STUDENT AFFAIRS
ANNUAL REPORT
2018-2019

Prepared by
The Office of Student Affairs
December 2019
# TABLE OF CONTENTS

1. Admissions and Records ........................................ 4  
   A. Welcome Center ........................................... 8
2. College Police Department .................................... 11
3. Counseling Division  
   A. General Counseling & SSSP .................................. 15  
   B. Articulation .................................................. 21  
   C. Career Center ................................................ 26  
   D. Human Services .............................................. 33  
   E. Student Support Services (SSS) TRIO Program .......... 37  
   F. Transfer Center ............................................. 41
4. Disability Support Programs & Services (DSPS) ........... 44
5. Financial Aid/EOPS/CARE/CalWORKs/Veterans/Foster Youth/Scholarships  
   A. Educational Talent Search TRIO Program (ETS) ....... 56
6. STEM/MESA ....................................................... 60
7. Office of Student Affairs ...................................... 62
8. Project RISE ..................................................... 67
9. Student Health Services ....................................... 70
10. Student Life/Associated Students of NVC .................. 74
11. Testing and Tutoring Center ................................ 76
12. UMOJA Program ................................................ 79
1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

The greatest accomplishments of the Enrollment and Outreach Services – Admissions and Records area for 2018-2019 are the Student-Ready-College initiatives approved; the partnership with Napa Valley Unified School District (NVUSD) with a data sharing agreement; and the increase in graduation petitions processing.

A. Student-Ready-College Initiatives Approved

The greatest accomplishment is the targeted development of several student-centric technology initiatives that will lead the college to becoming a student-ready-college. These initiatives have been a large focus of the 2018-2019 year and are based on the California State Chancellor’s Office Guided Pathways framework.

A Student-Ready-College means that the college is responsible for aligning and providing student-ready resources for students to be successful.

The discussion and thinking about how to become a student-ready-college brought us to identify several guiding thoughts needed to provide students with a student-ready-college:

1) Students today expect and demand a mobile-ready, technology-rich support environment.
2) NVC staff require real time analytics in order to respond to the student behaviors that require immediate interventions and support.
3) Students expect electronic processes that can allow for electronic processing of documents.
4) Students today require regular and timely communications in order to move through the various enrollment and other educational processes efficiently, and understand what steps they must take more clearly.

Understanding these needs and discussing them with the Outreach Task Force, Enrollment Task Force, Admissions and Records and Welcome Center staff, Office of Institutional Advancement staff, Academic Affairs staff, and other key Student Affairs staff, we began the search for the tools necessary to accomplish these goals. There were several tools reviewed and analyzed for possible implementation. The three key tools identified were:

1) eBrochure for communicating program and services information to primarily new and prospective students, providing students with a personalized and customized electronic brochure of college programs and resources.
2) Full Measure for engaging and communicating to students in a mobile platform.
3) DocuSign for allowing students to complete and submit forms electronically, and electronic workflows to manage the movement of documents.

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1 *The book that has informed and transformed our thinking about the approach to readiness and supporting entering college students, is *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* (McNair, Albertine, Cooper, McDonald, and Major, 2016).
The first Student-Ready-College initiative, approved by Cabinet in Spring 2019, was eBrochure. A small cross-functional team from Admissions and Records, Academic Affairs, Office of Institutional Advancement, and Career Education have been working on getting it published, and it will be visible to students starting this Fall 2019—aligned with the launch of the new website.

The second Student-Ready-College initiative, approved by Cabinet in Summer 2019, was Full Measure. A cross-functional team of users will begin using this new tool this Fall 2019. Full Measure is a comprehensive mobile communication tool that will be used by members of the Outreach and Enrollment teams, as well as Office of Institutional Advancement, Career Education, and Disability Support Programs and Services (DSPS) to start. The team will be working to transition and centralize general communications to facilitate student outreach, enrollment, and engagement.

The third Student-Ready-College initiative approved was DocuSign. DocuSign will allow the college to offer mobile-ready, federally-compliant, secure document submission and workflow for the entire college. Students will be able to submit secure forms and upload electronic documents, processed by the college, and then filed electronically in a document-imaging system. A new document-imaging system will meet our document-imaging and storing needs. These two programs will operate together to provide a comprehensive Enterprise Content Management system for the college. The need for electronic document processing was identified years ago as a critical need, but because of the nature of how cloud-based technology has evolved, we can now have a license to a tool that will bring secure electronic workflow to the campus and to our students. The implementation of DocuSign will allow the Admissions and Records department to implement and develop electronic forms and workflow that will ease the current processing of paper forms.

Together, eBrochure, Full Measure, and DocuSign will provide the tools we need to launch us to becoming the Student-Ready-College that our students need us to become. All three of these tools will also provide the college with additional data analytics to analyze student behaviors and preferences, to provide a richer and more personalized college experience.

B. Data-Sharing Agreement with Napa Valley Unified School District (NVUSD)
The Napa Valley College and Napa Valley Unified School District entered into a data sharing agreement in Spring 2019 that will enable the sharing of important student data between districts. The Napa Valley College Data Services are:

1. Providing NVUSD graduating seniors with the ability to register online during priority registration (which precedes high school graduation)
2. Updating NVUSD graduating seniors to high school graduate status once they have graduated
3. Providing English and Math Placement services through a high school transcript evaluation after completion of 11th grade
4. Providing seniors with an invitation letter from Napa Valley College (upon approval by the appropriate NVUSD administrator prior to delivery)
5. Providing NVUSD administrators with English and Math Placement success data as it is developed by Napa Valley College
6. Sharing performance outcome data back to NVUSD to track the success, student resilience and growth after high school of NVUSD students enrolled in Napa Valley Community College District (VCCD) English and Math courses

The college now has formal access to the data necessary to provide the incoming graduating high school seniors with a more streamlined pathway from high school to college. We will also use this
data to validate placement and provide success metrics to the high school administrators. This partnership will continue to evolve as we explore how data sharing can support our students and their pathway to higher education and beyond.

C. Record Graduation Petition Processing
The number of petitions received and processed by Admissions and Records has increased by 75% since 2012-2013. The 2018-2019 academic year being a record year.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Petitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>1,341</td>
</tr>
<tr>
<td>2017-2018</td>
<td>1,186</td>
</tr>
<tr>
<td>2016-2017</td>
<td>1,176</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1,035</td>
</tr>
<tr>
<td>2014-2015</td>
<td>948</td>
</tr>
<tr>
<td>2013-2014</td>
<td>826</td>
</tr>
<tr>
<td>2012-2013</td>
<td>768</td>
</tr>
</tbody>
</table>

2. What one or two areas need greatest improvement or what goals were you unable to accomplish for some reason (state reason)?

One goal we were not able to implement last year was a college scheduling tool that we would embed into Student Planning as an enhancement to allow students to build schedules more efficiently. This is something we can explore after Student Planning has evolved and we are ready to take this next step.

3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

We are looking at several innovative ideas for the Enrollment and Outreach Services Unit. One of the most significant is creating a Napa Valley College remote networked office space at New Technology High School. We have been given dedicated space to work with students, but are now taking it to the next level by investigating the costs of establishing a new offsite location for the college, bringing in the necessary technology to allow staff to access technology currently only offered at American Canyon High School. If possible, this is something we hope to replicate in all our local schools who want it.

Another innovative idea for the Enrollment and Outreach Services area is the work we are doing to expand the student engagement activities to support student success and retention. Now that the Office of Student life has been added to the Enrollment and Outreach Services area, we have been working to align activities and events with those that are happening through the Welcome Center. The Welcome Center is developing new student engagement activities and partnering with other campus departments, leveraging resources, and taking a more campus-wide approach to activities. The most recent example, outlined in more detail in the Welcome Center report, is Welcome Week, which included partnerships with the Office of Student Life and the Office of Institutional Advancement. These partnerships strengthened the event and made it very successful. Students and staff reported that the addition of the Resource Fair to the Welcome Tables of the past, made a much bigger impact to access. Students were able to access the needed resources, and staff were able to access the students who need them.
One final innovative idea for the unit came up at the 2018-2019 retreat in August 2018, which was the idea of creating MOU agreements between departments. Since the idea was brought up, we have not yet created MOUs, but it is still something I would like for us to explore once we have completed the numerous technology implementations in this next year.

4. How many students did your unit serve in the 2018-2019 academic year?

<table>
<thead>
<tr>
<th>2018-2019 Credit Enrollment Term</th>
<th>Student Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>2,339</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>5,778</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>5,705</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-2019 High School Dual Enrollment Term</th>
<th>Student Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>290</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>260</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>278</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Duplicated Enrollment by Registration Type Term</th>
<th>Online Registration</th>
<th>Staff Registration</th>
<th>Total Enrollment</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>18,557</td>
<td>3,307</td>
<td>21,864</td>
<td>84.87%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>21,265</td>
<td>3,570</td>
<td>24,835</td>
<td>85.63%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>21,313</td>
<td>4,143</td>
<td>25,456</td>
<td>83.72%</td>
</tr>
</tbody>
</table>

The Enrollment and Outreach Services area of the college includes Admissions and Records, the Welcome Center, International Students, and the Office of Student Life. These areas will continue to work together to build cross-functional partnerships with the entire college, building functional bridges to facilitate the support of all our students; to support and engage them throughout their student journey.

5. Is there any other information you think it is important to note?

The majority of 2018-2019 involved identifying and selecting the technology tools needed to achieve the goals of the Enrollment and Outreach area. Next year, 2019-2020, will be the year of implementation. I will be thrilled to report next year the progress of these implementations.

Another important piece of information to note is the critical need for IT infrastructure to be updated for the college’s technology initiatives to function correctly. Most importantly, cloud-based solutions must have the minimum required infrastructure to work. It is not if the college needs to provide this necessary infrastructure, it’s when... and the sooner the better. The college will not be successful in moving toward a cloud-based system without it. The Director of IT has all the necessary information to clarify what I am referring to and I encourage anyone who reads this report to understand how important this is to our ability to function as a successful college in the 21st century.
Welcome Center
(Report submitted by Jolie SanClair, Sr. Manager, Welcome Center & Student Engagement)

1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

   A. PARTNERSHIP DEVELOPMENT
      The Welcome Center partnered with the Office of Institutional Advancement and ASNVC for innovative development of Welcome Week Activities. Together we created new event branding and streamlined advertisements which can be used for future years. The goal is for Welcome Week to become an institutional event that will continue to grow and develop every year.

   B. CUSTOMER SERVICE TRAINING
      o Customer Service Training available to NVC student workers and/or part-time hourly support staff. This three-hour training took place on Friday, March 8 from 9am – 12pm in the Library Community Room, and focused on Campus Safety and Dealing with Difficult People by Campus Police, Customer Service Etiquette by Claudette Shatto, and Basic Employee Information from NVC Human Resources Staff.
      o Each participant received a Certificate of Participation to bring to Career Center for assistance in adding this training to their professional resume.
      o The goal is to have every student worker participate in this valuable and important training. Regardless of the office/department that these Student Assistants work in, we want them to reflect and maintain the Institution’s expectation of delivering excellent customer service, even in the face of difficult situations.

2. What one or two areas need greatest improvement or what goals were you unable to accomplish for some reason (state reason)?

   A. REDEVELOPMENT OF STUDENT AMBASSADOR PROGRAM
      o In the past, perfectly qualified student candidates were unable to participate in the program due to financial aid ineligibility. We would like to expand and offer the opportunity to become a Student Ambassador to all students.
      o Based on the level of complexity of work performed in the Welcome Center, an Ambassador’s pay rate should be considered for an increase of an additional $2.32 per hour.
(for a total of $15.57 per hour), as that would accurately reflect the current Part-time/Hourly rate for an Admissions and Records Clerk. The skill sets and level of experience required for Student Ambassadors are the same as duties performed by Part-time/Hourly staff who work with the Admissions process. Additional duties routinely performed by Student Ambassadors include participation in outreach/in-reach activities, frequent contact with sensitive student information, troubleshooting student account issues, and they must have ability to analyze and interpret procedure regulations for registration.

B. PHYSICAL WORK SPACE FOR FULL-TIME EMPLOYEES, WELCOME CENTER STAFF, AND STUDENTS

- Reported also in the 2018-2019 End-of-the-Year Annual Report, the physical work space available in the Welcome Center continues to be a challenge to serving students in one-on-one format. Implementing a temporary cubical or partition in the underutilized area in the Admissions and Records lobby could allow Welcome Center staff an adequate space to serve students and provide privacy of sensitive student information, records, and database. In addition, the Welcome Center would be able to monitor the computer stations in the Admissions and Records lobby and provide better service when we reach capacity at the Welcome Center.
- The lack of space and adequate working space do not allow Welcome Center to serve a high volume of students with efficiency because we are not able to provide the privacy for confidential discussions or disclosures. For example, we provide one-on-one assistance with the application process. During this process, students are asked personal, confidential questions regarding their sexual orientation, gender, and citizenship status.
- Our goal is to foster a welcoming environment for all students and campus community, and provide a safe space for confidential conversations.

3. Do you have any innovative ideas (i.e. “let’s try it” suggestion) for your unit?

A. IMPLEMENTATION OF WELCOME WEEK EVENTS
- Continue to progress with the development of Welcome Week by adding new components.
- New technology communication will be available and allow direct communication with students for updates regarding events on-campus.
- Partnership with Distance Education to offer workshops for MyNVC during Welcome Week.
- Welcome Week began on a Wednesday and went through Thursday. Depending on the start date of classes for Fall 2020, we believe it would be beneficial to offer students, especially potential new students, campus tours to familiarize them with the campus and guide them through what to expect during the first week of classes (i.e. parking, classes, add code process, and MyNVC).

B. VIDEO PROJECTS
- How-to Videos for WebAdvisor and MyNVC. A couple of videos have been posted on the Welcome Center YouTube Channel, which is linked to the NVC Welcome Center webpage.

4. How many students did your unit serve in the 2018-2019 academic year?

A. SIGN IN SHEETS & SPREADSHEETS
We currently capture the number of students served in the Welcome Center by using Sign-In Sheets
for Walk-In/In-Person assistance, and spreadsheets to record the number of students we assist via email and by phone.

<table>
<thead>
<tr>
<th>Walk-in/In-Person Assistance</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CANVAS</td>
<td>273</td>
<td>836</td>
<td>755</td>
<td>1,864</td>
</tr>
<tr>
<td>WebAdvisor</td>
<td>346</td>
<td>1,229</td>
<td>1,872</td>
<td>3,447</td>
</tr>
<tr>
<td>Applications</td>
<td>93</td>
<td>676</td>
<td>774</td>
<td>1,543</td>
</tr>
<tr>
<td>General Services</td>
<td>348</td>
<td>1,411</td>
<td>1,482</td>
<td>3,241</td>
</tr>
<tr>
<td>Semester Total</td>
<td>1,060</td>
<td>4,152</td>
<td>4,883</td>
<td>10,083</td>
</tr>
</tbody>
</table>

*Note: Assistance provided to students who use computers directly across from the Admissions and Records counter are not captured. This is due to physical separation from actual Welcome Center area.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CANVAS</td>
<td>1,810</td>
<td>1,864</td>
</tr>
<tr>
<td>WebAdvisor</td>
<td>3,335</td>
<td>3,447</td>
</tr>
<tr>
<td>Applications</td>
<td>1,658</td>
<td>1,543</td>
</tr>
<tr>
<td>General Services</td>
<td>3,119</td>
<td>3,241</td>
</tr>
<tr>
<td>Total</td>
<td>9,922</td>
<td>10,083</td>
</tr>
</tbody>
</table>

Increase of Approx. 1.62%

<table>
<thead>
<tr>
<th>Email and Phone Assistance</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>673</td>
<td>751</td>
<td>1324</td>
</tr>
<tr>
<td>Phone</td>
<td>291</td>
<td>304</td>
<td>423</td>
</tr>
<tr>
<td>Semester Total</td>
<td>523</td>
<td>1,079</td>
<td>2,296</td>
</tr>
</tbody>
</table>

Students are able to communicate remotely via email. This has been essential to the day-to-day function of the Welcome Center as we are able to offer more option for services. This is the best method of communication for Tour Requests and MyNVC Help Request forms. We track each communication to make sure every student is contacted within a timely manner.

**B. OTHER SERVICES**

<table>
<thead>
<tr>
<th>MyNVC Portal Issues*</th>
<th>Summer 2018-Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,304</td>
</tr>
</tbody>
</table>

*MyNVC Issues involved various technical problems with student accounts, and sometimes require resolution by the IT Department.

5. **Is there any other information you think it is important to note?**

None.
1. **What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?**

   **A. Parking/Traffic:** Thanks to the work of CSO Esmeralda Curiel and the Business and Finance Office, the parking machine in Lot B is now accepting credit cards. Due to rising cost of servicing the parking machines and their declining use, we are continuing to **digitize our parking lots** on campus. Parking lots J and E are now digital.

   In combination with NVC Risk Management, Sgt. Hoyt Maddox continues to do **Driver’s Awareness training** for all employees who drive the college vans. Since its implementation in July 2016, there has only been 1 traffic incident. In comparison to the year prior to the program’s beginning, the College has saved over $30,000 worth of damages.

   **B. Technology:** The College has now updated, modernized, and reassigned our **burglar alarm systems**. We are now able to control and monitor our system using an app and online access. This has made the whole system much more efficient and accessible. We have also alarmed some of our key infrastructure on the campus, controlling access and preventing future issues.

   Working with IT, the College Police has **updated our body-worn cameras**. Each officer and CSO now have their own camera and are able to view their footage immediately. The camera footage is clearer and has better audio. These cameras are necessary for prevention and clarification of possible issues and complaints. They also aid in more accurate and detailed reports, and give us the ability for improved debriefs and training.

   Thanks to IT, the College Police was able to get **durable laptops for use in both of NVC’s officer patrol vehicles**. Because of the extreme conditions, the normal College standard laptops were not meeting the needs, and in some ways, providing unnecessary features. With the new Toughbooks, we can access the necessary programs with the durability necessary for use in the field.

   Again, working with IT, the College was able to get the first wave of the **surveillance cameras** in place and functioning properly. They have already proved useful for monitoring and responding to calls for service and medical assists. We have also used the surveillance footage for the solving and prosecution of several criminal cases.

   **C. Threat Assessment/Awareness/Safety:** The CARE (Campus Assessment Response and Education) Team is established. It has been participating in training, managing cases, and making recommendations. They have been working with the College Police in threat assessment and intervention on campus.

   The SAVE Task Force partnered with Napa NEWS, a domestic violence and sexual abuse resource center, to bring the “What Were You Wearing?” art exhibit to NVC during the month of April, which is Sexual Assault Awareness month (see pictures below). This was a great opportunity to utilize unused space in our buildings on campus, both the 1300 and 1500 buildings, and provide a powerful message for the Napa and College communities.
Additionally, with much continuing work, the College Police, Facilities Services, and an outside contractor (for clean-up and environmental control) were able to greatly reduce homeless activity and encampments on College property.

“What Were You Wearing?” Art Exhibit, 1300 Bldg.
2. What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?

A. We were unable to implement the SafeGuard OES system due to the need for more testing and budgetary reasons. The hope is to continue to move forward with this project in the 2019-2020 fiscal year.

B. Due to technology and staffing, we were unable to get the “See Something, Say Something” posters finished and placed in the classrooms on campus. This is another project we hope to finish during the 2019-202 fiscal year.

C. Although it might appear the College Police staffing has grown, it is only now back to what staffing has been for the past 10 years. With the calls for service continuing to increase every year, the growing number of college and outside user events on campus, and our continued need for community outreach, the College Police needs 2 additional police officers to keep up with the demand.
3. **Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?**

   A. The College Police needs to continue to work with IT in updating and advancing our safety technology. The main goal will be getting our phase 2 cameras up and running with planning of how to successfully implement phase 3.

   B. Once the CARE Team has a way to track and monitor cases, the College Police will work closely with the team to transition over some of the ongoing threat assessment cases. Threat Assessment is very important on our campus to help mitigate attacks, and further development and training are necessary for both the College Police and the CARE Team.

   C. The College Police has a lot of safety technology, policies/protocols, and crime prevention in place on campus. The need now is to get the word out to the college community. The goal this upcoming year is to push out a campaign to help spread the word, in hopes that everyone who comes to our campus feels safe, and feels comfortable reporting unusual or concerning incidents and behaviors.

4. **How many students did your unit serve in the 2018-2019 academic year?**

   During the fiscal year 2018-2019, the College Police responded to **15,826** calls for service, which is a 2.3% increase from the previous year. In addition to the calls for service, the College Police provided direct service to **1,702** people at our service window, which is a 70% increase. Staff also provided $14,085 worth of assistance to students and staff in the form of fingerprint services and motorists’ assistance. The College Police also handled **426** “Lost and Found” items, returning 34% of them.

5. **Is there any other information you think it’s important to note?**

   A. The 2018-2019 academic year was a very big transition year for the College Police. With the retirement of former Chief Ken Arnold, we have successfully transitioned a new Chief of Police, a new Police Officer, and a new Campus Service Officer.

   B. The College Police maintains its outreach and community involvement. Our crime prevention classes (e.g. Women’s Self-Defense, Pepper Spray, and Armed Intruder) continue to grow at the college and within the Napa Community. We also participate in the “Shop With a Cop” and “Special Olympics Torch Run” events on an annual basis.
1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

Nine (9) Counseling faculty members attended the 2-day Counseling in the Era of Equity Conference. Counseling in the Era of Equity is an immersive professional development experience that engages counselors in the process of examining our current practices, and exploring innovative pedagogical approaches that can be applied to the needs and goals of colleges as they make the transitions to Meta Majors and Guided Pathways. The Counseling faculty will provide ideas for implementation to continuously improve equitable services for our students.

It is important to distinguish the key success and strength of the Counseling Department, the dual duties/roles provided by Counseling faculty. This includes instructional (teaching counseling courses) and student counseling (student contact, academic, career and personal). This is a highly regarded success factor within the Counseling department and division.

The Counseling Department served 17,754 students (duplicated) in 2018 – 2019. Data includes General Counseling, Career Center, Transfer Center, MESA/STEM and RISE locations.

Courses taught by Counseling Department faculty for the 2018-2019 academic year:

**FA 2018**
- COUN 97 Managing the College Experience
- COUN 100 College Success (x4 sections)
- COUN 105 Planning for Transfer (x2 sections)
- COUN 110 Career/Life Plan (x2 sections)
- COUN 111 Career Decision Making (x2 sections)
- COUN 120 Intro to Human Services
- COUN 122 Helping Skills in Human Services
- COUN 124 Working w Diverse Populations
- COUN 128 Intro to Addiction Studies
- COUN 130 Crisis Interv in Human Services

**SP 2019**
- COUN 92 Orientation to College
- COUN 97 Managing the College Experience
- COUN 100 College Success (x3 sections)
- COUN 105 Planning for Transfer (x3 sections)
- COUN 110 Career/Life Plan (x2 sections)
- COUN 111 Career Decision Making
- COUN 120 Intro to Human Services
- COUN 122 Helping Skills in Human Services
- COUN 124 Working w Diverse Populations
- COUN 126 Case Management in Human Services
- COUN 128 Intro to Addiction Studies
- COUN 130 Crisis Interv in Human Services

**SU 2019**
- COUN 92 Orientation to College (x2 sections)
- COUN 97 Managing the College Experience (x2 sections)
- COUN 100 College Success
- COUN 101 College Discovery
- COUN 110 Career/Life Plan
- COUN 120 Intro to Human Services

COUN 131 Introduction to Group Process
COUN 132 Alcohol & Drug Prevention
Development of the **University Preparation for a Specific Major Degree**. Focus is transfer degrees that we do not offer at Napa Valley College. Once approved by the curriculum committee, this will allow students to have their academic efforts recognized by NVC in the granting of a degree.

Identified **online counseling** vendor, ConexED, and in collaboration with IT, we have met to plan the next steps for implementation in Fall 2019. This will eliminate student access barriers (i.e. transportation, scheduling conflicts, etc.) and allow greater access to counseling services as identified in NVC’s accreditation report.

**Ellucian Student Planning Pilot** was launched Spring 2019 for support program students in EOPS, SSS TRIO, and UMOJA.

**Full implementation of the SARS Messages** program module as an automated messaging system used by Counseling and other Student Affairs locations, this program has simplified the sending of appointment confirmations and reminders via text messaging. These alerts are intended to improve counseling appointment attendance and may result in a higher number of educational plans.

**Program information flags** were created and implemented in SARS Anywhere to distinguish students from a variety of programs across campus (i.e. Athlete, EOPS, MESA, RISE, SSS-Trio, UMOJA, Puente, International Students, and Veterans). These flags serve as a useful tool to assist with reporting requirements and helping to ensure that program students are seeking services from the various SARS locations throughout campus.

Strategic **marketing and branding efforts** lead to increased Counseling services exposure to students.

Howard Willis, Sr. Dean of Counseling Services and Student Success, was formally recognized as Administrative confidential Employee of the Year. Members of the Administrative Senate voted to honor Dean Willis this year. Dean Willis dedicated the award to his father. Board of Trustees meeting of May 9, 2019.
The exploration of an NVC Early Alert system with Hobbins Starfish and SARS. Early Alert is a student success technology that will be an effective tool for instructors to provide earlier notification to faculty and support staff of a student’s need for assistance. For example, tutoring, counseling, follow-up, etc. Demos were held with faculty and staff. Selection and implementation late Fall 2019. This will be housed under the Student Success and Retention Program, led by Jeannette McClendon, Counseling faculty.

Development and implementation of the Student Athlete Success & Support Program. Meetings and trainings were held with the athletic coaches and staff to discuss partnership and support program resources. To initiate this effort, an adjunct athletic counselor was assigned to work with student athletes in the PE area. A full time tenure track Athletic/Student Success & Support counselor was approved by the Board of Trustees to be hired in Fall 2019, to increase the retention, graduation, and transfer rates of student athletes and students on academic probation.
Development and implementation of a **Black Male Excellence Program**. The first meeting was held in May of 2019.

The Counseling Division organizational structure has significantly impacted collaborative workflow and communication to increase effectiveness. Regular meetings take place each month with the appropriate staff in each department.

<table>
<thead>
<tr>
<th>Type of Meeting</th>
<th>Meeting Date</th>
<th>Meeting Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation Staff</td>
<td>4th Wednesday of the month</td>
<td>10:00 am – 11:00 am</td>
</tr>
<tr>
<td>Career Center Staff</td>
<td>3rd Wednesday of the month</td>
<td>10:00 am – 11:00 am</td>
</tr>
<tr>
<td>Coordinators</td>
<td>Last Thursday of the month</td>
<td>11:00 am – 12:00 pm</td>
</tr>
<tr>
<td>Coun. Coordinator 1:1</td>
<td>Every other Tues. of the Month</td>
<td>10:00 am – 11:00 am</td>
</tr>
<tr>
<td>Coun. Div. Business &amp; Training</td>
<td>4th Tuesday of the month</td>
<td>1:30 pm – 3:00 pm</td>
</tr>
<tr>
<td>Counseling Faculty</td>
<td>2nd Tuesday of the month</td>
<td>1:30 pm – 3:00 pm</td>
</tr>
<tr>
<td>Coun. Div. Support Staff Admin. Asst., Specialist, Technician, Assistant</td>
<td>2nd Wednesday of the month</td>
<td>10:00 am – 11:00 am</td>
</tr>
<tr>
<td>Front Counseling Staff</td>
<td>Weekly – Mondays</td>
<td>1:00 pm – 2:00 pm</td>
</tr>
<tr>
<td>SSSP Counselors</td>
<td>Last Monday of the month</td>
<td>11:15 pm – 12:00 pm</td>
</tr>
<tr>
<td>Transfer Center Staff</td>
<td>1st Wednesday of the month</td>
<td>10:00 am – 11:00 am</td>
</tr>
<tr>
<td>Transfer Center Coordinator 1:1</td>
<td>3rd Wednesday of the month</td>
<td>3:30 pm – 4:00 pm</td>
</tr>
<tr>
<td>SSS TRIO Coordinator 1:1</td>
<td>2nd Thursday of the month</td>
<td>11:30 am – 12:00 pm</td>
</tr>
<tr>
<td>TRIO Staff</td>
<td>3rd Thursday of the month</td>
<td>10:00 am – 11:30 am</td>
</tr>
</tbody>
</table>

2. **What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?**

As we continuously strive to improve our services, we met all of the goals of our unit plan and will continue to strategically and critically analyze how we can better serve our students, including our operational efficiency.
3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

- Implement a 1st Year Experience Program to be offered for the first time Fall 2019. This program is being co-taught by Counseling faculty and intended to increase the retention and success rates of 1st year students at the college.

- Develop training manual for SARS user guidance and technical support for SARS Anywhere, including the SARS Messages program module. Trainings were completed for new and existing SARS program users and continue to occur on an ongoing basis.

- Cabinet-approved hire of a full time Athletic Counselor for Fall 2019.

- Purchase student viewing monitors for counseling offices.

- Purchase laptops for SARS Anywhere scheduling and off-campus instruction.

- Explore the development and implementation of a Dreamers Center (name to be determined) for undocumented students.

- Expansion of Veterans’ academic counseling services.

4. How many students did your unit serve in the 2018-2019 academic year?

**Education Plans and SSSP Mandates**

Education Plans are one of the mandated services through SSSP. Community Colleges are required to provide new incoming students with an abbreviated education plan (1-2 semester plan), and a comprehensive education plan (3-4 semester plan) for students with 15 or more units.

Counseling Faculty have provided **3,604 abbreviated education plans and 2,877 comprehensive educational plans** for the 2018-2019 academic year.

The Counseling Department served **17,754 students** (duplicated) in 2018 – 2019. Data includes General Counseling, Career Center, Transfer Center, MESA/STEM and RISE locations.
5. Is there any other information you think is important to note?

SSSP Online Orientation for new students completed:

<table>
<thead>
<tr>
<th>Online Orientations Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>Total Students:</td>
</tr>
</tbody>
</table>

Number of graduation petitions and certificate of achievements completed:

<table>
<thead>
<tr>
<th>Graduation Petitions / Certificates of Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall ’18</td>
</tr>
<tr>
<td>Spring ’19</td>
</tr>
<tr>
<td>Summer ’19</td>
</tr>
<tr>
<td>Total Petitions/Certifications:</td>
</tr>
</tbody>
</table>

In order to file for graduation with a degree or certificate of achievement, each individual student met one-on-one with a counselor or appropriate program specialist.

This year we had over 3,500 responses to General Counseling via phone and email:

<table>
<thead>
<tr>
<th>Student Contact via Front Desk 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Messages Replied To</td>
</tr>
<tr>
<td>Emails Responded To</td>
</tr>
<tr>
<td>Total Phone/Email Contacts:</td>
</tr>
</tbody>
</table>

Academic Counseling Workshops offered this year:
- High School Ed Planning Workshops
- Academic Success (Probation) Workshops

SSSP has two Counselors dedicated to providing Education Plan Workshops at the high schools in conjunction with outreach efforts. High Schools include Vintage, Napa, Justin Siena, St. Helena, American Canyon, and New Technology.

SARS Traker Kiosk system is utilized in SSS TRIO, Financial Aid, Counseling, and the MESA/STEM Center. Students are using this system to check in/out for Counseling Appointments, Computer Lab, Study Hall & Supplemental Instruction Services, etc. Enhanced reporting analytics provide data to support their program/department functions and services.
ARTICULATION

(Report submitted by Howard Willis, Sr. Dean, Counseling Services and Student Success, and Melinda Tran, Articulation Officer)

1. **What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?**

The Articulation Office had many accomplishments over the 2018-2019 academic year. The Articulation Officer (AO), Melinda Tran, collaborated with faculty for the development of new programs. The AO partnered with independent universities and assisted in the development of new articulation agreements, and updated others. The AO created revisions to several AA-T degrees to better-assist NVC students gain acceptance to four-year universities in specific programs. The AO processed 8 new programs, 26 program revisions, and archived 2 programs. The AO assisted with the training of Counseling Division faculty and staff on Student Planning for student use. The AO played an integral part in the CAADE accreditation of Addiction Studies. The AO facilitated the completion of degree development for Ethnic Studies AA-T, Hospitality AS-T, and Philosophy AA-T.

2. **What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?**

The AO continues to partner with faculty to ensure efficient and timely development of new degree programs and revisions to existing ones. The development of Social Work AA-T is in progress.

The Articulation Office is in need of a Specialist position due to the continued substantial increase in articulation, curriculum and legislative changes. The individual in this role would be responsible for developing a database of all course approvals, assisting in the development and maintenance of articulation agreements with independent institutions, and assisting in revisions of current Associate Degrees for Transfer (ADT).

3. **Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?**

In the coming year, we hope to continue to revitalize programs within the Counseling Division, such as Transfer in a Specific Major.

Reorganization of articulation staff by creating a dual role of the administrative assistant: 50% Articulation, 50% Transfer, Michelle Hinchcliff, with articulation support by the SSSP consultant (former longtime Articulation Officer), Dr. Jerry Somerville.

4. **How many students did your unit serve in the 2018-2019 academic year?**

The Articulation Office serves all Napa Valley College students by ensuring the accurate and timely development, update and maintenance of all articulation agreements and Counselor materials used to advise students on academic majors, degree and transfer requirements. The Articulation Officer position has 100% release time to manage all aspects of articulation.
5. **Is there any other information you think is important to note?**

In response to AB705, there were multiple changes with curriculum that took place this year to be in compliance with the law; however, the changes had to be cognizant of the articulation standards and guidelines to maintain course transferability. We made changes to English and Math courses which were directly and indirectly affected by the legislation, such as changes to the prerequisite language found in the Course Outlines of Records for second year term and higher level courses. Additionally, there were credit unit changes and new credit courses in Math and English that increased the articulation complexity for this year. For example, due to curriculum changes, courses needed to be resubmitted for articulation in C-ID, UC-TCA, and CSUGE/IGETC. Consequently, course changes in units required revisions in impacted transfer programs, and several AA-T degrees required revision and updates for re-submission to the Chancellor’s Office. In the upcoming year, other disciplines indirectly affected will also need revision, such as Chemistry and other subjects that may have non-transferable English or Math as prerequisite courses in the Course Outlines of Record or in the Program requirements.

ASSIST Next Generation is accessible to the public as of May 31, 2019 at [www.assist.org](http://www.assist.org) and replaces the old Legacy ASSIST platform. ASSIST notes on their website that the information on the website is not similar, nor complete, because the website is an ongoing project. ASSIST encourages to send feedback directly to them at [help@assist.org](mailto:help@assist.org), should you have any concerns, feedback, or comments. Course articulation-related questions at NVC campus should continue to be sent directly to the NVC Articulation Officer, Melinda Tran ([mtran@napavalley.edu](mailto:mtran@napavalley.edu)).

Effective July 1, 2019, the incoming Articulation Officer will be Stacey Howard ([showard@napavalley.edu](mailto:showard@napavalley.edu)).

When Articulation of courses is not available, there are multiple external factors that cause this result; however students can seek individual articulation agreements with 4-year institutions by individual petition. Napa Valley College Counselors can assist students with the facilitation of this process.

Below is a list of tasks performed by Dr. Jerry Somerville, SSSP Consultant, in his support of the Articulation Office for the 2018-2019 academic year:

1. **C-ID Articulation**
   a. Identified courses that have expired C-ID articulations.
   b. Conducted a gap analysis of the courses missing from ADTs for which we have C-ID articulation.
   c. Identified potential NVC courses for which we might pursue C-ID articulation.
   d. Submitted NVC courses for C-ID articulation.

2. **Data Files and Shared Drives**
   a. Built a C-ID articulation database (Excel file). It lists all C-ID courses, the 193 active NVC courses that have C-ID articulation, and NVC courses that have potential for C-ID articulation.
   b. Monitored the C-ID website for updates to the status of NVC course articulations. As needed, updated NVC C-ID Excel file to reflect changes in the status of C-ID articulations (e.g. new submissions, new approvals, recently expired).
   c. Converted the NVC Transfer Model Curriculum (TMC) Inventory from a word document to a searchable Excel file.
   d. Monitored and updated the NVC TMC Inventory file as changes occurred.
e. Created a Crosswalk linking the titles used by TMC with the standard naming convention we use for program titles at NVC.

f. Updated the AA.AS degree GE changes database, which was last updated in 2012.

g. Assisted the Articulation Officer in getting IT to create an articulation shared drive.

3. CSU, UC and CCC Course Articulation Analysis
   a. Conducted an analysis UC articulation of COMS 215.
   b. Conducted an analysis CSU & UC articulation of MATH 222.
   c. Researched articulation information and prepared reports for BUSI and Science faculty members.
   d. Researched the math requirement for business and accounting majors at CSU and five surrounding community colleges.
   e. Researched the lower division courses required for the computer science major at 4 UCs and 6 CSUs. In addition, prepared a report on what courses were articulated for this major at NVC and five surrounding community colleges.
   f. Identified issues with each of these degrees that require faculty action.

4. Transfer Model Curriculum (TMC)
   a. Re-drafted 10 TMCs that included Math 232 as part of the major. This is in anticipation of getting Chancellor’s Office approval and C-ID articulation.
   b. Re-drafted two TMCs: Anthropology and Theater Arts.
   c. Researched and resolved articulation issues related to Social Justice-Ethnic Studies AA-T.
   d. Assisted the Articulation Officer to create a strategy to maintain current articulation of ANTH 120 and 120L while getting the revised version of ANTH 120 approved for UC transfer.
   e. Submitted the revised ANTH 120 course for C-ID approval.
   f. Assisted the Articulation Officer and the Curriculum Analyst to resolve issues related to submitting TMCs to the Chancellor’s Office Curriculum Inventory (COCI). This required revising several TMC’s and preparing support documentation for the GECC and AAM courses, which were included in the TMCs.
CSU-GE and IGETC Approvals 2018-19 (retroactive to Fall 2018 term) & 2019-20 Approvals (effective starting Fall 2019 term)

Coding for CSU-GE/IGETC areas below:
A2/1A = Written
B4/2A = Quantitative Analysis
C1/3A = Arts, Cinema, Dance, Music, Theater
C2/3B = Humanities, Literature, Philosophy, Languages Other Than
English D/4 = Social Sciences
E = Lifelong Learning & Self-Development, E2 is movement-based activity (CSU only)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>DANS-154 Mat Pilates</td>
<td>E2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DANS-154B Intermediate Mat Pilates</td>
<td>E2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL-120 Reading &amp; Composition 1</td>
<td></td>
<td>A2</td>
<td>1A</td>
<td></td>
</tr>
<tr>
<td>ENGL-120A Reading &amp; Composition 1 Stretch</td>
<td></td>
<td>Denied</td>
<td></td>
<td>Non-UC transferable; cannot submit for</td>
</tr>
<tr>
<td>ENGL-120B Reading &amp; Composition 2 Stretch</td>
<td></td>
<td>A2</td>
<td>1A</td>
<td></td>
</tr>
<tr>
<td>HIST-160 History of the Middle East</td>
<td>C2 D</td>
<td>3B 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH-106 College Algebra (4 units)</td>
<td></td>
<td>B4 re-approved</td>
<td>2A re-approved</td>
<td></td>
</tr>
<tr>
<td>MATH-115 Applied Calculus</td>
<td>B4 re-approved</td>
<td>2A re-approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH-232 Statistics (3 units)</td>
<td></td>
<td>B4 re-approved</td>
<td>2A re-approved</td>
<td></td>
</tr>
<tr>
<td>PHYE-172 Rugby</td>
<td>E2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI-140 Sociology of Sex and Gender</td>
<td>D 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI-150 Sociology of Race and Ethnicity</td>
<td>D 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI-190 Introduction to Social Research</td>
<td>B4 D</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEA-120 History of Theater</td>
<td>C1 C2 3B</td>
<td></td>
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</tr>
</tbody>
</table>
### Newly approved NVC GE Course Approvals 2018-19
**May 20, 2019**

Coding for NVC GE Areas below:
- A = Natural Science
- B = Social & Behavioral Science
- C = Humanities
- D1 = English Composition
- D2 = Mathematics
- D3 = Communication and Analytical Thinking
- E = Multicultural & Gender Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>NVC GE Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses new to the campus are indicated with (*)</td>
<td>Effective term, <strong>Fall 2018</strong>, unless another term in noted in parenthesis ().</td>
</tr>
<tr>
<td>*DANS-170 Dance History</td>
<td>C</td>
</tr>
<tr>
<td>*ENGL-120A Reading &amp; Composition 1 Stretch</td>
<td>D1 (Fall 2019)</td>
</tr>
<tr>
<td>*ENGL-120B Reading &amp; Composition 2 Stretch</td>
<td>D1 (Fall 2019)</td>
</tr>
<tr>
<td>ENGL-226 Survey of African American Literature</td>
<td>C &amp; E</td>
</tr>
<tr>
<td>*ENGL-228 Chicano and Latinx Literature</td>
<td>C &amp; E (Fall 2020)</td>
</tr>
<tr>
<td>*HOSP-126 Culture and Cuisine</td>
<td>E (Spring 2019)</td>
</tr>
<tr>
<td>HUMA-125 Into to Latin American Studies</td>
<td>E, already in Area C</td>
</tr>
<tr>
<td>HUMA-160 Filipina(o)-American Heritage</td>
<td>E, already in Area C</td>
</tr>
<tr>
<td>*MATH-93 Applied Algebra for Statistics</td>
<td>D3 (Fall 2019)</td>
</tr>
<tr>
<td>*MATH-95 Foundations of Algebra for Math Intensive Fields</td>
<td>D2 &amp; D3 (Fall 2019)</td>
</tr>
<tr>
<td>*SOCI-140 Sociology of Sex and Gender</td>
<td>B &amp; E</td>
</tr>
<tr>
<td>*SOCI-150 Sociology of Race and Ethnicity</td>
<td>B &amp; E</td>
</tr>
<tr>
<td>*SOCI-190 Introduction to Social Research</td>
<td>B &amp; D3</td>
</tr>
</tbody>
</table>
1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

The Career Center’s greatest accomplishment was to strengthen the development and implementation of the Napa Valley College Career Center in partnership with the American Canyon Family Resource Center. Under the direction of Senior Dean of Counseling Services & Student Success, Howard Willis, and in partnership with Dr. Sherry Tennyson, Career Consultant & Executive Director of the American Canyon Family Resource Center (ACFRC), the Career Center continued to increase access to resources for NVC students, alumni and businesses. As part of our activities, we continuously evaluate NVC’s Career Center Services and the career needs of the students and alumni, and the hiring demands and trends of North Bay and regional businesses.

Our accomplishments reinforce NVC strategic initiatives:

*Establish collaborative opportunities with NVC and community, business, and civic partners:*
- Host the NVC Annual Job Fair with more than 55 businesses participating, with business/employment opportunities representing 5 counties (and open to the community)
- Geographical Expansion at NVC satellite communities: Host the American Canyon Hiring Event (October 2018) and the Upper Valley Campus Job Fair (April 2019)
- Establish partnerships with more than 300 local and regional businesses to offer internships and career opportunities for NVC students and alumni
- Partner with the local Chamber of Commerce offices to access the employer community (including membership with the Vallejo Chamber of Commerce and the Napa County Hispanic Chamber of Commerce)
- Partner with NVC programs:
  - DSPS--Cohost the Disability Awareness Breakfast (10/18)
  - Transfer Center--Cohost our first Human Library (3/19)
  - STEM--Provide workshops for students on site and at the Kaiser Medical Scholars Program
  - Counseling Division--In-class presentations

*Engage and assist NVC students in achieving their career and educational goals by providing career exploration and planning, work based learning opportunities and additional support:*
- Provided monthly Hiring Events and an Internship Fair during contract year, 2018-2019
- Expand services to include an Internship Fair and Human Library
- 24/7 Access to NVC Career Center Services – Implementation of the College Central Network – the online Job Board effectively ensures easy access for students, alumni and businesses

ACFRC Career Center increased access to resources for NVC students and local businesses, and provided the following services: Student Services, Business Engagement, and Program Development activities.
Student Services:
Dr. Tennyson, the NVC Career Advisor, and Dr. Reed Davis, Adjunct Career Instructor/Counselor, provided individual career advising sessions in the Career/Transfer Center; appointments and activities were tracked in the SARS data system. Students were assessed for job readiness skills, career interests and work/academic plans. Individual sessions included Career Exploration and Assessments/Goal Setting, Resume Development, Career Planning, and Referrals. Students were referred to employers for internship positions, employment opportunities, and informational interviews. Students also were assessed and referred to internal programs (including):

- Career Assessments (Reed Davis, NVC Adjunct Career Counselor)
- Counseling Faculty
- MESA, DSPS and other Academic Programs
- Student Health Center
- NVC Human Resources
- Transfer Center workshops
- EOPS/Work Study

We collaborated with Counseling Services and provided internship assistance for students pursuing the Human Services Certificate and other majors including Business, Computer Science, Science/Technology, and Speech/Communication. In addition, the Career Advisor created presentations that were offered in the Career Center and classroom settings. The topics are the following:

- Napa Valley College Career Center Services
- Creating the Professional Network
- Building an Effective Resume
- Everything regarding jobs and more (career exploration activities)
- Writing an Effective Personal Statement
- Polishing Your Brand

Outreach Efforts:
The Career Center participated in campus events and offsite outreach and recruitment activities to reach NVC students and potential students, including Napa Valley College at American Canyon High School, Independent Studies Job Fair, Valley Oak HS Career Fair, MIT/Vallejo, and Napa Valley Adult Education. Marketing, branding and outreach played a critical role in the success of the Career Center. Lai Saechao, part-time secretary, created flyers for all of our Career Center events, coordinated “on campus recruitment” events, maintained the Job Board, and College Central. We
promoted our activities on the NVC website and calendar of events. Hiring events and employment opportunities were sent to all NVC faculty, students and staff.

Students participated in local and regional business events as part of their Career Development activities, including Chamber of Commerce Mixers, Business events (Latino Leaders Roundtable, NVC Legislative Breakfast, Disability Awareness Breakfast), and Community Workshops. The Career Center Advisor also advises NVC alumni and provides assessments, resume development and review, interview skills, and job search and placement activities (permanent placements included the Napa State Hospital, Discovery Kingdom, Silverado Resorts, Meritage/Vista Colina Resorts, Burnett Therapeutic Center, State Farm Insurance, Kaman Arts, Napa County Office of Education, and Solano County).

The Career Center staff continues to promote and establish partnerships with local and regional businesses. These efforts led to successfully reaching more than 300 businesses to coordinate an employment pipeline and create internships, apprenticeships, and short and long term employment opportunities with North Bay and regional employers. Many of these employers have committed to future recruitment events and workshops to support our efforts in preparing NVC students in the areas of career exploration and job placement. (During the report period, the NVC/ACFRC Career Center coordinated 5 Hiring Events, 1 Spring Job Fair and 10 on-site Recruitment activities.)
2. What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?

The ACFRC Career Center Services team will continue to increase our visibility for students, NVC campus and community. We will continue to assess our strategies so that we create effective outreach activities and program services to increase access for NVC campus. For the upcoming year, we will focus on increasing the number of students, alumni and businesses utilizing the College Central Job Board.
3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

The Career Consultant has identified strategies that are essential to the continuing development and success of the Career Center: program development, career advising and employer engagement.

Program Development:
Work in collaboration with the NVC community to ensure that Career Center Services strengthen NVC’s development/implementation of Guided Pathways and Strong Workforce Initiative (create partnerships with local and regional employers, business associations, and offer internships and employment opportunities that support NVC students’ career choices).

Promotion and Marketing to the NVC Student Body and Community including maintaining NVC Career Center webpage and social and other communications media, developing outreach materials and strategies for the NVC Career Center Services, as approved by Dean of Counseling Services and Student Success.

Research and identify BEST PRACTICES at local, regional, and State/National colleges including the Financial Literacy, a holistic model that bundles core service elements: Employment and Career Advancement Services, Income and Work Supports, and Financial Services and Asset-Building Supports (Source: Center for Working Families at Community Colleges: Clearing the Financial Barriers to Student Success Executive Summary, Center for Working Families, 2013). This holistic model has demonstrated positive outcomes including improved retention rates – 80% rate of term to term retention and students are better-equipped to define their educational and financial goals and then create plans to achieve them. Also, explore potential resources to support and enhance Career Center services that include models for financial education, parental and family support/resources, and community engagement.

Build upon ACFRC partnerships with community organizations (including profit, nonprofit, faith based programs), families and businesses, and continue to increase NVC presence (including Member-Women’s’ Leadership, United Way Bay Area, Chair, Local Child Care and Development Planning Council, Member, Vallejo Chamber of Commerce, Solano Workforce Development Board, Napa County Career Point).

Participate in the Development and Implementation of the Learning Community that is focused on the academic, social and career needs of AC and Solano families, with a focus on the growing and diverse Filipino community. This includes partnering with the Pilipino Youth Coalition (partnership of Napa and Solano counties’ Innovation programs).

Career Advising:
NVC’s Career Center Services are designed to enhance the student’s Career Readiness competencies in the following skills areas: communication and collaboration, critical thinking and information competency, global awareness and civic responsibility, and personal responsibility (Student Learning Outcomes, NVC, 2013/Career Readiness defined: the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace. Source: NACE). During the report period, more than 750 students participated in Career Center Services (individual and group) led primarily by Dr. Sherry Tennyson along with Dr. Reed Davis.
Ensure access for NVC students and alumni by expanding services and provide the following:

- Implement Career Center Services at the American Canyon (AC) High School and 1 evening per month at the main office site
- Strengthen the county-wide NVC Career Center presence by providing Hiring Events at our satellite offices, at our Upper Valley Campus and AC High School
- Connect with our outgoing graduates/alumni to provide access to Career Center services
- Based on industry trends, partner with Robert Half International to offer workshops that address the growing and changing recruitment and employment needs of businesses

Individual Career Advising for NVC students and alumni (including referrals to NVC support services and community resources):

- To assess and develop workplace-readiness skills and career interests
- To provide resources and support regarding career awareness, preparation, exploration, placement and supportive services
- To raise the awareness of career planning and provide information regarding identified career pathways and labor market demand, and earning potential

Hiring Events, Job Fairs, Internship Fairs, Employer workshops, Job Search Workshops:

- Major and Career Exploration/Goal Setting/Career Pathways
- Resume Review (including online critiques and evaluation)
- Cover Letter and Resume Development
- Interviewing Skills and First Impressions/Creating Networking Opportunities
- On Site and Employer-based Recruitment Sessions

Additional Professional Development Resources for NVC students and alumni: Access to business networking opportunities that include Chamber mixers, community meetings and training workshops that align with students’ majors (Family Justice Center, Children’s Network, SF Family Support Network, NCASE).

Employer/Community) Engagement:

Establish a robust employment pipeline to develop and coordinate work-based learning: internships, volunteer positions, apprenticeships and short and long term employment opportunities with North Bay and regional employers (to date, more than 300 businesses work with the NVC Career Center for placement services).

- To partner with local and regional business to create employer-based learning opportunities and incorporate NVC’s Student Learning Outcomes
- To connect local and regional businesses and NVC faculty in order to identify local and regional labor market trends and employment opportunities that will complement students’ in-class learning experiences
- Employer and community engagement to work closely with local and regional employers to understand hiring trend needs, to provide opportunities to meet and educate NVC students and to develop learning opportunities
- Offer Hiring Events at satellite sites, UVC and AC

Expand community relationships to include local/regional Chambers of Commerce (Napa and Solano Counties), Workforce Investment Boards, Employment Development Department, Department of Rehabilitation, Veterans, and Health and Human Services. Collaborative partnerships also include service clubs (Rotary Clubs and Kiwanis).
4. How many students did you unit serve in the 2018-2019 academic year?

More than 60 students were placed in internships and employment positions (self-reports).

<table>
<thead>
<tr>
<th>Number of Student Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Sherry Tennyson</td>
</tr>
<tr>
<td>Dr. Reed Davis</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

5. Is there any other information you think is important to note?

Dr. Sherry Tennyson, our consultant is actively engaged in Napa and Solano County community and business relationships. She sits on several boards and participates at many community activities to enhance Napa Valley College Career Center partnerships and resources for students.
1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

A. Human Services program hired a full time, tenure track Human Services Instructor, Dr. Rachael Cresci. This is the first time the Human Services program has a full time instructor.

B. The California Association for Alcohol/Drug Education (CAADE) accreditation application was submitted and approved with the support of Melinda Tran and the Human Services Advisory Board.

C. The application process for CCAPP accreditation has begun.

D. Distinction of subject codes for Human Services (HSRV) and Addiction Studies (ADS).

E. Major curriculum revisions were approved by the Curriculum Committee:
<table>
<thead>
<tr>
<th>Date</th>
<th>Prefix/Subject</th>
<th>Title</th>
<th>Description</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15/2019</td>
<td>ADS-100</td>
<td>Law and Ethics</td>
<td>New course required for Addiction Studies and CCAPP accreditation; Prerequisites: HSRV-120, HSRV-124</td>
<td>F19</td>
</tr>
<tr>
<td>3/15/2019</td>
<td>ADS-120</td>
<td>Introduction to Addiction Studies</td>
<td>Substantive Modifications: Addition of content to satisfy new CCAPP accreditation standards; Prerequisites of HSRV-120, HSRV-124; Change from COUN-128 to ADS-120</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>ADS-123</td>
<td>Counseling Theories and Techniques</td>
<td>New course for Addiction Studies as required by CCAPP accreditation.</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>ADS-125</td>
<td>Personal and Professional Growth</td>
<td>New course for Addiction Studies as required by CCAPP accreditation.</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>ADS-127</td>
<td>Case Management in Addiction Studies</td>
<td>New course for Addiction Studies as required by CCAPP accreditation.</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>ADS-132</td>
<td>Alcohol &amp; Drug Prevention and Treatment</td>
<td>Nonsubstantive Modifications: Change subject code from COUN to ADS</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>ADS-133</td>
<td>Assessment and Treatment Planning in Addiction Studies</td>
<td>Nonsubstantive Modifications: Change subject code from COUN to ADS</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>ADS-134</td>
<td>Co-occurring Disorders in Addiction Studies</td>
<td>Nonsubstantive Modifications: Change subject code from COUN to ADS</td>
<td>F19</td>
</tr>
<tr>
<td>3/15/2019</td>
<td>ADS-135</td>
<td>Pharmacology and the Physiological Effects of Addiction</td>
<td>Nonsubstantive Modifications: Change subject code from COUN to ADS</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>ADS-193</td>
<td>Supervised Practicum for Addiction Studies 1</td>
<td>New course for Addiction Studies as required by CCAPP accreditation.</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>ADS-194</td>
<td>Supervised Practicum for Addiction Studies 2</td>
<td>New course for Addiction Studies as required by CCAPP accreditation.</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>ADS-199</td>
<td>Independent Study in Addiction Studies</td>
<td>New course. This course is only for students who have already completed the foundation courses and only required to fulfill the &quot;gap&quot; material that CCAPP is requiring for ADS accreditation.</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>HSRV-120</td>
<td>Introduction to Human Services</td>
<td>Nonsubstantive Modifications: Changed subject code from COUN to HSRV.</td>
<td>F19 NVC GE B</td>
</tr>
<tr>
<td>3/15/2019</td>
<td>HSRV-122</td>
<td>Helping Skills in Human Services</td>
<td>Nonsubstantive Modifications: Changed subject code from COUN to HSRV, textbook update, addition of prereqs.</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>HSRV-124</td>
<td>Working with Diverse Populations</td>
<td>Nonsubstantive Modifications: Changed subject code from COUN to HSRV.</td>
<td>F19 NVC GE E</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>HSRV-126</td>
<td>Case Management in Human Services</td>
<td>Nonsubstantive Modifications: Changed subject code from COUN to HSRV, textbook update, addition of prereqs.</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>HSRV-130</td>
<td>Crisis Intervention in Human Services</td>
<td>Nonsubstantive Modifications: Changed subject code from COUN to HSRV, textbook update, addition of prereqs.</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>HSRV-131</td>
<td>Introduction to Group Process</td>
<td>Nonsubstantive Modifications: Changed subject code from COUN to HSRV, textbook update, addition of prereqs.</td>
<td>F19</td>
</tr>
<tr>
<td>4/5/2019</td>
<td>HSRV-190</td>
<td>Field Studies 1</td>
<td>Nonsubstantive Modifications: Revision to field placement course that used to be in WOEX-190 and WOEX-193.</td>
<td>F19</td>
</tr>
</tbody>
</table>
F. The Human Services Advisory Board meets 2 times per semester. Board members include:

- Dr. Jacky Bloom Diaz, Social Work
- Salvador Buffo, Adjunct Instructor, Human Services
- Renee Coffin, Senior Administrative Assistant to Dean
- Dr. Rachael Cresci, Instructor, Human Services & Addiction Studies
- Alexandra Garcia, Student Representative
- George Garcia, Employment & Training Program Coordinator, Sonoma County
- Dr. Alejandro Guerrero, Counselor/Instructor, EOPS
- Judy Johnson-Forseth, Student Representative
- Leisa Johnson, Student Representative
- Bart Pense, LMFT, Counselor, Alcohol and Drug Services Division, Napa County
- Hope Scott, Counselor, General Counseling
- Noelle Souza-Pense, LMFT, Supervising Mental Health Counselor II, Alcohol and Drug Services Division, Napa County
- Dr. Sherry Tennyson, Consultant, American Canyon Family Resource Center
- Melinda Tran, Articulation Officer
- Howard Willis, Senior Dean, Counseling Services and Student Success

2. What one or two areas that needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?

Filling the Human Services Faculty Coordinator position for the 2018 – 2019 year. In the interim, the Senior Dean held responsibilities of this position. Interest for filling this Faculty Coordinator role for the 2019-2020 year has been expressed.

3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

Based on student feedback and success of hybrid offerings, 50% in class - 50% online, the Human Services Program will continue to offer courses in this format to accommodate the demographic of the students in the program, which are primarily working professionals and students with family obligations.

Dr. Cresci held multiple CANVAS informational sessions throughout the semesters to keep students updated on changes to the program and assist with determining scheduling.

Piloting the unique partnership with the Career Center to assist with the required Human Services internship requirement.
4. **How many students did you serve in the 2018-2019 academic year?**

   One hundred and twelve (112) students (unduplicated) took Human Services courses for the 2018-2019 academic year.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Term(s) offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services Courses</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>COUN 120 Intro to Human Services</td>
<td>X</td>
</tr>
<tr>
<td>COUN 122 Helping Skills in Human Services</td>
<td>X</td>
</tr>
<tr>
<td>COUN 124 Working w Diverse Populations</td>
<td>X</td>
</tr>
<tr>
<td>COUN 126 Case Management in Human Services</td>
<td></td>
</tr>
<tr>
<td>COUN 128 Intro to Addiction Studies</td>
<td>X</td>
</tr>
<tr>
<td>COUN 130 Crisis Interv. in Human Services</td>
<td>X</td>
</tr>
<tr>
<td>COUN 131 Introduction to Group Process</td>
<td></td>
</tr>
<tr>
<td>COUN 132 Alcohol &amp; Drug Prevention</td>
<td></td>
</tr>
</tbody>
</table>

* By student request, Summer 2019 was the first time a Human Services course was offered with great success.

5. **Is there any other information you think is important to note?**

Courses taught by Human Services faculty for the 2018-2019 academic year:

**FA 2018**
- COUN 120 Intro to Human Services
- COUN 122 Helping Skills in Human Services
- COUN 124 Working w Diverse Populations
- COUN 128 Intro to Addiction Studies
- COUN 130 Crisis Interv. in Human Services

**SP 2019**
- COUN 120 Intro to Human Services
- COUN 122 Helping Skills in Human Services
- COUN 124 Working w Diverse Populations
- COUN 126 Case Management in Human Services
- COUN 128 Intro to Addiction Studies
- COUN 130 Crisis Interv. in Human Services
- COUN 131 Introduction to Group Process
- COUN 132 Alcohol & Drug Prevention

**SU 2019**
- COUN 120 Intro to Human Services
1. **What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?**

Firstly, we want to celebrate the accomplishments of our SSS TRIO students. This year, **forty-six SSS TRIO students** graduated with a degree and/or certificate. **Thirty-seven (82%)** of whom will be transferring on to a CSU or UC Institution.

<table>
<thead>
<tr>
<th># Students</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Degree, Certificate, and Transfer to 4-yr</td>
</tr>
<tr>
<td>7</td>
<td>Degree and Transfer to 4-yr</td>
</tr>
<tr>
<td>3</td>
<td>Certificate and Transfer to 4-yr</td>
</tr>
<tr>
<td>1</td>
<td>Transfer Only</td>
</tr>
<tr>
<td>3</td>
<td>Degree only</td>
</tr>
<tr>
<td>5</td>
<td>Degree and Certificate</td>
</tr>
<tr>
<td><strong>46 Graduates</strong></td>
<td></td>
</tr>
</tbody>
</table>

This was celebrated during our **11th Annual SSS TRIO Awards Ceremony** held on May 10, 2019 at Napa Valley College with over 200 parents, students, alumni, Napa Valley College Board of Trustees, faculty and staff present. Graduates received a SSS TRIO Medallion, an Excellence Certificate and a Special Congressional Recognition from the office of Congressional Representative Mike Thompson.
SSS TRIO continues the tradition of being one of the primary programs at Napa Valley College which consistently produces the Valedictory graduation speaker. This year the honor was bestowed upon Esperanza Padilla. With a graduating UC Transfer GPA of 3.99, Esperanza delivered a message of hope and determination to her fellow graduates and wished them well as she will be transferring to UC Berkeley in the Fall of 2019 as a Sociology major.

Keeping with our mandate for scholarly achievement, SSS TRIO celebrated our tradition of honoring our 4.0 recipients during a fall and spring celebration. Forty-five students from Spring 2018 and Summer 2018 were recipients of this honor during a Fall 2018 celebration. SSS TRIO celebrated this academic achievement with words of encouragement from the honorees, their family members as well as NVC Faculty members.
Laura Gustafson Scholarship
Since 2005, the SSS TRIO staff has selected a student who embodies Laura Gustafson’s passion for student success. Laura was an enthusiastic and caring person who founded and directed the SSS TRIO program at Napa Valley College (1997 – 2003). Her generosity and determination to help 180 low-income and first-generation college students every year continues to be a part of the heart behind SSS TRIO. Since its inception, the program has expanded to support 185 students and continues to maintain the high level of academic excellence which was promoted by our founder. In Laura Gustafson’s memory, the 2018-2019 scholarship recipient is Irlanda Rodriguez Campos.

Ms. Irlanda Rodriguez Campos, SSS TRIO Class of 2019 and Laura Gustafson Scholarship recipient

2. What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?

Students and technology are consistently evolving. To maintain excellence in service, SSS TRIO has been improving upon our student engagement and in-reach efforts.

During the 2018-2019 school year, we have increased our utilization of technology as a primary communication tool, and are expanding our reach by utilizing text messaging and online counseling as a major aspect of our student engagement.

3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

SSS TRIO continues to be a collaborative program whose case management approach to providing services has consistently proven to be a successful model which yields high results. This service model requires consistent communication with collaborative on-campus resources to ensure that the goals of SSS TRIO are consistently being maintained while our students are receiving services from our on-campus collaborative partners. To accomplish this, SSS TRIO has and will continue to conduct case conference meetings with various programs such as EOPS and MESA/STEM. The goal is to share academic or life challenges that a shared student (one who is in SSS TRIO and a collaborative program) may have or are currently experiencing, which could hinder the student from accomplishing their academic goal of graduation/transfer. These meetings occurred once or twice with some of our collaborative programs and will increase during the 2019-2020 academic school year to include four meetings (two in the fall and two in the spring).
To ensure students meet and possibly exceed their mandatory number of meetings per semester, SSS TRIO faculty and staff will frontload all student appointments and increase the utilization of the text messaging system as an appointment reminder tool. Our goal is to enhance our student engagement opportunities by creating more face to face meetings.

In-reach efforts have been challenging for the SSS TRIO team, which has resulted in our strengthening relationships with our sister program Educational Talent Search (ETS). During the 2018-2019 academic year, faculty and staff have held meetings and reviewed past practices to identify how best to capture ETS students transitioning from high school into the college system. SSS TRIO worked alongside of Talent Search and participated in several events held at the Talent Search high school locations.

4. **How many students did your unit serve in the 2018-2019 academic year?**

   Student Support Services TRIO is a federally funded grant program that serves 185 students each academic year, who are income-eligible, first-generation students and individuals with disabilities (according to ratios and guidelines set forth by the U.S. Department of Education).

   The SSS TRIO program admitted 61 new students (2018-2019 cohort) for the academic year.

5. **Is there any other information you think is important to note?**

   Due to staffing changes during the 2017-2018 academic year, SSS TRIO hired an Administrative Assistant.

### Academic Visits to 4-year Intuitions

<table>
<thead>
<tr>
<th>Academic Visits</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Santa Cruz</td>
<td>October 26, 2018</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>November 2, 2018</td>
</tr>
<tr>
<td>Samuel Merritt University</td>
<td>December 7, 2018</td>
</tr>
<tr>
<td>Holy Names University</td>
<td>December 7, 2018</td>
</tr>
<tr>
<td>Sacramento State University</td>
<td>March 8, 2019</td>
</tr>
<tr>
<td>University of California, Merced</td>
<td>March 15, 2019</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>April 13, 2019</td>
</tr>
</tbody>
</table>

### Visits & Appointments in the SSS TRIO Office

*September 1, 2018 – July 31, 2019*

<table>
<thead>
<tr>
<th>2018-2019 Student Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Appointments:</strong></td>
</tr>
<tr>
<td>Scheduled &amp; Attended</td>
</tr>
</tbody>
</table>
1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

44th Annual Transfer Day
- Hosted the 44th Annual Transfer Day on September 6th, 2018
- 46+ schools and programs attended from across the country
- Hosted 4 high school programs from Napa, Vacaville, American Canyon and Calistoga.

Celebrate Transfer
- Hosted a transfer celebration on May 7th, 2019 for both outgoing students and those interested in pursuing transfer.
- Representatives from UC Berkeley, Brandman University, Pacific Union College, Saint Mary’s College of California, San Francisco State University, Samuel Merritt University, Sonoma State University and CSU Sacramento were in attendance to support our transfer students.
- Faculty from the Communications Studies and Math departments had tables to congratulate their Associate Degree for Transfer (ADT) graduates.
- Student Affairs and Academic Support programs attended to announce and congratulate their graduates and transfer students.

Transfer Academy Fall 2018 and Spring 2019
- Counselor/Coordinator Marci Sanchez offered 2 sections of Counseling 105 – Preparing for Transfer Success in Fall 2018.
- Both fall sections were surveyed about campus visits, and then required to attend the UC Santa Cruz trip together in October 2018.
- The spring 2019 section of Counseling 105 was given the option to attend Sonoma State University in March 2019 or a campus of their own choosing.
- Due to the success of the aforementioned college tours, an April trip to CSU Sacramento was added. All Transfer Academy participants were invited.
2. **What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?**

- Updating the Transfer/Career Center’s furniture and layout was a goal that we were unable to accomplish due to budget constraints.
- We continue to explore and improve our web presence.
- Student attendance of transfer workshops decreased during the spring semester. *Please see specific attendance information in the Transfer Center Data section.
- We are strategizing new ways to advertise workshops and to update the structure/content of our presentations, to increase participation for the 19-20 academic year, including more open labs.

3. **Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?**

During our Transfer Center Retreat in May 2019, staff discussed developing new ways to increase student attendance of our workshops and events including the following:

- Providing a Transfer Week in early September leading up to the Transfer Day event on September 5th, 2019.
- Hosting open lab workshops for a greater length of time for all transfer application types (CSU, UC, TAG and Common Application).
- Filming the introductions of workshops and posting them on the Transfer Center’s website to increase our online presence and availability of transfer information to a wider student base.
- Scheduling regular Friday van trips to local universities. We plan to call it the “Transfer Express.”
- Scheduling regular tabling visits for our own Transfer Center staff across campus on “Transfer Tuesdays” to help promote our services and offer more services throughout various campus locations (e.g. PAC, Art Building, 800 Building, etc.)
- Transfer Center Coordinator will offer one section of Coun 105 fully online for fall and spring terms.

4. **How many students did your unit serve in the 2018-2019 academic year?**

- Representative Visits from 15 four-year institutions had a total of 479 (duplicated) student contacts for the 2018-2019 academic year.
- A total of 189 students attended workshops throughout the year.
- Coordinator/Specialist visited 21 transfer level classes in fall, and 11 classes in spring to deliver presentations to 900 (some duplicated) students.
- Coordinator/Counselor had a total of 234 (duplicated) transfer-related student contacts. General Counseling had over 4,550 (duplicated) transfer related student contacts.
- NVC students visited the Transfer/Career Center for a variety of reasons:
  - 1352 (duplicated) students used the center for computer/printer services
  - 286 (duplicated) used the center to acquire transfer information
5. Is there any other information you think is important to note?

- Transfer Center Coordinator served on the Guided Pathways Leadership Team and will continue that appointment through 2019-2020.

- Transfer Center Coordinator attended the Equity Institute at Skyline College and the CCCCO Online Teaching Conference in Anaheim to continue professional development and contribute resources to the center and the division.
1. **What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?**

**General:**
In the Spring 2019 semester, Disability Support Programs and Services (DSPS) began the following work groups: *Policy and Procedures*, “Technology” for DSPS, and *Fall Retreat*. DSPS and Learning Services (LS) members work within their chosen groups to improve areas needed. A team lead brings information back to the Dean of DSPS as needed for approval, and these items are discussed and disseminated at Stand Up (weekly) Meetings or DSPS Monthly Meetings.

**DSPS Counseling:**
The High School Transition Program is continuing for the 5th year as we streamlined and refined the processes for students with IEPs and 504s, shortening the number and length of meetings with students and parents. During the Spring 2019 semester, the DSPS Counselor and DSPS Student Services Specialist visited 5 schools in this effort.

The Counseling 97 section continues to be taught by the DSPS Counselor. This year, however, enrollment and completion of the class were much lower than in past. Program improvement strategies are being discussed. For example, one strategy is to elicit more involvement between resource teachers and the DSPS Counselor by encouraging high school students to enroll in the summer course if considering NVC.

Presentations at NVC and High Schools: DSPS has been a member of NVC information team that visits all of the NVUSD high schools during the fall semester in the past few year. They assist in informing the students of the schools attended about our services, what has evolved, as well as expectations for the coming year.

DSPS staff presented information when requested from NVC-specific divisions. For example, in HEOC, the Science Department, and Math Success Center (MSC). Additionally, the DSPS Specialist is a member of the Student Specialist Task Force group and liaison for DSPS.

In Spring 2019, the DSPS Counselor participated in a presentation for NVUSD K-12 teachers. Approximately 30 teachers attended, and upcoming changes were discussed in relation to transitioning students and AB705 courses. The high school administrator presented on inclusion in the classroom and benefits thereof, etc.

**Adjunct Counselors:**
DSPS hired two DSPS adjunct counselors for Summer 2019 due to high demand/need in the DSPS/LS departments. This should improve counseling availability for services to students, including obtaining a required Educational Plan, and critical specialized services involving general academic planning, career counseling, disability management, and personal counseling. Pending hire for an additional full-time DSPS Counselor in the coming year.
Alternative Media:
The Alternative Media Specialist and Instructional Assistant have further developed an increase in the number of students learning assistive technology, at times using more innovative modalities such as apps for phones, and working with faculty for instructional purposes. Alternative Media has been substantially enhanced with some of the following examples:

- Creating fillable online forms to have contact with our Access Technology Center
- Implementing new online forms with Qualtrics (equipment loan, semester requests, etc.); application has ability to run reports and information for student retention and forecasting
- Liaison role to help address any college-wide accessibility 508 issues
- Using SARs text batch feature to reach out to DSPS Alt. Media students (intention of working toward using feature with all DSPS students, pending timeline and feasibility of college-wide texting)
- Revamping DSPS/Alt. Media webpages by incorporating assistive technology information and revised Alt. Media request procedures (making it easier for students to navigate)

Learning Services:
- English 12 – 19 and MATH 50 series classes will change to non-credit beginning in Spring 2020 semester; we anticipate that this may help students by allowing them to take their time preparing for the new requirements for AB 705
- Scheduled classes at later times in the day to help students who have transportation issues early in the morning, and made classes all late-start to potentially capture those students who struggle in college-level classes
- Combined two levels each of grammar, computer composition and writing classes in an attempt to increase enrollment and avoid cancelled classes

Specialized DSPS tutoring:
The DSPS Student Services Specialist began a Tutoring Program during Fall 2018 semester. The program had a slow start-up due to difficulty in getting available tutors in the math discipline, as well as due to the transition in getting DSPS students accustomed to obtaining tutoring in DSPS. At times schedules did not align. However, one math and one English tutor were obtained, and assisted students during Fall 2018 and Spring 2019 semesters. For Fall 2019 semester, we may be able to place a tutor in the Math Success Center (MSC), or we will continue with the current format, however, with improved dissemination of information; for example, texting capabilities (campaigns) and other strategies.

2. **What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?**

- Improve tutoring services for DSPS students
- Napa Valley Adult School: the Dean of DSPS worked on improving collaborative teamwork and process flow of students between the Napa Valley Adult School Counselor and DSPS staff during 2017-18. While strategies and collaboration were improving, changes began—such as AEBG changed to AEP, change in administration directing this grant, change of staff at the Adult School—which slowed development of processes, and resulted in reduced continuing efforts on both sides.
- Student Engagement: Select a text messaging application with additional features and increased campaign abilities
- Training: Alt. Media application trainings and assistive technology
3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

One idea for DSPS, in collaboration with General Counseling, is to develop strategies toward referring or transitioning students with disabilities to DSPS. This will increase the number of DSPS students obtaining specialized counseling, accommodations and additional services. A DSPS counselor who knows all aspects of the student experience tends to be more holistic, providing an enhanced individualized approach toward student success.

- Revamp DSPS process by adding online, more convenient access to forms
- Student retention with applications like text messaging campaigns
- Involve community members, such as the “Better Tomorrow” group, with the DSPS team to increase DSPS-sponsored events at the NVC campus
- With transitions of staff to other departments, the retirement of a key team member within our DSPS services, and recent hiring of counselor(s), we are beginning to level off toward building capacity. However, a few additions in staff are still needed.
- Create transfer-level technology course for students with and without disabilities in order to enhance their abilities to succeed in classes (ideas of this development for Fall 2019 semester)

For Learning Services:

- An increase in instructional funding has been approved to be used to update classroom materials
- Researching program improvements for ENGL 12/13 for Spring 2020 semester, including online programs
- Researching new math programs that are less expensive, more straightforward, and preferably more accessible (anticipated start date Spring 2020 semester)
- Examine long-standing LS testing process to see if there might be more current practices. For example, possibly condensing the number of testing appointments for students to complete assessment. A Fall 2019 pilot will involve scheduling longer appointments so that students can complete all necessary testing in fewer appointments, and potentially complete the process in a shorter amount of time.
4. How many students did your unit serve in the 2018-2019 academic year?

<table>
<thead>
<tr>
<th>Term</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
<th>Total Number of Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>205</td>
<td>232</td>
<td>437</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>532</td>
<td>228</td>
<td>760</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>513</td>
<td>276</td>
<td>789</td>
</tr>
</tbody>
</table>

5. Is there any other information you think is important to note?

**FALL 2018 FLEX DAY:** The Dean of DSPS (at the time DSPS Coordinator) and DSPS Counselor co-presented at FLEX DAY on “Approaching Struggling Students That May Need DSPS Services”, Best Practices for Faculty to Refer Students for Help. NVC embraces a student-focused campus in concept and practice—resources are robust and accessible, however there are students whom instructors may identify as needing services but have yet to access them. The DSPS and LS departments are committed to serving all of our students with educational limitations, as well as assisting instructional staff on how to identify, discuss with and support students who need academic adjustments.
Financial Aid/EOPS/CARE/CalWORKs/Veterans/Scholarships
(Report submitted by Patti Morgan, Sr. Dean, Financial Aid/EOPS/Pre-College TRIO Programs)

1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

- Made **7,148 awards** to students totaling **$9,104,176** from all financial aid sources. This is a 10.8% decrease in number of students receiving financial aid, and an 11.97% decrease in amount of aid paid to students over the prior year.

- NVC disbursed **$4,031,429** in Federal Pell Grant funds to **1,183** students. This is a 12.6% reduction in the number of students and a 14% decrease in funds disbursed. These continuing decreases can be attributed to the 6-year lifetime Pell Grant limit as well as the fact that enrollment has decreased.

- California College Promise Grants, formerly BOG Fee Waivers (BOGFW), were used by **3,428** students, for a total of **$2,643,702** in fees waived. The number of BOGFW recipients decreased by 14.5%.

- Placed **107 students** who earned **$365,224** in work study jobs on campus. Students were funded under the following programs: Federal Work Study, 38; District Work Study, 93; CalWORKs, 3; and Work Study-Other, 60. Due to the change in California minimum wage, work study pay rates increased to $12.25 per hour.

- Offered a new **NVC Promise program scholarship** for first year full time students who recently graduated from high school. The NVC Promise program was funded this first year through AB 19 California College Promise categorical funds and NVC District Auxiliary Services (DAS) funds. Of the 115 NVC Promise applications received, **91 students** were eligible. The NVC Promise Scholarship paid **$71,849** to cover enrollment fees, semester fees, and to provide for reduced cost parking permits. The NVC Promise also exempts NVC Promise students from the Pay-to-Stay requirement in their first year at NVC. The NVC Promise program will be expanded to include the first 2 years in college (for eligible students) and will additionally cover lab/material fees for 2019-2020.

- Financial Aid/EOPS offered 13 English and Spanish outreach and college awareness events. Cash for College financial aid awareness events were held October through February in Napa and Solano Counties for high schools seniors and their parents. The “It’s Not Too Late” financial aid awareness event was held on April 25, 2019. Travis Credit Union again participated as a sponsor for these financial aid awareness events by donating Fire Tablets to be awarded at each event. In addition, Travis Credit union donated a Dell laptop computer, which was awarded to a student who attended one of the 13 Cash for College events.
• Revised Work Study Processes and Procedures. Changes were implemented Fall 2018.

• Entered into agreement with other California Community Colleges who also use Colleague to contract with Ellucian to develop a customized Cal Grant processing system. Target date for testing is late Fall 2019.

• The “Stormy Chatbot,” is now Live in English and Spanish on the Financial Aid webpage! The FATV financial aid information chatbot uses artificial intelligence to provide 24/7 chat support for financial aid website visitors.

• Upgraded Computer Lab with new computer stations.

• Welcomed Marlene Holden as the new Financial Aid Specialist.

• The Financial Aid/EOPS/ETS Staff Retreat was held at the end of March 2019 at the Upper Valley Campus. This is the first retreat the department has held in over ten years.

• Co-sponsored the Travis Credit Union “Mad City Money” financial literacy event for Napa County teens and young adults ages 14-24. The event was held in the Performing Arts Center during Summer 2019.

• Attended the Federal Student Aid Training Conference, CCC Student Financial Aid Administrators Association (CCCSFAAA) Conference, Region II training, and Federal, State, and NASFAA webinars.

A. EOPS
• 403 EOPS applications were submitted and processed for 2018-2019 academic year.

• Served 330 EOPS students.

• 264 students received EOPS Cash Grants, totaling $46,680.00.

• 401 students received book vouchers, totaling $75,089.06.

• Paid 30 EOPS student PTK memberships at $95.00 each.

• Paid 18 EOPS student ABG memberships at $39.00 each.

• EOPS program continues to offer tutoring Monday through Thursday. Seven tutors mentored our EOPS and CARE students in Math, Physics, Psychology, Calculus, Chemistry, Biology, Engineering, and English.
Dr. Alejandro Guerrero and Flor Martin Del Campo attended the 5th Annual Napa XITO (Xicanx Institute for Teaching and Organizing) at NVC last October. This was a great experience.

The EOPS Program and LEGACY programs continue collaborating to help facilitate the transition from high school to college for those students who are participating in the LEGACY Youth Project. EOPS worked in partnership with the LEGACY Youth Project, Migrant Education Program, Napa Valley College MESA, Puente Program, Napa Valley College Equity and Inclusivity, and Camile Creek to organize the 4th annual In Lak’Ech Youth Summit for high school students. Ninety-three (93) high school students from the various programs attended the summit in April.

Offered five field trips to EOPS students during the 2018-2019 academic year: three in the fall to Sonoma State University, University of California, Berkeley, and University of California Santa Cruz; and two in the spring to University of California, Davis, and San Francisco State University.

Offered the following student success workshops to EOPS/CARE/CalWORKs students during the 2018-2019 academic year: “Financial Literacy,” presented by Dr. Sherry Tennyson; “Probation Workshops,” presented by Maricel Rossi and Mary Salceda-Nuñez; “Student Planning and Financial Aid Self-Service,” presented by Maricel Rossi and Mai Vo; “UCLA informational Workshop,” presented by UCLA admissions representatives; and “Canvas and Office 365,” presented by Brandon Tofanelli.

EOPS Staff attended the following trainings: Student Affairs Awareness Training: LGBTQ and Filipino Students; Be the One; Resilient Napa; Trauma Informed Care Student Affairs Training, and EOPS/CARE/CalWORKs Technical Training.

EOPS/CARE/CalWORKs students were invited to celebrate the end of the school year by attending a field trip to Six Flags Discovery Kingdom.
• Held the annual EOPS/CARE/CalWORKs Student Recognition Dinner in the NVC Student Activities Center.

• We, once again, offered a summer bridge “ASPIRE” class (COUN 101), which Maricel Rossi taught for two weeks during the Summer 2019 semester.

• A Fall 2018 Advisory Committee Meeting for EOPS, CARE and CalWORKs was held on Thursday, November 8, 2018, and was attended by Mary Salceda-Nuñez, Alex Guerrero, Maricel Rossi, Flor Martin-Del Campo, Patti Morgan, Ramon Salceda, Margarita Ceja, Ain-Tei Echauri, Alfredo Hernandez, Gerard Perez, Graciela Rodriguez Garcia, Ben Quesada, Craig Alimo, Michelle Hernandez, Nancy Tamarisk (NEW), Mary Profit (NEW), Maria Ortiz, and Corrinne Wicks. A handout provided spelled-out this semester’s most recent stats for EOPS, CARE and CalWORKs programs, and reflected back on highlights and events from last spring, summer, and fall upcoming events. EOPS staff members gave this committee a brief idea of a presentation the entire team made at the 2018 CCCEOPS Conference held in Monterey, California, reflecting their individual contribution to Transformative Education at NVC. The Advisory Committee members were invited to the annual XITO Training and In Lak’Ech Summit at NVC in April of 2019.

• A Spring 2019 Advisory Committee Meeting for EOPS, CARE and CalWORKs was held on April 4, 2019 and was attended by Alex Guerrero, Maricel Rossi, Flor Martin-Del Campo, Patti Morgan, Mary Profit, Brandon Tofanelli (NEW), Ain-Tei Echauri, Gerard Perez, Nancy Tamarisk, Michelle Hernandez, Mauricio Avello (NEW), Guadalupe Tijero (NEW), Denise Kaufman, Ben Quesada, Cindy Johnson, Maria Ortiz, and Corrinne Wicks. A handout spelled-out this semester’s most recent stats for EOPS, CARE and CalWORKs programs, reflected back on highlights and events from fall, and noted upcoming events. The team announced that EOPS will be celebrating its 50 year Anniversary during the CCCEOPS Conference being held October 22-24, 2019 in Palm Spring, California. With that anniversary in mind, this meeting shifted to an interactive activity involving the Advisory Committee members sharing their ideas and suggestions about 3 subjects: #1, How can we grow or recruit for EOPS; #2, How should we celebrate our 50th Anniversary of EOPS; and #3, What would our advisors like to see happen or change at our Advisory Committee meetings. We received several insightful and beneficial suggestions and ideas that we look to incorporate soon.

B. CARE and CalWORKs

• Served 13 students in CARE and 26 students in CalWORKs.

• Awarded 16 CARE Grants, totaling $4,325.17; Book Vouchers totaling $3,822.21.

• Placed 3 students in CalWORKs on-campus work study jobs.

• 4 students were served with child care needs at the NVC Child Development Center with Child Care allocation from the CalWORKs program.

• Maricel Rossi, Patti Morgan, Valerie Mull, and Maria Ortiz attended CalWORKs Association Training in April 2019.

• CalWORKs student were also invited to workshops that the EOPS program provided as well as the annual EOPS/CARE/CalWORKs Student Appreciation Dinner and End of Year Event at Six Flags.
C. Scholarships
- Received and processed 440 applications through AwardSpring. 256 Scholarships awarded.
- Awarded $213,257 in scholarships to 180 students (not including high school).
- Held the Napa Valley College Scholarship Ceremony in the Performing Arts Center on May 22, 2019. Included donors on stage to congratulate their scholarship recipients.
- Processed outside scholarships for 65 students for a total of $88,508.
- Awarded $32,475 to 38 local high school students in 10 Napa County high schools, sending NVC representatives and Foundation Board Members to all the ceremonies.

D. Veterans Services
- Served 283 student veterans and 270 veteran dependents during the 2018-2019 academic year.
- Awarded 57 veteran specific fee waivers.
- Summer 2018: Served 185 veterans and their dependents. Of that number, 53 veterans were eligible for veterans benefits.
- Fall 2018: Served 367 veterans and their dependents. Of that number, 114 veterans were eligible for veterans benefits.
- Spring 2019: Served 355 veterans and their dependents. Of that number, 120 veterans were eligible for veterans benefits.
- Updated packets to streamline the certification process.
- Lynette Cortes and Patti Morgan attended the CCC Veterans Summit in Monterey, CA, the National Association of Veterans’ Program Administrators (NAVPA) conference in Orlando, FL, and California State Approving Agency for Veterans Education (CSAAVE) Approval Process training in Sacramento, CA. Lynette also attended the WAVES conference in New Orleans, LA, as well as veterans regional meetings.
- Provided lunch for the Welcome Back events for the fall and spring as well as for the first club meeting.
- Provided veteran stoles and cords for the commencement ceremony. Made available scantrons and Bluebooks throughout the year.
• Organized a biweekly speaker series with the assistance of the Student Veterans Health Program (SVHP). Speakers included representatives from DSPS, Financial Aid, and the Napa County Veteran Services office.

Accomplishments for Veterans Club/Student Veterans Organization:
• Attended Memorial Day Event at the Marines Memorial Club and Hotel in San Francisco.
• Stocked and maintained a “Soda Mess” where veterans can buy water and snacks at the Veterans Resource Center (VRC). The proceeds go back into the Veterans Club Fund.
• Biweekly SVO meetings are held and often coincided with the speaker series.
• Collaborated with VA Health Care personnel for the “Open VA ID Healthcare Enrollment” program where veterans can apply for health care and get a VA identification card on the same day.
• Organized a veterans’ end of the year event at Top Golf in Roseville. Sixteen veterans and their dependents attended, 11 of whom used the chartered bus sponsored by NVC.
• Had 8 student veterans participate in the annual Cycle for Sight, an event raising funds for a camp for the blind and veterans with severe PTSD. Raised $500 for SVO.
• Used a portion of the funds earned through Cycle for Sight, and with the assistance of the Rotary Club, to sponsor a veteran student’s travel for educational purposes.

E. Foster Youth
• Provided priority registration for 196 foster youth.
• CHAFEE Grant awarded to 8 students for a total of $27,426.
• Attending the Foster Post Graduation Sub Committee held at the Napa Valley Unified School District Offices.
• Continue with ongoing assistance to increase foster youth retention.
• Managed the CHAFEE Grant program. Reviewed and certified eligibility for CHAFEE Grant applicants.
2. What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?

- The EOPS program served 330 students during the 2018-2019 academic year and is increasing its numbers for 2019-2020. This program provides “over and above” services for NVC’s low-income, first-generation, and educationally-disadvantaged students, but the lack of space in Room 1132 does not allow for EOPS to adequately meet its programmatic needs. The shared FA/EOPS computer lab is currently doing double duty as an EOPS tutoring space 4 days a week, which makes it difficult for students to access the computers in the lab for other uses. Additionally, this creates a less-than ideal tutoring space because of the computer lab traffic. Students cannot meet with the EOPS Secretary or other EOPS staff in the small space without interrupting counselors and other staff working in the shared space. Events and workshops must be held away from the EOPS office, taking staff out of the office and reducing the “camaraderie” that naturally develops between the EOPS staff and their student participants when adequate EOPS program space is available. The solution is to move the Educational Talent Search program, which is a pre-college program, and expand the EOPS program into that space (room 1133). That would provide the program with additional counselor offices, small offices for tutoring, and a meeting/computer lab space that is dedicated to EOPS.

- Fill the Financial Aid Specialist position that is now vacant due to a retirement in the Financial Aid unit.

3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

- Develop a digital/electronic forms and signature option for students/parents to submit FA verification documents in a secure format.

- Develop a secure, online document upload site for students/parents to submit confidential supporting documents (i.e., tax returns, W-2s, social security cards, etc.) as part of the verification process.

- Hold financial aid verification workshops to assist students and parents with the process.

- Provide a FAFSA and CA Dream Act Application (CADAA) open lab on Tuesday evenings from October to March to assist students and parents with the application process.

- Staff a Financial Aid information table in various locations on campus once or twice a month to reach out to NVC students who have questions or are unaware of financial aid programs that assist with the cost of attending college.
4. How many students did your unit serve in the 2018-2019 academic year?

<table>
<thead>
<tr>
<th>Students Served</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSAs Received</td>
<td>5,291</td>
</tr>
<tr>
<td>BOGW A,B,F Applications (paper)</td>
<td>169</td>
</tr>
<tr>
<td>CA Dream Applications</td>
<td>194</td>
</tr>
<tr>
<td>EOPS/CARE Applications</td>
<td>403</td>
</tr>
<tr>
<td>EOPS/CARE PTK (Phi Theta Kappa)</td>
<td>30</td>
</tr>
<tr>
<td>EOPS/CARE ABG (Alpha Beta Gamma)</td>
<td>18</td>
</tr>
<tr>
<td>Scholarship Applications</td>
<td>440</td>
</tr>
<tr>
<td>Veterans &amp; Veterans Dependents</td>
<td>355</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>196</td>
</tr>
<tr>
<td>Work Study Placements</td>
<td>107</td>
</tr>
<tr>
<td>Financial Aid Student Request Emails</td>
<td>2,097</td>
</tr>
<tr>
<td>EOPS/CARE/CalWORKs Appointments</td>
<td>1,804</td>
</tr>
<tr>
<td>FA/Veterans Appointments</td>
<td>1,297</td>
</tr>
<tr>
<td>Front Counter Contacts</td>
<td>23,745</td>
</tr>
<tr>
<td>Financial Aid Outreach Events</td>
<td>377</td>
</tr>
<tr>
<td>NVC Promise Application</td>
<td>115</td>
</tr>
<tr>
<td>FA Bookstore Advance Applications</td>
<td>44</td>
</tr>
</tbody>
</table>

**Student Served (duplicated count)** 36,682

5. Is there any other information you think is important to note?

We continue to look for a larger space to house the Veterans Resource Center (VRC) so that all veterans services and resources can be provided in a single location, with dedicated in-house staff. We are working toward meeting the CCCCO’s VRC minimum standards checklist that is identified as part of our ongoing VRC funding conditions.
1. **What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?**

   A. The Educational Talent Search (ETS) Program had a very successful year. Noted below are a few samples of the year's highlights:
   - 77 seniors graduated (100% Graduation Rate).
   - 2 Student Graduation Speakers: Joel Navarro Raygoza (Napa High School) and Kaleena Jezycki (Vintage High School).
   - 1 Junior-Class of 2020, Early Graduate (student attending NVC)
   - Our graduates from Napa and Vintage High Schools will be attending various California State Universities, Universities of California, Private Colleges and Community Colleges throughout the nation.
   - Numerous students were recipients of a variety of public and private scholarships and awards.
   - Many of our students are participating in various NVC programs and classes such as EOPS, SSS, MESA, ASPIRE/COUN 101 Summer Class, NVC Summer Orientation and others.
   - We were able to expose students to the following educational activities: visits to California State University, East Bay and San Francisco State University; In’Lak Ech Youth Summit and the NVC STEM Fair.
The ETS 2017-2018 Annual Performance Report (APR) was successfully completed and submitted. The program met and exceeded all of the Department of Education’s federal objectives, resulting in receiving the maximum of 15 Prior Experience (PE) points. See chart below for APR Summary.

<table>
<thead>
<tr>
<th>PE Criteria</th>
<th>Maximum Points</th>
<th>Approved Rate</th>
<th>Attained Rate</th>
<th>PE Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary School Persistence</td>
<td>3</td>
<td>98%</td>
<td>100%</td>
<td>3</td>
</tr>
<tr>
<td>Secondary School Graduation (regular diploma in standard # of yrs.)</td>
<td>3</td>
<td>95%</td>
<td>98%</td>
<td>3</td>
</tr>
<tr>
<td>Secondary School Graduation (regular diploma in standard # of yrs. &amp; completed rigorous program)</td>
<td>1.5</td>
<td>55%</td>
<td>62%</td>
<td>1.5</td>
</tr>
<tr>
<td>Postsecondary Education Enrollment</td>
<td>3</td>
<td>70%</td>
<td>84%</td>
<td>3</td>
</tr>
<tr>
<td>Postsecondary Attainment</td>
<td>1.5</td>
<td>78</td>
<td>56%</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funded Number</th>
<th># of Participants Funded to Serve</th>
<th># of Participants Served</th>
<th>Percent Served</th>
<th>PE Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>668</td>
<td>668</td>
<td>100%</td>
<td>3</td>
</tr>
</tbody>
</table>

A project that served less than 90 percent of the number of students the project was funded to serve in 2017-18 is not eligible to earn points for any of the PE criteria in this assessment year.

<table>
<thead>
<tr>
<th>Total Points</th>
<th>15</th>
</tr>
</thead>
</table>

57
After assessing our previous recruitment campaign efforts, we identified some areas for improvements. Based on these findings, we implemented some modifications in order to assist us in reaching our target number of students. This year we reached out to the designated school sites earlier than in previous years, and we involved more staff in the recruitment activities. These changes, along with the hard work from all of the staff, produced great results. Not only were we able to reach our target number of students earlier than in previous years, but we were also able to create a waitlist.

2. **What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?**

A. After implementing our web-based tutoring service through the Khan Academy, we have found it challenging to have students access and take advantage of this opportunity. We will be assessing this component and strategizing as to how we can increase the student participation.

B. An area that is in much need of improvement is our technology equipment. The equipment (laptops, projectors, etc.) that the staff are using are all greatly outdated. With the technological advances being implemented at the Napa Valley Unified School District school sites that we service, our technology equipment is becoming incompatible. Therefore, this issue is making it challenging to provide progressive services that meet the needs of our students.

3. **Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?**

A. After analyzing our stand-alone tutorial component and discussing the challenges that we have faced, we have decided to explore the possibility of collaborating with NVUSD school sites’ tutoring services. We will be identifying the tutorial services being offered at the target schools and, if possible, have an ETS staff presence at these sessions. Given that these sessions take place at the students’ school, we are hoping for increased participation from those students in need of tutoring.

B. We are revamping our 6th grade workshop to include more technology in order to keep our curriculum current and appeal to the new generations. Whereas in the past we have used paper and markers in order to create dream boards, we will now be piloting virtual dream boards. Students will have the opportunity to share their educational and personal goals through the creation of their virtual dream boards.

4. **How many students did your unit serve in the 2018-2019 academic year?**

The TRiO Educational Talent Search Program is federally-funded to provide academic services annually to 668 first-generation, low-income middle and high school students from the following Napa Valley Unified School District (NVUSD) schools:

- Harvest Middle School
- Redwood Middle School
- Silverado Middle School
- Napa High School
- Vintage High School
5. **Is there any other information you think is important to note?**

Due to the lack of funds, we have had to restructure some components of the program. One area is the college visits that we provide in order to expose our students to a college environment. We have not been able to rent busses for our college visits and instead we have had to use the Napa Valley College (NVC) vans, which drastically reduces the number of students who are able to participate. Using a bus, we are able to transport approximately 50 students, whereas with the use of 2 NVC vans we are limited to 18 students.

Also, for our Annual NVC Career Exploration Day, over the years we have had to collaborate with different departments on campus in order to secure funding so we can continue to expose our middle school students to the various programs and services offered by NVC. We are hoping that we can create a consistent funding source for this activity, as it benefits not only the students but NVC as well.
1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

- Strengthened relationships with STEM industry. We formalized our partnership with Kaiser through an MOU that lays out the three-year NVC MESA-Kaiser Permanente Northern California Medical Scholars Program. We piloted two eight-week STEM internships through our partner at USDA. One MESA student interned in Concord and another in Albany. We finished one year with our MESA/STEM Center Advisory Board that is composed in part by engineers and doctors.

- We launched our STEM Speaker series and had an engineer and a doctor share their stories of success and struggle, and left the audience with decisions to think critically about. Combined, the speakers impacted about 50 guests.

- In collaboration with Science, Math and Engineering (SME) faculty and the Dean of Arts and Sciences, we reinstated the STEM Summer Bridge Program. The program was two weeks long and included a counseling course; chemistry, geology, biology, and engineering labs; math activities; a library skills workshop; a ropes course; and engineering, health, and geology field trips. Twenty-one (21) students participated in the program.

2. What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?

- We need to increase awareness of the MESA/STEM Center and what we do. This need also led our advisory board to make marketing one of the goals for the year. We will work in collaboration with the advisory board and campus entities to accomplish this. One of the outcomes will be a newsletter once a semester.

- We did not accomplish our goal of analyzing the data of usage of the MESA/STEM Center due to turnover in the administrative assistant position. However, we are entering the data from our paper sign-in sheets and collecting the data electronically now, thanks to the kiosk that was installed in the spring.
3. **Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?**

- We plan to collaborate with the Career Center and the Transfer Center on expanding our STEM Fair to include a STEM-focused career fair and a STEM-focused transfer fair.

- We will be developing a STEM-focused student internship infrastructure and piloting an on-campus STEM internship program to function within that infrastructure. This would create a one-stop shop for students to apply for internships with partners we already have, and provide a series of scheduled workshops (e.g. on research methodology, internship application, effective presentations, etc.) that would benefit students involved in an internship program.

- We plan on collaborating with SME faculty to host a “Lunch with SME Faculty” event that incorporates format aspects of speed dating, so that students get to know faculty outside of the classroom.

4. **How many students did your unit serve in the 2018-2019 academic year?**

   The MESA/STEM Center proactively served a total of 200 students through our MESA and STEM Program Services. This includes 140 MESA students. Of the 200 students, 124 (62%) students are from Latinx background. In addition to these students, we served 60 STEM American Society for Engineering Management (ASEM) students.

5. **Is there any other information you think is important to note?**

- The Napa Valley College Foundation Scholarship awarded thirty-seven MESA/STEM participants a total of fifty-six scholarships.

- Thirty-one MESA members and 7 ASEM transferred to 4-year universities/colleges.

- MESA/STEM students/staff participated in sixty-three STEM-related activities: field trips, mentorships, cultural and outreach activities and university/college visits. That totaled 874 participants, including some who participated in multiple activities.

- The MESA/STEM Secretary job opening was announced Summer 2018 and was filled by Fall 2018. However, by Spring 2019, this position was left vacant again.

- The STEM Summer Bridge 2019 was approved via the NVC Unit Planning Process, making it so that STEM Summer Bridge can take place on a yearly, ongoing basis.

- Applied for an S-STEM Grant in Spring 2018 in collaboration with the SME Faculty and Dean. While we did not receive this grant, finding out in October 2018, we have plans to reapply in the future.

- 242 MESA/ASEM students participated in internship, research, mentorship and/or leadership development activities.

- 580+ hours of FREE math, science, and engineering tutoring during Fall 2018 & Spring 2019.
1. **What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?**

   A. Sheryl Fernandez was hired as the **new Associate Dean of Disability Support Programs & Services (DSPS)** in February 2019. This position had been vacant since June of 2017, when Rebecca Scott retired from this position. The search was successful; we found a well-qualified candidate in Sheryl Fernandez, whose experience will provide the continuity of exceptional services offered by this office.

   B. The Office of Student Affairs, in collaboration with the Office of Institutional Advancement, hosted its’ **first ever Viva Mariachi Festival** on March 16, 2019 in the College Gymnasium. The festival highlighted Mariachi Garibaldi from Southwestern Community College in Chula Vista, Mariachi Huenachi from Wenatchee High School in the state of Washington, and Mariachi Luz de Oro from Cal Berkeley. The event was a huge success with 110 participants during the workshops, and 800 attendees at the evening concert. Several community organizations and community members supported the festival by becoming sponsors or donating funds.

   C. **The NVC and MENTIS MOU**: In collaboration with MENTIS Health Services of Napa County, Student Affairs was able to provide a bilingual mental health therapist to Napa Valley College students. The outcome of this continued collaboration proved to be successful, and resulted in the need to consider expanding services from one day per week to two days per week for the 2018-2019 school year.

2. **What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?**

   The International Student Program continues to need better traction. However, the position for Director of International Students was approved in the 2018-2019 budget cycle, but will be hired in Fall 2019. This will be our first institutional effort to develop our enrollments and, hopefully, exceed the 25-30 international students we have had for the past few years.

3. **Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?**

   Work in collaboration with Academic Affairs and the NVC Music Department to develop a mariachi music specialization certificate course, and a mariachi music club.

4. **How many students did your unit serve in the 2018-2019 academic year?**

   A. **Tracking of Student Contacts via our Access Student Database:**

      The Office of Student Affairs served **221 people/students** in the 2018-2019 academic year, with issues relating to: appeals to the Asst. Superintendent/Vice President of Student Affairs, Oscar De Haro; complaints; discipline cases; grievances; incidents on campus; meeting requests with Oscar;
questions regarding Admissions and Records (A&R) procedures; general questions; verification letters of student enrollment; and faculty consultations regarding student issues. (A detailed list of the “Types of Issues Addressed” is included in the table found on the next page.) This number does not include consultations with staff members, but it does include consultations with faculty members on student issues.

The table below shows the yearly totals for the last three years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>22</td>
<td>92</td>
<td>118</td>
<td>232</td>
</tr>
<tr>
<td>2017-2018</td>
<td>30</td>
<td>137</td>
<td>100</td>
<td>268</td>
</tr>
<tr>
<td>2018-2019</td>
<td>24</td>
<td>89</td>
<td>108</td>
<td>221</td>
</tr>
</tbody>
</table>

In 2018-2019, there was a decrease of 47 student contacts compared to the 2017-2018 academic year. The majority of our student contacts are centered on 6 main categories: 1) discipline cases, 2) faculty seeking advice on student issues, 3) students requesting a meeting with Oscar, 5) people seeking help on A&R issue/procedure, 6) people seeking help on something general, and 6) verification letters of disciplinary background. See the breakdown table on the next page.

Our student contacts remained about the same during the summer and spring semesters, but there was a drastic drop of 48 student contacts during the Fall 2018 semester as compared with the Fall 2017 semester contacts. In 2018-2019, we received fewer requests for verifications and requests for general assistance during the fall semester compared to the previous year. We attribute this to students knowing that the Welcome Center is there to assist them with troubleshooting their issues, as well as to the fact the A&R now handles the verification requests that were sent to our office in the past.
<table>
<thead>
<tr>
<th>Type of Issue Addressed</th>
<th>Su 18</th>
<th>Fall 18</th>
<th>Spring 19</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appealing Decision to Vice President</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Appealing Decision on A&amp;R Petition</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Appealing Decision on FA</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Appealing Instructor's Dismissal from Class</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Complaint re: General</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Complaint re: Discrimination or Harassment</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Complaint re: Instructional Issue</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Complaint re: Service</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>7</td>
<td>9</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>Faculty Seeking Advice on Student Issue</td>
<td>1</td>
<td>6</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Grievance (Instructional)</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Grievance (Non-Instructional)</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Incident on Campus</td>
<td></td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Information Only (Request For)</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Log for Reference Only: Potential issue</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Recommendation Letter</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Requesting meeting w/Oscar</td>
<td>3</td>
<td>12</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>Seeking Help on A&amp;R Issue/Procedure</td>
<td>0</td>
<td>11</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Seeking Help on Instructional Issue</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Seeking Help on Something general</td>
<td>5</td>
<td>13</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>Subpoena for Student Record</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Verification Letter</td>
<td>4</td>
<td>14</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td><strong>Semester Totals</strong>:</td>
<td>24</td>
<td>89</td>
<td>108</td>
<td>221</td>
</tr>
</tbody>
</table>

*These numbers do not reflect approximately 300 drop-ins and phone inquiries the office received in the 2018-2019 year.

B. Tracking of the Talk-to-Us Feedback Forms

The Office of Student Affairs continues to track the Talk-to-Us online customer service feedback forms submitted via the Talk-to-Us webpage (www.napavalley.edu/talktous).
The Talk-to-Us survey form allows a student, parent, or community member to submit a compliment, complaint, or a suggestion via this online form. The executive assistant in the Office of Student Affairs receives the form and records it. Then the form is sent to the appropriate area manager for follow-up (if requested by the person who submitted it). The Asst. Superintendent/Vice President of Student Affairs often gets copies of these forms depending on the type of feedback submitted.

The Talk-to-Us form was a very widely-used form when it was first implemented in January 2014, but the number of submissions has declined quite a lot in the last three years. In Spring 2014, we received 112 submissions, whereas 42 submissions were received for this past 2018-2019 academic year. The Talk-to-Us feedback form/webpage appears to be used, for the most part, to obtain assistance in 2-3 areas/departments (the Welcome Center, Admissions and Records, and Financial Aid/EOPS), but not so much for other Student Affairs offices/areas. Additionally, the online form is now also being used for assistance with questions, rather than to provide feedback on our services; people often use this form instead of using a department’s individual “Contact Us” information/phone or email address for direct help, confusing the purpose of the form.

### TALK-TO-US FEEDBACK FORMS 2018-2019

<table>
<thead>
<tr>
<th>Office/Area</th>
<th>Compliment</th>
<th>Complaint</th>
<th>Question</th>
<th>Suggestion</th>
<th>Yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Admissions and Records</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2. ASNVC/Life</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Career Center</td>
<td></td>
<td>1</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4. Counseling Center</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5. College Police</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6. Educational Talent Search TRIO</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7. Financial Aid/EOPS/Veterans</td>
<td>2</td>
<td>2</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8. HSI STEM</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>9. Student Support Services (SSS) TRIO</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10. Student Health Services</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11. Student Affairs (VP, Student Affairs)</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>12. Transfer Center</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>13. Welcome Center</td>
<td>19</td>
<td>1</td>
<td>5</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>14. Other: (Please specify)</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>20</strong></td>
<td><strong>9</strong></td>
<td><strong>13</strong></td>
<td><strong>0</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

*Note: A “Questions” column was included in the table though the feedback form only offers 3 options for feedback (i.e., compliment, complaint, and suggestion). This is done because users often use the Talk-to-Us form as a “Contact Us” form, where they complete it by selecting the option of “suggestion” when in reality they’re only asking a question.*
5. **Is there any other information you think is important to note?**

   A. Our office continues to be a successful hub for Latino Community requests.

   B. After the departure of the Director of Equity and Inclusivity, our office continues efforts to maintain stability in Student Equity, including completing the required Student Equity Plan.
1. **What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?**

In Fall 2018, the HSI Grant Project (Project RISE) on-boarded its **second cohort of newly graduated high school students** into Napa Valley College. The second cohort (588 students) were those students that NVC outreach services had made contact with while they were seniors in high school, or shortly after they graduated and applied to NVC. Cohort 2 is comprised of students from Napa High School, Vintage High School, New Technology High School, Saint Helena High School, Valley Oak High School, Calistoga Junior/Senior High School, American Canyon High School, Vallejo High School, Jesse Bethel High School, and NVUSD Independent Studies. These students were presented with a variety of services prior to their enrollment at NVC, including, application workshops, orientations, assessment testing at their high school campus, and educational planning sessions. Following their enrollment at NVC, each student was assigned an academic coach that tracked them through their first year. The goal of this program is to increase the fall-to-fall retention rate of new, incoming students at NVC. As of the writing of this report, cohort 2 claims a 73% fall-to-fall retention rates, versus a 51% retention rate among the general population.

In addition to tracking cohort 2 into the college, Project RISE also **amplified its presence at high school centers in our service area**, with academic coaches spending substantial weekly hours at each of the four major feeder high schools in Napa County (American Canyon High School, Napa High School, and Vintage High School, New Technology High School), and additional hours at Justin Sienna High School, and Vallejo area high schools (Vallejo High School and Jesse Bethel High School). This, in conjunction with other outreach personnel, ensured a substantial increase in the hours NVC personnel worked at the high school sites, preparing seniors for their transition to NVC. Cohort 3 promises to be considerably larger than cohort 2, currently estimated at more than 750 students.

Working through our HSI Math coordinator, the mathematics department established a **redefined mathematics curriculum** that not only satisfies the grant project’s initial requirement of establishing a statistics pathway, but also bring the college into compliance with AB 705. Student placement into the new curriculum is based solely on transcript evaluation, satisfying an additional component of the grant project.

In support of the new AB705 compliant placement process, the Title V Grant Project **supported and developed the new online placement tools** in mathematics and chemistry that streamline the placement process for new students and **remove retention barriers for at-risk students**.
2. What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?

The dual-language sequence in biology, as sponsored by Project RISE, continues its slow developmental pace. While the grant has provided substantial resources in the form of tutoring, supplemental instruction, and lab renovations, little improvement has been observed in the success of students in Biology 105, the target class – particularly in the closing of the identified equity gaps in the student success seen in historical analyses of the health occupations biology sequence.

In Fall 2019, the biology department will be utilizing a series of new dual-language (English/Spanish) educational resources procured through the ongoing support of the grant project in efforts to increase success in Biology 105, and close the equity gap seen among students in that program.

3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

We do not consider it innovative, but we continue to encourage increased access for outreach personnel to technological resources. The ability of outreach personnel to retrieve student information while off-site saves students and staff time and effort. This would include VPN access (or some other means of off-campus user identification) for Colleague use, as well as access to the new Student Planning module being piloted by NVC’s Counseling Division to assist students with retrieving information related to beginning their educational plans. While plans are in motion to put a new office in at least one of the project’s primary sites of operation (New Technology High School), the continued need for off-campus access to campus resources remains an impediment to fully realizing a mobile and flexible outreach unit.

Communication continues to be the project’s best tool in removing retention barriers for students. With the new purchase of Full Measure, we are optimistic that outreach can continue to work in a proactive fashion to identify and eliminate barriers to student success before they lead to student dissatisfaction. Many of Project RISE’s regular communications with students could be shifted onto the new platform, allowing our proactive approach to reach a broader audience.

We would like to expand our services beyond the current cohorts identified. In year 2 of Project RISE, we expanded services to Vallejo City Unified graduates. In year 3, we expanded our services to all identified graduating seniors applying to NVC. Although the level of services offered to all of the graduates is not the same, the goal is to proactively contact and assist any new student entering the college. Ultimately it is the goal of the project to offer services beyond new high school graduates, and reach out to other groups of new students (including returning students) that may be facing unique challenges in their transition to college.

4. How many students did your unit serve in the 2018-2019 academic year?

Project RISE cohort 2 was 588 students. More than 400 students attended a Project RISE-sponsored event in their high schools, including at least one of the 5 Steps workshops offered.

Project RISE emailed 2,148 students in danger of being de-registered from their courses in the past year.

Project RISE reached out to 6,710 new applicants, offering assistance with the matriculation process, intended as a matriculation ‘nudge’. These ‘nudges’ contained links to how-to videos, garnering 4,417 views altogether.
Project RISE-sponsored tutoring and supplemental instruction assisted **more than 400 unique students** enrolled in biology and chemistry courses in past academic year – including summer.

Finally, many students have received placements in math, English, and chemistry using the new placement tools (2,057 math, 1,853 English, 206 chemistry) developed by Project RISE in conjunction with many other offices.

5. **Is there any other information you think is important to note?**

It is imperative that as we conclude year 4 of the HSI Grant Project (Project RISE) and head into year 5 (the final year), beginning in October 2019, Napa Valley College continues to integrate services that Project RISE offers into the institution’s regular business. This includes the two full-time classified staff currently supported by grant funds.
1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

A. **Implementation of Pyramed Data-Aggregation**
   This year we activated the reporting function of Pyramed, our electronic health record system. This enables us to acquire more in-depth data on our care delivery.

B. **College and Community Outreach on Suicide**
   Our clinicians are being called upon to share their expertise in suicide prevention. Our director and therapist were invited to serve on a suicide information panel for Flex Day; the Director was also invited to lead a suicide prevention class as part of an all-day conference developed by local non-profit organization, Aldea. Our therapist serves on the Napa County Suicide Prevention Taskforce. We continue to offer suicide prevention courses to the campus community, and we have developed a wallet card which summarizes interventions for immediate suicide risk.
2. What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?

Initiation of Medi-Cal LEA program. This was stalled due to regulatory issues at the state level. We still hope to enroll in this program. (This goal has now been on hold for two years). The LEA program has been implemented for many years in California’s K-12 schools, and has now been expanded to colleges. It will allow the Student Health Center to bill Medi-Cal for services provided to students who have this insurance. The money raised will be ear-marked to improve or expand our student health services. Eventually, the program can be expanded to pay for case management services in such programs as DSPS, benefitting students with a wide variety of needs.

3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

A. Implement internet-based Tele-Counseling. We wish to enable students to “visit” with our therapist via internet-based video-conferencing. We will increase access both for students who do not attend classes on campus and for those who would find it too time consuming to drive to the campus for a therapy visit.

B. Train therapist in Threat Assessment. This past year, NVC started a multi-disciplinary CARE team which investigates reports of behavior which may indicate risks for harm to self and others. Not all therapists are trained in threat assessment, and having such a resource on campus would enhance the CARE team’s investigative function.

C. Move to on-line forms for TB assessment intake. Currently, TB assessment forms are paper-based, requiring extra work for staff to scan documents into our computerized health record system.

D. Open a relaxation room in the clinic. Stress and anxiety are highly prevalent in our student population. The relaxation room will provide a private place to relax and regroup.

4. How many students did your unit serve in the 2018-2019 academic year?

<table>
<thead>
<tr>
<th>Student Health Center</th>
<th>Total for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment Type</td>
<td></td>
</tr>
<tr>
<td>Medical Problems</td>
<td>230</td>
</tr>
<tr>
<td>Reproductive Health</td>
<td>74</td>
</tr>
<tr>
<td>Psychological Health</td>
<td>6</td>
</tr>
<tr>
<td>TB Tests/ASRs</td>
<td>178</td>
</tr>
<tr>
<td>Sports Physicals</td>
<td>80</td>
</tr>
<tr>
<td>Occ Health Physicals</td>
<td>32</td>
</tr>
<tr>
<td>Other Physicals</td>
<td>17</td>
</tr>
<tr>
<td>Immunizations/Titers</td>
<td>73</td>
</tr>
<tr>
<td>Misc/Unspecified</td>
<td>13</td>
</tr>
<tr>
<td>Total nurse/MA encounters</td>
<td>813</td>
</tr>
<tr>
<td>Mental Health Therapist Appointments</td>
<td>464</td>
</tr>
<tr>
<td>Window Encounters</td>
<td>1839</td>
</tr>
<tr>
<td>Online Mental Health Screenings</td>
<td>148</td>
</tr>
</tbody>
</table>
5. **Is there any other information you think is important to note?**

**Major issues facing students at NVC: Magdalena Orr, MFT**

During the last nine years of working with NVC students I have observed a significant increase in stress levels, along with frequent states of helplessness and hopelessness across ethnic groups. The majority of students seeking psychological counseling at the Student Health Center struggle with symptoms of anxiety and depression due to the chronic life stressors imbedded in psychosocial issues. There is a substantial rise in problems directly connected to food and housing insecurities, as well as relationship challenges. Students are under tremendous pressure to maintain necessary jobs at the same time as a full-time student status in order to keep financial aid eligibility, in many cases supporting their families financially.

Students take more classes than they can handle in order to speed up their educational process, find the right career path and a perfect job. They over-estimate their ability to manage time and emotional stressors. Basic needs such as a good night’s sleep, a healthy diet, and time to build healthy friendships are sacrificed in order to meet deadlines. This leads to rapid burnout; students lose interest in education in general and blame themselves for their failure. Self-blame, feelings of shame, worthlessness, and deep loneliness create a perfect breeding ground for mental health issues such as chronic anxiety, depression, and suicide.

The problems develop in the pattern of relationships between socioeconomic issues intersecting with personal mental health history, resiliency, and availability of social support. These systemic problems create personal consequences. We need to improve how we identify students’ needs and apply a comprehensive approach to promoting the full spectrum of student life services, fostering healthier learning environments, greater collaboration between students, faculty, and staff, and establishing a general culture of wellness.

**Vignette**

A faculty member brought a 20 year-old female student into the Student Health Center. She appeared to be very distressed, crying uncontrollably, and complained from somatic symptoms (feeling dizzy, shortness of breath, and sensitivity to sounds). The student was initially examined by the nurse practitioner, Nancy Tamarisk, and then referred to the therapist, Magdalena Orr, for additional assessment. During the session, the student shared that her mother kicked her out of the house (the mother has a history of mental health issues), and has no place to live. She faced academic midterms the following week, started a new job, and had no money or other family in the Napa area to reach out to.

The session focused on helping the student/client calm her emotions (activating relaxation response) and to help mobilize her to find practical solutions that she couldn’t consider when in crisis mode. After the crisis resolved, the client continued weekly therapy sessions addressing more personal issues that manifested as symptoms of chronic depression and anxiety. CBT modality was utilized as a primary treatment. The client was also referred to the Learning Center for evaluation, and ultimately received accommodations for her sound sensitivity.

After six months, the client showed some visible improvement in her ability to cope with her problems. Nevertheless, the depression still lingered and reduced the client’s energy level and ability to focus on academic responsibilities. At that moment, the therapist made a referral to the nurse practitioner,
Nancy Tamarisk, who was able to educate the client about psychotropic meds and help the client make an informed decision about the additional level of support. After a month of taking prescribed medication, the client reported a dramatic change in her mood.

She was able to complete her semester and successfully transfer to a four-year university.

**Current Trends in Psychotherapy**
Research spanning the late 20th to the 21st Centuries document how the connection between mind, body, and emotions can impact our awareness of reality. Psychotherapy increasingly incorporates interventions addressing the body-brain connection. For example, somatic developmental psychology emphasizes working with body awareness utilizing breath, body movement, and sensations as a tool in strengthening the ego and a way to access to body memories. This methods show significant positive results in working with trauma and PTSD diagnosis. I seek out training opportunities in these mind-body techniques, and our nurse practitioner increasingly incorporates some of these methods into her treatments.

**We collaborate with other departments and outside agencies on events and outreach efforts, including:**
- On-campus health insurance enrollment event with CHI (Community Health Initiative)
- Health Services panel for regional DSPS conference
- Blood drive (with Blood Centers of the Pacific)
- Tabling and activities for Sexual Assault Awareness Month, Mental Health Awareness month, Domestic Violence Awareness Month
- Offering several sessions of the QPR suicide prevention class
- Assisting New Tech High Students in crafting a mental health outreach project
- We continue to build ties with County Mental Health Services. These efforts include our therapist’s membership in the County’s Suicide Prevention Task Force.
1. **What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?**

   A. The Office of Student Life acquired the Cal Fresh Outreach grant through Chico State University, which allowed Napa Valley College to hire a Food Basket clerk to assist in serving students in our food bank.

   B. The Food Basket achieved its highest level of students served in April 2019 with a total of 60 students receiving food assistance for the month.

2. **What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?**

   A. One area in need of improvement is training and a rewrite of policies and procedures necessary to ensure Student Government adherence to governing documents.

   B. Regulations need to be created to ensure that Student Government does not withhold information, ignore office regulations or reporting to the Coordinator of Student Life.

3. **Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?**

   A. The Administration, Office of Student Life, and the Associated Students of Napa Valley College (ASNVC) will be updating the ASNVC Constitution and Bylaws to make sure that they follow policies and procedures, including compliance with the Brown Act.

   B. The NVC Food Program will be assisting Cal Fresh in outreach programs designed to help students with the application process to receive finances for food assistance.

4. **How many students did your unit serve in the 2018-2019 academic year?**

   The Student Life/ASNVC office served roughly **1,650 students** with purchasing ID cards, answering student resource questions, providing food for students experiencing food insecurity, and providing assistance with club paperwork.
5. Is there any other information you think is important to note?

### 2018-2019 Academic Year

<table>
<thead>
<tr>
<th>Fall 2018 Semester</th>
<th>Facilities</th>
<th>Club Applications</th>
<th>Club Copies</th>
<th>Solicitation Forms</th>
<th>Business Forms</th>
<th>Print Shop (Business cards, Print Jobs) Pages</th>
<th>In-Office (Total sheets copied for print jobs)</th>
<th>Activities Center Check Out Log</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
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<td>September</td>
<td>4</td>
<td>18</td>
<td>99</td>
<td>4</td>
<td>3</td>
<td>250</td>
<td>252</td>
<td>13</td>
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<tr>
<td>October</td>
<td>1</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>202</td>
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<td>November</td>
<td>1</td>
<td>4</td>
<td>14</td>
<td>0</td>
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<td>23</td>
<td>168</td>
<td>5</td>
<td>12</td>
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<td>618</td>
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### Spring 2019 Semester

<table>
<thead>
<tr>
<th>Spring 2019 Semester</th>
<th>Facilities</th>
<th>Club Application</th>
<th>Club Copies</th>
<th>Solicitation Forms</th>
<th>Business Forms</th>
<th>Internal (Business cards, print jobs)</th>
<th>In-Office (Total sheets copied for print jobs)</th>
<th>Activities Center Check Out Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>3</td>
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<td>0</td>
<td>1</td>
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<td>3</td>
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<td>6</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<td>March</td>
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<td>2</td>
<td>1</td>
<td>44</td>
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<tr>
<td>May</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>11</td>
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<td>260</td>
<td>3</td>
</tr>
<tr>
<td>Semester Total</td>
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<td>5</td>
<td>13</td>
<td>22</td>
<td>105</td>
<td>463</td>
<td>12</td>
</tr>
</tbody>
</table>

### Yearly Total

|                      | 34         | 44               | 18          | 34                 | 357           | 1081                                  | 60                                           |                                |

### Summer 2019 Semester

<table>
<thead>
<tr>
<th>Summer 2019 Semester</th>
<th>Facilities</th>
<th>Club Application</th>
<th>Club Copies</th>
<th>Solicitation Forms</th>
<th>Business Forms</th>
<th>Internal (Business cards, print jobs)</th>
<th>In-Office (Total sheets copied for print jobs)</th>
<th>Activities Center Check Out Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>July</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Semester Total</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

| Semester Total       | 2          | 0                | 1           | 0                  | 12             | 0                                     | 1                                             |                                |
1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

A. Implementation of the new English and math placement process:
The English and math placement tool went live on March 25, 2019. In just three months, on June 30, 2019, the Testing Center uploaded 1,603 placements into Colleague. The majority, 45%, were 2019 high school graduates.

The English Placement Tool allowed 74% of the respondents to register for English 120 without additional support, and 69% were able to register for transfer-level math classes, math 232 or higher, without support.

### ENGLISH AND MATH PLACEMENT TOOL RECORDED RESPONSES

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current NVC Student</td>
<td>346</td>
<td>21.6%</td>
</tr>
<tr>
<td>Senior in High School</td>
<td>722</td>
<td>45.0%</td>
</tr>
<tr>
<td>Graduated High School within Past 10 Years</td>
<td>403</td>
<td>25.1%</td>
</tr>
<tr>
<td>Graduated High School More than 10 Years</td>
<td>95</td>
<td>5.9%</td>
</tr>
<tr>
<td>Junior in High School</td>
<td>29</td>
<td>1.8%</td>
</tr>
<tr>
<td>Did not Graduate High School or Equivalency</td>
<td>8</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,603</strong></td>
<td></td>
</tr>
</tbody>
</table>
B. **Utilizing the new placement process to clear students for other classes:**
To better serve students, English and math placement prerequisite tiers were added to the following courses:

- Chemistry 110
- Chemistry 120
- Computer Studies 215
- Economics 100
- Economics 101
- Physics 120

This enables students, who meet the prerequisite through high school course work to register for the above classes without completing a prerequisite waiver petition.

In addition, utilizing the “Chemistry Placement Tool”, the Testing Center evaluates high school course work and clears prerequisites for students who are eligible to register for Chemistry 120.

C. **The Placement Tool can capture ESL and DSPS students:**
The old method of placement, the assessment test, identified students who could benefit from ESL classes and students who should receive DSPS services. To better-serve these populations, we added the following “questions” to the placement tool:

- I took English Language Development (ELD) courses in high school.
- Did you receive Special Education Services in high school?

If a student confirms they received these services prior to coming to Napa Valley College, the tool automatically sends an email to ESL and/or the DSPS department. The departments receive the student’s name, student identification number, and contact information.

2. **What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?**

A. **Establish an automated system for tracking students served by the Testing Center:**
The Testing Center currently uses a manual method of tracking students served. We received approval, and submitted an IT ticket to purchase SARS Tracking. We hope to implement SARS Tracking by the Spring 2020 semester.

B. **Address staffing:**
During peak testing periods, seven months a year (3 ½ months during fall and 3 ½ months during spring semesters), the Testing Center is open 11 ½ hours, four days a week (no closure for lunch). Maintaining staff for these hours with just three full-time employees can be challenging.

3. **Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?**

Hire a student worker from 5:00 pm – 7:00 pm Monday through Thursday to assist with closing the Center. Typically during this period, a Testing Center employee is working alone.
4. How many students did your unit serve in the 2018-2019 academic year?

The Testing Center tracks the number of tests administered. During academic year 2018-2019, we administered both academic exams and assessment tests. Academic exams include tests administered to Napa Valley College DSPS students; make-up/early exams when students have a scheduling conflict or illness; and exams for students who take Napa Valley College online classes.

In academic year 2018/2019, the Testing Center administered 6,434 tests; 4,098 were academic exams and 2,336 were assessment tests.

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>Summer 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>DSPS</td>
<td>107</td>
<td>31.85%</td>
<td>1141</td>
<td>61.88%</td>
</tr>
<tr>
<td>Makeup/Early Exam</td>
<td>39</td>
<td>11.61%</td>
<td>486</td>
<td>26.36%</td>
</tr>
<tr>
<td>Online Class</td>
<td>190</td>
<td>56.55%</td>
<td>217</td>
<td>11.77%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>1918</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Test</th>
<th>Sum/Fall 2018</th>
<th>Spring 2019</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (CTEP)</td>
<td>521</td>
<td>158</td>
<td>679</td>
</tr>
<tr>
<td>ESL (CELSA)</td>
<td>49</td>
<td>26</td>
<td>75</td>
</tr>
<tr>
<td>Math (MDTP)</td>
<td>1179</td>
<td>403</td>
<td>1582</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1749</td>
<td>587</td>
<td>2336</td>
</tr>
</tbody>
</table>

5. Is there any other information you think is important to note?

Even though the overall student population continues to decline, exams administered to DSPS students is increasing. There was a 6% increase in the number of exams administered to DSPS students from the previous year and a 24% increase from academic year 2015-2016.
1. What are two or three of the greatest accomplishments of your unit this past year (2018-2019)?

A. Implementation of an Umoja Program 2-year cohort. After completion of the 1st year, student can take classes taught by faculty in various disciplines that are consistent with Umoja’s philosophy (enrichment of the mind, body, and soul). Classes taught during the 2018-2019 academic year were: COUN 105 (Transfer Success), SOCI 150 (Sociology of Race and Ethnicity), and HUMA 100/101 (The American Mind). Even though the classes taught were available to all students, faculty were aware that Umoja students were enrolled and provided additional support and guidance when students requested it.

B. 80% of the students in the Umoja 1st year cohort completed both semesters. This means they were successful in all the courses offered and all the activities associated with the learning community. Activities included field trips, cultural sponsored events (including the 1st student-sponsored multicultural expo), and joint activities with other learning communities (Puente).

C. Expansion of the Mentor Me (mentoring program). Dr. Tia Madison coordinates and facilitates activities with the students and their mentors, on and off campus.

2. What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?

A. Retention: students, for a variety of reasons, did not remain at the college after the first semester of enrollment. Umoja students were provided a list of resources and services to assist them in the educational endeavors but were faced with responsibilities outside the classroom that warranted their full attention outside of school. Students are not able to balance school, work, and home life.

B. Mental Health: more and more students are dealing with the challenges of life and when you add school to the “mix”, it is even more challenging. Umoja students were able to seek the guidance from the Counseling Department throughout the year to aid in their success.
3. **Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?**

   **A.** The Umoja Program would like to expand the learning community by adding a mental health component to their required list of services. The challenge many students in general face is realizing their academic potential. On top of this, dealing with self-esteem requires the need for additional support. In academic year 2017-2018, the Umoja program was able to prosper from the services of CSU Sacramento and their Social Work Department. This next academic year, 2019-2020, the Umoja Program plans to seek assistance from MENTIS, Napa to provide mental health services.

   **B.** The Umoja Program plans to host weekly and/or monthly “Porch Talks” on selected topics sponsored for students on campus (open to all students). Porch Talks involve dialogue on current and pressing topics on campus and in the world using a peer advising approach. The Umoja Program strongly encourages the students “voice” as well as active listening skills.

4. **How many students did your unit serve in the 2018-2019 academic year?**

   The Program began the fall semester with **30 students** and by the spring semester the number went to **19**. Students were faced with a series of challenges that prevented them from completing both semesters. In keeping in line with other linked learning programs, the Umoja Program decided not to admit new students for spring semester as it would affect the continuity of the program.

5. **Is there any other information you think is important to note?**

   During the Fall 2018 semester, Sonya Wright replaced Jeannette McClendon (who was out on medical leave). Ms. Wright, in addition to serving as coordinator, taught the COUN class. She provided academic support as well as prepared Student Educational Plans for each student in the program. Jeannette McClendon returned in the Spring 2019 semester and served in her role as Coordinator for the program and professor of the COUN class.