UMassAmherst | Student Affairs & Campus Life

# EEP – Round 4: Focus on Evidence

Strategic Planning Collaborative – March 21, 2019

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# *Our Last SPC Cluster Workshop* – Focus on Student Engagement

## *Shared & Discussed:*

- Who are the specific <u>intended</u> target audiences of students for your cluster programs, services, activities, etc?

- Who are the specific <u>actual</u> audiences of students that engage with your cluster services, programs, activities, etc, directly?

- What are your <u>engagement goals</u> for each of your intended target audiences? How do you *want* each identified target audience to engage with your cluster services, programs, activities, etc, *directly*?

- ***Began discussing:*** Which student audiences are not currently engaging with our services and/or programs in numbers or ways that we intend or would like to see?

# Educational Effectiveness Planning for SACL

**Spring 2019**

1. Identify your cluster's **experiential goals and learning objectives** for students

2. Review how those goals/objectives **align** with your cluster's services, programs, practices

3. Identify & analyze the **evidence** you currently have about students' progress on those goals/objectives

4. Identify the **actions** your cluster will take (or has taken) to improve or enhance students' progress on those goals/objectives

5. Identify your cluster's **questions** about the quality of students' experiences, learning and development, and develop a cluster-defined **line of inquiry** to answer those questions

# SACL Fall 2018 Undergraduate Enrollment Dashboard

https://analytics.umass.edu/

- All UMass Amherst undergraduates enrolled Fall 2018

- Snapshot demographics from Registrar data, on September 20, 2018

- Includes SACL-specific variables

- Use this tool today and after

**All Undergraduate Student Demographics Fall 2018**

| Class | # of Students | % of Students |
|---|---|---|
| 1_FR | 5,177 | 24% |
| 2_SO | 5,197 | 24% |
| 3_JR | 5,566 | 25% |
| 4_SR | 6,042 | 27% |
| Grand Total | 21,982 | 100% |

**Gender**
- ☑ (All)
- ☑ Female
- ☑ Male

**Ethnicity**
- ☑ (All)
- ☑ Am. Indian
- ☑ Asian
- ☑ Black
- ☑ Haw/Pac Is
- ☑ Hispanic
- ☑ Multiple
- ☑ None
- ☑ White

**Cape Verdean**
- ☑ (All)
- ☑ Cape Verde...
- ☑ Not Cape V...

**Age21**
- ☑ (All)
- ☑ 20 & under
- ☑ 21-25
- ☑ 26 & over

**Citizenship**
- ☑ (All)
- ☑ Internatio...
- ☑ Permanent...
- ☑ US Citizen
- ☑ Unknown

**CMASS**
- ☑ (All)
- ☑ CMASS
- ☑ Not CMASS

**Veteran Status**
- ☑ (All)
- ☑ Dependent
- ☑ Military
- ☑ Unknown

**First Generation**
- ☑ (All)
- ☑ First Gen
- ☑ Not FG
- ☑ Unknown

**Rel Pref**
- ☑ (All)
- ☑ ATHE
- ☑ BAHA
- ☑ BAPT
- ☑ BUDD
- ☑ CATH
- ☑ CHRI
- ☑ CONG
- ☑ EPIS

**New student this semester?**
- ☑ (All)
- ☑ No
- ☑ Yes

**Class**
- ☑ (All)
- ☑ 1_FR
- ☑ 2_SO
- ☑ 3_JR
- ☑ 4_SR

**Entrance Mode**
- ☑ (All)
- ☑ FROSH
- ☑ TRANSFER

**UMass start**
- ☑ (All)
- ☑ Fall entry
- ☑ New Fall 2018
- ☑ Spring entry

**CHC**
- ☑ (All)
- ☑ CHC
- ☑ Non-CHC

**Major School /College**
- ☑ (All)
- ☑ BDIC
- ☑ CICS
- ☑ CNS
- ☑ EDUC
- ☑ ENGIN
- ☑ HFA
- ☑ ISOM
- ☑ Nursing
- ☑ PHHS
- ☑ SBS

**Compliance Holds**
- ☑ (All)
- ☑ Hold-AlcEdu
- ☑ Hold-Both
- ☑ Hold-YIS
- ☑ No hold

**Residence**
- ☑ (All)
- ☑ Off-campus
- ☑ On campus

**Res Area**
- ☑ (All)
- ☑ Central
- ☑ CHCRC
- ☑ Lincoln Apts
- ☑ North Apts

**Res Hall**
- ☑ (All)
- ☑ Baker
- ☑ Birch
- ☑ Brett
- ☑ Brooks
- ☑ Brown

**Varsity**
- ☑ (All)
- ☑ Varsity
- ☑ Not Varsity

**Greek Membership**
- ☑ (All)
- ☑ Fraternity
- ☑ Sorority
- ☑ No Greek membership

**Fraternity/Sorority**
- ☑ (All)
- ☑ Alpha Chi Omega S...
- ☑ Alpha Chi Rho Frat...
- ☑ Alpha Delta Phi Fra...
- ☑ Alpha Epsilon Phi S...
- ☑ Alpha Epsilon Pi Fr...
- ☑ Alpha Sigma Phi Fr...
- ☑ Alpha Tau Gamma ...
- ☑ Beta Chi Theta Fra...
- ☑ Chi Omega Sorority
- ☑ Delta Chi Fraternity

*This dashboard presents data for all Fall 2018 Undergraduate students,*
*as provided in the student database provided by Registrar, September 20, 2018.*

# Cluster Workshop –
# Focus on Evidence: *What do we <u>know</u>?*

**Goal: Identify evidence that demonstrates how our work contributes to students' success**

1. How well is our unit/cluster meeting our identified engagement goals for students?

   ➤ *What data are we using to answer that question?*

2. How do our unit/cluster's programs, activities and/or services contribute to students' persistence, progress, graduation, and learning?

   ➤ *What data are we using to answer that question?*

# Cluster Workshop –
# Focus on Evidence: *What do we <u>know</u>?*

## *Discuss*

- What data are we using to understand…
  – How well we are meeting our identified engagement goals?
  – How we are contributing to students' persistence, graduation and learning?

- How well are we able to answer those questions right now?

- What additional information/data would help us strengthen our answers – or our knowledge?

# Cluster Workshop – Focus on Evidence: *What are our <u>concerns</u> about data?*

- University focus on **data security**

| Confidentiality | Integrity | Availability |
|---|---|---|
| Preserving authorized restrictions on information access and disclosure, including means for protecting personal privacy and proprietary information. [44 U.S.C., SEC. 3542] | Guarding against improper information modification or destruction, and includes ensuring information nonrepudiation and authenticity. [44 U.S.C., SEC. 3542] | Ensuring timely and reliable access to and use of information. [44 U.S.C., SEC. 3542] |

| Security Objective | Potential Impact | | |
|---|---|---|---|
| | **Low** | **Moderate** | **High** |
| **Confidentiality** Preserving authorized restrictions on information access and disclosure, including means for protecting personal privacy and proprietary information. [44 U.S.C., SEC. 3542] | The unauthorized disclosure of information could be expected to have a limited adverse effect on organizational operations, organizational assets, or individuals. | The unauthorized disclosure of information could be expected to have a serious adverse effect on organizational operations, organizational assets, or individuals. | The unauthorized disclosure of information could be expected to have a severe or catastrophic adverse effect on organizational operations, organizational assets, or individuals. |
| **Integrity** Guarding against improper information modification or destruction, and includes ensuring information nonrepudiation and authenticity. [44 U.S.C., SEC. 3542] | The unauthorized modification or destruction of information could be expected to have a limited adverse effect on organizational operations, organizational assets, or individuals. | The unauthorized modification or destruction of information could be expected to have a serious adverse effect on organizational operations, organizational assets, or individuals. | The unauthorized modification or destruction of information could be expected to have a severe or catastrophic adverse effect on organizational operations, organizational assets, or individuals. |
| **Availability** Ensuring timely and reliable access to and use of information. [44 U.S.C., SEC. 3542] | The disruption of access to or use of information or an information system could be expected to have a limited adverse effect on organizational operations, organizational assets, or individuals. | The disruption of access to or use of information or an information system could be expected to have a serious adverse effect on organizational operations, organizational assets, or individuals. | The disruption of access to or use of information or an information system could be expected to have a severe or catastrophic adverse effect on organizational operations, organizational assets, or individuals. |

# Cluster Workshop – Focus on Evidence: *What are our <u>concerns</u> about data?*

- What are our concerns about the data that we generate within our unit/cluster?

- What are our concerns about data that is generated within the university, beyond our unit/cluster?

- What are our concerns about how our unit/cluster data is used
    - Within our unit/cluster?
    - Outside our unit/cluster?

- What added worries, cautions, warning, advice, etc. do we want to share, both within our unit/cluster and/or outside our unit/cluster?

*Homework & Focus for next* (this in Box!)

1. Continue identifying & analyzing the evidence students' progress on departmental and university goals student success

   – Team-based learning classrooms have been reserved next week for clusters to do this work

2. Review the list of data concerns generated in clusters today; continue adding to the list, with goal of completing it for our next SPC meeting (April 18th)

3. Begin compiling list of the data (i.e., evidence) questions, needs, ideas, actions, analysis, etc, that your unit/cluster needs in order to understand and answer how we are achieving our engagement goals and how we are contributing to students' success

Remember to save all of your SPC-EEP worksheets! Eventually, you will be compiling all of your work digitally…

University *of* Massachusetts Amherst