**BUILDING RESILIENCY IN RURAL COMMUNITIES FOR THE FUTURE OF WORK COHORT STUDENT SUCCESS ACTION PLAN**

**Due**: February 2, 2022

***Instructions***

Colleges develop and submit an Action Plan at the end of the discovery and planning period that defines the first year of participation in the Achieving the Dream (ATD) network. The Action Plan does three key things:

1. Tells a story of what you have done during your first year in ATD's Network that you can share with your colleagues.
2. Provides an opportunity to translate your learning into overarching vision and strategy for improving student and institutional outcomes.
3. Describes how you will seek to improve policies, processes, and systems; maximize impact through the college-wide scaling of strategies that result in preparing students for living wage jobs in the digital economy and closing equity gaps; align and allocate resources to support implementation; and measure the impact of your student success work.

This is **your** Action Plan. It will guide and sustain your student success work moving forward. It is designed to help you communicate what you have learned, where you are focusing your student success work, and the role of the college community in achieving your goals. It is a living document that is meant to be adapted and evolved as you learn more, accumulate experience, and assess the effectiveness of your strategies.

***Institution Name:*** Berkshire Community College

***Name, title, and email of the person(s) with primary responsibility for monitoring progress of the Action Plan:***

Kierstyn Hunter, Vice President for Academic Affairs

Adam Klepetar, Vice President for Student Affairs and Enrollment Management

As you develop your action plan, you may find the following working definitions helpful.

The **digital economy**, also termed the "new economy", is transforming how markets work, including how consumers obtain services, information, and goods; businesses models and day-to-day operations; and how businesses, consumers, devices, and processes interact with each other. The digital economy is the economic activity that results from billions of everyday online connections among people, businesses, devices, data, and processes.

The digital economy represents the pervasive use of IT (hardware, software, applications, and telecommunications) in all aspects of the economy, including internal operations of organizations (business, government and non-profit); transactions between organizations; and transactions between individuals, acting both as consumers and citizens, and organizations. The term includes new technologies and their applications, such as artificial intelligence, the internet of things, augmented and virtual reality, cloud computing, blockchain, robotics and autonomous vehicles; and encompasses traditional technology, media and telecoms sectors and new digital sectors such as e-commerce and digital banking.

**Digital skills** are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfillment in life, learning, work, and social activities at large. (Source: UNESCO, Digital skills critical for jobs and social inclusion, https://en.unesco.org/news/digital-skills-critical-jobs-and-social-inclusion) Digital skills provide "the ability to use technology to solve problems and accomplish complex tasks." (Source: OECD, OECD Skills Survey, Survey of Adult Skills [PIAAC] Design, https://www.oecd.org/skills/piaac/piaacdesign/ from https://www.nationalskillscoalition.org/wp-content/uploads/2020/12/05-20-2020-NSC-New-Landscape-of-Digital-Literacy.pdf)

**Section 1: Where You Started** *(200 words max each)*

Please summarize your efforts and progress implementing comprehensive, large-scale student success work prior to joining the Building Resiliency in Rural Communities for the Future of Work cohort. What had you implemented? What results did you see/not see? What did you learn from this?

Berkshire Community College (BCC) has undertaken several large-scale student success initiatives in the past decade, including a Title III Strengthening Institutions grant, "The Completion Framework," developing STEM program pathways through the U.S. Department of Labor Guided Pathways to Success in STEM; full-scale adoption of a corequisite model for Developmental English; implementation of EAB Navigate, including updated Early Alert functionality; and an integrated update to the professional advising center, new student registration, and new student orientation. While each has yielded positive results, e.g., increases in gateway course success, efforts to systematically understand impact has been inconsistent. Analysis of data often occurred in response to reporting requirements, and there is limited practice of thoroughly evaluating present circumstances before beginning a project nor is there systematic evaluation, assessment, and consistent responsive change. Related, in line with the Massachusetts DHE's Equity Agenda, in recent years BCC has made intentional efforts to disaggregate data by student identity characteristics as a means of identifying equity gaps. This process of designing initiatives to address issues faced by students marginalized in higher education is ongoing and represents an area for continual learning for BCC.

*Optional*: Please provide any additional information you would like the ATD team to know, including any relevant contextual information regarding your institution, system, region or state (e.g., organizational changes, legislative changes, leadership changes, funding changes, etc.).

The past five years have been marked by significant changes for BCC. Beginning in 2016, a wave of retirements started; major renovations of campus facilities launched, including the two main classroom buildings; and a reorganization of divisions across the college took place. Like many reorganizations, faculty and staff had the opportunity to reflect during such change and to start examining long-standing policies and practices. Furthermore, in March 2020, the then-vice president for academic affairs left the college (May 2020), the College's vice president for student affairs was appointed interim-provost to oversee Student Affairs and Academic Affairs during the search for a chief academic officer, the pandemic began and has continued, the position of chief financial officer saw a retirement and new hire (June 2020), and the vice president for academic affairs was filled anew (June 2021). Aside from the pandemic, each of these changes is a normal part of organizational churn and so did not negatively affect the institution but the combination of each was layered onto the pandemic and thus does seem notable.

**Section 2: How You Organized Your Student Success Work** *(500 words max)*

Please describe the structure you created or adapted to complete your student success work during your first year with ATD in the Building Resiliency in Rural Communities for the Future of Work cohort. Use the questions below to *guide* your response.

- What types of teams or other structures did you establish, or modify, and what were they charged to accomplish?
- To what extent were faculty, staff, administrators, and students actively engaged in these teams? Were there any mitigating factors that limited their engagement?
- How has learning been shared across teams/areas?
- What communication strategies and processes are being used to share learning from the teams with the broader college community, including trustees?
- Did the structure change/evolve as you collected and analyzed information about the student experience, equity gaps, barriers to student success, and gaps/bottlenecks in the enrollment funnel and supports provided to students? If so, how and why?

**Teams and Structures**

In consultation with ATD coaches, we created two cross-functional teams to organize our student success work: (1) A Core Team, comprised of faculty, staff, and administrators across Academic Affairs and Student Affairs/Enrollment Management, charged with providing guidance and oversight for our work with ATD and the student success initiatives related to this work. (2) A Data Team, led by our Institutional Effectiveness team and made up of staff and faculty who have demonstrated commitment to data analysis and assessment practices.

**College Engagement and Sharing Learning**

Core and Data Team members were intentionally chosen based on current involvement in student success initiatives and self-identified interest in ATD and related work. While membership in these teams was largely consistent, we made changes as understanding of projects evolved and additional members of the college community expressed interest in participating. In addition to participating in periodic meetings and ATD-related events, Core and Data Team members brought ATD-related work and updates to constituent groups as needed. The COVID-19 pandemic created challenges to engagement – including the shift to remote delivery – but team members demonstrated resilience and flexibility. Out of respect for student time, amidst numerous campus initiatives, we opted to gather student input via existing structures such as the Student Government Association and the TRIO program instead of representation on committees.

**Communication Strategies and Processes**

Early in our ATD work, the Core Team formed a Communications subcommittee. This group has worked in partnership with BCC's Marketing and Communications department to develop a communications strategy for sharing updates about student success work. A key strategy we identified early was to contextualize these efforts as "BCC student success," rather than the "ATD project," in an effort to mitigate initiative

fatigue across campus. We have also integrated ATD's core principles and strategies for designing assessment into our Strategic Planning process, creating a system whereby ATD informs BCC's next Strategic Plan and BCC's next Strategic Plan informs this Action Plan. BCC's Board of Trustees have been engaged in ATD-related work via several presentations by Core Team members, all of which have focused on equity-minded practices. The Communications subcommittee will continue to work toward goals of more consistently sharing student success updates via a dedicated webpage and other key college communication channels.

**Evolution of Our Student Success Work**

Throughout the past year, we have continuously evolved our student success work. These have been the result of factors, both internal (discussing how the ATD Data Team could expand and evolve to become a college-wide Data Team) and external (shifting priorities and plans related to the changing conditions of the COVID-19 pandemic). We have consistently worked toward aligning our institutional Strategic Plan with our ATD work, an effort which has enhanced both processes. Examples of this integration include hiring a Director of Strategic Initiatives to facilitate the Strategic Planning process (a recommendation from our ATD coaches) and revisions to the Capacity Café discussion questions to better align and integrate BCC's Strategic Planning environmental scanning framework into this college-wide experience.

## Section 3: What You Learned

Indicate which of the following analyses you completed and explain briefly why you chose to explore this area. ATD understands that the impact of COVID may have limited your ability to perform some of the analyses listed below.

- *Below: LAR = Liberal Arts, redesign. HSV = Human Services program. ECE = Early Childhood and Education programs.*
- *SOAR = Strengths, Opportunities, Aspirations Results*

| Area of Discovery and/or Analysis | Completed (Y/N)? | Disaggregated Data (Y/N)? | Rationale for Analysis | Key Findings, Insights from Results |
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| Early Momentum Metrics such as credit accumulation 1st term/year, gateway course completion in 1st year, term-to-term persistence (specify) | Y | Y | We recognize the necessity of engaging students early on in their relationship with BCC. The EMM outlined by ATD, and informed by research done by the CCRC, have helped us home in on those leading indicators that will help us use an equity lens to identify institutional interventions and changes. | After extensive discussion and analysis of the EMM data set, our Core and Data Teams decided to focus our student success efforts on:<br>• Students earning zero credits in the first semester<br>• Students re-enrolling in the following Fall semester (one-year fall-to-fall retention)<br><br>We chose these as our central metrics of focus because they (1) are relevant to the work of a vast majority of faculty and staff at BCC and (2) represent areas where students of color are disproportionately negatively impacted. |
| Success rates in high enrollment courses | Y | N | We have looked at our most highly enrolled courses and student success rates in a stumbling block report generate by Institutional Effectiveness. | The overwhelming results have been that Math courses are stumbling blocks for students. More analysis and discussion is needed. |
| Program enrollment analysis | Y | Y | Examples:<br>Liberal Arts – reviewed students who used LAR as a temporary declaration.<br>Nursing – after increases in enrollment and employer demand, inquiry into additional entry<br><br>Early Childhood Education | Findings have led to changes in curriculum at the course and program level (e.g., LAR revisions to key foundational and capstone courses to form stronger connections to the major) and to the structure of the program (e.g., Early Childhood changes to a cohort model). |

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| Student voice (Early Engagement metrics like SENSE, focus groups, etc.) | Y and N | N | Measure student engagement and satisfaction with services, and programs designed to support students with transitions into, within, and out of the college. | According to SENSE data BCC's early connections were 8 points higher than the SENSE Cohort in general at 58. This grew from being behind the cohort in general at 49.2, 8ponts behind other cohort colleges in our baseline assessment. |
| Faculty and staff voice (focus groups or surveys) | Y | N | Faculty and staff have been participating in various activities related to Strategic Planning, to provide input on current and future college initiatives. These focus groups use an Appreciative Inquiry approach and the SOAR (Strengths, Opportunities, Aspirations, and Results) framework for creating dialogue founded on BCC's positive core. | Awaiting high-level initial findings from SOAR analysis. Anticipated February. |
| Institutional Capacity Assessment (ICAT); Capacity Cafe | Y | Y | The ICAT survey is an important piece of our current Strategic Planning environmental scanning process. This analysis helped us better understand areas of institutional strength and focus, within the context of what our current capacity for change is. | Awaiting qualitative analysis of Capacity Café discussions. Deciding which are significant and, among those, which do we want to share from survey results/quant data? |

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| Business process mapping | | | | |
| Partnerships Analysis | Y | N | Our participation in the Summer Convening inspired us to begin to create an inventory of our partnerships. We are currently working to build this inventory and also apply systematic criteria in order to identify existing strategic partnerships, as well as partnerships we currently have that could be enhanced. | Based on our analysis thus far, we have determined that we have many partners, with only a handful of these that we consider "strategic partnerships." An example of a current strategic partnership that continues to grow is with Berkshire Health Systems.<br><br>Through this work, we have identified the need to develop our own definition of a "strategic partnership," a goal that is ongoing and also related to our Strategic Planning work. |
| Labor Market Analysis | Y | Y | Having a comprehensive understanding of the Labor Market is an important part of our Academic Master Planning; Strategic Planning; and program development process. BCC is currently using materials specific to Berkshire County, such as the Berkshire Blueprint, as well as working with Gray Associates to obtain local and national labor market data. In alignment with our ATD work and the goals of the Rural Resiliency grant, | This work is currently in progress with training sessions during winter 2022 on how to use the Gray Associates data and a two-day workshop in spring 2022 reviewing the college's data, resulting in recommendations for portfolio revision. Recommendations forthcoming. |

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| | | | we have a sharp focus on remote work and jobs in the digital economy. | |
| Digital Course and Program Analysis | N | N | | |
| Redesigned Probation Suspension Policy and Procedure | Y | N | Concerned with number of students on probation, suspension, and numbers who went through treatment process to stay students. | Shift to more automated suspension appeal process increased number of students seeking help and being retained. |

**What did you learn about your college's structures, processes, and attitudes as you have engaged in analyses and data sensemaking? (*300 words max*).**

One of our most important observations over the past year of analyzing data and having candid discussions about our students' experiences is that BCC is already an incredibly equity-minded, institutionally-focused organization. Data-sensemaking discussions were always focused around identifying areas for institutional change, rather than placing the accountability for change on students. BCC faculty and staff are committed to our mission of providing high-quality open-access education for all, and recognize that we are directly responsible for the success of our students. Internal discussions were thorough, respectful, and honest, and we hope to continue to nurture, develop, and celebrate the equity-minded orientation of our faculty and staff.

In terms of structure and organization, while we have made progress – including forming a Core and Data Team and consistently challenging ourselves to stay focused on setting measurable goals – we still have much to learn and implement. As a small college, we do a lot with limited resources and are eager to invest when we have the support and resources are made available. What is clearly a missing piece is prioritizing initiatives in ways that reflect campus strategy and priorities and, furthermore, while an initiative is being considered that a regular check in and assessment design is a part of an initiative. In the past, our approach to data analysis and sensemaking has been inconsistent and this is likely the product of a disconnected system of action and analysis. This is changing, however, as we continue to engage in this work with ATD and adopt a new shared governance model on campus (starting SP22).

As BCC continues to engage in student success work through our relationship with ATD, moves into the pilot phase of the Shared Governance process, and works to develop our 2022-2027 Strategic Plan, we do so with an awareness of the importance of assessing effectiveness and using disaggregating data to reveal equity gaps. The importance of engaging the entire campus community in professional learning around data literacy and sensemaking cannot be overstated.

**Please describe any additional qualitative and quantitative analyses you completed, if any. (*200 words max*)**

Waiting on brief narrative about strategic plan and academic plan environmental scanning, preliminary outcomes.

**What did you learn about the student experience at your institution? (Please be specific and share disaggregated data in support of your findings.) (*300 words max, excluding entries in the above chart).***

Based on focus groups with students, including a meeting with SGA where ATD Team leads met with students to gain a better understanding of how they define success, it is clear that institutional measures of student success, which can range from final course grade to retention to timely degree completion, are not always in alignment with how individual student define success for themselves. Based on qualitative data analysis of how students describe success, we have a better understanding of what success means to our students – that this is individualized, and has just as much to do with personal growth as it does with a grade. We also have a better understanding of the challenges students face, which include disruptions in communication and connection related to the COVID-19 pandemic and responsibilities and financial burdens that students face outside of college which have an impact on academic performance. (Source: ATD Focus Group Discussion with Student Government Association on 9/21/21)

In terms of quantitative data analysis, many of our discussions over the past year have focused on the First Time Ever in College (FTEIC) cohort and the Early Momentum Metrics data set. We are troubled by the increase in students earning zero credits in their first semester at BCC (from 14% in 2016 to 24% in 2020). Moreover, when we examine this data disaggregated by race, it is clear that students of color earn zero credits in their first semester at much higher rates than white students. We see similar trends in fall-to-fall retention rates. In 2016, 39% of FTEIC students re-enrolled the following year; in 2020, only 29% of FTEIC students re-enrolled. One of the themes of our ATD discussions this past year when it comes to data analysis and sensemaking has to do with how to account for the impact of the COVID-19 pandemic. Clearly, the pandemic has had – and will continue to have – an impact on the student experience, and we will need to continue to discuss how to account for this impact, and factors beyond the control of the institution, as we continue to use data to prioritize initiatives and inform institutional change.

**Section 4: Your Student Success Vision** (*50 words max)*

**Describe your overarching student success vision. This should envision the ideal student experience at your institution even amid crises and sub-optimal conditions.**

- *A strong vision statement is a concise, specific, and inspiring understanding of what the institution aspires to become or achieve that can be used by all stakeholders to set priorities and guide action.*
- *It is a forward-looking statement that engages and motivates the college community and clearly articulates the benefits for student success.*
- *It reflects a culture of equity and commitment to equitable student outcomes.*
- *It does not state specific actions but positions you to take action.*

In Fall 2021, the ATD Core and Data Team developed the following draft of a Student Success vision statement:

***At BCC, student success is the heart of everything we do. From connection to completion, and at each step along the way, we will guide and assist you in exploring and attaining your academic and career your personal, educational, and career goals. Through integrated academic and support services across the college experience, and clear, concise academic pathways that align to you interests and aspiration. We believe in you and your potential and will do all that we can to help you achieve your goals.***

In Spring 2022, this statement will continue to be refined and revised based on input from students, faculty, staff, and other members of the BCC community.

**Section 5: Your Action Plan Priority Goals**

Combining (a) your **Student Success Vision** with what you have learned about the (b**) current student experience, barriers and gaps**, and (c) **your institutional capacities**, please outline 2-3 **Priority Goals** that you will focus on over the next two years. Provide a brief **rationale** for how the **Priority Goals** relate to your vision and what you learned. In the next section, you will identify the **Key Strategies, Interventions, and Activities** that you will implement to accomplish your **Priority Goals. Priority Goals** should be measurable and be obtainable in the near-to-medium term (as compared to metrics such as graduation rates that serve as long-term, lagging indicators). Finally, note what **institutional strengths** you can leverage as you implement your action plan. **Consider the following goals of the Building Resiliency in Rural Communities for the Future of Work project when establishing your priority goals: 1) preparing students for living wage jobs in the digital economy; 2) closing equity gaps.**

**Priority Goal 1**: Expand the integration of digital skills and career exploration work into first year courses in alignment with the Academic Affairs goal of accounting for the "future of work" in program development.

***Rationale***: Our work thus far with ATD has emphasized how important early experiences are for our students. By focusing on integrating career readiness and digital skills into first year courses, we aim to increase early connections with students (and especially FTEIC students); help students explore their career interests and goals in their first semester; and help students better understand how academic coursework – especially in the Liberal Arts – applies to their future careers. Additionally, by using Labor Market data to inform academic program development, our goal is to deepen the resources available to us to inform academic decision-making.

***Institutional Strengths***: Priority Goal 1 builds on the following institutional strengths, as identified by the ICAT survey analysis:

- Teaching & Learning Clear Pathways for Students – While career guidance for students was identified as a strength (2.9 out of 4), integrating digital skills and career readiness work into first year courses will enable us to grow and deepen this work, as well as the connection between Student and Academic Affairs.
- Teaching & Learning Institutional Practices – This is a general strength (2.9 out of 4), and increasing our use of labor market data will help us build upon the specific metric of developing and refining program-level learning outcomes with labor market demand.

**Priority Goal 2**:

*Rationale: Berkshire Community College has used mentoring and coaching for over ten years in for small populations of students and often informally. In these situations, we have anecdotal evidence that formalized and intentional coaching leads to greater student success. As part of our ATD action plan, we will create and enhance an Academic Success coaching program to establish connections with multiple offices across BCC to help students navigate barriers to increase their success. Through coaching, we will be able to assist students by to identify strategies that help*

*them to succeed. These strategies include specific actionable items including time management, study plans, and coaching sessions. We will also help students to enhance affective behaviors and cognitive approaches to learning and navigating the hidden curriculum of higher education. Students will learn to explore academically and personally while learning to advocate for one's self. Coaching helps students achieve increases in their executive skills by developing organizational and time management skills to help achieve personal success. Coaches and students work in tandem to develop academic, career, and personal action plans, which allow students to set goals for their future. Academic Success Coaching is committed to the following six areas of focus: Navigation, Exploration, Personal Growth, Academic Success, Managing Commitments, and Commitment to Graduation.*

*Institutional Strengths: Berkshire Community College is a close-knit community that supports students and their successes. This strong foundation allows faculty and staff to collaborate closely with Coaching, which allows personal relationship building. We are able to provide individualized coaching beach of an institutional commitment to the work leading to low coach to student ratios.*

*Institutional Strengths*:

**Priority Goal 3 (optional)**:
*Rationale*:
*Institutional Strengths*:

***Optional:*** **Provide a visual representation to demonstrate how your strategies, interventions and activities work together to achieve your student success priority goals and vision.**

**Section 6: Your Detailed Action Plan**

Please enter each priority goal and then list **key Strategies, Interventions and Activities** that correspond to the priority goal in the implementation plan template below. Remember to tie the strategies to outputs or outcomes that are measurable in a relevant time frame (e.g., implementing a new onboarding process will not drive increased graduation in the near term, but it may result in increased credits completed and/or completion of key math and English courses in the first year).

*Priority Goal One:*
*Skills for the digital economy provide a foundational framework necessary for success in the new economy. These should be integrated into program-specific gateway course outcomes, beginning with Liberal Arts as the Year 1 goal, and include the following:*

- *Critical and creative thinking*
- *Collaboration*
- *Communication*
- *Information literacy*
- *Data analysis and use*
- *Time management and organization*

*Using digital tools to build these foundational skills provides the opportunity for active/experiential learning and should be incorporated whenever possible. Digital tools should be chosen based on functionality and the specific needs of the discipline or assignment, but may include databases, blogging software, shared documents, project planning software, and synchronous and asynchronous communication tools*

| **Key Strategies, Interventions and Activities** | **Deliverables and Timing** | **Scaling the Work** (if not implementing at scale initially, what is the plan for scaling?) | **Measurable performance indicators of progress with measurement dates** | **Baseline level and end target** (specify baseline and end target years in addition to measurable indicators of progress) | **Resources Needed** (policy or procedural changes, staffing, technology, professional development) | **Anticipated Challenges** (policy, logistics, staffing, organizational, public safety, etc.) to implementation and strategies to overcome them |
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| Liberal Arts Program Revisions: | SP21/SU21 Community of Practice planned | AY23-24 Expand opportunities | Increase in number of faculty teaching | Baseline – AY20-21 | Support from Division of Teaching & | Use and integration of technology systems |

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| Development of LAR101 (FYE) and LAR285 (Capstone) | Liberal Arts program revisions<br><br>FA21 LAR101 taught for first time (3 sections in different modalities)<br><br>AY22-23 CoP to develop LAR285<br><br>AY22-23 offer first sections of LAR285<br><br>ePortfolio piloted in 1 section in FA21<br><br>AY22-23 Professional Development for ePortfolio integration<br><br>CoP continues to meet for ongoing reflection/learning | for LA-STEM faculty to develop and teach LAR101<br><br>ePortfolio use implemented in all sections of LAR101 and LAR285 | LAR101 & LAR285<br><br>Increase student retention (Fall – Spring and Fall – Fall)<br><br>ePortfolio use across sections of LAR101 and LAR285<br><br>Collect ongoing feedback from faculty about effectiveness of CoP as model for professional development | End Target – AY23-24<br><br>Baseline – AY20-21<br>End Target – AY23-24<br><br>Baseline – FA21 (1 section)<br><br>End Target – SP23 (increase sections using ePortfolio)<br><br>Baseline – 2021 CoP cohort<br><br>End Target – data from subsequent CoP cohorts | Learning Innovation<br><br>Professional Development related to FYE; student career readiness; digital skills<br><br>Support from Student Engagement (Coordinator of Career & Experiential Learning)<br><br>Support for faculty participation in CoP<br><br>Stipends to support faculty course development<br><br>Assess the effectiveness of WordPress as the | (strategy: professional development)<br><br>Faculty workload (strategy: Deans collaborating/scheduling)<br><br>Faculty teaching interdisciplinary courses when prior experience disciplinary focused; integrating career readiness (strategy: professional development; CoP support)<br><br>Communication with advisors, campus community, support staff (strategy: leverage ATD Communications team and other existing channels; aim for proactive communications)<br><br>Transfer – right now transfers as general elective (strategy: track |

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| | | | Increase student ability to make connections between Liberal Arts academic courses and future career | Baseline – AY20-21<br>End Target – AY23-24 | Eportfolio platform<br><br>Support for faculty to present to BCC colleagues for initial feedback on progress and then at national conferences | to determine whether this proves to be barrier to students or not) |
| Creation of Career Exploration Toolkit | SU22 – Begin developing toolkit using LMS | AY22-23 - Make toolkit available to all BCC faculty for integration across disciplines | FA21 – Initial toolkit piloted | Baseline: No Toolkit<br><br>End Target: AY22 – 23 track faculty usage via LMS tools | Stipends for Faculty/Staff Assignment to develop and build toolkit<br><br>Existing LMS Tools<br><br>Support from Student Engagement (Coordinator of Career & Experiential Learning) | Designing for ease of use (strategy: support from DTLI; exploring examples from other institutions; pilot testing)<br><br>Willingness to share materials (strategy: clear guidelines about how shared materials will be used)<br><br>Ensure toolkit is broad enough to be relevant across disciplines (strategy: source examples from a variety of disciplines/faculty members/staff) |

*Priority Goal Two:*

| **Key Strategies, Interventions and Activities** | **Deliverables and Timing** | **Scaling the Work** (if not implementing at scale initially, what is the plan for scaling?) | **Measurable performance indicators of progress with measurement dates** | | | **Baseline level and end target** (specify baseline and end target years in addition to measurable indicators of progress) | **Resources Needed** (policy or procedural changes, staffing, technology, professional development) | **Anticipated Challenges** (policy, logistics, staffing, organizational, public safety, etc.) to implementation and strategies to overcome them |
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| Individualized Coaching sessions | Beginning in fall 2021 students were matched with coaches | 235 students have been actively engaged. | Program participation and support/engagement activities | Short-term outcomes | Long-term outcomes | *We need IE to help – could you do a request?*<br>*Baseline*: -- (Year)<br>*End target*: -- (Year) | -Outreach Staff Member solely dedicated to calling disengaged students and students who stopped out abruptly. | Student participation.<br>Competing time commitments for students.<br><br>Ongoing funding for coaching. |
| | | | • 662 Total as Part of the selected cohort<br>• 235 have actively engaged<br>• 298 Freshman<br>• 91 Transfer<br>• 371 Students of Color | • 504 Fall to Spring Registered<br>• 158 have not registered as of 1.24.22 | • *Six year success rate (VFA-inspired methodology as presented in PMRS)*<br>• System-wide administration of a | | | |

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| | | | • 62 students with accommodations | | survey (CCSSE or another tool with a national comparison group) | | | |
| Targeted Outreach – Multiple Points of Outreach (Seven attempts) | Fall 2021 Semester Spring 2022 Semester | Outreaching again to those who are disengaged | FA21 to SP22 Retention, Number of LASSI assessments, Workshops, Action Plans, Check-Ins | | | FA21 – 662<br>SP22 – 500 | Additional Success Coaches to scale the program, Deliberate Coaching Professional Development. | Getting responses from those students who are labeled as disengaged after multiple outreach attempts. We will reach out to the students again. |

*Priority Goal 3: (Optional)*

*BCC: This section has intentionally been left blank.*

| **Key Strategies, Interventions and Activities** | **Deliverables and Timing** | **Scaling the Work** (if not implementing at scale initially, what | **Measurable indicators of progress with measurement dates** | **Baseline level and end target** (specify baseline | **Resources Needed** (policy or procedural changes, | **Anticipated Challenges** (policy, logistics, staffing, |
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| | | is the plan for scaling?) | | and end target years in addition to measurable indicators of progress) | staffing, technology, professional development) | organizational, public safety, etc.) to implementation and strategies to overcome them |
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**Section 7: How You Will Approach Sustainability and Continuous Improvement**

A. **Evaluation Planning**: Complete the Evaluation Plan part of the *Action Plan Priorities and Evaluation Design* table for each of your action plan priorities. In this evaluation plan, for each "Data Collection Sources & Procedures" you will also describe:

- Analysis Methods;
- Person(s) Responsible for Collection & Analysis;
- Due Dates; and
- How Will Data Be Used.

| | Action Plan Priorities and Evaluation Design | | | | |
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| | **Data Collection Sources & Procedures** | **Analysis Methods** | **Person(s) Responsible for Collection & Analysis** | **Due Dates** | **How Will Data Be Used** |
| Priority Goal One | Collect qualitative data from students completing LAR-285 regarding the impact of the FYE and Capstone model on their perceptions of career/transfer | Qualitative analysis by coding for themes, norming. Quantitative | LAR CoP and Institutional Effectiveness | Semesterly | Within the courses, data will be used by the CoP to adjust curriculum, learning activities, and course |

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| | readiness. Students will also be asked to reflect on the digital economy and about how prepared they feel based on their experience in the program.<br><br>Considering a two-part assessment: a survey designed with Office of Institutional Effectiveness, and a reflective self-assessment for each student | analysis examining survey results and persistence and completion. | | | expectations. Data can also be shared with other departments on campus to tighten co-curricular or other student support experiences. |
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| Priority Goal Two | Academic Success Coaching<br>- Increase attendance at monthly workshops in Academic Success Coaching | Cohort Analysis | George Ambriz | Monthly | Track usefulness of workshop topics |
| | -Increase the number of students who take the LASSI (The Learning and Study Strategies Inventory) Assessment | Cohort Analysis | George Ambriz | Monthly | Develop action plans on areas of focus that need attention |
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B. **Celebrating Success**: How will you communicate your progress and celebrate your successes with your colleagues? (*100 words max*)
Using the college's all-campus events and our communication plan will facilitate the communication of progress. Academic Affairs will also use the faculty-required professional days to highlight the progress of LAR changes and can invite Coaching team members to sessions as well, as have in Jan 2022. BCC has a culture of acknowledging work and effort and celebrating successes. The new addition will be to show success in sustained progress and student outcomes, a move beyond celebrating start-up.

C**. Sustainability and Continuous Improvement**: Other than communicating and celebrating success, how will you sustain and improve the work outlined in the Action Plan? (*200 words max)*

Sustaining and improving the work will be facilitated through a few strategies: for LAR, the CoP model is the mechanism to sustain involvement and continuous improvement. The aspiration of the coaching work is to embed a coaching mindset in the culture of the campus and the actions in this plan are the initial steps toward that end. It is fortuitous that this action plan is being developed simultaneously with the college's strategic plan and as such will be integrated therein. In the operationalization of the strategic plan, the action plan will be mapped to overarching institutional goals.

**SUBMITTING YOUR ACTION PLAN**

Congratulations on completing your Action Plan! Here are the next steps:

- Submit the Action Plan no later than February 2 to network@achievingthedream.org and copying your coaches.
- Achieving the Dream will work collaboratively with your coaches to provide feedback to guide and support your work as you move forward with your student success priorities. ATD will also facilitate peer-to-peer learning for colleges working on the same priorities, thus creating a valuable feedback loop for you and your cohort colleagues at other institutions.
- If you have any questions about completing or submitting your Action Plan, please contact your coaches or Meredith Archer Hatch (mhatch@achievingthedream.org).

Thank you!