

Contact: Diana Gonzalez

ANNUAL REPORT OF STUDENT RETENTION AND GRADUATION RATES

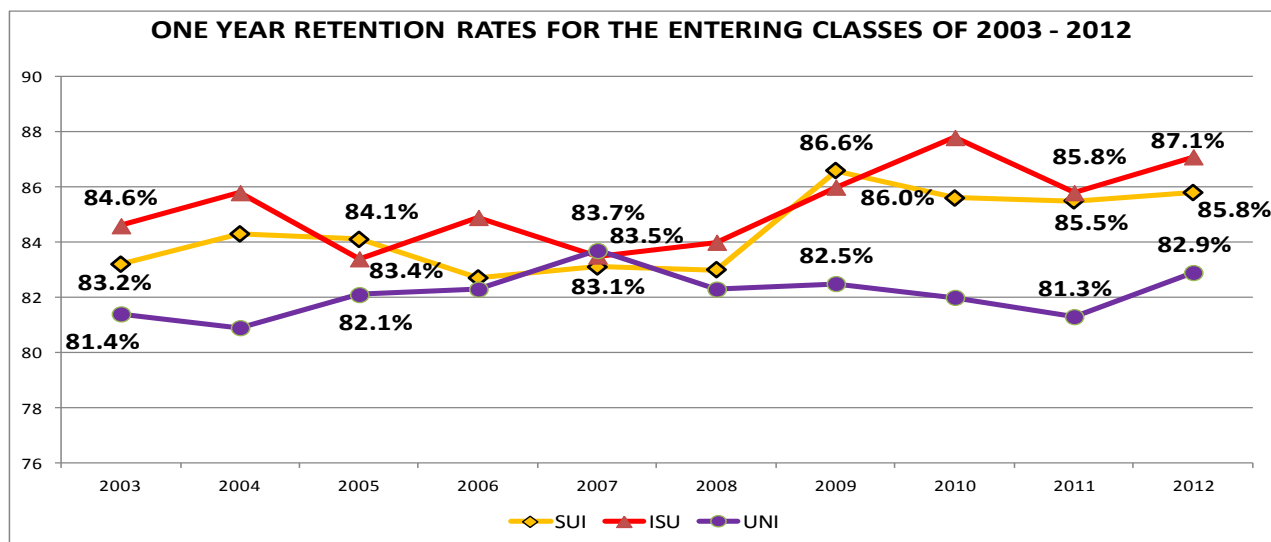
Action Requested: Receive the Annual Report of Student Retention and Graduation Rates for Fall 2013.

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 2013 Report includes the following trends/changes:

- 📖 An average of approximately 83.9% of the past 10 entering classes at the Regent universities returned for the second year of studies.



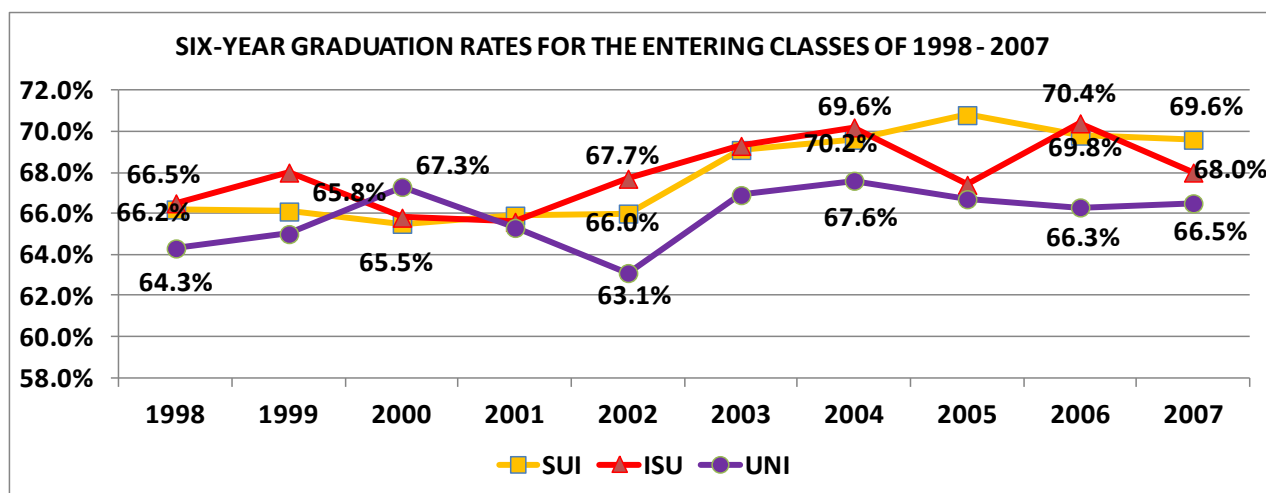
- 📖 During the 10-year period 2003-2012, the one-year retention rates at the Regent universities fluctuated from a low of 80.9% to a high of 87.8%.

- At SUI, a low of 82.7% occurred for the entering class of 2006 and a high of 86.6% occurred for the entering class of 2009. For the entering class of 2012, the one-year retention rate was 85.8% which was a slight increase of 0.3 percentage points from the prior year.

- At ISU, a low of 83.4% occurred for the entering class of 2005 and a high of 87.8% occurred for the entering class of 2010. For the entering class of 2012, the one-year retention rate was 87.1% which was an increase of 1.3 percentage points from the prior year.
- At UNI, a low of 80.9% occurred for the entering class of 2003 and a high of 83.7% occurred for the entering class of 2007. For the entering class of 2012, the one-year retention rate was 82.9% which was an increase of 1.6 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 2012 at the Regent universities was 86.0% compared to the national average of 77.7% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 72.2%.¹

📖 An average of 67.2% of the past 10 entering classes at the Regent universities graduated within six years.



📖 During the 10-year period 1998-2007, the six-year graduation rates at the Regent universities fluctuated from a low of 63.1% to a high of 70.8%.

- At SUI, a low of 65.5% occurred for the entering class of 2000 and a high of 70.8% occurred for the entering class of 2005. For the entering class of 2007, the six-year graduation rate was 69.6%, which is a slight decrease of 0.2 percentage points from the prior year.
- At ISU, a low of 65.6% occurred for the entering class of 2001 and a high of 70.4% occurred for the entering class of 2006. For the entering class of 2007, the six-year graduation rate was 68.0% which is a decrease of 2.4 percentage points from the prior year.

¹ Source: ACT 2013 Retention/Completion Summary Tables, public institutions offering bachelor's, master's, and doctoral programs.

- At UNI, a low of 63.1% occurred for the entering class of 2002 and a high of 66.9% occurred for the entering class of 2003. For the entering class of 2007, the six-year graduation rate was 66.5% which is a slight increase of 0.2 percentage points from the prior year.

📖 Six-year graduation rates have also consistently exceeded the national averages. The six-year graduation rate for the entering classes of 2007 at the Regent universities was 68.4% compared to the national average of 48.9% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 46.3%.¹

📖 The average number of years to complete a degree by Regent university students who graduated within six years decreased from 4.59 years for the entering classes of 1997 to 4.45 years for the entering classes of 2007. There was no change in the time to degree for the entering classes of 2007 from the prior year. The national average time-to-degree for public four-year colleges was 4.33 years.²

The time to degree is influenced by a number of factors, including major sought, parents' education, change of major, and grade point average. Approximately 44% of the entering classes of 2009 at the Regent universities graduated within four years compared to the national average of 30.9% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 21.6%.¹

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

- For the entering classes of 2012, the average one-year retention rate for racial/ethnic minority students was 84.0% at the Regent universities compared to the average one-year retention rate for non-minority students of 86.2%.
- For the entering class of 2007, the average six-year graduation rate for racial/ethnic minority students was 59.8% at the Regent universities compared to the average six-year graduation rate for non-minority students of 70.2%.

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.” It also addresses Goal #2 – “Iowa’s public universities shall increase the degree attainment of underrepresented minority students” and Goal #3 – “Iowa’s public universities shall increase the percent of undergraduate students who graduate within four years.”

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.³

² Baccalaureate and Beyond, National Center for Education Statistics.

³ Source: National Center for Education Statistics.

- ☞ 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.⁴
- ☞ Intervention Strategies. 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 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, the research has shown that “different groups of students (such as at-risk, adult, and transfer) have distinctly different circumstances requiring group-specific retention policies and programs.”⁵
- ☞ 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.⁶

Highlights:

- ☞ One-Year Retention Rates. During the past 10 years, the average one-year retention rate at SUI has been 84.4%; at ISU, it has been 85.4%; and at UNI, it has been 82.2%. The Fall 2013 one-year retention rate at SUI was 85.8%; at ISU, it was 87.1%; and at UNI, it was 82.9%. In Fall 2012, the one-year retention rate at SUI was 85.5%; at ISU, it was 85.8%; and at UNI, it was 81.3%.
- ☞ One-Year Retention Rates by High School Rank. There is a difference in retention rates when high school rank is considered. In Fall 2013, the average one-year retention rate for the entering class of 2012 Regent university students who graduated from high school in the 90th - 99th percentile was 92.8% while the average one-year retention rate for students who graduated in the 70th - 79th percentile was 85.6% and for those in the 30th - 39th percentile it was 75.7%.
- ☞ One-Year Retention Rates by ACT Score. There is also a difference in retention rates when ACT score is considered. In Fall 2013, the average one-year retention rate for the entering class of 2012 with an ACT score of 32-36 was 93.4% while the average one-year retention rate for students with an ACT score of 27-31 was 89.3% and for those with an ACT score of 19-21, it was 81.2%.

⁴ Source: ACT “What Works in Student Retention?”

⁵ Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*.

⁶ The Attachments on pages 13-15 describe some of the retention initiatives implemented by the Regent universities.

- ☐ One-Year Retention Rates by First-Term GPA. There is clearly a difference in retention rates when first-term GPA is considered. In Fall 2013, the average one-year retention rate for the entering class of 2012 with a first-term GPA of 3.50-4.00 was 94.6% while the average one-year retention rate for students with a first-term GPA of 3.00-3.24 was 89.9%; for those with a first-term GPA of 2.50-2.74, it was 88.5%; and for those with a first-term GPA of 2.00-2.24, it was 83.2%.
- ☐ One-Year Retention Rates by Type of Financial Aid Received. The one-year retention rates for Pell Grant recipients was lower at SUI and ISU than the first-year retention rates for students who did not receive federal aid. At SUI, the retention rate was 7.7 percentage points lower; and at ISU, it was 8.0 percentage points lower. At UNI, the one-year retention rate for Pell Grant recipients was 0.4 percentage points higher than for students who did not receive federal aid.
- ☐ One-Year Retention Rates by Regent Admission Index. The one-year retention rates for students whose RAI ≥ 245 were higher at all three universities than for students whose RAI < 245 for both residents and non-residents. At SUI, the retention rate for residents whose RAI ≥ 245 was 12.8 percentage points higher; at ISU, it was 10.5 percentage points higher; and at UNI, it was 17.5 percentage points higher.
- ☐ Four-Year Graduation Rates by Financial Aid Received. The four-year graduation rates for Pell Grant recipients were lower at all three universities than those for students who did not receive federal aid. At SUI, the four-year graduation rate was 17.2 percentage points lower; at ISU, it was 12.0 percentage points lower; and at UNI, it was 13.6 percentage points lower.
- ☐ Four-Year Graduation Rates by Regent Admission Index. The four-year retention rates for students whose RAI ≥ 245 were higher at all three universities than for students whose RAI < 245 for both residents and non-residents. At SUI, the graduation rate for residents whose RAI ≥ 245 was 31.0 percentage points higher; at ISU, it was 24.2 percentage points higher; and at UNI, it was 23.0 percentage points higher.
- ☐ Six-Year Graduation Rates. During the past 10 years, the average six-year graduation rate at SUI has been 67.9%; at ISU, it has been 67.9%; and at UNI, it has been 65.9%. The Fall 2013 six-year graduation rate for the entering class of 2007 at SUI was 69.6%; at ISU, it was 68.0%; and at UNI, it was 66.5%. In Fall 2012, the six-year graduation rate at SUI was 69.8%; at ISU, it was 70.4%; and at UNI, it was 66.3%. Six-year graduation rates for the Regent universities and peer institutions are included in Attachment D (page 16).
- ☐ Six-Year Graduation Rates by First-Term GPA. There is clearly a difference in graduation rates when first-term GPA is considered. In Fall 2013, the average six-year graduation rate for the entering class of 2007 with a first-term GPA of 3.50-4.00 was 87.7% while the average six-year graduation rate for students with a first-term GPA of 3.00-3.24 was 78.3%; for those with a first-term GPA of 2.50-2.74, it was 67.5%; and for those with a first-term GPA of 2.00-2.24, it was 55.2%.

- ☐ Six-Year Graduation Rates by Financial Aid Received. The six-year graduation rates for Pell Grant recipients were lower at all three universities than those for students who did not receive federal aid. At SUI, it was 13.5 percentage points lower; at ISU, it was 16.0 percentage points lower; and at UNI, it was 9.8 percentage points lower.

- ☐ Average Time to Degree. The average number of years to complete an undergraduate degree by students in the entering classes of 2007 at the Regent universities who graduated within six years was 4.45 years; there was no change from the prior year. The time beyond four years typically reflects students' participation in additional activities during their program of study, such as study abroad programs, internships, and double majors. It also reflects students' degree major changes.⁷ The national average time to completion for first-time recipients of bachelor's degrees for the entering class of 2007 was 4.33 years for students who graduated within six years.⁸

- ☐ 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. As shown below, for the entering class of 2012, the average one-year retention rate for resident and non-resident racial and ethnic minority students at the Regent universities was **lower** than for resident and non-resident non-minority students.

**ONE-YEAR RETENTION RATES BY RACE/ETHNICITY AND RESIDENCE
ENTERING CLASS OF 2012**

| | Non-Minority | | | Minority | | |
|-------|--------------|--------------|-------|----------|--------------|-------|
| | Resident | Non-Resident | Total | Resident | Non-Resident | Total |
| SUI | 84.8% | 88.1% | 86.3% | 87.1% | 81.4% | 83.9% |
| ISU | 87.6% | 86.7% | 87.3% | 88.8% | 81.1% | 84.8% |
| UNI | 83.0% | 86.2% | 83.1% | 79.7% | 82.8% | 80.3% |
| Total | 85.7% | 87.3% | 86.2% | 86.6% | 81.3% | 84.0% |

➤ University of Iowa.

- ☑ The one-year retention rate for racial/ethnic minorities (83.9%) was 2.4 percentage points (PP) lower than the rate for non-minorities (86.3%) in the entering class of 2012. The one-year retention rates for Hispanic Americans, American Indians/Alaska Natives Blacks/African Americans, Native Hawaiians/Other Pacific Islanders, and students who reported two or more races were lower than for non-minorities (-1.3 PP, -19.6 PP, -7.0 PP, 53.0 PP, and -2.2 PP, respectively). However, the one-year retention rate for Asian Americans was higher than for non-minorities (+1.4 PP).

⁷ According to the National Center for Education Statistics, more than 20% of college students change their degree major.

⁸ Source: National Student Clearinghouse Research.

➤ Iowa State University.

- ☑ The one-year retention rate for racial/ethnic minorities (84.8%) was 2.5 PP lower than for non-minorities (87.3%). The one-year retention rates for Hispanic Americans, American Indians/Alaska Natives, Blacks/African Americans, and students who reported two or more races were lower than for non-minorities (-1.8 PP, -1.6 PP, 11.4 PP, and -0.4 PP, respectively). However, the one-year retention rates for Asian Americans and Native Hawaiians/Other Pacific Islanders were higher than for non-minorities (+1.9 PP and +12.7 PP respectively).

➤ University of Northern Iowa.

- ☑ The one-year retention rate for racial/ethnic minorities (80.3%) was 2.8 PP higher than for non-minorities (83.1%). The one-year retention rates for American Indians/Alaska Natives, Asian Americans, Blacks/African Americans, and students who reported two or more races were lower than for non-minorities (-33.1 PP, -19.5 PP, -2.7 PP, and -2.1 PP, respectively). However, the one-year retention rates for Hispanic Americans and Native Hawaiian/Other Pacific Islander were higher than for non-minorities (+10.9 PP and +16.9 PP, respectively).

As shown below, for the entering class of 2007, the six-year graduation rate for resident racial and ethnic minority students (61.9%) was 7.6 PP lower than for resident non-minority students (69.5%). At SUI, resident minority students had a higher six-year graduation rate than non-resident minority students while at ISU and UNI, 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 2007**

| | Non-Minority | | | Minority | | |
|-------|--------------|--------------|-------|----------|--------------|-------|
| | Resident | Non-Resident | Total | Resident | Non-Resident | Total |
| SUI | 69.1% | 72.1% | 70.3% | 71.7% | 62.0% | 67.4% |
| ISU | 70.4% | 72.7% | 70.8% | 58.6% | 54.4% | 56.9% |
| UNI | 68.8% | 62.0% | 68.5% | 44.8% | 30.4% | 41.8% |
| Total | 69.5% | 71.9% | 70.2% | 61.9% | 56.7% | 59.8% |

➤ University of Iowa.

- ☑ The six-year graduation rate for racial/ethnic minorities (67.4%) was 2.9 PP lower than for non-minorities (70.3%). The six-year graduation rates for African Americans and Hispanic Americans were lower than for non-minorities (-9.6 PP and -3.4 PP, respectively). The six-year graduation rate for Native Americans and Asian Americans were higher than for non-minorities (+7.5 PP and +0.6 PP, respectively).

- Iowa State University.
 - ☑ The six-year graduation rate for racial/ethnic minorities (56.9%) was 12.3 PP lower than for non-minorities (69.2%). The six-year graduation rates for Native Americans, African Americans, Asian Americans, and Hispanic Americans were all lower than for non-minorities (-19.2 PP, -24.2 PP, 1.5 PP, and -9.2 PP, respectively).
- University of Northern Iowa.
 - ☑ The six-year graduation rate for racial/ethnic minorities (41.8%) was 26.7 PP lower than for non-minorities (68.5%). The six-year graduation rates for Native Americans, African Americans, Asian Americans, and Hispanic Americans were all lower than for non-minorities (-38.5 PP, -32.5 PP, -24.1 PP, and -15.4 PP, respectively).

📖 Gender. As shown below, for the entering class of 2012, the average one-year retention rate for women at the Regent universities (86.4%) was higher than for men (85.6%).

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. From 1999-2000 to 2009-2010, the percentage of bachelor’s degrees earned by women has remained at approximately 57.5%. For the graduating class of 2013, women will earn 56.7% of all bachelor’s degrees.”⁹ “In 2011, 15.6% of women ages 25 and older held at least a bachelor’s degree, compared with 14.9% of men.”¹⁰

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

| | One-year Retention Rates Entering Class of 2011 | | | Six-Year Graduation Rates Entering Class of 2006 | | |
|-------|--|-------|-------|---|-------|-------|
| | Men | Women | Total | Men | Women | Total |
| SUI | 85.5% | 86.1% | 85.8% | 69.7% | 69.6% | 69.6% |
| ISU | 86.6% | 87.8% | 87.1% | 64.4% | 72.4% | 68.0% |
| UNI | 81.6% | 83.7% | 82.9% | 63.2% | 68.6% | 66.5% |
| Total | 85.6% | 86.4% | 86.0% | 66.2% | 70.3% | 68.4% |


📖 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 2012 after they completed an associate of arts (AA) or other associate degree had a higher one-year retention rate (80.8%) than transfer students who had not completed any associate degree (77.1%).

⁹ NCES Condition of Education Report, 2013.

¹⁰ Bureau of Labor Statistics.

- Students who transferred from Iowa community colleges in Fall 2011 after they completed an associate of arts (AA) or other associate degree had a higher two-year graduation rate (24.8%) than students who had not completed any associate degree (11.8%).
- Students who transferred from Iowa community colleges in Fall 2010 after they completed an associate of arts (AA) or other associate degree had a higher three-year graduation rate (55.5%) than students who had not completed any associate degree (37.0%).
- There is a significant difference in one-year retention rates when transfer GPA is considered. Students in the entering class of Fall 2012 with a transfer GPA of 3.50-4.00 had a one-year retention rate of 86.8%. The one-year retention rate for students with a transfer GPA of 3.00-3.24 was 78.8%; for a GPA of 2.50-2.74, it was 76.0%; and for a GPA of 2.00-2.24, it was 64.6%.
- Students in the entering class of Fall 2010 with a transfer GPA of 3.50-4.00 had a higher three-year graduation rate (60.7%) than students with a transfer GPA of 3.00-3.24 (53.2%), 2.50-2.74 (39.1%), or 2.00-2.24 (27.3%).
- Minority students in the entering class of 2012 had a lower one-year retention rate (71.1%) than non-minority students (80.0%).
- Minority students in the entering class of 2010 had a lower three-year graduation rate (37.8%) than non-minority students (48.6%).

 Non-Persisters.¹¹ Using data from the National Student Clearinghouse, the Regent universities were able to “track” students from the entering class of 2007 who transferred to another post-secondary institution prior to completing their undergraduate studies at their original Regent institution.

- More than 24% of the entering class of 2007 who did not persist at their original Regent university transferred elsewhere; of those who transferred, approximately 34% graduated from another four-year institution.
- More than 8% of the entering class of 2007 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 79.2% at the University of Iowa; from 68.0% to 75.0% at Iowa State University; and from 66.5% to 75.1% at the University of Northern Iowa.

¹¹ 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 STEM¹² 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 to improve 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 2013 update.

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

- Undergraduate enrollment in STEM programs. The total undergraduate enrollment of students in STEM programs increased from 22,910¹³ in 2012 to 25,666 (+12.0%) in 2013.
 - ☑ Total undergraduate enrollment of minority¹⁴ students majoring in STEM programs increased from 2,551 in 2012 to 3,064 in 2013 (+20.1%). The proportion of minority students enrolled in STEM majors increased from 10.8% in 2012 to 12.2% in 2013.
 - ☑ Total undergraduate enrollment of women majoring in STEM programs increased from 8,785 in 2012 to 10,093 in 2013 (+14.9%). The proportion of women in STEM programs increased from 38.3% in 2012 to 39.3% in 2013.
- Graduate enrollment in STEM programs. The total graduate enrollment of students in STEM programs decreased from 6,201 in 2012 to 5,599 in 2013 (-9.7%).
 - ☑ Total graduate enrollment of minority students majoring in STEM programs decreased from 549 in 2012 to 485 in 2013 (-11.7%).
 - ☑ Total graduate enrollment of women majoring in STEM programs decreased from 2,723 in 2012 to 2,354 in 2013 (-13.6%).
- Professional enrollment in STEM programs. The total professional enrollment of students in STEM programs decreased from 3,036 in 2012 to 2,993 in 2013 (-1.4%).
 - ☑ Total professional enrollment of minority students majoring in STEM programs decreased from 414 in 2012 to 334 in 2013 (-19.3%).
 - ☑ Total professional enrollment of women majoring in STEM programs decreased from 1,574 in 2012 to 1,571 in 2013 (-0.2%).

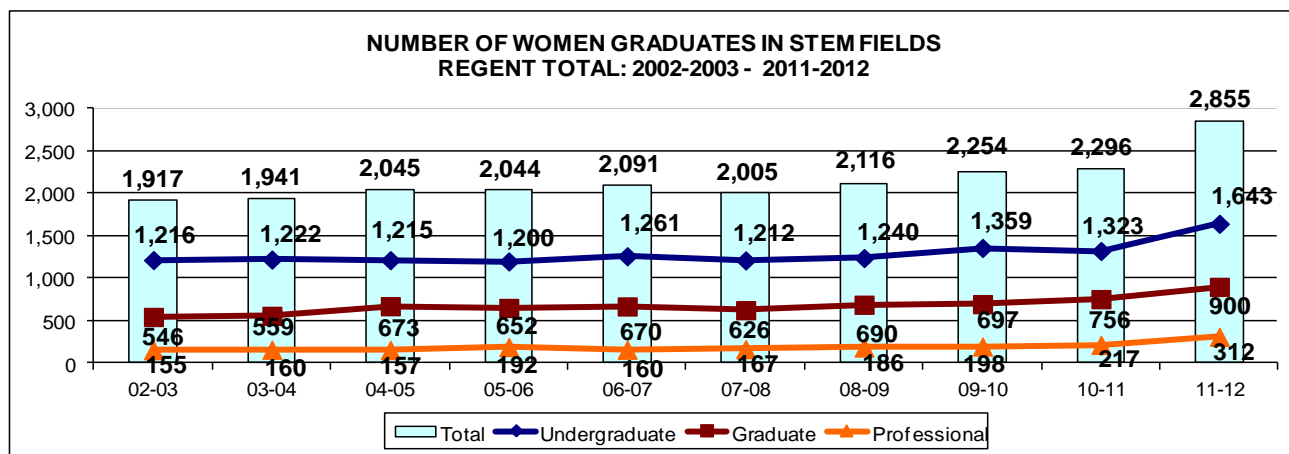
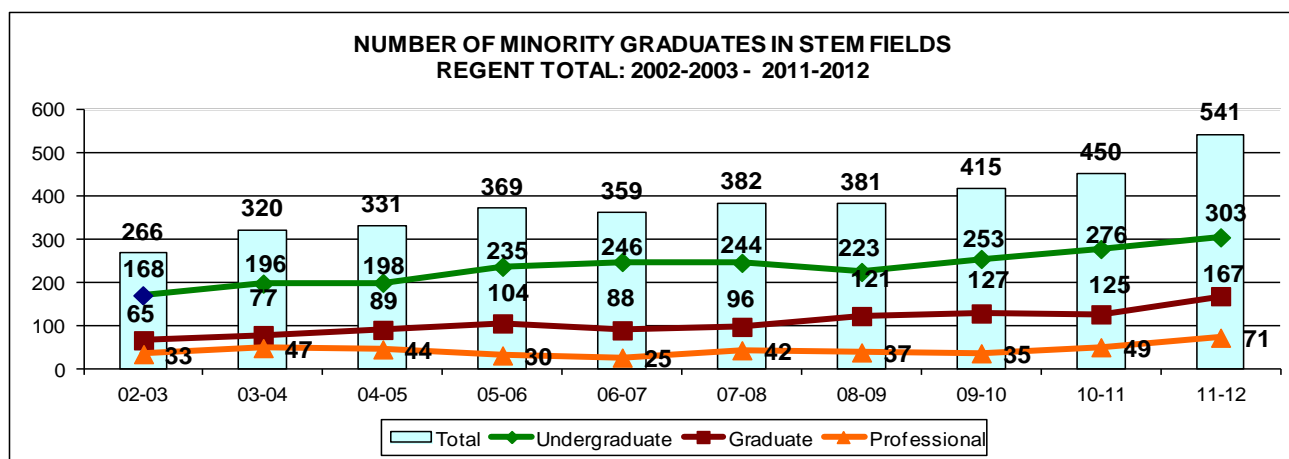
¹² STEM = Science, Technology, Engineering, Mathematics.

¹³ Revised numbers submitted by the University of Iowa for Fall 2012.

¹⁴ Minority refers to ethnic and racial minorities that are under-represented in STEM programs – Hispanic American, American Indians/Alaska Natives, Asian Americans, Blacks or African Americans, Native Hawaiians or Other Pacific Islanders, and students who report two or more races.

What is the number of graduates from STEM programs during the past year?

- There were 541 minority graduates from STEM programs at the Regent universities in 2012. This represents an increase of 91 graduates (+20.2%) from the prior year.
 - ☑ There was an increase of 664 graduates (+18.1%) in 2012 from the prior year from undergraduate STEM programs; an increase of 330 graduates (+18.6%) from graduate programs; and an increase of 232 graduates (+55.6%) from professional programs.
- There were 2,855 women graduates from STEM programs at the Regent universities in 2012. This represents an increase of 559 (+24.3%) from the prior year.
 - ☑ There was an increase of 320 women graduates (+24.2%) in 2012 from the prior year from undergraduate STEM programs; an increase of 144 women graduates (+19.0%) from graduate programs; and an increase of 95 women graduates (+43.8%) from professional programs.



The highlights provided by the universities of their retention and graduation efforts are available on pages 13-15. The profiles of the entering classes of 2007 are provided on page 16 and six-year graduation rate comparisons with peer institutions are provided on page 17.

UNIVERSITY OF IOWA
GRADUATION AND RETENTION HIGHLIGHTS
FALL 2013

At SUI, the six-year graduation rate (69.6%) for the entering class of 2007 is down slightly over the class of 2006 (69.8%), while the four-year graduation rate (51.1%) for the class of 2009 continues to increase and is up over last year (48.2%). The 2012 one-year retention rate (85.8%) is up slightly compared to last year's rate (85.5%).

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

- ◇ Effective this year, students no longer have to sign up for the four-year graduation plan because the plan has changed to assure all students that course availability issues will not impede a student's graduation plan provided they make a good faith effort to work with their advisor in keeping with a plan to graduate in four years.
- ◇ Whether the increase in four-year graduation rate is due to early intervention efforts remains to be seen. We would like to believe that early intervention efforts are a result of the increased four-year graduation rate and that it will continue to the six-year rate.
- ◇ We continue to expand our first-year seminar programs and the University-wide tutoring program available free of charge to all students enrolled in particularly difficult and gateway courses.
- ◇ In Fall 2013, we again offered a fall orientation program, OnIowa!, meant to introduce students to the higher expectations of collegiate academic work, to help students begin to make appropriate decisions, and to engage students in the traditions and history of the University of Iowa.
- ◇ We continue to be identified as a "Military Friendly" school.
- ◇ We continue to participate in statewide articulation efforts to ensure that students can effectively transfer to us from our community college partners.
- ◇ We continue 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.

**IOWA STATE UNIVERSITY
GRADUATION AND RETENTION HIGHLIGHTS
FALL 2013**

At Iowa State University, four- and six-year graduation rates exceeded the average for the prior ten years. The one-year retention rate of 87.1% for the entering class of Fall 2012 exceeded the ten-year average of 85.3%. The University continues to enhance existing initiatives and introduce new initiatives to support graduation and retention. Examples include:

- The long standing Retention Task Force (a collaborative effort of Student Affairs and Academic Affairs) has been reformulated as the Student Success Council. The Council exemplifies an elevated commitment to student success in the broadest sense with emphasis on advising, first-year student programs, implementing learner analytic approaches to enable more timely intervention with potentially at-risk populations, classroom instruction, learning communities, and academic support. New areas of focus for the Council include improving student success in “low success rate” courses and investigating how instructional technology can enhance student learning/success.
- Map-Works – a Web-based self-assessment taken the third week of classes by new direct from high school students (NDHS) collects data on how successfully students are transitioning. Over 88% of the NDHS students living on-campus participated in MAP-Works this fall. The average GPA for MAP-Works participants was 2.87 (compared to 2.44 non-participants). For off-campus NDHS students, nearly 46% participated in MAP-Works. The average GPA for this group was 2.66 (compared to 2.42 non-participants). The student responses are shared across the University for intervention and planning purposes.
- Multicultural Student Affairs coordinates the 2900 project which is designed to document the web of support, establish points of connection, understand the environmental factors that impact the retention of students of color, and review areas of support and gaps for every undergraduate multicultural student. Research and recommendations are presented to campus stakeholders to assess and improve services to students of color with the goal being increased retention and graduation.
- ISU continued its implementation leadership role in the second year of the NSF funded LSAMP program to enhance the participation and success of under-represented minority students in STEM fields. ISU is the lead institution of the 16 institution alliance that was funded by NSF for a total of \$2,500,000 over five years.
- The Student Experience Enhancement Council (SEEC) was established by President Leath in fall 2012 to holistically address all elements of a successful and high quality undergraduate experience at ISU. SEEC is charged with ensuring the quality of the student experience is maintained and enhanced. Recommendations of the SEEC, the University Academic Advising Committee, and the Student Success Council have led to the addition of nine academic advisors for the 2013-14 academic year, the investment of an additional \$100,000 in professional development for academic advisors in FY 2014, an increase of \$50,000 in the Writing and Media Center budget for FY 2014, an investment of an additional \$50,000 in Supplemental Instruction for FY 2014, and the addition of an academic data analyst with a focus on learner analytics and student success in Fall of 2013.
- The ISU learning community (LC) initiative is in its 18th year and has served over 45,000 students since 1995. The number of LC participants hit an all-time high this fall at 5,434, representing 69% of new direct from high school freshman. The one-year retention rate for LC students continues to exceed the one-year retention rate for non-LC students. The fall 2012 one-year retention rate of 88.4% is the highest one-year retention rate since 2004.
- The Admissions Partnership Program (APP) is a partnership program between Iowa State University and Iowa’s 15 community colleges. Since its implementation in fall 2006, 2,525 Iowa community college students have participated in APP and 1,177 have matriculated to Iowa State. Assessment results indicate APP participation positively impacts the one-year retention rate and the four-year graduation rate.
- Iowa State University continues to emphasize fiscal responsibility and financial programming to assist students in reducing debt, identifying financial assistance and completing degrees. Online tools are available and institutional resources have been allocated to address student debt and financial literacy. One example is ISU submitted a successful proposal to the Council of Graduate Schools that is providing \$40,000 to enhance financial literacy among ISU students at the undergraduate and graduate levels.
- Providing support, services and programming to Veterans, military students, and their families continues to be a priority for Iowa State University. Recognizing these students have specialized needs, ISU continues to implement and refine the Veterans Services Coordinator position and the Veterans Center. During the 2012-2013 academic year, a number of new services and programs were implemented for these students with the goal being a successful transition to ISU and improved retention to graduation.

**UNIVERSITY OF NORTHERN IOWA
GRADUATION AND RETENTION HIGHLIGHTS
FALL 2013**

The graduation and persistence rates for the University of Northern Iowa continue to exceed similar figures both for our peer institutions and national rates for similar universities. The University offers several retention programs geared toward individual student success, and continues to launch new initiatives to further retention efforts.

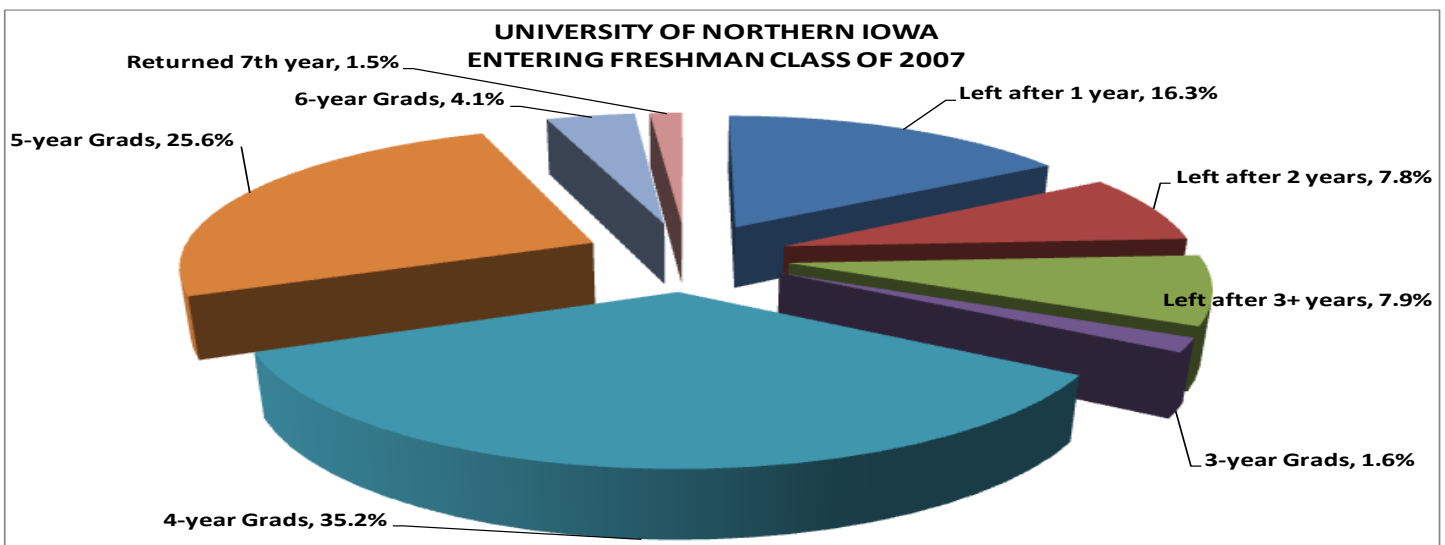
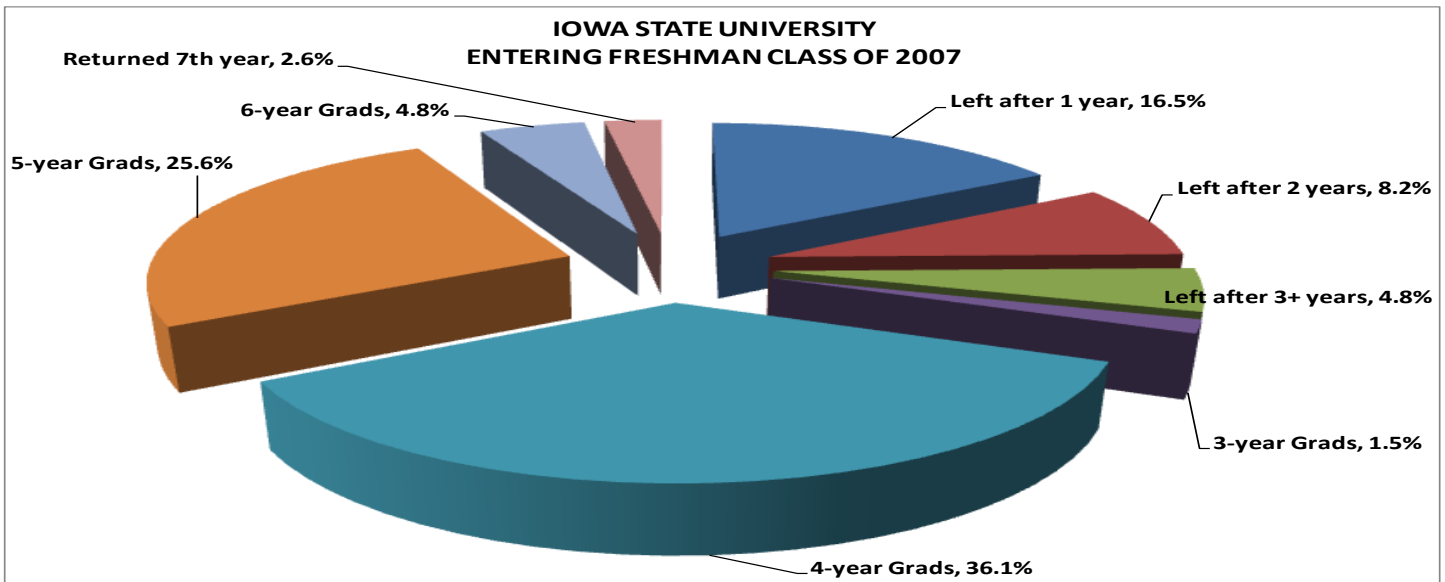
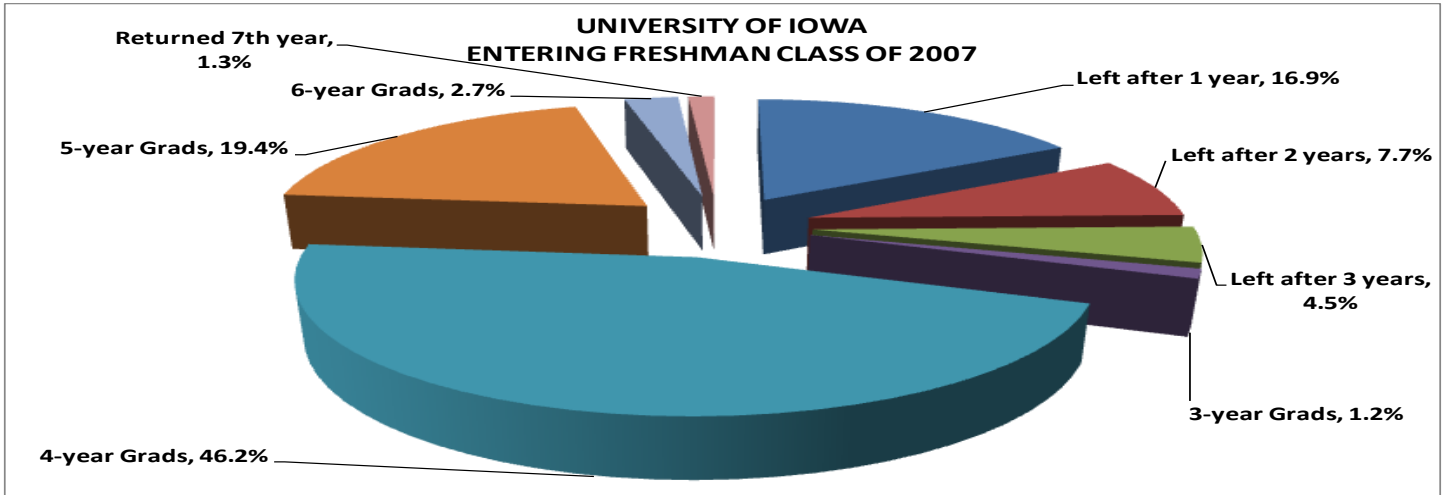
The University Retention Council, formed three years ago, continues its effort to create and coordinate retention programming across the University through the following efforts.

- Expanding the number of sections in Liberal Arts courses in which only first year students may enroll, creating a common academic experience for many new students.
- The Council expanded supplemental instruction in those beginning courses which historically have had the highest rates of grades of D, W, F and incomplete.
- The University has expanded its Strategies for Academic Success course offerings, designed to facilitate a successful transition to the University by developing study strategies and connections to University resources.
- The ALEKS mathematics proficiency examinations are administered to all entering new students.
- Increasing numbers of UNI faculty and staff are using the MAP-Works early intervention system, a vehicle for identifying and addressing first-year student needs.
- Over 50 faculty, staff, and administration volunteers from across campus participated in the Success Coaching program for new freshman and transfer students who performed poorly during their first semester at UNI.
- First-Year Cornerstone, a year-long integrated communication course combining two categories within the Liberal Arts Core.
- Student Affairs has created a new position designed to contribute to the expansion of retention initiatives.
- The University has recently created a Transfer Council which will focus on the retention needs of students who transfer to the University.
- Jump Start, an extended orientation program for minority students and first-generation, low-income students, is entering its 16th year. The Gaining Panther Success mentoring program is offered to minority students, offering continued connections to campus resources.
- In the fall of 2013, UNI launched a set of academic and non-academic learning communities in selected residence halls. The effort will include shared beginning courses for these students which will further create a common bond and learning experience.
- A course-embedded peer mentoring program connects successful upper-class UNI students with first-year only course sections.

All of these efforts have resulted in strong and/or improved persistence and graduation rates.

- The four year graduation rate for those students entering with the class of 2009 is 37.6 percent. The rate for the previous reporting year was 37.8 percent.
- The six year graduation rate for the entering class of 2007 is 66.5 percent. The rate for the previous reporting year was 66.3 percent. The six year graduation rate for our peer institutions is 50 percent and nationally for public comprehensive universities is 41 percent.
- Our retention rate to the second year for the entering class of 2012 is 82.9 percent which compares to the rate for the previous year of 81.3 percent.

PROFILES OF ENTERING CLASSES OF 2007 AT THE REGENT UNIVERSITIES



SIX-YEAR GRADUATION RATES AT REGENT UNIVERSITIES AND PEER INSTITUTIONS

| | Reported Six-Year Graduation Rates for Entering Classes of: | | | | |
|--|---|------|------|------|------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 |
| UNIVERSITY OF IOWA | 66% | 69% | 70% | 71% | 70% |
| University of Arizona | 57% | 58% | 60% | 61% | 61% |
| University of California - Los Angeles | 89% | 89% | 90% | 90% | 92% |
| University of Illinois, Champaign-Urbana | 82% | 83% | 84% | 82% | 84% |
| Indiana University - Bloomington | 73% | 74% | 71% | 72% | 75% |
| University of Michigan | 88% | 89% | 90% | 90% | 91% |
| University of Minnesota - Twin Cities | 66% | 68% | 70% | 70% | 73% |
| University of North Carolina - Chapel Hill | 86% | 87% | 88% | 89% | 89% |
| Ohio State University | 73% | 75% | 78% | 80% | 82% |
| University of Texas - Austin | 78% | 81% | 80% | 81% | 79% |
| University of Wisconsin - Madison | 81% | 82% | 83% | 83% | 83% |
| Median (excluding SUI) | 79% | 81% | 80% | 81% | 83% |
| Mean (excluding SUI) | 77% | 79% | 79% | 80% | 81% |
| IOWA STATE UNIVERSITY | 67% | 69% | 70% | 67% | 70% |
| University of Arizona | 57% | 58% | 60% | 61% | 61% |
| University of California - Davis | 81% | 81% | 82% | 82% | 81% |
| University of Illinois, Champaign-Urbana | 82% | 83% | 84% | 82% | 84% |
| Michigan State University | 75% | 77% | 77% | 77% | 79% |
| University of Minnesota - Twin Cities | 66% | 68% | 70% | 70% | 73% |
| North Carolina State University | 71% | 73% | 72% | 72% | 72% |
| Ohio State University | 73% | 75% | 78% | 80% | 82% |
| Purdue University | 72% | 70% | 69% | 68% | 70% |
| Texas A & M University | 78% | 80% | 80% | 80% | 80% |
| University of Wisconsin - Madison | 81% | 82% | 83% | 83% | 83% |
| Median (excluding ISU) | 72% | 76% | 77% | 78% | 80% |
| Mean (excluding ISU) | 74% | 75% | 75% | 75% | 77% |
| UNIVERSITY OF NORTHERN IOWA | 63% | 66% | 67% | 67% | 66% |
| California State University - Fresno | 48% | 48% | 51% | 49% | 48% |
| Central Michigan University | 57% | 57% | 54% | 54% | 57% |
| Illinois State University | 70% | 69% | 70% | 71% | 71% |
| Indiana State University | 43% | 40% | 44% | 42% | 43% |
| Northern Arizona University | 53% | 50% | 49% | 52% | 49% |
| Ohio University - Athens | 67% | 69% | 65% | 65% | 64% |
| University of Minnesota - Duluth | 50% | 52% | 54% | 55% | 54% |
| Univ. of North Carolina - Greensboro | 53% | 52% | 53% | 53% | 54% |
| University of North Texas | 45% | 47% | 48% | 49% | 48% |
| University of Wisconsin - Eau Claire | 61% | 65% | 65% | 65% | 65% |
| Median (excluding UNI) | 53% | 52% | 54% | 53% | 54% |
| Mean (excluding UNI) | 55% | 55% | 55% | 55% | 55% |

Source: NCAA 2013 Report.