Achieving the Dream

TBCC Implementation Proposal

Draft Proposal Due: April 18, 2013

Final Proposal Due: May 20, 2013

Implementation Proposal Template

1. **Contributors to the Implementation Proposal**

   Provide the name of the institution and identify the authors of this Implementation Proposal.

   Institution Name: _Tillamook Bay Community College__

Names of Implementation Proposal authors	Titles of Implementation Proposal authors
Lori Gates	Chief Academic Officer
Michele Burton	Director of Student Services

2. **Principles for Increasing Student Success through Institutional Improvement**

   Briefly describe, in no more than three paragraphs per principle, how the college will make progress on the following principles and corresponding practices over the next four years.

   a. Principle 1) Committed Leadership

   b. Principle 2) Use of Evidence to Improve Policies, Programs, and Services

   c. Principle 3) Broad Engagement

   d. Principle 4) Systemic Intuitional Improvement

   e. Principle 5) Equity

   Principle 1) Committed Leadership

   Tillamook Bay community College (TBCC) has made engagement and student success campus priorities. This is manifest in the College's Strategic Framework and Aims. The Strategic Framework was written by the campus community and TBCC community is committed to student persistence and success. Leadership is also evidenced by administrative support for Foundations of Excellence and Achieving the Dream initiatives that focus on student data and gaps and action to improve success.   Leadership Team meetings focus on student success and campus progress on related initiatives. The ATD Core/Data Team include the some of the college's leadership team and faculty.   The Board of Education is kept apprised of progress on engagement and student success activities through updates from the President and Chief Academic Officer. All campus committees also have student success as a focus of their efforts. Beginning in the fall of 2013 all campus committees will spend a portion of each meeting on student success

   .

Principle 2) Use of Evidence to Improve Policies, Programs, and Services

The college strategic framework incorporates student success as a significant and important focus for the next three years.   The college has increased its emphasis on use of evidence to improve policies, programs, and services this past year through the intentional study of first year students by being part of the Foundations of Excellence process. This year the data and recommendations from FOE were built upon as the college began a look at cohort data through the ATD data sets. This assisted the college community to identify gaps. Now the college is focused on two major gaps that can increase student persistence and success.   In the future, the use of cohort data and evidence will improve campus policies, programs and services. This will become more systemic throughout the campus community by asking every committee to start each meeting with a focus on data. In order to prepare for initial analysis of the ATD cohort data, the Coordinator of Institutional Research mined the College's information system. As we move forward, we anticipate even more extensive use of data from ATD's database, the colleges SENSE, CCSSE data and the college's yearly surveys.

Principle 3) Broad Engagement

The college as a whole developed the Strategic Framework. The college as a whole at the spring In-Service owned, modified and supported the plan being developed. The college will use each fall and spring In-service for alignment, movement and assessment of the initiatives. The college committees will choose areas of the plan that they work on and ensure they are talked about monthly. This action plan will be led and monitored by a five-member Core/Data Team with faculty, staff, and administrative representation as well as instructional and student services representatives. The goal is that the plan activities reside not with the 5 but with all of us. In September 2012, ATD was the main focus of the all-campus In-Service which was attended by all staff, administration, and full-time staff as well as several part-time faculty. A Student Success Data Summit followed in March 2013. The Summit was attended by a cross-section of faculty, staff, and administration who came together to view evidence and identify gaps. This Implementation Plan was developed with input from the Student Success Data summit group as well as TBCC's College Council. The College Spring In Service focused on the draft plan and ways to engage the entire campus. The efforts, ideas and direction that are in this plan have been discussed by all staff. As efforts move forward the Core/Data Team will continue to move these efforts into committees and workgroups where the efforts are sustainable and become part of the way of doing this work.

Principle 4) Systemic Institutional Improvement

TBCC is committed to student success and persistence. The college is committed to ongoing institutional improvement. The College's Strategic Framework provides the primary vehicle for organizing TBCC's plans for improvement. The plan states that the college is committed to every student being able to complete in two years if they so desire. The college is committed to eliminating barriers. The college has barriers to success –gaps in the success data. The college is committed to review the gaps, discern why and try new methods and processes. An Achievement Compact with the State of Oregon also demonstrates the College's commitment to improvement. Metrics for the Achievement Compact are similar to those for ATD and to those used for years in TBCC's accreditation self-evaluation. The College Board, staff and faculty are committed to ongoing improvement for student success.

Principle 5) Equity

TBCC is committed to supporting all students achieve successful outcomes, including credential attainment of either certificates or degrees. When we convened a group of faculty and staff to play ATD's Finish Line game, it was obvious that some students experience more barriers than others. We recognize that one size does not fit all and we will continue to measure achievement gaps and provide support where it is needed. The community's demographics of poverty, gender, age as well as ethnic diversity are all issues to be addressed when TBCC looks at equity.   The college is committed that success for all students is critical in our community.

3. **Data Analysis, Results, and Resulting Priorities (copy, paste and complete a new table for each intervention)**

Complete the information requested in the template provided. Use a separate chart for each priority. You should have a minimum of two priorities but not more than four.

Priority One: Increasing Developmental Education Math Success
Quantitative Data Analyzed: Data from 2009, 2010, and 2011 cohorts show students who place into a developmental math course are less successful (67%) than students in reading or writing courses. Data also shows that students are less successful in subsequent math courses. Math students who start in a non-credit math preparation course appear to transition to developmental math at a low rate and those who do have a low successful completion.   This evidence points to a need for improvement in the non-credit pre-college start for our most under-prepared math students. Math success ranged from 65% (2010) to 80% (2011). Further analysis by gender showed no consistent difference. Further analysis by age groups showed that students younger than 20 years were consistently improving their math success with no significant difference for other age groups.
Qualitative Data Analyzed: At the Student Success Data Summit, instructors as well as student support staff indicated how difficult students found math. At an April 16, 2013 college-wide in-service, data were presented and discussion was held with faculty, advisors, and other staff members. The data findings were seconded by the group as consistent with their experiences of the TBCC community in our interaction with students. From the whole staff, a smaller focus group has been formed and led by math faculty members to explore and pilot options to change the current outcomes.
Major Findings of Data Analysis: As indicated above, rates of successful completion are lower than the College would like from the lowest through highest pre-college math. While gender does not play a significant role, age does appear to be a factor. From the college-wide in-service on April 16, 2013 it has been recommended that we collect information in the following areas: • Understanding the "fear of math" is important to the solution of being successful in math.   • Are we are teaching math wrong? According to students, is it wrong?   • How can we establish a high comfort level for the students?   • Can we use the college survival and success course information in the math classes?   • How can students take ownership for math success?

Stakeholders Engaged in Priority-Setting: At a Student Success Data Summit the findings above were presented to a cross-section of TBCC faculty and staff. Participants were presented the data, asked to consider its implications, and then asked to vote on priorities. From the input gathered at that event a draft was produced that was then reviewed by that group and then College Council. An additional faculty and staff review occurred in the college-wide in-service where data and student success were the content of the morning session. The plan was then reviewed and amended to reflect the views and ideas shared.

Other Information Regarding the Decision-Making Process:

Priority Two: Increasing Student Completion

Quantitative Data Analyzed: Successful Completion of College Level Coursework showed consistently high levels (82%-87%) of course completion. However, data showing the longitudinal completion tracking illustrates that few students are completing an Associate's degree. Participants were surprised by the discrepancy between success in coursework and failure to complete.

Qualitative Data Analyzed: Comparison of SENSE findings for TBCC for 2009 and 2012 show TBCC declined on the benchmarks of academic support network, academic plan and pathway, high expectations, and early connections. A group of faculty and staff been trained in focus group facilitation and TBCC will be conducting focus groups with students and faculty and staff to help determine pertinent factors which contribute to the low completion rates of cohort students.

Major Findings of Data Analysis: While successful course completion is high, persistence from first year to second year and completion are low. TBCC has a variety of areas it might consider in looking at term-to-term and first-year to second-year persistence and conditions that promote student completion. From the college-wide in-service held on April 16, 2013 the following suggestions were made to be explored in focus groups and data to determine appropriate actions to increase persistence and completion rates. These include:

- Provide an accurate Two year schedule of classes that students can trust

- Establish partnerships with county/city agencies for counseling services for students on campus

- Provide enhanced Customer Service

    a. Better communication methods for students

    b. Provide services at times students are on campus

    c. Provide follow up to students career education plans

- Consider a targeted survey to businesses, government, & non profit organizations to determine skills, employment areas where there is a shortage of well trained and qualified applicants. This understanding the labor/community market and where students are going to find the greatest opportunities re: program offerings certainly is important and could provide better career education advising.

Stakeholders Engaged in Priority-Setting: At a Student Success Data Summit the findings above were presented to a cross-section of TBCC faculty and staff. Participants were presented the data, asked to consider its implications, and then asked to vote on priorities. From the input gathered at that event a draft was produced that was then reviewed by that group and then College Council. After the college-wide in-service additional review and revision of the plan were

completed.

Other Information Regarding the Decision-Making Process:

Priority Three: *(optional)*
Quantitative Data Analyzed:
Qualitative Data Analyzed:
Major Findings of Data Analysis:
Stakeholders Engaged in Priority-Setting:
Other Information Regarding the Decision-Making Process:

Priority Four: *(optional)*
Quantitative Data Analyzed:
Qualitative Data Analyzed:
Major Findings of Data Analysis:
Stakeholders Engaged in Priority-Setting:
Other Information Regarding the Decision-Making Process:

4. **Interventions Chart**

Complete an interventions chart for each student success intervention. Copy, paste, and complete a new table for each intervention.

Priority One	**Increasing Developmental Education Math Success**
Intervention Name	Developmental Math Redesign
Intervention description-in one paragraph, describe the key elements that constitute this intervention.	This intervention is designed to integrate promising practices in instruction in developmental math. The current design of developmental math coursework will be explored with the goal of creating a new model that shortens the developmental math pipeline while providing support for learners and faculty. Key Actions to Lead to Change will be: 1. Increase student comfort and confidence around math 2. Redesign initial math skills assessment process 3. Address the pace of instruction in Developmental Math 4. Connect developmental math to all other subject areas, especially gateway math and core courses 5. Redesign the format and delivery system for Developmental Math

	Additional follow up will explore the following ideas:
	- Create a math for the evening non-traditional student - Routinely apply math to real situations - Ensure teaching the theory, not just the process - Determine if students should be able to "test" out. Should the pace be up to the student? - How do we use the peer tutors in this effort - Is the current placement test the best way to put students into the correct courses - Should we have content specific subject areas (IMT, CTE, STEM, etc) as part the math class
Status	Discussions have been started. Both research and focus groups need to happen before we are able to suggest a direction for a pilot course for fall term 2014 or earlier.

Intervention Type (please select all that apply)	Course Redesign Program Evaluation Process Faculty Professional Development Improved Use of Data K-14 Strategies Other: Connect to ATD math work by Carnegie
Content area **(please select all that apply)**	Student Success Developmental Math Other: Connection to new college level math
Target Population **(please select all that apply)**	Students who place into a developmental math course (MTH 20, MTH 60, MTH 65 or MTH 95).
Target Population Gender **(please select all that apply)**	All developmental math students
Target Population Ethnicity **(please select all that apply)**	All Ethnicities
Target Population Race	All Races

(please select all that apply)	
Anticipated Proportion of Target Population Served by this Intervention by Year 4 of Implementation	Most students who place into developmental math courses when entering TBCC.
Estimate Number of Students Enrolled or otherwise Benefitting in Years 1, 2, 3, and 4 of implementation	Approximately 100 students per term in fall, winter, and spring.
Do students have to satisfy certain criteria to take part in the intervention? (Yes or No and which criteria)	Yes, they need to enroll in a developmental math course.
Will special efforts be made to recruit student to take part in the intervention? (Yes or No and which efforts)	No
Way(s) the intervention will help close achievement gaps.	Intervention will help improve successful completion of developmental math by all students.
Intervention academic year start date	Pilot courses will start fall or winter term 2013-2014.
ATD Student Success Indicator or Measure this intervention targets **(please select all that apply)**	Successfully complete remedial or developmental math instruction and advance to college level courses Complete the math courses they take with a grade of "C" or better Persistence from one term to the next especially in a term to term completion of math courses until the student reaches the math level required by their declared degree or major.
Measurable Yearly Objectives	Increase those who successfully complete remedial or developmental math instruction and advance to college level courses by 10% Increase the percentage of those who complete the developmental math courses they take with a grade of "C" or better by 10% Increase the persistence from one term to the next of the target population by 5%
Evaluation Plan	Math instructors will create formal and informal assessment of learning throughout each math course to monitor student progress and allow for immediate in class adjustments of instruction. Term by term, the Office

	of Institutional Research will collect data on successful completion of developmental instruction and advancement to the next math course in the sequence needed for goal completion, successful course completion, and term-to-term persistence and compare it to TBCC's 2009-2012 cohorts. Each term the IR Office will share this information with the Data/Core Team, including the College President. Data will be reviewed in all formal committees on a regular basis with the specific goal to determine how each committee can support math efforts. The President will report data to the College Council and Board of Education.
Institution-Wide Decisions in which the Resulting Evaluation Will Be Helpful:	This intervention will be helpful as TBCC prepares for performance-based funding as well as meeting internal measures.
Scaling Plan	If the intervention results in increased developmental math success, we will consider applying the intervention to other courses.
Sustainability/Institutionalization Plan:	We will follow the plan outlined above to determine the intervention, implement the intervention, and evaluate the intervention. We will implement adjustments as necessary based on data. The first year will focus on identifying the intervention and carrying out professional development in advance of implementation. The second year will be the implementation year. Implementation will involve synchronizing with other aspects of student success such as advising.
Communications Plan	Math faculty are already discussing data and potential interventions. As a specific intervention is identified it will be communicated to the greater campus community. Implementation will be communicated to campus community, including students.
Internal and External Resources Needed	Resources will be needed for professional development for faculty. Additional resources may be needed for purchase of curriculum.
Institutional Policy Changes Needed	Degree requirements may need to be changed to reflect new math courses or pathways for 2014-2015.
Anticipated Challenges	Because of TBCC's contractual relationship with PCC, interventions that impact course design cannot be fully implemented until 2014-2015. Pilots can occur in 2013/2014.

Priority One	**Increasing Developmental Education Math Success**

Intervention Name	Redesign of Transitions (ABE) Math
Intervention description-in one paragraph, describe the key elements that constitute this intervention.	This intervention is intended to increase student completion of Transitions (ABE) Math by redesigning ABE math instruction.
Status	Planned

Intervention Type (please select all that apply)	Course Redesign Faculty Professional Development Improved Use of Data
Content area **(please select all that apply)**	Developmental Math
Target Population **(please select all that apply)**	All students
Target Population Gender **(please select all that apply)**	All
Target Population Ethnicity **(please select all that apply)**	All Ethnicities
Target Population Race **(please select all that apply)**	All Races
Anticipated Proportion of Target Population Served by this Intervention by Year 4 of Implementation	Most
Estimate Number of Students Enrolled or otherwise Benefitting in Years 1, 2, 3, and 4 of implementation	Approximately 10 per year.
Do students have to satisfy certain criteria to take part in the intervention? (Yes or No and which criteria)	No

Will special efforts be made to recruit student to take part in the intervention? (Yes or No and which efforts)	No
Way(s) the intervention will help close achievement gaps.	No achievement gaps identified in gender, race, or ethnicity.
Intervention academic year start date	2014-2015
ATD Student Success Indicator or Measure this intervention targets (please select all that apply)	Successfully complete remedial or developmental instruction and advance to credit-bearing courses Complete the courses they take with a grade of "C" or better Persistence from one term to the next
Measurable Yearly Objectives	Increase successful completion of remedial instruction and advance to credit-bearing courses by the target population by 10% Increase course completion by the target population by 10% Increase persistence from one tern to the next by the target population by 10%
Evaluation Plan	The Office of Institutional Research will collect data on Transitions Math students to compare to the baseline of 2011-2012. Data will be compared on successful completion of transitional MTH, Transitional MTH student completion of PSR MTH, and Transitional MTH enrolment in subsequent term. Data will be shared with the ATD Core/Data Team, ABE/Transitions instructor, and other constituencies on campus.
Institution-Wide Decisions in which the Resulting Evaluation Will Be Helpful:	The intervention will be helpful as we prepare for our next ABE self-evaluation.
Scaling Plan	If the evidence shows positive impact on long-term success from math redesign the changes will be expanded to Transitional reading and Transitional writing.
Sustainability/Institutionalization Plan:	We will follow the plan outlined above. Revised curriculum will become part of the course curriculum for ABE/Transitions.
Communications Plan	Internal communication will inform the campus about the changes taking place. Results of evaluation will be shared with internal stakeholders and external audiences.
Internal and External	If more is needed it will be identified

Resources Needed	
Institutional Policy Changes Needed	If policy changes are needed they will be modified.
Anticipated Challenges	Redesign without additional funding will present a challenge from both a faculty professional development and curriculum perspective. However, there are possibilities for solutions given the limited numbers involved.

Priority Two	**Increasing Student Completion**
Intervention Name	Persistence and completion

Intervention description-in one paragraph, describe the key elements that constitute this intervention.	This initiative is intended to increase student completion through:
	
	• Provide an accurate Two year schedule of classes that students can trust
	
	• Establish partnerships with county/city agencies for counseling services for students on campus
	
	• Provide enhanced Customer Service
	
	    a. Better communication methods for students
	
	    b. Provide services at times students are on campus
	
	    c. Provide follow up to students career education plans
	
	• Consider a targeted survey to businesses, government, & non profit organizations to determine skills, employment areas where there is a shortage of well trained and qualified applicants. This understanding the labor/community market and where students are going to find the greatest opportunities re: program offerings certainly is important and could provide better career education advising.
	
	During the first year, faculty and staff will explore and study best practices, conduct focus groups, and connect with peers from other colleges, as well as participate in professional development related to alignment, pedagogy, etc. (research on a multi-pronged approach, supported by professional development.) Specific interventions will be identified by the middle of the first year. The last half of the first year will be used to create the implementation plan to be fully implemented in year 2. The third year will work with high schools (different approaches to placement, refresher course, etc.).

Status	Discussions have started and leadership has started training for focus groups as well as professional development opportunities.
Intervention Type (please select all that apply)	Professional development for faculty and staff on customer service

	Conduct a Target survey of the business, government and non-profits. Evaluate and re-design advising and create early alert processes Develop services specifically targeted at students in poverty
Content area **(please select all that apply)**	Student Success Foundations of Excellence plan College Survival and Success (CG 100)
Target Population **(please select all that apply)**	First term first year students will be a particular focus
Target Population Gender **(please select all that apply)**	All
Target Population Ethnicity **(please select all that apply)**	All Ethnicities
Target Population Race **(please select all that apply)**	All Races
Anticipated Proportion of Target Population Served by this Intervention by Year 4 of Implementation	All first term first year students
Estimate Number of Students Enrolled or otherwise Benefitting in Years 1, 2, 3, and 4 of implementation	Year 1 – indirect impact only Year 2-4, approximately 600 per year
Do students have to satisfy certain criteria to take part in the intervention? (Yes or No and which criteria)	To Be Determined
Will special efforts be made to recruit student to take part in the intervention? (Yes or No and which efforts)	To Be Determined
Way(s) the intervention will help close achievement gaps.	More research is needed to determine if there are any achievement gaps. If gaps are identified, intervention(s) will be selected to help close identified gaps.

Intervention academic year start date	2015-2016
ATD Student Success Indicator or Measure this intervention targets **(please select all that apply)**	Persistence from one term to the next Earn a certificate or associate degree
Measurable Yearly Objectives	Persistence from one term to the next will increase by 10%. Earning a certificate or associate degree will increase by 15%
Evaluation Plan	The IR Office will collect data on term-to-term persistence and certificate/degree completion, disaggregated by TBCC's standard characteristics, and compare it to TBCC's 2009-2011 cohorts. Each term the IR Office will share this information with the Data/Core Team, College Council, and other committees as identified. The President will report data to the College Council and Board of Education.
Institution-Wide Decisions in which the Resulting Evaluation Will Be Helpful:	This intervention will be helpful as TBCC prepares for performance-based funding as well as meeting internal measures.
Scaling Plan	
Sustainability/Institutionalization Plan:	We will follow the plan outlined above to determine the intervention, implement the intervention, and evaluate the intervention. We will implement adjustments as necessary based on data. The first year will focus on identifying the intervention and carrying out professional development in advance of implementation. The second year will be the implementation year. Implementation will involve synchronizing with other aspects of student success such as advising.
Communications Plan	Staff and faculty are already discussing data and potential interventions. As interventions are identified they will be communicated to the greater campus community. Implementation will be communicated to campus community, including students.
Internal and External Resources Needed	Resources will be needed for professional development for faculty and/or student services staff and all based on the areas chosen. It might be possible to also use current In-service times for this work as well as current committee effort for some of the training.
Institutional Policy Changes Needed	If identified will be modified
Anticipated Challenges	Funding for professional development and implementation is anticipated to be a challenge given reduction of state funding and budget deficits. However, some current grants and future grants will be used where

	possible. Another potential challenge is scheduling of professional development so that most numbers are able to take advantage of training. Other potential challenges include changing TBCC's paradigm and taking risks.

5. Priority Work Plans

Complete the following work plan chart for each priority area; add rows to the work plan as needed. This work plan may incorporate all interventions planned for a priority area.

Priority Area One: **Increasing Developmental Education Math Success**

Measurable Yearly Goals:

- Increase those who successfully complete remedial or developmental instruction and advance to credit-bearing courses by 10%

- Increase the percentage of those who complete the developmental math courses they take with a grade of "C" or better by 10%

- Increase the persistence from one tern to the next of the target population by 5%

- Increase successful completion of remedial instruction and advance to credit-bearing courses by the target population by 10%

- Increase course completion by the target population by 10%

- Increase persistence from one tern to the next by the target population by 10%

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff
Research on best practices and identification of intervention(s) to be implemented by developmental math faculty and others	X				**Geza** Laszlo
Professional development for developmental math faculty around intervention(s) to be implemented	X				**Lori Gates and Geza Laszlo**
Implementation of intervention(s) for developmental math		X			**Lori Gates and Geza Laszlo**
Strengthening of intervention(s) based on initial data collected and participant feedback			X	X	**Lori Gates**
Design evaluation with data team and IR office	X				**Cindy Rowe**
Oversee evaluation with help from data team and IR office	X	X	X	X	**Cindy Rowe**
Communicate evaluation results to college community	X	X	X	X	**College Council and**

					Connie Green
Communicate evaluation results to Board of Education	**X**	**X**	**X**	**X**	**Connie Green**

Priority Area Two: **Increasing Student Completion**

Measurable Yearly Goals:

- Persistence from one term to the next will increase by 10%.
- Earning a certificate or associate degree will increase by 15%

Work Plan Action Steps	**Year One**	**Year Two**	**Year Three**	**Year Four**	**Lead Staff**
Study of student completion by faculty and staff cross-section to include closer look at TBCC data and look at best practices interventions from other institutions	**X**				**Michel Burton and Lori Gates**
Identification of intervention(s) to be implemented at TBCC	**X**				**Michele Burton and Lori Gates**
Professional development for faculty and staff around planned intervention(s)	**X**				**Michele Burton and Lori Gates**
Implement intervention(s) for increasing term-to-term persistence and increasing earning a degree/certificate.		**X**			**Michele Burton and Lori Gates**
Work with high schools on additional interventions			**X**		**Michele Burton and Lori Gates**
Design evaluation with data team and IR office	**X**				**Cindy Rowe**
Oversee evaluation with help from data team and IR office	**X**	**X**	**X**	**X**	**Cindy Rowe**
Communicate evaluation results to college community	**X**	**X**	**X**	**X**	**College Council and Connie Green**
Communicate evaluation results to Board of Education	**X**	**X**	**X**	**X**	**Connie Green**

Priority Area Three: *(If applicable)*

Measurable Yearly Goals:

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff

Priority Area Four: *(if applicable)*

Measurable Yearly Goals:

Work Plan Action Steps	Year One	Year Two	Year Three	Year Four	Lead Staff

6. **Student Success or Completion Efforts:**

In addition to Achieving the Dream, with which other student success efforts is your institution affiliated?? Please put a check beside each applicable effort.

☐*ACE*

☐*Carnegie Foundation for the Advancement of Teaching and Learning Quantway*

☐*Carnegie Foundation for the Advancement of Teaching and Learning Statway*

☐*Complete College America*

☐*Completion by Design*

☐*FIPSE*

☒*Foundations of Excellence*

☐*New Mathways (Dana Center)*

☒*Reaffirmation of Accreditation*

☐*Title III*

☐*Others (please list _____)*

7. **Sharing**:

Is there additional information you would like Achieving the Dream to know about the college or about the Implementation Proposal?