



San Bernardino
Valley College

The Wolverine Experience: An Integrated Data Framework

Presented by

The SBVC Strategic Enrollment Management Project Team

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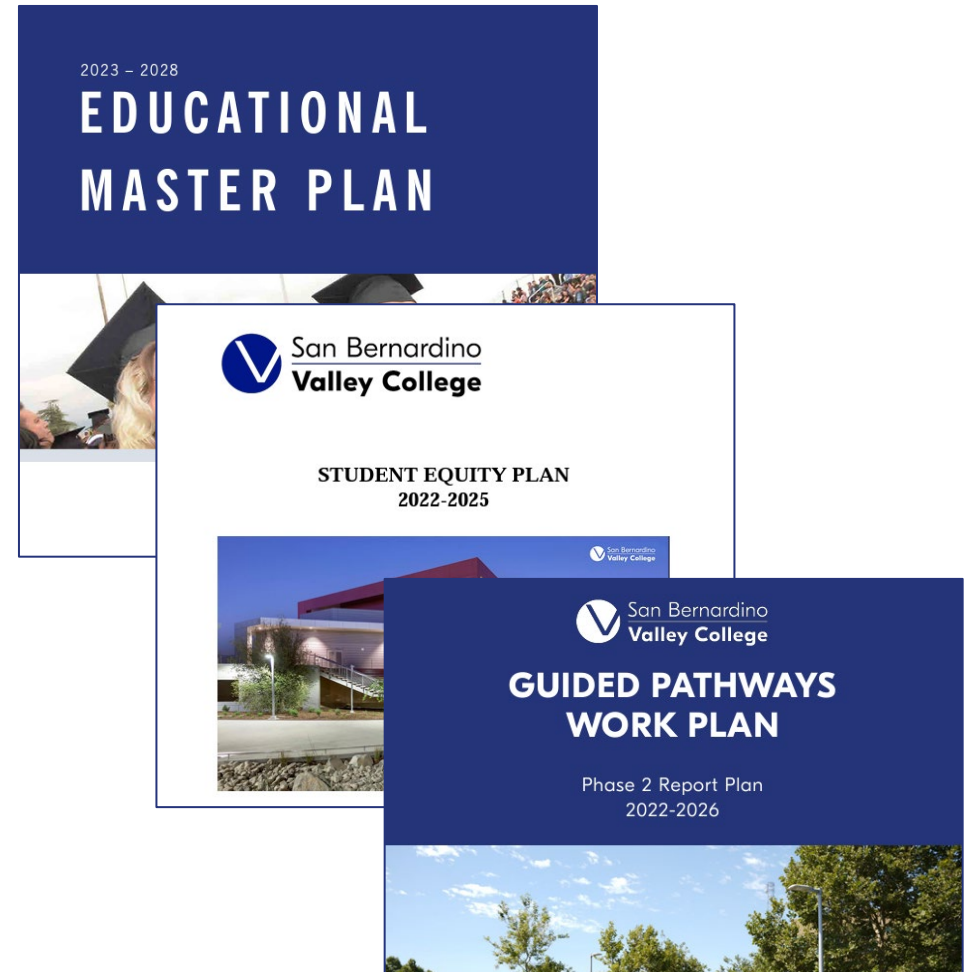
Denise Knight

Vinnie Wu

Our Goal

To better support our students,
we need to know who our students are.

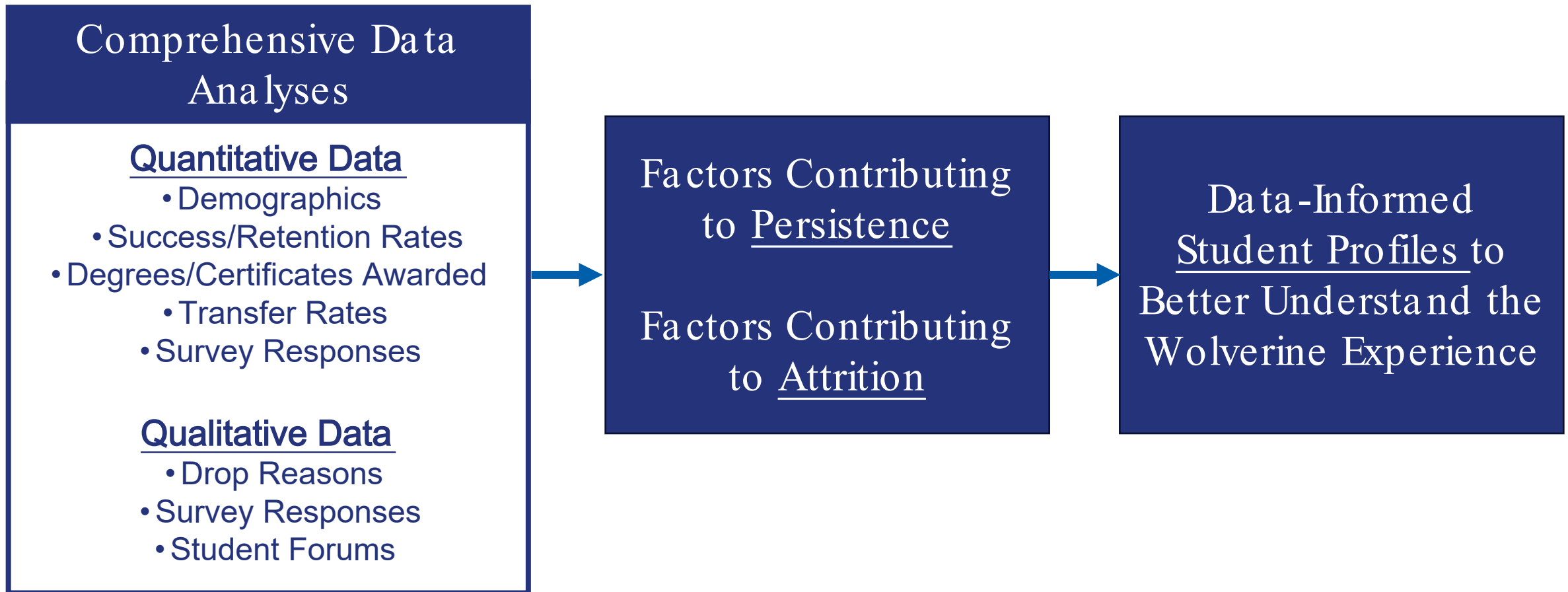
“Utilize Quantitative and Qualitative
Data to Understand Our Students’
Lived Experiences and Better Support
Them Towards Their Goals”



Primary Goals of SBVC's SEM Academy Project

- ✓ Develop an integrated data framework to visualize the types of data necessary to better understand our (potential) students' experiences and possible barriers;
- ✓ Create data-informed student group profiles based on survey responses and persistence and attrition data;
 - Develop a data-informed Strategic Enrollment Management Plan (SEMP) framework to provide recommendations for areas of focus and potential strategies; and
 - Based on collaboration and feedback from college stakeholders (e.g., faculty, staff, administrators, students), begin to draft an updated SEM Plan and facilitate discussions and revisions of draft.

Developing an Integrated Data Framework



Selected Student Profiles

Black/African American students (male/female)

Hispanic/Latinx students

First-generation students

Students registered with SAS

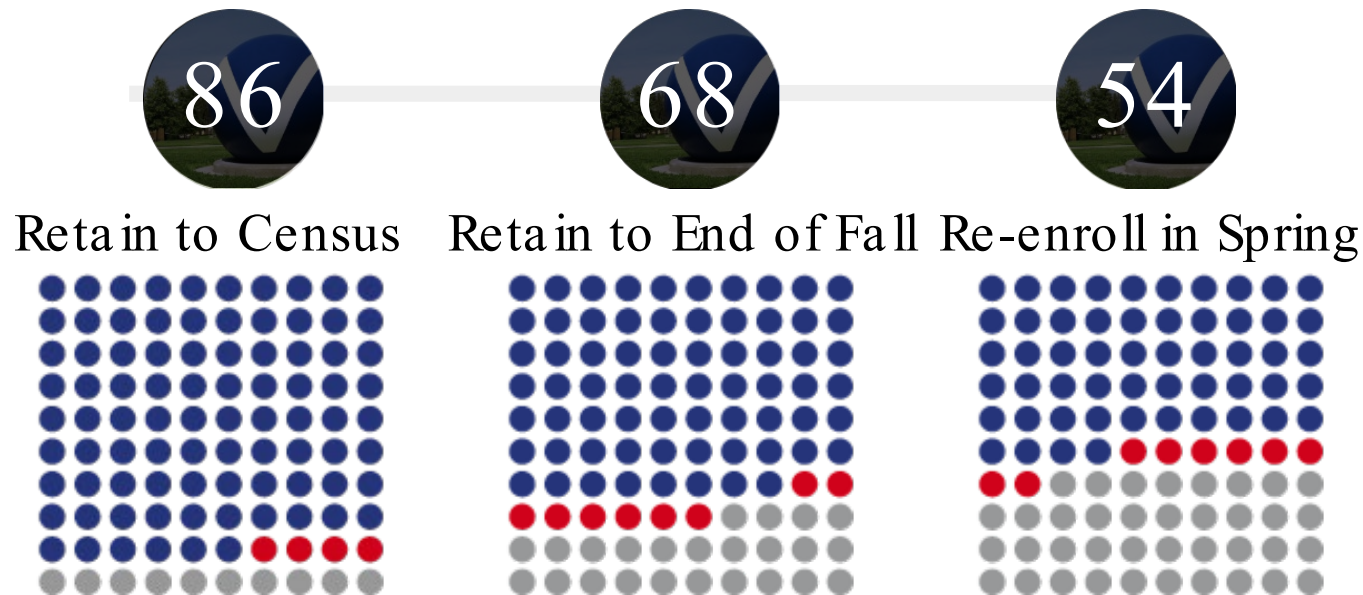
Think About...

1. What might *you* do to support these students' persistence and success?
2. What might *we*, as a collective body/institution, do to support these students' persistence and success?
3. What do you need from us, the institution, to better support these students' persistence and success?

Black/African American Students

1,202 students in Fall '22
10.7% of all students

For every 100 students...



Retention is an issue at every time point.

Only 54% of Black/ African American students re-enrolled in spring.

● Black/ African American Students

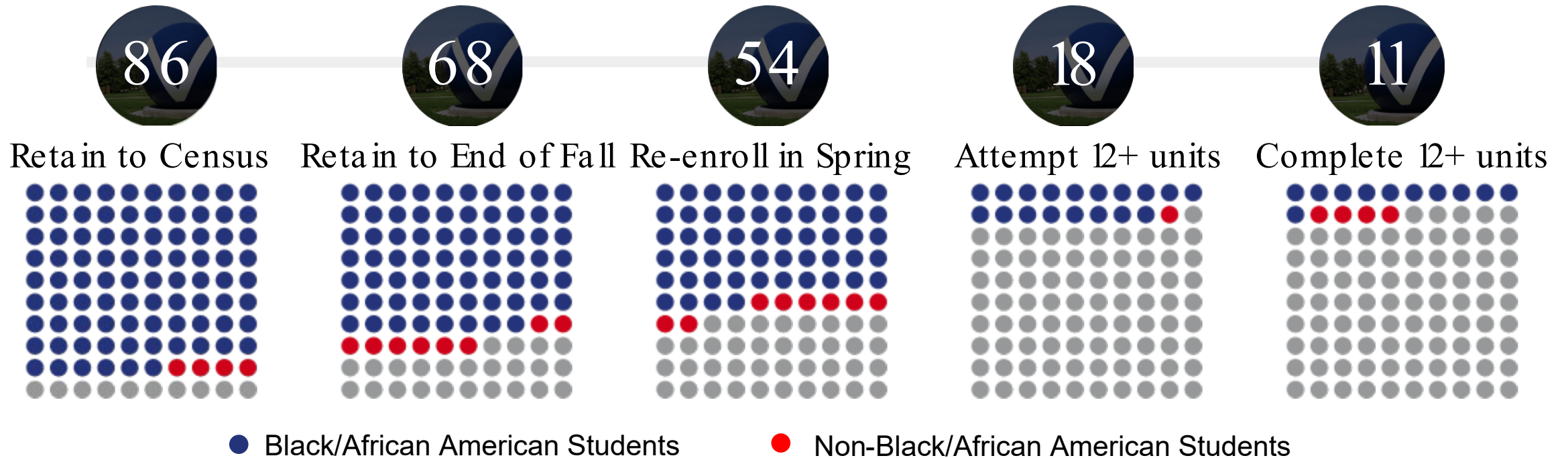
● Non-Black/ African American Students

Black/African American Students

1,202 students in Fall '22
10.7% of all students

For every 100 students...

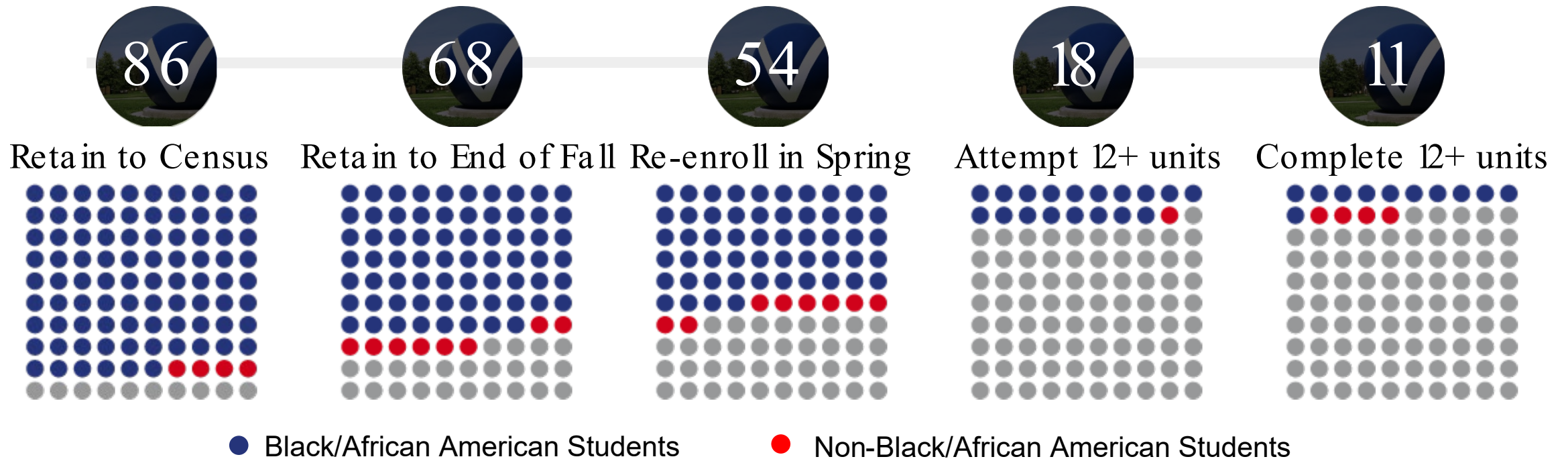
62% (-15%) Full-Time
Completion Rate



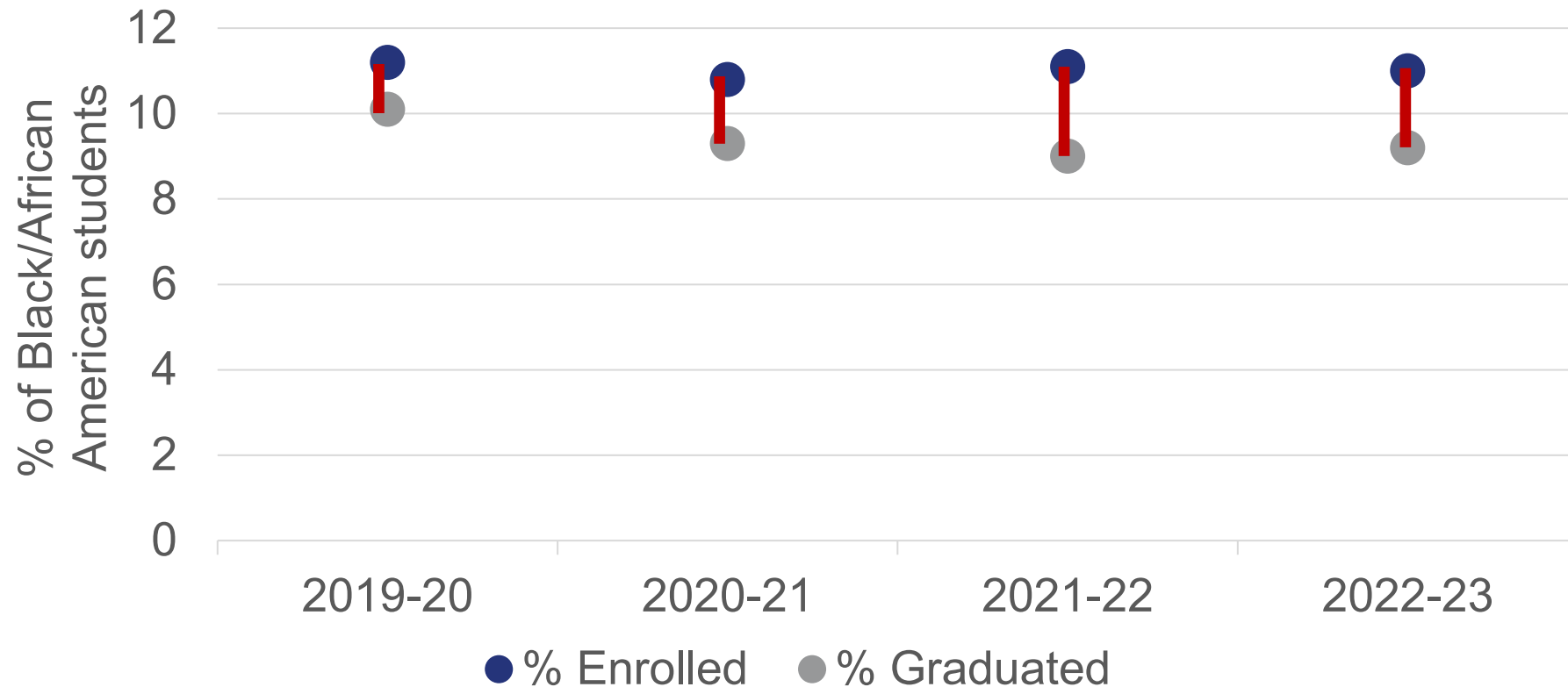
Black/African American students are more likely drop out.

For every 100 students...

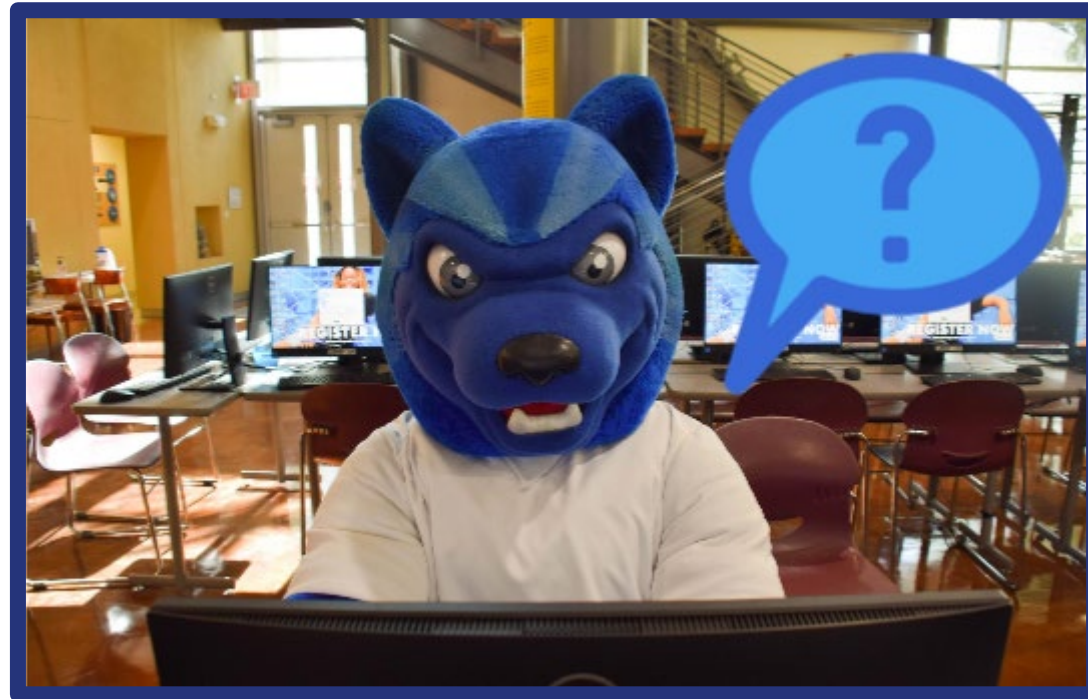
62% (-15%) Full-Time Completion Rate



Black/African American students are more likely drop out ...and fewer graduate SBVC.



**Black/African American students
are more likely drop out
...and fewer graduate SBVC.**

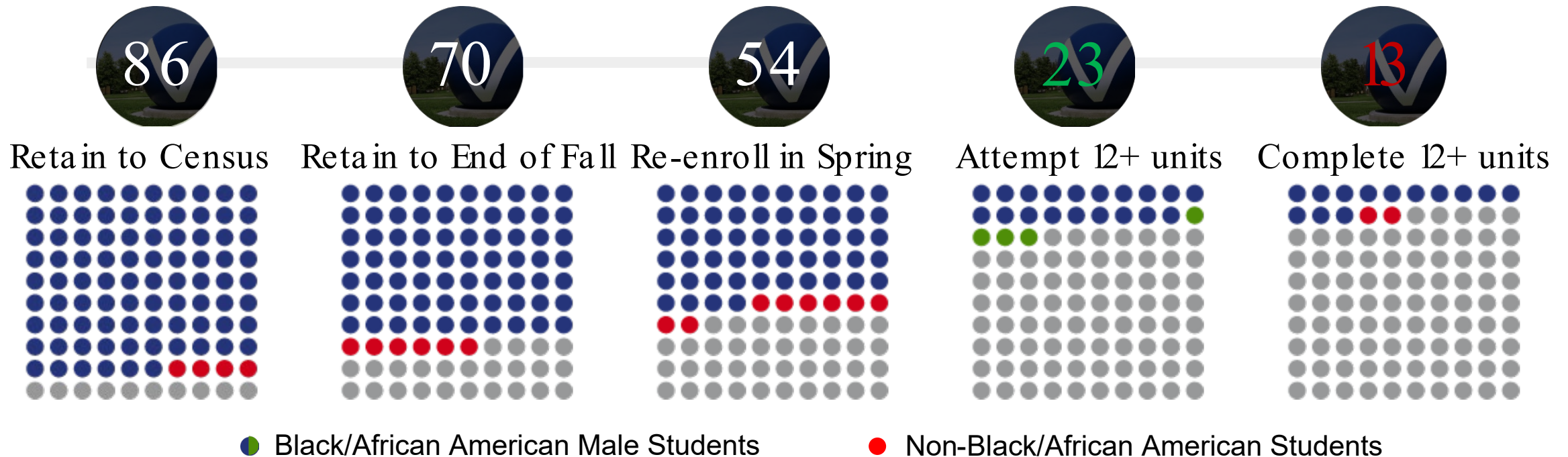


Black/African American Male Students

447 students in Fall '22
4.0% of all students

For every 100 students...

58% (-18%) Full-Time
Completion Rate



Black/African American Female Students

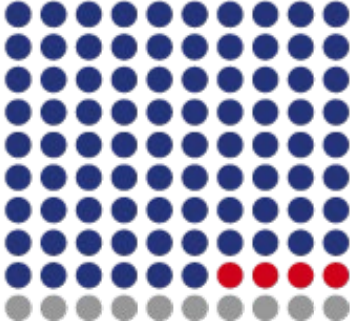
754 students in Fall '22
6.7% of all students

For every 100 students...

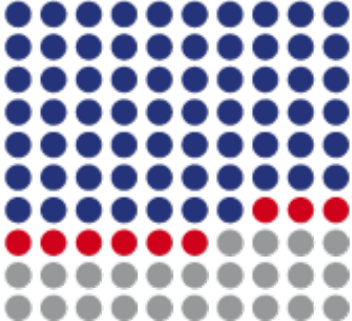
65% (-11%) Full-Time
Completion Rate



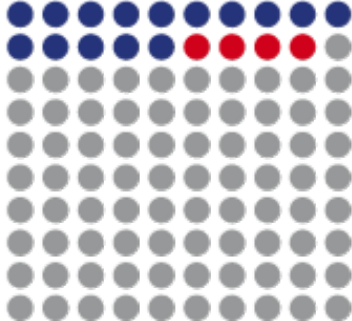
Retain to Census



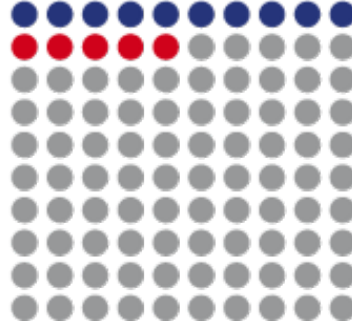
Retain to End of Fall Re-enroll in Spring



Attempt 12+ units



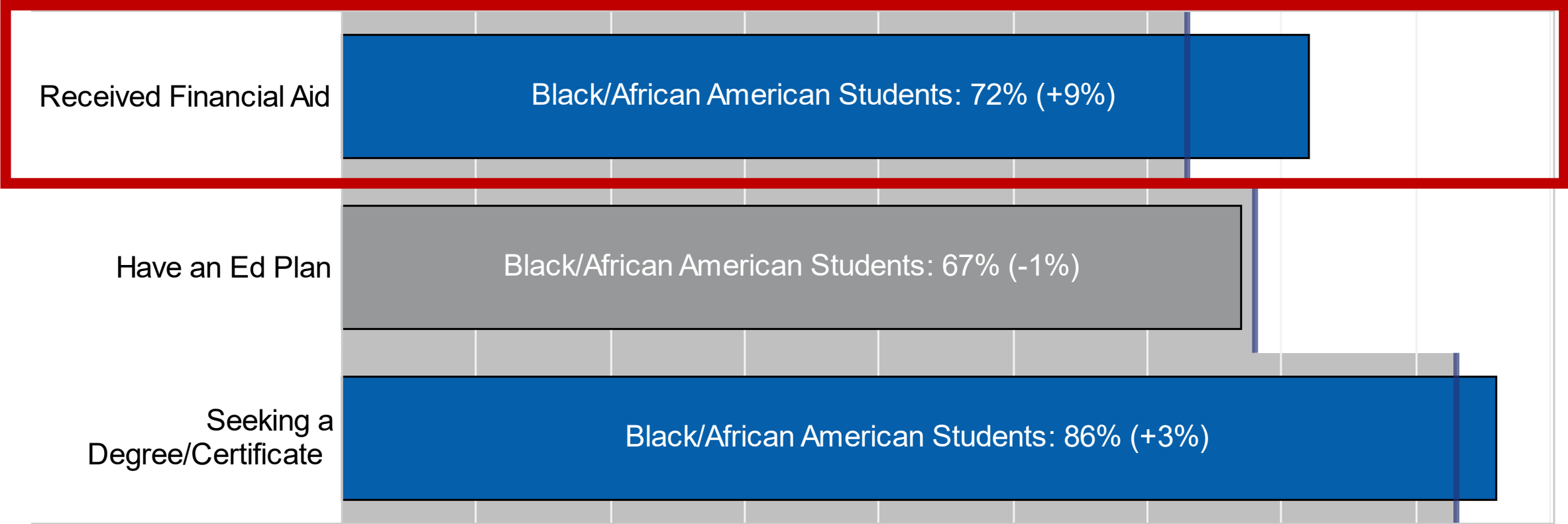
Complete 12+ units



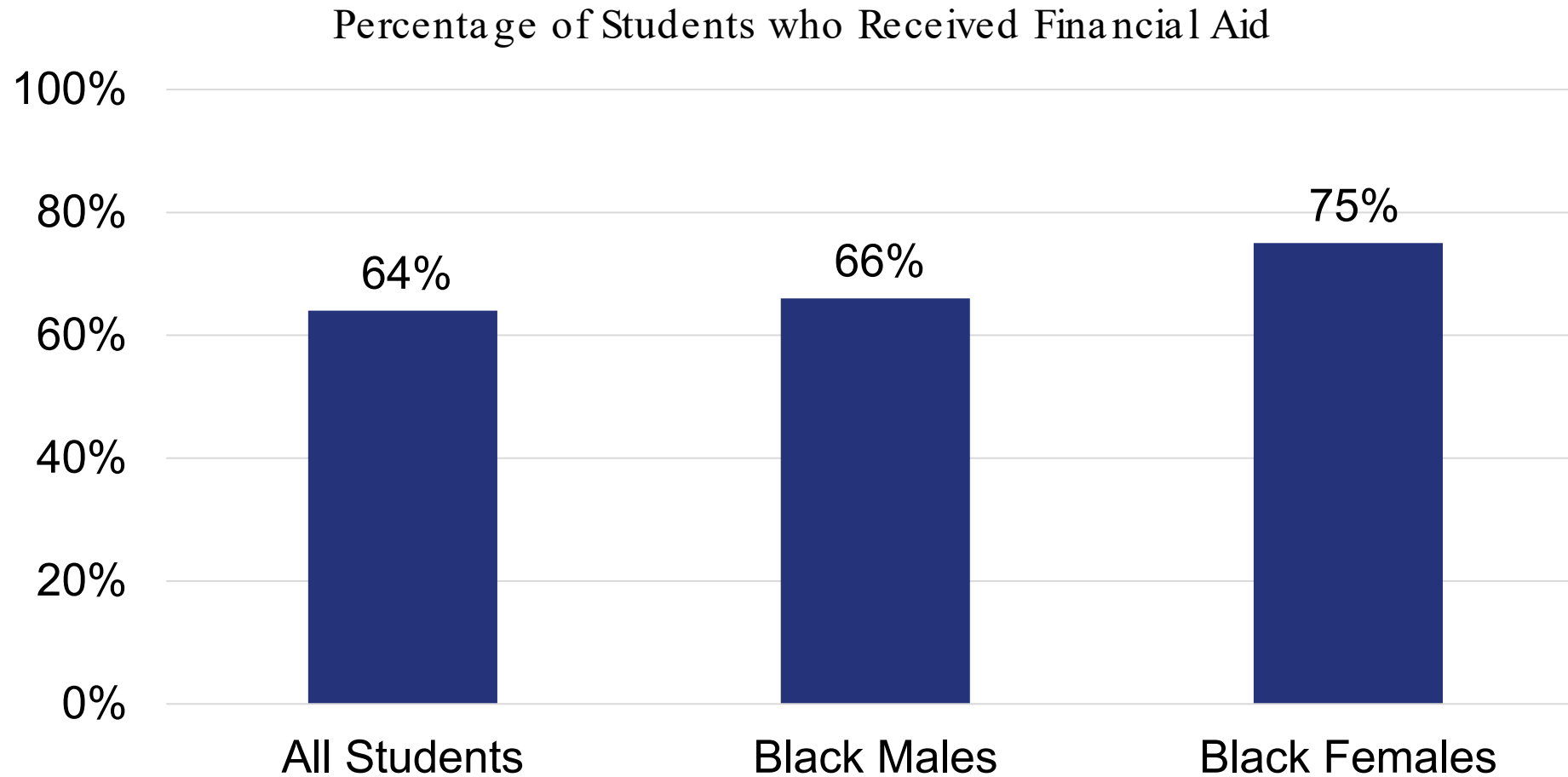
● Black/African American Female Students

● Non-Black/ African American Students

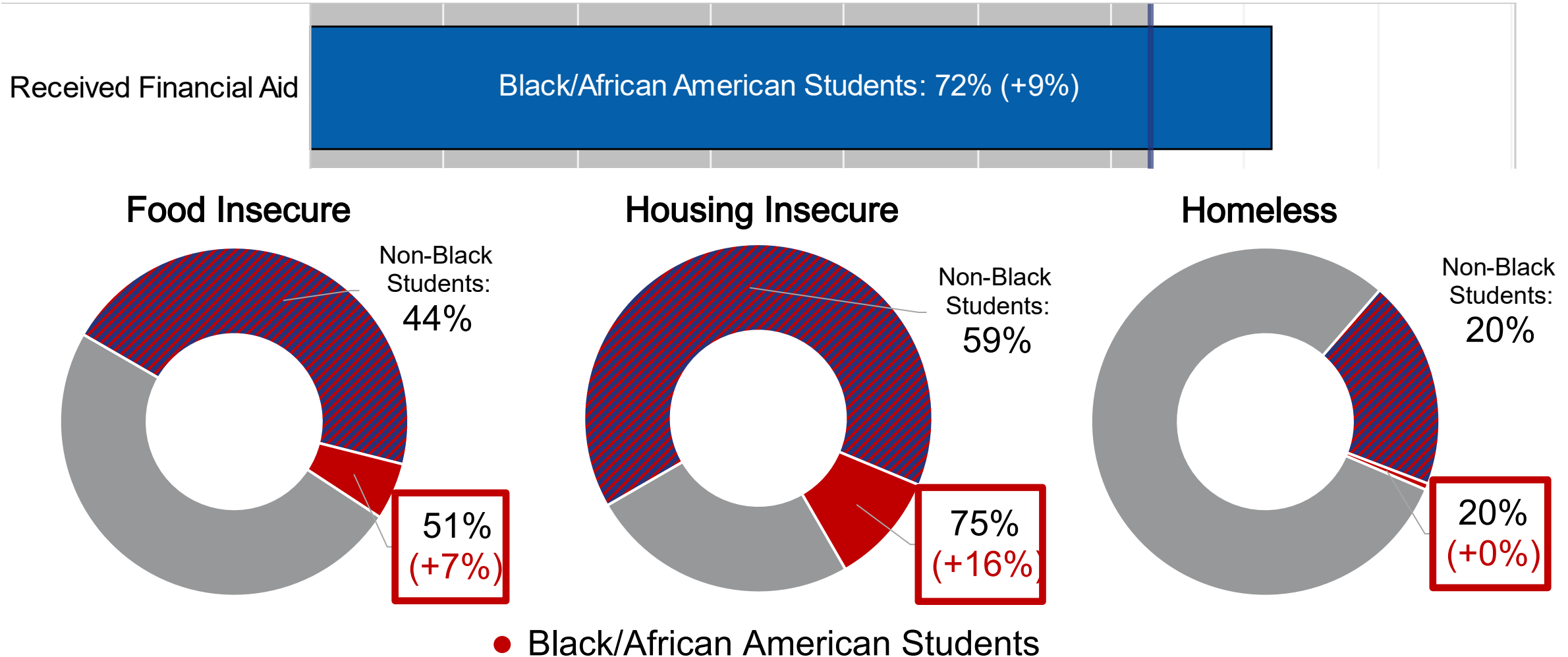
Black/African American students are 9% more likely to receive financial aid.



...especially Black/African American female students.



Black/African American students are more likely to lack basic needs.



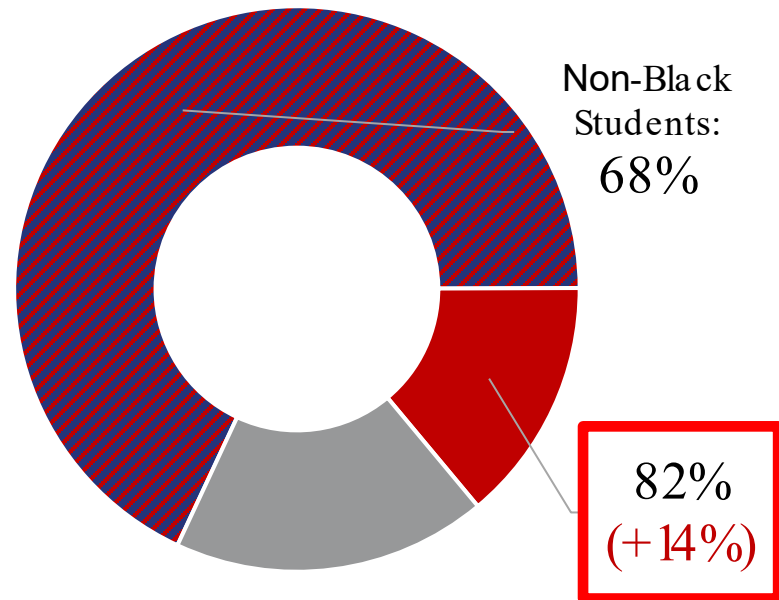
Over 4 out of 5 Black/African American students lack at least one basic need.

Received Financial Aid

Black/African American Students: 72% (+9%)

ANY of the following:

Food Insecure
Housing Insecure
Homeless



● Black/African American Students

However, it's not just about finances.

In a survey, Black/African American students were more likely to report that:

They feel that they are treated less equitably than others.

They feel less valued by other students.

They believe that the campus environment has a negative impact on their mental/emotional health.

They have considered leaving SBVC due to feeling isolated or unwelcome.

They have lower grades.

COMMUNITY

meeting “the right people”

- Campuswide dissemination of available resources to Black/African American students
- More funding and support for Black/African American clubs and programs
- More counselors/professors that support and mentor Black/African American students
- Greater representation of Black/African American students
- Places for Black/African Americans to gather (e.g., resource center, Huddle)

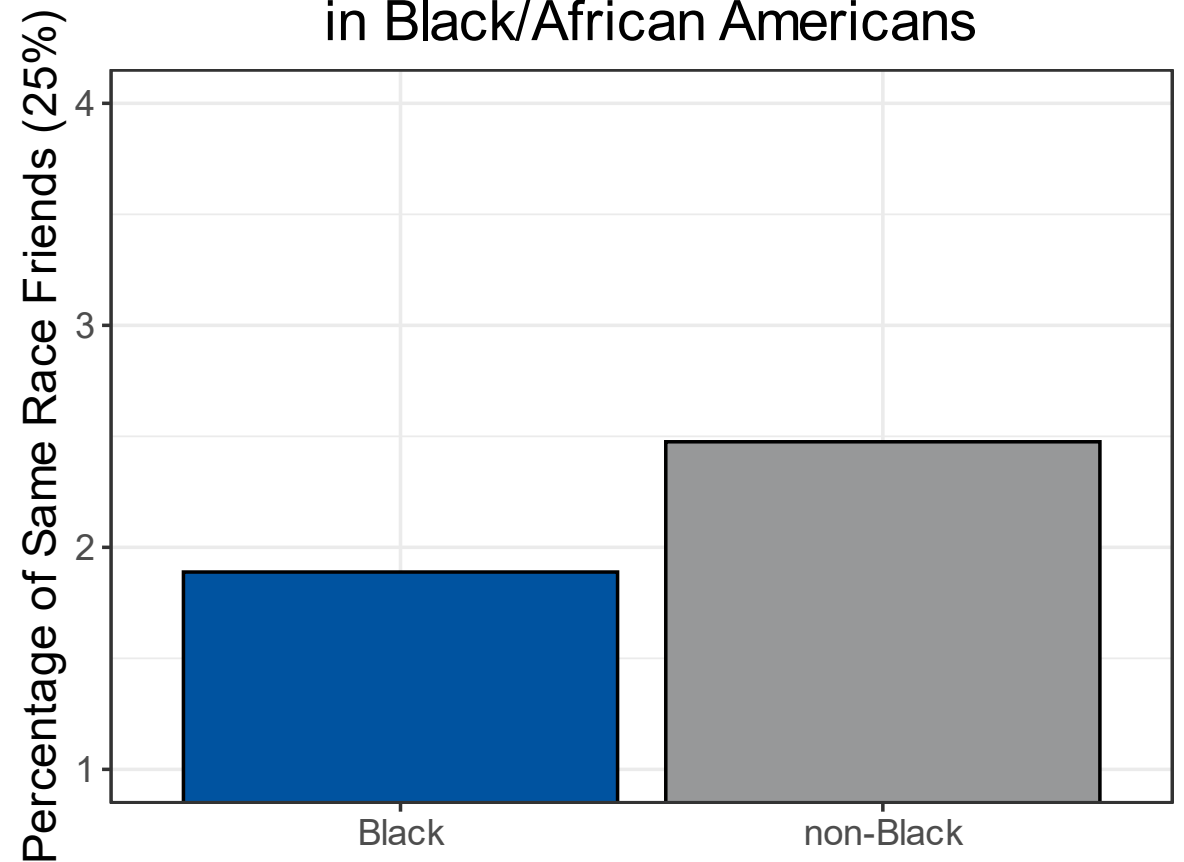
Black/African American students are less likely to have friends of the same race.

Same-race friendships in Black/African American students increases campus connectedness by reaffirming their identities on college campuses

(Thelamouret al., 2019).

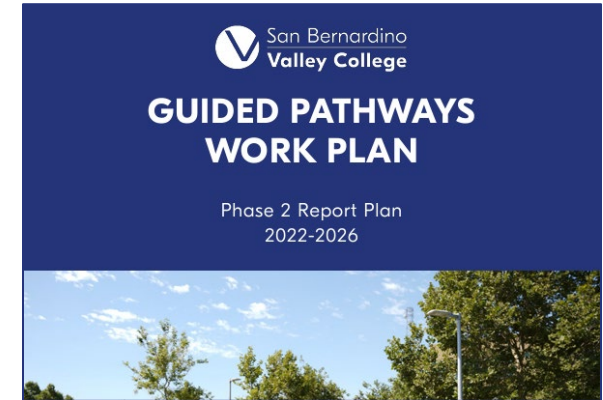


Same-Race Friends in Black/African Americans



Healthy Minds Survey (Spring '22)

Black/African American students are represented across all three plans.



Closing existing gaps in enrollment, retention, and completion rates

...by removing barriers and helping students feel welcomed, supported, and represented.

“
The black experience is who
you know. We should not
have to hustle to find that.”

Summary: Black/African American Students

How are they doing?

Consistently low retention rates

Fewer graduate SBVC

Why?

Finances

More negative campus experience

What's next?

Focus on
COMMUNITY

Breakout Rooms

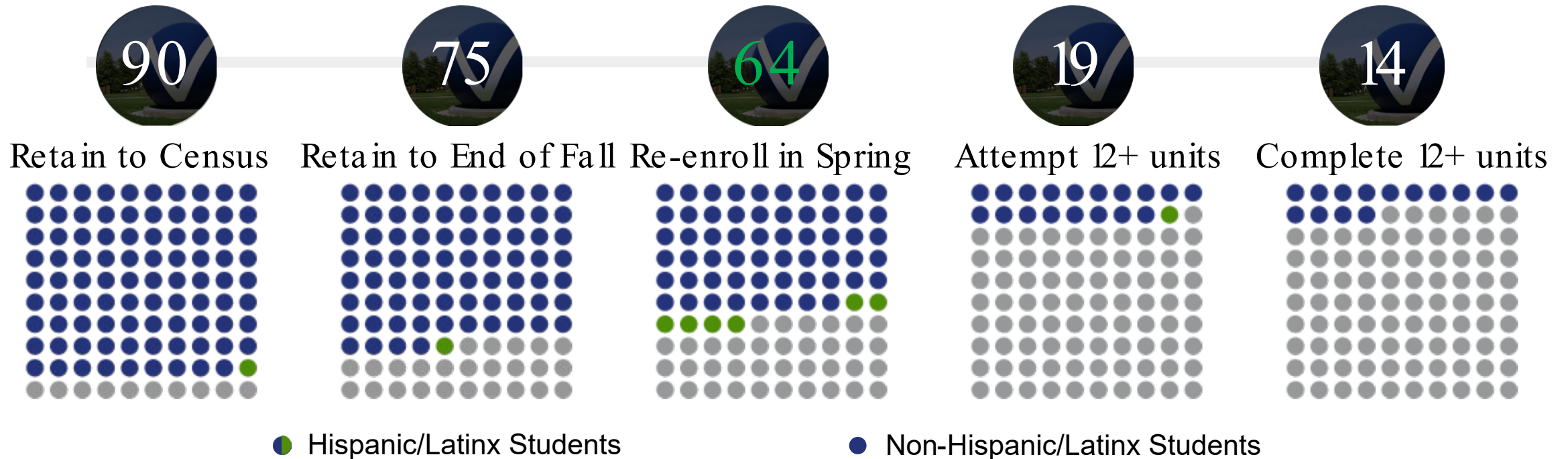
1. What might *you* do to support these students' persistence and success?
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3. What do you need from us, the institution, to better support these students' persistence and success?

Hispanic/Latinx Students

7,838 students in Fall '22
69.9% of all students

For every 100 students...

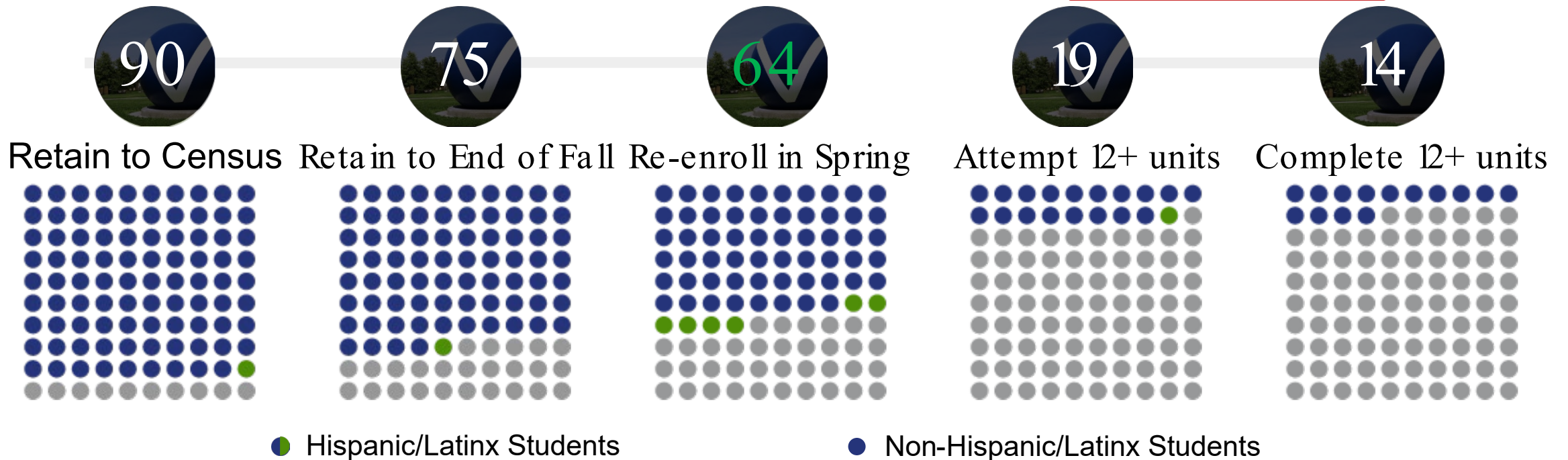
75% (-1%) Full-Time
Completion Rate



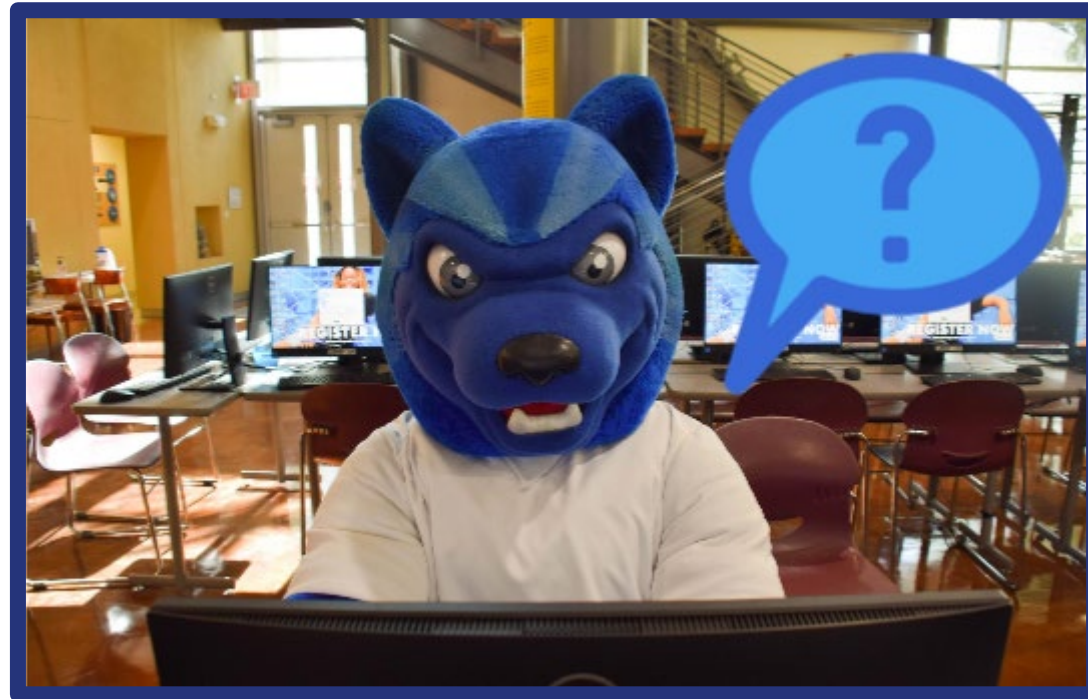
Hispanic/Latinx students are more likely to be retained, especially to the next semester.

For every 100 students...

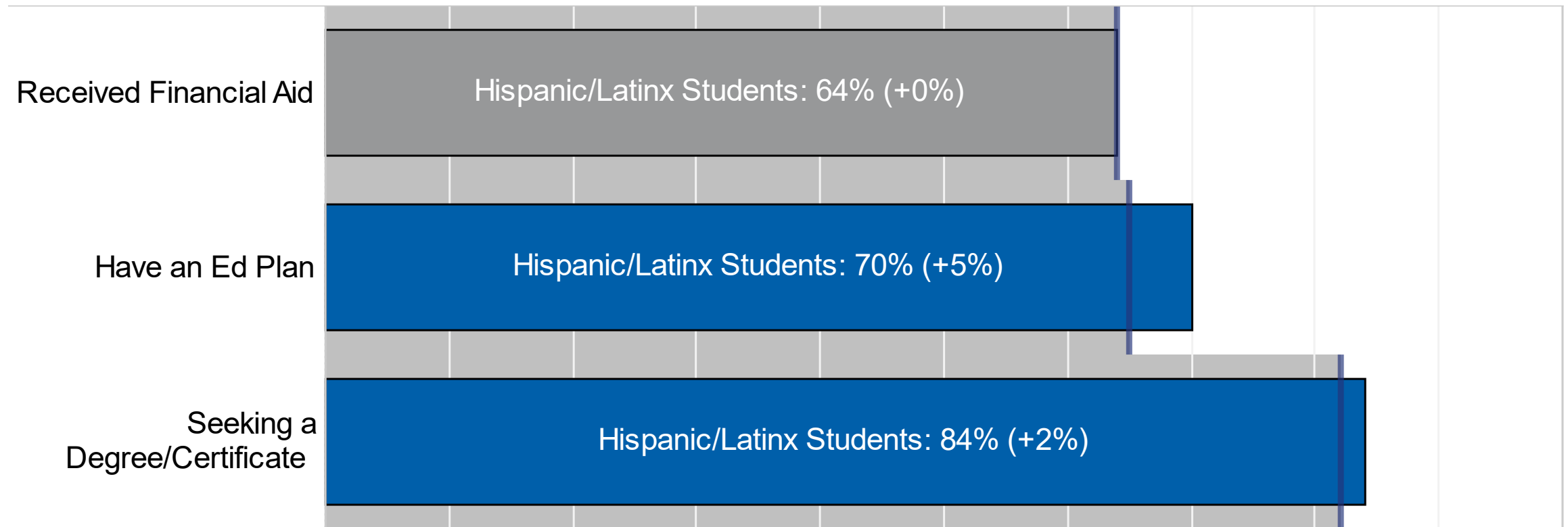
75% (-1%) Full-Time Completion Rate



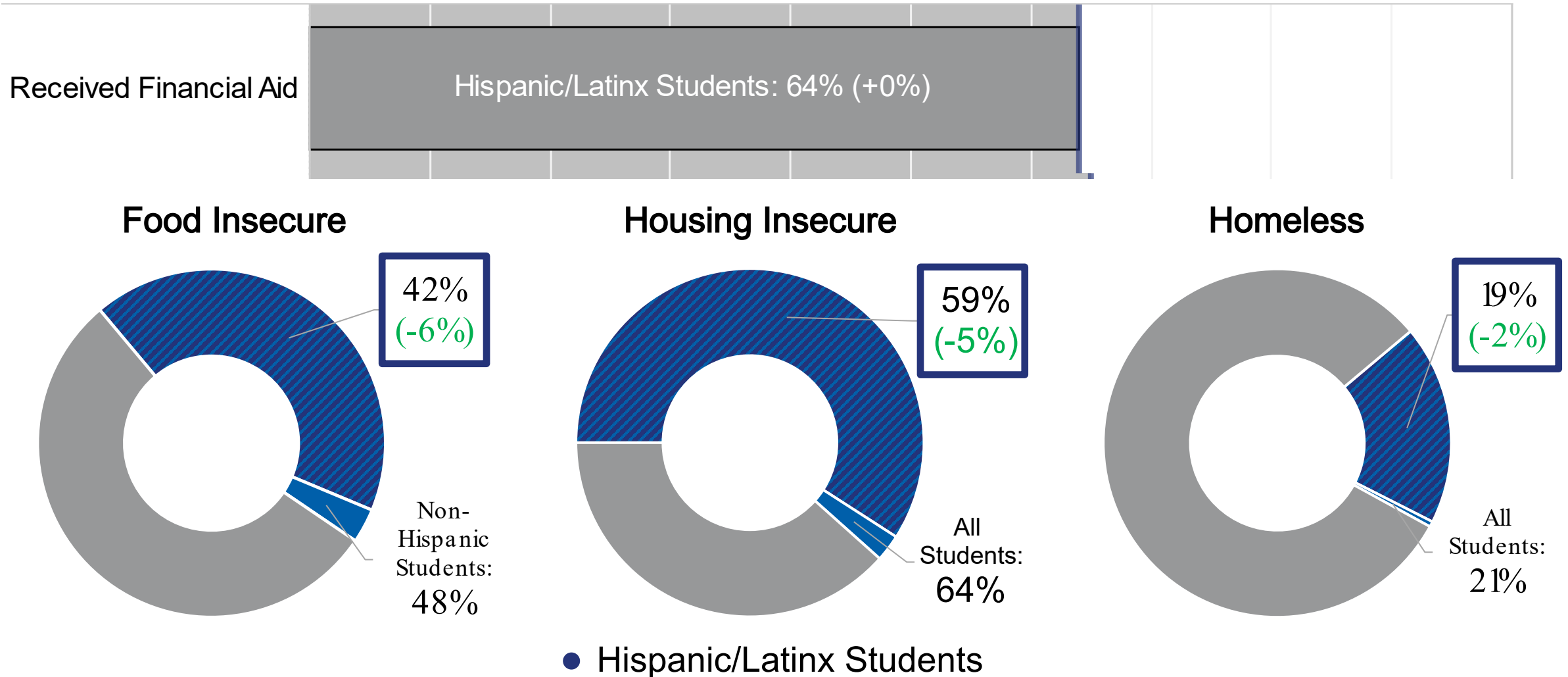
Hispanic/Latinx students are more likely to be retained, especially to the next semester.



Hispanic/Latinx students are more likely to have an educational plan and seek a degree/certificate.



Hispanic/Latinx students are less likely to lack basic needs, but many are still food or housing insecure.



**In a survey,
Hispanic/Latinx
students were more
likely to report that:**

They feel valued as students.

They believe SBVC helps diverse students belong.

They have NOT considered leaving SBVC due to feeling isolated or unwelcome.

They think they can reach their full potential at SBVC.

Summary: Hispanic/Latinx Students

How are they doing?

Average to above average retention rates

Why?

Less likely to lack basic needs

More positive campus experience

What's next?

Continue our initiatives as an HSI

Breakout Rooms

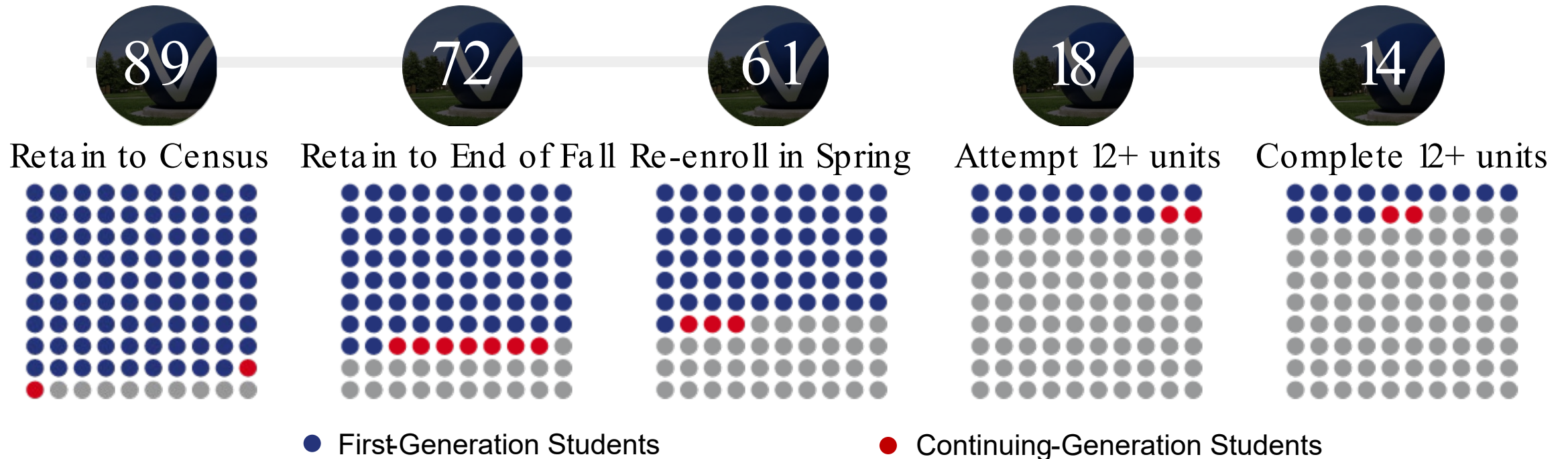
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First-Generation Students

6,656 students in Fall '22
59.3% of all students

For every 100 students...

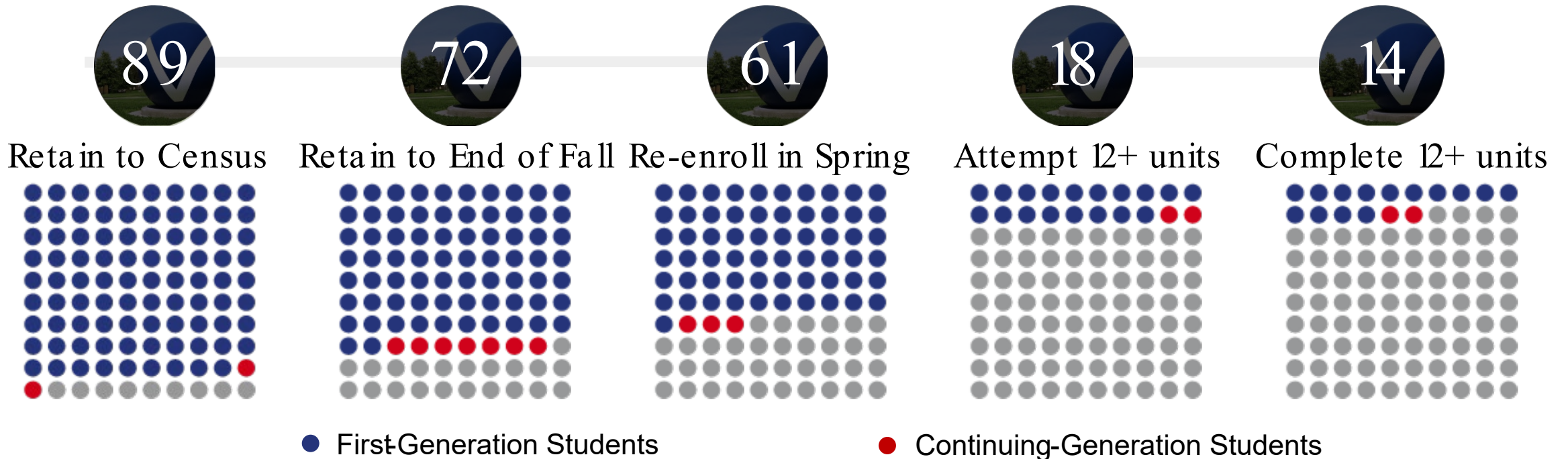
74% (-3%) Full-Time
Completion Rate



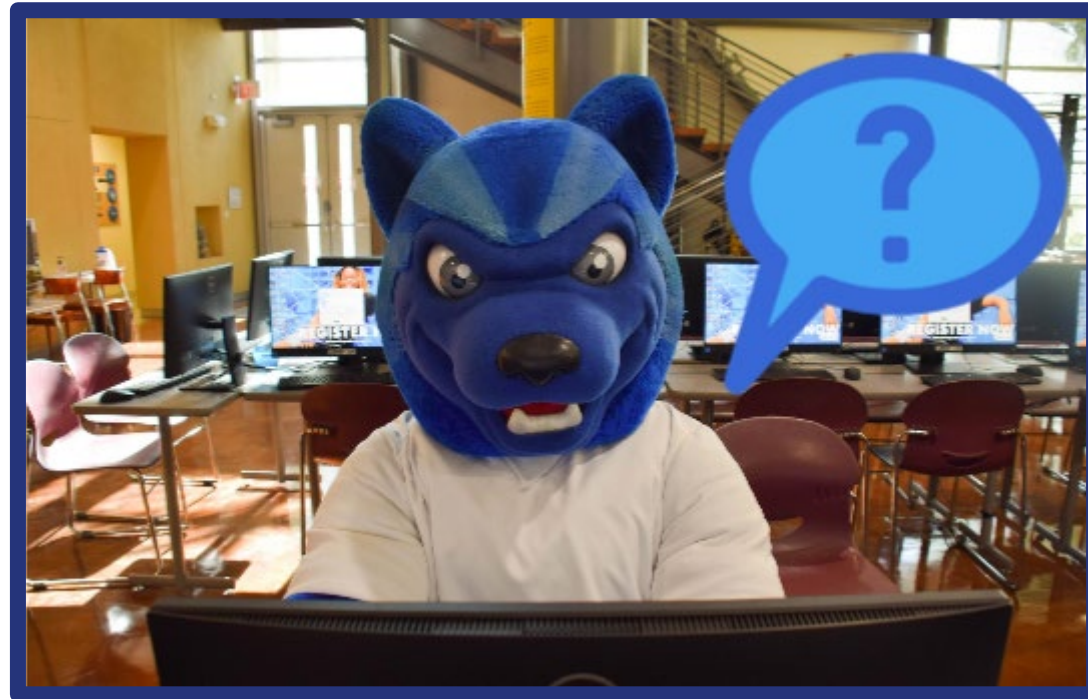
First-generation students have lower retention rates, and fewer attempt/complete 12+ units.

For every 100 students...

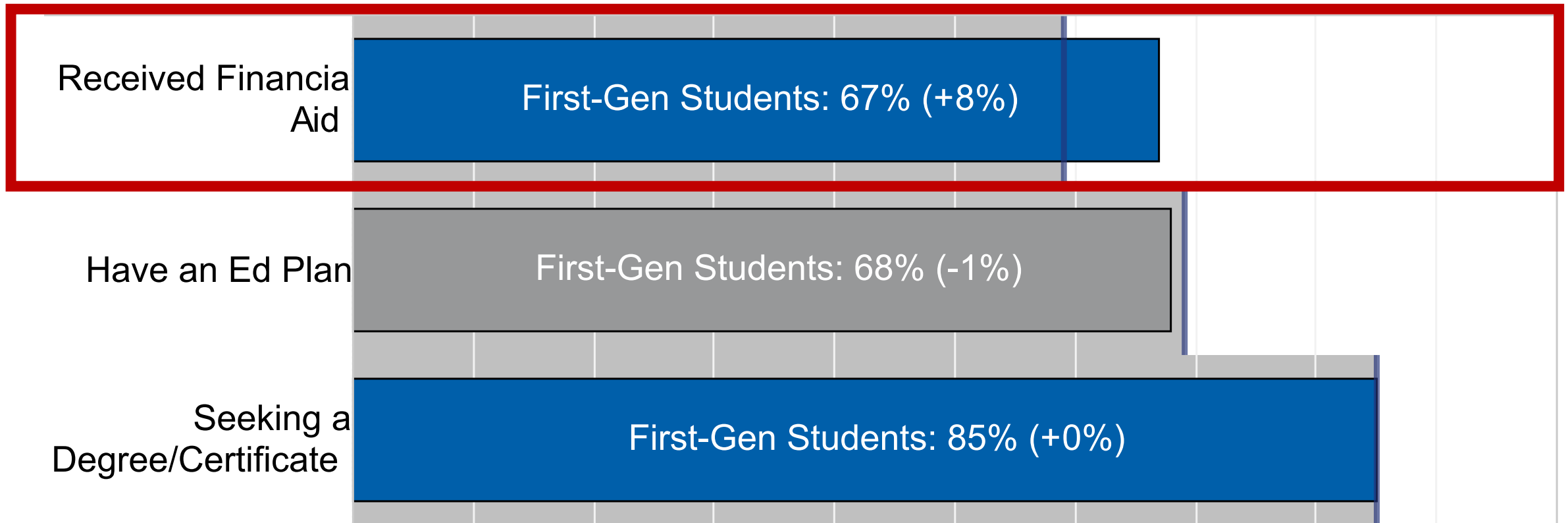
74% (-3%) Full-Time Completion Rate



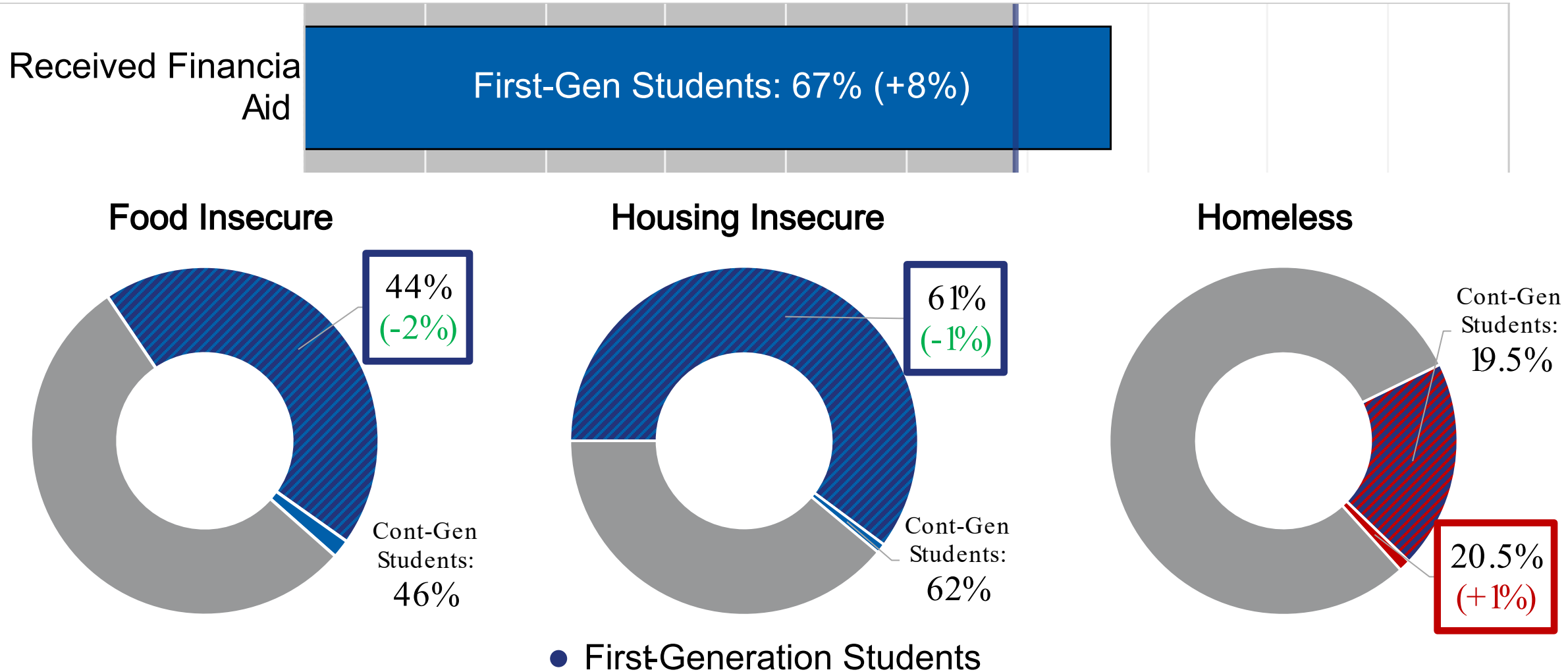
First-generation students have lower retention rates, and fewer attempt/complete 12+ units.



More first-generation students receive financial aid.




First-generation students were slightly/less likely to be food/housing insecure but *more* likely to be homeless.





There are lots of opportunities and many resources for us like Valley Bound and EOPS.

As a first-gen student, I need guides to understand the college experience.



Having an educational plan may be especially important for first-generation students.

Have an Ed Plan

First-Gen Students: 68% (-1%)

“In high school, counselors give you a plan to follow, but in college, there isn't one plan. I didn't know what classes to take for the major. The counselors helped give me options.”

“I have so many units. I was taking classes and taking classes. No one stopped me. I got two associate's, and I'm back. I wasn't able to do anything with them.”

First-generation students have similar goals but may need to perceive value in their courses.

Seeking a Degree/Certificate

First-Gen Students: 85% (+0%)

“
Some classes felt
useless.
”

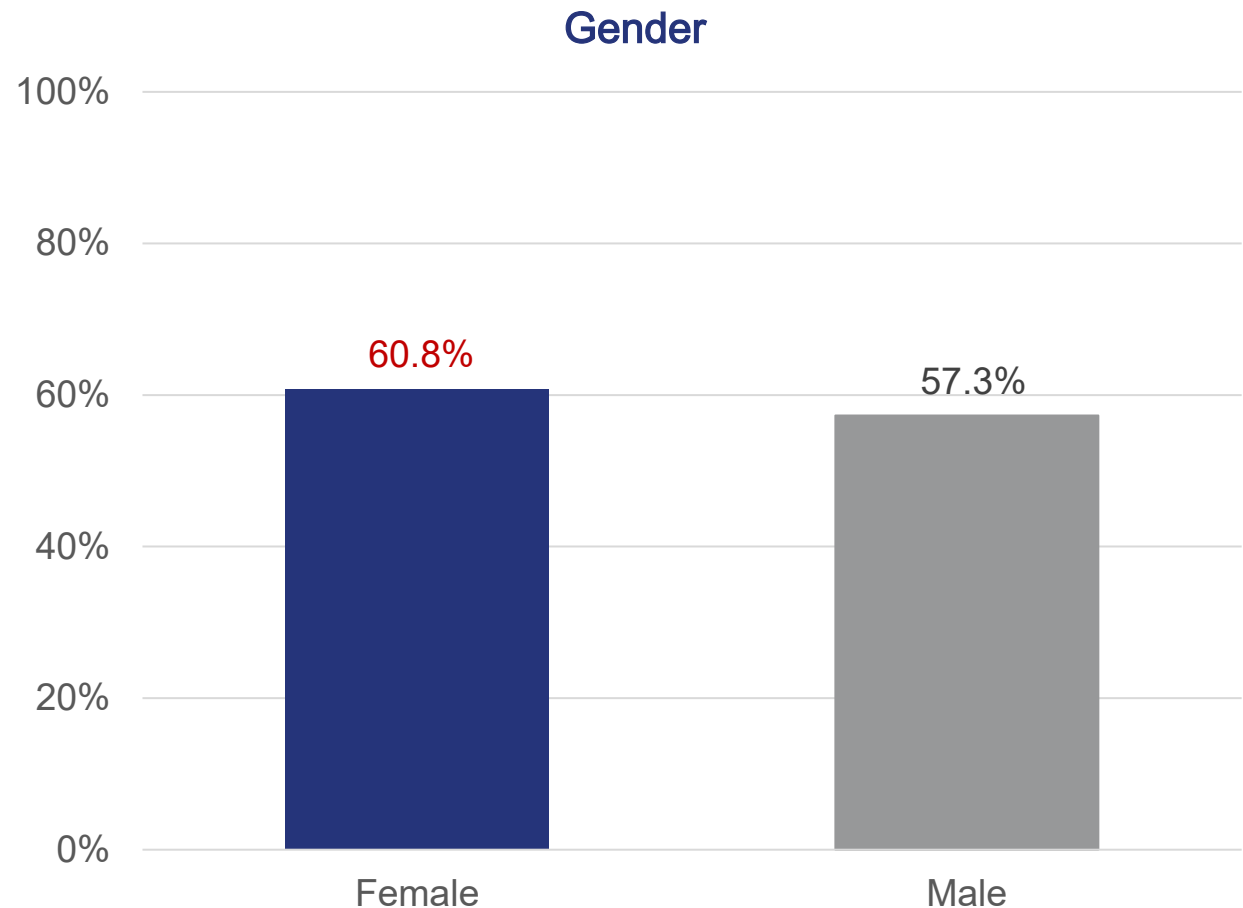
First-generation students are more engaged and perform better when they perceive relevance to what they are learning.

(Harackiewicz et al., 2014)

Some groups are more likely to be first generation students.

Groups more likely to be first-generation students:

Female students

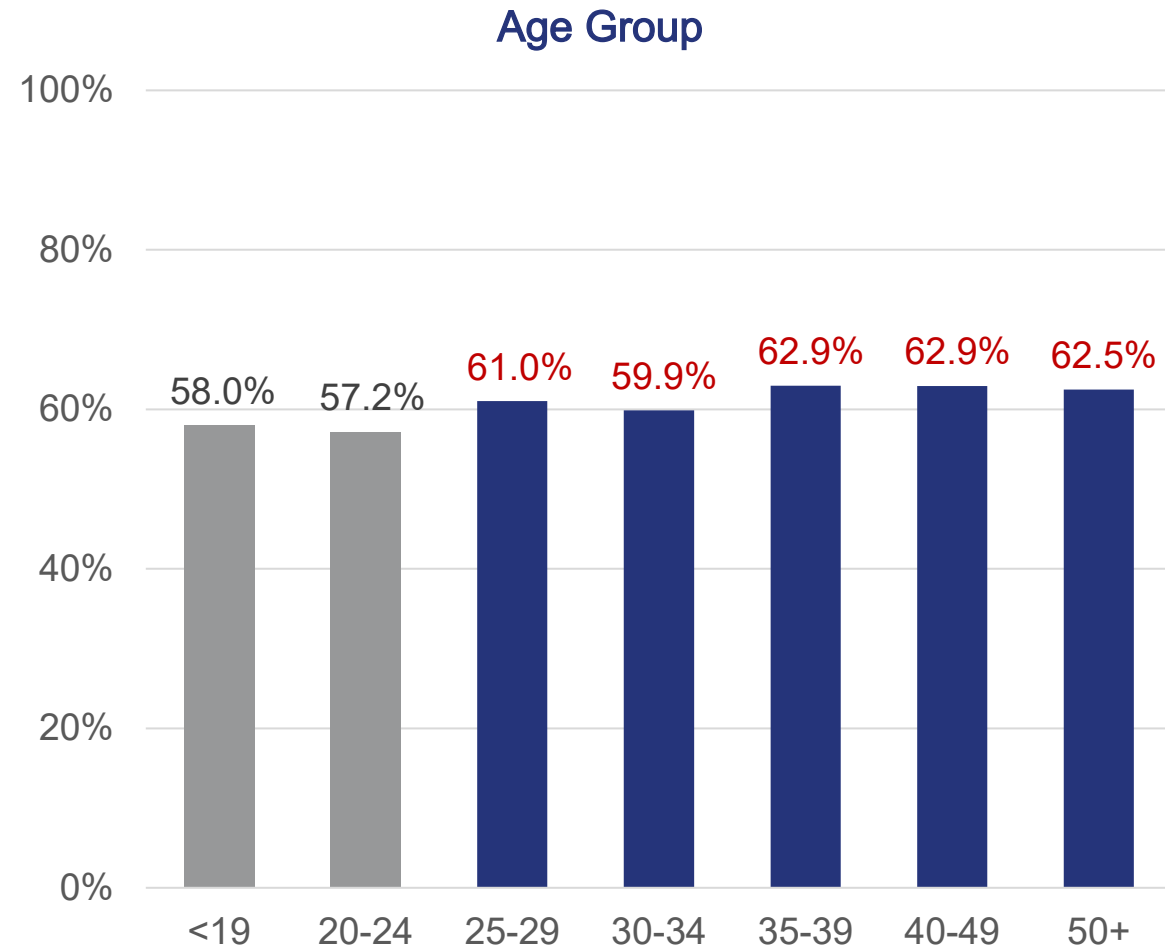


Some groups are more likely to be first generation students.

Groups more likely to be first-generation students:

Female students

Older (25+) students



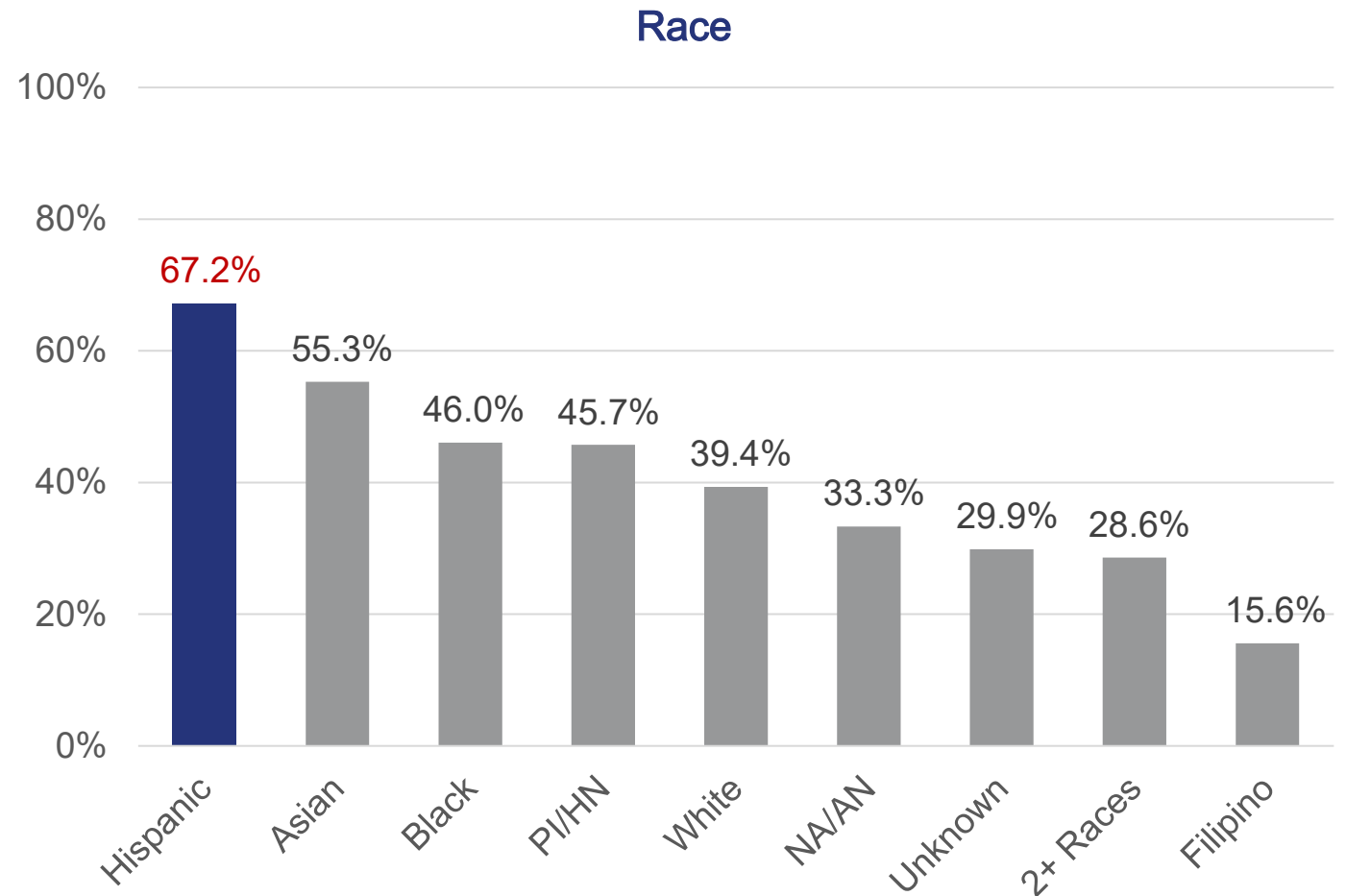
Some groups are more likely to be first generation students.

Groups more likely to be first-generation students:

Female students

Older (25+) students

Hispanic/Latinx students



Summary: First-Generation Students

How are they doing?

Lower retention, especially within the semester

Why?

Not understanding the college experience

Uncertainty about what classes to take and why

What's next?

Additional resources and processes support

More directed academic counseling

Breakout Rooms

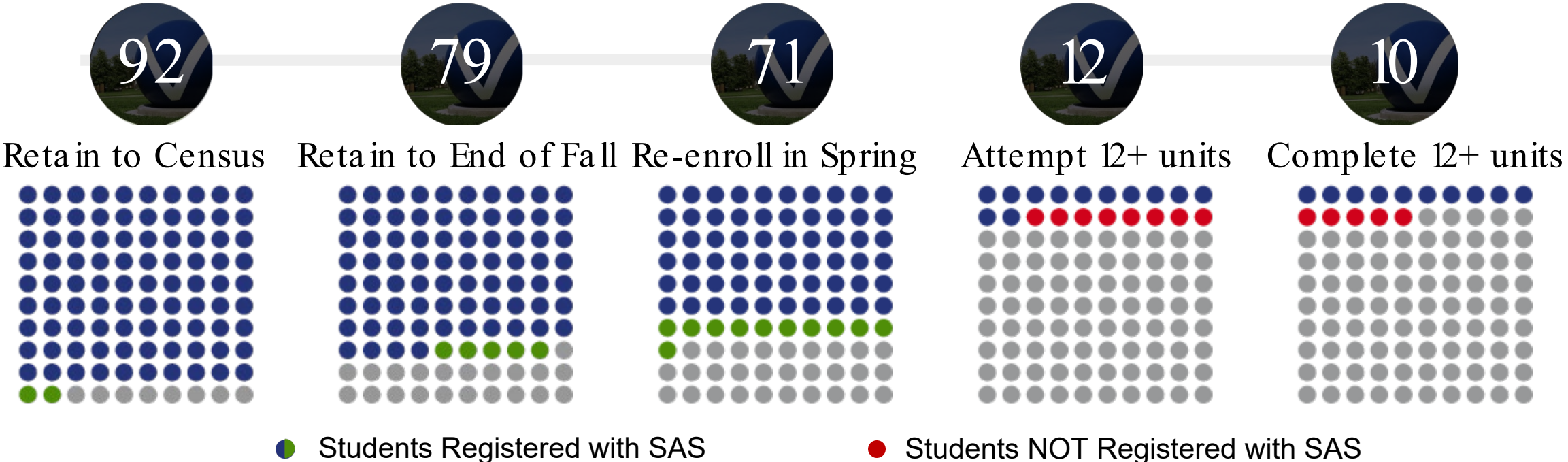
1. What might *you* do to support these students' persistence and success?
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Students Registered with SAS

809 students in Fall '22
7.2% of all students

For every 100 students...

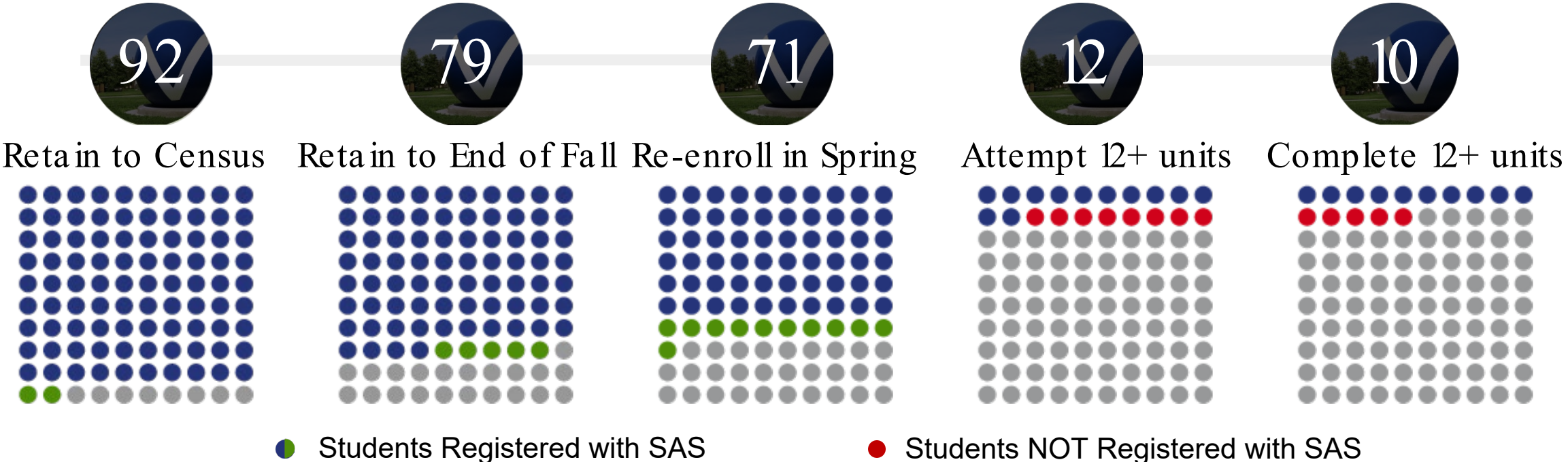
84% (+9%) Full-Time
Completion Rate



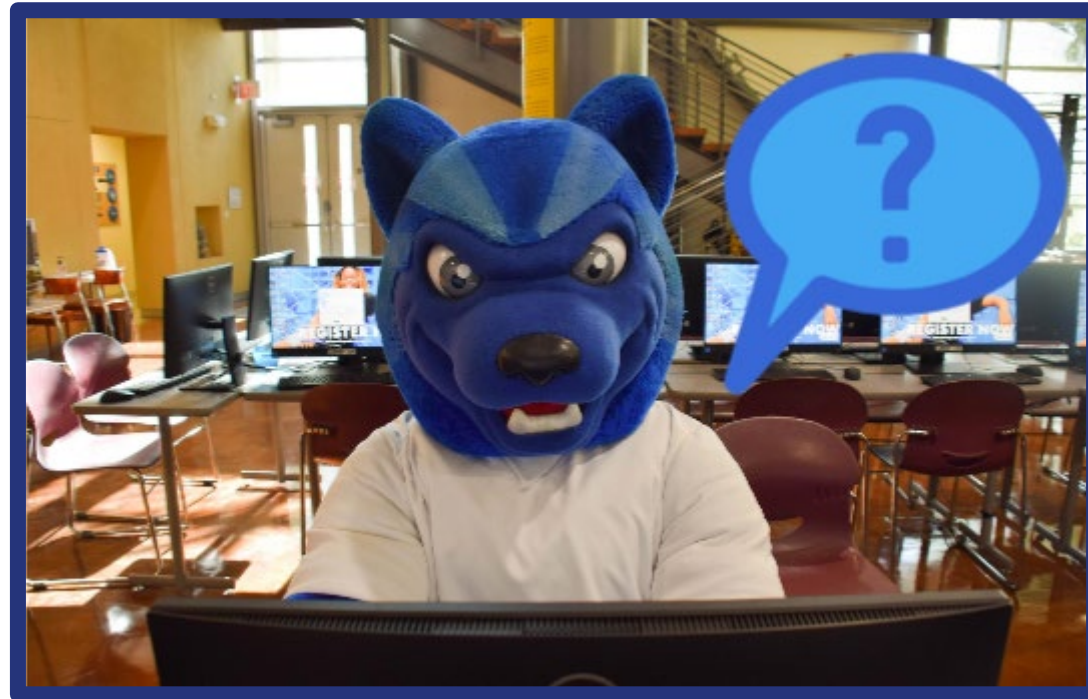
Although students registered with SAS tend to take fewer units, they have higher retention and completion rates.

For every 100 students...

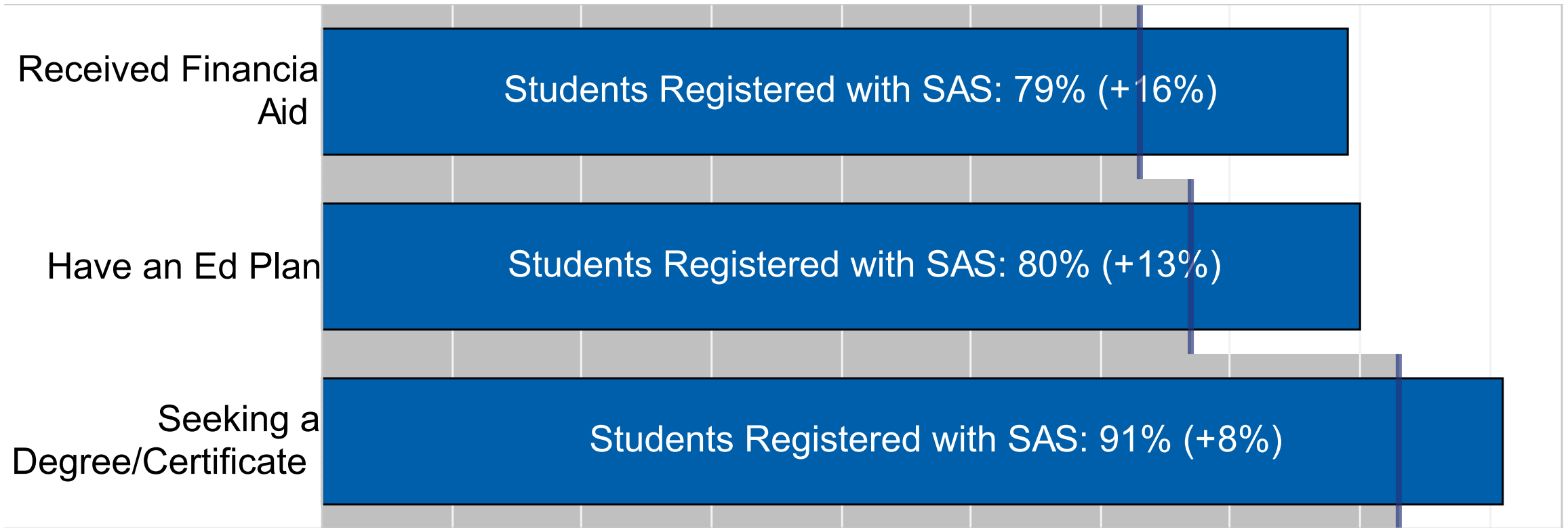
84% (+9%) Full-Time Completion Rate



**Although students registered with SAS
tend to take fewer units, they have
higher retention and completion rates.**



Students registered with SAS are more likely to receive financial aid, have an ed plan, and seek a degree/certificate.

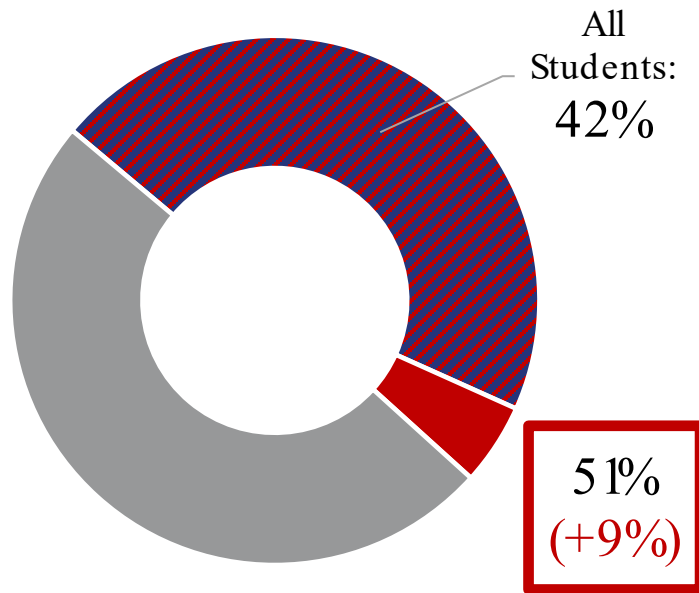


Students with disabilities are more likely to lack basic needs.

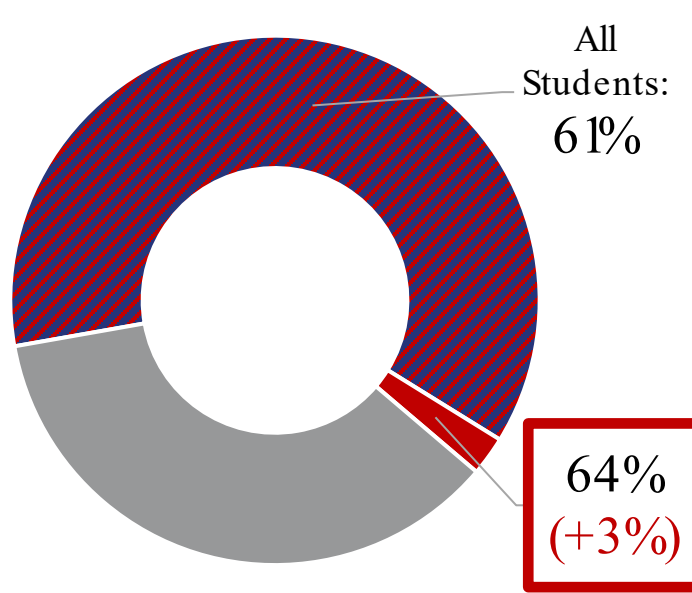
Received Financial Aid

Students Registered with SAS: 79% (+16%)

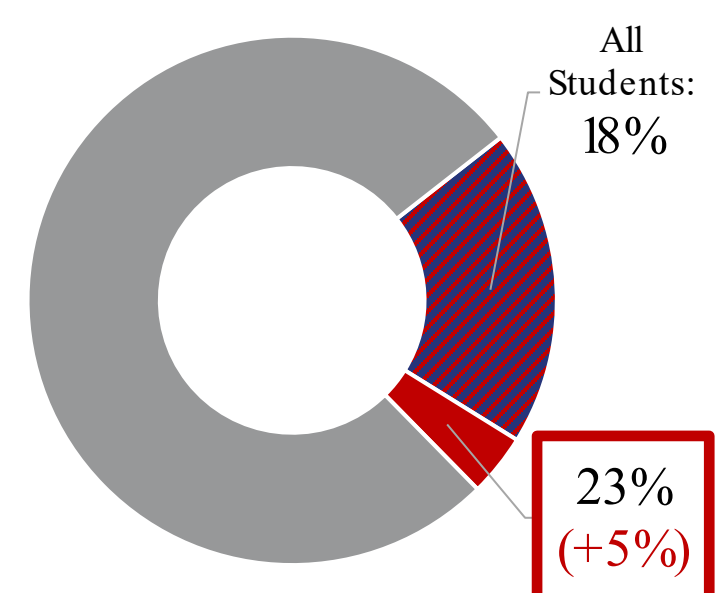
Food Insecure



Housing Insecure



Homeless



● Students with Disabilities

Students registered with SAS are more likely to have an ed plan.

Have an Ed Plan

Students Registered with SAS: 80% (+13%)

“

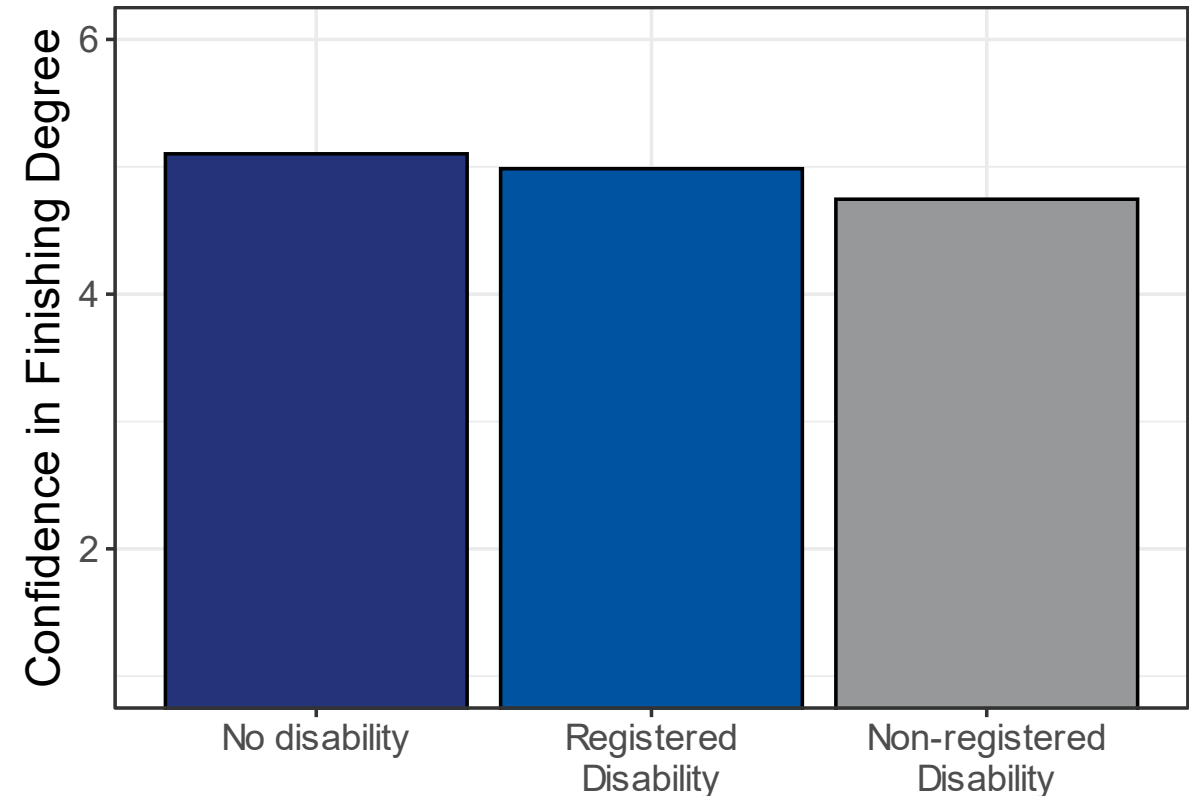
I had the very best experience with getting the help from my SAS counselor. She's been so helpful to me in so many aspects. I would have not completed my classes without her encouragement and support academically and with personal counseling.

”

Not all students with a disability are registered with SAS.

Students with disabilities NOT registered with SAS were less confident that they could finish their degree.

Confidence in Finishing Degree by Disability



Summary: Students Registered with SAS

**How are they
doing?**

High retention and
completion rates

Why?

Greater support
(e.g., counseling)

What's next?

Continue services
provided to them
by SAS

Breakout Rooms

1. What might *you* do to support these students' persistence and success?
2. What might *we*, as a collective body/institution, do to support these students' persistence and success?
3. What do you need from us, the institution, to better support these students' persistence and success?



**Our students face different challenges,
but some groups are better supported
than others.**

Next Steps

These analyses can inform potential strategies for enrollment and retention, such as by:

Building and sustaining community and belonging (e.g., Black/African American students)

Providing additional support and clear pathways to degrees/certificates (e.g., first-generation students)

Replicating and/or scaling successful support programs (e.g., Student Accessibility Services and Umoja)

Better utilizing EAB Starfish to support students, in collaboration with the Leading from the Middle team

...and more, based on today's discussions

Next Steps

- SEM Academy Team will continue working towards project goals.
- Faculty Chairs Meeting, February 9, 1– 3 PM, B-100
 - SEM Academy Team will present goals, profiles, etc.
 - Strategies and ideas gleaned from today's meeting will be shared with faculty chairs and then built upon.
 - Please attend if you are able!



Thank you!

Sources

Surveys

Student Campus Climate Survey– 201920

Healthy Minds Survey Report– [Spring 2022](#)

Attendance Decisions Survey Report– [Fall 2022](#)

#RealCollegeCA Survey Report– [Spring 2023](#)

Student Forums

Conducted with Student Equity & Success

Black/African American Focus Group – Spring 2022

All Student Forum– Fall 2023

Note: Student quotes were edited for clarity.