

Data Hubs? Dashboards? Infographics?

SUPPORTING STUDENTS AT PRINCETON USING SEVERAL
EXAMPLES FROM OUR WORK WITH THE VICE PRESIDENT FOR
CAMPUS LIFE.

JON STOESSEL – PRINCETON



Big Questions:

When we say we produce resources for strategic planning purposes, are we meeting the needs of the strategic planners?

Is the data packaged in a familiar way?

Does the presentation of the information reflect what the audience values?

Are we scaffolding the skills one would need for deeper dives into the available data?

Scenario #1

THE HELPFUL DATA PEOPLE NEED IS SPREAD OUT ACROSS
MANY RESOURCES.

CAMPUS LIFE STRATEGIC PLAN DASHBOARD / INFOGRAPHIC



Campus Life Strategic Plan 2020-2025

In January 2016, Princeton University published a strategic planning framework that outlined a comprehensive vision for the University's future.

Campus Life under the direction of Vice President for Campus Life W. Rochelle Calhoun took on their own strategic planning process to ponder how they could remain nimble and responsive to student needs in a changing world.

Engage and validate the needs of key constituencies from across campus by way of developing five guiding principles to help achieve shared strategic objectives.

“As we move forward, we will use this plan as a guide when we make decisions, as a reference at pivotal moments and as a blueprint when we act”.

Our Strategic Goals And Objectives 2020 - 2025

Strengthening Belonging Across Student Identities

Increase students' sense of belonging to the Princeton community so that all will thrive personally and academically

Prioritizing Health and Wellbeing

Ensure health and wellbeing are institutional priorities for Princeton University

Developing Students for a Life of Meaning and Service

Increase opportunities for students to explore their passions, beliefs, interests and skills so that more students discover ways that they might live lives of meaning, purpose and service

Enhancing Campus Life Communications and Collaboration

Create an integrated experience that ensures that students fully benefit from a holistic education

Strengthening Campus Life Staff Development, Engagement, Retention & Operations

Advance the work of Campus Life through the intentional development of all staff across Campus Life



Campus Life Staff Metrics Plan

Overarching Approach

As we work to advance the goals in the Campus Life Strategic Plan, we will use a three-pronged approach to measure the impact of our work and to identify opportunities for improvement:

1. Annual review of institution and division survey results
2. Focus on select metrics for each of the five goals
3. Annual review of program-specific survey responses to strategic plan questions and other unit-level data (e.g., participation, usage data, etc.)
4. Units will include standard and relevant strategic plan questions in program surveys
5. Annual review of qualitative feedback from reflective focus groups and listening sessions

Where are these data coming from, and how could we help?

Four surveys are referenced in the Metrics Plan

Institutional Research plans, administers, prepares data for analysis, and visualizes each of the following surveys referenced in the Campus Life Strategic Plan.

1. Senior Survey / Year End Assessment
2. Graduate Student Survey
3. Campus Life Staff Climate Survey
4. HR Staff Engagement Survey

The advantage: We have years of data measuring belonging, health and well-being, and measures of skills / abilities / knowledge amongst students and staff alike.

Executive Summary

The inaugural strategic plan for Campus Life, [Empower and Engage \(2020-2025\)](#), identifies five goals and related objectives:

Strengthening Belonging Across Student Identities

Increase students’ sense of belonging to the Princeton community so that all will thrive personally and academically

Prioritizing Health and Well-being

Ensure health and well-being are institutional priorities for Princeton University

Developing Students for a Life of Meaning and Service

Increase opportunities for students to explore their passions, beliefs, interests and skills so that more students discover ways that they might live lives of meaning, purpose and service

Enhancing Campus Life Communications and Collaboration

Create an integrated experience that ensures that students fully benefit from a holistic education

Strengthening Campus Life Staff Development, Engagement, Retention & Operations

Advance the work of Campus Life through the intentional development of all staff across Campus Life

The Campus Life Strategic Plan Implementation Team began to implement the strategic plan during the 2021-2022 academic year. This past year, the implementation team reviewed data and endorsed initiatives that are aimed at advancing the strategic plan goals.



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Empower & Engage

Campus Life Strategic Plan 2020-2025

In this infographic, we focus on five specific goals: Strengthening belonging across student identities, prioritizing health and well-being, developing students for a life of meaning and service, enhancing Campus Life communications and collaboration, and strengthening Campus Life staff development, engagement, retention & operations. On some indicators Black, LGBTQIA+, and other identity groups are overrepresented in low sense of belonging, sense of community, and thriving. Where applicable, these comparisons will be linked to directly in Tableau. *Callouts set against a grey background represent administrative data collected by VPCL units.*

3 Developing Students for a Life of Meaning and Service



82% of participating UG students (Year End Assessment) said their skills and abilities associated with **understanding the complexity of social problems** were "Much stronger now" (25%) or "Stronger now" (57%) since they first entered Princeton.



74% of participating UG students said their skills and abilities associated with **developing or clarifying a personal code of values or ethics** were "Much stronger now" (20%) or "Stronger now" (54%) since they first entered Princeton.



78% of participating UG students indicated their skills and abilities associated with **identifying moral and ethical issues** were "Much stronger now" (22%) or "Stronger now" (56%) since they first entered Princeton. (80% in 2022)



86% of participating UG students said their skills and abilities associated with **understanding themselves: abilities, interests, limitations, and personality** were "Much stronger now" (32%) or "Stronger now" (54%) since they first entered Princeton. (88% in 2022)



19/25 is the UG student mean score on the **Meaningful Life sub-scale**, which is a focused look at several items within the Brief Inventory of Thriving (Year End Assessment).

The items related to feelings of purpose, meaning, outlook on life, career trajectory. Values across the 5-item sub-scale range from 5 = "Low Meaningful Life" to 25 = "High Meaningful Life".



77% of participating UG students told us their skills and abilities associated with **developing a global awareness** were "Much stronger now" (22%) or "Stronger now" (55%) since they first entered Princeton.

93%



of the Class of 2023 (UG) **engaged with the Center for Career Development** over the course of their time at Princeton. Additionally, 628 GR students sought support from the center in AY23.



LENS **20** internship programs **amplified and expanded by LENS (Learning and Education through Service)**. While LENS helps make service a central part of the Princeton student experience, it also contributes to the University's commitment to racial equity and well-being.



SSII **148** UG students were funded through the **Summer Social Impact Internship (SSII) Fund**, administered by the Center for Career Development. SSII supports student mental health and well-being by allowing students to apply through the end of the academic year, providing a later deadline and allowing students to do internships in their home communities.



+25,000 people typically attend **Office of Religious Life (ORL)** programs and events each year. ORL offers religious services / rituals to a wide variety of traditions. Programmatic offerings include, but are not limited to, sacred text study, co-curricular short courses, meditation, yoga, and dialogue groups.

Skills, Abilities, and Knowledge: Personal Growth

The following panel consists of a sub-set of five skills and abilities related to personal growth. Participants were asked to reflect on these abilities, and how much (if at all) each had changed since first arriving at Princeton.

A **Personal Growth Score** was developed which provides a mean score across the 32-item panel ranging from -5 = "Weaker now" to 10 = "Stronger now"

View data by:

Class Year (as of Survey Year)

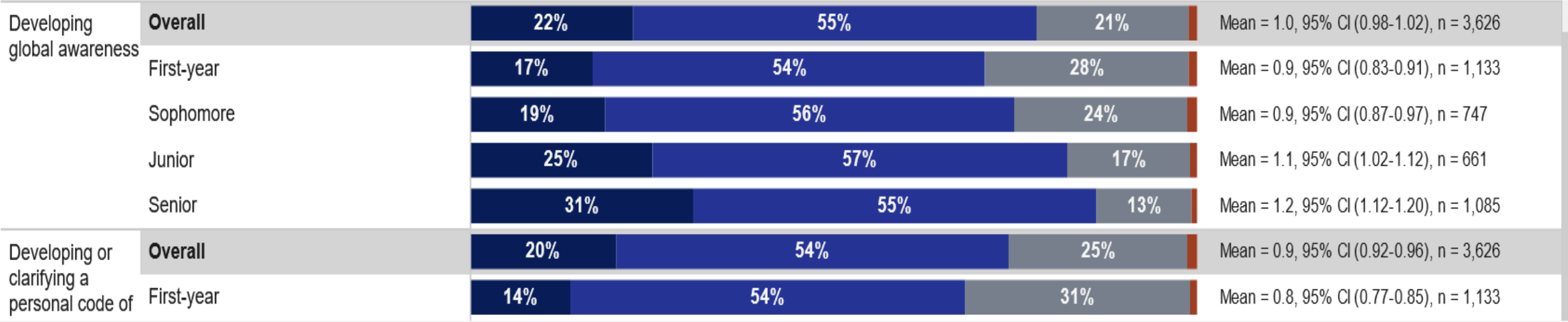
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Change Since First Enrolling: Personal Growth 5-item sum (-5 to 10)

Overall	First-year	Sophomore	Junior	Senior
5.2 (n = 3,626) 95% CI: (5.10 - 5.28)	4.5 (n = 1,133) 95% CI: (4.35 - 4.66)	4.8 (n = 747) 95% CI: (4.64 - 5.04)	5.4 (n = 661) 95% CI: (5.23 - 5.66)	6.0 (n = 1,085) 95% CI: (5.82 - 6.15)

Scale Used: -5 = "Weaker now", 0 = "No change", 5 = "Stronger now", 10 = "Much stronger now", Survey Year: 2023

The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate how your ability in each area has changed since you first entered Princeton.



Scenario #2

PARTNERING WITH OFFICES ACROSS CAMPUS MEANS
KNOWING YOUR AUDIENCE

TIGERWELL CAMPUS WELL-BEING PARTNERSHIP



“No rush...”

Administrator in Campus Life:

“No rush, but do you happen to have any updated numbers on the following items for enrolled students?”

Obstacles

Stressors

Thriving

We are including them in a presentation next month, but figured we would reach out now”.

“No rush...”

Well meaning institutional research analyst:

“No problem at all. Thanks for reaching out. We do have these data available in your well-being dashboard for the Year End Assessment. You can access this using the link below:

Year End Assessment Trend (Well-being)

You can look at the stress, obstacles, and thriving data cut by a number of self-reported demographic information over time if you wish. Just make sure you are on the university network (win.princeton.edu) or are logged-in remotely if working elsewhere....

“No rush...”

Narrator:

“What the campus life administrator didn’t know, was that they had access to this data in Tableau for the past two academic years...”

What the well meaning institutional research analyst didn’t know, was that administrators don’t have time for that.”

Question: What can we do about this?

A solid orange horizontal bar spanning the width of the slide at the bottom.

What is TigerWell?



[About](#) [Projects](#) [Engage with TigerWell](#) [Well-Being Resources](#)

Princeton's Health & Well-Being Initiative



The TigerWell Initiative engages staff, faculty and student partners in cultivating a campus community that supports the well-being of all of its members.

What is TigerWell?

TigerWell Data and Research

The incorporation of research, innovation, and evidence-informed action is a key principle underlying well-being promotion efforts at colleges and universities (Okanagan Charter, 2015).

Types of data and research that are relevant to well-being promotion include:

- **Using local data to plan** interventions and programs
- **Monitoring and evaluating** programs and practices
- Using published data and research literature to help **inform well-being promotion** efforts

What is TigerWell *data*?

Originally in Fall of 2019, we established a Campus Well-being Partnership with TigerWell leadership in University Health Services to centralize “TigerWell data” to support a multi-year funded effort toward Wellness Innovation.

What did we identify as TigerWell data?

1. Clinical measures such as the GAD-7 (Anxiety), PHQ-9 (Depression), PSQI (Pittsburgh Sleep Quality Index), BIT (Brief Inventory of Thriving)
2. Non-clinical measures used to track obstacles to academic performance, stressors, and self-care behaviors.
3. We also thought data on unwelcomed behaviors experienced by students and their sense of belonging and community would be helpful.

What is TigerWell *data*?

Research Initiatives

Existing Well-Being Data

A working group of the Campus Well-Being Partnership is compiling existing well-being -related institutional and campus data in a dashboard. To inquire about accessing the dashboard, or with further questions about existing data, please contact Jonathan Stoessel in the Office of Institutional Research (OIR).

December 2019 (TigerWell Data!!)

Survey	TigerWell Goal	Survey Question
Entering Student Survey (11-year Trend)	Foster an environment that promotes well-being at Princeton	During your final year in high school, how often, if ever, have you done each of the following?
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Entering Student Survey (11-year Trend)	Foster an environment that promotes well-being at Princeton	During your final year in high school, how often, if ever, have you done each of the following?
First-year Orientation Survey (6-year Trend)	Foster an environment that promotes well-being at Princeton	Indicate your agreement with the following statements related to health and well-being.
First-year Orientation Survey (6-year Trend)	Foster an environment that promotes well-being at Princeton	Orientation introduced me to the following Princeton community values.
ODOC Advising Survey (11-year Trend)	Foster an environment that promotes well-being at Princeton	During the CURRENT school year how often have you:
ODOC Advising Survey (11-year Trend)	Foster an environment that promotes well-being at Princeton	During the CURRENT school year how often have you:
Graduate Enrolled Student Survey	Foster an environment that promotes well-being at Princeton	Have you ever done any of the following?
Graduate Enrolled Student Survey	Foster an environment that promotes well-being at Princeton	Have you ever done any of the following?
U-Matter Survey	Foster an environment that promotes well-being at Princeton	This academic year, have you attended at least one CPS Mindfulness Workshop (e.g. Koru, Women's Meditation), a CPS counselor-facilitated training on r
U-Matter Survey	Foster an environment that promotes well-being at Princeton	This academic year, have you attended Princeton Distress Awareness & Response (PDAR), a CPS counselor-facilitated training on how to recognize and
HR Staff Engagement Survey	Foster an environment that promotes well-being at Princeton	I am proud to work at (Princeton or PPPL)
HR Staff Engagement Survey	Foster an environment that promotes well-being at Princeton	The person I report to supports my efforts to achieve necessary fit, flexibility, or balance between my work and personal life.
HR Staff Engagement Survey	Foster an environment that promotes well-being at Princeton	I work in an environment that is free from (all of the following): Harassment, discrimination, and/or retaliation
HR Staff Engagement Survey	Foster an environment that promotes well-being at Princeton	I have a manageable amount of work.
HR Staff Engagement Survey	Foster an environment that promotes well-being at Princeton	The person I report to recognizes me when I do a good job
HR Staff Engagement Survey	Foster an environment that promotes well-being at Princeton	I am aware of Princeton University's resources to support my mental / emotional well-being. This includes, but is not limited to:
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HR Staff Engagement Survey	Foster an environment that promotes well-being at Princeton	I am aware of Princeton University's resources to support my mental / emotional well-being. This includes, but is not limited to:
HR Staff Engagement Survey	Foster an environment that promotes well-being at Princeton	I am aware of Princeton University's resources to support my physical well-being. This includes, but is not limited to:
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Entering Student Survey (11-year Trend)	Increase individual students' skills, behaviors and mindsets to enhance	During your final year in high school, approximately how many hours in a typical week did you spend on...(0 hours----More than 30 hours)
Entering Student Survey (11-year Trend)	Increase individual students' skills, behaviors and mindsets to enhance	During your last year in high school, how often did you: (Almost never, Rarely, Sometimes, Often, Most of the time)

January 2020 (TigerWell Data??)

Note We already have icons that we want to match for the goals on any infographics or dashboards, if that's possible. We always want undergrads/grads represented separately on dashboard. After getting this list to a reasonable point, looking at where the data stands for the 'top' measures and asking if there can be movement; remember that it's also possible for that movement to go in the wrong direction (e.g., "good" indicators that we d	Jon's thoughts Saved internally for dashboard use, no problem. I have popped in where we have coverage across several populations in each of the "Top Measures" To me, this seems like more on the side of long term assessment and tying goals/objectives to programming and interventions. Movement in either direction, without understanding if an intervention was used to promote the change (+/-). This also seems like an area that would test the longevity of some of the strategic planning. Can people wait 3-5 years to say, "Yes, this is a change in then trend". Or inversely, would people jump on a one year +/- change and start triaging. What are the boundaries for defining "movement".
Remember to look back at Umatter text responses: In the moments when you are experiencing strong, difficult feelings (e.g. anxiety, sadness, anger, loneliness), what do you do to care for yourself? (Text Response) Once we've picked these items, look at it from the lens of who wouldn't see themselves in these measures - in terms of campus partners.	This is a good idea, and example of why we want this to be a jumping off point to the more robust dashboards w Good point here. It is why I am trying to note where we have overlap in as many areas as possible. While there are some leaders on campus who could care less about where students are at when they arrive (i.e. Entering Student Survey), there are other groups who only care about this. It seems like providing accessibility to as many shared datapoints, and datapoints in general is really important.
For some measures noted here, we are interested in a certain representation of the data (e.g., PSQI framed as proportion of students reporting optimal quality sleep, rather than poor quality sleep). We were unsure if some measures will be repeated in future years (e.g., friendship panel) or introduced (e.g., obstacles to academic progress panel in GESS for UGs); answers to those questions will inform our thoughts on inclusion of those measures.	We can do this for sure. I know how the data is packaged lends itself to how the data is consumed/used. The friendship panel was included in the 2021 Year End Assessment as well, so that has an updated year of data to point folks toward if that is a priority measure. Contending with how to incorporate additional content into the Year End Assessment as you pointed out for the "obstacles to academic progress" panel is another question entirely. This is already a behemoth for students to take, so I would have to run that by Jed. New content means no "trends" at least for a few years, so determining cost/benefit is big here.
We'd always like undergrads/grads represented separately on the dashboard.	100%. With the goal of identifying where we have coverage on these "priority measures" we can show each of the populations individually, and say "here is where to go for more" by pointing to additional data.

February 2020 (ta-da?)



Who is the audience for TigerWell data?

As of the TigerWell Data re-boot in 2021, we want to provide upper level administrators within campus life with the data they value for short term / long term support and planning.

What do we want?

1. Clear linkages between TigerWell goals and objectives, and the measures we are using to keep a pulse on our community over time.
2. A central hub where mutually agreed upon measures are located, with an avenue to a deeper level of detail if time permits.
3. Differentiated instruction. A comfortable and familiar tool that you do have time for.

TigerWell Goals



Cultivate an environment
at Princeton that
promotes well-being



Strengthen cross-
campus partnerships and
collaborations



Advocate for health
equity for all members of
the campus community



Expand students' access
to mental health support
beyond traditional
healthcare settings



Foster students' sense of
belonging and social
connectedness







Encourage the use of
evidence and research in
well-being promotion



Nurture student
engagement and
development of purpose
and meaning



Promote individual skills,
behaviors and mindsets
to enhance positive
coping and resilience

TigerWell Goal	Icon	Metric	Metric type	Priority Measures (as of 3.4.22)	Populations (if survey data)
Foster students' social connectedness and positive relationships		Brief sense of community scale - Individual items	Survey data	Yes	UG + Grad (as of 2022; before that, just Grad)
Foster students' social connectedness and positive relationships		Brief sense of community scale - Individual items	Survey data	Yes	UG + Grad (as of 2022; before that, just Grad)
Encourage the use of evidence and research in well-being promotion		TigerWell consultations	Administrative data	Yes	N/A
Nurture student engagement and development of purpose and meaning		Brief Inventory of Thriving (BIT) - purpose item	Survey data	Yes	UG + Grad

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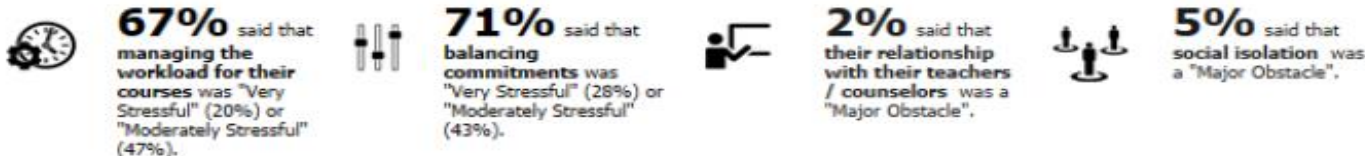
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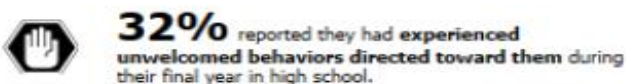
TigerWell #1

Survey Data

Sources of Stress and Obstacles to Academic Progress



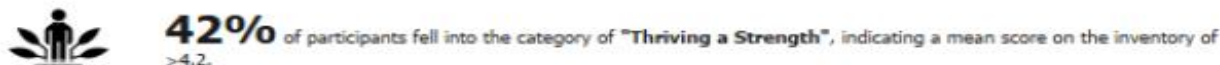
Unwelcomed Behaviors



PDAR



Brief Inventory of Thriving (BIT)



**Note: The link provided permits users the ability to view the BIT data by select demographic characteristics over time.*

Belonging and Sense of Community



Sense of Purpose



**Note: The link provided permits users the ability to view the BIT data by select demographic characteristics over time.*

Promoting Individual Skills and Behaviors



TigerWell Initiative Data

Campus Well-Being Partnership

TigerWell convenes the campus Well-Being Partnership (CWP) to bring together stakeholders from across the University to have a platform to share information and resources; collaborate and avoid duplication of efforts; and strategize how best to meet shared well-being-related goals. Over 165 staff and faculty currently receive CWP emails.

TigerWell Grants

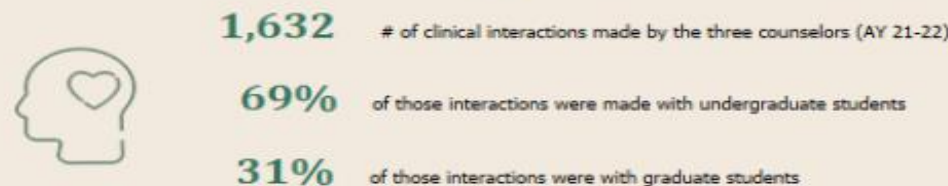
In AY2021-2022, the TigerWell Grant Selection Committee awarded 10 Partnership & Seed Grants to a variety of campus partners, including staff and undergraduate & graduate students. All of these projects entailed collaboration with other campus partners, from their inception and/or as developed through the post-award consultation process. To learn more about collaborations through the TigerWell Grant program: <https://tigerwell.princeton.edu/grants>

TigerWell Advocacy through Policy

In FY22, TigerWell expanded its annual call for grant proposals, asking applicants to focus applications around addressing health equity for students holding marginalized identities. Considerations related to DEI were discussed in 100% of grant consultations with applicants and all Grant Selection Committee meetings.

An example of ongoing collaborative work to shift policies is the Gender & Sexuality Basic Needs Fund [LINK: <https://campuslife.princeton.edu/gender-and-sexuality-basic-needs-fund/>], a pilot project with the GSRC, CPS, and an Assistant Dean / DSL.

Outreach Counseling



**To learn more about the work of the TigerWell Outreach Counselors: <https://tigerwell.princeton.edu/counselors>*

TigerWell Consultations

124

In AY2021-22, the TigerWell Program Director offered 124 individual and group consultations to campus partners, with 67 of those consultations provided explicitly as part of the TigerWell Grant program. Through these consultations, all applicants for TigerWell Grants discuss 1) existing evidence that supports their project idea and 2) plans for evaluating the impact of their project on promoting student well-being. To learn more about TigerWell's engagement in research and utilization of data: <https://tigerwell.princeton.edu/tigerwell-research>

Well-being: Practicing Self-care

For the first time in 2022, students were asked three questions (typically included in the HealthierMinds Study) related to well-being practices and self-care. Items have potential to be included as baseline measures to track skills associated with self-care, and inclusion in **TigerWell** programming at Princeton.

Each item in the panel is complimented by a **Mean Score** for the item across each demographic group in view, as well as the **95% Confidence Interval**. In other words, we can be 95% confident that the mean score falls within the range displayed.

View data by:

Class Year (as of Survey Year) ▼

I know enough about the following skills/practices that enhance well-being to engage in them comfortably if I so choose:

Notice when I am hungry, angry, lonely, or tired and respond by providing myself with care	Overall	21%	55%	17%	4%	Mean = 3.9, 95% CI (3.88-3.94), n = 2,868
	First-year	20%	55%	20%	5%	Mean = 3.9, 95% CI (3.81-3.92), n = 894
	Sophomore	20%	56%	18%	4%	Mean = 3.9, 95% CI (3.80-3.94), n = 559
	Junior	21%	58%	16%	4%	Mean = 3.9, 95% CI (3.86-4.01), n = 503
	Senior	25%	54%	16%	4%	Mean = 4.0, 95% CI (3.90-4.01), n = 912
Practice mindfulness	Overall	16%	48%	26%	8%	Mean = 3.7, 95% CI (3.64-3.71), n = 2,856
	First-year	15%	48%	28%	8%	Mean = 3.7, 95% CI (3.60-3.72), n = 891
	Sophomore	14%	48%	28%	7%	Mean = 3.6, 95% CI (3.54-3.69), n = 554

Scenario #3

YOU MEANT WELL, BUT PERPETRATED INFORMATION
OVERLOAD.

PACE CENTER FOR CIVIC ENGAGEMENT



Thanks for reaching out about this, and for sharing a bit of your background. Welcome! Hopefully the start of your work here has approached some kind of balance between getting acclimated and finding some sturdiness in your new role. Also happy to hear that your background is in IR. That will be such an asset to everyone that works with you (and to DAWG!). Thanks a lot for joining us last week.

100% happy to set aside some time (or times) to walk-through what is available and answer any questions that might come up. You are most likely going to be an even bigger help to me. Any perspective I can gain from those working with / for students is invaluable.

Now to the data:

- 1) Sorry that you had to experience our non-role based permissions in Tableau right off the bat. When you clicked on the link to the report, you hadn't been added to my **Pace** list so you were blocked out of the dashboards. That is all taken care of now, so feel free to use the link below.
 - a. Just make sure you are on the university network (win.princeton.edu) prior to logging-in, or are connected via VPN (if working elsewhere). After you enter in your netID and password, you should be all set.


[Entering Student Survey Report: Service and Civic Engagement](#)

- 2) The landing page is a nice 20-ish data point primer to the rest of the report, pulled together through the lens of service and civic engagement. These infographics also serve as an interactive table of contents, where you can click on the icon next to the data "blurb" and it will take you directly to that section of the survey where you can explore the data in further detail.
 - a. A PDF of this infographic is also attached here. I would love to pick your brain about what **Pace** values, so that I can make these infographics work for your group. Right now it is very much what I think might be helpful and interesting, which may or may not hit the mark.
- 3) It is usually helpful to skim through the [Introduction](#) tab that lies at the beginning of the report. Just to get used to the details of the survey(s) themselves. For instance, the Entering Student Survey data displayed here shows the most recent 5 years of data available for the sake of saving a viewer's eyesight / sanity. The trend file itself comprises more than 10+ years of data.
- 4) Coincidentally when I received your e-mail, I was also working on pulling together data from our Senior Survey – Year End Assessment. That questionnaire is administered at the conclusion of each academic year to all classes. Seniors have to complete the assessment as part of the check-out process, and over the last 5 years we have been receiving a 50-60% response rate from the other three classes.
 - a. Be on the lookout for this link (and infographic) over the next few days.

I will stop there for now. Just keep me posted on what days / times work best for you. Looking forward to meeting soon.

Pace Center Strategic Plan



- [2020-2025 Pace Center Strategic Plan](#) 

Empathy, Empowerment, and Equity

Our 20th anniversary in 2021 is an occasion to celebrate the value of service to students' learning. We are rewarded in witnessing how students learn more about themselves, their own communities, as well as communities different from their own. We are inspired by the critical questions students ask when they examine how best to respond to the needs of the world, to the needs of others, and to meet their own needs.

Empathy, Empowerment, and Equity

Pace Center Strategic Plan 2020-2025

As we work to advance the goals in the **Pace Center Strategic Plan**, a component of our approach is the annual review of institution level metrics as they relate to Pace Center participation. In this infographic, we focus specifically on two goals: Deepening learning through service through development of a framework for reflection, and the broader Campus Life Strategic Plan goal of developing students for a life of meaning and service.

4 Deepening Learning through Service



57% of Pace Center participants (Year End Assessment) indicated that their service experience influenced or is influencing **choosing their courses** (52% for Non-Pace).

**67% for Pace Participants in 2022*



69% of Pace Center participants (Year End Assessment) indicated that their service experience influenced or is influencing **how they define their career aspirations** (64% for Non-Pace).

**78% for Pace Participants in 2022*



65% of Pace Center participants (Year End Assessment) indicated that their service experience influenced or is influencing **what job, internship, etc., they choose over the summer** (58% for Non-Pace).



78% of Pace Center participants (Year End Assessment) said they "Strongly agree" (24%) or "Generally agree" (52%) that they **belong to the campus community** (74% for Non-Pace).



Students were also asked about their participation in various extracurricular activities (ever) during their time at Princeton. Several of these extracurricular activities involve aspects of **service, volunteering, and civic engagement**.

41% Volunteer Work
(23% Non-Pace)



32% Civic Engagement
(12% Non-Pace)



Entering Student Survey

53%

of entering first-year students said **opportunities to explore service and civic engagement** would be "Extremely Important" (23%) or "Very Important" (30%) to them (41% for Class of 2022).



56%

of entering first-year students indicated they "Definitely" (20%) or "Probably" (36%) will participate in a **service learning course or program** during their time at Princeton (46% for Class of 2022).



Undergraduate Outcomes Survey 2022



56% of participating alumni said that participating in **civic engagement groups/activities** at Princeton made a "Very significant contribution" (25%) or "Large contribution" (31%) to their personal development.



51% said that participating in **political action, activism or advocacy** groups/activities made a "Very significant contribution" (22%) or "Large contribution" (29%) to their personal development.



43% said that participating in **volunteer service** groups/activities made a "Very significant contribution" (17%) or "Large contribution" (26%) to their personal development.



57% of participating alumni said that **courses directly engaged in service or that sought to understand the nature of service** at Princeton made a "Very significant contribution" (24%) or "Large contribution" (33%) to their personal development.

**62% on the 2019 survey*

Pace Center Strategic Plan Dashboard

In this strategic plan, we will continue to support students' learning from service, by supporting the role of community partners as educators, by putting more focus on the historical and social context of students' service, by providing more opportunities in advocacy and activism, and by developing a broader reflection framework.

Purpose of the Dashboard:

This dashboard compiles various indicators across the undergraduate experience, using surveys as the datasource. Each of the datapoints selected is aligned with both the Pace Center Strategic Plan and broader Campus Life Strategic Plan. Insights from this dashboard can be used to:

- 1) Enhance understanding of all, regularly collected data that is related to the Pace Center Strategic Plan and Campus Life Strategic Plan.
- 2) Easily access more robust cuts of these datasets and request the access necessary to do so.
- 3) Inform the continued work and assessment of the Pace Center for Service and Civic Engagement.

Goals Addressed

Deepen Learning from Service Through the Development of a Framework for Reflection

- Exploring delivery models for reflection with special emphasis on building relationships and strengthening communities
- Developing a learning series with related resources to increase students' abilities to support themselves as well as communities that experience discrimination and exclusion.

Developing Students for a Life of Meaning and Service

- Develop and share initiatives that help students identify the variety of ways they can live out the university's commitment to service as both a student and an alumnus.
- Inventory existing reflective opportunities across Campus Life with a goal of making them more visible to students and increasing collaboration across units.
- Cultivate habits of inquiry that support and sustain life-long learning and ethical development.

Pace Participation

In July 2023, The Pace Center for Service and Civic Engagement partnered with the Office of Institutional Research to identify undergraduate students who participated in Pace Center programming. "Pace Participation" lists were created and merged with survey data from 2019 through 2023. These comparison groups facilitate the display of the Pace Center Strategic Indicators located in the dashboard(s).

Pace Center Strategic Plan Dashboard

As we work to advance the goals in the Pace Center Strategic Plan, a component of our approach is the annual review of institution level metrics as they relate to Pace Center participation. In this infographic, we focus specifically on two goals: Deepening learning through service through development of a framework for reflection, and the broader Campus Life Strategic Plan goal of developing students for a life of meaning and service.

Sourcing Demographic Data:

Demographic data are sourced primarily from the system of record (Office of the Registrar Opening Enrollment Census File) that are used in federal compliance reporting.

The data extracted from the systems of record are merged with survey data by the Office of Institutional Research for the purposes of strategic planning, and should not be used for the purposes of re-identifying individuals as participants are ensured confidentiality.

Access to the more robust demographic cuts of each datapoint located in the linked reports is determined on a request-by-request basis, and is generally associated with membership to a project or related working group.

Gender (Legal Sex):

These data are collected in conjunction with the requirements of the U.S. Department of Education, which require that all individuals be reported as either male or female (as of 2021). We note, that Princeton's population includes individuals who do not identify as either male or female.

Federal Race / Ethnicity:

U.S. Department of Education's regulations specify how the University collects, stores, and reports data on citizenship status, Hispanic ethnicity, and race. These data are collected using three questions: 1) citizenship status, 2) Hispanic ethnicity, and 3) race. Under this protocol the U.S. Department of Education requires that individuals be counted as a single category. Individuals holding a temporary resident visa are reported as International, regardless of their response to the Hispanic ethnicity and race questions. Individuals who are U.S. citizens or hold a permanent resident visa (Green Card) and identify as Hispanic are reported as Hispanic, regardless of their response to the race question. Individuals who are U.S. citizens or hold a permanent resident visa (Green Card), do not identify as being Hispanic and identify with one of the five race categories are reported in that category. Individuals who are U.S. citizens or hold a permanent resident visa (Green Card), do not identify as being Hispanic and identify with more than one of the five race categories are reported in the "Two or More Races" category.

**Individuals who are U.S. citizens or hold a permanent resident visa (Green Card) who decline to answer the Hispanic ethnicity question and the race question are reported in the Unknown category. Therefore, in the linked reports "Unknown" is re-stated as "Individuals who have not self-identified".

Sense of Belonging:

The Sense of Belonging panel (3 questions) asks participants to rate their level of belonging to the Princeton community in terms of being a part of, belong to, and fitting in.

A Belonging Score was developed which provides a mean score across the panel ranging from 0 = "Strongly disagree" to 12 = "Strongly agree".

The Brief Inventory of Thriving (BIT)

"The Brief Inventory of Thriving (BIT) was developed with two specific goals in mind: (1) to measure a broad range of psychological well-being constructs and represent a holistic view of positive functioning; and (2) to predict important health outcomes that are useful for researchers and health practitioners." (Sue, Tay & Diener, 2014)

The overall BIT mean score is the sum of the values in the 10-item inventory above (Strongly Agree = 5, Strongly Disagree = 1), divided by 10.

Thank you for your time, and for your questions.

IF Q/A ISN'T YOUR THING, PLEASE REACH OUT TO ME. I AM
TOTALLY HAPPY TO MEET TO ANSWER ANY QUESTIONS YOU
MIGHT HAVE.

JON STOESSEL – PRINCETON (STOESSEL@PRINCETON.EDU)