



**STUDENT AFFAIRS
ANNUAL REPORT
2020-2021**

Prepared by
The Office of Student Affairs
November 2021

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ADMISSIONS AND RECORDS

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

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

The general theme of 2020-2021 for Admissions & Records (A&R) is adjusting to the new “normal”, post-Pandemic world and improving our virtual tools to make them more effective in the enrollment process.

The **greatest accomplishment** of the 2020-2021 year was assessing and improving the virtual processes implemented in early 2021 due to the Pandemic. Due to the speed with which the department implemented the forms and workflows, it was necessary to assess their effectiveness and make improvements to meet student, faculty, and staff needs. The department continues to move all forms and workflows to DocuSign. Currently, there are only a handful of forms not moved to DocuSign and the department is regularly identifying new forms that can facilitate inter-departmental workflows and business processes.

Currently, the department manages over 65 active DocuSign forms and workflows. The team has processed over 15,000 DocuSign forms to date.

A. Improvements to A&R Electronic Forms and Virtual Workflows

- **New Custom Permit to Attend (CCAP and Non-CCAP) Forms:** The Permit to Attend is the registration form required for all high school students to register for college classes. This state-required form requires signatures from the student, parent, and the high school principal. Due to the high volume of forms received by the office, and the challenges some students had in completing the form, the department began to create custom forms for each high school.

Today, each Napa County high school has a custom form that simplifies the routing and signing for each school. The new process requires only the student and parent information, rather than the high school administrator’s information. The A&R development team also met with the high school teams and outreach staff to ensure the high schools understand how the form works. All schools who request a form will be able to have a custom form, even if they are out-of-county.

Schools that offer CCAP classes also now have custom forms, requiring only one form per year, rather than per semester. This has greatly simplified the process for all stakeholders. The A&R department collaborated with the Career and Workforce Education CCAP Dual Enrollment program to create new forms that simplify the process for students.

- **New Graduation Petition Forms:** The graduation petition process is one of the most important functions of the department and for our students. In spring 2021, the A&R department collaborated with Counseling Services to rebuild the graduation petitions, to improve both the functionality of the form, as well as the workflows.
- **New Non-Credit Registration Form:** In order to simplify the registration process for non-credit students, the A&R department created the Non-Credit Registration form. After the student completes and submits this form, their application status in the system is updated, which allows

registration without a CCCApply application on file. Then, later, the student will have an opportunity to submit an application after they have been in the class and in an application session facilitated by faculty and/or staff.

- **Updates to Prerequisite Equivalency Form:** This form was replicated into three forms so that students can submit forms during different registration periods in the cycle: Pre-registration, during registration, and during the add period. The three forms facilitate the appropriate enrollment workflow for the student, ensuring that the correct process occurs for the student.

Summary of Petitions Processed By A&R Staff in DocuSign					
Column 1		Column 2		Column 3	
Name of Form	Number Processed	Name of Form	Number Processed	Name of Form	Number Processed
AB540	237	Course Registration with Add Code	250	Loss of Priority Appeal	178
Add Code Request	284	Course Repetition	302	Non-Credit Registration	298
CCAP Permit to Attend	701	Drop Card	280	Permit to Attend Forms	4,342
Change of Major	1,899	Excess Unit Limits	163	Prerequisite Equivalency	1,561
Course Audit	219	Graduation Petitions	1,211	Spanish Course Registration	92
Course Conflict	61	Late Add/Drop Petition	1,629	Statement of Legal Residence	631
Course Registration	712				
Column 1 Total	4,113	Column 2 Total	3,835	Column 3 Total	7,102
Duplicated forms included				GRAND TOTAL	15,050

B. The **second greatest accomplishment** of the 2020-2021 year was the completion of the CCCApply Application Import project. The goal of this project was to rebuild the CCCApply-to-Colleague import process. The CCC Technology Center made changes to the application that required our import process to change as well. Updates to our import process were required on our end to ensure that the data submitted through the application was imported correctly and was accessible. An external consultant worked with A&R and the Department of Information Technology to rebuild the application import process.

Completion of CCCApply Application Import project

- The new application import process resolved a number of ongoing issues, such as correct import of majors, correct import of residency determination dates, reduction in the need for duplicate resolutions, and correct mapping of imported data into Colleague.
- The non-credit application was also set up for implementation when the non-credit program is ready.

C. The **third greatest accomplishment** of the 2020-2021 year was the implementation of eDiploma, the electronic diploma. Beginning in spring 2021, A&R now sends an electronic version of diplomas to students, in addition to the hard copy mailed to them. The electronic diploma allows the student to receive an electronic version of their diploma in a safe and secure manner, allowing them to display their accomplishment through social media and send directly to employers and others who request proof of earning a degree.

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

The area that we were **not able to accomplish this year** was automating the Full Measure enrollment communications. Although the College has been sending out communications manually, the plan is to get the enrollment automation working by spring 2022 registration. This automation will allow students who are going through the enrollment process to receive automated next step nudges to students in a timely manner. The new, primary objective for Full Measure communications is to point the student to the next step and offer direct links to support just in time.

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

The Outreach Task Force and Enrollment Task Force are cross-functional teams comprised of members of various departments across campus, including representatives from Student Affairs, Academic Affairs, Administrative Services, the President’s Area, the Business Office, and Public Relations and Communications. These teams continue to look for ways to innovate and improve outreach and enrollment practices and processes. Both Task Forces primarily focus on making improvements to processes through collaboration and mutual communication and support.

The Enrollment Task Force is using online resources such as Cranium Café and Zoom to ensure students are getting direct enrollment support. Individual staff cards strategically placed on the website facilitate direct access to staff. Improvements to DocuSign forms and workflows have helped business process workflows to move enrollment documents more easily from department to department.

The Enrollment Task Force team is identifying specific barriers and challenges for students to identify areas for improvement. As the team identifies barriers, improvements are recommended, and implemented. This process is ongoing and will continue throughout the 2021-2022 year. Currently, the Enrollment Task Force is working on new enrollment surveys for the enrollment process to receive direct student feedback, to clarify and troubleshoot improvements. The team uses the results to understand student barriers and plan ongoing improvements.

The Outreach Task Force is currently working on identifying additional resources needed to provide students with support for matriculating to college. Resources that have been identified: updates to the 5-Steps to Enroll Canvas shell, clearer website content, self-help videos, printed and virtual collateral, outreach activities and events, and marketing communications.

4. How many students did your unit serve in the 2020-2021 academic year?

The significant majority of students successfully register, add, and drop online. The A&R department successfully enrolls students into classes through DocuSign petitions and registration forms. See tables below.

2020-2021 Registration Activity			
Registration Type	Registration Term		
	FA20	SP21	SU21
Student Online Registration Activity	17,408	14,942	3,678
A&R Registration Activity	2,727	2,298	151

A&R Mail 2020-2021 Annual Summary						
Fall 2020		Spring 2021		Summer 2021		GRAND TOTAL
Date Range	Number	Date Range	Number	Date Range	Number	
Aug 14 - Sept 14	387	Jan 20 - Feb 20	450	Jun 14 - Jul 14	439	
Sept 15 - Oct 14	273	Feb 21 - Mar 20	175	Jul 15 - Aug 5	134	
Oct 15 - Nov 14	183	Mar 21 - Apr 20	192	Aug 6 - Aug 12	87	
Nov 15 - Dec 19	246	Apr 21 - May 29	345			
Total	1,089	Total	1162	Total	660	2,911

A&R Mail continues to be the centralized communication vehicle for inquires to the department from faculty, staff, and students. A&R staff respond and distribute messages to route students to the correct A&R staff person to assist. DocuSign replaced A&R Mail for form submission. However, some enrollment verifications and student information changes are still completed through A&R Mail.

The volume of email communications has tripled since last year, even with DocuSign in place.

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

A&R is working with the Self-Service for Faculty team to fully migrate from WebAdvisor to Self-Service. This work is ongoing and will continue throughout the 2021-2022 academic year. Students are currently using Self-Service for education planning, registering, paying bills, and monitoring financial aid status. Self-Service for Faculty is planned to go live in October 2021 for spring 2022 registration.

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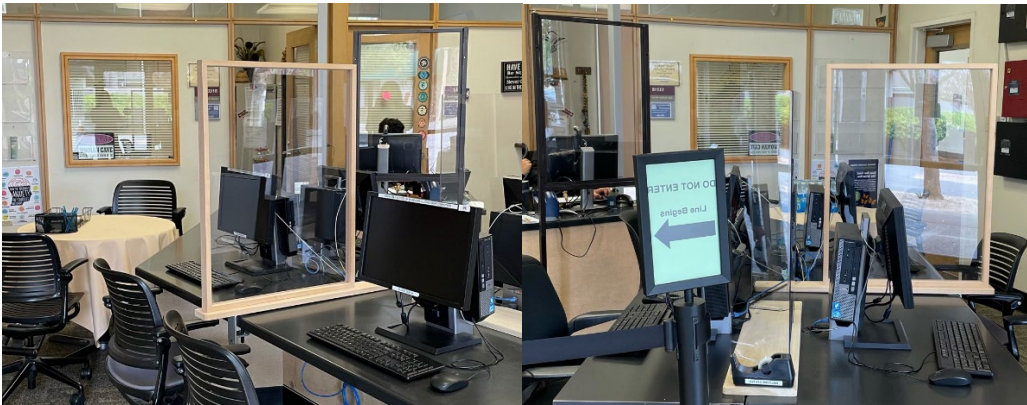
WELCOME CENTER

(Report submitted by Jolie SanClair, Senior Manager, Welcome Center & Student Engagement)

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

A. New Information Booth for the Welcome Center

The Information Booth is serving in the capacity of the official Welcome Center office located in the 1300 building. Establishing the Information Booth as a first point of contact creates a welcoming environment and helps minimize foot traffic to areas or departments not accessible for in-person services. Students are currently able to receive services related to other departments, such as distribution of student ID cards, transcripts requests and various drop-off documents or items. We have created a system for students to first check-in at the Info Booth for assessment of the level of service required. If a student requires assistance that cannot be resolved immediately, they are directed to the Welcome Center office where a staff member is available to provide further assistance. A staff member will greet the student at the door and escort them into the lobby area. We have created two help desk stations where students are able to sit at a computer across from a staff member, who will provide one-on-one instruction. While this plan was originally put in place to address protocols and restrictions imposed by COVID, the booth has become a mainstay for students seeking help on campus. Because we see this valuable service as a long-term solution, it would require a permanent position that could be full or part-time.



The repurposing of the former Information/Ticket Booth (Bldg. 900) allowed for students to receive limited, in-person assistance while on campus. Staffed by part-time hourly personnel, the Booth is open for services Monday through Thursday, 9am to 5pm, and is equipped with a phone and computer which has access to Colleague. Since officially opening in fall 2020, the booth currently services approximately 85 – 120 students per week with in-person assistance.

B. Student Ambassador Staffing Improvements

In fall 2020, we were able to convert a total of three Student Ambassadors from work-study employment to part-time hourly employees, in order to address the exponential increase in student demand for assistance. The conversion from work-study to part-time hourly allowed us to increase their pay from \$15 per hour to \$16.87 per hour, and each ambassador was approved for a total of 19 hours per week, which helped to ensure timely and appropriate customer services.

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

The impact of ongoing issues related to campus technology created a progressive surge in dependency of virtual/in-person foot traffic directly on the Welcome Center, and generated the immediate need for additional staff support. The additional and mounting customer service needs required increased access security level for staff, specifically to the password reset feature in Colleague. This access security level, normally afforded to Temporary/Part-Time staff, was problematic for those originally hired as Student Ambassadors, who performed similar duties within the Welcome Center but were classified as student help only.

The success of operating of a Student Ambassador Academy remains a challenge that is directly related to recruitment & retention. The impact of restrictions imposed by the current COVID-19 virus have created a vacuum in the ability to attract and hire student workers. In addition to meeting various academic requirements, such as a GPA of at least 2.5, students who apply for an ambassador role must be eligible for either district or federal work study. This limits other potential student candidates who do not qualify for financial aid as the Welcome Center does not have its own budget or funding source.

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

In order to maintain the services offered by the Information Booth of the Welcome Center and maintain the high level of expertise required to fill this roll for the Welcome Center and college, one regular full-time or two part-time positions are needed. Stability is crucial for this function of the College, and temporary and student staff do not provide a stable staffing pattern.

To mitigate the challenges of recruiting students to train and serve as Student Ambassadors, new recruitment strategies are being developed. Several recruitment events have been scheduled to connect with students in-person. Additionally, the requirements of the application process are being amended to make becoming an applicant easier.

4. How many students did your unit serve in the 2020-2021 academic year?

Student Traffic Count - 2020-2021					
	Email	Phone	Virtual Lobby	In-Person (Info Booth)	Semester Total
Fall 2020	1,040	3, 304	116	335	4, 795
Spring 2021	2,754	4, 021	428	1, 143	8, 346
Summer 2021	1, 265	1,818	324	449	3, 856
Year Total	5, 059	9, 143	868	1, 927	16, 997

The number of phone calls being transmitted through the Welcome Center have doubled within the past year. The number of calls is a direct result of the main college phone number not being in service until recently. Coupled with the fact that many departments only offer remote services, students are often frustrated with wayfinding when seeking help. The establishment of a centralized Institutional Call Center, supported by a core group of trained Student Ambassadors, could provide critical phone support for the delivery of services, and improve overall customer service throughout the institution. This could allow us to expand services to students taking evening/night classes, as well as responding to inquiries received outside of normal business hours. Selected applicants would be required to participate in required Customer Service Trainings, receive a Certificate of Participation upon completion, and earn an hourly wage.

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

Supporting data contained in the 2020 Welcome Center Program Review identified the center as a main hub and showed that dependency upon Welcome Center assistance had increased exponentially over the past three years. The number of students serviced by the Welcome Center during the 2020-2021 academic year totaled over **16,997**, which is a significant increase from last year’s reported numbers. This indicates an increase of **206.3%** when compared to **8,238** students served in 2019-2020, which is at least **50%** less than the current year’s total.

*RPIE Analysis: The number of students served by the Welcome Center increased by 8.5% over the past three years. In 2016-2017, the number of students served was **9,307**, while in 2018-2019 the number of students served was **10,095**.*

Student Traffic Count				
	Fall 2019	Spring 2020	Summer 2020	Year Total
Email	603	789	1,216	2608
Phone	199	2386	975	3361
Account Troubleshooting	1689	231	349	2269
Semester Total	2491	3175	2191	8238

The sudden conversion to online-based education beginning mid-spring 2020, along with numerous disruptions related to institutional technology, overwhelmed Welcome Center staff, who were forced to address the huge volume of requests for assistance. This created a continuing and progressive surge of virtual and in-person foot traffic dependent upon Welcome Center services, which increased drastically between fall 2020 to summer 2021. The center is supported by a senior manager, a student affairs specialist, along with an Admissions & Records technician and two part-time hourly staff who work an average of 19 hours per week. Staff provide assistance to students through email and phone, virtual lobby, and limited in-person services. Depending on the complexity of each issue and level of expertise required, staff typically spend an average of **15 – 30 minutes** providing assistance or instructions to students.

As one of the few areas still providing some level of in-person services on campus, the numerous requests for assistance has generated a pressing need for additional staff support. In order to continue to develop and support the Welcome Center as the main hub for the campus, the use of Student Ambassadors is critical in supporting the sustainability of the center’s services. Ambassador Programs have proven to be extremely effective at community colleges and four-year universities in enhancing

student services, promoting positive images of the College to the community, and in building a real sense of community on campus.

As we continue to balance the delivery of services in a virtual environment, a reorganization of the Welcome Center role and staff within the organization should be considered. These roles are critical in providing the ongoing, additional support necessary for addressing higher volumes of requests for in-person/virtual student assistance and instruction. Having the necessary additional support during this current crisis allows us to maintain a high level of service and continue to provide accurate and timely instructions to our students and the larger Napa community.

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OFFICE OF STUDENT LIFE/ASSOCIATED STUDENTS OF NVC

(Report submitted by Benjamin Quesada, Manager, Student Life)

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

A. New Universal Student ID

In an effort to promote student-led events, increase student engagement, and make Student IDs free, the student body of Napa Valley College voted to increase the Student Activities Fee to \$12.00 in the fall/spring semesters, and \$6.00 in summer term.

The current Student Activities Fee is the lowest in the California Community College system and has not been increased since 2011. Current income from the Student Activities Fee had not been enough to support student government, clubs, and events. Increasing the fee, while still remaining one of the lowest in the state, will provide necessary funds for supporting student engagement activities.

After administrative fees, 1/3 of the fee will go to the Inter-Club Council (ICC) for club support, and 2/3 of the fee will go to the Associated Students of Napa Valley College (ASNVC). This is a significant increase for both ICC and ASNVC.

The new student ID is a significant improvement from the past ID cards. The new cards are linked to a "universal student ID system" on campus that allows a student to use one card for multiple services, such as: library checkout, Basic Needs Center services, and student discounts.

Starting Fall 2021, enrolled students may obtain a free Student ID card from the [Office of Student Life](#). Student ID self-service kiosks will be installed and ready for service by late September. The Student Activities Fee will continue to have an "opt out" option.

B. Creation of the Basic Needs Center



“Basic Needs” refers to the most essential resources required to thrive as a student, including access to nutritious food, stable housing, and physical, mental, and financial wellness resources.

To meet this need for students, the Office of Student Life has leveraged state and local funding to build a thriving food program that has evolved into a formal Basic Needs Center for Napa Valley College (NVC) students.

The NVC Basic Needs Center provides food and resource referrals for registered Napa Valley College students from several on-campus program collaborations and off-campus program partnerships in the Napa and Solano County areas.

The mission of the center is to increase equitable access to nutritious food, stable housing, and financial, physical, and mental wellness resources for students. We are committed to supporting the holistic well-being of our students by addressing these basic needs, so students can focus on their academic success.

The vision of the center is to break down barriers and transform the lives of Napa Valley College students.

The current physical location of the Basic Needs Center is room 1202 in the Little Theater of the 1200 building. The center includes a student lobby, student access kiosk, and food pantry. Non-food basic needs are also provided, such as toiletries and clothing.

Direct services of the center include, Cal Fresh Outreach and application assistance, basic needs resource referrals, office space for visiting community liaisons from Napa County Health and Human Services (housing), and an interview area.

The vision for the NVC Basic Needs Center started back in 2014 when the Office of Student Life began distributing food to students through a small program called Student Emergency Food Resources. The food for this program was donated by Community Action Napa Valley (CAN-V) and Sparkpoint, a family resource center in American Canyon. This launched the creation of the Student Food Basket, the Napa Valley College food program and pantry.

In April 2018, the program took off with funding from the Chico CalFresh sub grant, a state grant to provide advertising and personnel to assist in the CalFresh outreach and application process. Then, in November 2018, the Hunger Free state grant was brought in to provide financial support for purchasing groceries and updating infrastructure. In 2019, District Auxiliary Services (DAS) began accepting private community donations for the program.

In February 2021, the JBay Basic Needs grant was given to the Office of Student Life to provide the necessary funding for operational support to create a Basic Needs Center. In March 2021, the Emergency Allocation CalFresh (EACF) Outreach funding was an initiative by the state to provide emergency relief funds for students struggling with Basic Needs during the COVID-19 Pandemic. Services offered by the Basic Needs Center have thrived throughout the Pandemic and the center provides drive-thru and in-person services. [Hours](#) are posted on the website.

The Basic Needs Center works in collaboration with community partners such as CAN-V, Napa County Health and Human Services, Napa County Housing and Homeless Program, Abode Services (general Basic Needs Center county support), local and state-level CalFresh departments, as well as

institutional partners such as NVC Financial Aid, NVC Financial Literacy Program, NVC Student Health Center, and the NVC Office of Equity and Inclusivity, to create a holistic system of student support.

In summary, the Basic Needs Center is the result of six years, five funding streams, and the work of five dedicated staff to create a sustainable system of support for students during their educational journey. The grand opening for the new Basic Needs Center is October 2021.

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

A. Campus Club Support

The Office of Student Life is still having challenges with how best to serve Campus Clubs. Now that the Inter-Club Council has their own funding, they will need to work together with the Office of Student Life to build a comprehensive policy and procedural system that streamlines funding and adherence to district policies. There have been meetings started to streamline procedures and a referendum was passed to increase funding to clubs, to help promote campus life.

B. Elections

The Student Government had a late election (October) due to the Pandemic. This late start severely affected the training of the new 2020-2021 board. ASNVC did not become fully functional until November 2020. All of the 2020-2021 academic year was virtual, which did not allow for in-person meetings or events. These challenges greatly hampered participation.

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

The Basic Needs Center will be working on streamlining the process in which a student can use its services. Some ideas are updating the Qualtrics system for Food Basket ordering.

The Office of Student Life will be taking a peer approach to training student government. Trainings will be more interactive, and the focus will be on explaining the reasons behind policies and procedures.

4. How many students did your unit serve in the 2020-2021 academic year?

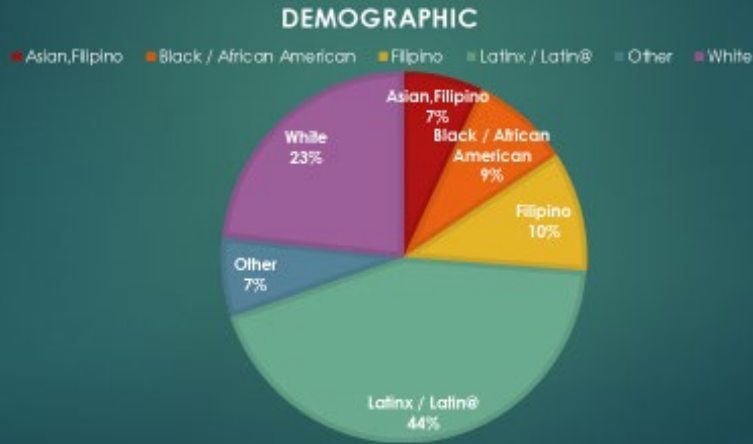
Student Life: 876 students

Food Basket: 631 students

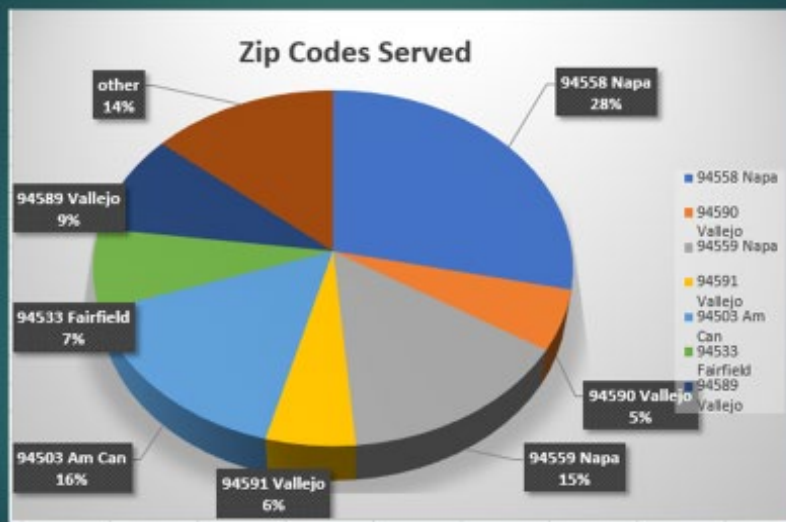
Student Needs Resources: 457 students

(See graphs below)

Demographic of Students Served



Percentage of Students served by Zip Code



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

Nothing at this time.

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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 (2020-2021)?

Emergency Operations

COVID COVID COVID! A huge thank you to Nancy Tamarisk and Matt Christensen, along with the Emergency Operations Planning team, the Emergency Response Committee, Institutional Technology, and our Communications team. Together, we were able to further navigate COVID-19 and enable the College to continue operations both remotely and in-person while continuing our main focus of safety. All of this happened with lots of work and planning, including communications, plans/protocols, contact tracing, research, review, evaluation, and constant re-evaluation. Also, thank you to all of the in-person staff and faculty who submitted plans/protocols, put up signage, cleaned, reported, and contributed to keeping this campus as safe as possible, while still completing operations and supporting students to the best of their abilities.

Thank you to Ken Arnold for helping complete a total update of our Emergency Operations Plan (EOP). We have one of the most thorough EOPs at an educational institution, and because it is so complete it is a difficult task to ensure it stays up to date. Ken Arnold also contributed by teaching a Level 1 Emergency training, now available virtually for staff to be able to complete in their own time. This has led to the most staff we have ever had trained in Level 1 Emergency Operations here at NVC.

NVC was able to assist Napa County with another evacuation shelter and animal shelter. The shelter was different than previous shelters due to COVID-19 restrictions and safety precautions. Over a 5-day period, Napa Valley College was home to over 70 evacuees each day; and over an 11-day period we housed over 90 animals each day.

College and Community Safety and Outreach

Despite the majority of classes being held in a remote environment, there were still some in-person classes on campus. NVCPD was able to launch SafeGuard OES, a faculty safety app to be used in the classrooms here at NVC. This app is going to be used to fill a hole we had in emergency operations communication. We sent notification of the app and how to use it to all in-person faculty teaching this spring. This has given us the chance to work through any issues on a small scale before the rest of the campus (hopefully) comes back in-person next year.

Napa Valley College Police Department (NVCPD) and the SaVE Taskforce was able to partner with the Student Health Center, NEWS, and Mentis this year to promote and educate during Sexual Assault Awareness month. Weekly information was sent to students, relationship and wellness classes were offered, and the "What Were You Wearing?" student survivor clothing exhibit was on display virtually and on campus in the Student Activity Center. Thank you to our communications team for helping us get the word out, and to all of those who taught and participated.

Due to COVID-19 the Napa County Law Enforcement Special Olympics Torch run was postponed a few months, allowing our department to participate twice this past fiscal year. NVCPD has participated in the Napa County Torch Run by fundraising, running, and driving the support van for 10+ straight years. This year we helped Special Olympics Northern California reach a record-breaking donation year.

Even with COVID precautions Sgt. Maddox was able to teach the Driver's Awareness course for the College vans, having 4 NVC employees complete the class. This program has greatly decreased the traffic incidents and damage to the College vans, saving the College tens of thousands of dollars.

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

Due to time, budget, and IT difficulties we were unable to implement phase 2 of the College surveillance cameras. With college-wide IT improvements, and some lifting of budget restraints, the hope is to get the system ordered and installed prior to fall of 2022.

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 coverage will reduce off-hour property crimes and prepare us for the increase of calls and type of activity consistent with on-campus housing.

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

Law enforcement is constantly changing and adapting with the changing society. The College Police Department needs to continue to grow and connect with NVC and the surrounding community. It is extremely important for us to be trusted, and in order to do that we need to know how our community feels about us, and their safety concerns on campus. Our goal is to implement an annual survey to be sent out to both NVC students and staff regarding the College Police Department and safety on campus. We are also planning on creating a card to hand out to the people we come in contact with, educating them of our services, crime prevention classes, how to get ahold of us, and how they can provide both positive and negative feedback about our department and our interactions with them.

When new staff are hired in the College Police Department, we must ensure that they are being trained appropriately in many aspects: the law enforcement side of things, the Napa Valley College way of business, and the Napa Valley College Police Department's culture. NVCPD will be totally revamping our Field Training Program to be implemented by the end of 2021.

4. How many students did your unit serve in the 2020-2021 academic year?

During the fiscal year 2020-2021 (COVID year), the College Police responded to **16,216** calls for service, which is a 4% increase from the previous year. In addition to the calls for service, the College Police provided direct service to **113** people at our service window, which is a 90% decrease from the prior year. Also, staff provided \$2,964 worth of assistance to students and staff in the form of fingerprint services and motorist assistance. The College Police handled 41 found items, returning 27% of them.

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

In 2021 NVCPD defined its department culture and desired behaviors to be included in a letter to all new College Police staff, and as part of posters for the department, reminding staff what is important, the way we do business, and our unwavering commitment to helping others.

During this very difficult year, the College Police reached out, participated in, provided information, and ensured that we were available for student and staff forums. This is something that will need to continue to ensure that our community feels safe and comfortable being on-campus and contacting the College Police Department.

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GENERAL 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 (2020-2021)?

Major accomplishments during the 2020-2021 academic year were:

- A. The Counseling Department Instructional Program completed a comprehensive academic review in 2020-2021.

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

- Retention rates and successful course completion rates higher than institution
- Higher retention rates and successful course completion rates amongst student equity groups
- COUN program learning communities that focus on the retention, persistence, and success of Black/African American, Latinx and first-generation students
- COUN courses build a sense of connection to the campus
- Diverse teaching faculty who creates a supportive learning environment
- Counselors continue to develop professionally through trainings centered around culturally responsive pedagogy
- First Year Experience courses

- B. Cranium Café is a student services platform that allows students to access virtual online services including video appointments, live chat, and virtual lobbies. These features have been vital in allowing us to maintain exceptional services to students. The expansion of ConexED Cranium Café to other various departments within Academic Affairs and Student Affairs occurred in 2020-2021.

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

- C. **Ongoing Extended Evening Counseling Appointment Services 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 have continued this service for the 2020-2021 academic year.

D. The launch of Starfish Early Alert in Spring 2021

The Starfish Early Alert system is a retention tool that Napa Valley College has invested in to improve student success, retention, and graduation rates. This system is aligned with Guided Pathways and Student Success. This tool is a collaborative effort between campus staff, faculty, counselors, and administrators, to ensure student success.

To implement Starfish, a Starfish Functional Team and Starfish Technical Team oversee the system configuration, rollout, and development. The NVC Starfish Teams launched Phase 1 in spring of 2021 (February 2, 2021).

Phase 1 Starfish Featured Tools include but not limited to: Kudos, Flags (nudges), Referrals, Closing the Loop, Progress Surveys, Office Hours (optional faculty feature), Canvas Integration, and Success Network for students.

Progress Surveys: Starfish Early Alert has an Electronic Progress Survey Tool. For decades, Support Programs at NVC were sending out Mid-Term Progress Surveys in paper form to faculty via interoffice mail. Now Progress Surveys are a completely electronic process. Faculty can provide feedback within clicks and submit instantly.

2,041 Total Progress Survey Items Raised by Faculty

Starfish Trainings: Starfish System training was heavily offered upon our “Go Live” date and was provided throughout the spring term. Training has occurred with large/small groups as well as one on one and by role.

We have held Open Labs and initiated ‘Starfish Fridays’ for faculty and students. We have held Progress Survey-specific trainings, as well as Office Hour trainings. Faculty and staff also receive training on the “student perspective” of Starfish.



E. Another accomplishment of the Counseling Department are the on-going virtual classes we continue to offer to the campus community. Offering these courses has augmented the one-on-one counseling services we offer. See the list of courses in the table on the next page.

Counseling Courses Taught by Faculty

Fall 2020	Spring 2021	Summer 2021
COUN 97 Managing the College Experience	COUN 97 Managing the College Experience	COUN 97 Managing the College Experience (x2 sections)
COUN 100 College Success (x5 sections)	COUN 100 College Success (x2 sections)	COUN 100 College Success
COUN 101 College Discovery	COUN 105 Planning for Transfer (x3 sections)	COUN 101 College Discovery
COUN 103 Take Charge of Your Learning	COUN 110 Career/Life Plan (x3 sections)	COUN 110 Career/Life Plan
COUN 105 Planning for Transfer	COUN 111 Career Decision Making (x2 sections)	
COUN 110 Career/Life Plan (x2 sections)		
COUN 111 Career Decision Making (x2 sections)		

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 is in need of an evaluation and restructuring due to shifting roles and responsibilities in the department, vacancies, and retirements. This includes Full-time general counseling staffing needs, as well as meeting the demands of student contact counseling in a remote environment and instruction, simultaneously with limited general counseling faculty.
- B.** Since the implementation and launching of Phase 1 of Starfish Early Alert, there is a need to evaluate and develop a permanent staffing structure. This includes a Faculty Liaison position, Starfish Counseling Retention Position, a Coordinator, and Classified Support Staff position. The goal would be to research how other California Community Colleges have built their staffing structures pertaining to Starfish.

- C. Address additional responsibilities and structure of Counseling Chair and Counseling Coordinator roles for Student Affairs. Current Coordinator and Chair job descriptions are written for Academic Affairs roles. Going into the next academic year, 2021-2022, there is currently a vacancy for the General Counseling Faculty Chair and General Counseling Coordinator positions.

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

An innovative idea is to revamp the Online Orientation in Canvas for new and returning students. There is an Online Orientation Workgroup currently working on this, and they will network with other colleges on current successful college orientations, in search of the best college orientation for Napa Valley College students.

Online Orientations Completed	
Semester	2020-2021
Fall 2020	629
Spring 2021	883
Summer 2021	326
Total Students:	1,838

The Counseling Department will continue to enhance online presence through advertisements and social media. This includes the implementation of a newsletter tool--SMORES. This will allow us to directly communicate with students in a user-friendly format, and it is ADA compliant. Additionally, we will seek training from the Public Affairs Office on how to better-target and narrow our audience, to maximize responsiveness.

4. How many students did your unit serve in the 2020-2021 academic year?

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

An Education Plan 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 2,637 comprehensive educational plans** for the 2020-2021 academic year, totaling **6,363 education plans**.



Student Contact via Front Desk Services	
2020-2021	
Live Phone Calls Responded To	2,223
Phone Messages Replied To	803
Emails Responded To	3,315
ConexED Live Chat	2,255
Total Phone/Email Contacts:	8,596 ↑ (63%)



The Counseling Department completed **1,080** graduation petitions for the 2020-2021 academic year.

Graduation Petitions/Certificates of Achievements	
Fall '20	288
Spring '21	709
Summer '21	83
Total Petitions/Certifications:	1,080

The Counseling Division served a total of **14,986 students** (duplicated) in 2020-2021. Data includes General Counseling, Career Center, Transfer Center, MESA/STEM, SSS TRIO, EOPS, DSPS, Puente, Umoja, and Athletics locations.



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 for the 2020-2021 academic year.
- B. The Senior Dean vacancy in April 2021 led to interim division support by the Assistant Superintendent/Vice President of Student Affairs, Oscar De Haro from April 14 - July 21, 2021.

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ARTICULATION

(Report submitted by Dr. Alejandro Guerrero, Interim 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 (2020-2021)?

A. Credit for Prior Learning (CPL)

The Articulation Officer (AO), Stacey Howard, served on the Academic Senate's Policy Taskforce for CPL Board Policy and Administrative Procedure ([BP 4235 Credit for Prior Learning](#) & [AP 4235 Credit for Prior Learning](#)) last fall 2020, as the College was given a deadline of December 2020 to approve new CPL policy. [Title 5 Section 55052](#), [Title 5 Section 55050](#), [Education Code Section 79500](#). NVC met the requested deadline for local policy approval and developed a procedure.

The AO initiated discussions within specific departments to assist the policy taskforce with research on prior learning assessment practices. We utilized Palomar College's CPL policy and procedure for portions of local policy and procedure at NVC.

The AO helped identify individuals at NVC who could be included in an implementation workgroup for CPL. They include the Curriculum Committee Faculty Co-Chair, a Full Time Counselor, the Senior Dean Counseling Services and Student Success, the Dean of Enrollment and Outreach Services, and an Admissions and Records Specialist/Evaluator. The AO initiated a discussion centering around a future flex day presentation for the campus on CPL practices. The AO plans to continue work on implementation of CPL during the 2021-2022 academic year and serves currently as liaison between Academic Senate Policy Taskforce, Counseling, A&R, and the Office of Academic Affairs. As of August 2021, A&R has developed and implemented three unique DocuSign CPL Petition forms associated with workflow processes for different CPL types that a student may request. Example of general process and link to the form: [CPL DocuSign Petition](#)

For the upcoming 2021-2022 academic year, the AO advocates for a Counselor(s) dedicated to CPL during this first year of implementation through the Interim Senior Dean Counseling Services and Student Success, and Assistant Superintendent/Vice President, Student Affairs. We are also advocating separately for a CPL Faculty Coordinator position through VP of Academic Affairs. The AO is involved in a fall 2021 Flex Day Session: [Fall 2021 Virtual Flex Day Agenda](#).

B. Multicultural & Gender Studies (MCGS) Graduation Requirement for AA GE

The AO initiated an update on the rubric for [Multicultural & Gender Studies \(MCGS\) Rubric Update](#) through GE Subcommittee (Curriculum Committee subcommittee). The rubric was approved at Curriculum Committee/Senate spring 2020 and implemented 2020-2021. Local Area E course approvals remain unchanged currently as a result of the rubric. The rubric can be utilized as a guide in approving external coursework to satisfy NVC's local MCGS requirement when a similar requirement does not exist at the sending institution. Communications have gone out to those who need this information at NVC, including Admissions & Records and Counseling.

C. Ethnic Studies Requirements for CSU GE Area F and Local AA GE Graduation: AB 1460 (Weber, Aug. 2020): Ethnic Studies Transfer Alignment and CSU GE Area F

The AO shared information with the Curriculum Committee and faculty authors on the new requirement for CSU and CCCs to implement Area F. The AO submitted 16 courses to CSU in December 2020, which were all denied. The majority of CCC courses during initial Area F submission period were denied across the CCC system. The AO continues to update and inform the NVC community on Ethnic Studies developments; provided report at last spring 2021 Counseling Faculty meeting. The AO has taken lead in working with the GE Subcommittee and Curriculum Committee on Ethnic Studies this coming 2021-2022 academic year, with expectation that courses will be approved effective 2022-2023. GE Subcommittee meetings are the primary vehicle to making recommendations on eligible Ethnic Studies courses for future GE submissions. The CSU GE Breadth Requirements policy was updated to reflect the new Area F requirement: [CSU GE Policy \(formerly EO 1100\)](#). The goal is to receive approval for NVC courses effective 2022-2023. The AO shared with Counselors that students may elect to take a verifiable Area F course at any CCC; this list of course approvals is located on the [CVC Exchange](#). The AO will continue work with the Curriculum Committee and GE Subcommittee, discipline faculty experts, CSUCO and CCCC representatives and local NVC Faculty Senate to discuss and implement.

D. Revisions to Minimum Requirements for the Associate Degree (Ethnic Studies), Title 5, Sec. 55063(b)

The AO is working with the Curriculum Faculty Co-chair and Pre-curriculum members to strategize on implementation of a new Ethnic Studies (local) GE or graduation requirements for the Associate Degree. [Program & Course Approval Handbook, 7th Ed](#): "Ethnic Studies must be offered in at least one of the four areas required by subdivision 1, Title 5. While a course might satisfy more than one GE requirement, it may not be counted more than once for these purposes." Last spring 2021 at the last Curriculum Committee meeting of the semester, the AO provided an update on additionally proposed Title 5 language (55063) which would lead to an update in local AA GE pattern requirements, as well as local AP 4100 and AP 4025, which were just updated last summer and will need another update. Proposed language to replace existing: "Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines". [Proposed Revisions to Title 5, Section 55063. Minimum Requirements for the Associate Degree \(Ethnic Studies Requirement\)](#).

E. Associate Degree for Transfer (ADT)

The AO collaborated with faculty for the development of new programs. Specifically, the AO provided guidance and support to faculty on a new ADT in Computer Science, which is currently awaiting Chancellor's Office (CO) approval. The AO worked to fast-track a new COMS 218 *Discrete Structures* course and submitted to C-ID and UC; transferability (pending).

The AO collaborated with discipline faculty, Curriculum Analyst, the Chancellor's Office and SSSP Consultant on CO documentation and Curricunet degree submission for 6 ADT degree revisions.

The SSSP Consultant, Jerry Somerville, was assigned a new task to develop a curriculum-tracking sheet, which documents changes to ADTs annually and is shared with Counselors.

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

A. Articulation Requests: Form and Staff

The AO is coming up on her third year in the position. The first year (2019-20) she advocated for an interactive [Articulation Request Form](#) that would allow the requestor (typically, a Counselor) easier access to a form that could be completed quickly during a counseling session. IT was able to assist in developing a form and creating an articulation email address (to centralize requests and other articulation information) last year. However, the request form and email address are not being utilized to their fullest potential. Also, a well-established process for tracking by spreadsheet, monitoring requests, prioritizing requests, and following through with both the requestor and four-year articulation personnel still has not been developed due to an unmet staffing need. Going forward in 2021-2022, the Articulation Office will focus on improving this process. The Articulation Request Form was designed specifically with course-to-course or series articulation requests in mind, for major preparation at any four-year institution (CSU, UC, Private, Independent, Out-of-State, or International). Major preparation agreements are at the core of the articulation. However, these requests often receive the least attention due to curriculum and legislative demands that have been ongoing and increase year to year. Ideally, the articulation process, upon receipt of an internal NVC request (student, counselor, or discipline expert), would involve a 24–48-hour turnaround in responding to the requestor and making an appropriate request, with an automated and streamlined process by a staff member who is always monitoring the requests. Currently, we have no one monitoring the requests and they are made via email, informally, through the Articulation Officer.

B. Guided Pathways and Mapping Project: Guided Pathways and Program Mapping

In the CIAC Region 1 & 2 Zoom Meeting held on 3-3-2020, AOs confirmed that six local colleges are in the midst of working on Guided Pathways “meta majors” and curriculum mapping. These colleges include Folsom Lake, American River, Butte College, Tahoe City, Solano City, and Lassen College. The AO has not been able to immerse herself in this project at NVC thus far due to other demands and challenges related to the Pandemic. However, the AO would like to be included in future discussions and have a consultative role for the GPs Team. [Sample Meta Majors Site at Skyline CC.](#)

C. Formal Proposal for Articulation Analyst Position

Several new bills are currently in development, such as a Common Course Numbering system for community colleges (different from C-ID) that the Articulation Officer is not only tracking for the College, but also intimately involved in advocacy on either side of the bill, and once implemented, often plays a key role in implementation of the initiative. The past academic year was Credit for Prior Learning as well as Ethnic Studies requirements, both for the CSU system and for the CCC system, each separate and unique pieces of legislation that are in Title 5 Ed code and require changes made at the CCC level, in the area of articulation. Ongoing articulation requests, especially in light of increased demand in areas of policy and legislation, requires more support for the Articulation Office.

There is a need to hire a permanent Articulation Analyst to support the articulation process and the Articulation Officer at NVC. The level of need is “Analyst” with skills required to perform multiple technical tasks and analyzing detailed information/data, etc. The AO met with the VPAA during the summer semester (2021). He encouraged her to draft an Analyst job description. The AO has not

been able to produce an Articulation Analyst job description draft yet but plans to do so early fall 2021. [Sample Analyst position at NVC](#) (Curriculum Analyst).

D. Articulation Office Support Staff

The Articulation Office includes 50% administrative assistant and .20 technical support provided by the SSSP Consultant. The SSSP Consultant, Jerry Somerville, assists in an analyst support role for articulation and is on an annual contract basis. The amount and quality of work is excellent, but the Articulation Office requires permanent, year-round support provided by an Analyst. Other community colleges have 100% technical and analytical support personnel. Support documentation authored by Bob Quinn at the CO, can be found here [2019-20 CO's Articulation Addendum Report](#).

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

The Articulation Office plans to continue work in the following areas toward the following for the new 2021-2022 academic year:

- Recommend inclusion of an Articulation Analyst position in the upcoming unit plan request. The intent of this new position is to provide needed support of NVC’s Articulation Programs, faculty and staff, as well as students who interface with articulation programs. Many of these programs, such as Credit for Prior Learning (CPL), are now mandated by the state and serve to support our students. Demand has steadily increased for the Articulation Officer and her staff. Core functions of the office need attention and filling this role with an Analyst will ensure that all needs are met in a consistent and supportive articulation process, for the campus and its students.
- The STEM Program Director approached the Articulation Officer requesting to meet and increase the number of articulations in this area. Note: Expanding articulation requires support staff.
- Continue current practice of monthly AO and TCC information exchange meetings and begin discussions centering on incorporating articulation program outcomes into the Transfer Center assessment process.

4. How many students did your unit serve in the 2020-2021 academic year?

The Articulation Officer role is 100% articulation and serves all of Napa Valley College students by ensuring the accurate and timely development, updating and maintenance of all articulation agreements. The AO creates Counselor materials such as the general education worksheets, contributes to the accuracy of the annual catalog publications, and updates the Certificate of Achievement requirements for IGETC and CSU GE. The AO developed the local University Preparation Degree, submits annual curriculum changes on ASSIST.org, and maintains the articulation website used to advise students. The Articulation Officer provides support to students, counselors, and discipline faculty in various academic units. Counselors rely on the AO as a resource person when student questions arise pertaining to local academic degree and transfer requirements, and look to the AO for guidance around transfer, articulation policies and local evaluation practices. The AO takes an active role in advocating for policy and procedures that support equitable practices at the College. She serves as a permanent member of the Curriculum Committee, Co-chairs the GE Subcommittee, and chairs a Transfer-In and Pass Along workgroup (a collaborative workgroup with Counseling and A&R staff both represented). The AO also works with students one-on-one during counseling appointments. Last year, she met with 80 students outside of her regular contract hours assigned to articulation.

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

Articulation Office Highlights and Participation by the AO in Committees and Projects: July 1, 2020, to June 30, 2021

Articulation continues to be a multi-faceted and ever-expanding function of the College. The AO provides support to instructional faculty as a permanent member of the Curriculum Committee and to Student Affairs staff, both in Admissions & Records and Counseling, as well as to students. The expectation for the AO continues to increase each year as articulation expertise and resources are requested to assist in implementation of curriculum-related, student support initiatives and new legislation. The AO is proactive in tracking legislation, analyzing impacts, communicating with key members of the College, and plays a critical role in implementing legislation that affects articulation. The AO engages across the campus on various projects and policy pieces. This past academic year, the AO served on the Academic Senate Policy Taskforce and assisted in writing Board Policy and Procedures for Credit for Prior Learning. The AO served (and is currently serving) as a CourseLeaf Steering Committee member to prepare for the conversion from Curricunet to CourseLeaf, NVC's curriculum management system (fall 2021). The AO Co-chairs the GE subcommittee which has been tasked with developing rubrics for English and Math Competencies in the recent past and plans to take the lead on implementing Title 5 changes to the local AA GE pattern for Ethnic Studies this coming 2021-2022 academic year. The AO supports equitable practices for students in all these efforts and endeavors.

In addition, the AO works to develop intersegmental relationships and provide support to the larger articulation community and statewide articulation processes. She served as a general education reviewer in the annual statewide CSU GE Review process for CCC Courses in 2020-2021, reviewing CCC course proposals for Quantitative Reasoning (Area B4). This coming September, she is going to be involved in a 3-day training sponsored by the CO for new CCC AOs.

This past year, the AO shared accurate information with the Counseling Division and others at NVC, especially pertaining to the following programs and initiatives.

- **Associate Degrees for Transfer**
 - [Templates for Approved Transfer Model Curriculum \(TMCs\)](#) (48 TMCs, currently)
 - [ADT Search \(ICanGoToCollege.com\)](#) (CO Site updated, SU '21)
 - [CSU's Common Course Numbering](#) (C-ID Descriptors)
- **UC Transfer Pathways and New Templates**
 - [Transfer Pathways | Counselors](#) (20 majors, currently)
 - [UC Transfer Pathway Templates \(bottom of page\)](#) (Chemistry and Physics)
- **Ethnic Studies requirements (2021-22)**
 - For CSU: [CSU Academic Senate Ethnic Studies](#) (New)
 - [CSU GE Breadth \(Area F Addition\) Policy](#) (New)
 - For CCC: [Proposed Revisions to Title 5, Section 55063. Minimum Requirements for the Associate Degree \(Ethnic Studies Requirement\)](#) (New)
 - [CCC Ethnic Studies Faculty Council](#)
- **Credit for Prior Learning**
 - Ed Code: [CPL Title 5 Ed Code](#) (New)
 - Web page Development on CPL: [Palomar's CPL web page](#)

Upcoming Legislation & Initiatives in 2021-2022 that Would Have Further Impact to Articulation (once approved):

- **Competency Based Education (CBE)**—This is not legislated but is a pilot project by the Chancellor’s Office. The AO learned about CBE during a CBE 101 Webinar offered through the Chancellor’s Office. “Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. This type of learning leads to better student engagement because the content is relevant to each student” ([US Dept. of Ed](#)).
- **AB 1111—Postsecondary Education: Common Course Numbering System (2021-2022)**—This bill would require the CCCs to adopt a common course numbering system, starting with courses included in the Course Identification Numbering System (C-ID) and expanding to general education requirements and transfer pathway courses.
- **AB 928—Common General Education Transfer Pattern (2021-2022)**—This bill would require the CSU/UC to establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission into both segments.
- **AB 1040—Community Colleges: Ethnic Studies (2021-2022)**—This bill would, commencing with the 2022-2023 academic year, require each community college to offer courses in ethnic studies, and commencing with the 2024-2025 academic year, require each community college to require the completion of at least one course in ethnic studies as a requirement for an associate’s degree. [Legislation Status Update for AB 1040](#).

Additional Resource Information Produced by the Articulation Office in 2020-2021:

Please reference our [Articulation Related Resources](#) page to review our various reports and charts including:

- New ADTs and modified ADT curriculum changes for 2021-2022
- GE approvals (detailed information) for 2021-2022 CSU GE, IGETC & Local AA patterns
- Summary of curriculum and articulation updates (credit courses) for 2021-2022
- NVC new and pending C-ID courses
- Articulation Timeline for 2021-2022

Dr. Jerry Somerville Consultant Work in Support of Articulation Office, 2020-2021 Academic Year:

A. C-ID Articulation

- Submitted several NVC courses to C-ID for new articulation or to renew /update existing articulation.

B. Drafted or Redrafted TMCs in Preparation for Submission to CCC Chancellor’s Office

- Searched NVC major articulation agreements with CSU campuses for support documentation. for courses listed on the TMC
- Alerted the Articulation Officer and the Curriculum Specialist of issues that required attention before submission
- TMC’s that were drafted
 - Film and Electronic Arts AS-T
 - Anthropology AA-T
 - Social Work and Human Services AA-T
 - Social Justice-Ethnic Studies AA-T
 - Business Administration AS-T
 - Computer Science AS-T
 - History AA-T

- C. Researched the Following Articulation-related Topics
- Certificates of Achievement
 - There is a difference in the scholarship requirements between degrees and certificates. Prepared a paper describing complications with the fact that neither Title V nor NVC policy require C grades for Certificates of Achievement.
 - About half of NVC certificate programs approved by our Curriculum Committee have a C grade requirement; the other half have no such stated requirement.
 - Prepared a paper offering solutions to issues surrounding the scholarship requirement for the CSU GE Certificate of Achievement and CSU GE certification
 - Credit for Prior Learning (CPL) Practices
 - Napa Valley College
 - Aggregated NVC practices that could be consider in a comprehensive CPL policy and administrative procedures
 - Reviewed and commented on NVC Administrative Procedures
 - Other Community Colleges
 - Located CPL literature and resources at other community colleges in California, Washington, and Wisconsin, and reported the results to the Articulation Officer
 - Issues related to Florence University of the Arts articulation request
 - Potential NVC courses for the new CSU GE, Area F, Ethnic Studies requirement
 - The articulation of NVC courses for Multicultural/Ethnic Studies requirements at UC Berkeley, UC Davis, CSU Chico, CSU Sacramento, and Sonoma State University
- D. Formatted the Curriculum Summary Database, Used as Source for Reports--
- Sent to the California Articulation community
 - Sent to NVC counselors
- E. Prepared 2021-2022 GE Worksheets and Petitions for AA-AS, CSU GE, IGETC
- F. Reviewed the College Catalog and Provided Katherine Rhyno with Updates to--
- GE
 - Articulation related curriculum changes
 - C-ID course articulation
 - ADT
 - External Exam Credit policies
- G. Filled in for AO While on Leave Seven Weeks (March 1-April 16)
In addition to items above, during this time I also--
- Responded to AO's requests from other colleges for NVC CORs
 - Coordinated with the Curriculum Specialist, Katherine Rhyno, on curriculum matters
 - Assisted A&R staff on matters related to pass-along credit
 - Responded to counselors' requests for information related to articulation matters
- H. Attended Articulation Related Meetings
- Articulation Staff
 - Transfer-In and Pass Along

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CAREER CENTER

(Report submitted by Dr. Alejandro Guerrero, Interim 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 (2020-2021)?

- A. *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 Senior Dean of Counseling Services & Student Success, Howard Willis, and in partnership with Dr. Sherry Tennyson, Career Consultant & Executive Director of the American Canyon Family Resource Center, continued to increase access to resources for NVC students, alumni, and community businesses.
- B. *The Career Center successfully moved all services to remote during the COVID 19 Pandemic (Hiring Events, Career Readiness Workshops, Assessments, and Advising sessions), and continued to provide quality and accessible resources online, and expanded career exploration events and activities for students.* Dr. Tennyson and Dr. Reed Davis, Adjunct Career Instructor/Counselor, provided individual career advising sessions during which students were assessed for job readiness skills, career interests, and work/academic plans. Individual sessions included: Career Exploration and Assessments/Goal Setting, Resume Development, Career Planning, and Referrals. Students also were referred to employers for internship positions, employment opportunities, and informational interviews.
- C. *The Career Center Expanded Career Exploration Activities*
- Career Mentor workshops (new)
 - Moving Your Career Search Online (new to the academic year)
 - Virtual Hiring Events (new)
 - Expanded hours to provide Career Center services (early evening, Friday morning)
- D. *We created and disseminated a weekly newsletter providing hiring opportunities, career readiness workshops, and employment/unemployment information, and sent to all staff, faculty, and students. We also continued to establish partnerships in the community with the Virtual Job Fair that brought together 5 counties and 4 community colleges.*
- E. *We secured new funding resources with the Strong Workforce and Workforce Accelerator funds for the planning and implementation of the Transportation, Distribution and Logistics training program for June 2021 – December 2022.*
- F. *We also partnered with the Humanities Department to develop and launch the Filipinx Learning Community for fall 2021.* The Career Consultant will be working with the project to develop Mentorship resources for participants.

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

Student outreach continues to be a challenge. We attempted to address this issue by creating multiple strategies to reach students and faculty, including presence in the weekly NVC newsletter, the Career Center Newsletter, 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?

An Administrative Assistant (50%) was hired in 2020-2021. Ruth Jimenez brings her expertise in the areas of marketing and social media.



We are hoping to create a more visible online presence and direct connection with the NVC students and alumni.

Last year, we partnered with one of the NVUSD high schools to offer a virtual Career Readiness Workshop for graduating seniors. We are excited to be working with the Educational Talent Search to strengthen our relationship with the local middle and high schools.

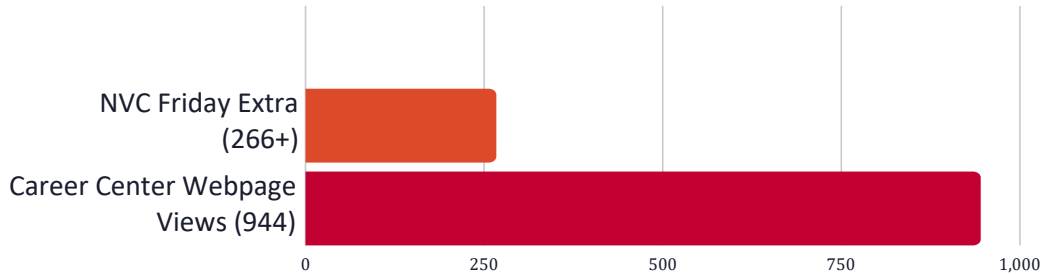
We will continue to assess our strategies so that we create effective outreach activities and program services to for our students.

4. How many students did your unit serve in the 2020-2021 academic year?

Career Center served **600+** students in the 2020-2021 academic year through Career Appointments, Career Counseling, Career Assessments and Workshops.

Community Engagement	Other Career Services
<ul style="list-style-type: none">• Career Center Newsletters, Employment and Job Fair information: emailed to NVC campus community: 40+• Employer contacts: 468• New Job Posts on NVC Online Job Board: 300+ Openings• Guided Pathways: On Boarding Cross-Functional Team	<p>35 Students</p> <p>placed into internships and/or direct placement</p>  <hr/>  <p>152 Students</p> <p>completed MBTI/SSI Career Assessments</p>

Career Center Online Student Engagement



Career Consultant Student Contact	
Attended Appointments	237
Workshops/Outreach	244
Total	481

Adjunct Career Counselor Student Contact	
Attended Appointments	109
Classroom Presentations	23
Total	132

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

The Career Center expanded our relationships by co-sponsoring our multi-county, multi-college Virtual Job Fair in April. We also began attending the monthly meetings with Napa Engineering Society. We partnered with the Hispanic Association of Colleges and Universities (HACU) to offer a presentation on Internship Opportunities.

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

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



PETER A. AND VERNICE H. GASSER FOUNDATION

The funding received will be used for the following new NVC services.

- **Gasser Foundation Internship Project** (Began May 2021)
NVC student intern placed at Innovative Health Solutions with funds from the Gasser Foundation.
- **Filipinx Learning Community** (Launch Date: Fall 2021)
Participant on the NVC committee to develop and implement the *Filipinx Learning Community* that is focused on the academic, social and career needs of Napa County students with an emphasis on the growing Filipino community.



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HUMAN SERVICES AND ADDICTION STUDIES PROGRAMS

(Report submitted by Dr. Alejandro Guerrero, Interim 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 (2020-2021)?**
 - A. Revised MOU and have added more agencies, creating more internship opportunities for students in Addiction Studies (ADS) and Human Services (HSRV) (added 9 or 10 agencies).
 - B. Graduated our first ADS cohort (AS & CERT). From that cohort, one student will receive her CADC 3, and another has completed all requirements for CADC 1, and will be eligible for exam by August.
 - C. 83% of graduating cohort have full-time employment in ADS field, and the remaining 17% is unknown. We are in the process of checking with them.
 - D. Hired Administrative Assistant (50%) for Human Services and Addiction Studies.
 - E. Increased adjunct pool and created mentorship program with the goal of increasing success for both faculty & students.

- 2. What one or two areas needed greatest improvement, or what goals were you unable to accomplish for some reason (state reason)?**
 - A. We need to move certain forms from DocuSign to Google Forms in order to more-easily disaggregate student data for reporting reasons. We have met already to strategize this process.
 - B. We were unfortunately unable to have an Advisory Board Meeting during the 2020-2021 year. We will convene the Advisory Board in the 2021-2022 academic year.
 - C. 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?**
 - A. Proposing fully online ADS program. Most students work full-time and have full support of employers to take breaks for class Zoom meetings (there is a lot of incentive for employers to have licensed counselors). We are also hoping this will increase our ability to serve more students and to grow our program for this in-demand career field.
 - B. Working with local 4-year colleges to streamline AS to bachelor degree programs.

4. How many students did your unit serve in the 2020-2021 academic year?

Addiction Studies is a new and developing instructional program. See table below for Instructional Courses and number of students per course.

Human Services and Addiction Studies Courses	Fall 2020	Spring 2021
HSRV 120 Intro to Human Services	10	18
HSRV 122 Helping Skills in Human Services	7	5
HSRV 124 Working with Diverse Populations	11	15
HSRV 126 Case Management in Human Services	4	NA
HSRV 130 Crisis Intervention in Human Services	5	8
HSRV 190 Field Studies 1	3	4
ADS 100 Law and Ethics	15	9
ADS 120 (formerly COUN 128) Intro to Addiction Studies	8	NA
ADS 123 Counseling Theories and Techniques	NA	11
ADS 125 Personal & Professional Growth	NA	11
ADS 135 Pharmacology and the Physiological Effects of Addiction	5	6
ADS 127 Case Management in Addiction	12	NA
ADS 193 Supervised Practicum		6
ADS 194 Supervised Practicum (adapted due to COVID)		6

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

- A. We have a new Program Coordinator as of May 2021 (Jaime Huston).
- B. Our students have completed 1,560 volunteer hours working with a population that is highly stigmatized and struggling with addiction.
- C. Our Human Services students have provided 780 hours of direct support to children, families, individuals going through immigration issues, transitional aged youth, 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.

See next page for the list of courses taught by Human Services and Addiction Studies faculty.

Courses Taught by Human Services and Addiction Studies Faculty 2020-2021		
Fall 2020	Spring 2021	Summer 2021
HSRV 120 Intro to Human Services	HSRV 120 Intro to Human Services	None
HSRV 124 Working with Diverse Populations	HSRC 122 Helping Skills in Human Services	
HSRV 126 Case Management in Human Services	HSRV 124 Working with Diverse Populations	
HSRV 130 Crisis Intervention in Human Services	HSRV 130 Crisis Intervention in Human Services	
HSRV 190 Field Studies 1	HSRV 190 Field Studies 1	
ADS 100 Law and Ethics	ADS 123 Counseling Theories and Techniques	
ADS 120 (formerly COUN 128) Intro to Addiction Studies	ADS 125 Personal & Professional Growth	
ADS 127 Case Management in Addiction	ADS 135 Pharmacology and the Physiological Effects of Addiction	
ADS 193 Supervised Practicum	ADS 193 Supervised Practicum	
	ADS 194 Supervised Practicum	

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TRANSFER CENTER

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

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

Transfer Center Program Review: Completed in the 2020-2021 academic year. Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum include:

- Serving as the hub for transfer services and resources for the NVC campus community
- Strong collaboration with support programs
- Facilitating College and University Representative advising appointments/workshops
- Coordinating and provides specialized on-campus tours of local 4-year institutions
- Communication to NVC students and staff via email, social media, electronic billboard, NVC monitors, sandwich boards, flyers, bulletin boards, NVC online newsletter (Friday Extra), and website
- Presenting workshops/open labs on specific transfer-related topics (intro to transfer, transfer admission guarantee, transfer application, etc.)
- Increased collaboration with Chancellor's Office's Historically Black Colleges and Universities Transfer Agreement Program

Virtual Workshops: Due to the Pandemic, we converted all our services to be available online, and we successfully executed our workshops in a virtual format.

Virtual Transfer Celebration: Virtual Transfer Celebration (#VTC21): The Transfer Center re-imagined the annual Transfer Celebration event, which is typically held on-campus in May, to celebrate NVC students' completion of their transfer path and acceptance to four-year institutions. Our Transfer Celebration was held virtually again this year, with 100+ students participating. We added a couple elements, which included a Drive-Thru Prize Pick-up, and also a Transfer Mixer. For the Prize Pick-up, we invited all student attendees to stop by the campus to pick up prizes that they were awarded during the celebration; 50+ students attended. Our Transfer Mixer was an opportunity for NVC students to speak with NVC alumni who recently transferred to the university about transfer tips, challenges, and recommendations.

Transfer Center Advisory Committee: We established a committee that meets regularly as required by Title 5. The role of the Advisory Committee is to make recommendations and provide direction for the planning and implementation of the new and ongoing operations of the Transfer Center. Membership is representative of departments and services across campus. Four-year college and university personnel are also included.

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

Canvas: *Develop a Transfer Canvas Shell for in-reach student activities that contains in-depth information on the transfer process.* Our goal was to have it completed and ready for a pilot launch where we would invite students from student support programs to utilize the shell. The shell is currently in the final stages of development and our plan is to launch the pilot in fall 2021.

Transfer Bound: *A networking group for NVC transfer students. Students will be encouraged to discuss obstacles, opportunities, resources, and experiences regarding the transfer process.* This group will be an opportunity for students to build connections, improve soft skills, and build confidence in transferring. Our goal was to fully launch this group, create yearlong activities, and create an alumni network. We were able to host a successful initial pilot meeting in spring 2021. Our plans for the 2021-2022 academic year are to continue with this project and build a networking group of transfer students at NVC, and to stay connected with them after they transfer to a four-year institution.

Working with College/University Reps in a Virtual Format: *Scheduling and reporting of student contact during the 2020-2021 academic year did not run smoothly due to the Pandemic.* In previous years, representatives had on-campus visits (appointments) with NVC students to discuss the transfer process at their specific institution. The appointments were created using our scheduling system. During the 2020-2021 academic year, the visits became virtual and were scheduled through each individual institution, making the reporting process more challenging. After review of this new process and collaboration with General Counseling staff, our goal for the 2021-2022 academic year is to make our ConexED Cranium Café scheduling system available to college and university representatives.

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

ACTS: *Advocates and Champions for Transfer Students*--This will take the place of the Transfer Advocate Program that the Transfer Center coordinated years ago. The goal is to identify Classified Staff, Faculty, and Administrators who are former transfer students so that students will know which NVC staff went through a similar transfer process in the past. We will have a directory of former Community College transfers.

Communication: *New ways to promote/share information about TC services*--One of the new ways that we would like to promote and share information is by utilizing the platform SMORE, which allows for the creation of e-newsletters. We tested SMORE for our Prize Pick-up event, and the result was a very high “open” rate. We would also like to create an infographic or brochure to promote/share information, which would be a quick and easy way to let students and staff know what services we provide.

4. How many students did your unit serve in the 2020-2021 academic year?

Classroom Presentations: Our goal for 2021-2022 is to increase outreach efforts and to increase the number of internal and external presentations on the transfer process and the services that the transfer center provides. During the 2020-2021 academic year, we developed and promoted a presentation request form. We collaborated with Caminos al Éxitos to co-present to local high school students. However, the number of internal presentations did not increase a significant amount from the previous academic year. We plan to collaborate with various NVC campus departments and programs more diligently in order to increase campus-wide transfer awareness through our classroom and event presentations.

Student Contact July 1st, 2020-June 30, 2021 for Transfer	
Group	# of Students
Workshop attendance	142
Class presentations NVC	366
External Presentations (High School)	175
Transfer Reason Code	# of Student Contacts
Elizabeth Lara-Medrano	374
Omar Peña	259
General Counseling	3324

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

Transfer Opportunity Program (TOP) Contract with UC Davis: NVC did not have a contract for the 2020-2021 academic year. A new contract is approved for the 2021-2022 academic year.

Website: The Transfer Center staff consistently work to improve the look and functionality of our website. We are collaborating with other campus departments to streamline our website and prepare for the migration to a new web platform. Our goal for the 2021-2022 academic year is to have a page dedicated to the new advisory committee, to continue to provide the most up-to-date transfer information for our students, and to post brief video descriptions of our workshops to increase awareness and attendance.

Transfer Center Data: July 1st, 2020-June 30, 2021

Associate Degrees for Transfer (ADT): 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 2020 CSU list (applying for SP 2021)	46
Students on the SP 2021 CSU list (applying for FA 2021)	188
Students e-verified for Fa 2020	39
Students e-verified for SP 2021	162
Students who petitioned for ADT w/ NVC (SP 2021)	231
Students who petitioned for ADT w/ NVC (FA 2020)	53
Students who petitioned for ADT w/ NVC (SU 2020)	15

Transfer Related Degrees and Certificates for 2020-2021				
Degree/Certificate	20/SU	20/FA	21/SP	Overall
CSU GE/CERTIFICATE	8	47	181	236
IGETC COMBO	5	7	157	169
ADMJ.AST	1	7	23	31
ANTHRO.AAT	1	0	4	5
ARTH.AAT	1	1	1	3
BUSIAD.AST	3	12	37	52
COMMSTUD.AAT	2	3	10	15
EARLYCHILD.AST	0	0	4	4
ELEMTEACHED.AAT	0	1	1	2
ENGLISH.AAT	0	5	3	8
HIST.AAT	1	2	7	10
HOSPITALITY.AST	0	0	1	1
KINESIOLOGY.AAT	0	3	3	6
MATH.AST	1	2	23	26
MUSIC.AAT	0	0	1	1
PHYSICS.AST	2	3	19	24
POLI.AAT	0	3	12	15
PSYC.AAT	0	6	38	44
SOCIALJUSTICE.AAT	0	0	5	5
SOCIOLOGY.AAT	1	4	29	34
SPAN.AAT	0	0	2	2
STUDIOARTS.AAT	2	0	5	7
THEATREARTS.AAT	0	1	2	3

Transfer Admission Guarantee (TAG) Program	
Subject	# of Students
TAGs submitted by students	104
TAGs requiring NVC Counselor Review (UC Davis only)	76
TAGs review completed	72
TAGs UC approved	59

Note: Total number of TAG applications to UC Campuses were down system-wide. Some students who submitted their application may have dropped courses or may have not passed; while others may have been denied for not meeting major preparation, GPA, or other requirements after UC comprehensive evaluation of NVC and External academic records (if applicable), thus affecting UC approval.

Transfer Center Workshops

Transfer Center offered **39** workshops for the 2020-2021 year. A total of **131** students attended. Workshops include but are not limited to Intro to Transfer, Application Open Labs, UC TAP/TAG, Application Info Sessions, Transfer Info Session, and Next Steps.

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DISABILITY SUPPORT PROGRAMS & SERVICES (DSPS)

(Report submitted by Tyler Downie, Acting Dean, Disability Support Programs and Services)

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

- A.** Converting services in DSPS to the online format has been challenging for staff and students alike. Many of our students utilize not only accommodations, but our services, such as our Access Technology Center and tutoring, to improve chances of success in classes. These services are historically in-person only services. During the shutdown, the DSPS department made significant changes to service delivery, and we experienced an increase in student engagement because of our commitment to finding an adequate means to serve students virtually.
- B.** One area that has been the most negatively impacted by the Pandemic is Learning Disability Assessment. This is true of NVC, and most California Community Colleges. The Learning Disability community's best practice is to assess students in person, as to not skew results when assessing virtually. Due to this best practice, NVC discontinued LD assessment in spring 2020. In order to continue serving students that need LD assessment, DSPS implemented a temporary accommodation protocol to serve these students. This process was found to be effective, and students were able to access accommodations even without going through the formal assessment process.
- C.** In recent years, we have had a strong working relationship with Napa Valley Unified School District and their Special Education Team. This collaboration has been essential in recruiting students that have IEPs or 504 plans to Napa Valley College and DSPS. We have conducted outreach to each of our local high schools and included information about our COUN 097 class that is offered in the summer as a transition-to-college class. By comparison, COUN 097 had eight students enrolled in summer 2020, and twenty-six in summer 2021. This increase was due to a new relationship with New Tech High School, an increased comfort level with online classes, and the efforts of DSPS counselors and staff.

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

- A.** We continue to work on and improve our communication in the department. The DSPS staff are mostly working remotely at this time, and response time has, in some cases, caused a delay in getting students and NVC staff information needed. Our communication needs to be better, and we will continue to work on responding to inquiries and needs in timely, student-focused fashion.
- B.** It is imperative for the success of our department's workflow to establish policies and procedures in regard to our general operations. This includes DSPS student intakes, Learning Disability Assessment, Alternate Media/High Tech training, and student information data entry, amongst others. This project has been assigned to a team in the past, but due to time constraints and other job duties, never made any significant headway. Policies and procedures should be made a priority, with specific and attainable goals for the next academic year.

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

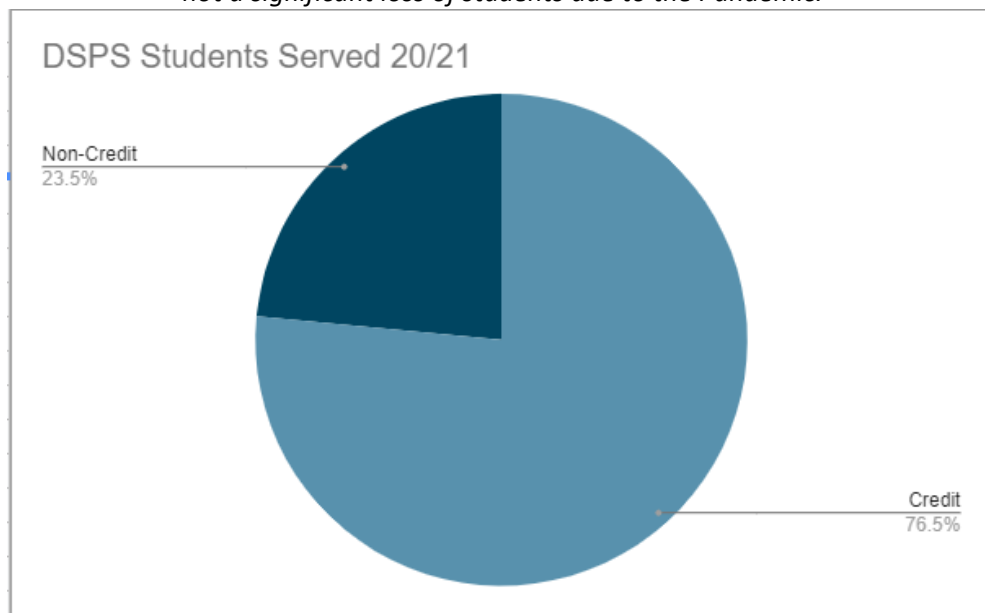
During the Pandemic, many of our students have requested assistance with basic college activities such as registration, logging into CANVAS, accessing email, and troubleshooting issues with technology. DSPS Counselors and Staff have made referrals to other campus resources, such as the Distance Education Team and the Welcome Center, but when those resources are unavailable, students come back to DSPS for help. These supports are important for our students, and it is important for the DSPS department to provide them.

It would be extremely beneficial to start a program within our department that provides a higher level of service for students. This service would ensure students feel supported in the basic tasks of navigating the College, technology, and study skills. An executive functioning support group, or academic coaching, would provide students with an individual that would be available to answer questions, make sure the student was able to communicate effectively with instructors and other campus staff, and have another set of eyes making sure assignments are turned in, and deadlines are met. These academic coaches could be recruited from the Human Services program, or referred by the Career Center, if we were able to hire these students as student workers.

4. How many students did your unit serve in the 2020-2021 academic year?

Credit - 603
Non-Credit - 185
TOTAL = 788

**Data indicates students enrolled/served are on par with 2019-2020. This is still a downtrend, but not a significant loss of students due to the Pandemic.*



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

Taking classes online has been both a challenge and a positive change for many of our students. We have students with transportation challenges, students who live a significant distance from campus, and students who work full time. Online classes provide greater access to classes that have, until recently, only been offered in-person. Accommodations for students taking classes online work differently than in-person. Through CANVAS, students are able to listen to lectures multiple times, alleviating the necessity to record lectures. Students are able to pause lectures to take breaks, alleviating the need for accommodated breaks during lectures. Although these accommodations are now “built in” to the online format, students are still able to utilize extended time on exams and take exams on campus in the Testing Center. It is important for our students to have a distraction-reduced environment, and the Testing Center staff should be commended for making this accommodation still available to students.

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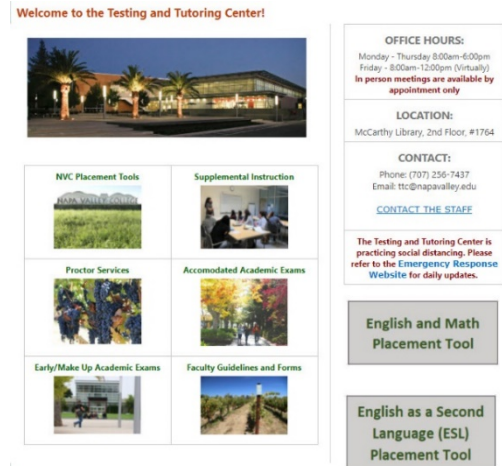
Testing and Tutoring Center

(Report submitted by Michele Villante, Manager, Testing & Tutoring Center)

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

A. The Testing Center and Tutoring Center (TTC) continued to support Napa Valley College's DSPS students by providing them a quiet distraction-reduced environment to both take exams and study. During academic year 2020-2021 most instruction was virtual. Some students struggled with online learning because they were unable to locate a peaceful study environment, they had unreliable internet connection, and/or they could not find a distraction-reduced environment to take exams. In an effort to help our DSPS population, the Testing Center remained open throughout the year, thereby assisting these students with some of these struggles. In addition, a small number of classes offered in-person instruction and required students take exams in a classroom environment. The Testing Center ensured that DSPS students received their testing accommodations, and during the academic year proctored 230 academic exams, most of which were in difficult, high-stress courses such as the ADN and Psychiatric Technician programs.

B. Testing Center staff utilized the virtual working environment opportunity to revamp and clean-up the TTC's website. We carefully analyzed both content and appearance. We eliminated repetitiveness by replacing content with links to other NVC sites. We removed unnecessary PDF documents, reviewed the necessity of pages, and improved the home page by making it more aesthetically pleasing. Important links such as hours, how to contact us, and direct links to the placement tools remain easily visible on the home page.



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

A. The original design of Testing Room #1 (1764A) was to administer placement tests. Since the implementation of AB705 and the elimination of testing for placement, the arrangement of this room is obsolete and, therefore, the room is underutilized. This space can be better utilized if the desks were realigned with partitions and cameras strategically placed throughout.

B. Several NVC departments, such as Counseling and Financial Aid, now allow students to use Cranium Café to schedule appointments. Students find it convenient to schedule appointments 24/7 and without the need to telephone or email departments. The Testing Center researched using Cranium Café but determined, due to limitations and NVC's settings, that this application was not a good fit for students who wanted to reserve testing rooms. Leasing a program such as Appointment Quest, which specializes in self-registering online testing appointments, would benefit both students and staff.

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

The Testing Center currently assists with placing students into English, math, English as a Second Language (ESL), and chemistry classes. Spanish courses also request students complete a placement process in order to register for classes that are higher than entry level. The Spanish Department monitors the Spanish placement test and Admissions and Records completes registration clearances. The Testing Center is working with the Modern Languages Department and Admission and Records to streamline this process, so students receive a clearer message, and registration is unbroken; ideally, having one department handle both placement and registration clearance.

4. How many students did your unit serve in the 2020-2021 academic year?

In addition to **230** academic exams administered to NVC’s DSPS students, the Testing Center processed **2,226** English placements, **2,321** math placements, **534** chemistry placements, and **140** ESL placements. Of the 534 students who completed the chemistry placement tool, we cleared 97 for Chemistry 120 and 221 for Chemistry 110.

Students Served - AY 20.21

<i>Service Provided</i>	<i># of students</i>
Academic Exams	230
English Placement	2,226
Math Placement	2,321
Chemistry Placement	534
ESL Placement	140
Total Served	5,451

The first question in the placement tool asks students to describe their educational level. Most of the students (33%) identified as new to Napa Valley College and said that they graduated from high school within the past 10 years. Others (31%) were current Napa Valley College students who were still in need of an English and/or math placement, and the third highest group (25%) identified as seniors in high school.

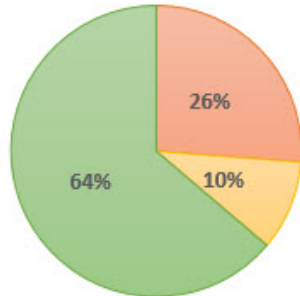
Student Description - AY 20.21

<i>Description of Students</i>	<i>in percent</i>
Current NVC Student	31%
Senior in High School	25%
Graduated High School within Past 10 Years	33%
Graduated High School more than 10 Years	9%
Junior in High School, or below	1%
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 received, students gain access to register for certain English and math courses. In academic year 2020-

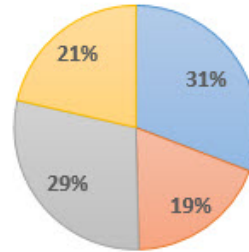
2021, 2,226 students received an English placement, and 2,321 students received a math placement. Most of the students, 64% English and 69% math, were able to register for English and math courses without taking an additional support class.

English Placement - AY 20/21



- Tier 1 (ENGL 120 with support + WSC)
- Tier 2 (ENGL 120 with support)
- Tier 3 (ENGL 120 w/o support)

Math Placement - AY 20/21



- Tier 1 & 2 (Math 232 or 106 with support)
- Tier 3 (Math 232 w/o support)
- Tier 4 (Math 106 w/o support)
- Tier 5 (Math 120)

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

Before March 2020, DSPS and the Testing Center were working with IT on adding cameras to testing rooms. Because of the sudden movement to online education, IT had to focus on more pressing matters. We should readdress this project once students return to campus in greater numbers.

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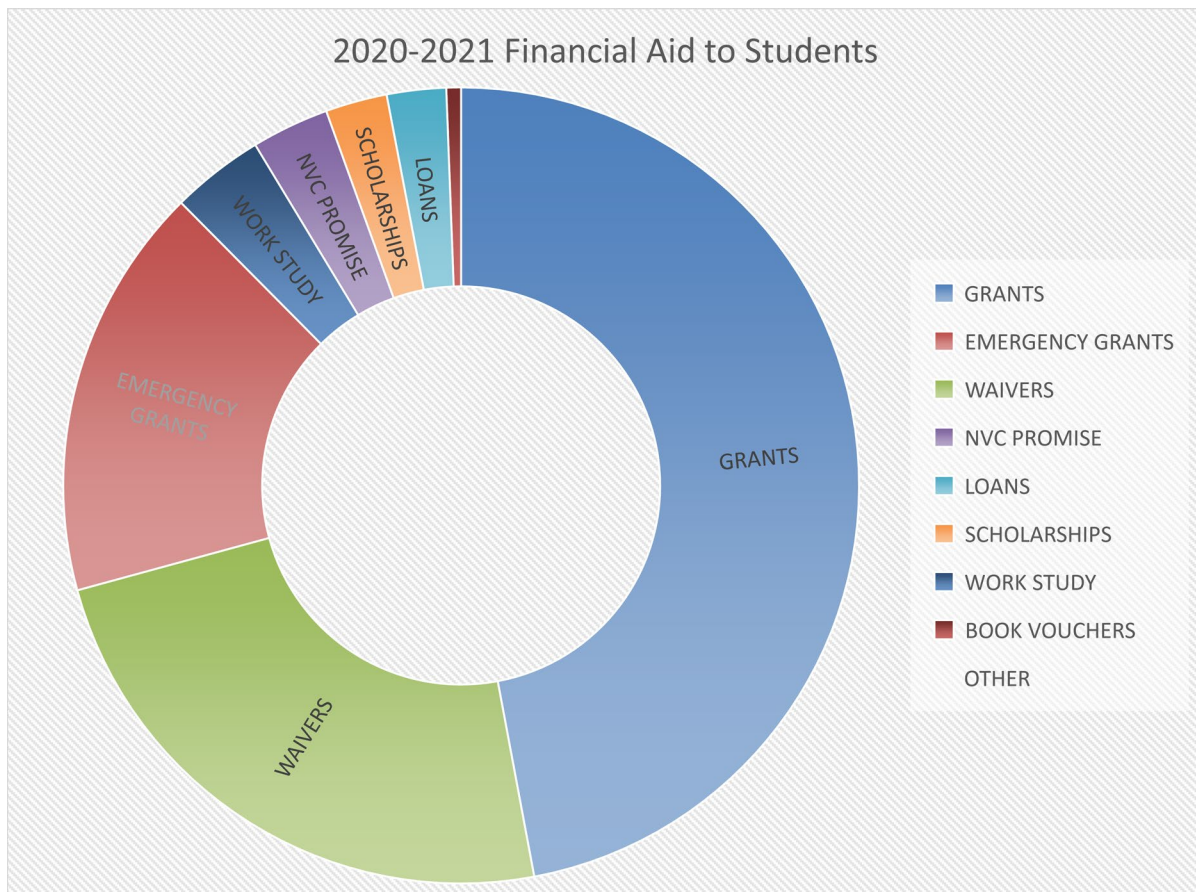
Financial Aid/EOPS/CARE/CalWORKs/Veterans/Scholarships

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

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

Financial Aid

- 61.7% of Napa Valley College students received financial aid in 2020-2021 (see chart in section 4)
- Made **10,513 awards** totaling **\$10,320,152** from all financial aid sources
- NVC disbursed \$3,839,090 in Federal Pell Grant funds to 1,061 students. This is a 14% decrease in the number of students paid, and a 16% decrease in funds disbursed over the prior year. Decreases are attributed to reduced enrollment due to the Pandemic.
- Placed 72 students who earned \$389,392 in Work Study jobs on campus; students were funded under the following programs: Federal Work Study, 34; District Work Study, 9; CalWORKs, 2; and Work Study-Other, 38. Due to the change in California minimum wage, Work Study pay rates increased to \$14.25 per hour.
- The **NVC Promise Program experienced a 33.4% increase** in students in its third year! The NVC Promise Program paid \$325,053 in Scholarships to cover enrollment and semester fees for 648 first- and second-year students.



- All Financial Aid forms have been transitioned to DocuSign for online submission with secure document attachments. We continue to develop DocuSign to provide ease of access and improved services for students. This functionality has been crucial during the COVID-19 Pandemic as in-person contact is restricted and instruction continues to be mostly online.
- Added 2 new NVC departments and 19 new users to DocuSign, for a total of 10 departments and 106 users at NVC using DocuSign.
- Continue to develop the custom California State Grant/Cal ISIR Interface for Colleague to process student Cal Grants and Dreamer applications
- Financial Aid/EOPS offered 11 online English and Spanish outreach and college awareness events “Cash for College”, 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. Five of the scheduled workshops were cancelled due to COVID-19 related reasons.
- All Financial Aid/EOPS/CalWORKs/Veterans Services Department staff are utilizing ConexEd Cranium Café for online student services. The front counter staff maintain the Virtual Financial Aid Lobby for online text and virtual drop-ins; specialists and technicians offer virtual appointment; and all staff continue to provide phone and email services.

EOPS



- 306 applications were submitted and processed for 2020-2021 Academic Year
- Served 302 EOPS students
- 354 students received EOPS Cash Grants, totaling \$46,470
- 278 students received book vouchers, totaling \$43,414
- 57 EOPS students graduated this year (receiving Certificates and Associate Degrees); 1 EOPS student transferred to a 4-year college without a degree
- Paid 24 EOPS student PTK memberships at \$95 each
- Paid 7 EOPS student ABG memberships at \$41 each
- A fall 2020 Advisory Committee Meeting for EOPS, CARE and CalWORKs was a virtual Zoom meeting held on Thursday, December 3, 2020. This meeting was attended by Mary Salceda-Nunez, Alex Guerrero, Maricel Ignacio, Flor Martin-Del Campo, Patti Morgan, Maria Ortiz, Ramon Salceda, Ben Quesada, Sherry Tennyson, Nancy Tamarisk, Giselle Chavez Seifert, Mauricio Avello, Cindy Johnson, Maida Greenberg, Amy Lafreniere, Luis Alcazar, Andres Cantera, and Corrinne Wicks. We were grateful to be reunited after all the COVID restrictions everyone had been enduring, so time was given for members to update the group about new developments and/or events from their programs. We welcomed two new members from Napa County and Solano County CalWORKs to our meeting and offered to invite them to other events NVC will have. Our handout outlined the semester’s most recent stats for EOPS, CARE & CalWORKs programs, reflected on highlights and events from previous spring and summer, and noted upcoming fall events. EOPS staff members concluded the meeting by detailing a surprise announcement about the EOPS office moving to a larger space in the same office—basically swapping places with the ETS program for more useable space.
- A Spring 2021 Advisory Committee Meeting for EOPS, CARE and CalWORKs was also a virtual Zoom meeting held on Thursday, April 20, 2021. This meeting was attended by Mary Salceda-Nunez, Alex Guerrero, Maricel Rossi, Flor Martin-Del Campo, Patti Morgan, Maria Ortiz, Mary Profit, Ramon Salceda, Alfredo Hernandez, Margarita Ceja, Sherry Tennyson, Nancy Tamarisk, Luis Alcazar, Marlene Holden, Shana Gardner, Michelle Hernandez, Mauricio Avello, Denise Kaufman, Maida Greenberg, Ellen Galvan, Amy Lafreniere, Andres Cantera and Corrinne Wicks. Student participants for the panel were Mandy Rhodd, Afnan Khawaja, and Kyler Thompson. This meeting

involved a group of our NVC EOPS/CARE and CalWORKs students, who shared their thoughts and experiences through the transition due to COVID-19 Pandemic restrictions, as well as how this all affected their pursuit of the academic goals. We had a very brief welcome and introduction of our committee members and allowed our students to share with our group right away—each gave their own unique perspective, conclusions, and suggestions about transitioning in and out of online studies.

Here is a summary of each student’s presentation.

SPECIAL GUESTS & PRESENTATION: STUDENT PANEL

Mandy Rhodd, EOPS/CARE and CalWORKs Student—shared about the challenges she faces as a single mom and student at NVC. Her primary message to other students, and our group, was how she learned to not be afraid, and that help was truly available if you are willing to look for it and use it.

Afnan Khawaja, EOPS Student, PTK, ASNVC Board Member, EOPS Tutor—has worked with our students as a tutor since before Shelter in Place happened and continues now. He had to transition to online tutoring and noticed the obvious difference in demand, and the effectiveness for some students. Afnan had some specific suggestions for transitioning students back to campus—perhaps a bootcamp for these students. He also urged enhanced mental health attention for our students.

Kyler Thompson, EOPS Student, Student Life/Food Basket/ CalFresh Outreach Assistant—Kyler has so much experience with the various resources that are available on campus for students and has no problem in not just pointing out the location of services but will physically take them to whomever they need to meet with. Her experience as a student has been good because she believes in asking for help.

This panel was well received by our group and involved most of our time together. We shared our Program Summary handout for our members to be advised of our performance during the spring semester, and a few members offered updates on what their individual programs were currently offering. We captured a screenshot of the attendees of our meeting:

EOPS ADVISORY COMMITTEE MEMBERS AND STAFF 2020-2021



EOPS GRADUATION DRIVE THRU 2020-2021



- EOPS tutoring moved to an online environment to accommodate remote learning. Three tutors mentored our EOPS and CARE students in math, physics, psychology, calculus, chemistry, biology, engineering, and English.
- We moved all EOPS New Student Orientations to a virtual environment using the Zoom platform. We offered four in the fall and three in the spring.
- Three Welcome Back Virtual Workshops were offered to continuing EOPS students in the fall 2020 semester, and four in the spring 2021 semester
- During fall semester we offered a virtual space for students to check in with EOPS staff on an informal setting, every second Thursday of each month. The events were called Virtual Social Hour.
- Fall 2020, Paola Latorre-Rey from Mentis led a workshop called “Be Kind to Your Mind: Mental Health to our EOPS/CARE/CalWORKs Students”. We invited MESA, SSS TRIO, Umoja and Puente programs to join the workshop. And for Spring 2021, collaborated with Mentis therapists Matthew VanOsch and Miguel Ramirez, for a virtual workshop called “Stress & Your Health”.
- Another fall virtual workshop was presented by the EOPS counselor Mary Salceda on transferring steps for our EOPS/CARE/CalWORKs students.
- The EOPS program assisted the financial aid office with the 2020-2021 Virtual” Cash for College” Workshops.
- Offered two Informational Napa Valley College Spring Award Scholarship Program Workshops, one in fall and one in spring.
- Other presentations during spring 2021 included a Financial Literacy workshop presented by Sherry Tennyson, and an EOP Sonoma State program presentation about the transferring process to a four-year university and the difference between EOP and EOPS program; presented by NVC alumni Juan Garcia Rodriguez.
- All fieldtrips and in-person events have been canceled due to COVID-19.

- EOPS Staff attended all types of virtual trainings during fall and spring:
 - Corrinne Wicks attended an online training on MIS EOPS/CARE data, provided by the California Community College Chancellor's Office on September 23rd.
 - September 29th, Alejandro Guerrero presented on Time Management to our EOPS/CARE/CalWORKs students.
 - Corrinne Wicks attended a 5-part virtual training by Dr. J. Luke Wood and Dr. Donna Y. Ford: Addressing the Parallels Between the Policing of Black Lives and Schooling of Black Minds.
 - Alejandro Guerrero attended the virtual training series by COLEGAS: Latinx Student Success Virtual Serial workshops.
 - October 3rd, the EOPS classified staff attended a mandatory Level 1 Emergency Training presented by Ken Arnold.
 - October 27th, Maricel Rossi, Corrinne Wicks, Flor Martin-Del Campo, and Mary Salceda-Nuñez attended a virtual training: Supporting Student Parents in Community College CalWORKs Program; led by Public Policy Institute of California.
 - October 28th, EOPS Staff attended a virtual training: Panel Discussion: Race and Class Inequalities in Higher Education; presented by UC Davis Center for Poverty and Inequality.
 - October 28th, Mary Salceda-Nuñez attended the virtual training: Racialized Prisms: A Randomized Experiment on Families' Perceptions of Schools; presented by Chantal Hailey of the University of Texas at Austin.
 - November 5th & 6th, EOPS staff attended CCCEOPSA Virtual 51st Annual Conference: EOPS/CARE/NextUp: A Transformational Movement: Then, Now, Always. For the first time in the CCCEOPSA history, it was an online conference.
 - November 13th, EOPS staff attended the virtual High School Non-Breakfast.
 - November 19th, Maricel Rossi Presented a career exploration workshop called Finding Your Path.
 - Flor Martin-Del Campo attended the 5th Annual Keeping the Dream Alive Virtual Conference led by Sacramento State University Dreamers Resource Center.
 - December 4th, Maricel Rossi, Mary Salceda- Nuñez, and Flor M-DC attended the Virtual Canvas Day training provided by NVC Distance Education team.
 - February 27th, Flor assisted with the Virtual Financial Aid Super Saturday Cash for College event.
 - EOPS staff attended trainings and open labs provided by the Starfish Early Alert team. EOPS is using Starfish to track midterm reports for students.
 - EOPS Counselors completed a series of virtual trainings: Equity-grounded Counseling: Serving Black Students.
 - Maricel Rossi and Mary Salceda-Nuñez attended the training: Understanding the CVC Exchange and Counseling in an Online Environment, presented by California Virtual Campus-Online Education Initiative.
 - April 14th, EOPS team attended the 2021 Virtual CCCEOPSA Spring Training: EOPS/CARE/NextUp: Remaining Rooted in the Midst of Uncertainty.
 - April 20th-23rd Maricel Rossi and Maria Ortiz attended the CalWORKs Association Training Institute.
 - Maricel Rossi, Mary Salceda-Nuñez., and Flor Martin-Del Campo attended a series of five trainings about Financial Wellness.

CARE and CalWORKs

- Served 10 students in CARE and 17 students in CalWORKs
- Awarded 13 CARE Cash Grants totaling \$5,900, and 10 Book Vouchers totaling \$2,245
- 2 students held on-campus CalWORKs Work-study jobs
- Maricel Rossi, Patti Morgan, Valerie Mull, and Maria Ortiz attended CalWORKs Association Training 2021 via Zoom. This year, the CalWORKs programs were able to pay the registration fees for 1 CalWORKs student and 2 county workers; one for Solano County and one from Napa County.
- Maricel Ignacio and Maria Ortiz attended CalWORKs Association Training April 20-23, 2021, via Zoom.
- CalWORKs students were also invited to all EOPS workshops throughout the academic year, including the drive-through graduation celebration and the virtual EOPS End of the Year Celebration.

Scholarships

- Received and processed 338 applications through AwardSpring, with 237 individual scholarships awarded
- Awarded \$178,900 in scholarships to 133 NVC students (not including high school)
- No ceremony was held due to continuing COVID-19 restrictions. A celebratory video was created in partnership with the Napa Valley College Foundation and posted on the Financial Aid and Foundation scholarships webpages, as well as YouTube.
<https://www.youtube.com/watch?v=K6GgSiAgCW0>
- Processed outside 55 scholarships for a total of \$80,957
- Awarded \$31,200 to 36 local high school students in 10 Napa County high schools

Veterans Services

- Served 200 student Veterans and 264 Veteran-dependents during the 2020-2021 academic year
- Awarded 41 Veteran-specific fee waivers
- Summer 2020: Served 169 Veterans and their dependents, 48 of whom were eligible for Veterans Affairs Education Benefits
- Fall 2020: Served 298 Veterans and their dependents, 90 of whom were eligible for Veterans Affairs Education Benefits
- Spring 2021: Served 306 Veterans and their dependents, 104 of whom were eligible for Veterans Affairs Education Benefits
- Created DocuSign Veterans In-Processing forms
- Lynette Cortes presented two presentations for the Veterans Symposium, which took place online for California Community College representatives.
- Attended Veterans Association webinars to maintain current knowledge of various Veterans Affairs education program changes
- Provided Veteran stoles and cords for commencement ceremony
- Made scantrons and bluebooks available throughout the year, if needed
- Maintained communications with the Student Veterans Health Program (SVHP) in order to provide health resources to Veterans
- Made available an equity book voucher for \$300 to Veterans who qualify, providing 50 students with a voucher

Foster Youth

- Provided priority registration for 196 foster youth
- CHAFEE Grant awarded to 8 students for a total of \$30,000
- Attending the Foster Post Graduation Sub-committee held at the Napa Valley Unified School District Offices
- Continue with ongoing assistance to increase foster youth retention
- Managed the CHAFEE Grant program, and reviewed and certified eligibility for CHAFEE Grant applicants
- Made available an equity book voucher for \$300 to foster youth who qualify, providing 29 students 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)?

- A.** Our biggest challenge was accessing student files and documents from remote locations. The Hershey Imaging System requires in-person scanning of paper documents, so DocuSign forms and attachments could not be entered into Hershey remotely. We temporarily developed an electronic student file system for each of our student programs on our secure network for department staff to access, review, and add documents from their remote work location. The need for a new imaging system that provides secure and confidential document management is critical for this department and the College as a whole.
- B.** During 2020-2021, we began to move EOPS into the 1133 space, and moved ETS into the 1132 space, where EOPS was previously located. We reopened the passthrough space that had been made into an office so that the 1133 space could be accessed from inside the FA/EOPS/Veterans Services Office. The front counter in 1132 will be the new reception area for all programs housed in the 1100 building. The move is not complete as most staff continue to telecommute 3-4 days per week, with some high-risk staff members telecommuting 5 days per week, so organizing the space is moving slowly. We hope to complete the transition of EOPS and ETS by spring 2022.

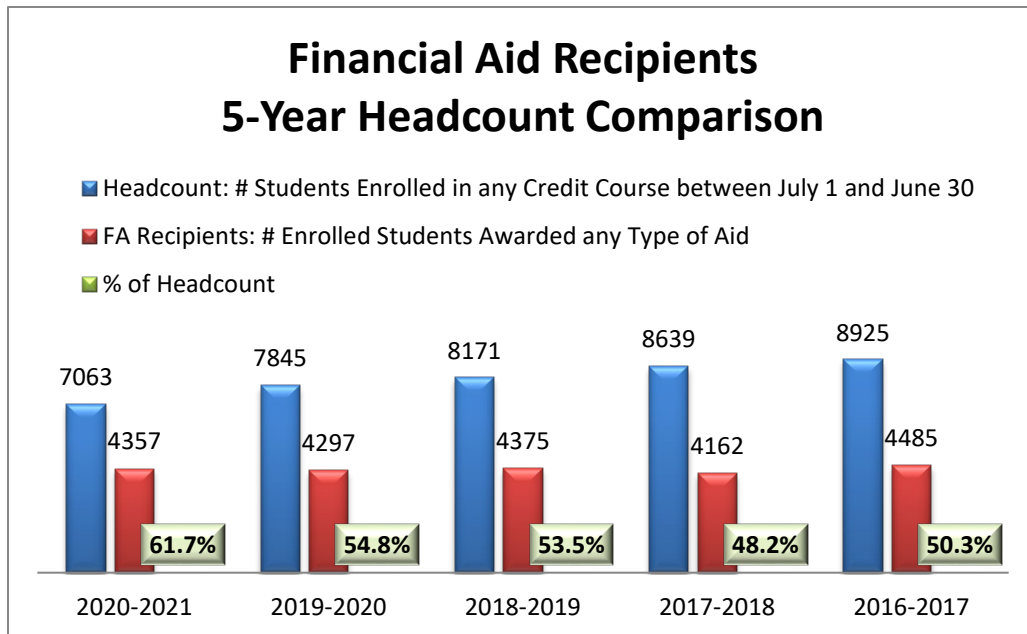
3. Do you have any innovative ideas (i.e. “let’s try it” suggestions) for your unit?

- A.** Continue to develop the DocuSign product to automate incoming document storage for quick review and processing.
- B.** Improve the in-person and online student experience by developing additional functions of the ConexEd Cranium Café system, like the Kiosk. The Kiosk is a self-service application that students can access from their phones or from a computer in the office lobby to sign-up for drop-ins or check-in for appointments. The Kiosk also provides a monitor that allows students to see where they are on the drop-in queue, and an approximate time until a staff member can meet with them. Staff can text students on the drop-in queue when they are next in line so that students can visit other areas of campus in the meantime, instead of congregating in the lobby or lining up outside.

4. How many students did your unit serve in the 2020-2021 academic year?

Students Served	
FAFSAs Received	5,187
BOGW A, B, F Applications (paper)	0
CA Dream Applications	240
EOPS/CARE Applications	306
EOPS/CARE PTK (Phi Theta Kapa)	23
EOPS/CARE ABG (Alpha Beta Gamma)	9
Scholarship Applications	338
Veterans & Veterans Dependents	464
Foster Youth	196
Work Study Placements	78
Financial Aid/NVC Promise Student Request Emails	4,884
EOPS/CARE/CalWORKs Appointments	2,389
FA/Veterans Appointments	2,153
Front Counter Contacts	4,918
Financial Aid Outreach Events	81
NVC Promise Applications	838
FA Bookstore Advance Applications	5
Student Served (duplicated count)	22,109

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 declined due to the COVID-19 Pandemic, the overall percentage of students receiving some form of financial aid increased by 6.95% for the 2020-2021 academic year.

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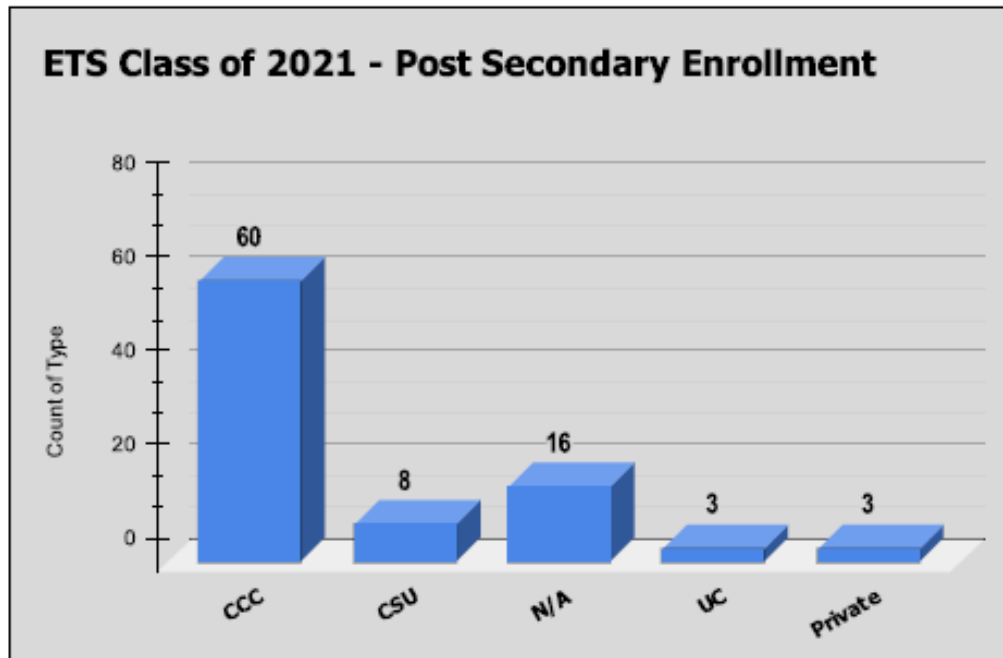
EDUCATIONAL TALENT SEARCH (ETS)

(Report submitted by Ramon Salceda, Associate Dean, Talent Search and Student Support Services (SSS TRIO))

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

A. Despite the unprecedented circumstances, the ETS Program had a very successful year. Noted below are a few samples of the year's highlights.

- 92 Seniors graduated (100% graduation rate)
- 2 Student Graduation Speakers: David Acuna (Napa High School) and Elizabeth Soria-Ceja (Vintage High School)
- 3 Early Graduates: Lisbeth Aldana Pineda, Maria Aldana Pineda, and Maya Rodriguez (2 of the graduates are attending NVC)
- Our graduates from Napa and Vintage High Schools will be attending various California State Universities, Universities of California, Private Colleges, and Community Colleges throughout the nation.
- Numerous students were recipients of a variety of public and private scholarships and awards.
- Many of our students are participating in various NVC programs such as SSS (12), MESA (7) and Puente (24).



A Few Students from the ETS Graduate Class of 2021



- B. Due to the COVID-19 Pandemic, the Napa Valley Unified School District (NVUSD) could not provide in-person instruction and had to hold their classes through an online format. Therefore, we also had to restructure and adjust our services to accommodate the new teaching environment. We provided assistance to our students virtually for workshops, individual meetings, STEM Camps, etc.
- C. Thanks to a STEM Grant from the Department of Education, the ETS Program was able to provide summer STEM Camps for the first time. We collaborated with the Napa Valley College STEM/MESA Center and an outside agency for a very successful student experience. Students were able to participate in camps focused on Robotics, LEGO Engineering, and Career Readiness. Students' feedback has been very positive, and we are hoping that we will be able to provide similar camps in the future.

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

- A. The ETS recruitment efforts were impacted drastically with the NVUSD virtual format, which was a result of the COVID-19 Pandemic. Recruitment was extremely challenging as we were not able to recruit students as we traditionally have, and although we collaborated with our NVUSD partners and provided virtual presentations, we unfortunately could not meet the goal of servicing 668 students.
- B. The ETS workshops were held virtually throughout the year, and this created a challenge with student participation. Students claimed that they were "Zoomed out" and were tired of online learning. We are hoping that with the return of in-person instruction, we will be able to increase student participation during the upcoming school year.

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

Although the NVUSD students are returning to in-person instruction, the ETS Program plans on providing hybrid services as needed. We plan to meet on-campus with students, but also allowing the virtual option, when needed. We hope that this will increase participation and make our services more accessible for not only students but their parents as well.

4. How many students did your unit serve in the 2020-2021 academic year?

The TRIO Educational Talent Search Program provided academic services to **570** first-generation, low-income, middle- and high-school students from the following Napa Valley Unified School District 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?

- A.** The ETS Program has moved location. The ETS Office is now located in Building 1100, room 1132. Although this has been a challenging move, as we are significantly downsizing in space, we are confident that we will make the space work and continue to provide our essential services to our students, with minimal disruption.
- B.** With the departure of one of the ETS Program Assistants during the spring semester, we are understaffed and have begun hiring efforts in order to bring a replacement on board as soon as possible.

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STUDENT SUPPORT SERVICES (SSS) TRIO

(Report submitted by Ramón Salceda, Associate Dean, Talent Search and Student Support Services (SSS TRIO))

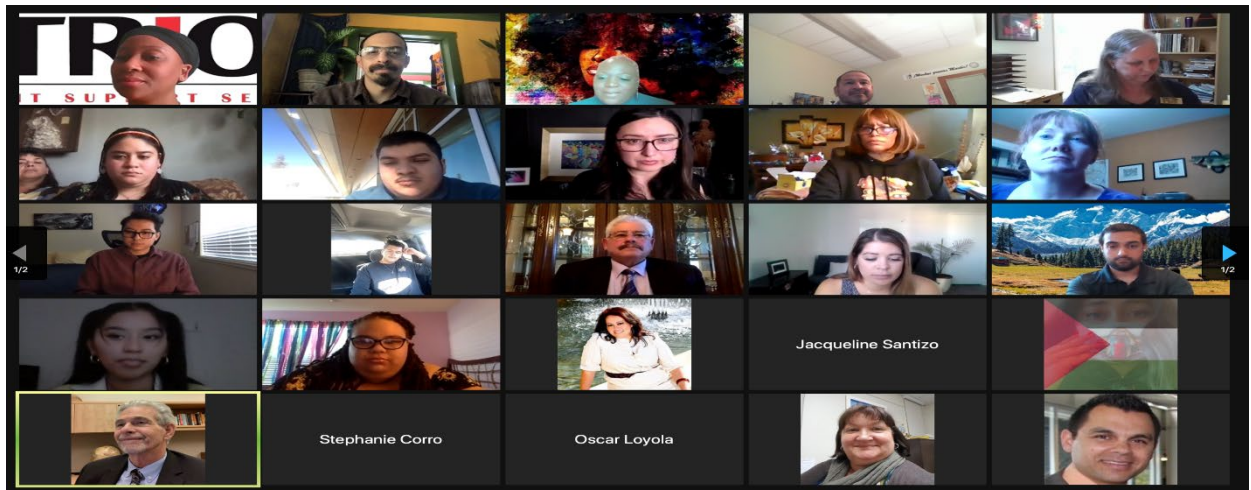
1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

Firstly, we want to celebrate the accomplishments of our SSS TRIO students. This year, **forty-two** SSS TRIO students graduated with a degree and/or certificate. **Thirty-eight** (90%) of whom will be transferring on to a CSU or UC institution.

SSS TRIO Graduates and Transfers

# Students	Achievement
36	Degree, Certificate, and Transfer to 4-yr
1	Degree and Transfer to 4-yr
N/A	Certificate and Transfer to 4-yr
1	Transfer Only
1	Degree Only
3	Degree and Certificate
42 Graduates	

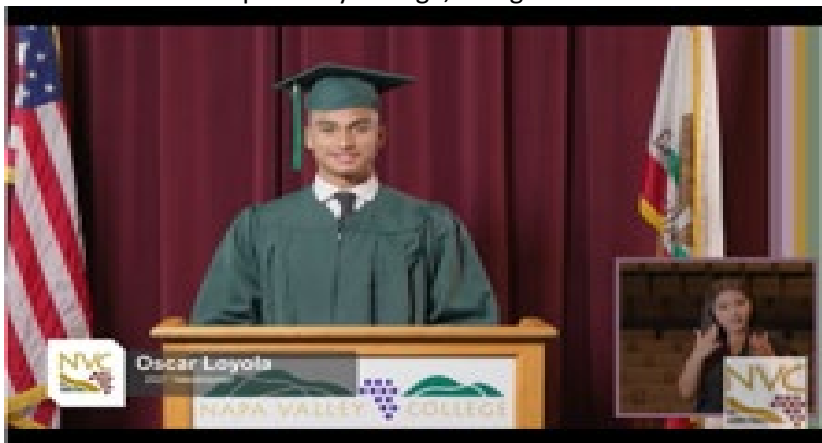
During the 2020-2021 year, forty-two SSS TRIO students graduated with a degree and/or certificate, thirty-eight of whom will be transferring to a CSU or UC institution. This was celebrated during our 13th Annual SSS TRIO Awards Ceremony, held June 2, 2021, virtually. There was an organic mixture of attendees: parents, students, alumni, Napa Valley College Board of Trustees, faculty, and staff. Graduates received a SSS TRIO Medallion, an Excellence Certificate, and a Special Congressional Recognition from the Office of Congressional Representative Mike Thompson.



13th Annual SSS TRIO9 (Virtual) Awards Ceremony, June 2, 2021

Class of 2021 Valedictorian

SSS TRIO continues the tradition of being one of the primary programs at Napa Valley College to consistently produce the Valedictory graduation speaker. This year the honor was bestowed upon Oscar Loyola. Oscar will attend UC Berkeley this fall 2021; he was admitted into the HAAS School of Business, under Business Administration from Napa Valley College, and graduated with a 4.00 GPA.



Oscar Loyola, SSS TRIO Alumni Class of 2021 and Napa Valley College Class of 2021

Laura Gustafson Scholarship

Since 2005, the SSS TRIO staff has selected a student who embodies Laura Gustafson's passion for student success to receive the Laura Gustafson Scholarship. Laura was an enthusiastic and caring person who founded and directed the SSS TRIO program at Napa Valley College (1997-2003). Her generosity and determination to help 180 low-income and first-generation college students every year continues to be a part of the heart behind SSS TRIO. Since its inception, the program has expanded to support 185 students and continues to maintain the high level of academic excellence which was promoted by our founder. In Laura Gustafson's memory, the 2020-2021 scholarship recipient is Lucrecia Espinoza-Martinez. Lucrecia will attend UC Berkeley in the spring 2022 semester under Sociology. She earned an AA-T degree in Sociology from Napa Valley College and graduated with a 3.33 GPA.



Miss Lucrecia Espinoza-Martinez, SSS TRIO Class of 2021 and Laura Gustafson Scholarship recipient.

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

Due to the COVID-19 Pandemic the SSS TRIO Program was unable to carry out its traditional recruitment activities and therefore could not reach its goal of obtaining 185 students for the 2020-2021 academic year.

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

SSS TRIO continues to be a collaborative program whose case management approach to providing services has consistently proven to be a successful model, yielding high results. This service model requires consistent communication with collaborative on-campus resources to ensure that the goals of SSS TRIO are consistently being maintained. At the same time, our students are receiving services from our on campus collaborative partners. To accomplish this, SSS TRIO has to, and will continue to conduct case conference meetings with various programs such as EOPS and MESA/STEM. The goal is to share information about academic or life challenges that a shared student (one who is in SSS TRIO and a collaborative program) may have experienced, or are currently experiencing, which could hinder the student from accomplishing their academic goal of graduation/transfer. These meetings with some of our collaborative programs will tentatively resume in the near future and will increase during the 2021-2022 academic school year.

To ensure that students meet, and possibly exceed, their mandatory number of meetings per semester, SSS TRIO staff will frontload all student appointments and increase the utilization of the campus communication systems as an appointment reminder tool. Our goal is to enhance student engagement opportunities by creating more one-on-one and group-setting meetings.

In-reach efforts have been challenging for the SSS TRIO team. To address this, we have strengthened relationships with our sister program Educational Talent Search (ETS). In the past, faculty and staff have held meetings and reviewed past practices to identify how best to capture ETS students transitioning from high school into the college system. Now that both TRIO Programs (SSS and ETS) are under the leadership of the Associate Dean of TRIO Programs, SSS TRIO will collaborate and work even more closely alongside ETS in order to strengthen the pipeline between the ETS and SSS Programs. This will enable more students to have access to the SSS Program, and bolster in our recruitment efforts.

4. How many students did your unit serve in the 2020-2021 academic year?

Student Support Services TRIO is a federally funded grant program that **serves 185 students each academic year**. They are income-eligible, first-generation students and individuals with disabilities, according to ratios and guidelines set forth by the U.S. Department of Education. Due to the negative impacts of the COVID-19 Pandemic, for the 2020-2021 academic year the SSS TRIO Program served 129 students.

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

As of June 2021, the SSS TRIO Program will now be under the new leadership of Ramon Salceda, Associate Dean of TRIO Programs.

SSS TRIO is currently short-staffed, and to adhere to the U.S. Department of Education’s Federal Regulations, the program needs to hire a full-time Coordinator/Counselor. Additionally, in order to best serve our students, the program would benefit from hiring an Adjunct Counselor and Student Worker.

Visits & Appointments in the SSS TRIO Office	
September 1, 2020 – July 31, 2021	
Total Student Appointments: Scheduled & Attended	822

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STEM/MESA

(Report submitted by Luis Alcazár, Associate Dean, STEM & MESA Programs)

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

- A. STEM/MESA applied for a 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.
- B. We partnered with Caminos al Éxito to develop a STEM First-Year Experience for incoming STEM students placing in Math 106 with Math 86. These students will also take Counseling 101 College Discovery and participate in co-curricular community building activities.
- C. We implemented multiple communication modalities to check in with our students and maintain ongoing communications, as well as created a virtual gathering space for MESA/STEM Center students. These included Discord, phone campaigns, live chat, email, and Canvas. The MESA Team also conducted a one-on-one phone campaign, following up on any student whose GPA fell below 2.0 to schedule an appointment and discuss barriers that impeded their success and/or goals.

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

- A. MESA/STEM Center technology, particularly the Wi-Fi speeds and overall connection, PC replacement, and ethernet speeds need improvement.
 - Students have repeatedly asked for better Wi-Fi, vocally and via surveys.
- B. Facilities in the center—improvements are needed in HVAC (for safe return to the center), drinking water access, and restroom access (put one in).
 - Students have asked for drinking water access in the Center (like the one by the Student Affairs Office), and we have resorted to getting a water service from Culligan. Students also ask to have access to a bathroom downstairs, in the Center.

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

- A. Creating a pipeline of high school seniors interested in STEM through year-round touch points with the seniors
- B. Partnering with the library to highlight STEM student and STEM professional achievements, as well as offering STEM tutoring in the library
- C. Amidst COVID/Delta Variant, lack of commitment, motivation and communication is on the rise. An opportunity for improvement in this area for fall 2021 and thereafter, the STEM Counselor will offer a series of workshops related to student awareness of personal and academic development. Dr. Tennyson, Career Consultant in the NVC Career Center, will assist the STEM Counselor with the workshops.

- D. STEM First-Year Experience and Medical Scholars Pathways cohorts will be supported via Starfish's Early Alert system.

4. How many students did your unit serve in the 2020-2021 academic year?

The MESA/STEM Center proactively served a total of **132 students** through our MESA and STEM Program Services. This includes 98 MESA students. In addition to the MESA students, we served 53 STEM (ASEM) students. We also served many other STEM and non-STEM students via our MESA/STEM Center activities, such as our STEM Speaker Series. Of the 132 MESA/STEM Center students, 91 students (69%) were from a Latinx background.

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

- A. 9 students participated in STEM on-campus internships led by 3 SME faculty members
- B. 20 students participated in the Medical Scholars Pathway, our partnership with Kaiser Permanente
- C. At least 30 hours per week of free STEM tutoring were offered in our center in fall and spring semesters
- D. We were awarded the David Dwight Eisenhower Transportation Fellowship grant and administered the application and review process. We are waiting for the results from the Federal Highway Administration.

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OFFICE OF STUDENT AFFAIRS

(Report submitted by Oscar De Haro, Assistant Superintendent/Vice President, Student Affairs)

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

A. Hiring and Onboarding of the Interim Senior Dean of Counseling and Student Success, and the Acting Dean of DSPS and Testing

Mr. Howard Willis, who is now Vice President for Student Affairs at Evergreen Valley College, vacated the Senior Dean of Counseling and Student Success position. Dr. Alejandro Guerrero was hired as the Interim Senior Dean. In addition, we had the successful hiring and onboarding of the Acting Dean for DSPS and Testing, Tyler Downie. Both Tyler and Dr. Guerrero are Counseling Faculty, trying out administration roles—and doing exceptionally well!

B. Full Implementation the Maxient Case Management Software

Maxient is a software that the Office of Student Affairs is using to manage our student conduct cases, Title IX cases, student complaints, student contacts, and student feedback. This centralized reporting and recordkeeping system helps us connect the dots, and more efficiently share information with other offices and/or Maxient users such as DSPS, Human Resources, the CARE Team, the Bias Incident Response Team (BIRT), the Office of Academic Affairs, and our legal counsel, if needed. Maxient easily allows us permitted staff to look up a student by their student ID or first or last name, and we can see if there is a pending case in another campus office. We were able to accomplish a “soft live” launch in late July 2020, meaning that NVC Maxient users are currently using the platform to track student cases.

C. Two Successful Virtual High School Breakfast Events with Local High School Colleagues

The 15th Annual High School Non-breakfast took place on Nov. 13, 2020, and we had nearly 160 participants made up of high school personnel, educational agencies, and NVC campus staff from four counties! The new pilot attempted, and apparently quite successfully, was the 1.5-hour long (1st Annual) Virtual High School Luncheon which took place on May 6, 2021, and where we had 105 participants (about 49 guests and 56 NVC staff).



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

Space Utilization and Availability for Student Affairs Staff Members

Office and desk space is scarce in the areas/departments within Student Affairs, so it is often hard to find an empty space to put a part-time hourly employee or student worker, especially now with social distancing restrictions. We also have had to alternate work schedules to avoid having too many people in the same office at the same time. We have had to utilize/convert some of our conference rooms, such as Conference Room 1332, as a temporary office space for student ambassadors, temporary workers, and specialists, and/or find creative solutions to our space dilemmas by carving out small work areas in any available open space or nook. Telework is another aspect involved this dilemma since telework has helped maintain social-distancing in small offices, however computers and computer stations may not be available if co-workers use VPN to connect to specific computers.

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

Consider Hosting the 2nd Annual Napa Valley College Mariachi Festival for Spring 2022

Hopefully the Pandemic will not be as intrusive. The original 2nd Annual event in spring 2020 had to be cancelled due to the Pandemic. We will be reaching out to youth and college mariachi ensembles to form a live presentation.

We need to keep the momentum going so that we can continue with our goal of organizing a Mariachi Student Club at Napa Valley College.

4. How many students did your unit serve in the 2020-2021 academic year?

A. Tracking of Student Contacts via Maxient Office of Student Affairs IR Form

The Office of Student Affairs served **238 people/students** in the 2020-2021 academic year even though we closed down in mid-March due to shelter-at-home orders, and mostly remained in a remote service format for the rest of the spring semester.

Our office continued to serve faculty and students in a virtual format. Contacts included concerns related to appeals to the Assistant Superintendent/Vice President of Student Affairs, Oscar De Haro; complaints; discipline cases; grievances; incidents on campus; meeting requests with Oscar or Robin Darcangelo, Senior Dean of Student Affairs; questions regarding Admissions and Records (A&R) procedures; general questions; verification letters of student enrollment; and faculty consultations regarding student issues. This number does not include consultations with staff members, but it does include some consultations with faculty members on student issues.

See table of yearly totals in student contacts for the last three years on the next page.

Students Served by the Office of Student Affairs				
Academic Year	Summer	Fall	Spring	Yearly Total
2017-2018	30	137	100	268
2018-2019	24	89	108	221
2020-2021	28	106	104	238

In 2020-2021, there was an increase of **17 student contacts** compared to the 2018-2019 academic year. The majority of our student contacts are centered on **5 main categories**: 1) discipline cases, 2) faculty seeking advice on student issues, 3) students requesting a meeting with Oscar, 4) people seeking help on something general, and 5) verification letters of disciplinary background.

B. Tracking of Student Contacts via Maxient Talk-to-Us Feedback Form

For the sixth year in a row, the Office of Student Affairs continued to track customer service feedback submissions through the Talk-to-Us Feedback Form online, linked to all Student Affairs area webpages. This form is now hosted by Maxient, facilitating the record-keeping and analytics of feedback submitted. Feedback form URL: www.napavalley.edu/talktous.

The Talk-to-Us Feedback Form online allows a student, parent, or community member to submit a compliment, suggestion, or other. The assistants in the Office of Student Affairs receive notification of the submission and proceed to process it by creating a case and then either forwarding the submission to another appropriate Student Affairs area (depending on nature of feedback) or addresses the feedback themselves. The Assistant Superintendent/Vice President of Student Affairs often gets copies of these submissions, depending on the type of feedback submitted. Submissions forwarded to other areas are followed-up on to ensure that individuals who requested follow-up on their feedback are contacted, and their comments or concerns are acknowledged. The case is closed thereafter.

As reported in last year’s report, the Talk-to-Us Feedback Form was a very widely used form when it was first implemented in January 2014, but the number of submissions has diminished quite a lot in the last 4-5 years. The Yearly Comparison Totals table below shows a continuous decrease each year, warranting an evaluation of the usage of this form. In the 2020-2021 year, we received 26 inquiries only (16 less than in 2018-2019). However, we are happy to receive feedback from the individuals who do provide it, and we aim to consider their feedback in efforts to provide the best service that we can.

See table of Talk-to-Us Feedback Form submission totals on next page.

TALK-TO-US FEEDBACK FORM SUBMISSIONS					
Yearly Comparison Totals					
Academic Year	Compliment	Complaint*	Suggestion	Question	Total
2020-2021	1	11	2	12	26
2018-2019	20	9	13	0	42
2017-2018	5	7	29	3	44
2016-2017	33	14	13	4	64
2015-2016	44	20	17	12	93
2014-2015	33	39	12	30	114
Spring 2014	66	23	7	16	112
Totals:	202	123	93	77	495

*In the past, the form included the option for the submission of complaints. We have replaced this option with “other” as the Office of Student Affairs considers providing a complaint form for services to students via other means. Few complaints and some questions are still received when individuals select “other”, and this feedback is addressed accordingly.

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

None at this time.

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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 (2020-2021)?

- A. Transforming Student Discipline:** Student Discipline is now **Student Success!** During the Pandemic, we had an influx of student referrals in the Office of Student Affairs (OSA). This has been common throughout the nation. Students are still held to the NVC board policy standards and their actions have consequences. This influx has been an opportunity for me to help students in their struggles and determine what resources they need to succeed and navigate through their challenges. From concerns about finances, to DSPS accommodations, mental health referrals and support, Counseling, Transfer Center, tutoring, Food Basket, and Library support—each student who is referred for conduct/discipline gets the opportunity to hear about resources, Learning Communities such as Umoja and Puente, and some of the campus committees and clubs, such as LGBTQ, ASNVC, and more.

Students are encouraged to continue working with their faculty and seek support when needed. Students feel supported and encouraged, and have thanked me several times for the support they received during their Student Conduct meeting.

- B. New Student Convocation (NSC) Improved 2020-2021:** Fall Convocation was expanded this year to include 32 participants, beginning with Keynote speaker Monique Rivera, who was a recent NVC graduate. Our MC was Christa Trujillo, and other presenters included President Kraft, AS/VP De Haro and AS/VP Parker, AVP Albarrán, a Tech Team, and representatives from FA, EOPS, DSPS, Counseling, Transfer Center, SSS TRIO, MESA/STEM, Student Health Services and Mental Health, Caminos al Éxito & Financial Literacy, Athletics Dept, Library, social media, Food Basket/Basic needs, ASNVC, Outreach, Writing Success Center & Math Success Center, and the Office of Student Affairs.

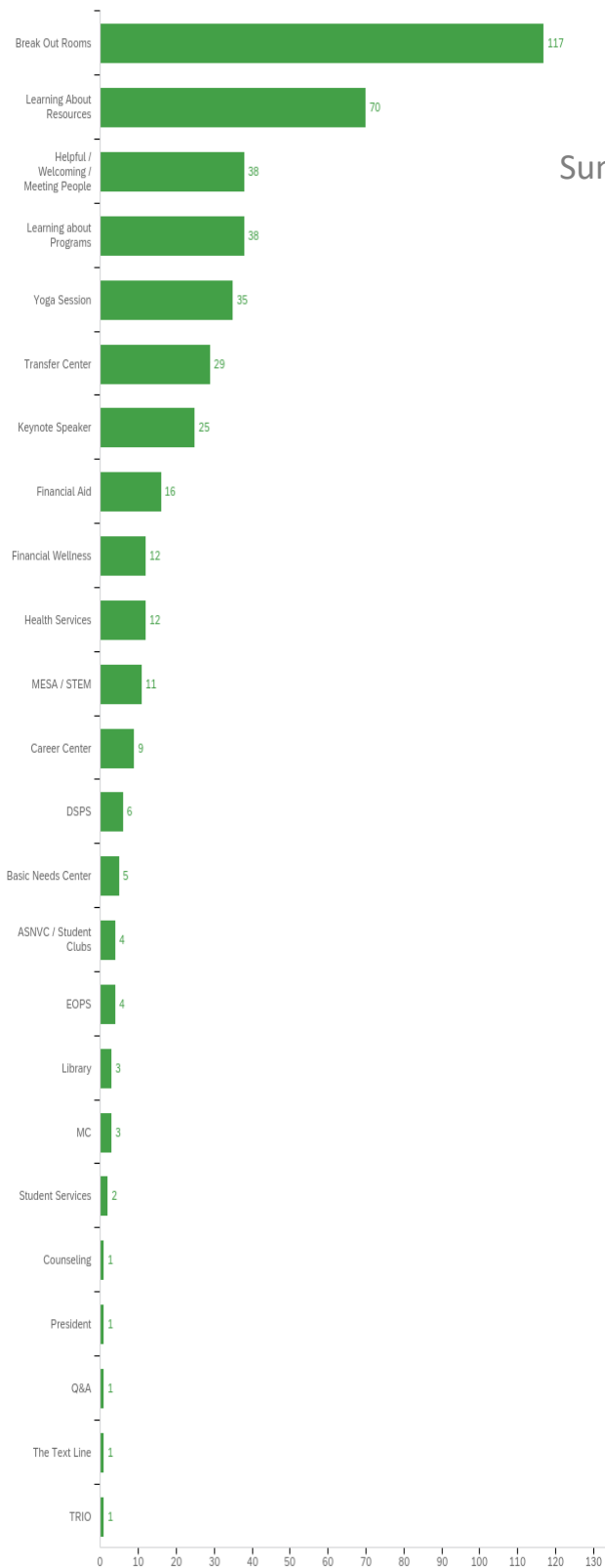
The Breakout sessions were a big success as well as MC Christa Trujillo, who brought so much energy to the event. NSC event served over 400 students. Students received support from the Foundation, NVC Book Store, Caminos Al Éxito & Outreach, and Equity funds. Each student who participated received a \$100 NVC Bookstore voucher, a backpack with supplies, and numerous raffle prizes which included Visa gift cards, laptops, more school supplies, and bookstore items.

The Caminos Al Éxito grant project team and Senior Manager Chris Farmer partnered with OSA to develop and expand this event, and were instrumental in creating new content for the webpage and survey.



Convocation Attendee Survey

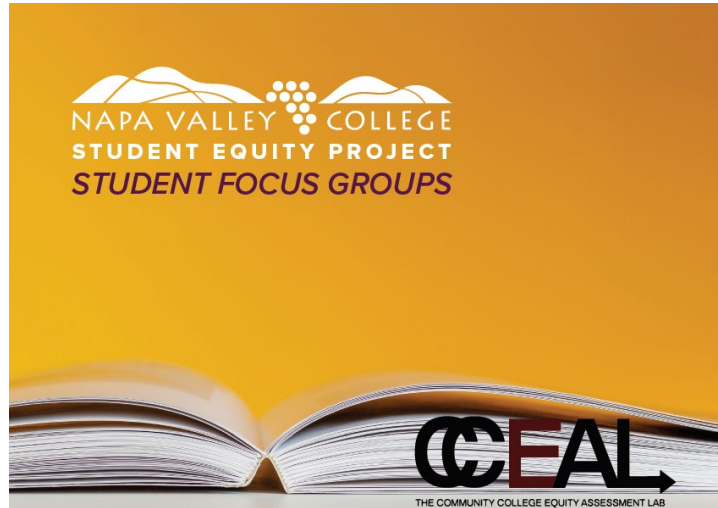
Number of Mentions by Topic in Open-Ended Responses



Summary

- Students were asked “What was your favorite part(s) of the New Student Convocation?” The responses to the right cluster 336 student responses around common themes
- Some responses were counted in more than one category, as students may have identified multiple categories.
- A high number of open-ended responses identified Breakout Sessions as the favorite part of the New Student Convocation
- Many responses included statements like “I enjoyed all of the information shared” with no specifics. These responses were clustered into “Learning about Resources”
- A sense of welcome, or helpfulness is identified in many responses – as meeting members of the campus community was prevalent in student responses. Key words like “enthusiastic, happy, and energy” were also common

- C. **Equity Focus Groups:** During the fall semester, I coordinated efforts with Dr Frank Harris from CCEAL to pull a diverse pool of students to participate in focus groups. The students who were identified included **LatinX, LGBTQ, Asian American/Filipino, disproportionately impacted students, White students, Veterans, and Foster Youth**. The purpose of the focus groups and survey was to identify areas of support that are needed during the Pandemic, and especially to support and address mental health needs and challenges amidst the Pandemic. During this academic year, the goal was for Student Equity & Inclusivity to create an action plan to address the areas that reflect the gaps. All student participants received a \$50.00 gift card as an honorarium.



- D. **NVC Student Housing Focus Groups:** During the fall 2020 semester, I partnered with Scion (Architects) to lead student focus groups and work sessions aimed at creating and identifying a name for our future housing project that aligned with the strategic objectives of the project while also resonating with our current students. I invited several diverse groups of students, specifically athletes, to participate. Together with input from students and the NVC Housing Team, we arrived at the name "**River Trail Village at Napa Valley College.**" After establishing the name, I continued to work with Scion and the NVC Housing Team to evaluate the graphic identity and brand created by the Martin Group (developer) and their design team. I was responsible for ensuring that the imagery and graphics presented by the design team were well aligned with the messaging we received from students in earlier phases of the project. All student participants received a \$20.00 gift card as an honorarium.



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

The Student Housing project, “River Trail Village at Napa Valley College”, will change NVC and hopefully transform a new culture for students, staff, faculty, and administration. My goal is to develop a taskforce for the new housing project and work collaboratively to create a process and program that will enhance the student experience and overall Student Success.

4. How many students did your unit serve in the 2020-2021 academic year?

During the fall semester, Maria Ramos Tamayo & Martha Navarro, along with input from Robin Darcangelo, created a streamlined student conduct referral process using our Maxient technology. Our referrals are now online, making the process more easily accessible to faculty. Supporting documentation is submitted in one place rather than in multiple emails. This has proven to be extremely successful especially when reviewing data at the end of the year or referencing case histories.

Row Labels	Summer 2020	Fall 2020	Spring 2021	Grand Total
Conduct (Student)	3	46	34	83
Faculty Seeking Advice on Conduct Case	0	29	27	56**
Seeking Assistance from Office of Student Affairs	2	17	14	33
Seeking Assistance from Sr. Dean, Student Affairs	1	31	30	62**
Grand Total	6	123	105	234

**Several conversations with faculty occurred to determine the correct approach to referrals.

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

Equity Projects/Work:

- **IDI Project for Faculty:** During 2020-2021 academic year, I collaborated with Dr. Eileene Tejada, Academic Senate President, to provide support to the faculty for the IDI Project. Equity funded a total of \$25,000 the prior year and \$47,000 during this academic year to support the Professional Development training and opportunities for faculty. Thanks to Dr. Tejada’s leadership, this project has been a true success that has had a positive impact on professional development for faculty, and Student Success.
- **Equity Training Collaboration with CCEAL/Dr. Harris:** During the spring semester, I partnered with Dr. Harris to develop an Equity-minded training specifically for Classified staff and Confidential Administrative staff. Some of the emerging themes from the trainings included: **Be Intrusive, Be Relational, Be Race-Conscious, Be Data-Informed, Be Relational, Be Community-Focused, and Be Compassionate.** After the Equity training, I worked with Jhanine Mizona, ASNVS Vice President and Student Worker in OSA, and shared the vision of the Equity training themes. She created the Equity posters included in the next page.



- USC Race & Equity Center Monthly eConvening Series:** During the 2020-2021 academic year, Maria Ramos Tamayo and I helped coordinate efforts to ensure that NVC connected five different staff/faculty/administrators per month to these racial equity webinars. Additionally, each month, webinar attendees were invited to share what they learned at their webinar during Equity and Inclusivity Committee meetings. (Six of twelve session topics pictured below.)

CALIFORNIA COMMUNITY COLLEGE RACIAL EQUITY LEADERSHIP ALLIANCE

MONTHLY eCONVENING SERIES

Fostering and Sustaining Inclusive Classrooms for Students of Color
Thursday, September 10, 2020
1-4pm
Past Event

Understanding and Addressing Implicit Bias
Monday, October 12, 2020
9am-Noon
Past Event

Understanding and Confronting Anti-Black Racism
Thursday, November 12, 2020
1-4pm
Past Event

Equity-Minded Student Support Services
Friday, March 19, 2021
9am-Noon
Past Event

Implementing AB 705 and Other Legislation in Equitable Ways
Wednesday, April 21, 2021
1-4pm
Past Event

Recruiting and Strategically Diversifying Staff at All Levels
Tuesday, May 4, 2021
9am-Noon
Past Event

Purchase of Microsoft Teams Software

The HSI Grant **Caminos al Éxito** purchased and fully deployed Microsoft Teams last year. When this product is utilized to its fullest extent by faculty, staff, and students alike, this will be totally **transformational**. This product and similar products are the future, particularly in the new world in which we find ourselves today.



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Caminos al Éxito

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

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

The Caminos Al Éxito (CAE) grant project officially began at Napa Valley College on October 2020. Fortunately, the grant project was built upon the framework left in place by Project RISE, and has been able to avoid many of the growing pains typically experienced in the first year of a grant project.

Financial Literacy Training

In spring 2021, the Caminos Al Éxito project, in conjunction with a California Community College Chancellors' Office Initiative hosted a 5-part training series in financial literacy, delivered by nationally recognized Financial Literacy trainer CJ Juleff. This training was developed to engage staff and counselors that are 'high-touch' to be able to have entry-level conversations about financial literacy and wellness with students. The spring training resulted in 57 staff, counselors, and students completing basic financial literacy educator training and being recognized by the CCCCCO for their effort.

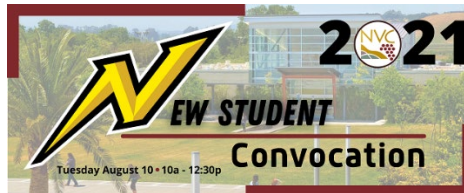
The philosophy being followed by the CAE project is to create an institution that values and exemplifies financial literacy and promotes financial wellness. It was felt that to accomplish this, staff and counselors must first experience the subject material to fully grasp its importance, as well as to develop ideas for engaging students with it. All training were recorded and posted on an NVC internal SharePoint site, with a Team created for future Financial Literacy/Wellness conversations. As of the writing of this report, CAE is currently in discussion with NVC's Basic Needs Center, to develop a hub for financial wellness resources for our students, as well as working with the McCarthy Library to develop an online resource page (LibGuide) that can direct students to additional material to develop their financial literacy knowledge.

Additionally, CAE has secured a 15 module Canvas course, developed by Cabrillo College in partnership with the CCCCCO Financial Wellness Initiative, that can be used by NVC faculty and students to work through more formalized instructional Financial Literacy material. This Canvas course was shared at the fall 2021 FLEX, with multiple faculty members expressing interest in adopting lessons from the course.

Finally, CAE has scheduled a 6-part training in Financial Wellness for the fall 2021 semester that will be directed at training students in Financial Literacy topics. CAE has begun reaching out to campus programs, as well as offices that employ student workers to fill the 40-seat program.

New Student Convocation

The Caminos Al Éxito grant project partnered with the Office of Student Affairs to bring the New Student Convocation to life in the past year. Through funding, and staff time, CAE played a key role in both the Spring New Student Convocation in January 2021 as well as the much larger version recently held in August 2021. CAE staff worked as technical support to implement breakout rooms and other key aspects of the convocation event, as well as creating the website and monitoring invitation distribution and student sign ups.



New Student Convocation Website: www.napavalley.edu/convocation

New Student Onboarding and the Development of MyPath

The Caminos Al Éxito grant project has continued to support the onboarding of newly graduated seniors into the College. Although hindered by COVID protocols, and seemingly continuous failure of NVC's username login system, CAE has successfully onboarded 661 students into fall 2021 courses as of the writing of this report.

In addition to our traditional onboarding model, CAE worked closely with instructional faculty and administrators to develop NVC MyPath and STEM FYE pathways. MyPath is a two-year sequence of general education courses that targets students starting with lower initial likelihoods of retention and offers them guaranteed seats in some great courses at NVC. Built to be applicable to a transfer educational plan, MyPath courses are chosen to ensure a solid core of coursework for students to build their major studies around. At the writing of this report, CAE is hosting 21 pilot students in MyPath courses. Each of these students is assigned an "Academic Coach" and is being regularly monitored and engaged by CAE staff. The STEM FYE captures aspiring STEM students entering with placements into Math 106 support courses. It pairs this math course with a counseling course taught by the STEM counselor.

MyPath

https://www.canva.com/design/DAEeNVNC4Qw/watch?utm_content=DAEeNVNC4Qw&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

STEM FYE

<https://www.napavalley.edu/studentaffairs/MESA/Pages/STEM-First-Year-Experience.aspx>

Upgrade to Office 365

In fall 2021, the then HSI Grant Project known as Project RISE backed the implementation of Office 365 for all NVC staff and faculty through the allocation of grant funds. The staff of Caminos Al Éxito, although not directly responsible for the implementation, have continued to advocate for the expanded use of Office 365 on campus, as well as provided many "peer-to-peer" opportunities for faculty and staff to learn new tips about Office 365.

Development of Student Health Services Canvas Shell

In late fall 2020 and early spring 2021, Caminos Al Éxito partnered with Students Health Services, Mentis, and Veterans Health Services to assemble a Canvas page that displays information to students in a convenient and centralized format, right in their Canvas pages. CAE developed the page, the logo, as well as oversaw the distribution and enrollment of students in the Student Health Services Canvas "course".

students the ability ask questions and interact with the College through text, while not requiring staff to respond to messages at all hours of the night.

4. How many students did your unit serve in the 2020-2021 academic year?

In fall 2020, Project RISE onboarded 800 students into credit courses. These students subsequently became part of the CAE cohort as the Project RISE grant transitioned into the Caminos Al Éxito project in October 2020. At the writing of this report, the Caminos Al Éxito “Cinco” cohort is 661, representing 661 recently graduated seniors entering the College for the first time. While smaller in total number, “Cinco” is the product of thousands of emails and text messages throughout the spring and summer.

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

As the grant project enters its second year, it will be important that it continues to work to integrate itself into the fabric of the College. Elements such as MyPath, Peer Mentoring, and Financial Literacy need to find homes within the current structure of the College’s plans, rather than continue to exist as simply Caminos Al Éxito activities.



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STUDENT HEALTH SERVICES

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



Health Services Staff:
(left to right)

Jazmin De La Cruz, MA
Clinic Coordinator

Nancy Tamarisk, FNP
Health Services Director

Magdalena Orr, MFT
Therapist

1. What are two or three of the greatest accomplishments of your unit this past year (2020-2021)?

A. Implementing On-Campus COVID-19 Testing

Utilizing COVID-19 relief funds, we implemented free COVID-19 testing, both PCR and antigen, for students and staff. This testing availability has been essential to allowing the athletics department to continue team training and to play in a few competitions. Health Occupations students can utilize the testing service for required surveillance by clinical practice facilities. NVC community members exposed to COVID-19, experiencing possible COVID-19 symptoms, or just needing reassurance, can schedule testing appointments, sometimes same day but no more than a couple of days' wait at the most. The antigen testing provides a 15-minute turnaround, while the PCR results are usually returned to us the next day.

B. Improving Social Media and On-Line Outreach

With the valuable assistance of NVC's media specialists, we increased the frequency of our online outreach to students with information about our services, and health and wellness topics.

Our colleague Chris Farmer developed this icon which serves as an online link to information on campus health services, particularly mental health clinicians. Students and faculty are able to add this link to their Canvas shells, so that students in distress can quickly find out how to access the support they need.



While we have enhanced our online and digital outreach, we continue to utilize “hard copy” media. The design of these bookmarks was a team effort. We distribute them through such venues as the Food Basket, reception desks of various student services, and at events.

C. Therapist/Mentis Collaboration

Our therapist collaborated with Mentis therapists to produce two presentations on psychosocial issues to students Via Zoom.

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

- Due to the lack of in-person classes, we saw a large decrease in the numbers of students accessing our services for medical and mental health. This was despite offering and advertising Zoom and phone appointments, as well as in-person visits.
- Due to a hiring freeze, we were unable to recruit for and hire a clinical assistant.

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

None at this time.

4. How many students did your unit serve in the 2020-2021 academic year?

Reason for Visit	Total for Year
Medical Service	
COVID-related	425
Illness/Injury	21
Reproductive Health	19
Psychological Health	2
TB Test/Clearance	143
Physical: Sports	88
Physical: Occ Health	27
Physical: Other	11
Immunization/Titer	21
Misc/Unspecified	64
Total Nurse/MA Encounters	829
Mental Health Therapist Encounters	221
Grand Total	1053



This analysis of the table above shows significant differences from the previous year.

Overall number of encounters increased by 9%. This increase was driven by medical encounters related to COVID-19 (COVID testing, contact tracing, and patient advice). Fifty-one percent (51%) of medical encounters were COVID-related. This was balanced by a substantial decrease in encounters for medical illness/injuries and reproductive health from over 200 encounters, to 40. Mental Health Therapist visits also decreased by 37%.

The decrease in visits for medical/reproductive health and psychological therapy occurred despite the institution of telehealth (Zoom/phone) appointments, and increased outreach promoting our services to students.

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

Our director/NP has been and remains a key member of the Emergency Operations Team, contributing to development of NVC COVID-19 responses and policies, student and employee education, and contact tracing.

We are also active on the CARE team, and the Emergency Response Committee.

We were fortunate to obtain an ANNAPISI grant for COVID mitigation.

We used the money for, among other things:

- 1300 COVID-protective masks co-designed with a local artisan to feature the NVC logo and school colors. These were distributed to students at commencement, at the fall convocation, to student athletes, faculty, and staff, and have proven very popular.
- Tent to house our COVID test site
- COVID antigen and PCR tests
- Disposable thermometers for distribution to students who lack home thermometers.



Student Health Services

We embrace a community health model which integrates preventive outreach and information with clinical medical and mental health care. Our services include both crisis and extended mental health therapy, medical treatment of acute illnesses and injuries, and a wide array of birth control methods including the long-acting Nexplanon implant. The athletic and health occupations programs rely on us for required student physicals and testing. Our beyond-the-clinic services include presentations on health topics for classes or clubs, online screening for mental health and distributing health information via tabling and our website.

The COVID-19 Pandemic has significantly changed our services. First, we now offer zoom and phone appointments in addition to in-person appointments. Secondly, the NP/Director now serves as one of the coordinators of the campus Pandemic response, performs contact tracing, and has initiated COVID PCR and contact tracing.

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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 (2020-2021)?

A. Able to Successfully Meet with Umoja Students for 3 Counseling Appointments

Students were able to have a comprehensive student education plan and be provided transfer information (dates, timelines, and requirements) to feel confident with their educational pathway.

B. Provided Online Resource for Students in the Form of a Virtual Village and Porch Talk

Students could log onto Zoom to get questions answered, assignment clarification, and/or discuss topics of interest.

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

A. Communication was one of the greatest areas that needed improvement. Students failed to seek guidance on class-related issues in Umoja and with other classes. Despite reminders to students that they could ask us in Umoja how to navigate the college system, many didn't ask; therefore, failing or dropping out.

B. Basic skills continue to be an area of greatest need. Students are not seeking assistance and tutoring. Many dropped out due to not being effective in the online environment.

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.

B. Another idea is to continue to host Porch Talk 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.

4. How many students did your unit serve in the 2020-2021 academic year?

A. In the fall 2020 semester, our enrollment was at 37. Due to various circumstances beyond our control, many students dropped out. In spring 2021 semester, our enrollment number shrunk to 12.

B. Student touches, including counseling services:

Fall = 569

Spring = 745

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

Despite the Pandemic and the students “trying” to learn and be effective online, students persevered. The same amount of service, and support, and mentoring did not fail.

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