This work plan is aligned with the College’s 2022-23 SCFF targets and strategic tactics

**SCFF Targets**

<table>
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*FTES is only for students who are majors; not a mutually exclusive category, e.g., it includes and is included in regular FTES*
### Supplemental (college-wide data)

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<th>SCFF CATEGORY</th>
<th>Target</th>
<th>Mapped Tactics</th>
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### Student Success

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## Student Success

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*Regional Living Wage numbers are for the entire college not just one dean area*
TACTICS AND WORKPLAN FOR SUCCESS (Career Education)

Bakersfield College has prepared a multi-channel outreach and support strategy of complementary options that not only casts a wide net for onboarding students in meaningful and much needed career-focused programs but also supports them towards successful degree completion. These tactics are divided into eight distinct categories.

A. NEW STUDENT OUTREACH & YIELD

A.1. Early Awareness Outreach: Middle School and Jr. High Students
A.2. High School Outreach: High School Students
A.3. K-12 Outreach: K-12 Counselors
A.4. K-12 Outreach: Parents

• Participate in Elementary and High School Career fairs. (CE Advising Team, CE JDS Team)
• Engage Counselors in meetings and presentations about stackable certificate options in addition to ADT within career education pathways (CE Advising Team)
• Engage K-12 schools in on-campus program tours and expo events. (CE Advising Team, CE JDS Team)
• Increase awareness of Career Education programs on Social Media outlets (Rosa)
• Increase digital media content on Career Education programs. (Chloe)

A.7. Kern County College Night: Increased Participation

• Include Career Education Team representation. (CE Advising Team, CE JDS Team)
A.8. Kern Economic Development STEMposium: STEM & Relevant CTE Pathway Participation

• Serve on planning committee. (Tony, Martin, Steph, Carlos)
• Engage faculty participation. (CE Advising Team, CE JDS Team)
• Support them in creating program marketing materials. (Steph/Rosa/Chloe)
• Participate in event. (Career Education Team)

B. DUAL ENROLLMENT & EARLY COLLEGE

B.1. Refine dualenroll.com: Improve Student Experience

• Work to increase WEX offerings to Dual Enroll Students and provide course offerings in a timely manner for posting. (Steph/Rachael)

B.4. New Early College Programs: Growth Focus

• Work with Dual Enroll to convert any existing Articulation agreements to Dual Enroll (Steph/Dylan).
• Provide Articulation as an alternate option if Dual Enroll qualifications are not met (Steph/Dylan)
  o Maintain Articulation agreements for high school students
  o Engage faculty to review agreements and qualifications in a timely fashion.

C. PERSISTENCE AND RETENTION

C.3. Bridge to BC - Summer: Student Outreach by Area to Ensure Shared Engagement

• Include active participation from CTE Advisors (CE Advising Team)
• Include Student Employment as a resource (Job Development Team)

C.10. Captive Audience Outreach: Classroom Visits

• Participate in class visits to establish Ed Plans and advising services (CE Advising Team)
• Participate in class visits to establish Career Readiness services. (Job Development Team)

C.11. Area Tours: Hosted by Individual Area Dean
C.12. Welcome Letter from Dean: Personalized New Student Welcome Letter by Area
C.13. Area Meet and Greet: Students will Meet their Pathway Dean, Chair, Faculty, and Student Support Services Staff

(C.11-C.12)

• Initiated welcome letter via email and mail. (CE Support Staff)
• Engage ITT and Career Education team in welcome tents, convocation and other welcome events on campus. (ITT and Career Education Team)
• Provide classroom tours. (ITT and Career Education Team)

• Encourage participation in flex week and Professional Development workshops (ALL)
• Offer resource workshops in collaboration of professional development department (Stephanie, Job Developers)
• Create SOP documents of proper practices and procedures within Career Education for increased consistency (Career Education Team).

C.22. Calling/Messaging Campaign: Non-Returning Students
C.23. Calling/Messaging Campaign: Did Not Meet Milestones
C.24. Calling/Messaging Campaign: No Ed Plan
C.25. Calling/Messaging Campaign: Summer 2022 Drops
C.26. Calling/Messaging Campaign: Under-enrolled Students (C.22-C.26)
• Engage peer mentor team in campus wide outreach campaigns (Domenica)
  o Reassign peer mentors to Education advisors throughout year for targeted pathway re-enrollment outreach. (Domenica, CTE Advisors)
• Success rate for CTE courses (CTE Advisors, Job Developers)
  o Ensure Advisors are providing Ed plans and stackable certificates options, inching students towards their end goal.
  o Increase certificate application awareness to reach completion milestones (Tanisha/Ximena)

C.28. Updated Counseling/Advising Templates: Programs of Study
• Collaborate with counseling team to promote ways to incorporate stackable certificate options (CE Advising Team)

C.32. Expand Work-based Learning Opportunities: Offer Across the Pathway Rather than Only a Capstone Experience
• Engage department chairs to create WEX course and identify faculty instructors of record. (Steph/Tony/Rach)
• Work collaboratively with scheduling to ensure accuracy. (Rach)
• Increase use of WBL platform within jobspeaker to engage students enrolled in WEX course. (JDS Team)
• Increase enrollments for each CRN posted through increased internship opportunities. (CE Advising Team, CE JDS Team)
• Engage faculty as industry experts for new employment leads and increased student engagement. (CE JDS Team)
• Establish Career Education On-Campus Internships that provide paid work experience for student lab assistants and requires to be enrolled in a minimum of 1 unit of associated WEX course. (Steph/Domenica)

C.38. Host Student Employment Fairs: In-person and Virtual
• Host pathway expos to increase awareness of employment opportunities for students. (CE JDS Team)
• Host summer and fall hiring series to increase job opportunities for students while students progress in their programs. (CE JDS Team)
• Host on-campus employment events to increase current pools for on-campus employment. (CE JDS Team)
• Increase awareness on social media platforms. (Rosa)
• Create promotional video content to share on multiple platforms and to increase advertising (Chloe)

Auto enrollment

C.51. Increase CDCP Offerings and Participation: Stackable
• Work with Employers to offer non-credit courses as means of professional development programs (CE Advising Team, CE JDS Team, Dave Teasdale)
• Encourage use and implementation of CCCApply Noncredit application. (CE Advising Team)

C.52. 9 CTE Units within the First Semester (map): Maximize Completion Rate
• Ensure Career Education students are enrolled in 9 units in first semester (CE Advising Team)

C.53. Student-Centered Scheduling: Address Needs of Specific Types of Students
• Work with departments to offer hybrid or shortened course offerings as we expand partnerships with employers throughout the community, i.e.. Amazon. To meet the needs of their current workforce. (Steph/Tony)

D. RE-ENROLLMENT
D.1. Establish BC Student Re-enrollment Center: Develop Strategies to Help Stopped Out Students to Return to Campus

D.2. Develop Communication Plan: Institutional Timeline for SID Campaigns
• Assign Peer Mentors and CE team to support.

D.8. Develop a Peer Mentoring Program: Support Persistence and Retention
• Manage Peer Mentors to ensure coverage of calling campaigns. Reassign peer mentors back to ed advisors to continued outreach to students for re-enrollment or completion opportunities. (Domenica, CE Advising Team)

D.9. Develop Cognos Reports: Re-enrollment Data by Area
• Allow CE Advising team to gain access to report to increase outreach to students by pathway.

D.10. Explore Targeted Marketing Resources: Interact (Norco College; Kevin Fleming)
• Implement Catapult Professional Development Series through SWF funding, partnering with Professional Development Department and Marketing to create a implementation team. This event is campus wide and applicable to all faculty and staff. (Steph/Tony/Pam Rivers/Monika Scott)

E. RISING SCHOLARS PROGRAM
E.20. Wildland Firefighter Training: Summer Crews
• Offer credit bearing FIRE B48WE for students in program. (Steph)

E.23. Project Hire-Up: From Corrections to Careers
• Work with RSP to increase career/employment opportunities for formerly institutionalized students. (CE JDS Team)

F. BACCALAUREATE PROGRAM
F.4. Create CTEC student pipeline: KHSD CTEC to BC Associate and Baccalaureate Degrees
• Work to establish Dual Enroll and Articulation options to increase transfer options for Baccalaureate degrees. (Tony/Steph/Martin)
  ○ Target – Automotive, Welding, Electronics, Mech Ag, HVAC

F.6. Career Days: Local Industry
• Establish events and expos for each of the different industries. (CE JDS Team)
• Increase Industry facility tours. (CE JDS Team)
  ○ Target – 2 per month each semester

G. DEGREE/CERTIFICATE COMPLETION WITH TRANSFER FOCUS
G.1. Institutionalize Graduation Initiative: Baccalaureate, ADT, AA/AS, Certificates, Noncredit
G.4. Automation: Degree and Certificate Award Processes
• Collaboration with Admission and Records to streamline certificate process with utilization of 3rd party printing company. (Steph, Tanisha, Ximena)
  ○ Targets
    • Award certificates upon student completion within 45 days
    • Streamline process to minimize the number of touches to improve timeliness.
• Build relationships with faculty to increase Certificate Sweeps. (Ximena)
• Work collaboratively with other departments to assist in processing certificate applications (Ximena)

G.6. Outreach: Middle School and Jr. High Students
G.7. Outreach: High School Students
G.8. Outreach: High School Counselors
• Include transfer universities at career expos and exploration events (CE JDS Team)

G.14. Pathway Completion Coaching Teams: Structures Processes and Goals
• Utilization of Data Dashboards for student success and progression. (CE Advising Team)
• Continued training in Starfish and Data Coaching. (CE Advising Team)
• Increased engagement in Completion Coaching Pathways Teams (Educational Advisors, JDS, Support staff, Peer Mentors)
  ○ Continue peer mentor calling campaigns
  ○ Ed Advisors should provide guidance, templates and scripts to peer mentors.
  ○ Increase the utilization of Ocelot text messaging for efforts of communications.

G-1. DEGREE COMPLETION WITH EMPLOYMENT FOCUS
G-1. a. America’s Job Center
• Continue to add approved certificate options in the EPTL database, and work with case managers to increase program referrals. (Dominica)
  Secure a location for an ETR representative to reside within the Career Education office to increase seamlessly transition of students from ETR to BC. (CE team)
    ○ Target – 40 referrals annually

G-1. b. Credit for Prior Learning
• Work with Veteran services to implement Credit for Prior learning equivalency process. (Dominica)
  • Work with Local Employers to capture employer provided training to articulate with current curriculum to meet equivalency. (Job Developers, CPL Team, Faculty)
    ○ Target – 3 specific employers

G-1. c. Amazon
• Increase awareness of voucher program. (Steph/Dylan/Freddie/Abigail)
  Ensure each voucher is processed in a timely manner. (Steph/Abigail)
    ○ Target – Within the 45 days upon receipt
  • Implement new schedules to host courses as BFL1 site for Amazon employees. (Steph/Tony)

G-1. d. Employer Engagement with non-credit
• Recruit employers to participate in non-credit Customer Relations Certificate for Student Employees at the time of on-boarding (Rachael, Job Developer)
• Advertise non-credit Customer Relations Certificate to on-campus supervisor as a means of professional development for Student Employees at the time of on-boarding (Rachael, CE JDS Team)
• Support recruitment and outreach efforts in other Community based agencies (CTE Advisors, Job Developers)
• Build the relationship with Hard Rock Hotel to establish partnerships in Retail, Hospitality, and Maintenance. (Job Developers)

G-1. e. Strong Workforce/VTEA
• Ensure Strong Workforce and Perkins projects are aligned with Industry and Community needs. (Tony/Steph/Martin/Cindi/Tanisha)
  ○ Continue to bring in new employers to share information and feedback on real time industry trends (CE JDS Team)
    ○ Target – 2 per month
  ○ Provide more direct recruitment efforts in placement of students to industry partner employers. (CE JDS Team)
• Host Career Education Advisory Board Colloquium – October 21, 2022
  ○ Enhance the Advisory Board Committee engagements. (Job Developers)
    ○ Target – 2 meetings a year. 1 planning and 1 acknowledgement and employer appreciation.

G-1. e. Job Corp Scholars
• Meet grant requirements of 80 participants by grant sunset date of 9/30/23. (Job Corp Team)
H. DIVERSIFIED HIRING

H.3. Promote Hiring of BC Alumni: *Intentional focus on improving time to job placement and quality of job placement leveraging current resources*

- Ensure all Career Education staff are certified to sit on hiring committees to support internal and external department hiring committees. (Career Education Team)
- Intentionally establish recruitment opportunities for Student Employees as potential candidates upon completion of their degree or certificate. (Steph, Rach, JDS)
Bakersfield College has prepared a multi-channel outreach and support strategy of complementary options that not only casts a wide net for onboarding students in meaningful and much needed career-focused programs but also supports them towards successful degree completion. These tactics are divided into eight distinct categories.

**A. NEW STUDENT OUTREACH & YIELD**

**A.1. Early Awareness Outreach: Middle School and Jr. High Students**

**A.2. High School Outreach: High School Students (participating in Community events i.e. Career Expo, College Night, etc)**

**A.3. K-12 Outreach: K-12 CTEC faculty and staff**

**A.4. K-12 Outreach: Parents**


- Participate in Elementary and High School Career fairs. (CE Programs, Faculty participation)
- Engage Counselors in meetings and presentations about stackable certificate options in addition to ADT within career education pathways (CE and ITT Team)
- Engage K-12 schools in on-campus program tours and expo events. (CE Advising Team, CE JDS Team, Program/Faculty Participation)
- Increase awareness of Career Education programs on Social Media outlets
- Increase digital media content on Career Education programs. (CE staff and Prof. Expert)

**A.7. Kern County College Night: Increased Participation**

- Include Career Education Team representation. (CE Program Faculty)

**A.8. Kern Economic Development STEMposium: STEM & Relevant CTE Pathway Participation**

- Serve on planning committee. (Tony, Martin, Steph, Carlos)
- Engage faculty participation. (CE Advising Team)
- Support them in creating program marketing materials. (CE Office)
- Participate in event. (Career Education Team)

**B. DUAL ENROLLMENT & EARLY COLLEGE**

**B.1. Refine dualenroll.com: Improve Student Experience**

- Work to increase WEX offerings to Dual Enroll Students and provide course offerings.

**B.4. New Early College Programs: Growth Focus**

- Work with Dual Enroll to convert any existing Articulation agreements to Dual Enroll (Program Faculty/Managers)

  - Provide Articulation as an alternate option if Dual Enroll qualifications are not met
    - Maintain Articulation agreements for high school students
    - Engage faculty to review agreements and qualifications in a timely fashion.

**C. PERSISTENCE AND RETENTION**

**C.3. Bridge to BC - Summer: Student Outreach by Area to Ensure Shared Engagement**

- Encourage active participation from CTE Programs and faculty (CE Team)
- Include Student Employment as a resource (Job Development Team)

**C.10. Captive Audience Outreach: Classroom Visits**

- Participate in class visits to establish Ed Plans and advising services (CE Team)
- Participate in class visits to establish Career Readiness services. (Faculty and Job Development Team)

**C.11. Area Tours: Hosted by Individual Area Dean**

**C.12. Welcome Letter from Dean: Personalized New Student Welcome Letter by Area**

**C.13. Area Meet and Greet: Students will Meet their Pathway Dean, Chair, Faculty, and**
Student Support Services Staff
(C.11-C.12)
• Initiated welcome letter via email and mail. (CE Support Staff)
• Engage ITT and Career Education team in welcome tents, convocation and other welcome events on campus. (ITT and Career Education Team)
• Provide classroom tours. (ITT and Career Education Team)

• Encourage participation in flex week and Professional Development workshops (ALL)
• Offer resource workshops in collaboration of professional development department (Stephanie, Job Developers)
• Create SOP documents of proper practices and procedures within Career Education for increased consistency (Career Education Team).

C.22. Calling/Messaging Campaign: Non-Returning Students
C.23. Calling/Messaging Campaign: Did Not Meet Milestones
C.24. Calling/Messaging Campaign: No Ed Plan
C.25. Calling/Messaging Campaign: Summer 2022 Drops
C.26. Calling/Messaging Campaign: Under-enrolled Students
(C.22-C.26)
• Engage peer mentor team in campus wide outreach campaigns (Domenica)
  o Reassign peer mentors to Education advisors throughout year for targeted pathway re-enrollment outreach. (Domenica, CTE Advisors)
• Success rate for CTE courses (CTE Advisors, Job Developers)
  o Ensure Advisors are providing Ed plans and stackable certificates options, inching students towards their end goal.
  o Increase certificate application awareness to reach completion milestones (Tanisha/Ximena)

C.28. Updated Counseling/Advising Templates: Programs of Study
• Collaborate with counseling team to promote ways to incorporate stackable certificate options (CE Advising Team)

C.32. Expand Work-based Learning Opportunities: Offer Across the Pathway Rather than Only a Capstone Experience
• Engage department chairs to create WEX course and identify faculty instructors of record. (Steph/Tony/Roch)
• Work collaboratively with scheduling to ensure accuracy.
• Increase use of WBL platform within Jobspeaker to engage students enrolled in WEX course.
• Increase enrollments for each CRN posted through increased internship opportunities.
• Engage faculty as industry experts for new employment leads and increased student engagement.
• Establish Career Education On-Campus Internships that provide paid work experience for student lab assistants and requires to be enrolled in a minimum of 1 unit of associated WEX course. (Steph/Domenica)

C.38. Participate in CE Sponsored Student Employment Fairs: In-person and Virtual
• Participate in pathway expos to increase awareness of employment opportunities for students. (CE JDS Team)
• Participate summer and fall hiring series to increase job opportunities for students while they progress and complete programs. (CE JDS Team)
• Participate in on-campus employment events to increase current pools for on-campus employment. (CE JDS Team)
• Participate in creating promotional video content to share on multiple platforms and to increase advertising (Chloe)

Autoenrollment
C.51. Increase CDCP Offerings and Participation: Stackable
• Work with Employers to offer non-credit courses as means of professional development programs (CE Advising Team, CE JDS Team, Dave Teasdale)
• Encourage use and implementation of CCCApply Noncredit application. (CE Advising Team)

C.52. 9 CTE Units within the First Semester (map): Maximize Completion Rate
• Ensure Career Education students are enrolled in 9 units in first semester (CE Advising Team)

**C.53. Student-Centered Scheduling: Address Needs of Specific Types of Students**

- Work with departments to offer hybrid or shortened course offerings as we expand partnerships with employers throughout the community, i.e. Amazon. To meet the needs of their current workforce. (Steph/Tony)

**D. RE-ENROLLMENT**

**D.1. Establish BC Student Re-enrollment Center: Develop Strategies to Help Stopped Out Students to Return to Campus**

**D.2. Develop Communication Plan: Institutional Timeline for SID Campaigns**

- Assign Peer Mentors and CE team to support.

**D.8. Develop a Peer Mentoring Program: Support Persistence and Retention**

- Manage Peer Mentors to ensure coverage of calling campaigns. Reassign peer mentors back to ed advisors to continued outreach to students for re-enrollment or completion opportunities. (Domenica, CE Advising Team)

**D.9. Develop Cognos Reports: Re-enrollment Data by Area**

- Allow CE Advising team to gain access to report to increase outreach to students by pathway.

**D.10. Explore Targeted Marketing Resources: Interact (Norco College; Kevin Fleming)**

- Implement Catapult Professional Development Series through SWF funding, partnering with Professional Development Department and Marketing to create an implementation team. This event is campus wide and applicable to all faculty and staff. (Steph/Tony/Pam Rivers/Monika Scott)

**E. RISING SCHOLARS PROGRAM**

**E.20. Build Construction Program within Juvenile Facilities**

- Offer credit guided curriculum for students in program. (Faculty)

**E.23. Project Hire-Up: From Corrections to Careers**

- Work with RSP to increase career/employment opportunities for formerly institutionalized students. (CE JDS Team)

**F. BACCALAUREATE PROGRAM**

**F.4. Create CTEC student pipeline: KHSD CTEC to BC Associate and Baccalaureate Degrees**

- Work to establish Dual Enroll and Articulation options to increase transfer options for Baccalaureate degrees. (Tony/Steph/Martin)
  
  Target – Automotive, Welding, Electronics, Mech Ag, HVAC

**F.6. Career Days: Local Industry**

- Establish events and expos for each of the different industries. (CE JDS Team)
- Increase Industry facility tours. (CE JDS Team)
  
  Target – 2 per month each semester

**G. DEGREE/CERTIFICATE COMPLETION WITH TRANSFER FOCUS**

**G.1. Institutionalize Graduation Initiative: Baccalaureate, ADT, AA/AS, Certificates, Noncredit**

**G.4. Automation: Degree and Certificate Award Processes**

- Collaboration with Admission and Records to streamline certificate process with utilization of 3rd party printing company. (Steph, Tanisha, Ximena)
  
  Targets
  
  - Award certificates upon student completion within 45 days
  - Streamline process to minimize the number of touches to improve timeliness.

- Build relationships with faculty to increase Certificate Sweeps. (Ximena)
- Work collaboratively with other departments to assist in processing certificate applications (Ximena)

**G.6. Outreach: Middle School and Jr. High Students**

**G.7. Outreach: High School Students**
G.8. Outreach: High School Counselors
(G.6-G.8)
- Include transfer universities at career expos and exploration events (CE JDS Team)

G.14. Pathway Completion Coaching Teams: Structures Processes and Goals
- Utilization of Data Dashboards for student success and progression. (CE Advising Team)
- Continued training in Starfish and Data Coaching. (CE Advising Team)
- Increased engagement in Completion Coaching Pathways Teams (Educational Advisors, JDS, Support staff, Peer Mentors)
  - Continue peer mentor calling campaigns
  - Ed Advisors should provide guidance, templates and scripts to peer mentors.
  - Increase the utilization of Ocelot text messaging for efforts of communications.

G-1. DEGREE COMPLETION WITH EMPLOYMENT FOCUS
G-1. a. America’s Job Center
- Continue to add approved certificate options in the EPTL database, and work with case managers to increase program referrals. (Dominica)
- Secure a location for an ETR representative to reside within the Career Education office to increase seamlessly transition of students from ETR to BC. (CE team)
  - Target – 40 referrals annually

G-1. b. Credit for Prior Learning
- Work with Veteran services to implement Credit for Prior learning equivalency process. (Dominica)
- Work with Local Employers to capture employer provided training to articulate with current curriculum to meet equivalency. (Job Developers, CPL Team, Faculty)
  - Target – 3 specific employers

G-1. c. Amazon
- Increase awareness of voucher program. (Steph/Dylan/Freddie/Abigail)
- Ensure each voucher is processed in a timely manner. (Steph/Abigail)
  - Target – Within the 45 days upon receipt
- Implement new schedules to host courses as BFL1 site for Amazon employees. (Steph/Tony)

G-1. d. Employer Engagement with non-credit
- Recruit employers to participate in non-credit Customer Relations Certificate for Student Employees at the time of on-boarding (Rachael, Job Developer)
- Advertise non-credit Customer Relations Certificate to on-campus supervisor as a means of professional development for Student Employees at the time of on-boarding (Rachael, CE JDS Team)
- Support recruitment and outreach efforts in other Community based agencies (CTE Advisors, Job Developers)
- Build the relationship with Hard Rock Hotel to establish partnerships in Retail, Hospitality, and Maintenance. (Job Developers)

G-1. e. Strong Workforce/VTEA
- Ensure Strong Workforce and Perkins projects are aligned with Industry and Community needs. (Tony/Steph/Martin/Cindi/Tanisha)
  - Continue to bring in new employers to share information and feedback on real time industry trends (CE JDS Team)
    - Target – 2 per month
  - Provide more direct recruitment efforts in placement of students to industry partner employers. (CE JDS Team)
- Host Career Education Advisory Board Colloquium – October 21, 2022
  - Enhance the Advisory Board Committee engagements. (Job Developers)
    - Target – 2 meetings a year. 1 planning and 1 acknowledgement and employer appreciation.
- Work with regional consortia to build SWP/Perkins V into a stronger and more efficient program
  - Work with other staff from sister colleges to build on best practices and enhance program alignment.
- Work with closely with budget colleagues to ensure a clean path would easy reconciliation of budget and expenditures
- Reach out to the K12 partners for any needs of support

**H. DIVERSIFIED HIRING**

**H.3. Promote Hiring of BC Alumni: Intentional focus on improving time to job placement and quality of job placement leveraging current resources**

- Ensure all Career Education staff are certified to sit on hiring committees to support internal and external department hiring committees. (Career Education Team)
- Intentionally establish recruitment opportunities for Student Employees as potential candidates upon completion of their degree or certificate. (Steph, Rach, JDS)
TACTICS AND WORKPLAN FOR SUCCESS (APPRENTICESHIP)

Select from the tactics outlined below to indicate what work you will be moving in 2022-23 and how it relates to the Student-Centered Funding Formula metrics above (i.e., in the “Mapped Tactics” column). You should also add in your own specific tactics & map those to the appropriate SCFF area.

A. NEW STUDENT OUTREACH & YIELD
   A.1. Early Awareness Outreach: Middle School and Jr. High Students
   A.2. High School Outreach: High School Students
   A.3. K-12 Outreach: K-12 Counselors
   A.4. K-12 Outreach: Parents
   A.6. Financial Aid Workshops: High School Locations
   A.7. Kern County College Night: Increased Participation
   A.8. Kern Economic Development STEMposium: STEM & Relevant CTE Pathway Participation
   A.9. High School STEM & MESA Clubs: Student Engagement and Strategic Recruitment
   A.10. KHSD Health & Energy Academy: Student Engagement and Strategic Recruitment
   A.11. Career Awareness/Planning: CCGI and Naviance
   A.12. Conduct community outreach and education about apprenticeship programs being offered at BC.
         a. Work with labor councils and unions to build network and partnerships to bring opportunities to those who are historically underrepresented.
         b. Educate the community about the apprenticeship program process and offerings.
         c. Offer summer camps, academies, and field trips to K12 students that relate to our apprenticeship programs.

B. DUAL ENROLLMENT & EARLY COLLEGE

This does not apply to apprenticeship programs.

C. PERSISTENCE AND RETENTION
   C.1. Establish a BC Apprenticeship Council that covers all pre-apprentice and apprenticeship programs.
         a. Build a list of industry partners wanting to offer apprenticeship programs.
         b. Invite current business partners to bring their partners to join the BC Apprenticeship Council.
         c. Organize a BC Apprenticeship Council that includes business partners, labor councils and unions, nonprofits and other community supporters, DAS, and DOL.
         d. Appoint or vote in members to serve as President, Vice-President, Secretary, and Treasurer.
         e. Gain approval from DAS and DOL as a recognized apprenticeship council that offers approved pre-apprenticeship and apprenticeship programs.
         f. Develop DAS and DOL recognized forms for pre-apprenticeship and apprenticeship programs (timecard template, rules and regulations, request for prior learning, request for previous work experience, mid-year apprenticeship evaluation, inactive status request, apprenticeship engagement log, committee evaluation and wage advancement form, and wage schedule form).
         g. Hold monthly or quarterly apprenticeship council meetings with agendas and sign-in sheets (minimum is twice a year).
h. Develop a short- and long-term strategic plan for the apprenticeship council that includes potential needs for new programs.

C.2. Register BC Apprenticeship Council with DAS and DOL.
   a. Once the BC Apprenticeship Council is established, reach out to DAS and DOL to request system access (DOL=Rapid System and DAS=DIR Access).
   b. Provide DAS and DOL on-going documentation of apprenticeship council meetings.
   c. Respond to DAS and DOL within 10 days upon information and audit requests.

C.3. Maintain electronic and hard copy student files for each pre-apprentice and apprentice.
   a. Determine a central location to house hard-copy apprenticeship files.
   b. Establish an electronic file location to house apprenticeship electronic files.
   c. All files need to contain required documentation outlined by DAS and DOL (a master list is provided by DAS).

C.4. Develop a Canvas Course Shell to be used for all pre-apprenticeship and apprenticeship programs.
   a. Review Canvas Shell created by South Central Coast Regional Consortium (Author: Dr. Devin Daugherty).
   b. Make charges to course shell to align with BC Apprenticeship Council needs.
   c. Create a Master Canvas Course Shell based upon feedback from the BC Apprenticeship Council.
   d. Roll out the Canvas course for each apprenticeship program.
   e. Canvas Course will be a repository for all apprenticeship documentation.
   f. Assign faculty and administration to each Canvas Course.

C.5. Apply for funding through the California Apprenticeship Initiative (CAI).
   a. Work with BC Apprenticeship Council to determine the need for existing and/or new program funding through CAI.
   b. Start each application six weeks prior the end of a fiscal quarter.
   c. Submit a grant routing sheet and copy of grant application once application is submitted.
   d. Monitor CAI awards six weeks after the start of a new fiscal quarter.

C.6. Look for other opportunities for apprenticeship funding.
   a. Explore ways Employee Training Panel (ETP) funding can be used to support RSI courses.
   b. Explore ways Workforce Innovation and Opportunity Act (WIOA) funding can be used to support pre-apprenticeship programs.
   c. Work with other community colleges to create partnerships.
   d. Review DOL website monthly for new grants being offered.
   e. Research local, state, federal, and foundation grant funding for apprenticeship programs.
   f. Complete grant routing sheet with copy of application for each opportunity.

C.7. Adhere to reporting requirements for DAS, DOL, and grant agencies.
   a. Respond to DAS and DOL requests within 30 days.
   b. Update apprenticeship records in DAS and DOL systems within 72 hours of any change.
   c. Complete and submit quarterly reports for granting agencies by the 20th day following the end of a reporting quartering.

D. RE-ENROLLMENT

This does not apply to apprenticeship programs.

E. RISING SCHOLARS PROGRAM
This does not apply to apprenticeship programs.

F. **BACCALAUREATE PROGRAM**

This does not apply to apprenticeship programs.

G. **DEGREE COMPLETION WITH TRANSFER FOCUS**

G.1. Institutionalize Graduation Initiative: Baccalaureate, ADT, AA/AS, Certificates, Noncredit

G.2. Momentum Points: Progress Benchmark

G.4. Automation: Degree and Certificate Award Processes

G.6. Outreach: Middle School and Jr. High Students

G.7. Outreach: High School Students

G.8. Outreach: High School Counselors

G.17 Develop a new program creation process.

a. Receive support from business partners to create new apprenticeship program.

b. Obtain letter(s) of support to justify at least 50 apprentices who could enroll into the program.

c. Work with DAS and DOL to see if there is already approved apprenticeship programs for the new program request.

d. Work with faculty and business partners to develop program objectives, OJT topics, and RSI courses.

e. Determine the length of the program (2,000 to 8,000 hours).

f. Submit a request to add program through DAS and DOL.

g. Start program once approval letter is received by DAS and DOL.

G.18. Create a Master Catalog/Apprenticeship Webpage for all pre-apprenticeship and apprenticeship programs and RSI opportunities.

a. Develop a list of approved programs that can be offered through BC.

b. Outline programs under approval and being developed.

c. Create a guide for all programs that includes OJT and RSI requirements.

d. Create a repository for all apprenticeship forms (templates).

H. **DIVERSIFIED HIRING**

H.2. Expand Faculty Diversification Fellowship: STEM Discipline

H.3. Promote Hiring of BC Alumni: Intentional focus on improving time to job placement and quality of job placement leveraging current resources

H.8. Website Re-design: Engaging and friendly

H.9. Determine appropriate workforce to manage apprenticeship programs and related grants.

a. Determine appreciate position titles and job responsibilities.

b. Work with Human Resources to identify new job titles and salary schedule.

c. Recruit, hire, and train apprenticeship staff.

d. Work with other departments to provide staff for interview panels.
TACTICS AND WORKPLAN FOR SUCCESS (Launchpad)

Bakersfield College has prepared a multi-channel outreach and support strategy of complementary options that not only casts a wide net for onboarding students in meaningful and much needed career-focused programs but also supports them towards successful degree completion. These tactics are divided into eight distinct categories.

A. NEW STUDENT OUTREACH & YIELD
A.1. Early Awareness Outreach: Middle School and Jr. High Students
A.2. High School Outreach: High School Students
A.3. K-12 Outreach: K-12 Counselors
A.4. K-12 Outreach: Parents
(A.1-A.5)
- Identify K-12 entrepreneurial programs; to include rural communities.
- Collaborate closely with ROC/CTEC to increase awareness of entrepreneurship and the Launchpad.
- Participate in STEMposiums, Career fairs, and expo events.
- Host Summer Entrepreneur Academy to high school students.
- Collaborate with Future Business Leaders of America (FBLA) clubs in high schools.
- Facilitate presentations about stackable certificate options and entrepreneurial pathways through noncredit and credit courses.
- Engage K-12 schools in on-campus program tours and expo events.
- Promote entrepreneurship activities on Social Media outlets.
- Increase digital media content on Launchpad.
A.7. Kern County College Night: Increased Participation
- Include Launchpad through exhibitor presentation.
- Participate in planning committee.
A.8. Kern Economic Development STEMposium: STEM & Relevant CTE Pathway Participation
- Serve on planning committee
- Support emerging entrepreneurs’ innovations and provide resources to assist start-ups.
- Participate in event.
- Promote community stakeholder participation.
A.9. High School STEM & MESA Clubs: Student Engagement and Strategic Recruitment
- Participate in planning committee by providing growth mindset and merging creativity with business.
- Support emerging entrepreneurs’ innovations and provide resources to assist start-ups.

B. DUAL ENROLLMENT & EARLY COLLEGE
B.4. New Early College Programs: Growth Focus
- Commitment to increase awareness of Early College Programs.
- Continue to develop BC’s presence of programs and opportunities for high school students through community events.

C. PERSISTENCE AND RETENTION
C.3. Bridge to BC - Summer: Student Outreach by Area to Ensure Shared Engagement
- Include active participation from Launchpad.
- Include Launchpad as an entrepreneurial resource for students.
C.11. Area Tours: Hosted by Individual Area Dean
C.12. Welcome Letter from Dean: Personalized New Student Welcome Letter by Area
C.13. Area Meet and Greet: Students will Meet their Pathway Dean, Chair, Faculty, and Student Support Services Staff
(C.11-C.12)
• Engage Launchpad in welcome tents, convocation, and other welcome events on campus.
• Provide Launchpad tours.
• Facilitate noncredit, credit bearing, and certificate course orientations at the Launchpad.
• Promote awareness on stackable certificate options.
• Co-host Bakersfield College Summer Entrepreneurship and Innovation Academy with the Business Department.

• Participation in flex week and Professional Development workshops.
• Participate with Career Education on resource workshops in collaboration of professional development department.

C.38. Student Employment Fairs: In-person and Virtual
• Support pathway expos to increase awareness of employment opportunities for students through Career Education.
• Support on-campus employment events to increase current pools for on-campus employment.

Autoenrollment
C.51. Increase CDCP Offerings and Participation: Stackable
• Work with employers and business owners to offer non-credit courses as means of professional and business development.

F. BACCALAUREATE PROGRAM
F.4. Create CTEC student pipeline: KHSD ROC/CTEC to BC Noncredit and Certificate Programs
• Establish a Youth Entrepreneurship Education Pathway Ecosystem

F.6. Career Days: KHSD
• Co-host the ROC/CTEC Entrepreneurship Mindset Summer Camp (one week, in-person summer camp)

G. DEGREE/CERTIFICATE COMPLETION WITH TRANSFER FOCUS
• No impact.

G-1. CERTIFICATE COMPLETION WITH EMPLOYMENT FOCUS
G-1. d. Small Business Engagement with non-credit
• Promote small business participation in non-credit Entrepreneurship Certificate of Completion (NC), Small Business Development Certificate of Completion (NC), Small Business Execution Certificate of Completion (NC), and Small Business Certificate of Completion (NC) for growth and retention.
• Build ongoing relationships with industry leaders, chambers, non-profits, and key stakeholders to establish partnerships.

H. DIVERSIFIED HIRING
H.3. Promote Hiring of BC Alumni: Intentional focus on improving time to job placement and quality of job placement leveraging current resources
• Ensure certification to serve on hiring committees to support internal and external department hiring committees.

I. ENTREPRENEUR OUTREACH AND COMMUNITY ENGAGEMENT
I.1. Promote Entrepreneurial Partnerships: Launch and grow small businesses through the delivery of educational opportunities and support services and through fostering collaboration.
• Work collaboratively to support local youth entrepreneurs.
• Increase awareness of the Launchpad on social media platforms.
• Create promotional video content to share on multiple platforms and to increase awareness.
• Serve on Kern High School District Entrepreneur Advisory Board.
• Serve on Kern Community First / City of Bakersfield Youth Advisory Board.
• Serve on Bakersfield College Business / Entrepreneur Advisory Board for
• Serve on California State University, Bakersfield CEI (Center for Entrepreneurship and Innovation) Advisory Board for growth and acceleration of businesses.
• Create a robust entrepreneurship ecosystem in our region.
• Create a clear pathway to BC Launchpad.
• Implement SeedCore Foundation StartUp Space application:
  o Power a virtual community Hub for the Launchpad
    ▪ Post resources, opportunities, courses, events and more...
  o Co-hort Management – organize program into a dashboard to populate, intake, review and communicate with entrepreneurs.
  o Establish a CRM to track system to track valuable information, measure demographics and user activities for the Launchpad.
  o Establish a business directory for the Launchpad – directly message through platform.
  o Establish a Resource Compass to connect user with a variety of resources to best fit their needs.
  o Customize a survey to collect feedback from business community.
TACTICS AND WORKPLAN FOR SUCCESS (Bachelor of Science Industrial Automation program)

Bakersfield College has prepared a multi-channel outreach and support strategy of complementary options that not only casts a wide net for onboarding students in meaningful and much needed career-focused programs but also supports them towards successful degree completion. These tactics are divided into eight distinct categories.

A. NEW STUDENT OUTREACH & YIELD
A.1. Early Awareness Outreach: Middle School and Jr. High Students
A.2. High School Outreach: High School Students
A.3. K-12 Outreach: K-12 Counselors
A.4. K-12 Outreach: Parents

(A.1-A.5)
- Participate in Elementary and High School Career fairs. (Carlos, Career Education Support Staff)
- Engage Counselors in meetings and presentations about stackable certificate options in addition to ADT within career education pathways (Carlos, Cynthia)
- Engage K-12 schools in on-campus program tours and expo events like Industrial Automation Day and MFG Day. (Carlos, Faculty)
- Increase awareness of the Bachelor of Science Industrial Automation program on Social Media outlets (Carlos)
- Increase digital media content on the Bachelor of Science Industrial Automation program. (Rafael)

A.7. Kern County College Night: Increased Participation
- Include Bachelor of Science Industrial Automation program representation. (Carlos, Faculty, Student Organization)

A.8. Kern Economic Development STEMposium: STEM & Relevant CTE Pathway Participation
- Serve on planning committee. (Carlos)
- Engage faculty participation. (Carlos)
- Support them in creating program marketing materials. (Steph/Rosa/Chloe/Rafael)
- Participate in event. (Carlos, Cynthia, Faculty)

B. DUAL ENROLLMENT & EARLY COLLEGE
B.1. Refine dualenroll.com: Improve Student Experience
- Work to increase WEX offerings to Dual Enroll Students and provide course offerings in a timely manner for posting. (Carlos/Steph/Rachael)

B.4. New Early College Programs: Growth Focus
- Work with Dual Enroll to convert any existing Articulation agreements to Dual Enroll (Steph/Dylan).
- Provide Articulation as an alternate option if Dual Enroll qualifications are not met (Steph/Dylan)
  - Maintain Articulation agreements for high school students
  - Engage faculty to review agreements and qualifications in a timely fashion.
- Continue and grow certification pathway at Shafter High (KHSD & Wonderful Education partnership), established 2021-2022 (Carlos/Early College Team)
- New Certification pathway launching at Kern Valley High in 2022-2023 (Carlos/Early College Team)
- Continue introductory courses offered at McFarland High in 2021-2022 (Carlos/Early College)
- Continue and grow Industrial Automation Summer Academy in 2021 (Phillips 66) and 2022 (Phillips 66 and Chevron) (Carlos/Early College Team/Faculty)
- Continue supporting and growing feeder high schools (offering at least 1 course from the pathway):
  - Robert F. Kennedy High
  - Shafter High
C. PERSISTENCE AND RETENTION

C.3. Bridge to BC - Summer: Student Outreach by Area to Ensure Shared Engagement
- Include active participation from the Bachelor of Science Industrial Automation program. (Carlos/Cynthia)

C.9. Summer Area Events: Scheduled in June & July
- The Bachelors of Science Industrial Automation Early College Summer Academy (Carlos/Early College Team)
- Establish an Industrial Automation Summer Camp. (Carlos/Faculty)

C.10. Captive Audience Outreach: Classroom Visits
- Participate in class visits to establish Ed Plans and advising services (Dylan)
- Participate in class visits to establish Career Readiness services. (Anycia)

C.11. Area Tours: Hosted by Individual Area Dean

C.12. Welcome Letter from Dean: Personalized New Student Welcome Letter by Area

C.13. Area Meet and Greet: Students will Meet their Pathway Dean, Chair, Faculty, and Student Support Services Staff
(C.11-C.13)
- Initiated welcome letter via email and mail. (Cynthia)
- Engage the Bachelor of Science Industrial Automation program in welcome tents, convocation and other welcome events on campus. (Carlos/Cynthia/Student Org)
- Provide classroom tours. (Carlos/Cynthia)
- Establish The Bachelor of Science Industrial Automation program signing day.

- Encourage participation in flex week and Professional Development workshops (ALL)

C.22. Calling/Messaging Campaign: Non-Returning Students
C.23. Calling/Messaging Campaign: Did Not Meet Milestones
C.24. Calling/Messaging Campaign: No Ed Plan
C.25. Calling/Messaging Campaign: Summer 2022 Drops
C.26. Calling/Messaging Campaign: Under-enrolled Students
(C.22-C.26)
- Engage in calling/messaging campaigns. (Cynthia/Dylan/Anycia)
- Success rate for the Bachelor of Science Industrial Automation program courses (Cynthia/Dylan)
  - Ensure Counselor and Advisor are providing Ed plans and stackable certificates options, inching students towards their end goal.
  - Increase certificate application awareness to reach completion milestones (Tanisha/Ximena)

C.28. Updated Counseling/Advising Templates: Programs of Study
- Collaborate with counseling team to promote ways to incorporate stackable certificate options (Cynthia/Dylan)

C.32. Expand Work-based Learning Opportunities: Offer across the Pathway Rather than Only a Capstone Experience
- Engage department chairs to create WEX course and identify faculty instructors of record. (Steph/Tony/Rach)
- Work collaboratively with scheduling to ensure accuracy. (Rach)
- Increase use of WBL platform within JobSpeaker to engage students enrolled in WEX course. (Anycia)
- Increase enrollments for each CRN posted through increased internship opportunities. (Cynthia/Dylan/Anycia)
- Engage faculty as industry experts for new employment leads and increased student engagement. (Anycia)

C.38. Host Student Employment Fairs: In-person and Virtual
- Host MFG Day expo to increase awareness of employment opportunities for students. (Carlos/Anycia/Dylan)
- Host the Bachelor of Science Industrial Automation Career Fair for career employment and increasing internship opportunities for students. (Carlos/Anycia)
- Host industry employer’s on-campus for employer presentations. (Carlos)
- Increase awareness on social media platforms. (Carlos)
- Create promotional video content to share on multiple platforms and to increase advertising (Rafael)

Autoenrollment
C.51. Increase CDCP Offerings and Participation: Stackable
- Work with Employers to offer non-credit courses as means of professional development programs (Carlos, Anycia, Dylan, Dave Teasdale)
- Encourage use and implementation of CCCApply Noncredit application. (Cynthia/Dylan)

C.52. 9 CTE Units within the First Semester (map): Maximize Completion Rate
- Ensure the Bachelor of Science Industrial Automation program students are enrolled in 9 units in first semester (Cynthia/Dylan)

C.53. Student-Centered Scheduling: Address Needs of Specific Types of Students
- Work with departments to offer hybrid or shortened course offerings as we expand partnerships with employers throughout the community, i.e… Amazon. To meet the needs of their current workforce. (Tony/Steph)

D. RE-ENROLLMENT
D.1. Establish BC Student Re-enrollment Center: Develop Strategies to Help Stopped Out Students to Return to Campus
D.2. Develop Communication Plan: Institutional Timeline for SID Campaigns
- Assign student workers and staff to support.

D.8. Develop a Peer Mentoring Program: Support Persistence and Retention
- Manage Peer Mentors to ensure coverage of calling campaigns. Reassign peer mentors back to ed advisors to continued outreach to students for re-enrollment or completion opportunities. (Domenica, CE Advising Team)

D.9. Develop Cognos Reports: Re-enrollment Data by Area
- Allow the Bachelor of Science Industrial Automation program counselor and advisor to gain access to report to increase outreach to students by pathway.

D.10. Explore Targeted Marketing Resources: Interact (Norco College; Kevin Fleming)
- Implement Catapult Professional Development Series through SWF funding, partnering with Professional Development Department and Marketing to create an implementation team. This event is campus wide and applicable to all faculty and staff. (Steph/Tony/Pam Rivers/Monika Scott)

E. RISING SCHOLARS PROGRAM
E.9. Expand Programs: Mobile Labs/Classrooms
- Increase utilization of the mobile lab and available classroom space.

E.10. Increase Strategic Scheduling/Staffing: Additional RSP-specific Adjuncts and FT Faculty
- Hired RSP specific assigned fulltime faculty. (Jose)

F. BACCALAUREATE PROGRAM
F.4. Create CTEC student pipeline: KHSD CTEC to BC Associate and Baccalaureate Degrees
- Work to establish Dual Enroll and Articulation options to increase transfer options for Baccalaureate degrees. (Tony/Steph/Martin)
  - Target – the Bachelor of Science Industrial Automation program

F.6. Career Days: Local Industry
- Establish events and expos for each of the different industries. (Carlos/Anycia)
- Increase Industry facility tours. (Carlos/Anycia)
  - Target – 2 per month each semester

G. DEGREE/CERTIFICATE COMPLETION WITH TRANSFER FOCUS
G.1. Institutionalize Graduation Initiative: Baccalaureate, ADT, AA/AS, Certificates, Noncredit
G.4. Automation: Degree and Certificate Award Processes
  - Collaboration with Admission and Records to streamline certificate process with utilization of 3rd party printing company. (Steph, Tanisha, Ximena)
    - Targets
      - Award certificates upon student completion within 45 days
      - Streamline process to minimize the number of touches to improve timeliness.
    - Build relationships with faculty to increase Certificate Sweeps. (Ximena/Dylan)

G.6. Outreach: Middle School and Jr. High Students
G.7. Outreach: High School Students
G.8. Outreach: High School Counselors (G.6-G.8)
  - Include graduate universities at career expos and exploration events (Carlos/Anycia)

G.14. Pathway Completion Coaching Teams: Structures Processes and Goals
  - Utilization of Data Dashboards for student success and progression. (Cynthia/Dylan)
  - Continued training in Starfish and Data Coaching. (Cynthia/Dylan)
  - Increased engagement in Completion Coaching Pathways Teams (Cynthia/Dylan/Peer Mentors)
    - Continue peer mentor calling campaigns
    - Ed Advisors should provide guidance, templates and scripts to peer mentors.
    - Increase the utilization of Ocelot text messaging for efforts of communications.

G-1. DEGREE COMPLETION WITH EMPLOYMENT FOCUS
G-1. a. America’s Job Center
  - Continue to add approved certificate options in the EPTL database, and work with case managers to increase program referrals. (Cynthia)
  - Secure a location for an ETR representative to reside within the Career Education office to increase seamlessly transition of students from ETR to BC. (CE team)
  - Target – 40 referrals annually

G-1. b. Credit for Prior Learning
  - Work with Veteran services to implement Credit for Prior learning equivalency process. (Cynthia/Dylan)
  - Work with Local Employers to capture employer provided training to articulate with current curriculum to meet equivalency. (Carlos/Anycia/CPL Team/Faculty)
  - Target – 3 specific employers

G-1. c. Amazon
  - Increase awareness of voucher program. (Steph/Dylan/Freddie/Abigail)
  - Ensure each voucher is processed in a timely manner: (Steph/Abigail)
    - Target – Within the 45 days upon receipt
  - Implement new schedules to host courses as BFL1 site for Amazon employees. (Steph/Tony)

G-1. d. Employer Engagement with non-credit
  - Recruit employers to participate in non-cred Customer Relations Certificate for Student Employees at the time of on-boarding (Rachael, Anycia)
  - Advertise non-credit Customer Relations Certificate to on-campus supervisor as a means of professional development for Student Employees at the time of on-boarding (Rachael, Anycia)
  - Support recruitment and outreach efforts in other Community based agencies (Dylan/Anycia)
  - Build the relationship with Hard Rock Hotel to establish partnerships in Maintenance. (Anycia)

G-1. e. Strong Workforce/VTEA
• Ensure Strong Workforce and Perkins projects are aligned with Industry and Community needs. (Tony/Steph/Martin/Cindi/Tanisha)
  o Continue to bring in new employers to share information and feedback on real time industry trends (Anycia)
    • Target – 2 per month
  o Provide more direct recruitment efforts in placement of students to industry partner employers. (Anycia)
• Host Career Education Advisory Board Colloquium – October 21, 2022
  o Enhance the Advisory Board Committee engagements. (Anycia)
    • Target – 2 meetings a year. 1 planning and 1 acknowledgement and employer appreciation.

H. DIVERSIFIED HIRING
H.3. Promote Hiring of BC Alumni: Intentional focus on improving time to job placement and quality of job placement leveraging current resources
• Ensure all the Bachelor of Science Industrial Automation program staff are certified to sit on hiring committees to support internal and external department hiring committees. (INDA Faculty/Staff)
• Intentionally establish recruitment opportunities for Student Employees as potential candidates upon completion of their degree or certificate. (Anycia)