### SCFF Targets

#### FTES

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</thead>
<tbody>
<tr>
<td>Regular:</td>
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<tr>
<td>Behavioral Science</td>
<td>982.85</td>
<td>1273.29</td>
<td>1693.62</td>
<td>1697.74</td>
<td>1523.09</td>
<td>1705.86</td>
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<tr>
<td>New Students:*</td>
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<td>20.24</td>
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<td>Behavioral Science</td>
<td>176.21</td>
<td>182.79</td>
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<td>162.60</td>
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<td>A, B, C, F, G</td>
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<td>Special Admit:</td>
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<td></td>
<td></td>
<td>196.34</td>
<td>A, B, C, F, G</td>
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<tr>
<td>Behavioral Science</td>
<td>15.65</td>
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<td>90.40</td>
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<td>Incarcerated:</td>
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<tr>
<td>Behavioral Science</td>
<td>36.82</td>
<td>67.03</td>
<td>85.29</td>
<td>194.58</td>
<td>99.84</td>
<td>111.82</td>
<td>A, C, D, H</td>
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<tr>
<td>CDCP:</td>
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<tr>
<td>Behavioral Science</td>
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<td></td>
<td></td>
<td>A, C, D</td>
</tr>
<tr>
<td>Non-Credit (FTES)</td>
<td>Behavioral Science</td>
<td></td>
<td>10.99</td>
<td>0.00</td>
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</table>

*Behavioral Science targets are based on FTES.

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**Denise McCauley**  
Program Manager - Scheduling
### 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 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

**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

<table>
<thead>
<tr>
<th>A. New Student Outreach / Yield</th>
<th>B. Dual Enrollment / Early College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Kern County College Night:</strong> Represent at Kern County College Night.</td>
<td>1. <strong>Refine dualenroll.com:</strong> Review attendance accounting and verify classes are meeting maximized ftes apportionment.</td>
</tr>
<tr>
<td>2. <strong>KHSD Health &amp; Energy Academy:</strong> Provide departmental support with curriculum and scheduling within the program to maximize ftes.</td>
<td>2. <strong>Scale dual enrollment faculty mentorship program:</strong> Improve data reporting of Dual Enrollment faculty to ensure accurate and easily available information is accessible for Departments and Deans</td>
</tr>
<tr>
<td>3. <strong>Career Awareness &amp; Planning:</strong> Provide responsive and dynamic scheduling and curriculum to meet the needs of industry to increase course offerings.</td>
<td>3. <strong>Review programs of study for pathway high schools:</strong> Work with the BC PPM Task Force to ensure alignment and up to date pathways are accessible.</td>
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<td>4. <strong>Comprehensive Student Education Plan:</strong> Develop CSEPs beginning at 9th-grade level to ensure that dual and concurrent enrolled courses are included, providing a clear path for student completion.</td>
<td>4. <strong>New Early College Programs:</strong> Continue to grow Early College course offerings at high school locations.</td>
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<tr>
<td>5. <strong>Schedule of Classes:</strong> Review 360 registration schedule and optimize availability and visibility of schedule. Open enrollment earlier to secure ftes sooner and also ensure staffing needs are secured in advance.</td>
<td>5. <strong>Pathway Mapper Review:</strong> Embed early college offerings into the pathway maps; update maps in collaborative efforts between EAC and SALT.</td>
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<td>6. <strong>Outreach:</strong> Support outreach by looking at different scheduling practices to engage students earlier and increase overall FTES</td>
<td>6. <strong>Increase use of OER classes:</strong> Increase awareness of OER offerings; ensure OER sections are clearly labeled. Provide reporting tools to review OER items. Implement MIS State tracking of ZTC and LCT</td>
</tr>
<tr>
<td>7. <strong>Annual Update Form:</strong> Work with FCDC enable BC to develop a schedule one year in advance, to allow students to enroll for the year.</td>
<td>7. <strong>Express Enrollments/Priority Registration Day 2/One-Click Registration:</strong> Work with key contributors into addressing a more automated enrollment system that allows for improved scheduling and more course offerings.</td>
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<td>8. <strong>Program Mapper Enhancement:</strong> Support departments in the review and revision of program mapper. Provide support on the BC PPM Task Force.</td>
<td>8. <strong>Increase use of OER classes:</strong> Increase awareness of OER offerings; ensure OER sections are clearly labeled. Provide reporting tools to review OER items. Implement MIS State tracking of ZTC and LCT</td>
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## Persistence and Retention

1. **Summer Melt Mitigation:** Calling and Messaging to ensure students register for and enroll in the fall. Help develop improved scheduling to reduce administration work on enrollment.
2. **Bridge to BC:** Support onboarding of new faculty; outreach to re-enrollment/disqualification students.
3. **Summer Events:** Summer School class visits - engage with students taking summer classes, ensure prep for Fall term.
4. **Student/Parent Orientation:** Support development/Implementation full-day orientation for incoming students and parents; instruction and student services support; generate parent buy-in.
5. **Area Outreach:** Support Deans and Departments with outreach, meet and greet events - Dean, faculty, staff.
6. **New Faculty Onboarding:** Provide administrative support for all Dean’s area onboarding.
7. **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.
8. Support the setup of guidelines for scheduling - student centered
   - i. Support institutionalizing a student minded schedule (FCDC, EAC, Schedulers)
   - ii. Support institutionalizing the use of data analytics to support schedule decision making (FCDC, EAC)
9. **Persistence Pilot Project - First Year Student Focus:** Progress reports for all; scheduled messaging; persistence strategy resources. Continue messaging students regarding schedule changes and ensure persistence. Avoiding students being dropped from sections
   - i. Support institutionalizing Ocelot communication (FCDC, EAC, Schedulers)
10. **Humanized Digital Resources:** Program and pathway websites; the language of digital messages to students
11. **Guided Pathway Focus:** Class updates about pathways; Social media and text messaging outreach by pathway; Milestone check-ins with students - ed plans, updates, registration, petitions. Support analytics by implementing Ad Astra milestone reporting. Ocelot tool used by scheduling announcing class start dates, class changes and cancellations.
12. **Reg365:** Explore the full-year registration system
13. **Ad Astra Milestone Reporting:** Implementation for transfer and degree completion tracking.
14. **Calling/Text Messaging Campaigns:** Non-returners; did not meet milestones; no ed plan on file; dropped before the start of term/first week of term; under-enrolled.
15. **Updated Counseling/Advising Templates:** Make sure the pathway maps are updated.
16. **Site Programming for Completion (FCDC, Schedulers, Faculty)**
   - a. Improve data reporting by connecting Starfish API with Banner student data (BC IR)
b. Develop strategies and support implementation of “Fast Finish” 8+8 scheduling.

c. Improve Banner coding to provide accurate data as well as create improved historic data for predictive analysis. (DO IT, BC IR)

d. Non-Credit Expansion
   i. Provide improved versatility in scheduling processes to support course growth.

e. Expansion of Adult Education
   i. Review Banner coding and ensure versatility in scheduling.

17. Completion Support
   i. Umoja: Succession Planning: Provide strategies development opportunities to increase enrollment with an Umoja Bridge pipeline.
   ii. Pathways: Succession Planning: Provide strategies and development opportunities to increase enrollment by using analytics and creative schedule building.
   iii. Reviewing and strategy development in missed opportunities.
   iv. CVC Exchange CCCCCO – Support development and introduction of CVC auto enrollment.
   v. Ocelot: Provide and implement communication plan for campus to increase enrollment and reduce students being dropped because of scheduling changes.
   vi. Improve plan to eliminate barriers that cause students difficulties in completing by ensuring clear communication of schedule changes, proposing adjustment to student plan to maintain integrity of priority registration and students’ ability to continue with proposed schedule of classes.

D. Re-enrollment

1. **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.

2. **Cognos Reports**: Develop a stopped-out report by area; stopped out for 1 or 2 semesters, 1 year, and 2 years.
   i. Improve and support development of Data Sources: Cognos (IR), Starfish (Commiso & IR), Ad Astra (McCaul), Tableau (IR)
   ii. Provide accessibility to Efficiency Metrics: Seats, Sections, Modality, Students, Discipline Targets, Room Utilization
   iii. Improving the following processes will ensure students stay on the path to progression and completion

3. **Site Programming for Completion (FCDC, Schedulers, Faculty)**
   a. Improve data reporting by connecting Starfish API with Banner student data (BC IR)
   b. Develop strategies and support implementation of “Fast Finish” 8+8 scheduling.
   c. Improve Banner coding to provide accurate data as well as create improved historic data for predictive analysis. (DO IT, BC IR)
   d. Non-Credit Expansion
      i. Provide improved versatility in scheduling processes to support course growth.
4. **Completion Support**
   a. **Umoja**
      i. Succession Planning: Provide strategies and development opportunities to increase enrollment with an Umoja Bridge pipeline.
   b. **Pathways**
      i. Succession Planning: Provide strategies and development opportunities to increase enrollment by using analytics and creative schedule building.
      ii. Reviewing and strategy development in missed opportunities.
   c. **CVC Exchange CCCC** – Support development and introduction of CVC auto enrollment.
   d. **Ocelot**
      i. Provide and implement communication plan for campus to increase enrollment and reduce students being dropped because of scheduling changes.
      ii. Improve plan to eliminate barriers that cause students difficulties in completing by ensuring clear communication of schedule changes, proposing adjustment to student plan to maintain integrity of priority registration and students’ ability to continue with proposed schedule of classes.
**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. **Increase Service Areas:** Provide support to leadership in local jails, juvenile facilities, formerly incarcerated/justice-involved, and Kern County probation to increase cohort size, several classes offered and offer more short-term/non-credit classes. Reach out to colleges with successful on-campus programs for formerly incarcerated; assign faculty lead to work directly justice-involved students on campus.

2. **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.

3. **CSU General Education Certificate:** Work with students’ schedules to ensure that the gen ed certificate requirements are being met.

4. **Hire Additional FT & Adjunct Faculty:** Create RSP specific adjunct hiring pool for all departments teaching inside the prison.

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

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**G. Degree Completion with Transfer Focus**

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

2. **Progress Benchmark:** Track student progress to acknowledge and encourage completion of momentum points, on track for transfer, and degree completion.
   a. **Reporting Automation:** Develop automated reports for benchmark tracking, calling campaigns, and targeted student support (Cognos, Ad Astra and Starfish reports). Improve data reporting by connecting Starfish API with Banner student data (BC IR)

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

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

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

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

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

8. **Pathway Completion Coaching Teams:** Refine Pathway Completion Teams to support targeted completion and transfer messaging and milestones; expand GPS bi-weekly meeting invitations to include deans and student services team members to build institutional capacity in transfer/completion support.
   - i. Succession Planning: Provide strategies and development opportunities to increase enrollment by using analytics and creative schedule building.
   - ii. Reviewing and strategy development in missed opportunities.

9. **Two-Year Transfer Timeline:** Implement transfer timeline for ADT students - 30+ units, sophomore year, BC grad application, FAFSA, CSU/UC application. Develop strategies and support implementation of “Fast Finish” 8+8 scheduling. Improve plan to eliminate barriers that cause students difficulties in completing by ensuring clear communication of schedule changes, proposing adjustment to student plan to maintain integrity of priority registration and students’ ability to continue with proposed schedule of classes.

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

11. **Transfer in Triumph Initiative:** Build capacity of all BC counselors and advisors to support transfer; BC to CSUB transfer notifications on April 1st; BC/CSUB Starfish shared access/usage; shared reports; community tour; in-depth transfer training for all BC counselors and advisors.
   - a. Improve Banner coding to provide accurate data as well as create improved historic data for predictive analysis. (DO IT, BC IR)
   - b. Non-Credit Expansion
      - i. Provide improved versatility in scheduling processes to support course growth.
   - c. Expansion of Adult Education
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12. **Completion Support**
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**H. Diversified Hiring**

1. **Adjunct Faculty Mentorship Academy** - offer professional development activities to BC adjunct to build knowledge and capacity; HR/Chair/Dean collaboration
2. **BC Alumni Outreach** - develop multiple on-ramps to employment at BC for alumni; utilize social media; collaborate with BC Foundation; develop alumni-turned-employee spotlights; clarify the path for becoming a BC employee (minimum qualifications, position descriptions, prep workshops available)
3. **Aspire Faculty Internship** - develop model; conduct campus visits; identify/train faculty mentors; explore housing options for interns
4. **CDCP Series: Pathway to Community College Professorship** - develop curriculum; offer sequence of NC courses for CDCP series credit; market broadly
5. **Recruitment Postings/Website Redesign** - highlight benefits of college and community; feature welcoming language/images; increase ease of site navigation