UI SEA Change Core Team

CORE Team Meeting #2

August 15, 2022, 2 p.m.
Agenda

- Meet the Advisory Team
- DEI Inventory Survey
- Retention Update
- Recruitment Report
- Impact Report
- Next Steps
Advisory Team

Purpose:
• A diverse group representing leadership from campus/community to provide CORE Team feedback

Members:
• Tara Bynum
• Margaret Chorazy
• John H. Fingert
• Rabbi Esther Hugenholtz
• Kate Karacay (not pictured)
• Angie Lamb
• Megan Meyer
• Jane M. Nachtman
• Denise Szecsei
• Sarah C. Vigmostad
DEI Inventory Collection

→ Challenge:
  • Multiple DEI efforts across campus
  • Cannot amplify without knowledge
  • Known overlap

→ Task:
  • Survey efforts in larger units

→ Who:
  • DEI Unit Leaders to collect this info

→ CORE Team Action Item:
  • What questions should be asked and how?
  • Submit by **October 1, 2020**
Retention: Status Update

→ Change in plans

→ Students
  • Partnership with OTLT
  • Focus on performance of first/second-year students: demographics of performance
  • Formulate strategies to support DFW

→ Faculty and staff retention:
  • Data-driven ideas for small wins is critical next step
Homework: Completed

- Sign into Slack channel to communicate.
- Meet with your group & data team to understand existing data.
- Evaluate data related to your area of focus. Understand data we have. Determine key missing data.
- Propose small wins and large initiatives related to your area.
- Prepare initial findings to propose to the Core Team in August.
Recruitment areas of focus

Demographics of acquired leads
- Identification of key data gaps in the pre-prospect and prospect stages prior to application

Attrition through recruitment process: “melt”
- Data on demographics of prospective students with respect to attrition from making deposit through setting foot on campus

Demographics of post-graduation outcomes
- Data on employment outcomes for students as a function of student demographics
Existing efforts:

→ Student recruitment within the Strategic Enrollment Plan
→ Focus on gradually increasing student body to the total of 33K
→ Freshmen recruitment focused on:
  • Growing diversity
  • Gender balance
  • Access and success
Lead acquisition

• Pre-prospects:
  • Names purchased from vendors

• Prospects:
  • Students that indicate active interest in UI
  • Names are either purchased or naturally acquired (e.g., student requested information)

More data

More information
Information availability:

→ Vendor collected; student provided
→ Level of detail differs
→ At pre- and Prospects level:
  • basic demographic (e.g., gender, race/ethnicity)
  • basic geographic information (e.g., state, city, country)
  • after lawsuit of 2019, ACT is not allowed to collect data on disability
Missing information: Disability

→ Disability data are absent or irregular for a variety of reasons
  • No reliable method for obtaining relevant data
  • Inconsistent/variable self-reporting

→ A reliable means of addressing this data gap is necessary
  • Post-enrollment interviews, surveys, student narrative
  • Engage with campus communities (e.g. UISDAA, CDA, SDS) for input and recommendation
  • Stories from melt, financial aid, job placement, other areas of focus? (see below)
Melt

→ Melt:
  • Students accepted their offer of admission by May 1st and cancelled their admission between May 1st and the start of the Fall semester
  • Is a normal process

→ What’s normal?
  • Ranges between 5 – 10%; higher during COVID years, lower during typical years
Who melts?

- Males at a slightly higher rates than Females; difference ranges between 2 – 5 percent points, depending on the year.

- Students from historically underrepresented groups (URM) at a slightly higher rate than non-URM; difference ranges between 2 – 5 percent points, depending on the year.

- First Generation students at a slightly higher rates than children of college graduates; difference ranges between 3 – 6 percent points, depending on the year.
Programs & Outreach: a fix for melting?

→ **On-campus programs**
  - Transfer visit days
  - Hawkeye & Junior Hawkeye Visit Day
  - Admitted Student Days
  - Daily Visit
  - Pride Alliance Visit Day
  - Virtual identity-based sessions
  - Iowa Edge (contributor)
  - Iowa First Nations Program (Contributor)
  - Tippie Gateway (contributor)
  - Iowa National Summer Transportation Institute

→ **Communications**
  - Print and Email
  - Data-informed calling projects

→ **Scholarships**
  - Scholarship advocacy
  - Advantage Iowa Scholarship and Reimbursement
  - Iowa Minority Academic Grants for Economic Success
  - Iowa First Nations in-state tuition classification
  - Provost Scholarship
  - Storm Lake Scholars
  - Many identity-based scholarships

→ **High School Connections**
  - Special group visits
  - TRIO-Upward Bound/Talent Search
  - In-person Fairs

→ **Community Based Organizations**
  - Iowa City area
  - Statewide
  - National in-person and virtual fairs
  - Veteran support programs
  - Students with disabilities programs
  - At-risk identity programs

**BOLD** are not specifically a diversity initiative
Impact areas of focus

- **Financial aid and debt burden**
  - What burden do we put on students?

- **Classroom and academic experiences**
  - Measuring cultural impact, mentoring, support

- **Job placement and employment**
  - Diverse vs. non-diverse, impact of culture on economic impact
Financial aid and debt burden

➡ What data do we have that tells this story?
  • Internal: UI Data Warehouse with good picture financial aid (Maui very data rich)
  • Externally: National Center for Education: results in Slack

➡ What is missing?
  • Find data on credits coming to UI with and compare if more is impacting debt burden

➡ Small wins?
  • STEMM students better off than non-STEMM students (socioeconomic advantages)
  • Students of Color tent to have more debt and negative impacts

➡ Large initiatives?
  • Asking students and determine value of UI education
  • Areas of focus:
    • Career advising
    • How do we make degrees more marketable to URM students, showing value
    • How we are communicating this information to URM students
Classroom and academic experiences

→ What data do we have that tells this story?
  • SERU – overall the experience is on the same level
    • Gaps are in communication with students and how they interact with each other

→ What is missing?
  • Gaining info directly from students on their experiences
  • DDEI and MISSE to measure?

→ Small wins?
  • We have most of these data
  • Can ask these data of students

→ Large initiatives?
  • Certificate for understanding and mining these data (DEI Unit Leaders?)
  • Culture change
Job placement and employment

- **What data do we have that tells this story?**
  - Partner with Pomerantz Center who has data

- **What is missing?**
  - Deeper dive to give data by program rather than by race

- **Small wins?**
  - Data on our students

- **Large initiatives?**
  - Additional survey with Pomerantz Center and UICA for deeper dive
    - Job placement based on major vs. first job
    - Overall impact/satisfaction of the value of UI Education broken down diverse vs. non-diverse.
Next Steps

Thank you for your work!

Homework:
- Teams develop strategies
  - Meet 2-3 times in next two months

Strategic Plan
- Align initial findings with strategic plan

Next meeting:
- October with Advisory Team
  - Feedback on initial findings/strategies
  - TBD: Report on DEI Inventory organization