



San Bernardino  

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Valley College

Research,  
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Effectiveness

# California Community Colleges Attendance Decisions Survey: San Bernardino Valley College

## Fall 2022 Results

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## Executive Summary

The California Community College (CCC) Attendance Decisions Survey was administered to prospective and previously enrolled CCC students to investigate factors influencing students' decisions to enroll in the Fall 2022 semester. A total of 116 CCCs were surveyed with a total of 75,597 respondents.

The sample for San Bernardino Valley College (SBVC) includes a total of 1,023 students who indicated that they were enrolled at or intended to enroll at SBVC. The purpose of this report is to compare how students at SBVC are similar to or different from students at all CCCs in factors that influence their decisions to enroll in a CCC.

**Key findings suggest that the top three factors affecting CCC students are the need to prioritize work, being unable to afford to pay for college, and having dependents who they need to care for. However, these issues are much more prevalent with students at SBVC in comparison to students at all CCCs.** As such, the top requests of SBVC students regarded financial assistance (e.g., lower fees, help finding a job), help with enrollment (e.g., more online classes, more counselor availability), and childcare support. These same factors of having to prioritize work and having dependents they need to care for also affected previously enrolled students' decision to drop from their classes in their last term, suggesting that these issues are barriers to both prospective and currently enrolled students at SBVC.

Additionally, these factors may influence certain demographics more than others. **In comparison to all the survey respondents, students who identified as African American/Black, Asian/Filipino, White, or two or more races, as well as male students, students with dependents, students over 35 years of age, and students with disabilities, were more likely to be undecided or not planning to attend a CCC during the Fall 2022 semester.** Apart from Asian/Filipino students, these demographics also reflect the students who were more likely to indicate that they had previously attended a CCC and had dropped a course their last term.

Given these findings, the following actions can improve recruitment, outreach, and retention efforts at SBVC:

1. Present concise information on financial and non-financial resources before students enroll, and continue updating students on these resources while they are enrolled, to meet students' current needs as they pursue an education at SBVC.
2. Increase student-centered course scheduling options and resources to allow students to balance both school and work/personal responsibilities.
3. Provide demographic-targeted support for students who may be more likely to not enroll or to drop out of SBVC.



## Sample Characteristics

The demographics of the respondents from SBVC were different than the respondents from CCC, in that there was a greater percentage of respondents from SBVC who identified as African American/Black or Hispanic, female, ages 25-54, with dependents, or with a disability (Table 1). Overall, the SBVC respondents were majority Hispanic (56.6%) and female (71.7%); about half of the respondents indicated having dependents; and 16% reported having a disability. Most SBVC respondents (88.8%) were seeking a degree/certificate or planning to transfer to a four-year university.

*Table 1. Fall 2022 Student Demographics: Survey Respondents from SBVC vs. all CCCs*

	Percentage of SBVC Respondents (n = 1023)	Percentage of all CCC Respondents (n = 75,497)	Difference
<b>Ethnicity</b>			
African American/Black	12.4%	6.8%	5.6%
American Indian/Native			
Alaskan	0.3%	0.9%	-0.6%
Asian/Filipino	5.2%	11.5%	-6.3%
Hispanic	56.6%	36.5%	20.1%
Pacific Islander	0.8%	0.8%	0.0%
Two or More Races	3.0%	3.9%	-0.8%
White	14.2%	20.4%	-6.2%
Not reported/unknown	7.5%	19.3%	-11.8%
<b>Gender identity</b>			
Female	71.7%	65.7%	5.9%
Male	22.6%	28.9%	-6.3%
Non-binary/third gender	1.3%	2.5%	-1.2%
Prefer not to answer	4.3%	2.4%	1.9%
Prefer to self-describe	0.2%	0.6%	-0.4%
<b>Age group</b>			
18 to 24	32.2%	46.8%	-14.6%
25 to 34	29.3%	24.2%	5.1%
35 to 54	30.9%	21.1%	9.8%
55 or older	7.6%	8.0%	-0.4%
<b>With dependents</b>	50.7%	35.9%	14.8%
<b>With a disability</b>	16.0%	15.1%	0.9%
<b>Veteran</b>	3.7%	4.1%	-0.4%
<b>Seeking degree/certificate/ transfer</b>	88.8%	79.0%	9.8%



In comparison to the enrolled student population at SBVC, the SBVC respondents of this survey had more respondents who were White (+3.88%), female (+13.9%), over 35 years of age (+17.7%), had a disability (+9.0%), or were a veteran (+2.2%). There were also smaller percentages of Hispanic students (-11.5%), male students (-16.4%) and students under 24 years old (-18.5%) who responded to the survey.

**Table 2. Fall 2022 SBVC Student Demographics: Survey Respondents vs. Enrolled Students**

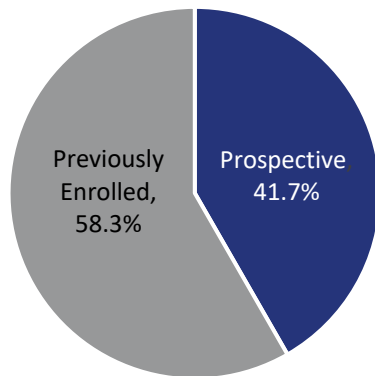
	Percentage of SBVC Respondents (n = 1023)	Percentage of SBVC Enrolled Students (n = 11,087)	Difference
<b>Ethnicity</b>			
African American/Black	12.4%	10.7%	1.7%
American Indian/Native Alaskan	0.3%	0.3%	0.0%
Asian/Filipino	5.2%	4.3%	0.9%
Hispanic	56.6%	69.6%	-13.0%
Pacific Islander	0.8%	0.3%	0.5%
Two or More Races	3.0%	3.5%	-0.4%
White	14.2%	10.7%	3.5%
Not reported/unknown	7.5%	0.7%	6.8%
<b>Gender identity</b>			
Female	71.7%	59.9%	13.9%
Male	22.6%	39.7%	-16.4%
Non-binary/third gender	1.3%	--	--
Prefer not to answer	4.3%	0.5%	1.0%
Prefer to self-describe	0.2%	--	--
<b>Age group</b>			
18 to 24	32.2%	50.7%	-18.5%
25 to 34	29.3%	28.5%	0.9%
35 to 54	30.9%	17.8%	13.1%
55 or older	7.6%	3.1%	4.6%
<b>With dependents</b>	50.7%	--	--
<b>With a disability</b>	16.0%	7.0%	9.0%
<b>Veteran</b>	3.7%	1.5%	2.2%
<b>Seeking degree/certificate/ transfer</b>	88.8%	--	--



## Fall 2022 Enrollment Plans

The survey included both prospective students (i.e., students who had not previously enrolled in a CCC before Fall 2022) and previously enrolled students (i.e., students who had enrolled in a CCC before Fall 2022), with no differentiation as to whether they had previously attended SBVC or not. More of these students were previously enrolled (58.3%), and prospective students made up the remaining 41.7% respondents (Figure 1).

Figure 1. Attendance Status



The survey asked students about their plans for the Fall 2022 term, and most of the students were already enrolled in courses for Fall 2022 (79.0%, Table 3). This number of enrolled students at SBVC was slightly higher than the respondents who had enrolled at all CCCs (72.5%).

Table 3. Student Enrollment Plans for the Fall 2022 Term

	Percentage of SBVC Respondents	Percentage of all CCC Respondents	Difference
I am still deciding	6.1%	8.2%	-2.07%
I do not plan to attend a California community college	5.0%	9.1%	-4.13%
I have already enrolled in courses for Fall 2022 at a California community college	79.0%	72.5%	6.54%
I plan to attend a California community college but have not yet enrolled in courses for Fall 2022	9.9%	10.1%	-0.24%



## Enrollment Plans by Demographics

In comparison to the demographics of all SBVC respondents, some demographic groups were overrepresented in their enrollment plans of still deciding to enroll or not enrolling at a CCC for Fall 2022 (Table 4). These groups included students whose ethnicity was African American/Black (+5.1%), Asian/Filipino (+3.1%), two or more races (+1.1%), or White (+2.1%); male students (+7.0%); students over 35 years old (+17.7%); students with dependents (+2.9%); students with a disability (+5.9%); and students not seeking a degree or certificate (+16.9%). Due to these differences, it may be worthwhile to provide additional support to students of these specific demographics.

**Table 4. Demographics of SBVC Respondents who were Not Enrolling or Undecided for Fall 2022**

	Percentage of SBVC Respondents Undecided/Not Enrolling	Percentage of SBVC Respondents*	Difference
<b>Ethnicity</b>			
African American/Black	18.5%	13.4%	5.1%
American Indian/Native Alaskan	0.0%	0.3%	-0.3%
Asian/Filipino	8.7%	5.6%	3.1%
Hispanic	51.1%	61.2%	-10.1%
Pacific Islander	0.0%	0.8%	-0.8%
Two or More Races	4.3%	3.3%	1.1%
White	17.4%	15.3%	2.1%
<b>Gender identity</b>			
Female	65.6%	74.9%	9.2%
Male	30.2%	23.6%	-6.6%
Non-binary/third gender	0.0%	1.3%	1.3%
Prefer to self-describe	0.0%	0.2%	0.2%
<b>Age group</b>			
18 to 24	16.7%	32.2%	-15.5%
25 to 34	27.1%	29.3%	-2.2%
35 to 54	42.7%	30.9%	11.8%
55 or older	13.5%	7.6%	5.9%
<b>With dependents</b>	53.6%	50.7%	2.9%
<b>With a disability</b>	21.9%	16.0%	5.9%
<b>Veteran</b>	2.1%	3.7%	-1.6%
<b>Seeking degree/certificate/transfer</b>	71.9%	88.8%	-16.9%

\*These percentages exclude students whose ethnicity or gender identity was unknown.



## Factors Affecting Enrollment Decisions

The main reasons for both prospective and previously enrolled students were being unable to afford to pay for college, having to prioritize work, and having dependents they need to care for.

For **prospective SBVC students**, the top three reasons affecting their decisions were (Table 5):

- Needing to prioritize work (47.1%)
- Not being able to afford college (37.3%)
- Considering another college or university (31.37%)

About a third of the previously enrolled students already completed a degree or certificate, and 13.6% will be attending a four-year university. Excluding these completion and transfer reasons, the top three reasons affecting the decisions of **previously enrolled SBVC students** were (Table 6):

- Not being able to afford college (36.4%)
- Needing to prioritize work (33.3%)
- Needing to care for dependents (29.6%)

Notably, although these were similar reasons as all CCCs, a greater percentage of SBVC students responded with these reasons (Table 5 and 6), suggesting greater impact. In response, SBVC should be more proactive in addressing these student circumstances and concerns.

While the top reasons are essential to consider, other factors that also affect at least 10% of **prospective SBVC students'** enrollment decisions include: needing to care for dependents (21.6%), not knowing how to register for classes (19.6%), needing to prioritize their mental health and psychological wellbeing (17.7%), not having enough online classes (13.7%), and other reasons (11.8%). About 10% of these students also indicated being homeless and preferring in-person classes.

Similarly, other factors that affect at least 10% of **previously enrolled SBVC students'** enrollment decisions include: not having enough online classes (19.8%), preferring in-person classes (14.2%), needing to prioritize their mental health and psychological wellbeing (12.4%), being unable to obtain their necessary academic accommodations (11.7%), not having reliable transportation (11.1%), not knowing how to register for classes (11.1%), and not having reliable technology or Internet to take classes (10.5%).

Together, these findings suggest that additional focus should be given to having enough course offerings, assisting students with registration issues, and supporting students with basic needs.





*Table 5. Comparison of Reasons Affecting Prospective Students' Decisions Whether to Attend Between Students from SBVC and all CCCs*

Reason	Percentage of Prospective SBVC Students	Percentage of Prospective Students of All CCCs	Difference
I have to prioritize work	47.1%	29.2%	17.9%
I cannot afford to pay for college at this time	37.3%	32.3%	5.0%
I am considering another college/university	31.4%	29.4%	2.0%
I have dependents who I need to care for	21.6%	18.1%	3.5%
I do not know how to register for classes	19.6%	18.2%	1.4%
I am delaying my college plans	17.7%	24.2%	-6.6%
I have to prioritize my mental health/psychological well being	17.7%	15.5%	2.2%
None of these items apply	15.7%	16.5%	-0.8%
There are not enough online classes	13.7%	14.7%	-1.0%
Other	11.8%	15.5%	-3.7%
I am homeless and need to find stable housing	9.8%	4.5%	5.3%
Most of the classes are online and I prefer in-person classes	9.8%	12.5%	-2.7%
I have issues related to my physical health	7.8%	7.6%	0.2%
I fear exposure to COVID-19	7.8%	9.4%	-1.6%
I was not able to obtain the academic accommodations I need	7.8%	11.0%	-3.2%
The classes I need are not offered this semester	7.8%	7.5%	0.3%
I do not have reliable technology or Internet to take classes	7.8%	10.0%	-2.2%
I do not have a place to study and focus on homework	5.9%	10.5%	-4.6%
I do not have reliable transportation	3.9%	14.1%	-10.2%
The college had COVID-19 requirements that I did not agree with	3.9%	6.6%	-2.7%
I do not feel safe or comfortable with the college's COVID-19 protocols	2.0%	7.2%	-5.2%



**Table 6.** Comparison of Reasons Affecting Previously Enrolled Students' Decisions Whether to Attend Between Students from SBVC and all CCCs

Reason	Percentage of Previously Enrolled SBVC Students (n = 162)	Percentage of Previously Enrolled Students of All CCCs	Difference
I cannot afford to pay for college at this time	36.4%	28.7%	7.7%
I have already completed a certificate and/or degree	33.3%	42.6%	-9.3%
I have to prioritize work	33.3%	33.0%	0.3%
I have dependents who I need to care for	29.6%	22.3%	7.3%
There are not enough online classes	19.8%	19.3%	0.4%
Most of the classes are online and I prefer in-person classes	14.2%	13.7%	0.5%
I will be attending a four-year university	13.6%	26.2%	-12.6%
I have to prioritize my mental health/psychological well being	12.4%	17.9%	-5.6%
I was not able to obtain the academic accommodations I need	11.7%	11.3%	0.4%
None of these items apply	11.7%	12.4%	-0.7%
I do not have reliable transportation	11.1%	12.6%	-1.5%
I do not know how to register for classes	11.1%	10.0%	1.1%
I do not have reliable technology or Internet to take classes	10.5%	8.1%	2.4%
The classes I need are not offered this semester	9.9%	9.1%	0.8%
I fear exposure to COVID-19	9.3%	11.7%	-2.4%
Other	9.3%	11.2%	-1.9%
I do not have a place to study and focus on homework	8.0%	10.3%	-2.3%
I have issues related to my physical health	6.8%	10.0%	-3.2%
I cannot keep up with the pace of classes	6.2%	9.1%	-2.9%
The college had COVID-19 requirements that I did not agree with	5.6%	12.1%	-6.5%
I am homeless and need to find stable housing	4.9%	4.1%	0.8%
I do not feel safe or comfortable with the college's COVID-19 protocols	2.5%	8.5%	-6.0%



## Student Comments on Enrollment Decisions

Since student voices matter, students were given the opportunity to write suggestions as to what SBVC can do to help them enroll. The comments in this section are direct, unedited quotes from students, so they appear as originally written.

The financial aspect was the area of highest need for most students. This includes assistance with food, housing, course fees, technology, transportation, and finding a job. Here are sample comments from four students on what SBVC can do to help them enroll:

- "I was enrolled before and was struggling financially and my financial aid was not dispersed in time to help with books and transportation and as a result I failed and my financial aid was suspended, now I can't get financial aid until my GPA is better, I was a mom of 6 children when I enrolled in valley college... I don't know what to do!"
- "Provide a laptop computer, offer transportation."
- "Provide free books and help pay for some/reduce fees"
- "Open the admissions and financial aid office on the weekend. I kept missing my financial aid deadlines because it was always closed on the weekends and I had to pay out of pocket and got no help for my text books and expenses."
- "Help paying books for classes school fees school supplies food vouchers"

Many students suggested they needed more course offerings, particularly for online and weekend courses. Although some students wanted more in-person classes, most students commented on wanting more full online classes. Examples of what students shared include:

- "Make more online classes for working FT parents"
- "Offer more weekend classes or late night"
- "More Saturday classes to register for."
- "Offer more online classes and make it more convenient to students who lives far from the campus"

Students also reported needing help with the enrollment process (e.g., what courses to take, how to enroll) and better access to counselors (e.g., greater counselor availability and responsiveness). Examples of what students shared include:

- "It's hard to schedule appointments with counselors and other college staff. Sometimes the wait is hours or they don't answer the phones at all. They really need to make an effort to be there for the students."
- "For the counselors to continue to support students and be there for all student needs."
- "Better guidance counselor availability. Or at least online assistance for which classes needed to graduate with degree."
- "Make the enrollment process more self explanatory and easier to understand"
- "Acknowledge ,who is taking classes and make sure they have the classes they need ,so do not go throught the same situation ,Im in!"



- “Have in-person counseling & financial aid office open for assistance. All in all, More in person help”

Last, students discussed needing better course instruction or communication with instructors. Examples of what students shared include:

- “Have a line of communication with instructors that is timely to prevent delays in course activity completion.”
- “I really need a great instructor to get me through this math class”
- “Have more understanding professors, that will explain courses throughly and love their job not just be there for the pay.”

### Enrollment Plans by Unit

In comparison to all CCCs, a greater percentage of SBVC students indicated enrolling or planning to enroll as part time students (SBVC: 56.3%, CCCs: 47.8%), and fewer SBVC students indicated enrolling or planning to enroll as either full time students or noncredit students (Table 7).

Table 7. Units Enrolled of Students from SBVC and all CCCs

	Percentage of SBVC Students	Percentage of all CCC Students	Difference
12 or more units	41.9%	47.0%	-5.1%
6 to 11.5 units	34.0%	28.8%	5.2%
Less than 6 units	22.3%	19.0%	3.3%
I will only take noncredit classes	1.8%	5.2%	-3.4%

Many of these students are part-time students due to having to work and/or having dependents. Examples of what students shared include:

- “That was absolutely my goal, but being a single mother to 3, and trying to work working full time, I didn't want to take on more than I could accomplish in my first semester.”
- “Working full time with 3 kids does not allow me to go to school full time.”
- “provide child care services for students in Saturdays school too it will make school easier for those single parents especially”
- “I have to work full time and take care of my family, I do not have the opportunity to be a full time student.”



## Previously Enrolled Students Who Dropped a Course

Previously enrolled students were also asked if they had dropped courses in their last term, indicating reasons that they dropped (Table 8). The top two reasons align with the top reasons that prospective and previously enrolled students were undecided or not enrolling at SBVC, which were needing to prioritize work (40.6%) and needing to care for dependents (32.7%). In comparison to students from all CCCs, SBVC students were more likely to indicate needing to prioritize work (+7.4%) and needing to care for dependents (+9.8%), and less likely to indicate being unable to keep up with the pace of classes (-6.2%) or needing to prioritize their mental health and psychological wellbeing (-9.5%), as one of the reasons that they dropped a course their previous term.

**Table 8. Reasons SBVC and all CCC Students Dropped from Any Course Their Previous Term**

Common Reasons Students Dropped a Course	Percentage of SBVC Respondents who Dropped	Percentage of all CCC Students who Dropped	Difference
I had to prioritize work	40.6%	33.2%	7.4%
I had dependents who I needed to care for	32.7%	22.9%	9.8%
I could not keep up with the pace of classes	22.4%	28.6%	-6.2%
I had to prioritize my mental health/psychological well being	20.6%	30.1%	-9.5%
I had issues related to my physical health	17.6%	16.5%	1.1%
I could not afford to pay for the course materials	13.9%	18.6%	-4.7%
I no longer had reliable transportation	10.9%	9.2%	1.7%
I did not have a place to study and focus on homework	10.3%	15.8%	-5.5%
I became homeless and needed to find stable housing	9.1%	7.4%	1.7%
Other	9.1%	12.7%	-3.6%
I could not learn in an online environment	7.9%	18.5%	-10.6%
None of these items apply	7.3%	6.5%	0.8%
I was not able to obtain the academic accommodations I needed	5.5%	11.1%	-5.7%
I did not have reliable technology or Internet to take classes	5.5%	9.4%	-4.0%
I feared exposure to COVID-19	4.2%	9.4%	-5.2%
The college had COVID-19 requirements that I did not agree with	3.6%	6.1%	-2.5%
I did not feel safe or comfortable with the college's COVID-19 protocols	1.2%	4.4%	-3.2%



However, there were also demographic differences among the SBVC respondents as to who had dropped a course later term (Table 9). In excluding students who did not report their ethnicity or gender identity, African American/Black students (-2.8%) and students of two or more races (-1.5%) were more likely to have dropped a course, as well as male students (1.4%), students with dependents (-6.3%), students over 25 years of age (-11.9%), and students with a disability (-6.8%).

**Table 9. Fall 2022 SBVC Student Demographics: Survey Respondents vs. Students who Dropped a Course**

	Percentage of SBVC Respondents*	Percentage of SBVC Respondents who Dropped a Course	Difference
<b>Ethnicity</b>			
African American/Black	13.4%	16.2%	-2.8%
American Indian/Native Alaskan	0.3%	0.7%	-0.4%
Asian/Filipino	5.6%	2.7%	2.9%
Hispanic	61.2%	60.1%	1.1%
Pacific Islander	0.8%	0.0%	0.8%
Two or More Races	3.3%	4.7%	-1.5%
White	15.3%	15.5%	-0.2%
<b>Gender identity</b>			
Female	73.7%	72.2%	1.6%
Male	23.2%	24.7%	-1.4%
Non-binary/third gender	1.3%	1.3%	0.0%
Prefer to self-describe	0.2%	0.0%	0.2%
<b>Age group</b>			
18 to 24	32.2%	20.3%	11.9%
25 to 34	29.3%	32.9%	-3.6%
35 to 54	30.9%	36.7%	-5.8%
55 or older	7.6%	10.1%	-2.5%
<b>With dependents</b>	50.7%	57.0%	-6.3%
<b>With a disability</b>	16.0%	22.8%	-6.8%

\*These percentages exclude students whose ethnicity or gender identity was unknown.



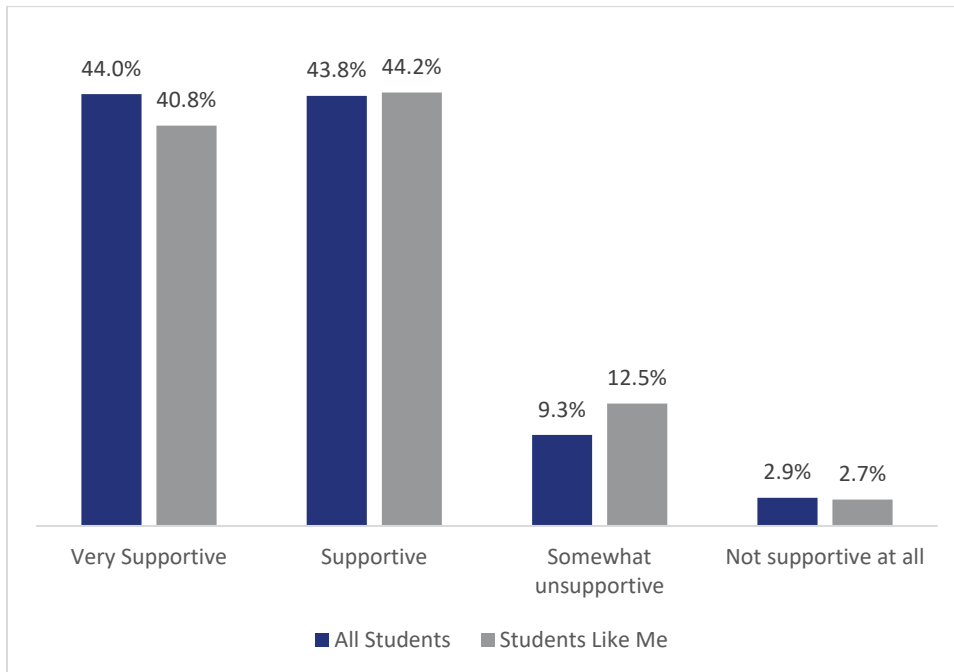
## Other Factors Affecting Enrollment Decisions

### Perceptions of Campus Climate

Previously enrolled students were also asked about perceptions of campus climate, specifically about how supportive they think the campus climate is for students in general and how supportive they think the campus climate is for students who were similar to them.

Most SBVC students reported that the campus climate was supportive in general and for students who were similar to them, although slightly less supportive for the latter (Figure 2).

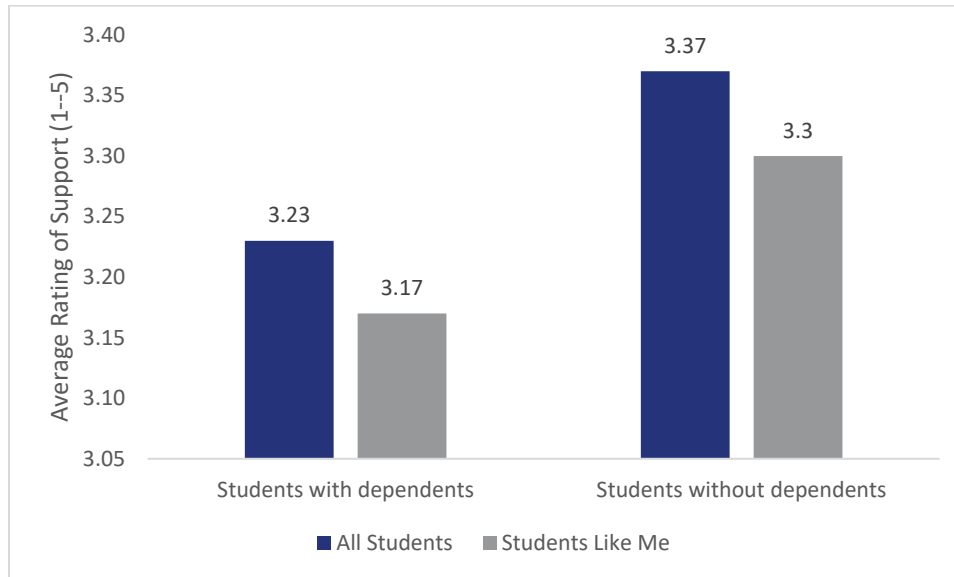
**Figure 2. Campus Climate: How supportive is the campus climate at SBVC?**



However, in disaggregating these results by demographics, there were statistically significant differences for students with dependents. In comparison to students without dependents, students with dependents were more likely to report that the campus climate was less supportive for students in general and for students similar to them (Figure 3).



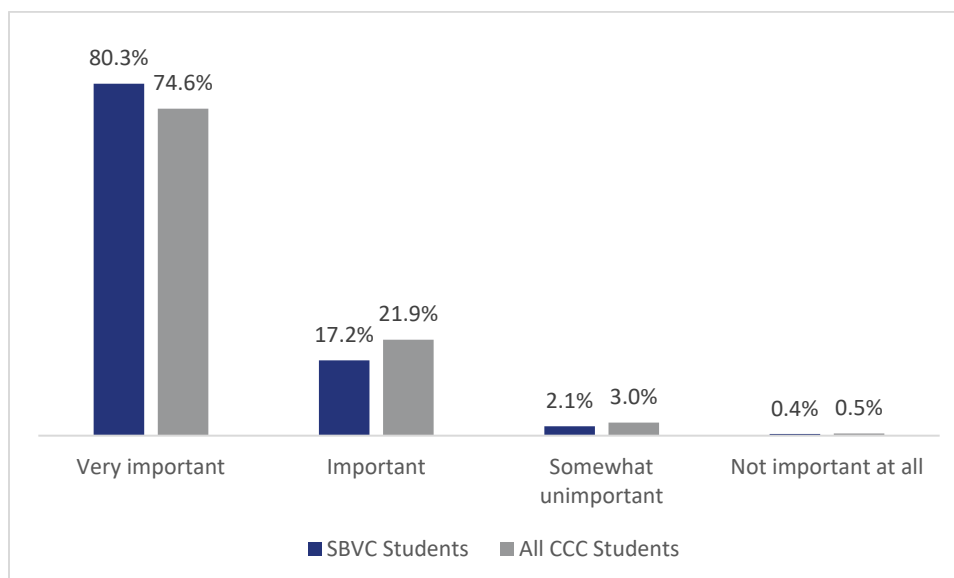
Figure 3. Campus Climate for Students with Dependents: How supportive is the campus climate at SBVC?



### Perceived Value of College Education

Students from SBVC were more likely to emphasize the importance of having a college education in comparison to students from all CCCs (Figure 4).

Figure 4. Perceived Value of College Education: How important is having a college education for you?

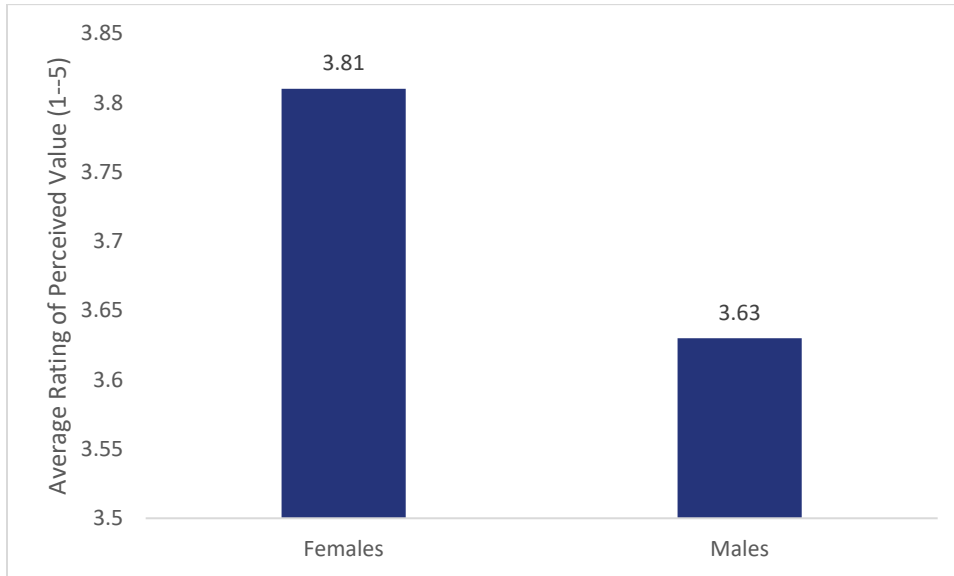




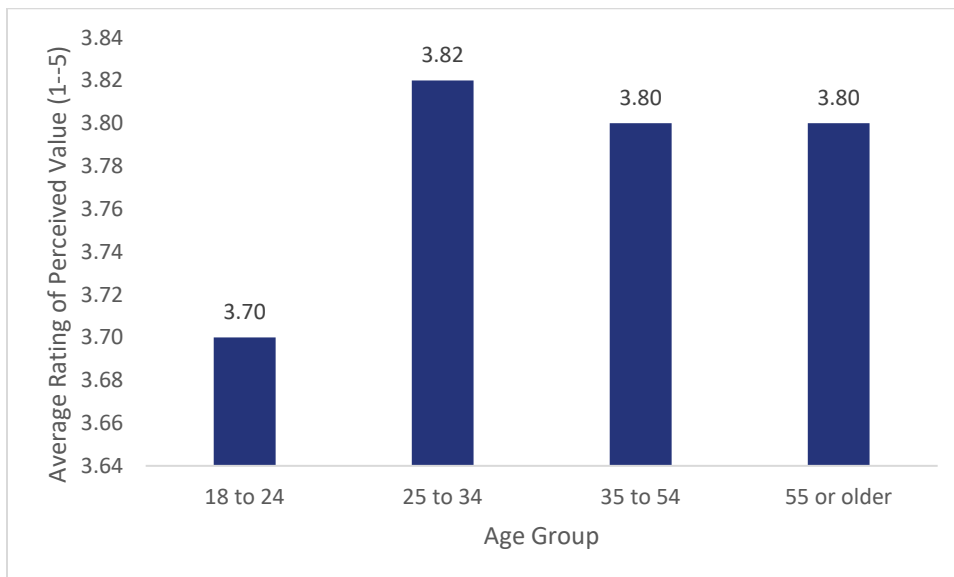


When disaggregating these results by demographics, there were statistically significant differences between female and male students (Figure 5), and between students ages 18 to 24 and students ages 25 to 34 (Figure 6). Both male students and students under 24 were less likely to place importance on having a college education.

**Figure 5. Perceived Value of College Education by Gender**



**Figure 6. Perceived Value of College Education by Age Group**





Since male students were *less* likely to value a college education, were more likely to be undecided or not to enroll for the Fall 2022 term, and were more likely to have dropped a course their previous term, there may be a correlation between increasing the value of a college education and increasing enrollment for male students.

However, this may not be the case for older students. Although older students were *more* likely to value a college education, they were also more likely to be undecided or not to enroll for the Fall 2022 term, and were more likely to have dropped a course their previous term. This suggests that there may be other barriers to their education, such as financial-related (e.g., work) and non-financial-related (e.g., having dependents) reasons.

Thus, strategies for supporting students' enrollment may need to be tailored for different demographics who may have differing needs.

## Conclusions and Opportunities

Students from SBVC are not identical to students from all CCCs. Although the top reasons that students from SBVC are not enrolling in or dropping courses are similar to the reasons of students from all CCCs, these issues of needing to prioritize work, being unable to afford to pay for college, and needing to take care of dependents are more likely to affect students from SBVC.

The CCC Statewide College Attendance Survey Report suggests that colleges should “re-emphasize the value proposition for college to make workforce connections more explicit to help current and prospective students make informed decisions about the potential return on investment regarding their education.” However, this may mostly apply to the male students at SBVC, who are least likely to place importance on having a college education. In comparison to the students at all CCCs, students at SBVC are more likely to value a college education.

Thus, at SBVC, more efforts may need to be placed on supporting students with these top concerns by doing the following:

1. **Present concise information on financial and non-financial resources before students enroll, and continue updating students on these resources while they are enrolled, to meet students' current needs as they pursue an education at SBVC.**

By presenting students with information on the resources they need before *and* as they are enrolled at SBVC, the focus is on both recruitment and retention. These needs may vary over the semester as circumstances change with students' financial and non-financial concerns. Additionally, clearer assistance with financial aid can allow them to plan out the affordability of a college education at SBVC.

2. **Increase student-centered course scheduling options and resources to allow students to balance both school and work/personal responsibilities.**

Like students from all CCCs, SBVC students seek more flexible course offerings to balance their work, school, and personal obligations. SBVC should assess both the modality and time of when courses are being offered, increasing online courses and weekend and



evening courses. Students also reported being unable to access resources they need (e.g., counseling, financial aid) due to limited hours, so alternate delivery options and hours of operations can be expanded to meet those student needs.

**3. Provide demographic-targeted support for students who may be more likely to not enroll or to drop out of SBVC.**

Some demographic groups are more likely than others to be undecided about enrolling, not enrolling, or dropping a course, which suggests that demographic disparities exist here at SBVC. As such, additional support for certain groups is essential, whether ethnicity, gender, having dependents, having a disability, or age is being considered. However, each of these demographics have differing needs (e.g., male students versus students with dependents, with some overlap), so the support services being offered may need to be tailored to specific students.

Students at SBVC are motivated to begin and continue their education, but they encounter multiple barriers. Even before students enroll in courses, students report financial barriers (e.g., needing to prioritize work, issues with financial aid), enrollment barriers (e.g., unable to access counselors), and circumstantial barriers (e.g., needing childcare, more online/weekend courses). These barriers remain as they continue at SBVC, as reasons that they drop courses. As such, it is essential to work with students and continue to support them based on their own individual needs to overcome these obstacles and ensure their success here at SBVC.