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 Senion 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.

I. PROGRAM DATA

A. Number of Students Served by Program

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Number of Student Contacts (duplicated among students)	17,754	17,210	14,986	-15.6%
Headcount (unduplicated)	6,136	6,347	5,655	-7.8%
Source: Data provided by Counseling Services				
RPIE Analysis: Over the past three years, the number of contacts between NVC students and Counseling Services decreased by 15.6%. The number of students (unduplicated headcount) who accessed Counseling Services decreased by 7.8% over the same period. In 2018-2019, the average number of contacts with Counseling Services among students that accessed the program was 2.89 contacts per student. In 2020-2021, the average was 2.65 contacts per student.				

Program Reflection:

The data reflects the larger trends within the California Community College system. Per the Chancellor's Office, enrollments have decreased statewide impacting the use of student services like Counseling services. Regardless of the drop in enrollments and service delivery, what is important to note is that Counseling is doing an exceptional job of getting the word out about its services and impacting students across campus. The Counseling Division serves close to 90% of all students at Napa Valley College demonstrating that the need for counseling services is critical and needed. However, the data is also pertinent for the Napa Valley College Counseling Division because it offers us the opportunity to consider ways to do more outreach to the campus community and the Napa community about Counseling Services. The Counseling liaisons utilized by the Counseling Division could be instrumental in making important connections to other divisions, faculty, and students. In addition, further connections to local high schools and other service areas need to be reviewed for their effectiveness.

B. Demographics of Students Served by Program

	2018-2019	2019-2020	2020-2021	Three-Year Proportion of the Program	Three-Year Proportion at the Institutional Level
Number of Students	6,136	6,347	5,655	12,243	13,827
Gender					
Male	42.8%	40.9%	36.4%	***40.9%***	43.0%
Female	57.2%	59.1%	63.6%	59.1%	***57.0%***
Race/Ethnicity					
Asian	2.8%	2.8%	2.8%	3.0%	3.4%
African American/ Black	5.9%	6.1%	5.7%	6.0%	***5.3%***

Filipino	9.7%	9.9%	10.1%	9.7%	*8.5%*
Latinx/Hispanic	46.5%	47.4%	47.8%	45.6%	*42.0%*
Multiple Race	6.6%	6.1%	6.5%	6.6%	6.6%
Native American	0.4%	0.4%	0.3%	0.4%	0.3%
Other	1.8%	2.8%	2.1%	*2.3%*	3.1%
Pacific Islander	0.4%	0.7%	0.7%	0.6%	0.6%
White	25.9%	23.8%	24.1%	*25.8%*	30.2%
Age					
19 or less	35.9%	35.2%	36.7%	*35.4%*	38.8%
20 to 24	34.1%	32.5%	29.8%	*31.3%*	33.8%
25 to 29	12.9%	13.2%	13.4%	13.4%	*12.4%*
30 to 34	5.8%	6.8%	7.5%	7.2%	*5.2%*
35 to 39	3.8%	4.1%	4.7%	4.5%	*3.2%*
40 to 54	5.9%	5.9%	6.3%	6.3%	*4.2%*
55 and older	1.6%	2.1%	1.6%	1.9%	2.4%
First Generation	47.7%	47.9%	34.5%	44.1%	*39.3%*
Source: Student data provided by Counseling Services					

RPIE Analysis: This section describes the demographics among NVC students that accessed the Counseling Services program over the past three years and compares the demographics among those students with the demographics of the NVC credit-student population.

The following demographic groups accounted for a majority or plurality of students that accessed the Career Center during that period:
- *Females (59.1%)*
- *Latinx/Hispanics (45.6%)*
- *Students 19 or less (35.4%)*
- *First generation (44.4%) [listed as a plurality due to the number of students with incomplete information regarding parents' educational levels]*

The following demographic groups claimed a significantly lower proportion of the population share among Counseling Services students than they did among the population of NVC credit students over the past three years:
- *Males (-2.1%)*
- *Other (-0.8%)*
- *White (-4.4%)*
- *19 or less (-3.4%)*
- *20 to 24 (-2.5%)*

*Female, African American/Black, Filipino, Hispanic/Latinx, Ages 25 to 54, and first-generation students claimed a significantly higher proportion of the population share among Counseling Services students compared to the population of NVC credit students. (Statistically significant differences are denoted in **bold italics** in the table above.)*

Program Reflection:

The data shows that students who identify as male utilize Counseling services at a lower rate than their female counterparts. In addition, it is clear that students of Latinx/Hispanic background utilize Counseling services at a higher rate than other under-represented groups. First generation students seemed to maintain consistent use of the past 3 academic years. What is clear, is that targeted outreach to students who identify as male from underrepresented groups should take priority.

C. **Student Appointment Data, by Service Type**

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Graduation	2,733	2,343	3,095	13.2%
Education Planning	4,724	5,425	8,658	83.3%
Transfer	4,157	3,495	3,505	-15.7%
Assessment	1,266	1,182	972	-23.2%
Pre-Evaluation of External Transcript	4,075	3,604	2,298	-43.6%
Probation	644	381	338	-47.5%
STEM	608	346	296	-51.3%
Student Support Services	3,585	3,879	3,221	-10.2%
Personal	790	1,107	1,631	106%
Total	**22,582**	**21,762**	**24,014**	**6.3%**

RPIE Analysis: Over the past three years, the total number of student appointments across all counseling service types increased by 6.3%.

Student appointments in the following service types changed by more than 10% (±10%) between 2018-2019 and 2020-2021:

   Service types with appointment increases:
   - *Personal (106%)*
   - *Education planning (83.3%)*
   - *Graduation (13.2%)*

   Service types with appointment decreases:
   - *STEM (-51.3%)*
   - *Probation (-47.5%)*
   - *Pre-evaluation of external transcript (-43.6%)*
   - *Assessment (-23.2%)*
   - *Transfer (-15.7%)*
   - *Student Support Services (-10.2%)*

Program Reflection:

The data demonstrates that Counseling appointments focused on educational planning, personal, and graduation increased over the past 3 years. The need for personal support and counseling as result of the stressors of the pandemic may be a reason personal counseling services increased. Appointments related to educational planning and graduation seemed to be prioritized by students. Further outreach around the other

types of counseling offered through the Counseling Division could help to bump numbers in STEM, probation, evaluations of external transcripts, assessment, transfer and other student support services.

D. Front Desk Student Contacts, by Type

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Phone Calls/Voicemail	29.1%	47.8%	35.2%	6.1%
Emails	70.9%	49.8%	38.6%	-32.3%
Live Chat (ConexED)	--	2.4%	26.2%	--
Total Front-Desk Contacts	**3,941**	**5,405**	**8,596**	**118%**
Source: data from Counseling Services				
*Percentage reflects a two-year change as ConexED was first implemented in 2019-2020.				

RPIE Analysis: Over the past three years, the total number of front-desk contacts made by Counseling Services increased by 118%. Over the same period, the proportion of front-desk contacts claimed by phone calls/voicemail increased by 6.1%, and the proportion of front-desk contacts made via email decreased by 32.3%. Between 2019-2020 and 2020-2021, the proportion of front-desk contacts made via live chat increased by 23.8%.

Program Reflection:

This data demonstrates the increase in virtual services, phone calls, voicemail, emails etc. This increase is a result of shifting to virtual support with the on-set of the pandemic. The Front Counseling Office is key in facilitating this process. It is the goal of the Counseling Division to continue using virtual services beyond the pandemic as this service has shown useful and needed by students. A shift to virtual services has also offered the department the opportunity to extend hours beyond the traditional work hours into the late evening, being more available to support the community. It would be beneficial for the Counseling Division and the college to consider a full-time, virtual counselor available M-F to serve more students. In addition, virtual services can be structured to consider more outreach and orientations as enrollments of the college have declined.

E. Online Orientations Completed, New and Returning Students

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Online Orientations Completed	2,642	2,345	1,838	-30.4%
Source: data from Counseling Services				

RPIE Analysis: Over the past three years, the number of online orientations completed by Counseling Services decreased by 30.4%.

Program Reflection:

This data could reflect the overall decrease in student enrolments over the past 3 years. However, the data also offers the opportunity to think about ways to continue meaningful outreach to the community. As student advocates Counselors and counseling staff should consider constantly advocating on behalf of students through the committees and groups they serve for on campus. Specifically, Academic Senate meetings/committees and Outreach/Enrollment committees serve to benefit from strong student advocates. In addition, as stated previously in this review, it would be beneficial to consider more ways to offer virtual orientations etc, and work with community partners to identify and target specific groups of students.

F.   End-of-Meeting Survey Results

	2019-2020 (n=454)	2020-2021 (n=1,883)	Two-Year Proportions (n=2,337)
How did you hear about NVC's Online Counseling Services?			
Faculty/Staff	30.2%	29.5%	29.7%
Counseling Webpage	40.7%	43.1%	42.5%
NVC Social Media	4.0%	3.0%	3.1%
Contacted Counseling Office	7.0%	8.7%	8.5%
Other/Question Skipped	18.1%	15.7%	16.2%
Did this online service create more accessibility to you as a student?			
Yes	95.0%	96.0%	95.8%
No	2.2%	1.7%	1.8%
Question Skipped	2.8%	2.3%	2.4%
Would you use this service again?			
Yes	96.0%	96.6%	96.4%
No	1.5%	1.5%	1.5%
Question Skipped	2.5%	1.9%	2.1%
Source: data provided by Counseling Services			

RPIE Analysis: Between 2019-2020 and 2020-2021, Counseling Services conducted a post-appointment survey among students who attended online counseling appointments to assess the use and accessibility of online counseling. The survey was administered automatically to students at the end of each appointment.

Most students (42.5%) heard about NVC's online counseling services through the Counseling Services webpage. Another 29.7% of students heard about the service through faculty/staff. Less than 12% of students stated they heard of NVC's online counseling services through social media or by contacting the Counseling office. The remaining 16.2% of respondents indicated that they heard through a different mechanism or skipped the question.

The majority of respondents (95.8%) indicated that online counseling offered more accessibility, and indicated that they would use the service again (96.4%).

Program Reflection:

The way students are learning about Counseling services is consistent with the how the Counseling Department gets the word out about the services. It is important to continue using the Counseling Services

webpage as this has proved successful. We should consider other ways to continue partnering with faculty/staff to help us get the word out about Counseling services. Social media has not been a strong mechanism; however, we could consider strengthening this component. In addition, the voice of Counseling faculty and staff is strong and spread throughout our campus. When possible, Counseling representatives should consider advocating on behalf and for all students and Counseling Services.

II.   CURRICULUM

This section does not apply to Counseling Services.

III.   LEARNING OUTCOMES ASSESSMENT

A.   Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

Learning Outcomes Assessment at the Program Level

	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
Number of Outcomes*	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

*Include all areas of study, degrees, and certificates associated with the program in the table.

Program Reflection:

N/A

B.   Summary of Learning Outcomes Assessment Findings and Actions

N/A

Program Reflection:

N/A

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.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- Shift to offering robust and thorough on-line and virtual counseling services
- Transferred all documents to DocuSign for counselor and staff ease when working with students
- Extension of service hours that go beyond the traditional 9:00AM-4:00PM, work week. Counseling staff and Counseling faculty have been able to serve students in a virtual way late into the evening, and up until 7:00PM.
- Hiring of a full-time Veteran's Service Counselor who splits her hours in general counseling
- Creation of a new learning community and services targeting the Filipino community
- Collaborations with programs such as Caminos al Exito and MESA/STEM
- Collaborations with Admissions and Records to tighten work flow and document processing

B. Effective Practices

- Delivery of on-line and virtual counseling services through a variety of methods (ConexEd, Starfish Early Alert, Zoom, and Phone).
- Provide regular Counseling related updates to students and campus community via on-line newsletter, emails, flyers and website. In addition, the use of social media has been helpful
- Robust Counseling SharePoint site for all Counseling Staff.
- Counseling liaisons have proven to be a strong collaborator with Academic Affairs Program Coordinators, Division Chairs, and Deans throughout campus. This connection has made it possible for counseling faculty to serve students in more effective ways.
- On-going Counseling Staff meetings (Business and Training, Counseling Best Practices, Counseling General topics, Classified Check-ins) have been an important mechanism to disseminate critical information about all counseling support programs in addition to providing a space for professional development and opportunity to learn about other Academic programs on campus. These Counseling meetings also offered staff a means to stay connected with each other throughout the pandemic.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Dr. Alejandro Guerrero

Date:

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- 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 traditional 9:00AM-5:00PM. The department is able to serve up 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.

Areas of concern, if any:

- Full-time general counseling staffing needs (faculty and staff) that meet the needs of student contact specifically counselors and the staff who support the program.
- Spacing needs of the Front Counseling Staff Support staff. With covid protocols, spacing issues, etc there is not enough physical room in the Front Office to support the staff who are the backbone of Counseling. We need to rethink ways to support our staff so they can effectively support counselors as they serve students.

Recommendations for improvement:

- Continue outreach to all areas on campus to connect 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.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	• Hire general counseling Faculty due to retirements and other counselors leaving Napa Valley College. Most general counselors are reassigned to important and key additional district duties. They help to coordinate programs and key services
Personnel: Classified	• Fill vacant support positions in Counseling Services

Personnel: Admin/Confidential	• Fill full-time Senior Dean of Counseling and Students Success. Currently this position is held by interim and that contract expires June 2022
Instructional Equipment	• Purchase educational software/programs related to Career Counseling services, Transfer services, Orientation services, Wellness and Study Skills support and equity related service delivery.
Instructional Technology	• Update all Counselors and Staff computers in General Counseling, Transfer Center, and Career Center
Facilities	• Consider space for all Front Office Counseling Staff to work in person with social distancing, etc.
Operating Budget	• Increase operating budget for instructional and counseling supplies.
Professional Development/ Training	• Continue participating in professional development training to include but not limited to: Equity in Counseling Practices, Culturally Responsive/Relevant service delivery and pedagogy, Curriculum training, etc.
Library & Learning Materials	• Update Counseling related software.