

IOWA

Student Success Team September Meeting

September 14, 2021

Student Success Team Mission

- The University of Iowa's Student Success Team develops ideas and implements initiatives that foster undergraduate achievement within a safe, engaging, and inclusive campus community.
- The Student Success Team is sponsored by the Division of Student Life, the Office of the Provost, and the Division of Diversity, Equity, and Inclusion and coordinated by an executive committee that includes representatives from each area.

Advisory Board

The purpose of the Student Success Team Advisory Board is to:

- Provide ongoing feedback to the SST sponsors and executive committee on SST direction and initiatives.
- Advise on selecting the yearly SST theme and provide feedback on and support for specific meetings or sessions.
- Serve as an ambassador for the Student Success Team within their college/division and the broader campus.

Advisory Board

- Anna Jensen
- Manuela Cretella Foglio
- Laura Goddard
- Patrick Rossmann
- Claire Frances
- Mirra Anson
- David Supp-Montgomerie
- Anat Levtov

Structure

- Meeting schedule and content (2nd Tuesday 10:30-noon)
 - September: Senior Leader Update
 - October: Practice-Oriented
 - November: Student Panel
 - February: Industry Authority/Content Expert/Common Read
 - March: Practice-Oriented
 - April: Alumni or Parent/Family Panel
- Each Meeting – campus updates and Q&A

BLACK & GOAL'D

Remix Tailgate

IOWA

Division of Student Life



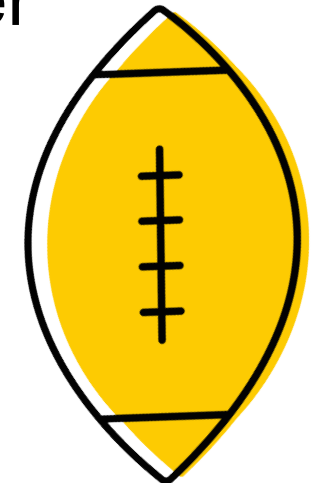
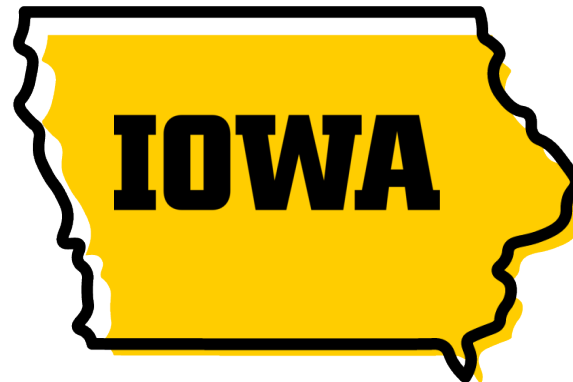
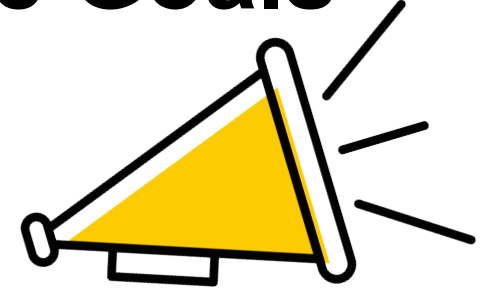
Emma Welch (she/her)

Coordinator | Pride Alliance Center

Co-chair

Black & Goal'd Remix Tailgate Committee Goals

- Supports Alcohol Harm Reduction Plan
- Gives opportunity for students to engage socially even if they aren't interested in athletics
- Highlights Multicultural and International Student Support and Engagement by way of the Pride Alliance Center



BLACK & GOAL'D

Remix Tailgate

TAILGATE DATES

SEPT. 4	INDIANA @ 2:30 P.M.
SEPT. 18	KENT STATE @ 2:30 P.M.
SEPT. 25	COLORADO STATE TBA
OCT. 9	PENN STATE TBA
NOV. 13	MINNESOTA TBA
NOV. 20	ILLINOIS TBA

JOIN US

THREE HOURS BEFORE THE GAME FOR A SUBSTANCE FREE TAILGATE WITH FREE FOOD, PRIZES, MUSIC, & YARD GAMES!



Individuals with disabilities are encouraged to attend all University of Iowa-sponsored events. If you are a person with a disability who requires an accommodation in order to participate in this program, please contact Emma Welch in advance at emma-welch@uiowa.edu.

Center for Diversity and Enrichment | Late Night Programs Undergraduate Student Government | Pride Alliance Center Residence Education | Recreational Services | Collegiate Recovery Program Late Night Programs | University Housing & Dining | Student Wellness Office of the Dean of Students | University Counseling Service

Note: We are not tailgating during Homecoming.



How can I get involved?
I'm glad you asked! :)



How can I get involved?

VOLUNTEER

- Students, staff, faculty
- Roughly 4-hours shifts
- <https://tinyurl.com/BGRT21Volunteer>

SHARE SOCIAL MEDIA KIT

- Included:
 - Guide to the kit
 - PDF flyer (good for email)
 - Instagram squares
 - Individ. Instagram story promos for each game - ongoing
- <https://tinyurl.com/BGRTMediaKit>

Black & Goal'd Remix Tailgate Committee

Kendal Arthur, University Housing & Dining

Scarlet Davis, Center for Diversity & Enrichment

Karen Grajczyk-Haddad, Student Wellness & Collegiate Recovery Program

Anna Holbrook, Office of the Dean of Students

Omar Mustafa, Undergraduate Student Government

Heidi Schmitt, University Counseling Services & Collegiate Recovery Program

Erin Sullivan, Recreation Services

Emma Welch, Pride Alliance Center

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Office of the Executive Vice President and Provost

Student Success Team Meeting

Tanya Uden-Holman, Associate Provost for Undergraduate Education
and Dean of the University College

September 14, 2021

Portfolio of APUE/University College

→ APUE

- Academic Advising Center (AAC)
- Pomerantz Career Center (PCC)
- Registrar (Julie Fell, Interim Registrar)
- Office of Assessment

→ University College

- Academic Support and Retention, First-Year Programs
- Orientation and Onlowa!
- Distance and Online Education, including BAS/BLS
- Honors Program (Shaun Vecera, starting as Honors Program Director 9/20)
- ROTC, Debate

UI Strategic Planning

Strategic Planning – Development

- Planning efforts are anchored in three core areas:
 - Student, Faculty & Staff Success
 - Research & Discovery
 - Diversity, Equity & Inclusion
- Engagement will be embedded in the strategies of each area
- This approach leverages UI strengths and identifies areas of opportunity necessary to become a Destination University



Strategic Planning – Teams

- **Strategy Team**
 - Co-chaired by Provost Kregel and Vice President Scholtz
 - Comprised of campus leadership and content experts; shared governance leaders serve as *ex officio* members
- **Development Teams** in four core areas:
 - Student Success
 - Research & Discovery
 - Diversity, Equity and Inclusion
 - Faculty and Staff Success
- The **Data and Assessment Team** supports the Development Teams and the Strategy Team in the development, implementation, and evaluation of the strategic plan.

Strategic Planning – Campus-wide Feedback

Listening sessions	Key informant meetings	Focus groups	Town halls and open forums	Final rounds of feedback	Continuous, online feedback mechanisms
June-Sept 2021	Ongoing	Oct 2021	Feb 2022	April 2022	Ongoing
Objective: Understand campus landscape and identify trends and areas of opportunity and distinction; gather feedback on themes created from collegiate and central unit plans.	Objective: Identify faculty or staff with content expertise and engage in small group conversations to gather additional insight for content specific areas.	Objective: Obtain feedback from identified campus groups and stakeholders on draft themes, priorities, and areas of opportunity and distinction.	Objective: Capture campus-wide feedback to enhance and refine priorities, goals; identify existing gaps.	Objective: Gather feedback from various groups regarding priorities, goals, strategies, etc.; groups to be determined at this stage in the development.	Objective: Collect feedback at key stages in the development process to expand feedback and promote inclusivity for members of the campus community and stakeholders.

Strategic Plan Development Timeline

Mar. 1, 2021	College/unit plans due to provost and president	Feb. 2022	Ongoing campus feedback on draft plan's goals, strategies, critical tasks and metrics to address issues and opportunities for distinction solicited via town halls and open forums
Mar.-Apr. 2021	Draft themes identified from college/unit plans		
June-Sept. 2021	Listening sessions with campus stakeholders	Mar. 14, 2022	Draft strategic plan provided to the Board of Regents
Oct. 2021	Focus groups to solicit feedback on draft themes, goals, priorities	Mar. 15- May 12, 2022	Strategic plan finalized incorporating last round of feedback from campus stakeholders
Nov. 1- Dec. 14, 2021	Area specific strategic plans drafted	May 13, 2022	Final strategic plan submitted to the Board of Regents
Dec. 15, 2021	Draft area specific strategic plans submitted	June 2, 2022	Board of Regents approves strategic plan
Dec. 16 2021- Jan. 31, 2022	Comprehensive strategic plan drafted	July 1, 2022	Strategic plan implementation begins

Student Success Development Team Subgroups

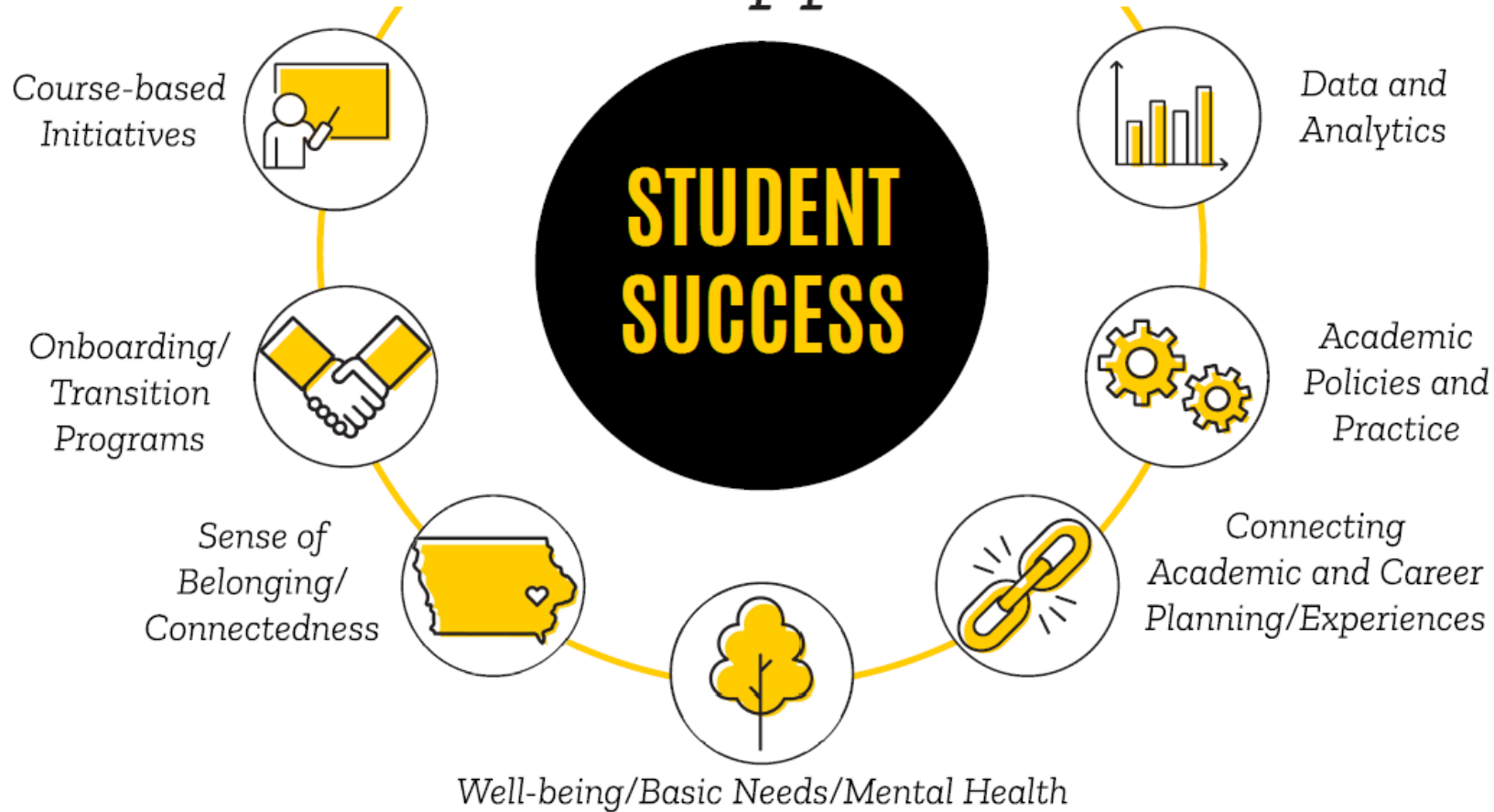
- Belonging, Mattering, Mentoring
- Equity in Academic Experiences
- Experiential Education
- Holistic Well-being and Basic Needs

Subgroups include individuals from SSDT and additional campus content experts

Each subgroup is developing a comprehensive goal related to the subgroup topic, in addition to creating objectives, strategies, metrics/targets, and critical tasks.

INSTITUTIONAL-LEVEL EFFORTS

to support



P3 Funded Student Success Initiatives (FY2020 & FY2021)

P3 Funded Student Success Initiatives (FY2020)

- Hawkeye Introductory Courses
 - Course redesign for identified gateway courses in five departments in the College of Liberal Arts and Sciences using evidence-based practices to inform pedagogical practices
 - Course-associated embedded academic supports (Learning Assistant Program) will expand throughout additional courses and course sequences
- *IowaRise*
 - Engage students in internships, service-learning, and civic engagement

P3 Funded Student Success Initiatives (FY2021)

- Learning@Iowa
 - Application of empirically proven learning methods that have demonstrated positive effects on student learning and persistence to a variety of courses, residence hall settings, academic advising, and more
- Examining and Tailoring Academic Policies
 - Examine the impact of academic probation and course placement, with the goal of tailoring policies and practices to promote overall student success in ways that also improve equity in student outcomes
- Closing the Gap
 - Assess the landscape of experiential education and identify barriers to engagement
 - Use findings to create a course tailored to the specific needs of second-year students, a critical time in career and major discernment

Additional Examples of Course-based Initiatives

Supplemental Instruction (SI)

- Campus-wide academic support context
 - Over 20 campus help labs (e.g., writing center, math tutorial lab)
- *SI: centralized academic support*
 - Designed to increase student learning and retention
 - Collaborative and active learning, peer facilitated support
 - Gains in understanding of content and learning strategies
 - In-person (Academic Resource Center in IMU) and virtual sessions (zoom)

**20-22
courses per
semester
across 3
colleges**

**20,000+
visits per AY**

**6% increase
in retention
for students
who utilize
(on avg.)**

**25-30% of
eligible
students
utilize SI**

**Students
served in 7
colleges**

Academic Support

- Peer Led Undergraduate Study (PLUS) - CSI:1210
 - Utilizes SI principles to support students dually enrolled in General Chemistry I (CHEM:1070) and College Algebra (MATH:1005)
 - PLUS leaders support students in chemistry course content

- Learning Assistants (LAs)
 - Embedded peer leaders in high enrollment courses (e.g., Principles of Chemistry I- CHEM:1110, 900+ students/semester)
 - LAs enrolled in CSI:2020, Learning Assistants Training, *Pedagogy: Creating Collaborative Learning Environments*
 - Meet with course faculty once per week

Sense of Belonging/ Connectedness Supporting 1st Gen Students



1st Gen Task Force Initiative



First Gen Hawks Components

▪ Experiential Learning Courses

- Students engage in a centralized First Gen Hawks seminar that explores undergraduate research, mentored campus employment, and leadership and engagement, then select a specific track to focus on in the spring semester

▪ Peer Mentoring

- Peer mentors work with mentees beginning during On Iowa!. Mentors are embedded in the experiential learning courses in the fall and spring and foster academic and social connections

▪ Individualized Support

- Due to recent donor funds, we hired an Academic Specialist to provide students with the assistance, guidance, and resources necessary for personal and academic success

▪ Events & Programming

- Specialized programming and events throughout the year implemented to foster student connections with faculty, staff, administration, and other students

▪ Student Success Analytics

- Institutional persistence index scores embedded in Excelling@Iowa, along with other key institutional and student data points, to monitor student success and challenges. Academic specialist and peer mentors, along with key campus partners and resources, to coordinate timely intervention and support across academic, social, personal, and/or financial barriers

What Students Say

"The First Gen Hawks program was truly a great decision, and it has really helped me in my college transition, and I know I will take the information and experience that I have been given and continue to apply and utilize it to my everyday life"

Fall 2020	First Gen Hawks	FGH Compare Group*	All First Years
Average GPA	3.34	3.01	3.23
Dean's List	50%	29.5%	39.1%
Retained to Spring	95.3%	86.9%	92.9%

*FGH Comparison group consists of all first generation students who are not in a support program (FGH, GEAR UP, TRIO)

Looking Ahead

Opportunities: Comprehensive Success Programs

- Integrate multiple evidence-based practices for student persistence and degree attainment
- Underlying Principles
 - Focus on student experiences and needs as opposed to organizational structure or dynamics
 - At the core, address belonging, mindsets, purpose
 - ✓ Belongingness, self-efficacy, and perceived value of the curriculum (Tinto, 2016)

Opportunities (cont.)

- Identify and address gaps and opportunities. For example:
 - “Pre” and “interest” majors
 - Interventions for students who are on academic probation after 1st semester
 - Impact of finances on retention/progression
- Leverage the successes of existing support structures and programs by promoting expansion and continued resource allocation
- Utilize variety of student experience data points, both quantitative and qualitative, to inform our work

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Division of Student Life

Student Success Team Meeting

Sarah Hansen, Vice President for Student Life

September 14, 2021

Division of Student Life

- Office of the Vice President for Student Life
- Office of the Dean of Students
 - Leadership & Engagement
 - Wellbeing & Basic Needs
 - Student Accountability
- Iowa Memorial Union
- Recreational Services
- University Housing & Dining
- University Counseling Service
- Student Disability Services
- Multicultural & International Student Support & Engagement (MISSE)
- Women's Resource & Action Center
- Rape Victim Advocacy Program
- Parent & Family Network

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Iowa: Supporting the Whole Hawkeye



PEOPLE WHO MATTER

Relationship-rich experiences connecting students with faculty, staff, peers, and alumni



PLACES TO BELONG

Every student can find community through spaces, places, and experiences at Iowa.



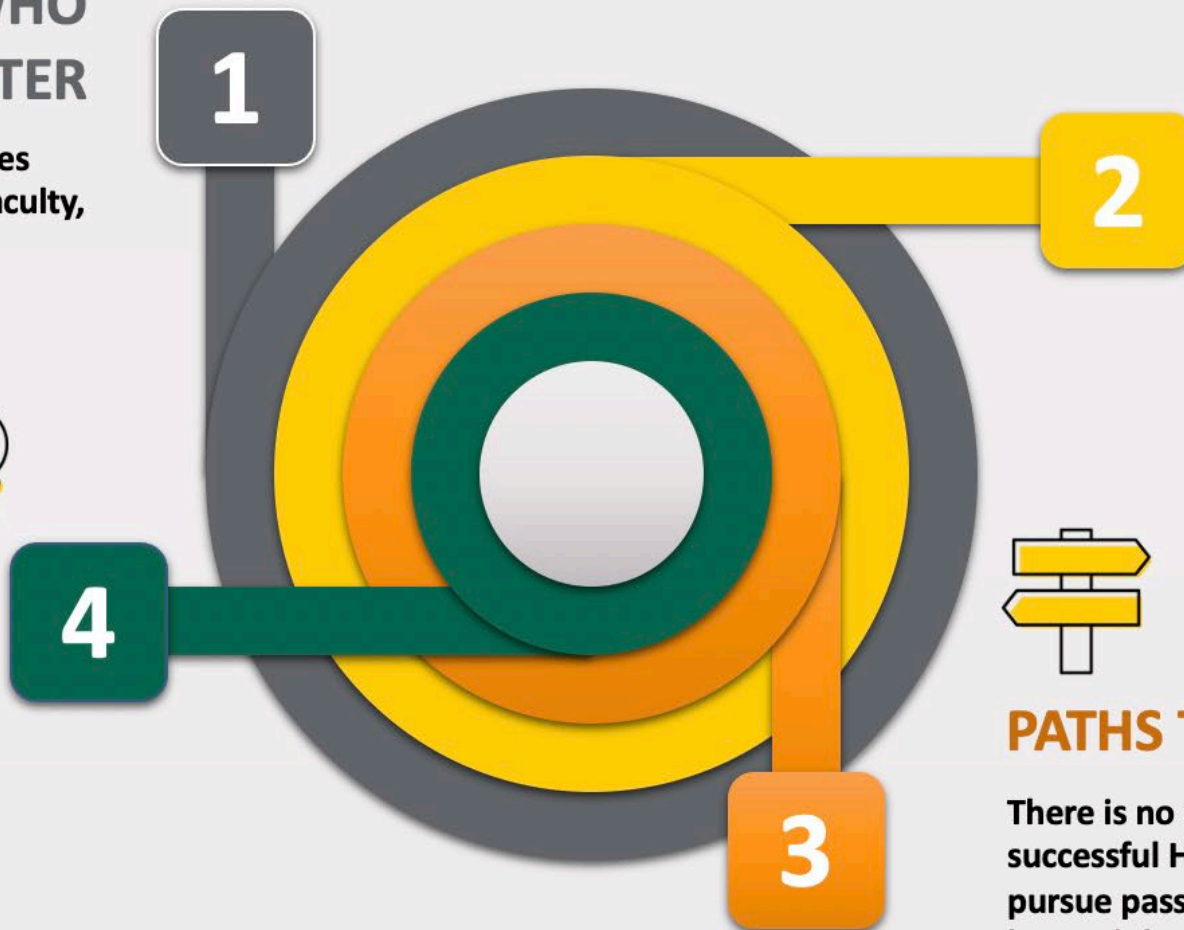
PURPOSE

Hawkeyes understand how to make a difference for individuals, communities, and the planet.



PATHS TO SUCCESS

There is no single way to be a successful Hawkeye. Students can pursue passions within and beyond the classroom.



DIVISION OF STUDENT LIFE

Priority Areas



Wellbeing, Mental Health & Basic Needs

- Wellbeing & Mental Health Campus Collaborative
 - Sponsors: Kregel, Hansen, Scholtz, Reardon
- **Well-being at the University of Iowa is a process focused on life-long learning that promotes and sustains optimal health, personal connectedness, meaningful experiences, and a purposeful life.**
- The Well-Being Campus Collaborative is a structured, coordinated effort to substantively improve the health and well-being of all members of the University of Iowa community. The Collaborative consists of participants who oversee mutually reinforcing activities around health and well-being on campus or in the community.

Wellbeing & Mental Health Campus Collaborative

- The Well-Being & Mental Health Collaborative is charged with outlining strategic priorities and a 3-year plan to meet our vision for the University of Iowa to:
- embed well-being & mental health into all aspects of campus culture and,
 - leverage research, collaboration, and action to improve the well-being of our campus, the state, and the world.

→ **Leadership:**

- Joni Troester, Senior Assistant Vice President and Deputy Chief Human Resources Officer (Co-Chair)
- Tanya Villhauer, Division of Student Life Assistant Dean for Well-Being and Basic Needs (Co-Chair)

Expanded Mental Health Support



→ After-Hours Mental Health Support

- Additional Care Manager in Student Care & Assistance
- Threat assessment position
- Basic Needs position
- Partnership with CommUnity for University of Iowa Crisis & Support Line:
 - 24/7 dedicated phone/text/chat support for UI students
 - Mobile Crisis consultation and transport
- Partnership with Ambulance/Secure Car to provide no-cost hospital transport from University Counseling Service, Student Health, Residence Halls to ER

Mental Health Postvention Task Force

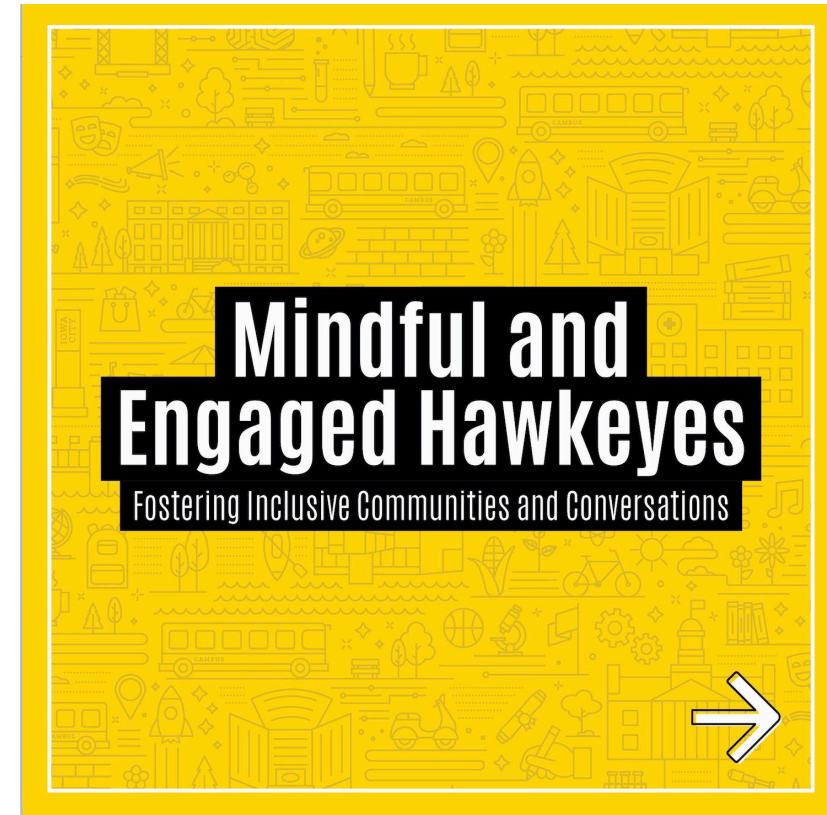
- Danielle Martinez, Maggie Moore, Barry Schreier
- Inclusive work groups across institutional boundaries

Key Focus Areas:

- Institutional and leader messaging (It's ok not to be ok)
- Promote help seeking & peer support
- Infuse gratitude to self and others
- Focus on basic needs

Student Leadership & Engagement

- Mindful & Engaged Hawkeyes
 - Student Organization Leader Training
 - Courageous Dialogues
- Fraternity & Sorority Life strategic plan
- Engagement Advising & Hawkeye Engage



Diversity, Equity, & Inclusion

- Reimagining Campus Safety Implementation Team
- Cultural Neighborhood Planning
- Free Speech & Freedom of Expression
 - Implementation of BOR free speech policy updates and website creation
 - Chalking policy
 - Programs, speakers, and outdoor space - University Events Committee
 - Demonstration Support Team

Mentored Campus Employment: Iowa GROW

- First Gen Hawks campus employment
- Business Intelligence dashboard with student employment/GROW retention data

Year 1 to Year 2 Retention

Cohort Year	Student Retention	Student Employee Retention	DSL Student Employee Retention	Iowa Grow DSL Student Employee Retention
2019	88%	93%	93%	100%
2018	85%	92%	92%	94%
2017	85%	93%	93%	98%
2016	85%	94%	94%	97%
2015	86%	93%	93%	98%
2014	85%	92%	92%	98%
2013	85%	93%	93%	99%
2012	84%	90%	90%	100%
2011	84%	87%	87%	100%

Mentored Campus Employment: Iowa GROW – First Gen



Year 1 to Year 2 Retention

Cohort Year	Student Retention	Student Employee Retention	DSL Student Employee Retention	Iowa Grow DSL Student Employee Retention
2019	83%	91%	91%	100%
2018	78%	87%	87%	93%
2017	78%	89%	89%	96%
2016	79%	90%	90%	94%
2015	80%	90%	90%	96%
2014	80%	91%	91%	100%
2013	80%	91%	91%	100%
2012	77%	86%	86%	100%
2011	57%	60%	60%	

Division of Diversity, Equity, and Inclusion

September SST Meeting Update on Diversity

Dr. Liz Tovar, Executive Officer & Associate Vice President,
Division of Diversity, Equity, and Inclusion

September 14, 2021

Division Overview

- Unit organization
- Organization evolution
- Key initiatives
- Opportunities

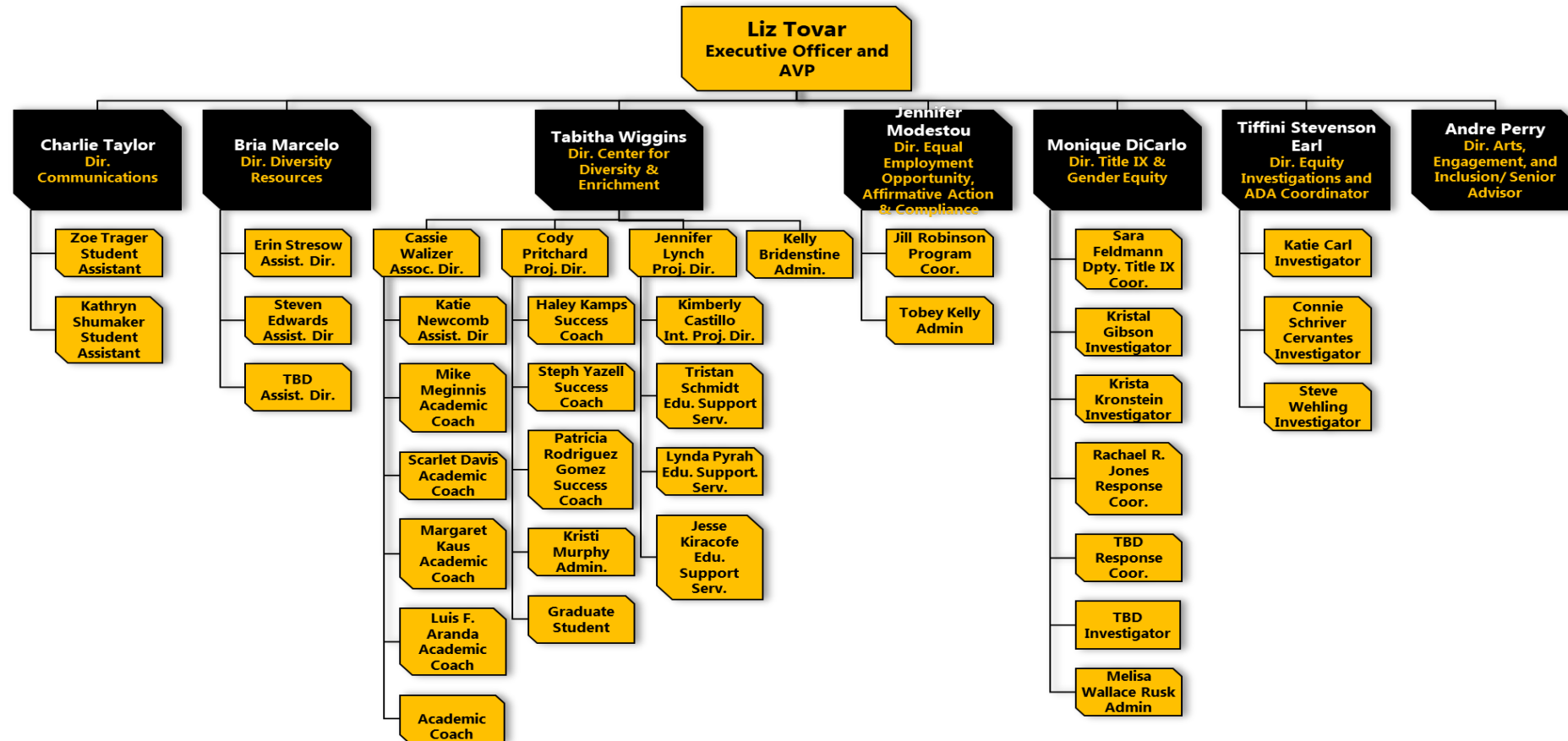
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**Division of Diversity, Equity,
and Inclusion**

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Division of Diversity, Equity, and Inclusion

Organizational Chart



Organizational Evolution

- Expanded DDEI portfolio
 - Director of Communications
 - Senior Advisor to the Executive Officer
- Hub and Spoke university DEI
- Office of Institutional Equity



2020 – 2021 Recap

- Increased engagement by the Division of DEI with faculty, staff, students, alumni, and the community
- Mandatory DEI training for all senior-level administrators
- Two DEI faculty fellows who will spend the year focusing on strategies to support faculty DEI on campus
- \$500,000 from the Office of the Provost Investment Fund allocated to 2021 DEI initiatives
- Diversity Catalyst Seed Grant funding



Maurine Neiman



Bradley Cramer

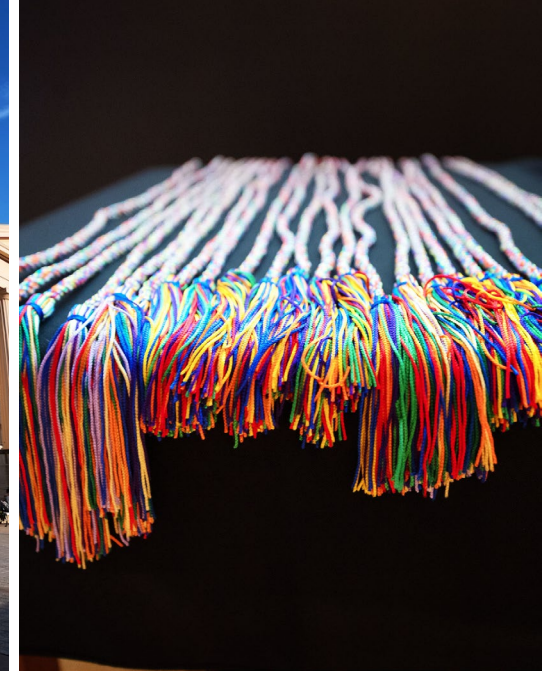
2021 – 2022 Key Priorities & Initiatives

- Campus Climate Survey
- Journey to Unity
- Strategic planning process
- Intersection between free speech and DEI
- Coordination of DEI committees



Opportunities for Collaboration

- P3 funding
- CDE Pilot Program
- Strategic Planning
 - Cultural shift
 - Recruitment and retention (e.g., Postdocs and fellow – pipelines)
 - Training and policy
 - Population specific OR organizational structure



Senior Exit Survey Summary

Wayne Jacobson, Office of Assessment

Senior Exit Survey

The Senior Exit Survey is administered to all undergraduates at the time they file to graduate. In 2021, 77% of graduating seniors completed the survey.

Source of information for

- **Thank You For Making a Difference!**
Annual recognition of faculty and staff named by students as people who made a difference in their lives during their time at UI
- **Extending the Classroom**
Annual report on students' self-reported participation in selected high impact practices during their time as undergraduates

<https://assessment.uiowa.edu/reports-and-surveys#Exit>

Senior Exit Survey

The survey concludes with one of four randomly assigned open-text questions which ask students to comment on:

- what helped them most
- what they value most about their time at UI
- what advice they would offer future students, or
- what challenges they faced

Many thanks to Alyssa Yao and Danielle Ramsey-Smith for the work they did to read, categorize, and analyze the responses.

Senior Exit Survey

When students were asked about **what helped them be successful** or **what they valued most** about their UI experience, the most common responses were those that focused on ...

“The faculty has been wonderfully supportive and has made a lasting impression on me. Without them, I don't know if I could have done this. Thank you all!”

“What I valued the most about my experience at UI was being able to build a solid network and making lifelong connections. Being at UI really helped me break out of my shell when I first came here, and I am leaving a stronger and more confident person.”

“I valued how much my professors cared for students and were approachable for academic concerns and questions, especially during recent semesters when we all had to deal with Covid-19.”

Senior Exit Survey

When asked **what advice they would offer incoming students**, many commented on the importance of making connections, taking advantage of opportunities, and persisting in the face of challenges.

“Don't be afraid to meet with your teachers and TA's - they are here to help you. They want to see you succeed. Create those relationships and network!!“

“Take advantage of as many resources as possible and don't be afraid to ask things of your professors and faculty members. The people working at the university want to see you succeed.”

“Do not sell yourself short. You are capable of so much more than you probably think. Being uncomfortable is also okay. Discomfort is a space in which you can learn.”

Senior Exit Survey

When students were asked **what challenges they faced**, the most frequently mentioned challenges were related to the pandemic.

”Just in the year 2020, I have faced many challenges that impacted my education goals. In the Spring 2020 semester, a massive global pandemic emerged causing all students to leave campus and do school remotely. Not to mention, in the summer prior to returning to campus before the 2020-2021 school year, my hometown experienced a disastrous derecho storm that truly threw a wrench in everything. Not only was I dealing with the aftermath of a horrible storm, my senior year of college was entirely uncertain.”

“A global pandemic. The last year of college was extremely mentally and emotionally exhausting. To balance educational goals with the life changes that were taking place was very difficult.”

“Similar to others in my graduating class, I faced challenges related to COVID-19. Virtual classes were hard to deal with at times, especially with all the additional stress I was under. But I do think the University and its faculty did the best they could to help students through this difficult time. Thank you.”

Senior Exit Survey - Observations

While we often think of our work in terms of programs we provide, students often describe their experience in terms of the people they interacted with.

Not all students reported only positive experiences, but it was relatively rare for a student to identify faculty, staff, or university programs as the reason for their negative experience.

The pandemic loomed large in student perceptions, but it was not the only thing shaping their University of Iowa experience:

- *Relationships with faculty, staff, and peers*
- *Ability to network and make connections*
- *Exploring opportunities*
- *Persisting through challenges*
- *Academic experiences*
- *Co-curricular experiences*
- *Adapting to college expectations and responsibilities*
- *Mental health*

—
Updates!

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