

Section 1 and 3 - Analysis of Unit PIE & Updates on Goals

PIE - Research & Institutional Effectiveness Division Manager

2018-19

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Division Mission Statement: The Mission of the RIE Office is to increase Mt. San Antonio College's (Mt. SAC's) capacity for data-driven decision making by:

- Providing resources and research expertise to support the College to use collaborative inquiry.
- Improving effective information delivery systems and integrity.
- Training the College to use excellent research and evaluation practices.
- Providing comprehensive program and services evaluation based on key performance indicators.

1. Summary of Notable Achievements: The RIE Office operates as a centralized office under the Instruction Team. All researchers on the campus are hired by and report directly to the RIE Director. The Director assigns researchers to work with the project teams who funded their salaries or who ask for RIE services. In order to improve efficiencies, the same researcher will typically be assigned to the same project team. RIE staff work collaboratively with others in the office to improve their efficiencies and learn from each other. Progress on projects is tracked by the staff and manager through Smartsheet. Special effort is made to closely track time and effort on federal grants. Time is allocated and re-allocated according to needs of the projects and the priorities of the College.

Reviewing the work of the RIE Team, its Mission, and the Mission of the College, the Team believes that it is fulfilling its Mission. In particular it is achieving higher level collaborative inquiry processes and Data Coaching with its work with employees across campus.

The Director provides support for College-wide INSTITUTIONAL EFFECTIVENESS. Institutional effectiveness applies to many projects (e.g., AACC Pathways, Student Success Metrics, and Accreditation) and services (e.g., Office management, Project Tracking, and Networking within the College). Our data provides insights into the college on what works and what doesn't work to help keep key stakeholders accountable. There is a yearly review of College-wide and state-wide indicators (aka metrics) of student achievement, outcomes, and fiscal viability. These data are discussed with the Institutional Effectiveness Committee as well as the Accreditation Steering Committee and the President's Advisory Council. The conversations revolve around the progress the College is making on achieving its goals and how its progress compares to the state-level metrics. Examples of key metrics are Institutional-set Standards (ACCJC) and Local Goal Setting (Chancellor's Office).

Changing to a course placement ASSESSMENT discussion, RIE also provides support for examining the efficacy of course placement practices and provides evidence for faculty to use to decide if a change in how students are placed should be considered (e.g., English, Math). The RIE Team worked on multiple measures projects including a review of the placement levels of students if we had had their self-reported versus High School Transcripts. This project was for the English and Mathematics Departments. The data was used by faculty as one piece of the puzzle toward deciding how to change the course placement rules. The RIE Team worked closely with IT to support this effort as well as with many others across campus. April 2, 2018 marked the beginning of placing students based on their self-reported high school grades and GPA. RIE also created a Multiple Measures Research Action Plan and collaborated with faculty on its nuances. In 2018-19, the Multiple Measures Research Action Plan was executed. The Senior Research Analyst's time was devoted 99% of the time to this complex project in collaboration with faculty, IT, and administration. The project was nominated for a state-wide IT Award.

To examine ACADEMIC EXCELLENCE, the Cohort (or group) tracking of students are the major projects the RIE Office oversaw in 2018-19 and it will be continuing into 2019-20. These studies provide long-term reports that shed light as to changes/improvements over time in the program and its impact on students (e.g., Basic Skills and Tutoring, Bridge Long-Term

Cohort Project, Student Equity, AB 705 results of new Assessment Questionnaire placement process). A new Cohort project focuses on measuring students' use of services on campus (e.g., Tutoring, Arise) and it is now widened to include the overall academic health of students. Periodic reports are given to President's Cabinet.

PROFESSIONAL DEVELOPMENT: Given that there are 8.5 permanent classified staff (researchers, administrative) and 3-4 part-time professional experts, RIE continues to provide more time for structured professional development and norming exercises to ensure consistency in data integrity, research methodology and analyses, reporting, and use of collaborative inquiry. In early 2019, all RIE staff were required to attend PD related to Training from the Back of the Room. This provided the staff with an opportunity to engage in brain-based learning and to apply that learning immediately. The team used it to help the Student Equity Committee and the Student Preparation and Success Council to understand the Chancellor's new and evolving Student Success Metrics and the metrics for the Student Equity Plan.

DIALOGUE & ROLE ON CAMPUS: RIE Team members serve on governance, advisory, and operational committees to promote communication across divisions, units, and departments. This positions the RIE Team to be at the table for many discussions which allows the Team to broaden its understanding of College-wide issues and allows the staff to provide professional development to the College. In some cases, the meeting does not begin until the researcher is present - this says a lot about the value placed by others on the researcher. RIE team members have excellent opportunities to engage in College-wide and project-specific decision making through committees and initiatives as noted below. The RIE Team member is responsible for providing research and evaluation expertise.

Governance Committees

Accreditation Steering Committee
Institutional Effectiveness Committee
President's Advisory Council (guest)
President's Cabinet (guest)

Academic Senate Governance Committees

Basic Skills Coordinating Committee
Outcomes Committee
Student Success and Support Program Advisory Committee
Student Equity Committee
Student Preparation and Success Council (guest)

Operational Committees

Institutional Review Board

Other Committees/Groups

Arise Steering Committee
Administrative Systems Advisory Group (ASAG)
Common Assessment Implementation Team
Enrollment Management Taskforce
Instruction Team
Pathways Workgroup
Student Services Team
Multiple Hiring Committees

STAFF ACCOMPLISHMENTS

RIE Staff members were asked to note in their project tracking system, Smartsheet, anything that made them proud. Some of those thoughts are noted below. Their thoughts focus on internal/external dissemination, dealing with complex topics, having their research be used, giving the College more access to data, professional development, improving processes, creating project tracking systems, tracking students (cohort model), learning from each other, and collaborating with others across the campus.

*****Permanent Employees*****

Barbara McNeice-Stallard, Director

- Project Management: Used and re-formatted Smartsheet for project tracking. Prioritized and re-prioritized over 300 projects.
- Funding: Provided and secured funding for many professional development opportunities for staff.
- Professional Development: Encouraged more professional development for learning how to use different software to improve displaying complex data. Provided guided conversations with staff for professional development to allow them to learn from each other and create tools, repositories to improve their efficiencies
- Staffing: Successfully advocated for more permanent staff based on needs of college.
- Data Visualization: Supported and staffed efforts to use MIS data in Power BI for programs within PIE. Provided PIE Training
- Integrated Planning: Provided direction and assistance with integrated planning for Guided Pathways, Strategic Plan, and Local Goal Setting.
- Centralized Office: Ran a centralized Office for the whole college. All researchers on the campus are hired by and report directly to the RIE Director. RIE staff work collaboratively with others in the office to improve their efficiencies. RIE members work closely with the college to use their cohort tracking skills and collaborative inquiry to provide the best methodology for the project at hand. They work collaboratively with the Information Technology (IT) office to ensure all are appropriately supporting each other and the projects each Office should efficiently handle.

Doris Torres, Administrative Specialist III

- Continued to learn new operations within RIE's parameters of operations
- Well versed in Budget Balancing with the direction of BS, SSSP C&T, Supplies
- Learned Smartsheet and supporting Team in its use of it
- More familiar with Director and knowing priorities within the office

Maria Tsai, Senior Research Analyst

- Worked collectively on SSSPAC and IT on Building AQ Version upgrades and Version 2 by Validating AQ placement by AQ rules, Providing preliminary AQ data updates
- Supported AACC Pathways project annual data needs
- Supported Title III & V Grant eligibility application
- Trained/Coached researchers on various research projects
- Worked collaboratively with a large team of faculty, classified, and managers to support all aspects of Phase 1 & 2 Assessment Questionnaire implementation, data validation, and impact analysis on enrollment, course success, and student equity. Presented at and attended numerous local, state, and national conferences to dissemination Mt. SAC project work and to learn more to bring back to the College

Lisa DiDonato, Educational Research Assessment Analyst

- Presented at state and national conferences. Presentation of research work conducted through the AANAPISI grant with tips on how other institutions and do likewise. This presentation also covered how to use data to effect change. Program officer for the United States Department of Education was impressed by our work and told the group that this is the type of research they should all have for their grants.
- Completed Annual Performance Reports for Grants (Arise and Title V)
- Completed data Reports to support the Grants (20+ reports for Arise 30+ reports for Title V)
- For the Arise program, a hardcopy letter and email are sent to students informing them of their progress on the guided pathways variables of the Arise program. This project has been well received by the college and at National Conferences as a method of keeping students informed about their progress. Other programs have stated they planned to use this in their work.
- Supported creating Student Equity Plan
- Supported Connect 4 program on High School Feeder reports

Annel Tagarao, Educational Research Assessment Analyst

- Provided data for national, federal cohort project for US Dept. of Education's Projects
- Coordinated CTE Current student Survey with CTE Deans and reported on it
- Assisted Associate Vice President of Instruction on Enrollment Management projects and provided direction to professional expert
- Supported Outcomes Committee and Institutional Effectiveness Committee in their program review work

- Expanded Power BI into PIE, Dashboards. Provided college-wide PIE training.
- Conduct student and faculty focus groups, as well as develop and analyze an online student surveys. In the end, integrate the qualitative and quantitative data to in form the campus about the impact of the Assessment Questionnaire on both students and faculty. The process was highly informative with regards to highlighting areas of strength with respect to the the new placement process. But we also found areas that were in need of improvement to better impact and support students and faculty.

John Barkman, Educational Research Assessment Analyst

- Provided data to researchers to support their work to more easily display the complex Student Equity Data for the College
- Provided data for Student Equity Projects (e.g., STEM, Library)
- Supported creating Student Equity Plan and data visualizations
- Provided data visualizations in PIE for the College.
- Provided program-specific data visualizations (e.g., EOPS, CalWorks)
- Provided multiple reports regarding usage of the Center and persistence in STEM courses, both overall and disaggregated by demographics. The project created reporting queries and templates which will allow for easy reporting of persistence in a list of courses, and reporting by demographic of any metric expressed as a rate.
- This has been a busy year for the development of state-wide metrics to measure what is happening at the Community Colleges. In order to help understand the various different metrics coming from different initiatives, I prepared lists of all the metrics showing their similarities and differences.

P. Marcell Gilmore, Educational Research Assessment Analyst

- Increased usage of Venngage infographics
- Promoted within the department to work on Guided Pathways
- Member of the Pathways Workgroup and supporting researcher on Pathways projects
- Presented AACC Pathways complex data to the Pathways Workgroup with the Senior Researcher, M. Tsai
- Conduct student and High School Outreach (HSO) focus groups in order to attain their feedback on the new Guided Pathways website. Feedback from the process was highly helpful in shaping the GPS website to be more functional for students. This was also an opportunity to have IT literally in the room with students to hear their thoughts, ask guiding questions, and make changes on the fly.
- Conduct student and faculty focus groups, a well as develop and analyze an online student surveys. In the end, integrate the qualitative and quantitative data to in form the campus about the impact of the Assessment Questionnaire on both students and faculty. The process was highly informative with regards to highlighting areas of strength with respect to the the new placement process. But we also found areas that were in need of improvement to better impact and support students and faculty.

Vera Froman, Educational Research Assessment Analyst

- Coordinated the student sexual assault survey from start to finish - Developing survey, working w/committee to edit/reverse, sent out to students (working with IT to get this out), data analysis & report writing
- Provided support to BSSOT as a substitute, professional expert, and then a permanent employee to keep the research work flowing and attended a national conference and brought back ideas to further support this BSSOT work
- Conduct student and faculty focus groups, a well as develop and analyze an online student surveys. In the end, integrate the qualitative and quantitative data to in form the campus about the impact of the Assessment Questionnaire on both students and faculty. The process was highly informative with regards to highlighting areas of strength with respect to the the new placement process. But we also found areas that were in need of improvement to better impact and support students and faculty.

Alexsandra Malinowska

- Conduct student and faculty focus groups, a well as develop and analyze an online student surveys. In the end, integrate the qualitative and quantitative data to in form the campus about the impact of the Assessment Questionnaire on both students and faculty. The process was highly informative with regards to highlighting areas of strength with respect to the the new placement process. But also found areas that were in need of improvement to better impact and support students and faculty.
- Supported creating Student Equity Plan and data visualizations

***Professional Experts *** (project specific, at-will employees)

Cathy Stute

- Met with and engaged with Project managers to learn their visions for the students. Felt their passion for the projects, and collaborate with them to develop tools to extract useful, actionable data and report on their achievements and success
- Provided oversight to Basic Skills projects to ensure all researchers were on time with their deliverables
- Assisted Associate Vice President of Instruction on Enrollment Management projects and provided direction to professional expert

Katherine Vrooman

- Met with and engaged with Project managers to learn their visions for the students. Felt their passion for the projects, and collaborate with them to develop tools to extract useful, actionable data and report on their achievements and success. Supported Basic Skills, Guided Pathways, and other projects. Provided beginning methodology for the Guided Pathways project that asks students their perspectives on what they had to do to get to this point in their academic careers; this work aligns with the business process analysis done with employees to understand what has to happen for students to earn a degree or certificate at the college.

Wook Kim

- Assisted Associate Vice President of Instruction on Enrollment Management projects and provided direction to professional expert
- Supporting all aspects of President's Cabinet project to track students' use of services across the campus (aka Cohort Project).

Jamille Borer

- Provided data visualizations in PIE for the College.
- Supported many college-wide surveys (PIE, Safety)
- Provided program-specific data visualizations (e.g., EOPS, CalWorks)

Closing the Loop - Analysis of Progress on College Goals: RIE continues to provide many opportunities for dialogue across campus, within committees/groups, and related to specific projects. Data Coaching and collaborative inquiry are standard practices within the RIE Team that allows others to take ownership of their data and be part of the process from start to finish. While the RIE Team is excellent at working with those who request their services (either via pre-decided funded projects (e.g., Student Equity, Grants) or ad hoc research requests), there is still a need to advise the broader campus as to what the RIE does and the important findings from specific projects. This work will be developed via the web page re-design, branded communications, and specialized-focus on projects (e.g., Student Equity). The Director is meeting with the Academic Senate President to discuss opportunities for communications with faculty.

The College continues to support RIE Team in its endeavors whether it be funding permanent research positions, funding operational resources (supplies, software), or inviting the RIE Team to be at the table for major events (Multiple Measures and AB 705). RIE Team members are considered invaluable members of groups and committees. Their input and insights are valued by the College and sometimes sought before major decisions are made. Future endeavors of the College to support Data Coaching (Title V Grant Submission) and Data Visualization (Power BI Dashboards in PIE (TracDat)) are clear indicators that the RIE Team has a pulse on the needs of the College. The RIE Team's Institutional Effectiveness Goal is one that will never end.

RIE works with IT to ensure its data security is on target. RIE also works with IT when outside entities are requesting data transfers (e.g., WestEd) via projects already agreed upon by administration and already approved by the Director of RIE. The efficiencies of the RIE team will be improved once more standardized data views/blocks are approved by the three (3) Senior Research Analysts. The addition, from IT, of a Data Engineer will also help to ensure that the Data Warehouse is up-to-date and will also help build more consistent data views for RIE.

The needs of the RIE team for professional development are varied. The support provided the team is helpful. A more

consistent, predictable funding stream is needed to improve efficiencies and increase opportunities.

Overall, the College is doing a very good job at supporting the RIE with its resource needs. Given the limited monies available, the RIE Team appreciates that our highest needs are being met and/or addressed. The highest need now is for office space that is functional for the work that the team members need to accomplish. This requires large work surfaces, large computer monitors, large storage areas, functional lighting, secure areas, and quiet locations to be efficient.

Tracking Conditions and Trends: a. External Conditions Analysis: Theme: Data Driven Decision-making

- Institutional directives (AACC Pathways, Statway) as well as federal and state mandates (CCCCO Student Success Metrics (SSM)) provides an opportunity for RIE to learn about different types of data, different data reporting processes, and how to engage groups in higher-level data conversations. The data conversations allow areas to reflect on the data and other aspects of the situation to make the best possible data-driven decision to improve student success. These projects allow RIE to discuss College-wide goals on student achievement measures with committees as well as the Board of Trustees. Based on this continued improvement of our work, RIE is advocating for more Data Coaching. Data Coaching should be a faculty-led process that would allow RIE Team members to coach many on data issues - qualitative, quantitative (e.g., focus groups, outcomes assessment, course success).
- Federal accessibility requirements (ADA Compliance) requires many more hours of RIE's time per request. Over the past year, RIE started to master the processes involved and understood when it was necessary (e.g., publicly available reports) and when it was not (internal request with no special ADA requests).
- Ways to access data via Dashboards are becoming more and more requested. RIE has a more robust Dashboard this year. RIE spent time listening to feedback and improving upon it. RIE works with Student Service areas (EOPS, Access, CalWorks) to build customized Dashboards both with and without MIS data. School of Continuing Education (SCE) is also building Dashboards with RIE's assistance. Other Dashboards that would help the College are still to be built including: (1) new funding formula, (2) AB 705 (multiple measures), (3) Guided Pathways, and (4) Student Equity. RIE added a member to its team in July 2019 who has expertise in Dashboards.

Tracking Conditions and Trends: b. Internal Conditions Analysis: Theme: Staffing

- Staffing Assignments: In early July 2019, two vacant Senior Research Analyst positions were filled. These two positions will join M. Tsai in this role and begin to lead projects and offer standardization ideas to the RIE team for their data warehouse projects. They will also advise the RIE staff in other areas and offer feedback to the Director. Similar to last year, some staffing assignments (full-time and part-time) were changed to allow for improved customer service and to align with new mandates (e.g., Student Equity and Achievement Program (SEAP)). Permanent staff are more specialized in their research assignments which provides for a continuity of assistance to the project teams. Many projects are funded by more than one source and thus could have more than one researcher assigned. RIE is streamlining their staffing assignments so that a project team only works with one researcher, when possible. This improves efficiencies and allows the researcher to understand the project better and improve their research services offered. Project examples include the following: Basic Skills, Student Learning Outcomes, Student Equity, Grants, Institutional Review Board proposals, Enrollment Management, College-wide Integrated Planning, College-wide internal/external surveys, and Accreditation to mention a few.

Theme: Changing Landscape

The campus continues its engagement in data driven decision making as a result of both the campus culture requiring it as well as outside (external) agencies requiring it. Grants have always had some level of data required but over the past six years the data requirements have become more strategic and directive in what they need to demonstrate our continued eligibility for funding. The College's national research initiatives (AACC Pathways) continues to require a different and deeper review of student progress data which necessitated guided, reasonable group discussion about the data (e.g., Pathways Workgroup). These changes also brought with them increasing emphasis on planning and evaluation and its links to resource allocation. With more reporting needs come the desire to have better, on-demand access to data and thus changing technological demands are requiring training to augment skill sets within RIE (e.g., Power BI dashboards). With these changes, there is a need to adhere to the staff's job classification while trying to address the new technology needs. RIE paid a professional expert from another College to provide 1.5 days of guided, practical, on-demand training on Power BI dashboards which propelled our work creating dashboards. Coincidentally, this person is one of the new Senior Research Analysts beginning in July 2019.

Tracking Conditions and Trends: c. Program Planning Dialogue: The RIE Office operates as a centralized office under the

Instruction Team. All researchers on the campus are hired by and report directly to the RIE Director. The Director assigns researchers to work with the project teams who funded their salaries or who ask for RIE services. In order to improve efficiencies, the same researcher will typically be assigned to the same project team. RIE staff work collaboratively with others in the office to improve their efficiencies and learn from each other. Progress on projects is tracked by the staff and manager. Special effort is made to closely track time and effort on federal grants. Time is allocated and subsequently re-allocated according to needs of the projects.

The Director provides services to the College as a whole and endeavors to manage the approximately 300 activities and projects that are required by the multiple funding sources including the District, Student Equity and Achievement Program (SEAP), Guided Pathways, and Grants (federal and state). The centralized model allows for efficiencies and institutional effectiveness.

For PIE work, RIE continues to use group meetings to provide the Team with an opportunity to engage in the PIE process. This allows for synergy of thoughts, open input, and deeper discussions about the value of what we do and how we contribute toward the higher-level goals of the College.

Tracking Conditions and Trends: d. Critical Decisions Analysis: Theme: Intrusive Research Support with Data Coaching

The RIE Team continues to be trained to be intrusive in their research support. A good analogy is if they were in a car, they consider themselves to be the GPS while the faculty/administrator is the driver. Researchers help others recognize how their program/service is helping students. Researchers know the data to connect to the purpose of the project. Researchers strive toward helping others see the overall success of their project. Researchers bring a new perspective to look at and an overall purpose as they focus on different research perspectives with a different lens. Researchers tend to ask others "How things are working for you?" or "How is your work aligned with what the college is doing?" Sometimes project teams have long-term goals (e.g., my students will earn their Associates Degree). In these cases, researchers will, of course monitor degrees earned, but given that it takes years for degrees to be earned, researchers will also add milestones to multi-year projects. These milestones inform the College and respective programs on progress being made (e.g., number of degree credits earned) and where the congestion or blockage is occurring (e.g., students are less likely to take math courses needed for degree completed). In the end, as the GPS, researchers will strongly advise, but it is the project leads' decision as to how to use the research for action. Throughout the process, Researchers use their Data Coaching tools to help the leads' understand their data.

Theme: Technology

- Maximizing Technology

Several critical decisions were made to improve RIE's use of technology. The IT and RIE Departments jointly asked for a Data Engineer position to help with the complex system we use to query the College's millions of student records (i.e., ODSP). The College supported the request (Thanks Mt. SAC!) and the process is ongoing with HR to finalize the job classification and to post it for hiring. The Data Engineer will help maintain the ODSP as well as to help with writing queries, data blocks, and reports including professional development for staff. While the RIE team is working well doing the aforementioned, their job description does not include deep level monitoring of the integrity of the ODSP or deep level monitoring the integrity of the data views and queries. Having the Data Engineer take on this role will also help with the new funding formula as it will include maintaining the validity and reliability of the data elements and its translation into the MIS data which the Chancellor's Office uses for the funding formula calculations. The Data Engineer position will allow the researchers more time-on-task with direct research endeavors. RIE looks forward to an incredible year of change to its efficiencies in 2019-20.

Theme: Mandates

Data Mandates: RIE is required to complete Federal, State, and Accreditation mandates. There will always be more work to do than person-hours available. The Department's critical decision was to continue to ensure that mandates were done and to ensure that non-mandated project team leads were informed of their new project deadlines for completion, as necessary.

Theme: Increased Demand for Services

The more the campus understands what RIE can do for them, the more they request our services. This is fantastic as well as challenging. In 2018-19 there were 300 major projects plus many more minor projects that RIE supported. Examples of these projects include:

- Federal, State reporting (IPEDS, GP, SEAP)
- Program-specific evaluations (Paralegal)
- Student Centered Funding Formula (SCFF)
- Guided Pathways (GPS Website, Business Process Analyses, AB 7050)
- Enrollment management
- Accreditation
- Strategic Planning
- Grants (Arise, Trio, Perkins)
- US Dept of Education Cohort Tracking
- Cohort Tracking of Services Students Use
- National Projects (AACC Pathways)
- Employment Survey (CTEOS)
- Graduation Survey
- Student Survey (CCSSE)

These projects were funded from different budgets with different requirements: District, Grants (Title V, Title III (Arise), BSSOT), Articulation, Nursing, Basic Skills, Student Equity and Achievement Program (SEAP), SWP, and Guided Pathways. When researchers do excellent work, they are being asked to complete work on other projects. While the RIE Director assigns work, this requires strong project management to be able to adjust and re-adjust their projects to accommodate this effort (or find other personnel. Given that there are 7.5 permanent researchers, one administrative assistant, and 3-4 professional experts, this is complex. A critical decision made this year was to increase two vacant research positions to a higher-level research positions. This will allow the office to have three Senior Research Analysts. As these two new researchers began in July 2019, this will allow RIE to extend its ability to leverage the "lead" efforts of the Senior Research Analysts to lead and coordinate projects with the other researchers, faculty, and administrators. This will allow the Senior Research Analysts to provide direction to improve the quality of the RIE Team's research efforts and it will allow them to have others help them in their complex research projects.

Tracking Conditions and Trends: e. Progress on Outcomes Analysis: not applicable for RIE

Analysis of Curriculum Currency: not applicable for RIE

Analysis of Division's Plans, Activities, and Resources: Looking forward, RIE has many future plans, activities, and resource needs:

-Data Coaching: Providing support and leadership with faculty to train the college on data sources and understanding and using data.

- Informed for Action Day: An Informed for Action Day is proposed for March 13, 2020. It will provide an opportunity for 80-100 employees to attend conference sessions on campus to engage in the following: (1) research being conducted on campus by our employees and others for their doctorate/master, (2) research being conducted on campus by our employees to improve programs and services, and (3) research and evaluation tools (Qualtrics). The sessions will use Data Coaching and Training From the Back of the Room techniques to engage attendees in the research and how to use the findings for action. Informed for Action Day will be part of a larger series of events to engage the campus in reflective and actionable research using Data Coaching. Various project areas will be highlighted: Guided Pathways, SEAP, SCE, AB 705, to mention a few.

-Collaborative Inquiry: Infuse collaborative inquiry into Data Coaching.

-Data Integrity/Efficiencies: Leveraging the skills of the Senior Research Analysts and the Data Engineer, in collaboration with the RIE Team, will be used to build data warehouse tools and data visualizations for efficient operations. The addition, from IT, of a Data Engineer will also help to ensure that the Data Warehouse is up-to-date and will also help build more consistent data views for RIE.

-Professional Development: Secure a predictable funding stream and align needs with offerings.

-Office Space: The highest need now is for office space that is functional for the work that the team members need to accomplish. This requires large work surfaces, large computer monitors, large storage areas, functional lighting, secure areas, and quiet locations to be efficient.

-Communications Plan: Creating and implementing a Communications Plan including branding, digital communications and

alignment with Guided Pathways and the proposed Informed for Action Day.