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

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| **Orientation** |
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| **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 attendanceCons: 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 programmedCons: BCC may receive no funding for un-enrolled students | Needs to be developed | SSSF |
| BCCO/Counseling 200A |  | Fall and Spring | Pros: well designed, comprehensiveCons: 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 collegesCons: student have to enroll and pay;  |  | FTES |
|  | Other methods |  |  |  |  |

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| **Assessment & Multiple Measures** |
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| **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: establishedCons: 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 validationNeed 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 facultyNeed to include in Assessment data entry, instead of “exemption.” | Usually the recommendations are very specific | SSSF |
|  | Other methods |  |  |  |  |

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| **Counseling/Advising** |
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| **Current Format** | **Potential Future Format** | **Implementation Time Frame** | **Pros and Cons** | **Resolutions** |  |
| Counseling |  | Year-round | Pros: well established processCons: 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 FYECons: Labor intensive | Needs more adjunct counselors | Fund 1/Categorical/SSSP |
|  | Advising | Year-round | Pros: BCC faculty and counselors are willing to co-develop this methodCons: 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-termsComprehensive – updating Abbr., or establish from new up to 8-semesters - degree/certificate, and transfer |  | Year-round | Pros: well established processCons: need to report Abbr. and Comp. SEP separately into separate fields | Need to establish timeline regarding Abbr. and Comp. SEP development guidelinesRequest District Research Office to send use first-year student list and contact information, assign counselors to student groups.  | Fund 1/Categorical/SSSP |
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| **Follow Up** |
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| **Current Format** | **Potential Future Format** | **Implementation Time Frame** | **Pros and Cons** | **Resolutions** |  |
| AT-RISKAcademic 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, counselingOther methods |  |  | Needs to establish from scratch |  |
| Other Follow Up |  |  |  |  |  |

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