The Office of the Dean of Students provides assistance to University of Iowa students experiencing crisis and emergency situations. These situations may include: hospitalization; medical emergencies or long-term illness; mental health concerns; chronic conditions; death of a family member; natural disasters - fire, tornado, and displacement; off campus living concerns; or unexpected events or challenges.

We know that students may experience a variety of challenges during their college career. The Office of the Dean of Students is a central location that provides coordinated efforts along with campus partners to assist students with overcoming challenges to be successful and continue towards graduation.

Student Care and Assistance (SCA) works closely with the Early Intervention Team (EIT) and the UI Threat Assessment Team (TAT). The SCA Director co-directs the Early Intervention Team with the Director, Academic Support and Retention. The 2015-2016 Early Intervention Team Executive Summary is included at the end of this report.

The SCA Director also collaborates and responds with the Threat Assessment Team in managing high risk student cases.

**SUMMARY**

Between June 1, 2015 and May 31, 2016, the Office of Student Care and Assistance (SCA) provided support and assistance to:

- 713 students including undergraduate, graduate, professional, and non-degree/non-enrolled (not including Title IX cases)
- 58 of those total cases were joint student conduct and student care cases (necessary to involve both offices to address the concerns of the student)

**SCA Case Numbers**

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>Student Care and Assistance:</td>
<td>655</td>
</tr>
<tr>
<td>Joint Care and Conduct:</td>
<td>58</td>
</tr>
<tr>
<td><strong>Total Cases:</strong></td>
<td>713</td>
</tr>
</tbody>
</table>

Students of concern engage with SCA in different ways including meetings, various communications, consultations with faculty/staff, discussion on EIT or TAT, or a combination of means. The numbers below overlap due to the type and level of engagement with a student of concern.

**Students of Concern**

- 115 Consult/Monitor
- 154 EIT
- 126 TAT
The types of concerns presented by students range from absence notices, emergency transports, and death of family members to hospitalizations, mental health concerns, natural disasters, and medical concerns. Below are the presenting concerns during 2015-2016. One student may present multiple concerns.

**Presenting Concerns**

- Absence Notice
- Accident/Injury
- Condolence Card
- Emergency Transport
- Family Concerns
- Hospitalization
- Medical/Illness*
- Mental Health
- Natural Disaster
- On Call Dean Program
- Roommate/Other Student
- Self-harm
- Suicidal Ideation
- Suicide attempt
- Transitional Issues
- Welfare check

* increase may be the result of the large number of Mumps cases during AY2015-16

**Seasonal Nature of Concerns**

**Academic Status of Students of Concern:**

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>First Year</td>
<td>42%</td>
<td>42%</td>
<td>25%</td>
</tr>
<tr>
<td>Second Year</td>
<td>19%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>Third Year</td>
<td>18%</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>Fourth Year+</td>
<td>13%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Unclassified</td>
<td>5%</td>
<td>2%</td>
<td>10%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>1%</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>
SCA Initiatives

Share a Concern Reporting Form
13 reported concerns
0 anonymous concerns

Quick Guide for Helping Students:
In fall 2013 we created a “Quick Guide for Helping Students.” The folder is available online or in a printable PDF version on the Office of the Dean of Students website: http://dos.uiowa.edu/assistance/quick-guide-for-helping-students/.

The Quick Guide was not available for mailing so distribution to campus was provided through a mass email in fall 2015 and spring 2016 semesters.

On Call Dean Program:
The On Call Dean Program is intended to create a protocol for responding to the immediate needs of students affected by crisis and emergency situations that occur outside of normal University operating hours. The program also enables staff members to provide personalized outreach and care to students during a difficult time by informing students that appropriate resources and support will be available to assist with any needs. The main purposes include:

- Provides “human touch” to students in a difficult situation by letting them know the University cares and appropriate/necessary resources will follow up to assist
- Creates a single point of contact for student crisis and emergency situations after normal operating hours
- Designates a clear chain of communication regarding student health and wellness concerns to appropriate and necessary resources including, but not limited to, TAT, EIT, University Counseling Service, Student Health and Wellness, Academic Support and Retention, etc.
- Establishes a response protocol for addressing student situations occurring after normal operating procedures
- Increases collaboration among those often involved in student crisis and emergency situations – TAT, EIT, University Housing and Dining, University Counseling Service, law enforcement, healthcare providers, and others.

Participating offices included:
- Office of the Dean of Students
- Academic Support and Retention
- Student Health and Wellness
- Women’s Resource and Action Center
- University Housing and Dining Residence Education
- Center for Student Involvement and Leadership
- Higher Education and Student Affairs Graduate Program

The pilot program provided assistance to 42 students during the 2015-2016 academic year. The following were the presenting concerns that initiated the On Call Dean response:

- Suicidal Ideation (14)
- Medical/Illness (11)
- Additional assistance for a support person (11)
- Suicide Attempt (3)
- Other (4)

The program was assessed through staff member focus groups and an end of semester survey. Students were given an opportunity to provide feedback during in person meetings as well as through a follow up survey.
Early Intervention Team Summary Report
Academic Year 2015-2016

This is the executive report for the Early Intervention Team (EIT) for one year of caseload data and other EIT activities for the academic year 2015-2016. The statistics below pertain to the 373 students served during the 2014-2015 academic year.

### Numbers and Demographics

1) **Year in School**
   - 50% of students were 1\textsuperscript{st} year
   - 19% of students were 2\textsuperscript{nd} year
   - 20% of students were 3\textsuperscript{rd} year
   - 11% of students were 4\textsuperscript{th} year

2) **College**
   - 88% of students are within the College of Liberal Arts and Sciences
   - 10% of students are within the College of Engineering
   - 7% of students are within the Tippie College of Business
   - 2% of students are within the College of Nursing
   - 1% of students are within the University College

3) **Cumulative GPA**
   - 5% earned less than a 1.50 GPA
   - 6% earned between a 1.50 and 2.0 GPA
   - 17% earned between a 2.0 and 2.5 GPA
   - 29% earned between a 2.5 and 3.0 GPA
   - 40% earned over a 3.0 GPA

4) **Race/Ethnicity**
   - 5% African American or Black
   - 0% Alaskan Native or American Indian
   - 5% Asian
   - 7% Hispanic or Latino(a)
   - 6% Multi-Racial
   - 7% Nonresident Alien
   - 3% Race and Ethnicity unknown
   - 66% White, not of Hispanic or Latino(a) origin

*Less than 1% (two students) are veteran status; 23% of students are eligible for CDE services*
Student Persistence and Grade Status

1) **2016 Enrollment**
   - 62% of students are registered for fall 2016

2) **Semester Withdrawals**
   - 55 students withdrew in Fall 2015
   - 31 students withdrew in Spring 2016

3) **Fall 2015 D,F,Ws**
   - 52 students had 1 D, F, or W.
   - 27 students had 2 D, F, or W’s.
   - 8 students had 3 D, F, or W’s.
   - 5 students had 4 or more D, F, or W’s.
   - 262 students had 0 D, F, or W’s.

4) **Spring 2016 D,F,Ws**
   - 66 students had 1 D, F, or W.
   - 26 students had 2 D, F, or W’s.
   - 13 students had 3 D, F, or W’s.
   - 4 students had 4 or more D, F, or W’s.
   - 239 students had 0 D, F, or W’s.

Referrals and Types of Concerns

1) **Type Referral Reasons Throughout Academic Year by Frequency**
   - Medical Concerns (30%)
   - Mental Health Concerns (21.2%)
   - Other Concerns (15.7%)*
   - Academic Concerns (11.4%)
   - Death of Family Member or Student (8.5%)
   - Financial Concerns (6.4%)
   - Unexpected Events or Challenges (3.2%)
   - Transitional Concerns (3.2%)
   - Natural Disasters (0.2%)
   - Off Campus Living Concerns (0.2%)

   *Other concerns for this academic year include: Not enough information, assaults, break-ups, roommate problems, stalking, trouble with the English language, balancing parenthood with academics, students not using the resources presented to them, visa issues, behavioral/ conduct changes if not associated with mental health concerns, race-related challenges

2) **Frequency of Referrals and Top Referral Reason by Month**

<table>
<thead>
<tr>
<th>Month</th>
<th>Referral Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>9% Medical</td>
</tr>
<tr>
<td>February</td>
<td>10% Medical and mental health</td>
</tr>
<tr>
<td>March</td>
<td>10% Medical</td>
</tr>
<tr>
<td>April</td>
<td>9% Medical</td>
</tr>
<tr>
<td>May</td>
<td>2% Other and death of a family member</td>
</tr>
<tr>
<td>August</td>
<td>8% Other and transitional concerns</td>
</tr>
<tr>
<td>September</td>
<td>14% Mental health and medical</td>
</tr>
<tr>
<td>October</td>
<td>21% Mental health and medical</td>
</tr>
<tr>
<td>November</td>
<td>13% Medical</td>
</tr>
<tr>
<td>December</td>
<td>4% Academic and other</td>
</tr>
</tbody>
</table>
3) **Students Referred Multiple Times**

- 152 cases involved students who had 2-5 cases throughout the academic year
- For students who came up on EIT multiple times:
  - 53.7% had the same concern
  - 16.4% had a different concern
  - 14.9% had a concern related but not identical to their first concern
  - 7.5% had a concern that escalated between cases
  - 7.5% had a concern that lessened between cases

**Discussion and Conclusions**

Another important component to mention regarding EIT during the 2015-2016 academic year was the creation of a document that highlights the charge, expectations, and expected outcomes of EIT. In this document, we identified three goals and outcomes:

1. **Provide support and assistance to students in need**
   - Individual case management – the EIT works to ensure each referral is addressed in a timely manner and the student has been offered and connected with campus and community resources that relate their concerns
   - Work directly with faculty and staff members to guide practice and discussions with students of concern. Often faculty and staff members have the best connection with students and the EIT will work jointly to assist in addressing and supporting a student in need. The EIT encourages faculty members to meet individually with students to discuss options and develop a plan to best support the student in their class and learning environment.

2. **Outreach via presentations and consultation with campus partners** regarding the EIT and best practice in providing support to individual students in need or groups of students who might be more likely to struggle in the collegiate environment
   - Initiate and respond to both formal (group or staff meetings) or informal (phone or email) conversations regarding how best to support a student or groups of students who may need assistance
   - The EIT participates in the Student Success Lunch and Learn each fall semester

3. **Contribute to a culture of student success and identify areas or subpopulations of students where additional support may be implemented**
   - Make recommendations for resources, policies, or programs that address major trends or concerns that emerge from the type of concerns that characterize students referred to EIT

The below summary details how EIT met each aforementioned outcome:

1. **Provide support and assistance to students in need**
   - The number of unique students served was down this year, so we looked into the number of duplicated students; students who appeared multiple times throughout the academic year. We will need to go back and conduct a similar analysis for previous years of EIT data, but for 2015-2016, there were 152 students who had 2-5 cases throughout the year. This seems to be a high number of recurring concerns and issues for students. And for most of these students, over half of them were continuously referred back to EIT for the same concern.
   - The number of referrals based on medical reasons exceeded mental health concerns this year, which was very surprising.
   - First-year students continue to comprise approximately 50% of the students discussed at EIT, a slight increase in percentage from last academic year. This suggests that we need to continue to find ways to be proactive with first-year students and connect them with resources in a timelier manner.
• Academic performance in terms of cumulative GPA and persistence rates (as determined by fall 2016 enrollment) has increased.

2. **Outreach via presentations and consultation with campus partners**
   • The EIT co-directors facilitated a presentation for the Center for Teaching to faculty regarding how we use student data to inform outreach and provide assistance
   • Future plans are to continue “EIT roadshows” to various academic colleges and departments who would benefit from learning more about campus resources and referrals

3. **Contribute to a culture of student success and identify areas or subpopulations of students where additional support may be implemented**
   • The members of EIT observed that, increasingly, we are seeing students referred who may have been diagnosed with Autism Spectrum Disorder (ASD), or display characteristics or behaviors consistent with those of ASD. The EIT co-directors co-chaired an ASD taskforce that created recommendations for campus-wide approaches to better support students with ASD. The final report was sent to the Dean of Students and Assistant Dean for University College for consideration.