SST Retreat
September 2, 2010

Group 1

CHOOSE
- Create a set of personal, academic social and intellectual goals to guide their behavior
  - Goal card collected at convocation and return to students at the end of the year ceremony (future tie into living-learning communities)
- Become more effective decision makers
  - Interactive theatre, e.g. I-site community theatre (sexuality, violence, diversity, alcohol)
  - Internet interactive games, role play 10-20
  - Small group role play and discussion

SERVE

Assessment Piece
- Internet: group activity (virtual scavenger hunt)
- Scavenger Hunt
- Community project
  - Give back, link to Pick One, small projects, menu include cultural houses, diversity
  - Community come to campus

Logistics:
- Assign versus menu
- People come to campus

Best Idea SERVE
- ENGAGE in activities that give back to the University and community
- Gain a greater understanding of their role in student body, University and surrounding community
  2) Virtual scavenger hunt
  3) Community project, 1-2 hour small project
     - (Link to Pick One, cultural houses, diversity, community to come to campus) e.g. pet blanket, whistles, etc
     - Pre-experience survey to rank top choices for experience assignment
- Survey end year regarding experience, additional way serve (and/or right after)

Group 2

ENGAGE
- Get involved/know how to…
- Understand "we" want them to become a leader
- Learn to work effectively in teams and groups
- Shared classroom experience around a shared article on leadership or something

CHOOSE
- Learn to make well thought-out choices
- Choose your own adventure scavenger hunt using text messaging
- Symbolic goal setting
  - Flags
  - Time capsule
  - Letter to selves/mailed later in semester
- Nformed and Alcohol Edu and a diversity piece and safety. (Show/skit") 2nd City
- Video series (vignettes) with discussions

Strategies
ENGAGE
- Pick One! Program/experiential with groups
- Outside comfort zone
- Org Sync (co-curricular transcript)
- Key experiences we think UI students should have
- On Iowa leaders/ambassadors/mentors including faculty and students (upperclass)
- Engaging with your living-community
    - Intentional creation of these communities (neighborhoods)

Logistics
- Pick One experiences:
    - 5 groups representing the 8 categories demonstrating what they do (organic, interspersed throughout, in evenings, at meals, with GREAT signage explaining what they do)
        - Groups put together 2-3 minute story videos that explain what they do and what they've gotten out of the experience
        - Show on walls or on TV's/monitors around campus
        - Cameras capturing new students and what they plan to do
- Choose = SCVNGR system to take student groups/teams on scavenger hunt about making choices and their consequences

Assessment
- Pick One: increased number of students who register their pick
- Greater variety in Picks
- Qualitative piece (video) of new students talking excitedly about what they want to do.
- Deeper involvement in year 2/tracking within co-curricular transcript
- HC1 students have a personal profile in Org Sync

Group 3
EXCEL, STRETCH
Task 1
- Understanding difference between high school and college academic environment
    - Know what to study
    - Know who to study
    - Expectations
    - Active learning
    - Navigation
    - Time management
- Conflict resolution strategies and how to ask for help
- Introduce difference, but not yet ready to step out of comfort zone
    - Diversity isn't just race, gender
    - Opportunity to "remake" self
    - Opens one to many exciting opportunities
    - Great chance to try new things
- Confidence in problem-solving
- Team Development and Creating communities
- Dealing with adversity
    - Can learn from failure
    - Redefine personal understanding of success

Task 2
Strategies
- Flexibility in activities

- o Variation by academic area
- Somehow set stage throughout admission/enrollment process for goals at "On Iowa"
  - o Consistent message
- Mini-"lecture" by exciting professor (or maybe not so mini in Macbride)
- Academic Bowl
- Develop SPORKLE games for UIowa
  - o SPORKLE bowl
- Campus scavenger hunt
- Play fair on football field
- Photo of whole group in stadium

Task 3
Logistics
- Have incoming students design shirt (competition)
- Kinnick Idea
  - o Get buy-in from Athletics (President Mason to Gary Barta)
  - o Timing especially with regard to food
  - o Food ? Concession stands?
- How to group students for longer-term cohesion
- Play fair idea (with all students)
- T-shirts vary by color for dorm students live in
- Official "Goodbye Time" for parents
- Move-in (Georgetown model, per Beth)
  - o Staging area: Hancher lot
  - o Load up in laundry carts
  - o University provides u-hauls
  - o Parents and students directly to rooms
- Tour of Kinnick, Carver-Hawkeye, other places on campus
- Flip-cards with "Iowa Challenge" in stadium
- Academically-related project (doing something)
- Peer mentor for every 20 or so new students
- Link projects together somehow
- Minimize sitting passively in rooms, but be sure there is time (baking cookies with RA, watching show as group, etc.)
- Karaoke

Task 4
Assessment
How will we know if learning outcomes met?
- Do people show up, stay for events?
- Track data from SPORKLE site
- Can students find their way around campus, to first class?
- Feedback from mentors, RA's
- Do student stay on campus first weekend?
- Create memories – do they remember forming "I", getting tassel?
- Form focus groups
- Monitor questions asked of advisors

Group 4
ENGAGE
- Getting involved
  - o To broader community
  - o Faculty involvement
  - o Importance of involvement

- o Younger alumni messages

CHOOSE
- Begin to set goals
- Rewards, consequences, choices
- Mindfulness
- Outcomes
- Long term and short term consequences
- Responding to challenges/control of situation
- Resiliency
- Passive vs active
- Locus of control

Best Ideas
ENGAGE
- Team building activity (ROTC example) and then process
- Tied to an outcome later in the school year or for the institution
  - o Purposeful
  - o Sustainability
  - o Technology use/video (moto, logo, Skype, etc.)
  - o Art pieces
- Older students, faculty as part of teams
- Short and or long horizon to complete?
- Lead thru steps of self-disclosure
  - o Engagement in larger sense

CHOOSE
- Strength to ask questions, not weakness
- Conference format: young alumni/older students
- Time for reflection
- Look to what other institutions have done and worked
- Scenarios, case studies
  - o Using breakouts in lecture halls
  - o Text response or other electronic survey for response
- Loyalty (to self/friends)

Logistics
- Large group
- Breakouts to lecture halls
  - o Smaller classrooms
- Use technology
- Maybe by learning communities/residence halls
- Mix of activities
- Keeping engaged during day
- Survey how other Big Ten's do this
- Keep students from wandering off and engaging in negative activities
- Combine with community activity (Taste of Iowa City)
- Community leader alums
- Uncertainty of how this gets accomplished by current staff given other responsibilities.

Assessing Efforts
- Did they come up with a concrete idea/outcome
- Signed up for Pick One; participation at other student involvement
- Numbers in groups form Friday afternoon to Sunday afternoon
- Survey: students, community, faculty, staff
- Difference in behavior/choices outcomes
- Time capsule

- Increase in student leaders; interest in helping plan year two of On Iowa!

Group 5

EXCEL – Learning Outcomes
- Understand how to discover academic expectations by your faculty. College and University
- Learn how academic skills contribute to personal success.
  - o Time management
  - o Appreciation for diversity
  - o Discipline
  - o Integrity
  - o Critical thinking
  - o Problem solving, etc.

SERVE – Learning Outcomes
- Understand that Service is an essential part of their role in the student body
  - o Understand the diverse ways students can serve

EXCEL
Ideas
Faculty Dinner/Meal
- Connect a faculty member with small groups
- Tradition activity "Ring the Bell'
- Syllabus: Going over a syllabus
- Self-research to find academic expectations
- Office hours approachable
- Tours of college classroom and offices

SERVE
Ideas
- Service project/component during On Iowa!
- KP duty; students 'serve' during **logistics** of event, stock the napkins, etc.
- Community partner to campus for debriefing; volunteer at Summer of the Arts
- Cultural event
- Common reading (short) understanding privilege and impact
- Student entertainment
  - o Talent show
  - o Open mic
- Create space/time for reflection of service
  - o Make connections for future experience
  - o Individually investigate/find service projects
- Connection to service opportunity list
  - o Referral service
  - o Smart phone app
- Random acts of kindness
  - o 4-square app

Approaches
- Senior student/student leader participation (group leader)
- Faculty member involvement
- Meals
  - o Small groups
  - o Eat in classrooms
- 300 groups; 1 faculty per 2 groups: total 150
  - o Small groups; 15 students; 1 student leader
- Round robin concept; rotations (movement)

<u>Assessment</u>
Small group with faculty
- Would you feel more comfortable approaching a faculty member or attending office hours?
- What did you learn about the faculty members' role in the University?
- What was the most surprising thing you learned from the faculty member?
- Build 'test type' question about experience. How many hours should you study for a class?
- Pre-testing during Orientation
- Post-testing during On Iowa!
- Every first-year student is issued a clicker

Group 6

EXCEL - <u>Learning Outcomes</u>
- Create academic goals to guide their college experience
- Understand the academic standards set by faculty and the institution
- Learn how to perform in complicated environments and in the absence of specific instructions

STRETCH
- Gain a broad understanding of diversity by participating in activities that allow them to learn about and interact with different cultures
- Step out of their comfort zone and challenge their current belief systems
- Begin to work cooperatively and effectively with others

<u>Strategies for meeting outcomes</u>
- 1:20-30 ratio between peer leaders and first-year students
    - Move to smaller groups when 4-5 day experience to create mentor/mentee relationship
- Role-play/role model difficult situations they may encounter in college
    - Ex: roommate agreement, assault
- Small group panels of faculty and staff and peer leaders
    - Faculty members chosen by peer leaders
- What would you do? Scenarios; video scenarios
    - use clickers to process the scenarios
    - both positive and negative
- Bystander training incorporating it into the video scenarios
- Group led icebreakers
    - Share who they are and teambuilding (example: up down activity)
- Teambuilding activities
    - Challenge course leaders to facilitate the activities
- Academic standards posted online with basic standards and one of ways communicated
- Visiting offices on campus
    - See a face and place and learn campus
- Meet librarian and lean about library and resources
- Intentional diversity activity/experience; demonstrated focus and importance by the University
- Key note speaker relating to diversity
    - Example: Peggy MacIntosh
    - Important for all students
    - Challenge privileges

<u>Managing Logistics</u>
Keynote speaker
- Carver Hawkeye Arena for venue
- Book speaker: Peggy MacIntosh
    - Back up speakers: Cathy OBear, Eddie Moore
- Rousing opening with band and cheer squad

- Message from speaker revisited throughout next 2 days

What would You Do? Video Scenarios
- Small groups in multiple locations
- Campus resources being shared in scenarios
- Video scenarios at the campus office and staff facilitating discussions
- Film the office visits and scenarios the first year to be used for future years and on website
- Clickers will be used for students to participate and facilitate dialogue with the office staff
- Positive and negative scenarios
    - provide all spectrums of diversity, inside and outside classroom
- IOWA Challenge themed scenarios

Teambuilding
- Intentional icebreakers, small groups with activities based on IOWA Challenge
- Recreation Services would train the peer leaders to facilitate icebreakers
- Part of a large rotation, inside and outside
- Challenge by Choice
    - Push boundaries
    - Multi-model, not just physical but incorporating everyone's abilities

Assessing Our Efforts
- Keynote speaker, process session, small groups
    - UCS facilitate training of peer leaders
    - CDE, OISS, SDS
    - Interactive presentation
- Clickers for assessment
    - "play by play"
    - Use scoreboard
- Guided written reflection at the process session

Group 7
Most Important/Essential
- EXCEL: 1, 2, & 6
- Expectations not Mechanics/Skill building

STRETCH: 3 & 2
- Conversations must be very broad based. Not exclusively about race or ethnicity, but about belief systems.

How to best meet the outcomes?
EXCEL:
- Create a college "Bucket List"
    - Realize not a contract
    - Okay to make changes
- Create small groups
- Peer Testimonials
    - What made them successful/fail
    - Try, learn, fail model
- Faculty share expectations
    - Realize difference of programs
    - Realize faculty are "real people"
- Require College Transition for all students

STRETCH:

- Understand and embrace all viewpoints
    - Try things you are not comfortable with
- Interactive activity with small groups
    - Different majors, colors, creeds, viewpoints, religions
- Develop a way for parents to understand changing beliefs of their students
    - What do we tell them during orientation?
    - Postcards home before Thanksgiving, preparing them
    - E-mails to parents
- Get international students to step out/more involved

Assessment
EXCEL and STRETCH
- Capture narratives from students
- Talk to alumni asking for reflections from On Iowa and what "stuck"

Group 8
Strategies
CHOOSE
- Problem-solving examples
    - Cooperative solutions, information on resources, emphasis on responsibility
- Mediation skills; discovery and training
- Peer advising/assistance
    - Integrate silos, possible emphasis second year students
- "Dating game" scenario: exposing attitudes, choices
- Forum theatre: utilize creativity
- Bystander intervention
    - Incorporate into forum theatre to demo, "covert" strategies

SERVE
- Local to global perspectives
- Pre-organized service project
    - Emphasis on larger community
    - Continuity with orientation, beyond immersion
- Opportunities for reflection
    - Ideas for how to return in courses, etc.
- Shared problem to address

Logistics
CHOOSE
- Options for organizing: orientation, housing, other programs
- Forum theatre: flexible size groups
- Recruit RA's, orientation, Iowa Edge, other leaders

SERVE
- Class online community/site; track achievements
- Assessing interests: How/? When? In advance?

Assessment
CHOOSE and SERVE
- Site/group
- Survey Pre and post program
- Problem-solving: trends in how resources utilized
- Survey of service partners

Outcomes – CHOOSE/SERVE

CHOOSE
- Goals: values, identity, discovery, lifelong skills, expectation
- Decision making
- Responsibility: ramifications, up to them as students, independence

SERVE
- Place in community: process, points of connection, multiple communities
- Engagement: giving back, discovering place, exchange, relationships, broad opportunities

CHOOSE – Forum theatre

Outcomes
- Goal setting
- Decision making
- Responsibility

Strategy
- Forum theater: performance and discussion focused on knowledge and skills for first-year problems/challenges

Logistics
- Flexible size groups: 20-200

Assessment
- Trends in resource use related to scenarios

Group 9

Short-term vs Long-term
- Student organization fair: leads to Engagement (connected to Pick One)
- Faculty group doing team-based learning
    - (TILE classroom) How to get that involvement?
        - Get involved in activities ENGAGE
        - Learn to work effectively in groups

Get involved in activities that connect to University community
- Participate in Myers-Briggs or Strengths Finder
- CHOOSE: Group dynamics "Seminar"
- Recreation Services challenge course?
- Provide opportunities to participate in more diverse groups
- Ice Breaker Exercises
- Academic/Social/Physical balance
- Week of Welcome
- Service-learning Community (field trips)
- Be careful of overload; provide down time

ENGAGE
- Involvement
    - Student engagement Fair
    - Meet and greet
    - Scavenger Hunts
    - Presentations on research
- Be part of smaller cohort during the week
- Work effectively in teams and groups

- Learning about team work and why it's important
- Faculty group: team-based learning TILE classrooms
- Don't discourage/leave out the "undecideds"

CHOOSE
Behavior (ramifications)
- Alcohol edu and NFormed to program and dialogue
    o Taken in groups
- Older social peers debunking "what goes on" drinking, etc
    o Without talking about it as rite of passage
- Keynote speaker
    o Talk about choices in general, not just alcohol and partying

CHOOSE Goals
- Create a set of goals to guide behavior
- Gain understanding/ramifications of their behavior
    o Older students help incoming students create goals

How to track goals?
- Iowa edge students get personal journals
- Goal setting unit in College Transition
- ifolio for goals?
- Technology
- Goal setting mobile app On Iowa app!

Logistics
- Hours of activities, keep in mind
- Transportation
- Rotating groups
- Anchoring events
    o End anchor = convocation and block party
- Friday night
    o Learn words to fight song! History, etc
    o Street festival
    o Taste of Iowa City
- Need faculty and student leaders
- Meaningful faculty involvement – how?
- Training for group leaders
- Get 2-3-4 students involved
- Student mentors
- How to get to know faculty better outside of class?
- Build on success of first-year seminars

Group 9
SERVE
- The challenge associated with coordinating a service project for all of our students
- One member noted they encouraged students not to serve in the first year; stressing that they should really be focused on "EXCELING"
- The importance of getting people into **Specific Locations** to impact their experience
    o Awareness vs. action
- How do you make this an experience vs. an extended lecture
- Creating opportunities for specific groups (i.e. International students, underrepresented students)

EXCEL
- Understanding how to ask for help/use resources
- Replicate the Iowa Edge's campus resource tour
- Understanding how to effectively manage time
  - Understanding what faculty expect
  - Designing a workshop that helps students understand specific tools to manage their time
- How do we help students set academic goals?
- Tie-in activities in their individual communities (i.e. residence halls, learning communities)
- Clarifying academic goals through implementing personality inventories through the career center

Outcomes
- Creating opportunities for specific student groups (i.e. international, gifted, etc.)
- Students need to be introduced to resources to help them succeed
- Understanding how to effectively manage time
  - Understanding tools students can use
- Understanding individual strengths and interests (tying into career interests)
- Students should understand how to get involved with service
  - Once there is time a service learning opportunity would be significant. Reflection is key.
- Understanding what it means to serve and how to get involved with it

Implementation
- Have upperclass students talk about the impact of their experiences with service
- Involve faculty working with small groups to discuss the impact of academics

1. Skills assessment and personality exploration: complete the assessment before or in orientation and discuss during on Iowa
2. :World Care" students sit at tables with small group conversations. Each table would have prompts with paper table covering that students can write on (faculty as facilitators?)
3. A mini-Dance Marathon: showing what involvement looks like
4. Exploring campus resources through a scavenger hunt
5. Having a workshop to learn how to effectively use time management, Outlook, ICON, etc. giving every student an I-Pad to learn to use these tools.
6. "Tech Check Off" program: learning to use specific forms of technology needed for academic success
7. Coordinating a service learning project through several different agencies in the community. Providing opportunity for choice in the type of service (i.e. children, elderly, community, special needs, etc.)

How do we do this?
- Rotating schedules for small groups of students with repeating programs
- Finding an appropriate number of peer leaders to facilitate small groups. 15-16 students maximum in small groups. Created a need for 300-350 peer leaders
- If we do SCVNGR, we need to consider group dynamics. How do we minimize grumbling?
- Displaying pictures from SCVNGR at convocation or some other large group wrap up
- Do we use RA's as peer leaders to automatically create community on floors? How does this impact staffing for check-in?

Assessment
- In addition to short term assessment; implementing a set of exit questions for graduation to understand long term impact
- Assessing the peer leaders in addition to student participation
- Implementing some type of survey: can we in some way make this requireed? Follow up during spring registration to see specific things
- How do we identify experiences that enhance retention as well as the student experience?
- Having groups complete specific tasks to show that they've met an outcome