BAKERSFIELD COLLEGE

Master Work Plan
2022-2023

Dr. Zav Dadabhoy, President

Bakersfield College SCFF (2-Year Target)	Work Plan & Tactics
SCFF Category: FTES **Regular (FTES):** Increase 12% from 2021-2022 baseline of 13,817 FTES to 15,475 FTES in 2022-2023; and, additional 2% (15,785) in 2023-2024 **CDCP (FTES):** Increase 5% from 2021-2022 baseline of 36 to 37 in 2022-2023; and, additional 2% (38) in 2023-2024 **Non-Credit (FTES):** Increase 5% from 2021-2022 baseline of 46 to 48 in 2022-2023; and, additional 2% (49) in 2023-2024	**A. New Student Outreach / Yield** 1) *Early Awareness:* Presentations to local Middle School/Jr. High Students; offer field trips to BC campuses; conduct awareness presentations to parents; offer NC courses to parents. 2) *High School Outreach:* Presentations to local high school students; conduct matriculation workshop series – CCCApply, CSEP, Financial Aid application, registration; offer workshops and cross-training opportunities to high school counselors on the value of CCC education, student support offerings, financial aid literacy, BC matriculation, registration, and building students' pathway mapper; present during high school staff and community committee meetings. 3) *Kern County College Night:* Increase the BC presence in KCCN; offer workshops on student success support and financial aid. BC is an educational partner; pathways, student support services, and student organizations included. 4) *Kern Economic Development STEMposium, STEM, and MESA Student Organizations:* Encourage engagement and support for student transition to BC STEM majors. 5) *KHSD Health & Energy Academy:* Engage students involved in KHSD Health and Energy Academies. 6) *Career Awareness & Planning:* Implement career awareness and planning to help students prepare for their BC matriculation steps. 7) *Comprehensive Student Education Plan:* Develop CSEPs beginning at the 9th-grade level to ensure that dual and concurrent enrolled courses are included, providing a clear path for student completion. 8) *Schedule of Classes:* Open the schedule of classes earlier for students to select and plan their courses for express enrollments each term. 9) *Annual Update Form:* All terms will be included on the update form to allow students to enroll for the year. 10) *Express Enrollments/Priority Registration Day 2/One-Click Registration:* Increase the number of express enrollment offerings at high schools and BC campus locations; all hands-on deck for high school priority registration day; develop a One-Click registration app specifically for BC for student ease of use. 11) *Program Mapper Enhancement:* Courses offered to meet student's availability and course of study requirements; ensure that the current program mapper is continually updated.

12) **Outreach**: Increase new first-year numbers by 12% during 2022-2023 and another 2% in 2023-2024.

C. Persistence and Retention
1) **Summer Melt Mitigation:** Calling and Messaging to ensure students register for and enroll in the fall.
2) **Bridge to BC:** New faculty participation; area tours; auto-enroll participants into math and English boot camp; outreach to re-enrollment/disqualification students - customize groupings to fit student profiles.
3) **Summer Events:** Provide outreach/counseling/advising/registration/financial aid support at summer events on campus - Step Up to STEM, Summer Musical, etc.; Offer area-specific tours/welcome events; Summer School class visits - engage with students taking summer classes, ensure prep for Fall term.
4) **Student/Parent Orientation:** Develop/Implement full-day orientation for incoming students and parents; instruction and student services support; generate parent buy-in.
5) **Convocation:** Pledges - faculty, student, parent; new student pinning ceremony; pathways/student support services/financial aid involvement.
6) **Area Outreach**: Dean's Welcome Letter; Area tours; Area Meet and Greet events - Dean, faculty, staff.
7) **New Faculty Onboarding**: Dean's area onboarding sessions; New Faculty Seminar; Persistence Initiative Workgroups
8) **Student-Centered Scheduling:** develop a schedule based on needs of specific student profiles (AM, Afternoon, PM/online); align with updated pathway maps; ensure completion is possible in two years; ensure schedule productivity
9) **Persistence Pilot Project - First Year Student Focus:** Progress reports for all; scheduled messaging; no-drop policy; persistence strategy resources
10) **Humanized Digital Resources:** Program and pathway websites; the language of digital messages to students
11) **Guided Pathway Focus:** pathway-specific Canvas messaging; Class updates about pathways; social media and text messaging outreach by pathway; Milestone check-ins with students - ed plans, updates, registration, petitions.
12) **Financial Aid Support:** Regular messaging; classroom presentations; support provided in person in pathway areas on scheduled days; competitions/incentives for completing FAFSA/Financial Aid file; FAFSA/CADA workshops; Financial Aid scripts to be used in counseling/advising/SID; Financial Aid fairs; Financial Aid Canvas course for all students.
13) **Calling/Text Messaging Campaigns:** Non-returners; did not meet milestones; no ed plan on file; dropped before the art of term/first week of term; under-enrolled.
14) **Student Feedback Surveys:** students who received Starfish progress reports due to low performance - support needs.
15) **Updated Counseling/Advising Templates:** Based on updated pathway maps; for use in SID and in-person appointments; inform ed plan conversations

D. Re-enrollment

1) *Student Re-Engagement Center:* The center's goal is to re-enroll students; designated employees following a communication calendar of campaigns; secure a location to house the team; establish leadership, calendar, and processes.
2) *Develop Communication Plan:* Develop SID calling campaign timelines; create and update the calling/messaging scripts for each campaign; establish a timeline for Pathway Completion Teams to engage in specific campaigns - including financial aid timelines; offer flex week workshops to introduce efforts.
3) *Strategic Communications:* Deploy Motimatic for intentional and targeted re-engagement of stopped-out students using social media outlets.
4) *Student Survey Input:* Deploy a survey to gather information on reasons why students stopped out.
5) *Bridge to BC:* Direct re-enrollment to Bridge to BC for onboarding and to ensure they get reintroduced to campus resources.
6) *Improve Focus on Customer Service:* Ensure the student account screen in Banner is welcoming and does not scare students, often resulting in students dropping classes; refine student messaging in the Banner billing statement.
7) *Develop a Peer Mentoring Program:* Peer mentors by pathway to assist with engagement and persistence campaigns; focus on critical groups and milestone achievement; explore a partnership with Mentor Collective.
8) *Cognos Reports:* Develop a stopped-out report by area; stopped out for 1 or 2 semesters, 1 year, and 2 years.
9) *Interact Marketing Tool:* Explore this marketing tool to boost certificate completion.

F. Baccalaureate Programs
1) *Research Laboratory Technology Baccalaureate Proposal -* refine and finalize submission; develop curriculum; ACCJC Substantive Change Request; industry input
2) *Police Science Baccalaureate Proposal -* refine and finalize submission; develop curriculum; ACCJC Substantive Change Request; industry input
3) *Baccalaureate Program Proposal Development -* identify viable programs to propose; establish industry advisory committees; prepare proposals; route for internal/external stakeholder feedback; build a repository
4) *CTEC Student Pipeline* - partnership w CTEC; align CTEC/BC/CSUB programs of study; develop curriculum; facility sharing
5) *Financial Aid Awareness Campaign -* BC baccalaureate program completion benefits awareness campaign, middle-class scholarships
   Career Days - host at industry locations; highlight pathway from a baccalaureate degree to employment.

G. Degree Completion with Transfer Focus
1) *Institutionalize Graduation Increase Initiative:* Intrusive outreach and support for completion of degrees and certificates (i.e., Baccalaureate, ADT, AA/AS, Certificates, Non-Credit); grad check to be

completed for all students nearing completion; auto awarding of stackable degrees; graduation increase initiative prioritized by SCFF points.

2) *Progress Benchmark:* Track student progress to acknowledge and encourage completion of momentum points, on track for transfer, and degree completion.

3) *Reporting Automation:* Develop automated reports for benchmark tracking, calling campaigns, and targeted student support (Cognos and Starfish reports).

4) *Degree and Certificate Awarding Automation:* Develop an automated process for awarding degrees and certificates; utilize a broader team for award verification (A&R, Counseling, CTE); significantly reduce time to award notification.

5) *Transfer Milestones and Process Automation:* Develop a schedule of student notifications regarding transfer milestones and processes; automate the distribution of these messages according to identified timeline; utilize Canvas as part of the outreach structure; include financial aid updates related to transfer students/processes.

6) *Outreach:* develop outreach material regarding degrees, certificates, transfer options at BC targeting middle/jr high and high school students; collaborate with local schools to interact with students and families; develop transfer-specific workshops and activities for high school students; highlight transfer options and processes; build awareness regarding increased lifeline earnings with a baccalaureate degree; partner with high school counselors to focus on transfer awareness and support; attend UC transfer conference with high school partner counselors; leverage and hire high school counselors as professional experts during summer to support outreach and transfer prep processes.

7) *Transfer Evaluation:* Connect with CSUB to have a transfer specialist assigned to BC transfer work; encourage a 30-day turnaround for admission.

8) *Finish in Four:* Refine and re-emphasize Finish in Four pathways with CSUB; update pathway maps/agreements; update marketing materials, counseling/advising scripts; add to GPS course resources to be shared by pathway faculty to all students.

9) *Default and Standardized Ed Plan:* Develop and refine standardized default Ed Plans with ADT focus by the end of Fall 2022; collaborative efforts between EAC and SALT with chairs, area faculty, counseling/advising; ensure students are aware of multiple options; develop resources to help students better understand gen ed options and connection to their overarching academic, employment, and personal goals/interests.

10) *Starfish Flags, Reports, and Follow-Ups:* Clarify Starfish flags and reports available to support transfer and completion progress; add/refine GPS Canvas messaging to highlight milestones and progress report processes regarding transfer/completion; train faculty and staff to support transfer/completion coaching.

11) *Pathway Completion Coaching Teams:* Refine Pathway Completion Teams to support targeted completion and transfer messaging and milestones; expand GPS bi-weekly meeting invitations to include deans and student services team members to build institutional capacity in transfer/completion support.

12) *Financial Aid Exit Interviews:* Establish financial aid exit interviews for transferring students (loan balances, resources, financial literacy - % of resources left).

13) **Two-Year Transfer Timeline:** Implement transfer timeline for ADT students - 30+ units, sophomore year, BC grad application, FAFSA, CSU/UC application.

14) **Transfer Awareness Campaigns:** Implement a series of awareness workshops for various audiences focusing on the transfer process (Jr High/Middle School, High School, Bridge to BC).

15) **Transfer Prep Academy:** Develop a transfer prep academy for BC students intending to transfer and their families; provide intrusive support throughout the two-year process to ensure participants are well informed and meet all required milestones and deadlines; build a community of practice regarding transfer amongst Transfer Leadership Team, Faculty, EAC, SALT; improve transfer and completion rates and student satisfaction with support provided toward transfer/completion goals.

16) **Transfer in Triumph Initiative:** Build capacity of all BC counselors and advisors to support transfer; BC to CSUB transfer notifications on April 1st; BC/CSUB Starfish shared access/usage; shared reports; community tour; in-depth transfer training for all BC counselors and advisors.

H. Diversified Hiring

1) **Adjunct Faculty Mentorship Academy -** offer professional development activities to BC adjunct to build knowledge and capacity; HR/Chair/Dean collaboration.

2) **STEM Faculty Diversification Fellowship -** refine/expand fellowship programming; renew/refine MOUs; identify/train faculty mentors.

3) **BC Alumni Outreach -** develop multiple on-ramps to employment at BC for alumni; utilize social media; collaborate with BC Foundation; develop alumni-turned-employee spotlights; clarify the path for becoming a BC employee (minimum qualifications, position descriptions, prep workshops available).

4) **Aspire Faculty Internship -** develop model; conduct campus visits; identify/train faculty mentors; explore housing options for interns.

5) **CDCP Series: Pathway to Community College Professorship -** develop curriculum; offer sequence of NC courses for CDCP series credit; market broadly.

6) **Faculty Recruitment Partnerships -** CSUB, UC Merced, Kelly Services, teach for America, other recruitment partnerships; build pipeline for areas of greatest need.

7) **Recruitment Postings/Website Redesign -** highlight benefits of college and community; feature welcoming language/images; increase ease of site navigation.

Special Admit (FTES):
Increase 5% from 2021-2022 baseline of 2,313 to 2,429 in 2022-2023; and, additional 2% (2,478) in 2023-2024

B. Dual Enrollment / Early College

1) **Refine dualenroll.com:** Improve student facing to clarify the area of student application; fix requirement of entering social security on CCCApply causing students not to be enrolled on dual enroll; non-resident completion of SB150 fee waiver to avoid out-of-states; update form to include all terms for annual enrollment.

2) **Scale dual enrollment faculty mentorship program:** Scale up faculty mentors for each discipline instead of one per department to build the capacity, build rigor in instruction, facilitate open communication, and how to access support services (i.e., Writing Center, Library, Tutoring, Student Support Programs, etc.)

	3) ***Review programs of study for pathway high schools:*** Formalized structure, cross-collaboration in curriculum development to ensure alignment; assign math instructors with over a 1.0 load and continue to scale up offerings; area F will need more faculty. 4) ***New Early College Programs:*** Continue to grow Early College course offerings at high school locations. 5) ***Pathway Mapper Review:*** Embed early college offerings into the pathway maps; update maps in collaborative efforts between EAC and SALT. 6) ***Increase use of OER classes:*** select courses and instructors that are using OER to mitigate the cost of textbooks for dual enrollment / early college students; increase awareness of OER offerings; ensure OER sections are clearly labeled.

Incarcerated (FTES):	**E. Rising Scholars Program**
Increase 5% from 2021-2022 baseline of 456 to 479 in 2022-2023; and, additional 2% (489) in 2023-2024	1) **Increase Service Areas:** Reach out to leadership in local jails, juvenile facilities, formerly incarcerated/justice-involved, and Kern County probation to increase cohort size, several classes offered and offer more short-term/non-credit classes. Reach out to colleges with successful on-campus programs for formerly incarcerated; assign faculty lead to work directly justice-involved students on campus.
	2) **Canvas Shell:** Instructor training on Canvas protocols, limitations, and possibilities; CCCCO Rising Scholars Program training.
	3) **Student Support Programs:** Explore assigning a writing center consultant inside the prisons as embedded support; access to BC DSPS services; access to math center and tutoring support; establish a peer-tutoring model inside.
	4) **Student Interest Survey:** Develop and administer a student interest survey before the spring registration deadline; use responses to offer classes; explore culinary and criminal justice.
	5) **CSU General Education Certificate:** Work with students' schedules to ensure that the gen ed certificate requirements are being met.
	6) **Mobile labs/classrooms:** Work directly with prison wardens to explore the possibility of adding mobile labs/classrooms to increase classroom availability inside.
	7) **Hire Additional FT & Adjunct Faculty:** Create RSP specific adjunct hiring pool for all departments teaching inside the prison.
	8) **Strategic Faculty Assignment:** Assign RSP classes first before assigning on-campus sections to designated instructors.
	9) **Targeted Workshops:** Offer flex workshops to current and prospective RSP instructors, evaluation committee members, and supporters. Presenters will include the RSP team, faculty, and former students.
	10) **Intra-college faculty sharing:** PC could support BC offerings in Corcoran and other remote locations.
	11) **Recapture FTES:** Identify and add similar courses offered by Coastline and Feather River programs in our RSP facilities to recapture our FTES.
	12) **Increase Dialogue with Stakeholders:** Increase site visits and conversations between local jail/sheriff wardens and the BC executive team to explore new programs, facilities, and opportunities.
	13) **CSUB Alignment:** Develop BA/BS and MA/MS pipelines from the ADTs we offer in RSP locations.
	14) **GED Program Students:** Develop a relationship with GED program staff to build an onramp to the BC RSP program upon completion of GED.
	15) **Second Chance Pell:** Develop an awareness campaign around second chance Pell eligibility for students.
	16) **Future Employment Opportunities:** Establish Wildland Firefighter Training for RSP students to serve on summer crews; support the development of wildland firefighter skills for future employment opportunities.
	17) **Priority Registration:** Provide 2nd-day priority registration to formerly incarcerated students who participated in RSP program before enrolling on campus.
	18) **Campus Engagement:** Expand communication between RSP students and BC departments (A&R, Financial Aid, DSPS, etc.)
	19) **Project Hire Up:** Apply for participation in CCCCO pilot program, prompted by AG 2425, to provide stipend support to formerly incarcerated students in the Rising Scholars Network to attend college (former foster youth and CalWORKs students also qualify).

Bakersfield College SCFF (2-Year Target)	Work Plan & Tactics
SCFF Category: SUPPLEMENTAL **AB540 (Headcount):** Increase 10% from 2021-2022 baseline of 1,344 to 1,478 in 2022-2023; and additional 2% (1,508) in 2023-2024 **Pell (Headcount):** Increase 10% from 2021-2022 baseline of 7,777 to 8,555 in 2022-2023; and additional 2% (8,726) in 2023-2024 **CCPG (Headcount):** Increase 10% from 2021-2022 baseline of 18,328 to 20,161 in 2022-2023; and additional 2% (20,564) in 2023-2024	**A. New Student Outreach / Yield** 1) *Early Awareness:* Presentations to local Middle School/Jr. High Students; conduct awareness presentations on supplemental programs to parents; offer NC courses to parents. 2) *High School Outreach:* Conduct Financial Aid application workshops at high schools; offer workshops and cross-training opportunities to high school counselors on the financial aid application updates, financial aid literacy; present during high school staff and community committee meetings and student assemblies on AB540 support services; targeted AB540 recruitment for students completing the California Dream Act Application. 3) *Kern County College Night:* Increase the BC presence in KCCN; offer workshops on student success support, financial aid, and AB540 support services. 4) *Express Enrollments/Priority Registration Day 2/One-Click Registration:* Increase number of express enrollment offerings at high schools and BC campus locations; all hands-on deck for high school priority registration day; develop an one clicks registration app specifically for student ease of use and for auto-enrollment. **B. Dual Enrollment / Early College** **1)** *AB540 Eligible Students:* Provide services to Early College students to provide an ease of transition from high school to BC. **2)** *Financial Aid:* Financial Aid application completion for Early College students transitioning as first-time first-year student at BC. **C. Persistence and Retention** 1) *Summer Melt Mitigation:* Targeted calling and messaging to ensure AB540 students register for and enroll in the fall; target continuing students who did not complete a financial aid application. 3) *Summer Events:* Provide outreach/counseling/advising/registration/financial aid support at summer events on campus - Step Up to STEM, Summer Musical, etc.; Offer area-specific tours/welcome events; Summer School class visits - engage with students taking summer classes, ensure prep for Fall term. 4) *Student/Parent Orientation and Convocation:* Informational tables for AB540 support program; benefits of financial aid presentations and break out application support sessions; generate parent buy-in. 6) *Area Outreach*: Dean's Welcome Letter; Area tours; Area Meet and Greet events - Dean, faculty, staff; integrate AB540 and financial aid information with area outreach; AB540 team will personally follow up with eligible students to ensure persistence and completion.

7) **New Faculty Onboarding**: Dean's area onboarding sessions; New Faculty Seminar; Persistence Initiative Workgroups; integrate AB540 and financial aid into onboarding.

9) **Persistence Pilot Project - First Year Student Focus:** Progress reports for all; scheduled messaging; no-drop policy; persistence strategy resources; AB540 team will encourage students to participate.

10) **Financial Aid Support:** Regular messaging; classroom presentations; support provided in person in pathway areas on scheduled days, competitions and incentives for completing FAFSA/CADAA applications; conduct financial aid application workshops: Financial Aid scripts to be used in counseling and advising/SID; Financial Aid fairs; Financial Aid Canvas course for all students.

11) **Calling/Text Messaging Campaigns:** Non-financial aid completers; AB540 stopped out students.

12) **Cross training on financial aid applications:** EAC/SALT key collaborators to support the financial aid application process.

13) **Canvas Hub of Student Supports:** AB540 and Office of Financial Aid resources and student support.

14) **Student Employment/Work-based Learning:** Expand WBL opportunities for students across pathways; student employment fairs - in person and online

15) **Graduation Increase Initiative:** strategic review of AB540 student records - grad check review based on units completed; individual student outreach/follow-up to finalizing needed registration, commencement RSVP, etc.

16) **Reg365:** Explore full-year registration system for AB540 students.

17) **CRM Recruit:** customize to use for persistence messaging/support for AB540 students; develop/implement persistence outreach campaigns; targeted messaging on Pell and CCPG completion.

18) **Persistence Data:** Achieving the Dream (ATD) data coach support specifically for AB540 eligible students; refined persistence dashboards/training; data review and faculty/staff/student feedback; identify highest yield persistence opportunities; Cognos persistence reports

19) **College-wide Persistence Targets:** Institutional set standards; college-wide targets; ed plan completion targets

20) **Progress Reporting:** Progress reports for all students in Starfish; Weeks 2, 5, 8, 12; designated supports for progress report categories; AB540 team will discuss progress and provide holistic support to students.

21) **Targeted Advertising:** personalized advertising that address strategies for persistence, variety of student voices/experiences; message via internal and external platforms.

D. Re-enrollment

1) **Student Re-Engagement Center:** An AB540 advisor will serve virtually with the Re-Engagement Center team.

2) **Develop Communication Plan:** AB540, Pell, and CCPG will be included in the SID calling campaign messaging scripts; offer flex week workshops for faculty engagement and awareness efforts to increase headcount for each supplemental program.

3) ***Strategic Communications:*** Utilize Motimatic for intentional and targeted re-engagement of stopped-out AB540 students and non-financial aid application completers using social media outlets.
4) ***Student Survey Input:*** Deploy a survey to gather information on the reasons why AB540 students stopped out.
5) ***Bridge to BC:*** Direct re-enrollment to Bridge to BC for onboarding and to ensure they get reintroduced to campus resources; AB540 and financial aid will continue to be part of the messaging.
6) ***Develop a Peer Mentoring Program:*** Peer mentors by pathway to assist with engagement and persistence campaigns; focus on critical groups and milestone achievement; explore a partnership with Mentor Collective.
7) ***Cognos Reports:*** Develop a stopped-out report by area and affinity groups (AB540); stopped out for 1 or 2 semesters, 1 year, and 2 years; ensure that Cognos reports include information on the completion of a financial aid application.

E. Rising Scholars Program
1) ***Student Support Programs:*** Explore assigning a writing center consultant inside the prisons as embedded support; provide access to AB540 services; access to math center and tutoring support; establish a peer-tutoring model inside.
2) ***Student Interest Survey:*** Develop and administer a student interest survey prior to spring registration deadline; use responses to offer classes; explore culinary and criminal justice; AB540 team will review survey results and follow up with eligible students.
3) ***Hire Additional FT & Adjunct Faculty:*** Create RSP specific adjunct hiring pool for all departments teaching inside the prison; provide awareness about AB540 services and financial aid applications to RSP students.
4) ***Second Chance Pell:*** Develop awareness campaign around second chance Pell eligibility for eligible AB540 students; CADAA for California residents.

F. Baccalaureate Programs
1) ***Financial Aid Awareness Campaign -*** BC baccalaureate program completion benefits awareness campaign; middle class scholarships; CADAA and FAFSA application workshops and completion monitoring.
2) ***Targeted Recruitment*** - Increase AB540 participation and support completion for Baccalaureate Programs.

G. Degree Completion with Transfer Focus
1) ***Institutionalize Graduation Increase Initiative:*** Intrusive outreach and support for AB540 students' completion of degrees and certificates (i.e., Baccalaureate, ADT, AA/AS, Certificates, Non-Credit); grad check to be completed for AB540 students nearing completion; auto awarding of stackable degrees; graduation increase initiative prioritized by SCFF points.
2) ***Progress Benchmark:*** Track AB540 student progress to acknowledge and encourage completion of momentum points, on track for transfer, degree completion.

3) **_Outreach:_** Collaborate with local schools to interact with AB540 students and families; develop transfer-specific workshops and activities for high school students; highlight transfer options and processes; build awareness regarding increased lifeline earnings with a baccalaureate degree; partner with high school counselors to focus on transfer awareness and support for AB540 students.
4) **_Financial Aid Exit Interviews:_** Establish financial aid exit interviews for transferring students (loan balances, resources, financial literacy - % of resources left).

H. Diversified Hiring
1) **_BC Alumni Outreach -_** develop multiple on-ramps to employment at BC for alumni; utilize social media; collaborate with BC Foundation; develop alumni-turned-employee spotlights; clarify the path for becoming a BC employee (minimum qualifications, position descriptions, prep workshops available).
2) **_Faculty Recruitment Partnerships -_** CSUB, UC Merced, Kelly Services, Teach for America, and other recruitment partnerships; build pipeline for areas of greatest need.
Recruitment Postings/Website Redesign - highlight benefits of college and community; feature welcoming language/images; increase ease of site navigation

Bakersfield College SCFF (2-Year Target)	Work Plan & Tactics
SCFF Category: STUDENT SUCCESS **Associates for Transfer:** Increase 10% from 2021-2022 baseline of 2,161 to 2,377 in 2022-2023; and additional 2% (2,425) in 2023-2024 **Associates:** Increase 10% from 2021-2022 baseline of 1,190 to 1,309 in 2022-2023; and additional 2% (1,335) in 2023-2024 **Certificates:** Increase 10% from	**A. New Student Outreach / Yield** 1) **_Career Awareness & Planning:_** Implement career awareness and planning to help students obtain customized CSEP and related work-based learning experiences. 2) **_Comprehensive Student Education Plan:_** Develop CSEPs beginning at 9th grade level to ensure that dual and concurrent enrolled courses are included, providing a clear path for student completion of degree/certificate. 3) **_Schedule of Classes:_** Open schedule of classes earlier for students to select and plan their courses for express enrollments each term, in alignment with pathway informed CSEP. 4) **_Annual Update Form:_** All terms will be included on update form to allow students to enroll for the year, ensuring maximum opportunity to complete their program of study. 5) **_Express Enrollments, One-Click Registration, Auto-Enrollment:_** Increase number of express enrollment event offerings for continuing students at all BC campus locations; all hands-on deck for enrollment support; develop a One-Click registration app aligned to program mapper and CSEP specifically for BC for student ease of use.

2021-2022 baseline of 493 to 542 in 2022-2023; and additional 2% (553) in 2023-2024	6) **Program Mapper Enhancement:** Courses offered to meet student's availability and program of study requirements (scheduling with the students in mind); ensure that the current program mapper is continually updated.

B. Dual Enrollment / Early College

1) *Refine dualenroll.com:* Improve student facing to clarify the area of student application; fix requirement of entering a social security on CCCApply causing students not to be enrolled on dual enroll; non-resident completion of SB150 fee waiver to avoid out of state fees; update form to include all terms for annual enrollment; align registration options to CSEP, Pathway Mapper.

2) *Scale dual enrollment faculty mentorship program:* Scale up faculty mentors for each discipline instead of one per department to build the capacity, build rigor in instruction, facilitate open communication, how to access support services (i.e., Writing Center, Library, Tutoring, Student Support Programs, etc.), importance of CSEP, Program Mapper, Starfish training.

3) *Review programs of study for pathway high schools:* Formalized structure, cross collaboration in curriculum development to ensure alignment; assign math instructors with over a 1.0 load and continue to scale up offerings so students can complete degree/certificate; area F will need more faculty.

4) *New Early College Programs:* Continue to grow Early College course offerings at high school locations.

5) *Pathway Mapper Review:* Embed early college offerings into the pathway maps; update maps in collaborative efforts between EAC and SALT.

6) *Increase use of OER classes:* select courses and instructors that are using OER to mitigate cost of textbooks for dual enrollment / early college students; increase awareness of OER offerings; ensure OER sections are clearly labeled.

C. Persistence and Retention

1) *Summer Melt Mitigation:* Calling and Messaging to ensure continuing students register for and enroll each term.

2) *Bridge to BC:* New faculty participation; area tours; auto-enroll participants into math and English bootcamp; outreach to re-enrollment/disqualification students - customize groupings to fit student profiles.; clarify path to completing degree/certificate.

3) *Summer Events:* Provide outreach/counseling/advising/registration/financial aid support at summer events on campus - Step Up to STEM, Summer Musical, etc.; Offer area-specific tours/welcome events; Summer School class visits - engage with students taking summer classes, ensure prep for Fall term.

4) *Student/Parent Orientation:* Develop/Implement full-day orientation for incoming students and parents; instruction and student services support; generate parent buy-in; highlight program mapper and CSEP.

5) *Convocation:* Pledges - faculty, student, parent; new student pinning ceremony; pathways/student support services/financial aid involvement.

6) *Area Outreach*: Dean's Welcome Letter; Area tours; Area Meet and Greet events - Dean, faculty, staff.

7) *New Faculty Onboarding*: Dean's area onboarding sessions; New Faculty Seminar; Persistence Initiative Workgroups.

8) *Student-Centered Scheduling:* develop a schedule based on needs of specific student profiles (morning, afternoon, evenings, Fridays, Saturdays, online, hybrid, F2F); align with updated pathway maps; ensure completion is possible in two years; ensure schedule productivity.

9) *Persistence Pilot Project - First Year Student Focus:* Progress reports for all; scheduled messaging; no-drop policy; persistence strategy resources.

10) *Humanized Digital Resources:* Program and pathway websites; language of digital messages to students.

11) *Guided Pathway Focus:* pathway-specific Canvas messaging; Class updates about pathways; social media and text messaging outreach by pathway; Milestone check-ins with students - ed plans, updates, registration, petitions.

12) *Financial Aid Support:* Regular messaging; classroom presentations; support provided in person in pathway areas on scheduled days; competitions/incentives for completing FAFSA/Financial Aid file; FAFSA/CADAA workshops; Financial Aid scripts to be used in counseling/advising/SID; Financial Aid fairs; Financial Aid Canvas course for all students.

13) *Calling/Text Messaging Campaigns:* Non-returners; did not meet milestones; no ed plan on file; dropped prior to start of term/first week of term; under-enrolled.

14) *Student Feedback Surveys:* students who received Starfish progress report with low performance - support needs.

15) *Updated Counseling/Advising Templates:* Based on updated pathway maps; for use in SID and in-person appointments; inform ed plan conversations.

16) *Canvas Hub of Student Supports:* Categorical programs; Office of Student Life resources; Writing/Math Center; Tutoring; Financial Aid, Habits of Mind resources; video resources.

17) *Student Welcome Messaging:* Bookstore; Student Government Association; Athletics; Transfer Pathways.

18) *Student Employment/Work-based Learning:* Expand WBL opportunities for students across pathways; student employment fairs - in person and online.

19) *Graduation Increase Initiative:* strategic review of student records - grad check review based on units completed; individual student outreach/follow-up to finalizing needed registration, commencement RSVP, etc.

20) *Finish in Four Agreements:* Updated MOU/agreements with CSUB; program maps; recommended ed plans.

21) *Reg365:* Explore full-year registration system.

22) *CRM Recruit:* customize to use for persistence messaging/support; develop/implement persistence outreach campaigns.

23) *Persistence Data:* Achieving the Dream (ATD) data coach support; refined persistence dashboards/training; data review and faculty/staff/student feedback; identify highest yield persistence opportunities; Cognos persistence reports.

24) *College-wide Persistence Targets:* Institutional set standards; college-wide targets; ed plan completion targets.

25) *Progress Reporting:* Progress reports for all students in Starfish; Weeks 2, 5, 8, 12; designated supports for progress report categories.

26) *CDCP Courses/Certificates:* Develop additional CDCP courses, certificates (stackable); increase enrollment in CDCP classes; expand partnerships for CDCP programs.

27) *CTE Courses:* increase number of students completing 9 CTE units in a year; CTE unit tracker; review/update CTE program maps; refine/update CTE certificate curriculum; develop additional CTE courses/certificates that reflect labor market demands.

28) *Targeted Advertising:* create advertising addressing strategies for persistence, variety of student voices/experiences; message via internal and external platforms.

29) *Increase OER course offerings:* provide training/support for faculty interested in using OER; expand number of courses utilizing OER; Library faculty to provide support with OER project; increase number of sections offered as EOR classes each term.

D. Re-enrollment

1) *Student Re-Engagement Center:* The center's goal is to re-enroll students; designated employees following communication calendar of campaigns; secure location to house the team; establish leadership, calendar, and processes.

2) *Develop Communication Plan:* Develop SID calling campaign timelines; create and update the calling/messaging scripts for each campaign; establish timeline for Pathway Completion Teams to engage in specific campaigns - including financial aid timelines; offer flex week workshops to introduce efforts.

3) *Strategic Communications:* Deploy Motimatic for intentional and targeted re-engagement of stopped-out students using social media outlets.

4) *Student Survey Input:* Deploy a survey to gather information on reasons why students stopped out.

5) *Bridge to BC:* Direct re-enrolled students to Bridge to BC for onboarding and to ensure they get reintroduced to campus resources.

6) *Improve Focus on Customer Service:* Ensure student account screen in Banner is welcoming and does not scare students, often resulting in students dropping classes; refine student messaging in the Banner billing statement.

7) *Develop a Peer Mentoring Program:* Peer mentors by pathway to assist with engagement and persistence campaigns; focus on critical groups and milestone achievement; explore a partnership with Mentor Collective.

8) *Cognos Reports:* Develop a stopped-out report by area; stopped out for 1 or 2 semesters, 1 year, and 2 years.

9) *Interact Marketing Tool:* Explore this marketing tool to boost certificate completion.

E. Rising Scholars Program

1) ***Increase Service Areas:*** Reach out to leadership in local jails, juvenile facilities, formerly incarcerated/justice involved, and Kern County probation to increase cohort size, number of classes offered, offer more short-term/non-credit classes. Reach out to colleges with successful on-campus programs for formerly incarcerated; assign faculty lead to work directly with justice involved students on campus.
2) ***Canvas Shell:*** Instructor training on Canvas protocols, limitations, possibilities; CCCCO Rising Scholars Program training.
3) ***Student Support Programs:*** Explore assigning a writing center consultant inside the prisons as embedded support; access to BC DSPS services; access to math center and tutoring support; establish a peer-tutoring model inside.
4) ***Student Interest Survey:*** Develop and administer a student interest survey prior to spring registration deadline; use responses to offer classes; explore culinary and criminal justice.
5) ***CSU General Education Certificate:*** Work with students' schedules to ensure that the gen ed certificate requirements are being met.
6) ***Mobile labs/classrooms:*** Work directly with prison wardens to explore possibility of adding mobile labs/classrooms to increase classroom availability inside.
7) ***Hire Additional FT & Adjunct Faculty:*** Create RSP specific adjunct hiring pool for all departments teaching inside the prison.
8) ***Strategic Faculty Assignment:*** Assign RSP classes first before assigning on-campus sections to designated instructors.
9) ***Targeted Workshops:*** Offer flex workshops to current and prospective RSP instructors, evaluation committee members, and supporters. Presenters will include the RSP team, faculty, and former students.
10) ***Intra-college faculty sharing:*** PC could support BC offerings Corcoran and other remote locations.
11) ***Recapture FTES:*** Identify and add similar courses offered by Coastline and Feather River programs in our RSP facilities to recapture our FTES.
12) ***Increase Dialogue with Stakeholders:*** Increase site visits and conversations between local jail/sheriff wardens and BC executive team to explore new programs, facilities, and opportunities.
13) ***CSUB Alignment:*** Develop BA/BS and MA/MS pipelines from the ADTs we offer in RSP locations.
14) ***GED Program Students:*** Develop relationships with GED program staff to build onramp to BC RSP program upon completion of GED.
15) ***Second Chance Pell:*** Develop an awareness campaign around second chance Pell eligibility for students.
16) ***Future Employment Opportunities:*** Establish Wildland Firefighter Training for RSP students to serve on summer crews; support the development of wildland firefighter skills for future employment opportunities.
17) ***Priority Registration:*** Provide 2nd-day priority registration to formerly incarcerated students who participated in RSP program prior to enrolling on campus.
18) ***Campus Engagement:*** Expand communication between RSP students and BC departments (A&R, Financial Aid, DSPS, etc.)

19) **Project Hire Up:** Apply for participation in CCCCO pilot program, prompted by AG 2425, to provide stipend support to formerly incarcerated students in the Rising Scholars Network to attend college (former foster youth and CalWORKs students also qualify).

G. Degree Completion with Transfer Focus

1) **Institutionalize Graduation Increase Initiative:** Intrusive outreach and support for completion of degrees and certificates (i.e., Baccalaureate, ADT, AA/AS, Certificates, Non-Credit); grad check to be completed for all students nearing completion; auto awarding of stackable degrees; graduation increase initiative prioritized by SCFF points.

2) **Progress Benchmark:** Track student progress to acknowledge and encourage completion of momentum points, on track for transfer, degree completion.

3) **Reporting Automation:** Develop automated reports for benchmark tracking, calling campaigns, and targeted student support (Cognos and Starfish reports).

4) **Degree and Certificate Awarding Automation:** Develop automated process for awarding degrees and certificates; utilize broader team for award verification (A&R, Counseling, CTE); significantly reduce time to award notification.

5) **Transfer Milestones and Process Automation:** Develop schedule of student notifications regarding transfer milestones and processes; automate distribution of these messages according to identified timeline; utilize Canvas as part of outreach structure; include financial aid updates related to transfer students/processes.

6) **Outreach:** develop outreach material regarding degrees, certificates, transfer options at BC targeting middle/jr high and high school students; collaborate with local schools to interact with students and families; develop transfer-specific workshops and activities for high school students; highlight transfer options and processes; build awareness regarding increased lifeline earnings with a baccalaureate degree; partner with high school counselors to focus on transfer awareness and support; attend UC transfer conference with high school partner counselors; leverage and hire high school counselors as professional experts during summer to support outreach and transfer prep processes.

7) **Transfer Evaluation:** Connect with CSUB to have a transfer specialist assigned to BC transfer work; encourage a 30-day turnaround for admission.

8) **Finish in 4:** Collaborate with CSUB to refine and re-emphasize Finish in 4 pathways; update pathway maps/agreements; update marketing materials, counseling/advising scripts; add to GPS course resources to be shared by pathway faculty to all students.

9) **Default and Standardized Ed Plan:** Explore development of default, standardized education plans with ADT focus; work closely with chairs, area faculty, counseling/advising, deans for input; identify recommend course lists within areas where students have multiple options (i.e. gen ed areas); ensure students are aware of multiple options when available; develop resources to help students better understand gen ed options and connection to their overarching academic, employment and personal goals/interests.

10) **Starfish Flags, Reports, and Follow-Ups:** Clarify Starfish flags and reports available to support transfer and completion progress; add/refine GPS Canvas messaging to highlight milestones and

progress report processes regarding transfer/completion; train faculty and staff to support transfer/completion coaching.

11) ***Pathway Completion Coaching Teams:*** Refine Pathway Completion Teams to support targeted completion and transfer messaging and milestones; expand GPS bi-weekly meeting invitations to include deans and student services team members to build institutional capacity in transfer/completion support.

12) ***Financial Aid Exit Interviews:*** Establish financial aid exit interviews for transferring students (loan balances, resources, financial literacy - % of resources left).

13) ***Two-Year Transfer Timeline:*** Implement transfer timeline for ADT students - 30+ units, sophomore year, BC grad application, FAFSA, CSU/UC application.

14) ***Transfer Awareness Campaigns:*** Implement series of awareness workshops for various audiences focusing on the transfer process (Jr High/Middle School, High School, Bridge to BC).

15) ***Transfer Prep Academy:*** Develop transfer prep academy for BC students intending to transfer and their families; provide intrusive supports throughout two-year process to ensure participants are well informed and meet all required milestones and deadlines; build community of practice regarding transfer amongst Transfer Leadership Team, Faculty, EAC, SALT; improve transfer and completion rates and student satisfaction with support provided toward transfer/completion goals.

16) ***Transfer in Triumph Initiative:*** Build capacity of all BC counselors and advisors to support transfer; BC to CSUB transfer notifications on April 1st; BC/CSUB Starfish shared access/usage; shared reports; community tour; in-depth transfer training for all BC counselors and advisors.

Baccalaureate: Increase 100% from 2021-2022 baseline of 4 to 8 in 2022-2023; and, additional 100% (16) in 2023-2024	**F. Baccalaureate Programs** 1) ***Research Laboratory Technology Baccalaureate Proposal -*** refine and finalize submission; develop curriculum; ACCJC Substantive Change Request; industry input. 2) ***Police Science Baccalaureate Proposal -*** refine and finalize submission; develop curriculum; ACCJC Substantive Change Request; industry input. 3) ***Baccalaureate Program Proposal Development -*** identify viable programs to propose; establish industry advisory committees; prepare proposals; route for internal/external stakeholder feedback; build repository. 4) ***CTEC Student Pipeline -*** partnership w CTEC; align CTEC/BC/CSUB programs of study; develop curriculum; facility sharing. 5) ***Financial Aid Awareness Campaign -*** BC baccalaureate program completion benefits awareness campaign, middle class scholarships. 6) ***Career Days -*** host at industry locations; highlight pathway from baccalaureate degree to employment.
Transfer Level Math & English: Increase 10% from 2021-2022 baseline of 581 to 639 in 2022-2023; and,	**A. New Student Outreach / Yield** 1) ***Early Awareness:*** Presentations to local Middle School/Jr. High Students; conduct awareness presentations to students and parents regarding preparation for college transfer level Math and English placement and high school courses to take.

additional 2% (652) in 2023-2024	2) **High School Outreach:** Presentations to local high school students; awareness campaign focused on Finish in 4 and transfer pathways, fielding the importance of preparing for transfer level Math and English courses at BC. 3) **Comprehensive Student Education Plan:** Develop CSEPs beginning at 9th grade level to ensure that dual and concurrent enrolled courses are included, providing a clear path for student completion of Math and English courses; review CSEPs for continuing students by term for course scheduling and for completion. 4) **Schedule of Classes:** Open schedule of classes earlier for students to select and plan their courses for express enrollments each term; increased transfer level Math and English offerings. 5) **Express Enrollments/Priority Registration/One-Click Registration:** Increase number of express enrollment offerings for continuing students; all hands-on deck for priority registration support; develop One-Click registration app specifically for BC for student ease of use; auto-enroll continuing student cohorts in Math and English courses during their first year. 6) **Program Mapper Enhancement:** Math and English courses offered to meet student's availability and course of study requirements; ensure that the current program mapper is continually updated. **C. Persistence and Retention** 1) **Summer Melt Mitigation:** Calling and Messaging to ensure students register for Math and English classes during their first year (incoming first-year students). 2) **Bridge to BC:** New faculty participation; area tours; auto-enroll participants into math and English bootcamp; outreach to re-enrollment/disqualification students - customize groupings to fit student profiles. 3) **Summer Events:** Provide outreach/counseling/advising/registration/financial aid support at summer events on campus; Summer School class visits - engage with students taking summer classes, ensure prep for Fall term. 4) **Area Outreach**: Dean's Welcome Letter; Area tours; Area Meet and Greet events - Dean, faculty, staff. 5) **Student-Centered Scheduling:** develop schedule based on needs of specific student profiles (morning, afternoon, evening, Fridays, Saturdays, online, hybrid, F2F); align with updated pathway maps; ensure completion is possible in two years; ensure schedule productivity. 6) **Persistence Pilot Project - First Year Student Focus:** Progress reports for all; scheduled messaging; no-drop policy; persistence strategy resources. 7) **Humanized Digital Resources:** Program and pathway websites; language of digital messages to students. 8) **Guided Pathway Focus:** pathway-specific Canvas messaging; Class updates about pathways; social media and text messaging outreach by pathway; Milestone check-ins with students - ed plans, updates, registration, petitions. 9) **Calling/Text Messaging Campaigns:** Non-returners; did not meet milestones; no ed plan on file; dropped prior to start of term/first week of term; under-enrolled. 10) **Student Feedback Surveys:** students who received Starfish progress report due to low performance - support needs.

	11) *Updated Counseling/Advising Templates:* Based on updated pathway maps; for use in SID and in-person appointments; inform ed plan conversations.
	12) *Canvas Hub of Student Supports:* Categorical programs; Office of Student Life resources; Writing/Math Center; Tutoring; Habits of Mind resources; video resources.
	13) *Tutoring Support:* Enhance tutoring support for Math and English courses.
	14) *Graduation Increase Initiative:* strategic review of student records - grad check review based on units completed; individual student outreach/follow-up to finalizing needed registration, commencement RSVP, etc.
	15) *Finish in Four Agreements:* Updated MOU/agreements with CSUB; program maps; recommended ed plans.
	16) *Reg365:* Explore full-year registration system.
	17) *CRM Recruit:* customize to use for persistence messaging/support; develop/implement persistence outreach campaigns.
	18) *Increase OER course offerings:* provide training/support for faculty interested in using OER; expand number of courses utilizing OER; Library faculty to provide support with OER project; increase number of sections offered as EOR classes each term.
Transfer to a 4-Year University: Increase 10% from 2020-2021 baseline of 799 to 879 in 2021-2022; and, additional 2% (896) in 2022-2023	**G. Degree Completion with Transfer Focus** 1) *Institutionalize Graduation Increase Initiative:* Intrusive outreach and support for completion of degrees and certificates (i.e., Baccalaureate, ADT, AA/AS, Certificates, Non-Credit); grad check to be completed for all students nearing completion; auto awarding of stackable degrees; graduation increase initiative prioritized by SCFF points. 2) *Progress Benchmark:* Track student progress to acknowledge and encourage completion of momentum points, on track for transfer, degree completion. 3) *Reporting Automation:* Develop automated reports for benchmark tracking, calling campaigns, and targeted student support (Cognos and Starfish reports). 4) *Degree and Certificate Awarding Automation:* Develop automated process for awarding degrees and certificates; utilize broader team for award verification (A&R, Counseling, CTE); significantly reduce time to award notification. 5) *Transfer Milestones and Process Automation:* Develop schedule of student notifications regarding transfer milestones and processes; automate distribution of these messages according to identified timeline; utilize Canvas as part of outreach structure; include financial aid updates related to transfer students/processes. 6) *Outreach:* develop outreach material regarding degrees, certificates, transfer options at BC targeting middle/jr high and high school students; collaborate with local schools to interact with students and families; develop transfer-specific workshops and activities for high school students; highlight transfer options and processes; build awareness regarding increased lifeline earnings with a baccalaureate degree; partner with high school counselors to focus on transfer awareness and support; attend UC transfer conference with high school partner counselors; leverage and hire high school counselors as professional experts during summer to support outreach and transfer prep processes.

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7) *Transfer Evaluation:* Connect with CSUB to have a transfer specialist assigned to BC transfer work; encourage a 30-day turnaround for admission.

8) *Finish in 4:* Collaborate with CSUB to refine and re-emphasize Finish in 4 pathways; update pathway maps/agreements; update marketing materials, counseling/advising scripts; add to GPS course resources to be shared by pathway faculty to all students.

9) *Default and Standardized Ed Plan:* Explore development of default, standardized education plans with ADT focus; work closely with chairs, area faculty, counseling/advising, deans for input; identify recommend course lists within areas where students have multiple options (i.e. gen ed areas); ensure students are aware of multiple options when available; develop resources to help students better understand gen ed options and connection to their overarching academic, employment and personal goals/interests.

10) *Starfish Flags, Reports, and Follow-Ups:* Clarify Starfish flags and reports available to support transfer and completion progress; add/refine GPS Canvas messaging to highlight milestones and progress report processes regarding transfer/completion; train faculty and staff to support transfer/completion coaching.

11) *Pathway Completion Coaching Teams:* Refine Pathway Completion Teams to support targeted completion and transfer messaging and milestones; expand GPS bi-weekly meeting invitations to include deans and student services team members to build institutional capacity in transfer/completion support.

12) *Financial Aid Exit Interviews:* Establish financial aid exit interviews for transferring students (loan balances, resources, financial literacy - % of resources left).

13) *Two-Year Transfer Timeline:* Implement transfer timeline for ADT students - 30+ units, sophomore year, BC grad application, FAFSA, CSU/UC application.

14) *Transfer Awareness Campaigns:* Implement series of awareness workshops for various audiences focusing on the transfer process (Jr High/Middle School, High School, Bridge to BC).

15) *Transfer Prep Academy:* Develop transfer prep academy for BC students intending to transfer and their families; provide intrusive supports throughout two-year process to ensure participants are well informed and meet all required milestones and deadlines; build community of practice regarding transfer amongst Transfer Leadership Team, Faculty, EAC, SALT; improve transfer and completion rates and student satisfaction with support provided toward transfer/completion goals.

16) *Transfer in Triumph Initiative:* Build capacity of all BC counselors and advisors to support transfer; BC to CSUB transfer notifications on April 1st; BC/CSUB Starfish shared access/usage; shared reports; community tour; in-depth transfer training for all BC counselors and advisors.

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<u>Nine or More CTE Units:</u>
Increase 10% from 2021-2022 baseline of 3,867 to 4,254 in 2022-2023; and, additional 2% (4,339) in 2023-2024

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A. New Student Outreach / Yield

1) *Career Awareness & Planning:* Implement career awareness and planning to help students prepare for their BC matriculation steps.

2) *Comprehensive Student Education Plan:* Develop CSEPs beginning at 9th grade level to ensure that dual and concurrent enrolled courses are included, providing a clear path for student completion.

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      3) ***Schedule of Classes:*** Open schedule of classes earlier for students to select and plan their courses for express enrollments each term.

      4) ***Annual Update Form:*** All terms will be included on update form to allow students to enroll for the year.

      5) ***Express Enrollments/Priority Registration Day 2/iClick Registration:*** Increase number of express enrollment offerings at high schools and BC campus locations; all hands-on deck for high school priority registration day; develop an iClick registration app specifically for BC for student ease of use.

      6) ***Program Mapper Enhancement:*** Courses offered to meet student's availability and course of study requirements; ensure that the current program mapper is continually updated.

C. Persistence and Retention

      1) ***Summer Melt Mitigation:*** Calling and Messaging to ensure students register for and enroll in the fall.

      2) ***Bridge to BC:*** New faculty participation; area tours; auto-enroll participants into math and English bootcamp; outreach to re-enrollment/disqualification students - customize groupings to fit student profiles.

      3) ***Summer Events:*** Provide outreach/counseling/advising/registration/financial aid support at summer events on campus; offer area-specific tours/welcome events; summer school class visits - engage with students taking summer classes, ensure prep for Fall term.

      4) ***CTE Area Outreach***: Dean's Welcome Letter; Area tours; Area Meet and Greet events - Dean, faculty, staff.

      5) ***Student-Centered Scheduling:*** develop schedule based on needs of specific student profiles (morning, afternoon, evening, Fridays, Saturdays, online, hybrid, F2F); align with updated pathway maps; ensure completion is possible in two years; ensure schedule productivity

      6) ***Persistence Pilot Project - First Year Student Focus:*** Progress reports for all; scheduled messaging; no-drop policy; persistence strategy resources.

      7) ***Humanized Digital Resources:*** Program and pathway websites; language of digital messages to students.

      8) ***Guided Pathway Focus:*** pathway-specific Canvas messaging; Class updates about pathways; social media and text messaging outreach by pathway; Milestone check-ins with students - ed plans, updates, registration, petitions.

      9) ***Updated Counseling/Advising Templates:*** Based on updated pathway maps; for use in SID and in-person appointments; inform ed plan conversations.

      10) ***CTE Courses:*** increase number of students completing 9 CTE units in a year; CTE unit tracker; review/update CTE program maps; refine/update CTE certificate curriculum; develop additional CTE courses/certificates that reflect labor market demands.

Regional Living Wage: Increase 10% from 2020-2021 baseline of 4,893 to 5,382 in

C. Persistence and Retention

      1) Student Employment/Work-based Learning: Expand WBL opportunities for students across pathways; student employment fairs - in person and online

2021-2022; and, additional 2% (5,490) in 2022-2023	*2) CTE Courses:* increase number of students completing 9 CTE units in a year; CTE unit tracker; review/update CTE program maps; refine/update CTE certificate curriculum; develop additional CTE courses/certificates that reflect labor market demands