

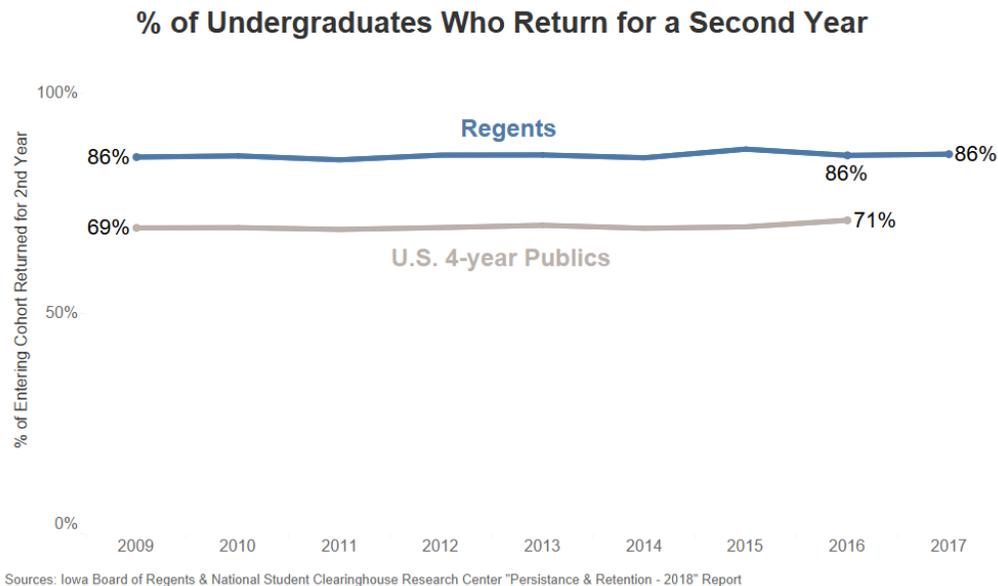
Contact: Jason Pontius

ANNUAL GRADUATION AND RETENTION REPORT

Action Requested: Receive the Annual Graduation & Retention Report.

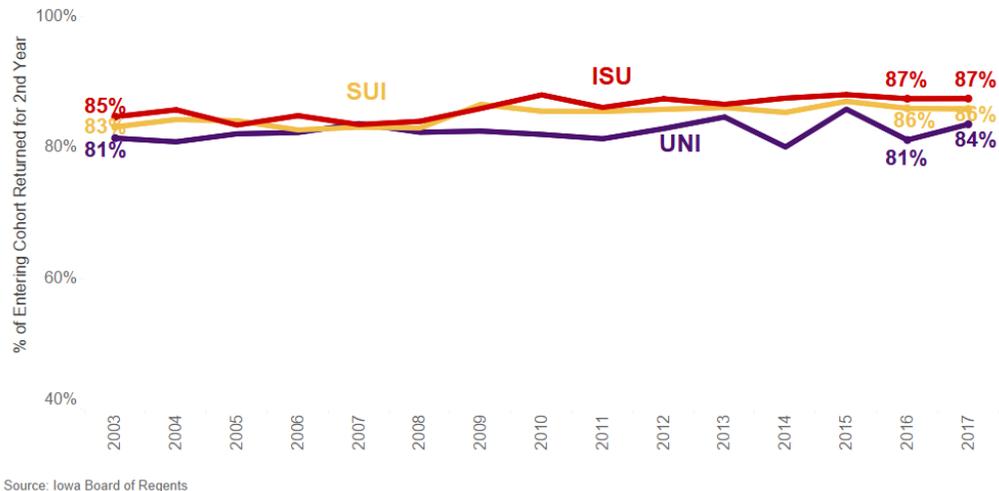
Executive Summary: The annual Graduation and Retention Report includes two parts. Part A covers both first-time, full-time freshman undergraduates and transfer students. Part B includes the annual update of graduation of women and minorities from STEM programs at the Regent universities.

Retention rates. From Fall 2016 to Fall 2017, 86% of Regent university students returned for their second year at the university. From Fall 2015 to Fall 2016, 80% of students returned for their third year. This represents an increase of two percentage points from the prior year (see “Regent University Retention Trends” below).



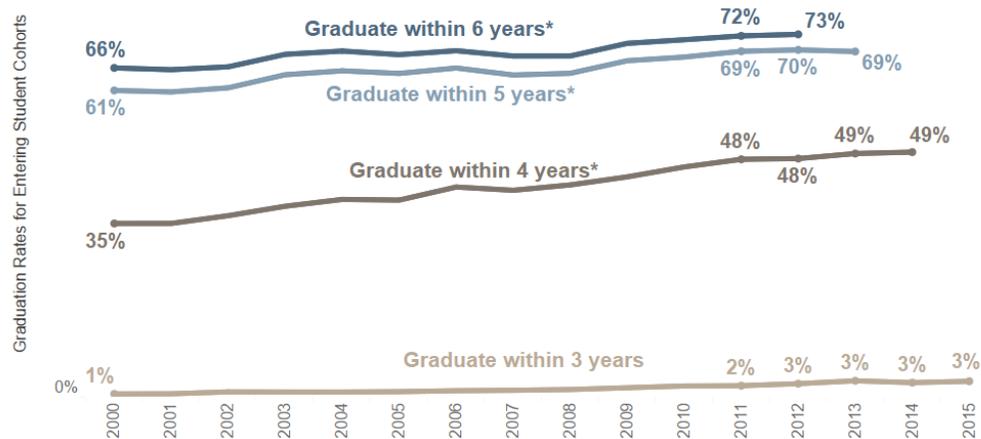
The retention rate fluctuates annually by cohort and differed slightly by university. Iowa State University retention was even with last year at 87%; the University of Iowa was 85%, down one percentage point; and the University of Northern Iowa was 84%, up three percentage points. Regent retention rates are significantly above the national average for 4-year public universities in the United States (see “% of Undergraduates Who Return for a Second Year” below).

Percent of Undergraduates Who Return for a Second Year
(by Iowa Public University)

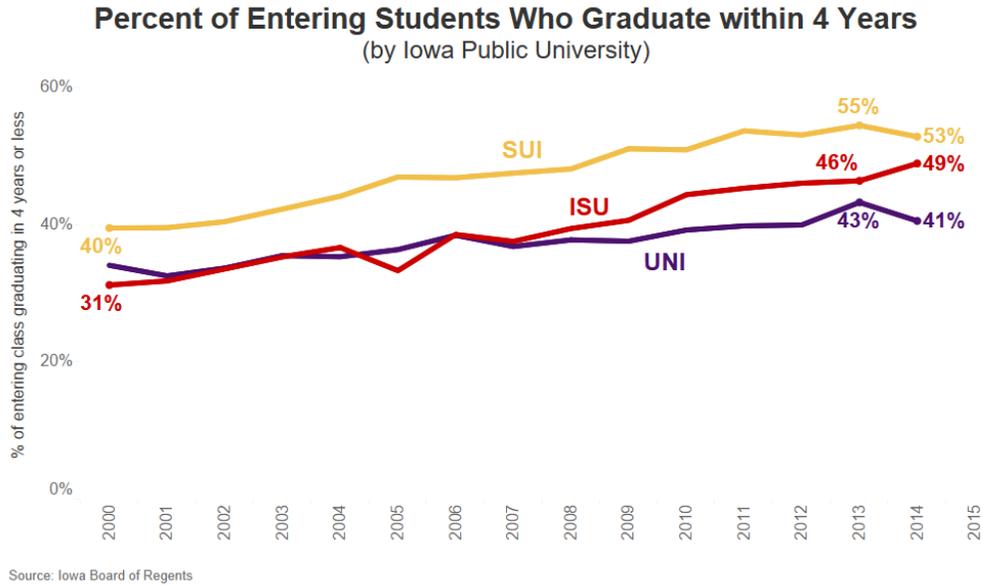


Graduation rates. Graduation rates four and six years after enrolling at a Regent university continued an upward trend over time (see “Regent University Graduation Trends” below). The 2012 entry cohort had a six-year graduation rate of 73% for all Regent universities. The 2014 entry cohort had 49% of its students graduate within four years. While increases are slow, they have been steady over the past 15 years.

Iowa Public University Graduation Rates

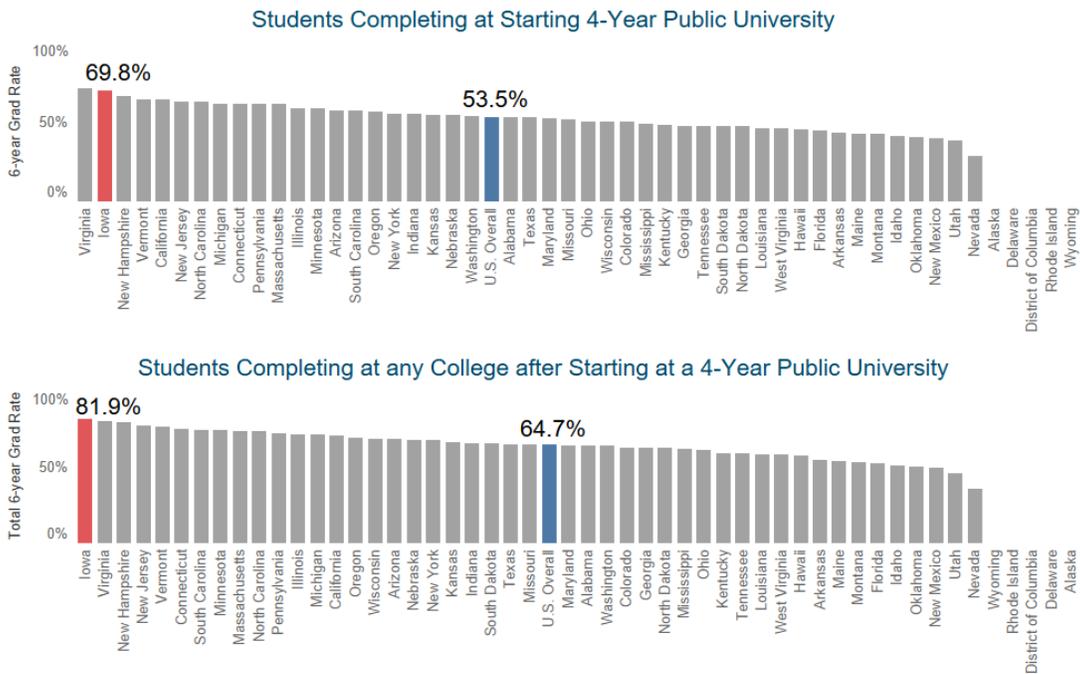


* 4, 5, & 6-year graduation rates for all U.S. Public 4-year colleges are 37%, 55%, and 60% respectively (2011 entry cohort)
Sources: Iowa Board of Regents & U.S. Dept. of Education Integrated Postsecondary Education Data System (IPEDS)

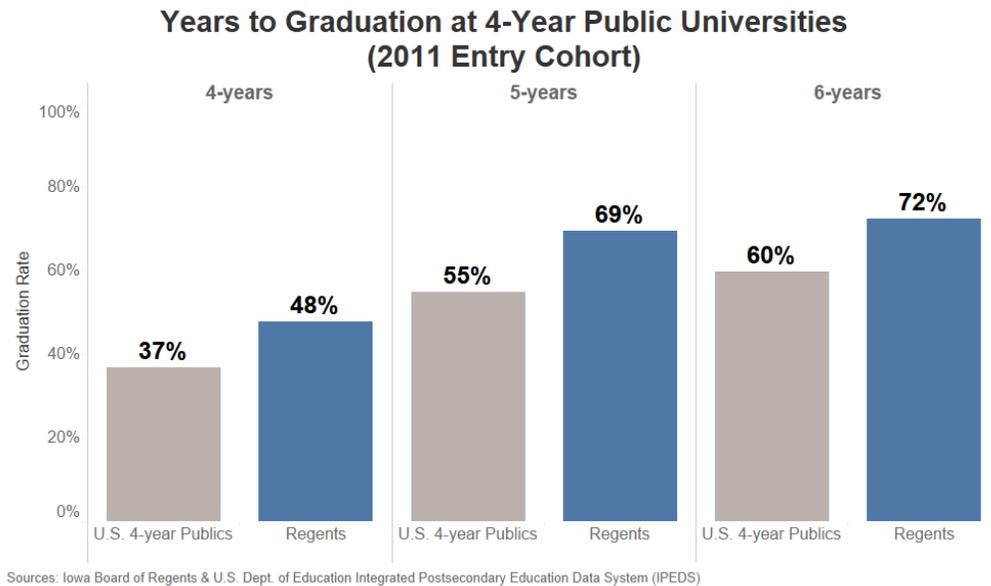


Four-year public universities in Iowa continue to perform well compared to four-year public universities in other states. The percent of students starting at four-year public university in Iowa who graduated within six years from that same university increased from 69% last year to 69.8%. Despite this increase, Iowa slipped to second nationally behind the state of Virginia for the entry class of 2011. The state of Iowa continues to have the highest percentage (81.9%) of students who start in our 4-year public universities and earn a degree at our institutions or elsewhere.

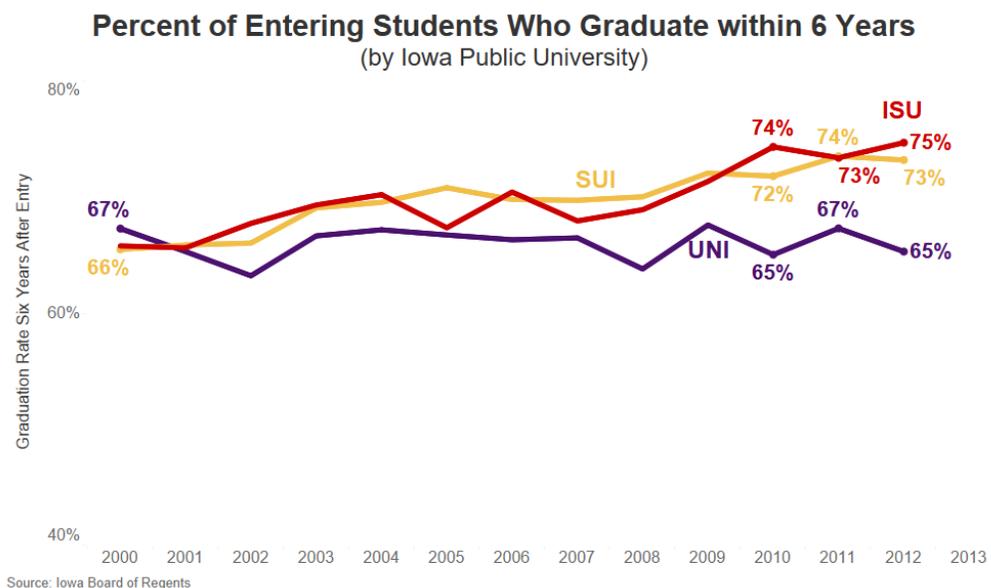
6-Year Graduation Rates for Entry Class of 2011



Regent university graduation rates exceed the national average for 4-year public universities at four, five, and six years after entry (see “Years to Graduation at 4-Year Public Universities” below).

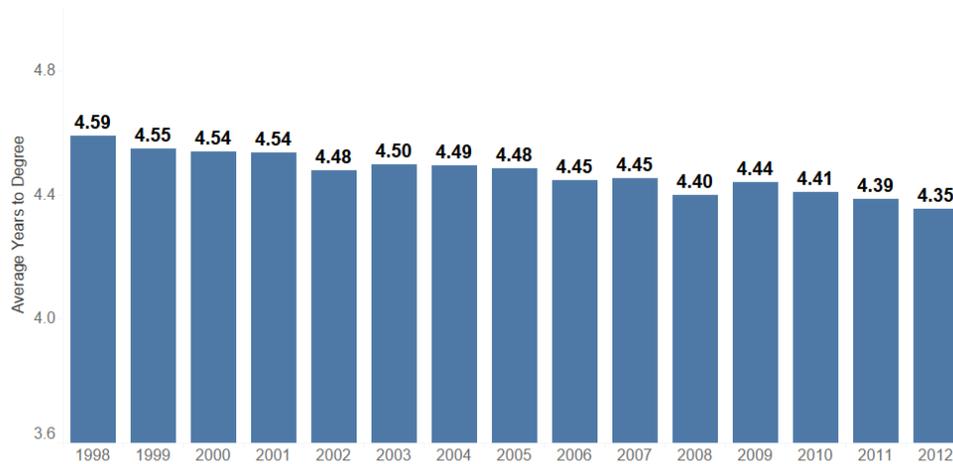


Six-year graduation rates increased at Iowa State University (from 73% for the 2011 cohort to 75% for the 2011 cohort). The six-year graduation rate at the University of Iowa was down slightly from 74% to 73%, and at the University of Northern Iowa from 65% to 63% (see “Six-Year Undergraduate Graduation Rate” below). Year-to-year changes are not typically as meaningful as long-term trends in these metrics, and the long-term trends are generally stable or improved.



Time to degree. The federal government established the six-year graduation rate (150%) as the standard for 4-year colleges and universities. This standard can mistakenly imply that many or most students need six years to complete a degree. The graph below shows the amount of time in elapsed years that the average student at a Regent university takes to earn a bachelor's degree. As this is a measure of elapsed time from start to finish, it includes any time away from the classroom that a student may have taken. Time to degree has been slowly but steadily declining, reaching a 20-year low with the 2012 entering cohort of students.

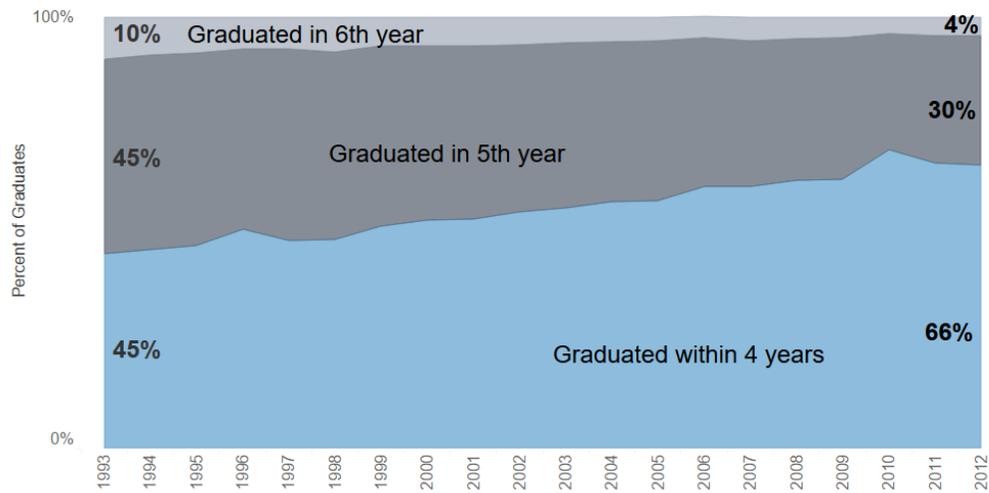
Time to Degree in Elapsed Years
Iowa Public Universities



Source: Iowa Board of Regents
Time to degree = (# graduating within 3 years x 3) + (# 3-4 years grads x 4) + (# 4-5 year grads x 5) + (# 5-6 year grads x 6) / # grads within 6 years of entry

When looking at all graduates, the percent earning a degree in four years has increased significantly over the past 20 years. Of the 2012 cohort, 69% of degree earners graduated in four years compared to 43% of the 1992 cohort. Only four percent of degree recipients in the 2012 cohort needed a sixth year to finish.

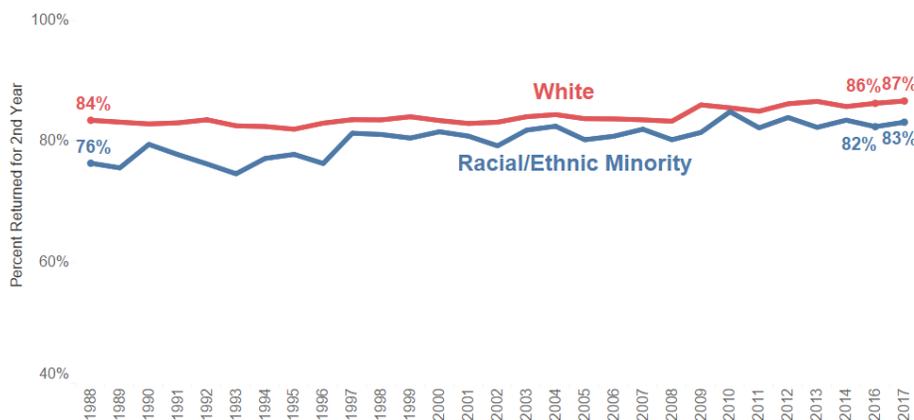
Time to Earned Degree



Source: Iowa Board of Regents for first-time full-time undergraduate students

Race and ethnicity. An increasing proportion of students come from racially and ethnically diverse backgrounds. The ability of the Regent universities to attract, retain, and graduate racial or ethnic minority students is important for the state, and it will become increasingly critical in the future. Toward that end, the next three graphs illustrate the “achievement gap” between White students and racial or ethnic minority students at the Regent universities. These graphs show consistent, but very slow, improvement over time. The retention gap has narrowed over time from eight percentage points in the 1992 cohort to four percentage points in 2016.

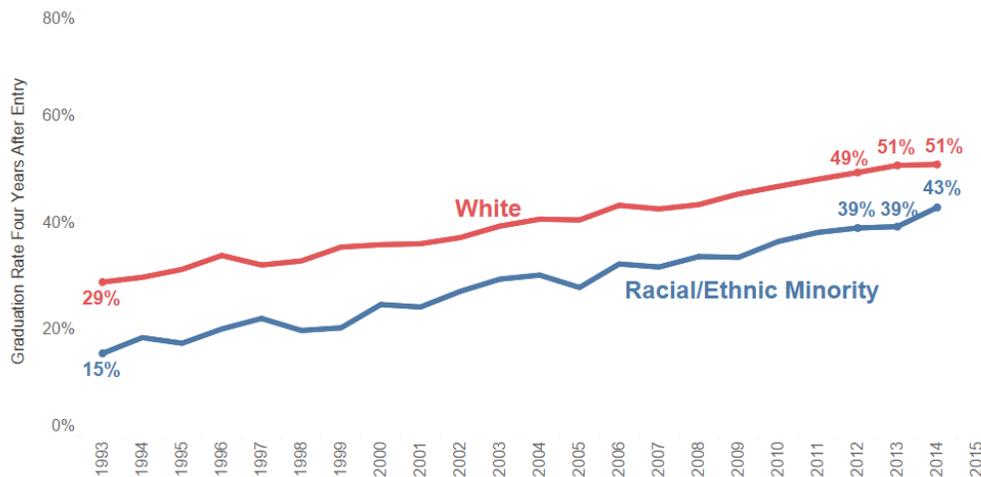
Percent of Undergraduates Who Return for a Second Year
by Race/Ethnicity



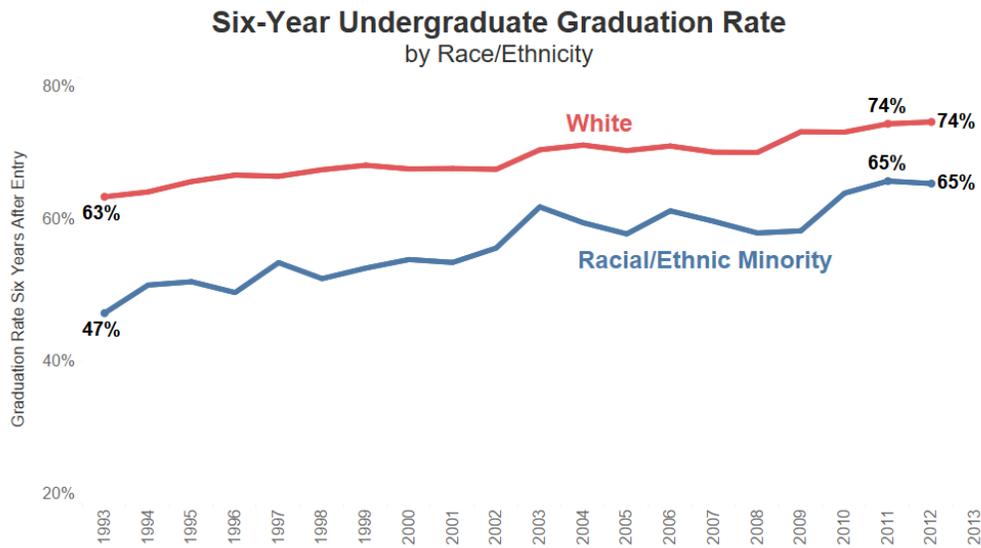
Source: Iowa Board of Regents

Over time, the universities are making consistent progress to eliminate the graduation achievement gap. In 1993, the four-year graduation rate gap between White students and racial or ethnic minority students was 14 percentage points. That gap has narrowed to eight percentage points for members of the 2014 cohort while graduation rates for both groups have continued to increase over time (see “Six-Year Undergraduate Graduation Rate by Race/Ethnicity” below).

Four-Year Undergraduate Graduation Rate
by Race/Ethnicity

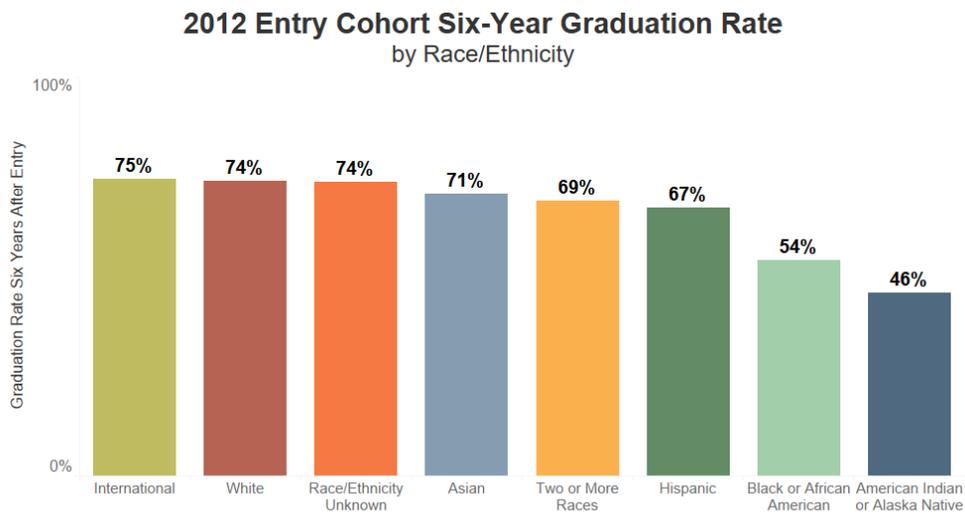


Source: Iowa Board of Regents



Source: Iowa Board of Regents

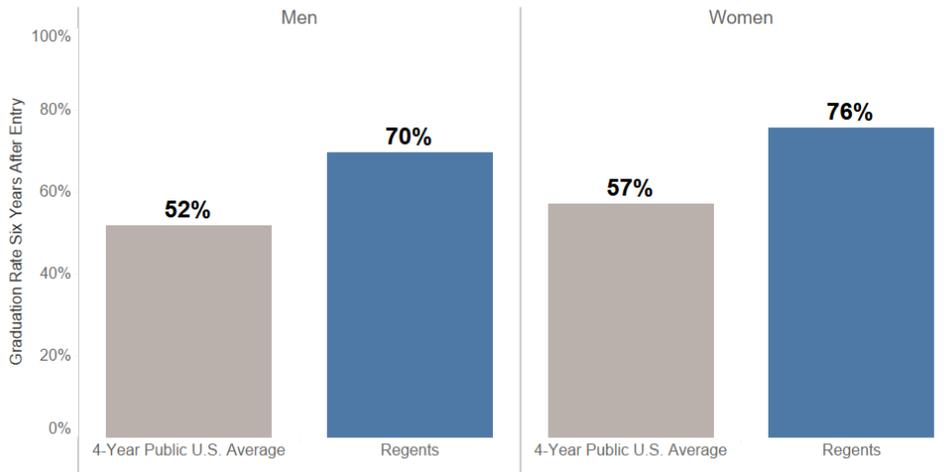
As seen in the graph below, while the Regent universities have significantly improved in the graduation rates of racial/ethnic minority students, there are still significant gaps in graduation rates between racial/ethnic categories within the Regent 2012 cohort.



Source: Iowa Board of Regents

Sex. An achievement gap also exists by sex. Both at the Regent universities and nationally, women graduate from college at a rate several points higher than men.

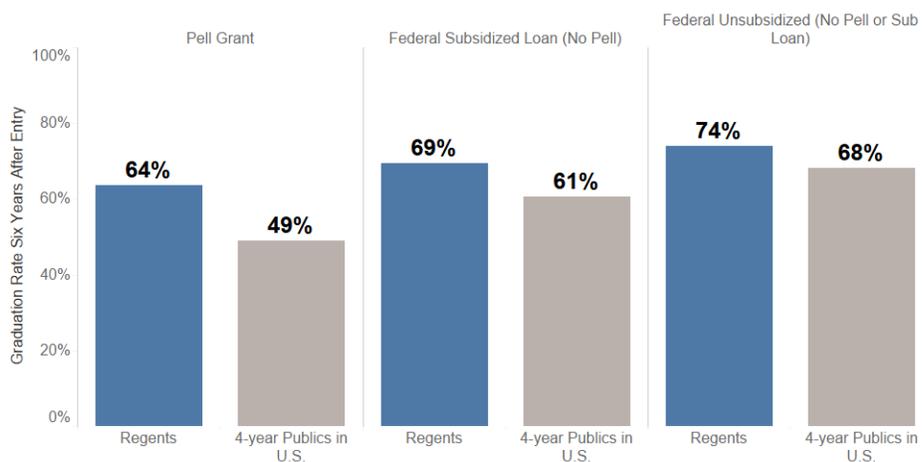
**Six-Year Graduation Rate for Undergraduates
by Sex for 2012 Entry Cohort**



Sources: Iowa Board of Regents & National Student Clearinghouse Research Center "Persistence & Retention - 2018" Report

Financial aid. Graduation rates also differ by types of federal financial aid received. Receipt of a Pell Grant often serves as an approximate measure of low-income status for students. According to the Georgetown University Center on Education and the Workforce, about 73% of Pell Grant recipients have an annual family income of \$30,000 or less (see "Six-Year Undergraduate Graduation Rate by Financial Aid" below).

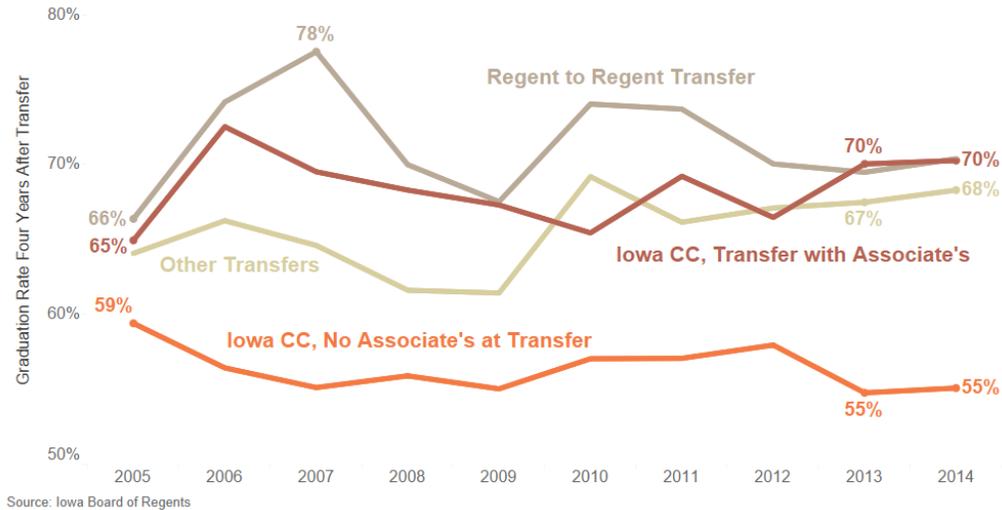
**Six-Year Graduation Rate for Undergraduates
by Financial Aid for 2011 Entry Cohort**



Sources: Iowa Board of Regents & U.S. Dept. of Education Integrated Postsecondary Education Data System (IPEDS)

Transfer. The graph below shows graduation rates for students who have transferred into a Regent university from another college or university. The categories shown include Iowa community college students who transferred after earning an associate’s degree, Iowa community college students who transferred without an associate’s degree, Regent-to-Regent transfers, and other transfers. Community college students transferring without an associate degree are the outliers with a thirteen- to fifteen-point gap below the other groups.

Four-Year Graduation Rate for Transfers to Iowa Public Universities
by Transfer College



**THE UNIVERSITY OF IOWA
FALL 2018 GRADUATION AND RETENTION HIGHLIGHTS**

The University of Iowa's six-year graduation rate for the entering class of 2012 is 73.2% while the four-year graduation rate for the entering class of 2014 is 52.9%. The university's 2017 first-year retention rate is 85.9%.

The University of Iowa has a number of efforts in place to encourage retention and timely graduation, including:

- All entering first-year and transfer students are required to complete the **Success@Iowa** online course. Success@Iowa covers topics such as campus resources, alcohol education, safety, inclusion, financial literacy, and academic integrity.
- **Excelling@Iowa** is a campus-wide student success platform used by staff and faculty to help students succeed. The purpose of Excelling@Iowa is to provide staff and faculty a way to engage with actionable data narratives about the student experience in ways that yield improvements in both program and individualized student support. The system leverages student profile data along with student responses to a transitional survey that is taken by new first-year, new transfer, and returning students in the TRiO Student Support Services program during the first 3-6 weeks of the semester. The system uses predictive analytics to help identify students who may be struggling or students considered at risk, and then lets faculty and staff who are connected to these students know so they can provide support and connect them to resources. In 2017-18 there were 53,335 logged notes/contacts by 521 campus users with 493 referrals sent to students' support teams and campus resources.
- The **College Transition** program targets first-year students entering the university with high school GPAs and ACT scores below the first-year class averages. In their first semester, students register for a College Transition Seminar, a General Education (GE) course, and a College Transition Workshop, which is led by an undergraduate Study Group Leader who previously earned an A in the course. Enrollment in these three courses allows students to develop a sense of community while learning study strategies.
- **Supplemental Instruction (SI)** is a non-remedial academic support program that targets historically difficult courses, in addition to "gateway" courses. SI is a free, course-specific, peer facilitated group study session designed to not only help students learn the material being covered in class, but also how to learn. In 2017-18 there were 38 SI courses facilitated by 49 peer leaders. The percentage of enrollment utilizing SI has increased from 13.5% in 2013-14 to 21.5% in 2017-18. Students who attend SI have a 6% higher retention rate compared to students in the course who do not take advantage of SI. SI also consistently yields higher retention outcomes for students of color and first generation students.
- Piloted in fall 2016 to address lower retention rates for students enrolled in both College Algebra and General Chemistry I, **Peer Led Undergraduate Study (PLUS)** is a peer-facilitated, 0 semester hour course for students enrolled in both courses, focusing on problem-solving and quantitative reasoning skills. Students enrolled in PLUS have a 0.5 letter grade higher in General Chemistry I compared to their peers. In fall 2017, PLUS expanded to 8 sections with 80 students enrolled.
- The **Academic Support Tracking System** is a centralized system for all academic support centers to track and assess student usage. The system provides for multi-levels of assessment and reports including individual students, student groups/cohorts, center

specific, and across multiple centers. By spring 2019, 13 offices across campus will be utilizing the system.

- The **Schedule Builder** tool allows students to both plan their course schedule, up to three semesters in advance, and register for courses in one streamlined online system. With access to students' anticipated future course schedules, academic departments can better predict enrollment demands, manage course enrollment, and adjust course offerings appropriately. In fall 2018, the university will implement two additional tools to help students schedule their path to graduation: **Sample Plans of Study** are a centralized repository of recommended coursework for various majors and **MyPlan** is a student's individualized plan of study.
- **Iowa GROW**[®] (Guided Reflection on Work) is a nationally recognized, high-impact intervention program providing undergraduate student employees with brief, structured conversations that strengthen work and academic connections. Students who engage in conversations with their supervisors are retained at higher rates than those who do not. Supervisors in the Division of Student Life all participate in Iowa GROW[®] and efforts are underway to expand Iowa GROW[®] to additional students employed on campus.
- The **four-year graduation plan** ensures that course availability issues will not affect a student's time to graduation, provided the student makes a good faith effort to work with their academic advisor to graduate in four years.
- **Statewide articulation efforts** between the university and community college partners ensure that students can effectively transfer to the university from Iowa community colleges.
- The University's 2016-2021 Strategic Plan supports expanded investment in student **high-impact practices** (HIP) which have been shown to be positively related to timely graduation. These practices include study abroad, research opportunities with faculty members, on-campus student employment, internships, and experiential-learning courses.
- The University is involved in several national initiatives to advance student success. The University is participating in the "**Powered by Publics**" initiative, formally launched in November by the Association Public and Land-grant Universities (APLU), with the goals of improving college access, advancing equity and increasing college degrees awarded. The University is also a member of the **American Talent Initiative**, an organization that seeks to expand access to higher education and opportunities for highly talented low-and moderate-income students.

IOWA STATE UNIVERSITY
FALL 2018 GRADUATION AND RETENTION HIGHLIGHTS

1. At Iowa State University, the four- and six-year graduation rates are higher than the previous year and exceed the average for the prior ten years. Iowa State's one-year retention rate of 87.5% for the entering class of fall 2017 ties the prior year and exceeds the 10-year average of 86.5%.
2. **Learning Community (LC)** participation is at an all-time high, with 77.6% of our first year, full time students engaged in one or more learning community experience this fall 2018. LC participant retention and graduation rates continue to exceed those of non-LC participants.
3. The **New Student Onboarding** Task Force, along with key campus partners, continued its work to improve the onboarding experience for all students new to ISU. Efforts include, but are not limited to improved communications, from admitted student through the first year of enrollment, and curriculum development to facilitate a successful transition to ISU.
4. During AY 2017-2018, the **Student Success Council (SSC)** focused its efforts on a number of priority projects including:
 - a. Closing the retention and graduation achievement gaps for underrepresented student populations
 - b. Developing a first year early academic intervention program
 - c. Optimizing the use of predictive modeling to inform student success and academic advising efforts
 - d. Reviewing & revising communication to students having academic difficulty
 - e. Improving pedagogy and student performance in high DFW courses
5. The **Smart Start Program**, a first year early academic intervention program, was developed and will begin with the fall 2019 entering class. Funding has been secured for a two year pilot. This program is intended for all U.S. freshmen who enter the University with less than a 245 RAI score – the minimum score required for “automatic” admission – and who do not belong to a sub-population which already receives structured academic support (e.g., student-athletes, Science Bound, APEX, Hixson, etc.). Goal: Increase retention and completion.
6. Initiatives are underway in connection with Iowa State's collaboration in the **University Innovation Alliance (UIA)**.
 - a. **Predictive Analytics: Educational Advisory Board Student Success Collaborative (EAB)**. EAB is Iowa State's Student Success platform providing advisers with a dashboard of information about students' current progress and risk factors. It also serves as a centralized communication, scheduling, and documentation system. EAB was implemented more broadly in AY 2017-2018. A total of 107,584 appointments were scheduled through the system from 27,783 distinct students. Over 650 faculty/staff have access to EAB and 83,851 advising reports were loaded into the system. Student Affairs units have begun to implement the EAB platform with the goal being to create a broader coordinated care network.
 - b. **Proactive Advising: Monitoring Advising Analytics to Promote Success (MAAPS) Grant & Cyclone Success Coaches**. MAAPS is the largest-ever higher education impact study of student advising. Two Cyclone Success Coaches are working with a treatment group of students. Their work includes developing and tracking student progress and success through individualized academic plans and

- data analytic systems; and executing targeted interventions to assist students in staying on track for graduation and completion. Data from the MAAPS grant shows that students who met with their success coach had a two-year retention rate of 79% compared to 67% for those that did not meet with a coach.
- c. **Completion Grant.** The UIA Completion Grant aids students who are approaching graduation but face financial hurdles restricting their ability to persist and subsequently complete their degree. A total of \$66,453 in UIA grant funds were disbursed to 122 unique students meeting the UIA completion grant eligibility requirements. As a supplement to the UIA grant, ISU established a Cyclone Completion Grant Fund, with less restrictive eligibility requirements. Total completion grant funds distributed to ISU students during AY2017-2018 amount to \$144,338. Towards the end of AY 2017-2018, Iowa State Athletics committed \$1 million in completion grants (\$200,000/year for five years). Additionally, a significant grant donation was recently secured through the ISU Foundation to be used for completion grants. These donations will be utilized to supplement unpaid balances that exceed UIA grant restrictions so students can register and persist to graduation.
 7. **Closing the Achievement Gap at Iowa State University.** Along with the Divisions of Academic and Student Affairs, the Iowa State University Student Success Council and UIA team convened a data symposium in February 2018. The symposium focused on leveraging best practices across the university to close the gaps in persistence and completion among underserved students, specifically students of color, first generation students, and low income students. Project teams for each of these populations have developed action plans and are implementing awareness and intervention strategies. An additional group – Veteran students – has been added for AY 2018-20019.

**UNIVERSITY OF NORTHERN IOWA
FALL 2018 GRADUATION AND RETENTION HIGHLIGHTS**

University of Northern Iowa students persist and graduate at rates that exceed our peer institutions and similar Carnegie classified universities. The Retention and Completion Council guides campus-wide work on improving systems and developing interventions to continuously increase student success rates.

Retention and Graduation Rate Highlights:

- Our first-to-second year retention rate for the entering class of 2017 is 83.6%, an increase of 2.4 percentage points over the 2016 cohort and above the previous five-year average of 82.9%. The most recent comparable rate for our peer institutions is 78.5%, and for our Carnegie peers is 73.8% (IPEDS Data Center).
- Students in the fall 2017 cohort who entered with an RAI below 245 were retained at a rate 4.1 percentage points higher than the previous cohort, an increase from 71.8% to 75.9%. The Office of Undergraduate Studies led significant reorganization of academic support services during the 2017-2018 academic year, moving The Learning Center to a central location in Rod Library, strengthening academic interventions, and increasing access to peer tutoring.
- The four-year graduation rate for the fall 2014 all-transfer cohort was 67.2%, a rate 2.9 percentage points higher than the fall 2013 cohort (64.4%), and 1.7 percentage points above the previous five-year average (65.5%). The UNI Transfer Council has worked to grow relationships with Iowa community colleges and to improve experiences and outcomes for all transfer students.
- Overall time to degree has decreased to 4.44 years, the shortest average time to degree since this metric has been recorded.
- While the four- and six-year graduation rates this year are down slightly as compared to last year, our three- and five-year graduation rates are at all-time high levels. This bodes well for both next year's four- and six-year outcomes and for our long-term success rate trends.
- Beginning in fall 2018, academic and student affairs departments worked collaboratively on personalized outreach to all UNI undergraduate students who hadn't registered for courses after the advance registration period. Previous efforts targeted only first- and second-year cohorts. Faculty and staff worked intensively with students by phone, in person, and via email to resolve holds and assist with the registration process. Findings from this outreach project are informing system improvements in areas where students encountered barriers to persistence.
- Retention and Completion Council working groups in 2018-2019 are focusing on improving first-year course scheduling options, building multicultural student retention initiatives, and developing robust programs for students who need additional academic

and personal support. We look forward to improving outcomes for students in these populations as we move into the next academic year.