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ANNUAL REPORT OF STUDENT RETENTION AND GRADUATION RATES

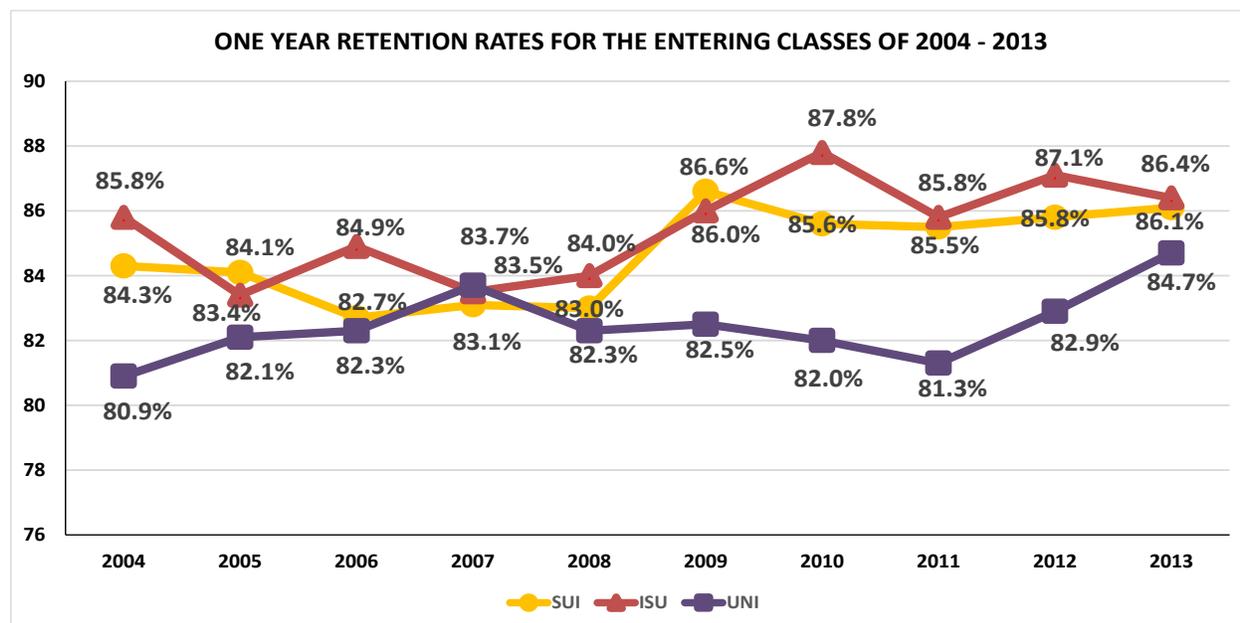
Action Requested: Receive the Annual Report of Student Retention and Graduation Rates for Fall 2014.

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 2014 Report includes the following trends/changes:

📖 An average of approximately 84.7% of the past 10 entering classes at the Regent universities returned for the second year of studies.



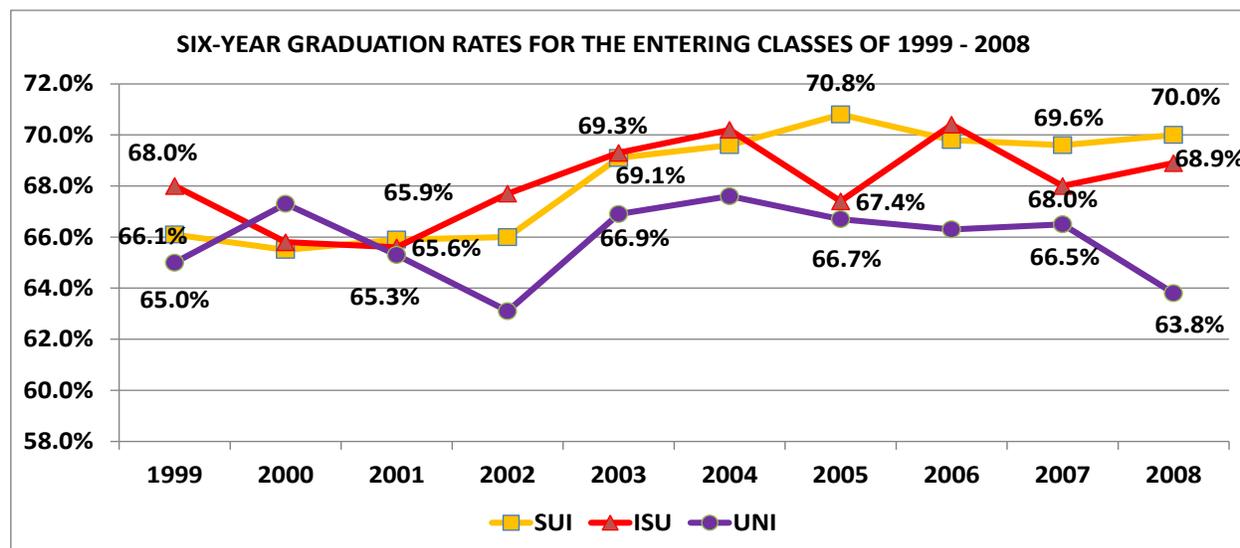
📖 During the 10-year period 2004-2013, the one-year retention rates at the Regent universities fluctuated from a low of 80.9% to a high of 87.8%.

- 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 2013, the one-year retention rate was 86.1% which was an 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 2013, the one-year retention rate was 86.4% which was a decrease of 0.7 percentage points from the prior year.
- At UNI, a low of 80.9% occurred for the entering class of 2004 and a high of 84.7% occurred for the entering class of 2013. For the entering class of 2013, the one-year retention rate was 84.7% which was an increase of 1.8 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 2013 at the Regent universities was 86.1% compared to the national average of 77.9% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 73.4%.¹

📖 An average of 67.7% of the past 10 entering classes at the Regent universities graduated within six years.



📖 During the 10-year period 1999-2008, 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 2008, the six-year graduation rate was 70.0%, which is an increase of 0.4 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 2008, the six-year graduation rate was 68.9% which is an increase of 0.9 percentage points from the prior year.

¹ Source: ACT 2014 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 67.6% occurred for the entering class of 2004. For the entering class of 2008, the six-year graduation rate was 63.8% which is a decrease of 2.7 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 2008 at the Regent universities was 68.4% compared to the national average of 49.7% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 48.0%.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 4.40 years for the entering classes of 2008, which was a decrease of 0.06 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 46% of the entering classes of 2010 at the Regent universities graduated within four years compared to the national average of 31.9% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 22.6%.¹

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

- For the entering classes of 2013, the average one-year retention rate for racial/ethnic minority students was 82.3% at the Regent universities compared to the average one-year retention rate for non-minority students of 86.6%.
- For the entering class of 2008, the average six-year graduation rate for racial/ethnic minority students was 58.1% at the Regent universities compared to the average six-year graduation rate for non-minority students of 69.5%.

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 84.7%; at ISU, it has been 85.6%; and at UNI, it has been 82.5%. The Fall 2014 one-year retention rate at SUI was 86.1%; at ISU, it was 86.4%; and at UNI, it was 84.7%. In Fall 2013, the one-year retention rate at SUI was 85.8%; at ISU, it was 87.1%; and at UNI, it was 82.9%.
- 📖 One-Year Retention Rates by High School Rank. There is a difference in retention rates when high school rank is considered.⁷ In Fall 2014, the average one-year retention rate for the entering classes of 2013 Regent university students who graduated from high school in the 90th - 99th percentile was 94.1% while the average one-year retention rate for students who graduated in the 70th - 79th percentile was 85.9% and for those in the 30th - 39th percentile, it was 68.9%.
- 📖 One-Year Retention Rates by ACT Score. There is also a difference in retention rates when ACT score is considered. In Fall 2014, the average one-year retention rate for the entering classes of 2013 with an ACT score of 32-36 was 94.1% while the average one-year retention rate for students with an ACT score of 27-31 was 90.1% and for those with an ACT score of 19-21, it was 79.9%.

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.

⁷ Class rank is not available for all entering freshmen.

☞ One-Year Retention Rates by First-Term GPA. There is clearly a difference in retention rates when first-term GPA is considered. In Fall 2014, the average one-year retention rate for the entering classes of 2013 with a first-term GPA of 3.50-4.00 was 94.8% while the average one-year retention rate for students with a first-term GPA of 3.00-3.24 was 92.5%; for those with a first-term GPA of 2.50-2.74, it was 90.4%; and for those with a first-term GPA of 2.00-2.24, it was 86.8%.

☞ One-Year Retention Rates by Type of Financial Aid Received. The one-year retention rates for Pell Grant recipients in the entering classes of 2013 was 81.2%; for students with a federal subsidized loan (No Pell), it was 83.4%; for students with a federal unsubsidized loan (No Pell or subsidized loan), it was 88.8%; for students not in any of the three categories, it was 88.5%; and for all students, it was 86.1%.

**ONE-YEAR RETENTION RATES BY FINANCIAL AID
Entering Classes of 2012 and 2013**

	SUI		ISU		UNI	
	2012	2013	2012	2013	2012	2013
Pell Grant	80.6%	80.3%	82.3%	81.7%	81.9%	81.7%
Federal Sub. Loan (No Pell)	85.0%	84.3%	84.4%	83.4%	83.4%	80.7%
Federal Unsub. Loan (No Pell or Sub Loan)	86.4%	89.6%	88.4%	88.2%	87.0%	87.9%
Not in categories above	88.3%	88.3%	90.3%	88.9%	81.5%	87.1%
Total	85.8%	86.1%	87.1%	86.4%	82.9%	84.7%

☞ One-Year Retention Rates by Regent Admission Index. The one-year retention rates for Iowa students with an RAI \geq 245 in the entering classes of 2013 was 87.4%; for students with an RAI = 235 to <245, it was 72.7%; for students with an RAI = 225 to <235, it was 66.0%; for students with an RAI <225, it was 70.9%; for students for whom an RAI was not calculated, it was 84.8%; and for all students, it was 85.8%. Iowa students with an RAI less than 225 represent 4.4% of the total entering class of 2013.

**ONE-YEAR RETENTION RATES BY REGENT ADMISSION INDEX
Entering Class of 2013**

2013	SUI		ISU		UNI	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
RAI \geq 245	85.5%	84.3%	88.3%	87.0%	87.2%	83.3%
RAI=235-<245	83.3%	78.9%	68.9%	67.8%	76.2%	100.0%
RAI=225-<235	53.3%	75.0%	57.1%	76.2%	72.8%	50.0%
RAI<225	63.6%	100.0%	73.3%	69.2%	71.0%	83.3%
Unknown	85.9%	89.6%	70.0%	86.9%	83.5%	85.7%
Total	85.2%	89.9%	86.6%	86.1%	84.7%	83.8%

☞ Four-Year Graduation Rates by Financial Aid Received. The four-year graduation rates for Pell Grant recipients in the entering classes of 2010 was 38.3%; for students with a federal subsidized loan (No Pell), it was 45.3%; for students with a federal unsubsidized loan (No Pell or subsidized loan), it was 48.6%; for students not in any of the three categories, it was 49.2%; and for all students, it was 45.7%.

**FOUR-YEAR GRADUATION RATES BY FINANCIAL AID
Entering Classes of 2009 and 2010**

	SUI		ISU		UNI	
	2009	2010	2009	2010	2009	2010
Pell Grant	38.7%	43.1%	34.4%	37.0%	29.4%	32.0%
Federal Sub. Loan (No Pell)	48.8%	52.1%	36.1%	39.6%	38.7%	40.5%
Federal Unsub. Loan (No Pell or Sub Loan)	52.1%	55.0%	41.0%	44.9%	35.6%	43.8%
Not in categories above	55.9%	53.1%	46.4%	47.9%	43.0%	42.1%
Total	51.1%	50.9%	40.7%	43.2%	37.6%	39.2%

Four-Year Graduation Rates by Regent Admission Index. The four-year graduation rates for Iowa students with an RAI ≥ 245 in the entering classes of 2010 was 45.6%; for students with an RAI = 235 to < 245 , it was 23.7%; for students with an RAI = 225 to < 235 , it was 22.3%; for students with an RAI < 225 , it was 10.0%; for students for whom an RAI was not calculated, it was 51.3%; and for all students, it was 43.9%. Iowa students with an RAI less than 225 represent approximately 4.0% of the total entering class of 2010.

**FOUR-YEAR GRADUATION RATES BY REGENT ADMISSION INDEX
Entering Class of 2010**

	SUI		ISU		UNI	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
RAI ≥ 245	46.1%	56.0%	46.8%	40.9%	43.1%	46.5%
RAI = 235- < 245	27.0%	36.4%	25.5%	32.7%	20.5%	0.0%
RAI = 225- < 235	50.0%	20.0%	24.3%	8.3%	19.5%	0.0%
RAI < 225	0.0%	25.0%	12.7%	25.0%	7.4%	22.2%
Unknown	53.8%	53.2%	21.4%	43.3%	0.0%	20.0%
Total	47.0%	54.4%	44.7%	40.7%	39.3%	39.1%

Six-Year Graduation Rates. During the past 10 years, the average six-year graduation rate at SUI has been 68.3%; at ISU, it has been 68.0%; and at UNI, it has been 65.8%. The Fall 2014 six-year graduation rate for the entering class of 2008 at SUI was 70.0%; at ISU, it was 68.9%; and at UNI, it was 63.8%. In Fall 2013, the six-year graduation rate at SUI was 69.6%; at ISU, it was 68.0%; and at UNI, it was 66.5%. 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 2014, the average six-year graduation rate for the entering classes of 2008 with a first-term GPA of 3.50-4.00 was 86.6% while the average six-year graduation rate for students with a first-term GPA of 3.00-3.24 was 77.3%; for those with a first-term GPA of 2.50-2.74, it was 70.5%; and for those with a first-term GPA of 2.00-2.24, it was 54.9%.

☞ Six-Year Graduation Rates by Financial Aid Received. The six-year graduation rates for Pell Grant recipients in the entering classes of 2008 was 63.1%; for students with a federal subsidized loan (No Pell), it was 68.1%; for students with a federal unsubsidized loan (No Pell or subsidized loan), it was 69.4%; for students not in any of the three categories, it was 70.7%; and for all students, it was 68.4%.

**SIX-YEAR GRADUATION RATES BY FINANCIAL AID
Entering Classes of 2007 and 2008**

	SUI		ISU		UNI	
	2007	2008	2007	2008	2007	2008
Pell Grant	60.2%	68.4%	58.0%	59.6%	60.1%	59.0%
Federal Sub. Loan (No Pell)	65.2%	70.6%	63.1%	65.7%	67.4%	67.5%
Federal Unsub. Loan (No Pell or Sub Loan)	71.5%	67.9%	72.2%	71.1%	67.0%	67.7%
Not in categories above	73.7%	71.2%	74.0%	73.4%	69.9%	62.1%
Total	69.6%	70.0%	68.0%	68.9%	66.5%	63.8%

☞ Average Time to Degree. The average number of years to complete an undergraduate degree by students in the entering classes of 2008 at the Regent universities who graduated within six years was 4.40 years, which was a slight decrease 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.⁸ The national average time to completion for first-time recipients of bachelor's degrees for the entering class of 2008 was 4.33 years for students who graduated within six years; for graduates of public universities, it was 4.58 years.⁹

☞ Diversity. Ethnic and racial minority students generally have lower retention 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 classes of 2013, the average one-year retention rate for resident and non-resident racial and ethnic minority students at the Regent universities (82.3%) was lower than for resident and non-resident non-minority students (86.6%).

**ONE-YEAR RETENTION RATES BY RACE/ETHNICITY AND RESIDENCE
Entering Classes of 2013**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	84.9%	87.8%	86.2%	86.1%	83.7%	84.8%
ISU	87.2%	88.1%	87.5%	81.6%	77.8%	79.7%
UNI	84.9%	83.8%	84.8%	82.9%	86.2%	83.6%
Total	86.0%	87.8%	86.6%	83.6%	81.0%	82.3%

⁸ According to the National Center for Education Statistics, more than 20% of college students change their degree major.

⁹ Source: National Student Clearinghouse Research.

- University of Iowa.
 - ☑ The one-year retention rate for racial/ethnic minorities (84.8%) was 1.4 percentage points (PP) lower than the rate for non-minorities (86.2%) for the entering classes of 2013. The one-year retention rate for Hispanic Americans was 84.3%; for American Indians/Alaska Natives, it was 85.7%; for Asian Americans, it was 84.6%; for Blacks/African Americans, it was 87.9%; for Native Hawaiians/Other Pacific Islanders, it was 100.0%; and for students who reported two or more races, it was 82.2%.

- Iowa State University.
 - ☑ The one-year retention rate for racial/ethnic minorities (79.7%) was 7.8 PP lower than for non-minorities (87.5%). The one-year retention rate for Hispanic Americans was 79.4%; for American Indians/Alaska Natives, it was 84.6%; for Asian Americans, it was 86.4%; for Blacks/African Americans, it was 74.8%; for Native Hawaiian/Other Pacific Islanders, it was 83.3%; and for students who reported two or more races, it was 77.0%.

- University of Northern Iowa.
 - ☑ The one-year retention rate for racial/ethnic minorities (83.6%) was 1.2 PP higher than for non-minorities (84.8%). The one-year retention rate for Hispanic Americans was 81.8%; for American Indians/Alaska Natives, it was 100.0%; for Asian Americans, it was 93.3%; for Blacks/African Americans, it was 78.4%; for Native Hawaiian/Other Pacific Islanders, it was 100.0%; and for students who reported two or more races, it was 85.0%.

Ethnic and racial minority students generally have lower 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 classes of 2008, the six-year graduation rate for resident racial and ethnic minority students (58.1%) was 11.4 PP lower than for resident non-minority students (69.5%).

SIX-YEAR GRADUATION RATES BY RACE/ETHNICITY AND RESIDENCE
Entering Classes of 2008

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	69.7%	71.8%	70.6%	63.6%	62.1%	62.8%
ISU	71.9%	68.2%	70.8%	53.7%	58.2%	56.1%
UNI	65.1%	58.2%	64.7%	50.5%	48.1%	50.0%
Total	69.3%	69.9%	69.5%	57.0%	59.45	58.1%

- University of Iowa.
 - ☑ The six-year graduation rate for racial/ethnic minorities (62.8%) was 7.8 PP lower than for non-minorities (70.6%). The six-year graduation rate for Native Americans was 66.7%; for African-Americans, it was 49.0%; for Asian/Pacific Islanders, it was 72.3%; and for Hispanic Americans, it was 61.9%.

- Iowa State University.
 - ☑ The six-year graduation rate for racial/ethnic minorities (56.1%) was 14.7 PP lower than for non-minorities (70.8%). The six-year graduation rate for Native Americans was 47.8%; for African Americans, it was 49.6%; for Asian/Pacific Islanders, it was 65.7%; and for Hispanic Americans, it was 54.2%.

- University of Northern Iowa.
 - ☑ The six-year graduation rate for racial/ethnic minorities (50.0%) was 14.7 PP lower than for non-minorities (64.7%). The six-year graduation rate for Native Americans was 66.7%; for African Americans, it was 42.0%; for Asian Americans, it was 71.4%; and for Hispanic Americans, it was 46.7%.

According to the National Center for Education Statistics, “The gap between the share of white 25- to 29-year-olds with a bachelor’s degree or higher and that of African Americans at that attainment level widened from 13 percentage points in 1990 to 20 in 2013. The gap between white and Hispanic bachelor’s-degree holders grew from 18 percentage points to 25.”¹⁰

📖 Gender. As shown below, for the entering classes of 2013, the average one-year retention rate for women at the Regent universities (86.2%) was higher than for men (85.9%) by 0.3 PP. For the entering classes of 2008, the average six-year graduation rate for women at the Regent universities (70.3%) was higher than for men (66.4%) by 3.9 PP.

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.”¹¹ “In 2011, 15.6% of women ages 25 and older held at least a bachelor’s degree, compared with 14.9% of men.”¹²

**ONE-YEAR RETENTION AND SIX-YEAR GRADUATION RATES BY GENDER
Entering Classes of 2008 and 2013**

	One-year Retention Rates Entering Class of 2013			Six-Year Graduation Rates Entering Class of 2008		
	Men	Women	Total	Men	Women	Total
SUI	86.4%	85.8%	86.1%	68.5%	71.4%	70.0%
ISU	85.9%	87.0%	86.4%	66.3%	72.1%	68.9%
UNI	84.1%	85.0%	84.7%	61.4%	65.4%	63.8%
Total	85.9%	86.2%	86.1%	66.4%	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.

¹⁰ NCES Condition of Education Report, 2014.

¹¹ NCES Condition of Education Report, 2013.

¹² Bureau of Labor Statistics.

- Students who transferred from Iowa community colleges in Fall 2013 to one of the Regent universities after they completed an associate of arts (AA) or other associate degree had a higher one-year retention rate (84.8%) than transfer students who had not completed any associate degree (77.2%) - +7.6 PP.
- 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 two-year graduation rate (22.8%) than students who had not completed any associate degree (9.5%) - +13.3 PP.
- 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 three-year graduation rate (57.3%) than students who had not completed any associate degree (39.7%) - +17.6 PP.
- There is a significant difference in one-year retention rates when transfer GPA is considered. Students in the entering class of Fall 2013 with a transfer GPA of 3.50-4.00 had a one-year retention rate of 88.4%. The one-year retention rate for students with a transfer GPA of 3.00-3.24 was 79.4%; for a GPA of 2.50-2.74, it was 76.4%; and for a GPA of 2.00-2.24, it was 70.8%.
- Students in the entering class of Fall 2011 with a transfer GPA of 3.50-4.00 had a higher three-year graduation rate (65.3%) than students with a transfer GPA of 3.00-3.24 (49.6%), 2.50-2.74 (42.5%), or 2.00-2.24 (31.1%).
- Minority students in the entering class of 2013 had a lower one-year retention rate (78.3%) by 2.9 PP than non-minority students (81.2%).
- Minority students in the entering class of 2011 had a lower three-year graduation rate (40.1%) by 9.5 PP than non-minority students (49.6%).

📖 Non-Persisters.¹³ Using data from the National Student Clearinghouse, the Regent universities were able to “track” students from the entering class of 2008 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 2008 who did not persist at their original Regent university transferred elsewhere; of those who transferred, approximately 24% graduated from another four-year institution.
- Approximately 6% of the entering class of 2008 graduated from another four-year institution.
- When those numbers are factored into the total graduation rates, the six-year graduation rates increased from 70.0% to 74.3% at the University of Iowa; from 68.9% to 75.6% at Iowa State University; and from 63.8% to 71.4% at the University of Northern Iowa.

¹³ 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 STEM¹⁴ 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 2014 update.

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

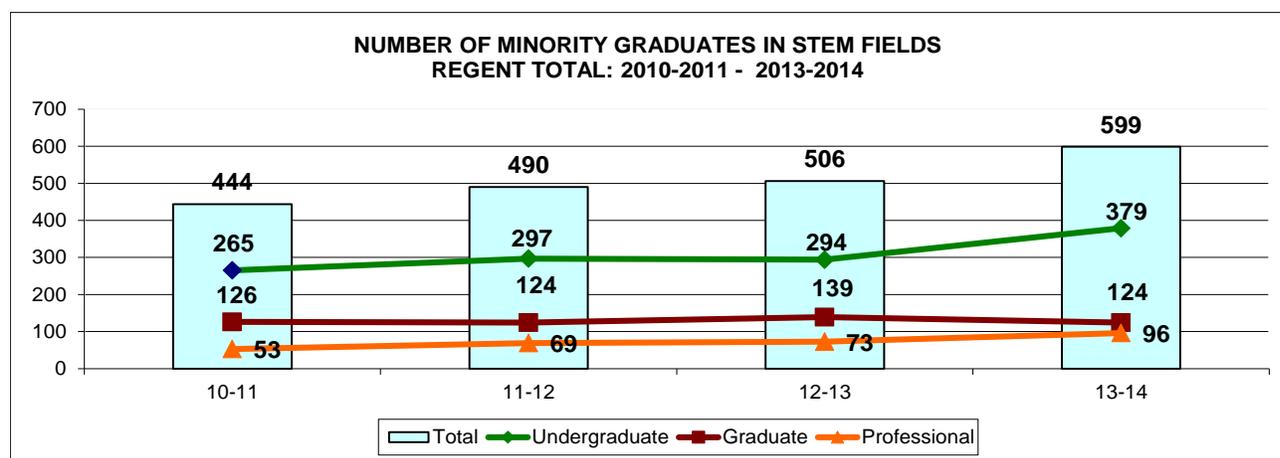
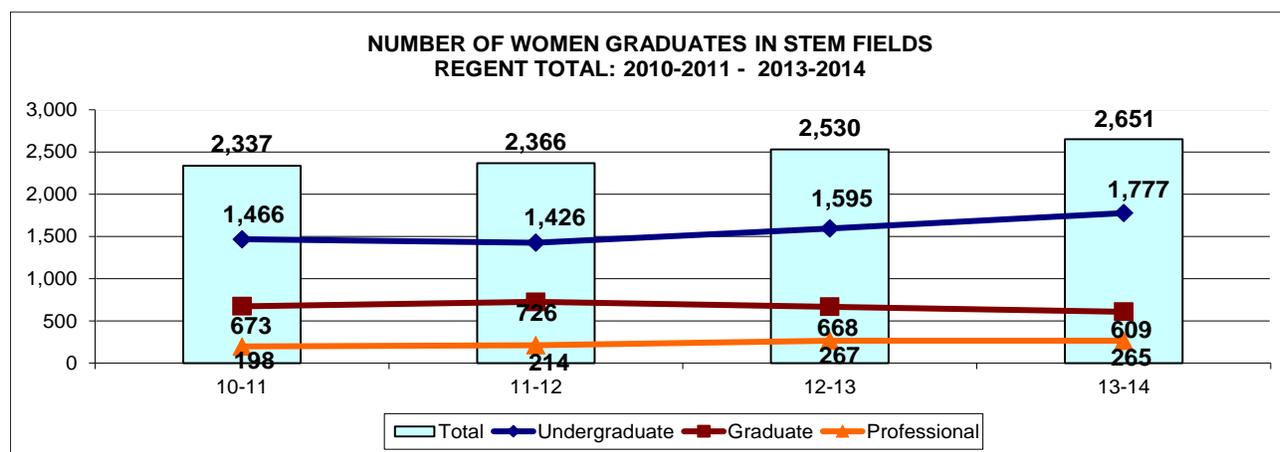
- Undergraduate enrollment in STEM programs. The total undergraduate enrollment of students in STEM programs increased from 24,409 in 2013 to 25,841 (+5.9%) in 2014.
 - ☑ Total undergraduate enrollment of minority¹⁵ students majoring in STEM programs increased from 2,978 in 2013 to 3,502 in 2014 (+17.6%). The proportion of minority students enrolled in STEM majors increased from 12.2% in 2013 to 13.6% in 2014.
 - ☑ Total undergraduate enrollment of women majoring in STEM programs increased from 9,508 in 2013 to 10,081 in 2014 (+6.0%). The proportion of women in STEM programs remained the same at 39.0% in 2014 from the prior year.
- Graduate enrollment in STEM programs. The total graduate enrollment of students in STEM programs decreased from 5,679 in 2013 to 5,453 in 2014 (-4.0%).
 - ☑ Total graduate enrollment of minority students majoring in STEM programs increased from 536 in 2013 to 543 in 2014 (+1.3%).
 - ☑ Total graduate enrollment of women majoring in STEM programs decreased from 2,389 in 2013 to 2,201 in 2014 (-7.9%).
- Professional enrollment in STEM programs. The total professional enrollment of students in STEM programs increased from 2,003 in 2013 to 2,014 in 2014 (+0.5%).
 - ☑ Total professional enrollment of minority students majoring in STEM programs increased from 291 in 2013 to 306 in 2014 (+5.2%).
 - ☑ Total professional enrollment of women majoring in STEM programs increased from 1,145 in 2013 to 1,174 in 2014 (+2.5%).

¹⁴ STEM = Science, Technology, Engineering, Mathematics.

¹⁵ 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.

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

- The total number of graduates from STEM programs in 2013 was 6,220. This was an increase of 254 (+4.3%) from the prior year.
- There were 599 minority graduates from STEM programs at the Regent universities in 2013. This represents an increase of 93 graduates (+18.4%) from the prior year.
 - ☑ There were 4,392 graduates from undergraduate STEM programs in 2013, which was an increase of 440 (+11.1%) from the prior year; 1,356 graduates from graduate programs, which was a decrease of 194 (-12.5%) from the prior year; and 472 graduates from professional programs, which was an increase of eight (+1.7%) from the prior year.
- There were 2,651 women graduates from STEM programs at the Regent universities in 2013. This represents an increase of 121 (+4.8%) from the prior year.
 - ☑ There were 1,777 women graduates from undergraduate STEM programs in 2013, which represents an increase of 182 (+11.4%) from the prior year. There were 609 women graduates from graduate programs, which represents a decrease of 59 (-8.8%) from the prior year. There were 265 women graduates from professional programs, which represents a decrease of 2 (-0.7%) from the prior year.



The highlights provided by the universities of their retention and graduation efforts are available on pages 14-16. The profiles of the entering classes of 2008 are provided on page 17 and six-year graduation rate comparisons with peer institutions are provided on page 18.

UNIVERSITY OF IOWA
GRADUATION AND RETENTION HIGHLIGHTS
FALL 2014

At SUI, the six-year graduation rate (70%) for the entering class of 2008 is up slightly compared to the class of 2007 (69.6%), while the four-year graduation rate for the class of 2010 (50.9%) is a slight decrease compared to the four-year graduation rate of the class of 2009 (51.1%). The 2013 one-year retention rate is up (86.1%) relative to last year's rate (85.8%).

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

- ◇ The four-year graduation plan addresses course availability issues which could possibly impede a student's graduation plan provided they make a good faith effort to work with their academic advisor in keeping with a plan to graduate in four years.
- ◇ We are exploring three-year plans of study in certain majors, to support students who are committed to graduating in less than four years.
- ◇ We are committed, through the academic advising process and use of early intervention programs such as MAP-Works, to engage students early in their academic programs to support them in their goal of graduating in four years.
- ◇ We continue to emphasize our first-year seminar programs, offer academic-focused programming through the living learning communities, and provide University-wide tutoring available free of charge to all students enrolled in particularly difficult and gateway courses.
- ◇ The fall Onlowa! orientation program continues 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 SUI from our community college partners.
- ◇ We continue to support study abroad, research opportunities with faculty members, on-campus student employment, 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 2014**

- ◇ At Iowa State University, four- and six-year graduation rates exceeded the average for the prior ten years. ISU's one-year retention rate of 86.4% for the entering class of Fall 2013 exceeded the ten-year average of 85.3%.
- ◇ Iowa State joined the Education Advisory Board Student Success Collaborative in May 2014. The EAB SSC focuses on the utilization of sophisticated data analytics to enhance student academic success, retention, and completion.
- ◇ A new Online Learning Innovation Hub has been created to provide a collaborative resource for faculty, staff, and graduate students for developing and refining technology-enhanced pedagogy and innovative approaches to teaching and learning.
- ◇ Iowa State has been recognized as a Home Base Iowa Education Partner on the basis of programming and services that support the continuing academic and personal success of Veterans, military students, and their families.
- ◇ The Student Success Council, a long term collaborative effort of Student Affairs and Academic Affairs, continues its commitment to student success with additional emphasis this year on effective utilization of data analytic and predictive modeling approaches, enhanced student success in "low success rate" courses, and a new focus on academic majors with lower than average retention.
- ◇ The Office of Student Financial Aid opened a new Student Loan Education Office in FY15 to provide the most comprehensive counseling on the utilization of financial aid, including loan indebtedness, loan repayment, and ways to mitigate debt requirements such as better budgeting or on-time completion of the financial aid application. In addition, the financial aid award notice includes the student's current indebtedness and estimated post-graduation payment based on the student's borrowing trends. The notice also emphasizes loans are optional and encourages other payment methods.
- ◇ In April 2014, the ISU Student Success Council hosted a Student Success Summit. Over 200 participants attended the Summit, which was focused on enhancing the success of at-risk undergraduate students.
- ◇ Iowa State adopted MAP-Works® (Making Achievement Possible) early alert system for all new direct from high school students in 2008. The first semester GPA has increased from 2.65 in 2008 to 2.79 in 2013 with even greater difference between survey non-respondents and respondents who averaged a first semester GPA of 2.44 and 2.86 respectively in 2013. Similarly, the first-to-second year retention rates have also increased from 86.7% in fall 2009 to 87.3% in fall 2012 while non-respondents averaged a 81% retention rate to their second year of college as compared to 88% of survey respondents in 2013, showing that students who engage with the MAP-Works Transition Survey experience higher rates of academic success at Iowa State University. With 85% of our freshmen voluntarily taking MAP-Works® this has become an effective and broad reaching tool to assist faculty and staff in their retention efforts.
- ◇ The Student Experience Enhancement Council (SEEC) is charged with ensuring the quality of the student experience is maintained and enhanced. SEEC recommendations have led to numerous improvements including additional support for facilities, technology enhancements, admissions recruitment initiatives, a new Online Learning Hub, strategies to address courses with high DFW rates, support of Residence and Dining initiatives, and additional staff in areas such as academic advising, supplemental instruction, Greek Affairs, learning communities, diversity, and Public Safety.
- ◇ The ISU learning community (LC) initiative in its 20th year has served over 50,000 students. The one-year retention rate and six-year graduation rate for LC students continues to be higher than non-LC participants by 5.6% and 9.3% respectively.

UNIVERSITY OF NORTHERN IOWA
GRADUATION AND RETENTION HIGHLIGHTS
FALL 2014

The graduation and persistence rates for the University of Northern Iowa continue to exceed our peer institutions and similar Carnegie classified institutions by as much as 25 percentage points (IPEDS). We continue to coordinate several retention efforts and launch new programs and initiatives to support student achievement.

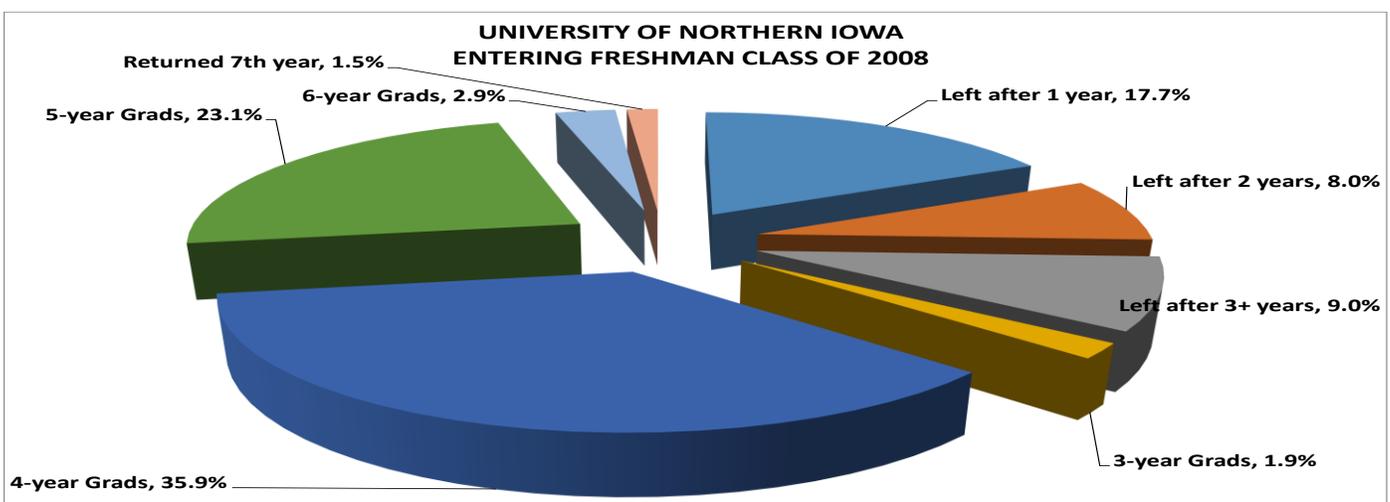
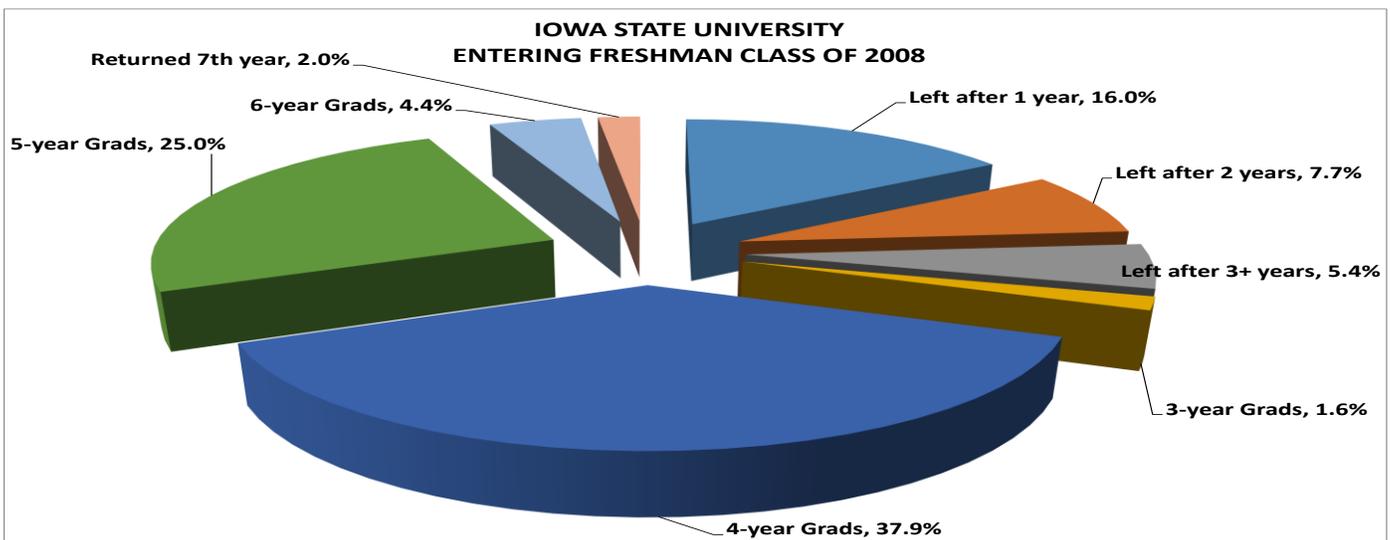
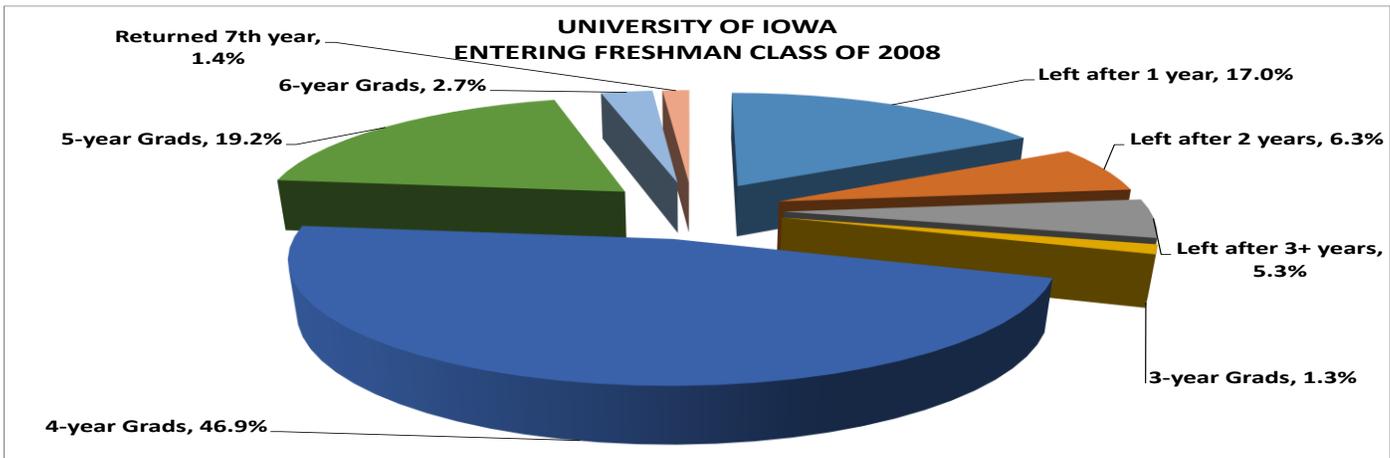
Persistence and Graduation Rates:

- Our four-year graduation rate for the entering class of 2010 is 39.2%. This rate is the highest rate in institutional history. The rate for the previous year of 2009 was 37.6%.
- The six-year graduation rate for the entering class of 2008 is 63.8%, which is a decline from the 2007 rate of 66.5% but within our average range for the 1988 to 2008 reporting period. The six-year graduation rate for our Carnegie peer institutions is 41.1%
- The six-year graduation rate for minority students entering in 2008 was 50%, an increase of 8.2% over the previous year.
- Our second year retention rate for the entering class of 2013 is 84.7% which is an increase compared to the previous year rate of 82.9%. Our second year retention rate is the highest rate since 1988. The comparable rate for all 4 year public universities is 68.2% (National Student Clearinghouse).
- Our second year retention rates for full-time, first-time minority students increased from 80.3% in fall 2013 to 83.6% in fall 2014.

Retention Initiatives:

- We have continued to expand “first-year only” sections of Liberal Arts Core courses. 81% of first-year students were enrolled in one of these sections in fall 2014, up from 70% in fall 2013. Students enrolled in these sections are retained at a rate 6% higher than other students.
- Through the work of our newly formed Transfer Council, we will begin offering “transfer-only” sections of Liberal Arts Core courses in fall 2015.
- More than 50 faculty and staff volunteers provided one-to-one mentoring to students on academic alert or probation during the 2013-2014 academic year through the Success Coaching program, contributing to increased persistence rates for participating students.
- We have continued to grow the number of academic, residential, and blended learning communities available to students. Students in first-year residential learning communities report higher rates of satisfaction, and have a greater likelihood of returning to campus.
- We will be implementing an extended orientation program in fall 2015, which allows new first-year and transfer students to move to campus early and participate in structured educational and social programming.
- Supplemental Instruction, an academic assistance program targeting classes with high DWFI rates, is expanding into more science, math, and humanities courses. Participating students earn up to .73 grade points higher than students not attending SI in the same course section.
- 93.8% of UNI first-year students completed the MAP-Works fall transition survey. The national average response rate is 77%. MAP-Works data helps drive the work of over 200 faculty and staff members in identifying student needs early in the semester, and responding with personalized interventions.
- The Retention Council has initiated a review of second to third year persistence barriers, and will be focusing on sophomore and junior-level initiatives in the coming year.

PROFILES OF ENTERING CLASSES OF 2008 AT THE REGENT UNIVERSITIES



SIX-YEAR GRADUATION RATES AT REGENT UNIVERSITIES AND PEER INSTITUTIONS

	Reported Six-Year Graduation Rates for Entering Classes of:				
	2003	2004	2005	2006	2007
UNIVERSITY OF IOWA	69%	70%	71%	70%	70%
University of Arizona	58%	60%	61%	61%	61%
University of California - Los Angeles	89%	90%	90%	92%	90%
University of Illinois, Champaign-Urbana	83%	84%	82%	84%	84%
Indiana University - Bloomington	74%	71%	72%	75%	77%
University of Michigan	89%	90%	90%	91%	90%
University of Minnesota - Twin Cities	68%	70%	70%	73%	75%
University of North Carolina - Chapel Hill	87%	88%	89%	89%	90%
Ohio State University	75%	78%	80%	82%	83%
University of Texas - Austin	81%	80%	81%	79%	79%
University of Wisconsin - Madison	82%	83%	83%	83%	83%
Median (excluding SUI)	81%	80%	81%	83%	83%
Mean (excluding SUI)	79%	79%	80%	81%	81%
IOWA STATE UNIVERSITY	69%	70%	67%	70%	68%
University of Arizona	58%	60%	61%	61%	61%
University of California - Davis	81%	82%	82%	81%	81%
University of Illinois, Champaign-Urbana	83%	84%	82%	84%	84%
Michigan State University	77%	77%	77%	79%	78%
University of Minnesota - Twin Cities	68%	70%	70%	73%	75%
North Carolina State University	73%	72%	72%	72%	75%
Ohio State University	75%	78%	80%	82%	83%
Purdue University	70%	69%	68%	70%	71%
Texas A & M University	80%	80%	80%	80%	79%
University of Wisconsin - Madison	82%	83%	83%	83%	83%
Median (excluding ISU)	76%	77%	78%	80%	79%
Mean (excluding ISU)	75%	75%	75%	77%	77%
UNIVERSITY OF NORTHERN IOWA	66%	67%	67%	66%	66%
California State University - Fresno	48%	51%	49%	48%	49%
Central Michigan University	57%	54%	54%	57%	59%
Illinois State University	69%	70%	71%	71%	72%
Indiana State University	40%	44%	42%	43%	42%
Northern Arizona University	50%	49%	52%	49%	49%
Ohio University - Athens	69%	65%	65%	64%	72%
University of Minnesota - Duluth	52%	54%	55%	54%	59%
Univ. of North Carolina - Greensboro	52%	53%	53%	54%	55%
University of North Texas	47%	48%	49%	48%	50%
University of Wisconsin - Eau Claire	65%	65%	65%	65%	68%
Median (excluding UNI)	52%	54%	53%	54%	57%
Mean (excluding UNI)	55%	55%	55%	55%	58%

Source: NCAA 2014 Report.