Cerro Coso Community College
Improving the Student Experience

2013 Template for Planning Year Work Plan				
Planning Year Objective:	Develop a four-year plan, with broad engagement from the campus and external communities and commitment from top leadership, for 1) improving student outcomes including closing achievement gaps based on evidence about barriers to success and effective practices and policies; 2) institutionalizing a process for continuously improving student learning outcomes based on evidence.			
Objective	**Activities** *All activities will include reporting out on progress as part of the communication plan*	**Who Will Lead the Work?**	**When:**	**Issues to be Resolved/Challenges Expected**
1. Educate and get buy-in from college community on Achieving the Dream goals and values	1. Presentation for faculty during professional development days	1. College President, ATD Lead and Core Team	1. August 22nd	1. -potential faculty resistance/skepticism -potential concerns about time commitments and workload
	2. Presentation for all classified staff at staff development day	2. ATD Lead and Core team	2. October 3rd	2. -Potential concern about taking on anything new on the part of staff -Possibility of staff not seeing their part or role in the ATD process

	3. Ongoing communication and updates at various key committees and meetings	3. ATD Lead and Core and Data Team	3. Ongoing	3. Ensuring that there is broad, consistent engagement through existing committee structure
	4. Form and convene the Student Success and Support Council- a combination of the former Basic Skills and Matriculation Committees, which also includes the Core and Data Teams	4. ATD Lead	4. September	4. Ensuring broad representation, clarifying the charge and incorporating ATD work as part of the overall student success efforts of the college
	5. Implement communication plan	5. ATD Lead	5. Ongoing	5. Assessing the effectiveness of the communication plan
2a. Analyze current situation: collect, compile, and analyze data on student outcomes. Analyze data disaggregated by relevant demographic	1. Training on data review and analysis	1. District Institutional Researchers	1. September	1. -Engaging key college leadership -Bringing everyone to a similar level of comfort and expertise

groups.	2. Conduct Data Summit	2. College President, ATD Lead and Core and Data Team, ATD Coaches	2. October 8th	2. Broad engagement, clear and understandable presentation of data
2b. Hold conversations to reflect on the data. Define problems including achievement gaps among student demographic groups. Choose problems for more in-depth exploration.	1. Facilitated dialogue in: • Student Support and Success Council • Faculty Chairs • Student Services Executive Council • College Council • Department meetings Focus on the ATD 5 elements of Student Success, additionally within this dialogue identify additional needed data, areas for further exploration 2. Work with coaches on data analysis and dialogue	1. ATD Lead, Core Team, Data Team, member of the Student Success and Support Council 2. ATD Lead, Core Team, Data Team	1. October- November 2. October and November meetings with coaches	1. -Sufficient training for all involved groups on data review and analysis to ensure that dialogue is effective and productive - Overcome resistance to accepting the data and what it says 2. Ensuring that all of the key people are engaged and sufficient advanced preparation to make efficient use of limited time.

2c. Diagnose causes of problems: drill down on student data.	1. Training on conducting inquiry and focus groups	1. District Institutional Researchers, ATD Coaches	1. November 18 and 19	1. Sufficient training to broadly conduct inquiry and focus groups
	2. Ongoing institutional dialogue on disaggregated data and on additional data/areas of further exploration for defining achievement gaps	2. ATD Lead, Core Team, Data Team, member of the Student Success and Support Council	2. November and December	2. Refining the focus, identifying key areas of concern, starting to come to some agreement on these areas
2d. Campus voices: engage students, faculty, and staff in diagnosing causes of problems.	1. Conduct Faculty and Staff Inquiry Groups 2. Conduct Student Focus Groups	1. ATD Lead, Core Team, Data Team, member of the Student Success and Support Council	1. December-February	1. Broad engagement, eliciting in a structured way meaningful qualitative input
2e. Community voices: engage community members in diagnosing causes of problems.	1. Student Success Summit including college community and community educational partners from all service area communities	1. College President, ATD Lead and Core Team	1. April	1. Avoid any perception of blaming or shifting of responsibility of student preparation, maintaining a focus on partnership
3. Examine existing institutional	1. Initiate policy review	1. ATD Lead, Core Team,	1. November	1. Overcome resistance

policies and practices.	process	Data Team, members of the Student Success and Support Council		to re-evaluating practices and policies
	2. Gather input on practices and policies through faculty and staff inquiry groups and student focus groups	2. ATD Lead, Core Team, Data Team, member of the Student Success and Support Council	2. December-February	
	3. Make recommendations on policy/practice revisions based on evaluation of quantitative and qualitative data	3. Student Success and Support Council	3. March-April	
4. Set priorities, goals, and measurable outcomes.	1. Pull together: -ATD data on 5 elements of student success -disaggregated data -all other data gathered during the planning year -the combined data analysis from all of the various segments of the campus	1. Student Success and Support Council	1. April-May	1. Ensuring that priorities set have the broadest opportunity for impacting students, broad engagement in reviewing and finalizing the plan, achievement gaps are addressed and engaging broad institutional

	community and committees -qualitative information gathered from faculty and inquiry groups -gaps identified through data analysis 2. Identify major priorities for areas of intervention based on the opportunities for impact on the greatest number of students 3. Consider practices that have been proven and identified best practices 4. Based on all of this determine 3-4 interventions that Cerro Coso will implement and the measurable outcomes associated with each 5. Develop the plan for			commitment to the priorities

	the subsequent implementation years 6. Vet plan through all segments of the college community and appropriate committees, providing opportunities for input and feedback before the plan is finalized. 7. Finalize plan			