



## San Bernardino Valley College Implementing Recommendations from Admissions Report

From the chart below, 25<sup>th</sup> Hour Communications will be recommending next steps to implement to improve current San Bernardino Valley College (SBVC) admissions pathways, policies and protocols.

GOOD	NEEDS REVIEW	RECOMMENDATIONS
ADMISSIONS PROCESS THROUGH WEBSITE	ASSESSMENT CENTERS INFORMATION FLOW	CREATE FAQs FOR EACH DEPARTMENT ON WEBSITE
WEBSITE'S DESIGN CONSISTENCY	WEBSITE'S CONTACT INFO LISTINGS, RELEVANT PHOTO IMAGERY, OUTDATED INFO	DEVELOP TRIAGE PLAN FOR EVERY PROGRAM AND DEPARTMENT
RARE USE OF ACRONYMS/INITIALISMS	FACULTY/STAFF RESPONSIVENESS TO PHONE CALLS/EMAILS	DOCUMENT ALL INQUIRIES AND TREAT THEM AS FTES OPPORTUNITIES
FINANCIAL AID WEBPAGE		LIST ONLINE PROGRAMS COORDINATOR CONTACT INFO
		BUILD OUT FAFSA INFO ON FINANCIAL AID PAGE
		ENSURE ALL WEBPAGES HAVE BREADCRUMBS



### Needs Review Column

#### 1. Assessment Centers Information Flow

*Issue:* SBVC's Assessment webpage do not reflect the Student Success & Support Program (SSSP) and Multiple Measures requirements as mandated by AB705 starting Fall 2019. Students enrolling in Fall 2019 classes need to know that they do not need to take an assessment in order to enroll in transfer level English and math courses, but can discuss which courses would be best with a counselor.

*Action:* Quickly add a block of text at the top of the [Assessment webpage](#) letting students know how assessments are being used is changing because of AB705 explaining the new mandates. The Assessment and Counseling Departments need to collaborate and revise this webpage information to reflect what the current requirements should be. With that information, 25<sup>th</sup> Hour can rewrite this page. We recommend making sure every employee in the Counseling and Assessment Departments is aware of how these new changes will be implemented with meetings, emails and front desk handouts, in order to properly inform students.

College websites to review:

- [Pasadena City College](#)
- [Los Medanos College](#)
- [Santa Monica College](#)
- [Skyline College](#)

- [Bakersfield College](#)

## 2. Websites' contact information listings, relevant photography imagery, outdated information

*Issue:* Information on the SBVC webpage is outdated, incorrect or irrelevant.

*Action:* This will require a web audit having a selected group with an employee from the IT Department and an employee from Student Services, as well as the head of each department or center to go through their own sections of the website, to see what webpages have outdated or irrelevant information and images. Those in the group can take different sections of the website. Once a list is created, contact those who would have the updated information. If new images are needed, schedule a photo shoot to have these new images taken either by hiring a professional photographer or using someone internally. If new webpages need to be written, gather the information and send them either to someone internally who has written SBVC webpages previously, or send them to 25<sup>th</sup> Hour to complete.

We also recommend creating an academic program webpage template with categories that each academic program should have information on, to make them more consistent. We recommend the head of each academic program review the content that's currently on the webpages for their program to ensure the information there is engaging, relevant and up-to-date. We recommend making the program descriptions relatable, demonstrate its relevance for today's society, and how SBVC's programs are exceptional and unique.

## 3. Faculty/Staff responsiveness to phone calls/emails

*Issue:* Faculty and staff are not responding to student inquiries in a timely manner, or are responding with conflicting information from others in the same department.

*Action:* Have Department Deans and Vice Presidents send emails to those within their departments and centers advising of the need to respond within 48 hours, or sooner if possible, to all phone calls and emails from students. The Deans and VPs should explain the value and importance of engaging and creating a relationship with each student and potential student. 25<sup>th</sup> Hour can assist in writing the importance of engagement portion of these emails. It's also important to state that these emails shouldn't have only copied and pasted information. Even having a couple specifically-addressed sentences to each student will help create a sense of connection.

## Recommendations Column

### 1. Create FAQs for each department on website

*Issue:* Faculty and staff are not responding in a timely manner or with consistent information to student inquiries via email or phone.

*Action:* Create a FAQ list for each department on the website. This creates a place for students to go to get initial answers to questions and it can possibly lead to fewer emails and phone calls depending on how informative and accessible they are.

The first step is to have Deans or VPs of each department or center send an email requesting each department create a list of FAQs they hear from students along with answers to them. Add these to the department/center webpages.

Then, request the head of each department or center create an internal electronic document for their staff/faculty to add FAQs in the months to come. Ask each department or center at the beginning of each semester if they have any additional FAQs to add to their list.

This action could take place each summer in order to update items for the next academic year.

**2. Develop triage plan for every program and department**

*Issue:* Faculty and staff are not responding in a timely manner or with consistent information to student inquiries via email or phone.

*Action:* We recommend auditing which departments have student workers and which do not. Create a plan for those without student workers on how to rotate who takes student inquiries for a semester to rotate it to the next person. Have this person add to the FAQs list when needed.

Departments and centers with student workers should give their student workers access to the FAQs list, as well as the ability to add FAQs during the semester/year. Students should be the first ones to read through the inquiries in a timely manner, and see what they can answer and have a list of who to forward it to for questions they do not know. Having a student to review will also provide peer to peer language that could be very helpful in communicating to students. Student workers should always let the student or potential student know who they are, give them the known information and cc the appropriate faculty member to respond with the information they did not know, or let the student know a faculty member would call them back. This eliminates faculty having to spend as much time on an email or phone depending on the information the student needs.

**3. Document all inquires and treat them as FTES opportunities**

*Issue:* How to ensure each student knows they should pursue a certificate or degree to increase the FTES rate.

*Action:* All inquiries can be opportunities for students to learn how they can get a certificate or degree. For example, if within an inquiry it is learned that a student has taken an intro class that's connected with a certificate, let them know if they take these two other classes, they could receive a certificate. Make sure they know their options. For students who have taken classes previously, let them know how many more classes they'll need to get a degree in specific subjects. This makes it seem achievable. Faculty and counselors should be advised to do this whenever possible. A campaign targeted to stop-out students would be an appropriate action item to increase the FTES rate. This can be a no/low-cost campaign with targeted language to reach this student population.

**4. List Online Program Coordinator contact information**

*Issue:* The Online Program Coordinator contact information is buried within the Online Classes webpages.

*Action:* Place contact information for both the Online Program Coordinator and for technical issues on the [first page](#), making sure to describe which is which and letting both employees know this change has been made.

**5. Build out FAFSA information on Financial Aid page**

*Issue:* FAFSA language can be confusing to students and parents.

*Action:* Financial Aid Department to review and update. Language should be easy to understand and follow from the perspective of a student and/or their parents. If possible, have a student and a parent review the FAFSA webpage and suggest edits that would make the language easier understood by someone who has never completed a FAFSA application before. Also, add a "steps to complete" section that will provide easy to follow 1-2-3 type of actions for the student/parent. Remove jargon where possible.

**6. Ensure all webpages have breadcrumbs**

*Issue:* It's easy for a user to get lost within SBVC webpages and not know how to get back to where they started.

*Action:* We recommend creating breadcrumbs to make it easier for the user to know where they are. This is something that needs to be created by the web designer. It can also be added to the webpage audit to be done by IT.