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ANNUAL REPORT OF STUDENT RETENTION AND GRADUATION RATES

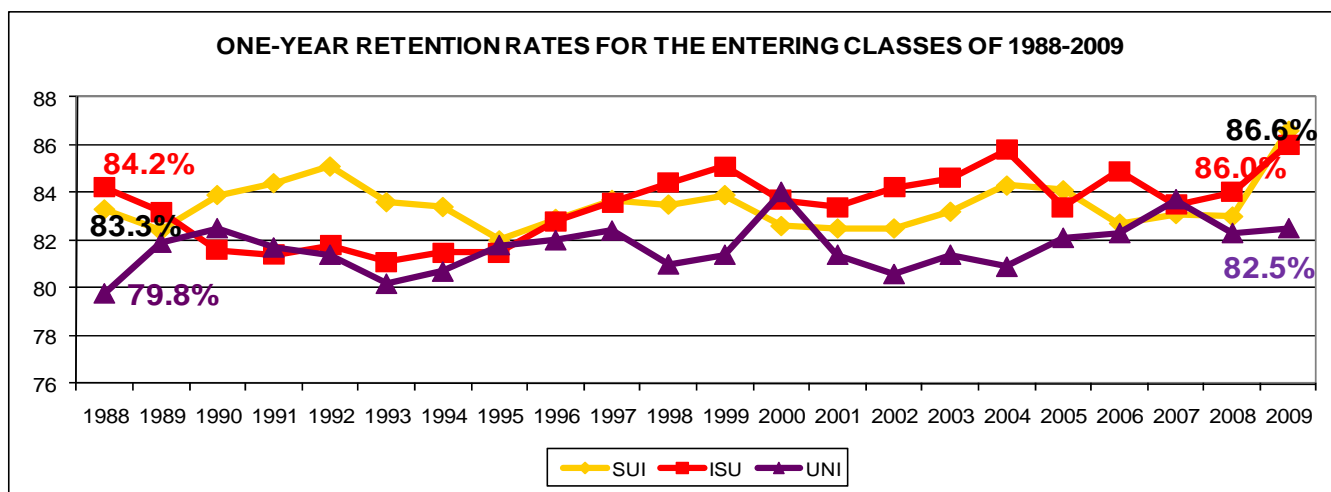
Action Requested: Receive the Annual Report of Student Retention and Graduation Rates for Fall 2010.

Executive Summary: The graduation and retention rates report includes two parts. Part A 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 three-year graduation rates. Part B includes the annual update of enrollment and graduation of women and minorities from STEM programs at the Regent universities.

PART A

The Fall 2010 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.



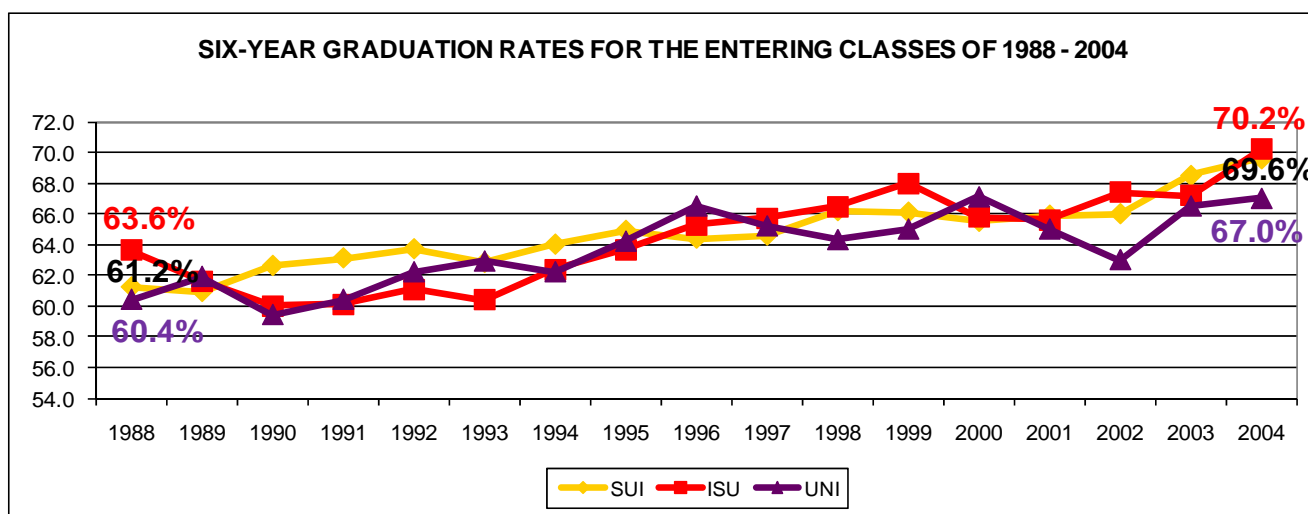
- ☐ During the 10-year period 2000-2009, the one-year retention rates at the Regent universities fluctuated from a low of 80.6% to a high of 86.6%.

- At SUI, a low of 82.3% occurred for the entering classes of 2001 and 2002 and a high of 86.6% occurred for the entering class of 2009. For the entering class of 2009, the one-year retention rate was 86.6% which was an all-time high and an increase of 3.6 percentage points from the prior year.
- At ISU, a low of 83.4% occurred for the entering classes of 2001 and 2005 and a high of 86.0% occurred for the entering class of 2009. For the entering class of 2009, the one-year retention rate was 86.0% which was an all-time high and an increase of 2.0 percentage points from the prior year.

- 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 2009, the one-year retention rate was 82.5% which was an increase of 0.2 percentage points from the prior year.

📖 One-year retention rates have consistently exceeded the national averages. The one-year retention rate for the entering classes of 2009 at the Regent universities was 85.6% compared to the national average of 78.6% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 74.0%.¹

📖 An average of more than 66% of the past 10 entering classes at the Regent universities graduated within six years.



📖 During the 10-year period 1995-2004, the six-year graduation rates at the Regent universities fluctuated from a low of 63.7% to a high of 70.2%.

- At SUI, a low of 64.4% occurred for the entering class of 1995 and a high of 69.6% occurred for the entering class of 2004. For the entering class of 2004, the six-year graduation rate was 69.6%, which is an all-time high and an increase of 0.5 percentage points from the prior year.
- At ISU, a low of 63.7% occurred for the entering class of 1995 and a high of 70.2% occurred for the entering class of 2004. For the entering class of 2004, the six-year graduation rate was 70.2% which is an all-time high and an increase of 0.9 percentage points from the prior year.
- At UNI, a low of 63.0% occurred for the entering class of 1995 and a high of 67.1% occurred for the entering class of 2000. For the entering class of 2004, the six-year graduation rate was 67.0% which is an increase of 0.5 percentage points from the prior year.

¹ Source: ACT 2010 Retention/Completion Summary Tables, public institutions offering bachelor's, master's, and doctoral programs.

☞ Six-year graduation rates have also consistently exceeded the national averages. The six-year graduation rate for the entering classes of 2004 at the Regent universities was 69.4% compared to the national average of 47.8% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 46.5%.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 4.49 years for the entering classes of 2004. However, there was a slight increase in the time to degree for the entering class of 2004 from the prior year; this is the first increase in the time to degree at the Regent universities during the last five years.

The time to degree is influenced by a number of factors, including major sought, parents' education, and grade point average. Approximately 42% of the entering classes of 2006 at the Regent universities graduated within four years compared to the national average of 25.9% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 21.2%.¹

☞ Retention and graduation rates for racial/ethnic minority students continue to be lower than for non-minority students.

- For the entering classes of 2009, the average one-year retention rate for racial/ethnic minority students was 81.5% at the Regent universities compared to the average one-year retention rate for non-minority students of 86.1%.
- For the entering class of 2004, the average six-year graduation rate for racial/ethnic minority students was 59.5% at the Regent universities compared to the average six-year graduation rate for non-minority students of 70.4%.

The Graduation and Retention Rates Report addresses the Board of Regents Strategic Plan priorities of “access, affordability, and student success” and “educational excellence and impact.”


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


² Source: National Center for Education Statistics.


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


 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 10 years, the average one-year retention rate at SUI has been 83.4%; at ISU, it has been 84.3%; and at UNI, it has been 82.2%. The Fall 2010 one-year retention rate at SUI was 86.6%; at ISU, it was 86.0%; and at UNI, it was 82.5%. In Fall 2009, the one-year retention rate at SUI was 83.0%; at ISU, it was 84.0%; and at UNI, it was 82.3%.

 One-Year Retention Rates by High School Rank. There is a difference in retention rates when high school rank is considered. In Fall 2010, the average one-year retention rate for Regent university students who graduated from high school in the 90th-99th percentile was 93.3% while the average one-year retention rate for students who graduated in the 70th-79th percentile was 84.9% and for those in the 30th-39th percentile it was 71.0%.


 One-Year Retention Rates by ACT Score. There is also a difference in retention rates when ACT score is considered. In Fall 2010, the average one-year retention rate for the entering class of 2009 with an ACT score of 32-36 was 92.8% while the average one-year retention rate for students with an ACT score of 27-31 was 89.4% and for those with an ACT score of 19-21, it was 82.1%.


 One-Year Retention Rates by First-Term GPA. There is clearly a difference in retention rates when first-term GPA is considered. In Fall 2010, the average one-year retention rate for the entering class of 2009 with a first-term GPA of 3.50-4.00 was 93.8% while the average one-year retention rate for students with a first-term GPA of 3.00-3.24 was 92.0%; for those with a first-term GPA of 2.50-2.74, it was 86.8%; and for those with a first-term GPA of 2.00-2.24, it was 85.5%.

 Six-Year Graduation Rates. During the past 10 years, the average six-year graduation rate at SUI has been 66.2%; at ISU, it has been 66.6%; and at UNI, it has been 65.4%. The Fall 2010 six-year graduation rate at SUI was 69.6%; at ISU, it was 70.2%; and at UNI, it was 67.0%. In Fall 2009, the six-year graduation rate at SUI was 69.1%; at ISU, it was 69.3%; and at UNI, it was 66.5%. Six-year graduation rates for the Regent universities and peer institutions are included in Attachment E (page 18).

 Six-Year Graduation Rates by First-Term GPA. There is clearly a difference in graduation rates when first-term GPA is considered. In Fall 2010, the average six-year graduation rate for the entering class of 2004 with a first-term GPA of 3.50-4.00 was 88.1% while the average six-year graduation rate for students with a first-term GPA of 3.00-3.24 was 79.0%; for those with a first-term GPA of 2.50-2.74, it was 72.7%; and for those with a first-term GPA of 2.00-2.24, it was 56.8%.

⁴ The Attachments on pages 14-16 describe some of the retention initiatives implemented by the Regent universities.

 Average Time to Degree. The average number of years to complete an undergraduate degree by students in the entering classes of 2004 at the Regent universities who graduated within six years was 4.49 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 although significant variation can occur within individual racial and ethnic minority cohorts as a result of small cohort sizes. For the entering class of 2009, the average one-year retention rate for resident racial and ethnic minority students at the Regent universities was higher than for non-resident minority students. At ISU, resident minority students had higher one-year retention rates than non-resident minority students while at SUI and UNI resident minority students had lower one-year retention rates than non-resident minority students.

**ONE-YEAR RETENTION RATES BY RACE/ETHNICITY AND RESIDENCE
ENTERING CLASS OF 2009**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	85.4%	87.9%	86.5%	86.0%	86.6%	86.4%
ISU	87.7%	85.2%	86.9%	82.7%	76.4%	79.8%
UNI	83.9%	73.6%	83.5%	69.6%	76.9%	70.9%
Total	85.9%	86.4%	86.1%	81.5%	81.5%	81.5%

➤ University of Iowa.

The one-year retention rate for racial/ethnic minorities was essentially the same as the rate for non-minorities in the entering class of 2009. The one-year retention rates for Hispanic Americans, American Indians/Alaska Natives, and students who reported two or more races were higher than for non-minorities (+0.7 PP, +13.5 PP, and +3.1 PP, respectively). However, the one-year retention rates for Asian Americans, Blacks/African Americans and Native Hawaiians/Other Pacific Islanders were lower than for non-minorities (-1.8 PP, -1.3 PP, and -15.1 PP, respectively).

➤ Iowa State University.

The one-year retention rate for racial/ethnic minorities was 7.1 PP lower than for non-minorities. The one-year retention rate for American Indians/Alaska Natives was 0.6 PP higher than for non-minorities. However, the one-year retention rates for Hispanic Americans, Asian Americans, Blacks/African Americans, Native Hawaiians/Other Pacific Islanders, and students who reported two or more races were lower than for non-minorities (-5.1 PP, -4.9 PP, -11.9 PP, -20.2 PP, and -8.1 PP, respectively).

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.

➤ University of Northern Iowa.

- ☑ The one-year retention rate for racial/ethnic minorities was 12.6 PP lower than for non-minorities. The one-year retention rate for American Indians/Alaska Natives was higher than for non-minorities (+16.5 PP). However, the one-year retention rates for Hispanic Americans, Asian Americans, Blacks/African Americans, and students who reported two or more races were lower than for non-minorities (-6.0 PP, -5.7 PP, -17.4 PP, and -18.5 PP, respectively).

For the entering class of 2004, the six-year graduation rate for resident racial and ethnic minority students was higher than for non-resident racial and ethnic minority students. At ISU and UNI, resident minority students had higher six-year graduation rates than non-resident minority students while at SUI, resident minority students had lower six-year graduation rates than non-resident minority students.

**SIX-YEAR GRADUATION RATES BY RACE/ETHNICITY AND RESIDENCE
ENTERING CLASS OF 2004**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	69.0%	72.9%	70.3%	60.9%	64.2%	62.3%
ISU	72.9%	67.1%	71.5%	64.9%	54.5%	60.5%
UNI	69.0%	58.2%	68.5%	46.7%	42.4%	45.2%
Total	70.5%	70.2%	70.4%	60.7%	57.7%	59.5%

➤ University of Iowa.

- ☑ The six-year graduation rate for racial/ethnic minorities was 8.0 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 (-9.4 PP, -13.3 PP, -4.7 PP, and -7.9 PP, respectively).

➤ Iowa State University.

- ☑ The six-year graduation rate for racial/ethnic minorities was 11.0 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 (-15.2 PP, -19.1 PP, -1.7 PP, and -14.4 PP, respectively).

➤ University of Northern Iowa.

- ☑ The six-year graduation rate for racial/ethnic minorities was 23.3 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 (-39.9 PP, -25.4 PP, -11.4 PP, and - 20.9 PP, respectively).

Gender. For the entering class of 2009, women at the Regent universities had higher one-year retention rates and six-year graduation rates than men except at SUI where women had essentially the same six-year graduation rates as 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 “In 2009, 35% of women ages 25-29 held at least a bachelor’s degree, compared with 27% of men. A decade earlier, the number were much closer – 30% versus 27%.”⁸

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

	One-year Retention Rates Entering Class of 2009			Six-Year Graduation Rates Entering Class of 2004		
	Men	Women	Total	Men	Women	Total
SUI	85.3%	87.7%	86.6%	69.6%	69.5%	69.6%
ISU	85.0%	87.1%	86.0%	66.7%	74.7%	70.2%
UNI	81.2%	83.3%	82.5%	61.9%	70.4%	67.0%
Total	84.5%	86.5%	85.6%	67.1%	71.4%	69.4%

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 2009 after they completed an associate of arts (AA) or other associate degree had a higher one-year retention rate (81.6%) than transfer students who had not completed any associate degree (75.9%).
- 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 two-year graduation rate (27.2%) than students who had not completed any associate degree (13.4%).
- Students who transferred from Iowa community colleges in Fall 2007 after they completed an associate of arts (AA) or other associate degree had a higher three-year graduation rate (56.5%) than students who had not completed any associate degree (47.6%).
- There is a significant difference in one-year retention rates when transfer GPA is considered. Students in the entering class of Fall 2009 with a transfer GPA of 3.50-4.00 had a one-year retention rate of 83.6%. The one-year retention rate for students with a transfer GPA of 3.00-3.24 was 83.3%; for a GPA of 2.50-2.74, it was 72.3%; and for a GPA of 2.00-2.24, it was 62.7%.
- Students in the entering class of Fall 2007 with a transfer GPA of 3.50-4.00 had a higher three-year graduation rate (64.6%) than students with a transfer GPA of 3.00-3.24 (51.6%), 2.50-2.74 (34.5%), or 2.00-2.24 (23.3%).

⁷ NCES Condition of Education Report, 2009.

⁸ The Chronicle of Higher Education, April 20, 2010.

- Minority students in the entering class of 2009 had a lower one-year retention rate (72.5%) than non-minority students (78.6%).
- Minority students in the entering class of 2007 had a lower three-year graduation rate (41.4%) than non-minority students (50.8%).

📖 Non-Persisters.⁹ Using data from the National Student Clearinghouse, the Regent universities were able to “track” students from the entering class of 2004 who transferred to another post-secondary institution prior to completing their undergraduate studies at their original Regent institution.

- Approximately, 18% of the entering class of 2004 who did not persist at their original Regent university transferred elsewhere; of those who transferred, more than 52% graduated from a four-year institution.
- More than 9% of the entering class of 2004 graduated from another four-year institution.
- When those numbers are factored into the total graduation rates, the six-year graduation rates increase from 69.6% to 77.9% at the University of Iowa; from 70.2% to 79.1% at Iowa State University; and from 67.0% to 81.0% at the University of Northern Iowa.

📖 First-Year Non-Persistence Study. Every other year, the Regent universities conduct a study of their first-time, full-time students who were eligible to return but did not return for their second year. The five most frequently occurring major reasons cited by the respondents to the study in Fall 2010 included the following:

1. Wanted to be closer to family and friends.
2. Classes too large.
3. Felt out of place at the university.
4. Transferred to a lower cost institution.
5. Desired major was not available.

The universities have implemented a variety of intervention strategies to identify students who may be having difficulty as early as possible and address many of the major reasons for non-persistence of students. It is also important to note that students who do not achieve social and academic integration at the institution are more likely to seek a better “fit” elsewhere. Furthermore, Tinto also recognized that “different groups of students (such as at-risk, adult, and transfer) have distinctly different circumstances requiring group-specific retention policies and programs.”

⁹ 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.

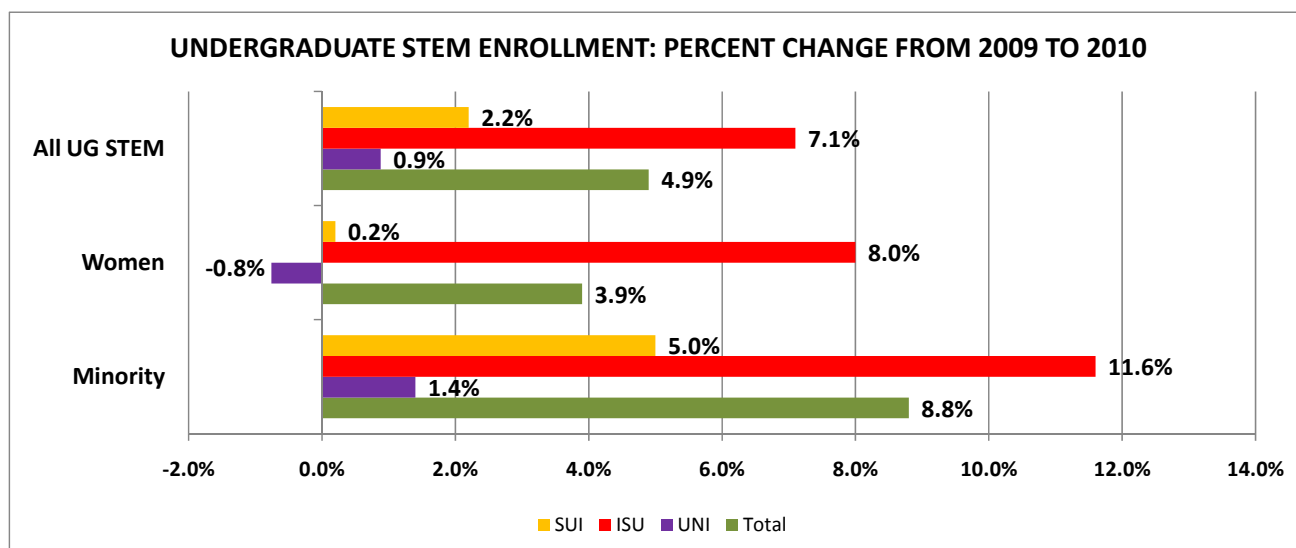
PART B

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 STEM¹⁰ 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 2010 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 17,183 in 2009 to 18,246 (+6.2%) in 2010.
 - ☑ Total undergraduate enrollment of Native American, African American, Asian American, and Hispanic American students majoring in STEM programs increased from 1,553 in 2009 to 1,691 in 2010 (+8.9%). The percentage of minority students enrolled in STEM majors increased from 9.0% in 2009 to 9.3% in 2010 of STEM majors.
 - ☑ Total undergraduate enrollment of women majoring in STEM programs increased from 6,431 in 2009 to 6,787 in 2010 (+5.5%). The percentage of women in STEM programs remained at 37% of STEM majors.

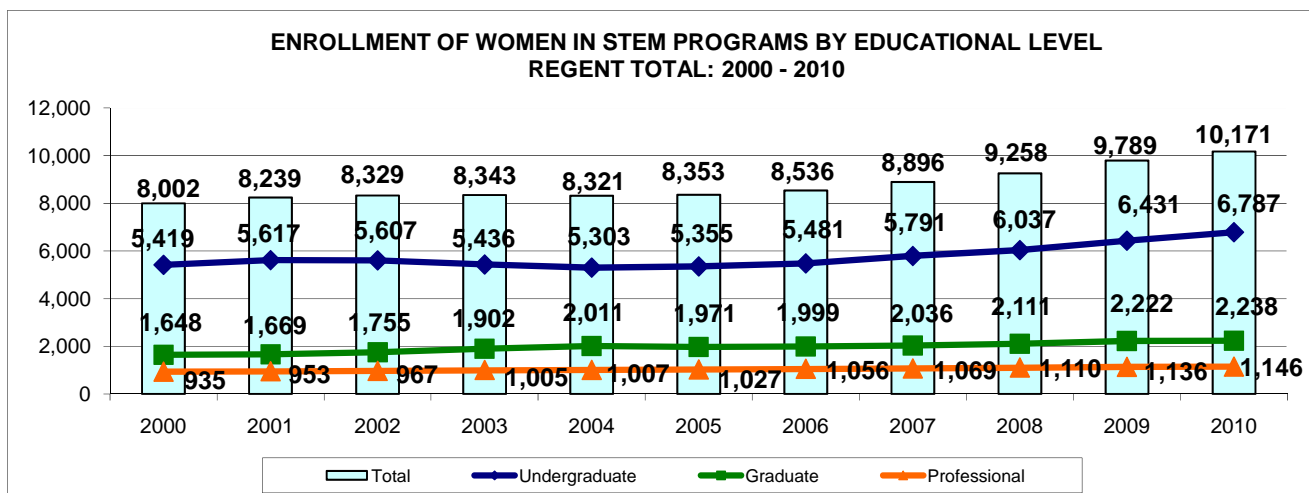
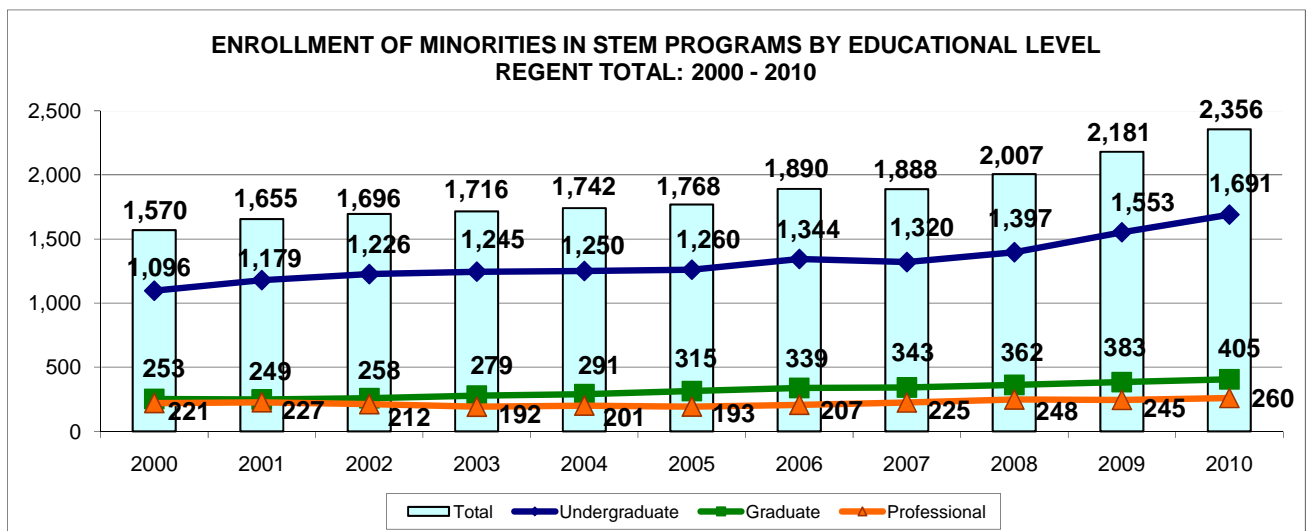



Minority refers to ethnic and racial minorities that are under-represented in STEM programs – Native Americans, African Americans, Asian Americans, and Hispanic Americans.

¹⁰ STEM = Science, Technology, Engineering, Mathematics.
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- Graduate enrollment in STEM programs. The total graduate enrollment of students in STEM programs increased from 5,278 in 2009 to 5,371 in 2010 (+1.8%).
 - ☑ Total graduate enrollment of Native American, African American, Asian American, and Hispanic American students majoring in STEM programs increased from 383 in 2009 to 405 in 2010 (+5.7%).
 - ☑ Total graduate enrollment of women majoring in STEM programs increased from 2,222 in 2009 to 2,238 in 2010 (+0.7%).

- Professional enrollment in STEM programs. The total professional enrollment of students in STEM programs increased from 1,957 in 2009 to 1,994 in 2010 (+1.9%).
 - ☑ Total professional enrollment of Native American, African American, Asian American, and Hispanic American students majoring in STEM programs increased from 245 in 2009 to 260 in 2010 (+6.1%).
 - ☑ Total professional enrollment of women majoring in STEM programs increased from 1,136 in 2009 to 1,146 in 2010 (+0.9%).



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

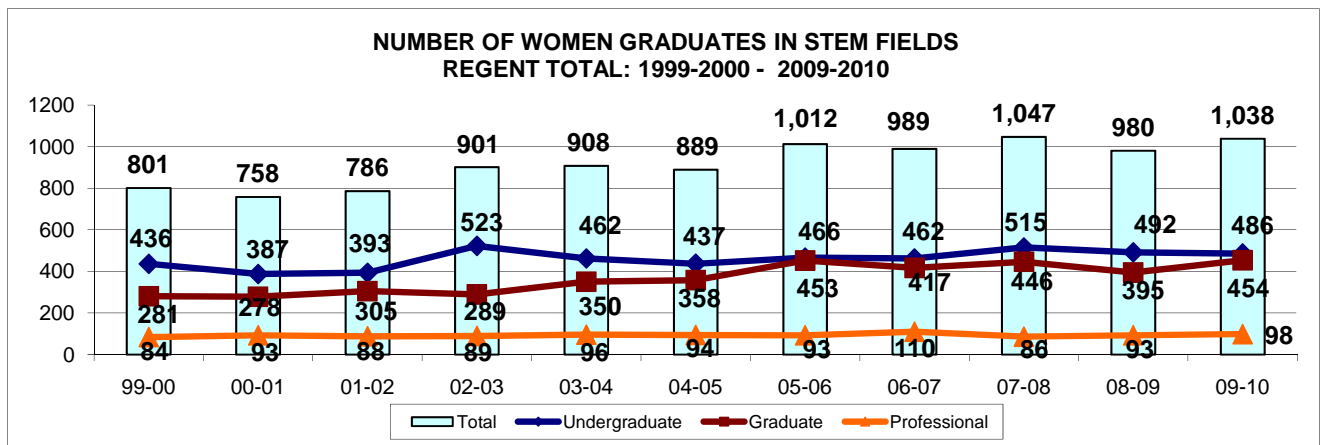
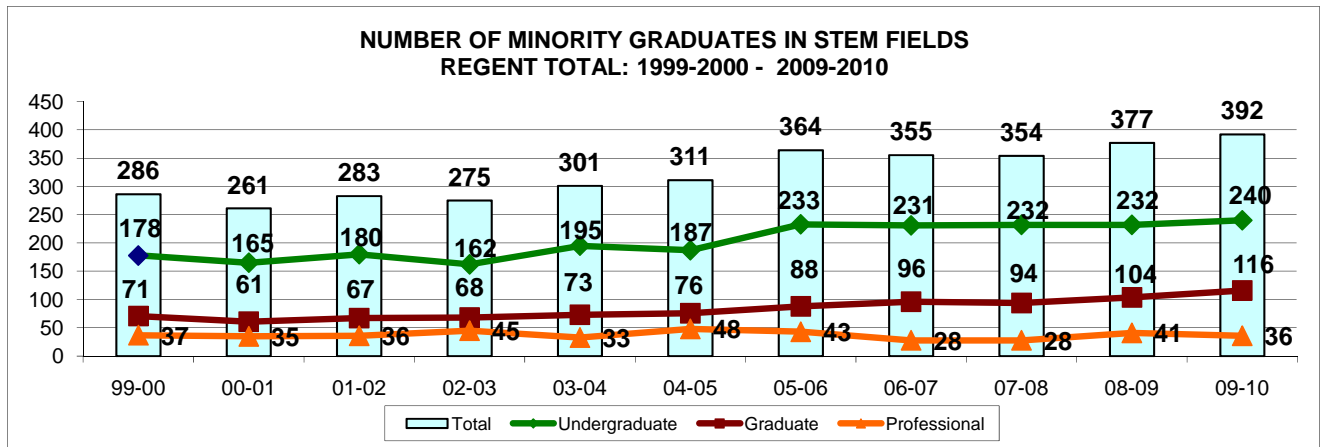
- The following are sample projects that occurred at the Regent universities in 2009-2010; it is anticipated that they may influence the participation of under-represented groups in STEM in the future.
 - ☑ The Iowa Mathematics and Science Education Partnership supported numerous programs in 2009-2010 designed to improve the recruitment and retention of students of diversity into STEM and STEM teaching paths. Programs included after-school enrichment targeting elementary age girls and students of color, set-up of a Professional Development School within an urban middle school, scholarships for future teachers who select high need settings, and community STEM celebrations in diverse Iowa communities, and others.
 - ☑ Representatives of each of Iowa's public universities serve on a planning committee for a statewide "STEM Diversity Summit" which will occur in April 2011.
 - ☑ The University of Iowa's Department of Mathematics, together with the Program in Applied Mathematical and Computer Sciences (AMCS), actively recruits at schools and professional meetings to maintain SU's nationally-recognized leadership in bringing women and underrepresented U.S. minority students into mathematics graduate school through the VIGRE (Vertical Integration of Research in Education) and GAANN (Graduate Assistance in Areas of National Need) grants. The department is working to increase the retention of undergraduate students, especially first generation college students, through (1) self-paced mathematics remedial plans; (2) expanded Math Tutorial Service; and (3) mandatory math placement to ensure adequate preparation of first-year students.
 - ☑ Iowa State University's Program for Women in Science and Engineering (PWSE) partnered with the Iowa Department of Education on the STEM Equity Pipeline Project to offer a pilot training session in Fall 2009, providing research-based professional development to a team of Project Lead the Way (PLTW) secondary school and community college faculty/staff at Kirkwood Community College in Cedar Rapids. The six-hour training workshop helped participants develop gender-equitable strategies for use in their PLTW programs. PWSE also provided a session on gender-equity issues as a part of the PLTW annual conference for teachers and guidance counselors in November 2010.
 - ☑ At the University of Northern Iowa, the Iowa Mathematics and Science Academy is an outreach program that provides college preparatory services for participating low-income, first generation, and minority high school students interested in STEM careers. Of the participants in the first graduating class in Spring 2010, 50% are female and 40% are minorities. As of December 2010, 90% of the graduating seniors had applied and been accepted at post-secondary institutions for Fall 2011. Of these seniors, 80% applied with an intended STEM major.

- The University of Iowa Women in Medicine and Science Group is a project of the Office of Faculty Affairs and Development in the Carver College of Medicine that brings together faculty women for support, networking, mentoring, and friendship. The project offers social activities and conversation with faculty women of distinction.
- The University of Iowa's Ethnic Inclusion Effort for Iowa Engineering implemented or assisted with several new projects in 2009-2010: (1) co-sponsored the Martin Luther King Symposium held in the College of Engineering with Keynote Speaker SUI Professor of Mathematics Phillip Kutzko; (2) co-sponsored the National Alliance for Doctoral Studies in the Mathematical Sciences Field of Dreams Conference, reaching out to undergraduate students from minority-serving institutions across the country; (3) improved the welcoming environment within the College of Engineering by collaborating with the Engineering Staff Council to celebrate the rich international diversity in the College. Fundraising efforts resulted in the purchase of a set of world flags now displayed as a permanent exhibit in the College's Student Commons Area; (4) primary sponsor of the student organization Society of Hispanic Professional Engineers (SHPE)'s *Noche de Ciencias* (Science Night) which involved outreach to approximately 80 area K-12 students and their families.
- Iowa State University's Institute for Transportation developed a new website that creates an informal community of young adults interested in transportation-related careers. The site www.go-explore-trans.org highlights diverse students and professionals and various STEM opportunities in transportation. The institute is in the process of constructing the Spanish version of the site to further engage Hispanics and Latinos/Latinas in this field where women and minorities continue to be severely underrepresented.
- The University of Iowa's Department of Microbiology renewed an NSF-funded summer research program designed to recruit women and underrepresented minorities into the biomedical sciences.
- The University of Iowa Junior Mini Medical School courses offer a unique opportunity to learn about medical education, biomedical discoveries, cutting-edge research, and patient care. The goal behind this educational outreach program is to get kids excited about science, medicine, and health care by showcasing relevant departments and careers at the University of Iowa through hands-on or interactive educational experiences. This outreach program supports the Regents commitment to STEM education in Iowa's elementary and high schools and provides a unique "Iowa-centric" educational experience in the health sciences.

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

- There were 392 minority graduates from STEM programs at the Regent universities in 2010. This represents an increase of 15 graduates (+4.0%) from the prior year.
- There was an increase of eight graduates (+3.4%) in 2010 from the prior year from undergraduate STEM programs; an increase of 12 graduates (+11.5%) from graduate programs; and a decrease of five graduates (-12.2%) from professional programs.

- There were 1,038 women graduates from STEM programs at the Regent universities in 2010. This represents an increase of 58 (+5.9%) from the prior year.
- ☑ There was a decrease of six graduates (-1.2%) in 2010 from the prior year from undergraduate STEM programs; an increase of 59 graduates (+14.9%) from graduate programs; and an increase of five graduates (+5.4%) from professional programs.



The highlights provided by the universities of their retention and graduation efforts are available on pages 14-16.

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 2010

At the University of Iowa, both the six-year graduation rate (69.6%) and the four-year graduation rate (46.5%) continue to exceed the university's average for the past five years. The six-year rate is up from that reported in 2009–2010, while the four-year rate is stable. The one-year retention rate (86.6%) is up significantly from 2009 (83.0%) and from the five-year average (83.4%).

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

- 📖 The four-year graduation plan assures that course availability issues will not impede students who meet the guidelines of the plan. The plan was instituted in 1995.
- 📖 Early intervention efforts during 2009-2010 targeted first-year students who did not participate in early registration for the subsequent semester; over 200 students were offered assistance that enabled them to register for courses. This program has been expanded to the sophomore class for 2010-2011.
- 📖 During 2010–2011, SUI offered over 130 first-year seminars to entering students; over 30% 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. In 2010-2011, SUI added more communities and increased the size of others for which there was high demand. In addition, the University enhanced the academic focus of the communities.
- 📖 The Student Success Team continues to plan enhancements of programs that contribute to student retention, academic success and timely graduation. For example, in August 2011, SUI will debut a new fall orientation program aimed at addressing some of the retention issues highlighted in the exit survey.
- 📖 The University continues to support study abroad, research opportunities with faculty members, internships and other high-impact activities that have been shown to be positively related to 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 2010

At Iowa State University, the one-year retention rate (86.0%), the six-year graduation rate (70.2%), and the four-year graduation rate (38.6%) all set new records for entering freshman cohorts, well exceeding the five year averages. The five-year graduation rate (62.9%) is down from last year's record high, but equals the five-year average.

The Retention Task Force, now in its sixth year, continues to focus on retention through programs related to advising, first-year student programs, classroom instruction, learning communities, and academic support. The task force is currently planning a spring campus retention conference.

The ISU Learning Community initiative is in its 16th year, having served over 35,000 learning community members since its inception in 1995. Seventy-one percent of ISU new direct freshmen participated in learning communities for Fall 2010. The one-year retention rate for learning community students averages 89%, significantly higher than the one-year retention rate for non-LC students.

An external reviewer for ISU's Learning Community initiative recently wrote, "What you have put in place in the past several years is amazing, both in terms of scope (that is, the numbers and range of learning communities offered and numbers of people involved) and impact. Your retention data and graduation rates are outstanding."

Since Fall 2008, new ISU freshmen have had the opportunity to participate in MAP-Works, an online assessment tool designed to help students make a successful transition to Iowa State. Approximately 80% 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. Data from last year shows students who participated in MAP-Works achieved a GPA approximately three-tenths of a grade-point higher than those who did not.

For freshmen who entered in Fall 2004, their average time to degree was 4.54 years. For graduates from this cohort, 52.2% of them completed their ISU degree in four years or less, the highest four-year cohort graduation ratio since these data were first reported in 1988.

As in past years, female students completed their degrees faster than their male counterparts; 64.2% of female graduates from the 2004 cohort completed their degrees within four years, while 41.6% of male graduates from this cohort completed their degrees in four years.

Of the transfer students who entered in Fall 2006, 16.2% of them graduated from ISU in two years, 46.5% in three years, and 63.7% graduated by the end of their fourth year. Students in the Fall 2006 class who transferred to ISU from Iowa Community Colleges graduated at a rate of 62.5% within four years. However, Iowa Community College transfer students who entered ISU after earning any Associate Degree graduated at a much higher rate (73.5% within four years).

UNIVERSITY OF NORTHERN IOWA
GRADUATION AND RETENTION HIGHLIGHTS
Fall 2010

Though current rates exceed peer and national averages (for our institutional type) and the University's historical averages, new initiatives seek to enhance retention and graduation rates and to diminish gaps in rates where they exist:

- 📖 An intensive self-study of the first year experience of students (Foundations of Excellence) was completed in 2009, in conjunction with the Higher Learning Commission reaccreditation process. The resulting recommendations have been integrated into the University's recently updated strategic plan.
- 📖 As a result of the self-study, a First Year Council has been jointly appointed by the Provost and the Vice President for Student Affairs with a charge to improve the transition and experience for new students and ultimately to improve student success rates.
- 📖 The First Year Council recommended the formation of a Retention Council. The Retention Council has been formed and jointly appointed by the Provost and the Vice President for Student Affairs with a charge to improve four-year graduation rates and reduce the gap in graduation rates where they exist for racial and ethnic minority students.
- 📖 The First Year Council recommended the adoption of MAP-Works, an online assessment and intervention tool designed to help students successfully meet the challenges of college life. A campus-wide team implemented MAP-Works in Fall 2010. Eighty-six percent of first year students voluntarily participated.
- 📖 The First Year Council recommended a refurbishment of the Jumpstart Program which provides additional pre-matriculation orientation to students who are predicted to be at a higher risk of drop-out. Program enhancements were completed in 2010. Retention rate of participants is 12% higher than the comparison group in 2009; participation increased by 21% in 2010.
 - ◇ A second self-study, focused on the first year experience of transfer students, is currently underway. Also utilizing the Foundations of Excellence framework, this effort is among the first undertaken in the country in this fashion. Recommendations are expected in mid-spring term.
 - ◇ A new Veterans Student Services Committee has been formed and is shaping improved services to students who are veterans.
 - ◇ Admission partnership agreements have been completed with all Iowa community colleges during the past year, facilitating smoother transitions for students transferring to the University and reducing obstacles to timely completion.

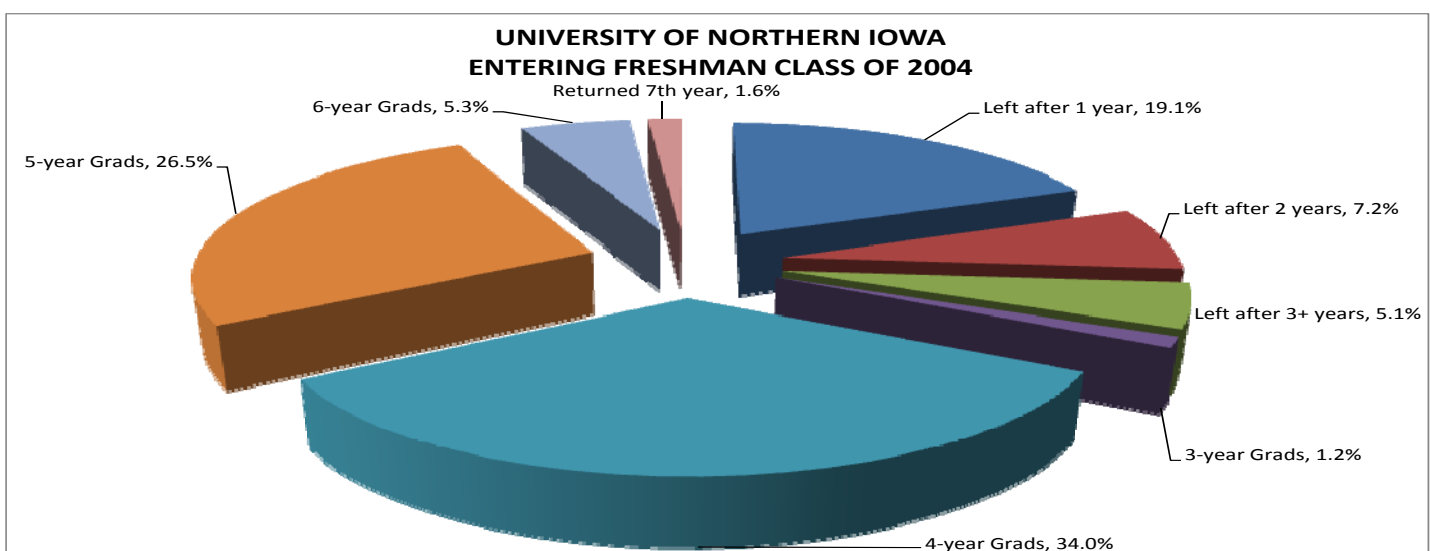
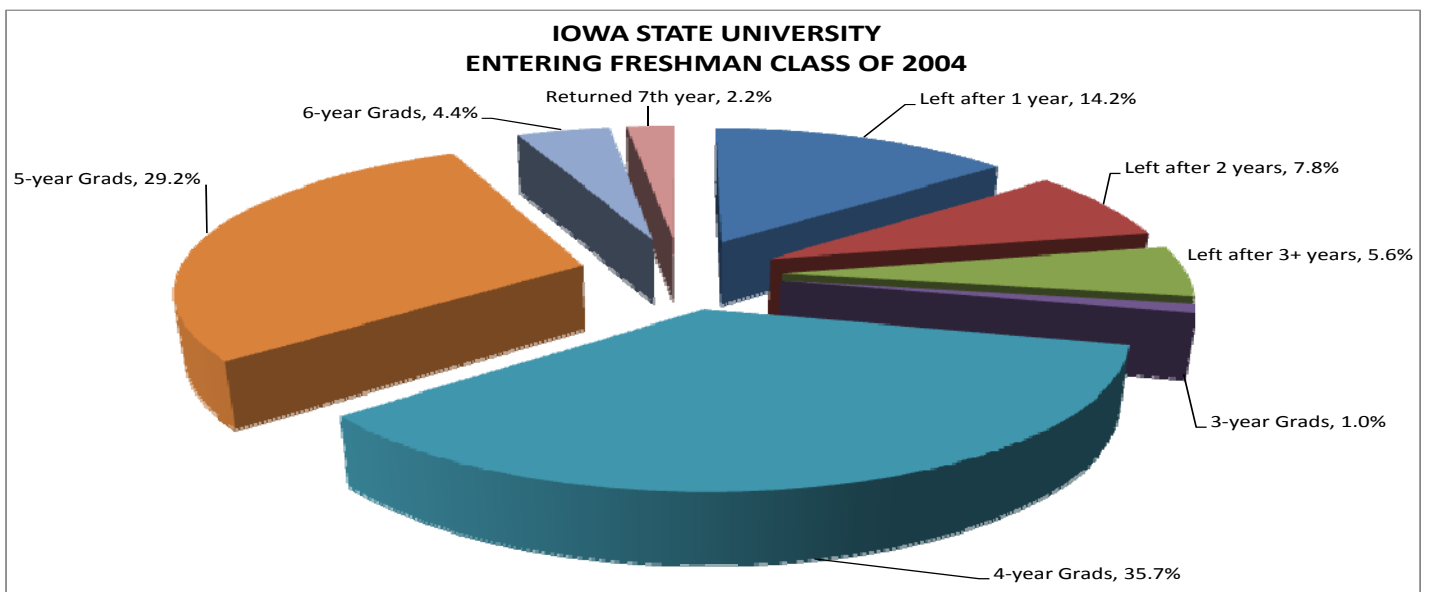
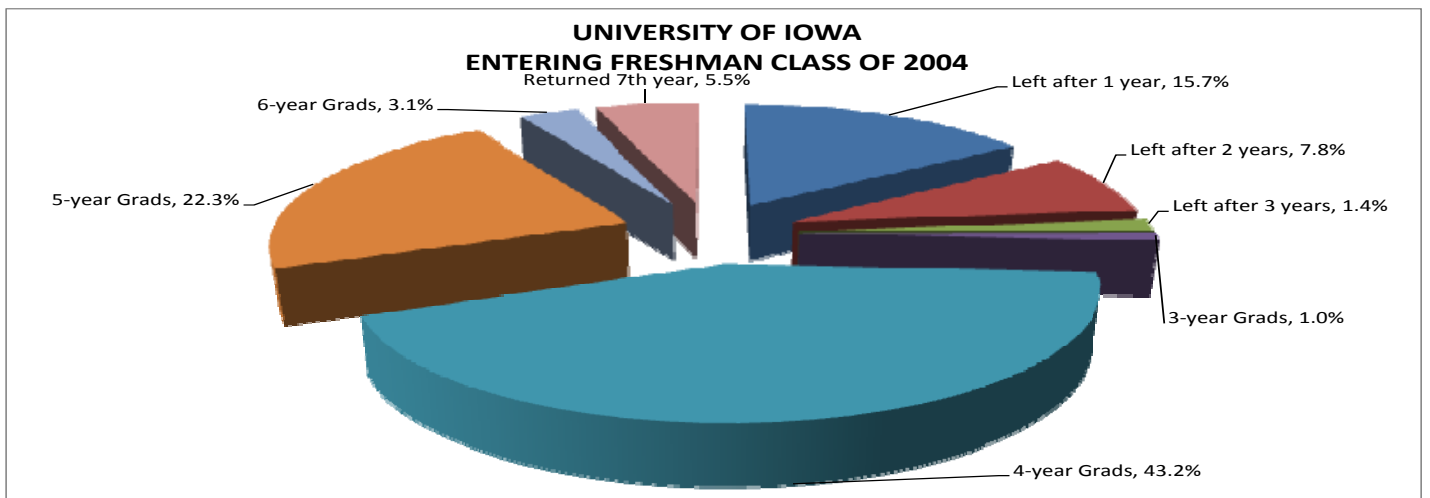
The four-year graduation rate for those students entering with the class of 2006 is 37.7%. This is the highest rate since the inception of the graduation and persistence report in 1988 and an increase of 2% over the previous year. The national four-year rate for public comprehensive universities is 17%. UNI's ten-year average is 33.1%.

The six-year graduation rate for the UNI entering class of 2004 is 67%, an increase over previous year's 66.5%. The rate for our peer institutions is 50% and for public comprehensive universities nationally is 41%. UNI's ten-year average is 64.9%.

The one-year retention rate is 82.5%, a slight increase over the previous year's 82.3%. UNI's ten-year average is 82%.

The retention rate to the second year of enrollment of transfer students is 80.1%. This compares to the native UNI student retention rate of 82.5%. The two-year graduation rate of transfer students holding an Associate of Arts degree is 31.8%. This compares to a four-year graduation rate of students entering directly to UNI of 37.7%.

PROFILES OF ENTERING CLASSES OF 2004 AT THE REGENT UNIVERSITIES



SIX-YEAR GRADUATION RATES AT REGENT UNIVERSITIES AND PEER INSTITUTIONS

	Reported Six-Year Graduation Rates for Entering Classes of:				
	1999	2000	2001	2002	2003
UNIVERSITY OF IOWA	66%	65%	66%	66%	69%
University of Arizona	59%	57%	56%	57%	58%
University of California - Los Angeles	87%	89%	90%	89%	89%
University of Illinois, Champaign-Urbana	83%	82%	82%	82%	83%
Indiana University - Bloomington	72%	72%	72%	73%	74%
University of Michigan	87%	87%	88%	88%	89%
University of Minnesota - Twin Cities	61%	61%	63%	66%	68%
University of North Carolina - Chapel Hill	84%	84%	83%	86%	87%
Ohio State University	68%	71%	71%	73%	75%
University of Texas - Austin	75%	77%	78%	78%	81%
University of Wisconsin - Madison	77%	78%	79%	81%	82%
Median (excluding SU)	76%	78%	78%	79%	81%
Mean (excluding SU)	75%	76%	76%	77%	79%
IOWA STATE UNIVERSITY	68%	66%	66%	67%	69%
University of Arizona	59%	57%	56%	57%	58%
University of California - Davis	80%	81%	79%	81%	81%
University of Illinois, Champaign-Urbana	83%	82%	82%	82%	83%
Michigan State University	74%	74%	74%	75%	77%
University of Minnesota - Twin Cities	61%	61%	63%	66%	68%
North Carolina State University	71%	70%	69%	71%	73%
Ohio State University	68%	71%	71%	73%	75%
Purdue University	66%	70%	69%	72%	70%
Texas A & M University	77%	77%	78%	78%	80%
University of Wisconsin - Madison	77%	78%	79%	81%	82%
Median (excluding ISU)	73%	73%	70%	72%	76%
Mean (excluding ISU)	72%	72%	72%	74%	75%
UNIVERSITY OF NORTHERN IOWA	65%	67%	65%	63%	66%
California State University - Fresno	46%	46%	48%	48%	48%
Central Michigan University	55%	57%	57%	57%	57%
Illinois State University	63%	64%	65%	70%	69%
Indiana State University	39%	41%	41%	43%	40%
Northern Arizona University	48%	47%	48%	53%	50%
Ohio University - Athens	71%	71%	71%	67%	69%
University of Minnesota - Duluth	48%	51%	50%	50%	52%
Univ. of North Carolina - Greensboro	51%	52%	50%	53%	52%
University of North Texas	43%	45%	44%	45%	47%
University of Wisconsin - Eau Claire	59%	59%	60%	61%	65%
Median (excluding UNI)	50%	52%	50%	53%	52%
Mean (excluding UNI)	52%	53%	53%	55%	55%

Source: Institutional 2010-11 Common Data Sets.