Draft version revised 6/11/2007

SUMMARY OVERVIEW AND RECOMMENDATIONS:
SUBCOMMITEE ON CULTIVATING STUDENT POTENTIAL

In assessing organizational units that contribute to students' personal growth outside of the classroom, the subcommittee first identified parts of the university that have a significant impact on the majority of undergraduate students: University Libraries, Information Technology Services, Academic Advising, Honors, and Athletics. The subcommittee also identified more specialized programs designed to increase student abilities in areas important to the university's mission: diversity, communications, writing, and math. Subcommittee members collected documentation on the targeted organizational units and interviewed personnel in those units to describe and evaluate their operation. Individual unit reports were prepared and are listed in the Table of Contents below.

The subcommittee also designed a brief survey of undergraduate students to assess their experiences at the University of Iowa outside of their routine classroom experience. Detailed results and analysis can be found in the Survey Results section below. Overall, students responding to the survey reported being quite satisfied with their experience at the University of Iowa outside of the classroom. When asked for examples of programs and people at the university that interfered with their personal growth, the majority of students responded with some variation of "none". In contrast, 98% described at least one program or person that had contributed to their growth.

Students were also asked to assess the performance of targeted organizational units in terms of how helpful they were for increasing student skills and promoting personal growth. The majority of students reported 10 programs to be either moderately or very helpful to them, out of the 13 targeted programs. Only two programs, Student Disability Services and the Women's Resource and Action Center, were rated low for both increasing student skills and promoting personal growth. These programs could be further assessed to increase effectiveness.

Recommendations

Analysis of self-study materials and survey data produced a number of recommendations that will be listed and briefly described. More detail can be found in the relevant sections of this report.

The subcommittee has three main recommendations, one of primary benefit to the University as a whole and the other two of more direct benefit to students. These derive from the subcommittee's overall experience with the process of collecting information about the university rather than from investigating any individual organizational unit.

- *Office of Outcome Measurement*. The university would benefit from a centralized office that systematically collects data on the performance of the organizational units within the university. As our ability increases to collect data on meaningful outcomes of

organizational performance, the task of systematic assessment, data collation, and analysis becomes more important.

- *Specialized Website Development and Updating*. Students would benefit from resources and personnel devoted to upgrading and maintaining the websites of organizational units that serve students. The self-study discovered wide variation in the quality and accessibility of websites maintained by organizational units at the university. Students also report difficulty obtaining needed information from units of the university and a lack of responsiveness to student needs. Skilled personnel within programs tasked with developing and updating websites would help. Centralized website maintenance will not. Websites have become crucial to the work of organizational units, while often still seen as merely reporting on the completed work of those units.

- The 24/7 program to help students feel safe at all hours on campus was widely praised for its effectiveness and for the opportunities for personal growth gained by student volunteers. This program could be expanded with more 24/7 locations and volunteer presence.

The subcommittee also has a number of recommendations that resulted from its assessment of individual organizational units.

- *Guiding students in their transition from centralized Academic Advising to specialized advising in their chosen majors*. The importance of advising to students became apparent during the self-study. Advising was one of the most frequently cited positive experiences by students and also one of the most frequently cited negative experiences. The system of specialized advising in students' major area of study results in a wide variation in the approach to and quality of advising. This is both a strength and a weakness. Students also report problems in the transition from the centralized advising they receive during their first two years to the specialized advising in their major area of study.

- *University Libraries first-year information skills program*. A relevant program to increase the information gathering skills of entering students could help them reach proficiency quickly and improve their performance in other coursework.

- *Involve librarians in efforts to increase information management skills in all disciplines and majors.*

- *Student Disability Services could provide student-centered services rather than just standardized disability accommodations.*

- *Develop a distinctive University of Iowa brand of Honors Program.*

- *Expand on Iowa's reputation and strength as the "writing university" with further emphasis on communication skills and critical inquiry.*

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COMMITTEE MEMBERS: NCA Self-Study Subcommittee on Cultivating Student Potential

       Michael Lovaglia, Sociology, (committee chair)
       Nan Seamans, Library
       Jonathan Chaparro, Student in Comm Studies and Entrepreneurship
       Cinda Coggins Mosher, Rhetoric and Speaking Center
       Nancy Humbles, Opportunity at Iowa
       Paula Kerezsi, Academic Advising
       John Nelson, Honors Program
       Emilie Ridgway, Management and Organizations Office
       Sarah Rogers, Finance
       Glenn Storey, Classics

MISSION OF THE SUBCOMITTEE AND ASSESSMENT PROCESS

The NCA Self-Study Subcommittee on Cultivating Student Potential is charged with evaluating the University of Iowa's programs, policies, and practices that offer students of all different levels and abilities the opportunity to reach their potential, both inside and outside of the academy. Major areas of assessment include the university libraries and information technology, academic advising, diversity efforts, and athletics.

To assess the University of Iowa's effectiveness at cultivating student potential, our subcommittee identified programs, policies, and practices in place at the University, collected data on each, and evaluated the strengths of these services. To aid in our analyses, we also implemented a university-wide student survey, conducted interviews with program leaders and student participants, and considered available outcomes assessment data. Despite our efforts, we have inevitably neglected some areas of importance to student development and have overlapped with other subcommittees in our assessment of others.

In identifying programs to evaluate, our committee members considered the diversity of the University of Iowa student population with respect to racial, gender, and cultural differences and the wide array of students' interests, experience, and abilities as well as the ways in which the cultivation of student potential extends beyond the confines of the classroom or curriculum.

While the programs we selected share a mission to help students extend their education beyond the classroom, they vary considerably in their specific goals and target audiences. For example, services such as the various University Writing Centers, the Speaking Center, the Math Lab and the Writing Fellows Program offer venues for students to use and improve specific skills. Academic Advising and the Career Center, on the other hand, provide far-reaching guidance to students planning their future. The Athletic Department and Debate Team offer yet another set of opportunities for students to cultivate their potential in different ways, ranging from academic excellence to intercollegiate competition. As importantly, the Experiential Learning Council, the Housing and Learning Community, the University Libraries, Student Disabilities, University Honors Program, International Programs, and many other services on campus afford the diverse student population at the University of Iowa opportunities to grow and improve as students and as citizens.

After analysis of these programs' services, we concluded that the University of Iowa is highly successful in offering its diverse spectrum of students many opportunities to develop a wide variety of useful skills. As at any university, there are ways in which the services we offer could be expanded and improved. This report assesses the services already in place and suggests ways to improve opportunities for future University of Iowa students to grow toward their potential.

Note on HCL Criteria: Embedded in the text in square brackets are citations to the five HLC Criteria.

> [Mission] refers to Mission and Integrity
> [Future] refers to Preparing for the Future
> [Learning] refers to Student Learning
> [Research] refers to Research and Application of Knowledge
> [Service] refers to Engagement and Service

SURVEY RESULTS OF STUDENT EXPERIENCES

The subcommittee designed a survey to assess student experiences with university life outside of coursework, and distributed it to undergraduate students at the University of Iowa. 879 students responded to the survey, a relatively small proportion of undergraduates. No data were collected to assess the experience of students that did not respond. Thus, results can be considered suggestive of student experiences for many undergraduates without being representative of all of them.

We designed the survey to first assess student experience broadly, without focus on the major organizational units that the subcommittee had identified. Then, more specific items assessed student experiences with a range of programs selected to represent different areas of student experience. The survey concluded with two additional general questions to assess students

perceptions after their attention had been focused on the specific programs mentioned in the targeted questions. [Mission, Future]

The targeted programs assessed by the survey and student reports of the frequency of using each program are in the following table.

Percent of Students that Report Using Targeted University Programs

- Academic Advising   95%
- University Libraries   94%
- University Housing   75%
- Health and Wellness Services   58%
- University Honors Program   50%
- Career Center   48%
- Math Lab   43%
- Academic Technology Services   38%
- Writing Center   36%
- Opportunity at Iowa   15%
- Support Service Programs/New Dimension in Learning 11%
- Women's Resource and Action Center   7%

The survey's first question was open-ended and asked:

Question 1. In addition to your classes and teachers, what programs and people at the University of Iowa have helped you grow as a person? Please be as specific as possible.

Students responded with a range of answers, most of which fell into the following categories mentioned by at least 2% of responding students:

Percent of Students Reporting Positive Experiences with Aspects of University Life Contributing to Personal Growth

- Residence life and Residence Advisors (RAs)   16%
- Student groups and organizations   9%
- Academic Advising and advisors   8%
- Volunteer programs and volunteering   8%
- Sororities and Fraternities   7%
- Honors Program and activities   6%
- Professors   4%
- Religious groups   3%
- Career Center and career oriented activities   3%
- Jobs at the University of Iowa   3%
- International Programs   3%
- Peers   2%
- Athletics   2%

- Counseling services   2%
- None (Responded to the item but stated "none")   2%
- WISE (Women in Science and Engineering)   2%

As would be expected, the programs that more students engage in will receive the most responses, both positive and negative. Positive experiences at the university most frequently cited by students include their residence experiences, especially in the residence halls and with their Residence Advisors (RAs). Also mentioned by a relatively large number of students are their positive experiences in student groups and with academic advisors. Volunteer activities, sororities and fraternities, the Honors Program, and professors are also frequently endorsed by students.

Subsequent more specific questions in the survey better assess the relative strength and weakness of individual programs. Note, however, that only 2% answered "none" when asked about a positive experience; that is, only 2% could think of no positive experiences at the University of Iowa. This speaks to the university's success in serving the needs of most students.

An initial sense of a program's relative strength can be gleaned from comparing the percentage of students that report positive experiences with the percentage of students that report negative experiences. The second survey question was also open-ended and asked about negative experiences with students' university experience.

> Question 2. What program or parts of the University of Iowa have interfered with your growth as a person? Please be as specific as possible.

As with the previous question, students responded with a range of answers, most of which fell into the following categories mentioned by at least 2% of responding students:

Percent of Students Reporting Negative Experiences with Aspects of University Life Interfering with Personal Growth

- None (Responded to the item but stated "none") 51%
- Academic Advising and advisors   9%
- Residence life and Residence Advisors (RAs)   5%
- Alcohol and the bar scene in Iowa City   5%
- Difficulty getting needed information   5%
- Financial Aid and finances   4%
- Responsiveness to students lack   3%
- Professors and TAs English speaking ability   3%
- Parking, safety, and transportation   2%
- Politics (student, academic, or national)   2%
- Athletics   2%
- Career Center and career oriented activities   2%
- Diversity lack   2%
- Group activities lack   2%

Students' experiences outside of class at the University of Iowa are quite positive. The majority of students responded with some variation of "none" when asked for programs and people that interfered with their personal growth but only 2% did so when asked for programs and people that help with personal growth. Note also that the percentage of students that report a positive experience with residence life and Residence Advisors is larger (8%) than the percentage that report negative experiences (5%). In contrast, equal percentages (8%) of students report positive and negative experiences with Academic Advising. We explore possible reason for Academic Advising high rank on both positive and negative lists in the section of the report devoted to it.

The third and fourth survey items asked students to respond to a list of targeted programs at the University of Iowa. Students checked whether they had used the program and if so, then how helpful that program was to them. The table below lists students' responses.

Survey Item 3. For the services you have used, please indicate how much each service helped you increase your skills.

Targeted Programs	Have not used	Not helpful	Somewhat helpful	Moderately Helpful	Very helpful
Writing Center	63.8% / 561	1.8% / 16	11.8% / 104	11.0% / 97	10.9% / 96
Math Lab	56.9% / 500	2.4% / 21	12.7% / 112	11.7% / 103	15.5% / 136
Opportunity at Iowa	84.5% / 743	0.7% / 6	4.1% / 36	4.9% / 43	4.1% / 36
University Libraries	5.9% / 52	1.6% / 14	21.2% / 186	32.8% / 288	38.9% / 342
Student Disability Services	93.9% / 825	0.6% / 5	1.0% / 9	1.3% / 11	1.5% / 13
University Honors Program	49.7% / 437	7.4% / 65	18.7% / 164	13.9% / 122	10.1% / 89
Academic Technology Services	62.3% / 548	1.0% / 9	10.9% / 96	13.2% / 116	11.4% / 100
Health and Wellness Services	40.8% / 349	5.0% / 44	18.1% / 159	20.0% / 176	16.7% / 147
Academic Advising	5.3% / 47	17.1% / 150	28.7% / 252	25.3% / 222	25.1% 221
Career Center	51.8% / 455	4.4% / 39	14.8% / 130	15.9% / 140	12.5% / 110
University Housing	25.4% / 223	9.6% / 84	22.9% / 201	25.6% / 225	17.9% / 157
Support Service Programs/ New Dimensions in Learning	88.5% / 778	0.6% / 5	2.2% / 19	3.2% / 28	3.5% / 31
Women's Resource & Action Center	93.1% / 818	0.7% / 6	1.0% / 9	0.6% / 5	1.9 / 17

Note that the most-used university units include the Academic Advising and the University Libraries (only 5% to 6% report not having used), next comes University Housing (25% non-use). A number of programs are used by about a third to a half students reporting: Writing Center, Math Lab, University Honors Program, Academic Technology Services, Health and Wellness Services, The Career Center. Specialized programs serving relatively small numbers of students include: Opportunity at Iowa, Student Disability Services, Support Service Programs, and the Women's Resource and Action Center.

Additional analysis is needed to compare student perceptions of the helpfulness of different programs. We analyzed the percentage of program users that rated the program as either moderately or very helpful. Table 3a below reports programs ranked by their helpfulness as reported by student users.

Table 3a. Target Programs Ranked by Perceived Helpfulness for Increasing Student Skills.

Targeted Programs	Percent of Users that Report Program Moderately to Very Helpful
University Libraries	76%
Academic Technology Services	65%
Math Lab	63%
Health and Wellness Services	62%
Writing Center	60%
Support Services/NDIL	60%
Career Center	59%
Opportunity at Iowa	58%
University Housing	58%
Academic Advising	53%
University Honors Program	48%
Student Disability Services	46%
Women's Resource & Action Center	36%

Those programs reported by the most students to be moderately or very helpful at increasing student skills include: University Libraries, Academic Technology Services, the Math Lab, Health and Wellness Services, the Writing Center, and Support Services/New Dimensions in Learning. At the lower end of the ranking, those programs reported to be moderately or very helpful by the smallest percentage of student users include the University Honors Program, Student Disability Services, and the Women's Resource and Action Center.

Those programs that are rated at least moderately effective at increasing student skills by more than 60% of students can be viewed as exemplars while those that are rated below 50% could be further evaluated to find ways to improve them.

Question 4 asked students to rate the targeted programs in terms of their helpfulness in promoting the student's growth as a person. Table 4 shows their responses.

Survey Item 4. For the services you have used, please indicate how much each service helped you grow as a person.

Targeted Programs	Have not used	Not helpful	Somewhat helpful	Moderately helpful	Very helpful
Writing Center	63.4% / 557	9.0% / 79	11.4% / 100	8.1% / 71	5.7% / 50
Math Lab	56.0% / 492	13.3% / 117	15.2% / 134	6.8% / 60	6.7% / 59
Opportunity at Iowa	83.2% / 731	2.8% / 25	3.4% / 30	4.3% / 38	3.8% / 33

University Libraries	8.9% / 78	21.6% / 190	36.1% / 317	18.4% / 162	14.4% / 127
Student Disability Services	90.9% / 799	2.4% / 21	0.9% / 8	1.0% / 9	0.7% / 6
University Honors Program	48.0% / 422	13.8% / 121	18.0% / 158	9.7% / 85	8.2% / 72
Academic Technology Services	64.7% / 569	9.7% / 85	11.9% / 105	4.9% / 43	4.8% / 42
Health and Wellness Services	41.8% / 367	11.3% / 99	20.0% / 176	14.7% / 129	10.1% / 89
Academic Advising	8.1% / 71	25.1% / 221	30.9% / 272	20.4% / 179	15.7% / 138
Career Center	51.3% / 451	9.2% / 81	15.0% / 132	11.3% / 99	10.6% / 93
University Housing	27.4% / 241	13.3% / 117	18.1% / 159	19.3% / 170	21.0% / 185
Support Service Programs/New Dimensions in Learning	85.8% / 754	2.4% / 21	2.7% / 24	1.8% / 16	2.8% / 25
Women's Resource & Action Center	89.3% / 785	1.8% / 16	1.4% / 12	0.7% / 6	1.5% / 13

As with the previous question, additional analysis is needed to compare student perceptions of the helpfulness of different programs. We analyzed the percentage of program users that rated the program as either moderately or very helpful in promoting student growth as a person. Table 4a below reports programs ranked by their helpfulness as reported by student users.

Table 4a. Target Programs Ranked by Perceived Helpfulness for Increasing Student Growth.

Targeted Programs	Percent of Users that Report Program Moderately to Very Helpful
University Housing	56%
Opportunity at Iowa	48%
Career Center	45%
Health and Wellness Services	43%
Academic Advising	39%
Writing Center	38%
University Libraries	36%
University Honors Program	34%
Support Service/NDIL	32%
Math Lab	31%
Academic Technology Services	27%
Women's Resource & Action Center	21%
Student Disability Services	19%

Of the targeted programs, students rated their experience with university housing as having the most profound impact on their personal growth with 56% rating it moderately or very helpful. Opportunity at Iowa, the Career Center and Health and Wellness Services rounded out the top tier with percentages above 40. At the bottom were Student Disability Services, Women's Resource and Action Center and Academic Technology Services with percentages below 30.

In Table 4a, students did not attribute as much personal growth to the targeted programs as they did increased skills in Table 3a. Not surprisingly, some programs that ranked high for increasing skills ranked considerably lower for personal growth. The main example is Academic

Technology Services ranked number 2 of 13 for increasing skills but down at number 11 for personal growth. Increasing skills seems more relevant to its mission than does personal growth. For similar reasons, some programs ranked high for promoting personal growth but considerably lower for increasing skills. For example, Opportunity at Iowa ranked number 2 for promoting students' personal growth but down at number 8 for increasing their skills.

Only Student Disability Services and Women's Resource and Action Center ranked very low on both scales. [Mission, Future]

After students responded to targeted questions about the programs identified by the subcommittee, they again responded to open-ended questions about their positive and negative experiences at the university.

> Question 5: Outside of your formal courses and teachers, what programs and people at the University of Iowa have helped you develop the skills you will need to live well and successfully after you graduate? Please describe how they have helped you.

As with previous open-ended questions, students responded with a range of answers, most of which fell into the following categories mentioned by at least 2% of responding students:

Percent of Students Reporting Positive Experiences with Aspects of University Life Contributing to Life Skills (after targeting programs)

- None (i.e., none of those listed or nothing to add)   13%
- Residence life and Residence Advisors (RAs)   11%
- Career Center and career oriented activities   10%
- Sororities and Fraternities   8%
- Academic Advising and advisors   7%
- Jobs and Internships at the University of Iowa   7%
- Athletics   5%
- Honors Program and activities   5%
- Peers   4%
- Volunteer programs and volunteering   4%
- Student groups and organizations   3%
- Math Lab   2%
- Professors   2%
- International Programs   2%
- Religious groups   2%
- WISE (Women in Science and Engineering)   2%

After targeting specific programs in Questions 3 and 4, student ratings of those programs that helped them in Question 5 were strikingly similar to those that they mentioned in Question 1. Some were ranked higher or lower on the first version of the question than the second but that is to be expected when students are taking the survey seriously.

Question 6. Please describe ways that specific programs or parts of the University of Iowa could have better helped you grow as a person.

Percent of Students Reporting Aspects of University Life that Could Better Help with Personal Growth (after targeting programs)

- None (i.e., none of those listed or nothing to add)   23%
- Academic Advising and advisors   23%
- Group activities and student activities lack   9%
- Career Center and career oriented activities   8%
- Residence life and Residence Advisors (RAs)   6%
- Honors Program and activities   5%
- Training in life and people skills lack   3%
- Professors   2%
- Communicating needed information to students   2%
- Responsiveness to students   2%
- Athletics   2%

Question 6, asked for programs that could have better helped them grow as opposed to interfering with growth as asked in Question 2. A much smaller percentage of students responded "none" to this item (23% compared to 51% on Question 2). Fully 23% thought that academic advising could do a better job. Many of these responses referred to Collegiate and Departmental Advising that students get after choosing a major course of study. The transition from centralized advising for students entering the university and specialized advising in colleges and departments seems another area for improvement. These issues are addressed in the Advising section of this report and in the Summary Overview and Recommendations.

UNIVERSITY LIBRARIES
http://www.lib.uiowa.edu/

A university's libraries are central to student development. The University of Iowa Libraries is the largest library system in Iowa and the 15th largest among the nation's public research libraries. The University's Main Library, Hardin Library for the Health Sciences, and 10 branch libraries contain approximately 4 million volumes, with about two-thirds of this collection located in the Main Library. The ten branch libraries – Art, Biological Sciences, Business, Chemistry, Engineering, Geoscience, Mathematical Sciences, Music, Physics, Psychology – are located around campus, generally in proximity to their relevant colleges and departments. Hardin Library for the Health Sciences primarily supports the five health colleges. [Learning, Research]

The University Libraries system currently occupies about the same amount of space it had in 1975. Since then, collections have more than doubled; staff has increased; and student enrollment at the University has increased. Currently, with a student enrollment of nearly 30,000, all of the University Libraries have study seating capacity for only 10% of those students, which is far below recommended seating standards for academic libraries.

The number of people visiting the University of Iowa Libraries has averaged nearly 2 million visits annually over the past five years. During the 2005-06 academic year, undergraduate students accounted for 29% of all materials checked out of the library. There are currently 400 computers available for public use throughout the libraries and the Main Library Instructional Technology Center (ITC) (http://itc.uiowa.edu/Locations.aspx?LocationID=1) is both the largest and busiest ITC on campus. A new library initiative, begun in fall 2006, has resulted in increased delivery of course reserve materials via ICON, the University of Iowa's course management system. [Learning]

During fall 2006, the University Libraries surveyed campus users regarding their satisfaction with library services and collections. The instrument used was LibQUAL+^{TM} (http://www.libqual.org), a nationally-recognized instrument, based on the SERVQUAL model, that was developed from 2001-2003 by the Association of Research Libraries (ARL). The survey asks questions in three categories: Affect of Service, Information Control, and Library as Place. [Future]

127 undergraduate students completed the survey and provided comments about the libraries. The comments were generally about library spaces, technology available in the libraries, and people and services in the libraries. Space was of particular concern to this group, with the lack of 24-hour study space on campus (and in the libraries) and the limited availability of space for group study and projects being noted. Selected comments that reflect these interests and concerns are [Future]:

- An excellent place to study, with a vast array of resources for research!
- Having the library open for 24 hours especially during finals week.
- Services, collections, and staff are wonderful, but the Main building itself is not very inviting.
- I'm a freshman and no one has taught us how to effectively use the library at the University of Iowa.
- I would like to point out the new art library as a shining example of location, lighting, comfort, and color scheme combining to create an environment that facilitates learning.
- Could use more computers. Maybe something like a computer lab?
- I really like how you have rearranged the study areas to make them quieter.

Subsections below on specific library programs include information about additional assessment efforts, but there are also some ongoing projects, including focus-group-style discussions in spring 2006 with 206 students enrolled in 12 discussion sections of Western Civilization I. One topic of interest was reasons why these students do **not** use the libraries [Future]:

- No need, haven't had any assignments requiring it yet
- Get what they need online (Infohawk, Google, Wikipedia)
- Too big/overwhelming/confusing
- Too quiet
- Too crowded/loud
- Don't like the "bums" sleeping in the library

- Inadequate hours open and fear of walking at night

Additional focus group sessions with undergraduate students are scheduled for March 2007, planned as part of an ongoing effort to get input on existing library services and suggestions for additional ways in which the libraries can meet the information, learning and research needs of students. [Mission, Future]

The sections below provide information on some of the more significant programs organized by the University Libraries, other ongoing programs worth noting include:

- Since 1995, librarians have been part of the University of Iowa's Upward Bound program http://upwardbound.uiowa.edu/. Upward Bound targets high school students who might not typically consider college, and works with them as they prepare for higher education. [Mission, Service, Future]
- A Satellite Writing Center opened in spring 2005 in Main Library as the result of a proposal from library personnel. Initially located on the first floor of Main Library, this is now located on the 2nd floor, in proximity to the Main Library ITC. This was the 3rd location for Satellite Writing Centers, and is now one of five such centers. [Learning]
- In spring 2006 the University Libraries began a program of outreach to those affiliated with University's Cultural and Resources Centers (Afro-American Cultural Center, Asian Pacific American Cultural Center, Latino Native American Cultural Center, Gay, Lesbian, Bisexual, Transgender and Allied Union) http://imu.uiowa.edu/osl/culture_diversity/cultural_centers/. [Mission, Learning, Service]

The University Libraries are currently in a period of great change, as are libraries at most academic institutions. At Iowa, a library archiving facility is being planned for the University Libraries and within 5-8 years there may be some relief to the space problems in the libraries. Services are being reviewed with an eye toward accommodating different styles of learning that students are bringing to the University, with a recently-developed *Library Research in Context* class providing librarians with a better way of assisting students in acquiring information skills. [Mission, Learning, Future]

University Libraries College Transition Program Support

Since fall 2001, more than 3,500 University of Iowa first-year students have enrolled in the one-credit College Transition course. When the program began in 2002, an article in the University's FYI publication (http://www.uiowa.edu/~fyi/issues/issues2002_v40/11012002/transition.html) explained that "[i]t is designed to introduce students to the University and help them feel comfortable in their new environment." All College Transition students are brought to the Main Library and have a hands-on class session that introduces them to the resources and services that are available to them from the University Libraries. In fall 2006, more than 40 library staff members participated in all sections of College Transition, reaching over 850 students. [Mission, Learning]

Largely as a result of the evaluation component of this program, library personnel have had the opportunity to make presentations at national/regional conferences [Research, Service]:

- Sowing the Seeds: Assessing Library Instruction to First-year Students. Poster Session, Association of College & Research Libraries, 12th National Conference, Minneapolis, MN (April 2005). Kathy Magarrell, Leo Clougherty, Stephen Dew, Mary McInroy.
- Assessing Learning Outcomes: Getting Started. Presentation, Iowa Library Association/ Association of College & Research Libraries, Spring Conference, Pella, IA (April 2004). Kathy Magarrell, Leo Clougherty.

An ongoing pre-test/post-test study has given library staff information on the effectiveness of the library presentation within the College Transition classes. The pre-test was administered in fall 2003 to 900 College Transition students. Fifteen questions were used to determine the extent to which students had written research papers during high school, what kind of library orientation they received in high school, and how familiar they were with library resources and services. Students were tested again immediately after their first library session, and again a few weeks later in order to determine whether or not the library session had been successful. The program is ongoing. In fall 2006, there were 1,152 responses to the brief post-test survey [Mission, Future]:

95% agreed or strongly agreed that that the library component of College Transition had provided them with "a better understanding of library resources." Comments included:

- Good presentation. Library resources isn't the most exciting topic, but she managed to make it short and interesting. Very useful. Thanks!
- Very informative, although it would be better to teach this material when a class is actually doing a paper.
- It was kind of boring. Many of us have already done most of this research before and nothing was new.

The student comments serve to point out the areas where this program could be improved:

- Information provided in a void is less relevant then when it is presented at a point of need. Since College Transition has no research assignment, students appear to retain less information than if they had a related assignment.
- There is some redundancy if students are taking both Rhetoric and College Transition.

This program has reinforced for library staff the idea that the library and development of information skills are relevant for students and can be a key component of student satisfaction and retention. [Mission, Future]

Library Research in Context (LRC)
http://www.lib.uiowa.edu/instruction/lrc.html

In fall 2005, with support from Lola Lopes, Associate Provost for Undergraduate Education, the University Libraries developed a Library Research in Context (LRC) course which was first offered, under the auspices of University College, in spring 2006. This 1-sh course is intended to

be taken by upper-level students who are also taking a class in their major where there is a required research project. [Learning, Research]

LRC is an activity-based course that helps students develop an understanding of how library resources can be used to support individual courses of study. Designed primarily for sophomores and juniors, the course introduces students to the basic research process, research conventions in a specific field, and how to integrate information skills and concepts to accomplish course goals. Subject-specialist librarians use lectures, in-class activities and assignments, and class discussion to present the course material.

Five sections of LRC were taught during spring and fall semesters, 2006, and three sections are being taught during spring semester 2007. Four more are on the books for fall 2007. [Future]

Librarians have used ICON (the University of Iowa course management system) to support instruction, and so much of the content of these courses in unavailable for general review; however, Appendix A provides the syllabus for one of the sections from fall 2006. The Philosophy/Goal statement for the course talks about applying learned concepts, reflecting on the research process and the nature of scholarly communication, and transferring knowledge and applying it to other classes as well as to everyday living situations.

Students who take LRC complete assignments and receive letter grades for the course. In addition, there is survey data collected at the beginning and end of each class that identifies strengths and weaknesses in the students' ability to use library resources. Students are also asked to provide general impressions about the course. To date there has been general satisfaction with the course, though with some student comments about it being too much work for a one-hour course but also others suggesting it be a two-hour course. [Mission, Future]

Though faculty members have almost universally been enthusiastic about the concept of the course, a disappointingly small number have been willing to collaborate with librarians, resulting in fewer sections of the course than had been anticipated. [Future]

For more information, please see the attached Appendices:

Appendix I – Syllabus, Library Research in Context (LRC), Fall 2006
http://www.lib.uiowa.edu/instruction/lrc-syllabus-fall06.pdf

University Libraries
Rhetoric Matching Program
http://www.lib.uiowa.edu/instruction/rhet

In the Rhetoric Matching Program, Rhetoric Teaching Assistants are *matched* with a librarian who will serve as library contact person or consultant. UI Librarians have a strong commitment to information literacy – the ability to find, evaluate and use information effectively. Librarians work with Rhetoric instructors and faculty in order to help them help their students become more information literate. [Learning, Research]

Librarians support Rhetoric instructors by providing:

- Orientations to the libraries and library services for instructors and their students;
- Suggestions to instructors as they develop their library assignments;
- Information on teaching students how to evaluate information;
- Suggestions regarding information resources and tools that would help students;
- Instruction and support on how to use information resources (e.g., the library catalog, EbscoHost Academic Search Elite, etc.), so that they can then teach their students how to use those resources;
- Recommending resources that would complement instruction and could be included on course websites;
- Teaching library sessions for students in the Main Library Information Arcade classroom.

Rhetoric graduate instructors participate in this program only if they choose to, so not all students enrolled in Rhetoric are provided with this kind of instructional opportunity. Since a significant percentage all first-year students enroll in Rhetoric, it would be beneficial if all Rhetoric courses included library instruction as a required component. [Mission, Future]

For more information, please see the attached Appendices:

Appendix I – A Guide to Library Resources for Rhetoric Students
http://www.lib.uiowa.edu/ref/documents/GuidebookBrochure06.pdf

INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) provides campus-wide information technology support for the University of Iowa campus. ITS provides computing facilities; administrative information systems; voice, data, and video communications networks and services; technological resources for teaching and research needs; Instructional Technology Centers (ITCs); and a variety of related services and support. ITS is a single organization comprised of four departments that report to the University's Chief Information Officer (CIO). Each department provides services that directly and indirectly support students on campus. In addition, the Campus Technology Services departments employs students to help provide services, e.g., the ITS Help Desk, the Student Instructional Technology Assistant program, and graduate students as RA's. [Mission, Learning, Research]

The technology systems most used often by students are, first and foremost, e-mail, then the Instructional Technology Centers (ITCs), ICON (the course management system which is also used by student groups for non-academic communication purposes) and ISIS, for grades, transcripts, and other administrative purposes. Other key services provided to students include [Mission, Learning, Research]:

- Digital storage space. MyWeb and MyFiles allow students the opportunity to publish individual, academic-related websites, e-portfolios, projects, assignments and other

university-related materials. Students are assigned 50 MB of space for posting documents securely.

- The Virtual Desktop service allows students who are off-campus to go, via URL access, to software programs and utilities that are useful in their academic work, but the costs of which would be prohibitively expensive for an individual student.
- Students may also purchase common software packages that are dramatically discounted and purchasable at the bookstore.
- Contract arrangements with major computer manufacturers, such as Dell, HP, Apple, and Gateway, allow students to buy computers at the best prices available via educational discount.
- The evolving and constantly expanding wireless service is extremely popular with students.
- SkillSoft and Online@Iowa , two completely online services, offer training and support for technology utilization. The Books 24x7 allows students to browse thousands of pages of technical documentation to arrive at answers to questions, assist with troubleshooting, etc.

ITS offers a number of ways for students to receive software packages at no cost or for a small fee. Students can also access an extensive list of software packages through the ITCs on campus or via the Internet [Mission, Learning, Research]:

- At the Download Software site, students can obtain copies of such applications as antivirus software, ftp software, and wireless authentication software.
- Additional software packages are available for purchase by students through the campus licensed software and volume purchasing programs.
- Instructional Technology Centers (ITCs) provide students, faculty, and staff at the University of Iowa with campus-wide access to the University's academic computing resources. There are 26 ITCs across campus, comprising a network of over 1000 workstations available for use. Each ITC offers a wide variety of software applications.
- The University of Iowa Virtual Desktop is a web-based system that allows students to access a wide variety of software applications that are actually installed on a remote computer. Students can access Virtual Desktop from just about any computer, on or off campus, over the Internet.

ITS also offers special training opportunities for students. The Student IT Skills program is part of a developing training program for students who will work in IT or web jobs for colleges, departments, or other administrative units. The three parts of the program are [Learning]:

- Training in Core IT support skills — offered in an intensive, all-day format, on five Saturdays and can be taken for credit.
- Training in web site design and development — offered in weekly studio sessions during the academic term (also available for credit).
- Seminars on advanced topics in institutional IT support — offered on various topics throughout the semester.

Students are actively engaged in all facets of these services. A Student Technology Advisory Committee meets monthly during the fall and spring semesters to offer ITS advice and input on existing and needed IT support and services. Students are also hired to help [Learning, Service]:

- Staff the Help Desk (60-80 student assistants on the payroll).
- Student Instructional Technology Assistants (SITAs); there are currently 10 graduate students and two undergraduates who work directly with faculty to incorporate technology into their teaching
- RAs (6-12 mostly graduate students) provides opportunity for students to work on University research programs.
- Student Software Services Group (SSSG), as part of the ITS Help Desk, provides students the opportunity to service computers, usually working on software or viruses/security issues, free of charge for student-owned computers.
- RESNET, the information network for the Residence Halls, provides information conveniently to help students navigate dorm life. This service features an activity at the beginning of the Fall semester when the group sets up stations in the dorms, and participants help in-coming students set up their computers in the dorms properly.

Students participating in these various programs are very much involved in an activity that cultivates their potential to a remarkable degree. These are bright, active, engaged students, whom it is even hard to pin down to talk to long enough to find out how much they value these opportunities. Typical responses from these students when questioned are of the type: "we can't wait until you do X!" in respect to providing some new service. They are only excited for what is coming next in terms of Information Technology [Learning, Future].

Regarding potential for improvement of services, ITS is constantly seeking information on what students want. Anecdotally, the answer is clear: "more connectivity," which chiefly means "more wireless." Another student desideratum is more linking, less "silo-ing," in the sense of "integrating everything." That is, students want to be able to log in with password and HawkID one time and access e-mail, ICON, ISIS, and other services without having to log on to each "silo" separately. [Mission, Future]

Data provided by ITS-Campus Technology Services, summarized below, shows that a recently sampled proportion of the student population seems eminently satisfied with the services that are provided. In the figures below, CID stands for Customer Information Desk and ITCs are the Instructional Technology Centers (currently 26 across campus, with 1000+ computers). [Mission, Future]
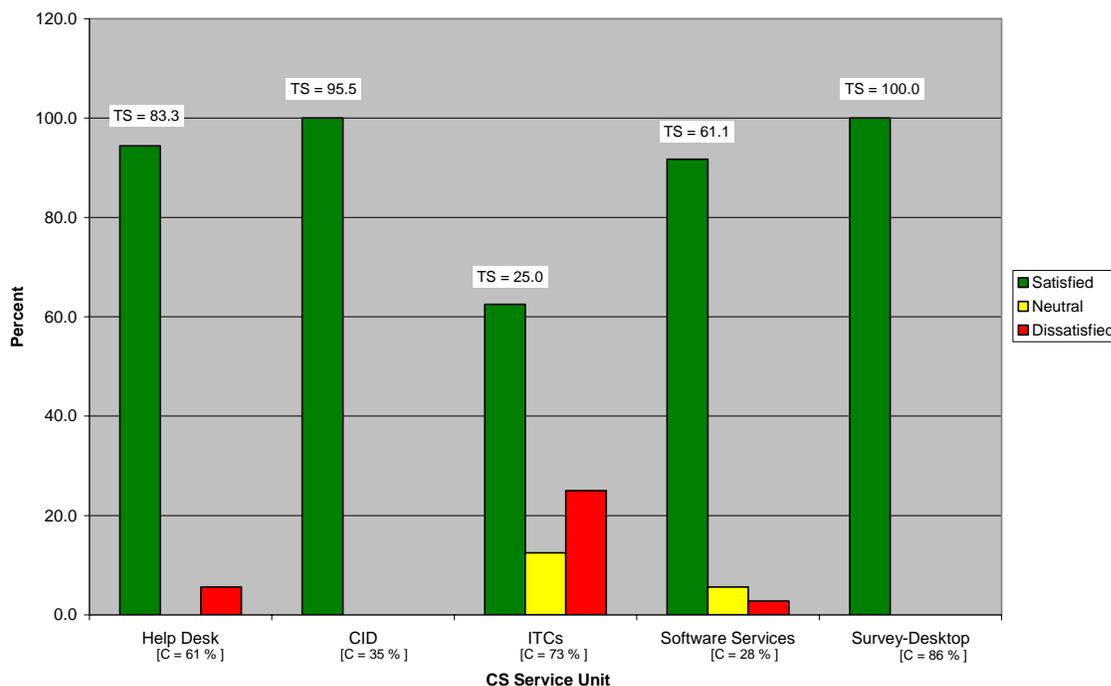
Overall Experience Customer Satisfaction Measure -- Fall 2005
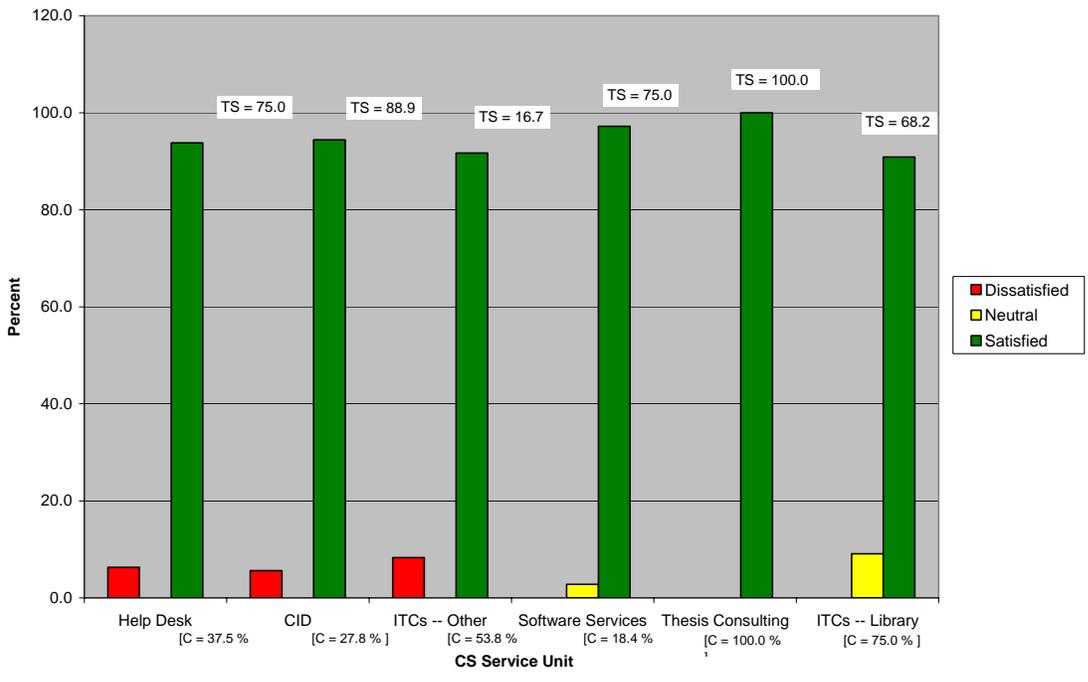
Overall Experience			
	Dissatisfied	**Neutral**	**Satisfied**	**Rate 5**
Help Desk	6.3		93.8	75.0
CID	5.6		94.4	88.9
ITCs – Other	8.3		91.7	16.7
Software Services		2.8	97.2	75.0
Thesis Consulting			100.0	100.0
ITCs – Library		9.1	90.9	68.2

Overall ExperienceCustomer Satisfaction Measure -- Spring 2006

Overall Experience				
	Satisfied	**Neutral**	**Dissatisfied**	**Rate 5**
Help Desk	94.4		5.6	83.3
CID	100.0			95.5
ITCs	62.5	12.5	25.0	25.0
Software Services	91.7	5.6	2.8	61.1
Survey-Desktop	100.0			100.0

In conclusion, it appears that ITS services that impact students can enhance the potential of students who are particularly interested in the possibilities of technology, while providing reasonably helpful services to the general student population at large.

STUDENT ADVISING

Student advising for academic and career success is an important part of student support in an undertaking as complex as completing a university bachelor's degree and especially so in an institution as complex as the University of Iowa. Advising occurs in many organizational contexts at the University of Iowa. Our reported focuses on three main areas: (1) centralized advising of students entering the university and (2) subsequent advising in colleges departments and (3) career advising for students contemplating graduation. [Mission, Learning]

Centralized Advising: The Academic Advising Center
100 Pomerntz Center, Suite C210

The Academic Advising Center (AAC) provides academic advising to almost all entering students in the College of Liberal Arts and Sciences, many entering transfer students, many continuing students pursuing admission to selective majors or professional programs, and special status non-degree students. Advisors guide students as they plan their academic programs of study, select courses each semester, explore possible majors, seek information on- and off-campus, make viable academic decisions, and to solve academic problems. Because academic advisors establish durable personal contact with students, they are a major force for student retention. [Mission]

In addition to its advising program, the Center oversees specific retention programming efforts aimed at entering first-year and transfer students, including IowaLink, Courses in Common, College Success Seminar, The College Transition and Transfer Transition. [Mission, Learning]

Director and Assistant Provost for Enrollment Services: Pat Folsom

Web address: http://www.uiowa.edu/web/advisingcenter/

A caseload-based, mandatory advising system distinguishes the Academic Advising Center from most centralized advising units at peer institutions. AAC advisors focus beyond registration, as evidenced by the fact that the majority of AAC advisees come to the Center more frequently than is required. Advisors work with students one by one. Advisors students of opportunities and possibilities and encourage them to reach full potential—as defined by the student. Advisors help students develop a graduation plan. [Mission, Learning]

Progress, Growth, and Future Options

Increasingly, advisors are asked to identify obstacles to student persistence and timely graduation and are involved in programs to improve persistence. As noted in the Overview, advisors also work across the silos of the University in more and different ways, engaging in increasing collaboration with other units on behalf of students. For example [Mission, Learning]:

- The College Transition course: a 2 semester-hour first-year experience course administered in collaboration with Orientation Services
- 2+2 initiative: an effort to ease the transition for participating students transferring from Iowa community colleges, administered in collaboration with the Office of Admissions
- Interdisciplinary majors such as International Studies and Interdepartmental Studies (Pre-Approved Tracks): AAC advises majors to graduation and was asked to provide feedback on the outline of the majors as they were being developed
- Partnering with Opportunity at Iowa and Support Service Programs to help improve retention of underrepresented minorities

The next wave of growth, already underway, includes reconceptualizing the advising program in terms of advising as teaching. This project will include defining advising learning outcomes, assessing whether outcomes have been met, and considering implications for advisor training and delivery of advising services. [Mission, Future]

Collegiate and Departmental Advising

The University of Iowa has both a centralized and a decentralized advising system. Every undergraduate student meets with an academic advisor before registering for the next semester (though the advising process and enforcement of mandatory advising vary widely). Most entering students are advised by the centralized Academic Advising Center. All other students are advised by faculty or professional advisors in their major, college, or at the Academic Advising Center, depending on their major, semester hours earned, and status with regard to admission to their major or college. [Mission]

The decentralized nature of academic advising for students that have selected a college major is a strength in that advising is conducted by those with expertise in the major area and its particular requirements. Decentralized advising is also a weakness in that there is a wide range of advising practices, some more effective than others. The Subcommittee's student survey showed that collegiate and departmental advising received both great praise by some students in some programs and severe criticism by some students in other programs. Decentralization makes it difficult to develop a general policy capable of substantially improving the overall level of collegiate and departmental advising. [Mission, Future]

Tippie College of Business

The Tippie College of Business Undergraduate Programs Office advises students who have been admitted to the College and students who have met particular benchmarks toward admission to the College. Undergraduate Programs Office provides academic program related advising and also refers students to faculty, who serve as mentors for career and discipline-specific questions. The exception to this model is the department of Economics, which assigns faculty advisors to all of its majors. [Mission]

In addition to its individual work with students, the Undergraduate Programs Office encourages connections to and within the college through a weekly "Undergraduate Update" sent by e-mail to keep students apprised of events, opportunities, and deadlines, and specialized niche programming. [Learning]

Partly in response to the undergraduate program's slip in the Business Week rankings, the Undergraduate Programs Office is in the process of developing questions and a plan to survey Business students regarding their satisfaction with advising services. [Future]

Also on the horizon is the Fall 2008 implementation of a new "Ensuring Student Success" admission policy, which will offer early admission to UI sophomores who meet particular standards. It is expected that offering the students who are most likely to succeed in the College admission to the College a semester or two earlier will help them connect sooner and more fully with the College and its faculty members. [Mission, Future]

Appendix: Tippie College of Business Undergraduate Program Academic Advisor and Student Responsibilities

College of Engineering

Engineering students who have declared a major (i.e., Biomedical, Chemical, Civil and Environmental, Electrical, Industrial, or Mechanical Engineering) are advised by faculty members; undeclared Engineering students are advised by staff in the Student Development Center. The College requires advising prior to registration, though most Engineering students have more advising contact than the minimum, thanks to the College's advising structure (which welcomes faculty-advised students in the Student Development Center, as well) and "small college" environment, in which faculty, staff, and students regularly see one another. All first year Engineering students must take a seminar that addresses resources across campus and within the College, ethics, major options, and professional opportunities. Some Engineering departments also offer sophomore seminars to expand their majors' knowledge of professional opportunities, elective options, and prospective employers. New and upcoming initiatives within the Student Development Center include using a "Life Coaching" approach with students on probation and implementation of an advising syllabus. [Mission, Learning, Future]

College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences is huge and advising practices within its many departments and programs vary widely. [Mission] They can be divided into four broad approaches.

- Faculty advising from entry to graduation (e.g., Physics and Astronomy, Speech & Hearing Science)
- Faculty/Graduate Student advising (e.g., Anthropology, English, Sociology)
- Faculty Mentoring/Professional Staff Advising (e.g., International Studies)
- Professional and/or Peer Advising in the departments (e.g., Art and Art History, Biological Sciences, Communication Studies, Elementary Education, Psychology)

College of Nursing

All students who have been admitted to the College of Nursing are assigned an academic advisor to assist them with their program of study. Students are assigned to faculty advisors who help them to make decisions about their educational and professional goals, and also consult with members of the Student Services team about plans of study and degree requirements. This comprehensive advising system allows the students resources for the best possible educational growth. [Mission]

College of Pharmacy

Students who have been admitted to the College of Pharmacy and students who have met particular benchmarks toward admission to the College receive schedule- and academic program-related advising (e.g., curriculum planning, registration, and registration changes) from staff in the Office of Academic Affairs. Admitted Pharmacy students also have a faculty mentor with whom to discuss their professional development options and opportunities. [Mission]

Division of Continuing Education

Two external undergraduate degree programs, the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS), are housed in the Center for Credit Programs, which is part of the University's Division of Continuing Education. Because students in these programs can live and work anywhere in the country while pursuing their degree, they have unique and varied advising needs. Advisors communicate with students through whatever medium best meets each student's needs: e-mail, phone, written correspondence, or in-person meetings. [Mission, Learning, Service]

<div align="center">

Career Advising: The Pomerantz Career Center
100 Pomerantz Center, Suite C310
http://www.careers.uiowa.edu/

</div>

"The Pomerantz Career Center directly serves more than 20,000 students from the Henry B. Tippie College of Business, the College of Engineering, and the College of Liberal Arts and Sciences....Its mission is to prepare University of Iowa students and alumni to maximize their potential through innovative career advising, superior internship opportunities, and early direct contact with representatives of corporate America, national and local government, and businesses both large and small." (from *Take a Closer Look*, p. 4).

At present, the Pomerantz Career Center surveys UI graduates from the Colleges of Business and Liberal Arts & Sciences regarding post-graduation activities (and salary, in the case of College of Business graduates). Most recent information reflects the responses of 76% of the May 2005 graduates from the Tippie College of Business and 33% of the combined Fall 2004, Spring 2005, and Summer 2005 graduates from the College of Liberal Arts & Sciences. {See Appendix}

Increasing the numbers of employers coming to campus, on-campus interviews for students, and site visits to employers has been a major focus in recent years. As of April 2003, approximately 69 employers came to campus, there were 1,000 student interviews, and no site visits. In contrast, over 200 employers came to campus in 2006, there will be over 6,000 student interviews in 2007, and the Pomerantz Career Center staff now makes over 200 site visits annually. The site visits in particular mark the Career Center's transition from a local or regional career center to a nationwide one. Each site visit represents a one-on-one marketing effort, in which the Pomerantz Career Center attempts to secure a commitment from the employer to at least one of the following: posting its jobs with the Pomerantz Career Center; hosting an intern from The University of Iowa; coming to campus for on-site interviewing; or coming to campus to publicize its employment opportunities to a class or through individual meetings. [Mission, Service]

The next wave of growth, already underway, includes an increasing focus on career advising and a number of new initiatives for students. [Mission, Future]

- Approximately 5,000 students per year receive career advising through the Pomerantz Career Center. Within career advising, plans for improvement focus not merely on an

increase in numbers, but on an increase in the use of technology, greater consistency across career advisors, and an exchange of the old interests/skills/values model for a newer model in which the student learns to develop a career strategy. Hallmarks of this new model are "branding" (students learn to establish, communicate, and protect their unique "brands") and the development of e-portfolios.

- A range of new initiatives seek to help students develop employment skills and internship experiences and/or to encourage employment in Iowa:
  1. Career Leadership Academy: A four semester, credit-bearing program comprised of seminars, activities, and events designed to give students an edge as a leader in the career field of their choice.
  2. Consider Iowa: A program to help emerging Iowa businesses attract strong internship candidates and to inform graduates of the many career opportunities that exist within the state.
  3. Des Moines Center: A program that offers students the opportunity to intern and live in Des Moines for a semester or summer while working in a range of different industries.
  4. Chicago Center: An effort to forge strong relationships between UI students and alumni, and employers and organizations in northeastern Illinois.
  5. Senior Conference: A daylong annual event for graduating UI seniors that includes sessions on understanding benefits, negotiating job offers, communicating on the job, learning to budget, adjusting to the workplace, etc.

Yet to come is a research component to the activities of the Pomerantz Career Center. Director David Baumgartner envisions the Center collecting information on student outcomes, surveying employers, and becoming a clearinghouse for research on employment trends, economic development. The Center would eventually offer funding for employment- or career development-related graduate research. [Future]

DIVERSITY EFFORTS

Student, faculty, and staff diversity is an increasingly important aspect of the mission of the University of Iowa. It has become clear over the last decade that a diverse student body is necessary to improve the quality of educational experience for all students, minority and majority, at a great university. Diversity efforts are conducted as a routine part of the performance of many organizational units in many contexts. This report assesses a few programs specifically focused on increasing and supporting undergraduate student diversity. [Mission, Learning, Future, Service]

Minority representation among undergraduates at the University of Iowa equals or exceeds that of the general state population. The university has programs in place to accelerate undergraduate diversity in terms of racial, ethnic, socioeconomic and disability differences among students. [Mission, Learning, Future]

Opportunity at Iowa

Opportunity at Iowa is a program sponsored by the Office of the Provost that recruits undergraduate students of color to the University of Iowa and works to support and retain them after enrollment. (See Appended file OI Outcomes.xls.) It offers an attractive website with a range of accessible information for prospective students: http://www.uiowa.edu/~provost/oi/diversity-at-iowa/index.html

The program works to build relationship with prospective students early in their academic careers. The Pen Pal program, for example, arranges for current university students correspond with 4th and 5th grade students. The Jacobson Entrepreneur Camp brings Middles School Students to the University of Iowa of a one-week program in the summer. High school students are encouraged to attend visit days hosted by Opportunity at Iowa. (See Appended file: HS Visit Rates.xls) The program also reaches out to high school counselors and teachers to identify prospective students. [Learning, Service]

The website offers a number of opportunities for high school students of color, inviting them not only to minority focused activities but including them in the wide variety of opportunities that the university provides to prospective students. [Learning]

- Iowa Junior Science and Humanities Symposium (students present their own work and discuss other students' projects)
- Science, Engineering, Communication, Mathematics Enhancement Program (mentoring students).
- Secondary Student Training Program (work with a faculty mentor on and individual project).
- Life Science Summer Program (laboratory training in biology)
- National Summer Institute in Forensics
- All-state Music Camp
- High School Journalism Workshops
- Iowa Young Writers Studio

Of particular relevance to students of color is the Iowa First Nations Summer Program that brings students to the university for a three-weeks of training in life sciences focusing on the environment, health sciences and the relationship between science and Native American cultures. [Learning, Service]

Opportunity at Iowa also offers scholarships directed toward students of color. In addition to a monetary award, scholarship students' progress is monitored and support for continued academic success. [Mission, Learning, Future]

- Advantage Iowa Awards are directed toward students whose enrollment will contribute to a diverse learning environment.
- First Nations Resident Tuition available to all members of tribes and nations historic to Iowa
- National Hispanic Scholars
- Halas-Sayers Scholarships for members of underrepresented groups

Services provided by Opportunity at Iowa to scholarship students include [Mission]:

- Community, bringing OI scholars together in a variety of workshops, discussion, and presentations on regular basis
- Retention, making sure that students have the information about organizational requirements needed to stay in good standing.
- Supplemental instruction in key areas of the sciences
- Mentoring by faculty, staff, and older students

A committee member interviewed Opportunity at Iowa Scholarship Coordinator, Nancy Humbles, to get her perspective on the kinds of support students find important to their retention and success at the university. Visibility is extremely important, diverse students need to see that someone like them is available to help. This requires that Opportunity at Iowa have a committed staff able to provide personal attention to students that find themselves suddenly immersed in what can often seem an alien environment. She predicts significant increases in student diversity at Iowa in future years. The new Advantage Iowa Scholarship now offer more money, up to full in-state tuition, which should help. These scholarships, however, are not currently large enough to attract out-of-state students. [Mission]

Of particular importance to increasing undergraduate diversity, not just at the University of Iowa but across the Midwest (CIC conference), is the Summer Research Opportunity Program (SROP) that gives undergraduate students exposure to the graduate school experience in a summer program that pairs promising young researchers with faculty members expert in a research area of interest to the student. SROP is directed by the Graduate College and provides an informative website: http://www.grad.uiowa.edu/students/SROP/Index.htm. Students are provided with a stipend of $3,200 plus travel expenses during their eight-week summer stay at the University of Iowa. [Learning, Research]

Support Services Programs

In addition to Opportunity at Iowa, the office of Support Services Programs also promotes educational opportunities for students from diverse backgrounds to increase their academic skills. [Mission, Learning]
- New Dimensions in Learning, http://www.uiowa.edu/~ossp/ndil/, provides direct personal and academic support for diverse students including, workshops, advising, study skill assistance, and tutoring. (See Appendix 1: Student Support Services Outcomes for detailed results.)
- Upward Bound, http://upwardbound.uiowa.edu/index.html, is a program for high school students who are considering continuing their education. In it, students meet once a week at their local high school to develop their academic skills. They visit the University of Iowa during campus days to familiarize themselves with university life. The also come to the University of Iowa during the summer to experience living in a university residence hall, take classes in math, science, and language, while also participating in individualized sports and creative arts. Another summer program is Bridge that brings students to the University of Iowa to take a regular college class as well as participate in orientation and organized social activities. Outcome assessment for the 2005-2006

academic year shows that Upward Bound students made considerable progress and most (93%) achieved the target grade point average of at least 2.5. Eighty-six percent were retained to begin the following academic year that the University of Iowa. (See Appendix 2: Upward Bound Outcomes for detailed results.)

Iowa Edge Program

Begun in Fall 2006, the Iowa Edge Program, http://www.biz.uiowa.edu/upo/edge/, brings together first generation college students and student of color to orient them to life at the University of Iowa. During the week before general orientation begins, students (45 the first year) in the program participate in activities designed to provide information on academic expectations, campus resources, diversity, leadership, personal finance, and building relationships. Speakers included Interim University of Iowa President Gary Fethke and Iowa City Mayor Ross Willburn. The goal is to make students feel that they are a part of larger community that will support their success. [Mission, Learning]

Student Disability Services (SDS)
http://www.uiowa.edu/~sds/

The Office of Student Disability Services (SDS) facilitates academic accommodations and services for students with disabilities so that these students have equal access to University programs and activities, and can participate fully in all aspects of University life.

The core functions of Student Disability Services include [Mission, Service]:

- Establish and communicate criteria for disability services at the University;
- Review documentation to verify eligibility for SDS services;
- Facilitate academic accommodations for qualified students with disabilities; and
- Support disability-related services and opportunities for students with disabilities.

The mission of Student Disability Services (SDS) is to assure access through reasonable accommodations to qualified students who currently demonstrate a condition producing significant functional limitations in one or more major life activities. Equal access to education is achieved when barriers to learning are removed and students with disabilities are allowed to compete solely on the basis of their academic skills and abilities. In providing academic accommodations to qualified students with disabilities, SDS seeks to promote equal opportunity within the context of a diverse university community through practices that increasingly reflect the mission and values of The University of Iowa.

Once a student has decided to attend the University of Iowa, he or she may formally apply for SDS support. In addition to a completed Request for Services and Documentation Review form (Appendix A), the student's health care provider must submit information about the student's disability. All information is confidential. SDS personnel review the documentation and make a determination regarding eligibility for services. Once determination has been made an SDS advisor meets with the student to discuss how the functional impact of his or her disability may

relate to course requirements. Together, the student and SDS advisor develop an accommodation plan, subject to approval by the instructor.

Accommodations are tailored to individual needs and may include such things as [Mission, Learning]

- Alternative examination services – extended time for examinations, readers, scribes, use of word processors, etc.
- Alternative media services – access to printed media materials by alternative methods such as Braille or scan-and-read software
- Services for deaf/hard of hearing – American Sign Language (ASL) interpreters, captioning services, note takers, etc.
- Campus accessibility/transportation – Bionic Bus (a specialized transport service for students, staff and faculty with disabilities), building accessibility issues, etc.

Benefits of the Program

The mission of Student Disability Services (SDS) is to assure access through reasonable accommodations to qualified students who currently demonstrate a condition producing significant functional limitations in one or more major life activities. Equal access to education is achieved when barriers to learning are removed and students with disabilities are allowed to compete solely on the basis of their academic skills and abilities. In providing academic accommodations to qualified students with disabilities, SDS seeks to promote equal opportunity within the context of a diverse university community through practices that increasingly reflect the mission and values of The University of Iowa. [Mission, Learning]

Administration and Funding

Student Disability Services (SDS) functions under the umbrella of the Division of Student Services. Dau-shen Ju, the SDS Director, reports to the Vice President for Student Services and the Director of University Counseling Service. There is a staff of seven full-time employees and their efforts are supported by a Graduate Assistant, hourly-waged student employees, and hourly-waged non-student employees (for Services for Deaf and Hard of Hearing Students).

Professional Opportunities

Dau-shen Ju's research in the area of student disabilities has resulted in a published article in 2006. He also has an ongoing research team that includes two student employees. They are reviewing ways to use data to help shape the future of SDS services. Ju recently received an Iowa Department of Education grant ($10,500) that will be used for professional development for SDS staff. [Research, Service]

Program Evaluation

Outcome measures for SDS services concern primarily the utilization measures and promptness of providing services. The Student Disability Services 2005-2006 Annual Report (Appendix II)

provides detailed metrics including demographic data, numbers of contacts, and types of accommodations provided. During 2005-06 there were significant increases in the number of students registered with SDS, in the number of courses where accommodations were requested, in the number of scheduled appointments with SDS staff, and in the number of SDS administered examinations. Of particular note is the response rate by SDS staff: in spring 2006 the number of days between assignment of case and a response back to a student was less than 3 days, which is half what it had been in fall 2005. [Mission]

Additionally, a major survey was conducted in January 2006 by the University's ADA Compliance Review Task Force. Its report (Appendix III) was issued in May 2006 and includes information on student service pages 19-26, supplemented by appendix materials. This survey showed that 95% of respondents rated SDS services as either *Good* or *Excellent*. Of particular note is Appendix F – Student Services Subcommittee, Student Survey Report, which includes student responses to a number of questions that are components of how students realize their potential at the University of Iowa. [Mission, Future]

Though perhaps more subjective, some outstanding aspects of Student Disability Services include:

- Students receiving SDS support receiving all As in their coursework; students who are consistently on the Dean's List; students whose reading speed increases substantially because of the availability of assistive technology, and students who would not be able to succeed without the accommodations that are provided by SDS.
- SDS staff serving the community as a Board Member of Iowa Share, a Board Member of Scott Community College, Chair of the Diversity Committee of the Iowa Psychological Association, president of a regional chapter of AHEAD (Association for Higher Education and Disability), and Advisor of Asian American Coalition. Staff and student employees include students of different races, abilities, ages, nationalities and economic backgrounds.

Areas of possible improvement for SDS

Dau-shen Ju has reflected on areas where SDS would like to see improvement. These include [Future]:

- Expanding the area of assistive technology to provide equipments and training for software use that accommodates students with all types of disabilities.
- Provide student-centered services, not cookie-cutter disability accommodations.
- Provide programming activities that foster community building and skill training (time management, for example) supplement to their academic experiences.
- Staff development opportunities (conferences, workshops, seminars).
- Salary increase and staff recognition by the University.

Appendices

Appendix I – Request for Services and Documentation Review
http://www.uiowa.edu/~sds/pdf/Request-for-Services.pdf

Appendix II – Student Disability Services 2005-2006 Annual Report
http://www.uiowa.edu/~ucs/sds06.pdf

Appendix III – Report of the University's ADA Compliance Review Task Force
http://www.uiowa.edu/president/task-forces/ADA-compliance/ada_compliance_final_report_0506.pdf

THE ATHLETICS DEPARTMENT

The University of Iowa Athletics Department offers numerous services to its student athletes. The department, though its mission, values and commitments, committees, policies, services, and programs, prioritizes the student role that athletes play during their time at Iowa. [Mission, Learning]

The Department of Intercollegiate Athletics Mission Statement

> The mission of the Department of Athletics is to provide the administrative and coaching support, facilities, resources, and equipment necessary for student-athletes to graduate from The University of Iowa while participating in broad based championship-caliber athletic competition. The overall wellbeing of the participant and the integrity of the program will be paramount in all that we do.

Values and Commitments

- Education and enrichment of the student-athlete—The department values competitive athletic and academic experiences that foster self-esteem, a sense of responsibility, effective communication skills and an appreciation for life-long learning.
- Integrity in all aspects of behavior— The highest level of excellence and integrity shall characterize every aspect of policy, performance and programs in the department. All participants in the department shall be expected to exemplify impeccable integrity—be they student-athletes, coaching staff, administrative professionals or support staff.
- Fiscal responsibility—It is a fundamental tenet that the department shall at all times maintain a fiscally responsible and economically sound structure that provides the optimal environment for student-athlete success within budgetary parameters.
- Innovation in approach and spirit—In order to meet its goals and develop a problem-solving orientation, the department is dedicated to encouraging innovation and creativity as core values.
- Respect for the individual—The department values diversity in its people, whether that diversity is expressed by heritage, race, belief, sexual orientation, or gender, and recognizes the need to work as a team while valuing each individual's self-worth.

- Valuing our heritage—The department is committed to championship calibre athletic achievement and the ongoing enhancement of the traditions of Iowa Hawkeye athletics, including leadership, individual and team achievement, and intense pride and loyalty.
- Outreach—The department must strive to enhance the overall mission of the University through competitive excellence, academic achievement, and an ongoing commitment to service.
- Leadership—The University of Iowa will continue its long history of conference and national leadership through a commitment to leading edge involvement in athletics issues.

Intercollegiate Athletics at Iowa

The Department of Intercollegiate Athletics at The University of Iowa sponsors eleven men's and thirteen women's sports programs under the direction of the Director of Athletics, and six associate athletics directors. The athletics director reports directly to the President of the University on policy and administrative matters. [Mission, Learning]

Committees

- The Presidential Committee on Athletics—advisory committee for the University President and Director of Athletics on policies governing the Department of Intercollegiate Athletics consistent with the rules of the Big Ten Conference and NCAA, the State of Iowa, the Board of Regents, and the University of Iowa.
- Academic Achievement Advisory Subcommittee—This subcommittee works with the Director and staff of Athletics Student Services to foster educational opportunities. This committee regularly examines the academic counseling programs and assists students in all areas of campus life. They review tutoring, academic advising, attendance, academic difficulties, academic progress, and graduation rates. They are a link between the Athletics Department, student-athletes, and the University faculty.
- Student-Athlete Welfare Subcommittee—This subcommittee monitors the well being of Iowa student-athletes by writing the Code of Conduct, reviewing team rules that pertain to student conduct and substance abuse, and monitoring policies on required and optional practices and athletic-related medical care.
- Equity Subcommittee—This subcommittee reviews and monitors the Athletic Department's efforts to 1) ensure equal participation in intercollegiate sports for men and women and 2) to support persons of color in the athletics program. Supporting persons of color means recruiting and retaining minority coaches and staff, maintaining a supportive climate in the department for minority students and staff, and involvement in community-wide efforts to promote a supportive climate for all persons of color.

Pertinent Policies and Programs

- Athletics Department Policy on Class Attendance—The DIA firmly believes that class attendance is essential to academic success; therefore all classes and labs require attendance at all times unless the student is otherwise excused. Sanctions come under the policy set forth by the Athletics Department. Tardiness by 10 minutes counts as an

absence. [A graduated program where the first notice is reported to the head coach and the fifth results in suspension for 10% of his or her athletic privileges. Each subsequent absence results in an additional 10% suspension.]

- Academic Impact Policy—A student-athlete may miss no more than eight class days due to team travel. No competitions can be scheduled during the weekend prior the finals week.
- Student-Athlete Assistance Program—SAAP offers confidential and voluntary counseling and support to students who experience personal problems that impair their academic or athletics performance.
- Iowa Student-Athlete Advisory Committee (ISAAC)—ISAAC is a student-athlete leadership group comprised of two members from each team. ISAAC represents diverse interests of student-athletes to the Iowa Athletics Administration, promotes community among all UI student-athletes, fosters commitment to service, and represents the athletics program at UI, Big Ten, and national levels.
- Iowa Professional Career Counseling Program—This program is free and provides counseling to student-athletes in their pursuit of professional athletics careers and protection in their association with sports agents.

Athletics Student Services

The purpose of Athletics Student Services is to offer academic and personal support services to students to assist them to make timely and satisfactory progress toward degrees. All of the programs and services are provided within the rules of the NCAA, the Big Ten Conference, and The University of Iowa.

- Academic Advising—Each athlete is assigned to an academic advisor in the Academic Advising Center or to a departmental advisor. Advisors discuss classes, academic concerns, major, etc.
- Academic Academic Coordinator—This coordinator assists your academic advisor by giving advice on Big Ten, NCAA, and University policies that affect student-athletes. He or she monitors student-athletes' progress, helps them understand rules, and helps find majors.
- Gerdin Athletic Learning Center—This is an educational facility where student-athletes work with tutors and their athletic academic coordinators. This is the site for student-athlete orientation and certification meetings and where many personal development and life skills programs are offered.
- Structured Study Program—This is in the Athletics Learning Center and is a prescribed and monitored academic support framework for student-athletes to develop or improve their study habits. There are required weekly hours or quiet study time, individual or group tutoring and small study groups. There is a minimum of 4 hours/week of Structured Study, though most coaches mandate more.
- Tutoring—It is available to all student-athletes free of charge, regardless of scholarship status. Tutors are postgraduates and teachers who assist with specific course content and study strategies.
- Retention—Retention and graduation are major goals of the Athletics Department and Athletics Student Services. To foster this, a retention coordinator works closely with

student-athletes who need specialized academic assistance. The retention coordinator assesses and diagnoses academic and learning needs. Then, tailored services and programs are provided to fit their needs. These include counseling, tutoring, study groups, learning and organizational strategies, and mainstreaming into on-campus services.

Life Skills Program

The Division I-A Athletics Directors Association recognized the Iowa Athletics Program in 2000-2001 as a Program of Excellence for its CHAMPS/Life Skills program. The "Program of Excellence" award goes to Division 1-A athletics programs that have established and demonstrated that student-athlete well-being is a cornerstone of their operating principles. [Mission, Learning]

- Transition Seminar—This is a 1semester-hour seminar that runs for 8 weeks at the beginning of the fall semester. It is attended by all new student-athletes and explores personal and academic issues arising from the transition to college and adjustment issues that are unique to student-athletes.
- Educational Programs—These are seminars, speakers, workshops and short courses on personal growth and life skills with a primary focus on alcohol and other drugs.
- Minority Student-Athlete Enrichment Program—This offers a culturally supportive and stimulating environment in which minority student-athletes develop friendships and a support network in the university.
- Dietitian—The Athletics Department makes available the services of a registered and licensed dietitian/nutritionist for student-athletes' benefit and assistance.

For more information about The Athletics Department, see The 2006-2007 University of Iowa Department of Intercollegiate Athletics Student-Athlete Handbook and University of Iowa Athletics Student Services (Appendix __).

DEVELOPING STUDENT COMMUNICATION SKILLS

The University of Iowa's emphasis on developing students' communication skills has grown out of its long traditions as "the writing university." [Mission, Learning, Research]

There are many different labs, programs, and centers on campus that help students with specific skills. Writing Centers on campus include: The Writing Center, The Writing Fellows Program, The History Writing Center, The Accounting Department Writing Program, the College of Medicine Writing Center. the College of Engineering Center for Technical Communication, The Judith R. Frank Business Communications Center, and the Spanish Writing Center. The Speaking Center and Math Lab are also available to help students with public speaking and English conversation and math skills, respectively. The following examples offer a cross-section of what these various centers offer students.

The University of Iowa Writing Center

110 EPB and its Satellite Centers

The University of Iowa Writing Center, started in1934, offers free instruction to all interested students on campus one-on-one instruction in rhetorical and communication skills. The instructors include faculty members in the Rhetoric Department and graduate students who have excelled in writing and who come from such departments as English, Communication Studies, and Rhetoric. Students who are interested in developing their academic or personal writing skills can enroll in the Writing Center for an entire semester at a time, make individual appointments, or get help via email. [Mission, Learning]

The Writing Center services have grown with the addition of multiple satellite center and writing groups on campus. The Main Writing Center is located in 110 EPB, and satellite centers include 306 Blank Honors Center, 321A North Hall (Wild Bill's Coffee Shop), Quadrangle Rehder Lounge, the 2nd Floor Main Library ITC, and the Iowa City Public Library. Spring 2007 has also seen the addition of Fiction, Non-Fiction, and Poetry Workshops.

The Writing Center is not a remedial service. In fact, many students who attend the Writing Center are excellent writers, some of whom have published work in prestigious journals and texts. Tutors are oriented not to "fix" or edit individual papers but rather to assist writers in improving their strategies of researching, organizing, drafting, editing, and revising. All levels of discourse are addressed, from idea development and brainstorming to word choice and comma placement. The instruction that the tutors provide allows for mentoring relationship to develop between tutor and student. [Learning]

The Writing Center's demographic is culturally diverse, with its high percentage of international, multi-ethnic participants. Every semester, students from ten to fifteen different language backgrounds and countries enroll. The Writing Center produces a journal of student writing, *VOICES from the University of Iowa Writing Center,* which includes a reading at the end of the semester. *VOICES* offers a venue for students across disciplines and from many diverse cultures to see their writing in print and to share their work with many interested readers and listeners. [Mission, Service, Research]

At the end of each semester, tutors solicit written feedback from each student who is enrolled in the program. The overwhelming majority of these evaluations are positive, and students from all backgrounds report that the Writing Center has helped improve their writing skills and made them more confident writers. Suggestions for improvement are considered by the Writing Center staff as they seek to expand their services to be even more comprehensive. The satellite centers, increased appointment hours, Sunday night hours at the Main Library, a wider variety of workshop topics, and community workshops are examples of suggestions that have led to Writing Center improvements. The demand for the Writing Center services is likely to lead to future expansion of staff, hours, and services. [Mission, Future]

For more information, please see the attached Appendices:
Appendix I—The Writing Center Brochure
Appendix II—The Director's Welcome (from the Web Site)
Appendix III—Writing Center History (From the Web Site)

The Spanish Writing Center

The Spanish Writing Center was recently established to provide writing assistance to undergraduate students in 100-level courses. The mission of the Spanish Writing Center (SWC) is to help students focus on issues of content, organization, and structure when they write in Spanish. [Mission, Learning]

To receive help, students sign up for 30-minute appointments. Students are advised to sign up in advance because of the increasing popularity of the center.

Appointments involve one-on-one instruction on specific writing assignments. Tutors have students explain the assignment and discuss their writing goals. SWC staff want to help their students discover areas in the paper that need improvement and points that need expansion, elaboration, or clarification. Like the Writing Center, the Spanish Writing Center seeks to help students become better overall writers and not to fix or edit individual pieces of writing. [Learning]

For more information on the SWC, contact Lisa DeWaard Dykstra (spanish-gep@uiowa.edu) in the Department of Spanish and Portuguese.

The Tippie College Business Communications Center: Leading the Way

Because business demands its own style of writing, Tippie College of Business students face a set of distinctive challenges. The Business Communications Center is designed to address these challenges by integrating communications training directly into the business curriculum. [Mission]

The Business Communications Center serves as an exciting nexus of intensive professional communications, training our 1400 undergraduate students, our tutor-consultants, and our faculty. Course dedicated writing consultants provide in-class workshops, writing evaluations, and one-on-one appointments. Over 600 undergraduates visit the BCC for consultation on their writing every semester. [Learning]

See Website ***Add URL

The Speaking Center
EPB, Director: Cinda Coggins Mosher

The Speaking Center offers a wide array of services to students and instructors across the University of Iowa campus. Because their mission is to help all members of the UI community

who are interested in improving their speaking and teaching skills, they tailor their tutoring sessions to meet each individual's needs including speeches for Rhetoric and English courses, panel presentations, dissertation defenses, conference presentations, interviews, readings, and many other oral presentations. The Speaking Center also serves as a resource center for all instructors who incorporate speaking into their syllabi. [Mission, Learning]

This year, the Speaking Center has expanded its services to accommodate more students. It currently has over 30 weekly time slots reserved for ESL conversation instruction, in addition to the 65 weekly appointment hours that are available for students working on projects. The Speaking Center also teamed up with The Writing Center in the Spring of 2007 to offer an ESL conversation group. Each Friday, enrolled students meet with Writing and Speaking Center staff to discuss the conversation topic of the week. [Learning]

Another substantial improvement in the Speaking Center is the radical room update and the Student Computing Fees grant for over $30,000 that they procured (see the grant proposal appendix for more details) in 2006. This grant has fostered significant growth to TAs and undergraduates alike because it has enhanced TA training and brought new technology to classrooms and the Speaking Center. Digital cameras allow taping student speeches so that instructors can review speech drafts and in-class performances with students. [Mission, learning]

This grant has also allowed the Speaking Center to develop, collect, and catalogue multimedia instructional materials. The workstations the Speaking Center was able to buy with the grant money have allowed them to manage the expansion of their library of digital assets and offer a working environment for students to use in developing, revising, and refining multimedia presentations. The new technology has furthermore enabled the Speaking Center to conduct more effective outreach instruction. They anticipate programs in the near future that include workshops on web resources, research, streaming media, and multimedia presentations for business, engineering, science, and Honors courses. [Mission, Learning]

The Speaking Center's larger focus and greater technological capabilities have brought a larger, more diverse clientele. Hours of operation have expanded from Monday-Thursday 9:30 a.m. to 3:30 p.m. to include evening hours on Tuesdays and Thursdays from 5:30 p.m. until 8:30 p.m. [Mission]

The Speaking Center's ability to further expand is hindered, however, by their current space restrictions. They are housed in 12 EPB, a single room that makes it difficult, if not impossible, for two instructors to work simultaneously on student presentations. They have put in a request for a performance and space that could also house some of the new technology, but as of Spring 2007, that has not been granted. [Future]

For more information, see the Speaking Center's "New Initiative: Instructional Technology & Speaking Center" grant proposal (Appendix __).

Debate Forum and Mock Trial Team

The A. Craig Baird Debate Forum is the recognized undergraduate organization for students who participate in intercollegiate debate tournaments or public debates held on campus each semester. The forum has two major components:

One part of the program prepares students for participation in intercollegiate policy debate tournaments. These tournaments involve switch-sides debating on a single national topic for an entire season. The typical college debate tournament lasts three days: two days of preliminary rounds (usually four rounds per day) and one day of elimination rounds. The times for the speeches are longer (typically 9-3-6). The average debater will attend six to eight tournaments per year. Funding allows between six and fourteen students to travel for debate competition. [Mission, Learning, Service]

The second part of the program emphasizes debating before lay audiences. A series of five to six public debates are held each semester before campus audiences. Students who participate in these debates often reach an audience of 100 or more. The debates have been broadcast live on public radio, WSUI AM 910. Dr. Hingstman moderates the debate and members of the audience provide a lively cross-examination of the participants at the debate's conclusion. Video tapes of these programs are made available for other students by the University Library Media Services. We have conducted over 115 public debates since 1995, at least 5 per semester. These debates are an integral part of the curricular experiences for many students in the Rhetoric and Communication Studies classes. They serve as models of public speaking and oral advocacy for hundreds of students each year. [Mission, Learning, Service]

We have also hosted audience debates on the University of Iowa campus involving British traveling teams in 1996, 1997, 1999 - 2004, and 2006, an Eastern European traveling team in 2005, an Irish traveling team in 2004, a Jamaican traveling team in 1999, and a Russian traveling team in 1998. Two University of Iowa students competed in the Bates College International Tournament in 1996 and in the Worlds Debating Competition in Edinburgh, Scotland in December 2000. Mission, Learning, Service]

The Appendix (***) lists outstanding undergraduates and graduate students who have been associated with our program in the last decade and what they are doing now:

The intercollegiate debate program as a whole received national ranking in the top ten varsity policy-debate programs between 1995 and 2001 and first in 1992 and 1999. Since 1987, 40 teams from the University of Iowa have qualified for the National Debate Tournament, the most prestigious national championship in intercollegiate policy debate. Of those, 22 have participated in the elimination rounds at that tournament. In 1996, the University team reached the final round of the National Debate Tournament. In March 2000, two Iowa debaters received the Rex Copeland Award at the National Debate Tournament. This award recognizes the team who has compiled the best overall record in national policy debate competition in the United States. In 2001, the University team won the National Debate Tournament. Ten students have earned top ten individual speaker awards at the last six NDTs, including first speaker at the 1992, 1997, and 2001 tournaments. [Mission]

We conduct the Iowa High School Forensic League All-State Finals in Policy Debate, Lincoln-Douglas Debate, Individual Events, and Student Congress in early March each year. Also, from 2001 to the present, the Baird Debate Forum has sponsored the A. Craig Baird Lincoln-Douglas Round Robin for 28 outstanding high school debaters from across the country. Through the efforts of my colleague Paul Bellus, the Division of Continuing Education sponsors a high school summer debate institute in Lincoln-Douglas debate and policy debate which attracts hundreds of students from across the country to the campus for a two- or three-week intensive educational experience. [Mission, Learning, Service]

Dr. Hingstman also engaged in the following outreach efforts for high school and intercollegiate debate in 2006: served as policy tabulation co-director at the University of Kentucky National High School Tournament of Champions, worked with 50 outstanding high school senior debaters from across the country in a four-week summer program at the University of Michigan, and instructed college students in a two-week workshop near Arizona State University whose profits fund Urban Debate League projects for minority high school students in southern California. [Mission, Learning, Service]

Mock Trial Team

Forensics as public speech-making can provide invaluable education in public analysis and performance, so the Mock Trial Team attracts scores of honors participants every year. Sponsored by Honors at Iowa, the team is currently incorporating as a non-profit organization to amplify its sources of support, because participation in the team continues to increase. [Mission, Learning]

The Mock Trial team began some fifteen years ago as the project as an honors student: ironically an advisee of the current Honors Director. By participation and performance, Iowa's is now one of the top teams in the country. It is the only one to finish in the nation's top five for the last six years running. [Mission]

Math Lab

The Math Lab is a service unit supervised by the Department of Mathematics in the College of Liberal Arts and Sciences at the University of Iowa. Directed by Professor Juan Gatica, the Math Lab provides a comfortable atmosphere where students can congregate to study math and receive one-on-one tutoring. [Mission, Learning]

The Math Lab's physical location consists of several large rooms with high ceilings and good windows. It is a comfortable and inviting atmosphere. On the afternoon of the visit, perhaps 20 or more undergraduate students were using the lab along with four or five tutors. A lab supervisor was on duty to greet visitors and direct them to the help they needed. To supplement the lab's signature one-on-one help, it also has about 15 computers to run tutorial software as well as standard math applications such as Maple and Mathematica. New tutorial software is expected to arrive in spring 2007. One goal of the Math Lab is to wean students away from the overuse of calculators and computers to foster their abilities in mathematical deduction. The

Math Lab serves about 8000 student visits per year. Students may drop in for one-time help or come regularly while taking a math course. Students that experience the most improvement often use the Math Lab once a week. The Math Lab has an excellent reputation among advisors and students for effectively helping students struggling with math. In the subcommittee's web survey of undergraduate students, 43% reported having used the Math Lab. Of those students that used the Math Lab, fully 36% rated the experience as "very helpful" with less than 6% rating it "unhelpful" to increase their math skills. [Learning]

The Math Lab was founded in 1979 to in response to large math classes that left students without regular one-on-one consultation with an instructor. In addition, many students enter the university without the algebra and pre-calculus skills necessary for success in university level courses. Up to 60% of incoming students that *pass* the calculus placement exam are still not proficient in the needed foundational subject matter. The Math Lab supports students taking all math courses through the calculus sequence including math for biology students and engineering students. It is a resource and labor intensive endeavor with virtually all of the approximately 20 incoming graduate students in the Department of Mathematics working half time in it for their first year in the department. The graduate assistants receive training in tutoring, and the extensive experience in the lab effectively trains them to lead discussion sections the following year. [Learning]

The key to the Math Lab's success appears to be the explicit system of cooperation between student and tutor laid out in "Math Lab Demeanor" available on the Lab's website (www.**math.uiowa**.edu/**mathlab**/). Tutors are trained to avoid solving problems for students or actively helping them in the solution to individual problems. Rather, tutor's guide students, suggesting ways of thinking or strategies for approaching different kinds of math problems. According to Professor Gatica, much of the Math Lab's success can be credited to the extensive teaching and mathematical proficiency of its graduate assistants. [Mission, Learning]

The Math Lab also offers short courses on special topics during the academic year in areas that are known to cause difficulty for large numbers of students, logarithms or using the chain rule in calculus for example. Student comments most frequently mention the helpfulness and understanding of Math Lab tutors. [Learning]

STUDENT HONORS, RESEARCH, AND EXPERIENCE

The University of Iowa provides students an array of opportunities to enhance their talents and academic skills in ways that can produce new knowledge and help them gain experience applying knowledge in the community. The Subcommittee focused on the Honors Program, undergraduate research opportunities, and service learning.

University of Iowa Honors Program
John S. Nelson, Director

The University of Iowa Honors Program pursues talented-and-gifted education for college students. At Iowa, these opportunities target students by their talents and interests more than their test scores and grades, because the program stays open to ample participation by non-Honors

students with salient skills and concerns. Because college students learn from peers as well as professors, Honors students enrich the educations of undergraduates throughout the campus. [Mission]

Students qualify for membership by formula and petition. Honors has grown to make its students 12-15% of each entering class. Growth has resulted from a new, award-winning building for talented-and-gifted education, better merit aid, increasing courses and collateral programs, and a more dynamic profile on the campus. Recent entering classes for Honors have risen to almost 700 students by Fall 2007. [Learning]

Students earn and retain membership by maintaining a high GPA. Three years ago, the minimum GPA for membership increased from 3.20 to 3.33. Nonetheless the Honors Program continues to exceed 5,000 members. The professional staff has increased from 3.50 FTE before the move to 6.25 FTE, and the student staff can reach sixteen quarter-time employees in the regular semesters, with a few less than that paid for service as Honors Orientation Advisors during the summers. This is a small team to serve so many students. The Provost recently hired a new Director for the Program and began a modest expansion of the staff to support a significant increase in honors programming. [Mission]

Honors at Iowa provides a variety of seminars, research, service, teaching, and related university work. It also pursues supportive residential arrangements, peer and professional advising, plus energetic intellectual communities that teach students how to make the most of their university educations. Its courses and programs encourage students to conduct inquiries on frontiers of knowledge, connect inquiries across academic fields, and turn the specialized learning that is the pride of major research universities toward personal responses to needs for public action. [Learning, Service]

Honors at Iowa is in the process of creating an overall vision for itself called Honors Plus. The University Honors House (UHH) and the Iowa Center for Research by Undergraduates (ICRU) are two major components of Honors Plus that began operation only in Fall 2006. Although early signs are encouraging, it is premature to take either initiative as an established success. Also in development is the Aces Program for Analysis, Advocacy, and Action as well as Presidential Days. [Mission, Future]

Proposals under consideration include a radical redesign and expansion of the Honors Website, the inauguration of an Honors Faculty, on-load honors teaching, and an innovative version of Honors Peer Advising. [Future]

Iowa has a vision of honors education that serves its mission as a research university. Honors at Iowa is developing individually coordinated networks of courses. These Honors Constellations of four courses give honors students the focused attention of Iowa's top faculty from their first semesters onward. The aim is to bring honors students quickly to the frontiers of research. [Learning, Research]

Honors at Iowa has scheduled leading professors to teach on over-load some ten interdisciplinary courses a year that connect in exciting ways with their current research. Honors also has cajoled

undergraduate units to provide greater numbers of honors sections in introductory courses, along with honors seminars and research experiences for their majors. [Learning, Research]

In its first two years as a university-wide program, Honors at Iowa has been able to add nine 1-s.h. honors seminars for entering students. It has been experimenting with honors college-transition courses in several formats and with honors seminars during interim sessions. It has improved the standards and procedures for designating any course for honors credit through a contract between professor and student for an extra honors project. This option seems increasingly popular. It has added more sections of Honors Accelerated Rhetoric to start students into general education at Iowa. The Program is making greater efforts to advertise such opportunities through Honors Summer Orientations and the Honors Listserv. [Learning]

Iowa Center for Research by Undergraduates

To take best advantage of a major research university, undergraduates must have ample opportunities to collaborate with faculty in conducting research. Initiated within the Honors Program in Fall 2006, ICRU is a new collaboration with the Graduate College and the Office of the Vice President for Research (see the separate section on ICRU). It matches undergraduates with research mentors on the faculty; and it helps finance their inquiries with USA, IREU, and honors grants. It organizes events and bestows awards to celebrate these studies. It also helps faculty learn how to include undergraduates in pioneering work. Early interest in ICRU funds is outrunning ICRU resources. Top ICRU priorities include more money for grants and better arrangements for summer work. [Learning, Research]

ICRU superintends three projects hatched along with it. Their shared purpose is to provide strong incentives for superb research by celebrating it in impressive ways. The VPR Awards for Excellence in Undergraduate Research began in Spring 2006. These competitive awards acclaim students for original projects in the arts and humanities, in the natural sciences, in the social sciences, and in mathematics and engineering. The second set of awards is being conferred in Spring 2007. [Learning, Research]

Spring 2007 is also the second year for Research in the Capitol. Iowa created this annual series of poster presentations and arts performances in the Statehouse Rotunda to share fruits of undergraduate creativity with Iowa Legislators and citizens. Honors at Iowa works each year with the Office of the State Board of Regents to arrange speakers and audiences. Each honors program from the three Iowa Regents Universities – Iowa State and Northern Iowa as well as Iowa – selects twenty particularly outstanding projects to display. Students accompany their posters to explain their inquiries to the many who attend. [Learning, Research, Service]

Iowa Civic Action Network

The primary goals of the Iowa Civic Action Network are to provide the Iowa Legislature with timely, high-quality information on important policy issues facing the state and to provide students with marketable training in policy research. I-CAN started in 2006 with sponsorship from Political Science and Honors at Iowa. Under the tutelage of founder Tom Rice, a Professor

of Political Science, some twelve students complete a spring honors seminar on the methods of policy research. [Learning, Service]

Honors Research Practicum

Honors at Iowa provides academic credit for students to assist faculty members with research and, especially, the other way around. Students conducting junior or senior research in their major fields typically register for credit in their respective departments. The Honors credit gets tapped principally by students whose inquiries are interdisciplinary or occur in their first two years of study at Iowa. In future collaborations with the Belin-Blank International Center for Gifted Education and Talent Development, the Honors Program intends to pursue programs for summer research during or at least just after high school, especially for students on the way to Honors at Iowa. [Learning, Research]

Honors Theses

At Iowa, an honors thesis or other honors project is an original contribution to inquiry or art. Individual colleges and departments decide the requirements for graduation with honors in their majors. Some require honors theses or other honors projects and most permit them. These honors products come to the Honors Program for public display and scholarly use. The Program is moving toward a region of its new website that will present abstracts for all these projects. [Learning, Research, Future]

Communication Skills

The University of Iowa is known for innovation and excellence in studies of speaking, writing, cinema, television, webwork, and other media. To move honors students swiftly into many of Iowa's leading modes of research is to prepare them particularly well for engaging skills and questions of communication.

Honors Writing Fellows Program

This program enables students to become fine writers by helping to teach writing to campus undergraduates. Through collaboration by Honors and the Iowa Writing Center, the program trains Honors Writing Fellows and arranges for them to help faculty make writing instruction important in courses across the undergraduate curriculum. The Fellows, their students, and the faculty are enormous enthusiasts of this program. It educates then pays some thirty students a semester to serve as undergraduate writing assistants to increase effective attention to writing in a wide range of undergraduate courses (see the separate section on Honors Writing Fellows). Each Fellow tutors some twelve students on multiple drafts of two major essays for a course that otherwise could not have put as much emphasis on teaching undergraduates to improve their writing. [Learning, Service]

The 2004-05 courses that featured tutoring from Honors Writing Fellows generated 300 student evaluations. These show that 98% of the undergraduates enrolled in those courses said that they used feedback from their Fellows to revise their (two) essay drafts, with 70% of these students

doing so "frequently" or "always." Moreover 97% of the students rated the program valuable to them personally, with 74% of students reporting it to be "helpful" or "very helpful." Similarly 98% of students regarded the commenting letters from their fellows as contributing to better papers, with 74% calling these written commentaries "helpful" or "very helpful."

Aces Program

Honors at Iowa is now launching a program to prepare students for the challenges of going public. Competitions for major national and international scholarships show increasing interest in this, so a university education in basing public action on professional scholarship is also a good way for undergraduates to prepare for seeking major scholarships. These notable competitions test students for many of the same talents tapped by public life, and they lead into additional studies that refine these talents along with more specifically academic skills. [Learning, Research, Service, Future]

The Aces Program practices honors students in Analysis, Advocacy, and Action directed at public issues and arenas. Aces draws on Iowa's top-rated programs in debate, writing, mock trial, rhetorical analysis of argument, and multimedia studies of political communication.

University Honors House

In Fall 2006, two honors learning communities, one for entering freshmen and one for transfers, were integrated into the University Honors House in Daum Hall, connected by skywalk to the Blank Honors Center.

Honors students enjoy living together, and entering students who request the UHH continue to increase. They soon develop enthusiastic ties to Daum colleagues and programs. This is clear from a November survey by Honors of current and previous HLC residents. In a week, nearly 90% of Daum resident from last year and this year responded to an online survey about their experiences, and virtually all the responses were strongly positive. Indeed this is a considerable challenge to Honors and University Housing, because nearly 60% who have lived in Daum would return for a second year, and neither the capacity nor the policy could begin to accommodate this.

Honors has several initiatives to develop housing options to accommodate the strong interest by its students in living-learning arrangements. For Fall 2007, it has agreement from University Housing to open 20% of the rooms on the first through the sixth floors to Daum honors students who apply to return to the University Honors House. Honors and University Housing are administering the assignments to cluster these returners in small sets mid-floor, to keep them close to entering students. This should enable the new students to gain from the experience of veteran students. [Future]

The survey led Honors to convene several focus groups of honors students who already cluster in other residence halls. The honors students move together from Daum to other halls typically gather in groups of 6-8 students who move to adjacent rooms on specific floors in the eastside residence halls. According to students themselves, these clusters are ripe for becoming

extensions of the UHH or small Honors Learning Communities in their own right. Two lines of support for organized clusters appear in the survey results. 85% of honors students choose to live in Daum because it allows them to live with other honors students, and over 60% in Daum say they would live in a non-Daum HLC for the next year if the option develops. Honors and University Housing have arranged a protocol to facilitate a least a few more of these clusters for Fall 2007.

Honors Learning Communities

The next step is to add Honors Communities that pursue distinctive themes. These Communities should be part of the Honors Program to enhance their attractiveness to top students and facilitate their effective coordination for honors education. But the themes should link them strongly as well to sponsoring units that house the kinds of inquiries connected to the themes. To proceed by themed communities is to keep the additions small and focused enough for their intellectual and social dynamics to succeed. In fact, the University Honors House itself functions often as several smaller communities defined by student patterns of social interaction and intellectual interest. A practical advantage is that such Honors Communities can be added one at a time, building in workable pieces a program for hundreds then thousands of students. [Future]

Iowa Honors Connection

The most distinctive support for honors students is the Iowa Honors Connection of the Blank Honors Center and the University Honors House. This is the campus home for honors students at Iowa. The Honors Student Center on the BHC third floor is particularly important as a place for students to meet and talk in casual settings. And the University Honors House is equally crucial in starting college educations with strong ties to the Honors Program, producing effective use of its opportunities and resources.

Honors Student Staff

To operate the Iowa Honors Connection of the Blank Honors Center and the University Honors House in Daum Hall, to help develop its curricular programs, and to manage its co-curricular programs, Honors at Iowa relies greatly on its Student Staff. At some sixteen paid members, Iowa's Honors Student Staff is the largest in the Big Ten; and since all of the Honors Peer Advisors earn academic credit instead, all work by the paid students goes into programs for honors students. These arrangements are integral to the emphasis on learning-by-doing for talented-and-gifted education by Honors at Iowa.

Honors Advising

Honors students at Iowa receive the same advising from the Academic Advising Center for general-education and pre-major work as do other students. The Honors Program adds to this by making the whole Honors Professor Staff available for individual advising. By Summer 2007, the Program will be augmenting that with Honors Summer Advisors paid to help orient entering students. And by Fall 2007, the Program will build on the summer beginning with a staff of Honors Peer Advisors for individual counseling in a new office on the BHC fourth floor as well

as online responses to individual requests for information or perspectives. For several years, Honors has operated a popular program of Peer Mentors for prospective and entering Presidential Scholars. [Learning, Service, Future]

Honors Scholarships

Students who participate in Honors at Iowa benefit from several modest endowments that fund annual scholarships to acclaim students for outstanding performance in the Program. Honors has no scholarships for the first year of study, hence none to use in recruitment. At the end of the first year, it selects eight students for $1,000 Rhodes Dunlap Scholarships; and it does the same at the end of the second year. At the end of the first year, it also selects one student in the College of Liberal Arts and Sciences for a Dewey Stuit Scholarship of $2,000; and it does this also for the end of the second year. At the end of the third year, it awards one $2,500 James D. Robertson Scholarship to a CLAS student in the social sciences. Each year a junior or senior student in History earns the Kay Keeshan Hamod Scholarship of $1,000. The Honors Program superintends the nominations and selections for all these awards, with the selections made by faculty committees appointed by the Program. [Mission]

By the same process, Honors also recognizes the top thirty-two graduating seniors as Collegiate Scholars. These are among the highest honors available to undergraduates at Iowa. They provide $2,000 awards and certificates to twenty CLAS students plus three students from each of the other four undergraduate colleges. [Mission]

Honors Scholarship Coordinator

Nearly three years ago, Honors established a Scholarship Coordinator. This member of the Honors Professional Staff coordinates all Honors Scholarships and supports undergraduates in seeking major national and international scholarships. The new commitment is making clear improvements in the numbers and qualities of Iowa competitors, and already it is increasing the numbers of Iowa winners. [Mission]

Last year, Iowa had three Goldwater winners; this year, it earned one honorable mention plus three more winners. The students nominated by Honors won one Humanity in Action Fellowship in 2004, one in 2005, two in 2006, and now another in 2007. Iowa honors students won one Rotary Ambassadorial Scholarship in 2005 and two in 2006, with results not available yet for 2007. In 2005, an Iowan became a Gates Cambridge Scholar for the first time; and another has won in 2007. Other recent firsts for Iowa include a Pickering Fellow in 2005, the Deutsche Akademischer Austauschdienst Grant in 2006, the Churchill Scholarship in 2007, and the Udall Scholarship in 2007. [Mission]

The Scholarship Coordinator started with major international competitions three years ago, included many of the national competitions two years ago, and is moving step-by-step into several more: Jack Kent Cooke Scholarships, Hertz Fellowships, Javits Scholarships, National Science Foundation Graduate Fellowships, and the like. [Mission]

Iowa Center for Research by Undergraduates
Graduate College
Office of the Vice President for Research
University of Iowa Honors Program

Principally ICRU matches undergraduate interests and talents for research with money and faculty mentors. It begins with three previously established sets of resources. Thus it takes responsibility for awarding research and travel grants long provided by the Honors Program. It continues to allocate stipends from the Iowa Research Experience for Undergraduates (IREU). And it assumes responsibility for the Undergraduate Scholar Assistantships (USA). Therefore ICRU begins with an annual operating budget in excess of $400,000, with more than $350,000 specifically for supporting Iowa undergraduate students in their advanced inquiries. [Mission, Learning, Research]

Experiential Learning

Experiential learning is learning by doing. It is the personal acquisition of knowledge through practice. Universities encourage critical reflection on experience, so Iowa sometimes awards academic credit for experiential learning, particularly when it includes analysis of the experience in light of systematically developed networks of knowledge. The University of Iowa has recently initiated a drive to increase experiential learning opportunities for students (see Appendix: Service Learning Institute Participants). [Mission, Learning, Service]

Experiential learning takes diverse forms. Field work, laboratory experiments, and simulations can enrich classroom-based courses. Practicums can complete professional educations. Internships can add practical skills to academic principles. Studies abroad, cultural events, and artistic or political performances can refine and extend the preparations that students make in earlier courses. Service-learning arrangements can turn volunteer efforts into experiences also enlightening for students and social organizations alike. Simply to serve, intern, practice, or experience is not by itself enough to engage in experiential learning of the university sort, because the experience need not link to systematic learning.

Universities reach beyond liberal-arts colleges by encompassing the learned professions. Their educations provide for learning by doing within **professional practices**, and comparable opportunities for pre-professional experiences can be constructed for undergraduate education. For example, in music education, Iowa's new Honors Woodwind Quintet just contributed to the Santa Catarina Music Festival on January 14-27, 2007 in Jaraguá do Sul, Brazil, where five honors students performed and taught Brazilian band students who lack instrument specialists for advanced instruction. It has been doing the same for Iowa schools without programs for advanced education in music.

Similar opportunities arise for turning student employment at universities into modes of experiential learning. Iowa studies show that our students who finance their educations in part by working for campus libraries, laboratories, departments, residence halls, and such develop earlier, stronger, better informed, and more lasting attachments to Iowa; and these students learn

to take better advantage of campus resources. These benefits increase when their work practices can be linked to academic forums for sophisticated reflection on their job experiences.

The same sorts of course ties or other faculty tutelage that can turn interning and volunteering into experiential learning can do this for employment and even extracurricular activities. Public engagement includes many activities with the same potential. Instruction in the social sciences long has used templates for experiential learning to turn campaign work, social service, government internship, and the like into reflective and systematically informed efforts worthy of academic credit. For example, the Iowa Civic Action Network sponsored by Honors and Political Science has students learn academic methods for the study of public policy then put these to work in writing policy papers for Iowa's Legislature, cities, and counties.

The service-learning movement in education seeks to expand experiential learning of comparable kinds into social practices that range far beyond the officially civic settings. These volunteer services become exercises in service learning when they feed academically systematic reflection. They typically link to social institutions like businesses, charities, clubs, and other community organizations. Many service-learning arrangements also seek to improve services from these organizations by bringing them the fruits of academic investigation and reflection.

Draft version revised 6/8/2007

Appendices:
SUBCOMMITEE ON CULTIVATING STUDENT POTENTIAL

Appendix 1: Diversity Efforts, Student Support Services Outcomes

U.S. DEPARTMENT OF EDUCATION
THE UNIVERSITY OF IOWA TRIO STUDENT SUPPORT SERVICES PROJECT
PROJECT PERFORMANCE OUTCOMES (REPORTING YEAR 2004-2005)

OBJECTIVE (Prior Experience-Administration): To select and provide services to at least 350 eligible participants each grant year.

    Achieved. The service objective was exceeded by 19 students making the service level 369 active students. This was feasible within our program because the level of service requested by students varied. Approximately 71 pecrent (n=262) primarily used tutoring and learning support. Twenty-nine percent (n=107) used various combinations of our services such as advising, programming, and acquiring information.

OBJECTIVE (Prior Experience-Administration): To ensure that participant eligibility is distributed each grant year such that at least two-thirds of the active participants are both low income and first generation or have a disability and that at least one-third of the students with disabilities are also low income.

    Achieved. The total of 369 active students exceeded required eligibility distribution guidelines with 67.5 percent (n=249) both first generation and low income and/or with disabilities; of the 62 students identified with disabilities, 38.7 percent (n=24) were also low income.

OBJECTIVE (Prior Experience-Persistence-revised via approved partnership agreement): To have at least 70perent of non-graduating active participants (minimum n=239) persist toward completion of the academic programs in which they were enrolled.

    Achieved. Of the 369 active participants who did not graduate (n=344), 80.5 percent (n=277) re-enrolled for the 2005 fall term.

OBJECTIVE (Prior Experience-Academic Standing-revised via approved partnership agreement): To have at least 70 percent (minimum n=245) of eligible students meet academic performance levels required to stay in good standing at the grantee institution.

    Achieved: More than 87percent (n=322) of the 369 active participants were in good academic standing at the end of the reporting year. Forty-seven students

(12.7 percent) were not in good academic standing. Twenty-two (46.8 percent) of the 47 students on probation continued their enrollment at the grantee institution.

OBJECTIVE (Prior Experience-Graduation-revised via approved partnership agreement): To provide services to participants such that 70 percent of eligible seniors graduate (minimum n=9). Eligible seniors are those who could potentially satisfy graduation requirements within the reporting period.

Achieved. With 16.5 percent of the 369 participants (n=61) beginning the year with senior status, 33 participants were potentially eligible to graduate. Of the 33 eligible seniors, 75.8 percent (n=25) graduated. Twenty-seven seniors were considered ineligible for graduation during the reporting period due to patterns of enrollment, university course sequencing, or outstanding degree requirements related to double-majors or changes in major.

OBJECTIVE: One hundred percent of new and continuing participants will meet with a counselor for orientation, needs assessment and review of progress prior to any additional services being offered.

Achieved. All participants (both new and continuing n=369 students) met with their assigned counselor for service assessment and/or review of progress.

OBJECTIVE: NDIL and SSP counselors will conduct at least one follow-up visit with 90 percent of those active participants earning below a 2.00 grade point average or who are on academic probation.

Not achieved. Follow-up visits were conducted with 84.5percent (n=60) of the 71 active students on probation. One hundred percent of the active students on probation received a personal letter, an email, or a telephone call from a project counselor. These com-munications were an attempt to schedule a meeting to plan a strategy to improve the students' academic standing. Staff continue outreach efforts to students on probation from the spring 2005 that returned for fall 2005.

OBJECTIVE: Eighty percent of active participants will earn at least 24 semester hours of credit each year.

Not achieved. More than 67 percent (n=249) of the 369 active students earned 24 or more semester hours of credit during the reporting year.

OBJECTIVE: At least 25 percent of active participants will indicate that they are planning to apply for admission to a graduate or professional program within five years of graduation.

Achieved. Active participants (n=369) were asked at the service assessment if they intended to attend graduate school and those responses were recorded in the database. Of the 369 participants, 48.5 percent (n=179) responded yes or intend to attend.

OBJECTIVE: To provide a tutorial assignment for at least 85 percent of the specific course/tutor requests made by active participants.

> Achieved. Two hundred sixty-two active students made 528 tutorial requests with 90.2 percent (n=476) tutorial assignments filled.

OBJECTIVE: Each professional staff member will serve on a campus-wide committee, advisory committee, search committee, program planning group, or participate in other activities, which relate to the campus climate as it may affect eligible students.

> Achieved. Project staff served on external committees and/or contributed to a program or activity that may potentially address and influence the issues for project-eligible students. The committees have included: Paper of Plastic?, related to teaching students credit and money management; Sister Connection, an initiative to organize women of color; the Mentoring Task Force, to collaborate on mentoring initiatives on campus; the African-American Council; Council for Disability Awareness; and the Multicultural Graduation Recognition Banquet. Project staff participated in interviewing and evaluation of candidates for student and professional positions for offices relevant to our student population, including Student Disability Services and Orientation Services. Staff were also affiliated with student organizations including Sigma Lambda Gamma (a historically Latina sorority).
>
> The Campus Climate Survey for First-Year Students was mailed to 157 first-year active students. Twenty-six percent (n=41) of the students returned the survey after two follow-ups; however, one respondent was unidentifiable, leaving 40 valid respondents. Of the 40 students who responded to the survey, only 5 percent (n=2) did not return to the University in fall 2005. The low return rate makes it difficult for responses to be generalized for the 2004-2005 year.
>
> During the four-year grant cycle, the survey suggests that students who did not return:
> a.) did not perform academically as well as they would have liked,
> b.) did not feel confident they had made the right decision in choosing to attend The University of Iowa,
> c.) did not expect to return, and
> d.) did not believe graduating from The University of Iowa was important to them.
>
> Differences of a lesser degree fluctuated but were noted for questions related to peer-group interactions. Students who did not return expressed that their personal relationships were less satisfying, had less of a positive influence on personal growth, attitude, values or intellectual growth and interest in ideas. Those who did not return felt more often that most students at The University had values and attitudes different from their own.

No consistent differences were observed over the four-year cycle for questions related to interactions with faculty, faculty concern for student development and teaching, academic and intellectual development.

Funding level from the U.S. Department of Education: $321,087

Appendix 2: Upward Bound Outcomes 2005-2006

U.S. DEPARTMENT OF EDUCATION
THE UNIVESITY OF IOWA TRIO UPWARD BOUND PROJECT
PROJECT PERFORMANCE OUTCOMES (REPORTING YEAR 2005)

OBJECTIVE, STANDARIZED TESTING: Eighty percent of participants will score at grade level or higher in the core areas of mathematics, science, and English as documented by scores on the Iowa Tests of Educational Development (ITED) by May 31, of each program year.

Outcome: Overall 82 percent showed progress in reading (69 percent), mathematics (92 percent), and science (86 percent). Test results for the 2005-2006 year were available for 55 of 91 participants. All participants did not have scores because of relocation from out of state, exempting seniors from taking tests, or absence from school. Information for this objective was calculated using 2005-2006 test results provided by schools served by the project. This information is stored in students' files and keyed into the project database.

OBJECTIVE, MEASURABLE ACHIEVEMENT, GPA AND COLLEGE BOUND CURRICULUM: Eighty percent of participants will achieve a minimum academic year grade point average of 2.5 while pursuing a college bound course of study, including four years of English, three years of mathematics, three years of science, three years of foreign language, and three years of social studies.

Outcome: Ninety-three percent (85 of 91) of participants achieved a 2.5 grade point average during the 2005-2006 year. Ninety-nine percent (90 of 91) were taking a college bound curriculum as defined by the objective. To ascertain these outcomes, grade reports were obtained following each grading period from the schools served by the project. Students' schedules were obtained from school registrars to determine if students were taking college bound curriculums. These documents are stored in students' files and information is keyed into the project database.

OBJECTIVE, RETENTION AND SECONDARY COMPLETION: Eighty percent of participants will be retained in the project through their senior year, and 95% of seniors will complete a program of secondary education by August 15.

Outcome: Eighty six percent (76 of 81) of participants were retained in the project. One hundred percent of seniors (13 of 13), graduated from high school in the spring of 2006. Final transcripts and attendance records provide the data for these outcomes.

OBJECTIVE, ENROLLMENT IN POSTSECONDARY EDUCATION: Ninety percent of participants who complete the project will undertake a program of postsecondary education by January 30, after graduating from high school.

> Outcomes: One hundred percent of graduating seniors (6 of 6) who completed the project undertook postsecondary education in the fall following graduation. Information on matriculation was obtained from participants completing the project exit information form. This information is collected either by phone or while Bridge participants are on campus during the summer program. This information is filed in students' files and updated prior to APR preparation.

OBJECTIVE, HIGH SCHOOL GRADUATION: One hundred percent of senior participants will complete a program of secondary education by August 15.

> Outcomes: One hundred percent of senior participants graduated from high school with a diploma in June, 2006. Final transcripts with graduation dates are filed and keyed into the project database.

OBJECTIVE, POSTSECONDARY PERSISTENCE: Seventy percent of participants who complete the project will demonstrate success in education beyond high school through postsecondary persistence (including reenrollment after stopping out) and 65 percent will complete a program of postsecondary education in 5 years.

> Outcomes: Project alumni are contacted by email or telephone. Participants were asked to respond to a series of questions to update their postsecondary status. A participant is considered unreachable after 2 failed attempts.
> 1. The 2006 cohort totaled 29 students. Eleven were unreachable, and 16 of 18 or 89 percent of the participants reached were enrolled in postsecondary education.
> 2. The 2005 cohort totaled 18 students. Nine were unreachable, and 9 of 9 or 100 percent were enrolled in postsecondary education.
> 3. The 2004 cohort totaled 18 students. Six students were unreachable, and 10 students or 83 percent were enrolled in 2005-2006. Three students were not enrolled. Eleven percent of the cohort earned A.A. degrees in 2005-2006 year.
> 4. The 2003 cohort totaled 7 students. Only one student was unreachable, and 6 of 6 or 100 percent were enrolled in postsecondary education. Thirty-three percent of this group earned their degree in 2004-2005.

> Funding Level from the U.S. Department of Education: $490,200

Appendix: Writing Fellows Program Sampled Evaluative Comments

Sample Student Comments about the Overall Program

I was apprehensive about the program at first, but now I wish I had a Fellow in every class. It helps you write your papers earlier so you aren't so rushed in the end, and it was nice to have an editor.

I think this was a great opportunity for both the Fellow and for us.

I think this is a really good idea. No matter how good a person believes themselves to be at writing a paper, it is always beneficial to have an outside perspective—thank you.

Unfortunately, this was another program on campus that I hadn't even heard of. As an involved junior/senior on campus, that's frustrating and sad because the program was really great for me, despite initial reservations.

This is a good process—it keeps you honest.

I would like this program in all classes.

My fellow got me "pumped" for writing the essay.

It was a great program for me. I'm a poor writer and no one wants to help me revise. I learned a lot of tips also and would never do as well without outside help ☺

Sample Professor Comments

The Writing Fellows did an admirable job of pressing students to focus and develop their ideas. Reading over their comments, I was continually impressed with their ability to clearly perceive and articulate the central issues, limitations, and problems with student drafts. (English)

…I appreciate the attention that the fellows give to each of my students and their individual concerns. They have attended to students in ways I never could, given the class size and my other responsibilities (Dance)

The papers were definitely better [than those submitted by comparable class I've taught]…The greatest improvement was in organization and logical development of argument. There was also improvement in use of evidence and syntax…I would be absolutely willing to have a Writing Fellow in a subsequent semester. (History)

My Fellows did a wonderful job helping the students clarify and sharpen their arguments as well as clean up their grammar and spelling. I appreciate the help, and I am sure most of the students do, too. (Geography)

My Fellows all gave such an organized committed effort to this. I was very impressed by their determination to do this right… The papers I received were structured better, have far fewer grammatical errors, and contain better arguments. (Classics)

[The Fellows assigned to my class] were clearly very well trained. (Anthropology)

I was impressed with how closely the Fellows read my students' drafts and how clear, direct, and concise their letters to each student (recapping their comments) were. (Women's Studies)

…relative to other semesters of this same class…I do think these papers were better. Particularly looking from drafts to final versions, the improvements in organization and expression were sometimes dramatic. (Art and Art History)

In general papers were better organized [than papers in previous unfellowed classes taught]. Evidence of scrutiny of word choices and continuity of theme were more obvious. Overall, papers presented stronger arguments (African American Studies).

[Compared to previous semester I noticed] clarity of organization, improved use of punctuation, better overall flow of ideas, transitions, focus of themes/topics, consistency (Literature, Science and the Arts)

I was very fortunate to have two wonderful Writing Fellows (Leisure Studies).

[My Writing Fellows] were all excellent. (I'd like to hire each of them to work in my lab!!). (Geoscience).

Students' Written Comments

The written comments helped me expand and clarify my argument throughout my paper.

The written comments helped me find my focus.

The comments helped to combine arguments and ideas, to give the most clear interpretation I could of the works. They also helped to weed out anything that was unnecessary in the thesis.

The comments focused me more on the topic of my paper so I didn't stray and helped me with my word choice.

It's good to get a second opinion—she pointed out mistakes or made suggestions about things I had missed.

The Fellow helped me with problems that I had not only in this class but that I could improve on in other papers in other classes.

She gave me ideas and leeway while still allowing me to create the paper on my own.

She made me think more about what it is I wanted from my paper.

Just having a reader's reflections on what was unclear and where things were missing from the argument was helpful.

The help on overall organization was superb.

The comments let me know my weak areas and helped me formulate questions for the conference.

The comments made me go back and rethink parts of my essay.

My Fellow gave excellent suggestions on <u>how </u>to fix problems, not just pointing problems out.

The written comments helped with my writing confidence level.

The comments made me explore each aspect of my paper more in depth.

They found things I hadn't even thought of.

The comments were engaged with my ideas—searching to understand my thoughts. They were encouraging and honest.

Comments about the Conferences

It was good to meet with my writing partner so she could explain the comments.

I found the reassurance helpful, plus the ability to openly discuss issues.

The face to face opportunity to ask questions was helpful.

It was a way for me to organize my thoughts while having someone there to help you along.

My Fellow was open to my ideas and where I wanted to take my paper while offering quality suggestions about keeping in mind an outsider's point of view. She asked questions to gain a better understanding of my goals and listened closely to my objectives.

My Fellow was very easy to talk to—really helpful with helping me make a better, more fluid paper. I found her help to be above my expectations.

In the conference, I could clarify my argument and work on better internal organization.

The Fellow gave me her opinion. One more pair of eyes on my paper is always better than none.

The conferences helped sort out a priority of information.

It helped to discuss and get a view of how another person reads and perceives the paper.

In the conference we could talk and see if the ideas I had to improve my paper were good.

She would ask questions about certain areas, and I would talk aloud about what I was trying to say. This provoked new ideas.

She helped me state things more clearly. She'd ask questions and then what I really wanted to put on paper finally came out. She helped me organize it better.

She was able to push me further in my writing process.

In the conferences we could discuss what I was trying to say compared to what she got from reading.

The conferences made me reread my paper a week later with a clearer head.

It was helpful to sit down one on one. I never do that with a prof!

The conferences gave me a chance to explain why I wrote something the way I did and hear why it was confusing and needed to be changed from the Fellow. This really helped me get a feel for what should be completely changed, what could be slightly revised, and what could be left alone.

What was helpful was that she made sure I directed where the conversation was going to ensure that all of my questions were answered.

What was helpful was that she was prepared with notes and we made an outline of the changes which could be made to improve the paper.

For more information, see the "Proposal for a Permanent Budget for the Writing Fellows Program," Appendix __).

Appendix to Experiential Learning

SUMMARY OF 2005 and 2006 SERVICE LEARNING INSTITUTE PARTICIPANTS

Summary Data—2005-06 Academic Year
- 15 faculty members trained during week-long Service Learning Institute, May 2005
- They developed 20 new service-learning courses
- More than 600 students completed the courses
- Students devoted more than 14,000 hours of community service to the state of Iowa through the academic service requirements of these courses

Summary Data—2006-07 Academic Year
- 15 instructors trained during week-long Service Learning Institute, May 2006
- They developed 23 new service-learning courses
- The number of enrolled students and number of hours of community service will be calculated at the end of the semester.
- In addition, we will collect data about the 2005 "class" of Institute faculty

Colleges Represented

       CLAS—25 faculty members
       Education—4

Pharmacy—1
Engineering—1
Medicine—2
Nursing—1
Community & Behavioral Health—1
Dentistry—1
Business—2
Two freestanding centers—Pentecrest Museums and the Iowa Nonprofit
Resource Center

The two Institutes have included at least one representative from every college on campus except Law.

Departments Represented

CLAS: English (2), Geography, History, Journalism, Library Science, Political Science
(2), Rhetoric (3), Sociology, Spanish & Portuguese, Speech Pathology &
Audiology
Education: Counseling, Rehabilitation, and Student Development; Music Education; Art
Education; Teaching & Learning
Medicine: Internal Medicine; Physical Therapy & Rehabilitation
Community & Behavioral Health
Nursing
Business: Management & Organizations
Engineering: Civil & Environmental
Pharmacy: Clinical & Administrative Pharmacy
Dentistry: Preventive & Community Dentistry
Other: Museum Studies; Iowa Nonprofit Resource Center, Library Sciences

Community Partners

The following list includes some of the community partners with whom faculty and students
collaborated through the service-learning courses developed through the Institutes. In
early summer 2007, the Center for Teaching will be surveying all 30 Institute participants
to obtain a complete list of community partners.

2005: Political Science: local political campaigns; Iowa House and Senate; English: Iowa
City/Coralville Animal Shelter; Museum Studies: Children's Museum, and the Cedar
Rapids Museum of Art; Nursing: Mobile Clinic(?); Internal Medicine: Iowa City
Hospice; Counseling, Rehabilitation, and Student Development: K-12 school counselors;
Dentistry local dental clinics across state; Spanish & Portuguese: Hills Community
Center, and Horace Mann Elementary School

2006: Audiology—K-12; Music—Iowa City Hospice; Rhetoric--?; Pet Central Station; Library
Science—local and international nonprofits; Physical Therapy & Rehab: Miracles in
Motion; Art Education: Elizabeth Tate High School; Hancher Auditorium; Teaching &

Learning: United Action for Youth, and Johnson Country Neighborhood Centers; Kirkwood Learning Center and other alternative educational sites; Clinical and Administrative Pharmacy: pharmacy delivery systems in Xicotepec, Mexico; Civil & Environmental Engineering: local government, Xicotepec, Mexico; History: State Historical Society of Iowa, and University of Iowa Library Special Collections and Government Publications

Assessment of Student Learning

As of September 1, 2006, Ken Brown, Associate Professor of Management & Organizations and 2005 Institute member, has collected the following data in his role as Faculty Fellow at the Center for Teaching. Kelly Sass, a participant in the 2006 Institute, Ph.D. candidate and Adjunct Faculty member in Physical Therapy and Rehabilitation, is joining the assessment team, which also includes Spencer Jardine, a Graduate Assistant in the Center. Assessment of 2006-07 service-learning courses developed through the two Institutes will be completed in summer 2007.

- Three sets of data have been collected from students who took courses the 2005 Institute cohort developed and taught during the 2005-06 academic year. The data were collected at the start of each course, at the end, and four months following.
- 82 students in the Fall 2005 courses answered follow-up email questions. 66% said they were more likely to volunteer in a community organization following their SL experience.
- 95% said they had benefited from their SL activities in class.
- Comments included the following:

- "I learned more from this activity than any in-class exercise. It not only taught me to apply principles learned in class but provided me with an overall understanding of nonprofit organizations and their struggles. In every interview I had had I have used this experience as a demonstration of what I have learned in my years at Iowa."

- I benefited by doing. I learn so much more when I am actually doing something rather than reading or listening about it. The reality of the project makes individuals feel more important and the information in class more applicable.

- I learned I was still afraid of large dogs.

- The three negative comments included: "I think that the service learning could have been better organized on the part of the community partner, it could have been very good, but it wasn't."

  o At this point, all participants in both Institutes have agreed to request their students participate in the learning assessments. The data will be collected at the end of spring semester 2007 and analyzed during the summer.

Initiatives that have developed from the Service Learning Institutes

- Cashore Marionette project—partnership between the Center for Teaching, Hancher Auditorium, ICCSD art teachers and school counselors, and the Cashore Marionette Troupe. Lesson plans developed by UI students around the performance, and used by ICCSD art teachers and counselors. The project was awarded an Iowa Arts Council grant and served as the showcase partnership for the Kennedy Center for the Performing Arts education partnership with Hancher.

- A second partnership between the Center for Teaching and Hancher Auditorium will involve service-learning courses and a musician who will perform at Hancher in spring 2008.

- Building on a partnership developed five years ago by College of Engineering instructor Craig Just and Rotary International, two 2006 Institute participants have created several courses (one in Pharmacy, one in Engineering), plus a third service-learning course that will include students from these two courses and others from CLAS.

- The latter course is being taught by Hazel Seaba (Pharmacy), Craig Just (Engineering), Jim Peterson (Rotary International), and Jean Florman (Center for Teaching). This is intended to be a long-term partnership between the University, Rotary International, and the community of Xicotepec, Mexico.

- Political science faculty members David Redlawsk and Tom Rice are editing a volume about using the service-learning approach to teach political science. Contributors will gather in Iowa City in June 2007, and the volume is scheduled to be published in the fall.

- Center scholarship on service learning includes:

  - the learning assessment being conducted by Ken Brown and and Kelley Sass (see above).

  - Advanced practicum—A graduate student in the College of Education is designing a survey of faculty to determine the their understanding of and interest in the role of undergraduate course coordinators in service-learning courses. Using this data, data collected previously from student leaders, and research from other universities, the Center will develop resources and a course syllabus for a student leadership course that will help students who would like to serve in this role. The course likely will be collaboratively taught by Center staff and staff of the Office of Student Life.

  - Another advanced practicum graduate student in the College of Education is developing a survey of Institute faculty to determine their experience

designing and teaching service-learning courses and to collect data about community partners.

- ▪ The Center will edit a collection of pieces about the various projects that have spun-off from the Service Learning Institutes, including those above and others. Several nationally-known scholars in this field have expressed interest in such a volume.

- Service Learning Institute participants David Redlawsk and Teresa Mangum created the week-long 2007 Obermann Graduate Institute on Engagement. Although the Center for Teaching was not involved in the development of this initiative, the event was a direct outgrowth of the two faculty members' participation in the 2005 Service Learning Institute and their enthusiastic response to this pedagogy.

- The Center is represented on the Civic Engagement Advisory board and the Provost's Experiential Learning Council. It also has been part of the Office of the Provost service-learning course criteria committee and the Citizen, Leadership, and Service Learning Community Committee.

Future Development

- The Advanced Practicum graduate students (see above) will be designing surveys that the Center will continue to use each semester or calendar year to gather data on service-learning courses designed by faculty members who participated in the Institutes.

- In addition, the Center will develop a syllabus for an undergraduate student leadership course targeted toward students interested in serving as course coordinators for service-learning courses. We are hoping to co-teach the course with Bill Nelson or a senior staff member in the Office of Student Life.

- Jean Florman will head the Best Practices in Community Partnership subcommittee of the CEP Advisory Board.

- The Center will be an integral part of the process through which faculty members may request a "service-learning" designation for their courses. The initiation of this process is related to the development of the new transcript formats being developed by the Registrar's Office.

End Appendix to Experiential Learning.

Appendix: Debate Forum, Student Outcomes

Graduate student	Heidi Hamilton	1993-1996	Assoc Prof, Emporia St.
debate coaches	Bill Trapani	1997-1999	Asst Prof, Wayne St.
	Brian Lain	1998-1999	Asst Prof, U North Texas
	Jon Wiebel	1997-1999	ABD

	Michele Choe	1998-2000	Attorney, San Francisco
	Chris Skiles	1999-2002	Instructor, Cal Poly SLO
	Danielle Wiese	2000-2003	Asst Prof, Grand Valley St
	Leslie Hahner	2000-2002	Asst Prof, Truman State
	Rae Lynn Schwartz	2002-2006	Asst Prof, W. Washington
	Scott Varda	2002-present	Post-Comps Exam
	Jason Regnier	2003-present	Post-Qualifying Exam
	Jane Munksgaard	2006-present	Pre-Qualifying Exam
	Niko Poulakos	2006-present	Pre-Qualifying Exam
Undergraduate	Todd Lantz	2002-2006	Harvard Law 1L
intercollegiate	Jacob Nelson	2000-2004	Vanderbilt Law 2L
outstanding	Andrew Ryan	1999-2002	Attorney, Dallas
debaters	Andrew Peterson	1996-2001	Attorney, DC
(graduates)	Michael Roston	1996-2001	Political journalist, NY
	Trevor Foster	1996-2000	Attorney, Minneapolis
	Ted Moore	1996-2000	Attorney, New York
	Kristin Langwell	1998-2000	Attorney, Dallas
	Bill Lynch	1996-1998	Comp. Network firm NY
	Dan Pinegar	1996-1998	Attorney
	Chris Nelson	1994-1998	Attorney, Des Moines
	Nathan Hill	1995-1999	Journalist
	Michael Jensen	1995-1999	Cal Irvine PhD candidate
	Amanda Kueter	1995-1999	Legislative Assistant, DC
	Karen Scott	1995-1999	Attorney, Minneapolis
	Jill Podgorski	1995-1999	Business consult., Chicago
	April Rathe	1995-1999	Engineering consultant
	Corey Rayburn	1993-1999	Attorney, New York
	Dwight Codr	1993-1998	Asst Prof Eng Lit, Tulane
	Niko Poulakos	1993-1997	Comm Stud. Grad stud, UI
	Shannon Purcell	1993-1996	Attorney, Cedar Rapids
	John Brogan	1994-1996	Attorney