Program Review Summary Page

For Academic & Student Support Programs

Support Program(s) under Review: Enrollment and Outreach Services

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

A strength of the Enrollment and Outreach Services area is the capacity to pivot and utilize new technologies to serve students. As evidenced in section 5A, the area has implemented eight significant technology initiatives since 2017-2018. Most recently, since March 2020, the area has implemented six student-focused technology initiatives.

Another strength of the area is the staffing pattern. The Welcome Center, Admissions and Records, and Office of Student life staff and temporary staff together provide the services needed to successfully enroll and register, as well as support and engage students. Temporary staff in all three areas have been instrumental in providing the additional support required to meet current student support needs.

A third area of strength is the team's resilience and adaptability. One example was transitioning to DocuSign to manage form workflow and processing. The Admissions and Records department had to reimagine business processes related to each form. In the process of developing DocuSign forms, the business processes were reviewed and improved. A significant improvement was allowing form view access to additional staff through signing groups. Student communications were facilitated as well since students are notified as soon as petitions are received and processed. Admissions and Records staff comments on the forms help guide students to next steps and explain the form status.

2. Areas for Improvement:

An area for improvement for the Enrollment and Outreach Services area is assessing student enrollment. The current mechanisms for assessing student enrollment are not providing enough regular and adequate feedback to guide specific changes to enrollment processes. Due to the number of technical issues experienced by students during the enrollment process, it is important for the Enrollment and Outreach Services area to identify the specific areas for improvement that they have the purview to change and improve.

Another area for improvement is the need for additional guidance with how to navigate the enrollment processes. Students and faculty need to have updated "how-to" videos to know how to access and use Self-Service and other important enrollment resources.

A third area for improvement is in reducing the dependency on temporary staffing. In order to ensure operational continuance and stability, the Enrollment and Outreach Services area has identified several temporary positions that are critical to departmental operations and therefore needed as regular part-time or regular full-time positions.

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

Currently the Enrollment and Outreach Services area is in a state of stability. However, in order to continue to provide the services needed to serve students in all three areas, part-time positions need to be hired as regular part-time or regular full-time positions. The additional support provided by the temporary staff have made it clear that these positions are needed permanently without having the instability of temporary staffing.

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

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

The missions of the Enrollment and Outreach Services area (Admissions and Records, Welcome Center, and Office of Student Life) are aligned with the intuitional mission of the college.

The mission of the Admissions and Records office is to: "…provide(s) an accurate and complete records collection and management service for students, faculty, and staff. We are committed to offering exemplary customer service in a professional, courteous, and timely manner enabling students to meet their educational goals while upholding state regulations and local college policies."

The mission of the Welcome Center is to: "…provide(s) students and the community the opportunity to access resources and services to support their future success."

The mission of the Office of Student Life is to "…support the development of the whole student by providing opportunities to connect and learn from other students, faculty, and staff through serving in student government, being part of a campus club or committee, or attending an event or conference on campus. Student Life values and supports the college experience, social justice, building community, respect for all people, learning from each other, and having fun."

The mission of Napa Valley College is to: "…prepare(s) students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate- granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

All three programs align with the college's mission to provide for and prepare students for their future. Each program is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The Admissions and Records department contributes to the college's mission through providing accurate and complete records, offering exemplary customer service, and enabling students to meet educational goals while upholding state regulations and local college policies. The Welcome Center provides students and the community access to the resources and services they need to be successful and the Office of Student Life supports the development of the whole student, valuing the college experience, social justice, community building, respect, learning, and having fun.

The Welcome Center and the Office of Student Life undergo a separate Program Review process that aligns with the entire Enrollment and Outreach Services area, but details of these separate programs will not be included in this Program Review.

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

Overall, the Enrollment and Outreach Services area contributes to the institutional mission in three broad areas: enrollment support, educational records management, and student engagement.

All three departments of the Enrollment and Outreach Services area provide support for students seeking degrees, certificates, and transfer.

A recent contribution from the Admissions and Records department was the implementation of DocuSign electronic documents and workflow. Implementing DocuSign allows all students, regardless of student type or location, access to complete and submit documents electronically.

Both Admissions and Records and the Welcome Center use a virtual lobby to meet with students and guide them through the document completion process. Students who require more support can come to campus to get additional support through the Information Booth. The staff of both areas provide exemplary service to students who seek assistance with enrollment processes.

The Office of Student Life's contribution to supporting the college's mission is launching a Basic Needs Center in Fall 2021 to provide basic needs for students. The focus of the center is on food insecurities, and other basic needs resources students need to remain in school and to be successful.

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

The Enrollment and Outreach Area goals align with the 2018-2023 Institutional Strategic Plan in the following areas:

Goal 1: Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success

The Outreach Task Force, facilitated by the Dean of Enrollment and Outreach Services, is a cross-functional workgroup comprised of members from key Student Affairs departments (Admissions and Records, Welcome Center, Counseling, Financial Aid, DSPS, and numerous support programs). The work of this team is to collaborate with high school counselors and community partners to provide enrollment support for incoming students. The Task Force develops an annual timeline of activities to support and engage incoming students through the enrollment process. Recently, the entire team had to pivot all activities to virtual delivery methods and have been able to successfully enroll students. Key to the work of this group was the creation of Canvas shells that can be accessed by staff and students to provide support for the 5-Steps to Enroll. Students navigate through this shell having access to support resources and information. The shells that have been created so far are: Dual Enrollment Steps to Enroll, High School Seniors – 5-Steps to Enroll, and the New Student Walkthrough (for Degree and Transfer Seeking Students). The Non-Credit Steps to Enroll is still being developed and expected to be published within the 2021-2022 academic year.

Goal 2: Engage NVC students and assist in their progress towards educational and job training goals

Engaging students toward goals begins when they first complete the application. Application outreach workshops and Welcome Center staff walk students through the application process. They also refer students to the online orientation, online self-placement tool, and the Counseling department to create an abbreviated educational plan. The implementation of the virtual lobby has made it possible to continue engaging with students even when in-person support is limited.

Goal 3: Increase NVC student achievement and completion of educational and job training goals

Since the last Admissions and Records program review, the Admissions and Records department changed the external transcript evaluation process. In the past, counselors were required to submit individual requests for transcript evaluation. Today, all incoming transcripts are evaluated as soon as they are received by the Admissions and Records office and entered into the student's record. This shift has improved the visibility of transfer-in courses for meeting program requirements. Now, students can view their external coursework in Self-Service Student Planning, the online education planning tool. This change improves the student's access to seeing progress toward completion since they are able to see where their previous coursework meets program requirements.

The implementation of Transferology, a student and counselor tool to provide course transfer information for students, allows students to see where their NVC courses transfer and where their external courses transfer in to Napa Valley College.

In addition, the Admissions and Records department is working with Academic Affairs on a project to increase degree completion called, Degrees When Due. This work will provide a new mechanism for issuing degrees to students who may not have sought out the degree or certificate they earned and will improve completion.

Goal 4: Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices

The creation of the Guided Pathways Onboarding Cross-Functional Team, co-led by the Dean of Enrollment and Outreach Services supports this institutional goal. The Onboarding team is exploring the onboarding practices of the college to ensure equity is considered at each step of the onboarding experience. The work being done by this team is expected to inform changes to the onboarding processes to ensure equitable outcomes for all NVC students.

Goal 5: Ensure the fiscal stability of NVC as a community-supported district

All three areas of the Enrollment and Outreach Services area make prudent spending decisions to ensure that every dollar spent is aligned with the goals of the department and institution. The Welcome Center secured equity funds to support additional training and staffing of the Student Ambassador program. The Office of Student Life has secured several external grant funds to build the new Basic Needs Center for the campus.

Goal 6: Enhance collaboration between NVC and community and civic partners

Goal six is most aligned with the work of the Office of Student Life. The development of the Basic Needs Center for the college has resulted in numerous community partnerships to support students.

C. **New Objectives/Goals:**

As a result of the Program Review process, the Enrollment and Outreach Services department has adopted the following goals:

- Design and implement a structured student enrollment survey instrument that can be distributed to students after each registration cycle to assess the effectiveness how students move through the enrollment process.
- Create a series of enrollment "how-to" videos for students and Self-Service videos for faculty.
- Reorganization of Enrollment and Outreach Services area to include transitioning part-time temporary staff positions to regular part-time or regular full-time positions.

I.   PROGRAM DATA

A. Enrollment and Outreach Services Access

	2017-2018*	2018-2019	2019-2020**	Change over Period
In-Person Registration				
Number of Enrollments	8,910	9,199	8,811	-1.1%
Headcount*	--	--	--	--
Online Registration				
Headcount	7,747	7,235	6,941	-10.4%
Number of Enrollments	23,566	20,912	20,008	-15.1%
Source: Registration Data Provided by Enrollment and Outreach Services, 2017-2018 to 2019-2020				
*Headcount data is unavailable for in-person registrations				

RPIE Analysis: Over the past three years, the number of total enrollments processed in person by Enrollment and Outreach Services decreased by 1.1%. [Data tracking the number of students (headcount) who registered in person are not available for the three-year period.]

The number of students (headcount) who enrolled online decreased by 10.4% over the past three years, while the number of total enrollments registered online decreased by 15.1%.

**The figures reported in the top portions of the table above pertain to in-person visits to Enrollment and Outreach Services. The decrease in student access and visits to Enrollment and Outreach Services in 2019-2020 (relative to 2018-2019) was likely a result of the shift to the remote environment due to COVID-19 in spring 2020.

Program Reflection:

The data reported above show that there was a minimal decrease in the number of students who registered in person versus a larger decrease in the number of students who registered online. It is interesting to note that in the same period there was a much larger decline in the number of students who register online. The number of registrations processed in person was a minimal difference.

In the three year period reported, nearly the same number of students required physically coming into the office for registration assistance or since March 2020, students receive assistance over the phone and through the online virtual lobby.

Students enroll by section and do not always register in all sections at one time. The same student may enroll in one section online through WebAdvisor, then another they are automatically enrolled as a waitlisted student, others may need to enroll through the prerequisite equivalency or challenge process, which requires intervention from staff. There are also students who have difficulty navigating the registration process and seek out assistance in the Welcome Center or at the Admissions and Records front counter.

The Admissions and Records department identified that the number of students who enroll online does not reflect that they did not receive staff assistance. Students are often guided directly through their own account on our registration systems, WebAdvisor and Self-Service Student Planning. Students contact Welcome Center and Admissions and Records staff to receive guidance on how to register online via the phone, email or virtual lobby. Students are walked through the process and therefore it is not fair to assume that if the student registered online, they did not receive assistance.

A significant role that the Welcome Center has is in teaching students how to register themselves online.

B. Demographics of Students Served by Program (Online Figures Only)

	2017-2018	2018-2019	2019-2020	3-Year Proportion of the Program	3-Year Proportion at the Institutional Level
Number of Students	7,747	7,235	6,941	13,538 (Undupli cated)	15,837 (Undupli cated)
Gender					
Male	42.6%	42.3%	40.9%	***42.3%***	45.0%
Female	57.4%	57.7%	59.1%	57.7%	***55.0%***
Race/Ethnicity					
Asian	3.2%	3.1%	3.0%	3.3%	3.4%
Black	5.9%	5.4%	5.4%	5.7%	5.8%
Filipino	10.0%	9.6%	10.1%	9.7%	***8.7%***
Hispanic	42.9%	44.6%	48.9%	43.1%	***40.1%***
Multiple Race/Other	8.3%	8.4%	8.9%	***8.1%***	9.4%
Native American	0.3%	0.2%	0.4%	0.3%	0.3%
Pacific Islander	0.4%	0.4%	0.4%	0.5%	0.4%
White	28.9%	28.2%	22.9%	***29.3%***	31.9%
Age					
19 or less	29.5%	28.7%	30.7%	***30.9%***	38.1%
20 to 24	37.1%	37.9%	35.3%	34.8%	***32.6%***
25 to 29	14.2%	13.9%	13.9%	14.1%	***12.2%***
30 to 34	6.6%	6.8%	7.2%	***7.1%***	7.8%
35 to 39	3.9%	4.3%	4.1%	4.2%	4.3%
40 to 54	5.7%	5.8%	5.9%	6.0%	***3.6%***
55 and older	3.0%	2.6%	2.9%	2.9%	***1.4%***
First Generation	47.0%	47.9%	47.6%	46.1%	***43.8%***
Source: NVC Enrollment Records; Registration Data Provided by Enrollment and Outreach Services, 2017-2018 to 2019-2020					

RPIE Analysis: This section describes the demographics among NVC students who registered for classes online through Enrollment and Outreach Services over the past three years based on the student identification number associated with their access. The following demographic groups accounted for a majority or plurality of the student population that registered for classes online through Enrollment and Outreach services during that period:

- *Females (57.7%)*

- *Hispanics (43.1%)*
- *Students 20 to 24 years old (34.8%)*
- *First Generation (46.1%; the remaining 53.9% includes students that were not first generation as well as students without information reported)*

The following demographic groups claimed a significantly lower proportion of the population share among Enrollment and Outreach Services users than they did among the population of NVC credit students over the past three years:

- *Males (-2.7%)*
- *Multiple Race/Other (-1.3%)*
- *Whites (-2.6%)*
- *Students 19 or less (-7.2%)*
- *Students 30 to 34 (-0.7%)*

*Females, Filipinos, Hispanics, students 20 to 24, students 25 to 29, students 40 to 54, students 55 and older, and first generation students claimed a significantly higher proportion of the population share among Enrollment and Outreach Services users compared to the population of NVC credit students. (Statistically significant differences are denoted in **bold italics** in the table above.)*

Program Reflection:

The proportion of online student enrollment versus A&R staff enrollment has trended differently for different demographic groups. It is also important to note that online registration does not mean that the student did not receive staff support to complete the registration.

Females, Hispanics, students 20 to 24 years old, and first generation students capture the largest proportion of students using our online systems for registration. Some of these students may receive support and others were able to register themselves, but the majority do not request assistance from staff.

The Welcome Center provides first stop resources to assist students through the registration process. Students who are helped by the Welcome Center Student Ambassadors and staff are guided through the steps to enroll online and therefore learn to register themselves whenever possible. The Welcome Center will guide students through the process themselves, only referring them to Admissions and Records if the student requires staff assistance with a specific reason that prevents them from enrolling themselves, such as a course repetition, course conflict, or prerequisite equivalency. The majority of students who are assisted this way are able to register themselves online.

Males, multiple race/other, whites, students 19 or less, and students 30 to 34 capture the smallest proportion of students using our online systems for registration. Students with these demographics request assistance from staff at a higher rate.

There are various reasons for the increase in staff registrations for some groups. One reason, for students age 19 or less, is that they are required to submit a permit to attend petition through DocuSign. Once received by the Admissions and Records office during open registration, the students are registered by the Admissions and Records staff automatically. This process is done to facilitate registration for high school dual enrolled students.

When students call the Admissions and Records office first, then they are assisted by being registered. They are not sent back to the Welcome Center so the student is not "bounced around" from department to department. The important role of the Welcome Center is to teach students to register themselves, whereas the Admissions and Records department registers students directly into the system. Students who want staff to register them versus learning to register themselves, will be more inclined to contact the Admissions and Records department directly. We often hear students say, "the system is too complicated" and they just "want someone to do it for them."

To mitigate the need for staff to do manual registrations that can be done by students is to direct them first to online help tools, such as "how-to" documents and videos and then to the Welcome Center staff for more one-on-one assistance. Once students learn to navigate the registration process, they are able to successfully register each term, only needing special assistance if there is an issue that requires staff intervention. This support/training model has been very successful in increasing overall online enrollment for all students.

C. In-Person Registration by Activity

	2017-2018	2018-2019	2019-2020	Change Over Three Years
Criminal Justice Training Registration	386	372	382	-1.0%
Front Counter Registration	8,166	7,146	6,914	-15.3%
Health Occupations Registration	525	660	425	-19.0%
Process Handler – Waitlist (Plus Special Processing)	9	950	1,080	11900%
Upper Valley Campus Registration	22	71	10	-54.5
TOTAL	**9,108**	**9,199**	**8,811**	**-3.3%**
Source: Registration Data Provided by Enrollment and Outreach Services, 2017-2018 to 2019-2020				

RPIE Analysis: Over the past three years, the total number of in-person registrations processed by staff decreased by 3.3%. Between 2017-2018 and 2018-2019, the total number of in-person registrations increased by 1.0%. Between 2018-2019 and 2019-2020, the total number of in-person registrations decreased by 4.2%.

In-person registrations associated with the following areas changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

> *In-person registration areas with increases:*
> - *Process Handler – Waitlist (Plus Special Processing) (11900%)*
>
> *In-person registration areas with decreases:*
> - *Upper Valley Campus (-54.5%)*
> - *Health Occupations (-19.0%)*
> - *Front Counter (-15.3%)*

Program Reflection:

In-person, or staff registration, is primarily needed when students have submitted a petition or are enrolling in a special program with a different admissions process.

Front counter registration has decreased over the past three years. Students who come to the front counter report that they were unable to register themselves online. This can be due to a legitimate reason that the system requires a manual override, a technical reason that is preventing the student from registering themselves, or the student is unable to navigate the online registration system and requires assistance.

Legitimate reasons for front counter registration that require a staff override are petitions, such as course repetition, course conflict, excess unit limit, late add/drop, prerequisite equivalency, audit, and pass/no-pass reinstatements.

Technical issues that may require in-person registration are, login and add code issues.

Student navigation issues require staff intervention that may result in staff registration. If the student is unsuccessful registering themselves, they are guided to the Welcome Center for assistance. Ideally they then walk through the process with a trained ambassador and learn to register themselves. However, some may contact Admissions and Records directly to be registered. Students may be directed to clear registration holds for owing fees, clear probation holds with counseling, update high school graduation status, update priority status, and directed to complete petitions, as appropriate.

The NVC programs that require special handling registration are the Criminal Justice and Training Program and Health Occupations.

Upper Valley Campus in-person registration is very low since students can register online for credit, non-credit, and community education courses. Students are not required to come to the college to receive assistance. Also, Admissions and Records staff are trained to register students into non-credit and community education courses and the Welcome Center staff and Student Ambassadors are trained to assist students to register themselves online.

Process-handler registration is system registration that does not require student or staff to do the registration. The student or staff person may be placed on the original waitlist online or by staff, but the actual registration is done by the system.

D. Admissions and Records Mail, 2019-2020

	Fall 2019	Spring 2020	Change Over Two Semesters
A&R Mail	271	1,000	269%
Source: Admissions and Records Mail Data provided by Enrollment and Outreach Services, 2019-2020			

RPIE Analysis: Admissions and Records Mail increased by 269% between fall 2019 and spring 2020.

Program Reflection:

The departmental email "A&R Mail" is used to provide access for students to the Admissions and Records front counter staff. The increase from Fall 2019 to Spring 2020 was due to COVID-19. A&R Mail became the Admissions and Records front counter for submitting documents and asking questions due to the county-wide imposed a stay-at-home order.

Once DocuSign documents were developed throughout the spring term, the number of emails received by the Admissions and Records department decreased. The decrease in email was replaced with an increase in DocuSign documents that required processing.

E. **Talk-to-Us Feedback Forms Count, by Type**

	2018-2019	**2019-2020**	**Change Over Three-Years**
Total	8	7	-12.5%
Compliments	1	--	-100%
Complaints	2	2	0%
Questions	5	3	-40.0%
Suggestions	--	2	--
Source: Talk-to-Us Feedback Data provided by Enrollment and Outreach Services, 2018-2019 to 2019-2020			

RPIE Analysis: Between 2018-2019 and 2019-2020, the total number of Talk-to-Us feedback forms submitted decreased by 12.5%.

The number of Talk-to-Us feedback forms in the following areas changed by more than 10% (±10%) between 2018-2019 and 2019-2020:

> *Areas with property crime decreases:*
> - *Compliments (-100%)*
> - *Questions (-40.0%)*

Program Reflection:

The Talk to Us campaign is a great way to receive feedback about our services, but we find that it is not widely used by students to provide feedback for the Admissions and Records area. The Enrollment and Outreach Services area will be developing an enrollment feedback survey that can be distributed more directly to students to solicit feedback to continue to evaluate and improve services.

II.   **CURRICULUM**

> *This section does not apply to Enrollment and Outreach Services.*

III.　　LEARNING OUTCOMES ASSESSMENT

> *This section does not apply to Enrollment and Outreach Services.*

IV.　　PROGRAM PLAN

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

　　○　Viability
　　✗　Stability
　　○　Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

> The state of the program is stability. The Enrollment and Outreach area is strong and thriving, pivoting from a primarily in-person workflows to exclusively online workflows. Utilizing technology to make the transition. This required rethinking everything the area does to meet student needs.
>
> Currently, temporary staff have made it possible for the area to provide the support needed.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program:　Enrollment and Outreach Services
Plan Years:　2020-2021, 2021-2022, and 2022-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Develop Registration Survey to assess student registration, identify barriers to successful online/staff registration.	IB and IC	Spring 2021: Develop Survey through Enrollment Task Force Summer 2021: Request RPIE review of survey Fall 2021: Implement survey to students who registered in Fall 2021 term.	Decrease proportion of student students who must register with a staff person due to the inability to successfully navigate the online registration system.

		Spring 2022 through Spring 2023: Assess student registration each term (Fall/Spring only).	
Develop a library of 1-2 minute enrollment videos to teach students how to successfully enroll and assess their effectiveness.	IB and IC	Spring 2021: Identify a prioritized list of 1-2 minute enrollment videos to guide students through the online enrollment process. Summer 2021: Produce high priority "how-to" videos. Fall 2021: Produce the rest of the identified "how-to" videos. Spring 2022: Assess the effectiveness of the videos. Summer 2022: Review and update videos as needed. Fall 2022 through Spring 2023: Continue to review and assess the effectiveness of the videos and make changes as needed.	Develop 1-2 minute videos for all identified topics on the Spring 2021 prioritized list by December 2021. Assess the effectiveness of the enrollment videos by May 2022.
Reorganize the staffing pattern for all three Enrollment and Outreach Services areas.	A2	2020-2021: Assess staffing pattern for Admissions and Records, Welcome Center – Information Booth, and Office of Student Life - Basic Needs Center 2021-2022: Finalize positions requested and develop job descriptions 2022-2023: Hire positions	Transition dependence on temporary staff to regular part-time or full-time staff for all three areas by Spring 2023.

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

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Enrollment and Outreach Services area includes the Admissions and Records department, the Welcome Center, and the Office of Student Life. This team is led by the Dean of Enrollment and Outreach Services.

All three areas in the Enrollment and Outreach Services area require updated office computers. Most of the staff and student computers in the area are due to be replaced.

Developing the enrollment videos will require funding to retain a temporary professional with the skillset to provide these services. The current staffing pattern in both A&R and the Welcome Center does not provide the skillset needed.

Currently, the Welcome Center is staffed with three regular full-time staff: a Senior Manager of the Welcome Center and Student Engagement, a Student Affairs Specialist, and a Welcome Center Assistant. Critical to providing the student support needed is the Information Center, a new offshoot of the Welcome Center providing regular in-person services to students during COVID-19. Due to this shift, a need has been identified to provide a place for students to conveniently speak to someone, pick up or submit documentation. To adequately fill this need, the Welcome Center needs a regular part-time attendant for the Information Booth of the Welcome Center. This mitigates the space issues, allowing more space in the Welcome Center. In the long-term, the Welcome Center needs to be physically reconfigured to better serve students. This is addressed in the 2020 Welcome Center Program Review.

The Welcome Center is also home to the Napa Valley College Student Ambassador Program and Academy. Each semester five to ten Student Ambassadors are trained and work in the Welcome Center. The Welcome Center serves a critical function in the enrollment process. It is the department that, among other things, teaches students how to enroll and register. The structure of the Welcome Center is vital to the enrollment process and student success.

The additional regular part-time Information Booth Attendant for the Welcome Center is critical for providing the direct enrollment support students need. Currently we are using temporary help to fill this need.

The Admissions and Records department is staffed with eight regular full-time staff: an Admissions and Records Officer, two Analysts, three Specialists, one Assistant, and an Administrative Assistant. The Admissions and Records team is supported by two Welcome Center Ambassadors and a Student Worker. The Admissions and Records staff are engaged in all aspects of the Admissions and Records functions from system set up and maintenance, petition processing, transcript and graduation evaluation, to registration processing and records management. Critical to the smooth operation of the front counter enrollment services is having a part-time Admissions and Records Technician. The function of this role is to assist students with registration, transcripts, enrollment verifications, respond to student phone and email inquiries, and interact with students over the online lobby tool, Cranium Café. Once the 1300 building reopens, there will be an even greater need for in-person and online face-to-face assistance.

The shift from in-person/staff to online registration requires staff to guide students to the correct process, form, and respond to student inquires right away. An additional regular part-time Admissions and Records Technician is critical for providing the direct enrollment support students need to more efficiently move through the Admissions and Records processes. Currently we are using temporary staff to fill this critical need.

The development of the Basic Needs Center has also necessitated an increase in temporary staffing needs that when the center opens in Fall 2021, will require more permanent staffing.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- Self-Service Implementation for Enrollment & Outreach Services
    - MyNVC Self-Service for Faculty (Rosters, Waitlists, Grades, Attendance, Roster Certification)
    - MyNVC Self-Service for Registration (Students register via Student Planning)
    - Colleague Analysis (See below)
    - Student Planning Degree Audit (Colleague)
- Colleague Analysis
    - In preparation for the WebAdvisor to Self-Service transition and moving to the Ellucian Cloud, the Admissions and Records Analysts worked with an Ellucian consultant to assess our current system configuration and set up. The Analysts worked with the Scheduling and IT staff as well to ensure coordination.
- DocuSign Implementation for Enrollment & Outreach Services
    - March 2020 to present, the Admissions and Records department has moved 63% of all Admissions and Records forms and 100% of all registration forms from pdf and pdf fillable format to the DocuSign format, to include all relevant business workflows.
    - Allows Admissions and Records staff to process student records remotely.
- Cranium Café Implementation for Enrollment & Outreach Services
    - August 2020, the Admissions and Records and Welcome Center departments launched their virtual lobbies to assist students remotely
    - January 2021, Outreach staff access
    - March 2021, the Office of Student Life had access
    - Allows staff to meet virtually with students
- Full Measure Implementation for Enrollment & Outreach Services
    - Priority registration text notifications to students
    - Business Office de-reg communications (Business Office)
    - Spring 2021 Enrollment Survey
    - Developed enrollment cards for "NVC Connect" student mobile engagement app (In progress)
    - Developed enrollment text communications for 5-Steps to Enroll nudges for students (In progress)
    - Allows enrollment and outreach services staff to communicate directly to students
- CollegeSource Transferology Tool Implemented
    - Transfer tool for counselors and students
    - Allows students to view NVC courses and how they will transfer to other schools and how other schools courses will transfer in to NVC.
- eDiploma
    - Students will receive their diploma electronically as well as in hard copy
    - 2021 will be the first graduating class to receive the eDiploma
    - Includes students who earned degrees from Summer 2020, Fall 2020, and Spring 2021
- CCCApply Import Process Updates
    - CCCApply import process updated (to be implemented Summer 2021)
    - New CCCApply application (to be implemented Summer 2021)

B. Effective Practices

- Utilizing Ellucian Consultants to guide our development of the student information system.
- Improving DocuSign forms and business workflows
- Providing Cranium Café Virtual Lobby Front Counter Support
- Sending text communications

Feedback and Follow-up Form

Completed by Supervising Administrator:

Date:

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

The three primary components of enrollment support, educational records management and student engagement are key, visible functions that Enrollment and Outreach Services Unit has carried out in a remarkably effective and productive manner. The Unit has demonstrated a state of stability by demonstrated strong and thriving efforts. From the Outreach Task Force to the Basic Needs Center to troubleshooting technological advances, Jessica's Unit has answered the call for innovation and accountability.

Areas of concern, if any:

My only concern is for Jessica. She is often persuaded and pulled into many directions, because of her spirit of collaboration, and her deep knowledge- that at times she needs to simply say, "Sorry, I can't assist at this time because of pending priorities."

Recommendations for improvement:

The manager of an areas as wide and essential as Enrollment and Outreach Services needs to ensure that all its pieces and parts are put together and tightly adjusted as possible to ensure continued successful service to students, staff, and community.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	