

Contact: Diana Gonzalez

ANNUAL REPORT OF STUDENT RETENTION AND GRADUATION RATES

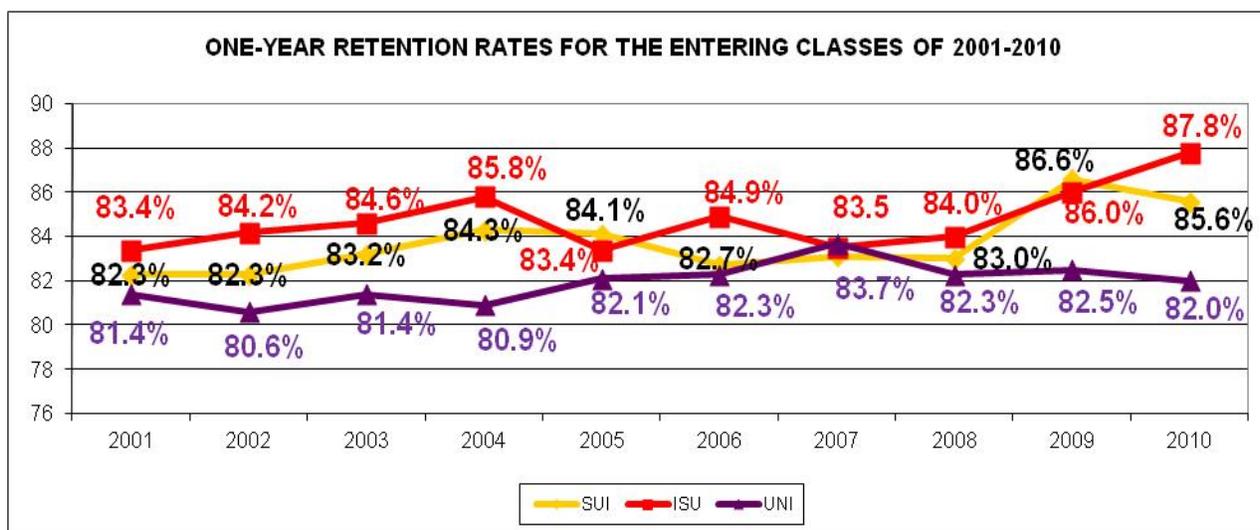
Action Requested: Receive the Annual Report of Student Retention and Graduation Rates for Fall 2011.

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 2011 Report includes the following trends/changes:

- ☐ An average of approximately 83.5% of the past 10 entering classes at the Regent universities returned for the second year of studies.



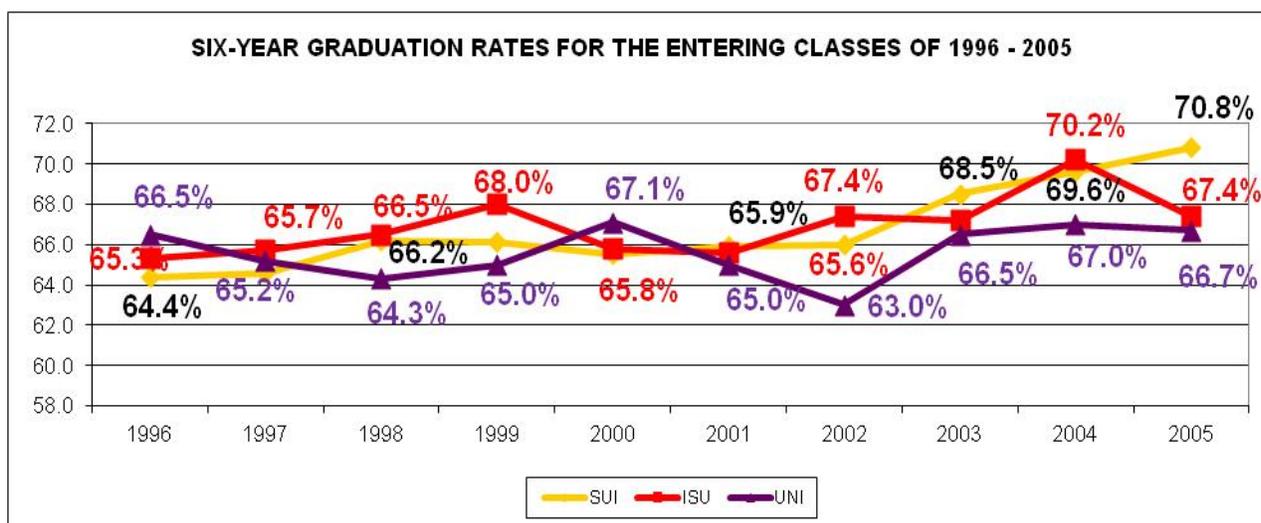
- ☐ During the 10-year period 2001-2010, the one-year retention rates at the Regent universities fluctuated from a low of 80.6% to a high of 87.8%.

- At SUI, a low of 82.3% occurred for the entering classes of 2001 and 2002 and a high of 86.6% occurred for the entering class of 2009. For the entering class of 2010, the one-year retention rate was 85.6% which was a decrease of 1.0 percentage points from the prior year.
- At ISU, a low of 83.4% occurred for the entering classes of 2001 and 2005 and a high of 87.8% occurred for the entering class of 2010. For the entering class of 2010, the one-year retention rate was 88.7% which was an all-time high and an increase of 1.8 percentage points from the prior year.

- At UNI, a low of 80.6% occurred for the entering class of 2002 and a high of 83.7% occurred for the entering class of 2007. For the entering class of 2010, the one-year retention rate was 82.0% which was a decrease of 0.5 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 2010 at the Regent universities was 85.8% 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 73.6%.¹

📖 An average of 66.6% of the past 10 entering classes at the Regent universities graduated within six years.



📖 During the 10-year period 1996-2005, 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 64.4% occurred for the entering class of 1996 and a high of 70.8% occurred for the entering class of 2005. For the entering class of 2005, the six-year graduation rate was 70.8%, which is an all-time high and an increase of 1.2 percentage points from the prior year.
- At ISU, a low of 65.3% occurred for the entering class of 1996 and a high of 70.2% occurred for the entering class of 2004. For the entering class of 2005, the six-year graduation rate was 67.4% which is a decrease of 2.8 percentage points from the prior year.
- 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 2005, the six-year graduation rate was 66.7% which is a decrease of 0.9 percentage points from the prior year.

¹ Source: ACT 2011 Retention/Completion Summary Tables, public institutions offering bachelor's, master's, and doctoral programs.

📖 Six-year graduation rates have also consistently exceeded the national averages. The six-year graduation rate for the entering classes of 2005 at the Regent universities was 68.7% compared to the national average of 54.2% 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 4.61 years for the entering classes of 1995 to 4.48 years for the entering classes of 2005. There was a slight decrease (-0.01) in the time to degree for the entering classes of 2005 from the prior year.

The time to degree is influenced by a number of factors, including major sought, parents' education, change of major, and grade point average. Approximately 42% of the entering classes of 2007 at the Regent universities graduated within four years compared to the national average of 29.4% 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 2010, the average one-year retention rate for racial/ethnic minority students was 84.9% at the Regent universities compared to the average one-year retention rate for non-minority students of 85.6%.
- For the entering class of 2005, the average six-year graduation rate for racial/ethnic minority students was 58.0% at the Regent universities compared to the average six-year graduation rate for non-minority students of 69.8%.

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.²

📖 Retention Factors. Previous national and state studies, as well as the Regent universities' experience, have demonstrated that the following factors contribute significantly to the retention rate – (1) student input; (2) institutional environment; and (3) academic standards.³

² Source: National Center for Education Statistics.

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

📖 Best Practices in Retention. Retention practices responsible for the greatest contribution to retention include first-year programs, academic advising, and learning support.² The Regent universities have established a variety of initiatives, programs, and services (such as tutoring labs, academic advising, career development services, and learning communities) to help students make a successful transition to the rigors of postsecondary learning and to the challenges of independence and adulthood.⁴

Highlights:

📖 One-Year Retention Rates. During the past 10 years, the average one-year retention rate at SUI has been 83.7%; at ISU, it has been 84.8%; and at UNI, it has been 81.9%. The Fall 2011 one-year retention rate at SUI was 85.6%; at ISU, it was 87.8%; and at UNI, it was 82.0%. In Fall 2010, the one-year retention rate at SUI was 86.6%; at ISU, it was 86.0%; and at UNI, it was 82.5%.

📖 One-Year Retention Rates by High School Rank. There is a difference in retention rates when high school rank is considered. In Fall 2011, the average one-year retention rate for Regent university students who graduated from high school in the 90th - 99th percentile was 91.7% while the average one-year retention rate for students who graduated in the 70th - 79th percentile was 85.3% and for those in the 30th - 39th percentile it was 76.9%.

📖 One-Year Retention Rates by ACT Score. There is also a difference in retention rates when ACT score is considered. In Fall 2011, the average one-year retention rate for the entering class of 2010 with an ACT score of 32-36 was 92.3% while the average one-year retention rate for students with an ACT score of 27-31 was 89.5% and for those with an ACT score of 19-21, it was 81.0%.

📖 One-Year Retention Rates by First-Term GPA. There is clearly a difference in retention rates when first-term GPA is considered. In Fall 2011, the average one-year retention rate for the entering class of 2010 with a first-term GPA of 3.50-4.00 was 94.2% while the average one-year retention rate for students with a first-term GPA of 3.00-3.24 was 90.8%; for those with a first-term GPA of 2.50-2.74, it was 86.9%; and for those with a first-term GPA of 2.00-2.24, it was 82.8%.

📖 Six-Year Graduation Rates. During the past 10 years, the average six-year graduation rate at SUI has been 66.8%; at ISU, it has been 67.2%; and at UNI, it has been 65.8%. The Fall 2011 six-year graduation rate for the entering class of 2005 at SUI was 70.8%; at ISU, it was 67.4%; and at UNI, it was 66.7%. In Fall 2010, the six-year graduation rate at SUI was 69.6%; at ISU, it was 70.2%; and at UNI, it was 67.6%. Six-year graduation rates for the Regent universities and peer institutions are included in Attachment E (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 2011, the average six-year graduation rate for the entering class of 2005 with a first-term GPA of 3.50-4.00 was 85.8% while the average six-year graduation rate for students with a first-term GPA of 3.00-3.24 was 80.6%; for those with a first-term GPA of 2.50-2.74, it was 71.5%; and for those with a first-term GPA of 2.00-2.24, it was 56.1%.

⁴ The Attachments on pages 12-14 describe some of the retention initiatives implemented by the Regent universities.

☐ Average Time to Degree. The average number of years to complete an undergraduate degree by students in the entering classes of 2005 at the Regent universities who graduated within six years was 4.48 years compared to 4.49 years the prior year. The time beyond four years typically reflects students' participation in additional activities, such as study abroad programs, internships, and double majors. It also reflects students' degree major changes.⁵ The national average time to completion for first-time recipients of bachelor's degrees in 2005-06 was 4.70 years for students who graduated within six years.⁶

☐ Diversity. Ethnic and racial minority students generally have lower retention and graduation rates than non-minority students although significant variation can occur within individual racial and ethnic minority cohorts as a result of small cohort sizes. However, for the entering class of 2010, the average one-year retention rate for resident racial and ethnic minority students at the Regent universities was higher than for resident non-minority students. The average on-year retention rate for non-resident racial and ethnic minority students at the Regent universities was lower than for non-resident non-minority students.

**ONE-YEAR RETENTION RATES BY RACE/ETHNICITY AND RESIDENCE
ENTERING CLASS OF 2010**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	83.0%	87.1%	84.9%	85.1%	85.2%	85.2%
ISU	88.1%	87.6%	87.9%	90.2%	79.7%	85.3%
UNI	81.9%	85.4%	82.0%	83.2%	77.3%	82.2%
Total	84.8%	87.2%	85.6%	86.9%	82.7%	84.9%

➤ University of Iowa.

☑ The one-year retention rate for racial/ethnic minorities (86.4%) was essentially the same as the rate for non-minorities (86.5%) in the entering class of 2010. The one-year retention rates for Hispanic Americans, American Indians/Alaska Natives, Asian Americans, and students who reported two or more races were higher than for non-minorities (+0.8 PP, +4.0 PP, +2.4 PP, and +0.6 PP, respectively). However, the one-year retention rates for Blacks/African Americans and Native Hawaiians/Other Pacific Islanders were lower than for non-minorities (-3.8 PP and -1.6 PP, respectively).

➤ Iowa State University.

☑ The one-year retention rate for racial/ethnic minorities (85.3%) was 2.6 PP lower than for non-minorities (87.9%). The one-year retention rate for Asian Americans was 4.6 PP higher than for non-minorities. However, 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 (-1.9 PP, -37.9 PP, -5.9 PP, -21.2 PP, and -3.1 PP, respectively).

⁵ According to the National Center for Education Statistics, more than 20% of college students change their degree major.

⁶ Source: National Student Clearinghouse Research.

➤ University of Northern Iowa.

- ☑ The one-year retention rate for racial/ethnic minorities (82.2%) was essentially the same as for non-minorities (82.0%). The one-year retention rates for Hispanic Americans, Native Hawaiians/Other Pacific Islanders, and students who reported two or more races were higher than for non-minorities (+10.5 PP, +18.0 PP, and +5.1 PP, respectively). However, the one-year retention rates for American Indians/Alaska Natives, Asian Americans, and Blacks/African Americans were lower than for non-minorities (-32.0 PP, -12.0 PP, and -8.7 PP, respectively).

For the entering class of 2005, the six-year graduation rate for resident racial and ethnic minority students was lower than for resident non-minority students. At ISU, resident minority students had a higher six-year graduation rate than non-resident minority students while at SUI 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 2005**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	70.9%	73.3%	71.8%	57.9%	58.1%	58.0%
ISU	69.5%	64.9%	68.4%	61.7%	60.8%	61.3%
UNI	68.5%	59.8%	68.1%	45.8%	48.1%	46.5%
Total	69.8%	69.8%	69.8%	57.7%	58.5%	58.0%

➤ University of Iowa.

- ☑ The six-year graduation rate for racial/ethnic minorities was 13.8 PP lower than for non-minorities. The six-year graduation rates for Native Americans, African Americans, Asian Americans, and Hispanic Americans were all lower than for non-minorities (-25.6 PP, -15.2 PP, -13.2 PP, and -12.2 PP, respectively).

➤ Iowa State University.

- ☑ The six-year graduation rate for racial/ethnic minorities was 7.1 PP lower than for non-minorities. The six-year graduation rate for Native Americans was higher than for non-minorities (+3.0 PP). The six-year graduation rates for African Americans, Asian Americans, and Hispanic Americans were all lower than for non-minorities (-16.1 PP, -2.7 PP, and -4.3, respectively).

➤ University of Northern Iowa.

- ☑ The six-year graduation rate for racial/ethnic minorities was 21.6 PP lower than for non-minorities. The six-year graduation rate for Native Americans was higher than for non-minorities (+6.9 PP). The six-year graduation rates for African Americans, Asian Americans, and Hispanic Americans were all lower than for non-minorities (-28.5 PP, -20.1 PP, and -13.6 PP, respectively).

Gender. For the entering class of 2010, women at the Regent universities had higher one-year retention rates than men at ISU and UNI and higher six-year graduation rates than men at the three Regent universities.

According to the U.S. Department of Education, “women have earned a greater percentage of bachelor’s degree than men since the early 1980s overall.”⁷ “In 2011, 15.6% of women ages 25 and older held at least a bachelor’s degree, compared with 14.9% of men.”⁸

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

	One-year Retention Rates Entering Class of 2010			Six-Year Graduation Rates Entering Class of 2005		
	Men	Women	Total	Men	Women	Total
SUI	86.2%	85.0%	85.6%	69.6%	71.8%	70.8%
ISU	86.7%	89.0%	87.8%	65.5%	69.8%	67.4%
UNI	81.9%	82.0%	82.0%	63.7%	68.5%	66.7%
Total	85.8%	85.8%	85.8%	66.5%	70.4%	68.7%

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 2010 after they completed an associate of arts (AA) or other associate degree had a higher one-year retention rate (79.7%) than transfer students who had not completed any associate degree (77.2%).
- Students who transferred from Iowa community colleges in Fall 2009 after they completed an associate of arts (AA) or other associate degree had a higher two-year graduation rate (25.5%) than students who had not completed any associate degree (9.0%).
- Students who transferred from Iowa community colleges in Fall 2008 after they completed an associate of arts (AA) or other associate degree had a higher three-year graduation rate (60.8%) than students who had not completed any associate degree (38.6%).
- There is a significant difference in one-year retention rates when transfer GPA is considered. Students in the entering class of Fall 2010 with a transfer GPA of 3.50-4.00 had a one-year retention rate of 85.9%. The one-year retention rate for students with a transfer GPA of 3.00-3.24 was 82.4%; for a GPA of 2.50-2.74, it was 75.5%; and for a GPA of 2.00-2.24, it was 63.9%.
- Students in the entering class of Fall 2008 with a transfer GPA of 3.50-4.00 had a higher three-year graduation rate (63.7%) than students with a transfer GPA of 3.00-3.24 (49.3%), 2.50-2.74 (38.4%), or 2.00-2.24 (24.5%).

⁷ NCES Condition of Education Report, 2009.

⁸ Bureau of Labor Statistics.

- Minority students in the entering class of 2010 had a lower one-year retention rate (77.5%) than non-minority students (79.1%).
- Minority students in the entering class of 2008 had a lower three-year graduation rate (36.0%) than non-minority students (49.1%).

📖 Non-Persisters.⁹ Using data from the National Student Clearinghouse, the Regent universities were able to “track” students from the entering class of 2005 who transferred to another post-secondary institution prior to completing their undergraduate studies at their original Regent institution.

- Approximately, 19.5% of the entering class of 2005 who did not persist at their original Regent university transferred elsewhere; of those who transferred, more than 43% graduated from a four-year institution.
- More than 8% of the entering class of 2005 graduated from another four-year institution.
- When those numbers are factored into the total graduation rates, the six-year graduation rates increase from 70.8% to 77.7% at the University of Iowa; from 67.4% to 75.9% at Iowa State University; and from 66.7% to 78.3% at the University of Northern Iowa.

⁹ Lack of completion of a degree from the matriculating institution does not necessarily reflect failure on the part of the institution or the student. Many unexpected or uncontrollable factors can lead to this result.

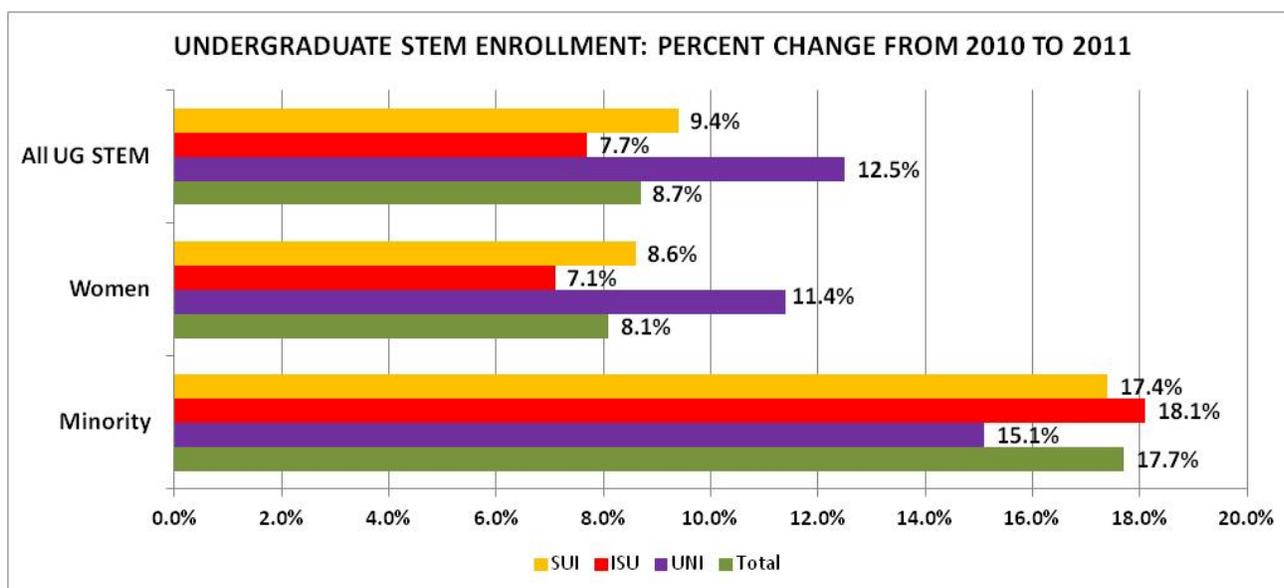
PART B

ENROLLMENT AND DEGREE COMPLETION OF WOMEN AND MINORITIES IN STEM PROGRAMS

In 2008, HF 2679 directed the Board of Regents to conduct a mathematics and science collaborative study to (1) collect data and report on the number and proportion of women and minorities enrolled in STEM¹⁰ programs at the Regent universities as well as high school programs, such as Project Lead the Way, and (2) make recommendations for STEM-related programming measures for improving the number and proportion of women and minorities in STEM programs. One of the study recommendations was to provide annual updates on enrollment and graduation of women and minorities in STEM programs to the Board of Regents. Below is the 2011 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 18,025 in 2010 to 19,587 (+8.7%) in 2011.
 - ☑ Total undergraduate enrollment of Native American, African American, Asian American, and Hispanic American students majoring in STEM programs increased from 1,722 in 2010 to 2,026 in 2011 (+17.7%). The proportion of minority students enrolled in STEM majors increased from 9.6% in 2010 to 10.3% in 2011.
 - ☑ Total undergraduate enrollment of women majoring in STEM programs increased from 6,664 in 2010 to 7,203 in 2011 (+8.1%). The proportion of women in STEM programs decreased slightly from 37.0% in 2010 to 36.8% in 2011.

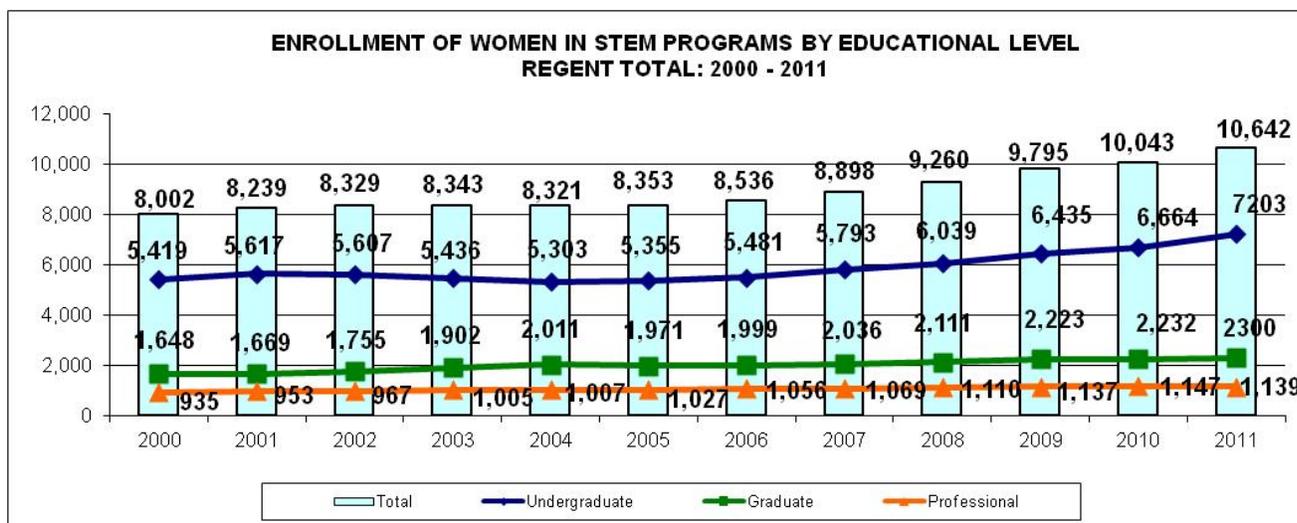
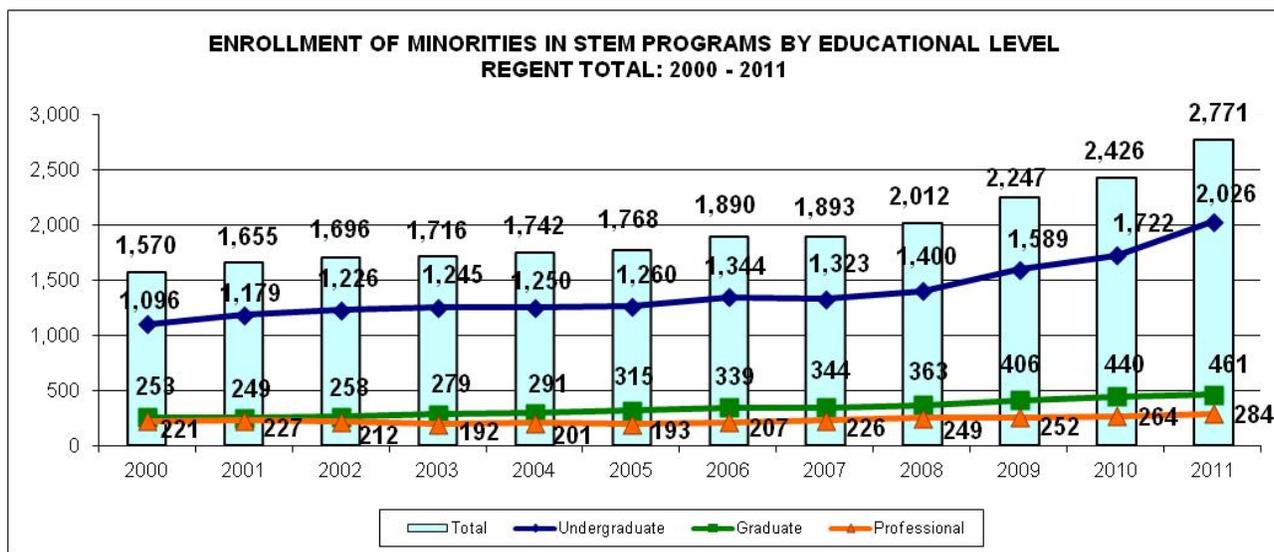


Minority refers to ethnic and racial minorities that are under-represented in STEM programs – Native Americans, African Americans, Asian Americans, and Hispanic Americans.

¹⁰ STEM = Science, Technology, Engineering, Mathematics.

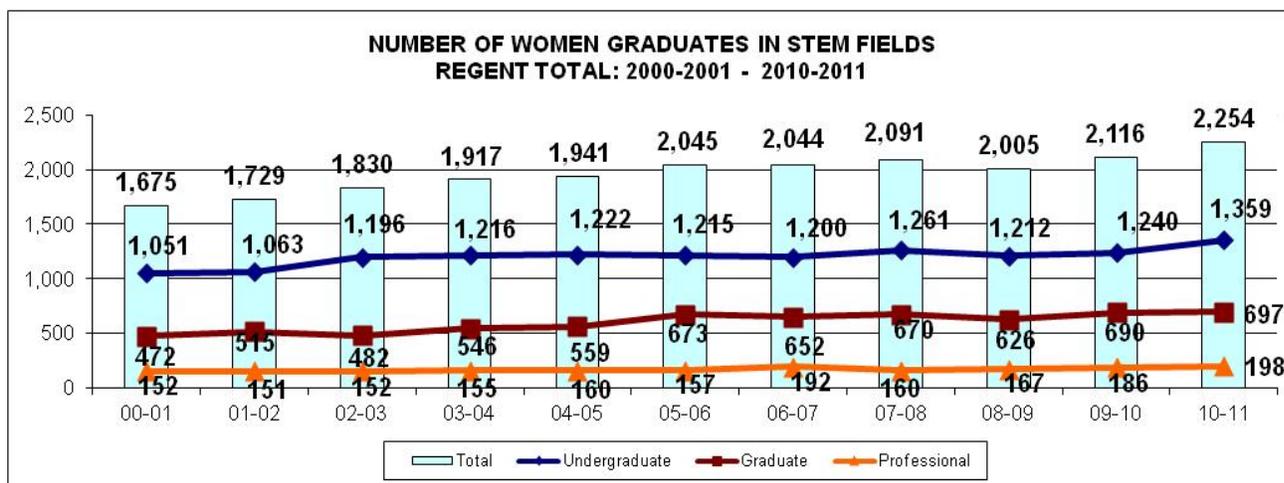
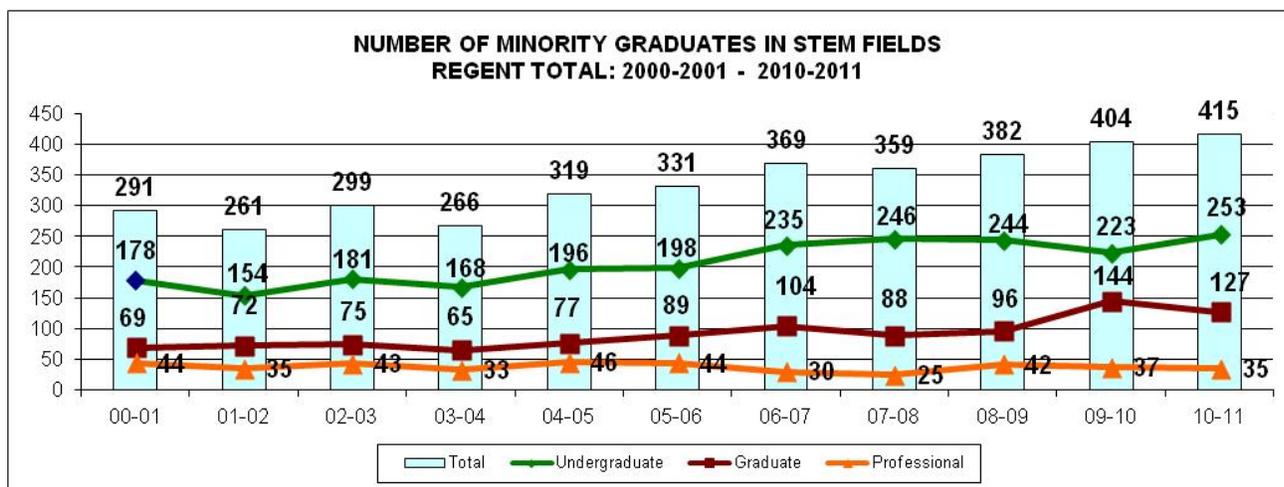
- Graduate enrollment in STEM programs. The total graduate enrollment of students in STEM programs increased from 5,360 in 2010 to 5,420 in 2011 (+1.1%).
 - ☑ Total graduate enrollment of Native American, African American, Asian American, and Hispanic American students majoring in STEM programs increased from 440 in 2010 to 461 in 2011 (+4.8%).
 - ☑ Total graduate enrollment of women majoring in STEM programs increased from 2,232 in 2010 to 2,300 in 2011 (+3.0%).

- Professional enrollment in STEM programs. The total professional enrollment of students in STEM programs increased from 1,996 in 2010 to 2,005 in 2011 (+0.5%).
 - ☑ Total professional enrollment of Native American, African American, Asian American, and Hispanic American students majoring in STEM programs increased from 264 in 2010 to 284 in 2011 (+7.6%).
 - ☑ Total professional enrollment of women majoring in STEM programs decreased from 1,147 in 2010 to 1,139 in 2011 (-0.7%).



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

- There were 415 minority graduates from STEM programs at the Regent universities in 2010. This represents an increase of 11 graduates (+2.7%) from the prior year.
 - ☑ There was an increase of 30 graduates (+13.5%) in 2010 from the prior year from undergraduate STEM programs; a decrease of 17 graduates (-11.8%) from graduate programs; and a decrease of two graduates (-5.4%) from professional programs.
- There were 2,254 women graduates from STEM programs at the Regent universities in 2010. This represents an increase of 138 (+6.5%) from the prior year.
 - ☑ There was an increase of 119 graduates (+9.6%) in 2010 from the prior year from undergraduate STEM programs; an increase of seven graduates (+1.0%) from graduate programs; and an increase of 12 graduates (+6.5%) from professional programs.



The highlights provided by the universities of their retention and graduation efforts are available on pages 12-14. The profiles of the entering classes of 2005 are provided on page 15 and six-year graduation rate comparisons with peer institutions is provided on page 16.

UNIVERSITY OF IOWA
GRADUATION AND RETENTION HIGHLIGHTS
Fall 2011

At the University of Iowa, both the six-year graduation rate (70.8%) and the four-year graduation rate (47%) continue to exceed the University's average for the past five years. The six-year rate and the four-year rate are up slightly from those reported in 2010-2011. The one-year retention rate (85.6%) is slightly lower, but comparable, to last year's rate (86.6%) and exceeds the five-year average (84.2%).

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

- 📖 The four-year graduation plan assures that course availability issues will not impede students who meet the guidelines of the plan. The plan was instituted in 1995.
- 📖 Early intervention efforts during 2010-2011 expanded to include several "early alert" signals that indicate a student may be struggling; these efforts are focused on providing support to keep students in school.
- 📖 During 2010-2011, we continued our first-year seminar program, expanded access to living-learning communities, and began a University-wide tutoring program available free of charge to all students enrolled in particularly difficult courses.
- 📖 In Fall 2011, we began a new 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.
- 📖 Advantage Iowa, a program for first-year students who are U.S. citizens or permanent residents and whose enrollment will contribute to a diverse learning environment, is showing promise as a retention tool for eligible students.
- 📖 We have made the provision of Veteran Services a priority to meet the specialized needs of the increasing numbers of veterans returning to Iowa and to our classrooms. We were named a "Military Friendly" school for the third year in a row.
- 📖 We have expanded the number of TILE classrooms on campus. More than 1,600 students have participated in a course featuring active- and problem-based learning; research shows that students who are more engaged academically are retained and graduated at higher rates.
- 📖 The College of Liberal Arts and Sciences began to work more closely with students who have earned sufficient hours for graduation to ensure that they have a graduation plan in place.
- 📖 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 2011

At Iowa State University, the four-, five-, and six-year graduation rates all exceeded the average for the prior ten years, while first- and second-year retention rates both set all-time highs. The University continues to enhance programs to support retention and graduation as noted below.

- 📖 Iowa State University's one-year retention rate for the entering class of Fall 2010 set a new high of 87.7%. The one-year rate is a very strong predictor of the six-year graduation rate for that entering class, with a typical drop of about 16% from the one-year retention to the six-year graduation rate. The ISU two-year retention rate also set a new high at 78.2%.
- 📖 The Retention Task Force, now in its seventh year, continues to focus on retention through programs related to advising, first-year student programs, classroom instruction, learning communities, and academic support. The task force continues to evolve, and is in the process of transitioning to a new Student Success Task Force.
- 📖 The first ISU Student Success Summit was held during Spring Semester 2011. The comprehensive, university-wide summit focused on retention issues facing the campus, the academic success of ISU students, and student learning outcomes related to instruction.
- 📖 Assessment and refinement of ISU student success programming is continual, which accounts for strong first- and second year retention rates for the most recent entering classes. Students who are potentially at-risk are identified during their first term of enrollment via MAP-Works¹² and other processes. Advising interventions during and after the first term support a holistic approach to student success.
- 📖 Nearly 86% of ISU on-campus freshmen participated in the MAP-Works assessment during Fall Semester 2011. The average GPA for this group was 2.80, compared to an average of 2.46 for on-campus freshmen who did not take MAP-Works. For off-campus freshmen, 43% participated in MAP-Works, and they earned an average GPA of 2.81, compared to an average of 2.42 for those who did not take MAP-Works. Although the MAP-Works project is funded by the Department of Residence, student responses are shared across the University for retention intervention and planning purposes.
- 📖 The ISU Learning Community initiative is in its 17th year, having served nearly 40,000 learning community members since its inception in 1995. Seventy-two percent of ISU new direct freshmen participated in learning communities for Fall 2011. The one-year retention rate for learning community students averages 90%, significantly higher than the one-year retention rate for non-LC students.
- 📖 ISU continues to emphasize fiscal responsibility and financial programming for students to assist students in reducing debt and to enable them to identify financial assistance that will permit them to complete their degrees.

¹² MAP-Works is a student success and retention program.

UNIVERSITY OF NORTHERN IOWA
GRADUATION AND RETENTION HIGHLIGHTS
Fall 2011

Our graduation and retention rates continue to exceed the rates of our peers and national average for institutions of our type. We continue to launch additional programs and efforts to support increasing the persistence and graduation rates of our students. Some highlights of those efforts for the past year include:

- 📖 The University Retention Council continued its efforts in addressing retention efforts on an all university level. The Council reviewed institutional policies on academic standing and secured a policy which better addresses the academic situation of first year students.
- 📖 The Retention Council also secured funding to provide for supplemental instruction (SI) for some first year courses which historically have been problematic for first year students.
- 📖 A new course titled "Cornerstone" blends instruction in writing and speaking with a supplemental unit of transition to college. This method provides valuable resource and transitional information to first year students.
- 📖 The ALEKS mathematics placement system was implemented for all incoming freshmen students. This system not only evaluates a student's proficiency in mathematics and makes a recommendation for placement in collegiate level mathematics courses it also provides developmental tutorials to address past deficiencies and prepares the student for entry into collegiate level courses.
- 📖 A proposal to create a Transfer Student Council has been made as a result of the yearlong study of transfer student issues as part of the Foundations of Excellence program.
- 📖 A supplemental on line orientation is being provided to transfer students to further the efforts provided during on campus orientation and registration of new transfer students.
- 📖 The Map Works on line assessment and intervention tool was implemented to all entering freshmen students and will be continued for future entering classes. This tool provides valuable information to advisors in supporting students' transition and persistence in college.
- 📖 We launched an extended orientation program for racial and ethnic minority students which provides extended programming for a full week prior to classes starting.
- 📖 We are offering first year courses with peer teaching assistants who mentor and assist first year students with course preparation and understanding.
- 📖 We are providing peer mentors to first year racial and ethnic minority students.

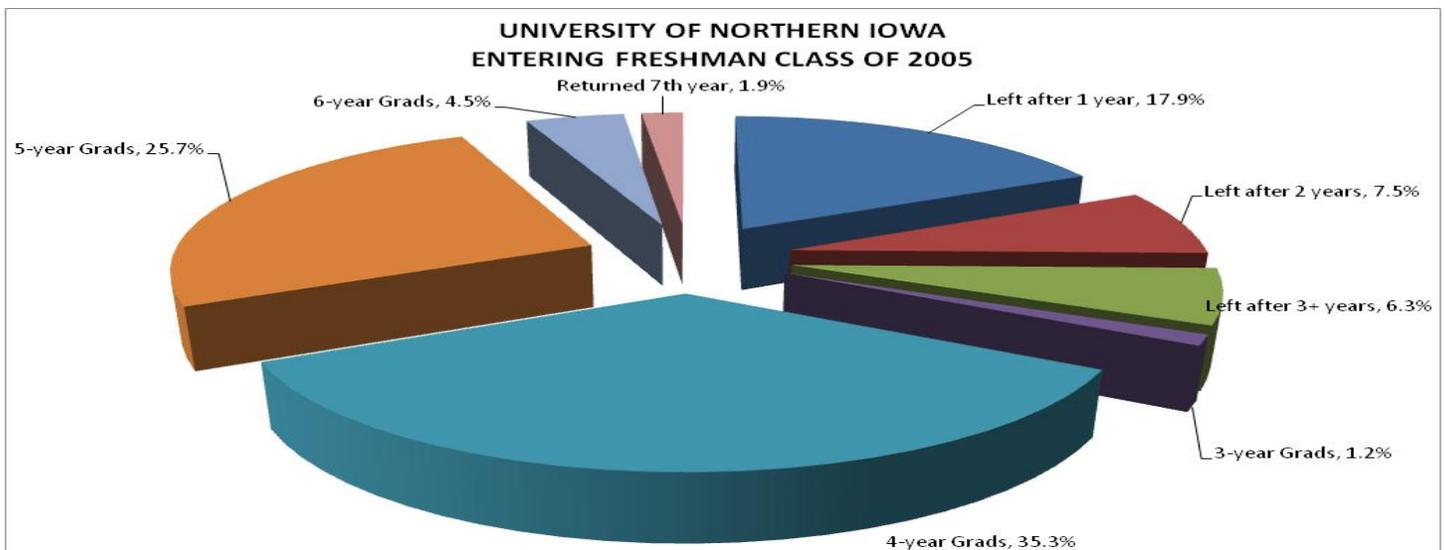
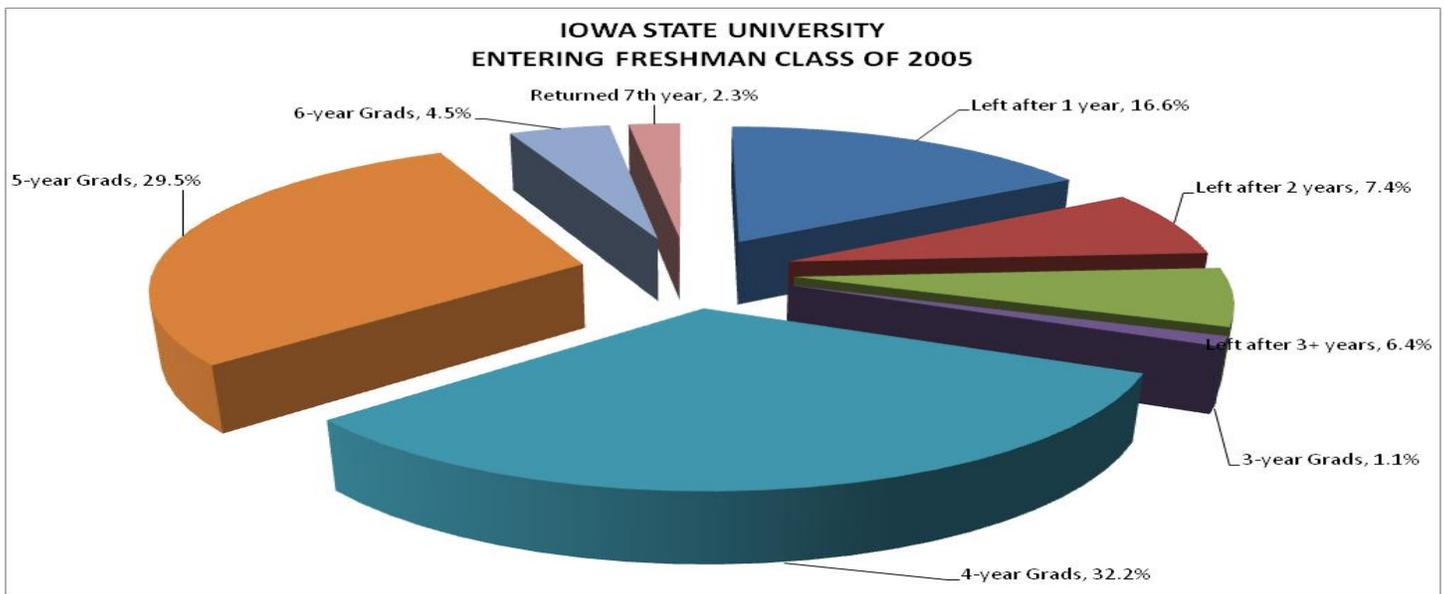
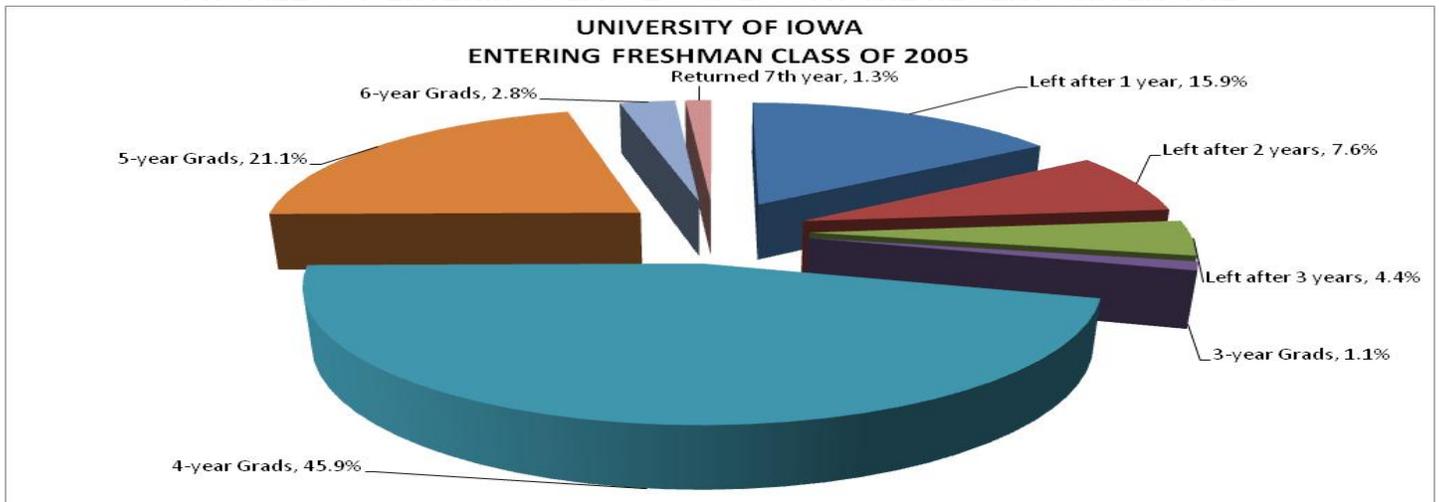
The four-year graduation rate for those students entering with the class of 2007 is 39.3%. This is the highest rate since the inception of the graduation and persistence report in 1988 and represents an increase of 4.2% over the previous year. The national four-year rate for public comprehensive universities is 17%. The ten year average for UNI is 34.8%.

The six-year graduation rate for the UNI entering class of 2005 is 66.7%. This is a slight decrease over last year's figure of 67.0%. The rate for our peer institutions is 50% and for public comprehensive universities nationally is 41%. The UNI ten year average for this rate is 65.8%.

The one year retention rate is 82.0% which is a slight decrease from last year's number of 82.3%. Our average for this characteristic for the past 10 years is 82.0%.

The retention rate to the second year of enrollment of transfer students is 80.8%. This compares to the native UNI student retention rate of 82.0%. The two-year graduation rate of transfer student holding an Associate of Arts degree is 33.6%. This compares to a four-year graduation rate of students entering directly to UNI from high school of 39.3%.

PROFILES OF ENTERING CLASSES OF 2005 AT THE REGENT UNIVERSITIES



SIX-YEAR GRADUATION RATES AT REGENT UNIVERSITIES AND PEER INSTITUTIONS

	Reported Six-Year Graduation Rates for Entering Classes of:				
	2000	2001	2002	2003	2004
UNIVERSITY OF IOWA	65%	66%	66%	69%	70%
University of Arizona	57%	56%	57%	58%	60%
University of California - Los Angeles	89%	90%	89%	89%	90%
University of Illinois, Champaign-Urbana	82%	82%	82%	83%	84%
Indiana University - Bloomington	72%	72%	73%	74%	71%
University of Michigan	87%	88%	88%	89%	90%
University of Minnesota - Twin Cities	61%	63%	66%	68%	70%
University of North Carolina - Chapel Hill	84%	83%	86%	87%	88%
Ohio State University	71%	71%	73%	75%	78%
University of Texas - Austin	77%	78%	78%	81%	80%
University of Wisconsin - Madison	78%	79%	81%	82%	83%
Median (excluding SU)	78%	78%	79%	81%	80%
Mean (excluding SU)	76%	76%	77%	79%	79%
IOWA STATE UNIVERSITY	66%	66%	67%	69%	70%
University of Arizona	57%	56%	57%	58%	60%
University of California - Davis	81%	79%	81%	81%	82%
University of Illinois, Champaign-Urbana	82%	82%	82%	83%	84%
Michigan State University	74%	74%	75%	77%	77%
University of Minnesota - Twin Cities	61%	63%	66%	68%	70%
North Carolina State University	70%	69%	71%	73%	72%
Ohio State University	71%	71%	73%	75%	78%
Purdue University	70%	69%	72%	70%	69%
Texas A & M University	77%	78%	78%	80%	80%
University of Wisconsin - Madison	78%	79%	81%	82%	83%
Median (excluding ISU)	73%	70%	72%	76%	77%
Mean (excluding ISU)	72%	72%	74%	75%	75%
UNIVERSITY OF NORTHERN IOWA	67%	65%	63%	66%	67%
California State University - Fresno	46%	48%	48%	48%	51%
Central Michigan University	57%	57%	57%	57%	54%
Illinois State University	64%	65%	70%	69%	70%
Indiana State University	41%	41%	43%	40%	44%
Northern Arizona University	47%	48%	53%	50%	49%
Ohio University - Athens	71%	71%	67%	69%	65%
University of Minnesota - Duluth	51%	50%	50%	52%	54%
Univ. of North Carolina - Greensboro	52%	50%	53%	52%	53%
University of North Texas	45%	44%	45%	47%	48%
University of Wisconsin - Eau Claire	59%	60%	61%	65%	65%
Median (excluding UNI)	52%	50%	53%	52%	54%
Mean (excluding UNI)	53%	53%	55%	55%	55%

Source: NCAA 2011 Report.