2020-2021
Progress Report

Summary of Accomplishments and Performance Associated with Institutional Strategic Plan

Compiled by the
Office of Research, Planning, and Institutional Effectiveness

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Purpose of Report

Each year, Napa Valley College (NVC) compiles a report summarizing the progress made toward achieving the goals and objectives of the Institutional Strategic Plan. The resulting document serves as an Annual Progress Report. This document summarizes activities and progress made in 2020-2021 relative to the goals and objectives of the 2018-2023 Institutional Strategic Plan.

Structure of 2020-2021 Progress Report

The 2018-2021 Institutional Strategic Plan (approved in 2017-2018) included five broad goals:

- Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success;
- Engage NVC students and assist in their progress toward educational and job training goals;
- Increase NVC student achievement and completion of educational and job training goals;
- Ensure the fiscal stability of NVC as it transitions to a community supported district; and
- Enhance collaboration between NVC and community and civic partners.

In fall 2020, the Board of Trustees approved the addition of a goal focusing on equity and extended the plan through 2023. The new equity goal reads:

- Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices.

As the equity goal was incorporated into the 2018-2023 Institutional Strategic Plan in 2020-2021, this report is the first Annual Progress Report to highlight accomplishments associated with the new equity goal.

This report is structured around the initiatives, measurable objectives, and deliverables associated with the six institutional goals. To provide context for the 2020-2021 Progress Report, the 2018-2023 Institutional Strategic Planning Goals – along with the initiatives, measures, and deliverables associated with each goal – are outlined on pages 5-8.

This Annual Progress Report focuses on <u>new</u> activities that were implemented to promote the six institutional goals in 2020-2021. To demonstrate the direct linkage between the defined initiatives and the accomplishments from 2020-2021, the information is presented in the form of a table – including descriptions of accomplishments associated with each individual initiative. Throughout this report, accomplishments are listed in tables containing purple headers, listing the relevant institutional goal at the top of the table and associated initiatives in the first column of each row of the table. Accomplishment from 2020-2021 are reported beginning on page 9 (for Institutional Goal 1).

The measures associated with each goal are presented in tables containing green headers (beginning on page 10 for Institutional Goal 1). For each measure, the 2017-2018 baseline performance and the 2020-2021 performance level are reported in the tables. A summary of the change in performance between the two years (e.g., +12%, -5%) is reported in the final column. A green – yellow – purple coding system is applied to the institution-level measures, to summarize the magnitude and direction of changes associated with each measure. Green indicates an improvement (over the 2017-2018 baseline) exceeding 1%, and purple indicates a decline (from the 2017-2018 baseline) exceeding 1%. The green and purple ratings incorporate two gradations to distinguish increases/decreases falling within 1%-5% of the 2017-2018 baseline from those exceeding 5%. Changes within 5% of the baseline are lightly shaded, and those exceeding 5% have darker shading. Yellow indicates a change within 1% (± 1%) of the 2017-2018 baseline. The tables also include some examples of new developments for NVC that are reflected in the measures – for example, increases in internal-external support services and expansion of dual enrollment agreements.

Deliverables from 2020-2021 are summarized in tables containing yellow headers (beginning on page 11 for Institutional Goal 1).

2018-2023 Institutional Strategic Plan

Initiatives, Measures, and Deliverables Associated with
6 Institutional Strategic Plan Goals

Institutional Strategic Goal 1: Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success	
Initiatives	**Measures & Deliverables**
○ Increase partnerships with local schools to improve preparation and facilitate transition of students from area high schools to NVC ○ Coordinate with educational and community partners to expand services to support NVC students ○ Create new opportunities for local students to engage with NVC ○ Expand dual enrollment agreements to all K-12 districts in the NVC service area ○ Develop three-year strategic plan for expansion of course offerings at the NVC American Canyon Campus ○ Develop new mechanisms for communicating program-specific information to local high school students	○ Increase number of partner schools (2017-2018 baseline: 6) ○ Increase capture rate among local high school districts (2017-2018 baselines for NVUSD, St. Helena, and Calistoga: 36.2%, 16.8%, and 8.5%, respectively) ○ Increase course-section offerings at partner schools (2017-2018 baseline: 29) ○ Increase joint internal-external support services for students (2017-2018 baseline: 1) ○ Increase opportunities for local students to engage with NVC (2017-2018 baseline: 14) ○ Increase dual enrollment agreements (2017-2018 baseline: 1) ○ Three-year plan for expansion of course offerings ○ Communications matrix

Institutional Strategic Goal 2: Engage NVC students and assist in their progress towards educational and job training goals	
Initiatives	**Measures & Deliverables**
○ Review and revise curricula to facilitate successful completion of transfer-level math and English ○ Enhance academic support programs and student support services to meet student needs and increase student success ○ Develop locally defined Guided Pathways implementation plan	○ Increase academic and student support offerings (including multiple delivery modes) aligned with new initiatives (2017-2018 baseline: 16) ○ Increase proportion of first-time degree-/transfer-seeking students who complete transfer-level math and transfer-level English in first year (2017-2018 baseline: 15.4%) ○ Increase number and expand variety of co-curricular events (2017-2018 baselines: 11 offerings across 5 different types of events)

○ Expand co-curricular event offerings ○ Improve facilities and instructional equipment to enhance opportunities for student engagement inside and outside of the classroom	○ Implement changes to math and English sequences by fall 2019 to address AB 705 requirements ○ Year 2 Guided Pathways Plan (Fall 2019 – Summer 2020) ○ Year 3 Guided Pathways Plan (Fall 2020 – Summer 2021) ○ List of facilities and equipment improvements implemented 2018-2021

Institutional Strategic Goal 3: Increase NVC student achievement and completion of educational and job training goals	
Initiatives	**Measures & Deliverables**

○ Develop new instructional programs to meet needs of students and local community and increase opportunities for completion
○ Explore and implement strategies to facilitate student completion
○ Expand resources to increase accessibility to employment and internships aligned with Guided Pathways and Strong Workforce
	○ Increase number of degree and certificate program offerings (2017-2018 baseline: 89)
	○ Vision for Success Goal 1: Completion
	  ○ Increase the number of students attaining the Vision Goal Completion definition (2016-2017 baseline: 683)
	  ○ Increase the number of students earning an associate degree (2016-2017 baseline: 629)
	  ○ Increase the number of students earning CCCCO-approved certificates (2016-2017 baseline: 334)
	○ Vision for Success Goal 2: Transfer
	  ○ Increase the number of students earning associate degrees for transfer (2016-2017 baseline: 187)
	  ○ Increase the number of students transferring to CSU and UC institutions (2016-2017 baseline: 139)
	○ Vision for Success Goal 3: Unit Accumulation
	  ○ Decrease the average number of units accumulated among students earning associate degrees (2016-2017 baseline: 93)
	○ Vision for Success Goal 4: Workforce
	  ○ Increase the proportion of exiting CTE students who report being employed in a job closely related to their field of study (2014-2015 baseline: 70%)
	○ Increase number of resources to support internship opportunities for students and employment among graduates (2017-2018 baseline: 8)

	○ Plans promoting completion agenda (Guided Pathways, AB 705) ○ Plans for expanding internships aligned with Guided Pathways and Strong Workforce

Institutional Strategic Goal 4: Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices	
Initiatives	**Measures & Deliverables**
○ Develop local definitions of "equity" and "equity-mindedness" ○ Implement behavioral commitments developed through Caring Campus ○ Offer professional development around equity for all NVC faculty and staff ○ Offer professional development for faculty on cultural competencies ○ Train students on Student Planning platform to monitor progress ○ Develop regular, motivational communications to students to encourage goal attainment ○ Implement strategies identified through Degrees When Due ○ Implement early alert to increase retention and successful course completion ○ Offer professional development for faculty on engagement strategies ○ Implement supplemental instruction in gateway courses with low retention/successful course completion rates ○ Develop process for evaluating practices through lens of equity and equity-mindedness ○ Expand course offerings to meet new CSU Ethnic Studies (Area F) requirement	Achieve institutional goals identified in Student Equity Plan: ○ Increase the number of applicants that enroll at NVC by 8.7% (baseline: 6900) ○ Increase the number of students retained fall to spring by 3.1% (baseline: 4366) ○ Increase the number of students that complete both transfer-level math and English in their first year by 30.3% (baseline: 132) ○ Increase the number of students that attain the Vision Goal Completion definition by 27.5% (baseline: 643) ○ Increase the number of students that transfer to a four-year institution by 23.9% (baseline: 581) Reduce the number of disproportionate impacts (DI) among subpopulations identified in Student Equity Plan (baseline: 36 cases of DI among subpopulations defined by gender in combination with another characteristic) Reduce gap in retention rate among African American/Black students (three-year baseline: 4.3%) Reduce gaps in successful course completion rates among African American/Black, Latinx, and First- Generation students (three-year baselines: 11.6%, 4.5%, and 2.6%, respectively) Address disproportionate impacts associated with Vision for Success: ○ Increase the number of students attaining the Vision Goal Completion definition among LGBT students by 27% (2016-2017 baseline: 11) ○ Increase the number of African American/Black students earning CCCCO-approved certificates by 20% (updated 2016-2017 baseline: 14) ○ Increase the number of White students earning associate degrees for transfer by 41% (updated 2016-2017 baseline: 47) ○ Increase the number of African American/Black students transferring to CSU and UC institutions by 41% (2016-2017 baseline: 17)

○ Expand use of Open Educational Resources ○ Implement Two-Year Promise Pathways focused on Latinx population	○ Increase the number of disabled students transferring to CSU and UC institutions by 41% (updated 2016-2017 baseline: 40)
	○ Instrument for evaluating practices to promote equity-mindedness ○ Communications plan for contacting students at key junctures in their time at NVC ○ Proposal for development of a Filipino Learning Community ○ Action Plan including strategies to implement to address barriers and gaps identified through CCEAL surveys and focus groups

Institutional Strategic Goal 5: Ensure the fiscal stability of NVC as it transitions to a community supported district	
Initiatives	**Measures & Deliverables**
○ Develop and implement a Three-Year Enrollment & Scheduling Management Plan ○ Develop and implement an ongoing marketing plan to increase awareness of NVC offerings and attract more students to specific instructional programs	○ Decrease time to completion (2017-2018 baseline: 5.5 years) ○ Increase institution-level fill rates (2017-2018 baseline: 78.7%)
	○ Enrollment & Scheduling Management Plan ○ Marketing Plan

Institutional Strategic Goal 6: Enhance collaboration between NVC and community and civic partners	
Initiatives	**Measures & Deliverables**
○ Pursue, develop, and expand mutually supportive partnerships between NVC instructional programs and community organizations ○ Expand offerings and opportunities for cultural engagement among the local community	○ Increase number of partnerships with community organizations (2017-2018 baseline: 23) ○ Increase number of cultural event offerings open to the local community (2017-2018 baseline: 6)
	○ [N/A]

Institutional Strategic Goal 1: Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success	
Initiatives	**Accomplishments 2020-2021**
Increase partnerships with local schools to improve preparation and facilitate transition of students from area high schools to NVC	○ Provided presentations to facilitate transition of students from Napa High School, California Virtual Academies, American Canyon High School, New Technology High School and Justin-Siena High School to NVC ○ Enhanced data-sharing agreements with Napa Valley Unified School District (NVUSD) ○ Implemented Virtual Front Counter/Lobby services for incoming students ○ Partnered with Napa Valley Adult Education and Pacific Union College to offer English as a Second Language classes on their campus (anticipated fall 2021)
Coordinate with educational and community partners to expand services to support NVC students	○ Secured deliveries from Solano Food for Free to receive United States Department of Agriculture (USDA) produce to distribute through the NVC Student Food Basket ○ Coordinated with Community Basic Needs Resources to develop plans for a Basic Needs Center at NVC (launch anticipated fall 2021) ○ Increased communications to students regarding NVC's partnership with Vital Immigrant Defense Advocacy and Services (VIDAS); offered workshops
Create new opportunities for local students to engage with NVC	○ Offered English, History, and Viticulture and Winery Technology classes at St. Helena High School ○ Offered Hospitality, Culinary and Tourism Management classes at Calistoga High School
Expand dual enrollment agreements to all K-12 districts in the NVC service area	○ Presented a Dual Enrollment Panel featuring instructors, students, and administrators from NVC and NVUSD ○ Developed a Dual Enrollment Handbook ○ Created a Special Permit to Attend Form associated with College and Career Access Pathways (CCAP)
Develop three-year strategic plan for expansion of course offerings at the South Valley Campus at American Canyon High School	○ Conducted survey in English and Spanish to identify interests in community education courses

Develop new mechanisms for communicating program-specific information to local high school students	○ Developed videos describing NVC programs to potential students (including workforce/training programs and English as a Second Language) ○ Developed a memo explaining English entry levels for high-school students

Measures Associated with Institutional Strategic Goal 1: Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success			
Measure	**2017-2018 Baseline (or Other Baseline Year)**	**2020-2021 Performance (or Most Recent Year with Data)**	**Change**
Partner Schools	6	15	**+150%**
Capture Rate: NVUSD*	36.2%	39.3%	**+3.1%**
Capture Rate: St. Helena**	16.8%	18.2%	**+1.4%**
Capture Rate: Calistoga**	8.5%	10.5%	**+2.0%**
*Capture rate for NVUSD calculated by comparing list of recent graduates against NVC enrollment records. **Capture rates for St. Helena and Calistoga are derived from the number of graduates from each school ("Regular High School Diploma Graduates" reported by the California Department of Education's DataQuest) and the number of students age 18 affiliated with St. Helena and Calistoga who enrolled at NVC the following year (based on NVC enrollment records).			
Course-Section Offerings at Partner Schools	29	1 (due to COVID restrictions)	**-96.6%**
Joint Internal-External Support Services for Students	1	11	**+1000%**
In 2020-2021, new internal-external support services include collaboration with CalFresh, Solano Food for Free, and the Public Health Infections Disease Unit.			
Opportunities for Local Students to Engage with NVC	14	23	**+64.3%**
Dual Enrollment Agreements	1	3	**+200%**
In 2020-2021, NVC expanded its dual enrollment agreements with NVUSD, St. Helena Unified School District, and Calistoga Joint Unified School District.			

Deliverables Associated with Institutional Strategic Goal 1: Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success	
Deliverable	**Accomplishments 2020-2021**
Three-year plan for expansion of course offerings	--
Communications matrix	--

Institutional Strategic Goal 2: Engage NVC students and assist in their progress towards educational and job training goals	
Initiatives	**Accomplishments 2020-2021**
Review and revise curricula to facilitate successful completion of transfer-level math and English	○ Participated in Bay Area Math Collaborative meetings regarding college algebra alignment between colleges and university ○ Increased integration between First-Year Experience (FYE) Program and English for incoming students, via NVC MyPath ○ Revised non-credit English writing support course to improve alignment with English curricula
Enhance academic support programs and student support services to meet student needs and increase student success	○ Created informational videos for guided self-placement into math and English courses (associated with AB 705) ○ Integrated distance education support platforms including Pronto, Netutor, Labster, Proctorio, and Canvas Studio to support instruction ○ Created a Library Canvas shell for students to receive regular communications regarding library services ○ Created a Mental Health Canvas shell to provide access to resources to all students ○ Secured a Title III Hispanic-Serving Institution – Science, Technology, Engineering and Math (HSI-STEM) grant to expand culturally relevant curriculum and co-curricular activities for low-

	income students, particularly Latinx students ○ Increased collaboration between Learning Services and Disabled Students Programs and Services to address student needs for tutoring ○ Expanded Umoja learning community to include English and math offerings
Develop locally defined Guided Pathways implementation plan	○ Aligned career pathways with Adult Education Program ○ Launched five new cross-functional teams associated with the implementation of the Guided Pathways framework, including: Onboarding, Student Planning, Professional Development around Equity, Degrees When Due, and Caring Campus ○ Adopted "Exploration Pathways" as the local terminology to describe NVC's meta-major structure ○ Submitted 2021-2022 Scale of Adoption Self-Assessment (SOAA) for Guided Pathways
Expand co-curricular event offerings	--
Improve facilities and instructional equipment to enhance opportunities for student engagement inside and outside of the classroom	○ Upgraded classroom facilities in Buildings 1400 and 1600 ○ Secured new tractor to support Viticulture and Winery Technology Program and grinder to support Machine Tool Technology Program ○ Purchased Geographic Information System (GIS) mapping software to support Geology and Earth Science Program ○ Implemented Discord to provide a virtual space for students to study together and engage with each other

Measures Associated with Institutional Strategic Goal 2: Engage NVC students and assist in their progress towards educational and job training goals			
Measure	**2017-2018 Baseline (or Other Baseline Year)**	**2020-2021 Performance (or Most Recent Year with Data)**	**Change**
Academic and Student Support Offerings Aligned with New Initiatives	16	24	**+50.0%**
Proportion of First-Time Degree-/Transfer-Seeking Students Who Complete Transfer-Level Math and Transfer-Level English in First Year	13.6%[A]	23.8% (2019-2020)	**+10.2%**
Co-Curricular Events: Offerings Types	 11 5	Not reported due to restrictions associated with COVID-19	 -- --
[A]Denotes a baseline rate that was recalibrated by the California Community Colleges Chancellor's Office as part of the Student Success Metrics between 2017-2018 and 2020-2021.			

Deliverables Associated with Institutional Strategic Goal 2: Engage NVC students and assist in their progress towards educational and job training goals	
Deliverable	**Accomplishments 2020-2021**
Implement changes to math and English sequences by fall 2019 to address AB 705 requirements	○ Updated placement information for math and English as a Second Language
Year 2 Guided Pathways Plan (Fall 2019 – Summer 2020)	○ [Submitted 2019-2020 Scale of Adoption Self-Assessment (SOAA) for Guided Pathways in 2018-2019]
Year 3 Guided Pathways Plan (Fall 2020 – Summer 2021)	○ [Submitted 2020-2021 Scale of Adoption Self-Assessment (SOAA) for Guided Pathways in 2019-2020]
List of facilities and equipment improvements implemented 2018-2021	○ [See Facilities and Instructional Improvements listed above for Goal 2]

Institutional Strategic Goal 3: Increase NVC student achievement and completion of educational and job training goals	
Initiatives	**Accomplishments 2020-2021**
Develop new instructional programs to meet needs of students and local community and increase opportunities for completion	○ Developed Credit for Prior Learning policy and created form for processing submissions ○ Developed Computer Science degree program and Hospitality, Culinary and Tourism Management degree program ○ Coordinated with National University to provide a bachelor's degree in Administration of Justice to address needs in the Bay Area
Explore and implement strategies to facilitate student completion	○ Developed a First-Year Experience (FYE) for incoming STEM students placing into Math 106 with Math 86 ○ Participated in Degrees When Due initiative to identify students who completed degree/certificate requirements but did not have an award conferred ○ Reinstated Instant Admission process with Sonoma State University for qualifying NVC transfer students ○ Collaborated with North Bay Community Colleges and Sonoma State University to promote bachelors degrees (BA in Liberal Studies, BS in Business Administration)
Expand resources to increase accessibility to employment and internships aligned with Guided Pathways and Strong Workforce	○ Developed partnerships with U.S. Food and Drug Administration (FDA) and USDA to offer STEM internships to NVC Mathematics, Engineering, Science Achievement (MESA) students

Measures Associated with Institutional Strategic Goal 3: Increase NVC student achievement and completion of educational and job training goals			
Measure	**2017-2018 Baseline (or Other Baseline Year)**	**2020-2021 Performance (or Most Recent Year with Data)**	**Change**
Degree and Certificate Program Offerings	85	105	**+23.5%**
Students Attaining the Vision Goal Completion Definition	659[A] (2016-2017)	546 (2019-2020)	**-17.1%**
Students Earning an Associate Degree	607[A] (2016-2017)	565 (2019-2020)	**-6.9%**
Students Earning CCCCO-Approved Certificates	316[A] (2016-2017)	288 (2019-2020)	**-8.9%**
Students Earning Associate Degrees for Transfer	183[A] (2016-2017)	218 (2019-2020)	**+19.1%**
Students Transferring to CSU and UC Institutions	389[B] (2015-2016)	418	**+7.5%**
Units Accumulated among Students Earning Associate Degrees (Average)	88[B] (2016-2017)	88 (2019-2020)	**--**
Proportion of Exiting CTE Students Who Report Being Employed in a Job Closely Related to their Field of Study	66%[B] (2014-2015)	80% (2017-2018)	**+14.0%**
Resources to Support Internship Opportunities for Students and Employment among Graduates	8	19	**+137.5%**
In 2020-2021, resources associated with internships and work experience were expanded to include the West Oakland Job Resource Center, the Vintner's Association, and Napa Sanitation.			
[A]Denotes a baseline rate that was recalibrated by the California Community Colleges Chancellor's Office as part of the Student Success Metrics between 2017-2018 and 2019-2020. **[B]Denotes a baseline rate that was recalibrated by the California Community Colleges Chancellor's Office as part of the Student Success Metrics between 2017-2018 and 2020-2021.**			

Deliverables Associated with Institutional Goal 3: Increase NVC student achievement and completion of educational and job training goals	
Deliverable	**Accomplishments 2020-2021**
Plans promoting completion agenda (Guided Pathways, AB 705)	○ Submitted 2021-2022 Scale of Adoption Self-Assessment (SOAA) for Guided Pathways

Plans for expanding internships aligned with Guided Pathways and Strong Workforce	○ [See Resources to Support Internship Opportunities listed under Initiatives and Measures associated with Goal 3]

Institutional Strategic Goal 4: Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices	
Initiatives	**Accomplishments 2020-2021**
○ Develop local definitions of "equity" and "equity-mindedness"	--
○ Implement behavioral commitments developed through Caring Campus	○ Identified three initiatives to implement, including: adding preferred pronouns and languages spoken to identification cards and Outlook signatures; developing a referral form to guide students to the correct department/individual for assistance; creating a brochure to guide staff referrals and answer frequently asked questions
○ Offer professional development around equity for all NVC faculty and staff	○ Developed and implemented Instructional Design Institute covering distance education and culturally responsive pedagogy ○ Presented information on Equity-Mindedness in the classroom (fall 2020 flex day) ○ Participated in Equity-Minded Training to Support Students offered through the University of Southern California (USC) eConvenings (faculty, administrative/confidential, and classified staff participants) ○ Offered equity workshops including Creating Equitable and Transformative Leaders; Team Development: Why It Matters; Understanding Organizational Culture and Developmental Culture; Compassionate Communication (for administrators) ○ Participated in National Conference on Race and Ethnicity (NCORE) curriculum (academic deans)

○ Offer professional development for faculty on cultural competencies	○ (See Instructional Design Institute item, above)
○ Train students on Student Planning platform to monitor progress	○ Provided training in educational and student planning via Cranium Café ○ Created virtual student planning support videos to help students navigate Student Planning
○ Develop regular, motivational communications to students to encourage goal attainment	○ Implemented Starfish Early Alert, including "kudos" communications to encourage students
○ Implement strategies identified through Degrees When Due	--
○ Implement early alert to increase retention and successful course completion	○ Launched Starfish Early Alert ○ Provided more than 70 training sessions among campus groups, based on role ○ Created guides for students as well as faculty/staff ○ Raised more than 2,000 items (flags, referrals, and kudos) for student progress surveys
○ Offer professional development for faculty on engagement strategies	○ Provided one-on-one faculty training via Distance Education Mentors, to facilitate the transition to online teaching ○ Partnered with Solano College to provide faculty an opportunity to discuss effective pedagogy and curricular-based practices (Canvas Day)
○ Implement supplemental instruction in gateway courses with low retention/successful course completion rates	○ Implemented automatic enrollment in Math Success Center Canvas course for students taking NVC math courses or/and CHEM-110
○ Develop process for evaluating practices through lens of equity and equity-mindedness	○ Implemented bi-weekly equity discussions (MESA/STEM Center)
○ Expand course offerings to meet new CSU Ethnic Studies (Area F) requirement	○ Developed course on Sociology of Race and Ethnicity (SOCI-150)
○ Expand use of Open Educational Resources	○ Offered trainings on use of open educational resources, such as "Integrating Open Educational Resources (OER) and Zero Cost Textbooks (ZCT) into Your Classroom"

○ Implement Two-Year Promise Pathways focused on Latinx population	--

Measures Associated with Institutional Strategic Goal 4: Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices			
Measure	**2017-2018 Baseline (or Other Baseline Year)**	**2019-2020 Performance (or Most Recent Year with Data)**	**Change**
Applicants that enroll at NVC	2,953[A]	2,493	**-15.6%**
Students retained fall to spring	4,066[A]	3,490	**-14.2%**
Students that complete both transfer-level math and English in their first year	170[A]	284	**67.1%**
Students that attain the Vision Goal Completion definition	643	546	**-15.1%**
Students that transfer to a four-year institution	555[A] (2016-2017)	549 (2018-2019)	**-1.1%**
Disproportionate impacts (DI) among subpopulations identified in Student Equity Plan	36	Data not available from California Community Colleges Chancellor's Office	**--**
Gap in retention rate among African American/Black students	4.3%	2.8% Reduced size of gap	**-1.5%**
Gap in successful course completion rate among African American/Black students	11.6%	10.2% Reduced size of gap	**-1.3%**
Gap in successful course completion rates among Latinx students	4.5%	4.3% Reduced size of gap	**-0.2%**
Gap in successful course completion rates among First-Generation students	2.6%	1.3% Reduced size of gap	**-1.3%**
LGBT Students attaining the Vision Goal Completion definition	11	Data have been suppressed due to small sample size	**--**
African American/Black students earning CCCCO-approved certificates	10[A]	12	**+20.0%**
White students earning associate degrees for transfer	57[A]	44	**-22.8%**
African American/Black students transferring to CSU and UC institutions	17	13	**-23.5%**
Disabled students transferring to CSU and UC institutions	32[A]	38	**+18.8%**
[A]Denotes a baseline rate that was recalibrated by the California Community Colleges Chancellor's Office as part of the Student Success Metrics in 2019-2020.			

Measures Associated with Institutional Strategic Goal 4: Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices	
Deliverable	**Accomplishments 2020-2021**
○ Instrument for evaluating practices to promote equity-mindedness	--
○ Communications plan for contacting students at key junctures in their time at NVC	○ Developed summary of key communications to students (Academic Affairs and Admissions and Records)
○ Proposal for development of a Filipino Learning Community	○ Secured funding for Filipinx Learning Community through unit planning process
○ Action Plan including strategies to implement to address barriers and gaps identified through CCEAL surveys and focus groups	--

Institutional Strategic Goal 5: Ensure the fiscal stability of NVC as it transitions to a community supported district	
Initiatives	**Accomplishments 2020-2021**
Develop and implement a Three-Year Enrollment & Scheduling Management Plan	○ Identified scheduling software to facilitate multi-year scheduling ○ Developed enrollment data dashboard
Develop and implement an ongoing marketing plan to increase awareness of NVC offerings and attract more students to specific instructional programs	○ Developed process to coordinate marketing efforts (Academic Affairs and Public Affairs and Communications)

Measures Associated with Institutional Strategic Goal 5: Ensure the fiscal stability of NVC as it transitions to a community supported district			
Measure	**2017-2018 Baseline (or Other Baseline Year)**	**2020-2021 Performance (or Most Recent Year with Data)**	**Change**
Time to Completion (in Years)	5.7	5.1 Reduced time to completion	**-10.5%**
Institution-Level Fill Rate	78.7%	78.4%	**-0.3%**

Deliverables Associated with Institutional Goal 5: Ensure the fiscal stability of NVC as it transitions to a community supported district	
Deliverable	**Accomplishments 2020-2021**
Enrollment & Scheduling Management Plan	○ Issued a recommendation on transitioning to a 16-week calendar, anticipated 2023-2024
Marketing Plan	--

Institutional Strategic Goal 6: Enhance collaboration between NVC and community and civic partners	
Initiatives	**Accomplishments 2020-2021**
Pursue, develop, and expand mutually supportive partnerships between NVC instructional programs and community organizations	○ Pursued Small Scale Farming initiative with Adult Education Program ○ Pursued partnership with Napa Regional Conservation District ○ Pursued connections with community organizations in northern part of the District
Expand offerings and opportunities for cultural engagement among the local community	○ Exhibited student art via social media ○ Coordinated with Napa Valley College Foundation to provide instrument loan services among music summer camp participants

Measures Associated with Institutional Strategic Goal 6: Enhance collaboration between NVC and community and civic partners			
Measure	**2017-2018 Baseline (or Other Baseline Year)**	**2020-2021 Performance (or Most Recent Year with Data)**	**Change**
Partnerships with Community Organizations	23	45	**+95.7%**
In 2020-2021, partnerships were expanded to include the Modern Languages Exchange, Napa Valley Grape Growers, and the Vintner's Association.			
Cultural Event Offerings Open to the Local Community	6	Not reported (due to COVID restrictions)	--