# 2022-25 Student Equity Plan

support our students, and through the allocation of resources to meet the needs of the students who are most in need of support, understanding that that investment ultimately enhances the educational experience of all our students. The 2022-25 Student Equity Plan is a living document that details our institution's self-reflection on past activities and our plan to create, maintain, or expand the structures and best practices that advance opportunities for educational success and the reduction or elimination of barriers to achieving that success.

**SEP Planning Committee**

The 2022-25 Student Equity Plan was developed by a committee that included representatives from all constituent groups of the college, with expertise and experience  in a range of areas critical to the development of a plan designed to address the needs of disproportionately and ethnicity, structural inequality, equity in higher education. Others have important ties to communities that are disproportionately impacted at NVC, such as the African American community and the Native American community in Napa and Solano counties. Lastly, many committee members are also actively involved in the development and implementation of Guided Pathways and the Strategic Enrollment Management Plan. This committee, therefore, was structured to facilitate the cross-

**Alignment with Institutional Strategic Plan**

The Student Equity Plan was developed in alignment with Goal 4 of the Napa Valley College Institutional Strategic Plan, 2018-2023, "Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices."

**Alignment with California Community Colleges Chancellor's Office Guidelines for the 2022-25 Student Equity Plan**

| SEP 1.0 (Previous Student Equity Plans) | SEP 2.0 (the 2022-25 Student Equity Plan) |
| --- | --- |
| Transactional | Transformational |
| Compliance Oriented | Community Driven (reflective, thoughtful, meaningful) |
| One and Done | Fluid and Dynamic |
| Race Neutral | Race Conscious |
| Stand Alone Plan | Inform other institutional plans |
| Compartmentalized Funding | Trenza/Braiding of Funds (augment and leverage other funding sources to enhance SEP) |

The above comparison of the Chancellor's Office previous student equity plan framework (SEP 1.0) and the recommended framework for the current student equity plan (SEP 2.0) documents a shift toward a plan that promotes institutional transformation, that integrates the development of multiple institutional plans, and that encourages colleges to shift from a reliance on Student Equity and Achievement funds as the sole source of equity-oriented initiatives to a framework that leverages a multitude of funding sources to support equity. The Chancellor's Office guidelines also encourage colleges to be race-conscious in the development of the SEP, to allow for a thoughtful and reflective process that incorporates community input, and to be comfortable with a plan that allows for inquiry and revision.

The NVC 2022-25 Student Equity Plan was developed with institutional transformation as its goal and was informed by conversations also taking place in the development of the Strategic Enrollment Management plan and plans for the implementation of Guided Pathways. Napa Valley College's 2022-25 Strategic Equity Plan addresses a wide range of structurally embedded frameworks and practices that need to be removed, altered, or reinforced to create an institution better equipped to support equitable outcomes for our students.

The Strategic Equity Plan focuses on two disproportionately impacted student populations: Black or African American and American Indian/Alaska Native and recognizes the need for race conscious structures to support them in achieving more equitable educational outcomes. In developing the plan, the committee recognized that by investing greater resources where there is the greatest need, the college creates structures that better serve all our students.

Napa Valley College is designated as a Hispanic Serving Institution (HSI) and also meets the criteria for designation as an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). The previous SEP did not account for the impact of symbolism

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| Proportion of students in an instruction based learning community support program (2021-2022) | African American/Black | To Be Calculated During SEP 2022 Term | |
| Proportion of students in an instruction based learning community support program (2021-2022) | American Indian/Alaska Native | To Be Calculated During SEP 2022 Term | |
| Proportion of students enrolling in special programs (2021-2022) | African American/Black | To Be Calculated During SEP 2022 Term | |
| Proportion of students enrolling in special programs (2021-2022) | American Indian/Alaska Native | To Be Calculated During SEP 2022 Term | |
| Completed Transfer-Level Math and English (2021)\n\nFlagged for DI | African American/Black | 14.7% gap\n(7.7% among African American/Black vs. 22.4% among all other students; 21.9% among all students) | Data set from CCCCO\n\n[Data suppressed in SSM and in Cohort View] |
| Completed Transfer-Level Math and English (2021)\n\nFlagged for DI | ▆▆▆▆▆ Indian/Alaska Native | 21.9% gap | |

# 2022-25 Student Equity Plan Target Outcomes

| Successful Enrollment in the First Year – Black or African American |
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| PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3): Reduce existing gap in successful enrollment by 50% from 2022 baseline year gap of 10.3%. |
| YEAR 1 OUTCOMES: |
| 1. Develop baseline measures for enrollment by tracking historical achievement of each of the five steps to enroll at Napa Valley College for all students. |
| 2. Develop baseline measures for enrollment by tracking historical achievement of each of the five steps to enroll at Napa Valley College for Black or African American students. |
| 3. Ensure that Napa Valley College's Strategic Enrollment Plan specifically includes strategies to increase enrollment of Black or African American students. |
| 4. |

| Successful Enrollment in the First Year | American Indian or Alaska Native |
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**PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3):**
Reduce existing gap in student enrollment by 30% from baseline year gap of 28.1%.

**YEAR 1 OUTCOMES:**

1. Develop baseline measures for enrollment by tracking historical achievement of each of the five steps to enroll at Napa Valley College for all students.

2. Develop baseline measures for enrollment by tracking historical achievement of each of the five steps to enroll at Napa Valley College for American Indian or Alaska Native students.

3. Ensure that Napa Valley College's Strategic Enrollment Plan specifically includes strategies to increase enrollment of American Indian/Alaska Native students.

4. Conduct poll to determine interest in establishing American Indian/Alaska Native affinity group for faculty and staff.

| Completed Transfer-Level Math and English—Black or African American Students |
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| PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3): Reduce existing gap in completion of transfer level math and English within one year of first taking the course b from 2022 baseline year gap of 14.7%. |
| YEAR 1 OUTCOMES: |
| 1. Identify top three technology access and support needs for students to be successful. |
| 2. Establish workgroup to identify strategies to improve ease of navigating Self-Service, especially clarifying the various modalities in which courses are offered. |
| 3. Establish working group to identify needed improvements in math placement practices. |
| 4. Develop process for identifying students in need of additional support and direct them to existing Math workshops. |
| 5. Develop process for identifying students in need of additional support and direct them to existing English workshops. |
| 6. Identify three intrusive counseling strategies to employ with Black or African American students to increa completion rates of transfer-level math and English courses. |
| YEAR 2 OUTCOMES |
| 1. Reduce existing gap in completion of transfer level math and English within one year of first taking the course 10% from 2022 baseline year gap of 14.7%. |
| 2. Reduce existing gap in completion of transfer level English within one year of first taking the course by 2022 baseline year gap of 21%. |
| 3. Secure resources and implement technology improvements identified. |
| 4. Develop technology training workshops for students to learn how to locate technology resources and ho utilize them. |
| 5. Ensure that early alert system is fully functional and robust. |
| 6. Fund and implement improved math placement practices. |
| 7. |

| Completed Transfer-Level Math and English – American Indian or Alaska Native |
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| PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3):<br>Reduce existing gap in completion of transfer level math and English within one year of first taking the course b<br>from 2022 baseline year gap of 21.0% (0% among American Indian/Alaska Native vs. 21.9% among all other stude<br>among all students). |
| YEAR 1 OUTCOMES: |
| 1. Develop process for identifying students in need of additional support and direct them to existing Math workshops. |
| 2. Develop process for identifying students in need of additional support and direct them to existing English workshops. |
| 3. Identify top three technology access and support needs for students to be successful. |
| 4. Ensure that early alert system is fully functional and robust. |
| 5. Establish workgroup to identify strategies to improve ease of navigating Self-Service, especially clarifying the various modalities in which courses are offered. |
| 6. Establish working group to identify needed improvements in math placement practices. |
| 7. Identify three intrusive counseling strategies to employ with American Indian or Alaska Native students to increase completion rates of transfer level math and English courses. |
| YEAR 2 OUTCOMES: |
| 1. Secure resources and implement technology improvements identified. |
| 2. Conduct research and develop plan for connecting Starfish early alert system to Canvas gradebook to a early detection of students needing additional support and connection with support resources. |
| 3. Develop technology training workshops for students to learn how to locate technology resources and ho utilize them. |
| 4. Fund and implement improved math placement practices. |
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6. Develop protocols to ensure that undocumented students can participate in high-impact educational practices (HIPs).

7. Allocate resources to support ongoing professional learning for faculty in culturally responsive pedagogy, implicit bias, anti-racism, racial microaggressions, racial battle fatigue, and other equity-minded frameworks as a line-item in the college budget.

8. Provide course release time to faculty identified in CCEAL focus group report as exemplars of faculty supporting Black or African American and other disproportionately impacted student groups to support development of equity-minded frameworks.

9. Develop protocol using multiple channels of communication to increase timely awareness of and access to campus resources and programs to support student success so there is equitable access to this information.

| Transferred to a Four-Year Institution within Three Years - Black or African American |
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| PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3): Reduce existing gap by 15% from 2022 baseline gap of 6.2% (21.6% among Black or African American 27.9% among all other students and 27.5% among all students).Reduce existing gap by 15% from 2022 baseline gap of 6.2% among Black or African American vs. 27.9% among all other students and 27.5% among all students). |
| YEAR 1 OUTCOMES |

1. Schedule monthly meetings with instruction-based learning communities to identify barriers to student succ in general, and transferring to a four-year institution within three years, in particular.

| YEAR 2 OUTCOMES |
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2. Implement strategies identified by instruction-based learning communities to eliminate or reduce barriers to transferring to a four-year institution within three years.

3.