

**ENROLLMENT SERVICES****SPRING 2024***Student Support Program*

Summary of Program Review:

## A. Major Findings

## 1. Strengths:

The Admissions and Records Department excels in several key areas that enhance the student experience. Its admissions process ensures timely completion rates, while a dedicated, student-centered staff provides personalized guidance and support throughout the enrollment journey. A significant proportion of students who completed the matriculation process successfully enrolled at NVC, with nearly half (49.6%) of students completing all five steps. This indicates that the enrollment processes in place are effective in guiding a large proportion of students through necessary steps to enroll. It is important to note that the data used in this report includes students with ed goals that do not require all steps to enroll to be completed, such as dual enrolled, non-credit, and non-degree seeking students.

The department has successfully engaged specific demographics, such as Filipinx and Latinx/Hispanic students, who demonstrated higher completion and enrollment rates compared to other groups.

The department integrates technology, offering online services that make enrollment processes available to students. With a strong emphasis on compliance and data accuracy, the team upholds the integrity of student information while fostering inclusivity and diversity within the college community. Furthermore, ongoing collaboration with academic departments and a commitment to continuous improvement allow the department to adapt and meet the evolving needs of students, contributing to their overall success at Napa Valley College.

The department's increased use of data analytics to track enrollment trends and student enrollment success metrics demonstrates a commitment to continuous improvement and responsiveness to student needs.

## 2. Areas for Improvement:

Significant disparities exist among various demographic groups. Notably, African American, Native American, and white students, as well as students with unknown demographics, showed lower rates of successful enrollment outcomes. Addressing these disparities is crucial for ensuring equitable access to enrollment processes and support resources.

Older students, particularly those aged 40 and above, have lower completion and enrollment rates. Tailoring support services to meet the unique challenges faced by non-traditional students could enhance their engagement and success.

There appears to be a gap in communication regarding registration processes, especially for students who complete multiple matriculation steps but do not enroll. Developing targeted communication strategies could help raise awareness and encourage enrollment.

A notable percentage of applicants had unknown demographics, indicating a need for better data collection practices. Enhancing data collection accuracy will allow for more informed decision-making and targeted interventions.

3. Projected Program Growth, Stability, or Viability:

The Admissions and Records department is in a state of growth.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Admissions and Records Department at Napa Valley College plays a critical role in advancing the college's mission, vision, and values through its operational practices and commitment to student success.

The department embodies the college's mission of transforming lives by providing accessible, student-centered services that support diverse educational goals, whether they involve transferring, pursuing a career, or exploring personal interests. By streamlining the admissions process and offering tailored support, the department helps students navigate their pathways efficiently and effectively.

Napa Valley College envisions a learning environment rooted in equity, inclusion, and empowerment. The Admissions and Records Department contributes to this vision by ensuring equitable access to educational opportunities. It actively promotes a culture where all students feel welcomed and supported, reflecting the college's dedication to inclusivity.

**Integrity:** The department maintains high ethical standards and fosters trust through transparent processes and clear communication with students.

**Accountability:** By ensuring that actions align with commitments, the department emphasizes timely responses and clear expectations in all interactions with students.

**Respect:** Active listening and consideration for diverse perspectives are core to the department's approach, ensuring that each student's unique needs are addressed.

**Inclusion:** The department champions diversity by creating a flexible environment that accommodates the varied backgrounds and experiences of all students, enhancing their ability to thrive.

**Equity-Mindedness:** The Admissions and Records Department employs evidence-based practices to identify and address equity gaps, focusing on disproportionately impacted student populations to advance equitable outcomes.

**Social Justice:** Committed to anti-racism, the department actively works to dismantle systemic barriers, ensuring that all students have access to the resources and opportunities necessary for success.

**Sustainability:** The department supports the college's commitment to sustainability by recognizing the interconnectedness of educational access and broader societal well-being, preparing students to contribute positively to their communities.

In summary, the Admissions and Records Department is integral to realizing Napa Valley College's mission, vision, and values, enhancing the student experience and fostering a supportive and equitable educational environment.

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

The department implemented improvements to the online application processes and improved communication channels, making it easier for prospective students to apply and enroll. This effort aligns with the mission by removing barriers to access and promoting educational opportunities for all.

Recent training for staff has equipped the team to better support disproportionately impacted students. By identifying and addressing equity gaps, the department actively contributes to the mission of fostering an equitable learning environment.

The department has focused on improving records access through the implementation of a new document imaging system, ensuring that students and staff can obtain records promptly for enrollment and registration purposes. This efficiency supports the college's commitment to student success and timely progression through their educational pathways.

The Admissions and Records Department has strengthened partnerships with local high schools and community organizations, participating in outreach efforts that encourage diverse populations to pursue higher education. This community-oriented approach fosters a sense of belonging and connection between the college and the broader community.

In conclusion, the Admissions and Records Department has made substantial strides in advancing Napa Valley College's mission by prioritizing accessibility, equity, and student support. These contributions not only enhance the student experience but also align closely with the college's overarching goals of transforming lives and fostering community engagement.

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

In alignment with SEM Strategy 1G: Develop a Seamless Onboarding Experience and Strategic Communications to Applicants and Matriculating Students, the Admissions and Records department aims to create a cohesive onboarding process that effectively supports applicants and new students at Napa Valley College.

The department expanded "NVC Registration Days" to include high school students and parents (SEM Tactic 1.G.1), as well as adult learners (SEM Tactic: 3.F.4). This initiative ensures that students can complete all enrollment steps and register in a single day during the open registration period, simplifying the transition into college.

During the pandemic, when students were unable to receive services on campus, the department developed online enrollment resources, such as DocuSign registration forms that would allow

students to submit forms and documentation virtually. Later, together with the Ellucian Advisory consultant, the team continued to develop methods to improve enrollment processing by configuring more registration processes to be completed by students, counselors, and faculty directly. This work is ongoing and regular improvements have increased user autonomy in the system.

Also, during the pandemic, when high school students were unable to receive services on campus, the department developed online high school enrollment resources, such as DocuSign Permit to Attend forms that would allow high school students to submit forms and documentation virtually. Later, the team developed the ability for high school students to register themselves on Self-Service once the student's application was submitted and the Permit to Attend form was received and processed by Admissions and Records (SEM Tactic: 3.F.6).

The admissions team has begun to develop and send regular communications to applicants and new students. Streamlining communication ensures that students receive timely information about their application status and next steps (SEM Tactic 1.G.5).

Throughout the pandemic, all admissions and records processes were transitioned online, allowing students to engage in online onboarding as needed. Providing a virtual onboarding experience ensures accessibility for students who may prefer or require remote options (SEM Tactic 1.G.8).

The Admissions and Records department, together with the Director of Financial Aid, the new Dean of Counseling, and the Vice President of Student Affairs are exploring the adoption of a one-stop enrollment (admissions, financial aid, counseling) services model (SEM Tactic 1.F.3).

To facilitate registration processes, we were able to assign access to counselors to register students through Self-Service. Counselors would often see students who are unable to register themselves due to system delays. This resulted in fewer counseling calls to the department to register students. Counselors play a crucial role in guiding students through enrollment and registration processes.

By implementing these strategies and tactics, the Admissions and Records department fosters a seamless onboarding experience, supporting students as they transition to Napa Valley College and helping to ensure their success.

### C. New Objectives/Goals:

The Admissions and Records department is currently working on the following goals and objectives:

1. In alignment with SEM Strategy 3F: Develop a seamless onboarding experience and strategic communications to applicants and matriculating students; a primary focus of the 2024-2025 academic year will be redesigning 5-Steps to Enroll (application, orientation, ed planning, and registration (SEM Tactic: 3.F.1). The Admissions and Records team will focus on making significant improvements in step one, application, and step five, registration.
2. Automate communications to inform students about their eligibility to register and the steps they need to take, particularly following the completion of matriculation processes (SEM Tactic 3.F.5).

Implement culturally responsive outreach and support for underrepresented groups to improve enrollment outcomes. Adopt the use of a CRM to centralize and track all communication with incoming students. (SEM Plan)

3. Strengthen data collection methods to ensure comprehensive demographic tracking and improve the department's ability to address equity issues effectively. Establish regular feedback loops with students to assess their experiences and gather input on processes.

D. Description of Process Used to Ensure "Inclusive Program Review"

Admissions and Records team met regularly throughout this report's development to analyze data and examine the factors contributing to disproportionate outcomes for students. The team engaged in collaborative discussions to generate ideas for improvements. This report reflects this work and the steps the team will take to engage in new practices necessary for continuous improvement.

## I. DESCRIPTION OF PROGRAM

### A. Program Purpose

The Office of Admissions and Records is dedicated to providing comprehensive and accurate records collection and management services for students, faculty, and staff. We are committed to delivering exemplary customer service in a professional, courteous, and timely manner, enabling students to achieve their educational goals while adhering to state regulations and local college policies. Some of the key functions of the department are:

- **Admissions:** application processing, fraud mitigation and residency determination
- **Registration:** prerequisite equivalency evaluation, petitions and reporting
- **Records Management:** scanning, retrieval, and form development
- **Transcript Processing:** internal transcripts and external transcript evaluation
- **Graduation:** graduation processing, reporting and auditing
- **Customer Service:** direct student guidance and support
- **Compliance:** federal, state and local policies and procedures

### B. Alignment with the Student Pipeline

The Office of Admissions and Records is strategically aligned with the student pipeline, playing a critical role in enhancing the overall student experience throughout various stages of their academic journey. Below is a detailed overview of how our key functions support this alignment:

In admissions processing, streamlined application procedures facilitate smooth entry for prospective students, ensuring a positive first interaction with the college. Addressing fraud mitigation, using comprehensive measures to detect and prevent fraudulent applications and maintain the integrity of the admissions process. In residency determination, staff use accurate assessments of residency to ensure that students are classified correctly, allowing them to access appropriate tuition rates and financial aid opportunities.

In registration processing, staff conduct prerequisite equivalency evaluations to aid students in using prior coursework to align with program requirements, facilitating registration and course selection. The petition process offers a structured process for students to address exceptions in repeating courses, addressing course time conflicts, and adding and dropping courses after published deadlines, ensuring that individual circumstances are considered, supporting the students' academic advancement.

In records management, efficient management of student records ensures easy access to important documents, facilitating smoother interactions for both staff and students. Admissions and records form development provides tailored forms to support students in various processes, simplifying their interactions with the college.

In transcript processing, the department provides electronic transcript fulfillment, which allows for quick processing and ensures students and third-party requestors receive records when needed, facilitating smoother transitions for college transfers, job applications, or scholarship opportunities. Efficient evaluation of transcripts from other institutions allows for timely credit

transfers, enhancing student progression toward graduation.

In graduation processing and reporting efficiency supports students in achieving their goal of graduation and transfer by providing timely information about requirements and deadlines.

In direct guidance and support to students, the team offers personalized assistance to students, enhancing their overall experience and ensuring they feel supported at every step of their journey.

In compliance, the department must adhere to all relevant federal and state regulations and local policies to ensure students are informed of their rights and responsibilities, which is crucial for making informed decisions regarding their education.

The Office of Admissions and Records is integral to the student pipeline, ensuring that processes are efficient, accessible, and student-centered. By aligning our services with the various stages of the student experience, we not only enhance student satisfaction but also contribute significantly to their academic success and retention.

### C. Student Population(s) Served

The Admissions and Records department serves credit and non-credit students attending Napa Valley College, and are listed below:

- **Prospective Students:** Individuals applying for admission to the college
- **International Students:** Students with F-1 visas attending Napa Valley College
- **Health Occupation students:** Students enrolling in Health Occupations programs
- **ESL students:** Students enrolling in ESL classes (credit/non-credit hybrid)
- **Dual Enrolled students:** Students enrolled full time in high school and enrolled at Napa Valley College concurrently.
- **Early College Program students:** Students enrolled at New Technology High School and required to take Napa Valley College classes
- **Newly Admitted Students:** Students who have completed the application and are preparing to register for classes
- **Currently Enrolled Students:** Those actively pursuing academic goals at the college
- **Auditing students:** Students who only want to audit classes
- **Special program support** (DSPS, EOPS, tribal TANF, veterans, single parents, unhoused students, foster youth, athletics, adaptive PE, workforce/career programs, music/theater programs, and learning communities (Puente, Umoja, Kasaysayan, Pride).
- **Articulated students:** Students who are earning credit at Napa Valley College through an articulated course in high school.
- **Transfer Students:** Students transferring from other institutions seeking to continue their education at Napa Valley College.
- **Returning Students:** Individuals who have previously attended the college and are re-enrolling.
- **Graduating Students:** Students nearing completion of their degree or certificate programs.

- **Alumni:** Graduates seeking transcripts, degree verification, and documentation for further education or employment opportunities.

#### D. Delivery of Services (Modalities)

The Office of Admissions and Records employs various methods to deliver services to students, ensuring equitable access regardless of location or mode of delivery:

- **Online Application System:** Providing access to the state online application platform that allows prospective students to apply for admission from anywhere, at any time.
- **Virtual Support Services:** The department offers virtual sessions and information workshops, enabling students to receive guidance and support through video conferencing tools. This approach accommodates students who are unable to come in person.
- **Comprehensive Website Resources:** The NVC website includes a wealth of information, including process descriptions and downloadable forms. This resource is available 24/7, allowing students to access essential information at their convenience.
- **In-Person Services:** For students who prefer face-to-face interactions, the department offers an on-campus front counter and Welcome Center where staff are available to assist with inquiries, provide guidance, and process applications and records.
- **Communication Channels:** The department utilizes multiple communication channels, including email, phone, virtual, and in-person, to ensure students can reach staff, regardless of their preferred mode of communication.
- **Electronic Forms and Workflows:** Designed to streamline processing, electronic workflows facilitate more efficient document processing for students and staff.
- **Workshops and Events:** The department attends and hosts informational workshops and events both on campus and in the community, ensuring that all students, including those from underrepresented groups, are informed about available services and resources.

By implementing these strategies, the Office of Admissions and Records effectively supports students in their educational journeys, regardless of their location or mode of learning.

#### E. Effective Program

##### Program Reflection:

An effective student support service, such as that provided by the Office of Admissions and Records, exhibits the following characteristics:

- **Accessibility:** Services are easily accessible to all students, regardless of their location or mode of access. This includes a streamlined online enrollment process, virtual support, and in-person support options.



- **Comprehensive Resources:** A wealth of resources is available to students, including clear information about admissions processes, academic records, and student rights and responsibilities.
- **Responsive Communication:** The program maintains multiple communication channels, ensuring prompt and clear responses to student inquiries. This includes email, phone support, and virtual options.
- **Proactive Support:** Regular initiatives are conducted to inform students about available services, important deadlines, and changes in policies or regulations.
- **Holistic Support:** Services consider the diverse needs of the student population, including specific support for transfer students, returning students, and other special populations of students.
- **Continuous Improvement:** The program regularly assesses its services and gathers feedback from students to identify areas for improvement and to adapt to changing student needs.

### **Metrics for Evaluating Effectiveness**

To evaluate the effectiveness of the Office of Admissions and Records, the following metrics can be used:

**Steps to Enroll Completion Rates:** Percentage of students who successfully complete the enrollment steps after submitting an admissions application.

**Response Time to Inquiries:** Average time taken to respond to student inquiries across various communication channels.

**Workshop Attendance:** Number of students attending informational workshops and events, segmented by demographic factors to assess outreach effectiveness.

**Student Satisfaction Surveys:** Results from surveys measuring student satisfaction with the admissions process, record management, and overall support services.

**Graduation and Retention Rates:** Tracking the graduation and retention rates of students who utilized the admissions and records services compared to those who did not.

**Utilization of Online Resources:** Metrics on the usage of online enrollment systems and website resources, including page visits and user engagement statistics.

**Follow-Up Engagement:** Percentage of students who engage with support services after initial contact, indicating the effectiveness of proactive support and communication efforts.

By developing systems for tracking these metrics through a CRM, the Admissions and Records office can more effectively evaluate its performance and make data-informed decisions to enhance student support services.

II. PROGRAM DATA

A. Demand

**Number of Applicants, 2020-2021 through 2022-2023,  
and Completion of Discrete Matriculation Processes among Applicants**

Completed Matriculation Processes	Total Last Three Years	
	Number of Applicants	Proportion of Applicants
Application	14,300	--
Placement	9,503	66.5%
Orientation	8,768	61.3%
Educational Plan	8,538	59.7%
Enrolled at NVC	6,312	44.1%
<i>Sources: NVC Applicant Matriculation Reports, Summer 2021 – Spring 2023</i>		

*RPIE Analysis: Over the past three years, 14,300 applications have been submitted to NVC. For each discrete step in the matriculation process subsequent to application – including placement, orientation, and educational planning, the majority of applicants completed the step. The largest number of applicants completed placement (66.5% of applicants), followed by orientation (61.3% of applicants), and educational planning (59.7%). Less than half of the applicants during the three-year period went on to enroll at NVC.*

*Note: The 14,300 applications submitted over the three-year period include students who applied more than once. There were 1,444 students that applied to NVC multiple times during the period, and they accounted for 1,598 applications. Seven students applied three times over the period. The Applicant Matriculation Reports included multiple applications by students within the same academic year.*

**Program Reflection:**

The high number of applicants who did not complete their registration may be attributed to potential fraud and duplicate applications. Students must submit a new application only if they are new to Napa Valley College (NVC) or if they are returning after a hiatus of one year or more. Fraud mitigation efforts were implemented in spring 2023 when application automation was restored.

The reasons for students who complete all steps to enroll and do not register remain unclear. Possible factors include unavailability of desired classes, classes reaching full capacity, or failure to meet prerequisite requirements. Students may also not have been aware of registration dates and timelines or may have struggled to register during the various technology outages during the period being assessed in this report.

Furthermore, waitlists for courses are limited to five or ten students, which hinders the college’s ability to assess the interest of those who did not secure a spot on the waitlist.

In our service area, local high schools mandate that high school seniors apply for college. Consequently, many seniors who did not intend to enroll at NVC may have submitted applications, nonetheless.

Additionally, the instructional delivery methods could have influenced students' decisions not to enroll. Between 2020 and 2023, most NVC classes were offered in online and hybrid formats.

The team concluded that to gain better insights, additional data is needed. To gather this data, the team may consider incorporating supplemental questions into the CCCApply application to ascertain students' preferred delivery methods for courses, additional follow-up information needed, and other questions related to student needs. This data will be shared with campus leadership to assess potential changes.

**Number of Applicants and Completion of Discrete Matriculation Processes among Applicants, By Academic Year**

	2020-2021		2021-2022		2022-2023		Three-Year
Applicants	5,188		4,745		4,367		
Completed Matriculation Processes	Number of Applicants	Proportion of Applicants	Number of Applicants	Proportion of Applicants	Number of Applicants	Proportion of Applicants	Change in Proportion
Placement	3,474	67.0%	3,064	64.6%	2,965	67.9%	0.9%
Orientation	3,461	66.7%	2,757	58.1%	2,550	58.4%	-8.3%
Educational Plan	3,137	60.5%	2,659	56.0%	2,742	62.8%	2.3%
Enrolled at NVC	2,246	43.3%	2,154	45.4%	1,912	43.8%	0.5%

*Sources: NVC Applicant Matriculation Reports, Summer 2021 – Spring 2023*

*RPIE Analysis: The table above reports the number of applicants that completed individual steps in the matriculation process each academic year. The proportion of applicants that complete placement and that go on to enroll at NVC has remained relatively stable over the past three years (with more than 64% of applicants completing placement and 43%-45% of applicants enrolling at NVC). Between 2020-2021 and 2022-2023, the proportion of applicants that completed orientation decreased by 8.3%. The proportion of applicants that completed an educational plan increased by 2.3% over the same period.*

**Program Reflection:**

The prevalence of multiple applications from a single student can significantly impact the proportion of completed enrollment steps each academic year. Ideally, each student should submit one application and complete each enrollment step only once. However, circumstances may necessitate additional applications. For instance, a returning student may need to revisit all or some of the enrollment steps, or a current student who changes their major might need to retake the placement assessment and meet with a counselor to develop a new educational plan. It is not uncommon for students at Napa Valley College to change their major multiple times throughout their academic journey.

During the open registration period, students are not required to complete all enrollment steps. As a result, some students may apply and register without finishing the entire enrollment process.

We must also take into account the number of dual-enrolled applicants, as high school students typically do not complete all enrollment steps. They are only required to complete the placement tool if they are enrolling in courses in English, Math, or other subjects that necessitate placement such as, Economics or Chemistry as examples.

Additionally, returning students who have been absent for three years are required to complete the online orientation but may not receive the updated link to the Canvas orientation. It is crucial to determine whether students returning after one to two years still have access to orientation materials. Coordinating the timing of IT account deactivation and reactivation with the admissions application and enrollment steps is essential to ensure seamless access. Students returning after three years must complete all enrollment steps anew, including submitting a new application, completing orientation, placement, and developing an educational plan before they can register for classes.

In June 2022, the college experienced a network disruption (cyberattack) that adversely affected students' ability to apply and register for classes online. This disruption necessitated manual entry of applications and the creation of in-person registration events for summer and fall classes, which may have resulted in lost enrollment opportunities.

Lastly, we should examine whether this analysis includes students who enrolled but subsequently dropped their courses prior to receiving a grade (i.e., receiving a "W" or an evaluative grade).

### Demographics of NVC Applicants vs. NVC Credit-Student Population, 2021-2022 through 2022-2023

	Applicant Population	NVC Credit-Student Population
<b>Number of Students (Unduplicated)</b>	12,702	13,010
<b>Gender</b>		
Female	59.8%	<b>57.0%</b>
Male	<b>37.8%</b>	40.7%
Unknown	2.4%	2.3%

<b>Race/Ethnicity</b>		
African American/Black	6.6%	<b>4.7%</b>
Asian	4.6%	4.3%
Filipinx	8.5%	8.7%
Latinx/Hispanic	41.1%	40.4%
More than One Race	5.1%	4.8%
Native American	0.4%	0.3%
Pacific Islander	1.0%	<b>0.6%</b>
White	29.9%	<b>26.0%</b>
Unknown	<b>2.9%</b>	10.2%
<b>Age</b>		
19 or Younger	<b>3.8%</b>	45.0%
20 to 24	37.9%	<b>23.2%</b>
25 to 29	17.1%	<b>11.2%</b>
30 to 34	12.7%	<b>6.9%</b>
35 to 39	8.5%	<b>4.1%</b>
40 to 54	13.4%	<b>6.2%</b>
55 or Older	6.5%	<b>3.4%</b>
Unknown	0.1%	0.1%
<b>First Generation (Confirmed)</b>	<b>18.3%</b>	23.6%
<i>Sources: SQL Queries for Fall 2023 Program Review for institution-level data; Queries for Enrollment Services Spring 2024 for gender, race/ethnicity, and first-generation status; NVC Applicant Matriculation Reports, Summer 2021 – Spring 2023, for age</i>		

*RPIE Analysis: The table above contains demographic information among the 12,702 (unduplicated) applicants between summer 2020 and spring 2023. The demographics of applicants are reported alongside the demographics of NVC credit students over the past three years. Statistically significant differences in the population shares claimed by individual groups among the two populations (applicants and credit students) are denoted in **bold italics**, with the lower of the two population shares highlighted.*

*The following groups claimed significantly larger shares among the applicant pool than they did among NVC credit students:*

- Females
- African Americans/Blacks
- Pacific Islanders
- Whites
- Students in the six age groups ranging from 20 to 55 and over

*The following groups claimed significantly smaller shares among the applicant pool than they did among NVC credit students:*

- Males
- Students of unknown racial/ethnic background
- Students 19 or younger
- First-generation students

**Program Reflection:**

The demographic data highlights notable variations in gender, race/ethnicity, age, and first-generation status between applicants and enrolled students.

Based on the data, fewer males are applying as compared to the enrolled population, therefore it will be important to develop tailored recruitment efforts aimed at attracting more male students to create a more balanced demographic. Females comprised 59.8% of applicants, higher than 57.0% of credit students. Whereas males represented 37.8% of applicants, compared to 40.7% of the enrolled population. The percentages for unknown gender were relatively stable across both groups.

The applicant pool included a higher percentage of African American/Black (6.6%) and Pacific Islander (1.0%) students compared to their enrollment proportions (4.7% and 0.6%, respectively). Efforts should be made to engage with and support underrepresented populations, particularly African American/Black and Pacific Islander students, to improve their transition from application to enrollment. Whites made up 29.9% of applicants, which is significantly higher than their share of enrolled students at 26.0%. This may be due to students completing applications who do not intend to attend NVC, but more data is needed to confirm this assumption. The Filipinx and Latinx/Hispanic populations were consistent across both groups, indicating stable representation.

A substantial discrepancy was noted in age distribution, particularly among students 19 or younger, who constituted only 3.8% of applicants versus 45.0% of enrolled students. The exact reason for this discrepancy is unclear, however, it is likely due to the majority of the CCAP Dual Enrolled students not completing admissions applications through the online application. A large proportion of these students were manually entered records, partially due to the network disruption noted above and partially due to the manual entry of student accounts and may not have been counted in the data set used for this program review. The significant gap in representation among younger students indicates potential barriers to entry that may need to be addressed. Continuing to streamline enrollment processes for this age group is important. Conversely, older applicants (ages 20-54) were underrepresented in the enrolled population compared to their applicant share. As a result, more recruitment efforts of this student population are needed.

First-generation students accounted for 18.3% of applicants but were more prevalent among enrolled students at 23.6%, indicating an encouraging trend towards greater access for first-time college attendees. The lower percentage of first-generation students among applicants suggests a need for more robust support programs that address the unique challenges faced by these individuals. The data also suggests that applicants may not initially provide first generation data during the application process but may disclose it later in the enrollment process.

The demographic analysis of NVC applicants and credit students provides a critical framework for understanding our student population and identifying areas for improvement. By aligning our recruitment and enrollment support services with the needs and characteristics of our diverse applicant pool, we can enhance the overall student experience and promote equitable access to educational opportunities at Napa Valley College.

## B. Momentum

### Completion of Multiple Matriculation Processes among NVC Applicants, 2020-2021 through 2022-2023

Completed Matriculation Processes	Number of Applicants	Proportion of Applicants
Application Only	2,681	18.7%

Application + One	2,479	17.3%
Application + Two	3,090	21.6%
Application + Three	6,050	42.3%
+ Enrollment	3,133	21.9%
No Enrollment	2,917	20.4%
<i>Sources: NVC Applicant Matriculation Reports, Summer 2021 – Spring 2023</i>		

*RPIE Analysis: The table above reports the total number of matriculation steps completed by NVC applicants over the past three years. More than 40% of applicants completed all four steps in the matriculation process – application, placement, orientation, and educational planning. More than 20% completed two of the steps beyond application. Approximately 19% did not complete any steps beyond application, and 17% completed one step beyond application.*

*Of the 6,050 applicants that completed all four parts of the matriculation process, approximately half (3,133) went on to enroll at NVC in the term of application. These students accounted for 21.9% of the total applicant pool. The 2,917 remaining “matriculation completers” did not enroll at NVC in the term that they submitted their application. These students accounted for 20.4% of the total applicant pool over the past three years.*

**Program Reflection:**

The analysis of matriculation processes completed by Napa Valley College (NVC) applicants over the past three years reveals key insights into student engagement and barriers to enrollment. The data highlights the completion rates of various matriculation steps, including application, placement, orientation, and educational planning.

From the total applicant pool, more than 40% completed all four steps of the matriculation process, indicating a solid foundation of engagement among those who initiated their applications. Conversely, approximately 19% completed only the application, and 17% completed one additional step. Among the 6,050 applicants who completed all four matriculation steps, only 3,133 (21.9% of the total applicant pool) proceeded to enroll at NVC during the term of their application. Conversely, 2,917 applicants (20.4%) completed the matriculation process but did not enroll in the same term.

The data reveals a critical gap in the transition from matriculation to enrollment:

While a significant number of students complete multiple matriculation steps, nearly half of those who completed the full process did not enroll. This raises questions about potential barriers that inhibit enrollment after the matriculation process.

Potential factors contributing to the non-enrollment of matriculation completers include: Academic probation or registration holds due to account balances owed or conduct violations, which could prevent students from registering. The impact of prior COVID-19 vaccination requirements may have deterred approximately 25% of applicants from enrolling in in-person classes during the reporting period.

To enhance student enrollment and success, it will be necessary to conduct a deeper analysis to understand why students who complete the matriculation process do not enroll. This may include examining academic standing, registration holds, and individual student circumstances and as a result, share with counseling so additional support services can be made available for students on probation or facing registration holds, and providing guidance on navigating these challenges to facilitate enrollment.

In addition, we need to enhance targeted outreach for students who complete the matriculation process but do not enroll, offering more support and resources to address their specific barriers.

The analysis of matriculation processes among NVC applicants illustrates the need for ongoing evaluation of student pathways from application to enrollment. By identifying barriers and enhancing support, we can improve enrollment rates among those who have completed the necessary matriculation steps, thereby fostering greater student success and retention.

### **Completion of Multiple Matriculation Processes (Beyond Application) among NVC Applicants, By Academic Year**



	2020-2021		2021-2022		2022-2023		Three-Year
Applicants	5,188		4,745		4,367		
Number of Matriculation Processes Completed	Number of Applicants	Proportion of Applicants	Number of Applicants	Proportion of Applicants	Number of Applicants	Proportion of Applicants	Change in Proportion
Zero	860	16.6%	1,043	22.0%	778	17.8%	1.2%
One	909	17.5%	821	17.3%	749	17.2%	-0.3%
Two	1,094	21.1%	984	20.7%	1,012	23.2%	2.1%
Three	2,325	44.8%	1,897	40.0%	1,828	41.9%	-2.9%
+ Enrollment	1,181	22.8%	1,017	21.4%	935	21.4%	-1.4%
No Enrollment	1,144	22.1%	880	18.5%	893	20.4%	-1.7%

Sources: NVC Applicant Matriculation Reports, Summer 2021 – Spring 2023

*RPIE Analysis:* The table above reports the number of matriculation steps beyond application that were completed by applicants within specific academic years. The patterns outlined by academic year generally reflect the data for the last three years combined (as reported above).

At least 40% of applicants in each of the past three years have completed the matriculation process, and approximately half of them have enrolled at NVC within the term of application. More than 20% of applicants have completed a total of three matriculation steps in each of the past three years. The proportion of applicants who complete a total of two steps (application + one) has been consistent across the past three years (ranging from 17.2% to 17.5%), while the proportion of applicants who do not complete any steps beyond application has ranged from 17% to 22%.

Between 2020-2021 and 2022-2023, the largest changes occurred in the population share claimed by applicants who completed two or three matriculation steps after application. While the share claimed by applicants who completed two steps beyond application increased by 2.1%, the share claimed by applicants who completed all parts of the matriculation process decreased by 2.9%.

**Program Reflection:**

The total number of applicants declined from 5,188 in 2020-2021 to 4,367 in 2022-2023. The proportion of applicants completing zero, one, two, and three matriculation steps has varied slightly, reflecting overall trends in applicant engagement in the steps to enroll.

The number of two steps and three steps completed increased by over 2%, three steps completed increased by nearly 3%. This increase shows an increase in the number of applicants who completed three steps. Of the applicants who completed three steps, only 50% went on to enroll, indicating a significant disconnect between matriculation completion and enrollment.

As a result, disparities in engagement are evident. While there has been an increase in the percentage of applicants completing two steps, the proportion completing all three steps has decreased. This suggests potential barriers that need to be addressed.

Possible barriers could be due to communication gaps, since a significant portion of students who complete the matriculation steps may be unaware of their eligibility to register. This indicates a need for enhanced communication strategies to inform students about their enrollment options.

As a result, the team discussed the need to implement a communication plan that includes text message alerts for important registration dates and requirements, particularly for those who have completed the matriculation steps.

The team also discussed the importance of providing counselors with resources to effectively inform students about their registration eligibility. This may include developing a checklist of enrollment steps for counselors to share within the counseling process.

In addition to providing a checklist for those who work directly with students, the team also discussed exploring options for integrating a self-service checklist that allows students to track their progress through the matriculation steps, providing clarity on when they can register. This online tracking would be accessible to students from Self-Service. A CRM will assist in the streamlined and timeline tracking and communications.

Additional data is needed to investigate registration patterns to determine if students who do not enroll in the term they applied for are subsequently enrolling in future terms. This will help provide a more comprehensive understanding of student behavior.

Finally, conducting regular reviews of the matriculation processes and student feedback to identify further areas for improvement and to ensure that all students receive the support they need to succeed.

The completion of multiple matriculation processes among NVC applicants presents both opportunities and challenges. By addressing communication gaps, enhancing support to counselors, and leveraging self-service tools, NVC can improve student engagement and increase enrollment rates among those who have completed the necessary matriculation steps. Continued analysis and adaptation of these strategies will be vital for fostering student success in future academic years.

**Patterns in Completion of Application along with One or Two Matriculation Processes, 2020-2021 through 2022-2023**

Completed Matriculation Processes	Number of Applicants	Proportion of Applicants
Application + One	2,479	17.3%
Placement	879	6.1%
Orientation	1,073	7.5%
Educational Plan	527	3.7%
Application + Two	3,090	21.6%
Placement & Orientation	1,129	7.9%
Placement & Educational Plan	1,445	10.1%
Orientation & Educational Plan	516	3.6%
<i>Sources: NVC Applicant Matriculation Reports, Summer 2021 – Spring 2023</i>		

*RPIE Analysis: The table above contains more detailed information about applicants who completed two or three matriculation steps over the past three years. Most of the 17.3% of applicants who completed one step beyond application completed orientation (7.5%) or placement (6.1%). The remaining 3.7% completed an*

*educational plan. Among the 21.6% of applicants who completed two matriculation steps beyond application, approximately half (10.1%) completed placement and educational planning. Applicants who completed placement and orientation accounted for 7.9% of applicants who completed a total of three steps, and the remaining 3.6% completed orientation and educational planning.*

### **Program Reflection:**

This analysis examines the completion rates of the application process alongside one or two additional matriculation steps among Napa Valley College (NVC) applicants over the past three academic years. Understanding these patterns is crucial for identifying areas of improvement in the matriculation process and enhancing student support services. Among those who completed only one additional step, orientation was the most common completion, followed closely by placement. Educational plan completion was significantly lower, indicating potential gaps in student awareness, motivation, or access. The combination of placement and educational planning was the most frequently completed duo, demonstrating that many students are engaging with both placement and planning resources.

In reviewing the data around which enrollment step is completed, several insights became apparent:

- Student behavior shows high engagement in the orientation. The relatively high percentage of applicants completing orientation indicates a willingness to engage in preparatory resources. However, the lower rates for educational planning suggest that more support may be needed in this area.
- The disparity in completion rates between orientation and educational planning suggests that students may not fully understand the importance of creating an educational plan or may encounter barriers to accessing this service.
- It is also important to explore the effectiveness of the matriculation steps. While many applicants are completing multiple matriculation steps, the need to enhance the visibility and accessibility of the educational planning process is clear.

To address the gaps in step completion, it will be important to consider the following:

- Increasing outreach efforts to inform students about the importance of developing an educational plan. This could include workshops, informational sessions, and materials that highlight how educational plans can support their academic goals.
- Consider integrating orientation and educational planning into a streamlined process. For instance, offering educational planning sessions immediately following orientation could encourage more students to engage with this important step. A more intrusive and proactive approach should be explored.
- Utilize targeted communication strategies, such as email reminders and follow-up calls, to encourage students who have completed orientation to schedule their educational planning sessions.
- Continuously monitor completion rates and gather feedback from students regarding their experiences with the matriculation processes. This will help identify ongoing challenges and inform necessary adjustments to the program.

The completion patterns of application alongside additional matriculation steps provide valuable insights into student engagement with the enrollment process at Napa Valley College. While many students are successfully navigating the matriculation process, there is a clear need to enhance support for educational planning to

ensure that all students are well-equipped to achieve their academic goals. By implementing the recommended strategies, NVC can improve student engagement and success in the matriculation process moving forward.

### C. Student Achievement

#### Completion of Matriculation Steps among Students Who Enrolled, 2020-2021 through 2022-2023

	Number among Students Who Enrolled (N = 6,312)	Proportion of Students Who Enrolled
<b>Number of Matriculation Steps Completed</b>		
One (Application Only)	1,045	16.6%
Two	828	13.1%
Three	1,306	20.7%
Four	3,133	49.6%
<b>Combinations of Two and Three Steps</b>		
<b>Two Steps</b>		
Application + Orientation	384	6.1%
Application + Placement	311	4.9%
Application + Education Plan	133	2.1%
<b>Three Steps</b>		
Application + Orientation + Placement	421	6.7%
Application + Orientation + Educational Plan	200	3.2%
Application + Placement + Educational Plan	685	10.9%
<i>Sources: NVC Applicant Matriculation Reports, Summer 2021 – Spring 2023</i>		

*RPIE Analysis: Of the 12,702 (unduplicated) applicants to NVC over the past three years, 6,312 (49.7%) enrolled at NVC during the academic term of application. The table above reports the number of matriculation steps completed among students who went on to enroll at NVC and describes the matriculation behaviors among them. Half of the applicants who went on to enroll at NVC completed all steps of the matriculation process. The next largest group (which claimed 20.7% of enrollees) completed three of the four steps. Thirteen percent of enrollees completed the application plus one additional step, and the remaining 16.6% did not complete any steps beyond application. Over the past three years, students who enrolled at NVC have tended to complete most of the steps in the*

*matriculation process. As reported above, 70.3% of enrollees completed three or four matriculation steps.*

*The patterns among enrollees who completed two or three steps reflect the results reported above (among all applicants). Among those who completed two steps, the most common combination was application and orientation (6.1%). That combination was followed by application and placement (4.9%), with the combination of application and educational planning being the least likely (2.1%). Among those who completed three steps, 10.9% completed application, placement, and educational planning. Almost 7% of enrollees completed application, orientation, and placement, and 3% completed application, orientation, and educational planning.*

**Program Reflection:**

The analysis of matriculation step completion among students who enrolled at Napa Valley College (NVC) provides valuable insights into student engagement and the effectiveness of our matriculation processes. This reflection focuses on the patterns observed in the completion of these steps and their implications for student success.

Out of 12,702 unduplicated applicants, 6,312 (49.7%) enrolled in NVC during the academic term of their application. Notably, 49.6% of enrollees completed all four matriculation steps, indicating strong engagement with the matriculation process among those who choose to enroll. These numbers suggest that while many students complete the application, a significant portion also engage in further steps, which are critical for their academic planning and success.

Among students who completed two steps, the most frequent combination was **application and orientation** (6.1%), followed by **application and placement** (4.9%), and **application and educational plan** (2.1%). For those who completed three steps, the combination of **application, placement, and educational planning** was the most common (10.9%), indicating that many students understand the importance of assessment and planning.

The data highlights several areas for reflection and potential improvement:

- The fact that 70% of enrollees completed either three or four matriculation steps suggests that students who pursue enrollment at NVC are actively engaging with the resources available to them. This is a positive indicator of the college's outreach and support efforts.
- The lower completion rates for educational planning (both in two-step and three-step combinations) indicate that students may not fully recognize its significance. This suggests a need for enhanced communication regarding the benefits of developing an educational plan as part of the matriculation process.
- The high completion rates for orientation reflect its critical role in preparing students for their academic journey. However, it may be beneficial to further integrate educational planning into the orientation process to ensure students are aware of their academic pathways early on.
- To mitigate the lower rates of completion of the educational plan would be to develop targeted communication strategies to emphasize the importance of completing educational plans. This could include informational sessions, flyers, and reminders during orientation.
- Another idea is to consider incorporating educational planning workshops or resources directly into the orientation curriculum. This could help bridge the gap for students who complete orientation but do not subsequently engage in planning.
- It will be important to continue to monitor completion rates and gather feedback from students regarding their experiences with the matriculation process. This will help identify areas for further enhancement.

In conclusion, the completion patterns of matriculation steps among enrolled students at Napa Valley College provide a foundation for understanding student engagement and success. While the data indicates a positive trend in matriculation step completion, particularly for orientation, there remains an opportunity to improve awareness and participation in educational planning. By implementing the recommended strategies, NVC can better support its students in achieving their academic goals and fostering a successful transition into college life.

**Student Type among Those Who Completed All Matriculation Steps & Enrolled,  
2020-2021 through 2022-2023**

<b>Student Type</b>	<b>Number of Students Who Completed All Steps &amp; Enrolled</b>	<b>Proportion of Students Who Completed All Steps &amp; Enrolled</b>
ASAA - AS/AA Degree	56	1.8%
BSBA - BS/BA Degree	87	2.8%
EQUIV - GED/Certificate of Completion	65	2.1%
FORGN - Foreign Secondary School	39	1.2%
GRAD - High School Diploma	2,743	87.6%
GRDHS - Under 18 Graduated Hs	1	0.0%
NOGRD - Not a Graduate of HS	27	0.9%
PROF - Certificate of HS Proficiency	22	0.7%
UNK - Unknown	93	3.0%
<i>Sources: NVC Applicant Matriculation Reports, Summer 2021 – Spring 2023</i>		

***RPIE Analysis:** The majority of students who complete all four steps of the matriculation process and go on to enroll at NVC (87.6%) are high school graduates with a diploma. All other student types claim less than 3% each. Students without a student type on record claimed 3% of students who completed the matriculation process and went on to enroll at NVC over the past three years.*

**Program Reflection:**

The analysis of student types among those who completed all matriculation steps and enrolled at Napa Valley College (NVC) provides important insights into our student demographic composition. This reflection examines the data collected over the past three academic years, focusing on the implications for our enrollment strategies and support services.

A substantial majority (87.6%) of students who completed all four matriculation steps and enrolled at NVC hold a high school diploma. This finding underscores the importance of high school completion as a significant factor in student enrollment.

The remaining student types—such as those with AS/AA degrees (1.8%), BS/BA degrees (2.8%), GEDs/certificates of completion (2.1%), and foreign secondary school graduates (1.2%)—account for a small fraction of the enrolled population. Each of these categories represents less than 3% of students who completed the matriculation process.

Students classified as "unknown" make up 3.0% of the enrolled population, while those who are not graduates of high school account for 0.9%. This indicates that there may be gaps in our data collection processes that warrant further investigation.

The demographic trends observed in this analysis reveal several areas for reflection and potential improvement:

- The predominance of high school graduates suggests that our current recruitment and support strategies are effectively attracting this demographic. However, this may also indicate a need to broaden our outreach to non-traditional students or those with alternative educational backgrounds.
- With such low representation among other student types, there is an opportunity to enhance our services and outreach efforts aimed at GED holders, foreign graduates, and other non-traditional students. Understanding the barriers these groups face can help us develop tailored support services.
- The presence of a notable percentage of students with "unknown" classifications indicates a potential gap in our data collection processes. Improving our systems for tracking student types can help us better understand our population and inform more effective recruitment strategies.
- One idea is to develop targeted recruitment campaigns that focus on non-traditional students, such as those seeking GEDs or certifications. Collaborate with local high schools, adult education programs, and community organizations to reach these populations.
- Review and refine data collection processes to reduce the number of "unknown" classifications. This could involve improving the intake process or conducting follow-up outreach to obtain missing information.
- Consider implementing support programs specifically designed for non-traditional students, including workshops, financial aid resources, and academic advising tailored to their unique needs.
- Continue to monitor demographic trends and student outcomes to assess the effectiveness of outreach and support initiatives. Regular reviews of this data will help identify shifts in student populations and guide program adjustments.

The reflection on student types among those who completed all matriculation steps and enrolled at Napa Valley College provides valuable insights into our student demographics. While the high representation of high school graduates is promising, it also highlights the need for targeted efforts to engage non-traditional student populations. By implementing the recommended strategies, NVC can enhance its recruitment and support services, ensuring that a diverse range of students can succeed in their educational pursuits.



**Equity Analysis of Successful Outcome: Completion of Four Matriculation Steps Plus Enrollment,  
2020-2021 through 2022-2023**

	<b>Number of Applicants</b>	<b>Number Who Completed All Steps and Enrolled</b>	<b>Rate of Successful Outcome</b>
<b>N</b>	14,300	3,133	21.9%
<b>Gender</b>			
Female	8,621	1,891	21.9%
Male	5,339	1,210	22.7%
Unknown	340	32	<b>9.4%</b>
<b>Race/Ethnicity</b>			
African American/Black	953	157	<b>16.5%</b>
Asian	644	141	21.9%
Filipinx	1,234	342	27.7%
Latinx/Hispanic	5,984	1,597	26.7%
More than One Race	720	174	24.2%
Native American	49	6	<b>12.2%</b>
Pacific Islander	141	27	19.1%
White	4,202	661	<b>15.7%</b>
Unknown	373	28	<b>7.5%</b>
<b>Age</b>			
19 or Younger	550	72	<b>13.1%</b>
20 to 24	5,623	1,865	33.2%
25 to 29	2,418	487	<b>20.1%</b>
30 to 34	1,765	307	<b>17.4%</b>
35 to 39	1,188	161	<b>13.6%</b>
40 to 54	1,863	187	<b>10.0%</b>
55 or Older	878	54	<b>6.2%</b>
Unknown	15	0	<b>0.0%</b>
<b>First Generation</b>			
Confirmed	2,623	678	25.8%
Not Confirmed	11,677	2,455	<b>21.0%</b>
<i>Sources: Queries for Enrollment Services Spring 2024 for gender, race/ethnicity, and first-generation status; NVC Applicant Matriculation Reports, Summer 2021 – Spring 2023, for age and successful completion of all matriculation steps through enrollment</i>			

***RPIE Analysis:** The table above reports the results of an equity analysis regarding the population of applicants that completed all four parts of the matriculation process and successfully enrolled at NVC. As reported at the top of the table 21.9% of applicants attained the successful outcome of completing all four steps of the matriculation process and enrolling successfully. The figures reported above were entered into a Disproportionate Impact Calculator to identify groups that claimed significantly lower rates on the successful outcome than all other groups combined. **Bold italics** denote groups found to have evidence of disproportionate impact.*

*The rates of successful outcome among the following groups reflected disproportionate impacts:*

- *Students of unknown gender*
- *African Americans/Blacks*
- *Native Americans*
- *Whites*
- *Students of unknown racial/ethnic background*
- *Students of all ages EXCEPT ages 20 to 24*
- *Non-first-generation students (not confirmed to be first-generation students)*

### **Program Reflection:**

This equity analysis evaluates the completion of all four matriculation steps (application, placement, orientation, and educational planning) and successful enrollment at Napa Valley College (NVC) over the past three academic years. With a total of 14,300 applications, the successful completion rate stands at 21.9%. This reflection focuses on identifying disparities among various demographic groups and the implications for our outreach and support strategies.

The overall rate of successful outcomes for applicants who completed all matriculation steps and enrolled is 21.9%, indicating a moderate level of success. This does not include the number of duplicate applications, students not required to complete all enrollment steps, as well as students who complete the application but did not intend to enroll at NVC.

Male applicants had a slightly higher success rate (22.7%) compared to female applicants (21.9%). However, students with unknown gender demonstrated a significantly lower success rate (9.4%).

Disproportionate impacts were noted among various racial and ethnic groups:

- African American/Black: 16.5%
- Native American: 12.2%
- White: 15.7%
- Students of unknown racial/ethnic background: 7.5%

In contrast, Filipinx (27.7%) and Latinx/Hispanic (26.7%) students showed higher success rates.

The age group 20 to 24 exhibited the highest success rate (33.2%), while older age groups (40 and above) showed significantly lower rates, with those aged 55 or older achieving a mere 6.2%.

Confirmed first-generation students had a successful outcome rate of 25.8%, while non-confirmed first-generation students had a rate of 21.0%. This indicates that confirmed first-generation status is associated with higher success rates, indicating they received what they needed to successfully enroll.

The findings highlight several critical areas where NVC can enhance its support mechanisms and outreach initiatives:

The lower enrollment success rates among African American, Native American, and White students, as well as those with unknown gender and racial backgrounds, signal a need for targeted recruitment and support strategies. Developing culturally responsive outreach programs and resources could help bridge these gaps.

The significantly lower enrollment success rates among students aged 40 and older indicate that tailored support services may be necessary to improve their matriculation and enrollment outcomes.

While confirmed first-generation students show higher success rates, further efforts to support these students could enhance their experience and outcomes. This may include workshops on navigating college processes, financial literacy programs, and dedicated academic advising.

The presence of a notable percentage of applicants with unknown demographics suggests a gap in data collection processes. Improving the accuracy and completeness of demographic data can enhance our understanding of the student population and inform better-targeted strategies.

Implement programs specifically designed for underrepresented groups, including mentorship initiatives that connect students with faculty or community leaders from similar backgrounds.

Develop resources and support specifically aimed at older students, focusing on flexible learning options and dedicated academic support.

Expand programming tailored for first-generation students, such as orientation sessions that address their unique needs and concerns.

Review and enhance data collection methods to ensure accurate demographic tracking. This may involve training staff on the importance of collecting complete data and engaging with students to understand their backgrounds better.

The equity analysis of successful outcomes in the completion of matriculation steps highlights critical disparities among various demographic groups at Napa Valley College. By focusing on targeted outreach, enhanced support services, and improved data collection, NVC can better serve its diverse student population and work towards equitable educational outcomes for all students. Implementing these recommendations will be crucial in addressing the identified gaps and ensuring that all students have the opportunity to succeed.

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

*Survey results will be incorporated into the next program review for Enrollment Services.*

### III. EVALUATION OF EFFECTIVENESS

#### Program Reflection:

The evaluation of the Enrollment Services/Admissions and Records department at Napa Valley College (NVC) reveals a mixed picture of effectiveness based on comprehensive data collection and analysis over the past three academic years. Key findings from the assessment provide insights into the department's strengths and areas for improvement, particularly regarding student matriculation, enrollment patterns, and equity outcomes.

This commitment to continuous improvement ensures that the department remains responsive to student needs and aligns with the college's focus on student-centered service.

Overall, the Enrollment Services/Admissions and Records department demonstrates effectiveness in facilitating the matriculation and enrollment processes for a significant portion of its applicants. However, addressing equity disparities, enhancing support for older and underrepresented students, and improving communication and data collection practices are essential for further increasing effectiveness. By implementing these recommendations, the department can enhance its services and better support the diverse student body at Napa Valley College.

### IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (spring 2021) included the following initiatives:

- Develop Registration Survey to assess student registration, identify barriers to successful online/staff registration
- Develop a library of 1-2 minute enrollment videos to teach students how to successfully enroll and assess their effectiveness
- Reorganize the staffing pattern for all three Enrollment and Outreach Services areas

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

Based on the goals of the last program review, the Admissions and Records department engaged in an Enrollment Barriers Assessment. As a result of the assessment conducted by a third party, AACRAO, a list of barriers recommendations were provided. In this assessment, a primary recommendation was to develop a Strategic Enrollment (SEM) Plan to identify goals and strategies and tactics to achieve those goals. Completed in spring 2023, the SEM Plan is the institutional document to guide progress toward meeting enrollment goals.

The SEM Plan was developed through the work of a cross-functional team of college faculty, classified staff, and administrators from various departments across campus, such as admissions, adult education, athletics, career education and workforce development, counseling, dual enrollment, enrollment services, EOPS, equity, financial aid, MESA/STEM, institutional research, scheduling, and senior leadership from student and academic affairs and the president's office.

The SEM Plan includes seven strategic goals that align with other institutional plans such as the Educational Master Plan, Institutional Strategic Plan, Student Equity Plan and Guided Pathways Work Plan and are listed below:

Goal 1: Increase the number of high school students who matriculate into certificates and degrees.

Goal 2: Increase enrollment in degree programs with a transfer focus.

Goal 3: Increase adult learners (25+ years) enrolled in credit programs.

Goal 4: Increase the retention and persistence rates of all students enrolled in certificate and degree programs.

Goal 5: Increase the number of students who successfully transfer to a CSU/UC.

Goal 6: Increase the number of credit and non-credit certificate and degree credentials conferred.

Goal 7: Increase enrollment in non-credit classes.

In addition to the SEM plan, enrollment "how-to" videos were developed by the Welcome Center team in 2020 and posted to the NVC website. Later, when updates were needed, HSI grant program staff assisted in creating videos.

Faculty Self-Service videos were also produced in 2022 to guide faculty through Self-Service.

Lastly, the staffing pattern re-organization was to hire regular full-time staffing for the Admissions and Records front counter, rather than relying on temporary assistance. This was achieved when we hired a full-time A&R Assistant for the front counter. Having a permanent staff person at the front counter ensures continuity of service and stability for the department. Staffing continues to be an area of importance for the department. After several key staff retirements, a new reorganization was required. The positions in the current re-organization are designed to ensure that key functional areas have a dedicated staff person.

## B. Recent Improvements

The Admissions and Records department has recently implemented a series of enhancements aimed at improving efficiency, communication, and user experience:

- **OnBase Document Imaging Solution:** A new document imaging solution has been implemented to facilitate accurate and effective records management.
- **Matriculation Data Tracking:** The department has developed and utilized a new applicant tracking report to monitor student progress through the enrollment process, thereby increasing the capacity for matriculation data tracking.
- **Progress on Updates to 5-Steps to Enroll:** The department is working with the Enrollment Task Force to make updates to the current 5-Steps to Enroll that are expected to be implemented in Spring 2025.
- **Improvements to Communication for Applicants:** A backup process has been established for applicants who do not receive the automated welcome letter containing login information. All applicants are sent a direct follow-up letter from Admissions and Records, and staff proactively reach out to students whose emails bounce back.
- **Enhanced Faculty Communication:** Efforts have been made to increase communication with faculty regarding Admissions and Records policies and procedures, covering areas such as student registration, course adds and drops, waitlists, grades, and positive attendance.
- **Self-Service Registration for High School Students:** The student information system has been developed to allow high school students to register independently through the Self-Service portal.
- **Streamlined Online Admissions Application:** The online admissions application has been updated to enable 9th grade applicants to submit their information through CCCApply, eliminating the need for manual data entry by Admissions and Records staff.
- **Access for NVC Staff:** Additional staff outside the A&R office have been assigned access to enter CCCApply applications and register dual-enrolled students.
- **Dual Enrollment Processing:** A new process has been created to code and process dual-enrolled students, facilitating the identification of CCAP and Non-CCAP students within the student information system.
- **Housing Information in Applications:** The online admissions application has been updated to include pertinent information about student housing options.
- **Diploma Software Enhancements:** Updates to diploma software now include the capability for digital credentials and third-party document processing.
- **User-Friendly Self-Service Improvements:** Enhancements to the Self-Service portal have focused on making labeling and messaging more user-friendly for students, counselors, and faculty.

These improvements are ongoing, and the department continues to refine its processes to adapt to the evolving landscape of admissions and records management and addressing student needs.

### C. Effective Practices

Effective practices that have emerged are:

- Contracting with Ellucian to receive additional system support to ensure enrollment issues can be readily addressed. The Colleague system can be more effectively leveraged to build capacity and efficiently to improve the student experience.
- Continuous enhancement and improvement of student communications has proven to increase student engagement and reduce enrollment barriers and issues. For example, the additional duplicate Welcome Letter sent to ensure new and returning students receive the information they need to take next steps, as well as the enrollment nudge communications that guide students to the next step in the enrollment process.
- Enhanced fraud monitoring has enabled the A&R department to clear rosters of potentially fraudulent students to ensure there is plenty of room for real students to enroll.
- Continuous improvement in electronic forms and workflows. The Admissions and Records team regularly assesses the forms and workflows to ensure they are effective, and changes are made if improvements are needed.
- Admissions and Records staffing redesign ensures key functional areas are properly staffed. Additional staff are still needed to support the student direct support in the Welcome Center that is still only staffed with temporary help.

### V. 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 department is in a state of growth, resulting from readjusting from significant loss of staff in 2022 and 2023 and system changes that occurred during the past three plus years. Admissions and Records/Welcome Center staff work out-of-class assignments to ensure that all admissions and records functional areas are covered.

Additional staff are required for the department to function at previous levels of direct student support, but it has also, together with the Ellucian Advisory consulting, allowed the team to create system efficiencies that do not require as much staff time.

The team continues to process manually things that we are working on getting additional technology such as transcript evaluation support, dual enrollment support, and student communications support. When these additional resources are brought online, the team will be able to more effectively operate

Complete Columns A – D of the 3-Year Program Planning Template (Excel file accompanying this report) to outline the three-year plan for the program. For the fall 2023 program review cycle, the 3-year program plan will span 2024-2025 through 2026-2027.

<b>COLUMN A</b>	<b>COLUMN B</b>	<b>COLUMN C</b>	<b>COLUMN D</b>
<b>Program/Service</b>	<b>Unit-Level Initiative</b>	<b>Anticipated Year of Implementation</b>	<b>Anticipated Outcome of Initiative</b>
<b>A&amp;R, Financial Aid, Counseling, Testing Center, and Student Affairs</b>	Improve 5-Steps to Enroll (Application and Registration)	2025	Redesigned 5-Steps approved by VP
<b>A&amp;R and IT</b>	CCCApply Improvements	2025	Improvements to Application Processes; reduction of issues.
<b>A&amp;R</b>	Matriculated Student Communications	2025	Increased proportion of applicants who register
<b>A&amp;R, Financial Aid, and IT</b>	OnBase Forms and Workflows	2026	Contract in place and process started
<b>A&amp;R, Financial Aid, Counseling, Testing Center, and Student Affairs</b>	One-Stop Redesign	2026	Design approved by VP for One-Stop
<b>A&amp;R, Financial Aid, Counseling, Testing Center, and Student Affairs</b>	One-Stop Remodel	2027	Remodel approved by VP for One-Stop



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

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

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

To provide the level of support needed by students from the Admissions and Records team, there are some key resources needed:

**Personnel**

Additional Admissions and Records staff are needed to assist with the onboarding of students.

**Student Affairs Specialist:** needed for the Welcome Center. This new position would provide oversight for the TEA support staff (usually NVC students – formerly our Student Ambassador program) and support on-campus outreach events.

**Outreach Specialist:** needed to support Enrollment Services, specifically recruitment and onboarding new and returning students, and planning/coordinating enrollment events and activities.

**Enrollment Services Technician:** need for FA once the One-Stop is designed and built

**Technology**

**Ongoing Ellucian Consulting Support:** needed to ensure adequate functional support resources for ongoing student system maintenance and development.

**Hyland OnBase (current vendor) Enhancements of Forms and Workflows:** needed to improve the student experience through the integration of systems (OnBase and Colleague) to allow for more efficient processing of documents.

**Parchment (current vendor) Dual Enrollment Enhancement:** needed to facilitate the enrollment of high school Dual Enrolled students.

**Parchment (current vendor) External Transcript Evaluation Enhancement:** needed to facilitate the evaluation of external transcripts for incoming students.

**New CRM:** needed to facilitate tracking and communications to students in the enrollment processes. Current systems are insufficient to meet needs.

**Laptop Computers:** needed for the Specialists and outreach events and activities.

**Budget for Outreach**

Additional funds needed to ensure sufficient funds for outreach activities and enrollment services temporary staffing. These are currently covered by the Enrollment and Retention grant that is going to be exhausted soon.

**Training**

New staff will need to be trained and attend conferences and professional development to ensure

**Facilities**

To create the enrollment one-stop for students, we need to move Financial Aid into the 1300 building and reconfigure a student-centered A&R/Welcome Center/Financial Aid space. A space analysis will be needed to ensure proper reconfiguration and use of the existing space and leveraging of resources, as well as creation of a student-centered space where students can easily and effectively navigate enrollment processes and get the support they need.

- B. Complete Columns E – F of the 3-Year Program Planning Template to identify the resources needed in order to implement each unit-level initiative. If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list them 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 3-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	COLUMN F
Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
<b>A&amp;R, IT &amp; IT Consultant</b>	Improve CCCApply import process to ensure all students who apply can access SSO.	2024-2025	Reduce import errors, duplicate records, and student access issues	IT staff support, Staff reclassification	Funding for Technology Consulting & reclassification
<b>A&amp;R</b>	A&R Follow-up Welcome Letter  Design and bulk send A&R	2024-2025	Reduce the number of students who can't	IT staff support, Ellucian Advisory Consultant	Funding for Technology Consulting

	initiated follow up letters to ensure students receive the Welcome Letter  (back up for automated IT letter)		login to their MyNVC account.		
<b>A&amp;R &amp; Ellucian Advisory Consultant</b>	Build automated communications to students who have matriculated and not registered	2024-2025	Increased proportion of matriculated students who register for classes	Ellucian Advisory Consultant	Funds for Consultant
<b>A&amp;R, Counseling, Financial Aid &amp; Placement</b>	5-Step Redesign	2024-2025	Redesigned Steps to Enroll for the 2025-2026 academic year. (Fall 2025 registration)	Staff From A&R, Counseling, Financial Aid & Placement staff	
<b>A&amp;R &amp; IT</b>	OnBase Forms and Workflows	2025-2026	Migration from DocuSign to OnBase for all forms and workflows (Improved processing time and less time spent locating forms)	Contract with OnBase	Funding for OnBase Contract
<b>A&amp;R, Counseling, Financial Aid &amp; Placement</b>	Welcome Center One-Stop Conceptual Redesign	2025-2026	Plan complete and approved for the Welcome Center One-Stop Redesign (staffing and usage)	Staff From Counseling, Financial Aid & Placement staff	Funds for Space Consulting
<b>A&amp;R, Counseling, Financial Aid, Facilities</b>	Welcome Center One-Stop Physical Remodel	2026-2027	Plan complete and approved for the Welcome Center One-Stop Remodel (physical remodel)	Staff from Counseling, Financial Aid & Facilities	Capital Funds for Remodeling 1300 Building

**ENROLLMENT SERVICES**

**SPRING 2024**

STUDENT SUPPORT PROGRAM

Completed by Supervising Administrator:

Alejandro Guerrero

Date:

2/3/25

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

It's apparent that Enrollment Services is in fact responding effectively to the increase in students attending Napa Valley College. The work of the Strategic Enrollment Management task force has provided the detailed analysis and work Enrollment Services has done to support on-boarding processes at NVC. Enrollment Services are focusing on streamlining registration processes making it easier for students to apply, register and enroll. They've expanded outreach programs and enhanced awareness of programs and services at NVC. With the Dean of Enrollment also managing the Financial Aid department there has been an alignment with services offered in Enrollment Services, Financial Aid, and the Counseling Department. This work has been critical to align services making the on-boarding process seamless for students to follow. The data in this review clearly demonstrates that these efforts have made important impacts for all students.

Areas of concern, if any:

The data also demonstrates that disproportionately impacted groups (African American, Native American, White students) struggle to enroll successfully at the same rate of their counterparts. This is important as we consider equity minded and culturally responsive outreach initiatives to impact all groups.

Another concern is the on-going staffing issues Enrollment Services has experienced of the last several years. Retirements, etc has had a drastic impact on Enrollments Services. How the work is completed needs to continue to be reviewed and evaluated. Temporary Employee Assignments (TEA's) have offered help but should not be the solution. The Dean of Enrollment Services has done important work and considered ways to distribute the work effectively. She's also considered uses of technology to help processes. How Enrollment Services completes its work continues to be evaluated and considered.

Recommendations for improvement:

Continue working closely with other areas like Counseling and Financial Aid to make the on-boarding experience for students more seamless. Consider utilizing the Welcome Center in different ways, with different departments like Counseling to support students more effectively.

Additional information regarding resources:

N/A