

Napa Valley College - Student Equity Plan (2025-28) CERTIFIED

Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

- ✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

The SEP was initially developed with a core team of faculty and administrators with oversight of key areas that support SEP metrics, and included the Superintendent/President, Vice President for Student Affairs, Vice President for Academic Affairs, Academic Senate President, Academic Senate Professional Development Chair, Academic Program Deans, Student Support Deans, Guided Pathway lead, Dean for Research, Planning, and Institutional Effectiveness, Chief Information Officer and the Senior Director for Diversity, Equity, and Inclusion. The draft SEP was then presented to the District Diversity, Equity, and Inclusion Committee which has constituent representatives from the Academic, Admin/Conf, and Classified Senates, ASNVC, and community representatives, who shared and received input from their constituencies, which was incorporated into the final version of the SEP. The Student Equity Plan was shared with the President's Extended Cabinet, and input was incorporated into the plan. The Student Equity Plan was reviewed and endorsed by the District Planning Committee for its alignment with the District Educational Master Plan, institutional strategic plans, and the College's Mission, Vision, and Values, and approved by the Napa Valley College Board of Trustees.

- ✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”
- ✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Race-Consciousness

In developing the Napa Valley College 2025-28 Student Equity Plan, the SEP development team engaged in a series of meetings that examined student success data across various equity metrics, disproportionately impacted student populations that emerged in the current data, assessment of the college's commitment to the disproportionately impacted student populations targeted in the 2022-25 SEP (African American/Black and American Indian/Alaska Native), and our commitment to maintaining the momentum of target outcomes identified in the last SEP period and creating/expanding supports for the DI student populations that are experiencing equity gaps currently.

The team discussed the college's status as both an Asian American Native American Pacific Islander Serving Institution and a Hispanic Serving Institution, the goal of becoming eligible for designation as a Black Serving Institution, and how we serve the student populations centered in these Minority Serving Institution (MSI) designations. We recommitted to the imperative to continue serving, and make more visible, our activities to support AAPI, Latinx, and Black students at the college, despite the elimination of federal grants to support MSIs. Napa Valley College reaffirmed our commitment to signature programming that centers the histories, cultures, and experiences of these populations and to creating culturally inclusive spaces in college buildings, classrooms, and outdoor spaces that reflect these populations and cultures, thereby increasing historically marginalized students' sense of inclusion and belonging at the college, leading to improved engagement and better student performance outcomes.

We also recognize that identities are intersectional, and that our equity initiatives must include attention to the intersections of race and gender, race and ability, race and ethnicity, race and socio-economic status, race and citizenship/immigration status, race and religion, and other points of intersection. Cultural programs will address these intersections and provide opportunities for increasing racial literacy and cross-racial engagement.

The college received the Culturally Responsive Pedagogies and Practices: Innovative Best Practices Grant to support the Academic Senate and Office of Diversity, Equity, and Inclusion's collaboration to increase faculty learning in Global South and indigenous culturally responsive pedagogies/epistemologies. We have written into the SEP ongoing support for this effort.

- ✓ I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

The college will collect input from programs and departments on an annual basis to monitor progress on target outcomes identified in the 2025-28 Student Equity Plan. During the April meeting of the District Diversity, Equity, and Inclusion Committee, the activities, data, and progress submitted by responsible programs and departments will be reviewed and discussed. Recommendations for improvement from the DEI Committee will be presented to the Superintendent/President for action.

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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James Reeves	Approver: Chief Business Officer	n/a	james.reeves@napavalley.edu	(707) 256-7175
Dr. Priscilla Mora	Approver: Chief Instructional Officer	n/a	priscilla.mora@napavalley.edu	(707) 256-7155
Alejandro Guerrero	Approver: Chief Student Services Officer	n/a	aguerrero@napavalley.edu	(707) 256-7365
Matthew Kronzer	Approver: Academic Senate President	n/a	matthew.kronzer@napavalley.edu	
Christopher Farmer	Approver: Guided Pathways Coordinator/Lead	n/a	cfarmer@napavalley.edu	

Student Equity Plan Reflection

Reflection

For reference: [your most recent SEA Annual Report](#)

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings *

Many in our community did not understand what we mean when we talk about equity. The process of developing the "Equity at Napa Valley College" statement and key concepts provided the college with a common language to discuss, develop, and implement equity initiatives and structures.

The work around defining and understanding the concept of equity informed the review and development of the District's Mission, Vision, and Values statements. It was important to have equity advocates in the committee and work group meetings where the current MVV were being developed, discussed, and refined.

We need better strategies to educate the NVC community about SEP goals and target outcomes/initiatives. Many proposals for resources that referenced the SEP as a strategic planning document that supports their proposals revealed that there is only a superficial understanding of the SEP and its contents among many of the NVC community. The allocation of equity resources needs to be better matched with SEP target outcomes. We need a better mechanism for holding the college accountable for meeting those target outcomes.

"Braiding of Funds" to support equity, as a concept, needs to be unpacked and discussed college-wide. We need an institutional understanding of how we are operationalizing that concept, and institute accountability structures to ensure that equity goals are being adequately funded.

Establishing affinity groups at the college has created structures for community-building, DEIA advocacy, educational and cultural programming that cut across departmental or divisional boundaries, thereby expanding the footprint of social justice advocacy at the college. The affinity groups are spaces for the recognition of the unique experiences, histories and cultures of employees represented by the affinity groups. They are also spaces for advocacy on behalf of disproportionately impacted and marginalized students.

Learning communities provide direct student engagement, while the Office of Diversity, Equity, and Inclusion and the Diversity, Equity, and Inclusion Committee led the college in defining what equity means and created a shared language through the document, *Equity at Napa Valley College*. Partnering ensures this common understanding is embedded in programs that serve disproportionately impacted students. In addition, joint efforts can ensure that equity funds and other braided resources are strategically allocated to programs that directly support the success of DI groups.

Plan Continuity *

The symbolic commitments to equity included in the 2022-25 SEP, such as the creation and support of culturally inclusive spaces have made a significant impact at the college and in the community. Projects such as reviving the Japanese Tea Garden strengthened college-community relationships, engaged faculty, staff, and students in the project, excavated lost histories, and make visible the college's commitment to diversity, equity, and inclusion. This project led to important relationship building with community partners and increased donations to support student equity.

Attention to cultural programming also led to the strengthening of college-community programming, such as the Napa Valley Asian American Film Festival, which created exciting opportunities for co-curricular and extra-curricular learning, developing creative partnerships with businesses in the service area, showcasing community college programs and facilities to the wider public, and expanding support for student scholarships. The connections made through this programming continue to multiply, yielding new partnerships with industry and educational institutions beyond Napa, further enriching the educational, cultural, and social experiences of NVC students, faculty, staff, and the community. One concrete example of this is connections made through the film festival led to introductions with Disney executives, which then led to introductions to faculty at LACC who will now be partnering with NVC on a project to expand culturally responsive pedagogies that support Indigenous students and global south pedagogies and epistemologies.

Integration of the SEP with other college strategic plans fostered cohesive strategic planning efforts and focused attention toward key equity priorities, such as renovating facilities and improving technology structures.

All of these are initiatives that will be continued in the 2025-28 Student Equity Plan.

Executive Summary

URL and PDF Upload

Executive Summary URL *

<https://www.napavalley.edu/about/diversity-equity-and-inclusion/student-equity-plan.html>

PDF Upload *

Please upload a pdf copy of your college’s 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

[NVC 2025-28 Student Equity Plan Executive Summary.pdf](#)

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Male	1.1%	355	3.5%	1072	5.5%	1691
White	0.4%	140	24.6%	8571	26.6%	9262
Completed Both Transfer-Level Math & English - DI Student Populations						
Hispanic Male	14.1%	33	0.8%	2	5.3%	13
Male	15.2%	76	2.5%	13	5.6%	29
Persistence: First Primary Term to Secondary Term - DI Student Populations						
First Generation	62.5%	168	0.9%	3	6.8%	19
Hispanic Male	61.5%	152	1.7%	5	7.8%	20
Male	63.3%	312	3.4%	17	7.7%	38
Completion - DI Student Populations						
Male	9.6%	58	1.5%	10	3.9%	24
White	8.7%	30	1%	4	4%	14
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged Male	11.3%	14	5.5%	7	11.1%	14
First Generation	14.7%	26	2.5%	5	7.7%	14
Hispanic	16.5%	38	1%	3	5.8%	14
Male	12.8%	28	8.1%	18	12.5%	28

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	2%	759	N/A	N/A	N/A	N/A
Male	1.1%	355	3.5%	1072	5.5%	1691
White	0.4%	140	24.6%	8571	26.6%	9262

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1);** and second, **a goal of fully closing equity gaps (Goal 2).** Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. ([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation](#))

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.</i>
1	Monitor successful enrollment performance annually, providing disaggregated data by race and other DI populations identified for this metric, via DataVista (and other data sources if necessary to monitor data for populations that may be suppressed).
2	Review Strategic Enrollment Management Plan targeted actions annually to ensure continued action in equity-focused strategies.
3	Develop and monitor equity dashboards to make visible the college's performance in closing equity gaps, including successfully enrolling disproportionately impacted students. Implement and monitor Information Technologies to increase equitable enrollment and access: Centralized enrollment tracking dashboard Automated baseline measurement reports using SIS data SIS data filters for race/ethnicity disaggregation Demographic-specific analytics dashboards
4	CRM workflows to flag/segment prospective students Trigger-based alerts for stalled progress CRM integration with departmental contact lists Shared communication logs IT enrollment data visualizations Demographic trend reports
5	Increase support for students with disabilities in Welcome Center staffing, logging in to MyNVC Self Service, and submitting necessary items to Admissions and Records (including transcripts from other colleges).
6	Increase enrollment in credit courses of students with disabilities and adult learners by removing barriers and increasing support. Monitor progress annually.
7	Increase the number of students who participate in learning communities and other support programs so that these programs are at, or close to, full capacity. Increase the number of students who are CCPG recipients who also participate in support programs.
8	Partner with Napa Valley Support Services (NVSS) and Napa Valley Personalized Strategies for Independence (NVPSI) to offer NVC non-credit classes.
9	Engage in research to understand how ghost enrollments may have skewed data on DI populations. Revise NVC MIS data to correct for the impact of ghost enrollments on Successful Enrollment student performance data.
10	Develop communications directed to specific subpopulations of applicants to encourage enrollment and highlight unique NVC programs and learning community opportunities (with the goal of increasing the number of students in subpopulation cohorts to enable tracking of performance on other SEP metrics).

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Successful Enrollment - Overall Student Population

(500 character max)

Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.

Monitor progress in achieving enrollment stabilization goals documented in NVC 2024-2029 Educational Master Plan

Maintain and reinforce dual enrollment and intentionally engage in outreach to DI Populations.

Completed Both Transfer-Level Math & English

Data Review/Establishing Equity and Student Populations Goals

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	18.3%	205	N/A	N/A	N/A	N/A
Hispanic Male	14.1%	33	0.8%	2	5.3%	13
Male	15.2%	76	2.5%	13	5.6%	29
DSPS Female	8.8%	3	0.2%	1	9.7%	4
American Indian/Alaska Native	0.0%	0	0.1%	1	0.2%	1

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric – First-Time NSA Cohort](#).

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.

- 1 Monitor transfer-level math and English completion performance annually, providing disaggregated data by race and other DI populations identified for this metric, via DataVista (and other data sources if necessary to monitor data for populations that may be suppressed).
- 2 Provide targeted academic support and collaborative professional learning to improve outcomes in foundational courses with focused attention to the SMS Scholars Program, Communities of Practice in Math, and a suite of co-requisite course offerings that ensure students have direct access to transfer-level coursework with embedded support.
- 3 Support efforts to bring back developmental English courses one level below transfer as options for dual enrollment students.
- 4 Add resources to the Writing Success Center to create a more dedicated support framework, increase the embedded tutor program, and provide more wrap around services and connections with DSPS and learning communities.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer-Level Math & English - Overall Student Population

(500 character max)

Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase Transfer-Level Math and English completion for the overall student population.

Increase the number of students who complete transfer-level math and English, with particular attention to disproportionately impacted students as identified in NVC 2024-2029 Educational Master Plan: Equitable Student Outcomes Goals.

Persistence: First Primary Term to Secondary Term

Data Review/Establishing Equity and Student Populations Goals

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	67.6%	767	N/A	N/A	N/A	N/A
First Generation	62.5%	168	0.9%	3	6.8%	19
Hispanic Male	61.5%	152	1.7%	5	7.8%	20
Male	63.3%	312	3.4%	17	7.7%	38
American Indian/Alaska Native	0.0%	0	0.5%	1	0.7%	1

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.

- 1 Monitor persistence performance annually, providing disaggregated data by race and other DI populations identified for this metric, via DataVista (and other data sources if necessary to monitor data for populations that may be suppressed).
- 2 Monitor Culture and Climate Goals in NVC 2024-2029 Educational Master Plan on an annual basis. Review campus climate targeted actions to ensure progress in creating and sustaining a more inclusive campus climate.
- 3 Provide resources to support the Academic Senate Center for Equity and Excellence in Teaching and Learning and culturally responsive pedagogy and practices. Annually assess faculty use of culturally responsive pedagogical practices in courses. Develop pilot program for voluntary faculty participation in reviewing student performance (success and withdrawal rates) by course, disaggregated by race/ethnicity and other characteristics . Share best practices for supporting DI populations.
- 4 Embed culturally-responsive co-educational, intercultural learning opportunities in residential housing programming. Annually assess student participation and satisfaction with opportunities for cross-racial engagement and learning.
- 5 Develop and implement Equity Framework for District that includes annual engagement by all District employees.
- 6 Develop and monitor Information Technology targeted outcomes annually that support inclusive campus culture and belonging, including:
 - Secure online collaboration hub for faculty/staff affinity groups
 - Virtual Student Center portal for networking and cultural events
 - Secure chat and online meeting spaces
 - Digital signage and multimedia cultural exhibits
 - Hybrid event technology for mixers
 - CRM integration for community partner follow-up
 - Tech infrastructure for cultural programming and virtual exhibits
- 7 Allocate resources, and cultivate external funding opportunities, to the development and maintenance of culturally inclusive spaces at the college. Ensure that these spaces include symbols, images, features that reflect the cultures, experiences, and histories of marginalized populations.
- 8 Provide resources and make visible through communications, marketing, and programming the college's status as an Asian American, Native American Pacific Islander Serving Institution (AANAPISI), and Hispanic Serving Institution (HSI) to increase students' feelings of belonging, inclusion, and engagement. Provide resources to develop and continue activities that increase persistence for African American/Black students to ensure eligibility to apply for Black Serving Institution (BSI) status.

	Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.</i>
9	Provide resources to support signature cultural programming at the college ("Viva Mariachi" and the "Napa Valley Asian American Film Festival") and to develop an annual impactful cultural program that centers the African American/Black experience.
10	Engage in study of "servingness" and assess Napa Valley College's level of servingness. Identify and implement key elements of servingness to better serve disproportionately impacted populations.
11	Identify courses at NVC that reflect diverse populations, histories, experiences, and perspectives. Compile list of these courses and disseminate to all students to facilitate opportunities to increase cultural and racial literacy among all students and promote sense of inclusion for historically marginalized students.
12	Review, disseminate, and implement best practices to support American Indian/Alaska Native students as detailed in report submitted by consultant. Establish Native American Advisory Council at Napa Valley College.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Student Persistence - Overall Student Population

(500 character max)

Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.

Allocate resources for enhanced support services--in particular, basic needs and mental health services--to improve persistence rates. Monitor progress annually.

Recruit students to ensure full participation in support programs as identified in NVC 2024-2029 Educational Master Plan: Goals and Strategic Actions.

Publicize wraparound services and resources. Monitor progress annually.

Improve professional development opportunities, as identified in NVC Educational Master Plan: Goals and Strategic Actions. Highlight professional learning opportunities that focus upon increasing student persistence. Monitor progress annually.

Communicate Programs of Study and availability of Program Maps to all students and provide training on how to use maps and monitor progress.

Administer the Community College Survey of Student Engagement (CCSSE) to evaluate and strengthen educational practices, identify opportunities for program and service improvement, and use the results to inform strategies that enhance student retention and persistence.

Completion

Data Review/Establishing Equity and Student Populations Goals

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	11.7%	160	N/A	N/A	N/A	N/A
Male	9.6%	58	1.5%	10	3.9%	24
White	8.7%	30	1%	4	4%	14
DSPS Male	2.0%	1	6.3%	4	10.1%	6
African American/Black	0.0%	1	0.1%	4	0.1%	6
American Indian/Alaska Native	0.0%	0	0.0%	1	0.1%	1
Asian	0.0%	1	0.0%	2	0.1%	4
LGBT	0.1%	8	0.0%	1	0.1%	6
Veteran	0.0%	0	0.1%	3	0.1%	3

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completion Equity Goals

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Completion - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.

- 1 Monitor completion performance annually, providing disaggregated data by race and other DI populations identified for this metric, via DataVista (and other data sources if necessary to monitor data for populations that may be suppressed).
- 2 Establish work group to increase on-time student completion rates, and reduce overall units completed.
Monitor progress annually in development and implementation of strategies and target outcomes.
Disaggregate on-time completion rates and reduction in overall units completed to monitor progress for DI populations.

Monitor Information Technology targeted outcomes annually to enhance academic and student support services:

Enrollment & engagement analytics for support needs
Student surveys via digital forms
- 3 Online/hybrid course delivery support

Course catalog and scheduling system updates

Undertake study on algorithmic bias in artificial intelligence and develop strategies to ensure the ethical and transformative use of AI that is equity-focused. Prioritize students with the least resources in AI pilot programs.

Allocate resources and supports for employee and student affinity groups. Create structure for affinity groups to contribute to the development of institutional plans, policies and procedures to ensure these are responsive to the needs of historically marginalized populations.
- 4 Identify high-impact educational practices (HIPs) that NVC will invest in to ensure that historically marginalized and disproportionately impacted students are able to participate in these HIPs.
- 5 Develop protocols to ensure that undocumented students can participate in high-impact educational practices (HIPs).
- 6 Engage in research to identify the specific academic, social, institutional, and personal factors contributing to lower course completion rates among LGBTQ+ and other DI populations at NVC. Identify and eliminate the primary barriers to successful course completion, academic engagements and persistence. Address student perceptions regarding the availability, accessibility, and effectiveness of existing support services.
Identify/implement evidence-based best practices to improve outcomes.
- 7 Engage in comprehensive equity audit of funding streams and planning/budget process to review and improve institutional support for equity initiatives. Ensure that SEA Project Lead and key equity leaders have a level of autonomy over the Student Equity and Achievement program funds being allocated and are empowered to use their expertise to reappropriate resources as needed to achieve racial equity goals.
Provide SEA Project Lead with adequate resources to coordinate/implement goals of the SEP.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Completion - Overall Student Population

(500 character max)

Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.

Increase the number of students who earn nine or more career units, with particular attention to disproportionately impacted students as identified in NVC 2024-2029 Educational Master Plan: Equitable Student Outcomes Goals.

Increase the number of students who earn a degree or certificate, with particular attention to disproportionately impacted students as identified in NVC 2024-2029 Educational Master Plan: Equitable Student Outcomes Goals.

Ensure our scheduling practices address the needs of our student populations, including students who work full-time.

Ensure that courses required to complete academic pathway degrees and certificates are offered on an annual basis to mitigate the adverse impacts of course cancellations which extend time to completion.

Develop communications to signal that students are approaching completion and encourage them to meet with a counselor to assess their status and petition for graduation.

Engage in research to understand, and correct for, the impact upon completion data of students who are already enrolled at four year institutions who take courses at Napa Valley College without intending to complete a degree or certificate at the college.

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	19.5%	92	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	11.3%	14	5.5%	7	11.1%	14
First Generation	14.7%	26	2.5%	5	7.7%	14
Hispanic	16.5%	38	1%	3	5.8%	14
Male	12.8%	28	8.1%	18	12.5%	28
DSPS Male	6.3%	1	1.9%	1	13.8%	3
American Indian/Alaska Native	0.0%	0	0.0%	1	0.2%	1

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Transfer Equity Goals

There are two related goals for Transfer: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit

private/independent four-year institutions. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#))

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.

- 1 Monitor transfer performance annually, providing disaggregated data by race and other DI populations identified for this metric, via DataVista (and other data sources if necessary to monitor data for populations that may be suppressed).
- 2 Establish and implement a plan for students to be flagged to complete a comprehensive educational plan by 30 units. Annually monitor the progress of this goal.
- 3 Collaborate with all identified student support services, including DSPS, and ensure that all students, including those with disabilities, can participate in Transfer Center programs.
- 4 Create a mechanism for improved communication and marketing of Transfer Center activities to the transfer student cohort.
- 5 Develop institutional transfer planning and programming infrastructure to develop and review transfer strategies and target outcomes. Annually monitor progress in achieving target outcomes.
- 6 Create strong collaboration with learning communities and DSPS to improve transfer for disproportionately impacted populations.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer - Overall Student Population

(500 character max)

Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.

Increase the number of students who transfer to a 4-year institution, with particular attention to disproportionately impacted students as identified in NVC 2024-2029 Educational Master Plan: Equitable Student Outcomes Goals.

Increase the proportion of students who transfer to a University of California (UC) or California State University (CSU) institution.

Collect data on students who transfer to non-UC or non-CSU four-year colleges or universities to provide a more complete assessment of NVC's success in transfer outcomes.

Transfer Emphasis *

While the work and efforts for all student success metrics are crucial to the success of our students the ‘Transfer’ metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, “only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State”. (*California’s Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor’s Degree*, September 2024, California State Audit, pg1).

The Chancellor’s Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.*

Napa Valley College will strengthen its transfer infrastructure and practices to ensure that all students, particularly disproportionately impacted (DI) populations, have equitable access to transfer pathways and are supported through to successful transfer. Recognizing that only 21% of transfer-intending community college students statewide achieve transfer within four years, NVC will address structural barriers and strengthen institutional coordination to improve outcomes in alignment with Vision 2030.

The college will annually monitor transfer performance through disaggregated data in DataVista and other databases to ensure accurate reporting for all populations. A flagging system will be implemented to ensure all students complete a comprehensive education plan by 30 units. Annual progress reviews will track completion and transfer readiness milestones.

NVC will collaborate across divisions, Counseling, DSPS, Transfer Center, and categorical programs, to ensure equitable participation in transfer programming. The Transfer Center will expand communication and marketing to better reach the transfer intending cohort through multiple modalities (email, text, social media, and Canvas integration).

Institutionally, the college will formalize a Transfer Planning and Programming Infrastructure to coordinate data analysis, set annual transfer targets, and review progress toward goals outlined in the Educational Master Plan and Equitable Student Outcomes Framework. NVC will also collect and analyze data on students who transfer to non-UC/CSU institutions to capture a more complete picture of transfer success.

Through these integrated strategies, data-informed action, intentional outreach, early education planning, and inclusive programming, Napa Valley College will remove barriers, address inequities, and create clear, supported pathways to transfer for all students.

[*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#) includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

Male

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

Limited attention to gathering data, discussing barriers, researching best practices, and implementing plans to eliminate equity gaps based on gender.

Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

Establish task force to conduct research on supporting male students in higher education.

Identify and implement best practices to support male students.

Annually monitor implementation of best practices.

Monitor male performance in SEP key metrics, providing disaggregated data by race, via DataVista (and other databases if necessary to monitor data for populations that may be suppressed).

Napa Valley College has also been conditionally approved to implement the African American Male Excellence Network & Development (A2MEND) charter at the college. A2MEND is a nationally recognized organization dedicated to empowering students through mentorship, leadership development, and academic support. While A²MEND is designed primarily to assist African American men in navigating higher education and achieving their full potential, the organization is inclusive and welcomes all students who seek personal growth, community engagement, and professional success. NVC's A2MEND charter activities will be inclusive of all male students and will scale up best practices to address the needs of male students, in general, at the college.

Student Education Plans

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to [Title 5 Section 55532](#) for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student’s declared course of study. (*Current MIS Data Element Dictionary SS09 for Student Credit Education Plan*).

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with [Title 55524 Student Education Plans](#) and include the student’s declared course of study along with all required courses and other requirements needed to complete each term to achieve the student’s declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1,194	45	4%	156	13%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	530	38	7%	58	11%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,510	142	9%	234	16%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	738	36	5%	65	9%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan *

Analyzing data from Fall 2022-Spring 2024, the populations experiencing disproportionate impact at the end of their first academic year are the following:

Race:

Unknown/Non-Respondent (PPG-1: -6.16, Minimum Equity Number: 23, Full Equity Number: 31)

Gender:

Unknown/Non-Respondent (PPG-1: -5.36, Minimum Equity Number: 5, Full Equity Number: 10)

Disability:

No Disability (PPG-1: -7.21, Minimum Equity Number: 236, Full Equity Number: 276)

Comprehensive Education Plan Implementation for DI Student Populations *

Napa Valley College will encourage early comprehensive education planning within the Strong Start process, orientation, and through the exploration of first-semester or first-year experiences. The college will implement coordinated outreach through targeted email and text campaigns, drop-in and weekend counseling services, and designated Education Planning Weeks.

Additional strategies include exploring a counselor case-management model, integrating education planning into some first-year courses and learning communities, incentivizing early completion, and leveraging technology for progress tracking.

Action Steps:

Develop components of a first-year experience that require the completion of the education planning milestone.

Develop an email and text campaign encouraging students to see a counselor and complete their education plans. Leverage our first alert platform (Starfish) to nudge students to complete the ed planning process, prompting a proactive outreach to students.

Continue to make seeing a counselor easier by having drop-in hours, same-day appointments, and weekend hours of support geared toward education planning.

Have designated education planning weeks where the focus is only on education planning.

Explore a case management model that has as one of its goals for students to complete their educational plans.

Explore incentives for students who have completed their education plans in the first semester, to include priority registration.

Create a dashboard that allows the college to easily see data for the number of students who completed their education plans and the number of those who have not. This data will be specifically disaggregated based on our DI populations for this SEP.

Comprehensive Education Plan Implementation for ALL Students *

Napa Valley College will continue to expand its commitment to ensuring that all students, regardless of background, receive a comprehensive education plan early in their academic journey, ideally during their first semester and no later than the end of their first academic year.

To achieve this, the college will sustain and enhance its Strong Start initiative, which integrates education planning into orientation, onboarding, and first-semester counseling. Students will be guided through education planning during their initial counseling appointments and reinforced through targeted outreach, including email and text campaigns encouraging timely completion.

Counseling Services will maintain flexible access through same-day and drop-in appointments, extended evening and weekend hours, and dedicated Education Planning Weeks each semester. The college will also embed education planning milestones into some first-year courses, learning communities, and academic support programs to reach students in multiple settings.

Using degree pathways and student-success technologies, the college will identify students who have not yet completed their plans and initiate proactive follow-up. Faculty and classified professionals will partner to promote education planning as a shared responsibility and connect students with counseling resources.

Through these coordinated efforts, Napa Valley College will ensure equitable access to education planning for all students, laying the foundation for persistence, completion, transfer, and long-term success.

Vision 2030 Alignment/Coordination

1. Guided Pathways *

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Napa Valley College continues to advance its Guided Pathways framework by aligning institutional structures, student equity efforts, and holistic support systems to center the student experience and meet the goals of Vision 2030. Our strategies reflect a commitment to equity, access, and success, particularly for students who have been historically underserved.

- A foundational strategy has been the development of Communities of Practice (CoPs) in Math and English. These collaborative groups of faculty and staff focus on refining pedagogy, aligning curriculum, and enhancing student support. Their work fosters a culture of shared responsibility and continuous improvement across disciplines.
- To support students in gateway math courses, NVC's SMS Scholars Program offers enhanced academic and wraparound support for those enrolled in co-requisite math. This initiative provides embedded tutoring, mentoring, and proactive advising, helping students succeed in transfer-level math without remediation.
- New Student 101, a Canvas-based onboarding course, introduces students to college life, academic expectations, and available resources. Guided Pathways members—including faculty, staff, administrators, and student support professionals—contribute to an online community within the course, where students can ask questions and receive guidance. This fosters early engagement and a sense of belonging.
- Starfish, NVC's early alert and student engagement platform, has been expanded to include automated messaging via text and email. This allows timely outreach to students at risk and identifies those eligible for supplementary supports. The automation has significantly improved outcomes by ensuring students receive personalized guidance along their educational pathways.
- To streamline access for high school students, NVC has introduced efficiencies in dual enrollment onboarding, including a single, simplified form that helps students begin their college journey with fewer barriers. This aligns with Guided Pathways' goal of early and clear entry into academic programs.
- All NVC programs have maps online and accessible in the Program Mapper tool. These maps provide students with clear, visual pathways through their academic programs, supporting informed decision-making and timely completion.
- NVC has revised registration priority dates to include dual enrollment students and extend registration windows for those who have completed the steps to enrollment.

2. Student Financial Aid Administration *

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

Napa Valley College plans to maximize financial aid receipt and increase FAFSA completion, with a focus on DI populations through the following approaches:

- Targeted Financial Aid Cash for College Workshops: Develop workshops in both English and Spanish, covering student financial aid resources and FAFSA/CADAA completion.
- Monthly Open Lab: Develop monthly Friday open lab to assist all students with FAFSA/CADAA completion, financial aid forms, financial aid questions, and navigating MyNVC Financial Aid Self Service.
- Classroom In-Reach: Create and implement financial aid classroom presentations, especially to learning communities such as Umoja, Puente, Kasaysayan, and Pride to increase awareness of financial aid resources available to students.
- Financial Aid Workshops for Staff: Provide financial aid workshops to staff throughout the year so they are knowledgeable about the financial aid resources available to students. This will increase staff awareness to better assist students.

◦ DSPS Partnership: Provide specialized support for students with documented disabilities navigating financial aid documentation.

3. Students with Disabilities (DSPS) *

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Students with disabilities are disproportionately impacted along multiple axes: first generation students, student of color, low income, and along other demographic categories. To adequately support our students with disabilities, we will engage in research to disaggregate this student population and understand how various aspects of their intersectional identities impact their educational outcomes and determine whether they are all receiving the DSPS supports needed in an equitable manner. Direct additional resources/supports to close equity gaps, as needed.

By including DSPS students as a disproportionately impacted population in this Student Equity Plan, the college has intentionally made visible the needs of this population and strategies have been included to address the needs of DSPS students, thereby expanding supports beyond those provided by the Office of Disability Support Programs and Services and working collaboratively to close equity gaps and include DSPS students in a wider range of equity initiatives.

The Office of DSPS will provide the majority of support for students with disabilities by providing reasonable accommodations based on educational considerations of our students. Additionally, students requiring mental health services, physical health services, financial support, technology support, and academic support will be referred to the appropriate centers and offices to receive important resources and supports.

Other strategies include making visible the needs of students with disabilities when giving updates on campus DEI initiatives, increasing professional learning for instructional faculty about inclusive pedagogical approaches to serve students with disabilities, ensuring that Disability Services are more visible on campus, and ensuring that internal and external communications feature stories about differently-abled students, including stories celebrating Disability Pride.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs *

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

NVC EOPS and CalWorks programs will focus on the following strategies to eliminate disproportionate impact for populations identified in the current SEP:

- Case Management Counseling: Culturally relevant, equity-centered counseling with embedded support for DI populations.
- CalWORKs Integration: Coordination with county social services to reduce bureaucratic barriers and keep parents enrolled and aid-secure.
- Equity-Centered Outreach: Proactive recruitment and retention of disproportionately impacted students through high school and community partnerships.

5. NextUp/Foster Youth *

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

NVC's NextUp and Foster Youth programs will proactively support the reduction and elimination of equity gaps through the following approaches:

- Dedicated NextUp Counselor: Providing trauma-informed counseling and case management.
- Technology & Supplies Access: Ensuring laptops, Wi-Fi hotspots, and textbooks are available for students who often have no other safety nets.
- Holistic Support: Covering transportation, housing referrals, and emergency needs to reduce barriers.

6. Programs for Veterans (Veterans Resource Center) *

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The college's dedicated Veterans' support staff will prioritize the following strategies to eliminate disproportionate impact and equity gaps:

- Veteran-Centered Counseling: Academic and financial aid support tailored to the unique needs of student veterans.
- DSPS Coordination: Streamlined processes for veterans with service-connected disabilities.
- Financial Aid Workshops for Veterans: Specialized training on VA benefits in conjunction with FAFSA/CADAA and state aid.

7. Justice-Involved and Justice-Impacted Students *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

Napa Valley College received the Rising Scholars Network Grant, and will prioritize the following to increase access and success for justice-involved and justice-impacted students:

- Rising Scholars Launch: Case management model including academic counseling, financial aid advocacy, and reentry support.
- Partnership with Napa County: Coordinated services to transition justice-impacted students into EOPS, NextUp, and FA pipelines.
- Onboarding & Enrollment Support: Dedicated counseling and priority access to registration and aid processing.

8. Low-Income Adults *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

To support more low-income adult learners, the NVC Promise Scholarship, which covers all student fees, is now available to students who are returning to college and meet eligibility requirements, not only students entering college immediately from high school.

Scholarships and emergency grants are available to help students facing immediate and longer term financial needs, including those related to paying fees at River Trail Village, the college's residential housing facility.

The college is making investments in the Basic Needs Center to better serve students who are food and housing insecure, including strengthening alignments between the college and community agencies serving low-income adults.

9. Credit for Prior Learning *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

The college has scaled its Credit for Prior Learning (CPL) efforts, recognizing students' existing skills and experiences to accelerate progress toward credentials and degrees. This equity-minded practice honors diverse learning pathways, shortens time to completion, and reduces both financial and academic barriers for disproportionately impacted student populations.

To further expand equitable access to CPL, the college is implementing several strategic initiatives:

- Development of Additional CPL Pathways: Faculty are identifying new courses and programs where CPL can be applied, particularly within the Wine and Food pathway (described in Section 11: Strong Workforce/Perkins), as well as emerging opportunities in Public Safety, Health Occupations, and Business.
- Faculty and Staff Training: Professional development workshops are being offered to support faculty in aligning course outcomes with CPL assessment methods, including portfolio evaluation and industry credential review.
- Outreach and Awareness: Information about CPL opportunities is being shared through multiple campus and community venues, including Program Coordinator meetings, Academic Senate, Flex Day sessions, high school administrator breakfasts, and Curriculum Committee meetings, to ensure broad understanding and faculty engagement across disciplines.
- Process Streamlining: The college is refining CPL forms, procedures, and website resources to ensure a transparent, student-friendly process with clear timelines and support at each stage.
- Equity-Focused Tracking: Data collection and analysis are being enhanced to monitor participation and success rates by demographic groups, ensuring continuous improvement and equitable impact.

Through these coordinated efforts, the college aims to normalize CPL as an integral component of its student success and equity framework, expanding recognition of prior learning across disciplines and communities.

10. Dual Enrollment *

“The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.” - [Vision 2030: A Roadmap for California Community Colleges \(page 2\)](#)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Napa Valley College is committed to a race-conscious approach in the development of the 2025–28 Student Equity Plan. In terms of dual enrollment, equity work is not siloed but embedded across outreach, instruction, and student support structures. The plan will be developed with active involvement of all required groups, including the Academic Senate, faculty, classified professionals, students, and community partners, in alignment with Education Code 78220(b). We are building on lessons from the 2022–25 cycle, particularly the need to strengthen cross-functional collaboration and elevate student voice in decision-making.

To center race-consciousness, we will begin by using disaggregated data to identify disproportionate impact, focusing intentionally on Male students, Hispanic students, and DSPS students, who have consistently shown equity gaps in dual enrollment and in transition to and through college. Race-conscious planning requires acknowledging that inequities are not random but are the result of systemic structures, including limited access to rigorous coursework, advising, and culturally responsive supports. Our strategies will intentionally disrupt these patterns. For example, in dual enrollment, we are embedding bilingual outreach, creating bridge supports for Hispanic and first-generation students, and aligning math/English pathways with co-requisite models designed to improve outcomes for students of color.

The planning process will also intentionally incorporate student voice through the NVC Dual Enrollment Ambassador Program and current and past dual enrolled students to surface lived experiences and co-design strategies. Forums, surveys, and focus groups will be held in English and Spanish to ensure broader participation. Along with K-12 partners, dual enrollment staff and faculty will work together to interpret both qualitative and quantitative data, grounding recommendations in student realities.

Our work will be guided by Vision 2030 goals and SEA program legislation, which call for eliminating equity gaps and improving outcomes across all five metrics: enrollment, math/English completion, persistence, completion, and transfer. By being race-

conscious, we commit to not just reporting disparities but addressing root causes—whether that be course scheduling that limits access, advising structures that do not meet family needs, or lack of institutional coordination across K–12 and higher education.

11. Strong Workforce Program/Perkins *

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - [Vision 2030: A Roadmap for California Community Colleges \(pages 8 and 12\)](#)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Strong Workforce Programs and Perkins are in alignment with Vision 2030 goals of Equity in Access, Equity in Success, and Equity in Support. For the next three years there has been an investment in both a Career Education/Workforce Development Outreach Specialist and a Career Education/Adult Education Counselor (adjunct) to personalize connections and outcomes for the aligned goals. We have seen that these positions serve to increase retention and completion and reduce attrition in our programs with personalized student support.

Napa Valley College also has strong industry partnerships in all Career Education fields, work-based learning opportunities, and is expanding Credit for Prior Learning, notably in our Wine and Food pathway. An example of strong industry partnerships is exemplified in our new Wine Spectator Wine Education Center that officially opened in the Fall of 2025 and has brought in countless partners in this industry that is central to our county and region. We have deep community ties with both non-profits and employers exemplified by hosting Workforce Summits and career fairs to bring partners to campus and connect our students to employment and advancement.

In Napa County, Latinx students represent 45% of our enrollment and we seek to increase the amount of CTE certificate completers of this group in the next three years.

In the past three years, we have aligned our efforts and pathways with Napa Valley Adult School and the Workforce Alliance of the North Bay and are confident that these partnerships as well as the two positions cited above will close equity gaps at our campus.

12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Cross-Program Equity Coordination

NVC recognizes the importance of working collaboratively across divisions, department, and units to eliminate equity gaps for disproportionately impacted student populations and to increase successful attainment of educational goals for all our students.

We are committed to cross-program equity coordination, which incorporates the following:

- Equity-Centered Enrollment Task Force Alignment: Joint planning between A&R, Financial Aid, and categorical programs to ensure streamlined access.
- Data-Driven Equity Analysis: Tracking disaggregated outcomes (FA packaging time, persistence, GPA, unit load) for disproportionately impacted students.

- Outreach Alignment: Shared use of the Welcome Center, 5-Steps-to-Enroll outreach, and bilingual resources to ensure access at entry.
- Culturally Responsive Training for Staff: Ongoing professional development for frontline staff to provide equity-minded, trauma-informed service

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