UI SEA Change

Fall 2022 Progress Report

Presentation to the Advisory Team
October 21, 2022
Areas of focus

**RECRUITMENT**
- Use data to evaluate UI’s ability to recruit a diverse, inclusive, and equitable community of faculty, staff, and students.

**RETENTION**
- On hold

**IMPACT**
- Use data to evaluate the cultural and economic impact of a more diverse, inclusive, and equitable experience at UI on our community, state, and nation.
Recruitment: areas of focus

Flow of recruitment process
→ Identify key data gaps of direct relevance to equitable and inclusive recruitment.

Demographics of “melt”
→ Measure attrition of prospective student demographics between the time of making deposit to arrival on campus.
Flow of Recruitment Process: Disability

In the absence of reliable data, how can we effect systemic transformation advancing equity for students and others with disabilities?
Where can we maximize recruitment impact?

→ Data and data gaps
  • Disability data are absent or irregular.
    • No reliable method for obtaining relevant data
    • Inconsistent/variable self-reporting
  • Post-enrollment data may be relevant
    • Seek and identify data from disparate sources
    • Develop post-enrollment interviews, surveys, student narratives
  • Stories/narratives may illuminate issues pertinent to SWD
    • “Disability” is not a monolith; individual experiences are significant
    • Low numbers may not yield statistically relevant information
What’s in place at the University of Iowa today?

• Policy and Operations
  • Disability Protection Policy and Accessibility Statement
  • Digital and I.T. accessibility policy and standards
  • Inclusive Events and Programming Guide (October 2022)

• Campus communities
  • Council on Disability Awareness (CDA)
  • UI Students for Disability Advocacy and Awareness (UISDAA)
  • Disability Planning and Action Committee/A-Team

• BUILD Trainings (A-Team, ITS)
Feasible and actionable ideas: Disability

How do we work around these challenges of missing data, etc?

- Engage campus communities: “Nothing about us without us.”
  - Identify/address accessibility gaps in physical and digital spaces (cf. Accessibility Action Plan Goal 1, Strategy 2 Supplement)
- Marketing and public interface
  - Promote UI as a welcoming, accessible destination (OSC, other)
  - Representation/testimonials (cf. CDA “I Am” campaign from 2017)
- Culture
  - Concentrated efforts to include disability in DEI initiatives
  - Competency training, awareness campaigns for faculty/staff
  - Connect with peer institutions via consortia/professional groups
Demographics of Melt

→ Melt:
  - Students accepted offer of admission by May 1st and cancelled admission between May 1st and the start of Fall semester
  - A normal process

→ What’s normal?
  - Five-year melt: 7.9%
Feasible and actionable ideas: Melt

→ While melt is healthy, vulnerable groups melt at slightly higher rates

*This definition does not include Asian or Multi-Racial students
Feasible and actionable ideas: Melt

→ Already a lot of interventions for the URM segment:

On-campus programs
- Transfer visit days
- Hawkeye & Junior Hawkeye Visit Day
- Admitted Student Days
- Daily Visit: Lunch hosting/Hillel dinner (as requested)
- Pride Alliance Visit Day
- Virtual: National Recognition Scholars, First Gen at Iowa Session, Diversity at Iowa Session
- Iowa Edge (contributor)
- Iowa First Nations Program (Contributor)
- Biz Edge (contributor)
- Iowa National Summer Transportation Institute
- Native American Student Day (with April Powwow)
- Diversity Recruitment Team
- Diversity Connections
- LGBTQ+ fairs in NYC area

Off-campus programs
- Hawkeye Connections
- Next Steps

Communications
- Print and Email
- Data-informed calling projects
- Scholarship advocacy and upgrades

Scholarships
- Advantage Iowa Scholars
- Iowa Minority Academic Grants for Economic Success
- Iowa First Nations in-state tuition classification
- Provost Scholarship
- Strom Lake Scholars
- Many identity-based scholarships

High Schools
- Special group visits
- TRIO-UP/Talent Search visit
- In-person Fairs
- NACAC, IACAC, ICAN

Community Based Organizations
- 100 Black Men of Chicago
- 100 Black Men of Los Angeles
- Midwest College Project
- Chicago Scholars
- Infinite Scholars
- Green Halo Scholars

BOLD are not specifically a diversity initiative
Italicized is a previously explored initiative
Feasible and actionable ideas: Melt

First-Generation students are more susceptible to melt than other vulnerable populations
Feasible and actionable ideas: Melt

→ Already a lot of interventions for URM students
→ First-generation students most impactful to address now

→ Increased Mentorship:
  • Mentorship/input from current first-generation students
  • Third-party vendor like Mentor Collective?
  • Scale First-Gen Hawks
Feasible and actionable ideas: Melt

→ What is the most impactful area to address?
  • First-generation students

→ STRATEGY: Improve Communication
  • Improve readability/navigability of applications, financial aid, etc.
  • Application events (multiple modes & times) for students/families to literally fill out applications
  • Start recruitment earlier (middle school/early high school)
  • All need higher budget/more staff
Impact areas of focus (internal and external impact)

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 the data tell us:

• STEMM students are better off than non-STEMM students.*
• Students of Color tend to have more debt, higher stress and negative impact.*

Ideas:

• Learn student views on the value of their education.
• Develop ideas to make degrees more attractive to students with diverse backgrounds, showing value.
• Learn best way to communicate this info to students from diverse backgrounds.

*National Center for Education Statistics
More educational debt incurred by first-generation, non-White, and female graduates

<table>
<thead>
<tr>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>STEM</td>
<td></td>
</tr>
<tr>
<td>Non-STEM</td>
<td></td>
</tr>
<tr>
<td>Parental Education</td>
<td></td>
</tr>
<tr>
<td>High school or less</td>
<td></td>
</tr>
<tr>
<td>Some college</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td></td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Other or multiple races</td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Median Amount Borrowed</th>
<th>$0K</th>
<th>$10K</th>
<th>$20K</th>
<th>$30K</th>
<th>$40K</th>
<th>$50K</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data: Lasting effects of student debt

- Higher stress and lower financial stability among non-White and female graduates
  - Delays in key life decisions/investments (e.g., purchasing a home)
  - Lower perceptions of educational value
Strategies: Impact of financial aid & debt burden

→ Identify recruiting resources for students of diverse backgrounds.

→ Determine alignment of resources with the needs of the market.
  • Identify the job needs of the market and align scholarship offers.

→ Identify better communication strategies to students.

→ Develop better understanding of data by more people through a DEI Data Certificate program for UI staff.
Classroom and academic experiences

What have we learned?

• Overall, our campus culture is good, but minoritized students experience Iowa much differently than peers.*
• We have gaps in communication with students*

Ideas:

• Understand student experiences from the students themselves.
• Measure student communication to collect more data.
• Meet the students where they are.
• Develop a certificate to understand data for DEI unit leaders.
• Continue to embed expectations of culture.

*SERU data
Minoritized students experience Iowa differently than their peers

Consider the areas of “disagree” (yellow) *SERU data
Strategies: Classroom & academic experiences

→ Proposed Solution:
  • Develop a stronger sense of the culture of the University of Iowa through improved communications with faculty, staff, and students.

→ Launch an initiative with student groups for data collection and information gathering.
  • Partner with USG/GPSG.
  • Evaluate policy of only using email for communication.
  • Investigate an all-comprising App for students, faculty, and staff to connect everything on campus and collect data.
Job placement and employment

→ What have we learned?
  • Pomerantz Center is a key partner in this area to explore.
  • We need a deeper dive for data by program than by race.

→ Ideas:
  • Develop a survey with Pomerantz Center and UICA to better understand job placement vs. first job
  • Understand impact/satisfaction of the vale of a UI education broken down diverse vs. non-diverse audiences.
Strategies: Job placement and employment

- Identify the recruiters on campus, evaluate where we are going and who we are communicating with.
- Develop a best practices guide to know the audiences we are recruiting in STEMM fields targeted to diverse students.
- Find the impact of UI’s graduates from diverse backgrounds in the workforce.
What’s Next:

→ Advisory Team and DDEI Leadership feedback on this information by Dec. 1, 2022.

→ Alignment of final strategies (with feedback) to the strategic plan by the end of the semester.

→ Presentation to SPARC Advisory Team Spring 2023.