting from AB 705 and Guided Pathways implementation
- Develop a campaign to encourage students to enroll in more units (or full-time) each semester, including expected time-to-degree if complete 9 units each year
- Communicate effective strategies for student course-taking patterns as Guided Pathways is implemented





Section Five: Student Success Metrics Completion and Employment Outcomes

Completion

- Students Who Attained the Vision Goal Completion Definition
- Students Who Earned a Chancellor's Office Approved Credit Certificate
- Students Who Earned Associate Degrees
- Average Number of Units Accumulated by Associate Degree Earners
- Students Who Earned Associate Degrees for Transfer
- Students Who Transferred to California State University or University of California Institutions

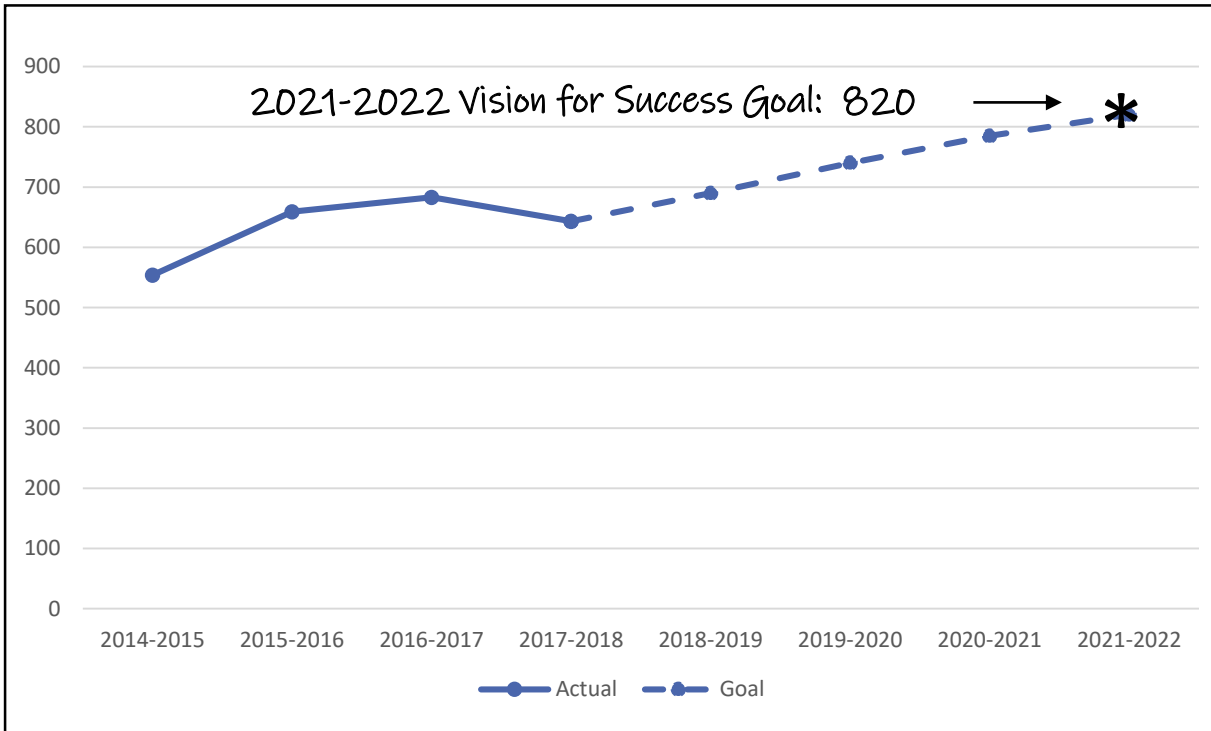
Employment Outcomes

- Secured Employment
- Change in Median Earnings
- Job Closely Related to Field of Study
- Attained the Living Wage

Student Success Metrics: Completion

Students Who Attained the Vision Goal Completion

Definition: Among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year



Summary of Recent Performance

Range	554 - 683
Average	635
4-Year Trend	+16.1%

Students Who Earned a Chancellor's Office Approved Credit Certificate

Definition: Among all students, the number who earned a Chancellor's Office approved credit certificate in the selected year and had an enrollment in the selected or previous year



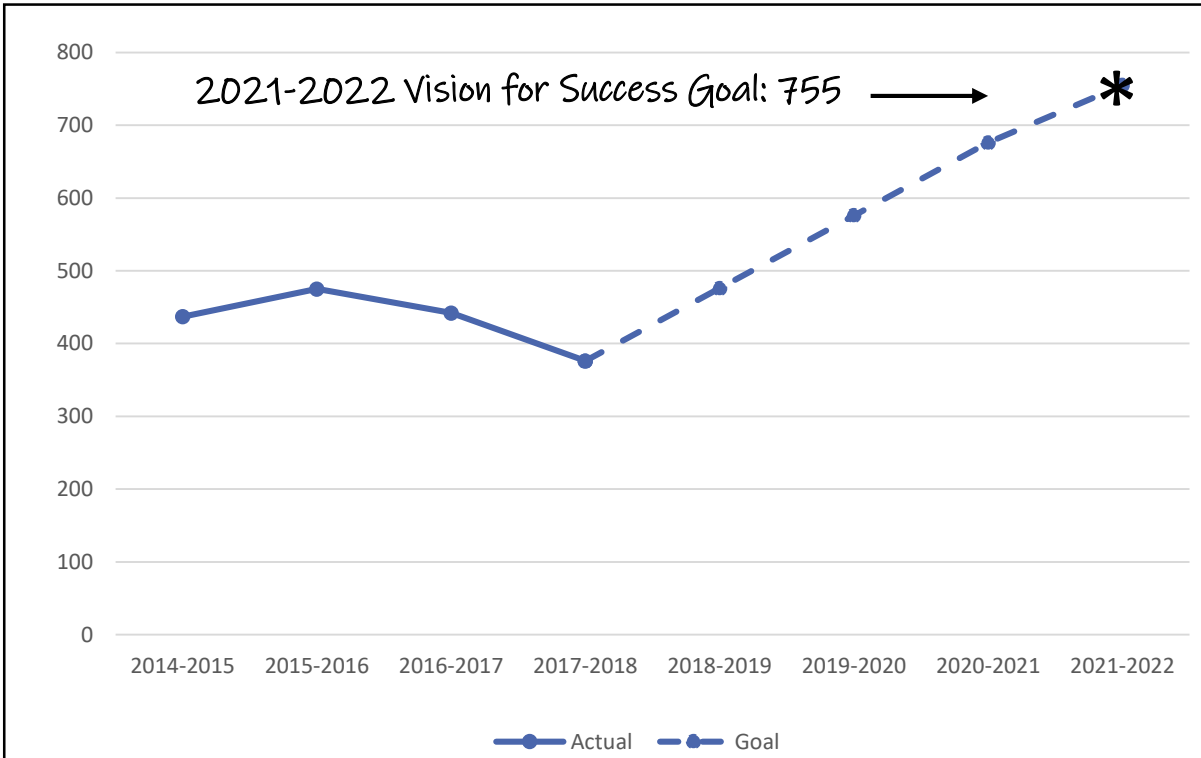
Summary of Recent Performance

Range	272 - 380
Average	316
4-Year Trend	+39.7%

Student Success Metrics: Completion

Students Who Earned Associate Degrees (including AD-Ts)

Definition: Among all students, the number who earned an Associate Degree (including AD-Ts) in the selected year and had an enrollment in the selected or previous year



Summary of Recent Performance

Range	376 - 475
Average	433
4-Year Trend	-14.0%

Average Number of Units Accumulated by Associate Degree Earners

Definition: Among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college



Summary of Recent Performance

Range	93 - 98
Average	94
4-Year Trend	-5.1%

Student Success Metrics: Completion

Students Who Earned Associate Degrees for Transfer

Definition: Among all students, the number who earned an associate degree for transfer in the selected year and had an enrollment in the selected or previous year



Summary of Recent Performance

Range	93 - 98
Average	94
4-Year Trend	-5.1%

Students Who Transferred to California State University or University of California Institutions

Definition: Among all students who completed at least 12 units at any community college at any time and exited the community college system, the number who transferred to a CSU or UC Institution



Summary of Recent Performance

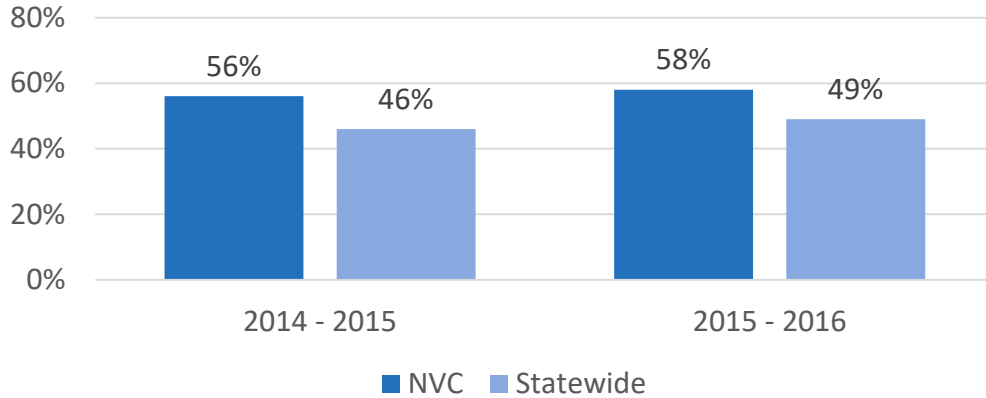
Range	357 - 403
Average	385
4-Year Trend	+12.9%

Source: CCCCC
Student Success
Metrics

Student Success Metrics: Employment Outcomes

Secured Employment

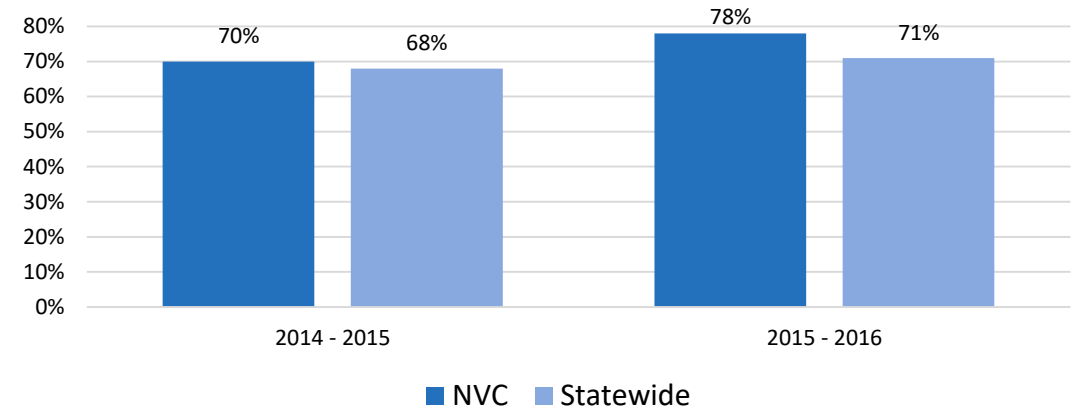
Definition: Among all students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were unemployed and became employed after exiting college



★
More than 50% of NVC students attained each employment outcome goal, and NVC exceeded statewide performance.

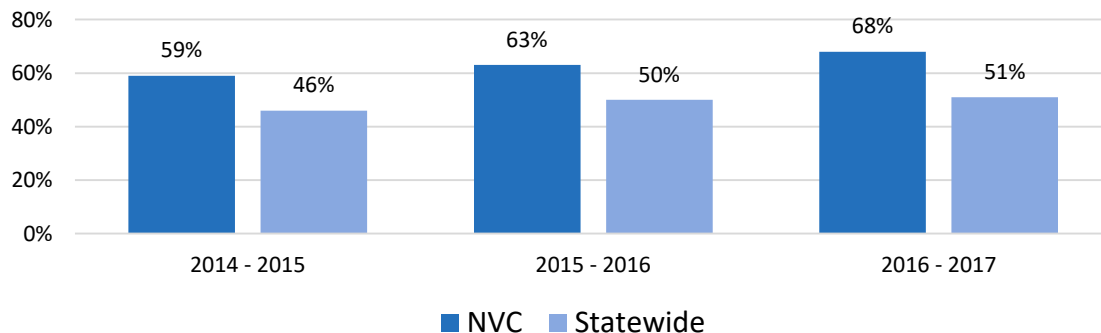
Job Closely Related to Field of Study

Definition: Among all students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study



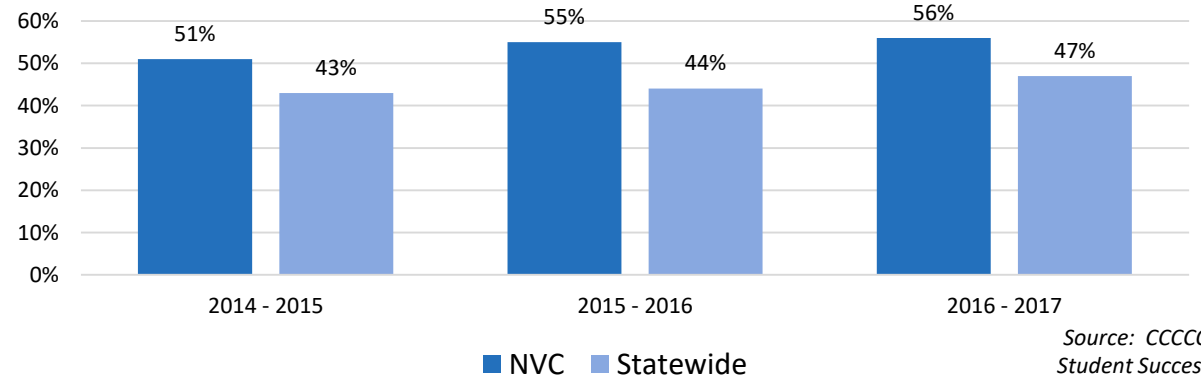
Change in Median Earnings

Definition: Among all students who exited the community college system and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the academic year of entry and the second quarter after the academic year of exit from the last college attended



Attained the Living Wage

Definition: Among all students who exited the community college system and who did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following the academic year of exit



Key Findings and Strategies to Consider



Section Five: Student Success Metrics Completion and Employment Outcomes

Key Findings:

- While NVC is close to achieving the local Vision for Success goal for certificate conferral, more significant changes are needed to meet goals pertaining to the Vision for Success Completion definition, the number of units accumulated by degree recipients, and transfer-related metrics.
- More than 50% of NVC students attained each employment outcome goal, and NVC exceeded statewide performance.

Strategies to Consider:

- Develop more detailed plan to achieve Vision for Success goals on lagging indicators
- Develop mechanisms for identifying and contacting students who are close to completing degree/certificate requirements, to notify them of upcoming course offerings and encourage them to petition for graduation
- Create marketing materials for NVC's Career Education and Workforce Development programs, highlighting employment outcome attainment among recent graduates





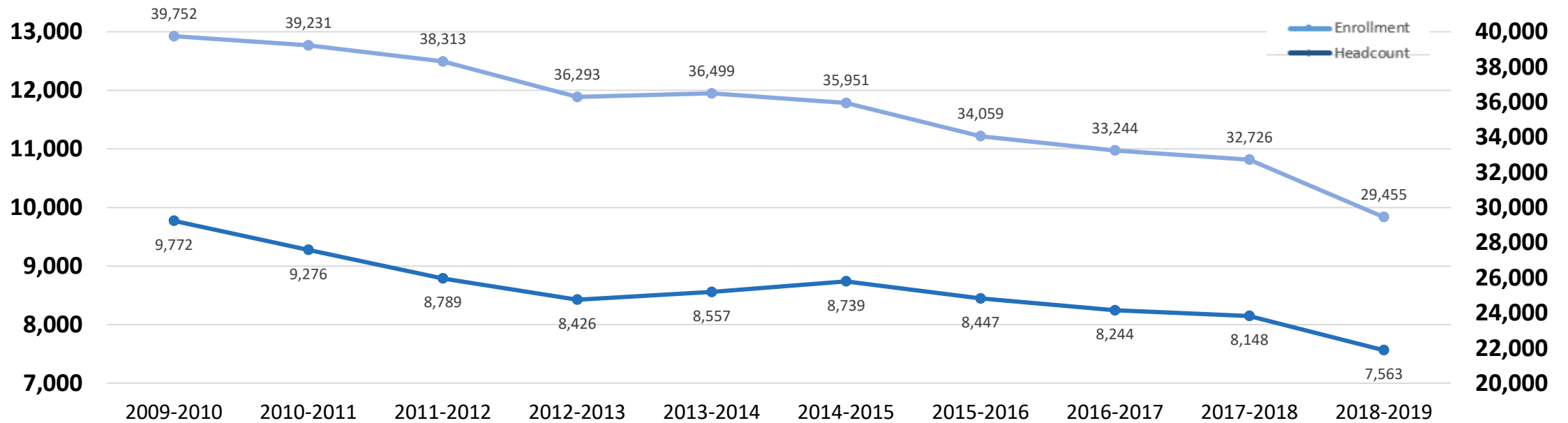
Section Six: Enrollment Trends, Section Offerings, and Facilities Usage



This section includes:

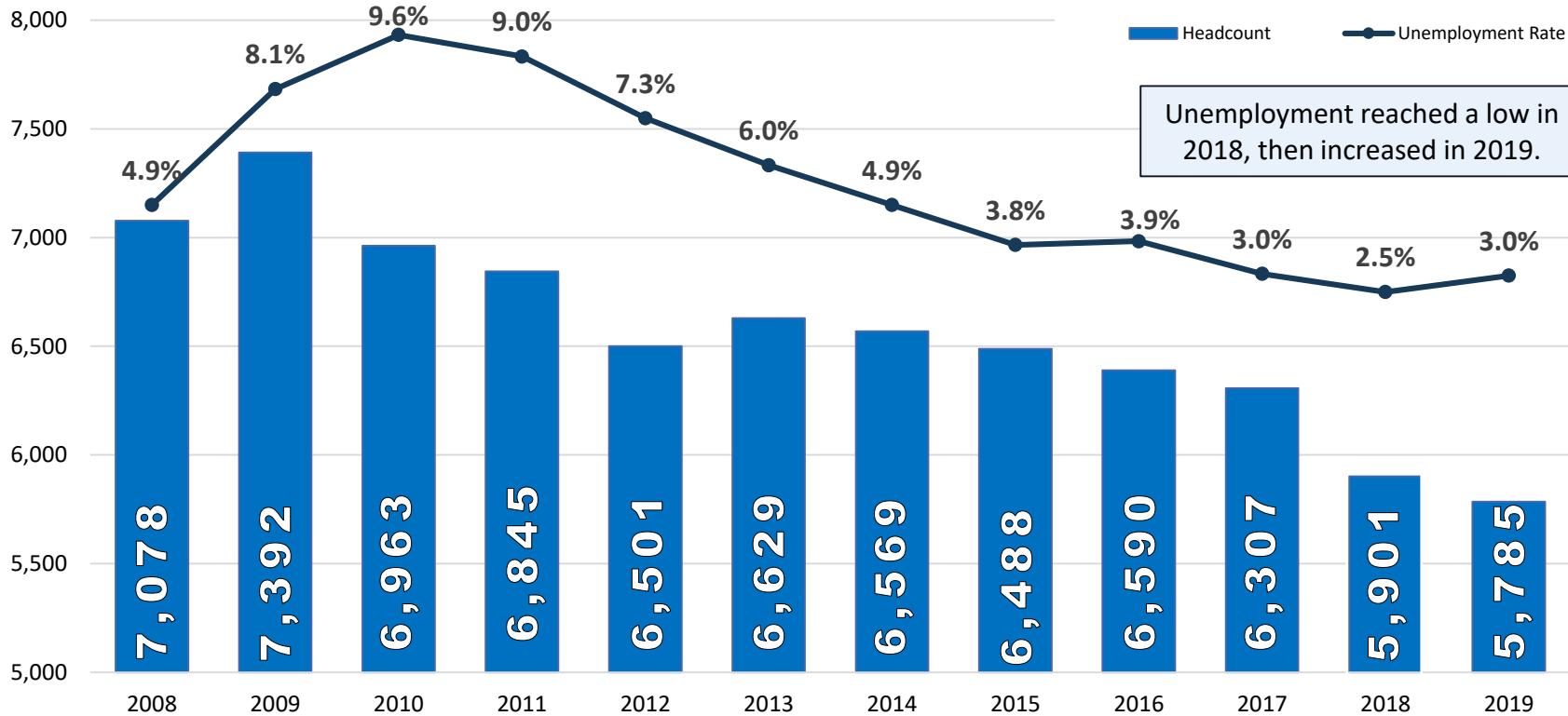
- Credit-Student Enrollment and Headcount Trends
- Credit-Student Headcount and Unemployment Rates
- Enrollment and Section Offerings: Credit Programs
- Enrollment and Section Offerings: Non-Credit Programs
- Facilities Usage: Morning through Early Afternoon, By Day of the Week
- Facilities Usage: Mid-Afternoon through Evening, By Day of the Week

Credit-Student Enrollment and Headcount Trends



10-Year Changes: Enrollment: -26% Headcount: -23%

Credit-Student Headcount and Unemployment Rates



NVC's fall semester headcount and Napa County unemployment rates have generally tracked together over the past 11 years.

Between 2008 and 2019:

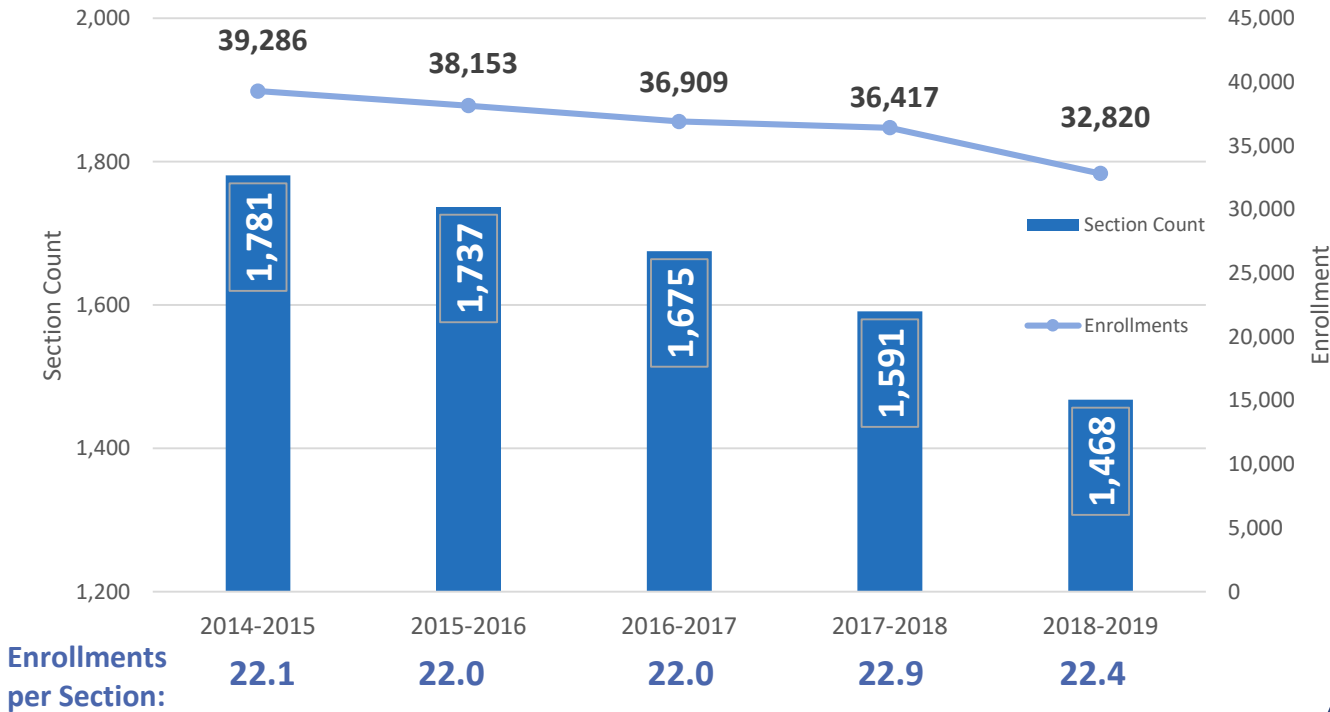
The unemployment rate **decreased by 1.9%.**

NVC headcount **decreased by 18.3%.**

Headcount and unemployment increased during the 2008-2009 recession.

Headcount and unemployment decreased between 2010 and 2019.

Credit Enrollment versus Section Count



Enrollment & Section Offerings: Credit Programs

Enrollment Patterns by Delivery Mode, Based on County of Residence, 2018-2019

	Napa County	Solano County	Other Bay Area
In-Person Only	63.6%	26.3%	10.0%
Online Only	42.5%	38.4%	19.1%
Hybrid Only	69.4%	25.3%	5.4%
In-Person and Distance Education	59.8%	36.1%	4.1%
Hybrid and Online Only	71.4%	28.6%	--

Note: Based on student zip code

Credit Section Offerings by Delivery Mode, 2014-2015 through 2018-2019

	In Person	Online	Hybrid
2014-2015	1,485	151	145
2015-2016	1,414	172	150
2016-2017	1,350	196	122
2017-2018	1,277	183	125
2018-2019	1,147	205	110



Napa County accounts for the majority of enrollments among all types of delivery modes except the online format.

Source: NVC enrollment records

Credit Enrollment by Delivery Mode and Location, 2018-2019

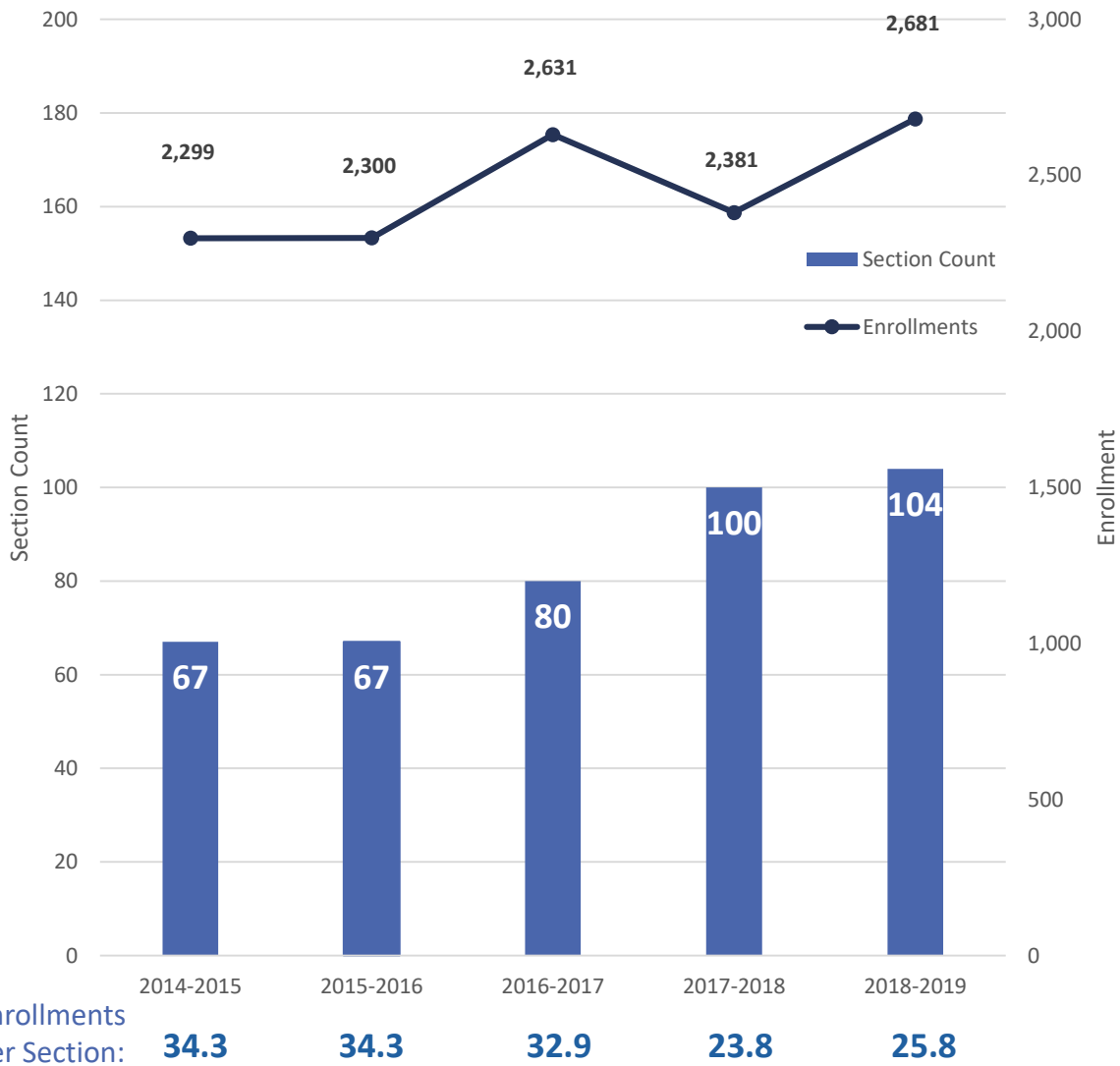
= 10% of enrollment

Main Campus:		72.5% of enrollments
Online:		17.5% of enrollments
Hybrid:		8.1% of enrollments

Upper Valley Campus, Work Experience, and Other: Account for less than 2% (collectively)

Enrollment & Section Offerings: Non-Credit Programs

Non-Credit Enrollment versus Section Count



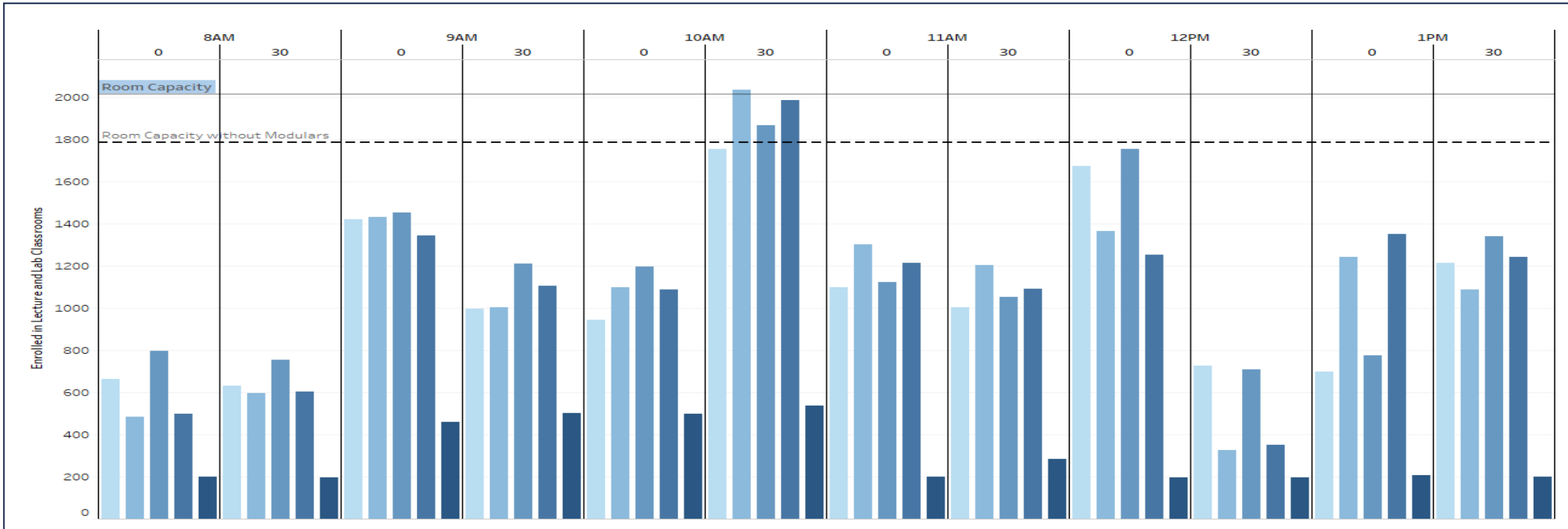
Detail on Non-Credit Offerings, 2014-2015 through 2018-2019

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Non-Credit Sections, By Course Description	67	67	80	100	104
Basic Computer	4.5%	1.5%	2.5%	2.0%	1.9%
Courses for Older Adults	--	--	--	--	1.0%
Courses for Persons w/ Substantial Disabilities	13.4%	13.4%	13.8%	9.0%	8.7%
Elementary and Secondary Basic Skills	3.0%	--	--	9.0%	8.7%
English Literacy	--	3.0%	8.8%	4.0%	12.5%
English as a Second Language (ESL)	34.3%	38.8%	20.0%	22.0%	18.3%
Music	41.8%	37.3%	33.8%	25.0%	26.9%
Short-Term Vocational	3.0%	4.5%	2.5%	2.0%	1.9%
Visual Art	--	1.5%	15.0%	22.0%	17.3%
Wellness: Nutrition	--	--	3.8%	5.0%	2.9%

Facilities Usage

Morning through Early Afternoon, By Day of the Week

This graph reports the number of students attending both lecture and lab courses by time of the day and day of the week. The horizontal lines imposed on the graph represent room capacity with and without the modular classrooms.



Monday through Thursday:

Average number of students on campus: 1,107

High: 2,035 Low: 325

Friday:

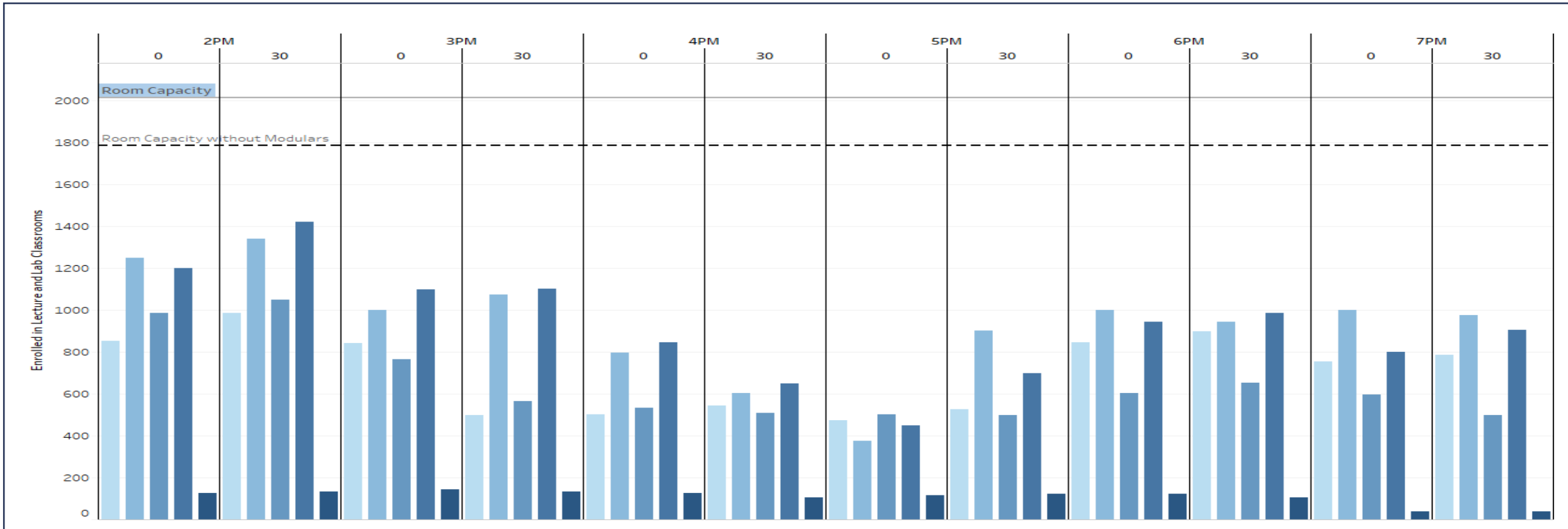
Average number of students on campus: 307

High: 536 Low: 198

Facilities Usage

Mid-Afternoon through Evening, By Day of the Week

This graph reports the number of students attending both lecture and lab courses by time of the day and day of the week. The horizontal lines imposed on the graph represent room capacity with and without the modular classrooms.



Monday through Thursday:

Average number of students on campus: 804

High: 1,341 Low: 374

Friday:

Average number of students on campus: 109

High: 145 Low: 38

Key Findings and Strategies to Consider



Section Six: Enrollment Trends, Section Offerings, and Facilities Usage



Key Findings:

- Credit-student enrollment and headcount have decreased significantly (by 26% and 23%, respectively) over the past 10 years.
- Credit-student enrollment and section offerings have tracked together over the past 5 years.
- The Main Campus accounts for the majority (more than 70%) of credit-student enrollments.
- Students residing in Napa County account for the solid majority (60% - 71%) of enrollments among most types of delivery mode. The only exception is online courses, in which Napa County residents account for 43% of students.
- NVC headcount tends to increase as the unemployment rate increases.
- While non-credit enrollment and section offerings have increased over the past 5 years, section offerings have increased more than enrollments, resulting in a decrease in average class size (from 34 to 26 students per section).
- With the exceptions of 10:30 – 11:00 and 12:00 – 12:30, NVC does not approach full capacity of facilities.

Strategies to Consider:

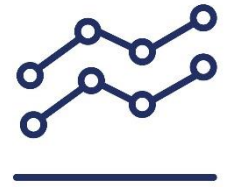
- Develop strategies for marketing NVC outside of standard practices (i.e., beyond traditional college-aged population, emphasizing distance education offerings to expand students served)
- Develop communications to unemployed population highlighting programs and courses aligned with labor market needs
- Monitor local unemployment rate and factor into Schedule development process
- Consider expanding non-credit offerings tailored to meet specific student needs (e.g., basic skills/remediation, training to support aging population and their caretakers, offerings for population over 35).
- Implement enrollment management strategies to optimize use of existing facilities
- Consider modifications of existing facilities to capture efficiencies and align with anticipated needs



Appendix: Vision for Success

In 2017, the California Community Colleges Chancellor’s Office and the Foundation for California Community Colleges developed the **Vision for Success**.

The Vision for Success emerged from 5 challenges regarding enrollment patterns and success among California Community College students.



Challenge 1:

Most students who enter a community college never complete a degree or certificate or transfer to a 4-year university. Researchers project that California’s public higher education system is not producing nearly enough educated graduates to meet future workforce needs.

Challenge 2:

California Community College students who do reach a defined educational goal such as a degree or transfer take a long time to do so, often accumulating many excess course credits along the way.

Challenge 3:

Older and working California Community College students are often left behind in the system, lacking services and financial aid that suit their needs.

Challenge 4:

California Community Colleges are more expensive than they appear—both to students and taxpayers— because of slow time-to-completion and a lack of financial aid to cover students’ living expenses.

Challenge 5:

Serious and stubborn achievement gaps persist across the California Community Colleges and high-need regions of the state are not served equitably.

Appendix: Vision for Success

To address the 5 challenges (listed on the previous page), the CCCCCO developed a “Vision for Change” structured around 7 goals:

1. Focus relentlessly on students’ end goals
2. Always design and decide with the student in mind
3. Pair high expectations with high support
4. Foster the use of data, inquiry, and evidence
5. Take ownership of goals and performance
6. Enable action and thoughtful innovation
7. Lead the work of partnering across systems

The systemwide Vision for Success goals listed at the beginning of this document represent measurable objectives to help address the challenges listed above. Guided Pathways and Student Equity Plans are mechanisms for realizing the Vision for Change goals.

Appendix: Guided Pathways



Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Guided Pathways is the framework for realizing the Vision for Success. The framework outlines a highly structured approach to ensuring student success. That approach involves evaluating college practices to be more intentional and student-focused. There are 23 Essential Practices associated with Guided Pathways implementation. The practices describe support systems that are provided by community college practitioners – faculty, staff, and administrators – to help students achieve their educational goals in a timely manner.

Guided Pathways practices are structured around 4 pillars:

- Clarifying the Path
- Helping Students Get on the Path
- Helping Students Stay on the Path
- Ensuring Learning

The Essential Practices associated with each pillar are presented on the next page.

Implementation of Guided Pathways practices yields “a support system that puts student outcomes first.”

For additional information about Guided Pathways, see the California Community Colleges Chancellor’s Office (CCCCO) website:

<https://www.cccco.edu/College-Professionals/Guided-Pathways>.

The following video, produced by the CCCCCO in 2017, describes Guided Pathways from the perspective of students, faculty, staff, and administrators. “Explaining Guided Pathways to Your College”:

<https://www.youtube.com/watch?v=sPtzyrvdILU>

Appendix: Four Pillars of Guided Pathways

Pillar 1. Clarify the Path	Pillar 2. Get on the Path	Pillar 3. Stay on the Path	Pillar 4. Ensure Learning
<ul style="list-style-type: none"> A. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors” B. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area. C. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program. D. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website. E. Required math courses are appropriately aligned with the student’s field of study. 	<ul style="list-style-type: none"> A. Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible. B. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas. C. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. D. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. E. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. F. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college. 	<ul style="list-style-type: none"> A. Advisors monitor which program every student is in and how far along the student is toward completion the program requirements. B. Students can easily see how far they have come and what they need to do to complete their program. C. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track. D. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career. E. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. 	<ul style="list-style-type: none"> A. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. B. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. C. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework. D. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. E. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. F. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. G. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Student Equity

Prior to 2019, requirements for Student Equity Plans submitted to the California Community Colleges Chancellor's Office (CCCCO) included a section on access, comparing population shares claimed by demographic groups within the credit-student population with their respective population shares within the defined service area of the college. The template provided by the CCCCCO for the 2019-2022 Student Equity Plans **marked a shift from access to outcomes.**



Student Equity is intended to address and eliminate disparities in opportunities, experiences, and outcomes among students.

For the 2019-2022 Student Equity Plan, the CCCCCO provided each college with data on the following 5 metrics:

- Enrolled in the same community college (applicant-to-enrollment conversion)
- Retained from fall to spring at the same college
- Completed both transfer-level math and English within the district
- Attained the Vision Goal Completion definition
- Transferred to a four-year institution

For each metric, rates of success were examined among student subpopulations – to identify groups that are not achieving the same successful outcomes (or rates of success) as the overall student population.

Disproportionate impacts were identified on the 5 metrics among students defined based on gender in combination with each of the following demographic features (e.g., female Hispanic/Latinx, male foster youth, female veterans):

- Disability
- Economically disadvantaged
- First generation
- Foster youth
- LGBT
- Race/Ethnicity
- Veteran status



The demographic groups included in the Student Equity Plan data were determined by state legislation (AB 943).

Acronyms

AB 705	Assembly Bill 705 which requires community colleges to maximize the probability that students entering college will successfully complete college-level English and math within the first year. Placement recommendations are based on high school performance (rather than assessment testing).
ACS	American Community Survey
ADAPT	Aldea Day Adolescent Program for Treatment
AD-T	Associate Degree for Transfer
CCC	California Community College(s)
CCCCO	California Community Colleges Chancellor's Office
CSU	California State University
CTE	Career Technical Education
EMP	Educational Master Plan
K-12	Kindergarten through 12 th Grade
LGBT+	Lesbian, Gay, Bisexual, Transgender/Transsexual and related communities
MIT (Living Wage Calculator)	Massachusetts Institute of Technology
NVC	Napa Valley College
NVUSD	Napa Valley Unified School District
SOC	Standard Occupational Classification
SSM	Student Success Metrics
UC	University of California