

# Program Review Forum

December 2, 2022

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## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Anthropology**

**Term/Year of Review: Spring 2022**

### **Summary of Program Review:**

Anthropology at NVC is an historically stable program, and the enrollment trends in the program initially remained consistent with the ebbs and flows of college-wide enrollment in 2019-2020. With the advent of the COVID-19 virus, the Anthropology program (and the college in general) suffered significant enrollment loss as a result of the subsequent and continuing vicissitudes of the recurring global pandemic. In addition, the college faces a multi-million-dollar deficit within which the program must maneuver. During the period studied, the Anthropology program underwent growth in line with similar trends at the college level, and several interventions identified in the 2018 Report have resulted in positive outcomes. The largest course by headcount, ANTH 120/120L, grew at a rate exceeding that of the institution as a whole (approx. 20%), even when accounting for possible pandemic-related negative outcomes in specific courses.

The Anthropology program underwent substantial changes and improvements in 2018 (pre-pandemic) that improved the student experience as part of the faculty research and professional development activities completed during the 2014-15 academic year sabbatical and subsequent analysis. These inroads, though still under investigation, are revisited briefly in this report. In addition to meeting or exceeding several of the larger strategic initiatives outlined in 2018, a series of smaller, minor “tweaks” were made in Canvas and related instructional software, to help students better navigate the pandemic learning environment.

### **Key pre-pandemic improvements include:**

- Two new transfer courses in *Forensic Anthropology with Lab* and the *Anthropology of Tourism*;
- Implemented the Remind, Google Voice, and Starfish Apps, and expanded ConferZoom office hours to include Friday hours and early evening hours. This expanded student-to-student communication and student-to-faculty communication during the recent crisis periods; students were especially active in texting via Google Voice versus the other methods of communication;<sup>1</sup>
- 100% of Anthropology courses were switched over to the Canvas LMS in fully-online or hybrid formats;
- Overall, the Anthropology program estimates that over 450 hours of recorded lecture videos, and approximately 2,300 educational resource documents (slides, photos, articles, etc.) were made available to students using the Canvas LMS and the Canvas Commons;
- “Blueprint” shells, designed by the Program Coordinator for ANTH 120 and 121, allowed for easier and more effective transitioning between semesters with minimal input errors;

<sup>1</sup> Office hour interventions were only implemented in courses taught by full-time faculty (J. Amato) during the study period. Weekly, paid office hours for part-time faculty would provide additional comparison and/or efficacy results.

- Course content was updated in several courses to model C-ID best practices, incorporate information from the *Culturally Responsive Teaching* and *Trauma-Informed Teaching* pedagogical training provided by the NVC Academic Senate, the NVC Distance Education (DE) Workgroup, and the M<sup>2</sup>C<sup>3</sup> training programs made available to faculty and staff via the Professional Development Committee (PDC);
- A complete laboratory inventory was completed, and several areas were identified for improvements and/or replacements in learning materials and supply storage.

These changes have resulted in positive outcomes for many students despite the pandemic, but the program is challenged by an interesting problem: high enrollment and persistence rates in the aggregate, with lower comparable completion rates specifically in the laboratory and fieldwork-based courses (ANTH 120, ANTH 121). Put briefly, the program maintains a high level of student interest, engagement, and persistence overall, but when “drilled down” to the course level, the inability to be outdoors doing fieldwork and the lack of tactile specimens in an online environment clearly affected the success rates in these courses. Since fieldwork and/or laboratory work of some variety is usually included in every anthropology class, this pattern has the potential to be devastating to the program if the pandemic continues unabated or worsens. With the return to on-campus learning in Summer of 2022, the program faculty look forward to implementing additional changes to boost student interest, advertise the program using on-campus tools (marquis board, catalog ads, etc.), and departments (such as the Transfer Center and Media Relations) to help improve course completion rates across the board.

Some challenges remain in bringing online course completion rates up to the standards set by in-person courses, as well as an institution-wide imbalance suggesting that asynchronous, 100% online courses have lower success rates than on-campus courses—this same disconnect is mirrored between “hybrid” and “100% online” courses, regardless of synchronicity. While this is not unique to anthropology, maintaining parity and equity among all courses, while also offering a variety of student-friendly and worker-friendly formats and scheduling options, is a key focus area for the 2023-2024 academic year and the next Program Review period (2022-25).

#### **Planned Strategies Include:**

- Emphasize the **MATH** “Recommended Preparation” for ANTH 120 and ANTH 222 by strengthening syllabus language and encouraging part-time faculty and the Counseling division to advise students of this necessary *prior* knowledge, rather than concurrent enrollment.
- Emphasize the **ENGL** “Recommended Preparation” for all anthropology courses by (1) strengthening syllabus language; (2) encourage part-time faculty and the Counseling division to advise students of this necessary *prior* knowledge, rather than concurrent enrollment.
- Discover the true cost of requiring students to purchase their own half-skeletons and consumable lab materials (tape measure, clay, etc.) for ANTH 120 and ANTH 222 as instructional materials fees.
- Increase the number of “check out” skeletal materials with support from the McCarthy Library or similar Reserve/Check-out program;
- Increase the number of ANTH textbooks on reserve in the Library;

- Increase the number of “sites” where ANTH is taught in-person. For example, teaching a section of ANTH 121 at the Napa Museum, or a section of ANTH 130 (Archaeology) using the Field Station at Sonoma State University;
- Analyze the 50-person course caps for ANTH courses;
- Evaluate lowering the course caps of ANTH courses to increase course success rates;
- Develop a strategy for a “slow burn re-entry” into the collegiate environment, either through collaboration with the Counseling division or with other interested faculty/programs;
- Investigate the cost of providing 3-D printable models and a 3-D printer for the ARAH division;
- Investigate using 3-D and X-Ray materials provided by CARTA at UC San Diego;<sup>2</sup>
- Investigate grant funding and fundraising opportunities/sponsorship opportunities for Anthropology students and courses;
- Investigate the use of Bumpy Camp and/or similar off-campus areas owned by the college for setting up mock dig sites, mock clandestine grave sites, mock fossil sites, etc.;
- Facilitate the evaluation and application of existing faculty for equivalency in cognate academic fields, both STEM and non-STEM;
- Develop thematic courses in the *Anthropology of Food and Farming*, the *Indigenous Americas*, and *Ethnographic Research*;
- Develop a variable-unit course in *Archaeological Field Methods*;
- Submit ANTH 145 for UC approval (currently approved for CSU);
- Hire a part-time STEM Instructional Assistant for ANTH 120, ANTH 130, and ANTH 222 sections;
- Implement a Peer Tutor program for non-STEM ANTH courses.

## A. MAJOR FINDINGS

### 1. STRENGTHS:

- ANTH 120 (& 120L in relevant years), the core course of the program, continues to grow by headcount and enrollment at above-trend levels.
- Sections of summer courses were offered over the past three years, and the pre-COVID sections filled quickly. Currently, we are offering two summer 2022 courses (ANTH 120 and ANTH 121).
- Retention and successful course completion rates for the Anthropology Program exceeded the rates at the institutional level (combined over the past three years).
- Successful course completion rates of targeted equity groups in the program were either in line with institutional rates (data for African American students) or exceeded them (among Latinx and male students).

<sup>2</sup> CARTA is the Center for the Research and Teaching of Anthropogeny at the University of California San Diego.

**Anthropogeny** is a specialization in Anthropology that focuses on the emergence and evolution of *Homo* species in terms of biology, behavior, and environment.

- Anthropology faculty continue to present within their fields of expertise and participate in professional development opportunities both within the college and outside of it.
- Program mapping for Anthropology is completed and will be available to students in subsequent catalogs.
- Faculty from Anthropology serve on the **California Academic Senate Distance Education and Educational Technology Committee** (known informally as “DEETAC”).
- Faculty commitment to student learning and developing career skills is high, with approximately one new course being written every two years for ANTH students (most recently: *Forensic Anthropology with Lab* and the *Anthropology of Tourism*).
- Anthropology faculty have been recently published in local, national, and international fora, and have presented research at professional conferences.
- Faculty in Anthropology regularly served as senators, program coordinators, co-chairs of Academic Senate committees, and mentors to their colleagues, their students, and each other during the three-year period.
- Faculty Program Coordinator received CORA Certificates of Completion for **all four** of CORA’s community college programs. This professional development is directly related to the increase in success and persistence rates of African American students and males in some of our courses:
  - *Teaching Men of Color in Community Colleges*
  - *Supporting Men of Color in Community Colleges*
  - *Teaching Boys and Young Men of Color*
  - *The entire Racial Equity in Education Series*<sup>3</sup>
- Several best practices from the **Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>)** have been incorporated into recent courses.<sup>4</sup>
- Best practices from **XITO**<sup>5</sup> workshops/training have been incorporated into recent courses.
- 100% of ANTH faculty have been trained in Canvas and participated in the **Academic Senate’s Instructional Design Institute in Online Pedagogy (IDI)**. The Program Coordinator for ANTH is one of the Peer Facilitators/Trainers in this program (with KINE and LADS).

<sup>3</sup> CORA’s (the Center for Responsibility and Advancement) Racial Equity Series includes: *Understanding Bias, Racial Microaggressions, Best Practices in Teaching in the Community College, and Course Design for Racial Equity*.

<sup>4</sup> The **Minority Male Community College Collaborative (M<sup>2</sup>C<sup>3</sup>)** is a national research center that partners with community colleges in advancing outcomes for men of color, a key equity group targeted for improvement by the Anthropology program. M<sup>2</sup>C<sup>3</sup> has developed rigorously validated tools for assessing institutional efforts and outcomes relevant to men of color. M<sup>2</sup>C<sup>3</sup> houses the **National Consortium on College Men of Color (NCCMC)**.

< Learn more at [achievingthedream.org](http://achievingthedream.org) >

<sup>5</sup> The **Xicanx Institute for Teaching and Organizing (XITO)** is an urban education consulting collective and a program of the **Center for Community Education**, a 501(c)(3) non-profit organization. XITO is committed to creating inclusive, vibrant and dynamic learning environments. XITO consultants offer support to achieve this goal using culturally responsive, rehumanizing pedagogy, and rigorous/relevant curriculum that inspires every student to thrive.

< Learn more at [xicanxinstitute.org](http://xicanxinstitute.org) >

- 75% of ANTH faculty have participated in the Academic Senate’s **Culturally-Responsive Teaching Practices (CRT) Institute**. The Program Coordinator for ANTH is one of the Designers/ Trainers in this program (with PSYC, KINE, and LADS).
- Faculty perform volunteer work related to their areas of expertise on a regular basis, and at increased levels during the wildfires and pandemic periods.
- Faculty participate in professional development opportunities and continuing education through the sabbatical process. One faculty member is pursuing a second master’s degree (M.Sc.) in Forensic Medicine and Graduate Certificate in Anatomical Sciences and Education (AS&E) at the University of Florida College of Medicine as part of an approved 2022-2023 academic year sabbatical.

## 2. AREAS FOR IMPROVEMENT:

- Average class size in the Anthropology Program has exceeded the average class size across the institution over the past three years. This reflects demand for the program. When combined with temporary changes made to the course offerings, the number of sections offered may have been suboptimal, or the course caps for these courses might be unrealistic. Some work will need to be done so that course headcount can be more balanced across sections.
- Laboratory space and supplies remain a consistent challenge for the program. Funding requests in prior cycles have not resulted in positive outcomes for the program. It is anticipated that future budget challenges, despite astronomical gains in tax revenues, will continue. Currently, the laboratory space available for ANTH courses is insufficient, and is not well-equipped for an anthropological series of courses. Investment needs to be made in instructional course materials and conveniently lockable storage.
- Fill rates within the Anthropology program tend to be slightly lower than fill rates at the institutional level (75.4% to an institution-level rate of 84.1%). A similar result appeared in the previous Program Review. It is currently unclear if directed efforts to support increases in enrollment (such as changing an 18-week section to a 16-week section) have effectively addressed this challenge, given the restrictions on classes during quarantine. An additional measure would be to lower the course caps in ANTH courses to align with other ARAH courses.
- The gap in completion rates between online and in-person sections of ANTH 121 (Cultural Anthropology) might be explained by the difficulties in translating fieldwork experiences to an online environment. We frequently return to the drawing board and try to implement both all-hands changes as well as more surgical, directed interventions for specific courses and even for specific sections.
- The gap, while not statistically significant, might also be explained by any causative variables emerging or identified elsewhere in the behavioral and health sciences literature:
  - COVID-fatigue, Post-Traumatic Stress Disorder (PTSD) and related concomitant forms of trauma (depression, anxiety, suicidal thoughts, etc.)

- the general societal trend towards the distrust of teachers, clergy, doctors, scientists, police officers, and others in traditionally respected fields of “authority,”
- the frequent, unresolvable emergencies with campus IT infrastructure,
- the months of time required for Zoom and Instructure to adequately traffic an entire world’s worth of online education;
- the violent and unconscionable racism, sexism, ethnocentrism, and similar crimes against humanity that persist in our local and global communities;
- the recurring and unpredictable losses of friends, family, and colleagues;
- the appreciable fear and reality of becoming infected with COVID-19 or worse

and many, many other potential variables for which new instruments and methodologies will need to be (and are being) invented. The Anthropology program looks forward to embracing this challenge and privilege.

### 3. PROJECTED PROGRAM STABILITY/GROWTH:

**The Anthropology program is a popular, stable program that is on the cusp of renewed growth and student interest in a post-pandemic world.** We have many anthropologists on our campus. One might see us in the McCarthy Library as librarians or research personnel, in the Counseling division helping a student with their Educational Plan or working towards a “Caring Campus” at the highest administrative levels of our college. You might have seen us working with police investigators in the community, or on the news helping dig through wildfire remains in Paradise, California. Students mostly see us either in the classroom or in the lab (or on Zoom) as teaching faculty, although one of us appeared on *National Geographic*, and the other you might recognize from *The Discovery Channel!* Overall, students report being “Highly Satisfied” with program courses, faculty, and content, would “Highly Recommend” their anthropology class to another student, and find the organization of online anthropology classes to be “the best in the business,” as one student put it succinctly.<sup>6</sup> However, this stability comes at a cost in terms of diversifying, decolonizing, and deconstructing our curricula.

**Anthropologists think BIG,  
and then we forget  
we evolved from a small,  
committed ancestor  
we call “The Hobbit Man”**

One faculty member should not be the only anthropology professor a student takes a class from at NVC. Encouraging and supporting a diversity of actors and a plurality of positionalities is core to anthropology—it is the “anthro” part of the word! If one person has done *all* the teaching in anthropology for the past 17 years, and has written every course herself, can we really say students are getting that experience? That they have “full bellies” in the study of humanity? The answer is no, even with overt, pragmatic attempts to do so such as creating experiential courses, learning communities, and promoting team teaching—three interventions that have improved

<sup>6</sup> Source: *Anthropology Online Student Satisfaction Surveys (SSS), 2019-22*. Raw data available by request.

student success at other campuses, but for which Anthropology seems to have trouble generating interest. Thus, a primary effort during the next Program Review cycle (2022-2025), will be to align more closely with our Counseling faculty and our new Vice-President of Diversity, Equity, and Inclusion (who is also an anthropologist!) to see what additional strategies we can implement to help get students to the finish line and to meet their goals.

Up until the pandemic, the single full-time anthropology faculty had been shouldering an overload, every semester, as far back as 2016, to meet student demand. Quite often, students remark in their online discussions that they thought anthropology was “just a really cool store.”<sup>7</sup> Anthropology curriculum is unfamiliar to students in high school, and changes frequently. The fast-paced nature of scientific discovery is exciting, but can also be overwhelming to both a “newbie” and a “seasoned pro.” As a simplified example, **we can reasonably assume that 10 + 1 will equal 11 every day of the week.** Part of what makes math beautiful is its predictive power. That is not the world of anthropology, where the very definition of *what counts as a human being* is changing or being challenged week by week, not just biologically or genetically, but culturally as well. Climate change visible in our own backyards has added a dimension of urgency to exploring solutions to problems we created, but also provides new discoveries every day—most of which carry a “rewrite our entire evolutionary history” charge attached to them.

It is not hyperbole to suggest that keeping track of all that is wonderful about anthropology is a truly joyous, and truly exhausting, academic field. Retired anthropologists often spin stories of the havoc wrought upon physical bodies as a result of archaeological fieldwork, usually in stressful or challenging environments such as the humid tropics of Guatemala or thirty meters deep in the highlands of Bolivia, sifting through sand for hours while the sun seems to rise in tune with your heartbeat at high altitude. This romanticism is a focus of recent theoretical work in psychological anthropology and counseling and views the human body and bodily/dimensional experience as lived “testimony.”<sup>8</sup> These ideas were explored by the Anthropology Program Coordinator (J. Amato) during the Summer semester of 2020 in two graduate-level courses in Educational Counseling at San Diego State University.<sup>9</sup> Resources from these courses were used to support pedagogical changes from a theoretical perspective in addition to the quantitative data provided.

Support for specializations among ANTH faculty and future students is bolstered by the major professional organization for anthropologists (AAA), supplanted by statistical ratings from nearly every major ratings source, including the *U.S. Labor Outlook*, the *U.S. Bureau of Labor and Statistics*, and the *U.S. News and World Report*, all of which argue that most practicing anthropologists, even in academia,

<sup>7</sup> <http://www.anthropologie.com>

<sup>8</sup> For representative citations, see Monk, G. & Zamani, N. (2020). *Narrative therapy and the affective turn: Theoretical Concepts, Part One*. San Diego State University. Unpublished Manuscript; White, M. (2000). Reflecting-team work as definitional ceremony revisited. In *Reflections on Narrative Practices: Interviews and Essays*. Adelaide: Dulwich Centre Publications; Akinyela, M.M. (2014). Narrative Therapy and Cultural Democracy: A Testimony View. *Australian & New Zealand Journal of Family Therapy*, 35, (46-49); Ladson-Billings, G. (2014). Culturally Relevant Pedagogy 2.0: a.k.a. the Remix. *Harvard Educational Review*, 84:1, (74-84); Polanco, M. (2016). Knowledge Fair Trade. In Charles, L.L. and Samarasinghe, G. (Eds.), *Family Therapy in Global Humanitarian Contexts: Voices and Issues from the Field*. Springer.

<sup>9</sup> Transcripts, papers, and/or course syllabi available upon request.

tend to specialize within one or two major fields. One of our closest four-year allies, (UC Davis), has separated their undergraduate program into two tracks—one STEM-based and one not—to better meet student demand and workforce changes. Stanford and many other UCs implement this model for their departments. It is likely this trend will continue, and more CSUs will adopt a similar “track” approach in their ANTH programs, as it is already happening with other STEM fields, and indeed has already happened within NVC STEM programs. We would like to be closer to the forefront of these initiatives than lagging behind. When faculty are supported and encouraged to compartmentalize in this manner, students who are more STEM-focused would take a certain cluster and students interested in a general pattern would take others, either for the anthropology degree or as a supplement to another degree pathway or program (such as Ethnic Studies, Art, or Sociology, for example). This is a standard practice in the field, and similar program structures can be found in hundreds of community colleges and universities around the country and worldwide.

Other notable mentions given to the field “Anthropologist” include:

- **The #6 “Best Job in the Sciences”** (*U.S. News and World Report*<sup>10</sup>)
- **The #2 “Best Job for Women”** (*Forbes*; “Anthropologist”)
- **The #1 “Best Job for Women”** (*Forbes*; “College Professor”)

Anthropology has maintained its position as the number two career field for women because anthropologists absolutely love what they do, and that includes making anthropology **public** and **useful**. Collectively, we are exhausted but hopeful, and remain excited and passionate about our work. For an academic field whose practitioners spend over 75% of their time outside talking face-to-face with other people, COVID remains a **major** challenge in every sense of the word. We hope to improve our numbers of majors with a STEM-focused pathway strategy and increased participation in Anthro-Day, an international event that has counterpart events in major cities and colleges around the world. Locally, our students are numb and disengaged. The pandemic has resulted in enrollment loss across the campus, and the Anthropology program has not been immune to the aftermath of sending thousands of people into quarantine for over two years. As this Program Review report rounds out the final semester of fully online classes, we reiterate our confidence in the charge to meet students and colleagues where they are, to amplify and promote silenced voices, to advocate for our students, and to work collegially, respectfully, and with humility to buttress the mission and values of NVC.

Unfortunately, planning for Anthropology is often a “forced” exercise in trying to spread too few resources (adjunct faculty, inadequate lab space, etc.) too far. **The section mix and quantity of sections available for the Anthropology program is highly constrained by the lack of additional full-time faculty in the department to cover existing courses and innovate within the college.** Despite this need, the Anthropology program is proud of our dedicated part-time faculty and their unwavering service to students. One of our part-time faculty members is an expert in dancing the *Bomba*; another focuses on 2.4 million years of fossilized remains, and still another specializes in Egyptology. Our faculty bring unique perspectives, rich personal histories, and valuable knowledge and skills to the program. In the three-year

<sup>10</sup> <https://money.usnews.com/careers/best-jobs/rankings>

reporting period, we have offered an additional Cultural Anthropology section to a colleague in English, who recently received their Ph.D. specifically in Cultural Anthropology. **In order to offer higher-quality courses with more variety, the program is in desperate need of a second full-time faculty member to assume the culturally-focused and Ethnic Studies-related courses (ANTH 121, 122, 150, 180).**

**As anthropologists, we think BIG and then conveniently forget we evolved from a small, committed ancestor we call “The Hobbit Man.”**<sup>11</sup> While our program is small when compared to mega-Divisions like SME, LADS or CTE, when viewed statewide, the Anthropology program at NVC is without a doubt one of the most highly regarded, ambitious, and well-structured programs in the state. A decade of letters, surveys, nominations, evaluations, and return visits from students, peers, and colleagues qualitatively attest to these accomplishments and their impact. We offer many courses (such as *Linguistic Anthropology*, *Medical Anthropology*, *Forensic Anthropology*, and the *Anthropology of Tourism*) that offer an experience like no other community college campus in California. Our Linguistic Anthropology course (ANTH 200) is the only college course available in the state that will meet both the transfer requirements **and** the upper-division major requirement for Linguistic Anthropology at Sonoma State University—other ANTH majors will have to take a 300-level course in Linguistics—ours won’t! This boon for students is an outgrowth of the long-term, mutual respect of the faculty and programs, and acknowledgment of the rigor of ANTH teaching that happens daily at NVC.

These faculty relationships with SSU and with other stellar academic programs such as Cabrillo College (AS in Archaeology) and Foothill College (the only other college in the state that offers Medical Anthropology, though the numbers are growing) have enabled a kind of “Bay Area” anthropological identity. We know from digging through thousands of years of rock that teamwork is paramount, and our wider academic communities and allies are supportive and strong. We are careful and deliberate in our practice as educators and operate under a continuous improvement model that takes student voices and community recommendations and educational needs seriously. Geographically, the Anthropology program has benefitted from educational partnerships with Sonoma State University in Liberal Studies, Anthropology, and Linguistics; with the Napa Museum in securing internships and/or mentorships for our students; and with colleagues in Southern California as part of our annual “North-South Meeting” in San Luis Obispo, where anthropology faculty from across the state converge on unsuspecting antique shoppers and consult with each other on state-level initiatives, changes to the AA-T degrees, legislation updates, and presentations and workshops that focus on teaching anthropology. It is a professional opportunity that is affordable because it is drivable from the Bay Area, and therefore many part-timers can attend and carpool. A fiscal goal of the Anthropology program is to provide a small stipend to part-time faculty for attending this two-day conference that is deliberately scheduled in January between the Fall and Spring semesters so as not to interrupt the academic year with our students.

**Though small, the anthropology program at NVC is one of the most highly regarded, ambitious, and well-structured two-year programs in the state.**

<sup>11</sup> Scientific name for “The Hobbit Man”: *Homo floresiensis*, who is actually a “Hobbit Woman,” as recent research in Indonesia on the LB1 discovery suggests. \*This classification remains disputed.

Outside of the traditional classroom, we have taken students to places as high as Kilimanjaro and as low as the bottom of the Caribbean Sea. We've taken them through dark, crawl-on-your-belly passageways into massive cave systems bursting with light and have led them through personal crises when light seems nowhere to be found. We have "adopted" some of our former students and have even been fortunate enough to officiate a few weddings of those who met in our classes. These vignettes are difficult to capture in a chart or a graph, and they certainly aren't percentage-based, but they all point to the deep investments, both personal and professional, that all faculty make in our programs, our courses, and in ourselves as educators.

Our unique position and privilege as Napa-based educators is ripe for collaboration with those industries that comprise much of the employment in our area (tourism, hospitality, environment, real estate, etc.) **Our hope is to influence educational change on a local and global level by:**

- Creating a 100% online, 100% zero textbook cost AA and AS degree.
- Create an AA-T "4x4" program in ANTH using Glendale College as a model.
- Supporting the creation and distribution of C-ID-specific templates for ANTH courses.
- Contributing course materials, research reports, online materials, and textbooks that are widely applicable and free.
- Exploring funding for 3-D printing, modelling, and other technology to reduce materials damage and spending.
- Teaching in varied formats, times, and days to address student need.
- Modeling collegial behavior and setting high expectations for ourselves, our leaders, and our communities.
- Implementing evidence-based and nuanced interventions to support student success.

In reflecting upon the recent enrollment trends, **offering some popular courses (such as ANTH 150 and ANTH 122) twice per academic year**, would likely lead to even stronger growth and enrollment in the program, give faculty a chance to test some interventions for course completion, implement additional strategies to reach disproportionately affected equity groups, and might increase the number of majors as well. However, neither of these courses are currently required or even "core" courses in the AA-T degree. To address all four subfields of the AA-T degree program, the Associate Degree for Transfer requirements include a less popular course (ANTH 130: Introduction to Archaeology) that *must* be offered in lieu of more popular courses because it is a degree requirement.

It is anticipated that pending curriculum changes to the ANTH 130 course will result in increased enrollment from both majors and non-majors. It is also worth noting that many faculty share a growing concern that the current version of the AA-T in Anthropology is insufficient to address the student demand for course variety at the transfer level. These concerns have been expressed at both the regional and State levels, as well as through the professional associations that comprise our field.<sup>12</sup> As this degree is currently undergoing the first Five-Year Review at the state level, the faculty hope that significant changes can be

<sup>12</sup> As the Past-President of the Society for Anthropology in Community Colleges, I have reiterated these concerns to the following professional organizations: the American Anthropological Association (AAA), the Society for Applied Anthropology (SfAA), the Society for Medical Anthropology (SMA), the Society for California Archaeology (SCA), and many others.

made to better serve our students and our communities while keeping within the mission, vision, and goals of NVC and wider community college initiatives.

**B. Program’s Support of Institutional Mission and Goals**

**1. Description of Alignment between Program and Institutional Mission:**

The Anthropology Program is currently updating the Program-Level Outcomes (PLOs) as part of this Program Review process. **Table 1** below illustrates the alignment to the Institutional Mission using language from the original PLOs used and assessed the three-year study period.

**Table 1. Program Alignment with Institutional Mission**

Mission Statement Language	Program Alignment
M1. NVC prepares students for <i>evolving roles</i> in a <i>diverse, dynamic, and interdependent</i> world.	<b>PLO 1:</b> Students will be able to understand and apply cultural relativism; they will be able to convey an understanding of multiple cultural perspectives.
M2. The college is...committed to student achievement through <i>high-quality programs that are continuously evaluated and improved</i> .	<b>PLO 2:</b> Students will demonstrate a core knowledge base in anthropology appreciating and reflecting on human diversity in the past and present.
M3. The college serves students and the community with <i>transfer courses</i> , career education and training, basic skills, and self-supporting contract education and community education classes.	<b>PLO 1 and PLO 2</b> and the delivery of the program through transfer-level courses, hands-on labs, and skills developed in the anthropology program align with this component of the mission.

**2. Assessment of Program’s Recent Contributions to Institutional Mission:**

Table 2 below illustrates the recent contributions the Anthropology program has made in service of the Institutional Mission:

**Table 2. Recent Contributions to Institutional Mission, Anthropology**

M1. NVC prepares students for <i>evolving roles</i> in a <i>diverse, dynamic, and interdependent</i> world.	<p><b>Mission Statement</b></p> <p>See the above sections for explanation and background for the recent contributions the program has made to the Institutional Mission.</p>
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<p>M2. The college is...committed to student achievement through <b>high-quality programs that are continuously evaluated and improved.</b></p>	<p><i>See above.</i> The program has volunteered for every pilot evaluation/review process since 2009, and faculty are committed to ensuring a useful, high-quality, rigorous, and <b>successful</b> academic experience for students.</p>
<p>M3. The college serves students and the community with <b>transfer courses</b>, career education and training, basic skills, and self-supporting contract education and community education classes.</p>	<p><i>See above.</i> The program has increased its enrollment in transfer-level courses and offered an increased breadth of courses available, as well as continued to update and make more courses available for remote instruction (for both lecture portions and labs) during the pandemic.</p>

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

See the section labeled “Planned Strategies” above for a description of upcoming institutional plans/activities relating to the Institutional Strategic Plan.

**C. New Objectives/Goals:**

- Improve the consistency between the online and in-person sections of courses that are offered in both modalities.
- Enhance Canvas content for ANTH-121 (Align course with OEI Rubric)
- Identify the cause(s) of the reduced course completion rate of African-American male students and focus future professional development opportunities in this area.
- Increase Anthropology presence and visibility on campus through print and marketing materials (“branding”) to increase enrollment, for example, restart efforts to increase membership in the Anthropology Club.
- Adapt Medical Anthropology into a UC-transferable course for HEOC/nursing students.

**D. Description of Process Used to Ensure “Inclusive Program Review”**

From the inception, this Program Review report was generated with the valuable labor and intellectual contributions from many actors, both on campus and off. Following suggestions from the Program Review Zoom sessions provided by Dr. Robyn Wornall and her superb team at RPIE, one single writer (Jessica Amato) was assigned the final report as part of the duties of the Program Coordinator position for Anthropology. During Flex Day in Spring of 2022, the program held a Zoom Program Meeting and invited all Anthropology faculty to attend to discuss Program Review after the Division meeting. In addition, all part-time faculty were also invited to attend the Zoom training sessions provided by RPIE and the Instructional Design Institute(s) of the NVC Academic Senate in *Online Pedagogy* and *Trauma-Informed Teaching*.

A second stream of data collection was provided by the *Anthropology Online Student Satisfaction Surveys* and the “*How R U Doing?*” quiz, two data collection initiatives developed by Dr. Amato as an outcome of the previous Program Review cycle in 2018. This ten-question survey and “free” quiz was developed *with* student input, and it also an opportunity *for* student input. These surveys are optional and anonymous unless the student chooses to self-identify for further follow-up. However, they are bounded by section number and stored in the aggregate. While not an ideal survey scenario, it is one more opportunity for students to participate in providing data about themselves, and about their experiences in particular courses. None of these data are used for any other purpose unless the student self-identifies and requests follow-up.

A final stream of data was incorporated qualitatively from discussions with the various people and departments on campus that play important roles for anthropology students. Questions posed to part-time faculty colleagues (over NVC email) about the relevant study period (2019-2022) included:

- *What continuing education (include certifications, degrees, trainings, workshops, etc.) have you completed or began in the past three years (2019-2022)?*
- *What conferences have you attended (specify if you presented and on what topic)?*
- *What committee/workgroups have you been involved with?*
- *What new courses/assignments/other have you developed?*
- *Please list other campus wide work of note you have been involved with:*
- *What other community involvement activities of note have you been involved with?*
- *What awards or recognitions have you received?*
- *How can I improve the Program Review process to make it easier/better/more inclusive/more effective?*
- *Anything else you’d like to share?*

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

See the Summary and “Program Data” reflections of the report relating to the enrollment trends and overall state of courses in the program.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program: Anthropology**  
**Plan Years: 2022-2023 through 2024-2025**

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
1. Ensure that a regular budget consistently exists for the ANTH program.	See budget submitted.	2022-2023 (includes staff sabbatical period).	Ensure that a budget exists for program and laboratory needs. This budget should include updates needed to the ANTH lab and should reflect changing learning modalities.
2. Hire a second FT/TT faculty in either: Cultural Anthropology, Anthropology, or equivalent	See enrollment trends.	Fall 2023 – Fall 2024.	Second FT/TT faculty member hired.
3. Laboratory Budget (Instructional Materials)	None	Cost assessment to be done summer 2022.	A decision will be made regarding cost/feasibility after cost assessment.
4. Laboratory Budget (Technology) – 3D printer	None	Cost assessment to be done summer 2022.	A recent lab inventory was completed and needs will be identified for budgeting.
5. Continue to fund one to two students as student Instructional Assistants/Peer Tutoring each semester.	See section on program goals.	Fall 2023 – 24.	Student hires must be made before the start of the semester if they are planned and allocated in the budget. In prior years this has been a successful initiative for both students and instructors.

6. Increase awareness of guided pathways and meta-majors.	See section on program goals.	Ongoing	Work with guided pathways teams to integrate anthropology into overall plan.
7. Assess and implement remaining objectives from prior program review that may have been delayed due to budget or pandemic factors.	See 2018 report goals.	Ongoing	Not all goals were completed from the 2018 report as the impact of the pandemic caused resources to be allocated differently than planned.

**Other Initiatives:**

- Begin the college’s curriculum process for developing a new Museum Studies Certificate and Degree program in ANTH and ARTH
- Develop new Modules/Courses for Faculty as part of the Instructional Design Institute (IDI).
- Stable funding for at least one professional conference/year (Registration Fees) per full-time ANTH faculty or part-time ANTH faculty teaching 6 or more units. This would be in addition to the Professional Development funds available through the Senate, as anthropologists literally need to go to four meetings per year to maintain currency (AAA, SfAA, ASA, and/or AAA Specialty Committee (for example, President Committee, Scholarship Committee, etc.)
- Work with the Library to procure essential texts in Anthropology and the major subfields.
- Complete the ANTH website as part of the new NVC website architecture.

**Description of Current Program Resources Relative to Plan:**

The current instructional materials available for students and faculty in the Anthropology and Archaeology Labs is not sufficient to provide transfer-level instruction comparable to a CSU or a UC without implementing a regular budget process, supply sharing with similar courses, etc.

## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Communication Studies**

**Term/Year of Review: Spring 2022**

**Summary of Program Review:**

### **A. Major Findings**

#### **1. Strengths:**

The FT and PT faculty of the Communication Studies department have laid the foundation of an equitable and cohesive curriculum for the students at NVC by changing our name and subject codes to provide seamless recognition of our curriculum to other colleges and universities.

We have continued:

- our commitment to assessment
- our desire to assist all students (campus-wide) who are required to speak or present in the classroom
- our dedication to providing the best academic experience for our students through our existing courses, and strengthening our ability to provide that curriculum through multiple modalities

Our focus on professional development continues to be geared toward supporting a global classroom. We have converted 70% of our textbooks to Open Resource texts that add no additional costs to students. In addition, the Communication Studies department provides support to the Umoja Community program and the Caminos al Éxitos program. Finally, we are committed to providing continued access to tutoring and supplemental instruction in our COMM Lab.

#### **2. Areas for Improvement:**

Our plan for improvement includes:

- Improving the retention and completion rates in our online courses.
- Considering enhancing enrollment by developing Communication Studies certificate opportunities.
- Continuing access to tutoring and supplemental instruction in our COMM Lab.

**3. Projected Program Growth, Stability, or Viability:**

The Communication Studies department has Stability.  
We have:

- Stable demand for more than 75% of our courses.
- Courses that meet the needs of students seeking degrees or certificates.
- Sufficient class offerings with diverse modalities.
- Success and completion rates that are sufficient.
- To work to enhance those areas that require additional support.

**B. Program's Support of Institutional Mission and Goals**

**1. Description of Alignment between Program and Institutional Mission:**

The Communication Studies department:

- Equips students with tools for effective communication and prepares them for their future success.
- Provides consistent evaluation of our curriculum and program to ensure a high quality program.
- Provides instruction that assists students in the pursuit of degrees or certification.

**2. Assessment of Program's Recent Contributions to Institutional Mission:**

The description of our alignment (question 1) adequately describes information that is current and actively part of the Communication Studies contribution to the institutional mission.

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

Our department:

- Connects with community/educational leaders to support our connection with the Umoja and Caminos al Éxitos programs.
- Has consistent engagement with our students to foster their successes.
- Works to enhance our achievement and completion rates.
- Continues our equity training to provide equitable and inclusive courses.

**C. New Objectives/Goals:**

Our plan:

- Increase the use of the COMM Lab (A.1 - needed to successful use of lab)
- Add 1 (one) additional course to our curriculum
- Restructure our COMM 132 course
- Work with NVC to increase enrollment
- Create certificates for Communication Studies
- Create a media repository that focuses on inclusive representation in class materials across courses

**D. Description of Process Used to Ensure “Inclusive Program Review”**

The Communication Studies department includes the voices of all faculty (FTF & PTF) in meetings that are held monthly, team building activities that are held once a semester, assessment, program review, course development, and curriculum. We include the current data and previous data to provide a more detailed view of the changes in our department.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability**
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

The Communication Studies department has Stability.  
 We have:

- Stable demand for more than 75% of our courses.
- Our courses meet the needs of students seeking degrees or certificates.
- We provide sufficient class offerings with diverse modalities.
- Our success and completion rates are sufficient and we will work toward a plan to enhance those areas that require attention.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program:** Speech Communication  
**Plan Years:** 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Instructional Assistant		This is number 1 on our priority list. Fall 2022	The COMM lab has assisted all students who are required to present a presentation in NVC classes. The lab requires personnel that will schedule appointments, provide supplemental instruction, and handle the day-to-day operations.
Computer Refresh (Office Computers)		Fall 2022	Instructors need technology that is up to date. Technology that will not quit on them during online meetings and classes.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

- Personnel/Classified: SPCOM LAB Support Staff: Instructional Aide
- SPCOM LAB: Continued use of Scheduling software: This technology will continue to streamline the use of the SPCOM lab.
- Operating Budget: With the added functions of the SPCOM lab, the speech department needs an operating budget
- Computer Refresh: Instructors need technology that is up to date. Technology that will not quit on them during online meetings and classes.

**PROGRAM HIGHLIGHTS**

**A. Recent Improvements**

The foundational cornerstone of our department retired in 2021, but before she left she was instrumental in preparing us for a new hire who has added her expertise to the fiber of the department. The SPCOM lab was successful in assisting students throughout the Pandemic which provided much needed assistance to our new online learners.

**B. Effective Practices**

The FT and PT faculty in the SPCOM department effectively work together to enhance every aspect of the department, curriculum, and student success. We frequently meet to discuss assessment, share resources, and develop creative ways to meet the needs of our students, department, division, and institution.

## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Hospitality, Culinary and Tourism Management**

**Term/Year of Review: Fall 2021**

**Summary of Program Review:**

### A. Major Findings

#### 1. Strengths:

Increased enrollment in the following classes:

- HCTM-100 Safety & Sanitation: Foundational Course for Department. 175% between 2018-2021
- HCTM-121 Hospitality Cost Control: Up by 27.3% between 2018-2021
- HCTM-122 Principles of Hotel Administration: Up by 6.3% between 2018-2021

Overall, there has been a 9.3% increase enrollments within the HCTM Program between 2018-2021

- The Upper Valley Campus Kitchen has had equipment upgrades, making it a more realistic professional kitchen environment, for teaching the Advanced Culinary classes.

- Faculty members in HCTM and other complimentary programs (Business & Viticulture) have deeply embedded industry partnerships, making our curriculum approach timely and effective for student's professional growth.

- Non-Credit & Community Education alignments: Based on public demand, the HCTM program has ancillary connections that enhance credit student's growth. They include burgeoning Farm to Table NC classes and Basic Cooking Skills NC classes, both in the proposal stages. These are designed to help students expand their skills in these areas, that also can bridge over to Culinary and Hospitality career education. Last, HCTM student have the ability to sign up for HCTM-190 & HCTM-290, Internships which will give work opportunities for students that participate as teaching assistants to Food & Wine Enthusiast classes.

#### 2. Areas for Improvement:

Areas for improvement would be the following:

- **Marketing Department: Advertisement** of program and new class offerings in both Hospitality Management and Culinary Arts. We have no Bay Area or California presence in the media or any other outlet, short of our own social media postings.

- Increasing enrollment in all other HCTM classes not listed above.

- Increase class fill rates, with classes that won't jeopardize safety protocols.

- Retention and course completion rates need to increase within the following classes:

HCTM-121: Hospitality Cost Control

HCTM-122: Principals of Hotel Administration

HCTM-125: Food & Beverage Restaurant Management

- Increase conferment of degrees and certificates.

- **Facilities: The Main Campus Teaching Kitchen** needs to be upgraded in its lab and lecture space. Currently the kitchen and the classroom-lecture space, are configured to be a cafeteria. This is not spatially conducive for teaching, as it is impossible to see all the students working in the kitchen at the same time. In the lecture area, there is inadequate lighting, old heat-table equipment, drainage pipes with tree roots growing through them, that sometimes emits very foul smells.

- **Facilities: UVC** The roof at the UVC leaks tremendously and needs to be fixed. Every year that we delay, the more money it will cost us. Especially since with just invested 65,000\$ in new ranges and convection ovens.

- **Facilities: The UVC Culinary Arts Building the bathrooms** need to updated. The drains also emit foul smells.

- **Facilities: The UVC, room 9 Multi-Purpose room**, needs to have new dining room service tables, chairs and plate-ware, to create a realistic restaurant experience for students and patrons. Along with this, there need to be more proper storage for tables and chairs, as there isn't any now.

- Make textbooks and computer programs more equitably available to students.

- **IT:** Increase technology resources and training to our students. Our students need computers. They also need skills in basic computer programs, to complete course work and be viable employees.

- Increase instructor pool, in order to offer more classes, at student friendly schedules.

- The enrollment process of credit students en mass, from local employers needs to be streamlined. This was identified when Silverado Country Club & Resort needed to enroll 35 of its employees and found our process cumbersome and difficult to navigate. An employee of NVC had to hand enroll each student/employee, in order for us to not loose their participation.

### 3. Projected Program Growth, Stability, or Viability:

HCTM is a Viable program at this point, with contradictions between enrollment numbers, as it relates to the need for training by local business. HCTM has shown growth, but needs more shoring-up for long-term sustainability. There are extremely strong pleas by employers, as noted within this review, for properly trained culinary and hospitality students, but current enrollment doesn't meet this demand. The HCTM program of classes will remain a relevant, approachable and equitable in its training for students and employers within the North Bay Area, but again enrollment needs to be increased. The hospitality-culinary industry is one of the top private employers within the Napa Valley and Bay Area as a whole. Based on the current program and enrollment of 9.3% growth from 2018-2021, the projected program growth goal, taking covid into consideration, is projected to be 5% year over year, the next 3 years to come. Despite decreases in overall college enrollment, the HCTM is growing slowly and steadily.

## B. Program's Support of Institutional Mission and Goals

### 1. Description of Alignment between Program and Institutional Mission:

The HCTM program works closely with local educational institutions and industry leaders to equip our students with skills and resources for their college and professional growth. With the training they have received, the students of HCTM program have shown marketability of their skills, translating into an extremely high rate of demand for employment within the Hospitality and Culinary fields.

### 2. Assessment of Program's Recent Contributions to Institutional Mission:

The HCTM program and classroom settings have made equity and inclusion a priority for welcoming students into the program. This is reflected in the increase of participation and completion increases of 56.8% for African Americans/Blacks and 74.5% for Latinx.

### 3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Creating a new Associates Degree in Culinary Arts, to meet the industry demand for trained culinarians. This ties into the goal of enhancing collaboration between NVC, the community and civic partners.

- Direct engagement with students about how the HCTM program can help meet their personal-professional goals.
- Despite past restrictive attitudes, Equity and Inclusivity have taken on a much stronger, centralized role in the curriculum of the HCTM program. The need for diversification within the culinary-hospitality industry has finally be recognized by the masses and these are being addressed through empathetic staff, the teaching materials being used and implementation.

**C. New Objectives/Goals:**

- NVC is the only locally centric college that companies and individuals to get relevant training in hospitality-culinary within the Napa Valley. This creates a need for increasing and streamline processes for local companies to enroll their employees in classes for training. Promote “Upskilling Your Workforce”.
- Creating an affordable pathway for students who want an education in Culinary Arts.
- Increase computer literacy and access to technology for HCTM students.
- Upgrade Main Campus kitchen/lab class area, to a more modern teaching space, that is also Health Department compliant.
- Get a new roof on the Culinary Arts Building at the UVC.

**D. Description of Process Used to Ensure “Inclusive Program Review”**

The HCTM Department continually engages a wide variety of constituents. These include on campus, internal HCTM faculty, as well as others that have overlapping educational goals, such as Viticulture and Business Departments. We also take into account the needs of students employed within the industry, as well as local business and professional organizations. This allows our students and partners to engage in helping to keep the content of the HCTM curriculum relevant. This is noted in the annual convening of the Hospitality-Culinary Advisory Committee, a consortium of faculty, former students and business leaders ; that everyone is allowed a direct voice in the goals set in HCTM curriculum.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

- Section 1-Headcount & Enrollment: Enrollment has shown a 9.3% increase, even despite covid restrictions. As outside professional partners and potential students are made aware of our courses, interest and demand should increase, as antidotal evidence has shown. Example, increase in HCTM-200 & 201, has occurred because a local business partner enrolled their employees for continued training.

– Section 2-Average class size: Demand for classes has not met traditional class number minimums, but there is still steady demand.

- Section 4- Labor Market demand: As stated, there has been a 1000% increase in demand for our students to be employees. These numbers can be substantiated by the Career Center, who we have been working closely with, to inform students of job opportunities. There is an extreme labor shortage in the Hospitality-Culinary industry that is driving this current demand.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program: Hospitality, Culinary and Tourism Management**  
**Plan Years: 2022-2023 through 2024-2025**

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Address impact among disproportionately effected equity groups and their ability to complete their coursework.	B.2	- Survey students to find out how class schedules impact their livelihood and ability to complete school. What will best serve their needs. By Spring 2023 - Survey student’s ability to pay for texts, materials and supplies needed for class. By Spring 2023 - Survey students understanding, abilities	Reduced gaps in successful course completion rates among equity groups identified

		and access to computer technology for school work completion. By Spring 2023 - Assess these surveys and strategize implementation of solutions by Fall 2023. -Evaluate impact by 2024-2025	
Address the need for increased enrollment.	3	- Launch an advertising campaign Spring 2022, State wide, in order to increase enrollment. - Inform and encourage local businesses to enroll their employees for training within the HCTM program - Assess the number of students enrolled by Spring of 2023, to see if these measures have helped increase student body counts.	Analyze student body counts, to see if there has been a positive effect in our outreach.
Retain students for program completion, so as to increase the number of Degrees and Certificates conferred	III.A	- Examine the numbers of students enrolled to those that complete all of the courses needed to get their degree or certificate. Spring 2024 - If by Spring of 2024, there is a substantial discrepancy in enrollment to completion, then students should be surveyed to ask what is blocking them from successful completion. Then these issues should be addressed with solutions during Fall'24-Spring'25	Analyze the enrollment numbers in conjunction with completion numbers.
Implement Advanced Culinary Classes at the UVC, so students may procure a Certificate or Associates Degree in Culinary Arts	III.A	- Appoint lead instructor to create curriculum, with the goal to launch Fall 2022.	Once the first class is completed, survey the exiting

		- Enroll proper number of students to run class	students to assess their opinion on the effectiveness of their training experience.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

Currently the following areas need to be addressed to help our students meet their goals.

- Students need access to and training on the use of technology hardware. Can we get our students free Chrome Books? Set up a partnership with Google?
- Students need to know how to use Excel/Sheets, Word/Docs and PowerPoint/Slides, in order to complete their coursework and be viable students, as well as employees.
- Students need more cost effective ways to get textbooks. Most are still very expensive, with no current OER materials, available to meet our needs.
- Lab/Kitchen 930 needs a dish-machine, in order to properly clean kitchen equipment legally. We currently are unable to meet legal Health Department Codes with water temperatures in the 3-compartment sink.
- To launch a second set of kitchen/lab classes at the Upper valley Campus, the culinary instructor pool needs to be increased.
- Previously purchased assets, not being used, should be sold to help pay for above suggested items.
- Classroom 930 needs to be overhauled. In the lecture space, it has low-fragmented lighting. There is dead space filled with old cafeteria hot-tables, along with drains with plumbing issues. At the same time, the kitchen isn't set-up in a way that is conducive for demonstrations or proper evaluations of student's performance. Because of the current configuration, student are spread out in a long, rectangle shape, some very far away from cooking surfaces. At this time, it is the only way to fit students in the space.

- There are 12 burners to cook on. This is not ample number of cooking spaces, if there are multiple projects and/or larger classes sizes.
- Roof leaks in Culinary Arts Building at the UVC. This is a danger and hazard for student safety.

## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Psychology**

**Term/Year of Review: Fall 2021**

### Summary of Program Review:

#### A. Major Findings

##### 1. Strengths:

- The Psychology Program offers a wide range of courses that are very popular with Napa Valley College students, and a substantial number of students graduate from the college each year with degrees offered by the Psychology Program.
- The Psychology Program serves the needs of many different students at the college, from those majoring in the discipline and intending to transfer or graduate with an AA degree, to those wishing to fulfill general education requirements, to those pursuing personal educational interests.
- The Psychology Program has growing enrollment, while the institution is showing declining enrollment.
- Faculty members in the Psychology Program have expertise in a variety of areas within psychology, and this allows us to teach a diverse group of courses based in multiple subdisciplines within our program.

##### 2. Areas for Improvement:

- Increasing the level of successful course completion within the program, program-wide and by equity group, by revising Course Outlines of Record to add prerequisites and moving forward with increased tutoring support for students
- Further supporting the transfer needs of our students by developing new courses within the program and creating a Psychology Lab on campus

##### 3. Projected Program Growth, Stability, or Viability:

- The Psychology Program is currently in a state of modest growth, and this is likely to either continue or begin to plateau in the future.

- Over the past three years, student headcount in the Psychology Program has grown by 11.4%. Based on current trends, we may experience continuing growth over the next three years.

## **B. Program's Support of Institutional Mission and Goals**

### **1. Description of Alignment between Program and Institutional Mission:**

- The Institutional Mission states that Napa Valley College is a "degree- and certificate-granting institution," and a high percentage of the degrees conferred by the college annually are offered by the Psychology Program (over 20%).

- The Institutional Mission states that our programs should be "continuously evaluated and improved," and the Psychology Program very actively assesses student learning, dialogues about strategies for student success, and refines curriculum and course offerings as appropriate.

### **2. Assessment of Program's Recent Contributions to Institutional Mission:**

- Over 20% of the degrees conferred by the institution are degrees offered by the Psychology Program.

- Student learning outcomes are regularly assessed and evaluated within the program.

- The Psychology Program has recently revised and updated all Course Outlines of Record within the program.

### **3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

- The Psychology Program has collaborated with MESA to help equip students across the institution with the skills needed for college success (Institutional Strategic Plan Goal 1).

- The Psychology Program has recently developed late start, 8-week, and online courses to engage and assist students in their progress toward their educational goals (Institutional Strategic Plan Goal 2).

- The Psychology Program has piloted the use of student tutoring to increase course completion levels (Institutional Strategic Plan Goal 3).

- Faculty members in the Psychology Program have actively participated in the Instructional Design Institute to work to increase student equity (Institutional Strategic Plan Goal 4).

- Recent discussions during Psychology Program department meetings have focused on current demographic trends within the district. These conversations have led to the development of ideas

about how to best serve the needs of Napa County's aging and lifelong learning population with our current course offerings to help ensure the fiscal stability of the campus as a community-supported district (Institutional Strategic Plan Goal 5).

**C. New Objectives/Goals:**

- Adding prerequisites to existing courses to increase the level of successful course completion within the program
- Developing new courses to continue to meet student needs
- Developing a more effective tutoring option for students within the program
- Creating a Psychology Lab on campus

**D. Description of Process Used to Ensure "Inclusive Program Review"**

This report was primarily authored by the Program Coordinator. The report was written with the active support of other faculty members within the program. Review and feedback were directly solicited to ensure that all program members continue to be heavily involved in the development and refining of the learning experience that we offer our students at Napa Valley College. The promotion of student success at the college is our primary goal in this process.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

The Psychology Program is in a state of modest growth. Although many aspects of the program are currently stable, the growth of the program is evidenced primarily by the following two factors:

1. The Psychology Program is gaining students at a time when the institution is losing students (Section IA1). The institution has shown a decrease of 11.8% over the reporting period, while the Psychology Program has shown an increase of 11.4%.
2. The Psychology Program sees a need to modify existing courses and develop new courses to meet the transfer needs of our students (Section IIA).

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program: Psychology**

**Plan Years: 2022-2023 through 2024-2025**

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
1. Add prerequisites to existing courses	IB1, IB2, IIB, IIIB	- Begin by adding a prerequisite of PSYC 120 to PSYC 123 (2022/2023)  - Assess student performance in PSYC 123, and consider adding prerequisites to other courses (2022/2023)	Improved student performance in PSYC 123 and/or other courses after adding prerequisites
2. Develop new courses	IIB	- Develop Biopsychology course (2024)	Successful development of new Course Outlines of

		- Examine possibility of developing Cognitive Psychology course (2025)	Record and approval through Curriculum Committee
3. Increase access to tutoring for our students	IIIB	- Hire a dedicated tutor for PSYC (upon return to in-person instruction)	Improved student performance in course sections with a dedicated PSYC tutor
4. Create a Psychology Lab	IIB, IIIB	- Acquire lab space on campus (2025)	Improved student performance in PSYC 220
5. Revise PSYC 220 curriculum to include a laboratory component	IIB, IIIB	- Revise PSYC 220 Course Outline of Record, expand course from 3 units to 4 units (following completion of Item 4 above)	Improved student performance in PSYC 220

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The Psychology Program currently has adequate staffing and budget for the plan outlined above, apart from:

- 3. Increase access to tutoring for our students
- 4. Create a Psychology Lab

Increasing access to tutoring for our students will require funding a tutor for the Psychology Program.

Creating a Psychology Lab will require acquiring physical space for a lab on campus. This space can potentially be repurposed from existing underutilized space on campus. The lab will also require learning materials, equipment, and library access to academic journals in the discipline.

## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Athletics**

**Term/Year of Review: Fall 2021**

**Summary of Program Review:**

### **A. Major Findings**

#### **1. Strengths:**

- Retention rate among African American/Black students was significantly higher than the rate at the institutional level.
- Successful course completion rates among African American/Black students, Latinx/Hispanic students, and first-generation students were significantly higher than the rate at the institutional level.
- The athletic department continues to provide outreach and support to the under-represented student and helps provide them with resources to help ensure their success.
- Recent hiring of qualified successful adjunct faculty and coaches.

#### **2. Areas for Improvement:**

- Hire an additional full-time coach/instructor in a women's intercollegiate sport.
- Continue to develop a plan to improve conditions of our outdoor athletic fields.
- Update equipment in our strength training facility to be more accessible and useful for intercollegiate student-athletes.
- Increase participation rates among our women's intercollegiate programs.
- The athletic department has experienced an increase in fulfilling basic student support functions (logging in, accessing canvas, registering for classes, troubleshooting account holds).
- The athletic department has identified an opportunity to increase academic support for student athlete educational planning. Students are required to have an educational plan on file for their semester of sport but academic planning from term to term through graduation is a need.

#### **3. Projected Program Growth, Stability, or Viability:**

- Overall stability with limited growth. We believe that with the construction of campus housing our participation/enrollment numbers will increase dramatically.

### **B. Program's Support of Institutional Mission and Goals**

#### **1. Description of Alignment between Program and Institutional Mission:**

- The athletic department aligns with Napa Valley College’s mission to prepare students for evolving roles in a diverse, dynamic, and independent world as indicated in our findings.

**2. Assessment of Program’s Recent Contributions to Institutional Mission:**

- The athletic department reflects the diverse student population that Napa Valley College proudly serves.
- The department also helps to prepare and promote our student-athletes to graduate and transfer.

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

- Development and implementation of new recruiting practices to attract student-athletes to enroll at Napa Valley College
- Continue to promote the Promise Program when recruiting potential Napa Valley College students

**C. New Objectives/Goals:**

- Improve fill rates and productivity
- Revise curriculum to aid in our student-athletes opportunity to transfer
- Hire competent, productive, and passionate instructors/coaches

**D. Description of Process Used to Ensure “Inclusive Program Review”**

We worked collaboratively with coaches/instructors on campus during this process. We asked for input and feedback on RPIE analysis and findings. Our department works very closely with one another daily, so this process is “normal” for our department.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

- Department wide “Recruiting Plan”
- Emphasis has been placed on recruiting local student-athletes
- Promise Program has been a key factor in the success of recruiting local student-athletes and student-athletes from outside of our recruiting area
- Campus Housing
- Stability within our coaching staff
- Enrollment numbers tend to be similar even during the pandemic
- We have resurrected the women’s basketball program, with a current enrollment of (12) participants
- The women’s volleyball team has increased participants for the fall 2021 season
- Men’s baseball has increased participant levels for the fall 2021 non-traditional season
- The men’s and women’s golf programs continue to fill complete rosters
- We have a dire need to field a women’s softball program and we are working collaboratively with the college to rectify the program

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program: Athletics**

**Plan Years: 2022-2023 through 2024-2025**

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Develop a course of action to retain adjunct head coaches due to the 1:1 course load calculation.	1.A.2	Spring 2022 – Spring 2024	Increase in assistant coaching stipends and new curriculum development

Hire 1FT (50% Coach/50% KINE Instructor)	1.A.2	Spring 2022 – Spring 2025	Hire a 1FT Coach and KINE Instructor

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

No additional resources are needed to implement the three-year plan except for funding through our Unit Plan requests.

Program Review Summary Page  
For Instructional Programs

Program or Area(s) of Study under Review: Respiratory Care

Term/Year of Review: Spring 2022

Summary of Program Review:

A. Major Findings

1. Strengths:

- Dedicated faculty
- Variety of clinical sites
- Lab equipment including a simulation lab.

2. Areas for Improvement:

- Continue to update equipment to provide current technology used in hospitals
- Proper maintenance of respiratory therapy equipment and technology (i.e. PCs, Wi-Fi, ventilators)

3. Projected Program Growth, Stability, or Viability:

Program is expected to remain stable and viable.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The institutional mission that emphasizes student learning and achievement aligns with the Respiratory Care Program's goals of preparing our students to meet the expectations of mastering cognitive, affective and psychomotor domains.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Program was recognized by the Commission for Accreditation of Respiratory Care (CoARC), the accrediting body, as a Distinguished Program after achieving >90% success in the RRT credential exam (for first-time licensure exam pass rates)

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Currently researching and developing a plan to apply to offer the Bachelor of Science in Respiratory Care after the passing of AB-927.

C. New Objectives/Goals:

Apply for, and receive, authorization to provide/offer a Bachelor of Science in Respiratory Care.

**D. Description of Process Used to Ensure “Inclusive Program Review”**

**This report is shared with the entire faculty for input during the data and information collection process and the review of the final document.**

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

The program data provides evidence of a stability and positive student and program outcomes. Evaluation will be ongoing in an effort address any areas in need of improvement. The program will continue to identify potential clinical sites that will allow it to grow enrollment to capacity. The program will take advantage of the passing of AB-927 to offer our graduates the opportunity to earn their BSRC at Napa Valley College. The program will seek to keep equipment up-to-date and properly maintained via contracts to avoid costly single unit charges.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program:** Respiratory Care  
**Plan Years:** 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Expand clinical sites	IA1,3	05/01/2022	Addition of clinical sites
Offer the BSRC	IB3	Submit application by 8/1/2022	Approval from CCCCCO

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Program Review Summary Page**  
For Academic & Student Support Programs

**Support Program(s) under Review: Puente**

**Term/Year of Review: Fall 2021**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

While weathering major adjustments with AB705 implementation—including two curricular redesigns—as well as Covid-19 emergency Distance Education implementation, the Puente Program has remained a successful program for first-year Latinx students. The Puente Program serves its students throughout their educational paths at NVC, supporting the college role as an HSI. The Puente Program maintains high levels of retention, success, and completion—especially in comparison to general college rates. The Puente Program is poised to expand, developing a second cohort to serve the district’s Latinx community as an HSI. The Puente Program provides a community and sense of connection for its students.

**2. Areas for Improvement:**

- The program continues to explore promoting increased transfer rates for all students in the program, though success rates exceed overall institution rates.
- While transfer is a primary goal for Puente Program statewide, we want to honor different career and educational paths in Certificate and AA Programs.
- Build institutional supports for second cohort, including dedicated FT Counselors and English faculty is an ongoing project.
- Maintaining retention when engaged in distance-education instructional formats is an ongoing challenge in the Covid19 era.
- Re-invigorating Mentor pool and engaging Mentors in community outreach to cultivate mentor candidates is a challenge in wake of Covid19 restrictions
- Review PLOs for possible revision, especially after AB705 curricular changes
- A stable and consistent budget which reflects the MOU developed for the program (currently \$7,000)

**3. Projected Growth, Stability, or Viability:**

Growth

**B. Program’s Support of Institutional Mission and Goals**

**1. Description of Alignment between Program and Institutional Mission:**

The Puente Project is a learning community and academic preparation program whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges; earn college degree; and return to the community as mentors and leaders for future generations. The learning community classes focus on GE, transfer-level English composition courses to develop basic writing skills; and college success Counseling courses that work on student skills and guide students into educational pathways. The program and courses highlight materials specific to Mexican-American and Latinx literature and culture, serving NVC's role as an HSI. The program is open to all students.

**2. Assessment of Program's Recent Contributions to Institutional Mission:**

The NVC Puente Program directly supports the college's mission to support completion of career and educational goals. It is open to all students, and its primary direction is to support transfer and career paths through Counseling students in Pathways and GE composition requirements.

The Puente Program prepares students for evolving roles in a diverse, dynamic, and interdependent world by providing fundamental English composition instruction in reading and writing to prepare students for transfer. It also exposes students to career possibilities through its Mentorship program, connecting participants with local professionals who can advise them on their paths.

The Puente Program is a high-quality program that is committed to student achievement by providing support through Counseling courses aimed at student success skills and navigating pathways. Puente is geared to supporting students through transfer—its primary operation is through incoming student retention and retention through GE English courses, it supports students through their academic paths as part of its Phase 3 program.

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

The Puente program engages the Counseling Division to work with district high schools to recruit students into its program. It highlights the Program's efforts to prepare students for college through its Counseling courses and help students meet GE and transfer requirements.

The Puente Program helps students develop Educational Plans and guides them to completion of transfer English requirements.

In enabling transfer English completion, Counseling connections, and supporting students in Phase 3, The Puente program supports students along their educational path to transfer and/or completion of Degree/Certificate outcomes.

The Puente program supports the Chicanx/Latinx student population in Napa, serving NVC's role as a Hispanic Serving Institution. While open to all students, Puente engages texts and issues speaking to Latinx culture and history and addresses issues surrounding Latinx education.

The Puente program enhances collaboration between NVC and community through its Mentorship element. Mentorship is a core element of Puente, connecting students with local professionals to help them understand potential career paths and give them guidance on their academic journeys.

**C. New Objectives/Goals:**

Create a mentor council to assist students and promote the Puente program in the community. The Mentor Council would be formed by existing Puente mentors and provide an additional professional and supportive resource for the students in our program. The council would be instrumental in keeping students in school by guiding them on a job path and providing training in professionalism. Additionally, the council would network in the community to fundraise scholarships, cultivate future mentors (especially as we build to expand a second cohort), and support students with a wider range of opportunities through networking.

Use the Phase Three students in more of a peer-mentoring and tutoring capacity, helping with supplemental instruction in the classroom and with socialization of each year's new Puente students into the program as a whole.

Adjust to the repercussions of AB705 on curricular design.

Understand the limitations of Distance Education and Virtual Programming for this program and determine new paths for engaging the cohort and community supports.

Continue to build toward second Puente cohort, including recruitment of new Counseling and English faculty coordinators.

**D. Description of Process Used to Ensure "Inclusive Program Review"**

Providing Draft to current Puente faculty and staff, recent faculty, and adjacent Coordinators and Deans for review/reflection.



		adjustments. Advocate for NVC to hire at least 1 dedicated FT Counseling and 1 dedicated FT English faculty for program.	
Support hiring of dedicated Puente Counselor and English instructor as program grows	I.A, I.B, I.C, I.D, I.E. I.F	Dependent on hiring process and Administrative support. Encouraged in 3-4 years	Dedicated Puente hires in Counseling and English
Assess PLOs, revise as needed	III.A, III.B	PLOs are stable but due for review; PLOs do not map directly with CLOs because course level outcomes designed to Dept/Div outcomes and not program PLOs but can be considered in curriculum development	Review/Update of PLOs for next Program Review, including “soft” mapping of CLOs
Develop supports for Economically Disadvantaged students; Cultivate relationship with Financial Aid specialist who understands the cohort and can aid students with FA applications and scholarships	III.B, III.E, III.F	Continue to engage with NVC offices (EOPS, Financial Aid, ASNVC, to support student retention. Rates influenced by online/digital access during covid—encourage further NVC digital access supports. Encourage training of Financial Aid specialist to work with cohort.	Meet campus rates for supports—ongoing.
Ongoing cultivation of Mentor Pool	Summary B3, BC; III.B	Mentor Pool development disrupted significantly by Covid19. While funding available, opportunities for Mentor organization hampered by ongoing Covid conditions; SP 22 will provide renewed connections, re-building through 2022-23	Re-invigorate mentor pool in Covid era to establish closer 1-to-1 ratio with students by 2022. Work to increase “pool” for 2 <sup>nd</sup> cohort by SP 2023.
Cultivate supports for Mental Health Services for students	I.B, I.F	Work to introduce cohort to campus Mental Health services early in Fall semester. Encourage Administration and Campus to prioritize	Invite campus Mental Health professionals to classroom. Ongoing—institutional

		Mental Health services and build more direct supports	commitment to student mental health services
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Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The Puente Program is financially supported by MOU between NVC and Statewide Puente Program. Current funding levels help to maintain basic program functions, but financing may need reconsideration as we adjust from Covid restrictions into opportunities to UC campus visits and other program field trips.

Other costs (in-person events) may be impacted by the return to campus post Covid restrictions and inflationary elements.

NVC supported development of an office center for students and support staff in the pre-Covid period; the office is established but operational costs may increase in the post-Covid period.

The Puente Program pursues funding to develop a second cohort at NVC. The college administration has indicated Workforce funding available for this cohort, but as a pilot and running from Spring-to-Fall, which is not aligned with Puentes normal Fall-to-Spring flow.

**Support Program(s) under Review: Disability Support Programs and Services (DSPS)**

**Term/Year of Review: Fall 2021**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

- **Student persistence, retention and completion in college level Math and English Courses indicate accurate Educational Planning by DSPS Counselors, importance of academic accommodations, and tutoring services provided by the campus and DSPS specifically.**
- **Campus department collaboration has proven to increase student success in specific classes, such as Math 232 and Engl 120.**
- **DSPS celebrates inclusivity among all students, providing accommodations and services to students of all backgrounds.**
- **The DSPS department supports students in all educational paths and goals, and our students are transferring to four year institution at a consistent rate over the past three academic years.**

**2. Areas for Improvement:**

- Overall, the DSPS department needs to improve in recruitment strategies to increase students served.
- The DSPS department needs to evaluate student persistence in ENGL 12, 16, 18 to develop strategies for student retention and completion.
- DSPS student engagement should be assessed to not only increase participation, but evaluate better, more innovative and significant ways to support students, specifically in college level courses.

**3. Projected Growth, Stability, or Viability:**

DSPS is in state of Stability. Although our numbers dropped in AY 20/21, it was expected and in proportion to the college as a whole. When in person instruction resumes, our numbers will increase.

**B. Program’s Support of Institutional Mission and Goals**

**1. Description of Alignment between Program and Institutional Mission:**

**The mission of Disability Support Programs and Services (DSPS) is to ensure that all students with disabilities have equal access to all of the programs and services at Napa Valley**

College. Napa Valley College operates an integrated program and services model to maximize and simplify students' opportunities for success. This mission is aligned with the college's commitment to student success, equitable practices and exemplary student support services.

2. **Assessment of Program's Recent Contributions to Institutional Mission:**

Student success/creativity/adaptability- DSPS exists primarily for the success of our students with disabilities. Many of our students access material, services and supports, and counseling through our department. We have continued to evolve during the campus shut down, including expanding tutoring services and continuing to provide a distraction reduced exam setting in the Testing Center. Our outreach and counseling practices have evolved in the recent past, which has included utilizing an entirely online video counseling platform, and utilizing Zoom to meet prospective students from local and more distant high schools.

3. **Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

***Strategic Plan #1: Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success.***

- DSPS provides outreach to local high schools, and in AY 19/20 began a new model for meeting with students during resource classes. This model was developed to increase individual participation of incoming students, and provide essential information for next steps for enrollment and completing the DSPS intake process. Additionally, DSPS created a Webinar style Parents' Night, that provided information for parents to ensure incoming students had necessary support from parents or guardians. Parents' Night included information about DSPS, the application and onboarding process for the college, and Financial Aid information.

***Strategic Plan #4: Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices.***

- As our demographics show, DSPS serves a diverse student population. We take pride in providing equity minded practices, and will continue to create and implement policies and procedures with equity as a guiding principal. The Dean of the DSPS program serves on the Equity and Inclusivity Committee, and our full time DSPS Counselor is a Coordinator and Instructor in one of our campus' learning communities, Kasaysayan.

C. **New Objectives/Goals:**

- **Brainstorm strategies for new student engagement, in reach and outreach, and put a plan in place to increase DSPS student enrollment over the next three academic years.**
- **Discuss strategies to retain students in DSPS courses such as ENGL 18, and aid in course completion.**
- **Implement a plan for providing in person learning disability assessment by Fall 2022.**

D. **Description of Process Used to Ensure "Inclusive Program Review"**

**Provide a copy of this report to DSPS, Adaptive Physical Education and Testing Center Staff for review. Additionally, this report will be submitted to the current Acting President/Superintendent for review and feedback.**

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program:       DSPS        
 Plan Years:       2021-2024      

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
<ul style="list-style-type: none"> <li>• <b>Brainstorm strategies for new student engagement, in reach and outreach, and put a plan in place to increase DSPS student enrollment over the next three academic years.</b></li> </ul>	1.A, 1.B	Begin brainstorming during monthly meetings effective immediately. Assess student enrollment each semester through 2024.	Student enrollment in DSPS and College Courses in AY 21/22, 22/23, 23/24
<ul style="list-style-type: none"> <li>• <b>Discuss strategies to retain students in DSPS courses such as ENGL 18, and aid in course completion.</b></li> </ul>	1.F	Organize meeting w/ ENGL 12, 16, 18 instructors in early SPR 22. Implement strategies and discuss with DSPS Counselors before priority registration begins for FA 22.	Data from RPIE for DSPS Courses ENGL 12, 16, 18
<b>Implement a plan for providing in person learning disability assessment by Fall 2022.</b>	NA	Meet with current LD Spec/Counselor early SP 22. Develop a plan and have it approved by VP Student Affairs. Discuss	Implementation date- FA 22. If LD assessment has not commenced by

		needed PPE/barriers w/ Facilities.	that time, reevaluate and plan.
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Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

All department/program initiatives are achievable with the current staffing and resources available. The program would benefit from a full time Learning Disabilities Specialist, which would also help our goal to improve student success in ENGL 18. The DSPS budget would accommodate a fulltime Learning Disability Specialist, but the department would likely need to wait until full in person services resume.

**Program Review Summary Page**  
For Academic & Student Support Programs

**Support Program(s) under Review: Counseling Services**

**Term/Year of Review: Spring 2022**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

- Virtual Counseling services (ConexEd) were established and utilized extensively over the past 2 years.
- The Counseling Services at NVC demonstrate that we are impacting 90% of the student population.
- Capacity has extended service hours beyond the traditional 9:00AM-5:00PM. The department is able to serve until 7:00PM Monday-Thursday.
- Strong connection to the Latinx/Chicanx community.
- The data reveals that first-generation, low-income, students of color are utilizing Counseling Services.
- Counseling Services addressed a variety of student needs ranging from educational planning, transfer/career counseling, to completion of graduation petitions.

**2. Areas for Improvement:**

- Continue inreach to all areas on campus to connect all students to Counseling Services.
- Targeted outreach to first generation, low-income, students of color.
- On-going recruitment efforts targeting male students of color.
- Expand understanding of Counseling Services to students.
- Continue building Counseling representation in all service areas.

**3. Projected Growth, Stability, or Viability:**

As the pandemic moves into an endemic phase the college will be moving back into in-person services and classes. We project that for Fall 2022 in person services will increase dramatically. In addition, student traffic in the Counseling area will also increase. We are preparing for this by identifying counseling staff and faculty who will support students. Also, the department is working towards updating computers and all technology to effectively serve students.

**B. Program’s Support of Institutional Mission and Goals**

**1. Description of Alignment between Program and Institutional Mission:**

The mission of NVC is to prepare students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree and certificate granting

institution committed to student achievement through high quality programs and services that are continuously evaluated and improved. The Counseling Service area aligns with this by centering student success in all ways staff engage with students. This is evident by the extensive connection students made to counseling services, and all the ways counseling services were utilized by students. Responding to the institutional mission, Counseling services has intentionally focused its work on equity practices and cultural and community responsiveness in service delivery. Shifting to virtual services, extending counseling hours, and attending to all students needs center the college's mission of access, achievement, and quality programs and services. Finally, all counseling services are provided in compassionate, caring, and culturally relevant ways with justice in mind for all students. The impacts made with first generation, low-income, students of color, and the array of services offered demonstrate this.

**2. Assessment of Program's Recent Contributions to Institutional Mission:**

- Implementation of Starfish Early Alert, a system connecting students with counseling faculty, instructional faculty, and support services for interconnected academic and personal student support.
- ConexED (Cranium Café) virtual Counseling Services and appointments. This Counseling initiative expanded to departments and services campus wide with various features to increase student accessibility of campus services.
- New Student Online Orientation
- Academic Improvement and Achievement Workshops offered to students with a focus on time management skills and strategies for GPA Improvement with the goal of Academic Success.
- Counseling Faculty liaisons were identified and assigned to work with other divisions as a way to establish good practice of disseminating information.
- Self-Service implementation of Student Planning the module for Student Educational Planning and Class Registration for all students, replacing WebAdvisor.

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

- Academic Improvement and Achievement Workshops focused on supporting students on academic probation.
- Complete and total shift to virtual services focused on student success and equity
- Continual support of responsive learning communities/counseling services focused on supporting the most marginalized students on campus
- Transition of student forms to DocuSign as a means to streamline document processing, especially during the transition to virtual services
- Assignment of Counseling faculty to Degrees When Due, the initiative for completion and equity amongst students with no degree or some level of college completed, with the goal of degree attainment.

**C. New Objectives/Goals:**

- Targeted outreach to first-generation, low-income, men of color
- Build robust virtual counseling support/services that will continue beyond the pandemic
- Implement Starfish Early Alert across campus to all Student Affairs and Academic Affairs areas
- Effective Case Management Model for students on Academic Probation

- Identify adequate and well-equipped spaces for department staff, faculty, and students to engage in various services with quality and equity in mind.
- Address the department's ongoing issues with physical health and safety concerns
- Implementation of Guided Pathways/Exploration Pathways Counseling services specific to academic disciplines
- Update accessibility for the New Student Online Orientation including various modality needs

**D. Description of Process Used to Ensure “Inclusive Program Review”**

The Interim Senior Dean of Counseling worked closely with the Counseling Services staff to plan inclusion and completion of the Program Review. Counseling Services staff, along with the Interim Senior Dean attended workshops provided by RPIE, planning meetings, etc. regarding the Program Review Process. The Interim Senior Dean was identified as the lead writer, however received input from the Counseling Services staff and faculty. Once a solid draft of the review was created then it was shared with all constituent groups in counseling. Classified staff, Faculty, and the VPSA had the opportunity to review the Program Review and offer direct feedback in the completion of it.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Counseling Services at Napa Valley College are in a state of stability which is described as “a program that is consistently strong and thriving.” Although students served through Counseling dropped consistently over the past three years, this is consistent with the enrollment trends across campus and the entire community college system. In addition, each area goes into depth around the trends. Counseling Services continues to see a high level of connection across campus and students are utilizing the support at high rates.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program:     Counseling Services    

Plan Years:     2022-2025    

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase students' access to Counseling Services	Area 2	Spring 2022-Spring 2025	Above Inst.
Increase Students' utilization of Counseling Services	Area 3	Spring 2022-Spring 2025	Above Inst.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

Unfortunately, the current state of the program resources is poor, weak to the financial difficulties Napa Valley College is currently experiencing. With upcoming retirements, frozen tenure track, administrative, and classified positions due to district budget issues, and other initiatives like Starfish Early Alert, Guided Pathways, and expansion of learning communities, Counseling is experiencing a growth in services with minimal financial resources to support them.

**Program Review Summary Page**  
For Academic & Student Support Programs

**Support Program(s) under Review: Financial Aid**

**Term/Year of Review: Spring 2022**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

The number of students receiving financial aid remains stable. More than 65% of the college student population received some form of financial aid, and during the Coronavirus Pandemic that number increased as students who did not apply for financial aid became eligible to receive Higher Education Emergency Relief Fund (HEERF) Emergency Financial Aid grants. Financial aid applicants overall mirrored the institution rate for retention and successful completion, while students with NVC Promise Scholarships and Work Study had significantly higher rates of retention and successful completion.

The Financial Aid staff, with years of knowledge, skills, and little turnover, provide consistent expertise to advise and support students, faculty, staff, and the community. The staff work together as a team and collaborates with other departments to provide exceptional support and assistance to students to help them access necessary financial aid resources to reduce their out-of-pocket educational expenses so they can successfully complete their educational goal. The services provided by the Financial Aid Office directly support the College mission statement and the department mission statement.

The Financial Aid unit adapts quickly to change, implementing Financial Aid Self-Service and Ocelot Chatbot, before the COVID-19 National Emergency, and before the campus implemented other Student Affairs Self-Service and Chatbot functions. These changes were made to better serve students, so they are empowered with the tools necessary to easily access their up-to-date financial aid status, awards, missing documents, etc. through Financial Aid Self-Service. Their general questions are answered 24/7 with Ocelot Chatbot. Financial Aid implemented BankMobile disbursements so students can receive their financial aid refunds more quickly through electronic deposits. This process also reduced the workload and cost of producing and distributing checks in the Business and Finance Office. The Financial Aid/EOPS Department was the first department on campus to transition to Electronic Forms through DocuSign. When the campus closed for in-person service due to the COVID19 Pandemic, financial aid paper and pdf forms were converted to DocuSign electronic forms, making it easier for students to complete and submit electronically. The Financial Aid/EOPS Department was one of the first departments to utilize Cranium Café through ConexEd to provide virtual services to students (virtual lobby for

general questions and help, and virtual appointments via video and phone with Financial Aid Specialists for more complex assistance and assistance with FAFSA/CADAA completion). The Financial Aid unit also utilized Zoom to conduct our staff meetings and Cash for College student workshops. In addition, financial aid staff adapted quickly to state and federal regulatory changes, verification flexibilities, and pandemic related withdrawal calculations. Finally, the Financial Aid unit expanded its processing beginning May 2020 to include all NVC students who met federal or state criteria to disburse an additional \$4.1 million in emergency financial aid grants to students. Financial Aid staff will continue to process emergency financial aid grants for NVC students until funds are exhausted.

## 2. Areas for Improvement:

- Sufficient staff to perform the duties necessary to maintain administrative capability and compliance requirements, and still have time available for in- and outreach activities and regular student communications and workshops. Financial aid is a complex system of regulations, requirements, processes and, with COVID-19, yearly changes, that imposes additional duties and increases workloads for the staff in the financial aid unit, regardless of NVC's enrollment levels. Without additional staff to maintain compliance and manage the increased workload, the financial aid unit had to reduce or stop providing non-critical services, such as financial aid orientations, on-campus loan entrance/exit counseling sessions, financial literacy workshops, delinquency and default management processes, in-reach/outreach services, updated student handbooks, and regular informational communications.
- Increased financial aid presence at College events and outreach activities.
- Improve on-campus in-reach and presentations to increase financial aid awareness for all students, but especially among underserved populations, and to increase the number of students receiving financial aid resources. Examples include classroom presentations, campus events, workshops for specialized groups like Puente, Umoja, and Kasaysayan Pilipinx Learning Communities, EOPS, MESA, Athletes, Dreamers, Veterans, and other specialized programs.
- Improve communications using group workshops and informational videos. Workshops can be scheduled once a month to teach students how to effectively use these services. Short videos can be created teaching tools and to provide an alternate medium for different learning styles.
- Improve interdepartmental communications to inform staff, faculty, and administrators of available financial aid programs and services, current processes and deadlines, and to improve the reliability of information provided to students outside of the Financial Aid Office.
- Automate manual processes to decrease time from application to award so students receive timely financial assistance, and to free-up time for staff to provide direct student assistance. This improvement will require hiring an IT programmer consultant to create custom programming, develop calculated fields, and write new subroutines for Colleague.

- Develop a more efficient work study clearance process.
- The Financial Aid/EOPS/Veterans Services Office space needs to be updated. The Financial Aid Office looks shabby with worn and bubbled carpet and stained walls and ceiling tiles. When it rains, the gutters overflow and leak on the ceiling, causing damage to the ceiling tiles at the front counter and in the computer lab and to the computers and other equipment below the tiles..
- The new NVC housing complex will increase the need for financial aid and specifically, student and parent loans. Students will need access to funds quickly to buy books, pay tuition/fees/housing costs, and for personal needs. The increased need for fast money and 24/7 services will require more staff and automated systems to support student needs and demands.

**3. Projected Growth, Stability, or Viability:**

The Financial Aid Program is in a state of stability. Despite the decrease in student enrollment at NVC, the number of students who applied for and received some form of financial aid remained stable over the three-year period. There is not a significant decline. In fact, the number of students receiving the NVC Promise increased by 604% over the three years since its inception in 2018/2019. Sixty-five percent (65%) of students attending NVC received some form of financial aid. With the availability of additional federal and state financial aid resources and the expanded eligibility requirements for some programs, more students will become eligible for financial assistance. It is expected that with on-campus housing, the need for financial aid will expand, especially in Federal Student Direct Loan and PLUS (parent loan) processing. In addition, the changes made by the FAFSA Simplification Act and in how federal Title IV eligibility will be calculated and determined for the 2024-2025 academic year are expected to increase the number of middle-income students who could qualify for financial assistance. Major changes to the financial aid system in Colleague will be necessary, and training for staff is anticipated. The current decrease in the number of Work Study students is tied directly to the COVID-19 pandemic. The Work Study program is expected to return to its pre-pandemic size as more students return to campus for in-person classes.

**B. Program’s Support of Institutional Mission and Goals**

**1. Description of Alignment between Program and Institutional Mission:**

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

The Financial Aid/EOPS Department Mission: The mission of the Financial Aid/EOPS programs is to promote student access and success by providing academic support and financial assistance to eligible students who want to pursue higher education. Programs include Financial Aid, EOPS, CARE, CalWORKs, Veterans Services, Foster Youth, Scholarships, Educational Talent Search (ETS TRIO) and Student Support Services (SSS TRIO).

The Financial Aid unit provides programs and services that are in alignment with both the College and Financial Aid/EOPS Department Mission.

## **2. Assessment of Program's Recent Contributions to Institutional Mission:**

Services provided:

- Individualized appointments - in-person one-on-one appointments scheduled in advance, same day appointments, walk-in, phone, and by email. Due to the COVID\_19 pandemic, adjustments were made to offer virtual appointments (video or phone) for in-depth, complex questions, and virtual lobby assistance for quick general questions, through Cranium Café.
- Walk-in self-service computer lab with printer to support online student learning.
- Outreach and in-reach presentations are conducted throughout each year to bring financial aid awareness to the community, prospective students and parents, and current students. Due to COVID-19, services transitioned to virtual Zoom presentations.
- Online forms – Paper and pdf forms were converted to online forms with electronic signatures using DocuSign, so students can easily complete and submit required documents to the Financial Aid Office. Forms are available on the Financial Aid Forms website or in Self Service on the missing documents page.
- Financial Aid Self Service implemented – students can view missing documents, access electronic forms, view SAP status and description, view award information, print their award letter, view disbursements, access resource links, and more.
- Ocelot Chatbot implemented – allows students to ask the Stormy (AI) Chatbot general, financial aid, and Veterans questions 24/7
- BankMobile Disbursement implemented – allows students to select from one of two electronic financial aid refund options, allowing them easier and quicker access to their financial aid funds.
- Work Study – The NVC Work Study program provides paid work experience for students who are enrolled at least half-time. This program helps to prepare students for success in a demanding workforce. As students prepare themselves to earn a college degree, they also gain valuable work experience that will help create a professional graduate ready to enter the workforce prepared for its demands.
- NVC Promise Scholarship Program – pays enrollment fees and semester fees for CA Resident/AB540 first-time full-time students who recently graduated from high school. This scholarship may be available for a second year if the student maintains full-time enrollment and achieves a minimum 2.0 cumulative GPA in their first year.

## **3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

- Implemented Electronic Forms (DocuSign).

- Implemented Ocelot Chatbot for 24/7 service to general financial aid questions.
- Implemented Financial Aid Self-Service for 24/7 view of up-to-date financial aid status, awards, missing documents, and hyperlinks for electronic DocuSign forms for easy submission.
- Disbursed more than \$4.1 million in Federal and State emergency grants to students to reduce financial hardship during the COVID19 National Emergency.
- Zoom Cash for College workshops conducted to provide financial aid awareness, answer questions, assist with FAFSA/CADAA completion to students, high school students, and parents.
- Utilized Cranium Café (ConexEd) to provide virtual services (lobby, video, phone appointments) to assist students.
- Participated in Student Affairs Enrollment Task Force monthly meeting.
- Kept office computer lab open for student use during the Pandemic, so they could view FA Self Service, submit the FAFSA/CADAA, print documents, and attend classes, etc.
- Assisted with Financial Literacy workshops in partnership with Travis Credit Union.

**C. New Objectives/Goals:**

- Increase in-reach efforts to bring greater financial aid awareness to students, especially in the underserved population, and to increase the number of financial aid applicants and recipients across the different financial aid programs and student population.
- Increase communication to the College Community using newsletters, social media campaigns, short videos of financial aid processes, and other media to inform students and the College community of financial aid events and services.
- Continue the development of the CCC Colleague Consortium CA State Grants Interface customization with Ellucian to include Cal ISIR imports and processing.
- Hire a Front Counter Receptionist to provide a friendly, welcoming atmosphere and provide additional supportive services. This position would also provide clerical support for the Scholarship program and other programs in the department as needed.
- Replace the Financial Aid Specialist position lost due to retirement to maintain administrative capability and perform essential duties within the Financial Aid unit.
- Work with the Career Center to integrate Work Study position recruitment into the Career Center jobsite so students searching for work are informed of available on-campus jobs through the Work Study program.
- Identify interventions that could lead to improved course completion rates for financial aid applicants (workshops, orientations, student handbooks, etc.).
- Participation College outreach efforts, and Student Affairs Enrollment Taskforce.
- Invite Counselors to brown bag lunch type meetings or provide annual “newsletter” to provide important information about financial aid student eligibility.
- Meet annually with Admissions & Records staff to coordinate related services to students and update each other on new information/processes/regulations.

**D. Description of Process Used to Ensure “Inclusive Program Review”**

- Discussed at all Staff meeting.
- Meeting with RPIE with staff from all areas of Financial Aid/EOPS/CalWORKs/Veterans to determine data type we would want to see for Program Review.
- Each staff member was asked to review the data and complete the program review.
- Each unit will then meet to review and discuss input before final Program Review is finalized and submitted.

#### IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

FINANCIAL AID is in a state of STABILITY

- Supported with data from Institutional Advancement & I.C - The number of financial aid applicants remained relatively stable over the three-year period. The number of students awarded the NVC Promise increased 604% over the three-year period, since the program's inception in the 2018/2019 award year. The need for financial aid is increasing and is critical to a student's success in completing their educational goals.
- Supported with data from I.B - Sixty-five percent (65%) of students attending NVC applied for financial aid. Data shows that financial aid is serving a diverse group of students from different race/ethnicity, gender, and age groups. Although there are gaps within the populations served (assumed due to varying eligibility criteria amongst the different programs and past outreach practices and target groups), the need for financial aid remains. More in-reach and outreach efforts will be needed to bring awareness of financial aid resources to the underserved demographic populations. Due to the limited staffing and complex processes in the Financial Aid unit, the ability to perform in-reach and outreach activities is limited at this time.
- Supported with data from I.C - Although financial aid applicants overall mirror institutional level rates, students receiving financial resources from specific financial aid programs show a higher rate of retention and successful completion.
- Overall, the financial aid resources available to students have expanded and are in the state of stability. Electronic Forms through DocuSign, virtual (online video and phone) appointments and virtual lobby support through Cranium Café, Financial Aid Self-Service, Ocelot Chatbot, and Bank Mobile Disbursements were all implemented to provide more flexible services to students. Additional financial aid resources such as the Emergency Financial Aid Grants, Student Success Grants, expanded Cal Grant eligibility, NVC Promise, and flexibility in verification requirements make it possible for more students to receive aid. However, this placed a heavy burden on the limited number of Financial Aid staff available to administer these expanding programs with their unique and complex eligibility criteria. The Financial Aid staff are stretched to their limit with the duties and assignments they are asked to perform.
- As the Financial Aid programs continue to grow due to community awareness, outreach and in reach efforts, communications through Public Relations, High School awareness, additional financial aid resources made available by the federal and state government, and on-campus housing, additional staff will be necessary in the Financial Aid unit to support and maintain regulatory compliance and the level of services provided. Additional staff are needed in the Financial Aid unit to expand services to students and the community. Institutional

Technology staff dedicated to Financial Aid are necessary to program critical processes and to maintain and implement updates to our system. That way, Financial Aid staff can spend more time assisting students, parents, and the community.

- Having adequate staffing levels to institute inter-departmental cross-training, would greatly increase our effectiveness and prevent overburdening employees when positions are vacated. Because our various grant programs and regulations are so complex, usually one person is specifically trained to manage one or two critical programs, such as managing the Work Study program or processing student loans, in addition to regular duties like application and verification processing, awarding, and student appointments.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: [Financial Aid](#)

dPlan Years: 2022-2023; 2023-2024; 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Conduct more in-reach financial aid presentations to bring awareness to underserved demographic populations.	I.B	<p>Fall 2022 &amp; Spring 2023: Contact faculty teaching Counseling classes; special programs such as Umoja, Kasaysayan Pilipinx Learning Community, and EOPS; first year English learning community; and technical program classes such as Welding, Machine Tool Technology and Digital Graphic Design, to offer in- class presentation/awareness and/or workshops about financial aid.</p> <p>Fall 2022 &amp; Spring 2023: Present financial aid info to those targeted groups/classes listed above.</p>	<p>Increase financial aid awareness and applicants to the underserved population.</p> <p>Request RPIE to provide data in 2023/2024 award year for 2022/2023 and 2023/2024 award years to measure financial aid usage across the different race/ethnicity, gender.</p>
Develop short financial aid videos to educate students on how to use Financial Aid Self-Service more effectively, how to access information on the NVC	I.A	Fall 2022: Identify list of videos to be created and prioritized them.	Empower students to be more self-sufficient and informed

<p>Financial Aid website, and Bank Mobile Refund selection so students are self-sufficient and encourage students to be more self-help.</p>		<p>Identity and hire contractor to produce videos.</p> <p>Summer 2023: Create the videos that are most critical to students for navigating/understanding financial Aid processes.</p> <p>Fall 2023/Spring 2024: Evaluate effectiveness of videos and update as necessary.</p>	<p>through the effective use of Financial Aid Self-Service and navigation of Financial Aid website for helpful information.</p> <p>Educate students on the importance of setting up Bank Mobile Refund Preference, so they have access to financial aid refunds quicker.</p> <p>Run reports in Bank Mobile to identify if there has been an increased number of students who have set up their refund preference who are scheduled for payments. Run reports in Colleague to identify the number of financial aid applicants whose file has been completed and awarded by completing verification, to</p>
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			determine if there has been an increase. Track numbers of student contacts relating to Financial Aid Self-Service usage, Bank Mobile, required forms, award info, SAP status.
Assess Staffing Needs for Financial Aid Unit and Reorganize Unit	I.A, I.B, I.C	<p>Summer 2022: Assess staffing needs/shortages for financial aid unit and front counter.</p> <p>Develop report to identify staffing needs and plan for unit staffing requirements.</p> <p>Work with HR and VP Student Affairs to implement plan for the 2022-2023 academic year.</p>	<p>Hire one additional full time staff for front counter student services and clerical support to replace 2 part-time temporary clerical staff.</p> <p>Fill vacant positions created by retirements to maintain administrative capability within the Financial Aid unit.</p>
Conduct Monthly Financial Aid Workshop for various topics	I.B	<p>Spring 2023: Develop topics and schedules to cover at monthly workshop</p> <p>Fall 2023 &amp; Spring 2024: Conduct the workshops. Evaluate effectiveness of workshops and adjust as</p>	<p>More students aware about financial aid and its processes.</p> <p>Survey students to identify</p>

		necessary through student surveys.  Fall 2024 & Spring 2025: Continue conducting monthly workshops	workshop effectiveness.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The Financial Aid Unit administers over \$10 million in federal and state financial assistance to students each year, but the unit is currently understaffed and barely able to maintain regulatory compliance in its current state. The financial aid unit must have sufficient and appropriately trained staffing to maintain the administrative capability to perform the complex processes and comply with the varying regulatory requirements that make up the financial aid programs. The coronavirus pandemic brought additional burdens in the form of regulatory changes for regular financial aid programs and the ever-changing eligibility criteria required to award and disburse over \$4.1 million in federal emergency financial aid grants to the entire student population.

The Financial Aid Department has been short-staffed for several years because of vacancies that were not rehired due to institutional funding concerns. The Financial Aid unit lost two full-time financial aid positions that were then combined into one – The first position was primarily responsible for outreach/in-reach, Foster Youth Liaison, processing files and verifications, and advising/assisting student/parents with the financial aid processes which includes but not limited to FAFSA/CADAA completion, SAP Policies, Appeal process, submitting documents to complete verification, refunds/awards, etc.; the second position was primarily responsible for coordination and processing of work study and advising/assisting student/parents with the financial aid processes which includes but not limited to FAFSA/CADAA completion, SAP Policies, Appeal process, submitting documents to complete verification, refunds/awards, etc. The duties of these two positions have since been assigned to one person, which makes it difficult to expand outreach/in-reach and limits student contact time that staff has available.

The Financial Aid/EOPS Program Analyst retired in December 2021, leaving a void for an extremely critical position. The task of the Financial Aid/EOPS Program Analyst is currently assigned to a Financial Aid Specialist (pay out of class), while the Senior Dean and other Specialists are performing the FA Specialist’s duties. This has created an additional and significant workload burden on the entire unit. A new Financial Aid/EOPS Programs Analyst has been hired and will begin on July 1<sup>st</sup>, but will require several months of training.

**Program Review Summary Page**  
For Academic & Student Support Programs

**Support Program(s) under Review: EOPS/CARE/CalWORKs Program**

**Term/Year of Review: Spring 2022**



**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

Extended Opportunity Programs and Services (EOPS) is here to make sure students disadvantaged by social, economic, educational, or linguistic barriers get the resources they need to enroll and succeed at any California community college by offering services that are “over and above, and in addition to” those services available to all NVC students. We offer students comprehensive academic and support counseling, financial aid grants and book vouchers, and a bevy of other services aimed at keeping them from dropping out and helping them reach their educational and career goals.

Cooperative Agencies Resources for Education (CARE) is a supplemental component of EOPS that specifically assists EOPS students, who are single, county CalWORKs participants, and heads of households with young children. The CARE program offers additional support services so students can secure the education, training, and marketable skills needed for social and economic justice. The California Work Opportunity and Responsibility to Kids (CalWORKs) Program at Napa Valley College assists CalWORKs County Participants to achieve their goal of family self-sufficiency through coordinated student services including work study, job placement, academic, personal, and career counseling, transfer assistance, on-campus childcare referral, coordination, and referral to supportive services on and off-campus.

These three programs, EOPS/CARE/CalWORKs take a holistic approach (One Stop Shop) to working with students (counseling, financial aid, workshops, book vouchers, grants), while utilizing a case management style that also provides in-depth and personalized services.

EOPS students are required to meet with their Counselors 3 times each semester to check-in, review academic plans, discuss any barriers or needs that may impede academic success, receive referrals for academic support and financial resources, and more. The EOPS program also works with NVC faculty to receive early alert and mid-term evaluations for students to identify areas where students need support and to celebrate student successes.

The EOPS program also provides a sense of community for its students through program activities like “Waffle Wednesday” and “Lunch with Corrinne” or trips for university tours or an end-of-year recognition dinner or lunch and a walk through Muir Woods. This sense of community was

suppressed during the pandemic as students tried to navigate a new online environment while struggling with financial hardship, family obligations, childcare, and for many COVID-19 illnesses.

EOPS expanded options for connecting with students through Zoom and Cranium Cafe virtual video meetings, extended hours of availability, online workshops, phone appointments, using Google Voice to encourage texting, Orientation and Welcome Back events. The data shows (I.D) that although the successful completion dropped slightly from the pre-pandemic period, the retention rate increased during the pandemic period with additional supportive services. Successful completion rates among EOPS students for both pre-pandemic and pandemic periods were significantly higher than institution level rates for the same periods.

## 2. Areas for Improvement:

Over and above for the future:

- Continue holistic approach to working with students (counseling, Financial Aid, workshops, book vouchers, grants) - EOPS One Stop.
- Continue outreach and recruitment efforts.
- Continue to have strong retention rates.
- More space for students to gather and build community.
- More computers for student use.
- More staffing and maintain designated counselors with case management model within the program.
- Maintaining the District Maintenance of Effort (MOE) as the program grows.
- Improve communication with the campus community to promote the programs and increase program awareness.
- Additional CalWORKs areas for improvement: continue outreach to County Health and Human Services, continue recruitment efforts for CalWORKs Work Study Program, continue collaboration with Financial Aid Work Study, and Career Center, continue referral to NVC Child Development Center administered by NVOE

## 3. Projected Growth, Stability, or Viability:

Maintain stability and work towards growth as the pandemic eases and we can open the campus to provide more support for students.

## B. Program's Support of Institutional Mission and Goals

### 1. Description of Alignment between Program and Institutional Mission:

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

EOPS/CARE and CalWORKs support all educational goals (transfer courses, career-technical education, and training, basic skills-through Spring 22), counseling, events, field trips, workshops, tutoring, and school supplies and resources for our students, advocacy, financial aid follow up.

**2. Assessment of Program’s Recent Contributions to Institutional Mission:**

EOPS and CalWORKs support all educational goals (transfer courses, career-technical education, and training, basic skills-through Spring 22) - counseling, events, field trips, workshops, tutoring, school supplies and resources, advocacy, and financial aid follow up.

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

We contribute to the goals of the Equity Plan by using our low income, disadvantaged eligibility criteria to include students that are disproportionately impacted.

**C. New Objectives/Goals:**

Objective 1: Shrink equity gaps by targeted outreach to groups identified by the NVC Equity Plan (ETS, SSS TRIO, Puente, Umoja, MESA/STEM, Kasaysayan, HSI grant funded programs).

Objective 2: Partner with the Transfer Center and other support programs to increase the number of EOPS students transferring to four-year Universities (SSS TRIO, Puente, Umoja, MESA/STEM, Kasaysayan, HSI grant-funded programs).

Objective 3: Increase the number of degrees and certificates earned by EOPS students.

Objective 4: Increase program awareness within the college community.

**D. Description of Process Used to Ensure “Inclusive Program Review”**

- EOPS/CARE/CalWORKs programs met with RPIE staff to discuss and confirm all criteria for applicable data sets and information that we wanted to review.
- Program staff met regularly as a group to review, brainstorm, discuss and write the report.
- Shared document on OneDrive, all had access to contribute.
- Written during meetings with all staff making suggestions, Sr. Dean will review.
- Reviewed CCCCO Program Plans, past program review documents, and current processes.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: \_\_\_\_\_

Plan Years: \_\_\_\_\_

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Personnel			
Computers/Technology			

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

**Program Review Summary Page**  
For Academic & Student Support Programs

**Support Program(s) under Review: Veterans Program**

**Term/Year of Review: Spring 2022**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

The Veterans Services staff provides consistent expertise to advise and support student veterans, active-duty, National Guard and reservist service members, and their dependents (veterans et al.). Additionally, Veterans Services works to support faculty, staff, and the community. The staff works together as a team to provide exceptional support and assistance to Veterans and their dependents to help them access necessary Veterans Administration resources to ensure they are fully utilizing their earned benefits to successfully complete their educational goals. The services provided by the Veteran Services Office directly support the College mission statement and the department mission statement.

Veterans Services welcomed a new Veterans Counselor, who will be located in the Counseling Department when NVC returns to in-person services. Both the Veterans Counselor and the Veterans Services Specialist will rotate schedules to provide services in the Veterans Resource Center once it reopens.

Veterans Services provides a \$300 Veterans Equity Book Voucher program each semester, which is made possible by funding from the Equity and Inclusivity Department. Graduating Veterans receive a graduation bundle that includes their graduation cap & gown, Veterans military branch stole, Veterans Services medallion and Red, White & Blue cord.

Veterans School Certifying Officials are now mandated to meet specific training requirements each year to maintain eligibility to certify Veterans education benefits. The Veterans Services Specialist (NVCs SCO), and other Veterans Services personnel attend ongoing monthly and other scheduled training with VA (Veterans Affairs), CCCCCO Veterans Summit, NAVPA Training Conference, WAVES Training Conference, Regional Veterans Services Meetings, and other trainings as they become available. Veterans Services personnel collaborate with other CCCs Veterans Services Specialists and programs to exchange ideas and information to improve services and provide additional benefits for the Veterans we serve.

A partnership with the Student Veteran Health Program was formed to establish a connection. Through that partnership, the Veteran Services program has been able to assist students with a connection with state sponsored Veterans mental health services. When the campus was open, the Student Veterans Health Program was also provided with space to assist veterans with VA medical cards.

The Veterans Services unit adapts to changes quickly. We implemented COVID and non-COVID related VA policy changes in a timely manner and ensured the information was promptly disseminated to students. The Financial Aid/Veteran Services Department was the first department on campus to transition to Electronic Forms through DocuSign. When the campus was closed to in-person service due to the COVID19 Pandemic, Veteran Services paper forms were converted to DocuSign electronic forms, making it easy for students to complete and submit electronically, while students still had the option to submit documents in the lobby drop-box. Veteran Services was one of the first few departments to utilize Cranium Café through ConexEd to provide virtual services to students and to staff through video and phone appointments. We utilized Zoom to conduct our staff meetings and Cash for College workshops. In addition, we adapted quickly to changes to state and federal regulations as well as Veterans Affairs audit requirements.

With counseling services transitioning into a hybrid modality students had the option to meet in person with the Veteran Services Counselor, via Cranium Café, phone, or email. These various modalities provide students with services that work best for their schedule and preferences. Additionally, the Veteran Services Counselor has later hours once a week to provide more flexibility and options for students and their schedules.

## 2. Areas for Improvement:

Some areas for improvement are:

- Veterans Resource Center does not meet CCCCCO minimum standards. It is too small for regular Veterans Services staff and counselors to be housed there, so Veterans must go to other buildings to receive services. Too small and enclosed, so we cannot open for Veterans' use during the pandemic. No windows, seems closed-in and claustrophobic, ventilation is inadequate, multiple doors lead into the little theatre stairwells and are often left unlocked by facilities staff.
- One-stop-shop for Veterans Services that includes space for the Veteran Services Specialist, the Veterans Counselor and support staff; beneficial for warm hand-offs for new and continuing students.
- More in-reach, presentations and on-campus events to improve Veterans Services awareness for teachers, staff, and students.
- Better outreach is needed for current veterans and dependents to increase involvement and participation.
- Veterans Services webpage needs to be redesigned, easier to maintain, and more intuitive for Veterans seeking information. Need additional training in webpage maintenance.
- Need additional Support staff for administrative needs,

- Increased communication with campus community,
- Increased collaboration with other support programs like MESA/STEM, Testing & Tutoring Center, Math Lab, and Writing Center,
- Improve program services by providing additional workshops and events designed specifically for Veterans.
- Improve data collection with surveys, comment cards, incentives, and meetings.
- Resurrect Veterans Advisory Committee to increase support for Veterans Services.

### 3. Projected Growth, Stability, or Viability:

Growth: The population of students supported by Veterans Services has declined as the pandemic has progressed. This is likely due to perceived job instability outside of the military related to COVID. It is likely that, when more facilities begin to reopen, the veterans population will begin climbing to former numbers. Growth requires a VRC that meets at least minimum CCCC standards and can permanently house a Veterans receptionist, specialist, and counselor at minimum.

## B. Program's Support of Institutional Mission and Goals

### 1. Description of Alignment between Program and Institutional Mission:

College Mission: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

The Veterans Services program and services provided are in alignment with the College Mission and Financial aid mission. The program provides resources and guidance to students to help them navigate the financial aid process, so they can obtain the state, federal, and local funds they are eligible for to help them with their educational expenses to allow them to achieve their educational goals. Services provided:

- Individualized appointments - in person one-on-one appointments scheduled in advance, same day appointments, walk-in (pre COVID), phone, and by email. Due to COVID pandemic, adjustments were made to offer virtual appointments (video or phone) for in-depth, complex questions, and virtual lobby assistance for quick general questions, through Cranium Café.
- Forms were converted to electronic forms using DocuSign, so students can easily complete and submit to Veteran Services.
- Students can view missing documents and access electronic forms.
- Ocelot Chatbot implemented – allows students to ask AI general questions 24/7.
- Collaboration with DSPS, EOPS, Financial Aid.
- Information on courses and requirements to achieve certificates, degrees and preparation for transfer.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- XGrowth

\*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Growth: The number of Veterans students dropped by 30% over the three year period, with the most significant drop occurring at the height of the pandemic. This drop could be related to job insecurity, high cost of living forcing relocation, family obligations, and COVID-19 illnesses, but a large contributor is the Veterans educational benefit payout for on-campus vs. Online courses. The difference in the basic housing allowance for a veteran taking all online courses vs. On-campus courses could be as high as \$2,000 per month depending on location. Veterans are attending College in surrounding areas who offer on-campus or hybrid courses to receive the increased benefit. In addition, the cost of housing and gas prices may be a contributing factor to the reduction. Now, with the campus reopening for on-campus hybrid and in-person classes, along with additional outreach efforts, we expect our Veterans population to return to pre-pandemic levels within the next three years. Not having a fully functional Veterans Resource Center is a consideration for Veterans.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: \_\_\_\_\_

Plan Years: \_\_\_\_\_

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Digital Design Graphics Technology (DDGT)**

**Term/Year of Review: Fall 2021**

### Summary of Program Review:

#### A. Major Findings

##### 1. Strengths:

- DDGT Students are employed
- DDGT has a significantly higher retention and course completion rates over the institution
- Curriculum for courses and programs is current and up-to-date
- Instructor performance and student satisfaction are high
- Students have easy access to course recorded class lectures and materials
- Instructors come from local industry and are certified on the programs they instruct
- DDGT is current with CLO and PLO assessment as it assesses all offered classes every semester and PLO's annually

##### 2. Areas for Improvement:

- General awareness of the program to local schools and industry
- Enrollment
- Additional faculty will be needed to lead the Architectural and Civil additions to the program
- Increased representation of local businesses at Advisory Committees
- Tracking student AS Degree and CoA completions

##### 3. Projected Program Growth, Stability, or Viability:

The DDGT program is stable with the potential to grow. The current course offerings are consistently filled with predictable numbers and course retention and class completion is higher than the institutional averages.

New courses are planned to be added to the program in the next year with a focus on new and growing industry technologies. Additional courses in 3D Printing, new courses for 3D Scanning and data acquisition, and new courses with Augmented Reality are going to keep the program at the forefront of technology and prepare our students with new skills for local industries. A new Civil Drafting and Design CoA will also add additional training at NVC not currently offered.

New instructional modalities, specifically piloting a Hy-Flex model in SPR22 could really create a boost in enrollment with greater flexibility to students.

#### B. Program's Support of Institutional Mission and Goals

**1. Description of Alignment between Program and Institutional Mission:**

The DDGT program is in the Career Technical Education (CTE) division providing cutting-edge technology and training to students preparing them for employment in local industries.

As a regional Autodesk Training Center (ATC), we provide training in the latest release of multiple Autodesk software titles. All instructors in the program are certified with Autodesk on the programs they instruct on. Students earn industry recognized Autodesk Certificates of Training in all DDGT courses with opportunities to take higher level certifications onsite.

**2. Assessment of Program's Recent Contributions to Institutional Mission:**

In addition to the DDGT AS Degree, the DDGT program has added additional local CoA's with Mechanical Drafting and Design CoA and Architectural Drafting and Design CoA with fourteen certificates already completed.

As an Autodesk Training Center, in the last three years:

- 227 Autodesk Certificates of Completion were awarded
- 5 Autodesk Certified User exams were passed
- 2 Autodesk Certified Professional exams were passed

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

- The DDGT program has offered multiple boot camps on 3D Printing for local high schools
- The DDGT program has worked with Napa Learns Virtual Academy (now part of Napa Valley Education Foundation) offering a class on 3D Printing in an online format during Covid to allow students to continue educational training with an emphasis on employment
- The DDGT program has updated all curriculum courses and programs
- The DDGT program has added additional courses and CoA's for additional student certifications
- The DDGT program plans on adding additional courses and CoA's within the next year

**C. New Objectives/Goals:**

- Pilot the new Hy-Flex instructional modality to improve flexibility for student enrollment
- Request additional equipment (computers, 3D Printers, drones, lidar) to allow for expansion of class cap sizes and additional course offerings
- Create additional courses to expand current course offerings and add new courses to offer training that is not currently available utilizing new technology (3D Scanning, Augmented Reality)
- Create a one-year Civil Drafting and Design CoA
- Continue to work with local high schools to spread general awareness of course offerings
- Reach out to local industries and companies to expand representation at advisory committees and to spread awareness of the program
- Track all student AS Degree and CoA completions and to work with the NVC administration to verify those completions

**D. Description of Process Used to Ensure "Inclusive Program Review"**

The DDGT program is a one-person department

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

- 1A.1 – Contrary to the data found in the report, enrollment trends (Covid withstanding) have been stable and predictable. This is more evident when you take the last six or seven years into account, not just the last three.
- 1A.2 – Class sizes remain stable and predictable with an overall trend increase of 5.4% consistent with institutional average increase.
- 1A.3 – Class fill rates remain stable between 74.5% on the lower end and 79.2% on the upper end.
- 1B.1 – Retention rates are significantly higher than the institutional level with high levels of student approval.
- 1C.1 – AS Degree Program Completions are increasing with additional certifications being generated through our local skills CoA and Autodesk Certifications.
- 1C.2 – Job placement has increased every year over the last three years with 100% in year three.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program: Digital Design Graphics Technology**

**Plan Years: 2022-2023 through 2024-2025**

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Track students progress across all DDGT Degrees and CoA's to increase completion rates.	Section 1 and 2	Spring 2022 Meet with students during monthly meetings and fill out Degrees and certificates as appropriate. Program Coordinator to submit upon completion of the necessary classes	Increase in DDGT AS Degrees and DDGT CoA's

Piloting courses in a Hy-Flex modality to increase flexibility to student schedules and increase program enrollment.	All Sections	Pilot to begin Spring 2022 Four courses will be offered in this new modality: DDGT110, DDGT130, DDGT121, and DDGT241	Increase in student enrollments and course completions.
Creation of new courses to address the needs of students and local industry by expanding existing training paths and creating new ones.	Section 1 and 2	Year 1 Begin curriculum submissions.	Increase in student headcounts.
Creation of a new Civil Drafting and Design CoA to offer additional training the program is not currently offering and address the needs of local industry.	Section 1 and 2	Year 1 Begin curriculum submissions.	Increase in student headcounts.
Continue outreach to local high schools to spread awareness and increase enrollment	Section 1	This is done during the Spring semester annually. Presentation live / via zoom to local high schools in areas of related fields describing the DDGT program.	Increase in student enrollments.
Increase number of computers in computer lab to address smaller cap sizes and to expand the program	Section 1	Request has been made Fall 2021	Increase in enrollment and course offerings.
Additional equipment for 3D Printing to expand the 3D Printing portion of the program.	Section 1 and 2	Year 1 Request to be made in Unit Plan for equipment.	Increase in enrollment in DDGT130 and implementation of new course DDGT131
Drones capable of carrying heavy payloads and cameras for data acquisition and analysis.	Section 1 and 2	Year 2 Request to be made in Unit Plan for equipment. Begin curriculum submissions.	Increase in student headcounts.
Implement required Autodesk Certifications	All Sections	Year 1 Request to be made in Unit Plan to cover expenses of exams. Certified User / Certified Professional or combination TBD	Increase in industry recognized Autodesk Certifications.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The DDGT department is in a state of stability and can continue status quo but will need additional resources in order to grow and expand to meet the needs of students and industry alike.

- An increase in computer lab computers will allow larger class sizes and for us to expand class caps. It will also allow us to offer multiple classes at the same time although sound through our glass wall partition between room 3901 and 3902 may be an issue to address with additional soundproofing needed.
- Additional 3D Printing equipment would allow us to expand the 3D Printing course offerings and increase cap size. Additional equipment would include:
  - Additional 3D Printers with additional capabilities (with the ability to print in materials other than plastic)
  - Raspberry Pi computers, motors, and actuators for robotics implementation and control
  - Soldering stations with access to standard hardware components to implement with 3D Printing to improve strength, functionality, and improve longevity of parts and assemblies.
- The purchase of Drones and data collecting equipment (cameras / lidar) will allow the DDGT program to grow with industry needs. Increased use of 3D Scanning and 3D Point cloud data is becoming / has become standards in the industry replacing the need for surveyors in many cases. Creation of a Civil Drafting and Design CoA and affiliated courses will add training that is not currently offered in the program that directly aligns with industry needs.
- Industry recognized Autodesk Certified User and Certified Professional exams are not currently required in the DDGT program due to the costs. Certifications are available for all of the programs we cover in the two-year program including AutoCAD, Inventor, Fusion 360, and Revit. If funding of these certifications became available, we could require the students to take the exams. With successful completion of these certifications, students would have more confidence going out into the workforce and show future employers that the students are employable. It would also give the instructors in the program data to see if the training the students are receiving is adequate or if it needs to be modified.

Program Review Summary Page  
For Instructional Programs

**Program or Area(s) of Study under Review: Child and Family Studies**

**Term/Year of Review: Fall 2021**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

- The Napa Valley College Child & Family Studies and Education (CFSE) Program prepares students to work as teachers with young children in public and private programs.
- Our enrollments are stable, and our job market data shows a need for the continuance and growth of the program.
- We have a variety of offerings and formats of courses allowing flexibility for students
- There are pathways built into the program that allow students to sequence through the program attaining career opportunities along the way
- Connection with community partners both non-profit and profit as well as industry partners through the Mentor program

**2. Areas for Improvement:**

- Improve Fill Rate and Productivity Rate
- Improve Retention and Successful Course Completion for all students, especially African- Americans
- Develop lab school and Mentor Program capacity that emulates the philosophy of the program and models best practices, attachment building caregiving, and child-focused constructivism.
- Increase marketing efforts through CFSE video, webpage and outreach to students with advising

**3. Projected Program Growth, Stability, or Viability:**

- Growth- The CFSE program is consistently growing and the demand in the workforce is growing as well. We anticipate a continued growth in enrollment after Covid and anticipate growing our program with a dedicated lab space and new trauma informed care and education certificate

**B. Program's Support of Institutional Mission and Goals**

**1. Description of Alignment between Program and Institutional Mission:**

- The Napa Valley College Child & Family Studies and Education (CFSE) Program prepares students to work as teachers with young children in public and private programs, and to work in other fields and industries that. Serve families and children.
- The Child & Family Studies and Education Program also serves as a beginning for students planning to attend a four-year college to obtain a bachelor's degree in Early Childhood Education, or other fields, a teaching credential and/or permit.

**2. Assessment of Program's Recent Contributions to Institutional Mission:**

- Increased number of certificate and degree awarded
- Job placement percentages
- Connection with First Five and the Rainbow kit project as well as our LGBT program to include two non-credit offerings

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

- Working with local educational partners (Community Resources for children (CRC), First Five and our Quality Counts consortium) to promote opportunities within the CFSE program and equip CFSE students with the skills and resources needed (Rainbow kit non-credit option, Trauma informed early care and education)
- Engage CFSE students and assist in their progress towards educational and job training goals through additional outreach and advising.
- Increased CFSE student achievement and completion of educational and job training goals through exceeding the 75 % goal for job placement

**C. New Objectives/Goals:**

- Complete Unit plan work
- Increase success and retention rates
- Develop lab school and increase participation in Mentor program
- Improve Retention and Successful Course Completion for all students, especially African- Americans
- Improve retention and successful course completion for all students through the development of a Family Resource Center.
- Increase fill rate and productivity
- Revise curriculum and finalize Trauma informed care and education certificate
- Increase marketing efforts through CFSE video, webpage, revise advising sheets and collaboration with counselors
- Include Education in Program review in future

- Increase implementation of OER as appropriate
- Build on current agreements with high schools

**D. Description of Process Used to Ensure “Inclusive Program Review”**

Lead writer/program coordinator wrote initial draft of program review consulting with Full time faculty as needed. PC distributed first draft to other 2 full time faculty for review. The 3 Full time faculty then met for 3 hours to discuss the initial draft and make edits. Second draft was then shared with current CFSE part-time faculty for review. Final draft shared again with Full time faculty for review before sending to dean.

**VI. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth X

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

I.A.1 Stable program and enrollment  
 I.A.4 Vital program for workforce  
 I.B.3 Multiple formats of course offerings  
 I.C.1 Increased number of certificates and degrees awarded  
 I.C.2 Great job placement  
 II.A & B Courses revisions, pathways for students, new Trauma Informed Early Care and Education certificate  
 III.A Assessment up to date and used to modify program

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program:** Child and Family Studies

**Plan Years:** 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Complete work from 19-20 and 20-21 unit plans	II.A.B	2022-2023- order supplies, work on Mentor program and lab school, professional development meetings for faculty	Tasks completed
Improve retention and successful completion rates through equity lens through the implementation of a Family Resource Center on campus	I.B.2	2022-2023- Implement strategies to support students- writing center support 2022-2023- begin conversation and potential planning of	Increased retention and successful course completion rates

		Family Resource Center	
Develop and implement lab school to provide hands on in-depth training	I.A.2	2022-2023- designate site and create plan for implementation 2023- 2025- begin operation of new lab 2023-2025- evaluate effectiveness and impact on enrollments and successful course completion with addition of lab	Lab designed and fully functional support to students
Implement strategies to address disproportionate impact among equity groups for example including OER	I.B.2 (particularly successful course completion)	2022-2023 Research possible strategies/solutions  2024-2025 Evaluate impact	Reduced gaps in successful course completion rates among equity groups identified
Improve fill rate and productivity to align with or surpass that of the institution	I.B.3	2022-2023- implement marketing strategies to support increase in fill rate.	Increased fill rates
Review and update curriculum to ensure alignment between degree program offerings and anticipated training/skills needs for job placement	II.B	2022-2023- approval of new certificate through curriculum process  2022-2023- develop non-credit curriculum and partnership with First Five for Rainbow kit training	Create trauma informed early care and education
Increase marketing efforts to support student success	I.A.1	2022-2023- complete CFSE marketing video, create new advising sheets, revise webpage  2023-2024- evaluate impact	New strategies in place for marketing to student

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The CFSE program needs a laboratory space that can support the CFSE program practicum students. The current capacity of the Mentor program does not support the growing enrollments in CFS 123 and CFS 223. Also, many other courses in the CFSE program require observations in an Early care and education program. We cannot accommodate these required student assignments without increasing the capacity of the CFSE Mentor program and obtaining a laboratory school space that emulates the philosophy of the program and models best practices, attachment building caregiving, and child-focused constructivism.

## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: English**

**Term/Year of Review: Fall 2021**

**Summary of Program Review:**

### **A. Major Findings**

#### **1. Strengths:**

- Our 88.6% fill rate (higher than the 82% average for the institution) shows consistent, solid demand for our courses and proves that our scheduling practices are effective.
- Our retention and successful course completion rates show our program's ability to endure despite the challenges presented by AB705 and the pandemic.
- The high retention and successful course completion rates for English 121, 123 and 125, show that English 120 is preparing students for second-semester English courses.
- The number of English AA-T degrees increased by 14.3% between 2018-2019 and 2020-2021.
- The English Dept. conducts regular, substantive assessment of our SLOs and PLOs.
- Through faculty participation in our English Learning Community, the department made numerous improvements to the program to promote student success.

#### **2. Areas for Improvement:**

- Course placement process and communication
- Increase successful course completion rates for English 120
- Increase enrollment in literature courses
- Increase retention and successful course completion among equity groups

#### **3. Projected Program Growth, Stability, or Viability:**

As a large program, our enrollment more or less parallels that of the institution. We project continued stability in our program.

### **B. Program's Support of Institutional Mission and Goals**

#### **1. Description of Alignment between Program and Institutional Mission:**

The English Program plays a pivotal role in providing transfer and basic skills courses to students. Our emphasis on critical thinking and our literature courses help prepare "students for evolving roles in a diverse, dynamic, and interdependent world."

#### **2. Assessment of Program's Recent Contributions to Institutional Mission:**

- Our PLOS align with nearby transfer institution learning outcomes in knowledge and skills areas.
- The English Dept. created two new literature courses that emphasize diversity and equity: English 228, Chicano and Latinx Literature and English 231, Literature and Sexuality

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

- Through our English Learning Community, we supported student achievement and success by completing the following:
  - Revised curriculum for English 125, 123, 121, 120, 95, and 90
  - Held norming sessions for 120 SLO assessment and writing assignments
  - Held norming session for inclusive, accessible syllabi language
  - Collected student data on placement, student success, and delivery preferences
  - Researched and reviewed strategies for increasing student success, including best practices for online learning and contract grading
  - Researched and reviewed delivery options for English 120
  - Reviewed options for teaching research and documentation
  - Identified OER textbooks to reduce costs to students and increase access for students
  - Updated placement tool language
  - Revised communications for incoming students concerning course pathways for English

**C. New Objectives/Goals:**

- Create and implement more detailed, effective and student-centered communication about course placement
- Sustain and enhance existing support for 120 students
- Implement strategies to increase enrollment in literature courses
- Implement strategies to increase retention and successful course completion among equity groups
- Expand Creative Writing program

**D. Description of Process Used to Ensure “Inclusive Program Review”**

- A rough, incomplete draft of program review document was shared with all FT faculty for feedback
- A completed draft of the program review document was shared with all English faculty (FT and PT) for feedback and with classified staff associated with the program

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

- Section 1.A.1. (Head count and Enrollment) = The enrollment and head count decline was an expected part of the changes in response to AB705 and actually shows our program’s durability. In spite of the anticipated loss of enrollment / head count, our numbers are still close to the institutional averages. The English Program is withstanding the challenges of the AB705 mandate, the pandemic and the fires.
- Section 1. A. 2. (Average class size): Our average class size off 22.7 shows stability considering the majority of our classes are capped at 25.
- Section 1. A. 3. (Fill rates): Our 88.6% fill rate (higher than the 82% average for the institution) shows consistent, solid demand for our course and that our supply meets the demand.
- Section 1.B. 1. (Retention and Successful Course Completion Rates): These show our program’s ability to endure despite the challenges presented by AB705. Despite major program changes related to placement and course sequencing, our overall retention rates and successful course completion rates only differ from the institution’s rates by 5%.
- Section 1.B. 1. (Retention and Successful Course Completion Rates): The high retention and successful course completion rates for our second semester courses, 121, 123 and 125, show that this area of our program is strong and thriving.
- Section 1.C. 1. (Program Completion): The number of English AA-T degrees increased by 14.3% between 2018-2019 and 2020-2021.
- Section 3. A (Learning Outcomes Assessment): The department conducts regular, substantive assessment of our SLOs and PLOs.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program: English**

**Plan Years: 2022-2023 through 2024-2025**

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Create and implement more detailed, effective and student-	1. B. 1 1. B. 2.	<ul style="list-style-type: none"> <li>• Establish regular communication</li> </ul>	Increased successful

centered communication about course placement	3.A	<p>with the Counseling division about placement</p> <ul style="list-style-type: none"> <li>• Create and implement placement videos and/or infographics</li> <li>• Evaluate placement tool through regular data review (successful course completion rates by tier placement)</li> </ul>	course completion rates in English 90 and 120
Sustain and enhance existing support for 120 students	1. B. 1 1. B. 2. 3. A.	<ul style="list-style-type: none"> <li>• Continue FT and PT faculty work in the WSC</li> <li>• Enhance and expand course connections to the WSC</li> <li>• Research and implement best practices for hybrid classes</li> <li>• Research impact of smaller class sizes</li> </ul>	Increased retention and successful course completion rates for English 120
Implement strategies to increase enrollment in literature courses	1.A.1. 1. A. 2.	<ul style="list-style-type: none"> <li>• Social media presence for the English Department</li> <li>• Research options for non-credit enrollment in literature courses</li> </ul>	Increased enrollment in literature courses
Implement strategies to increase retention and successful course completion among equity groups	1.B.2.	<ul style="list-style-type: none"> <li>• Investigate options for strengthening English Dept. ties to Umoja</li> <li>• Research viability of adding a second Puentes cohort</li> </ul>	Increased retention and successful course completion rates among equity groups

		<ul style="list-style-type: none"> <li>Expand dept. partnership with Caminos al exitos/My Path program</li> <li>Research smaller class size impact on reducing equity gaps</li> </ul>	
Expand Creative Writing program	1.A.1. 1.A.2.	<ul style="list-style-type: none"> <li>Develop curriculum for new second-semester courses</li> <li>Research certificate options</li> </ul>	Increased enrollment in Creative Writing courses

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

<p>The English program needs additional resources and institutional support to accomplish the above initiatives.</p> <p>Needs:</p> <ul style="list-style-type: none"> <li>Computer classrooms and laptop carts for hybrid courses (including reliable Wifi)</li> <li>Continuation of FT and PT faculty working in the WSC</li> <li>Training and compensation for a faculty member to create and manage a social media page for the department</li> <li>Additional reassign time for a coordinator to focus on the continuing effects of AB705 (English 120 retention and successful course completion rates, placement issues, equity gaps)</li> </ul>
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**Program Review Summary Page**  
For Academic & Student Support Programs

**Support Program(s) under Review: Testing Center**

**Term/Year of Review: Fall 2021**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

- Efficient, reliable, and productive staff members
- Successful adaptation to new placement guidelines
- Staff commitment to main priority which is to support DSPS students
- Successful collaboration with Faculty and DSPS staff

**2. Areas for Improvement:**

- Install cameras in testing rooms in order to provide a more distraction reduced testing environment
- Improve services to DSPS students by providing an automated procedure to request testing accommodations and make testing appointments
- Utilize technology to track students served to provide data accurately and timely

**3. Projected Growth, Stability, or Viability:**

Due to the significant reduction of in-person class offerings the Testing Center is currently in a state of viability. However, once the college returns to offering more in person classes the number of students served by the Testing Center will significantly increase and should return to pre-pandemic numbers of over 4,000 exams administered in an academic year.

**B. Program's Support of Institutional Mission and Goals**

**1. Description of Alignment between Program and Institutional Mission:**

The missions of the Testing Center is aligned with the intuitional mission of the college. The mission of the Testing Center is to provide both students and members of the community high quality testing services in order to support their future success. The Testing Center's staff offers exemplary customer service and is committed to student achievement by providing a distraction reduced environment for students and the community to take their academic exams. The services provided by the Testing Center are continuously evaluated and improved.

**2. Assessment of Program's Recent Contributions to Institutional Mission:**

***"...open-access, degree and certificate granting institution..."*** The Testing Center is responsible for maintaining Napa Valley College's placement tool. Current and prospective students can access this tool from any device and at any location, thereby removing obstacles for student achievement and making the placement process appear seamless. In addition, immediately upon completing the tool students receive their English, math, and ESL placement recommendations and are able to move to the next step of the enrollment process, meeting a NVC counselor.

***"...committed to student achievement through high quality programs and services that are continuously evaluated and improved."*** Testing accommodations is an important factor in assuring that DSPS students achieve their academic goals. For this reason, at the onset of the pandemic the Testing Center, with assistance from campus police and NVC's Health Center, viewed CDC and NVC's guidelines, made physical changes to the Center and remained open throughout the pandemic. This allowed DSPS students a safe distraction reduced environment to take their academic exams.

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

**Strategic Plan #1:** *Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success.*

**Strategic Plan #3:** *Increase NVC student achievement and completion of education and job training goals.*

**Strategic Plan #4:** *Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices.*

- The placement process and its ease of use equips students with the resource in determining what English, math, and/or ESL class is best for their individual educational plan.
- Providing DSPS students with a friendly distraction reduced environment to take their academic exams increases DSPS student's achievement and completion of their educational goals while also promoting equity among this group of students.
- Focusing on high school performance in the placement tool helps to reduce equity gaps of incoming and prospective students.

**C. New Objectives/Goals:**

- Design and implement a process where DSPS student can request accommodations to take their exams and, at the same time, make an appointment to take their exam at the Testing Center.
- Research an automated tracking system to more efficiently determine student usage of the Center.

**D. Description of Process Used to Ensure "Inclusive Program Review"**

Providing Draft to current Testing Center staff and Dean of DSPS and Testing.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Although there is a significant decline in the administration of academic exam, based on the Center’s history, the demand for this service should increase once the college begins offering more in-person instruction.

Since all new and prospective students must complete the placement process the demand for placement services will be consistent with the enrollment trends of the college.

For these reasons the program is in a state of stability.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: \_\_\_\_\_

Plan Years: \_\_\_\_\_

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Design and implement a process where DSPS student can request accommodations to take their exams and, at the same time, make an appointment to take their exam at the Testing Center.	B.2, B.3, 1.A, 1.B	Fully implement by the time the college returns to mostly in-person instruction or by Fall 2022.	Efficiency of Center as a whole and measurement of testing room usage.
Research an automated tracking system to more efficiently determine student usage of the Center.	B.2, B.3, 1.A, 1.B	Fully implement by the time the college returns to mostly in-person instruction or by Fall 2022.	Efficiency and speediness of reporting usage data
Install cameras in testing rooms in order to provide a more distraction reduced testing environment	B.2, B.3	This can be implemented once the infrastructure of building 1700 is addressed.	DSPS students’ satisfaction with a more distraction

			reduced testing environment.
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Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

***Academic Exam Administration:***

The Testing Center does not have a specific allocated budget to support installing cameras in testing rooms and the purchase of an application that can assist the Center in tracking usage. The Testing Center may need to seek funding from other resources such as DSPS.

There should be no additional cost for creating a process where DSPS students can request exam accommodation and reserve testing rooms. The Testing Center should be able to use NVC's current resources, such as DocuSign, in designing this new process.

**English, Math, and ESL Placement:**

The Testing Center utilizes an annual subscription to Qualtrics, a statistical analysis platform company, for all of its placement tools. The cost is approximately \$4,200 per year and is funded through the Testing Center's budget. The upload tool used to extract the data from Qualtrics into Colleague was a one-time fee funded by the Admission and Records Office.

**Staffing:**

Current staffing, three full-time staff members including the Testing Center Manager, is sufficient during regular and slow testing periods. However, once the college returns to in-person instruction it may be necessary to hire an hourly part-time staff member to assist with busy testing periods and staff leave.

**Program Review Summary Page**  
For Academic & Student Support Programs

**Support Program(s) under Review: Umoja**

**Term/Year of Review: Fall 2021**  
**Summary of Program Review:**

**A. Major Findings**

Umoja (Swahili word meaning, “unity”) is a two-semester student success learning community that provides dedicated academic and personal support to help students reach their educational, academic, and career potential, thus fulfilling a life purpose. The Umoja fulltime and adjunct faculty and staff are working toward being a sustainable program that fosters student success in and out of the classroom. This shows in our commitment to equity and inclusion, assessment, and our desire to provide the best academic experience for our students.

- A supportive learning community consisting of faculty, staff, and mentors to help support student’s academic, career, and personal journey
- Dedicated Intrusive Counseling – Educational Planning
- Equitable teaching pedagogy designed to enhance the African American experience
- Culturally Responsive Practices
- Innovative teaching modalities (in person, online, breakout rooms)
- Student Services Speaker Series
- Dedicated Umoja Village Space for Porch Talks
- Mentoring – college and community liaisons
- Umoja sponsored cultural conferences and events
- Academic Excellence Celebrations (Kwanzaa, Student Leadership Development, Rites of Passage)
- University and College Visits -University of California (UC), California State University (CSU), and Private Colleges
- Textbook Loan Program
- Community Services Opportunities – volunteering
- Starfish Early Alert System – Academic Progress
- Transfer Readiness – classes and mindset
- Peer to peer support

**1. Areas for Improvement:**

- Improving the retention and completion rates in our courses. We desire to prepare our student to be effective online learners. The need to take classes online over the past 2 academic years have revealed the need to sharpen the skills set for online education.
- Providing access to tutoring and supplemental instruction.
- Adequate funding stream to promote, maintain, and grow the program.
- Securing funding for the Mentor program. The mentor program is connected to the retention of our students and with nonexistent or insufficient funding it produces a gap in our programming.
- Updating the MOU. 2008 was the last MOU on file.
- Hire fulltime counselor to provide intrusive personal and academic counseling.
- Hire part time Administrative/Program Assistant.
- Collaborate and provide intercultural activities with other learning communities on campus such as Puente.

- Establish a thriving Book Loan program.
- Efficient Outreach Marketing strategy– schools, churches, and community agencies.
- Establish an alumni organization of Umoja students from 2008-present.
- Establish an Umoja club on campus
- Conduct a Summer Retreat- team building exercises.
- Increase class size - Implement strategies to increase program participation on campus.
- Establish collaborative relationship with counselors at the high schools.
- Effective Marketing efforts – publicity, in person contact, and phone banking.

## 2. Projected Growth, Stability, or Viability:

The past three years have led to enrollment challenges for the program. In 2018, with the implementation of a 2-year program to assist continuing Umoja students toward graduation and/or transfer, Umoja saw a way to try to eliminate the achievement gap. However, When the global pandemic occurred in spring 2020, and the lack of sufficient time to train students in using online courses and services, topped with the lack of sufficient equipment (computers and internet access), the enrollment numbers decreased drastically campus wide. The shift from in-person service to online courses and services caused the program to go into a state of “viability”. Prior to spring 2020, the overall numbers appeared high in the fall semester, but by the spring semester, enrollment declined. There were many reasons for the decline but one reason for the decline was attributed to the way students enrolled for the program. Umoja is a two-semester program thus students can only enroll in the fall semester, no mid-semester enrollment. Another reason that is evident in most cases was the role of personal responsibility. Many Umoja students are single parents and are the sole supporter of the family. As the college shifts back to on-campus instruction, the program can progress toward **growth and stability**, however, until that time arrives, the program will continue to suffer with enrollment issues. In the next three years, the Umoja Community desires to grow by strengthening our outreach, 2nd year of the program, and having a sustainable budget.

## B. Program’s Support of Institutional Mission and Goals

### 1. Description of Alignment between Program and Institutional Mission:

The Umoja Program continues to provide support of NVC’s diverse student population through teaching, mentoring, peer support, course completion, and transfer that benefit African, African American (black) and other students’ individual needs. Being connected to Guided pathways will create new objectives in addition to those that were already being implemented in Umoja. The Umoja Program’s mission and goals of the college are in alignment with Umoja in that the program provides a supportive environment where students can thrive to survive with transfer courses, career – technical education and a myriad of support services that enhance the educational opportunities for the students.

### 2. Assessment of Program’s Recent Contributions to Institutional Mission:

The Umoja Program stays consistent with the program offerings to promote student success and retention (culturally relevant pedagogy, college visits, conferences, nurturing staff, and faculty, and providing basic needs (food, gas/bus cards when needed). The mission of the Umoja Program serves the mission of the college by educating students to think critically in all areas of life, both academic and non-academic. With that in mind, students are well-prepared to pursue their career goals. Studies show that the Umoja Program offers their students a solid foundation while focusing on a holistic approach – tapping into the mind, body, and soul of the student.

### 3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The Umoja Program provides the necessary academic, career, and personal assistance to improve student achievement and assist students achieve their goals of graduation and/or transfer. The activities include but

are not limited to: Intrusive counseling, dedicated space -virtual village, weekly porch talk, mentoring, graduation requirements, career exploration, and transfer guidance. Umoja students meet with the Umoja Counselor three time (3) per semester. The counselor provides intrusive counseling in hopes of forming long lasting personal relationships. Weekly village Services are provided via establishing personal relationships with the Program Coordinator, instructors, support staff, mentors, peers, and staff on campus, better known as FOU's (Friends of Umoja). Students are guided through critical self-reflection, as they push towards their academic and career goals.

**C. New Objectives/Goals:**

- Increase outreach efforts – video, classroom visits, high school visits
- Increase program enrollment
- Increase graduation/transfer rates
- Increase opportunities for staff and faculty professional development- attend conferences, speaker series, and student leadership workshops
- Establish a Umoja Advisory Board
- Establish a peer mentor consisting of the former Umoja students
- Mandatory three (3) counseling appointments each semester
- Mandatory Mental Health counseling
- Summer Academy

**D. Description of Process Used to Ensure “Inclusive Program Review”**

- Monthly Umoja Team meeting updates
- Weekly student updates from Umoja Counselor
- Starfish updates from faculty
- Communication with other Divisions on campus
- Data course collection of current and former students
- Communication with Umoja Statewide and other Umoja programs
- Connection outside the college – outreach, Mentor Me Program
- Feedback from our Mentors

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**III. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:



\*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: 2022  
 Plan Years: 2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
<b>Mentor Me Funding (Coordinator and activities)</b>	Section II, D	Summer 2022	Students are connected to a mentor (professional on campus and in community) typically in students career field. Mentor assists, advises, and encourages students to persist in educational and career goals.
<b>Umoja Counselor</b>	Section II, D	Fall 2022	Currently the adjunct counselor for Umoja program works part time, but has a large caseload (over 100 students)
<b>Part-time Administrative/Program Assistant</b>	Section II, D	Fall 2022	Currently hire each year on PAF. Consistency and continuity to coordinate the day-to-day activities and assist the faculty.
<b>Outreach</b>	Section II, D	Spring 2022	Marketing tools – videos, flyers, presentations to high schools, social media outlets.
<b>Increase class size</b>	Section B: Projected Growth, Stability, or Viability	Fall 2022	Number of students enrolled in the program

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The Napa College district office provided the Umoja Program \$3000 each year to cover the Umoja membership fees at the statewide level. That funding ended in 2019, however, since that time, the Office of Equity and Inclusivity at NVC provided minimal funding to support year end activities. The Umoja Community Statewide Office supplemented each of the 55 Umoja colleges that applied for special funding based on the needs of the college. NVC received money to attend conferences, purchase books for students in a book loan program, and for year-end events. AY2021 funding has not been allocated yet, so the Umoja Program currently functions on zero budget.

## Program Review Summary Page

For Instructional Programs

**Program or Area(s) of Study under Review: Machine Tool Technology**

**Term/Year of Review: Spring 2022**

### Summary of Program Review:

#### A. Major Findings

##### 1. Strengths:

- Machine Tool Technology graduates are employed.
- Most graduates are working in the Machine Tool trade in several capacities.
- The Machine Tool Technology curriculum is up-to-date and is continuously improving to keep abreast of industry standards.
- Enrolment, in spite of the inability to actively recruit candidates, is steady.
- The job market for the Machine Tool sector looks good.
- The Machine Shop on campus is well-tooled to meet the needs of the curriculum, plus, new machine tools are being added as industry trends and needs evolve.
- Enrolled students sometimes come from out-of-district locales to enroll in the program.

##### 2. Areas for Improvement:

- More effort and better marketing and program awareness in schools and the community.
- More effort to recruit candidates, especially those from groups traditionally underrepresented in the Machine Tool trade.
- Replace the Machine Tool Shop Technician position to assist in oversight of program activities.
- Recruit additional instructors to bring about program growth and expansion.

##### 3. Projected Program Growth, Stability, or Viability:

The Machine Tool Technology program, while stable in numbers of students, has room to grow. Should more instructors be brought in, then courses specializing in certain aspects of the Machine Tool trade, e.g., five-axis machining, could be taught. Need to replace the recently vacated Machine Tool Shop Technician position. Building improvements will happen with an upcoming remodel of the Industrial Technology Building. This will negatively affect program growth on a temporary basis.

#### B. Program's Support of Institutional Mission and Goals

##### 1. Description of Alignment between Program and Institutional Mission:

The Machine Tool Technology program is a key component of the Career Technical Education (CTE) Division at Napa Valley College. The MTT program prepares people for employment in living-wage jobs in the manufacturing industry. Although not an Associate Degree for Transfer program, some students who go on to study Engineering choose to pursue this course of study first.

**2. Assessment of Program's Recent Contributions to Institutional Mission:**

Recent procurement of two computer numerically controlled (CNC) machine tools will help acclimate students and train them in advanced CNC machining practices, and increase machine availabilities.  
Recent procurement of an additional surface grinder will lessen some project completion bottlenecks.

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

I have recently started to work with Napa Valley Adult Education in advising them on establishing a Machine Tool class as a feeder for working adults into NVC's Machine Tool Tech program. However, additional instructors are needed to make this process work as an ongoing night class. In fact, **enrolment could easily double** if more instructors and support staff members were found, especially to teach at night.  
I continue to work with potential employers to promote pathways to employment for graduates and for those concurrently enrolled in the MTT program.

**C. New Objectives/Goals:**

- Reinitiate outreach activities by visiting schools and making program presentations.
- Expand the program by hiring faculty to teach, especially at night, to open possibilities for working adults looking to upgrade job skill sets, and to promote dual enrollment of high school students.
- Hire a Machine Tool Shop Technician to replace a recent vacancy.

**D. Description of Process Used to Ensure "Inclusive Program Review"**

This report, wherever possible, is data driven and factually compiled.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

Although enrollment is down, as evidenced by data on Class Size (I. A. 2.), the program is stable. Retention is above the institutional average, as evidenced in the I. B. 1. Momentum section.

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program:** Machine Tool Technology  
**Plan Years:** 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Hire a Machine Tool Shop Tech	Summary	Summer, 2022	Zero student injuries, improved project information communication, decrease in machine tool downtime for repairs.
Resume active student recruitment	I A	Spring, 2023, 2024, 2025	More butts in the seats = more possible graduates with CoAs and A.S. degrees
Update/modify SLOs/PLOs	III B	Fall, 2022	Streamlined COR SLO/PLO evaluations


Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

1. Again, I emphasize that I’m currently working solo in teaching three classes of Machine Tool Technology. The Machine Tool Shop Technician position needs to be filled as soon as possible. The person in this position provides an extra set of eyes and ears when it comes to ensuring shop safety and providing supplemental shop instruction and in assisting with maintenance of machine tools.
2. Building 3100, which houses the Machine Shop and Welding Technology on is slated for a major remodel coming up in late 2022. The remodel requires that the entire Machine Tool and Welding operations be moved temporarily to elsewhere on campus for about a year while the building remodel takes place. The building that will temporarily house the Machine Tool program is about half the size of the shop space in Building 3100. Thus, it will accommodate fewer machine tools which means fewer students. Enrollment will continue to decrease during this time period.

Program Review Summary Page  
For Instructional Programs

Program or Area(s) of Study under Review: **Computer Studies**

Term/Year of Review: **Fall 2021**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

- A new Computer Science AS-T Degree launched Fall 2021
- A new Information Technology Model Curriculum New Program (IT TMC) being implemented Spring 2022
- A new IT Technician Certificate of Achievement is in development Spring 2022
- The number of credit students enrolled (headcount) in the Computer Studies Program increased by 25.8% over the past three years. Credit enrollment within the Computer Studies Program increased by 30.1%.
- Average class size in the program increased by 22.2% between 2018-2019 and 2020-2021
- Alignment with Business Administration AS, AS-T and Entrepreneurship AS degrees.

**2. Areas for Improvement:**

**Modality:**

- Faculty should consider applying different strategies in the classroom to increase student engagement with the material. This includes offering concurrent sections with different modalities for greater access to students.

**Faculty Personnel Needs:**

- It is recommended to hire an additional adjunct-faculty with networking qualifications.

**Supplemental Instruction:**

- Request for additional classrooms with hardwired computers.
- Request to purchase and install BACC.net Gateway Interface.
- Request to install NETLAB+ virtual computer lab environment.

**Diversity, Equity, and Inclusion:**

- Opening up and adding to the Maker Space will benefit computer science students

- Offer an on-campus internship program. We hope to include a computer science project this year or next year.
- Explore HSI grant partnership for additional directed tutoring services.

**Tutoring Services:**

Align with tutoring center to ensure student success in this discipline.

Several courses, and certificates, and a program have been identified for archive due to low enrollment and low completion rates. Although the Computer Studies Program offers one degree and two certificates, the program did not confer any awards over the past three years.

**3. Projected Program Growth, Stability, or Viability:**

The number of credit students enrolled (headcount) in the Computer Studies Program increased by 25.8% over the past three years.

Credit enrollment within the Computer Studies Program increased by 30.1%. This is due to our alignment with the Business & Entrepreneurship program.

We are confident these numbers will INCREASE significantly more with the two new degrees being implemented. The program is in significant growth mode.

**B. Program’s Support of Institutional Mission and Goals**

**1. Description of Alignment between Program and Institutional Mission:**

Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

The Associate in Science in Computer Science for Transfer Degree is designed for students desiring advanced degrees in Computer Science. Upon completion of this degree (AS-T Computer Science), students will be able to apply standard computer control structures to solve problems and develop algorithms.

This degree is completely aligned with this mission.

## **2. Assessment of Program’s Recent Contributions to Institutional Mission:**

Napa Valley College is a community of people excited about learning, where students are first and foremost in everything we do. The Computer Studies program has archived an AS degree based on low enrollment and low fill rates and implemented a Transfer AS T degree. This degree was based on industry input, LMI reports, and student feedback.

Further, in keeping with the colleges Strategic Plan, this degree’s purpose is to facilitate student success and completion. In addition, the program is linked to the Community College Mission of workforce development.

## **3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

The new Associate in Science in Computer Science for Transfer Degree is designed for students desiring advanced degrees in Computer Science. Upon completion of this degree (AS-T Computer Science), students will be able to apply standard computer control structures to solve problems and develop algorithms.

## **C. New Objectives/Goals:**

Upon completion of this degree (AS-T Computer Science), students will be well-versed in the use of standard computer control structures to solve problems and develop algorithms. They will have developed skills in writing programs that utilize functions as a method of program organization and control. Additional areas of emphasis will include objects, object-oriented programming, data structures, and abstract data types. Computer science students will also obtain knowledge of computer architecture and organization. The Computer Science curriculum also requires the student to have significant skills in mathematics and the applications of those skills to real world problem solving.

## **D. Description of Process Used to Ensure “Inclusive Program Review”**

This program review includes details from Computer Studies advisory meetings and industry professionals. It was co-authored by Professor Robert Miller and Program Coordinator Claudette Shatto with feedback from the Associate Dean of the MESA & STEM Programs, Luis Alcázar.

## IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
  - Stability
  - Growth
- Two new degrees:
1. Computer Science AS-T Degree launched Fall 2021
  2. Information Technology Model Curriculum New Program (IT TMC) Spring 2022

New Certificate in development:  
IT Technician Certificate of Achievement is in development  
Spring 2022

Four new classes

1. COMS 217 Assembly Programming Course
2. COMS 218 Discrete Structures
3. COMS 190 Computer Network Fundamentals
4. COMS 161 Introduction to Database

Hired two new programming adjuncts:

1. Gerald Lamble
2. David Harden

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

The state of the program is supported by the RIPE data presented and the RIPE analysis.

- RIPE reported that the number of credit students enrolled (headcount) in the Computer Studies Program increased by 25.8% over the past three years.
- RIPE reported that credit enrollment within the Computer Studies Program increased by 30.1%.
- RIPE reported that the average class size in the program increased by 22.2% between 2018-2019 and 2020-2021.
- The RIPE labor market demand supports the addition of the new degrees and certificates.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program: Computer Studies**  
**Plan Years: 2022-2023 through 2024-2025**

<b>Strategic Initiatives Emerging from Program Review</b>	<b>Relevant Section(s) of Report</b>	<b>Implementation Timeline: Activity/Activities &amp; Date(s)</b>	<b>Measure(s) of Progress or Effectiveness</b>
New COMS AST degree	I. Program Data 4. Labor Market Demand (pg. 11)	Fall 2021	Completions
New IT Tech Certificate	I. Program Data 4. Labor Market Demand (pg. 11)	Fall 2022	Completions
New IT MC degree	I. Program Data 4. Labor Market Demand (pg. 11)	Spring 2022	Completions
four new courses COMS 217, COMS 218 and COMS 190 and COMS 161	I. Program Data 4. Labor Market Demand (pg. 11)	Fall 2021	Enrollment
Archive of 8 courses	I. Program Data 1. Headcount & Enrollment (pg. 6)	Spring 2022	Completions and enrollments of the new courses

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

### Description of Current Program Resources Relative to Plan:

**Modality:**

- Faculty should consider applying different strategies in the classroom to increase student engagement with the material. This includes offering concurrent sections with different modalities.

**Faculty Personnel Needs:**

- It is recommended to hire an additional adjunct-faculty faculty in computer science programming qualifications.
- It is recommended to hire an additional adjunct-faculty with networking qualifications.

**Supplemental Instruction:**

- Request for additional classrooms with hardwired computers.
- Request to install NETLAB+ virtual computer lab environment
- Recommend hiring one Supplemental Instruction Leader to support 200 level courses.

**Diversity, Equity, and Inclusion:**

- Opening up and adding to the Maker Space will benefit computer science students
- Offer an on-campus internship program. We hope to include a computer science project this year or next year.
- Alignment with HSI awarded grant to address equity gaps through both outreach and program improvement.

**Tutoring Services:**

Recommend hiring one tutor to support 100 level courses.

Several courses, and certificates, and a program have been identified for archive due to low enrollment and low completion rates. Although the Computer Studies Program offers one degree and two certificates, the program did not confer any awards over the past three years.

**Program Review Summary Page**  
For Instructional Programs

**Program or Area(s) of Study under Review: Theater Arts**

**Term/Year of Review: Spring 2022**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

**High quality educational and artistic productions**

**All courses, except for THEA 99, have been updated in the last three years**

**Production courses and one Technical Theater course are now repeatable allowing for the archival of 11 courses and ease of assessment.**

**Innovative on-line classroom practices**

**Partnerships with the NVC Paramedic Program, di Rosa Center for Contemporary Art, Cafeteria Kids Theatre, and St. Helena High School**

**Shakespeare Napa Valley curricular and co-curricular activities**

2.

**2. Areas for Improvement:**

**Enrollment in the area of Technical Theater**

**Reinstatement of lost staff to support needs of production**

**Assessment of two PLOs**

**Heighten awareness of professional development opportunities for part-time faculty**

3.

**3. Projected Program Growth, Stability, or Viability:**

The focus of the department will be on stability as we move out of the pandemic. We will continue to refine our practices in assessment and use strategic analysis when scheduling courses in order to increase headcount and class size. We will also continue to nurture our partnerships as they continue to provide extra support. Shakespeare Napa Valley (SNV) is a beloved co-curricular professional theater arm of the Theater Arts Department. We will explore the structure of SNV to support sustainable impact through the performance of Shakespeare's plays with and for our communities. Growth will be seen with the creation of certificates of achievements to appeal to students who want to enter the entertainment workforce.

**B. Program's Support of Institutional Mission and Goals**

**1. Description of Alignment between Program and Institutional Mission:**

Napa Valley College Theater Arts prepares students for evolving roles in a diverse, dynamic, and interdependent world. As seen during the pandemic, Theater Arts provides students positive collaborative opportunities for creative problem solving in the production of a significant event. Through Theater Arts training, students learn to problem solve in the moment, develop presence, self-confidence, excellence in delivery of the spoken word, collaboration, positive self-expression, mindfulness, and discipline.

**2. Assessment of Program's Recent Contributions to Institutional Mission:**

With the creation of certificates, student will have multiple opportunities for success either academically or in the workforce.

Theater Arts undergoes regular assessments and has recently updated all course outlines of record, with the exception of one, to assure high quality instruction.

The course content of the Theater Arts program reflects diverse equity groups, allowing students to see themselves as part of a diverse, dynamic and interdependent world.

**3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

Our move to online learning has provided students with opportunities to evolve their digital presentation skills which prepares them for the global shift to on-camera performance, communication and meetings.

Students have the opportunities to gain employment as actors as standardized patients, an industry that has emerged as a viable employment opportunity for actors.

Our focus on certificates in Entertainment Technology, Musical Theater and Acting will prepare students to enter the emerging event workforce in Napa and beyond.

With support from the County of Napa, Shakespeare Napa Valley is one of the only performance groups in the Napa Valley to present a production at the di Rosa Contemporary Art Center.

**C. New Objectives/Goals:**

Create three new certificates

Refine assessment process

Nurture current and grow new community partnerships

Document program majors in concert with the Counseling Department

Expand Standardize Patient program

Explore international education opportunities for students

Increase representation of diverse voices and artists through our productions and course content

Strengthen Shakespeare Napa Valley curricular and co-curricular activities

**D. Description of Process Used to Ensure “Inclusive Program Review”**

Inclusive program review is an evolving process. It is more challenging during pandemic times. However, through on-going meetings and discussion with faculty, staff, students and our diverse communities at large, Theater Arts tries to get as many voices as possible in the room to share challenges and opportunities for the department.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- X Viability
- Stability
- Growth

\*Please select ONE of the above.

**This evaluation of the state of the program is supported by the following parts of this report:**

Theater course offerings have been hard-hit by the COVID pandemic. As enrollment data presented above indicates, in-person courses are vital to the success of Theater, leading to post-pandemic growth.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

**Program: Theater Arts**

**Plan Years: 2022-2023 through 2024-2025**

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Develop Performing Arts partnership at New Tech High School to offer Theater, courses	II, IV	Student success data.	Courses offered at New Tech High

Create a Musical Theater Certificate by aligning and re-sequencing theater arts, vocal music and dance courses.	II, III, IV	We will measure success through increased fill rates, retention and course completion rates in technology courses and in number of earned certificates.	Administrative and faculty time, instructional supplies and equipment
Create a Professional Acting Certificate by aligning re-sequencing acting and performance theater arts	II, III, IV	We will measure success through increased fill rates, retention and course completion rates in technology courses and in number of earned certificates.	Administrative and faculty time, instructional supplies and equipment
Create a Performing Arts Technology Certificates by aligning and re-sequencing theater arts and music technology courses	II, III, IV	We will measure success through increased fill rates, retention and course completion rates in technology courses and in number of earned certificates.	Administrative and faculty time, instructional supplies and equipment
Research the feasibility of a Standardize Patient CTE program in Performing Arts	II, III, IV	We will measure success through increased fill rates, retention and course completion rates in technology courses and in number of earned certificates.	Administrative and faculty time and instructional supplies.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

The resources required for implementation are human. This might be challenging given the reduction of release time from 40% to 10% for the one FTF, who serves as the coordinator and artistic director for Theater Arts and Film Studies, and staff vacancies in a hiring freeze.

**Program Review Summary Page**  
For Academic & Student Support Programs

**Support Program(s) under Review: Career Center**

**Term/Year of Review: Spring 2022 (Report Period: July 2018 – June 2021)**

**Summary of Program Review:**

**A. Major Findings**

**1. Strengths:**

NVC Career Center Services assist students with exploring, developing and setting goals related to each student's unique educational and academic needs. These services include career assessments, occupational information, goal setting, planning and employment resources. The Career Center is a cost effective resource for NVC students, alumni and campus community. The Career Center has created effective partnerships with local, regional and national employers that are interested in hiring NVC students and alumni.

The program currently is comprised of a Consultant (with NVC in contract with ACFRC), a half time Administrative Assistant, and a Part Time adjunct faculty member.

During the report period of July 2018 – June 2021, the Career Center is comprised of the following staff members:

Dr. Reed Davis, Faculty, Adjunct (20%)

Dr. Sherry Tennyson, Career Consultant (55%)

During the first year, the Administrative assistant worked 24 hours per work, with her time equally allocated for the Career Center and Human Services programs.

In 2019 – 2021, the Administrative Assistant position was vacant but clerical support was provided by the Counseling Tech. In 2021, the 1.0 FTE Administrative Assistant position was filled with 50% allocated for Career Center Services.

Career Center Services Contract

In partnership with the American Canyon Family Resource Center, the NVC Career Center Partnership was implemented in spring 2017 and has maintained annual contracts to the present (2021 – 2022). For each contract year, the contractor successfully increased career services for NVC students and alumni and expanded employer partnerships to develop hiring and work-based learning opportunities. The Career Consultant is housed in the Counseling Division and will work in collaboration with the Counseling Department.

The NVC/ACFRC partnership continues to be an excellent community partnership and directly aligns with Napa Valley College's Mission, Strategic Plan Goals, Guided Pathways, Student Learning Outcomes, and Institutional Strategic Plan (Source: 2018 -2019

Progress Report, Summary of Accomplishments and Performance Associated with Institutional Strategic Plan, February 2020):

- *Engage NVC students and assist in their progress towards educational and job training goals*
- *Enhance collaboration between NVC and community and civic partners*
- *Increase NVC student achievement and completion of educational and job training goals*

NVC Career Center Staff (report period: July 2018 – June 2021)

One of the major strengths of the Career Center Program is the professional and highly qualified staff that bring their extensive backgrounds and expertise in Career Development.

**Dr. Reed Davis** has provided Counseling Classes and Career Assessment for students for 14 years. He has been an Instructor of Career and Life Planning and other career courses. Dr. Davis possesses a Doctorate Degree in Counseling Psychology with specialization in Career Development. He provides Career Assessment using the MBTI and SDI to help students identify their interests and goals and individual Career Counseling. In addition, Dr. Davis has a private consulting practice serving corporate client 25 years.

**Dr. Sherry Tennyson** has provided NVC Career Center Services from March 2017 – June 2021. As the Program Director of the American Canyon Family Resource Center (contracted agency), she brings her extensive background in Program Management and Fund Development. She successfully integrated Workforce Development activities in Family Support programs in Napa and San Francisco. Dr. Tennyson also completed her Doctorate Degree in Counseling Psychology, research topic: Career Decision Making of Young Adults in the SF Child Welfare system. Her expertise has expanded resources for the campus in the following areas: implement NVC Career Center activities: *Career Advising, Employer Partnerships, and Program Development*.

NVC Career Center Services (report period: July 2018 – June 2021)

The Career Consultant successfully implemented three Career Center services that are essential to the ongoing career success of Napa Valley College students and alumni: *Career Advising, Employer Partnerships, and Program Development*. NVC's Career Center Services are designed to increase the student's Career Readiness competencies in the following skills areas: *critical thinking and information competency, global awareness and civic 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). Career services ensure that students and alumni make informed decisions as they explore career fields through strategic connections with local and regional employers and community

partners. *Aligned with Guided Pathways, NVC Career Center services are essential in providing the meaningful and necessary career exploration opportunities for NVC students and alumni.*

1. Students will learn to identify and research a wide variety of career fields and opportunities
2. Students will learn to identify and use relevant tools in the job search, including activating professional networks

### Report Period

On March 19th, 2020, Governor Gavin Newsom issued a “Stay at Home” order. Napa Valley College transitioned to conducting all classes and services to online/remote platforms. From July 2018 – March 2020, all Career Center services were in person. In March 2020, all in person services were cancelled and all services were moved online. This warranted creative and increased outreach efforts to NVC students and campus community with development of regular Career Center Newsletters, virtual presentations, including Mentor Mondays, Hiring Events and Informational Workshops, and Job Search Assistance seminars.

### Career advising to support NVC students and alumni

NVC Career Center services are designed to meet students “where they are” and provide information for local hiring opportunities, career pathways and resources, and further education programs. The Career Center evaluate services available to students and the campus community. The staff regularly develops student activities that will engage students in learning about the career exploration process and seeks student and campus feedback to improve or create services.

Career advising incorporates culturally relevant resources and supports regarding career awareness, preparation, exploration, placement, supportive services, information of career pathways, labor market demand, and earning potential. These activities are aligned with specific majors and guide students in career development and major exploration (Guided Pathways).

Career Advising and Placement Services include:

Informational Interviews	Employer Hiring Events
Networking Opportunities	Employer Presentations
Ongoing Supportive Services	Career Assessments
Professional Development Opportunities	Class Presentations
Career Readiness Seminars (resume, interviews, online resources)	
Internship and Mentorship Development	
NVC 24/7 Online Job Board (College Central Network and NVC Job Board)	

Career Advising included assistance in securing Unemployment Benefits with our students. We also saw an increase of NVC graduates seeking job placement assistance. With assistance from NVC alumni and student, we developed and implemented our 4-week seminar for June: Moving Your Career Search Online. We maintained our relationships with employers and were engaged and continued to contact the Career Center to assist in their hiring efforts. We created and disseminated a weekly newsletter providing hiring opportunities, career readiness workshop, and employment/unemployment information, and sent to all staff, faculty, and students; these services also were promoted on the NVC social media and updated on NVC Career Center webpage. Additionally, the Career Center participates in regular campus-wide collaborations, including ASNVC and Welcome Center events. Dr. Davis and Dr. Tennyson also provided in class presentations.

*The Career Center also expanded Career Exploration Activities (during the Stay at Home order – March 2020 – June 2021):*

- Assistance in securing Unemployment Benefits
- Increase number of NVC graduates seeking job placement assistance
- Career Mentor workshops (new)
- Moving Your Career Search Online (new to the academic year)
- Virtual Hiring Events (new)
- Expanded hours to provide Career Center services (early evening, Friday morning)
- Virtual Career Services (Cranium Café)
- Development and Implementation of the NVC Job Board and Career Center Newsletter

#### Employer and Community Partnerships

During the report period, the Career Center provided in person Hiring Events on a monthly basis and the annual community-wide NVC Job Fair (May 2018, May 2019). We also hosted a Job Fair at the Upper Valley Campus and one Job Fair at the American Canyon High School/Napa Valley College site. We also hosted two virtual Informational Internship Workshops with Dolby Laboratories and Intel. The Career Center expanded our relationships by co-sponsoring our multi county, multi college Virtual Job Fair in April. We also began attending the monthly meetings with Napa Engineering Society. We partnered with the Hispanic Association of Colleges and Universities to offer a presentation on Internship Opportunities.

During the Stay at Home order/COVID 19, we maintained our relationships with employers; they were engaged and continued to contact the Career Center to assist in their hiring efforts. We created and disseminated a weekly newsletter providing hiring opportunities, career readiness workshop, and employment/unemployment information, and sent to all staff, faculty, and students; these services also were promoted on the NVC social media and updated on NVC Career Center webpage. COVID 19 had a significant

impact with employer engagement: with the closing of businesses, the number of job opportunities went to an all-time low of 148; when businesses reopened, the number of openings increased by . This information is reflected in Table 1 – The number of job openings from January 2020 – December 2021, and January 2020 – July 2021 (report period) Source: College Central Network).

Program Development (New Programs/Funds)

Dr. Tennyson brings her extensive experience in grant writing and program development and her network of community partnerships. She successfully brought in three new projects during the report period:

NVC submitted several proposals and received funding for the following new NVC services:

**\$100,000 Grant for Pre-Apprentice/Apprenticeship Program: TDL Workforce Equity System** ( June 2021 – December 2022):

In partnership with NVC Career Technical Education Interim Senior Dean/Senior, the NVC Career Consultant secured \$100,000 for the planning and implementation of the Transportation, Distribution, and Logistics Equity System for Napa Valley College, as the lead for the North Bay. This collaborative project is a regional effort with the West Oakland Job Resource Center (lead agency) and Job Train (South SF – San Jose).

**Gasser Foundation Internship Project** (Began May 2021/\$5,000 for the nonprofit that hosted the intern)

NVC student intern placed at Innovative Health Solutions with funds from the Gasser Foundation.

**Filipinx Learning Community** (Launch Date - Fall 2021/\$20,000)

The Career Center also partnered with the Humanities Department to develop and launch the Filipinx Learning Community for fall 2021. As One of the co-founders of the NVC committee, *Filipinx Learning Community* is focused on the academic, social and career needs of Napa County students with an emphasis on the growing Filipinx community.

**2. Areas for Improvement:**

“Students want a meaningful, fulfilling college experience and a pathway to prosperity...Yet, four in ten college graduates were underemployed trends have shifted the need to redefine the role of career services”:

*“Demographics* – the Career Center is effective in reaching out and working with the younger, first generation, low income students. We need to increase our outreach to students that will ensure that they are career ready for the evolving employer/business community.

While the *virtual* world has increased access to the larger community, students will need to demonstrate “fluency in adopting the appropriate technology”. Although the Career Center has addressed this need (offering virtual opportunities), employers are incorporating virtual capabilities into their recruiting strategy and practices.

*Skills* – Employers have changed how they recruit and hire workers: “students need to add credentials and work-integrated learning experiences to their areas of academic focus” (Source: Outcomes and Metrics that Matter – Embedding Career Services at Higher Education’s Core, Andy Chan and Christine Cruzvergara).

Career Center staff have identified the following areas for improvement:

- **Make career readiness a core component of the college component.** Create a short term plan to address the growing needs of the campus community addressing low enrollment and develop a long term strategy that expands the Career Center role that includes “moving out of campus silos and become “interconnected, integrated across the fabric of the college community (Source: Outcomes and Metrics that Matter)”. This can be achieved in working closer with the Guided Pathways committees and creating a working committee/Task Force to redefine the mission of Career Services with an emphasis in linking the college experience and career pathways (increase hours for Career Consultant/Team to provide the necessary hours to design and implement this work)
- **Give career service leaders a seat at the strategic table and team them with other leaders at the table.** This can be achieved by having a proactive role in the fund/resource/program development process from the beginning to secure new funding streams or enhance existing programs/grants.

### 3. Projected Growth, Stability, or Viability:

Financially – while the program has been cost effective for the college, there is a critical need to financial grow the program by addressing the recommended areas of improvement. This work ensures that the college has the structure to ensure that NVC students’ career goals are being successfully met.

As part of the growth of the Career Center, we recommend that it must be integrated into Workforce Program to access to Strong Workforce funds. New funding streams and grants must include the Career Center. Dr. Tennyson has demonstrated that she has the skills to secure news funds for additional training and support services and the capacity

to establish effective partnerships with the employers, added resources (including NuLeep, a Career Mentor Program, Collegiate Sales Society – workshops/resources for students in sales), and funding communities.

The Career Center is positioned to be the hub of all that relates to career counseling; academic and student support programs need to regularly refer students to visit and learn about available services:

Ongoing services include but are not limited to not just getting a job but a strategic approach that builds the student's skills and confidence in exploring career opportunities, engaging with businesses, and strengthening career readiness skills necessary to secure employment opportunities related to their major.

Coordinate events that connect students to the employer community

Provide information and resources to learn about career pathways and share employer opportunities and resources.

Career planning is available in collaboration with the General Counseling Division and campus Student Support Programs. Career Center supports and participates in campus-wide events and activities.

#### **New Objectives/Goals:**

Short term goals are designed to increase the number of students accessing career services:

Implement outreach opportunities to local schools and campus community (incoming first-year students). These activities can include presentations at the high school for graduating seniors and participation at NVC summer boot camps.

Initiate outreach campaign to alumni to assist in career job placement services, mentor presentations, and hiring opportunities.

Partner with faculty to integrate Career Services/Pathways into the academic curriculum

Participation on the Guided Pathways committees to provide the business perspectives

Explore new funding streams to increase staff resources and students' services

Long term strategic goals address the recommended structural changes to ensure that NVC graduates have the skills and resources to be successful and obtain "college-worthy jobs." "A growing number of forward-thinking colleges are rethinking career services as a central component of their institutions. In the process, they're rededicating themselves to their core mission (Source: Outcomes and Metrics that Matter),"

- **Make Career Readiness a core component of the college component.**  
Create a short term plan to address the growing needs of the campus community addressing low enrollment and develop a long term strategy that expands the Career

Center role that includes “moving out of campus silos and become “interconnected, integrated across the fabric of the college community (Source: Outcomes and Metrics that Matter).” This can be achieved in working closer with the Guided Pathways committees and creating a working committee/Task Force to redefine the mission of Career Services with an emphasis in linking the college experience and career pathways (increase hours for Career Consultant/Team to provide the necessary hours to design and implement this work)

- **Give Career Center service leaders a seat at the strategic table and team them with other leaders at the table.** This can be achieved by having a proactive role in the fund/resource/program development process from the beginning to secure new funding streams or enhance existing programs/grants.

**IV. PROGRAM PLAN**

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth**

\*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

The NVC Career Center brings value to the college but with COVID 19, there has been a growing need to reposition and rethink Career Services. Studies have shown that “there is troubling disconnect even among the college-going population: the majority of students don’t see the instruction they receive as relevant to their professional lives...across the nation, career services have been under-resourced and placed in the periphery of the institution. It ends up being relegated to an extracurricular student services office whose job is to just get students jobs (Source: Outcomes and Metrics that Matter, Embedding Career Services at Higher Educations Core).” This report focuses on the recommended areas for improvement with identified short term goals (increase student engagement) and long term goals that will change the role of NVC Career Center services.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: \_\_\_\_\_  
 Plan Years: \_\_\_\_\_

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Long Term Goal: Develop the Career Center Task Force – to develop a plan that begins to redefine NVC Career Services (see areas of improvement)	Section 1: A & B	Fall 2022	Identify stakeholders and convene first meeting/Develop a plan
Short Term Goal: Increase high school, dual enrolled, and adult education outreach	Section 1: A & B	Fall 2022	# of outreach presentations to the local high schools and other post-secondary programs

Short Term Goal: Increase internal and external partnerships	Section 1: A & B	Fall 2022	# of new resources and #potential funding/resources and new services for NVC students.

Describe the current state of program resources relative to the plan outlined above. (Resources include personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

**Description of Current Program Resources Relative to Plan:**

Before 2017, the NVC Career Center was staffed by a part time administrative assistant. In 2017, NVC partnered with the American Canyon Family Resource Center. (Prior to the contract, The ACFRC had provided a part time staff to offer Financial Coaching and additional staff hours to provide on campus, free tax assistance.)

The program currently is comprised of a Consultant (with NVC in contract with ACFRC), a half time Administrative Assistant, and a Part Time adjunct faculty member.

During the report period of July 2018 – June 2021, the Career Center is comprised of the following staff members:

Dr. Reed Davis, Faculty, Adjunct (20%)

Dr. Sherry Tennyson, Career Consultant (55%)

During the first year, the Administrative assistant worked 24 hours per work, with her time equally allocated for the Career Center and Human Services programs.

In 2019 – 2021, the Administrative Assistant position was vacant but clerical support was provided by the Counseling Tech. In 2021, the 1.0 FTE Administrative Assistant position was filled with 50% allocated for Career Center Services.

Although the program staff have been effective, the limited hours for services has impacted the role of Career Services on campus. Outreach efforts have been implemented but there is a critical need to change the campus community definition of Career readiness and services. Students must possess the hard skills and soft skills to be successful in achieving their career goals (soft skills include critical thinking, communication (written and verbal), collaboration/team player, and creative thinking).

For continuous growth, we recommend increasing the hours for the Administrative Assistant percentage and the Career Consultant. The Administrative Assistant currently works 50% (20

hours) for the Career Center and 50% (20 hours) for the Human Services/Addiction Studies program. We recommend that this position is increased to 100%; because of the Career Center activities, this position cannot add additional responsibilities (especially in light of the current events and activities offered by the center and social media presence).

We also recommend that the Career Consultant hours are increased from 50% to 75/100% to coordinate, plan and implement additional activities that include increased outreach efforts, active participation in Guided Pathways projects, and participation in the development of grants and projects. In addition, the Career Consultant has been effective in developing new partnerships and funding resources that are necessary to broaden Career Services for students and alumni. The Career Center has the potential to grow and ensure that all services, events, and activities are aligned with employer needs and students' career goals.