

**First-Year Work Plan\***

**Objective:** With broad engagement from the campus and its external constituents, develop a four-year plan for: 1) improving student outcomes based on evidence about barriers to success, focusing especially on improving the access and success of low-income and minority students; and 2) institutionalizing processes for continuously improving student outcomes based on evidence. Leverage existing management and committee structures to embed responsibility for Achieving the Dream in the ongoing operation of the College.

Activity	Do What?	By Whom?	When?
1. Orient the college community to Achieving the Dream goals, values and strategies and begin to build commitment to this initiative.	<ol style="list-style-type: none"> <li>1. Introduce AtD at college retreats and fall conference.</li> <li>2. Orient key campus leadership groups to the goals, values and strategies of the AtD initiative: President's Cabinet, Deans, Sinclair Leadership Council, Faculty Senate, Staff Senate, and others.</li> <li>3. Orient the Data Team (Collegewide Assessment Committee) to the goals and strategies of the AtD initiative, including the role of this group in data analysis.</li> <li>4. Secure the commitment of the Board of Trustees to the goals and strategies of the AtD initiative.</li> </ol>	<p>Steven Lee Johnson, Helen Grove, Hank Dunn</p> <p>Steven Lee Johnson, Hank Dunn, Helen Grove</p> <p>Helen Grove, Linda Pastore</p> <p>Steven Lee Johnson</p>	<p>August 2005</p> <p>August - September 2005</p> <p>September 2005</p> <p>September 2005</p>
2. Compile and analyze existing quantitative and qualitative <i>data</i> on student experience and outcomes.	<ol style="list-style-type: none"> <li>1. Submit requested cohort data to JBL Associates in order to establish student tracking database.</li> <li>2. Review latest institutional data (including data available from other campus initiatives) against AtD data requirements.</li> </ol>	<p>Doug Easterling and IPR staff.</p> <p>Doug Easterling and IPR staff</p>	<p>September 2005</p> <p>September 2005</p>

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	3. Review available data in light of historical problem or concern areas in the college.	Doug Easterling and IPR staff	September 2005	
	4. Disaggregate data by race, income and other variables.	Doug Easterling and IPR staff	September 2005	
3. Hold conversations to reflect on the data and identify problems and opportunities for more in-depth study.	1. Review data with major campus leadership groups, including the Data Team (Collegewide Assessment Committee), Deans, Directors, Vice Presidents, faculty and staff leaders.	Core Team and Data Team (Collegewide Assessment Committee)	October 2005	Data will need to be presented in formats that can readily be understood by diverse audiences. IPR staff will need to assist with interpretations.
	2. Identify additional data and analyses needed to understand the experience of students; if feasible, utilize new SAS "middleware" package to expedite analyses.	Core Team; Data Team (Collegewide Assessment Committee); IPR; IT	October 2005	The desire of the college is not to establish another committee but to incorporate AtD into existing structures, processes and the culture of the college.
	3. Seek recommendations about issues and problem areas for further exploration	Core Team; Data Team (Collegewide Assessment Committee); IPR	October 2005	
4. Expand through focus groups qualitative data on factors that limit or support student success.	1. Using feedback from the preliminary review of existing institutional data, define the goals, processes and questions for focus groups; include particular attention to developmental education	Core Team; Data Team (Collegewide Assessment Committee); Developmental Studies Department	October 30, 2005	The range of possible questions to explore may be large; narrowing down to a manageable few may be controversial.
	2. Train focus group facilitators	Sinclair employees or external consultant; TBD	November 15, 2005	The Core Team must decide whether to use an outside consultant or in-house staff for focus groups.
	3. Conduct 8-10 focus groups with each of the following constituencies: students, faculty/staff, and community representatives	Sinclair employees or external consultant; TBD	November 15-30, 2005	
	4. Summarize and analyze focus group findings.	IPR and Collegewide Assessment Committee	December 15, 2005	

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<p>5. Reflect on the new qualitative data coupled with new analyses of existing data.</p>	<ol style="list-style-type: none"> <li>1. Share data with key college leadership groups and engage them in review of data.</li> <li>2. Consolidate feedback from these groups and identify the most significant factors/influences that limit or support student success at Sinclair.</li> <li>3. Share summary of significant factors/influences with the college community.</li> </ol>	<p>Data Team (Collegewide Assessment Committee) and IPR</p> <p>Data Team (Collegewide Assessment Committee); Core Team</p> <p>Core Team</p>	<p>January 2006</p> <p>January 30, 2006</p> <p>January 30, 2006</p>	<p>Coordination with SAS initiative will represent a challenge, but if feasible to use, may accelerate progress with data analyses.</p>
<p>6. Examine existing institutional policies and practices and identify areas for changes.</p>	<ol style="list-style-type: none"> <li>1. Identify specific institutional policies and practices that positively or negatively impact student success.</li> <li>2. Target changes that hold promise for increasing student success. Involve key leadership groups, including the Collegewide Assessment Committee, Academic Policies Committee, Instructional Council, and Student Services Council.</li> <li>3. Secure the commitment of campus leadership groups, including the President's Cabinet + Deans and the Board of Trustees, to proposed changes.</li> </ol>	<p>Data Team (Collegewide Assessment Committee)</p> <p>Data Team (Collegewide Assessment Committee); Core Team; Vice President for Instruction and Vice-President of Student Services</p> <p>Core Team</p>	<p>February 2006</p> <p>February 2006</p> <p>April 15, 2005</p>	<p>Looking at established policies and practice in light of disengagement or abandonment has been difficult for the institution.</p> <p>The college has several new initiatives on its plate during 2005-06. It will be challenging to balance each competing interest.</p>
<p>7. Establish a plan for accomplishing targeted changes in college policies and procedures.</p>	<ol style="list-style-type: none"> <li>1. Develop a four-year implementation plan to include: <ul style="list-style-type: none"> <li>• Clear goals, specific strategies and measurable outcomes</li> <li>• Linkage to the college's overall strategic plan, institutional performance scorecard, and budget process</li> </ul> </li> </ol>	<p>Core Team and Data Team (Collegewide Assessment Committee)</p>	<p>March 1, 2006</p>	

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	<ul style="list-style-type: none"> <li>• Key Performance Indicators to monitor quarterly and annually the impacts of changes at both operational and Collegewide levels.</li> <li>• Plan for sharing change activities and KPI data with the college and community</li> <li>• Finalize preliminary proposal for AACC/Lumina/Knowledge Works</li> </ul>			
	2. Secure feedback on proposal from key campus groups, coach and data facilitator	Core Team	March 15, 2006	
	3. Submit draft proposal to AACC/Lumina/Knowledge Works	Core Team	March 30, 2006	
	4. Incorporate feedback and submit final proposal to AACC/Lumina/Knowledge Works	Core Team	May 15, 2006	
8. Identify state policies that have implications for impeding student success	1. Develop a strategy plan with other two year campuses and higher education policy and advocacy groups for changing policies where needed to support student success.	Steven Lee Johnson Hank Dunn	May 15, 2006	
9. Confer and meet regularly with SCC's team coach and data consultant.	1. Seek feedback about the congruence of Sinclair's progress on its work plan with the goals of AtD.	Core and Data Team (Collegewide Assessment Committee)	August 2005 - July 2006	
10. Benchmark with other ATD institutions.	1. Visit two AtD campuses to study what they have learned over the past year that will be helpful to Sinclair's AtD process	Hank Dunn	September - October 2005	Juggling schedules to visit may prove problematic.