



# Strategic Enrollment Management Plan

2022-2025

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# Connection

**Description:** In the connection phase, students first begin to think about the idea of going to college. They gather information and resources from teachers, counselors, peers, and family members. They consider many factors like finances, time, and the end result of employment options. When a student finally makes a decision to attend college, selecting a specific college and program of study follows. This goal provides the college with an understanding of what happens to students and can help improve recruitment, intake, and placement processes.

**Demographic focus:** Historically marginalized populations (e.g., race/ethnicity/gender, post-traditional adult learners [mostly over 25 years old/those with adult responsibilities like work/family]), EOPS, Pell, Umoja, DREAM, Female Athletes, Veterans

For credit and noncredit students:

## Increase Web Traffic

	Average 2016/17 - 2020/21	2025/26 Target	Percent Increase
Total visits	2,512,103	2,612,587	4%
Unique visitors	946,110	983,954	4%

Year 1 Focus Activity Description	Responsible Group
Shift more advertising budget toward digital platforms; ensure website with meta-majors/Career and Academic Pathways (CAP), program requirements, possible careers/salaries is visible and student friendly	Office of Communications Guided Pathways Career Center CTE

Funding sources: Guided Pathways, Strong Workforce

## Increase Number of Prospective Students

Year 1 Focus Activity Description	Responsible Group
Host Information Nights and/or Open Houses for prospective students and families (credit and noncredit); evaluate, track interest and follow up	Enrollment Services Noncredit (SEL) Academic Affairs Student Affairs
Host CTE “open house” events; evaluate, track interest and follow up	CTE departments and Guided Pathways

Create CTE-specific marketing campaign	Office of Communications CTE
Revitalize outreach and recruitment efforts in state, out of state, including college fairs; identify and resume attending NACAAC Fairs	Enrollment Services
Expand listings on international student directories	International
Align out-of-state advertising campaigns with Enrollment Services efforts and consider new target market strategies (look at feeder states for top transfer schools, direct flights to/from SBA markets) in addition to markets students have come from before.	Office of Communications

Funding sources: Re-Enrollment, Strong Workforce

### Increase In-District High School Capture Rate

	Average Fall 2018 - Fall 2021	2025/26 Target	Approximate Additional Students
In-District High School Capture Rate	45% (816.5 / 1,819)	50%	91

Year 1 Focus Activity Description	Responsible Group
Update outreach and programming for local high school students	Enrollment Services
Increase Dual Enrollment opportunities/CCAP Pathways <ul style="list-style-type: none"> <li>Expand summer bridge programs (8th to 9th grade)</li> <li>Expand dual enrollment with DPHS Engineering Academy</li> <li>Expand dual enrollment in STEM areas</li> <li>Expand discipline options at the local high schools</li> <li>SBUSD A-G Grant to cover mandatory fees</li> </ul>	A&R/Dual Enrollment
Hire additional personnel to support K-12 pathways	Student Services/A&R
Develop targeted marketing plan for local high school students, use SBCC Promise as a key selling point	Office of Communications with support/oversight from SBCC Foundation

## Decrease Number of Applicants Who Abandon the Application Process

	Average Fall 2016 - Fall 2021	2025/26 Target	Approximate Fewer Students
Students who Abandon the Application Process	58% (11,521/ 19,877)	53%	-994

Note. Fall 2019 is omitted due to a large number of fraudulent applications submitted by an online "bot."

## Increase Number of Applicants

	Average Fall 2016 - Fall 2021	2025/26 Target	Percent Increase
Completed Credit Applications	19,877	20,871	5%

Note. Fall 2019 is omitted due to a large number of fraudulent applications submitted by an online "bot."

Year 1 Focus Activity Description	Responsible Group
Adjust marketing annual marketing plan to be year-round in addition to registration-based enrollment marketing campaigns. Market the breadth of our programs, including transfer, CTE, dual enrollment, noncredit, short term training, on-campus, online programs; supplement with program/audience specific campaigns when possible.	Office of Communications CTE Student Services School of Extended Learning
Re-engage students who left the college with special re-enrollment events, outreach and targeted social media advertising.	Student Services Student Life Office of Communications
Complete preliminary work with CVC-OEI so that prospective students can more easily enroll in SBCC online classes	IT

Funding sources: Enrollment/Re-Enrollment, Strong Workforce, SEL grant funds

# Entry

**Description:** During the entry phase, students arrive at the institution and begin the on ramp to a Career and Academic Pathway (CAP). **This phase includes admissions, financial aid, counseling, and completion of gatekeeper courses.**

## Increase Number of Applicants Who Enroll to Census

	Average Fall 2016 - Fall 2021	2025/26 Target	Approximate Additional Students
Applicants Who Enroll to Census	38% (7,598/ 19,877)	43%	994

Note. Fall 2019 is omitted due to a large number of fraudulent applications submitted by an online "bot."

Year 1 Focus Activity Description	Responsible Group
Review, streamline, and improve all steps to enrollment <ul style="list-style-type: none"> <li>Improve data integrity to understand where we lose students in the steps to enrollment</li> <li>Conduct steps to enrollment events</li> </ul>	Enrollment Services Financial Aid Academic Counseling
Provide scheduling training to the department chairs (e.g., elements of a student centered schedule, use of data, tracking enrollments, attendance accounting, productivity, etc) and begin discussion of department chair/dean review of schedule to ensure all areas creating student centered scheduling.	VPAA Admissions and Records  Deans
Implement Courseleaf scheduling software	VPAA Deans
After scheduling software implemented, create FTES targets by division with associated budget (e.g., FTEF)	IR VPAA Deans
Implement campus-wide waitlists and automate waitlists so that students are enrolled when openings occur	IT Deans

## Increase Financial Aid Recipients

	Average Fall 2017 - Fall 2021	2025/26 Target	Approximate Additional Students
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Pell recipients	17% (2,715/15,716)	24%	1,100
CCPG recipients	40% (6,297/15,716)	47%	1,100
SBCC Promise participants	10% (1,644/15,716)	15%	786
DREAM Act applicants	1% (183/15,716)		

Year 1 Focus Activity Description	Responsible Group
Increase number of and enhance financial aid workshops for students and families	Financial Aid Enrollment Services DREAM Center EOPS Foundation
Fully open Dream Center*	CESJ Enrollment Services Financial Aid Dream Center (when staff hired)
Hire permanent staff to support Dream Center*	

Note. \* = Funding Sources DREAM funding and SEA

## Increase Students who Complete a Comprehensive Educational Plan in their First Year

	Average Fall 2017 - Fall 2021	2025/26 Target	Approximate Additional Students
Students with a Comprehensive Educational Plan	29% (823/2,875)	34%	144

Note. These data may not accurately reflect the data move from Degree works to Degree planner in spring 2021.

Year 1 Focus Activity Description	Responsible Group
Ensure correct data in transition to new software (Degree Works to Degree Planner/Starfish)	Administrative Systems and IARP
Develop alternative ways to connect students with counselors: <ul style="list-style-type: none"> <li>● PD courses</li> <li>● Explore “Don’t Cancel that Class!” initiative (counselor goes to class in lieu of faculty)</li> </ul>	Academic Counseling DSPS EOPS CESJ Athletics



	University Transfer Center and TAP IT/Starfish supp
Conduct BPA for Academic Counselor caseload model	Academic Counseling
Enhance use of Starfish to support relevant academic counseling data	Administrative Systems / Academic Counseling

## Increase Students who Complete Transfer-Level Math in their First Year

	Average Fall 2019 - Fall 2021	2025/26 Target	Approximate Additional Students
Statewide Average	25%		
Students who Complete Transfer Math	61% (1,706/2,783)	66%	139

Note. Baseline data include post-AB 705 cohorts, fall 2019 - fall 2021. Statewide data are from [Cal-PASS Plus - Student-Success-Metrics](#)

Year 1 Focus Activity Description	Responsible Group
<p>Math</p> <ul style="list-style-type: none"> <li>● Pairing of new adjunct faculty with experienced math adjuncts and full-time faculty across multiple sections of the same course</li> <li>● Implement Student Success FIG across math department, as well as specifically for Math 117 with the goal of coordinating support across all course sections</li> <li>● Implement Corequisite Model Review FIG to analyze, adapt, and improve student support structure in this model</li> <li>● Implement Department Manual Review FIG to re-assess current department policies with student-centered and equity-minded approach</li> <li>● Implement Equitable Assessment FIG, with the goal of rethinking role of SLOs and designing alternative equitable-based assessments</li> <li>● Implement faculty workshop series on instructional strategies for Math 117</li> <li>● Increase access hours and modalities in Math Lab, providing additional tutor support and on-going tutor training</li> </ul>	Math Department

Funding Sources: Title V, SEA

# Increase Students who Complete Transfer-Level English in their First Year

	Average Fall 2019 - Fall 2021	2025/26 Target	Approximate Additional Students
Statewide Average	41%		
Students who Complete Transfer English	73% (2,043/2,783)	78%	139

Note. Baseline data include post-AB 705 cohorts, fall 2019 - fall 2021. Statewide data are from [Cal-PASS Plus - Student-Success-Metrics](#)

Year 1 Focus Activity Description	Responsible Group
<p>English</p> <ul style="list-style-type: none"> <li>● <b>MET (Multi-literacy English Transfer):</b> MET sections of English 110 and 111, designed to support the success of historically under-represented students, are taught by instructors who participate in regular professional development that recognizes the significance of racial and cultural diversity in learning.</li> <li>● <b>RISE (Reaffirming and Inspiring Students in English),</b> a program within MET: RISE sections of English 110, structured around Latinx writers and movements, support students who are retaking English 110 with a focus on multimodal writing and extra tutoring and mentoring support.</li> <li>● <b>English 110E, English 110, Enhanced:</b> English 110E sections, still four units, offer a combination of lecture and lab hours designed to support those students who learn best with hands-on practice and real-time support for their writing process, with twice-a-week lecture followed by lab time with the instructor and an embedded tutor.</li> <li>● <b>Equity-based Peer Tutoring/Mentor Program:</b> Funded by a SEA grant, the English Department is designing a new peer tutoring/mentor program for English 110 and 111 students who do not have an embedded class tutor and/or are looking for a welcoming space on campus to get one-on-one support for their reading, writing, and research assignments in English 110 and 111.</li> <li>● <b>Revision of English 110 and 111 CORs</b> (course outlines of record): In an effort to reduce the equity gap in our success rates in English 110 and 111, the English Department is revising its English 110 and 111 CORs to reflect culturally-responsive teaching practices.</li> <li>● <b>Research Paper Inquiry and Pedagogy Project:</b> Funded by a SEA grant, full- and part-time faculty in</li> </ul>	English Department

English will review how we teach the research paper/project and develop proposed shared practices that better support our low-income and Latinx students who often experience the research paper/project as a stumbling block.	
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Funding Sources: Title V, SEA

## Increase career exploration opportunities

Year 1 Focus Activity Description	Responsible Group
Increase marketing and awareness of major/career exploration: <ul style="list-style-type: none"> <li>• Embed learning module about PD 191A (Choosing a College Major) into the new student orientation</li> <li>• Add PD 191A into a CCAP dual enrollment pathway/summer bridge program</li> <li>• Increase the number of Career Center “Career Pathways Panels” presented per semester</li> <li>• Expand the number of career exploration events that are specifically created for underrepresented and marginalized student populations (example: Career Center’s Beyond Expectations and Stereotypes Series)</li> <li>• Add a supplemental question to CCCAPPLY admissions application to connect prospective students with a career counselor to discuss their education and career goals</li> <li>• Increase the amount of paid career related internship opportunities for SBCC students both on and off campus</li> </ul>	Career Center

## Increase Umoja, EOPS, and Veterans

	Average Fall 2017 - Fall 2021	2025/26 Target	Approximate Additional Students
Umoja participants	16% (64/393)	26%	39
EOPS participants	1.4% (218/15,716)	11%	1,572
Veteran Status	0.9% (142/15,716)	11%	1,572

Note. Data for Umoja participants includes fall 2018 - fall 2021. The percentage for Umoja participation is based on a denominator of Black/African American students. Umoja is undergoing a change in support structure and the percentage of participants may change as a result.

Year 1 Focus Activity Description	Responsible Group
Complete consultative process with Umoja consultant and	CESJ/Umoja

implement new strategies and structures to support Umoja students	
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Funding Sources: SEA, Umoja

<b>Year 1 Focus Activity Description</b>	<b>Responsible Group</b>
Revitalize EOPS Running Start Program	EOPS

Funding Sources: Foundation, EOPS

<b>Year 1 Focus Activity Description</b>	<b>Responsible Group</b>
Develop Credit for Prior Learning (CPL) credit	Articulation Office CPL Faculty Coordinator
Revise and implement policy and procedure for CPL	CPL Coord. A&R Director Student Services Department Chairs ACC
Promote success stories of student veterans	Veterans Resource Center/Marketing CPL Faculty Coordinator
Action Steps: 1. Create Veteran specific counseling services 2. Enable greater student responsibility for progress toward graduation, a. Increase awareness and accessibility of SEP	Associate Dean  Veterans Support Program
Outreach 1. Email and mailer to go out to “Gone But Not Forgotten” encouraging enrollment in the fall with information on classes that might have a waitlist. 2. Proactively identify and outreach to students with registration holds prior to the enrollment period. 3. Email and phone campaign to students that were enrolled in the previous term and did not enroll. a. Identify and reach out to students who have filed a FAFSA for the upcoming term but not enrolled  Outreach:  Continue informing all new students about the SBCC Promise and Reduced Unit Load Accommodation  Support for petitions for Waiver of College Regulations and	Associate Dean  Veterans Support Program  Financial Aid

<p>course repetition, etc.</p> <p>Support reinstatement process for SBCC Promise program</p> <p>Continue to provide E-mail notifications on how to utilize DSPS services/procedures</p> <p>Continue Starfish Early Intervention outreach efforts</p>	
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**Year 1 Focus Activity Description**

**Responsible Group**

<p>Action Steps:</p> <p>Strengthen language in Disability Services Syllabus Statement</p> <p>Increase preparation time for counselors to review academic performance and progress when completing annual update on Academic Accommodation Plan (AAP)</p> <p>Inform all appropriate students about ways to minimize negative academic impact when there are extenuating circumstances to be considered</p> <p>Develop and provide referral scripts for instructors</p> <p>Increase visibility on campus through events and partnerships/collaboration</p> <p>Implement follow up emails to students that applied for services but did not make an intake appointment</p>	<p>DSPS</p> <p>Associate Dean</p>
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# Increase Persistence from First Fall to Spring Semester

	Average Fall 2017 - Fall 2021	2025/26 Target	Approximate Additional Students
Statewide Average	67%		
Persistence from First Fall to Spring Semester	83% (2,215/2,676)	86%	80

Note. Statewide data are from [Cal-PASS Plus - Student-Success-Metrics](#)

Year 1 Focus Activity Description	Responsible Group
Assist students to persist in specific noncredit programs: Adult High School, CDCP	SEL
Ensure that noncredit students have access to Canvas for AHS (Pilot cohort) and CDCP	SEL (with support from Faculty Online Coordinator, IT Starfish person)
Work with CTE faculty to provide training on the creation of stackable certificates where they currently do not exist.	Dean of CTE
Develop micro-/nanotechnology industry-backed certificates for STEM transfer students	Ed Programs/STEM Dean
<p>Implement HyFlex as a scheduling intervention</p> <p>Provide training for more effective synchronous and HyFlex online instruction</p> <p>Create capacity for culturally responsive curriculum (e.g., workshops on how to design welcoming syllabi, course content that reflects students' experiences)</p> <p>Redesign New Faculty Orientation to reflect best practices (see examples above)</p> <p>Introduce faculty to embodied learning (e.g., pedagogy sensitive to mind/body interaction); create sense of safety to promote student belongingness, ability to learn, and retention</p>	<p>Faculty online Coordinator</p> <p>Faculty professional development coordinator</p> <p>Deans</p> <p>IT</p>

Funding Sources: SEA, External, New Title V

Increase noncredit student persistence from first to second semester in specific programs (e.g., Adult High School, Career Development and College Preparation [CDCP])

- Get targets for increase from Carola

# Progress

**Description:** Progress is all about working toward completing program requirements, whether that is completion of a credential/degree, transfer requirements, or a sequence of courses that lead to meaningful employment. This includes students' enrollment in the courses they need to achieve their educational goal; the teaching and learning experience in each of these courses; and the support that is available to move students closer to completion.

## Increase Students who Complete 9+ CTE Units in their First Year

	Average Fall 2017 - Fall 2021	2025/26 Target	Approximate Additional Students
Students who Complete 9+ CTE Units	19% (219/1,157)	24%	58

Note. This metric includes first-time credit students with a declared major in CTE

## Increase Persistence from First Fall to Second Fall Semester

	Average Fall 2016 - Fall 2020	2025/26 Target	Approximate Additional Students
First-Time Students in a Fall Semester	67% (1,734/2,602)	70%	78
Students on Probation/Dismissal in First Year	41% (213/518)	%	

Note. Students on probation/dismissal are a subset of the initial first-time student cohort

Year 1 Focus Activity Description	Responsible Group
Revamp probation/dismissal policies to have a greater equity focus	Student Affairs Academic Counseling
Increase and enhance academic probation retention activities	
Consider position to support student retention	
Utilize technology to inform timely outreach to students <ul style="list-style-type: none"> <li>Phil Carter has created much of the IT content for this, but need the resources (i.e., people) to use the information</li> </ul>	



## Increase Course Success

	Average Fall 2017 - Fall 2021	2025/26 Target	Approximate Additional Successful Grades
Statewide Course Success	73%		
Overall Course Success	74% (33,887/45,801)	76%	916
Online Course Success	69% (12,634/18,356)	74%	918

Note. Statewide data are from [Cal-PASS Plus - Student-Success-Metrics](#) and include academic years 2016-17 through 2020-21.

## Close Equity Gaps in Course Success

	Average Fall 2017 - Fall 2021	2025/26 Target	Approximate Additional Successful Grades
American Indian/Alaskan Native	70%	74%	7
Black/African American	59%	74%	201
Latinx/Hispanic	68%	74%	1,012

Note. The above list is not exclusive of where we have disproportionate impact. These are the groups where we intend to focus our efforts during this planning cycle. This is in alignment with the general recommendations from the CCCCCO regarding the mitigation and removal of equity gaps.

Year 1 Focus Activity Description	Responsible Group
Enhance Affective Learning Institute with trauma informed pedagogy	Committee on Faculty Resources Faculty Coordinator for Professional Development
Utilize In-Service to introduce and integrate DEIA across campus (e.g., via on-going collaboration with Woods and Harris)	
Integrate faculty (FLEX) with staff and administrator professional development; Utilize campus-wide PD to shape campus planning for policies and practices (i.e greater campus-wide equity based professional development which will be integrated into policy and practice; equity plan, strategic plan, AP/BP, etc.; PD is more than an in-service one-off)	
Review spring '22 pilot with Bensimon for hiring of new FT	Academic Senate

faculty; revise AP and ongoing hiring processes	
Work with Academic Senate and Department Chairs to increase diversity among part-time faculty	Academic Senate Department Chairs
Revise and utilize faculty evaluations as a positive, supportive learning experience	Faculty Association Deans VPAA
Expand and continually update Online Culturally Responsive Training (OCRT; adapted from LBCC Cultural Curriculum audit, modified for SBCC) so campus-wide instructional PD meets scale; integrate OCRT with New Faculty Orientation where applicable	CAC Committee on Faculty Resources FRC SBCC participants in LBCC Audit Distance Ed Faculty Coordinator Coordinator
Increase courses and faculty with courses aligned with CVC-OEI	COI Distance Ed Faculty Coordinator Coordinator

## Increase student feelings of belonging at SBCC

Year 1 Focus Activity Description	Responsible Group
Create an initial baseline survey; USC's campus climate survey?	IARP
Caring Campus initiative	President's Cabinet

## Increase Extracurricular Involvement

	Average 2017/18 - 2021/22	2025/26 Target	Approximate Additional Students
Student Clubs and ASG	4% (931/21,660)	11%	1,516
Student Athletes, Female	37% (151/411)	40%	14
The WELL	19% (3,920/21,160)	26%	1,481
Student Employment	3% (603/21,660)	5%	433

Note. Data for student clubs are estimated based on a minimum membership of 15 students for each active club, actual membership could be higher. Student-athlete data are from 2016-17 through 2021-22, excluding 2020-21, for which data are not available.

<b>Year 1 Focus Activity Description</b>	<b>Responsible Group</b>
Set target recruitment and participation numbers for each sport.	Athletic Director/Associate Athletic Director, Coaches of Women's Teams
Provide training on the use of Front Rush recruiting software and share best practices/resources among coaches. Provide recruiting mentorship for new coaches.	AD, AAD and selected coaches.
ASG outreach	Office of Student Life ASG
Continue to reach out to faculty about clubs and keep Club website updated	
Increase the presence of the Office of Student Life	
Identify clubs inactive by pandemic to recruit back	
Work with faculty to get academic clubs back on campus	Academic Senate, Department Chairs
Increase student participation of students of color with the Center for Equity and Social Justice	CESJ
Increase participation of women athletes	Athletics
Increase cultural events and celebrations of important observances across campus/institutionally - institution wide effort	CESJ Office of Communications Office of the President Office of Student Life

## Increase Instructional Support Center Usage

	Average Fall 2017 - Fall 2021	2025/26 Target	Approximate Additional Students
Credit Students who use Instructional Support Centers	16% (2,589/15,711)	21%	786

**Year 1 Focus Activity Description****Responsible Group**

Establish baseline numbers for Writing Center, Math Center, Academic Achievement Zone	IARP LRC
Review innovation in Math Lab (established model) for possible implementation in LRC	Math Lab Faculty Partnership for Student Success
Complete LRC reorganization (tutorial for sciences and English/Communication)	LRC

**Increase the number of internship opportunities****Year 1 Focus Activity Description****Responsible Group**

Engage Employer Engagement new hire into institution and with local business and industry	Career Center CTE
Enhance engagement with Hospitality industry in SB area	CTE

Funding Source: Strong Workforce

# Completion

**Description:** The completion phase comprises both the student’s final movement through an institution or program and the attainment of their end goals. The College tracks students’ rates of completion by program and ensures students move successfully to the next phase.

## Decrease Unit Accumulation at Time of Award

	Average Units 2016/17 - 2020/21	2025/26 Target	Percent Increase
ADT	80		
AA	79		
AS	105		
Statewide ADT	86	NA	NA
Statewide AA/AS	86	NA	NA

Note. Statewide data are from [Cal-PASS Plus - Student-Success-Metrics](#)

Year 1 Focus Activity Description	Responsible Group
Design efforts, with the use of Tableau, Starfish and Academic Counseling, to ensure that students stay on the path of their comprehensive ed plans	ACC Institutional Research
Begin curriculum review of alignment of degrees with transfer requirements	CAC
Hire Starfish staff member to support student success and access efforts with specific focus on DI populations	ACC Student Affairs IT Student Services
Identify and implement a degree audit software	ACC Student Affairs IT Student Services

# Increase Completion of Associate's Degrees within 3 Years

	Avg Completion Rate Fall 2014 - Fall 2018 Cohorts	Target Fall 2025 Cohort	Percent Increase
ADT	9.2% (1,030/11,240)		
AA	18.0% (2,022/11,240)		
AS	1.6% (181/11,240)		

Year 1 Focus Activity Description	Responsible Group
Evaluate program specific associate degree completion	Academic Programs
Include program specific associates degree completion into the instructional Program Review.	Program Evaluation Committee

# Transition

**Description:**The transition phase comprises the student’s journey to further education (transfer) or into meaningful employment. Track transfer rates, time to transfer, and employment outcomes such as gains in income upon completion, and work with industry and four-year institutions to continually improve transition

Increase numbers of noncredit Career Development and College Preparation (CDCP) students who transition to credit programs

Year 1 Focus Activity Description	Responsible Group
Formalize support for students transitioning from noncredit to credit programs	SEL Academic Counseling Enrollment Services Financial Aid
Increase counseling for noncredit students	

Increase CTE Students Employed in Their Field of Study

	Average 2015/16 - 2019/20	2025/26 Target	Approximate Additional Students
Statewide CTE Students Employed Closely Related to Their Field of Study	70%		
CTE Students Employed in Their Field of Study	74% (701/942)	77%	28

Note. Statewide data are from [Cal-PASS Plus - Student-Success-Metrics](#)

Year 1 Focus Activity Description	Responsible Group
Increase the number of CTE completers who report on the Career Technical Outcomes Survey each semester their employment in a chosen field of study upon graduation	Career Center (Director of Employer Engagement and CTE Internship/Job Placement Specialist)
Increase the number of employers participating in a work-based learning opportunity or educational service level agreement with the college	
Increase the number of training programs (credit or noncredit)	

or service level agreements each year	
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Funding Source: Strong Workforce

## Increase Transfer within 1 Year of Degree Completion or Transfer Ready Status

	Average 2015/16 - 2019/20	2025/26 Target	Approximate Additional Students
Statewide transfer rate for degree or transfer-seeking students who earned 12+ units	29%		
Students who transfer within 1 year of earning a degree or becoming transfer ready	52% (671/1,283)	55%	38

Year 1 Focus Activity Description	Responsible Group
Utilize Starfish to help identify students who may be transfer ready	ACC Transfer Program (TAP) University Transfer Center
Develop strategies to inreach/outreach	

## Increase Dual Enrollment Transition to SBCC

	Average Fall 2017 - Fall 2021	2025/26 Target	Approximate Additional Students
Dual Enrollment Students who transition to SBCC	46% (467/1,006)	51%	50

Year 1 Focus Activity Description	Responsible Group
Apply for Upward Bound with CUSD	A&R Dual Enrollment
Develop CCAP agreements	



Host Dual Enrollment Vaquero Access days	
Utilize technology to streamline Dual Enrollment processes	

## Increase Job Opportunities

<b>Year 1 Focus Activity Description</b>	<b>Responsible Group</b>
Collaborate with hospitality industry to place SBCC students in career ladder opportunities	Career Center /SCA
Collaborate with local micro-/nanotechnology industry on STEM student employment opportunities	Ed Programs/STEM Dean

Funding Source: External

# Enrollment Goals

## Increase Overall Headcount and FTES

These are overall College goals. The individual activities described in this plan are intended to increase our FTES and attain the FTES Targets.

	Headcount Fall 2019	Headcount Fall 2021	FTES 2021-22	Target 2025-26
Noncredit Enrollment	6,141	3,946		
Dual Enrollment	2,156	1,997		
F1 Visa Enrollment	881	442		
In-State Residents	14,820	12,969		
Out-of-State Students	728	628		
First Generation Students	3,985	3,085		
Full-Time Students	6,153	4,731		
Credit CA Resident FTES			9,534.66	10,500
Credit Nonresident FTES			1,061.05	
Noncredit FTES			999.98	

## Productivity Targets

	Fall 2019	Fall 2021		Target 2025-26
FTES/FTEF	14.8	12.0		16.0
Avg. Fill Rate	78.3%	60.9%	-	85%

FTES/FTEF: 16 (3 yr target) - Will vary by discipline - overall goal - Do we need to look back at Senate approved abbreviated enrollment mgmt plan from years past? Looked at 525 WSCH/FTEF ratio. We probably need to tie back to that document.

Fill Rate: 85% (yr target) - Each discipline should have this goal

<b>Year 1 Focus Activity Description</b>	<b>Responsible Group</b>
Enrollment management training Chairs and Deans	VP AA & SA

Funding Source: Reenrollment