

2022-25 STUDENT EQUITY PLAN

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

The SEP Planning Committee developed 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, Training and Development, and (2) New professional learning on intercultural proficiency that is developed and administered by the Office of Diversity, Equity, and Inclusion and the Academic Senate Center for Equity and Excellence in Teaching and Learning (CEETL).

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

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

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

Targeted populations

Black or African American
American Indian/Alaska Native

Metrics for Each Population

Black or African American

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

American Indian or Alaska Native

- Successful Enrollment in the First Year
- Completed Both Transfer Level Math and English Within the District in the First Year
- Transferred to a Four-Year Institution

Successful Enrollment in the First Year

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

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

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

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

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

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

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

2-year outcome: Establish affinity group for African American students and create one event per semester where they 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 iconography, symbols, and cultural markers 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.

American Indian or Alaska Native

3-year outcome: Reduce existing gap in student enrollment by 30% from 2022 baseline year gap of 28.1%

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

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

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

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

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

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

2-year outcome: Develop a procedure to identify American Indian/Alaska Native students who indicated interest in enrolling at Napa Valley College.

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

2-year outcome: Identify need for instructional-based learning community support program for American Indian/Native Alaska students.

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

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

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

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

2-year outcome: Establish American Indian/Alaska Native affinity group if poll indicated interest and dedicate resources to support their activities.

2-year outcome: Conduct poll to determine interest in establishing affinity group for American Indian/Alaska Native students.

3-year outcome: 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.

3-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 2024, with content that is representative of the American Indian/Alaska Native student experience.

2-year outcome: Allocate resources to the development of iconography, symbols, and cultural markers around campus that reflect the American Indian/Alaska Native 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.

Completed Transfer-Level Math and English

Black or African American Students

3-year outcome: 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%

2-year outcome: 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%

3-year outcome: 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-year outcome: 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%

1-year outcome: Identify top three technology access and support needs for students to be successful.

2-year outcome: Secure resources and implement technology improvements identified.

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

2-year outcome: Conduct research and develop plan for connecting Starfish early alert system to Canvas gradebook to assist in early detection of students needing additional support and connection with support resources.

2-year outcome: Develop technology training workshops for students to learn how to locate technology resources and how to utilize them.

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

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

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

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

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

1-year outcome: Establish working group to identify needed improvements in math placement practices.

2-year outcome: Fund and implement improved math placement practices.

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

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

2-year outcome: Assign students needing additional support to assigned personal tutor in Writing Success Center

2-year outcome: Identify three transfer-level English courses that have significant enrollment of Black or African American students, and assign embedded tutors to those courses.

1-year outcome: Identify three intrusive counseling strategies to employ with Black or African American students to increase completion rates of transfer-level math and English courses.

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

American Indian or Alaska Native

3-year outcome: 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)

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

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

1-year outcome: Identify top three technology access and support needs for students to be successful.

2-year outcome: Secure resources and implement technology improvements identified.

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

2-year outcome: Conduct research and develop plan for connecting Starfish early alert system to Canvas gradebook to assist in early detection of students needing additional support and connection with support resources.

2-year outcome: Develop technology training workshops for students to learn how to locate technology resources and how to utilize them.

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

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

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

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

1-year outcome: Establish working group to identify needed improvements in math placement practices.

2-year outcome: Fund and implement improved math placement practices.

1-year outcome: Identify three intrusive counseling strategies to employ with American Indian or Alaska Native students to increase completion rates of transfer-level math and English courses.

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

Persistence: First Primary Term to Second Primary Term

Black or African American

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

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

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

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

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

1-year outcome: Develop baseline measures of students enrolled in instruction-based learning community support programs (Umoja, Puente, Kasaysayan) and other student support programs ((SSS TRIO, EOPS, DSPS)

1-year outcome: Establish LGBTQIA+ instruction-based learning community.

2-year outcome: Increase by 15% the proportion of students in an instruction-based learning community support program.

2-year outcome: Increase by 15% the proportion of students enrolling in other student support programs.

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

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

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

1-year outcome: Identify staff and resource needs of instruction-based learning communities.

2-year outcome: Include support for instruction-based learning communities as line item in college budget.

1-year outcome: Establish office to support undocumented students with adequate staff and financial resources.

1-year outcome: 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.

2-year outcome: Develop protocols to ensure that undocumented students can participate in high-impact educational practices (HIPs).

1-year outcome: 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.

2-year outcome: 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.

2-year outcome: Allocate resources to support ongoing professional learning for faculty in culturally response pedagogy, implicit bias, anti-racism, racial microaggressions, racial battle fatigue, and other equity-minded frameworks as a line-item in the college budget.

2-year outcome: Develop protocol using multiple channels of communication to increase timely awareness of and access to campus resources and programs to support student success so there is equitable access to this information—email, social media, text messages, flyers, in-class announcements. Ensure protocol includes direct messaging to Black or African American students.

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

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

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

Transferred to a Four-Year institution within Three Years

Black or African American

3-year outcome: 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)

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

1-year outcome: 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.

2-year outcome: Implement strategies identified by instruction-based learning communities to eliminate or reduce barriers to transferring to a four-year institution within three years.

2-year outcome: Create and fund transfer-related events that focus on supporting Black or African American student transfer goals.

2-year outcome: Identify motivational conferences and community resources where Black or African American students feel connected and inspired and send personal invitations and provide resources for them to attend.

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

American Indian or Alaska Native

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

2-year outcome: In collaboration with Native American Advisory committee, establish working group to identify the cultural traditions, norms, and perspectives of Indigenous peoples.

2-year outcome: Identify current instructional and campus cultural practices that are based upon values of independence and detachment and create plan to shift practices to those valuing Indigenous cultural norms such as interdependence and family.

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

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

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

Completion: Vision for Success Definition

Black or African American

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

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

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

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

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

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

2-year outcome: Finalize NVC definitions of "equity" and equity terms.

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

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

1-year outcome: Establish taskforce to create plan of action based on CCEAL recommendations.

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

1-year outcome: Revise Student Equity Plan to incorporate plan of action based upon NACCC student survey results.

1-year outcome: Begin crafting of community-developed *Principles of Community* at NVC.

2-year outcome: 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.

2-year outcome: Conduct equity audit of hiring practices. Revise as necessary current hiring practices to establish equity-minded hiring practices.

2-year outcome: Implement revised, equity-minded hiring practices to recruit and retain Black or African American and equity-minded faculty and staff.

3-year outcome: 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).

2-year outcome: Hold campus forum to review NACCC staff survey results.

2-year outcome: Revise Student Equity Plan to incorporate plan of action based upon NACCC staff survey results.

3-year outcome: Hold campus forum to review NACCC faculty survey results.

3-year outcome: Revise Student Equity Plan to incorporate plan of action based upon NACCC faculty survey results.

2-year outcome: 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.

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