



STUDENT AFFAIRS ANNUAL REPORT 2021-2022

Prepared by
The Office of Student Affairs
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*Student Life/Associated Students of NVC moved under the direct supervision of the Assoc. Vice President of Student Affairs at the end of August 2022.

**College Police moved under the direct supervision of the Assistant Superintendent/Vice President of Administrative Services on June 1, 2022.

*** Student Health Services moved under the direct supervision of the Assoc. Vice President of Student Affairs at the end of June 2022.

An electronic copy of this annual report can be found on the top of the Student Affairs website (www.napavalley.edu/studentaffairs).

ADMISSIONS AND RECORDS

(Report submitted by Jessica Erickson, Sr. Dean, Enrollment and Outreach Services)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

A. Completion of Enrollment Barriers Assessment

In Spring 2022, the Admissions and Records department and other departments associated with the 5-Steps to Enroll, participated in an Enrollment Barriers Assessment conducted by an AACRAO consultant. AACRAO is the American Association of Collegiate Registrars and Admissions Officers, a non-profit association of higher education professionals with the mission to provide professional development, guidelines, and voluntary standards to be used by higher education officials regarding the best practices in records management, admissions, enrollment management, administrative information technology and student services. The purpose of this engagement was to provide a comprehensive assessment of the Napa Valley College enrollment process, from the point of application through registration.

The outcome of the engagement was a report referred to as the AACRAO Report. The results of the assessment confirmed topics raised already on campus and offered recommendations and next steps that can be implemented to improve enrollment at Napa Valley College.

This important work will require campus-wide collaboration and will be formally addressed in the college's Strategic Enrollment Management (SEM) Plan. The SEM Plan will be completed by the SEM Taskforce in May 2023. Implementation of the plan will take place over the next 3-5 years. Work toward the implementation of these recommendations will be ongoing and progress is being made in many areas already. A summary of the recommendations and progress are below.

- a) **Develop a Strategic Enrollment Management (SEM) Plan.** This work has already begun with the SEM Taskforce and a second engagement scheduled to facilitate the development of the SEM Plan for NVC.
- b) **Include non-credit, contract and community education in SEM plan.** The first step to address this was to add the Director responsible for these areas to the Outreach Services Task Force and SEM Taskforce teams.
- c) **Redefine roles and consider renaming the Outreach Task Force and Enrollment Task Force.** Work has begun on this through conversations at the annual Outreach Task Force retreat.
- d) **Define terms and teams responsible for work (Outreach, Recruitment, and Onboarding).** At the Outreach Task Force annual planning retreat, the topic was discussed and will be addressed in the SEM Plan as well as included in the Outreach Services Action Plan.
- e) **Develop an NVC Communications Plan.** Conversations with the Public Affairs and Communications department are underway. The SEM Taskforce and Enrollment Services Task Force will focus on enrollment-related communications.

- f) **Create voice of NVC.** Conversations with Public Affairs and Communications department are underway. It was brought up at the Outreach Task Force annual retreat as well.
- g) **Redesign communication to students.** The Enrollment Services Task Force and Outreach Services Task Force can assist in the redesign of enrollment-related communications. This work will be shared with the SEM Taskforce for consideration in the SEM Plan.
- h) **Redesign NVC website.** The NVC website is currently being redesigned by the Public Affairs and Communications team and is expected to be launched during the 2022-2023 academic year. Input was gathered from teams across the campus to address enrollment navigation issues.
- i) **Implement Customer Relationship Management (CRM) software.** Once the communications plan has been written and a communication strategy designed, a CRM will facilitate effective methods to communicate, track, and monitor student progress through the enrollment funnel from first point of contact outreach through registration and effective retention.
- j) **Institutional Calendar of events for NVC.** The Outreach Services Task Force has been working on the development of an improved institutional calendar of events to facilitate internal and external communications about opportunities for outreach and recruitment opportunities, as well as community engagement.
- k) **Redesign New Steps to Enroll.** When the Enrollment Services Task Force meets again, they can work on redesigning the steps to enroll by adding Financial Aid, MyNVC login, and pay to stay steps.
- l) **Redesign New Student Orientation(s).** This process has not yet begun.
- m) **Eliminate Placement step in steps to enroll.** This process has not yet begun.
- n) **Eliminate drop for non-payment.** This process has not yet begun.
- o) **Develop a 3-year combined Academic and Registration calendar.** Steps have been made by the Office of Academic Affairs to move up the timeline for the schedule build. This discuss can be discussed at the Enrollment Task Force and then feedback shared with the SEM Taskforce for inclusion in the SEM Plan.
- p) **Evaluate student experience.** It is important that we reexamine the student experience from first exposure (outreach event on or off campus) through registration and beyond with regular and ongoing assessment. This can be accomplished through the Enrollment Task Force and SEM Taskforce and later the SEM Committee once the SEM Plan is written.
- q) **Review enrollment business processes and redesign workflows.** This work has already begun through conversations with relevant areas. The processes currently in review are the application, non-credit registration, prerequisite equivalency/challenge, and registration.
- r) **Make student enrollment status information available to staff across campus.** Conversations have already begun at the administrator level and additional access has already been granted to staff supporting the enrollment process.
- s) **Build system automation capacity in enrollment processes.** There is much work to be done in this area. Technology challenges has limited development in this area, but a new Ellucian contact, effective in 2023, include functional user support that will allow further

development in automation. Continued cabinet support for this is crucial for this effort to be realized.

- t) **Conduct action-based assessment.** A plan for regular and ongoing assessment of enrollment barriers is critical for continued success in evaluating what works and what does not work.
- u) **Address intuitional technology deficits.** This will be important to keep at the center of conversation until the infrastructure of the colleges institutional technology has been developed to support a 21st century institution of higher education.

Three key considerations that will underpin the work of implementing the ACCRAO Report recommendations to eliminate enrollment barriers are the following:

1. Employ a student-centered, equity-focused, and community-minded approach.
2. Must align with Guided Pathways framework, focusing on the development of pathway-specific enrollment steps/outreach calendars/campus events.
3. Solicit the support of the entire campus community.

B. Maintained Admissions and Records Operations During Network Outages and Cyberattack Disruption

Throughout the 2021-2022 academic year, the college experienced regular system outages (phones, email and internet disruptions, system failures) that impacted access or functioning of the systems the department uses to complete work. Colleague, Self-Service, and other systems were often offline for short and sometimes long periods. These regular disruptions interfered with the daily functioning and operations of the Admissions and Records office. Although these disruptions made it difficult to proceed with normal business processes, the team continued to provide support however it was possible to provide.

One specific success of the Admissions and Records department during the cyberattack was that when the Colleague student information system came back up, but the integration with the transcript service was still down, the department came together and processed and sent over 1,000 hard copy transcripts. At the time it was not possible to send electronic transcripts. The system has since been restored to full functionality, but for the time it was down, it was all hands-on deck to make sure the transcripts went out for students. This was accomplished with fewer Admissions and Records staff.

The team also handled the outages by providing services via phone, e mail, in-person, virtual lobby, and appointments. If one system was offline, the team would pivot to provide the services from another, tirelessly providing the best service possible given the extenuating circumstances of the situation. This ability to provide services given the constraints was an accomplishment. The team was challenged to provide the same level of customer service that they have always provided since they had longer turnaround times. To ensure student needs were met, despite the challenges, the staff tracked student contacts and followed-up with students by phone or email. This student-centered approach ensured that students were served and supported.

In early summer 2022, the college was victim of a cyberattack, taking down the entire technology eco-system of the college for weeks. The college is still recovering from the impact of this attack and will for some time to come.

One of the primary activities of the Admissions and Records office is processing forms and petitions to maintain accurate student records. During the 2021-2022 academic year, the staff of the Admissions and Records department processed over **14,000 forms** and petitions through DocuSign. Numerous improvements were made during the year on the forms based on feedback from form users and processors. The Admissions and Records team solicits feedback from students, community partners, faculty, and staff to make improvements. Based on the feedback received, Admissions and Records staff are continuously improving the forms and the workflows. Due to the cyberattack the processing of forms and petitions was disrupted, causing longer delays, but the Admissions and Records department responded with patience, professionalism, and supportive action as they were on the front lines of the frustration students were feeling firsthand. Again, the Admissions and Records team stepped up and supported students and the campus community to the best of their ability, regardless of the challenge of the day.

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

Beginning in fall 2022 for the spring registration cycle, faculty began using Self-Service for Faculty. Once implemented, some faculty reported network access issues. Some faculty were unable to login to Self-Service making it a rocky and unsuccessful transition. Although we did meet the deadline to migrate away from WebAdvisor, the system we migrated to was not functioning as expected. The training materials created by the Self-Service for Faculty team were not sufficient for explaining how the new user interface works. Faculty and staff were frustrated and disappointed. It has been a difficult transition for us all.

It was expected by the team that the Self-Service interface would function differently, but some of the processes are still not smooth for faculty using the system. Some functionality of Self-Service is not as good as what was developed in WebAdvisor. Transitioning to a new system is always a challenge, but adding the complication of regular network disruptions, outages, and access issues made this situation much worse.

In response to the issues that came up before and during the cyberattack, the Self-Service for Faculty team will reconvene to discuss the challenges and solutions. Training materials will be updated by the team and then distributed before the spring term registration begins in late October.

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

A. Redesign Enrollment-Related Processes and Workflows

- Assess Application Process Improvements (Redesign of application import process)
- Prerequisite Equivalency/Challenge Workflow Redesign (Collaborate with Counseling to provide more efficient clearing of prerequisites.)

- Provide view access to support staff outside A&R/Welcome Center to provide student-centered and equity focused customer service to students.

B. Access to A&R Support (Student-Centered)

- Provide view access to support staff outside A&R/Welcome Center to provide student-centered and equity focused customer service to students.
- Allow staff outside A&R to do non-credit/credit registration.
- Encourage counselors to register students in Self-Service Student Planning sessions when possible.
- Password reset support.
- Student navigation support.

C. Implement Office 365

- Develop more effective ways of leveraging the MS Teams environment to improve communications.

4. How many students did your unit serve in the 2021-2022 academic year?

Students Served by Admissions and Records in 2021-2022

Registration Activity (2021-2022)			
Registration Type	Registration Term		
	FA21	SP22	SU22
Student Online Registration Activity	14,688	11,549	2,731
A&R Registration Activity	2,496	2,500	866
TOTAL Registration Activity	17,184	14,049	3,597

Source: Registration Audit Reports

Prior Year Registration Activity (2020-2021)			
Registration Type	Registration Term		
	FA20	SP21	SU21
Student Online Registration Activity	17,408	14,942	3,678
2020-2021 A&R Registration Activity	2,727	2,298	151
TOTAL Registration Activity	20,135	17,240	3,829

Source: Registration Audit Reports

See table "Forms and Petitions Processed by A&R Staff" on next page.

Forms and Petitions Processed By A&R Staff in DocuSign (2021-2022)					
Name of Form	Number Processed	Name of Form	Number Processed	Name of Form	Number Processed
AB540	186	Course Repetition	214	Non-Credit Registration	536
Add Code Request	129	COVID-19 Verification	1564	Pass/No Pass Authorization	142
CCAP Permit to Attend	656	Credit for Prior Learning (CPL)	28	Permit to Attend Forms	2,137
Change of Information	309	Dismissal Appeal Form	14	Prerequisite Equivalency	743
Change of Major	1,804	Drop Card	399	Spanish Course Registration	125
Course Audit	135	Excess Unit Limits	116	Statement of Legal Residence	501
Course Conflict	43	Graduation Petitions	1,640	Welding Course Registration	13
Course Registration	674	Late Add/Drop Petition	1,870		
Course Registration with Add Code	363	Loss of Priority Appeal	91		
Row 1 Subtotal	4,299	Row 2 Subtotal	5,936	Row 3 Subtotal	4,197
GRAND TOTAL*					14,432

*Duplicated forms included (July 1, 2021 - June 30, 2022)

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

Important also to note is that the Admissions and Records department is currently understaffed due to a regular staff retirement and resignation in June 2022. Also, the return to in-person work has hindered the return to full-time work for some staff. In addition, it has been challenging to hire temporary and student worker staff because the hourly rates are not competitive for Napa. As a result of the reduced staffing levels, the existing staff have struggled to keep up with the increased demands of more manual processing and mitigating technical and system processing issues, resulting in even more manual processing.

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WELCOME CENTER

(Report submitted by Jessica Erickson, Sr. Dean, Enrollment and Outreach Services in collaboration with Brenda Rodriguez, Student Services Specialist)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

A. Successfully Launched Expanded Welcome Center In-Person Services

Throughout the pandemic, the Welcome Center has served as the primary point of contact for all students seeking in-person, on-campus assistance. This role dramatically increased the demand for services and staff time. In fall 2021, prior to the reopening, when most campus buildings were closed to students, the Welcome Center provided walk-up-window in-person student support. Students would first check-in with the in-person information booth attendant and would then be referred to the Welcome Center for one-on-one assistance with Welcome Center staff. To ensure all students were served in-person, the center did not limit the number of walk-ins, but safely welcomed all students seeking in-person assistance. On a campus with very few offices open, this “above and beyond” service made the Welcome Center an active hub of support for the college.

In preparation for the reopening of the 1300 building, the Welcome Center identified the appropriate layout that provided safety for both students and staff. Four computer stations were rearranged, so there is one computer facing the student and one computer facing the staff member with a plexiglass barrier in-between. This successful in-person service was provided at a time when still most of the campus was closed and unavailable to students.

B. Successfully Maintained Welcome Center Operations

Throughout the 2021-2022 academic year, the staff of the Welcome Center successfully maintained Welcome Center operations during multiple system outages and staffing challenges. The team provided services via phone, email, in-person, virtual lobby, and appointments. If one system was offline, the team would pivot to provide the services from another, tirelessly providing the best service possible given the extenuating circumstances of the situation. This ability to provide services given the constraints was an accomplishment. The team was challenged to provide the same level of customer service that they have always provided since they had longer wait periods and turnaround times. To ensure student needs were met, despite the challenges, the staff tracked student contacts and followed-up with students by phone or email. This student-centered approach ensured that students were served and supported.

In early summer 2022, the college was victim of a cyberattack, taking down the entire technology eco-system of the college for weeks. The college is still recovering from the impact of this attack and will for some time to come. During this outage the Welcome Center received support from the temporary re-assignment of a full-time IT support staff member. Having full-time technology support in the Welcome Center made a significant difference in the center’s

ability to provide effective and login support and correct network access issues for students more efficiently.

A primary function of the Welcome Center is Admissions application processing. During the summer 2022 cyberattack, and subsequent recovery, the Welcome Center has been processing all applications manually. During the 2021-2022 academic year, the Welcome Center entered **444 applications** manually. After the cyberattack in early June, once Colleague was recovered, the Welcome Center entered over **1,000 manual applications**. This is a **125% increase** in demand for manual application processing. This manual process will continue until the full restoration of the application import process which is expected to be completed sometime before the end of this year.

Admission Applications Processed in 2021-2022							
2021	July	August	September	October	November	December	
System Entered	970	917	456	457	438	579	
Manually Entered	17	79	21	10	9	32	
Total Applications	987	996	477	467	447	611	
2022	January	February	March	April	May	June	Annual Totals
System Entered	605	493	526	603	843	299	7186
Manually Entered	100	86	24	17	26	23	444
Total Applications	705	579	550	620	869	322	7630

Source: Applications Audit Report by Date

Admission Applications Processed Summer 2022 (Cyberattack)	
2022	July 1 - Sept 23
System Entered	0
Manually Entered	1005
Total Applications Processed	1005

Source: Applications Audit Report by Date

The Welcome Center team was successful in maintaining operations due to the hard work and dedication of the staff, as well as the effective collaboration with other departments, such as Institutional Technology (IT), Counseling, Student Affairs, Career Education and Workforce Development, and the Performing Arts department to get the work done.

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

A. Student Ambassador Recruitment and Retention

One of the areas that needs improvement is the hiring of Student Ambassadors for the Welcome Center. Prior to the pandemic, the Welcome Center would hire and train 5-10 Student Ambassadors each semester to work and support students in the Welcome Center. Student Ambassadors would rotate schedules to ensure there was sufficient student support in the center. This model of support was a student-centric approach and successful model to serve students.

When the pandemic started, it became very difficult to hire students to work in person. In addition, the growing challenges with system crashes and login issues made it even more difficult to hire students to perform the support that students need. Students need technical support from staff who have the appropriate access to provide the support. In response to this, temporary staff were hired to serve as Student Ambassadors. Throughout the 2021-2022 year, it continues to be difficult to hire and retain Student Ambassadors to work in person in the Welcome Center, whether through Work Study or as temporary help.

In addition to the issues of access for the Student Ambassadors, the inability to offer a competitive pay rate (currently the Work Study pay rate is \$15/hour, minimum wage) has had an impact on the ability to hire either Student Ambassadors or temporary staff. Several candidates who were hired to work in the Welcome Center quit before they started stating that they had found another position that was full-time and/or paid more. Candidates also shared that the temporary hiring process took too long, and so they found positions elsewhere. Some candidates also reported that they are looking for the flexibility of remote work.

The college has come to rely on the Welcome Center to provide the support students need not only when they are navigating the steps to enroll, but also logging in and getting access to the critical systems students need to be successful. The ongoing problems of technology disruptions necessitates sufficient support staff in the Welcome Center to provide this level of support. Assigning permanent staff from other areas temporarily during emergencies to the Welcome Center was a huge and successful approach, but the center needs to hire and retain Student Ambassadors so there is consistent and stable, trained support. A permanent solution is needed and is one of the innovative ideas of the department.

When the Welcome Center is called upon to become the student response team for the college during outages and disruptions or during peak registration times, a plan for a permanent and trained team of campus support is needed. The plan would include identifying staff from across the campus who can be trained and called on to augment the support of the Welcome Center as needed. This student-centric approach would allow students to be served where they are, rather than being sent to the Welcome Center for assistance. This plan will include a list of specific support duties such as password resets, network access issue reporting and resolution facilitation, manual application entry, college navigation support, registration support, and other supports as identified. This student-centered solution was inspired by the success of the support offered by the latest network disruption (cyberattack) where the IT department reassigned a

full-time IT Technician to the Welcome Center to support students with login and network issues. A Counseling Specialist was also assigned to assist with supporting students in the Welcome Center during peak times or when Welcome Center staff were unavailable. The Welcome Center also received support with application processing from the Career Education and Workforce Development and Arts and Humanities departments.

The Welcome Center will be working on creating a plan for training identified staff to provide student support throughout the campus and will be a key project for the 2022-2023 academic year. The outcome of this plan will be additional support for students across the campus.

B. Application Import Process Improvements

Even before the cyberattack crisis, the Application Error Report below illustrates that there were issues with the previous automated application import process. Since the most recent cyberattack, the import process has not been restored and manual applications are still being entered. IT is in the process of developing a new import process that will address the issues of the past to ensure a smooth transition to the cloud-based Colleague system that is expected to be implemented this academic year.

As a result of these errors, and to ensure they have been corrected in the new process, the Welcome Center staff will continue to monitor and report errors. This will ensure that the errors do not persist and are reduced in the future. The impact of these errors is that the applications do not import and require staff intervention to correct.

Application Error Report (2021-2022)						
	July	August	September	October	November	December
This Year (2021)	987	996	477	467	447	611
App Errors	167	221	83	80	153	198
% Error	16.92%	22.19%	17.40%	17.13%	34.23%	32.41%
	January	February	March	April	May	June
This Year (2022)	705	579	550	620	869	322
App Errors	227	71	97	160	204	72
% Error	32.20%	12.26%	17.64%	25.81%	23.48%	22.36%

Source: Application Error Report

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

A. Student Ambassador Pipeline Development

To address the continued challenge of hiring Student Ambassadors in the Welcome Center, as well as provide enrollment support to the high school dual enrolled students, the Welcome Center and Manager of Dual Enrollment have begun collaborating on a new High School NVC Ambassador pipeline. The goal is to extend the Student Ambassador program to high schools by training high school students as NVC Ambassadors to provide direct student support to high

school students on their campus. An outcome we expect of this new team of trained NVC Ambassadors, is a pipeline to becoming a Student Ambassador in the Welcome Center.

Furthering the vision of a pipeline, the plan is to create a 4-year pipeline as well. Many of our former Student Ambassadors have successfully transferred to universities such as UC Berkeley, UC Davis, Sonoma State, Sacramento State, UC Irvine and more. Many of these universities offer Student Ambassador programs. The idea is offering the opportunity to extend the Ambassador’s knowledge and skills and apply them at the University-level as a transfer student. This extension of the Student Ambassador program will create more employment and leadership opportunities for students, encourage transfer, and support the student throughout their educational journey.

B. NVC Tour Days Development

To address the increasing demand of tour requests, currently without adequate staffing, the Welcome Center has partnered with the Dual Enrollment program to provide NVC Tour Days. These tour days would be one to two days each semester and the college would provide large-scale campus tours for high schools, K-8, and educational partners. Once a schedule of NVC Tour Days has been created, it will be shared with the campus community to solicit volunteers for tour guides. Tour guides will be trained by the Welcome Center staff. For example, NVC Tour Days would be formatted as follows:

	Day 1	Day 2
Fall	Napa/Solano High Schools	Community Partners
Spring	Napa/Solano High Schools	Elementary/Middle Schools

In addition to the new tour request format, the Tour/Visit Request form is being redesigned. The form will be an “Outreach Request Form” built in Microsoft Forms that will allow all staff engaging in outreach to access the staff and materials and other resources needed to conduct outreach successfully.

4. How many students did your unit serve in the 2021-2022 academic year?

Altogether the number of students served has remained consistent from 2020-2021 (decrease of 0.6%), except for the summer sessions. As a result of the technological disruptions, the Welcome Center was overwhelmed by being required to address the high volume of student account troubleshooting and requests for assistance. The number of students served surged in **Summer 2022 (6,682)** compared to **Summer 2021 (3,856)**, which indicates a **73% increase**.

Students Served in the Welcome Center (2021-2022)			
	Fall 2021	Spring 2022	Summer 2022
Phone	2,449	1,504	*800
Email	1,945	2, 141	2, 911
In-person	865	833	1, 257
Virtual Lobby	274	180	N/A
Manual Process/ IT*	N/A	N/A	1,714
Total	5, 553	4, 658	6, 682
Total Student Contacts (duplicated)			16, 893

Source: Welcome Center check-in reports

Students Served in the Welcome Center Last Year (2020-2021)			
	Fall 2020	Spring 2021	Summer 2021
Phone	3,304	4, 021	1, 818
Email	1, 040	2, 754	1,265
In-person	335	1, 143	449
Virtual Lobby	116	428	324
Total	4, 795	8, 346	3, 856
Total Student Contacts (duplicated)			16,997

Source: Welcome Center check-in reports

Summer 2022 Manual Process/ IT*	
IT Contact (Sheree Marcos)	781
Manual Applications (June-Aug)	587
Voicemail (June-Aug)	346
Total Student Contacts	1, 714*

Source: Welcome Center check-in reports

*Compared to 2020-2021, the number of students served in summer 2022 was impacted by the cyberattack, resulting in lower counts in some areas and huge increases in other areas, illustrating the shifting of service delivery as needed to support students:

- Phone services down from June 12 - June 29 due to outage
- Virtual Lobby services were discontinued due to staffing in-person
- In-person services increased dramatically from 2021 to 2022

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

- A. Based on the results of the ACCRAO Report, the Welcome Center staff will participate in campus discussions about enrollment process communications and the 5-Steps to Enrollment redesign project.
- B. The Welcome Center is collaborating with the Office of Public Affairs and Communications to redesign all the MyNVC video tutorials.
- C. The strength of the Welcome Center staff have provided the needed stability to keep things going throughout the challenges.

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OFFICE OF STUDENT LIFE/ASSOCIATED STUDENTS OF NVC

(Report submitted by Omar Peña, Student Services Specialist in collaboration with Heather Richter, Office Assistant)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

- A. Commencement SP 2022:** The Office of Student Life and the Associated Students of NVC (ASNVC) assisted in set-up, staffing, providing refreshments, and breakdown. The event was hosted at the Memorial Stadium and ASNVC provided four photo booths for graduates to take free pictures.
- B. Basic Needs Grants:** The Basic Needs Center received two new grants: 1) the Student Food and Housing Support and 1) the Basic Needs Center Allocation. The Basic Needs Center Allocation was instrumental in allowing the development of a full-time Coordinator position for the center. The Student Food and Housing Support is currently supporting food for our Food Basket.
- C. Student Government Involvement & Participation:** The ASNVC Board for 21-22 was very active on campus. They completed reviewing and updating their Bylaws. They also held several events such as the Spooktacular Halloween and Angel Tree & Glade Lighting. They advocated on the national level at the American Student Association of Community Colleges Conference in Washington DC.

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

Participation with Student Clubs: Over the pandemic, the amount of clubs and club participation has greatly decreased. There were about 20 clubs pre-pandemic and that decreased to 8 active clubs. As more students come back to campus, we will be figuring out new ways to promote student participation.

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

- A. Basic Needs Center:** We are working on getting a full time Coordinator. They will help the BNC be more efficient and focus on expanding the program.
- B. Resource Guide for ASNVC Members:** We would like to work on a resource guide for each ASNVC position to better assist new incoming ASNVC members. It would include officer responsibilities, contacts, login information, and other resources.

4. How many students did your unit serve in the 2021-2022 academic year?

Due to a system disruption, we lost our document tracking number of students served. A rough estimate would be the same as seen in 2020-2021.

Students Served Last Year in AY 2020-21	
Student Life	876 students
Food Basket	631 students
Student Needs Resources	457 students

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

- A.** The majority of the ASNVC board have transferred to other institutions. As such, we will be training a new board on ASNVC responsibilities.
- B.** We need to review the new Student ID system since it was affected by the Summer network outage. The new ID System was brought on to handle an increase in Student ID Card requests as students came back to campus. Unfortunately, the server was lost in the network outage and needs to be rebuilt.
- C.** The furniture in the Student Activities Center needs to be evaluated to see if any items need repair or replacement.

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COLLEGE POLICE DEPARTMENT

(Report submitted by Amber Wade, Chief of Police)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

- A. Parking:** A huge thank you to Dispatcher Jazmin De La Cruz and CSO Esmeralda Curiel for getting an entirely new parking system up and running. Instead of contracting with 4 different companies we are now dealing with only 1 company and helping save the District money. With this new parking system, we can have more control allowing us to answer questions and make changes in a more efficient manner. Implementing the system was no small feat, including setting up a dashboard, handheld computers, website, and new parking machine. There will still be 3 ways to purchase parking permits: daily permits at the parking machine (to include using a credit card), daily permit via ParkMobile, and semester permits online. With the new parking system, we will also be more efficient in monitoring parking lots for compliance and ensuring people are parked in the proper parking lots on campus.
- B. Training:** Napa Valley College Police Department takes training very seriously. It takes well-trained officers and professional staff to help within the communities they serve. In addition to the Peace Officer Standards and Training (POST) mandated classes our staff have gone above and beyond. This past fiscal year, NVCPD staff participated in the following trainings: True Colors, Domestic Violence and Child Abduction, Racial Identity Profiling – Stop Data (AB953), Arrest and Control, Use of Force, Responding to an Active Shooter, Behavioral Threat Assessment, Callers in Crisis – Suicidal Callers, Level 2 Emergency Training, Tactical Life Saver, and Leadership, all of this along with our monthly range and de-escalation trainings. Prior to the ongoing training, it is essential to get staff on boarded with the necessary tools and training for the job. Officer Austin Bradway and Campus Service Officer Alina Padilla both completed their field training programs and are now very active members of our campus community. Congratulations to both of you!
- C. Community Policing:** NVCPD continues outreach efforts in both the college and Napa communities. Our crime prevention program, including teaching classes, is a great way to connect with the community and help keep people safe. This past year the College Police Staff taught: Self-Defense, Pepper Spray, Active Shooter and Behaviors of Concern, Dealing with Difficult People, Communication and De-escalation, Safety on College Campuses, CLERY and Sexual Assaults on College Campuses, Campus Law Enforcement, Leadership, and Driver's Awareness. The College Police is also very active getting involved around campus with things like: welcome back events, hiring committees, classroom orientations, and much more. Thank you to our community partners for helping us with events and outreach during both Sexual Assault Awareness Month and Dating/Domestic Violence Awareness Month. Community outreach continues with our annual participation and commitment to the Napa County Law Enforcement Special Olympics Torch Run and having a booth at Napa County's National Night Out.

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

The College Police continues to have the same challenges moving forward as last year due to budget and IT issues. This includes not being able to get phase 2 of our cameras up and running. We also had almost completed the revamping of our Field Training Program, however, due to the cyberattack, we lost all the files associated with building the new program. CPD, along with much of the college, will be recovering for some years due to files lost in the cyberattack.

With future NVC housing and the serious increase of crime nation-wide, the police department still needs to continue its growth. With more officers, the College Police will be able to provide more hours of coverage. This patrol coverage will reduce off-hour property crimes and prepare us for the increase of calls, types of activity, and 24 hour policing consistent and necessary with on-campus housing.

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

Transparency and feedback are essential in connecting with the community we serve. The College Police were able to implement an annual survey last year, and that needs to continue to be updated and revised in order to get important information and input from our public. Hopefully this year we will be able to create a QR code on a card to be given out to anyone who has an on-campus police contact. With that code, the person will be able to take a survey and provide feedback about their experience and interaction allowing us to always grow and improve the way we do business. This year we will also be expanding the Safety Committee to ensure we are covering all the safety needs on campus. Finally, the College Police will be implementing an Advisory Committee built of college stakeholders and representatives to include members from historically underserved communities.

4. How many students did your unit serve in the 2021-2022 academic year?

During the fiscal year 2021-2022 (COVID year), the College Police responded to **17,659** calls for service, which is a **9% increase** from the previous year. In addition to the calls for service, the College Police provided direct service to **358** people at our service window, which is a **46% increase** from the prior year. Also, staff provided \$2,725 worth of assistance to students and staff in the form of fingerprint services and motorists’ assistance. The College Police handled 57 found items, returning 21% of them.

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

During the fiscal year of 2021-2022, the COVID pandemic continued along with the remote environment and online learning. I really want to stop and thank all of the people who have been on campus keeping things operational and safe during this time. With the lack of people on campus there was a very strong need of continued reporting by our staff/students regarding suspicious or unusual activity/actions, along with the needed increase of patrol on campus by our College Police. A big thank you to the many people from all different jobs and avenues around campus who helped keep us safe. Safety comes in many forms and we appreciate you!

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COUNSELING AND SSSP

(Report submitted by Dr. Alejandro Guerrero, Acting Senior Dean, Counseling Services and Student Success)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

A. The Counseling Services Program completed a comprehensive Program Review in 2021-2022.

Strengths of the Counseling Services Program, as evidenced by analysis of data shows:

- 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 9AM-5PM. The department is able to serve until 7PM 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.

Our program review resulted in the following:

“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.” (Program Review Excerpt, Pg. 10)

B. ConexED (Cranium Café) allows for continued accessibility of services for students, staff, faculty, and the campus community; we meet our students where they are.

Students have campus-wide access to virtual online services including video appointments, live chat, virtual lobbies, and kiosk functionality. In addition to virtual services, we are utilizing this all-in-one system to support our students in-person efficiently. These features have been vital in allowing us to maintain exceptional services for our students.

Departments and Groups Using ConexED Cranium Café		
* = Locations Outside of the Counseling Division		
General Counseling	Financial Aid*	UMOJA*
EOPS*	Intercollegiate Athletics*	Veterans Resources*
Admissions and Records*	Puente*	Welcome Center*
Career Center	SSS TRIO*	Office of Student Life*
DSPS*	Transfer Center	
Learning Services*	Testing and Tutoring Center*	

C. Ongoing extended evening counseling appointment services daily from 5pm-7pm. As a result of the pandemic in Spring 2020, we continue to recognize the need for evening counseling appointments for students. We will be continuing this service for the 2022-2023 academic year.

- D. Implementation of the Counseling Division SharePoint website in February 2022. SharePoint is a cloud based secure site that allows us to organize, share, and access information; this is a feature of our Microsoft Office Suite at NVC. All Counseling Programs and Counseling Division offices/services have a departmental page where they can share information. In addition, Yammer, a communication tool, was set up and embedded on each page for the purpose of connecting across the division. This center place for “all things counseling” is essential to our daily operation.

The screenshot displays the SharePoint interface for the Counseling Division. At the top, there is a search bar and navigation icons. The main header shows the 'CD Counseling Division' logo and options to 'Not following' or 'Share'. Below the header, there are options for '+ New', 'Page details', and 'Analytics', along with a 'Published 8/1/2022' date and 'Edit' link.

The central content area is divided into several sections:

- Welcome to the Counseling Division:** A video player showing a grid of people in a virtual meeting, with the text 'Welcome to the Counseling Division' overlaid.
- Department Pages:** A grid of teal buttons with white text and double arrows, linking to various services:
 - Counseling Forms and...
 - General Counseling
 - Department Liaison...
 - Articulation
 - CalWORKs
 - Career Center
 - Credit for Prior Learning
 - DSPS
 - EOPS/CARE
 - HSRV and ADS
 - Intercollegiate Athletics
 - Kasaysayan
 - MESA/STEM Center
 - Puente
 - SSS TRIO
 - Student Planning and Self-...
 - Transfer Center
 - Umoja
 - Veterans Services
 - Starfish
 - ConexED User Resources
- Upcoming Events and Important Dates:** A calendar view showing two events:
 - AUG 10:** Flex Day 1, Wed, Aug 10, All day
 - AUG 11:** Flex Day 2, Thu, Aug 11, All day
- Frequently Used Websites:** A list of website links:
 - Temporary Website
 - Self-Service/Student Planning
 - ConexED
 - Canvas

Counseling Courses Taught by Faculty		
Fall 2021	Spring 2022	Summer 2022
COUN 97 Managing the College Experience	COUN 97 Managing the College Experience	COUN 97 Managing the College Experience (x1 sections)
COUN 100 College Success (x4 sections)	COUN 100 College Success (x3 sections)	COUN 100 College Success
COUN 101 College Discovery (x3 sections)	COUN 105 Planning for Transfer (x3 sections)	
COUN 103 Take Charge of Your Learning	COUN 110 Career/Life Plan (x3 sections)	
COUN 105 Planning for Transfer	COUN 111 Career Decision Making (x1 sections)	
COUN 110 Career/Life Plan (x2 sections)		
COUN 111 Career Decision Making		

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

- A. The Counseling Division needs a staff evaluation and restructuring due to shifting roles and responsibilities in the department, vacancies, and retirements. This includes full-time general counseling staffing needs. Meeting the demands of student contact counseling in a remote environment and instruction simultaneously with limited general counseling faculty.
- B. The Counseling Division was unable to develop a permanent staffing structure for the Starfish Early Alert system. This is largely due to budget constraints and the current hiring freeze at Napa Valley College.

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

One of our goals within this new academic year is to work closely with our Office of Public Affairs and Communications on marketing for General Counseling. We would like to develop strategic student engaging content for our NVC Socials. Our expected outcomes are to re-establish a welcoming, positive, and unified culture for students and reach those students that were identified in our Program Review as not utilizing counseling services. This also includes educating all students of overall Counseling Services and how vital it is for general students who are not assigned counselors.

There is a great need for additional support and clearly outlined Academic Probation procedures for general students. In efforts of retention, we need to work on academic probation prevention. An

innovative idea would be to update the policy to include action at the Academic/Progress probation 1 level, where we see a large majority of students.

4. How many students did your unit serve in the 2021-2022 academic year?

The Counseling Division served a total of **12,365 students** (duplicated) in 2021-2022. Data includes General Counseling, Career Center, Transfer Center, MESA/STEM, SSS TRIO, EOPS, DSPS, Puente, Umoja, Kasaysayan and Athletics locations.



Counseling Services are available! We are here for you.
Schedule a counseling appointment up to 2 weeks in advance.

COUNSELING SERVICES INCLUDE

- Graduation Petition Preparation
- Educational Planning
- Transfer Planning
- Career Advising
- Personal Counseling



A. Education Plans and Student Success and Support (SSSP) Program Mandates

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

Counseling Faculty have provided **3,726 abbreviated education plans and 2,431 comprehensive educational plans** for the 2021-2022 academic year, totaling **6,157 education plans**.

B. New Student Online Orientation Workgroup

The goal for the Orientation workgroup was to publish a revamped Spring 2022 Online Orientation. The workgroup was able to meet this goal by meeting weekly and improving the student experience of the orientation and freshening up the view and accessibility of the content.

To revamp the student experience, the delivery of the content was modified to include tables, videos, breaks in paragraphs, collapsing buttons, and bolding. We were able to accomplish all modifications and ensure ADA Compliance.

Mid Spring semester the workgroup conducted a Student Satisfaction Survey to collect student feedback to measure the student experience.

C. Student Online Orientations

Surveys sent via email to **323** Spring 2022 orientation completers, **30** surveys were opened, **23** surveys were completed. Students were surveyed on accessibility, difficulty of completion, duration to completion, and text feedback capability.

Online Orientations Completed	
Semester	2021-2022
Fall 2021	400
Spring 2022	691
Summer 2022	37
Total Students:	1,128

D. Counseling Front Desk Services

The counseling front office staff continue to be available to provide excellent student services via multiple modes of contact. In April '22 our office opened for in-person services for the first time since the COVID-19 pandemic began.

Student Contact via Front Desk Services 2021-2022	
Live Phone Calls Responded To	1913
Phone Messages Replied To	1484
Emails Responded To	3,292
ConexED Live Chat	957
In-Person	276
Total Phone/Email Contacts:	7,922

E. Graduation Petitions and Certificate of Achievements

The Counseling Department completed **1,121*** graduation petitions for the 21-22 academic year.

Graduation Petitions / Certificates of Achievements	
Fall '21	286
Spring '22	725
Summer '22	110
Total Petitions/Certifications:	1,121

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

- A.** Due to the ongoing pandemic the counseling department continued its remote services as the primary means of appointments for the 2021-2022 academic year.
- B.** Limited in-person appointments resumed on April 18, 2022.
- C.** There was a significant increase in demand for in-person counseling appointments in the beginning of summer '22. With the limited in-person counselor availability, students experienced a 2-3 week wait for

in-person appointments. This is expected to continue into the fall '22 semester, and until all faculty have returned to in-person full-time.

- D.** The Interim Sr. Dean position ended June 30, 2022, and the vacancy will not be filled during the upcoming academic year. The Interim Sr. Dean role will be under the Interim Associate Vice President of Student Affairs.

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ARTICULATION

(Report submitted Dr. Alejandro Guerrero, Acting Senior Dean, Counseling Services and Student Success, and Stacey Howard, Articulation Officer)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

The review and implementation of curriculum and articulation (2021-2022) was a significant aspect of the year. The Articulation Officer (AO) kept up with policy changes, tracked several bills, and shared information with stakeholders at NVC ([detailed task list](#)). The Articulation Officer consulted with campus community members regarding the [new legislation](#) and revisions to Title 5, Sec. 55063 (Minimum Requirements for the Associate Degree). The AO attended professional development sessions offered by the [Chancellor's Office](#) to learn more about the new legislation.

NVC made great strides to fulfill the requirements to comply with newly passed state legislation regarding Ethnic Studies and how they impact graduation requirements. The AO worked with local Ethnic Studies (ES) discipline experts, the Curriculum Committee, and the Academic Senate on instituting a new Ethnic Studies requirement to fulfill the new CSU GE breadth Area F ([AB 1460, Ethnic Studies Transfer Alignment](#)). The AO worked with ES faculty and others to develop local criteria and to ensure CORs reflected the core competencies required for Area F approval. Completed [rubrics](#) for 9 NVC courses proposed for CSU GE Area F. The AO worked with Ethnic Studies (ES) faculty on the curriculum development of [9 ETHS courses](#) to prepare for the annual CSUCO CSU GE breadth submission in December of 2022. The need to resubmit was due to the denial of Humanities courses in fulfillment of Area F in 2021. Five original Humanities courses had been retitled, substantially rewritten, and placed under a new Ethnic Studies department/subject code.

1. Five **modified** courses (formerly HUMA) - ETHS 100 Ethnic Studies 1, ETHS 101 Ethnic Studies 2, ETHS 112 African American Studies, ETHS 113 Chicax Studies, ETHS 160 Filipina/x/o American Studies
2. Four **new** ETHS courses - ETHS 111 Native American Studies, ETHS 114 Women's Ethnic Heritage in the U.S., ETHS 115 Critical Mixed Race Studies, and ETHS 161 Asian Pacific Islander American Studies
3. Five of the nine ETHS courses were approved in June 2022 - ETHS 112 African American Studies, ETHS 113 Chicax Studies, ETHS 111 Native American Studies, ETHS 114 Women's Ethnic Heritage in the U.S., and ETHS 161 Asian Pacific Islander American Studies.
4. [ETHS Special Appeal](#) - ETHS 100 Ethnic Studies 1 and ETHS 101 Ethnic Studies 2 were appealed and approved in late June

At the beginning of the 2021-2022 academic year, we expected that the start date for the nine courses would be fall 2022. This expectation has changed since, to date, seven Ethnic Studies courses have been approved for NVC's A.A. and A.S. degrees. Please refer to the [2022-23 CSU GE breadth worksheet](#). Two ETHS courses, ETHS 115 Critical Mixed Race Studies and ETHS 160 Filipina/x/o American Studies, are still pending decision via appeal at the CSUCO and may not be able to be included in the 2022-2023 CSU GE breadth list. Seven [approved courses](#) is a win for NVC; some other CCCs only have one approved ETHS course. The AO also disseminated information on the Ethnic Studies [CSU Catalog Rights Policy](#) on behalf of the CSU system to NVC Counselors, Evaluators, Faculty, and students.

Additional contributions by the AO to facilitate the state-mandated Ethnic Studies requirement includes the following:

1. Formed a partnership with Ethnic Studies faculty, the Curriculum Committee faculty Co-chair, and served as a local Ethnic Studies Task Force member in fall/spring to work on implementation of the new requirement
2. Researched existing CCC Ethnic Studies requirements and GE pattern structure
3. Consulted with statewide Ethnic Studies Task Force articulation colleagues on pertinent information as a parallel local ES Task Force met three times in the fall term
4. Assisted in the development of local criteria for ES courses in partnership with ES faculty and the local task force
5. Advocated for local ES definition to align to CSU GE Area F core competencies for streamlined student process
6. Provided feedback on proposed updates to BP/[AP 4100](#) and BP/[AP 4025](#) incorporating this new local ES definition
7. Consulted with counseling colleagues and included them in discussion on new GE pattern structure to accommodate changes to Multicultural Gender Studies requirement and new Ethnic Studies requirement

The Articulation Office partnered with the HSI-STEM project, *Cultivamos Con Cariño*, to assist in the fulfillment of the HSI-STEM grant to create/update STEM articulation with five institutions over the next five years. In researching the current articulation status of STEM programs and majors, the AO determined that STEM articulation is a priority and began this work during the fall 2021 semester. In September of 2021, the AC (Adjunct Counselor) researched the articulation statuses of STEM majors for the following:

1. University of California (UC) Transfer Pathways:

Of all the UC Transfer Pathway programs, 10 of the 20 are STEM majors. NVC had course-to-course articulations for all courses in all 10 STEM pathways. No further action is deemed necessary at this time

2. California State University (CSU) Associate Degree Transfer Programs:

There are seven STEM majors that are CSU Associate Degree Transfer (ADT) programs. NVC has three STEM ADT programs. They are Mathematics, Physics, and Computer Science.

3. Course-to-course articulation:

We researched the STEM Majors at the top 15 colleges and universities that, in recent years, NVC students have transferred to and discovered a few articulation gaps. At the top ten colleges and universities we researched, the number of possible new course-to-course articulation, depending on the university, ranged from one to 11 courses. However, due to other pressing priorities in spring, a

complete review of the findings and course articulation requests remains a task to be completed in 2022-23.

Articulation Office staff performed various tasks in support of the HSI STEM grant ([task list](#)).

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

The current AO and her predecessor (June 2012 to December 2019) have requested technical and analytical support for the articulation office. Since 2010, there have been an increasing number of new legislative mandates that have significantly increased the workload for the Articulation Office. This past year, the AO had limited support from Dr. Jerry Sommerville, who served as an Adjunct Counselor and was assigned to work with the AO. There have been several new legislative mandates and Title 5 changes; **AB 928 (Berman)- Student Transfer Achievement Reform Act (2021-22)**, **AB 1111 (Berman) - Postsecondary education: Common course numbering system (2021-22)**, and **Ethnic Studies requirements for three separate systems that require collaboration - CSU GE breadth (Area F, 2021-22)**, **IGETC (Area 7, 2023-24)** and **the CCC system (ES graduation requirement, 2024-25)**. The above relies heavily on the AO to carry the weight of implementation, train campus constituent groups, interpret legislation, attend professional development opportunities, and work with faculty to reshape and develop the curriculum. As a result, the AO has spent less time on other aspects of her role. Many articulation requests go unfilled throughout the academic year. The Articulation Office needs to expand its personnel by acquiring an Articulation Analyst position. The AO provided an in-depth [justification](#) explaining the need for support each year to the appropriate individuals. The AO put in a formal request for an Articulation Analyst position through the 2021-22 unit plan process and has sought support each year since taking on this role. Currently, in the absence of a permanent full-time hire to support the articulation program, the AO is seeking a part-time Adjunct Counselor at a minimum to assist with the increased workload.

As mentioned above, keeping up with new and updated articulation agreement demands has been challenging. The Articulation Office staff met twice with the AO from Mendocino College to get outdated agreements updated for the Respiratory Care and ADN Programs between the two colleges. The Articulation Office staff are still working toward updates for the ADN and Respiratory Care articulation agreements with Mendocino. The original targeted update term was Spring 2022, but these updates may not be effective until fall 2022. These agreements may serve as a template for similar agreements with other CCCs in these two HEOC academic disciplines. The AO needs more time to follow up on this and get the agreements updated, signed, and distributed.

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

The Articulation Office is assessing new ways to keep records and share information more efficiently. Various programs are being reviewed, and staff will implement the most effective new processes beginning fall term.

The AO will continue to have a consultative and collaborative role with all NVC constituency groups and intersegmental partners (CSU, UC). To support this effort, the AO advocates hiring an Articulation Adjunct Counselor with a strong preference for previous articulation experience. This individual will assist with implementing new legislative mandates and maintaining the articulation program for compliance with current requirements.

The AO will lead in implementing any new state legislation regarding articulation. This requires the input of campus constituent groups to effectively implement a common course numbering system, the development of a new local Ethnic Studies graduation requirement, and the Singular GE pattern for transfer students.

4. How many students did your unit serve in the 2021-2022 academic year?

During the 2021-2022 academic year, the Articulation Office served all NVC students. Office staff developed materials such as the general education worksheets, various catalog publications, and the Certificate of Achievement petitions for IGETC and CSU GE. Office staff also uploaded curriculum changes to ASSIST.org. and NVC's articulation website. The AO worked with faculty designees to update local curricular criteria. The AO contributed to the Multicultural Gender Studies rubric, English and Mathematics competency information, and local Ethnic Studies rubrics for a new graduation requirement. The AO served on the Ethnic Studies Taskforce and provided input on Board Policies and Administrative Procedures, specifically, [Minimum Requirements of the Associate Degree](#) - AP 4100 and [Philosophy and Criteria for Associate Degree and General Education \(New\)](#) - AP 4025.

The Articulation Office supported counselors and faculty as they guided students through the transfer process this past academic year. The AO took on a proactive role and volunteered to work on policies and procedures that support equitable practices at the college. She served as a permanent member of the Curriculum Committee, Co-chairs the GE Subcommittee, and Chairs a Transfer In and Pass Along (TIPA) workgroup (a collaborative workgroup including staff from General Counseling and Admissions and Records department).

The AO provided one-on-one counseling to students on Thursday evenings as she volunteered for one overload shift throughout the fall and spring semesters. The AO had **43** student appointments outside her regular contract hours assigned to articulation.

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

- A. Training faculty on the new Credit for Prior Learning (CPL) local petition processes and assisting the Interim Dean of Counseling on [CPL process](#) improvements.
- B. Improving ADT articulation by updating existing [NVCTMCs](#), analyzing potential gaps in elective course offerings, and sharing information with respective faculty.
- C. Submitting courses for C-ID articulation and monitoring their [approval status](#).
- D. Revising [AA/AS GE, CSU-GE, and IGETC](#) documents and utilizing the Articulation Share Point page to keep Counselors informed.
- E. Rewriting and drafting an update on the [ADN](#) and [Respiratory Care](#) articulation agreements with Mendocino College.
- F. Researching AA/AS GE and graduation requirements for community colleges near NVC and [Articulation pages of CCC Websites](#) that use the "Modern Campus" website development application.
- G. Meeting with evaluation, counseling, and articulation staff monthly through the [Transfer In & Pass Along Workgroup](#) to inform and exchange information.

- H. The AO took on a new leadership role as the [CIAC](#) Region 1 & 2 representatives and also served as a Trainer at the [CCCCO New AO Training](#).
- I. Serving on Course Leaf Steering Committee to assist with the transition to a new curriculum management system ([CIM](#)) for NVC this coming fall.
- J. Updating the use of CLEP, AP, and IB exams for AA/AS GE, CSU-GE, and IGETC; preparing related updates to [AP 4236 - Advanced Placement](#) to incorporate all external exam credit policies in response to the Chancellor's Office memo (3-21-22, ESS 22-200-003) reflecting [updated Title 5 regulations for IB, CLEP, and AP credit](#). The Articulation Adjunct Counselor assisted with an [analysis](#) of current Associate Degree GE (NVC) standardized exam credit for local GE compared to the regulatory update requirement.

The AO responded to a request to include information on current articulation processes as part of articulation evidence for [ISER](#) (accreditation self-report).

- A. Reviewed and updated description of the NVC articulation office function: Facilitates the process of comparing the content of courses transferred between postsecondary institutions. Agreements with public institutions are updated annually and initiated by California State University (CSU) and University of California (UC) campuses. NVC's Articulation Officer provides an annual curriculum update and course outlines of record to four-year institutions as part of this process (II.A.081). The Articulation Officer is a permanent member of the college's Curriculum Committee and works accordingly to establish procedures (both internal and external to the college) to help ensure timely submissions and that courses are widely articulated (II.A.082). Articulation agreements are available for students to view, and students may make requests for articulated courses (II.A.083). NVC also maintains a small number of articulation agreements with out-of-state four-year institutions to facilitate students' progression through various Career Education and Health Occupations programs.
- B. Provided several articulation processes and documentation samples to supplement the above description in an email dated 12/13/21 for the 2021 ISER report.
- C. Articulation remains an essential service and requires adequate support for the campus to comply with Title 5 regulations and legislative demands and provide an efficient and effective response to student, counselor, and university articulation requests.

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CAREER CENTER

(Report submitted Dr. Alejandro Guerrero, Acting Senior Dean, Counseling Services and Student Success, and Dr. Sherry Tennyson, Consultant, Career Center)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

The Career Center's greatest accomplishment was to continue to strengthen the development and implementation of the Napa Valley College Career Center in partnership with the American Canyon Family Resource Center. Under the direction of Interim Senior Dean of Counseling Services & Student Success, Dr. Alejandro Guerrero, and in partnership with Dr. Sherry Tennyson, Career Consultant & Director of the American Canyon Family Resource Center, continued to increase access to resources for NVC students, alumni and community businesses.

In our second year under the COVID 19 pandemic restrictions, the Career Center continued to provide quality and accessible resources online and expand career exploration events and activities for students, potential students and NVC alumni (Hiring Events, Career Readiness Workshops, Assessments, and Advising sessions). Dr. Tennyson, the NVC Career Consultant and Dr. Reed Davis, Adjunct Career Instructor/Counselor provided individual career advising sessions: students were assessed for job readiness skills, career interests and work/academic plans. Individual sessions addressed: Career Exploration and Assessments/Goal Setting, Resume Development, Career Planning, and Referrals. Students also were referred to employers for internship positions, employment opportunities, and informational interviews.

In addition, Ruth Jimenez joined the staff as the part-time Administrative Assistant. Her contributions and assistance were invaluable and increased our social media presence. We created and disseminated a 2x monthly newsletter and created our Napa Valley College Career Instagram Account. Information regarding hiring opportunities, career readiness workshops, and employment information, were sent to all staff, faculty, and students (**1,195 views** was the highest number.) In addition, we successfully completed and submitted

Employer Partnerships: Although we had fewer students on campus during the report period, the employer connections continued to increase by **170+ employers** (total: 350) that provided 2400+ job openings (College Central Network).

The NVC Career Center hosted the *One Hundred Businesses Job Fair* on May 5th – the first on campus job fair since 2019. To increase student and community access, we partnered with Career Point to provide the Virtual Job Fair component. We partnered with the American Canyon Chamber of Commerce for an in-person Job Fair on January 26th in American Canyon and with the Yountville Chamber of Commerce for the February 22, in person Job Fair.

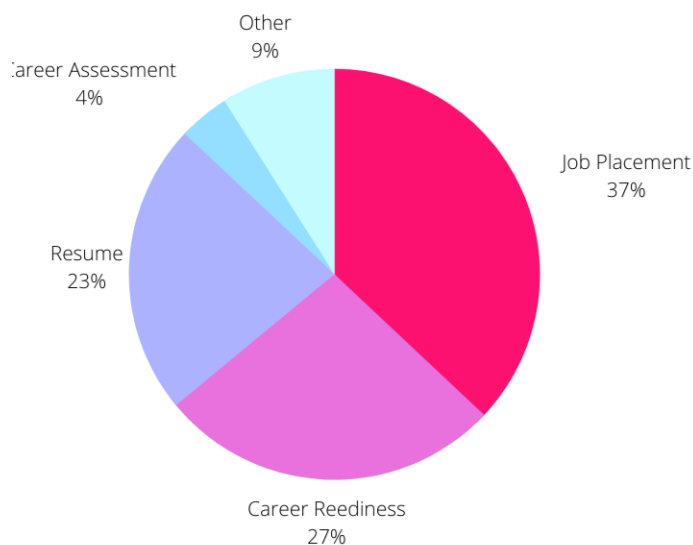
New Partnerships: We identified Handshake to be the new NVC online portal (pending contract approval). For the upcoming year, we will be working with Collegiate Sales Society to offer free virtual workshops in the fields of Sales and Marketing. We also expanded our partnership with East Bay Solano Counties Consortium (UC Berkeley) to offer Career Workshops for Solano County students. We began discussions with Stanly Ranch for program development opportunities and Cal State Maritime for expansion of the TDL project (and career opportunities).

Career Center Services, July 2021 – May 15, 2022

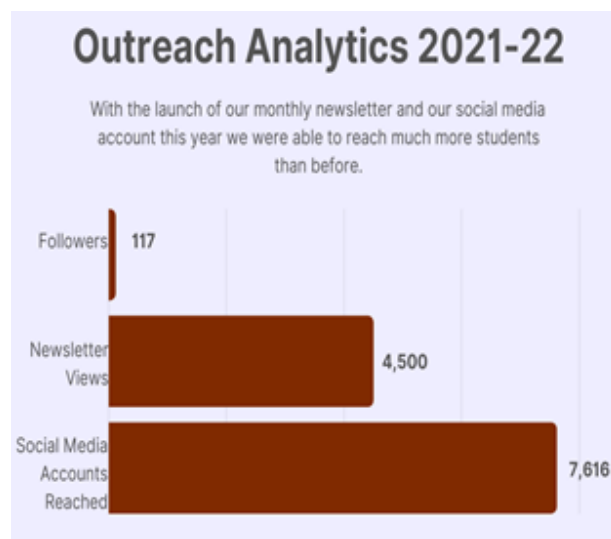
In partnership with the American Canyon Family Resource Center, the NVC Career Center was implemented in Spring 2017 and has continued to provide services for academic years, 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021–2022.

Community Engagement

- **Career Center Newsletters:** Launched in August 2021, 14 Editions Published, 4,500 Visitors
- **Social Media** - Instagram Account: Launched in September 2021, 117 Followers. 36 Published Posts, 7,616 Accounts Reached, Video Plays: 5,670
- **Employer meetings:** 170 New Employers/New Job Post on NVC Online Job Board: 2000+
- **NVC Advisory Member:** Educational Opportunity Program and Services
- **One Hundred Businesses Job Fair:** Hosted the NVC HYBRID Job Fair on May 5th, 2022



Total Appointments: 252
July 1, 2021- May 15, 2022



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

In our second year of the COVID restrictions, we continued to struggle with student outreach and recruitment. We attempted to address this issue by creating multiple virtual and limited in person strategies to reach students and faculty including presence in the NVC newsletter, the Career Center Newsletter (2xmonth), classroom presentations and increased hours of operation. We created new online resources that included updating our website to include Job Listings, Hiring Events and Career Readiness Resources.

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

The recommended activities are to increase NVC’s presence in the high schools and encourage incoming students to engage with the Career Center at the beginning of their NVC experience.

- 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.
- Participate 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 Career Center 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).” While the *virtual* world has increased access to the larger community, students will need to demonstrate “fluency in adopting the appropriate technology”. The Career Center has addressed this need (offering virtual opportunities) and 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).

“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”:

- **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 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). In addition, we created the Building Blocks for Career Development – and identified 4 steps to be career ready (see attached). This document has been shared with students and faculty participating in Career Center workshops. It is our plan to share the document with faculty and other program staff.

- **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.

4. How many students did your unit serve in the 2021-2022 academic year?

Career Center served **over 300+ students** in the 21-22 academic year thru Career Appointments, Career Counseling, Career Assessments and Workshops.

(*Chart is subject to student duplication)

Career Consultant Student Contact	
Attended Appointments	216
Workshops/Outreach	40
Total	256

Adjunct Career Counselor Student Contact	
Attended Appointments	44
Classroom Presentations	12
Total	56

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

As part of the Program Development activities, the Career Consultant participated in the development of the programs below:

A. New NVC Funds and Services

Year 2: In partnership with West Oakland Jobs Resource Center, secured an additional \$86,000 for the Pre-Apprentice/Apprenticeship Program: TDL Workforce Equity System (4/22 – 3/24)

B. \$100,000 Grant for Pre-Apprentice/Apprenticeship Program: TDL Workforce Equity System (7/21 – 12/22)

In partnership with NVC Career Technical Education Senior Dean, the NVC Career Consultant secured an additional \$86,000 (\$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).

C. Gasser Foundation Internship Project (2022, 2021)

Year 2: NVC received \$5,000 from the Gasser Foundation to place an NVC student in an internship.

D. Kasaysayan (Filipinx Learning Community)

The Kasaysayan learning community was launched in fall 2021, holding its inaugural event on October 18th, and received a Congressional Certificate from Congressman Mike Thompson. As only one of 5 Filipinx Learning Community statewide, this learning community is focused on the academic, social and career needs of NVC students with an emphasis on the growing Filipinx community.

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HUMAN SERVICES AND ADDICTION STUDIES PROGRAMS

(Report submitted Dr. Alejandro Guerrero, Acting Senior Dean, Counseling Services and Student Success, and Melinda Tran, Interim Coordinator/Counselor, Human Services and Addiction Studies Programs)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

- A. We were able to obtain California Consortium of Addiction Programs and Professionals (CCAPP) certification online addiction program.
- B. We created new curriculum for our human services program. The two new classes are public child welfare and trauma informed care. HSRV 135 Public Child Welfare HSRV 137 Trauma Across the Lifespan. We also rewrote - HSRV 130 - Crisis Intervention -redesign.
- C. We also established three new MOU's for paid internships in the addictions program: Aldea, Centerpoint, and Archway. Students are paid about \$18.00, they have increased formal training and supervision for AOD internships. In addition, a handbook for policies and procedures for Human Services and Addiction Studies was created.

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

- A. We were unable to obtain approval for the two new concentrations because we were not provided with the data necessary to move forward. We will obtain the data from Office of Research, Planning, and Institutional Effectiveness.
- B. There is an ongoing need to recruit students for the Human Services Program and Addiction Studies Program.

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

Adding additional paid internships for both our programs Human Services and Addiction Studies.

4. How many students did your unit serve in the 2021-2022 academic year?

Class	Fall 21 Students	Spring 22 Students
HSRV-120 Introduction to Human Services	26	18
HSRV-122 Helping Skills in Human Services	4	Not offered
HSRV-124 Working with Diverse Populations	18	8
HSRV-126 Case Management in Human Services	3	8
HSRV-130 Crisis Intervention in Human Services	6	Not offered
HSRV-190 Field Studies	2	Not offered
ADS-100 Law and Ethics	15	Not offered
ADS-120 Introduction to Addiction Studies	12	16
ADS-123 Counseling Theories and Techniques	Not offered	7
ADS-125 Personal and Professional Growth	Not offered	Not offered
ADS-127 Case Management in Addiction Studies	6	Not offered
ADS-135 Pharmacology and the Physiological Effects of Addiction	Not offered	8
ADS-193 Supervised Practicum for Addiction Studies 1	6	Not offered
ADS-194 Supervised Practicum for Addiction Studies 2	Not offered	6
Totals	98	71

*Chart is subject to student duplication and showcases number of students who completed the class

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

Our students have completed **1,550 volunteer hours** working with a population that is highly stigmatized and struggling with addiction. Our Human Services students have provided **390 hours** of direct support to children, families, individuals going through immigration issues, transitional aged youth, and veterans with housing insecurity, others with housing insecurity and without homes, individuals recently released from incarceration, and others in our local population who have benefitted from their time.

We had an end of the year celebration for our graduates in the program joined by their families and community stake holders on campus.

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TRANSFER CENTER

(Report submitted by Dr. Alejandro Guerrero, Acting Senior Dean, Counseling Services and Student Success, and Elizabeth Lara-Medrano, Coordinator/Counselor, Transfer Center)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

- A. Our 15th annual **Transfer Celebration (VTC22)** was held virtually via Zoom on May 10th, 2022, from 12-1:30 pm. The VTC22 recognizes and celebrates the successful completion of a student's transfer journey and admission to a four-year institution. We had over **70 people** register for the online event. The presentation included congratulatory speeches from NVC Administrators and Faculty. Luis Alcazar, Associate Dean of MESA & STEM Programs, and Diane Van Deusen, Professor of Mathematics, were this year's keynote speakers. They are both NVC alumni and are current participants of our Advocates and Champions for Transfer Students Program. We created slides with each registered student's name, degree(s) earned, and their transfer school. Classified professionals and faculty took turns reading each slide and celebrating each student.
- B. On May 20th, 2022, we held our **Drive-thru Prize Pick-up** for transferring students. Each registered student received a Transfer Medallion, a Congressional Certificate, pizza and refreshments, and additional giveaways! We also opened the event up to all transferring students, and they were able to pick up a transfer medallion. A local radio station, 99.3FM, The Vine, joined us at the event. They played music and interviewed transfer students live!
- C. **Providing hybrid services** to our campus community was another success for the Transfer Center. Transfer Center Staff were available via email and online chat Monday through Friday, 8 am to 5 pm during the fall and spring semesters. We provided online classroom presentations, workshops, access to college and university representatives, one-to-one student appointments, drop-in assistance hours, and outreach presentations. Career and Transfer Center staff were available in-person (beginning the spring semester) Monday-Friday 9 am to 2 pm. During this time frame, staff was available to assist students in person, answer phone calls, and answer general transfer-related questions.
- D. Another success was the launch of **ACTS-Advocates and Champions for Transfer Students**. ACTS is a transfer initiative program open to Napa Valley College Administrators, Classified Professionals, and Faculty. ACTS is a network of transfer advocates excited to promote transfer by participating in transfer events and sharing their college experiences with students. We currently have 25 members. ACTS members received a certificate. We created a member directory, allowing students to quickly identify which NVC staff had once gone through a similar transfer process and those that actively support the process. Transfer Center staff sent out special communications to keep members updated with transfer-related information. Members could add the Transfer Achievement logo and membership information to their email signatures. Our goal was to create a stronger Transfer Community and a directory of former Community College transfers and supporters. Most importantly, members had the opportunity to empower and inspire students to reach their goals by sharing their journey and knowledge. We will continue to grow this transfer initiative program for the 2022-2023 academic year.

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

Student online engagement was an area that needed the most significant improvement over this past academic year. The majority of the Transfer Center’s services were online, and student attendance declined from the previous year. This decline can be attributed to “Zoom Fatigue.” The online services included group activities such as workshops, events, classroom presentations, and individual college and university representative appointments. Even though attendance for group activities declined, students continued to reach out to Transfer Center staff individually to seek help and guidance regarding the transfer process.

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

One innovative idea is to conduct more joint activities with student support programs. The goal is to connect more students with transfer resources. EOPS, SSS TRIO, and MESA/STEM have shown interest in collaborating with joint activities that will engage and benefit more NVC students.

Transfer Center staff will continue developing *Transfer Bound* (transfer success group) by hosting in-person meetings and adding more guest speakers. *Transfer Bound* is not only a networking group open to all NVC students, but a community and safe space where students are encouraged to discuss obstacles, opportunities, and resources. Students are encouraged to share their experiences regarding the transfer process. This group will also be an opportunity for students to build connections, improve soft skills, and build confidence in transferring.

4. How many students did your unit serve in the 2021-2022 academic year?

Student contact July 1st, 2021-June 30, 2022 for Transfer	
Group	# of students
Workshop attendance	121
Class presentations NVC	185
College and University Representatives	100
Transfer reason code	# of student contacts regarding Transfer
Elizabeth Lara-Medrano	361 student appointments
Omar Peña	288 student appointments
General Counseling	3325 student appointments

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

SB 1440 – The Student Transfer Achievement Reform Act signed into legislation in 2010 enables the California Community Colleges and California State University to collaborate on the creation of ASSOCIATE DEGREES FOR TRANSFER (AA-T/AS-T, also known as ADTs). These unique associate degrees allow students to complete an associate degree and prepare for transfer to the university with priority admission benefits.

Associate Degrees for Transfer (ADT) e-Verify	# of Students
Students on the Fa 2021 CSU list (applying for Spring 2022)	47 (50 degrees)
Students on the SP 2022 CSU list (applying for Fall 2022)	155 (168 degrees)
Students e-verified for Fall 2022	118
Students e-verified for Spring 2022	38
Students who petitioned for ADT w/ NVC (SP22)	194
Students who petitioned for ADT w/ NVC (FA21)	56
Students who petitioned for ADT w/ NVC (SU21)	9

Transfer Related Degrees and Certificates for 2021-2022

July 1st, 2021 to June 30th, 2022

Degree/Certificate	21/SU	21/FA	22/SP	Overall
CSU GE/CERTIFICATE	14	54	143	211
IGETC COMBO	7	19	101	127
ADMJ.AST	1	2	14	17
ANTHRO.AAT	0	0	2	2
ARTH.AAT	0	0	1	1
BUSIAD.AST	2	11	28	41
COMMSTUD.AAT	0	7	17	24
EARLYCHILD.AST	0	0	6	6
ELEMTEACHED.AAT	0	1	1	2
ENGLISH.AAT	0	1	3	4
HIST.AAT	0	5	4	9
HOSPITALITY.AST	0	0	1	1
KINESIOLOGY.AAT	0	0	2	2
MATH.AST	1	3	16	20
MUSIC.AAT	0	1	2	3
PHYSICS.AST	1	1	17	19
POLI.AAT	0	2	7	9
PSYC.AAT	3	9	30	42
SOCIALJUSTICE.AAT	0	1	4	5
SOCIOLOGY.AAT	0	10	22	32
SPAN.AAT	1	1	2	4
STUDIOARTS.AAT	0	0	9	9
THEATREARTS.AAT	0	1	2	3

Transfer Admission Guarantee (TAG) Program

Subject	# of Students
TAGs submitted by students	86
TAGs requiring NVC Counselor Review (UC Davis only)	58
TAGs review completed	33
TAGs UC approved	47

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DISABILITY SUPPORT PROGRAMS & SERVICES (DSPS)

(Report submitted by Robin Darcangelo, Sr. Dean, Student Affairs and Dean of Disability Support Programs and Services in collaboration with Tyler Downie, DSPS Counselor)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

- A.** As stated as a goal in the 20-21 report, academic coaching is a service that is needed for our new students in DSPS. With the help of Senior Dean Darcangelo and her team, we have started a Mentor Collective which will provide students with a Mentor to engage with for support. These mentors will receive training on how best to provide support to mentees, and will be supervised by Chris Farmer's Caminos al Éxito program. This program will positively impact our new DSPS students, aid in retention, and provide more immediate answers to questions. We expect this program to be a massive success and grow in the upcoming years.
- B.** Through hard work and planning, our Learning Disability Specialist and DSPS Counselor Gail Rulloda was able to provide Learning Disability assessment for students again. Gail and our Learning Services team developed a process by which students and staff would be safe while conducting and completing Learning Disability Assessments. Many students were able to benefit from this service to receive an up to date assessment prior to transferring. Additionally, new students that needed an assessment to qualify for DSPS services were able to be assessed and served through DSPS.
- C.** Our DSPS outreach team was successful in maintaining our strong relationship with NVUSD to present virtually in classrooms regarding Napa Valley College and DSPS services. Virtual presentations increased our ability to meet with new prospective students more often, and at more convenient times. In addition, we were also able to present in person at various local high schools, which we have not been able to do in recent years due to the pandemic. Our outreach benefitted our enrollment in COUN 097 and overall at Napa Valley College.

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

- A.** Due to administrative turnover, the DSPS Department has struggled with overall direction. There was a goal set to produce policies and procedures, and that has not been accomplished. This was due to many factors, including working remotely, struggles with IT and overall interdepartmental communication. As a department, communication still needs improvement, as well as clear, reasonable goals to achieve during the next academic year.
- B.** Although improved, student engagement needs to remain a priority for DSPS. We are anticipating the Mentor program will help with engagement, but the department needs to utilize resources such as text campaigns and email blasts to get information out to our students regarding registration, accommodation requests, counseling appointment reminders, and suggestions for campus resources to engage with such as the Student Health Center and Basic Needs.

Confusion regarding when and where to register, student email struggles and how to access online courses are issues that can be resolved if our students have more reminders to seek resolutions to these problems earlier.

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

DSPS intake appointments can be overwhelming to our students. There is a significant amount of information that DSPS Counselors give to the students verbally, and our students do not always process this information. Knowing this, it would be incredibly beneficial for our new students to have follow up intake appointments with DSPS Specialists and/or Learning Services Specialists. This practice was informally implemented by Learning Services as recently as 2019, but these follow up appointments have not been conducted since then. Implementing accommodation follow up meetings would add value to the new DSPS students’ experience and help them to utilize their accommodations from the start. Utilizing accommodations gives the students an increased opportunity to succeed in their courses and meet their educational goals at Napa Valley College.

4. How many students did your unit serve in the 2021-2022 academic year?

- Credit - 528
 - Non-Credit - 187
- Total = 715

**Data indicates students enrolled/served is on par with 20-21. This is still a downtrend, but not a significant loss of students due to the pandemic. In addition, we saw an increase in non-credit students, which is a huge positive for our program.*

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

In the 21-22 academic year, our students lost a very important resource on campus and virtually when the campus no longer had Mental Health services through the Student Health Center. This resource was crucial to students that needed access to long term Mental Health Counseling. Fortunately, in the academic year 22-23, TimelyMD will be implemented to reestablish this resource for students, in a more accessible service delivery model. DSPS students will be able to engage with this service, and we anticipate this will aid with retention and overall student experience at Napa Valley College.

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Testing and Tutoring Center

(Report Submitted by Robin Darcangelo, Sr. Dean, Student Affairs and Dean of DSPS and Testing Center in collaboration with Elvia Macias Pena, Testing & Tutoring Center Technician)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

- A. As the pandemic continued to affect our community, the Testing and Tutoring Center (TTC) remained available to provide support for Napa Valley College's DSPS students. Due to the majority of virtual instruction during the academic year of 2021-2022, some of our DSPS students continued to experience difficulties with the online learning platform. The Testing Center was able to accommodate those students with a quiet distraction-reduced environment to take exams, study and offered reliable internet connection. In addition to maintaining services to our DSPS population, the Testing Center extended its resources to non-DSPS students who were affected by the Pandemic by offering make-up exams.
- B. Given that the pandemic has forced many departments to be creative in servicing students while maintaining social distancing, the Testing Center replaced drop-in services to appointments only. The result of this change has been mutually beneficial to both Testing Center staff and students. Appointments have allowed the department to control the amount of traffic coming in and out of the office and made it easier to organize day-to-day activities. Most importantly, students felt relieved knowing that they had an appointment rather than feeling stressed about the possibility of waiting for a testing room.

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

- A. In an effort to improve our handling of proctor fees, the Testing Center's goal was to align with other NVC departments by accepting electronic payments rather than cash only. Due to unforeseen technical issues that NVC was experiencing, we were unable to accomplish this.
- B. Currently, Testing Center staff manually tracks the number of students served for academic exams using an Excel spreadsheet. We attempted to use Cranium Café to both schedule appointments and use it as an automated tracking system but determined, due to limitations and NVC's settings, that this application was not a good fit for our department's needs.

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

The implementation of AB705 and the elimination of testing for placement has made the original design of Testing Room #1 (1764A) unsuitable as a DSPS semi-private testing room. Since the arrangement of this room was to administer placement tests, the room has been underutilized because it does not offer enough privacy between students who are taking a test. Testing Center staff has been limiting the number of students, up to four at a time, to ensure DSPS students continue receiving the distraction-reduced environment they require. This space can be better utilized if the desks were realigned with partitions and cameras strategically placed throughout.

4. How many students did your unit serve in the 2021-2022 academic year?

In addition to **700** academic exams administered to NVC's DSPS (646) and non-DSPS (54) students, the Testing Center processed **1,905** English placements, **1,878** math placements, **266** chemistry placements, **31** Spanish placements and **84** ESL placements.

Students Served - AY 21-22

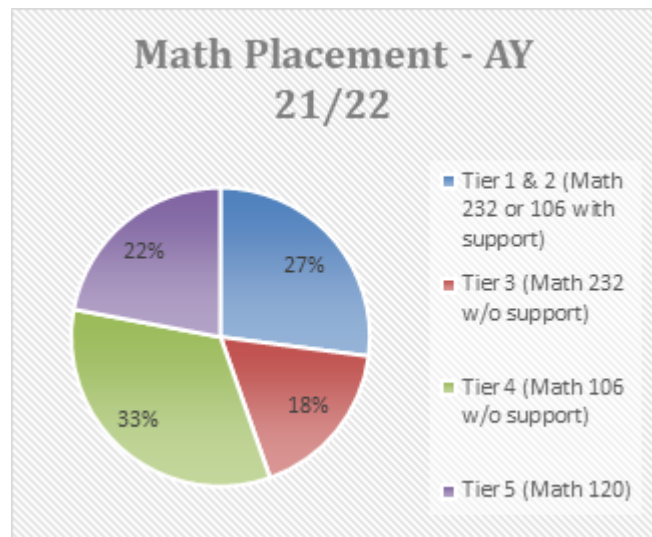
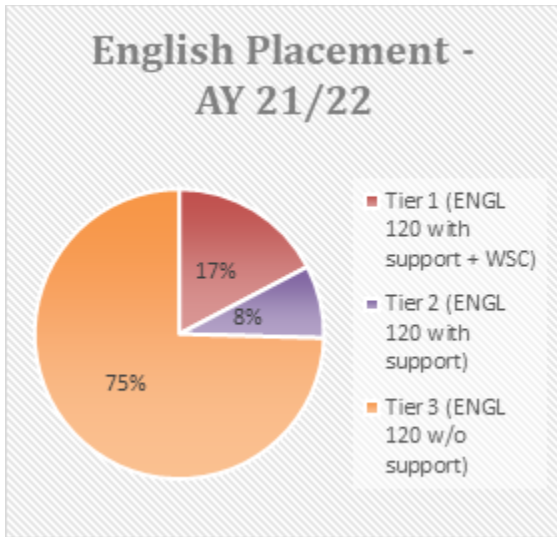
Service Provided	# of students
Academic Exams	700
English Placement	1905
Math Placement	1878
Chemistry Placement	266
Spanish Placement	31
ESL Placement	84
Total Served	4864

The first question in the placement tool asks students to describe their educational level. Most of the students (33%) identified as seniors in high school. Others (32%) identified as new to Napa Valley College and said that they graduated from high school within the past 10 years. The third highest group (20%) were current Napa Valley College students who were still in need of an English and/or math placement.

Student Description - AY 21-22

Description of Students	Percent
Current NVC Student	20%
Senior in High School	33%
Graduated High School within Past 10 Years	32%
Graduated High School more than 10 Years	11%
Junior in High School, or below	4%
Did not Graduate High School or Equivalency	1%

One responsibility of the Testing Center is to monitor NVC's placement tools and to ensure students receive a placement for both math and English. This is step #3 of the five steps to successfully enroll as a student. High school performance determines the placement tier a student receives. Based on what tier they received, students gain access to register for certain English and math courses. In the academic year 2021-2022, **1,905 students** received an English placement, and **1,878 students** received a math placement. Most of the students, 75% English and 73% math, were able to register for English and math courses without taking an additional support class.



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

- A. As of July 1, 2022, Testing Center is down to only two staff members.
- B. Testing Center now reports to Senior Dean, Student Affairs, Robin Darcangelo.
- C. TTC staff would like to update the department name to reflect the actual services that are being provided to students. The current name is misleading since tutoring is longer offered in this department.

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Financial Aid/EOPS/CARE/CalWORKs/Veterans/Scholarships

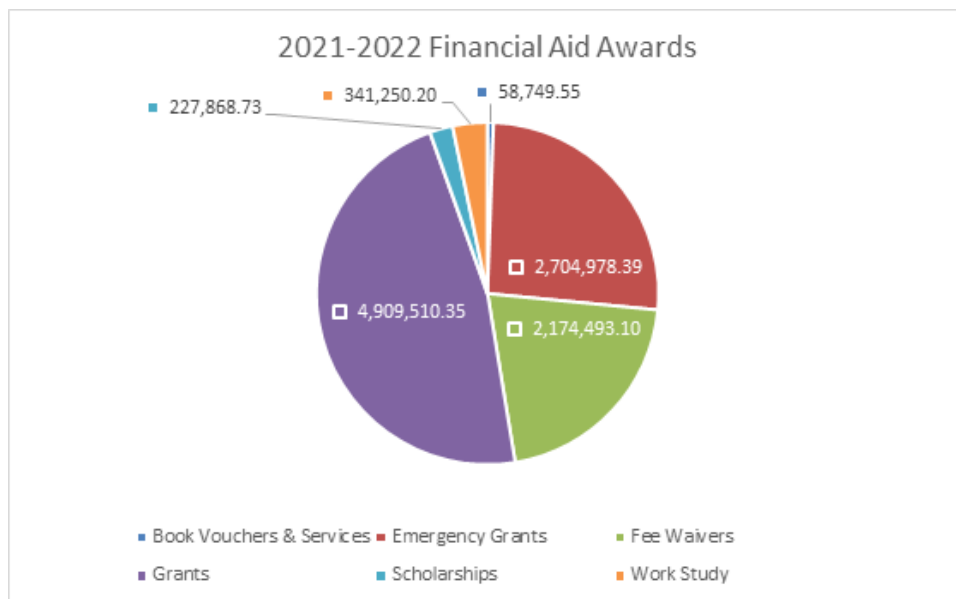
(Report submitted by Patti Morgan, Sr. Dean, Financial Aid/EOPS/Pre-College TRIO Programs)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

The **Financial Aid/EOPS/Veterans Services Office reopened for in-person services**. The Front Counter Reception and Computer Lab were open for in-person services to assist students returning to campus. Staff and counselors continued to meet with students and parents online using ConexEd Cranium Café video or phone appointments extended meeting needs.

Financial Aid

- **69.5%** of Napa Valley College students received some form of financial aid in 2021-2022 (see chart in section 4). This is an increase of 7.8% over the previous year.
- Made **19,432 awards** totaling **\$10,633,547** from all financial aid sources. The number of awards increased by 84%, representing an increase in both students served and staff workload, even though enrollments continued a downward trend.



- Placed 70 students who earned \$341,251 in Work Study jobs on campus. Financial Aid/EOPS offered 8 online English and Spanish outreach and college awareness events Cash for College financial aid awareness events held October through February. Travis Credit Union again participated as a sponsor for these financial aid awareness events by donating Fire Tablets to be awarded at each event.
- All Financial Aid/EOPS/CalWORKs/Veterans Services Department staff continue to utilize ConexEd Cranium Café for online student services.
- Financial Aid staff attended the Federal Student Aid Training Conference, CCCSFAAA Training Conference, Ellucian Live 2022, California Student Aid Commission (CSAC) Training, and other Federal and State Virtual Training conferences and webinars to maintain knowledge currency.

EOPS

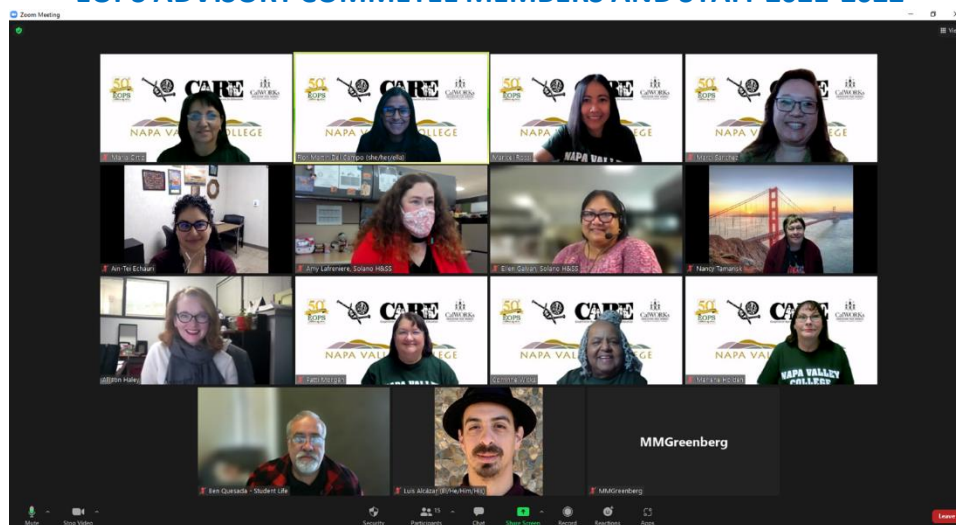
- 78 new students joined program in Fall 2021 and 30 in Spring 2022.
- 245 EOPS students were served in 21-22.
- 209 students received EOPS Cash Grants, totaling \$80,960
- 168 students received book vouchers, totaling \$34,058.
- 65 EOPS students graduated this year (receiving Certificates and Associate Degrees).
- Paid 34 EOPS student PTK memberships at \$95 each.
- Paid 4 EOPS student ABG memberships at \$41 each.
- Fall 2021 Advisory Committee Meeting for EOPS, CARE and CalWORKs was held on zoom on Thursday, December 6, 2021.
- Spring 2022 Advisory Committee Meeting for EOPS, CARE and CalWORKs was held on zoom on Thursday, April 21, 2022.



***SPECIAL GUESTS for the fall and spring meetings:**

- **Arcie Alvarado, EOPS student worker**
- **Eventyza Duran Hernandez, EOPS Student and student worker**
- **District Attorney Allison Haley- Napa County "Monarch Justice Center"**

EOPS ADVISORY COMMITTEE MEMBERS AND STAFF 2021-2022



Workshops and tutoring services provided:

- EOPS tutoring remained online to accommodate remote learning. EOPS tutor mentored our students in Math, Physics, and Chemistry.
- Continued offering all *EOPS New Student Orientations* on zoom.
- EOPS team offered various virtual informational workshops in both fall and spring.
- Three *Welcome Back* virtual workshops were offered to continuing EOPS students in the fall 2021 semester and three in the Spring 2022 semester.
- Offered two *NVC Scholarship Program* workshops, one in fall and one in spring.
- Offered three virtual *Wellness Wednesday* workshops in fall 2021. EOPS counselor, Marci Sanchez, presented the first two virtual events; Mentis prevention specialists, Yarely Chavez and Lupe Calderon, facilitated the third one. Ten students attended these workshops.
- The NVC Transfer Center presented two virtual workshops for our students: *TAG Application and UC Transfer Application*. Workshops were open to all NVC students. 16 students attended.

- Also in the fall, three virtual *UC and CSU Application Open Labs* were offered to assist students with transfer applications. 8 students attended.
- During the Spring 2022 Priority 1 registration week three *Open Labs* were offered to assist students register for Spring 2022 classes. They were our best attended open labs yet with 20 students.
- A *Cyber Security workshop* presented by Jose Sanchez, NVC IT Web Analyst, was held on Thursday, December 2.
- April 7th, collaborated with Dr. Sherry Tennyson and NVC Chief of Police, Amber Wade, for a virtual “*Networking 101*” workshop.
- The EOPS program assisted the Financial Aid Office with the 2021-2022 virtual *Cash for College* workshops.
- All fieldtrips and in-person events were canceled due to COVID-19.

EOPS staff attended many virtual trainings during fall and spring:

- On 10/28 & 10/29, staff attended CCCEOPSA Virtual 52nd Annual Conference: *EOPS/CARE/NextUP Reinforcing Our Vision for Success: Pathway to Healing and Hope*.
- On November 4th, staff attended NVC High School Non-Breakfast.
- Flor Martin-Del Campo attended the 5th *Annual Keeping the Dream Alive* Virtual Conference led by Sacramento State University Dreamers Resource Center.
- On February 14th, the EOPS team met with NVC Athletic Director, Jerry Dunlap, to discuss ways to collaborate with Athletics to increase student athletes' participation in the EOPS program.
- On March 3rd, Corrinne W., Flor M-DC, and Maricel R. attended a NVC hiring committee training offered. Mary SN attended the hiring committee training in August 2021.
- Marci S., Mary SN, Maricel R., and Flor M-DC attended virtual *CCC Transfer Conference*.
- Collaborated with the NVC Transfer Center to provide two virtual workshops: “*Next Steps: Admission Notice-now what?*”
- Corrinne W., Maria O. and Flor M-DC attended the 2022 *Virtual CCCEOPSA Spring Training: ‘From Foundation to Transformation: Reimagining EOPS/CARE/NextUp for Tomorrow’s Students Today’* on April 14th.
- Flor has done several virtual class presentations to promote the EOPS and CARE programs.
- In May 2022, EOPS had its first in-person event since March 2020. We had 51 attendees at our *End of the Year Celebration* event held in the NVC Glade.

EOPS IN-PERSON END OF THE YEAR CELEBRATION 2021-2022



CARE and CalWORKs

- Served 12 students in CARE and 24 students in CalWORKs.
- Awarded 20 CARE Cash Grants, totaling \$7,700.
- Awarded 20 CARE Book Vouchers totaling \$5,508.
- 1 student held a campus CalWORKs work study job and is now permanent NVC staff.
- Maricel R., Maria O. attended the CCC CalWORKs Association Annual Training Institute on April 26th – 28th via Zoom. Once again, the CalWORKs program paid the conference registration fee for 2 county workers – Kristy R., Napa County and Ellen G., Solano County.
- CalWORKs students were also invited to all EOPS workshops throughout the academic year, including the first in-person End of the Year Celebration event held in the NVC Glade.

Foster Youth

- Provided priority registration for 196 Foster Youth.
- CHAFEE Grant awarded to 8 students for a total of \$32,500.
- Attending the Foster Post Graduation Sub Committee via Zoom meeting.
- Continue with ongoing assistance to increase foster youth retention.
- Managed the CHAFEE Grant program. Reviewed and certified eligibility for CHAFEE Grant applicants.
- Made available an equity book voucher for \$300 to foster youth who qualify. Provided 18 students with a voucher.

Scholarships

- Received and processed 303 applications through AwardSpring, with 236 individual scholarships awarded.
- Awarded \$239,675 in scholarships to 143 NVC students (not including high school).
- The Scholarship Ceremony was held on May 25th in the NVC Performance Art Center.
- Processed outside 44 scholarships for a total of \$85,546.
- Awarded \$33,300 to 32 local high school students in 10 Napa County high schools.

Veterans Services

- Served 126 student veterans and 222 veteran dependents during the 2021-2022 academic year.
- Awarded 30 Veteran specific fee waivers.
- Summer 2021: Served 149 Veterans and their dependents. Of that number, 51 were eligible for Veterans Affairs Education Benefits.
- Fall 2021: Served 239 Veterans and their dependents. Of that number, 87 were eligible for Veterans Affairs Education Benefits.
- Spring 2022: Served 196 Veterans and their dependents. Of that number, 76 were eligible for Veterans Affairs Education Benefits.
- Updated DocuSign Veterans In-Processing forms.
- Lynette Cortes presented at the TAPs out processing brief at Travis AFB. She presented on California Community Colleges.
- Attended Veterans Association webinars to maintain current knowledge of various Veterans Affairs education program changes.
- Provided veterans stoles and cords for commencement ceremony. Made available Scantrons and Bluebooks throughout the year as needed.
- Maintained communications with the Student Veterans Health Program (SVHP) to provide health resources to veterans.

- Made available an equity book voucher for \$300 to veterans who qualify. Provided 20 Veterans with a voucher.

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

Our biggest challenge occurred in early June 2022 when Napa Valley College was hit by a cyberattack, necessitating the shutdown of all technology systems for security purposes. The Financial Aid/EOPS/Veterans Services/TRIO department was unable to access any of its information online, including online communication with the Department to Education to import FAFSAs. Financial Aid refunds were delayed until the end of June for summer enrollments and delayed even longer for retroactive payments. Staff had no access to Colleague, department file shares, email, and even phone systems were down for a period of time. We are still recovering from that cyberattack.

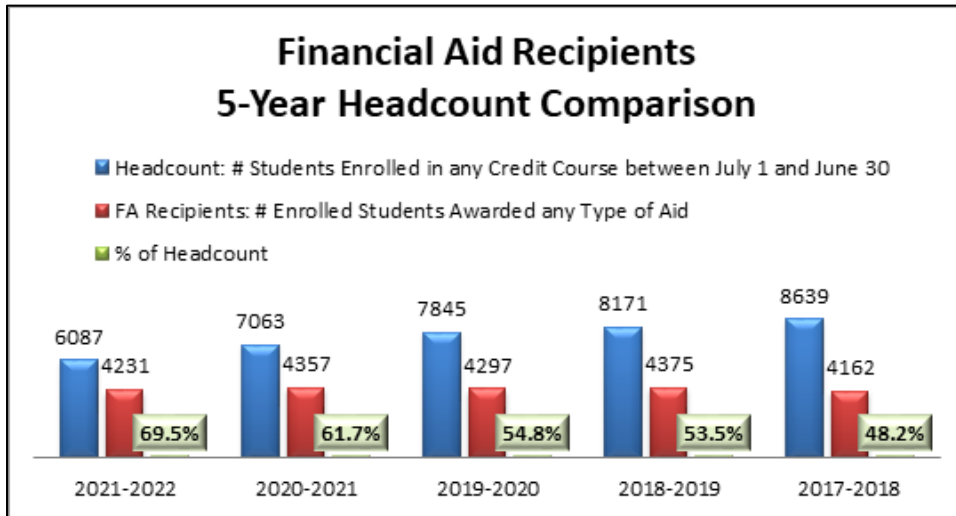
3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

- Continue to develop the DocuSign product to automate incoming document storage for quick review and processing.
- Return to a combination of online and paper files until we can fully implement a secure cloud-based imaging system to store and retrieve documents.
- Expedite implementation of the Hyland OnBase imaging system to replace the failing Hershey Singularity product.

4. How many students did your unit serve in the 2021-2022 academic year?

Students Served	
FAFSAs Received	4,968
BOGW A, B, F Applications (paper)	31
CA Dream Applications	163
EOPS/CARE Applications	460
EOPS/CARE PTK (Phi Theta Kapa)	34
EOPS/CARE ABG (Alpha Beta Gamma)	4
Scholarship Applications	303
Veterans & Veterans Dependents	348
Foster Youth	196
Work Study Placements	70
EOPS/CARE/CalWORKs Appointments	9,589
Financial Aid/Veterans Appointments	4,084
Front Counter Contacts	881
Financial Aid Outreach Events	46
NVC Promise Applications	1,564
FA Bookstore Advance Applications	3
Student Served (duplicated count)	22,744

Due to the COVID-19 pandemic, most service were provided online.



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

Although enrollments are trending downward, the overall percentage of students receiving some form of financial assistance increased by **7.8%** for the 2021-2022 academic year.

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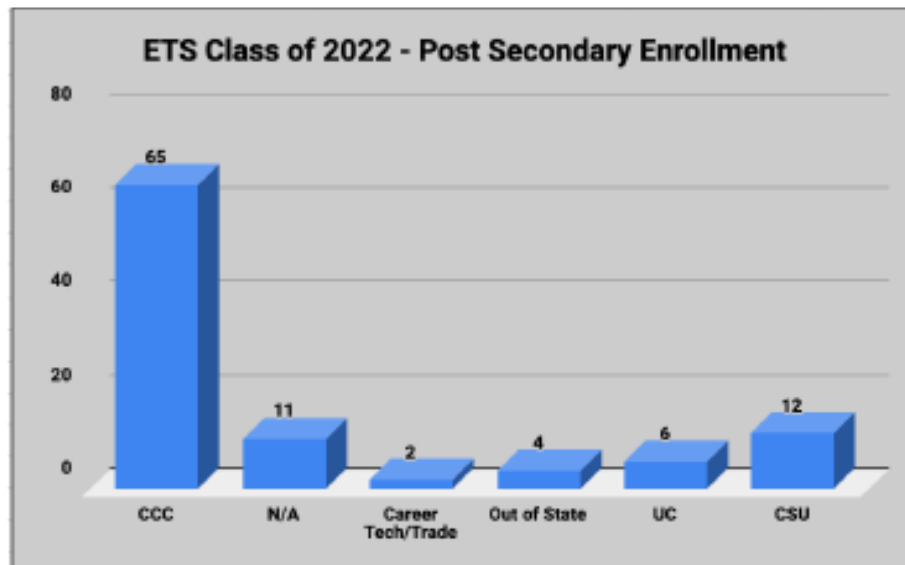
EDUCATIONAL TALENT SEARCH

(Report submitted by Ramon Salceda, Associate Dean, TRIO Programs)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

A. Noted below are a few samples of the year's highlights:

- 100 Seniors graduated (100% Graduation Rate).
- 1 Student Graduation Speaker: Luisa Ortega (Napa High School).
- 1 Early Graduate (Bryan Aguilar De Loera, now attending NVC).
- ETS Participant Sophia E. Martin graduated this spring from both Vintage High School and Napa Valley College. She will now be attending the University of Tennessee this Fall as a junior at age 18!
- Our graduates from Napa and Vintage High Schools will be attending various California State Universities, Universities of California, Private Colleges and Community Colleges throughout the nation.
- Numerous students were recipients of a variety of public and private scholarships and awards.
- Many of our students are participating in various NVC programs such as SSS (25), MESA (9), EOPS (11), and Puente (18).





B. During the summer, we collaborated with Study Smart Tutors in order to provide summer camp opportunities for students in all grade levels. There were two different options of camps provided, a LEGO Engineering Camp, and a Content Creation for Career Development Camp. The LEGO Engineering Camp focused on using LEGO Bricks which students used while building spinning merry-go-rounds, ferris wheels, speeding roller coasters and other fun attractions as they created giant amusement parks. In the Content Creation for Career Development Camp, students had the opportunity to learn how to turn content creation into a viable business. They learned the process of creating content, how to come up with ideas, creating videos and managing their social media posts.

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

A. Despite the great recruitment efforts from the ETS staff, we were not able to fulfill our total number of students. This was primarily due to the lingering impact on our recruitment efforts from the COVID-19 pandemic from academic years 2019-2020 and 2020-2021. These previous years have had a tremendous negative effect on the amount of students we were able to recruit and therefore placing us in a position where we have to make up a lot of ground. However, during the 2021-2022 academic year, we were able to bring in a large amount of students which helped us get closer to our student number target goal. During this upcoming academic year 2022-2023, we are expecting to have another successful recruitment campaign and therefore planning to reach our target recruitment goal.

- B. During the Spring of 2021, we had one of our hourly Program Assistants depart and we immediately began the hiring efforts to fill the much needed position. When we finally brought someone on board and provided the training, unfortunately, the individual left the position as they needed a position with more hours. So we've been short staffed for over a year and are currently recruiting, once again, to try and find a qualified candidate for this critical position.

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

As we are coming off a virtual educational environment and transitioning back into in-person format, we wanted to make sure to evaluate our services and identify any key takeaways from this experience. One of the major benefits of online environment was the ability to offer some of the ETS services to a larger audience as it is usually much more convenient to attend an online event versus in-person. Therefore, we are planning to use the Zoom format to hold various types of activities for ETS students and families, such as orientations, parent workshops, etc. We are hoping that by incorporating and combining this format into our existing in-person services, we will be providing additional methods for communicating with our families and hoping that this will create an increase in the parent participation.

4. How many students did your unit serve in the 2021-2022 academic year?

The TRIO Educational Talent Search Program provided academic services to **582** first-generation, low-income middle and high school students from the following Napa Valley Unified School District (NVUSD) schools:

- Harvest Middle School
- Redwood Middle School
- Silverado Middle School
- Napa High School
- Vintage High School

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

The 2021-2022 academic year marked the official last year of existence for Napa Valley Unified School District's Harvest Middle School. This has given way for the creation of a new middle school, Unidos Middle School. Unidos Middle School is a dual language immersion school serving students in grades 6-8 and it is located in the City of Napa on 1850 Salvador Avenue. Since Harvest Middle School was one the designated school sites in the ETS Grant, we submitted a special request to have Unidos Middle School incorporated into the Grant in place of Harvest Middle School. Fortunately, our request was officially approved by the U.S. Department of Education and we can begin serving Unidos Middle School beginning with the 2022-2023 school year.

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STUDENT SUPPORT SERVICES (SSS) TRIO

(Report submitted by Ramón Salceda, Associate Dean, TRIO Programs)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

A. We want to celebrate the accomplishments of our SSS TRIO students.

- **31 students** graduated with a degree and/or certificate.
- **11 student** graduates signed Transfer Admission Guarantees (TAG) with participating UC Campuses.
- Once again, an SSS TRIO student was chosen as **Valedictorian** for Napa Valley College's Commencement 2022 ceremony. This year's honor went to Jaqueline Gonzalez, who is now attending Dominican University.

B. The SSS TRIO Program was very excited to finally hire our Counselor/Coordinator, Sonya Wright. We are very happy to welcome her on board and look forward to having her be part of our team.

C. We continue to increase our collaboration with our sister TRIO Program Educational Talent Search (ETS), this year we accepted one of the largest number of newly graduated ETS seniors.



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

A. Due to the lasting effects from the COVID-19 pandemic and the SSS staff shortage, the SSS TRIO Program was unable to reach its goal of serving 185 students for the 2021-2022 Academic Year.

B. We would like to increase SSS Program visibility on campus and throughout the community as well. Going forward we would like to accomplish this goal by being more involved in various NVC activities and events and by also increasing the use of our social media accounts.

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

- A. The SSS Program is looking forward to having SSS staff be more involved with campus activities and increasing collaboration with other NVC programs.
- B. The SSS Program would like to continue to do virtual presentations and utilize virtual services for students who are out of the area and are not able to participate in-person activities/events.

4. How many students did your unit serve in the 2021-2022 academic year?

The SSS Program is funded to serve 185 students. However, as previously mentioned, due to the lasting impact of the COVID-19 pandemic and the program being understaff, we were unable to serve our projected number of students.

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

For the 2021-2022 academic year, the SSS Program was understaffed the majority of the year. The program was without the Counselor/Coordinator and the Administrative Assistant which had significant direct impact on program services.



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MESA/STEM

(Reports submitted by Luis Alcazar, Associate Dean, MESA & STEM Programs)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

- A. Being awarded the Title III Hispanic-Serving Institutions Science, Technology, Engineering, Mathematics and Articulation (HSI-STEM) grant to expand culturally relevant curricular and co-curricular services to low-income STEM students, particularly Latinx students.
- ~\$5 million over 5 years
 - Project centers equity-minded practices and focuses on Latinx and low-income students.
- B. Increased access to STEM internships for our MESA/STEM Center students through the creation of opportunities developed specifically for NVC students.
- 8 students participated in the on-campus internship program
 - 2 students participated in a FDA internship through a new partnership with The Division of Applied Mechanics within Center for Devices and Radiological Health's Office of Science and Engineering Laboratories (OSEL).
 - 1 student participated in a USDA internship through a new partnership with their Natural Resources Conservation Service office here in Napa.
- C. Partnered with STEM faculty to send five faculty to participate in ESCALA's culturally relevant pedagogy training designed for STEM faculty.

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

- A. Hiring is the area that needs greatest improvement since that is what is preventing us from accomplishing many of our goals.
- B. Improve MESA/STEM Center technology, particularly bettering the Wi-Fi speeds and overall connection, PC replacement, and better ethernet speeds.
- Students have repeatedly asked for better Wi-Fi - 33, vocally and via surveys.

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

- A. Developing stronger relationships with Vallejo and American Canyon schools and community organizations to promote STEM careers via Napa Valley College.
- B. Implementing Circulo (community circles) for our STEM students.
- C. Designing a culturally relevant pedagogy institute for STEM faculty alongside the Academic Senate's CEETL IEPI taskforce where the learnings from ESCALA and other IEPI institutes could be implemented.

- D. Purchasing Apple and PC laptops for students to check out.
- E. Enhancing the technology available in the MESA/STEM Center's study hall.

4. How many students did your unit serve in the 2021-2022 academic year?

The MESA/STEM Center directly served **64 MESA students** and **43 STEM students** that were enrolled in our center. The center indirectly served many other students that were not enrolled with our center via the center's tutoring services, STEMposium, and STEM Speaker Series.

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

- A. We were awarded the David Dwight Eisenhower Transportation Fellowship grant and administered the application and review process. Three students were awarded.
- B. During Fall 2021 – We launched our first STEM First Year Experience - Offered COUN 101 linked with MATH 106 College Algebra students. Students who maintained enrollment in COUN 101 succeeded 100%. Students who succeeded in STEM FYE are currently enrolled full time, have transfer goals, and participating in the MESA/STEM Center.
- C. We enhanced the Medical Scholars Pathway (MSP) offered - 4 workshops relating to premed student learning outcomes pertaining to readiness. MSP 1st Year students attended each of the sessions through interactive online sessions.

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OFFICE OF STUDENT AFFAIRS

(Report submitted by Oscar De Haro, Retired Asst. Superintendent/Vice President, Student Affairs)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

- A. A 2nd annual successful ¡Viva Mariachi! Festival on Saturday, April 9 in the Performing Arts Center. **823 tickets** were sold during the two sold-out performances (a matinee and evening show). The concerts highlighted three award winning mariachi groups: Mariachi Cantares de Mi Tierra from Luther Burbank Center for the Arts, Mariachi Garibaldi from Southwestern College and Mariachi Torres from San Diego.

The fact that we had two sold-out performances on the same day is indicative of the interest in these types of community events that promote education and culture. These sentiments were shared via feedback cards that we collected from patrons after the concert and during the intermission breaks.

- *“This is the second time enjoying this festival and it’s getting better & better. It’s just an amazing show!! Great Job NVC.”*
- *“Please bring more events to the college that celebrate the culture and history of our community.”*
- *“Such a wonderful event for the whole family. Thank you for bringing this experience to Napa.”*
- *“Wonderful event – the music and the performances are priceless.”*



- B. The Office of Student Affairs in collaboration with staff from Caminos Al Éxito and presenters from other offices, coordinated the 2nd annual high school virtual lunch on April 28, 2022. We had **48 attendees** representing **22 different agencies and schools** including **12 high schools** from Napa and Solano Counties.
- C. The successful execution of an off-campus in-person Commencement ceremony which was held at the Memorial Stadium on May 26, 2022. **270 graduates** participated in the ceremony out of 610 eligible graduates. We had approximately 2,300 people in attendance at the stadium not including children. The last NVC off-campus ceremony was in 2005, when NVC still held the annual ceremony in the NVC gymnasium and that semester the gym was being renovated. In 2014 our annual ceremony was moved to the Library Plaza since the gym was too small to hold the graduates and their guests.

The decision to hold an off-campus ceremony was made for safety reasons because the number of COVID-19 cases was starting to rise again (due to the 3rd wave) and we didn't want to risk waiting and then having to offer a hybrid ceremony. We polled ASNVC Board members who said they would prefer an in-person ceremony, even if it were off campus, rather than having a virtual ceremony or limitations on the number of guests a graduate could bring. We decided to choose a venue that was large, had outdoor seating and would not be costly to the college. The Memorial Stadium fit the bill and proved to be an amazing venue for our graduating students and their families. The coordination with the NVUSD Facilities staff was smooth and they were very accommodating to our needs. The cost of holding the ceremony off-campus was less than holding it in-house due to the savings in not having to hire a sound/audio company or having to rent chairs.

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

- A. One of goals that we were unable to complete was the updating of our **BP/AP 5500 Standards of Student Conduct** to follow the League's template. This was due to the unexpected family leave of the executive assistant of Student Affairs, Martha Navarro, during the fall semester. This resulted in the administrative assistant, Maria Ramos Tamayo, being the sole assistant in the Office of Student Affairs.

Even though Martha returned in January 2022, this project continued to be put on hold due to a continued shortage of staffing when 1) Maria Ramos Tamayo was reassigned in February 2022 (20 hours) to assist the President's Office, and 2) our office coordinated three big events in spring: a) the 2nd annual Viva Mariachi Festival (April 9), b) the annual high school virtual lunch (April 28), and c) the off-campus annual commencement ceremony (May 26) at the Memorial Stadium.

We initiated the process of updating the BP/AP documents in mid-spring but then had the cyberattack in early June and lost about 95% of our files, so now we need to begin the process again.

- B. Another project that we were not able to accomplish was the **timely recording and reconciliation of our fall 2022 student contacts** in Maxient, our student case-management software. Maria was the sole assistant in the Office of Student Affairs providing support to the VPSA and the Sr. Dean, Student Affairs.

In addition, the office staff handled a high amount of conduct COVID-related cases, 23 to be exact, in the fall that were specifically due to students violating our COVID-vaccine requirement/testing for in-person classes. These cases required time to 1) manually enter them into Maxient, 2) contact the student to notify them that they would be dropped from their class 3) notify faculty, Distance Education, A&R and College Police about these proceedings, plus manage updates, and 4) then recording a resolution in our system.

It is critical that we try to set time aside, monthly, to reconcile all our student cases, so that we don't leave everything till the end of the fall and/or spring semester. It was very time consuming to try to search for records and input notes after several months had passed.

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

- A. Continue to hold our annual ceremony in the Memorial Stadium. Our graduation ceremony has gotten too large to accommodate the 2,000-2,300 people who attend the graduation each year. Even though the Library Plaza is a beautiful venue and it’s on campus, the grass area is not large enough to accommodate more than 700-800 chairs to seat guest, so this means that many guests have to remain standing, and this creates crowd and audio control issues. We need a large venue that has the adequate seating setup and audio system to make this an enjoyable ceremony for all in attendance.

- B. Not an innovative idea but an important one: Leadership needs to continue to encourage staff and carve off time for staff to take advantage of professional development trainings especially in technology and software that can improve our day-to-day office operations. We are short-staffed in many offices and need to find software that can facilitate our day-to-day tasks such as the tracking and reporting of student cases and communication practices with a large number of students. We need to find ways to improve our processes to make them more efficient.

4. How many students did your unit serve in the 2021-2022 academic year?

- Served **217 students** in AY 21-22 while most classes or services were still remote. This number includes **14 incident reports** submitted via the Talk-to-Us Forms which used to be reported separately.

MAXIENT INCIDENT REPORT (IR) FORMS - AY 2021-2022				
Type of Issue	Summer 2021	Fall 2021	Spring 2022	Grand Total:
Assistance on A&R Issue/Procedure/Petition Appeal		1	2	3
Complaint (Student Affairs/Non-Instructional)	2	1		3
Conduct (Student)	1	81	12	94
Conduct-Covid (Student)		23		23
Faculty Seeking Advice on Conduct Case	1	2	2	5
General Inquiry about College Programs/Services		1		1
Issue related to Academic Affairs/Instruction	1			1
Letter of Recommendation			5	5
Letter of Verification		10	13	23
Log for Reference Only	1	1	2	4
Seeking Assistance from Office of Student Affairs	5	10	3	18
Seeking Assistance from Sr. Dean, Student Affairs	2		2	4
Seeking Assistance from VPSA	8	2	1	11
Spanish Speaker Needing Help	1	2	5	8
Talk to Us Feedback Form--Other	1	10	3	14
Grand Total:	23	144	50	217

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

- A. The Office of Student Affairs lost about 95% of our historical files that we had been saving in the shared network drive, so we are now relying on our emails to reconstruct a lot of templates, documents, reports, etc. Luckily our student conduct cases were stored in our Maxient system, so we didn't lose those cases. In the spring semester, we had begun the process of creating PDF files of conduct letters that we wanted to upload into our legacy cases in Maxient, but those files were lost due to the cyberattack.
- B. Despite the shortage of staffing in many SA areas including the VPSA's office during the 21-22 academic year, the SA unit did an exceptional job in continuing to serve students via phone and in-person. The VPSA's office was one of a few offices in the 1300 Bldg. that continued to provide in-person assistance and had 50-75% of the office staff (2-3 members) in the fall and 75-100% in the spring working daily from the office unlike other offices who had only 1-2 people on campus.

Our office was frequently handling phone calls from students or community members who could not reach other offices or were not able to navigate our remote services.

It is important to note that by the end of June 2022, the SA unit lost 4 administrative assistants (MESA, DSPS, SSS, & Career Center) along with 2 classified staff (A&R & FA), and 5 administrators (Testing Center, Welcome Center, DSPS, SHS & VPSA) due to retirements, departures or reassignments, which will leave a shortage/void in these areas that provide critical services to students. We hope that services are not diminished because of the shortage of staffing.

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OFFICE OF SENIOR DEAN, STUDENT AFFAIRS

(Report submitted by Robin Darcangelo, Senior Dean, Student Affairs)

1. **What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?**
 - A. **Ocelot:** An online chatbot on the NVC website, developed and designed to provide immediate response to students' numerous questions. Chris Farmer and his team Caminos al Éxito (CAE) worked feverishly with Student Affairs departments to determine the most frequently asked questions and provide the response from our Stormy bot. Stormy provides a variety of resources and supports the student services that NVC offers. Stormy has fielded **4,988 conversations** with more than **15,000 questions** total. Additional Bot features will be fully implemented in the coming year.
 - B. **TimelyMD/Care:** This online service provides 24/7 mental health support through virtual visits to all our students for free. This vendor provides our students with access to a diverse range of licensed counselors/professionals. Students can discuss things such as anxiety, depression, substance use, stress, life transitions, academic challenges, and relationship issues, plus many more. I worked in collaboration and partnership with Student Health Services (Nancy Tamarisk) to ensure our students' mental health is a priority, and NVC can provide support for the students' needs.
 - C. **Mentor Collective:** Chris Farmer and his team (CAE) developed a foundation to support a Peer Coaching Project. The project was expanded to specifically invite our DSPS students either as coaches or mentees. The matching of students and coaches has been very positive. Since this is the first year of the project launch, CAE expects a successful and engaging experience for the students who are participating.
 - D. **Spring FLEX Day:** During fall 2021, I partnered with the Professions Development Team (Christa Trujillo & Mandisa Wood) and was asked to coordinate a diverse group of students to participate in a focus group. This was an attempt to hear the students' voices and to engage them in conversation about their recent experiences during the semester, including attending online classes, experiences with Student Affairs and Academic Affairs, and their overall mental health concerns from experiencing the pandemic. The students participated in the opening session of Spring Flex Day and were asked a series of questions by me. The students showed up in the virtual environment and responded to the questions. Most feedback was positive. Although not everyone liked the responses from the students, it was extremely important that we listened to their concerns and work toward improvement. The students felt heard and were extremely appreciative that they were given the opportunity to speak to a campus community and that they also felt honored.
 - E. **River Trail Village at Napa Valley College:** Over the past two years, I have worked closely with the NVC Student Housing team and our partners, including, SCION, Volz Company, Citi, The Martin Group, Greystar, MGT Consulting Company, and many others. This work includes several weekly meetings and ongoing planning. At the same time, I have coordinated several diverse focus groups and worked with MGT Consulting to survey our NVC students about the naming of the project, the types and styles of buildings they prefer (including single occupancy or double occupancy), and specific accommodations. I also worked with MGT Consulting on current

market rates for apartments and living expenses in the Napa Valley area. The NVC team worked toward building a brand with colors that match and relate to the mission of the project, along with reviewing the design of the buildings, and overall interior esthetics. Several surveys were sent out to the students during the prior year and last year to determine a proforma rating.

I connected with Orange Coast College as well as Santa Rosa Junior College to develop partnerships. Both colleges gave me the opportunity to review their student housing space.

During the Spring of 2022, I helped create Q&A's for our NVC website, created an email account for faculty, staff, and administrators to submit questions regarding the housing project, and collaborated with faculty and provided responses to many of their concerns in conjunction with Ann Volz from Volz Company. I lead the efforts along with Volz Team, Mike Loganbill and Ann Volz to create our 1st Student Housing forum that occurred in the Board Room on Thursday, March 24 from 3:00-5:00pm. This was an opportunity for the campus community along with the BOT to hear about the project as well as the goals and objectives that are intended to support students' success, affordable student housing, enrollment and retention. During the Spring semester, NVC received a **31-million dollar grant** to support affordable student housing. Toward the middle of the Spring 2022 semester, I worked with Citi, Volz Company and several other partners on financial closing. I met with potential investment partners which posed several questions regarding the project and worked with Citi and Jim Reeves to address questions. The financial closing process was intense and exciting as we finally ended with investors and an extremely happy team of people. Financial close occurred on August 11, 2022.



- F. **Groundbreaking for River Trail Village at Napa Valley College:** The groundbreaking ceremony was held on Wednesday, September 21, from 10:00 am to 11:00 am. I helped with many aspects of the planning efforts that included signage, location, marketing, communication, and overall event. The NVC Team involved in this event planning includes Jim Reeves, Holly Dawson, and myself. Our partners are Volz Company, The Martin Group, Greystar, HPI Architecture & Design Collective, Clark Building Group (CBG), Citi, and NCCD-NVC Housing I, LLC. The ceremony included remarks from Superintendent/President Dr. Torence Powell; BOT President, Jeff Dodd; the Student Trustee, Jorge Alejandro-Martinez; California State Senator, Bill Dodd; Assistant Superintendent/Vice President, Jim Reeves, and Assistant Vice Chancellor, Student Equity & Success California Community Colleges, Dr. Siria Martinez. The ceremony launched the beginning of a new era for Napa Valley College, providing affordable housing for our NVC students, creating community, and transforming our college to a 24/7 living space.

The next phase will be to create an implementation team, and work with several faculty, staff, administrators, and students as we develop an onboarding process that is effective, efficient, and safe for all students. We want to continue to build on student success by ensuring we are being student-centered, equity-minded and demonstrating social justice, and being community-minded. Our goal is to support all students and specifically the students who demonstrate the biggest need with the resources we have included Basic Needs support, Financial Aid & EOPS, Counseling, DSPS, Transfer Center, Office of Student Affairs, Academic Affairs, ASNVC, STEM & HSI Grant, Caminos Al Éxito, and our Learning Communities.

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

- A. New Student Convocation** was planned to be an in-person event for fall 2022. However, due to the pandemic and extra caution around the gathering large groups of people in one space, plus the uncertainty of the cyberattack, and resulting lack of access to Colleague and enrollment updates, we had to move it to a virtual event. We have planned a New Student Convocation in-person event for fall 2023.
- B. 30-60-90 Day Outreach plan:** An outreach effort/plan was attempted toward the end of Spring semester. Phone banking, in-person registration, tabling at Commencement and many other efforts were made, but, due to the cyberattack and our inability to pull student data, we were unable to complete the action plan. Several other efforts were made to help students onboard and register, and hear about the many services NVC offers.

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

- A.** On July1,2022, I was officially moved over to Disability Support Programs and Services (DSPS). I am very excited to be working with the DSPS team and creating new goals and innovative ideas to bring about awareness of the DSPS on our campus, and for our students.
- B.** An implementation team will be created to work on specific processes for onboarding students to River Trail Village. The leasing office will be established on campus and official leasing will begin Fall, 2023. This academic year will be a time to create, develop, and implement processes and procedures to ensure that onboarding for students will be efficient, equitable, and supportive.

4. How many students did your unit serve in the 2021-2022 academic year?

The Office of Student Affairs(OSA) continues to support the work of the student conduct and discipline process. The process takes a tremendous amount of time and effort to ensure we are following the Title V law, rules and regulations. I collaborate with Nancy Klein from SCLSC if I have any concerns or need additional guidance. I engage in many conversations to support faculty if they have concerns or need assistance in this process. All students who get referred to the OSA for conduct or discipline are required to meet with me for a one-hour appointment. I give the student an opportunity to provide their reasons for the referral, and if necessary, investigate if the information does not match. While students receive consequences for their actions based on referral specifics during the appointment with the student, I provide coaching, support, and a letter with a succession plan to help them get back on track. This approach continues to provide the students with a message of support. Student conduct and discipline is my opportunity to provide student support while ensuring that student success is the goal.

The work of student conduct and discipline is a collaborative effort with support from Maria Ramos Tamayo, Martha Navarro, and me. Refer to the Student Conduct and Discipline Cases 2021-2022 table on next page.

STUDENT CONDUCT AND DISCIPLINE CASES 2021-2022				
Type of Issue	Summer 2021	Fall 2021	Spring 2022	Grand Total
Conduct (Student)	0	80	13	93
Grand Total	0	80	13	93

Type of Violation	Summer 2021	Fall 2021	Spring 2022	Grand Total
Conduct-Covid (Student)	0	23	1	24
Grand Total	0	23	1	24

Type of Issue	Summer 2021	Fall 2021	Spring 2022	Grand Total
Faculty Seeking Advice on Conduct Case	1	2	2	5*
Seeking Assistance from Sr. Dean, Student Affairs	2		2	4

*This number is under-represented because we were not able to record all the appointments that the Sr. Dean of Student Affairs had with faculty members, who reported the 93 “Conduct (Student)” cases; we estimate that the grand total for Faculty Seeking Advice was about **40-45 contacts**.

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

River Trail Village will transform into NVC 24/7 College. This year, we are moving forward with a collaborative process that will involve many meetings and conversations around the onboarding process. Greystar, Volz Company, The Martin Group, and CBG Contractors will be working with Jim Reeves, myself, and a team of individuals (Implementation Team) to review, develop, and create processes to ensure NVC is prepared for our students and the new Student Housing project.

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Caminos Al Éxito

(Report submitted by Christopher Farmer, Sr. Manager, Title V HSI Grant Caminos al Éxito)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

- A. Piloting MyPath and Onboarding New Students** – In year two of the Caminos Al Éxito (CAE) project, NVC MyPath was officially piloted. Although the result of year one was not as hoped during planning due to a variety of factors, the planning and implementation of MyPath resulted from a series of conversations around what courses new students take, the modalities they would like to have those courses offered in, and how courses can be clustered and loosely ‘reserved’ to ensure the enrollment of new students in courses necessary to their ultimate educational goals. Ultimately the first year of MyPath implementation suffered from many of the obstacles that other Learning Communities and First-Year Experiences suffered from in the 2021-2022 AY – low enrollment, low retention, and difficulty engaging new students in an online environment. As the project enters the 2022-2023 academic year, MyPath will be moving forward with a re-implemented format based around a more traditional First Year Experience. MyPath in Fall 22 will have counseling course at its core and support services braided throughout students’ first year at the college – while conversations around structured new student courses have evolved into a strategic enrollment management conversation of which CAE will play a significant role in the coming years.

While the formal first year experience pilot was met with underwhelming success, the proactive coaching provided to new, incoming high school seniors continued to show its value and importance to the college onboarding, outreach, and enrollment functions. CAE staff onboarding **661 new students** out of area high schools into the college in Fall 2021, and as of the writing of this report, is on pace to onboard 700 for the fall 2022 semester. Proactive coaching, which seeks to link high school seniors with staff early in their application process and continue with them throughout their first semester at the college, logged more than **1,500 verified student contacts** since Spring 2022, with many more additional emails, text messages and face-to-face conversations with students.

- B. Peer Coaching** – CAE spent much of the year planning and building a foundation for a Peer Coaching Project at Napa Valley College. Peer Coaching seeks to identify successful students at the college and match them with new incoming students via an online matching system that also facilitates conversations and tracks interactions between a Peer Coach and their Mentee. The Peer Coaching Project kicked off recruitment of Peer Coaches in May. Recruitment involved the completion of an interest survey and the completion of a national Peer Mentoring Certification training facilitated online by Mentor Collective. Although hampered by the summer cyberattack, matching of Peer Coaches with Mentees commenced on July 25th, 2022. As of the writing of this report (Aug), CAE boasts a contingent of **55 trained Peer Coaches** matched with **82 new incoming students**, with **710 verified communications** between them.
- C. Ocelot** – In Fall 2021, CAE moved forward with plans to develop and implement an online chatbot for the NVC website. Following the purchase of the expanded Ocelot Bot (Stormy) in November 2021, the CAE team, in conjunction with many other NVC offices worked diligently to update responses on the bot to guide students from the website to the variety of resources and support services NVC offers. As of the writing of this report, Stormy has fielded **4,988 conversations** with more than **15,000 questions** total. The CAE team continues to regularly monitor the bot’s

interactions and update responses as necessary. CAE is optimistic that unused features, such as live online chat, can be fully implemented in the coming year.

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

- A. iGrad** – One of the core components of the CAE project is the expansion of financial literacy resources for Napa Valley College. In year one of the project, CAE sought to provide training to high-touch staff and faculty on some of the basic fundamentals of financial literacy to encourage a better understanding of what financial literacy is, and how it is an important part of the student experience. In year two of the grant project, CAE invested in an online platform, iGrad. iGrad provides a regularly updated financial literacy portal to all students, staff and faculty – with topics ranging from student loans, to investing, to buying a house. iGrad was set to be connected to NVC through our Single Sign On portal, but continued technology disconnects, including the summer cyberattack have significantly delayed the implementation timeline. iGrad is up and fully accessible, but without a dedicated SSO connection, a full campus unveiling has not occurred. In Fall 2022, CAE will work with the SSS-TRIO program as a pilot of the iGrad platform with an anticipated Spring 2023 formal release to the entire campus.
- B. Professional Development** – The CAE project failed to implement significant professional development centered around cultural awareness and pedagogy in its second year (2021-2022). In part, this is due to the already robust culture of professional learning established through the efforts of the Instructional Design Institute (IDI) as well as the work of the Office of Diversity, Equity, and Inclusion (DEI). In fall 2022, CAE is set to migrate from Student Affairs to DEI. It is anticipated this move will result in the braiding of CAE professional learning objectives with those of the office to provide for an enhanced and expanded effort in these important areas.

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

As the CAE project enters year 3, it will seek to implement all aspects of the grant project, while honing and fine-tuning other components of the project.

- A. Peer-Coaching** – In its pilot year, the progress of peer coaching will be closely monitored to seek avenues for improvement. Most imperative to the immediate success of the project is the establishment of a Peer coaching ‘Club’ that will be part of a coaches ongoing training, while also an effort to establish community among those students.
- B. Proactive Coaching (staff)** – Traditionally, proactive coaches have been viewed as a component of NVC outreach. As guided pathways continues to grow and develop at Napa Valley College, CAE is slowly shifting the view of the coach as less of a tool of outreach, but more as a tool for retention for the college – particularly for those groups that have traditionally shown lower retention rates when compared to the rest of the student body. Proactive coaching is particularly successful when partnered with the development of affinity groups. CAE will invest time and effort in the coming year in conjunction with guided pathways implementation and the Office of Diversity, Equity, and Inclusion to expand upon this project.
- C. Expansion of the Starfish Early Alert Program** – The CAE project has as one of its objectives the implementation of an Early Alert module. Currently NVC’s early alert platform (Starfish) is limited in

its capacity and is not meeting its full potential as the robust tool for student retention that it can be. CAE will invest time and effort in the development of the Starfish platform in year 3 of the project.

In addition to the specific innovations above, as well as those listed in the previous section, CAE is actively partnering in the implementation of guided pathways at NVC and will invest substantial time and effort in the development of the multiple branches of that project as well as grounding all efforts in equity while ensuring Napa Valley College continues to move itself in a direction that is beneficial to the continued success of its Hispanic/Latinx students.

4. How many students did your unit serve in the 2021-2022 academic year?

In Fall 2021, CAE successfully onboarded **661 new incoming high school students** into the college in coordination with other campus offices. This is the most direct count of students the grant project can claim, however, the efforts of grant staff through the variety of projects the project is invested in such as the chatbot, alerting students on the de-registration list, texting large groups of students, support for high school programming and more have impacted thousands of students as well as potential NVC students and their families

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

Year three of the five-year Caminos Al Éxito project is of particular importance in the long-term viability of many of the project's initiatives. In this coming year, the project will seek to fully implement all its objectives while moving others from a piloting strategy to a fully institutionalized activity. The project will seek opportunities to offset institutional costs associated with the implementation of guided pathways and equity-based professional learning initiatives while strengthening the foundations of its efforts to establish models that are sustainable at the conclusion of the grant project in 2025.



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STUDENT HEALTH SERVICES

(Report submitted by Nancy Tamarisk, Director, Student Health Services)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?



A. Ramp up of COVID Testing; Monitoring Compliance with COVID Testing Requirement

In November, the Board of Trustees initiated a policy requiring COVID vaccination for all employees, and for those students who take in-person classes. The policy allows for exemptions from vaccination for those with medical contra-indications or religious objections. The administration implemented this policy by enacting a requirement that exempted students and employees are required to have weekly COVID testing.

This new requirement exploded the demand for **COVID testing** by the Student Health Center. Unsure at first whether our small (two-person staff) could meet the demand, we considered contracting for testing services. However, we decided to keep this task in-house. We transformed our former therapist's office into our COVID testing center. Because it features a separate door with a porch, we can serve the patients who come for testing without leaving the building ourselves while keeping the patient on the porch. This arrangement provides for efficiency, because the staff can quickly leave their desk to serve the patient and return. It also decreases the potential for contagion of the staff. In this manner, we were able to effectively deliver **20-60 tests** per week.

We also took on the task of **monitoring student compliance** with the testing requirement. Each week we checked all students who were required to have a COVID test to determine whether they had uploaded a result to Cleared4, our testing compliance platform. We created a spreadsheet with coding for compliance and reported non-compliant students to Admissions and Records for appropriate action, which could include dropping the student from in-person class.

The testing and compliance monitoring functions proved quite labor intensive. It required an active partnership between ourselves, Admissions and Records, and Senior Dean Robert Van De r Velde, who manages the Cleared4 platform.



B. TimelyCare Implementation

In 2021, all California Community Colleges began receiving what is to be an annual allocation to support mental health services for students (Prop 98 funds). After much research and deliberation about how to best utilize these funds, we contracted with TimelyMD, which provides telehealth services under the brand name TimelyCare. Via TimelyMD, students are provided access a 24/7 mental health talk line, as well as a diverse pool of therapists to provide video appointments.

With TimelyMD we have increased student access to mental health services beyond the office hours of the Student Health Center. Students can request a therapist who best meets their needs in terms of bilingual, gender, ethnic, specialty, and other parameters. This service enables even a small college like NVC to serve the diverse mental health needs of our eclectic student body.

Implementing this service to start in Fall 2022 required the assistance of IT as well as informative outreach to students. Distance Education (ED) embedded the TimelyMD link in each student's canvas shell, so that they can easily download the TimelyCare app to access services.

Because the service was only implemented near the end of the 21-22 term, we have as yet been unable to access student utilization and satisfaction with the service.

C. Creation of Clinical Assistant Role

In the past, the essential functions of medical assistant, receptionist, and administrative assistant were provided half time, by a person (Jazmin De La Cruz) whose job was split with a role as police dispatcher. In 2020, she was transferred entirely to the Campus Police, and assistance was provided by a work study student, with Ms. De La Cruz stepping up when needed.

We wrote a new job description for a Student Health Assistant, and in October hired Jordan Drolette as our first employee to occupy this role, on a basis of 30 hours per week. The timing was fortuitous, since we would have been unable to meet the COVID testing and compliance monitoring demands without a person dedicated to the Assistant job. Jordan has proven a competent, caring and enthusiastic employee and we hope to benefit from many years of her dedicated service.

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

In October our long-term therapist, Magdalena Orr, resigned. Due to college fiscal constraints, we have dropped from providing full-time access to an in-person therapist, to two days per week in-person access. The campus therapist is provided by a contract with Mentis, a local non-profit. This leaves us with limited access for in-person therapy, a special concern when students experience mental health crises.

While we have been quite satisfied with Mentis services, it should be noted that the therapist provided by Mentis is not fully certified, and is working under the supervision of a qualified Mentis therapist.

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

FamilyPACT Work-arounds

For approximately 6 years, NVC has been enrolled as a FamilyPACT provider. This contract allows us to provide free reproductive health services, including contraception and STI treatment and testing to students who are low-income and lack health insurance.

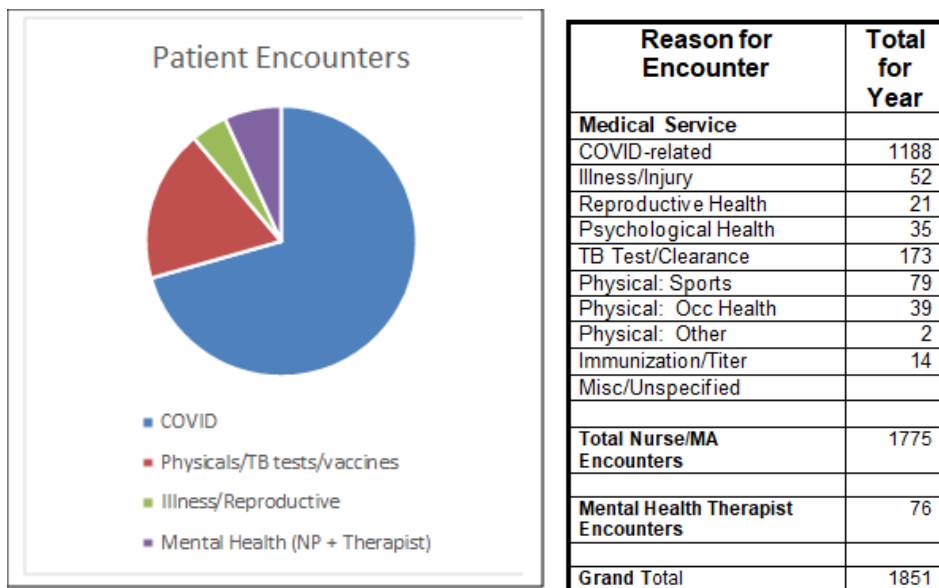
In July of this year, MBT, the medical billing company employed by NVC, dropped their participation in FamilyPACT billing. There seem to be no other companies willing to take on California Community Colleges as clients for FamilyPACT billing. The Chancellor’s office is working to find a solution.

In the past few years, our income from FamilyPACT has ranged from a low of around \$2,000 (pandemic), up to \$15,000: a small, but nice, addition to Student Health income.

However, our main concern is not the loss of income, but our deep desire to continue providing reproductive health services to our students. We have decided to continue to enroll students in FamilyPACT, and to continue to provide reproductive health counseling. The Nurse Practitioner can continue to order lab work for FamilyPACT students, since the labs can bill the plan. Instead of dispensing birth control oral, intravaginal, topical, and injectable medications, the NP can write prescriptions for these medications. We have not discovered a way to provide the implanted device, Nexplanon. This device must be ordered by the provider, at a cost of nearly \$1000 per device. We cannot afford to provide these devices without reimbursement, so any student who requests it must be referred elsewhere.

We hope that the Chancellor’s Office will craft a solution to this dilemma for the 23 community colleges which have lost their FamilyPACT reimbursement.

4. How many students did your unit serve in the 2021-2022 academic year?



Note: Mental Health Therapist encounters encompasses only through October of 2021, when our therapist resigned. In addition, the Mentis Therapist served 22 students for an average of 8 – 12 sessions apiece, which would be about 220 visits.

The grand total of Student Health Service visits increased from 1,053 in the previous academic year, to **1,851 visits** in the 21/22 year, a **76% increase**. This rise was driven in great part by the increased demand for COVID services, which include both testing and case tracking and guidance. For the prior year, the COVID-related encounters numbered 425 vs. 1,188 for 21/22 (**an 180% increase**). Other notable increases were a more than doubling of the illness/injury encounters, and an increase in mental health encounters by the Nurse Practitioner from 2 to 35. These higher numbers reflect the gradual increase in the numbers of students on campus, as well as diversion of mental health issues to the NP due to the lack of daily presence of a mental health therapist.

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

On May 31, I, (Nancy Tamarisk, FNP) the Director of Student Health resigned. A hiring process has commenced, but as of September 9, a replacement has not been hired. Nancy continued as a contracted temporary employee for 19-hours per week, with contract ending 9/9/22. Until a replacement is hired, Melissa Datu will be serving as a temporary NP, also on a 19-hour per week basis. At the same time, our Clinical Assistant, Jordan Drolette, has been on maternity leave since early July, and is expected back in December.

This information is important to those evaluating the effectiveness of Student Health Services to realize that for most of the first half of the 2022-23 academic term, the SHS has been/will be staffed entirely by temporary personnel operating under 19-hour contracts. This will severely limit the amount and continuity of services provided, though not, we believe, their quality.

In addition, due to NVC fiscal constraints, the Director/NP position has been reduced from full-time to 75% FTE, that is 30-hours per week. Reduced clinic hours compared to past years will be the result.

The hope that a new Director/NP will be in place by November. That person, while facing a steep learning curve, will bring fresh ideas and enthusiasm to Student Health Services, no doubt taking it in unforeseen directions.

We trust that NVC will hold firm in its support of Student Health Services through this transition phase, anticipating a bright future of dedication and innovation to support the mental and physical health of our precious students.



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UMOJA PROGRAM

(Report submitted by Jeannette McClendon, Coordinator/Counselor, UMOJA)

1. What are two or three of the greatest accomplishments of your unit this past year (2021-2022)?

- A. Communication was one of the greatest accomplishments this past year. Umoja students were instructed to contact the Umoja office any day, any time by email, phone, and/or text to make known of any questions, issues, or concerns. Students were made aware how to contact the Umoja office or one of the professors. Students were given priority assistance on any college related matter. In addition, the use of the Virtual Village (set up through zoom.us) was a useful tool utilized in communicating with students. The Virtual Village was available on Monday – Thursday from 9:30 am – 2:00 pm and closed on Fridays. Students often came on the video to ask questions – questions related to financial aid, admissions, to how to access tutoring services, how to speak with professors regarding class concerns and just to say hello. A prize was given to the one student that came on the video most often.

Umoja Team members – coordinator, faculty, counselor, and staff met bi-monthly to check in on each area of the program, check on each other, relative to the success of the students and meeting program goals. Students were required to meet with the Umoja counselor three times per semester as a scheduled appointment and other times when needed. Each appt was scheduled every 15 business days. Umoja counseling is 24/7 and goes beyond the 9 - 5 work hours. That is just how we do it in Umoja.

- B. Umoja office in conjunction with the Umoja Counselor prepared and maintained student educational plans for students and assisted Umoja students in all aspects of the transfer process: application, personal statements, letters of recommendation, scholarship information. The collection and review of mid semester progress reports for first year students in the program for both fall and Spring semester were done through Starfish.
- C. Umoja sponsored or were a part of several on and off campus events: highlights included attending year end events such as the Kwanzaa in the fall and Rites of Passage in the spring; Umoja winter retreat held virtually, Black History month events held virtually, various on campus workshops, guest speakers speaking in class to inspire and motivate the students. Other highlights included conducting fundraising activities to produce revenue for gift cards, book loans for students with financial hardships.

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

- A. Basic skills continue to be an area of greatest need. Students were not seeking assistance and support from their professors and did not seek tutoring. Many eventually dropped out of college. Their reasoning was attributed to their ineffective learning in the online environment.
- B. Counseling. Umoja had a dedicated counselor assigned to the program. Students were required to meet three times per semester. Counselor took another position on campus and an adjunct

counselor agreed to fill in so students could make their three -appointment requirement. Issues arose as students were uncomfortable, unsure, or just not willing to meet with the adjunct counselor. We attribute this to the lack of continuity and relationship building. This was no fault of the adjunct. Students were not comfortable with someone new. I was able to assist and provide intrusive counseling.

- C. Newsletter – due to many factors, Umoja did not produce a newsletter highlighting the programs successes. Several flyers, brochures, and handouts were produced, but the goal was to put out a quarterly newsletter.

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

- A. One innovative idea is to continue to provide the Virtual Village – a safe space for students to ask and get answers to their questions. This safe space was conducted online in a virtual environment during the past year, but the goal is to open it up for an in person offering.
- B. Continue to host Porch Talk in person and/or online in a virtual environment. This is another safe space for students to have open dialogue, group participation, and interaction on various topics on the local, state, and global level. Porch Talk was held every Thursday during the lunch hour. All student, staff, and faculty were invited.
- C. More outreach activities that encourage campus wide participation. The goal is to be engaged with other learning communities and offices on campus. Encourage office personnel to come to events that support Umoja and Umoja related events.

4. How many students did your unit serve in the 2021-2022 academic year?

- A. In the fall 2021 semester, our enrollment was a total of **74 students** taking classes that were identified as Umoja students. Due to circumstances beyond our control, students began dropping out. In Spring 2022 semester, our enrollment number shrunk to a total of **63 students** taking classes that were identified as Umoja students.
- B. Student contact include students that took advantage of counseling services, visits to the Virtual Village, phone contact, emails, and involvement in Porch Talk activities: Fall 2021: **371 students**, and Spring 2022: **236 students**.

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

Factors that affected the programs’ ability to achieve its goals of live learning and completion goals had a lot to do with the lack of active participation. The program lacked the motivation to keep the students actively engaged in a live learning environment. Although class was held in a virtual environment, teaching just wasn’t the same. The goal for the program last year was “thrive to survive”. It was that this year as many of the students just were not as engaged as I believe they would have been, if they were in person.

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