

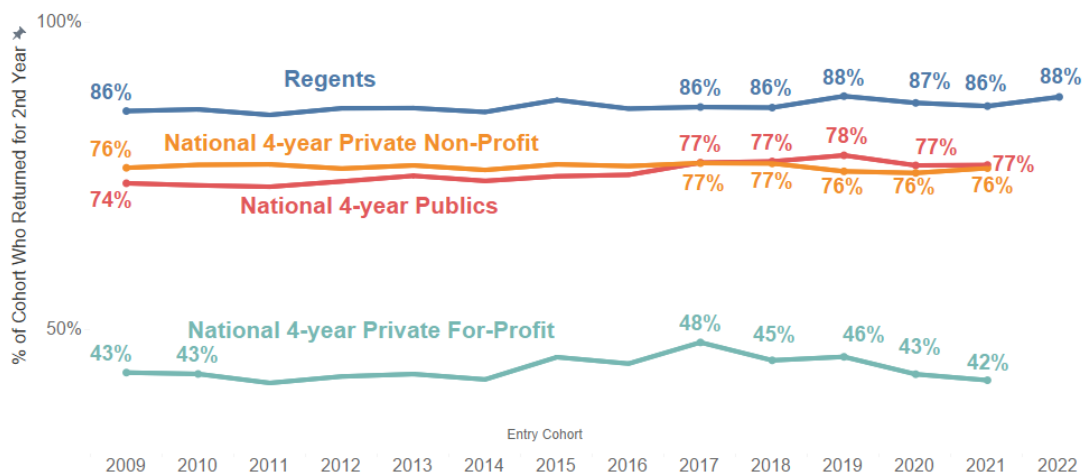
Contact: Jason Pontius

**FALL 2023 GRADUATION AND RETENTION REPORT****Action Requested:** Receive the Fall 2023 Graduation & Retention Report.

**Executive Summary:** The overall first-year retention rates at the Regent universities increased from 86% to 88% since last year. Three- and four-year graduation rates are the highest on record at 6% and 58%, respectively. Both retention and graduation rates are well above the national average for 4-year public universities. Gaps persist in graduation rates by both sex and race/ethnicity.

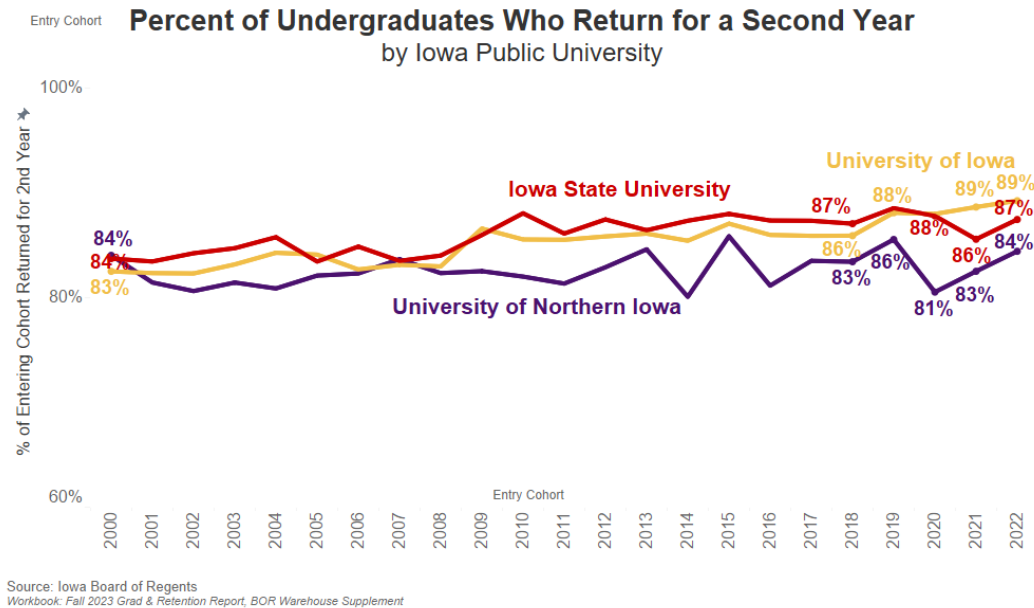
**Retention rates.** The percent of undergraduates who returned for a second year peaked at 88% in 2019 prior to the pandemic. Over the next two years, that retention rate fell slightly to 86%. However, this year the percent of students returning for their second year returned to the pre-COVID level of 88%. Overall retention rates for the Regent universities continue to far exceed the national averages of both public and private 4-year colleges and universities.

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

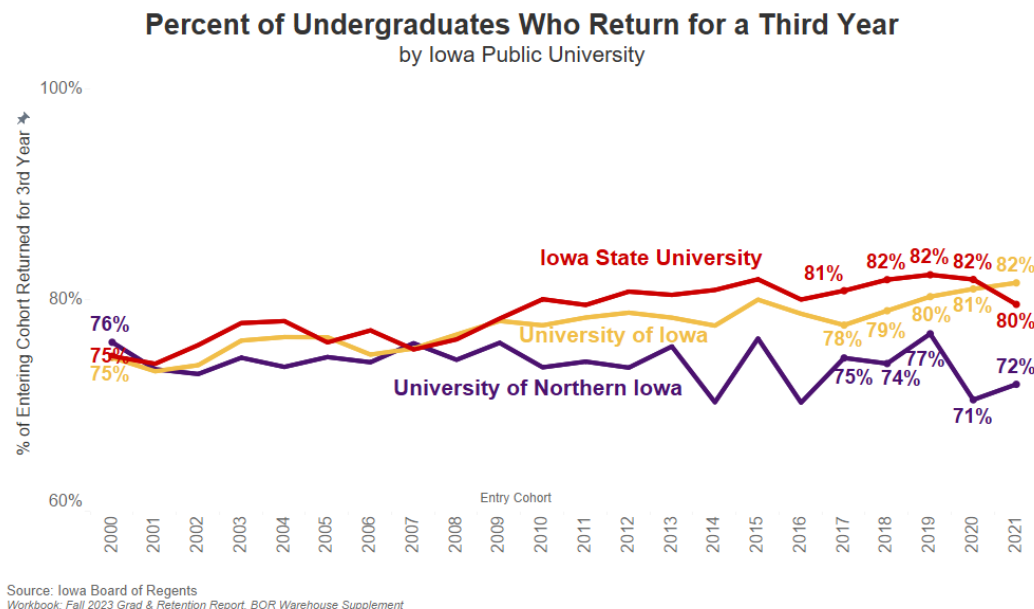


Sources: Iowa Board of Regents & National Student Clearinghouse Research Center *Persistence & Retention - 2022 Report*  
Workbook: Fall 2023 Grad & Retention Report, BOR Warehouse Supplement

The percentage of students returning for their second year (also known as first-year retention) increased at all three universities. Iowa State and UNI increased one percentage point while Iowa increased by 0.6 percentage points. (see graph below)

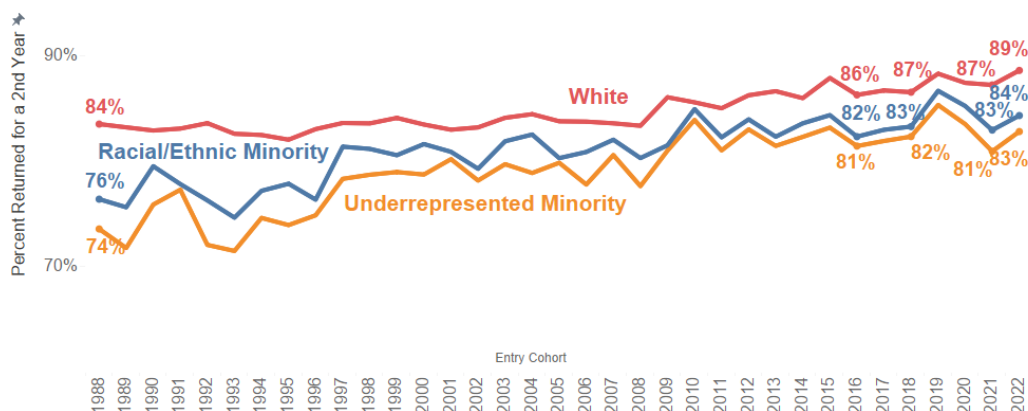


Looking at the rate of students returning for their third year of college (or second-year retention), both UNI and Iowa increased retention by one percentage point from the 2020 entry cohort to the 2021 entry cohort (see below). The two-point drop in second-year retention for Iowa State's 2021 cohort is carryover from the drop in first-year retention seen in that same 2021 ISU cohort (see Percent of Undergraduates Who Return for a Second Year above)



The graph below shows the percentage of undergraduates who return for a second year by race/ethnicity. While the gap had narrowed to one or two percentage points for the 2019 entry cohort, that gap has widened to four-to-six percentage points during the pandemic.

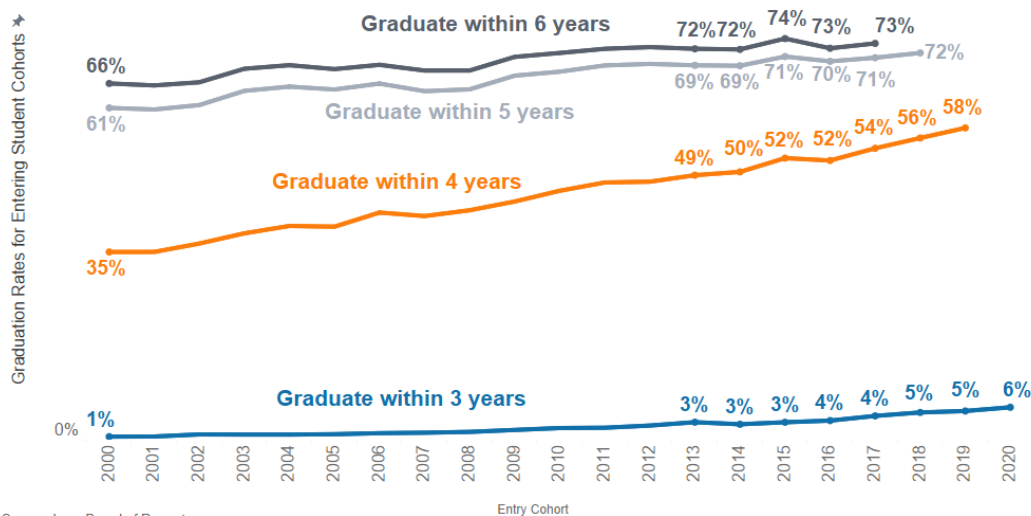
**Percent of Undergraduates Who Return for a Second Year**  
by Race/Ethnicity



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

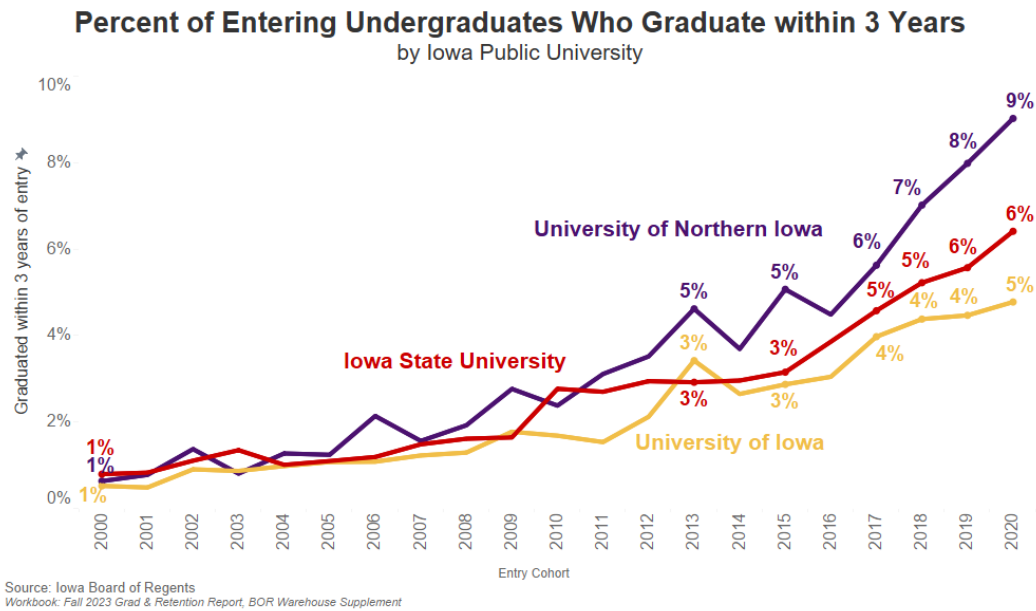
**Graduation rates.** The average four-year graduation rate across the three Regent universities (58%) is the highest on record and has steadily improved over the last 20 years. The percentage of students in the 2017 entry cohort who graduated in six years or less (73%) was one percentage point lower than that of the 2015 entry cohort which was the highest ever at 74%.

**Iowa Public University Undergraduate Graduation Rates**

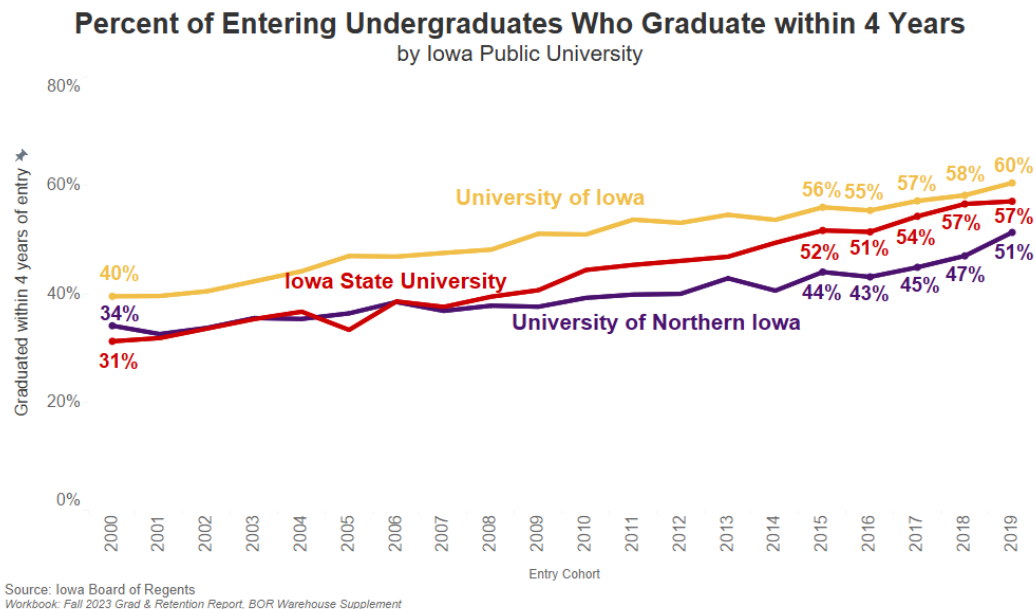


Source: Iowa Board of Regents  
Workbook: Fall 2023 Grad & Retention Report, BOR Warehouse Supplement

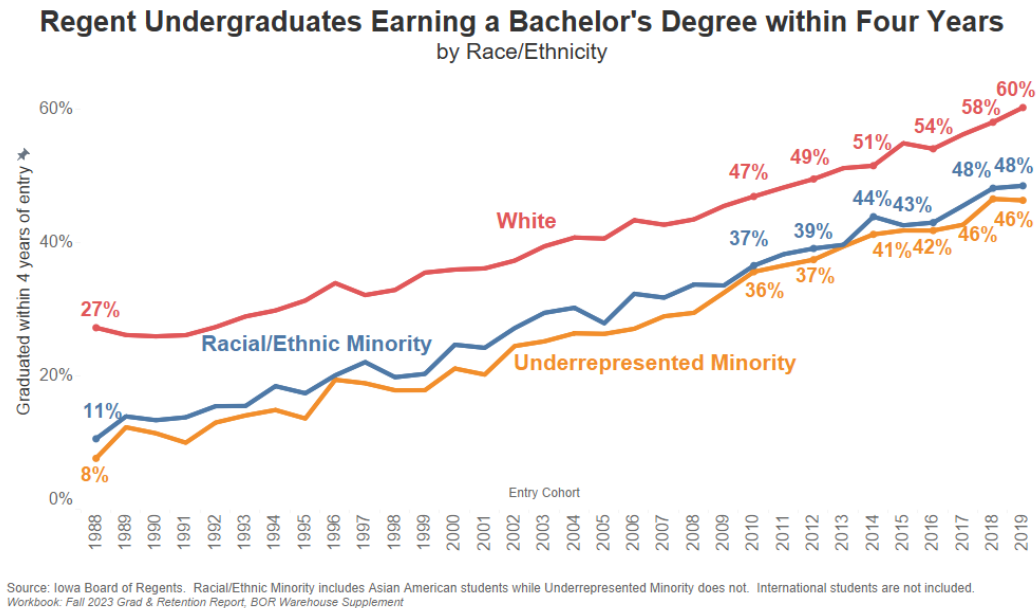
The Regent universities continue to show steady growth in the percentage of students who graduate within three years. This growth has been particularly strong at the UNI. (see graph below)



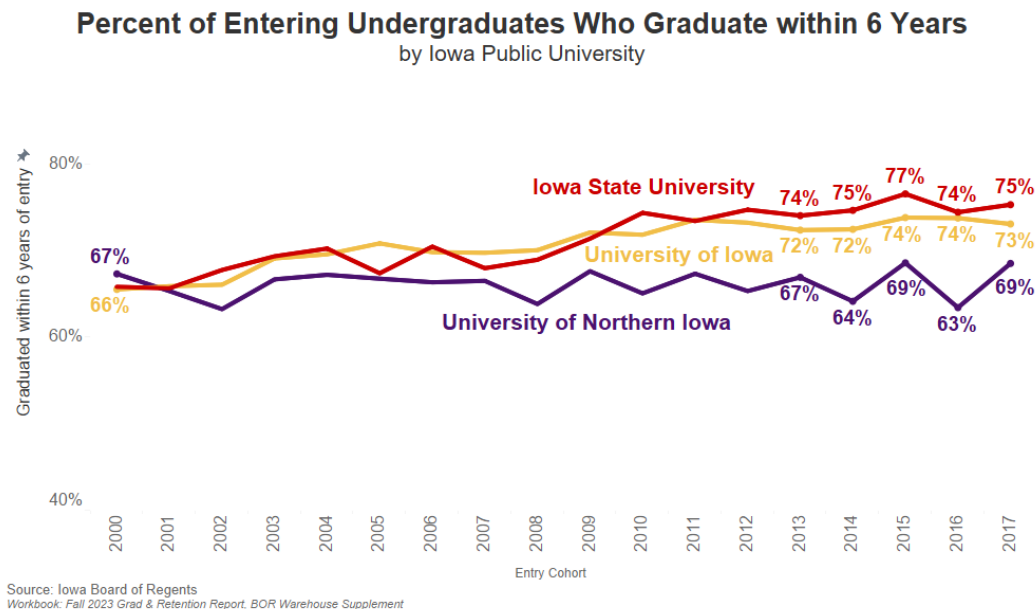
The past 20 years have seen significant increases in the percentage of students who graduate in four years or less. The entering class of 2019 continued this trend showing a higher four-year graduation rate than the 2018 cohort across all three universities. (see graph below)



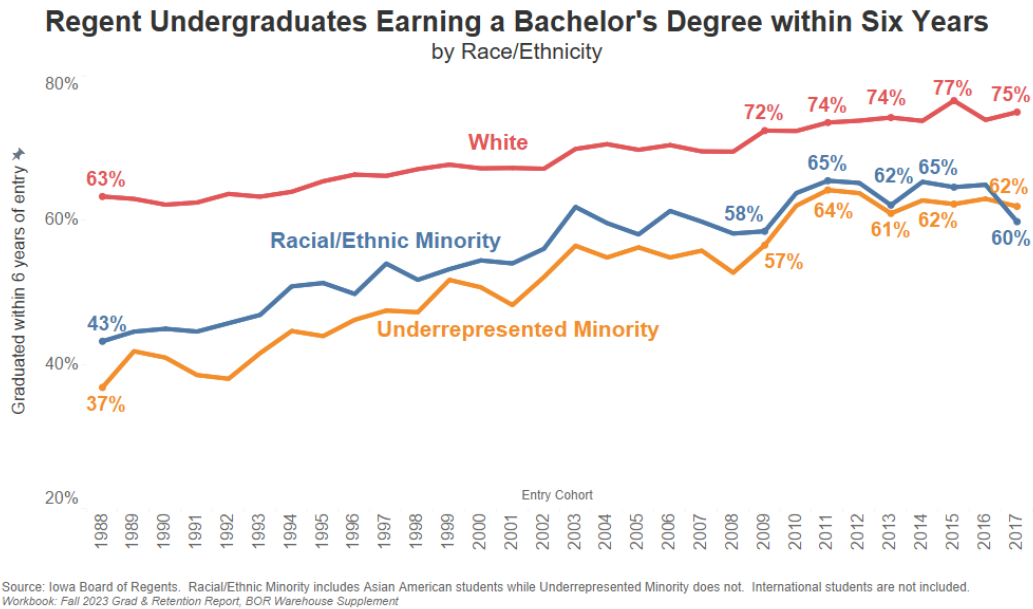
While the percentage of students who graduate in four years has improved over time, the four-year degree attainment gap by race/ethnicity has remained largely unchanged for 20 years. (see graph below)



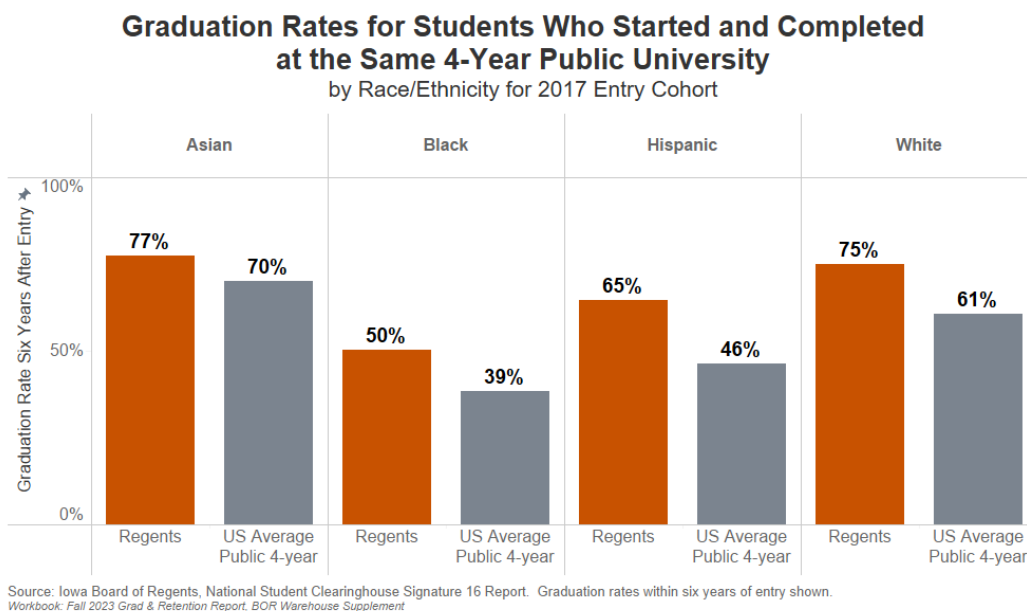
Six-year graduation rates for the 2017 entry cohort rebounded from the declines seen among the 2016 entry cohort at both Iowa State and UNI. This return to typical graduation rates suggests that the 2016 cohort may have been negatively impacted by the COVID-19 pandemic. Most students in the 2016 entry cohort would have graduated between Spring 2020 and Spring 2021.



The gap in six-year graduation rates by race/ethnicity has narrowed over time. While the gap for the 2016 entry cohort was one of the narrowest on record (9-11 percentage points), a five-percentage point drop in the graduation rate for students who identify as racial/ethnic minorities expanded to 13-15 percentage points in 2017. (see graph below).



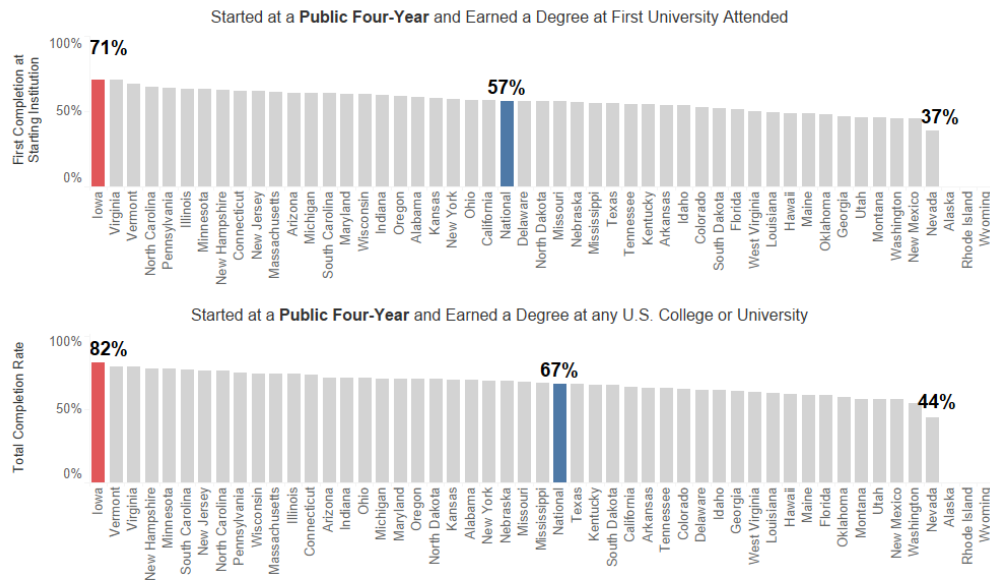
National & state benchmarking. While gaps remain in Regent university graduation rates by race/ethnicity, the Regent universities consistently outperform national averages among all racial/ethnic groups attending four-year public universities. The graph below shows six-year graduation rates by race/ethnicity.



Students attending a four-year public university in Iowa outperform, on average, students attending four-year public universities in all other states. The National Student Clearinghouse (NSC) found that for the 2017 entry cohort, 71% of students who start at a Regent university graduate from that same university within six years. Iowa also has the highest four-year public total degree attainment rate (82%) of any state in the U.S. The total attainment rate tracks students who start a four-year public and earn a degree at any U.S. college or university.

### Graduation Rates from 4-Year Public Universities

2017 Entry Cohort by State

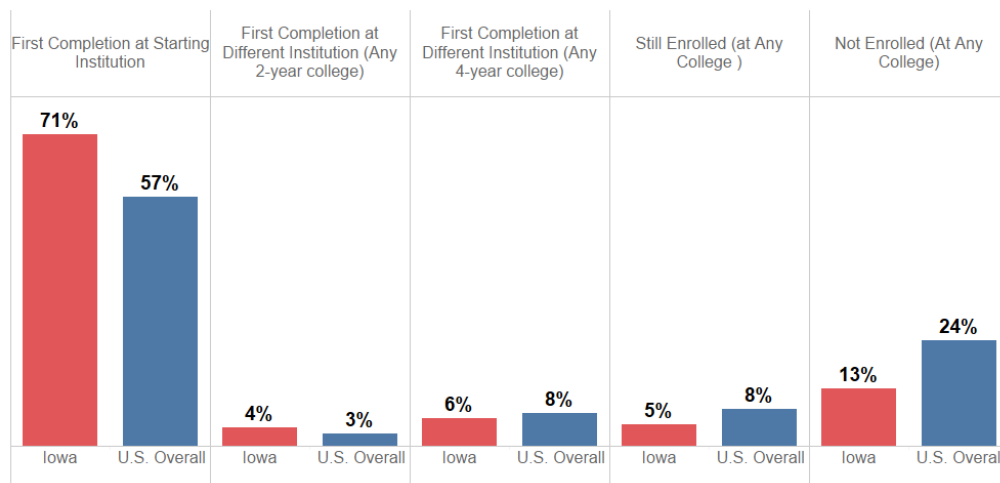


Source: NSC 2023 Completing College National and State Reports. 2017 entry cohort shown. Graduation rates determined six years after entry to first college attended.  
Workbook: NSC 6-year Graduation Rates by State 2008-2017 Cohorts

Looking at the NSC data in more detail, only 13% of students who start at a Regent university leave higher education without a degree, well below the 24% national average for students attending a four-year public university (see below).

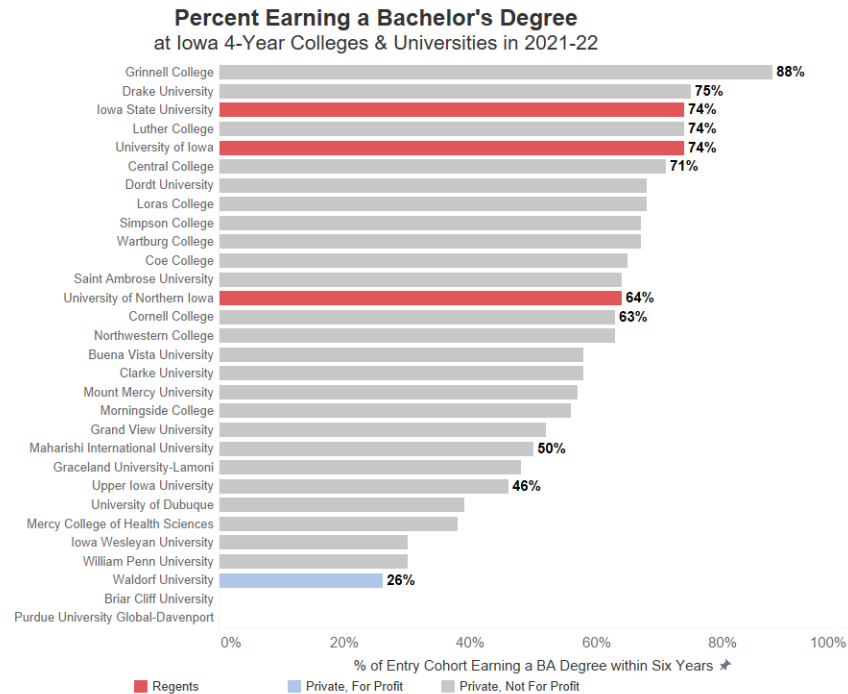
### Six Years After Enrolling at an Iowa Regent University

2017 Entry Cohort



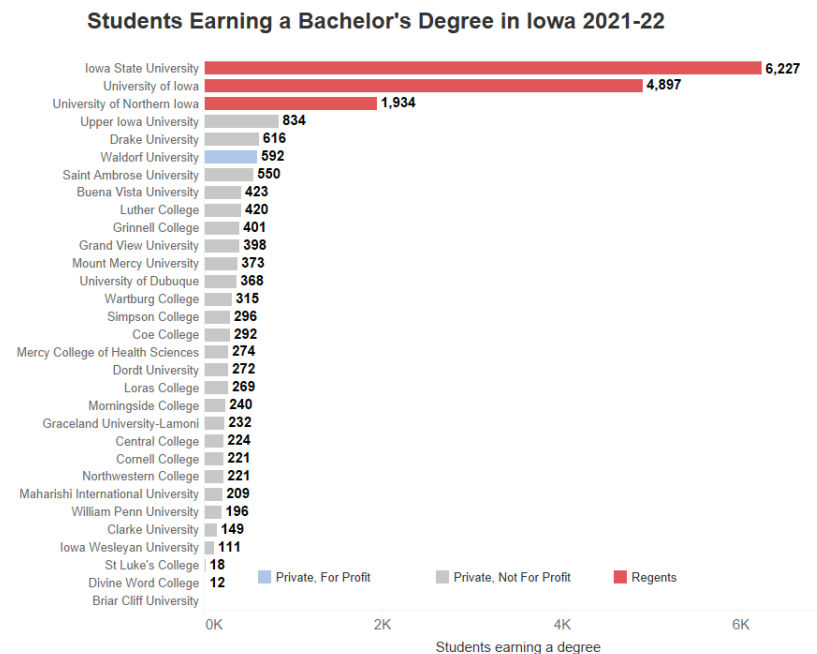
Source: NSC 2023 Completing College National and State Reports. 2017 entry cohort shown. Graduation rates determined six years after entry to first college attended.  
Workbook: NSC 6-year Graduation Rates by State 2008-2017 Cohorts

Regent university graduation rates continue to perform well relative to other Iowa colleges and universities. (see graph below)



Source: U.S. Dept. of Education Integrated Postsecondary Education Data System (IPEDS). Rates represent the percent of the 2016 entry cohort who earned a BA within 6 years.  
Workbook: Fall 2023 Grad & Retention Report, BOR Warehouse Supplement

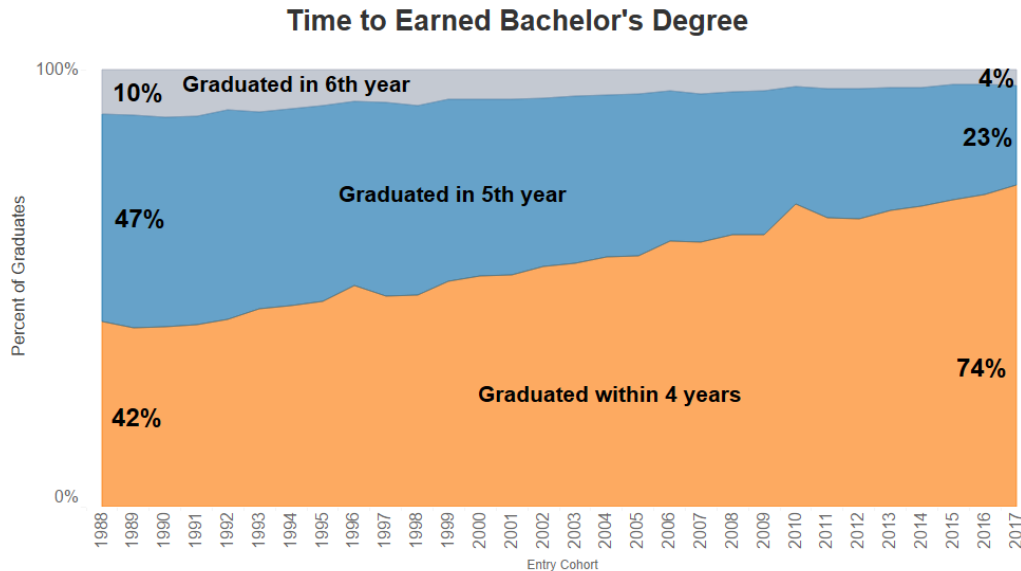
The Regent universities are the top three producers of bachelor's degrees in the state of Iowa awarding sixty percent of all bachelor's degrees awarded in 2021-22 (see graph below).



Source: U.S. Dept. of Education Integrated Postsecondary Education Data System (IPEDS). Graph shows institutions that reported earned a bachelor's degrees in 2022.  
Workbook: Fall 2023 Grad & Retention Report, BOR Warehouse Supplement

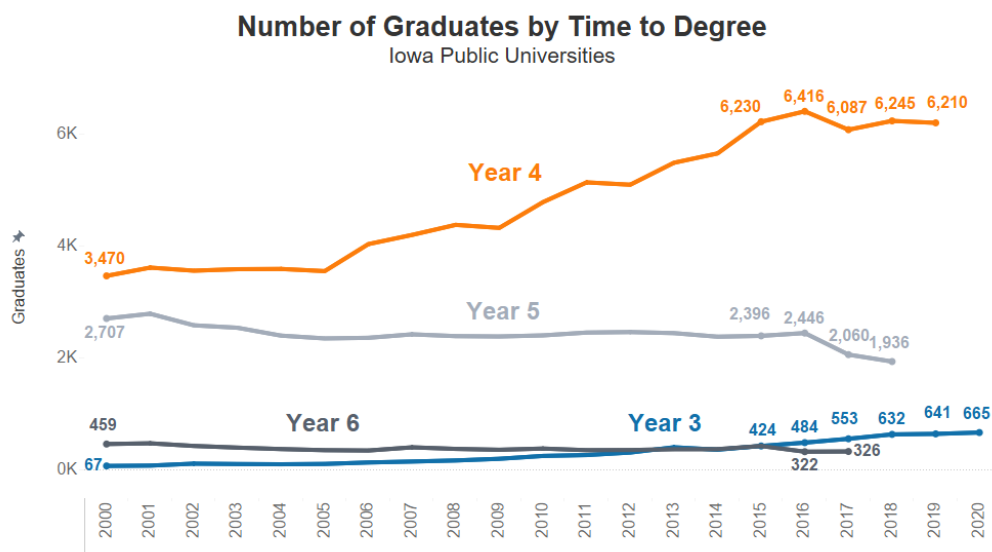


Time to degree. The amount of time Regent university students need to complete a degree has declined steadily over time. The graph below shows elapsed time from entry to graduation and includes any breaks a student might have taken. Only 42% of Regent graduates who entered in 1988 finished their degree within four years. That has improved to 74% for the 2017 graduate cohort. Meanwhile, only four percent of degree recipients in the 2017 cohort needed a sixth year to finish.



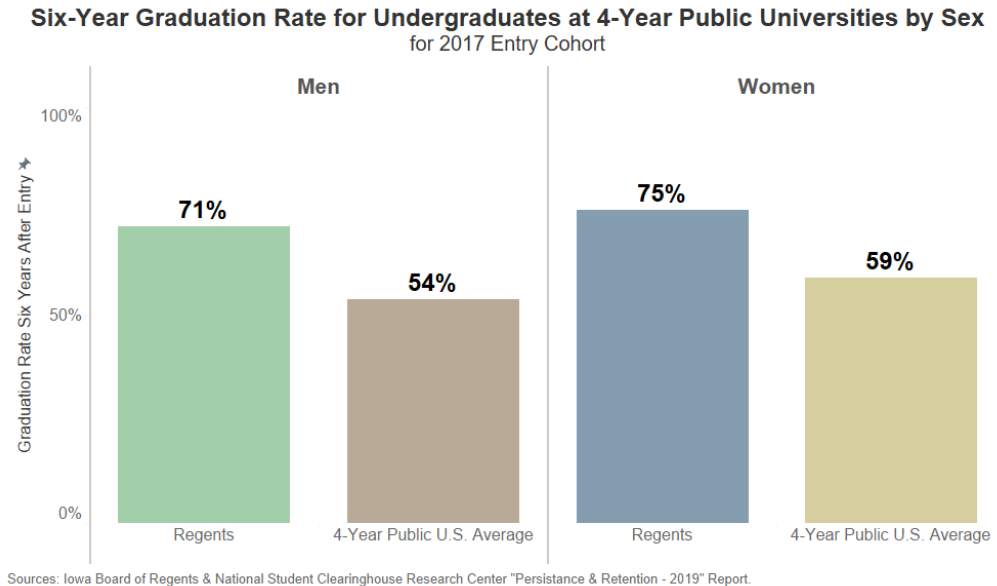
Source: Iowa Board of Regents for first-time full-time bachelor's degree graduates looking six years after entry.  
Workbook: Fall 2023 Grad & Retention Report, BOR Warehouse Supplement

Another way to look at the same data is to examine the number of graduates by time to degree year (see below). Over time, there has been growth in three- and four-year graduates and a decline in the number of students needing five or six years to graduate.

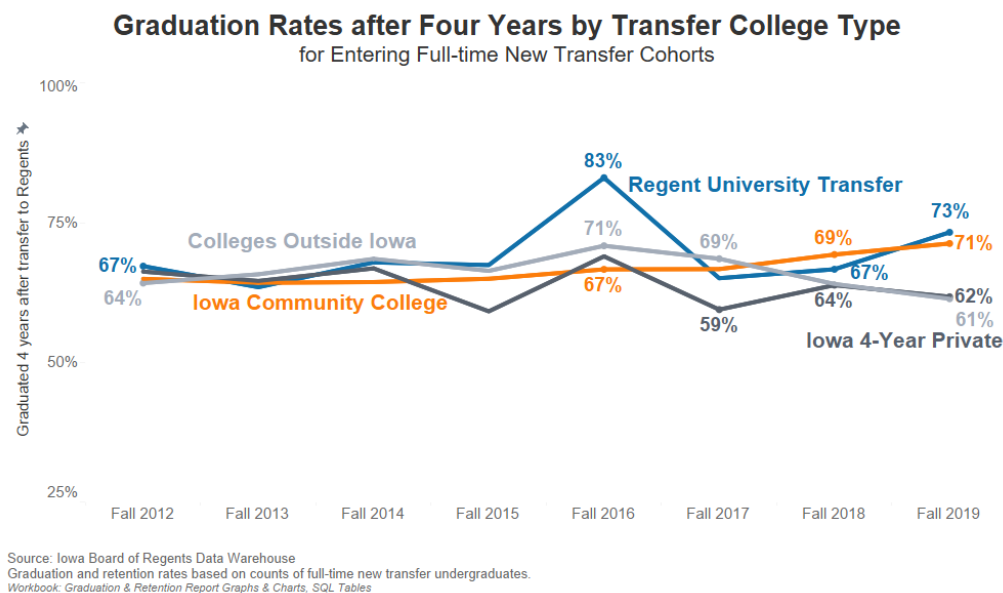


Sources: Iowa Board of Regents  
Workbook: Fall 2023 Grad & Retention Report, BOR Warehouse Supplement

Sex. While women consistently earn degrees at a higher rate than men, both men and women at the Regent universities outperform four-year public university national averages.



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



**THE UNIVERSITY OF IOWA  
FALL 2023 GRADUATION AND RETENTION HIGHLIGHTS**

The University of Iowa is committed to providing access to a high-quality, impactful education for students from all backgrounds and experiences. As part of this commitment, UI has continuously worked to help students successfully achieve their academic goals. These efforts are reflected in the steady improvement of graduation and retention rates.

The six-year graduation rate for the entering class of 2017 is 73.1%, matching last year's number. The four-year graduation rate for the entering class of 2019 is 60.3%, a new UI record. Additionally, the first- to second-year retention rate for the fall 2022 cohort is 89.3%, another university record.

This report will highlight some of the initiatives and strategies the university has employed over the last several years to facilitate student retention and timely graduation, including efforts focused on reducing disparities in retention and graduation rates of first-generation, underrepresented minority, and Pell eligible students.

**Course and Curriculum Innovation**

The University of Iowa has made significant strides in course and curriculum innovation since 2020, including through the P3-funded **Excellence in Teaching and Learning** project. This initiative, highlighted by the redesign of core introductory courses, aims to make sustained improvements that enhance the student learning experience. Thirteen courses offered by six departments (biology, chemistry, computer science, health and human physiology, mathematics, and statistics and actuarial science) have a combined enrollment of approximately 11,500 students. The project applies a multifaceted approach to enhance student success in these courses, providing data to evaluate teaching effectiveness, supporting instructor development, and aligning departmental goals with student learning. The longer-term goal of the initiative is to improve overall student success in key introductory courses and improve the retention and graduation rates of all students, particularly those interested in pursuing careers in STEM disciplines and other fields that meet critical workforce needs.

**Enhancing Student Learning**

The P3-funded **Learning at Iowa** program helps incoming students develop learning strategies and behaviors that are more effective for a college learning environment. These learning methods are backed by cognitive science research and have been demonstrated to have positive effects on student learning and progress toward degree. The concepts are employed through a campus framework that spans academic courses, residence hall settings, academic advising and more. In the 2022-23 academic year, over 3,500 students were enrolled in courses employing Learning at Iowa concepts. Project leaders have worked with more than 100 faculty, 200 staff and 300 undergraduate leaders to integrate the concepts into their respective roles.

Around 30 high-enrollment courses each semester have **Supplemental Instruction (SI)** group study sessions available to facilitate active and collaborative learning. The SI program has shown

measurable success, with students completing 16,771 visits to SI sessions in the 2022-23 academic year. Analysis of user data indicates that participants who attended at least one SI session per week increased their final course grade by an average of half a letter grade.

The **Learning Assistants Program** provides peer learning support in high enrollment lecture courses. Learning assistants, or LAs, are undergraduate students who are trained to provide academic support and then embedded into the classroom. LAs increase collaboration and active learning by providing an avenue for students to ask questions and seek support from peers. In the 2022-23 academic year, more than 130 LAs were embedded in three chemistry courses (General Chemistry I, General Chemistry II, Principles of Chemistry I), two health and human physiology courses (Anatomy for Human Physiology, Human Physiology), and College Algebra.

### **Aiding College Transition and Creating a Sense of Belonging**

The **First Gen Hawks** program provides support and learning opportunities for first-year, first-generation students to set them up for success in and out of the classroom. The program bundles experiential learning seminar courses, peer mentoring, community events, and personalized academic coaching that provides each student holistic support. Since the program's inception in 2020, participants have logged more than 600 hours of peer mentoring connections and more than 100 hours of academic coaching. The program, with a total of 170 first-year participants in fall 2023, was recognized with the 2023 Innovation in Transition Programs Award from NODA, the Association for Orientation, Transition and Retention in Higher Education.

The **Iowa Edge** program offers a four-day pre-semester experience that provides resources, connections and guidance to students as they begin their journey at Iowa. More than 100 incoming students participated in fall 2023. The program is open to all students, with an emphasis on African American, Alaskan Native, American Indian, Asian American, Pacific Islander, Latina/o/x, first-generation and LGBTQ+ college students. Participants can meet faculty, build a peer community, and develop leadership skills, all contributing to a smooth transition to university life. In addition to the pre-semester experience, participants receive one-semester hour credit by completing an Iowa Edge course in their first semester.

### **Connecting Students to High-Impact Learning Opportunities**

The innovative **Hawkeye Work Grant** program, launched in fall 2022, offers first-year students with significant financial need the opportunity to work on-campus while earning an additional \$750-\$1000 grant to support their university expenses. A significant portion of the 106 students who participated in 2022-23 were first-generation college students and/or underrepresented minorities. The program utilized the Iowa GROW (Guided Reflection on Work) mentored student employment model. Initial analysis of the program's first-year data shows that participants had a 92.5% first-to-second year retention rate, which is 7% higher than the retention rate for eligible students who chose not to participate in the program.

Part of the P3-funded Closing the Gap project, **Hawkeye Experience Grants** help undergraduate students engage with unpaid experiential learning opportunities like internships, research and

study abroad. In the 2022-23 academic year, grants were awarded to 28 students from six UI colleges with sites located in Iowa, nationally and globally, and awards ranging from \$400-\$4,000. These learning experiences, which may not be financially feasible for these students without the grants, allow awardees to gain hands-on experience that prepares them to launch their career.

The new **Office of Performing Arts and Engagement** established a central hub for promoting creative works at the university, connecting students in all UI performing arts units to support student-driven creative productions and align visiting artist work with the student classroom experience. Students in dance, theatre arts and music have gained hands-on experience working with world-class performers, including renowned tap dancer Ayodele Casel, string quartet Attacca Quartet, and theatre, video and arts technologist Andrew Schneider.

### **Supporting Mental Health and Well-Being**

The university continues to prioritize a campus culture that supports mental health and well-being. An **embedded counselor focusing on Veterans** and military-connected students started this fall, plans are underway for a new **Student Well-Being Center** in the Iowa Memorial Union, and the university launched [mentalhealth.uiowa.edu](https://mentalhealth.uiowa.edu), a one-stop shop for mental health resources at Iowa. Additionally, initiatives like emergency funds, **Hawkeye Meal Share**, and the **Food Pantry and Clothing Closet** address critical needs for students. The Food Pantry at Iowa distributed over 29,000 meals in 2022-23.

**UNIVERSITY OF NORTHERN IOWA  
FALL 2023 GRADUATION AND RETENTION HIGHLIGHTS**

Graduation rates for UNI students are at all-time high levels for the third year in a row and remain well above the average of our peer institutions. This continued decrease in time to degree has contributed to associated declines in student loan debt for UNI's students as they enter Iowa's workforce.

- The four-year graduation rate for the fall 2019 cohort (51.3%) increased by four percentage points as compared to the prior year's cohort (47.3%) and has increased steadily - by more than 15 percentage points in total - over the past 15 years. UNI's four-year graduation rate is 10 percentage points above our Board-approved institutional peers (41%), and 22 percentage points above our Carnegie peers (29%).
- The five-year graduation rate for the fall 2017 cohort is 65.5%, a slight increase as compared to the prior cohort's graduation rate (64.8%), and a 2.4 percentage point increase over the previous five-year rolling average (63.1%).
- One in 11 UNI students graduate in three years, a larger proportion than at any previous point in our history.
- The first-to-second year retention rate for the entering class of 2022 is 84.4%, a 1.9 percentage point increase over the previous cohort and a 1.3 percentage point increase as compared to the previous five-year rolling average. The retention rate for the fall 2022 entering cohort is significantly higher than that of our Board-approved peer institutions (77%) and our Carnegie peers (71%).

The Retention and Completion Council guides campus-wide work to streamline campus systems and policies, and to develop targeted outreach and support programs that promote continued increases in student retention and graduation rates. A few of the collaborative initiatives that are advancing retention, completion and student success include the following:

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

**Orientation and Panther Welcome** prepare students for a successful university experience, and include one-to-one meetings with academic advisors, family consultations with financial aid

counselors, introduction to campus and community resources, engagement with faculty and staff, social activities designed to help students connect with their peers, and guidance from student leaders.

The **Panther Completion Grant and the Student Emergency Fund** are donor-supported funds that help students facing short-term financial barriers to persistence, allowing students to continue moving toward graduation rather than stopping out. These two funds assisted a total of 46 students in overcoming financial hardships during the 2022-2023 academic year, awarding just under \$31,000 in total during that time. The **Panther Pantry** offers free food and basic necessities to UNI students, and during the 2022-2023 academic year served 545 students, many of whom used the Pantry on a weekly or monthly basis.

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

The **UNI PLUS (Peer Led Undergraduate Support) Program** provides course-embedded academic assistance to students in traditionally challenging courses. Undergraduate PLUS assistants work closely with faculty to offer supplemental study sessions outside of regular class times and additional tutoring and office hours in Rod Library.

**PACE (Panther Access, Connection, and Engagement)** is a supplemental academic advising program designed to increase the retention of students who face barriers to persistence, including low-income students, first-generation students, and students who indicate a need for supplemental academic support. PACE participants benefit from advising services, financial literacy assistance, interactive educational workshops, and academic skill building opportunities. The recently implemented **UNIFI General Education Program** aligns with the top skills Iowa's employers are seeking and includes an embedded certificate that provides students another credential to pair with their degree. UNIFI is a streamlined program with fewer required credit hours than the previous general education program, and smooth transfer for students with any community college AA or AS degree. Because of the reduction of credit hours and attention to streamlined transfer pathways, this new approach to general education is contributing to the decrease in students' time to degree.

Retention and Completion Council priorities in the current academic year are focused on improving outcomes for low-income students, reviewing and ensuring access to curricular interventions for students struggling academically during their first semester, making enhancements to our predictive modeling and early intervention outreach, and providing support to transfer students who haven't yet completed a credential.

**IOWA STATE UNIVERSITY  
FALL 2023 GRADUATION AND RETENTION HIGHLIGHTS**

Iowa State University of Science and Technology continues to increase its four-year graduation rate, a record-high 57.1% for the entering class of 2019. The university's six-year graduation rate (entering class of 2017) is 75.3%. Iowa State's four- and six-year graduation rates continue to exceed the national average for four-year public colleges and universities. Additionally, over 87.5% of the university's entering class of 2022 returned for their second year, which compares favorably to the national one-year retention rates of other four-year public colleges and universities.

Iowa State continually strives to foster collaboration across the university to positively influence time to degree and the persistence of students to degree completion. A few examples of the high-impact practices that occurred this past year are outlined below.

**EAB Navigate Student Success and Retention Efforts**

Campus engagement with Navigate, Iowa State University's student success and retention technology tool, is at an all-time high. Monthly staff and faculty users increased by 35%, and over 130,000 appointments were created in Navigate during the previous academic year. This increase in Navigate engagement supports ISU's student success and retention efforts by increasing collaboration and communication among staff, providing seamless processes for students to access various university supports, and enhancing the ability for university personnel to identify and communicate with students who need assistance. The institution initiated several new projects utilizing the Navigate platform this past year including, but not limited to the implementation of an exit survey for students who stopped-out prior to earning a degree and efforts to increase alerts, which resulted in more direct and tailored outreach to students.

Students stopping-out before completing a degree received an exit survey via Navigate. The prevailing reasons for stopping-out included financial challenges, challenges with mental, emotional, and/or physical well-being, and challenges with academic skills and behaviors. Insights derived from the survey are driving innovation to identify at-risk students with the goal to intervene earlier, resulting in an increased sense of belonging, greater academic success, and higher retention and completion rates.

Students can self-report challenges impacting their success in Navigate at any point during the semester to quickly get connected to information and direct support. Staff and faculty can also utilize Navigate to indicate when a student has shared a challenge or concern, which allows Iowa State to collaboratively and efficiently deliver support to students. During Fall 2023, approximately 15,000 alerts were issued – an increase of 72% over the previous fall semester – for 9,800 distinct students. This percentage highlights Iowa State's commitment to identifying students in need and activating their coordinated care network.



### **Learning Communities**

Iowa State University's Learning Communities, a collaborative partnership between the Division of Academic Affairs and the Division of Student Affairs, is one of Iowa State's most successful retention initiatives. In Fall 2023, 84 learning communities were offered, serving 6,518 students, and 93.4% of all first-year, full-time (FYFT) students. Participation among underrepresented and underserved FYFT student populations is robust, with 93.2% of multicultural students, 92.7% of first-generation students, and 93.7% of Pell-eligible students participating in a Fall 2023 learning community. Retention and graduation rates for students participating in learning communities continue to surpass those of non-learning community participants. On average, the one-year retention rate for learning community students is seven percentage points higher than for non-learning community students, and the six-year graduation rate is 10 percentage points higher.

### **Redesigning Physics Courses**

Iowa State University's calculus-based introductory physics courses (i.e., PHYS 231 and PHYS 232), are gateway courses for all engineering- and many science majors. At Iowa State, D-F-W rates in these courses have traditionally been between 29-50 percent. A team of physics and engineering faculty worked together to redesign these courses. The team leaders made changes to pedagogy, course policies, course learning outcomes, and course content with a focus on in-depth coverage of key topics. Importantly, all instructors for these courses adopted the changes. The university also provided enhanced Supplemental Instruction and department-based coaching and tutoring for these courses. Initial outcomes of this course redesign project are extremely positive with D-F-W rates decreasing substantially to 14% in PHYS 231 and 9% in PHYS 232.

### **Student Health and Wellness**

Iowa State University understands student well-being is inextricably linked to academic success, retention, and graduation. During the 2022-2023 academic year, the Student Health and Wellness unit provided 1,273,387 points of contact, facilitated 407 events, and engaged with 77% of the student body. Additionally:

- Recreation Services had more than 884,000 facility visits and supported students through fitness classes, intramural sports, outdoor recreation, and sport clubs. Student participation increased, with more than 24,000 group fitness participants, 8,469 intramural participants, and 1,708 sport club participants.
- Student Wellness provided health promotion leadership in power-based personal violence (Green Dot program), peer-to-peer programs, substance use and collegiate recovery support, mental health and suicide prevention, dietician services, sexual health, and basic need security. Highlights included peer-to-peer student engagement with more than 7,800 students, and more than 14,000 participants engaged in Green Dot trainings.
- Student Counseling Services provides a range of mental health services including workshops, individual and group counseling, crisis support, and trainings. The team provided 7,352 visits and supported more than 200 crisis sessions.
- Thielen Student Health Center provides a broad range of services including primary care, mental health, sexual and reproductive health, allergy and travel, and numerous

- supportive services. The clinic provided 34,196 patient visits, 36,927 phone calls, 196,533 lab tests, 1,545 radiology exams, and filled 30,559 prescriptions.

**Students Helping Our Peers (SHOP) Food Pantry**

Food insecurity is a national and local collegiate health issue, and Iowa State has made considerable investments to expand basic need support for students. During the 2022-2023 academic year, SHOP Food Pantry served 12,666 visitors and distributed more than 149,000 pounds of food. The SHOP Food Pantry has increased efficiency and capacity by purchasing PantrySoft, a technology platform that helps with inventory management and patron intake, and by securing additional space that more than doubles the size of the pantry. Since the go-live of PantrySoft in September 2023 through the end of December 2023, SHOP has registered 800 users and an additional 200 dependents, and distributed more than 87,500 pounds of food. The SHOP Food Pantry also expanded partnerships with Pammel Grocery, received an “I Will” action grant to support the purchase of additional food products, and expanded the provision of hygiene items through a partnership with Iowa State University Central Stores.

**Supporting Historically Underrepresented Student Populations**

The Military-Affiliated Student Center (MASC) is an office that provides academic support, transition assistance, and advocacy for students who are Active-Duty, Veterans, ROTC cadets, Reservists, National Guard, and their families. Programs range from socializing and interacting with other military-affiliated students, to dinners, recognition events, and programs around military-specific topics. For the 2022 cohort of student veterans, comprised mostly of transfer students, 81.4% returned for a second year of study and 61.5% of the 2017 cohort graduated within six years of matriculating to Iowa State. For the 2022 cohort of dependents of veterans and/or active military members, 85.3% returned for a second year of study.

The Hixson Opportunity Awards Program provides financial, academic and personal support annually to 100 students who have faced personal and/or financial hardship. Hixson Scholars exhibit higher retention- and graduation rates than their non-participating peers. For the 2022 cohort, 87.2% persisted into their second year compared to 78.9% of Pell-eligible resident students not in the Hixson program. Of the 2017 cohort of Hixson Scholars, 74% graduated within six years compared to 70.9% of Pell-eligible resident students not in the Hixson program.

The TRIO Student Support Services Program is a comprehensive academic support program designed to increase the retention and graduation rates for students who are low-income, first-generation, and/or identify as having a disability. Of the SSSP participants in the 2022 cohort, 93% returned for a second year of study compared to 87.1% of their non-participating peers.