

5.0 STUDENT PROFILE

(Enrollment, Retention, and Performance)

All Regent Institutions

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5.0 STUDENT PROFILE

A common input performance indicator is student enrollment. The Board of Regents requires each of its institutions to report annually its fall enrollment figures. The enrollment figures are presented to the Board in October and November of each year. For years, a common output measure has been student graduation rates. In more recent years, attention has also been given to the retention rate of students after the first and second years.

Other output measures include the percentage of professional students passing licensure examinations and the percentage of all graduates employed within one year of graduation.

An input measure found in the strategic plan of the University of Iowa, the Graduate Record Exam of entering graduate students, is also included.

Fall Enrollment by Level, Age, and Residency [And Mean Age] Common Data Set #38

At the Regent universities, levels include undergraduate, graduate, and professional program students. The Fall Enrollment reports in October and November also indicate, in those categories, the number of students who are Iowa residents and those who are non-residents. For the six years being reported, the general trend has been increases in undergraduate enrollments. There have been declines at the graduate levels. For Common Data Sets, it is typical not to set targets.

Data tables of the universities are on the following page.

MGT No.	Performance Indicator	Related Action Step	University of Iowa	Iowa State University	University of Northern Iowa	Gov. Rpt.
38	<p>Fall enrollment by level*, age, and residency [and mean age] [*levels are undergraduate=UN; graduate=GR; professional= PR]</p> <p>(Board Office statistics)</p>	2.1.1.1	<p><u>95-96 (Fall 95)</u></p> <p>UN PR GR TTL</p> <p>Resid. 12,629 2,294 3,203 18,126</p> <p>Non R. 5,704 522 3,245 9,471</p> <p>Ttl 18,333 2,816 6,448 27,597</p> <p>M. Age 21.7 26 30 22</p> <p><u>96-97 (Fall 96)</u></p> <p>UN PR GR TTL</p> <p>Resid. 12,883 2,373 3,220 18,476</p> <p>Non R. 5,703 526 3,216 9,445</p> <p>Ttl 18,586 2,899 6,436 27,921</p> <p>M. Age 21.9 26 30 22</p> <p><u>97-98 (Fall 97)</u></p> <p>UN PR GR TTL</p> <p>Resid. 13,079 2,372 3,148 18,599</p> <p>Non R. 5,675 510 3,087 9,272</p> <p>Ttl 18,754 2,882 6,235 27,871</p> <p>M. Age 21.6 26 30 22</p> <p><u>98-99 (Fall 98)</u></p> <p>UN PR GR TTL</p> <p>Resid. 13,642 2,349 3,418 19,409</p> <p>Non R. 5,695 525 3,076 9,296</p> <p>Ttl 19,337 2,874 6,494 28,705</p> <p>M. Age 21.6 26 29 22</p> <p><u>99-00 (Fall 99)</u></p> <p>UN PR GR TTL</p> <p>Resid. 13,681 2,333 3,299 19,313</p> <p>Non R. 5,856 575 3,102 9,533</p> <p>Ttl 19,537 2,908 6,401 28,846</p> <p>M. Age 21.7 25.6 31.8 24.2</p> <p><u>00-01 (Fall 00)</u></p> <p>UN PR GR TTL</p> <p>Resid. 13,273 2,670 2,540 18,483</p> <p>Non R. 6,011 854 2,963 9,828</p> <p>Ttl 19,284 3,524 5,503 28,311</p> <p>M. Age 21.5 27.7 31.6 24.1</p> <p>Projection for Fall 2001 28,473</p>	<p><u>95-96 (Fall 95)</u></p> <p>UN PR GR TTL</p> <p>Resid. 15,378 266 2,057 17,701</p> <p>Non R. 4,563 136 2,273 6,972</p> <p>Ttl 19,941 402 4,330 24,673</p> <p>M. Age 21.7 25.7 31.0 23.3</p> <p><u>96-97 (Fall 96)</u></p> <p>UN PR GR TTL</p> <p>Resid. 15,549 261 2,061 17,871</p> <p>Non R. 4,551 142 2,335 7,028</p> <p>Ttl 20,100 403 4,396 24,899</p> <p>M. Age 21.8 25.6 31.4 23.5</p> <p><u>97-98 (Fall 97)</u></p> <p>UN PR GR TTL</p> <p>Resid. 16,123 265 2,007 18,395</p> <p>Non R. 4,594 142 2,253 6,989</p> <p>Ttl 20,717 407 4,260 25,384</p> <p>M. Age 21.6 25.7 31.1 23.2</p> <p><u>98-99 (Fall 98)</u></p> <p>UN PR GR TTL</p> <p>Resid. 16,408 248 1,973 18,629</p> <p>Non R. 4,627 144 2,185 6,956</p> <p>Ttl 21,035 392 4,158 25,585</p> <p>M. Age 21.4 25.8 31.3 23.1</p> <p><u>99-00 (Fall 99)</u></p> <p>UN PR GR TTL</p> <p>Resid. 16,808 252 2,025 19,085</p> <p>Non R. 4,695 146 2,184 7,025</p> <p>Ttl 21,503 398 4,209 26,110</p> <p>M. Age 21.5 26.9 31.4 21.6</p> <p><u>00-01 (Fall 00)</u></p> <p>UN PR GR TTL</p> <p>Resid. 17,156 251 2,086 19,493</p> <p>Non R. 4,931 143 2,278 7,352</p> <p>Ttl 22,087 394 4,364 26,845</p> <p>M. Age 21.2 25.3 31.3 22.9</p> <p>Projection for Fall 2001 27,270</p>	<p><u>95-96 (Fall 95)</u></p> <p>UN GR TTL</p> <p>Resid. 10,921 1,165 12,086</p> <p>Non R. 549 251 800</p> <p>Ttl 11,470 1,416 12,886</p> <p>M. Age 21.7 33.6 23.0</p> <p><u>96-97 (Fall 96)</u></p> <p>UN GR TTL</p> <p>Resid. 11,008 1,109 12,117</p> <p>Non R. 579 261 840</p> <p>Ttl 11,587 1,370 12,957</p> <p>M. Age 21.6 33.5 22.9</p> <p><u>97-98 (Fall 97)</u></p> <p>UN GR TTL</p> <p>Resid. 11,046 1,163 12,209</p> <p>Non R. 608 291 899</p> <p>Ttl 11,654 1,454 13,108</p> <p>M. Age 21.5 33.4 22.8</p> <p><u>98-99 (Fall 98)</u></p> <p>UN GR TTL</p> <p>Resid. 11,125 1,278 12,403</p> <p>Non R. 639 287 976</p> <p>Ttl 11,764 1,565 13,329</p> <p>M. Age 21.5 34.0 22.9</p> <p><u>99-00 (Fall 99)</u></p> <p>UN GR TTL</p> <p>Resid. 11,372 1,258 12,630</p> <p>Non R. 612 311 923</p> <p>Ttl 11,984 1,569 13,553</p> <p>M. Age 21.4 33.8 22.9</p> <p><u>00-01 (Fall 00)</u></p> <p>UN GR TTL</p> <p>Resid. 11,536 1,254 12,790</p> <p>Non R. 682 302 984</p> <p>Ttl 12,218 1,556 13,774</p> <p>M. Age 21.3 33.5 22.7</p> <p>Projection for Fall 2001 13,980</p>	FE

Fall Enrollment By Level, Age, and Residency Common Data Set #38

Special Schools

For the Iowa School for the Deaf (ISD), data are reported for Elementary (El), Middle School (MS), and High School (HS) enrollments, on campus (the column marked Total). Increasingly, ISD is working with Area Education Agencies and local school districts. Therefore, another category of enrollment is "off-campus" or OC. The increase in on-campus enrollment in FY 99 from 123 to 153 reflects, in part, the addition of students from Nebraska, after that state closed its school for the deaf.

The Iowa Braille and Sight Saving School reports its enrollment figures differently. For a number of years, it has been providing services to many students throughout the state. The figures in column one, "Birth-21," represent the total number of students served throughout the state. The column "LC" represents those students of the total who are residential in Vinton during the year.

Related Action Step - Access	ISD						IBSSS		
		El.	Md.	HS	Ttl.	OC		0-21	LC
2.1.1.1							FY96	392	53
	FY96	47	25	52	124	90	FY97	462	55
	FY97	46	31	54	131	94	FY98	485	45
	FY98	44	26	53	123	66	FY99	569	38
	FY99	38	40	75	153	95	FY00	576	36
	FY00	46	37	72	155	112			

Undergraduate Student Retention and Graduation Rates Common Data Set (Indicator #42)

Regent Universities

Consistent with patterns over many years, the three universities continue to graduate more than 60% of entering freshmen within six years. Typically, the six-year graduation rates are comparable to each institution's peer group. Last year, SUI's six-year graduation rate was 63.1%; its peer group mean was 68%. ISU's six-year graduation rate was 62.4%, and its peer group mean was 64%. UNI's six-year graduation rate was 62.2% and its peer group mean was 47%.

The most recent first-year retention rates, for the entering class of 1999, were positive at all three institutions, with a minimum of 81.4% of all freshmen returning for their second year of studies.

The University of Iowa has consistently made its four-year graduation option known to students. The four-year graduation rate at SUI has risen to 37.1%; the target in SUI's strategic plan calls for raising this rate to 40%. ISU's four-year graduation rate is at an all-time high of 28.4%, while UNI's is at an all-time high of 33.2%.

These rates are consistent with the Board's strategic plan and specifically Action Step 2.1.1.2, "develop and implement effective strategies for retention of students."

Special Schools

The graduation rates of students at both Iowa School for the Deaf and Iowa Braille and Sight Saving Schools are 100%. Each student who enters ISD or IBSS will have an Individual Education Plan (IEP) which is reviewed annually. In some cases, students were referred back to their local school districts, who with Area Education Agencies, will develop further programming.

No data table is provided for the special schools, in light of the 100% graduation rate described above.

No	Performance Indicator	Re- lated Action Step	University of Iowa	Iowa State University	University of Northern Iowa	GR DI
42	Undergraduate student retention and graduation rates by ethnic/racial composition in percentages [retention and graduation rates for students by ethnic/racial category are shown within brackets in OVERALL line] Targets: SUI -- (for all) 1 st Y: TBP 4 th Y: 40% 6 th Y: TBP ISU -- (for all) 1 st Y: 90% 4 th Y: NP 6 th Y: 70% UNI -- TBP	3.1.2.3	<div>95-96</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>1st Y</div> <div>1995</div> <div>91.7%</div> <div>73.3%</div> <div>83.2%</div> <div>77.8%</div> <div>83.1%</div> <div>82.2%</div> <div>[79.8%]</div> <div>Grad. 6th Y</div> <div>1990</div> <div>40.0%</div> <div>40.2%</div> <div>56.8%</div> <div>55.6%</div> <div>64.5%</div> <div>62.7%</div> <div>[48.8%]</div> <div>96-97</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>1st Y</div> <div>1996</div> <div>90.9%</div> <div>82.3%</div> <div>79.7%</div> <div>80.6%</div> <div>83.7%</div> <div>83.3%</div> <div>[80.8%]</div> <div>Grad. 6th Y</div> <div>1991</div> <div>83.3%</div> <div>33.8%</div> <div>55.0%</div> <div>54.1%</div> <div>63.6%</div> <div>62.0%</div> <div>[49.1%]</div> <div>97-98</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>Minority (all)</div> <div>1st Y</div> <div>1997</div> <div>93.3%</div> <div>78.6%</div> <div>86.1%</div> <div>91.9%</div> <div>84.4%</div> <div>84.6%</div> <div>[86.1%]</div> <div>4th G</div> <div>1994</div> <div>00.0%</div> <div>22.0%</div> <div>22.0%</div> <div>25.0%</div> <div>34.4%</div> <div>33.6%</div> <div>[23.4%]</div> <div>6th G</div> <div>1992</div> <div>85.7%</div> <div>41.2%</div> <div>62.4%</div> <div>54.4%</div> <div>65.1%</div> <div>63.5%</div> <div>[54.3%]</div> <div>98-99</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>Minority (all)</div> <div>1st Y</div> <div>1998</div> <div>76.5%</div> <div>79.0%</div> <div>87.1%</div> <div>79.1%</div> <div>81.8%</div> <div>81.6%</div> <div>[81.1%]</div> <div>4th G</div> <div>1995</div> <div>16.7%</div> <div>16.8%</div> <div>21.4%</div> <div>23.3%</div> <div>36.9%</div> <div>35.0%</div> <div>[20.3%]</div> <div>6th G</div> <div>1993</div> <div>76.9%</div> <div>48.6%</div> <div>67.3%</div> <div>45.8%</div> <div>63.4%</div> <div>62.4%</div> <div>[57.6%]</div> <div>99-00</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>Minority (all)</div> <div>1st Y</div> <div>1999</div> <div>84.2%</div> <div>78.0%</div> <div>79.7%</div> <div>79.5%</div> <div>83.7%</div> <div>83.2%</div> <div>[79.4%]</div> <div>4th G</div> <div>1996</div> <div>33.3%</div> <div>23.4%</div> <div>21.5%</div> <div>18.2%</div> <div>39.0%</div> <div>37.1%</div> <div>[28.3%]</div> <div>6th G</div> <div>1994</div> <div>11.8%</div> <div>52.9%</div> <div>58.9%</div> <div>54.7%</div> <div>64.7%</div> <div>63.1%</div> <div>[53.5%]</div>	<div>95-96</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>1st Y</div> <div>1995</div> <div>87.5%</div> <div>79.0%</div> <div>90.6%</div> <div>68.9%</div> <div>81.4%</div> <div>81.5%</div> <div>[81.0%]</div> <div>Grad. 6th Y</div> <div>1990</div> <div>00.0%</div> <div>37.6%</div> <div>50.0%</div> <div>35.7%</div> <div>62.0%</div> <div>60.0%</div> <div>[40.0%]</div> <div>96-97</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>1st Y</div> <div>1996</div> <div>64.3%</div> <div>68.4%</div> <div>82.9%</div> <div>75.0%</div> <div>83.3%</div> <div>82.8%</div> <div>[74.5%]</div> <div>Grad. 6th Y</div> <div>1991</div> <div>14.3%</div> <div>36.1%</div> <div>50.0%</div> <div>40.4%</div> <div>61.7%</div> <div>60.1%</div> <div>[40.4%]</div> <div>97-98</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>Minority (all)</div> <div>1st Y</div> <div>1997</div> <div>54.5%</div> <div>79.5%</div> <div>89.9%</div> <div>80.4%</div> <div>83.9%</div> <div>83.6%</div> <div>[82.4%]</div> <div>4th G</div> <div>1994</div> <div>14.3%</div> <div>07.2%</div> <div>17.3%</div> <div>21.8%</div> <div>24.3%</div> <div>24.0%</div> <div>[14.1%]</div> <div>6th G</div> <div>1992</div> <div>40.0%</div> <div>27.3%</div> <div>56.4%</div> <div>36.5%</div> <div>62.7%</div> <div>61.1%</div> <div>[38.6%]</div> <div>98-99</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>Minority (all)</div> <div>1st Y</div> <div>1998</div> <div>80.0%</div> <div>82.7%</div> <div>87.7%</div> <div>81.1%</div> <div>84.6%</div> <div>84.4%</div> <div>[83.9%]</div> <div>4th G</div> <div>1995</div> <div>25.0%</div> <div>09.7%</div> <div>23.4%</div> <div>08.9%</div> <div>25.5%</div> <div>25.1%</div> <div>[15.1%]</div> <div>6th G</div> <div>1993</div> <div>28.6%</div> <div>33.5%</div> <div>53.4%</div> <div>55.4%</div> <div>62.7%</div> <div>60.4%</div> <div>[40.7%]</div> <div>99-00</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>Minority (all)</div> <div>1st Y</div> <div>1999</div> <div>75.0%</div> <div>80.7%</div> <div>89.5%</div> <div>85.3%</div> <div>85.2%</div> <div>85.1%</div> <div>[83.9%]</div> <div>4th G</div> <div>1996</div> <div>21.4%</div> <div>15.8%</div> <div>18.3%</div> <div>20.0%</div> <div>28.5%</div> <div>28.4%</div> <div>[17.9%</div> <div>6th G</div> <div>1994</div> <div>71.4%</div> <div>34.0%</div> <div>72.0%</div> <div>50.9%</div> <div>63.1%</div> <div>62.4%</div> <div>[51.3%</div>	<div>95-96</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>1st Y</div> <div>1995</div> <div>60.0%</div> <div>65.5%</div> <div>78.9%</div> <div>68.2%</div> <div>82.4%</div> <div>81.8%</div> <div>[69.3%]</div> <div>Grad. 6th Y</div> <div>1990</div> <div>50.0%</div> <div>38.8%</div> <div>43.8%</div> <div>75.0%</div> <div>60.1%</div> <div>59.4%</div> <div>[44.0%]</div> <div>96-97</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>1st Y</div> <div>1996</div> <div>75.0%</div> <div>67.9%</div> <div>72.0%</div> <div>92.9%</div> <div>82.1%</div> <div>82.0%</div> <div>[74.6%]</div> <div>Grad. 6th Y</div> <div>1991</div> <div>40.0%</div> <div>34.9%</div> <div>73.7%</div> <div>35.7%</div> <div>61.2%</div> <div>60.4%</div> <div>[44.4%]</div> <div>97-98</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>Minority (all)</div> <div>1st Y</div> <div>1997</div> <div>00.0%</div> <div>65.8%</div> <div>78.9%</div> <div>40.0%</div> <div>83.1%</div> <div>82.4%</div> <div>[63.8%]</div> <div>4th G</div> <div>1994</div> <div>00.0%</div> <div>02.5%</div> <div>29.0%</div> <div>00.0%</div> <div>29.5%</div> <div>29.0%</div> <div>[11.6%]</div> <div>6th G</div> <div>1992</div> <div>25.0%</div> <div>40.0%</div> <div>64.3%</div> <div>40.0%</div> <div>63.2%</div> <div>62.2%</div> <div>[44.1%]</div> <div>98-99</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>Minority (all)</div> <div>1st Y</div> <div>1998</div> <div>66.7%</div> <div>69.0%</div> <div>70.6%</div> <div>56.3%</div> <div>81.5%</div> <div>81.0%</div> <div>[66.7%]</div> <div>4th G</div> <div>1995</div> <div>00.0%</div> <div>03.4%</div> <div>31.6%</div> <div>04.5%</div> <div>30.7%</div> <div>29.8%</div> <div>[10.7%]</div> <div>6th G</div> <div>1993</div> <div>50.0%</div> <div>39.4%</div> <div>42.3%</div> <div>33.3%</div> <div>64.2%</div> <div>62.7%</div> <div>[39.7%]</div> <div>99-00</div> <div>Entry Year</div> <div>Native Am</div> <div>African Am</div> <div>Asian Am</div> <div>Hispanic</div> <div>White</div> <div>Overall</div> <div>Minority (all)</div> <div>1st Y</div> <div>1999</div> <div>60.0%</div> <div>68.0%</div> <div>73.7%</div> <div>64.3%</div> <div>82.1%</div> <div>81.4%</div> <div>[68.2%]</div> <div>4th G</div> <div>1996</div> <div>25.0%</div> <div>3.6%</div> <div>24.0%</div> <div>14.3%</div> <div>34.0%</div> <div>53.2%</div> <div>[14.1%</div> <div>6th G</div> <div>1994</div> <div>0</div> <div>42.5%</div> <div>41.9%</div> <div>36.4%</div> <div>63.3%</div> <div>62.2%</div> <div>39.5%</div>	

**Percentage of Professional Students Passing Licensure Examinations
Common Data Set (Indicator #13a)**

University of Iowa, Iowa State University

Currently, the Board of Regents compiles data on the percentage of professional students who pass licensure examinations in four programs at the University of Iowa and one program at Iowa State University. At the University of Iowa, the programs are law, medicine, dentistry, and pharmacy. At Iowa State University, the veterinary medicine program is the only one for which data is collected.

Consideration is being given to expanding the number of professional licensure examinations covered.

Related Action Step --Quality	University of Iowa					Iowa State University	
1.1.2.5		<u>Law</u>	<u>Med</u>	<u>Dtry</u>	<u>Phrmy</u>		<u>Vet</u>
	95-96	89%	95%	97%	100%	95-96	99%
	96-97	93%	100%	97%	100%	96-97	99%
	97-98	85%	100%	95%	100%	97-98	98%
	98-99	89%	100%	95%	100%	98-99	95%
	99-00	80%	97%	100%	100%	99-00	97%
	Target	90%	100%	95%	100%	Target	98%

Percentage of All Graduates Employed Within One Year Common Data Set (Indicator #13b)

Regent Universities

The data now collected by the universities through self-reports on recent graduates provide summary information in three broad areas -- employment status, further academic study, or other. Employment includes both full-time and part-time employment. The "study" category includes those who are studying full-time or part-time. The "other" category includes graduates who have stated they are still seeking employment as well as those who have indicated they are not seeking employment.

The universities are in the process of revising the questions asked of recent graduates. Within the next year, more data will be available on reasons students state they are taking the job opportunity they have selected.

The statistics from ISU and UNI represent graduates from all colleges. From SUI, the statistics are from undergraduates in the Colleges of Business, Education, Engineering, and Nursing, as well as a small sample from the College of Liberal Arts. SUI is in the process of expanding its reporting career placement options of graduates of the College of Liberal Arts.

Considering the number of external factors that influence employment trends, the universities find it difficult to establish targets in this area. The term, "To be provided," indicates that discussions are continuing on this topic.

Related Action Step —Quality	University of Iowa			Iowa State University			University of Northern Iowa		
1.1.2.5	<u>Employed</u>	<u>Study</u>	<u>Other</u>	<u>Employed</u>	<u>Study</u>	<u>Other</u>	<u>Employed</u>	<u>Study</u>	<u>Other</u>
	93-94 TBP	TBP	TBP	93-94 75.6%	16.5%	7.9%	93-94 69.0%	15.0%	16.0%
	94-95 TBP	TBP	TBP	94-95 76.3%	17.5%	6.2%	94-95 68.0%	16.0%	16.0%
	95-96 80.6%	10.2%	10.2%	95-96 75.6%	16.5%	7.9%	95-96 68.2%	14.9%	16.9%
	96-97 82.3%	7.0%	10.7%	96-97 79.3%	16.1%	4.6%	96-97 65.3%	10.4%	24.3%
	97-98 86.4%	7.1%	6.5%	97-98 80.0%	15.3%	4.7%	97-98 74.7%	16.4%	8.9%
	98-99 90.0%	6.0%	4.0%	98-99 81.2%	14.7%	4.0%	98-99 84.1%	15.1%	0.8%
	Target TBP			Target NP			Target TBP		

Average GRE Scores of Entering Graduate Student Performance Indicator #14

University of Iowa

The University of Iowa has used this indicator in its now completed strategic plan, as a quantifiable measure of the quality of graduate students. The target which had been set called for entering graduate students to be 130 points above the national average score on the Graduate Record Exam (GRE). In the data table below, the national average score for each year is provided in the first column. The score of the University of Iowa's entering graduate students is provided in the second column. The third column indicates how many points above the national average are the entering graduate students. Over the years surveyed, the entering graduate students at SUI increased from 100 points above the national average to 118, and 119 in one year.

Related Action Step --Quality	Year	National Average Score	Iowa's Entering Graduate Student Average GRE Score	Points Above the National Average
1.1.2.6	95-96	1,577	1,677	100
	96-97	1,577	1,686	109
	97-98	1,577	1,696	119
	98-99	1,579	1,697	118
	99-00	1,582	1,700	118
	Target			130

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