

Napa Valley College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23) CERTIFIED

Details

Plan Title *

Napa Valley College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23)

Plan Description

Not Entered

Lead Institution

Lead Institution

Napa Valley College

Address

N/A

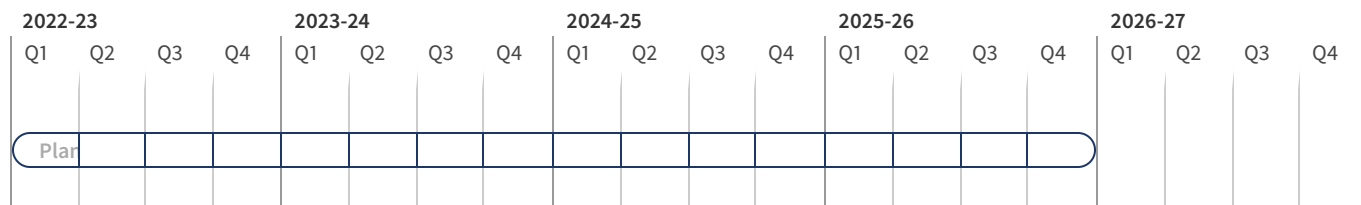
Community College District

Napa Valley CCD

Website

N/A

Timeline



The start year for this plan

2022-23

The start quarter for this plan

Q1

The funding year for this plan

2022-23

The number of fiscal years this plan will span

4 year(s)

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Guided Pathways Work Plan

1. Successful Enrollment and Entering Students *

1.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process. *

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.\

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

Less than 50% Complete

1.1.1 (Less than 50% Complete) What is your local goal? *

40%

1.1.2 (Less than 50% Complete) What are the major barriers for your college to reach this goal? *

NVC's "Five Steps to Enrollment" are cumbersome for students to navigate.

NVC implemented a Self-Service system for students to enroll and transitioned away from the previous WebAdvisor platform. NVC created informational videos to help students navigate the Self-Service module, with the intent to post them on the website, but they have not been posted yet (due to migration to new website and departure of staff).

During the reporting period, NVC identified a significant number of fraudulent applications. The peak occurred in 2020-2021, resulting in the 4% rate. NVC believes that this lower percentage is not an accurate reflection of the application-to-enrollment conversion rate.

In summer 2022, NVC experienced a cyberattack which has led to additional disruptions in the enrollment process. Students did not receive automatic email messages welcoming them to NVC and outlining next steps to complete the enrollment process. From June 2022 through March 2023, staff entered application information by hand, as information collected on the application through CCCApply is not downloading into the local system. While this

manual process helped identify fraudulent applications, it was not efficient and led to delayed student enrollment.

NVC has reduced the number of section offerings in recent years (due to lower numbers of students). This change has likely led to a lower application-to-enrollment rate, as courses of interest to applicants might not have been available when recent applicants attempted to enroll.

1.1.3 (Less than 50% Complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

NVC contracted with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to conduct an evaluation of NVC's enrollment process in spring 2022. The AACRAO report included a set of recommendations to improve website and virtual services, communications, policies and practices, workflow, and organizational structure. NVC has begun implementing the recommendations.

In recent years, NVC has focused on dual enrollment and adult education initiatives as enrollment priorities. A new website, which is structured to deliver information to specific types of students (e.g., first-time, high school/dual enrolled, current, returning, etc.), was launched in December 2022. The new site will support more direct communication and support for students, targeted to their specific needs.

1.1.4 (Less than 50% Complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

The Student Equity Plan includes a goal of reducing the gap in successful enrollment among African American/Black students and American Indian/Alaska Native students. NVC has developed a Strategic Enrollment Management Plan, which integrates with the Student Equity Plan as well as Guided Pathways. The Strategic Enrollment Management Plan includes strategies and tactics targeted to the two student subpopulations highlighted in the Student Equity Plan. We will continue to work with CCCApply to ensure easier access, especially for our disproportionately impacted students.

1.1.5 (Less than 50% Complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? *

As a result of the Guided Pathways Work Plan development process and decreasing enrollments, the application-to-enrollment conversion rate has been identified as an institutional priority. NVC is in the process of reviewing, revising, and developing several guiding institutional documents, and NVC anticipates that improvements in the enrollment metric will be incorporated into local plans including the Educational Master Plan, Institutional Strategic Plan, and Strategic Enrollment Management Plan.

NVC is also in the process of implementing an institutional reorganization, which includes closer collaboration between Admissions and Records and Financial Aid, based on recommendations from the AACRAO Report.

In spring 2022, NVC began offering "registration sessions," which were expanded to "Registration Days" in spring 2023. These sessions provide opportunities for students to come to campus and complete the registration process in person. In spring 2023, NVC began offering Exploration Days for local high schools. The sessions include action steps for enrollment, including completing an application at the end of the day. The focus of the Registration Days is application-to-enrollment transition and increasing the number of students. The focus of the Exploration Days is academic and career pathways and increasing the number of students with a declared program of study.

NVC has identified six Exploration Pathways (meta-majors), which will help showcase NVC programs to potential applicants. NVC is developing intervention strategies to support students along each path.

NVC's Learning Communities also play a role in supporting enrollment.

1.1.6 (Less than 50% Complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

The new organizational structure will facilitate the identification of improvements among appropriate staff. The structure will be regularly evaluated and refined as necessary, through an iterative and mindful process.

NVC will identify sustainable practices for providing intrusive support for students beyond the period of the existing grant.

1.2 With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

1.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

NVC is implementing changes based on the AACRAO recommendations. NVC's Superintendent/President has conveyed the need for ongoing stakeholder engagement to help promote this work and improve the student experience. As changes to the organizational structure are implemented, the new structure will be evaluated regularly and adjusted if/as necessary, to help modernize local systems. The Guided Pathways Coordinating Team, with recommendations from the Academic Senate, identifies priorities for each year.

Examples of improvements implemented in 2022-2023 include: pathways events that connect students with faculty, staff, and current students within each pathway; program mapping development and dissemination via the website; and exploration days for local high school students.

1.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

As awareness of NVC's recent performance on this metric has increased (through conversations initiated based on the AACRAO Report and the development of this Guided Pathways Work Plan), improving the enrollment process for new students/applicants has become an institutional priority. As part of this process, NVC anticipates working with CCCApply as well as the Regional Coordinator to learn more about this metric and factors that have impacted performance in recent years (as performance has fallen from approximately 40% to 4% over a five-year period; as referenced above, NVC has identified fraudulent applications as a factor contributing to the decrease).

2. Persistence: First Primary Term to Secondary Term and Entering Students *

2.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term. *

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

More than 75% complete

2.1.1 (More than 75% complete) What is your local goal? *

76%

2.1.2 (More than 75% complete) What are the major barriers for your college to reach this goal? *

Decreased course/section offerings have contributed to the persistence rate. The current job market (lower unemployment rate) has likely contributed to lower persistence among students who have secured new jobs.

Decreased on-campus presence in recent years has made it difficult to encourage persistence among all students, particularly underserved students.

2.1.3 (More than 75% complete) What actions has your college taken that has led to significant advancement towards your goal? *

NVC has implemented intrusive support and counseling for students, including onboarding, a peer mentor program, and supplemental instruction. Other changes to facilitate the pursuit of students' educational goals include credit for prior learning, interventions for students on probation, and expansion of the information provided in the Catalog (e.g., jobs aligned with program of study and skills needed for employment).

2.1.4 (More than 75% complete) What actions will your college continue to prioritize on going forward? *

Expanding intrusive support for continuing students – in the first year and beyond

2.1.5 (More than 75% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

The Student Equity Plan includes a goal of ensuring that persistence among African American/Black students does not fall below the rate among all students. [The persistence rate among African American/Black students in the baseline year exceeded the rate among all students.] NVC's Student Equity Plan includes a number of goals designed to help maintain and improve persistence among this student subpopulation – including increasing the number of students who receive counseling in their first semester and increasing participation in instruction-based learning community support programs.

2.1.6 (More than 75% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward? *

Persistence has been incorporated explicitly in the Student Equity Plan and the Strategic Enrollment Management Plan. Both plans include specific targets – among African American/Black students (in the former) and among all students (in the latter). Implementation of improvements outlined in these plans as well as performance on the associated metrics will be monitored through annual reporting structures at the state level (Student Equity) and local level (Strategic Enrollment). Learning communities also play a role in promoting persistence.

The recent award of a Title V/Hispanic-Serving Institutions grant focuses on ongoing implementation of the Guided Pathways framework, including robust early alert and follow up at each momentum point. These new structures will promote persistence among NVC students.

With implementation of Exploration Pathways Success Teams (anticipated), each pathway and the students within it will have dedicated support and guidance. As part of this process, NVC will incorporate the ACIP (Ask - Connect - Inspire - Plan) framework.

2.1.7 (More than 75% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

NVC needs to develop a plan for institutionalizing practices implemented/enabled through grants and categorical funding beyond the grant period.

2.2 With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

2.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

NVC has established an institution-set standard regarding the fall-to-fall persistence rate. Performance on all institution-set standards (for accreditation) is monitored annually, through the Core Indicators Report. NVC has exceeded the institution-set standard for persistence since 2013 when the standards were first developed (and revised in 2019). As persistence rates have regularly exceeded the standards, NVC's plans prior to 2023 did not focus on improving student persistence from term to term. NVC's Strategic Enrollment Management Plan (developed this year) includes explicit goals associated with both fall-to-spring and fall-to-fall persistence, as well as strategies and tactics to help improve performance on the two metrics. NVC stakeholders will monitor performance and adjust strategies and tactics as needed through established processes, to help meet the targets defined in the Strategic Enrollment Management Plan.

NVC's Exploration Pathways, Success Teams, and Learning Communities will be included in these efforts.

2.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

NVC has experienced an enrollment decline in recent years. NVC's Strategic Enrollment Management Plan is designed to increase student headcount and enrollment as well as completion of educational goals. Increasing persistence is a way to increase both short-term enrollment and longer-term outcomes. By encouraging term-to-term enrollment among students, NVC hopes to improve other performance metrics associated with Guided Pathways – such as increasing completion and reducing time to completion and accumulation of unnecessary units. NVC also plans to improve communications to students – to provide clarification regarding full-time enrollment and the time to degree (and that completion within a two-year period requires enrolling in more than 12 units per semester or/and attending during the summer term).

3. Completion of Transfer-Level Math & English and Entering Students ***3.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year. ***

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Less than 50% complete

3.1.1 (Less than 50% complete) What is your local goal? *

35%

3.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

English Communities of practice have not been able to meet to formulate additional supports for students due to funding considerations. Math Communities of Practice have been meeting. However, they have not been as

robust as they were when faculty were given reassigned time (rather than load) to conduct the work.

Major barriers for math include lack of support for college success skill development. With few exceptions, NVC students are not failing because they are not capable but because they do not devote enough time to their math classes. The co-requisite structure requires students to spend a significant amount of time on one math class, which is particularly challenging for students that have commitments such as work and parenting. Their responsibilities outside of class make it difficult for students to access support resources and commit additional time to class (to the co-requisites as well as to tutoring and other services). Students need additional support regarding food, child care, financial aid, stress management, access to technology, etc.

Improper placement is one of the largest barriers to success in the statistics class. Local data suggests that students who do not need the co-requisite class have been enrolling in the co-requisite class. Students that take both courses (but who don't need the co-requisite support) are less likely to succeed than if they took the statistics course by itself. Counseling helps ensure that students are placed in the appropriate courses, but students who self-place often enroll in the co-requisite class when they don't need it – either because they underestimate their abilities or they don't understand the registration process.

3.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your taken to begin the process? *

To remove/address the barriers identified above, NVC will explore strategies including:

- Identifying a funding source to support communities of practice
- Simplifying the Class Schedule to clarify differences between transfer-level courses with and without co-requisites and the intended student population for each type of enrollment
- Developing a placement process that prevents backward enrollment without permission, in accordance with AB 1705
- Examining the required number of students enrolled in sections of co-requisite classes to avoid cancelling those sections when possible
- Developing additional wrap-around services (to supplement the Writing Success Center, Math Success Center, Library, and Starfish/Early Alert) to support students and promote student success

3.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

The Student Equity Plan includes goals of reducing existing gaps in completion of transfer-level math and English among African American/Black students and American Indian/Alaska Native students. NVC's Student Equity Plan includes actions intended to help reduce gaps, including reinstating communities of practice among math faculty and English faculty, implementing targeted tutoring (personal tutoring outside of class and embedded tutoring within select classes), and selecting inclusive strategies to increase completion of transfer-level math and English.

In order to reduce friction points, NVC will explore options for:

- Ensuring that all students have acquired their required books and other course materials by/on the first day classes meet
- Providing faculty with sufficient time and space to continuously evaluate practices, including consistency of rigor, expectations for transfer-level classes, and preparing students for future coursework associated with their chosen programs of study

3.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward? *

NVC developed communities of practice for math and English to guide and monitor the implementation of AB 705 and ensure student needs were being met. Math and English faculty regularly monitor student performance and implement strategies for improvement based on findings. For example, in addition to co-requisite supports, NVC's Writing Success Center has developed just-in-time workshops offered throughout the semester to provide

additional opportunities for students to develop the skills they are learning in their transfer-level courses. The presence of faculty in NVC's Success Centers is the central approach in English and math to supporting students in response to AB 705. The Library is also core to this effort. Completion of transfer-level math and English is a performance metric included in NVC's Annual Progress Report, in the form of a report card associated with Goal 2: Engage NVC students and assist in their progress towards educational and job training goals.

3.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

Communities of practice had been funded prior to 2022, but that funding did not continue in 2022-2023. Finding time to continue reflection and development of practices around completion is a challenge. Though to some degree this work continues at the program level, it will be important to identify more opportunities for this work.

NVC will explore mechanisms for ensuring that students are prepared to succeed in college-level math, including supporting their transition into college, developing skills for college success, and securing additional support to enable them to focus on their studies (e.g., financial aid, child care, etc.).

3.2 With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance 'Transfer-level Math & English Completion' equitably and not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

3.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

NVC's continuous improvement process for the completion of transfer-level math and English includes: regularly monitoring performance data, periodically conducting surveys among students, and discussing the findings at regular meetings among the communities of practice established for each discipline. Faculty share their observations and identify areas for improvement. In light of changes to the Student Success Metric, NVC is refining practices to ensure that first-time students take the transfer-level course in the discipline most critical to their chosen Exploration Pathway in their first term/year and take the transfer-level course in the other discipline in the second term/year. This strategy is intended to ensure that students develop the skills most directly associated with success in their chosen program of study as early as possible, provide opportunity for students to take courses within their chosen area of study as soon as possible – for motivation and inspiration, and focus on successful course completion when the transfer-level course is first attempted, rather than limiting it to the first year.

3.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

Developing a more flexible approach to the transfer-level math and English requirement, tailored specifically to each student's needs and priorities, is more effective than insisting that students complete transfer-level courses within each discipline in their first semester or the first year. Enrolling in math and English in the same semester does not distinguish the college student experience from what they experienced in high school. NVC is focused on counseling aligned with students' educational goals and interests to position students for success within their chosen pathway.

4. Transfer and the Student Journey *

4.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution. *

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Less than 50% complete

4.1.1 (Less than 50% complete) What is your local goal? *

35%

4.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

The CSU campus closest to NVC (Sonoma State University) is 22 miles away. In 2016-2017, 408 NVC students transferred to CSU/UC campuses. That was a recent high, followed by lows in 2020-2021 and 2021-2022 (likely accentuated by the pandemic).

4.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

In spring 2023, NVC entered an agreement with Sonoma State University to guarantee transfer to NVC students who complete General Education requirements, have a GPA of 2.0 or higher, and complete the requirements for an Associate Degree for Transfer in the semester before attending Sonoma State. The lower GPA requirement is intended to create a seamless transfer pathway for students, broaden the educational/transfer pipeline, and alleviate some of the stress and uncertainty for students.

4.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

The Student Equity Plan identifies African American/Black and American Indian/Alaska Native students as disproportionately impacted populations regarding transfer. Actions outlined in the Student Equity Plan include: developing transfer-related events focusing on these two subpopulations; identifying and developing opportunities for students to feel connected and inspired; and reinstating tours to University of California and California State University campuses.

4.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward? *

NVC has an established Transfer Center which offers application workshops, provides assistance in completing transfer agreements, arranges opportunities for students to meet with representatives from four-year institutions, and provides access to individual counselors to help students identify the requirements for transfer within a given major, to their institution of choice. NVC is expanding partnerships to facilitate transition to four-year institutions.

The CCCCO's Vision for Success metrics on transfer (including increasing the number of students earning associate degrees for transfer and increasing the number of students transferring to CSU and US institutions) have been

incorporated into NVC's Institutional Strategic Plan. Performance on these metrics is monitored regularly, through Annual Progress Reports.

NVC's Exploration Pathways will also play a role in encouraging students' pursuit of transfer.

4.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

No, due to established structures and practices.

4.2 With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

4.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

Two transfer-related metrics from the Vision for Success (i.e., the number of students earning ADTs and the number transferring to CSU and UC institutions) are included in NVC's Institutional Strategic Plan. Performance on those metrics is monitored through Annual Progress Reports as well as Vision for Success Performance Reports.

Degree conferral (including ADTs) is incorporated into the Program Review process. The Transfer Center has implemented improvements in practices, including tracking student applications to CSUs and UCs and increasing the number of transfer events with the return to in-person services following the pandemic.

4.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

NVC has adjusted hours for the Transfer Center to help meet student needs. At orientation sessions, students are encouraged to imagine possibilities that education provides, including the opportunity to transfer. NVC has identified some barriers to transfer, including transportation and family needs. The new MOU with Sonoma State is intended to help promote transfer among NVC students.

5. Completion and Student Success *

5.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys. *

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Less than 50% complete

5.1.1 (Less than 50% complete) Which areas of Completion does your college identify as Less than 50% complete? *

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Adult Education/Noncredit Completion
- Certificate Completion
- Degree Completion

5.1.2 (Less than 50% complete) What is your local goal? *

- Adult: Vision for Success goal: 10%
- Certificate completion (among all students): 10%
- Degree completion (among degree/transfer students): 15%

5.1.3 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

- Lack of intrusive support including outreach to students based on stated educational goals and/or pathways of interest (collected on application)
- Not all programs have fully developed program maps
- Educational planning software and scheduling software are not aligned, making it difficult to match offerings to most urgent student needs
- Petitioning for graduation is a requirement for NVC to confer a degree or certificate (to trigger audit of courses successfully completed)

5.1.4 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

- Invest in software and technology to support more consistent and informed processes (communications, website)
- Institutionalize practices and improvements identified through Degrees When Due
- Build Exploration Pathways Success Teams that include clubs, pathway-based activities, and cohort management
- Develop in-class activities to encourage engagement with Exploration Pathways

5.1.5 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

African American/Black students are identified as a disproportionately impacted group on this metric in NVC's Student Equity Plan, with a goal of ensuring that completion among African American/Black students does not fall below the rate among all students. The plan includes review of recommendations made by the Community College Equity Assessment Lab (CCEAL) as well as the results of recent surveys conducted by the National Assessment of Collegiate Campus Climates NACCC) to develop local action plans to improve the student experience and facilitate educational goal attainment.

5.1.6 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? *

NVC has implemented changes to expand opportunities for students and to ensure more coordination among Guided Pathways efforts. Changes include assigning managers to work with faculty on program development and pursuit of partnerships, particularly for adult learners and dual enrollment. Recent improvements to the dual enrollment program include the development of "2+2" programs, which NVC plans to expand to facilitate

completion of a certificate program parallel to high school graduation (beginning in the freshman year). As a result of Guided Pathways, NVC has implemented mechanisms to promote student transition to postsecondary coursework, including the transition from noncredit to credit programs. Over the past three years, the proportion of students that transitioned to postsecondary coursework has increased from 12% to 21%. NVC has an institutional commitment to maintaining these improvements and has incorporated them into the Strategic Enrollment Plan.

5.1.7 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

- Sufficient time to implement changes in support of transition and completion
- Need for clear policies and procedures involving Guided Pathways
- Need to align Guided Pathways planning with existing institutional structures with responsibilities for participatory governance

5.1.8 (Less than 50% complete) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

NVC has created courses in distance education pedagogy, culturally responsive pedagogy, and open educational resources through the Center for Equity and Excellence in Teaching and Learning. NVC will build on these efforts and to continue to create a culture of professional learning for all constituent groups.

5.2 With Completion in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Completion equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

5.2.1 (Yes) Which areas of Completion does your college wish to discuss for this selection? *

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Adult Education/Noncredit Completion
- Certificate Completion
- Degree Completion

5.2.2 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

Completion is monitored through a regular and ongoing implementation cycle, including review of data, identification of areas for improvement, development and implementation of strategies for improvement, followed by additional data collection. The number of degree and certificate recipients is reported each year in the Annual Progress Report. Metrics tracking transition among adult learners will be incorporated into future reports, as NVC anticipates the development of a new Institutional Strategic Plan (including associated metrics for monitoring performance) in fall 2023.

5.2.3 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

The adult population provides a potential for growth, and NVC intends to reach out to this potential population of new students to address unmet educational needs within the community.

5.2.4 (Yes) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

N/A

6. Student Equity and Achievement (SEA) Program Integration *

6.1 Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration In Progress

6.1.1 (Integration In Progress) What are some present challenges that affect reaching full integration? *

- Lack of clarity and support for an effort to reduce time to completion for all students.
- Ongoing need to shift the college culture to an understanding of, and commitment to, racial equity.
- Awareness of the importance of institutional structures that move away from functional siloes. Specifically, incorporating equity-mindedness into the planning of Guided Pathways implementation at Napa Valley College.
- Deliberate and strategic incorporation of strategies discussed for the development of either Guided Pathways or the Student Equity Plan into the development of the other plan.
- Understaffed and under-resourced Office of Diversity, Equity, and Inclusion. While the 2022-25 Student Equity Plan is an ambitious and important documentation of the District's target outcomes to reduce equity gaps, human and fiscal resources need to be aligned with the priorities stated in the SEP, which include the development of integrated SEP and Guided Pathways planning and implementation.

6.1.2 (Integration In Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

- Current 2022-25 SEP shift from focus on activities to focus on institutional structures to advance and support equity.
- Reconceptualization of Equity Director position: upgrade to Senior Director, reporting relationship to President, establishment of Office of Diversity, Equity, and Inclusion. New role and placement of the position facilitates greater focus on equity across all areas of the college.
- Senior Director is a key member of Guided Pathways Coordinating Team and has input on Guided Pathways planning for implementation.
- Key leadership roles have been recently filled. Renewed emphasis on completing implementation of Guided Pathways as well as prioritization of equity by the Board of Trustees and Superintendent/President.
- Cabinet level and management level retreats to engage in concentrated strategic planning and community building. Includes assessment of key strategic plans and strategies to improve rate of integration and implementation.
- Increased opportunities for professional learning around issues of diversity, equity, inclusion, and social justice. Examples include the development of the Diversity, Equity, and Inclusion Colloquia; participation in the USC Racial Equity Leadership Alliance eConvenings; a diverse arrays of guest lectures and cultural

programming; book readings/ film viewings and discussions; educational communications disseminated via email and social media. Goal is to increase literacy across the district in all functional areas which will increase likelihood of employees bringing a equity lens to all aspects of their work, including work related to Guided Pathways.

- Planning for educational and social events that target disproportionately impacted student populations to generate interest and excitement for pathways.
- Planning for instructional and support services in Guided Pathways implementation that specifically addresses the needs of DI populations.
- More deliberate integration of Guided Pathways, student equity, and strategic enrollment management planning.
- Continued inclusion of personnel with expertise in DEI and related scholarly disciplines as core members of the Guided Pathways Coordinating Team.

6.1.3 (Integration In Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response.

	Outcome Response
Immediate Outcome:	Increase attention to making "equity" actionable. Develop strategies for DI pop'ns in GP planning.
Intermediate Outcome:	Center equity in all district operations. Implement ACIP framework focused on DI populations.
Long-Term Outcome:	Reduce equity gaps for DI pop's. Showcase historically marginalized students as GP success stories.

6.1.4 (Integration In Progress) How will your college evaluate these listed outcomes? *

- Assess understanding of equity terms and concepts through equity-related convenings/workshops/forums.
- Hold forums on equity with attention to action planning and execution at the college level, unit level, and individual level.
- Conduct an annual assessment by DEI Committee, Guided Pathways Implementation Team, and Strategic Management Planning Team on state of equity-oriented implementation of target outcomes identified in each strategic plan.
- Review data on equity gaps to assess progress in reducing these gaps for disproportionately impacted student populations.

7. Associate Degree for Transfer (ADT) Integration *

7.1 Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your

disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration in Progress

7.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? *

- Completing program maps for all ADTs. Currently we have 13 ADT program maps completed out of 29 approved ADTs.
- We are actively working on creating more consistent visual representations of maps for ADTs.
- New legislation will likely impact our review processes for ADTs in the future, so we need to closely monitor changes and developments.
- We are actively discussing which groups/forums should review program maps . Part of this discussion is about how to link ADTs to our Exploration Pathways website.
- It will be necessary to align resources and processes in support of the additional work necessary to fully implement ADTs changes as part of the Guided Pathways framework.

7.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

- In Fall 2021, program coordinators participated in a workshop to develop program maps with support from the curriculum committee and the counselor from their area.
- We have developed template catalog language to standardize catalog descriptions for ADTs to be in compliance with the Chancellor's Office recommended language and to be more consistent across all ADTs.
- Counseling and the Articulation Officer are actively reviewing all maps this Spring 2023 semester with a focus on GE pattern requirements—and to plan for future CalGETC implementation.
- The Student Success Standards Committee recently voted to recommend adoption of Program Mapper to accurately display program maps, including general education information and career opportunities.
- We have streamlined the documentation process for ADT curriculum approval to ensure more efficient review and submission (removing barriers for faculty to submit and update).

7.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	Address AB 928, including ADT auto enroll by coordinating w/ the Academic Senate, A&R, & Counseling
Intermediate Outcome:	We will assess the need to develop more ADTs, such as IGETC for STEM.
Long-Term Outcome:	Increase the number of ADTs earned

7.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? *

- Successful and timely updates to ADTs to include AB 928 elements.
- Implementation of ADT auto enroll.
- Development of additional ADTs, as appropriate.
- Increase in the number of students successfully completing ADTs.

8. Zero Textbook Cost to Degree (ZTC) Program Integration *

8.1 Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Integration in Progress

8.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? *

Technical challenges:

- let students search for ZTC sections in catalog
- label ZTC sections in registration software
- implement XB 12

Adoption challenges:

- faculty need training on how to list their texts so that ZTC sections show that way in the software
- faculty need support in switching to ZTC materials

8.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

As of Spring 2023,

Technical challenges have been overcome:

- students can search for Zero Cost Textbook sections in MyNVC Self Service
- Zero textbook cost sections are indicated with an appropriate icon (a book and dollar sign with a slash through it)
- XB 12 implemented [VERIFY - ask Jessica Erikson? Erin never got an answer about this]

Adoption challenges: plans

- faculty training: We are switching bookstores. OERI Liaison and Dean of Admissions and Records have been invited to work with the new bookstore on the interface of bookstore and campus data systems. Training materials for new bookstore adoptions will include ZTC training.
- faculty need support: We are making use of the statewide ZTC funds, currently in Phase 1. We will be ready with a plan to use Phase 3 funds to financially support faculty for time and effort spent switching to ZTC

8.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome	ZTC Phase1: dev. plan for Phase3. Ensure ZTC sections are clearly labeled in registration software.
Intermediate Outcome	Support faculty to switch to ZTC. Get all ZTC sections clearly marked in registration software.
Long-Term Outcome	Increase number of ZTC sections and degrees that are available to students

8.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? *

When the XB 12 data element is recorded in our local system, we will be able to track the percentage of ZTC sections as a function of time. This can be included in the ZTC grant work. As this data element is collected, we will communicate status of ZTC sections and explore ways to incorporate ZTC considerations into program review.

9. California Adult Education Program (CAEP) Integration *

9.1 Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Starting Integration

9.1.1 (Starting Integration) What are some present challenges that have impacted integration? *

- Not all career pathways are mapped from Adult Education to non-credit/credit programs
- Limited opportunities to enroll in noncredit courses
- Need to streamline noncredit matriculation process
- Campus reorganization and staff turnover in areas related to integration

9.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? *

- Development and expansion of noncredit programming, including short-term certificates

- Increased Adult Education-specific marketing and outreach
- Designated Senior Manager to help integrate and deploy plan development
- Development of Strategic Enrollment Management Plan that includes both Guided Pathways and CAEP

9.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome	Implement, publish, and promote new noncredit curriculum
Intermediate Outcome	Incorporate Adult Education targeted strategies into Institutional Plans
Long-Term Outcome	Build metrics for continuous evaluation and improvement. Inclusion in key institutional plans.

9.1.4 (Starting Integration) How will your college evaluate these listed outcomes? *

As we integrate CAEP and Guided Pathways into the institutionalized Strategic Enrollment Management Plan, goals and metrics will be looked at annually and bi-annually.

10. Strong Workforce Program (SWP) Integration *

10.1 Using the scale below, describe your college’s progress integrating SWP with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Starting Integration

10.1.1 (Starting Integration) What are some present challenges that have impacted integration? *

- District eliminated Associate Dean position that specifically handled SWP funding and reporting
- Campus reorganization and staff turnover in areas related to integration
- Delayed deployment and socialization of Guided Pathways at a campus level (I.e. new website with pathways launched in 2023)

10.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? *

- Alignment of Strong Workforce with Dual Enrollment/CCAP, and CAEP Pathways that align with campus pathways
- Development of noncredit career courses to align CAEP and Strong Workforce related pathways

10.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	Work collaboratively with CTE programs to align with CAEP, creating better pathways for students.
Intermediate Outcome:	Strategically market CTE and CAEP within the goals of Strategic Enrollment Management
Long-Term Outcome:	Build metrics for continuous evaluation and improvement. Inclusion in key institutional plans.

10.1.4 (Starting Integration) How will your college evaluate these listed outcomes? *

As we integrate CAEP and Guided Pathways into the institutionalized Strategic Enrollment Management Plan, goals and metrics will be looked at annually and bi-annually.

Certification

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