Strategic Direction 1: Student Learning

Develop a variety of summer bridge options

1) Collaborate with Department Chair of Academic Development to reevaluate Summer Bridge
   a) Evaluate student persistence through Summer Bridge day-to-day for summer 2015
   b) Include diversity/inclusion component more prominently in curriculum
   c) Consider FTES, budgetary and load implications in course-bearing Bridge
2) Implement 2-day non-credit Summer Bridge in lieu of 3-day, ½ unit Summer Bridge to increase
   persistence and remove financial barriers
   a) Target rural high schools (Wasco, Delano, McFarland, Shafter and Lamont) for restricted
      Summer Bridge sections taking place on both Delano and Main campuses
   b) Create schedule based on feedback from pilot Wasco Bridge in summer 2015
   c) Collaborate with Student Success Program Manager over Rural Initiatives
3) Scale up restricted Summer Bridge sections for students in targeted populations via Equity (i.e.
   ASTEP, Umoja, Padrinos, Veterans, etc.) and EODAC
   a) Create schedule based on feedback from summer 2015 sections; targeted populations
      determined by those included in Student Equity Plan
4) Incorporate workshops into the Summer Bridge schedule (Library, Communication and Financial
   Aid, Diversity/Inclusion)
   a) Develop workshops based on the early alerts reported in fall 2015
5) Improve evaluation of Summer Bridge
   a) Implement pre- and post- test to determine sense of belonging, inclusiveness and
      understanding of resources during summer 2016 bridge. Distribute on first day of summer
      bridge and first day of classes
   b) Conduct a qualitative analysis (coding) on Bridge reflections
      i) Recommended codes: feelings of inclusion and sense of connectedness to others,
         understanding of resources
6) Collaborate with Financial Aid to offer on-site FAFSA workshops at MIH high schools in January,
   February

Continue to institutionalize and mainstream the Making It Happen (MIH) initiative and Habits of
Mind (HoM) approach to encompass all incoming students

1) Scale up Making It Happen outreach from strictly Cal-SOAP schools to include all rural high
   schools (in collaboration with Delano team/Rural Initiatives Program Manager) and high schools
   identified as low-SES by zip code
2) Increase faculty involvement as Classroom Interventionists (CI) in Habits of Mind initiative from 17
   CIs to 25 CIs
3) Offer HoM training during Flex Week and throughout fall semester; require Mentor attendance
   a) Infuse HoM training into student employee training (Peer Mentors, Student Ambassadors and SI Leaders, specifically)

4) Track faculty, staff and administrator mentors; keep mentee-mentor ratio as close to 10:1 as possible

5) Develop a mentor newsletter with tracking capabilities (i.e. MyEmma) to formally offer student success strategies, important deadlines, etc. to ease and streamline Mentor communication with mentees

**Strategic Direction 2: Student Progression and Completion**

**Simplify the student matriculation process to remove barriers to attending BC**

**Provide targeted and enhanced orientation, testing, placement and counseling efforts for impacted groups**

1) Continue on-site assessment, orientation, counseling and registration with MIH schools; scale up to rural schools as noted in Student Learning.
   a) Create and distribute a feedback survey during Summer Bridge to learn students’ experience with matriculation at BC
   b) Enhance collaboration with Equity to identify opportunities for growth; continue to creatively utilize Equity funding to serve impacted groups through matriculation (i.e. Wasco Bridge pilot in June 2014)

2) Regularly review and improve multiple measures
   a) Engage in professional development at the state level to learn best practices to improve the implementation of Multiple Measures

3) Develop First Year Experience (FYE) Renegade 101
   a) Monitor success rates in fall 2015 pilot course; collect feedback from students
   b) Collaborate with CSU Bakersfield colleagues to consider common reading program

4) Increase interventions and other initiatives targeting underserved student populations
   a) Collaborate with Financial Aid to implement on-site FAFSA workshops in January-February

**Strategic Direction 3: Facilities**

1) Collaborate with Student Services and Maintenance & Operations to finalize structural redesign to better meet the myriad needs of these areas and better serve students

2) Support installation of laptop cart in student success building and fine arts; develop check-out/in protocol in collaboration with staff in respective areas
   a) Track student usage stats (disaggregate by student population)

3) Collect student and faculty usage stats on TurnItIn.com
Strategic Direction 4: Oversight and Accountability

1) Complete web training with Shannon Musser to improve online presence
   a) Update all documents; remove outdated materials
   b) Create student-oriented page in addition to current staff/faculty-oriented page
2) Implement a BC Community newsletter with tracking capabilities (i.e. MyEmma) to provide bi-annual (minimum) updates on MIH progress
3) Develop a student newsletter with tracking capabilities (i.e. MyEmma) to formally offer student success strategies, information on CAS, departmental updates
4) Create online social media presence to connect with students (focus on Facebook and Instagram, with personal staff Twitter accounts to supplement)
5) Implement bi-weekly departmental meetings to increase transparency, encourage collaboration and offer professional development

Strategic Direction 5: Leadership and Engagement

1) Write Making It Happen Closing the Loop document; submit to President
2) Participate in first departmental Program Review
3) Gain full understanding of Student Success and Support Program Budget guidelines and restrictions, including Education Code and Title IV mandates
4) Become an active member of EODAC to engage further in work around Equity initiatives