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## Executive Summary

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**NOTE:** This Executive Summary section will be posted to Napa Valley College  
Equity & Inclusivity Website.

<http://www.napavalley.edu/equity/Pages/home.aspx>

Student Equity Goals

*Access Goal from Student Equity Plan (page 4 of September 13, 2017 draft of Integrated Plan):*

Increase the proportion of the credit-student population claimed by African American/Black, Latinx, and male students.

Note: NVC’s 2015-2016 Student Equity Plan identified a gap in the proportion of the credit-student population claimed by these three equity groups vs. their respective population shares among feeder high schools, (i.e., headcount, not enrollment).

**Credit-Student Population Share Claimed by Demographic Groups Identified in NVC’s 2015-2016 Student Equity Plan**

Equity Group	2014-2015	2015-2016	2016-2017	Three-Year Change in Population Share
African American	6.63%	5.49%	5.62%	-1.01%
Latinx	36.09%	37.54%	38.45%	2.36%
Male	44.53%	43.60%	43.51%	-1.02%
<i>Source: California Community Colleges Chancellor’s Office Data Mart, Annual Student Count Query</i>				

The 15/16 SEP identified populations where there was a disproportionate representation of enrolled students at the College. The general trend in our data notes an improvement in our Latinx students while we are actually trending in negative directions for Black / African American students and male students.

There were a number of efforts made through our outreach activities over the course of the 2016/17 academic year that included efforts noted above, such as:

- 1470 contacts
- Outreach at 6 local high schools and 6 local middle schools
- 160 contacts assisted with on-line applications to NVC
- 133 contacts to educate high school students about dual/concurrent enrollment

*Access Goal from Student Equity Plan ...*

However, we are not observing increases in enrollment for Black/African American students, nor male students as much as we are for Latinx students. There are national decreases in enrollment of men writ large<sup>1</sup>, and our outreach efforts are restricted from outreach to feeder schools that are not in our county (for, example, with Vallejo High which has higher proportions of Black/African American in their school, compared to Napa Unified School District high schools). From 2014-2017 we have budgeted equity funding for staff who implement outreach activities. Examples include Umoja Learning Community Staff, Spanish Speaking Coordinators, and the Veterans Program Coordinator.

Notable budget allocation examples:

- Salaries for Employees in support of SEP initiatives
  - FY14/15:
    - Full-Time: \$227,997
    - Part-time: \$37,971
  - FY15/16:
    - Full-Time: \$246,806
    - Part-Time: \$10,641
  - FY16/17:
    - Full-Time \$342,003
    - Part-Time \$24,704

We have also engaged in a number of activities to attract populations identified in the SEP, as well as to retain them. Some examples include:

- FY14/15:
  - Advertising in Bilingual (Spanish/English) Newspapers promoting enrollment: \$1350
  - Movie Screening “Sin Visa”: \$2,000
- FY15/16:
  - Advertising in two Bilingual Newspapers (Spanish/English & Tagalog/English) promoting enrollment: \$3200
- FY16/17:
  - Napa Vine Transit: \$424
  - NVC Food Bank startup funding: \$7473
  - In Lak’ech Youth Summit: \$6284

*Course Completion Goal from Student Equity Plan (page 4 of September 13, 2017 draft of Integrated Plan):*

*Increase the successful course completion rate among African American/Black, Latinx, male, and former foster youth students.*

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<sup>1</sup> Lopez, M. H., & Gonzalez-Barrera. (2014). Women’s college enrollment gains leave men behind. Retrieved from <http://www.pewresearch.org/fact-tank/2014/03/06/womens-college-enrollment-gains-leave-men-behind/>

**Successful Course Completion Rates among Demographic Groups  
Identified in NVC's 2015-2016 Student Equity Plan**

Equity Group	2014-2015	2015-2016	2016-2017	Three-Year Change in Successful Course Completion Rate
African American	59.01%	63.21%	63.25%	4.24%
Hispanic	71.03%	72.06%	71.33%	0.30%
Male	71.07%	73.12%	72.47%	1.40%
Foster Youth	66.27%	58.04%	61.05%	-5.22%
<i>Source: California Community Colleges Chancellor's Office Data Mart, Credit Course Success Rate Query, Fall &amp; Spring Semester Totals</i>				

There was an increase in course completion by three of the four populations identified in the SEP. The largest changes were seen between the 2014/2015 and 2015/2016 school years. Latinx and male students have made small gains but are trending in a positive direction. Our Foster Youth population's rates dropped between the 2014/2015 and 2015/2016 school years and may be attributable to a vacancy in staffing directly supporting this population. From 2014-2017 we have budgeted equity funding for employees who support students in completing their courses; however disaggregated data linking most of these employees to impacts on this outcome to specific SEP populations are not available at this time. We plan to implement outreach activities.

Examples include Umoja Learning Community Staff, Spanish Speaking Coordinators, a Budgeting efforts to bolster course completion included expanding tutoring efforts with campus partners in our MESA program, the Teaching and Learning Center, as well as the Math Center. Notable budget allocation examples:

- Salaries for Employees in support of SEP initiatives
  - FY14/15:
    - Full-Time: \$25,048
    - Part-time: \$26,565
  - FY15/16:
    - Full-Time: \$ 34,667
    - Part-Time: \$ 23,113
  - FY16/17:
    - Full-Time \$ 38,674
    - Part-Time \$ 11,176

*Course Completion Goal from Student Equity Plan...*

We have also engaged in a number of activities to support course completion for identified populations in the SEP. Some examples include:

- FY14/15:
  - Myndworks.com website on-line tutoring: \$950
- FY15/16:

- Smartthinking.com website on-line tutoring: \$5000
- FY16/17:
  - Smartthinking.com website on-line tutoring \$7500

*ESL & Basic Skills Completion Goal from Student Equity Plan (page 5 of September 13, 2017 draft of Integrated Plan):*

*Increase successful course completion rates within basic skills math, English, and ESL among African Americans/Blacks, males, students with disabilities reported, and all students*

*Increase the remedial progress rate (from the Student Success Scorecard) within basic skills math, English, and ESL – among African Americans/Blacks, males, students with disabilities reported.*

**Successful Course Completion Rates within Basic Skills Courses among Demographic Groups**

**Identified in NVC’s 2015-2016 Student Equity Plan**

Equity Group	2014-2015	2015-2016	2016-2017	Three-Year Change in Successful Course Completion Rate
<b>Mathematics</b>				
African American	45.07%	53.57%	58.46%	13.39%
Male	52.66%	60.05%	61.52%	8.86%
Disability Reported	51.82%	70.11%	63.75%	11.93%
All Students	56.15%	63.23%	62.63%	6.48%
<b>English</b>				
African American	61.90%	53.33%	65.96%	4.06%
Male	73.42%	69.02%	72.70%	-0.72%
Disability Reported	70.59%	56.47%	75.56%	4.97%
All Students	76.08%	73.01%	72.88%	-3.20%
<b>English as a Second Language (ESL)</b>				
African American	N/A	100%	N/A	--
Male	63.64	64.29%	86.67%	23.03%
Disability Reported	100%	N/A	N/A	--

*ESL & Basic Skills Completion Goal from Student Equity Plan...*

**Successful Course Completion Rates within Basic Skills Courses among Demographic Groups**

**Identified in NVC’s 2015-2016 Student Equity Plan**

Equity Group	2014-2015	2015-2016	2016-2017	Three-Year Change in Successful Course Completion Rate
<b>English as a Second Language (ESL)</b>				

All Students	63.33%	73.53%	75.00%	11.67%
<i>Source: California Community Colleges Chancellor's Office Data Mart, Basic Skills Progress Tracker Query, Fall and Spring Semester Totals</i>				

**Remedial Progress Rates within Basic Skills Courses among Demographic Groups Identified in NVC's 2015-2016 Student Equity Plan**

Equity Group	2008-2009 to 2013-2014	2009-2010 to 2014-2015	2010-2011 to 2015-2016	Three-Year Change in Remedial Progress Rate
<b>Mathematics</b>				
African American	19.05%	31.88%	23.53%	6.48%
Male	32.39%	33.33%	33.06%	0.67%
Disability Reported	12.18%	10.40%	9.09%	-3.09%
All Students	36.47%	37.57%	37.73%	1.26%
<b>English</b>				
African American	36.71%	40.43%	38.60%	1.89%
Male	49.88%	53.69%	59.39%	9.51%
Disability Reported	18.21%	12.72%	11.93%	-6.28%
All Students	52.70%	58.76%	61.20%	8.50%
<b>English as a Second Language (ESL)</b>				
African American	N/A	25.00%	100%	--
Male	25%	27.03%	17.39%	-7.61%
Disability Reported	0%	13.16%	11.11%	11.11%
All Students	17.72%	29.35%	27.78%	10.06%
<i>Source: California Community Colleges Chancellor's Office Student Success Scorecard</i>				

*ESL & Basic Skills Completion Goal from Student Equity Plan ...*

There is some notable progress occurring in these sets of outcomes. Fortunately, there are a number of increases in the rates of progress for many populations. This is happening in a context where not many initiatives were originally planned. Nevertheless there were some activities that occurred such as:

- The District Equity and Inclusivity Committee sought to identify barriers to student success in Remedial ESL Courses. This was the focus of a sub-group of the committee during spring 2017. A fair amount of information was collected regarding barriers, but more needs to be collected to identify ongoing/additional barriers
- The College provided additional ESL offerings (noncredit SSSP). Upper Valley Campus staff and administration has been developing and implementing more non-credit ESL programs in

conjunction with the Adult School to provide ESL instruction for some targeted in-tact groups in the community such as seasonal farm workers.

Notable budget allocations for this outcome are included in the prior section; expansion of tutoring efforts.

*Transfer Goal from Student Equity Plan* (page 5 of September 13, 2017 draft of Integrated Plan):

The goal is to improve transfer for African American/Black students who were identified in the college research as experiencing a disproportionate impact:

**Transfer Rate among Demographic Group  
Identified in NVC’s 2015-2016 Student Equity Plan**

Equity Group	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	Three-Year Change in Transfer Rate
African American (N=105)	37.3% (N=51)	21.7% (N=23)	25.8 % (N=31)	-11.5%
<i>Sources: Cohorts identified from California Community Colleges Chancellor’s Office Student Success Scorecard “SPAR Cohorts”; student transfers (within 6 years) identified based on file submission to National Student Clearinghouse for subsequent enrollment matches.</i>				

While there were no planned activities in the Student Equity Plan for the Transfer Goal section, there were a number of activities that Equity funding provided such as:

- FY14/15:
  - Umoja Community Transfer Activities: \$2,523
- FY15/16:
  - MESA AMSA Pre-Med Conference: \$338
  - Umoja Community Transfer Activities: \$7,807
- FY16/17:
  - Umoja Community Transfer Activities: \$2,136

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