

FALL 2024 GRADUATION AND RETENTION REPORT

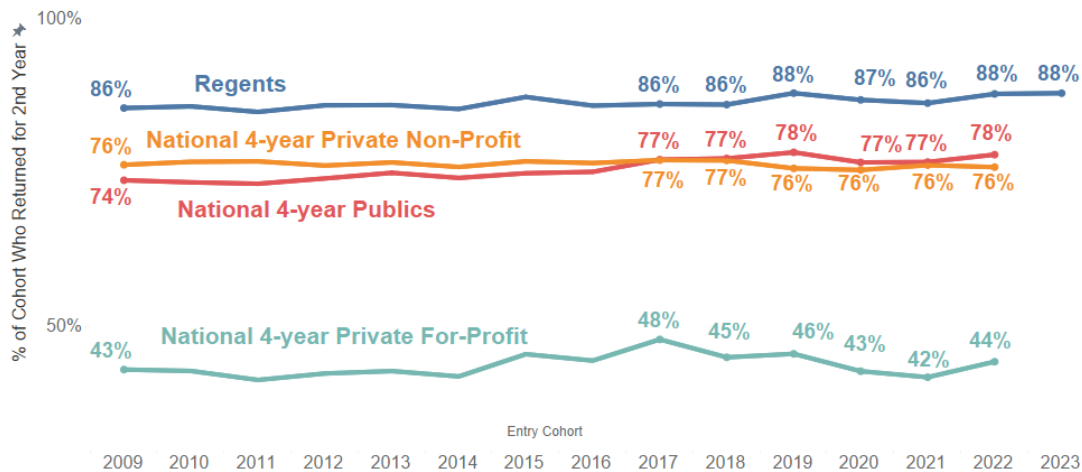
Action Requested: Receive the Fall 2024 Graduation & Retention Report.

Executive Summary:

- First-year retention rates for the Fall 2023 cohort were unchanged at 88% since last year.
- The percentage of students graduating within three years (6%) remains unchanged since last year, the percent graduating within four years (60%) was the highest on record, and the percent graduating within six years (74%) tied an all-time high.
- Three- and four-year graduation rate returns for students admitted under test-optional (starting in Fall 2020), generally meet or exceed those of students admitted in prior years.
- Gaps in retention and graduation by race/ethnicity narrowed since last year. Gaps in graduation rate by sex remain unchanged.

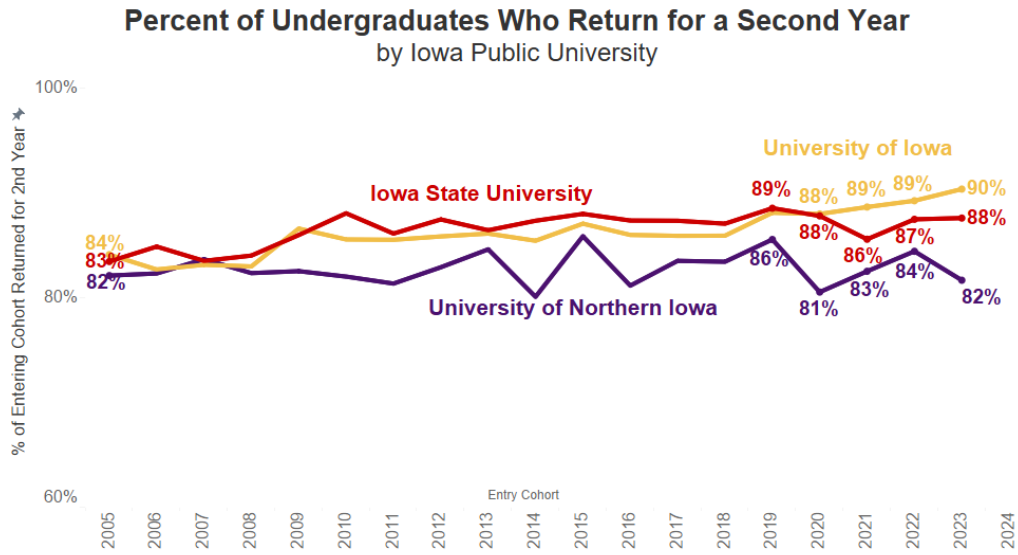
Retention rates: Eighty-eight percent of Regent university undergraduates returned for a second year (also known as first-year retention) for the second straight year. Retention rates nationally fell slightly during the pandemic but have returned to pre-COVID levels over the past two years. Overall retention rates for the Regent universities continue to far exceed the national averages of both public and private 4-year colleges and universities.

Undergraduates Who Return for a Second Year at Same College
by Institutional Type



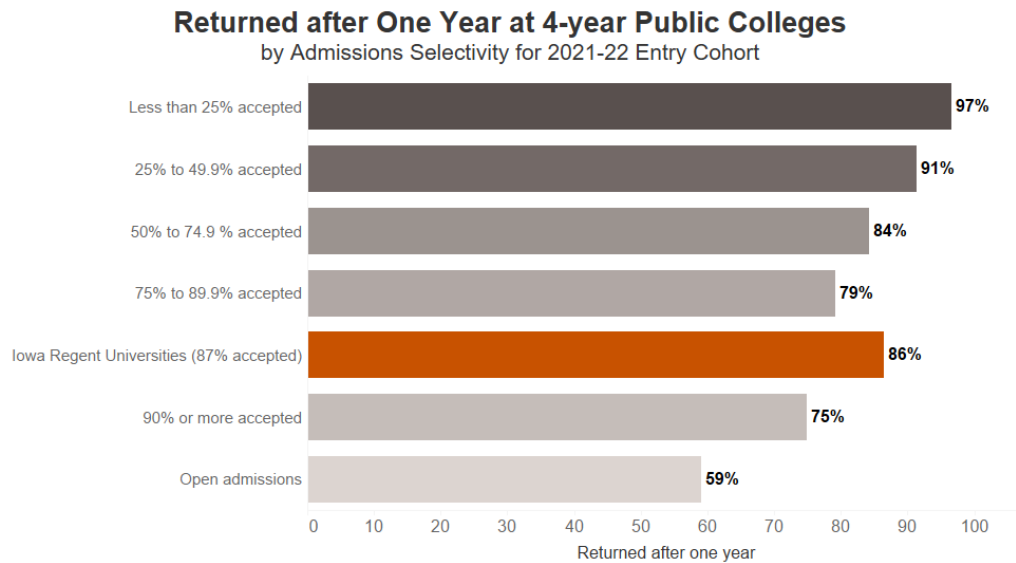
Sources: Iowa Board of Regents & National Student Clearinghouse Research Center *Persistence & Retention - 2024 Report*
Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

The percentage of students returning for their second year increased at both Iowa and Iowa State, while the retention rate for the 2023 entry cohort at UNI was two percentage points lower than the 2022 entering class. (see graph below)



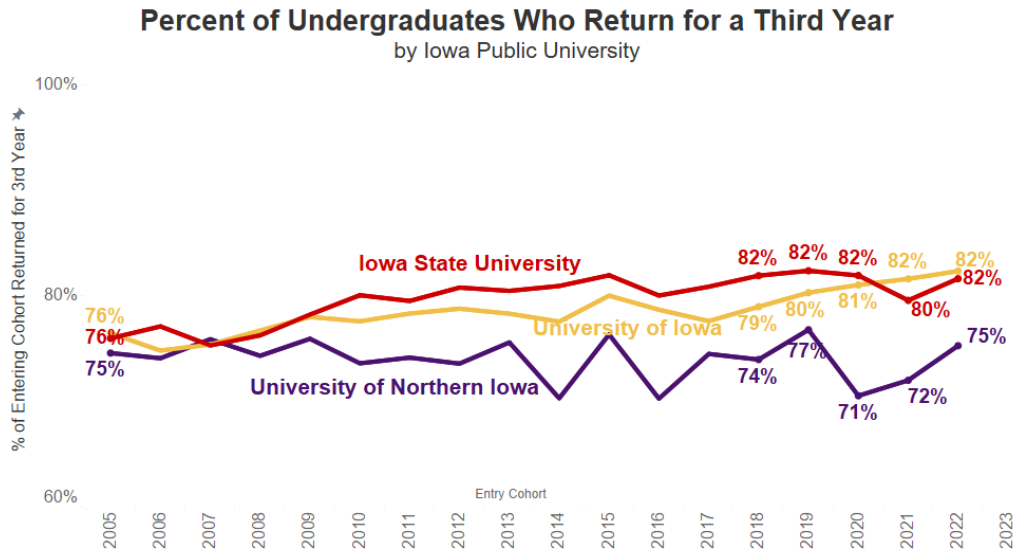
Source: Iowa Board of Regents
Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

Retention rates tend to vary by institutional selectivity, but retention at the Regent universities not only exceeds four-year public university averages, but outperforms other similarly selective public universities. (see below)



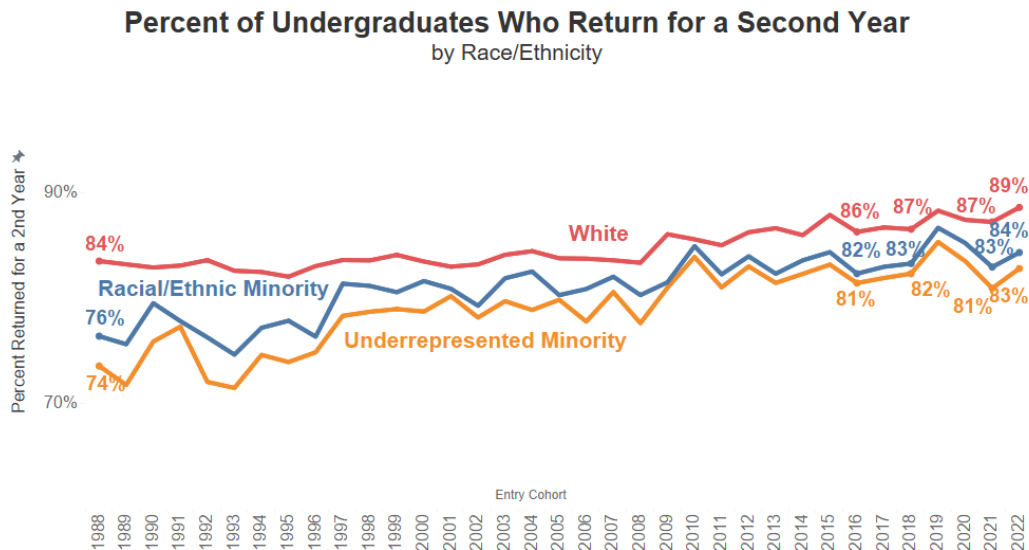
Source: Iowa Board of Regents and 2023 NCES Table 326.30
Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

The rate of students returning for their third year of college (or second-year retention), increased at all three universities. The percentage of students who return for their third year is an excellent predictor of graduations rates.



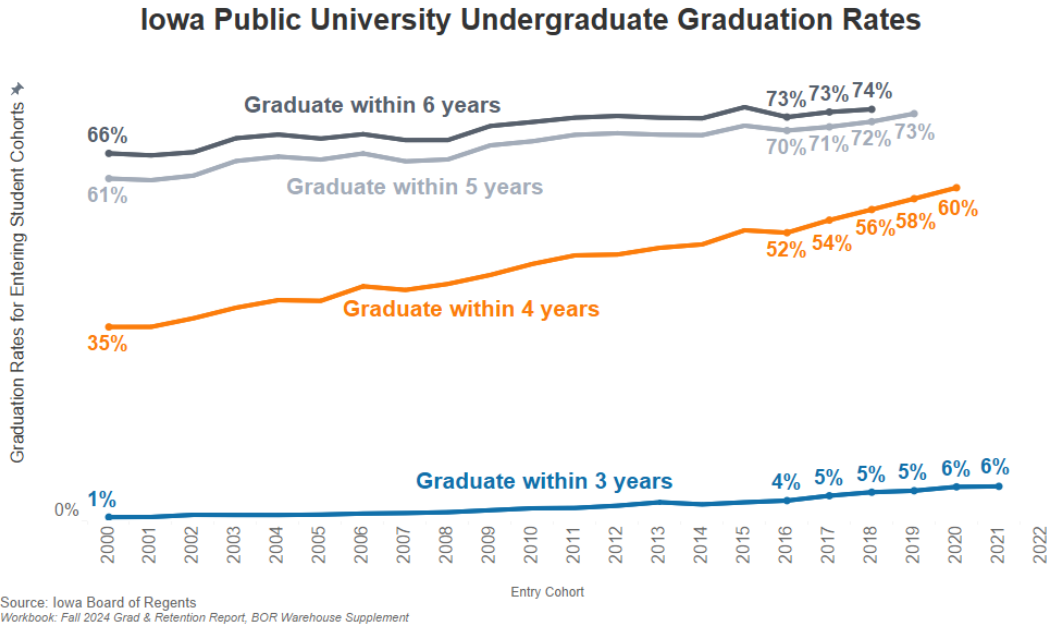
Source: Iowa Board of Regents
Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

The graph below shows the percentage of undergraduates who return for a second year by race/ethnicity. The gap between White students and students who identify as a racial/ethnic minority has typically varied between two to five percentage points.

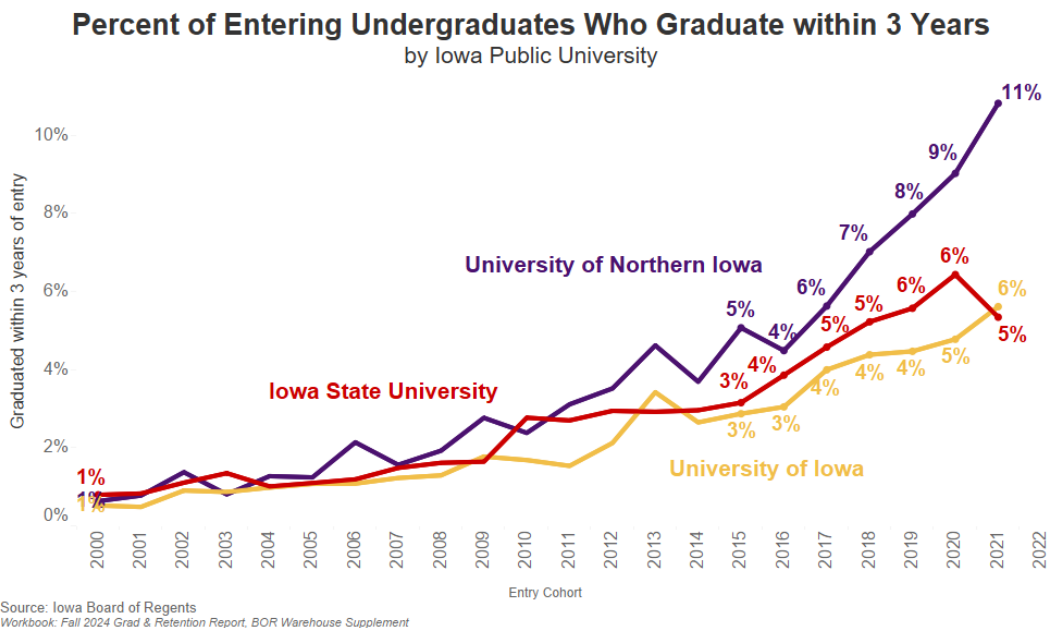


Source: Iowa Board of Regents. Racial/Ethnic Minority includes Asian American students while Underrepresented Minority does not. International students are not included.
Workbook: Fall 2023 Grad & Retention Report, BOR Warehouse Supplement

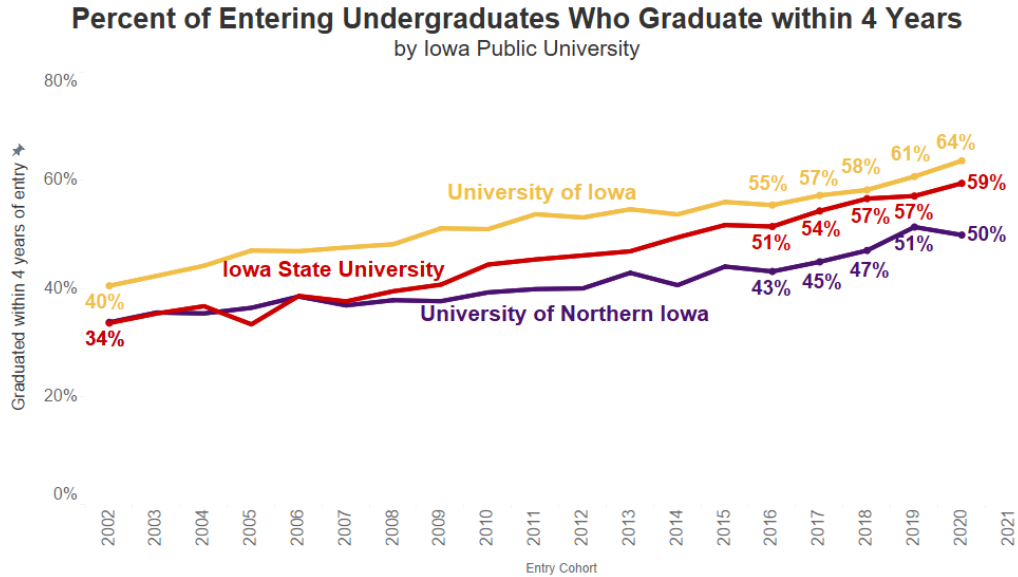
Graduation rates. The average four-year graduation rate across the three Regent universities (60%) is the highest on record and has steadily improved over the last 20 years. The percentage of students in the 2018 entry cohort who graduated within six years (74%) matched that of the 2015 entry cohort, which was the highest on record.



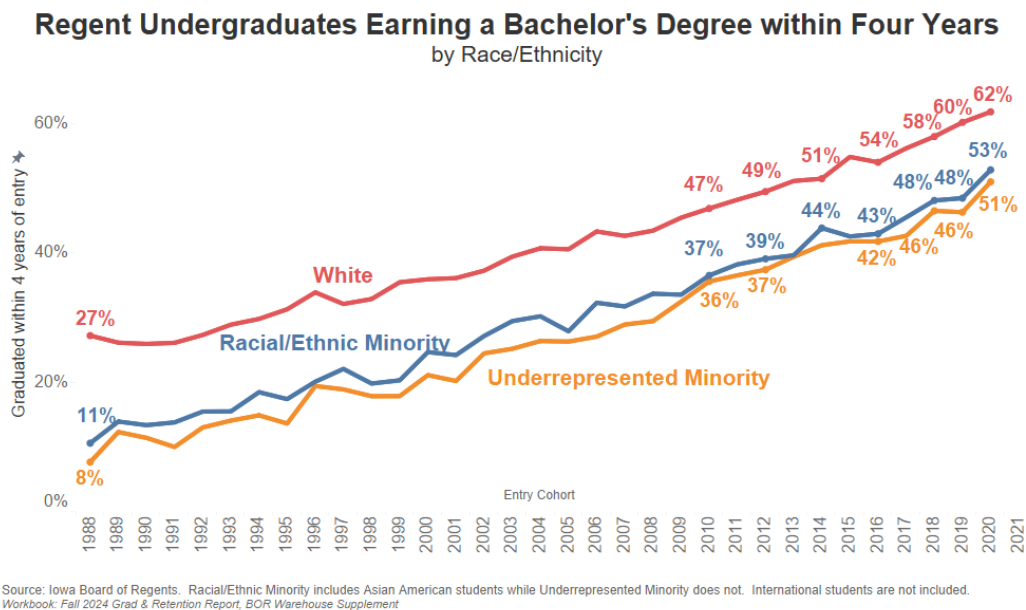
The Regent universities continue to show steady growth in the percentage of students who graduate within three years. This growth in the three-year graduation rate has been particularly strong at the University of Northern Iowa. (see graph below)



The past 20 years have seen large increases in the percentage of students who graduate within four years. The 2020 entry cohort was no exception as graduation rates at both Iowa and Iowa State University hit record highs. While UNI showed a small drop in its four-year graduation rate from last year, this year's graduation rate is its second highest on record. (see graph below)

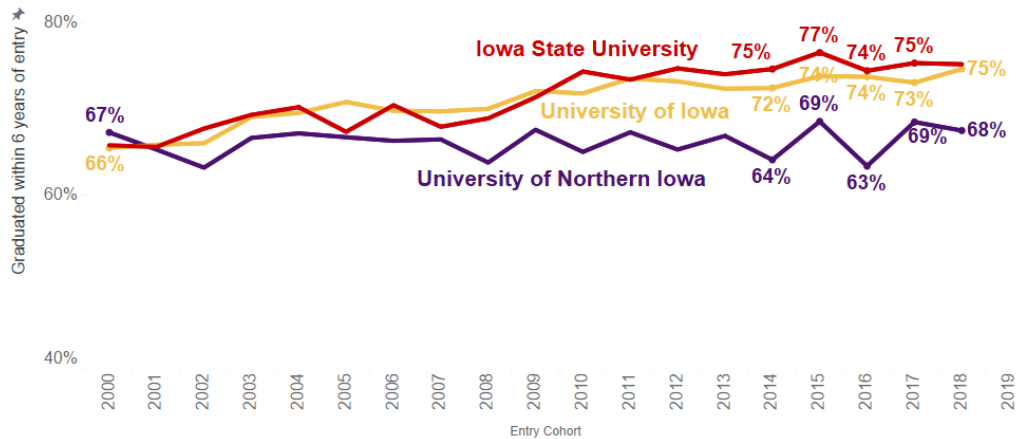


The four-year degree attainment gap by race/ethnicity has remained largely unchanged for 20 years. The nine-percentage point gap for the entry class of 2020 was the second smallest gap on record (see graph below)



Seventy-five percent of the 2018 entry cohorts at Iowa State University and the University of Iowa graduated within six years. This matched ISU's graduation rate for the 2017 cohort and represented a two-percentage point improvement at the University of Iowa. The six-year graduation rate for the 2018 entry cohort at UNI was one percentage point lower than the 2017 cohort.

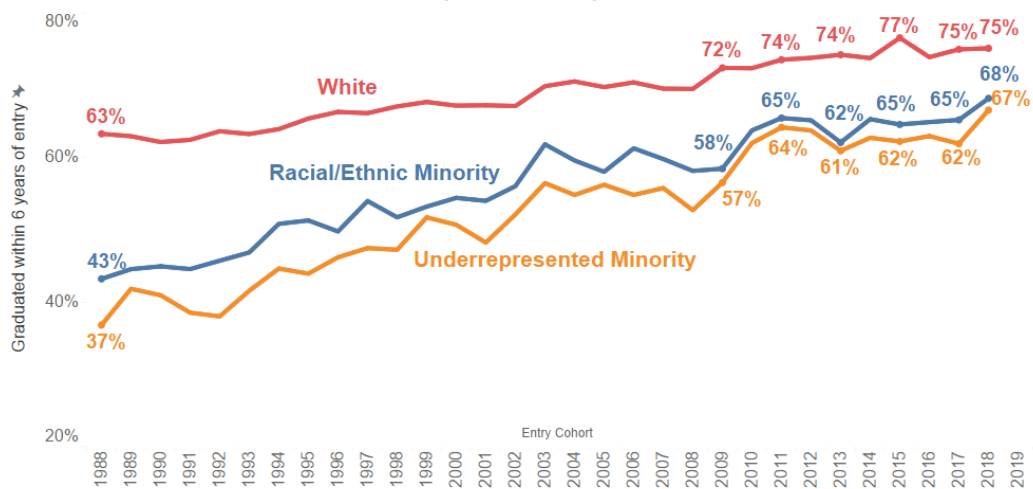
Percent of Entering Undergraduates Who Graduate within 6 Years
by Iowa Public University



Source: Iowa Board of Regents
Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

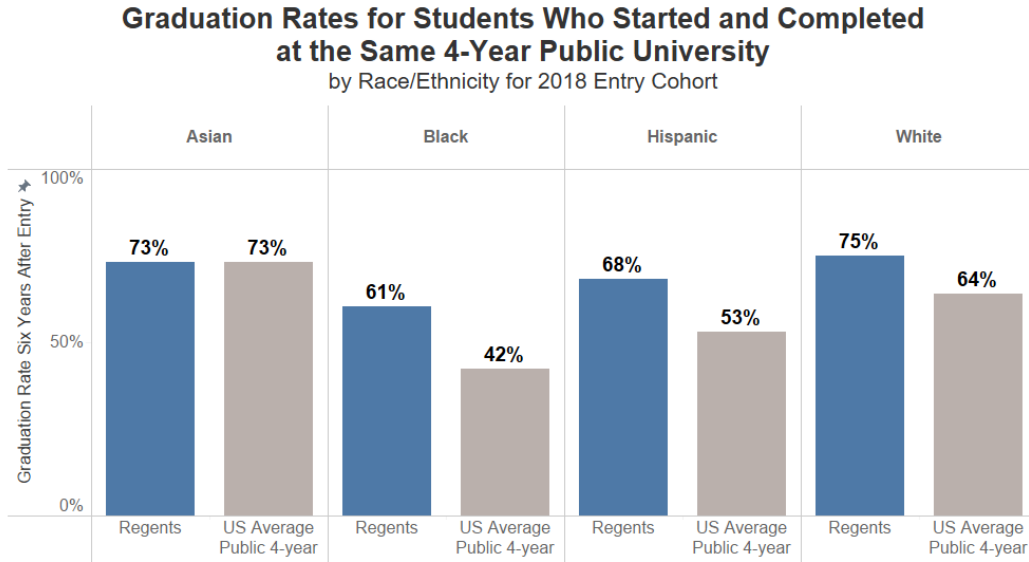
The gap in six-year graduation rates by race/ethnicity continues to narrow over time. The gap between White students and students who identify as racial/ethnic minorities was the narrowest on record (seven percentage points). (see graph below)

Regent Undergraduates Earning a Bachelor's Degree within Six Years
by Race/Ethnicity



Source: Iowa Board of Regents. Racial/Ethnic Minority includes Asian American students while Underrepresented Minority does not. International students are not included.
Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

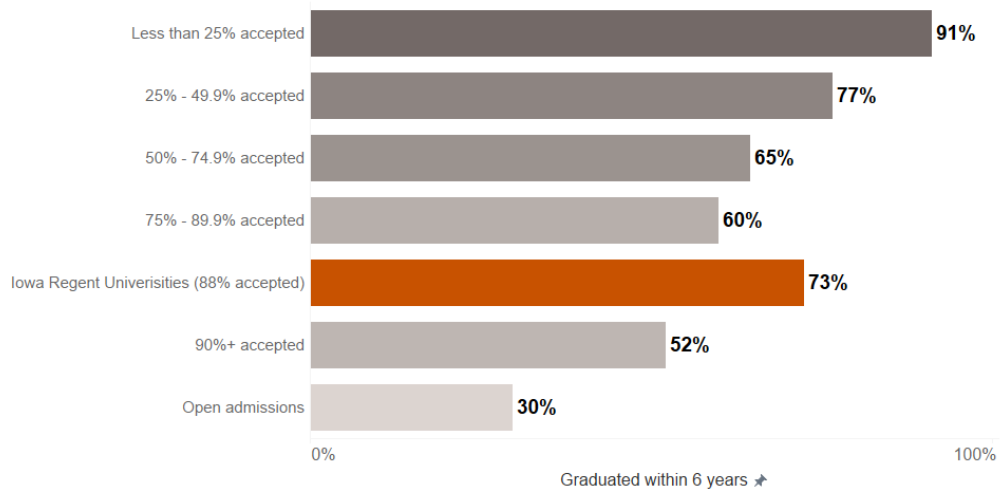
National & state benchmarking. The Regent universities consistently meet or exceed national averages among all racial/ethnic groups attending four-year public universities. The graph below shows six-year graduation rates by race/ethnicity.



Source: Iowa Board of Regents, National Student Clearinghouse Signature 16 Report. Graduation rates within six years of entry shown.
Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

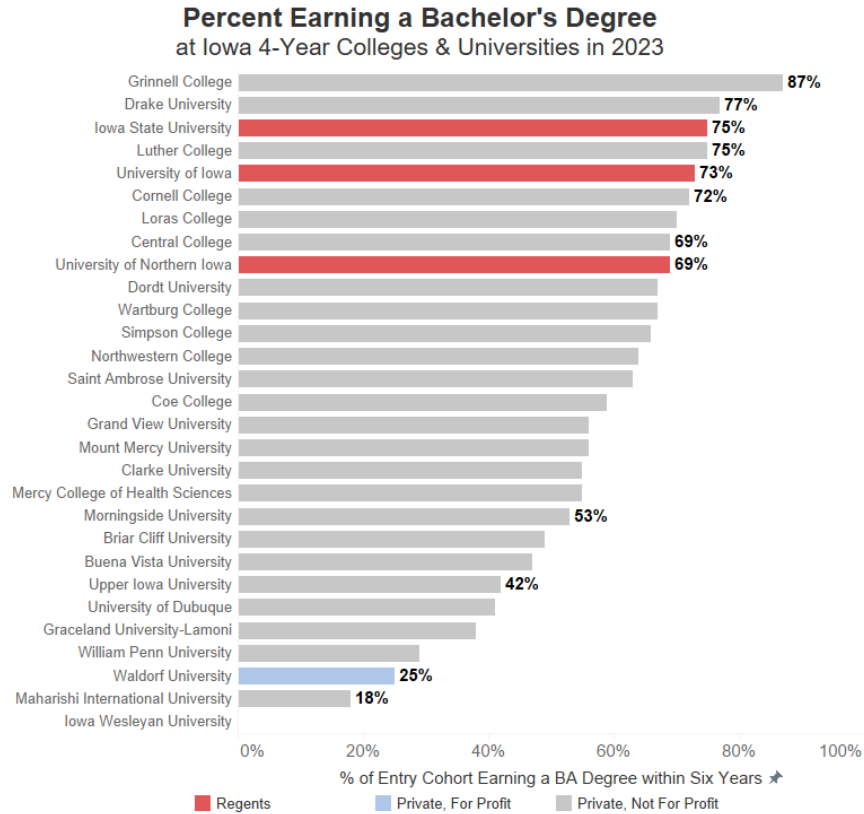
Graduation rates also exceed expectations based on institutional selectivity. The Regents have graduation rates that are similar to colleges that are significantly more selective. (see below)

Graduation Rates after Six Years at 4-year Public Colleges by Admissions Selectivity for 2016 Entry Cohort



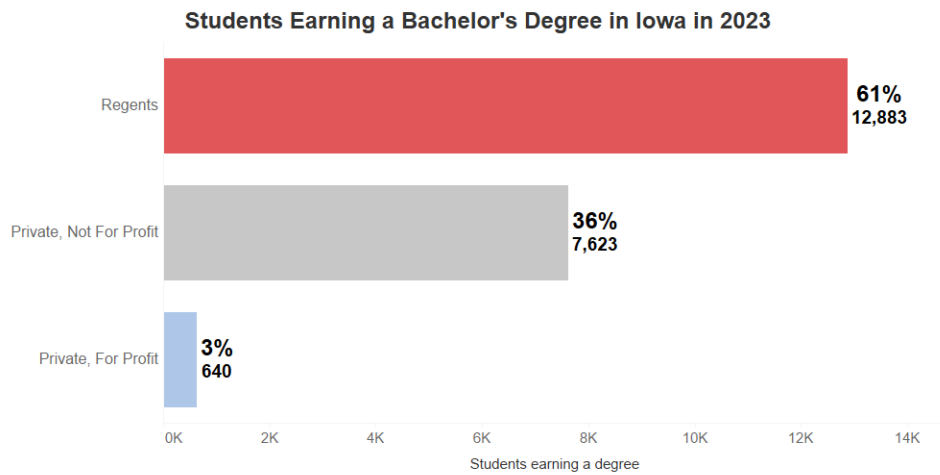
Source: Iowa Board of Regents and 2023 NCES Table 326.10
Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

Regent university graduation rates also compare well to other Iowa colleges and universities. (see graph below)



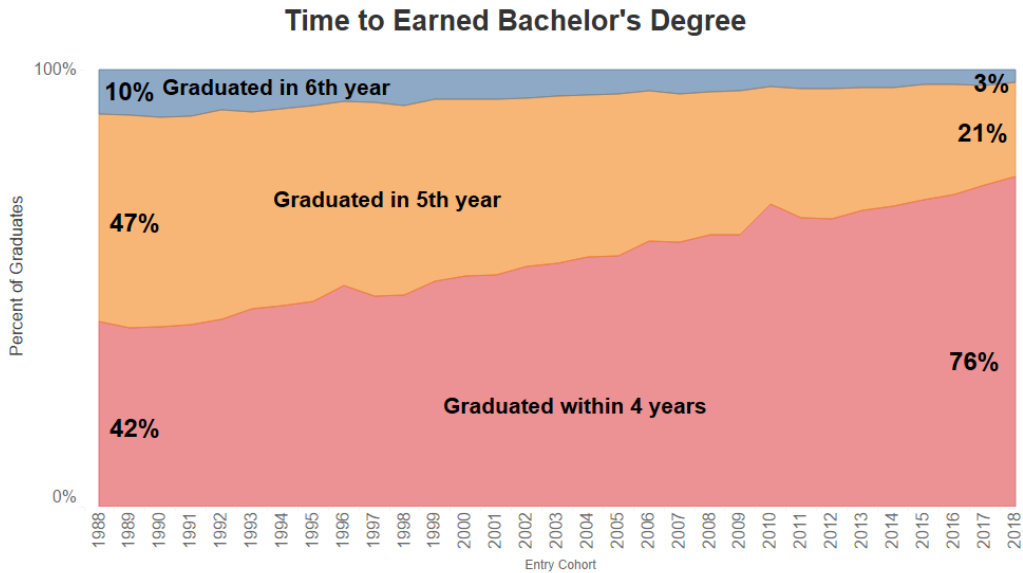
Source: U.S. Dept. of Education Integrated Postsecondary Education Data System (IPEDS). Rates represent the percent of the 2016 entry cohort who earned a BA within 6 years. Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

The Regent universities are also the top three producers of bachelor's degrees in the state of Iowa. Combined they awarded 61% of all bachelor's degrees awarded in 2023. (see graph below)



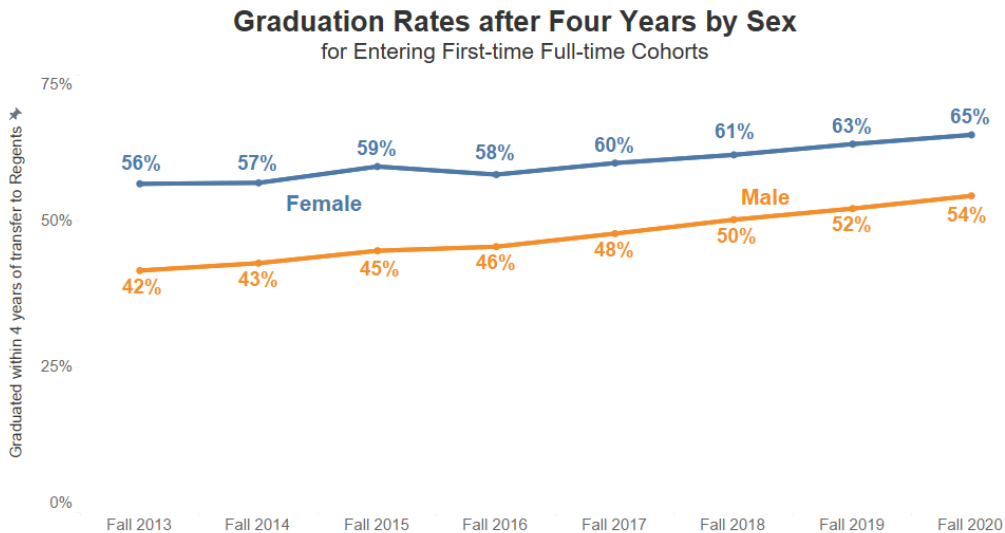
Source: U.S. Dept. of Education Integrated Postsecondary Education Data System (IPEDS). Graph shows Iowa institutions that reported students earning bachelor's degree in 2020-21. Purdue Global campuses did not report any graduates to IPEDS during this time. Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

Time to degree. The amount of time Regent university students need to complete a degree has declined steadily over time. The graph below shows elapsed time from entry to graduation and includes any breaks a student might have taken. Only 42% of Regent graduates who entered in 1988 finished their degree within four years. That has improved to 76% for the 2018 graduate cohort. Meanwhile, only three percent of degree recipients in the 2018 cohort needed a sixth year to finish.



Source: Iowa Board of Regents for first-time full-time bachelor's degree graduates looking six years after entry. Workbook: Fall 2024 Grad & Retention Report, BOR Warehouse Supplement

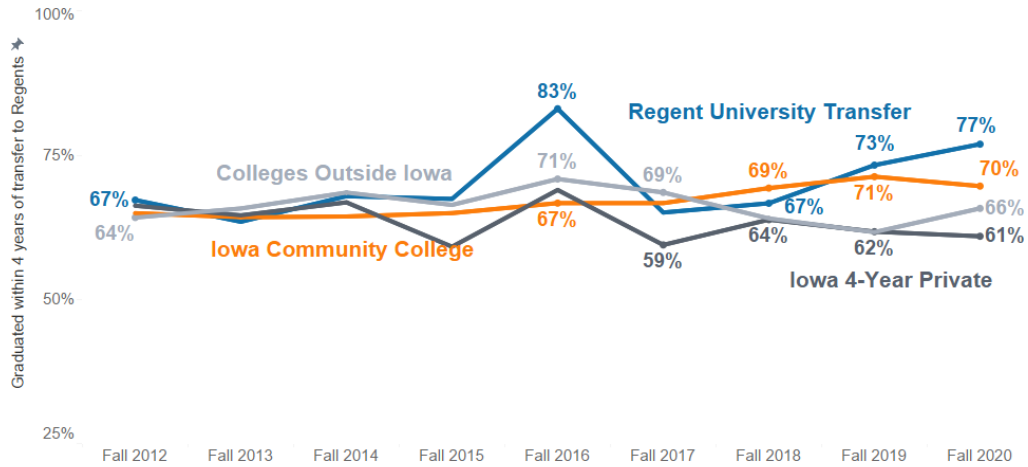
Sex. Women at the Regent universities consistently earn degrees at a higher rate than men. However, both men's and women's graduation rates have grown over time and outperform four-year public university national averages.



Source: Iowa Board of Regents Data Warehouse. Graduation and retention rates based on counts of entering first-time full-time undergraduates. Workbook: Graduation & Retention Report Graphs & Charts, SQL Tables

Transfer. The Regents also track graduation rates for students who have transferred into a Regent university from another college or university. Most students who transfer to the Regents schools have similar graduation outcomes to students who entered directly from high school. These rates can change from year-to-year based on the number of transfers and the number of credit hours transferred in by these students.

Graduation Rates after Four Years by Transfer College Type
for Entering Full-time New Transfer Cohorts



Source: Iowa Board of Regents Data Warehouse
Graduation and retention rates based on counts of full-time new transfer undergraduates.
Workbook: Graduation & Retention Report Graphs & Charts, SQL Tables

THE UNIVERSITY OF IOWA FALL 2024 GRADUATION AND RETENTION HIGHLIGHTS

The University of Iowa is dedicated to providing students from all backgrounds and experiences access to a high-quality education that supports their academic and post-graduation success. We are pleased to report that our student success efforts over the past several years have led to significant improvements in our undergraduate graduation and retention rates.

- The six-year graduation rate for the entering class of 2018 is 74.6%, a new record.
- The four-year graduation rate for the entering class of 2020 is 63.6%, an increase of more than three percent points over the previous record set last year.
- Our first- to second-year retention rate for the fall 2023 cohort has set a new UI record at 90.4%.

This report will highlight several strategic initiatives that have been instrumental in enhancing student retention and timely graduation. These initiatives include expanding financial support, broadening access to well-being services, and promoting excellence in teaching and learning. Each of these areas plays an important role not only in retention and graduation rates but also in equipping our students to thrive in their future endeavors.

Promoting Excellence in Teaching and Learning

Students as Partners is a pedagogical partnership program that embeds undergraduate voices into course design and teaching practices in large lecture STEM courses. Launched in 2023-24 with the support of an HHMI grant, the program applies Universal Design for Learning principles to create supportive learning environments that promote student engagement and belonging. The collaborative approach not only allows instructors to benefit from student perspectives but also empowers students to be involved in the development of the course.

Launched as a pilot in fall 2023, the **TA Mentor Program** embeds experienced graduate student teaching assistants (TAs) as peer mentors in large lecture STEM courses, such as Principles of Chemistry 1 and Foundations of Biology. These mentors provide support to new and continuing TAs by conducting teaching observations, hosting departmental teaching talks, and facilitating open communication with faculty about TA feedback and suggestions. Mentors provided support to approximately 20 TAs, who served 3,283 undergraduate students across multiple sections. By enabling faculty to focus on broader course improvements and equipping TAs with practical teaching skills, the program strengthens instructional effectiveness and builds a supportive teaching community.

The **Learning Assistants Program** continues to provide peer learning support in high-enrollment lecture courses. Learning assistants, or LAs, are undergraduate students who are trained to provide academic support and then embedded into the classroom. LAs increase collaboration and active learning by providing an avenue for students to ask questions and seek support from peers. In the 2023-24 academic year, more than 130 LAs were embedded in three chemistry courses (General Chemistry I, General Chemistry II, Principles of Chemistry I), two health and human physiology courses (Anatomy for Human Physiology, Human Physiology), and Mathematics for the Biological Sciences.

Supplemental Instruction (SI) experienced an increase in use during the 2023-24 academic year, engaging 2,754 students from seven UI colleges who participated in a total of 21,903 SI sessions. Around 30 high enrollment courses each semester have SI group study sessions available to facilitate active and collaborative learning. Students who attended at least 25 SI study sessions for a course averaged a nearly 10% increase in their final grade compared to their peers who did not participate.

Introduced in spring 2024, **Course Activity Insights (CAI)** is an analytics platform that transforms data from student interactions in the university's learning management system into actionable insights for instructors. Piloted by 14 instructors across various disciplines, the tool analyzes student engagement patterns, majors, and prior coursework to provide instructors with insights they can use to adapt their teaching over the course of the semester. Instructors used the tool to determine the relevance of course materials, provide specific feedback based on engagement, and help students connect learning to other courses they're taking. Nearly 4,800 students were enrolled in courses that used CAI last spring.

Connecting Students to High-Impact Learning Opportunities

Tagging courses with experiential learning components in the student registration system has allowed more students to easily find and register for high impact classes that incorporate community engagement, internships, and other experiential learning opportunities. In spring 2024, over 60 **Community Engaged Courses** allowed students to gain hands-on experience while making a positive impact on Iowa communities.

Experiential Course Grants support the University of Iowa's commitment to expand experiential learning within undergraduate programs. This initiative, part of the P3 project Closing the Gap: Experiential Education for All Undergraduates, aims to increase student access to hands-on learning opportunities, particularly for those in departments with traditionally lower participation. The program has funded 18 courses across 14 academic departments, creating over 500 new enrollment spots in courses with experiential learning. By integrating experiential learning into coursework, these grants help reduce barriers such as time and cost, enrich academic concepts with practical application, and ensure sustainable, regularly offered courses that students can plan for throughout their studies.

The **Hawkeye Work Grant** program offers first-year students with significant financial need the opportunity to work on-campus while earning an additional \$750-\$1000 grant to support their university expenses. In 2023-24, the program expanded by an additional 24 students, increasing the total participation to 130 students. These students were employed in University Housing and Dining operations, where they contributed to campus workforce needs and received mentorship through the Iowa GROW® (Guided Reflection on Work) model. The program continued to show a positive impact on GPA and student retention, with participants experiencing a 7% higher first-to-second year retention rate compared to their eligible peers who chose not to participate.

Enhancing Student Care and Resources

The university remains committed to fostering a campus environment that supports mental health, well-being, and essential support services. In the 2023-24 academic year, **Student Care and Assistance** supported 1,294 students facing challenges like medical and mental health concerns,

family emergencies, and natural disasters. The **Food Pantry** distributed 117,536 pounds of food to 10,179 visitors, while the **Clothing Closet** provided 1,523 clothing items in fall 2023 alone. Additionally, the **Hawkeye Meal Share** program received 6,719 meal requests—nearly triple the previous year—and the **Student Emergency Fund** awarded \$104,591 to 201 individuals facing financial emergencies. This year, the newly renovated **IVETS student lounge and academic hub** in Calvin Hall opened, offering Veterans and military-connected students a welcoming space to study, socialize, and recharge.

**UNIVERSITY OF NORTHERN IOWA
FALL 2024 GRADUATION AND RETENTION HIGHLIGHTS**

Graduation rates for UNI students continue to increase and remain well above the average of our peer institutions. This ongoing decrease in time to degree has contributed to associated declines in loan indebtedness for UNI's students as they enter Iowa's workforce. Top majors of UNI graduates include elementary education, finance, management, and accounting, and the first cohort of nursing students will complete their degrees in just over two years.

- One in nine UNI students graduate in three years, representing the highest three-year graduation rate in university history and a two percentage point increase as compared with the previous year's cohort.
- The four-year graduation rate for the fall 2020 cohort (49.9%) is up by four percentage points over the previous five-year average (45.9%) and down by 1.4 percentage points as compared to the fall 2019 cohort. UNI's four-year graduation rate is well above our institutional peers (43%) and our Carnegie peers (38%).
- The five-year graduation rate for the fall 2019 cohort is 66.3%, an increase over the prior cohort's graduation rate (65.5%), and a three percentage point increase over the previous five-year average (63.3%).
- The first-to-second year retention rate for the entering class of 2023 is 81.7%, a 1.6 percentage point decrease as compared to the previous five-year average and a 2.7 percentage point decrease as compared to the fall 2022 cohort. The retention rate for the fall 2023 cohort is significantly higher than that of our institutional peers (76.6%) and our Carnegie peers (71.6%).

Our commitment to student access and success is shared across the university, and this is demonstrated through a number of collaborative initiatives and process improvements that are advancing student retention, degree completion, and post-graduation success. Highlights include:

Orientation and Panther Welcome prepare students for a successful university experience, and include one-to-one meetings with academic advisors, family consultations with financial aid counselors, introduction to campus and community resources, engagement with faculty and staff, social activities designed to help students connect with their peers, and guidance from student leaders.

The **UNI Early Intervention System** harnesses data from a variety of sources to inform proactive outreach to students based on individual needs. This work begins prior to enrollment, and continues during the first semester and beyond. Faculty and staff identify students who may be struggling through predictive retention model data (focused on pre-college indicators), student responses to the Connection Survey (four weeks after the start of each semester), registration progress information, course activity, and various additional data sources. This facilitates timely outreach from academic advisors, faculty, and staff to help students get the assistance they need to achieve their educational goals.

First-Year Only course sections and **Course-Embedded Peer Mentors** ensure that new students have ready access to peer mentoring within their first-year courses. In this program, UNI faculty prepare sections of general education courses specifically for first-year students, with a focus on supporting students' successful transition to college. Peer mentors are embedded within each course to assist with study skills, community building, role modeling, and connection to campus resources.

Success Coaching provides one-to-one guidance to students who are struggling academically, including those on academic alert, academic probation, those referred by faculty, and students who opt in to the program through the early intervention outreach efforts described above. Discussion topics include time management, prioritization, goal setting, motivation, stress management, and study strategies. Program data indicates that success coaching participants have higher retention rates than comparison groups of non-participants.

A newly **streamlined re-entry process** provides students who have stopped out of UNI with a more simplified and supported return to the university. Once students complete a brief and easily accessible online re-entry form, they are connected with a central point of contact in the Office of Student Success & Retention who reaches out and guides them through the process of re-enrollment, including advising and registration, financial aid, and campus resources.

The **Panther Completion Grant and the Student Emergency Fund** are donor-supported funds that provide assistance to students facing short-term financial barriers to persistence, allowing students to continue moving toward graduation rather than stopping out. These two funds assisted a total of 31 students in overcoming financial hardships during the 2023 - 2024 academic year, awarding a total of

\$28,434 during that time period. The **Panther Pantry** offers free food and basic necessities to UNI students. During the 2023 - 2024 academic year the Panther Pantry served 627 students (an increase of 15% over the previous year), many of whom used the Pantry on a weekly or monthly basis.

The UNI PLUS (Peer Led Undergraduate Support) Program provides course-embedded academic assistance to students in traditionally challenging courses. Undergraduate PLUS assistants work closely with faculty to offer supplemental study sessions outside of regular class times and additional tutoring and office hours in Rod Library. Students who participate in the PLUS program receive higher grades in historically difficult courses and are retained at a higher rate as compared with similar students who do not participate in the program.

PACE (Panther Access, Connection, and Engagement) is a supplemental academic advising program designed to increase the retention of students who face barriers to persistence, including low-income students, first-generation students, and students who indicate a need for supplemental academic support. The PACE program seeks to guide a student's transition to UNI by establishing a strong academic foundation and sense of belonging, and facilitating academic and career connections. PACE participants consistently achieve higher retention rates than a comparison group of non-PACE students.

In our second full year of the redesigned **UNIFI General Education Program**, UNI students are experiencing reduced time to degree and higher graduation rates. UNIFI provides important foundational skills and knowledge that align with top skills sought by employers, with fewer required credit hours than the previous general education program. UNIFI was also designed to

promote smooth and streamlined transfer pathways, with any AA or AS degree from an Iowa community college transferring seamlessly to satisfy the entire general education program.

**IOWA STATE UNIVERSITY
FALL 2024 GRADUATION AND RETENTION HIGHLIGHTS**

Iowa State University of Science and Technology continually strives to foster collaboration across the university to positively influence time to degree and the persistence of students to degree completion. These efforts are clearly reflected in the university's strong retention- and graduation rates.

Iowa State University is proud to report that 87.6% of the entering class of 2023 returned for their second year, which compares very favorably to the national one-year retention rates of other four-year public colleges and universities. Moreover, the university's four- and six-year graduation rates continue to exceed the national average for four-year public colleges and universities; Iowa State's four-year graduation rate (entering class of 2020), which was 59.4%, a university record, and the university's six-year graduation rate (entering class of 2018) was 75.2%.

This report highlights a few of the innovative strategies, initiatives, and high-impact practices Iowa State University has employed over the last several years to facilitate its strong retention- and completion rates.

Academic Success Center's Pilot of Knack

For over two decades, tutoring at Iowa State University remained unchanged, relying heavily on small group, in-person sessions that charged students a fee for the service. This model, while functional in the past, no longer met the diverse learning needs of students. Recognizing the need for innovation, the Academic Success Center launched a technology-based pilot program with Knack in fall 2024.

Knack marks a historic change for the university, offering free tutoring for all students in select courses for the first time. The platform provides individualized options, including one-on-one or group sessions, available both in-person and online, as well as outside traditional business hours; this flexibility allows students to access support that fits their schedules and preferences.

While Knack is still in its pilot phase, the initiative has already revealed how deeply ingrained tutoring is as the first academic support step at Iowa State; however, this shift also highlights the need to educate students about when tutoring is most effective—such as working on specific topics, chapters, or concepts—not as a replacement for class attendance, personal lectures, or help with graded homework. Students now submit tutoring requests via Knack, specifying details like topics, preferred meeting times, and session lengths. Requests that expire unclaimed encourage students to explore additional resources such as Supplemental Instruction (SI), help rooms, and professional tutors through Knack, emphasizing that tutoring is just one of many tools available to students.

This transition to Knack aligns with the university's academic culture and supports students effectively. Moreover, it reflects Iowa State's commitment to adapting academic support services to better meet the evolving needs of students and their learning experiences.

EAB Navigate Student Success and Retention Efforts

Building on the accomplishments of the previous year, Iowa State is working to further center the use of Navigate for student, faculty, and staff success by using a people, process, and technology approach to enhance collaboration, improve efficiency, and increase student satisfaction. Navigate now serves as the primary tool employees use to refer students to non-emergency support. Using the Cyclone Support Connections Model, Iowa State can more quickly and seamlessly connect students to services and resources like financial aid, student wellness, and the Academic Success Center using the Navigate "Connections" feature.

Students who receive a Navigate connection tap into an intentional outreach and support infrastructure is meant to help them get connected to the right resources at the right time. For example, the newly created Cyclone Support Specialist directly connects with students via SMS messages to learn more about their needs, answer their questions, and then schedules appointments for students. The implementation of the Cyclone Support Connections Model and the Cyclone Support Specialist position resulted in a significant increase in the number of students who completed an appointment with recommended resources after a connection was issued. A total of 96% of students who experienced outreach shared that they were satisfied- or very satisfied with the support they received; moreover, most reported that they would not have sought support if they did not receive outreach from the Cyclone Support Specialist.

An active learning AI-enabled online training will launch for all employees at the start of fall 2025. The Cyclone Support training will inform and empower our support staff offices to understand their critical role in student success and will enable them to effectively use the Cyclone Support Connections model to serve students.

Additional Navigate features including case creation, automations, reports, and dashboards are being harnessed to enhance student, staff, and faculty success. The Navigate tool, and related innovations, serves as a beacon for blending people, process, and technology to drive outcomes and increase engagement at Iowa State.

Learning Communities

Iowa State's Learning Communities, a collaborative partnership between the Division of Academic Affairs and the Division of Student Affairs, is one of the institutions' most successful retention initiatives. In fall 2024, 79 learning communities were offered, serving 6,772 students and 94.2% of all first-year, full-time (FYFT) students. Participation among underrepresented and underserved FYFT student populations was robust, with 94.9% of multicultural students, 93.6% of first-generation students, and 93.6% of Pell-eligible students participating in a Fall 2024 learning community.

Retention and graduation rates for students participating in learning communities continue to surpass those of non-learning community participants. The one-year retention rate for learning community students (fall 2023 cohort of New Direct from High School (NDHS)) was five percentage points higher than for non-learning community students (i.e., 88.0% LCs versus 83.0% Non-LC participants). The six-year graduation rate (fall 2018 cohort of NDHS learning community students) was 6.1 percentage points higher (i.e., 76.7% LCs versus 70.6% Non-LC participants).

Student Health and Wellness

Iowa State understands student well-being is inextricably linked to academic success, retention, and graduation. During the 2023-2024 academic year, the Student Health and Wellness unit (Recreation Services, Student Wellness, Student Counseling Services, Thielen Student Health Center) provided 1,456,063 points of contact, facilitated 1,194 outreach sessions reaching 95,010 participants, and engaged with 81.2% of the student body. Additionally:

- The unit's recreation services had more than 941,000 facility visits and supported students through fitness classes, intramural sports, outdoor recreation, and sport clubs. Student participation increased, with more than 27,000 group fitness participants, 81,011 intramural activities, and 3,084 sport club participants.
- The unit's support programs including wellbeing coaching, violence prevention, collegiate recovery and substance use support, and the campus food pantry reached 29,902 participants.
- The unit's mental health programs and services produced 20,381 contacts through individual counseling, crisis sessions, group services, psychiatry visits, and trainings/programs. Additionally, there were 6,617 virtual contacts through telecounseling sessions and online self help resources.
- The unit's medical services provided 29,417 visits across primary care, nursing, physical therapy, and dietitian services. Additional services included 203,000 lab tests, 1,400 radiology exams, and 30,000 prescriptions.
- The unit has also provided leadership for the university's Cyclone Support initiative, focused on increasing help seeking and connecting students to resources.

Students Helping Our Peers (SHOP) Food Pantry

Food insecurity is a local- and national collegiate health issue, and Iowa State has made considerable investments to expand basic need support for students through support from the Student Health and Wellness unit. During the 2023-2024 academic year, SHOP Food Pantry served 14,701 visitors and distributed more than 171,000 pounds of food. The SHOP Food Pantry continues its partnership with the Food Bank of Iowa, and numerous local vendors within Story County. Expansion of the SHOP and student basic needs support was also selected as a university strategic plan funded project through which the physical space of The SHOP was doubled allowing for more perishable food storage, food preparation space, and space for expansion of basic needs programming.