

# Napa Valley College - Integrated Plan

## Description

**COLLEGE:** Napa Valley College

**READ DEADLINES AND IMPORTANT INFORMATION:** Yes

**UPLOADED SIGNATURE PAGE:** Integratin Plan Sig Sheet 012318.PDF (date: Jan 30 2018 6:26 PM)

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

## Project Contacts

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## Previous Efforts

### Assess Previous Effort 1a

**GOAL #1:** Basic Skills Initiative (BSI) Implement interdisciplinary Student Success Center

**PROGRESS #1:** Implementation started in 2015 and expansion of the model is continuing to all disciplines

**GOAL #2:** BSI Provide professional development activities related to effective practices for basic skills students

**PROGRESS #2:** All new faculty are enrolled in the New Faculty Learning Community and receive professional development activities on effective practices for teaching and counseling basic skills students. Professional development request process was implemented in fall 2017 to support 5% of faculty teaching basic skills students to engage in trainings on effective teaching practices

**GOAL #3:** BSI Implement staff training for Student Success Center activities including workshops, directed learning activities and group activities

**PROGRESS #3:** Implementation is in process. In fall 2017, the model expanded to include directed learning and group activities through the Writing Success Center. A Math Success Center Coordinator was hired for fall 2017.

**GOAL #4:** BSI Implement tutor training to receive ongoing support and compensation for working with English, math and ESL students

**PROGRESS #4:** Tutor training institutionalized

**GOAL #5:** BSI Explore and implement accelerated learning models

**PROGRESS #5:** Exploration is in process. Accelerated learning model implemented in Math 92

**GOAL #6:** BSI Continue data collection on Algebra Redesign model

**PROGRESS #6:** In process

**GOAL #7:** Student Equity (SE) ACCESS Increase the proportion of the credit-student population claimed by African American/Black, Latinx, and male students.

**PROGRESS #7:** • Expansion of Outreach Activities: 1470 contacts made for 2016-2017. No data available for 2015-2016. • Enhanced outreach services to the targeted groups at our major feeder high schools: six local high schools and 6 local middle schools for 2016-2017. • Provide direct assistance at high schools with the on-line application process; 160 contacts were made for 2016-2017. • Educate high school students for dual/concurrent enrollment; 133 contacts were made for 2016-2017. • Increased outreach to K-12 school clubs. Supported "In Lak'ech Youth Summit" which hosted 97 students from a variety of feeder schools. • Met with VINE staff to explore funding passage for our target student groups. Equity supported 4 semester-long passes for VINE for 4 Umoja 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 from area feeder schools. This updated goal reflects the proportion of the noted populations at NVC, as opposed to the proportions at our feeder schools.

**GOAL #8:** Student Equity COURSE COMPLETION Increase the successful course completion rate among African American/Black, Latinx, male, and former foster youth students.

**PROGRESS #8:** • Tutoring support in targeted areas. Testing and Tutoring Center Presentation to the Men's Basketball team. Referrals to MESA for tutoring. • Equity will continue to support increased tutoring opportunities in basic skills math courses and other identified courses by increasing personnel in those areas, including tutors and staff. Equity supported a number of tutors and staff in the Math Success Center as well as the MESA program this past year. • Equity will continue to work on identifying and eliminating barriers to student success for Foster Youth. Equity Director met with staff at Voices and attended a foster youth success workshop.

**GOAL #9:** Student Equity ESL & BASIC SKILLS COMPLETION 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, and all students

**PROGRESS #9:** The focus of identifying and removing barriers to student success in remedial ESL Courses was the focus of a sub-group of the Equity and Inclusivity committee during Spring 2017. A fair amount of information was collected regarding barriers, and we are working to continue collecting this information. Upper Valley Campus staff and administrators have been developing and implementing more non-credit ESL programs in conjunction with the Adult School to provide ESL instruction for some targeted intact groups in the community such as seasonal farm workers.

**GOAL #10:** Student Equity DEGREE AND CERTIFICATE COURSE COMPLETION Improve degree and certificate completion rates for all students.

**PROGRESS #10:** No proposed activities that directly correlate to increasing transfer completion among credit students.

**GOAL #11:** Student Equity TRANSFER Improve transfer for African American or Black students identified in the college research as experiencing a disproportionate impact.

**PROGRESS #11:** No proposed activities that directly correlate to increasing transfer rates among these students.

**GOAL #12:** Student Equity COLLEGE WIDE INITIATIVES AFFECTING SEVERAL INDICATORS Activities affecting several goals

**PROGRESS #12:** • Provided Professional Development support to Faculty, Staff and Administration that supports student success among targeted populations. \$40k budgeted for 16/17: spent approximately \$39k • Center for Organizational Responsibility and Advancement [CORA]: Professional Development Activities Spent \$15 k for subscription to the online course: Teaching Men of Color in the Community College. 25 participants started the course and only 2 completed it. • Minority Male Community College Consortium [M2C3] now known as Community College Equity Assessment Lab [CCEAL] purchased Institutional Assessment Package [IAP] for 5 year assessment process, and paid for keynote speakers for Instructional Excellence Day in 2017. • Student Equity contributed to the "XITO Institute: Professional Development Conference" on culturally based instruction. Conference attendees, faculty and staff attended. • Hired Research Analyst • Minority Male Community College Consortium [M2C3] now known as Community College Equity Assessment Lab [CCEAL] - Institutional Assessment Package [IAP] includes 3 surveys x 3 administrations over 5 years. In spring 2017 the staff survey will be distributed, and in fall 2017, student and faculty surveys will be administered to complete "round 1" of the survey process. • The establishment of an Office of Equity and Inclusivity to oversee implementation of the Student Equity Plan and the Equity and Inclusivity Committee is in progress. • Hired a Director for Equity and Inclusivity to oversee implementation of the Student Equity Plan and the Equity and Inclusivity Committee. • Establish secretarial administrative support for the Office of Equity and Inclusivity. • Available funds to support activities that promote equity and inclusivity. Completion of infrastructure of Cultural Center. • Research and develop a population of LGBTIQQ students that can be added to analyses of equity at NVC. New activity added summer of 2016, dependent on California Community College Chancellor's Office [CCCCO] providing data; no data shared to date. • Established a process for disbursement of professional development funds for activities that promote student equity and success. • Encourage cultural awareness

among NVC students. Ongoing item. • In progress of promoting issues of equity and inclusivity across campus.

**GOAL #13:** Student Success and Support Program (SSSP) Orientation Reorganized the “Five Steps to Successfully Enroll as a New Student” Redesigned online and in-person orientation

**PROGRESS #13:** Created and launched a comprehensive New Student Online Orientation. Meets federal and state mandates and provides enhanced matriculation and campus information to students to assist in their student success navigation. Moved to online orientation for students, with the exception of pre-enrollment services in the high schools that included orientation. Paper and pencil version were still made available to address any barriers in access to computers. Mega Orientation replaced with PASAR (Ed Planning and Pre-registration sessions).

**GOAL #14:** SSSP Assessment Enhanced Testing in Schools Pilot online testing in schools

**PROGRESS #14:** Enhanced testing services in the local schools. Trained more staff to proctor exams, therefore resulting in greater service to our local schools. Piloted online testing in the local schools

**GOAL #15:** SSSP Educational Plans Improve students access to counselors and advisors Ed Plan Fridays

**PROGRESS #15:** Hired FT counselors to further meet students and mandates of SSSP. Redesigned counseling appointment and drop-in process to reduce wait times and provide even greater access. Restructured counseling front office by adding much-needed staff support to meet the workload demands involving student processes. Developed a series of “Ed Plan Friday” workshops for students, including each athletic team. This all resulted in reducing student wait times, greater access and completion of Educational plans.

**GOAL #16:** SSSP Follow up Services Improve Academic Success Workshops to address achievement gap and retention

**PROGRESS #16:** Revised our communication process for notifying students of their probation and dismissal status. Moving from once per year to once per term. This also includes marketing and promotion with the campus community (faculty, ASNVC and departments). Within these communications, the revisions provided more clarity on probation and dismissal status to students, staff (including counselors), advisors, and Admissions and Records staff. Workshops were provided at varying times to reduce barriers of attendance and included computer lab usage.

**GOAL #17:** SSSP Improve Education Planning Technology Ellucian Student Planning and Self-Service SARS Anywhere Online-Counseling

**PROGRESS #17:** Embarked on a process to align degree audit and naming conventions of degrees and certificates. This completed process is significant as students can navigate and find their degree or certificate in a more concise manner. Furthermore, completion of this process was needed as we launch into new technology with Ellucian Student Planning and Self-Service for Financial Aid. This will be piloted this Fall with EOPS, SSS TRIO, Umoja and Puente. SARS Anywhere features an Early Alert system that we will review with a work group consisting of primarily faculty and staff/programs that are currently utilizing mid-semester early alerts. SARS anywhere will allow for remote services and capturing of MIS SSSP data at remote sites Counseling workgroup is currently looking into OEI’s online counseling. A demo has taken place. We will be reviewing the product in a live playground this fall. The workgroup is exploring other online options as well.

### **Assess Previous Effort 1b**

**GOAL:** We attribute our success to: Increased and improved collaboration with departments; greater utilization of campus funding sources, including professional development; increased hiring, including counselors and an Equity Director, and increased integration of Student Affairs and Office of Instruction. In addition, Student Equity has increased funding for outreach initiatives and activities. We have worked to ensure that key staff and infrastructure are in place, and students recognize the efforts of these integrated programs. We have also worked to integrate key committee structures and positively influence the culture of the college. We continue to work toward developing stronger measures of success in Student Equity.

### **Assess Previous Effort 1c**

**GOAL:** Increase Course completion with tutoring opportunities including follow up support services

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Counseling and advising services. Time-management, study skills, academic success (probation) workshops.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Increase course completion of identified groups. Provide tutoring opportunities in identified courses, academic, and student support programs.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Student Success Center activities and support for Basic Skills courses.

### **Share A Success**

**GOAL:** Revising our process on notifying students of their probation or dismissal status as well as implementing a series of targeted probation and dismissal workshops. This process addresses disproportionate populations in the Student Equity Plan, BSI students and utilizes Counseling resources from SSSP. The first goal was to change the name from a negative connotation to a more positive one: “Academic Success Workshops.” Secondly, we wanted to proactively notify students early, prior to their loss of priority registration status. These workshops were led by Counselors and included pre- and post-evaluations, key information on success strategies, and identification of barriers to success. They also involved the creation of a new success plan which includes revision of existing educational plans as well as follow-up resources. Students who completed the workshop were granted their priority status. These students will be tracked and monitored. The overall goal is to reduce these numbers, analyze the barriers, and provide appropriate integrated services to help the students achieve their academic success.

## Future Goals

### Integrated Goal #1

**GOAL:** Integrated Goal 1: Increase course completion in Basic Skills (English, Math, and ESL).

**GOAL AREA:** Retention, ESL / Basic Skills, Degree & Certificate Completion, Other

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Collaborating with faculty in developing Early Alert strategies. Educational Planning and follow-up advising. Counseling Support Services.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Early Alert for targeted populations. Increase instructional and student support services. Collect Student ID and activity frequency data to assist with assessment and funding priorities.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Increase Success Center model activities. Implement Affective Domain Program in Basic Skills Math. Provide Professional Development to Faculty teaching Basic Skills classes.

### Integrated Goal #2

**GOAL:** Integrated Goal 2: Decrease time to transition to degree, transfer level, CTE for Basic Skill students.

**GOAL AREA:** Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Eliminate barriers by providing off-site placement testing. Refine multiple measures for accurate placement. Provide Educational Planning and follow up advising.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Collaborate with faculty to develop programs and services to meet student equity activities as indicated. Collect Student ID and activity frequency data to assist with assessment and funding priorities.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Support accelerated learning models. Support faculty and staff to engage in professional development activities related to degree/transfer and CTE certificates for basic skill students.

### Integrated Goal #3

**GOAL:** Integrated Goal 3: Increase use of academic tutoring among all students including students in populations noted in SEP, Basic Skills and SSSP.

**GOAL AREA:** Access, Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Per SSSP guidelines: provide appropriate support for tutoring of at risk\* students

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Develop improved tutor tracking system to collect data at point of service. Analyze data to evaluate efficacy for noted populations in SEP. Implement data-informed improvements to tutoring models.

**BSI ACTIVITIES THAT SERVE THE GOAL:** 1. Hire Success Center Coordinators for English & Math. 2. Implement Student Success Center activities. 3. Applied tutoring in targeted math classes. 5. Train tutors on the goals of Basic Skills, SSSP and Student Equity in tutor training. 6. Provide tutoring support for online students. 7. Provide 24/7 online tutoring support for all students. 8. Expand summer months and hours of operation for tutoring in Writing and Math Success Centers.

### Integrated Goal #4

**GOAL:** Integrated Goal 4: Provide Professional Development Activities for Faculty and Staff.

**GOAL AREA:** Retention, ESL / Basic Skills

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Per SSSP guidelines, provide SSSP related training during new faculty learning community and staff orientations including FLEX activities. Continue to develop a Professional Development process for faculty, staff and administrators within SSSP guidelines. Provide professional development funding to those attending SSSP related activities\*, meetings, conferences, workshops, and trainings. Incorporate SSSP into student learning outcomes and assessments. \*SSSP related activities include: Orientation, Assessment, Education Plan (Abbreviated), Education Plan (Comprehensive), and At Risk Follow up Services.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Design, implement, assess, and market an Equity Literacy professional development series to engage faculty and staff.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Create and implement a professional development program that educates faculty and staff on the goals of the Basic Skills Plan and supports faculty in engaging professional development activities related to this targeted population.

### Integrated Goal #5

**GOAL:** Integrated Goal 5: Early Alert Identify, select, develop and implement an Early Alert System.

**GOAL AREA:** Retention, Transfer, ESL / Basic Skills, Degree & Certificate Completion

**SSSP ACTIVITIES THAT SERVE THE GOAL:** Develop an integrated Faculty and staff workgroup that includes IT representation to explore, test and recommend an Early alert System that is compatible with institutional systems. The workgroup will also work on a standard procedures manual for Early Alert. Hire FT SSSP Counselor assigned to focus on identified students that include disproportionate students identified by Equity, BSI students and including Academic probation and dismissal students. Purchase an Early Alert system to be implemented in Fall 2018.

**STUDENT EQUITY ACTIVITIES THAT SERVE THE GOAL:** Support development and implementation of early alert system.

**BSI ACTIVITIES THAT SERVE THE GOAL:** Support development and implementation of early alert system.

## Integration & Coordination

**INTEGRATION AND COORDINATION:** Academic Senate governance committees have recently been restructured to allow instructors representation on all committees based on divisions. The Student Support Services and Programs and Basic Skills Initiative governance committees have been combined into a new Student Success Standards Committee that also includes representatives from the Equity and Inclusivity Committee. Similar integration and coordination occurs within the Instruction Council and Student Affairs Council (which includes categorical programs). These groups will review and discuss data regularly – to monitor performance and identify additional needs among student (sub) population(s). Results will be communicated to the campus community.

**NONCREDIT:** Napa Valley College averages 450 to 500 FTES annually in noncredit instruction. The courses are comprised of Disabled Students Programs & Services (DSPS), classes for older adults and career development college preparation (CDCP) classes. A recent development in noncredit instruction leading to college and careers has been established through the Adult Education Block Grant (AEBG). The subject areas include: Hospitality, Health Occupations and Business and Computers. As part of the overall goal of noncredit instruction, students will receive placement testing/assessment, orientation, follow-up with a college counselor and job placement services. In addition to on-campus noncredit programs and services, Napa Valley College has ongoing partnerships with Napa Valley Unified School District Migrant Education program, Up Valley Family Centers, Napa Valley Grape Growers and The Yountville Veterans Home. The populations served under these agreements vary in instruction and services to address student educational goals. In recent semesters retention has increased with course level data that indicates student progress. Future goals are to transition higher-level students from noncredit to credit instruction with adequate support systems.

**PROFESSIONAL DEVELOPMENT:** A single point of contact through the newly developed Teaching and Learning Center has been identified for which Professional Development can be requested and submitted. Colleges with strong and supportive professional development programs demonstrate an increase in student retention and performance, especially for populations noted in plans. Napa Valley College has included professional development as a goal in their Strategic Plan to support and encourage the improvement of teaching and learning. This year, a new professional development process has been developed to promote the education of divisions and departments on the goals of our Basic Skills, SSSP and Student Equity Plans, and to provide ongoing support for faculty and staff to engage in professional development opportunities that address meeting these goals. Our goal is to provide new faculty with professional development activities on effective practices for teaching and counseling to basic skills students.

**EVALUATING PROGRESS:** Progress towards all student support goals will be measured annually. The Data Mart Basic Skills Progress Tracker will be utilized to assess the metrics of successful course completion and time to transition to college-level mathematics, English, and ESL. Academic tutoring and professional development opportunities will be evaluated based on usage data and surveys among participants. Once an early alert system is implemented, metrics will be developed to measure the system's efficacy.

**MULTI-COLLEGE DISTRICT COORDINATION:** This does not apply to Napa Valley College.

## Support

**CHANCELLOR'S OFFICE SUPPORT:** Support from Chancellor's Office on the following topics would assist us in accomplishing our goals in closing the achievement gaps. Included is an abbreviated list. We will be seeking additional feedback from staff, faculty and administrators. • Best Practices Academic Tutoring • Best Practices of Early Alert Systems • Best Practices for implementing Professional Development • Tools for Evaluation Purposes and Assessment • Tools for Tracking of Students • Best Practices First-Year Students • Counseling Topics including Proactive Counseling, Equity Literacy

## Additional Support Documents (Not Required)

DOCUMENT TITLE	FILE NAME	COMMENT	UPLOADED
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## Expenditures

<b>OBJECT CODE - CATEGORY</b>	<b>BASIC SKILLS INITIATIVE</b>	<b>STUDENT EQUITY</b>	<b>CREDIT SSSP</b>	<b>CREDIT SSSP - MATCH</b>	<b>NONCREDIT SSSP</b>	<b>NONCREDIT SSSP - MATCH</b>
1000 - Instructional Salaries	\$30,467	\$30,872	\$186,779	\$186,779	\$5,000	\$5,000
2000 - Non-Instructional Salaries	\$43,285	\$325,325	\$791,972	\$791,972	\$30,698	\$30,698
3000 - Employee Benefits	\$14,063	\$150,021	\$376,447	\$376,447	\$12,797	\$12,797
4000 - Supplies and Materials	\$1,231		\$4,797	\$4,797	\$941	\$941
5000 - Other Operating Expenses and Services	\$954		\$147,233	\$147,233	\$1,750	\$1,750
6000 - Capital Outlay			\$28,780	\$28,780		
<b>PROGRAM TOTALS</b>	\$90,000	\$506,218	\$1,536,008	\$1,536,008	\$51,186	\$51,186
			<b>MATCH</b>	<b>MATCH</b>		
			<b>BSI, SE, &amp; SSSP BUDGET TOTAL</b>		\$3,770,606	



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