



Napa Valley College 2022-25 Student Equity Plan (SEP) Summary

October 26, 2022

Submitted by Dr. Patricia van Leeuwaarde Moonsammy, Senior Director, Diversity, Equity, and Inclusion

SEP Planning Committee

The committee developing the 2022-25 Student Equity Plan includes representatives from all constituent groups of the college, with expertise and experience in a range of areas critical to the development of a plan designed to address the needs of disproportionately impacted students: Faculty Senate leadership; Classified Senate leadership; the planned Center for Equity and Excellence in Teaching and Learning; Umoja Learning Community; MESA/STEM programs; SSS/Trio program; adult education; course scheduling and catalog; diversity, equity, and inclusion; research and planning; student services; and academic affairs. Several committee members are scholars in disciplines that critically interrogate issues of race and ethnicity, structural inequality, equity in higher education. Others have important ties to communities that are disproportionately impacted at NVC, such as the African American community and the Native American community in Napa and Solano counties. Lastly, many committee members are also actively involved in the development and implementation of Guided Pathways and the Strategic Enrollment Management Plan. This committee, therefore, is structured to facilitate the cross-fertilization and integration of several critical areas of planning for the college and moves away from a siloed approach to equity planning.

The Committee members are

- Faculty: Jennifer Aguayo, Dr. Tia Madison, Dr. Eileene Tejada, Sonya Wright
- Administrative/Confidential Staff: Luis Alcázar, Shawntel Ridgle, Dr. Patricia van Leeuwaarde Moonsammy, Dr. Robyn Wornall
- Classified Staff: Danielle Alexander, Katherine Rhyno
- Student Representative: Victor Cruz
- Executive Leadership: Dr. Alejandro Guerrero, Robert Harris

Alignment with Institutional Strategic Plan

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

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

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

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

The NVC 2022-25 Student Equity Plan is being developed with institutional transformation as its goal and is informed by conversations also taking place in the development of the strategic enrollment management plan and plans for the implementation of Guided Pathways. The SEP is addressing a wide range of structurally embedded frameworks and practices that need to be removed, altered, or reinforced to create an institution better equipped to support equitable outcomes for our students.

Our SEP focuses on two disproportionately impacted student populations: Black or African American and American Indian/Alaska Native and recognizes the need for race conscious structures to support them in achieving more equitable educational outcomes. We recognize that by investing greater resources where there is the greatest need, we create structures that better serve all our students.

As the previous and following sections detail, the SEP is also developed to incorporate community input, to be responsive to the need for change in direction as an outcome of inquiry, and to critically examine resource allocation practices at Napa Valley College.

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

The SEP Planning Committee is engaging in the development of the current student equity plan with great intentionality and reflection. An important preliminary step in the development of the current SEP is a reflection on the 2019-2022 Student Equity Plan.

Fundamental to the development of the 2022-25 Student Equity Plan is a collegewide understanding of what we mean by “equity.” Previous student equity plans assumed a shared understanding of this term. The committee recognizes that there is confusion about what the term, equity, signifies. One of the initiatives identified in the 2018-2023 Napa Valley College Institutional Strategic Plan is the development of local definitions of “equity” and “equity-mindedness.” As of the 2019-22 Student Equity Plan, this had not yet been accomplished. The 2022-25 SEP includes the need for a campuswide, community-driven definition of “equity” and equity-terms at Napa Valley College. This will frame the scope and depth of equity-based work at the college.

The last SEP reified the siloed nature of student educational delivery. The majority of activities identified in the plan were student services oriented. For the 2022-25 SEP, the committee is foregrounding the creation of structures and frameworks that support a more holistic educational experience that recognizes the full humanity of the student, incorporating instructional and student support resources.

The current SEP provides the opportunity to envision and plan for the restructuring of divisions & departments from disciplinary and departmental silos to transdisciplinary pods. The 2022-25 SEP incorporates elements being developed by the Guided Pathways workgroup and a more transdisciplinary organization.

There was not a structured process to assess progress made with the 2019-22 SEP. Some activities were not reported upon in the annual reports to the Chancellor’s Office. The committee recognizes the need to build inquiry into the next SEP, and allow for a shift in direction as indicated by the periodic inquiry into the efficacy of structures and practices.

The Napa Valley College team that assessed the activities included in the production of SEP Annual Reports consisted primarily of Student Affairs staff. Assessments of progress made for the 2022-25 SEP will be conducted by a team that is comprised of members from across the institution and representing all constituent groups.

The committee identified a need for a shift in language that decenters the tasks that are done by administrators/faculty/staff toward language that centers what students receive from the institution.

In addition to the evaluation of DI data provided by the CCCCO, the 2022-25 SEP is informed by data and recommendations from external research groups such as the Center for Urban Education and the Community College Equity Assessment Lab, and data gathered internally from Learning Community faculty coordinators, and the wider campus community through Flex Day and community forums on equity and the student equity plan, as well as the circulation of a form to solicit NVC community input.

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

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

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

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

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

The increased attention to equity at the college necessitates a robust Office of Diversity, Equity, and Inclusion to lead and support these initiatives. The student equity plan identifies the need for resources to be allocated to support the Senior Director for Diversity, Equity, and Inclusion and the DEI Office. The DEI Office needs to be visible, welcoming, accessible to students and employees, appropriately designed to facilitate small group meetings and the confidential nature of many conversations that take place in that space, and the office needs to be adequately staffed and resourced to enable this critical work. The Office of Diversity, Equity, and Inclusion must reflect the institution's prioritization of equity.

Napa Valley College is designated as a Hispanic Serving Institution (HSI) and also meets the criteria for designation as an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). The previous SEP did not account for the impact of symbolism reflecting these existing or potential designations on the feelings of belonging and inclusion among our students. The committee recognizes the impact of the built and natural environment, as well as the iconography, language, and cultural practices within and around the college, on potential and current students and their perceptions of being welcomed, valued, and respected at the college. The committee, therefore, incorporates this into the current student equity plan.

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

Metrics and Assessment Measures

Attached is the data from the Chancellor's Office that reflects primary subgroups with (primary) disproportionate impact observed in the baseline year for the various metrics.

Following is a snapshot of the 2022-25 Student Equity Plan (draft in development) that provides insight into the scope of assessment measures being written into the plan and the status of the development of the plan.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

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

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

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

1-year outcome: Develop policies and procedures to ensure that prospective students receive information about instructional and support programs that incorporate learning materials and programming specifically oriented to Black or African American histories, experiences, cultures, perspectives.

2-year outcome: Develop a procedure to identify Black or African American students who indicated interest in enrolling at Napa Valley College.

2-year outcome: Identify and create list of responsible departments and individuals who will contact African American students who indicated interest in enrolling at Napa Valley College to ensure that each prospective student is aware of instructional and counseling supports for Black or African American students.

1-year outcome: Establish African American affinity group for faculty and staff, and dedicate resources to support their activities.

2-year outcome: Establish affinity group for African American students and create one event per semester where they connect with affinity group for faculty and staff.

2-year outcome: In collaboration with Guided Pathways planning team, and building on the planned Pathway Party for Fall 2022 focused on Visual and Performing Arts and Design pathway, develop a "pathway party" for potential students and current students in Spring 2023, with content that is representative of the Black or African American student experience.

2-year outcome: Allocate resources to the development of images and other semiotics around campus that reflect the Black or African American experience.

1-year outcome: Establish points of contact between the college and the Association of African American Vintners.

2-year outcome: Plan a mixer for prospective and enrolled Black or African American students and the Association of African American Vintners. Evaluate whether this is a successful recruitment event and, if so, make this an annual event. Allocate financial resources to support this.

1-year outcome: Dedicate space on campus for the development of a Student Center that will house the instruction-based Learning Communities, provide welcoming spaces to students that have been historically marginalized or underrepresented at Napa Valley College, and be a center for student networking, organizing and support. Ensure that the building and its

surroundings include symbols, images, monuments that reflect the Black or African American experience.

2-year outcome: Create budget and allocate resources for the building or redesign of existing facility to be used for the Student Center.

3-year outcome: Student Center is functional and actively engaged in cultural programming in collaboration with Cultural Center and educational pathways coordinators.

2-year outcome: Increase by 2 the number of high schools that participate in the HBCU Caravan (baseline for 2022 is 3 high schools participating)

American Indian or Alaska Native

3-year outcome: confer with Dr. Tejada and Mandisa Wood on the feasibility of adding two Native American Studies courses to the courses offered in Ethnic Studies

2-year outcome: Establish Native American Advisory Council at Napa Valley College

2-year outcome: Native American Advisory Council will provide guidance on outreach to Native American students.

Completed Transfer-Level Math & English

Black or African American

3-year outcome: Decrease gap by 25% from baseline

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

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

2-year outcome: Ensure that early alert system is fully functional and robust.

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

American Indian or Alaska Native

There aren't any target outcomes for this population group.

Persistence: First Primary Term to Secondary Term

Black or African American

3-year outcome: Eliminate the gap in persistence for Black and African American students as compared with the overall student population (2020-21 Baseline--4% gap).

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

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

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

1-year outcome: Increase by 15% the proportion of students in an instruction-based learning community support program (need baseline).

2-year outcome: Evaluate the need to increase the number of seats available in existing instruction-based learning community programs to accommodate student interest.

1-year outcome: Academic Affairs coordinate with current Student Affairs program as instruction builds equity-minded transdisciplinary learning communities.

2-year outcome: increase by 15% the proportion of students enrolling in special programs

2-year outcome: Develop and add an additional Black/African American culturally informed instruction-based learning community if existing instruction-based learning communities are at capacity and unable to accommodate student demand. Ensure that the learning community has staff and financial resources necessary to effectively operate.

Transfer

American Indian or Alaska Native

There aren't any target outcomes for this population group.

Completion

Black or African American

There aren't any target outcomes for this population group.

There is still much work to be done to complete the SEP. This work is being undertaken at a very challenging time in the history of the college (in the aftermath of prolonged instability in college leadership, during a period of constrained financial and staff resources, in the aftermath of the cyber-attack on the college, during a period of ongoing unreliable IT services). The development of this SEP began in earnest in September 2022. The committee is committed to a thoughtful process in the development of the plan, consultation with various departments and support groups that have responsibility for the delivery of instruction for key subject areas or key support services, the incorporation of community driven recommendations, and participation in other planning committees so that the development of this plan informs other institutional plans.

Please note that there will continue to be an expansion and refinement of the draft SEP until the plan is finalized and approved.