**Vision for Success Goal #1:** Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

Improving the following processes will ensure students stay on the path to progression and completion

- **Enrollment Management Strategies**
  - Enrollment Management – Persistence
    - Institutionalize Completion Coaching Pathways Campaign (FCDC, Faculty, Ed Advisors, Peer Mentors)
    - Institutionalize Starfish Utilization (FCDC, Faculty, Ed Advisors)
    - Institutionalize Ocelot Utilization (FCDC, Faculty, Ed Advisors)
    - Institutionalize Pathway/Discipline Cohort Ownership (GPIT, Department Chairs, Faculty)
  - Enrollment Management – Growth
    - Data Sources: Cognos (IR), Starfish (Commiso), Ad Astra (Moseley)
    - Efficiency Metrics: Seats, Sections, Modality, Students, Discipline Targets, Room Utilization (FCDC, Enrollment Management Committee, Schedulers, Faculty)
  - Implementation and Training for Ad Astra (Moseley)
    - Student Centered Scheduling by course demand utilizing predictive analytics
    - Student Centered Scheduling by modality (face-to-face, online, hybrid)
  - Schedule Management
    - Review and streamline processes (DO Transition Team, DO IR, Schedulers)
    - Participate in Cambridge West Training (EAC, Department Chairs, faculty)
  - Expansion of Open Educational Resources by 10% (Moseley, Rivers, Faculty)
  - Integration of DualEnrollment.com with Banner (Moseley, Pena, Ward)
  - Develop CCCApply Noncredit Application (Moseley, Pena, Cordova)
  - Develop Winter Intersession (Moseley, Pena, Faculty)
  - Scale up Auto-Enrollment (Pena, Ward)
Vision for Success Goal #2: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.

Strategic Initiative 1 - Student Learning

Strategic Initiative 2 - Student Progression and Completion

Work Plan
Improving the following processes will ensure students stay on the path to progression and completion

- Site Programming for Completion (FCDC, Schedulers, Faculty)
  - BC – completion morning, afternoon, and evening
  - BCSW – 8+8 scheduling for ADTs & CSU Certificates
  - Online – expansion of degrees & certificates including GE
  - Inmate Education Expansion (Jett, Perez, FCDC, Faculty)
    - Face-to-Face courses in 5 prisons – Goal: 100 sections
    - Correspondence Education including GE – Goal: 100 sections
    - Expand BSIA to two additional prison yards
    - Explore feasibility of offering Philosophy ADT
    - Establish relationships with local jails to offer noncredit courses

- Expansion of 8+8 course offerings – Goal: 367 sections (FCDC, Schedulers, Faculty)

- Expansion of Finish in 4 (BCSW, Marquez, Osea, Menchaca)

- Establish Honors Pathway for students to CSUB (Wojtysiak, Marquez, Kim)

- Pathways Program Mapper (Hayward, Menchaca, Marquez, Osea)
  - Default Maps
  - Expand to transfer institutions
  - Include 8+8 maps

- Completion Support
  - English and Math Bootcamps (Jett, Waller, Bligh)
    - Succession Planning: Bridge – English Bootcamp – Math Bootcamp
    - Week 0 Bootcamps for English & Math
    - English & Math Bootcamps starting 2/3 week of semester
  - Inmate Ed – Community of Practice for Correspondence Ed (Jett, Perez, ISP Faculty)
  - Expansion of Summer Bridge (Moseley, Bligh)
    - Increase number of sections
  - Creation of Winter Bridge (Moseley, Bligh)
    - Include all three modalities (face-to-face, online, hybrid)

- Grow Our Own Collaboration with CSUB & UC Merced (Waller, McGarrah)
**Vision for Success Goal #3:** Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units (the most recent system wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

Improving the following processes will ensure students stay on the path to progression and completion

- Identify and alleviate pressure points (faculty, course scheduling, room usage)
- Focus on Persistence Rate Goal of 81% from Fall 2020 to Fall 2021
- Maintain focus on supporting momentum points for students (GPIT, FCDC, Faculty)
  - 15+ Units – Goal: 20%
  - 30+ Units – Goal: 18%
  - Math & English – Goal: 15%
  - Math – Goal: 16%
  - English – Goal: 24%
  - Institutionalize English & Math Bootcamps
  - Peer Mentoring embedded support

- Curriculum (Menchaca, Osea, Johnson, and Nickel)
  - Review of BC General Education pattern
- Expansion of Credit for Prior Learning by 10% (Nickell, Menchaca, Cordova, Frank)
- Competency Based Education (Moseley, Melby)
  - Establish task force
  - Identify one transfer program and 1 career education
  - Meet year 1 milestones
**Vision for Success Goal #4:** Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

Improving the following processes will ensure student learning and hands-on experience in chosen field of study:

- Focus on increasing student success rate in CTE courses – Goal: 80% (FCDC, CTE Faculty)
- Enhance relationships with community partners (CTE Deans/Directors, CTE Faculty)
- Monitor SWF projects to meet community needs (Cordova, FCDC, CTE Faculty)
- Apprenticeship Expansion (Cordova, FCDC, CTE Faculty)
- Increase number of students taking discipline specific work experience courses by 10% (Cordova, Baltazar, FCDC, CTE Faculty)
- Physical Therapy Assistant Program (Bolton, Oesch)
  - Accreditation
  - Marketing to develop student awareness
- Expansion of noncredit course offerings to meet industry needs by 20% (FCDC, CTE Faculty)
- Site Programming for Noncredit Completion
  - Job Spot, BC Launchpad, and rural communities (Shafter, Delano, Wasco, Arvin)
- Expansion of Career Development/College Preparation (CDCP) by 20%
  - Bridge – English – Math (Moseley, Bligh, Jett, Waller)
  - New Car Dealership (Cordova, Haney)
  - Wonderful Employers Training Resource (Cordova)
- Expansion of clinical sites for Nursing, Rad Tech, EMT by 5% (Gard, Hill, Robinson, Harker)
- Expansion of CNA cohorts in rural sites by 10% (Gard, Wojtysiak)
- Creation of industry relevant curriculum
  - Health
  - Energy
  - GIS
- Expansion of Adult Education (Wojtysiak, Grijalva, Bligh)
  - Noncredit by site based on industry needs
  - Summer Bridge to create onramp to credit programs
- Institutionalize Auto-Award of CTE Certificates (Cordova, Farley, Baltazar)
**Vision for Success Goal #5:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

Improving the following processes will ensure students stay on the path to progression and completion of momentum points and close achievement gaps

- Ensure appropriate resources (faculty, course scheduling, room usage)
  - Early College
  - Inmate Education
  - Rural Expansion

- Aspire - Faculty Diversification Fellowship (Wright, Waller, Mccarrah, Saldiar, Vaughn, Moseley)
  - Increase faculty diversity entering the CCC system by 10%
  - Create Aspire Lite Curriculum
    - Create course for potential candidates for Aspire program
    - Team to travel to college partners for recruitment

**Strategic Direction #4 – Leadership and Engagement**

**Work Plan**

Improving the following processes will ensure that the Guided Pathways framework is at the heart of everything we do at BC

- Covid-19 Response Team (Damania, Johnson, McCrow)
- ACCJC Mid-term Report (Wojtysiak, Taskforce)
- Student Information Desk – Completion Coaching Teams (Wojtysiak, Hall, FCDC, Faculty)
- Establish BCSW as a Center – Goal: 1,000 FTES (Wojtysiak, Ocampo, FCDC, Faculty)
- Professional Development
  - Safety/ Incident Command Center/Mandated Training (Admin, Faculty, Staff, Students)
  - AB508/Accessibility (Admin, Faculty, Staff)
  - Diversity, Equity, and Inclusion (Admin, Faculty, Staff, Students)
- Expansion of Grant Writing Support (Waller, Mccarrah)
  - Recruit for Director of Grants & Resource Development
  - Expand training opportunities to faculty and staff to participate in grant writing efforts
- Management, Faculty, Classified, and Student Worker Evaluations (EAC, FCDC, Faculty, Staff)
- Scheduling Practices – Starfish (Department Chairs, Faculty)
- Expand capacity and network to support BC Foundation
- Support BC Archives and secure permanent location
- Support and promote Alumni Foundation
- Budget Practices – Student centered (Deans, Department Chairs)
- College Reporting – Student centered; equity-minded (Administrative Co-Chairs, Faculty Co-Chairs)
- New Faculty Seminar – pedagogy; enrollment practices (Moseley, Rivers)
- Renegade Roundtables – streamline processes (Rivers, Calderon, Rangel)
- Faculty Chairs and Deans Council – operationalize processes (Rice, Rangel)
- Mindful Succession Planning
  - Managers (EAC, SALT)
  - Committee Co-Chairs (Administrative Co-Chairs, Faculty Co-Chairs)