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San Bernardino

Valley College

San Bernardino Community College District

Enrollment Management Plan

Fall 2015

San Bernardino SBVC

Enrollment Management Plan

Table of Contents

Signature Page 4

Enrollment Management Committee Membership Page.....4

College Executive Summary

Section 1--Introduction and Enrollment Management Philosophy

Campus-Based Research -

Section 2—[Institutional Research on Access and Enrollment](#)

Trends: Definitions and Data

Community Demographics

Assessment and Placement

Fill-rates and class capacity

Section 3--Student Success: Course completion and Program completion

COURSE COMPLETION: Definitions and Data

ESL and BASIC SKILLS COMPLETION: Definitions and Data

DEGREE and CERTIFICATE COMPLETION: Definitions and Data

DEGREE and CERTIFICATE COMPLETION: Goals and Activities

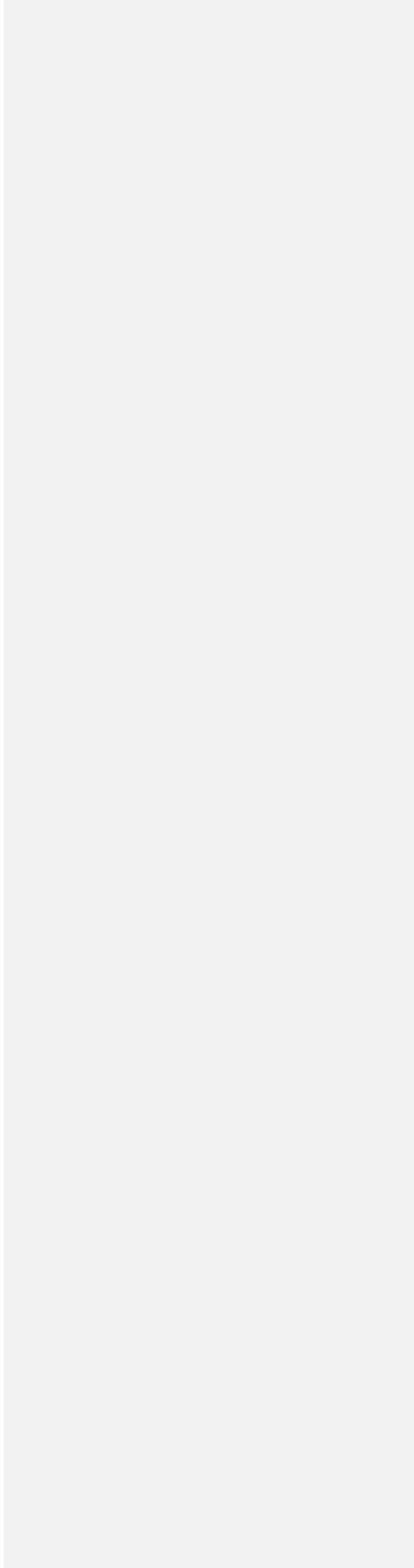
TRANSFER: Definitions and Data

Section 4 - Goals, Activities, and Timetables

Section 5 - Sources of Funding

Section 6 - Evaluation Schedule and Process

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San Bernardino Valley College Enrollment Management Plan

Signature Page

District: _____ Date Approved by Board of Trustees: _____

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

San Bernardino SBVC
STUDENT EQUITY COMMITTEE MEMBERSHIP PAGE

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Dr. James Smith, Dean of Research, Planning and Institutional Effectiveness

Marco Cota, Dean of Counseling and Matriculation

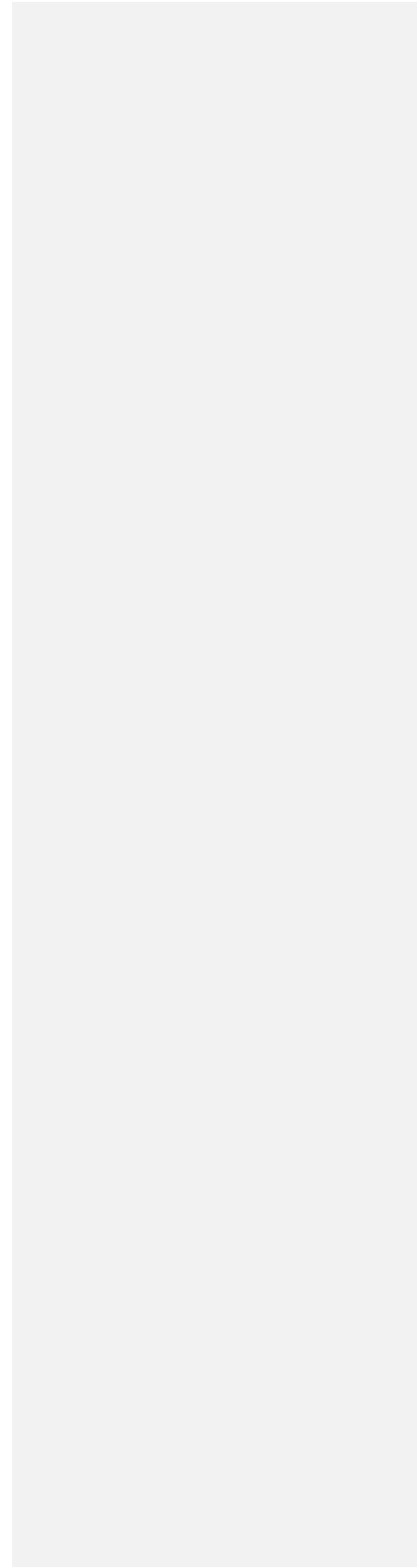
Dr. Kay Weiss, Dean of Humanities

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San Bernardino Valley College Enrollment Management Plan

Executive Summary

This year, 2015, SBVC celebrates 89 years of serving students of the San Bernardino area. The campus occupies 85 acres in one of the most densely populated parts of the Inland Empire. The campus attracts large numbers of students from the cities of San Bernardino, Colton, Rialto, and other nearby cities. It draws smaller but substantial number for the cities of Loma Linda, Redlands, Fontana, and . See the map in Appendix F for boundaries of the District service area. The SBCCD is composed of two campuses SBVC and CHC.

The State of California classifies SBVC as a mid-sized college because it generates approximately 10,000 FTES per year. One of the enrollment goals of the campus is to maintain sufficient enrollment to preserve this classification. The District (SBVC and CHC) service area is adjacent to, and shares students with, a number of other community college districts: San Jacinto, Chaffey, and Riverside.

The campus serves between 1500 and 2000 new students a year; most come directly from local high schools. Approximately 800 first-time students enroll in 12 units or more. Research shows that first-time students who enroll full-time are more likely to persist to completing a degree, certificate, or transfer than students who enroll part-time.

Despite the large number of first-time students who come directly from high school, the average student age is slightly older than 28 years because the large number of older students. SBVC has a substantial number of older returning and continuing students.

The main body of this plan includes goals and activities that address three areas: (1) student access, (2) student success, (3) marketing and communication (4) Evaluation methods. Each of these areas is critical to enrollment management. The goals and activities in this plan are completely integrated with those found in other campus and District plans like the SBVC Strategic Plan, SBVC Student Equity Plan, SBVC Marketing and Public Relations Plan, and SBCCD Strategic Plan.

Section 2 of this plan provides campus-based research that addresses access and enrollment trends. Section 3, provides campus-based research that addresses student success. Together, sections 2 and 3 establish a statistical basis for the data informed decision making and goal setting that takes place in Section 4. Section 4 provides a list of the goals, measurable objectives, and target dates for achieving objectives.

The Enrollment Management Committee has made a special effort to create flexibility in this version of the Enrollment Management Plan. The data suggests that economic and political forces have a major

impact on the school's enrollment trends and patterns. It is for this reason that the plan employs a conditional decision-making model. When economic conditions allow for growth, this plan provides a structure for the school to place heavy emphasis on aggressive recruitment and outreach. When economic conditions call for limiting enrollment growth, the plan provides a structure to shift the emphasis to student success and retention. The marketing and communication function is critical to this shift in the focus between long-term and short-term enrollment goals. Marketing messages will shift from publicizing immediate enrollment access to messages that publicize career goals with longer time horizons and younger students with longer enrollment horizons.

To summarize, this plan was written with the intent to provide data informed processes in the form of specific and measurable goals and objectives, and conditional decision making triggered by internal and external forces that affect growth. Regular evaluation of the objectives will determine its effectiveness.

Section 1--Introduction and Philosophy

San Bernardino Valley College is an open-access community college that serves one of the most diverse service areas in the nation. Providing open access to this diverse population creates a special set of challenges. The essence of this set of challenges is captured in the SBVC mission statement: **“San Bernardino Valley College provides education and services to support a diverse community of learners.”** The nuts and bolts of accomplishing this mission are addressed in this and other campus planning documents.

The goals of the enrollment management plan address our challenge to enroll and educate students for successful careers with certificates and AA degrees as well as prepare them for further education at four-year colleges. To fulfill the college's mission and the goals of the college plan, this document addresses three areas

- (1) **Access and Enrollment** (recruitment and, completing applications for admission, orientation, assessment, counseling and educational planning, registering for courses);
- (3) **Academic success**, (passing classes and completing a program or course-of-study).
- (3) **Marketing and Public Relations**, (marketing SBVC as a primary college choice, communicating to the community about SBVC and its programs and services).

SBVC offers a mix of academic and career technical education (CTE) certificates and degrees. The average enrollment is approximately 12,500 students a semester. In 2016, SBVC will celebrate 90 years

of service to a diverse community of learners in the inland empire and beyond¹. During the life of the college, community needs have been affected by changes in three areas: 1) Greater ethnic and cultural diversity, 2) technological innovation, 3) national, state, and local economic cycles.

In the last 40 years, the ethnic makeup of the surrounding community has changed from 70% White to over 60% Hispanic and 15% African-American. Personal computers (along with tablets and smart phones), the Internet, and other technology innovations have dramatically changed the educational landscape for students and faculty. SBVC has adapted to, and thrived with these social and technology changes. Nearly a quarter million students have passed through the doors of the school to find opportunities made possible by their attendance. This enrollment management plan is part of a continuing effort to remain relevant and responsive to future generations of SBVC students.

We place student success at the center of all SBVC planning. The aim of this enrollment management plan is to develop a responsive, flexible, financially and academically sound approach to instructional and student support services. As stated above, this plan is written to adjust to periods when economic forces and state funding are robust, and to adapt to periods when funding is limited. The most important goal is to maximize student access to courses and services that meet their educational needs. This plan will provide flexibility so the school can be proactive rather than reactive in its response to rapid and cyclical changes that shift between growth and contraction. It includes specific goals and measurable objectives that allow the campus to measure success.

San Bernardino Valley College is committed to increasing student access and success, particularly among students from historically underrepresented groups. Because it is located in a highly diverse urban area within the city of San Bernardino with a historically low college-going rate, it emphasizes student equity in all areas.

¹ SBVC serves an increasing larger population of students outside the service area through its online curriculum. Also, many students from outside the services area attend specialized certificate programs in the CTE curriculum.

Planning Principles and Objectives

This plan is divided into four parts 1) Introduction Mission and Philosophy, 2) Data and institutional research, 3) Goals and objectives—responsibility centers, 4) Evaluation plan.

Two planning principles can be found in this plan: 1) inclusiveness, 2) data informed goals and objectives. Input for this plan has been collected from a broad base of faculty members, staff members, students, and interest group representatives (see a list of participants at the end of the document). Data for the document was supplied by the SBVC Office of Research, Planning, and Institutional Effectiveness and from an environmental scan of the area. Data tables and maps found in the body of this report focus on the list below (supporting data can be found in Appendix #):

- *Census information about the service area,*
- *Enrollment trends from feeder high schools,*
- *SBVC enrollment trends*
- *National Community College enrollment trends from the US Dept of Education and (IPEDS)*
- *Student success measures from the school based Datatel system as well as the State Chancellor's Office.*
- *Student tracking data from the state agencies*
- *Data on four-year college transfers from the National Student Clearinghouse*
- *Campus-wide student and faculty surveys*
- *Industry, occupational, and employment projections for the area.*
- *Promote the college mission and vision (see appendix B)*

Establishing a comprehensive and balanced enrollment management plan, integrated with student equity is integral to the overall strategic planning of the institution. In its 1999 position paper titled *The Role of the Academic Senates in Enrollment Management*, the Academic Senate for California Community Colleges (ASCCC) Enrollment Policies Committee state that:

Enrollment management is a process by which students enrolled and class sections offered are coordinated to achieve maximum (optimum) access and success for students. All enrollment management decisions must be made in the context of the local college mission and educational master plan in addition to fiscal and physical considerations. (p.3)

In 2009, the ASCCC revisited enrollment management policy and reaffirmed their 1999 position. Moreover, the ASCCC Educational Policies Committee (2009) affirmed that enrollment management policies and practices take into account the multiple missions of the California community colleges with regard to student access and success and that attention be given to the optimization of resources without compromising effective educational practice (p. 4).

Clearly, who we are as a college and what we ultimately want to achieve is intrinsically bound to our college's vision and is integrated in our Enrollment Management vision.

Enrollment Management Vision

The implementation of the San Bernardino Valley College Enrollment Management Plan will contribute to the institution's overall effectiveness in meeting the needs of our diverse student population by establishing clear student equity and enrollment goals; determining, achieving and maintaining optimum enrollments; and aligning campus services and resources to maximize student access, engagement, persistence, success, and transition and graduation rates.

Enrollment Management Mission:

SBVC provides educational access and opportunities to students in a fiscally responsible manner by utilizing strategic enrollment planning that is informed by student equity and diversity, student needs, community needs, academic programs, support services, research and institutional capacity

Enrollment Management Principle and Guidelines

San Bernardino Valley College enrollment management should be guided by strategies that are deliberate and result in full implementation that is supported by an information infrastructure that will sustain the plans efforts.

- The enrollment management plan should concurrently seek to maximize revenue for the college and prioritize student support services and student success.
- College administrators will work in close cooperation with the faculty to ensure a balance between resource allocation and curriculum.
- Enrollment management is a campus-wide responsibility that is based on a team effort which crosses traditional college organizational lines.

Goals

The 2012-2013 Enrollment Management committee defined 4 goals as the focus for the plan: Goal 1: Research and Data Review—Collect, Analyze and evaluate data to inform enrollment management planning; Goal 2: Access—Promote awareness of college as an option and access to courses and services; Goal 3: Student Success; Goal 4: Strategic Partnerships

Figure 1a, in Appendix A, shows the relationship between state level, district level, and SBVC campus strategic planning goals. Figure 1, show how the SBCCD and SBVC are linked to the to this Enrollment Management Plan. This plan aims to be integrated with the SBVC Strategic Plan to the greatest extent possible. Goals and objective in this plan are matched to those in the strategic plan.

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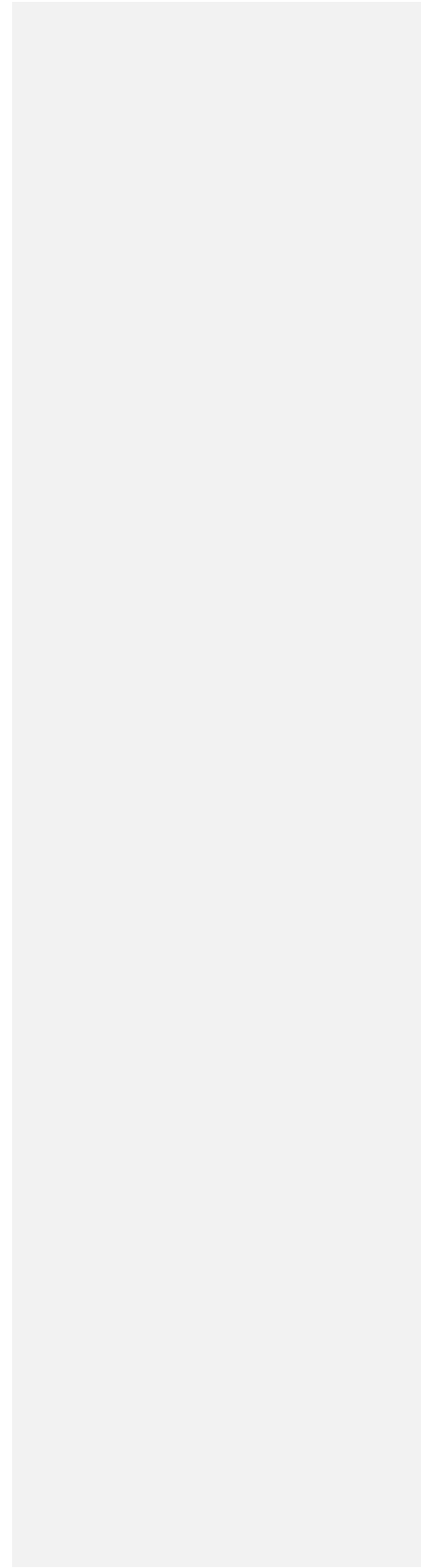
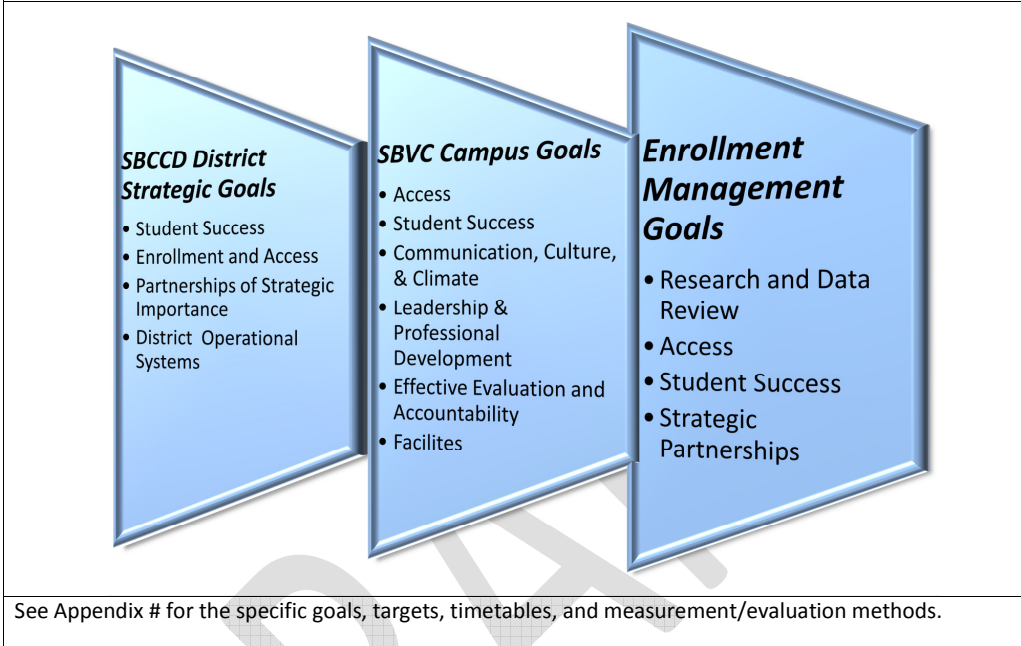


Figure 1. Goal Alignment between SBCCD, Campus strategic planning goals, and Enrollment Management Goals.



Section 2--Institutional Research on Access and Enrollment

As shown in Figure 1, the goals of the Enrollment Management plan are integrated with the strategic plans of the SBVC campus and the San Bernardino Community College District (SBCCD). The SBCCD strategic plan has four goals beginning with student success. The lists of goals on each list are in their order of importance. The SBVC strategic plan has placed access as [a high priority for the campus. + the top of the list, because p](#)romoting awareness of SBVC as a viable educational option in a community with one of the lowest college-going rates in the state, [and providing access to students who choose to enrollment is a very high priority for the campus is vitally important.](#) [Student success in the District plan has the highest priority.](#)

Research and data collection [holds the position of highest is also a high](#) priority in the Enrollment Management Plan because it takes a strategic approach to the link between access and student success. It emphasizes one over the other, depending on the external pressures in play at any given time.

Table 1 shows the population of the entire service area in comparison to the campus makeup with respect to ethnicity.

Table 1 2012 Population by Race & Ethnicity – SBVC Core Area
 Source: CCCC Data Mart. See Appendix # for regional demographics comparison.

2012 Population by Race & Ethnicity	Area Count (2012)	Area Percent (2012)	Campus percent 2012-13 Fall 2014	Difference
Asian	83,719	6%	4.896%	0
Black	137,706	10%	16.17%	+6
Hispanic	780,357	55%	65.1459%	+4
Other	40,597	3%	3%	0
White	377,767	27%	13.667%	-10
Total	1,420,146	100%	100%	0

Source: Madrid (2013)

The data in Table 1 shows no disproportionate impact on access on the basis of race/ethnicity.

Figure 2, Provides a graphic representation of the data in Table 1.

Figure 2. SBVC Service Area Population Ethnicity in 2012

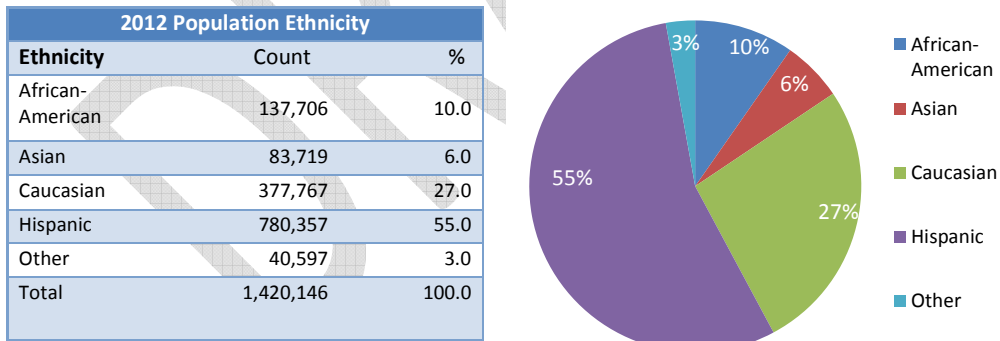


Table 2, provides a breakdown of the ethnic composition of the cities in the cities closest to the campus. and the match between city representation and campus representation.

Table 2. Ethnic breakdown of the SBVC Campus and surrounding communities

Ethnicity	Ethnic representation on the SBVC Campus 2013-14	Students from San Bernardino (40%)*	Students from Rialto (12%)*	Students from Colton (10%)*	Students from Highland (7%)*
Asian	5%	4%	2%	5%	7%
Black	14%	14%	16%	9%	11%
Hispanic	62%	60%	68%	71%	48%
Native American	1%	<1%	<1%	<1%	<1%
Pacific	1%	<1%	<1%	<1%	<1%
White	15%	19%	13%	13%	31%
Other	2%	2%	1%	1.5%	2.5%

Source: Datatel & U.S. Census (2010).

Source: Madrid (2013)

Note: See Appendix # for maps and the ZIP codes that define the core service area referred to in this section.

Figure 3 shows the ethnic transition that has taken place within the student population of SBVC. As mentioned above, the college is officially designated as a Hispanic Serving Institution. The percentage of Hispanic students is now over 625%.

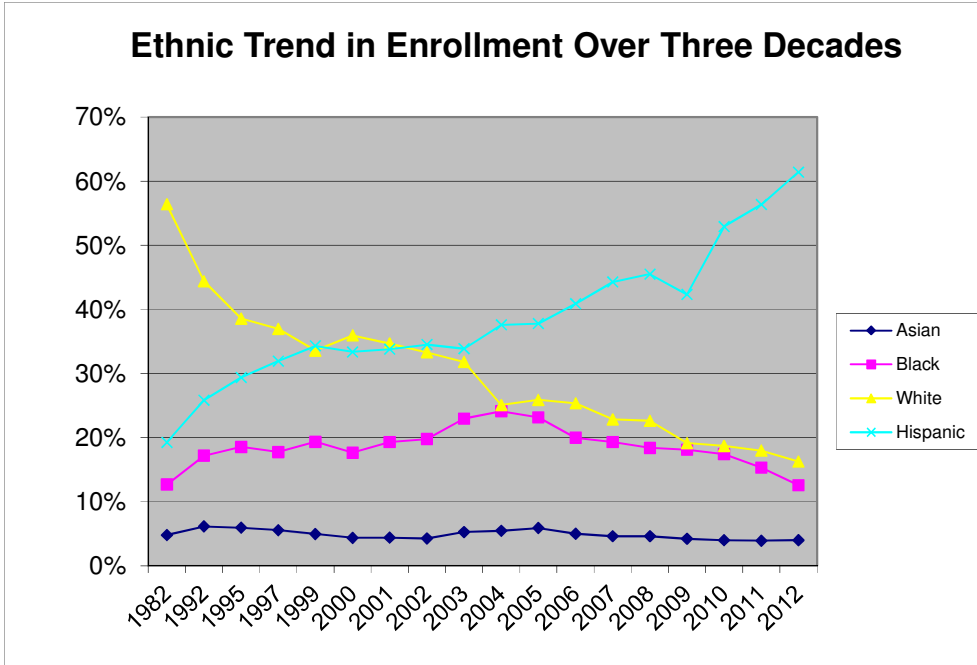
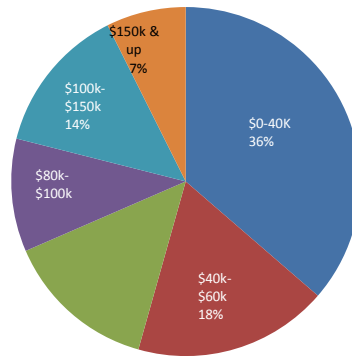


Figure 3. Historical trends of ethnicity at SBVC

Approximately 90% of students receive some form of financial aid (see Table 3). Over 77% receive some form of needs-based aid. These statistics are supported by the data in [Table 4](#) which shows the household income the residents of [the](#) core service area (the area where 80% of [the](#) SBVC students reside).

Figure 4. Household Income for the SBVC Core Service Area

2012 Household Income		
Income Range	#	%
\$0-\$40,000	94,481	36.4
\$40,000-\$60,000	46,803	18.0
\$60,000-\$80,000	36,702	14.1
\$80,000-\$100,000	27,203	10.5
\$100,000-\$150,000	35,521	13.7
\$150,000 and up	19,152	7.4
Total	259,862	100.0
Median Income		\$54,853



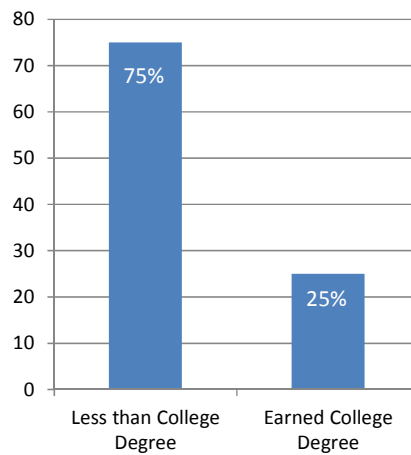
Source: Madrid (2013)

Note: See Appendix # for a map and the list of ZIP codes that define the core service area.

As shown in Figure 5, only 25% in the service area have earned college degrees of associate degrees or higher.

Figure 5. SBVC Service Area Education Level Attainment as of 2012

2012 Education Level Attained	
Education Level Attained	Count
Less than 9th Grade	104,417
Less than High School Diploma	106,712
High School Diploma/GED	219,045
Some College	191,597
Associate's Degree	65,213
Bachelor's Degree	93,829
Master's Degree	36,719
Professional School Degree	10,061
Doctorate Degree	6,433
Total	834,026



Source: Madrid (2013)

| **Note:** See Appendix # for a maps and the list of ZIP codes that define the core service area.

Table 3. Financial aid eligibility

Number of Enrolled Students	Number of New Students	Number of Continuing Students	Total % of FA Eligible Students
12,696*	4,443	8,252	93%

*Enrollment as of October 2nd fall semester

****Financial aid discussion is in development***

Table 4. Financial aid packaging 2010 to 2014

As of August 26th	Number of files Packaged	Enrollment	% of Files packaged	Total files Processed
2014	1,688	12,696*	13%	7,390*
2013	2,636	16,080	16%	11,170
2012	3,236	16,593	17%	11,435
2011	3,335	19,169	17%	11,943
2010	1,833	21,305	9%	9,282

*Enrollment as of October 2nd fall semester.

*As of August 26, 2014, the number of files that are pending processing.

Figure

Figure # shows a clear shift in the ethnic distribution of the student population from predominantly white to predominantly Hispanic. The Asian population has remained stable. African-Americans have declined as a percentage of the population in recent years.

Gender

Gender	Campus Spring 2013**	San Bernardino (36%***)	Rialto (10%***)	Colton (9%***)	Highland (7%***)
Female	54.73%	36%	37%	37%	38%
Male	45.10%	35%	35%	35%	35%

*Percentage of individuals aged 15 – 79

** .2% of the campus population failed to identify their gender

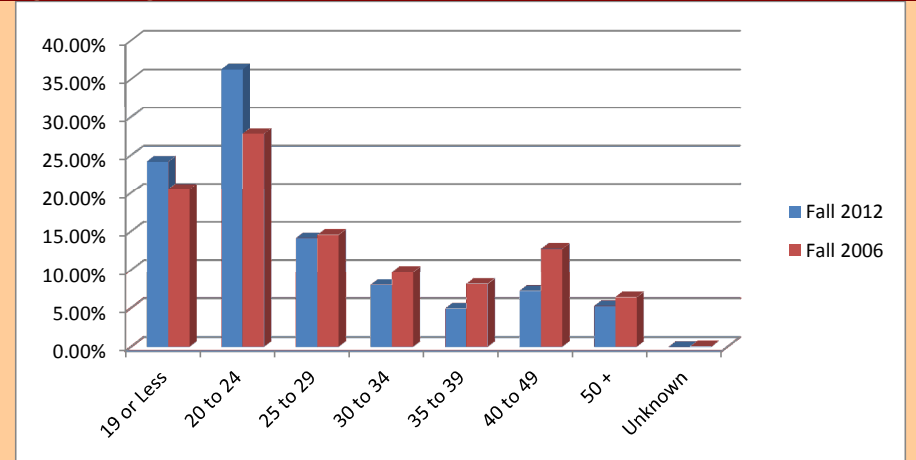
***Percentage of SBVC students in spring of 2013

Source: Datatel & U.S. Census (2010).

In recent years, the average age of SBVC students has come down. The percentage of students who are under 25 years of age increased between 2006 and 2012, while the percentage of older students has declined.

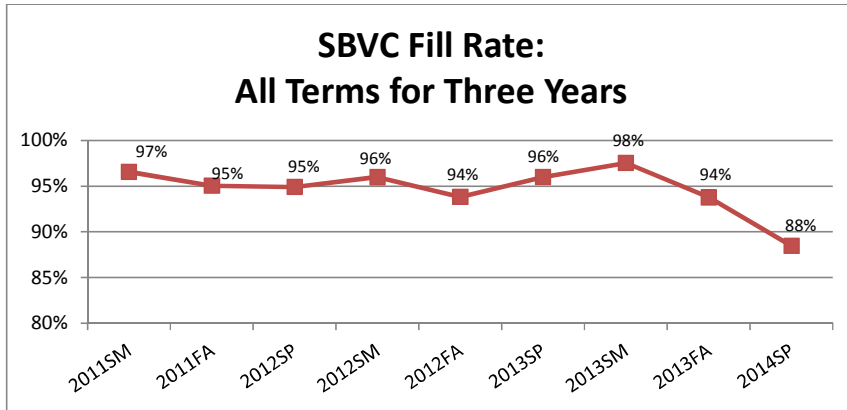
Age

Figure 2. Age Distribution for SBVC Students – Fall 2006 & Fall 2012



Fill-rates indicate the percentage of maximum class capacity is being used.

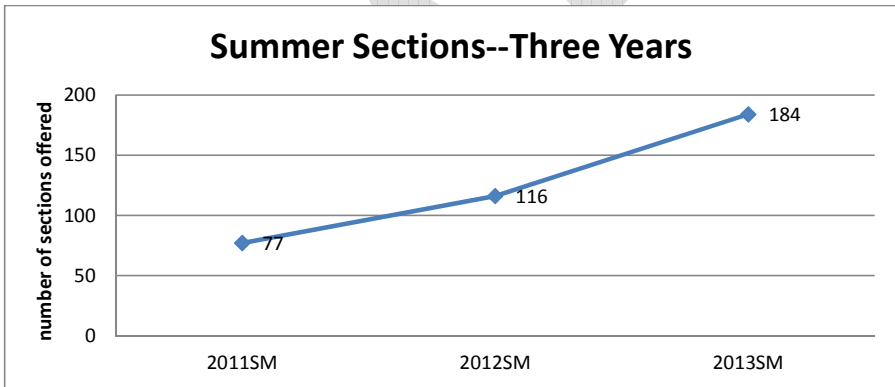
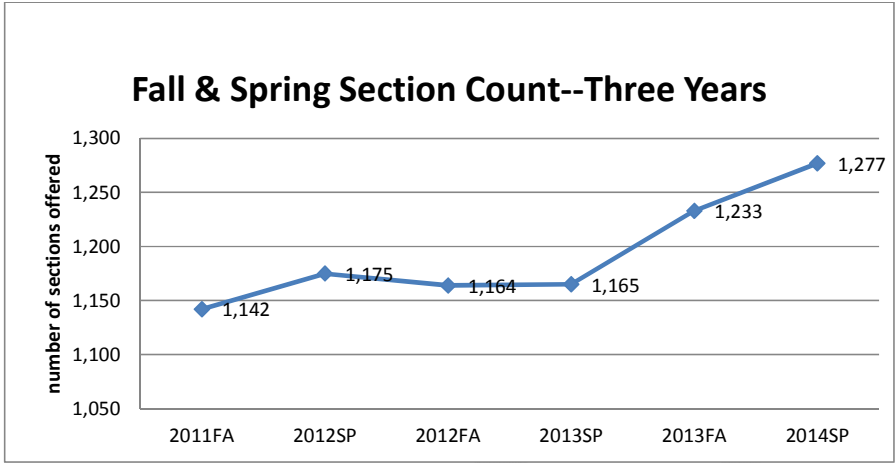
Figure # Fill Rate Data



Source:

As shown in Figure # fill rates range from 88% to 98%. This number has fallen in the last few semesters as the number of sections available to students has increased (see Figure #). This indicates an increase in capacity without a matching increase in enrollment. In response to available resources, the campus has increased the number of sections available to students.

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Wait list data

Data on completed applications

Financial Aid - Head Count

<i>STUDENT FINANCIAL AID</i>	<i>2001-2002</i>	<i>2002-2003</i>	<i>2003-3004</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>
BOG Fee Waiver	9,823	10,632	9,566	10,735	10,356	9,895	10,483	11,170	12,086	12,315	8,850
Grants	4,462	5,162	5,244	5,162	4,260	3,343	3,397	3,527	4,575	5,390	4,374
Loans	81	298	364	341	319	259	222	291	286	30	48
Scholarship	56	13	150	125	145	149	199	165	246	230	57
Work Study	268	373	340	166	692	462	287	136	128	110	108
TOTAL	14,690	16,478	15,664	16,529	15,772	14,108	14,588	15,289	17,321	18,075	13,437

Reformat this table

Data on FAFSA applications and enrollment numbers

SBVC Enrollment and Financial Applications					
	FAFSA Application Count	Unduplicated Headcount	FAFSA/Unduplicated Headcount	FTES	FAFSA/FTES
2013-2014	30,850	15,932	1.94	10,003.16	3.08
2012-2013	30,790	15,441	1.99	9,412.13	3.27
2011-2012	27,836	16,593	1.68	9,249.98	3.01
2010-2011	24,116	19,169	1.26	10,318.22	2.34
2009-2010	19,917	21,305	0.93	10,237.59	1.95

Source: California Community College Chancellor, Datamart 2014

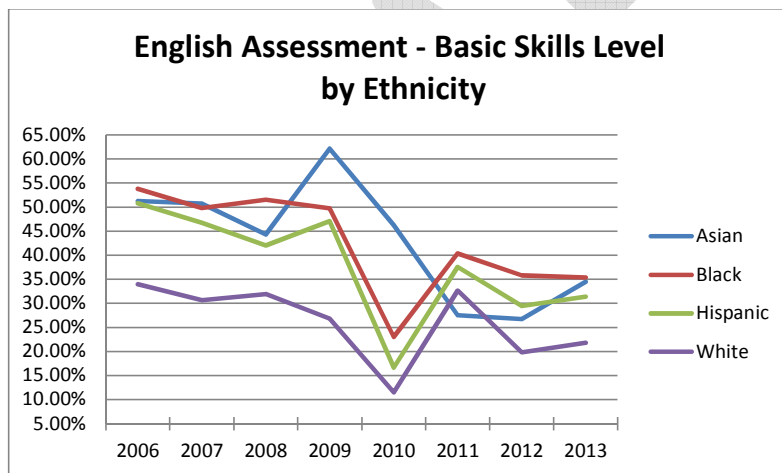
The number of completed FAFSA applications appears to be a negative predictor of enrollment. With one small exception, over the last five reporting years, enrollment went down as the number of FAFSA applications went up. It is reasonable to assume that there is no causation between these two variables. Although, the strong correlation may have some predictive value, there is probably a third variable like economic conditions that influence both the number of applications and the enrollment count. This requires further research.

Section 3--Campus-Based Research: Assessment and Placement

Table 3. Assessment to Basic Skills English

	2006	2007	2008	2009	2010	2011	2012	2013
Asian	51.24%	50.72%	44.28%	62.11%	46.24%	27.55%	26.72%	34.48%
Black	53.82%	49.83%	51.50%	49.71%	23.00%	40.39%	35.80%	35.38%
Hispanic	50.78%	46.74%	42.01%	47.07%	16.66%	37.55%	29.42%	31.42%
White	33.94%	30.63%	31.95%	26.86%	11.50%	32.61%	19.84%	21.79%

Source: Datatel (2013)



	2006	2007	2008	2009	2010	2011	2012	2013
Asian	15.29%	11.87%	8.12%	2.11%	16.13%	30.00%	29.15%	31.03%
Black	8.23%	4.46%	4.76%	6.11%	22.77%	21.92%	20.25%	23.59%
Hispanic	8.31%	4.45%	4.67%	5.96%	25.19%	19.97%	26.74%	26.58%
White	21.10%	12.54%	9.86%	23.36%	38.52%	25.32%	41.11%	39.84%
Overall Average	10.91%	6.41%	5.81%	8.21%	25.85%	22.13%	27.97%	28.48%

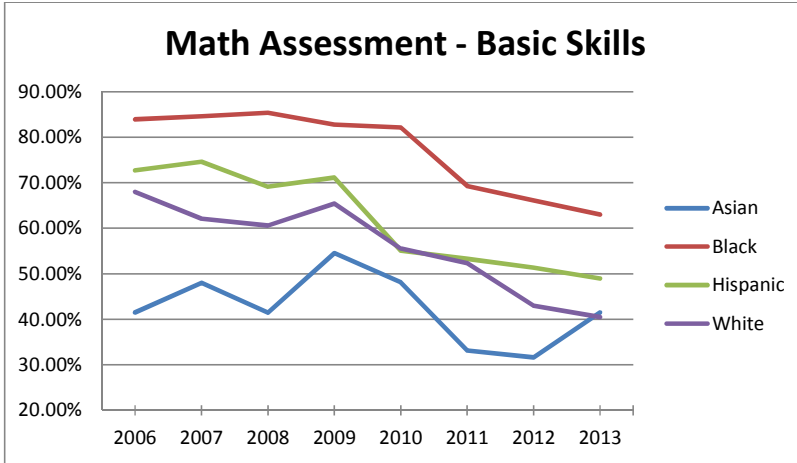
Math Assessment/Placement

Table ##"Assessment to Basic Skills Math" and Figure## show the results of math placement. Unlike the English placement results, Asian students show a pattern of being the least likely to place in basic skills courses. In white students became the least likely to be placed in basic skills. Next year's data will show whether this was an anomaly or whether Asian students will need more basic skill support. Black students are most likely to be placed in basic skills level courses. With the transition to the new Accuplacer tests in 2010, all ethnic groups have a much reduced placement in basic skills math courses, with the exception of black students in 2010. However, from 2011 – 2013, black students' placement in basic skills math courses dropped by at least 10%.

	2006	2007	2008	2009	2010	2011	2012	2013
Asian	41.48%	48.04%	41.45%	54.54%	48.15%	33.17%	31.61%	41.51%
Black	83.94%	84.61%	85.40%	82.73%	82.13%	69.26%	66.16%	62.98%
Hispanic	72.71%	74.62%	69.12%	71.12%	55.10%	53.31%	51.34%	48.94%
White	68.00%	62.09%	60.58%	65.43%	55.52%	52.36%	42.95%	40.50%

Source: Datatel (2013)

Figure 5.



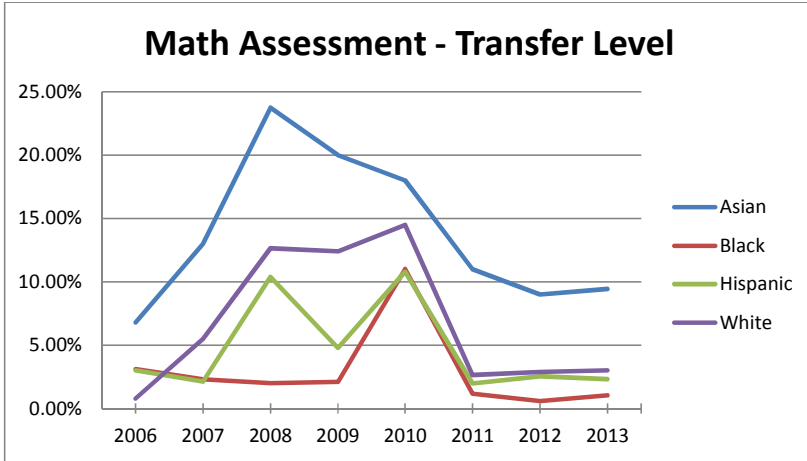
Again, students with the lowest assessment test scores will have the highest placement percentages in basic skills. Black students (at approx. 60% in 2013) have a substantially higher placement in basic skills math courses than Asian students by at least 20%.

Table 6 and Figure 7 show that over the last 2 years (2011-2013), assessment score placement in transfer level math courses has plateaued among all ethnic groups.

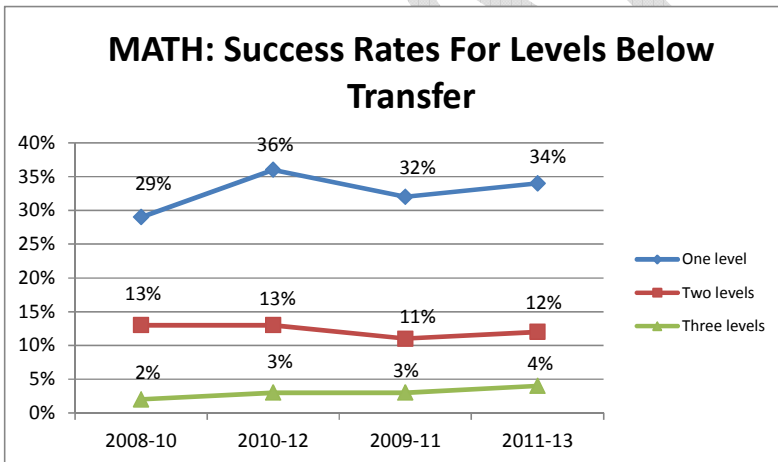
	2006	2007	2008	2009	2010	2011	2012	2013
Asian	6.79%	13.00%	23.75%	20.00%	18.00%	10.99%	8.99%	9.43%
Black	3.11%	2.29%	2.00%	2.10%	11.00%	1.16%	0.59%	1.04%
Hispanic	3.00%	2.12%	10.38%	4.78%	10.79%	1.98%	2.53%	2.31%
White	0.78%	5.49%	12.63%	12.40%	14.49%	2.63%	2.87%	3.00%
Overall Average	3.07%	3.74%	10.55%	6.96%	12.10%	2.83%	2.88%	2.90%

Source: Datatel (2013)

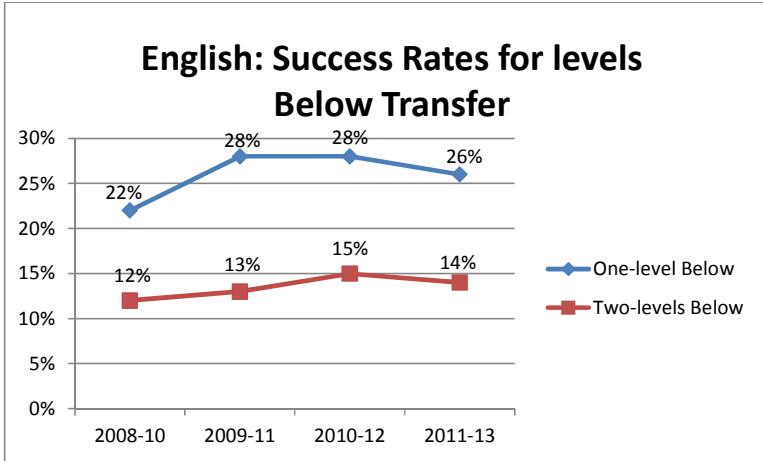
Figure 6.



For the 2011 to 2013 cohort, students who assess into the math course, one level below transfer, have a success rate of 34%. Those who assess into the course two levels below had a 12% success rate. Those who assess three levels below are successful only 4% of the time.



For the 2011 to 2013 cohort, students who assess into the English course, one level below transfer, had a success rate of 26%. Those who assessed into the course two levels below had a success rate of 14%.



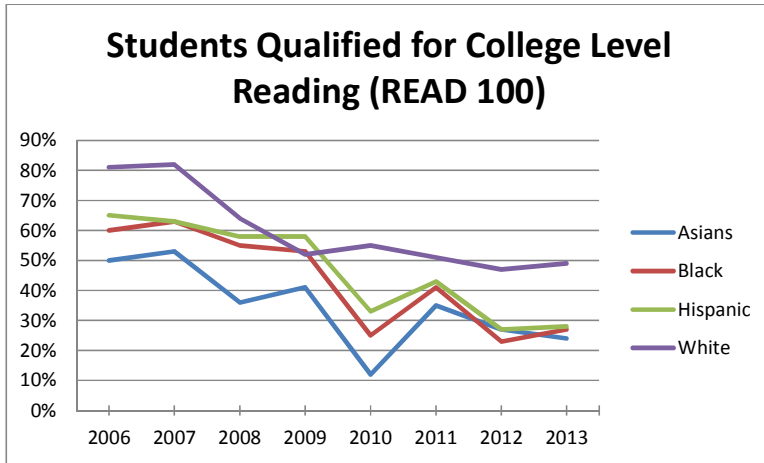
Reading Placement

This section has only one category. Students are classified as either placed in transfer (college level) courses or not. Table 7 shows that with the exception of 2009, white students have the highest scores for reading placement; whereas, the other three ethnic groups' scores decline and roughly overlap over the last three years.

	2006	2007	2008	2009	2010	2011	2012	2013
Asian	50%	53%	36%	41%	12%	35%	27%	24%
Black	60%	63%	55%	53%	25%	41%	23%	27%
Hispanic	65%	63%	58%	58%	33%	43%	27%	28%
White	81%	82%	64%	52%	55%	51%	47%	49%
Overall Average	65.00%	64.85%	56.16%	54.50%	32.76%	40.04%	29.28%	30.57%

Source: Datatel (2013)

Figure 7.



Section 2--Institutional Research on Student Success (Course completion and Program completion)

Course Success and Retention

Course success rate measures the percentage of students who are officially enrolled in a course at census², and who complete the course with a grade of CR, C, B, or A. Course retention rate refers to the percentage of students who complete a course, i.e., students who do not withdraw from a course. Table 8 shows that African-American students are successful at a significantly lower rate than other ethnic groups, while multi-ethnicity and Asian students are more likely to successfully complete courses.

All Credit Courses – Fall 2012	
Ethnicity	Success Rate
African American	58.2%
Asian	76.6%
Hispanic	66.9%
American Indian/Alaskan Native	71.4%
Multi-Ethnicity	77.4%
Pacific Islander	65.6%
White	73.6%
Unknown	64.3%

Source: http://testsite.cccco.edu/ccccodatamart/Outcomes/Course_Ret_Success.aspx

² The census date for a class is typically the 20% mark. For a standard 18 week course, we often use the first Monday after the third week of classes.

SBVC Top Certificates (18+ units) 2008 - 2012

Program Title	2008-09	2009-10	2010-11	2011-12	Total
Psychiatric Technology	53	51	38	37	179
Child Development Teacher/ Site Supervisor	63	38	15	14	130
Alcohol/Drug Studies	31	31	27	25	114
Administration of Justice	21	26	20	26	93
Basic Automotive Collision Repair & Refinishing	21	14	13	35	83
Electronics/Electric Technology	17	28	30	7	82
Water & Wastewater Technology	25	33	13	9	80
Pharmacy Technology	15	19	21	6	61
Refrigeration & Air Conditioning (HVAC)	20	18	14	6	58
Airframe Maintenance Technician	7	13	17	11	48
Powerplant Maintenance Technician (Aeronautics)	8	10	11	16	45
Aviation Maintenance Technician	4	13	12	9	38

Section 4--Goals, Objectives, Activities, and Timetables

Goals and Targets from the SBVC Strategic Plan for 2015-2019
 (1) Access, (2) Student Success, and (3) Communication, Culture, and Climate

Strategic Initiative 1: SBVC will improve the application, registration, and enrollment procedures for all students.						
(1)	Goal 1: Access	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
Access	1.1 Match the number of basic skills courses to student demand for courses	Wait list count		Establish systematic methods of determining demand: (1) wait lists, (2)educational plans, (3)assessment data	Meet established need	(EP, EMP, MP, SEP)
	1.2 Increase the number of accelerated basic skills courses	Current count is 8 sections	X	Add two sections a year	16 sections	VP Instruction
	1.3 Increase the number of students in learning communities	# of students: 1,113 {(VB, STAR (200), Puente (31), Tumaini (20), EOP&S (594), CARE (60)}		Increase the number of students in learning communities by 10% a year	50% increase	(EP, EMP, MP, SEP)
	1.3.1 Increase access to linked-course (and enrollment)	Course count: 16 (fa12=10, sp13 = 6) Enrollment count: 446 (fa12 = 306 sp13 = 140)		New	new	(EP,
	1.4 Provide more pre-assessment workshops	Current count		Increase by 20% per year	Double the currently scheduled offerings	(SEP, MP, EP)
	1.4.1 Publicize and promote pre-assessment workshops.			(1) include information about pre-assessment workshops on brochures and websites (2)counselors will recommend pre-assessment workshops to all students	25% will report attending either 1) Accuplacer sessions (2) SBVC developed sessions	(M&PR, MP, EP)

1.5 Provide effective assessment for accurate placement	Current percentage of students and faculty who indicate proper placement of the Placement and Prerequisite survey.			Increases = 5% for Students 10% for faculty	MP
1.5.1 Improve access to counselors	602:1		(1) Increase the ratio of counselors to students; (2) Increase the percentage of visits by students (3) increase the number of sections of student development courses.	Meet 70 th percentile for state counselor/ student	(EP, EMP, MP, SEP) Dean of Counseling
1.6 Establish and maintain partnerships with community organizations, K-12 systems, and adult schools					
1.6.1 Increase educational partnerships with transfer destinations (four-year colleges and universities)	Current count			2% increase	Transfer center coordinator
1.6.2 Maintain effective partnerships with all feeder high schools	Current count/see list		(1) Add one additional HS per year; (2) Visit at least twice a semester for top 10.	twice a semester with top 15	Dean of Counseling
1.6.3 Increase the percentage of high school graduates who come to SBVC immediately after graduation	18%		1% increase a year	5% increase	MP
1.7 Explore and expand on-line advising opportunities.	14				
1.7.1 Implement and expand on-line scheduling of all counseling appointments	Current count		Increase count by 2%	10% increase	
1.7.2 Expand the use of online academic advising for Education Plans			Increase by 10% a year		
1.8 Improve access to courses that students need for transfer			Reduce waiting list count by 3% a year for high demand courses	15% decrease	(EP, EMP)
1.8.1 Conduct a study examining course scheduling and sequencing—implement recommendations	Spring 2014 Indicators?		Conduct a pilot study during Spring 2014	Submit recommendations for future section cuts that minimize the impact on students—include them in Enrollment	MP, EP

				Management plan	
1.9 Increase access to courses that students need for CTE certificates	Spring 2014 Waiting list count for high demand courses		Reduce waiting list count by 10% a year for high demand courses		(EP, EMP, MP, SEP)
1.9.1 Match the number of Career Technical Education (CTE) sections to demand for courses	Spring 2014 Waiting list count for high demand CTE courses		Reduce waiting list count by 10% a year for high demand courses		reduce waiting list by %%
1.9.2 Increase access to Perkin's funds ³	Current Perkin's count=579		Increase the number of Perkin's surveys by 5% a year	Increase the number of Perkin's surveys by 20% a year	RP,
1.10 Improve access to courses that students need for graduation					(EP, EMP, MP, SEP)
1.10.1 Improve access to classes for students who need a flexible schedule	88.1% agree	X	70% will indicate that scheduling met their needs	80% will indicate that scheduling met their needs	(EP, EMP, MP, SEP)
1.11 Promote lifelong learning					(EP,SEP)
1.11.1 Explore the use of audit courses	Discuss in district assembly			Define a policy	
1.11.2 Explore the use of community service courses (not for credit) ⁴	Discuss in district assembly			Define a policy	
1.11.3 Explore the expansion of non-credit courses ⁵	Discuss in district assembly			Define a policy	
1.11.4 Make better use of web content for online and traditional courses			Explore online applications in Professional Development committee meetings		(SEP, MP, EP, RP, TP)
1.12 Maintain balance between transfer and CTE programs offerings	33% CTE				(SEP, MP, EP)
1.13 Improve access to campus technology	Current computer to students ratio		Increase device access by 5% per year	Increase by 25%	TP
1.13.1 Explore implementing Virtual Internet lab to allow students access to lab classes in an online environment.	Discuss this issue in on-line committee				TP
1.1.3.2 Improve internet access on campus					TP

³Perkins funding refers to the program initiated by Carl Perkins to assist needy student finance the cost of postsecondary education for students pursuing vocational-technical goals.

⁴Community service courses are not-for-credit programs that provide community members with fee-based training in subjects for personal growth. Students typically pay the full cost of the class.

⁵Non-credit courses are courses that carry no college credit. Unlike not-for-credit courses, student fees do not need to cover the full-cost of the course.

Strategic Initiative 2: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

Student Success (2)	(Goal 2) Student Success	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
	2.1 Increase the percentage of students who succeed in basic skills courses	Pass Rate = 61.4%		1% per year	5%	(SEP, MP, EP)
	2.1.1 Provide more tutoring opportunities	1032 hrs. of tutoring		Increase by 2% per year	10% increase	(SEP, MP, EP)
	2.1.2 Increase the number of students receiving tutoring (SARS sign-in count)	4,420		Establish benchmarks using sign-ins from SARS database	Increase 10%	
	2.2 Promote learning communities	2012-13 count (see 1.3)		Increase the number of students participating in learning communities 5% per year	25% increase	(SEP, MP, EP)
	2.3 Produce and present annual reports that assess student success (see Initiative 5.7)	Scorecard and EMP Presentations		Office of Research and Planning (ORP) will make annual reports to Academic Senate.	(ORP) will make annual reports to Academic Senate and campus forums	
	2.4 Expand the use of the early alert systems					(SEP, MP, EP)
	2.4.1 Fully implement SARS early alert system		X		Completely implemented	
	2.4.2 Increase the number of faculty who submit reports by 10% a year	2014-15 count				
	2.5 Improve performance on all–Student Success Scorecard measures⁶		X			(SEP, MP, EP)
2.5.1 Completions	35.6%	X	.5%	2.5 %	(SEP, MP, EP)	
2.5.1.1 Degrees (calculated separately)					(SEP, MP, EP)	
2.5.1.2 Transfer (calculated separately)					(SEP, MP, EP)	
2.5.2 Persistence	55.5%	X	.5%	2.5 %	(SEP, MP, EP)	

⁶The Student Success Scorecard is an annual report provided by the California State Chancellor’s office that tracks the progress of first-time students in cohorts over six (6) years on seven (7) measures including persistence, completion of 30 units, remedial math, English, and ESL success, CTE success, and over all completion (SPAR).

2.5.3	30 units	58.5%	X	.5%	2.5 %	(SEP, MP, EP)
2.5.4	Remedial Math	28.8%	X	.5%	2.5 %	(SEP, MP, EP)
2.5.5	Remedial English	25.2%	X	.5%	2.5 %	(SEP, MP, EP)
2.5.6	Remedial ESL		X			(SEP, MP, EP)
2.6	Increase individual student success measures	69.13%		.5% per year	2.5%	(SEP, MP, EP)
2.6.1	Increase online success rates compared to traditional course format		X			
2.6.2	Increase the graduation rate (degrees and certificates)	1,225 Degrees & Certificates				(SEP, MP, EP)
2.6.3	Increase the transfer rate			5% increase, relative to entering class cohort	25% increase, relative to the cohort	(SEP, MP, EP)
2.6.3.1	Increase rate to CSU	202				
2.6.3.2	Increase rate to UC	27				
2.6.3.3	Increase rate to private and out-of-state schools	364				
2.6.4	Increase success rate of online compared to state average		X			(SEP, MP, EP)
2.6.5	Increase success rate of transfer level courses		X			(SEP, MP, EP)
2.6.6	Increase the percentage of students who succeed in CTE courses and programs	52%	X	Scorecard		(SEP, MP, EP)
2.7	Increase the use of low-cost and free online resources			Conduct focus group w/t faculty and students to identify opportunities		(TP)
2.8	Expand the number of partnerships					
2.8.1	Explore and implement programs that recruit, tutor, and mentor HS and MS students					
2.8.2	Build and maintain a partnership with Adult Schools			Pursue AB86 opportunities Pursue Ramp-up grant opportunities	Establish and maintain programs	
2.8.3	Initiate an Adopt-a-School program for local schools					(MP, EP M&PR, SEP, RP)
2.8.4	Increase partnerships with local K-12 systems to increase college readiness among feeder high schools			Pursue ASSETS Program		(EP, SEP)
2.8.5	Increase partnerships with four-year colleges	Current count				(MP, EP, EMP)
2.8.6	Increase partnerships with businesses	count				(EMP)

2.8.7 Increase the number of student interns placed in local businesses and government offices	2012-13 count					
2.8.8 Increase participation on CTE advisory groups	2012-13 count					
2.8.9 Increase partnerships with community organizations	2012-13 count					
2.8.10 Maintain an up-to-date curriculum		X				
2.9.1 Maintain a curriculum that is relevant to community needs		X				
2.9.2 Make better use of web content for online and traditional courses		X				(SEP, MP, EP, RP, TP)
2.9.3 Educate the whole person—as measured by the core competencies (academic, social, ethical)	Campus climate survey					(EMP, PR, MP)
2.10 Encourage greater full-time enrollment	Current count					(SSI, MP, EP)
2.11 Use SLOs/SAOs in an ongoing, systematic cycle of continuous quality improvement						(EMP, PR, MP, SLO)
2.11.1 Reach and maintain 100% assessment in active courses in the college catalog, offered on the schedule in some rotation.	2012-2013 Count	90%				
2.11.2 Reach and maintain 100% assessment of SLO's and evaluation as per the Student Learning Outcomes Plan (course and program)					100%	(EMP, PR, MP)
2.12 Increase the number of students with terminal education plans—reach and maintain 100%	Current count				100%	(EMP, PR, MP)
2.13 Empower students						(MP, SEP, GP)
2.13.1 Increase the number of students who participate in campus clubs and organizations	28% (CC Survey)	-10%	+3		+15	
2.13.2 Increase the number of students who participate in learning committees	2012-2013 count	-5%				
2.13.3 Increase the number of personal growth workshops	2012-2013 count					
2.14 Maintain and establish the appropriate ratio of full-time to part-time faculty	FA12: 31% FT FA13: 30% FT			Maintain state average – 2013FA = 30% FT http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx		
2.15 Increase the number of grant opportunities to support of student success	Current proposal count					
2.16 Improve student tracking (Initiative 5)	Current data tracking procedures				90% accuracy for students while they are on our campus, 80% for transfers, 60% to employment	

**Communication, Culture, & Climate
(3)**

Strategic Initiative 3: SBVC will promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus						
Goal 3: Communication, Culture, and Climate	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center	
3.1 Promote a sense of community and solidarity within the campus (students, staff, faculty)					(M&PR, MP, PDP,FD)	
3.1.1 Sponsor regular alumni events.	No events		2 per year	4 per year		
3.1.1 Encourage campus organizations, alumni association, foundation, etc., to sponsor more faculty and staff type events (bowling with alumni, pizza night, happy hour)	No events		2 per year	4 per year		
3.1.2 Publicize campus events in local newspapers to improve the visibility of college sports, cultural events, and educational programs	2012-13 Count*		One news release a week	At least 52 news released a year	(M&PR)	
3.1.4 Provide Increased access to campus information	SBVC Website HP page-views: 2,364,121 Unique HP page-views (undup): 1,768,993		50% increase in website and social media traffic	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)	
3.1.5 Increase the use of social networking tools, i.e., Facebook	-Count for total weekly likes = 7,484, -Count for average weekly engaged users = 313.		50% increase in likes; 50% increase in engaged users;	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)	

3.1.6 Provide a website that is user-friendly.	85% of students agree		1% increase per year	90% of students and employees will say	
3.2 Promote budgetary transparency (regular updates)					
3.2.1 Inform employees about the SBVC and District budget	2012-13 CC Survey			80% of employees will say that they are informed	
3.2.2 Provide regular campus communiques about budget and planning	Current count		Provide 1 budget summary a semester	Provide 1 budget summary a semester	(M&PR, BP)
3.2.3 Improve access to regular board of Trustees meeting updates	2012-13 count		Distribute board minutes after every meeting	Distribute board minutes after every meeting	(M&PR)
3.2.4 Hold campus-wide information forums	2012-13 count		Increase by 2 per semester	Minimum of 3 forums a semester	(M&PR, EMP, RP)
3.3 Disseminate committee minutes and all plans online.	2012-13 count		<u>increase count of committee minutes by 25% a year</u>	100%	
3.4 Build community recognition and networks by capitalizing on the deep roots and history of the campus	Community survey 2013-14 (3.6)		Establish new benchmark w/t Fall2014 community awareness survey		(M&PR, TP, RP)
3.6 Establish a SBVC historical archive in the library-accessible online					(M&PR, RP, librarian)
3.5 Expand and enhance local business and community awareness of the campus	Community survey 2013-14 (3.6)		Increase community awareness by 5% with every survey	25% increase in awareness of campus and programs	(M&PR, MP)
3.6 Conduct community surveys to measure awareness of campus and programs.	Golden & Golden 2005			Bi-annual community surveys	
3.7 Increase partnerships with local businesses and community organizations (also see 2.8)					(M&PR, MP, EP)
3.7.1 Partner with local vendors for services they can provide—encourage them to offer bids	Current partnership count		Increase count by 10% per year.	Increase count by 50% per year.	(BP)
3.7.2 Explore an Adopt-a-Business program			Present the idea to advisory group members		(M&PR, RP)
3.7.3 Explore an Adopt-a-Student Program for businesses			Present the idea to advisory group members		
3.7.4 Encourage all members of the campus community to participate in local community organizations	Distribute a survey to establish		Increase by 10% per year	Increase by 50%	(M&PR, SEP, PDP)
3.8 Build stronger relationship with the SBVC foundation			Increase the number of presentations to foundation		

			board form campus; from foundation members to the campus		
3.9	Ensure good customer service in all campus offices	CC Survey results			
3.10	Identify a clear identity for the campus	CC Survey results	Improve branding responses by 20% a year	Double positive branding responses	(M&PR)
3.11	Work with District to streamline and expedite campus hiring practices				
3.12	Improve campus morale	20% report high morale	Increase the number of employees who report high morale by 10% a year	Increase by 50%	
3.13	Promote and embrace diversity (students, staff, and faculty)	83%	Increase satisfaction with diversity by 2% a year	Increase by 10%	(M&PR, TP, RP, SEP, EP)

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*Benchmarks represent the starting point for making progress in an area. The benchmark year is the most recent year for which we have valid and reliable data. This will typically be the 2012-13 or 2013-14 reporting year.

PLAN CODE			
-(EMP)	Educational Master Plan	-(RP)	Research Plan
-(EP)	Enrollment Management Plan	-(SEP)	Student Equity Plan
-(GP)	Grants Plan	-(TP)	Technology Plan
-(MP)	Matriculation Plan	-(SP)	Sustainability Plan
-(M&PR)	Marketing and Public Relations	-(BSP)	Basic Skills Plan
-(PDP)	Professional Development Plan	-(SLO)	SLO Plan

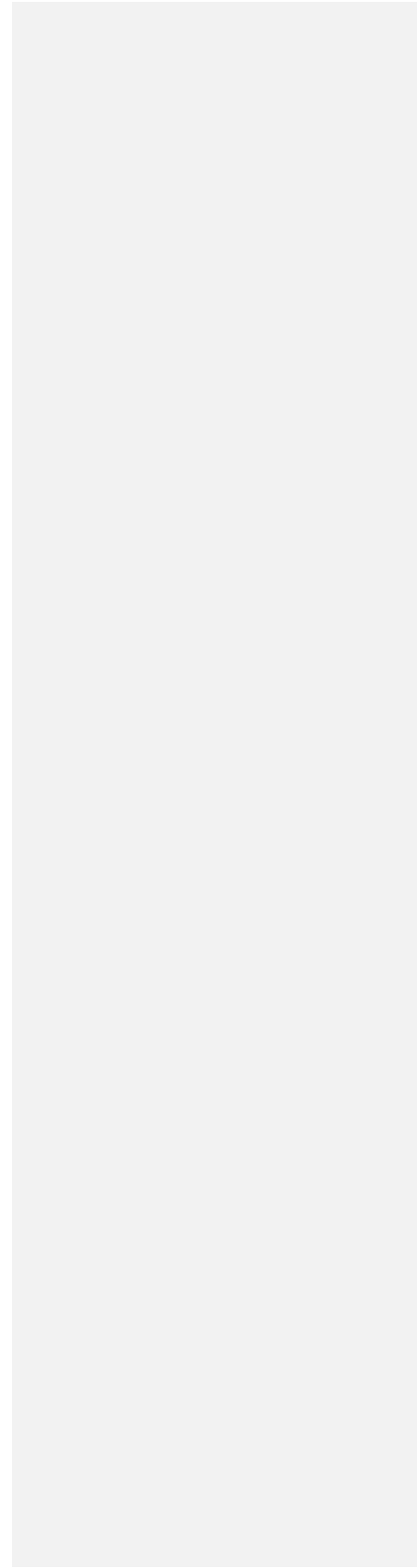
Section 6—Evaluation Plan—accessing progress and validity of measures

Evaluation of the SBVC Enrollment Management Plan will occur in two phases. First, progress toward each objective will be measured to determine whether the desired results are being achieved. The second phase will focus on the validity of the objectives, activities and timetables.

Phase 1--Evaluation of progress --Each year data will be collected and entered into a progress management sheet to measure progress toward achievement of each stated objective. Although every goal has five year objectives, they also have annual targets.

Phase 2--Evaluation of goals and objectives—Every year, the Enrollment Management committee will assess the validity of the goals and objectives in the plan. Activities will be evaluated to assess whether they are achieve the goals or whether they need to be modified.

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Appendix A

SBVC Mission Statement: San Bernardino Valley College provides education and services to support a diverse community of learners.

SBVC Vision Statement

San Bernardino Valley College will become the college of choice for students in the Inland Empire and will be regarded as the alma mater of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement and will expect all members of the college community to function as informed, responsible, and active members of society.

Student Equity Principles and Goals

As shown below, the principles, goals, and objectives of the student equity plan are completely integrated with those of the enrollment management plan.

Student Equity Principles and Guidelines

San Bernardino Valley College's approach to student equity should be guided by data, reflected in policy and procedure, and aligned with the college mission and vision. Although diversity and equity are not mentioned as specific goals and objectives in this document, it is an overarching goal of the campus. Every goal outlined in the this document and in the SBVC strategic plan acknowledge the campuses commitment to diversity and equity. You will find the diversity statement in Appendix A of this document.

The student equity plan seeks to:

- improve student access to courses reflected in appropriate placement indicators
- Increase student success and advancement through basic skills and ESL programs
- Improve success in transfer-level curriculum
- Improve graduation and certificate completion rates
- Improve transfer rates

Appendix E

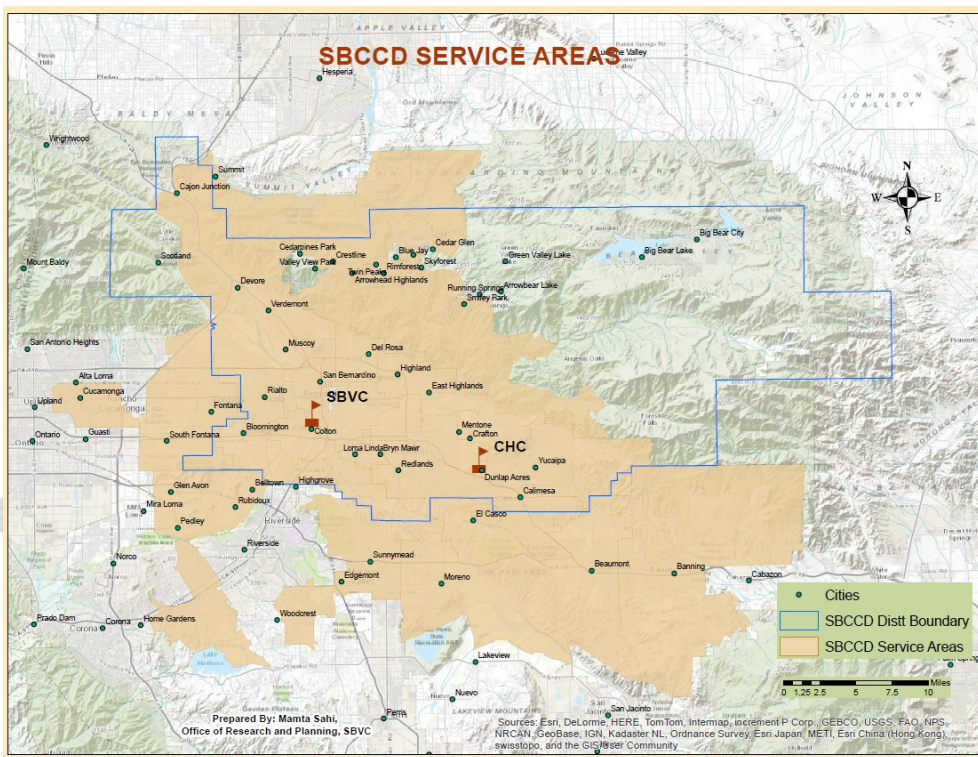
Enrollment management tools used by the VPI and other administrators

The District Provides the College with two Basic Tools for Enrollment Management
<ul style="list-style-type: none"> • EIS daily snapshot • EIS— Real time comprehensive enrollment data such as : FTES, enrollment beginning and at censuses, fill rate, productivity, retention, wait list ... • Informer— Provides more flexible integration of multiple data sources. In addition, it also provides real time comprehensive enrollment data such as : FTES, enrollment beginning and at censuses, fill rate, productivity, retention, wait list ...
The Two Colleges Use Additional Tools
<p>SBVC also uses customized EIS and Informer reports</p> <ul style="list-style-type: none"> • Daily registration enrollment with min/max comparisons report, • Open section and added sections, • Linked sections, • Section efficiency. • Waitlist report • ODBC data for reports with MS_Access.
<ul style="list-style-type: none"> • Custom Databases • Program and Course Planning Analysis Report—includes information such as fill rate, productivity, retention, enrollment, sections by meeting day and time, projected and actual cost data ...] •
<ul style="list-style-type: none"> • Custom Reports • Rubric for adding/deleting sections, open section report, • low enrolled class report, • List of added and cancelled sections, • One page- Education Master Plan data sheet, Program efficacy report, space utilization report. •

Recruitment tools and related results data

District Support for Recruitment
<ul style="list-style-type: none"> • KVCR • Trustees make presentation in community events • Chancellor’s Newsletter to Community; news releases
Colleges Recruitment Tools
<p>Going to HS</p> <ul style="list-style-type: none"> • Example from SBVC: Middle College-High school Program, Presentation at Middle Schools, High School and Community Centers, events such as: Celebrating Women in mathematics and Science Day, Science and Technology Day, and Empowering Men in mathematics and Science Day. Athletic team recruitment • Example from Crafton: Concurrent Enrollment, Courses offered on High school Campus, Presentation on High Schools, Example from Crafton: Concurrent Enrollment, Courses offered on High school Campus, Presentation to High Schools, outreach to local families, • Outreach with student ambassadors
<p>Going to Industry</p> <ul style="list-style-type: none"> • Example from SBVC [College/division level: daily registration enrollment min/max comparisons report, open section data, and industry advisory groups. • Examples from Crafton: CTE Contract Ed, Advisory groups, environmental scan
<p>Program for Specific Audiences</p> <ul style="list-style-type: none"> • Example from SBVC: Valley Bound, Tumaini, Star, Puente, Veterans, Learning Compass, Honors Program, CalWorks, STEM Program; Satellite locations and Transfer Cater. • Example from Crafton: Left Lane, EOPS, Veterans, Honors Program, Transfer Center, STEM,
<p>Data and Grants</p> <ul style="list-style-type: none"> • Example from SBVC: Valley Bound, Tumaini, Star, Puente, Veterans, Learning Compass, Honors Program, CalWorks, STEM Program, Satellite locations, Environmental Scan report, Survey on community awareness and campus image. • Example from Crafton: Grant office explores funding in these areas; Environmental Scan report, Research and Planning Office offers a range of data and custom reports.
<p>General Marketing</p> <ul style="list-style-type: none"> • Example from SBVC: Mailers, email, social media, print advertising, buses, newspaper ads, KVCR, movie theaters, radio spots • Example from Crafton: Mailers, email, social media, print advertising, buses, newspaper ads,

Appendix F
Service Area Map



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