

**COUNSELING SERVICES****FALL 2024***Student Support Program*

Summary of Program Review:

## A. Major Findings

## 1. Strengths:

- The Counseling Division continues to provide strong support to students despite a lower number of full-time counselors.
- The division is exploring ways to accommodate more students through same-day, 30-minute appointments during peak periods.
- Learning communities and other student groups have experienced a steady increase in participation.
- In-person visits have increased by 20%.
- The number of students completing the online orientation has risen by 44%.
- Female, African American/Black, Latinx/Hispanic, first-generation students, and students aged 20–24, 25–29, 30–34, and 35–39 represent a significantly higher proportion of those accessing Counseling Services compared to the overall NVC credit student population.
- The number of students accessing services twice within the same academic year has remained steady.
- Counseling tables have been set up at multiple internal and external events.
- Counselors continue to provide support to high school students at New Technological High School.
- Data is being used to inform scheduling, assess program effectiveness, and guide overall program decision-making.

## 2. Areas for Improvement:

- One area of improvement is ensuring reason codes are reported promptly.
- Improve delivery for orientation by having more in-person options AND continuing online options.
- Continue to think about ways to increase the number of appointments being offered for student.
- Continue to solicit feedback from students regarding the changes and use feedback to better serve students.

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

Overall, the program is in a stable state. Students are requesting more in-person and same-day appointments. Additionally, we are exploring the possibility of offering weekend appointment options. Counseling Services is a strong and thriving program that continues to meet the needs of our student population.

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

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

The mission of Napa Valley College is to support students in exploring their interests, pursuing careers, and accessing transfer opportunities in a student-centered and equity-focused manner. Among the many services offered by the Counseling Division, Counseling Services provide students with educational plans, which are essential for creating a clear roadmap to success.

Additionally, Counseling Services take a student-centered approach, allowing counselors to guide students through the college experience. A key component of counseling is providing transfer services, which play a critical role in helping students achieve their transfer goals.

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

The Counseling Services program at Napa Valley College has made significant contributions to the institution's mission by fostering student success through comprehensive support in academic planning, career exploration, and transfer readiness.

#### 1. Student-Centered and Equity-Focused Support:

Counseling Services have prioritized a student-centered and equity-focused approach, ensuring that historically underserved student populations—including female, African American/Black, Latinx/Hispanic, and first-generation students—receive tailored support. This aligns with the college's mission to promote equity and access to education for all students.

#### 2. Educational Planning for Success:

A core function of the program is providing students with educational plans, which serve as critical roadmaps for academic success. By offering structured guidance, the counseling division has helped students navigate their educational pathways, leading to increased persistence and goal completion.

#### 3. Increase in Student Engagement and Access to Services:

- A 20% increase in in-person visits and a 44% rise in online orientation completion indicate that students are actively engaging with counseling services.
- The steady use of services, including repeat visits within the same academic year, demonstrates the ongoing need for and impact of counseling support.

#### 4. Expanded Access and Service Delivery:

The counseling division has proactively adapted to student needs by:

- Increasing same-day, 30-minute appointment availability during peak periods.
- Exploring the possibility of offering weekend counseling options.
- Providing support at internal and external events, including high school outreach.

#### 5. Facilitation of Transfer and Career Readiness:

Counseling Services play a crucial role in supporting students with transfer planning, helping them achieve their academic and career aspirations.

The Counseling Services program has been instrumental in advancing Napa Valley College's mission by promoting student success, equity, and accessibility. By continually adapting to student needs and using data to drive decision-making, the program remains a vital component of the college's efforts to support students on their academic and professional journeys.

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

- Ongoing collaboration with New Tech High School.
- Providing community members with resources on counseling services by attending community events.
- Holding monthly meetings between Counseling Services and community agencies to strengthen networking relationships.
- Maintaining visibility on campus through tabling opportunities during the first week of the semester and at residence hall orientation.

C. New Objectives/Goals:

- The primary goals of Counseling Services include increasing accessibility by assigning a dedicated counselor to support student-athletes.
- Expanding accessibility by designating a counselor specifically for residential life.
- Supporting academic programs by having counselors present to math support courses three times per semester, providing students with essential resources for academic and personal success.
- Offering counseling appointment options on weekends.

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

The Counseling Division meets regularly—three times per month—to discuss statewide updates, service effectiveness, and strategies to enhance the program’s impact on students. This document was shared with faculty to gather their input on the data reflection process. Faculty meetings were dedicated to exploring and exchanging ideas on how to use this data to inform decision-making. Faculty also had the opportunity to provide valuable feedback, which was incorporated into this report.

## I. DESCRIPTION OF PROGRAM

### A. Program Purpose

Describe the purpose of the program – as a general statement.

Counseling Services provide holistic support to students, helping them achieve academic success. These services include:

- Personal counseling
- Career advising
- Transfer planning
- Educational planning
- Graduation petition preparation

### B. Alignment with the Student Pipeline

Identify how the program's areas of responsibility align with the student experience. At what point(s) does the program support students? Use the response in Section I.A to guide this reflection.

Counseling Services is responsible for two of the five steps in the enrollment process.

#### 1. Orientation

Counseling Services leads the orientation process, which is currently completed online through the Canvas platform. Orientation provides students with essential information to support their successful matriculation, including available resources, Title IX policies, vehicle registration procedures, and more. The goal is to equip students with the knowledge they need to navigate Napa Valley College effectively.

#### 2. Educational Plans

The second step in the enrollment process is the development of educational plans. Counselors assist students in creating personalized education plans, which serve as roadmaps for degree completion, workforce entry, or transfer to a four-year institution. Educational plans are critical to ensuring students follow the correct academic path.

Although these are the primary areas where Counseling Services is directly involved in the enrollment process, the department plays a broader role in the student experience by providing personal counseling, career counseling, and additional support services.

### C. Student Population(s) Served

What is/are the intended student population(s) that the program serves? The student populations may be identified via a bulleted list.

Counseling services provide counseling services to all categories of students to include dual enrolled students, first time students, transfer students, veterans, EOPS, CalWORKs, Trio, DSPS, and general students.

## D. Delivery of Services (Modalities)

How does the program deliver services to students? Describe what the program does to ensure access among students, regardless of location or mode of delivery.

Counseling services provide services through several modalities. They include phone calls, online/zoom, and in-person.

## E. Effective Program

### Program Reflection:

What does an effective student support service of the type that your program offers look like? Use the responses to Sections I.A – I.D to begin identifying metrics to incorporate into the remainder of the report – to be used to help evaluate effectiveness of the program.

An effective student support service, like the Counseling Services program at Napa Valley College, ensures that students receive accessible, equitable, and comprehensive support to enhance their academic success, career readiness, and personal development. Key characteristics of an effective student support service include:

1. Accessibility & Availability
  - Offering diverse appointment options, including in-person, virtual, same-day, and weekend counseling.
  - Providing services tailored to specific student groups, such as student-athletes and residential students.
2. Holistic Support
  - Integrating academic, career, transfer, and personal counseling to address the whole student experience.
  - Ensuring educational planning is structured and personalized to guide students toward graduation or transfer.
3. Equity & Inclusion
  - Proactively serving historically underserved student populations (e.g., first-generation, Latinx, African American/Black, and non-traditional age groups).
  - Offering targeted support to students in specialized programs, including learning communities and high school outreach initiatives.
4. Data-Driven Decision-Making
  - Using student engagement data to inform scheduling, service delivery, and program effectiveness.
  - Incorporating faculty feedback to refine counseling practices and enhance student outcomes.
5. Integration with Institutional Mission
  - Aligning counseling efforts with institutional goals to improve student retention, transfer rates, and degree completion.
  - Enhancing collaboration between counseling services, academic programs, and community organizations.

**PROGRAM DATA**

**A. Demand**

**Access & Usage of Counseling Services:  
Number of Appointments & Number of Students, 2021-2022 through 2023-2024**

|  | 2021-2022 | 2022-2023 | 2023-2024 | Three-Year Change |
|--|-----------|-----------|-----------|-------------------|
| Number of Counseling Appointments (among Students with IDs Reported)                                 | 13,018    | 12,323    | 10,809    | -17.0%            |
| Number of Students (with IDs Reported) Who Attended Appointments (Unduplicated)                      | 4,928     | 5,192     | 4,771     | -3.2%             |
| Average Number of Appointments Per Student (within the Academic Year)                                | 2.6       | 2.4       | 2.3       | -11.5%            |
| <i>Sources: Academic Counseling Services Master Appointment Reports, 2021-2022 through 2023-2024</i> |           |           |           |                   |

*RPIE Analysis: Over the past three years, the number of Counseling appointments among NVC students decreased by 17%. The number of students (unduplicated headcount) who accessed Counseling Services decreased by 3.2% over the same period. The average number of contacts with Counseling Services among students that accessed the service ranged from 2.3 to 2.6 appointments per academic year over the past three years and decreased by 11.5% over the three-year period.*

**Program Reflection:**

Enrollment in the California Community College System—and across the nation—has been steadily declining. As a result, there has been a reduction in the replacement of full-time counselors who have retired or resigned.

Although counselors have worked diligently to manage the increased workload from these unfilled positions, the division continues to experience a decline in student sessions. In addition to not replacing four full-time counselors, adjunct counselors have been unable to meet the growing demand for services.

Several factors not fully captured in the available data include:

- The number of students unable to meet with a counselor due to limited availability.
- The number of students assisted through front office support instead of direct counseling sessions.
- The number of students turned away due to a lack of available counselors.

**Reason for Counseling Services Appointment**

|  | 2021-2022           |                         | 2022-2023           |                         | 2023-2024           |                         | Three-Year<br>Change<br>in Number<br>of Visits |
|--|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|--|
|  | Number<br>of Visits | Proportion<br>of Visits | Number<br>of Visits | Proportion<br>of Visits | Number<br>of Visits | Proportion<br>of Visits |  |
| Career   | 2,532               | 19.4%                   | 2,487               | 20.2%                   | 2,092               | 19.4%                   | -17.4%   |
| Transfer   | 2,890               | 22.2%                   | 2,601               | 21.1%                   | 2,492               | 23.1%                   | -13.8%   |
| Graduation   | 939                 | 7.2%                    | 697                 | 5.7%                    | 637                 | 5.9%                    | -32.2%   |
| Learning<br>Community  | 1,680               | 12.9%                   | 1,846               | 15.0%                   | 1,902               | 17.6%                   | 13.2%  |
| Educational Plan   | 1,448               | 11.1%                   | 1,744               | 14.2%                   | 1,505               | 13.9%                   | 3.9%   |
| Other (Not Listed)   | 2,090               | 16.1%                   | 1,996               | 16.2%                   | 1,604               | 14.8%                   | -23.3%   |
| Blank (Not Entered)  | 1,439               | 11.1%                   | 952                 | 7.7%                    | 577                 | 5.3%                    | -59.9%   |
| <b>TOTAL</b>   | <b>13,018</b>       | <b>--</b>               | <b>12,323</b>       | <b>--</b>               | <b>10,809</b>       | <b>--</b>               | <b>-17.0%</b>                                  |
| <i>Sources: Academic Counseling Services Master Appointment Reports, 2021-2022 through 2023-2024</i> |                     |                         |                     |                         |                     |                         |  |

*Notes on Process:* The figures reported in the table above are based on a review of the Academic Counseling Services Master Appointment Reports provided by Counseling Services. The reason codes recorded for each student appointment were categorized in the order presented in the table – beginning with career. All reason codes that included reference to “career” were categorized as career-related, and the total number of career-related visits was calculated. All remaining codes were then reviewed for reference to “transfer,” and codes that included “transfer” were categorized as transfer-related, and the total number of transfer-related visits was calculated. The order of the categories was determined in consultation with the Dean of Counseling Services and Student Success. As a result of this approach, the number of visits reported later in the table might be underreported. For example, if a visit was coded as both “career” and “transfer,” it was counted under career, as the first category to be coded and tallied.

*RPIE Analysis:* Over the past three years, the total number of visits to Counseling Services decreased by 17.0%. As seen in the table above (and in the next two tables, below), the changes in the number of visits have not been uniformly distributed across the types of visits.

The following types of visits decreased by more than the 17.0% reported across the service area:

- Career (-17.4%)
- Graduation (-32.2%)
- Other (Not Listed in the Table) (-23.3%)
- Blank (Not Entered at the Time of the Appointment) (-59.9%)

The following types of visits increased during the period:

- Students within a Learning Community (13.2%)
- Educational Planning (3.9%)

*Observations Regarding Data Collection – Counseling Appointment Reason Codes:* Many reason codes listed in the data set provided by Counseling Services cite multiple reasons for individual appointments. Some entries list 10 or more reasons, e.g.:

- “Academic, Career, Ed Plan Comprehensive, Graduation Petition Preparation, HEOC Prospective Student, Orientation, Personal, Study Skills, Success Skills, Time Management, Transfer”
- “Academic, Ed Plan Abbreviated, Orientation, Personal, Placement: Guided Placement, Placement: Review Placement Tool Results, Registration, Study Skills, Success Skills, Time Management”
- “\*Academic Advising, \*Complete 4 Year Transfer Application/FASFA, \*Completing FAFSA, \*Referral for completing FASFA, \*Referral Information for FASFA, \*Referral Tutoring, 3rd Check-in, Academic, FINAID, Graduation, Personal, Referral DSPS, SSS TRIO, Transfer”
- “1st Check-in, Academic, Career, Ed Plan Comprehensive, EOPS, EOPS Intake, EOPS Program Orientation, FINAID, Study Skills, Success Skills, X ASMT X2, X In Person Orientation”

These entries reflect a combination of the types of students (e.g., EOPS, HEOC, DSPS, etc.), the general area of support they were seeking relative to NVC processes (e.g., educational planning, orientation, graduation), and specific activities completed (e.g., petition, transfer agreement, interpretation of placement results).

Counseling Services might want to review data collection and entry practices in order to yield more meaningful and actionable data to incorporate into future review of the program. Separating out some of the details currently embedded in one field could position the service area to evaluate the efficacy of certain types of appointments and identify the types of appointments that are most impactful on students’ success and educational attainment. It should also yield a more accurate depiction of the reasons that students access Counseling Services.



**Program Reflection:**

The data in this section indicates a higher demand for transfer services, career counseling, learning community support, and educational planning. However, another key finding highlights a gap in tracking why students seek counseling services, presenting an opportunity for improvement. Accurately recording the reasons for student visits is critical for evaluating counseling needs and service effectiveness.

The decline in counseling center visits aligns with the reduction in full-time counselors due to resignations and retirements, with the college opting not to replace them. Currently, counselors have 24 hours of student contact time, 6 hours of office time, and 5 hours dedicated to committee work, department meetings, and other responsibilities. The decrease in full-time counselors has not been offset by additional hires, leading to a reduction in service capacity.

**Visits among Students within Learning Communities**

|  | <b>2021-2022</b> | <b>2022-2023</b> | <b>2023-2024</b> | <b>Three-Year Average</b> | <b>Three-Year Proportion of Visits</b> |
|--|------------------|------------------|------------------|---------------------------|--|
| Extended Opportunity Program & Services (EOPS)   | 676              | 543              | 594              | 604                       | 33.4%                                  |
| Disability Support Programs & Services (DSPS)  | 497              | 598              | 681              | 592                       | 32.7%                                  |
| Athletes   | 170              | 327              | 163              | 220                       | 12.2%                                  |
| Student Support Services (SSS TRIO)  | 58               | 153              | 226              | 146                       | 8.1%                                   |
| California Work Opportunity & Responsibility to Kids (CalWORKS)                                      | 48               | 54               | 69               | 57                        | 3.2%                                   |
| Veterans   | 79               | 90               | 87               | 85                        | 4.7%                                   |
| Puente   | 48               | 16               | 20               | 28                        | 1.5%                                   |
| Math, Engineering, Science Achievement (MESA)  | 13               | 6                | 17               | 12                        | 0.7%                                   |
| Kasaysayan   | 26               | 28               | 24               | 26                        | 1.4%                                   |
| Umoja  | 65               | 31               | 21               | 39                        | 2.2%                                   |
| <i>Sources: Academic Counseling Services Master Appointment Reports, 2021-2022 through 2023-2024</i> |                  |                  |                  |                           |  |

*Notes on Process:* The number of visits among students associated with specific NVC learning communities was calculated as part of the process describe above (based on the reason codes recorded for individual appointments). The reason codes were reviewed for reference to specific student populations, in the order presented in the table above. First, all reason codes were reviewed for reference to “EOPS,” and all visits containing that reference were categorized as “EOPS.” All remaining reason codes were reviewed for reference to “DSPS,” and all visits referencing “DSPS” were counted within that category. As a result of this approach, the total number of visits among learning community students are not duplicated. However, if students affiliated with learning communities sought services that were coded as “career,” “transfer,” or “graduation” (i.e., the reason codes processed before learning community affiliation), they are not reported within the “learning community” category.

*RPIE Analysis:* Over the past three years, one-third of Counseling Services appointments were claimed by EOPS and approximately one-third were claimed by DSPS students. Note that these proportions do not include EOPS and DSPS students who might have scheduled Counseling appointments that were career-, transfer-, or graduation-related. With the same caveat, student athletes accounted for more than 12% of Counseling appointments over the past three years, and SSS students accounted for 8%. The remainder of learning communities listed in the table above accounted for less than 5% of Counseling appointments over the three-year period.

**Program Reflection:**

Although the breakdowns segment the students into learning communities, general counselors see all students when other areas only see thirs spceific students. It is important to note other communities not listed here, like Next Step.

**Delivery Mode: Type of Counseling Services Appointment**

|  | 2021-2022 | 2022-2023 | 2023-2024 | Three-Year Change |
|--|-----------|-----------|-----------|-------------------|
| Phone  | 54.4%     | 52.9%     | 46.2%     | -8.2%             |
| Online/Video   | 34.9%     | 25.6%     | 23.0%     | -11.9%            |
| In Office  | 10.7%     | 21.2%     | 30.7%     | 20.0%             |
| Kiosk  | 0.0%      | 0.3%      | 0.1%      | 0.1%              |
| <i>Sources: Academic Counseling Services Master Appointment Reports, 2021-2022 through 2023-2024</i> |           |           |           |                   |

*RPIE Analysis:* Over the past three years, there have been changes in the delivery mode of Counseling Services. In each of the past three years, the majority or plurality of Counseling appointments have been conducted via phone. The proportion of appointments held via phone decreased by 8.2% over the three-year period, while the proportion of online/video appointments decreased by 11.9%. The proportion of appointments that were held in person increased by 20%, while the proportion held via the kiosk remained relatively stable across the period (with a small number of students accessing services through this modality).

**Program Reflection:**

Phone appointments were introduced as an additional counseling method during the pandemic. However, usage has declined since then. One challenge with phone sessions is ensuring that both the student and counselor can view the same information in real-time. Due to these limitations, some community colleges do not offer phone counseling, and we are currently evaluating whether to continue this option.

Although the use of online video counseling has also decreased, this decline is primarily due to students preferring more in-person options. The decrease in both phone and online/video sessions appears to correlate with an increase in in-person counseling sessions. This number could grow further if additional counselors were hired to better accommodate student needs.

**Completion of Online Orientation**

|   | 2021-2022 | 2022-2023 | 2023-2024 | Change over Three-Year Period |
|---|-----------|-----------|-----------|-------------------------------|
| Number of Students (Unduplicated within Academic Year) Who Completed Online Orientation | 1,173     | 1,288     | 1,690     | 44.1%                         |
| <i>Sources: Counseling Orientation Files, By Academic Term</i>                          |           |           |           |                               |

*RPIE Analysis: Over the past three years, the number of students who completed online orientation increased by 44.1%.*

**Program Reflection:**

There has been a strong focus on encouraging students to complete orientation. Completing the online orientation by specific deadlines offers benefits, including priority registration. Given the reduction in available courses, sections, and scheduling options, students are increasingly motivated to complete orientation early to secure their preferred classes.

**Demographics among Counseling Services Users vs. Credit-Student Population**

|  | 2021-2022 through 2023-2024                             |                               |
|--|---|-------------------------------|
|  | Population of Students Who Accessed Counseling Services | NVC Credit-Student Population |
| <b>Number of Students (Unduplicated)</b>   | 10,059  | 12,638                        |
| <b>Gender</b>  |   |                               |
| Female   | 59.2%   | <b>56.2%</b>                  |
| Male   | <b>38.8%</b>  | 40.9%                         |
| Unknown  | <b>2.0%</b>   | 3.0%                          |
| <b>Race/Ethnicity</b>  |   |                               |
| African American/Black   | 6.1%  | <b>5.0%</b>                   |
| Asian  | <b>3.6%</b>   | 4.2%                          |
| Filipinx   | 9.1%  | 8.9%                          |
| Latinx/Hispanic  | 49.2%   | <b>43.8%</b>                  |
| More than One Race   | 5.8%  | 5.7%                          |
| Native American  | 0.3%  | 0.3%                          |
| Pacific Islander   | 0.6%  | 0.6%                          |
| White  | <b>22.2%</b>  | 27.0%                         |
| Unknown  | <b>3.1%</b>   | 4.5%                          |
| <b>Age</b>   |   |                               |
| 19 or Less   | <b>43.0%</b>  | 47.4%                         |
| 20 to 24   | 24.3%   | <b>22.5%</b>                  |
| 25 to 29   | 11.5%   | <b>9.7%</b>                   |
| 30 to 34   | 7.6%  | <b>6.5%</b>                   |
| 35 to 39   | 4.6%  | <b>4.0%</b>                   |
| 40 to 54   | 6.7%  | 6.2%                          |
| 55 or Older  | <b>2.3%</b>   | 3.7%                          |
| Unknown  | 0.1%  | 0.1%                          |
| <b>First Generation (Confirmed)</b>  | 26.8%   | <b>24.2%</b>                  |
| <p><i>Sources: Academic Counseling Services Master Appointment Reports, 2021-2022 through 2023-2024, SQL Queries conducted by Office of Research, Planning &amp; Institutional Effectiveness</i></p> <p><i>Note: Age measured as of August 15 for first academic year of enrollment at NVC during the defined period.</i></p> <p><b><i>Bold italics</i></b> denote statistically significant differences between the two population shares, with the lower of the two rates highlighted.</p> |   |                               |

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

*The following demographic groups accounted for a majority or plurality of students that accessed Counseling Services between 2021-2022 and 2023-2024:*

- Females (59.2%)
- Latinx/Hispanic (49.2%)
- Students 19 or younger (43.0%)
- Students whose first-generation status is not confirmed (73.2%)

*The following demographic groups claimed a significantly lower proportion of the population share among students that accessed Counseling Services than they did among the population of NVC credit students over the past three years:*

- Males (-2.1%)
- Students without gender reported (-1.0%)
- Asians (-0.6%)
- Whites (-4.8%)
- Students without race/ethnicity reported (-1.4%)
- Students 19 or younger (-4.4%)
- Students 55 and older (-1.4%)

*Female, African American/Black, Latinx/Hispanic, first-generation students and students ages 20 to 24, 25 to 29, 30 to 34, and 35 to 39 claimed a significantly higher proportion of the population share among students who accessed Counseling Services compared to the population of NVC credit students.*

**Program Reflection:**

There is a larger percentage of female students receiving counseling services. Latinx and Hispanic students are a large group receiving counseling services.

Through self-identification, 73% of students identify as first generation. A cross reference with financial aid might be helpful to see what those percentages say.

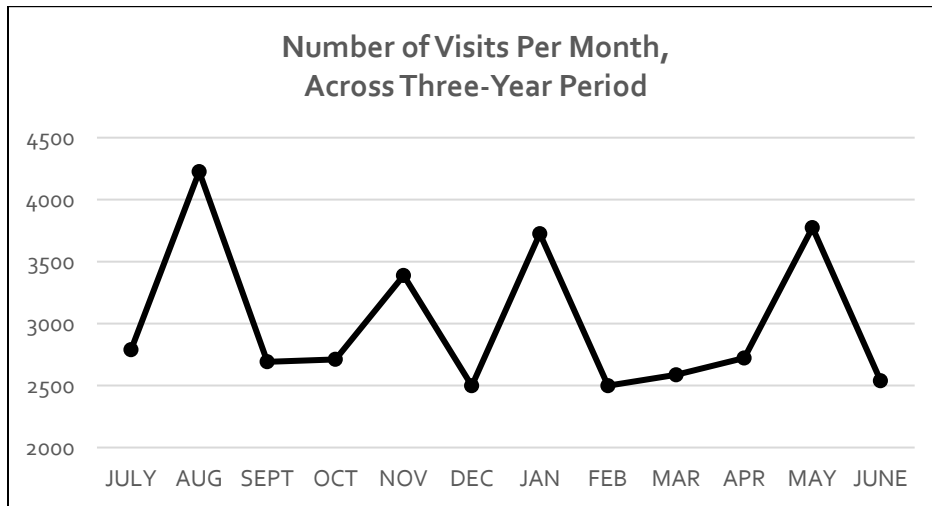
One important note is the percentage of non-teenagers especially as we think about how we serve students. The majority of our students as non-traditional, meaning they do not come directly to us from high school.

**B. Momentum**

**Number of Visits Per Month**

|           | 2021-2022 | 2022-2023 | 2023-2024 | Three-Year Total |
|-----------|-----------|-----------|-----------|------------------|
| July      | 934       | 910       | 945       | 2,789            |
| August    | 1,519     | 1,486     | 1,221     | 4,226            |
| September | 989       | 906       | 797       | 2,692            |
| October   | 932       | 905       | 874       | 2,711            |
| November  | 1,247     | 1,157     | 984       | 3,388            |
| December  | 988       | 738       | 772       | 2,498            |
| January   | 1,443     | 1,180     | 1,102     | 3,725            |
| February  | 816       | 846       | 837       | 2,499            |
| March     | 1,041     | 965       | 581       | 2,587            |
| April     | 919       | 833       | 970       | 2,722            |
| May       | 1,359     | 1,263     | 1,152     | 3,774            |
| June      | 831       | 1,134     | 574       | 2,539            |
| TOTAL     | 13,018    | 12,323    | 10,809    | 36,150           |

*Sources: Academic Counseling Services Master Appointment Reports, 2021-2022 through 2023-2024*



*RPIE Analysis: The table above reports the number of visits held each month over the past three years. The accompanying graphic depicts the total number of visits each month over the past three years. The graph highlights increases in the number of appointments during peak enrollment periods – at the beginning of each semester (in August and January), and toward the end of each semester (in November and May, when registration for the following main academic term begins). The periods claiming a low number of visits tend to align with the academic calendar – specifically periods when NVC is closed (December, January, spring break (March/April), and June).*

**Program Reflection:**

One of the main challenges with student being able to secure appointments is the amount of time they have to wait. In November of 2024, we piloted a 30 minute / same day appointment to see if we could increase appointment capacity. Based on the data, we were able to significantly increase the number of students being seen from 1,728 to 1,990. In addition, student overwhelmingly liked the same-day 30-minute appointments. One student said the following: "I would say the same day appointments are especially useful if we need assistance or advise on the spot." Another said: "It was very easy to get an appointment." And finally, another said, "In my opinion the counselor I got help from has been the best one yet. I really appreciate the help I got from her."

This qualitative is rich and provide the department with the data needed to make adjustments that better serve students.

**Students who Received Services in Two Semesters within Same Academic Year**

|  | 2021-2022 | 2022-2023 | 2023-2024 | Unduplicated across Three-Year Period |
|--|-----------|-----------|-----------|---------------------------------------|
| Number of Students Who Received Counseling Services Both Terms | 1,586     | 1,581     | 1,449     | 3,425                                 |

*Sources: Counseling Data Fall 2021 – Spring 2024, By Term*

*RPIE Analysis: The number of students who received Counseling Services in both fall and spring terms of the same academic year has been relatively consistent over the past three years, ranging from 1,449 to 1,586. Over the three-year period, more than 3,000 students accessed Counseling Services in both the fall and spring semesters.*

**Program Reflection:**

These numbers appear to represent slightly more than one-third of the student population. It would be valuable to increase this percentage, especially if there is a correlation with student success. Retention rates for these students are already high, as they returned for the spring semester.

One area to explore further is the success rate of these students. Is there a positive correlation between students who meet with a counselor twice a year and their academic achievement?

**C. Student Achievement**

**Students who Received Services in Two Semesters within Same Academic Year & Subsequent Degree or Certificate Completion at NVC**

|  | 2021-2022      | 2022-2023      | 2023-2024      | Unduplicated across Three-Year Period |
|--|----------------|----------------|----------------|---------------------------------------|
| Number of Students Who Received Counseling Services Both Terms | 1,586          | 1,581          | 1,449          | 3,425                                 |
| Number Who Received Degree from NVC (%)                        | 654<br>(41.2%) | 482<br>(30.5%) | 259<br>(17.9%) | 947<br>(27.6%)                        |
| Number Who Received Certificate from NVC (%)                   | 504<br>(31.8%) | 369<br>(23.3%) | 190<br>(13.1%) | 717<br>(20.9%)                        |

*Sources: Counseling Data Fall 2021 – Spring 2024, By Term*

*RPIE Analysis: The table above reports the rate of educational attainment among NVC students who accessed Counseling Services in both fall and spring semesters within the same academic year. The rates of attainment are reported through spring 2024 for each cohort. As a result, the 2021-2022 cohort has had up to three academic years to complete degree or certificate requirements (relative to when they accessed services in both the fall and spring), while the 2023-2024 cohort had one academic year to complete the requirements (relative to when they attended visits in the fall and spring semesters). The additional year yields approximately a 10% increase in degree or certificate attainment among students who visited Counseling Services during both semesters of the same academic year. The increases between the 2023-2024 cohort and the 2022-2023 cohort were 12.6% for degree attainment and 10.2% for certificate attainment. The increases between the 2022-2023 cohort and the 2021-2022 cohort were 10.7% and 8.5%, respectively.*

*Across the three-year period, more than one-quarter (27.6%) of students who accessed Counseling Services in both semesters of one academic year completed degree requirements, and approximately one-fifth (20.9%) of students who accessed Counseling Services in both semester of one academic year completed certificate requirements.*

**Program Reflection:**

This data is valuable. Since counseling is one of the variables influencing student success, it would be beneficial to collect data directly from students who receive counseling services. One approach could be implementing an automatic three-question survey immediately after a counseling appointment. This feedback would provide real-time insights, helping to identify both strengths and areas for improvement within the program.

**D. Student Learning Outcomes/Student Services Outcomes Assessment Findings**

*Information from RPIE: The most recent Student Services Outcomes (SSO) assessment results recorded in Nuventive are from 2016-2017. Counseling Services should consider implementing the Student Services Outcomes Survey (developed in fall 2023) to collect information about the student experience within the service area relative to the Student Affairs Vision Statement – which includes offering equity-minded services, creating a sense of belonging for students, and assisting them in reaching their educational and career goals.*



## II. EVALUATION OF EFFECTIVENESS

### Program Reflection:

The Counseling Services program at Napa Valley College plays a critical role in supporting student success through academic planning, career guidance, transfer services, and personal counseling. While the program has demonstrated strength in accessibility, equity, and adaptability, there are several areas for improvement in capacity, service tracking, and alignment with institutional goals.

#### 1. Strengths of the Counseling Services Program

##### Student-Centered & Equity-Focused Approach

- The program serves a diverse student population, including first-generation, African American/Black, Latinx/Hispanic, and non-traditional age students—groups that access counseling at a higher rate than their overall enrollment proportion.
- Holistic counseling services are provided, covering educational planning, career advising, transfer guidance, and personal counseling.

##### Increased Student Engagement & Service Expansion

- The implementation of same-day, 30-minute appointments in November 2024 led to a significant increase in the number of students served.
- Despite staffing shortages, the program has continued to support students through learning communities and academic partnerships, such as collaboration with math support courses and New Tech High School.

##### Orientation & Enrollment Support

- The online orientation has been instrumental in improving student preparedness, with a 44% increase in orientation completions.
- Priority registration incentives have encouraged students to complete orientation earlier, ensuring better course availability.

##### Adaptability to Changing Student Preferences

- The decline in phone and online/video counseling has been offset by a proportional increase in in-person sessions, reflecting the program's responsiveness to student needs.
- The program is exploring weekend appointment options to expand accessibility further.

#### 2. Challenges & Areas for Improvement

##### Capacity & Staffing Limitations

- The program has not replaced four full-time counselors, and adjunct counselors have been unable to meet demand, reducing overall service capacity.
- Full-time counselors have 24 hours of student time per week, but with only 13 full-time and 12 part-time counselors, the program cannot meet the Title 5 recommendation of students receiving counseling twice per year.

## Data Tracking & Evaluation Gaps

- The reason for student visits is not consistently tracked, making it difficult to analyze trends and improve service allocation.
- There is no current mechanism to measure the direct impact of counseling on student success, retention, or academic achievement.
- Phone appointment usage data is unclear, and further analysis is needed to determine if this service should continue.

## Potential Barriers to Access

- With a steady decline in enrollment in California Community Colleges, ensuring that students can access timely counseling support is essential to retention.
- Limited appointment availability may lead to some students being turned away or relying on front office staff instead of receiving full counseling services.

## Three Key Recommendations for Improvement

### 1. Expand Counseling Capacity

- Advocate for the replacement of full-time counselor positions to increase student access to services.
- Expand adjunct counseling hours to help meet demand, particularly during peak registration periods.
- Further evaluate weekend appointment feasibility and implement pilot programs if demand supports it.

### 2. Improve Data Collection & Program Assessment

- Implement an automated, three-question student feedback survey after each appointment to collect real-time service evaluations.
- Track and analyze reasons for counseling visits to ensure effective resource allocation and address areas of greatest need.
- Evaluate the correlation between counseling visits and student success metrics, including course completion, retention, and transfer rates.

### 3. Strengthen Outreach & Student Engagement

- Continue expanding orientation completion incentives to encourage early participation.
- Enhance collaboration with faculty to integrate counseling support into academic programs.
- Increase visibility on campus and at community events to promote counseling services.

## Conclusion

The Counseling Services program is a strong and essential component of student success at Napa Valley College. Despite staffing shortages, the program has adapted to changing student needs, expanded service accessibility, and maintained a high level of engagement.

However, to maximize its effectiveness, investment in additional counseling staff, enhanced data tracking, and service evaluation measures is essential. Addressing these areas will ensure that more students receive the academic, career, and personal support they need to thrive.

### III. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (spring 2022) included the following initiatives:

- Increase students' access to Counseling Services
- Increase students' utilization of Counseling Services

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

Based on the data provided, the Counseling Services program at Napa Valley College has achieved several key accomplishments in enhancing student success, expanding access to counseling services, and improving program effectiveness.

##### 1. Increased Student Engagement & Service Accessibility

###### Significant Increase in Students Served

- The implementation of same-day, 30-minute appointments in November 2024 led to a notable increase in the number of students served compared to the same period last year.
- Adjustments in scheduling during high-peak times have allowed the division to accommodate more students.

###### Orientation Completion Growth

- Orientation participation saw a 44% increase, helping more students become familiar with college resources, Title IX policies, and registration processes.
- Students are motivated to complete online orientation earlier due to priority registration incentives, ensuring better course selection.

###### Expanded In-Person Counseling Options

- As student preferences shifted away from phone and online video appointments, the program successfully adjusted to offer more in-person sessions.
- Despite staffing shortages, counselors have maintained a strong presence on campus and within learning communities.

##### 2. Strengthened Support for Targeted Student Populations

###### Equity-Focused Services for Underrepresented Groups

- Female, African American/Black, Latinx/Hispanic, first-generation, and non-traditional age students (20-39 years old) access Counseling Services at a higher rate than their enrollment proportion, demonstrating the program's commitment to equity and inclusion.

- Counselors continue to support high school students at New Tech High School, ensuring early engagement with counseling resources.

#### Support for Learning Communities & Academic Programs

- The division collaborated with math support courses, offering presentations three times per semester to provide students with essential academic resources.
- Counseling tables were set up at multiple campus and community events, strengthening outreach efforts and increasing student awareness of available services.

### 3. Adaptability & Data-Informed Decision-Making

#### Implementation of New Scheduling Strategies

- Counseling Services made strategic adjustments to scheduling during peak times, ensuring more students receive timely appointments.
- The program is actively exploring weekend counseling options to further enhance accessibility.

#### Sustained Counseling Services Despite Staffing Shortages

- Even with four unfilled full-time counselor positions, the division has continued to provide essential support to students.
- Adjunct counselors have helped supplement services, though demand still exceeds capacity.

Despite challenges related to staffing and enrollment declines, Counseling Services has successfully increased student engagement, expanded accessibility, and maintained a strong equity-focused approach. The program has adapted to changing student needs, implemented new strategies, and identified key areas for future growth.

#### Next Steps:

- Continue advocating for additional full-time counselors to meet student demand.
- Implement better data tracking to assess the impact of counseling services on student success.
- Explore weekend appointment options to further enhance accessibility.

### B. Recent Improvements

Using data to implement same-day 30-minute appointments.  
Implement weekend options for counseling sessions.

### C. Effective Practices

#### Effective Practices in Counseling Services

1. Flexible Scheduling & Accessibility – Implementing same-day, 30-minute appointments increased student engagement, demonstrating the importance of adaptable scheduling during high-demand periods.
2. Orientation & Early Engagement – The 44% increase in online orientation completion shows that priority registration incentives effectively encourage students to complete orientation early.
3. Equity-Focused Support – Counseling services prioritize first-generation, African American/Black, Latinx/Hispanic, and non-traditional age students, ensuring equitable access.
4. Collaboration with Academic Programs – Partnering with math support courses and learning communities strengthens academic success by integrating counseling into student learning.
5. Data-Driven Decision-Making – Tracking appointment trends and service gaps helps identify areas for improvement, while a proposed post-session student survey would enhance feedback collection.
6. Proactive Outreach – Maintaining visibility at campus events and in high schools increases student awareness and service utilization.

**IV. PROGRAM PLAN**

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

Viability

Stability

Growth

\*Please select ONE of the above.

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

The Counseling Division has experienced significant turnover in recent years, with multiple counselors retiring or resigning. Additionally, there have been leadership changes at both the dean and vice president levels, and the college has chosen not to fill the vacant counseling positions. Similarly, there was turnover in support staff, with some roles left unfilled, requiring remaining staff to take on additional responsibilities.

The dean of counseling has also assumed supervision of four learning communities—Puente, Umoja, Pride, and Kasaysayan—as well as the Dream Center. These structural changes have required major adjustments, yet faculty and staff have worked diligently to minimize the impact on students.

Despite maintaining a positive approach, the need for additional counselors remains critical, especially as enrollment continues to increase each year.

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

**V. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN**

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

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

It is important that counseling be provided resources to hire a counselor. Exploring both district and grant options.

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

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

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

| A                      | B   | C                                  | D  | E                                 | F                     |
|------------------------|---|------------------------------------|--|-----------------------------------|-----------------------|
| <b>PROGRAM:</b>        | Counseling Services   |                                    |  |                                   |                       |
| <b>PLANNING YEARS:</b> | 2025-2026 through 2027-2028   |                                    |  |                                   |                       |
| Program/Service        | Unit-Level Initiative   | Anticipated Year of Implementation | Anticipated Outcome of Initiative  | Description of Resource Need      | Type of Resource Need |
| Counseling Services    | Implement weekend counseling sessions   | 2025-2026                          | Students will have more options to choose from. More students will be served. The goal is to see a 10% overall increase in the number of students being seen within the year.        | None                              |                       |
|                        | Implement same-day 30-minute appointments   | 2025-2026                          | Students will have the option to book a session on the same day without having to wait. This will increase the number of students being seen and minimize the wait time by one week. | None                              |                       |
|                        | Increase the number of students completing their education plan within the first year by 5% | 2026-2027                          | Title 5 requires that all students complete an educational plan..  | Hiring of additional counselor    | Staffing              |
|                        | Hire an additional counselor to keep up with the number of students needing to be seen.     | 2025-2026                          | An additional counselor will provide the ability for students to be served and increase the number of students completing their ed plans.  | Hiring of an additional counselor | Staffing              |



**COUNSELING SERVICES**

**FALL 2024**

STUDENT SUPPORT PROGRAM

Completed by Supervising Administrator:

Dr. Ryan E. Smith

Date:

February 14, 2025

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

- The Counseling Division continues to provide strong support to students despite a lower number of full-time counselors.
- The division is exploring ways to accommodate more students through same-day, 30-minute appointments during peak periods.
- Learning communities and other student groups have experienced a steady increase in participation.
- In-person visits have increased by 20%.
- The number of students completing the online orientation has risen by 44%.
- Female, African American/Black, Latinx/Hispanic, first-generation students, and students aged 20–24, 25–29, 30–34, and 35–39 represent a significantly higher proportion of those accessing Counseling Services compared to the overall NVC credit student population.
- The number of students accessing services twice within the same academic year has remained steady.
- Counseling tables have been set up at multiple internal and external events.
- Counselors continue to provide support to high school students at New Technological High School.
- Data is being used to inform scheduling, assess program effectiveness, and guide overall program decision-making.

Areas of concern, if any:

None.

Recommendations for improvement:

One area of improvement is ensuring reason codes are reported promptly.  
 Improve delivery for orientation by having more in-person options AND continuing online options.  
 Continue to think about ways to increase the number of appointments being offered for student.  
 Continue to solicit feedback from students regarding the changes and use feedback to better serve students.

Additional information regarding resources: