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

### SCFF Targets

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>609.85</td>
<td>636.99</td>
<td>615.06</td>
<td>419.19</td>
<td>439.42</td>
<td>492.15</td>
<td>502</td>
</tr>
<tr>
<td>New Students:*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>39.29</td>
<td>41.32</td>
<td>45.62</td>
<td>38.91</td>
<td>35.85</td>
<td>40.15</td>
<td>40.95</td>
</tr>
<tr>
<td>Special Admit:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incarcerated:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>0</td>
<td>3.27</td>
<td>0</td>
<td>8.61</td>
<td>2.89</td>
<td>6.5*</td>
<td>7*</td>
</tr>
<tr>
<td>CDCP:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.46</td>
<td>5*</td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AB540 (Headcount)</strong></td>
<td>1,305</td>
<td>1,374</td>
<td>1,550</td>
<td>1,411</td>
<td>1,344</td>
<td>1,478</td>
<td>1,508</td>
</tr>
<tr>
<td><strong>Pell (Headcount)</strong></td>
<td>9,391</td>
<td>10,200</td>
<td>11,186</td>
<td>8,579</td>
<td>7,777</td>
<td>8,555</td>
<td>8,726</td>
</tr>
<tr>
<td><strong>CCPG (Headcount)</strong></td>
<td>19,300</td>
<td>20,129</td>
<td>19,867</td>
<td>18,099</td>
<td>18,328</td>
<td><strong>20,161</strong></td>
<td><strong>20,564</strong></td>
</tr>
</tbody>
</table>

### Student Success

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associates for Transfer Performing Arts</strong></td>
<td>15</td>
<td>24</td>
<td>29</td>
<td>22</td>
<td>16</td>
<td>18</td>
<td>20*</td>
</tr>
<tr>
<td><strong>Associates Performing Arts</strong></td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Certificates Performing Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>Transfer Level Math &amp; English Performing Arts</strong></td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>15</td>
<td>13</td>
<td>15</td>
<td>17*</td>
</tr>
<tr>
<td><strong>Transfer to a 4-Year University Performing Arts</strong></td>
<td>13</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>17</td>
<td>20*</td>
</tr>
</tbody>
</table>
### Student Success

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine or More CTE Units Performing Arts</td>
<td></td>
<td></td>
<td>13</td>
<td>17</td>
<td>20*</td>
<td>30*</td>
<td></td>
</tr>
<tr>
<td>Regional Living Wage* (Headcount)</td>
<td>3,170</td>
<td>3,666</td>
<td>3,864</td>
<td>4,893</td>
<td>-</td>
<td>5,382</td>
<td>5,490</td>
</tr>
</tbody>
</table>

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

---

### Bakersfield College SCFF (2-Year Target)

#### 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.

#### Work Plan & Tactics

**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.
   - Participate in site visits to promote area programs
   - Create/offer NC classes for parents
   - **Program Manager:**
     - Create and/or update flyers for handing out at visits
     - Support the planning and execution of the annual BCSD junior high/middle school music festivals

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.
   - Participate in site visits to local high schools to promote area programs
   - Coordinate with Matriculation visits
   - Participate in KHSD area curriculum collaboration meetings
   - Host high school events aligned with area: Kern Jazz Day, Ethics Bowl, Kern County Honor Band/Orchestra, Peg Pauley High School Shakespeare Festival
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

<table>
<thead>
<tr>
<th>3) <strong>Kern County College Night:</strong></th>
<th>Increase the BC presence in KCCN; offer workshops on student success support and financial aid.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participate in College Night as an Area</td>
<td>- Provide flyers/posters for event regarding degrees and certificates offered</td>
</tr>
<tr>
<td>- <strong>Program Manager:</strong></td>
<td>- <strong>Program Manager:</strong></td>
</tr>
<tr>
<td>o Create flyers promoting the music and theatre degrees, as well as the Commercial Music certificate, to display the variety of paths available in performing arts</td>
<td>o Create flyers promoting the music and theatre degrees, as well as the Commercial Music certificate, to display the variety of paths available in performing arts</td>
</tr>
<tr>
<td>o Increase the presence of contact information for counseling and other student support services specific to performing arts students</td>
<td>o Increase the presence of contact information for counseling and other student support services specific to performing arts students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4) <strong>Kern Economic Development STEMposium, STEM, and MESA Student Organizations:</strong></th>
<th>Encourage engagement and support for student transition to BC STEM majors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Partner with STEM area faculty to develop STEM and the Arts presentations/experiences for students</td>
<td>- Participate in STEM celebration events for science building opening</td>
</tr>
<tr>
<td>- <strong>Program Manager:</strong></td>
<td>- <strong>Program Manager:</strong></td>
</tr>
<tr>
<td>o Collaborate with STEM to identify opportunities for student musicians to perform at events</td>
<td>o Collaborate with STEM to identify opportunities for student musicians to perform at events</td>
</tr>
<tr>
<td>o Identify areas of crossover between STEM and Performing Arts, such as the Commercial Music certificate program</td>
<td>o Identify areas of crossover between STEM and Performing Arts, such as the Commercial Music certificate program</td>
</tr>
<tr>
<td>o Identify STEM courses that are especially relevant to music and theatre majors to encourage a holistic community of learners</td>
<td>o Identify STEM courses that are especially relevant to music and theatre majors to encourage a holistic community of learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5) <strong>Career Awareness &amp; Planning:</strong></th>
<th>Implement career awareness and planning to help students prepare for their BC matriculation steps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Add career information to area program websites</td>
<td>- Host at least two guest speakers per area department to share about their career journey</td>
</tr>
<tr>
<td>- Establish a work-based learning experience to students in each area department</td>
<td>- Establish a working digital/graphic arts studio in Art Department to serve the needs of the media needs of the campus by providing</td>
</tr>
<tr>
<td>- <strong>Program Manager</strong></td>
<td>- <strong>Program Manager</strong></td>
</tr>
<tr>
<td>o Collaborate with Dean Farley and the Art and Communication departments to begin developing a graphic design and public relations working group to provide students with hands-on work experience supporting performing arts events</td>
<td>o Collaborate with Dean Farley and the Art and Communication departments to begin developing a graphic design and public relations working group to provide students with hands-on work experience supporting performing arts events</td>
</tr>
</tbody>
</table>
- Expand the information about transfer and career opportunities on the performing arts web page.
- Utilize marketing and public relations strategies to earn media coverage of students’ performances and events, providing early portfolio content to help launch their careers.
- Develop various flyers based around a number of different career goals for music and theatre majors, showing the suggested course schedule recommended to achieve their next steps.

6) **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.
   - Collaborate with ACH Pathway Counseling/Advising team to ensure Program Mapper is updated so CSEPs are accurate.
   - **Program Manager:**
     - Work alongside Dean Farley and ACH Pathway Counseling/Advising team supporting their goals.

7) **Schedule of Classes:** Open the schedule of classes earlier for students to select and plan their courses for express enrollments each term.
   - Collaborate with Faculty Chairs and Early College/Dual Enrollment team to ensure needed/requested classes are offered/staffed.
   - **Program Manager:**
     - Track daily enrollment to alert Dean Farley and department chair as early as possible when potential schedule changes may be needed.
     - Utilize Ocelot messaging to communicate with students in advance of enrollment opening to ensure they are able to enroll on time and in the classes they need.
     - Utilize department social media during the lead up and early phase of enrollment to encourage students to enroll in classes they need to stay on track.
     - Increase presence of contact information for Counseling and Advising for performing arts students, building a culture of creating and maintaining an educational plan.

8) **Annual Update Form:** All terms will be included on the update form to allow students to enroll for the year.
   - Collaborate with ACH Pathway Counseling/Advising team and Faculty Chairs to ensure students complete update forms on time.
   - **Program Manager:**
     - Work alongside Dean Farley, ACH Pathway Counseling/Advising team, and department chair supporting their goals.

9) **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 an One-Click registration app specifically for BC for student ease of use.
   - Participate in registration events as Dean support.
   - **Program Manager:**
     - Work with Counseling and Advising to identify students not yet eligible for priority registration, and use Ocelot messaging to encourage them to complete the necessary steps to attain priority registration.
     - Utilize Ocelot messaging to communicate with students leading up to priority registration to ensure they have a plan in place for what classes to register for.
     - Promote enrollment events on department social media.
10) **Program Mapper Enhancement:** Courses offered to meet student’s availability and course of study requirements; ensure that the current program mapper is continually updated.
- Work with ACH Pathway Counseling/Advising team and Faculty Chairs to regularly update Program Mapper
- Ensure recommended program of study facilitates expedited completion of certificates/degrees

**Program Manager**
- Develop various flyers based around a number of different career goals for music and theatre majors, showing the suggested course schedule recommended to achieve their next steps.
- Utilize messaging tools to encourage students to meet state-wide enrollment goals, such as taking math and English in year 1, achieving full-time unit load, and more
- Work with performing arts faculty to identify students needing assistance to complete required courses for their major; collaborate with Dean Farley and department chair on strategies for assisting these students.
- Increase messaging and access to program mapper online focusing on ease of access for students

11) **Outreach:** Increase new freshman numbers by 12% during 2022-2023 and another 2% in 2023-2024.
- Participate in outreach campaigns/events
- Conduct HS campus visits to highlight area departments/programs
- Host area-focused events on BC campus for local and regional high school students and educators (i.e. Jazz Day, Kern Shakespeare Festival, Ethics Bowl, DCI Drum Competition, High School Art Exhibition, etc.)
- Area faculty to support related HS events/students (i.e. serve as judges/clinicians at performing arts events; serve as judges at local HS debate tournaments; etc.)

**Program Manager:**
- Support high school visits by providing faculty with flyers and handouts
- Provide local high school performing arts teachers with posters and other items to post in their classrooms promoting BC programs
- Promote performing arts performances to local high school communities, advertising student pricing for performances to increase interest in participating
- Support the planning and execution of on-campus events for high school students and educators, including but not limited to KCMEA Jazz Day and conference, Kern Shakespeare Festival, Peg Pauly High School Shakespeare Festival, and more
- Collaborate with Dean Farley, department chair, and department faculty to develop an outreach plan for connecting more local and regional junior high/middle school and high school students with performing arts events and performances
- Provide marketing, public relations, and ticket sales support for performing arts events to reach a diverse array of audiences
- Provide house management services for performing arts events to create a welcoming environment for guests
- Create photography/videography scope of work for department events to capture content for use in promoting performances to the local area
- Managing development, creation, and distribution of performing arts-branded and area-branded materials (i.e. clothing, mugs, pens, etc.)
12) **Kern County College Night**: Increase the BC presence in KCCN; offer workshops on student success support, financial aid, and AB540 support services.

**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-state; update form to include all terms for annual enrollment.
   - Partner with Early College/Dual Enrollment team to ensure HS students interested in taking area classes have streamlined dualenroll.com experience
   - **Program Manager**
     - Support Dean Farley and Early College/Dual Enrollment team to achieve their goals

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.).
   - Provide dual enrollment faculty mentor for each discipline in area
   - Participate in dual enrollment faculty events hosted at BC
   - Establish timelines and processes for communication with and support of dual enrollment faculty at high schools
   - Solicit feedback from dual enrollment faculty regarding their needs and interests
   - **Program Manager:**
     - Provide dual enrollment faculty with flyers or handouts that may be needed
     - Ensure dual enrollment faculty have flyers to help students succeed in transition to BC or elsewhere

3) **Review programs of study for pathway high schools:** Formalized structure, cross-collaboration in curriculum development to ensure alignment; continue to scale up offerings, including Area F offerings.
   - Review and refine programs of study for each early college/dual enrollment high school
   - Collaborate with Dual Enrollment team to ensure CSEPs are up to date and align with programs of study
   - **Program Manager:**
     - Expand program map flyers to be inclusive of dual enrollment paths toward completion

4) **New Early College Programs:** Continue to grow Early College course offerings at high school locations.
   - Interview interested high school faculty who meet minimum qualifications to teach dual enrollment sections
   - Identify opportunities for expanding course/program offerings
   - Develop 5-year staffing projections for area
   - Hire early college-specific faculty to support expanded early college offerings
   - **Program Manager:**
     - Maintain relationships with dual enrollment faculty to serve as a bridge to the on-campus facets of the department

5) **Pathway Mapper Review:** Embed early college offerings into the pathway maps; update maps in collaborative efforts between EAC and SALT.
   - Collaborate with ACH Pathway Counseling/Advising team and Faculty Chairs to map degree/certificate for early college students (2-4 year sequences embedded within high school experience)
## Bakersfield College SCFF (2-Year Target)

**Work Plan & Tactics**

- Collaborate with OIE to add programs of study to Pathway Mapper for early college students

**Program Manager:**
- Collaborate with ACH Pathway Counseling/Advising team and department chair to expand suggested courses flyers to be inclusive of early college

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

- Partner with Academic Technology team and area faculty to expand OER offerings across area courses
- Launch and support OER development grant from CCCCO at BC
- Regularly update campus on OER offerings and expanded usage across departments
- Work with Scheduling and OIE to generate regular OER reports/dashboard

**Program Manager:**
- Support Dean Farley and department faculty to expand OER offerings

### C. Persistence and Retention

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

- Dean’s welcome letter to returning students
- Area participation in Pre-Convocation and Convocation events

**Program Manager:**
- Collaborate with Counseling and Advising to identify performing arts students who will be continuing in the Fall and connect with them to encourage planning their Summer and Fall classes early.
- Utilize Ocelot messaging during Spring semester to promote registration and enrollment for Summer and Fall.
- Work with department faculty to identify students who may benefit from enrolling in Summer courses to ease their unit load in Fall and accommodate necessary Major activities
- Manage the creation of the Persistence Project videos

2) **Bridge to BC:** New faculty participation; area tours

**Program Manager:**
- Support Dean Farley and department faculty where necessary

3) **Summer Events:** Provide outreach/counseling/advising/registration/financial aid support at summer events on campus – Summer Musical, etc.; Offer area-specific tours/welcome events; ensure prep for Fall term.

- Dean/Faculty/Staff presence at summer events: Summer Musical, Drum Line Competition, etc.

**Program Manager:**
- Provide marketing, ticket sales, and public relations support for the summer musical, drum line competition, and other department events in summer.
- Support the planning and execution of any open house/tour/welcome events
- Provide house management for summer events, creating a smooth and welcoming environment for guests

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

- Area participation in student/parent orientation development and implementation
- **Program Manager**
  - Support the planning and execution of incoming student orientations

5) **Convocation:** Pledges - faculty, student, parent; new student pinning ceremony; pathways/student support services/financial aid involvement.
  - Dean/Faculty/Staff participation in Pre-Commencement and Commencement events
  - **Program Manager:**
    - Participate in Area/Department activities for Convocation
    - Ensure sufficient stock of flyers and handouts, and create and/or update flyers
    - Support performing arts ensembles participating in Convocation and Commencement

6) **Area Outreach:** Dean’s Welcome Letter; Area tours; Area Meet and Greet events - Dean, faculty, staff.
  - Dean’s welcome letter to new students
  - Dean’s welcome letter to returning students
  - Area orientation/tour
  - **Program Manager:**
    - Utilize Ocelot messaging to reinforce college messaging for both new and returning performing arts students
    - Utilize Ocelot messaging to remind returning students of classes, events, etc.
    - Utilize Ocelot messaging to guide new students during their first year toward courses and activities that help them achieve their goals
    - Provide marketing, ticket sales, and public relations support to performing arts events to bring in a diverse array of audiences
    - Provide house management and lobby displays for performing arts events to provide a welcoming environment for guests

7) **New Faculty Onboarding:** Dean’s area onboarding sessions; New Faculty Seminar; Persistence Initiative Workgroups
  - Develop and implement area new faculty onboarding program
  - Develop Canvas for area new faculty onboarding
  - Host weekly Dean’s Office Hour for area new faculty to gather and orient themselves to BC throughout Summer 2022
  - Plan/Refine/Implement New Faculty Seminar for 22-23; vision, resources, readings, experiences
  - Launch Persistence Project Pilot with faculty teaching classes for first-time freshmen
  - Offer Flex Week sessions for Persistence Project Pilot
  - Create Canvas for Persistence Project Pilot
  - **Program Manager:**
    - Support Dean Farley as needed to ensure new faculty are welcomed to BC and transition successfully
    - Capture footage of Flex Week workshops and presentations from area faculty to share with future new faculty
    - Develop materials encouraging faculty to join performing arts ensembles to build a sense of belonging and community

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
- **Program Manager:**
  - Track enrollment trends to provide data and recommendations to Dean Farley and department chair regarding student-centered scheduling of late start and next semester classes
  - Collaborate with Dean Farley and department faculty to respond to trends in student preference and behavior regarding course scheduling

9) **Persistence Pilot Project - First Year Student Focus:** Progress reports for all; scheduled messaging; no-drop policy; persistence strategy resources
- **Program Manager:**
  - Support Dean Farley and department chair in identifying strategies to help students facing obstacles that might lead to persistence issues
  - Manage the creation of Persistence Project videos
  - Expand relationship with BC Marketing department to identify new strategies for encouraging persistence in performing arts students

10) **Humanized Digital Resources:** Program and pathway websites; the language of digital messages to students
- **Program Manager:**
  - Apply best practices in marketing to center the recipient in all marketing and promotion communications
  - Create a centralized marketing and branding hub for the performing arts department to ensure a holistic voice representing the department based on the college’s overall goals
  - Continue assisting Office of Institutional Effectiveness, as a frequent user, to spread information and share knowledge in using Ocelot for communication

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.
- **Program Manager:**
  - Expand use of Ocelot messaging and social media as resources for encouraging goal setting and achievement
  - Collaborate with Counseling and Advising team to identify students who may benefit from late start classes and use Ocelot to communicate about those classes
  - Keep course suggestion flyers up to date with most current program mapper
  - Collaborate with faculty to create department materials that promote pathway-focused messaging
  - Deepen engagement with performing arts students to encourage culture of persistence and use of campus resources
  - Utilize Ocelot to communicate about performing arts general education courses to the wider college community

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
- **Program Manager:**
  - Use Ocelot and social media to encourage students toward a full unit load, leading to greater financial aid
  - Create and/or update course suggestion flyers that present potential semester schedules aimed at full unit loads each semester
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13) Calling/Text Messaging Campaigns:</strong></td>
<td>Non-returners; did not meet milestones; no ed plan on file; dropped before the start of term/first week of term; under-enrolled.</td>
</tr>
<tr>
<td></td>
<td>- Support calling campaigns by providing data, course lists, and student lists to team</td>
</tr>
<tr>
<td></td>
<td>- <strong>Program Manager:</strong></td>
</tr>
<tr>
<td></td>
<td>- Support campaigns as directed by Dean Farley</td>
</tr>
<tr>
<td><strong>14) Student Feedback Surveys:</strong></td>
<td>students who received Starfish progress reports due to low performance - support needs.</td>
</tr>
<tr>
<td></td>
<td>- Collaborate with OIE to develop and deploy student feedback survey</td>
</tr>
<tr>
<td></td>
<td>- Faculty participation in encouraging students to complete the feedback survey</td>
</tr>
<tr>
<td></td>
<td>- <strong>Program Manager:</strong></td>
</tr>
<tr>
<td></td>
<td>- Support the administering of feedback surveys as needed</td>
</tr>
<tr>
<td></td>
<td>- Participate in reviewing data and implementing actions based on findings</td>
</tr>
<tr>
<td><strong>15) Updated Counseling/Advising Templates:</strong></td>
<td>Based on updated pathway maps; for use in SID and in-person appointments; inform ed plan conversations</td>
</tr>
<tr>
<td></td>
<td>- Collaborate with Chairs/Faculty/ACH Counselors and Advisors to update counseling/advising templates for SID for area degrees/certificates</td>
</tr>
<tr>
<td></td>
<td>- <strong>Program Manager:</strong></td>
</tr>
<tr>
<td></td>
<td>- Update existing department materials to reflect most up to date pathway maps</td>
</tr>
<tr>
<td><strong>16) Canvas Hub of Student Supports:</strong></td>
<td>Categorical programs; Office of Student Life resources; Writing/Math Center; Tutoring; Habits of Mind resources; video resources.</td>
</tr>
<tr>
<td></td>
<td>- Collaborate with Faculty/Staff/Support Programs/Office of Student Life/Academic Technology to create Canvas containing student supports and resources</td>
</tr>
<tr>
<td></td>
<td>- Monitor and evaluate student usage/feedback</td>
</tr>
<tr>
<td></td>
<td>- <strong>Program Manager:</strong></td>
</tr>
<tr>
<td></td>
<td>- Incorporate promotion of student support resources into regular messaging via Ocelot and social media</td>
</tr>
<tr>
<td><strong>17) Student Welcome Messaging:</strong></td>
<td>Bookstore; Student Government Association; Athletics</td>
</tr>
<tr>
<td></td>
<td>- Amplify welcome messages from area programs to help ensure students, faculty and staff receive and review them</td>
</tr>
<tr>
<td></td>
<td>- <strong>Program Manager:</strong></td>
</tr>
<tr>
<td></td>
<td>- Align department messaging with messaging from other programs to ensure a holistic voice of the college</td>
</tr>
<tr>
<td><strong>18) Student Employment/Work-based Learning:</strong></td>
<td>Expand WBL opportunities for students across pathways; student employment fairs – in-person and online</td>
</tr>
<tr>
<td></td>
<td>- Participate in student employment fairs</td>
</tr>
<tr>
<td></td>
<td>- Refine WBL guiding documents for area</td>
</tr>
<tr>
<td></td>
<td>- Identify additional opportunities for student workers in our area</td>
</tr>
<tr>
<td></td>
<td>- Identify student employment opportunities for area students to use their knowledge/skills to serve other areas of campus</td>
</tr>
<tr>
<td></td>
<td>- Refine student worker onboarding, management, and evaluation documents/processes</td>
</tr>
<tr>
<td></td>
<td>- <strong>Program Manager:</strong></td>
</tr>
<tr>
<td></td>
<td>- Collaborate with Dean Farley and department faculty to identify potential opportunities for student workers</td>
</tr>
<tr>
<td>Number</td>
<td>Task Description</td>
</tr>
<tr>
<td>--------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| 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.  
- Support Graduation Increase Initiative by messaging to area faculty and students about important deadlines and processes  
- Institute area grade check timeline  
- Customize pathway Canvas to include messaging regarding pathways, degrees, grad check processes, and commencement  
- Program Manager:  
  o Utilize Ocelot and social media to promote important deadlines and processes for students approaching graduation  
  o Collaborate with Counseling/Advising to identify students on track for Spring ’23 graduation and ensure they have planned their necessary courses |
| 20) | Finish in Four Agreements: Updated MOU/agreements with CSUB; program maps; recommended ed plans  
- Participate in Finish in Four Agreement for area transfer degrees  
- Program Manager:  
  o Ensure department promotional materials are up to do with current program maps  
  o Encourage students via Ocelot and social media to complete ed plans and regularly check and update them  
  o Provide grant writing and other fundraising support for performing arts programs to ensure students have the necessary resources to finish their education on time |
| 21) | Reg365: Explore the full-year registration system  
- Develop year-long scheduling for area when Reg365 is implemented  
- Program Manager:  
  o Support Dean Farley as necessary in scheduling for Reg365 |
| 22) | CRM Recruit: customize to use for persistence messaging/support; develop/implement persistence outreach campaigns  
- Partner with Outreach team to create custom messaging campaigns using CRM Recruit for Persistence Project |
| 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  
- Participate in ATD data coach work supporting BC Persistence  
- Implement highest yield persistence strategies across area  
- Collaborate with OIE to refine persistence dashboards and reports for distribution |
| 24) | College-wide Persistence Targets: Institutional set standards; college-wide targets; ed plan completion targets  
- Mobilize area to meet college-wide persistence targets  
- Mobilize area to meet ed plan completion targets: 90% area completion rate  
- Program Manager:  
  o Manage creation of Persistence Project videos  
  o Utilize Ocelot messaging to encourage early enrollment and long-term planning |
<table>
<thead>
<tr>
<th>Work Plan &amp; Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Amplify Pathway-specific persistence messaging from Canvas resources via department social media and internal messaging resources</td>
</tr>
<tr>
<td>o Provide grant writing and other fundraising support for department to ensure students can continue toward their unique goals with the necessary resources</td>
</tr>
<tr>
<td>o Serve as connection between performing arts department and Maintenance &amp; Operations to ensure that department facilities are in working order so students can perform required activities adequately</td>
</tr>
</tbody>
</table>

25) **Progress Reporting:** Progress reports for all students in Starfish; Weeks 2, 5, 8, 12; designated supports for progress report categories
- Participate in Starfish Starfleet leadership team
- Collaborate on refined progress report structure and options
- Support progress report implementation across area
- Complete Starfish training academy
- Expand Starfish usage across area and ACH Pathway
- **Program Manager**
  o Complete Starfish training and encourage usage in department

26) **CDCP Courses/Certificates:** develop additional CDP courses/certificates/stackable certificates; increase enrollment in CDCP classes; expand partnerships for CDCP programs
- Create NC courses and CDCP certificate offerings for Art, Communication, Library, Performing Arts, and Philosophy
- Offer workshops via Professional Development re: NC and CDCP course development
- Offer NC and CDCP offerings by Summer 2023
- **Program Manager**
  o Promote NC and CDCP offerings via Ocelot, social media, and public relations strategies

27) **CTE Courses:** increase the 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
- Revise area degree/certificate sequences and Pathway Program Mapper to ensure students complete 9 CTE units per year
- Revise area degree/certificate sequences to reflect labor market demands
- Convene industry advisory committee for each discipline to re-establish collaboration
- **Program Manager**
  o Promote Commercial Music certificate program to the wider college community
  o Identify students who have taken previous Commercial Music classes and communicate with them regarding continuing toward the certificate
  o Utilize Ocelot messaging to communicate with students currently pursuing Commercial Music certificate regarding alternate modalities to complete certificate in timely fashion
  o Promote the annual Panorama Creative Music Summit presented by the Commercial Music and Jazz programs to reach new potential students
  o Plan and execute comprehensive Commercial Music social media plan to promote the certificate program, including the possibility of paid social media advertising
  o Support the planning and development of new performing arts certificate programs
28) **Targeted Advertising**: create advertising addressing strategies for persistence, showcasing variety of student voices/experiences; message via internal and external platforms
   - Collaborate with Marketing and Performing Arts to create Persistence Project video vignette series
   - Include Persistence Project videos in Canvas shells for Persistence and for Student Supports
   - Run Persistence Project social media campaign
   - **Program Manager**:
     - Manage creation of Persistence Project videos
     - Utilize persistence messaging in Ocelot and social media
     - Collaborate with department faculty to identify obstacles faced by students and develop messaging that offers support and suggestions for persisting
     - Explore paid social media advertising options for performing arts classes and events
     - Expand utilization of BC marketing tools, messaging, and content

29) **Increase OER course offerings**: provide training/support for faculty interested in using OER; expand the number of courses utilizing OER; Library faculty to provide support with OER project; increase the number of sections offered as OER classes each term
   - **Program Manager**:
     - Support Dean Farley as needed to increase OER offerings

30) **Focus ACH Pathway Completion Coaching Team on Persistence**: Leverage area pathway team to share data, learn best practices, track student engagement, and develop shared strategies to increase persistence rates
   - **Program Manager**:
     - Work as part of pathway team to implement strategies to increase persistence rates

31) **Focus Academic Technology team work on Persistence**
32) **Focus Professional Development team work on Persistence**
33) **Expand Library course offerings and services to support Persistence**
34) **Focus Administrative Council work on Persistence**

**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.
   - Provide area support to Student Re-engagement Center – messaging, programs of study, videos, area events

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.
   - Coordinate ACH Pathway Completion Team to implement various re-engagement campaigns
   - **Program Manager**:
     - Provide support as member of pathway team as needed

3) **Strategic Communications**: Deploy Motimatic for intentional and targeted re-engagement of stopped-out students using social media outlets.
   - Provide area resources – flyers, program of study details – to Re-Engagement Center team to use in Motimatic campaigns
   - **Program Manager**:
4) **Student Survey Input:** Deploy a survey to gather information on reasons why students stopped out.
   - Collaborate with OIE and Student Re-Engagement Center Team to analyze and respond to survey data from stopped-out students

5) **Bridge to BC:** Direct re-enrollment to Bridge to BC for onboarding and to ensure they get reintroduced to campus resources.
   - Ensure area faculty participate in Bridge to BC for re-enrollment students
   - **Program Manager:**
     - Capture video interviews of faculty after participating in Bridge to BC to encourage persistence messaging to various student groups

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.
   - Participate in project to revise language of student communications from area to be more welcoming and supportive
   - Create links/digital platforms for students to re-engage with area Chairs, Faculty, Staff directly
   - **Program Manager:**
     - Implement college-wide strategies and review materials in Performing Arts to match welcoming and supportive language
     - Encourage and implement accessibility in all department materials

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.
   - Ensure area Chairs, Faculty, Staff participate in development of peer mentoring program
   - Identify and refer area students to serve as peer mentors
   - **Program Manager:**
     - Support development of peer mentoring program as needed

8) **Cognos Reports:** Develop a stopped-out report by area; stopped out for 1 or 2 semesters, 1 year, and 2 years.
   - Regularly review and utilize Cognos reports re: stopped-out students for strategic messaging/outreach campaigns within area

---

**Incarcerated (FTES):** Increase 5% from 2021-2022 baseline of 456 to 479 in 2022-2023; and, additional 2% (489) in 2023-2024

**E. Rising Scholars Program**

1) **Canvas Shell:** Instructor training on Canvas protocols, limitations, and possibilities; CCCCCO Rising Scholars Program training.
   - Support faculty development of RSP training resources
   - Support faculty participation in RSP training and professional development

2) **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.
   - Support and promote utilization of student support services added to RSP offerings via area RSP faculty
   - **Program Manager:**
     - Support Dean Farley and department chair as needed for expansion of performing arts offerings in RSP

3) **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.
   - Refine and expand area program offerings in RSP facilities based on student survey feedback
### 4) **Hire Additional FT & Adjunct Faculty:**
Create RSP-specific adjunct hiring pool for all departments teaching inside the prison.
- Continue to hire RSP-specific faculty to meet growing needs in RSP facilities

#### 5) **Strategic Faculty Assignment:**
Assign RSP classes first before assigning on-campus sections to designated instructors.

#### 6) **Targeted Workshops:**
Encourage participation in flex workshops offered to current and prospective RSP instructors, evaluation committee members, and possible supporters. Presenters will include the RSP team, faculty, and former students.
- Coordinate with Porterville College to staff RSP sections in Corcoran facility when area faculty are not available

#### 7) **Intra-college Faculty Sharing:**
PC could support BC offerings in Corcoran and other remote locations.

#### 8) **Recapture FTES:**
Identify and add similar area courses offered by Coastline and Feather River programs in our RSP facilities to recapture our FTES.

#### 9) **CSUB Alignment:**
Develop BA/BS and MA/MS pipelines from the area ADTs we offer in RSP locations.

#### 10) **GED Program Students:**
Develop a relationship with GED program staff to build onramp to BC RSP program upon completion of GED.

#### 11) **Second Chance Pell:**
Support and amplify awareness campaign around 2nd chance Pell eligibility for students.

#### 12) **Priority Registration:**
Encourage formerly incarcerated students who participated in RSP program before enrolling on campus to participate in 2nd-day priority registration

#### 13) **Campus Engagement:**
Utilize area Chairs and Faculty to expand communication between RSP students and BC departments (A&R, Financial Aid, DSPS, etc.)

### F. Baccalaureate Programs

#### 1) **Research Laboratory Technology Baccalaureate Proposal**
- Refine and finalize submission; develop curriculum; ACCJC Substantive Change Request; industry input

#### 2) **Baccalaureate Program Proposal Development**
- Identify viable programs to propose; establish industry advisory committees; prepare proposals; route for internal/external stakeholder feedback; build a repository
- Identify a viable baccalaureate program idea for area and draft proposal
  - **Program Manager:**
    - Support the idea development of a viable baccalaureate program as needed

#### 3) **CTEC Student Pipeline**
- Partnership w CTEC; align CTEC/BC/CSUB programs of study (i.e. Digital Media, Commercial Music, Journalism); develop curriculum; facility sharing

#### 4) **Financial Aid Awareness Campaign**
- BC baccalaureate program completion benefits awareness campaign, middle-class scholarships
  - Promote baccalaureate financial aid awareness campaign through Canvas messaging to area students

#### 5) **Career Days**
- Host at industry locations; highlight pathway from a baccalaureate degree to employment
  - Engage local employers related to area disciplines in industry advisory committees
  - Participate in industry career days

### G. Degree Completion with Transfer Focus

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

- **Program Manager**
  - Collaborate with Counseling/Advising team and Pathway Completion team to communicate with performing arts students approaching graduation

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

- **Program Manager**
  - Utilize Ocelot messaging and collaborate with Counseling/Advising team and Pathway Completion team to notify students of benchmarks and deadlines to stay on track

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

4) **Degree and Certificate Awarding Automation**: Collaborate with A&R to develop an 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**: Follow 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**: Share outreach material regarding degrees, certificates, transfer options at BC targeting middle/jr high and high school students at area events; collaborate with local schools to interact with students and families; participate in 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; collaborate with high school counselors hired as professional experts during summer to support outreach and transfer prep processes.

- **Program Manager**
  - Collaborate with department faculty to develop performing arts flyers that connect a student’s journey from high school through transferring

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

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

- **Program Manager**
  - Update department marketing materials to reflect relevant messaging

9) **Default and Standardized Ed Plan**: Develop and refine standardized default area-specific Ed Plans with ADT focus by the end of Fall 2022; participate in 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.

- **Program Manager**
Collaborate with department faculty to create and/or update department flyers and handouts to reflect both standardized default plans as well as multiple options connected to students’ goals/interests.

10) Starfish Flags, Reports, and Follow-Ups: Clarify Starfish flags and reports available to support transfer and completion progress across area; 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 Team to support targeted completion and transfer messaging and milestones; expand GPS bi-weekly meeting invitations to include dean and two faculty chairs from ACH Pathway to build institutional capacity in transfer/completion support.
   - Program Manager:
     o Participate as member of Pathway Completion team

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

13) Two-Year Transfer Timeline: Publicize and promote transfer timeline for ADT students - 30+ units, sophomore year, BC grad application, FAFSA, CSU/UC application.
   - Program Manager:
     o Create, refine, and update department materials to ensure promotion of two-year transfer timeline benchmarks

14) Transfer Awareness Campaigns: Area participation in awareness workshops for various audiences focusing on the transfer process (Jr High/Middle School, High School, Bridge to BC).

15) Transfer Prep Academy: Area participation in 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; participate in 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 ACH Pathway Completion Coaching Team, 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 – Develop and implement professional development activities to BC adjunct to build knowledge and capacity; HR/Chair/Dean collaboration
   - Program Manager:
     o Support Dean Farley and department chair in the development and implementation of professional development activities

2) BC Alumni Outreach – Support the development of 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)
   - Program Manager:
     o Utilize department social media to support Alumni outreach where relevant
<table>
<thead>
<tr>
<th></th>
<th><strong>3) CDCP Series: Pathway to Community College Professorship</strong> – Develop curriculum; offer sequence of NC courses for CDCP series credit; market broadly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>4) Faculty Recruitment Partnerships</strong> – Collaborate with HR, Deans, and Chairs in establishing CSUB, UC Merced, Kelly Services, Teach for America, other recruitment partnerships; build pipeline for areas of greatest need</td>
</tr>
<tr>
<td></td>
<td><strong>5) Recruitment Postings/Website Redesign</strong> – Collaborate with HR, Deans, and Chairs to revise resources to highlight benefits of college and community; feature welcoming language/images; increase ease of site navigation</td>
</tr>
<tr>
<td></td>
<td><strong>6) New Faculty Seminar</strong> – Develop and implement refined new faculty seminar; focus on persistence; attain 90% retention of Fall 2022 new hires into Fall 2023</td>
</tr>
<tr>
<td></td>
<td><strong>Program Manager:</strong></td>
</tr>
<tr>
<td></td>
<td>- Support the development of new faculty seminar and participate as performing arts representative</td>
</tr>
<tr>
<td></td>
<td>- Promote performing arts ensemble participation to new faculty as a means of building strong sense of community and persistence</td>
</tr>
</tbody>
</table>