

## PIP Notes on How to Start Inquiry Groups on Our Campus

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### Members of the core group

- Academic senate president
- Matriculation coordinator
- Classified staff – ad missions and records, transfer center, financial aid, assessment, support people from academic disciplines (e.g. lab techs, instructional assistants, etc.), secretaries who like to read, anyone!
- Bookstore
- Nonteaching faculty, like librarians, counselors
- Dean of academic affairs
- Vice pres of instruction
- Fauctly
- Institutional researcher
- Outreach/recruiter
- Students
- Atd chairs
- Learning community coordinators
- Student success coordinators
- Division chairs
- Noncredit
- Transfer center director
- Workforce education vp

### Structure

- 10 – 20 members
- Recruit via personal invitation and general announcements, in addition to making reports to the larger body.

### Activities

- Focus groups
- Interviews with resource people

### Questions to ask

- Literature review that includes everyone in the group
- What works?
- Who is our target population? How do we define our persistence group?
- What is our goal? (e.g. to scale the best practices on campus, X number of student to complete X units in the first year, X students create ed plans, etc.)

What do we do on our campus? What is the best that we have on our campus?

Where is there overlap?

What are some gaps? (early alert?)

What can we do to address the gaps? – brainstorm

Recommendations for our campus

What resources do we need to implement these changes?

What data do we collect to determine our success?

### **Things to ask participants to bring**

What programs are there that address persistence?

What data do you have to demonstrate whether or not they are successful?

### **Step 1 – Recruitment**

- Core group establishes a group of potential participants
- Personal emails, announcements at meetings
- Set meetings times, topics, outcomes, and goals with the assistance of a core group, and then invite people who are relevant to that topic on that day. Early May presentation to the BOT. March 28-April 5: Each campus will make a presentation. We need to have a cohesive analysis of strengths and barriers around student persistence in the first year.
- Merge with an existing group, and then invite others as appropriate.
- Draft an email and put it in DropBox. We will set our groups and have them meet by the last week of February. You can cc Deborah and David and Yasmin. At least bcc Deborah.

### **Step 2 – First Meeting**

- Review FIG process for the semester
- Come up with a workplan
- Brainstorm participants
- Introduce lit review
- Ask folks to read and think about strengths and barriers. Also, think about how to bring interventions to scale.
- Crystal will review her meeting in all its gory details