

## UNIT REPORT

**Student Life - Reviewer's Report**

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# Student Life

## Student Life Mission Statement

**Mission Statement:**

The University of Florida Division of Student Life cultivates a comprehensively excellent student experience that prepares Gators to engage, transform, and thrive in an evolving global community.

**Start:** 07/01/2021**End:** 06/30/2022**Progress:** Ongoing**Unit/College:** Student Life**Responsible Roles:** Kim Pace (kpace@ufl.edu), Shaun Boren (shaun.boren@ufl.edu), Jerri-Ann Danso (jerriann@ufl.edu)

## Goal 1 Peabody Hall Renovations

**Goal:**

Goal: Transition into active construction and project completion phases for the Peabody Hall Renovation project. Context: This administrative goal is aligned with a goal and objective specific to the Division of Student Life's strategic plan (see attached plan). More specifically, this goal aligns with Thrive Goal 2 Objective 1: Renew, replace, and reinvest in our facilities to promote community, well-being and student success.

**Action Items:**

1. Meet weekly to discuss design options and review selections
2. Meet weekly to discuss progress of active construction and review/address construction constraints and challenges
3. Complete renovation project and move staff back into renovated building

**Measures of Action Items:**

1. The entire team met weekly for eight months and finalized design selections.
2. The entire team met weekly for eight months to monitor construction progress and address construction challenges.
3. Renovation project is completed, and staff is transitioned into renovated building.

**Time Period of Action Items:**

1. July 2021-February 2022
2. July 2021-February 2022
3. February 2022

**Resources of Action Items:**

1. Architecture Firm (Rowe Architects), Project Manager (Planning, Design, & Construction – UF), Construction Management Firm (Scorpio Construction), DSO (Dean of Students Office) Leadership, DSO Admin
2. Architecture Firm (Rowe Architects), Project Manager (Planning, Design, & Construction – UF), Construction Management Firm (Scorpio Construction), Engineering Firm, DSO Leadership, DSO Admin
3. DSO Leadership, DSO Admin, Project Manager (Planning, Design, & Construction – UF), Moving company, Student Life IT, Zeno Office Solutions

**Results and Evaluation:**

1. The Dean of Students Leadership team reviewed the results. The stakeholder team met weekly. In regular budget review, the Project Manager (UF Planning, Design, & Construction) and DSO Leadership recognized that cost overruns, stemming from additional work required outside the original scope of the project on the first floor, were going to be large enough to necessitate additional funding to complete the project. In addition, escalating costs and supply chain issues necessitated early decisions on both technology and furnishing choices.
2. The Dean of Students Leadership team reviewed the results. The stakeholder team met weekly. UF Environmental Health & Safety (EH & S), which ensures compliance with building codes and fire safety, as well as both Rowe and their contracted engineer reviewed the progress on a regular basis. On several occasions, work needed to be adjusted and/or corrected to ensure compliance and structural integrity.
3. The Dean of Students Leadership team reviewed the results. DSO Leadership, the Project Manager, Construction Management, and temporary host facility managers in the Career Connections Center, Housing, and Academic Administration monitored the progress of construction and identified timelines for staff transitions back to the renovated facility. With regular monitoring of

construction progress, it was determined that substantial completion of the project would be delayed. First, from February to the end of March 2022. Then, from March to April 2022. Next from April to May 2022. Finally, from May to June 2022.

## ATTACHMENTS:

### UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

#### RELATED ITEM LEVEL 1

#### **Goal 7 A physical infrastructure and efficient administration and support structure that enable preeminence.**

##### **Goal:**

A physical infrastructure and efficient administration and support structure that enable preeminence.

##### **Objective:**

Three objectives are associate with this goal.

- Objective 1. A campus with updated facilities, including modern research laboratories, classrooms to support state-of-the-art teaching and learning, contemporary residence halls, and high-quality technology infrastructure.
- Objective 2. An efficient and effective administration that provides superior business services to the campus community, proactively streamlines processes to minimize burden and redundancy, incentivizes excellence through budget appropriations, and attracts and retains talented staff through ongoing professional development opportunities and competitive compensation.
- Objective 3. An attractive, sustainable and safe, campus that offers a high quality of life to faculty, staff, students, alumni and the community, making UF a desirable place to visit, live, work and play.

## **Goal 2 Student Success Survey**

##### **Goal:**

Goal: Establish the UF Student Success survey as a recurring tool for connecting students with university resources. Context: This administrative goal is aligned with a goal and objective specific to the Division of Student Life's strategic plan (see attached plan). More specifically, this goal aligns with Students: Engage: Goal 1: Objective 1: Augment existing recruitment and pre-arrival initiatives to promote a welcoming, inclusive environment and provide focused support to new students.

##### **Action Items:**

1. Administer an incoming student needs assessment in-person at Preview.
2. Incorporate incoming student needs assessment data into UF student success efforts.

##### **Measures of Action Items:**

1. Number of student responses to the incoming student needs assessment.
2. Number of students referred to success coaches.

##### **Time Period of Action Items:**

1. Summer 2022
2. Fall 2022

##### **Resources of Action Items:**

1. Assessment & Research; GatorWell Health Promotion Services; New Student, Parent & Family Engagement; UF Student Success leadership team.
2. Assessment & Research, UF Student Success leadership team.

##### **Results and Evaluation:**

1. The survey was administered in-person at each Preview session in a computer lab. There were 3,320 completed responses. Respondents immediately received a customized email with resources. Results were distributed to relevant units for follow-up correspondence.
2. Results were presented to the UF Student Success leadership team at the end of Summer 2022. The team agreed to invite to the Success Coaching program the 744 respondents who indicated 7 or more of the 14 academic impediments detailed on the survey.

## ATTACHMENTS:

## UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

## RELATED ITEM LEVEL 1

**Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.****Goal:**

An outstanding and accessible education that prepares students for work, citizenship and life.

**Objective:**

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

**SLO 1 UF Preview for Undergraduate Students (Orientation)****Outcome:**

Outcome: After attending a college information session, undergraduate orientation attendees will indicate that they learned about college-specific foundational courses, academic requirements, and potential career paths. Context: This student learning outcome is aligned with a goal and objective specific to the Division of Student Life's strategic plan (see attached plan). More specifically, this outcome aligns with the Focus on Engage for Students: Goal 1 Objective 1: Augment existing recruitment and pre-arrival initiatives to promote a welcoming, inclusive environment and provide focused support to new students.

**Threshold of Acceptability:** 85

**How many students did you assess for this outcome?:** 2346

**How many students met the outcome?:** 2078

**Does this meet your threshold of acceptability?:** Yes

**SLO Not Assessed This Year:**

**Assessment Method:**

The outcome is measured via an online survey administered on Day 2 of Preview (orientation). We anticipate that at least 85% of respondents will indicate "Agree" or "Strongly Agree" to 2 out of 3 of the following college specific items:

*As a result of attending the [college-specific] information session, I*

1. *learned about required/foundation courses*
2. *learned about specific academic requirements unique to this college (e.g. foreign language requirement)*
3. *learned about potential career paths*

**Results:**

Results were reviewed by Kris Klann, Assistant Dean of Students overseeing Preview, as well as Student Life Assessment & Research. The analysis of the three items yielded that 88.6% of respondents assessed indicated "Agree" or "Strongly Agree" on at least 2 of the 3 items about information learned during the college-specific sessions. For individual items: 88.3% of respondents indicated "Agree" or "Strongly Agree" on the first item: *I learned about required/foundation courses*; 85.9% of respondents indicated "Agree" or "Strongly Agree" on the second item: *"I learned about specific academic requirement unique to this college (e.g. foreign language requirement);"* and 78.7% of respondents indicated "Agree" or "Strongly Agree" on the third item: *"I learned about potential career paths."*

While the threshold was achieved, since learning about potential career paths was lower than desired as a single sub-outcome, we have decided to ask college session facilitators to emphasize to incoming students potential career paths for students who enroll in various majors in their college.

**SLO 2 Career Readiness for Undergraduate Students****Outcome:**

Outcome: After completing the 2021 Career Readiness Check-In, students will indicate a high level of understanding of at least one of the four modules (Building Experience, Develop Professionally, Learn About Yourself and Career Options, or Prepare for Your Next Step) as demonstrated by a post-module quiz. Context: In 2015, Governor Rick Scott issued the "Ready Set Work" University Challenge, which challenges state-funded universities to have 100 percent of their graduates (not going into graduate school) full-time employment within a year for those receiving each university's two most popular degrees. At UF, students' career readiness and post-graduation success is vital. To ensure students are confident and ready to pursue post-graduation plans, the Career Readiness Check-In was implemented as an institution-wide effort for students to prepare for life after graduation. During a student's second year at the university, two holds will appear on their accounts, these are the Career Readiness Check-In Holds. One element of the hold includes an educational Canvas module that aligns with the Career Connections Center's Career Action Plan. Students must complete the educational module content and pass one final quiz with a minimum of 80% for their hold to be removed. The Career

Readiness Check-In is part of the University-wide response to support student awareness and preparation for success after graduation. Additionally, this student learning outcome is aligned with a goal and objective specific to the Division of Student Life's strategic plan. More specifically, this goal aligns with Students: Thrive: Goal 1: Foster an environment where students are personally and professionally prepared for post-graduation success.

**Threshold of Acceptability:** 80

**How many students did you assess for this outcome?:** 8788

**How many students met the outcome?:** 7392

**Does this meet your threshold of acceptability?:** Yes

**SLO Not Assessed This Year:**

**Assessment Method:**

80% of students who complete at least one of the four modules will earn 100% on at least one of the post-module quizzes completed.

There are four modules: Building Experience, Develop Professionally, Learn About Yourself and Career Options, and Prepare For Your Next Step. Each module is followed by a five-item quiz to assess understanding of key content covered in the module.

**Results:**

The Associate Director of Campus Initiatives & Career Pathways and the Associate Director for Career Engagement from The Career Connections Center, as well as the Assistant Director of Student Life Assessment and Research reviewed the results. Based on the results of the quizzes, 84.1% of the students who completed at least one of the four modules earned 100% on at least one of the post-module quizzes completed. 7,392 students earned a score of 100% on at least one of the post-module quizzes, and of that 7,392 students, 6,132 (83%) of them completed only one post-module quiz. 760 (10.3%) completed all four quizzes. The Career Connections Center decided that they will continue to offer the Career Readiness Check-In and post-module quizzes to second-year students in response to university expectations around post-graduation success. In the 2022-2023 academic year, the Career Connections Center will update the educational module content to reflect current student needs and alignment with new university requirements.

## Student Life IE Detail

**Providing Department:** Student Life

**Administrative Support Services:**

Core administrative support services within the Division of Student Life support the primary mission of the division. Student Life has a \$100M+ budget with diverse sources of revenue, and those operations are monitored by the Vice President's office on a regular basis. Each department's budget, including revenues and expenditures, is reviewed in monthly reports prepared by the Director of Finance for Student Life for review by both the Associate Vice President/Operating Officer and the Vice President for Student Life. The Vice President for Student Life works with the Director of Finance to revise budgetary needs within the division as needed for achieving the goals set forth by each of the departments and serving the overarching mission of the division and the university.

The Division of Student Life supports and manages more than 170 buildings on campus, and student feedback is continually sought for improving both the physical structure and programs delivered within these facilities. The majority of these buildings are for on-campus housing, and Housing and Residence Life (HRL) follows a master plan with a schedule for facilities upgrades and capital improvements for the next decade. HRL's maintenance staff collects significant amounts of data related to the status of each building and uses the information to prioritize projects and upgrades. The data include communications from students and analyses of maintenance staff.

The results of all departmental assessments are shared throughout the division through reporting within the departments and reporting and review at the administrative level with the Vice President and Student Life Leadership Team.

**Academic and Student Support Services:**

Student Life primarily monitors the effectiveness of its academic and student support services through supervision channels up to the Student Life Leadership Team and the Executive Team to the Vice President. The Student Life Leadership Team and Executive Team make recommendations to the Vice President for Student Life for future planning. A subset of goals advancing the Division's mission are reported for the Division's institutional effectiveness plan.

**Research:**

Student Life has growing partnerships with faculty and graduate students to conduct research using student life data. There are an increasing number of faculty and staff within Student Life who have served as principal investigators in research activities related to their job responsibilities, under support and encouragement from the Student Life Assessment & Research department. Additionally, Student Life works to provide support and services for students who wish to participate in research with faculty.

Furthermore, Student Life engages in assessment that is geared towards proving and improving the value of student life at the University of Florida. For instance, Recreational Sports utilizes student usage data of its fitness facilities to enhance programs and services and increase efficiency. By tracking all usage with student IDs, Recreational Sports is able to collect and analyze the data to maximize service to the UF community and to directly solicit student input about facilities, including satisfaction and needs. Recreational Sports uses various sources for feedback including social media sites, surveys, and interviews and constantly seeks

ways to improve in the areas of evaluation and assessment. In another example, The Career Connections Center plays a vital role in designing, disseminating, analyzing, and reporting on the mandatory UF graduation survey. Data from this instrument is used at an institutional level to provide insight about post-graduation outcomes of UF graduates.

The importance of these research and assessment efforts is formalized in the new Student Life Strategic Plan's goal to "cultivate an innovative work culture", including the objective to "increase the number of scholarly contributions and diversity grant opportunities". This maps back to UF's objectives in *Decade Ahead*, specifically "Goal 3: Faculty recognized as preeminent by their students and peers" and "Goal 4: Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens". These two Decade Ahead goals articulate the purposes of our scholarship, to contribute to the improvement of the profession and in doing so earn a reputation as practitioner scholars.

#### **Community and Public Service:**

Student Life has several departments that work directly with students who spend time in community service activities. Specifically, the David and Wanda Brown Center for Leadership and Service (BCLS) and Student Activities and Involvement encourage and track student participation in community service, which include activities such as the Florida Alternative Breaks, fundraising for Children's Miracle Network through Dance Marathon, and numerous tutoring and mentoring programs. BCLS collects information regarding volunteer hours of students and matches students with service opportunities, and also recognizes students who participate heavily in community service through its Impact Awards and through the Presidential Service Awards.

Student Life's Strategic Initiatives area creates partnerships and programs within local K-12 schools to promote college access, preparedness, and exposure. In partnership with the local community, we provide mentoring, tutoring and parent and family engagement. Within this area, we have provided the opportunity for current students and staff to engage with the local community through reading and mentorship initiatives. Other programs we have led are related to health and services such as our community wellness events in response to COVID-19. Additionally, we work with community-based organizations such as Kids Count and I Gotcha Back for efforts related to youth and family education and engagement. UF student volunteers learn how to create partnerships with local organizations and stakeholders while empowering the Gainesville community.

#### **Effectiveness Oversight:**

Name	Department affiliation	Email	Phone
Kim Pace	Assistant Vice President for Student Life	kpace@ufl.edu	352-392-1265
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**Institutional Effectiveness Report Complete:** true

**XResponsible Roles:**

## **2021-2022 Student Life Actions for Improvement**

**Unit/College Actions for Improvement :**

Goal 1: Peabody Hall Renovations

About six months into construction, when selections were being made for finishes and furnishings, DSO Leadership made specific choices to limit costs, including everything from ceiling tiles to flooring and everything in between. In addition, an ongoing program of limiting encumbered costs was enacted, which included limiting the portions of the furniture and technology that were ordered until later in the project and pending availability of funds. Those products were ordered in several batches over nearly four months.

After reviewing the overall project budget with the Project Manager, DSO Leadership requested additional funds from the annual Capital Improvement Trust Fund request process in February 2022. An additional \$200,000 was approved by the committee, which was then eventually sent to the State University System Board of Governors for review and approval. Bridge funding for the project was provided by the Division of Student Life in the amount of \$67,498, while awaiting the final distribution of funds.

Additional investment of funds, time, and labor were dedicated to resolving the compliance and structural issues in areas such as support beams, door closers, and water fountain adjustments along with other components of the project.

Despite the adjusted time frames and the corresponding work to arrange the movement of staff back to the renovated facility, each instance saw the cancellation of those efforts with a new timeline later established. Even after the end of the Academic/Fiscal year, the project was further delayed, with substantial completion scheduled for the end of October 2022, when staff are slated to move into the

facility while awaiting final work to be resolved.

#### Goal 2: Student Success Survey

Student Life leadership as well as the Student Success leadership team have supported continuing the incoming student needs assessment each semester as the UF Student Success survey. The next administration of the survey is approved to go to every student registered for Fall 2022 around the week of Homecoming. There is also a high-level business case submitted with UF IT to automate the importing of survey responses into the UF Data Lake for fast integration with predictive modeling and early alert response systems.

#### **XResponsible Roles:**

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