

2023-2024 Through 2026-2027 Strategic Enrollment Management Plan

Long Beach City College has updated its Strategic Enrollment Management Plan (SEMP) through the Enrollment Management Oversight Committee (EMOC). The unprecedented pandemic, the overdue recognition of racial inequities, the economic hardships, and the steady decline in the number of Long Beach and area high school graduates have affected the Long Beach community over the past several years and impacted the traditional enrollment pipeline at LBCC.

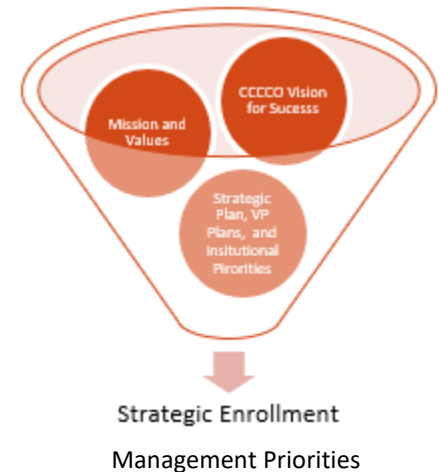
The Long Beach City College 2024-2027 Strategic Enrollment Management Plan seeks to leverage strong leadership and collaboration, focus on adult learners, a student-centered budget, and integrated infrastructure in order to maintain the institution's large college status (more than 20,000 FTES over a three-year average). The plan emphasizes the development of goals and representative activities that support enrollment, success, and completion for the Indirect Matriculant students. The plan aims to ensure equitable student success within the constraints of the Student-Centered Funding Formula and the economic uncertainty caused by the COVID-19 pandemic.

Approach

The Long Beach City College 2024-2027 Strategic Enrollment Management Plan utilizes the Guided Pathways framework to organize the College's enrollment management goals in alignment with the 2024-2027 Strategic Plan, the Chancellor's Office Vision for Success, the College's mission and values, the Guided Pathways KPIs. EMOC members reviewed current and reliable retrospective and proactive trend data, demographics, and labor market demand so that the plan is data-informed. To identify and recommend the enrollment management plan, EMOC members identified goals and representative activities with a focus on Indirect Matriculants. The priorities, goals, and metrics are intended to support the diverse campus community to enhance enrollment, persistence, retention, success, and student learning for the adult learner.

Equity-Mindedness and Anti-Racism

LBCC strives to serve its growing diverse student population more effectively and infuse equity-mindedness and inclusion throughout instruction and support programs. Student equity is at the forefront of the College's mission, values, Strategic Plan, and all of the College's activities and strategies, including enrollment management. The Strategic Enrollment Management plan focuses on helping students achieve equal outcomes by addressing systemic inequities and providing the best possible access and success for students, including those in our community needing training to re-enter the workforce. This is a living document intended to provide strategies for efficiency, quality, access, inclusiveness, and completion for students from connection with, entry into, progress through, and ultimately completion of a course of study at the College. The plan will guide the enrollment management process but also provide flexibility so that each area may respond creatively to manage enrollment. The College will utilize the goals and representative activities within the document to create sustainable models and practices that maximize the delivery of instructional and support services to enhance student's ability to explore and clarify a path, launch into a path, navigate the path, and land into learning with intentional outcomes and completion. All metrics will have a special focus where equity gaps have been identified, including, but not limited to race, gender, and adults with disabilities.



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Three-year enrollment metrics in support of FTES targets, student-centered funding formula, and large college status.

Overall Metrics

	Year -2 2020-2021	Year -1 2021-2022	Year 0 2022-2023	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027
FTES Targets							
Total FTES	19,610	18,892	18,372	19,204	19,989	20,774	21604
Noncredit Non-CDCP FTES	19	11	35	37	39	41	43
Noncredit CDCP FTES	154	211	338	358	379	402	426 ¹
Special Admits FTES	323	286	347	500	550	600	650 ²
Increase efficiency to provide student access to in-demand classes							
Course fill rate (maintain 90%)	89.4%	81.5%	84%	90%	90%	90%	90%
FTES/FTEF ratio	15.1	13.3	14	15.0	15.3	15.6	16

¹ 6% increase year over year based on a 3-year growth target in the strategic plan (focus on enrollment rather than FTES, which is different, especially for noncredit).

² Special Admit overlaps in credit and noncredit (vast majority being credit), contribute to the annual target for large college status but is not included in the 3-year average for credit FTES apportionment and is instead funded at a different rate.

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I. EXPLORE: CREATE CLEAR CURRICULAR PATHWAYS WITH COURSE SEQUENCING THAT LEAD TO EMPLOYMENT AND FURTHER EDUCATION

Metrics	Year -2 2020-21	Year -1 2021-22	Year 0 2022-23	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27
Increase awareness of program offerings, requirements, and opportunities for prospective students							
Increase Direct Matriculant Headcount to 3,600	3,541	3,057	3,372	3,300	3,400	3,500	3,600
Increase Indirect Matriculant Headcount to 12,000	7,644	9,166	8,912	10,000	11,000	11,500	12,000
Increase awareness of noncredit program opportunities							
Increase noncredit adult education duplicated enrollment to 9,000	4,465	4,650	6,731	7,500	8,000	8,500	9,000

Goals	Representative Activities
<p>Increase awareness of program offerings, requirements, and opportunities for prospective students (direct and indirect matriculants)</p> <p><i>Primary Responsible Areas: Academic Affairs/Student Services/Marketing</i></p>	<ul style="list-style-type: none"> • Establish greater efficiency and effectiveness throughout the recruitment process • Consider providing ongoing training for all college staff responsible for recruitment functions to ensure consistency, accuracy, and comprehensiveness of all interactions • Plan credit and non-credit course schedules with greater efficiencies • Leverage Tableau data and PeopleSoft to identify the indirect matriculants • Increase student awareness of services (placement, orientation, SEP, course enrollment) via email, telephone, social media • Engage in case management of indirect matriculants through a multi-tier system that prioritizes disproportionately impacted students in accessing support and counseling • Use disaggregated data in Tableau to inform and implement a responsive communication plan (call, text, social media, promotional material, etc.) to increase the matriculation conversion of indirect matriculants • Finalize implementation of “credit for prior learning” activities with discipline faculty • Build upon First Year Experience (FYE), Viking Summer Voyage (VSV) models to include indirect matriculants • Front-load career exploration through MyMajors for indirect matriculants who are undecided • Increase the sense of belonging for indirect matriculants at the Welcome Center and registration events
<p>Increase awareness of noncredit program opportunities</p> <p><i>Primary Responsible Areas: Adult Education</i></p>	<ul style="list-style-type: none"> • Plan noncredit course schedules with greater efficiencies. • Continue to provide a noncredit schedule of classes mailers to targeting the community. Engage community partners via email by sending class schedule information for distribution. Utilize students for peer outreach within the community.

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II. LAUNCH: HELP STUDENTS CHOOSE & ENTER THEIR PATH BY INFORMING THEM OF WHAT THEY NEED TO ACCOMPLISH EACH SEMESTER

Metrics	Year -2 2020-21	Year -1 2021-22	Year 0 2022-23	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27
Increase Fall to Fall Persistence							
Increase overall Fall to Fall Persistence to 57%	48%	45%	52%	52.50%	53.70%	55.10%	57%
Direct Matriculants to 71%	58%	61%	65%	66%	67%	69%	71%
Indirect Matriculants to 46%	36%	30%	40%	41%	42%	44%	46%
Increase of Pell Recipients							
Increase overall Pell recipients to 43%	31%	30%	31%	37%	39%	41%	43%
Direct Matriculants to 50%	35%	36%	38%	44%	46%	48%	50%
Indirect Matriculants to 40%	28%	27%	28%	34%	36%	38%	40%
Increase (CSEP) Comprehensive Student Educational Plans							
Increase overall number of CSEPs during first year to 76%	21%	28%	61%	66%	70%	73%	76%
Direct Matriculants to 90%	31%	43%	83%	90%	90%	90%	90%
Indirect Matriculants to 70%	14%	19%	48%	55%	60%	65%	70%
Increase student completion of transfer-level math in 1st year							
Increase overall completion of transfer-level math to 34%	16%	13%	16%	25%	28%	31%	34%
Direct Matriculants to 42%	23%	23%	24%	33%	36%	39%	42%
Indirect Matriculants to 29%	11%	7%	11%	20%	23%	26%	29%
Close equity gaps by 79% by 2026-27							
Increase student completion of transfer-level English in 1st year							
Increase overall completion of transfer-level English to 49%	31%	25%	31%	40%	43%	46%	49%
Direct Matriculants to 64%	48%	45%	47%	55%	58%	61%	64%
Indirect Matriculants to 39%	18%	14%	21%	30%	33%	36%	39%
Close equity gaps by 79% by 2026-27							

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Goals	Representative Activities
<p>Increase Fall to Fall Persistence</p> <p><i>Primary Responsible Areas: Academic Affairs/Student Services</i></p>	<ul style="list-style-type: none"> • Case-manage students in Certificate programs via student success teams – provide degree planner that shows the major and the GE needs for the degree; help them to enroll in courses • Identify the educational goals of the indirect matriculants and target strategies specifically for them (i.e., workshops for math anxiety) • Consider creating a center for returning students – build a sense of belonging • Build childcare supports for students who are parents (safe campus environment for evenings/weekends) <ul style="list-style-type: none"> ○ Ongoing offering of afterschool and summer programs for student parents • Case-manage month-to-month • Support the exploration of creating similar events for indirect matriculants (i.e., Viking Preview Day and Persistence Events – these would be the collective responsibility of faculty, student services & other areas to take charge of leading these events)
<p>Increase of Pell Recipients</p> <p><i>Primary Responsible Areas: Student Services</i></p>	<ul style="list-style-type: none"> • Increase Financial aid application workshops as part of onboarding experience (goal of 100% of students), especially for indirect matriculants • Case-manage to offer support for financial aid completion, especially for indirect matriculants • Consider the impact of online teaching college (California Virtual College) on “home” institution for Financial Aid
<p>Increase (CSEP) Comprehensive Student Educational Plans</p> <p><i>Primary Responsible Areas: Academic Affairs/Student Services</i></p>	<ul style="list-style-type: none"> • Revisit orientation to ensure students meet with a counselor • Case manage: month-to-month, intentional references to meet with an Academic Counselor • Use Starfish flag for CSEP – open flags – case management • Create/Use PeopleSoft To-Do Item – CSEP • Explore having counselors visit classes to encourage students to sign up for an educational plan appointment • Consider if some CAPS have fewer students without an educational plan and targeted outreach for them
<p>Increase student completion of transfer-level math in 1st year</p> <p><i>Primary Responsible Areas: Academic Affairs/Student Services</i></p>	<ul style="list-style-type: none"> • Target messaging – Student-Facing • Ensure students enroll in Transfer-level math in the first year • Provide Professional Development for faculty/counseling & student service professionals (including education around compliance to AB1705 and evidence of successful efforts) • Provide Intentional Funnel – CSEPs, registration support • Activate case management through Student Success Teams • Use Starfish auto-flag (if students do not enroll in transfer-level math) • Explore 8-week class scheduling; consider guiding scheduling by success rates • Create an Accelerate program for indirect matriculants
<p>Increase student completion of transfer-level English in 1st year</p> <p><i>Primary Responsible Areas: Academic Affairs/Student Services</i></p>	<ul style="list-style-type: none"> • Target messaging – Student-Facing • Ensure students enroll in Transfer-level English in the first year • Provide Professional Development for faculty/counseling & student service professionals (including education around compliance to AB1705 and evidence of successful efforts) • Provide Intentional Funnel – CSEPs, registration support • Activate case management through Student Success Teams • Use Starfish auto-flag (if students do not enroll in transfer-level English) • Explore 8-week class scheduling; consider guiding scheduling by success rates • Create an Accelerate program for indirect matriculants

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III. NAVIGATE: HELPING STUDENTS STAY ON THEIR PATH BY PROVIDING THEM WITH TIMELY FEEDBACK AND SUPPORT

Metrics	Year -2 2020-21	Year -1 2021-22	Year 0 2022-23	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026- 27
Increase equitable course success							
Increase overall Course Success to 75%	71%	67%	67%	72%	73%	74%	75% ³
Close equity gaps by 79%							
Increase equitable course success: in-person courses							
Direct Matriculants to 75%	89%	75%	68%	72%	73%	74%	75%
Indirect Matriculants to 75%	91%	76%	72%	72%	73%	74%	75%
Increase equitable course success: online courses							
Direct Matriculants to 75%	69%	66%	64%	72%	73%	74%	75%
Indirect Matriculants to 75%	72%	64%	65%	72%	73%	74%	75%
Increase equitable course success: partially online courses							
Direct Matriculants to 75%	86%	73%	66%	72%	73%	74%	75%
Indirect Matriculants to 75%	86%	76%	70%	72%	73%	74%	75%

³Note: course success rate data is subject to change as additional retroactive EWs (Excused Withdrawals) are submitted and processed through Admissions and Records. The historical success rate data above was extracted on 4/8/2024

III. NAVIGATE: HELPING STUDENTS STAY ON THEIR PATH BY PROVIDING THEM WITH TIMELY FEEDBACK AND SUPPORT

Goals	Representative Activities
<p>Increase equitable course success</p> <p><i>Primary Responsible Areas: Academic Affairs/Student Services/ Online Learning and Educational Technology/ Academic Senate/ Institutional Effectiveness</i></p>	<ul style="list-style-type: none"> Potentially provide faculty and classified professional development on interpersonal communication strategies (mainly focused on teacher immediacy and specifically electronic communication via email, Canvas, and Starfish) Consider creating an indirect matriculants re-entry resource center to increase students' sense of belonging and inclusion Research indirect matriculant preferences for course modality (hybrid, online, FTF) and sessions (5-week, 8-week, 12-week, 16-week) Increase communication and awareness of expectations for late-start classes Explore the potential to develop notifications to instructors when students are auto-enrolled in courses after the first day of class to increase instructor awareness of new students in their courses Support the possibility of scaling Umoja classes and practices Provide part-time faculty with access to data Structure classes for success by exploring pedagogical redesigns, such as interrogating traditional grading and flexible deadlines Interrogate program scheduling and explore reducing the practice of scheduling in silos (e.g., schedule together in a cross-functional manner; provide (scheduling summits to design schedules that include GE and program courses in an intentional student-centered manner)

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IV. LAND: ENSURING THAT LEARNING IS HAPPENING WITH INTENTIONAL OUTCOMES

Metrics	Year -2 2020-21	Year -1 2021-22	Year 0 2022-23	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026- 27
Increase program completions							
Increase overall degree completions to 3,601	2,602	2,483	2,369	2,939	3,145	3,365	3,601
Direct Matriculants to 1,800	1,222	1,180	1,159	1,469	1,572	1,682	1,800
Indirect Matriculants to 1,800	1,380	1,303	1,210	1,469	1,572	1,682	1,800
Increase overall certificate completions to 5,292	3,164	3,081	3,123	3,304	3,866	4,523	5,292
Direct Matriculants to 2,276	1,256	1,304	1,342	1,421	1,662	1,945	2,276
Indirect Matriculants to 3,016	1,896	1,754	1,755	1,883	2,204	2,578	3,016
Decrease total units attempted for degree completers from 98.5 to 90	101.2	100.0	98.5	96	94	92	90
Direct Matriculants from 103 to 95	106.9	103.8	103.0	101	99	97	95
Indirect Matriculants from 94 to 86	95.4	96.1	93.9	92	90	88	86
Close equity gaps in completions by 79% by 2026-27							
Increase transfers to four-year colleges and universities							
Increase overall annual transfers to 3,316	2,332	2,107	1,940	2,771	2,950	3,129	3,316
Direct Matriculants to 1,658	1,118	1,049	980	1,386	1,475	1,565	1,658
Indirect Matriculants to 1,658	1,212	1,053	952	1,386	1,475	1,565	1,658
Close equity gaps in transfer by 79% by 2026-27							
Increase placement in internships and jobs							
Increase student job placement in living-wage positions to 50%	44%	*	*	46%	47%	48%	50%
Improve student attainment of institutional learning outcomes (ISLOs)							
Ensure student learning with all five ISLOs meets the 70% expected level of achievement for students who have completed 45+ units	80%	81%	82%	70%	70%	70%	70%

*Data is not yet available for these years

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IV. LAND: ENSURING THAT LEARNING IS HAPPENING WITH INTENTIONAL OUTCOMES

Goals	Representative Activities
<p>Increase program completions</p> <p><i>Primary Responsible Areas: Academic Affairs/ Student Services</i></p>	<ul style="list-style-type: none"> • Support the use of Completion Counseling – intentional outreach, case-manage approach • Capitalize on department and program faculty – outreach and clarity around program requirements • Build stackable credentials that lead to high-value employment and/or degrees/transfer opportunities • Develop robust Credit for Prior learning pipeline for programs • Revise the college website so that students can identify available programs, costs, time to completion, supports, sequence of courses, and regional and national wage earnings • Develop robust credit for prior learning opportunities for all students • Utilize the routine review process for programs and courses to review the unit value of courses in relation to regional/statewide courses, to review the total unit value of awards, and to evaluate if the required courses meet the needs for transfer and/or industry* <p><small>*Note: supporting activity for CSEP completion, which is related to unit accumulation</small></p>
<p>Increase transfers to four-year colleges and universities</p> <p><i>Primary Responsible Areas: Transfer/ Student Services</i></p>	<ul style="list-style-type: none"> • Continue building 4-year roadmaps with CSULB for ADTs and potentially move into local degree development • Reach out to CSU Dominguez Hills to solicit the feasibility of creating 4-year maps • Potentially build more Equity & Actions Teams to create opportunities for students to learn about transfer opportunities
<p>Increase placement in internships and jobs</p> <p><i>Primary Responsible Areas: Academic Affairs/ Workforce Development/ Career Center</i></p>	<ul style="list-style-type: none"> • Provide hiring events for jobs and internship opportunities • Assemble industry panels for workshops for students in specific majors • Provide job search support and workshops • Provide workshops and support for job readiness • Match and place students in internship opportunities • Maintain a Job Board for students
<p>Improve student attainment of institutional learning outcomes (ISLOs)</p> <p><i>Primary Responsible Areas: Academic Affairs/ Academic Senate</i></p>	<ul style="list-style-type: none"> • Increase course assessment of student learning by announcing/reminding faculty about CSLO/ISLO Assessment cycle and process • Support Dual Enrollment to encourage student readiness for college-level work • Consider implementing strategies through campus centers (WRSC) to support student learning – in addition to embedded tutoring (i.e., Khan Academy, etc.) • Develop tutorials to clarify SLO processes, orient faculty on the purpose of SLOs, and provide support • Explore incorporating targeted activities to introduce ISLO 5* skills earlier in students’ journeys to support student attainment in mapped courses <p><small>* Demonstrate the skills required to successfully enter and advance in the workforce, fulfill one’s educational goals, and make lifestyle choices that promote personal well-being</small></p>
<p>Close Equity Gaps</p> <p><i>Primary Responsible Area: Institution</i></p>	<ul style="list-style-type: none"> • This goal is institution-wide and is included in all plans

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Enrollment Management Oversight Committee Membership

Co-chair Dr. Jeff Wheeler, Professor of English
Co-chair Kenna Hillman, Dean, Academic Affairs

Administrative Members Faculty Members

Dra. Sonia De La Torre, Dean of Student Equity	Michael Biggs, Department Head, Public Services
Allison Estrada, Director of Admissions and Records	Lorraine Blouin, Matriculation Coordinator
Andrew Fuenmayor, Director of Institutional Research	Heather Dy, Guided Pathways Coordinator
Brent Gilmore, Director of Academic Services	Michelle Fino, Faculty, Nutrition and Dietetics
Dr. Nicole Glick, Dean of Language Arts and Communication	Dr. Samira Habash, Department Head, Communication Studies
Yvonne Gutierrez, Dean of Enrollment Services	Connie Jackson, Counseling Faculty
Kenna Hillman, Dean of Academic Affairs	Dr. Mary Perrot, Faculty, Physical Sciences
Jennifer Holmgren, Director of Planning	Douglas Raphael, Past Curriculum Chair
Stacey Toda, Associate Director of Public Relations and Marketing	Dr. Rodney Rodriguez, Department Head, English
Dr. Heather Van Volkinburg, Dean of Institutional Effectiveness	Tep Thoeurb, DSPS Counselor
	Dr. Jeff Wheeler, Faculty, English
	Colin Williams, Curriculum Chair

Classified Staff Members Student Members

Ruben Amador, Lead Library Technician	Lilybeth Real
Laura Compian, Academic Administrative Assistant	Auburn Marriott
Lisa Hodge, Math Success Center	G Gonzalez
Eva Jimenez, Admissions & Records Specialist	

Resources

Dr. O. Lee Douglas, Vice President, Academic Affairs
Dr. Nohel Corral, Executive Vice President, Student Services

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Glossary of Terms for Enrollment Management

Efficiency-Related Definitions

Fill Rate: The ratio between the number of seats taken and the number of seats available.

Full-Time Equivalent Faculty (FTEF): FTEF is calculated by taking total full-time and part-time faculty teaching load hours (adjusted by load factors as appropriate) and dividing by the average full-time faculty load (generally 15).

Full-Time Equivalent Students (FTES): FTES is a measure equivalent to one student enrolled in thirty units for the academic year. FTES represents both an enrollment measure and funding “currency” and understanding its calculation is absolutely essential to effective enrollment management.

FTES/FTEF Ratio: By dividing FTES by FTEF, the college can measure the productivity or efficiency of courses offered in a given academic year.

Enrollment-Related Definitions

Direct Matriculant: A student who enrolls at Long Beach City College in the fall term directly after completing high school or equivalency.

Duplicated Enrollment: Students who are enrolled in more than one class are counted for every class that they enroll in. In this sense, students are duplicated because they are counted more than once.

Headcount: Headcount, or unduplicated headcount, is the actual number of individual students enrolled at the college. Students may be enrolled in one or more courses, but they are only counted once.

Indirect Matriculants: A first-time college student who enrolls at Long Beach City College during any term other than the fall term directly after completing high school or equivalency. Indirect matriculants do not enroll immediately in college after high school or equivalency.

Matriculation Conversion: The process of moving new students from applicants to registered students.

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Student Equity Definitions

Career Development/College Preparation (CDCP): These are noncredit certificates of completion or competency leading to improved employability, job placement, and academic skills.

Disproportionate Impact: a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group.

Historically Marginalized Communities: Historically marginalized communities are groups of individuals that experience discrimination and exclusion because of historically unequal power relationships across economic, political, social, and cultural dimensions and structures. Historically marginalized groups include, but are not limited to, people of color, LGBTQIA+, low-income individuals, individuals with a disability, foster youth, and veterans.

Student-Centered Funding Formula (SCFF): The SCFF was created in 2018-19 through the state budget process as a mechanism for ensuring that California community colleges are funded, in part, on how well their students are succeeding. The SCFF is comprised of three components. First, at 70% of all unrestricted funding, is the Base Allocation, which focuses on district enrollments (FTES) and district size. Second, at 20%, is the Supplemental Allocation, which supports Equity, with funding determined by the number of low-income students in the district. And, third, at 10%, is the Student Success Allocation, which focuses on supporting the achievement of educational goals measured by completion of ADTs, other Associate degrees, Credit certificates; transfers; completion of college-level Math and English in the first year; and the number of students completing 9 CTE units in a single field. Many colleges, including LBCC, which would have been harmed financially by an immediate transition to the SCFF, are currently on Hold Harmless, meaning that they are funded on their overall allocation from 2017/18 until July 2024, giving them time to implement the priorities of the SCFF.

Student Equity Gap: A student equity gap exists when there is a significant and persistent disparity in educational outcomes between students from historically marginalized communities and their white counterparts.