2022-2023 Work Plan –Jennifer Jett, Dean of Instruction

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

### SCFF Targets

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### FTES

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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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*Regional Living Wage numbers are for the entire college not just one dean area.

### TACTICS AND WORKPLAN FOR SUCCESS

#### A. NEW STUDENT OUTREACH & YIELD

**A.1. Early Awareness Outreach:** *Middle School and Jr. High Students* Increase departmental visibility/presentations at local High Schools; Work with Highland High School to advertise ASL program; explore DE opportunities in ASL at Highland High School

**A.2. High School Outreach:** *High School Students* ASL Program Liaison with Highland High School; Work with ENGL, EMLS, FORL/ASL faculty to update Program Mapper Maps. Host events oriented toward HS
students
A.4. K-12 Outreach: Parents Dean’s letter aimed at parents of DE students
A.5. High School Presentations: BC Staff and Faculty Cross Training on the Value of CCC Education, BC Student Support Offerings, and Financial Aid Literacy Increase departmental presence at high school presentations
A.6. Financial Aid Workshops: High School Locations
A.7. Kern County College Night: Increased Participation English, EMLS, FORL, ASL program representation
A.8. Kern Economic Development STEMposium: STEM & Relevant CTE Pathway Participation Encourage participation in classrooms
A.9. High School STEM & MESA Clubs: Student Engagement and Strategic Recruitment Encourage engagement and support for student transition to BC STEM majors.
A.10. KHSD Health & Energy Academy: Student Engagement and Strategic Recruitment Promote event in classrooms
A.11. Career Awareness/Planning: CCGI and Naviance Promote Career Awareness in Classrooms; encourage faculty participation
A.12. Comprehensive Education Plan: Develop Starting in 9th Grade
A.14. CCC Apply: Application to Open on October 1st
A.15. Default CSEP Template: Populated Upon Completion of Application
A.16. Earlier Opening of Schedule of Classes: Planning and Selection of Courses Work with FCDC and the Faculty Chairs of ENGL, EMLS & FORL/ASL to enable BC to develop a schedule one year in advance, to allow students to enroll for the year.
A.17. Yearly Update Form: Allows Students to Enroll for the Year Work with FCDC and the Faculty Chairs of ENGL, EMLS & FORL/ASL to enable BC to develop a schedule one year in advance, to allow students to enroll for the year.
A.18. Express Enrollments/Priority Registration Day 2/iClick Registration: Increased Enrollment Coordinate express enrollment events at our rural and satellite locations, including BCSW and Delano; Increase dean/faculty representation at registration events.
A.19. Program Mapper Enhancement: Build Your Own Adventure Support faculty in the review and revision of program mapper; support process to train faculty empowered to update the program mapper.

B. DUAL ENROLLMENT & EARLY COLLEGE
B.1. Refine dualenroll.com: Improve Student Experience
B.2. Scale Dual Enrollment Faculty Mentorship Program: Build Capacity, Rigor in Instruction, and Facilitate Open Communication Increase inter-institution professional development opportunities in all departments; Encourage adjunct opportunities for DE instructors; Increase large-scale gathering opportunity for all DE instructors/BC mentors at least once a semester; Encourage DE instructor participation in departmental meetings, area meetings, and flex workshops; increase BC/HS norming sessions and best practice seminars across all DE departments; Encourage DE instructors to also teach adjunct on campus; Create DE canvas resource page; Create listserv for DE mentors/instructors; Encourage DE instructors to observe mentor teaching to encourage best practices; Increase access to support services by organizing virtual field trips for DE instructors/students to Writing Center, Library, Tutoring, Student Support Programs
B.3. Review Programs of Study for Pathway High Schools: Verify Curriculum Updates Reflected in Course Sequencing. Collaborate with departments to identify increased early college offerings; Increase OER production in all departments; Collaborate with HS instructors to create new OER offerings.

B.4. New Early College Programs: Growth Focus. Increase pilot offerings of specialty literature classes; Establish DE ASL program; Dedicated Early College Writing Center consultant.

B.5. Pathway Mapper Review: Embed Early College Offerings into the Pathway Maps.

C. PERSISTENCE AND RETENTION

C.1. Summer Melt Support: Intentional Transition from High School to BC. Encourage FT and Adjunct participation in calling campaigns; Assign dedicated Ocelot faculty in ENGL, EMLS, FORL/ASL.

C.2. Bridge to BC - Summer: Maximize Outcomes. Increase offerings of ENGL B99NC (Bootcamp) throughout summer; Increase attainment of College Readiness CDCP (MATH & ENGL Bootcamps); Increase ENGL B99NC course availability communication to students throughout summer.

C.3. Bridge to BC - Summer: Student Outreach by Area to Ensure Shared Engagement. Engage Faculty Ocelot Liaison; ENGL, EMLS, FORL/ASL meet & greet activities.

C.4. Bridge to BC - Summer: Bootcamp Initiative - Connect Students with Resources, Supports and Programs Best Aligned with their Goals and Needs. Increase offerings of ENGL B99NC (Bootcamp) throughout summer; Increase attainment of College Readiness CDCP (MATH & ENGL Bootcamps); Increase ENGL B99NC course availability communication to students throughout summer; Encourage ENGL, EMLS, FORL/ASL faculty participation.

C.5. Bridge to BC - Summer: Expand Recruitment to Larger Population (Re-qual, Returning, Undecided Major, Stopped Out, etc.) Increase offerings of ENGL B99NC (Bootcamp) throughout summer; Increase attainment of College Readiness CDCP (MATH & ENGL Bootcamps); Increase ENGL B99NC course availability communication to students throughout summer.


C.7. Summer Events: Student Orientation Program.


C.9. Summer Area Events: Scheduled in June & July. ENGL, EMLS, FORL/ASL meet & greet activities.

C.10. Captive Audience Outreach: Classroom Visits. Dean and department chair visits to summer classrooms.

C.11. Area Tours: Hosted by Individual Area Dean. ENGL, EMLS, FORL/ASL meet & greet activities.

C.12. Welcome Letter from Dean: Personalized New Student Welcome Letter by Area; Mid-Semester Dean’s Check-In Letter; Mid-Semester Department Chair Check-In Letter.

C.13. Area Meet and Greet: Students will Meet their Pathway Dean, Chair, Faculty, and Student Support Services Staff. Establish ENGL, EMLS, FORL/ASL Meet and Greet sessions prior to EACH semester.


C.15. New Faculty Seminar: Mandatory Onboarding Process for All New Faculty. Identify New Faculty mentors.

C.16. New Faculty Engagement: Persistence Project Workgroups. Create departmental committees to work on student persistence (include all new faculty).

C.17. Persistence Project Pilot: First Year, First Term Students. Increase embedded Writing Center Consultants in ENGL B1A, ENGL B1AL & EMLS B1A courses; Establish ACH Pathway Canvas page & listserv, Establish more robust Department Canvas pages to increase faculty participation in message.
content to Pathway students

C.18. Humanize Digital Experience: *Student-focused Website and Software Experiences*

C.19. Canvas for Pathway: *Specific Weekly Student Messaging Utilize Faculty Ocelot Liaison*

C.20. Implement Milestone Check-in Days: *Coordinated Efforts Between Instruction and Student Services; Establish ACH Pathway Canvas page & listserve, Establish more robust Department Canvas pages to increase faculty participation in message content to Pathway students*

C.21. Host Financial Aid Speaker Events: *Classroom Activity Encourage Faculty participation*

C.22. Calling/Messaging Campaign: *Non-Returning Students Encourage Faculty participation*

C.23. Calling/Messaging Campaign: *Did Not Meet Milestones Encourage Faculty participation*

C.24. Calling/Messaging Campaign: *No Ed Plan Encourage Faculty participation*

C.25. Calling/Messaging Campaign: *Summer 2022 Drops Encourage Faculty participation*

C.26. Calling/Messaging Campaign: *Under-enrolled Students Encourage Faculty participation*

C.27. Develop Student Survey: *Progress Report Students Encourage Faculty participation*

C.28. Updated Counseling/Advising Templates: *Programs of Study*

C.29. Updated Financial Aid Scripts: *Use at SID*

C.30. Create Canvas Hub for Student Supports: *Add Resources, Lessons, and Links to Instructional and Student Services Support Programs*

C.31. Host Financial Aid Workshops: *Scheduled at High Schools and BC for Continuing Students*

C.32. Expand Work-based Learning Opportunities: *Offer Across the Pathway Rather than Only a Capstone Experience*

C.33. Welcome Message from BC Bookstore w/Important Dates, Processes: *New Students Implement Bookstore VIP Event for students prior to start of each semester (extended hours, raffle, give-aways, etc.)*

C.34. Welcome Message from Student Government Association (SGA): *New Students*

C.35. Welcome Message from Athletics: *New Students Create ENGL B1A pilot for athletes; assign dedicated Writing Center consultant for athletes*

C.36. Expand Convocation: *Pinning Ceremony will Center Around Involvement Throughout the Student’s College Journey (Students, Parents, Faculty)*

C.37. Host Financial Aid Fairs: *Increase Financial Aid Application Completion for Continuing Students*

C.38. Host Student Employment Fairs: *In-person and Virtual*

C.39. Institutionalize Graduation Initiative: *Grad Check for All Close-to-Completion Students*

C.40. Update Finish in Four Agreements: *MOU, Program Maps, and Registration 365 Model*

C.41. Utilize CRM Recruit to Support Persistence: *Automated Messages by Milestone*

C.42. Achieving the Dream (ATD) Data Coaches Support: *Utilize ATD Coaches to Assist with Highest-yield Persistence Strategies Increase Data Coach Training for faculty in all area departments*

C.43. Establish College-wide Persistence ISS: *Set Percentage Increase Goals Each Year*

C.44. Establish College-wide Persistence Targets: *Fall to Spring, New Students*

C.45. Establish College-wide Persistence Targets: *Fall to Spring, All Students*

C.46. Establish College-wide Persistence Targets: *Fall to Fall, New Students*

C.47. Establish College-wide Persistence Targets: *Fall to Fall, All Students*

C.48. Establish College Ed Plan ISS: *Increase Completion Rate*

C.49. Institute College-wide Progress Reporting: *Weeks 2,5,8,12 Encourage Faculty participation*

C.50. Increase Math and English Bootcamp Offerings and Participation: *Utilize Auto-enrollment Assign a designated faculty member in ENGL to message students via OCELOT for ENGL B99NC course availability*

C.51. Increase CDCP Offerings and Participation: *Stackable*

C.52. 9 CTE Units within the First Semester (map): *Maximize Completion Rate*
C.53. Student-Centered Scheduling: Address Needs of Specific Types of Students Work with department chairs to increase student-centered scheduling
C.54. Gather necessary data to inform Persistence work: Identify Persistence Indicators
C.55 Targeted Advertising: Barriers to Persistence/Strategies for Persistence

D. RE-ENROLLMENT
D.1. Establish BC Student Re-enrollment Center: Develop Strategies to Help Stopped Out Students to Return to Campus; Establish departmental presence (flyers, contact info, etc.)
D.2. Develop Communication Plan: Institutional Timeline for SID Campaigns
D.3. Develop Communication Plan Resources: Used to Engage in Specific Campaigns
D.4. Strategic Communications: Deploy Motimatic
D.5. Student Survey Input: Reasons they Stopped Out
D.6. Bridge to BC - Summer: Direct Re-enrollment Students to Register in Summer Bridge to Support Onboarding
D.7. Improve Focus on Customer Service: Refine Student Messaging in the Banner Billing Statement
D.8. Develop a Peer Mentoring Program: Support Persistence and Retention
D.9. Develop Cognos Reports: Re-enrollment Data by Area
D.10. Explore Targeted Marketing Resources: Interact (Norco College; Kevin Fleming)

E. RISING SCHOLARS PROGRAM
E.1. Increase Service Area: Jails
E.2. Increase Service Area: Juvenile Facilities
E.3. Increase Service Area: Formerly Incarcerated/Justice Involved
E.4. Increase Service Area: Kern County Probation
E.5. Increase Student Contact: Canvas Create department specific RSP Canvas resource page
E.6. Increase Student Contact: Student Support Inside Engage RSP Dedicated Writing Center Consultant
E.7. Expand Programs: Student Interest Survey Result-driven
E.8. Expand Programs: CSU General Education Certificate
E.9. Expand Programs: Mobile Labs/Classrooms
E.10. Increase Strategic Scheduling/Staffing: Additional RSP-specific Adjuncts and FT Faculty Establish RSP specific adjunct hiring pool for ENGL, FORL/ASL
E.11. Increase Strategic Scheduling/Staffing: Schedule/Staff RSP Sections with Designated Faculty Work with department chairs & RSP leadership to ensure ENGL & FORL/ASL faculty are scheduled first for RSP courses
E.12. Increase Strategic Scheduling/Staffing: Offer Targeted RSP FLEX Workshops Encourage RSP faculty to present regularly at department meetings; RSP faculty led workshops & information sessions to encourage higher faculty involvement in RSP
E.13. Increase Strategic Scheduling/Staffing: Intra-college Faculty Sharing
E.14. Increase Strategic Scheduling: Identify Coastline and Feather River Programs in our RSP Facilities and Re-capture FTES
E.15. Increase Dialogue with Stakeholders: Prison Wardens/BC Executives
E.16. Increase Dialogue with Stakeholders: Local Police/Sheriffs/BC Executive Team
E.17. Increase Dialogue with Stakeholders: CSUB Alignment
E.18. Recruitment: GED Program Students
E.19. Financial Aid: 2nd Chance Pell
E.20. Wildland Firefighter Training: Summer Crews
E.21. Priority Registration: Formerly Incarcerated
E.22. Increased Communication: RSP Students and BC Service Departments For sites with laptop access, create an RSP canvas page highlighting student support services
E.23. Project Hire-Up: From Corrections to Careers

F. BACCALAUREATE PROGRAM
F.1. Complete requirements to launch Research Laboratory Technology BS
F.2. Refine Police Science BS program application
F.3. Apply for one new baccalaureate degree each new application period; Identify ENGL department liaison to assist with creating new ENGL curriculum to meet baccalaureate program needs (Ex. Technical Writing, etc.).
F.4. Create CTEC student pipeline: KHSD CTEC to BC Associate and Baccalaureate Degrees
F.5. Financial Aid: Awareness Campaign
F.6. Career Days: Local Industry

G. DEGREE COMPLETION WITH TRANSFER FOCUS
G.1. Institutionalize Graduation Initiative: Baccalaureate, ADT, AA/AS, Certificates, Noncredit
G.2. Momentum Points: Progress Benchmark
G.3. Automation: Cognos and Starfish Reports
G.4. Automation: Degree and Certificate Award Processes
G.5. Automation: Communication Regarding Transfer Milestones and Processes
G.6. Outreach: Middle School and Jr. High Students Dean/Department Chair letter to parents; Increase departmental visibility at outreach events
G.7. Outreach: High School Students Dean/Department Chair letter to parents; Increase departmental visibility at outreach events; Umoja pilot for ENGL B1A/ENGL B1B at BHS
G.8. Outreach: High School Counselors
G.9. Outreach: Early College Welcome Letter
G.10. Transfer Evaluation: 30-day Turnaround
G.11. Finish-in-Four: Refine and Re-emphasize
G.12. Default and Standardize Ed Plan: ADT Focus
G.13. Starfish: Flags, Reports, and Follow-ups Encourage faculty participation
G.14. Pathway Completion Coaching Teams: Structures Processes and Goals Increase departmental faculty involvement with pathway completion coaching; identify faculty pathway mentors
G.15. Financial Aid: Exit Interviews
G.16. Two-Year Transfer Timeline: All Pathways
G.17. Transfer Talks: Awareness Campaigns
G.18. Transfer Prep Academy: Student and Parent Participation
G.19. Transfer in Triumph Initiative: Capacity Building

H. DIVERSIFIED HIRING
H.1. Adjunct Faculty Mentorship Academy: Build Capacity for Future FT Opportunities Establish Departmental “Best Practices” Workshops for adjuncts and DE instructors throughout semester
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.4. Aspire Interns Model: Faculty Intern Program
H.5. Pathway to Community College Teaching CDCP: Curriculum Development
H.6. CV Pathways in Academics, Teaching, and Higher Education (CV PATH): Faculty recruitment partnership with CSUB and UC Merced. Work with CSUB to place new BA ENGL graduates in Writing Center.


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