

## **Report of the Academic Support Services Review Committee**

Operating Principle 2.2 of the NCAA Measurable Standards requires “at least once every four years,” the “appropriate academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support services area,” conduct “a comprehensive, written evaluation and approval” of “academic support services provided to student-athletes.” Operating Principle 2.2(7) further provides a suggested list of the types of “academic support services” that are to be evaluated, including academic advising, academic progress monitoring and reporting, assistance for at-risk students, learning assessments, mentoring success skills, and first-year/transfer student orientation programs among other things.

Based on the requirements of Operating Principle 2.2, the Office of the Provost created a review committee and charged the committee to “identify all academic support services provided to University of Iowa student-athletes, evaluate the academic support services in light of best practices, and develop (if necessary) an improvement plan for any such academic support services that fall short of best practice standards.” The Review Committee consists of the following members:

- Andrew Beckett, Assistant Dean, University College
- Dominique Brooks, Multicultural Specialist, Center for Diversity and Enrichment
- Brian Corkery, Senior Associate Director, Academic Advising Center
- Travis Dillavou, Administrative Services Specialist, College of Education, and Presidential Committee on Athletics
- David Drake, Professor (Dows Institute for Dental Research), and Faculty Athletic Representative
- Nicole Grosland, Professor (Biomedical Engineering), Presidential Committee on Athletics, and member of Presidential Committee on Athletics Academic Achievement Subcommittee
- Ellie Herman, Professor and Faculty Athletic Representative
- Peter Hubbard, Senior Director, Academic Standards, College of Liberal Arts and Sciences
- Lisa Ingram, Assistant Provost and Director, Academic Advising Center
- David Johnson, Senior Business Analyst, Office of the Registrar
- Deb Miller, Senior Associate Director, Undergraduate Evaluation, Office of Admissions
- Lon Moeller, Associate Provost for Undergraduate Education (Chair)
- Michael O’Hara, Professor (Psychology), Presidential Committee on Athletics, and Chair of Presidential Committee on Athletics Academic Achievement Subcommittee

The Review Committee met on October 29, 2015, December 4, 2015, February 2, 2016, April 13, 2016, and April 29, 2016. At its February 2<sup>nd</sup> and April 13<sup>th</sup> meetings, the Review Committee interviewed student-athletes from different UI athletic teams. The Review Committee also met with Associate Athletics Director for Academic Services Liz Tovar at its October 29<sup>th</sup> meeting, and with Director of Retention John Bruno at the December 4<sup>th</sup> meeting.

Review Committee members were assigned specific academic support areas for evaluation, and conducted additional interviews of student-athletes, members of the Office of Student-Athlete Academic Services (OSAAS), and other campus stakeholders. Based on its review, the Review Committee concludes that the current academic support services provided to University of Iowa student-athletes meet the standards outlined by Operating Principle 2.2, and are consistent with applicable best practice standards.

The Review Committee's evaluation of the academic support areas for UI student-athletes, and its recommendations, are set forth below.

**Review of the student-athlete admission process (including selection of student-athletes for the IowaLink and pre-IowaLink programs) and student-athlete orientation (first-year and transfer students), including the development of study skills and time management skills.**

The Review Committee met with several individuals in the UI Office of Admissions including Deb Miller, Senior Associate Director for Admissions, and Brent Gage, Associate Vice President of Enrollment Management.

The vast majority of student-athletes go through the normal admissions process, so their experience is no different than the average UI student. There are two types of prospective student-athletes who do not fit this profile. First, there is the student-athlete who has not been certified by the NCAA as a qualifier. Generally speaking, these student-athletes do not meet UI admission criteria. It is also the case that they are not considered for admission to the UI until they are certified by the NCAA as a qualifier. The second group of students does not meet normal UI admission standards and seek admission as special cases. The Associate Vice President of Enrollment Management (Brent Gage) has the final say on whether these students are admitted. He does not confer with the coaches. According to Associate Vice President Gage, he reviews the student's transcript for rigor and past performance in English, math, science, and social science. Associate Vice President Gage considers ACT subscores, particularly the math subscore, which he believes is a good indicator of the likelihood of academic success in college. Finally, he reviews the student's path of progression – improving, declining or stable. Associate Vice President Gage hopes to see improvements in the student's academic performance from the beginning to the end of high school. Students who he finds academically prepared are referred to the IowaLink program (<https://admissions.uiowa.edu/topics/iowalink-program>), which assists students who require support during their first year (and sometimes beyond).

The IowaLink program includes student-athletes but is not limited to them. It is a well-structured program that includes an academic seminar, a collaborative learning experience, a two-day orientation, and close and ongoing consultation with an academic advisor. IowaLink students receive this extensive formal support for the duration of their first academic year on campus. The program is overseen by Senior Associate Director of Advising, Brian Corkery. Finally, Associate Vice President Gage indicated that if an admission decision was “iffy,” he would share all of the prospective student athlete's information with Brian Corkery who, based on his previous work with IowaLink students, could make an informed recommendation about

whether the prospective student-athlete was likely to succeed in the IowaLink program and academically at Iowa.

There is an Athletic Student Services Transition Seminar that is programmed for all new and transfer student-athletes, and which runs for eight weeks during the fall semester. According to the Athletic Department and Associate Athletics Director for Academic Services Liz Tovar, its purpose is “to help student-athletes achieve success in their academic and personal lives, to improve their persistence and to help them plan for long term, sustained success in athletics, academics and careers. Some of the topics include an introduction to the UI library system, personal and academic goal setting, time management, learning styles, and study strategies, relating to professors, diversity and ethics. Class sessions are highly interactive with emphasis on group discussion in order that students may learn from each other.” Based on discussions with student-athletes and tutors, this program works well for most students, particularly those who were well prepared by their high school education. But it was also clear that many student-athletes need continuing support through their first year and beyond from their academic coordinator, tutors, and learning assistants.

Reports from the Faculty Athletic Representatives, based on student-athlete year-end interviews, suggest that student-athletes particularly value their relationship with their OSAAS academic coordinators and in many cases identify that advisor as their most significant on-campus advocate. These individuals provide many of the same support services provided by learning assistants (e.g., time and life management).

The evidence suggests that there is a successful program in place regarding admissions of student-athletes and support for the development of their study and time management skills. Support is provided through the IowaLink program, through the Transition Seminar, through the athletic academic coordinator, through tutors and learning assistants, and through academic advising. This program is functioning well and there are no specific recommendations for changes. Many of the student-athletes identified for the IowaLink program enroll in the University during the summer preceding their freshman year. These summer students are identified as “Pre-Link” students and according to Associate Vice President Gage, the extra summer in “Pre-Link” provides them with an additional opportunity for “academic socialization.”

While evidence suggests that the “Pre-Link” program is appropriate and can facilitate student success, we recommend that additional resources be provided to support the program through the use of study group leaders or instructors for the College Transition course.

**Assessment of the type and availability of academic advising services provided to student-athletes, including guidance student-athletes receive about selecting academic majors, minors and certificates, oversight of student-athlete class schedules and class drops/adds, and the relationship between campus academic advisors and academic coordinators in the Office of Student-Athlete Academic Services.**

The Review Committee interviewed three representative groups of student-athletes, OSAAS academic coordinators, and academic advisors.

University of Iowa student-athletes are assigned an academic advisor upon admission to the University. This major/college advisor works with them to explore majors, helps them understand differing requirements and structure of majors, teaches them about policies and procedures, and helps them with the overall adjustment to college level work. Advisors work with students to complete four semester plans as soon as they identify an area of interest.

In their first year, student-athletes are expected to meet with their academic advisors between two and five times, depending on their college. Advisors noted that student-athletes will sometimes “drop-in” to have four semester plans completed. This is often during busy times, such as around the drop deadline for courses. Advisors report that student-athletes’ academic schedules are often more complicated to work with compared with the course schedules for students who are not student-athletes. Nevertheless, advisors reported that they enjoy working with student-athletes.

Student-athletes are also assigned an academic coordinator through the OSAAS. The academic coordinators meet weekly with all first year students, as well as those who are determined to be at risk. They closely monitor performance in the classroom, provide academic support through tutoring, offer support in regards to balancing academics with the demands of their sport, and monitor students’ progress towards their degree to ensure they maintain their eligibility, among other things. The academic coordinators make sure that student-athletes touch base with their academic advisor to discuss choice of major, course scheduling, and long-term planning prior to early registration each semester. Both academic advisors and academic coordinators are careful not to funnel student-athletes into specific majors, rather they help the student-athlete navigate schedules required of their major of choice, noting that certain majors may pose challenges due to their structured nature. Coordinators report that, at times, their heavy caseloads make it difficult for students to get in to see them.

Advisors and academic coordinators share oversight of student-athletes’ academic schedules. Advisors work with the students to assure they are taking the courses needed to stay on track for their degree (or to help them explore if they haven’t yet declared a major), that they meet any required pre-requisites for their courses, and that the course load is manageable. Academic coordinators follow up with students to make sure the schedules will meet all requirements for eligibility for each student. They may also check with the advisor if they have concerns about any of the course choices. Any adjustment to a student-athlete’s schedule after classes have started (e.g., drops/adds) requires permission from both the academic advisor and the academic coordinator.

Communication is strong between academic advisors and academic coordinators and is generally on an “as-needed” basis. Academic coordinators meet each semester with advisors from the Academic Advising Center to discuss students who may be at risk. Contact with departmental or collegiate advisors is one on one, usually through phone calls or email. There is a question about how information is shared regarding who each student’s academic coordinator is. Both advisors and academic coordinators agree that their work with student-athletes is complementary and that communication is good between them. Advisors also noted that the Associate Athletics Director for Academic Services (Liz Tovar) is accessible and helpful.

In the interviews, student-athletes were very positive about their experiences with their academic coordinators. The one concern they shared was “office hours can be tough to get into.” Despite this, the student-athletes interviewed felt well supported. Their academic coordinators help them with the adjustment to college, juggling course requirements with practice times and travel demands, tutor support, time management issues and general well-being. Students most often referred to their academic coordinators as their “academic advisor in athletics.” When questioned about whether they understood the difference between the two, they seemed to have some understanding of this. The student-athletes we interviewed seemed to forge a much stronger bond with their academic coordinator, which is understandable due to more frequent contact and the continuity of working with one person over four years. The student-athletes took this opportunity to let us know they felt privileged to be representing the University of Iowa as student-athletes.

### **Evaluation of academic progress monitoring for student-athlete certification through the Office of the Registrar, and evaluation of the Office of Student-Athlete Academic Services’ facilities (Gerdin Athletic Learning Center).**

The Review Committee met with Associate Registrar Gail Meade, several collegiate liaisons (Monica Madura, College of Liberal Arts and Sciences, Linda Myers, College of Nursing, and Shari Piekarski, Tippie College of Business), Associate Athletic Director for Academic Services Liz Tovar, and Associate Athletic Director – Compliance, Lyla Clerry, concerning the academic progress monitoring and eligibility certification of University of Iowa student-athletes. Review Committee members also toured the Gerdin Athletic Learning Center.

University of Iowa student-athletes are required to meet with their college academic advisor once per semester to review their progress towards degree completion, and to discuss their course registration. A four-semester course plan is developed for each student-athlete, regularly updated, signed by the academic advisor, and provided to the OSAAS. Student-athletes are required to enroll in a minimum of 14 credit hours each semester, or complete 28 hours in an academic year.

NCAA and Big Ten Athletic Conference eligibility rules are outlined in the Student-Athlete Handbook. These eligibility rules include required credit hour completion, minimum grade point average, percentage of degree requirements completed within a declared major, and academic progression benchmarks.

At the end of each semester, Associate Registrar Gail Meade reviews degree audits for student-athletes to determine their continuing eligibility. Initial eligibility determinations are reviewed by collegiate liaisons for the student-athletes enrolled in their respective colleges. Associate Registrar Meade ultimately posts the final end of session report to the Registrar/Academic Services/Compliance shared drive for review by the OSAAS and the Compliance Office.

Deficiency letters are sent to student-athletes who are determined by the Office of the Registrar to be academically ineligible. The Office of the Registrar also provides access to the OSAAS report of student-athletes who are enrolled in “non-traditional courses” (generally

meaning independent study courses), and a list of student-athletes who enrolled for the upcoming semester at less than a full-time basis. Student-athletes enrolled in non-traditional courses must complete a Non-Traditional Coursework form (which is reviewed and signed/approved by the Office of the Registrar, the OSAAS, and the two Faculty Athletic Representatives). Student-athletes enrolled in less than a full-time course load in their last semester prior to graduation must complete a Less-Than-Full-Time Enrollment form, which must be signed/approved by the student-athlete's academic advisor, the Office of the Registrar, and by the collegiate dean. Student-athletes who concurrently enroll in course work outside of the University of Iowa (e.g., an Iowa student-athlete taking a course at a local community college), must complete a Transfer Coursework form, which must be signed/approved by an academic advisor, the Office of Admissions, and by the Office of the Registrar to confirm degree applicability for the course.

In addition to the work of academic advisors, OSAAS academic coordinators monitor student-athlete enrollment changes (to review for time-to-degree completion issues) and meet weekly with student-athletes who are in the OSAAS retention program. Academic coordinators enter student-athlete progress-to-degree information into a shared data base that is accessible to the Office of the Registrar and to the Compliance Office.

The process of academic progress monitoring/certification of University of Iowa student-athletes is led by the Office of the Registrar. Accuracy checks of a student-athlete's academic eligibility are built into the process through the coordinated efforts of the Office of the Registrar, campus academic advisors, academic coordinators in the OSAAS, Associate Athletic Director for Academic Services Liz Tovar and the Compliance Office (through Lyla Clerry). There is no evidence UI coaches (at least during the time Gail Meade has been in the Office of the Registrar) have contacted the Office of the Registrar about a particular student-athlete's academic progress.

The academic progress monitoring/certification process will become less "labor intensive" in the future due to improvements in the degree audit. Although mindful of staffing challenges given the current climate of general education funding, the Review Committee would encourage the Office of the Registrar to continue to "cross-train" staff to provide additional back-up and support for Associate Registrar Gail Meade. The Review Committee recommends that the Office of the Registrar, the college liaisons, OSAAS staff members, and members from the Compliance Office, meet on an annual basis to review any specific issues from the prior academic year, or to discuss any applicable changes in NCAA regulations. It would also be helpful for the college liaisons to have access to the final report sent from the Office of the Registrar to OSAAS to see if their recommended changes were accurate; this would help the liaisons refine their evaluations in future years.

The Gerdin Athletic Learning Center (GALC) provides University of Iowa student-athletes a comfortable and accessible place to support their studying and progress towards degree completion. It was built in 2003. Available computer terminals, increased computer "docking stations," tutoring areas and study space (along with a refueling station) meet the needs of student-athletes; however, there continues to be increased need by student-athletes to use the GALC space. Because of the growing demands for the GALC space, the Department of Athletics plans to renovate the third floor of the GALC (which was not finished during the

GALC's original construction), as well as to renovate the first and second floors of the GALC, and make the space usable for a student commons area and additional tutoring and study spaces. The GALC, taking into consideration the planned renovation, provides University of Iowa student-athletes with a top-of-the line facility for academic support services.

**Review of the selection, training, and oversight of tutors for student-athletes, required study hall for student-athletes, and the availability of mentors for student-athletes during their time at Iowa.**

Academic tutoring for UI student-athletes is overseen by Director of Retention, John Bruno. Review Committee members met with Mr. Bruno and two learning assistants/tutors on April 5, 2016. Mr. Bruno and Tutoring and Retention Coordinator, Jessica Buser, also made a presentation to the Academic Achievement Subcommittee on November 19, 2015 (Michael O'Hara in attendance). The Review Committee additionally heard from several student-athletes about their experiences with tutoring. Finally, members of the Review Committee had email correspondence with Mr. Bruno on April 25, 2016.

Tutoring is a very large program within the OSAAS. For example, in the fall of 2015, there were 535 tutor requests of which 499 were matched. Male and female student-athletes have similar match rates. At the same time there were 39 paid and 12 volunteer tutors, ranging in educational level from current undergraduates to the doctoral level. In meeting with students, and with Mr. Bruno and Ms. Buser, there was a consensus that tutoring was generally accessible and the student-athletes with whom we spoke indicated satisfaction with their tutors. Most preferred individual tutoring but were accepting of group tutoring. The two tutors with whom we met expressed a great deal of satisfaction in working with the student-athletes and felt that their work was successful. Much of it, particularly for the tutors we interviewed, centered on helping student-athletes develop organizational and study skills. Other tutors focus much on specific courses.

Overall, within the budget that is available for tutoring, the program seems to be running smoothly and effectively. However, there were a number of areas that were identified as being in need of improvement. For example, parking near the GALC is expensive and that combined with relatively low wages for tutors makes it difficult for even the most committed tutors to remain with the program. Computers used by tutors are old and slow and reduce the effectiveness of the tutoring process. Space for tutoring is somewhat limited, although this problem will be partially solved by the remodeling of shell space on the third floor of the GALC. Staff development opportunities are not paid and as a consequence, attendance is often poor. Finally, two of the tutors indicated that the "at-risk" student athletes (because of low reading levels and learning disabilities) may not get as much time as they need because of limited resources.

All incoming first year student-athletes receive a survey to identify tutoring needs prior to their enrollment at the University of Iowa. Incoming student-athletes are also required to complete a writing sample which is then scored by University of Iowa Writing Center staff. Depending on writing samples scores, student-athletes may be placed with a tutor. Personnel from the Writing Center are available to tutor students, by appointment, at the GALC every

Thursday evening, 6:00 P.M. – 7:00 P.M. Once the student-athlete has completed the survey/writing sample and it is determined that they should be monitored in Tutoring and Retention, the student-athlete will regularly meet with John Bruno to determine his/her academic needs. Mr. Bruno then works with specific coordinators to develop academic support plans.

Jessica Buser is responsible for assigning tutors. Approximately three-fourths of the 650 currently-enrolled student-athletes will request tutoring at some point in their academic careers. In regard to student-athletes with disabilities, Mr. Bruno previously worked with staff psychologist Kelli Moran Miller to determine what/if accommodations can be made. Due to Dr. Moran Miller's departure, Mr. Bruno now works with personnel at UIHC on behalf of student-athletes with disabilities.

The tutor hiring process starts with the posting of an advertisement at Jobs@UIowa announcing available tutoring positions after tutoring needs are determined. Mr. Bruno and Ms. Buser also work with faculty and various academic campus groups (e.g., Beta Alpha Psi for Accounting, Tippie College of Business, the Writing Center, etc.) to recruit tutors based on specific requests. The hourly pay range for tutors is \$9.15 to \$12.00. Tutors are required to attend an August orientation/in-service where the program, tutoring manual and all other relevant materials are explained in detail. OSAAS fosters further tutor growth and development through participation in the Tutoring Certification Workshops given by the University of Iowa. Tutors meet regularly with Mr. Bruno, Ms. Buser, and the OSAAS academic coordinators, to discuss their caseloads, student-athlete progress and concerns. Tutors also complete tutoring logs after each tutoring session detailing what occurred. Mr. Bruno reviews these logs daily and shares with OSAAS coordinators, coaches and any other relevant parties. It was suggested that OSAAS investigate compensating tutors for parking and continue to acknowledge their contributions.

All first year and transfer student athletes have required study hall. The number of hours per week usually ranges from six to eight hours. Other student-athletes who have required study hall include students (1) with a 2.4 or below GPA, (2) with a documented or suspected learning disability, (3) on academic probation, or (4) part of the IowaLink program.

There are a few faculty mentoring opportunities available to student athletes. There are some opportunities for summer shadowing, informal mentoring by former tutors and learning assistants, and participation in the Minority Focus Group.

Overall, it is the view of the Review Committee that academic support services provided to student-athletes in the realm of tutoring are of a high quality and available. The academic staff and the tutors and learning assistants are dedicated to providing high support to the student-athletes. Both at risk and high achieving student-athletes with whom we spoke agree with this assessment.

The tutors and learning assistants seem to play an important role by creating a personal connection that is almost more parental in nature. This type of relationship may fill a need many students have as they negotiate the more uncertain world of academics and athletics.

The principal recommendation here is that parking costs be at least partially compensated and that salaries be increased so that high quality tutors and learning assistants can be retained.

There is a clear program in place for structured study time in the GALC. First year, transfer, and students at high risk for academic problems have required time that they spend in the GALC working on their course work. Opportunities for mentoring are less clear, which suggest that this is an area for further improvement. The GALC will undergo some renovations and redesign sometime in the next few years and this will present an opportunity to create new learning spaces and it also might be an opportunity to create a more welcoming, home-like, academic environment with the addition of newspapers, magazines, and newer computers.

**Evaluation of student success/retention programs, including programs designed to assist at-risk student-athletes, and support for student-athletes who need academic accommodations due to a disability.**

The Review Committee studied institutional data regarding academic achievement and retention and survey data from MAP-Works (an early intervention tool), and responses from the Student Experience in the Research University (SERU). Overall, student-athlete achievement and experiences are either comparable or more positive compared to their non-student-athlete peers. Furthermore, based on Big Ten benchmarking data, funding for student support services at the University of Iowa is comparable to peer institutions of similar size in the Big Ten.

The following are recommendations based on the Review Committee's work:

- **Support for Students with Learning Disabilities:** Currently there is no identifier on the UI student information system (MAUI) for students using Student Disability Services. There is also no identifier for students with learning disabilities. All of this information is kept on a local database within the Office of Student Disability Services. Because of the sensitive nature of this data, even the Office of the Registrar only receives aggregate numbers for the purpose of reporting.

To increase the effectiveness of student success/retention programs with student-athletes, the following recommendations are made:

- Open lines of communication between Student Disability Services and the Athletic Department. This would include identification of student-athletes with documented learning disabilities as well as cooperation between these two entities to best serve the student-athlete.
  - Addition of a dedicated staff member or members, trained as a learning specialist for student-athletes with learning disabilities.
  - Success/retention data for student-athletes with learning disabilities should be tracked once these recommendations are in place.
- **Collaboration with other Student Support Units:** The University of Iowa offers over 20 academic support centers for undergraduates. Some of these centers are based on a student's course, major, residence hall, etc. The Athletic Department has established strong partnerships with some of the units, such as the Writing Center, to offer tutoring in the GALC. While there are benefits for both students and staff in providing a centralized center for student athletes, there are likely circumstances in which student-athletes may

be better served by utilizing other resources on campus. For example, some student-athletes have commented that they'd like to have more interactions with non-athletes. Additionally, some services are led by teaching assistants or supplemental instruction leaders who are more directly linked to the courses in which the students are enrolled.

- **Examination and Consistency of Practice Schedules:** One theme that emerged from student-athlete interviews was the demand placed on athletes to balance their practice schedules, travel related to their sport, and coursework. Two of the three students interviewed mentioned that their schedules often conflicted with faculty office hours. The Review Committee recommends that the Athletic Department review the practice schedules to insure that students have ample opportunity to excel as both a UI student and as a UI student-athlete. Furthermore, we suggest that the Office of the Provost and the OSAAS staff jointly communicate with faculty and student-athletes to encourage them to make additional arrangements with either practice schedules or office hours to accommodate students seeking assistance.

### **Assessment of programs that prepare student-athletes for internships, graduate school, and careers following graduation.**

Currently, there are no available regulatory standards for programs that prepare student-athletes for internships, graduate school, and careers following graduation. The Review Committee thought it best to conduct exploratory interviews with both students and staff. The Review Committee met with both student-athletes and administrative staff of the OSAAS. There was also an interview conducted with a recent graduate who was previously a student-athlete. These interviews were conducted at six separate times, with most student-athletes being interviewed individually to determine answers to the following questions: (1) what programming and services are student-athletes aware of? (2) what programming and services are staff providing? and (3) what programming or services are missing or could be improved upon?

Two distinct groups were interviewed to ascertain information regarding services provided to student-athletes in preparation for graduation: (1) current/former student-athletes and (2) professional staff within OSAAS. Five student-athletes were interviewed from a variety of sports, both male and female student-athletes. Four professional OSAAS staff members (Liz Tovar, Associate Athletic Director for Academic Services, John Bruno, Director of Retention, Peggy Crull, Assistant to the Director, and John Compton, Administrative Assistant) provided information regarding services provided to student-athletes after graduation. Below is a summary of the data gathered.

Student-athletes were aware of a variety of programs offered to them. Programming specifically mentioned included career fairs, the Hawkeye Life Program, and the Polk County Event. (These events are detailed below.) Student-athletes mentioned Kara Park and Andy Winkelmann. These are two individuals within the GALC who oversee educational programming relating to graduation, among many other duties. A few of the student-athletes mentioned different networking opportunities. These events were often sport specific and coaches initiated them. Student-athletes found them beneficial.

- The OSAAS staff provided additional information about the events/programs student-athletes previously mentioned:
  - “The Hawkeye Life Program is an encompassing life skills and leadership development model which seeks to enhance the student-athlete experience at The University of Iowa.” One of the pillars in this program is career development, specifically the “Hawkeye Health Care” program. This program is offered over the summer where student-athletes shadow health care professionals for a few weeks. OSAAS is looking at offering a similar program in the areas of business and engineering.
  - Various career fairs are held on campus and the OSAAS works to provide information regarding these opportunities. Coaches will provide events for their student athletes as well; these events are often tailored towards a particular sport (e.g., football hosting an event, while swimming may hold its own event).
  - The “Polk County Event” is held every spring and is open to all senior student-athletes. The OSAAS host a “Polk County Prep Night” prior to the event. At the prep night, resume tips, interview tips, ice-breaker questions and more are shared. The main event has very good attendance. (Student-athletes have found it beneficial.)
  - Other general events mentioned include “Senior Night,” “Transition Seminar,” “Hawkeye Pride,” and various other events. Most events held by the OSAAS are not mandatory; however, “Senior Night” is required.
  - The various events are communicated through the Iowa Student-Athlete Advisory Committee (ISAAC), team meetings, fliers, coaches, and athlete specific calendars.

The Review Committee found the following general comments shared between student-athletes and staff in the OSAAS to be instructive:

- Student-athletes indicated that their coaches are aware most student-athletes won’t play his/her particular sport professionally and each student-athlete has different pursuits after college.
- Student-athletes realize it is on them to take advantage of opportunities. (There is no formal policy in regards to offering programming specifically for preparation following graduation or required attendance.)
- Individuals from OSAAS and student-athletes both realize the time demands being an athlete requires. The OSAAS is working to create opportunities for student-athletes to participate in career preparation programs.
- Both groups interviewed realized programming offered and those attending events vary by sport.

The Review Committee makes the following recommendations:

- During the interview, Associate Athletics Director for Academic Services Liz Tovar acknowledged that she would like to hire an individual to be a Career Specialist. This individual would have a sport responsibility, be a liaison to the Pomerantz Career Center (PCC), and develop programming. The Review Committee supports this goal

- and would also recommend utilizing the PCC as an opportunity for outreach, in the meantime (e.g. having peer advisors/staff from the PCC have sessions in the GALC).
- Based on the disparity between what is offered by the OSAAS and what students are aware of, in addition to poorly attended events, we recommend marketing adjustments. We suggest an increase in active marketing, e.g. person-to-person delivery, reminders, and less dependence on passive methods, e.g. fliers, email.
  - Due to the variability in when student-athletes start to focus on their post-student-athlete lives, we recommend more structured activities that occur earlier and more frequently. These activities can range from passive information sessions to interactive career activities. We believe timing and frequency is important to foster a culture of career preparation among student-athletes.