

Contact: Diana Gonzalez

**REPORT OF REGENT INTER-INSTITUTIONAL TASK FORCE ON
GRADUATION AND RETENTION RATES BY RACE/ETHNICITY**

Action Requested: Receive the report of the Regent Inter-Institutional Task Force on Graduation and Retention Rates by Race/Ethnicity.

Executive Summary: After reviewing the results of the Graduation and Retention Rates Report in February 2007, the Board asked the Board Office and the Council of Provosts to investigate inter-institutional issues relating to graduation and retention rates by race/ethnicity. To accomplish this objective, the Council of Provosts created an inter-institutional task force on graduation and retention rates by race/ethnicity.

The Council of Provosts identified the following charges for the Task Force:

1. Catalog efforts at the three universities to improve retention and graduation for undergraduate students from groups traditionally underrepresented in higher education;
2. Describe, where available, evidence of the effectiveness of specific efforts at each of the universities;
3. Identify proven best practices applicable to the Regent universities;
4. Identify gaps between the universities' practices and those identified as best practices; and
5. Identify possible collaborative efforts among the Regent universities.

The key findings of the Task Force were reviewed by the Council of Provosts and are presented below:

☞ Although the universities have made progress in improving retention and graduation of underrepresented minority students and white students, the progress has been slow and the rates for underrepresented minority students remain lower than those for white students.

☞ The Task Force identified six promising practices related to institutional climate:

- ◇ Identify links between institutional mission and diversity goals
- ◇ Develop diversity leadership throughout the institution.
- ◇ Establish coordinated diversity leadership at the top of the organization.
- ◇ Hire underrepresented minority faculty and staff and work to ensure their success.
- ◇ Publicize and promote efforts to support the success of students from underrepresented minority groups.
- ◇ Build faculty and staff members' competencies to work with a diverse student body.

- ☞ The Task Force also identified nine promising practices describing specific actions:
 - ◇ Monitor the effectiveness of efforts to recruit and support underrepresented minority students by routinely disaggregating relevant data.
 - ◇ Design programs that are sensitive to between- and within-group differences in needs and preferences.
 - ◇ Strengthen connections with families, high schools, and communities.
 - ◇ Focus on income level and family experience with higher education as well as racial and ethnic status.
 - ◇ Closely monitor indicators of progress (GPA and others) for students at risk of failure and intervene as appropriate with persistent and personalized contact.
 - ◇ Focus on gateway courses, which are foundations for the major.
 - ◇ Institute high achievement approaches across the curriculum and attract underrepresented minority students to participate.
 - ◇ Encourage underrepresented minority students to pursue graduate and professional studies.
 - ◇ Adopt financial aid strategies that effectively target underrepresented minority students who are likely to benefit from and contribute to the educational environment at the Regent universities.

- ☞ The three Regent universities have programs and practices in place that match each of the promising practices identified and are planning additional programs and practices.

- ☞ As a result of conversations with the Task Force, each Regent university has already begun concrete actions to improve the retention and graduation of students from underrepresented groups.
 - ◇ **UNI** applied for and is now approved to participate in the Foundations of Excellence Program offered as a joint project between the Higher Learning Commission and the Policy Center on the First Year of College. UNI is further highlighting the importance of this effort by applying to conduct a special emphasis self-study focusing on this project for their continuing reaccreditation evaluation.
 - ◇ At **ISU**, the Retention Intervention Initiative was implemented as a pilot project in Fall 2007 as a direct response to issues raised by the Task Force regarding student academic success gaps for students from groups that are underrepresented in higher education. A pilot program has identified academically vulnerable incoming undergraduate students and intervened to increase student awareness and utilization of support services.
 - ◇ **SUI** asked a team of three external senior student affairs professionals to audit relevant programs, policies, and practices at the University. The team visited campus for two days and interviewed more than 100 students, staff, and faculty members. The consultants delivered a set of high-level observations and recommendations and will return to campus in May 2008 to lead a retreat designed to develop an action plan.

- ☛ The Task Force recommends collaboration among the universities in two broad areas:
- ◇ Pool development. Recruiting effectively is critical in improving retention and graduation rates and recruiting success depends on having a pool of eligible applicants. Therefore, the Task Force recommends the following action steps:
 - ➔ Developing and distributing a publication which emphasizes the value that the Regent universities place on a diverse student body, the resources available to support underrepresented minority students, and the pathways to admissions to and success at the universities.
 - ➔ Exploring the potential of increased and targeted community college collaborations.
 - ➔ Investigating a pilot project to increase the number of underrepresented students taking the ACT in their junior year or early in their senior year of high school.
 - ◇ Formalization of inter-institutional cooperation to support ongoing efforts. The Task Force recommends creating a standing work group on retention and graduation of underrepresented minority students. The work group would meet periodically to (1) compare practices and methods; (2) plan joint programs; and (3) pursue federal, state, and private funding.

This report addresses the Board's Strategic Plan strategies (1.1.2) to "continue to improve efforts to recruit, enroll, and retain a qualified and diverse student population" and (1.3.1) to "determine levels of student program completion and promote degree attainment."

Background:

- I. Task Force members included Marcella David (SUI), Diana Gonzalez (Board Office), David Holger (ISU), Kathy Jones (ISU), Beverly Kopper (UNI), Inez Murtha (UNI), and Tom Rocklin (SUI), Chair.
- II. Current and historical status.

The Board and the universities regularly monitor the graduation and retention rates of underrepresented minority students (Tables A1-A2, pgs 6-7). The Task Force compared each university's performance to its peer institutions using IPEDS¹ data (Tables A4a-A4c, pgs. 9-11) to better understand the universities' effectiveness in retaining and graduating underrepresented minority students.

In general, the gap between Regent universities' graduation rates for underrepresented minority students and for white students is larger than the gap at their peer institutions. However, interpretation of this data is complex. For example, UNI's average six-year graduation rates for all racial/ethnic groups are higher than the rates for its peer group. However, because UNI's average graduation rate for white students is approximately 15 percentage points higher than the graduation rate for white students at its peer institutions, the graduation rates gap between underrepresented minority students and white students is larger than those for its peer group.

¹ Integrated Postsecondary Education Data Systems, National Center for Education Statistics.

In interpreting these tables, the Task Force was mindful of a particular challenge facing universities in Iowa. A major finding of the study is that retention and graduation of underrepresented minority students is strongly influenced by institutional climate. Although many factors affect institutional climate, the presence of underrepresented minority students, faculty, and staff on campus plays a key role. While Iowa's population is growing more diverse, the fact remains that only four states are less diverse than Iowa, where 91% of the population is white and not Hispanic.

As shown in the following table, none of the universities has a "critical mass" of underrepresented minority students. The universities' peers are all located in states with more diverse populations, and most have more diverse student bodies. In the face of this challenge, the Regent universities have made steady progress in increasing the enrollment of underrepresented minority students on their campuses (Table A3, pg. 8).

Current Undergraduate Enrollments by Race/Ethnicity
(Source: Board of Regents, State of Iowa, Fall 2007 Enrollment Report)

Race/Ethnicity	SUI		ISU		UNI	
	Count	%	Count	%	Count	%
White & No Response	18,649	89.2%	18,357	87.4%	10,081	91.6%
African-American	465	2.2%	597	2.8%	287	2.6%
Asian-American	747	3.6%	678	3.2%	133	1.2%
American Indian	98	0.5%	67	0.3%	34	0.3%
Hispanic-American	544	2.6%	543	2.6%	177	1.6%
<i>Race/Ethnicity Subtotal</i>	<i>1,854</i>	<i>8.9%</i>	<i>1,885</i>	<i>9.0%</i>	<i>631</i>	<i>5.7%</i>
International Students	404	1.9%	762	3.6%	298	2.7%
Institutional Total	20,907	100.0%	21,004	100.0%	11,010	100.0%

III. Proven best practices applicable to the Regent universities (Charges A, B, and C).

In June 2005, a report to the Board of Regents described retention and graduation programs, sorted into categories of best practices identified in a 2004 ACT report. The Task Force updated the listing of programs, with those programs particularly relevant to retention and graduation of underrepresented minority students noted.

The term "best practices" technically refers to practices derived from studies comparing the practices of high performing organizations to those of less well performing organizations. The Task Force was unable to identify any such studies related to graduation and retention of underrepresented minority students. Nor were there studies (similar to the ACT study cited above) that polled universities about the effectiveness of specific practices for improving retention and graduation of underrepresented minorities.

The Task Force searched for high performing universities (those with very high graduation and retention rates for underrepresented minority students) by examining IPEDS data. Upon examination, it appears that effective strategies are frequently tied to local contexts, such as diversity of the state's population, history of underrepresented minorities in the state, or mission of the university.

In the absence of definitive studies, the Task Force used a number of sources,² including published literature and an examination of other universities' practices to identify "promising practices." The practices identified are consistent with the view that the success of students from underrepresented minority groups depends on both systemic changes and targeted programming. The identified promising practices are sorted into these two groups. For each promising practice, there are examples of how each university implemented the practice in a way that reflects the unique characteristics of the university.

IV. Gap analysis (Charge D)

For some time, the Regent universities have been monitoring their own efforts and the efforts of their peers to recruit, retain, and graduate underrepresented minority students. Each university has implemented each of the promising practices in ways consistent with its mission. No general gaps were identified between the universities' practices and those identified as promising practices. Each university is now in a position to improve its practices based on the discussions of the Task Force and the recommendations contained in this report.

V. Potential collaborations (Charge E)

The Task Force identified a number of ways that the cultures, histories, missions, and even locations of the Regent universities have shaped efforts to support the retention and graduation of underrepresented minority students. Despite the universities' unique situations, there are clearly avenues for collaboration. The Task Force recommends that collaborations in two areas be considered, and that a Regent Work Group on Student Diversity be formed to manage these collaborations.

VI. Conclusions

The Regent universities remain committed to success of all students, including underrepresented minority students. Each university has implemented context-appropriate practices drawn from a list of identified promising practices. The Task Force believes that recently implemented practices have substantial potential. The key recommendations of the Task Force call for increased collaboration among the universities around several specific initiatives.

² Particularly useful was: Clayton-Pedersen, A.R., Parker, S., Smith, D.G., Moreno, J.F., & Teraguchi, D.H. (2007). *Making a Real Difference with Diversity: A Guide to Institutional Change*, Washington, D.C.: Association of American Colleges & Universities

Table A1: One-Year Retention Rate by Race/Ethnicity
(source: Board of Regents, State of Iowa, 2007 Graduation and Retention Rate Report)

	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Native Am.																			
SUI	87.5	83.3	80.0	83.3	90.0	92.3	58.8	90.0	91.7	82.4	82.4	82.4	66.7	60.0	81.8	78.6	87.0	69.2	66.7
ISU	100.0	100.0	60.0	57.1	60.0	57.1	71.4	87.5	64.3	54.5	80.0	75.0	40.0	83.3	83.3	45.5	75.0	100.0	91.7
UNI	25.0	0.0	50.0	80.0	25.0	75.0	25.0	60.0	75.0	0.0	66.7	60.0	100.0	50.0	100.0	75.0	28.6	75.0	20.0
African-Am.																			
SUI	69.0	78.0	72.6	75.0	80.2	78.6	84.9	74.0	82.3	77.5	80.8	80.2	73.7	80.2	68.4	69.8	83.7	80.7	81.5
ISU	71.9	64.1	81.7	85.2	69.1	69.1	71.1	79.0	68.4	79.5	82.7	80.7	85.6	84.9	78.4	85.3	79.0	75.7	73.2
UNI	75.0	64.4	65.3	72.1	62.9	63.6	60.0	65.5	67.9	65.8	69.0	68.0	79.1	67.8	78.1	75.5	82.4	59.2	83.3
Asian-Am.																			
SUI	88.5	88.8	91.0	81.9	88.4	88.0	81.1	81.5	77.1	85.0	87.5	82.1	85.0	80.8	82.5	85.9	86.8	76.7	83.9
ISU	80.4	86.1	82.8	71.6	78.7	80.8	88.0	90.6	82.9	89.9	87.7	89.5	92.0	84.9	79.5	84.9	91.5	86.9	89.6
UNI	54.5	66.7	87.5	89.5	85.7	61.5	67.7	78.9	72.0	78.9	70.6	73.7	77.8	76.7	83.3	85.0	78.6	72.0	77.4
Hispanic-Am.																			
SUI	75.6	83.0	78.0	65.0	75.4	70.0	83.6	75.0	75.3	92.0	78.8	79.1	79.5	84.5	81.8	78.7	75.3	86.5	79.1
ISU	86.7	80.0	82.1	76.9	67.3	75.0	78.2	68.9	75.0	80.4	81.1	85.3	82.5	79.8	86.9	88.2	83.3	86.4	83.3
UNI	60.0	66.7	87.5	78.6	80.0	73.3	45.5	68.2	92.9	40.0	56.3	64.3	70.4	73.1	50.0	85.7	61.9	77.3	65.5
Subtotal																			
SUI	78.6	82.9	80.2	76.7	83.0	81.3	81.5	78.1	78.4	84.8	82.7	80.7	79.2	81.2	79.1	79.6	83.2	80.5	80.9
ISU	77.1	72.7	81.5	78.8	71.7	72.1	78.2	81.0	74.5	82.4	83.9	83.9	85.5	83.6	80.9	84.6	84.7	83.6	82.7
UNI	65.6	63.5	72.0	77.8	69.1	65.4	59.3	69.3	74.6	63.8	66.7	68.2	78.0	70.9	74.7	79.8	73.1	67.0	73.3
White																			
SUI	83.6	82.3	84.2	85.1	85.4	83.8	83.6	82.4	83.3	83.6	83.6	84.2	83.0	82.7	82.8	83.5	84.3	84.3	82.8
ISU	85.0	84.3	81.9	82.1	82.7	82.2	81.8	81.4	83.3	83.9	84.6	85.2	83.6	83.7	84.5	84.8	85.8	83.7	85.2
UNI	80.5	82.6	82.8	81.9	82.0	81.2	81.8	82.4	82.1	83.1	81.5	82.1	84.2	82.1	81.1	81.6	81.6	82.8	83.0
Regent Total																			
SUI	83.3	82.4	83.9	84.4	85.1	83.6	83.4	82.0	82.9	83.7	83.5	83.9	82.6	82.5	82.5	83.2	84.3	84.1	82.7
ISU	84.2	83.2	81.6	81.4	81.8	81.1	81.5	81.5	82.8	83.6	84.4	85.1	83.7	83.4	84.2	84.6	85.8	83.4	84.9
UNI	79.8	81.9	82.5	81.7	81.4	80.2	80.7	81.8	82.0	82.4	81.0	81.4	84.0	81.4	80.6	81.4	80.9	82.1	82.3

Table A2: Six Year Graduation Rate by Race/Ethnicity
(source: Board of Regents, State of Iowa, 2007 Graduation and Retention Rate Report)

	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Native Am.														
SUI	50.0	50.0	40.0	83.3	70.0	76.9	11.8	60.0	58.3	58.8	70.6	41.2	33.3	50.0
ISU	50.0	57.1	0.0	14.3	40.0	28.6	71.4	50.0	42.9	54.5	60.0	43.8	30.0	41.7
UNI	0.0	0.0	50.0	40.0	25.0	50.0	0.0	40.0	50.0	0.0	50.0	40.0	33.3	0.0
African-Am.														
SUI	34.5	42.2	39.8	34.7	40.7	48.6	53.5	40.0	59.7	38.0	43.4	50.5	45.5	43.8
ISU	37.8	37.0	37.6	36.1	27.3	33.5	34.0	43.5	40.0	43.6	36.5	51.0	51.0	47.3
UNI	16.7	31.1	38.8	34.9	40.0	42.4	42.5	44.8	32.1	31.6	40.5	42.0	46.3	27.1
Asian-Am.														
SUI	60.9	44.9	58.4	56.2	62.5	67.6	59.8	59.6	54.3	65.4	67.0	54.3	61.9	63.4
ISU	58.9	59.7	50.0	50.0	56.4	53.4	72.0	64.1	61.0	67.7	56.8	59.3	61.1	63.7
UNI	36.4	53.3	43.8	73.7	64.3	42.3	41.9	78.9	40.0	52.6	41.2	57.9	63.0	66.7
Hispanic-Am.														
SUI	43.9	53.2	54.0	52.5	54.4	46.7	53.4	51.4	46.8	65.3	58.8	53.5	60.2	60.0
ISU	46.7	54.5	35.7	40.4	36.5	55.4	50.9	35.6	45.0	58.8	54.7	66.7	55.3	57.6
UNI	40.0	41.7	75.0	35.7	40.0	33.3	36.4	45.5	50.0	10.0	37.5	35.7	55.6	38.5
Subtotal														
SUI	47.3	45.4	49.0	49.3	53.7	57.8	53.7	52.0	53.6	57.8	57.5	52.3	54.9	56.9
ISU	44.6	45.7	40.0	40.4	38.6	40.7	51.3	49.2	48.2	55.4	48.0	56.5	55.2	55.6
UNI	23.0	36.5	44.0	44.4	44.1	41.0	39.5	53.3	39.4	33.3	40.7	44.3	51.2	39.3
White														
SUI	62.0	62.1	63.9	64.2	64.8	63.1	65.1	66.4	65.4	65.1	67.1	67.4	66.7	66.9
ISU	65.2	63.6	62.0	61.7	62.7	62.7	63.1	64.7	66.5	66.9	68.0	68.9	67.1	67.3
UNI	62.2	63.2	60.1	61.2	63.2	64.3	63.3	64.9	67.4	66.6	65.3	66.0	67.9	66.5
Regent Total														
SUI	61.2	60.9	62.6	63.1	63.7	62.8	64.0	64.9	64.4	64.6	66.2	66.1	65.5	65.9
ISU	63.6	61.6	60.0	60.1	61.1	60.4	62.4	63.7	65.3	65.7	66.5	68.0	65.8	65.6
UNI	60.4	61.9	59.4	60.4	62.2	62.9	62.2	64.2	66.5	65.2	64.3	65.0	67.1	65.0

Table A3: Undergraduate Minority Enrollment
(source: Board of Regents, State of Iowa, Fall 2007 Enrollment Report)

	1998		1999		2000		2001		2002		2003		2004		2005		2006		2007	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
SUI	1,621	8.4	1,597	8.2	1,595	8.3	1,617	8.2	1,679	8.2	1,717	8.5	1,728	8.6	1,765	8.7	1,809	8.7	1,854	8.9
ISU	1,433	6.8	1,502	7.0	1,540	7.0	1,694	7.3	1,782	7.7	1,804	8.1	1,794	8.4	1,826	8.8	1,842	9.0	1,885	9.0
UNI	457	3.9	488	4.1	557	4.6	611	4.9	648	5.3	668	5.7	668	6.0	620	5.7	628	5.9	631	5.7

Note: Percentages refer to minority enrollment as a percentage of total undergraduate enrollment.

Table A4a: University of Iowa
Six-Year Graduation Rates from NCES – IPEDS Report

Group	Peer Group* IPEDS Data 1999 Cohort	SUI (1998) [Gap to white students in brackets]	SUI (1999) [Gap to white students in brackets]	SUI (2000) [Gap to white students in brackets]	SUI (1998 – 2000 Average) [Gap to white students in brackets]
White	75.4%	67.1%	67.3%	66.7%	67.0%
African American	61.4% [14.0%]	43.4% [23.7%]	50.5% [16.8%]	45.5% [21.2%]	46.5% [20.5%]
Hispanic American	65.3% [10.1%]	58.8% [8.3%]	53.5% [13.8%]	60.2% [6.5%]	57.5% [9.5%]
Asian American	80.1% [-4.7%]	67.0% [0.1%]	54.3% [13.0%]	61.9% [4.8%]	61.1% [5.9%]
Native American	46.4% [29.0%]	70.6% [-3.5%]	41.2% [26.1%]	33.3% [33.4%]	48.4% [18.6%]

*Peer Group for IPEDS data includes UCLA, University of Michigan, University of Texas-Austin, Indiana University-Bloomington, University of Arizona, Ohio State University-Main Campus, University of Minnesota-Twin Cities, University of North Carolina-Chapel Hill, University of Illinois, University of Wisconsin-Madison.

**Table A4a: Iowa State University
Six-Year Graduation Rates from NCES – IPEDS Report**

Group	Peer Group* IPEDS Data 1999 Cohort	ISU (1998) [Gap to white students in brackets]	ISU (1999) [Gap to white students in brackets]	ISU (2000) [Gap to white students in brackets]	ISU (1998 – 2000 Average) [Gap to white students in brackets]
White	73.1%	68.0%	68.9%	67.1%	68.0%
African American	56.6% [16.5%]	36.5% [31.5%]	51.0% [17.9%]	51.0% [16.1%]	46.2% [21.8%]
Hispanic American	62.8% [10.3%]	54.7% [13.3%]	66.7% [2.2%]	55.3% [11.8%]	58.9% [9.1%]
Asian American	73.6% [-0.5%]	56.8% [11.2%]	59.3% [9.6%]	61.1% [6.0%]	59.1% [8.9%]
Native American	40.5% [32.6%]	60.0% [8.0%]	43.8% [25.1%]	30.0% [37.1%]	44.6% [23.4%]

*Peer Group for IPEDS data includes University of California-Davis, Michigan State University, Texas A&M University, Purdue University, University of Arizona, Ohio State University-Main Campus, University of Minnesota-Twin Cities, North Carolina State University, University of Illinois, University of Wisconsin-Madison.

Table A4a: University of Northern Iowa
Six-Year Graduation Rates from NCES – IPEDS Report

Group	Peer Group* IPEDS Data 1999 Cohort	UNI (1998) [Gap to white students in brackets]	UNI (1999) [Gap to white students in brackets]	UNI (2000) [Gap to white students in brackets]	UNI (1998 – 2000 Average) [Gap to white students in brackets]
White	52.0%	65.3%	66.0%	67.9%	66.5%
African American	43.0% [9.0%]	40.5% [24.8%]	42.0% [24.0%]	46.3% [21.6]	43.4% [23.1%]
Hispanic American	38.0% [14.0%]	37.5% [27.8%]	35.7% [30.3%]	55.6% [12.3%]	45.6% [20.9%]
Asian American	43.0% [9.0%]	41.2% [24.1%]	57.9% [8.1%]	63.0% [4.9%]	55.6% [10.9%]
Native American	32.0% [20.0%]	50.0% [15.3%]	40.0% [26.0%]	33.3% [34.6%]	41.2% [25.3%]

*Peer Group for IPEDS data includes California State University-Fresno, Central Michigan University, Illinois State University, Indiana State University, Northern Arizona University, Ohio University-Main Campus, University of Minnesota-Duluth, University of North Carolina-Greensboro, University of North Texas, University of Wisconsin-Eau Claire.

SUMMARY OF PROGRAMS AND PRACTICES

A. Promising practices related to institutional climate.

1. Identify links between institutional mission and diversity goals. The Regent universities seek to increase the diversity of their student bodies and the success of underrepresented minority students not simply for the sake of diversity, but because diversity is central to the missions of the universities.

University of Iowa. The *Iowa Promise* explicitly notes that “Diversity, broadly defined, is essential to the educational experience and central to all parts of the University’s mission” and sets as a goal “promoting excellence in education by increasing the diversity of the faculty, staff, and students,” and promoting a climate where everyone, regardless of background, can succeed.

Iowa State University. The ISU strategic plan emphasizes the importance of diversity as a central mission of the university encompassing the diversity of faculty, staff and students. One of five core values of the strategic plan is “a diversity of ideas, people, and cultures.” An essential element of the implementation of the plan is fostering the recruitment, development, and success of a diverse faculty, staff and student body. Promoting a campus climate and environment that is supportive to the success of all is central to the ongoing tactical elements of the plan. The plan includes a specific goal to “expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive.”

University of Northern Iowa. The UNI culture is characterized by a long-standing commitment to student learning and to excellence in teaching that is established through the development of an open, ethical and caring community that promotes diversity, honesty, integrity, respect, fairness, trust and civility among its members. This includes a strategic goal that promotes a University culture characterized by diversity, collegiality, mutual respect, organizational effectiveness, and shared responsibility. The campus community takes great pride in promoting a healthy environment and will not tolerate bias or hate incidents.

2. Develop diversity leadership throughout the institution.

Success for underrepresented minority students cannot be the job of a few units within the universities. Instead, the responsibilities have to be distributed throughout the organization, as must the associated leadership. In addition, to be successful diversity leaders, students, faculty and staff must not only be given the responsibility of moving diversity goals forward, but also the professional development opportunities to be effective. Finally, while it is important to distribute responsibility, it is also important to provide strong central leadership, to ensure opportunities are coordinated and appropriately leveraged for maximum benefit, and to avoid confusion about goals and appropriate strategies.

University of Iowa. *The Iowa Promise* notes that all parts of the University community must be accountable for improving the climate for diversity and building a critical mass of underrepresented faculty, staff, and students by designing, implementing and assessing plans to enhance diversity efforts. Diversity, civility and inclusion performance measures have been incorporated into Professional and Scientific, Merit and executive job descriptions, evaluations and reviews. All colleges have diversity committees or diversity officers with the responsibility of developing programming specific to each college.

SUI has undertaken to raise awareness of diversity issues and provide training to key staff interacting with diverse students. In addition, various efforts have been made to bring together diversity leaders on campus to catalogue, assess, and coordinate ongoing student diversity support efforts. SUI is also assessing the preferred communication methods of students in order to determine more effective ways to communicate diversity goals to the student population.

Iowa State University. ISU's central, college, and departmental leadership are all engaged in and accountable for improving the campus climate for diversity as well as for increasing the diversity of the faculty, staff, and student body. Since 2006, each vice-president and college dean must submit reports documenting their efforts and success in enhancing the diversity and climate for diversity in their respective units.

Responsibility for the success of underrepresented minority students is shared by the Academic Affairs and Student Affairs divisions centrally, and by the academic colleges through college diversity committees and multicultural program support staff.

Coordinated efforts are underway to better identify academically at-risk students and to intervene with appropriate support programs at earlier stages of their academic programs, if appropriate. These efforts involve strong central, college, and department level collaboration in both diagnostics and intervention.

University of Northern Iowa. Responsibility for the success of underrepresented minority students is shared throughout the University by the Academic Affairs division and the Educational and Student Services division. Specific program for underrepresented minority students include advising, student support services, comprehensive learning assistance, summer orientation and bridge programs, integration of advising with first-year programs, career/life planning, freshman seminar, and resident hall programs.

3. Establish coordinated diversity leadership at the top of the organization.

While diversity responsibilities have to be distributed throughout the organization, they must also be coordinated from the center. Each of the Regent universities has chosen a coordination approach that is consistent with its organization and culture.

University of Iowa. The Special Assistant to the President for Equal Opportunity and Diversity and Associate Provost for Diversity (SAP/APD) serves as the University's chief diversity officer. She has the responsibility and authority to coordinate a wide range of efforts. The dual reporting structure allows the SAP/APD to influence climate, interact with a broad array of units, and coordinate efforts with the Associate Provost for Undergraduate Education. In addition, over the past year, through consolidation and reorganization, a new structure for central diversity efforts has been created, leading to better coordination of diversity efforts.

Other mechanisms to coordinate diversity efforts regularly include the College Diversity Group, which meets throughout the academic year, and is convened by the SAP/APD. In this forum, collegiate representatives meet to discuss issues common to diverse students and develop programming.

Iowa State University. The Executive Steering Committee for Diversity is chaired by the Director of Equal Opportunity and Diversity and has overall responsibility for diversity-related initiatives and policies. The Advisory Committee for Diversity Program Planning and Coordination has campus-wide responsibility for advising on issues, initiatives, and policies pertaining to diversity.

The Director of Multicultural Student Affairs, within the Office of the Vice-President for Student Affairs, has primary central responsibility for diversity programs and policies for students from underrepresented groups. The Associate Provost for Faculty Advancement and Diversity has broad responsibility for campus climate and faculty diversity initiatives and policies.

In addition to direct administrative responsibilities, there are a number of central and college-level task forces and councils that provide advice and recommendations on a broad range of diversity initiatives and policies. In 2006, the development of an overarching ISU Diversity Plan resulted in the implementation of a large number of initiatives to diversify faculty, staff, and students, as well as to enhance the campus climate for members of underrepresented groups.

University of Northern Iowa. The Provost and Vice President for Academic Affairs and the Vice President for Educational and Student Services established the Multicultural Coordinating Council to lead diversity efforts. This Council coordinates efforts for the recruitment and retention of underrepresented minority students by providing and promoting a supportive academic, social and cultural environment. The Center for Multicultural Education's mission is to promote cross-cultural awareness and multicultural understanding and it serves as a focal point for university-wide diversity activities. In addition, the Office of Compliance and Equity Management, Academic Learning Center and Special Community Services coordinate diversity initiatives.

4. Hire underrepresented minority faculty and staff and work to ensure their success.

Faculty and staff members from underrepresented minority groups contribute to a climate that promotes the success of students from those same groups.

University of Iowa. Since 2005, SUI has recruited record numbers (36) of minority faculty. This effort has been supported by the Provost's Faculty Diversity Opportunity Program. The Office of the Provost has launched faculty development programming, including mentoring programming, some of which specifically addresses the needs of minority faculty.

Iowa State University. ISU continues to actively recruit and support minority faculty and staff and, through the Associate Provost for Faculty Advancement and Diversity, has developed enhanced programs for mentoring and faculty development to increase the retention and success of faculty members from underrepresented groups. The Provost provides matching funding to colleges and departments to assist them in recruiting faculty and staff members from underrepresented minority groups.

University of Northern Iowa. UNI's strategic plan includes specific goals to recruit and retain a highly qualified and diverse faculty and to employ recruitment and retention strategies that will increase the number of U.S. racial and ethnic minority, international, and protected class students, faculty, staff, and University officials.

5. Publicize and promote efforts to support the success of students from underrepresented minority groups.

The success of students from underrepresented minority groups depends on the entire university community, including those students themselves, and understanding the diversity goals and efforts of the university.

University of Iowa. The 2005 Undergraduate Climate Survey focused on issues related to student quality of life and diversity in both educational and social contexts (http://www.uiowa.edu/~eod/diversity_climate_surveys/undergraduate_survey.html). While responses in the survey were generally positive in terms of diversity, students who are racial/ethnic minorities, non-U.S.-born citizens, and 26 and older reported less access, equity, and inclusion at the university, and also tended to rate the quality of their living, learning and working environments lower than did majority, U.S.-born, and younger respondents.

Action steps being pursued include better communication of the university's diversity commitment to students, better advertisement of diversity-focused events, both on- and off-campus, so more students from all backgrounds can attend, training to enhance the ability of faculty and staff to guide students to appropriate campus resources about diversity, and support of academic efforts to provide students with diversity skills and cultural competencies related to their majors.

The SUI main website will be revised to include highlighting diversity goals and programming. The creation of internal diversity and respectful community campaigns are also under consideration.

Iowa State University. The Minority Student Affairs website is an easily accessed central repository of information about programs, initiatives, and opportunities that promote success of students from underrepresented groups (www.dso.iastate.edu/msa/enrichment/). The site includes information about programs, organizations, activities, advisory committees and groups, and opportunities for students from underrepresented minority groups.

University of Northern Iowa. The “Diversity Matters” website (<http://www.uni.edu/diversity/>) publicizes UNI’s dedication to diversity and highlights who is making a difference on campus. This site provides a list of resources, organizations, faculty and staff research activities and interests; a hiring toolkit; and a calendar of events related to diversity. Links to disability etiquette and multicultural initiatives in teaching programs are designed to support the success of students. Suggestions for how to make a difference on campus and the results of a campus climate survey are included and profiles of students and faculty making a difference are highlighted. The “Ethnic Student Promoters” is a distinguished group of students from multi-cultural backgrounds who promote UNI and assist in multi-cultural visits by guiding prospective students, parents and counselors on campus tours, accompanying them to lunch in a dining center, and presenting “life as a UNI student.”

6. Build faculty and staff members’ competencies to work with a diverse student body.

University of Iowa. Diversity training is available online, and through opportunities for special training programs hosted by colleges or units. Examples of special training include Diversity Dialogues, hosted by the Women’s Resource Action Center, diversity in teaching sessions hosted by the Center for Teaching, and a global competency certificate offered by the Office for International Students and Staff. Central and collegiate orientation and training for new faculty and teaching assistants also include diversity and cultural competency.

Iowa State University. A variety of resources for training on diversity-related competencies are available through programs developed by the Center for Excellence in Learning and Teaching (especially pertaining to different learning styles), the University Academic Advising Committee (primarily related to academic success, retention, and the transition to college life), and through resources available on the Diversity @ Iowa State University website (www.hrs.iastate.edu/diversity/). In addition, the Advisory Committee for diversity Program Planning and Coordination, the Multicultural Student Affairs Office, colleges and departments also provide opportunities and resources for additional professional development for faculty and staff pertaining to diversity.

University of Northern Iowa. The Center for Multicultural Education coordinates activities designed to promote cross-cultural awareness and multi-cultural understanding. The Center provides a variety of programs designed to build faculty, staff and student competencies to interact with a diverse academic community. Resources related to diversity are available online through the Center and the Diversity Matters website. The Educational and Student Services Diversity Committee plans and implements diversity initiatives focused on the education of staff and the enhancement of office environments. The Committee has provided initiatives via a workshop series titled "Insights for Effectiveness" to achieve a more diverse working and learning environment.

- B. Specific promising practices for underrepresented minority student access and success.
1. Monitor the effectiveness of efforts to recruit and support underrepresented minority students by routinely disaggregating relevant data.

University of Iowa. Key measures of student success (e.g., first-year grade point average, one- and two-year retention and graduation rates) are routinely monitored to gauge the overall success of the programs. In addition, these parameters (or the subset available) are monitored for specific programs. For example, an examination of the success of the Opportunity at Iowa scholarship program and the EOP program recently led to the creation of a new program, Advantage Iowa. In addition, outcomes assessments are routinely done to measure the efficacy of student support programming such as New Dimensions in Learning (a TRIO program³) and Iowa Link.

Iowa State University. The Divisions of Academic Affairs and Student Affairs collaborate to monitor and evaluate disaggregated data on the effectiveness of efforts to recruit, nurture, retain, and graduate students from underrepresented minority groups. The President's Enrollment Leadership Council collaborates with the Office of Admissions and the Articulation Coordination Council to monitor and evaluate the effectiveness of recruiting efforts in high schools and community colleges. The Retention Task Force analyzes the effectiveness of efforts to enhance the success of students from underrepresented minority groups.

Disaggregated data on grade point average, retention after 1, 2, 3, 4 and 5 years, and graduation rates are all analyzed on a regular and systematic basis by the Retention Task Force. Initiatives and policy recommendations are made based upon the effectiveness data.

University of Northern Iowa. Using disaggregated data, the UNI Office of Admissions has established partnerships with school districts and community colleges, including the Gary, Indiana community schools, to recruit high-achieving African-American high school students and the Palo Alto Community College in San Antonio, Texas to recruit high-achieving Hispanic students.

³ TRIO programs are federally funded.

The Jump Start Orientation Program is also a prime example of how disaggregated data are routinely used to monitor program effectiveness and design programming to support the needs of participants, i.e., disaggregated data have been used to enroll freshmen in first semester courses, add a new transfer Jump Start Program, design and implement a freshmen and transfer student college survival course, add advising and mentoring support to increase retention of students, and develop financial aid programs which support retention efforts by working with underrepresented students who are not meeting grade point requirements.

2. Design programs that are sensitive to between- and within-group differences in needs and preferences.

University of Iowa. Cultural centers (Afro-American Cultural Center, Asian Pacific American Center, Latino Native American Center, and Lesbian, Gay, Bisexual, Transgender Resource Center) provide programming that is specifically relevant to their constituencies.

Iowa State University. The ISU Multicultural Affairs Office coordinates and promotes programs that bridge a variety of groups and their needs as well as support group specific programs and organizations.

University of Northern Iowa. The UNI Center for Multicultural Education promotes cross-cultural awareness and multicultural understanding.

3. Strengthen connections with families, high schools and communities.

University of Iowa. The Center for Diversity and Enrichment maintains ongoing relationships with a number of schools in Iowa to support students' progress toward a college education. In addition, the University, under the leadership of the Vice-Provost and the SAP/APD has begun to develop a new partnership with the Iowa City Community School District to help young people and their families prepare in ways that will provide the students with a range of post-secondary options.

Iowa State University. ISU maintains strong connections with families, high schools and communities through its state-wide extension network, and through programs, such as Upward Bound, Science Bound (focus is on Des Moines, Denison, and Marshalltown – www.iprt.iastate.edu/sb), that are specifically targeted at prospective students from underrepresented minority groups). During the past two years, ISU has developed and implemented a single website containing links and information about all ISU programs for precollege youth (K-12) at www.ispy.iastate.edu.

University of Northern Iowa. The UNI-Center for Urban Education (UNI-CUE) is located in the heart of the urban area in Waterloo, Iowa. It represents the University's commitment to the community, cultural diversity and lifelong learning. The Center provides comprehensive services to clients ranging from elementary school to adults. UNI-CUE also houses many of the federal TRIO programs (Classic Upward Bound, Upward Bound Math and Science, Educational Talent Search, and the Educational Opportunity Center).

4. Focus on income level and family experience with higher education as well as racial and ethnic status.

University of Iowa. Advantage Iowa, a scholarship and post-enrollment support program, and the TRIO programs support students from low-income families, first generation students, and ethnic and racial minorities.

Iowa State University. The ISU Multicultural Vision Program provides 100 four year full tuition scholarships; the George Washington Carver scholarship also provides 100 scholarships per year to students of color. In addition, the Hixson scholarship program, and a federally funded TRIO program support students from low income families, ethnic minorities, and first generation college students.

University of Northern Iowa. Student Support Services, a federally funded TRIO program, is designed to improve the retention and graduation rates of low income, first generation students.

5. Closely monitor indicators of progress (GPA and others) for students at risk of failure and intervene as appropriate with persistent and personalized contact.

University of Iowa. The progress of students in Advantage Iowa are closely monitored and counseled by staff at the Center for Diversity and Enrichment, the Academic Advising Center, and the Office of Student Financial Aid. All SUI students receive mandatory advising before enrolling in courses each semester, and all first-year and a large number of other students are advised in the central Academic Advising Center. In addition, the Office of the Provost has appointed a Task Force to identify potential improvements in early intervention systems.

Iowa State University. The Retention Task Force has recently collaborated with the Office of the Registrar to develop a multi-factor data analysis for the identification of newly admitted students who are potentially at high risk for academic difficulty. The model is being used in a pilot program to intervene as early as possible when there are indications of potential academic problems.

A new policy on academic warning and probation was implemented in 2006 to provide earlier intervention when academic problems emerge. Although both of these more aggressive intervention strategies are intended to foster greater academic success for all students, data on their effectiveness are being gathered and analyzed for disaggregated groups of students.

University of Northern Iowa. The University has an early alert system to inform students who are at risk of failure. In addition, there are three programs (Athletic Advising, Student Support Services, and the Jump Start Program) that closely monitor participants' progress through assessments, regular contacts, and an early intervention system designed to identify students who are at risk of not meeting individual course expectations prior to midterms.

6. Focus on gateway courses.

University of Iowa. The Center for Diversity and Enrichment provides peer-led Supplemental Instruction for gateway courses in chemistry and biology. The Writing Center and the Math Lab provide support for students in Rhetoric and a variety of math courses, respectively. The Office of the Provost has recently begun a study of ways to support students in early courses in which a high number of Ds, Fs, and Ws are assigned.

Iowa State University. Supplemental instruction and tutoring are provided in connection with the recently dedicated Student Success Center. Assistance is available for gateway courses with a focus on first- and second-year courses in disciplines including mathematics, chemistry, physics, biology, and English.

The nationally recognized learning community program at ISU clusters students in typical first year gateway courses and has a well-documented history of fostering student success and retention.

University of Northern Iowa. UNI offers centralized (Academic Learning Center⁴) and decentralized (departmental) tutoring for major and Liberal Arts Core courses. In many cases, tutorial services are based on gateway courses. In addition, there are programs in the Academic Learning Center serving underrepresented students who identify gateway courses within their student population and arrange study groups based on their students' needs. These gateway courses are often in the Liberal Arts Core and some majors.

7. Institute high achievement approaches across the curriculum and attract underrepresented minority students to participate.

University of Iowa. The SUI Honors Program provides an umbrella for programs that challenge all students and works to attract underrepresented minority students to its programs. Similarly, the Iowa Center for Research by Undergraduates sponsors opportunities for meaningful student involvement in faculty research.

Iowa State University. The ISU Honors Program, Presidential Leadership Class, College leadership classes, and George Washington Carver Scholar program all work to attract and challenge high ability students from underrepresented minority groups. ISU research experience programs for undergraduates, both during the academic year and in the summer, provide enriching experiences for undergraduates and have been successful in attracting students from underrepresented minority groups.

⁴ Academic Services, the Center for Academic Achievement, Student Support Services, and Athletic Advising have recently merged into the Academic Learning Center.

- University of Northern Iowa. The Colleges of Education, Business, and Humanities and Fine Arts have designed programs specifically for underrepresented students that communicate high expectations and offer supporting services to empower students to achieve academic success. There are also collaborative programs offered by both Academic Affairs and Educational and Student Services divisions which incorporate high achievement approaches such as the Jump Start Program and the Gaining Panther Success (G.P.S.) Mentoring Program.
8. Encourage underrepresented minority students to pursue graduate and professional studies.

University of Iowa. The Graduate College, through its Office of Graduate Ethnic Inclusion, operates four programs designed to attract underrepresented minority students to graduate studies: the Committee on Institutional Cooperation's Summer Research Opportunity Program, Alliance for Graduate Education and the Professoriate (AGEP), the Iowa Bioscience Advantage, and the newly awarded McNair Program. The AGEP program works jointly with the University of Northern Iowa and Iowa State University to develop creative programming to increase the number of underrepresented students earning doctorate degrees in science, technology, engineering and mathematics.

Iowa State University. The ISU Graduate College coordinates programs to encourage greater participation by underrepresented minority students in graduate education under the supervision of a long-tenured assistant dean for recruitment and diversity. The McNair Scholars Program and AGEP programs both promote doctoral education and encourage high ability undergraduates from underrepresented groups to pursue the doctorate.

The Graduate College provides funding and support programs for graduate students from underrepresented groups through the George Washington Carver Doctoral Fellowship Program and the Graduate Minority Assistantship Program.

- University of Northern Iowa. The UNI Graduate College offers two programs that encourage underrepresented students to pursue graduate and professional studies: the McNair Scholars Program and the Alliance for Graduate Education and the Professoriate (AGEP) program. The McNair Scholars Program works with undergraduate students from disadvantaged backgrounds who have demonstrated strong academic potential to prepare for Ph.D. programs with the ultimate goal of increasing the number of underrepresented faculty. The AGEP program works jointly with the University of Iowa and Iowa State University to develop creative programming to increase the number of underrepresented students earning doctorate degrees in science, technology, engineering and mathematics.
9. Adopt financial aid strategies that effectively target underrepresented minority students who are likely to benefit from and contribute to the educational environment at the Regent universities.

University of Iowa. The largest financial aid program for underrepresented minority students is the new Advantage Iowa program. This program is awarded to students based on their level of preparation for college work and their financial need. Awards range from \$2,000 to full tuition and can be combined with other awards from the University. Recipients are required to participate in several post-enrollment support programs. In the first year that Advantage Iowa was available for recruiting students (entering class of 2007), there was a significant increase in the number of well-prepared underrepresented minorities who accepted their admissions offers. In addition, SUI continues the IMAGES program.

Iowa State University. During the past five years, ISU has restructured financial aid packages for undergraduate students in general as well as elements of financial aid that are particularly targeted at students from underrepresented minority groups. Several elements of this restructured approach are particularly focused on students from underrepresented groups. The ISU Multicultural Vision Program provides 100 four-year full tuition scholarships and the George Washington Carver scholarship also provides 100 scholarships per year to students of color. These programs have been more successful in recruiting students of color to ISU. In addition, the Hixson scholarship program, and a federally funded TRIO program support students from low income families, ethnic minorities, and first generation college students.

University of Northern Iowa. The UNI Office of Financial Aid has adopted financial aid strategies that effectively target underrepresented students. All federal, state, and institutional funds are used in combination to provide the best available financial aid package to undergraduate students from traditionally underrepresented groups as well as low income, first generation students. The scholarships are either merit-based or a combination of merit- and need-based, such as the Bridge Scholars Program (merit and need) and the need-based Tuition Opportunity Program for Iowans (TOPS). Special efforts are made to insure continuation of the same funding through graduation. The Office monitors financial aid awards for underrepresented students. Students receiving merit-based scholarships who do not meet grade requirements meet with the Director of Financial Aid, the Assistant Director in charge of scholarships, and the student's advisor to assess the obstacles the student encountered during the semester and plan strategies the student is expected to consider for success.

C. Possible collaborations among the Regent universities.

◇ Pool development

To successfully support underrepresented minority students to graduation, the Regent universities need to recruit underrepresented minority students in numbers sufficient to approach a critical mass, and to recruit underrepresented minority students who are prepared to succeed at the universities. A pool of eligible students is a prerequisite for successful recruiting. Therefore, the Task Force recommends the following pool development collaborations.

1. Publish and distribute a document emphasizing the value that the Regent universities place on a diverse student body, the resources available to support underrepresented minority students, and the pathways to admission to and success at the universities. This publication can be produced and distributed in ways similar to the current Regent publication, *Building Your Future*.
2. Explore the potential of community college collaborations. In some states, underrepresented minority students overwhelmingly choose to begin their studies at community colleges. If this applies to Iowa also, shaping efforts to more specifically recruit underrepresented minority students at community colleges can support the diversity goals at the universities. This is likely to be particularly true for students who complete the Associate of Arts degree before attending the universities.
3. Investigate a pilot project, potentially funded by state, federal, or private grants, to encourage underrepresented minority students to take the ACT. Evidence suggests that underrepresented minority students, even those whose ITED scores suggest that they would do well on the ACT, are less likely to take the ACT, and perhaps less likely to take a rigorous curriculum, than other students. Because ACT (or SAT) is required for admission to the universities, and because each of the universities relies heavily on lists of ACT takers for recruitment, increasing ACT taking is likely to increase the number of students prepared to enter the universities.

◇ Formalize inter-institutional cooperation

The Task Force concluded that there is no simple or universal strategy that will improve the retention and graduation of underrepresented minority students. Instead, the universities must continue to scrutinize practices, increase efforts, and innovate where possible. To support these ongoing efforts, the Task Force *recommends the formation of a standing work group on retention and graduation of underrepresented minority students*. This work group should consist of staff members from the universities who are directly involved in the efforts to recruit, retain, and graduate underrepresented minority students, as well as underrepresented minority students from the three universities (perhaps drawn from the program described below in 2a). The work group should meet periodically to:

1. Compare practices and methods for evaluating the success of those efforts.

This recommendation is based on the fact that the work of the Task Force led to immediate actions on each of the campuses. Task Force members learned from each other and from the research conducted and put what had been learned into action, and so recommend that these conversations continue.

- a) At **UNI**, the need to examine the experience of underrepresented students when they first arrive to campus and the programs designed to support them on their path to graduation was brought to the forefront. To address these issues, UNI applied for and is now approved to participate in the Foundations of Excellence program offered as a joint project between the

Higher Learning Commission and the Policy Center on the First Year of College. UNI is further highlighting the importance of this effort by applying to conduct a special emphasis self-study focusing on this project for their continuing reaccreditation evaluation. The Foundations of Excellence program is a “comprehensive, externally guided self-study and improvement process that examines the first year that enhances an institution’s ability to realize its goals for student learning, success, and persistence.” This process begins with a comprehensive campus audit of the first year and culminates in the development of a strategic action plan for campus improvement. The process of this evaluation centers on the Foundational Dimensions and related performance indicators. One of the primary dimensions addresses diversity and another highlights the importance of a campus environment that is inclusive for all students. This evaluation process will begin during Fall 2008.

At **ISU**, the Retention Intervention Initiative was implemented as a pilot project in Fall 2007 in response to issues raised by the Task Force regarding student academic success gaps for students from groups that are underrepresented in higher education. The pilot project used a multi-factor statistical model to identify the most academically vulnerable incoming new undergraduate students for Fall 2007. A subset of this group that included significant representation of students from underrepresented groups was selected for the pilot program. The program involved student affairs professional staff serving as trained mentors to the academically vulnerable students, coupled with targeted interventions and materials provided to the students to enhance academic success. The interventions focused on increasing student awareness and utilization of support services that were available to help foster academic success in the early stages of their transition to university level academic expectations. The results of the pilot program are currently being analyzed and the pilot approaches are being refined for broader implementation in Fall 2008.

At **SUI**, the work of the Task Force led the university to engage a team of consultants with expertise in issues of diversity as they relate to undergraduate students. The team, made up of senior student service professionals, visited the campus for two days in February. During this visit, the team conducted an audit of programs, policies, and practices by reviewing recent reports and interviewing over a hundred students, faculty, and staff members. The consultants reported that they found strong evidence of the university’s commitment to diversity, and a number of strong efforts. They also identified significant themes around which improvements might be centered. The consultants will return to campus early in the summer to lead a planning retreat at which the university will create concrete plans to improve the recruitment, retention, and graduation of students of color.

2. Plan joint programs. These programs might include, for example:
 - Statewide conferences on topics such as best practices, pool development, professional development, programming needs for specific groups of underrepresented minority students.
 - Regent leadership program that would bring together underrepresented minority students from all three institutions to work with campus and Credential leadership on issues relevant to underrepresented minority students while developing their own leadership skills.
3. Pursue federal, state and private funds to support diversity efforts. The Regent universities currently cooperate to offer a federally funded program known as the Alliance for Graduate Education and the Professoriate (AGEP) to attract underrepresented minority students to graduate education (III.B.8). This program is a model for inter-institutional cooperation to support student diversity.