Student Equity and Achievement Program Summary

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06/17/2019 01:54 PM PDT

Details

Assurances

• I have read the legislation Education Code 78220 and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation (Education Code 78222).

Progress & Success

Process & Schedule

The evaluation of progress toward meeting the equity goals outlined in this document, as well as the completion the the related activities therein will require regular and ongoing monitoring of student success and achievement data and regular updates from parties responsible for guiding the implementation of proposed activities. This shall include an annual update on the progress of towards the achievement of all student equity goals to be presented to the Equity and Inclusivity Committee, the Council of Presidents, the Student Success and Standards Committee, the Guided Pathways Implementation Team, Napa Valley College's Academic Senate, the Planning and Budget Committee, and NVC's Board of Trustees. In addition, the Equity and Inclusivity Committee shall request regular updates on the implementation of the activities outlined in this plan from the parties entrusted with their implementation to be part of its monthly meeting agendas to ensure continuous monitoring of progress, as well as guarantee that information on that progress is disseminated across multiple governance bodies and campus constituencies.

Success Criteria

Napa Valley College's equity efforts are coordinated through the Equity and Inclusivity Committee. This committee sits centrally within NVC's shared governance structure, with direct reporting lines to Student Success and Standards Committee and the Council of Presidents. Committee representation includes multiple members of each campus constituent group including student representatives, classified staff, faculty, both the Assistant Superintendent/Vice President of Student Affairs and the Assistant Superintendent/Vice President of Academic Affairs, the Associate Vice President of Human Resources of Training and Development, a representative from the Office of Research, Planning, and Institutional Effectiveness, and representatives from each of NVC's equity-related categorical programs and learning communities. The Equity and Inclusivity Committee also shares multiple members with Napa Valley College's Guided Pathways implementation team to ensure cross-linkage between these two efforts. Finally, Napa Valley College's Planning and Budget Committee will receive regular updates on NVC's progress towards equity goals in order to ensure linkage between those goals and institutional strategic planning.

Executive Summary

http://www.napavalley.edu/equity/Documents/Executive%20Summary%20for%20Student%20Equity%20Plan.pdf

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	6900	7500	+8.7%
Transferred to a Four-Year Institution	581	720	+23.92%
Retained from Fall to Spring at the Same College	4366	4500	+3.07%
Completed Both Transfer-Level Math and English Within the District in the First Year	132	172	+30.3%
Attained the Vision Goal Completion Definition	643	820	+27.53%

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Some other race	Female	Transferred to a Four-Year Institution	1	4	+300% ▸‖◂
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ▸‖◂
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ▸‖◂
White	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	11	18	+63.64% ▸‖◂
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ▸‖◂
Foster Youth	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◂‖ ▸
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▸‖◂
Veteran	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	-	1	0% ◂‖ ▸
Veteran	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◂‖ ▸
Black or African American	Male	Attained the Vision Goal Completion Definition	5	14	+180% ▸‖◂
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	0	1	0% ◂‖ ▸
Foster Youth	Male	Attained the Vision Goal Completion Definition	3	4	+33.33% ▸‖◂
Foster Youth	Female	Attained the Vision Goal Completion Definition	4	6	+50% ▸‖◂
Some other race	Male	Attained the Vision Goal Completion Definition	4	14	+250% ▸‖◂
Some other race	Female	Attained the Vision Goal Completion Definition	7	15	+114.29% ▸‖◂

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Female	Attained the Vision Goal Completion Definition	17	23	+35.29% ▸‖◂
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	0	1	0% ◂‖ ▸
Hispanic or Latino	Male	Transferred to a Four-Year Institution	70	98	+40% ▸‖◂
Asian	Male	Transferred to a Four-Year Institution	10	13	+30% ▸‖◂
Some other race	Male	Transferred to a Four-Year Institution	1	5	+400% ▸‖◂
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	1	2	+100% ▸‖◂
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	-	1	0% ◂‖ ▸
Veteran	Female	Transferred to a Four-Year Institution	1	4	+300% ▸‖◂
White	Female	Enrolled in the Same Community College	1129	1275	+12.93% ▸‖◂
Black or African American	Female	Enrolled in the Same Community College	359	436	+21.45% ▸‖◂
Filipino	Female	Enrolled in the Same Community College	392	404	+3.06% ◂‖ ▸
Asian	Female	Enrolled in the Same Community College	218	235	+7.8% ◂‖ ▸
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	15	27	+80% ▸‖◂
Some other race	Male	Enrolled in the Same Community College	12	19	+58.33% ▸‖◂
Foster Youth	Female	Enrolled in the Same Community College	58	79	+36.21% ▸‖◂
White	Female	Retained from Fall to Spring at the Same College	678	716	+5.6% ▸‖◂
Black or African American	Female	Retained from Fall to Spring at the Same College	134	157	+17.16% ▸‖◂
Some other race	Female	Retained from Fall to Spring at the Same College	59	80	+35.59% ▸‖◂

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Some other race	Male	Retained from Fall to Spring at the Same College	72	84	+16.67% ▶‖◀
Foster Youth	Female	Retained from Fall to Spring at the Same College	26	38	+46.15% ▶‖◀
Veteran	Male	Retained from Fall to Spring at the Same College	75	86	+14.67% ▶‖◀
LGBT	Female	Attained the Vision Goal Completion Definition	14	16	+14.29% ◀‖▶
LGBT	Male	Attained the Vision Goal Completion Definition	6	7	+16.67% ◀‖▶
White	Female	Attained the Vision Goal Completion Definition	121	134	+10.74% ◀‖▶
White	Male	Attained the Vision Goal Completion Definition	78	85	+8.97% ◀‖▶
Disabled	Female	Transferred to a Four-Year Institution	33	43	+30.3% ▶‖◀
Disabled	Male	Transferred to a Four-Year Institution	20	26	+30% ▶‖◀
Black or African American	Female	Transferred to a Four-Year Institution	21	26	+23.81% ◀‖▶
Black or African American	Male	Transferred to a Four-Year Institution	14	16	+14.29% ◀‖▶

Additional Categories

No population groups selected.

Activities

Explore and implement new student communications systems

Brief Description of Activity

Explore and implement new communications systems that allow for enhanced communication between students and staff at early junctures in the new student matriculation process. These may include: The development of the CCCMyPath system, or other similar communications software that will enhance connectedness to students early in the educational pathway. Purchase and develop a system that will allow for sms-based, or push-based communications with students. Offer online assistance through the NVC website via a chat dialog. Develop and implement online access to counseling. Develop targeted communications for groups identified as DI as appropriate.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College

Application support for students

Brief Description of Activity

Review and revise the CCCApply standard application and develop materials to ensure that students' application experience is positive, and establish regular information flow between the application and NVC programs and services.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College

Develop eBrochure and integrate it into the application process

Brief Description of Activity

Implement an online resource/repository of information (eBrochure) on academic programs as well as student supports that is easily centralized and easily accessed by potential NVC students.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College

Strengthen Community-Based Partnerships

Brief Description of Activity

Seek and reinforce partnerships and coordination with community-based initiatives and precollegiate services to facilitate a seamless transition to Napa Valley College. Focus coordination with community-based initiatives and services that serve groups identified as DI as appropriate.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College

Collect information on student experience

Brief Description of Activity

Review survey and focus group results collected from Community College Equity Assessment Lab (CCEAL) in 2018-2019 to identify potential areas for improvement, and gather additional information from students that fail to enroll via surveys or other means.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College

Expand access to Learning Communities and support services

Brief Description of Activity

Implement and support a cohort-based learning community for new incoming students that is available to students that are not part of existing efforts that are focused on particular subsets of the population. Support and collaborate with existing Learning Communities and services for DI groups (e.g. Puente, Umoja, MESA, EOPS, SSS TRiO, veterans) and explore the establishment of new Learning Communities to encourage enrollment among DI groups. Initial DI focus on Foster Youth, Black/African American, and Filipino students.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College
- White : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Asian : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- White : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College

- Veteran : Male : Retained from Fall to Spring at the Same College

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Pursue supplemental student success funding

Brief Description of Activity

Pursue additional funding resources including, but not limited to, minority serving institution grants (e.g. HSI, AANAPISI, TRiO) to enhance Guided Pathways implementation and other student success efforts.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Veteran : Male : Retained from Fall to Spring at the Same College

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Professional development to support student success initiatives

Brief Description of Activity

Continue to support professional development activities for faculty, staff, and administrators particularly those that focus on disproportionately impacted groups.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Veteran : Male : Retained from Fall to Spring at the Same College

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Gather additional information related to student retention and barriers to acacemic success

Brief Description of Activity

Continue to gather new information from students regarding their reasons for not continuing, as well as barriers to their success at Napa Valley College. Initial focus will be on new students, students belonging to DI groups, and students on academic probation and dismissal.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Veteran : Male : Retained from Fall to Spring at the Same College

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Expand campus mental health services

Brief Description of Activity

Continue the development of on campus mental health services for students (i.e. Mentis). Include culturally relevant mental health support for identified DI groups.

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Veteran : Male : Retained from Fall to Spring at the Same College

Support AB 705 implementation in math and English

Brief Description of Activity

Identify and expand effective co-requisite practices based on AB705 implementation in math and English pathways. Support tutoring and supplemental instruction for all first-year students in math and English courses.

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- White : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Implement Early Alert and follow-up services

Brief Description of Activity

In alignment with Guided Pathways Initiative, expand and support the Student Success and Retention Program which focuses on: Early identification and communication with at-promise students; Counseling caseload of Academic Probation, Dismissal and Early Alert students; Academic Improvement & Achievement workshops; Collaborate with Student Programs and Services that target DI groups

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Some other race : Female : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Veteran : Male : Retained from Fall to Spring at the Same College

Monitor institutional performance on equity metrics

Brief Description of Activity

Regular reports on metrics including disaggregation by equity groups. Review and adjust plans as necessary.

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition

Complete implementation of online student planning/degree audit module

Brief Description of Activity

Fully implement the online student planning/degree audit module, accompanied by an information and training campaign to guide students in its usage.

Related Metrics

- Some other race : Female : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Asian : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Veteran : Female : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- White : Female : Attained the Vision Goal Completion Definition
- White : Male : Attained the Vision Goal Completion Definition
- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution

Develop University Preparation Degree

Brief Description of Activity

Develop a degree (through Counseling faculty) that encompasses university preparation curriculum (UC, CSU, in-state private, out-of-state).

Related Metrics

- Some other race : Female : Transferred to a Four-Year Institution

- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Asian : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Veteran : Female : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- White : Female : Attained the Vision Goal Completion Definition
- White : Male : Attained the Vision Goal Completion Definition
- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution

Implement Reverse Transfer process

Brief Description of Activity

Explore and develop a process for Reverse Transfer (transferring courses from four-year institutions in combination with previously completed NVC courses to earn NVC degrees and certificates).

Related Metrics

- Some other race : Female : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Asian : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Veteran : Female : Transferred to a Four-Year Institution
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- White : Female : Attained the Vision Goal Completion Definition
- White : Male : Attained the Vision Goal Completion Definition

- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution

Increase awareness of transfer services

Brief Description of Activity

Support activities and the awareness of transfer services, including the continued development of connections to four-year institutions that increase NVC student access to their extended services. Particular support for student support program initiatives that increase exposure to transfer opportunities locally, regionally and nationally for identified DI groups.

Related Metrics

- Some other race : Female : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Asian : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Veteran : Female : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution

Explore barriers to transfer

Brief Description of Activity

Gather new information from students regarding barriers preventing them from transferring to a four-year institution. Continue to develop institutional resources to assist students in transferring to four-year institutions. Focus on DI groups.

Related Metrics

- Some other race : Female : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Asian : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Veteran : Female : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution

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