Verification Team Report

Program/Service: __ Counseling/Career Center

Date: __2/24/2013__________________________________

A. Program Evaluation & Planning Writing Team Members:

   Marci Sanchez

Verification Team Members:
   John Mercer
   Barbara Kraig
   Maria Ortiz

B. Status of Curriculum Revision (for instructional programs)

   Courses are already included with the Instructional programs.

C. Status of Outcomes Assessment

   • Students will analyze their career choices based on personality assessment career exploration, employment growth and the necessary skills to attain employment after college.
   • Develop ability to seek and obtain/create work by setting short and long term goals.
   • Student will recognize and use important student and academic support services that can help them to be more successful.
   • States that student will learn to: Identify courses required for university admissions requirement, major preparation and options for general education requirements.

D. Statement of Completion

   The Program Evaluation and Planning Report (PEP) for the Counseling/Career Center is complete based on our reading. The report addresses each element in the PEP document. There is data and examples of activities. There is reflection on strengths and areas of improvement.

E. Strengths of the Program/Service

   1. Most of the services in counseling and the career center are dedicated to the Program Level Outcomes.
2. Counselors are actively working with the local high schools and the general public to educate the community on services available through the Counseling Division at Napa Valley College.

3. Mega Orientation sessions have provided an overview of transition information for local high school seniors. Surveys showed that 99% of the respondents thought that the Mega Orientation session met their expectations.

4. Students are served throughout their time at NVC.

5. Faculty and staff are active on senates and associations and they meet to share information.

6. The Counseling Division works with many other departments and programs on the campus.

7. The division has also developed an online orientation program for students.

F. Areas for Improvement in the Program/Service

1. We recommend, and support the team’s suggestion, that you look to hire a new full-time general counselor as soon as possible. This will help to accommodate the growing needs of the department as well as performing a variety of duties within the department.

2. Continue to examine your ability to increase the number of students who have completed educational plans on file. With the new student success act requiring all students to have EdPlans on file, this evaluation of existing programs for educational planning is a necessity. Evaluating current practices to meet future requirements is paramount.

3. Review the link between course syllabi, SLO’s, and ILO’s for continuity. An evaluation of that continuity to ensure campus expectations is being met.

4. Evaluate the DataTel and Webadvisor training programs for your faculty. With the vast array of duties that you have to perform requiring one of those two programs ensuring that your faculty are up to date and orientated to the program.

5. Look at ways in which the department can bring the counselors together, in terms of physical space, would be a nice improvement. Creating a culture that is devoted to helping students succeed is centered around one central location and with faculty/staff sometimes spread out around campus, there may be a sense of disconnectedness.

6. Lastly, looking at the mental health issues sometimes associated with particular students may be of interest. There is an increasing number of students requiring accommodations, and this is always growing. Possibly, looking at ways in which you can train staff, increase knowledge/awareness, and overall streamlining of the DSPS process may help students understand the opportunities that are available for them.

G. Summary of Verification Team Recommendations

Overall, the verification team is extremely pleased with the work that was put forth in the PEP process. It is evident that the program is fully intended to
provide the best experience for students. The level of outreach that is conducted at the faculty level is fantastic and we are confident that that effort is providing value to the program. The Mega Orientation is seeing great success and we encourage you to keep that program going; students are obviously satisfied. Your overall outreach to students and departments on campus is clearly evident and valuable to the college. While there is always room to improve for ALL programs it appears that the counseling/career center is in good standing and has a great deal of potential in the coming years. We have provided a few recommendations that we hope will shed some light on ways to improve.

1. Continue to look at the number of completed EdPlans on file and look at ways in which that process can be improved to ensure that in the future all students will have completed EdPlans on file.
2. We vehemently support the recommendations written in the PEP report that the program desperately needs a full-time faculty member. To make sure this program continues to grow and thrive it desperately needs to full time faculty member with reassigned time for program direction.
3. Look to continue the training of your faculty/staff of DataTel, Web Advisor, and the ever-increasing number of mental health issue that you may encounter in the department.
4. Ensure that the individual course outcomes, SLO’s, and ILO’s are consistent.
5. Look at ways in which you can try and bring the counselors to a central location that may create the specific culture that you are looking for. While this would be ideal, and the program has already made improvements in that area, space/facilities may be an issue.

Signatures:

Faculty: 

 Classified: 

Administrative/Confidential: 

Revised November 2013
1. Mission

A. Program Mission Statement
This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service contribute to the Napa Valley College (NVC) Mission? Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

*Napa Valley College Mission*
Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

*The Counseling Division and Career Center are reviewing and updating our mission statements this cycle. These are draft versions of our statements for now. We plan to update and submit the confirmed versions by the end of the 2013-14 academic year.*

The Counseling Division provides quality counseling and teaching services to students. The goal of our Division is to assist students to achieve their personal, career, educational, and professional goals for lifelong success in our diverse and changing global culture.

The Career Center at Napa Valley College assists students and community members with their career and college-major decisions, finding and retaining work, and exploring educational options to be successful, contributing members of society.

B. The program falls within one or more of the following categories (check all that apply)

- [X] Student Services Program
- [X] Academic Support Program
- [X] Other___ Counseling Services provide Step 3 of the Matriculation Process (Orientation) and optional Step 4 (Counseling) ____________
2. Accreditation, Licensing & Previous PEP

A. If the program is accredited or licensed by another agency, please name the agency.

Not Applicable

B. Review the recommendations from those licensing, evaluation, or accreditation bodies. Discuss the recommendations of the review teams relevant to the program/service and how the program responded.

Not Applicable

C. Review the Accreditation Planning Summary (available on the Accreditation portion of NVC’s website). Discuss the recommendations that are relevant to the program/service and how the program/service has responded.

<table>
<thead>
<tr>
<th>The Accreditation Planning Summary identified 3 areas of concern related to the Counseling division.</th>
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</thead>
<tbody>
<tr>
<td>1. The first identified issue addressed the total number of staff available to provide counseling services to the general population of students. Due to continued budget cuts and retirements, our staffing remains a top priority for review. We have been unable to fill all of our vacant permanent support staff and faculty positions, but have had to backfill with some temporary support staff, as well as adjunct and grant-funded counseling positions including support from our HSI STEM grant. We were able to hire the tenure track Articulation officer position beginning 2012-13, the tenure track counselor position to serve the UMOJA program in 2013-14, and fill our regular Secretary IV position. We look forward to hiring back up to six regular contract general counselors and two support staff positions in the next few years. We are working closely with our Vice Presidents of Instruction and Student Services to plan for these hires.</td>
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<tr>
<td>2. The second identified issue addressed the space available for individual offices and services. The 1300 building was remodeled in 2012 giving the General Counseling center more office space. Other student services areas also moved into the building. Our Transfer Center and Career Center are now sharing space, and we are piloting a shared center management model that began in 2012-13 in those areas. The units will retain separate budget centers, but one coordinator will manage both centers. Although the building was remodeled with the combined center in mind, we realize that as both programs grow back to full staffing and scope of services, Student Services may need to re-evaluate the model. If the campus pursues another capital campaign in the future, the Student Service areas may be able to reevaluate all of its service centers again.</td>
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<tr>
<td>3. The third issue addressed the need to develop more services online that can be accessed by students both on campus and in the online environment including electronic</td>
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</table>
educational planning and online counseling. We currently use the electronic educational planning component of WebAdvisor, provided by DATATEL Colleague. All of our counselors and advisors are currently using this online tool. Moving in this direction has increased access to student education plans by other important offices like Financial Aid and other special services counseling support programs. To begin the process of providing online counseling, the division attended a Distance Credentialed Counselor training provided by Ready & Motivated Minds, L.L.C. in 2008. In this training, we identified the security and confidentiality concerns we have around using web based personal email addresses to interact with students in this fashion. Around this timeframe in 2008-09, the campus was also moving from our former web site platform to Sharepoint. We needed to implement this full migration of web sites and understand the platform. The effort to increase online counseling was temporarily slowed down due to the retirement of seven full-time counselors in June of 2010 and the various moves that we made during the remodeling effort for the 1300 building. The implementation of the new portal and eventual use of secure campus based student emails will enable us to once again explore using this important tool. The portal should be functioning by summer/fall 2014. Counseling online services will take more work to develop and will depend upon funding and staffing availability.

There were no specific recommendations for the Career Center.

D. Review your program’s previous PEP report. Describe how you have responded to the objectives listed on the Unit Plan (Schedule A) and on the Verification Team Report.

Counseling Services:
The Verification Team had concerns similar to the Accreditation Planning Summary about space for counseling staff and services, and more integrated use of technology for e-advising and planning. We have addressed both of these issues through our recent building remodel, and the continued training and use of the WebAdvisor educational planning tool. When using this electronic tool, we encounter errors and work with appropriate offices (such as I.T. and the Office of Instruction) to inform them of these errors. Additional identified areas of improvement included a perceived disconnect between general counselors and counselors in the categorically funded programs, and student survey data that could not be identified. We continue to build and strengthen those working relationships by having two combined meetings per month, one for business and training purposes to update our workflow and center ourselves around counseling techniques, and one for counseling faculty to discuss curriculum and faculty related issues. Though most of the categorical programs continue to operate in different buildings, we are all included in counseling related updates on campus through two combined email distribution lists. Since 2007, the Office of Student Services has conducted various surveys assessing our outcomes at both the service and program levels that include student reactions to counseling and career services. These themes and points are included throughout the report.

We have addressed the following objectives identified in Schedule A of the previous PEP report.
* As stated above, we continue to work with our counselor colleagues in the categorical programs to share information and center around our counseling techniques at two monthly meetings. We have also increased our use of the electronic educational planning tool and are currently gathering data to determine how many students have an active education plan. Our college success classes all include an assignment related to creating or starting an educational plan with a counselor or advisor. Because we completed both paper and electronic versions of the education plan before, the data related to total numbers of ed plans created was more difficult to gather. Now that we are all using the online tool, we hope to have more accurate numbers and are working with Office of Research, Planning and Development to put these reports together.

* Hire one full-time Counselor to teach Learning Community classes: We hired one full-time counselor in 2008 to teach in the English Learning Communities which serves general students in a basic skills level English class linked with a Counseling class dedicated to college success topics, and this position had a small general counseling load. The assignment has changed over time as our learning community sections have been cut or modified and our need for more general counseling hours has increased. We continue to staff these courses with as many full-time faculty members as possible.

* Increase the number of students who have educational plans: In spring 2013, the Office of RPIE reported that we have approximately 3,000+ students that show coursework attached to a plan under at least one program of study (major). Before using the e-advising/planning module in WebAdvisor, it was difficult to track the number of plans for students that were not in special programs. This is a good baseline figure for us to work with for future planning. The new Student Success Act of 2012 will require that eventually all students will need comprehensive educational plans on file that we can track and monitor for progress.

* Complete identification of SLOs; review and update all course outlines of record: We have identified our SLOs and updated all of the course outlines of record. Each year, we will continue to assess and review our courses on a regular cycle. Both adjunct and full-time faculty members have been trained to provide appropriate assessments. We also have results that include Counseling and Career Center services in two recent widespread surveys in 2011 and 2013. We will use these results to inform and improve our services, and request more staffing or resources.

* Hire a full-time outreach counselor: Through a grant with the Health Occupations Division, we hired a full-time outreach counselor from 2008-2010 that was primarily dedicated to informing high school students about the necessary early preparation for health career jobs. She developed a “Careers in Health Care” course taught at the high schools and provided an additional college presence. Funding for this position was not renewed and the district did not absorb this position.

* Continue on-going counselor training of Datatel and WebAdvisor; completion and implementation of On-line Orientation; complete development of Counseling Division
web page: We maintain a running list of Datatel screens that are useful for counselors and have successfully migrated to the web-based version of Datatel/Colleague. We continue to have data integrity issues that affect our ability to use all of the modules in WebAdvisor with complete accuracy, but we are working directly with IT and the Office of Instruction to give feedback about our needs in these areas. We have implemented an online orientation, though it needs to be updated and we are currently exploring external companies and products to do this effectively. After the migration to the Sharepoint system for our web pages, we developed an updated page. With the new Student Success Act mandates, we will need to use this tool even more effectively in the future in addition to the portal to communicate updates to policies and procedures.

*Explore and identify space for counselor offices: We have updated our space with the remodel of 1300 building. Some counselors are also housed in other buildings to directly support their special programs (i.e. EOPS, UMOJA, PUENTE, Workability III). Our offices are now ADA compliant which is particularly important for our clientele in programs such as DSPS.

The remaining objectives included hiring one full-time General Counselor, hiring a temporary person for the WebAdvisor educational plan development and support, and implementing the CSFI or similar instrument for all new students to increase campus referrals. Budget constraints and decreased support staff positions across Student Services have prevented us from fulfilling these objectives. We were able to hire one full-time counselor for the UMOJA academic support program and this position includes some general counseling hours, but we have yet to hire a counselor with a full general counseling load. The Counseling Division has not had the budget to help support a temporary IT position, though we do in principle. The decision was made some time ago that we would use the LASSI (Learning and Study Strategies Inventory) rather than the CSFI (College Success Factors Index) to assess our work with basic skills students in the English Learning Communities and other special programs. The implementation of the Student Success Act of 2012 might allow us to explore the use of additional standardized assessments if we feel the data from these assessments is more useful and relevant to our future planning.

Career Center:
We have been able to address the following objectives from the 2008 PEP Report.

*Provide confidential space for Employment Specialist: With the new 1300 building remodel, our Employment Specialist now has use of a private office to address any confidential issues related to employability. The Employment Specialist position has been reduced dramatically since 2008, but he shares a private office with both counselors and transfer representatives that serve the Transfer Center population. We have essentially broadened the physical space of the center by including both Transfer and Career Services in one area, but have lessened the overall space for both centers by merging. This has served us well during strained budget times, but as we grow and need space for student programming and more counselors/advisors, our space issues will need to be examined again.
*Improve current student satisfaction survey: The Career Center was included in the 2011 Student Services survey (results are attached) and the surveys conducted for the SEM Project in Spring 2013. We are using this information to continue to improve the program offerings.

The remaining objectives include providing additional staffing, providing comprehensive internship/work experience services, implementing additional outreach services, and providing diversity training for staff. Staffing and outreach services are subject to funding and with recent budget constraints and changes in the funding formula for the new Student Success and Support Program (formerly Matriculation) we have had to reduce our staffing, rather than increase it. Our future goals include increased staffing to implement outreach and grow our internship services overall. Because the Employment Specialist position has been reduced, growing our internship offerings is difficult at this time. If we can increase or restructure this position, we can then also examine our use of the WOEX units for these internships. Staff members can receive diversity training through HR for hiring, but as a campus, we have not been able to invest much into this area other than workshops that might be provided by attending a local or regional conferences or webinars through organizations like CA Career Café. The Inclusivity Committee continues to look into this possibility campus-wide. We currently don’t have access to specific data fields to collect specific demographic information on SARS, but our job search database, CSO, includes this optional information and we can run reports to show use of some of our services based on equity group.

E. If this program/service is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard. This information will be used in the next Accreditation Self-Evaluation.

The Accreditation Standards (Nov. 2012 revision) identified several issues that have already been discussed in Section 2C and 2D. Additional topics include providing more services for returning combat veterans and full services at the Upper Valley Campus location. General Counseling and the Career Center support both of these issues and we currently have one general counselor dedicated to writing and updating educational plans for veterans and dependents using their benefits. We also work closely with the designated Financial Aid technician assigned to this group. We have co-sponsored career/job fairs targeting veterans and have directly supported the development of our new Veterans Center. In the past, we have assigned an adjunct counselor to the Upper Valley Campus, but due to budget cuts, we had to discontinue that assignment. We support providing more staffing at this site as the credit programs grow and look forward to serving that population more directly as well as our South County students in American Canyon at American Canyon High School.

F. Reflect on your responses to Section 2. Accreditation Licensing & Previous PEP Reviews. If improvements or changes are needed, write objectives on Schedule A.

The new Student Success Act of 2012 (SB 1456) will be influencing changes in the delivery
of our services and the need for more counseling faculty and staff. We will use the data collected from the two more recent surveys in Student Services and respond to these needs as our budget and staffing permits. As we make changes to our service delivery systems, we should engage in more regular and timely assessment service specific surveys as well. For example, provide students with opportunities to give feedback about their front counter experience. Within an updated survey structure, we should also attempt to collect more demographic information. As the community college system updates the focus from access to completion, we are poised to contribute even more to helping students make informed decisions about their career pathways, and developing more direct connections to internships is one of those keys. We need to rededicate our time and effort to updating our online services including investment in an updated orientation program and synchronous online counseling.

Please see Schedule A

3. Services

A. What specific services does the program offer?

<table>
<thead>
<tr>
<th>General Counseling Services:</th>
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<tbody>
<tr>
<td>• Academic counseling for certificate, degree, transfer, undecided students, basic skills students, Disabled Students Program and Services (DSPS), English As A Second Language (ESL) students, and students enrolled for personal development</td>
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<tr>
<td>• Career counseling</td>
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<td>• Personal counseling and crisis intervention</td>
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<td>• Articulation</td>
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<td>• Orientation for new students (online and in person)</td>
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<td>• Outreach activities to high schools in Napa County (when staffing available)</td>
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<td>• Outreach activities to the community</td>
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<tr>
<td>o American Canyon outreach/participation</td>
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<td>o Strong participation in various College Day fairs and presentations in Napa County</td>
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<td>o Annual Job Fair, coordinated through the Career Center</td>
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<td>o Annual Transfer Day, coordinated through the Transfer Center</td>
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<td>o Participation/coordination for the annual High School Breakfast for Napa and Solano county high school counselors</td>
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<tr>
<td>• Hosting 4-year college representative visits to our Transfer Center for California State University (CSU), University of California (UC), and Independent Colleges for transfer students</td>
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<td>• Inreach activities to all classes, campus wide when requested</td>
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<tr>
<td>o Instructors invite counselors into their classes to present information on a variety of counseling topics.</td>
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<tr>
<td>• Teaching college success and career guidance classes to the general population and for academic support and retention programs (UMOJA, PUENTE, English Learning Communities).</td>
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</table>
Career Center Services

- Counseling and Advising about the career exploration process and job search.
- Hosting and use of tools for Career Exploration
  - EUREKA: CA Career Information Online Research Program; also includes career assessments.
- Maintaining a career resources library: Career, college major, college catalogs, and job search materials.
- Providing workshops & class presentations when requested
  - Career topics: Career decisions, college success, study skills
  - Career assessments on interpretation of interests and personality strengths
- Providing Employment Service for students and community members (when available)
  - CSO website: comprehensive site for students and employers.
  - Job Fair (1-2 times/year when budget is available): Past attendance has seen up to 85-110 employers attending; 1500 students & community members
  - On-campus recruitment: individual companies come on campus to recruit students.
  - Employment Advising- Individual appointments and drop-in appointments for the following:
    - Resume writing assistance
    - Interview preparation
    - Job search advising
    - Bi-lingual advising services
- Services for employers
  - Employment listings
  - Job matching online services
  - On-campus recruiting
  - Outreach to individual companies including site visits (with full staffing)
- Campus Collaboration
  - Career Center presentations
  - Classroom presentations for faculty members
  - Club rush
  - Information registration tables
  - American Canyon College night
  - Transfer fair
- Community Outreach (has slowed down based on reduced staffing)
  - Employer outreach
  - Community Presentations
  - Career & Job Fairs/Expos
- Professional Contributions
  - Supervision for Counseling Interns
  - Counselor training
- Staff and faculty trainings on career development when requested
B. How does the program ensure that these services are meeting the needs of students/clients? How do you evaluate how well the services are meeting the needs of students/clients?

General and Career Counseling services are evaluated by the following processes:

- Student and peer evaluations during the regular faculty evaluation cycles provide feedback from all counseling classes and individual counseling sessions.
- Information from the 2011 Office of Student Services survey and the 2013 SEM Project Team 3 - Retention and Goal Attainment survey included Counseling and Career Service related responses.
- Each counselor has acted as a liaison to an instructional division or program to gain feedback from faculty about campus policies and procedures related to our work with students.
- Individual faculty members will call or refer students to us for crisis intervention and then follow up with us about these student issues.
- Assessment surveys are completed by employers and students at our larger events (i.e. job fairs)
- The collection of outreach activity participant evaluation forms.
- Administrative evaluation process for staff, the division chair and the coordinators provides valuable feedback about unit and center management and service to the campus.

C. What future trends are likely to impact the program/service?

The Student Success Act of 2012 (SB 1456) will directly impact the types of services we offer and the total number of students the Counseling Division and its related programs will be expected to serve in the coming years. The focus on orientation and educational planning for all students is a challenge with current levels of staffing and the design of our services. We will need to adapt to the changing expectations and potentially redesign our workflow.

Changes in technology are also going to directly impact our delivery of services as we move to our new web portal and updated versions of Colleague and online student planning. We will continue to work with Institutional Technology (IT) and the Office of Instruction (OI) to identify programming needs around degree audit to make this and the electronic educational planning tools more accessible and accurate for all users.

The increased need to address mental health issues with students and reduction in DSPS services and staff over the last few years continues to be a big issue in our division. The DSPS and Learning Services programs are managed by the Dean of the Library and Learning Resource Center (LLRC), and the designated counselor and student services specialist are located in the General Counseling area. Our front counter staff members are impacted by the increasing numbers of students that qualify for accommodations and would like to use these services. We also need to continue to increase our referrals to our colleagues in the Health Center. We invite the current counselor in Health Services to our Business and Training meeting each year to provide updates to us about their offerings and hear feedback from us about the types of issues are encountering with students.
The increase in student population with active military or veteran status will require more specific training for those using military benefits to help fund their education. Educational planning for this group of students is strict and focused. In addition to the need in General Counseling, more counseling services dedicated to the veteran and veteran dependent population is critical. The opening of the new Veteran’s Resource Center and development of MOU’s with specialized outside mental health counseling services will help supplement the amount of counseling we can provide through our staffing. Our counselor that usually works with veterans and their dependents is also now meeting with students in the new Veteran’s Center to provide a more comfortable environment and encourage use of the center for all of it’s services.

The Student Success Act scorecard includes the requirement for all students entering colleges beginning Fall 2014 to have a comprehensive educational plan on file. To be effective, these plans must be based on a strong foundation and understanding of career options. Increased career counseling and advising will be critical to giving students options. We anticipate increases in our class offerings (Coun 110 – Career and Life Planning and Coun 111 – Career Decision-Making), more use of our current online career assessments (EUREKA, CA Career Café), and developing student success center workshops focused on these important skills.

The Career Center wants to establish and maintain a stronger tracking system for job placement which could help the coordinator figure out local employment trends that could influence employer invitations to campus. This tracking system could also contribute to an alumni database. We will also need to better coordinate all of our programs and events in the centers which requires cross training and strategic communication.

D. Are services being offered online? If yes, describe.

<table>
<thead>
<tr>
<th>General Counseling online offerings include:</th>
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<tbody>
<tr>
<td>• Online orientation.</td>
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<td>• Updates to our web sites.</td>
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<tr>
<td>• Using online registration forms for events (such as orientation sessions).</td>
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<tr>
<td>• Electronic educational planning (when functional) through WebAdvisor.</td>
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<tr>
<td>• Response to general questions from students via email.</td>
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<table>
<thead>
<tr>
<th>Career Center online offerings include:</th>
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<tbody>
<tr>
<td>• Online job listing service called CSO Interfase that maintains our employment listings electronically and allows us to collect demographic information for assessment and review.</td>
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<tr>
<td>• Social media presence through Twitter and Facebook</td>
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<tr>
<td>• Several counselors are members of LinkedIn.</td>
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<tr>
<td>• Links to numerous career related web sites including CA Career Café and professional development videos on YouTube.</td>
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</table>
E. Discuss plans for future online offerings. Describe any challenges that have been identified and needs that must be addressed to support the development of online services.

The Counseling Division would like to offer e-advising/e-counseling and we completed training for this service in 2008. However, one of the requirements includes having secure email access or a secure chat environment that maintains confidentiality for specific student information. Currently we do not host campus based emails, which is one way to help ensure this security. We continue to express our desire to offer this service and our challenges with regard to these technical needs. There are other programs that we could purchase such as customer service chat program for the business world, and we would need to develop our policy for the levels of counseling and advising we can provide in this format.

Our current WebAdvisor electronic educational planning system continues to have errors and glitches related to course and program updates. These issues are currently being addressed through the Office of Instruction. The new version of the student planning module that plugs into the web portal is more user friendly, but requires both monetary and human resources to implement and start using. We also want to continue to be involved in updates to the degree audit system and work with Admissions and Records and the Office of Instruction on these important programs. We also support the hiring of a full-time evaluator position in Admissions and Records to help with the workload related to evaluating transcripts and posting course equivalencies on Colleague. Comprehensive educational plans will require more resources for foundation level information about a student’s record.

F. How does the program assure equitable access to all students regardless of service location or delivery method (i.e. students enrolled in online courses)?

Students can ask general questions by phone or email, but petitions and other documents must be completed in hard copy format at this time. The forms are available online, but require printing and submission by regular mail or fax. We are working with Admissions and Records on our related systems and services and acknowledge the need to provide these forms and documents in fillable .pdf format for students engaged in distance education. The new web portal and one of our new communication management systems, NVC Communicate, will facilitate more direct and targeted communication through various pathways including email, texting and social media.

G. Reflect on your responses to Section 3. Services. If improvements or changes are needed, write objectives on Schedule A.

We see a great need to increase staffing to improve our services and availability. We look forward to using the new web portal and other related products to help facilitate communication and access to our services. While the portal is being developed, we also need reliable access to the online Eadvising/planning module in WebAdvisor. We need to update the online orientation and are researching this option now. We also need to develop even better relationships with our partners in instruction to visit classes and provide much needed career counseling workshops as students are pushed to declare majors even earlier with the
new mandates from the Student Success Act. As we support use of new technological tools, we hope to then offer more services to the online/distance education community. One of the technological tools could include a job placement tracking system, possibly sponsored by VTEA grant funding.

Please see Schedule A.

4. Service Area Outcomes Assessment

A. Attach a copy of the program’s/service’s Outcomes Assessment Plan to this report. If applicable, attach the Student Learning Outcomes Map/Matrix as well.

Please see PLO grid.

B. What kinds of data are used to assess the effectiveness of services provided (including support of student learning)? Note: This includes outcomes assessment data as well as other information tracked by the program/service to measure effectiveness.

General and Career Counseling services are evaluated by the following:

- Student and peer evaluations during the regular faculty evaluation cycles provide feedback from all counseling classes and individual counseling sessions
- Course level outcomes assessment (pre- and post-tests, signature assignments, etc.)
- Information from the 2011 Office of Student Services survey and the 2013 SEM Project retention and goal attainment survey included Counseling and Career Service related responses
- Assessment surveys are completed by employers and students at our larger events (i.e. job fairs)
- The collection of outreach activity participant evaluation forms.
- Feedback from our high school counselor colleagues collected at our Annual High School Breakfast.

C. Review data recently collected on Student Services Outcomes/Administrative Unit Outcomes to assess outcomes at the program level. Summarize the findings, identify areas for improvement and discuss how the program/service will use the results of assessment to increase effectiveness. If areas for improvement have been identified outside of the outcomes assessment process and changes have been made to improve services, those should be identified here as well.

The Counseling Division and Career Center have been included in two of the recent student services surveys for both the Office of Student Services (2011) and the SEM Project (2011-2013). The 2011 survey focused on assessing the program level learning outcomes that are similar to the Counseling Division program outcomes. The 2013 SEM Team 3 survey focused on use of services provided by both the instructional academic support programs and student services centers. Various constituent groups were surveyed and interviewed to learn more about how our services contribute to student retention in courses and programs, and
goal attainment such as finishing a certificate, degree or transferring. This data and research is included in the SEM Project dedicated to process improvement. The Counseling Division has also conducted surveys before and after our “mega orientation” sessions in 2012 and 2013. Here are the highlights and summarized results from all three sets of surveys.

PLO #1: Students will analyze their career choices based on personality assessment, career exploration, employment growth and the necessary skills to attain employment after college.

*Counseling classes and the Career Center and related services are primarily responsible for providing these experiences and outcomes. Students can complete formal assessments in Coun 110 – Career and Life Planning and Coun 111 – Career Decision-Making, and then work both individually and in groups to understand the results and use these results for further career and major choices. The SLO outcomes are included in the Counseling/Instructional Program PEP report for 2013. Several counselors and advisors in both General Counseling and special programs are also familiar with these types of assessments and will supplement their educational planning appointments by asking students to use the inventories on EUREKA.org, one of the planning tools to which the college subscribes. These tools are particularly useful for undecided and undeclared students. We do not have specific data related to using these assessment tools in any of the surveys we have given, however we can see from the SEM Team 3 survey that 45%+ of the students that visited our Career Center found our services somewhat helpful, very helpful or extremely helpful. We plan to create a shorter more focused survey about our assessments in the near future.

PLO #2: Develop ability to seek and obtain/create work by setting short and long term goals.

*General Counseling and the Career Center services both include goal setting in our individual appointments and in all of our classes. Coun 100 – College Success and Coun 110 – Career and Life Planning spend more time on this topic than other classes. When writing educational plans, we focus on coursework and programs of study that will fulfill students’ preparation for short and long term goals related to their chosen career paths. Goal setting related to finding and creating work are specialties within Career Services and a focus for the Employment Development Specialist position that we will need to replace. The Career/Job Fair that we offer either once or twice per year through the Career Center is dedicated to providing opportunities for students to begin internship or entry level jobs in specific industries. We do not have specific data related to this topic in any of the surveys we have given. We plan to create a shorter more focused survey about our services around employment and work readiness in the near future.

PLO #3 Students will recognize and use important student and academic support services that can help them to be more successful.

PLO #4 states that students will learn to: Identify courses required for university admissions requirements, major preparation and options for general education requirements.
*Most of our services in both centers are dedicated to these outcomes. Mega Orientation sessions are a popular and accessible way to provide an initial overview of valuable transition information for local high school seniors. The orientation survey results show that 99% of respondents to the post-survey thought that our session met their expectations. 45% or more of the respondents intend to use one of our related services (counseling, career center or transfer center) based on what they learned from the orientation session. 60% intend to work with Financial Aid. This is a great start for incoming freshmen, but as the Student Success Act mandates roll out, we will need to strive for closer to 100% of new students using our counseling related services through workshops, online options or classes.

*The questions about our services in the 2011 survey ranged from awareness and knowledge of our locations, to identification of the level of ease of access and use of our services, to identification of whether or not students felt that our services contributed to their success. The results were generally very positive for awareness of our services, 87% and 95% of all respondents respectively were aware that the Career Center and Counseling services are available, however only 54% and 82% knew our exact locations on campus, and only 26% and 67% have actually used these services. The majority of those that have used our services found that our centers were easy to locate. This survey was conducted before we remodeled the 1300 building, and in that time period we moved locations two times to allow for the construction updates, however both of our services were originally in the same building and remain there today. Building signage and the addition of the Welcome Center to refer students to our centers should show an increase in awareness and use of our services should we engage in an updated survey. We should offer a follow up survey soon to check this issue.

*We received overall positive results related to ease of getting through our processes. 72% and 68% of users felt that the former Career Center and Counseling processes were Very Easy and Easy. These are strong initial results, but we can improve, and can do so with the use of more electronic forms, more updates through the Web Portal and increasing our online presence. We continue to see positive results related to how students felt that our services have contributed to their success including 66% and 70% feeling that Career Center and Counseling had a strong and positive or positive effect.

*There were several open ended comment sections on both the pre- and post-orientation surveys that we intend to review in detail as we plan our upcoming 2014 sessions. Some of these suggestions include having more interactive sessions, providing more detailed counseling and advising opportunities, and leaving with a first semester schedule. The Counseling Division has formed a small work group dedicated to making scheduling suggestions, and improving the content and delivery of our future programs. We have not surveyed our online orientation users, and plan to do so in 2013-14. We recognize that the information and technology are somewhat outdated. As identified in other PEP sections already, we are hoping to improve this format soon. In addition to the mega and online orientation offerings, the work group has suggested that we also offer smaller in-person sessions throughout the school year, and create a short term, low unit value (i.e. .5 unit) Introduction to College class that can include transition information over a longer time period than one day, and shorter than the full 3 unit College Success class. These are all
areas we can improve upon for orientation and transition issues for students.

*To appeal to all types of learners and student schedules, we are currently developing early educational planning workshops meant to supplement both the initial in-person and online orientation sessions to provide a more thorough overview of the educational planning process to make their individual sessions with counselor sand advisors more productive. Topics will include transfer and degree options, preparing for counseling appointments, and external transcript review.

*In addition to educational planning workshops around the academic information, we are also developing early career planning and decision making workshops meant to supplement our classes and individual counseling sessions. Topics will include completion of assessments on EUREKA.org through our campus subscription and interpretation of the results from these surveys, research, finding and preparing for internships and part-time jobs, and preparing for the job search. We look forward to offering these sessions starting Spring 2014.

D. Provide examples of how staff maintains on-going, reflective dialogue about overall program quality and improvement.

The division members regularly engage in reflective dialogue about our services and maintaining consistency with information and processes. We schedule monthly Business and Training meetings for the whole division. We invite guest speakers to learn about updates to program requirements and courses. We also discuss our systems and processes with our colleagues in Financial Aid and Admissions and Records. The Division Chair of Counseling and the Associate Dean of Admissions and Records schedule regular standing meetings to discuss our related systems, and the Division Chair and Career Center coordinator also have regular meetings. Counseling faculty members hold monthly meetings as well to discuss curriculum offerings and other faculty related issues. Because we do not have funding to send all counseling staff to conferences and regional meetings, we provide regular updates by e mail and in person at meetings with notes and highlights to stay informed of external issues that affect our work. We regularly examine our student workflow and adjust our service offerings accordingly (for example, we adjust our service delivery style based on increasing needs during peak registration times versus offering appointment timeslots for educational planning and graduation petitions during the middle of the semester). At least once per year, we discuss any results from surveys or evaluations that have included our services (e.g. 2011 Office of Student Services survey). The comments and concerns expressed by students in these surveys guide our decisions for training topics, staffing patterns, scheduling, and developing tracking systems and information materials.

E. How does the program/service facilitate the achievement of the college’s stated institution-level learning outcomes?

Our services contribute to each of the 6 ILOs. The regular work we do in educational planning and progress review relates most to #2 and #4 as we guide students in their goal setting and facilitate their making informed decisions. We see even more connection to the
new ILOs that have just been approved, particularly with #3 Critical Thinking and Information Competency and #4 Personal Responsibility. Our coursework and supplemental services related to probation and dismissal follow up will continue to contribute to these important institutional goals.

F. An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways were the expected learning outcomes made public? Check all that apply:
   X Syllabi
   X Catalog
   □ Brochure
   X Website
   □ Other________________
   □ Not Applicable – explain: ___________________________

G. Reflect on your responses to Section 4. Service Area Outcomes Assessment. If improvements or changes are needed, write objectives on Schedule A.

We see a great need to increase staffing to improve our services and availability. We look forward to using the new web portal and other related products to help facilitate communication and access to our services. We also want to continue to work on our rapport building and increase the positive impact students feel from working with us. Updating our program and service level outcomes will be a priority for this next review cycle. We want to engage in more direct service level surveys (about our front counter staffing and our web page content). The Student Success Act will require that we provide even more types of service delivery such as online counseling and student success workshops. Please see Schedule A.

5. Community Outreach

A. Off-Campus Offerings
   1) List the services that are available off-campus and identify the location(s) where services are offered (Upper Valley Campus, American Canyon/South County, other/identify).

   We provide staff members for outreach events and representation on various community based councils (i.e. Napa County Office of Education P-16 Council, Non-Profit Coalition of Napa Valley). We attend local college, and career/job fairs to continue building relationships with local employers and to promote the qualifications and training that our students bring to the world of work. In the past, with more staffing and cooperation from the local high schools, we provided on site orientation and advising sessions.

   2) Discuss plans for future off-campus services. Describe any challenges and needs that must be addressed to support off-campus services.
With increased staffing, we want to offer regular counseling/advising at the Upper Valley Campus and a more regular presence at all local high schools, but particularly American Canyon High School. One option is to offer a college success or career decision making course at these campus locations to increase our visibility. Napa High School has already invited us to teach Coun 100 – College Success on their campus. We would also like to build our high school campus based orientation sessions that we used to offer before the budget crisis. Our challenges are all related to staffing needs. At this time we have 6 vacant full-time counseling positions (including one career counselor) and our adjunct counseling budget was reduced by half to help address the budget constraints of the 2012-13 academic year. With more allocations from the state in the future related to the Student Success Act, we will hopefully be able to address these areas.

B. What recruitment and/or community outreach activities has the program/service engaged in or initiated?

Counselors in the General Counseling and Career Center areas engage in the following outreach and inreach activities:
- Local area college fairs
- Representation on the NVC Outreach Committee
- NVC Club Rush
- Disabilities Awareness Week (to recruit for DSPS and Workability III programs)
- Career/Job Fair
- Transfer Fair and Transfer Celebration
- Annual High School Breakfast (sponsored by the CTE/Small Business Development Center)
- Presentations in classes
- Representation in most academic support and retention programs
- Hosting employers through the Career Center to table and provide information sessions
- Representation/coordination of various community events such as the Success After High School conference and the Latino Youth Leadership Conference.
- HSI STEM grant sponsored outreach and recruitment events (STEM Summer Bridge)

C. What has the program/service done to establish relationships with secondary schools and/or four-year institutions?

Relationships with secondary schools include:
- Annual High School Breakfast for high school counselors
- Orientation on high school campuses (when available)
- Provide support for home schooled students wanting to earn high school credit (review and sign Permit to Attend petitions)

Relationships with four-year institutions include:
- Supporting and hosting transfer representatives in our Transfer Center
- Attending local area training conferences provided by CSU/UC systems and private schools
• Hosting counseling interns from graduate programs
• Participating in local or regional programs like the UC Davis College, Making It Happen program at local high schools
• Articulation agreements
• HSI STEM grant funded counselor participates in events both local and regional events for Hispanic Service Institutions.

D. What has the program/service done to establish relationships with businesses and community organizations?

Relationships with businesses and community organizations include:
• Hosting employers through the Career Center to table and provide information sessions
• Maintaining an Employment development position
• Relationship with our Small Business Development Center and developing new articulation agreements for career pathways with high schools
• Attending local area career and job fairs/expos

E. How has the involvement of the advisory committee helped in improving and/or promoting the program/service (if the program has such a committee)? Describe the size, membership and regularity of meetings. If no advisory committee, would this form of external input be helpful?

We currently do not have advisory committees for General Counseling or the Career Center. We have discussed organizing an employer advisory committee to support the Career Center to help us continue to build partnerships with the business community and stay connected to the most current employment needs.

F. Reflect on your responses to Section 5. Community Outreach. If improvements or changes are needed, write unit objectives on Schedule A.

We see a great need to increase staffing to improve visibility and availability to extend our reach to the local community. Increased staffing will allow us to attend more community events and provide counseling services at our Upper Valley Campus, high schools up valley, and American Canyon High School. We hope that the Student Success Act will provide some guidance and resource allocation to redesign our services and we can continue to learn from other local colleges and their best practices for service delivery. The development of the web portal and use of NVC Communicate will help us increase visibility and communication on campus to promote our programs. Our web site redesign will help us update our web presence for the outside community. Please see Schedule A.
Part I of the program evaluation report is to be reviewed by the program faculty and staff, signed by the program evaluation chair (i.e., lead writer) and division chair/supervisor, and forwarded to the Office of Research, Planning & Institutional Effectiveness by May 3.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |
6. Enrollment Trends & Student Satisfaction

A. Review available data and describe recent trends.
   1) Have there been significant fluctuations in the number of students served? If so, explain.

   The following numbers are the reported student contact numbers for General, Career and Transfer centers as recorded in our SARS program (our student appointment and record system). The DSPS program contacts are also included in these figures because the 1-2 counselors dedicated to this population over the years have chosen to be affiliated with General counseling. These figures include scheduled appointments, drop-in sessions, other student contacts by email or phone, presentations, and outreach. Transfer Center and other special programs (EOPS, SSS, and Workability III) report their own statistics for their individual PEP reports. I have included Transfer Center figures to reflect the overall numbers we have served in all 3 centers and the impact that merging services and reduced staffing has had on all 3 of our areas. These are total contacts including duplicate student records and we feel they are underreported as some counselors and staff members are not accurately recording all of their contacts with students by email or phone.

<table>
<thead>
<tr>
<th>Year</th>
<th>General Counseling</th>
<th>Career Center</th>
<th>Transfer Center</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>8736</td>
<td>4367</td>
<td>4464</td>
<td>17567</td>
</tr>
<tr>
<td>2009-10</td>
<td>8175</td>
<td>1557</td>
<td>5317</td>
<td>15049</td>
</tr>
<tr>
<td>2010-11</td>
<td>11429*</td>
<td>3295</td>
<td>14724</td>
<td></td>
</tr>
</tbody>
</table>

*This figure includes Transfer Center statistics for the 6 months that services were combined during the renovation of the 1500 building.
Career Center figures are not broken out separately for 2010-11 because they were included with other special programs when we moved locations during the 1300 building remodel and combined services.

2011-12
General Counseling: 12474**
**These figures now include both Career and Transfer Center contacts after merging our services and locations to the newly remodeled 1300 building.

2012-13
General Counseling: 10521***
Career Center: 2993
Total: 13514
***Includes Transfer Center contacts.

Our overall numbers in all 3 centers have seen a steady decrease in the past few years based on retirements of counselors and our one general specialist, as well as severe cuts to our adjunct counseling budget and our employment specialist position. We were also required to close all of our counseling centers for 2 full weeks of service in 2010-11, 2011-12, and 2012-13 to help with budget cuts. The small bump up in contact in 2013-14 is related to one of our full-time counseling positions reducing its teaching load from 80% to 50% and then to around 20%.

2) Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

The economy and state budget for education have significantly impacted our program. In 2010, seven of our full-time counselors retired. We have been able to hire back one of those positions (the Articulation Office) and have supplemented some of our general counseling load by hiring a new counselor for the UMOJA academic support program. However, at the same time that we have increased support for special programs (like UMOJA, Workability III and the HSI STEM grant), our adjunct counseling budget was cut dramatically due to campus based priorities.

3) Are there internal factors that have affected the program? What are the plans to address these factors?

The budget to support adjunct counselor hours has been significantly cut from $140,000 in 2011-12 to $70,000 in 2012-13, and again down to $50,000 in 2013-14. In addition to this dramatic decrease in funding, we have not filled 6 full-time counseling positions and one student services specialist. We are currently updating our adjunct pool in the event that money from the Student Success and Support Program budget is able to augment our budget, and are examining the ability to recruit counseling interns. We need to look at all of our positions and strategically move forward with appropriate workload and tasks.

B. How does the program/service impact student enrollment and retention?
The Counseling Division members work with students throughout their journey at NVC. We attend outreach and pre-enrollment events in Napa and Solano counties. We orient new students online and in person. We provide degree and transfer level courses with important transition topics such as college success and career and life planning, as well as a popular certificate and degree in Human Services. The 2013 Counseling/Instructional Program and Human Services PEP reports outline our enrollment and retention success rates in these courses and programs in more detail. Our counseling services in both the General Counseling Center and Career Center provide supplemental services for classes such as classroom visits and tours, and workshops, and a strong referral component for staff across campus. Instructional faculty will often contact individual counselors or the Division Chair if they are working with students that are displaying behavioral issues or have identified concerns or need resources. We are directly involved in writing both short and long term educational plans that will include coursework, transfer and graduation deadlines, and internship or early work experiences that help students navigate our programs and offerings. We support other student services such as Admissions and Records and Financial Aid, by providing required documentation such as preliminary transcript evaluations and educational plans for student appeal petitions. We work with students on academic or progress probation to offer advice and direction, and referrals to important external resources for at-risk students. The Division Chair position is an integral part of the Student Grievance policy and meets with many students going through the formal grievance process. Counseling faculty and staff members are active in all Academic and Classified Senate activities and contribute to writing policies and creating procedures and processes that are student friendly. The Division Chair sits on various committees for both instruction and student services management to add our concerns and help disseminate information back to our colleagues and students. We are engaged in the whole student experience.

C. Review the hours of operation for the program/service (and the schedule of classes, if applicable) and the results of the satisfaction surveys. Discuss whether the program/service hours are scheduled appropriately to meet student/client needs.

We didn’t engage in a survey through the Office of RPIE, but have results from a 2011 Student Services survey and from the SEM Project Team 3 Retention and Goal Attainment survey. All survey information shows that we may not be meeting the scheduling needs of certain subgroups of the student population (online students, evening students and those with busy daily class schedules). With limited staffing, there are only a finite number of students we can serve with the depth of information that we feel is necessary to have meaningful interactions with students.

D. Student Satisfaction

Discuss the results of the satisfaction surveys, identifying areas for improvement and continued success.

The division did not engage in satisfaction surveys provided by the Office of RPIE this cycle because we have related information from the larger Student Services and SEM Report.
surveys. The SEM Team 3 Survey focused on students’ perceptions of how helpful our services were if they had used them already. Close to 45% of students who used our services felt that Career Services and close to 66% felt that Counseling services were somewhat, very or extremely helpful. The 2011 Student Services survey shows that 66% of users felt that the Career Center and 70% of users felt that Counseling services contributed to their success at NVC. These are relatively strong foundation numbers, but some of the other factors like ease of getting through our processes and availability of counselors/advisors and counseling related services have lower success percentages. As we fine tune our program and course level outcomes, we need to develop more detailed assessments to better gauge how we are helpful and how we contribute to student success and goal attainment.

E. Review student/staff ratios and financial data and describe recent trends.

Please note that this information is similar to Section A because it’s difficult to break down specific staff/student ratios when we have fluctuating staffing patterns with our adjunct counselors.

In 2010, 7 full-time counselors and one full-time Student Services Specialist retired, and in 2011, one full-time career counselor left for another position. We have only replaced one of the counseling positions, the Articulation Officer, and hired another full-time counselor to serve the UMOJA program. The position has a limited number of hours in General Counseling.

2011-12 General Counseling includes some Career related appointments and drop-ins based on merging all 3 counseling centers due to budget cuts and space limitations, and moving into the remodeled 1300 building. We have not replaced the full-time career counselor position.
*10,948 student contacts completed by a combination of 5.2 full-time counselors, one specialist, and 2-6 adjunct counselors based on peak times for drop-in. These contacts were primarily completed during appointments and drop-in counseling/advising sessions.

2012-13 General/Career/Transfer Counseling contacts are merged together based on our new space configuration and lack of staffing.
*10,068 student contacts completed by a combination of 10 full-time counselors (from 3 different centers), one specialist, and 1 adjunct counselor. These contacts were primarily completed during appointments and drop-in counseling/advising sessions.

The student contact has decreased based on fewer staff members available to serve students. The demand is just as high, we end up turning away many students when our appointments or drop-in lists fill up quickly. Due to budget restrictions the past 3 years, we were asked to close counseling and career services for 2 weeks as a cost savings measure during peak Fall registration weeks.

F. Reflect on your responses to Section 6. Enrollment Trends & Student Satisfaction. If improvements or changes are needed, write objectives on Schedule A.
The Student Success Act will require more regular contact with students in all formats (appointments, drop-ins, presentations, outreach, workshops, online counseling) and even if we move to larger group formats or online counseling, we are still short enough staffing to serve the whole campus. We will need to be strategic about focusing on new students in Fall 2014, while we continue to develop our online offerings for orientation and probation/dismissal follow up. As we become an even higher profile service in the future, we must conduct more detailed assessment related to specific services and resources.

Please see Schedule A.

The data and analysis presented in Section 6 have been reviewed by the Office of Research, Planning & Institutional Effectiveness.

Approved: ____________________________ Date__________

7. Student Success & Equity

A. Review student demographic data that is available. Discuss program/service trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

The Office of Research, Planning and Institutional Effectiveness provided the following analysis based on student contact information submitted from the Counseling and Career Center appointment system (SARS). SARS tracks all student contact in our two centers by campus generated unique student identification numbers. This data is then based on student self-reported demographic information on the application through CCC Apply.

For the 2013 cycle, data spanning AY 2010-2011, 2011-2012 & 2012-2013 were analyzed. Students who received counseling services via general counseling or the career center were identified in coordination with the program coordinator. The table below contains the proportion each identified equity group claims within the population of unique students (headcount) that utilized counseling services during each of the three academic years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>58.90%</td>
<td>57.75%</td>
<td>57.15%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>40.86%</td>
<td>42.05%</td>
<td>42.58%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0.23%</td>
<td>0.19%</td>
<td>0.27%</td>
<td></td>
</tr>
<tr>
<td>Ethnic Group</td>
<td>2010-2011 2011-2012 2012-2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>10.51%</td>
<td>10.20%</td>
<td>11.70%</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.92%</td>
<td>5.03%</td>
<td>5.19%</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>12.09%</td>
<td>13.09%</td>
<td>11.99%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>29.45%</td>
<td>30.70%</td>
<td>33.88%</td>
<td></td>
</tr>
</tbody>
</table>
The use of counseling services among equity groups was compared with the proportion of those groups across all NVC credit programs to identify differences between the student population utilizing counseling services and the college as a whole.

Over the past three years, the following groups consistently (across all three years) claim a significantly smaller proportion of students utilizing counseling services than their proportion among NVC credit programs as a whole:

- Males, and
- Students ages 50 and over.

The following groups consistently (across all three years) claim a significantly larger proportion of students utilizing counseling services than their proportion among NVC credit programs as a whole:

- Females,
- African-Americans,
- Asian/Pacific Islanders, and
- Filipinos.

The differences between the program enrollment rates and the college enrollment rates among the groups listed above are statistically significant.

We are encouraged to see that most of our rates among equity and age groups have been steady the past few years, even when our student contact hours have decreased with the loss of faculty and staff members. One sociological issue that might be contributing to a gender disparity could include help seeking patterns for males versus females. Female students are generally more likely to seek services for both academic and personal counseling. The age disparity might be due to several factors. Students ages 50 and over might have completed other forms of higher education already and therefore may not need additional counseling or advising. They could also be completing individual classes for career advancement rather than full certificate or degree programs that do not require formal graduation petitions. This age group can be more likely to attend evening classes and currently, we only offer one evening with extended counseling hours per week, and do not have an online counseling program that might appeal to this population.

One of the ethnic groups could be over-represented in our service areas based on our

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 21</td>
<td>40.51%</td>
<td>39.29%</td>
<td>40.80%</td>
</tr>
<tr>
<td>21 to 29</td>
<td>36.31%</td>
<td>39.31%</td>
<td>38.24%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>12.13%</td>
<td>12.10%</td>
<td>11.82%</td>
</tr>
<tr>
<td>40 to 39</td>
<td>7.15%</td>
<td>5.68%</td>
<td>6.00%</td>
</tr>
<tr>
<td>50 &amp; over</td>
<td>3.90%</td>
<td>3.62%</td>
<td>3.14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>0.86%</td>
<td>1.09%</td>
<td>1.17%</td>
</tr>
<tr>
<td>Multiple / Other</td>
<td>0.38%</td>
<td>0.24%</td>
<td>0.17%</td>
</tr>
<tr>
<td>White</td>
<td>36.14%</td>
<td>34.32%</td>
<td>31.51%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5.65%</td>
<td>5.33%</td>
<td>4.39%</td>
</tr>
</tbody>
</table>
development of an academic support program called UMOJA dedicated to provided retention services and resources for African American students. We include one counselor assigned to this population and she requires that the students meet with her at least two times per year. The other ethnic groups (Asian/Pacific Islanders and Filipinos) are disproportionately represented in our health occupations programs and therefore could seek our counseling and advising more regularly as they prepare for health care programs and graduate in steady rates.

The Student Success Act will require that the General Counseling center provide some type of interaction with each student beginning Fall 2014 and beyond. We expect to see all of the rates more closely match the NVC student demographics in the next few years.

B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

General counseling and career services include the provision of assessing the student using multiple measures. Assessing the student’s academic history, their current support system both on and off campus, their need for support services, their mental and physical well-being, the use of and affects of medication on their academic performance, any perceived or reported disability, the need for referral to on or off campus services, math and English assessment scores, and follow-up. Counselors teaching classes are also using writing samples and classroom behavior to identify issues like potential learning disabilities. Career counselors use results from formal assessments such as the Myers Briggs Type Indicator and Strong Interest Inventory to provide deeper analysis of how their personality types and preferences can contribute to future career and job satisfaction. Elements such as risk taking and leadership preferences open up conversations with students about their backgrounds and future needs for resources. We meet individually with students who are on academic or progress probation or dismissal, and we will be expected to provide more intervention options for students in these categories. A holistic assessment of the student in one or more counseling sessions is most affective.

As the state increases the pressure on college campuses to improve student retention and completion, our services are expected to be available to more students through various delivery systems including online and group formats. While we can continue to improve how information is disseminated and increase our use of technological tools, the individual connection with some at risk students may decrease, and we are concerned that issues requiring multiple measures and holistic assessment might be missed. We look forward to working with other areas on campus to update and formalize a campus-wide early alert system that we know works for smaller special programs like EOPS or SSS.

C. What has the program/service done to formalize links with instructional programs?

- Our current counseling faculty members teach college success and career planning classes as part of the regular curriculum.
- We coordinate the Human Services certificate and degree programs.
- Two of our academic support programs (PUENTE and UMOJA) include counseling classes as part of their required learning communities. For the past several years, we
have also linked a counseling class with English 85 and 84 as part of a basic skills English Learning Community model.

- The Counseling Division Chair sits on various committees that include direct connection with our instructional colleagues including Student Success and Support Program Committee (formerly Matriculation Steering), Instruction Council, Datatel CORE, and the Curriculum Committee.
- Each counselor maintains a direct relationship with a division or program in our liaison structure. This allows us to become a point person and conduit for information back and forth with our partners in instruction.
- We have also been heavily involved in the SEM Project.

D. How does this program/service support other student services within the college? Describe formal links with other student services.

- Admissions and Records – temporarily provide preliminary transcript evaluation information, write and verify graduation petitions, submit challenge petitions on behalf of students, release probation holds, maintain regular communication about processes and invite staff to our training meetings and retreats. The division chair schedules weekly standing meetings with the Associate Dean of A&R.
- Financial Aid – provide educational plans for student appeals and Direct Loan applications, our veteran’s counselor works directly with a financial aid technician, invite staff to our training meetings and retreats. The division chair schedules monthly standing meetings with the Dean of Financial Aid and special programs.
- Special support programs - Training and support for counselors and advisors assigned to academic support programs – EOPS, PUENTE, WAIIt, DSPS, UMOJA, SSS.
- Outreach Committee – provide staffing for outreach events, representation on the committee.

E. How does the program/service enhance student development and success?

- Counselors are available to students and potential students year-around, consistently and on-going, throughout the students stay at NVC, and beyond
- Counselors provide new student orientations for all students
- Counselors provide personal, crises, career, and academic counseling and support to all students, decision-making and goal-setting skill development, study skills development, career and life planning, academic planning for 2-year, transfer, and certificate programs, as well as for students who take classes for personal development.
- Counselors teach skill development classes as well as provide workshops on varied topics, to enhance student success and well-being; counselors invite themselves into all classrooms to present on a variety of topics, to inform and support students

F. Describe programs, practices, and services that support and enhance student understanding and appreciation of diversity.
• All Counselors are formally trained to apply multi-cultural counseling techniques, in and out of the classroom
• Counselors incorporate diversity into the curriculum of all counseling courses
• Counselors and advisors attend conferences and trainings that include diversity and inclusivity issues.
• COUN 124 meets the Multi-cultural/Gender Studies requirement.
• Counselors and advisors discuss regularly at Division and Training meetings the varied needs of our diverse student population.
• We continue to strive to recruit for and hire faculty and staff members that have strong experience with many different diverse groups.
• We support and provide training for counselors and advisors in academic support programs designed to assist specific equity groups including PUENTE, UMOJA, EOPS, CARE/CALWorks, Workability III, DSPS, and SSS.

G. What methods are being used by faculty and staff to address the differences in learning styles and to encourage retention and persistence of the program’s students?

• Counseling faculty who teach incorporate the topic and the teaching of learning styles in all of our college success and career planning classes. We emphasize assessment and recognition of these important qualities and needs when we assist students with their scheduling each semester.
• Our work in the English learning communities has included training specifically related to brain function and learning, and we support our colleagues in other divisions in their efforts to include more specific content for their classes related to learning styles.
• We specifically address these issues when students are making decisions about engaging in distance education.

H. Reflect on your responses to Section 7. Student Success & Equity. If improvements or changes are needed, write objectives on Schedule A.

We are encouraged by our overall positive response to serving different equity groups and contributing to student success. As we develop more detailed assessments in our classes and for our services, we need to include more demographic information. We can include a regular annual request from the Office of RPIE for analysis of student equity groups and can break it down even further in the future by counselor or center. As we offer more workshops, we can assess the effectiveness of this format for student’s learning styles and schedules, and increase our online offerings for distance education students. Based on survey results, we continue to need to increase staffing and availability of our services for more students. Improvements in the availability and use of technological tools could allow us to serve more students in a format that meets their needs. We can continue to seek training around diversity, especially around working with specific equity groups and updated research about mental health issues.

The data and analysis presented in Section 7 have been reviewed by the Office of Research, Planning & Institutional Effectiveness.

Approved: _____________________________ Date ____________
8. Current Budget

A. What is the source of revenue that supports this program/service (state categorical, grants, district, other)? Identify the amount and percentage of funding from each source.

- All full-time counseling faculty positions are supported by district funds, the Basic Skills Initiative, and the HSI STEM Grant.
- Full and part-time classified positions are supported by district funds, HSI STEM grant, and Matriculation.
- Adjunct counseling faculty positions are supported by district funds for both counseling services and instruction.

The dollar amounts for these positions have varied per year and per semester based on projected and final budget numbers.

B. Since the last review, what percentage increase or decrease has occurred in the program/service budget?

- 65% decrease in adjunct counseling budget from 2011-12 to 2013-14.
- The other positions are more difficult to track because they change mid-year based on budget projections versus real budget numbers in different funding categories.
- One full-time Secretary II position has been temporary/hourly since 2011, and our full-time Student Services Specialist position in General Counseling is still vacant.
- The Employment Specialist position decreased from 100% availability in our Career Center, to 25% availability during the budget cuts. 75% of that position was absorbed by the Workability III program.

C. What progress has been made by the program/service to obtain funds or donations to enhance the budget?

- Our current VP of Student Services, Oscar De Haro supports our continuing to fill the missing full-time counseling positions to bring us back to a stable number. He also supports using Student Success and Support Program money in ways that could increase counseling student contact hours and positions in other areas that directly impact work in educational planning and graduation completion.
- The Title III grant and Basic Skills Initiative supported counselor training and reassigned time in the English learning communities.
- The BSI will support a Counselor-Director position to help develop and maintain student success workshops.
- We have requested augmentations for our General Counseling and Career Center budgets if district funding grows.
- The HSI STEM grant and NVC Foundation have assisted us by supporting four of our counseling and support staff positions, and paying for subscriptions to important tools such as College Source and professional association memberships.
We have supplemented our staffing by offering counseling graduate intern positions, and plan to increase our use of this important population of paraprofessionals.

9. Planning and Budget Requests

While answering the questions in this section, consider the staffing available, the existing budget, as well as the objectives that are identified on Schedule A. Schedule A will be used as the program/service plan and Schedules B-J will be used to justify requests for additional resources.

A. Program/Service Plan. Reflect on your responses to all of the questions above. If improvements or changes are needed, write objectives on Schedule A. Add other objectives that will further the mission of the program/service. The program/service objectives must support the NVC Strategic Plan Goals and Strategies. Complete Schedule A by identifying the Section of the PEP Report that discusses the objective/goal (column 2), indicating whether the objective/goal resulted from outcomes assessment findings (column 3), prioritizing the objectives (column 5), listing related activities/actions (column 6), and identifying additional resources needed to accomplish the objectives (column 7).

B. Faculty and Staff. Summarize the staffing resource needs identified in Schedule A. Discuss any changes needed. Complete Schedule B. Request for Permanent Faculty and Staff form as needed.

C. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C. Request for Operating Budget Augmentation form as needed. Note: Budget requests for Travel and Conference should be addressed on Schedule C. Operating Budget.

D. Program-Specific Equipment. Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D. Program Specific Equipment Request form as needed.

E. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E. Technology Request form as needed.

F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F. Facilities Improvement/Renovation Request as needed.

G. Professional Development. Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. Based on the goals that resulted from this program evaluation, complete the Schedule G. Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development.
H. Learning Resources/Media Materials. What learning resources (i.e., books, periodicals, videos) are needed to enhance program success? Complete Schedule H. Learning Resources/Media Materials Request form as needed.

I. Research. If the program/service needs additional research studies to inform decision making or planning, complete Schedule I. Research Project Request form.

J. Outcomes Assessment Plan. What assessment activities will the program/service complete in the upcoming years? Develop a proposed assessment plan for each of the next six years by completing Schedule J. Outcomes Assessment Plan.
Program Evaluation Summary

Program/Service:  Counseling/Career Center

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes implemented, progress since last program review)

<table>
<thead>
<tr>
<th>Counseling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continued to provide as much student contact as possible with fewer counselors and advisors.</td>
</tr>
<tr>
<td>• Hired the learning community instructor.</td>
</tr>
<tr>
<td>• Hired a new UMOJA position to provide academic support for another important student equity group.</td>
</tr>
<tr>
<td>• Moved into a new space in 1300 that expands our office availability.</td>
</tr>
<tr>
<td>• Support for the new Veteran’s Center.</td>
</tr>
<tr>
<td>Career Center:</td>
</tr>
<tr>
<td>• Merged the coordinator position and space with the Transfer Center.</td>
</tr>
<tr>
<td>• Expanded the number of computer stations available for job searches and career preparation.</td>
</tr>
<tr>
<td>• Workshops can now be offered in the center with the new space and available TV monitor.</td>
</tr>
<tr>
<td>Classes are invited to the Center rather than having to visit.</td>
</tr>
<tr>
<td>• Brought back larger job fair after a few years of limited smaller fairs based on budget cuts.</td>
</tr>
</tbody>
</table>

Strengths (unique characteristics, special capacities)

<table>
<thead>
<tr>
<th>Counseling:</th>
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</thead>
<tbody>
<tr>
<td>• We continue to serve students throughout their journey at NVC.</td>
</tr>
<tr>
<td>• Our faculty and staff members are very active on both the Academic and Classified senates and associations, as well as larger campus projects like SEM.</td>
</tr>
<tr>
<td>• We continue to meet regularly and share information to center our services and processes.</td>
</tr>
<tr>
<td>Career Center:</td>
</tr>
<tr>
<td>• Technological updates and increased use of career search software: EUREKA, CA Career Café, CSO job search database</td>
</tr>
</tbody>
</table>

Challenges (concerns, difficulties, areas for improvement)

<table>
<thead>
<tr>
<th>Counseling:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We are understaffed, especially as we move toward the new Student Success act era. Staffing remains our primary concern. Even if we augment our services and offer larger group settings to disseminate information, we still need staffing for follow up services.</td>
</tr>
</tbody>
</table>
• Our technological tools are only mildly useful in their current state. We need to increase productivity by having accurate information available on Curricunet, the catalog, and our degree audit system.

Career Center:
• Understaffed – need a full-time career counselor, full-time employment specialist, full-time secretary position.
• Need to augment and increase the budget.

Briefly describe the process used to complete the PEP Report.

The Division Chair, Marci Sanchez, compiled information and wrote the narrative sections based on discussion and meeting minutes from the Counseling Division meetings for Business and Training and faculty members. She also consulted with the Transfer/Career Center coordinator, Jose Hurtado, and the Division Secretary, Renee Sicard. The Office of RPIE provided analysis for the student equity information.
The program evaluation report is to be reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the V.P. (Instruction or Student Services) or President with a copy to the Office of Research, Planning & Institutional Effectiveness for the verification phase.

Program Evaluation Chair Signature: ______________________________
Division Chair/Supervisor Signature: ______________________________
Date: _______________________________________________________

Verification Phase

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified, it is forwarded to the appropriate Vice President or President (for administrative services).

Verified On: __________________________________________________
Verification Committee Signatures: ________________________________

Acknowledgement Phase

The President/Vice President reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The Vice Presidents and/or President will use program review results to (1) base discussions and decision making on data and evaluation provided by program evaluation; (2) inform program planning; and (3) advocate for program needs.

Vice President/President __________________________________________
Date Letter Sent: ________________________________________________
Recommend review in 2 years: Yes No
### Outcomes Assessment Plan

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Counseling/Career Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Outcomes (SSOs)/ Administrative Unit Outcomes (AUOs)</td>
<td>Assessment Method</td>
</tr>
<tr>
<td>Steps to Completing Table/ Questions to Consider</td>
<td>o Refer to Program Mission (revise if necessary)</td>
</tr>
<tr>
<td></td>
<td>o Think about the goals, objectives, &amp; purpose of your SS/A unit</td>
</tr>
<tr>
<td></td>
<td>o Outcome: What are you trying to do?</td>
</tr>
<tr>
<td></td>
<td>o Identify the most important goals</td>
</tr>
<tr>
<td></td>
<td>o Develop measurable outcomes associated with the primary goals of the unit</td>
</tr>
</tbody>
</table>

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Form adapted from College of Marin

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STUDENT LEARNING OUTCOME (SLO) MATRIX

Accreditation Reference: The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Complete the grid by:
1. listing the program-level SLOs across the column headings,
2. listing the services provided down the rows, and
3. indicating which program-level SLOs are addressed in each service, by inserting an X in the appropriate cell(s) (i.e., where the service and the relevant SLO(s) intersect).

If a program-level SLO is not covered by any services in the program or a service does not contribute to any program-level SLOs, outline your plan to review the particular student service or expand the program-level SLOs in Section 2B of the Program Evaluation document. An example is provided at the bottom of the page.

Once completed, the grid will outline the linkage between the program-level SLOs and the course-level SLOs.

<table>
<thead>
<tr>
<th>Program</th>
<th>Counseling</th>
<th>PLO #1</th>
<th>PLO #2</th>
<th>PLO #3</th>
<th>PLO #4</th>
<th>SLO #5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will analyze their career choices based on personality assessment, career exploration, employment growth and the necessary skills to attain employment after college</td>
<td></td>
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<tr>
<td>Orientation</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Academic Counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Counseling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Counseling</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example:

<table>
<thead>
<tr>
<th>Service Provided</th>
<th>Communication Skills</th>
<th>Paperwork</th>
<th>Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
The grid above indicates that Advising contributes to the program-level SLOs by providing students with communication skills. Application addresses paperwork and teamwork, and Orientation addresses communication skills and teamwork. Financial Aid contributes to paperwork.
### SCHEDULE A

#### STUDENT SERVICES & ACADEMIC SUPPORT

#### 2013 PROGRAM/DISCIPLE PLAN

#### UNIT NAME: COUNSELING/CAREER CENTER

<table>
<thead>
<tr>
<th>NVC Strategy from Strategic Plan #1.1 – 7.1</th>
<th>Program Evaluation Section</th>
<th>Resulting from Outcomes Assessment? (Yes – No)</th>
<th>Office/Unit Objectives Counseling</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 1.2, 1.4, 1.5, 2.2, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.2, 5.3, 5.5</td>
<td>2, 3, 6, 8</td>
<td>Yes</td>
<td>1. Hire and train a diverse counseling staff to maintain an adequate level of counseling service to meet the upcoming mandates of SB 1456 – Student Success Act and replace positions from the 2010 retirements.</td>
<td>1.</td>
<td>1. Hire additional PT counselors 2. Plan hiring for 6 full-time replacements for these areas (Career, DSPS, General) 3. Plan training schedule for all counselors including internal and external professional development opportunities.</td>
<td>1. Increase adjunct counseling budget 2. Cost for 6 full-time counselor positions 3. Cost for conference travel.</td>
</tr>
<tr>
<td>1.4, 1.5, 3.1, 3.4, 4.1, 4.2, 4.3, 4.4, 5.7, 7.1 Accreditation recommended</td>
<td>2, 3, 6</td>
<td></td>
<td>2. Utilize technology more effectively to meet the upcoming mandates of SB 1456 – Student Success Act.</td>
<td>2.</td>
<td>1. Attend regional and statewide meetings and webinars related to best practices for student success programs and updates to technological resources (like WebAdvisor E-planning or online orientation programs).</td>
<td>1. Prof. Development 2. Purchase program module. 3. Possible</td>
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<tr>
<td>2.</td>
<td>Support the purchase of the new Student Planning module from Ellucian that is compatible with our new web portal.</td>
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<tr>
<td>3.</td>
<td>Support development of campus-based student emails for secure electronic interactions with students that can lead to a more formal E-advising/E-Counseling process.</td>
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<tr>
<td>4.</td>
<td>Work closely with Office of Instruction and Admissions &amp; Records to update the Degree Audit system.</td>
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<td>5.</td>
<td>Campus technology infrastructure maintenance and improvements to ensure all systems run smoothly and consistently and provide the appropriate reporting tools.</td>
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<tr>
<td>6.</td>
<td>Purchase a flat screen TV/monitor to provide updated counseling and campus resource information in the lobby area of the general counseling offices.</td>
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<td></td>
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<tr>
<td>7.</td>
<td>Update online orientation program.</td>
<td>IT cost.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>No cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>IT cost</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>$4000.00 for the TV/monitor plus one CPU (without a monitor) to store and run the content to the monitor.</td>
<td></td>
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<tr>
<td>7.</td>
<td>Possible campus-based costs for or cost for a new program.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1.2, 1.4, 1.5, 2.1, 2.2, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, 5.2, 5.3, 5.5, 6.4</td>
<td>Yes</td>
<td>3. Stabilize staffing for career services back to 2010 levels.</td>
<td>3.</td>
<td>1. Increase Job Developer position to FT assignment 2. Hire a FT counselor with strong career background.</td>
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<td></td>
<td>2, 3, 6</td>
<td></td>
<td></td>
<td></td>
<td>1. Staffing costs for Job Developer 2. Cost for full-time counselor position</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1, 1.2, 1.5, 3.2, 3.4, 4.1, 4.3, 4.4, 5.5</td>
<td>2</td>
<td>4. Increase information for effective student planning.</td>
<td>4.</td>
<td>1. Support hiring a FT Evaluator in A&amp;R to increase efficiency and through coverage of all transcript evaluations. 1. Cost for full-time evaluator in A&amp;R</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6, 8</td>
<td></td>
<td>5. Improve the physical environment in our General Counseling corridor</td>
<td>5.</td>
<td>1. Cost of carpeting. 2. Can use existing pictures or donations if available. 3. Cost of the monitor (approx. $4000)</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>1. Install carpeting in the 1300 building Counseling corridor to reduce sound and improve the atmosphere for staff and students. 2. Install pictures or other works of art to provide a more inviting atmosphere for students and staff. 3. Install TV/Monitor in the Counseling lobby to provide updated information and visual displays/reminders for students.</td>
<td></td>
</tr>
<tr>
<td>NVC Strategy from Strategic Plan #1.1 – 7.1</td>
<td>Program Evaluation Section</td>
<td>Resulting from Outcomes Assessment? (Yes – No)</td>
<td>Office/Unit Objectives</td>
<td>Priority In Rank Order</td>
<td>Program Activities/Actions</td>
<td>Resources*</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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<td>-----------------------------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>---------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>2.1, 4.3</td>
<td>2, 3, 6</td>
<td>Yes</td>
<td>1. Provide full-time career services to students and better support our career courses.</td>
<td>1.</td>
<td>1. Hire full-time counselor</td>
<td>1. Cost of full-time faculty member</td>
</tr>
<tr>
<td>2.1, 4.3</td>
<td>3</td>
<td>No</td>
<td>2. Work with both career and transfer center staff to better coordinate center activities</td>
<td>2.</td>
<td>1. Continue to develop and coordinate cross training opportunities.</td>
<td>1. Cost of external training (if required)</td>
</tr>
<tr>
<td>2.1, 4.3</td>
<td>3</td>
<td>No</td>
<td>3. Maintain job placement tracking system and expand student employer use</td>
<td>3.</td>
<td>1. Apply for VTEA funds to support a new tracking system</td>
<td>1. Cost for tracking system or staffing to develop a system.</td>
</tr>
<tr>
<td>2.1, 4.3</td>
<td>3</td>
<td>No</td>
<td>4. Continue with follow-up services to new and continuing students for career counseling, job placement and resume/job/interview services including employer representatives on campus</td>
<td>4.</td>
<td>1. Plan for career counselor 2. Plan for in-service training 3. Full-time job placement with full-time specialist position.</td>
<td>1. No cost for planning 2. No cost for planning 3. Cost to increase position back to 1.0</td>
</tr>
<tr>
<td>2.1, 4.3</td>
<td>3</td>
<td>No</td>
<td>5. Expand services to allow for smaller focused job fairs.</td>
<td>5.</td>
<td>1. Staff cross-training. 2. Develop better</td>
<td>1. No cost 2. No cost</td>
</tr>
</tbody>
</table>
* New requests should be defined on resource forms and included in the unit budget.

**Program Evaluation Section**

2. Accreditation, Licensing & Previous PEP
3. Services
4. Service Area Outcomes Assessment
5. Community Outreach
6. Enrollment Trends & Student Satisfaction
7. Student Success & Equity
8. Current Budget
SCHEDULE B

REQUEST FOR NEW PERMANENT FACULTY AND STAFF

PROGRAM/UNIT NAME  COUNSELING/CAREER CENTER

Accreditation reference: Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. List in priority order. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 F/T Counselors</td>
<td>R</td>
<td>1.0 x 5</td>
<td></td>
</tr>
<tr>
<td>1 F/T Student Serv. Specialist</td>
<td>R</td>
<td>1.0</td>
<td>?</td>
</tr>
<tr>
<td>Secretary II</td>
<td>R</td>
<td>1.0</td>
<td>15.5</td>
</tr>
<tr>
<td>Career Center:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 F/T Career Counselor</td>
<td>R</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>1 F/T Employment Specialist</td>
<td>R</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Secretarial support (II or III)</td>
<td>R</td>
<td>.8-1.0</td>
<td></td>
</tr>
</tbody>
</table>

*N=New, R=Replacement

Submitted By:      Approved By:

___________________________________________    _________________________________________________________________________
Budget Center Manager                  President/Vice President
SCHEDULE C

REQUEST FOR OPERATING BUDGET AUGMENTATION
PROGRAM/UNIT NAME COUNSELING/CAREER CENTER

Budget Center: _______5101 and 5201___________ Activity ________________________________

Accreditation Reference: Financial planning is integrated with and supports all institutional planning.

Operating Budget

This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55212 Travel</td>
<td>$500</td>
<td>conference and travel (CSU/UC)</td>
</tr>
<tr>
<td>54510 Office Supplies</td>
<td>$300</td>
<td></td>
</tr>
<tr>
<td>Career Center:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55212 Travel</td>
<td>$500</td>
<td>conference and travel (CA Career Café, NCDA regional)</td>
</tr>
<tr>
<td>54510 Office Supplies</td>
<td>$500</td>
<td>job fair materials and supplies</td>
</tr>
</tbody>
</table>

Submitted By: 

Approved By: 

_________________________ 
Budget Center Manager 

_________________________ 
President/Vice President 

Page 21 of 52
**SCHEDULE D**

**PROGRAM SPECIFIC EQUIPMENT REQUEST**
**PROGRAM/UNIT NAME** COUNSELING/CAREER CENTER

*Accreditation rationale:* Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E. List in priority order.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional Counseling:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV/Monitor for Gen Counseling area</td>
<td>$4000</td>
<td></td>
<td>Using technology to communicate to students (deadlines, new programs, short success videos, etc.)</td>
</tr>
</tbody>
</table>

Submitted By: __________________________  Approved By: __________________________

Budget Center Manager: __________________________  President/Vice President: __________________________
**TECHNOLOGY REQUEST**

**PROGRAM/UNIT NAME**: Counseling/Career Center

**Accreditation reference**: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

**List in priority order.**

Provide a general description of the project that includes:

1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

Updated computers for all of our staff in both centers on a rotating cycle (every 5 years).

Updated computers for use in the Career/Transfer Center for student use.

TV/Monitor installed on the wall by the General Counseling window. The connections are already installed, but the power and network connections might need to be reconfigured and updated inside the wall based on the use of an automatic rolling door that would interfere with exposed cables.

Cost estimates will be provided for priority projects only.

Submitted By: __________________________  
Approved By: __________________________

Budget Center Manager  
President/Vice President
SCHEDULE F

FACILITIES IMPROVEMENT/RENOVATIONS REQUEST
PROGRAM/UNIT NAME COUNSELING/CAREER CENTER

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Please consult with the Director of Facilities Services before submitting this form to confirm that your request is feasible and meets legal requirements. Some smaller projects can be addressed with work order requests as part of routine building maintenance and will be completed without a Facilities Improvement/Renovations Request (Schedule F).

Small projects include remodeling a small area, reconfiguring walls, building shelving, etc. and should be under $20,000.

Large projects include construction and renovation projects costing more than $20,000.

List requests in priority order

Describe Small Project(s) under $20,000
Counseling
- Install carpeting in the main hallway with counselor offices. Even with doors closed, any activity in the hallways can be disruptive and interfere with confidentiality that is expected by our students. It will also improve the warmer atmosphere we are trying to create with our environment. Currently the hallway feels sterile.
- Update the walls with current NVC pictures and/or art work.
- Career Center climate control

Describe Large Project(s) over $20,000

Cost estimates will be provided for priority projects only.

Submitted By: Approved By:

___________________________ _______________________
Budget Center Manager President/Vice President

Schedule F revised January 2012
SCHEDULE G

PROFESSIONAL DEVELOPMENT NEEDS
PROGRAM/UNIT NAME COUNSELING/CAREER CENTER

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, technology, diversity, safety, instructional methods, and other areas.

Counseling:
- Attend all local and regional CSU/UC counselor conferences.
- Attend Student Success Act summits, conferences and webinars
- Technology training to learn more about Sharepoint, Blackboard, Podcasting, VoiceThread, WebAdvisor educational planning
- Adjunct training on updated college programs, policies and procedures each semester before offering counseling hours

Career Center:
- Attend local and regional career conferences sponsored by CA Career Café, NCDA, CPP
- Attend Student Success Act summits, conferences and webinars
- Technology training to learn more about Sharepoint, Blackboard, Podcasting, VoiceThread, WebAdvisor educational planning
- Small Business Development Center training
- Training supported by VTEA funding

Submitted By:                        Approved By:

________________________________    _______________________
Budget Center Manager                    President/Vice President

Revised February 2012
# SCHEDULE H

## LEARNING RESOURCES/MEDIA MATERIALS REQUEST

### PROGRAM/UNIT NAME

COUNSELING/CAREER CENTER

<table>
<thead>
<tr>
<th><strong>Books desired for the Library including Reference:</strong> (please list)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated cost for new materials:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Periodical Titles:</strong> (Newspapers, Journals, Magazines) (please list)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated cost for new materials:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Electronic Databases and Indexes:</strong> (please list)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated cost for new materials:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Media Collection</strong> (all visual materials must have closed captioned capability): (please list)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated cost for new materials:</td>
<td></td>
</tr>
</tbody>
</table>

Will library/learning resources assignments be used in your course?  

Yes _X_  No __

X ___ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

**Submitted By:**

**Approved By:**

---

**Budget Center Manager**

**President/Vice President**

Schedule H revised February 2012
SCHEDULE I

RESEARCH PROJECT REQUEST
PROGRAM/UNIT NAME COUNSELING/CAREER CENTER

Accreditation references:

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. (Standard I.B.3)

The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions. (Standard IV.B.2.b)

If a need for research or interest in a research project is identified through the Program Evaluation & Planning (PEP) process, please complete this form. If you have any questions, contact the Office of Institutional Research for assistance.

List research projects/requests in priority order.
Provide the following information about each project/request:
  • Project description
  • Purpose of project
  • Link between project and NVC’s strategic goals
  • Question(s) project is intended to answer
  • Potential changes to current practice that will result from research findings
  • Relevant page(s)/section(s) of PEP report identifying need for research
  • Timeline for conducting/completing the project

Counseling:
Annual student equity group analysis based on student contact information from SARS. Student satisfaction surveys for more specific services (e.g. front counter)

Career Center:
Student satisfaction surveys for more specific services (e.g. employer visits)

Submitted By:      Approved By:
___________________________          __________________________
Budget Center Manager     President/Vice President
# SCHEDULE J

## OUTCOMES ASSESSMENT PLAN

### PROGRAM/UNIT NAME  COUNSELING/CAREER CENTER

**Accreditation reference:**

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Provide summary of proposed assessment plans for each assessment unit in your budget center and indicate how they relate to the unit plan objectives:

<table>
<thead>
<tr>
<th>Course/Program/Other Outcomes</th>
<th>Responsible Faculty/Staff (Use * to Denote Lead)</th>
<th>Assessment Tools and Methods</th>
<th>Criteria for Success</th>
<th>Links between CLO/PLO/ILO/GEO/etc.</th>
<th>Status of Information In TracDat</th>
<th>Term to be Assessed</th>
<th>Notes/Additional Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling sessions</td>
<td>Division Chair/Work group members</td>
<td>Surveys, follow up interviews</td>
<td>80%+ of students will find our sessions useful for their student success</td>
<td>PLO #1, #2, #3 and #4</td>
<td>Past surveys updated 2013</td>
<td>Fall 2014 and beyond</td>
<td>Develop additional methods for service delivery</td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
<td>95% of students attending orientation sessions or using the</td>
<td>PLO #3, #4</td>
<td>Past surveys updated 2013</td>
<td>Fall 2014 and beyond</td>
<td>Implement the updated online orientation</td>
</tr>
<tr>
<td>Career Counseling and events</td>
<td>Coordinator/staff</td>
<td>Surveys</td>
<td>Increase percentage of students that find services somewhat, very or extremely helpful</td>
<td>PLO #1, #2</td>
<td>Updated in 2014</td>
<td>Fall 2014 and beyond</td>
<td></td>
</tr>
</tbody>
</table>

Submitted by:      Reviewed By:
________________________________________
Budget Center Manager
________________________________________
Vice President