MEMBERSHIP OF THE ENGAGE TEAM INCLUDES:
Nicole Boulais (co-chair)
Shawna Lusk (co-chair)
Sara Bayerl
Brittany Bowhall
Theresa Eckerson
Dawn Herman
C. Henry Hinesley
Joe Johnston
Eric Pope
Ericka Smith-Schubart
David Stevens
Phyllis Walker

SUMMARY OF MEETINGS:
Our team reconvened for the fall semester in its entirety on October 4, 2016. During this meeting the group re-framed the work we planned to do this year and split into two subgroups. Subgroup A is focusing on the development of common visual materials and a department level tool designed to capture the value of student engagement and subgroup B is focusing on identifying and addressing barriers to engagement for high risk student groups.

Subgroup A met on 1/3, 1/16, and 1/24 as well as other paired discussions (sub, sub team meetings) to discuss the approach to creating a common visual (i.e. infographic) and a department level tool to be used across the division to underscore the value of student engagement. Initial meetings included brainstorming and discussions of timing for implementation/distribution. Later meetings included revision and development of materials in preparation for late spring/summer application.

Subgroup B met 10/26, 11/4, 12/7, and 1/19. In each of the meetings group members had considerable discussion regarding a working definition of engagement and what measures could be used to identify how students were engaged and what they were engaged in, if anything. The group had a broad focus and had some challenges in narrowing the scope of what student affairs resources we would measure. This conversation proved cumbersome so the group invited Jennifer Maltby to join our meeting to assist us in framing what we actually had the capacity to examine. With Jennifer’s help the group determined that focus groups would be held in the spring semester. After further conversation it was determined that we would exclude what were determined to be “support” services (Counseling Center, Student Health Center, Academic Support Center, College Restoration Program, Spectrum Support) and examine what were determined to be non-health/academic resources (Fraternity and Sorority Life, religious organizations, Club Sports, Leadership and Civic Engagement, Intramurals, clubs and organizations).
WORK COMPLETED:
SubGroup A has developed an approach around common language and images as well as a timeline for rolling this work out to the division in late spring/summer of 2017. Specific deliverables of customizable yet common imagery is in development as are working tools for departmental discussion and planning.

Subgroup B moved through discussions about a working definition of engagement and how we would assess student involvement, with a focus on barriers to engagement. We also determined that we would focus our efforts for this year on select groups of at-risk students (AALANA, LGTBQA+, First Generation) and look at other groups for the future (D/deaf and Hard of Hearing, Women in STEM).

WORK IN PROGRESS/PLANNED FOR SPRING:
Subgroup A will complete the design work for all planned deliverables by April 2017. A timeline will be set for departmental distribution in June 2017 for use in summer planning.

Subgroup B is in the process of developing a protocol for focus groups that will be held in March of the spring semester. In partnership with Jennifer Maltby, questions have been developed and will be reviewed and revised (if necessary) by the team for approval. A written rubric and assessment to be used for a pre-focus group gauge is also being developed and will be presented at our next meeting on February 1. The group is in the process of gathering lists of our selected student groups as we are able to prepare to invite them to focus groups. We will work with group member Henry Hinesley to identify LGTBQA+ students to participate.

RESOURCES NEEDED:
The group determined that we would be able to prepare for an administer focus groups internally, which alleviated the potential cost of an outside agent. It has been discussed that we may desire to use a transcription service to transcribe the recordings of the group meetings. Additionally, we will need funding for a meal or other “perk” that students will receive in exchange for their participation.

We will need access to a recording device for the focus group meetings. We will also need space in which to hold the meetings. Both of these are low/no cost as we have these resources within the division already.

The group will also need resources to develop the “engaged student“ image – amount will vary depending on distribution and degree of customizability. Estimate $300.
METRICS PLAN:

• Students can articulate the value they attribute to engaging in opportunities provided by the Division (Objective 1.1) - This item will be measured later in the plan once there is a common language approach to the discussion of valuing engagement across the division. Possible collection of sample data in year 3 and 5 for comparison. Specific plan for data collection to be developed summer 2017.

• Reduction in barriers to engagement, particularly for students from populations with identified risk and students with individual characteristics which increase their risk. (Objective 1.2) - Identification of risk barriers via focus group process planned for 2017. Year 3 initiative to reduce barriers with outcome report in Year 4. Possible focus group data gathering again in year 5 (as needed).