Get Started…

Data Coaching to Inform Guided Pathways Development

California Community Colleges | Guided Pathways

Introduction

In 2017, California Community Colleges embraced Guided Pathways as a framework to achieve the goals articulated in the system's Vision for Success, including significant increases in equitable student outcomes. This ambitious undertaking requires colleges to redesign systems, processes, and practices around the student experience, and calls for a culture that actively engages in inquiry and evidence-based decision making.

Building data literacy—understanding how to gather, examine, and make meaning of student data—is essential to ensuring educators are empowered to take informed action throughout this institutional transformation. Yet, colleges share that they need help establishing or advancing a culture of inquiry across all functions and levels of the college. They want guidance on what questions to ask about student success, equity, and institutional effectiveness, and how to find answers with credible data. They seek ideas on how to reflect, make decisions, and take action.

So, how can you build your college's culture of inquiry and data literacy as you plan for and carry out Guided Pathways reform? **Data coaching—engaging college personnel in providing direct support to their peers to build their capacity to access and use data—**is one recommended strategy for helping people across the institution effectively engage in data-driven, inclusive redesign.

How to Use this Tool:

This data coaching "quick guide" aims to help cross-functional teams of institutional researchers, faculty, staff, and administrative leaders build a basic understanding of data coaching and begin to advocate for and launch this approach on your campus.

This tool introduces…

- *What* we mean by data coaching, particularly in the context of California Community Colleges Guided Pathways

- *Why* data coaching is a recommended strategy for empowering educators across the college to use data and evidence to inform all aspects of Guided Pathways development

- *How* to jump-start an effective data coaching approach on your college campus, referring to links for examples and resources to adopt this strategy and offering action steps your college can take to begin to address different aspect of a data coaching approach

JUMP-START YOUR GUIDED PATHWAYS DATA COACHING PROGRAM…

- Review each section of this tool

- Use the "Determine with Your Team" questions called out in each section to initiate a preliminary conversation with your cross-functional team about launching a data coaching effort on your campus in the context of your Guided Pathways work

- Complete the action planning activity "Get Started Data Coaching for Guided Pathways Inquiry and Design" found at the end of this tool to capture the results of this preliminary conversation and…

  - Identify the purpose of a data coaching effort on your campus

  - Assess your culture, systems, and practices that can impact a data coaching program

  - Identify concrete action steps your team will take next

What We Mean by Data Coaching

Data coaches play a specific role and function in our work to improve institutional effectiveness and strengthen student achievement. A data coach is...

> **An education leader who guides data teams through the process of collaborative inquiry and influences the culture of schools to be one in which data are used continuously, collaboratively, and effectively to improve teaching and learning** (Love, Stiles, Mundry, & DiRanna, 2008, p. 35).[1]

Transformation is not a future state; it is something we achieve through daily practice. In the community college context, data coaching can raise awareness of student data and build habits for using it regularly to support institutional improvement. Through this practice, data coaching can empower people across the institution to get involved, take part in inclusive decision making, and ensure equity-driven, student-centered action.

Data coaching includes:

• Understanding and making sense of data while increasing data literacy

• Advocating for, hosting, and leading collaborative, collegial, and courageous data-driven discussions

• Remaining respectful and discreet, understanding that levels of data literacy vary among stakeholders

• Employing data to lead and effect cultural and institutional transformation and directly improve the outcomes of students

FOCUS ON EQUITY

In California community colleges, data coaching can be used as a central strategy for supporting campus efforts to reduce equity gaps and improve opportunity for all students. It is imperative that data coaches inculcate and foster an equity-minded ethos with their colleagues by…

• Understanding how to disaggregate data and evidence to surface the presence of equity gaps for different student populations

• Facilitating challenging and sensitive dialogue about these equity gaps

• Helping stakeholders understand the individual and institutional beliefs and behaviors that contribute to inequitable outcomes

• Supporting the identification of specific actions stakeholders can take to strengthen equitable outcomes

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[1] Love, Nancy, Stiles, Katherine, Mundry, Susan, & DiRanna, Kathryn. (2008). *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry.* Thousand Oaks, CA: Corwin

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DATA COACHING AND YOUR CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS WORK PLAN

Effective Guided Pathways adoption requires an institutional culture that values collaborative inquiry and understands the vital role data and evidence play in driving efforts to achieve equitable student outcomes.

The use of data and evidence is essential to all stages called out in the California Community Colleges Guided Pathways Self-Assessment:

- **Inquiry:** Engaging campus stakeholders in actionable research and with local data—with an eye toward creating a consensus about core issues, broad solutions, and Guided Pathways adoption

- **Design:** Establishing and using an inclusive process to engage in data-driven design of the key elements of Guided Pathways based on evidence of effective policies and practices

- **Implementation:** Adapting and implementing the key practices and components of Guided Pathways to meet the needs of all students at scale—continuously assessing their impact to identify what works and what course corrections to make

All colleges involved in our state's Guided Pathways effort are using a work plan to direct planning, implementation, and ongoing assessment. This work plan aims to help colleges articulate how they will move forward on the Guided Pathways Self-Assessment, which outlines 14 key elements of inquiry, design, and implementation (see table below).

California Community Colleges Guided Pathways Stages and Key Elements

KEY ELEMENT	
Inquiry	1. Cross-Functional Inquiry
	2. Shared Metrics
	3. Integrated Planning
Design	4. Inclusive Decision-making Structures
	5. Intersegmental Alignment
	6. Guided Major and Career Exploration Opportunities
	7. Improved Basic Skills
	8. Clear Program Requirements
Implementation	9. Proactive and Integrated Academic and Student Supports
	10. Integrated Technology Infrastructure
	11. Strategic Professional Development
	12. Aligned Learning Outcomes
	13. Assessing and Documenting Learning
	14. Applied Learning Opportunities

DETERMINE WITH YOUR TEAM

- Identify which of these elements you are addressing in your California Community Colleges Guided Pathways Work Plan

- Start your discussion of how you are currently building data literacy on your campus in the context of these and other institutional priorities

- Brainstorm what role data coaching might play in achieving those priorities

- Having this assessment in hand will inform how you approach building a data coaching model on your campus (see below, How to Build A Data Coaching Effort)

Why Use Data Coaching in Guided Pathways Reform?

Data coaching is a strategy for building data literacy that is gaining broad traction across multiple educational levels and communities in the United States. Individual institutions, as well as national initiatives (Achieving the Dream) and even states (Michigan's and Washington's K–12 systems and Texas's community colleges), have embraced this approach.

Data coaching models allow colleges to underscore the value and importance of peer-to-peer problem solving and mobilize middle leaders to facilitate institutional transformation work.[2] Data coaching programs allow institutions to expand their research capacity by developing and deploying data champions across different functions and offices who can foster data integration and reflection. Since campus-based data coaches uniquely understand the college context, they may be able to quickly establish trusting relationships with those they are coaching and efficiently facilitate access to and use of data with their colleagues.

Some guidance is emerging related to the critical role that building data literacy plays in effectively pursuing the stages and key elements of California Community Colleges Guided Pathways development. Early adopters of data coaching indicate that this strategy can advance Guided Pathways by:

- Building a local case for Guided Pathways by collecting and visualizing data that characterize the core barriers for students

- Fostering broad understanding across the college about the importance of data access, usage, and dissemination in Guided Pathways adoption

- Helping educators gather, examine, and utilize student data (e.g., enrollment data, persistence data, transfer data, disaggregated data, and student perspectives data) to design and implement specific aspects of Guided Pathways reform, such as developing meta-majors and program maps, and providing proactive supports to specific student subgroups

- Promoting individual practice of self-reflection and improvement in line with the student-centered, equity-driven principles of Guided Pathways

- Navigating the recursive stages of Guided Pathways adoption (inquiry, design, and implementation) and continually monitoring the college's performance on the 14 corresponding key elements for Guided Pathways development

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[2] Community college middle leaders can be faculty, classified professionals, and administrators who hold titled positions (e.g., Dean); serve in program leadership roles (e.g., Basic Skills Coordinator or First Year Experience Coordinator); or contribute to collective leadership of institutional change in their faculty or staff role. This collective and inclusive definition is part of what defines middle leadership in community colleges and differentiates it from formal middle leadership positions in business and K-12 schools.

How to Build A Data Coaching Effort

Insights from literature and the experiences of practitioners at California community colleges reveal a few core steps for launching a data coaching effort. These steps include key ingredients and considerations to keep in mind when jump-starting your college's own data coaching approach to support your Guided Pathways reform. The next section describes each step and provides an illustrative case from a California community college.

① STEP 1: ARTICULATE A CLEAR PURPOSE FOR YOUR DATA COACHING EFFORT

Ambitious, transformative missions—including the California Community Colleges Guided Pathways effort— require a clear statement of purpose that can inspire and unify the efforts of the diverse stakeholders at each campus. For this reason, it is essential to start planning for your data coaching effort by answering "*Why are we launching an effort to build data literacy across the college?"*

Choosing a data coaching goal that resonates with your college community will help you articulate how this strategy will specifically advance your overall institutional reform agenda. This goal will likely depend upon the general stage of your college's current Guided Pathways adoption (i.e., inquiry, design, and implementation), the key elements you are working to advance, and the specific data literacy needs you are seeing emerge among your campus stakeholders.

For example, colleges may employ data coaching to support cross-functional inquiry, answering questions such as "*Which student groups are not making it through our institution to completion?"* Alternatively, other colleges may choose to implement a data coaching model to activate peer-to-peer learning and to empower more faculty and staff to make data-driven decisions throughout their design work, responding to inquiries such as "*Which strategies should we employ to address the needs of a specific student group?"* Data coaching can help teams during implementation, responding to questions like "*Does this new strategy or approach work to improve student success?"* Data coaching can help stakeholders advance through each stage of Guided Pathways.

DETERMINE WITH YOUR TEAM

- What specific need a data coaching effort would meet on your campus

- What data and information you need to better understand and strengthen the student experience as you engage in Guided Pathways inquiry, design, and/or implementation

    - For example, identify what questions you are trying to answer about enrollment, progress, completion, and the student experience at the college, or what you need to know to determine the efficacy of a new strategy or approach

- Who specifically needs support to more effectively carry out student-centered, equity-focused inquiry; informed and inclusive design; and/or data-driven implementation (e.g., individuals, programs, committees, or teams)

COLLEGES SAY…
CONDUCT AN HONEST ASSESSMENT OF YOUR CAMPUS'S IMMEDIATE DATA LITERACY NEEDS AND DETERMINE WHERE YOU CAN SECURE EARLY ADOPTION.

THE CASE OF SANTA ROSA JUNIOR COLLEGE (SRJC)

In 2012, SRJC's Office of Institutional Research (OIR) staff took stock of their campus context and recognized that there was not widespread support for using data and evidence in college planning and improvement. Therefore, they adopted a grassroots Citizen Researcher campaign designed to build capacity beyond the institutional research office, democratize the college's data, and broadly encourage its use in decision making.

OIR staffers served as "data evangelists" who empowered staff and faculty via professional development activities and one-on-one data coaching. Though OIR launched the Citizen Researcher campaign years ago, multiple forces recently propelled the effort forward significantly. OIR received full access to the college's data (previously held by the Office of Information Technology), and the college began using Tableau for more digestible data visualization. SRJC also tapped new Chancellor's Office funding streams to support this work, and a newly-hired president encouraged OIR to continue building and deepening data literacy across all levels and functions of the college.

Today, OIR provides customized training to committees such as Guided Pathways, where there can be collaborative inquiry into relevant data such as the Guided Pathways metrics in the Chancellor's Office Launchboard. It has multiple venues for engaging stakeholders in accessing data and reviewing useful data visualizations, such as web-based tools that allow users to look at course grades, time to degree, and other success measures by different student subgroups. OIR also prefers deployment of online data visualizations that can be easily updated and used in a self-service manner, building self-sufficiency among users. When campus stakeholders call for data, OIR can connect them directly to the web-based data, walk them through it, and help them begin to make meaning of the results. Each conversation contributes to strengthening the college's culture of inquiry and data-informed improvement—years in the making, rooted in a realistic understanding of the college context.

For more information, see SRJC 2017 Citizen Researcher Campaign Presentation

② STEP 2: ENGAGE DATA COACHES WHO CAN LEAD A COLLABORATIVE INQUIRY PROCESS

Collaborative inquiry[3]—**bringing stakeholders together to identify challenges, collect and analyze data, and make and assess changes—is central to all aspects of Guided Pathways planning, implementation, and evaluation.** Ideally, your college builds a cadre of data coaches who are not just comfortable and experienced with this process themselves, but who are also primed to facilitate this cycle with their colleagues.

Effective facilitation of collaborative inquiry requires data coaches to embody a unique mix of skills, qualities, and characteristics. While data coaches do not need to be formally trained in the use of data, research methods, or statistical analyses, **they must be (1) curious about data, (2) interested in learning how to access and use data effectively, and (3) able to develop a meaningful narrative from the numbers**—ultimately telling a story about what the data are revealing about the students, the institution, or the community.

Simultaneously, data coaches need to **demonstrate respect and sensitivity toward colleagues and appreciate that levels of data literacy will vary among different stakeholders.** Data coaches must be particularly aware that recognizing and addressing equity gaps revealed by data may provoke unease (if not outright distrust) among their colleagues and feel prepared to navigate through that discomfort.

Most fundamentally, data coaches **believe in and know firsthand the vital role data and evidence play when working to improve students' learning and increase their success**, and the power they have in promoting cultural and institutional transformation.

DETERMINE WITH YOUR TEAM

- Who is best positioned to lead a data coaching effort on your campus (e.g., person, office/function, or committee)—think about capacity for engaging and assisting data coaches in an ongoing way, developing the suite of data coaching services, and fielding requests for and deployment of data coaches

- What specific role your institutional research, planning, and effectiveness office will play in leading and/or supporting the data coaching program

- How you can build a team or community of people who can serve as data coaches and lead collaborative inquiry, given the "ideal" qualities and characteristics of this role

- What steps you need to take to build the required infrastructure for professional development and ongoing peer-to-peer support

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[3] For more information, visit http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Collaborative-Inquiry.aspx

COLLEGES SAY…
CLEARLY COMMUNICATE THE EXPECTATIONS AND INCENTIVES FOR SERVING AS A DATA COACH AND PROVIDE ONGOING SUPPORT.

THE CASE OF SANTA MONICA COLLEGE (SMC)

SMC launched its data coaching effort through a true collaboration across multiple functions, convening a planning taskforce comprised of a faculty leader, the college's faculty professional development center director, classified staff working in Workforce and Economic Development, and the Dean of Institutional Research. This group aimed to broaden access to and use of student completion data across multiple college departments.

The committee recruited its first cohort of coaches in 2017, promoting the professional value of the experience, articulating the corresponding commitment and benefits, and securing recommendations from multiple departments. All coaches were given a stipend for their time ($1,000 each, with the possibility of an additional $500 for special presentations and projects). The time they devoted to coaching varied within the bounds of their academic-year commitment, as did the kinds of data coaching tasks they each provided, including leading coaching workshops, working one-on-one with department chairs, delivering FLEX day presentations, and co-authoring data coaching support resources with the Office of Institutional Research (OIR).

To prepare coaches, SMC engaged the initial corps in a two-day training offered on consecutive Fridays prior to the fall semester. The curriculum featured an overview of several data tools (e.g., LaunchBoard, SMC Tableau, and Chancellor's Office Data Mart). Data coaches explored using the online tools with individual support from trainers and practiced addressing different coaching scenarios they might encounter when working with program participants. The training also emphasized how to ask questions, how to interpret information, how to steer people towards equity-minded dialogue when they start using deficit-minded thinking to talk about the data, and how to tell meaningful stories with the evidence.

For ongoing reference and support, coaches received a data coaching handbook and access to online coaching resources and data sources on the Canvas learning management system. Throughout the school year, OIR regularly worked one-on-one with coaches to address issues that emerged during their coaching sessions, and program leaders convened two check-ins where coaches could share experiences, voice concerns, and provide peer support.

SMC's data coaching model proved successful, inspiring the college to recruit a fresh cohort of coaches for 2018-2019 and expand the effort to include more professional training for this new group. Notably, the college is shifting the model to directly support Guided Pathways adoption. The program is specifically focusing on developing facility with data tools that support the planning of key Guided Pathways strategies. Training is emphasizing how to compile program-level data about student demographics, needs, pathways, and success; and labor market and career information related to courses/degrees to inform course sequencing, program mapping, and class scheduling.
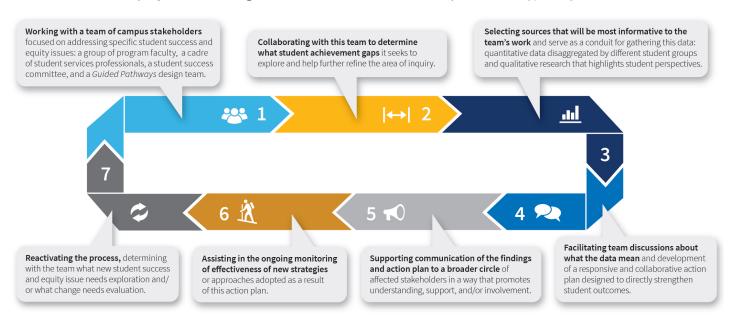
For more information, visit SMC Data Coaching Pilot Program

3 **STEP 3: TREAT DATA COACHING AS AN ONGOING, ITERATIVE PROCESS**

So, what do data coaches practically do? The literature suggests that **to shift institutional culture toward one that values and practices equity-focused, evidence-based decision making, colleges should treat data coaching as an ongoing process rather than a one-time effort.** This process includes critical stepping stones that empower teams of educators to identify student achievement and equity gaps, engage in continuous data-driven planning, and take informed action across all stages of Guided Pathways development.

In the context of Guided Pathways, data coaches can be a primary driver of the collaborative inquiry process and data-informed, equity-focused design work that this reform effort requires. **Ideally, this process includes:**

Working with a team of campus stakeholders focused on addressing specific student success and equity issues: a group of program faculty, a cadre of student services professionals, a student success committee, and a *Guided Pathways* design team.

Collaborating with this team to determine what student achievement gaps it seeks to explore and help further refine the area of inquiry.

Selecting sources that will be most informative to the team's work and serve as a conduit for gathering this data: quantitative data disaggregated by different student groups and qualitative research that highlights student perspectives.

1 | 2 | 3 | 4 | 5 | 6 | 7

Reactivating the process, determining with the team what new student success and equity issue needs exploration and/or what change needs evaluation.

Assisting in the ongoing monitoring of effectiveness of new strategies or approaches adopted as a result of this action plan.

Supporting communication of the findings and action plan to a broader circle of affected stakeholders in a way that promotes understanding, support, and/or involvement.

Facilitating team discussions about what the data mean and development of a responsive and collaborative action plan designed to directly strengthen student outcomes.

No doubt, the data coaching **process often looks different when grounded in the dynamic context of a college campus, and each component requires time to root in a meaningful way.** It requires determining where to anchor data coaching in your college's own infrastructure for maximum efficacy. It necessitates fostering trust between the data coach and the team, and getting real clarity and consensus on the student opportunity gap the team aims to address. Building the team's capacity also involves practically determining members' preferences for accessing and collecting data (e.g., identifying preferred data types and determining forms of subgroup disaggregation). It includes figuring out the most effective methods for processing findings (e.g., establishing common visualization templates) and facilitating meaningful dialogue (e.g., discussion scripts and prompts). Collecting, accessing, and disaggregating data and finding a path forward is an incremental journey that undoubtedly presents unexpected hurdles and new openings for sustained data-driven change.

Keep your expectations realistic. Based on local conditions, your college might not initially be able to carry out all of these steps, or you might find these steps unfold in an organic, non-linear fashion.

DETERMINE WITH YOUR TEAM

- What cultural and/or institutional practices will influence your effort to launch a data coaching effort (e.g., existing efforts to leverage, funding streams to tap, barriers to acknowledge, and emerging opportunities to consider)

- What you need to do to secure support and investment required to launch an effective data coaching effort (e.g., who you do you need to engage, what questions you might have to answer, what barriers you might have to address, etc.)

- What three concrete steps you will take to launch your data coaching effort

COLLEGES SAY…
INTEGRATE DATA COACHING INTO THE COLLEGE DECISION MAKING INFRASTRUCTURE TO SUSTAIN THE EFFORT AND ENSURE DIRECT IMPACT ON STUDENT SUCCESS.

THE CASE OF BAKERSFIELD COLLEGE (BC):

BC situates data coaches within a larger system of using data to inform college programming decisions. After receiving training from the institutional research office in topics such as accessing data, complying with FERPA regulations, creating pivot tables, and observing student privacy laws, BC's data coaches support a range of structures on campus. Some serve Completion Coaching Teams (CCT)—teams of faculty, administrators, and student services professionals that provide wrap-around services to students in meta-majors (e.g., Health Sciences, Industrial and Transportation Technology, and Social and Behavioral Sciences). Others report to affinity groups that formulate targeted support services for high-need student subgroups (e.g., African Americans, foster youth, and veterans).[4] Still others act as "floating" coaches to support individuals interested in understanding BC's data systems and/or pursuing their own research questions. BC's data coaches assemble data reports and visualizations that communicate where student needs are arising and where progress has been achieved in addressing previously identified issues.

For example, to encourage students to complete their programs of study in a more timely manner, the college focused on increasing the number of students who complete at least 15 units in one term. To promote more action-oriented use of the data, data coaches provided reports to the Completion Coaching Teams indicating which students had not attempted at least 15 units so the teams could act on the data. By identifying students who did not attempt this threshold of units, educational advisors were able to contact students and determine why they were taking less than a full load. Such follow-up conversations led to the development of new resources for students, and, where appropriate, nudging students to attempt more units/courses. The coordinated engagement of data coaches with campus teams has not only fostered a culture of data literacy at BC, it has raised awareness among staff that a 12-unit term load is not enough to promote on-time graduation and reinforced that on-time graduation is indeed an important goal.

Most notably, this approach has resulted in improved student outcomes. As a result, the percentage of students attempting and completing 15 units in their first term has increased across many of BC's Completion Coaching Communities and affinity groups and has more than doubled overall from fall 2015 to fall 2018.

For more information, visit Bakersfield College's Data Coaching Site

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[4] BC's affinity groups focus on building relationships with students—offering a conduit for targeted outreach, counseling, and service provision to address needs unique to that population, and expanding on existing equity programs where possible/necessary.

Conclusion

Effective engagement in all aspects of Guided Pathways—from inquiry to design to implementation to evaluation—requires capacity-building. **Data coaching is emerging as a useful strategy to support this transformational change, empowering stakeholders across the institution to take an active role in data-driven, equity-focused decision making.** This "quick guide" can serve as a building block for transformation.

The first and most important step is to get started. Once you embark on data coaching, track your progress over time, taking note of where your college gets traction with your data coaching effort, and documenting the value of the practice by regularly reporting how data use contributes to program solutions that improve equitable student outcomes. At the same time, keep thinking long term. Look for ways to sustain your data coaching practice by building it systematically into the college's planning and decision making infrastructure and identifying sources of ongoing financial support in the annual budget.

More Information on the Vision Resource Center

Join the conversation and access more resources in the CCC | Guided Pathways community on the Vision Resource Center or email us at guidedpathwaysinfo@CCCCO.edu.

Action Planning:
Get Started Data Coaching for Guided Pathways Inquiry and Design

ACTIVITY GOALS:

- Identify how a data coaching effort will support student-centered, data-driven Guided Pathways inquiry and design on your campus

- Assess your campus landscape to consider factors that will impact this effort

- Determine concrete next steps to advance a data coaching effort to support Guided Pathways development

INSTRUCTIONS:

After reading *Get Started…Data Coaching to Inform Guided Pathways Development* and answering the "Determine with Your Team Questions"…

- Work as a college team to consider how promoting data literacy through data coaching will advance your college's Guided Pathways work

    - Ideally, your team will include cross-functional representation from instruction, student services, and institutional research, as well as student representatives

- Use the following guiding questions to launch this conversation

    - Consider completing this activity during your college's Guided Pathways design team, work group, or planning committee meetings

IDENTIFYING YOUR PURPOSE

WHAT SPECIFIC NEED WOULD A DATA COACHING EFFORT MEET ON YOUR CAMPUS?

HOW WOULD A DATA COACHING EFFORT ADVANCE THE PRIORITIES CALLED OUT IN YOUR CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS WORK PLAN?

IDENTIFYING YOUR PURPOSE CONTINUED...

WHAT DATA AND INFORMATION DO YOU NEED TO BETTER UNDERSTAND AND STRENGTHEN THE STUDENT EXPERIENCE AS YOU WORK ON GUIDED PATHWAYS INQUIRY, DESIGN, AND/OR IMPLEMENTATION?

WHO (E.G., INDIVIDUALS, PROGRAMS, COMMITTEES, OR TEAMS) SPECIFICALLY NEEDS SUPPORT TO MORE EFFECTIVELY CARRY OUT STUDENT-CENTERED, EQUITY-FOCUSED INQUIRY; INFORMED AND INCLUSIVE DESIGN; AND/OR DATA-DRIVEN IMPLEMENTATION?

IN 1-2 SENTENCES, STATE THE PURPOSE OF LAUNCHING A DATA COACHING EFFORT ON YOUR CAMPUS.

ASSESSING YOUR CULTURE, SYSTEMS, AND PRACTICES

WHO IS BEST POSITIONED TO LEAD A DATA COACHING EFFORT ON YOUR CAMPUS (E.G., PERSON, OFFICE/FUNCTION, OR COMMITTEE)?

ASSESSING YOUR CULTURE, SYSTEMS, AND PRACTICES CONTINUED…

WHAT SPECIFIC ROLE WILL YOUR INSTITUTIONAL RESEARCH, PLANNING, AND EFFECTIVENESS OFFICE PLAY IN LEADING AND/OR SUPPORTING THE DATA COACHING PROGRAM?

WHAT CULTURAL AND/OR INSTITUTIONAL PRACTICES WILL INFLUENCE YOUR EFFORT TO LAUNCH A DATA COACHING EFFORT (E.G., EXISTING EFFORTS TO LEVERAGE, BARRIERS TO ACKNOWLEDGE, AND EMERGING OPPORTUNITIES TO CONSIDER)?

HOW CAN YOU BUILD A TEAM OR COMMUNITY OF PEOPLE WHO CAN SERVE AS DATA COACHES AND LEAD COLLABORATIVE INQUIRY, GIVEN THE "IDEAL" QUALITIES AND CHARACTERISTICS OF THIS ROLE (E.G., HUMILITY, INTERCULTURAL SENSITIVITY, SELF-AWARENESS, CONFIDENCE, RESPECT, BELIEF IN CHANGE, AND DATA SAVVY)?

WHAT STEPS WILL YOU NEED TO TAKE TO BUILD THE REQUIRED INFRASTRUCTURE FOR PROFESSIONAL DEVELOPMENT AND ONGOING PEER-TO-PEER SUPPORT (E.G., DETERMINE WHO WILL LEAD AND WHAT RESOURCES ARE REQUIRED)?

HOW CAN YOU SPECIFICALLY ENGAGE STUDENTS IN THE DEVELOPMENT AND IMPLEMENTATION OF YOUR DATA COACHING EFFORT?

ASSESSING YOUR CULTURE, SYSTEMS, AND PRACTICES CONTINUED…

WHAT DO YOU NEED TO DO TO SECURE THE SUPPORT/INVESTMENT REQUIRED TO LAUNCH AN EFFECTIVE DATA COACHING EFFORT (E.G., WHO DO YOU NEED TO ENGAGE, WHAT QUESTIONS YOU MIGHT HAVE TO ANSWER, WHAT BARRIERS YOU MIGHT HAVE TO ADDRESS, ETC.)?

TAKING ACTION

What are three concrete steps you will take to launch your data coaching effort?

WHAT	LINK TO GUIDED PATHWAYS WORK PLAN	WHO	BY WHEN	OUTCOME(S)
Step 1:				
Step 2:				
Step 3:				