IOWA BOARD OF REGENTS | **AGENDA ITEM 15**
NOVEMBER 11-13, 2025

Contact: Rachel Boon

2025 WORKFORCE ALIGNMENT REVIEW OF PROGRAMS REPORT

Board Action Requested: Receive the report.

Executive Summary:

At the February 27, 2025 Board of Regents meeting, Board President Sherry Bates charged the institutions and Board office with conducting a Workforce Alignment Review of all academic programs, identification of low-enrollment programs, and bringing forth any associated recommendations. The Board asked that the review be completed for presentation at its November 2025 meeting.

A core team of Board office and university staff was assembled to conduct the review, which included review of national best practices, significant data collection and analysis, executive leadership guidance, and external stakeholder feedback. All of this is described in part 1 and part 2 of this report.

Recommendations developed through this review process are found in part 3 of this report. Given the complexity of the effort, the Board office and universities developed three primary categories of recommendations: workforce alignment-related, enrollment-related, and data-related.

Workforce Alignment recommendations:

1. Embed the ROI/breakeven calculations into the existing publicly available dashboards showing graduate wage and employment outcomes. As part of this process, review which ROI/breakeven calculation is the best fit for Iowa Regent Universities (i.e., no debt, median debt, full financing).
2. Future updates to this report will need to identify and incorporate supplemental data sources on student outcomes and workforce needs in cases where data are missing, incomplete, or misaligned due to limitations of standardized data sets or federal methodology for CIP-SOC matching.
3. The universities should work with advising and career services staff to expand on existing practices and identify new data-informed strategies to support students in connecting degree tracks and various opportunities for experiential learning to their career objectives.

Enrollment recommendations:

1. The Board Academic Program Review process should integrate the low enrollment thresholds and additional factors for review in the Board report when a program does not meet the threshold.
2. Universities should develop a framework or index for program vitality that factors in enrollment as well as issues such as, but not limited to, licensure or accreditation requirements, service to other areas of study (ex. teacher education, general education), and faculty resources.

3. Identify opportunities for program reorganization or closure that would generate administrative efficiencies, improve academic program alignments, or create enhanced opportunities for workforce preparation.

Data recommendations

1. Universities should continue to review the assignment of classification of instructional program codes (CIP codes) that are used to categorize and track programs. This will clarify parameters and reduce variances in how programs and universities assign CIP codes.

2. Explore how workforce outcome data would be improved through a state initiative to enhance wage records collected through Iowa Workforce Development. Currently unemployment insurance (UI) data provides the only available avenue to understand **the industries** in which graduates work, but enhanced wage record data could give more information on the **jobs** graduates take and their career trajectories.

3. The Board office should work with the universities to develop an approach to evaluate the social and community impact of majors where relevant. The social impact of some careers is of high importance in assessing ROI, but it is hard to quantify in financial terms. Sectors such as health care, social services, teaching and public administration have direct impact on the lives of all Iowans and are vital to the health of all communities, but wages associated with careers in these fields do not necessarily reflect the value of their contributions.

Part 1: Workforce Alignment Review

Core Team and Partners

The Board office asked the university provosts to identify members of the work team who would collaborate to accomplish the Workforce Alignment Review as the core team. A list of the core team members is found in appendix A.

Additional university partners for identifying data and conducting the review included the Provosts, academic deans, Faculty Senate leaders and others identified at each institution. External partners such as Iowa Workforce Development Labor Market Information staff and Iowa Department of Education researchers also provided critical information and guidance on data sources and context for the review.

Existing Policies and Procedures for Academic Program Planning and Review

This Workforce Alignment Review is distinct from the ongoing program reviews and continuous improvement efforts at the universities. The Board of Regents policies on academic program planning and program reviews outline expectations regarding enrollment, student market demand, regional and national employer demand, mission alignment, program duplication concerns, and trends in student outcomes. New program proposals, program change requests, and program termination requests must all address these key elements when presented to the Board as described in Board policy 3.6. In the past 10 years, nearly 60 academic programs have been terminated by the request of the universities as part of their standard academic procedures to ensure they are meeting Iowa workforce needs and managing resources efficiently. (See appendix B.)

Every academic program is subject to Board and university policies on academic program review. The Board receives an Annual Program Review Report where the institutions report on findings of an extensive self-study and rigorous external review process required for all programs at a minimum of every seven years in alignment with Board policy 3.7.

Each university has established procedures for annually monitoring program quality and relevance through its own internal processes for learning outcomes assessment in academic programs. These procedures include assuring that academic programs clearly state their intended learning outcomes, monitor achievement of program learning outcomes on a regular basis, and report on ways they are using assessment findings to support program improvement.

In addition, over 150 departments across the three Regents institutions maintain specialized accreditation with their respective disciplinary organizations (see appendix C). Receiving this designation typically involves a comprehensive self-study and site visit every 5-10 years, depending on the agency. These reviews require verification of program quality, which often includes documentation of the program’s mechanisms for maintaining program relevance and assuring that its outcomes align with academic and industry standards.

In addition to maintaining these specialized accreditations, regularly monitoring academic program learning outcomes, and following policies established by the Board of Regents for program approvals, program change requests, academic program review, and program terminations, each institution maintains accreditation with the Higher Learning Commission (HLC). HLC accreditation requires institutions to verify that they are regularly reviewing curriculum quality, assessing program outcomes, and making improvements as warranted. HLC accreditation is based on a comprehensive self-study and site visit every 10 years, a mid-cycle review approximately halfway between site visits, and annual institutional data updates which include annual verification of specialized accreditation status for all programs that maintain accreditation with disciplinary agencies in addition to HLC.

External Advisory Boards

Each university has established several external advisory boards to ensure a mechanism is in place to receive regular and intentional external input. This input helps advance the university, college or department's mission and strategic objectives.

Broadly, the external advisory boards provide critical input on the quality of the college/department programs that meet the educational, research, and outreach missions of the universities (including Extension at Iowa State University). Board members offer forward-focused perspectives, and their input is critically important when new initiatives are under consideration.

External advisory boards are often populated with program alumni, industry experts, strategic stakeholders and prospective employers. These experts advise the college/department on industry impressions of our students, current trends in the industry, workforce needs, and curriculum alignment with current and projected careers. They ensure our degree programs continue to excel and meet the needs of employers in industry and academia. For service-focused entities (i.e., Lloyd Veterinary Medical Center) advisory boards provide strategic guidance that can enhance client experiences.

In addition to the external advisory boards associated with a college or department, the Business Education Alliance (BEA) provides another direct connection to Iowa employers. The BEA, operated by the Iowa Business Council (IBC), is comprised of stakeholders representing the business community, K-12 education, and postsecondary education. The goal of the BEA is to align stakeholders in business and education to meet the current and future workforce needs of Iowa.

Business Education Alliance members were engaged in this workforce alignment review process. They noted how they value opportunities for employers to communicate with universities on changes in their fields and the curriculum that supports advancement. Participation in program-level external advisory boards provides a key mechanism for those conversations. The connections between Iowa companies and the career services offices and staff at the universities are also crucial in the two-way communication between universities and employers regarding industry needs, employee skills gaps, and opportunities to better align with career paths that might not be highlighted in available national data sets.

A list of External Advisory Boards is available in appendix D.

Data and Methodology for Workforce Alignment Review

Guiding Principles and Limitations

This report uses the following principles to guide its work on continuous improvement and accountability. These include the use of:

- Publicly available data
- Transparent and repeatable methodologies adopted from reputable, external sources
- Direct data connections between the university and workforce data sources

Guided by these principles, in many ways the summaries and analyses found in this report are shaped by the characteristics of the datasets. Limitations are often a virtue of the available data, and in some cases lack of available data. For example, every undergraduate major and graduate or professional program has a six-digit code from the Classification of Instructional Programs (referred to as CIP codes). These codes are maintained by the National Center of Education Statistics of the US Department of Education and are used by every college and university in the nation to ensure standardization of data submitted to the federal government for accountability purposes. The US Census Bureau, the Department of Labor and other federal and state agencies also rely on CIP codes when tracking and analyzing university enrollments, graduates or other features. One limitation of CIP codes is that in some cases more than one CIP code can be used to describe to a particular program, and institutions have discretion in determining which CIP codes to use. Cross-institutional comparisons are possible only to the extent that CIP codes are interpreted and applied uniformly across institutions.

Another data limitation is in the wage and employment outcomes. The use of Unemployment Insurance (UI) wage data as reported to the Department of Labor is very useful as it is somewhat standardized nationally and is commonly available through government sources. On the other hand, the data was not structured with the use-case of research or assessing college and university academic programs in mind. As a result, users can connect a wage to a particular industry, but not to the occupation or job that an individual has in that industry. For example, the healthcare industry employs many people with medical or nursing degrees, but the industry also employs people with degrees in business, education, computer science, communications and others. Similarly, a person with a degree in psychology may be working in the manufacturing industry within human resources or on the assembly line. The data simply cannot answer that question.

As a result, it can be difficult to discern the extent to which reported outcomes or workforce alignment needs for a given program are characteristics of the program itself, or reflections of the limitations of data sources.

Primary Sources

Data on enrollment and graduates by major are provided to the Board of Regents and reported to the federal government Integrated Postsecondary Education Data System (IPEDS) using standardized definitions. Using this data ensures consistency and comparability when looking at trends over time at a single institution or in comparison to peer institutions and national universities.

Since 2021, the Board of Regents has had an agreement with the US Census Bureau as part of their Postsecondary Employment Outcomes (PSEO) initiative that tracks the employment, earnings, and location of graduates one, five and 10 years after they complete a degree. By matching data on Regent university graduates to the unemployment insurance wage data available at Census, the universities have been able to look at employment outcomes for all degrees and majors and meet the expectations of state law through publicly available dashboards. The PSEO wage and employment data provides the program-level outcomes used for summaries and return-on-investment calculations as part of this effort.

Through consultation with Iowa Workforce Development (IWD) Labor Market Information division, the Board office accessed data on job openings, salaries and top skills as identified by Iowa employers. The projected job openings and salaries figures are typically available on the public website of IWD. The top skills are obtained through surveys of Iowa employers which employ people in those areas. At IWD the openings, salaries and skills data is used in the Career Explorer 2.0 tool that is available on their website and used by jobseekers, career advisors, students and any other groups who wish to have information on careers across the state or in specific counties.

Return on Investment (or Breakeven Threshold) Calculations

Many national organizations and other states have developed metrics in an attempt to represent the return on investment to a student for earning a particular degree. Many of these face obstacles due to limited access to reliable data and the complexity of determining which factors should be prioritized in the formulas.

Most publicly available ROI calculations use earnings data from College Scorecard. These data are obtained by matching Internal Revenue Service (IRS) earnings to a cohort of Regent university graduates who took out Title IV federal student loans. As less than 50% of Iowa Regent university graduates take out federal loans, this represents about 40-50% of a single graduate cohort. Due to the Iowa BOR partnership with the Census PSEO Collaborative, the BOR has Unemployment Insurance (UI) wage data for all Regent university graduates between 2001 – 2022, adjusted to 2022 dollars. Because PSEO data covers all graduates across multiple cohorts, its earning data is more robust and suffers from far less data redaction than College Scorecard, making it a better source for calculating return on investment.

The ROI calculation for bachelor's degrees, in this report referred to as the "breakeven threshold" is borrowed from the "Minimum Economic Return" model in the University of Texas System Postsecondary Value Framework. It examines whether a graduate can, over time, earn more than a high school graduate in the workplace, while accounting for the cost of higher education. This model looks at high school graduate earnings more as a threshold to be crossed rather than an alternative pathway. One major difference with this model over others is that it factors in student loan interest as a cost of college. This report looks at this breakeven threshold in two ways 1) income threshold calculated by academic program, and 2) the number of years needed for a graduate to exceed the threshold.

- **Breakeven threshold amount** = Total Loan Payment/10 years + Median HS Earnings
- **Years to exceed breakeven threshold** = The number of years needed, after earning a bachelor's degree, to earn more than a high school graduate while paying off a college

loan. Year after college by which earnings > (Median high school income + Annual Loan Payment)

While this calculation provides a meaningful way to calculate ROI, for most students it overestimates the average time to breakeven because fewer than half of Regent university students graduate with student loan debt. As a comparative exercise, the Board office created alternative ROI/breakeven calculations for two additional scenarios:

- A bachelor’s degree graduate with median student loan debt
- A bachelor’s degree graduate with no student loan debt

Each of these calculations reflects the debt of a much broader proportion of graduates than the original formula. In many cases these alternative calculations also resulted in a reduction in the number of years to exceed the breakeven threshold. The core team considered using one of these alternative scenarios in the one-page summaries; however, we determined that for the initial workforce alignment ROI analysis, using the formula consistent with the Postsecondary Value Framework model was the better starting point.

The calculation for graduate degree programs was somewhat different given that high school graduate earnings are not an appropriate threshold to exceed. Under the new One Big Beautiful Bill Act (OB3), graduate and professional degree programs need to show that their graduates earn more than an employed bachelor’s degree recipient. The OB3 approach allows colleges and universities to select the lowest value of three options:

- A working bachelor’s degree recipient aged 25-34 in Iowa
- A working bachelor’s degree recipient aged 25-34 in their field in Iowa
- A working bachelor's degree recipient aged 25-34 in the entire country

Ultimately, the calculation was like the one used for the bachelor's degree ROI using the following two factors:

- **Graduate Breakeven threshold amount:** Threshold of $51,737 is pulled from the U.S. Census Bureau’s American Community Survey (ACS) and represents the average earnings for a working bachelor’s degree recipient ages 25-34 in Iowa. Some fields, like the performing arts, earn less than that average of $51,737. For fields that earn less than the average, we follow the guidelines of OB3 and use the earnings in Iowa specifically for that field.
- **Years to exceed breakeven threshold** = The number of years needed, after earning a graduate degree, to earn more than an average bachelor’s degree recipient in Iowa. The threshold set by OB3 is that a graduate should exceed bachelor's degree earnings by the fourth year after earning a graduate degree.

A more detailed description of the data elements used to calculate the ROI/Breakeven thresholds, please see appendix E.

Employer Feedback

The staff of the Iowa Business Council and members of the Business Education Alliance (BEA) gave critical insights during meetings in August and September 2025. They emphasized the importance of technical skills aligned with certain majors for some jobs (ex. technical roles requiring engineering skills or healthcare license eligibility), as well as the flexibility and transferability of skills from a wide range of majors that work in other areas in which they hire university graduates (ex. Sales, talent development, account management). Of great importance to many hiring managers are the specific internships, work-based learning and other opportunities that students obtain as undergraduates that help employers understand a student's knowledge, skills and ability to contribute to the workplace. A summary of feedback received from BEA members can be found in appendix F.

Program Summaries

The core team worked to combine the data from various sources, informed by the feedback from employers and university partners. The resulting one-page summaries for programs include key data points that help contextualize and describe the workforce outcomes of graduates and suggest how well it aligns with the needs of employers in Iowa and nationally. The components found in each summary include the following:

1. The 1-, 5- and 10-year earnings for each program, by level of the program (e.g., bachelor's, master's, doctoral, professional).
2. Percent of bachelor's degree recipients earning a graduate degree within 10 years.
3. Average degrees awarded annually at each level (first and second major included)
4. Sample job openings aligned with that program, projected growth, and median earnings in Iowa and nationally.
5. List of other occupations associated with that major by the US Department of Labor Bureau of Labor Statistics.
6. List of skills needed for these occupations as identified by Iowa Workforce Development questionnaires.
7. Industries employing graduates within 1 year of graduation in Iowa and the US.
8. Bachelor's degree Return on Investment, calculated as salary needed to exceed a high school grad and cover the cost of college (including years to "break even").
9. Graduate degree Return on investment, calculated using the federal methodology in One Big Beautiful Bill Act (OB3) 2025, calculated as salary needed to exceed a bachelor's degree holder and cover the cost of college (including years to "break even").
10. Licensure pass rates, where applicable.

Examples of the program summaries that include detailed sources of data can be found in appendix E of this report, and the full dashboard is available online through this link:

https://public.tableau.com/shared/DMPTF2HNJ?:display_count=n&:origin=viz_share_link

These ten factors cannot reflect the full complexity of the outcomes of college graduates. Factors such as the impact of their specific programs, or the choices they have made in their education, career trajectory, life circumstances, or living situation make individuals who received a very similar education end up with very different wage outcomes. In addition, data limitations result in some majors “matching” with only one or two careers while the lived reality of these individuals reflects a much broader access to in-demand jobs and career paths.

Despite these limitations, these summaries demonstrate that across academic programs at each of the three universities, a graduate can conservatively expect to meet and exceed earnings thresholds necessary to make their degrees pay-off financially within 1-6 years of program completion. For a bachelor's degree recipient at an Iowa Regent’s institution, that means that by the time they reach age 25-28, they are in a better financial position they would have otherwise been likely had they not gone to college. From that moment forward, they can build on that higher trajectory for 35-40 additional working years.

Part 2: Enrollment

Program enrollments are critical to understanding an academic enterprise, including faculty workloads, costs for administration, facility needs, course availability and scheduling for timely graduation, and long-range planning.

Each year the Board of Regents receives a Fall Enrollment report that includes detailed tables, (also available on the Board website) of full- and part-time student enrollment by degree and major. As previously noted, program enrollments are also evaluated annually by college and university leadership, and through the regular comprehensive academic program review process.

For the purposes of this report, the universities identified the low enrollment thresholds as follows:

Bachelor's degree level programs: 25 or fewer enrolled students

Graduate degree level programs: 10 or fewer enrolled students

While taking into consideration the different missions and unique scope of each institution, these thresholds allow for meaningful comparisons and conversations about program vitality and about management of the offerings of the academic units of each university.

Undergraduate

A recent EAB Study, Why Students Pick the Schools They Do (2025) identified the top factors that attract students to enroll at universities across the country, with the top contributing factor being the number of majors offered across institutional programs. In this context, institutions must balance offering a breadth of programmatic offerings while maintaining the necessary enrollment thresholds to protect quality, sustainability and cost effectiveness.

In some instances, there are restrictions on program size based on accreditation standards designed to assure the quality of education and student access to direct instruction from faculty. The undergraduate program in Nuclear Medicine Technology at the University of Iowa is a good example of this. Based on training standards set by the accreditor, just nine students are admitted to the 2-year program each year, keeping total program enrollments below 20 by design. In terms of program success, licensure and employment outcomes for these graduates are typically 100% year after year. For other programs, available lab space, specialized equipment for training or limited clinical or other experiential learning slots can also restrict enrollment in a program, as can many other factors.

Frequently, a college or university might identify that a program has a low number of majors, but teaches courses that are requirements for other associated programs. For example, chemistry is a required component of virtually all healthcare related fields and physics classes often serve a wide range of other science and technology majors; however, while the chemistry and physics departments teach a larger number of students, the number of chemistry or physics majors may be comparatively low. Similarly, courses from history, arts, literature and philosophy classes serve as critical courses in the general education and educator preparation curricula. Therefore, while both workforce alignment and enrollment snapshots are essential in measuring program vitality, a more comprehensive analysis can be achieved by considering enrollment alongside other important indicators:

- Percent of program tuition generation that is profit/loss
- Average teaching load
- Newer programs often require a few years to establish stable and consistent enrollment
- Student credit hours taught
- Enrollment trends
- Average class size
- Percent of program operational budget that is returned as a profit/loss
- Faculty to staff ratio
- Grant funding generated
- Accreditation requirements
- Mission centrality
- State oversight
- Equipment costs
- Facilities
- Legislation
- Local, national and regional demand

While no program could be evaluated using all of these metrics, a comprehensive program evaluation will include many of them. Using a combination of metrics may provide a more nuanced analysis of which program enrollments are at a healthy minimum, within a watch zone, or at risk. Department chairs, college deans and provosts spend significant time evaluating enrollment and workforce trends alongside these other factors as they manage the academic enterprise.

Graduate

According to the Council of Graduate Schools (https://cgsnet.org/resources, 2025), graduate enrollments are subject to significant variation, influenced by both internal institutional dynamics and external market conditions. Labor market shifts exert intense pressure on master's, professional, and doctoral programs, as prospective students weigh the opportunity cost of pursuing a credential against immediate career prospects. Periods of economic uncertainty often prompt increased demand for graduate education, while robust job markets can depress interest in full-time study.

Graduate programs may also be smaller by design. Faculty mentorship is a key aspect of doctoral training, so a lower student-to-faculty ratio ensures that each student receives an appropriate amount of one-on-one or small group interaction. Master’s degree programs can vary much more widely as some will emphasize flexible online, asynchronous delivery modes well suited to larger class sizes, and others will be a degree earned while working toward a doctorate and thus reflect a more personalized approach.

There is also a meaningful distinction between programs designed for working professionals and those requiring full-time, on-campus enrollment. Professional master’s programs—such as the MBA, M.Ed., or MSW—are typically structured around the needs of adult learners, with flexible evening, weekend, hybrid, or online formats. Enrollment in these programs tends to be driven by convenience, affordability, and clear career applicability. By contrast, traditional master's programs, often research-oriented or tied to doctoral pipelines, rely more heavily on recent undergraduates and international students. These programs are more sensitive to factors such as the availability of assistantships, the strength of campus-based research opportunities, and shifts in immigration policy. However, these programs are awarded significant amounts of external funding from research grants and contracts, advancing innovation in medicine, science, and technology.

More broadly, graduate enrollments reflect evolving perceptions of degree value. Employer tuition assistance, credential requirements in regulated professions, and the broader return-on-investment calculus all influence demand. While programs in healthcare, technology, and business often show resilience, humanities and particular social science master's degrees may fluctuate more dramatically with labor market confidence. This does not diminish the value of the humanities or social sciences. Social sciences are devoted to the study of human societies and the relationships among individuals within those societies, leading to diverse career pathways, including roles in government, nonprofits, education, and research, such as policy analyst, social worker, and historian. Career pathways for graduate humanities students are diverse and often extend beyond traditional academic roles. While a portion of graduates pursue teaching or research positions in higher education, the majority enter professions in areas such as education, nonprofit organizations, cultural institutions, public service, publishing, communications, and the private sector. Skills developed through humanities graduate study—including critical thinking, writing, research, and cultural analysis—are transferable across a wide range of industries.

For regional comprehensive universities, such as the University of Northern Iowa, graduate enrollments are shaped by alignment with regional workforce needs. These institutions are well-positioned to serve as engines of professional preparation but remain attentive to changing economic and labor trends to sustain healthy graduate enrollments over time.

For research institutions, such as the University of Iowa and Iowa State University, graduate enrollments are shaped by alignment with disciplinary research strengths, faculty expertise, and the availability of funded assistantships and fellowships. These universities typically draw a national pool of talented applicants, with enrollment patterns influenced by global mobility trends, national research and development trends, immigration policies, and program prestige.

Other benchmarks to consider in graduate enrollment include 1) sustainability and resources, 2) accreditation and state oversight, 3) program type, 4) internal review process, 5) average new student enrollment, 6) graduation rates, 7) retention rates, and 8) institutional return on investment benchmarks.

Graduate programs at the three Regents universities play a significant role in the economic development of the state. By preparing a highly skilled workforce, advancing research and innovation, and fostering partnerships with industry and government, these programs contribute to regional competitiveness and long-term economic growth. Graduates often fill critical roles in sectors such as healthcare, technology, education, and advanced manufacturing, while faculty-led research initiatives generate knowledge, support startups, and attract external funding that benefits the broader economy.

Bachelor's Level Programs Below Enrollment Threshold

UNI, Undergraduate Programs ≤ 25

Program Name	CIP	Primary Mjr	2nd or 3rd Mjr	Total Enrollment	Special Notes
Environmental Resource Management	03.0201	21	1	**22**	
Graphic Technology	10.0301	8	4	**12**	
Cybersecurity/Networking	11.1099	13	1	**14**	
Materials Science Engineering	14.1801	2	0	**2**	New
Automation Engineering Tech	15.0406	20	0	**20**	
Materials Sci Engineering Tech	15.0611	1	0	**1**	New
Mechanical Engineering Tech	15.0805	12	1	**13**	
Gerontology	30.1101	9	11	**20**	
Philosophy	38.0101	11	4	**15**	
Religious Studies	38.0201	2	10	**12**	
Chemistry	40.0501	18	5	**23**	
Earth Science	40.0601	12	2	**14**	
Physics	40.0801	19	6	**25**	
Public Administration	44.0401	10	13	**23**	
Geography	45.0701	20	5	**25**	
Political Communication	45.1099	7	3	**10**	
Individualized Study: Health Sciences	51.9999	2	0	**2**	

ISU, Undergraduate Programs ≤ 25

Program Name	CIP	Primary Mjr	2nd or 3rd Mjr	Total Enrollment	Special Notes
Dairy Science	01.0905	17	3	**20**	
Seed Science	01.1102	0	14	**14**	2nd major only
Environmental Studies	03.0103	0	22	**22**	2nd major only
International Studies	05.0199	0	19	**19**	2nd major only
Women's & Gender Studies	05.0207	6	9	**15**	
Bioinformatics & Computational Biology	26.1103	14	1	**15**	
Interdisciplinary Studies	30.9999	4	5	**9**	self-design
Philosophy	38.0101	10	13	**23**	
Religious Studies	38.0201	3	10	**13**	
Earth Science	40.0601	5	0	**5**	
Interdisciplinary Design	50.0401	0	3	**3**	2nd major only
Nursing	51.3801	18	0	**18**	JR & SR only

SUI, Undergraduate Programs ≤ 25

Program Name	CIP	Primary Mjr	2nd or 3rd Mjr	Total Enrollment	Special Notes
African American Studies	05.0201	5	6	**11**	
Gender, Women's, & Sexuality Studies	05.0207	12	11	**23**	
Science Studies	13.1316	9	0	**9**	
Russian	16.0402	1	13	**14**	
French	16.0901	6	12	**18**	
Italian	16.0902	2	5	**7**	
Classical Languages	16.1200	3	5	**8**	
Religious Studies	38.0201	5	11	**16**	
Applied Physics	40.0801	7	3	**10**	
Nuclear Medicine Technology	51.0905	17	0	**17**	Accred cap
Medical Laboratory Science	51.1005	3	0	**3**	Accred cap
Counseling & Behavioral Health Services	51.1504	3	0	**3**	New
Entrepreneurship	52.0701	10	3	**13**	New

Master's, Professional and Doctoral Level Programs Below Enrollment Threshold

UNI, Graduate Programs ≤ 10

Program Name	CIP	Primary Mjr	2nd or 3rd Mjr	Total Enrollment	Special Notes
Learning Tech & Inst Des	13.0501	2	0	2	
Special Ed: Instructional	13.1001	1	0	1	Suspended admissions
Early Childhood Education	13.1210	5	0	5	
Teacher Leadership Intl Educators	13.1299	4	0	4	
Literacy Education	13.1315	10	0	10	
Biology	26.0101	10	0	10	
Mathematics: Math Emphasis	27.0101	1	0	1	
Parks & Recreation	31.0101	8	0	8	
Phy Ed: Pedagogy	31.0501	8	0	8	
Music	50.0901	3	0	3	
Health Ed: Community Health Educ	51.2208	3	0	3	Teach-out
History	54.0101	9	0	9	

ISU, Graduate Programs ≤ 10

Program Name	CIP	Primary Mjr	2nd or 3rd Mjr	Total Enrollment	Special Notes
Animal Breeding & Genetics	01.0902	9	0	9	
Meat Science	01.0906	5	1	6	
Veterinary Clinical Science	01.8101	1	3	4	
Veterinary Pathology	01.8108	7	2	9	
Forestry	03.0502	7	0	7	
Community Development	04.0301	9	0	9	
Secondary Education	13.1205	3	0	3	
Mathematics Education	13.1311	3	0	3	
Science Education	13.1316	8	1	9	
Teaching English as a Second Language/Applied Linguistics	13.1401	6	0	6	
Applied Physics	14.1201	1	0	1	
Energy Systems Engineering	15.1701	5	0	5	
Rhetoric Composition & Professional Communication	23.1304	5	0	5	
Biophysics	26.0203	1	0	1	
Animal Physiology	26.0707	8	1	9	
Toxicology	26.1004	4	0	4	
Gerontology	30.1101	3	0	3	
Diet & Exercise	30.1901	6	0	6	
Nutritional Sciences	30.1901	9	0	9	
Interdisciplinary Graduate Studies	30.9999	2	1	3	
Agricultural Meteorology	40.0404	6	3	9	
Earth Science	40.0601	1	1	2	
Geology	40.0601	9	1	10	
High Energy Physics	40.0804	2	0	2	
Nuclear Physics	40.0806	7	0	7	
Condensed Matter Physics	40.0808	10	0	10	
Anthropology	45.0201	9	1	10	
Rural Sociology	45.1101	2	0	2	
Sociology	45.1101	9	1	10	
Experiential Graphic Design	50.0409	4	1	5	
Industrial Design	50.0499	4	0	4	
Digital Health	51.2706	6	0	6	New
Entrepreneurship	52.0701	10	0	10	
Event Management	52.0907	3	0	3	
Accounting Analytics	52.1301	5	0	5	New

SUI, Graduate Programs ≤ 10

Program Name	CIP	Primary Mjr	2nd or 3rd Mjr	Total Enrollment	Special Notes
Classics	16.1200	10	0	10	
Juridical Science	22.0201	4	0	4	
Sustainable Development	30.3301	5	2	7	New
Interdisciplinary Studies	30.9999	8	0	8	
Astronomy	40.0201	2	0	2	
Criminology	45.0401	6	0	6	New
Economics	45.0603	2	0	2	
Film Studies	50.0601	10	0	10	
Film & Video Production	50.0602	4	0	4	
Dental Public Health	51.0504	6	0	6	
Orthodontics	51.0508	10	0	10	
Pathology	51.1401	6	0	6	
Physical Rehabilitation Science	51.2314	10	0	10	
Nursing Practitioner	51.3818	7	0	7	for MSN & APRNs only
Clinical Investigation	51.9999	3	0	3	
Actuarial Science	52.1304	9	0	9	

Part 3: Recommendations

The Board charged the universities and the Board office to create recommendations based on the findings of the Workforce Alignment Review and the identified low-enrollment programs. To reflect the differing nature of these two parts of the analysis, as well as the various limitations identified throughout this report, three distinct sets of recommendations emerged with consensus among the core team, provosts and Board office.

Workforce Alignment recommendations:

4. Embed the ROI/breakeven calculations into the existing publicly available dashboards showing graduate wage and employment outcomes. As part of this process, review which ROI/breakeven calculation is the best fit for Iowa Regent Universities (i.e., no debt, median debt, full financing).
5. Future updates to this report will need to identify and incorporate supplemental data sources on student outcomes and workforce needs in cases where data are missing, incomplete, or misaligned due to limitations of standardized data sets or federal methodology for CIP-SOC matching.
6. The universities should work with advising and career services staff to expand on existing practices and identify new data-informed strategies to support students in connecting degree tracks and various opportunities for experiential learning to their career objectives.

Enrollment recommendations:

4. The Board Academic Program Review process should integrate the low enrollment thresholds and additional factors for review in the Board report when a program does not meet the threshold.
5. Universities should develop a framework or index for program vitality that factors in enrollment as well as issues such as, but not limited to, licensure or accreditation requirements, service to other areas of study (ex. teacher education, general education), and faculty resources.
6. Identify opportunities for program reorganization or closure that would generate administrative efficiencies, improve academic program alignments, or create enhanced opportunities for workforce preparation.

Data recommendations

4. Universities should continue to review the assignment of classification of instructional program codes (CIP codes) that are used to categorize and track programs. This will clarify parameters and reduce variances in how programs and universities assign CIP codes.

5. Explore how workforce outcome data would be improved through a state initiative to enhance wage records collected through Iowa Workforce Development. Currently unemployment insurance (UI) data provides the only available avenue to understand **the industries** in which graduates work, but enhanced wage record data could give more information on the **jobs** graduates take and their career trajectories.

6. The Board office should work with the universities to develop an approach to evaluate the social and community impact of majors where relevant. The social impact of some careers is of high importance in assessing ROI, but it is hard to quantify in financial terms. Sectors such as health care, social services, teaching and public administration have direct impact on the lives of all Iowans and are vital to the health of all communities, but wages associated with careers in these fields do not necessarily reflect the value of their contributions.

Appendix A

Workforce Alignment Review Core Team Members (March -November 2025):

Board of Regent Office

- Rachel Boon, Chief Academic Officer
- Jason Pontius, Associate Chief Academic Officer

Iowa State University

- Ann Marie VanDerZanden, Associate Provost for Academic Programs
- Kelsey Gillen, Director of Academic Quality and Undergraduate Education
- Amanda DeGraff, Interim Executive Director for Institutional Research

University of Iowa

- Tanya Uden-Holman, Associate Provost for Undergraduate Studies and Dean, University College
- Ana Rodriguez Rodriguez, Associate Dean for Academic Affairs and Graduate Student Success, Graduate College
- Wayne Jacobson, Director of Assessment

University of Northern Iowa

- Deedee Heistad, Associate Provost for Undergraduate Studies
- Stephanie Huffman, Associate VP of Strategic Initiatives and Dean, College of Graduate, Research and Online Education
- Kristin Moser, Assistant to the President and Director, Institutional Effectiveness and Planning

Appendix B

Board-Approved Program Terminations, 2015-2025

INSTITUTION	NAME OF PROGRAM	DATE OF OFFICIAL BOR ACTION
SUI	M.S. and Ph.D. in Anatomy and Cell Biology	4/24/2025
SUI	PhD in Molecular Biology	4/24/2025
SUI	MS and PhD in Free Radical and Radiation Biology	4/24/2025
SUI	PhD in Molecular and Cellular Biology	4/24/2025
SUI	MS and PhD in Molecular Physiology and Biophysics	4/24/2025
SUI	MS and PhD in Pharmacology	4/24/2025
SUI	Bachelor of Arts in American Studies	2/27/2025
SUI	Bachelor of Arts in Social Justice	2/27/2025
ISU	Master of Science in Transportation	2/27/2025
SUI	Doctor of Philosophy in Second Language Acquisition	11/7/2024
UNI	Bachelor of Arts in Textiles and Apparel	11/7/2024
SUI	Bachelor of Arts/Bachelor of Science in Geoscience	9/19/2024
SUI	Bachelor of Arts/Bachelor of Science in Geography	9/19/2024
SUI	Bachelor of Science in Sustainability Science	9/19/2024
SUI	Bachelor of Science in Environmental Policy and Planning	9/19/2024
SUI	Bachelor of Arts in Portuguese	9/19/2024
UNI	Bachelor of Arts in Athletic Training and Rehabilitation Studies	2/28/2024
SUI	Master of Arts in German	9/28/2023
SUI	Master of Arts in Asian Civilization	9/28/2023
SUI	Executive Master of Business Administration	9/28/2023
ISU	Bachelor of Arts in Speech Communication	9/28/2023
ISU	Bachelor of Science in Biophysics	6/14/2023
SUI	Bachelor of Science in Sociology	4/20/2023
SUI	Bachelor of Science in Criminology, Law and Justice	4/20/2023
SUI	Master of Science in Health Policy	11/10/2022
SUI	Bachelor of Arts in Health and Human Physiology	11/10/2022
UNI	Bachelor of Applied Science in Technology	11/10/2022
UNI	Bachelor of Applied Science in Tactical Emergency Services with Vulnerable Populations	7/27/2022
UNI	Bachelor of Arts in Global Studies	4/7/2022
UNI	Master of Arts in Spanish	2/23/2022
UNI	MBA: Hong Kong program	9/16/2021
SUI	MBA: Hong Kong program	7/28/2021
ISU	MAE: Mathematics	7/28/2021
ISU	Biorenewable Resources & Technology Interdisciplinary Graduate Program	4/14/2021

INSTITUTION	NAME OF PROGRAM	DATE OF OFFICIAL BOR ACTION
UNI	Doctorate of Industrial Technology (DIT)	4/14/2021
UNI	PSM: Ecological Management	11/18/2020
UNI	PSM: Biotechnology	11/18/2020
UNI	MAE: Professional Development for Teachers	9/23/2020
UNI	Bachelor of Arts in Humanities	9/23/2020
UNI	Master of Arts in Health Education	9/23/2020
SUI	Leisure Studies (MA)	9/1/2019
SUI	Community and Behavioral Health (MS)	4/18/2019
SUI	Bachelor of Arts in Comparative Literature	4/18/2019
SUI	Bachelor of Business Administration (online)	4/18/2019
SUI	Bachelor of Science in Journalism and Mass Communication	8/1/2018
SUI	Master of Art in Urban and Regional Planning	8/1/2018
ISU	Master of Science in Landscape Architecture	6/7/2018
UNI	Department of Technolgy Doctorate of Industrial Technology	6/7/2018
UNI	Master of Science in Athletic Training	1/10/2018
SUI	Bachelor of Science in Athletic Training	6/8/2017
SUI	Master of Fine Arts in Music	10/18/2017
UNI	Master of Arts Program in Special Education: Teacher of Students w/Visual Impairments	6/9/2016
ISU	Master of Science and Ph.D. Programs in Botany	6/9/2016
SUI	PhD in Comparative Literature	4/21/2016
UNI	Accelerated Master of Public Policy	4/21/2016
SUI	Ph.D. Program in Translational Biomedicine	9/9/2015

Appendix C: Departments maintaining specialized accreditation or certifications

Univ.	Department	Accrediting Agency or Disciplinary Organization
ISU	Accounting	Association to Advance Collegiate Schools of Business
SUI	Accounting	Association to Advance Collegiate Schools of Business
UNI	Accounting	Association to Advance Collegiate Schools of Business
ISU	Actuarial Science	Association to Advance Collegiate Schools of Business
ISU	Advertising	Accrediting Council on Education in Journalism & Mass Communications
ISU	Aerospace Engineering	Accreditation Board of Engineering and Technology
ISU	Agricultural Engineering	Accreditation Board of Engineering and Technology
ISU	Agricultural Systems Technology	Association of Technology, Management, and Applied Engineering
SUI	Anesthesia Nursing	Council of Accreditation of Nurse Anesthesia Education Program
ISU	Apparel, Merchandising, and Design	National Association of Schools of Art & Design Commission on Accreditation
ISU	Architecture	National Architectural Accrediting Board
ISU	Art	National Association of Schools of Art and Design Commission on Accreditation
ISU	Art History	National Association of Schools of Art and Design Commission on Accreditation
SUI	Athletic Training	Commission on Accreditation of Athletic Training Education
UNI	Athletic Training and Rehabilitation Studies	Commission on Accreditation of Athletic Training Education
ISU	Athletic Training Education Program	Commission on Accreditation of Athletic Training Education
SUI	Audiology	Council on Academic Accreditation in Audiology & Speech-Language Pathology
UNI	Automation Engineering Technology	Accreditation Board for Engineering and Technology
ISU	Biological Systems Engineering	Accreditation Board of Engineering and Technology
SUI	Biomedical Engineering	Accreditation Board of Engineering and Technology
ISU	Business Administration	Association to Advance Collegiate Schools of Business
SUI	Business Administration	Association to Advance Collegiate Schools of Business
UNI	Business Administration	Association to Advance Collegiate Schools of Business
ISU	Business Analytics	Association to Advance Collegiate Schools of Business
UNI	Business Analytics	Association to Advance Collegiate Schools of Business
SUI	Business Analytics and Information Systems	Association to Advance Collegiate Schools of Business
ISU	Business Economics	Association to Advance Collegiate Schools of Business
SUI	Chemical & Biochemical Engineering	Accreditation Board of Engineering and Technology
ISU	Chemical Engineering	Accreditation Board of Engineering and Technology
ISU	Chemistry	American Chemical Society
SUI	Chemistry	American Chemical Society
UNI	Chemistry	American Chemical Society
ISU	Child Development Laboratory School	National Association for the Education of Young Children

Univ.	Department	Accrediting Agency or Disciplinary Organization
SUI	Civil & Environmental Engineering	Accreditation Board of Engineering and Technology
ISU	Civil Engineering	Accreditation Board of Engineering and Technology
SUI	Clinical Mental Health Counseling	Council for Accreditation of Counseling and Related Educational Programs
UNI	Clinical Mental Health Counseling	Council for Accreditation of Counseling and Related Educational Programs
SUI	Clinical Nutrition	Accreditation Council for Education in Nutrition and Dietetics
SUI	Clinical Psychology	Psychological Clinical Science Accreditation System, American Psychological Association
ISU	Community and Regional Planning	Planning Accreditation Board
UNI	Community Health & Recreation	Council on Accreditation of Parks, Recreation, Tourism and Related Professions
ISU	Computer Engineering	Accreditation Board of Engineering and Technology
ISU	Computer Science	Accreditation Board of Engineering and Technology
ISU	Construction Engineering	Accreditation Board of Engineering and Technology
ISU	Counseling Psychology	American Psychological Association
SUI	Counseling Psychology	American Psychological Association
SUI	Counselor Education and Supervision	Council for Accreditation of Counseling and Related Educational Programs
ISU	Cybersecurity Engineering	Accreditation Board of Engineering and Technology
SUI	Dance	National Association of Schools of Dance
SUI	Dental Public Health	Commission on Dental Accreditation of the American Dental Association
SUI	Dentistry	Commission on Dental Accreditation of the American Dental Association
SUI	Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs
ISU	Dietetics	Accreditation Council for Education in Nutrition and Dietetics
SUI	Economics	Association to Advance Collegiate Schools of Business
UNI	Economics	Association to Advance Collegiate Schools of Business
ISU	Educator Preparation Programs *	Department of Education, State of Iowa
SUI	Educator Preparation Programs *	Department of Education, State of Iowa
UNI	Educator Preparation Programs *	Department of Education, State of Iowa
		* *Educator Preparation includes a number of academic programs at each institution: Teacher Education, Educational Leadership (principal and superintendent), School Teacher Librarian, School Counseling, School Social Worker, School Speech Pathologist, and School Audiologist*
SUI	Electrical & Computer Engineering	Accreditation Board of Engineering and Technology
ISU	Electrical Engineering	Accreditation Board of Engineering and Technology
UNI	Electrical Engineering Technology (EET)	Accreditation Board for Engineering and Technology
ISU	Entrepreneurship	Association to Advance Collegiate Schools of Business
SUI	Entrepreneurship	Association to Advance Collegiate Schools of Business
ISU	Environmental Engineering	Accreditation Board of Engineering and Technology
UNI	Family Services	National Council on Family Relations

Univ.	Department	Accrediting Agency or Disciplinary Organization
ISU	Finance	Association to Advance Collegiate Schools of Business
SUI	Finance	Association to Advance Collegiate Schools of Business
UNI	Finance	Association to Advance Collegiate Schools of Business
ISU	Financial Counseling and Planning	Certified Financial Planning Board
ISU	Forestry	Society of American Foresters
ISU	Graphic Design	National Association of Schools of Art and Design Commission on Accreditation
UNI	Graphic Technology	Accrediting Council for Collegiate Graphic Communications
SUI	Health Administration	Commission on Accreditation of Healthcare Management Education
ISU	Horticulture	National Association of Landscape Professionals
ISU	Hospitality Management	Accreditation Commission for Programs in Hospitality Administration
ISU	Human Resource Management	Association to Advance Collegiate Schools of Business
UNI	Human Resource Management	Association to Advance Collegiate Schools of Business
ISU	Industrial Design	National Association of Schools of Art and Design Commission on Accreditation
ISU	Industrial Engineering	Accreditation Board of Engineering and Technology
SUI	Industrial Engineering	Accreditation Board of Engineering and Technology
SUI	Industrial Hygiene	Accreditation Board of Engineering and Technology
ISU	Industrial Technology	Association of Technology, Management, and Applied Engineering
ISU	Integrated Visual Arts	National Association of Schools of Art and Design Commission on Accreditation
ISU	Interior Design	Council for Interior Design Accreditation, National Association of Schools of Art and Design Commission on Accreditation
UNI	Interior Design	Council for Interior Design Accreditation
ISU	Journalism and Mass Communication	Accrediting Council on Education in Journalism & Mass Communications
SUI	Journalism and Mass Communication	Accrediting Council on Education in Journalism & Mass Communications
ISU	Landscape Architecture	Landscape Architectural Accreditation Board (BLA and MLA)
SUI	Law	American Bar Association
UNI	Leisure, Youth & Human Services	Council on Accreditation of Parks, Recreation, Tourism and Related Professions
SUI	Library & Information Science	American Library association Committee on Accreditation
ISU	Lloyd Veterinary Medical Hospital	American Animal Hospital Association
ISU	Management	Association to Advance Collegiate Schools of Business
SUI	Management	Association to Advance Collegiate Schools of Business
UNI	Management	Association to Advance Collegiate Schools of Business
ISU	Management Information Systems	Association to Advance Collegiate Schools of Business
UNI	Management Information Systems	Association to Advance Collegiate Schools of Business
UNI	Manufacturing Engineering Technology	Accreditation Board for Engineering and Technology
ISU	Marketing	Association to Advance Collegiate Schools of Business

Univ.	Department	Accrediting Agency or Disciplinary Organization
SUI	Marketing	Association to Advance Collegiate Schools of Business
UNI	Marketing	Association to Advance Collegiate Schools of Business
ISU	Materials Engineering	Accreditation Board of Engineering and Technology
UNI	Materials Science and Engineering	Accreditation Board for Engineering and Technology
UNI	Materials Science Engineering Technology	Accreditation Board for Engineering and Technology
ISU	Mechanical Engineering	Accreditation Board of Engineering and Technology
SUI	Mechanical Engineering	Accreditation Board of Engineering and Technology
UNI	Mechanical Engineering Technology	Accreditation Board for Engineering and Technology
SUI	Medical Laboratory Science Program	National Accrediting Agency for Clinical Laboratory Science
SUI	Medicine	Liaison Committee on Medical Education
ISU	Music	National Association of Schools of Music
SUI	Music	National Association of Schools of Music
UNI	Music	National Association of Schools of Music
SUI	Nuclear Medicine Technology	Joint Review Committee on Educational Programs in Nuclear Medicine Technology
ISU	Nursing	Accreditation Commission for Education in Nursing
SUI	Nursing	Commission on Collegiate Nursing Education
UNI	Nursing	Accreditation Commission for Education in Nursing (seeking accreditation)
SUI	Pharmacy	Accreditation Council for Pharmacy Education
SUI	Physical Therapy	Commission on Accreditation in Physical Therapy Education
SUI	Physician Assistant Program	Accreditation Review Commission on Education for the Physician Assistant
SUI	Public Affairs	Network of Schools of Public Policy, Affairs, and Administration
SUI	Public Health	Council on Education for Public Health
UNI	Public Policy	Network of Schools of Public Policy, Affairs, and Administration
ISU	Public Relations	Public Relations Society of America, Accrediting Council on Education in Journalism & Mass Communications
SUI	Radiation Therapy	Joint Review Committee on Education in Radiologic Technology
SUI	Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
UNI	Real Estate	Association to Advance Collegiate Schools of Business
ISU	Real Estate Development	Association to Advance Collegiate Schools of Business
UNI	Recreation, Tourism, & Nonprofit Leadership	Council on Accreditation of Parks, Recreation, Tourism and Related Professions
SUI	Rehabilitation Counseling	Council for Accreditation of Counseling and Related Educational Programs
SUI	Risk Management and Insurance	Association to Advance Collegiate Schools of Business
SUI	School Counseling	Council for Accreditation of Counseling and Related Educational Programs
UNI	School Counseling	Council for Accreditation of Counseling and Related Educational Programs
SUI	School Psychology	American Psychological Association (seeking accreditation)

Univ.	Department	Accrediting Agency or Disciplinary Organization
UNI	School Psychology	National Association of School Psychology
ISU	Scientific Illustration and Visualization	National Association of Schools of Art and Design Commission on Accreditation
SUI	Social Work	Council on Social Work Education
UNI	Social Work	Council on Social Work Education
ISU	Software Engineering	Accreditation Board of Engineering and Technology
SUI	Speech Language Pathology	Council on Academic Accreditation in Audiology & Speech-Language Pathology
UNI	Speech Language Pathology	American Speech Language Hearing Association
ISU	Supply Chain Management	Association to Advance Collegiate Schools of Business
UNI	Supply Chain Management	Association to Advance Collegiate Schools of Business
ISU	Sustainable Environments	National Association of Schools of Art and Design Commission on Accreditation
UNI	Technology: Information & EET	Accreditation Board for Engineering and Technology
UNI	Theatre	National Association of Schools of Theatre
SUI	Theatre Arts	National Association of Schools of Theatre
SUI	Urban and Regional Planning	Planning Accreditation Board
ISU	Urban Design	National Association of Schools of Art and Design Commission on Accreditation
ISU	Veterinary Diagnostic Laboratory	American Association of Veterinary Laboratory Diagnosticians
ISU	Veterinary Medicine	American Veterinary Medical Association Council on Education

Appendix D--External Advisory Boards

UI External Advisory Boards

Tippie College of Business

Accounting Professional Advisory Council
Finance Advisory Council
Henry Fund Investment Advisory Board
John Pappajohn Entrepreneurial Center (JPEC) Advisory Board
Management & Entrepreneurship Advisory Council
Marberry Asset Allocation Fund Board
The Hart Fund Advisory Board
International Business Advisory Board (IBAB)
The Marketing Institute Advisory Board
Tippie Advisory Board
Tippie Analytics Cooperative
Tippie Economics Advisory Board
Tippie Young Alumni Board

Education

Advisory Committee for Educational Leadership
Belin-Blank Center Advisory Board
Iowa Reading Research Advisory Council
UI REACH Advisory Board
UI Teacher Education Program External Advisory Board

Engineering

Biomedical Engineering Advisory Board
Chemical & Biochemical Engineering Advisory Board
Civil and Environmental Engineering Advisory Board
EGOLD (Engineering Graduates of the Last Decade)
Electrical and Computer Engineering Advisory Board
Engineering Advisory Board
Industrial and Systems Engineering Advisory Board

Graduate College

Graduate College External Advisory Board (GCEAB)
Immunology T32 Advisory Committee
School of Library and Information Science (SLIS) Advisory Committee

Law

Iowa Law School Foundation Board

College of Liberal Arts and Sciences (CLAS)

CLAS Advisory Council

Health, Sport, and Human Physiology (HSHP) Advisory Board
Political Science Alumni Advisory Board/Alumni Relations Committee
Rural Social Work Advisory Committee
School of Earth, Environment, & Sustainability Alumni Advisory Board
School of Journalism and Mass Communication Professional Advisory Board
University of Iowa Actuarial Science Advisory Board

Carver College of Medicine

American Academy of Ophthalmology Board Accreditation Council for Graduate Medical Education (ACGME)
Fraternal Order of Eagles Diabetes Research Center – Bridge to the Cure External Advisory Committee
Fraternal Order of Eagles Diabetes Research Center – T32 Diabetes Research Training Program External Advisory Committee
Holden Comprehensive Cancer Center External Advisory Board
Iowa Neuroscience Institute Advisory Board
Medical Scientist Training Program External Advisory Board (MSTP EAB)
MR Research Facility External Advisory Board
Neuroendocrine Tumor (NET) Specialized Program of Research Excellence (SPORE) External Advisory Committee
Physical Therapy Community Advisory Board

Nursing

Campaign Advisory Board

Pharmacy

Executive Leadership Board
Genesis Board

Public Health

Alumni Advisory Council
Health Management and Policy Alumni Association Board
Institute of Public Health Practice, Research and Policy Community Advisory Board

University College

Honors Program Advisory Board

Cross-collegiate

Institute for Clinical and Translational Science CTSA External Advisory Board

Libraries

Libraries Advancement Council

Iowa State University External Advisory Councils

College of Agriculture and Life Sciences

Department of Horticulture External Advisory Council
Department of Animal Science External Advisory Council
Department of Agricultural and Biosystems Engineering External Advisory Council
Department of AgEdS - Ag Education (Teacher Certification) Advisory Board
Department of AgEdS - Ag Studies Advisory Board
Department of AgEdS - Agricultural Communication Advisory Board and Champions
CALS Consultative Group (college level external advisory council) under development, planned for fall 2025/spring 2026.

CALS Centers and other Units

Raymond F. Baker Center for Plant Breeding External Advisory Council
Seed Science Center External Advisory Council
Plant Sciences Institute (VPR center) External Advisory Council
Ag Endowment Board
Committee for Agriculture Development Board
Iowa Crop Improvement Association Board
Dean’s Global Faculty External Advisory Council
Polymer and Food Protection Consortium External Advisory Council
USDA-NIFA funded C-Change Grass2Gas External Advisory Council
Iowa Soybean Research Center Industry Advisory Council
Each research association farm (7) has a Board of Directors
Seed Technology and Business (STB) External Advisory Council
Iowa Nutrient Research Center External Advisory Council

Ivy College of Business

Dean’s Advisory Council
Accounting Department External Advisory Council
Actuarial Science Program External Advisory Council
Finance Department External Advisory Council
Information Systems and Business Analytics (ISBA) External Advisory Council
Marketing Department External Advisory Council
Sales Forum External Advisory Council
Supply Chain Forum External Advisory Council
Supply Chain Management External Advisory Council
Women in Business Advisory Board
Management and Entrepreneurship Department External Advisory Council

College of Design

Architecture Department External Advisory Council
Art & Visual Culture Department External Advisory Council
Community & Regional Planning Department External Advisory Council
Graphic Design Department External Advisory Council
Industrial Design Department External Advisory Council

Integrated Studio Arts Department External Advisory Council
Landscape Architecture Department External Advisory Council
College of Design Advancement Council

College of Engineering

College of Engineering Advisory Board (CEAB)
Civil and Environmental Engineering External Advisory Council
Construction Engineering Industry Advisory Council
Agricultural and Biosystems Engineering Department External Advisory Council (EAC)
Aerospace Engineering Department Industrial Advisory Council
Materials Science Engineering Department External Advisory Council (EAC)
Chemical and Biological Engineering Department External Advisory Council
Electrical and Computer Engineering Department External Advisory Council
Industrial and Manufacturing Systems Engineering Industrial Advisory Council (IMSE IAC)
Mechanical Engineering Department Industry Advisory Council (ME IAC)

College of Health and Human Sciences

College of Health and Human Sciences Dean’s Advisory Council (DAC)
Food Science and Human Nutrition External Advisory Council
Educator Preparation Program External Advisory Committee
Fashion Design and Merchandising Executive Advisory Council
Hospitality Management Executive Advisory Council

College of Liberal Arts and Sciences

LAS Dean's Advisory Council
Political Science Alumni Council
Mathematics Department Advisory Council
Physics and Astronomy Department Advisory Council
Computer Science External Advisory Council
Greenlee School of Journalism and Communications Advisory Council
Chemistry Department External Advisory Council (*in process of being created*)

College of Veterinary Medicine

ISU CVM Advisory Council
Lloyd Veterinary Medical Center Advisory Board
VDPAM External Advisory Board

University of Northern Iowa External Advisory Boards

Business and Community Services

Advance Iowa/Employee Ownership Center Advisory Board
Advance Iowa/Family Business Center Advisory Board
Institute for Decision-Making Advisory Board
Iowa Waste Reduction Center Advisory Board
Pappajohn Entrepreneurship Advisory Board

College of Business Administration

Executive Advisory Board
Accounting Advisory Board
Finance Advisory Board
Marketing & Entrepreneurship Advisory Board
Real Estate Advisory Board
Young Alumni Advisory Board

College of Humanities, Arts and Sciences

Electrical Engineering Tech Advisory Board
Graduate Program Advisory Board
Graphic Technologies Advisory Board
Manufacturing Tech Advisory Board
MCC/Foundry Ed Foundation Advisory Board
Technology & Engineering Ed Advisory Board
Technology Management Advisory Board
Construction Management Advisory Board
Computer Science Advisory Board
Theatre UNI Advisory Board

College of Education

College of Education Advisory Council
Jacobson Center for Comprehensive Literacy Advisory Council
Nonprofit Leadership Alliance Advisory Council
Recreation, Tourism & Nonprofit Leadership Advisory Council
School Psych Advisory Council
Special Ed Advisory Council
Education Leadership Principalship Advisory Council
Education Leadership Superintendency Advisory Council

College of Social and Behavioral Sciences

Nursing Program Advisory Council
Public Policy Advisory Council

SAHS Counseling Program Advisory Council
Social Work Advisory Council
Women's & Gender Studies Advisory Council
Friends of the UNI Permanent Art Collection & Gallery
Friends of GBPAC (Membership group)
Iowa Regents Center for Early Development Education Advisory Board
PSC Board of Directors

Appendix E – Data Sources and Methodology

Workforce Alignment Review Program Summaries by Section

Mechanical Engineering: 14.19

University of Iowa

University of Iowa | Mechanical Engineering: 14.19

Education Level	Cipcode	Major Name	Year 1 Earnings	Year 5 Earnings	Year 10 Earnings
Bachelor's	14.1901	Mechanical Engineering	$69,416	$92,038	$113,620
Master's	14.1901	Mechanical Engineering	$72,303	$96,018	$127,615
Doctoral	14.1901	Mechanical Engineering	$82,106	$114,992	$139,112

Source: U.S. Census Bureau UI Wage data. Median earnings in 2022 Dollars. N/A = redacted due to small cell size

% earning grad degree within 10 years of Bachelor's

25.5%

Source: NSC

Average Degrees per Year: First and Second Major

Bachelor's	95
Master's	11
Doctoral	5

Source: IPEDS

Potential Occupations for these Majors: Projected Job Openings & Growth in Occupations		Projected Annual Job Openings in Iowa	Projected Annual Job Growth in Iowa	Median Iowa Salary	Projected Annual Job Openings in U.S.	Projected Annual Job Growth in U.S.	Median Salary in U.S.
Bachelor's	Mechanical Engineers	360	1.5%	$97,120	19,800	1.1%	$99,510
	Architectural and Engineering Managers	145	0.8%	$139,166	15,000	0.6%	$165,370
Doctoral/Prof.	Engineering Teachers, Postsecondary	50	1.6%	$135,266	4,200	0.9%	$106,910

Source: Iowa Workforce Development & U.S. Bureau of Labor Statistics 2023-2032 Occupational Projections

Bureau of Labor Statistics, Other Associated Occupations

- Aerodynamics Engineer
- Aeronautical Engineering Professor
- Auto Research Engineer
- Electrical Engineering Director
- Aeronautical Engineer
- Combustion Engineer
- Engineering Design Manager
- Aircraft Design Engineer
- Chemical Engineering Professor
- Crating and Moving Estimator
- Engine Designer
- Engineering Manager
- Aircraft Designer
- Civil Engineering Professor
- Engineering Research Manager
- Heating and Cooling Systems Engineer

Source: Bureau of Labor Statistics

IWD Top Skills Needed for Associated Occupations

- Active Listening
- Complex Problem Solving
- Critical Thinking
- Instructing
- Learning Strategies
- Mathematics
- Reading Comprehension
- Speaking
- Writing

Source: Iowa Workforce Development

Percent of Regent Graduates Employed 1 Year After Degree by Geography & Industry

	Iowa Industry	U.S. Industry
Manufacturing	37%	30%
Professional, Scientific, & Tech.	20%	28%
Educational Services	12%	9%
Health Care & Social Assistance	9%	6%
Administrative & Support	4%	5%
Construction	3%	4%
Wholesale Trade	3%	5%
Retail Trade	2%	2%
Management of Companies & Enterprises	2%	2%
All Other Industries	7%	9%

Source: Census PSEO, Available only at 2-digit CIP level

	Median Earnings for HS Graduates in Iowa	Breakeven Threshold, Borrowed Full COA	Year in Which Bachelor's Degree Breaks Even
Bachelor's	$34,203	$45,917	1

U. Texas System methodology, assumes graduate financed full cost of college

	Median Earnings for Bachelor's Degrees in Iowa	Median Earnings 4 Years after Graduate Degree	Year in which Graduate Degree Breaks Even
Master's	$51,737	$90,090	1
Doctoral	$51,737	$106,772	1

Source: Regent data using OBBBA methodology

Licensure Pass Rates

Source: Iowa Regent Universities

No licensure required for these graduates or no data available

1) 1-, 5-, and 10-Year Earnings by Program and Level of Program

Education Level	Cipcode	Major Name	Year 1 Earnings	Year 5 Earnings	Year 10 Earnings
Bachelor's	38.0201	Religious Studies	$31,739	$45,161	$63,453
Master's	38.0201	Religious Studies	$34,227	$65,359	$72,862
Doctoral	38.0201	Religious Studies	$55,894	$68,601	$78,178

Source: U.S. Census Bureau UI Wage data. Median earnings in 2022 Dollars. N/A = redacted due to small cell size

Overview: This section uses data from the U.S. Census Bureau's Post-Secondary Employment Outcomes. Regent university graduates from 2001 to 2022 are matched by SSN to national Unemployment Insurance wage data collected by Census. This includes data on 47 states with only Alaska, Arkansas, and Mississippi not reporting. Earnings are for full-time employed graduates at the 4-digit CIP code level for bachelor's and professional degrees and at the 2-digit CIP code level for master's and doctoral degrees. All earnings have been adjusted to 2022 dollars.

Data Source: U.S. Census Post-Secondary Employment Outcomes (PSEO), June 2025 update includes data on Regent university graduates from 2001 to 2022.
https://lehd.ces.census.gov/data/pseo/latest_release/ia/pseoe_ia.csv.gz

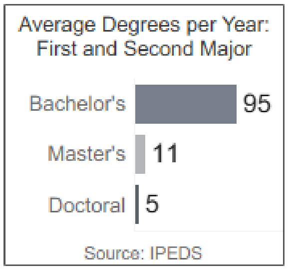
2) Percent of Bachelor's Degree Recipients Earning a Graduate Degree

% earning grad degree within 10 years of Bachelor's
18.2%
Source: NSC

Overview: This section uses data from the National Student Clearinghouse (NSC) to determine which Regent university graduates, by four-digit CIP, have earned a master's or doctoral degree within ten years of earning their bachelor's degree. Three graduate cohorts (2012, 2013, 2014) have been matched to NSC and the rate of graduate degrees earned has been averaged across the three graduate cohorts.

Data Source: Degree Verify is a paid service offered by the National Student Clearinghouse as a trusted source for education verification. This is the only data source used in the report that is not publicly available. The Regent universities, as contributors to this data, can look up their graduates at no additional charge. https://www.studentclearinghouse.org/verify/

3) Average Degrees Awarded Annually by Level (First and Second Major)



Overview: This section uses data from the Integrated Postsecondary Education Data System (IPEDS) to determine the number of degrees generated at the 4-digit CIP code level by university and education level. First and second degrees are reported for students who earn more than one. Degrees for two graduate cohorts were averaged to better represent a typical graduate class.

Data Source: Integrated Postsecondary Education Data System (IPEDS) Completions survey for 2022 and 2023 (the most current years available at the time of analysis). The focus was on total degrees (CTOTALT) for both first and second majors (MAJORNUM) by major (CIPCODE), award level (AWLEVEL) and university (INSTNM).
https://nces.ed.gov/ipeds/datacenter/data/C2022_A.zip
https://nces.ed.gov/ipeds/datacenter/data/C2023_A.zip

4) Projected Job Openings and Growth in Occupations

Potential Occupations for these Majors: Projected Job Openings & Growth in Occupations		Projected Annual Job Openings in Iowa	Projected Annual Job Growth in Iowa	Median Iowa Salary	Projected Annual Job Openings in U.S.	Projected Annual Job Growth in U.S.	Median Salary in U.S.
Bachelor's	Social and Community Service Managers	320	1.8%	$61,364	17,800	0.8%	$77,030
	Community and Social Service Specialists	120	1.3%	$39,759	11,100	0.6%	$49,690
	Religious Workers, All Other	70	0.7%	$42,835	11,300	0.2%	$37,960
	Directors, Religious Activities and Education	70	0.7%	$42,835	11,300	0.2%	$37,960
	Clergy	45	1.5%	$56,092	23,400	0.2%	$58,920
	Social Workers, All Others	40	1.3%	$77,834	6,100	0.6%	$63,770
Doctoral/Prof.	Philosophy and Religion Teachers, Postsecondary	30	0.9%	$75,652	2,000	0.2%	$79,930

Source: Iowa Workforce Development & U.S. Bureau of Labor Statistics 2023-2032 Occupational Projections

Overview: This section uses the National Center for Education Statistics CIP to SOC Crosswalk to match the CIP codes of university majors to occupation codes on both the Bureau of Labor Statistics (BLS) and Iowa Workforce Development (IWD) occupational projections for the United States and Iowa, respectively. These jobs represent standard or typical occupations into which students with these majors often enter. Median salaries do not match those provided above by PSEO because they represent the median salaries for all people in those occupations regardless of workers' age.

Data sources:
Bureau of Labor Statistics Occupational Projections
2023 - 2033 Projections for Occupations, pulled in April 2025
https://data.bls.gov/projections/occupationProj

Iowa Workforce Development Occupational Projections
2023 - 2033 Projections for Occupations, pulled in April 2025
https://workforce.iowa.gov/labor-market-information/occupations/occupational-projections

National Center for Education Statistics CIP SOC Crosswalk
A data crosswalk linking 2020 Classification of Instructional Programs (CIP) 6-digit CIP Codes with 6-digit description for the 2018 Standard Occupational Classification (SOC).
https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56

5) Other Associated Occupations

Bureau of Labor Statistics, Other Associated Occupations
Adult Protective Service Social Worker
Child Welfare Director
Community Organization Worker
Community Service Director

Overview: This section displays other occupations associated with the occupations displayed in the “Projected Job Openings and Growth in Occupations” section. BLS provides up to 29 additional associate occupations for each primary occupation. This section shows a sample of those due to space constraints.

Data sources:
Bureau of Labor Statistics Occupational Projections
2023 - 2033 Projections for Occupations, pulled in April 2025
https://data.bls.gov/projections/occupationProj

National Center for Education Statistics CIP SOC Crosswalk
A data crosswalk linking 2020 Classification of Instructional Programs (CIP) 6-digit CIP Codes with 6-digit description for the 2018 Standard Occupational Classification (SOC).
https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56

6) Top Skills Needed for Associated Occupations

IWD Top Skills Needed for Associated Occupations
Active Learning
Active Listening
Complex Problem Solving
Critical Thinking
Instructing

Overview: This section shows top skills needed for associated occupations as provided by Iowa Workforce Development. Skills for a particular occupation were identified by sampled workers' questionnaire responses conducted by occupational analysts of the U.S. Department of Labor's Occupational Information Network (O*NET).

Data sources:
Iowa Workforce Development Occupational Projections
2023 - 2033 Projections for Occupations, pulled in April 2025
https://workforce.iowa.gov/labor-market-information/occupations/occupational-projections

National Center for Education Statistics CIP SOC Crosswalk
A data crosswalk linking 2020 Classification of Instructional Programs (CIP) 6-digit CIP Codes with 6-digit description for the 2018 Standard Occupational Classification (SOC).
https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56

7) Industries Employing Regent University Graduates in Iowa and the U.S.

Overview: This section uses data from Census PSEO to show the industries that employ Regent graduates in both Iowa and the United States as a whole. These industries are for all degree levels and by 2-digit CIP code.

Data sources: National Industry of Occupation by 2-digit CIP code (Flows) from the U.S. Census Post-Secondary Employment Outcomes (PSEO), June 2025 update includes data on Regent university graduates from 2001 to 2022. https://lehd.ces.census.gov/data/pseo/latest_release/ia/pseof_ia.csv.gz

Percent of Regent Graduates Employed 1 Year After Degree by Geography & Industry

	Iowa Industry	U.S. Industry
Health Care & Social Assistance	20%	17%
Educational Services	19%	18%
Retail Trade	12%	11%
Accommodation & Food Services	11%	11%
Administrative & Support	8%	9%
Finance & Insurance	7%	6%
Information	4%	5%
Manufacturing	4%	3%
Professional, Scientific, & Tech.	4%	6%
All Other Industries	11%	14%

Source: Census PSEO, Available only at 2-digit CIP level

8) Bachelor's Degree Return on Investment or "Breakeven" Threshold

	Median Earnings for HS Graduates in Iowa	Breakeven Threshold, Borrowed Full COA	Year in Which Bachelor's Degree Breaks Even
Bachelor's	$34,203	$45,033	4

U. Texas System methodology, assumes graduate financed full cost of college

Overview: The breakeven model borrows from the "Minimum Economic Return" model in the University of Texas System Postsecondary Value Framework. It examines whether a graduate can, over time, earn more than a high school graduate in the workplace, considering the cost of higher education. This model looks at high school graduate earnings more as a threshold to be crossed rather than an alternative pathway. One major difference with this model is that it factors in student loan interest as a cost of college. We are looking at this breakeven or minimum economic return in two ways 1) income threshold calculated by academic program, and 2) the number of years needed for a graduate to exceed the threshold.

- **Breakeven threshold amount** = Total Loan Payment/10 years + Median HS Earnings
- **Years to exceed breakeven threshold** = The number of years needed, after earning a bachelor's degree, to earn more than a high school graduate while paying off a college loan. Year after college by which earnings > (Median high school income + Annual Loan Payment)

Post-degree earnings, differences by source

Most publicly available ROI calculations use earnings data from College Scorecard. These data are obtained by matching a cohort of Regent university graduates who took out Title IV federal student loans to Internal Revenue Service (IRS) earnings. This typically represents about 40-50% of our graduates from a single graduate cohort. Due to the Board of Regents (BOR) partnership with the Census PSEO Collaborative, the BOR has Unemployment Insurance (UI) wage data for all Regent university graduates between 2001 – 2022, adjusted to 2022 dollars. Because PSEO data covers all graduates across multiple cohorts, its earning data is more robust and suffers from far less data redaction than College Scorecard

Components of the Breakeven Threshold Calculation

- **Net Price:** Obtained by subtracting the average scholarships and grants (money that does not need to be paid back) from a college or university's total cost of attendance (COA). COA is also sometimes referred to as "sticker price" and includes tuition, fees, room, board, books, and travel. Net price is a better measure of what the average student pays for college compared to the total cost of attendance. Colleges and universities are required to report net price to the Integrated Postsecondary Education Data System (IPEDS) and to post a net price calculator on their college's website. Net price is a commonly used metric in ROI calculations (e.g., Georgetown Center for Education and the Workforce, FREOPP).

- **Time to Degree**: Amount of time to earn a bachelor's degree as measured by weighting the number of graduates who graduated within three years by a factor of three, the number who graduated between 3-4 years by a factor of 4, the number who graduated between 4-5 years by a factor of 5, and the number who graduated between 5-6 years by a factor of 6. The University of Texas System used a similar approach for estimating time to degree using number of graduates at years four, five, and six. By including graduation within three years, the Regents can provide a more accurate but still conservative measure because it rounds up the number of years needed to complete a degree (e.g., a student who graduates in 3.5 years is assumed to have needed four full years to complete their degree).

- **Loan Amount:** Calculated by multiplying Net Price x Time to Degree. This is a very conservative measure as it assumes a student a) financed the full amount of their college education and b) opted to pay off that loan within 10 years.

- **Monthly Interest Rate**: Set at 6% based on typical interest rates as verified with university financial aid specialists.

- **Payment Period**: Set at 10 years to mimic the methodology used by the University of Texas System.

- **Monthly Loan Payment** is equal to Loan Amount x Monthly Interest Rate x (Monthly Interest Rate)$^{\text{Payment Period}}$) / ((1 + Monthly Interest Rate)$^{\text{Payment Period-1}}$)

- **Annual Loan Payment**: Amount needed to pay off one year's worth of the Monthly Loan Payments as defined above.

- **Total Loan Payment**: Total amount a student must pay back on an amortized loan of Time to degree x Net price at 6% interest over 10 years.

- **Median High School Earnings**: As determined by the U.S. Department of Education's Financial Value Transparency/Gainful Employment Earnings Threshold. It represents median earnings for Iowa residents who have earned a high school diploma, are employed, and not enrolled in school, and are between the ages of 25 and 34.

9) Graduate Degree Return on Investment or "Breakeven" Threshold

	Median Earnings for Bachelor's Degrees in Iowa	Median Earnings 4 Years after Graduate Degree	Year in which Graduate Degree Breaks Even
Master's	$51,737	$90,090	1
Doctoral	$51,737	$106,772	1

Source: Regent data using OBBBA methodology

Overview: Under the new One Big Beautiful Bill Act (OB3), graduate and professional degree programs need to show that their graduates earn more than an employed bachelor's degree recipient. The act allows colleges and universities to select the lowest value of three options:

- A working bachelor's degree recipient aged 25-34 in Iowa
- A working bachelor's degree recipient aged 25-34 in their field in Iowa
- A working bachelor's degree recipient aged 25-34 in the entire country

Breakeven threshold amount: Threshold of $51,737 is pulled from the U.S. Census Bureau's American Community Survey (ACS) and represents the average earnings for a working bachelor's degree recipient ages 25-34 in Iowa. Some fields, like the performing arts, earn less than that average of $51,737. For fields that earn less than the average, we follow the guidelines of OB3 and use the earnings in Iowa specifically for that field.

Years to exceed breakeven threshold = The number of years needed, after earning a graduate degree, to earn more than an average bachelor's degree recipient in Iowa. The threshold set by OB3 is that a graduate should exceed bachelor's degree earnings by the fourth year after earning a graduate degree.

ROI Data Sources:

<u>PSEO Earnings Data by Degree Level and University</u>
U.S. Census Post-Secondary Employment Outcomes (PSEO), June 2025 update includes data on Regent university graduates from 2001 to 2022.
https://lehd.ces.census.gov/data/pseo/latest_release/ia/pseoe_ia.csv.gz

<u>Net price for bachelor's seeking students</u>
Integrated Postsecondary Education Data System (IPEDS) Student Financial Aid survey for 2023 (most current year available at time of analysis)
https://nces.ed.gov/ipeds/datacenter/data/SFA2223.zip

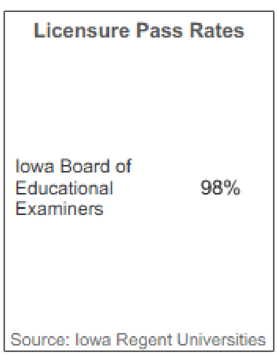
Institutional names
IPEDS Human Resources Survey 2023 (most current year available at time of analysis)
https://nces.ed.gov/ipeds/datacenter/data/HD2023.zip

Financial Value Transparency/Gainful Employment State Earnings Thresholds
The Federal Government has established median earnings for high school graduates in each state who are employed, not enrolled in school, and between the ages of 25 and 34 years old. The median earnings for Iowa is used to determine the breakeven threshold for Regent University graduates (in addition to amortized loan amounts).
https://www.federalregister.gov/documents/2024/12/31/2024-31271/financial-value-transparency-and-gainful-employment-earnings-thresholds-for-calculation-year-2024

American Community Survey Public Use Microdata Sample (PUMS)
Five-year PUMS for Iowa covering 2019-2023
https://www2.census.gov/programs-surveys/acs/data/pums/2019/5-Year/

Time to Degree by 4-Digit CIP
Time to degree was pulled from the Board of Regents data warehouse. Data was used for the Fall 2018 entry cohort and looked at time to degree within a six-year period.

10) Licensure Pass Rates



Overview: Where applicable, this section pulls from Regent university data to show the rate of licensure passage.

Data source: Regent university records.

Appendix F

Key themes and insights: *Business Education Alliance* meeting held on August 11, 2025

Importance of College Majors

- **Healthcare & Engineering**: Majors are critical due to accreditation/licensure and technical requirements.
- **Business & Administrative**: More flexibility; adjacent majors and relevant experience are often acceptable.
- **General Trend**: Employers are increasingly valuing **skills and experience** over strict major requirements, especially for non-technical roles.

Skills & University Collaboration

- Employers appreciate continued efforts at alignment between **university curricula** and **industry needs**, especially for technical roles.
- There's a push for **early skill development** and more **internship opportunities** to bridge gaps.
- Communication with universities is key to ensuring graduates are prepared for real-world roles.

Impact of AI on Jobs & Education

- **AI is reshaping roles**, especially in transactional tasks (e.g., HR, finance).
- AI is not eliminating many jobs but is changing the **skills required** in existing jobs, especially in IT and innovation.
- Employers seek **AI literacy in employees**: understanding tools, automation, and how to train bots.
- New grads must learn to **discern when and how to use AI** effectively to add value.

Brain Drain in Iowa

- **Challenges**: Geographic preferences in where to live, lack of amenities in smaller communities, housing shortages, and childcare costs.
- **Strategies**: Community engagement, partnerships with local businesses, intern events, and proactive narratives about Iowa’s strengths.

Additional Considerations

- **Wages**: Hard for businesses to stay competitive nationally; students often focus only on salary.
- **Financial Literacy**: Students need help understanding total compensation packages when comparing offers.
- **Retention**: Creating social connections for young professionals is vital for retention.

Appendix G--Sample One-Page Summaries of Workforce Alignment and ROI Data

Accounting & Related Services: 52.03

University of Northern Iowa

University of Northern Iowa — Accounting & Related Services: 52.03

Education Level	Cipcode	Major Name	Year 1 Earnings	Year 5 Earnings	Year 10 Earnings
Bachelor's	52.1399	Accounting	$43,948	$71,491	$94,743
Master's	52.1399	Accounting	$67,507	$92,160	$125,672

Source: U.S. Census Bureau UI Wage data. Median earnings in 2022 Dollars. N/A = redacted due to small cell size

% earning grad degree within 10 years of Bachelor's

24.7%

Source: NSC

Average Degrees per Year: First and Second Major

Bachelor's	92
Master's	22

Source: IPEDS

	Potential Occupations for these Majors: Projected Job Openings & Growth in Occupations	Projected Annual Job Openings in Iowa	Projected Annual Job Growth in Iowa	Median Iowa Salary	Projected Annual Job Openings in U.S.	Projected Annual Job Growth in U.S.	Median Salary in U.S.
Bachelor's	Accountants and Auditors	1,230	0.8%	$71,417	130,800	0.6%	$79,880
	Financial Examiners	135	2.2%	$79,830	6,500	2.1%	$84,300
	Tax Examiners and Collectors, and Revenue Age..	100	0.5%	$47,832	4,100	0.2%	$58,530
	Financial Risk Specialists	85	1.2%	$102,809	4,600	0.8%	$106,090
	Credit Analysts	80	-0.1%	$84,196	4,600	-0.4%	$79,420
	Budget Analysts	40	0.7%	$80,629	3,400	0.4%	$84,940

Source: Iowa Workforce Development & U.S. Bureau of Labor Statistics 2023-2032 Occupational Projections

Bureau of Labor Statistics, Other Associated Occupations

- Account Auditor
- Bank Compliance Officer
- Budget Analyst
- Chief Credit Analyst
- City Collector
- Corporate Tax Preparer
- Financial Risk Analyst
- Accountant
- Bank Examiner
- Budget Coordinator
- Credit Analyst
- Customs Appraiser
- Auditor
- Budget Examiner
- Business Administration Professor
- Credit Assessment Analyst
- Financial Compliance Examiner
- Income Tax Adjuster
- Auditor-In-Charge
- Budget Officer
- Credit Risk Analyst
- Home Mortgage Disclosure Act Specialist

Source: Bureau of Labor Statistics

IWD Top Skills Needed for Associated Occupations

- Active Learning
- Active Listening
- Complex Problem Solving
- Critical Thinking
- Instructing
- Learning Strategies
- Mathematics
- Reading Comprehension
- Speaking
- Writing

Source: Iowa Workforce Development

Percent of Regent Graduates Employed 1 Year After Degree by Geography & Industry

	Iowa Industry	U.S. Industry
Finance & Insurance	29%	28%
Professional, Scientific, & Tech.	14%	15%
Manufacturing	10%	10%
Retail Trade	10%	10%
Administrative & Support	6%	6%
Construction	5%	5%
Real Estate & Rental & Leasing	4%	4%
Wholesale Trade	3%	4%
Transportation & Warehousing	3%	3%
All Other Industries	16%	17%

Source: Census PSEO, Available only at 2-digit CIP level

	Median Earnings for HS Graduates in Iowa	Breakeven Threshold, Borrowed Full COA	Year in Which Bachelor's Degree Breaks Even
Bachelor's	$34,203	$43,117	1

U. Texas System methodology, assumes graduate financed full cost of college

	Median Earnings for Bachelor's Degrees in Iowa	Median Earnings 4 Years after Graduate Degree	Year in which Graduate Degree Breaks Even
Master's	$51,737	$85,996	1

Source: Regent data using OBBBA methodology

Licensure Pass Rates

AICPA & CIMA	100%

Source: Iowa Regent Universities

Mechanical Engineering: 14.19

Iowa State University

Iowa State University   Mechanical Engineering: 14.19

Education Level	Cipcode	Major Name	Year 1 Earnings	Year 5 Earnings	Year 10 Earnings
Bachelor's	14.1901	Mechanical Engineering	$70,593	$92,434	$116,215
Master's	14.1901	Mechanical Engineering	$91,377	$112,303	$139,693
Doctoral	14.1901	Mechanical Engineering	$95,784	$128,798	$153,087

Source: U.S. Census Bureau UI Wage data. Median earnings in 2022 Dollars. N/A = redacted due to small cell size

% earning grad degree within 10 years of Bachelor's

23.6%

Source: NSC

Average Degrees per Year: First and Second Major

Bachelor's	381
Master's	28
Doctoral	32

Source: IPEDS

Potential Occupations for these Majors: Projected Job Openings & Growth in Occupations		Projected Annual Job Openings in Iowa	Projected Annual Job Growth in Iowa	Median Iowa Salary	Projected Annual Job Openings in U.S.	Projected Annual Job Growth in U.S.	Median Salary in U.S.
Bachelor's	Mechanical Engineers	360	1.5%	$97,120	19,800	1.1%	$99,510
	Architectural and Engineering Managers	145	0.8%	$139,166	15,000	0.6%	$165,370
Doctoral/Prof.	Engineering Teachers, Postsecondary	50	1.6%	$135,266	4,200	0.9%	$106,910

Source: Iowa Workforce Development & U.S. Bureau of Labor Statistics 2023-2032 Occupational Projections

Bureau of Labor Statistics, Other Associated Occupations

- Aerodynamics Engineer
- Aeronautical Engineering Professor
- Auto Research Engineer
- Electrical Engineering Director
- Aeronautical Engineer
- Combustion Engineer
- Engineering Design Manager
- Aircraft Design Engineer
- Chemical Engineering Professor
- Crating and Moving Estimator
- Engine Designer
- Engineering Manager
- Aircraft Designer
- Civil Engineering Professor
- Engineering Research Manager
- Heating and Cooling Systems Engineer

Source: Bureau of Labor Statistics

IWD Top Skills Needed for Associated Occupations

- Active Listening
- Complex Problem Solving
- Critical Thinking
- Instructing
- Learning Strategies
- Mathematics
- Reading Comprehension
- Speaking
- Writing

Source: Iowa Workforce Development

Percent of Regent Graduates Employed 1 Year After Degree by Geography & Industry

	Iowa Industry	U.S. Industry
Manufacturing	45%	39%
Professional, Scientific, & Tech.	20%	23%
Construction	9%	9%
Educational Services	5%	4%
Administrative & Support	4%	4%
Wholesale Trade	3%	4%
Public Administration	2%	2%
Finance & Insurance	2%	2%
Management of Companies & Enterprises	2%	3%
All Other Industries	8%	10%

Source: Census PSEO, Available only at 2-digit CIP level

	Median Earnings for HS Graduates in Iowa	Breakeven Threshold, Borrowed Full COA	Year in Which Bachelor's Degree Breaks Even
Bachelor's	$34,203	$44,376	1

U. Texas System methodology, assumes graduate financed full cost of college

	Median Earnings for Bachelor's Degrees in Iowa	Median Earnings 4 Years after Graduate Degree	Year in which Graduate Degree Breaks Even
Master's	$51,737	$107,073	1
Doctoral	$51,737	$120,546	1

Source: Regent data using OBBBA methodology

Licensure Pass Rates

Source: Iowa Regent Universities

No licensure required for these graduates or no data available

Business Administration, Management & Operations: 52.02

University of Iowa

University of Iowa | Business Administration, Management &..

Education Level	Cipcode	Major Name	Year 1 Earnings	Year 5 Earnings	Year 10 Earnings
Bachelor's	52.0201	CIMBA Program--Undergraduate	$45,313	$62,364	N/A
	52.0206	Nonprofit Leadership & Philanthropy	$45,313	$62,364	N/A
	52.0213	Enterprise Leadership	$45,313	$62,364	N/A
Master's	52.0201	Iowa MBA Program	$110,450	$136,926	$166,173
Doctoral	52.0201	Business Administration	$161,638	$186,871	$209,267
Professional	52.0201	Business Fundamentals	N/A	N/A	N/A
	52.0213	Leadership	N/A	N/A	N/A

Source: U.S. Census Bureau UI Wage data. Median earnings in 2022 Dollars. N/A = redacted due to small cell size

% earning grad degree within 10 years of Bachelor's

N/A

Source: NSC

Average Degrees per Year: First and Second Major

Bachelor's	223
Master's	418
Doctoral	8
Professional	

Source: IPEDS

Potential Occupations for these Majors: Projected Job Openings & Growth in Occupations		Projected Annual Job Openings in Iowa	Projected Annual Job Growth in Iowa	Median Iowa Salary	Projected Annual Job Openings in U.S.	Projected Annual Job Growth in U.S.	Median Salary in U.S.
Bachelor's	General and Operations Managers	1,425	0.6%	$78,597	320,800	0.6%	$101,280
	Business Operations Specialists, All Other	950	0.9%	$68,159	107,400	0.5%	$79,590
	Management Analysts	665	1.2%	$83,492	95,700	1.1%	$99,410
	Human Resources Specialists	485	0.7%	$63,586	86,200	0.8%	$67,650
	Project Management Specialists	410	1.0%	$82,354	77,000	0.7%	$98,580
	Social and Community Service Managers	320	1.8%	$61,364	17,800	0.8%	$77,030
	Construction Managers	305	1.4%	$94,842	45,800	0.9%	$104,900
	Sales Managers	290	0.9%	$129,082	48,600	0.6%	$135,160
	Industrial Production Managers	270	0.7%	$103,041	17,100	0.3%	$116,970
	Human Resources Managers	135	0.9%	$117,634	17,400	0.6%	$136,350
	Transportation, Storage, & Distribution	185	1.0%	$93,909	19,700	0.9%	$99,200

Source: Iowa Workforce Development & U.S. Bureau of Labor Statistics 2023-2032 Occupational Projections

Bureau of Labor Statistics, Other Associated Occupations

- Business Analyst
- Employee Relations Manager
- Business Consultant
- Employee Development Director
- Environmental Control Administrator
- Job Analysis Manager
- Business Administration Professor
- Business Management Analyst
- Employee Development Manager
- Labor Relations Director
- Business Process Consultant
- Labor Training Manager
- Personnel Administrator
- Safety Coordinator

Source: Bureau of Labor Statistics

IWD Top Skills Needed for Associated Occupations

- Active Learning
- Active Listening
- Complex Problem Solving
- Coordination
- Critical Thinking
- Instructing
- Learning Strategies
- Management of Personnel
- Mathematics
- Persuasion
- Reading Comprehension
- Service Orientation
- Social Perceptiveness
- Speaking
- Time Management
- Writing

Source: Iowa Workforce Development

Percent of Regent Graduates Employed 1 Year After Degree by Geography & Industry

	Iowa Industry	U.S. Industry
Finance & Insurance	26%	24%
Manufacturing	18%	12%
Professional, Scientific, & Tech.	12%	21%
Retail Trade	6%	6%
Educational Services	5%	4%
Health Care & Social Assistance	5%	3%
Administrative & Support	4%	5%
Information	4%	4%
Wholesale Trade	4%	5%
All Other Industries	16%	17%

Source: Census PSEO, Available only at 2-digit CIP level

	Median Earnings for HS Graduates in Iowa	Breakeven Threshold, Borrowed Full COA	Year in Which Bachelor's Degree Breaks Even
Bachelor's	$34,203	$44,925	1

U. Texas System methodology, assumes graduate financed full cost of college

	Median Earnings for Bachelor's Degrees in Iowa	Median Earnings 4 Years after Graduate Degree	Year in which Graduate Degree Breaks Even
Master's	$51,737	$130,307	1
Doctoral	$51,737	$180,562	1
Professional	$51,737		

Source: Regent data using OBBBA methodology

Licensure Pass Rates

Source: Iowa Regent Universities

No licensure required for these graduates or no data available