



San Bernardino

Valley College

Research,
Planning &
Institutional
Effectiveness

Student Enrollment and Experiences

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Outline

- **Factors affecting student enrollment**
 - About the CCC Attendance Decisions Survey
 - What can be done to help students enroll?
 - Who were the undecided/not enrolling students?
 - Who were the previously enrolled students who dropped a course?
- **Steps to improve enrollment**
 - About the Healthy Minds Survey
 - What were the campus experiences of students who were more likely to have dropped a course?



About the California Community Colleges Attendance Decisions Survey

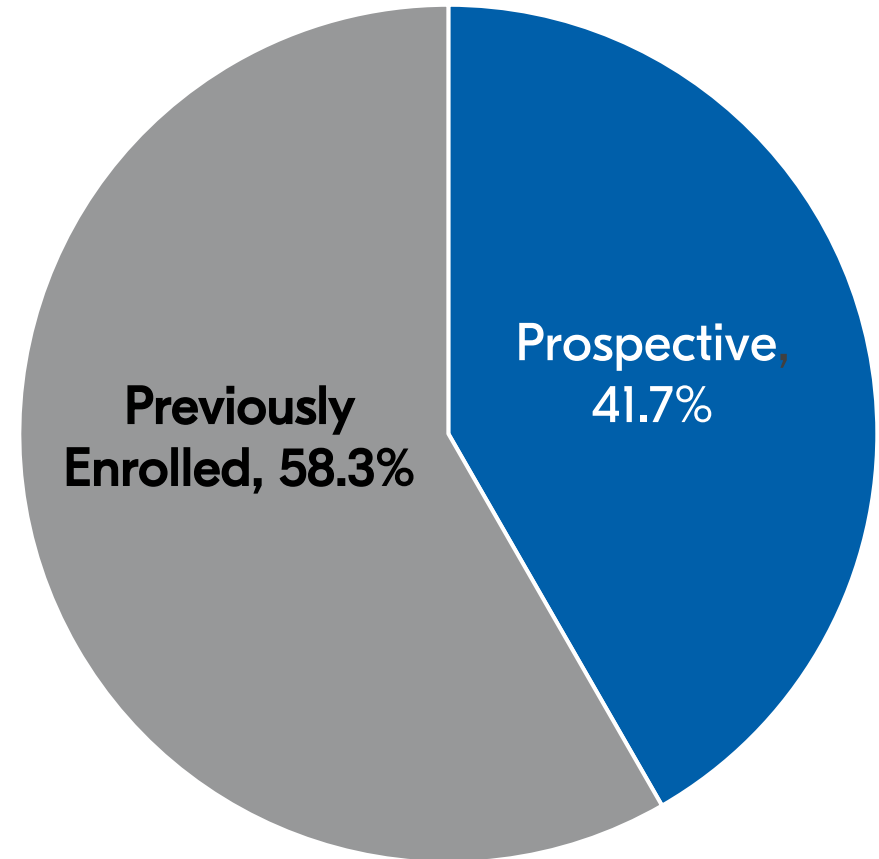
- Administered late Summer/early Fall 2022
- **1,023 SBVC respondents** (prospective and previously enrolled students)
- Examine factors that influence students' decisions to enroll
- Mostly representative of student body
 - Fewer respondents who are Hispanic, male, ages 18-24



CCC Attendance Decisions Survey

Both prospective and previously enrolled students were surveyed.

- **Prospective students:** had not previously enrolled at SBVC before Fall 2022
- **Previously enrolled students:** had enrolled at SBVC before Fall 2022



Comparison of Student Enrollment Plans for Fall 2022

	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%



SBVC (vs. other CCCs) had more respondents who were already enrolled for Fall 2022.

	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%



What factors affected enrollment decisions for students who were undecided/not planning on enrolling at SBVC?

	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%

Top Factors Affecting Students' Enrollment Decisions

- (1) Being unable to afford college**
- (2) Having to prioritize work**
- (3) Needing to care for dependents**



**Prospective students
who were undecided about or not
enrolling in a CCC**



Finances: Nearly 1/2 of these prospective students were not enrolling due to work, and over 1/3 could not afford college.

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 homeless and need stable housing	9.8%	4.5%	5.3%
I do not have reliable technology or Internet	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%



Other College Plans: Nearly 1/2 of these prospective students had other plans for college.

Reason	Percentage of SBVC Students	Percentage of Prospective Students of All CCCs	Difference
I am considering another college/university	31.4%	29.4%	2.0%
I am delaying my college plans	17.7%	24.2%	-6.6%



Enrollment: About 1/5 of these prospective students did not know how to register for classes.

Reason	Percentage of Prospective SBVC Students	Percentage of Prospective Students of All CCCs	Difference
I do not know how to register for classes	19.6%	18.2%	1.4%
I was not able to obtain the academic accommodations I need	7.8%	11.0%	-3.2%



More/Different Courses: At least 1/5 students needed more/different class offerings.

Reason	Percentage of Prospective SBVC Students	Percentage of Prospective Students of All CCCs	Difference
There are not enough online classes	13.7%	14.7%	-1.0%
Most classes are online. I prefer in-person	9.8%	12.5%	-2.7%
The classes I need are not offered	7.8%	7.5%	0.3%



Having Dependents: About 1/5 of these prospective students needed to care for their dependents.

Reason	Percentage of Prospective SBVC Students	Percentage of Prospective Students of All CCCs	Difference
I have dependents who I need to care for	21.6%	18.1%	3.5%



Health: About 1/6 of these prospective students were struggling with their mental health, and 1/13 were struggling with their physical health.

Reason	Percentage of Prospective SBVC Students	Percentage of Prospective Students of All CCCs	Difference
I have to prioritize my mental health/psychological well being	17.7%	15.5%	2.2%
I have issues related to my physical health	7.8%	7.6%	0.2%



Previously enrolled students who were undecided about or not enrolling in a CCC

Excluding students who already earned a certificate/degree (33.3%)



Finances: Over 1/3 of previously enrolled students could not afford college anymore, and 1/10 did not have reliable transportation/technology.

Reason	Percentage of Previously Enrolled SBVC Students	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 to prioritize work	33.3%	33.0%	0.3%
I do not have reliable transportation	11.1%	12.6%	-1.5%
I do not have reliable technology or Internet to take classes	10.5%	8.1%	2.4%
I do not have a place to study and focus on homework	8.0%	10.3%	-2.3%
I am homeless and need to find stable housing	4.9%	4.1%	0.8%



More/Different Courses: Over 1/3 students needed more/different class offerings.

Reason	Percentage of Previously Enrolled SBVC Students	Percentage of Previously Enrolled Students of All CCCs	Difference
There are not enough online classes	19.8%	19.3%	0.4%
Most classes are online. I prefer in-person	14.2%	13.7%	0.5%
The classes I need are not offered	9.9%	9.1%	0.8%



Having Dependents: Nearly 1/3 of these previously enrolled students needed to care for their dependents.

Reason	Percentage of Previously Enrolled SBVC Students	Percentage of Previously Enrolled Students of All CCCs	Difference
I have dependents who I need to care for	29.6%	22.3%	7.3%



Health: About 1/8 of these previously enrolled students were struggling with their mental health, and 1/15 were struggling with their physical health.

Reason	Percentage of Previously Enrolled SBVC Students	Percentage of Previously Enrolled Students of All CCCs	Difference
I have to prioritize my mental health/psychological well being	12.4%	17.9%	-5.6%
I have issues related to my physical health	6.8%	10.0%	-3.2%



Enrollment: About 1/9 of these previously enrolled students needed academic accommodations, and about 1/9 did not know how to register for classes.

Reason	Percentage of Previously Enrolled SBVC Students	Percentage of Previously Enrolled Students of All CCCs	Difference
I was not able to obtain the academic accommodations I need	11.7%	11.3%	0.4%
I do not know how to register for classes	11.1%	10.0%	1.1%



What can SBVC do to help these students enroll?

	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%

Students needed financial assistance.

Examples: assistance with food, housing, course fees, technology, transportation, and finding a job

- “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”



Students needed more course offerings.

Examples: online and night/weekend courses

- “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”

Although some students wanted more in-person classes, they were in the minority.



Students needed help with the enrollment process and better access to counselors.

Examples: what courses to take, how to enroll, greater counselor availability/responsiveness

- “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 through the same situation ,Im in!”



Students needed better course instruction or communication with instructors.

Examples: more responsive and understanding instructors

- “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 thoroughly and love their job not just be there for the pay.”



Who were the students who were undecided or not planning on attending SBVC?

	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%

African American/Black, Asian/Filipino, and White students were more likely to be undecided/not enrolling at SBVC.

Ethnicity	Percentage of SBVC Respondents Undecided/Not Enrolling	Percentage of SBVC Respondents	Difference
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%



Male students were more likely to be undecided/not enrolling at SBVC.

Gender Identity	Percentage of SBVC Respondents Undecided/Not Enrolling	Percentage of SBVC Respondents	Difference
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%



Students over 35 years of age were more likely to be undecided/not enrolling at SBVC.

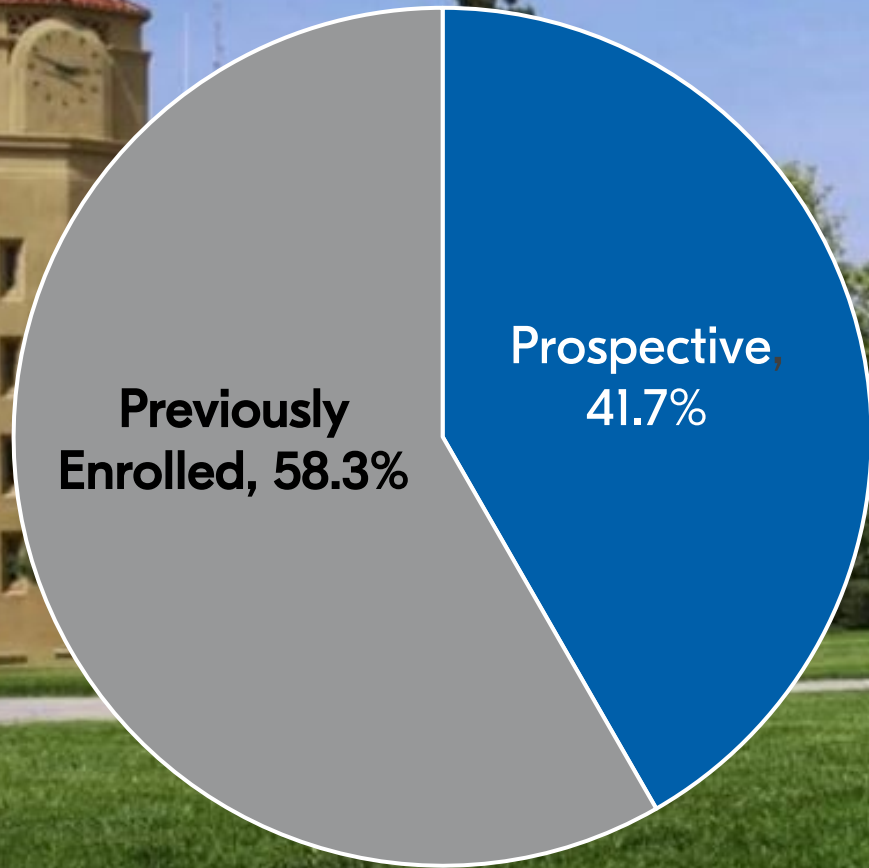
Age Group	Percentage of SBVC Respondents Undecided/Not Enrolling	Percentage of SBVC Respondents	Difference
18 to 24	16.7%	32.2%	-15.5%
25 to 34	27.1%	29.3%	-2.2%
35 to 54	42.7%	30.9%	11.8%
55 or older	13.5%	7.6%	5.9%



Students with dependents, students with a disability, and students not seeking a degree were more likely to be undecided/not enrolling at SBVC.

	Percentage of SBVC Respondents Undecided/Not Enrolling	Percentage of SBVC Respondents	Difference
With dependents	53.6%	50.7%	2.9%
With a disability	21.9%	16.0%	5.9%
Veteran	2.1%	3.7%	-1.6%
Seeking degree/certificate/transfer	71.9%	88.8%	-16.9%





What factors affected enrollment decisions for previously enrolled students who had dropped a course their last term at SBVC?

Finances: Over 1/3 of students who dropped could not afford college anymore, and 1/10 did not have reliable transportation/technology.

Reason	Percentage of Prospective SBVC Students	Percentage of Prospective Students of All CCCs	Difference
I had to prioritize work	40.6%	33.2%	7.4%
I could not afford 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 housing	9.1%	7.4%	1.7%
I did not have reliable technology or Internet to take classes	5.5%	9.4%	-4.0%



Having Dependents: Nearly 1/3 of students who dropped needed to care for their dependents.

Reason	Percentage of Prospective SBVC Students	Percentage of Prospective Students of All CCCs	Difference
I have dependents who I need to care for	32.7%	22.9%	9.8%



Academic Needs: About 1/5 of students were struggling academically.

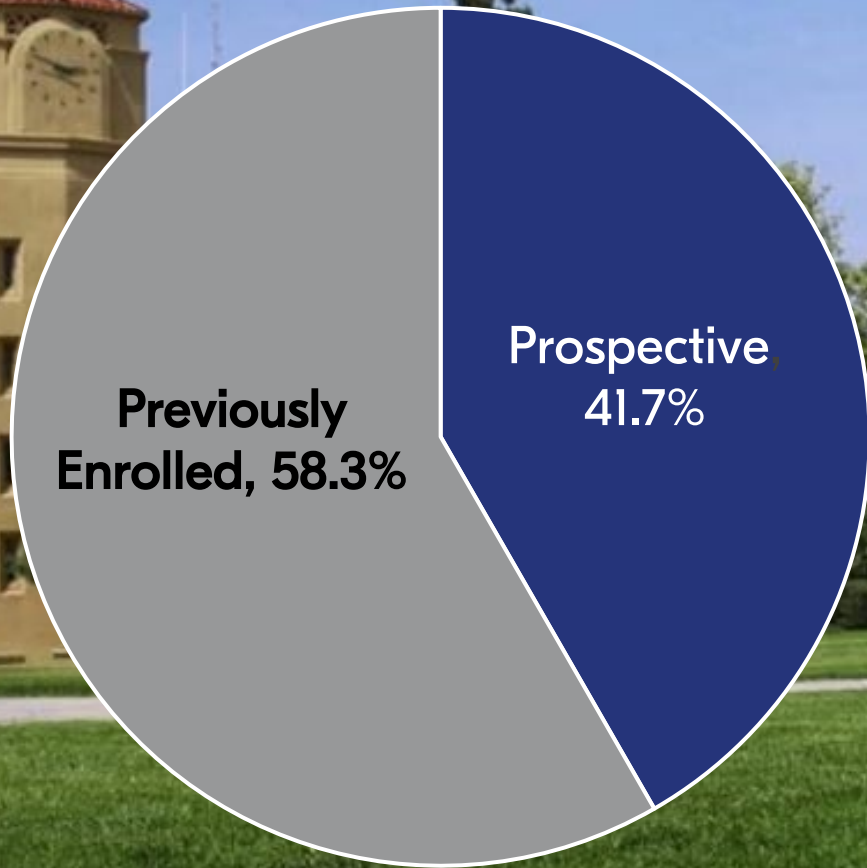
Reason	Percentage of Prospective SBVC Students	Percentage of Prospective Students of All CCCs	Difference
I could not keep up with the pace of classes	22.4%	28.6%	-6.2%
I could not learn in an online environment	7.9%	18.5%	-10.6%
I was not able to obtain the academic accommodations I needed	5.5%	11.1%	-5.7%



Health: About 1/5 of students who dropped were struggling with their mental and physical health.

Reason	Percentage of Prospective SBVC Students	Percentage of Prospective Students of All CCCs	Difference
I have to prioritize my mental health/psychological well being	20.6%	30.1%	-9.5%
I have issues related to my physical health	17.6%	16.5%	1.1%





Who were the previously enrolled students who had dropped a course their last term at SBVC?

African American/Black students and students of two or more races were more likely to have dropped a course at SBVC.

Ethnicity	Percentage of SBVC Respondents who Dropped a Course	Percentage of SBVC Respondents	Difference
African American/Black	16.2%	13.4%	2.8%
American Indian/Native Alaskan	0.7%	0.3%	0.4%
Asian/Filipino	2.7%	5.6%	-2.9%
Hispanic	60.1%	61.2%	-1.1%
Pacific Islander	0.0%	0.8%	-0.8%
Two or More Races	4.7%	3.3%	1.5%
White	15.5%	15.3%	0.2%



Male students were more likely to have dropped a course at SBVC.

Gender Identity	Percentage of SBVC Respondents who Dropped a Course	Percentage of SBVC Respondents	Difference
Female	72.2%	73.7%	-1.6%
Male	24.7%	23.2%	1.4%
Non-binary/third gender	1.3%	1.3%	0.0%
Prefer to self-describe	0.0%	0.2%	-0.2%



Students over 25 years of age were more likely to have dropped a course at SBVC.

Age Group	Percentage of SBVC Respondents who Dropped a Course	Percentage of SBVC Respondents	Difference
18 to 24	20.3%	32.2%	-11.9%
25 to 34	32.9%	29.3%	3.6%
35 to 54	36.7%	30.9%	5.8%
55 or older	10.1%	7.6%	2.5%



Students with dependents and students with a disability were more likely to have dropped a course at SBVC.

	Percentage of SBVC Respondents who Dropped a Course	Percentage of SBVC Respondents	Difference
With dependents	57.0%	50.7%	6.3%
With a disability	22.8%	16.0%	6.8%



There were similar demographic patterns for students who were undecided/not enrolling and students who had previously dropped a course.

Male students

Students over 35 years of age

Students with dependents

Students with disabilities

African-American/Black students



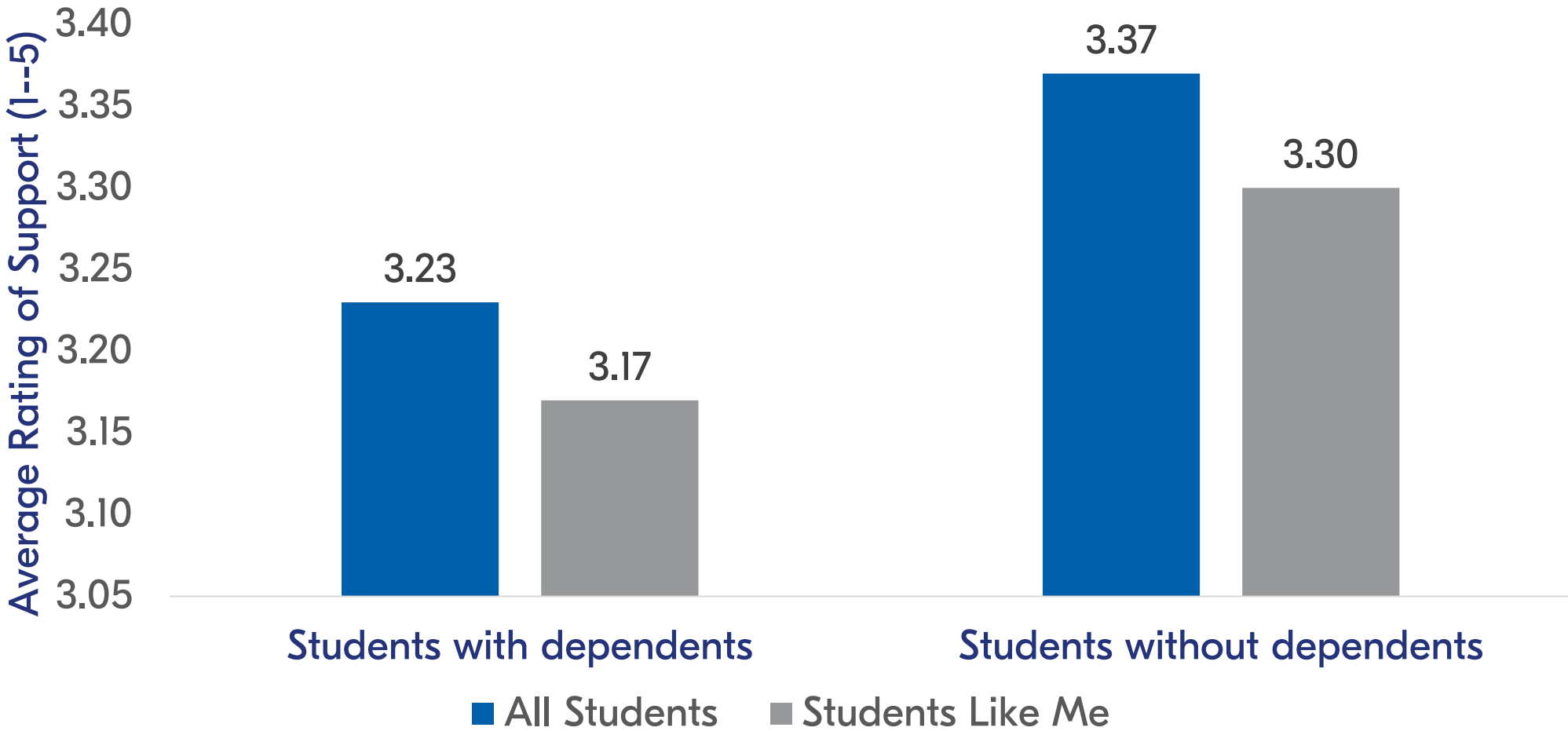


What can SBVC do to improve student recruitment and retention?

**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.**



Students with dependents perceived the campus climate to be less supportive compared to students without dependents.



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



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



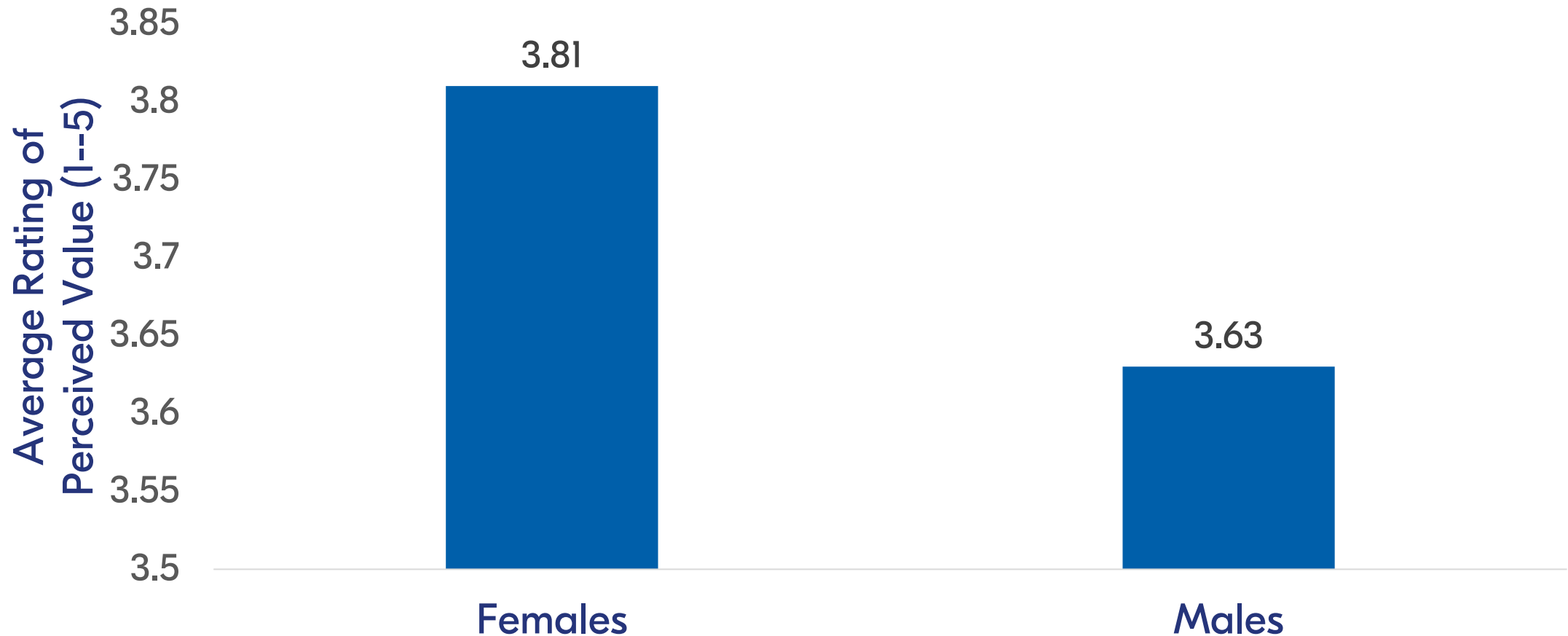
Different demographics may have different needs.

- Example:

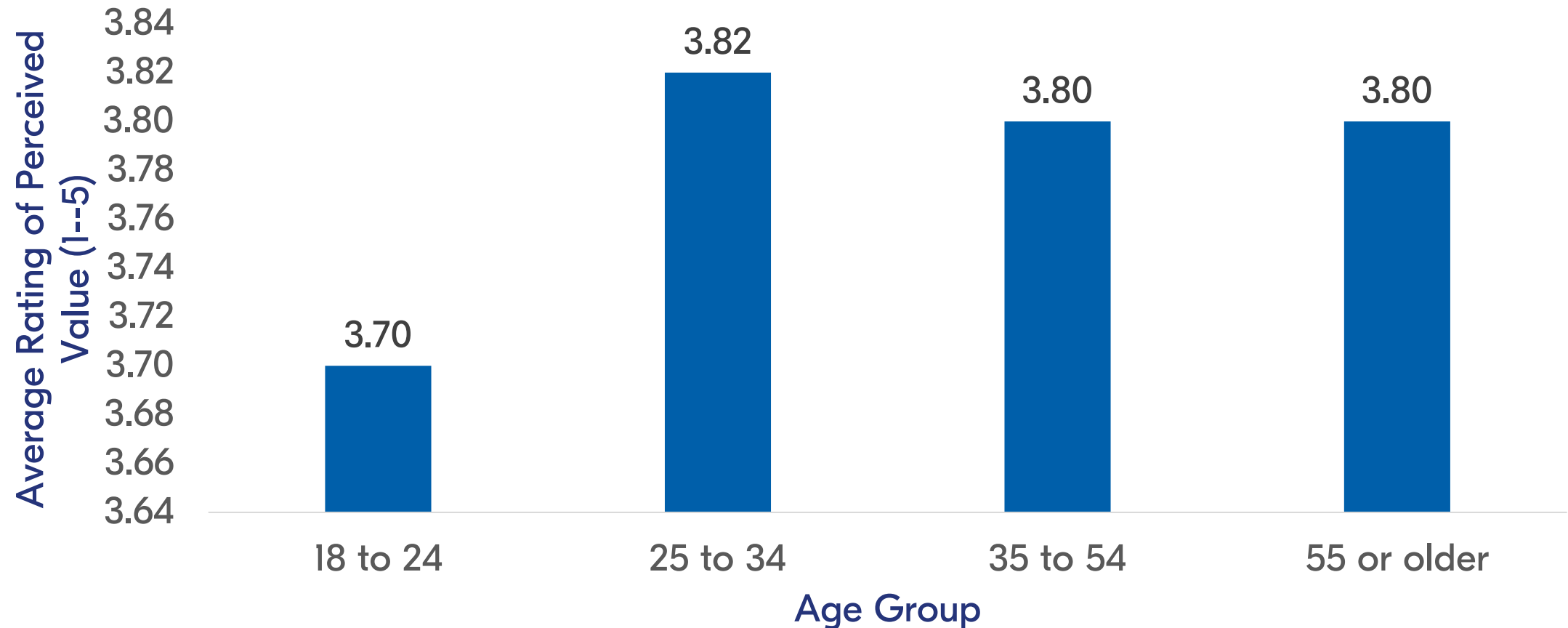
Both male students and students over 25 years of age were more likely to have dropped a course the previous term.



Male students were significantly **less** likely to perceive the value of a college education than female students.



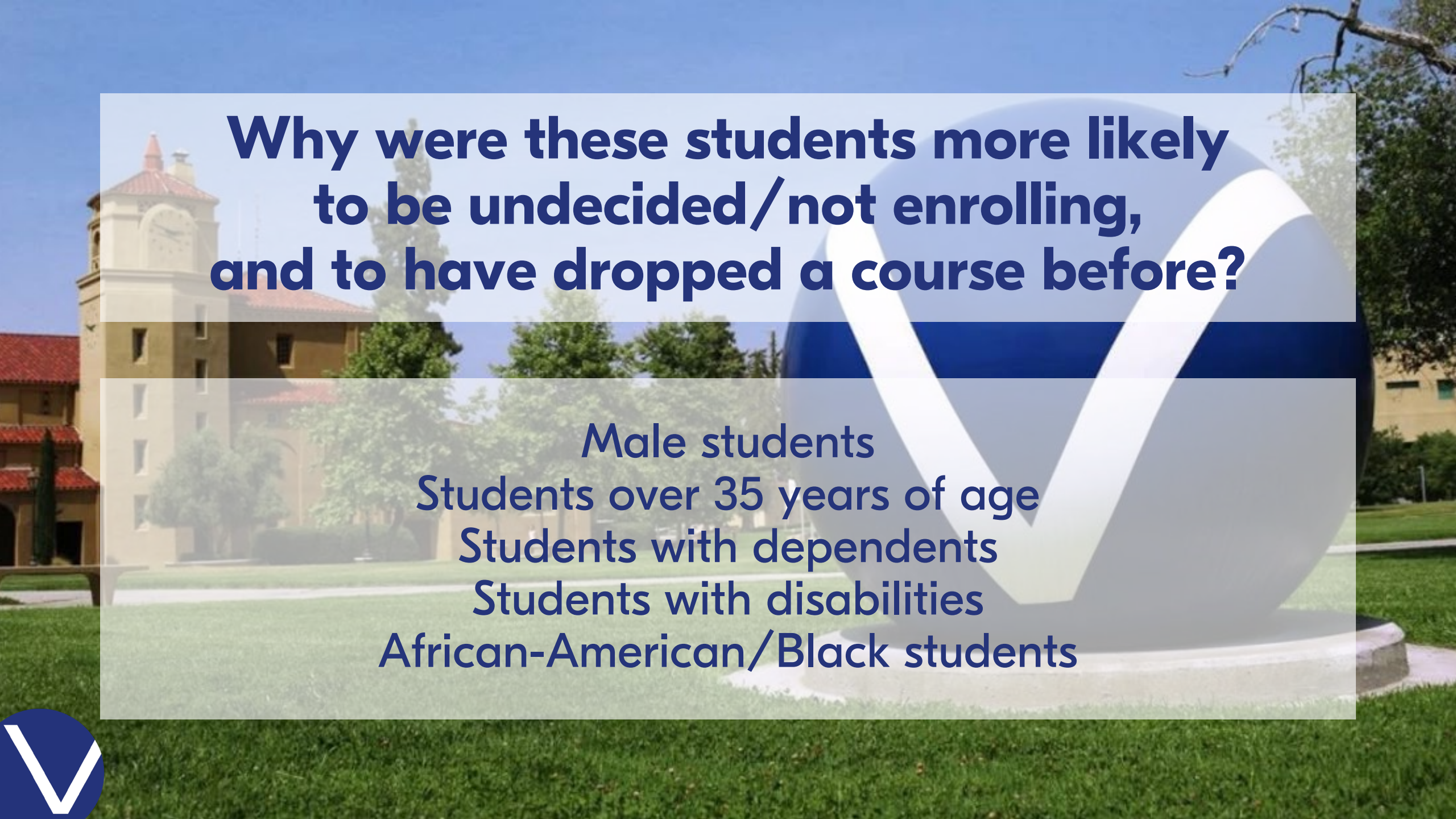
Students ages 25 to 34 were significantly more likely to perceive the value of a college education than students ages 18 to 24.



Different demographics may have different needs.

- Emphasizing the value of a college education to male students may be a working strategy.
- However, emphasizing the value of a college education may not be as conducive for students ages 25 to 34 who already highly value a college education.
 - Different work/personal responsibilities for older students?





Why were these students more likely to be undecided/not enrolling, and to have dropped a course before?

Male students
Students over 35 years of age
Students with dependents
Students with disabilities
African-American/Black students



About the Healthy Minds Survey

- Administered Spring 2022
- **764 SBVC respondents** (currently enrolled students)
- Investigate students' mental health and perceptions of campus climate
- **Mostly representative of student body**
 - Fewer respondents who are Hispanic, African American/Black, male, continuing-generation



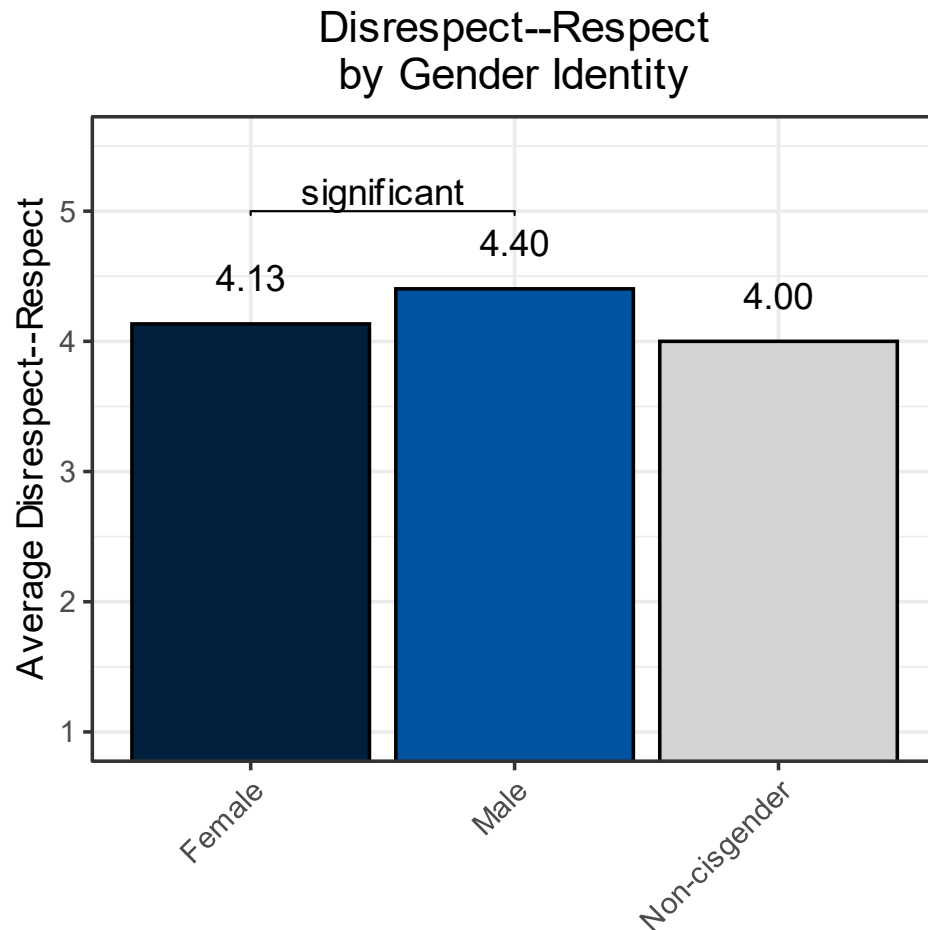
Gender Identity

Non-cisgender students include individuals who identify as: trans male, trans female, genderqueer/non-conforming, non-binary

Gender	Frequency
Females	571
Males	162
Non-cisgender	30

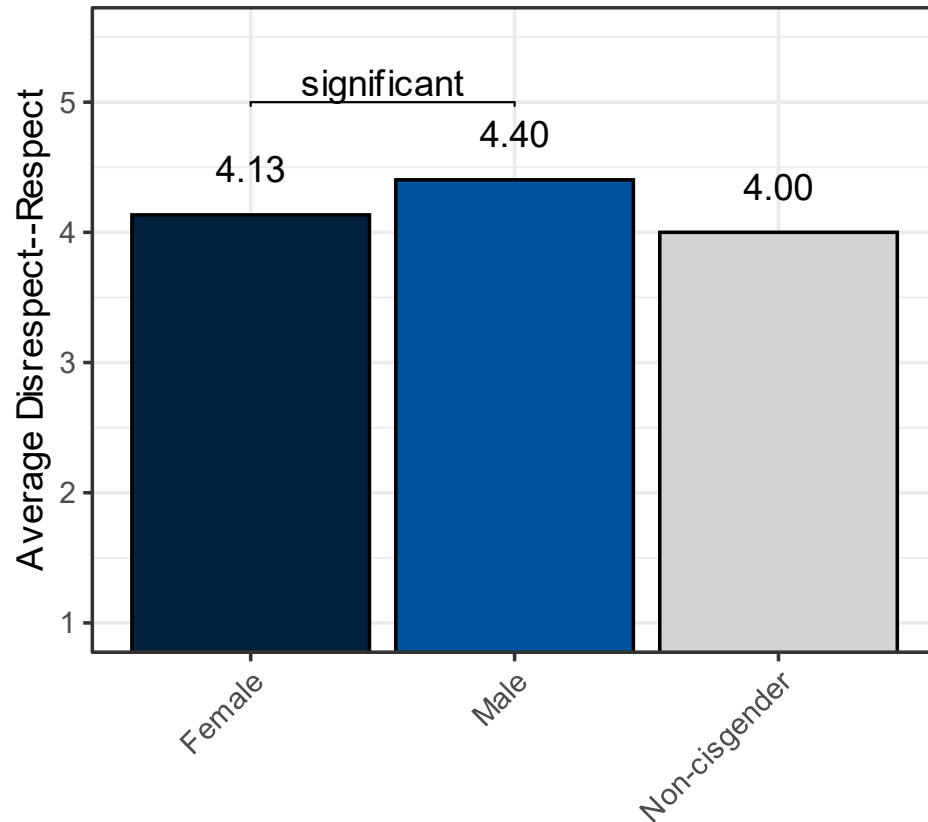


Explaining the Graphs: When the difference between two groups is “significant”, statistical calculations suggest that this difference is probably NOT due to random chance.

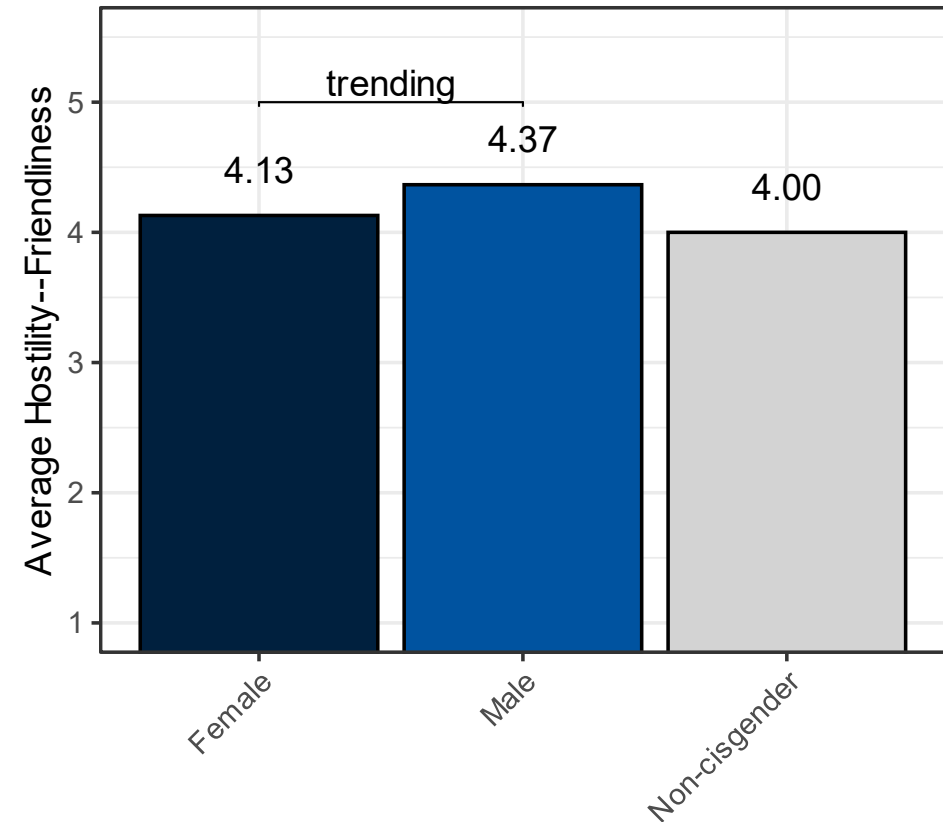


Explaining the Graphs: When the difference between two groups is “trending”, statistical calculations suggest that this difference **MAY BE** but is probably **NOT** due to random chance.

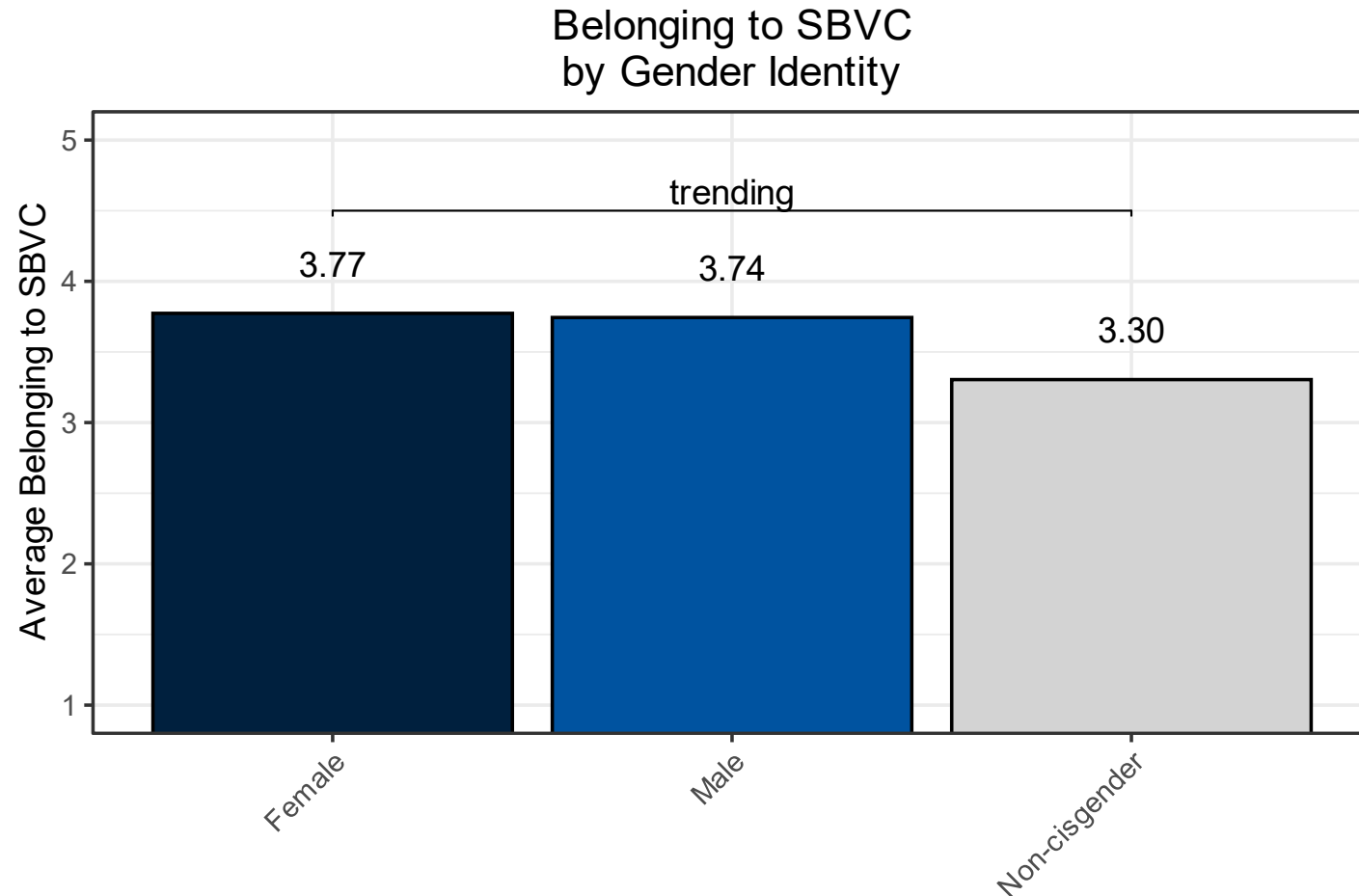
Disrespect--Respect
by Gender Identity



Hostility--Friendliness
by Gender Identity

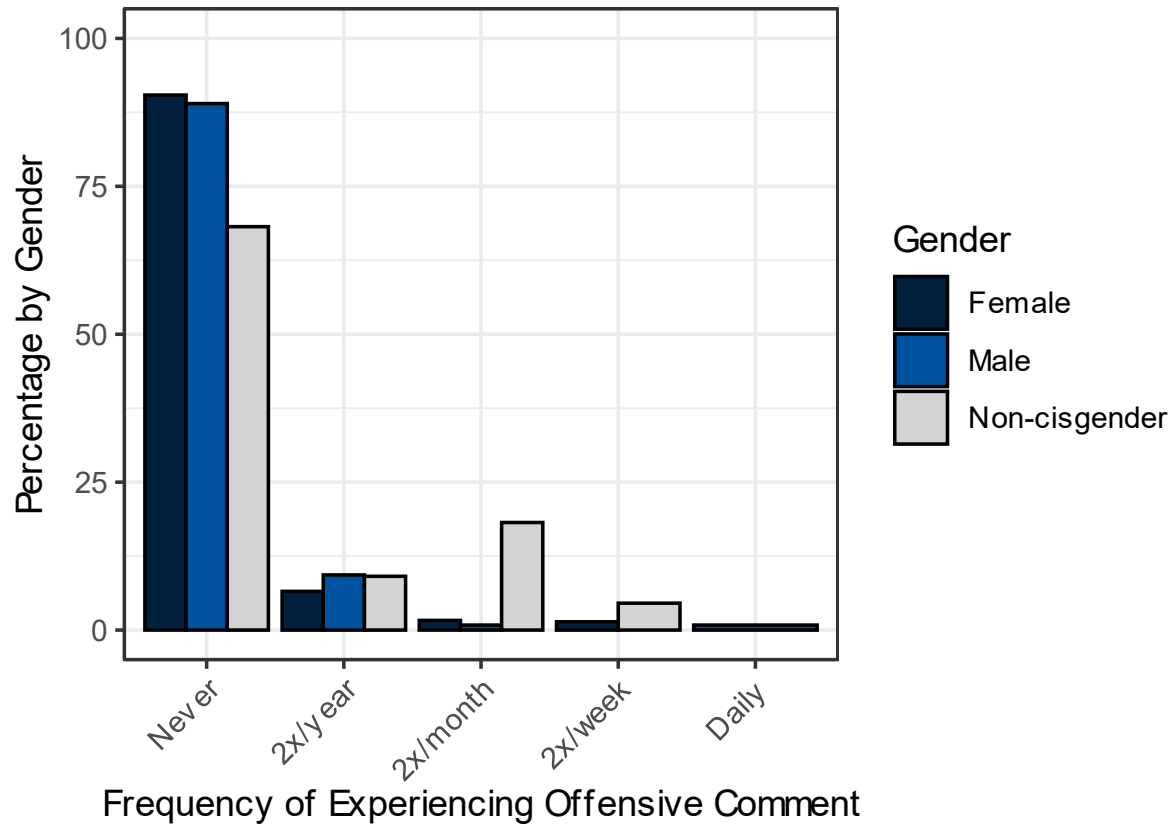


Non-cisgenders were **LESS** likely to feel like they belong at SBVC than cisgenders.



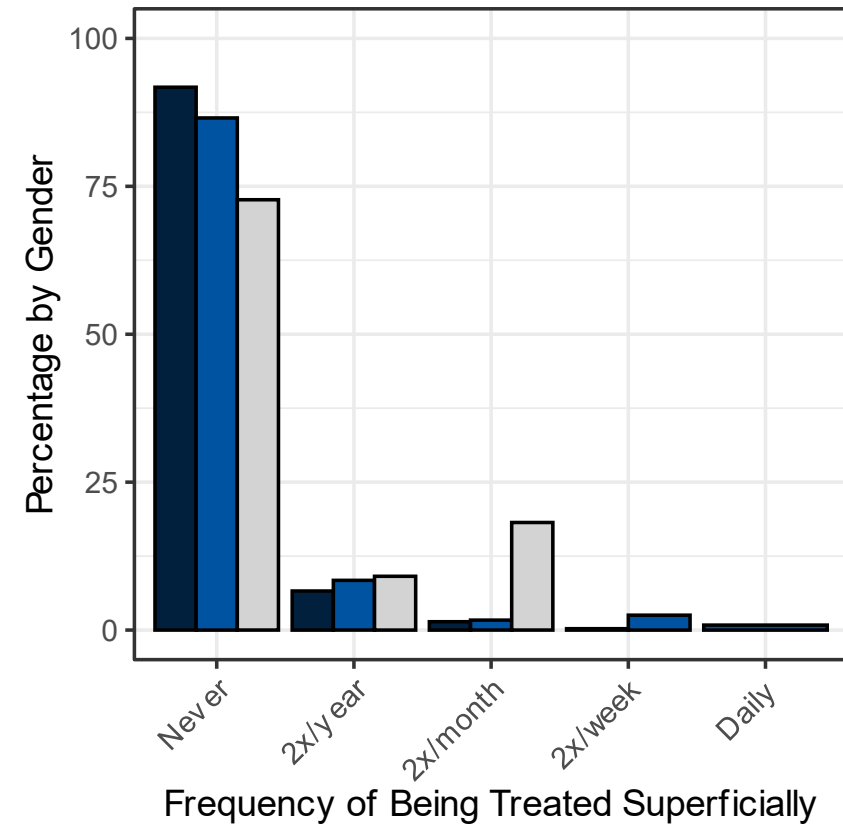
Non-cisgenders were significantly more likely to experience offensive jokes/comments and be treated superficially than cisgenders.

Experiencing Offensive Comment
by Gender Identity



$F(2,565) = 8.09, p < .001$

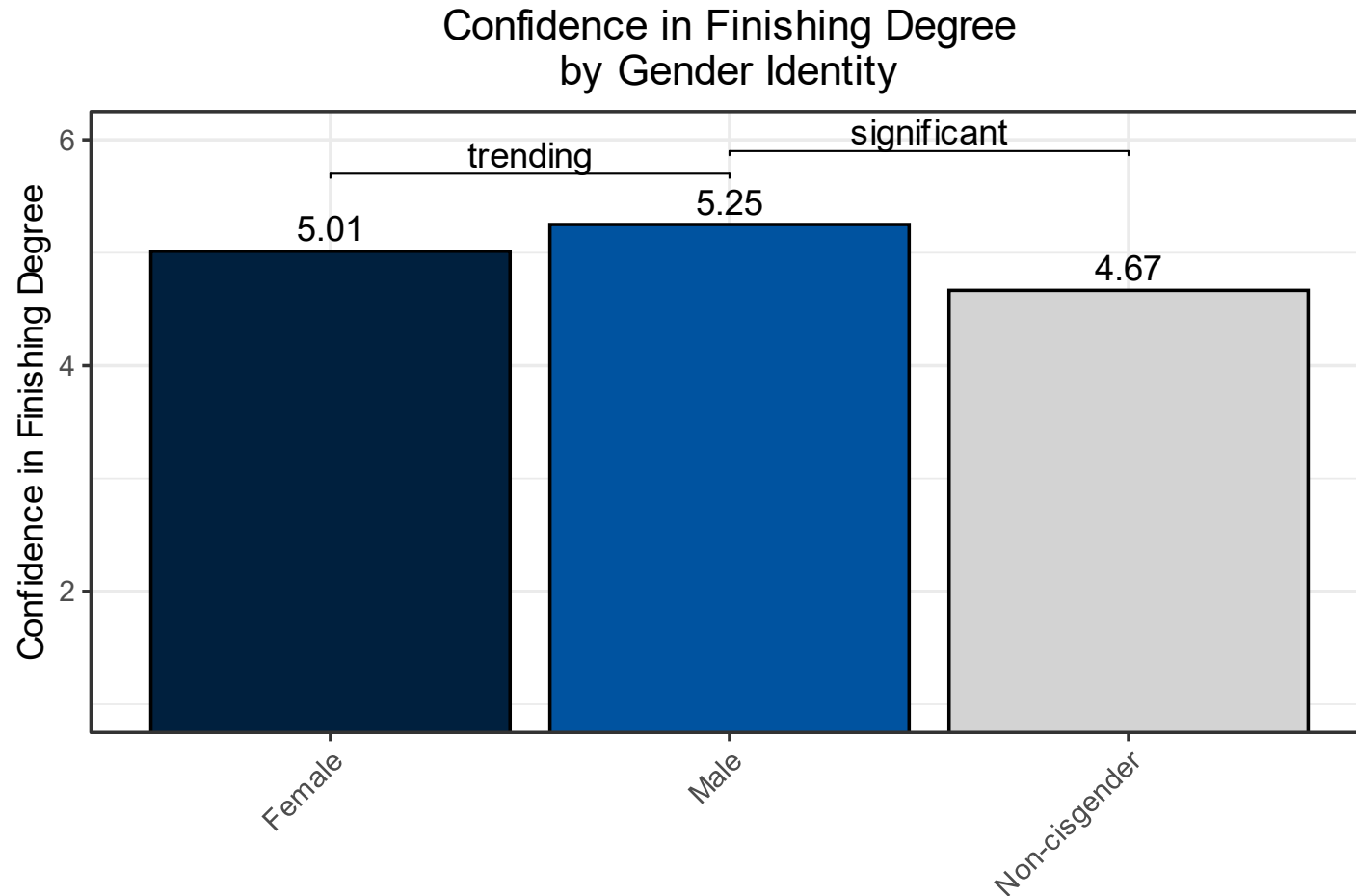
Being Treated Superficially
by Gender Identity



$F(2,562) = 8.33, p < .001$



Non-cisgenders and females were less confident than males that they will finish their degree no matter the challenges they face.



Summary

- Non-cisgender students (i.e., trans male, trans female, genderqueer/non-conforming, non-binary individuals) experienced **more hostility/disrespect** than cisgender students, in addition to:
 - Lower belonging at Valley
 - Less confidence that they will finish their degree at Valley
- Although male students were **more** likely to not enroll or have dropped a course, the overall campus climate was more **positive** for them.
 - Emphasize the importance of a college education



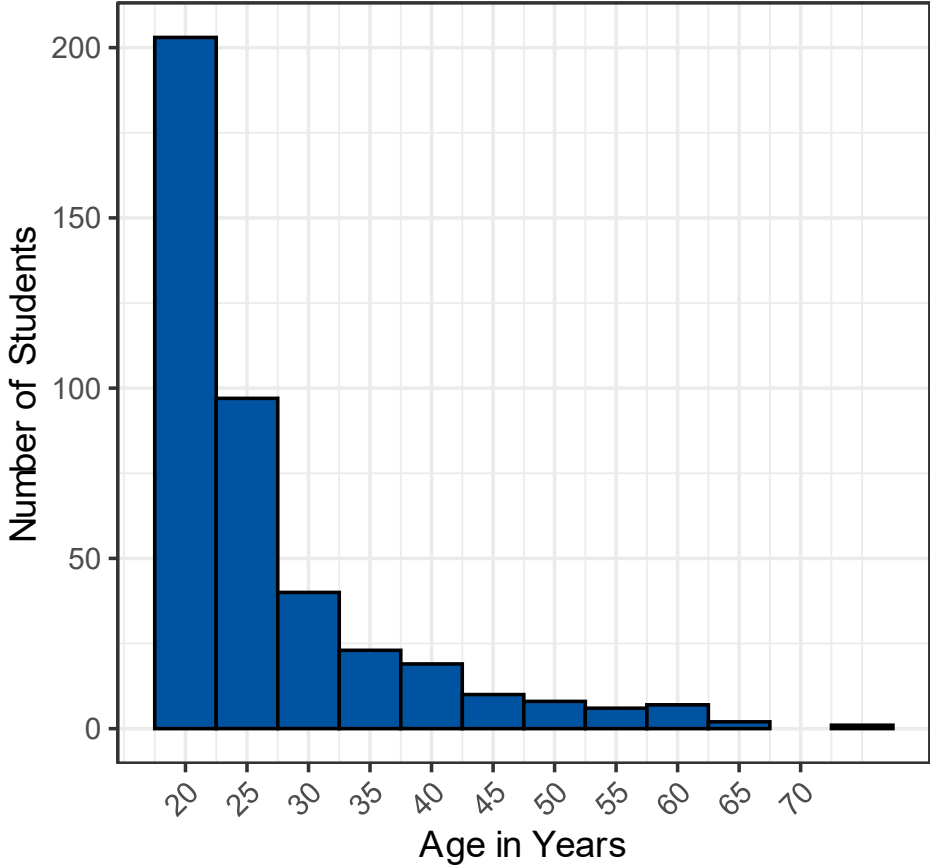
Students with Dependents

Dependents Status	Frequency
Dependents	320
No dependents	416

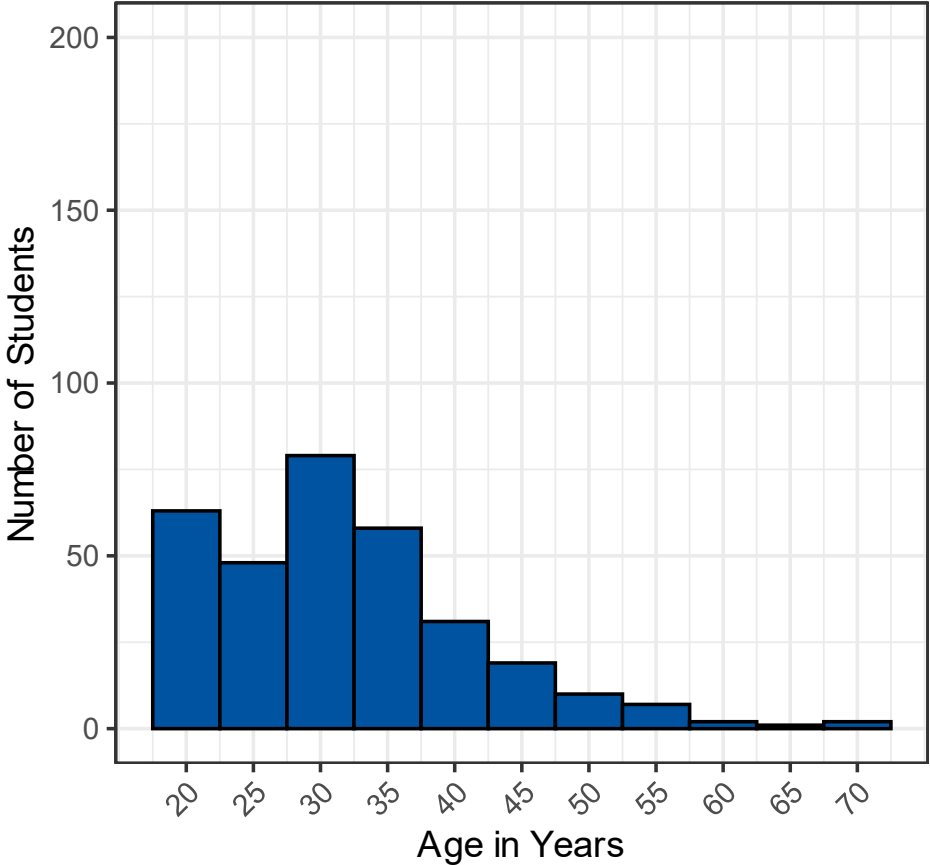


Students with dependents tend to be older than students without dependents.

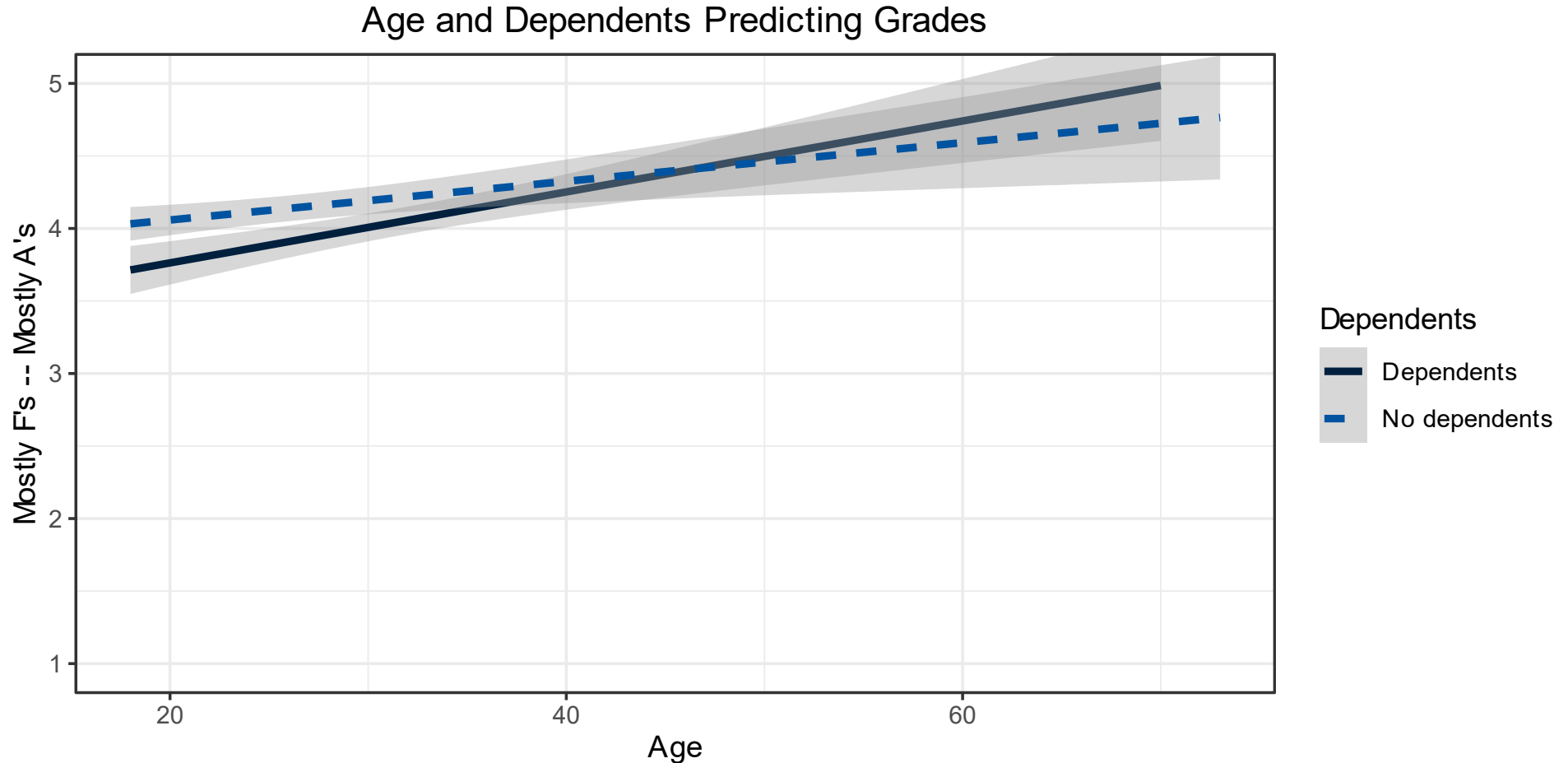
Age of Students Without Dependents



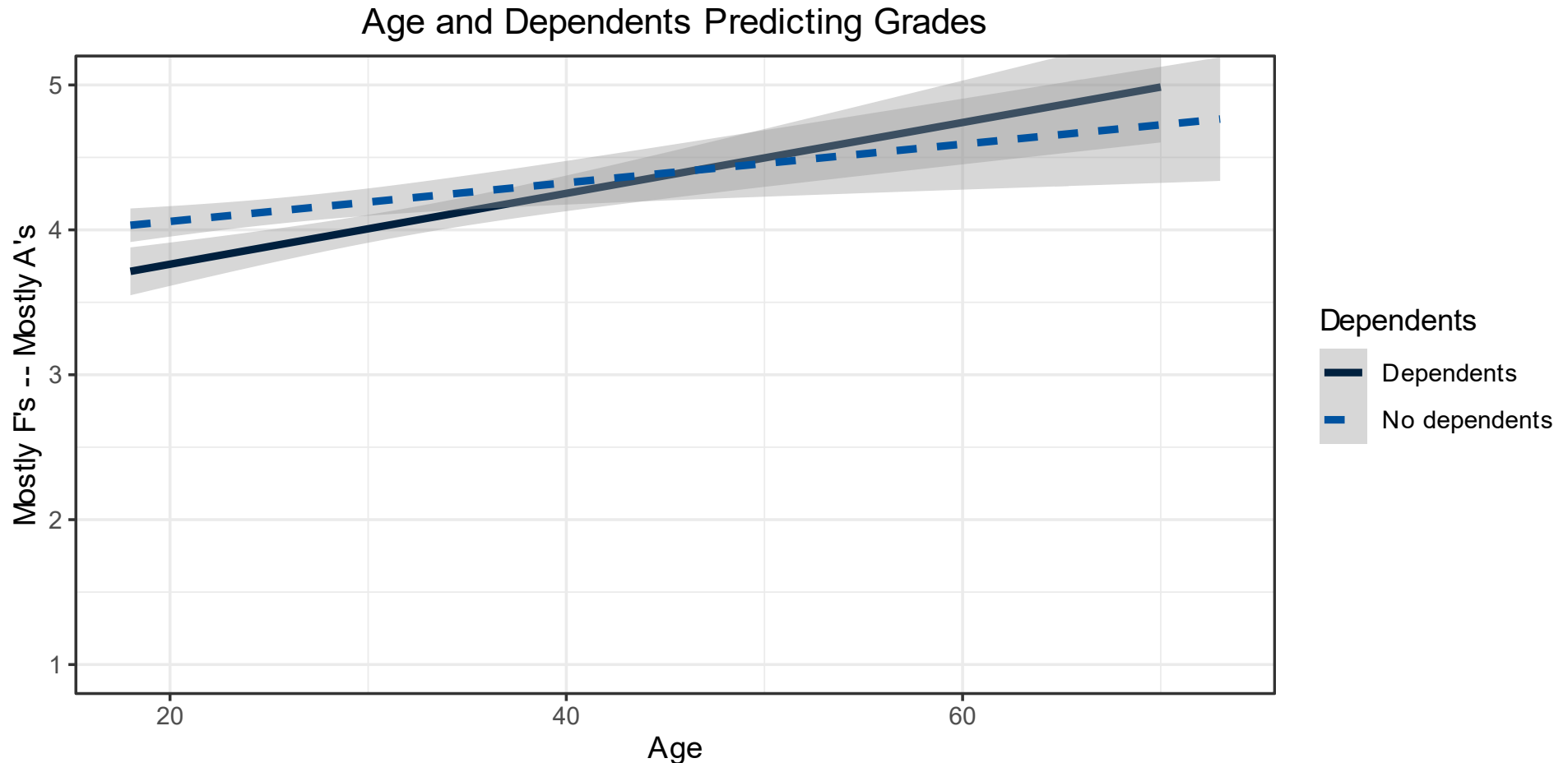
Age of Students With Dependents



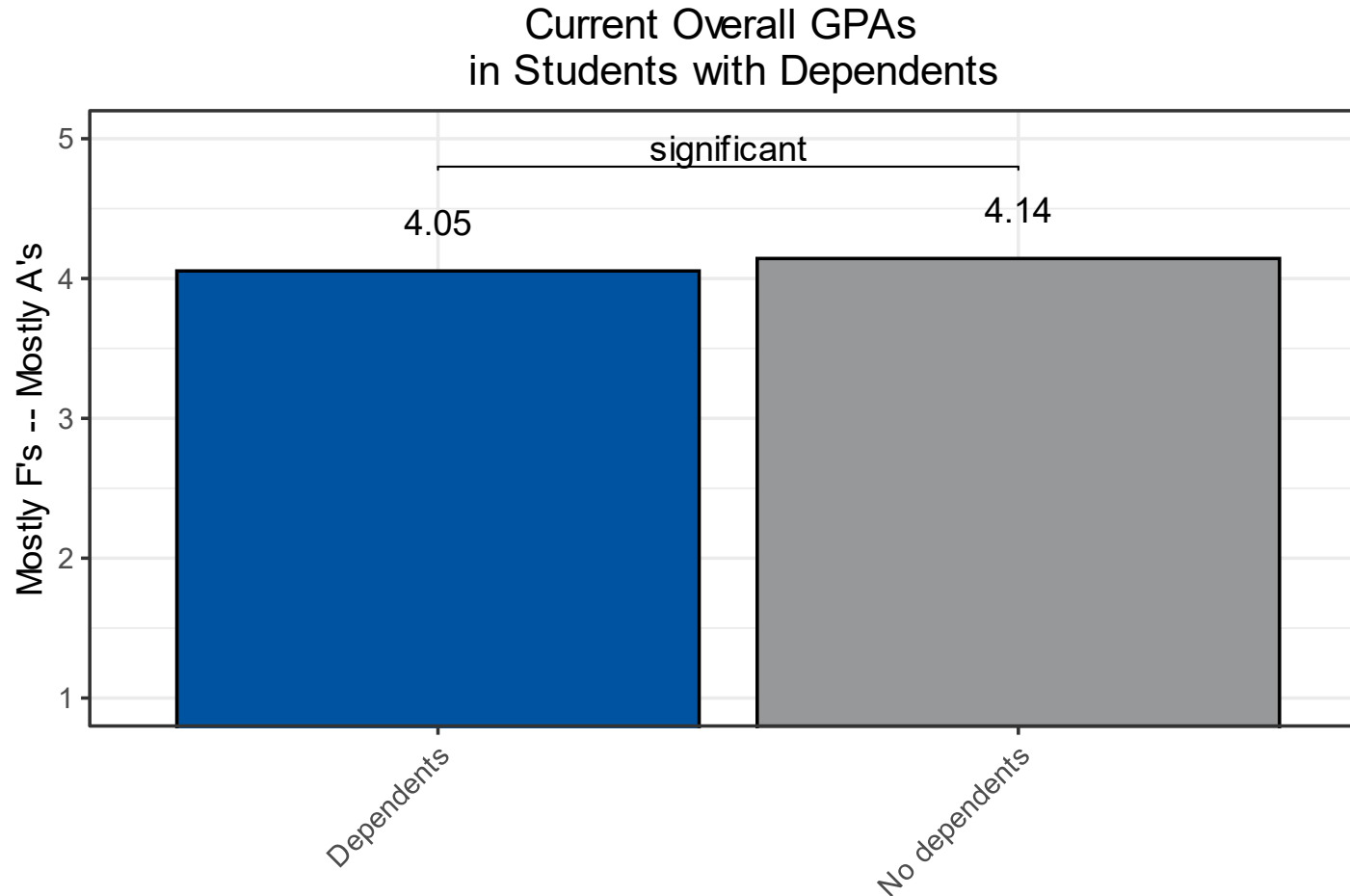
Older students tend to get better grades than younger students.



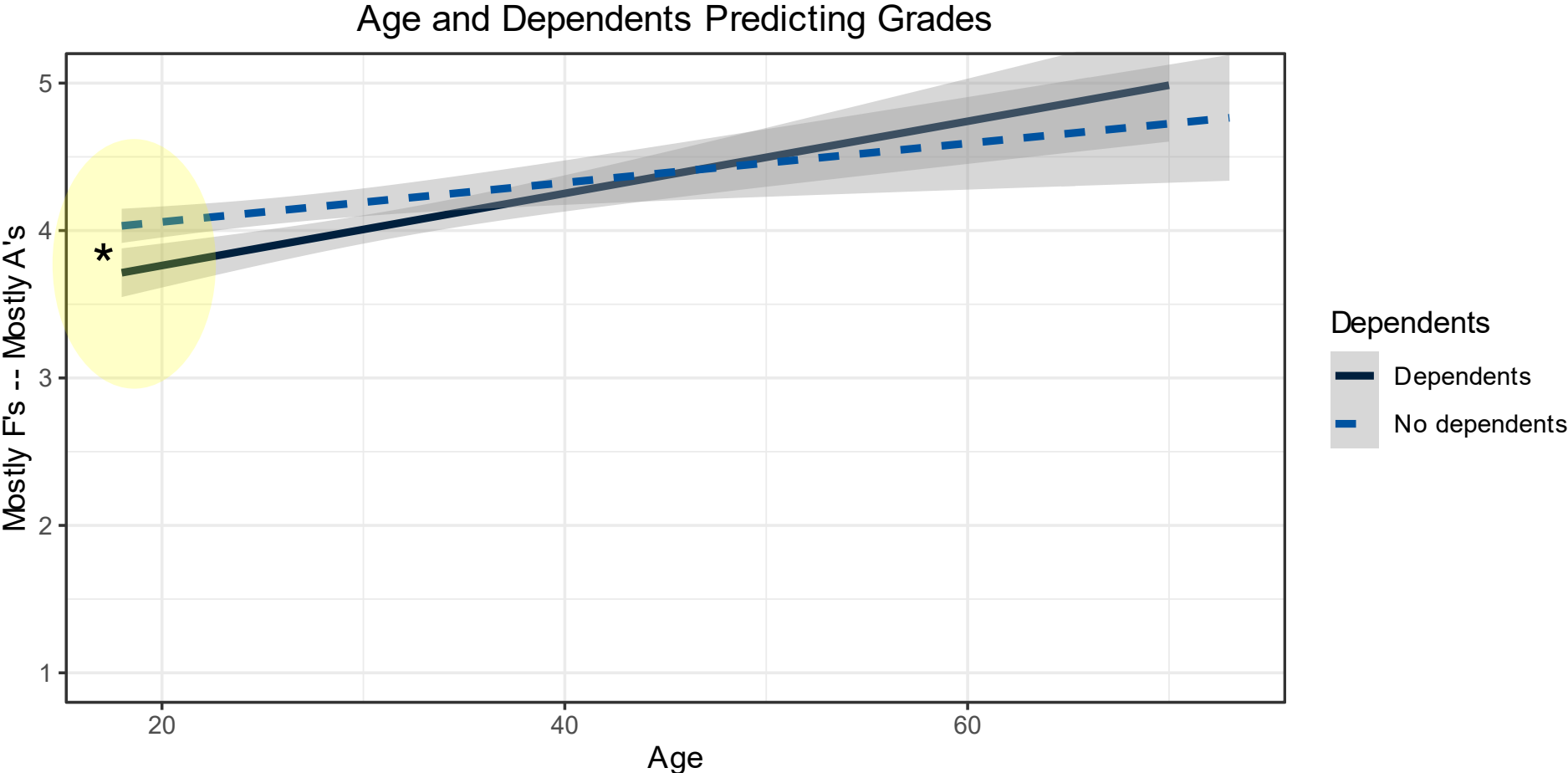
Students with dependents tend to get lower grades than students without dependents.



Students with dependents tend to get lower grades than students without dependents.



Younger students with dependents perform worse than younger students without dependents. However, this gap closes as students get older.



Summary

- Simply considering whether students have dependents or not may not tell us the full picture.
 - Other factors, such as age, need to be investigated.
- Students with dependents, particularly those who are younger, may need additional support.
- Older students generally have better outcomes, but that link may be complicated by whether they have dependents or not.



Disability Status

Of the 122 students with a disability, 67 were registered with Student Accessibility Services, and 55 were not.

Disability Status	Frequency
No disability	569
Disability	122



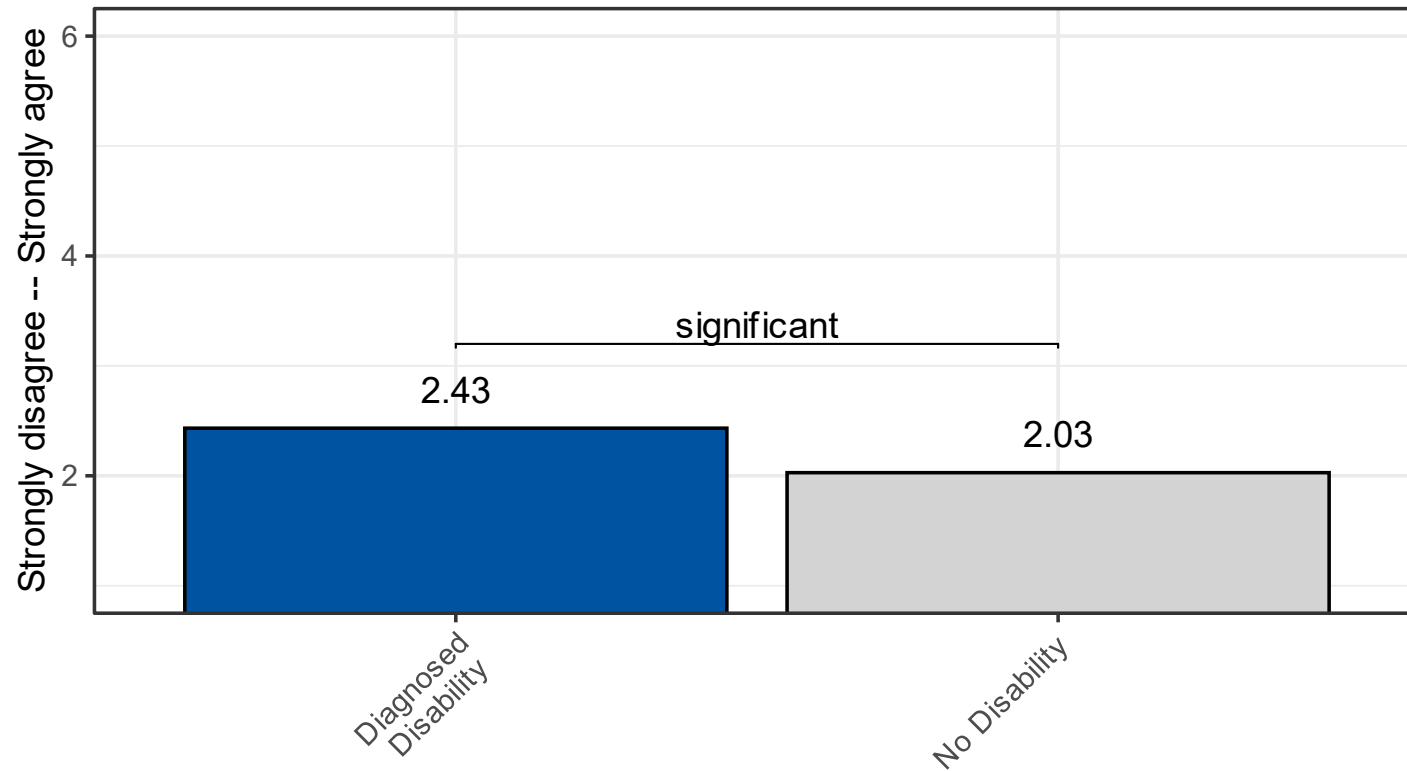
**In the past 12 months,
21% of individuals with a disability
experienced hostility directed to those with a
learning/intellectual disability, and**

**12.5% of individuals with a disability
experienced hostility directed to those with a
physical disability.**



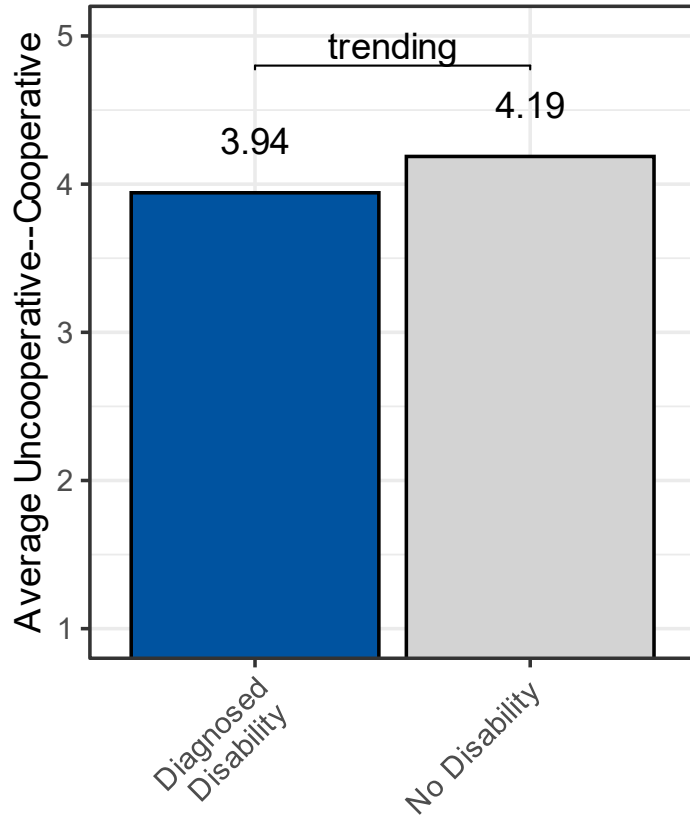
Students with disabilities were more likely to agree that the campus environment negatively affects students' mental and emotional health.

Negative Effect of SBVC environment
on Students' Mental/Emotional Health
by Disability



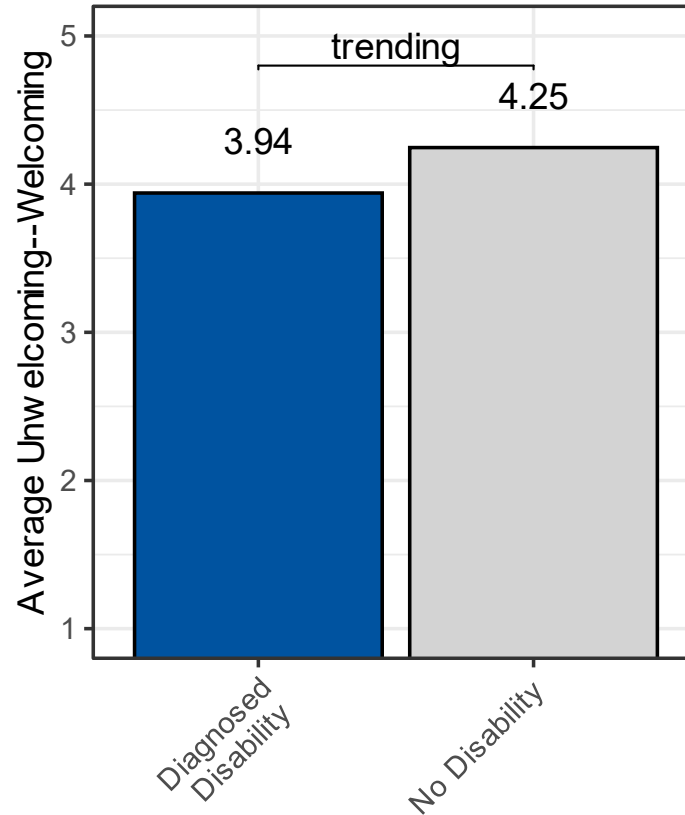
Students with a disability were more likely to find SBVC more unwelcoming, uncooperative, and disrespectful.

Experiences of Cooperation at SBVC by Disability



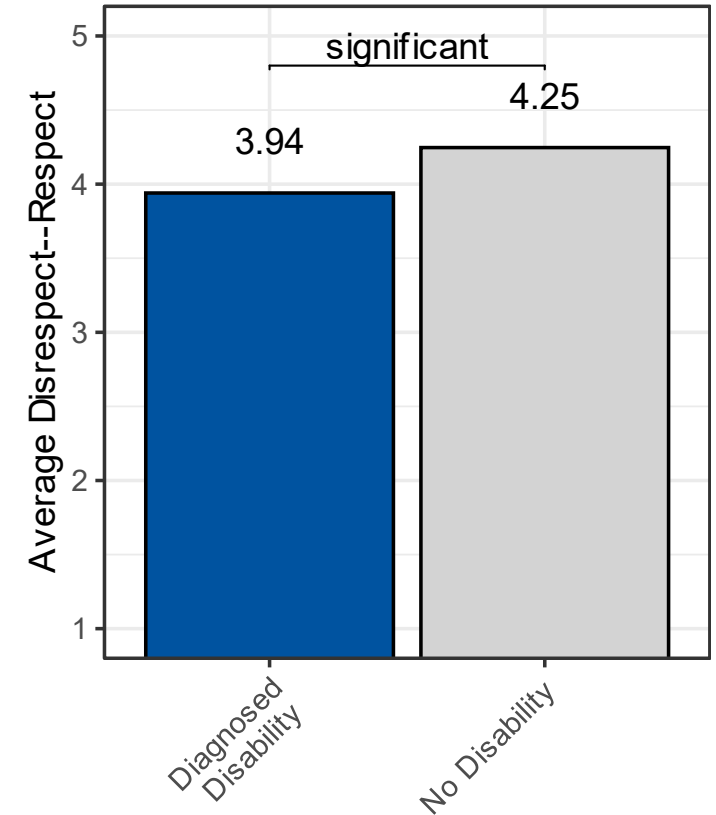
$t(135.78) = 1.85, p = .07$

Experiences of Welcoming at SBVC by Disability



$t(130.11) = 1.93, p = .06$

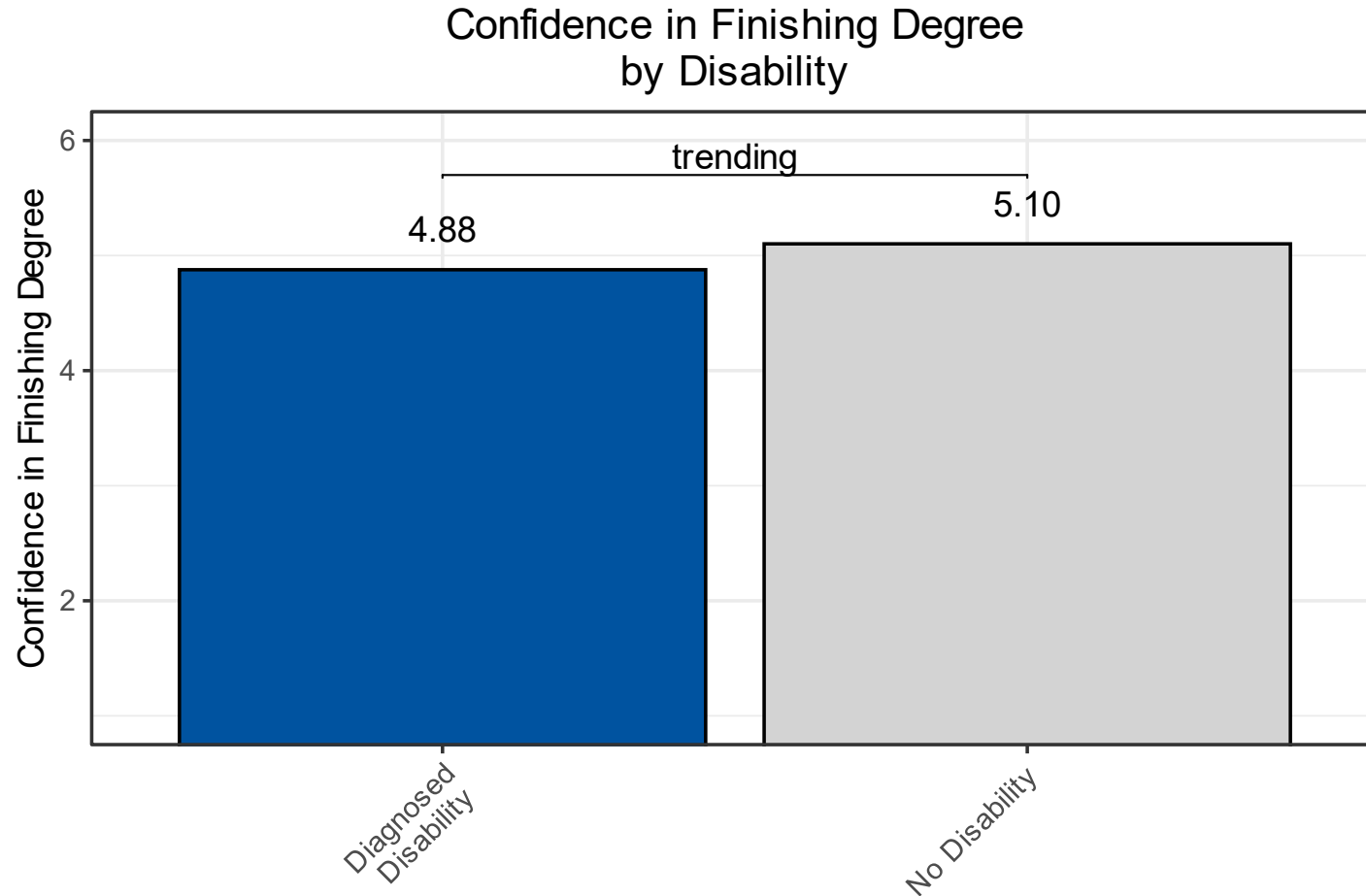
Experiences of Respect at SBVC by Disability



$t(131.10) = 2.29, p = .02$



Ultimately, students with disabilities were less confident in their ability to finish their degree.



Summary

- Students with disabilities were more likely to experience a more negative campus climate compared to students without disabilities.
 - More likely to experience hostility
 - Experienced less welcoming, cooperative, and respectful environment
 - Less confident that they can complete their degree at SBVC



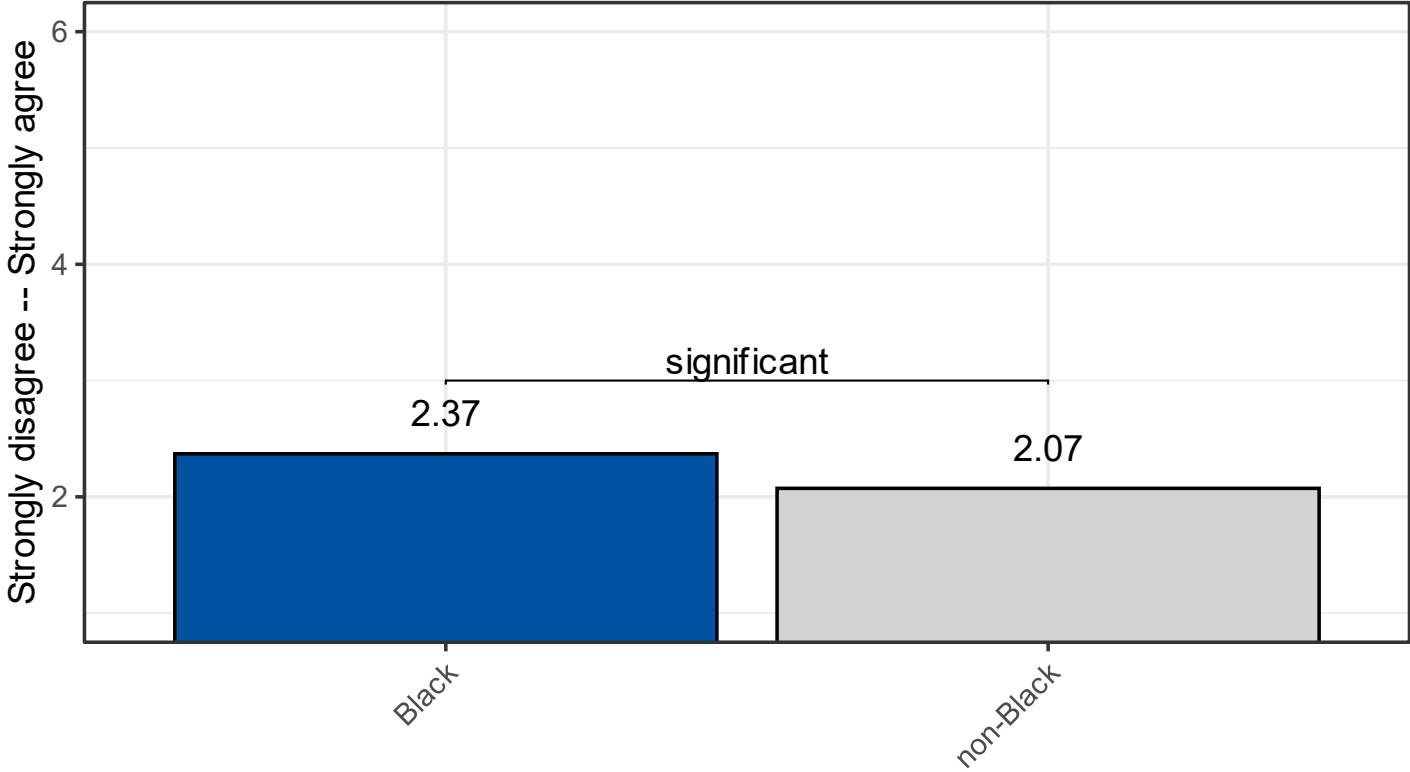
African-American/Black Students

Race/ethnicity	Frequency
African-American/Black	90
Non-African-American/Black	666



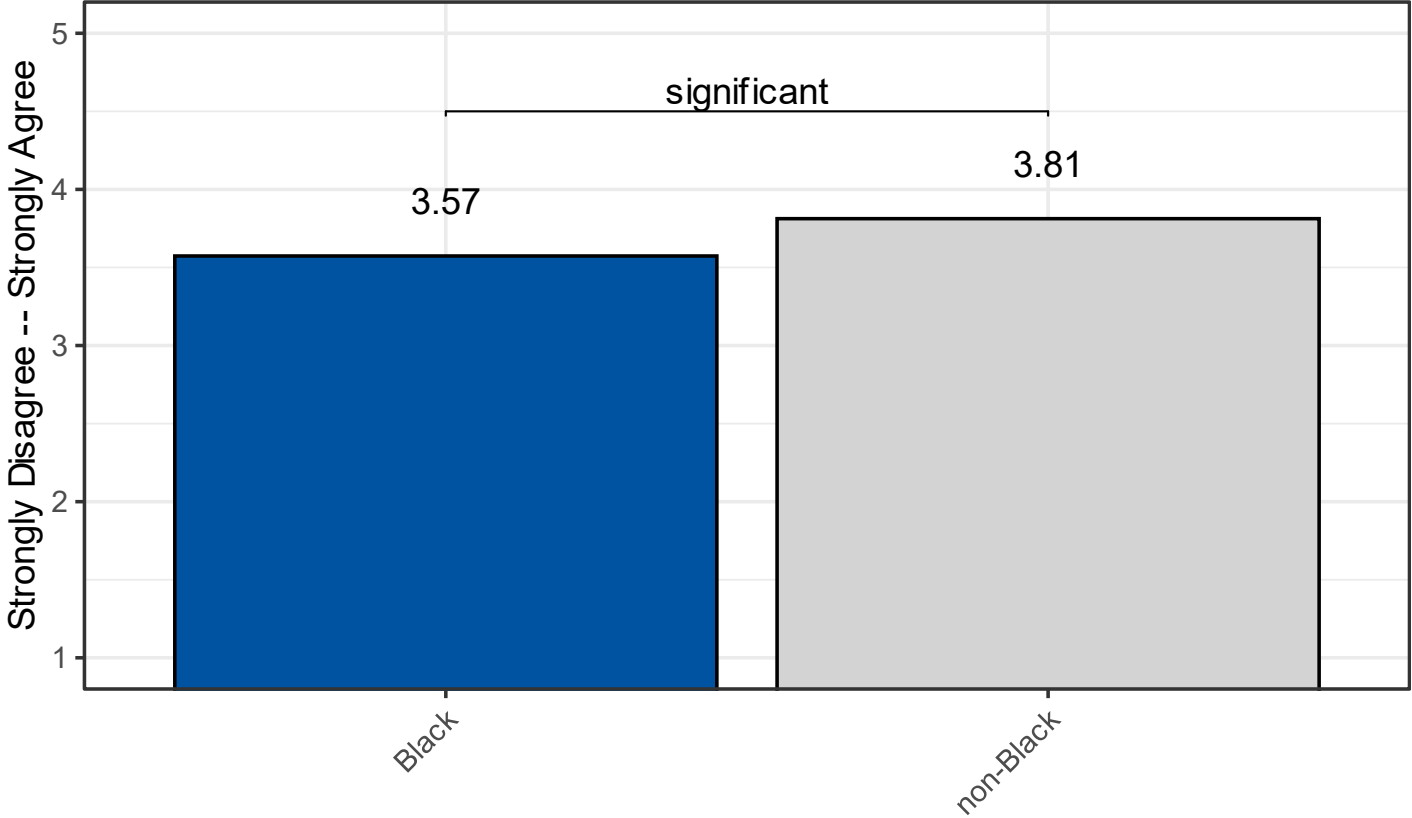
Af-Am/Black students were more likely to feel that the campus environment has a negative impact on students' mental and emotional health.

Negative Effect of SBVC environment on Students' Mental/Emotional Health in African-Americans/Blacks



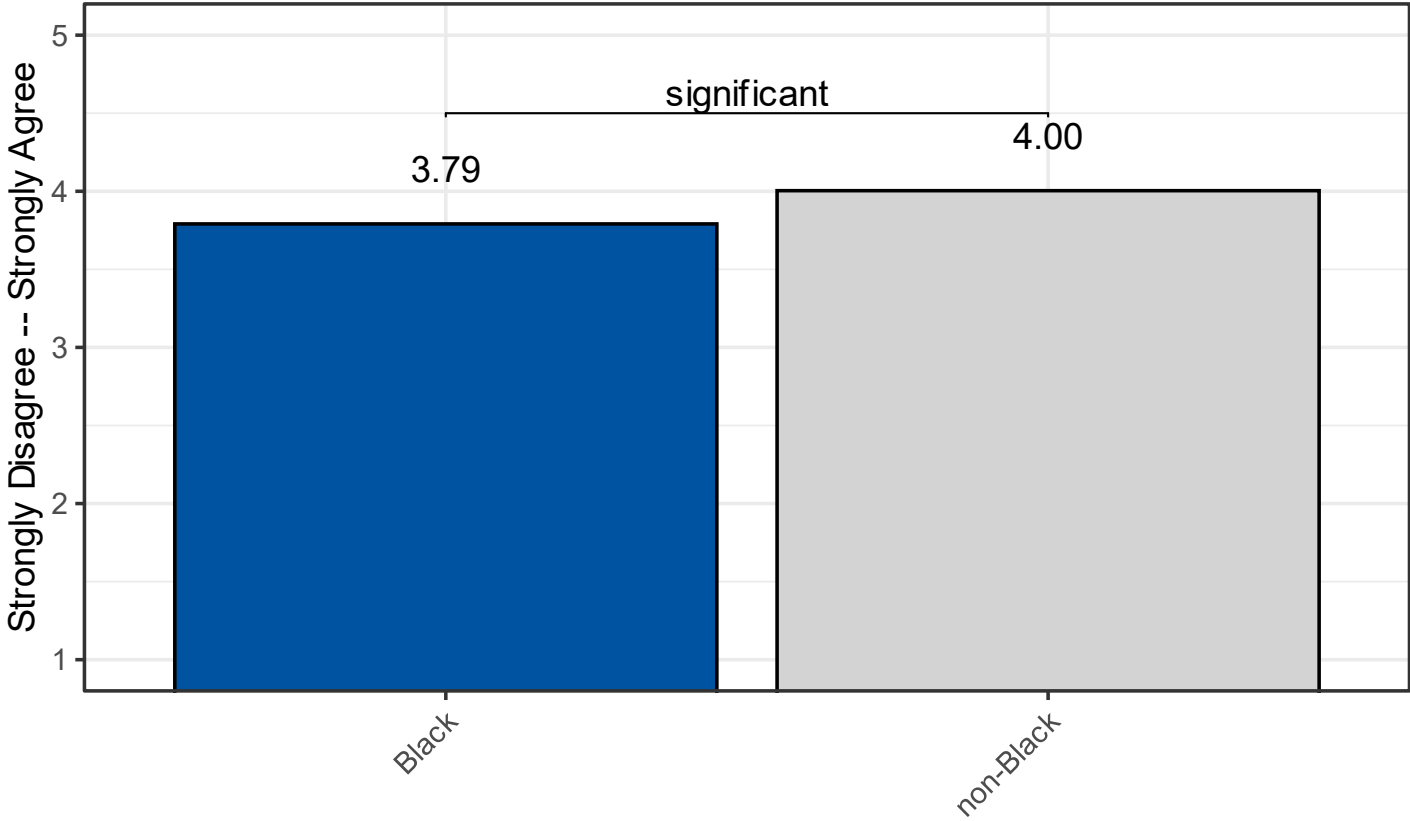
Af-Am/Black (vs. non-Af-Am/Black) students felt less valued and listened to by other SBVC students.

Feeling Valued by Other SBVC Students
in African-Americans/Blacks

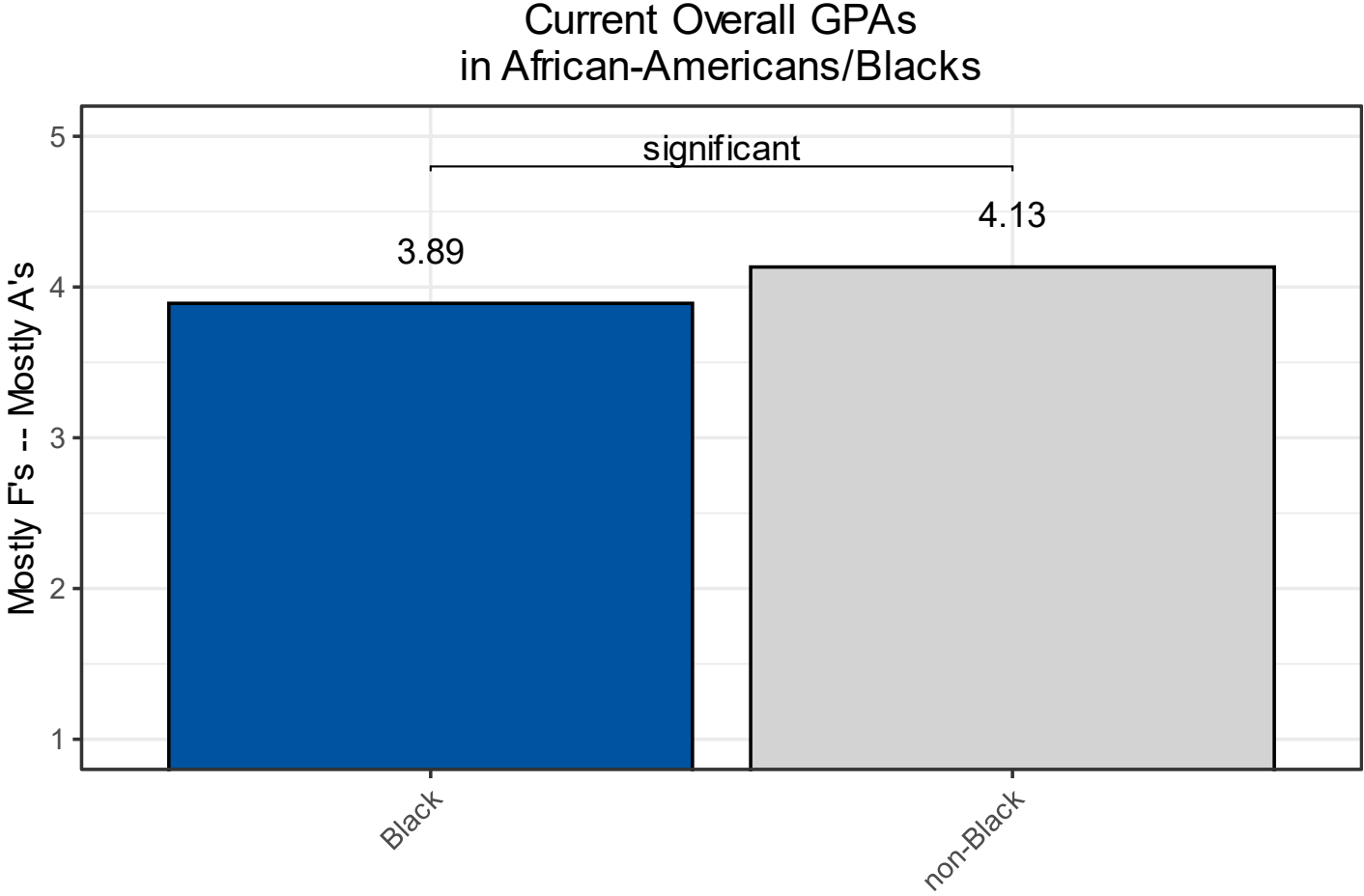


...and felt as though they are treated less fairly/equitably in out-of-classroom campus spaces.

Treated Fairly/Equitably in Out-of-Classroom in African-Americans/Blacks



African-American/Black students reported having lower overall GPAs.



Summary

- Creating an antiracist community environment for African-American/Black students may be particularly important since these students reported a more negative campus climate.
- This may have effects on the academics of African-American/Black students who reported lower overall GPAs.



Missing Data?

- Although many significant differences were found in these surveys, there may be other demographic groups with lower numbers being overlooked.
 - American Indian or Alaskan Native students
 - Native Hawaiian or Pacific Islander students
 - Middle Eastern, Arab, or Arab American students
- Not a lot of data on student outcomes of
 - Non-cisgender students
 - LGBTQ+ students



Takeaways

SBVC can better support our students by:

1. Presenting students with financial and non-financial resources before enrolling and while they are enrolled, so their current needs can be met.
2. Increasing student-centered course scheduling options and resources to allow students to balance both school and work/personal responsibilities.



Takeaways

3. Providing demographic-targeted support for students who may be more likely to not enroll or to drop out of SBVC (while keeping in mind that these identities are often intersectional)--
 - Male students were less likely to perceive the importance of a college education.
 - Students over 35 years of age and students with dependents may need more instrumental support.
 - Students with disabilities and African-American/Black students reported more a negative campus climate.



A large, three-dimensional sculpture of a blue and white 'V' shape is the central focus, resting on a circular concrete base in a lush green lawn. In the background, a multi-story university building with a prominent clock tower and red-tiled roof is visible under a clear blue sky. The scene is bright and sunny.

Thank You

