IMPLEMENTATION PLAN TEMPLATE

DRAFT DUE: APRIL 24, 2014
FINAL DUE: MAY 22, 2014

Achieving
the Dream ™

Community Colleges Count

Implementation Plan Template

Institution Name: Bakersfield College

List the name and titles of Implementation Plan authors:

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1. Principles Assessment Survey

Please have all members of your Core Team, Data Team, and a representative group of stakeholders complete the online Achieving the Dream Principles Assessment Survey. Achieving the Dream will provide a summary of the results to each institution to use when completing the Implementation Plan. For more information about how to administer the survey go to the Achieving the Dream College Progress Site. Responses to the Principles Assessment are due **April 2, 2014**. Achieving the Dream will email the summary of the responses to your institution's Core Team Leader by April 11, 2014.

2. Reflection on the Principles Assessment Survey

Review the aggregate summary of your institution's responses to the Principles Assessment Survey that Achieving the Dram will send to your Core Team Leader by April 11, 2014. In two to three paragraphs (no more than 300 words), respond to the following questions:

- How do your current Principles Assessment Survey results compare with the results of the Assessment completed prior to the 2013 Kickoff Institute?
- How will you take advantage of strengths identified in the Principles Assessment?
- How will you address weaknesses identified in the Principles Assessment?
- How will you continue to build support for improving student success over the next four years?

Your response should provide an overview of the institutional changes you envision as a result of adoption of the Achieving the Dream principles and the implementation of the proposed priorities and interventions.

Question 2
Through the introduction of Achieving the Dream (ATD) at Bakersfield College (BC), a shift in campus culture related to student success has occurred, as is evidenced by positive gains in BC's 2014 Principles Assessment results (compared to the 2013 baseline results). Fundamentally, there is an improvement in four of the five Principles. However, the principle of Committed Leadership reported lower scores compared to 2013 baseline data. This may be largely due to the qualitative

differences in composition between 2013 and 2014 sample groups. In 2013, 25 faculty, staff and administrators responded to the Principles Assessment survey ('paper-and-pencil' administration); students were not administered the assessment due to deadline constraints. This year, 89 participants submitted the survey (online administration), 59 (66%) of whom were students...the remaining 30 were faculty, staff and administrators. This imbalance of sampling group composition may have greatly skewed our results, as well as mitigated positive gains in the other four principles. This may be due to student-respondents' lack of exposure to the commitment by institutional on student success. 2014 results (including student data), however, still serves as a great baseline for a comparison to next year's results.

The Principles Assessment survey has identified broad engagement, organization, faculty, curriculum and professional development as strengths and a growth in budget allocation. These can be validated by the college leadership, ATD core team members, and individual involvement to be essential for student success and a gradual and systemic change. There are many significant attributes to report, including broad engagement among stakeholders, committed leadership, and professional development opportunities that have raised awareness of, and participation in, the College's commitment to improving student success. An area of continued growth and development is related to a focused review of institutional policies that might inadvertently impeded pathways to success, as well as the need for leveraging technology (i.e., software) to develop a predictive analytics model and early-alert system.

Findings from the Principles Assessment survey were analyzed by Bakersfield College's ATD Core Team.

3. Data Analysis
Provide a summary of the analysis of quantitative and qualitative student outcome data that you completed during the planning year.

Question 3
Within the last year, Bakersfield College has gathered, reviewed and analyzed data (aggregated and disaggregated) through the scope of BC's four institutional data strands.

Student Progression & Completion:
- Equity and Disproportionate Impact data
- Comparative Data: Pre-collegiate vs. College Ready students
- CourseBook data from Institutional Research Office
- Higher rate of students placed into higher levels of Math and English
- Reduced time to entry into college level ENGL B1A and MATH B70 courses
- Student Achievement Data: Student success and retention rates at various levels…institution, program, and course levels)

Student Learning Outcomes & Assessment:
- SLOs frequently assessed on a predictable and frequent cycle by full-time and adjunct instructors
- Institution Level Outcomes (ILOs) and being reviewed and revised…additional information to follow
- Ability for students to achieve learning outcomes for gateway courses, such as ENGL B1A and MATH B70

Perception Data:
- College Climate Survey – administered in 2011 (*A discuss findings is pending by BC's Data Team)*
- CCSSE – administered in Spring 2014 – data not yet available
- CCSSFE – administered in Spring 2014 – data not yet available

Operational Data:
- Number (and percentage) of Student Educational Plans completed
- Cost per FTES

4. Engagement

List the stakeholders who were engaged in your college's Achieving the Dream planning and priority setting. How did you engage these groups?

Question 4

Bakersfield College is committed to engaging stakeholders in strategic planning processes, and to improving student success through enhancing the institution's practices, policies and student support services and interventions. The following activities highlight the mechanics Bakersfield College implemented to gather data, analyze information, establish institutional priorities related to student success, and design interventions.

Achieving the Dream Principles Assessment Survey: In 2013, Bakersfield College administered the Principles Assessment Survey to solicit feedback from a representative group of stakeholders (primarily faculty, staff, administrators and students) for the purpose of establishing institutional baseline data related to ATD principles. These stakeholders were, and continue to be, instrumental in advancing and implementing BC's student success priorities and initiatives. Stakeholders included: BCs ATD Core Team; ATD Data Team; Student Government Association (Student Group); African American Male Mentorship Project (Student Group); MESA (Student Group); Veteran Affairs (Student Group); College Council; Administrative Council; Faculty Chairs & Directors Council (FCDC); Equal Opportunity & Diversity Advisory Council (EODAC); Habits of Mind (HoM) Committee; and the Student Success Stewardship Team (SSST). One year later, Bakersfield College administered a follow-up Principles Assessment Survey to the same representative group of stakeholders (note: while membership within institutional committees may have changed slightly, the overall list of participants remained relatively stable).

Engaging Campus Community (Focus Groups and Follow-up Discussions): Members of the ATD Core Team actively sought to institutionalize Achieving the Dream principles at BC by engaging governance and campus-wide committees through intentional discussions on issues related to student success. In addition to administering the Principles Assessment Survey, the ATD Core Team conducted follow-up conversations, committee dialogues and focus group meetings with many of the stakeholder groups to solicit their qualitative feedback and reflections, as well as to facilitate ongoing discussions on matters pertaining to Bakersfield College effectiveness in supporting students' success, progress, and completion. Information gathered from the Principles Assessment and follow-up focus group discussions informed the institution's perspective on Achieving the Dream student success planning efforts and priority setting.

Student Success Conferences: Bakersfield College hosted two Student Success Conferences (October 2013 and March 2014) facilitated by national speakers with an emphasis on the effective use of data to inform institutional student success practices and policies. Colleagues from colleges across our district and region were in attendance, as well as online attendees via Livestream. Participants and stakeholders were engaged in dialogues related to improving institutional practices and policies related to student success.

Student Equity Conference: Similar to our Student Success Conferences, BC hosted a Student Equity Conference in April 2014 dedicated to raising awareness about, and addressing barriers to success faced by community college students.

Student and Faculty Surveys: Bakersfield College is currently in the process of administering the CCSSE and CCSSFE surveys. CCSSE and CCSSFE surveys were administered at Bakersfield

College in 2009. Data will be analyzed and compared with findings from prior administrations to identify themes, patterns and trends.

5. Priorities

Name and describe each student success priority you have set. You should have a minimum of two priorities, but not more than four.

Priority 1

Name and Description:

Improved Matriculation Rates among FTITC Students (First Time in This College).

New students will complete each of the four steps/services to become fully-matriculated students (Orientation; Assessment/Placement, Educational Planning, and Accessing Student Support Services/Ongoing Advising)

Data Analysis that Supports the Rationale for this Priority:

Please refer to the attached Multiple Measures report for related data.

Relevance to College Strategic Plan and Student Success Agenda:

This priority embodies BC's strategic goal of **Student Success**, stated as follows: Bakersfield College will become an exemplary model of student success by developing and implementing best practices.

Additionally, this student success priority will manifest BC's strategic initiative of **Student Progression and Completion** – A commitment to reduce the time for students to complete educational goals.

Finally, this priority is related to BC's Core Values of **Learning**, **Integrity** and **Diversity**.

BC's Student Success Vision Statement - Bakersfield College is committed to providing holistic educational experiences that foster student learning and academic success. Through concerted institutional efforts and strategic initiatives, Bakersfield College seeks to support student learning and success through improving progression and completion toward their academic and personal goals.

Bakersfield College's Approach to Student Success
1. Improving student achievement and learning outcomes for all students, thereby creating an educational environment in which all students have shared opportunities and resources to succeed
2. Committing to student equity through the elimination of achievement gaps among various student populations as identified through the process of collecting, disaggregating, and analyzing data on student success, progression, and completion across all student groups, especially among at-risk student populations
3. Identifying, addressing, and resolving barriers to student success, progression, and completion, including institutional policies and protocols that inadvertently encumber students' academic progression along their journey toward completion
4. Developing an institutional culture in which data is frequently collected, reviewed, and assessed to inform and refine Bakersfield College's student success priorities and resource allocations
5. Implementing strategic initiatives and programs to advance Bakersfield College's student success priorities, as well as the allocation of appropriate resources to support those

initiatives

6. Providing ongoing support throughout all phases of students' academic progression, including:
    a. Point-of-Entry Admissions Services
    b. Student Learning and Support Services
    c. Academic Retention and Persistence
    d. Graduation
7. Committing to continuous institutional self-assessment and improvement
8. Communicating with BC educational stakeholders to share and discussion information pertaining to student performance measures, outcomes, and institutional initiatives to improve student success

List Related Interventions Proposed in the Implementation Plan:

- Pilot Program – Completion of 4-Step Matriculation Process and Services among a Sample of 454 CalSoap Students

Priority 2

Name and Description:

Improve Pre-Collegiate Course Placement, Progression and Completion: Creating processes that allow students to more accurately place in collegiate or pre-collegiate courses. For students assessing into pre-collegiate level courses, streamline completion timeline and reducing time to entry into college-level courses through accelerated curricula.

Data analysis that supports rationale for this priority:

Currently our students who place into Basic Skills (pre-collegiate) courses require XX years to complete college level English and math. Incoming students can be equipped to appropriately assessed into higher placement levels by adopting better assessment practices, such as early test prep, testing at the local high schools, addressing testing issues, utilizing sophisticated software packages such as Accuplacer, and using multiple measures for accurate placement.

Accurately placing students into higher levels of math and English are of critical importance to BC. For example, students who place 3 levels below transfer in math will encounter a staggering 3% chance of successfully attempting and passing a college-level math course. This rate increases slightly to 11% if students are placed 3 levels below transfer in English (18% if 2 levels below and 40% if 1 level below).

Bakersfield College has utilized data to inform our awareness that the use of multiple measures to accurate assess students' academic abilities (and subsequently, placement) will yield higher success rates by reducing students' unnecessary exposure to remediation courses for those who have the ability to succeed at higher levels.

At Bakersfield College, approximately 54% of student enrolled in gateway courses will succeed. This issue can be addressed and remedied through curricular alignment and redesign (such as course acceleration and a contextualized learning environment).

Additionally, 34.8% of pre-collegiate level students at BC will complete a degree program or successfully transfer, compared to a completion rate of 67.2% among their academically prepared counterparts. It is noteworthy that collegiate level students who are inaccurately placed below their level of ability may be erroneously labelled as pre-collegiate level students, thereby negatively impacting their probability of success and program completion or transfer.

Finally, Bakersfield College reviewed student perception and operational data to determine that a positive and direct correlation exists between access (frequency) of student support services, such as Counseling & Advising, Financial Aid, EOP&S, etc…, and student success and retention rates. Intrusive follow-up services, such as educational planning and ongoing advising are priorities for BC to ensure that marginalized students are guided toward the goal of successful program completion.

Please refer to BC's Multiple Measures report (attached) for a complete analysis and summary of data related to student placement, multiple measures, and predictive analytics.

Relevance to College Strategic Plan and Student Success Agenda:

BC Strategic Goal: *Student Success*

BC Strategic Initiatives: (1) *Student Learning* – A commitment to provide a holistic education that develops curiosity, inquiry and empowered learners, and (2) *Student Progression and Completion* – A commitment to reduce the time for students to complete educational goals.

BC Core Values: *Learning*, *Integrity* and *Diversity*

List Related Interventions Proposed in the Implementation Plan:

- Pilot Program – Completion of 4-Step Matriculation Process and Services among a Sample of 454 CalSoap Students:

6. Proposed Interventions

Provide the following information for each proposed intervention.   We ask that institutions carefully consider how many interventions can effectively be implemented within the timeframe of the plan. You should fill out the following section for each intervention that you plan to implement.

Intervention #1:

A short title for the intervention

Mandatory Advising and Student Educational Planning

Description of Intervention

Please provide a description of the intervention that is one to two paragraphs long. Include relevant details about the target areas of improvement you are hoping to address through this intervention as well as key intervention elements and activities.

Pilot Program – Completion of 4-Step Matriculation Process and Services for a Pilot of 400 CalSoap Students: Bakersfield College will improve student completion/graduation rates through ensuring that incoming (FTITC) students fully utilize point-of-entry & matriculation services, as well as ongoing student services, including: Orientation, Assessment/Placement, Educational Planning, and intentional, proactive, and timely advising with Counseling Center personnel, followed by the submission of a mandatory Student Educational Plan and Accessing Student Support Services/Ongoing Advising.

A longitudinal pilot program of this intervention will be implement beginning in the Summer 2014 semester to a sample group of 454 CalSoap students placed into pre-collegiate Math and English courses. By the end of the Spring 2015 semester, each of the 400 students will have completed the four steps of BC's matriculation process. Progress and completion data will be compared to a control group. Future cohorts will be added to this longitudinal program (refer to 'Scaling Plan' below

The California Student Opportunity and Access Program (Cal-SOAP) is a statewide program designed to increase the number of students attending college. The program serves students that are from low-income families, will be the first in their family to attend college, or are from areas or schools with low-eligibility or college-going rates. Cal-SOAP was established by the state legislature in 1978. Cal-SOAP is funded and administered by the California Student Aid Commission (CSAC). The mission of Cal-SOAP is to provide academic support, advisement and access to information about postsecondary education and financial aid to students who meet at least one of these criteria:

- first in their family to attend college
- come from a low socio-economic family
- live in a geographic area with low college-going rates

CalSOAP – See project information at http://www.csac.ca.gov/doc.asp?id=38. The California Student Opportunity and Access Program (Cal-SOAP) was established by the state legislature in 1978. Today, Cal-SOAP is instrumental in improving the flow of information about postsecondary education and financial aid while raising the achievement levels of low-income, elementary and secondary school students or geographic regions with documented low-eligibility or college participation rates, and who are first in their families to attend college. These BC CalSOAP students are part of a special grant project through CSUBakersfield where students of low SES are coached by counselors in training through the college application process. The high schools are usually more rural and the student id's and information are all 'trackable' from high school through BC work. In the past we had 100 students (2012), 200 student (2013) and currently 454 (2014). CalSOAP students are matriculated through BCs process of enrollment, orientation, placement and counseling. The students were tested for placement on their high school campus and then placed using multiple measures face-to face at a high school.

Intervention Status
Indicate whether the intervention is something that is already in place at your institution (active) or if implementation has yet to begin (planned).

☐	Active
☒	Planned

Start Academic Year
The academic year in which the intervention began or is planned to begin.

2014-2015

Intervention Type

Advising Board of Trustees

Budgeting Process

Committee or Governance Structure

Community Engagement

Course Redesign

Curriculum Redesign

Developmental Education

Dual Enrolled

Early Alert

Equity

<mark>First-Year Experience</mark>

Gateway Courses

Improved Use of Data

Information Systems

Institutional Effectiveness

Institutional Research

Internal Policy Review & Revision

K-14 Strategies

Learning Communities

Mentoring

<mark>Orientation</mark>

Placement Process

Professional Development

Program Evaluation

Scheduling

Skills Refresher Training

Faculty and Staff Engagement

Student Engagement

Student Success Course

<mark>Student Support Services</mark>

Summer Bridge

Supplemental Instruction

Technology

Tutoring

Other

within a specific discipline, highlight all that apply from

Science

Social Sciences

Student Success

<mark>Other / Developmental Math & English</mark>

Target Population

From the following list, highlight all that apply. If you highlight "All students", please do not highlight any additional choices.

All students

Academically underprepared students

ESL/ESOL/ELL

Faculty and staff

Financial aid recipients

First generation students

First time in any college

First time in this college

Full-time students

High school students

Part-time students

Pell-eligible/Low-income students

Transfer track students

Veterans/Active military

Career and technical ed students

Other

Target Gender

Indicate a gender focus in the target population, if applicable.

[X] All

[ ] Female Only

[ ] Male Only

Target Ethnicity

Indicate an ethnicity focus in the target population, if applicable.

[X] All

[ ] Hispanic/Latino

[ ] Non-Hispanic/Latino

Target Race

Highlight a race that is the focus in the target population, if applicable. If you select "All Races", please do not select any additional option.

> All Races
>
> American Indian or Alaska Native
>
> Asian
>
> Black or African American
>
> Native Hawaiian or Other Pacific Islander
>
> White
>
> Other

Identify the key target population served by this intervention:
Example: male students of color, part-time students, faculty, etc.

> Incoming students – Pilot program consists of 400 students meeting CalSoap requirements

Proportion of Key Target Population Served:
The proportion of the key target population that was served by this intervention in this reporting year. Use the following designations to classify the proportion:
- Some: serving 25% or less of the target student population.
- More: serving 25.1% to 60% of the target student population.
- Most: serving more than 60% of the target student population.

X	Not Available
	Some
	More
	Most

Target ATD Student Success Indicator
Highlight which of the five Achieving the Dream outcome indicators the intervention addresses.

> - None –
>
> Successfully complete remedial or developmental instruction
>
> Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English
>
> Complete the courses they take with a grade of "C" or better
>
> Earn a certificate or associate degree
>
> Persistence from one term to the next

Related Priorities: list each priority which the intervention addresses; one intervention may support more than one priority.

Priority
• Priority 1: Improve Matriculation Rates

Internal and External Resources Needed
Describe any new or reassigned staffing or infrastructure required to support this intervention.

- Collaboration with high school counselors
- Professional development and training for BC personnel
- Infrastructure to support off-campus assessment administration
- Funding to compensate for personnel costs and related expenses to administer and offer ongoing student matriculation services and programs (e.g., Orientation, ongoing student advising, etc…).

Anticipated Implementation Challenges
Describe any concerns that need to be resolved before implementation and how you will resolve them.

An anticipated challenge is to develop an infrastructure through which these follow-up services can be offered to students (already underway). Personnel seem eager and prepared to support this intervention. The incoming 454 CalSOAP students have already been identified. The first steps to completing this process have begun through a recent campus visit, which included an Orientation experience, the development of an abbreviated educational plan with a BC Counselor or Ed Advisor, and the administration of a placement test.

Scaling Plan

Briefly describe how and when you will expand and support the intervention if it proves successful; consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefitting in Years 1-4. Estimate proportion of target population served according to the "some" (less than 25%), "more" (between 25 and 60%), and "most" (more than 60%) designations.

Year 1: January 2014 to June 30, 2015	Work with initial group of 454 CalSOAP students
Year 2: July 1, 2015 to June 30, 2015	New cohort of 800 entering students. Follow the previous 454 CalSOAP students through their second year.
Year 3: July 1, 2015 to June 30, 2016	New cohort of 1,600 entering students. Follow the previous 800 students through their second year. Follow the first cohort of 454 students through their third year.
Year 4: July 1, 2016 to June 30, 2017	New cohort of 3,000 entering students. Follow the previous cohort of 1,600 students through their second year. Follow the 2nd cohort of 800 students through their third year.
Year 5: July 1, 2017 to June 30, 2018	Scale up to all newly entering students (old, transfer, returning etc). Follow the previous cohort of 3,000 students through their second year. Follow the 3rd cohort of 1,600 students through their third year.
Pending the success of this intervention, a similar scaling plan can be implemented for other student groups and populations.	

Intervention #2

A short title for the intervention

Accelerated Pathway to Pre-Collegiate Course Completion

Description of Intervention

Please provide a description of the intervention that is one to two paragraphs long. Include relevant details about the target areas of improvement you are hoping to address through this intervention as well as key intervention elements and activities.

Pilot Program – Accelerated Pathway to Pre-Collegiate Course Completion: Bakersfield College will improve students' completion rates through accelerated pre-collegiate course offerings. A longitudinal pilot program of this intervention will be implement beginning in the Summer 2014 semester to with the same sample of students identified in Intervention #1 above (cohort of 454 CalSOAP students placed into pre-collegiate Math and English courses). By the end of the Spring 2015 semester, each of the 454 students will have completed (or assessed out of) pre-collegiate Math and English courses. Future cohorts will be added to this longitudinal program (refer to 'Scaling Plan' below.

Intervention Status

Indicate whether the intervention is something that is already in place at your institution (active) or if implementation has yet to begin (planned).

☐	Active
☒	Planned

Start Academic Year

The academic year in which the intervention began or is planned to begin.

2014-2015

Intervention Type

Advising Board of Trustees

Budgeting Process

Committee or Governance Structure

Community Engagement

<mark>Course Redesign</mark>

<mark>Curriculum Redesign</mark>

<mark>Developmental Education</mark>

Dual Enrolled

Early Alert

Equity

First-Year Experience

<mark>Gateway Courses</mark>

Improved Use of Data

Information Systems

Institutional Effectiveness

Institutional Research

Internal Policy Review & Revision

K-14 Strategies

Learning Communities

Mentoring

Orientation

<mark>Placement Process</mark>

Professional Development

Program Evaluation

Scheduling

Skills Refresher Training

Faculty and Staff Engagement

Student Engagement

Student Success Course

<mark>Student Support Services</mark>

Summer Bridge

Supplemental Instruction

Technology

Tutoring

Other

Content Area

If the intervention is to be implemented within a specific discipline, highlight all that apply from the following list

N/A

Arts

Business

Computer Science

Communications

==English==

Humanities

==Math==

Science

Social Sciences

Student Success

Other / Developmental Math & English

Target Population

From the following list, highlight all that apply. If you highlight "All students", please do not highlight any additional choices.

All students

==Academically underprepared students==

ESL/ESOL/ELL

Faculty and staff

Financial aid recipients

First generation students

First time in any college

First time in this college

Full-time students

High school students

Part-time students

Pell-eligible/Low-income students

Transfer track students

Veterans/Active military

Career and technical ed students

Other

Target Gender

Indicate a gender focus in the target population, if applicable.

X	All
	Female Only
	Male Only

Target Ethnicity

Indicate an ethnicity focus in the target population, if applicable.

X	All
	Hispanic/Latino
	Non-Hispanic/Latino

Target Race

Highlight a race that is the focus in the target population, if applicable. If you select "All Races", please do not select any additional option.

> All Races
>
> American Indian or Alaska Native
>
> Asian
>
> Black or African American
>
> Native Hawaiian or Other Pacific Islander
>
> White
>
> Other

Identify the key target population served by this intervention:

Example: male students of color, part-time students, faculty, etc.

-Academically underprepared students (assessing into pre-collegiate level Math or English courses)

Proportion of Key Target Population Served:

The proportion of the key target population that was served by this intervention in this reporting year. Use the following designations to classify the proportion:
- Some: serving 25% or less of the target student population.
- More: serving 25.1% to 60% of the target student population.
- Most: serving more than 60% of the target student population.

X	Not Available
	Some
	More
	Most

Target ATD Student Success Indicator

Highlight which of the five Achieving the Dream outcome indicators the intervention addresses.

- None –

Successfully complete remedial or developmental instruction

Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English

Complete the courses they take with a grade of "C" or better

Earn a certificate or associate degree

Persistence from one term to the next

Related Priorities: list each priority which the intervention addresses; one intervention may support more than one priority.

Priority
• Priority 2: Accurate Pre-Collegiate Course Placement, Progression and Completion

Internal and External Resources Needed

Describe any new or reassigned staffing or infrastructure required to support this intervention.

Professional development and training for BC personnel

Infrastructure to support a 'Summer Bridge' experience

Funding to compensate for personnel costs and related expenses to operate this program

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them.

The greatest anticipated challenge is to implement a summer bridge program with limited time (for Summer 2014). Personnel seem eager and prepared to support this intervention. The incoming 454 CalSOAP students have already been identified. The first steps to completing this process have begun through a recent campus visit, which included an Orientation experience, the development of an abbreviated educational plan with a BC Counselor or Ed Advisor, and the administration of a placement test.

Scaling Plan

Briefly describe how and when you will expand and support the intervention if it proves successful; consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefitting in Years 1-4. Estimate proportion of target population served according to the "some" (less than 25%), "more" (between 25 and 60%), and "most" (more than 60%) designations.

Year 1: January 2014 to June 30, 2015	Work with initial group of 454 CalSOAP students
Year 2: July 1, 2015 to June 30, 2015	New cohort of 800 entering students. Follow the previous 454 CalSOAP students through their second year.
Year 3: July 1, 2015 to June 30, 2016	New cohort of 1,600 entering students. Follow the previous 800 students through their second year. Follow the first cohort of 454 students through their third year.
Year 4: July 1, 2016 to June 30, 2017	New cohort of 3,000 entering students. Follow the previous cohort of 1,600 students through their second year. Follow the 2nd cohort of 800 students through their third year.
Year 5: July 1, 2017 to June 30, 2018	Scale up to all newly entering students (old, transfer, returning etc). Follow the previous cohort of 3,000 students through their second year. Follow the 3rd cohort of 1,600 students through their third year.

Pending the success of this intervention, a similar scaling plan can be implemented for other student groups and populations.

Intervention #3:

A short title for the intervention

Multiple Measures for Student Placement and Predictive Analytics Project

Description of Intervention

Please provide a description of the intervention that is one to two paragraphs long. Include relevant details about the target areas of improvement you are hoping to address through this intervention as well as key intervention elements and activities.

Utilize Predictive Analytics to Forecast Student Risk Factors. Strengthening institutional research and Information Technology Capacity through the use of predictive analytics to inform decision-making, guide efforts to improve student success, forecast student risk factors (characters), and proactively deploy institutional resources & services accordingly.

Please refer to BC's Multiple Measures and Predictive Analytics report (attached)

Intervention Status

Indicate whether the intervention is something that is already in place at your institution (active) or if implementation has yet to begin (planned).

☐	Active
☒	Planned

Start Academic Year

The academic year in which the intervention began or is planned to begin.

2014-2015

Intervention Type

Advising Board of Trustees

Budgeting Process

Committee or Governance Structure

Community Engagement

Course Redesign

Curriculum Redesign

<mark>Developmental Education</mark>

Dual Enrolled

Early Alert

Equity

First-Year Experience

Gateway Courses

Improved Use of Data

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Skills Refresher Training

Faculty and Staff Engagement

Student Engagement

Student Success Course

<mark>Student Support Services</mark>

Summer Bridge

Supplemental Instruction

Technology

Tutoring

<mark>Other–Student Assessment/Placement</mark>

Content Area

If the intervention is to be implemented within a specific discipline, highlight all that apply from the following list

N/A

Arts

Business

Computer Science

Communications

English

Humanities

Math

Science

Social Sciences

Student Success

==Other / Developmental Math & English==

Target Population

From the following list, highlight all that apply. If you highlight "All students", please do not highlight any additional choices.

All students

Academically underprepared students

ESL/ESOL/ELL

Faculty and staff

Financial aid recipients

First generation students

First time in any college

==First time in this college==

Full-time students

High school students

Part-time students

Pell-eligible/Low-income students

Transfer track students

Veterans/Active military

Career and technical ed students

Other

Target Gender

Indicate a gender focus in the target population, if applicable.

X	All
	Female Only
	Male Only

Target Ethnicity

Indicate an ethnicity focus in the target population, if applicable.

X	All
	Hispanic/Latino
	Non-Hispanic/Latino

Target Race

Highlight a race that is the focus in the target population, if applicable. If you select "All Races", please do not select any additional option.

> All Races
>
> American Indian or Alaska Native
>
> Asian
>
> Black or African American
>
> Native Hawaiian or Other Pacific Islander
>
> White
>
> Other

Identify the key target population served by this intervention:

Example: male students of color, part-time students, faculty, etc.

Pre-collegiate level students

Proportion of Key Target Population Served:

The proportion of the key target population that was served by this intervention in this reporting year. Use the following designations to classify the proportion:

- Some: serving 25% or less of the target student population.
- More: serving 25.1% to 60% of the target student population.
- Most: serving more than 60% of the target student population.

	Not Available
	Some
	More
X	Most

Target ATD Student Success Indicator

Highlight which of the five Achieving the Dream outcome indicators the intervention addresses.

- None –

==Successfully complete remedial or developmental instruction==

Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English

Complete the courses they take with a grade of "C" or better

Earn a certificate or associate degree

Persistence from one term to the next

Related Priorities: list each priority which the intervention addresses; one intervention may support more than one priority.

Priority
• Priority 1: Improve Matriculation Rates
• Priority 2: Accurate Pre-Collegiate Course Placement, Progression and Completion

Internal and External Resources Needed

Describe any new or reassigned staffing or infrastructure required to support this intervention.

Fiscal resources to compensate personnel for multiple measures assessment and placement (manual process)

Fiscal resources to purchase an automated system (software) to accurately assess and assign students to appropriate academic levels of preparedness using multiple measures

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them.

Securing fiscal resource, however California State SSSP funding will be available.

Personnel training and development

Scaling Plan

Briefly describe how and when you will expand and support the intervention if it proves successful; consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefitting in Years 1-4. Estimate proportion of target population served according to the "some" (less than 25%), "more" (between 25 and 60%), and "most" (more than 60%) designations.

> Upon a successful pilot of this intervention, a fully scalable implementation is viable, especially with an automated system (i.e., software, such as Accuplacer).

7. Institutional Policy Changes

What policy changes will be necessary for the college to adopt the proposed priorities and student success improvement interventions? How will you pursue these policy changes?

Question 7
-Change in testing/assessment policies and practices (already completed) -Possible changes in registration priorities. These changes can be implemented through cooperation with, and support from, colleagues in the Admissions & Records Office, as well with the President's support.

8. Evaluation Plan

How will you evaluate the proposed priorities and interventions? Describe how evaluation results will be reported and to whom. Note any third-party evaluators that will be engaged.

Question 8
Priority 1- Improve matriculation rates.   - Compare baseline data of FT student cohort for 4 matriculation components (Orientation, Placement, Counseling, ASEP/SEP) to entering F 2014 students and beyond.   - ATD team in coordination with student services and research to analyze increased rates and report to College Counsel, Academic Senate, Counseling Advising, departments and extended college community.   Priority 2- Accurate Pre-Collegiate Course Placement, Progression and Completion   - Compare last 2 years of placement levels to Fall 2014 placement   - Compare number of multiple measures used last 3 years with F2014 and beyond   - Compare number of students and success in accelerated & stacked courses compared with non-accelerated courses   - Compare success of accelerated with non-accelerated students in subsequent courses.   Intervention 1 – Mandatory Advising and SEP   - Compare baseline data of CalSOAP 2014 student cohort for Registration, completion Advising and SEP to entering previous 2013 CalSOAP.   - ATD team in coordination with student services and research to analyze increased rates and report to College Counsel, Academic Senate, Counseling Advising, departments and extended college community.   Intervention 2 – Accelerated Pathway to Pre-Collegiate Course Progression and Completion   - Compare success of accelerated with non-accelerated first-time students in general population.

- Compare success of accelerated with non-accelerated CalSOAPs and general population.
- Compare success of accelerated with non-accelerated students in subsequent courses.
- Compare CalSOAP success of accelerated with non-accelerated students in subsequent courses.
- Utilize predictive analytics to forecast risk factors –
- Third party evaluation of our student pathways, exit points and potential interventions.
- Evaluate the analysis and identified risk factors and interventions.

Intervention 3 - Multiple Measures for Student Placement and Predictive Analytics Project
- Compare baseline placement data (single measure placement test) to placement data from a multiple measures model.
- Determine if students placed into a specified collegiate or pre-collegiate course level using multiple measures results in increased student success, achievement and learning outcomes (compared to a single measure placement method).
- Compare last 2 years of placement levels to Fall 2014 placement
- Compare number of multiple measures used last 3 years with F2014 and beyond

9. Communications Plan

How will you communicate the proposed priorities, interventions, and student success progress to relevant stakeholders? Please consider board of trustees, faculty, staff, and students.

Question 9

President Sonya Christian has developed a mechanism of proactive, timely, ongoing and transparent communication to relevant stakeholders through various vehicle, such as: The President's Blog; Renegade Round-up (campus-wide e-newsletter); and frequent 'follow-up' or 'Closing the Loop' reports throughout the year to ensure that stakeholders are involved in, or aware of, institutional decisions (or decision-making processes). Additionally, BC has developed various core teams to support student success initiatives, as well as various professional development opportunities to raise awareness and improve personal & institutional practices that support student's success. President Christian is also committed to principles of participatory governance, which is also another venue for communicating progress on our student success strategic plan.

10. Professional Development

Please describe professional development activities related to your interventions that you plan to provide for faculty and staff.

Question 10

Several college personnel will require additional support and training to fully implement these interventions. These faculty and staff include:
-Student Services Personnel to implement matriculation services (placement testing procedures, academic advising, educational planning, orientation, and follow-up services). These individuals will receive customized training from the Dean of Counseling beginning in Summer 2014. Specifically, Student Services Personnel will be exposed to new policies and practices that must be enacted to support CalSOAP students through these mandatory services. Additionally, BC's new Director of Outreach will oversee Orientation experiences for new students.
-BC currently offers a small number of accelerated courses which are taught by faculty who have received external training on pedagogical methodologies relevant to the instruction and delivery of accelerated and stacked course curricula. These training faculty will be relied upon to train additional faculty who will be recruited to teach additional offerings of accelerated courses.
-

11. Sustainability Plan

Please describe how any new faculty or staff positions or infrastructure will be funded. How will you maintain support for these positions and resources throughout the four year implementation and beyond?

Question 11
Bakersfield College is committed to fully-supporting and funding these priorities and interventions through the utilization of various funding sources such as, Operational funds (College allocations), College Foundation/Auxiliary, and especially through the utilization of grants and sponsored programs, including: Basic Skills Initiative grant, C-6 grant, VTEA grant, STEM grant, and California State SSSP funding allocation (Student Success Support Programs). It is anticipated that these fund sources will be available throughout the next four years. SSSP funding is anticipated to increase exponentially each year, allowing additional resources to support the scalability of these interventions, as well as the ability to support additional priorities and interventions in the future.

12. Priority Work Plans

This work plan should incorporate all interventions and institutional policy and procedure changes planned for each priority area. Indicate the year each step will be completed. Designate a staff member who is responsible for ensuring completion.

Priority 1: Improve Matriculation Rates					
Measurable Yearly Indicators: • • •					
Work Plan Action Steps	**Y1**	**Y2**	**Y3**	**Y4**	**Lead Staff Member**

Priority 2: Accurate Pre-Collegiate Course Placement, Progression and Completion					
Measurable Yearly Indicators: • • •					
Work Plan Action Steps	**Y1**	**Y2**	**Y3**	**Y4**	**Lead Staff Member**

13. Additional Information

Is there additional information you would like Achieving the Dream to know as we consider this Implementation Plan? What else should your plan's reviewers know about your Implementation Plan or about what is happening at your institution and in your state to help them understand your plan?

Question 13
Enter Answers Here