



2024-2025 Progress Report

**Summary of Accomplishments and Performance
on Educational Master Plan Goals and Strategic Directions**

Compiled by the
Office of Research, Planning & Institutional Effectiveness

Fall 2025

Table of Contents

Background, Purpose, and Structure of the 2024-2025 Progress Report 3

2024-2029 Educational Master Plan Goals and Strategic Directions

Goal 1: Enrollment Stabilization 4
Data-Informed Enrollment Planning
Improve Data Processes
Recruit Students to Ensure Full Participation in Support Programs
Engage in Targeted Recruitment Efforts
Performance Metrics Associated with Goal 1 5

Goal 2: Equitable Student Outcomes 6
Strengthen Guided Pathways
Publicize Wraparound Services and Resources
Improve Professional Development Opportunities
Improve and Expand Culturally Responsive Pedagogy and Practices
Develop a Data Culture to Identify and Address Inequitable Student Outcomes
Performance Metrics Associated with Goal 2 7-8

Goal 3: Program Alignment with Regional Labor Market Needs 9-10
Align Program Offerings with Labor Market Data – Review of Labor Market Information and
Comparison with Program Offerings and Completions
Publicize Availability of the Program Mapper Tool So Students Can Access Information on Labor
Market Outcomes
Increase Partnerships with Industry
Ensure Alignment with Contemporary Industry Standards
Performance Metrics Associated with Goal 3 10

Goal 4: Infrastructure Improvements and Fiscal Sustainability 10
Infrastructure Improvements (Facilities and Equipment; Technology)
Campus Amenities (Dining Options; River Trail Village)
Budget Processes
Prioritize Infrastructure Investments in Budget Planning
Communication and Training about the Budget

Goal 5: Culture and Climate 11
Foster Trust between Faculty, Staff, and Administration
Strengthen and Clarify Processes for Shared Decision-Making Related to Governance, Policies,
and the Budget
Create Opportunities for Cross-Racial Engagement and Learning
Create and Expand Opportunities for All Students to Connect with the College through Events,
Community Spaces, and Participation in Extracurricular Activities
Create Culturally Inclusive Spaces on Campus for Students to Gather before and after Class
Expand Student Access to Services, Including through Alternative Formats for Advising and
Counseling Support
Improve the Student Experience
Improve the Employee Experience
Expand DEI (Diversity, Equity, and Inclusion) Activities

Background, Purpose, and Structure of the 2024-2025 Progress Report

In 2023-2024, Napa Valley College (NVC) developed the 2024-2029 Educational Master Plan (EMP). The plan was developed through an extensive process which included surveys, focus groups, input sessions, data collection and analysis, and iterative drafts. An EMP Steering Committee comprised of constituent group leaders and members of the Planning Committee met regularly to provide input on the plan as it was being developed. The process was coordinated by WestEd. The plan was approved by the Board of Trustees in May 2024.

The 2024-2025 Progress Report summarizes recent accomplishments (through spring 2025) that helped promote the goals and strategic directions of the EMP.

This report is structured around the five EMP goals, the strategic directions associated with each goal, and performance metrics identified within Goals 1 – 3. The five EMP goals include:

- Enrollment Stabilization
- Equitable Student Outcomes
- Program Alignment with Regional Labor Market Needs
- Infrastructure Improvements and Fiscal Sustainability
- Culture and Climate

The report focuses on new and impactful activities that were implemented to promote the five institutional goals in 2024-2025. For each broad goal, the report includes a summary description of the impactful activities and improvements associated with specific strategic directions.

In 2024-2025, the Planning Committee recommended performance targets for the metrics associated with EMP Goals 1 – 3. Tables identifying the baseline performance levels, the established targets, and recent performance on the EMP metrics accompany the narrative summarizing accomplishments associated with those three goals. The most recent performance is based on data available as of summer 2025. For the tables containing aggregate data, the trend between the baseline year and the most recent performance is conveyed through symbols in the final column of each table. The symbols include color coding to summarize recent trends. Increases and decreases that fall within 5% of the baseline are conveyed through yellow arrows. Increases exceeding 5% are conveyed through purple arrows, and decreases exceeding 5% are conveyed through red arrows. Targets that were met between the baseline year and the most recent performance are highlighted with green check marks. For the tables containing disaggregated data (for disproportionately impacted populations), the final column contains summary narrative describing the change in the performance gap between the baseline year and the most recent performance. Cases where the disproportionate impact was eliminated are highlighted with green check marks.

Goal 1: Enrollment Stabilization

Data-Informed Enrollment Planning
<ul style="list-style-type: none">○ Implemented new scheduling software tool, CLSS, in Spring 2025 which provides deans and program coordinators with clear visual maps of class schedules during the schedule building phase; This tool allows programs with shared students (e.g., Biology, Chemistry, and Physics) to schedule classes with minimal conflicts in order to maximize the probability of student completion.
Improve Data Processes
<ul style="list-style-type: none">○ CEWD Specialist and CEWD Counselor were trained on new shared platform, Community Pro, which allows data sharing for prospective and potential students coming from the Napa Valley Adult School, Career Point, and various Napa Valley nonprofits. Data sharing prevents duplication of effort, ensures continuity of data across partner institutions, and allows for expanded advisement for adult learners seeking to transfer to NVC.
Recruit Students to Ensure Full Participation in Support Programs
<ul style="list-style-type: none">○ Hired a full-time Career Education and Workforce Develop Outreach Specialist who conducted high school visitations, assisted with registration days for high school students, and is a central point of contact for fall 2025 enrollment for all Napa County high schools○ Used Starfish tool to send targeted emails to specific populations who are eligible for specific support programs (e.g., SSS TRIO, EOPS)○ Caminos al Exito HSI grant-funded Student Affairs Specialist acts as a proactive coach to meet with new incoming students to refer them to support programs for which they are qualified.
Engage in Targeted Recruitment Efforts
<ul style="list-style-type: none">○ Built out International Students portion of website to be used as a recruitment tool for international students○ Developed brochure to be used as a recruitment tool for international students○ New CEWD Specialist is the point of contact for enrollment of adult learners; Specialist hosted two targeted tours for prospective students studying at Napa Valley Adult School, with primary visits to Health Occupations, Welding, and Manufacturing programs.○ Conducted tours for area middle school students.○ Increased contact, promotion, and awareness of dual enrollment opportunities with students and families throughout Napa County, with dedicated staff and leadership focused on regular and targeted visits to high school sites○ Caminos al Exito HSI grant-funded Student Affairs Specialist assists graduating high school seniors and incoming athletes to proactively identify potential enrollment barriers and help them transition to NVC.○ HSI Guided Pathways Faculty Coordinators contributed to workgroup to help improve enrollment processes and remove barriers, particularly for dual enrollment students, potential recipients of credit for prior learning, and incoming first-time freshmen

Performance Metrics for Goal 1: Enrollment Stabilization

Metric	Baseline	Goal	2023-2024 Performance (for Metrics with 2022-2023 Baselines)	Most Recent Performance	Trend/ Outcome (Most Recent)
Application to Enrollment	2%	Increase by 3% (to 5%)	--	12%	↑ ✓
Dual Enrollment	26.1% (updated from 31.2%, based on MIS Files)	Increase by 4% (to 30.1%)	28.7%	22.2%	↓
Persistence	69.8%	Increase by 3% (to 72.8%)	72.9% ✓	66.3%	↓
Enrollments among Students with Disabilities	1,129	Increase by 6% (to 1,196)	1,176	1,814	↑ ✓
Enrollments among Adult Learners (25+ Years)	4,779	Increase by 5% (to 5,018)	4,901	5,758	↑ ✓
Involvement in Support Programs ^A	435 (updated from 431)	Increase by 15% (to 500)	559	568	↑ ✓
California College Promise Grant (CCPG) Recipient Participation in Support Programs ^A	17.8% (updated from 14.6%)	Increase by 5% (to 22.8%)	--	19.9%	↑

Sources: CCCC DataVista: Student Equity & Achievement; MIS Student Term (ST), Special Populations (SG), Student Enrollment, Student DSPS (SD), Student EOPS (SE), and Student Financial Aid Award (FA/SFAW) Files; CCCC Data Mart

^ASupport programs include: Achievement in Science, Engineering, or Mathematics (ASEM), Cooperative Agencies Resources for Education (CARE), Extended Opportunity Programs and Services (EOPS), Mathematics, Engineering, and Science Achievement (MESA), Puente, and Umoja.

Goal 2: Equitable Student Outcomes

Strengthen Guided Pathways
<ul style="list-style-type: none">○ Added the Program Mapper dashboard to the homepage of the website and added the mapper to every exploration pathway webpage - increasing visibility and access to the Program Mapper○ Updated BP and AP 4235 Credit for Prior Learning (CPL) to remove barriers and clarify processes; unified CPL form to avoid confusion among various versions; developed an implementation team to expand student access to CPL opportunities.
Publicize Wraparound Services and Resources
<ul style="list-style-type: none">○ SMS Scholars provided embedded tutoring and peer mentoring to support students in Math corequisite courses to address AB 1705 implementation.○ Routinely promoted services and resources in the bimonthly student newsletter and on social media channels
Improve Professional Development Opportunities
<ul style="list-style-type: none">○ Faculty, Staff, and Student participation at statewide and national conferences focused on advancing equity in higher education (A2MEND, APAHE, COLEGAS, CASE District VII, Nandi, NCORE, Pacific Sociological Association, AND Unity in Diversity Conferences)○ Completed DEI Colloquia with STEM and Psychology faculty and administrators○ Development of DEIA training plan for Administrative/Confidential staff○ CARE Team Implicit Bias Training○ Communities of Practice for Math and English faculty ensured alignment with AB 1705○ Supported conference attendance at events focused on equity-aligned strategic planning and instruction, such as NCORE, SACNAS, AMATYC, COLEGAS, CMC3, and the Online Teaching Conference (OTC).
Improve and Expand Culturally Responsive Pedagogy and Practices
<ul style="list-style-type: none">○ Development and successful delivery of new CRP and DE workshops for faculty○ Spring 2025 Flex Day presentation, “Equity at Napa Valley College”○ Spring 2025 Flex Day Keynote Address by Dr. Pedro Noguera, Emery Stoops and Joyce King Stoops Dean of the USC Rossier School of Education (“The Power of Education: Preparing our Students for the Challenges of the 21st Century”)
Develop a Data Culture to Identify and Address Inequitable Student Outcomes
<ul style="list-style-type: none">○ NVC team participation in USC NACCC Data Institute○ Analysis of NACCC student, staff, and faculty campus climate survey data to inform development of campus climate recommendations○ Increased analysis and discussion of student outcome data as part of development of 2025-28 Student Equity Plan○ The implementation of CLSS scheduling software provides more robust data to programs to inform scheduling practices, in addition to existing reports on 5-Year Enrollment Counts, Division FTES Reports, Waitlist Counts, and Cancelled Sections lists.

Performance Metrics for Goal 2: Equitable Student Outcomes

Metric	Baseline	Goal	Most Recent Performance	Trend/ Outcome
Transfer to a 4-Year Institution	20%	Increase by 5% (to 25%)	28%	↑ ✓
Transfer to UC or CSU	80.8% (updated from 79.2%, based on Data Mart)	Increase by 5% (to 85.8%)	81.7%	↑
Completion of Transfer-Level Math and English	18%	Increase by 2% (to 20%)	16%	↓
Degree and Certificate Completion	12%	Increase by 3% (to 15%)	13%	↑
Associate Degrees for Transfer	202	Increase by 25% (to 253)	230	↑
CCCCO-Approved Awards	915	Increase by 20% (to 1,098)	869	↓
Completion of 9+ Units in Career Programs	29%	Increase by 3% (to 32%)	28%	↓

Sources: California Community Colleges Chancellor's Office (CCCCO) DataVista: Student Equity & Achievement; University of California (UC) Information Center - California Community College New Enrollments at UC, Fall; The California State University, Data Center – Reports & Analytics – California Community College Transfers to the CSU, College Year; CCCCCO Data Mart; CCCCCO DataVista: Strong Workforce

Performance Metrics for Goal 2: Equitable Student Outcomes – Disproportionately Impacted (DI) Populations

Metric	DI Population(s)	Gap in Baseline Year	Goal: Decrease Gap by . . .	Most Recent Performance	Trend/ Outcome
Transfer to a 4-Year Institution	Latinx/Hispanic	-5.6%	2.8% (to -2.8%)	-10.0%	Gap increased
	First Generation	-7.4%	3.7% (to -3.7%)	-11.9%	Gap increased
	Male	-11.9%	6.0% (to -6.0%)	-0.8%	DI eliminated ✓
Completion of Transfer-Level Math and English	Ages 35-39	-18.5%	9.3% (to -9.3%)	-16.1%	Gap decreased
	Ages 40-49	-18.6%	9.3% (to -9.3%)	(suppressed)	N/A
	Ages 50+	-19.1%	9.6% (to -9.6%)	-16.5%	Gap decreased
	Male	-6.9% (updated from -5.6%, based on DataVista)	3.5% (to -3.5%)	1.8%	Pattern reversed DI eliminated ✓
Degree and Certificate Completion	Ages 30-34	-12.0%	6.0% (to -6.0%)	(suppressed)	N/A
	Not economically disadvantaged	-6.6%	3.3% (to -3.3%)	-2.8%	DI eliminated ✓
	White	-4.0%	2.0% (to -2.0%)	-1.5%	DI eliminated ✓
	Male	-3.9%	2.0% (to -2.0%)	-2.0%	DI eliminated ✓
	Veterans	-11.9%	6.0% (to -6.0%)	(not provided)	N/A
Completion of 9+ Units in Career Programs	Ages 19 or younger	-15.9%	8.0% (to -8.0%)	-11.7%	Gap decreased
	Not economically disadvantaged	-7.6%	3.8% (to -3.8%)	-6.6%	Gap decreased
	Latinx/Hispanic	-7.5%	3.8% (to -3.8%)	-4.3%	Gap decreased

Sources: California Community Colleges Chancellor's Office (CCCCO) DataVista: Student Equity & Achievement; CCCCCO DataVista: Strong Workforce

Goal 3: Program Alignment with Regional Labor Market Needs

Align Program Offerings with Labor Market Data – Review of Labor Market Information and Comparison with Program Offerings and Completions
<ul style="list-style-type: none">○ Renewed three-year MOU with the Workforce Alliance of the North Bay○ Developed a new Wine and Food Pathway that responds to Labor Market needs○ Updated program requirements/curriculum in 29 Career Education programs to reflect the most current industry standards, including updates to:<ul style="list-style-type: none">○ Business Administration○ Child and Family Studies○ Human Services○ Nursing○ Respiratory Care○ Psychiatric Technician
Publicize Availability of the Program Mapper Tool So Students Can Access Information on Labor Market Outcomes
<ul style="list-style-type: none">○ Shared Program Mapper tool information and links at Fall 2024 High School Breakfast○ Sent out Program Mapper links to all K-12 partners○ Shared Program Mapper tool with all program coordinators○ Updated Program Mapper to be easily identifiable on the NVC home page and renamed the link to “Explore Program Maps” to align with student recommendation about student-friendly language
Increase Partnerships with Industry
<ul style="list-style-type: none">○ Hosted over 50 industry partners from the Wine and Hospitality field in weekly lectures/events that combine industry, community members, and college personnel○ Developed an MOU with Women for Wine Sense to strengthen partnership to address equity in the wine industry○ Held annual advisory board meetings for Career Education programs○ NVC faculty and administrators meet every other month with industry partners, the Napa Chamber of Commerce and the City of Napa Economic Development Department in order to align and leverage economic development and workforce development resources to better support industry-aligned programming. One outcome was that the Spring 2025 Career Fair was partially funded by a \$5,000 donation from the Redwood Credit Union procured from this partnership○ Built on existing industry partnership with the Wine Spectator, culminating in completion of a \$10,000,000 facility to support the VWT program creating momentum for expanded industry partnership and contributions to Phase II of the Winery Education Center; These new facilities will support partnerships in wine and hospitality industries in the Napa Valley.○ Developed partnership with Moving Forward Towards Independence, a foundation in Napa, to offer classes for Napa’s neurodiverse community to support them in becoming more self-sufficient with culinary skills○ Offered the third iteration of Welding for vineyard workers in Spanish during January 2025 in partnership with the Grapegrowers of the Napa Valley to advance skill sets of workers employed across multiple vineyards○ Completed a fourth year of Transportation, Distribution, and Logistics training in partnership with the West Oakland Job Center and Bay Area Apprentice and Employer Partnerships to prepare individuals for careers or advancement in those fields○ Expanded contract education offerings after updating all contract terms and solidifying processes from initial outreach to contract completion

Ensure Alignment with Contemporary Industry Standards	
○	Co-sponsored a Fall 2024 Business Fair/Business Plan Competition with community and K-12 partners in the area of entrepreneurship
○	Developed a baccalaureate degree in Respiratory Care to close salary gaps by providing advanced study for healthcare professionals

Performance Metrics for Goal 3: Program Alignment with Regional Labor Market Needs

Metric	Baseline	Goal	Most Recent Performance	Trend/ Outcome
Employment in Field of Study	79%	Increase by 4% (to 83%)	77%	↓
Attainment of Living Wage	52% (updated from 67%, based on DataVista)	Increase by 3% (to 55%)	47%	↓
Median Annual Earnings	\$55,952 (updated from \$55,016, based on DataVista)	Increase by 15% (to \$64,345)	\$50,528	↓

Source: California Community Colleges Chancellor’s Office DataVista: Strong Workforce

Goal 4: Infrastructure Improvements and Fiscal Sustainability

Infrastructure Improvements (Facilities and Equipment; Technology)
○ Architectural program development for renovation of Student Activities Center completed
Campus Amenities (Dining Options; River Trail Village)
○ Dinner delivery program provided to student residents at River Trail Village
○ Provided a cooler to offer free snacks as a component of Basic Needs
Budget Processes
○ Developed and implemented additional “categories” for budget consideration, including Strategic Initiatives and Operational Optimization initiatives
Prioritize Infrastructure Investments in Budget Planning
○ Implemented a Total Cost of Ownership assessment tool with Facilities Committee consultation to inform Facilities priorities
○ The utilization of a Total Cost of Ownership assessment at the resulting equipment refresh plan to inform priorities for technology investments
Communication and Training about the Budget
○ Instituted Quarterly Budget Center Managers and Administrative Assistants meetings
○ Implemented workshop sessions for support staff and one-on-one trainings for new Administrative Assistants regarding Business and Finance procedures
○ Offered Budget Control trainings and consultations

Goal 5: Culture and Climate

<p>Foster Trust between Faculty, Staff, and Administration</p> <ul style="list-style-type: none"> ○ Brown Bag Lunch (March 26, 2025) and Campus Forum (April 22, 2025) provided opportunities for faculty, staff, and administrators to meet with Superintendent/President ○ Dr. Powell, ask questions, and learn about the state of the college
<p>Strengthen and Clarify Processes for Shared Decision-Making Related to Governance, Policies, and the Budget</p> <ul style="list-style-type: none"> ○ Sent May 1 memo regarding staffing requests, the process to evaluate requests, and the final decision regarding new hires ○ Produced Planning Handbook
<p>Create Opportunities for Cross-Racial Engagement and Learning</p> <ul style="list-style-type: none"> ○ Held inaugural Napa Valley Asian American Film Festival (film screenings, panel discussions with directors, producers, and actors, showcasing Asian culinary and beverage producers) ○ Hosted NVUSD Indian Education Cultural Event ○ o Cinco de Mayo keynote address by Dr. César Cruz, Co-Founder of Homies Empowerment
<p>Create and Expand Opportunities for All Students to Connect with the College through Events, Community Spaces, and Participation in Extracurricular Activities</p> <ul style="list-style-type: none"> ○ Held Cinco de Mayo festival ○ Installation of Freedom to Love sculpture in library lobby with reception historicizing the significance of the sculpture and LGBTQIA+ social activism ○ Establishment of Pan African Collective and Pride affinity groups as spaces for staff support, networking, and college engagement across professional roles.
<p>Create Culturally Inclusive Spaces on Campus for Students to Gather before and after Class</p> <ul style="list-style-type: none"> ○ Collected community input to inform the development and renovation of the area within and around the Student Activities Center ○ Restored the Japanese Tea Garden, including a community planting day ○ Began planning to develop a meditation room in the Library ○ Drafted a Call for Proposals for artists to create a new mural in the Quad
<p>Expand Student Access to Services, Including through Alternative Formats for Advising and Counseling Support</p> <ul style="list-style-type: none"> ○ Expanded hours and availability of remote Counseling Services to include evenings and Saturday mornings
<p>Improve the Student Experience</p> <ul style="list-style-type: none"> ○ Rolled out a comprehensive campus-wide “Know Your Rights” campaign to ensure every student knows their rights as it relates to potential immigration enforcement on campus ○ Drafted campus climate recommendations
<p>Improve the Employee Experience</p> <ul style="list-style-type: none"> ○ Drafted campus climate recommendations
<p>Expand DEI (Diversity, Equity, and Inclusion) Activities</p> <ul style="list-style-type: none"> ○ Increased activities in college-community collaborations (Napa Black History Month Celebration, Napa Valley Asian American Film Festival, Japanese Tea Garden restoration, Amplify Napa Valley, Napa Juneteenth Celebration) ○ Increased activity related to culturally inclusive spaces and student activity center renovation ○ Increased collaboration with Academic Senate related to faculty professional development ○ Developed DEIA training for administrative/confidential staff ○ Expanded activities related to Anti-Hate Task Force, Bias Education Response Team ○ DEI training for support service teams (CARE Team)