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~~GOVERNANCE~~ ~~STUDENT EQUITY PLAN~~

- progress of the Budget Committee Code 7822 and all familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 7822](#)).

The evaluation of progress toward meeting the equity goals outlined in this document, as well as the completion the the related activities therein will require regular and ongoing monitoring of student success and achievement data and regular updates from parties responsible for guiding the implementation of proposed activities. This shall include an annual update on the progress of towards the achievement of all student equity goals to be presented to the Equity and Inclusivity Committee, the Office of the President, the Student Success and Standards Committee, the Office of the Chancellor, the Chancellor's Office, Napa Valley College's Academic Senate, the Planning and Budget Committee, and NVC's Board of Trustees. In addition, the Equity and Inclusivity Committee shall request regular updates on the implementation of the activities outlined in this plan from the parties entrusted to these activities, including the Office of the President, the Student Success and Standards Committee, the Office of the Chancellor, the Chancellor's Office, Napa Valley College's Academic Senate, the Planning and Budget Committee, and NVC's Board of Trustees.

Enrolled in the Same Community College	6900	7500	+8.7%
Transferred to a Four-Year Institution	581	720	+23.92%
Retained from Fall to Spring at the Same College	4366	4500	+3.07%
Completed Both Transfer-Level Math and English Within the District in the First Year	132	172	+30.3%
Attained the Vision Goal Completion Definition	643	820	+27.53%

Some other race	Female	Transferred to a Four-Year Institution	1	4	+300% ▹▹▹
Disabled	Female	Completed Both Transfer-Level Math and nge			
		Completed e ransfer-Level Math			

Black or African American	Female	Attained the Vision Goal Completion Definition	17	23	+35.29% ◀
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	0	1	0% ◀ ▶
Hispanic or Latino	Male	Transferred to a Four-Year Institution	70	98	+40% ◀
Asian	Male	Transferred to a Four-Year Institution	10	13	+30% ◀
Some other race	Male	Transferred to a Four-Year Institution	1	5	+400% ◀
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	1	2	+100% ◀
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	-	1	0% ◀ ▶
Veteran	Female	Transferred to a Four-Year Institution	1	4	+300% ◀
White	Female	Enrolled in the Same Community College	1129	1275	+12.93% ◀
Black or African American	Female	Enrolled in the Same Community College	359	436	+21.45% ◀
Filipino	Female	Enrolled in the Same Community College	392	404	+3.06% ◀ ▶
Asian	Female	Enrolled in the Same Community College	218	235	+7.8% ◀ ▶
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	15	27	+80% ◀
Some other race	Male	Enrolled in the Same Community College	12	19	+58.33% ◀
Foster Youth	Female	Enrolled in the Same Community College	58	79	+36.21% ◀
White	Female	Retained from Fall to Spring at the Same College	678	716	+5.6% ◀
Black or African American	Female	Retained from Fall to Spring at the Same College	134	157	

- Overall : All : Enrolled in the Same Community College
 - White : Female : Enrolled in the Same Community College
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Review and revise the CCCApply standard application and develop materials to ensure that students' application experience is positive, and establish regular information flow between the application and NVC programs and services.

Implement an online resource/repository of information (eBrochure) on academic programs as well as student supports that is easily centralized and easily accessed by potential NVC students.

Seek and reinforce partnerships and coordination with community-based initiatives and precollegiate services to facilitate a seamless transition to Napa Valley College. Focus coordination with community-based initiatives and services that serve groups identified as DI as appropriate.

Review survey and focus group results collected from Community College Equity Assessment Lab (CCEAL) y

Pursue additional funding resources including, but not limited to, minority serving institution grants (e.g. HSI, AANAPISI, TRIO) to enhance Guided Pathways implementation and other strategies

Continue the development of on campus mental health services for students (i.e. Me e he

Regular reports on metrics including disaggregation by equity groups. Review and adjust plans as necessary.

Fully implement the online student planning/degree audit module, accompanied by an information and training campaign to guide students in its usage.

Develop a degree (through Counseling faculty) that encompasses university preparation curriculum (UC, CSU, in-state private, out-of-state).



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