TAKING OUR NEASC DATA TO THE NEXT LEVEL

SALAD Presentation
March 8, 2018
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HERE’S THE DATA YOU SUBMITTED

• Student Engagement
• Student Satisfaction
• Campus Climate
• Student Learning & Development
HOW DOES SAACL CONTRIBUTE TO STUDENT LEARNING & DEVELOPMENT?
8 CAMPUS-WIDE LEARNING OBJECTIVES

- Individual responsibility
- Knowledge & inquiry
- Communication
- Social responsibility
- Valuing difference
- Collaboration
- Critical thinking
- Integration

Plus
Other Departmental Learning / Development Objectives
8 CAMPUS-WIDE LEARNING OBJECTIVES

1. Individual responsibility
   Knowledge & inquiry
2. Social responsibility
3. Valuing difference
   Critical thinking
4. Communication
   Integration

Plus
Other Departmental Learning / Development Objectives
• All UMass undergraduates
• All UMass undergraduates

• SACL student staff
• All UMass undergraduates
• SACL student staff
• Student leaders
• All UMass undergraduates
• SACL student staff
• Student leaders
• Special interests
- All UMass undergraduates
- SACL student staff
- Student leaders
- Special interests
- Broad indicators of prior learning/development
EAB BLUEPRINT FOR STUDENT SUCCESS

**HIGH RISK**
- Students with easily identifiable but often multidimensional risk
  - High predicted risk score
  - Part of pre-identified high-risk group (e.g., first generation)
  - On probation
  - Flagged by faculty or staff

**RISING RISK**
- Students whose profiles and behaviors indicate possible risk escalation
  - Moderate predicted risk score
  - Indicators of escalating risk (e.g., falling GPA, bursar hold)

**LOW RISK**
- Students with no visible signs of attrition risk
  - Low predicted risk score
  - No data-based or observed risk indicators

**Care Pathway A**
Coordinated, Holistic, High-Touch Care
- Provide dedicated high-touch care that addresses the many dimensions of attrition risk and manage high-risk students' interactions with the support system
- Scalability Tactics: High-risk retention specialists, Coordinated care network

**Care Pathway B**
Monitoring for Risk Escalation and Immediate Intervention
- Continuously monitor students for early warning signs of risk escalation and create a responsive infrastructure to proactively intervene and course correct
- Scalability Tactics: Risk factor monitoring, Targeted outreach interventions

**Care Pathway C**
Preventative Education and Enabled Self-Direction
- Keep low-risk students from encountering roadblocks through positive behavioral nudges, resources for effective self-advisement, and streamlined access to support services
- Scalability Tactics: Self-service portals, Automated behavioral nudges
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HOW DO WE KNOW STUDENTS ARE LEARNING?
WAYS WE ARE ASSESSING OUR EFFECTIVENESS

- Program outcomes
- Participation numbers
- Direct assessment of learning  
  (students demonstrate their learning)
- Indirect assessment of learning  
  (students describe their learning)
- Participant satisfaction
HOW DO STUDENTS KNOW?
WAYS WE ARE COMMUNICATING OUR STUDENT LEARNING OBJECTIVES

- Year end reports
- Beginning or during the program
- After the program
- In advance of the program
- Formal documents
- Ongoing feedback
TELLING YOUR STORY

• Who is your primary audience?
• What do you highlight?
• What data do you use?
• What action or response are you hoping to elicit?
AUDIENCE MATTERS

**Staff-Centered**
- What are we teaching?
- How many programs do we provide?
- How many students attend?

**Student-Centered**
- What am I learning?
- How is it useful to me now?
- How will it help me be successful later?
HOW CAN WE TELL A BETTER STORY ABOUT STUDENT LEARNING?
What is one thing that would help you tell a stronger story about student learning to students?

PLEASE SEND YOUR RESPONSES TO:
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THANK YOU!