



San Bernardino

Valley College

2016/17 Enrollment Management Plan

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San Bernardino Valley College Enrollment Management Plan



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The purpose of the Enrollment Management plan is to create a responsive, flexible, educationally sound, research based approach to enrollment management. This Enrollment Management Plan is intended to protect San Bernardino Valley College (SBVC), its educational programs, its students, its employees, and our educational partnerships during periods when funding mechanisms and demographic trends are supporting enrollment growth, as well as, during periods when they are not. The end result was the creation of an Enrollment Management Plan that is intended to ensure the following:

1. The achievement of enrollment targets in order to obtain maximum resources available to SBVC.
2. Maintain student access and pathways consistent with educational quality.
3. Offer a well-balanced and varied schedule responsive to the needs of our students and community.
4. Maintain a comprehensive educational program that is responsive to the needs of our students and community.

SBVC has and will continue to focus on enrollment growth while the State is funding FTES growth and the growth incentives are available. The strategies of growth are a direct way of increasing revenue to meet the needs of 2-year college degree and/or certificate attainment goals, college staffing plans to serve increased student populations and on-going operating expenses. In order for SBVC to continue to offer its community the necessary educational opportunities at a high level of access, SBVC must have the resources to meet its future challenges. With the alliance of our District Administrative Team, Economic Development & Corporate Training (EDCT), and community partners from education, business and other groups, SBVC is in prime position to extend educational opportunities throughout the region. To grow, SBVC will continue to maintain its strong general education, transfer and occupational program offerings, while simultaneously enhancing educational opportunities utilizing the following strategies:

- Online Degree / Certificate
- Evening / Weekend College Program
- Noncredit Program
- Off-Site locations
- Dual / Concurrent Enrollment / AB288
- AB540 Student Populations
- Increased Efficiency

Strategy #1: Convenience of Course & Degree Attainment Campaign for Job Advancement

As our students and community contribute to the economic growth of the region through job attainment, SBVC will be in the forefront of campaigns to encourage job advancement through education attainment. For the remaining 8-weeks of Fall 2016 semester, we will be analyzing data from enrollment trends to identify courses that would best suite our students in an Online format to add and market to those students taking 0 – 12 units for ease of scheduling for the student while also alleviating space concerns on campus. The anticipated additions will have curriculum for Online Teaching, no prerequisites, high fill and retention rates, and meet transfer requirement needs.

Distance Education & Evening / Weekend College Program		
FA16 (FTEs) 35 Student Min	SP17 (FTEs) 35 Student Min	SM17 – 5 Week & 7 Week (FTEs)
3 to 5 Courses 10 to 17.5 FTEs	10 to 30 Courses 35 to 105 FTEs	10 to 30 Courses 35 to 105 FTEs

The on-going, the approach will continue to be increasing efficiency through targeted course offerings to meet student needs, but also to target working individuals to take courses in Online, Evening and Weekend for Job Advancement and Degree Attainment. A 2-year Program Pathway will be developed in specific majors that will include, but not limited to, Business Administration, Sociology, and Liberal Studies. The course schedule should reflect comprehensiveness geographically and methodologically with an expansion of “distance education” to meet the needs of adult students who want alternative scheduling options as well as continuing education. Courses should be offered in an easily understood pattern that facilitates both program completion and the needs of working adults with time-compressed schedules. Additionally, in order to meet the diversity of needs, more instruction must be scheduled throughout the afternoon, evening, and weekend hours as well as prime times, both day and night. The majority of these course, through data-informed decision making, will meet IGETC, degree applicable courses without prerequisites to ensure an easier transition into school schedule again.

In addition, SBVC will initiate the introduction of General Cooperative Work Experience (CWE) sections and solicit faculty coordination. Initial planning will consist of identifying through Financial Aid records, students currently employed in the private sector and employed via Federal Work Study. Those students employed at least 20 hours per week will then be invited to enroll in CWE, thus enabling them to earn 3 units of elective credit per semester, with up to 16 units eligible for CSU transfer credit. The research into student employment status shall consist of a collaboration between campus marketing, CalWORKs and CWE working together to identify students working part-time plus enrolled in school. This approach will allow for students currently working to obtain units for transfer while also keeping their work to sustain family and living obligations.

Strategy #2: Noncredit Program Expansion

Academic support has been a big component to the success of our students and SBVC has made substantial investments to allow the infrastructure to flourish on campus. But what we have not done to sustain the model is look at funding necessary to support the activities in the Academic Support centers (Writing Lab, Student Success Center, and Supplemental Instruction across campus). The activities in the Student Success Center over the academic year was approximately 35,000 hours of possible noncredit FTES. This amount does not look into the Writing Lab nor the increased consistency of the data collected at the Student Success Center. There is a large potential of hours that can be collected for activities in the Student Success Center with better hour tracking, Writing Lab, and Supplemental Instruction. The anticipated amount of hours with assistance from recommendations through faculty and campus campaigns to attend the Academic Support Services can be upwards of 200,000. With the potential being available, the method for inclusion into FTES generation is curricular completion through the local and state approval.

SBVC will be exploring the use of experimental numbering to expedite the approval process to be just local approval for Noncredit courses in hopes of access for course use in the Spring 2017 semester. The objective of this initiative is to expedite course offerings that are part of Enhanced Noncredit or Credit Certificate Programs once approved on campus, but awaiting certification by the System Office. In collaboration with both Offices of Instruction from SBVC and Crafton Hills, both campus Academic Senate bodies, and the Economic Development & Corporate Training (EDCT) will discuss implementation at the campus level, with Experimental Course Numbering management with assistance from the EDCT to monitor course number assignments to each college (ex. EXP100-199 for Valley; EXP200-299 for Crafton). Monitoring will also include retraction of experimental course numbers previously assigned to Valley/Crafton pilot courses upon certification by the System Office. SBVC will have 1 year to get the course approved at the Chancellor's Office and to also incorporate the course into a program of study to allow the course to be enhanced funded at approximately \$4950 / FTES for Career Development and College Preparation instead of the current Noncredit funding of approximately \$2900 / FTES. The curriculum is already completed by our faculty and is in the queue for local approval. These hours are positive attendance hours which is calculated through hours collected and not weekly or daily census.

In addition to the use of future Noncredit course curriculum, SBVC currently has an Accelerated Math Lab being offered to our students which has a potential of year round generation of FTES because of the Open-Entry, Open-Exit attendance format. The Lab will allow students to begin a class at any time during the semester and will not obligate the student to enrolling before or on a certain date. This course allows for students that come in after credit courses have started to stay with SBVC and take a Noncredit Math course as they wait. We are aiming to allow for 3 courses of 30 students each with them working in the Accelerated Math Lab for a minimum of 8 hours / week. This will generate a minimum of approximately 10 FTES which equates to \$49,500. Due to the structure of the course, other Adult Education Institutions are requesting 3 courses per site with a current request of 3 sites within our regional area. This has the potential of generating at least 30 FTES which equates to \$148,500.

Noncredit Program Expansion			
Academic Program	FA16 (FTEs)	SP17 (FTEs)	SM17 – 5 Week & 7 Week Sessions
Student Success Center	0	150 (70,000 hrs.)	15 (7,500 hrs.)
Writing Lab	0	15 (7,500 hrs.)	5 (2,600 hrs.)
SI Across the Campus	0	75 (35,000 hrs.)	30 (15,000 hrs.)
The Huddle	0	15 (7,500 hrs.)	5 (2,600 hrs.)
Accelerated Math Lab	3	10 (5,000 hrs.)	10 (5,000 hrs.)
Computer Resource Lab	5	10 (5,000 hrs.)	5 (2,500 hrs.)

*SI=Supplemental Instruction.

In addition to the noncredit courses in regards to Academic Support, SBVC will also be exploring the implementation of a Workforce Readiness Credential. SBVC will work in coordination with Academic Faculty to incorporate curriculum development and approval, with targeted program introduction for February 2017 in the Spring Semester. Initial target population will include CalWORKs students requiring additional "work participation hours" to meet their 32 or 35 hour per week work activity requirement that includes enrollment in college coursework (including credit and noncredit) and work hours. Secondary target populations will include EDCT engagement of community- and faith-based organizations in the SBVC service area, such as the Boys & Girls Club, Inland Congregations United for Change, Goodwill Industries, and Inland Regional Center, and public agencies such as CA Department of Rehabilitation and the Inland Regional Center. Also, in partnership with the EDCT, SBVC and San Bernardino County Superintendent of Schools, SBVC will be working with the Juvenile Court Schools Gateway program to provide introduction of a Distance Education Model (DVD) for instructional delivery to the Juvenile Probation population. The program offers students employment preparation and placement through a partnership with the Department of Workforce Development.

Strategy #3: Dual / Concurrent Enrollment / AB288

Partnerships with our K-12 colleagues are key to the success of our students and community. With recent legislation and increased dialogue with our surrounding Unified School Districts (i.e. Colton, Rialto, and SBUSD), there is a high potential of positive outcomes from our Dual and Concurrent Enrollment plans. Our Instructional, Student Services and Faculty teams have developed comprehensive plans to address the Transfer and Career Educational needs of our high school partners and potential future SBVC Wolverines.

With improved alliances with faculty and industry partners within the Inland Region, new and innovative industry driven partnerships will be targeted to meet student and job market demands in the region's industries. For these partnerships to be successful and yield employment opportunities SBVC will be partnering with the District Economic Development and Corporate Training (EDCT) to develop a pipeline for programs to the college. SBVC will have to be very proactive in linking programs to employer needs in the region. These partnerships with our K-12 partners are critical components for students who will live and work in a highly dynamic and diverse global economy.

A team comprised of student services, instruction and marketing are working to update our marketing materials and website to better promote concurrent enrollment. The goal is to improve communication with our feeder high schools and prospective high school students to highlight the benefits of concurrent enrollment. Concurrent enrollment should serve as a pathway to improve the college’s image amongst high school students and increase their awareness of our educational programs before they graduate high school. Many high school counselors refer their students to the college as a last resort. Increasing our targeted marketing efforts towards the benefits of concurrent enrollment will offer more high school students a personal experience with the college in hopes of tapping into their peer networks to serve as ambassadors for the college. The college has partnered with our feeder high schools to mail a concurrent enrollment postcard to the homes of every 11th and 12th grader in the four feeder school districts. The postcards are intended to direct students and their parents to the newly launched Early College website www.valleycollege.edu/earlycollege which has been updated to more clearly promote the benefits of concurrent enrollment. The college is designing marketing materials to effectively market concurrent enrollment to our feeder high schools.

Off-Site Locations & Initiatives			
Locations & Initiatives	FA16 (FTEs)	SP17 (FTEs)	SM17 – 5 Week & 7 Week
Dual Enrollment (Off Site at HS)	3	7	7
Concurrent Enrollment (SBVC Site)	0	7	7
AB288 (Off Site at HS Closed Sections)	0	7	7
Off-Site Locations (i.e. Amazon – ONT2, Adult Schools, etc.)	0	75	21

An "Academy" approach will be discussed with participating K-12 Unified School Districts that involves promotion of multiple, CTE Skill Certificates ranging from 12-16 units. The target populations should be HS Juniors and Seniors, and maybe some capable Sophomores without the need for Remedial Basic Skills instruction. The intent is to enroll Juniors in their Fall Semester, and over the course of their last 2 years in High School, complete the 4-5 courses needed to award the Skill Certificate that shall be applicable to their High School District graduation requirements. Upon High School graduation, a pathway for transition to SBVC would be solidified because they would have already completed core CTE courses required for Associate degree completion and eventual CSU transfer. Moreover, the Noncredit Workforce Readiness Credential can be offered to HS students in the Spring Semester prior to graduation, thus allowing them access to the SB County Summer

Employment Program in which they can then be enrolled in CWE while employed. This pre-graduation pathway will allow them to earn an additional 3 units of elective credit.

This same approach can also be developed for our Adult Education partners through collaboration with AB104 Consortium initiatives. AB104 Consortia Adult Schools have been requesting college courses at multiple sites within the Consortia. The development of offering these courses for their students either at their current site or concurrent enrollment at SBVC will strengthen the pathway from our Adult Education partners.

Strategy #4: AB540 Student Populations

Our AB540 and undocumented students face many barriers to achieving a college education. While the campus has increased the efforts to provide academic advising for our undocumented students, through campus facilities such as the Dreamer’s Center, there remains a need to ensure the academic success and retention amongst students seeking degree and certificates. The college intends to continue to effectively serve its growing diverse student population and expand the integration of international and multi-cultural learning styles into instruction and student support programs. In order to project the instructional needs of our undocumented students, we have utilized historical data to predict upcoming semester FTEs generation of non-resident students.

AB540 Population			
	FA16 (FTEs)	SP17 (FTEs)	SM17 (FTEs)
FTEs Count	110	100	50

Strategy #5: Increase Efficiency and Retention Rates for Student Success

The college should continue to improve its retention efforts, particularly among student groups and educational programs with low retention rates. This will call for more instructional space, as well as additional office space for faculty and staff for more intensive student engagement. SBVC will also continue to increase efforts to have students persists from term to term while offering a baseline of classes during the general 18-week session timeframe, but increasing more on-demand course offerings to ensure general sessions have the maximum amount of efficiency. Instructional strategies that have proved to be effective through expanded out-of-class support are the following:

- Supplemental Instruction Across-the-Disciplines - Faculty work with a student (SI tutor) that they identify from a previous course to offer peer-run workshops and one-on-one tutoring sessions for students in current courses. Faculty mentor the SI tutor and work with them to develop strategies that reinforce the curriculum in sessions delivered outside of the classroom. This method has shown the following results:
 - Improve student success in individual courses.
 - Increase the number of students who persist to degrees, certificates, transfer.

- Offer a full-range of integrated educational and student support services.
- Writing Center tutors
 - Exposure of signage for Welcome to the Learning Center
 - Tutors help with the students with specific courses.
 - Tutors help the students on the technical aspects of the courses.
- Accelerated Courses - Accelerated courses are defined as courses that deliver a full semester’s content in eight (8) weeks or less.
 - In collaboration with SI, accelerated courses allow students to complete course offerings quickly through focused attention on subject matter.

Lastly, SBVC needs to continue with its good research about its students, including but not limited to accurate FTES projections and information regarding student-scheduling preferences.

Strategy Summary Chart

Strategies	FA16 (FTEs)	SP17 (FTEs)	SM17	Totals
Online Degree / Certificate	5	17.5	17.5	40
Evening / Weekend	5	17.5	17.5	40
Noncredit Program	0	275	70	345
Dual / Concurrent Enrollment / AB288	0	21	21	42
Off-Site locations	0	75	21	96
AB540	110	100	50	260
Increased Efficiency	0	150	27	177
Increase Retention Rates				
Total Strategy Estimate	120	656	224	<u>1000</u>
Targeted Marketing Strategies				
Targeted Outreach Efforts				
Assessment of Goals				
Enrollment Management Timeline				

Targeted Marketing Strategies.

It is essential that the college enhance its recruitment efforts. The annual percent of high school graduates attending SBVC should be increased. This recruitment effort should include a focus on underserved students. The college's marketing efforts should include diverse methods to reach the diverse population in the college's district as well as outside the service area. In order to support the college's growth plan during the 2016-17 academic year, it will be vital to utilize a diverse variety of marketing tactics and communication methods to promote community understanding of the college's degree programs, course offerings, and deadlines and encourage increased enrollment by current and potential students.

Key Audiences

It is necessary for the college to communicate effectively with its own campus community, potential students, and community partners in order to maximize its reach.

Campus Community

Two of the most accessible audiences are the college's currently-enrolled students and its employees. It is crucial that the college communicates effectively with these stakeholder groups to support retention, increased course registration, and referrals.

Potential Students

The large, diverse group of 'potential students' refers to anyone who is not currently registered for classes but can register. Depending on their application status and/or history of affiliation with the college, potential students may or not already be familiar with the college or its programs. This can include local residents, applied but not registered students, students enrolled at other colleges, high school students, and members of the general public.

Community Partners

This key audience includes local elected officials, members of the press, school district staff, and large area employers that have established partnerships with the college. Although this group may also include potential students, the primary attribute of this group is its ability to amplify the college's messaging and expand its reach to niche audiences.

Deliverables & Distribution Methods

The college currently develops and distributes a diverse variety of materials to communicate information about its programs to target audiences. These include outdoor displays, billboards, bus wraps, banners, and signage; indoor displays, bulletin boards, and posters; print ads, flyers, brochures, promotional items, email, the college website, the college mobile app, social media platforms, public radio, and public television.

In order to enhance the college's existing communications abilities, it will be adding an array of unconventional promotional approaches to its spring campaigns, some of which include outdoor chalk art, modifying campus PC wallpaper to communicate messaging to students in classrooms and study areas, posting print advertisements in unconventional locations, and developing eye-catching promotional content for online, mobile and social media distribution. All approaches will be evaluated for effectiveness and return on investment. Deliverables are outlined in detail in the Enrollment Management Timeline.

Key Messages

In developing content for distribution to the public, the college will focus its key messaging on the advantages of choosing San Bernardino Valley College over its competitors. These advantages include the availability of extensive online programs at SBVC (including some degrees and certificates that can be done completely online), the college's concurrent enrollment program, its weekend and evening course offerings, as well as the availability of over 140 different degree and certificate pathways that lead to some of the highest-paying careers in the nation.

Open Houses

To generate additional interest in the campus and its programs, the college will host frequent, attractive events with mass appeal and promote them heavily throughout the local community. One such event is the "Valley WinterFest" occurring on December 6. This is a massive open house event that also features live music, food trucks, games, prizes, film screenings, performances, and an open campus environment. It is necessary for this information to be effectively disseminated to the following key audiences:

- 1. Campus Community (current students & staff)**
- 2. Potential students**
 - Applied but not registered students
 - Students enrolled at other colleges
 - High school students
 - General public
- 3. Community partners**
 - Press & community influencers
 - Local school district staff
 - Large area employers

Targeted Outreach Efforts

San Bernardino Valley College (SBVC) will effectively address its work to increase enrollment by creating and implementing a broad, coherent, and well integrated recruitment plan that addresses the needs of district residents and provides a strong bridge for them into higher education.

Goal:

Provide all residents in the San Bernardino Community College District with pathways to career training programs, certificates, associate degrees, and transfer opportunities to universities/colleges that meet the long-term needs of district residents in SBVC's service area.

Primary Points of Interests:

1. Community Outreach Booths
2. Outreach to Community Organizations and Businesses
3. High School visits
4. Campus Visits and Tours
5. Improving the Outreach Ambassadors Program (Student Workers)
6. Linking Academic and Recruitment Programs (increase faculty involvement in outreach activities)
7. Student Equity Conferences
8. Tracking and Assessing Outreach Activities

Community Outreach Booths

The Outreach Office will staff outreach booths at several locations throughout the district. Locations range from transit stations, Inland Center Mall, Walmart, swap meets, CA DMV, and other sites where we can interact with large populations of adults between the ages of 18-35. We will staff outreach booths from July 2016-June 2017. The outreach booth in the mall launched on Black Friday and produced over 300 inquiry cards over the three-day weekend. Monthly Projected Contacts: 200

Outreach to Community Organizations and Businesses

The Outreach Office will continue to add additional community organizations and businesses to our growing list of agencies that we visit on a normal basis. We plan to begin targeting group homes, senior citizen homes/organizations, local shelters, and businesses that have clients and employees that may need to enroll in continuing education courses in Student Development. Additionally, we plan to have a staff member make a visit to a new local church (during Sunday Services) on a bi-weekly basis. The goal is to continue to flood the community with information and keep district residents informed about the progress of the SBVC and upcoming yield programs. Monthly Projected Contacts: 350

High School Visits

Outreach staff will continue to make weekly and bi-weekly visits to local high schools. The goal is to develop enough prospective students to begin offering campus visits and onsite admission sessions. Additionally, Outreach staff will begin attending parent workshops, PTA meetings and other events. Monthly Projected Contacts: 550-700

Campus Visits and Tours

The Outreach Office will begin aggressively targeting key groups, schools, and organizations to invite to experience a campus visit. We must start bringing more prospective students to campus to showcase our educational programs.

The goal is to host a minimum of one campus visit per week. These efforts will begin immediately. Monthly Projected Contacts: 50-150

Improving the Outreach Ambassadors Program (Student Workers)

In addition to utilizing traditional recruitment and outreach efforts, the Outreach Office plans to focus a large portion of its effort to employ non-traditional efforts to attract and enroll students. The plan is to reestablish the Outreach Ambassadors. This strategy utilizes a diverse group of SBVC students on an hourly basis (as needed) to conduct outreach activities on the College's behalf. The Outreach Coordinator will hire approximately 5-10 student workers that will be strategically dispatched throughout the District as part of a team effort to promote peek registration. This approach is known as the Outreach Ambassadors program. The Outreach Ambassadors will work to pass out registration booklets and to collect as many Student Interest Cards from prospective students who may need additional information on the SBVC's programs and opportunities.

The plan is to come into contact with as many prospective students who are out of high school (ages 17-25) and may be able to benefit from one or more of the College's educational services. This process seeks to engage prospective students who are in need of job training, career advancement, educational enrichment, or individuals who may desire to complete transfer requirements. The Outreach Ambassadors will work 3-4 weeks prior to the start of each semester. Outreach Ambassadors will utilize non-traditional recruitment efforts which will include:

- Booths at Supermarkets/Shopping Centers/Government Offices: One of the best ways to meet people in the community is to get out into the community and interact with the public at the local supermarkets, shopping centers, transit stations, and government offices. This provides many opportunities for students and staff to share information about SBVC. Monthly Projected Contacts: 200-500
- The Doorknob Campaign: This campaign will be held on December 17th and comprise of administrators, faculty, staff, and student ambassadors. The groups will be going door to door to the following communities: Highland, San Bernardino, Colton and Rialto to distribute spring class schedules to promote registration for spring. While we do this, we meet many community residents and discuss with them benefits of pursuing an AA/AS degree or vocational education. Projected Contacts: 1,000

- Super Sundays is a program where the outreach team visits churches in the District to promote registration. Students and staff visit local churches to pass out information about the college and answer questions about the status of the college and registration.

The primary objective is to use 5-10 student workers during peak registration periods to assist with a major public relations campaign before the start of each semester. The Outreach Ambassadors will engage the community with recruitment fliers, class schedules, program brochures, and Student Interest Cards. Each member of the recruitment team will work to secure locations for the Student Ambassadors to recruit prospective students.

The tentative plan is as follows: Monthly Projected Contacts: 200-500

The Outreach Coordinator will be responsible for securing the following sites:

1. Access to government/city offices (County Offices, Transit Stations, Walmart, shopping centers, DMV, etc.)
2. Access to local churches and community activities
Access to local Chicano/Latino churches and non-profit organizations
3. Access to local shopping centers and retail locations
4. Access to the Inland Center mall to assist with on-line applications and class registration

The plan is to gain access to key locations around the district to ensure access to prospective students. We intend to encourage as many prospective students to enroll in a class during the peak registration. These efforts will begin in October and will flood the community with information about the registration process.

Linking Academic and Recruitment Programs (increase faculty involvement in outreach activities)

The Outreach Office will work with Academic Departments to ensure that programs offerings are presented to prospective students and community members. A student's prospective and needs will always be kept in the forefront when developing and offering services, launching new programs and initiatives, and evaluating recruitment plans. In addition to marketing the College's programs, The Recruitment Plan focuses on creating the best learning and teaching environment for students. Therefore, the College needs to balance such factors as academic program development, faculty development, academic policy formulation, recruitment policies and procedures, student life programs, as well as developing functional retention policies and procedures that keep students in school.

The Outreach Office will work with faculty and department chairs to update existing publications and other recruitment tools. Various Instructional or Student Services departments will work with the Outreach Coordinator to provide pertinent information about their departments (i.e. names, phone numbers, hours, location, brief description of programs and benefits, etc.). The Director of Outreach will provide faculty members with a Faculty Profile Sheet (FPS) in an attempt to gather data to be used to assist in placing faculty in existing outreach opportunities. Faculty will be provided with a Visit Report Form (VRF) to evaluate the activities and effectiveness of the program(s). A VRF will be due in the Outreach Office one week after the completion of an Outreach/Recruitment activity. Faculty will be asked to complete a VRF whether or not the outreach/recruitment activity was initiated by the Outreach Office.

Department Chairs will be asked to provide yearly presentations (during the summer) to outreach staff. Department presentations should

highlight key programs and messages that outreach staff can use to help market the department programs. The Outreach Coordinator will be contacting Department Chairs to schedule presentations prior to the start of the recruitment season.

Key Objectives for Department Presentations:

1. Establish a uniform message.
2. Increase program awareness.
3. Update new and exciting opportunities.
4. Increase interaction between faculty and outreach staff.
5. Identify opportunities for recruitment partnerships.

Additionally, departments and programs will be asked to assist in the creation of a campus tours program. Departments and programs will be asked to provide one-page info sheets for student tour guides to highlight key programs within the department. The Outreach Office will work with department chairs to establish a Campus Tours Committee to evaluate the effectiveness of the tours program. Monthly Projected Contacts: 100-500

Student Equity Conference/Yield Outreach Programs:

The plan is to partner with campus departments to bring more prospective students to campus to showcase the College's programs, faculty and student services. The overshadowing goal is to increase the College's yield rate of prospective students. Increasing the number of Campus Yield Programs will allow the College to add a personal approach to the admissions process, thus walking prospective students through the process to register for classes.

Projected contacts for each program ranges from 100-1,000

The planned Campus Yield Programs are as follows:

- | | | | |
|-----------------------|------------------------------|-------------------------|-------------------------|
| * Dreamers Conference | * Middle School Conference | * Senior Day | * Cash for College |
| * Career Expo | * Principals' Breakfast | * Athlete's Open House | * Arts & Humanities Day |
| * CTE Day | * Health & Science Day | * STEM Day | * Male Summit |
| * BSU Day | * Mecha/ Ambiente Latino Day | * HS Senior's Reception | |

The Outreach Office will develop outreach programs to increase enrollment on campus. Most of the programs have focused on bringing more students on campus and educating the community about our programs and services.

The following is a list of the programs that we sponsor:

1. Weekly visits to feeder high schools
2. Campus visits from feeder high schools
3. Annual Counselor Luncheons at feeder high schools to update school staff on enrollment and registration, and answer questions
3. Offering offsite classes at feeder high schools to allow high school students to interact with the college before graduation
4. Providing on-site admissions at feeder high schools

5. Campus Blast is a program where we send the outreach team to the feeder schools in May/June with a DJ and giveaways as a means of generating interest in the onsite admissions days. This provides excitement and an audience to present our academic programs
6. High School Reception (and Parents Night) is the culmination of the onsite admissions days at the feeder high schools. Students and parents are invited to campus for an orientation in June
7. Creating a Destination College program for middle school students to visit the campus during the summer
8. Special workshops and presentation for high school students, counselors, and community partners. These will take place at SBVC and/or at local high schools
9. Invite as many groups to campus as often as possible (increase campus tours from feeder high schools)

Tracking and Assessing Outreach Activities

The Outreach Office is participating in a year-long strategic planning process, which will result in a program review during spring of 2017. The 2016/17 Outreach Plan serves as a framework for prioritizing and accomplishing outreach goals. The goals presented in this plan are written broadly and allow for the plan to be implemented both realistically and creatively.

The 2016/2017 Outreach Plan will serve as baseline for assessing whether or not the Outreach Office has successfully accomplished its stated goals. In spring of 2017, Student Services will conduct its first assessment of outreach activities by formally reviewing the impact of stated outreach activities on increasing enrollment. Measures to assess the outreach plan will include surveys, reports, and feedback from district residents.

[Assessment of Enrollment Management Goals](#)

The goals and objectives in the table below represent the intersection between the SBVC Strategic Plan and the goals of the SBVC Enrollment Management Plan. It is presented in the form of a logic model and provides goals and objectives for Access, Student Success, and Communication. Under each goal is a list of measurable objectives along with (1) benchmarks, (2) targets, (3) institution-set standards (ISS), (4) activities/initiatives, and (5) responsibility centers.

Strategic Initiative 1	STRATEGIC INITIATIVE 1: SBVC will improve the application, registration, and enrollment procedures for all students.						
(1) Access (objectives)	(Goal 1): Access	Benchmark 15-16 year	16-17	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
	1.1 Match the number of basic skills courses to student demand for courses	Wait list count (we are working on a more refined measure because many students try to add courses who are not on waiting lists)			Establish systematic methods of determining demand: (1) wait lists, (2) educational plans, (3) assessment data (4) late sections added	Meet established need	(EP, EMP, MP, SEP)
	1.2 Increase the number of accelerated basic skills courses (All basic skill courses shorter than 8 weeks)	Current count is 8 sections		X	Provide annual report with success measures Add sections where appropriate (two sections a year)	16 sections	VP Instruction (RP)

	1.3 Increase the number of students in learning communities (also see 2.2, and 2.13.2)	# 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 5% a year	25% increase	(EP, EMP, MP, SEP)
	1.3.1 Increase access to linked-courses	Course count: 16 (2012FA = 10, 2013; SP = 6) Enrollment count: 446 (2012FA = 306; 2013SP = 140)			New	New	(EP)
		Current count = 8			Increase by 2 per year	Double the currently scheduled offerings	(SEP, MP, EP)
	1.4 Provide more preassessment workshops	Publicize and promote preassessment workshops.			(1) include information about preassessment workshops on brochures and websites (2)counselors will recommend pre-assessment	25% will report attending either 1) Accuplacer sessions (2) SBVC developed sessions	(M&PR, MP, EP)

					workshops to all students		
	1.5 Provide effective assessment for accurate placement	Current percentage of students and faculty who indicate proper placement on the Placement and Prerequisite survey.				Increases = 5% for Students 10% for faculty	(MP)
	1.5.1 Improve access to counselors	<p>Increase the percentage of students who see a counselor at least once a semester.</p> <p>SBVC = 602:1</p> <p>Statewide average = 719:1</p> <p>Source: (Chancellor's Scorecard)</p> <p>Increase the percentage of students who indicate satisfaction with access to counselors on campus surveys.</p>			(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.	Remain above state average for counselor/student ratio	(EP, EMP, MP, SEP) Dean of Counselling

	<p>1.5.2 Improve access to Financial Aid</p>	<p>Currently, 48% of SBVC students complete their FASFA before the March 2 deadline.</p> <p>Currently F/A counseling rate</p>			<p>Increase by 2% the number of students who have their financial aid packets completed by the March 2 deadline.</p> <p>Offer more FA counseling</p>	<p>10% increase over the benchmark year.</p>	
	<p>1.6 Establish and maintain partnerships with community organizations, K-12 systems, and adult schools</p>						
	<p>1.6.1 Increase educational partnerships with transfer destinations (four-year colleges and universities)</p>	<p>Current count = ?? (check numbers with C. G-M.)</p>				<p>2% increase</p>	<p>Transfer Center Coordinator</p>
	<p>1.6.2 Maintain effective partnerships with all feeder high schools</p>	<p>Current count/see list</p>			<p>(1) Add one additional HS per year; (2) Visit at least twice a semester for top 10.</p>	<p>Twice a semester with top 15 feeder high schools</p>	<p>Dean of Counseling</p>
	<p>1.6.3 Increase the percentage of high school graduates who enroll at SBVC immediately after graduation from high school—among the SBVC feeder high schools.</p>	<p>30% attend college after high school</p> <p>18% attend SBVC after high school</p>					

	Maintain current counselor presence at HS					
1.7 Explore and expand on-line advising opportunities.	14					
1.7.1 Implement and expand online 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 transfer courses.	(check numbers with C. G-M.)			Reduce waiting list count by 3% a year for high demand courses	15% decrease	(EP, EMP)

	<p>1.8.1 Conduct study to examine course scheduling and sequencing—implement recommendations</p>	<p>Spring & Summer 2015 Indicators</p>		<p>Identify appropriate indicators and conduct a pilot study during Spring 2015</p>	<p>Submit recommendations for future section cuts that minimize the impact on students—include them in Enrollment Management plan</p>	<p>(MP, EP)</p>
	<p>1.9 Increase access to courses required for CTE certificates</p>	<p>Spring 2015 Waiting list count for high demand courses</p>		<p>Reduce waiting list count by 10% a year for high demand courses</p>		<p>(EP, EMP, MP, SEP)</p>
	<p>1.9.1 Match the number of Career Technical Education (CTE) sections to demand for courses</p>	<p>Spring 2014 Waiting list count for high demand CTE courses</p>		<p>Reduce waiting list count by 10% a year for high demand courses</p>		
	<p>1.9.2 Increase access to Perkin’s funds¹</p>	<p>Current Perkin’s count=579</p>		<p>Increase the number of Perkin’s surveys by 5% a year</p>	<p>Increase the number of</p>	<p>(RP)</p>

¹Perkins funding refers to the program initiated by Carl Perkins to assist needy students and finance the cost of postsecondary education for students pursuing vocational-technical goals.

					Perkin's surveys by 20% a year	
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 or strongly agree (2014—Campus Climate Survey)		X	70% will indicate that scheduling met their needs *Increase the number of online courses *Maintain Saturday offerings	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) ²	Discuss in district assembly				Define a policy	
1.11.3 Explore the expansion of noncredit courses ³	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)

²Community 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.

³Noncredit 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.

	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)
	1.13.2 Improve internet access on campus						(TP)

Strategic Initiative 2	STRATEGIC INITIATIVE 2: SBVC will Increase course success, program success, access to employment, and transfer rates by enhancing student learning.							
(2) Student Success (Objectives)	(Goal 2:) Student Success	Benchmark 12-13 year	15-16	16-17	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
	2.1 Increase the percentage of students who succeed in basic skills courses (For activities and initiatives see objectives 1.2; 1.3; 1.3.; 1.5; 1.5.1 1.6.2; 2.1.1; 2.17)	Pass Rate = 61.4% Make use of early alert (2.4.2)				Increase access to tutoring (see 1.#) .5% per year Improve partnerships with high schools to improve course alignment student preparation.	2.5%	(SEP, MP, EP)
	2.1.1 Provide more tutoring opportunities	1,032 hrs. of tutoring Fall 2012 term				Increase by 2% per year	Increase 10%	(SEP, MP, EP)

2.1.2 Increase the number of students receiving tutoring (SARS sign-in count)	4,420 visits per year				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	Purchased the software (Spring 2014)			X	Faculty and staff will complete software training	Completely implement for use in all courses	(MP)
2.4.2 Increase the number of faculty who submit reports by 10% a year					Inform faculty about the scheduling and importance		

	Count: 2010-11 = 27 2012-13 = 2 2015-16 = 0				Train counselors and faculty on the new system		
2.5 Improve performance on all Student Success Scorecard measures⁴ (See 2.5.1 to 2.5.5⁵)				X			(SEP, MP, EP)
2.5.1 Completions	35.2%	33.6%	33.5%	X	Remain one standard deviation above the five year average Remain above our peer group average	One standard deviation above the five year average	(SEP, MP, EP)
2.5.1.1 Degrees (calculated separately)					Remain one standard deviation above the five year average	One standard deviation above	(SEP, MP, EP)

⁴The 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).

⁵The 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).

						the five year average	
2.5.1.2 Transfer (calculated separately)						Remain one standard deviation above the five year average	(SEP, MP, EP)
2.5.2 Persistence (three consecutive semesters)	65.1%	64.0%	68.5%	X		Remain one standard deviation above the five year average	(SEP, MP, EP)
2.5.3 30 units	58.3%	57.4%	57.0%	X		Remain one standard deviation above the five year average	(SEP, MP, EP)
2.5.4 Remedial Math (to 095)	31.5%	30.4%	31.6%	X		Remain one standard deviation above the five year average	(SEP, MP, EP)
2.5.5 Remedial English	31.5%	32.1%	33.0%	X		Remain one standard deviation above the five year average	(SEP, MP, EP)
2.5.6 Remedial ESL	8.7%	15.9%	9.7%	X		Remain one standard deviation above the five year average	(SEP, MP, EP)

						the five year average	
2.6 Increase individual student course-success measures	69.13%					Remain one standard deviation above the five year average	One standard deviation above the five year average (SEP, MP, EP)
2.6.1 Increase online success rates compared to traditional course format				X		Maintain a success rate higher than the state average in online	
*2.6.2 Increase the graduation rate (degrees and certificates)	1,225 degrees & certificates					Remain one standard deviation above the five year average	(SEP, MP, EP)
*2.6.3 Increase the transfer rate						Remain one standard deviation above the five year average	25 % increase, relative to the cohort (SEP, MP, EP)
*2.6.3.1 Increase rate to CSU	202					Remain one standard deviation above the five year average	

*2.6.3.2 Increase rate to UC	27				<i>Remain one standard deviation above the five year average</i>		
*2.6.3.3 Increase rate to private and out-of-state schools	364				<i>Remain one standard deviation above the five year average</i>		
2.6.4 Increase success rate in online courses compared to state average	Fall 2012 SBVC = 61.41% State = 60.71%			X	Maintain a higher success rate than the state.	Maintain a higher success rate than the state.	(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)

<p>2.7 Increase the use of low-cost and free online resources</p>					<p>Conduct focus group w/faculty and students to identify opportunities</p>		<p>(TP)</p>
<p>2.8 Expand the number of partnerships</p>							
<p>2.8.1 Explore and implement programs that recruit, tutor, and mentor HS and MS students</p>							
<p>2.8.2 Build and maintain partnerships with Adult Schools</p>					<p>Pursue AB86 opportunities Pursue Ramp-up grant opportunities</p>	<p>Establish and maintain programs</p>	
<p>2.8.3 Initiate an Adopt-a-School program for local schools</p>							<p>(MP, EP M&PR, SEP, RP)</p>

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	<i>Current count</i>						(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				SLO measures for core competencies		(EMP, PR, MP)
2.10 Encourage greater full-time enrollment	Current count						(SSI, MP, EP)
							(EMP, PR, MP, SLO)

<p>2.11 Use SLOs/SAOs in an ongoing, systematic cycle of continuous quality improvement</p>							
<p>2.11.1 Reach and maintain 100% assessment in active courses in the college catalog, offered on the schedule in some rotation.</p>	<p>2012-2013 count</p>			<p>90 %</p>			
<p>2.11.2 Reach and maintain 100% assessment of SLO's and evaluation as per the Student Learning Outcomes Plan (course and program)</p>						<p>100%</p>	<p>(EMP. PR, MP)</p>
<p>2.12 Increase the number of students with terminal education plans—reach and maintain 100%</p>	<p>Current count</p>					<p>100%</p>	<p>(EMP. PR, MP)</p>
<p>2.13 Empower students</p>					<p>Provide clear and accurate information about campus policies and activities</p> <p>Increase access to childcare</p>		<p>(MP, SEP,GP)</p>
<p>2.13.1 Increase the number of students who participate in campus clubs and organizations</p>	<p>28% (Campus Climate Survey)</p>			<p>- 10 %</p>	<p>+3</p>	<p>+15</p>	

2.13.2 Increase the number of students who participate in learning committees	2012-2013 count			- 5%	5% percent increase per year	25%	MP, SEP
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	2012FA: (148/484) = 31% FT 2013FA: (146/490) = (30%) FT				Maintain state average— (16,953/56,899) = 2013FA = 30% FT http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx		
2.15 Increase the number of grant opportunities to support student success	Current proposal count						

	2.16 Improve student tracking (Initiative 5)	Current data tracking procedures				Offer more training in Datatel and Informer	90% accuracy for students while they are on our campus, 80% for transfers, 60% to employment	
	2.17 Increase student engagement	2016-17 CESE benchmark						

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Strategic Initiative 3: SBVC will promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus							
(3) Communication, Culture, & Climate (Objectives)	(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 releases a year	(M&PR)

<p>3.1.4 Provide Increased access to campus information</p>	<p>SBVC Website HP page-views: 364,121 Unique HP page-views (unduplicated): 1,768,993</p>		<p>50% increase in website and social media traffic</p>	<p>Double the website and social media traffic</p>	<p>(M&PR, MP, PDP, MP, TP)</p>
<p>3.1.5 Increase the use of social networking tools, e.g., Facebook; Twitter ; LinkedIn, etc.</p>	<p>*Count for total weekly likes = 7,484 *Count for average weekly engaged users=313</p>		<p>50% increase in likes; 50% increase in engaged users;</p>	<p>Double the website and social media traffic</p>	<p>(M&PR, MP, PDP, MP, TP)</p>
<p>3.1.6 Provide a user-friendly website.</p>	<p>85% of students agree</p>		<p>1% increase per year</p>	<p>90% of students and employees will say</p>	
<p>3.2 Promote budgetary transparency (regular updates)</p>					
<p>3.2.1 Inform employees about the SBVC and District budget</p>	<p>2012-13 CC Survey</p>			<p>80% of employees will say that they are informed</p>	

	3.2.2 Provide regular campus communiques about budget and planning	Current count		Provide one budget summary a semester	Provide one 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		increase count of committee minutes by 25% a year	100%	
	3.4 Build community recognition and networks by capitalizing on the deep roots and history of the campus	Community survey 2015-16 (3.6)		Establish new benchmark w/t Fall 2014 community awareness survey		(M&PR, TP, RP)
	3.5 Expand and enhance local business and community awareness of the campus	Community survey 2015-16 (3.6)		Increase community awareness by 5% with every survey	25% increase in awareness of	(M&PR, MP)

					campus and programs	
	3.6 Establish a SBVC historical archive in the library—accessible online					(M&PR, RP, librarian)
	3.6.1 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		

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Enrollment Management Timeline

Activity	Lead person	Timeline	Status
Secure the following list: * New Spring/ Summer/fall students, non- continuing students * Students who were enrolled in Spring. Students who applied but did not register for summer/fall List should include phone numbers, addresses and emails addresses.	Director of A/R	1 st week	
Electronic marquee to promote Summer & Fall semester courses	Director of Marketing	1 st week of Director of A/R through 2 nd week of September	
City Street Banners. Contact locations and update banners for placement in May to promote Summer and Fall registration	Director of Marketing	1 st week of Director of A/R through May	
Design and update campus banners and	Director of Marketing	1 st week of Director of A/R	

posters for Summer and Fall Registration			
Purchase ads space in 4 year colleges newspapers to advertise for summer	Director of Marketing	1-4 week of Director of A/R	
Update postcards for students who applied but never registered and high school students	Director of Marketing	1-4 week in Director of A/R	
Bus Billboards	Director of Marketing	Ongoing	
New Student Welcome Day – Meeting	Director of FYE	Ongoing	
Onsite admissions at Feeder High Schools	Outreach	1 st week – 4 th week	
Contact outreach locations to secure approval for Student Outreach Teams to promote Fall semester	Outreach	1 st week – 4 th week	
Increase counseling hours during Peak Registration	Dean of Counseling and Matriculation	1 st week – 4 th week	
Ensure that all Student Services employees are providing accurate information to potential and current students.	Dean of Counseling and Matriculation/VPSS	3 rd Week	

Coordinate office hours during peak registration period.			
High School Counselor Conference	Dean of Counseling and Matriculation	TBD	
Senior Day	Director of FYE	TBD	
Mail summer enrollment postcards to list from Director of A/R	Director of Marketing	4 th week	
Enrollment Management Committee Meeting	VPSS	2 nd week	
Faculty to promote fall/summer courses in spring sessions	VPI	2 nd week – 3 rd week of Director of A/R	
Faculty promotion of Fall courses in their classes (Memo to instructors from VPI)	VPI	4 th week- 3 rd week of Director of A/R	
Press Release for Summer and Fall 2016 Peak Registration.	Director of Marketing	4 th week	
Enrollment Management Committee Meeting	VPSS	4 th week	
Continue Media Advertisement Fall semester	Director of Marketing	Ongoing	

MAY

Activity	Lead person	Timeline	Status
Onsite admissions at Feeder High Schools	Outreach	1 st week – 4 th week	
City Street Banners. Contact locations and update banners for placement in May to promote Summer and Fall registration	Director of Marketing	Banners up by 2 nd week in May	
Place campus banners and posters for Summer and Fall Registration	Director of Marketing	1 st week of May	
Electronic recruitment via Facebook and Constant Contact to students who applied but did not register	Director of Marketing/Chris/Joseph	1 st week – 4 th week	
In Person New Student Orientations	SSSP Coordinators	1 st week – 2 nd week of May	
Continue Media advertising for Fall semester	Director of Marketing	1 st week – 4 th week	
Electronic recruitment project-Send emails to	Director of Marketing	1 st week – 4 th week	

prospective students via A/R data, Twitter and Facebook.			
Visit Local School Districts to schedule presentations during the Districts Counselor Trainings.	Outreach	1 st week – 4 th week	
Enrollment Management Committee Meeting	VPSS	2 nd and 4 th week	
New Student Welcome Day – Planning Meetings	Director of FYE	Ongoing	
Student Outreach Teams at recruitment locations in and around the community	Outreach	Begin 1 st –4 th week	
Fall Registration posters and marketing on campus for currently enrolled students to register for fall. Register NOW! Campaign.	Director of Marketing	Begin 1st –4th week	
Mail post cards to students who applied but never registered and high school students	Director of Marketing	2-4 week	

Email to currently enrolled students encouraging them to register for Summer and Fall	Director of Marketing	Ongoing	
Update banners on college website to promote Summer and Fall Registration. Add banners for Tumaini, NSW, FYE, Puente, Open classes, See a Counselor	Director of Marketing	2 nd week	
Mail Summer/ Fall schedule to residents of San Bernardino Valley College	Director of Marketing	3 rd week	

JUNE

Activity	Lead person	Timeline	Status
Open Registration Lab on campus	SSSP Coordinators	1 st week-Ongoing	
Community Outreach Locations Recruitment Booths (Walmart, Target, Transit Station, DMV)	Outreach	Ongoing	

Send emails to San Bernardino Valley College students encouraging them to visit a counselor to complete or update their educational plans	Dean of Counseling and Matriculation	3 rd week	
New Student Welcome Day Meeting	Director of FYE	Ongoing	
Electronic marquee to promote Summer/Fall registration	Director of Marketing	June – 3 rd week	
Add website banner for open summer sections	Director of Marketing	Begin 1st –4th week	
Email to students registered in spring but not registered in summer and/or fall	Director of Marketing and Director of A/R	Ongoing	
Develop marketing materials for mall outreach location	Director of Marketing and Director of FYE	Begin 1st –4th week	
Faculty promotion of fall registration in their summer classes	VPI	Begin – 2 nd week	

JULY

Activity	Lead person	Timeline	Status
Community Outreach Locations Recruitment Booths (Walmart, Target, Transit Station, DMV)	Outreach	Ongoing	
Promotion of Register Now Campaign for July. Director of Marketing to develop a calendar of events. Promote wear your Tshirt Day, weekend door-to-door, mall outreach, etc.	Director of Marketing	Ongoing	
Print posters and banners for NSWD on campus	Director of Marketing and Director of FYE	1 st week	
Student Worker Training for Registration	Outreach, Director of FYE, SSSP Coordinators	1 st week	
Open Registration Lab on campus	Joseph/Ron	1 st week-Ongoing	
Should we conduct local high school Counselor Luncheons	Discussion	1st week-4 th week	
Develop promotion of Fall late start classes	VPI and Director of Marketing	1 st week – 3 rd week	
Order posters for Fall late start courses posted	Director of Marketing	2 nd week	

on San Bernardino Valley College campus			
Spring schedule online	VPI	2 nd week	
Enrollment Management Meeting	VPSS	2 nd and 4 th week	
Participate in College Fairs and College nights	Outreach /Director of FYE/Dean of Counseling and Matriculation	1st week – 4 th week	
Meetings w/ students at local Partnership High School Alternative schools	Outreach /Director of FYE/Dean of Counseling and Matriculation	1st week – 4 th week	
Outreach Booth at Inland Center Mall	Director of FYE, Dean of Counseling and Matriculation, SSSP Coordinators, Outreach Coordinantor	1st week – 4 th week	
Promote Fall Courses at community events	Outreach /Director of FYE/Dean of Counseling and Matriculation	Ongoing	
Mail Community Newsletter to San Bernardino Valley College Residents	Director of Marketing	2 nd week	

AUGUST

Activity	Lead person	Timeline	Status
Community Outreach Locations Recruitment Booths (Walmart, Target, Transit Station, DMV)	Outreach	Ongoing	
Open Registration Lab on campus	Joseph/Ron	1 st week-Ongoing	
Email reminders to Students to check WebAdvisor for their registration appointment time.	Director of Marketing/Director of A/R	1 st week	
Emails to students who applied but who did not register	Director of Marketing/Director of A/R	1 st week – 4 th week	
Order posters for Late start classes for campus and feeder high schools	Director of Marketing/VPI	1 st week	
Enrollment Management Committee Meeting	VPSS	2 nd and 4 th week	
NSWD Walk-Thru	Director of FYE	1 st Week	
New Student Welcome Day	Director of FYE	2 nd Wednesday	

Email students w/less than 12 units regarding late start classes	Director of A/R – email addresses Director of Marketing – marketing	1 st and 2 nd weeks	
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SEPTEMBER

Activity	Lead person	Timeline	Status
Promote fall late start courses at feeder high schools	Outreach/Director of Marketing-Develop marketing material	1 st week	
Media advertising – Late start classes and start ordering banners and posters for Winter/ Spring	Director of Marketing	1 st week – 4 th week	
Email students enrolled in less than 12 units about late start classes	Director of Marketing/Director of A/R	2 nd week	
Email students who applied for spring, summer and fall, and never registered about late start classes	Director of Marketing/Director of A/R	2 nd week	
Promote Fall Late Start courses at feeder high schools	Outreach/Director of Marketing-Develop marketing material	1 st week	

Enrollment Management Committee Meeting	VPSS	2 nd and 4 th week	
Schedule Counselor Luncheons at Feeder High Schools	Outreach	Ongoing	

OCTOBER

Activity	Lead person	Timeline	Status
Secure Recruitment banners in the community and on campus for Spring and Late Start Classes	Director of Marketing	3 rd week	
Promote late start classes at feeder high schools	Outreach	1 st week – 3 rd week of October	
Schedule Counselor Luncheons at Feeder High Schools	Outreach	Ongoing	
Faculty promotion of late start classes	VPI	1 st week – 4 th week	
Enrollment Management Committee Meeting	VPSS	2 nd and 4 th week	

NOVEMBER

Activity	Lead person	Timeline	Status
High School Visits Counselor Luncheons	Outreach	Ongoing	
Enrollment Management Committee Meeting	VPSS	2 nd and 4 th week	
Outreach Booth at Mall	Outreach	Ongoing	
College Fairs	Outreach	Ongoing	
Send Emails to San Bernardino Valley College students encouraging them to visit a counselor to complete or update their educational plans	Dean of Counseling and Matriculation	1 st week	
Email students information about spring registration	Director of Marketing/Director of A/R	2 nd -4 th week	
Email students who applied but never registered – spring registration information	Director of A/R – email addresses Director of Marketing - marketing	1 st and 2 nd week	
Posters for spring registration	Director of Marketing	1 st and 2 nd week	

Outreach Booth in the mall	Outreach	1 st -4 th Week	
Spring Class Schedule available (online)	VPI	2nd week	

DECEMBER

Activity	Lead person	Timeline	Status
High School Visits Counselor Luncheons	Outreach	Ongoing	
Outreach booth in the mall	Outreach	Ongoing	
Enrollment Management Committee Meeting	VPSS	2 nd and 4 th week	
SBVC in the Community Event	Outreach	3 rd Saturday	
District Enrollment Management Plan Presentation	TBD	2 nd week	

JANUARY

Activity	Lead person	Timeline	Status
High School Visits Counselor Luncheons	Outreach	Ongoing	
Start to develop ads to promote summer/fall courses at local colleges/universities	Director of Marketing	1 st week – 4 th week	
Enrollment Management Committee Meeting	VPSS	2 nd and 4 th week	
Order posters for late start spring classes and concurrent enrollment to be posted on campus and at feeder high schools	Director of Marketing /Outreach	2 nd week	
Start scheduling onsite admissions at feeder high schools to promote late start classes, concurrent enrollment, Summer/Fall registration	Outreach /Director of FYE/Dean of Counseling and Matriculation	Ongoing	

FEBRUARY

Activity	Lead person	Timeline	Status
High School Visits Counselor Luncheons	Outreach	Ongoing	
Promote spring late start courses at feeder high schools	Outreach/Dean of Counseling and Matriculation/Director of FYE	1 st week	
Start scheduling onsite admissions at feeder high schools to promote late start classes, concurrent enrollment, Summer/Fall registration	Outreach /Director of FYE/Dean of Counseling and Matriculation	Ongoing	
Purchase ads to promote summer courses at local colleges/ universities	Director of Marketing	1 st week – 4 th week	
Media advertising – Late start classes and start ordering banners and posters	Director of Marketing	1 st week – 4 th week	
Emails to students who applied but who did not register for a course about late start classes	Director of Marketing /Director of A/R	1 st week – 4 th week	

Email students registered in less than 12 units about late start classes	Director of Marketing/Director of A/R	1 st week – 4 th week	
Schedule onsite admissions and testing at feeder high schools to promote Summer/Fall registration	Outreach /Director of FYE/Dean of Counseling and Matriculation	Ongoing	
Faculty promotion of late start classes	VPI	1 st week	
Enrollment Management Committee Meeting	VPSS	2 nd and 4 th week	
Outreach meetings w/ Community-Based organizations	Outreach /Director of FYE/Dean of Counseling and Matriculation	2 nd week – 4 th week	
Updating Electronic Marquee to promote late start classes	Director of Marketing	3 rd week	
Mail Community News Letter	Director of Marketing	3 rd week	

MARCH

Activity	Lead person	Timeline	Status
Start scheduling onsite admissions at feeder high schools to promote late start classes, concurrent enrollment, Summer/Fall registration	Outreach /Director of FYE/Dean of Counseling and Matriculation	Ongoing	
Outreach meetings w/ Community-Based organizations	Outreach /Director of FYE/Dean of Counseling and Matriculation	1 st week – 4 th week	
Enrollment Management Committee Meeting	VPSS	2 nd and 4 th week	
Review Marketing/Recruitment Brochures	Director of Marketing	Ongoing	