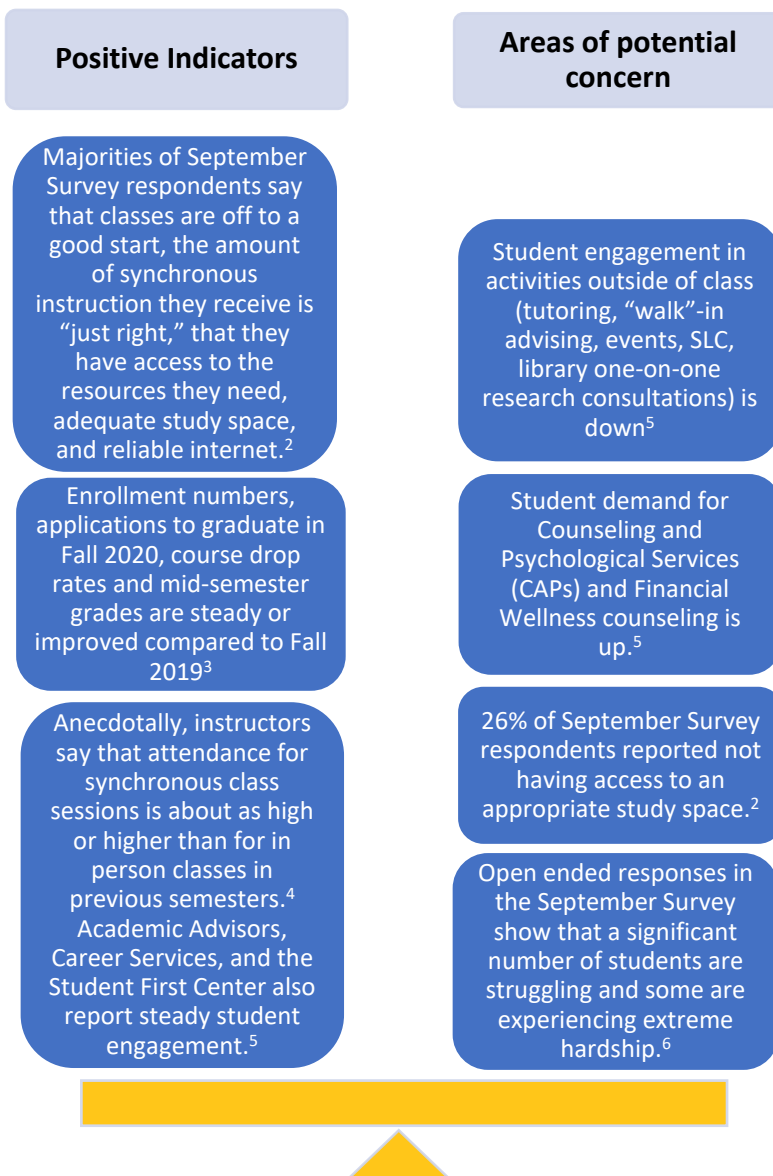


MID-SEMESTER UPDATE – DATA & ASSESSMENT ADVISORY GROUP

The Data & Assessment Advisory Group¹ was convened in August 2020 to support coordinated, responsive planning and action at all levels of the institution as the fall semester 2020 progresses, and in preparation for spring semester. Working groups were formed focused on the student curricular experience, the co-curricular and student support services experience, and instructor experience, and lines of evidence were identified in each area. This document provides a summary of the group's findings as of October 21, 2020. Data collection will continue throughout fall semester 2020. For questions or additional detail, contact kclifford@ucmerced.edu.

Initial data on students' remote learning experience in Fall 2020 includes some good news, while also underscoring the challenges students are facing.



The Faculty/Instructor Perspective on Student Success and Instruction⁷

- Faculty are facing two distinct teaching challenges simultaneously – how to teach effectively online, and how to teach empathetically during a pandemic.
- Whether these challenges are approached collaboratively within programs or individually varies across campus.
 - Some groups have found value in program level discussions of principles and values for remote instruction.
 - Some individuals have found strategies for teaching more effectively online or making adjustments in response to student circumstances that they are implementing in their own courses.
- Helping students connect to each other and to the academic college experience is a priority for faculty
- Faculty would like additional support with ADA considerations and orienting students to campus resources
- Faculty capacity for long-term planning regarding student success, collaboration around instruction, and/or adopting new pedagogies is limited by the extra workload of teaching remotely, navigating the impact of COVID-19 on research, coping with a lack of childcare, etc. Department chairs are facing many competing demands as well.

Survey response rates, especially for students, have dropped off considerably since spring.² Survey data included in this update should be interpreted cautiously. Non-survey approaches to gathering input on the student and instructor experience will be important going forward, including utilizing institutional data, learning outcomes assessment and organizational communication pathways.

¹ Membership: Kerry Clifford, Director, Academics Planning and Assessment Support Center, Sarah Frey, VPDUE, Anne Zanzucchi, Associate Dean, SSHA, Valerie Leppert, Chair, General Education Program, Associate Dean, Undergraduate Education, Iris Ruiz, Non-Senate faculty representative, Anthony Garrison-Engbrecht, Co-Chair Student Relationship, Access and Success Work Group, Chief of Staff, Division of Student Affairs or designee, Alisha Kimble, Co-Chair, Co-Chair Student Relationship, Access and Success Work Group Assistant Dean, DUE, , Cinnamon Danube, Principal Analyst, IRDS, Jessica Duffy, Business Analyst, CIE, Laura Martin, Assistant EVC/Provost Academic Planning and Institutional Assessment, Tea Pusey, Student Representative, Andrea Presas Valencia, Student Representative

² Survey results, September Student Experience Survey. Response rate for the September Student Experience Survey was 6%. First year students were overrepresented.

³ Institutional Data received from IRDS & Registrar's Office

⁴ Conversations with faculty, VPDUE Frey

⁵ Survey results, Student Affairs Student Engagement Update Survey (administered to unit leads)

⁶ Analysis of 189 open-ended responses in the September Student Experience Survey. Themes identified include student adaptation to online learning, student engagement in online learning, student motivation, asynchronous/synchronous mode of delivery, meaningful interactions in online classes, outside distractions, health/well-being, and sense of disconnection from college experiences

⁷ Based on group interviews conducted with the School of Engineering Department and Graduate Group Chairs (August 27), School of Natural Sciences Lower Division Leads (September 8), the Merritt Writing Program Executive Committee (September 18), and the School of Social Sciences, Humanities, and Arts Curriculum Committee (September 30).