DRAFT, DRAFT, DRAFT - BCC Student Success 3-Core Services

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| **Orientation** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Current Format** | **Potential Future Format** | **Implementation Time Frame** | **Pros and Cons** | **Resolutions** | **Funding** | | Initial orientation with assessment |  | Before term and two weeks into the term | Pros: high demand high attendance  Cons: BCC may receive no funding for un-enrolled students; data entry done manually | Continue current practice and add additional necessary information/activity, e.g., brief campus tour for all vital services: A&R, financial aid, counseling, library, tutoring, cashier, | SSSP | |  | Online orientation | Need to be developed ASAP | Pros: data entry could be programmed  Cons: BCC may receive no funding for un-enrolled students | Needs to be developed | SSSF | | BCCO/Counseling 200A |  | Fall and Spring | Pros: well designed, comprehensive  Cons: uncertain attendance data entry done manually |  | FTES | |  | Counseling 200A (B) | Prior to and during the 1st 2 weeks of term,  Late start class | Pros: data entry could be programmed, consistent with PCCD colleges  Cons: student have to enroll and pay; |  | FTES | |  | Other methods |  |  |  |  | |
| **Assessment & Multiple Measures** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Current Format** | **Potential Future Format** | **Implementation Time Frame** | **Pros and Cons** | **Resolutions** | **Funding** | | Compass |  | Prior to and 2 weeks into the term | Pros: consistent, well established, data entry established | Should BCC offer services to non-BCC students? | SSSP | | ESL writing |  | Prior to and 2 weeks into the term | Pros: established  Cons: source of payment; need validation; data entry(?) |  | Basic skills initiatives | |  | High school transcript | Prior to and 2 weeks into the term | Pros: successful at other colleges, recommended by BCC English faculty  Cons: needs formal agreement between HS and BCC faculty in English and Math;  Needs to establish standards and guidelines: High schools, course title/descriptions for HS and BCC, recency (e.g., within 1 or 2 years)  Need to include in Assessment data entry, instead of “exemption.” | Needs validation and cut score establishment | SSSF | |  | SAT, ACT, IB, AP | Prior to and 2 weeks into the term | Pros: currently used at times.  Cons: need to establish cut-score and validation  Need to include in Assessment data entry, instead of “exemption.” | Needs validation and cut score establishment | SSSF | |  | HS counselor/teacher recommendation | Prior to and 2 weeks into the term | Pros: currently used at times.  Cons: need to establish cut-score and validation; needs formal agreement between HS and BCC faculty  Need to include in Assessment data entry, instead of “exemption.” | Usually the recommendations are very specific | SSSF | |  | Other methods |  |  |  |  | |
| **Counseling/Advising** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Current Format** | **Potential Future Format** | **Implementation Time Frame** | **Pros and Cons** | **Resolutions** |  | | Counseling |  | Year-round | Pros: well established process  Cons: long wait during peak enrollment period | Triage during peak enrollment time and drop ins only. | Fund 1/  Categorical  /SSSP | |  | One-stop service in room 126 |  | Pros: pilot successfully for FYE  Cons: Labor intensive | Needs more adjunct counselors | Fund 1/  Categorical  /SSSP | |  | Advising | Year-round | Pros: BCC faculty and counselors are willing to co-develop this method  Cons: Need to develop methods of and implement data entry;  Need to differentiate “counseling/advising” from “follow-up.” |  | Fund 1/  Categorical  /SSSP | |  | Other methods |  |  |  |  | |  |  |  | **SEP – Abbr./Comp.** |  |  | | SEP:  Abbr. – 2-terms  Comprehensive – updating Abbr., or establish from new up to 8-semesters - degree/certificate, and transfer |  | Year-round | Pros: well established process  Cons: need to report Abbr. and Comp. SEP separately into separate fields | Need to establish timeline regarding Abbr. and Comp. SEP development guidelines  Request District Research Office to send use first-year student list and contact information, assign counselors to student groups. | Fund 1/  Categorical  /SSSP | |  |  |  |  |  |  | |  |  |  |  |  |  | |
| **Follow Up** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Current Format** | **Potential Future Format** | **Implementation Time Frame** | **Pros and Cons** | **Resolutions** |  | | AT-RISK  Academic probation and dismissal –students seeing counselors |  | Prior to and during terms |  | Data entry as follow up, instead of counseling | Fund 1/  Categorical  /SSSP | | Undecided students – attend Career Center workshop | Need to standardize |  |  | Collect student information and entering data | Fund 1/  Categorical  /SSSP | |  | Students in Basic skills classes |  |  |  | Basic skills  initiatives | |  | Early Alert –  Refer students to financial aid, tutoring, clubs and activities, EOPS/CARE/CalWORKs, TRiO, campus employments, counseling  Other methods |  |  | Needs to establish from scratch |  | | Other Follow Up |  |  |  |  |  | |
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