



## **POLICY**

The College is committed to providing programs, services, and activities specifically designed to promote student success. The purpose of this policy is to recognize that student success is the driving force behind the College's planning, budgeting, and decision making processes. Student success initiatives are vetted through the First-Year Experience Advisory Committee as well as the College's Student Success Core Team.

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## **PROCEDURES**

### **New Student Orientation**

All new students enrolled in a degree, diploma, or certificate program are required to participate in the College's New Student Orientation Program (either in-person or on-line) prior to registering for their first semester of curriculum or developmental courses. Exceptions will include students who have attended a higher education institution within the last two academic years and made satisfactory academic progress at that institution. Early College High School or Career and College Promise Pathway students who have already participated in a New Student Orientation are also exempt from attending orientation when changing their Program of Study.

### **Academic Success Course**

All new students enrolling in a degree, diploma, or certificate program, with less than 15 hours of accumulated college credit, are required to complete an Academic Success course within their first semester. A registration hold will be placed on a student's record if he or she does not enroll in and successfully complete an ACA course in their first semester. Students who fail to complete the course within their first semester must do so in their second semester. Exceptions to this policy include students enrolled in programs that do not require the completion of an Academic Success Course.

### **At-Risk Students**

Students whose placement assessment scores indicate any combination of developmental English and/or mathematic courses must begin developmental education courses in their first semester. It is recommended for academic success that students enrolled in developmental education courses limit their schedules to twelve (12) credit hours. Concurrent enrollment in Student Success Strategies (ACA-090) is required for students who have not yet met the English requirements of DRE-097. Students must meet with their Success Coach and/or Faculty Advisor regularly for mentoring and obtaining guidance and support resources.

### **Academic Advising**

Academic advising is a comprehensive program facilitated by Success Coaches and Faculty Advisors who share the responsibility of advisement to ensure student success. The advising relationship is a continuous developmental process involving open communication in an



atmosphere of mutual respect and honesty. Success Coaches and Faculty Advisors assist student's transition into college and continuously evaluate the student's attainment of their personal, academic, and career goals. Students gain an understanding of college resources and develop the skills to make informed, independent decisions by participation in a range of advising activities, including individual and group advising sessions, academic success classes, and study skill workshops.

All degree, diploma, or certificate seeking students are required to attend and participate in advisement sessions. Exceptions to this policy may include non-degree seeking students such as special credit, transient, and non-traditional learners not seeking degree, diploma, or certificate credentials. In all circumstances, the advisor makes the decision as to whether a student needs advisement. Success Coach/Faculty Advisor assignments are based on the student's primary program of study even when a student is enrolled in multiple programs. A student may request to change his Success Coach and/or Faculty Advisor at any time by contacting the Academic Support office.

As part of the Academic Success Course activities, students must meet with their Success Coach to devise their success plan, review program requirements, and set short and long term goals. Students also meet with a Faculty Advisor before the end of the first term. Faculty Advisors mentor students to help them navigate college, and plan their programs of study to assure alignment with their chosen career path. Students continue to consult their Faculty Advisor before each registration period and are encouraged to confer with them frequently regarding academic matters. Throughout the academic year, Success Coaches and Faculty Advisors attend professional development to keep up-to-date with advising policies, practices, and procedures.

### **Career Counseling**

Individual career counseling is available to all students and prospective students who are interested in discussing career interests, their choice of program of study, and transition to higher education institutions. Career assessments and information are used to assist students in examining their interest, values, and skills as they explore career options. Career Counselors are available by appointment or drop-in service on a first-come first-serve basis.

### **Personal Counseling**

BCC maintains a staff of academic counselors and/or advisors to assist students in making decisions regarding career, educational, and personal goals. BCC does not provide mental health services. However, qualified staff may provide initial assessment, and when necessary request emergency assistance or refer student to the appropriate mental health services. BCC Personal Counseling Guidelines advise students, faculty, and staff of the proper procedures for addressing the needs of a student who may pose a threat to him/herself or to others.