**From Data to Decisions – the Pandemic Issue**

Since March 2020, we’ve received at least one set of annual assessment reports from each unit on campus. Many of us are aware of how the academic units responded to the pandemic (faculty moved classes online; everyone learned to use Zoom; everyone learned the meaning of “Zoom fatigue;” etc.). This month we want to share some of our colleagues’ creative approaches to coping with Covid-19 in our nonacademic units.

The **Office of Student Conduct and Care** noted that the online format of coursework due to Covid-19 resulted in increased rates of Academic Integrity violations. Pre-pandemic, the Office had provided a presentation with a video highlighting plagiarism for students enrolled in GENS 101 classes, but the presentation did not address virtual classroom environments and exams. The Office is planning to adjust their messaging to address some of the most prevalent academic integrity violations from online classes, including discussions about the proper use of web cameras during recorded exams, not using Siri for answers, and not copying information from Google searches and submitting that information as your own work. In addition, the Office continued assigning all students sanctioned for academic integrity violations an online video with specific questions to test their knowledge of academic integrity standards. They noted that TedED has proven successful for education and prevention, with only one repeat offender in 2020-21. That repeat offender was sanctioned with creating a new TedED lesson on plagiarism.

**Campus Recreation** had originally intended to increase facility access numbers for the Student Recreation center by adding an E-Sports gaming area. Because of the pandemic, providing the physical space was delayed, but Campus Recreation did offer three online E-Sports tournaments: Madden and NBA 2K tournaments in the fall and Rocket League in the spring. Student participation numbers showed: Madden had 9 teams; NBA 2K had 5 teams; and Rocket League had 8 teams. This early data demonstrates that students are certainly interested in participating in E-Sports.

**Residence Life** staff were faced with connecting students to the campus community in spite of pandemic restrictions. They opted to offer a mixture of virtual and hybrid events with appropriate social distancing for students. In spite of these limitations, students were able to participate in events that offered cooking lessons, indoor gardening demonstrations, yoga lessons, trivia contests, movies on the lawn nights, creating masks, aquarium maintenance and fish care demonstrations, craft nights, and coffee with canines.

**Student Health and Counseling** moved most of their interactions with students to an online format. They noted that 77% of all their counseling appointments were kept (compared to 67% last year); 92% of their general medical appointments were kept (compared to 90% last year); 86% of their telehealth mental health medication appointments were kept (an increase of 6% over last year); and “no shows” (those who did not show up and did not reschedule their appointments) decreased in all areas. Staff are using this and other data to improve their services to students. Examples include developing and implementing texting
reminders of appointments and establishing new benchmarks for tele-appointment services.

**Non-Degree Programs** continued to offer ACT Success Workshops during the pandemic, but they had to do some restructuring. Originally, the workshops were offered in a 4-hour time period on Saturday mornings or during one afternoon/evening. During the pandemic, staff transitioned the workshop to Zoom and offered the workshop in two, 2-hour blocks during one week. Due to the success of the workshop using Zoom, Non-Degree Programs is now partnering with the Tennessee State Department of Education to offer the workshops across the state.

**Business Services** has had such success with using Zoom during training sessions and RFP (Request for Proposals) processes that they have now added Zoom as an option for future training sessions, committee meetings, and vendor meetings during future RFP processes.

The **Writing Center** tested the use of WC Online software for scheduling of student sessions, recordkeeping, and reporting. This software allows students to make appointments with individual Writing Center staff members for personalized, one-on-one sessions. It also allows the Writing Center to administer satisfaction surveys to students so that the Center can continue to improve their services to students. The Writing Center plans to compare the use of WC Online to their existing Filemaker system of tracking and choose the best option for their staff in the near future.

**From Data to Decisions – A Few Other Examples With Campus-Wide Impacts**

While not necessarily generated as a response to the pandemic, a few other units have made data-driven decisions that will have impacts on many of us.

The **Office of Disability Services** (ODS) has noted that students, staff, and faculty alike could benefit from increased information and training. ODS is developing training (in-person, Zoom, and/or Canvas studio recordings) that will assist students in utilizing the technology available to them. For faculty, ODS is developing training on using the AIM portal so that faculty will know how to upload/download exams, upload syllabi and access/review student accommodation letters. In addition, ODS is working on a website redesign and is planning to create a monthly newsletter that will help faculty, staff, and students connect with ODS. In the area of testing services, ODS staff have discovered that language used to describe tests required for graduation is often inconsistent (especially in regards to the Proficiency Profile Senior Exit Exam). ODS is planning to work with Academic Records and with faculty and staff to standardize that language across Banner, Flight Plan, and other venues.

The **Office of Public Safety** conducted a Safety Walk in November 2019 that resulted in a number of changes. Participants noted malfunctioning lights, trees, and shrubbery that provided unsafe areas on campus and asked for more information and better awareness of safety features around campus such as the locations of emergency phones and the ability to request escorts. The **Physical Plant** was made aware of the malfunctioning lights and has replaced the bulbs. Information about the trees and shrubbery was shared with the **Grounds** crew, who trimmed the trees and shrubs in question and now considers campus safety as part of their plans to plant greenery around campus.

To address parking concerns surrounding the new Latimer STEM Building, Public Safety used the results of 2019 Analysis of Parking Facilities survey to change the designation of Lot 4 (by the Paul Meek Library) to staff only; Lot 13 (Cooper Hall) has been changed to 24-hour non-commuter parking; and Lot 15 (Business Administration) is split between staff and commuters.