2022-25 STUDENT EQUITY PLAN

Reflection on 2019-22 SEP and how that informs the development of the 2022-25 SEP

from Learning Community faculty coordinators, and the wider campus community through Flex Day and community forums on equity and the student equity plan, as well as the circulation of a form to solicit NVC community input.

The race-conscious framework for the SEP provides Napa Valley College the opportunity to examine our anti-blackness, and to incorporate structures for professional learning to address historical and current implicit bias, white privilege, and discrimination within the college's environment and delivery of education.

The need to embed accountability for diversity, equity, and inclusion within the responsibilities of all employees of the college is a clear outcome of the reflection process and the committee is embedding opportunities to address this through professional learning, training, and campuswide dialogues to support this accountability.

The previous SEP did not address the imbalance in the demographics of the student population and the demographics of the faculty, management, and executive leadership of the college. Greater attention needs to be given to equity in the hiring process. The committee recommends that the college expand education for hiring committees to include two areas of training/professional learning. (1) Retain the existing hiring committee training that focuses on federal anti-discrimination laws that has been developed and is currently administered by the Office of Human Resources, Training and Development, and (2) New professional learning on intercultural proficiency that is developed and administered by the Office of Diversity, Equity, and Inclusion and the Academic Senate Center for Equity and Excellence in Teaching and Learning (CEETL).

We need to revisit how funding to support equity is determined. The current planning and resource allocation processes do not center equity. The SEP will include the analysis of funding for equity and braiding of funds to support equity during this 2022-25 SEP period.

The reflection also Illuminated the lack of attention to the needs of instructional employees. The SEP will create an opportunity for the college to research and create faculty load calculations that are commensurate with current research on effective teaching practices and to prioritize the need for faculty to have a portion of their teaching load dedicated to student success outside of the classroom.

The increased attention to equity at the college necessitates a robust Office of Diversity, Equity, and Inclusion to lead and support these initiatives. The student equity plan identifies the need for resources to be allocated to support the Senior Director for Diversity, Equity, and Inclusion2 0 612 7ap5he

reflecting these existing or potential designations on the feelings of belonging and inclusion among our students. The committee recognizes the impact of the built and natural environment, as well as the iconography, language, and cultural practices within and around the college, on potential and current students and their perceptions of being welcomed, valued, and respected at the college. The committee, therefore, incorporates this into the current student equity plan.

The college is revising a recently developed Land Acknowledgment to recognize the history of the indigenous communities in this region, including their contributions and the tragic history of their oppression. The committee recommends a similar institutional acknowledgement of the history of the African-descended peoples in the region, including the anti-Black racism and structural violence perpetrated against the Black or African American population in Napa.

Targeted populations

Black or African American
American Indian/Alaska Native

Metrics for Each Population

Black or African American
> Successful Enrollment in the First Year
> Completed Both Transfer Level Math and English Within the District in the First Year
> Persistence: First Primary Term to Secondary Primary Term
> Transferred to a Four-Year Institution
> Completion

American Indian or Alaska Native
> Successful Enrollment in the First Year
> Completed Both Transfer Level Math and English Within the District in the First Year
> Transferred to a Four-Year Institution

Successful Enrollment in the First Year

<u>Black or African American</u>

3-year outcome: Reduce existing gap in successful enrollment by 50% from 2022 baseline year gap of 10.3%.
2-year outcome: Reduce equity gap in successful enrollment in the first year by 25% from baseline year gap of 10.3%

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

1-year outcome: 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.

1-year outcome: Ensure that Napa Valley College's Strategic Enrollment Plan specifically includes strategies to increase enrollment among Black or African American students.

1-year outcome: Develop policies and procedures to ensure that prospective students receive information about instructional and support programs that incorporate learning materials and programming specifically oriented to Black or African American histories, experiences, cultures, perspectives.
2-year outcome: Develop a procedure to identify Black or African American students who indicated interest in enrolling at Napa Valley College.
2-year outcome: Identify and create list of responsible departments and individuals who will contact African American students who indicated interest in enrolling at Napa Valley College to ensure that each prospective student is aware of instructional and counseling supports for Black or African American students.

1-year outcome: Establish African American affinity group for faculty and staff, and dedicate resources to support their activities.
2-year outcome: Establish affinity group for African American students and create one event per semester where they con612 7p3(iv)3 withan au4..4i reW⁎ⁿBT/F1 12 Tf1 0 0 ⁎ⁿ oo.tpero.t.2 g74.1Qq Tm0.2 g0.

American Indian or Alaska Native

3-year outcome: Reduce existing gap in student enrollment by 30% from 2022 baseline year gap of 28.1%
2-year outcome: Reduce equity gap in successful enrollment in the first year by 15% from baseline year gap of 28.1%

2-year outcome: Establish Native American Advisory Council at Napa Valley College
2-year outcome: Native American Advisory Council will provide guidance on outreach to Native American students.

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

1-year outcome: Ensure that Napa Valley College's Strategic Enrollment Plan specifically includes strategies to increase enrollment among American Indian/Alaska Native students.

2-year outcome: Develop a procedure to identify American Indian/Alaska Native students who indicated interest in enrolling at Napa Valley College.
2-year outcome: Identify and create list of responsible departments and individuals who will contact American Indian/Alaska Native students who indicated interest in enrolling at Napa Valley College to ensure that each prospective student is aware of instructional and counseling supports for American Indian/Alaska Native students.

2-year outcome: Identify need for instructional-based learning community support program for American Indian/Native Alaska students.
3-year outcome: If an instruction-based learning community is recommended by Native American Advisory Council and/or other appropriate committee, develop policies and procedures to ensure that prospective students receive information about instruction-based learning community or other support programs that incorporate learning materials and programming specifically oriented to American Indian/Alaska Native histories, experiences, cultures, perspectives.

3-year outcome: Add two Native American Studies courses to the courses offered in Ethnic Studies
2-year outcome: Add one Native American Studies course to the courses offered in Ethnic Studies

1-year outcome: Conduct poll to determine interest in in establishing American Indian/Alaska Native affinity group for faculty and staff.

1-year outcome: Establish workgroup to identify strategies to improve ease of navigating Self-Service, especially clarifying the various modalities in which courses are offered.

2-year outcome: Ensure that pathways clearly indicate math courses required for STEM and non-STEM majors.

2-year outcome: Expand testing services to include students who have not been identified as DSPS students.

2-year outcome: Increase by 25% the number of math courses offered in the evening.

2-year outcome: Add one evening math tutoring session per week. Currently no math tutoring available after 6 p.m.

1-year outcome: Establish working group to identify needed improvements in math placement practices.
2-year outcome: Fund and implement improved math placement practices.

1-year outcome: Develop process for identifying students in need of additional support and direct them to existing Math workshops.
1-year outcome: Develop process for identifying students in need of additional support and direct them to existing English workshops

1-year outcome: Identify top three technology access and support needs for students to be successful.
2-year outcome: Secure resources and implement technology improvements identified.
2-year outcome: Ensure that early alert system is fully functional and robust.
2-year outcome: Conduct research and develop plan for connecting Starfish early alert system to Canvas gradebook to assist in early detection of students needing additional support and connection with support resources.
2-year outcome: Develop technology training workshops for students to learn how to locate technology resources and how to utilize them.

1-year outcome: Establish workgroup to identify strategies to improve ease of navigating Self-Service, especially clarifying the various modalities in which courses are offered.

2-year outcome: Ensure that pathways clearly indicate math courses required for STEM and non-STEM majors.

2-year outcome: Expand testing services to include students who have not been identified as DSPS students.

2-year outcome: Increase by 25% the number of math courses offered in the evening.
2-year outcome: Add one evening math tutoring session per week. Currently no math tutoring available after 6 p.m.

1-year outcome: Establish working group to identify needed improvements in math placement practices.
2-year outcome: Fund and implement improved math placement practices.

1-year outcome: 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.
2-year outcome: Employ intrusive counseling strategies to contact students in need of extra support and to direct them to workshops and other support resources to be successful in transfer level math and English.

Persistence: First Primary Term to Second Primary Term

Black or African American

3-year outcome: Ensure that persistence rates do not fall below the persistence rate of all students (2022 baseline for all students 67.7%; 2022 baseline for Black or African American students 81.5%)

1-year outcome: Increase by 15% the number of African American students that complete a counseling appointment within their first semester. (Increase from 2020-21 Baseline of ___).
2-year outcome: Increase by 20% the number of African American students that complete a counseling appointment within their first semester. (Increase from 2020-21 Baseline of ___).

3-year outcome: Increase by 25% the number of African American students that complete a counseling appointment within their first semester. (Increase from 2020-21 Baseline of ___).

1-year outcome: Engage in comprehensive equity audit of funding streams and planning/budget process to move toward a better braiding of funds to support equity initiatives.

1-year outcome: Develop baseline measures of students enrolled in instruction-based learning community support programs (Umoja, Puente, Kasaysayan) and other student support programs ((SSS TRIO, EOPS, DSPS)
1-year outcome: Establish LGBTQIA+ instruction-based learning community.
2-year outcome: Increase by 15% the proportion of students in an instruction-based learning community support program.
2-year outcome: Increase by 15% the proportion of students enrolling in other student support programs.
2-year outcome: Evaluate the need to increase the number of seats available in existing instruction-based learning community programs to accommodate student interest.
3-year outcome: Develop and add an additional Black/African American culturally informed instruction-based learning community if existing instruction-based learning communities are at capacity and unable to accommodate student demand. Ensure that the learning community has staff and financial resources necessary to effectively operate.

1-year outcome:

2-year outcome: 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—email, social media, text messages, flyers, in-class announcements. Ensure protocol includes direct messaging to Black or African American students.

1-year outcome: Conduct investigation into the experiences of student athletes. Make recommendations for improving the experience of student athletes to support their persistence at the college, including out of state student athletes.

2-year outcome: Develop protocol to share information about LGBTQIA+ resources, communities, and activities during outreach events.

1-year outcome: Ensure adequate staffing of Basic Needs Center and develop list of resources and go-to staff contacts to support students who experience acute basic needs insecurities.

Transferred to a Four

American Indian or Alaska Native

3-year outcome: Reduce existing gap by 15% from 2022 baseline gap of 27.6% (0% among American Indian or Alaska Native vs. 27.6% among all other students and 27.5% among all students)

2-year outcome: In collaboration with Native American Advisory committee, establish working group to identify the cultural traditions, norms, and perspectives of Indigenous peoples.
2-year outcome: Identify current instructional and campus cultural practices that are based upon values of independence and detachment and create plan to shift practices to those valuing Indigenous cultural norms such as interdependence and family.

3-year outcome: Implement strategies identified by Native American Advisory Committee and working group to eliminate or reduce cultural and structural barriers to transferring to a four-year institution within three years.

3-year outcome: Identify motivational conferences and community resources where American Indian or Alaska Native students feel connected and inspired and send personal invitations and provide resources for them to attend.

3-year outcome: Re-institute and fund *Transfer Express* to take students on tours to UC and CSU universities.

Completion: Vision for Success Definition

Black or African American

3-year outcome: Ensure that completion rates do not fall below the completion rate of all students (2022 baseline for all students 9.5%; 2022 baseline for Black or African American students 12.1%)

3-year outcome: Increase by 10% the number of Black or African American students that attained the Vision Goal Definition of Completion from 2020-21 baseline of 31 students.
3-year outcome: Increase by 10% the number of Black or African American students that earned a Chancellor's Office Approved Certificate from 2020-21 baseline of 19 students.
3-year outcome: Increase by 10% the number of Black or African American students that earned an Associate Degree Not for Transfer from 2020-21 baseline of 14 students.
3-year outcome: Increase by 10% the number of Black or African American students that earned any Associate Degree from 2020-21 baseline of 18 students.

1-year outcome: Engage the NVC community to develop NVC definitions of "equity" and equity terms.
2-year outcome: Finalize NVC definitions of "equity" and equity terms.

2-year outcome: Conduct equity audit of planning and budget process. Revise processes to foreground equity-based allocation of funding and to create "trenza" structure for integrated funding of equity programs and initiatives.

1-year outcome: Hold campus forum to review recommendations from Community College Equity Assessment Lab (CCEAL) focus group interviews with disproportionately impacted students at Napa Valley College.
1-year outcome: Establish taskforce to create plan of action based on CCEAL recommendations.

1-year outcome: Hold campus forum to review National Assessment of Collegiate Campus Climates (NACCC) student survey results.
1-year outcome: Revise Student Equity Plan to

1-year outcome: Allocate adequate financial, staff, and facilities resources to support the Senior Director for Diversity, Equity, and Inclusion and the DEI Office to facilitate implementation and coordination of the goals included in this Student Equity Plan.