BAKERSFIELD COLLEGE MASTER WORK PLAN 2023-2024

August 3rd, 2023

Steven Watkin, President

BAKERSFIELD COLLEGE

WORK PLAN TARGETS

Bakersfield College has prepared the following workplan tactics in alignment with the Student-Centered Formula and Vision 2030 to support the educational journey of each student and ensure student access, persistence, equity, and successful degree completion.

GOAL: Increase each SCFF category to 6% in 2023-2024 using 2022-2023 baseline data.

FTES Categories

SCFF CATEGORY	2019-2020	2020-2021	2021-2022	2022-2023	6% Target 2023-2024	# Change	Mapped Tactics
Regular	15,291.31	15,478.37	13,624.00	14,855.60	15,746.94	891.34	A, C, D, F, G, H, I, J, K
Special Admit	1,622.44	1,783.40	2,907.83	2,897.41	3,071.25	173.84	A, B, C, D, G, H, I, J, K
Incarcerated	440.97	589.69	455.97	651.15	690.22	39.07	A, C, D, E, G, H, I, K
CDCP	0.00	55.88	48.93	124.47	131.94	7.47	A, C, D, H, I, J, K
Non–Credit	68.36	26.91	48.93	65.18	69.09	3.91	A, C, D, H, I, J, K

Supplemental Categories

SCFF CATEGORY	2019-2020	2020-2021	2021-2022	2022-2023	6% Target 2023-2024	# Change	Mapped Tactics
AB540	1,550	1,411	1,387	1,370	1,452	82	A, C, D, F, G, H, I, J, K
Pell	11,186	9,058	7,664	9,814	10,403	589	A, C, D, F, G, H, I, J, K
CCPG	19,867	18,100	18,292	18,413	19,518	1,105	A, C, D, F, G, H, I, J, K

Student Success Categories

SCFF CATEGORY	2019-2020	2020-2021	2021-2022	2022-2023	6% Target 2023-2024	# Change	Mapped Tactics
Associates for Transfer	1,400	1,498	1,620	2,425	2,571	146	C, D, E, G, H, K
Associates	606	651	843	1,309	1,388	79	C, D, E, H, I, K
Baccalaureate	2	4	4	16	17	1	C, D, E, F, H, I, K
Certificates	175	173	206	553	586	33	C, D, E, H, I, K
Transfer Level math & English	542	579	543	774	820	46	C, D, F, G, H, K
Transfer to a 4 Year University	835	879	992	896	950	54	C, D, G, H, K
Nine or More CTE Units	3,892	3,749	3,676	4,605	4,881	276	C, D, F, H, I, K
Regional Living Wage	3,864	4,223	5,288	5,490	5,819	329	I, J

WORK PLAN TACTICS

A. New Student Outreach / Yield

1) **Early Awareness:** Continue and expand presentations to local Middle School/Jr. High Students; offer field trips to BC campuses; conduct awareness presentations to students and parents regarding preparation for college transfer level Math and English courses at BC; offer NC courses to parents.

2) **High School Outreach:** Presentations to local high school students; conduct matriculation workshop series – CCCApply, CSEP, Financial Aid application, registration; President's Circle convenings with district/high school leadership and counselors; 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 and student assemblies; targeted AB540 recruitment for students completing the California Dream Act Application; awareness campaigns focused on Finish in 4 and transfer pathways, fielding the importance of preparing for transfer level Math and English courses at BC.

3) **Kern County College Night:** Increase the BC presence in KCCN; offer workshops on student success support and financial aid. BC is an educational partner; pathways, student support services, and student organizations included.

4) **Kern Economic Development STEMposium (now Kern County Career and STEM Expo), STEM, and MESA Student Organizations:** Encourage engagement and support for student transition to BC STEM majors.

5) **KHSD Health & Energy Academy:** Engage students involved in KHSD Health and Energy Academies.

6) *Career Awareness & Planning:* Implement career awareness and planning to help students prepare for their BC matriculation steps and to obtain customized CSEP and related work-based learning experiences.

7) **Comprehensive Student Education Plan:** Develop CSEPs beginning at the 9th-grade level to ensure that dual and concurrent enrolled courses are included, providing a clear path for student completion of Math and English courses during the first year; PPM team to align with transfer colleges and provide continuous updates on the Program Pathways Mapper. Financial Aid should be incorporated into the orientation with parents (SAP and Cost of College).

8) **Schedule of Classes:** Open the schedule of classes earlier for students to select and plan their courses for express enrollments each term; increased transfer level Math and English offerings; continue to watch course offering waitlists and schedule new classes per student demand.

9) **Express Enrollments/Priority Registration Day 1& 2 Registration Days:** Increase the number of express enrollment offerings at high schools and BC campus locations; all hands-on deck for high school priority registration day; priority registration one preparation initiative for designated affinity groups; auto-enroll continuing student cohorts.

10) **Basic Needs Services:** Market more broadly and regularly as part of outreach and matriculation processes; establish more permanent distribution locations at BC centers and community locations.

11) **BCSW Campus Growth:** Apply for, and secure, 'Center Status' for BC Southwest upon demonstrating 1,000 FTES in FY 2023; Strive to achieve 1,100 FTES in FY '24; Increase number of full programs offered at BCSW by at least two in FY 2024 to support FTES goals; Expand the BCSW facility to include use of third floor.

12) **Student Government Association (SGA):** SGA members to play a more active role in outreach and matriculation events.
13) **Nursing & Pre-Med Students:** Intentional outreach for nursing and pre-med students within high school and industry partners.
14) **International Student Program:** Continue to expand international student programs via Docsity marketing, California based international consulate offices, and campus community.

B. Dual Enrollment / Early College

1) **Refine dualenroll.com:** Improve student facing elements 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-states; update form to include all terms for annual enrollment; align registration options to CSEP, Pathway Mapper.
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 increase understanding of how to access support services (e.g., Writing Center, Library, Tutoring, Student Support Programs, etc.), importance of CSEP, Program Mapper, Starfish training; refine dual enrollment course evaluation process to strengthen relationships with high school dual enrollment faculty.
3) **Review programs of study for pathway high schools:** Formalized structure, cross-collaboration in curriculum development to ensure alignment; assign math instructors with over a 1.0 load and continue to scale up offerings; area F will need more faculty.
4) **New Early College Programs:** Continue to grow Early College course offerings at high school locations; grow early college pathways offered at BCSW and CTEC.
5) **Pathway Mapper Review:** Embed early college offerings into the pathway maps; update maps in collaborative efforts between EAC and SALT.
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.
7) **Enroll all 9th grade students:** Use STDV B3 as an entry point into dual enrollment by default for all incoming 9th grade students. Develop a plan for all students to complete at least 12 DuE units within four years.
8) **Financial Literacy:** Educate students and parents regarding the impact of failing a class, full cost of college, financial benefit of early college, etc.

C. Persistence and Retention

1) **Summer Melt Mitigation:** Calling and messaging to ensure students register for and enroll in the fall; target continuing students who did not complete a financial aid application.
2) **Bridge to BC:** New faculty participation; area tours; bootcamps capturing bridge students via canvas notification; increase sections of B1AL for fall and spring; math boot camps at the BC Southwest campus; outreach to re-enrollment/disqualification students - customize groupings to fit student profiles; clarify path to completing degree/certificate. Auto-enroll Bridge students in EDUC B68NC - Success for Online Learning.
3) **Summer Events:** Provide outreach/counseling/advising/registration/financial aid support at summer events on campus - Step Up to STEM, Bridge to BC, and various categorical orientation programs; offer area-specific tours/welcome events; Summer School class visits - engage with students taking summer classes, ensure prep for Fall term.

4) **Student/Parent Orientation:** Develop/Implement full-day orientation for incoming students and parents; instruction and student services support; Informational tables for AB540 support program; benefits of financial aid presentations and break out application support sessions; generate parent buy-in; highlight program mapper and CSEP.

5) **Convocation:** Pledges - faculty, student, parent; encourage more involvement from pathways and student support services.

6) **Area Outreach**: Dean's Welcome Letter; Area tours; Area Meet and Greet events - Dean, faculty, staff; integrate AB540 and financial aid information with area outreach; AB540 team will personally follow up with eligible students to ensure persistence and completion.

7) **New Faculty Onboarding**: Dean's area onboarding sessions; New Faculty Seminar; Persistence Initiative Workgroups.

8) **Student-Centered Scheduling:** Continue to refine scheduling based on needs of specific student profiles (morning, afternoon, evenings, Fridays, Saturdays, online, hybrid, F2F); refine site-based scheduling; align with updated pathway maps; ensure completion is possible in two years; ensure schedule productivity.

9) **Persistence Project - First Year Student Focus:** Progress reports for all; scheduled messaging; drop cool-off policy; persistence strategy resources.

10) **Humanized Digital Resources:** Marketing team will work with program and pathway websites; the language of digital messages to students.

11) **Guided Pathway Focus:** Campus-wide guided pathways efforts - 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; counselor/advisor classroom visits.

12) **Financial Aid Support:** Regular messaging; classroom presentations; support provided in person in pathway areas on scheduled days; competitions/incentives for completing FAFSA/CADAA applications; Banner integration for Culinary Arts Competency-Based Education (CBE) program; Financial Aid student support to all rural sites.

13) **Calling/Text Messaging Campaigns:** Non-returners; did not meet milestones; no ed plan on file; dropped before the start of term and prior to the census; under-enrolled; non-financial aid completers; AB540 stopped out students.

14) **Student Feedback Surveys:** SOC will conduct surveys for students who received Starfish progress reports due to low performance - support needs.

15) **Refine Counseling/Advising Templates:** Based on updated pathway maps; for use in SID and in-person appointments; informed plan conversations.

16) **Continue Cross training on financial aid applications:** EAC/SALT key collaborators to support the financial aid application process.

17) **Canvas Hub of Student Supports:** Pathways; Categorical programs; Office of Student Life resources; Writing/Math Learning Center; Tutoring; Financial Aid; video resources; AB540 and Office of Financial Aid resources and student support.

18) **Academic Support:** Enhance tutoring and writing center support for core subjects.

19) **Finish in Four Agreements:** MOU on data sharing with CSUB; program maps, recommended ed plans.

20) **Student Employment/Work-based Learning:** Continue to expand WBL opportunities for students across pathways (apprenticeships, industry partnerships, etc.); student employment fairs - in person and online.

21) **Graduation Increase Initiative:** Strategic review of student records - grad check review based on units completed using a close to completion report; individual student outreach/follow-up to finalizing needed registration, commencement RSVP, etc.

22) **CRM:** Vendor options are being evaluated with a goal towards a soft launch in Summer 2024.
23) **Persistence Data:** Continue to enhance persistence dashboards/ad hoc data analysis to support our persistence work; data review and faculty/staff/student feedback; identify highest yield persistence opportunities; persistence reports.
24) **College-wide Persistence Targets:** Establish Institutional Set Standards and goals; review CSEPs for continuing students by term for course scheduling and for degree and/or certificate completion.
25) **Progress Reporting:** Progress reports for all students in Starfish; Weeks 2, 5, 8, 12; designated supports for progress report categories.
26) **Targeted Advertising:** Personalized advertising that addresses strategies for persistence, variety of student voices/experiences; message via internal and external platforms.
27) **Increase OER Course Offerings:** Provide training/support for faculty interested in using OER; expand number of courses utilizing OER; library faculty to provide support with OER project; increase number of sections offered as OER classes each term; market OER options more broadly to students/community.
28) **Student Organization Engagement:** Continue to increase the involvement of student organizations on campus and direct connection to the academic classroom.
29) **Basic Needs and Mental Health Development:** Continue to increase offerings and student support regarding mental health and basic needs to ensure students are thriving in their environments.
30) **High School SGA Leadership Conference:** In partnering with Outreach, Student life hosts a conference inviting HS student leaders from SGA to campus for a business conference.
31) **Student Information Desk:** Offer online student support for re-enrollment services.
32) **Auto-enrollment:** Automate enrollment using Banner and Starfish; automate update form reminders.
33) **Peer-to-Peer Support:** Utilize SGA members/events as catalyst for engagement and peer-to-peer support.
34) **Online Instruction Support:** Provide/expand training/support for faculty interested in online instruction.

D. Re-Enrollment

1) **Student Re-Enrollment Center:** The center's goal is to re-enroll students; designated employees following a communication calendar of campaigns; full staff have been hired, establish a calendar of events, strengthen processes while utilizing SID, Ocelot texting, email, and calling.
2) **Develop Communication Plan:** SID calling campaign timelines in coordination with Re-Engagement Center; 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; AB540, Pell, and CCPG included in the SID calling campaign messaging scripts; offer flex week workshops for faculty engagement and awareness efforts to increase headcount for each supplemental program.
3) **Strategic Communications:** Utilize Ocelot texting, social media, enrollment, and close-to-completion reports; calling/texting campaigns for intentional and targeted re-engagement of stopped-out students.
4) **Bridge to BC:** Continue to direct re-enrolled students to Bridge to BC for onboarding and to ensure they get reintroduced to campus resources.
5) **Improve Focus on Customer Service:** Provide holistic support to connect students to campus resources; cross train employees with campus resources and position specific skills.
6) **Develop a Peer Mentoring Program:** SGA peer mentors to assist with engagement and persistence campaigns; focus on critical groups and milestone achievement.

7) **Data-Informed Strategy***:* Continue to generate stopped-out reports by area and affinity groups; stopped out for 1 or 2 semesters; ensure that reports include information on the completion of a financial aid application.

E. Rising Scholars Program

1) **Increase Service Areas:** Reach out 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 with justice-involved students on campus.

2) **Canvas Shell:** Instructor training on Canvas protocols, limitations, and possibilities; CCCCO Rising Scholars Program training.

3) **Student Support Programs:** Institutionalize support services in all RSP facilities; assign 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; implement progress reports.

4) **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.

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

6) **Classroom Expansion:** Work directly with prison wardens to explore the possibility of increasing classroom availability inside via adoption of a full yard.

7) **Hiring:** Create RSP specific adjunct hiring pool for all departments teaching inside the prison; add two faculty leads to support justice-involved youth.

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

9) **Targeted Workshops:** Offer workshops to current and prospective RSP instructors, evaluation committee members, chairs, and supporters. Presenters will include the RSP team, faculty, and former students.

10) **Intra-college faculty sharing:** PC could support BC offerings in Corcoran and other remote locations.

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

12) **Increase Dialogue with Stakeholders***:* Increase site visits and conversations between local jail/sheriff wardens and the BC executive team to explore new programs, facilities, and opportunities.

13) **CSU Alignment:** Develop BA/BS and MA/MS pipelines from the ADTs we offer in RSP locations.

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

15) **Second Chance Pell:** Develop an awareness campaign around second chance Pell eligibility for students once the new application process opens.

16) **Future Employment Opportunities:** Establish Wildland Firefighter Training for RSP students to serve on summer crews; support the development of wildland firefighter skills for future employment opportunities.

17) **Priority Registration:** Provide 2nd-day priority registration to formerly incarcerated students who participated in RSP program before enrolling on campus.

18) **Campus Engagement:** Continuous communication between RSP students and BC departments (A&R, Financial Aid, DSPS, etc.).

19) **Project Hire Up:** Apply for participation in CCCCO pilot program, prompted by AG 2425, to provide stipend support to formerly incarcerated students in the Rising Scholars Network to attend college (former foster youth and CalWORKs students also qualify).

F. Baccalaureate Programs

1) **Research Laboratory Technology Baccalaureate Program:** Market and launch RLT BDP and related RLT ADT; hire necessary personnel; continue industry engagement; purchase and install necessary lab equipment.

2) **Police Science Baccalaureate Proposal:** Refine and finalize submission; develop curriculum; building upon approved ACCJC Substantive Change Request, revise and resubmit Police Science ADT curriculum; industry input.

3) **Baccalaureate Program Proposal Development:** Continue to identify viable programs to propose; establish industry advisory committees; prepare proposals; route for internal/external stakeholder feedback; build a repository.

4) **CTEC Student Pipeline:** Partner with CTEC; align CTEC/BC/CSUB programs of study; develop curriculum; facility sharing.

5) **Financial Aid Awareness Campaign:** BC baccalaureate programs completion benefits awareness campaign, middle-class scholarships; CADAA and FAFSA application workshops, and completion monitoring.

6) **Career Days:** Host on campus and at industry locations; highlight pathway from a baccalaureate degree to employment.

G. Degree Completion with Transfer Focus

1) **Institutionalize Graduation Increase Initiative:** Intrusive outreach and support for completion of student declared degrees and certificates (e.g., 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.

3) **Data Informed Strategy:** Continue to utilize OIE generated reports for benchmark tracking, calling campaigns, and targeted student support. Develop transfer data model set using the RP Group "Through the Gate" initiative and definition to drive strategy.

4) **Transfer Milestones and Process Automation:** Refine the 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) **Outreach:** Develop outreach material regarding degrees, certificates, and transfer options at BC targeting middle/junior high and high school students; collaborate with local schools to interact with students and families; develop transfer-specific workshops and activities for high school students; highlight transfer options promoting Kern Promise (Finish in 4, Transfer in 2) and processes; build awareness regarding increased lifetime earnings with a baccalaureate degree; partner with high school counselors to focus on transfer awareness and support; attend UC transfer conference with high school partner counselors.

6) **Expand partnership with CSUB:** Connect with CSUB to have a transfer specialist assigned to BC transfer completion; expand support in Delano and BCSW campuses, work on programming regular on-site admission with CSUB incorporating academic school representation; set goal of 30-day CSUB admission turn around; CSUB on-site admission events; build affinity and relationship with CSUB counseling/advising.

7) **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.

8) **Default and Standardized Ed Plan:** Develop and refine standardized default Ed Plans with ADT focus; 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.

9) **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.

10) **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.

11) **Financial Aid Exit Interviews:** Continue to conduct the financial aid exit interviews for transferring students (loan balances, resources, financial literacy - % of resources left).

12) **Two-Year Transfer Timeline:** Implement transfer timeline for ADT students - 30+ units, sophomore year, BC grad application, FAFSA/CADAA, CSU/UC application.

13) **Transfer Awareness Campaigns:** Implement a series of awareness workshops for various audiences focusing on the transfer process (Junior High/Middle School, High School, Bridge to BC).

14) **Transfer Prep Academy:** Develop a transfer prep academy for BC students intending to transfer and their families; provide intrusive support throughout the two-year process to ensure participants are well informed and meet all required milestones and deadlines; build a 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.

15) **Pre-Med Pipeline:** Implement a pre-med pipeline; develop agreements and marketing; 23-24 launch.

16) **Transfer Support:** Provide assistance with completion of transfer college applications and submission of required documents, including transcripts.

17) **Certificate Award Processing:** Explore ways to reduce processing time specifically for work purposes.

18) **AB 1705 Implementation support:** Continue to provide effective concurrent supports for students in transfer-level English and math.

19) **AB 928 Implementation support:** Develop a plan to support transfer-seeking students based on the approved CalGETC framework; develop a plan to adjust the STEM ADTs to allow six additional units to be completed.

H. DEIA (Diversity, Equity, Inclusion, and Accessibility)

Diversified Hiring:
1) **Adjunct Faculty Mentorship Academy:** Continue to offer professional development activities to BC adjuncts to build knowledge and capacity; HR/Chair/Dean collaboration.
2) **Faculty Diversification Fellowship:** Continue to refine/expand fellowship programming; renew/refine MOUs; identify/train faculty mentors.
3) **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).
4) **Aspire Faculty Internship:** Develop model; conduct campus visits; identify/train faculty mentors; explore housing options for interns.
5) **CDCP Series: Pathway to Community College Professorship:** Develop curriculum; offer a sequence of NC courses for CDCP series credit; market broadly.
6) **Faculty Recruitment Partnerships:** CSUB, UC Merced, Kelly Services, teach for America, other recruitment partnerships; build pipeline for areas of greatest need.
7) **Recruitment Postings/Website Redesign:** Highlight benefits of college and community; feature welcoming language/images; increase ease of site navigation.
8) **Targeted Marketing Materials:** Outreach to CCC adjuncts about high-need positions (e.g., Chemistry, Math).
9) **Clinical Faculty Support:** Expand clinical faculty internships/mentoring for industry; increase standardization of onboarding processes for clinical faculty to increase retention.

Equity and Inclusion:
1) **Student Equity Plan Tactics:** Align with approved SEP plan.

Accessibility:
1) **Accessibility Task Force:** Continue to refine the BC accessibility task force goals and involvement in both campus and district wide accessibility planning.
2) **Accessibility Support for Faculty and Staff:** Canvas Support, FLEX workshops, new faculty seminar, EDUC B60NC, EDUC B61NC (inclusive and accessible digital content certificate).

I. Workforce Development / CTE

1) **Adult/Non-Credit Education:** Expand adult education and non-credit programs (e.g., Project REACH; Project HireUp; BCSD Parent University; BCSD Teachers).
2) **Student Engagement:** Refine and expand events to support student engagement and workforce preparation (e.g., Entree to Employment, Career Fairs, etc.).
3) **Competency Based Education (CBE):** Secure CBE approval for culinary program; identify additional programs for CBE development.
4) **Credit for Prior Learning (CPL):** Expand the use of CPL via Military Articulation Platform (MAP); identify additional programs for CPL consideration; provide faculty and staff professional development for administering different areas of CPL.
5) **Mobile Labs:** Explore development and deployment of mobile labs for rural and community locations.
6) **CDCP Courses/Certificates:** Develop additional CDCP courses, certificates (stackable); increase enrollment in CDCP classes; expand partnerships for CDCP programs.

7) **CTE Courses:** Increase 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.

8) **California Renewable Energy Laboratory**: Refine and expand CREL partnership; market and expand participation in Modern Energy certificate.

9) **Apprenticeship and Industry Partnerships:** Continue to educate health care providers (e.g. HEAL), create/expand apprenticeships and industry partnership, and master technology, research, and renewable energy (e.g., Industrial Automation, RLT, CREL).

10) **Learning Aligned Employment Program:** Continue paid industry related internships to link student education to careers.

J.   Community Engagement

1) **Community events on campus:** Engaging community vendors and events to be hosted on campus to ensure our community partners have a "new" home to host events, providing a service to our community.

2) **Campus Events**: Increasing our attendance on campus event with off campus community as well as internal BC community (e.g., Renegade Promenade; Garden Fest; Hall of Fame, Sterling Silver, athletics events, performing arts events, forensics/debate events, etc.

K.   Innovation and Digital Infrastructure

1) **Academic Technology:** Continue to expand professional development to faculty on how to use AI effectively in the classroom as well as how to design assessments that prevent student misuse of AI.

2) **Program Pathways Mapper*:* Continue to enhance the capabilities of the Program Pathways Mapper to enable prospective students to enroll more easily in a) Dual Enrollment, b) Adult learners, c) High School first time first-year students & their families (prospective students).

3) **Student Success Technology:** Refine the use of Starfish as the student persistence and retention model; revisit a platform for auto-degree awarding and fraud prevention (e.g., ID.me, Certree, etc.); continue the use of Certree student vault for transcripts and diplomas; implement project management technology to ensure efficient work flow in Student Affairs offices (e.g., A&R ticketing system, predictive analytics for early alert initiation, and online orientation); implement a new CRM system for recruitment and student communication platform with text messaging.