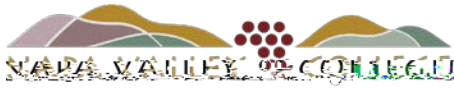


## Student Equity Planning Executive Summary

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 has focused institutional efforts on reducing success gaps for disproportionately impacted students identified in previous editions of the student

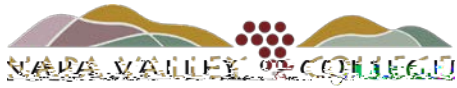


## Target Groups

The student groups identified in the 2019-2022 SEP as being disproportionately impacted are based on an analysis provided by the CCCCO 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 three 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 transferevel 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.

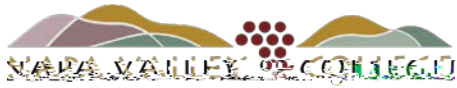


## Goals

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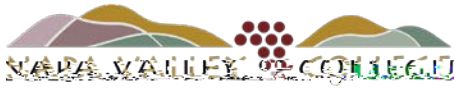
associated with each activity are listed under the description of the activity. A brief list of proposed activity is provided in the table below. The description of the activity, along with the related metrics, can be found in the “Activities” section of the SEP.

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

- Explore and implement new student communications systems
- Applicationsupport for students
- Develop eBrochure and integrate it into the application process
- Strengthen CommunityBased 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

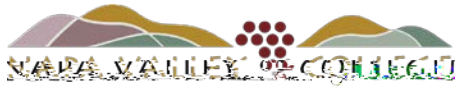
#### Resources

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 funds, categorical funds, grant funds, and external donations.

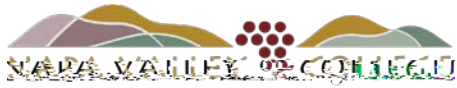


## Expenditures of Prior SEP Funding

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



Met with VINE staff to explore funding passage for our target student groups. Equity supported semester

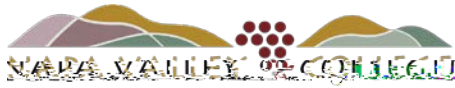


Goal: Improve transfer for African American or Black students identified in the college research as experiencing a disproportionate impact

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 ~~2020~~ 2022 SEP.

Goal: Equity sponsored activities affecting several goals



### *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.



