

SUCCESS Team: Step-Up Completion: Collaboration, Evidence, Synergies, & Support

Stage One - PROCESS BACKGROUND: To ensure that the final proposal is informed by perspectives from across campus, in Stage 1 (late January/early February), the SUCCESS Team met with and surveyed approximately 100 members of eight shared governance and other campus groups. During these meetings, the team shared information on six possible evidence-based initiatives that have increased learning and academic achievement on other campuses:

1. Revise General Education Curriculum
2. Expand & Enhance Common Learning Experiences
3. Increase Use of Evidence-Based Teaching Practices
4. Provide More Real-World Learning Opportunities Earlier
5. Streamline Degree Pathways
6. Better Support Historically Under-represented Students.

Through a mixed-methods analysis of campus groups' comments, the team determined that campus feedback identified three of the above initiatives as most effectively positioned to leverage existing UI strengths:

1. Expand & Enhance Common Learning Experiences
2. Increase Use of Evidence-Based Teaching Practices
3. Provide More Real-World Learning Opportunities Earlier.

Based on this feedback and consideration of which initiatives have most potential to build momentum, the team will recommend these three initiatives, each of which is explained below. Further, campus feedback indicated that it would be most effective to integrate initiative #6, Better Support Historically Under-represented Students, into each of the three identified initiatives. Therefore, the team will recommend this approach, which will require close collaboration with UI's Office of Equity and Diversity and its existing programs. Finally, based on feedback from campus groups with relevant experience, the team will consider proposing that the cohort model be used in each of the identified initiatives.

Importantly, the team will recommend that initiatives be implemented under local direction, with centralized support. The implementation plan will advocate that campus groups already pursuing related successful projects be incentivized to help lead implementation. For example, such groups might provide resources, consultation, and/or mentoring for colleagues developing similar projects. Their leadership will support local direction by helping programs tailor approaches to their disciplines, cultures, and students' needs.

Further, the team will recommend a separate implementation plan for each initiative but emphasize that these plans should identify and leverage potential connections. For example, to implement common experiences and early applied learning in classrooms, support for evidence-based teaching will be needed.