2022-25 Student Equity Plan

Napa Valley College is committed to reducing the equity gaps that exist for our disproportionately impacted and historically marginalized students. We strive to create an educational institution that embodies the values of diversity, equity, inclusion, access, and social justice. We make visible those values through the institutional structures and programs that support our students, and through the allocation of resources to meet the needs of the students who are most in need of support, understanding that that investment ultimately enhances the educational experience of all our students. The 2022-25 Student Equity Plan is a living document that details our institution's self-reflection on past activities and our plan to create, maintain, or expand the structures and best practices that advance opportunities for educational success and the reduction or elimination of barriers to achieving that success.

SEP Planning Committee

The 2022-25 Student Equity Plan was developed by a committee that included representatives from all constituent groups of the college, with expertise and experience in a range of areas critical to the development of a plan designed to address the needs of disproportionately impacted students: Faculty Senate leadership; Classified Senate leadership; the planned Center for Equity and Excellence in Teaching and Learning; the Umoja Learning Community; MESA/STEM programs; the 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, was structured to facilitate the cross-fertilization and integration of several critical areas of planning for the college and reflected a shift from a siloed approach to equity planning.

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

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

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

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

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

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

As the previous and following sections detail, the SEP was 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 the 2019-22 Student Equity Plan and how that informed the development of the 2022-25 Student Equity Plan

The Student Equity Plan (SEP) planning committee developed the 2022-25 SEP with great intentionality and reflection. An important preliminary step in the development of the current SEP was a reflection on the 2019-22 SEP.

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." 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 2019-22 SEP reified the siloed nature of student educational delivery. Activities identified in the plan were primarily student services oriented. The 2022-25 SEP creates structures and frameworks that support a more holistic educational experience that recognizes the full humanity of the student, incorporating instructional and student support resources. It also 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.

The 2019-22 SEP lacked a structured process to assess progress. Some activities were not reported upon in the annual reports to the California Community College Chancellor's Office (CCCCO). We recognize 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 prior 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 2022-25 SEP was informed by the evaluation of Disproportionate Impact (DI) data provided by the CCCCO, and data and recommendations from external research groups such as the Center for Urban Education (CUE) and the Community College Equity Assessment Lab (CCEAL). Data gathered internally from Learning Community faculty coordinators, from the wider campus

community through Flex Day and community forums on equity and the 2022-25 SEP framework, also informed the development of the current SEP.

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 we embedded opportunities to address this through professional learning, training, and campuswide dialogues to support this accountability.

We recognized the 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.

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 Student Equity Plan therefore includes a suggested framework for the college to expand education for hiring committees to include two areas of training/professional learning: (1) retain the existing hiring committee training developed and administered by the Office of Human Resources, Training and Development that focuses on federal anti-discrimination laws, and (2) create new professional learning opportunities on intercultural proficiency that are developed and administered by the Office of Diversity, Equity, and Inclusion and the Academic Senate Center for Equity and Excellence in Teaching and Learning (AS-CEETL).

Napa Valley College needs to revisit how funding to support equity is determined. The current planning and resource allocation processes do not center equity. The SEP includes 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 creates 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 (DEI) to lead and support these initiatives. The SEP 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. We recognize 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. These elements are incorporated into the current SEP.

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 2022-25 Student Equity Plan recommends the development of 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.

Baseline Data for Student Equity Plan

Metric (Baseline Year)	Student Subpopulation	Baseline	Source(s)
Successful enrollment in the first year (2021) Flagged for DI	African American/Black	10.8% gap (35.8% among African American/Black vs. 46.6% among all other students; 46.1% among all students)	Data set from CCCCO Cohort View for SSM also reports 36% among African American/Black students
Successful enrollment in the first year (2021) Flagged for DI	American Indian/Alaska Native	28.1% gap (18.2% among American Indian/Alaska Native vs. 46.3% among all other students; 46.1% among all students)	Data set from CCCCO [Data suppressed in Cohort View for SSM]
Persistence (2020) [Not flagged for DI]	African American/Black	[81.5%; Higher than all students (67.7%) and higher than non-African American students (67.2%)]	81% reported in Cohort View [61% reported in SSM]
Persistence (2020) [Not flagged for DI]	American Indian/Alaska Native	1.1% gap (66.7% among American Indian/Alaska Native vs. 67.7% among all other students and among all students)	[69% reported in SSM] [Data suppressed in Cohort View]
Number (Proportion?) of students that complete a counseling appointment within their first semester (2021-2022)	African American/Black	28 of 50 first time African American/Black students (56%) received counseling/advisement services in fall 2021 or spring 2022	MIS Data SS Student Success File: Credit Counseling/Advisement Services ST Student Term File: Enrollment Status, IPEDS Race (fall-spring)
Number (Proportion?) of students that complete a counseling appointment within their first semester (2021-2022)	American Indian/Alaska Native	0 of 1 first time American Indian/Alaska Native students (0%) received counseling/advisement services in fall 2021 or spring 2022	MIS Data SS Student Success File: Credit Counseling/Advisement Services ST Student Term File: Enrollment Status, IPEDS Race (fall-spring)

Proportion of students in an instruction-based learning community support program (2021-2022)	African American/Black	To Be Calculated During SEP 2022-25 Term	
Proportion of students in an instruction-based learning community support program (2021-2022)	American Indian/Alaska Native	To Be Calculated During SEP 2022-25 Term	
Proportion of students enrolling in special programs (2021-2022)	African American/Black	To Be Calculated During SEP 2022-25 Term	
Proportion of students enrolling in special programs (2021-2022)	American Indian/Alaska Native	To Be Calculated During SEP 2022-25 Term	
Completed Transfer-Level Math and English (2021) Flagged for DI	African American/Black	14.7% gap (7.7% among African American/Black vs. 22.4% among all other students; 21.9% among all students)	Data set from CCCCO [Data suppressed in SSM and in Cohort View]
Completed Transfer-Level Math and English (2021) Flagged for DI	American Indian/Alaska Native	21.9% gap (0% among American Indian/Alaska Native vs. 21.9% among all other students and among all students)	Data set from CCCCO [Data suppressed in SSM and in Cohort View]
Completed Transfer-Level English (2021)	African American/Black	21% (18% among all students)	SSM [Data suppressed in Cohort View]
Completion: Vision for Success Definition (2018) [Not flagged for DI]	African American/Black	[12.1%; higher than all students (9.5%) and higher than all non-African American students (9.4%)]	Data set from CCCCO [11% reported in SSM] [Data suppressed in Cohort View]
Completion: Vision for Success Definition (2018) Flagged for DI	American Indian/Alaska Native	9.5% gap (0% among American Indian/Alaska Native vs. 9.5% among all other students and among all students)	Data set from CCCCO [Data suppressed in SSM and Cohort View]
Transfer (2017) [Not flagged for DI]	African American/Black	6.2% gap (21.6% among African American/Black vs. 27.9% among all other students and 27.5% among all students)	Data set from CCCCO [20% reported in SSM] [Data suppressed in Cohort View]
Transfer (2017) Flagged for DI	American Indian/Alaska Native	27.6% gap 0% among American Indian/Alaska Native vs. 27.6% among all other students and 27.5% among all students)	Data set from CCCCO [Data suppressed in SSM and Cohort View]

2022-25 Student Equity Plan Target Outcomes

Successful Enrollment in the First Year - Black or African American
PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3):   **Reduce existing gap in successful enrollment by 50% from 2022 baseline year gap of 10.3%.**

YEAR 1 OUTCOMES:

1. Develop baseline measures for enrollment by tracking historical achievement of each of the five steps to enroll at Napa Valley College for all students.
2. Develop baseline measures for enrollment by tracking historical achievement of each of the five steps to enroll at Napa Valley College for Black or African American students.
3. Ensure that Napa Valley College's Strategic Enrollment Plan specifically includes strategies to increase enrollment among Black or African American students.
4. 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, and perspectives.
5. Establish African American affinity group for faculty and staff and dedicate resources to support their activities.
6. Establish points of contact between the college and the Association of African American Vintners.
7. 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, and monuments that reflect the Black or African American experience.

YEAR 2 OUTCOMES

1. Reduce equity gap in successful enrollment in the first year by 25% from baseline year gap of 10.3%
2. Develop a procedure to identify Black or African American students who indicated interest in enrolling at Napa Valley College.
3. 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.
4. Establish affinity group for African American students and create one event per semester where they connect with affinity group for faculty and staff.
5. 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.
6. Allocate resources to the development of iconography, symbols, and cultural markers around campus that reflect the Black or African American experience.
7. 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.
8. Create budget and allocate resources for the building or redesign of existing facility to be used for the Student Center.

YEAR 3 OUTCOMES

1. Mixer for prospective and enrolled Black or African American students and the Association of African American Vintners.
2. Student Center is functional and actively engaged in cultural programming in collaboration with Cultural Center and educational pathways coordinators.

Successful Enrollment in the First Year - American Indian or Alaska Native
PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3): **Reduce existing gap in student enrollment by 30% from 2022 baseline year gap of 28.1%.**

YEAR 1 OUTCOMES:

1. Develop baseline measures for enrollment by tracking historical achievement of each of the five steps to enroll at Napa Valley College for all students.
2. Develop baseline measures for enrollment by tracking historical achievement of each of the five steps to enroll at Napa Valley College for American Indian or Alaska Native students.
3. Ensure that Napa Valley College's Strategic Enrollment Plan specifically includes strategies to increase enrollment among American Indian/Alaska Native students.
4. Conduct poll to determine interest in establishing American Indian/Alaska Native affinity group for faculty and staff.

YEAR 2 OUTCOMES

1. Reduce equity gap in successful enrollment in the first year by 15% from baseline year gap of 28.1%.
2. Establish Native American Advisory Council at Napa Valley College.
3. Native American Advisory Council will provide guidance on outreach to Native American students.
4. Develop a procedure to identify American Indian/Alaska Native students who indicated interest in enrolling at Napa Valley College.
5. Identify and create list of responsible departments and individuals who will contact American Indian/Alaska Native students who indicated interest in enrolling at Napa Valley College to ensure that each prospective student is aware of instructional and counseling supports for American Indian/Alaska Native students.
6. Identify need for instruction-based learning community support program for American Indian/Native Alaska students.
7. Add one Native American Studies course to the courses offered in Ethnic Studies.
8. Establish American Indian/Alaska Native affinity group if poll indicates interest and dedicate resources to support their activities.
9. Conduct poll to determine interest in establishing affinity group for American Indian/Alaska Native students.
10. Allocate resources to the development of iconography, symbols, and cultural markers around campus that reflect the American Indian/Alaska Native experience.
11. Create budget and allocate resources for the building or redesign of existing facility to be used for the Student Center.

YEAR 3 OUTCOMES

1. If an instruction-based learning community is recommended by Native American Advisory Council and/or other appropriate committee, develop policies and procedures to ensure that prospective students receive information about instruction-based learning community or other support programs that incorporate learning materials and programming specifically oriented to American Indian/Alaska Native histories, experiences, cultures, and perspectives.
2. Add two Native American Studies courses to the courses offered in Ethnic Studies.
3. Establish American Indian/Alaska Native affinity group for American Indian/Alaska Native students and create one event per semester where they connect with affinity group for faculty and staff.
4. 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 2024, with content that is representative of the American Indian/Alaska Native student experience.
5. Student Center is functional and actively engaged in cultural programming in collaboration with Cultural Center and educational pathways coordinators.

Completed Transfer-Level Math and English – Black or African American Students
PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3): Reduce existing gap in completion of transfer level math and English within one year of first taking the course by 25% from 2022 baseline year gap of 14.7%.
YEAR 1 OUTCOMES:
1. Identify top three technology access and support needs for students to be successful.
2. Establish workgroup to identify strategies to improve ease of navigating Self-Service, especially clarifying the various modalities in which courses are offered.
3. Establish working group to identify needed improvements in math placement practices.
4. Develop process for identifying students in need of additional support and direct them to existing Math workshops.
5. Develop process for identifying students in need of additional support and direct them to existing English workshops.
6. Identify three intrusive counseling strategies to employ with Black or African American students to increase completion rates of transfer-level math and English courses.
YEAR 2 OUTCOMES
1. Reduce existing gap in completion of transfer level math and English within one year of first taking the course by 10% from 2022 baseline year gap of 14.7%.
2. Reduce existing gap in completion of transfer level English within one year of first taking the course by 10% from 2022 baseline year gap of 21%.
3. Secure resources and implement technology improvements identified.
4. Develop technology training workshops for students to learn how to locate technology resources and how to utilize them.
5. Ensure that early alert system is fully functional and robust.
6. Fund and implement improved math placement practices.
7. Ensure that pathways clearly indicate math courses required for STEM and non-STEM majors.
8. Expand testing services to include students who have not been identified as DSPS students.
9. Increase by 25% the number of math courses offered in the evening.
10. Add one evening math tutoring session per week. Currently no math tutoring is available after 6 p.m.
11. Assign students needing additional support to assigned personal tutor in Writing Success Center.
12. Identify three transfer-level English courses that have significant enrollment of Black or African American students and assign embedded tutors to those courses.
13. Employ intrusive counseling strategies to contact students in need of extra support and to direct them to workshops and other support resources to be successful in transfer level math and English.
YEAR 3 OUTCOMES
1. Reduce existing gap in completion of transfer level English within one year of first taking the course by 25% from 2022 baseline year gap of 21%.
2. Conduct research and develop plan for connecting Starfish early alert system to Canvas gradebook to assist in early detection of students needing additional support and connection with support resources.

Completed Transfer-Level Math and English - American Indian or Alaska Native

PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3):
Reduce existing gap in completion of transfer level math and English within one year of first taking the course by 15% from 2022 baseline year gap of 21.9% (0% among American Indian/Alaska Native vs. 21.9% among all other students and among all students).

YEAR 1 OUTCOMES:

1. Develop process for identifying students in need of additional support and direct them to existing Math workshops.
2. Develop process for identifying students in need of additional support and direct them to existing English workshops.
3. Identify top three technology access and support needs for students to be successful.
4. Ensure that early alert system is fully functional and robust.
5. Establish workgroup to identify strategies to improve ease of navigating Self-Service, especially clarifying the various modalities in which courses are offered.
6. Establish working group to identify needed improvements in math placement practices.
7. Identify three intrusive counseling strategies to employ with American Indian or Alaska Native students to increase completion rates of transfer-level math and English courses.

YEAR 2 OUTCOMES

1. Secure resources and implement technology improvements identified.
2. Conduct research and develop plan for connecting Starfish early alert system to Canvas gradebook to assist in early detection of students needing additional support and connection with support resources.
3. Develop technology training workshops for students to learn how to locate technology resources and how to utilize them.
4. Fund and implement improved math placement practices.
5. Ensure that pathways clearly indicate math courses required for STEM and non-STEM majors.
6. Expand testing services to include students who have not been identified as DSPS students.
7. Increase by 25% the number of math courses offered in the evening.
8. Add one evening math tutoring session per week. Currently no math tutoring is available after 6 p.m.
9. Employ intrusive counseling strategies to contact students in need of extra support and to direct them to workshops and other support resources to be successful in transfer level math and English.

YEAR 3 OUTCOMES

(No outcomes listed for year 3.)

Persistence: First Primary Term to Second Primary Term - Black or African American Students

PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3):
Ensure that persistence rates do not fall below the persistence rate of all students (2022 baseline for all students 67.7%; 2022 baseline for Black or African American students 81.5%).

YEAR 1 OUTCOMES:

1. Develop 2020-21 baseline measurement of African American students that complete a counseling appointment within their first semester.

2. Increase by 15% of the 2020-21 baseline the number of African American students that complete a counseling appointment within their first semester.

3. Engage in comprehensive equity audit of funding streams and planning/budget process to move toward a better braiding of funds to support equity initiatives.

4. Identify staff and resource needs of instruction-based learning communities.

5. Develop 2021-22 baseline measurements of students enrolled in instruction-based learning community support programs (Umoja, Puente, Kasaysayan) and other student support programs (SSS TRIO, EOPS, DSPS).

6. Establish LGBTQIA+ instruction-based learning community.

7. Increase by 15% of the 2021-22 baseline the proportion of students enrolling in other student support programs.

8. Plan the development of additional equity-minded transdisciplinary learning communities that align with learning pathways. Ensure coordination between Academic Affairs and Student Affairs.

9. Establish office to support undocumented students with adequate staff and financial resources.

10. Identify high-impact educational practices (HIPs) that NVC will invest in to ensure that Black and African American students are able to participate in these HIPs.

11. Determine institutional resources needed to support ongoing professional learning for faculty in culturally responsive pedagogy, implicit bias, anti-racism, racial microaggressions, racial battle fatigue, and other equity-minded frameworks.

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

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

YEAR 2 OUTCOMES

1. Increase by 20% of the 2020-21 baseline the number of African American students that complete a counseling appointment within their first semester.

2. Include support for instruction-based learning communities as line items in college budget.

3. Increase by 15% of the 2021-22 baseline the proportion of students in an instruction-based learning community support program.

4. Develop protocol to share information about LGBTQIA+ resources, communities, and activities during outreach events.

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

6.	Develop protocols to ensure that undocumented students can participate in high-impact educational practices (HIPs).
7.	Allocate resources to support ongoing professional learning for faculty in culturally responsive pedagogy, implicit bias, anti-racism, racial microaggressions, racial battle fatigue, and other equity-minded frameworks as a line-item in the college budget.
8.	Provide course release time to faculty identified in CCEAL focus group report as exemplars of faculty supporting Black or African American and other disproportionately impacted student groups to support development of equity-minded frameworks.
9.	Develop protocol using multiple channels of communication to increase timely awareness of and access to campus resources and programs to support student success so there is equitable access to this information— email, social media, text messages, flyers, in-class announcements. Ensure protocol includes direct messaging to Black or African American students.

YEAR 3 OUTCOMES

1.	Increase by 25% of the 2020-21 baseline the number of African American students that complete a counseling appointment within their first semester.
2.	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.

Transferred to a Four-Year Institution within Three Years - Black or African American
PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3): Reduce existing gap by 15% from 2022 baseline gap of 6.2% (21.6% among Black or African American vs. 27.9% among all other students and 27.5% among all students).Reduce existing gap by 15% from 2022 baseline gap of 6.2% (21.6% among Black or African American vs. 27.9% among all other students and 27.5% among all students).
YEAR 1 OUTCOMES
1. Schedule monthly meetings with instruction-based learning communities to identify barriers to student success in general, and transferring to a four-year institution within three years, in particular.
YEAR 2 OUTCOMES
2. Implement strategies identified by instruction-based learning communities to eliminate or reduce barriers to transferring to a four-year institution within three years.
3. Increase by 2 the number of high schools that participate in the HBCU Caravan (baseline for 2022 is 2 high schools participating).
4. Create and fund transfer-related events that focus on supporting Black or African American student transfer goals.
5. Identify motivational conferences and community resources where Black or African American students feel connected and inspired, send personal invitations, and provide resources for them to attend.
YEAR 3 OUTCOMES
1. Re-institute and fund *Transfer Express* to take students on tours to UC and CSU universities.

Transferred to a Four-Year Institution within Three Years - American Indian or Alaska Native
Reduce existing gap by 15% from 2022 baseline gap of 27.6% (0% among American Indian or Alaska Native vs. 27.6% among all other students and 27.5% among all students).
YEAR 1 OUTCOMES
(None listed.)
YEAR 2 OUTCOMES
2. In collaboration with Native American Advisory committee, establish working group to identify the cultural traditions, norms, and perspectives of Indigenous peoples.
3. Identify current instructional and campus cultural practices that are based upon values of independence and detachment and create plan to shift practices to those valuing Indigenous cultural norms such as interdependence and family.
YEAR 3 OUTCOMES
1. Implement strategies identified by Native American Advisory Committee and working group to eliminate or reduce cultural and structural barriers to transferring to a four-year institution within three years.
2. Identify motivational conferences and community resources where American Indian or Alaska Native students feel connected and inspired and send personal invitations and provide resources for them to attend.
3. Re-institute and fund *Transfer Express* to take students on tours to UC and CSU universities.

Completion: Vision for Success Definition - Black or African American Students

PRIMARY TARGET OUTCOME TO BE COMPLETED BY END OF SEP TERM (YEAR 3):
Ensure that completion rates do not fall below the completion rate of all students (2022 baseline for all students 9.5%; 2022 baseline for Black or African American students 12.1%).

YEAR 1 OUTCOMES:

1. Engage the NVC community to develop NVC definitions of "equity" and equity terms.

2. Hold campus forum to review recommendations from Community College Equity Assessment Lab (CCEAL) focus group interviews with disproportionately impacted students at Napa Valley College.

3. Hold campus forum to review National Assessment of Collegiate Campus Climates (NACCC) student survey results.

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

5. Begin crafting of community-developed *Principles of Community* at NVC.

YEAR 2 OUTCOMES

1. Finalize NVC definitions of "equity" and equity terms.

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

3. Establish taskforce to create plan of action based on CCEAL recommendations.

4. Revise Student Equity Plan to incorporate plan of action based upon NACCC student survey results.

5. Conduct equity audit of hiring practices. Revise as necessary current hiring practices to establish equity-minded hiring practices.

6. Implement revised, equity-minded hiring practices to recruit and retain Black or African American and equity-minded faculty and staff.

7. Hold campus forum to review NACCC staff survey results.

8. Revise Student Equity Plan to incorporate plan of action based upon NACCC staff survey results.

9. Establish workgroup to address the invisible labor of Black, Indigenous, and People of Color (BIPOC) women faculty who are instrumental to the success of Black or African American Students, as established by the CCEAL Student Focus Group reports. Create plan of action to address their needs and to provide the support they need.

10. Finalize *Principles of Community* and share with campus and community stakeholders through celebratory, community-building event. Reach out to disproportionately impacted students to attend celebration.

YEAR 3 OUTCOMES

1. Increase by 10% the number of Black or African American students that attained the Vision Goal Definition of Completion from 2020-21 baseline of 31 students.

2. Increase by 10% the number of Black or African American students that earned a Chancellor's Office Approved Certificate from 2020-21 baseline of 19 students.

3. Increase by 10% the number of Black or African American students that earned an Associate Degree Not for Transfer from 2020-21 baseline of 14 students.

4. Increase by 10% the number of Black or African American students that earned any Associate Degree from 2020-21 baseline of 18 students.

5. Expand education for hiring committees to include two areas of training/professional learning. (1) Retain the existing hiring committee training that focuses on federal anti-discrimination laws that has been developed and is currently administered by the Office of Human Resources, Training, and Development, and (2) Develop new professional learning on intercultural proficiency that is developed and administered by the Office of Diversity, Equity, and Inclusion and the Academic Senate Center for Equity and Excellence in Teaching and Learning (CEETL).

6. Hold campus forum to review NACCC faculty survey results.

7. Revise Student Equity Plan to incorporate plan of action based upon NACCC faculty survey results.