



**Napa Valley College
Student Equity Plan
2015-2016**

**Approved by Board of Trustees
December 10, 2015**

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NAPA VALLEY COLLEGE STUDENT EQUITY PLAN

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Signature Page

NAPA VALLEY COLLEGE
Student Equity Plan Signature Page

District: Napa Valley College Board of Trustees Approval Date: December 10, 2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

Ronald Kraft, Ph.D.  rkraft@napavalley.edu
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I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

Glenna Aguada  gaguada@napavalley.edu
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I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

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I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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Executive Summary

EXECUTIVE SUMMARY

Evaluation Methods

The goals of this plan correspond to the five success indicators of 1) Access, 2) course completion, 3) ESL and Basic Skills Completion, 4) Degree and Certificate Completion, and 5) Transfer. For each indicator we describe the methods used for identifying the student populations, the student groups selected, the goals of the plan and the activities to accomplish each goal.

Success Indicator: Access

The Proportional Comparison method was used to identify populations related to access. We subtracted the proportional representation at NVC in 2014-2015 from the proportional representation in major feeder schools. Using this method three groups were identified: Hispanic, Black or African American and male students.

The goal with regard to access is to increase the proportion of enrollments for Hispanics, African American and male students. We will do this 1) through extensive outreach activities to major feeder high school with a particular focus on these three groups and 2) by seeking a partnership with the VINE Transit to start a bus pass program for students with significant commutes from areas with higher percentage of Hispanics and African American students.

Activities related to more extensive outreach will include enhanced pre-enrollment services and improved orientations that better prepare our feeder high school students for the college experience. We will increase our student contacts at area K-12 schools by using clubs like MESA, SACNAS, and SHPE and by assigning a student services specialist or adjunct faculty to outreach and pre-enrollment activities. These expanded efforts will require funding additional positions.

For activities related to a partnership with VINE Transit, we plan to start a bus pass program for credit students from Calistoga and Vallejo. Vallejo claims more than 75% of the students identified as black or African American at NVC. Calistoga Junior/Senior High School claims a Hispanic enrollment that is more than 77% of their student population and NVC only “captured” 3% of its graduates in 2014. Calistoga residents face a long commute to NVC, often in excess of 35 minutes, limiting their participation in NVC credit programs and Vallejo.

This would be a pilot project, with the potential to expand to other cities and towns within the service area outside of Napa, including but not limited to American Canyon, Saint Helena, Fairfield, and Suisun City, each of which are located on the Napa VINE bus routes.

Success Indicator: Course Completion

For course completion we used two methods: 1) A Proportional Comparison was calculated to determine the overall course completion rate of all credit students at NVC during the period examined. Then we compared the course completion rate of each group to that of the overall rate. 2) We performed an ‘Actual’ Gap Calculation by multiplying the proportional gap identified by the number of

observations (enrollments) for each group to identify actual number of failed enrollments responsible for the proportional gap. Using these methods four student groups were identified: Hispanic, Black or African American, male and current or former foster youth as experiencing a disproportionate impact

With regard to course completion our goal is to improve course completion for these four student populations. We will accomplish this by implementing the following activities:

- Developing a summer bridge program,
- Expanding Tutoring Services,
- Implement Student Success Centers,
- Providing professional development to faculty in culturally responsive pedagogy,
- Expanding Early Interventions

In addition we plan to identify and work to eliminate barriers for current and former foster youth. To understand the specific needs of this population, NVC will conduct research around Foster Youth's initial placements, the amount and types of support they receive through other categorical funds, as well as what students perceive as their biggest barriers to success.

Success Indicator: ESL and Basic Skills Completion

The methods used to determine ESL and Basic Skills Completion rates were Proportional Comparison and 'Actual' Gap Calculation. For Proportional Comparison we calculated the overall remedial completion rate of all NVC students in the past five SSSC cohorts. Then we compared the remedial completion rates of each group to that of the overall rates in English, Mathematics, and ESL. For 'Actual' Gap Calculation, we multiplied the proportional gap identified by the number of students for each group to identify actual number of students represented by the proportional gap.

Using these methods we identified the following student populations: Black or African American, male, individuals with disabilities, basic skills mathematics students and basic skills ESL students

The goal is to improve ESL and basic skills completion rates for these five student population because they are experiencing a disproportionate impact. To accomplish this we will first support student success for Black or African American and male students by promoting learning community style courses that link basic skills mathematics sections and basic skills English sections, and providing tutoring and counseling for student in these sections. Other plans are to develop a CTE contextualized math class, and create an early intervention math class in the high schools.

Second we will identify and remove barriers to student success for Basic Skills student by providing a comprehensive enrollment process for all students enrolled in credit ESL. This will include educational goals and plans, as well as assessment and placement into that sequence.

We will also investigate better ways of determining the remedial ESL completion rate than the current method utilized in the Student Success Scorecard. And we plan to provide additional ESL offerings (noncredit SSSP).

Third we will support student success for students with disabilities by implementing a course that guides students with identified disabilities in the availability and use of assistive technologies as

accommodations, by providing professional development training strands on disabilities for counselors, teaching faculty and staff and by conducting a survey to determine what barriers exist.

Success Indicator: Degree and Certificate Completion

Proportional Comparison and 'Actual' Gap Calculation were the methods used to determine disproportionate impact for degree and certificate completion. For Proportional Comparison we calculated the overall degree/certificate completion rate of all NVC students in the past five Student Progress and Attainment Rate (SPAR) cohorts. Then we compared the degree/ certificate completion rates of each group to that of the overall rate. For the 'Actual' Gap Calculation we multiplied the proportional gap identified by the number of students for each group to identify actual number of students represented by the proportional gap. All students who are seeking a degree and certificate seeking were identified as experiencing a disproportionate impact.

The degree and certificate completion rate for all student is 23.1%. Because of the relatively low rate it is difficult to accurately ascertain disproportionate impacts amongst the population groups examined. Therefore, the most effective strategy is to increase the overall degree and certificate rate among all students in the SPAR cohort.

The goal is to improve degree and certificate completion rates for all student. Based on the evidence presented above, in conjunction with that presented in following section, success indicator: transfer, there are no proposed activities that directly correlate to increasing degree and certificate completion among credit students. However, it is felt that many of the other activities outlined in the 2015-2016 Student Equity Plan will contribute to increasing the proportion of students that attain degrees and certificates.

Success Indicator: Transfer

The methods used to determine disproportionate impact for Transfer were Proportional Comparison and 'Actual' Gap Calculation. For Proportional Comparison we calculated the overall transfer rate of all NVC students in the past five SPAR cohorts. Then, compare the transfer rates of each group to that of the overall rate. For 'Actual' Gap Calculation we multiplied the proportional gap identified by the number of students for each group to identify actual number of students represented by the proportional gap. Using these methods, Black or African American was the student population identified as experiencing a disproportionate impact with regard to transfer.

The goal is to improve transfer rates for all students. Based on the evidence presented in the following plan, in conjunction with that presented in other sections, there are no proposed activities that directly correlate to increasing transfer completion among credit students. However, it is felt that many of the other activities outlined in the 2015-2016 Student Equity Plan will contribute to increasing the proportion of students that transfer to four-year institutions.

Other College Initiatives

Napa Valley College will be implementing seven major initiatives in 2016-2017 that will impact multiple factors included in the analysis of the 2015 Student Equity plan:

1. Provide professional development for faculty, staff, and administrators in the unique educational needs of men of color.
2. Augment existing research capability to allow for an increased focus on issues of student equity and inclusivity.
3. Institutionalize student equity initiatives and promote an equity mindset.
4. Identify our Lesbian, Gay, Bisexual, Transgender, Intersexual, Queer and Questioning (LGBTIQQ) student population and research their specific equity issues and needs that can be added to analyses of equity at Napa Valley College.
5. Establish project grants for faculty, staff and administration of obtain funds to pursue and promote initiatives related to student equity and inclusivity at Napa Valley College.
6. Encourage cultural awareness among Napa Valley College students.
7. Improve student success outcomes through early intervention strategies.

Student Equity Funding and Other Resources

As communicated by the California Community Colleges Chancellor's Office (in a memo dated October 20, 2015), Napa Valley College will receive an allocation of \$512,560 to support student equity activities. These funds will be spent in accordance with the Student Equity 2015-16 Expenditures Guidelines.

Napa Valley College has developing a Student Equity Plan Proposal and application process for allocating funds for the student equity funds to address identified needs among NVC programs and services.

Student Equity activities and services will also be enhanced by Student Success and Support Services (SSSP) funds and Basic Skills Initiative (BSI) funds to ensure student success.

Contact Persons

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Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

A Student Equity Task Force was formed to initiate the writing of the student equity plan. The task force was comprised of the two co-chairs of the Equity and Inclusivity Committee (the VP of Student Services and the VP of Instruction), an Academic Senate representative (faculty), a Classified Senate representative (institutional researcher), an administrator (dean of counseling services and student success) and a confidential employee (administrative assistant to VPSS)—all which participate in the Equity and Inclusivity Committee.

A timeline for completing the plan was developed and shared with stakeholders including the Student Success and Support Programs (SSSP) Committee, the Equity and Inclusivity Committee, the Academic Senate, the Planning Committee and the Counseling Division. Information on program activities addressing student equity was sought from different programs and departments to be inclusive and reflected in the plan. Feedback from these groups was incorporated into the plan and then the plan was vetted through these stakeholder groups before being sent to the NVC Board of Trustees.

Inclusivity Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Terry Giugni	Vice President, Instruction	Co-Chair, Equity and Inclusivity Committee - Administrator
Oscar De Haro	Vice President, Student Services	Co-Chair, Equity and Inclusivity Committee - Administrator
Ann Gross	Professor, Speech	Faculty
Janet Stickmon	Professor, Humanities	Faculty
Benjamin Quesada	Coordinator, Student Life/ASNVC	Classified
Chris Farmer	Institutional Researcher, RPIE	Classified
Laura Ecklin	Dean, Human Resources	Administrator
Damien Sandoval	Bias Incident Response Team Coordinator & Director, Criminal Justice Training Center	Administrator
Rebecca Scott	Dean, Library & Learning Resources	Administrator
Howard Willis	Dean, Counseling Services & Student Success	Administrator
Martha Navarro	Adminis. Assistant, Student Services	Confidential
Christina Rivera	Adminis. Assistant, Office of Instruction	Confidential
Alicia Jaramillo	District Attorney Investigator	Community member
Graciela Ramirez	ASNVC Events Coordinator	Student Representative
Rafael Manzo	ASNVC Senator of Arts & Humanities	Student Representative

Access

Napa Valley College's measure of access compares the ethnicity of students in its major feeder high schools within the service area to the ethnicity its current (2014-2015) credit students.

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Napa Valley College’s measure of access is established by comparing the ethnicity of students in feeder high schools in the service area to the ethnicity its current (2014-2015) credit students.

Target Population(s)	# of your college’s total headcount in Fall 2014 – Spring 2015	% of your college’s total headcount (proportion)	% of population within major Feeder Schools [^]	Gain or loss in proportion (Percentage point difference with +/- added)*
American Indian / Alaska Native	42	0.5%	0.6%	-0.1%
Asian	244	2.9%	1.9%	1.0%
Black or African American	618	7.2%	9.2%	-2.0%
Filipino	862	10.1%	9.0%	1.1%
Hispanic or Latino	3,231	37.7%	48.9%	-11.2%
Native Hawaiian or other Pacific Islander	33	0.4%	0.9%	-0.5%
White	2,886	33.7%	25.8%	7.9%
Some other race	201	2.3%	0.5%	1.8%
More than one race	442	5.2%	3.2%	2.0%
Total of 8 cells above	8,559	100%	100%	
Males	3,794	44.3%	51.3%	-7.0%
Females	4,719	55.1%	48.7%	6.4%
Unknown	46	0.5%	0.0%	0.5%

*Calculated by subtracting the % of the adult population within the community served from the % of your college’s total enrollment – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college’s population is lower than the adult population, a negative value will result.

**'-6' is calculated by subtracting 64 (% of your college’s total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the example group has lower representation at the college vs. the community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.

[^] Major Feeder Schools: American Canyon High School, Calistoga High School, Legacy High School, Napa High School, New Technology High School, Palisades High School, Saint Helena High School, Vallejo High School, Valley Oak High School, and Vintage High School.

- Based on the analysis above, the three equity groups examined that claim the largest gaps between their representation in the Napa Valley College credit student population and that of its major feeder high schools are Hispanic or Latino (-11.2%), Males (-7.0%), and Black or African Americans (-2.0%).

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic	-11.2%, 2014-2015	-5.6%	Fall 2020
Males	-7.0%, 2014-2015	-3.5%	Fall 2020
African American	-2.0%, 2014-2015	-1.0%	Fall 2020

- The three groups identified in the table above represent the three largest gaps identified. The goals identified would reduce the proportional gaps identified by half across the next five years.

ACTIVITIES: A. ACCESS

A.1 Expansion of Outreach Activities

- **Activity Type(s)** (Mark an X in all that apply.):

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Groups	# of Students Affected
A.1	Hispanic or Latino, Males, Black or African American	<p>Hispanic - 4,080 students currently enrolled in major feeder high schools.</p> <p>Males – 4,280 students currently enrolled in major feeder high schools.</p> <p>Black or African American – 768 students currently enrolled in major feeder high schools.</p>

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

- Acquire additional positions/funding to fill critical gaps in staffing surrounding NVC's ability to perform outreach to its major feeder high schools and Napa Valley College's Service Area, as well as in-reach to current students in order to:
 - Enhance outreach services to the targeted groups at our major feeder high schools.
 - Improve pre-enrollment services as identified in NVC's SSSP Plan, that prepare students for the college experience such as applying, orientation, assessment, educational planning,

- work-based learning, employment preparation, assistance with job placement and assistance with transition to 4 year institutions.
- Provide career exploration activities that target NVC career pathways and transfer opportunities.
 - Provide direct assistance at high schools with the on-line application process.
 - Facilitate “enhanced” orientations during summer months that expand upon existing orientations, but would include more contact time with students to insure clarity and understanding.
 - Educate students on opportunities for college credit while still in high school: Dual/Concurrent Enrollment; Course to Course Articulation; Summer Career Exploration Bridge classes.
 - Educate students about career ladders and stackable short term CTE certificates that lead to high wage, high demand employment.
 - Develop a comprehensive Career Services Center that targets both Career and Technical Education Students (CTE) as well as transfer students. Continue to ensure the weekly contact with our main feeder schools by assigning a student services specialist/adjunct faculty.
 - Increase outreach to K-12 schools using clubs like MESA, SACNAS, and SHPE.
 - Expand pre-enrollment and orientation services for non-traditional students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	June 2015 through June 2016	\$40,000	

Link to Goal (how will activity help achieve goal(s) described above):

The intent of expanded outreach programs and opportunities, as well as “enhanced” orientations is to ease the transition into college among both traditional students from major feeder high school students, as well as non-traditional students from major feeder areas to encourage enrollment and persistence in courses at Napa Valley College.

Through targeted outreach, increased ease of access, as well as improved efficiency of processes, NVC will increase its proportion of those students currently enrolled in its major feeder high schools as well as their recent graduates.

Evaluation

To be completed annually:

- Disaggregate new incoming students by Gender and Ethnicity, and continue to monitor the proportional representation of these groups in NVC credit courses.
- Monitor proportion of new incoming students that participate in NVC outreach and pre-enrollment activities.
- Fall-to-fall retention rates among first-time credit students will be used to compare the effectiveness of expanded outreach, as well as enhanced orientation activities.

To be completed beginning at 4-year mark:

- Completion rate and time to completion of students that participate in expanded outreach activities and/or enhanced orientation.

A. 2 Seek a partnership with the VINE Transit to start a bus pass program for students with significant commutes from areas with higher percentage of targeted populations.

- **Activity Type(s)** (Mark an X in all that apply.):

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Black or African Americans	Black or African American Students in Vallejo High School - 556
	Hispanic	Hispanic Students in Calistoga High School - 182

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

Vallejo

According to Napa Valley College’s 2015 Factbook (<http://www.napavalley.edu/RPIE>), 23% of NVC’s credit student population resides in Vallejo, CA. Vallejo claims more than 75% of the students identified as black or African American at NVC and Vallejo High School claims 72% of the Black or African American population in NVC’s major feeder high schools. Based on this data, increasing access for students from Vallejo, including students from Vallejo High School and other high schools in Vallejo will increase the proportion of Black or African American students at Napa Valley College. Credit students identifying Vallejo as their home city will be given bus passes to commute to and from NVC, following the successful establishment of academic criteria.

Calistoga

Calistoga resides within the border of Napa Valley College’s district boundary. According to Napa Valley College’s 2015 Factbook (<http://www.napavalley.edu/RPIE>), less than 1% of NVC students claim Calistoga as their place of residence, and NVC only “captured” 3% of its graduates in 2014. Calistoga residents face a long commute to NVC, often in excess of 35 minutes, limiting their participation in NVC credit programs, as many choose the commute to Santa Rosa Junior College over NVC. Calistoga Junior/Senior High School claims a Hispanic enrollment that is more than 77% of their student population. Based on this data, increasing enrollment at NVC by students from Calistoga Junior Senior High School will increase the proportion of Hispanic students’ enrollment at NVC. Credit students identifying Calistoga as their home city will be given bus passes to commute to and from NVC, following the successful establishment of academic criteria.

It is proposed to pilot this activity using Vallejo and Calistoga as target audiences, with the potential to expand to other cities and towns within the service area outside of Napa, including but not limited to American Canyon, Saint Helena, Fairfield, and Suisun City, each of which are located on the Napa VINE bus routes.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	January 2016 through June 2016	\$15,000	

- **Link to Goal** (how will activity help achieve goal(s) described above)

The intent of this activity is to offer options to NVC's outlying populations, of which a significant portion is identified as Black or African American or Hispanic. Students that regularly commute from these destinations face long commute times, and additional costs to attend NVC, both of which can act as impediments to their choice to attend, or continue attending Napa Valley College. By increasing the ease of access to these student populations, the proportion of students at NVC identified as Black or African American and Hispanic will increase.

- **Evaluation**

To be completed annually:

- Monitor proportion of new incoming students from outside of the city of Napa, disaggregated by race/ethnicity.
- Measure course retention and successful course completion rates of students by city of residence.
- Measure course retention and successful course completion rates of students utilizing the free bus passes.
- Survey all students utilizing the bus pass system to continuously monitor its effectiveness.

To be completed beginning at 4-year mark:

- Completion rate and time to completion of students that participate utilize bus passes versus those that do not.

Success Indicator: Course Completion

To identify disproportionate impacts in course completion rates, Napa Valley College utilized successful course completion rates of credit students obtained through the analysis of data collected via MIS term files for Fall and Spring terms between Fall 2010 and Spring 2015.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the past five academic years.

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in credit courses on census day between 2010-2011 and 2014-2015.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit.

Target Population(s)	the # of courses students enrolled in & were present in on census day	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day	Total (all student) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	182,609	132,583	72.6%		
American Indian / Alaska Native	709	511	72.1%	72.6%	-0.5%
Asian	5,154	3,927	76.2%	72.6%	3.6%
Black or African American	13,158	7,726	58.7%	72.6%	-13.9%
Filipino	20,423	15,472	75.8%	72.6%	3.2%
Hispanic or Latino	66,890	47,870	71.6%	72.6%	-1.0%
Native Hawaiian or other Pacific Islander	924	636	68.8%	72.6%	-3.8%
White	58,109	44,292	76.2%	72.6%	3.6%
Some other race	8,235	5,801	70.4%	72.6%	-2.2%
More than one race	9,007	6,348	70.5%	72.6%	-2.1%
Males	80,687	57,450	71.2%	72.6%	-1.4%
Females	101,529	74,834	73.7%	72.6%	1.1%
Unknown	393	299	76.1%	72.6%	3.5%
Current or former foster youth	2,358	1,539	65.3%	72.6%	-7.3%
Individuals with disabilities	18,542	13,769	74.3%	72.6%	1.7%
Low-income students	99,289	72,810	73.3%	72.6%	0.7%
Veterans	3,413	2,592	75.9%	72.6%	3.3%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-14' is calculated by subtracting 71 (the average student success rate) from 57 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

- The analysis above identifies Black or African American (-13.9%), Current or Former Foster Youth (-7.3%), and Native Hawaiian or Pacific Islander (-3.8%) as the equity groups claiming the largest gaps in successful course completion across the five previous academic years.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
Largest Gap	Black/African American	-13.9%	.139	x	13,158	= 1,829
Second Largest	Foster Youth	-7.3%	.073	x	2,358	= 172
Third Largest	Native Hawaiian or other Pacific Islander	-3.8%	.038	x	924	= 35
Additional Groups	Males	-1.4%	.014	x	80,687	= 1,130
	Hispanic	-1.0%	.01	x	66,890	= 669

- The table above converts the proportional gap claimed by each group to an actual count of successful enrollments that group would have to claim in order to meet the overall successful course completion rate of Napa Valley College during the period examined.
- Although males and Hispanics claim a proportional gap that is less than that of Current or Former Foster Youth and Native Hawaiian or Pacific Islanders, their larger representation within the credit student population results in much larger "actual" numbers of failed enrollments.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-13.9%, 2010-2011 through 2014-2015	Reduce successful course completion gap by half, 7%	Fall 2020
Males	-1.4%, 2010-2011 through 2014-2015	No Gap	Fall 2020
Hispanic	-1.0%, 2010-2011 through 2014-2015	No Gap	Fall 2020
Current or Former Foster Youth	-7.3%, 2012-2013 through 2014-2015	Reduce successful course completion gap by half, 3.5%	Fall 2020

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

- Utilizing each of the two tables above, it is determined that the target populations for Course Completion are Black or African American, Males, Hispanic, and Current or Former Foster Youth. Although Native Hawaiian or Pacific Islanders are identified as having a larger proportional gap with regard to course completion, their representation within the sample population is less than 1% of all enrollments, therefore they are not included as a target population.

ACTIVITIES: B. COURSE COMPLETION

B.1 Tutoring Support in Targeted Areas

- **Activity Type(s)** (Mark an X in all that apply.):

Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	Black or African American	618
	Hispanic	669
	Males	1330

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.
 - a) Expansion of Tutoring Services into area that will have the highest impact on identified target groups.
 - Increase availability of tutoring opportunities in basic skills math courses and other identified courses by increasing personnel in those areas, including tutors and staff.
 - Experiment with group tutoring models targeting courses that will have the greatest impact on target populations, including, but not limited to basic skills math, basic skills English, and Health Occupations oriented Biology.
 - Experiment with in-class tutoring models where applicable, such as in lab courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other funds**
B.1	January 2016 through June 20116	\$30,000	

- **Link to Goal** (how will activity help achieve goal(s) described above)

Black or African American

According to an analysis of assessment scores (Disproportionate Analysis 2015) the majority (55%) of Black or African American students taking the math placement test placed into the lowest level mathematics course. Within those basic skills mathematics courses, they claimed a successful course completion rate of 34% in 2014-2015, versus an overall course completion rate in basic skills mathematics courses of 52%.

Hispanic

According to an analysis of assessment scores (Disproportionate Analysis 2015) 78% of Hispanic students taking the math placement test placed into one of the two lowest level mathematics courses.

In addition, students identified as Hispanic disproportionately enroll in BIOL-105, a course that is an introduction to Anatomy and Physiology, and is primarily directed towards students interested in Health Occupations. The successful course completion rate of BIOL-105 in 2014-2015 was 37%, with Hispanic students claiming 47% of all failing grades in that course.

Males

Based on 2014-2015 PEP Data, female students outperform male students in each of the basic skills areas (English, mathematics, and English as a Second Language) by an average margin of 8%, with the greatest margin being in basic skills English (-9%).

- **Evaluation**

To be collected annually:

- Continue to monitor successful course completion rates of credit student disaggregated by race and ethnicity.
- Monitor successful course completion rates in targeted areas.
- Examine successful course completion rates of students tutoring utilizing services.
- Examine the participation rate in tutoring services disaggregated by Race/Ethnicity and Gender.

B.2 Identify and eliminate barriers to student success among Current or Former Foster Youth

- **Activity Type(s)** (Mark an X in all that apply.):

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
B.2	Current or Former Foster Youth	112 Student in 2014-2015

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

NVC currently provides outreach and limited support services to Current and Former Foster Youth. Most of these opportunities center around enrollment and other “front-end” activities such as financial aid, and those activities shall continue being supported. In order to better understand the challenges facing this target population, NVC will:

Conduct research, including surveys to identify needs of Current or Former Foster Youth, as well as collect and assess students identified as current and former Foster Youth’s initial placements, the amount and types of support they receive through other categorical funds, as well as what students perceive as their biggest barriers to success.

- **Link to Goal** (how will activity help achieve goal(s) described above)

By better identifying the needs of current and former foster youth and enrolled at NVC, targeted interventions may be developed to increase their success in courses in future iterations of the Student Equity Plan, as well as through other funding sources available to assist this population.

- **Evaluation**

The NVC Equity and Inclusivity Committee will conduct an in-depth look into services provided to Current and Former Foster Youth to identify intervention strategies should this group continue to be identified as a target population.

Success Indicator: ESL and Basic Skills Completion

Napa Valley College utilized the five most recent Remedial Progress cohorts identified by the Student Success Scorecard in spring 2015. Rather than a single rate, NVC is reporting each of its remedial progress rates separately (English, Mathematics, English as a Second Language) to better identify gaps that groups may exhibit within various subject material. Target groups will be identified by examining all remedial progress rates as a whole.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course in English, Mathematics, or ESL after having completed a basic skills course in that discipline compared to the number of those students who complete a basic skills course in that discipline.

Rate	Denominator	Numerator
Rate of English Completion	The # of students who complete a basic skills English course with an A, B, C between	The # of students out of ← (the denominator) that complete a degree applicable course in English with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete basic skills English course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course in English with an A, B, C, or credit	The rate of progress from basic skills English to degree-applicable course completion	Total (all student) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	2353	1168	49.6%		
American Indian / Alaska Native	24	5	20.8%	49.6%	-28.8%
Asian	99	61	61.6%	49.6%	12.0%
Black or African American	271	114	42.1%	49.6%	-7.6%
Filipino	377	202	53.6%	49.6%	3.9%
Hispanic or Latino	874	443	50.7%	49.6%	1.0%
Native Hawaiian or other Pacific Islander	34	19	55.9%	49.6%	6.2%
White	524	257	49.0%	49.6%	-0.6%
Some other race	143	61	42.7%	49.6%	-7.0%
More than one race	7	6	85.7%	49.6%	36.1%
Males	951	441	46.4%	49.6%	-3.3%
Females	1372	716	52.2%	49.6%	2.5%
Unknown	30	11	36.7%	49.6%	-13.0%
Individuals with disabilities	570	242	42.5%	49.6%	-7.2%
Low-income students	1191	609	51.1%	49.6%	1.5%

➤ The analysis of remedial English completion rates above identifies American Indian/Alaska Native (-28.8%), Black or African American (-7.6%), and Individuals with Disabilities (-7.2%) as the equity groups claiming the three largest gaps in successful course completion across the five previous academic years.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"
Largest Gap	American Indian / Alaska Native	-28.8%	<u>.288</u>	x	24	= 7
Second Largest	Black or African American	-7.6%	<u>.076</u>	x	271	= 21
Third Largest	Individuals with Disabilities	-7.2%	<u>.072</u>	x	570	= 41
Additional	Males	-3.3%	<u>.033</u>	x	951	= 31

- The table above converts the proportional gap claimed by each group to an actual count of students within each of the groups identified with negative gaps that would have to have successfully completed the remedial English sequence in order to meet the overall remedial English completion rate of Napa Valley College during the period examined.
- The proportional gaps identified represent a relatively small number of “actual” students. Among those with negative gaps identified, Individuals with Disabilities claim the largest “actual” student gap (41), with males claiming the second largest (31) across the five year period examined.
- While American Indian/Alaska Natives claim the largest proportional gaps of all groups examined, this population represents only 24 students across five years. This small sample size results in an “actual” gap of 7 students across the period examined.

Rate	Denominator	Numerator
Rate of Mathematics Completion	The # of students who complete a basic skills math course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a basic skills mathematics course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course in mathematics with an A, B, C, or credit	The rate of progress from basics skills mathematics to degree-applicable mathematics course completion	Total (all student) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	3607	1251	34.7%		
American Indian / Alaska Native	35	12	34.3%	34.7%	-0.4%
Asian	71	31	43.7%	34.7%	9.0%
Black or African American	413	101	24.5%	34.7%	-10.2%
Filipino	472	154	32.6%	34.7%	-2.1%
Hispanic or Latino	993	381	38.4%	34.7%	3.7%
Native Hawaiian or other Pacific Islander	42	12	28.6%	34.7%	-6.1%
White	1297	454	35.0%	34.7%	0.3%
Some other race	274	99	36.1%	34.7%	1.4%
More than one race	10	7	70.0%	34.7%	35.3%
Males	1,377	452	32.8%	34.7%	-1.9%
Females	2,159	773	35.8%	34.7%	1.1%
Unknown	71	26	36.6%	34.7%	1.9%
Individuals with disabilities	645	225	34.9%	34.7%	0.2%
Low-income students	1,623	591	36.4%	34.7%	1.7%

- The analysis of remedial mathematics completion rates above identifies Black or African American (-10.2%), Native Hawaiian or Pacific Islander (-6.1%), and Filipino (-2.1%) as the equity groups claiming the three largest gaps in successful course completion across the five previous academic years.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"
Largest Gap	Black or African American	-10.2%	<u>.102</u>	x	413	= 42
Second Largest	Native Hawaiian or other Pacific Islander	-6.1%	.061	x	42	= 12
Third Largest	Filipino	-2.1%	<u>.021</u>	x	472	= 10
Additional	Males	-1.9%	<u>.019</u>	x	1,377	= 26

- The table above converts the proportional gap claimed by each group to an actual count of students within each of the groups identified with negative gaps that would have to have successfully completed the remedial mathematics sequence in order to meet the overall remedial mathematics completion rate of Napa Valley College during the period examined.
- The proportional gaps identified represent a relatively small number of "actual" students. Among those with negative gaps identified, Black or African American Students claim the largest "actual" student gap (42), with males claiming the second largest (26) across the five year period examined.

Rate	Denominator	Numerator
Rate of ESL Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	538	114	21.2%		
American Indian / Alaska Native	1	0	0.0%	21.2%	-21.2%
Asian	37	15	19.4%	21.2%	19.4%
Black or African American	5	3	60.0%	21.2%	38.8%
Filipino	14	2	14.3%	21.2%	-6.9%
Hispanic or Latino	409	80	19.6%	21.2%	-1.6%
Native Hawaiian or other Pacific Islander	3	0	0.0%	21.2%	-21.2%
White	18	8	44.4%	21.2%	23.3%
Some other race	51	6	11.8%	21.2%	-9.4%
More than one race	-	-	-	-	-
Males	192	30	15.6%	21.2%	-5.6%
Females	314	79	25.2%	21.2%	4.0%
Unknown	32	5	15.6%	21.2%	-5.6%
Individuals with disabilities	56	27	48.2%	21.2%	27.0%
Low-income students	210	55	26.2%	21.2%	5.0%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

- The analysis of remedial mathematics completion rates above identifies American Indian / Alaska Native (no completions), Native Hawaiian or Pacific Islander (no completions), and Filipino (-6.9%) as the equity groups claiming the three largest gaps in successful course completion across the five previous academic years.

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit = Number of Students "Lost"
Largest Gap	Native Hawaiian or other Pacific – Islander	-21.2%	<u>.212</u>	x	3 = 1
Second Largest	American Indian / Alaska Native	-21.2%	<u>.212</u>	x	1 = 0
Third Largest	Filipino	-6.9%	<u>.069</u>	x	14 = 1
Additional	Males	-5.6%	<u>.056</u>	x	192 = 11

- The table above converts the proportional gap claimed by each group to an actual count of students within each of the groups identified with negative gaps that would have to have successfully completed the remedial ESL sequence in order to meet the overall remedial ESL completion rate of Napa Valley College during the period examined.
- The proportional gaps identified represent a relatively small number of “actual” students. During the period examined, the ESL cohort represents less than 150 students per year. Among those with negative gaps identified, males claim the largest “actual” student gap (11) during this period.
- While American Indian/Alaska Natives and Native Hawaiian or Pacific Islanders claim the largest proportional gaps of all groups examined, these populations combined represent 4 students across five years. Since none of the four students within these population groups successfully completed the remedial ESL sequence, their proportional gap is identified as the completion rate of the rest of the ESL cohort.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-7.6% in Remedial English -10.2% in Remedial Mathematics	-4% in Remedial English -5% in Remedial Mathematics	Fall 2020
Males	-3.3% in Remedial English -1.9% in Remedial Mathematics	No Gap in Remedial English No Gap in Remedial Mathematics	Fall 2020
Individuals with Disabilities	-7.2% in Remedial English	-3.6% in Remedial English	Fall 2020
Basic Skills Math Students	-21.3% lower successful course completion rate than overall rate	-10% lower than other credit courses	Fall 2020
Basic Skills ESL Students	N/A	30% ESL Completion Rate	Fall 2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

Discussion of Target Populations

As discussed previously (Section B), based on a 2015 report (Disproportionate Impact Report 2015), Black or African American students place into the lowest level basic skills math courses at a disproportionately high rate. The impact that this initial placement has on their ultimate success is further illustrated through the analysis of basic skills completion rate. Placing lower in the mathematics sequence reduces the chance of completing the remedial sequence. This effect is likely closely correlated with low completion rates in the remedial English sequence.

As stated previously, (Section B), female students outperform male students by an average of 8% in all basic skills coursework, and by 9% in basic skills English courses. Low successful course completion rates within the basic skills sequence is the most likely contributor to lower remedial completion rates in each of the basic skills areas.

Individuals with disabilities receive support services through DSP&S. When examining course completion data, it is important that systems are in place to ensure students with disabilities are using their accommodations and support systems within the college and community.

The successful course completion rate in basic skills mathematics courses in 2014-2015 was 21.3% lower than the overall successful course completion rate (72.3%) in all credit courses. In order to improve the overall remedial mathematics completion rate (34.9%), the successful course completion rates in these courses is to be addressed through the activities listed in this section as well as those in Section B.

There are no target populations identified by the analysis of remedial ESL rates among the groups examined. This is largely because the cohorts examined are so small, even when combined across the five-year timespan examined. Until further examination of this pathway and the students within it is

conducted, it will be difficult to examine the success of this pathway, or any equity groups identified within. The proposed target can likely be achieved mostly through enhanced in-reach activities identified by such an examination that ensure students are properly placed in the credit ESL sequence.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1 Support student success

- **Activity Type(s)** (Mark an X in all that apply.):

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	Black or African American Students	158 students in the basic skills sequence, 2014-2015
	Males	724 students in the basic skill sequence, 2015-2015

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

- Promote Learning Community style courses that link basic skills mathematics sections and basic skills English sections. Support will be provided in order to:
 - Identify sections to be linked by using typical student assessment data
 - Provide tutoring and peer-mentorship to students enrolled in linked sections
 - Provide counseling opportunities embedded into classroom time to insure maximum contact with all students enrolled in these linked sections
 - Explore opportunities to link sections to other degree-applicable courses
 - Coordinate among section faculty, counselors, and students, as well as peer-leaders or embedded tutors to support the sections.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	January 2016 through June 2016	\$10,000	

- **Link to Goal Link to Goal** (how will activity help achieve goal(s) described above):

Increased connection to the campus and fellow students by students within the targeted population will result in higher remedial completion rates among those students as well as all students within the remedial sequences.

- **Evaluation**

To be completed annually:

- Monitor successful course completion rates in the basic skills, disaggregated by equity

- groups
- Examine successful course completion among students in linked sections as compared to those in non-linked sections

To be completed in two-year cohorts:

- Completion of the remedial sequence within a two-year timespan
- Comparison of the two-year remedial completion rates of students in linked sections compared to those who are not.

C.2 Identify and remove barriers to student success in Remedial ESL Courses

- **Activity Type(s)** (Mark an X in all that apply.):

	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.2	ESL Basic Skills Students	72 in 2014-2015

- **Activity Implementation Plan:** *Describe the activity, include additional data to be collected and projected start and end dates for this activity.*

- Provide a complete examination of all students enrolled in the credit ESL sequence, including educational goals and plans, as well as their placement into that sequence.
- Examine better ways of determining the remedial ESL completion rate than the current method utilized in the Student Success Scorecard.
- Provide additional ESL offerings (noncredit SSSP).

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	January 2016 – June 2016	\$5,000	

- **Link to Goal Link to Goal** *(how will activity help achieve goal(s) described above):*

Improve information available on the goals and plans of students enrolled in the credit ESL sequence to identify if the scorecard measure is accurately capturing the success of these students. Research improve the ESL credit sequence leading to higher completion rates.

- **Evaluation**

Within one year:

Report on the Educational Goals and enrollment behavior of students in the ESL credit sequence to be reviewed by the Inclusivity Committee

C.3 Support student success for students with disabilities in Remedial English Courses

- **Activity Type(s)** (Mark an X in all that apply.):

	<i>Outreach</i>		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.3	Individuals with Disabilities	569 students with disabilities in 2014-2015

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

- a) Implement a course that guides students with identified disabilities in the availability and use of assistive technologies as accommodations:
- 1) Activate LRNS-77 (Assistive Technology for Learning) from the course inventory.
 - 2) Provide compensation to available faculty to implement curriculum.
 - 3) Provide Instructional Assistant during classes.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	January 2016 – June 2017	\$5,000	DSPS \$20,000

- **Link to Goal Link to Goal** (how will activity help achieve goal(s) described above):

Improving ease of access to assistive technology as well as increasing students' training with these technologies will increase remedial progress rates among of students with disabilities identified.

- **Evaluation**

To be completed annually:

- Monitor successful course completion rates in basic skills English among students with disabilities.
- Monitor enrollments of students in LRNS-77.
- Compare the success of students utilizing the newly implemented lab class to those that do not utilize the lab.
- Monitor and update the Student Success Scorecard Remedial Progress Rate for students with disabilities.

To be completed in two-year cohorts

- Proportion of students with disabilities that progress from basic skills English to college-level English out of the total number of students with disabilities in basic skills courses.

C.4 Provide Pathways for CTE Students in Basic Skills Mathematics

- **Activity Type(s)** (Mark an X in all that apply.):

	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.4	CTE Directed Basic Skills Students	726 in 2015 Student Success Scorecard CTE cohort
	Male	371
	Female	345

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.
 - Develop a CTE contextualized math class that targets and prepares students for success in multiple CTE programs that connect to immediate employment in high wage jobs.
 - Develop an early intervention math class in the high schools in coordination with college Math Faculty and high school Math instructors to better equip students to test into college level math.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	2016-2017	\$15,000	

- **Link to Goal Link to Goal** (how will activity help achieve goal(s) described above):

In the 2015 Student Success Scorecard, male students claimed 51% of the CTE Completion Cohort. This proportion is 7% higher than the proportion claimed by male students in the overall credit student population. According to IPEDS Completion Report for 2014 males claimed 59% of certificate completions and only 38% of degree completions. Based on this evidence, providing pathways to basic skills math completion for CTE oriented students will increase the remedial mathematics progress rates among male students.

- **Evaluation**

To be completed annually:

Create coursework directed at CTE oriented students in the remedial mathematics sequence. Monitor the CTE Completion rates of students beginning in the basic skills sequence, utilizing the Student Success Scorecard Methodology.

Once course has been implemented:

Examine the proportion of students in the basic skills sequence that complete the remedial sequence within one year that attend CTE directed courses versus those that do not.

Success Indicator: Degree and Certificate Completion

Napa Valley College utilized the five most recent Student Progress and Attainment Rate (SPAR) cohorts identified by the Student Success Scorecard in spring 2015 to calculate the proportion of degree-, certificate-, or transfer-seeking students that complete degrees or certificates at Napa Valley College.

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group within the Student Progress and Attainment Rate (SPAR) cohort who receive a degree or certificate to the total number of students in that group within the SPAR cohort. Students are placed into the SPAR cohort following the completion of at least 6 credit units while attempting at least one mathematics or English course. Calculate degree and certificate completion rates by dividing:

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of students who complete a minimum of 6 units and have attempted mathematics or English course (SPAR Cohort)	The number of students out of ← (the denominator) who complete a degree or certificate within 6 years.

Target Population(s)	The # of students in the SPAR Cohort	The number of students out of ← (the denominator) that complete a degree	The rate of Degree Completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	4,009	927	23.1%		
American Indian / Alaska Native	29	4	13.8%	23.1%	-9.3%
Asian	154	38	24.7%	23.1%	1.6%
Black or African American	231	45	19.5%	23.1%	-3.6%
Filipino	526	141	26.8%	23.1%	3.7%
Hispanic or Latino	1,186	315	26.6%	23.1%	3.4%
Native Hawaiian or other Pacific Islander	51	11	21.6%	23.1%	-1.6%
White	1,502	318	21.2%	23.1%	-2.0%
Some other race	316	50	15.8%	23.1%	-7.3%
More than one race	14	5	35.7%	23.1%	12.6%
Males	1,779	346	19.4%	23.1%	-3.7%
Females	2,072	549	26.5%	23.1%	3.4%
Unknown	158	32	20.3%	23.1%	-2.9%
Individuals with disabilities	479	111	23.2%	23.1%	0.1%
Low-income students	2,084	579	27.8%	23.1%	4.7%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of degree or certificate completion—paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

****'-4'** is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The **'-'** is added to signify that the example group's success rate is lower than the all student average. A **'+'** would indicate that a given group has greater success.

- The analysis of degree and certificate completion rates above identifies American Indian / Alaska Native (-9.3%), Males (-3.7%), and Black or African American (-3.6%) as the equity groups claiming the three largest gaps in degree completion across the five cohort years examined.

Equity Gap	Student Group	1 Gap in comparison to the Overall Rate, Expressed as Percentage	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of first-time students who enrolled in the SPAR cohort between 2010-2011 and 2014-2015	=	4 Number of Students "Lost"
Largest Gap	American Indian / Alaska Native	-9.3%	<u>.093</u>	x	29	=	3
Second Largest	Males	-3.7%	<u>.037</u>	x	1,779	=	66
Third Largest	Black/African American	-3.6%	<u>.036</u>	x	231	=	8
Additional	White	-2.0%	<u>.02</u>	x	1,502	=	30
	Native Hawaiian or Pacific Islander	-1.6%	<u>.016</u>	x	51	=	1

The table above converts the proportional gap claimed by each group to an actual count of students within each of the groups identified with negative gaps that would have to have received a degree or certificate in order to meet the overall degree and certificate rate of Napa Valley College during the period examined.

The proportional gaps identified represent a relatively small number of "actual" students. Among those with negative gaps identified, males claim the largest "actual" student gap (66) during this period.

It is noted however, that small numbers of "actual" students is largely due to the low overall degree and certificate completion rate claimed by Napa Valley College across this time period (23%). This is particularly evident in comparison to NVC's transfer rate in section E among the same group of students (48%).

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Degree-Seeking Students	-25%, Degree and Certificate Rate minus Transfer Rate (Section E)	-13% Difference between Degree and Transfer Rate	Fall 2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

During the period examined, the overall degree and certificate completion rate (23.1%) is very low, with fewer than 25% of students within the SPAR cohort obtaining a degree or certificate within six years. However, this same group of students claims a transfer rate of 48% (section E), indicating that the low rate of degree and certificate completion is largely due to a lack of educational planning directed at the attainment of degrees and certificates. Since it is apparent that the low degree and certificate completion rate is largely a manifestation of student behavior, it is difficult to accurately ascertain disproportionate impacts amongst the population groups examined. Therefore, the most effective strategy is to increase the overall degree and certificate rate among students in the SPAR cohort.

ACTIVITIES: D. DEGREE AND CERTIFICATE COURSE COMPLETION

Based on the evidence presented above, in conjunction with that presented in Section E: Transfer, there are no proposed activities that directly correlate to increasing degree and certificate completion among credit students. However, it is felt that many of the other activities outlined in the 2015-2016 Student Equity Plan will contribute to increasing the proportion of students that attain degrees and certificates.

Transfer

Napa Valley College utilized the five most recent Student Progress and Attainment Rate (SPAR) cohorts identified by the Student Success Scorecard in spring 2015 to calculate the proportion of degree-, certificate-, or transfer-seeking students that complete transfer readiness at Napa Valley College, or successfully transfer to a four-year institution following their enrollment at Napa Valley College.

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The ratio of the number of students by population group within the Student Progress and Attainment Rate (SPAR) cohort who transfer to a four-year institution or achieve transfer readiness (60 transferrable units completed with a 2.0 GPA or better) to the total number of students in that group within the SPAR cohort. Students are placed into the SPAR cohort following the completion of at least 6 credit units while attempting at least one mathematics or English course. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 6 units and have attempted mathematics or English course (SPAR Cohort)	The number of students out of ← (the denominator) who actually transfer or achieve transfer readiness within 6 years.

Target Population(s)	The # of students in the SPAR Cohort	The number of students out of ← (the denominator) that complete a degree	The rate of Transfer	Total (all student average) transfer rate*	Comparison to the all student average (Percentage point difference with +/- added)*
All Students	4,009	1,936	48.3%		
American Indian / Alaska Native	29	13	44.8%	48.3%	-3.5%
Asian	154	90	58.4%	48.3%	10.2%
Black or African American	231	98	42.4%	48.3%	-5.9%
Filipino	526	250	47.5%	48.3%	-0.8%
Hispanic	1,186	545	46.0%	48.3%	-2.3%
Native Hawaiian or Pacific Islander	51	24	47.1%	48.3%	-1.2%
White	1,502	742	49.4%	48.3%	1.1%
Other	316	165	52.2%	48.3%	3.9%
Multiple Race	14	9	64.3%	48.3%	16.0%
Males	1,779	839	47.2%	48.3%	-1.1%
Females	2,072	1,014	48.9%	48.3%	0.6%
Unknown	158	83	52.5%	48.3%	4.2%
Individuals with disabilities	479	185	38.6%	48.3%	-9.7%
Low-income students	2,084	1,005	27.8%	48.3%	-0.1%

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of transfer— paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

- The analysis of transfer rates above identifies Individuals with Disabilities (-9.7%), Black or African American (-5.9%), and American Indian/Alaska Native (-3.5%) as the equity groups claiming the three largest gaps in degree completion across the five cohort years examined.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	= Number of Students "Lost"
Largest Gap	Individuals with disabilities	-9.7%	<u>.097</u>	x	479	= 47
Second Largest	Black or African American	-5.9%	.059	x	231	= 14
Third Largest	American Indian / Alaska Native	-3.5%	<u>.035</u>	x	29	= 1
Additional	Hispanic	-2.3%	<u>.023</u>	x	1,186	= 27
	Native Hawaiian or Pacific Islander	-1.2%	<u>.012</u>	x	51	= 1
	Males	-1.1%	<u>.011</u>	x	1,779	= 20

- The table above converts the proportional gap claimed by each group to an actual count of students within each of the groups identified with negative gaps that would have to have transferred to a four-year institution or achieved transfer readiness in order to meet the overall transfer rate of Napa Valley College during the period examined.
- The proportional gaps identified represent a relatively small number of "actual" students. Among those with negative gaps identified, Individuals with Disabilities claim the largest "actual" student gap (47) during this period.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-5.9%, 2010-2011 through 2014-2015	No gap	Fall 2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

Although black or African Americans do not claim the largest gap among the groups examined, they and American Indian/Alaska Native students are the only groups that claim negative gaps in both degree and certificate completion rates (section D) and transfer rates. While American Indian/Alaska Natives represent less than 1% of the credit student population, Black or African American Students claim more than 7% of the credit student population identified in section A. It is also noted that Black or African American students are identified as claiming negative gaps in each of the analyses within this report (Access, Course Completion, Remedial Progress Rates, Degree and Certificate Completion, and Transfer) therefore they are identified as the target population for this measure.

ACTIVITIES: E. TRANSFER

Based on the evidence presented above, in conjunction with that presented in this Section, there are no proposed activities that directly correlate to increasing transfer completion among credit students. However, it is felt that many of the other activities outlined in the 2015-2016 Student Equity Plan will contribute to increasing the proportion of students that attain degrees and certificates.

Other College- or District-wide Initiatives Affecting Several Indicators

Napa Valley College will be implementing seven major initiatives in 2016-2017 that will impact multiple factors included in the analysis of the 2015 Student Equity plan:

1. Provide professional development for faculty, staff, and administrators in the unique educational needs of men of color.
2. Augment existing research capability to allow for an increased focus on issues of student equity and inclusivity.
3. Institutionalize student equity initiatives and promote an equity mindset.
4. Identify our Lesbian, Gay, Bisexual, Transgender, Intersexual, Queer and Questioning (LGBTIQQ) student population and research their specific equity issues and needs that can be added to analyses of equity at Napa Valley College.
5. Establish project grants for faculty, staff and administration of obtain funds to pursue and promote initiatives related to student equity and inclusivity at Napa Valley College.
6. Encourage cultural awareness among Napa Valley College students.
7. Improve student success outcomes through early intervention strategies.

Goals and activities related to these campus-wide initiatives are outlined in the following section.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1 Provide Professional Development to Faculty, Staff and Administration that supports student success among targeted populations

- **Indicators/Goals to be affected by the activity** (Mark an X in all that apply.):

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)** (Mark an X in all that apply.):

<input type="checkbox"/>	Outreach	<input type="checkbox"/>	Student Equity Coordination/Planning	<input type="checkbox"/>	Instructional Support Activities
<input type="checkbox"/>	Student Services or other Categorical Program	<input type="checkbox"/>	Curriculum/Course Development or Adaptation	<input type="checkbox"/>	Direct Student Support
<input type="checkbox"/>	Research and Evaluation	X	Professional Development	<input type="checkbox"/>	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.1	Black or African American Students	8,559, 2014-2015 student headcount
	Male Students	
	Filipino	
	Hispanic	
	Native Hawaiian or Pacific Islander	
	LGBT	
	American Indian/Alaska Native	
	Asian	
	White	

- **Activity Implementation Plan:** *Describe the activity, include additional data to be collected and projected start and end dates for this activity.*

Minority Male collaboration (M2C3)

The Minority Male Community College Collaborative (M2C3) is a project of San Diego State University's Interwork Institute that was established with a grant from the San Diego State University Presidential Leadership Fund. The goal of the project is to partner with community colleges across the United States to enhance access, achievement, and success among minority male community college students. M2C3's research and practice agenda prioritizes men who have been traditionally underrepresented and underserved in postsecondary education.

M2C3 will provide targeted professional development activities throughout the year, provide assessment and evaluation to facilitate capacity-building within community colleges, and analysis of student needs including a campus climate survey, focus groups for students and faculty.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	August 2015 to June 2016	\$50,000	

- **Link to Goal** (how will activity help achieve goal(s) described above)

Males, Black or African Americans, and Hispanics are identified as target populations in multiple sections of the 2015-2016 Student Equity Plan. The professional development opportunities provided through M2C3 as well as their assistance in providing guided activities will support Napa Valley College’s dedication to improving its outcomes related to these groups.

- **Evaluation**
 - Faculty, Staff, and Administration will participate in the activities provided through M2C3 providing an in-depth analysis of its campus climate as it relates to the success of targeted groups.
 - Evaluation of professional development activities will include pre- and post-activity assessment to capture professional growth attained through activities.
 - Focus groups will lead to increased planning and implementation of initiatives to address gaps in student success among targeted groups.

F.2 Augment existing research capability to allow for an increased focus on issues of student equity and inclusivity.

- **Indicators/Goals to be affected by the activity** (Mark an X in all that apply.):

<input checked="" type="checkbox"/>	Access	<input checked="" type="checkbox"/>	Degrees and Certificate Completion
<input checked="" type="checkbox"/>	Course Completion	<input checked="" type="checkbox"/>	Transfer
<input checked="" type="checkbox"/>	ESL and Basic Skills Course Completion		

- **Activity Type(s)** (Mark an X in all that apply.):

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
<input checked="" type="checkbox"/>	Research and Evaluation	Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.2	Black or African American Students	8,559, 2014-2015 student headcount
	Male Students	
	Filipino	
	Hispanic	
	Native Hawaiian or Pacific Islander	
	LGBT	
	American Indian/Alaska Native	
	Asian	
	White	

• **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

Increase the research capacity of Napa Valley College to allow for enhanced examination of Student Equity programs and outcomes. This will be accomplished by hiring an additional Research Analyst to focus on issues of student equity and success, as well as the evaluation of the 2015-2016 Student Equity Plan.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	November 2015 to June 2016	\$40,500	\$60,000

• **Link to Goal** (how will activity help achieve goal(s) described above):

Each of the activities outlined in this plan require an evaluation that is beyond what is currently provided through the Office of Research, Planning, and Institutional Effectiveness (RPIE). In addition, two groups are specifically identified as requiring additional analysis specific to their population and its needs (Current and Former Foster Youth and LGBTIQQ). By increasing the capacity of RPIE more valuable information and timely reports regarding student equity and success may be generated.

• **Evaluation**

- a) Creation of a regular reporting system to Inclusivity and the campus community on the students outcomes as they relate to Student Equity.
- b) Regular updates of the data used by this Student Equity Plan

F.3 Institutionalize student equity initiatives and promote an equity mindset.

• **Indicators/Goals to be affected by the activity** (Mark an X in all that apply.):

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)** (Mark an X in all that apply.):

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- **Target Student Group(s)** & # of Each Affected*:

ID	Target Group	# of Students Affected
F.3	Black or African American Students	8,559, 2014-2015 student headcount
	Male Students	
	Filipino	
	Hispanic	
	Native Hawaiian or Pacific Islander	
	LGBTIQQ	
	American Indian/Alaska Native	
	Asian	
White		

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

Increase coordination of the planning, implementation, and evaluation of activities in this and other plans at Napa Valley College that relate to student equity such as SSSP and BSI. This will be accomplished through the establishment of an Office of Student Equity and Inclusivity that will oversee the implementation of initiatives in this plan, the expenditure of Student Equity Funding, align Student Equity Activities with the SSSP plan, and foster the establishment of new initiatives that promote equity and inclusivity at Napa Valley College. The following are required to establish the Office of Student Equity and Inclusivity:

- Hire a Director of Student Equity and Inclusivity to oversee the implementation of the Student Equity Plan and the Equity and Inclusivity Committee.
- Secretarial Support for the Office of Student Equity and inclusivity.
- Available funds to support activities that promote equity an inclusivity at Napa Valley College, including, but not limited to professional development activities, speaker series', summer teaching institutes focused on equity issues, and travel.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	November 2015 – June 2016	\$140,000	

- **Link to Goal** (how will activity help achieve goal(s) described above)

The Office of Student Equity, will assist in the implementation of each of the activities identified in this and future Student Equity Plans. The office will also assist in the development of future initiatives and activities that promote equity and inclusivity at Napa Valley College as well as provide regular reports on the progress and achievement of those activities.

The office will also provide opportunities for professional development and education of faculty, staff, and administration in areas of student equity and inclusivity.

- **Evaluation**

Implementation of the activities outlined in the Student Equity Plan.

F.4 Research and develop a population of LGBTIQQ students that can be added to analyses of equity at Napa Valley College.

- **Indicators/Goals to be affected by the activity** (Mark an X in all that apply.):

<input checked="" type="checkbox"/>	Access	<input checked="" type="checkbox"/>	Degrees and Certificate Completion
<input checked="" type="checkbox"/>	Course Completion	<input checked="" type="checkbox"/>	Transfer
<input checked="" type="checkbox"/>	ESL and Basic Skills Course Completion		

- **Activity Type(s)** (Mark an X in all that apply.):

<input checked="" type="checkbox"/>	Outreach	<input checked="" type="checkbox"/>	Student Equity Coordination/Planning	<input type="checkbox"/>	Instructional Support Activities
<input type="checkbox"/>	Student Services or other Categorical Program	<input type="checkbox"/>	Curriculum/Course Development or Adaptation	<input type="checkbox"/>	Direct Student Support
<input checked="" type="checkbox"/>	Research and Evaluation	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.4	LGBTIQQ credit student population	The size of the LGBTIQQ credit student population is currently unknown

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

Napa Valley College is hopeful that by Fall 2016, the California Community College Chancellors' Office (CCCCO) will provide data collected through the Open CCCApply implemented in Fall 2014 to allow for the disaggregation of LGBTQ students as an equity group in the 2016-2017 update to the Student Equity Plan.

If such data is not obtained through the CCCCCO at such time, NVC will conduct a campus-wide survey to develop a population of credit LGBTQ student from which and evaluation of outcomes for equity planning purposes may be obtained.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Fall 2016	\$15,000	

- **Link to Goal** (how will activity help achieve goal(s) described above)

Until data can be obtained accurately defining the LGBTQ student population at Napa Valley College, it is difficult to address the needs of this population. Through the collection of data, NVC will identify this group for future equity planning efforts.

- **Evaluation**
Identify the LGBTQ population at Napa Valley College.

F.5 Encourage Napa Valley College faculty, staff and administration to pursue and activities that promote equity and inclusivity and Napa Valley College.

- **Indicators/Goals to be affected by the activity** (Mark an X in all that apply.):

<input checked="" type="checkbox"/>	Access	<input checked="" type="checkbox"/>	Degrees and Certificate Completion
<input checked="" type="checkbox"/>	Course Completion	<input checked="" type="checkbox"/>	Transfer
<input checked="" type="checkbox"/>	ESL and Basic Skills Course Completion		

- **Activity Type(s)** (Mark an X in all that apply.):

<input type="checkbox"/>	Outreach	<input type="checkbox"/>	Student Equity Coordination/Planning	<input type="checkbox"/>	Instructional Support Activities
<input type="checkbox"/>	Student Services or other Categorical Program	<input type="checkbox"/>	Curriculum/Course Development or Adaptation	<input type="checkbox"/>	Direct Student Support
<input type="checkbox"/>	Research and Evaluation	<input checked="" type="checkbox"/>	Professional Development	<input type="checkbox"/>	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.5	Black or African American Students	8,559, 2014-2015 student headcount
	Male Students	
	Filipino	
	Hispanic	
	Native Hawaiian or Pacific Islander	
	LGBTIQQ	
	American Indian/Alaska Native	
	Asian	
White		

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

Napa Valley College will establish a process by which professional development funds may be requested to support the development of activities that promote student equity and success at Napa Valley College in the form of project grants.

Proposals will be evaluated and approved by the Inclusivity Committee, and must contain information on the type of activity, the number of students affected and the implementation of those activities similar to the format presented in the 2015-2016 Student Equity Plan.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.5	Spring 2016	\$ 40,000	

- **Link to Goal** (how will activity help achieve goal(s) described above)

To encourage, faculty, staff and administrators at NVC to pursue and develop activities a portion of student equity funds will be set aside to support the development of new activities.

- **Evaluation**
 - Establishment of application and selection criteria for requesting project grants from student equity funds.
 - Each project grant will be required to submit an evaluation plan that will be included in iterations of the Student Equity Plan at NVC.

F.6 Encourage cultural awareness among Napa Valley College students.

- **Indicators/Goals to be affected by the activity** (Mark an X in all that apply.):

<input checked="" type="checkbox"/>	Access	<input checked="" type="checkbox"/>	Degrees and Certificate Completion
<input checked="" type="checkbox"/>	Course Completion	<input checked="" type="checkbox"/>	Transfer
<input checked="" type="checkbox"/>	ESL and Basic Skills Course Completion		

- **Activity Type(s)** (Mark an X in all that apply.):

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
<input checked="" type="checkbox"/>	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
F.6	Black or African American Students	8,559, 2014-2015 student headcount
	Male Students	
	Filipino	
	Hispanic	
	Native Hawaiian or Pacific Islander	
	LGBTIQQ Students	
	American Indian/Alaska Native	
	Asian	
White		

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

Student Equity funds will support activities of the Cultural Center that highlight diversity and inclusivity among its students. The cultural center will:

- Provide a Safe Space to students to learn and develop cultural awareness.
- Provide services to students such as computers, and printing.
- Promote issues of equity and inclusivity across campus.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.6	Fall 2016	\$ 12,000	

- **Link to Goal** (how will activity help achieve goal(s) described above)

Napa Valley College’s cultural center will serve as a nexus of inclusivity for Napa Valley College, allowing students to share and experience the diversity among other students.

- **Evaluation**
 - Monitor and report faculty, staff, and student usage of the Cultural Center, including the types of services most commonly utilized.
 - Create and evaluate the cultural center as part of NVC’s SSO evaluation process, with results to be reported in annually in the Student Equity Plan.

F.7 Improve student success outcomes through early intervention strategies.

- **Indicators/Goals to be affected by the activity** (Mark an X in all that apply.):

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)** (Mark an X in all that apply.):

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s)** & # of Each Affected*:

ID	Target Group	# of Students Affected
F.7	Black or African American Students	8,559, 2014-2015 student headcount
	Male Students	
	Filipino	
	Hispanic	
	Native Hawaiian or Pacific Islander	
	LGBTIQQ Students	
	American Indian/Alaska Native	
	Asian	
	White	

- **Activity Implementation Plan:** Describe the activity, include additional data to be collected and projected start and end dates for this activity.

Napa Valley College will initiate an early alert module for all credit students to facilitate ‘just-in-time’ interventions for credit students. The Early Alert Module will:

- Provide a method to allow faculty and counselors to identify needs of struggling students and insure that they are provided with the assistance they need.
- Be monitored by student support staff.
- Provide information to NVC to identify high-demand services, and areas of improvement in their implementation and accessibility to students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.7	Fall 2016 - Pilot	\$ 36,000	

- **Link to Goal** (how will activity help achieve goal(s) described above)

Early alert software will provide the means of communication between faculty, counselors, and support staff to ensure early interventions are targeted and meaningful. Increased efficiency and timeliness of interventions for students will improve all student success outcomes outlined in this plan.

- **Evaluation**

- Monitor and report faculty, counselor, and staff usage of the early alert module.
- Report outcomes of students that are identified through the early alert module.

District: Napa Valley Community College College: Napa Valley College

- Report on the delivery and type of support to those students identified through the early alter module.
- Survey faculty, counselors, and support staff on the effectiveness of the module.

Summary Budget

**2015-16 Student Equity Plan Summary Budget
for fiscal year July 1, 2015 - June 30, 2016**

District:

Napa Valley CCD

College:

Napa College

Multi-college districts that use any portion of the Student Equity allocation to conduct equity-related activities at the district level must incorporate a description of those activities into at least one of their colleges' plan narrative, and also include related expenditures in that college's Summary Budget spreadsheet.
Attach the completed Summary Budget to the Student Equity Plan narrative. Email a copy of the entire plan (narrative and budget spreadsheet) and send two printed copies of the entire plan (one with original signatures) by mail, postmarked no later than Monday, November 23, 2015.

Email to:
studentequity@cccco.edu

Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4400
Sacramento, CA 95811-6539

For technical questions related to adding lines to the spreadsheet or other format or entry questions, contact:
Barbara Kwoka at bkwoka@cccco.edu

For questions related to allowable expenditures, contact:
Debra Sheldon - dsheldon@cccco.edu

This workbook contains 3 protected spreadsheets in the following order:

- 1 Do First
- 2 Part I: Student Equity Funding
- 3 Part II: Planned Student Equity Expenditures

Basic instructions:

You may enter data in spreadsheets 2-3. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II, you can unlock the spreadsheet by entering the **password budget1516**, and add additional rows. **However, care must be taken to insert rows in a way to ensure that the formulas in the totals and subtotals are correct and intact.** Please contact Barbara Kwoka at bkwoka@cccco.edu with any questions about the spreadsheet format.

- | |
|--|
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 Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
- | |
|--|
| |
|--|

 Blue colored cells indicate a pre-populated cell and cannot be modified.
- | |
|--|
| |
|--|

 Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided. You do not need to include this instruction page with the plan.

2015-16 Student Equity Plan Summary Budget
Napa Valley CCD
Napa College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 512,560

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures \$ 512,560

Balance 2015-16 College Student Equity Allocation \$ -

**2014-15 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a mult-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
 - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

2015-16 Student Equity Plan Summary Budget
Napa Valley CCD
Napa College

Part II: Planned Student Equity (SE) Expenditures

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Benefits - 2301		\$ -	\$ -	\$ 23,286	\$ -	\$ -	\$ -	\$ -	\$ -	23,286
	Benefits - 4011		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 330	\$ 330	660
	Benefits - 4071		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 333	333
	Benefits - 4091		\$ 881	\$ 882	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,763
	Benefits - 5011		\$ -	\$ -	\$ 6,471	\$ 12,943	\$ -	\$ -	\$ 6,472	\$ -	25,886
	Benefits - 5101		\$ 4,578	\$ 4,578	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	9,156
	Benefits - 5103		\$ 882	\$ 881	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,763
	Benefits - 5301		\$ 831	\$ 831	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,662
	Benefits - 6211		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 628	628
	Benefits - 6241		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 925	925
	Benefits - 6601		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 261	261
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 7,172	\$ 7,172	\$ 29,757	\$ 12,943	\$ -	\$ -	\$ 6,802	\$ 2,477	\$ 66,323
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Other Supplies - 4071		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	500
	Other Supplies - 5011		\$ -	\$ -	\$ 1,500	\$ 3,000	\$ -	\$ -	\$ 1,500	\$ -	6,000
	Other Supplies - 5011		\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ 11,500	\$ 3,000	\$ -	\$ -	\$ -	\$ 500	\$ 16,500
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Personal Services - 2041		\$ 1,350	\$ 900	\$ -	\$ -	\$ -	\$ 2,250	\$ -	\$ -	4,500
	Travel/Conference - 4071, 4091, 5101		\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ 3,736	\$ 500	\$ 6,000	12,236
	Professional Dev/Projects - 5011, 6901		\$ 14,700	\$ 9,800	\$ 6,250	\$ -	\$ -	\$ 53,250	\$ -	\$ -	84,000
	Other Miscellaneous - 2401, 4081, 4091		\$ 3,000	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ 10,000	\$ 1,750	\$ 1,250	20,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 19,050	\$ 12,700	\$ 6,250	\$ 4,000	\$ -	\$ 69,236	\$ 7,250	\$ 7,250	\$ 120,736

2015-16 Student Equity Plan Summary Budget
Napa Valley CCD
Napa College

Part II: Planned Student Equity (SE) Expenditures

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Equipment - 4091		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500	\$ 3,750	\$ 3,750	\$ 15,000
	Equipment - 5101		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,000	\$ -	\$ 35,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500	\$ 38,750	\$ 3,750	\$ 50,000
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total			\$ 77,017	\$ 70,667	\$ 119,351	\$ 51,193	\$ -	\$ 76,736	\$ 65,846	\$ 48,000	\$ 512,560

2015-16 Student Equity Plan Summary Budget
Napa Valley CCD
Napa College

Part II: Planned Student Equity (SE) Expenditures

Student Equity Plan 2015-16 Budget
Part II: Planned SE Expenditures
Other Instructions

A complete list of eligible and ineligible uses of student equity funds is available on the CCCC website at <http://extranet.cccc.edu/Divisions/StudentServices/StudentEquity.aspx>. Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Eligible expenditures:

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures:

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

Summary Evaluation Plan

Napa Valley College will continue to monitor student equity data and will ensure that both the SSSP and Student Equity Plans are coordinated hand-in hand. The Student Equity Plan will identify the disproportionate impacts that may exist among the several student cohorts. In addition with data-mining/data drill-down, we will identify the students who are considered “at risk” and in need of having educational plans and other services to ensure successful course or degree and certificate completion or transfer.

The Equity and Inclusivity Committee and SSSP Committee will use annual data from both reports to identify any new or ongoing concerns over multiple years. This data will be evaluated annually and will help us address the needs of these cohort groups by including this data into institutional reports to expand institutional-level data driven decisions.

These annual reports will be circulated among the Equity and Inclusivity Committee, the Institutional Planning Committee, the SSSP Committee, the Academic Senate, the Counseling Division, the Associated Students of Napa Valley College and the Board of Trustees detailing the progress and achievement of all equity groups at Napa Valley College.

Progress on every goal will be updated yearly and updates will be distributed throughout the institution.