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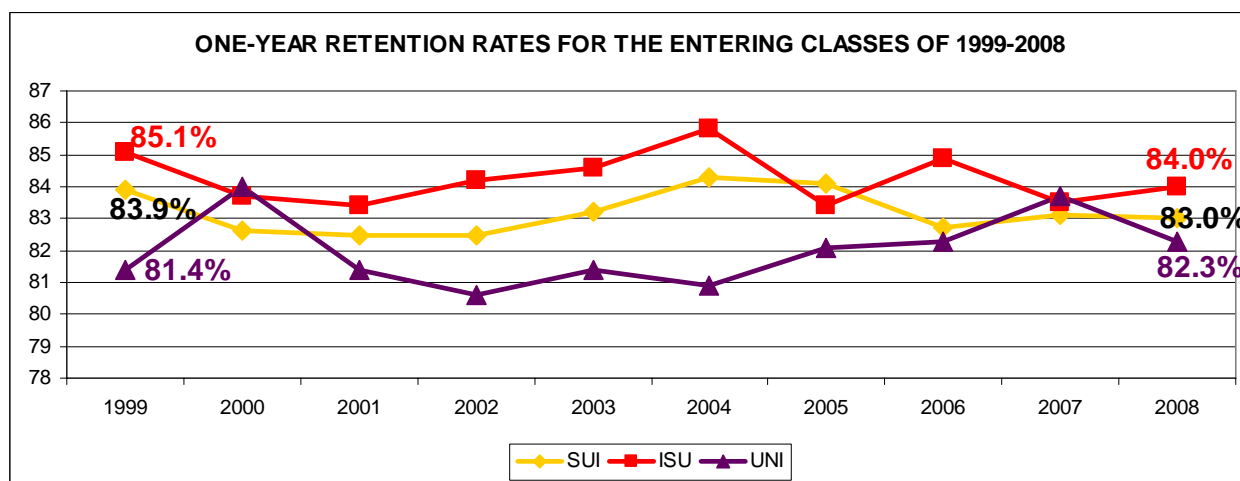
ANNUAL REPORT ON STUDENT RETENTION AND GRADUATION RATES

Action Requested: Receive the Annual Report on Student Retention and Graduation Rates for Fall 2009.

Executive Summary: The graduation and retention rates report describes two groups of students: (1) first-time, full-time freshmen and (2) transfer students. Data for the first-time, full-time freshmen group include first- and second-year retention rates as well as four- and six-year graduation rates. Data for the transfer student group include first-year retention rates and four-year graduation rates. The report also includes the annual update of enrollment and graduation of women and minorities from STEM programs at the Regent universities.

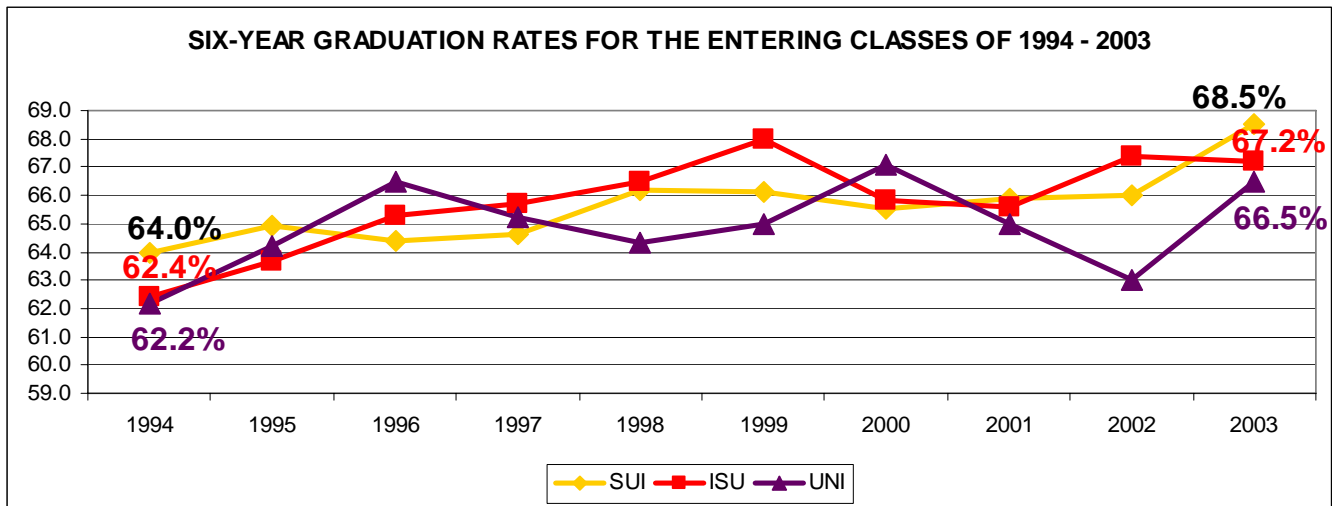
The Fall 2009 Report includes the following trends/changes:

- 📖 An average of more than 83% of the past 10 entering classes at the Regent universities returned for the second year of studies.
- 📖 An average of more than 65% of the past 10 entering classes at the Regent universities graduated within six years.
- 📖 During the 10-year period 1999-2008, the one-year retention rates at the Regent universities fluctuated from a low of 80.6% to a high of 85.8%.
 - At SUI, a low of 82.5% occurred for the entering classes of 2001 and 2002 and a high of 84.3% occurred for the entering class of 2004. For the entering class of 2008, the one-year retention rate was 83.0%.
 - At ISU, a low of 83.4% occurred for the entering classes of 2001 and 2005 and a high of 85.8% occurred for the entering class of 2004. For the entering class of 2008, the one-year retention rate was 84.0%.
 - At UNI, a low of 80.6% occurred for the entering class of 2002 and a high of 84.0% occurred for the entering class of 2000. For the entering class of 2008, the one-year retention rate was 82.3%.



During the 10-year period 1994-2003, the six-year graduation rates at the Regent universities fluctuated from a low of 62.2% to a high of 68.5%.

- At SUI, a low of 64.0% occurred for the entering class of 1994 and a high of 68.5% occurred for the entering class of 2003. For the entering class of 2003, the six-year graduation rate was 68.5%, which is an all-time high.
- At ISU, a low of 62.4% occurred for the entering class of 1994 and a high of 68.0% occurred for the entering class of 1999. For the entering class of 2003, the six-year graduation rate was 67.2%.
- At UNI, a low of 62.2% occurred for the entering class of 1994 and a high of 67.1% occurred for the entering class of 2000. For the entering class of 2003, the six-year graduation rate was 66.5%.



One-year retention rates have consistently exceeded the national averages. The one-year retention rate for the entering classes of 2008 at the Regent universities was 83.4% compared to the national average of 74.4% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 73.2%.¹

Six-year graduation rates have also consistently exceeded the national averages. The six-year graduation rate for the entering classes of 2003 at the Regent universities was 65.6% compared to the national average of 48.7% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 44.9%.¹

The average number of years to complete a degree by Regent university students who graduated within six years decreased from 4.62 years for the entering classes of 1994 to 4.36 years for the entering classes of 2003. This is the fifth consecutive decrease in the time to degree at the Regent universities. The time to degree is influenced by a number of factors, including major sought, parents' education, and grade point average. Approximately 39% of the entering classes of 2005 at the Regent universities graduated within four years compared to the national average of 29.9% for all public four-year colleges.¹ The national average for public four-year college with traditional selectivity was 21.3%.¹

¹ Source: ACT 2008 Retention/Completion Summary Tables, public institutions offering bachelor's, master's, and doctoral programs.

- 📖 Retention and graduation rates for racial/ethnic minority students have continued to be lower than for non-minority students.
 - For the entering classes of 2008, the average one-year retention rate for racial/ethnic minority students was 80.3% at the Regent universities compared to the average one-year retention rate for non-minority students of 83.4%.
 - For the entering class of 2003, the average six-year graduation rate for racial/ethnic minority students was 60.8% at the Regent universities compared to the average six-year graduation rate for non-minority students of 68.4%.

The Graduation and Retention Rates Report addresses the Board of Regents 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:

- 📖 Definition of Retention Rates. Retention is the rate at which members of an entering class return to that same institution in successive years until the completion of a degree. Research shows that the majority of students who withdraw, transfer, or otherwise leave an institution do so during the first two years of college.²
- 📖 Retention Factors. Previous national and state studies, as well as the Regent universities’ experience, have demonstrated that the following factors contribute significantly to the retention rate – (1) student input; (2) institutional environment; and (3) academic standards.³
- 📖 Best Practices in Retention. Retention practices responsible for the greatest contribution to retention include first-year programs, academic advising, and learning support.² The Regent universities have established a variety of initiatives, programs, and services (such as tutoring labs, academic advising, career development services, and learning communities) to help students make a successful transition to the rigors of postsecondary learning and to the challenges of independence and adulthood.⁴

Highlights:

- 📖 One-Year Retention Rates. During the past ten years, the average one-year retention rate at SUI has been 83.1%; at ISU, it has been 84.2%; and at UNI, it has been 82.1%. The Fall 2009 one-year retention rate at SUI was 83.0%; at ISU, it was 84.0%; and at UNI, it was 82.3%. In Fall 2008, the one-year retention rate at SUI was 83.1%; at ISU, it was 83.5%; and at UNI, it was 83.7%.
- 📖 One-Year Retention Rates by High School Rank. There is a difference in retention rates when high school rank is considered. In Fall 2009, the average one-year retention rate for Regent university students who graduated from high school in the 90th-99th percentile was 92.5% while the average one-year retention rate for students who graduated in the 70th-79th percentile was 84.2% and for those in the 50th-59th percentile it was 74.3%.

² Source: National Center for Education Statistics.

³ Source: ACT “What Works in Student Retention?”

⁴ Attachments on pgs 12-14 describe some of the retention initiatives implemented by the Regent universities.

- 📖 One-Year Retention Rates by ACT Score. There is also a difference in retention rates when ACT score is considered. In Fall 2009, the average one-year retention rate for the entering class of 2008 with an ACT score of 32-36 was 91.1% while the average one-year retention rate for students with an ACT score of 27-31 was 87.9% and for those with an ACT score of 19-21, it was 80.8%.
- 📖 One-Year Retention Rates by First-Term GPA. There is clearly a difference in retention rates when first-term GPA is considered. In Fall 2009, the average one-year retention rate for the entering class of 2008 with a first-term GPA of 3.50-4.00 was 93.5% while the average one-year retention rate for students with a first-term GPA of 3.00-3.24 was 89.4%; for those with a first-term GPA of 2.50-2.74, it was 86.6%; and for those with a first-term GPA of 2.00-2.24, it was 82.6%.
- 📖 Six-Year Graduation Rates. During the past 10 years, the average six-year graduation rate at SUI has been 65.7%; at ISU, it has been 65.9%; and at UNI, it has been 64.9%. The Fall 2009 six-year graduation rate at SUI was 68.5%; at ISU, it was 67.2%; and at UNI, it was 66.5%. In Fall 2008, the six-year graduation rate at SUI was 66.0%; at ISU, it was 67.4%; and at UNI, it was 63.0%. Six-year graduation rates for the Regent universities and peer institutions are included in Attachment D (page 15).
- 📖 Six-Year Graduation Rates by First-Term GPA. There is clearly a difference in graduation rates when first-term GPA is considered. In Fall 2009, the average six-year graduation rate for the entering class of 2003 with a first-term GPA of 3.50-4.00 was 84.5% while the average six-year graduation rate for students with a first-term GPA of 3.00-3.24 was 79.1%; for those with a first-term GPA of 2.50-2.74, it was 65.9%; and for those with a first-term GPA of 2.00-2.24, it was 52.8%.
- 📖 Average Time to Degree. The average number of years to complete an undergraduate degree by students in the entering classes of 2003 at the Regent universities who graduated within six years was 4.36 years. The time beyond four years typically reflects students' participation in additional activities, such as study abroad programs, internships, and double majors. It also reflects students' degree major changes.⁵ The national average time to completion for first-time recipients of bachelor's degrees in 2005-06 was 4.70 years for students who graduated within six years.⁶
- 📖 Diversity. Ethnic and racial minority students generally have lower retention and graduation rates than non-minority students. Significant variation can occur in the retention and graduation rates of individual racial and ethnic minority cohorts as a result of small cohort sizes. Resident racial and ethnic minority students have higher one-year retention rates at ISU than non-resident minority students; at SUI, resident racial and ethnic minority students have lower one-year retention rates than non-resident minority students; at UNI, the one-year retention rates are essentially the same for resident and non-resident racial and ethnic minority students.

⁵ According to the National Center for Education Statistics, more than 20% of college students change their degree major.

⁶ Source: National Student Clearinghouse Research.

**ONE-YEAR RETENTION RATES BY RACE/ETHNICITY AND RESIDENCE
ENTERING CLASS OF 2008**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	82.7%	83.3%	83.0%	79.6%	81.5%	80.6%
ISU	85.4%	81.7%	84.3%	82.4%	77.2%	79.6%
UNI	82.5%	80.2%	82.4%	81.4%	81.5%	81.4%
Total	83.8%	82.6%	83.4%	81.1%	79.4%	80.3%

- University of Iowa.
 - ☑ The one-year retention rate for racial/ethnic minorities was 2.4 percentage points (PP) lower than for non-minorities. The one-year graduation rates for Native Americans, Asian Americans, and Hispanic Americans were the same as or higher than for non-minorities (+2.7 PP, +0.2 PP, and +0.5 PP, respectively). However, the one-year retention rate for African Americans was 11.4 PP lower than for non-minorities.
- Iowa State University.
 - ☑ The one-year retention rate for racial/ethnic minorities was 4.7 PP lower than for non-minorities. The one-year graduation rate for Asian Americans was 2.8 PP higher than for non-minorities. However, the one-year retention rates for Native Americans, African Americans and Hispanic Americans were lower than for non-minorities (-19.1 PP, -9.1 PP, and -5.4 PP, respectively).
- University of Northern Iowa.
 - ☑ The one-year retention rate for racial/ethnic minorities was 1.0 PP lower than for non-minorities. The one-year graduation rates for African Americans and Asian Americans were higher than for non-minorities (+0.2 PP and +10.2 PP, respectively). However, the one-year retention rates for Native Americans and Hispanic Americans were lower than for non-minorities (-15.7 PP and -12.4 PP, respectively).

At SUI and UNI, resident minority students have higher six-year graduation rates than non-resident minority students; at ISU, resident minority students have lower six-year graduation rates than non-resident minority students.

**SIX-YEAR GRADUATION RATES BY RACE/ETHNICITY AND RESIDENCE
ENTERING CLASS OF 2003**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	68.3%	70.6%	69.2%	63.6%	59.5%	61.8%
ISU	69.0%	64.0%	67.9%	60.0%	66.4%	62.8%
UNI	68.2%	54.5%	67.7%	53.7%	40.7%	50.0%
Total	68.6%	67.9%	68.4%	60.6%	61.1%	60.8%

- University of Iowa.
 - ☑ The six-year graduation rate for racial/ethnic minorities was 7.4 PP lower than for non-minorities. The six-year graduation rate for Asian Americans was 2.0 PP higher than for non-minorities. However, the six-year graduation rates for Native Americans, African Americans, and Hispanic Americans were lower than for non-minorities (-12.1 PP, -19.2 PP, and -10.7 PP, respectively).
- Iowa State University.
 - ☑ The six-year graduation rate for racial/ethnic minorities was 5.1 PP lower than for non-minorities. The six-year graduation rates for Asian Americans and Hispanic Americans were higher than for non-minorities (+1.9 PP and + 2.0 PP, respectively). However, the six-year graduation rates for Native Americans and African Americans were lower than for non-minorities (-40.6 PP and -17.4 PP, respectively).
- University of Northern Iowa.
 - ☑ The six-year graduation rate for racial/ethnic minorities was 17.7 PP lower than for non-minorities. The six-year graduation rates for Native Americans, African Americans, Asian Americans, and Hispanic Americans were all lower than for non-minorities (-17.7 PP, -28.9 PP, -2.7 PP, and - 5.8 PP, respectively).

📖 Gender. In Fall 2009, men at the Regent universities had higher one-year retention rates than women (except at UNI); however, women had higher six-year graduation rates than men. According to the U.S. Department of Education, “women have earned a greater percentage of bachelor’s degree than men since the early 1980s overall.”⁷


ONE-YEAR RETENTION AND SIX-YEAR GRADUATION RATES BY GENDER

	One-year Retention Rates Entering Class of 2008			Six-Year Graduation Rates Entering Class of 2003		
	Men	Women	Total	Men	Women	Total
SUI	84.4%	81.7%	83.0%	68.4%	68.6%	68.5%
ISU	84.5%	83.4%	84.0%	63.6%	71.9%	67.2%
UNI	80.6%	83.4%	82.3%	62.9%	68.7%	66.5%
Total	83.9%	82.7%	83.3%	65.3%	69.7%	67.6%

- 📖 Transfer Students. Completion of an associate degree and attainment of a high transfer GPA appear to be related to higher retention and graduation rates at the Regent universities for transfer students.
- Students who transferred from Iowa community colleges in Fall 2008 after they completed an associate of arts (AA) or other associate degree had a higher one-year retention rate (83.3%) than transfer students who had not completed any associate degree (76.6%).
 - Students who transferred from Iowa community colleges in Fall 2005 after they completed an associate of arts (AA) or other associate degree had a higher four-year graduation rate (64.2%) than students who had not completed any associate degree (56.1%).

⁷ NCES Condition of Education Report, 2008.

- There is a significant difference in one-year retention rates when transfer GPA is considered. Students in the entering class of Fall 2008 with a transfer GPA of 3.50-4.00 had a one-year retention rate of 88.6%. The one-year retention rate for students with a transfer GPA of 3.00-3.24 was 78.4%; for a GPA of 2.50-2.74, it was 77.1%; and for a GPA of 2.00-2.24, it was 60.3%.
- Students in the entering class of Fall 2005 with a transfer GPA of 3.50-4.00 had a higher four-year graduation rate (74.3%) than students with a transfer GPA of 3.00-3.24 (62.9%), 2.50-2.74 (49.0%), or 2.00-2.24 (33.5%).
- Minority students in the entering class of 2008 had a lower one-year retention rate (78.1%) than non-minority students (80.0%).
- Minority students in the entering class of 2005 had a lower six-year graduation rate (45.3%) than non-minority students (60.0%).

 Non-Persisters.⁸ Using data from the National Student Clearinghouse, the Regent universities were able to “track” students from the entering class of 2003 who transferred to another post-secondary institution prior to completing their undergraduate studies.

- Approximately, 23% of the entering class of 2003 who did not persist at a Regent university transferred elsewhere; of those who transferred, more than 37% graduated from a four-year institution.
- Almost 9% of the entering class of 2003 graduated from another four-year institution.
- When those numbers are factored into the total graduation rates, the six-year graduation rates increase from 68.5% to 77.0% at the University of Iowa; from 67.2% to 74.5% at Iowa State University; and from 66.5% to 78.2% at the University of Northern Iowa.

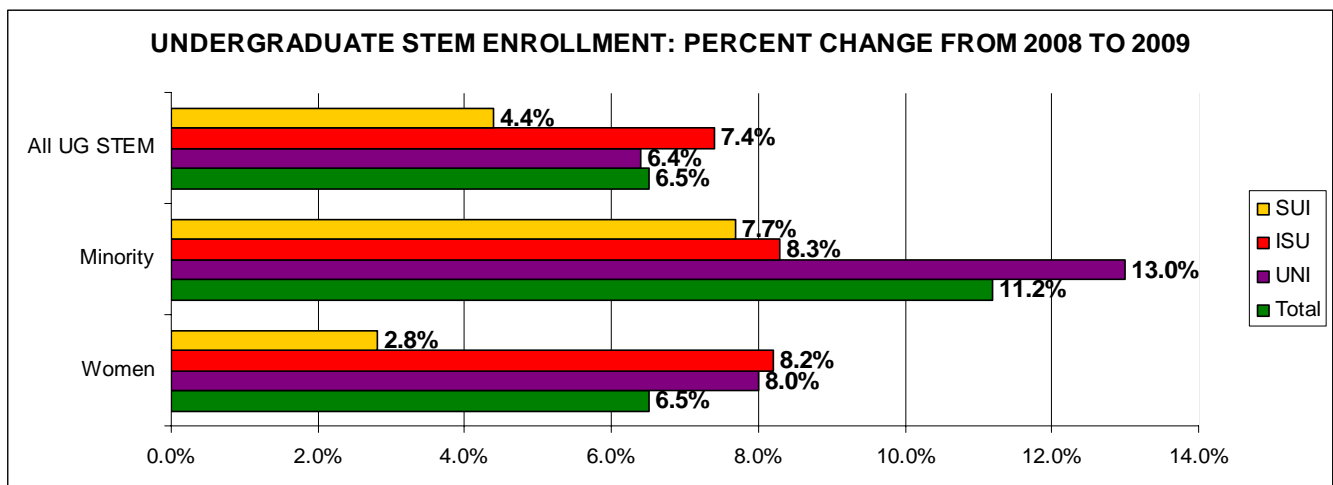
⁸ Lack of completion of a degree from the matriculating institution does not necessarily reflect failure on the part of the institution or the student. Many unexpected or uncontrollable factors can lead to this result.

ENROLLMENT AND DEGREE COMPLETION OF WOMEN AND MINORITIES IN STEM PROGRAMS

In 2008, HF 2679 directed the Board of Regents to conduct a mathematics and science collaborative study to (1) collect data and report on the number and proportion of women and minorities enrolled in STEM programs at the Regent universities as well as high school programs, such as Project Lead the Way and (2) make recommendations for STEM-related programming measures for improving the number and proportion of women and minorities in STEM programs. One of the study recommendations was to provide annual updates on enrollment and graduation of women and minorities in STEM programs to the Board of Regents. Below is the 2009 update.

How did enrollments in STEM programs change during the past year?

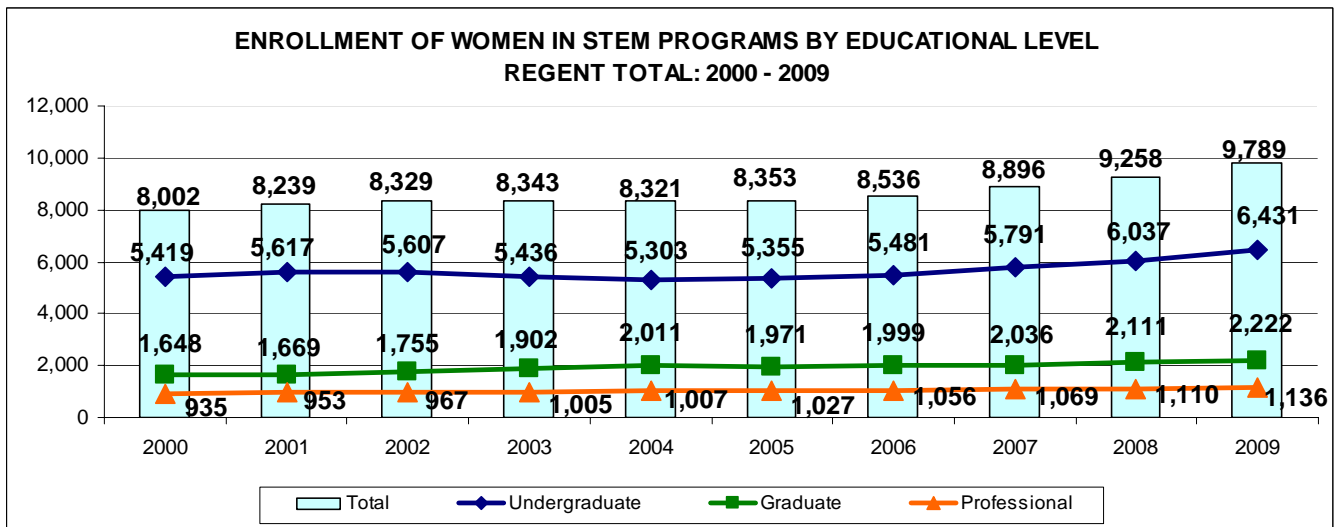
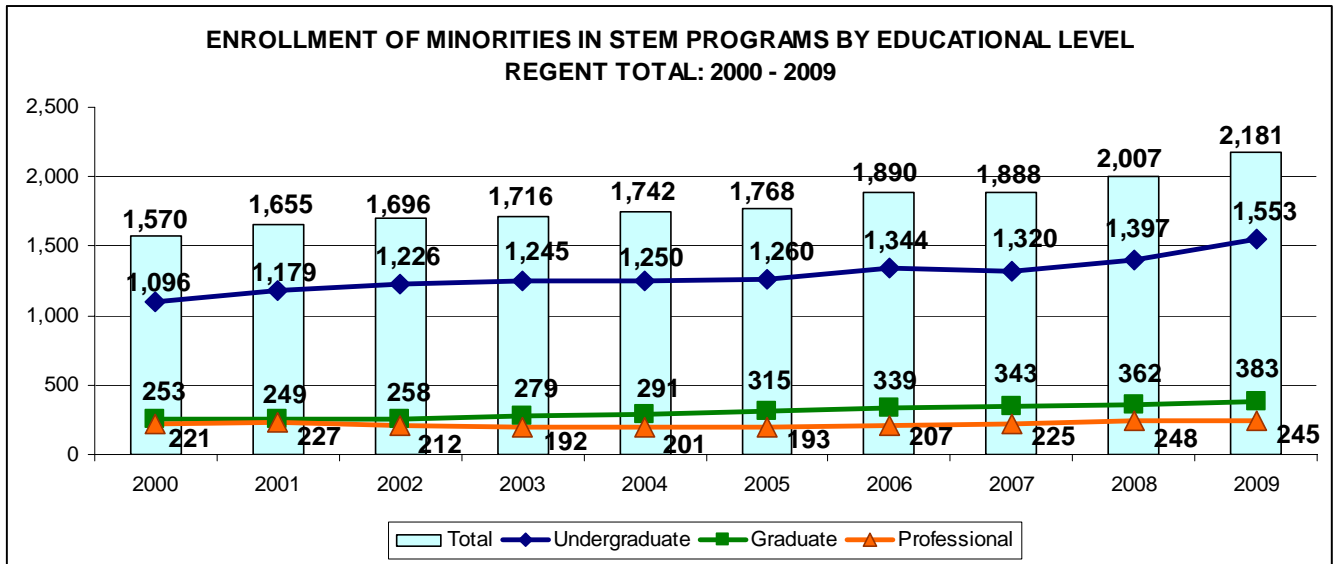
- Undergraduate enrollment in STEM programs. The total enrollment of students in STEM programs increased from 16,138 in 2008 to 17,183 (+6.5%) in 2009.
 - ☑ Total undergraduate enrollment of Native American, African American, and Hispanic American students majoring in STEM programs increased from 1,397 in 2008 to 1,553 in 2009 (+11.2%). The percentage of minority students in STEM majors increased from 8.5% in 2008 to 8.7% in 2009.
 - ☑ Total undergraduate enrollment of women majoring in STEM programs increased from 6,037 in 2008 to 6,431 in 2009 (+6.5%). The percentage of women in STEM programs remained at 37% of STEM majors.



Minority refers to ethnic and racial minorities that are under-represented in STEM programs – Native Americans, African Americans, and Hispanic Americans.

- Graduate enrollment in STEM programs. The total graduate enrollment of students in STEM programs increased from 5,167 in 2008 to 5,278 in 2009 (+2.1%).
 - ☑ Total graduate enrollment of Native American, African American, and Hispanic American students majoring in STEM programs increased from 362 in 2008 to 383 in 2009 (+5.8%).
 - ☑ Total graduate enrollment of women majoring in STEM programs increased from 2,111 in 2008 to 2,222 in 2009 (+5.3%).

- Professional enrollment in STEM programs. The total professional enrollment of students in STEM programs increased from 1,934 in 2008 to 1,957 in 2009 (+1.2%).
- ☑ Total professional enrollment of Native American, African American, and Hispanic American students majoring in STEM programs decreased from 248 in 2008 to 245 in 2009 (-1.2%).
- ☑ Total professional enrollment of women majoring in STEM programs increased from 1,110 in 2008 to 1,136 in 2009 (+2.3%).

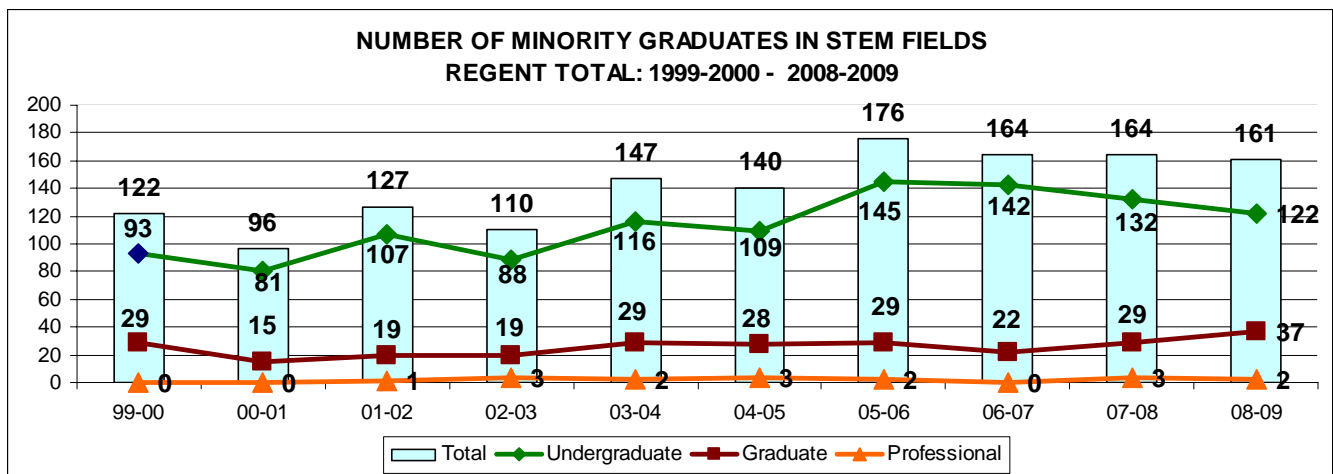


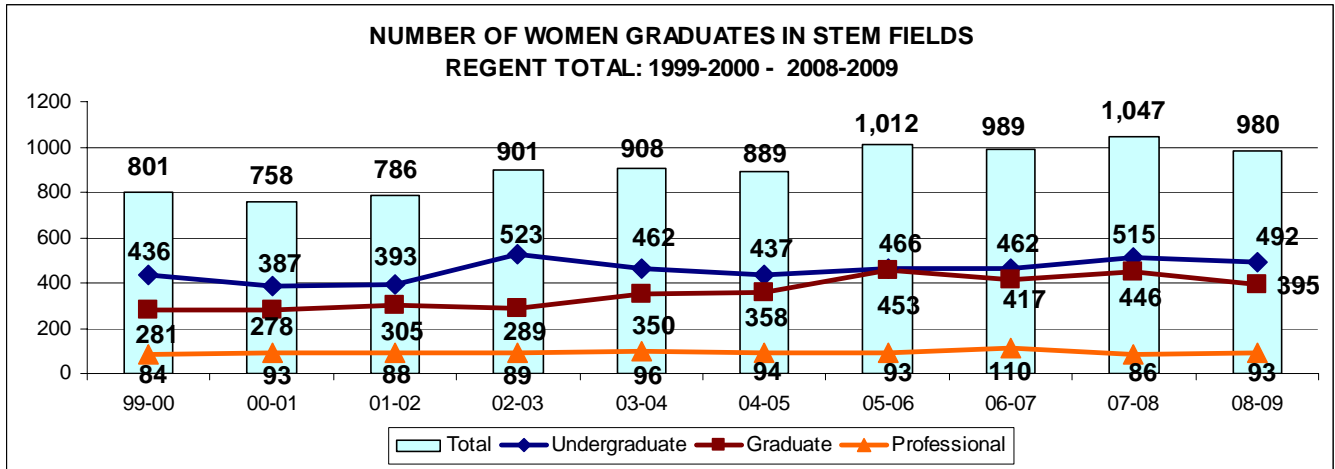
What changes in programming for women and minorities in STEM programs occurred at the three Regent universities during the past year?

- The following are sample projects that may influence the participation of under-represented groups in STEM in the future.
 - ☑ A partnership of the STEM Equity Pipeline project of the National Alliance for Partnerships in Equity (NAPE) together with the Iowa Mathematics and Science Education Partnership (IMSEP) provided a focus on equity challenges in the teaching of math and science at the first-ever gathering of teacher-preparers from Iowa's public universities and 20 other Iowa colleges and universities at the *Summer 2009 Iowa Science and Mathematics Teacher Educators Summit* at Grandview University.
 - ☑ At Iowa State University, the Program for Women in Science and Engineering recently created *Taking the Road Less Traveled to Northwest Iowa* to build on a 20-year record of *Taking the Road Less Traveled Career Conferences* for 6-12th grade young women. This one-day career exploration event for 6th-10th grade girls in Northwest Iowa was held in Sioux City in collaboration with Western Iowa Tech Community College, ISU Extension, local school districts, educators, and business and industry. This project is supported by the Iowa Mathematics and Science Education Partnership.

How many graduates from STEM programs occurred during the past year?

- There were 161 minority graduates from STEM programs at the Regent universities in 2009. This represents a decrease of three graduates (-1.8%) from the prior year. There was a decrease of 10 graduates (-7.6%) in 2009 from the prior year from undergraduate STEM programs; an increase of eight graduates (+27.6%) from graduate programs; and a decrease of one (-33.3%) from professional programs.
- There were 980 women graduates from STEM programs at the Regent universities in 2009. This represents a decrease of 67 (-6.4%) from the prior year. There was a decrease of 23 graduates (-4.5%) in 2009 from the prior year from undergraduate STEM programs; a decrease of 51 graduates (11.4%) from graduate programs; and an increase of seven graduates (+8.1%) from professional programs











The highlights provided by the universities of their retention and graduation efforts are available on pages 12-14.

The data tables for the Annual Report on Graduation and Retention Rates are available on the Board of Regents website.

**UNIVERSITY OF IOWA
GRADUATION AND RETENTION HIGHLIGHTS
Fall 2009**









At the University of Iowa, both the six-year graduation rate (68.5%) and the four-year graduation rate (46.4%) continue to exceed the university's average for the past five years, and are up from those reported in 2008–2009. The one-year retention rate (83%) is still down slightly from the five-year average (83.5%).

SUI has a number of retention and graduation efforts in place, including those shown below.

-  The four-year graduation plan, which was instituted in 1995, assures that course availability issues will not impede students who meet the guidelines of the plan.
-  The College Transition is a two semester hour course designed to help new students make the adjustment to the demands of college life by providing instruction in areas including time management, personal responsibility, career planning, library usage and others. Students who participate in this course are 17% more likely to return for a second year, and about 22% more likely to graduate in four years than students who don't participate.
-  During 2009–2010, SUI offered over 120 first-year seminars to entering students; about 35% of entering students participated in the program. Historically, students who take a first-year seminar are 36% more likely to return for a second year compared to those who do not participate.
-  Living-learning communities provide an opportunity for students to connect their academic lives inside the classroom to academic pursuits outside of the classroom, and are positively associated with student success, retention, and graduation. This year, about 1,100 first-year students were involved in a living-learning community.
-  The Student Success Team continues to meet to suggest enhancements of programs that contribute to student retention, academic success, and timely graduation.
-  Advantage Iowa, a program for first-year students who are U.S. citizens or permanent residents whose enrollment will contribute to a diverse learning environment, is showing promise as a retention tool for eligible students.

IOWA STATE UNIVERSITY
GRADUATION AND RETENTION HIGHLIGHTS
Fall 2009

The University has implemented a number of retention and graduation efforts.

-  The Retention Task Force, now in its fifth year, continues to focus on programs designed to promote student academic success and retention. The task force continues to discuss and support retention projects related to advising, first year student programs, classroom instruction, learning communities, and academic support.
-  ISU's one-year retention rate for full-time freshmen entering Fall 2008 was 84.0%. Since 1997, the one-year retention rate for ISU full-time freshmen has been consistently above 83%, with a high of 85.8% in 2004. The ten-year average is 84.3%.
-  The six-year graduation rate for ISU new freshmen who entered in Fall 2003 was 67.2%, exceeding an average of 66.7% for the five prior entering classes.
-  The average time to degree for ISU students who enter as freshmen continues to steadily decline. For freshmen who entered in Fall 2003, their average time to degree was 4.53 years compared to an average of 4.64 years for the most recent 10 years.
-  Over two-thirds of ISU new direct freshmen participated in learning communities for Fall 2009. The one-year retention rate for learning community students averages 87%, and the retention rate after two years is 81%, both higher than the overall rate for the entering class. The six-year graduation rate for Fall 2003 freshman learning community participants was 74.4%, significantly higher than the graduation rate for students not in learning communities. ISU learning communities continue to be a very important and successful retention initiative.
-  New freshmen for Fall 2008 and Fall 2009 were provided the opportunity to participate in MAP-Works, an online assessment tool designed to help students make a successful transition to Iowa State University. Approximately 75% of new freshmen for Fall 2009 took advantage of this opportunity and completed their personal assessment, with the highest participation rates among students living in ISU Residence Halls. This 20-minute assessment helps students reflect upon areas where they are transitioning well and provides resources to help them in areas where they may not be transitioning as well. Data from last year shows students who participated in MAP-Works achieved a significantly higher GPA than those who did not.
-  The two-year graduation rate for new transfer students rose significantly from 12.5% for the entering class of Fall 2006 to 17.1% for the entering class of Fall 2007. Over the last ten years, the two-year graduation rate for new transfer students has averaged 13.6%.
-  Retention and graduation rates for students who enter ISU with an associate degree from an Iowa Community College showed significant gains this year. The two-year graduation rate for Iowa Community College students with associate degrees rose from 20.7% for the entering class of Fall 2006 to 27.2% for the entering class of Fall 2007. The one-year retention rate for associate degree recipients from IACCs also rose from 81.2% to 84.7%.

UNIVERSITY OF NORTHERN IOWA
GRADUATION AND RETENTION HIGHLIGHTS
Fall 2008

The University has implemented a number of retention and graduation efforts.

The four-year graduation rate for those students entering with the class of 2005 is 35.7%. This is the highest rate since the inception of the graduation and persistence report in 1988. The national four-year graduation rate for public comprehensive universities is 17%. The University will continue its efforts to promote four year graduation within the context of academic rigor and student choices in educational opportunities.

The six-year graduation rate for the UNI entering class of 2003 is 66.5%. The six-year graduation rate of our peer institutions is 50.0%. The national six-year graduation rate for public comprehensive universities is 41%. The following is information on six-year graduation rates by racial/ethnic categories with UNI information presented first, State of Iowa presented second, and national information presented third.

- 📖 African-American: UNI = 38.8%, Iowa = 35.0%, national = 40.5%
- 📖 Hispanic-American: UNI = 61.9%, Iowa = 49.85, national = 46.8%
- 📖 Asian-American: UNI = 65.0%, Iowa = 61.6%, national = 65.5%
- 📖 Native American: UNI = 50.0%, Iowa = 36.45, national = 38.6%
- 📖 White: UNI = 67.7%, Iowa = 65.3%, national = 59.4%

The University continues to rank highly in the graduation rates of four-year public universities nationwide.

The rate of persistence to the second year of college for the entering class of 2008 is 82.3%. This rate equals the average rate for this category for the past five years. The information for students attending UNI and national averages by racial/ethnic categories is as follows.

- 📖 African-American: UNI = 82.6%, national = 72.6%
- 📖 Hispanic-American: UNI = 70.0%, national = 71.9%
- 📖 Asian-American: UNI = 92.6%, national = 79.3%
- 📖 Native American: UNI = 66.7%, national = 62.4%
- 📖 White: UNI = 82.4%, national = 72.6%

The average time to degree for those students who graduated is 4.53 years. This average time is the best rate since the inception of the graduation and persistence report in 1988.

The retention rate to the second year of enrollment at UNI of all transfer students is 81.2%. This compares to the native UNI student retention rate of 82.3%. The graduation rate of transfer students holding an Associate of Arts degree after an additional two years at UNI is 30.6%. This compares to a four-year graduation rate 35.7% for students who enter UNI directly from high school.

A council for the advancement of the first year experience has been created and will launch programs for first year students entering in the fall 2010. These efforts are a product of a two year partnership by the University with the Foundations of Excellence through the Policy Center on the First College Year.

NCAA SIX-YEAR GRADUATION RATES AT REGENT UNIVERSITIES AND PEER INSTITUTIONS

	Reported Six-Year Graduation Rates for Entering Classes of:				
	1998	1999	2000	2001	2002
UNIVERSITY OF IOWA	66%	66%	65%	66%	66%
University of Arizona	57%	59%	57%	56%	57%
University of California - Los Angeles	87%	87%	89%	90%	89%
University of Illinois, Champaign-Urbana	80%	83%	82%	82%	82%
Indiana University - Bloomington	71%	72%	72%	72%	73%
University of Michigan	87%	87%	87%	88%	88%
University of Minnesota - Twin Cities	56%	61%	61%	63%	66%
University of North Carolina - Chapel Hill	81%	84%	84%	83%	86%
Ohio State University	62%	68%	71%	71%	73%
University of Texas - Austin	74%	75%	77%	78%	78%
University of Wisconsin - Madison	76%	77%	78%	79%	81%
Median (excluding SU)	75%	76%	78%	78%	79%
Mean (excluding SU)	73%	75%	76%	76%	77%
IOWA STATE UNIVERSITY	66%	68%	66%	66%	67%
University of Arizona	57%	59%	57%	56%	57%
University of California - Davis	81%	80%	81%	79%	81%
University of Illinois, Champaign-Urbana	80%	83%	82%	82%	82%
Michigan State University	71%	74%	74%	74%	75%
University of Minnesota - Twin Cities	56%	61%	61%	63%	66%
North Carolina State University	67%	71%	70%	69%	71%
Ohio State University	62%	68%	71%	71%	73%
Purdue University	64%	66%	70%	69%	72%
Texas A & M University	76%	77%	77%	78%	78%
University of Wisconsin - Madison	76%	77%	78%	79%	81%
Median (excluding ISU)	69%	73%	73%	70%	72%
Mean (excluding ISU)	69%	72%	72%	72%	74%
UNIVERSITY OF NORTHERN IOWA	64%	65%	67%	65%	63%
California State University - Fresno	46%	46%	46%	48%	48%
Central Michigan University	55%	55%	57%	57%	57%
Illinois State University	62%	63%	64%	65%	70%
Indiana State University	40%	39%	41%	41%	43%
Northern Arizona University	50%	48%	47%	48%	53%
Ohio University - Athens	70%	71%	71%	71%	67%
University of Minnesota - Duluth	46%	48%	51%	50%	50%
Univ. of North Carolina - Greensboro	50%	51%	52%	50%	53%
University of North Texas	40%	43%	45%	44%	45%
University of Wisconsin - Eau Claire	57%	59%	59%	60%	61%
Median (excluding UNI)	50%	50%	52%	50%	53%
Mean (excluding UNI)	52%	52%	53%	53%	55%

Source: 2009 NCAA Division I Graduation Rates Annual Report for all full-time degree seeking students.