

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Annual Governance Report on Student Financial Aid  
**Date:** October 6, 2003

---

**Recommended Action:** Receive the report.

---

**Executive Summary:**

Ability to pay for college has ranked consistently as one of the most significant considerations for entering freshmen when making college attendance decisions. In today's environment, students across the country can expect (1) significant increases in tuition; (2) decreases in relative amounts available through federal and state grants and work-study funds; and (3) financial aid packages that place higher reliance on loans and extra hours of student employment.

Consequently, the Board of Regents has developed policies, such as the tuition set-aside, that provides grant aid to students with the greatest need. The Regent universities offer financial aid packages that enable students to enroll in post-secondary education. During 2002-2003, there was a 12.4% increase in the dollars awarded and a 7.2% increase in the number of awards to students attending Regent universities.

---

**Purpose of Report**

The purpose of this annual governance report is to inform the Board about financial assistance available to students who attended the Regent universities in 2002-2003. This information is a productivity measure and policy issue for the Board.

---

**Awarding Philosophy<sup>1</sup> of Regent Universities**

Student financial aid will be awarded on a first-come, first-served basis<sup>2</sup> to students who demonstrate financial need; assistance should be provided to as many students as possible who qualify; students with the greatest need should receive the most amount of financial aid; students with the greatest need should have a larger percent of their need met by grant/scholarship aid. All financial aid (institutional, federal, and state) awarded through these guidelines cannot, in combination, exceed the individual cost of attendance.

---

<sup>1</sup> The mission statements of the Regent universities' student financial aid offices are provided in Appendix E on page 55.

<sup>2</sup> At ISU, priority consideration is given to students who complete the Free Application for Federal Student Aid (FAFSA) before March 1. Students with high financial need who meet the priority filing date will receive more need-based financial aid.

Institutional  
Awarding  
Priorities

The following priorities guide the Regent universities in awarding student financial aid:

- Assist in attracting and enrolling a high-achieving and culturally diverse student body.
- Award federal, state, and institutional funds to qualified students to enable them to enroll, persist, and graduate.
- Obtain continuing support from federal, state, institutional, and private sources to meet the increasing needs of students.
- Communicate with university departments and external agencies about changes in financial aid and its effect on the student population and the aid process.
- Improve basic money management skills of students.
- Maintain policies and procedures to optimize the delivery of student financial aid.
- Continue to enhance staff skills to serve as a general resource on financial aid issues.
- Maintain compliance with all federal, state, and institutional regulations relating to financial aid and adhere to the statement of ethical principles established by the National Association of Student Financial Aid Administrators.

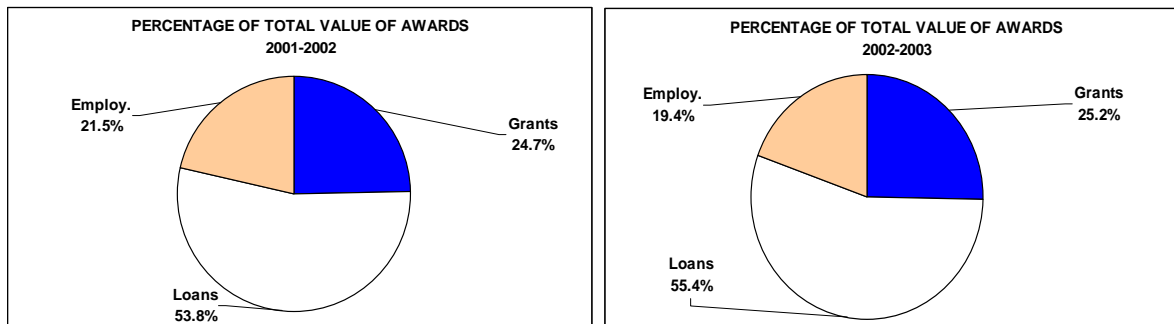
Additional  
Board of  
Regents Priority

In Fall 2002, the Board of Regents directed the Regent universities to increase their tuition set-aside focus on need-based aid, particularly for residents of Iowa.

Types of  
Financial Aid

The percentages of total financial aid resources available through the Regent universities for 2002-2003 are as follows:

Type of Financial Aid	Percentage of Total Value (\$) of Awards		
	2000-2001	2001-2002	2002-2003
Grants	24.4%	24.7%	<b>25.2%</b>
Loans	52.1%	53.8%	<b>55.4%</b>
Employment	23.5%	21.5%	<b>19.4%</b>



- Amount of Awards
- During the 2002-2003 academic year, there were 175,659 student financial aid awards (all categories) at Regent universities, totaling \$608,460,737.
  - This sum represents a 12.4% increase in funds and a 7.2% increase in the number of awards from the previous year.
  - The average award per student increased from \$3,303 to \$3,464 (+4.9%).

Two-Year Comparison by Type

During 2002-2003, the breakdown of student financial aid provided by the Regent universities by category is as follows:

**Grants**

	2001-2002	2002-2003	Change from Prior Year
Number of Awards	60,380	63,970	+5.9%
Funds Awarded	\$133,753,239	\$153,592,073	+14.8%
Average Award	\$2,215	\$2,401	+8.4%

**Loans**

	2001-2002	2002-2003	Change from Prior Year
Number of Awards	69,799	76,309	+9.3%
Funds Awarded	\$291,109,154	\$337,125,985	+15.8%
Average Award	\$4,171	\$4,418	+5.9%

□ **Employment**

	<b>2001-2002</b>	<b>2002-2003</b>	<b>Change from Prior Year</b>
Number of Awards	33,684	<b>35,380</b>	+5.0%
Funds Awarded	\$116,315,107	<b>\$117,742,679</b>	+1.2%
Average Award	\$3,453	<b>\$3,328</b>	-3.6%

Table 1  
(pgs. 60-67)

A five-year comparison of financial aid categorized by type of financial aid (grants, loans, employment) and by funding source at Regent institutions is included in Table 1, pages 60-67.

Financial Aid for Undergraduate Iowa Residents

In 2002-2003, there were 113,030 financial aid awards made to undergraduates who were Iowa residents; this represents 79.6% of the total awards to undergraduates, which compares favorably with the Fall 2002 enrollment where 76.9% of the undergraduates were Iowa residents.

During 2002-2003, there was \$301,402,207 awarded to undergraduates who were Iowa residents; this represents 73.7% of all awards to undergraduates. Table 2 (pages 70-71) identifies the financial aid awarded to undergraduates who were Iowa residents.

Financial Aid for Graduate Iowa Residents

In 2002-2003, there were 6,670 financial aid awards made to graduate students who were Iowa residents; this represents 53.3% of the total awards to graduate students, which compares favorably with the Fall 2002 enrollment where 54.2% of the graduate students were Iowa residents.

During 2002-2003, there was \$84,962,055 awarded to graduate students who were Iowa residents; this represents 52.3% of all awards to graduate students. Table 3 (page 72) identifies the financial aid awarded to graduate students who were Iowa residents.

Graduates Without Debt In 2002-2003, more than one-fourth of the graduating seniors graduated **without debt** from the Regent universities.

	<u>Residents</u>	<u>Non-Residents</u>
SUI	37.0%	51.0%
ISU	29.0%	43.0%
UNI	26.9%	49.2%

Graduates Without Need-Based Debt Of those seniors who graduated with debt in 2002-2003, more than one-third graduated **without need-based debt** from the Regent universities.

	<u>Residents</u>	<u>Non-Residents</u>
SUI	48.0%	62.0%
ISU	39.0%	56.0%
UNI	36.8%	60.8%

Average Indebtedness

<b>Average need-based indebtedness</b> for seniors graduating with debt	Residents	Non-Residents
SUI	\$10,258	\$10,897
ISU	\$12,302	\$13,915
UNI	\$11,462	\$11,054
<b>Average non-need-based<sup>3</sup> indebtedness</b> for seniors graduating with debt	Residents	Non-Residents
SUI	\$14,349	\$24,925
ISU	\$16,612	\$24,486
UNI	\$12,732	\$16,444
<b>Average indebtedness</b> for seniors graduating with debt – all sources	Residents	Non-Residents
SUI	\$20,879	\$30,711
ISU	\$24,725	\$32,056
UNI	\$19,788	\$23,884

<sup>3</sup> Includes Parent Loans for Undergraduate Students (PLUS), private (Partnership), and unsubsidized loans.

IMAGES/College Bound Programs

In 1989, the Iowa legislature established the College Bound and Iowa Minority Academic Grants for Economic Success (IMAGES) programs for the Regent universities.

IMAGES Program

IMAGES awards are made to racial/ethnic minority students who attend one of the Regent universities and who demonstrate financial need. Students may receive grants of up to \$3,500 per year for a maximum of eight semesters.

<b>Institution</b>	<b>Amount of Expenditures</b>	<b>Number of Participants</b>
University of Iowa	\$906,483	308
Iowa State University	1,026,555	320
University of Northern Iowa	334,653	190
<b>REGENT TOTAL</b>	<b>\$2,267,691</b>	<b>818</b>

College Bound Programs

College Bound programs are developed and provided by the Regent universities to racial/ethnic minority elementary and secondary school students throughout Iowa. The purpose of the programs is to assist students in their preparation for college. Participants in a College Bound activity receive a voucher that gives them priority for an IMAGES grant after enrolling in a Regent university and demonstrating financial need.

<b>Institution</b>	<b>Amount of Expenditures</b>	<b>Number of Participants</b>
University of Iowa	\$110,000	2,097
Iowa State University	82,846	925
University of Northern Iowa	80,000	596
<b>REGENT TOTAL</b>	<b>\$272,846</b>	<b>3,618</b>

Concerns

The Regent universities have identified a number of concerns regarding the availability of student financial aid:

- ✓ Federal aid is not keeping pace with rising tuition and fees;
- ✓ There is relative lack of available state funding for student financial aid programs; and
- ✓ There is heavier student reliance on borrowing, due to limitations in federal and state grant aid.

**Link to  
Strategic  
Plan:**

This report addresses the following Key Result Areas (KRAs) and objectives that are included in the Board's current Strategic Plan.

Objective 2.1.0.0      Annually assess educational opportunities, tuition policy, and financial aid policy to identify and to eliminate impediments to access and retention at Regent institutions.

KRA 3.0.0.0          Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

KRA 4.0.0.0          Meet the objectives of the Board and institutional strategic plans, and provide effective stewardship of the institutions' state, federal, and private resources.

---

**Major Features  
of the Report**

The annual report includes a number of major features in response to Board requests, including an analysis of indebtedness by residence, awarding philosophy and priorities, and a two-year analysis of tuition set-aside funds by need, merit, and residence.

---

Given the length and complexity of this report, the following Table of Contents is available for reference to specific topics.

<u>Topic</u>	<u>Page</u>
<b>Part I – Student Financial Aid</b>	
Sources of Funds	9
2002-2003 Financial Aid Awards and Changes from 2001-2002	11
Access	11-18
New Grants/Scholarships	18
Loans	18-19
Indebtedness	20-21
Employment	22-24
Federal Issues	24-25
State Issues	25
Future Initiatives	26
Federal Legislation	27
Federal Student Financial Assistance Comparison by Year	27
<b>Part II – IMAGES/College Bound</b>	
IMAGES	28-33
College Bound	33-35
<b>APPENDICES</b>	
A. Glossary	36-40
B. Five-Year Comparison of Student Financial Aid Awards	41-42
C. Five-Year Comparison of Student Financial Aid (\$)	43-44
D. College Bound Programs	45-58
E. Mission Statements of Financial Aid Office at Regent Universities	59
F. Table 1 – Financial Aid by Categories	
Federal Programs	60-62
State Programs	63-64
Institutional Programs	65-66
Summary	67
G. Graph 1 – Total Financial Aid at Regent Universities	68
H. Graph 2 – Total Financial Aid Awards at Regent Universities	69
I. Table 2 – Financial Aid by Residence (Undergraduates)	70-71
J. Table 3 – Financial Aid by Residence (Graduates)	72
K. Table 4 – Financial Aid by Source	73
L. Table 5 – Financial Aid Need of FAFSA Filers (Undergraduates)	74



## PART I – STUDENT FINANCIAL AID

### **Background:** Sources of Funds

There are four sources of revenue that Regent universities use for their financial aid portfolios:

- ✓ Institutionally-controlled federal programs;
- ✓ Non-institutionally-controlled federal programs;
- ✓ Institutional programs; and
- ✓ State programs.

A five-year comparison of financial aid programs by source of aid at Regent institutions is provided in Table 4 (page 73). The following data were reported for 2002-2003.

---

### Institutionally- Controlled Federal Programs

Institutionally-controlled federal programs are given to the institution for distribution according to guidelines established by the federal government.

The amount of financial aid available to students in these programs increased by \$19,657,271 (+98.9%), from \$19,869,096 in 2001-2002 to \$39,526,367 in 2002-2003. A portion of the increase resulted from a re-classification of aid between programs by ISU.

---

### Non-Institutionally- Controlled Federal Programs

Non-institutionally-controlled federal programs include the loan programs and Pell Grants in which the federal government determines a student's eligibility and makes the award.

The amount of financial aid available to students in these programs increased by \$22,299,298 (+8.1%), from \$275,304,750 in 2001-2002 to \$297,604,048 in 2002-2003.

---

### Institutional Programs

The amount of financial aid available to students in institutional programs, such as scholarships and long-term loans, increased by \$24,891,765 (+10.3%), from \$241,281,952 in 2001-2002 to \$266,173,717 in 2002-2003.

---

### State Programs

- The amount of financial aid available to students in state programs, such as the Iowa Grant Program, increased by \$434,993 (+9.2%), from \$4,721,702 in 2001-2002 to \$5,156,695 in 2002-2003.
  - However, state work-study funds were not allocated for the second consecutive year during 2002-2003.
-

The funding sources described on the preceding page for each institution's portfolio are presented as percentages in the following table:

**PERCENT COMPARISON OF SOURCES OF FUNDS (\$) IN 2002-2003**

	<b>Federal</b>	<b>State</b>	<b>Institutional/Private</b>
<b>GRANTS</b>			
SUI	27.0%	3.0%	70.0%
ISU	39.4%	2.7%	57.9%
UNI	43.3%	4.6%	52.1%
<b>REGENT TOTAL</b>	35.2%	3.1%	61.7%
<b>LOANS</b>			
SUI	89.3%	0.0%	10.7%
ISU	66.4%	0.1%	33.5%
UNI	88.0%	0.4%	11.6%
<b>REGENT TOTAL</b>	80.0%	0.1%	19.9%
<b>EMPLOYMENT</b>			
SUI	3.5%	0.0%	96.5%
ISU	6.9%	0.0%	93.1%
UNI	10.0%	0.0%	90.0%
<b>REGENT TOTAL</b>	5.3%	0.0%	94.7%

Changes  
in Aid

- The number of students receiving some form of financial aid has grown during the past few years because of the increased availability of non-need-based loan programs for students and their families.
- During 2002-2003, each of the Regent universities experienced an increase in the amount of financial aid distributed and the number of students receiving awards.

**FINANCIAL AID AWARDS BY REGENT UNIVERSITY  
AND CHANGES BETWEEN 2001-2002 AND 2002-2003**

	# of Awards 2001-2002	# of Awards 2002-2003	Percent Change	Total \$ Awards 2001-2002	Total \$ Awards 2002-2003	Percent Change
<b>SUI</b>						
Grants	20,234	<b>20,352</b>	+0.6%	\$52,718,677	<b>\$58,573,227</b>	+11.1%
Loans	26,266	<b>28,592</b>	+8.9%	\$120,456,980	<b>\$142,085,787</b>	+18.0%
Employment	16,822	<b>17,295</b>	+2.8%	\$63,491,650	<b>\$64,994,130</b>	+2.4%
TOTAL	63,322	<b>66,239</b>	+4.6%	\$236,667,307	<b>\$265,653,144</b>	+12.2%
<b>ISU</b>						
Grants	29,638	<b>32,828</b>	+10.8%	\$62,423,199	<b>\$73,976,592</b>	+18.5%
Loans	29,000	<b>31,606</b>	+9.0%	\$116,527,641	<b>\$132,846,342</b>	+14.0%
Employment	11,856	<b>13,082</b>	+10.3%	\$42,790,412	<b>\$42,751,938</b>	-0.1%
TOTAL	70,494	<b>77,516</b>	+10.0%	\$221,741,252	<b>\$249,574,872</b>	+12.6%
<b>UNI</b>						
Grants	10,508	<b>10,790</b>	+2.7%	\$18,611,363	<b>\$21,042,254</b>	+13.1%
Loans	14,533	<b>16,111</b>	+10.9%	\$54,124,533	<b>\$62,193,856</b>	+14.9%
Employment	5,006	<b>5,003</b>	-0.1%	\$10,033,045	<b>\$9,996,611</b>	-0.4%
TOTAL	30,047	<b>31,904</b>	+6.2%	\$82,768,941	<b>\$93,232,721</b>	+12.6%
<b>REGENT</b>						
Grants	60,380	<b>63,970</b>	+5.9%	\$133,753,239	<b>\$153,592,073</b>	+14.8%
Loans	69,799	<b>76,309</b>	+9.3%	\$291,109,154	<b>\$337,125,985</b>	+15.8%
Employment	33,684	<b>35,380</b>	+5.0%	\$116,315,107	<b>\$117,742,679</b>	+1.2%
TOTAL	163,863	<b>175,659</b>	+7.2%	\$541,177,500	<b>\$608,460,737</b>	+12.4%

Access at  
Regent  
Universities

Access, especially for minority and non-traditional students, continues to be an institutional priority for Regent universities seeking to provide a diverse educational setting. Consequently, financial aid opportunities have been designed to reflect these institutional objectives.

Students  
Served

- During 2002-2003, at least seven out of 10 students received some form of financial aid through the Regent universities as described in the following table.
- Almost half of the undergraduates who received financial aid at the Regent universities during 2002-2003 received **need-based** financial aid.

**PERCENTAGE OF UNDERGRADUATE STUDENTS RECEIVING FINANCIAL AID  
AT REGENT UNIVERSITIES BETWEEN 1995-1996 AND 2002-2003<sup>4</sup>**

	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
<b>SUI<sup>5</sup></b>	88.5%	90.0%	90.0%	91.0%	83.0%	82.6%	80.0% R = 82.0% NR = 77.0%	80.6% R = 83.0% NR = 77.0%
<b>ISU</b>	74.6%	75.4%	76.8%	78.7%	77.2%	78.8%	80.3% R = 83.0% NR = 72.0%	80.6% R = 83.0% NR = 73.0%
<b>UNI</b>	73.2%	73.4%	71.7%	73.4%	76.0%	76.3%	77.4% R = 78.0% NR = 68.0%	79.7% R = 81.0% NR = 67.0%

R = residents; NR = non-residents.

**PERCENTAGE OF UNDERGRADUATE STUDENTS RECEIVING NEED-BASED FINANCIAL  
AID AT REGENT UNIVERSITIES IN 2002-2003**

	Resident	Non-resident	Total
SUI	49.0%	32.0%	46.0%
ISU	49.8%	36.5%	46.7%
UNI	62.9%	47.3%	61.9%

**University of Iowa**  
Grant Aid

- During 2002-2003, the total amount of need-based and merit-based grant (scholarship) aid was \$58,573,227, which was awarded to 16,959 students.
- There were 8,061 students who received \$24,925,078 in need-based grant aid and 8,898 students who received \$33,648,149 in merit-based grant aid.

**Under-represented  
Populations**

During 2002-2003, the total amount of grant aid awarded to racial/ethnic minority students at SUI was \$14,623,582, which resulted in awards to 1,735 students.

**Non-Traditional  
Students**

During 2002-2003, a total of 1,216 undergraduate non-traditional students at the University of Iowa received \$4,366,229 in grant aid.

<sup>4</sup> This includes all students (need-based and non-need-based) who received a grant, loan, or employment award at the University.

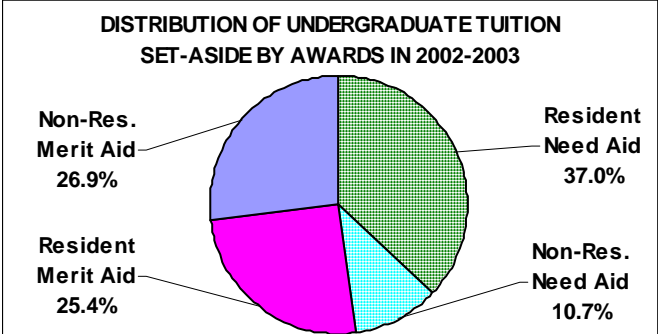
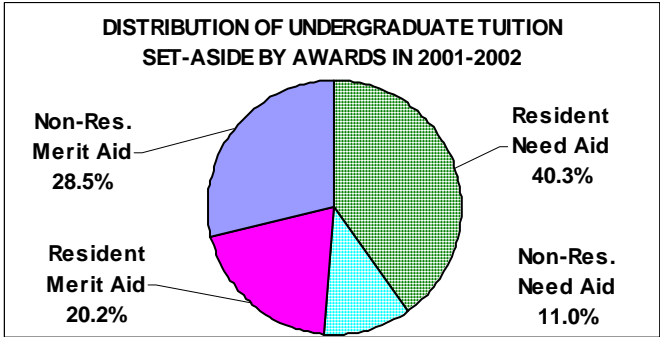
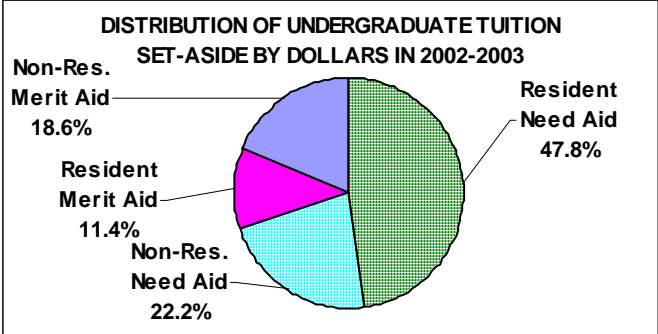
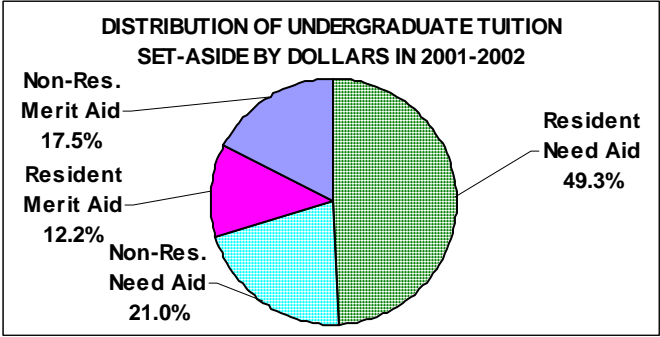
<sup>5</sup> Prior to 99-00, SUI calculated the percentage by using all students (undergraduate and graduate).

- Tuition Set-Aside<sup>6</sup>
- During 2002-2003, 70% of the undergraduate tuition set-aside was awarded as need-based aid; 48% of the awards were for need-based aid.
  - Thirty percent of the undergraduate tuition set-aside was awarded as merit-based aid; 52% of the awards were for merit-based aid.
  - Approximately 41% of the merit-based awardees also demonstrated financial need.
  - Eighty-two percent of the total undergraduate tuition set-aside funds was awarded as either need-based aid or merit-based aid to students who demonstrated financial need.
  - Undergraduate tuition set-aside increased by \$3,135,972 (+26.1%) from the prior year. There was an increase of \$2,162,036 (+25.6%) for need-based aid and an increase of \$973,936 (27.3%) for merit-based aid from the prior year.

#### UNIVERSITY OF IOWA TUITION SET-ASIDE

	2001-2002			2002-2003		
	Resident	Non-Res.	Total	Resident	Non-Res.	Total
Total Tuition Set-Aside (all students)			\$22,110,034	\$17,109,713	\$10,938,997	\$28,048,710
Undergraduate Tuition Set-Aside	\$7,372,170 (61.4%)	\$4,629,060 (38.6%)	\$12,001,230 (54.3%)	\$8,967,623 (59.2%)	\$6,169,579 (40.8%)	\$15,137,202 (54.0%)
Need-Based Aid	\$5,912,137	\$2,517,378	\$8,429,515	\$7,239,966	\$3,351,585	\$10,591,551
Merit-Based Aid	\$1,460,033	\$2,111,682	\$3,571,715	\$1,727,657	\$2,817,994	\$4,545,651
Number of Awards	3,449 (60.4%)	2,259 (39.6%)	5,708	3,995 (62.4%)	2,403 (37.6%)	6,398
Need-Based Awards	2,299	630	2,929	2,368	685	3,053
Merit-Based Awards	1,150	1,629	2,779	1,627	1,718	3,345

<sup>6</sup> The pie charts on pages 14-18 describe the tuition set-aside percentage allocations for resident need aid, non-resident need aid, resident merit aid, and non-resident merit aid for the three universities. The pie sections that include a diamond pattern describe need-based aid; the sections without a pattern describe merit-based aid. The charts include a two-year comparison by dollars and by awards.



**Iowa State University**  
Grant Aid

- During 2002-2003, there were 16,861 students who received \$60,256,971 in need-based and merit-based grant (scholarship) aid from all sources.
- There were 10,146 students who received \$40,360,143 of need-based grant aid and 6,715 students who received \$19,896,828 of merit-based grant aid.

Underrepresented Populations

- During 2002-2003, the total amount of grant aid awarded to racial/ethnic minority students at ISU was \$10,613,023 which resulted in aid to 1,705 students.
- The total amount of grant aid awarded to undergraduate racial/ethnic minority students at ISU was \$9,872,137; this resulted in aid to 1,495 students.
- The total amount of grant aid awarded to graduate racial/ethnic minority students was \$740,886; this resulted in grant aid to 210 students.

Non-Traditional Students

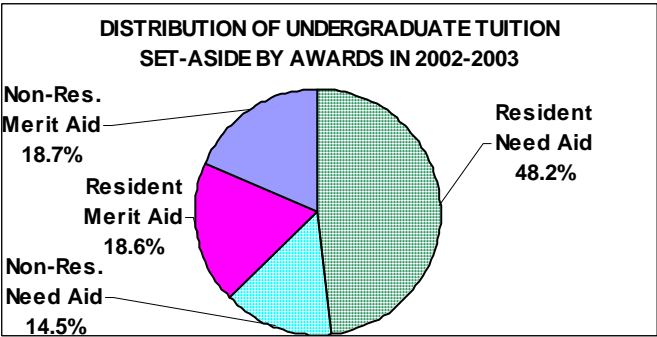
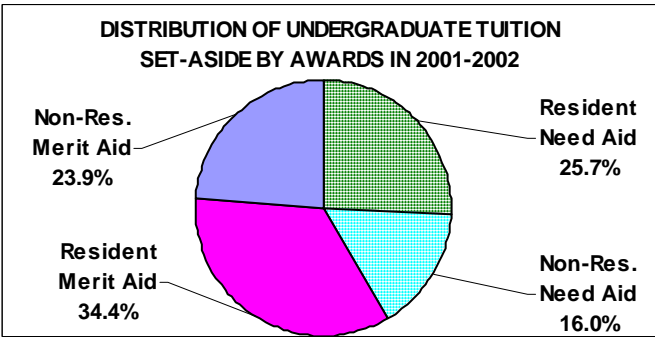
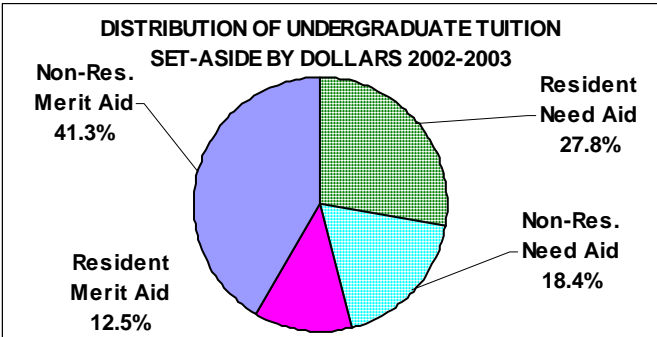
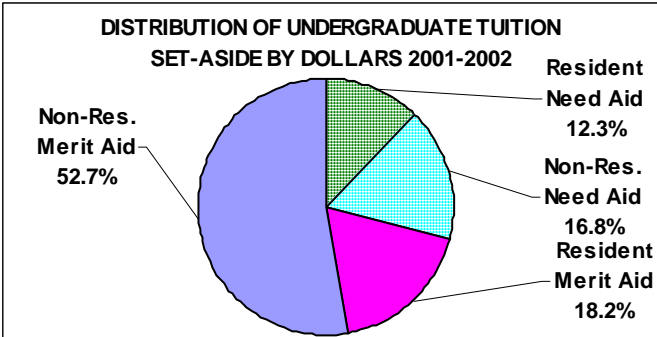
During 2002-2003, there were 1,664 undergraduate non-traditional students who received \$5,988,115 in grant aid from all sources.

Tuition Set-Aside

- During 2002-2003, 46% of the undergraduate tuition set-aside was awarded as need-based aid; 63% of the awards was for need-based aid.
- Fifty-four percent was awarded as merit-based aid; 37% of the awards was for merit-based aid.
- Forty-eight percent of merit-based aid was awarded to students who demonstrated need.
- Seventy-two percent of the total undergraduate tuition set-aside aid was awarded as either need-based aid or merit-based aid to students who demonstrated financial need.
- Undergraduate tuition set-aside increased by \$2,949,807 (+16.6%) from the prior year. There was an increase of \$4,417,077 (85.1%) for need-based aid and a decrease of \$1,467,270 (-11.6%) for merit-based aid from the prior year.

**IOWA STATE UNIVERSITY TUITION SET-ASIDE**

	2001-2002			2002-2003		
	Resident	Non-Res.	Total	Resident	Non-Res.	Total
Total Tuition Set-Aside (all students)			\$23,379,882	\$10,362,501	\$17,737,980	\$28,100,481
Undergraduate Tuition Set-Aside	\$5,422,254 (30.4%)	\$12,399,643 (69.6%)	\$17,821,897 (76.2%)	\$8,366,035 (40.3%)	\$12,405,669 (59.7%)	\$20,771,704 (73.9%)
Need-Based Aid	\$2,188,094	\$3,001,002	\$5,189,096	\$5,772,002	\$3,834,171	\$9,606,173
Merit-Based Aid	\$3,234,160	\$9,398,641	\$12,632,801	\$2,594,033	\$8,571,498	\$11,165,531
Number of Awards	5,916 (60.1%)	3,925 (39.9%)	9,841	7,496 (66.8%)	3,720 (33.2%)	11,216
Need-Based Awards	2,531	1,577	4,108	5,405	1,628	7,033
Merit-Based Awards	3,385	2,348	5,733	2,091	2,092	4,183



**University of Northern Iowa Grant Aid**

- During 2002-2003, the total amount of need-based and merit-based grant (scholarship) aid from all sources was \$21,042,254, which resulted in awards to 8,657 students.
- There were 4,930 students who received \$12,259,108 in need-based grant aid and 3,727 students who received \$8,783,146 in merit-based grant aid

**Underrepresented Populations**

During 2002-2003, a total of 629 racial/ethnic minority students received \$4,486,989 in grant aid.

**Non-Traditional Students**

During 2002-2003, a total of \$4,080,266 of grant aid was awarded to 1,115 non-traditional students.

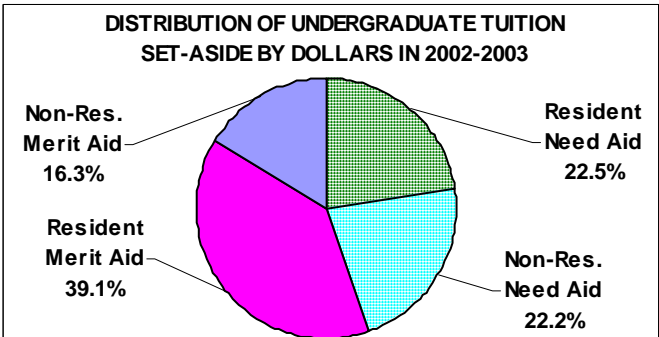
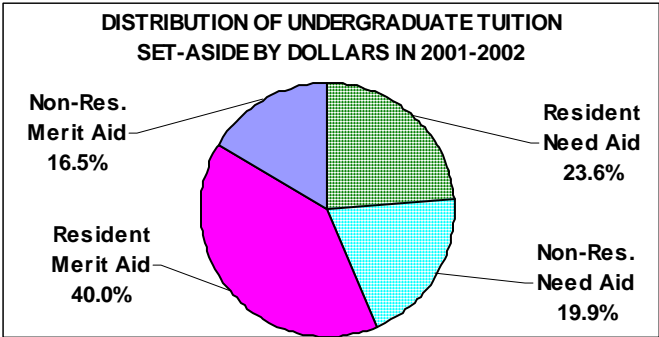


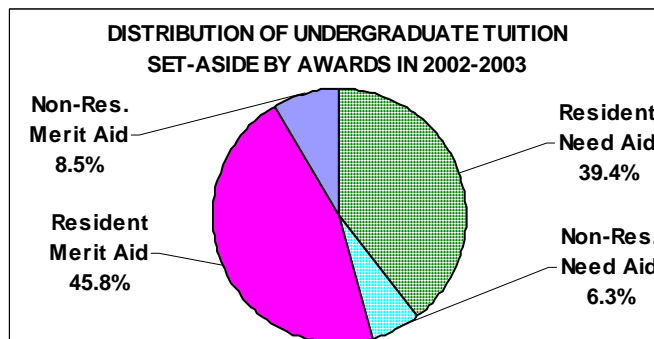
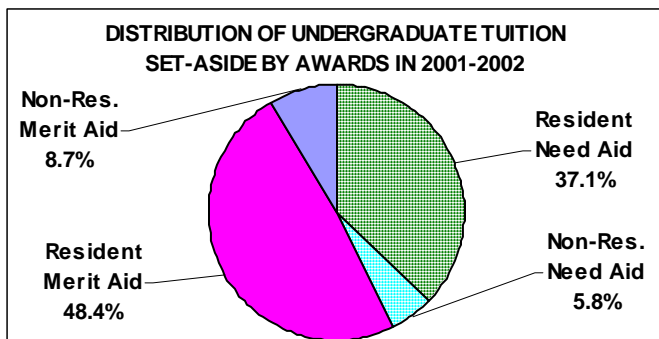
Tuition Set-Aside

- During 2002-2003, approximately 45% of the undergraduate tuition set-side was awarded as need-based aid; 46% of the awards was for need-based aid.
- Fifty-five percent was awarded as merit-based aid; 54% of the awards was for merit-based aid.
- Approximately 50% of the merit-based aid was awarded to students who demonstrated need.
- Undergraduate tuition set-aside increased by \$1,394,110 (27.7%) from the prior year. There was an increase of \$677,806 (30.9%) for need-based aid and an increase of \$716,303 (+25.2%) for merit-based aid from the prior year.

**UNIVERSITY OF NORTHERN IOWA TUITION SET-ASIDE**

	2001-2002			2002-2003		
	Resident	Non-Res.	Total	Resident	Non-Res.	Total
Total Tuition Set-Aside (all students)			\$7,289,759	\$5,026,123	\$3,174,585	\$8,200,708
Undergraduate Tuition Set-Aside	\$3,206,684 (63.6%)	\$1,832,379 (36.4%)	\$5,039,063 (69.1%)	\$3,961,517 (61.6%)	\$2,471,656 (38.4%)	\$6,433,173 (70.0%)
Need-Based Aid	\$1,190,750	\$1,003,943	\$2,194,693	\$1,447,172	\$1,425,328	\$2,872,500
Merit-Based Aid	\$2,015,934	\$828,436	\$2,844,370	\$2,514,345	\$1,046,328	\$3,560,673
Number of Awards	2,403 (85.5%)	408 (14.5%)	2,811	2,666 (85.2%)	462 (14.8%)	3,128
Need-Based Awards	1,043	163	1,206	1,233	197	1,430
Merit-Based Awards	1,360	245	1,605	1,433	265	1,698





New Institutional Grant/Scholarship Aid

Securing private support for student financial aid is a high priority for each university. During 2002-2003, the Regent universities provided the following additional amounts of scholarship aid<sup>7</sup> to students:

- The University of Iowa awarded \$5,165,924 of new scholarship aid. Approximately 65% (\$3,357,851) was awarded to students who demonstrated financial need.
- Iowa State University awarded \$8,228,041 of new scholarship aid. Of that amount, \$6,929,458 (84.2%) was awarded to students who demonstrated financial need.
- The University of Northern Iowa awarded \$1,274,209 of new scholarship aid. Of that amount, \$675,331 (53.0%) was awarded to students who demonstrated financial need.

Loans

Loans represent the largest percentage of the total financial aid awarded in terms of both the number of awards and the amount of funds distributed. At all three Regent universities, the number of loan awards and the value of the awards increased from the prior year.

Loan portfolios of the Regent universities have expanded since the 1992 reauthorization of the Higher Education Act. With the reauthorization, Congress created new programs that increased availability of educational loan funds to students and their families. Unsubsidized supplemental loans, which have fairly low interest rates, have proven popular with students and their families as a means of financing a college education.

<sup>7</sup> Excludes federal and state funds.

Growth of Loan Portfolios

Loan portfolios of the Regent universities have expanded since the 1992 reauthorization of the Higher Education Act. With the reauthorization, Congress created new programs that increased availability of educational loan funds to students and their families. Unsubsidized supplemental loans, which have fairly low interest rates, have proven popular with students and their families as a means of financing a college education.

---

Choice of Non-Need-Based Loans

Many families have chosen to use non-need-based loans to finance their students' postsecondary education because the interest rates are very competitive and are tax deductible.

---

**University of Iowa**

- The loan volume increased by 18.0% from \$120,456,980 in 2001-2002 to \$142,085,787 in 2002-2003.
  - The number of awards increased by 8.9% (from 26,266 to 28,592).
  - The average award increased by \$383 (+8.4%), from \$4,586 in 2001-2002 to \$4,969 in 2002-2003.
- 

**Iowa State University**

- The loan volume increased by 14.0% from \$116,527,641 in 2001-2002 to \$132,846,342 in 2002-2003.
  - The number of awards increased by 9.0% (from 29,000 to 31,606).
  - The average award increased by \$185 (+4.6%), from \$4,018 in 2001-2002 to \$4,203 in 2002-2003.
- 

**University of Northern Iowa**

- The loan volume increased by 14.9% from \$54,124,533 in 2001-2002 to \$62,193,856 in 2002-2003.
  - The number of awards increased by 10.9% (from 14,533 to 16,111).
  - The average award increased by \$136 (+3.7%), from \$3,724 in 2001-2002 to \$3,860 in 2002-2003.
-

Indebtedness            The following table describes the average indebtedness of seniors who graduate with debt from the Regent universities.

**AVERAGE UNDERGRADUATE INDEBTEDNESS AT GRADUATION BY RESIDENCY  
1999-2000 to 2002-2003**

Graduating seniors with debt	Average Need-Based Indebtedness			Average Non-Need Based Indebtedness <sup>8</sup>			Average Indebtedness All Sources		
	Res.	NonRes.	TOTAL	Res.	NonRes.	TOTAL	Res.	NonRes.	TOTAL
<b>SUI</b>									
1999-2000	\$10,271	\$9,914	\$10,192	\$12,074	\$23,558	\$14,676	\$18,743	\$28,506	\$20,845
2000-2001	\$10,009	\$9,517	\$9,909	\$12,923	\$24,023	\$15,344	\$19,303	\$28,038	\$21,179
2001-2002	\$9,872	\$9,998	\$10,013	\$14,352	\$25,341	\$16,889	\$20,479	\$30,102	\$22,681
<b>2002-2003</b>	<b>\$10,258</b>	<b>\$10,897</b>	<b>\$10,418</b>	<b>\$14,349</b>	<b>\$24,925</b>	<b>\$17,178</b>	<b>\$20,879</b>	<b>\$30,711</b>	<b>\$23,448</b>
<b>ISU</b>									
1999-2000	\$12,609	\$14,762	\$12,965	\$18,911	\$22,902	\$19,601	\$20,038	\$25,708	\$21,029
2000-2001	\$12,780	\$14,657	\$13,137	\$13,475	\$17,569	\$14,314	\$22,098	\$26,960	\$23,061
2001-2002	\$12,433	\$13,926	\$12,720	\$14,878	\$22,396	\$16,508	\$22,943	\$30,462	\$24,498
<b>2002-2003</b>	<b>\$12,302</b>	<b>\$13,915</b>	<b>\$12,641</b>	<b>\$16,612</b>	<b>\$24,486</b>	<b>\$18,436</b>	<b>\$24,725</b>	<b>\$32,056</b>	<b>\$26,398</b>
<b>UNI</b>									
1999-2000	\$12,121	\$11,656	\$12,101	\$10,208	\$12,355	\$10,475	\$18,126	\$19,706	\$18,235
2000-2001	\$10,959	\$8,924	\$10,909	\$10,680	\$12,696	\$10,839	\$17,729	\$21,113	\$17,812
2001-2002	\$11,443	\$11,159	\$11,425	\$11,575	\$14,242	\$11,661	\$18,958	\$21,777	\$19,042
<b>2002-2003</b>	<b>\$11,462</b>	<b>\$11,054</b>	<b>\$11,451</b>	<b>\$12,732</b>	<b>\$16,444</b>	<b>\$12,877</b>	<b>\$19,788</b>	<b>\$23,884</b>	<b>\$19,922</b>

National Study

According to a report from the State Interest Research Group's Higher Education project, in 1999-2000, 64% of college students graduated with student loan debt; the average debt nearly doubled during the last eight years to \$16,928.

<sup>8</sup> Includes Parent Loans for Undergraduate Students (PLUS), private (Partnership), and unsubsidized loans.

**Loan Repayment**      The level of debt of undergraduate students at the time of graduation has given rise to national concern about the increased availability of loan funds. A student graduating with \$17,000 of indebtedness would have a monthly payment of \$208 in order to repay the loan in 10 years with an interest rate of 8.25%.

With an entry-level salary of \$25,000, the debt service would amount to approximately 10% of the graduate's salary. According to University Business (July/August, 1998), "students who graduate with indebtedness and whose debt service is higher than 8% of gross income after graduation have an excessive burden<sup>9</sup>."

The ability to repay college-related loans is obviously affected by the type of job obtained by the graduates, i.e., some jobs provide higher starting salaries while other jobs provide loan forgiveness.

**U.S. Department of Education Study**      According to a study conducted in 2000, student borrowers repay only one-fourth of their loans four years after graduating, but they generally are in a position to pay off the rest over the following five years. The Department also found that debt did not affect major lifestyle choices such as getting married, buying a house, or saving money, although it did discourage enrollment in graduate school in the short-term.

**Default Rates**      The most recent information on default rates places Regent universities well below available national averages identified on the following table:

**DEFAULT RATES FOR FEDERAL STAFFORD AND PERKINS PROGRAMS**

	<b>SUI</b>	<b>ISU</b>	<b>UNI</b>	<b>National</b>
<b>Federal Stafford</b>				
FY 1997	4.2%	3.6%	2.8%	8.8%
FY 1998	3.7%	3.9%	2.9%	6.9%
FY 1999	3.1%	3.5%	2.2%	5.6%
FY 2000	3.2%	2.6% (prelim)	1.4% (prelim)	5.9%
FY 2001	2.4%	NA	NA	5.4%
FY 2002	NA	NA	NA	NA
<b>Federal Perkins</b>				
FY 1997	7.7%	9.0%	7.8%	12.5%
FY 1998	6.6%	7.8%	6.5%	10.6%
FY 1999	5.7%	6.9%	4.1%	NA
FY 2000	4.9%	6.7%	3.4%	10.6%
FY 2001	5.0%	6.2%	4.0%	10.0%
FY 2002	4.9%	5.4%	3.3%	9.5%

<sup>9</sup> According to the Department of Education's National Postsecondary Student Aid Study, 39% of student borrowers now graduate with unmanageable levels of debt – monthly loan payments that amount to more than 8% of their monthly incomes before taxes.

Employment            Employment opportunities include college work-study positions, assistantships, and other university employment on- and off-campus. Regent universities make efforts to ensure that the work performed will be beneficial to a student's career aspirations. Students are employed in the following types of jobs – office clerk, computer programmer, lab or research assistant, web development assistant, tutor, and maintenance.

**EMPLOYMENT AND FINANCIAL AID PROVIDED THROUGH WORK EXPERIENCE  
At REGENT UNIVERSITIES IN FY 2003**

	<b>Work-Study<sup>10</sup></b>	<b>Assistantships</b>	<b>Other<sup>11</sup></b>	<b>Total</b>
<b>SUI</b>				
Amount	\$2,247,166	\$38,118,901	\$24,628,063	\$64,994,130
Awards	1,700	3,416	12,179	17,295
<b>ISU</b>				
Amount	\$2,961,244	\$24,418,711	\$15,371,983	\$42,751,938
Awards	1,620	2,354	9,108	13,082
<b>UNI</b>				
Amount	\$1,004,175	\$1,788,771	\$7,203,665	\$9,996,611
Awards	684	367	3,952	5,003
<b>REGENT TOTAL</b>				
Amount	\$6,212,585	\$64,326,383	\$47,203,711	\$117,742,679
Awards	4,004	6,137	25,239	35,380

**University of Iowa**

- The number of employment awards increased by 2.8% from 16,822 to 17,295 in 2002-2003.
- The value of the awards increased by 2.4% from \$63,491,650 to \$64,994,130 as a result of an increase in institutional student employment funds.
- The value of the average award decreased by 0.4% from \$3,774 to \$3,758.

**Iowa State University**

- The value of the employment awards remained essentially constant at \$42,751,938 in 2002-2003.
- The number of employment awards increased by 10.3% from 11,856 to 13,082.
- The value of the average award decreased by 9.4% from \$3,609 to \$3,268.

<sup>10</sup> Federal. There were no state work-study funds allocated in 2001-2002 or 2002-2003.

<sup>11</sup> Other institutional employment.

**University of  
Northern Iowa**

- The value of employment awards decreased during 2002-2003 by 0.4% from \$10,033,045 to \$9,996,611.
  - While the number of awards remained constant at 5,003, the value of the average award decreased by 0.3% from \$2,004 to \$1,998.
- 

Student  
Recruitment

The institutions make significant efforts to inform incoming students about on-campus employment opportunities and the benefits of on-campus employment, including posting job openings in on-line job boards, conducting job fairs, and providing information about campus employment at summer orientation sessions.

However, in the recent past, the institutions have observed a significant decrease in the number of jobs available, especially on-campus, and a significant increase in the number of students seeking jobs.

---

Community  
Service  
Employment

- At SUI, 29.4% of the federal work-study allocation (329 students) supported community service efforts during 2002-2003.<sup>12</sup> An additional 81 students were employed as America Reads tutors through partnership with the Neighborhood Centers of Johnson County and the Iowa City Community School District.
  - At ISU, approximately 30% of the federal work-study allocation (126 students) supported community service efforts during 2002-2003. An additional 237 students were employed as America Reads tutors (an increase<sup>13</sup> of 83.7% from the prior year).
  - At UNI, 17.6% of the federal work-study allocation supported community service efforts during 2002-2003. An additional 19 students were employed as America Reads tutors.
- 

Hours Worked

Students employed by the university are restricted to 20 hours per week of employment. However, the university does not have the ability to restrict the number of hours of employment for those students employed outside of the university. The universities do not have a mechanism to gauge the number of students employed in local communities or the number of hours that they are employed.

---

<sup>12</sup> The federal requirement is 7%.

<sup>13</sup> The increase in the program qualified ISU to apply for supplemental work-study funds to benefit students employed in community service work-study positions. A one-time allocation of \$1.0 million was appropriated.

Studies have shown that working between 10 and 20 hours per week while attending school provides an optimum experience. Working more than 20 hours per week can impede some students' progress toward degrees. Studies have also shown that students who work on campus have higher retention and persistence rates than students who work off-campus.

---

Changes in Student  
Employment

"According to the most recent federal statistics, 74% of all full-time undergraduates worked in 1999-2000 and they averaged 25.5 hours per week. That was up from 1992-1993 when about 65% of full-time undergraduates worked and they averaged 23.5 hours per week. Over the same period, the percentage of full-time undergraduates who worked full-time (at least 35 hours a week) rose to 19.7% from 13.5%<sup>14</sup>."

---

Loss of State  
Work-Study  
Funds

- At the Regent universities, there were no state work-study funds allocated in 2001-2002 or 2002-2003.
  - In 2000-2001, 1,658 state work-study awards were made totaling \$1,949,945.
  - Because most of the students were employed on-campus, it has left college departments short of student assistance and, due to budget cuts, without the means within their budgets to replace the positions.
- 

**Analysis:**

Federal Issues

The proposed change in the Expected Family Contribution (EFC) formula will likely decrease Pell Grant eligibility in 2004-2005 as a result of the adjustments made by the federal government in the taxation tables used to determine the EFC.

The Higher Education Amendments of 1965 expire in 2003. The Regent institutions identified the following reauthorization issues that affect student financial aid:

- Increase aggregate loan limits for the subsidized and unsubsidized Stafford Loan Program. Loan limits have remained constant since 1992; as a result, students have had to rely more on private loans to meet college costs.
- Increase the maximum annual Federal Pell grant award from the current level of \$4,050 (which is well below the authorized \$5,800 allowed in the Higher Education Act) to at least \$5,800 for 2004-2005. Correlate additional annual increases to inflation adjustments.
- Eliminate all federal loan guarantee and origination fees because the financial conditions of the early 1980s when the origination fee was implemented no longer apply.

---

<sup>14</sup> "Wall Street Journal," November 5, 2002.



- Eliminate the 30-day delayed disbursement of federal loans for first-year, first-time borrowers; eliminate single-term multiple disbursements for students attending standard term institutions.
  - Expand federal loan forgiveness provisions to promote post-graduation community service participation.
  - Increase the authorization levels for the three campus-based programs - Federal Work-Study Program, Federal Supplemental Educational Opportunity Grant (SEOG), and Federal Perkins Loan Program.
- 

State Issues

The institutions identified the following state issues that affect financial aid:

- Recent budget shortfalls have resulted in significant tuition increases for students attending Regent universities.
  - Loss of funding for the state work-study program has resulted in increased student borrowing and off-campus employment. Students also lost the benefit of being employed in positions that relate to their educational programs and career goals.
  - Funding for the Iowa Grant Program, a need-based state program, has decreased by 15.2% since 2000-2001.
  - Funding for the IMAGES program has remained the same since its inception.
  - Funding for the State of Iowa Scholarship, a program intended to recognize high ability students, has decreased by 6.2% since 1998-1999.
  - Funding a state loan forgivable program for Iowa college and university graduates who participate in Iowa community service programs could produce the same benefits as the Iowa Teacher Loan Forgiveness Program.
- 

Effect of Financial Barriers

According to a report released in 2002 by the Advisory Committee on Student Financial Assistance, “nearly 170,000 of the top high-school graduates from low- and moderate-income families are not enrolling in college this year because they cannot afford it.” By the end of the decade, the report says, “if enrollment stays steady and spending on the student-aid programs does not increase significantly, as many as 4.4 million ‘college qualified’ [high school] graduates will not be able to go to a four-year college, 2 million of whom will not attend any college at all.”

---

National Report on  
Student  
Financial Aid

A survey by the Student Aid Alliance reported that members of the public believe that “without financial aid, most low- and middle-income families cannot afford to send their children to college.” However, funding for Title IV student financial aid programs has lagged behind inflation and student need for two decades. In constant dollars, the Federal Pell Grant declined 14% and campus-based aid declined 35% between 1980-81 and 1998-99<sup>15</sup>. As illustrated on Table 5 (page 70), only approximately 40% of the total need of FAFSA filers is met by grant aid. The balance of the filers’ need has to be met through either loans and/or employment.

---

**Future Initiatives**

**University  
of Iowa**

The University of Iowa will continue its efforts to create a “paperless” office by making the financial aid application process available to students through its web-based Iowa Student Information System.

This year, SUI received the John E. Moore Award which recognizes financial aid offices that have shown the highest standards of service and commitment to their students and community.

---

**Iowa State  
University**

ISU implemented an electronic student employment system that became active in 2003-2004. The conversion of the main financial aid database to a new programming platform will be initiated in 2003-2004.

---

**University of  
Northern Iowa**

The University of Northern Iowa identified the following initiatives for 2003-2004:

- Implement new scholarships for out-of-state recruitment for the class of 2004.
  - Continue the job board on MyUNiverse, a secure website for UNI students. This electronic job board allows the Financial Aid Office and prospective employers to post vacancies directly and for students to access information regarding available campus employment.
  - Pilot the Career Scholars Award, an opportunity for scholarship aid and quality work experience. A department or college may offer a student an award of \$5,000, of which \$2,000 would be a merit scholarship and \$3,000 would be a quality work experience.
  - Continue Minority Opportunity Day which allows hiring supervisors to meet with minority students interested in employment.
  - Continue financial aid orientation sessions for new students and their parents.
- 

<sup>15</sup> SOURCE: University of Iowa.

### Federal Legislation

Federal Appropriations      The following student financial aid appropriations were approved for the 2002-2003 fiscal year:

- The maximum award in Pell Grants, the basic assistance program that helps students with the greatest financial need, was increased from \$4,000 to \$4,050.
- Congress appropriated \$11.4 billion in Pell Grants, an increase of 10.2% from the prior year.
- The Perkins Loan program decreased from \$167.5 million in 2001-2002 to \$166 million in 2002-2003 (-0.9%).

### FEDERAL STUDENT FINANCIAL ASSISTANCE A COMPARISON OF FISCAL YEARS 1998–2003 AND PROPOSED 2004 FUNDING<sup>16</sup>

	FY 1998	FY 1999	FY 2000	FY 2001 <sup>17</sup>	FY 2002	FY 2003	FY 2004 Request <sup>18</sup>
Pell Grants	\$7,345	\$7,704	\$7,025	\$8,756	\$10,314	\$11,365	\$12,715
Maximum Pell Grant	\$3,000	\$3,125	\$3,300	\$3,750	\$4,000	\$4,050	\$4,050
Supplemental Educational Opportunity Grants	\$614	\$619	\$799	\$691	\$725	\$760	\$760
College Work-Study	\$830	\$870	\$930	\$1,011	\$1,011	\$1,004	\$1,004
Perkins Loan	\$165	\$130	\$130	\$160	\$167.5	\$166	\$166
Leveraging Educational Assistance Partnership (LEAP) <sup>19</sup>	\$25	\$25	\$40	\$55	\$67	\$67	\$67

<sup>16</sup> Dollars are in millions except for Maximum Pell Grants.

<sup>17</sup> The source of the data in the last two columns is the Association of American Universities (AAU).

<sup>18</sup> Senate Floor.

<sup>19</sup> Formerly known as the State Student Incentive Grants (SSIG).

## PART II – IMAGES/COLLEGE BOUND

### Background:

#### IMAGES

- The Iowa Minority Academic Grants for Economic Success (IMAGES) program was established to provide additional funding to the Regent universities to encourage Iowa minority students to remain in Iowa and to attend Iowa colleges and universities.
- The IMAGES program is supported by annual state appropriations as well as by institutional allocations.
- The grant awards are based on need and cannot exceed \$3,500 or the student's yearly financial need (whichever is less) per year.

#### Students Served

- A total of 818 minority students received IMAGES grants during the 2002-2003 academic year.
- This represents an increase of 45 students (+5.8%) from the previous year.

#### IMAGES Expenditures

- The Regent universities spent more than \$2.2 million on IMAGES programs during 2002-2003 as described in the table below.
- This represents an increase of \$476,463 (+26.6%), resulting from increased allocations from institutional funds at SUI and ISU.

### IMAGES EXPENDITURES 1997-1998 to 2002-2003

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
<b>SUI</b>	\$637,211	\$636,474	\$700,000	\$735,006	\$772,485	<b>\$906,483</b>
<b>ISU</b>	634,836	680,528	690,045	680,000	680,000	<b>\$1,026,555</b>
<b>UNI</b>	332,200	332,200	332,300	335,843	338,743	<b>\$334,653</b>
<b>TOTAL</b>	\$1,604,247	\$1,649,202	\$1,722,245	\$1,750,849	\$1,791,228	<b>\$2,267,691</b>

#### College Bound

Through the College Bound program, the Regent universities provide programs and activities that encourage Iowa minority students in grades 7-12<sup>20</sup> to think of college as a choice and help them gain some of the skills needed for college success. Each university offers College Bound programs and cooperates with other Regent universities and other postsecondary institutions in co-sponsored programs.

<sup>20</sup> Where appropriate, the Regent universities provide activities for students as young as 1<sup>st</sup> graders.

College Bound  
Vouchers

Vouchers may be obtained by any qualified middle or secondary school student at any Regent university upon completion of a College Bound program. Students may receive one voucher for each program they attend. One or more vouchers entitle a student to priority over other students applying for IMAGES grants at a Regent university if the student demonstrates financial need.

College Bound  
Expenditures

The Regent universities spent more than \$272,000 for College Bound programs during 2002-2003 as described in the following table.

**COLLEGE BOUND EXPENDITURES  
1999-2000 to 2002-2003**

	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>
<b>SUI</b>	\$100,000	\$110,000	\$110,000	<b>\$110,000</b>
<b>ISU</b>	92,066	95,526	94,734	<b>\$82,846</b>
<b>UNI</b>	80,000	80,000	80,000	<b>\$80,000</b>
<b>TOTAL</b>	\$272,066	\$285,526	\$284,734	<b>\$272,846</b>

**Analysis:**

IMAGES

One of the major components of the IMAGES program has been to encourage minority students to remain in high school and to graduate with appropriate academic preparation for college admission.

Amount of  
Awards

IMAGES awards up to a maximum of \$3,500 per year are made to lowa minority students who enroll at a Regent university and demonstrate financial need. The IMAGES grant may be received for a total of eight semesters if the student makes satisfactory academic progress toward the degree.

IMAGES grants are not the only source of financial assistance available to minority students. Other grants, scholarships, and loans are also available to assist minority students who demonstrate financial need. Each university has developed activities based on its individual program goals.

Eligibility  
Requirements

The eligibility requirements of IMAGES grants are the same for all three universities. The table below identifies the number of minority students by race/ethnicity who received IMAGES grants for the past six academic years.

**RACE/ETHNICITY OF IMAGES RECIPIENTS  
1997-1998 to 2002-2003**

	<b>African-Am.</b>	<b>Hispanic-Am.</b>	<b>Asian-Am.</b>	<b>Native Am.</b>	<b>Total</b>
<b>SUI</b>					
1997-1998	57	36	144	21	258
1998-1999	60	40	134	23	257
1999-2000	76	45	158	21	300
2000-2001	73	66	143	14	296
2001-2002	81	63	142	17	303
<b>2002-2003</b>	<b>78</b>	<b>73</b>	<b>141</b>	<b>16</b>	<b>308</b>
<b>ISU</b>					
1997-1998	75	53	149	6	283
1998-1999	84	55	183	4	326
1999-2000	103	53	187	5	348
2000-2001	90	67	151	6	314
2001-2002	77	65	128	5	275
<b>2002-2003</b>	<b>85</b>	<b>79</b>	<b>151</b>	<b>5</b>	<b>320</b>
<b>UNI</b>					
1997-1999	95	27	47	10	179
1998-1999	97	27	46	7	177
1999-2000	116	28	57	10	211
2000-2001	95	35	55	7	192
2001-2002	96	39	48	12	195
<b>2002-2003</b>	<b>99</b>	<b>37</b>	<b>45</b>	<b>9</b>	<b>190</b>
<b>TOTAL</b>					
1997-1998	227	116	340	37	720
1998-1999	241	122	363	34	760
1999-2000	295	126	402	36	859
2000-2001	258	168	349	27	802
2001-2002	254	167	318	34	773
<b>2002-2003</b>	<b>262</b>	<b>189</b>	<b>337</b>	<b>30</b>	<b>818</b>

Recipients by Educational Level      The following table shows the distribution by educational level of IMAGES grant recipients.

**DISTRIBUTION BY EDUCATIONAL LEVEL OF IMAGES AWARDS  
1997-1998 to 2002-2003**

	<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>	<b>Total</b>
<b>SUI</b>					
1997-1998	74	64	63	57	258
1998-1999	62	70	70	55	257
1999-2000	44	62	50	144	300
2000-2001	106	53	55	82	296
2001-2002	90	74	77	62	303
<b>2002-2003</b>	<b>89</b>	<b>66</b>	<b>81</b>	<b>72</b>	<b>308</b>
<b>ISU</b>					
1997-1998	73	37	46	127	283
1998-1999	62	76	80	108	326
1999-2000	97	70	94	87	348
2000-2001	91	67	66	90	314
2001-2002	108	85	42	40	275
<b>2002-2003</b>	<b>106</b>	<b>94</b>	<b>65</b>	<b>55</b>	<b>320</b>
<b>UNI</b>					
1997-1998	48	26	40	65	179
1998-1999	47	28	45	57	177
1999-2000	50	35	46	80	211
2000-2001	59	33	48	52	192
2001-2002	40	48	40	67	195
<b>2002-2003</b>	<b>34</b>	<b>43</b>	<b>56</b>	<b>57</b>	<b>190</b>
<b>TOTAL</b>					
1997-1998	195	127	149	249	720
1998-1999	171	174	195	220	760
1999-2000	191	167	190	311	859
2000-2001	256	153	169	224	802
2001-2002	238	207	159	169	773
<b>2002-2003</b>	<b>229</b>	<b>203</b>	<b>202</b>	<b>184</b>	<b>818</b>

**University  
of Iowa**

At the University of Iowa, the following information was reported for the IMAGES program:

- A total of 308 Iowa minority undergraduate students received \$906,483 of IMAGES grant awards for the 2002-2003 academic year. This represents an increase of 5 (+1.7%) in the number of awards and an increase of \$133,998 (+17.3%) in the amount of funding from the prior year.
  - The average award was \$2,943 per student which represents an increase of \$394 (+15.5%) in the average student award.
  - Of the 308 students who received IMAGES grant awards in 2002-2003, 161 recipients (52.3%) were College Bound/IMAGES voucher recipients who received a total of \$475,833. This represents a decrease of 3 (-1.8%) in the number of voucher recipients but an increase of \$60,694 (+14.6%) in the amount of funding.
  - The average award was \$2,955 per student which represents an increase of \$424 (+16.8%) in the average student award.
- 

**Iowa State  
University**

At Iowa State University, the following information was reported for the IMAGES program:

- A total of 320 Iowa minority undergraduate students received \$1,026,555 of IMAGES grant awards during the 2002-2003 academic year. This represents an increase of 45 (+16.4%) in the number of awards and an increase of \$346,555 (+51.0%) in the amount of funding from the prior year.
  - The average award was \$3,208 per student which represents an increase of \$736 (+29.8%) in the average student award.
  - Of the 320 students who received IMAGES grant awards in 2002-2003, 259 (80.9%) were College Bound/IMAGES voucher recipients who received a total of \$910,672. This represents an increase of 74 (+40.0%) in the number of voucher recipients and an increase of \$354,075 (+63.6%) in the amount of funding.
  - The average award was \$3,516 per student which represents an increase of \$507 (+16.8%) in the average student award.
-



**University of  
Northern Iowa**

The University of Northern Iowa reported the following information for the IMAGES program:

- A total of 190 Iowa minority undergraduate students received \$334,653 of IMAGES grant awards for the 2002-2003 academic year. This represents a decrease of 5 (-2.6%) in the number of awards and a decrease of \$4,090 (-1.2%) in the amount of funding from the prior year.
- The average award was \$1,761 per student which represents an increase of \$24 (+1.4%) in the average student award.
- Of the 190 students who received IMAGES grant awards in 2002-2003, 51 recipients (26.8%) were College Bound/IMAGES voucher recipients who received \$89,717. This represents a decrease of 1 (-1.9%) in the number of voucher recipients and a decrease of \$9,283 (-9.4%) in the amount of funding.
- The average award was \$1,759 per student which represents a decrease of \$145 (-7.6%) in the average student award.

---

College  
Bound  
Program

The College Bound programs at the Regent universities provide Iowa minority students with information and experiences relating to opportunities offered at the respective institutions. The universities develop and conduct programs for elementary, middle, and secondary students (grades 1 through 12) and their families aimed at encouraging students to attend a postsecondary institution, enriching and preparing students academically, and informing students on applying for admission.

---

Eligibility for  
Vouchers

Iowa minority students in grades 7-12 who participate in a College Bound activity are eligible to receive a College Bound/IMAGES voucher that entitles them to priority for an IMAGES grant when they enroll at a Regent university and they demonstrate financial need.

---

College Bound  
Participants

The following table describes the race/ethnicity of College Bound participants at the Regent universities during 2002-2003.

**RACE/ETHNICITY OF COLLEGE BOUND VOUCHER PARTICIPANTS  
2002-2001 to 2002-2003**

	<b>African-Am.</b>	<b>Hispanic-Am.</b>	<b>Asian-Am.</b>	<b>Native Am.</b>	<b>Other<sup>21</sup></b>	<b>Total</b>
<b>SUI</b>						
2001-2002	396	366	210	83	814	1,869
<b>2002-2003</b>	<b>590</b>	<b>370</b>	<b>237</b>	<b>73</b>	<b>72</b>	<b>1,342</b>
<b>ISU</b>						
2001-2002	367	318	180	36		901
<b>2002-2003</b>	<b>344</b>	<b>386</b>	<b>160</b>	<b>35</b>		<b>925</b>
<b>UNI</b>						
2001-2002	212	166	50	40		468
<b>2002-2003</b>	<b>330</b>	<b>163</b>	<b>55</b>	<b>37</b>		<b>585</b>
<b>TOTAL</b>						
2001-2002	975	850	440	159	814	3,238
<b>2002-2003</b>	<b>1,264</b>	<b>919</b>	<b>452</b>	<b>145</b>	<b>72</b>	<b>2,852</b>

Number of  
Students  
Served

- In 2002-2003, SUI served 2,097 Iowa students in College Bound programs. There were 1,420 (67.7%) minority students and 1,342 (64.0%) voucher recipients.
- ISU served 925 Iowa students in College Bound programs. All were minority students as well as voucher recipients.
- UNI served 596 Iowa students in College Bound programs. All were minority students. There were 585 (98.2%) voucher recipients

College Bound  
Expenditures

- SUI spent \$110,000 to support its College Bound Program in 2002-2003.
- ISU spent \$82,846 to support its College Bound Program.
- UNI spent \$80,000 to support its College Bound Program.

<sup>21</sup> White or unknown race/ethnicity.

Evaluation of  
College Bound  
Activities

In addition to the total number of participants at College Bound activities each year, another measure of effectiveness is the number of College Bound participants who enroll at the Regent universities.

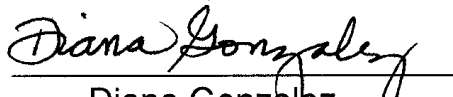
- At SUI, there were 506 College Bound minority student participants who applied for admission in Fall 2002. Of that number, 387 (76.5%) were admitted and 249 (64.3%) enrolled.
- At ISU, there were 219 College Bound minority student participants who applied for admission in Fall 2003. Of that number, 167 (76.3%) were admitted and 130 (77.8%) accepted.
- At UNI, there were 41 College Bound minority participants who applied for admission in Fall 2003. Of that number, 35 (85.4%) were admitted.

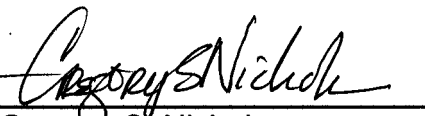
---

Iowa General  
Assembly

In compliance with Iowa Code, Chapter 262.93, the College Bound and IMAGES Report will be submitted to the Iowa General Assembly.

---

  
\_\_\_\_\_  
Diana Gonzalez

Approved:   
\_\_\_\_\_  
Gregory S. Nichols

**APPENDIX A**  
**GLOSSARY**

College Bound Program

College Bound programs consist of campus visits, summer programs, and partnerships between universities, communities, and schools. Participating students gain a broader awareness of different cultures, stronger academic skills, and a sense of comfort with the campus environment. In particular, students come to realize that college can be part of their future.

---

Debt Repayment Counseling

All three institutions indicated that students are counseled on debt repayment when students first take a loan and before they exit the university. Students may seek and receive further counseling at any other time.

The Regent universities have implemented the following procedures to apprise students of their financial obligations:

- Financial award letters that include cumulative loan information;
  - Interactive software that allows students to access their records and calculate loan amortization;
  - U.S. Department of Education literature that provides repayment information in prominent locations; and
  - Counseling on other options, such as employment and reducing costs of living.
- 

Economic Growth and Tax Relief Reconciliation Act of 2001

Several provisions of this Act apply to parents who are saving or paying for college expenses:

- Up to \$5,250 in annual employer-provided educational assistance for graduate and professional studies is allowed.
  - The income eligibility for student loan interest deduction increased for single taxpayers and for married taxpayers who file jointly. After 2002, income eligibility will be adjusted annually for inflation. The 60-month limit on tax deductibility for interest paid on student loans was eliminated.
  - Tax-free treatment of withdrawals from qualified tuition plans is allowed.
  - The annual contribution for education IRAs increased from \$500 to \$2,000 per year; the income eligibility increased also.
-

Expected Family Contribution (EFC)	<p>The Expected Family Contribution (EFC) is an amount that the student and his/her family are expected to contribute toward the student's education. If the EFC is below a certain amount, the student will be eligible for a Federal Pell Grant, assuming all other eligibility requirements are met.</p> <p>The EFC data elements may be adjusted under certain circumstances, e.g., the EFC may be adjusted to consider the family's elementary and secondary tuition expenses, their medical and dental expenses not paid by insurance, unusually high child care expenses, a family member's recent unemployment, a parent's own education expenses, or other changes in a family's income, a family's assets, or a student's status.</p>
Federal Direct Student Loan Program	<p>The Federal Direct Student Loan program has had a major positive impact on the student borrower population. In 1999, the U.S. Department of Education announced a package of three discounts for all students who borrow under the Direct Loan program.</p> <p>The package of discounts includes: (1) a 1% point reduction in the up-front loan origination fee from four percent to three percent; (2) a .25% point interest rate deduction for borrowers who pay off loans electronically; and (3) a .6% point interest rate deduction for borrowers who consolidate their loans while they are in school or during the six-month grace period before they enter the repayment period.</p>
Federal Graduate Stafford Loan	<p>The Federal Graduate Stafford Loan is the same as the undergraduate loan, except that graduate students may borrow up to \$18,500 for graduate school and up to \$38,500 for medical school.</p>
Federal Parent Loan for Undergraduate Students (PLUS)	<p>The Federal PLUS is a simple interest, government guaranteed, no collateral loan. The interest rate effective through June 2003 is 4.22%. The interest rate is capped at 9.0%. Parents may be eligible to borrow up to the total cost of college less all financial aid received.</p> <p>Parents are eligible for the PLUS if they meet the minimum government credit requirements. Parents begin repayment 30 days after the final disbursement for the academic year. The PLUS is based on a ten-year repayment plan with no prepayment penalties.</p>
Federal Pell Grant	<p>A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree.</p>

Federal Perkins Loan

A Federal Perkins Loan is a low-interest (5%) loan for both undergraduate and graduate students with exceptional financial need. The school is the lender. The loan is made with government funds with a share contributed by the school. The student must repay the loan to the school.

Depending on when the student applies, the level of need, and the funding level of the school, the student can borrow up to \$3,000 for each year of undergraduate study; \$5,000 for each year of graduate or professional study. A Perkins Loan borrower is not charged any fees. However, if the student skips a payment, makes a late payment, or makes less than a full payment, the student may have to pay a late charge in addition to any collection costs.

---

Federal Supplemental Educational Opportunity Grant (FSEOG)

A Federal Supplemental Educational Opportunity Grant (FSEOG) is for undergraduates with exceptional financial need, i.e., students with the lowest expected family contributions and gives priority to students who receive Federal Pell Grants. An FSEOG does not have to be paid back.

There is no guarantee that every eligible student will be able to receive an FSEOG; students at each school may be awarded an FSEOG based on the availability of funds at that school. The student can receive between \$100 and \$4,000 a year, depending on the date of application, level of need, funding level of the school, and policies of the school's financial aid office.

---

Federal Undergraduate Stafford Loan

The Federal Undergraduate Stafford Loan is a simple interest, government guaranteed, no collateral loan. The interest rate effective through June 2003 is 4.06% after leaving school. The interest rate is capped at 8.25%. Students may borrow while in school and begin repayment six months after leaving school or graduating. Dependent students may borrow between \$2,625 and \$5,500, depending on their educational level. Independent students may borrow between \$6,625 and \$10,500 depending on their educational level.

---

Iowa Minority Academic Grants for Economic Success (IMAGES)

IMAGES grants help students who enter the University of Iowa, Iowa State University, or the University of Northern Iowa and demonstrate financial need. An IMAGES grant is limited to a student's yearly financial need or \$3,500, whichever is less. This grant helps to cover tuition and room and board, and supplements other sources of funding. To receive priority consideration for an IMAGES grant, a student must be African-American, Native American, Hispanic-American, or Asian-American, and participate in at least only College Bound program between 7<sup>th</sup> – 12<sup>th</sup> grades.

---

Master Promissory Note      The Master Promissory Note reduces the turnaround time on borrowing because there is no longer a need for continuing students to sign new promissory notes. Beginning in 2000-2001, students who borrowed direct student loans received an immediate rebate on the origination fee equal to 1.5% of the loan. Over a standard ten-year loan, the rebate amounts to an interest rate reduction of .24 percentage points per year.

---

Non-Traditional Student      For financial aid purposes, undergraduate students at the Regent universities are defined as non-traditional if they are at least 24 years of age or are single with a dependent child.

---

Partnership Loan Program      The Partnership Loan Program is a private, non-need-based loan, which allows students to borrow the difference between the cost of attendance and any other financial aid awarded. The program has flexible features that enable families to choose conditions that best meet their personal circumstances. These features include the choice between a fixed or variable interest rate, three repayment options, and optional co-borrower provisions.

---

Racial/Ethnic Minority Student      A racial/ethnic minority student is defined as a person who is African-American, Hispanic-American, Asian-American/Pacific Islander, or American Indian/Alaska Native.

---

Subsidized Loan      A subsidized loan is awarded on the basis of financial need. The student will not be charged any interest before beginning repayment or during authorized periods of deferment. The federal government subsidizes the interest during these periods.

---

Types of Loans      There is a variety of loan programs available to students and their parents:

- Federal Perkins Loan is a low-interest loan for students with exceptional financial need;
- Federal Stafford Loan is a simple interest, government guaranteed, no collateral loan;
- Federal PLUS (Parent Loan for Undergraduate Students) is a simple interest, government guaranteed, no collateral loan; parents are eligible for the PLUS if they meet the minimum government credit requirements;
- Partnership Loan and Parent Partnership Loan are private, non-need based loans that have flexible features, such as a choice between a fixed or variable interest rate.

---

Unmet/Overmet Financial Need      Unmet/overmet financial need is calculated by subtracting the expected family contributed (EFC) and the assistance (grants, scholarships, loans, and employment) provided by the institution or other sources from the cost of attendance (tuition, fees, books, and room and board).

---

Unsubsidized Loan      An unsubsidized loan is not awarded on the basis of need. The student will be charged interest from the time the loan is disbursed until it is paid in full. If the interest is allowed to accumulate, it will be capitalized, i.e., the interest will be added to the principal amount of the loan and additional interest will be based on the higher amount.

---

Work-Study Funds      Work-study funds come from federal and state programs in which a maximum of 75% of the wages is covered by the federal or state program. However, the institution may choose to cover more than 25% of the wages through internal allocations.

The federal government covers 100% of the wages for students who are employed in community service positions, such as America Reads<sup>22</sup> and America Counts<sup>23</sup>. The federal government covers 75% of the wages for students who are employed in community-based organizations; the employing organization covers the other 25% of the wages. The Regent institutions typically exceed the minimum required (7%) by the U.S. Department of Education for community service awards.

---

<sup>22</sup> Federal initiative to improve elementary students' reading skills.

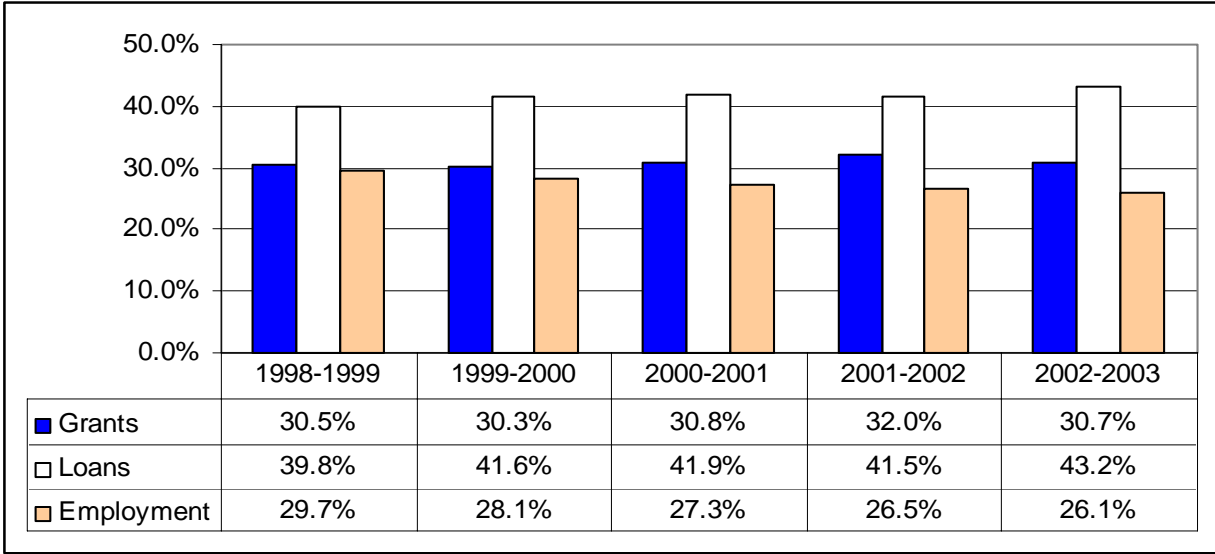
<sup>23</sup> Federal initiative to improve elementary students' math skills.



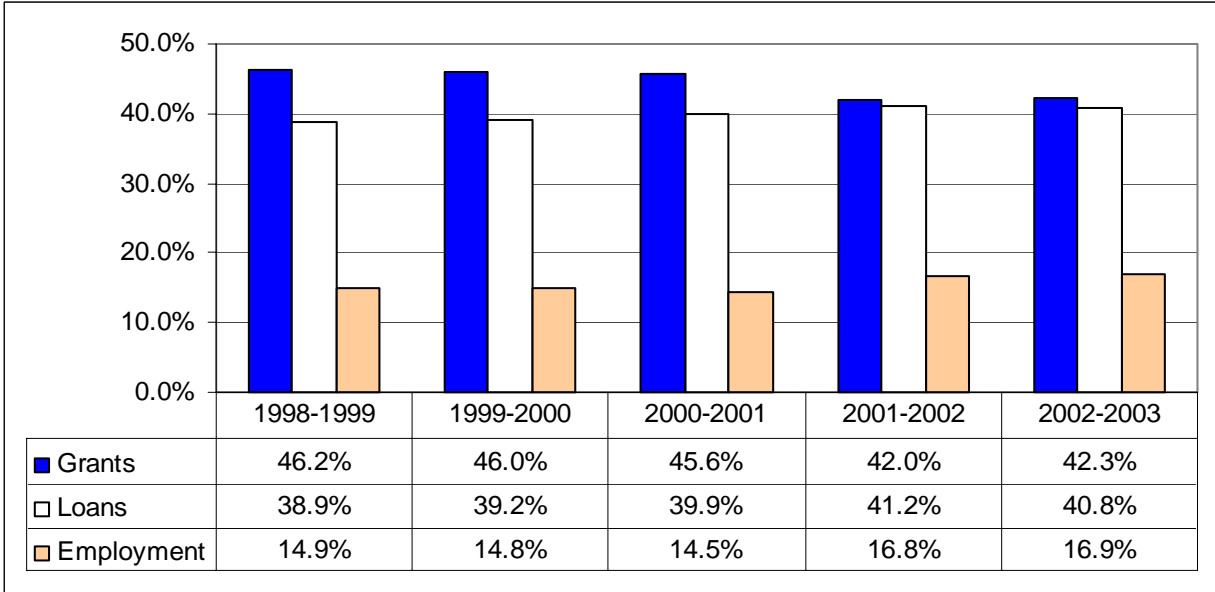
**APPENDIX B  
FIVE-YEAR COMPARISON BY NUMBER OF STUDENT FINANCIAL AID AWARDS**

The next two pages set forth tables showing five-year comparisons of the percent of student financial awards provided at each university by category (grants, loans, employment).

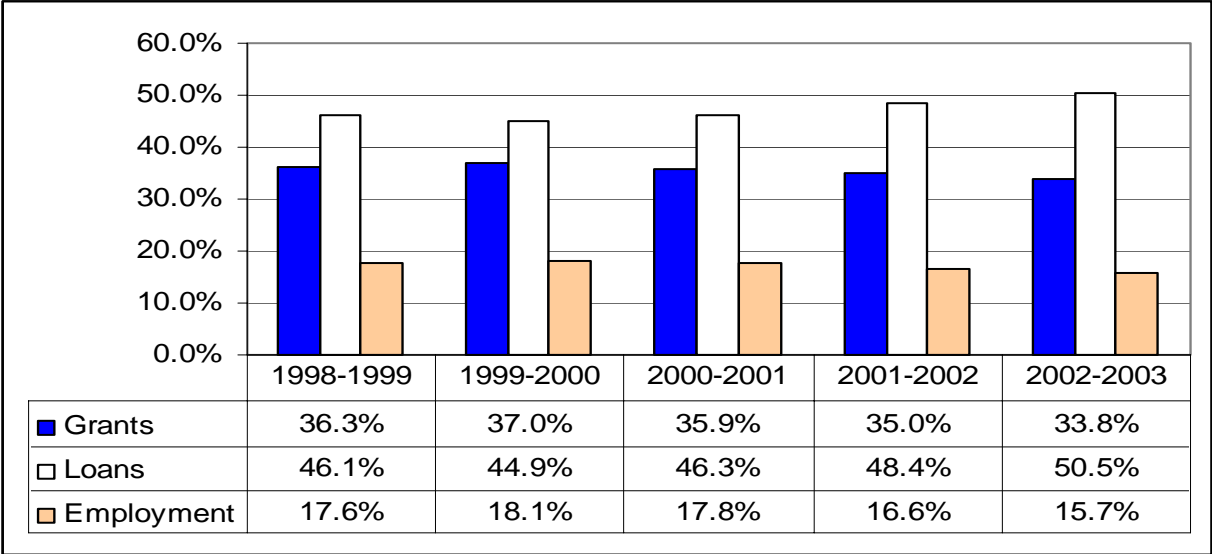
**FIVE-YEAR COMPARISON BY NUMBER OF STUDENT FINANCIAL AID AWARDS  
UNIVERSITY OF IOWA**



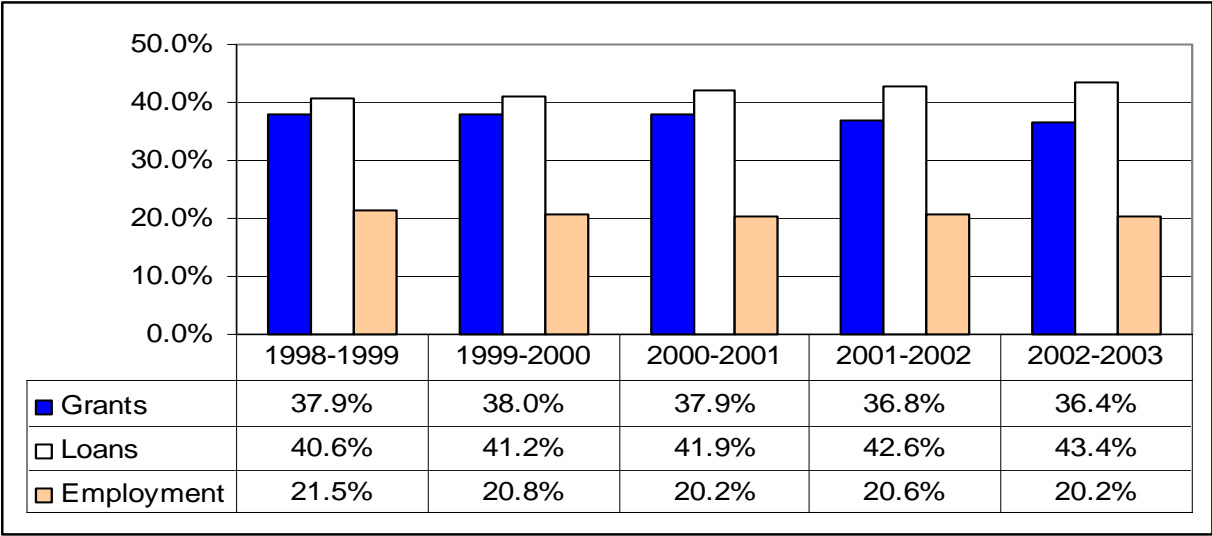
**FIVE-YEAR COMPARISON BY NUMBER OF STUDENT FINANCIAL AID AWARDS  
IOWA STATE UNIVERSITY**



**FIVE-YEAR COMPARISON BY NUMBER OF STUDENT FINANCIAL AID AWARDS  
UNIVERSITY OF NORTHERN IOWA**



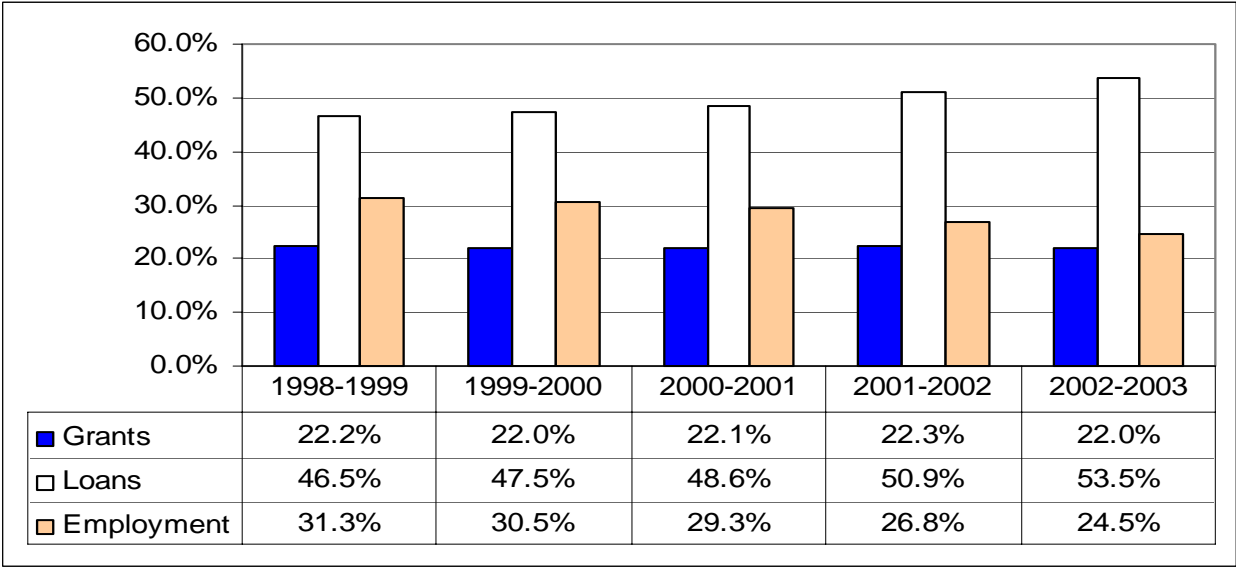
**FIVER-YEAR COMPARISON BY NUMBER OF STUDENT FINANCIAL AID AWARDS  
REGENT UNIVERSITIES**



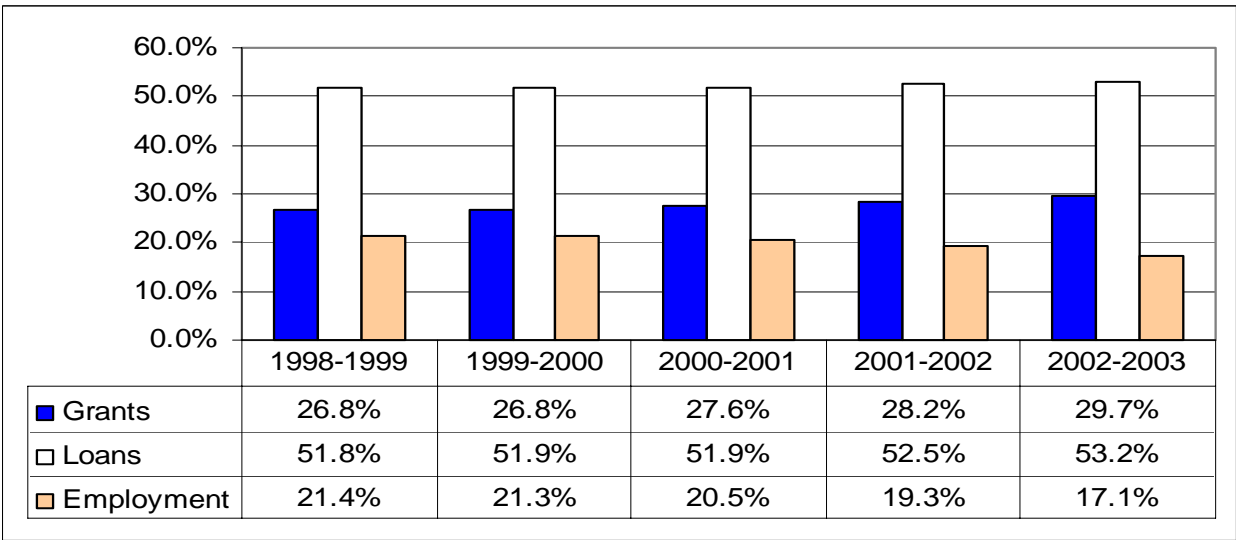
**APPENDIX C  
FIVE-YEAR COMPARISON BY AMOUNT (\$) OF  
STUDENT FINANCIAL AID AWARDED**

The next two pages set forth tables showing five-year comparisons of the percent of student financial aid awards at each university by category (grants, loans, employment).

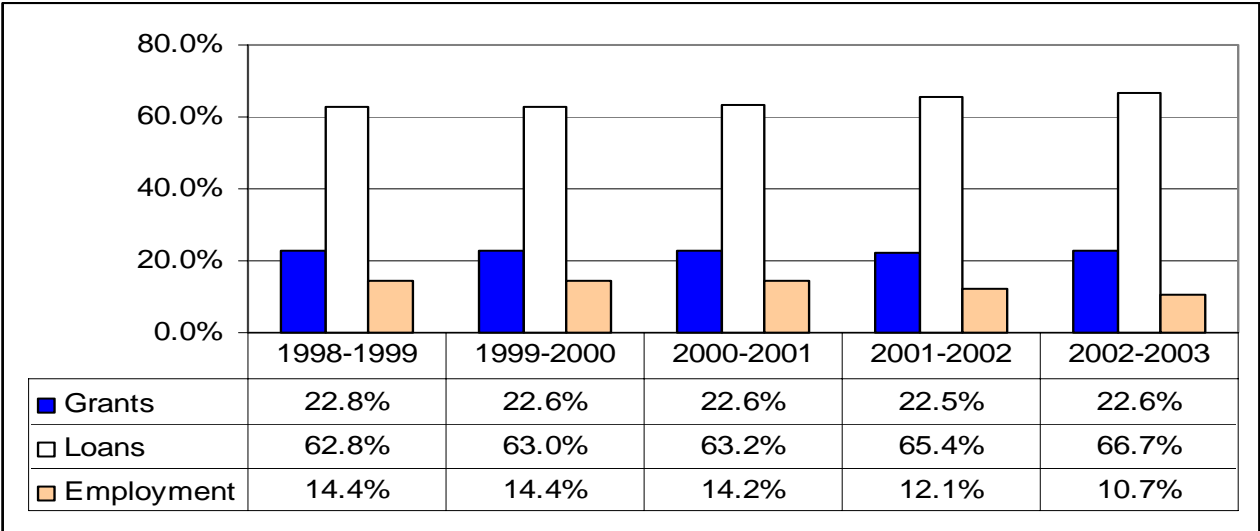
**FIVE-YEAR COMPARISON BY AMOUNT (\$) OF  
STUDENT FINANCIAL AID AWARDED  
UNIVERSITY OF IOWA**



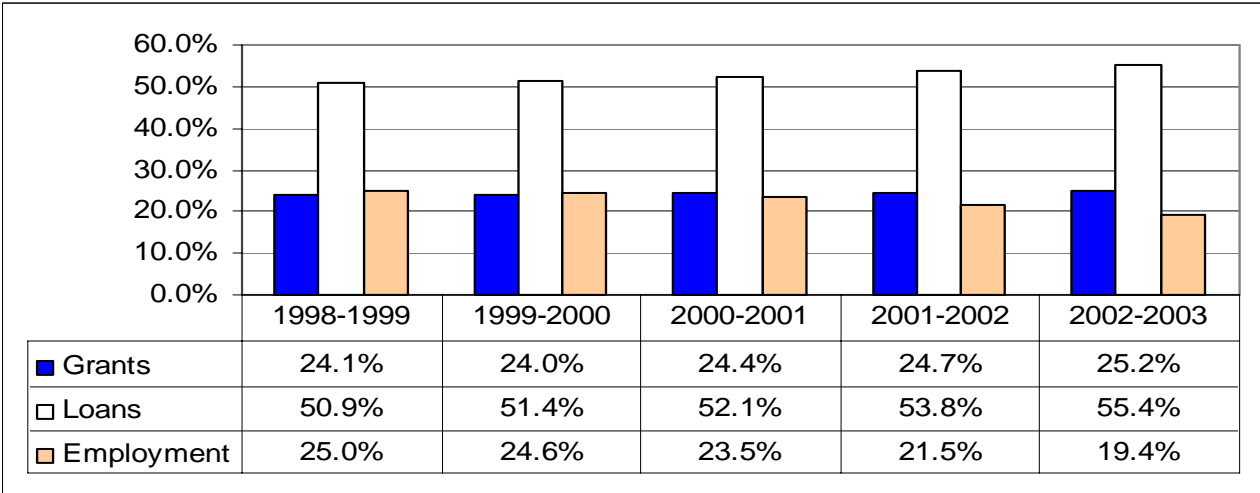
**FIVE-YEAR COMPARISON BY AMOUNT (\$) OF  
STUDENT FINANCIAL AID AWARDED  
IOWA STATE UNIVERSITY**



**FIVE-YEAR COMPARISON BY AMOUNT (\$) OF  
STUDENT FINANCIAL AID AWARDED  
UNIVERSITY OF NORTHERN IOWA**



**FIVE-YEAR COMPARISON BY AMOUNT (\$) OF  
STUDENT FINANCIAL AID AWARDED  
REGENT UNIVERSITIES**



## APPENDIX D COLLEGE BOUND PROGRAMS PROVIDED BY THE REGENT UNIVERSITIES

### UNIVERSITY OF IOWA

**Campus Visits**            Opportunity at Iowa and the Office of Admissions conduct campus visit programs that bring minority individuals and groups to campus. High school students meet with staff from the offices of Admissions, Financial Aid, Support Service programs, and attend events at Hancher Auditorium, Theatre Arts, the campus cultural centers, or Carver-Hawkeye Arena.

Among the groups who visit the campus annually are Luther College Upward Bound, Waterloo Educational Talent Search, UNI Upward Bound, Davenport Community Schools, Burlington Minority Scholars, Quad Cities Scholars, Columbus Junction Community Schools, Burlington and Fort Madison Minority Scholars Program, West Liberty Schools, Des Moines M.A.P., South Tama High School, St. Ambrose Upward Bound, and the Meskwaki Summer Youth Employment Program.

---

### On-Campus Programs

**Hawkeye Visit Days**                    This program, which hosts Native American, African-American, Latino, and Asian-American students for a special luncheon and presentations about academic and other opportunities on campus, is conducted each fall and spring by Opportunity at Iowa. These six, one-day events are an opportunity for prospective students to become more familiar with campus life and engage directly with faculty and staff as well as current students. Parents and other family members are strongly urged to participate.

---

**Cultural Diversity Day**            The University designates a day to recognize, celebrate, and inform people about the diversity of cultures in the community. Opportunity at Iowa hosts more than 5,000 students on campus from Cedar Rapids Grant Wood Elementary School, West Liberty, Waterloo, Burlington Public Schools, and Iowa City public schools.

---

**FYI (Future is Yours at Iowa) Orientation**            This pre-orientation program for minority students who have been admitted to the University offers students and their parents an opportunity to connect with campus academic and social support systems, as well as gain information about registration, campus programs, and the Iowa City community. More than 65% of the students who participate eventually enroll at the University.

---

Multicultural Graduation and Recognition Banquet

More than 300 individuals, including prospective students and their families, attend this annual event, which is designed to recognize minority students receiving professional, graduate, and undergraduate degrees from the University. Deans and department directors present awards to students and students confer an award on a faculty or staff member who has worked to enhance diversity in campus life.

---

Latino Youth Conference

This annual event, sponsored by Opportunity at Iowa and the Office of Admissions, brings more than 60 Iowa Latino high school students to campus for College Bound activities and leadership workshops. The event is held in conjunction with the annual "Strengthening and Valuing Latino Communities in Iowa" Conference, sponsored by the SUI School of Social Work and the State of Iowa Commission on Latino Affairs.

---

#### Off-Campus Programs

Visits to Targeted Schools

Targeted Iowa schools include those with 5% or more minority enrollment and selected out-of-state schools with 15% or more minority enrollment. Opportunity at Iowa conducts outreach and recruitment of minority high school and undergraduate students within the state (College Bound program) as well as out of state.

---

Quad Cities Senior High School Banquets for Latinos and African-Americans

The University works with the Quad Cities Higher Education Committee to celebrate the accomplishments of minority high school seniors in the area by inviting students and their parents to the banquets. The purpose of the banquets is to encourage high school seniors to maintain their momentum toward graduation and to consider college as an option after high school.

---

Muscatine Latino High School Banquet

The University joins Muscatine Community College and Latino community leaders in a program established to recognize graduating seniors and to encourage younger students to continue with high school and to enroll in college bound courses so that they might be better prepared for college opportunities.

---

Multicultural Engineering Student Association (MESA)

Students in the College of Engineering assist in tutoring minority students in the Iowa City School District.

---

American  
Indian/Native  
Alaskan Initiatives

The University expanded activities aimed at recruiting American Indian/Native Alaskan students. These included outreach to the Meskwaki Settlement with tutoring sessions for primary and secondary school students, campus visits by Native students, participation in the University of Iowa American Indian Student Association Powwow, support for guest speakers, the American Indian Science and Engineering Society, the Iowa First Nations Summer Programs for 9<sup>th</sup> and 10<sup>th</sup> grade students, and on-site visits to meet with different Iowa community groups.

---

College Fairs

Sioux City Career,  
College, and  
Leadership  
Conference

This conference, co-sponsored by the Regent universities, provides workshops on a variety of subjects, including how to prepare for college and how to complete financial aid information forms. Between 300-400 minority students from the Sioux City Community School District participate.

---

Annual Central  
Iowa Latino  
College  
Exposition

With a focus on the Des Moines area, this event attracts several hundred middle and high school Latino students, their parents and counselors, and community leaders. Des Moines Area Community College was the site of this year's annual college fair, co-sponsored by the Regent universities, the Commission on the Status of Latinos, and the Des Moines School District.

---

School and  
Community  
Partnerships (SCP)  
Program

Public schools, community colleges, and community-based education programs in Iowa's 23 largest minority-serving school districts/communities are visited on a regular basis. Partnerships between the schools and community-based programs and the University have formed to advance the academic success of participating students and to increase the likelihood that these students will pursue their higher education at a Regent university.

Formal partnerships have been established with the following school districts/communities: Des Moines, Davenport, Waterloo, Sioux City, Cedar Rapids, Iowa City, Muscatine, Council Bluffs, Ames, Marshalltown, Storm Lake, Bettendorf, Burlington, Dubuque, West Liberty, Tama, Fort Dodge, Clinton, Columbus, Fort Madison, Pleasant Valley, and Perry.

---

Pen Pal  
Partnerships

Elementary (4<sup>th</sup> and 5<sup>th</sup> graders) and middle school students from Cedar Rapids Grant Wood Elementary and West Liberty Middle School are matched with faculty, staff, or student pen pals from the University. The goals of this program are to provide students with positive role models and to increase their motivation for academic success.

---

## Summer Programs

Pre-College Summer Programs      Approximately 80 minority students participated in 14 different summer workshops or programs in 2002-2003. Students lived on campus for two to six weeks, allowing them to explore the campus, meet students, and work closely with faculty and staff. These programs included Secondary Student Training Program, Journalism Workshops, Art Workshop, National Institute of Forensics, All State Music Camp, Waterloo/McElroy Summer Program in Health Sciences, and the Des Moines Area Community College Health Careers Opportunities Program.

---

Cedar Rapids Academy      The Academy for Scholastic and Personal Success is a six-week summer program for African-American students in grades 8-12. The goals of the program are to enhance self-concept and increase academic achievement through intensive instruction in African-American history and literature, math, science, and study skills.

---

## Other College Bound Activities

University of Iowa Live Radio Shows      Through these weekly programs on KBBG (Waterloo) and KJMC (Des Moines), an Opportunity at Iowa staff host interviews a special guest from the University or community (e.g., a faculty member, student, program administrator, or community member) to discuss issues of interest to the local community. Waterloo and Des Moines community leaders have also been special guests on the radio show. Listeners may call-in to talk or ask questions of the host and guest.

---

Opportunity at Iowa Newsletters      *Opportunities* is published twice each semester, with brief stories and a current calendar of events. The publication strives to keep students informed of new minority faculty and students on campus, multicultural events, student services, academic programs, research/job/career development opportunities, and summer programs. More than 4,000 copies of each issue are distributed on campus and to prospective students.

Opportunity at Iowa also produces a special edition summer newsletter that is distributed during the nine Summer Orientation sessions coordinated by the Office of Orientation Services. **KidZone** is a newsletter produced by Opportunity at Iowa for children in grades K-6. It encourages students to enjoy learning and to explore the possibility of attending college, especially at the University of Iowa.

---

Opportunity at Iowa on the Web      Opportunity at Iowa maintains an extensive, interactive website on the University's web page; it is a source of information for prospective and current students. More than 1,700 viewings are registered each month on the site. The URL is <http://www.uiowa.edu/~provost/oi>.

---



## IOWA STATE UNIVERSITY

### Program Improvements

The following improvements were made in the College Bound program during FY 03:

- Developed a partnership with Central College's GEAR-UP program to offer mentoring services to a high school cohort from Des Moines. ISU student mentors implemented activities developed by College Bound and the College of Education Minority Liaison officer.
- Developed programs and contacts focusing on new areas of the state.
- Focused programs and activities on inviting students who had attended a previous College Bound event to a 2<sup>nd</sup> or 3<sup>rd</sup> activity with College Bound.
- Increased awareness of College Bound among ISU staff and students resulting in increased collaboration.
- Took a lead role in planning the summer 2003 Early Outreach Program at ISU (EOP@ISU) and the new rising 12<sup>th</sup> grader Experience Iowa State Day.
- Offered more personalized campus visits and workshops for minority students and their families. These included stops at various cultural centers and student panels involving ISU students from similar ethnic backgrounds. Students learned about available services, toured the campus, and met with a number of college representatives.

---

### Multicultural Vision Program (MVP)

This program was created to provide up to 100 College Bound participants, in-state minority students with demonstrated need, the opportunity to receive a renewable tuition grant if they demonstrate potential beyond class ranking or test scores. Students attend programs and participate in interviews. ISU staff visit with each candidate and the candidate's family to discuss options at ISU through the MVP.

Out of the 268 12<sup>th</sup> graders who participated, 181 students applied for admission to ISU; of this number, 111 students were accepted at ISU. ISU offered 100 MVP awards based on financial need for Fall 2003. These 100 students will participate in a University Studies orientation course during the Fall 2003 semester and in other programs and activities, including events for parents and families, throughout their enrollment.

---

Career, College,  
and Leadership  
Conference

This conference, attended by 175 minority students from the Sioux City tri-state area, focused on academic, leadership, career, and motivational issues. Students in grades 9-12 attended breakout sessions, participated in a college fair, and listened to motivational speakers. The breakout sessions showcased ISU and programs and services available to students. Four participants (out of 47 12<sup>th</sup> graders) applied to ISU and three were accepted for Fall 2003.

---

Central Iowa  
Latino College  
Exposition

This annual event was attended by 67 Hispanic youth in the Central Iowa area. The daylong program offered informational sessions on academics, financial aid, career paths, student panels, and college representatives/booths. Students were also given opportunities to learn about careers. Six participants (out of 32 12<sup>th</sup> graders) applied to ISU and two were accepted for Fall 2003.

---

College Fair –  
UNI TRIO  
Program

This college fair for TRIO participants in the Waterloo and Cedar Falls area presented breakout sessions on how to go to college. Information was distributed about College Bound, Early Outreach Program @Iowa State University (EOP@ISU), Academic Program for Excellence (APEX), and Multicultural Vision Program (MVP). Students received information about programs/majors offered at ISU, admission information, and handouts on financial aid and scholarships from current ISU students. Four participants (out of 6 12<sup>th</sup> graders) applied to ISU and one was admitted for Fall 2003.

---

College Night –  
Perry

Students and their parents/families from Perry High School were invited to attend a college night hosted by the high school. The program targeted the Latino student population and many of the services, brochures, and speakers were available in Spanish. The event focused on providing information about college options to the families and giving them a chance to meet and visit with representatives from surrounding colleges and universities. College Bound hosted a booth with information about ISU's admissions criteria, programs/majors offered, and application processes. Information about the MVP and George Washington Carver (GWC) scholarships were distributed. One participant (out of 2 12<sup>th</sup> graders) applied to ISU for Fall 2003 but none were accepted.

---

College Night –  
Ames

A college information night was held for minority students and their parents at the Black Cultural Center in Ames. Information was distributed about College Bound, EOP@ISU, APEX, and MVP. Students and their parents/families received information about programs offered and opportunities at ISU. Discussion focused around students' plans and course of action to follow. Four participants (out of 7 12<sup>th</sup> graders) applied to ISU and four were admitted for Fall 2003.

---

Council Bluffs  
Minority  
Student  
Workshop

Twenty-nine ethnic minority students from Abraham Lincoln and Thomas Jefferson High Schools attended a college workshop presented by College Bound. Students learned about College Bound and received a "Go to College: Here's How" packet. The presentation focused on benefits of attending college and the differences between two-year and four-year colleges and provided a checklist for each grade level to prepare for college. Students also received ISU folders and learned about the programs offered at ISU. Two participants (out of 13 12<sup>th</sup> graders) applied to ISU and one was admitted for Fall 2003.

---

EOP@ISU

Three separate, weeklong residential programs were offered to 124 rising 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students. Students who attended the program the previous year were given priority in admission to the program. The goals of the program were to provide exposure to college life, help explore career options, assist with leadership and teamwork skills, and present opportunities to interact with ISU students and staff.

EOP participants received instruction in math, science, and language arts while participating in hands-on activities and projects. Final projects were presented at the end of each week. Parents and family members attended opening and closing ceremonies and received information related to college admissions, appropriate pre-college curriculum choices, and financial aid procedures.

---

Minorities in  
Teaching – Each  
One Teach One

The Minorities in Teaching initiative was implemented through the Each One Teach One (EOTO) mentoring program at ISU. EOTO, created and facilitated by College Bound and the College of Education Minority Liaison Officer, matches ISU undergraduate student mentors with minority high school students. The program is intended to help generate interest in education fields through an interactive peer mentoring process and by completing a shared comprehensive project. This year, the program partnered with the GEAR-UP program serving Des Moines students at East and North High Schools. ISU students served as mentors to the GEAR-UP high school students for a variety of activities, including campus visits. There were 32 10<sup>th</sup> grade minority participants.

---

[EOP@ISU](#) (Early Outreach Program at ISU) – Senior Program

A one-day campus visit was offered to 12<sup>th</sup> grade students. The visit highlighted the benefits of a college/university education. Students and family members listened to speakers on financial aid, admissions, and academic information. Two participants (out of 2 12<sup>th</sup> graders) applied to ISU and two were admitted for Fall 2003.

---

TRIO Conference

A conference for participants from Briar Cliff University and Western Iowa Technical Community College TRIO program was offered. College Bound presented breakout sessions on how to go to college, EOP@ISU, College Bound activities, APEX, and MVP. Students received information about programs/majors offered at ISU, admission information, and handouts on financial aid and scholarships from current ISU students. None of the 12<sup>th</sup> graders applied for admission to ISU for Fall 2003.

---

White Privilege Conference

College Bound sponsored the 4<sup>th</sup> annual White Privilege Conference, titled “Understanding, Connecting, and Respecting,” at Central College for high school students. Seven minority students attended breakout sessions exposing them to new ideas, practical tools, and greater understanding of difficult, critical issues (prejudice, power, and privilege). Distinguished local, national, and international presenters enlightened the conference participants during the two-day event. Four participants (out of 6 12<sup>th</sup> graders) applied to ISU and four were admitted for Fall 2003.

---

College Campus Visits

The purpose of campus visits is to provide an opportunity for ethnic minority students to visit ISU and explore their options. The College Bound Program sponsored five group and individual visits for 132 minority students during the year. The participants received information from admissions and financial aid staff, received information in the academic discipline of their choice, had opportunities to interact with ethnic minority staff and students, toured the campus, and ate lunch at the residence hall facilities.

The groups included 24 minority students from Burlington High School, 22 from Council Bluffs Minority High School, 24 from Des Moines East High School, 39 from Des Moines Lincoln High School, and 23 from GEAR-UP in Waterloo. Four of the 19 12<sup>th</sup> graders who participated in the campus visits applied to ISU and two were admitted for Fall 2003.

---

Individual Campus Visits

Nine students participated in individual campus visits. Three students (out of 6 12<sup>th</sup> graders) applied for admission to ISU and one student was accepted for Fall 2003.

---

Partnership for Economic Progress (PEP) Academy

Six students participated in the PEP Academy. One student (out of 1 12<sup>th</sup> grader) applied for admission at ISU but was not accepted.

---

Sanford Community Center (Sioux City)

Seventeen 1<sup>st</sup>-6<sup>th</sup> grade students participated in this campus visit

---

West Middle School (Sioux City)

Six 8<sup>th</sup> grade students participated in this campus visit.

---

UNI Educational Talent Search

Thirteen 10<sup>th</sup>-12<sup>th</sup> grade students participated in this campus visit. Five students (out of 7 12<sup>th</sup> graders) applied for admission to ISU and four were admitted for Fall 2003.

---

Most Successful College Bound Program at ISU

The College Bound Program that has been the most successful in attracting students to ISU is the Multicultural Vision Program (MVP). A total of 100 new MVP students will enroll at ISU in Fall 2003. In-state minority students with demonstrated financial need and demonstrated potential beyond class ranking or test scores have an opportunity to receive a renewable tuition grant. The MVP award recipients will participate in a University Studies orientation course during Fall 2003 and in other programs and activities, including events for parents and families, throughout their enrollment.

---

## UNIVERSITY OF NORTHERN IOWA

### College Bound Program at UNI

The College Bound Program augments the recruitment efforts of the Office of Admissions through traditional and non-traditional activities designed to inform and encourage students of color to pursue higher education. Students identified in high schools, visitation programs, co-sponsored programs, the College of Business Administration Excel Program, and referrals from faculty, alumni, and community members are entered in the EMAS+ tracking system that provides on-going informational mailings to students from initial inquiry to actual enrollment.

The College Bound programs incorporate a variety of activities sponsored by the Office of Admissions, College of Business Administration, and individual university departments and colleges. Activities include a campus visitation program, community/high school visits, and co-sponsored programs. The Ethnic Student Promoters, a group of enthusiastic UNI students who assist with campus and community programs, provide tours, host visitors for lunch, present panel discussions, and are instrumental in providing a minority student perspective on college life.

---

### Campus Visitation Programs

#### UNI Educational Talent Search Career Workshop

Twenty-four middle school students from Waterloo participated in a career exploration workshop on campus. The workshop included presentations on preparing for high school, course requirements for admission to the three state universities, and sessions on positive self-esteem.

---

#### Des Moines Christ Temple Church

Thirteen students from Des Moines Christ Temple Church participated in presentations on admissions, financial aid, student support services, a campus tour, and lunch in the dining center.

---

#### United Sisters Conference

There were eight participants at the day-long women's conference that included a campus visit tailored to discuss academic excellence, positive self-esteem, and positive role models. The program also included a campus tour and lunch on campus.

---

#### UNI College Fair

Eighteen minority students from the Waterloo/Cedar Falls and surrounding area participated in the annual UNI DomeCollege Fair. The students completed UNI information cards and received a letter acknowledging their participation.

---

St. Ambrose Upward Bound Program Campus Visit	Six participants heard presentations on admissions, financial aid, and student support services. The visit also included a campus tour and lunch in the dining center.
PEP Academy Campus Visit	Twenty-one participants from the Des Moines PEP Academy visited campus and heard presentations on admission requirements, financial aid and scholarships, and student support services available on campus. The visit also included lunch on campus and attendance at a UNI football game. Parents accompanied the students and were present at all sessions.
Educational Talent Search Campus Visit	Five participants from the UNI Educational Talent Search Program from East and Expo High Schools visited campus. The visit included an admissions presentation, tour of the campus, and a visit to student support services.
Marshalltown High School Campus Visit	Four high school students visited campus and participated in presentations on admission requirements, financial aid and scholarships, and support services available on campus.
Sioux City High School Campus Visit	Fourteen high school students visited campus and participated in presentations on admission requirements, financial aid and scholarships, and support services available on campus.
Waterloo Hispanic Middle School Visit	There were 46 participants in this program focused on sparking the interest in science of Hispanic students from Waterloo. The activities included encouraging academic performance, classroom visits, tours of a residence hall, and the Wellness Recreation Center. UNI Ethnic Student Promoters and members of the Hispanic/Latino Student Union assisted in hosting students on campus.
Educational Talent Search Campus Visit	Ten UNI Educational Talent Search program freshmen and sophomores from Waterloo High Schools visited campus and attended an admissions presentation, toured campus, and visited student support services.
Boyz to Men GEAR-UP Program	Sixteen middle school students from the GEAR-UP program at Logan visited campus. The session included presentations on self-esteem, student panel on college life, and shadowing a college student. A criminology professor also led a discussion on gangs.

Muscatine High School Campus Visit      Thirty-four high school students visited campus and participated in presentations on admission requirements, financial aid and scholarships, and student support services available on campus. The visit also included lunch on campus and attendance at a UNI theatrical performance. Parents accompanied the students and were present at all sessions.

---

Educational Talent Search Campus Visit      Ten UNI Educational Talent Search program juniors and seniors from East, West, and Expo high schools visited campus. The visit included an admissions presentation, tour of campus, and visit to student support services.

---

Central College Upward Bound Program      Nineteen students participated in presentations on admissions, financial aid, student support services, a campus tour, student panel, and lunch in the dining center hosted by the Ethnic Student Promoters.

---

Cinco de Mayo Campus Visit      Thirty-six students from Logan Middle School participated in Cinco de Mayo activities.

---

Educational Talent Search Campus Visit      Forty-three UNI Educational Talent Search program juniors and seniors from East, West, and Expo high schools visited campus. The visit included an admissions presentation, tour of campus and visit to student support services.

---

Individual Campus Visits      Twenty-four individual campus visits included an appointment with an admissions counselor, campus tour, and lunch in the dining center. The appointments included information about admission requirements, financial aid, liberal arts core requirements, major requirements, and answers to specific questions from students and parents.

---

#### Community Programs/College Fairs

Meskwaki Summer Youth College Fair      There were 26 participants at this Meskwaki Summer Youth Employment Program, a career and college fair. UNI Meskwaki alumni were available to talk about opportunities at UNI.

---

Other College Fairs      There were 54 participants at six other college fairs, including the Osceola College Fair (2), UNI TRIO College Fair (15), Golden Circle College Fair (12), Waterloo Making Connections (5), Fall 2002 College Fairs (12), and Spring 2003 College Fairs (8).

---



High School Visits      Specifically arranged programs for Iowa high school minority students included presentations on admission requirements, procedures for admission, and information on housing, financial aid, and student support services programs for minority students. Visits were arranged through high school guidance counselors, Minority Achievement Program (MAP) coordinators, or school personnel who work with minority students.

There were 97 participants from Cedar Rapids Washington High School, Des Moines Lincoln High School, Waterloo West High School, Waterloo East High School, Des Moines Hoover High School, and Des Moines North High School.

---

#### Co-Sponsored Programs

Sioux City Leadership Conference      This annual Leadership Conference for minority students from Sioux City and the surrounding area provides students with an opportunity to meet admission representatives from various colleges and universities, participate in small group presentations, listen to a motivational speaker, and meet with college students. Approximately 250 Iowa high school students attended this conference, which was co-sponsored by UNI, SUI, ISU, and the Sioux City School District.

---

Latino Exposition      This was the ninth annual program for Latino students from Des Moines and surrounding communities. Activities included a presentation on college preparation, a college fair, motivational speakers, campus tours of Simpson College, financial aid information, and information on campus life. Approximately 200 middle and high school students from Des Moines, Perry, and Marshalltown participated. The co-sponsors included UNI, SUI, ISU, Drake University, Simpson College, and DMACC.

---

Minorities In Teaching (MIT) Scholarships      The Minorities in Teaching (MIT) program was re-named the Multicultural Initiatives in Teaching program. All activities associated with this program and sponsored by the College of Education at UNI are currently suspended due to recent budget cuts.

---

Most Successful College Bound Programs      UNI identified the following College Bound programs as most successful in leading to college enrollment:

- Campus Visit – for college bound students, the campus visit is the most important element in the decision-making process.
- Community colleges with substantial minority enrollments are targeted for special minority visits.
- The Multicultural Resource Guide is a reference for African-American, Native American, Asian-American, and Latino students, faculty, and staff and it is now available on the web.

- The Multicultural Recruitment Guide highlights the University's minority services, courses, and faculty/staff to prospective students and is a supplement to the UNI Viewbook.
- The Office of Admissions is updating its web page and will be including links to Multicultural Resources on campus including College Bound programs and activities.

**APPENDIX E**  
**MISSION STATEMENTS OF REGENT UNIVERSITIES' STUDENT FINANCIAL AID OFFICES**

**UNIVERSITY OF IOWA**

The primary mission of the University of Iowa Office of Student Financial Aid is to address the financial needs of students in a way that enables student access to the University of Iowa, facilitates enrollment of a high-achieving, culturally diverse student body, and encourages optimum graduation rates.

**IOWA STATE UNIVERSITY**

The mission of the Office of Student Financial Aid at Iowa State University is to provide and continually improve the financial aid process which allows customers to inquire, make informed decisions on the acceptance of awards, and take the best advantage of federal, state, local, and private sources of funding which will enable them to pursue an Iowa State University education.

**UNIVERSITY OF NORTHERN IOWA:**

The student is the most important person on the campus. Without the student there would be no need for the institution. The student is not a cold enrollment statistic but a flesh and blood human being with feelings and emotions like our own. The student is not someone to be tolerated so that we can do our own thing. The student is our thing. The student is not dependent on us. Rather, we are dependent on the student. The student is not an interruption of our work, but the purpose of it. We are not doing the student a favor by providing our service. The student is doing us a favor by giving us the opportunity to do so.