Bellevue College Student Success Action Plan

May 2018

STUDENT SUCCESS VISION AND PRIORITIES

Bellevue College commits to eliminate gaps in opportunity and achievement for our diverse student community. Through the intentional design of the college experience, we strive to ensure that all students reach their academic and career goals.

**Priority 1**

Adopt the Guided Pathways model in order to clarify and improve progress toward completion.

Major Goals

Improve student completion (especially for underrepresented students).

Increase the number of students who complete college-level math and English in their first year in college.

Clarify and simplify steps on pathways to completion.

Student Success Efforts

Existing:

* Guided pathways steering committee planning and coordination.
* Reforms in math and English to accelerate college credit in students’ first year.
* Existing program maps for all prof-tech programs and transfer guides for 25 major areas (transfer programs).

New:

* Develop and agree upon metamajors (currently underway).
* Create program maps for transfer pathways.
* Update prof-tech program maps
* Organize cross division stakeholder groups of faculty to evaluate and decide which courses will be part of each pathway.
* Communicate information about meta-majors, program maps and course decisions.
* Provide training and professional development for faculty, staff, administrators, college leaders.
* Evaluate results using a process that includes student voices.

Essential Institutional Capacities to Support Priority (see ATD Institutional Capacity Framework)

**Strategy and Planning**, Teaching and Learning, Equity, **Data and Technology,** Leadership, **Engagement and Communication**, Policies and Practices (**Bold=priority)**

**Priority 2**

Improve the student experience through adoption of holistic student support and advising.

Major Goal

Ensure students’ connection and entry to Bellevue College is simple and clear, and students receive appropriate supports when needed, to enable fulfillment of their educational goals.

Student Success Efforts

**Existing**:

* Academic Advising Office
* Welcome Center
* Disability Resource Center (DRC)
* Multicultural Services (MCS)
* Counseling Services
  + Workshops
  + HD class
  + Student Success Initiative (SSI) for probation students
* Office of International Education (orientations, recruitment)
* High School Programs (Running Start)
* Student Central (Financial Aid advisors/admission advisors)
* Veterans Programs
* CARE Team
* Workforce Education
* Basic and Transitional Studies Navigators (advisors)
* Autism Spectrum Navigators (ASN)
* Center for Career Connections (STEM to stern)
* TRIO
* Human Development Courses (H.D.)
* Academic Success Center (ASC)
* Student Programs (Student Clubs, ASG, leadership institute, student activities)

**New**:

* New student orientation redesign
* New student career exploration course/activities
* Blended advising (group advising)
* Transfer Center
* Benefits Hub (financial literacy, FAFSA/WASFA assistance, free tax prep, access to social services in partnership with United Way)

Essential Institutional Capacities to Support Priority (see ATD Institutional Capacity Framework)

**Policy & Practices, Engagement & Communication, Teaching & Learning,** Equity, Leadership & Vision, Data & Technology, Strategy & Planning (**Bold=priority)**

**Priority 3**

Improve student course completion rates through systematic faculty professional development.

Major Goals

Ensure all faculty are equipped to meet the learning needs of students through a systematic, mandatory professional development agenda.

Student Success Efforts

**Existing:**

* Faculty Commons workshops
* New faculty orientation
* PD days, College Issues days
* E-learning center
* Rise Institute service and project-based learning, faculty learning communities
* Mentoring for new tenure track faculty
* Mentoring for adjunct faculty

**New:**

* Inventory all cross-campus faculty professional development options
* Develop a comprehensive onboarding process for faculty:
  + Canvas-based, new-faculty orientation
  + Survey deans/chairs/Division Operation Directors (DODs) for faculty onboarding process
  + Streamline the faculty onboarding process with Human Resources
  + Centralized tracking system for faculty onboarding (such as a checklist for new faculty that lists essentials, and a Canvas site that outlines resources/training modules, etc.)
* Establish three professional development tracks and accompanying badging/credential system (combining existing efforts and new options):
  + Teaching Academy
  + Online Teaching Competencies
  + Gap Closing Frameworks

Essential Institutional Capacities to Support Priority (see ATD Institutional Capacity Framework)

**Teaching and Learning,** Engagement and communication, Strategy and planning, **Policies and practices,** Leadership and vision, Data and technology, **Equity (Bold=priority)**

**INSTITUTIONAL CAPACITY ASSESSMENT TOOL RESULTS**

Although we have relative strengths in the areas of Equity (2.6) and Leadership and Vision (2.5), and relative weaknesses in Data and Technology (1.9), we recognize that only one of our scores was above the midpoint. Therefore, we have room to improve in all areas of institutional capacity. Each of our student success initiatives will connect to specific identified institutional capacities.

The key capacities identified in our success initiatives are strategy and planning; data and technology, and engagement and communications for guided pathways; teaching and learning, and equity for faculty professional development; and policies and practices, teaching and learning, and engagement and communication for holistic student support and advising.

As indicated above, equity is a relative strength at our institution. While the college has a long way to go with regard to addressing equity with intentionality, we do not face particular problems with the idea of equity as a goal. In this sense, relative to other institutions, we expect to get buy-in on this issue without undue difficulty, and we intend to leverage this strength.

Data and technology are a significant problem at our institution. Our action plan addresses this in several ways. The BC research office and data team are working very hard to deliver more data to our community in interactive formats. We have done this internally with data for our program review process and have worked hard to produce similar data for our student success metrics. In addition, evaluation is embedded in all of our action plans. One of the weaknesses at our institution, reflected in the ICAT responses, is that even when data are available, BC staff and faculty are not practiced at using data to inform decision making. ATD core and data teams intend to overcome that with clear evaluations of our success initiatives. Finally, we are working diligently to purchase and deploy a customer relations management solution that will streamline case management and improve student experiences. This new system will also be an important tool for data collection to help staff and faculty track student progress and analyze barriers.

Faculty professional development will directly address our institutional capacity in teaching and learning. In this area, we will leverage an area of strength by building on the work of the Faculty Commons, professional development days, new faculty orientation and other existing success efforts in the area of teaching and learning.

Policies and practices are now undergoing a substantial review through our accreditation process, and a new emphasis on building a LEAN workplace has begun. Finally, we intend to leverage our relative strength in leadership and vision while also working on an explicit communications strategy.

**EVIDENCE SUPPORTING THESE PRIORITIES**

In September 2017, the core and data teams began to present disaggregated data on student progress to the entire college community. These data measured critical areas including fall to winter persistence, fall to fall persistence, three year completion or transfer rates, six year completion or transfer rates, and the proportion of students completing college level English and Math within one year.

We found particularly alarming gaps between race/ethnicity among all these measures. Part-time students and students aged 45-60 also lagged behind the general student population significantly. The sampling of data below is for the general student population, not including dual enrollment or international students.

From Fall 2015 to Fall 2016, persistence levels varied from 51% to 78% as follows:

African American students: 65%

Latino/a/x students: 64%

White students: 70%

Asian students: 75%

Students age 46 – 60: 51%

Students age 18 – 19: 78%

Part time students: 64%

Full time students: 77%

Female students: 68%

Male students: 70%

For students starting in Fall of 2013 and completing a certificate or degree, or transferring within three years, by Fall 2016, similarly startling gaps ranging from 28% to 50% were uncovered.

African American students: 28%

Latino/a/x students: 33%

White students: 43%

Asian students: 44%

Students age 45 – 60: 32%

Students age 18 – 19: 42%

Part-time students: 35%

Full-time students: 50%

Female students: 46%

Male students: 37%

For 2014 – 2017, a slight increase in three year completion or transfer rates to 33% for African Americans, 35% for Latino’s, as compared to 46% for Whites, and 49% for Asians was reported.

Data on students completing college level math in their first year showed rates from 4% to 34% based on group, as follows:

African American students: 13%

Latino/a/x students: 20%

White students: 22%

Asian students: 34%

Students age 45-60: 4%

Students age 18-19: 31%

Part-time students: 16%

Full-time students: 31%

Female students: 20%

Male students: 25%

We observe significant equity gaps by race, age and by full-time and part-time status. In general, equity gaps across genders, veterans’ status and disabilities are smaller. We are also concerned that marginalized students may be getting advised into programs that lead to lower wage careers but we do not currently have the data to analyze this.

The data team spent most of the year finalizing a set of institutional outcome measures that the college can use to identify areas for improvement and measure success over time. The most recent aggregate data from fiscal year 2017 for each of these measures shows that

* Fall to winter persistence is 86%.
* Fall to fall persistence is 73%.
* Three year completion or transfer rate is 47%.
* Six year completion or transfer rate is 58%.
* Proportion completing college level English within one year is 46%
* Proportion completing college level Math within one year is 29%
* Proportion completing fifteen credits within one year is 82%
* Proportion completing thirty credits within one year is 59%
* Proportion completing forty-five credits within one year is 29%

In the past ten years, the college has dramatically increased the numbers of dual enrollment and international students on our campus. These students now account for about one-third of our overall FTE. On many metrics, these students differ from the rest of our students. For example, our fall to winter persistence rate of 86% results from very high persistence among international (90%) and dual enrollment (94%) students, as compared to our general students (79%). These differences persist across all of our student success metrics.

The college conducted the Community College Survey of Student Engagement in fiscal year 2017. The college benchmark scores were above the 2017 cohort average for active and collaborative learning and student effort; and below the cohort average for student-faculty interaction and support for learners.

In addition to these quantitative measures, we gathered an extraordinarily large amount of valuable qualitative feedback through the capacity cafes held in February 2018. In particular, we heard that equity is a priority. Many expressed concern that current onboarding and professional development were inadequate to prepare faculty and staff for optimal student support. We have reflected these concerns in the development of our metrics and in the selection of our student success priorities. Other feedback included concerns that the college processes to apply and register for classes were confusing, information on programs of study is often not clear, and advisor schedules are heavily booked during peak times creating two week wait times to see an advisor.

We did not conduct student focus groups. We plan to create opportunities for students to give input and share experiences about the barriers they encounter. The format could be surveys or focus groups.

The ATD core and data teams have chosen to focus on adoption of Guided Pathways, including implementing the integrated, holistic advising model in order to simplify and clarify information for students about career and academic pathways, help students choose a pathway and keep on it. In addition, we will work on systematic, mandatory faculty professional development to ensure faculty are equipped to facilitate students’ learning and progress toward their academic and career goals.

**EQUITY MINDED DESIGN**

The ATD equity framework explicitly articulates that structural racism exists and hinders minoritized students from being successful. Bellevue College staff and faculty members are learning that there is a difference between equality (treating everyone the same), equity (working with each student where she/he/they is/are), and liberation (eliminating, or minimizing to the extent possible, barriers or obstacles for students/learners). In terms of equity, many employees are discovering that equity is not just a trendy word, but rather that it is about implementing multiple equitable practices that are expandable and flexible so as to meet the needs of each student so they can be successful. In order to do so, each employee must reflect on their own daily practices and be willing to be confront their own biases and assumptions. To provide such learning opportunities over the last several years, Bellevue College has introduced multiple equity minded workshops for all employees. Bellevue College defines equity as it relates to students, as creating intentional and holistic student success plans to explicitly guide/educate each student to meet their academic goals.

Prior to ATD participation, in general, most Bellevue College community members believed that the college’s student success levels were acceptable. This year, we examined disaggregated data on students’ persistence, completion and transfer rates and achievement of college level math and English credit during the first year of attendance. We learned that African American students, Latin/X students, part time students in particular fare significantly worse than the general student population in all these measures. Based on this high level data, we have learned it is critical that we conduct further inquiry and identify clearly which students are not progressing and where are the bottlenecks so we can ensure all students succeed.

For several years, more college-wide discussions have been taking place regarding policies and practices that are not equitable to both students and employees. There have been discussions about DACA students, LGBTQ students, students of color, students with disabilities, and intersectional identity, to name a few. Several discussions have been held during the academic year at College Issues Days, in professional development days, as well as in various classrooms and meetings.

We have heard students are challenged by the confusing numbers of offices that offer advising and yet at peak times students cannot get timely access to an advisor (2 week wait time). We learned from students that many do not know about the array of services and supports at the college such as the Center for Career Connections or the degree audit tool. We would like to get better at incorporating the students’ voice more deliberately to gather data about their experiences and track progress as students’ experiences improve.

Based on disggregated data currently available, the biggest disparities in student outcomes are for Latina/o, African American and part-time students. Our student success priorities will entail system change to simplify and clarify choices and processes for students; ensure students develop an academic plan that is updated periodically; provides holistic, just in time support for students and equips faculty with systematic professional development to improve quality of instruction that will increase course completion.

The college has not yet disaggregated data by Pell eligibility. This is currently under discussion so we can begin to examine student success at the intersection of Pell eligibility (as proxy for low income); and race/ethnicity and other groups.

PRIORITY WORK PLANS

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| **Priority 1 Work Plan** | | | | | | |
| **Simplify structures of academic divisions and program pathways so they are simpler and easier for students to understand.**  Assist all students early in their time at Bellevue College, to choose an academic program, develop an academic plan and obtain a road map of courses. | | | | | | |
| **Measurable indicators of progress by *year, term, or month*:**  Data to be disaggregated by race/ethnicity, part-time/fulltime, gender, pell eligibility, age, etc. to examine and address gaps.   * Number and percentage of students who have chosen a meta-major. * Number and percentage of students who have chosen a program pathway. * Number and percentage of undecided students who move from exploratory to a meta-major by end of 2nd qtr (or 30 credits). | | | | | | |
| **Major Action Steps** | **Y1** | **Y2** | **Y3** | **Y4** | **Lead Staff Member(s)** | **Resources Required** |
| Developing and finalizing meta-major areas.  Building the policy and processes for mandatory selection of a meta-major upon enrollment & mandatory selection of a program of study within the first two quarters of enrollment. | X  X |  |  |  | GP Faculty Coordinator  GP Steering Committee | Release time |
| Develop Exploratory Sequence for undecided students. | X |  |  |  | Career Center, Faculty Coordinator, Advising, Welcome Center | Time, communication mechanisms |
| Identify, establish program level learning outcomes.  Convene faculty groups to develop program maps. | X | X  X | X |  | GP Faculty coordinator, faculty committee chairs, faculty, administrators | Time/ Release time |
| Implement strategic enrollment planning to ensure course offerings/sequences are held when students need them. |  | X | X |  | Office of Instruction, deans, division operations directors, Director of enrollment, Data Manager | Data and information on when courses will be needed based on numbers of students on full and part-time program paths, CTC Link?, or other software analysis. |
| Plan and update communication materials for students and staff including info on website.  Replace guides for all transfer pathways with program maps.  Update and maintain relevancy of transfer & prof/tech guides. |  | X  X | X | X | Student affairs, Center for Career Connections, program chairs, program managers | Communication and Marketing dept., graphic design, web master/ IT. |
| Evaluate progress and impact. | X | X | X | X | GP Workgroup, IR, Data Team | Dedicated time with IR to design evaluation, IT to verify usability of data collection technology |

Anticipated Implementation Challenges

Garnering faculty support and engagement and addressing faculty resistance to reducing course options.

Time and pay for faculty time as appropriate.

Lack of technology to track students and to analyze data on course availability and align it with when students need courses.

Scaling

BC plans to implement Guided Pathways at scale. Initial focus should and will be on finalizing Meta Majors/ Focus Areas and program pathways for transfer programs because professional technical programs already have pathways and maps.

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| **Priority 2 Work Plan** | | | | | | |
| **Name and description of priority**  Improve students’ experience through implementation of the holistic equitable student support and advising model. We will focus on five strategic areas:   * + Communication (students/interdepartmental)   + Training (faculty/staff)   + Forms (align campus)   + Process (student/staff procedures)   + Content (interventions/orientations/workshops/assignments) * Redesign entry and advising model, holistic student support and advising lead team to inform work above. * Continued follow-up and monitoring (Case Management/SSI/Standards of Academic Progress). * Graduation   + Consider automatically conferring earned certificates and degrees (no fee, no application process). * Policy & Practices\*   + Document Processes (student/staff procedures). * Engagement & Communication\*   + Communicating Institutional Processes (student/staff procedures) * Teaching & Learning\*   + Training (faculty/staff)   + Content (interventions/orientations/workshops/assignments) * Equity   + Cohorts (develop community/increase sense of belonging) * Leadership & Vision   + Redesign entry and advising model, lead team to inform work above. * Data & Technology   + Canvas   + Develop system and process for collecting and updating major/program/career intent of students.   + Track how students are progressing academically at each phase of service. * Strategy & Planning   + Transparency | | | | | | |
| **Measurable indicators of progress by *year, term, or month*:**  Student data to be disaggregated by race/ethnicity, part-time/fulltime, gender, pell eligibility, age, etc. to examine and address gaps.   * Percentage of academic plan submissions disaggregated by race/ethnicity, Pell eligibility, part-time. * Student progress on academic plan, disaggregated (see above). * Student phase level of satisfaction (i.e. Entry, credit load), disaggregated (see above). * Monitor percentage of students on academic probation, disaggregated (see above). * Student performance on pathway learning assignments. * Number of students enrolled in support services, disaggregated (see above). * Rate of basic skills students who transition to college level. | | | | | | |
| **Major Action Steps** | **Y1** | **Y2** | **Y3** | **Y4** | **Lead Staff Member(s)** | **Resources Required** |
| April 2018, Roadshow to inform campus community | X |  |  |  | Dean of Student Central/ Advising | Time for dean and stakeholders |
| May 2018, Develop a Holistic Student Support lead team/ workgroup. | X |  |  |  | Dean of Student Central/Advising, Interim Director of Welcome Center |  |
| May/June 2018, Develop subgroups to address bullet points above (forms, etc). | X |  |  |  | Holistic Student Support and Advising lead team |  |
| Sept. Oct. 2018, finalize structure of Holistic Student Support activities. |  | X |  |  | HSS/PTC lead team | Software for case management, early alert. IT/IR review data collection/analysis feasibility on Canvas, CRM. Software deployment. Faculty and staff training on processes, roles and responsibilities. |
| June/November 2018, subgroups begin development of training areas/content/forms/communication/process. |  | X |  |  | HSS/PTC Subgroups |  |
| Winter 2019 Implement Holistic Student Supports and Advising model for incoming students |  | X |  |  | Student Affairs | Coordinator position; incremental increase in numbers of advising navigators |
| Sept. 2018 Begin to register students into group advising cohort (canvas shell) |  | X |  |  | Interim Director, Welcome Center |  |
| September 2018 (or before) – Complete ATD Holistic Student Support and Advising self-study. | X |  |  |  | Interim Director, Welcome Center, stakeholders |  |
| Oct. 2018 Begin outreach to students, orientation sessions, with focus on completing entry requirements. |  | X |  |  | Interim Director, Welcome Center |  |
| Oct. 2018 Holistic SS and Advising workgroup attends ATD Institute for next phase of planning for implementation. | X |  |  |  | Gilbert Villalpando, Teresa Descher, RaeEllen Reas, Emily Kolby, Christina Sciabarra, Steven Martel, faculty representative. | Travel/registration $ (already approved or allocated) |
| Nov. 2018 Continue outreach and orientation and focus on registration into classes. |  | X |  |  | Nov. 2018 Continue outreach and orientation and focus on registration into classes. |  |
| Ongoing: Plan and organize evaluation of impact of Holistic Student Supports & Advising, Include students’ voices. | X | X | X | X | Dean Student Central/Advising, IR Associate VP, CIO or designee | Verification that data collection and analysis plan is viable. |

Anticipated Implementation Challenges

* Resources
  + Staffing (Coordinator/associate director, admission recruiters, academic advising case managers)
  + Software (Early Alert, Inventory software)
  + Technology (updated computers, Canvas integration)
* Communication and engagement of all college stakeholders including faculty, staff, administrators and college leadership.
* Working with faculty leaders to define faculty roles in holistic student support and advising, negotiating commitments, training for faculty on processes, technology, resources.

Scaling

We are at scale at initial implementation with 20 advisors/case managers.

In Year 1 of implementation we anticipate serviing approximately 4,000 students.

In Year 4 we estimate we will be serving 9,000 students.

To continue scale, to year 4, an additional 20 academic advising/case managing staff will be needed to serve 100% of degree seeking students.

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| **Priority 3 Work Plan** | | | | | | |
| **Name and description of priority**  Inform and equip all faculty with the knowledge and strategies they need to support students effectively and to ensure their students are learning and progressing toward their goals. | | | | | | |
| **Measurable indicators of progress by *year, term, or month*:**  Student data to be disaggregated by race/ethnicity, part-time/fulltime, gender, pell eligibility, age, etc. to examine and address gaps.   * Faculty completion of training – 2 quarters, 1 year, 2 years, 5 years * Faculty level of engagement in PD activities (using rubric by Susan Hines, an expert in assessing impact of teaching and learning centers) * Student experience data (use Canvas survey tool to elicit input from students on classroom experience, faculty interaction during qtr). * Course completion rates (disaggregated by various student populations) over two years after implementation * Rate of college level math and English completion in 1 year (Specific to professional development for math and English faculty) * Number of quarters Adult Basic Ed students spend in Basic and Transitional Studies (specific to Basic Ed and ESL instructor prof. dev.) * Rate of basic skills students who transition to college level. * Distribution of course grades by instructor for a given course (looking for smaller variation, more consistency across instruction within a course taught by multiple instructors) * When in the quarter are students dropping courses or stopping attending * Which students are dropping courses, disaggregated by race/ethnicity, Pell eligibility, part-time | | | | | | |
| **Major Action Steps** | **Y1** | **Y2** | **Y3** | **Y4** | **Lead Staff Member(s)** | **Resources Required** |
| Identify learning outcomes for faculty professional development trainings/resources that will positively impact student outcomes. | X |  |  |  | Faculty PD lead (workgroup/Faculty PD committee) | Time, Support staff, Compensation for lead and other faculty as appropriate. |
| Identify strategic levels of knowledge/competencies among faculty (new instructors, online teaching and using technology, strategies for achieving equity in the classroom). | X |  |  |  | Administrator, Faculty Commons Chair, or other faculty lead (TBD) | Time, Support staff, Compensation for lead and other faculty as appropriate. |
| Inventory existing professional development opportunities on campus, identify gaps. | X |  |  |  | Administrator, Faculty Commons Chair, or other faculty lead (TBD) | Time, Support staff, Administrator (specifically for PD), Compensation for lead and other faculty as appropriate |
| Evaluate current PD options and determine which options to continue, modify, or discontinue. | X | X |  |  | Administrator, Faculty Commons Chair, or other faculty lead (TBD) | Time, Support staff, Compensation for lead and other faculty as appropriate. |
| Investigate prepackaged curriculum. |  | X | X |  | Faculty PD lead or PD workgroup member | Budget, time, administrator time (purchases, approval) |
| Create and/or purchase curricula for PD training/resources as needed. |  | X | X | X | Faculty PD lead | Budget, time, administrator time (purchases, approval) |
| Build infrastructure for tracking, accountability, reflection, and evaluation (impact, quality of programs/curriculum). |  | X | X | X | Faculty PD lead or PD workgroup member | Time, BCAHE, Administrators (Deans, VP), Institutional Research, ITS, Faculty Council, Support staff, Compensation for lead |
| Offer centralized trainings/curricula in multiple formats (online, on ground), and multiple times a year. |  | X | X | X | PD lead, preferably administrator | RISE, eLearning, Faculty Commons |
| Develop an ongoing evaluation process led by faculty on PD needs. |  | X | X | X | Faculty PD lead | Time, Support staff, Compensation for lead and other faculty as appropriate. |
| Establish system for ongoing curriculum development/maintenance of curriculum (content and technology updates). |  | X | X | X | Administrator, Faculty Commons Chair, or other faculty lead (TBD) | Time, Support staff, Compensation for lead |
| Include faculty professional development time (non-instructional days) for faculty to complete college-mandated trainings. Include in the faculty contract. |  | X | X | X | Faculty PD lead, BCAHE representative | BCAHE, Administrators, Negotiations team |

Anticipated Implementation Challenges

Garnering broad faculty engagement and support

Communication to campus

Campus-wide director of PD; potentially, existing Associate Dean position (to centralize training, manage accountability, communication)

Centralization of trainings

Funding

Union/faculty contract

Variety of adjunct faculty schedules

Keep materials updated and have a revision process

Size of campus – 1000 faculty

Developing an ongoing evaluation system

Scaling

Year 1- Find/build professional development materials and curriculum

Build consensus, negotiate, communicate, involve faculty in creation

Year 2- Finalize process

Year 3- Implement- exact implementation schedule and process to be determined.

**COMMUNICATING FOR ENGAGEMENT AND BUY IN**

This year, the goals developed by the communication committee were:

1. To develop a college wide, cohesive, data-informed, well communicated approach to student success.
2. To develop a student focused culture of reflectivity and a commitment to and success with taking promising practices to scale.
3. To improve communication and celebration of successes, especially within our campus community.

Plans and progress were communicated during the first year to stakeholders by the following methods:

1. Achieving the Dream intranet page on President’s homepage was set up, information and data is posted.
2. Co leads presented to BC’s Board of Trustees.
3. BC FYI and other listservs are used to distribute information.
4. ATD core and data team members who serve on governance councils updated and engaged councils on ATD plans and progress.
5. President’s Cabinet includes ATD on their agenda every other week.
6. Data team lead and members presented college and course completion data at a faculty professional development day. Core team members will present at the Spring faculty meeting.
7. Core team conducted the ICAT survey.
8. Faculty Commons, teaching and learning center has hosted discussions, FC Chair is participating on the newly formed Faculty Professional Development ATD Workgroup.
9. ATD core team organized interactive engagement at college wide events such as College Issues Day (Capacity Café) and Opening Day (Finish Line game/activity and college data presentation)
10. Exceptional magazine’s spring 2018 issue will publish an article on ATD activities to date.
11. BC president emailed campus about data on achievement gaps and college wide indicators to track progress.

In years 2 and 3, we will continue to utilize these methods and will add strategies such as planning interactive activities for each instructional division’s fall/Opening Week retreat and specific training and professional development needed for stakeholders to implement planned changes. The president will take charge of keeping the Board of Trustees apprised of progress as well. Exceptional magazine is distributed to key stakeholders in our service district and will include articles on successes and progress in improving BC students’ experiences and increasing the numbers of students who achieve their academic goals.

The ATD Communications committee is developing a visual look, feel and tone in an infographic style, shown in the attached student success visual to be used for electronic and print communications. The committee will continue to refine this template and align it with the current branding efforts of the BC Marketing Dept. to ensure the student success communication materials are stylistically aligned with the BC brand and offer clear, understandable messaging.