

VETERANS RESOURCE CENTER**SPRING 2025**

Summary of Program Review:

A. Major Findings

1. Strengths:

The Veterans Services staff provide consistent expertise to advise and support student veterans, active-duty, National Guard and reserve service members, and their dependents. 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 Veterans Resource Center advances Napa Valley College's mission by providing equitable access, personalized support, and a welcoming community that empowers student veterans and military-connected students to achieve their educational and career goals.

Plans are being evaluated for upgrades to the Veterans Resource Center (VRC) to increase the accessibility and usefulness to veterans et al as well as to ensure compliance with state minimum requirements. Planned upgrades will include an additional office to ensure space is simultaneously available for the Veteran Services Office and Veterans Counselor, a veterans work study run intake desk, as well as a new kitchenette space.

Veterans Services provides a \$300 Veterans Equity Book Voucher program each semester, which is made possible by funding from the state Chancellor's Office. Graduating Veterans receive a graduation bundle that includes their graduation cap & gown, Veterans military branch stole, Veterans Services medallion and red, white & blue cord.

The Veterans Services Officer (NVCs SCO), and other Veterans Services personnel attended ongoing monthly and other scheduled training with VA (Veterans Affairs), CCCC Veterans Summit, NAVPA Training Conference, WAVES Training Conference, Regional Veterans Services Meetings, and other available trainings.

2. Areas for Improvement:

- Current training modules for Veteran Work Study students are not specific to the NVC environment, making onboarding more difficult. The program needs a more organized, NVC-tailored training structure to support smoother and more effective onboarding.
- Increase in-reach to campus veterans, classroom presentations, and on-campus engagement to strengthen awareness of Veterans Services among faculty, staff, and students.
- Strengthen outreach efforts to current veterans and dependents to encourage greater engagement and participation.
- Redesign the Veterans Services webpage to improve usability, ease of maintenance, and overall functionality.
- Enhance data collection by utilizing surveys, comment cards, incentives, and regular feedback meetings.

- Increased communication with campus community.

3. Projected Program Growth, Stability, or Viability:

The number of students served by Veteran Services remains below pre-pandemic levels but appears to have stabilized in recent years. While few, if any, veterans are currently utilizing campus housing, some dependents have chosen to attend NVC specifically because on-campus housing is available.

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, phone, video and by email.
- Updated in-processing documents to fit new federal regulations and policies.
- Students can view missing documents and access electronic forms.
- Collaboration with DSPS, EOPS, Admissions and Records, Financial Aid.
- Information on courses and requirements to achieve certificates, degrees and preparation for transfer.
- Education planning in alignment with students' goals.

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

Plans for the new Veterans Resource Center are focusing on improving community and developing equity-minded services on campus.

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

Equity funds were allocated to Veterans Services to support the creation of a Veterans Book Voucher program for student veterans.

C. New Objectives/Goals:

- Identify required and appropriate system access for Veteran Work Study students.
- Maintain and effectively utilize the Colleague VETS screens.

- Develop comprehensive training materials and establish clear position descriptions, hiring processes, and procedures for Veteran Work Study roles.
- Redesign and modernize the Veterans Services webpage.
- Update and streamline the Veterans Policy and Procedures Manual.
- Re-establish the Student Veterans Organization (club).
- Identify strategies to increase use of the Veterans Resource Center (VRC) by veterans, dependents, and other eligible populations.
- Enhance or redesign Veterans Services offerings, including field trips, tours, workshops, community engagement activities, and academic support services.
- Identify and implement services that strengthen course completion and academic success among veteran students.

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

Veterans services staff engaged in discussion and preparation of the program review sections. Program Review was shared on OneDrive so Veterans Services staff can access and add information.

I. DESCRIPTION OF PROGRAM

A. Program Purpose

The Veteran Services program is designed to assist student veterans et. all with utilizing their various federal, state, and NVC assistance programs to ensure educational and vocational success. The program works to encourage unity and assist with transition to higher education for non-standard learners.

- Education planning assistance that considers the students goals and federal and state regulations.
- Veterans benefit information services.

B. Alignment with the Student Experience/Pipeline

Veteran Services is intended for all-inclusive support. Initial in-processing includes topics such as applying the NVC and applying for VA benefits. The education planning portion is designed to encourage continual assistance throughout the student’s attendance. Transfer assistance is also provided by the veterans counseling staff.

C. Student Population(s) Served

- Veterans with and without educational benefits
- Veterans’ dependents i.e. spouse and child(ren)
- Members of the National Guard

- Reservists
- Active-duty military

D. Delivery of Services (Modalities)

- In-person appointments
- In-person front desk student works for basic assistance
- Phone appointments
- General phone line during business hours
- Video appointments

E. Effective Program

Program Reflection:

An effective Veterans Services program provides comprehensive, continuous support throughout the duration of a student's enrollment and ensures a structured and well-supported transition upon completion of their studies at Napa Valley College. The Veterans Services Program is advancing toward this goal through the planned expansion and renovation of the Veterans Resource Center (VRC), which will enhance service delivery and operational efficiency. The remodel will establish a centralized, one-stop support model that includes a dedicated office to facilitate individualized assistance and an intake desk to address general inquiries and foundational service needs. While collaborative relationships with other Student Services departments currently exist, these partnerships are not yet fully optimized. Developing more formalized handoff processes and systematically communicating available resources will strengthen cross-departmental coordination and ensure a more cohesive and comprehensive support experience for veteran students.

II. PROGRAM DATA

A. Demand: Students Served by Veterans Resource Center and Needs among Students Served

Military Status of Students Served

	Number of Students				Percentage of Students			
	2021-2022	2022-2023	2023-2024	Change over 3-Year Period	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Active or Active Reserve	21	16	10	-52.4%	5.9%	6.5%	4.8%	-1.1%
Dependent	229	153	127	-44.5%	64.3%	61.9%	60.5%	-3.8%
Discharged Last Year or Veteran (Over One Year)	95	71	71	-25.3%	26.7%	28.7%	33.8%	7.1%
Reserve	11	7	2	-81.8%	3.1%	2.8%	1.0%	-2.1%
Total	356	247	210	-41.0%	--	--	--	--

Source: Student Veterans (Unduplicated) files by academic year, provided by Veterans Resource Center

***RPIE Analysis:** Over the past three years, the NVC Veterans Resource Center has served 517 students (unduplicated).*

Over the past three years, the number of students accessing the Veterans Resource Center has decreased by 41%. The number of students in each category defined by military status – active/active reserve, dependent, discharged/veteran, or reservist – decreased over the three-year period. The number of reservists experienced the largest decrease (of 81.8%).

The majority of NVC students who accessed the Veterans Resource Center over the past three years were dependents. Dependents accounted for more than 60% of Veterans Resource Center users in each of the past three years. The population share claimed by students discharged last year or veterans (over one year) increased by 7.1% over the three-year period.

Program Reflection:

Due to the impact of COVID and an uncertain job market, less military service members are separating from service, additionally overall student numbers have decreased impacting total enrollment for both our military affiliated and traditional students. There has been a slight increase in recently discharged veterans compared to the overall student population.

Veteran Type among Students Served

	Number of Students				Percentage of Students			
	2021-2022	2022-2023	2023-2024	Change over 3-Year Period	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Chapter 33 – Post 9/11 GI Bill	52	25	34	-34.6%	14.6%	10.1%	16.2%	1.6%
Chapter 35/Dependent	39	31	35	-10.3%	11.0%	12.6%	16.7%	5.7%
Priority 0 Reg-Eligible	17	19	14	-17.6%	4.8%	7.7%	6.7%	1.9%
Chapter 31/VAVR	10	15	12	20.0%	2.8%	6.1%	5.7%	2.9%
Other (all with <10 students each year; includes Chapter 1606/National Guard, Chapter 30, Chapter 32/VEAP, Tuition Assistance, and Post 9/11 Transfer of Ent)	16	13	8	-50.0%	4.5%	5.3%	3.8%	-0.7%
Not Identified/Unknown	222	144	107	-51.8%	62.4%	58.3%	51.0%	-11.4%
Total	356	247	210	-41.0%	--	--	--	--
<i>Source: Student Veterans (Unduplicated) files by academic year, provided by Veterans Resource Center</i>								

***RPIE Analysis:** Based on veteran type, most categories of students experienced decreases in the number of students accessing the Veterans Resource Center over the past three years. Students categorized as “other”*

and without veteran type on file claimed the largest decreases in size (over 50% decreases). Chapter 21/VAVR students claimed the only increase over the three years, increasing by 20%.

The majority of students (at least 51% each year) do not have a veteran type on record. This pattern in the data is likely due to the number of dependents (who don't have a veteran type). However, for all three years, there is a higher number of students identified as military dependents than students with unknown veteran type.

With the exception of "other" and unknowns, all categories of veteran type increased their population share among students who accessed the Veterans Resource Center between 2021-2022 and 2023-2024. Chapter 35/Dependent students claimed the largest increase in their population share (with an increase of 5.7%).

Program Reflection:

Due to the increased popularity of Chapter 31, which cannot be used simultaneously with Chapter 33, the college will likely see continued growth in this area and a possible decrease in our Chapter 33 student population. Being that Chapter 31 eligibility requires a disability rating which is also tied to Chapter 35 benefits we will also likely see an increase in Chapter 35 students accessing services. With the increase in the utilization of these two benefit types we can ensure that appropriate services are offered and accessible to our students. Partnering with other services on and off campus such as DSPS and Cal-Vet can further support our students.

Demographics among Students Who Accessed the Veterans Resource Center, 2021-2022 through 2023-2024

	Students Who Accessed the Veterans Resource Center	NVC Credit Students
Number of Students	517	12,638
Gender		
Female	47.8%	56.2%
Male	50.9%	40.9%
Unreported	1.4%	3.0%
Race/Ethnicity		
African American/Black	8.1%	5.0%
Asian	3.1%	4.2%
Filipinx	12.2%	8.9%
Latinx/Hispanic	25.0%	43.8%
Multiple Race	11.6%	5.7%
Native American	*	0.3%
Pacific Islander	*	0.6%
White	35.8%	27.0%
Unknown	4.3%	4.5%
Age Group		
19 or less	21.5%	47.4%
20 to 24	31.1%	22.5%
25 to 29	13.9%	9.7%
30 to 34	11.0%	6.5%
35 to 39	6.0%	4.0%
40 to 54	9.7%	6.2%
55 and older	6.8%	3.7%
Unknown	--	0.1%

First Generation		
Yes	13.9%	24.2%
No	86.1%	75.8%
Disability Status		
Reported Disability	8.3%	6.7%
Disability Not Reported	91.7%	93.3%
Veteran Status		
Yes	27.1%	1.0%
No	72.9%	99.0%
<i>Sources: Student Veterans (Unduplicated) files by academic year, provided by Veterans Resource Center; SQL queries conducted by Research, Planning & Institutional Effectiveness</i>		
<p><i>Bold italics</i> denote a statistically significant difference between the population shares among Basic Needs Center students and among all NVC credit students, with the lower of the two population shares highlighted in <i>bold italics</i>.</p> <p>*Data suppressed due to low N (<10 students in cohort). Students affiliated with these groups were incorporated into the “unknown” category.</p> <p><u>Note:</u> Age groups for both populations are based on age as of August 15 of first academic year of enrollment or visit to Veterans Resource Center within the three-year period.</p>		

RPIE Analysis: *The table above describes the demographics among students who accessed the Veterans Resource Center over the past three years, based on the student identification numbers provided by the center. The figures describe the population of 517 students who visited the Veterans Resource Center.*

The following demographic groups accounted for a majority or plurality of the student population that accessed the Veterans Resource Center over the past three years:

- *Males (50.9%)*
- *Whites (35.8%)*
- *Students ages 20 to 24 (31.1%) [Students 24 and younger (52.6%)]*
- *Students that were not first-generation (86.1%)*
- *Students without a disability reported (91.7%)*
- *Non-veterans (72.9%)*

The following demographic groups claimed a significantly lower proportion of the population share among Veterans Resource Center students than they did among the population of NVC credit students over the past three years:

- *Females (-8.4%)*
- *Students of unknown gender (-1.6%)*
- *Latinx/Hispanics (-18.8%)*
- *Students 19 or younger (-25.9%)*
- *First-generation students (-10.3%)*
- *Non-veterans (-26.1%)*

Males, African Americans/Blacks, Filipinx, students of multiple races, Whites, students among the six age groups spanning ages 20 and older, non-first-generation students, and veterans claimed a significantly higher proportion of the

population of Veterans Resource Center users compared to the population of NVC credit students over the past three years.

Program Reflection:

Reported disability status is lower than expected for our student population, leading us to conclude that stronger connections and information on support services could be valuable for our students. Our demographics tend to skew higher for nontraditional students compared to the overall NVC population, as well as students in certain ethnic groups. This data can assist us in refining our services for these nontraditional students.

Counseling Appointments: Number of Students Served and Number of Appointments Per Student

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Number of Students Who Had Counseling Appointments (based on email address)	120	145	167	39.2%
Number of Appointments	237	262	304	28.3%
Average Number of Appointments Per Student	2.0	1.8	1.8	-7.8%
<i>Source: ConexED Data files provided by Veteran Services Center (including VA Counselor Contact Data, VA Specialist Contact Data, and VA Reason Codes for General Counseling)</i>				

RPIE Analysis: Over the past three years, the number of students who scheduled Counseling appointments with the VA Counselor, the VA Specialist, or through General Counseling (and were identified as student veterans in the data sets provided) increased by 39.2%. The number of Counseling appointments scheduled among students included in the data sets increased by 28.3%. The average number of appointments per student decreased by 7.8% over the three-year period.

Program Reflection:

With the addition of a Veterans Services Counselor, we are continuing to encourage students to make appointments and meet with dedicated Veterans Resource Center staff on a regular basis, or in any situations where we can provide support. We send communication emails and outreach to our students to encourage them to regularly meet and update their information as needed. Continuing to regularly reach out to our students will help maintain students' access to services.

Types of Counseling Appointments: Scheduled Reason Codes

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Number of Appointments	237	262	304	28.3%
Reported Reason includes "Veterans Counseling"				
Educational Plan-Related (Update/Review, Comprehensive)	31.2%	26.3%	15.8%	-15.4%
Adding/Dropping Class(es)	16.5%	8.0%	3.9%	-12.5%

Other	7.2%	17.6%	7.6%	0.4%
Step 4 Counseling Session	6.8%	6.1%	*	-6.8%
Petition (Assistance, Graduation Preparation, Excess Units)	*	*	3.9%	3.9%
All Remaining Reasons (≤ 7 cases each, or blank)	9.3%	9.9%	25.7% (includes 60 blanks)	16.4%
Reported Reason Does Not Include “Veterans Counseling”				
Veterans/VA Education Benefits/ Veteran Dependent Benefits	11.0%	11.1%	11.8%	0.9%
GI Bill Questions/Active Duty Tuition Assistance	5.9%	*	*	-5.9%
Educational Plan Comprehensive	3.4%	3.8%	*	-3.4%
Other	3.4%	5.3%	5.3%	1.9%
Petition (Graduation Preparation, Pre-Requisite Challenge)	*	*	3.6%	3.6%
All Remaining Reasons (≤ 9 cases each, or blank)	5.5%	11.8%	22.4% (includes 45 blanks)	16.9%
<p><i>Source: ConexED Data files provided by Veteran Services Center (including VA Counselor Contact Data, VA Specialist Contact Data, and VA Reason Codes for General Counseling)</i></p> <p><i>*Data suppressed due to low N (<10 students). Students with these reason codes were incorporated into the “all remaining reasons” category.</i></p>				

***RPIE Analysis:** The table above reports the “Scheduled Reason Codes” associated with the 803 Counseling appointments included in the Counseling data sets over the past three years. The “Scheduled Reason Codes” are reported among two subsets, based on the “Reported Reason Code” entered by an NVC staff member. The first set of data pertains to appointments that contained “Veterans Counseling” as part of the “Reported Reason Code.” The second set of data pertains to appointments that did not include “Veterans Counseling” as a “Reported Reason Code.” The reason codes recorded for each Counseling appointment were categorized in the order presented in the table – beginning with educational plan-related appointments.*

In 2021-2022 and 2022-2023, educational planning claimed the largest proportion of scheduled reason codes for Counseling appointments among students included in the data sets provided (accounting for 26.3% - 31.2% each year). The second most common scheduled reason code was in 2021-2022 was adding/dropping classes (claiming 16.5% of appointments in 2021-2022). Veterans/VA education benefits/dependent benefits accounted for 11% - 12% of appointments in each of the past three years. The scheduled reason codes identified in 2023-2024 deviated from the patterns the prior two years, as reflected in the changes over the three-year period (reported in the final column). The changes in 2023-2024 are attributed, in part, to the increase in the number of blank or other scheduled reason codes (cited for less than 9 appointments each). Appointments with blanks in the scheduled reason code field accounted for 34.5% of cases in 2023-2024.

As suggested in the RPIE analysis for Counseling Services in the fall 2024 program review, Counseling Services should consider reviewing data collection and entry practices in order to yield more meaningful and actionable data to incorporate into future review of the program. Some of the entries within the “reason codes” reflect a combination of the types of students (e.g., veterans, EOPS, DSPS, etc.), the general area of support they were seeking relative to

NVC processes (e.g., educational planning, orientation, graduation), and specific activities completed (e.g., petition, transfer agreement, interpretation of placement results). Separating out some of the details currently embedded in one field could position the service area to evaluate the efficacy of certain types of appointments and identify the types of appointments that are most impactful on students' success and educational attainment. It should also yield a more accurate depiction of the reasons that students access Counseling Services. The review would also provide an opportunity to ensure more consistency in the information recorded (to address the high proportion of blanks in the reason code field found in 2023-2024).

Program Reflection:

More detail to the reason codes and appointment information can be considered following each appointment with a student accessing Veterans Resource Center services in order to collect more robust data moving forward.

B. Momentum: Enrollment Patterns, Retention and Successful Course Completion Rates, and Educational Plans among Students Who Accessed the Veterans Resource Center

Full-Time Enrollment among Students Who Accessed the Veterans Resource Center

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Number of Students (Unduplicated)	318	226	188	-40.9%
Number of Students Enrolled Full-Time at Any Point in Year	141	120	89	-36.9%
Proportion of Students Enrolled Full-Time at Some Point during Year	44.3%	53.1%	47.3%	3.0%
<i>Sources: Student Veterans (Unduplicated) files by academic year, provided by Veterans Resource Center; SQL Queries conducted by Research, Planning & Institutional Effectiveness</i>				

***RPIE Analysis:** Over the past three years, the proportion of students who accessed the Veterans Resource Center who were enrolled full-time at some point during the year (spanning summer – fall – spring terms) ranged from 44% to 53%. Full-time status is defined by a load of 12 or more units for fall and spring and by a load of 6 or more units for summer.*

Program Reflection:

As previously mentioned in our post Covid era and with the current economy, overall student population has decreased. However, the increase in students enrolled in full-time status could be due to several factors including reliance on full time Veterans educational benefits, desire to transfer, or reenter the job market.

Retention & Successful Course Completion Rates among Students Who Accessed the Veterans Resource Center

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Number of Enrollments	1,243	1,017	879	-29.3%
Average Number of Enrollments Per Student	3.9	4.5	4.7	19.6%
Retention Rate	89.3%	93.5%	93.5%	4.2%
Successful Course Completion Rate	74.8%	75.4%	80.7%	5.9%
<i>Sources: Student Veterans (Unduplicated) files by academic year, provided by Veterans Resource Center; SQL Queries conducted by Research, Planning & Institutional Effectiveness</i>				

RPIE Analysis: Over the past three years, students who accessed the Veterans Resource Center enrolled in an average of 4 to 5 courses each year (ranging from 3.9 courses per student to 4.7 courses per student). Retention and successful course completion are measures pertaining to student performance within individual academic terms. The retention rate reports the proportion of students that remain enrolled between Census Day and the end of the term – without withdrawing during that period. The successful course completion rate reports the proportion of student enrollments (as of Census Day) that are assigned grades of A, B, C, or P (Pass) at the end of the term.

The retention rate among students who accessed the Veterans Resource Center ranged from 89.3% to 93.5% over the past three years. The retention rates among students affiliated with the Veterans Resource Center exceeded the institution-level retention rate, which ranged from 89.0% to 92.4% over the period.

The successful course completion rate among students who accessed the Veterans Resource Center each year ranged from 74.8% to 80.7%. The successful courses completion rates among students affiliated with the Veterans Resource Center exceeded the institution-level rate, which ranged from 72.5% to 74.0%, each year.

Program Reflection:

Those numbers have dropped for reasons stated previously, retention rates and successful course completion has risen. This could be, in part, due to having a dedicated Veteran Services Counselor who assists students with remaining on the proper track so that there is a notable goal to achieve. Prior to opening this position, benefit users may not have a designated counselor, which could make the academic progress seem more disjointed.

Persistence Rates among Students Who Accessed the Veterans Resource Center

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Persistence Rate (Year to Year)	39.6%	48.2%	52.9% (56.2%)	13.3% (16.6%)
<i>Sources: Student Veterans (Unduplicated) files by academic year, provided by Veterans Resource Center; SQL Queries conducted by Research, Planning & Institutional Effectiveness</i>				

RPIE Analysis: The persistence rate reports the proportion of students who continue to pursue their educational goals by continuing to enroll across academic years. The year-to-year persistence rate among students accessed the Veterans Resource Center is reported in the table above. The figures reported for 2023-2024 include the confirmed persistence rate

(through fall 2024) as well as a preliminary persistence rate (including spring 2025). The persistence rate among Veterans Resource Center students has increased over the past three years, increasing by 13.3% (or up to 16.6%, pending final enrollment data for spring 2025) over the three-year period.

Program Reflection:

There has been a significant rise in the number of students utilizing the Veterans Resource Center. This could be due to a greater effort in having staffing available at the Center to try to encourage students to utilize the services there. It can also be indicative of a growing desire for a community that went through similar experiences.

Educational Plans among Students Who Accessed the Veterans Resource Center

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Two Types				
Abbreviated & Comprehensive (AEP and CEP)	33.1%	38.5%	39.0%	5.9%
Abbreviated & (Old) Comprehensive (AEP and EP)	2.8%	2.4%	1.9%	-0.9%
Comprehensive (CEP and EP)	1.1%	1.2%	1.4%	0.3%
One Type				
Abbreviated (AEP)	19.1%	23.1%	23.3%	4.2%
Comprehensive (CEP)	5.1%	6.9%	9.0%	3.9%
(Old) Comprehensive (EP)	0.6%	--	1.4%	0.8%
Other Combinations				
None	24.2%	16.6%	15.2%	-9.0%
All Three Types	14.0%	11.3%	8.6%	-5.4%
<i>Sources: Student Veterans (Unduplicated) files by academic year, provided by Veterans Resource Center; SQL Queries conducted by Research, Planning & Institutional Effectiveness</i>				

RPIE Analysis: The table above reports the proportion of students with educational plans among the students who accessed the Veterans Resource Center over the past three years. In each of the past three years, a plurality of Veterans Resource Center students had both an abbreviated and a comprehensive educational plan (based on the new/current code) on file. The proportion of students with both types of educational plans on file ranged from 47.1% to 49.8% (when the figures reported for AEP and CEP and “all three types” are combined). An additional 19.1% to 23.3% of Veterans Resource Center students had an abbreviated educational plan on file over the three years. The largest increases in the proportion of educational plans among Veterans Resource Center students were claimed among students with both AEP and CEP, and students with either an AEP or a CEP, with increases of 5.9%, 4.2%, and 3.9%, respectively.

The proportion of Veterans Resource Center students without an educational plan on file ranged from 15.2% to 24.2%, decreasing by 9.0% over the three-year period.

Program Reflection:

The rate of students with some form of education plan on file has steadily increased over the three-year period. Continuing to focus on completing abbreviated and comprehensive education plans early in a student's academic journey will benefit students accessing the Veterans Resource Center. All student's utilizing benefits need to have courses on an education plan to be certified for their benefits.

C. Student Achievement: Educational Goals, Completion, and Transfer among Students Who Accessed the Veterans Resource Center

Educational Goals among Students Who Accessed the Veterans Resource Center over the Past Three Years

Most Recent Educational Goal	Proportion of Students	Educational Goal Associated with Local Award or Transfer, at Any Point	Proportion of Students
Obtain an Associate Degree and Transfer to a 4-Year Institution	35.8%	Obtain an Associate Degree and Transfer to a 4-Year Institution	54.0%
Transfer to a 4-Year Institution without an Associate Degree	9.9%	Transfer to a 4-Year Institution without an Associate Degree	19.1%
Obtain a 2-Year Associate's Degree without Transfer	12.0%	Obtain a 2-Year Associate's Degree without Transfer	17.0%
Earn a Vocational Certificate without Transfer	4.1%	Earn a Vocational Certificate without Transfer	6.8%
Prepare for a New Career (Acquire Job Skills)	5.8%	Total (Unduplicated)	75.2%
Educational Development (Intellectual, Cultural)	6.2%		
Undecided on Goal	11.0%		
4-Year College Student Taking Courses to Meet 4-Year College Requirements	5.0%		
Other	10.3%		

Sources: Student Veterans (Unduplicated) files by academic year, provided by Veterans Resource Center; SQL Queries conducted by Research, Planning & Institutional Effectiveness

***RPIE Analysis:** The table above reports the proportion of the 517 (unduplicated) students who accessed the Veterans Resource Center over the past three years with particular educational goals reported. The most recent educational goal on file for each student is reported on the left side of the table. The right side of the table reports the proportion of Veterans Resource Center students with a completion-related (i.e., degree or certificate) or/and transfer-related goal on file at any point in their time at NVC.*

The majority (61.8%) of students who accessed the Veterans Resource Center over the past three years have a completion- or/and transfer-related goal identified as their most recent educational goal (total across the first four categories listed on the left side of the table). The plurality (35.8%) of students who accessed the Veterans Resource Center over the past three years have a goal including both degree and transfer as their most recent educational goal. An additional 9.9% have a goal of transfer (without a degree) as their most recent educational goal, and an additional 16.1% (total) have a goal of completion (degree or certificate, without transfer) as their most recent educational goal.

A larger majority (75.2%) of students who accessed the Veterans Resource Center over the past three years had a completion- or/and transfer-related goal on file at some point during their time at NVC.

Program Reflection:

Students accessing the Veterans Resource Center typically have a goal of transfer. This is true not only for our dependent students but for our Veteran students. Observationally, many of the Veteran students accessing the Veterans Resource Center have a goal different than their Military Occupational Specialty and they see a bachelor's or advanced degree as the best way to provide them more employment opportunities. Also, observationally, students that have accessed the Veterans Resource Center for a certificate or associates degree that are not intending to transfer tend to already have a career and are looking to gain additional skills, change careers or utilize remaining Veterans Administration benefits. Students may choose to not earn an associate's degree prior to transfer if this would allow them to maximize their Veterans benefits and ensure they have sufficient benefits upon transfer. We will likely continue to see the current goal of transfer and obtaining an associate's degree remain as the most popular option among our students.

Completion among Students Who Accessed the Veterans Resource Center

	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Awards Cohort Year or Later				
Students Who Received Degrees	8.1%	7.3%	8.1%	--
Students Who Received Certificates	2.0%	2.4%	1.9%	-0.1%
Students Who Received Degrees & Certificates	10.7%	9.7%	5.2%	-5.5%
Awards Prior to Cohort Year				
Students Who Received Degrees	4.2%	4.0%	3.8%	-0.4%
Students Who Received Certificates	1.7%	1.2%	2.4%	0.7%
Students Who Received Degrees & Certificates	2.5%	2.8%	3.3%	0.8%
Total Unduplicated Students Who Received Award	25.8%	23.9%	21.4%	-4.4%
<i>Sources: Student Veterans (Unduplicated) files by academic year, provided by Veterans Resource Center; SQL Queries conducted by Research, Planning & Institutional Effectiveness</i>				

***RPIE Analysis:** The table above reports the proportion of Veterans Resource Center Students who received degrees or/and certificates from NVC. The table reports figures for two different timeframes – awards conferred during the year the student accessed the Veterans Resource Center (“cohort year”) or later and awards conferred prior to the cohort year.*

The proportion of Veterans Resource Center students (unduplicated within each of the reporting years) who received an award from NVC (at any point) ranged from 21.4% to 25.8% over the past three years. Over the past three years, the proportion of students who accessed the Veterans Resource Center and received a degree or/and certificate from NVC ranged from 15.2% to 20.8%. The proportion of Veterans Resource Center students who had received a degree or certificate from NVC prior to the past three years ranged from 8.0% to 9.5%.

Program Reflection:

The overall number of students who access the Veterans Resource Center receiving awards within the past three years is down; however, this is likely due to a decrease in overall students attending the institution. The

combination of both a degree and certificate could also be down due to factors with certification of VA benefits. Students utilizing VA benefits are unable to pursue both a degree and certificate if that has not already been preapproved through the State Approving Agency.

Educational Goal Attainment among Students Who Accessed the Veterans Resource Center

Educational Goal (at Any Point)	Educational Goal Attainment
Obtain an Associate Degree and Transfer to a 4-Year Institution	13.3% (4-year enrollment matches January 1, 2020 or later)
Transfer to a 4-Year Institution without an Associate Degree	50.5% (4-year enrollment matches January 1, 2020 or later)
Obtain a 2-Year Associate's Degree without Transfer	27.0%
Earn a Vocational Certificate without Transfer	9.4%
<i>Sources: Student Veterans (Unduplicated) files by academic year, provided by Veterans Resource Center; SQL Queries conducted by Research, Planning & Institutional Effectiveness; Subsequent enrollment records provided by National Student Clearinghouse matching service</i>	

RPIE Analysis: The table above reports the proportion of Veterans Resource Center students with completion- or transfer-related goals (at any point during their time at NVC) who attained their stated educational goals. As noted in the table, transfer figures reflect enrollment at a four-year institution at any point after January 1, 2020. Note: The figures reported above might include students who enroll concurrently at four-year institutions and NVC, as well as students who attended NVC after attending a four-year institution.

Over the past three cohorts of Veterans Resource Center students with a goal of both completion and transfer, 13.3% achieved their educational goal. Over the past three cohorts, more than half (50.5%) of Veterans Resource Center students with a goal of transfer achieved that goal. More than a quarter (27.0%) of students with a goal of completing the requirements of an Associate's Degree achieved that goal, and 9.4% of students with a goal of completing the requirements of a vocational certificate achieved that goal.

Program Reflection:

Educational goal attainment is an area for continued focus and improvement. Various factors that are common amongst our population that could be impacting educational goal attainment are things such as relocation, familial responsibilities, necessity to reenter the workforce and length or lack of benefits. Students may also enter with one goal such as an associate's degree and transfer and find that transfer without an associate's degree is a better fit to maximize their VA benefits. Finding ways to better support students with retention and degree completion can help increase the numbers related to goal completion. This would likely need to be an individualized approach for students, as every student's situation will vary.

D. Student Learning Outcomes/Student Services Outcomes Assessment Findings

Student Services Outcomes have not been assessed by the Veterans Resource Center. Use of the survey to assess outcomes should be incorporated into the three-year plan for the program.

III. EVALUATION OF EFFECTIVENESS

Program Reflection:

The Veterans Services Program continues to strengthen its effectiveness through enhanced collaboration, expanded services, and an ongoing commitment to improving student support structures. The addition of a dedicated Veterans Counselor has significantly increased both efficiency and the overall quality of services provided. This position allows for more intentional coordination between the Veterans Services Officer, the Veterans Counselor, and student veterans, resulting in improved communication, timely benefit processing, and better alignment between academic and personal support needs.

The implementation of video appointments has further expanded accessibility, allowing veterans and dependents greater flexibility in meeting with staff and counselors. This modality has proven particularly effective for students managing complex schedules, work commitments, or transportation barriers, ensuring equitable access to support regardless of circumstance.

Plans are underway to enhance service delivery through the renovation and expansion of the Veterans Resource Center (VRC). The remodel will include two dedicated offices designed to establish a “one-stop-shop” model, streamlining access to counseling, benefits certification, and resource navigation in a single location. While temporary space limitations during the remodel have reduced immediate availability, the long-term benefits of a modernized and integrated facility are expected to substantially improve student experience and operational efficiency.

Additionally, collaboration with faculty across disciplines, including math and English, has strengthened the program’s ability to support academic persistence and success. These partnerships have fostered more effective referrals, early interventions, and classroom-based outreach, ensuring that veteran students receive both academic and wraparound support. Overall, the program’s evolving structure and collaborative approach demonstrate continuous progress toward a comprehensive, student-centered model of veteran support at Napa Valley College.

IV. PROGRAM HIGHLIGHTS

A program-level plan was not outlined in the last review, conducted in spring 2022. However, the Areas for Improvement identified in the Summary of the Program Review included the following:

- Meet the California Community Colleges Chancellor's Office minimum requirements
- Create a one-stop shop for Veterans Services
- Provide more in-reach and outreach
- Redesign the webpage
- Increase communication and collaboration
- Improve data collection
- Reinstatement the Veterans Advisory Committee

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

A formal program-level plan was not developed during the last comprehensive review conducted in Spring 2022. However, the Areas for Improvement identified in that review provided a clear framework for future development and capacity-building within Veterans Services. The key recommendations included ensuring compliance with the California Community Colleges Chancellor's Office minimum requirements, establishing a one-stop shop for Veterans Services through facility expansion, and increasing both in-reach and outreach efforts to strengthen engagement among students, faculty, and the community. Additional improvement areas identified included redesigning the program webpage to enhance accessibility and ease of navigation, expanding communication and collaboration across departments and with external partners, improving data collection and analysis to better assess program impact, and reinstating the Veterans Advisory Committee to provide structured stakeholder input and continuous program evaluation. These identified areas continue to inform current planning and guide ongoing efforts toward program improvement and compliance.

Several of the improvement areas identified in the previous program review are expected to be addressed through the completion of the Veterans Resource Center (VRC) remodel. The renovation project directly supports the creation of a centralized one-stop location for Veterans Services, which will enhance accessibility, efficiency, and collaboration among staff, counselors, and students. The upgraded facility will include two offices, and an intake area designed to streamline service delivery and ensure compliance with Chancellor's Office minimum standards. In addition, the remodel provides an opportunity to improve visibility and engagement through in-reach and outreach events hosted within the new space. The modernized VRC will serve as both a functional and symbolic representation of the College's commitment to its veteran and military-affiliated students, aligning infrastructure improvements with the program's long-term goals for comprehensive service, collaboration, and student success.

B. Recent Improvements

In addition to the planned remodel, the Veterans Services Program has implemented several recent improvements that have already enhanced the quality and accessibility of services. The addition of a dedicated Veterans Counselor has significantly strengthened academic and personal support for student veterans, improving coordination between counseling, benefits certification, and student success initiatives. The introduction of video appointment options has increased accessibility for students with work or family commitments, ensuring equitable access to services regardless of scheduling or

transportation barriers. Collaborative efforts with faculty in key academic areas, including English and mathematics, have improved early academic interventions and created stronger pathways for student success. These enhancements reflect the program’s ongoing commitment to continuous improvement and its proactive approach to addressing the evolving needs of Napa Valley College’s veteran and military-affiliated student population.

C. Effective Practices

The Veterans Services Program has established several effective practices that contribute to the success and well-being of military-affiliated students at Napa Valley College. One of the most significant strengths is the collaborative partnership between the Veterans Services Officer and the Veterans Counselor, which ensures students receive comprehensive academic, personal, and benefits-related support. This coordinated model has increased efficiency in service delivery and improved outcomes by aligning academic counseling with veterans’ educational benefits and transition needs.

The program’s implementation of video appointment options represents another effective and equitable practice. This modality enhances accessibility for students who may face scheduling, transportation, or health barriers, ensuring continuity of support regardless of circumstances. It reflects the college’s broader commitment to removing access barriers and promoting student-centered service delivery.

The planned Veterans Resource Center (VRC) remodel further demonstrates effective institutional planning and responsiveness to student needs. By designing a centralized “one-stop” model—including multiple offices and an intake desk operated by veteran work-study students—the program is advancing both operational efficiency and student engagement. This model aligns with best practices identified by the California Community Colleges Chancellor’s Office and supports compliance with statewide minimum standards.

Additionally, the program’s faculty collaboration efforts, particularly with English and math departments, have improved student transitions into academic coursework and enhanced retention. These partnerships allow for early academic intervention and tailored support, helping veterans build confidence and momentum in their studies. Together, these effective practices highlight a culture of continuous improvement, collaboration, and equity-minded service that reflects the mission and values of Napa Valley College.

V. PROGRAM PLAN

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

__ Viability

__ Stability

X Growth

*Please select ONE of the above.

Explain why you selected that description of the state of the program.

With the expansion and continued development of the Veterans Resource Center, new and previously unexplored opportunities for service delivery are emerging. As these services evolve and as the veteran student population continues to recover post-COVID, we can anticipate growth in the number of students utilizing Veterans Services.

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

Columns A – D are described below. Enter the plan components into the Excel file.

Screenshot of Excel table:

	A	B	C	D	E	F
	Identify the Program/Service undergoing review.	Describe each unit-level initiative (as briefly as possible).	Use the drop-down menu to identify the academic year each initiative will be implemented.	If the unit-level initiative is implemented, what is the expected result/outcome? How will you know it has been successful? Describe what you expect to happen. Examples: increased performance at the program level, a deliverable, improvement in the student experience	Briefly identify the specific resources that are needed to implement each initiative. Examples: 5 tablets, 25 laptops, a laptop cart	Use the drop-down menu to identify the type of resource described in Column E. If more than one resource is needed, describe those resources and identify the resource type within the rows immediately following each initiative.
5	Veteran Services	Create and establish training and support for veteran work study student.	2025-2026	The Veterans Resource Center student workers will be able to assist with providing students basic essential information, as well as determine what Veteran Services staff they may need to see.	Access to ConexEd appointment screens and other necessary available college screens. Two tablets for check-in at the door of both VRC rooms.	
6	Veteran Services	Develop an in processing orientation for new and continuing students.	2025-2026	Students will access more student support services by attending the orientation. We can compare the list of those who attended orientation with the corresponding data points. Feedback from students who attended orientation will be evaluated for further improvements.	Welcome packets of useful supplies such as backpacks, notebooks, and NVC VRC branded items.	Technology
7						Supplies

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. 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.

Description of Current Program Resources Relative to Plan:

Resources

Personnel: Veterans Service Officer (1.0 FTE), Veterans Counselor (1.0 FTE), Veterans Affairs Work Study students (part-time).

Technology: The VRC staff leverage all available software used by the college.

Equipment: The VRC has two offices, one for the Officer, and one for the Counselor.

Operating Budget: FY 2024-2025 VRC state allocation \$53,878

Training: VRC staff regularly attend a minimum of two conferences and trainings per year.

Library/Learning Materials: N/A

- B. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

Columns A – F of the Three-Year Program Planning Template are described below. Enter the resources needed to implement the plan components into the Excel file.

Screenshot of Excel table:

	A	B	C	D	E	F
	Identify the Program/Service undergoing review.	Describe each unit-level initiative (as briefly as possible).	Use the drop-down menu to identify the academic year each initiative will be implemented.	If the unit-level initiative is implemented, what is the expected result/outcome? How will you know it has been successful? Describe what you expect to happen. Examples: increased performance at the program level, a deliverable, improvement in the student experience	Briefly identify the specific resources that are needed to implement each initiative. Examples: 5 tablets, 25 laptops, a laptop cart	Use the drop-down menu to identify the type of resource described in Column E. If more than one resource is needed, describe those resources and identify the resource type within the rows immediately following each initiative.
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7						Supplies

VETERANS RESOURCE CENTER

SPRING 2025

Completed by Supervising Administrator:

Jessica Erickson, Dean of Enrollment Services

Date:

10/20/2025

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

The Veterans Services Program delivers measurable student success that consistently exceeds institutional benchmarks. Over the past three years, veterans-affiliated students achieved retention rates of 89.3%–93.5%, at or above the college’s 89.0% - 92.4%, while successful course completion rose to 80.7% compared with the college’s 72.5% - 74.0%. Persistence improved markedly, up 13.3 percentage points (and as high as 16.6 points pending final data) and more students now study with clear academic roadmaps: both abbreviated and comprehensive education plans increased, while those with no plan on file declined by nine points. Together, these trends signal stronger continuity of enrollment, clearer pathways, and improved term-to-term performance.

These outcomes are underpinned by intentional service design and expanded access. Counseling engagement has grown substantially, with students served rising 39.2% and total appointments up 28.3%, supported by the addition of a dedicated Veterans Counselor and the introduction of video appointments that remove scheduling and transportation barriers. Equity-centered supports, including the \$300 Veterans Equity Book Voucher each term and graduation recognition bundles, lower direct costs, reinforce momentum to completion, and foster belonging. Collaboration with Math and English further strengthens early academic interventions in high-impact coursework, improving readiness and progression.

Finally, the program’s infrastructure and professional capacity position it for sustained impact. A planned Veterans Resource Center remodel, adding two offices and a veteran work-study intake desk, will establish a true one-stop model that streamlines benefits certification, counseling, and resource navigation while supporting Chancellor’s Office minimum standards. Staff maintain high compliance and current practice through ongoing participation in VA, CCCCO Veterans Summit, NAVPA, WAVES, and regional trainings. The result is a mission-aligned, student-centered operation that effectively reaches military-affiliated learners, especially nontraditional students, and translates that engagement into stronger retention, completion, and transfer outcomes.

Areas of concern, if any:

Despite strong performance outcomes and notable progress, the Veterans Services Program faces several challenges that may impact its ability to sustain and expand effectiveness. The most significant concern is the decline in total student participation, which fell by approximately 41% over the past three years. This decrease aligns with broader post-pandemic enrollment declines and the national trend of fewer military separations. However, it presents an ongoing challenge for outreach, requiring new and creative engagement strategies to reach both veterans and dependents—particularly younger, first-generation, and Latinx/Hispanic students, who remain underrepresented among Veterans Resource Center users.

Another area of concern lies in data collection and outcomes assessment. The program currently lacks systematic tools to track student satisfaction, service utilization, and learning outcomes. A high percentage of blank or inconsistent “reason codes” in counseling appointment data limits the ability to analyze service impact accurately. Similarly, the absence of formal Student Services Outcomes assessments restricts the program’s capacity to measure progress and demonstrate continuous improvement. Developing a structured data collection plan—including surveys, comment cards, and improved coding practices—would yield valuable insights into student needs and program effectiveness.

Finally, while the addition of a Veterans Counselor has improved coordination, the onboarding and training process for veteran work-study students remains inconsistent and insufficiently customized to Napa Valley College’s environment. The Veterans webpage also requires modernization for easier maintenance and clearer communication of available resources. As the program transitions into the renovated Veterans Resource Center, addressing these internal process and communication gaps will be critical to fully realizing the benefits of the new one-stop model and maintaining high service quality as the veteran student population stabilizes and grows.

Recommendations for improvement:

To address the identified areas of concern and continue strengthening program effectiveness, the Veterans Services Program should prioritize the development of a comprehensive outreach and engagement strategy aimed at rebuilding post-pandemic enrollment and expanding awareness among underrepresented student populations. This includes targeted in-reach to current students, faculty presentations, and collaboration with Student Affairs, Counseling, and community partners to promote available resources. Outreach strategies should be data-informed and inclusive, with particular focus on younger, first-generation, and Latinx/Hispanic veterans and dependents to ensure equitable access and participation.

A second major recommendation is to enhance data collection and outcomes assessment systems. The program should implement a structured method for tracking service utilization, satisfaction, and student outcomes through surveys, comment cards, and focus groups. Improved data entry practices—particularly for counseling appointment reason codes—will provide more accurate, actionable information to guide service delivery and planning. Incorporating Student Services Outcomes (SSOs) into the next program cycle will allow for measurable evaluation of student learning and engagement, supporting both accountability and continuous improvement.

Additionally, the program should formalize training and operational procedures for veteran work-study students to ensure consistent, high-quality service delivery. Developing an onboarding handbook and NVC-specific training modules will enhance professionalism and reduce the learning curve for new staff. Parallel to this, the Veterans Services webpage should be redesigned to be more user-friendly, visually accessible, and

easy to update. This will serve as a vital communication tool for students and staff, reflecting current information, hours, contacts, and resources in alignment with the College's web standards.

As the Veterans Resource Center remodel is completed, these improvements—paired with intentional collaboration across departments and the reinstatement of the Veterans Advisory Committee—will ensure the program remains responsive, data-driven, and fully aligned with Napa Valley College's mission of equitable student success.

Additional information regarding resources:

The Veterans Services Program continues to operate efficiently within its current staffing structure, supported by the Veterans Services Officer, Veterans Counselor, and Veterans Affairs-funded Work Study students. The VA Work Study program provides valuable assistance at the Veterans Resource Center (VRC), allowing student workers to gain meaningful employment experience while supporting intake, front-desk operations, and peer engagement. Continued reliance on and optimization of this federal program will remain essential to sustaining daily operations, particularly as services expand within the renovated VRC facility.

The program effectively leverages state and federal resources, including Veterans Equity funding and Chancellor's Office allocations, to directly benefit students through initiatives such as the Veterans Equity Book Voucher program and the graduation recognition bundle. To maintain and enhance these efforts, ongoing resource stability is necessary to fund student support materials, outreach activities, and operational supplies that contribute to student success and engagement.

As the program transitions into the remodeled VRC, there is a growing need to invest in technology and data systems that improve efficiency, accuracy, and compliance. Enhancing the use of existing tools such as Colleague and ConexED, along with expanding survey and feedback mechanisms, will strengthen data collection and reporting processes. These improvements will support more effective tracking of student outcomes and enable the program to demonstrate its impact more clearly in future reviews.

Finally, continued support for professional development and compliance training is critical. Regular participation in state and national training opportunities—including VA, CCCCCO Veterans Summit, NAVPA, and WAVES conferences—ensures staff maintain current knowledge of Veterans Affairs regulations, certification procedures, and best practices for serving military-affiliated students. Maintaining dedicated funding for this training, alongside technology and student-centered resources, will ensure that the Veterans Services Program continues to deliver high-quality, compliant, and equitable services aligned with Napa Valley College's mission and strategic priorities.