

SBVC
Enrollment Management &
Student Equity

April 28, 2020
1:00-2:00 p.m.
President's Conference Room

NOTES

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

Members:

	A	P		A	P
Dr. Scott Thayer			Justine Plemons		
Dr. Dina Humble			Keenan Giles		
Dr. James Smith			Kenneth Lawler		
Marco Cota			Kyle Stroud		
Carmen Rodriguez			Larry Brunson		
Dr. Stephanie Lewis			Leslie Gregory		
Patty Quach			Mary Valdemar (Senate)		
Adrian Rios (ASG)			Paul Bratulin		
Alicia Hallex			Quincy Brewer		
April Dale-Carter			Dr. Raymond Carlos		
Ariel Davis			Ron Hastings		
Christie Gabriel-Millette (CSEA)			Sam Trejo		
Jessy Lemieux			Stephen Lee		
Joanne Hinojosa			Sharaf Williams		
Joseph Nguyen			Tammy Vu		
Joshua Milligan			Yvonne Beebe		

TOPIC	DISCUSSION	FURTHER ACTION
1. Enrollment Update	<p>See EIS Daily Snapshot</p> <p>Scott: Summer 20 is the number on top. The one that is highlighted is summer. The top column compared to the bottom. All the numbers on the summer are ahead of last year. Right now, we are at 650 for summer compared to 593 last year. Summer is looking strong as we started our registration April 13th. We are in week 2. Fall is the 4th column down. We have an additional 105 students. We're up from last year's 1186.14 FTES compared to 1077.17. So, we're up 108. That just shows the work. A lot of work is going on behind the scenes. A lot of kudos to Instruction, Admissions and Records and Student Services for making sure that in this COVID environment we're still able to make sure our students are informed about registration; the students are registering and getting information about registering. I know there was a lot of work to make sure everything we do is online for students and we'll continue to do that and make</p>	

	<p>sure we continue to enhance the support services and keep our website up to date with all the pertinent information. Any questions about enrollment? Dina, do you want to add anything to enrollment for summer and fall?</p> <p>Dina: It's nice to see that enrollment is still strong in light of our current situation. And in light of all of the work that our faculty have done to transition summer classes and move those online as well. I think with fall looking strong I know we're talking about mechanisms and ways to retain those students, communicate with those students along the way. And so, we're working that out as we go along. But I want to echo Scott's kudos to everyone and thank you for all that you're doing to maintain access for our students.</p>	
<p>2. Student Equity and Achievement Update</p>	<p>Scott: Paul has been working with his team to create some virtual backgrounds for people to utilize in this time of zoom. Let me show you what they look like and where to find them. I think this is a really good resource for all of us and students. We have had some students reluctant to join zoom live due to where they are residing and don't want to show that for whatever reason. If you look on the website there are a couple of backgrounds you can download.</p> <p>April: Virtual background doesn't work for everyone. My virtual background blends me in and I asked tech and they said it's the camera quality of the laptop provided.</p> <p>Scott: That's good to know. Paul do you have anything to add? I wanted to thank Paul and his team for making these available for us.</p> <p>Paul: I just wanted to add that we do take requests. If there's a background or building you would like to have a background of, we probably have a</p>	

	<p>picture. We can upload it here for everyone to access.</p> <p>Scott: What you're saying April depending on, maybe it's an older laptop, therefore it doesn't accommodate that?</p> <p>April: Correct. I've tried to use virtual backgrounds and it looks like I'm blending into the background.</p> <p>Scott: Okay, that's good to know. I wasn't aware of that. Okay so virtual backgrounds and enrollment</p> <p>Paul: I just wanted to add if anyone wanted to find the wallpaper you can go to www.valleycollege.edu/wallpapers and you'll get there.</p> <p>Scott: It would be something you could forward to students that way they have that as an option.</p> <p>Do we have any update on the Student Equity and Achievement Plan? As of now I believe we are status quo. We're working the plans that we have. I know the team is working diligently as we finalize the expenditures for the year. You know our budget expenditures are due, so we're looking at summer and fall to see how we can support our students.</p>	
<p>3. SBCCD Promise Update</p>	<p>Scott: Basically, the Promise team is working hard on the registration. Last week, I believe the 16th, registration for Promise started. The Promise team is messaging the students, working with the current students helping them complete the semester. Making sure all of the information for the new students that are interested that they are completing steps to ensure their eligibility for the program. And so that is an ongoing work in progress. Promise is looking at cohort one to make sure the work is complete. And</p>	

then looking at Cohort two as we move forward, how do we make sure that we have the resources and support for the students as well as keeping our fiduciary responsibility making sure we monitor, maintain the program services as well as the cost of the program. That's happening right now. As we get more information, we'll bring it forward. Like I've said, they've had to switch from in-person orientation to virtual orientations. Just a lot of outreach and communication in this environment of COVID. I know it hasn't been easy. They've been working hard and doing great work. That's basically the Promise. Sharaf do you want to add anything?

Sharaf:

Basically what Scott said we are working with students; so if you guys have Promise students that come by know that they are going to different places or they are not sure where they are supposed to be you guys can just send them our way or they can just email promise@valleycollege.edu and we will answer their questions within 24 hours. Again, I always give a shout out to April and her team because they really helped us out with the registration and they're still helping us as the students are trying to continue to register.

April:

Thank you.

Scott:

I think what has really highlighted this need is the number of students that come through is that we would like to advocate a CRM. A Customer Relations Management System. It has been a very manual process for the Promise staff to get information and we want to minimize having to always hand tally information. So, I think what we're learning, and this has been brought up but it's really been crystalized is that we have to have some form of automated system. That is something I'm going to push forward with and continue to figure this out. I

	<p>know there have been starts and stops with all sorts of systems with TESS. And they've been open to work with us but I think we have to put this on the front as a priority. Just so that we can keep track and run reports because I know I ask for a lot of that information. We know it's a good program. We know it has an impact. But I did want to make those two notes, one that the team is working very hard and doing a great job and two we will advocate for a CRM or something to help us manage the numbers of students that we're seeing. Do we have any questions about Promise?</p>	
<p>4. Marketing Update</p>	<p>Scott: Moving right along, Marketing.</p> <p>Paul: I don't really have a ton of new information. As I mentioned last time, our total website usage seems to not be as high as when we had on campus services because it seems like a lot of the website traffic came from people who were using computers on campus. So, we're kind of at the levels from spring break still. And I think that has to do with students using canvas directly, using WebAdvisor, skipping the website when they can, which is fine. It's just an interesting observation for us. Social media we've seen a huge increase in communication, inquiries, questions, follow-ups, so that has been interesting to observe. We're handling them as they come in. Clarifying any questions students might have. And then one of our biggest projects that we're going to have is commencement. We're working very closely with Student Life to ensure everything on the website conforms to commencement going as smoothly as possible making sure the website is as updated as possible at all times. And right after we're done with all aspects of commencement, we're going to be going back to Spotlighting so we have to schedule a new date for that, a new format. Hoping that we can still have Spotlighting over the summer but it might be pushed back to fall.</p>	

Contrary to what we expected, going online has resulted in a lot more work for us. We thought it would be the same because we had been doing remote work off and on for a while, but really when you have the entire campus online it results in so much communication back and forth. You can't just go and see someone physically and answer all their questions right there. Even by phone, you don't have that same ability to get stuff done. We totally understand everyone being overloaded with work during this time.

Campaign wise, we're winding down all the campaigns that we have. There's still a little bit of funding that we need to spend by the end of the fiscal year for a few programs like RTVF, Strong Workforce funding that needs to be spent within the next few weeks. We're going to be working with those programs to ensure all that is spent. We've got the purchasing deadline this week so anything that needs to be purchased needs to be purchased this week. But everything is going to be paying for manpower and anything else that needs to be done for those programs so they can get those funds spent.

Next meeting, I should have more concrete numbers for April just to kind of see how COVID has really impacted all of the numbers that we're looking at. Like I said the impact has been primarily seen on the website and social media so I should have more of that.

Scott:

Alright thanks Paul. When you say April you mean the month of April?

Paul:

Yeah, I have March data but not all of April.

Scott:

Also, say some courses have low enrolled, is there some sort of social media campaigning Or a way to help

faculty that may have courses that are low enrolled in the looking for assistance?

Paul:

We typically don't like to cherry pick single courses for marketing. Try not to cherry pick any courses to promote because we're supposed to be promoting the entire campus. If there is a program that has funding specifically for marketing their program, we usually take that route. On the other end of this we also asked students to let us know if there is any class that they need that we're not currently offering. So, those requests have been coming in and we were just going to forward those on to Dina to kind of look at the list and see if there's anything that can be offered. But yeah, our general approach has been not to promote the single course or any single program unless there's some kind of specific marketing funding attached which is how I would justify that. I mean if the executives feel that we should move in that direction and kind of take specific courses that need marketing we can definitely do that but we haven't really been doing that.

Scott:

I guess I'm not saying that specifically, but if someone wants help, and this is more of a question, how do folks promote? Let's say they wanted to help but what can they do just to say, 'I'm trying to get my class full'?

Paul:

Oh, absolutely we had various departments across campus that have social media, snap chat, but those are kind of individual departments promoting themselves. Especially with COVID impacting on-campus instruction, I can see how it would be really tough for programs that kind of rely on that in-person element. We're kind of going along with it. If anyone needs Basic assistance or ideas are more than welcome to reach out so we could sort of brainstorm what they could do or how we could help or

	<p>advise them in that process to try to get the word out about the classes.</p> <p>Scott: Okay. Yeah that's helpful I just was wondering because I know that we had a few inquiries and just wanted to see if someone is willing to do it themselves maybe having some tips for them on how to best do that. That's why I want to bring it here just did that clarify on how to direct them so they can advocate for themselves.</p> <p>Stephanie: I just wanted to add, it would be helpful if marketing would promote some classes.</p> <p>Dina: And Paul you said that students are reaching out to you for courses that are not being offered. I would like to look at that to see how we can accommodate them.</p> <p>Paul: Absolutely. We are working on getting the list together.</p>	
<p>5. Work Group Updates/Status</p> <ul style="list-style-type: none"> A. Textbooks B. Retention C. Financial Literacy 	<p>Ray: So, the work group is as you all know was initially talking about retention and student success while we were in-person. Since COVID-19 the discussions have really switched to ensure that students are successful in that we can retain them during this online process, so the committee or the workgroup came up with the idea of sending a survey, add some initial focus or foci that we would like. Christy was able to create a draft and then we were able to get input and was fortunate enough to send it out to students for some responses. And I believe Christy has the update on the results handed over to her.</p> <p>Christy: Hello, thanks Ray. Okay, so this was sent out on April 16th by Jason Brady went ahead and sent it out to all the students that are enrolled, and as of yesterday when I when I created that</p>	

they were 453 responses and so in just under 2 weeks' time. So, these are the initial results that we have; this is also going to be sent out one more time. Jason's going to send it out again on the 30th to gain additional responses so then these [numbers] may change a little bit.

So, the first question was whether or not students felt they had enough communication with their instructors and they do. Overall, we have 73% I believe president Mary just said this is the last meeting 73% of the students feel that they do have enough communication. Those that receive like more contact through phone or email or live video were very appreciative and they express that in the Johnson and his comment. The biggest frustration for students besides the obvious things like getting used to just online learning was communication with some of the instructors that they report having difficulties as well so that and the lab style classes. So, we all know that this is going to be a challenge and we're not sure what we're going to do here but there were students that expressed frustration you know your kind of for culinary arts and you're not hands on making food so that type of a thing. I'm not sure what we could do about that this time. Other frustrations that students showed were I guess some of the class time instructor wasn't there, so the students were basically doing things on their own and they wanted the opportunity to talk with the instructor during class time any instructors were not present.

This next one, how are you adjusting to online learning overall? And you can see here most students are doing well I'm satisfactory but they're above water and we have 34% that are not doing so well. The ones that are doing well agree they Excel in this type of learning environment and they were appreciative especially those that were in a medically high-risk categories that they had the opportunity to figure out how they not be forced to go into the

classroom at this time. I think again the issues of we're still dealing with transition to the online services so counseling was a big one where they were receiving automatic responses and not being able to speak with people. People want to talk to other people obviously so all of the Zoom time is been really appreciated by everyone especially in tutoring. So, they are doing well in the online tutoring environment they just want more of it.

This one was kind of long we had a lot of choices here that we came up with how can the college that support the learning experience and they were allowed to choose all that apply. As you can see, online counseling and tutoring those were the big ones. So, these are from the quantitative responses that the qualitative comment in addition to these also expressed an expansion of tutoring time counseling time and just availability in general. And some also expressed that they're really having trouble with a lot of the technical aspect; they may not be used computers savvy as some and so they want more help with technical aspect is working online as well as study skills and time maintenance type of thing.

The other common theme was online mental health. So, you know as you can imagine a lot of students have allowed stress right now with so many things and so they're wanting more options to reach out to get help with stress techniques and their anxieties is the main one. Are there any questions about this chart?

This is a question regarding the overall as SBVC communication the emails that are being sent out by the district or by president Rodriguez an overall 90% of the students said that they're satisfied that the college is communicating with them enough. Again, the common points of frustration were just getting in touch with a live person with the student services that they are normally able to go into so

they just want to be able to talk to somebody.

And then we ask them if there were any additional online events that they might want to participate in and the number one requested event was stress reduction techniques and yoga and meditation. The next one was at subject based workshops and discussions which could vary but I think a lot of it in open ended they express a lot of this has to do with study skills; they wanted more help with that.

And then there are some of them that wanted some recreational activities like trivia and games. And the things they really need, those kind of show at the bottom here. Are there any questions about this chart?

And that's it. There were four open ended questions that like I said, this is preliminary so every you have to go line by line to look at the open ended and I haven't done all of those yet so once we get everybody in after the next round I'll redo the and possibly look a little different. So that's where we are right now.

Scott:
Thank you Cristy.

Sharaf:
But it's not about the survey; the survey is great. I want to make sure that since we are talking about retention that I just had a student's drop from all of her classes and she was doing well in our Promise program today because none of her instructors have responded to her during this time. I know that's probably an outlier but I just think that we just need to be, I know that we are sending communication out which is great but being mindful that were responding to our students in a timely fashion. She was very specific about that in so she was able to enroll in another school because they responded to her. She didn't have any problems with the

student services and problem with our program it was specifically just instructors not responding to her emails.

Scott:

Okay, well thank you for that as well give this information. And just talk it through and see you know what we can do to continue to support students. Just wanted to acknowledge the work groups with great work you know almost 500 students responding insight into how students are feeling at this time while uncertainty, but from this initial response they feel like at least they are being communicated to which is really important. And then we can use some of this information to help us plan additional activities engagement otherwise and then also review how we're doing in the virtual space based upon these comments. For example, if students are saying they would like to have more interaction with people you know how do we do that intentionally?

That's helpful information. This is the other thing that we have to do. We take it all in and then we review it and then we say, okay what does it normally look like in an in-person environment and then what is the expectation online? Because I think the expectation online is immediate feedback because that's the platform um and depending upon the volume of messaging you know sometimes it's not as quick as people would like and because we don't have the ability to look up some interaction in person it can add to frustration I think it just balancing out of all the responses but also saying OK if that's what people are saying so let's take another look at it and figure out you know what we can continue to do to improve to make sure we stayed connected.

Thanks again to the workgroup, that workgroup. We'll continue to compile that information and continue to discuss it.

Ray:

	<p>Scott, just so everyone is aware, May 7th is our next retention workgroup we'll be diving into this data and the other data if we haven't by then to really start moving forward to making recommendations. In event that we still are online in fall and want to make sure that any gaps that we see from this survey we can fill.</p>	
<p>6. Other</p>	<p>Scott: I don't believe we have any updates on the other groups but if there is please jump in now and then we go into every other are there any items you would like to discuss? Any questions?</p> <p>Kyle: I had one, I was wondering if we could revisit keeping professors email addresses off the website. I understand that that was done to reduce the kinds of phishing emails that received but when you're in an online environment it might be more beneficial or the advantages might outweigh the disadvantage of having them online if it means that a student can quickly conveniently and stress free reach out to an instructor.</p> <p>Scott: That's good point we could definitely bring up. So, it sounds like they were online at one point they were taken offline due to the phishing scams is that your understanding?</p> <p>Kyle: Yes.</p> <p>Scott: Okay, do you know how recent that was?</p> <p>Kyle: I do not. I would have to ask Paul. I know it was an enrollment management or guided pathways meeting with that was brought up about those specific emails.</p> <p>Dina: It was at least last semester.</p>	<p>Add agenda item: Enrollment Management Plan – 10 Areas of Focus.</p>

Paul:

Yeah, I can kind of add that we had a conversation about this back in the fall because there was this phishing email that was going out. And right now, anyone can contact a professor going to the Department page and submitting the contact form and we do have the emails listed on the Department pages. The thing that was taken down was I think the "People Finder," the one that's managed by the district. So, unless you're on campus you're not able to access that entire list of district employees to like search for a name. The emails are definitely still active where did you say most of the concern is what Department are students not able to contact?

Kyle:

I was just misinformed. I wasn't personally aware that they were re added. Sorry about friends, but is there a way we can share this more widely with students? It's a hand full of students that email me from the Promise program looking to get instructor email. But if there is some way we can publicize that more I think would be beneficial.

Paul:

Yeah we definitely can I mean I wasn't a fan of the whole taking down the districtwide list even with the phishing threat, but you know there could be in some cases where there's been some Department turnover or if the Department chair has changed the form might not have been updated on the website so students might be using it and not getting a response so that could be true we would just need to know which Department that's happening in and then we can go in and just talk to the faculty and say 'hey are you guys updated you know is everyone on the form who needs to be on there?'

Ray:

I have a question, are faculty not putting their email and contact

information on the course syllabi?
That's their contract for the course.

Dina:
That should be part of every syllabus. We have a syllabus template that they get so all that should be. I think it's those students who are not enrolled who want to be or want to contact instructors are having trouble finding those email address.

Paul:
That could be it.

Kyle:
I also think some groups of students just aren't familiar with their syllabi or aren't sure how that navigation canvas, lost their paper copy; a lot of times just unfamiliarity with has been a problem for a long time in higher ed for other information.

Paul:
You know any anytime you get like these general inquiries where it seems like something on our website isn't communicating the way it should just feel free to forward that over and we'll look into it and see how we can improve that that system whatever is causing the confusion

Kyle:
Thank you, Paul.

Scott:
Any other items?

Well just a couple things, like I said we are in summer, fall registration. If you notice anything, I think this is what you notice anything as you're perusing our website it's always good to know. For the areas specifically because we've been working to have specific areas keep their web pages updated, but if there is something we missed. We will make sure for this to be on next meeting, Kathy, we make sure this will be on the agenda we will review our areas of focus or the enrollment management plan. Just think we need to revisit it so we're all

	<p>aware again, just kind of reiterating, where we've been spending our time there's 10 areas. So, we will look at that and if there are no other items thank you all for joining.</p>	
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Additional Information:

DRAFT