Executive Summary: Please provide an executive summary of program, project, or activity being nominated for the NASPA Excellence Awards. Please keep your submission to less than 500 words.

The Division of Student Affairs (DSA) at California State University Channel Islands has developed a comprehensive Student Affairs Data Dashboard that has transformed how DSA data is being employed to evaluate our programs, and perhaps most importantly, has demonstrated the significant role of the DSA in improving student success and closing equity gaps. These efforts have firmly connected the DSA to the academic mission of CSUCI and cultivated more innovative and collaborative partnerships with Academic Affairs, University Advancement and Business and Financial Affairs. This work has facilitated consistent data collection processes for all DSA programs and now provides DSA staff at all levels with immediate access to data to inform evidence-based decision making.

The dashboards integrate DSA-specific utilization data with institution-level data, which allows for more rigorous analyses of our programs. First, we can examine the multitude of student demographics with regards to DSA utilization, and at the most fundamental level, we can assess if our targeted audience is engaging with our programs. More importantly, however, we can examine if student groups that may benefit from our programming are not accessing our services (e.g., students who have a DFW in their first semester; students from historically marginalized groups; undeclared first-year students; etc.). This data provides an opportunity to be more targeted and intentional in our outreach efforts. Second, we can assess the relationship between DSA engagement and various student success metrics (i.e., retention, graduation, GPA, DFW rates, credits attempted/earned, academic standing, etc.). Our dashboard also has built-in significant testing to assess whether group differences on various success metrics are statistically significant. This has helped to firmly establish the role of the DSA in promoting student success and closing equity gaps in relation to our Graduation Initiative 2025 efforts. Third, the dashboard allows us to examine cross-utilization of support services and what combination of support services and engagement opportunities are most related to student success.

Lastly, since we integrate institutional data in the dashboard, it has fostered innovative collaborations across campus. We can work with Academic Affairs to examine major-specific student data in relation to co-curricular engagement. This can include an examination of how often certain majors are utilizing academic advising; whether certain majors are accessing our multicultural programming; and perhaps most importantly, whether certain majors demonstrate improved student success through their co-curricular engagement. This provides an opportunity for faculty, chairs and deans to actively promote and embed DSA programming into their curriculum and work with students. We have also collaborated with University Advancement and Financial Aid to examine scholarship data - whether scholarship recipients are representative of our student body population; how to improve awareness and access to scholarships; whether the type of scholarship and award amount play a role in student success; and whether scholarships are an important aspect of closing equity gaps. We have also begun work with Business and Financial Affairs to examine our enrollment cancellation for non-payment policies

- whether certain student groups are disproportionally affected and how it impacts progression towards degree completion.

Student Learning and/or Success: Please describe the program, project or activity's demonstrated impact on student learning and/or student success including identified student learning outcomes and outcome measurement.

The main strength of the DSA Dashboard is our ability to evaluate each and every program in the DSA and examine the relationship between utilization and student success. There are numerous examples of how the DSA utilizes this data to improve and inform our programming, but for the sake of brevity, I will focus specifically on two programs: Basic Needs and Academic Advising.

Dolphin Food Pantry
There is much attention in the student affairs literature examining student demand with regards to basic needs programs (CUFBA, 2018; Caton, 2019; California Homeless Youth Project, 2019; California State University Basic Needs Initiative, 2018; Goldrick-Rab, 2018; Gupton et al, 2018; Watson et al, 2017). However, there is less research specifically examining the impact of basic needs insecurity on academic success. Camello et al (2019) examined student demographics related to food insecurity, but perhaps more importantly, established a relationship between food insecurity and GPA. While this research is providing more attention on the relationship between basic needs insecurity and academic performance, it is equally important to examine and evaluate the potential impact of our basic needs programs on student success.

The DSA Dashboard has allowed us to better evaluate and inform our basic needs programming at CSUCI. When examining our Fall 2018 Dolphin Food Pantry data, we served 731 unique students, which is just over 10% of our student body population. While we examined a variety of student demographic variables, the most notable were that 64.5% of students were Pell eligible and 42% resided in our residence halls. Perhaps somewhat surprising was that these students were performing rather well academically in spite of challenges associated with food insecurity. They presented with an average GPA of 3.05 and 94.5% were in good academic standing at the end of the term. Most importantly, 95.6% of the students who accessed the food pantry either graduated or were retained into the spring 2019 semester. While we could not make causal inferences between food pantry utilization and 1-term retention, we could say with confidence that our students who visited the food pantry stayed enrolled the following semester.

However, while this initial data was promising, a campus survey conducted in 2017 suggested that 37% of our student body population experienced some degree food insecurity. This suggested that while we served a significant percentage of our student body population in fall 2018, there was potentially another 27% of students in need that had not accessed this support program. It was also very possible that this 27% were the students who were presenting with more severe academic difficulties. In addition, we expected a high level of cross-utilization between the food pantry and our CARE team. However, only 4% of the students who accessed the food pantry were concurrently connected with our CARE team case manager. As such, our staff made adjustments to ensure more coordination with our CARE team and Dolphin Food Pantry, as well as more aggressive and proactive outreach with faculty, staff and students to increase the presence and awareness of our food pantry. We also worked with our housing staff

to include more intentional education about our food pantry and case management services through our CARE team.

We are now also able to examine long-term retention of those who utilized the food pantry in fall 2018. They present with a 1-year retention or graduation rate of 88.6% and a 2-year retention or graduation rate of 81.5%. We are planning to conduct additional analyses on our data going back to fall 2018, utilizing a more advanced methodology such as propensity score matching or other type of matched-subjects design to assess for a more direct relationship between our basic needs programs and student success. We hope that these higher-level analyses will help contribute new knowledge to the student affairs literature base regarding basic needs programs to inform and improve programming moving forward.

Emergency Housing and Emergency Grants
In addition to our Dolphin Food Pantry, our Basic Needs program also includes emergency housing and emergency grant assistance. In fall 2018, we served 31 unique students through these programs. However, only 67% were retained into the spring 2019 semester and only 9% received concurrent case management through our CARE team. One important contextual component to consider when examining the retention numbers is that these are our most vulnerable students, and 67% may be an acceptable retention number considering the circumstances. Nonetheless, it forced us to ask questions as to how we can improve student retention. For the students that were not retained, was this due to the extreme level of the crisis? If so, would earlier intervention have prevented the escalation of the crisis? Or were the presenting issues truly beyond the scope of what we could provide as an institution of higher education? This allowed us to think about how we can better provide early intervention for our students in need, but also work to develop stronger relationships with community resources that could provide the level of care that may be needed for these students. We also worked to improve coordination with our CARE team case manager, who could better monitor and support these students.

More recently, we were able to demonstrate how our Basic Needs program has responded to increased student demand. In the fall 2019 semester, we served 63 students, which represented a 103% increase from fall 2018. In addition, those who were served presented with a 1-term (fall to spring) retention rate of 85.7%, which was a significant improvement from the fall 2018 data. With the onset of COVID-19 in the spring 2020 semester, we served 141 unique students, which represented a 127% increase from the fall 2019 semester. This data has been utilized to demonstrate increasing student need and has helped inform a larger allocation of divisional resources to meet this demand.

Academic Advising
The CSUCI Equity Report (2019), which was authored by the CSU Chancellor's Office, identified the most relevant data points associated with our equity gaps in relation to our Graduation Initiative 2025 (GI2025). While there were many data points of interest, there were two especially relevant data points to the DSA. First, over half of the students who do not reach degree completion discontinue before their second year. Second, the most significant predictor of students discontinuing before degree completion was having two or more DFW's within their first two-years. These data points prompted our team to ask whether engaging with our DSA

support services can help to mitigate some of this "collateral damage," so to speak, and we subsequently examined the role of Academic Advising in addressing these two concerns.

We utilized our DSA Dashboard to examine our first-time/full-time (FTFT) cohort data going back three years. We then isolated those FTFT who had at least one DFW in their very first semester. This allowed us to focus on those students who were immediately at a higher risk of discontinuing. Our DSA dashboard allowed us to then compare those who met with a peer advisor versus those who did not and examine differences in 1-year (fall to fall) retention. We observed up to 20% differences in 1-year retention for those who met with a peer advisor (fall 2016 cohort: 83.1% v. 62.5%; fall 2017 cohort: 76.2% v. 59.7%; fall 2018 cohort: 76.7% v. 57.6%). Since we have embedded significance testing in our dashboard, we were able to quickly determine that these results were also statistically significant at the $p<.05$ level. There were also significant differences in average term GPA (fall 2016: 2.21 v. 1.92; fall 2017: 2.26 v. 1.94; fall 2018: 2.33 v. 1.99), which were especially important because earning below at 2.0 GPA in the first semester places those students on academic probation. While we still could not draw a direct causal relationship between peer advising and these students success metrics, we knew that these differences were not due to random chance (based on the significance testing). We also utilized the dashboard to assess for the possibility of self-selection bias for those who met with a peer advisor by examining academic aptitude as measured by high school GPA, and there were no significant differences between groups. While a propensity score matching model or advanced matched subjects design would provide clearer evidence of a causal relationship, we viewed these data points as extremely promising, nonetheless.

As such, we now run reports at the end of very fall semester to identify those FTFT who had at least one DFW and conduct proactive outreach to these students to meet with an academic advisor. This is an example of how data from the DSA Dashboard is being utilized to inform more targeted and intentional outreach to promote student success. We are currently in the process of evaluating the effectiveness of the proactive outreach that we conducted after the fall 2019 semester. This is also an example of how the DSA Dashboard allows us to further examine existing data points that are known to impact student success and directly evaluate how student affairs programs can help address these challenges.

Mission and/or Advancement of Student Affairs: Please describe the program, project or activity's relevance and connection to the university's mission, vision, or strategic plan and/or the advancement of student affairs professional, research or student development theory.

CSU Student Affairs Dashboard
There has been growing consensus in the literature that student affairs programs must provide some evidence that our programs are contributing to positive student outcomes (Blimling, 2013; Bresciani et al, 2004; Collins & Roberts, 2012), and our work at CSUCI further reinforces and illustrates this need. The DSA Dashboard and our overall approach to data and assessment is now serving as a model that can be utilized across the CSU. In collaboration with the CSU Chancellor's Office, we are leading a pilot program in developing a system-wide Student Affairs Dashboard that will eventually serve as an additional component to the CSU Student Success Dashboards. For this pilot, we focused on utilization data for five student affairs programs

(housing and residential education, food pantry programs, career services, multicultural programming, and clubs and organizations), and eight of our sister CSU-campuses submitted utilization data going back to fall 2016. We have developed a beta dashboard that has integrated this utilization data with the various student demographic and enrollment data housed with the Chancellor's Office. We are in the very early stages of examining the data with each participating campus, but we are also hoping to include additional student affairs programs and student success metrics into the dashboard moving forward.

Phase II - CSUCI DSA Data & Assessment Plan
While our DSA Dashboard provides a high-level view that is extremely valuable for administrators at the campus and system-levels, we also ensured that this data was readily available and accessible for all levels of our student affairs team. However, one of the main limitations of our DSA Dashboard is that while it captures aggregate level data for each student affairs program, it does not allow us to examine event-specific or center-specific data. To address this concern, "Phase II" of our assessment plan included the development of dashboards that target specific events and center visits throughout the DSA, which has proven to be a more appealing and digestible way to utilize data for many of our DSA staff. These dashboards provide staff at all levels with more event and center visit specific data that also combines the various student demographic and student success metrics described earlier.

The DSA Events Dashboard and DSA Center-Visit Dashboard are beneficial in a number of ways. First, we can sort and evaluate events by various indicators, including event theme, program, budget information, cost per student, month, time of day, Associated Students Incorporated (ASI) contributions, co-sponsored events, etc. At the VPSA and AVP levels, this allows us to evaluate the level of intra-divisional collaboration occurring between programs, and to assess for duplication of efforts or areas where combining resources would be mutually beneficial for our division and students.

Our Directors utilize our Center Visits Dashboard to examine the day-to-day student utilization of their centers and associated student demographics, which allows them to assess for relevant trends that can inform their work. For example, in Academic Advising, we examined center-visit data from the fall 2019 semester and made two notable observations. First, student utilization of the advising center was consistently low on Fridays. Second, we noticed a slight lull in utilization approximately 3-4 weeks after the start of the semester. These trends prompted discussion on whether we should offer limited hours on Fridays but extend service hours and stagger work schedules Monday through Thursday. In addition, our Advising Director was asked to think about how he would like to structure staff time during the 1-2-week lull in utilization. Did he want to use this time to focus on professional development opportunities for the advising staff? Or would this be a good time to take a deep dive into the advising data with his team? Perhaps this could be a good time to review and update outdated policies or overhaul their webpages? This could also be an opportunity to plan our targeted outreach campaigns that focus on specific student groups. These informed discussions illustrate how this data is not only used to evaluate student success but can be applied to help structure and prioritize tasks that are often secondary to our day-to-day work responsibilities.

Our coordinators and front-line staff can utilize event-specific data from the dashboard to evaluate the overall success of their events with regards to utilization, target audience, cost, and student learning outcomes. Coordinators can evaluate the value of high-cost events in relation to student learning outcomes and overall reach. For those events that have a significant impact on student learning, we can use this data to find ways to increase the reach of the program for additional students. In addition, coordinators can utilize the Events Dashboard to illustrate the student demographics they are reaching in their events, as well as the retention rates for those students who are attending.

One example of how our Events Dashboard helped coordinate efforts at all levels of the division involved our Associated Students Incorporated (ASI) budget requests. Several of our departments request additional funding from ASI to support various programming efforts. When the initial budget requests were reviewed, many of the requests were for the same events from the previous semester or year. Since we had readily available data on each event, we were able to review data from previous events to better inform the budget request and anticipated participation from students. Based on these data points, we were able to modify and reduce the overall budget request to ASI, which allowed for more programs to be funded across the division. Our Events Dashboard also provides ASI the ability to sort events by ASI funding, which provides them with information that better assesses how these student fees are being utilized.

Perhaps most importantly, our Events Dashboard has been well-received by our entire staff in the DSA. The combination of high-level aggregate data found in our main DSA Dashboard and the more specific event-based data in our Events Dashboard has helped to create a culture of data and evidence in the division with regards to prioritization, program improvement and budget discussions. This culture shift was facilitated by our readily available dashboards and accessibility to every single member of our DSA team and has helped to promote a practitioner-scholar mindset throughout the division. It has also promoted more transparency on our entire campus with regards to our DSA data; how we are using data to evaluate our programs; and how we utilize data to inform program planning and improvement.

Student and/or Campus Needs: Please describe how the program, project or activity meets identified or articulated student, student group, department, campus or institutional needs and how those needs were woven into development, implementation and assessment.

Students with Disabilities (SWD)
CSUCI's Strategic Initiatives include Educational Excellence, Student Success, Inclusive Excellence and Capacity & Sustainability. While the integrated nature of our DSA Dashboards play a role in all of these areas, it has been especially helpful in addressing our Inclusive Excellence strategic initiative with a specific emphasis on our students with disabilities (SWD). While CSUCI embeds inclusive excellence in all aspects of our University, our SWD were often missing from these campus discussions. Our DSA Dashboard has provided us with an opportunity to examine various demographic variables associated with our SWD, as well identify and examine any equity gaps that exist.

Perhaps more importantly, our DSA Dashboard has allowed us to take a more nuanced examination of our SWD student success data. Historically, this had been tracked solely through the People Soft student group. While this is a good measure, the main limitation is that it did not necessarily reflect which of those students is actively engaged with Disability Accommodations and Support Services (DASS) from semester to semester. For example, an incoming first-year student may register with DASS and is included in the People Soft SWD student group. In their sophomore year, they may not actively engage with DASS and do not request accommodations – however, they would still be a part of the People Soft SWD student group. While this is still an indication of how our students with disabilities are faring, we have utilized the DSA Dashboard to examine those SWD who are actively engaged with DASS from semester to semester. We have compiled valid DASS utilization data since 2018 and organize this data by academic accommodations and non-academic accommodations. This has allowed us to examine what percentage of SWD are actually accessing services with DASS from semester to semester and evaluate the benefits of accessing accommodations on student success. In fall 2018, 82.9% of our SWD accessed services with DASS that semester, and we saw an increase to 91.1% for the fall 2019 semester – this increase was the result of more intentional outreach efforts through our DASS programming. In addition, we now have baseline data on the equity gaps in relation to our 4-year graduation rate for SWD (2.4%) and have learned that our SWD actually outpaced non-SWD on 6-year graduation rates (57.7% v. 54.2%). These data points help to reinforce the role of DASS in promoting the success of our SWD.

Black Lives Matter
CSUCI engaged in various campus-wide discussions regarding antiracism with a specific emphasis on Black Lives Matter in the aftermath of the killings of Ahmaud Arbery, Breonna Taylor, and George Floyd. One of the overarching themes that emerged from those discussions focused on accountability and transparency with regards to how the University may be contributing to various aspects of institutional racism. As a result, our DSA Dashboard helped to inform these discussions by examining specific data points related to our Black and African American students. These data points are serving as a baseline and starting point to evaluate our progress as a campus community. While these data points are only one small aspect of the larger context, if we are doing the individual, collective and organizational work to address institutional racism (with an emphasis on the Black student experience), we should see positive movement on the success of our Black and African American students.

We utilized our DSA Dashboard to examine a number of data points to structure our discussions. This included enrollment data to foster discussions on how to further diversify our student body population; equity gaps in retention and graduation rates; levels of student engagement; scholarship awards and disbursements; student conduct; and specific DSA outcome data related to programs designed to serve our Black students. This data presentation led to more in-depth discussions regarding the campus climate and systemic challenges for our Black students. One of the most notable data points from a student affairs perspective focused on the significant drop in Black student engagement with our clubs and organizations. In the fall 2018 semester, 37.3% of our Black/African American students were engaged with our clubs and organizations. However, we saw a steady decline in each semester since that time, and in spring 2020, only 19.7% of our Black students were involved in our clubs and organizations. This served as a catalyst to explore potential systemic, implicit, or even explicit biases and hostile acts within our DSA culture.

While this is just a starting point, our DSA dashboards provided some baseline data by which we can measure our progress as a campus community.

Collaboration and Sustainability: Please describe how the program, project or activity developed new or increased current collaboration with other units on campus (including academic departments and town-gown organizations) as well as plans for sustaining program, project or activity for long-term on campus after initial development, implementation and assessment.

As stated earlier, the integrated nature of the DSA Dashboard inherently lends itself to facilitating cross-divisional collaborations. We have collaborated with campus partners on numerous levels, and I will highlight specific examples from Academic Affairs, University Advancement, and Business and Financial Affairs.

Academic Affairs – Summer Undergraduate Research Fellows (Summer SURF)
One significant aspect of our Strategic Initiatives involves increasing opportunities for students to engage in high impact practices (HIPs), as HIPs have been demonstrated to be directly related to increased student engagement, improved student success outcomes, and have the potential for transformative experiences (Kuh, 2008). One of CSUCI's signature programs is our Summer Undergraduate Research Fellows (Summer SURF) program, where students earn a summer stipend to engage in direct research with faculty members. In summer 2019, the DSA was invited to participate for the first time, and I had the honor of leading a student research team where we examined stress levels in academic peer support mentors. As part of this process, I worked with the faculty leaders of the program to include utilization data of previous Summer SURF cohorts into our DSA Dashboard. We wanted to examine whether the student groups that would benefit most from this program were participating. Interestingly, the data indicated that only 37% of SURF participants were from historically underrepresented groups (HUGS), while campus-wide, 55% of our students are from HUGS. In addition, 86% of SURF participants were seniors. These data points facilitated discussions on the desired outcomes of this program. Was this program designed to assist juniors and seniors with graduate school preparation, or was the program designed to be a significant retention tool for students earlier in their academic career? If the former, they were targeting the right population and would need to access alternative data sources regarding graduate school attendance. If the latter, they would need to develop ways to better engage first year and sophomore students and develop appropriate levels of research activities for these students earlier in the academic career. This eventually led to a proposal to expand the Summer SURF program with strategic initiative funding to include a component for students earlier in their academic career, including a summer bridge programming focusing on the foundational components of scholarly research.

University Advancement – Scholarship Data
The Vice President of University Advancement (VPUA) contacted us to discuss ways to more formally examine scholarship data. From an advancement perspective, donors expressed interested in how students fared with regards to their scholarships, and the VPUA was also interested in developing a more data-informed approach to scholarship philanthropy and finding ways to connect their work to our GI2025 efforts. As such, we worked with Financial Aid to include scholarship data in the DSA Dashboard. We are in the process of examining this data in

more detail and are focused on the following research questions: 1) Is the demographic profile of scholarship recipients congruent with the larger student body demographics of our institution; 2) How are scholarship recipients performing with regards to academic outcomes; 3) Do scholarships play a role in closing equity gaps for students from historically underrepresented groups and low income backgrounds; and 4) What types of scholarships have the strongest relationship to student success (e.g., award amount, requirements, etc.).

When examining scholarship data going back to 2016, one of our most notable initial findings was that our scholarship recipients were not necessarily representative of our student body population. On average, 44.9%* of scholarship recipients were from HUGS, while almost 53%* of our overall student body population were from HUGS (*averages over fall 2016 to fall 2019). In addition, 49.3% of scholarship recipients were Pell eligible, compared to 57.5% in the general student population. We also observed that the only scholarship award range that had a majority of students from HUGS (63.3%) was the lowest range ($500-999). In all other award ranges (up to $6000+), students from HUGS ranged from 39.3% to 47.6%. We also found that scholarship awards may play a role in closing equity gaps with regards to retention, but equity gaps still existed on measures of GPA and credits completed.

These initial findings forced us to consider developing more intentional outreach efforts to increase awareness and knowledge of scholarships and the application process for students from HUGS and low-income families. In addition, further analyses can focus on addressing the inherent self-selection bias associated with scholarship recipients, as all of our scholarships require a 3.0 GPA. We would like to examine how students with similar backgrounds fare when they do not receive scholarship assistance. This will require a propensity score matching model or matched subjects design. This work can also provide donors with scholarship specific data and can inform the development of a more intentional scholarship philanthropy model based on data (e.g., is it more effective to give smaller amounts to more students or larger amounts to fewer students).

Business and Financial Affairs – Disenrollment Data
While there are various factors associated with student success that garner attention in the higher education literature, one challenge that is often overlooked is how institutions honor their fiduciary responsibilities while concurrently removing financial barriers to student success (Vanover-Porter, 2016). This is relevant when examining enrollment cancellation policies for non-payment of tuition (i.e., disenrollment). While various models are utilized across campuses, there is little research examining which students are most affected by these policies, the impact on retention/graduation rates, and what models constitute best practices.

We are currently working with our Student Business Services to include the disenrollment data in our DSA Dashboard. This will allow us to examine the data associated with our three-tiered disenrollment model at CSUCI and our research questions are as follows: 1) are certain student groups disproportionally impacted by disenrollment? 2) what is the GPA and academic standing of students who are ultimately disenrolled? 3) what proportion of disenrolled students return to CSUCI? 4) for students that are disenrolled at the first deadline but are allowed to re-enroll in courses, do these students enroll in courses that align with their degree plan?

Once we finalize the data upload into the DSA Dashboard, we will examine student demographics to assess which student groups are most impacted and whether students who are successfully progressing towards degree completion are disenrolled in the midst of their studies. To assess re-enrolled students' course loads post initial disenrollment, we are planning to review courses in relation to degree requirements through our Academic Advising department.

This is a very exciting opportunity because there are varying viewpoints on our current disenrollment model, but no one has examined the specific student-level data associated with the disenrollment process in relation to student demographics and student success. If there are relevant findings, there may be interest from campus stakeholders as it relates to any subsequent formal policy review, and our hopes would be that our data would help inform this process.

Originality and Creativity: Please describe why the program, project or activity is unique, original, or innovative to the university community, student affairs profession or category of submission, including the use of integration of emerging learning technologies or technology immersion.

As stated throughout this submission, the overarching and integrated nature of our DSA Dashboard has led to numerous opportunities to examine data in creative, innovative and forward-thinking ways. However, the overarching goal remains the same – how can we utilize DSA specific data to improve student success and close equity gaps.

One of the most attractive aspects of our DSA Dashboard is that we maximized existing technology and resources to implement and fully develop the program. We learned that we were under utilizing the technical capabilities of our existing data warehouse and worked to fully maximize its potential through our dashboards. In addition, our dashboards were built using our existing Tableau subscription, and we even saved significant resources by discontinuing an expensive tracking system subscription that was inconsistently utilized and purchased $15 card readers to ensure accurate data collection. We also re-allocated existing staff resources to this project, and our main expense involved consultant fees with regards to the training and ongoing consultation for our staff members dedicated to this project. During a time where fiscal resources are scarce, we were able to maximize our existing resources and technology to fully realize this project's potential for the long-term health and continued evolution of our campus community.

Application of Research, Theory and Assessment: Please describe the program, project or activity's application or new emerging research, theoretical framework and/or assessment practices including relevant sources, learning outcomes assessment data and best practices.

The DSA Dashboards have provided many opportunities to engage in data analyses that can significantly contribute to the knowledge base in the student affairs literature. Perhaps most importantly, however, this work has applied value and in some ways is informing what is considered to be best practices for our campus community. As outlined throughout this submission, our basic needs analyses, scholarship data, and examination of our disenrollment model all have the potential for original research worthy of manuscript submissions for relevant journals in student affairs. Our scholarship analyses and disenrollment projects also have the

potential to contribute to the Business and Financial Affairs and Advancement literature bases as well.