



## Student Equity Planning Executive Summary

For many years, Napa Valley College (NVC) has been committed to eliminating the equity gaps that are present at our institution. Over the past several years NVC focused institutional efforts on reducing success gaps for disproportionately impacted students identified in previous editions of the student equity plan. Although NVC's equity efforts have improved the success of our students, there is more work needed to achieve equity for all NVC students. Napa Valley College's 2019-2022 Student Equity Plan (SEP) outlines a comprehensive effort by faculty, staff, and administrators to further reduce the equity gaps for the disproportionately impacted (DI) groups identified in this plan, along with efforts to increase the success of all of our students.

The NVC SEP addresses issues of inequity identified through an analysis of student success provided by the California Community College Chancellor's Office (CCCCO) in each of the following five areas: 1) Successful enrollment<sup>1</sup>, 2) Retention from Fall to Spring<sup>2</sup>, 3) Completion of transfer-level math and English<sup>3</sup>, 4) Attainment of a Vision goal<sup>4</sup>, and 5) Transfer to a four-year institution<sup>5</sup>. NVC's SEP aligns with both the Guided Pathways Scale of Adoption Assessment (SOAA) and local goals associated with the Vision for Success.

In addition to those groups identified by the CCCCCO analysis, NVC has incorporated five groups identified as disproportionately impacted in NVC's Vision for Success Plan into the SEP. Equity goals have been established for both genders for specific groups on the following SEP metrics: LGBT, Black/African American, and White for attainment of a Vision goal; Black/African American and disabled students for transfer to a four-year institution.

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<sup>1</sup> Among all applicants in the previous or selected year, the proportion who enrolled in a community college in the selected year.

<sup>2</sup> 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.

<sup>3</sup> Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district.

<sup>4</sup> Among all students, the proportion 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.

<sup>5</sup> Among all degree/transfer students, the number who transferred to various types of postsecondary institutions



## Target Groups

The student groups identified in the 2019-2022 SEP as being disproportionately impacted are based on an analysis provided by the CCCC for this plan and the Vision for Success plan. The identification of Black/African American students as DI across all metrics and foster youth as DI in four of the five metrics are important to highlight, as is the pattern of female students identified as DI significantly more than male students in three of the five metrics. The SEP has been developed to address the inequities of the identified DI groups while also improving the success of the whole student population.

Metric	Target Groups for the 2019-2022 SEP
Successful enrollment	Foster Youth (F), Asian (F), Black/African American (F), Filipino (F), Native Hawaiian/Other Pacific Islander (F), Some Other Race (M), White (F)
Retention from Fall to Spring	Foster Youth (F), Veteran (M), Black/African American (F), Some Other Race (F/M), White (F)
Completion of transfer-level math and English	Disabled (F/M), Foster Youth (F/M), Veteran (F/M), Black/African American (M), White (M)
Attainment of a Vision goal	Foster Youth (F/M), American Indian/Alaska Native (F), Black/African American (F/M), Some Other Race (F/M), LGBT (F/M), White (F/M)
Transfer to a four-year institution	Veteran (F), American Indian/Alaska Native (F/M), Asian(M), Hispanic/Latino (M), Native Hawaiian/Other Pacific Islander (M), Some Other Race (F/M), Black/African American (F/M), Disabled (F/M)

Table 1. Metrics used in the analysis of disproportionate impacts among equity groups in the 2019 Student Equity Plan, and the groups identified as having disproportionate impacts for each.



## Goals

For each metric NVC has established goals to reduce or eliminate equity gaps for each of the identified DI groups across a three-year timespan. Data for each DI group includes a baseline, the number of students in the DI group that need to succeed in the metric to reach minimum equity, and the number of students in the DI group that need to succeed to reach full equity. For the four of the five metrics (Retention from Fall to Spring, Completion of transfer-level math and English, Completion of transfer-level math and English, Completion of transfer-level math and English) a goal has been identified that represents full equity for all DI groups. To account for the possibility of enrollment decline in the coming years, NVC elected to identify a goal that reflected minimum equity for all DI groups in the Successful Enrollment metric.

For each metric, institution-wide goals were established. These goals are reflected in the table below.

Metric	Goal for Overall Student Population	Range of Goals for DI Groups
Successful enrollment	8.7% increase	3.1 — 58.3% increase
Retention from Fall to Spring	3.1 % increase	5.61 — 46.2% increase
Completion of transfer-level math and English	30.3% increase	63.6 — 200.0% increase
Completion of transfer-level math and English	27.5% increase	9.0 — 250.0% increase
Completion of transfer-level math and English	23.9% increase	14.3 — 400.0% increase

*Table 2. Three-year goals established for each of the metrics analyzed in the analysis of disproportionate impacts for the entire student population and the range of increases those goals reflect within individual DI groups.*

## Activities

A number of activities are proposed in the 2019-2022 SEP to reduce or eliminate identified equity gaps in the metrics listed above. Each of these activities are outlined in the “Activities” section of the plan and are designed to meet our overall student population goals, as well as the goals set for each DI group. Activities are tailored to address equity gaps within both the overall student population and/or the appropriate DI groups. The intent behind each is described briefly under each activity. Metrics



associated with each activity are listed under the description of the activity. A brief list of proposed activity is provided in the table below. The description of the activity, along with the related metrics, can be found in the “Activities” section of the SEP.

### **Proposed Activities for the 2019-2022 SEP**

- Explore and implement new student communications systems
- Application support for students
- Develop eBrochure and integrate it into the application process
- Strengthen Community-Based Partnerships
- Collect information on student experience
- Expand access to Learning Communities and support services
- Pursue supplemental student success funding
- Professional development to support student success initiatives
- Gather additional information related to student retention and barriers to academic success
- Expand campus mental health services
- Support AB 705 implementation in math and English
- Implement Early Alert and follow-up services
- Monitor institutional performance on equity metrics
- Complete implementation of online student planning/degree audit module
- Develop University Preparation Degree
- Implement Reverse Transfer process
- Increase awareness of transfer services
- Explore barriers to transfer

### **Resources**

To ensure the success of the activities proposed above, the SEP allocation will be leveraged against other existing funding sources, which include SSSP, Basic Skills Initiative, district general funds, categorical funds, grant funds, and external donations.



## Expenditures of Prior SEP Funding

A summary of the expenditures made in the prior three academic years are outlined in the table below. Note that \$74,286, \$86,786, and \$58,840 was invested in equity-related professional development in FY 2016, FY 2017, and FY 2018, respectively.

	2015-16	2016-17	2017-18
<b>Yearly Allocation</b>	<b>\$512,560</b>	<b>\$506,218</b>	<b>\$496,094</b>
<b>STUDENT EQUITY EXPENDITURES</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>
OBJECT CODE - CATEGORY			
1000 - Instructional Salaries	\$74,971	\$10,444	\$14,653
2000 - Non-Instructional Salaries	\$80,617	\$132,369	\$145,366
3000 - Employee Benefits	\$54,733	\$72,922	\$80,610
4000 - Supplies and Materials	\$3,060	\$8,329	\$8,344
5000 - Other Operating Expenses and Services*	\$107,251	\$76,888	\$74,945
55 - Operating Expenses	\$67,028	\$33,414	\$60,562
52 - Classified	\$40,223	\$43,474	\$14,383
6000 - Capital Outlay	\$0	\$22,824	\$732
<b>TOTALS</b>	<b>\$320,633</b>	<b>\$323,775.65</b>	<b>\$324,650</b>
<b>Carryover Funds</b>	<b>\$191,927</b>	<b>\$182,442</b>	<b>\$171,444</b>
<i>*Professional Development Activities</i>	<i>\$74,289</i>	<i>\$86,786</i>	<i>\$58,841</i>

## Assessment of Progress Made - Goals Established in Previous Student Equity Plans

**Goal: Increase the proportion of the credit-student population claimed by African American/Black, Latinx, and male students.**

Activities:

- Expanded of Outreach Activities:
- Enhanced outreach services to the targeted groups at our major feeder high schools:
- Provided direct assistance at high schools with the on-line application process;
- Educated high school students for dual/concurrent enrollment;.
- Increased outreach to K-12 school clubs.
- Supported “In Lak’ech Youth Summit “which hosted students from a variety of feeder schools.
- Supported Legacy Youth Project Educational Conference bringing at-promise youth to the NVC campus and introducing them to our services.



- Met with VINE staff to explore funding passage for our target student groups. Equity supported semester-long passes for VINE for Umoja Students.

**Goal: Increase the successful course completion rate among African American/Black, Latinx, male, and former foster youth students**

Activities:

- Tutoring support in targeted areas.
- Testing and Tutoring Center Presentation to the Men's Basketball team.
- Referrals to MESA for tutoring.
- Equity will continue to support increased tutoring opportunities in basic skills math courses and other identified courses by increasing personnel in those areas, including tutors and staff.
- Equity supported a number of tutors and staff in the Math Success Center as well as the MESA program this past year.
- Equity will continue to work on identifying and eliminating barriers to student success for Foster Youth. Equity Director met with staff at Voices and attended a foster youth success workshop.
- Equity supported the implementation and expansion of SmartThinking online tutoring resources for basic skills math and English courses.

**Goal: Increase successful course completion rates within basic skills Math, English, and ESL among African Americans/Blacks, males, students with disabilities reported, and all students Increase the remedial progress rate(from the Student Success Scorecard) within basic skills Math, English, and ESL among African Americans/Blacks, males, students with disabilities reported, and all students.**

Activities:

- The focus of identifying and removing barriers to student success in remedial ESL Courses was the focus of a subgroup of the Equity and Inclusivity committee during Spring 2017. Information was collected regarding barriers, and NVC will continue to collect this information.
- NVC's Upper Valley Campus staff and administrators developed and implemented more non-credit ESL programs in conjunction with the Adult School to provide ESL instruction for some targeted impacted groups in the community such as seasonal farm workers.
- Due to the impending changes in basic skills curriculum extending from AB 705 legislation, further efforts towards this goal were minimized until the future of the credit ESL program and how students will be placed into it is clear.



**Goal: Improve transfer for African American or Black students identified in the college research as experiencing a disproportionate impact**

Activities:

- No proposed activities that directly correlate to increasing transfer completion among credit students, however this goal and associated support activities are identified in the 2019-2022 SEP.

**Goal: Equity sponsored activities affecting several goals**

- Provided Professional Development support to Faculty, Staff and Administration that supports student success among targeted populations; California Sociological Association, Counselor Conference: Equity Minded Counseling, UMOJA Statewide Summer Learning Institute, NCORE (National Conference on Race and Ethnicity).
- Center for Organizational Responsibility and Advancement [CORA]: Professional Development Activities Online (subscription to the online course: Teaching Men of Color in the Community College).
- Minority Male Community College Consortium [M2C3] now known as Community College Equity Assessment Lab [CCEAL] - purchased Institutional Assessment Package [IAP] for 5 year assessment process, and paid for keynote speakers for Instructional Excellence Day in 2017.
- Student Equity contributed to the "XITO (Xicanx Institute for Teaching and Organizing) Institute: Professional Development Conference" on culturally based instruction.
- Hired an additional Research Analyst to focus on equity research
- The establishment of an Office of Equity and Inclusivity to oversee implementation of the Student Equity Plan and the Equity and Inclusivity Committee is in progress.
- Hired a Director for Equity and Inclusivity to oversee implementation of the Student Equity Plan and the Equity and Inclusivity Committee.
- Establish secretarial administrative support for the Office of Equity and Inclusivity.
- Available funds used to support activities that promote equity and inclusivity.
- Completion of infrastructure of Cultural Center.
- Research and develop a population of LGBTIQQ students that can be added to analyses of equity at NVC.
- Established a process for disbursement of professional development funds for activities that promote student equity and success.
- Encourage cultural awareness among NVC students.
- Continued promotion of issues of equity and inclusivity across campus.



### ***Equity Goals Established in the 2017 Integrated Plan***

**Goal: Support development and implementation of early alert system. Early Alert for targeted populations.**

Activities:

- Identified a vendor to support the implementation of an online Early Alert system.
- Began training counselors and other Student Affairs staff in the use of the Early Alert system to facilitate its implementation and usage.

**Goal: To increase instructional and student support services, collect Student ID and activity frequency data to assist with the assessment of and the funding of priorities**

Activity:

- Multiple location on campus have been identified and are in the process of establishing student tracking kiosks (SARS Tracker) to track the use of instructional and student services.

**Goal: Collaborate with faculty to develop programs and services to meet student equity activities as indicated.**

Activities:

- In collaboration with the faculty lead for NVC's Cultural Center (Janet Stickmon), Student Equity has continued to develop and sponsor culturally relevant presentations and speakers, as well as materials and staffing for the center.
- Sponsorship of the Umoja Mentorship Project through the efforts of Dr. Tia Madison
- Sponsorship of Kwanzaa and Ndaba activities for the Umoja program
- Student Equity has supported the hiring of Instructional Assistants to support student success in the areas of mathematics, English, and Health Occupations.

**Goal: Design, implement, assess, and market an Equity Literacy professional development series to engage faculty and staff.**

Activity:

- Initiated an effort to develop an Equity Literacy Series - including a webinar series "Social Justice Ed: Design and Facilitation" made available to NVC faculty and staff.



**Goal: Create connections and reinforce partnerships with community organizations that serve populations in Napa Valley College's service area that are traditionally underrepresented or identified as disproportionately impacted.**

Community Partnerships/Presentations:

- Government Alliance on Racial Equity
- Campus presentations on DACA, and undocumented student rights
- History of Filipino/a in the United States and California presentation to all Student Affairs Staff
- LGBTIQQ/Gender Identity presentation to all Student Affairs Staff
- Latinos Unidos of Napa and Solano
- Suscol Intertribal Council
- HBCU (Historically Black Colleges and Universities) Information sessions

**Goal: Support professional development of Faculty, Staff, and Students**

Sponsored the following professional development activities:

- Hispanic Association of Colleges and Universities (HACU)
- National Conference on Race and Ethnicity (NCORE)
- Teaching Professor Conference (Magna)
- National Association of Diversity Officers in Higher Education (NADOHE)
- Umoja Summer Learning Institute

## **Contact**

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