

MEMORANDUM

To: Board of Regents
 From: Board Office
 Subject: Annual Governance Report on Student Financial Aid
 Date: August 30, 2001

Recommended Action:

Receive the report.

Executive Summary:

Ability to pay for college has consistently ranked as one of the most significant considerations for entering freshmen when making college attendance decisions. In today's environment, students who choose to attend a Regent university can benefit both from reasonably priced tuition and from a financial aid package that combines scholarships/grants, student employment, and loans for those who have demonstrated financial need.

The purpose of this annual governance report is to inform the Board about sources and levels of financial assistance that are available to students who choose to attend the Regent universities. This information can be used as a productivity measure and for policy development by the Board.

The relative percentages of total financial aid resources made available through the Regent universities for 2000-2001 are as follows:

TYPE OF FINANCIAL AID	PERCENTAGE OF TOTAL VALUE OF AWARDS 2000-2001	PERCENTAGE OF TOTAL VALUE OF AWARDS 1999-2000
Grants	24.4%	23.5%
Loans	52.1%	50.3%
Employment	23.5%	26.2%

During the 2000-2001 academic year, there were 156,649 student financial aid awards (all categories) at Regent universities, totaling \$483,763,996. This sum represented a 4.9% increase in funds and a 1.9% increase in the number of awards from the previous year. The average award per student increased from \$3,002 to \$3,088 (+2.9%).

During 2000-2001, the breakdown of student financial aid provided by the Regent universities by category is as follows:

➤ Grants

Number of awards in 2000-2001	59,405
Number of awards in 1999-2000	58,390
Difference from prior year	+1,015 (+1.7%)
Funds awarded in 2000-2001	\$118,004,169
Funds awarded in 1999-2000	\$110,752,212
Difference from prior year	+\$7,251,957 (+6.5%)
Average award in 2000-2001	\$1,986
Average award in 1999-2000	\$1,897
Difference from prior year	+\$89 (+4.7%)

➤ Loans

Number of awards in 2000-2001	65,650
Number of awards in 1999-2000	63,380
Difference from prior year	+2,270 (+3.6%)
Funds awarded in 2000-2001	\$252,182,932
Funds awarded in 1999-2000	\$237,278,707
Difference from prior year	+\$14,904,225 (+6.3%)
Average award in 2000-2001	\$3,841
Average award in 1999-2000	\$3,744
Difference from prior year	+\$97 (+2.6%)

➤ Employment

Number of awards in 2000-2001	31,594
Number of awards in 1999-2000	31,922
Difference from prior year	-328 (-1.0%)
Funds awarded in 2000-2001	\$113,576,895
Funds awarded in 1999-2000	\$113,320,536
Difference from prior year	+\$256,359 (+0.2%)
Average award in 2000-2001	\$3,595
Average award in 1999-2000	\$3,550
Difference from prior year	+\$45 (+1.3%)

A five-year comparison of financial aid categorized by grants, loans, and employment at Regent institutions is included in Table 1 on pages 54-61.

Indebtedness

Proportion of seniors graduating without debt from Regent universities	33%
SUI	38%
ISU	33%
UNI	29%
Proportion of seniors graduating without need-based debt from Regent universities	46%
SUI	59%
ISU	40%
UNI	38%
Average indebtedness for graduating seniors – all sources ¹	\$12,683 ²
Average need-based indebtedness for graduating seniors	\$6,561
Average non-need-based indebtedness for graduating seniors	\$7,317

Financial Aid for Iowa Residents

In 2000-2001, there were 91,342 financial aid awards made to undergraduates who are Iowa residents; this represents 81.7% of the total awards to undergraduates, which compares favorably with the Fall 2000 enrollment where 78.3% of the undergraduates were Iowa residents. During 2000-2001, there was \$233,219,854 awarded to undergraduates who were Iowa residents; this represents 78.4% of all awards to undergraduates. Table 1R/NR (page 64) identifies the financial aid awarded to undergraduates who are Iowa residents.

During 2000-2001, there was \$69,303,768 awarded to graduate students who were Iowa residents; this represents 52.2% of all awards to graduate students. This compares favorably with the fact that 53.0% of all graduate students who are receiving aid are residents of Iowa. Table 2 (page 65) identifies the financial aid awarded to graduate students who are Iowa residents.

IMAGES/College Bound Programs

In 1989, legislation was approved to establish the College Bound and Iowa Minority Academic Grants for Economic Success (IMAGES) programs for the Regent universities.

¹ Includes Parent Loans for Undergraduate Students (PLUS) and Partnership (alternative student non-federal loans).

² The annual average cost of attending Regent universities during the past five years is approximately \$10,646.

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

IMAGES

INSTITUTION	AMOUNT ALLOCATED	NUMBER OF PARTICIPANTS
University of Iowa	\$735,006	296
Iowa State University	\$680,000	314
University of Northern Iowa	\$335,843	192
REGENT TOTAL	\$1,750,849	802

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. Attendance at a College Bound activity results in receiving a voucher that gives a student priority for an IMAGES grant after enrolling in a Regent university.

COLLEGE BOUND

INSTITUTION	AMOUNT ALLOCATED	NUMBER OF PARTICIPANTS
University of Iowa	\$110,000	1,872
Iowa State University	\$95,526	1,035
University of Northern Iowa	\$80,000	851
REGENT TOTAL	\$285,526	3,758

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

- ◆ federal aid has not kept pace with rising tuition and fees;
- ◆ relative lack of available state funding for student financial aid programs; and
- ◆ heavier student reliance on borrowing, due to limitations in federal and state aid.

This report addresses the following Key Result Areas and Objectives that are included in the Board's Strategic Plan:

KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

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.

Objective 3.1.0.0 Reaffirm or revise Board policy to ensure 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.

Objective 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Given the length and complexity of this report, the following table of contents has been developed for reference to specific topics.

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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 3 (page 66). The following data were reported for 2000-2001:

- 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 \$1,677,353 (+9.9%) from \$16,937,182 in 1999-2000 to \$18,614,535 in 2000-2001.
- Non-institutionally controlled federal programs include programs, such as the loan programs and Pell Grants, in which the federal government determines a student's eligibility and the award is made through the government. The amount of financial aid available to students in these programs increased by \$6,453,561 (+2.8%) from \$231,652,988 in 1999-2000 to \$238,106,549 in 2000-2001.
- The amount of financial aid available to students in institutional programs, such as scholarships and long-term loans, increased by \$14,099,496 (+6.8%) from \$206,754,928 in 1999-2000 to \$220,854,424 in 2000-2001.
- The amount of financial aid available to students in state programs, such as Iowa Work-Study, increased by \$182,131 (+3.0%) from \$6,006,357 in 1999-2000 to \$6,188,488 in 2000-2001.

The relative composition of the sources described above for each institution's portfolio is included in the following table:

Percent Comparison of Sources of Funds in 2000-2001

	Federal	State	Institutional/Private
GRANTS			
<i>SUI</i>	28.5%	3.2%	68.3%
<i>ISU</i>	39.1%	3.0%	57.9%
<i>UNI</i>	40.6%	6.0%	53.4%
REGENT TOTAL	35.0%	3.5%	61.5%
LOANS			
<i>SUI</i>	91.9%	0.0%	8.1%
<i>ISU</i>	70.7%	0.0%	29.3%
<i>UNI</i>	91.2%	0.0%	8.8%
REGENT TOTAL	83.3%	0.0%	16.7%
EMPLOYMENT			
<i>SUI</i>	3.6%	1.5%	94.9%
<i>ISU</i>	5.1%	1.7%	93.2%
<i>UNI</i>	9.9%	3.0%	87.1%
REGENT TOTAL	4.7%	1.7%	93.6%

Students Served

During the 2000-2001 academic year, at least seven out of 10 students received some form of financial aid through the Regent universities as described in the following table.

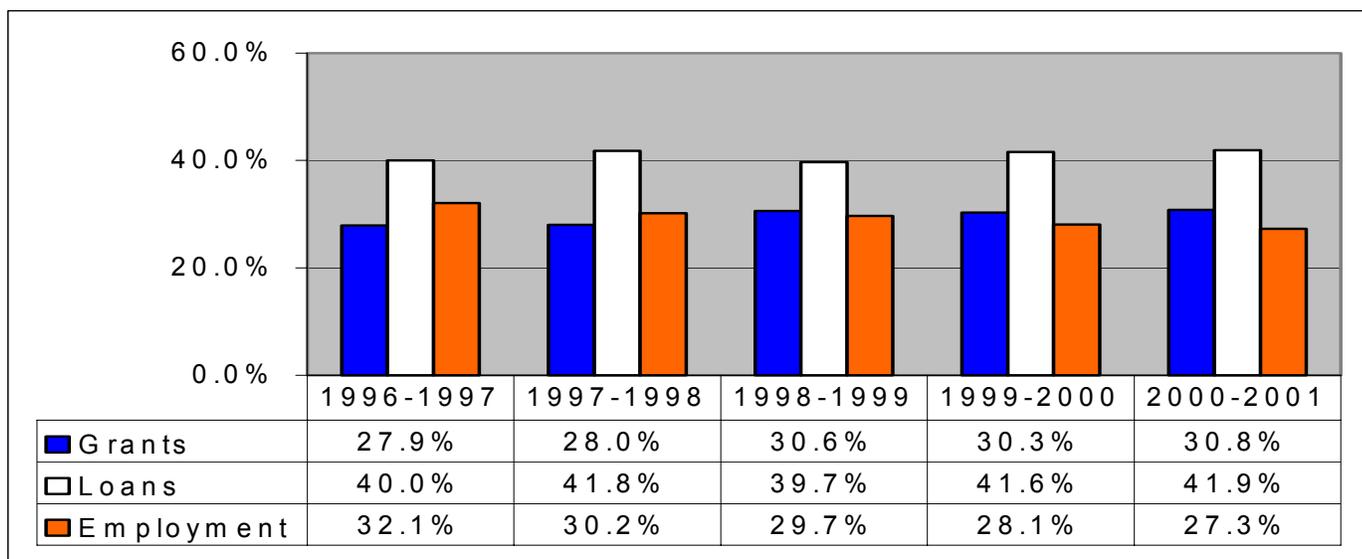
**Percentage of Undergraduate Students Receiving Financial Aid
at Regent Universities between 1995-96 and 2000-2001¹**

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
SUI	88.5%	90.0%	90.0%	91.0%	83.0%	82.6%
ISU	74.6%	75.4%	76.8%	78.7%	77.2%	78.8%
UNI	73.2%	73.4%	71.7%	73.4%	76.0%	76.3%

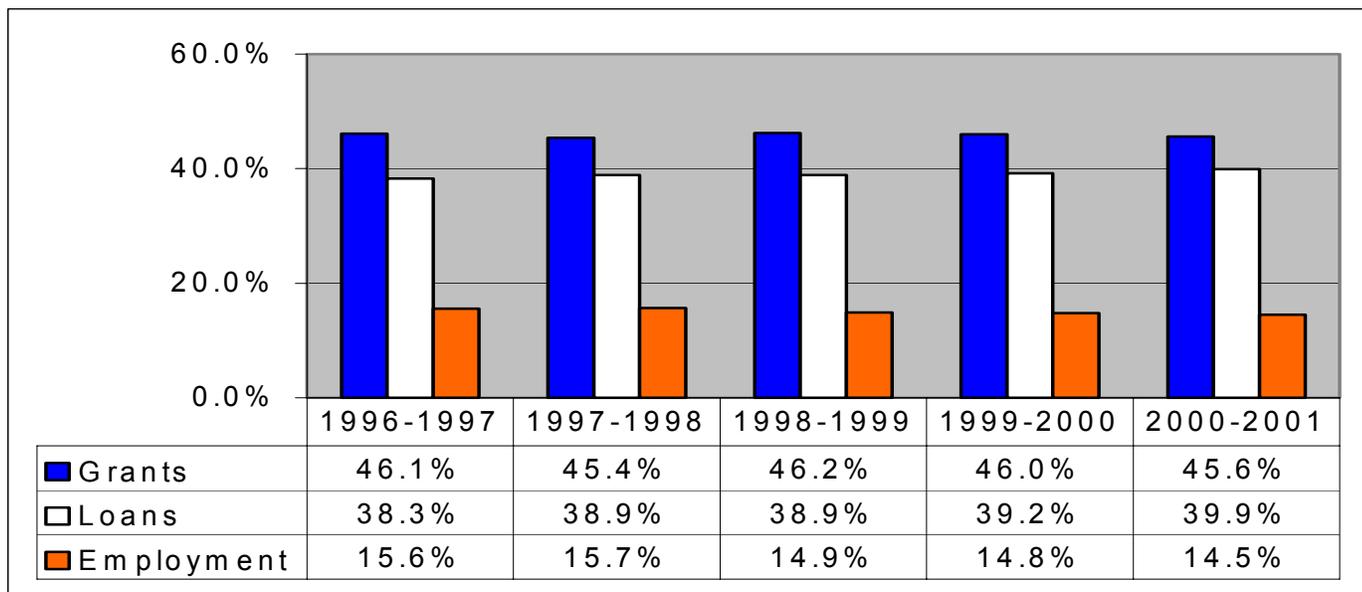
¹ This includes all students (need-based and non-need-based) who received a grant, loan, or employment award at the University.

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).

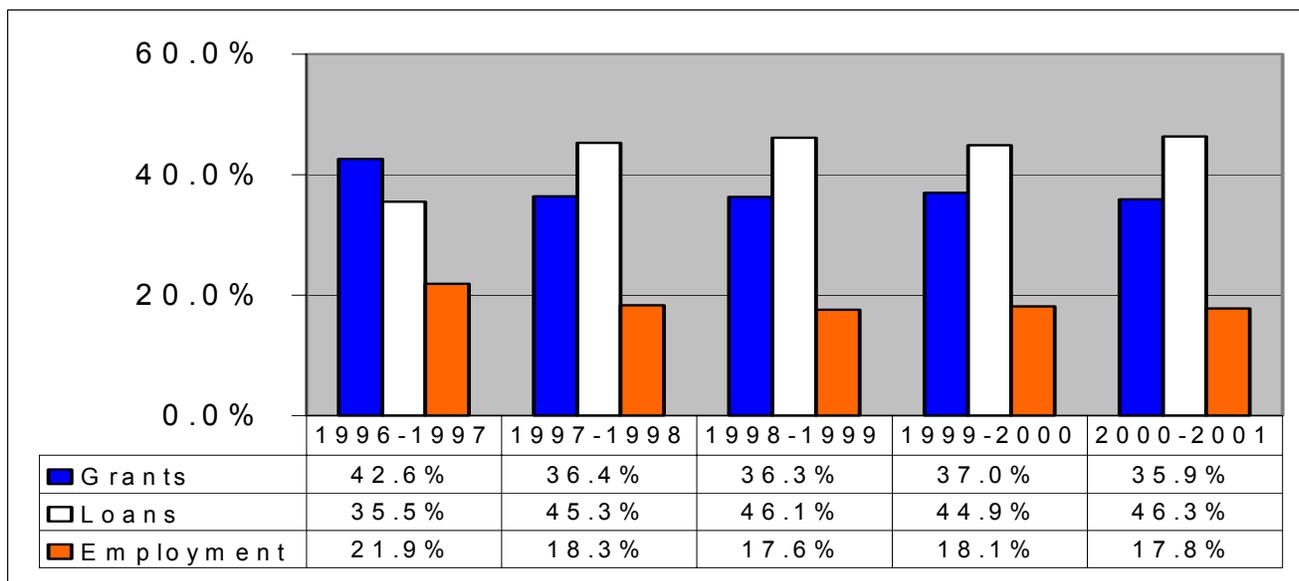
Five-Year Comparison by Number of Student Financial Aid Awards University of Iowa



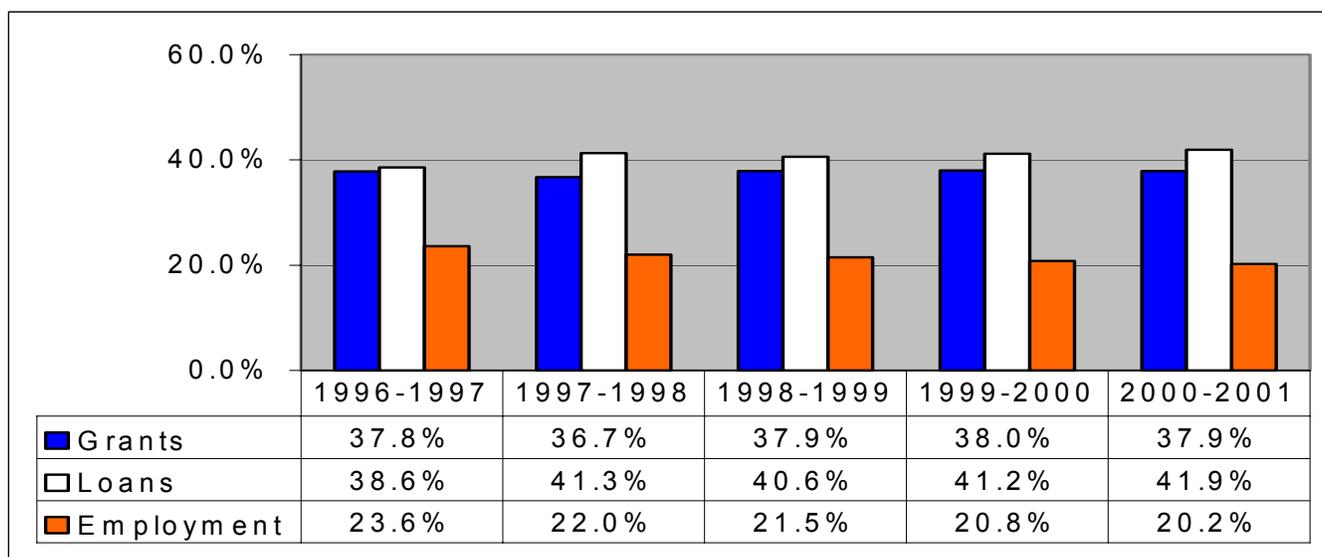
Five-Year Comparison by Number of Student Financial Aid Awards Iowa State University



Five-Year Comparison by Number of Student Financial Aid Awards University of Northern Iowa

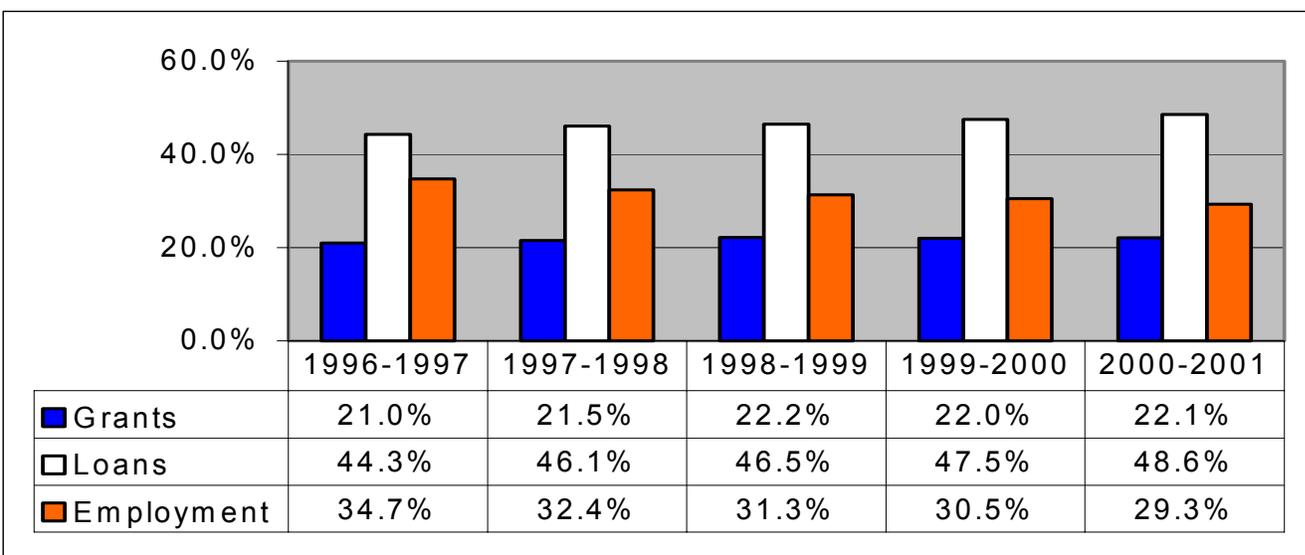


Five-Year Comparison by Number of Student Financial Aid Awards Regent Universities

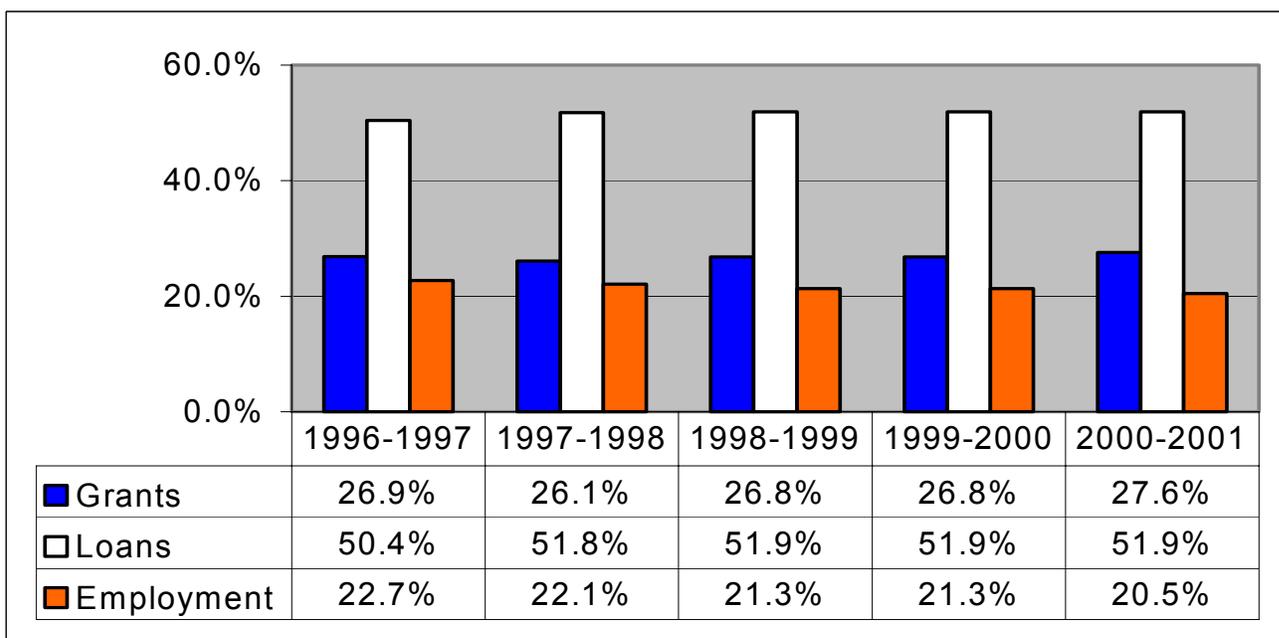


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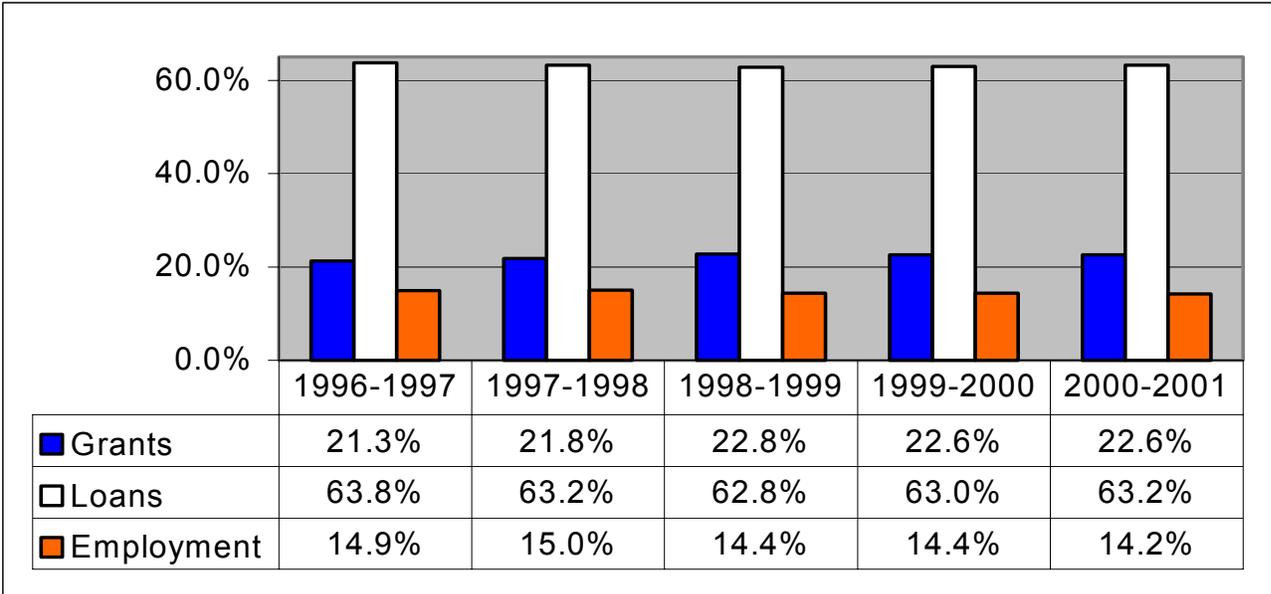
Five-Year Comparison by Amount (\$) of Student Financial Aid Awarded University of Iowa



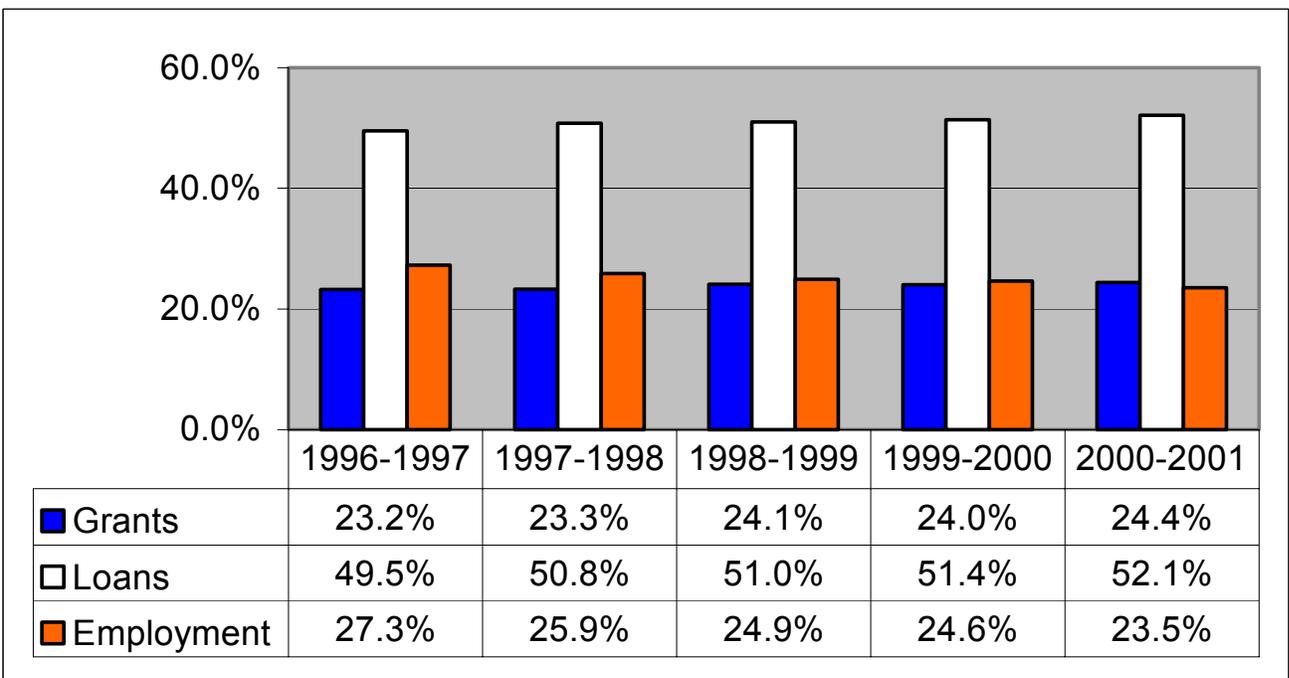
Five-Year Comparison by Amount (\$) of Student Financial Aid Awarded Iowa State University



**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**



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 to students and their families. Each of the Regent universities experienced an increase in the amount of financial aid distributed. ISU and UNI also experienced an increase in the number of students receiving awards during 2000-2001.

**Financial Aid Awards by Regent University
and Changes between 1999-2000 and 2000-2001**

	# of Awards 2000-2001	# of Awards 1999-2001	Percent Change	Total \$ Awards 2000-2001	Total \$ Awards 1999-2001	Percent Change
<i>SUI</i>						
Grants	19,015	18,852	+0.9%	\$47,716,084	\$47,055,740	+1.4%
Loans	25,848	25,877	-0.1%	\$104,843,863	\$101,276,011	+3.5%
Employment	16,828	17,444	-3.5%	\$63,373,763	\$65,153,903	-2.7%
TOTAL	61,691	62,173	-0.8%	\$215,933,710	\$213,485,654	+1.1%
<i>ISU</i>						
Grants	29,628	28,995	+2.2%	\$53,607,690	\$48,655,096	+10.2%
Loans	25,919	24,689	+5.0%	\$100,792,042	\$93,994,924	+7.2%
Employment	9,411	9,321	+1.0%	\$39,735,755	\$38,572,975	+3.0%
TOTAL	64,958	63,005	+3.1%	\$194,135,487	\$181,222,995	+7.1%
<i>UNI</i>						
Grants	10,762	10,543	+2.1%	\$16,680,395	\$15,041,376	+10.9%
Loans	13,883	12,814	+8.3%	\$46,547,027	\$42,007,772	+10.8%
Employment	5,355	5,157	+3.8%	\$10,467,377	\$9,593,658	+9.1%
TOTAL	30,000	28,514	+5.2%	\$73,694,799	\$66,642,806	+10.6%
<i>REGENTS</i>						
Grants	59,405	58,390	+1.7%	\$118,004,169	\$110,752,212	+6.5%
Loans	65,650	63,380	+3.6%	\$252,182,932	\$237,278,707	+6.3%
Employment	31,594	31,922	-1.0%	\$113,576,895	\$113,320,536	+0.2%
TOTAL	156,649	153,692	+1.9%	\$483,763,996	\$461,351,455	+4.9%

Accessibility at Regent Universities

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

University of Iowa

During 2000-2001, there were 2,992 undergraduate, graduate, and professional students who received \$7,645,859 in need-based grant/scholarship aid and 1,512 students who received \$3,914,564 in merit-based scholarships through some of the major financial aid programs administered by the Student Financial Aid Office at the University. This represents a decrease of 50 students (-1.6%) receiving need-based grants and an increase of 676 students (+80.9%) receiving merit-based scholarships. There was also a decrease of \$129,089 (-1.7%) in need-based grant aid and an increase of \$1,255,222 (+47.2%) in merit-based scholarship aid.

The following are some of the major need-based institutional aid awards provided by the University of Iowa during 2000-2001 (some of these programs also have a merit component in the criteria):

SCHOLARSHIPS/GRANTS	# OF STUDENTS	AMOUNT
College of Pharmacy Tuition Scholarship	115	\$457,169
Cross Cultural Scholarship	28	12,216
Dental Scholarship	138	727,775
Farm Access Grant	201	192,470
Freshman Scholarship	431	1,129,900
IA Community College Transfer Scholarship	58	148,140
Law Scholarship	102	623,461
Medical Scholarship	330	242,800
Transfer Scholarship	143	385,912
Upperclass Scholarship	1,382	3,676,016
Study Abroad Scholarship	64	50,000

The following are some of the major merit-based institutional aid awards provided by the University of Iowa during 2000-2001 (many of these scholarship recipients also demonstrated financial need):

SCHOLARSHIPS/GRANTS	# OF STUDENTS	AMOUNT
Dean's Scholarship	248	\$248,000
Iowa "Yes" Scholarship	25	25,000
Music Scholarship	93	165,540
National Merit/Provost Scholarship	141	368,255
Opportunity at Iowa Scholarship	207	969,162
Presidential Scholarship	197	1,285,500
Public Speaking Scholarship	9	18,000
Undergraduate Scholar Assistantship Prog.	51	102,357
University of Iowa Enrichment Scholarship	24	72,000
University of Iowa National Scholars Award	517	660,750

The following student aid programs that target minority students and underrepresented populations in specific professions awarded \$6,558,506 to 1,067 undergraduate, graduate, and professional students. This represents an increase of 29 students (+2.8%) and an increase of \$349,745 (+5.6%) from the prior year.

TYPE OF AWARD	NUMBER OF STUDENTS	AMOUNT	AVERAGE AWARD
Undergrad. Educational Opportunity Prog.	190	\$1,284,111	\$6,758
Opportunity at Iowa Scholarship Program	207	969,162	4,682
IMAGES Grant	296	735,006	2,483
Graduate Opportunity Fellowship Program	107	898,577	8,398
Graduate Educational Opportunity Program	77	311,075	4,040
Medical Education Opportunity Program	68	1,202,858	17,689
Dental Minority Grant	41	510,340	12,447
Law Opportunity Fellowship Program	68	567,168	8,341
MBA Educational Opportunity Program	13	80,209	6,170

For financial aid purposes, undergraduate students at the University of Iowa are defined as non-traditional if they are at least 24 years of age or are single with a dependent child. Those students who are enrolled less than half-time in a degree program through the Division of Continuing Education are also considered non-traditional students for financial aid purposes.

- ◆ During 2000-2001, undergraduate non-traditional students at the University of Iowa received \$3,811,833 in federal, state, and institutional grants and \$8,659,693 in federal, state, and institutional need-based loans. In addition, the Division of Continuing Education was allocated \$56,678 for scholarships to students enrolled on a part-time basis.

Each year, the University allocates a pool of funds from its tuition revenues for student scholarships. During 2000-2001, 77% of its tuition set-aside was awarded as need-based scholarships and 23% was awarded as merit-based scholarships. Approximately 48% of the merit-based awardees also demonstrated financial need.

Iowa State University

During 2000-2001, students received \$61.1 million in need-based student aid from federal, state, and institutional sources. During 2000-2001, ISU also awarded \$18 million as merit-based gift aid; \$10 million was awarded as gift aid using both need and merit criteria. The financial aid awards are individually reviewed to ensure that eligible minority students receive adequate student financial aid packages that bridge existing financial gaps so that families view ISU as affordable.

During 2000-2001, Iowa State University provided the following opportunities to minority students:

- ◆ The George Washington Carver (GWC) program continues to serve as the primary academic scholarship targeting high-ability minority students. During 2000-2001, 262 GWC Scholars were enrolled and received \$1,810,647 in financial assistance.
- ◆ The Project Open Door Scholarship was initiated during the 1997-98 academic year. It provides an institutional complement of \$50,000 to the Iowa Minority Grants for Economic Success (IMAGES) Program.
- ◆ The IMAGES program was established by the State of Iowa to help Iowa minority students who have financial need. During 2000-2001, 314 students received IMAGES grants totaling \$678,224.
- ◆ Academic Program for Excellence (APEX) is a seven-week intensive academic program designed for 60 minority freshmen. The students live in residence halls, which gives them the opportunity to experience small group interaction firsthand and develop a familiarity with their new surroundings before the beginning of the fall semester. APEX Scholars take three classes - English, Library, and Math. The grades earned count toward the student's permanent record. There are weekly seminars with presenters from different University areas, such as the Dean of Students, student financial aid, study abroad, and career development. The University allocated \$60,539 to this project in 2000-2001.
- ◆ The Fred Schleiter Scholarship is awarded to minority students who have demonstrated high financial need and who are nonresidents. During 2000-2001, a total of \$23,900 was awarded to 12 students.
- ◆ The License Plate Scholarship is awarded to minority students who have demonstrated high financial need. During 2000-2001, a total of \$21,053 was awarded to 12 students.
- ◆ The Morris Matching Scholarship is awarded to minority students who desire to pursue secondary and postsecondary education. The Morris Foundation awards a \$1,500 annual scholarship that is matched by ISU with an additional \$1,500 annual scholarship. During 2000-2001, a total of \$13,500 was awarded to 10 students.

For financial aid purposes, non-traditional students at ISU are defined as those students who are at least 24 years of age or who are single with a dependent child. During 2000-2001, 1,838 undergraduate non-traditional students received \$5,359,095 in federal, state, and institutional grants; \$14,190,461 in federal, state, and institutional loans; and \$91,463 in federal and state work-study funds.

- ◆ The University allocated \$190,000 for the Adult Student Scholarships at Iowa State (ASSIST) Program. Scholarships are awarded to students who are 25 years of age or older and who are pursuing their first undergraduate degree. Selection is based on demonstrated financial need and academic merit. Awards range from \$500 to \$2,000 and assist approximately 125 students each year.
- ◆ The University provided \$100,000 to approximately 65 Phi Theta Kappa scholars. An award of \$1,500 each was made to members of Phi Theta Kappa, an academic honorary society for high ability community college students.
- ◆ The Roy J. Carver Scholarship provided \$114,000 for 30 scholarships to students who graduated from an Iowa high school. These scholarships, valued at \$3,800 each, are divided equally between new and continuing students. These scholarships are intended to recognize individuals who have overcome some of life's struggles and who otherwise would not be able to afford to attend ISU.
- ◆ The University allocated \$50,000 to provide scholarships to students transferring from a community college. Selection was based on demonstrated financial need and academic merit.

During 2000-2001, 66% of ISU's tuition set-aside was awarded based on an evaluation of the student's or family's financial eligibility; 34% was awarded based on recognition of the student's academic performance or non-athletic related talent.

University of Northern Iowa

Minority students at UNI receive assistance from a variety of sources. Some students receive scholarship aid from institutional and foundation accounts, while others receive scholarships from their hometowns. Minority students also receive federal and state aid as part of their financial aid packages to provide maximum assistance.

During 2000-2001, \$5,888,487 was awarded to 623 undergraduate and graduate minority students. The average award was \$9,452. This included the following sources of funds:

SOURCE	AMOUNT	NUMBER OF STUDENTS
Federal aid	\$3,465,838	532
State aid	396,126	210
Institutional aid	1,805,550	338
External sources	220,973	85

The University of Northern Iowa provided the following opportunities for minority students:

- ◆ A total of 192 undergraduate students received \$332,200 through the Iowa Minority Academic Grants for Economic Success (IMAGES) Program. A total of \$3,643 of institutional funds was also used to assist IMAGES recipients.
- ◆ Other state funding, such as Iowa Grant, Iowa Work-Study, and State of Iowa Scholarships, provided \$45,222 for 38 awards.
- ◆ The Educational Opportunity Program assisted 41 students with \$40,720. The average award was \$993.
- ◆ Minority Achievement/Talent Scholarships were awarded to 121 students in the amount of \$226,413.
- ◆ A total of \$688,213 was awarded to 190 students through institutional grants; the average award was \$3,622.
- ◆ Sixty graduate students received \$182,742 through the Graduate College; the average award was \$3,046.
- ◆ The University of Northern Iowa Foundation scholarships provided \$179,384 for 109 minority students.
- ◆ Nine students received Bureau of Indian Affairs awards for a total of \$27,476.
- ◆ There were 273 Pell, SEOG, and Federal Work Study awards totaling \$698,776.
- ◆ A total of \$1,161,028 was made available to 317 minority students through need-based undergraduate loans; a total of \$984,098 was provided to 273 minority students through non-need-based undergraduate loans.
- ◆ Hometown scholarships/gifts were awarded to 52 students in the amount of \$76,472.

For financial aid purposes, non-traditional students at UNI are defined as those students who are at least 24 years of age or who are single with a dependent child. During 2000-2001, a total of \$11,388,338 was awarded to 1,387 undergraduate non-traditional students, with an average award of \$8,211. The funds were provided through the following sources:

SOURCE	AMOUNT	NUMBER OF STUDENTS
Federal aid	\$10,177,391	1,365
State aid	383,729	267
Institutional aid	648,056	405
External sources	179,162	89

- ◆ Need-based loans were awarded to 1,211 students in the amount of \$5,077,863.
- ◆ Non-need-based loans were awarded to 864 students in the amount of \$2,879,196.
- ◆ Ninety-one undergraduate non-traditional students received \$111,478 through the Iowa Minority Academic Grant for Economic Success (IMAGES) Program.
- ◆ Federal and state grant, work-study, and scholarship assistance was provided to 988 students in the amount of \$2,588,580.
- ◆ The University of Northern Iowa Foundation provided \$163,808 of scholarships to 85 non-traditional students.
- ◆ Institutional grants were awarded to 287 students in the amount of \$318,541.
- ◆ Hometown scholarships/gifts were awarded to 25 students in the amount of \$23,400.

During 2000-2001, 43% of UNI's tuition set-aside was awarded as need-based aid and 57% was awarded as merit-based aid. Approximately 40% of the merit-based awardees also demonstrated financial need.

Grants/Scholarships

Securing private support for student financial aid is a high priority for each university foundation.

- ◆ The University of Iowa and the University of Iowa Foundation reported new gifts, bequests, and expectancies from wills and trusts of more than \$171 million for calendar year 2000 which represents an increase of 17% from the prior year. Of that total, approximately \$147 million was received and committed through the Foundation. Of the total amount given, \$18,733,459 was designated for student financial aid grants and scholarships. This represents an increase of 23.3% compared to the \$15,196,949 designated for student financial aid in 1999 and 12.7% of the outright gifts and deferred income recorded by the Foundation in 2000.
- ◆ The University's primary goal is to raise sufficient private money through the University of Iowa Foundation to provide full support of the following undergraduate merit scholarship programs - the Presidential Scholarship, the Opportunity at Iowa Scholarship, the Deans Scholarship, the National Merit/Provost Scholarship, and the Enrichment Scholarship. During 2000-2001, approximately \$2.9 million was awarded through the merit scholarship programs. This represented an increase of \$500,000 from the prior year.

- ✿ In 2000-2001, the University implemented Phase II of its Farm Access Program by awarding \$192,470 in Farm Access Grants to 201 students. These grants were awarded to students whose families' incomes had been adversely affected by the downturn of the agricultural economy.
 - ✿ During 2000-2001, the University allocated \$50,000 for a new Study Abroad Scholarship program. The purpose of this program is to assist SUI students to enhance their overall education with experiential learning opportunities.
 - ✿ During 2000-2001, the University implemented a new National Scholars Award which helped to attract the highest quality students from other states and countries who help create an invigorating learning environment for all undergraduate students. More than 500 scholarships were awarded with an average award of \$1,280.
- ◇ During 2000-2001, private gift receipts for scholarships at Iowa State University totaled \$8,583,408. A significant portion of this amount is for endowments, of which only some of the annual earnings are used for scholarship awards. In addition, the ISU Foundation obtained \$1,093,365 in new pledge commitments and \$11,163,153 in deferred commitments and trust gifts to provide scholarship support in the future. The private support goal for 2001-2002 is \$13,250,000 in receipts and new commitments. Much of this will be established in endowments, of which only a part of the annual earnings are made available for scholarship awards.
- ◇ At the University of Northern Iowa, the UNI Foundation transferred approximately \$2.2 million to the University for student scholarships during 2000-2001. This represents almost a 30% increase from the previous year. In addition, the UNI Foundation has initiated the Students First Campaign that includes a \$36 million goal for student scholarships. To date, the Campaign, which ends in 2005, has raised more than \$20.5 million for that purpose.

Loans

Loans represent the largest percentage of the total financial aid awarded among all Regent universities in terms of both the number of awards and the amount of funds distributed. At Iowa State University and the University of Northern Iowa, the number of loan awards increased from the prior year; at the University of Iowa, the number of loan awards decreased slightly from the prior year. The value of the awards and the average award increased at all three Regent universities.

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.

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. 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.

In addition, the introduction of the Mastery Promissory Note reduced the turnaround time on subsequent 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.

- At the University of Iowa, the Federal Direct Loan volume increased by 0.4% from \$91,150,975 in 1999-2000 to \$91,491,912 in 2000-2001. The number of awards decreased by 0.8% (from 21,725 to 21,553). The average award increased by \$49 (+1.2%) from \$4,196 in 1999-2000 to \$4,245 in 2000-2001.
- During 2000-2001, Iowa State University expanded its participation in the alternative loan marketplace to accommodate the needs of parents who wished to pay their students' educational expenses. "Parent Partnership" loans were available at a lower cost than federal Parent Loans for Undergraduate Students (PLUS). Seventy-three parents took advantage of this new initiative and borrowed almost \$400,000.
 - ◆ As a result of the implementation of the Master Promissory Note for the Federal Direct Stafford Loan, students who had signed a promissory note in 1999-2000 and who were borrowing through the program again in 2000-2001 were not required to sign a new promissory note. Less than one-third of the students who received Federal Direct Stafford Loan funds in 2000-2001 were required to sign a promissory note. This streamlined the delivery of funds to students and created efficiencies for the financial aid office.
- At the University of Northern Iowa, the Ford/Stafford Federal Direct Loan program rose from \$31.8 million in 1999-2000 to \$33 million in 2000-2001, an increase of 3.8%. There was also an increase in private loans from 571 borrowers in 1999-2000 to 919 borrowers in 2000-2001, an increase of 60.9%. This type of borrowing occurs when parents are either unwilling or unable to borrow under the PLUS program. In these situations, banks are willing to make loans in the student's name rather than in the parents' names as required by the PLUS program.

Indebtedness

Currently, there is a variety of loan programs available to students and their parents:

- ◆ Federal Perkins Loan is a low-interest 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.

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. Concern about the increased availability of loan funds has been the level of debt of undergraduate students at the time of graduation. The 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. 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. "During the 1990s, it would have taken four-year public college graduates fewer months to recover their net college expenses with their additional earnings than at any time since the early 1970s¹."

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."

Regent universities continue to apply their comprehensive understanding of repayment problems graduates may be encountering. 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 receive further counseling at any other time that they seek it.

¹ USAGroup Foundation Monograph, "College Affordability: Overlooked Long-Term Trends and Recent 50-State Patterns," November 2000.

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.

According to a study conducted by the U.S. Department of Education in 2000, student borrowers repay only a quarter 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's first efforts to track students' debt burdens also found that debt - while discouraging enrollment in graduate school in the short-term - did not affect major lifestyle choices such as getting married, buying a house, or saving money.

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

Federal Stafford	SUI	ISU	UNI	National
1994 – 1995	4.0%	3.6%	2.9%	10.4%
1995 – 1996	3.5%	4.7%	4.3%	9.6%
1996 – 1997	3.9%	4.2%	4.0%	8.8%
1997 – 1998	4.2%	3.6%	2.8%	6.9%
1998 – 1999	3.7%	3.8% (prelim)	NA	NA
1999 - 2000	3.1%	NA	NA	NA
2000 - 2001	NA	NA	NA	NA
Federal Perkins				
1994 – 1995	5.5%	NA	4.7%	NA
1995 – 1996	6.6%	10.4%	3.5%	NA
1996 – 1997	7.5%	10.5%	6.9%	NA
1997 – 1998	7.7%	9.0%	7.8%	12.5%
1998 – 1999	6.6%	7.8%	6.5%	10.6%
1999 – 2000	5.7%	6.9%	4.1%	NA
2000 – 2001	NA	6.7%	3.4%	NA

**Average Undergraduate Indebtedness at the
Time of Graduation by Residency
1999-2000 to 2000-2001¹**

Year	Average Indebtedness - All Sources ²		Average Non-Need- Based Indebtedness ³		Average Need-Based Indebtedness	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
1999-2000						
SUI						
Seniors with debt	\$19,462	\$20,143	\$7,993	\$8,400	\$9,633	\$9,774
All seniors	\$10,942	\$11,466	\$4,216	\$4,401	\$5,325	\$5,664
ISU						
Seniors with debt	\$20,038	\$25,708	\$18,911	\$22,902	\$12,609	\$14,762
All seniors	NP ⁴	NP	NP	NP	NP	NP
UNI						
Seniors with debt	\$18,126	\$19,706	\$6,771	\$8,402	\$12,121	\$11,656
All seniors	\$12,006	\$10,814	\$3,571	\$3,936	\$7,882	\$7,039
2000-2001						
SUI						
Seniors with debt	\$19,612	\$20,201	\$8,062	\$8,405	\$9,699	\$9,919
All seniors	\$11,001	\$11,505	\$4,388	\$4,511	\$5,399	\$5,818
ISU						
Seniors with debt	\$21,166	\$25,781	\$19,952	\$23,306	\$12,170	\$13,564
All seniors	\$15,380	\$12,431	\$14,476	\$11,221	\$8,047	\$5,564
UNI						
Seniors with debt	\$17,729	\$21,113	\$7,492	\$8,210	\$10,959	\$8,924
All seniors	\$12,766	\$10,155	\$3,694	\$2,910	\$6,903	\$3,727

¹ According to a study conducted by the USA Group Foundation, the share of undergraduates owing \$10,000 or more has increased from 33.7% in 1995 to 40.1% in 1999. However, the percentage of borrowers who are delinquent in making payments has been moving downward since 1995.

² Includes Parents Loans for Undergraduate Students (PLUS) and Partnership (alternative student non-federal loans).

³ Excludes PLUS but includes Partnership.

⁴ Not provided.

Employment

Employment opportunities include college work-study positions, a variety of assistantships, and other university employment that can occur both on- and off-campus. Regent universities make efforts to ensure that the work performed will be beneficial to a student's career aspirations. The majority of students are employed in the following types of jobs - office assistant/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 2001

	Work Study¹	Assistantships	Other²	Total
SUI	\$3,234,043 2,234 awards	\$37,848,229 3,373 awards	\$22,291,491 11,221 awards	\$63,373,763 16,828 awards
ISU	\$2,720,454 2,068 awards	\$22,849,897 2,338 awards	\$14,165,404 5,005 awards	\$39,735,755 9,411 awards
UNI	\$1,351,193 842 awards	\$1,817,391 397 awards	\$7,298,793 4,116 awards	\$10,467,377 5,355 awards
REGENTS TOTAL	\$7,305,690 5,144 awards	\$62,515,517 6,108 awards	\$43,755,688 20,342 awards	\$113,576,895 31,594 awards

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 Reads³ and America Counts⁴. 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. During 2000-2001, more than 1,030 students were employed in community service positions through the Regent universities.

Graduate, teaching, and research assistantships provide opportunities for students to finance their education. At SUI and ISU, assistantships are the largest financial commitment to employment opportunities for students.

Campus employers have experienced difficulty filling both work-study and non-work-study jobs due to the increase in local job opportunities and competitive wages. The universities do not have a mechanism to gauge the number of students employed in

¹ Federal and state.

² Other institutional employment.

³ Federal initiative to improve elementary students' reading skills.

⁴ Federal initiative to improve elementary students' math skills.

local communities or the number of hours that they are employed. Students employed by the university are restricted to 20 hours per week of employment. However, the university does not have the means to restrict the number of hours of employment for those students employed outside of the university.

Studies have shown that working between 10 and 20 hours a 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.

Typically, the number of students and the number of hours of employment are restricted by the amount of funds available.

- ◆ At SUI, both the number of awards and the value of the awards decreased during 2000-2001. The number of awards decreased by 3.5% (from 17,444 to 16,828); the value of the awards decreased by 2.7% (from \$65,153,903 to \$63,373,763).
- ◆ At ISU, both the number of awards and the value of the awards increased during 2000-2001. The number of awards increased by 1.0% (from 9,321 to 9,411); the value of the awards increased by 3.0% (from \$38,572, 975 to \$39,735,755).
- ◆ At UNI, both the number of awards and the value of the awards increased during 2000-2001. The number of awards increased by 3.8% (from 5,157 to 5,355); the value of the awards increased by 9.1% (from \$9,593,658 to \$10,467,377).

The institutions make significant efforts to inform incoming students about employment opportunities on-campus and about 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.

Federal Legislation

Federal Appropriations

The following student financial aid appropriations were approved during the 2000-2001 fiscal year:

- ◆ The maximum award in Pell Grants, the basic assistance program that helps students with the greatest financial needs, was increased from \$3,300 to \$3,750.
- ◆ Congress appropriated \$8.76 billion in Pell Grants, an increase of 14.7% from the prior year.
- ◆ The federal work-study program received an increase of 8.6% from \$.93 billion to \$1.01 billion from the prior year.

- ◆ The Perkins Loan program received an increase of 23.1% from \$130 million to \$160 million from the prior year.

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 has been 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 is increased from \$500 to \$2,000 per year; the income eligibility is increased also.

Analysis

Concerns Regarding Future Student Financial Aid

- The Iowa Work Study Program was eliminated for 2001-2002. This is a reduction of almost \$2 million for the Regent universities; more than 1,600 students will be affected. Students who would have availed themselves of these funds will either have to rely on loans or other employment, including off-campus jobs. They will also likely lose the benefit of being employed in positions that relate to their educational programs and career goals
- Reduced funding for the Iowa Grant Program decreased the individual annual award to students.
- 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 1998-99¹. As illustrated on Table 5 (page 68), only approximately 30% of the total need of FAFSA filers is met by grant aid. The balance of the filers' need will have to be met through either loans or employment.

¹ Source: University of Iowa

- According to a recently released U.S. Department of Education report, total borrowing more than doubled between 1989 and 1996 largely as a result of changes to the Federal Stafford Loan Program. Stafford program changes under the 1992 amendments to the Higher Education Act allowed increased participation of middle- and higher-income dependent students to participate in the program and to borrow large amounts. Many families have chosen these non-need-based loans as a means of financing their students' postsecondary education.
- There is a concern that the freshman and sophomore loan limits of the direct loan program are too low to meet the rising costs of a college education.
- Elimination of student loan origination fees would reduce the cost of loans to students. The financial conditions of the early 1980s when the origination fee was implemented no longer apply.
- A report recently released by the State Public Interest Research Groups' Higher Education Project calls on Congress to increase spending on Pell Grants and maintain flexible repayment options that help students avoid defaulting on their loans.

Future Initiatives

The University of Iowa identified the following initiatives for 2001-2002:

- Implement a University of Iowa Valedictorian Scholarship – a one-time \$1,000 scholarship for entering first-year students who are ranked first in their high school graduating class.
- Implement the University of Iowa Scholars Award. A \$500 scholarship will be awarded to resident first-year students who rank in the top 15% of their high school class and who do not receive other University-awarded scholarships of \$500 or more. The scholarship may be awarded for three additional years, provided full-time enrollment and a minimum grade point average of 2.7.
- Implement the University of Iowa Phi Theta Kappa Scholarship. Fifteen scholarships with an individual value of \$1,000 will be awarded to select Phi Theta Kappa International Honor Society members who enter the University directly from a community college with a minimum transfer grade point average of 3.5 on at least 30 semester hours. The scholarship is renewable for one or two additional years based on a University of Iowa grade point average of 3.0 or better.
- Implement the Iowa Community College Transfer Academic Scholarship. Thirty-five scholarships with an individual value of \$1,000 will be awarded to select Iowa community college transfer students who have a 3.85 or better grade point average on at least 30 semester hours. The scholarship is renewable for one or two additional years based on a University of Iowa grade point average of 3.0 or better.

Iowa State University identified the following expanded initiatives:

- The partnership between the Office of Student Financial Aid and the Financial Counseling Clinic, a unit of the Department of Human Development and Family Studies, resulted in programs relating to students' debt management activities. This year, the partnership was expanded to include a new class taught by the directors of each unit. Students were introduced to the need for personal budget development and credit card management exercises. This partnership has proven beneficial to students as they develop their personal finance positions.
- Building upon successes achieved during the first year of the Student Answer Center, a "one-stop" service concept of providing students and visitors advice and assistance, the Office of Student Financial Aid has expanded its cross training activities to include staff from the Treasurer's Office, Accounts Receivable, Registrar, and Admissions. This cross training has permitted the staff to provide more personal information and attention to currently enrolled students and prospective students.

The University of Northern Iowa identified the following initiative for 2001-2002:

- The Students First Campaign will continue until 2005 with a goal of raising \$36 million for student scholarships.

PART II - IMAGES/COLLEGE BOUND

Background:

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. A total of 802 minority students received IMAGES grants during the 2000-2001 academic year. This represents a decrease of 57 students (-6.6%) from the previous year.

More than \$1.7 million was allocated to the IMAGES programs for the 2000-2001 academic year by the three universities as described in the table below:

**IMAGES Allocations
1997-1998 to 2000-2001**

	1997-1998	1998-1999	1999-2000	2000-2001
SUI	\$637,211	\$636,474	\$700,000	\$735,006
ISU	634,836	680,528	690,045	680,000
UNI	332,200	332,200	332,200	335,843
TOTAL	\$1,604,247	\$1,649,202	\$1,722,245	\$1,750,849

Through the College Bound program, the Regent universities provide programs and activities that encourage Iowa minority students in grades 7-12¹ 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 joint programs. Vouchers may be obtained by any qualified 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.

¹ Some of the Regent universities provide activities for students as young as 1st graders.

More than \$285,000 was allocated to the College Bound programs for the 2000-2001 academic year by the three universities as described in the following table:

**College Bound Allocations
1999-2000 to 2000-2001**

	1999-2000	2000-2001
SUI	\$110,000	\$110,000
ISU	\$92,066	\$95,526
UNI	\$80,000	\$80,000
TOTAL	\$282,066	\$285,526

Analysis:

IMAGES

One of the major thrusts 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. 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.

IMAGES awards up to a maximum of \$3,500 per year are made to Iowa minority students who demonstrate financial need. The IMAGES grant may be received for a total of eight semesters if the student is making 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.

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

**Race/Ethnicity of IMAGES Recipients
1997-1998 to 2000-2001**

	African-Am.	Hispanic-Am.	Asian-Am.	Am. Indian	Total
SUI					
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
ISU					
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
UNI					
1997-1998	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
TOTAL					
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

The following table shows the distribution by educational class of IMAGES grant recipients.

**Distribution by Educational Class of IMAGES Awards
1997-1998 to 2000-2001**

	Freshmen	Sophomores	Juniors	Seniors	Total
SUI					
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
ISU					
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
UNI					
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
TOTAL					
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

At the University of Iowa, the following information was reported:

- A total of 296 Iowa minority undergraduate students received \$735,006 of IMAGES grant awards for the 2000-2001 academic year; the average award was \$2,483 per student. This represents a decrease of 4 (-1.3%) in the number of awards, an increase of \$35,006 (+5.0%) in the amount of funding and an increase of \$150 (+6.4%) in the per student award.
- ◆ Of the 296 students who received IMAGES grant awards in 2000-2001, 162 recipients (54.7%) were College Bound/IMAGES voucher recipients who received a total of \$409,293; the average award was \$2,527 per student. This represents an increase of 15 (+10.2%) in the number of voucher recipients, an

increase of \$51,556 (+14.4%) in the amount of funding, and an increase of \$93 (+3.8%) in the per student award.

At Iowa State University, the following information was reported:

- A total of 314 Iowa minority undergraduate students received \$680,000 of IMAGES grant awards during the 2000-2001 academic year; the average award was \$2,166 per student. This represents a decrease of 34 (-9.8%) in the number of awards, a decrease of \$10,045 (-1.5%) in the amount of funding, and an increase of \$183 (+9.2%) in the per student award.
- ◆ Of the 314 students who received IMAGES grant awards in 2000-2001, 93 (29.6%) were College Bound/IMAGES voucher recipients who received a total of \$256,827; the average award was \$2,762 per student.

At the University of Northern Iowa, the following information was reported:

- A total of 192 Iowa minority undergraduate students received \$335,843 of IMAGES grant awards for the 2000-2001 academic year; the average award was \$1,749 per student. This represents a decrease of 19 (-9.0%) in the number of awards, an increase of \$3,643 (+1.1%) in the amount of funding, and an increase of \$174 (+11.0%) in the per student award.
- ◆ Of the 192 students who received IMAGES grant awards in 2000-2001, 62 recipients (32.3%) were College Bound/IMAGES voucher recipients who received \$114,958; the average award was \$1,854 per student. This represents a decrease of 10 (-13.9%) in the number of voucher recipients, a decrease of \$12,187 (-9.6%) in the amount of funding, and an increase of \$88 (+5.0%) in the per student award.

College Bound

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 children to attend a postsecondary institution, enriching and preparing students academically, and informing students on applying for admission.

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 are admitted to a Regent university and they demonstrate financial need.

The following table describes the race/ethnicity of College Bound participants at the Regent universities during 2000-2001.

**Race/Ethnicity of College Bound Voucher Participants
2000-2001**

	SUI	ISU	UNI	TOTAL¹
American Indian/Alaska Native	118	47	26	191
African-American	456	373	249	1,078
Hispanic-American	525	391	480	1,396
Asian-American	243	224	96	563
Other	530			530
Total	1,872	1,035	851	3,758

University of Iowa

In 2000-2001, the University served 1,872 Iowa students, of whom 1,342 (71.7%) were minority students and 1,288 (68.8%) were voucher recipients. The University records participation of students in a College Bound program and issues vouchers to secondary school students (grades 7-12); this gives priority in awarding funds under the IMAGES program upon enrollment of the student at a Regent university and demonstration of financial need. The University allocated \$110,000 to support the College Bound Program in 2000-2001. The University developed and conducted programs for elementary, middle, and secondary school students and their families that included encouragement to consider attending a post-secondary institution, enrichment and academic preparation, and information about how to apply for admission. The following are examples of College Bound activities that were conducted during the year:

➤ Campus Visits

- ◆ High school students meet with staff from the offices of Admissions, Financial Aid, Support Service programs, and/or attend cultural events coordinated at Hancher Auditorium, Theatre Arts, or the campus cultural centers. 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.

¹ Some of the numbers may be duplicated because the Regent universities sponsor four joint College Bound programs whose enrollment is reflected by all three institutions.

➤ On-Campus Programs

- ◆ Hawkeye Visit Days. This program, which invites 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. These six, one-day events are an opportunity for prospective students to become more familiar with campus life and engage directly with faculty 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. Approximately 3000-5000 students from Cedar Rapids Grant Wood Elementary School, West Liberty (with more than 100 minority middle school students), Waterloo, and Burlington Public Schools participate in the event.
- ◆ 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 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(s) who has worked to enhance diversity in campus life.

➤ 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 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 800 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 whose dual purpose is to recognize graduating seniors and to encourage younger students to

continue with high school and to enroll in college bound courses so that they may be better prepared for college opportunities.

- ◆ Journalism – West Liberty Project. The School of Journalism, in partnership with the Iowa City Press Citizen, West Liberty School District, and Opportunity at Iowa, works with 25 students who are primarily Latino and Laotian throughout the academic year. The program introduces them to the career of journalism by teaching them photography, writing, and how to produce a newsletter in their home communities.
- ◆ 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 developed, conducted, and expanded a number of activities aimed at recruiting American Indian/Native Alaskan students. These included outreach to the Meskwaki Settlement with weekly 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 and the Iowa First Nations Summer Programs for 9th and 10th 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 throughout the Sioux City Community School District participate.
- ◆ Annual Central Iowa Latino College Exposition. With a focus on the Des Moines area, this event attracts more than 300 middle and high school Latino students, together with their counselors, community leaders, and parents. Des Moines Area Community College was the site of this 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

- ◆ Schools and Communities Partnership (SCP) Program. Opportunity at Iowa began this program in 1999-2000 in which 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 are underway 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 Junction, Fort Madison, Pleasant Valley, and Perry.

➤ Pen Pals

- ◆ Pen Pal Partnerships. Elementary (4th and 5th graders) and middle school students from Cedar Rapids Grant Wood, West Liberty Middle School, Waterloo Lincoln Elementary, Sac and Fox Settlement, and Columbus Junction Schools 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. Almost 300 minority students participated in 14 different summer workshops or programs, the highest number to date. Students live on campus for two to six weeks, allowing them to explore the campus, meet students, and work closely with faculty and staff. These programs include Junior High Microscopy Camp, Secondary Student Training Program, Hughes Life Sciences Summer Program, Native American Mentoring Program, Journalism Workshops, Workshop in Theatre Arts, Art Workshop, National Institute of Forensics, All-State Music Camp, the Waterloo/McElroy Summer Program in Health Sciences, and the Des Moines Area Community College Health Careers Opportunity 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 goal of the program is 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 (i.e., a faculty member, student, program administrator or community member) to discuss issues of interest to the local community. Waterloo and Des Moines community leaders also have been special guests on the radio show. Listeners may call-in to talk or to 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 of Iowa on the WEB. Opportunity at Iowa maintains an extensive, interactive web site on the University's web page. This is a rich source of information for prospective as well as current students. More than 1,700 viewings are registered each month on the site. The URL site is <http://www.uiowa.edu/~provost/oi>.

Iowa State University

In 2000-2001, ISU allocated \$95,526 to support the College Bound Program that served 1,035 Iowa minority students, all of whom were voucher recipients. The College Bound Program implemented a number of improvements during the year:

- ◆ programs and contacts focusing on a broader region of the state were developed;
- ◆ programs and activities focused on inviting students who had attended a previous College Bound event to a second or third activity with College Bound;
- ◆ the number of off-campus College Bound activities and minority workshops was increased;
- ◆ awareness of College Bound was increased among ISU staff and students;
- ◆ contact with TRIO programs throughout the state was maintained, as was involvement with their state activities;
- ◆ a major leadership role was taken in planning the summer 2001 Early Outreach Program at ISU (EOP@ISU);
- ◆ more personalized campus visits and workshops for minority students and their families were offered, e.g., stops at the various cultural centers while on campus and student panels involving ISU students from similar ethnic backgrounds as the student visit group; and
- ◆ a more comprehensive and up-to-date ISU College Bound brochure was created to generate more participants in College Bound.

The following are examples of College Bound activities that were conducted during the year:

- Multicultural Vision Program (MVP). This program targeted minority students with academic potential and demonstrated financial need to receive IMAGES grants in the form of the MVP Award. Information and publications were mailed to high school administrators and education agencies throughout the state. Students and families also received information introducing the program and the award. Enrollment

presentations and interview sessions were hosted at seven sites across the state. Staff shared information with 186 potential participants and their families during these sessions. A total of 200 MVP award applications were received; of this number, 158 students are expected to enroll at ISU. ISU offered 114 MVP awards based on financial need; 100 students accepted the MVP award and will enroll in Fall 2001. These 100 students will participate in a seminar course during their first year and in special monthly programming, including events for families, throughout their enrollment.

- 4-H Youth Conference. The 2001 4-H Youth Conference, titled "Step Outside Yourself," was held in June for hundreds of Iowa 4-H participants. College Bound sponsored scholarships to cover registration fees and expenses for minority students to attend. A breakout session, titled "Step Outside Yourself and Into Someone Else's Shoes," focused on multiculturalism and awareness and allowed students to participate in simulations and games/activities. Fifteen minority students participated in this event.
- Ames College Bound Night. A college information night was held for 13 minority students and their parents at the Black Cultural Center in Ames. Information was distributed about College Bound, EOP@ISU (Early Outreach Program), APEX (Academic Program for Excellence), and the Multicultural Vision Program (MVP). In addition, parents and students received information about programs and opportunities at the University.
- Career, College, and Leadership Conference. The conference theme was "Capacity to Dream...A 21st Century Necessity" and focused on academic, leadership, career, and motivational issues. Students attended breakout sessions and participated in a college fair. There were 124 minority students from the Sioux City tri-state area who attended the conference. The College Bound program presented breakout sessions that showcased Iowa State and programs and services available to students. Twelve of the 37 12th graders who participated in the conference applied to ISU and six have been accepted.
- Central Iowa Latino College Expo. College Bound co-sponsored this annual event targeting Hispanic youth in the Central Iowa area. The daylong program offered informational sessions on academics, financial aid, and career paths; student panels; and college representatives/booths. Students were also given several opportunities to learn about careers through sessions with guest speakers. Eighty-five minority high school students were in attendance.
- Council Bluffs Minority Student Workshop. Twenty-five minority students from Abraham Lincoln High School were offered a college workshop presented by College Bound. Students learned about College Bound and received a "Preparing for College in the New Millennium" packet. The presentation focused on benefits of attending college and the differences between 2-year and 4-year colleges, and provided a checklist for each grade level to prepare for college. Students also

received an enrollment presentation and learned about the programs offered at the University (e.g., MSA, MVP, APEX, IMAGES, and GWC). One of the 12th graders who participated in the workshop applied to ISU and has been accepted.

- Denison Minority Student Workshop. Twenty-four minority students from Denison received a “Preparing for College in the New Millennium” packet during the workshop. The presentation focused on the benefits of attending college and the differences between 2-year and 4-year colleges, and provided a checklist for each grade level to prepare for college. Students also learned about the MVP, APEX, IMAGES, and GWC programs offered by ISU and services provided by the Minority Student Affairs Office.
- EOP@ISU (Early Outreach Program at ISU). Three separate, weeklong residential programs were offered to 119 rising 8th, 9th, 10th, and 11th grade students. Students who had 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 staff and students. Students 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 siblings attended opening and closing ceremonies and received information related to college admissions, appropriate pre-college curriculum choices, and financial aid procedures.
- Incentive Grant - Burlington Minority Scholars Program. An incentive grant was awarded to Burlington Community Schools for their Minority Scholars Program. The program meets throughout the school year, offering a variety of opportunities to its members. A total of 153 minority students had the opportunity to attend a job/career fair, an all-school cultural assembly, the NAACP Freedom Banquet, hear guest speakers, participate in the DARE program, participate in a mentoring program, speak with college admissions staff, and participate in community service projects. Three of the 12th graders who participated in this program applied to ISU and one student has been accepted.
- ISCORE. The Iowa State Conference on Race and Ethnicity (ISCORE) for high school students was a new initiative created as a spin-off from the adult conference held each spring at ISU and the national conference (NCORE) held each summer. ISCORE is a forum on issues of race and ethnicity; it offers students the opportunity to develop and enhance awareness of racial and ethnic issues in their schools and communities and around the country. The conference hosted 27 minority high school students from Des Moines, Fort Dodge, Davenport, and Ames, providing them information on issues of race and ethnicity and open forums for discussion of these topics. The students attended sessions and joined the adults for the luncheon and keynote speaker. One of the two 12th graders who attended the conference applied to ISU and has been accepted.

- Minorities in Teaching. 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 Minority Liaison Officer in the College of Education, 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. The program was implemented at South Tama High School and included activities in Tama and on the ISU campus.
- Perry College Bound Night. A college information night was held for 14 minority students and their parents at the Perry middle school. Information was distributed about College Bound, EOP@ISU (Early Outreach Program at ISU), APEX (Academic Program for Excellence), and MVP (Multicultural Vision Program). Information about majors and programs offered at ISU were distributed as well.
- Science Bound Minority Parent Workshop. College Bound offered a workshop to parents of Science Bound students during a Saturday session. Information was distributed about College Bound, IMAGES, MVP, APEX, EOP, and other services/programs offered at ISU. Parents had an opportunity to learn more about four-year college choices, the cost of attending college, and financial aid resources. They were also given an opportunity to ask questions and discuss their students' individual needs. The 12th grader who participated in the workshop has been accepted at ISU.
- Sioux City Minority Student Workshop. Information about College Bound, EOP@ISU, APEX, and MVP was distributed to 40 minority high school students at three Sioux City high schools. Information about majors and programs at ISU, programs offered through the Minority Student Affairs office, pre-college curriculum, and how to select a college were also provided to the students. Sixteen of the 12th graders who attended the workshop applied to ISU and eight have been accepted.
- South Tama Minority Student Workshop. An information session was held at South Tama High School to give students information about the Minorities in Teaching (Each One Teach One) mentoring program that was started in cooperation with their school. Students received information and applications for the EOTO program and had an opportunity to ask questions. They were also given information about ISU, programs and services in Minority Student Affairs, pre-college curriculum, and majors offered at ISU.
- Taking the Road Less Traveled in Math and Science Conference. Seventeen minority young women in grades 6-12 attended the conference, sponsored by the Program for Women in Science and Engineering (WISE). Sessions for 6th - 9th graders and 9th - 12th graders were held separately. The program offered career sessions, hands-on workshops, informational booths, and tours of the campus. Students were given an opportunity to learn about careers while attending sessions

and hearing speakers from a variety of fields. One 12th grader who participated in the conference applied to ISU and has been accepted.

- Urban Visions, INC. Minority Student Workshop. A college information workshop was held at the community center in Fort Dodge. Information was distributed to 13 junior and senior high school minority students about College Bound, EOP@ISU, APEX, and MVP. Information about majors and programs at ISU and programs offered through the Minority Student Affairs Office was also distributed.
- White Privilege Conference. College Bound sponsored the 2nd Annual White Privilege Conference, titled “Understanding, Respecting, and Connecting with the Changing Faces of America,” at Cornell College for high school students. Eleven 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, with Dr. Cornel West addressing a packed house as the featured keynote speaker.
- 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 nine group visits for 103 minority students during the year. The participants received information from admissions and financial aid staff, received information in the 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 25 minority students from Des Moines East High School, one from Des Moines Hoover High School, five from Des Moines Urbandale High School, 12 from Sanford Community Center, eight from the Native American Symposium, 10 from Sioux City Community Schools, 23 from Storm Lake Community Schools, 17 from UNI Educational Talent Search, and one from Waukee High School. Eight of the 12th graders who participated in the campus visits have been accepted at ISU.

University of Northern Iowa

College Bound incorporates a variety of activities sponsored by the Office of Admissions, the Minorities in Teaching Program, College of Business Administration, and individual University departments/colleges. Activities include a residential program, campus visitation programs, community/high school visits and co-sponsored programs. The Ethnic Student Promoters, a group of 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.

In 2000-2001, the University allocated \$80,000 to support 27 College Bound activities that were attended by 851 students, all of whom were voucher recipients. The following are examples of College Bound activities provided by the University:

- Campus Visitation Programs. During a campus visit, participants learn about admissions requirements and procedures, financial aid, and have the opportunity to visit a class. UNI Ethnic Student Promoters assist in these visitations by guiding prospective students, parents, and counselors on campus tours, accompanying them to lunch in a dining center, and presenting "Life as a UNI Student." The focus of the visit is to encourage middle and senior high school students to pursue postsecondary education. Programs are designed according to the age and grade levels of the participants.
- College of Natural Science Outreach Programs. Dr. Leslie Jones from UNI's Science Education/Biology Department initiated outreach programs during Spring 1999. These programs were designed to bring middle school minority students to campus to spark their interest in science. In Spring 2001, the program focused on high school students from Waterloo East High School. The activities included encouraging academic performance, a tour of the UNI Greenhouse, and science mini workshops taught by UNI Science Education students. Tours of the campus and the Wellness Recreation Center were included in the day's activities. UNI Ethnic Student Promoters and UNI science education students assisted in hosting 15 minority students on campus.
- Fort Dodge Multicultural Campus Visit. Twenty-one minority students from Fort Dodge High School participated in the annual multicultural campus visit. The program included presentations on admission requirements, financial aid, support services, a student panel, campus tour, and lunch in one of the dining centers.
- UNI College Fair. Minority students from the Waterloo/Cedar Falls and surrounding area were invited to participate in the annual UNI DOME College Fair. Eighteen students identified as ethnic minorities were sent a letter to acknowledge their participation.
- UNI Educational Talent Search Summer Program. Thirty-four minority students from the UNI Educational Talent Search Program visited campus. The visit included an admissions presentation, tour of the campus, and visit to student support services.
- Educational Talent Search Middle School Shadow Program. UNI staff from a variety of career fields hosted ten minority students to expose them to a variety of careers. The educational requirements of the jobs shadowed and descriptions of the positions were discussed with students. Students were encouraged to excel in school and prepare for future options.
- Educational Talent Search Senior College Visit. Twenty-one minority students from the UNI Educational Talent Search Program visited campus and received an admissions presentation, a tour of campus, and a visit to student support services.
- Educational Talent Search Senior Planning Day. Twenty minority students from the UNI Educational Talent Search Program visited campus. The visit included

assistance in completing applications for admission and information regarding deadlines for financial aid and scholarship applications.

- Educational Talent Search Campus Visit. Ten minority students from the UNI Educational Talent Search Program visited campus and received an admissions presentation, a tour of campus, and a visit to student support services.
- Fall Senior Campus Visits. Two minority students who visited campus received an admissions presentation, campus tour, faculty appointment, and lunch on campus.
- PEP Academy Campus Visit. Seventeen minority students from the Partners in Education Program (PEP) in Des Moines visited campus and participated in presentations on admission requirements, financial aid/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.
- College of Education Middle School Campus Visit. Dr. Charline Barnes hosted seven middle school minority students on campus. The group visited College of Education classes, toured the campus, had lunch on campus, and learned about the requirements for admission to the University.
- TRIO Program Students/Gallagher Bluedorn Performing Arts Center. Five minority students shadowed and assisted staff members at the Gallagher Bluedorn Performing Arts Center.
- Educational Talent Search Campus Visit. Five minority students from the UNI Educational Talent Search Program visited campus and received an admissions presentation, a tour of the campus, and a visit to student support services.
- Southeast Community College Upward Bound Program. The four minority students who participated in this visit received presentations on admissions, financial aid, student support services, a campus tour, and lunch in a dining center.
- Iowa Lakes Science Camp. There were eleven minority participants in the first program offered through Logan's new learning center, which cooperates with various community agencies to provide academic and recreational opportunities for children and adults when school is not in session. The camp is sponsored by UNI's Biology Department.
- High School Visits. Seven visits were arranged for 106 minority students from Davenport High School, Des Moines High School, Cedar Rapids High School, Fort Dodge High School, and other high schools. Specifically arranged sessions for minority students in Iowa high schools included a presentation on admission requirements and procedures for admission. Information on housing, financial aid, and the student support service program for minority students was also presented.

Visits were arranged through high school guidance counselors, MAP (Minority Achievement Program) coordinators, and/or school personnel who work specifically with minority students.

- Community Colleges. Community colleges with substantial minority enrollments were targeted for special minority visits. Contact was made with the minority advisors or designated counselors to inform them of upcoming visits. Identified students were entered into the admissions tracking system to insure that appropriate information is sent to these students periodically.
- Multicultural Resource Guide. This guide was developed and distributed to new freshmen and transfer students in the fall semester. The guide is a reference for African-American, Native American, Asian-American, and Latino(a) students, faculty, and staff. It contains information regarding on-campus resources, such as traditions and events, ethnic student organizations, multicultural courses, and a directory of minority faculty and staff. Off-campus information includes places of worship, barber/beauty shops, and ethnic restaurants and grocery stores.
- Multicultural Recruitment Guide. The purpose of the Guide, which is a supplement to the UNI [Viewbook](#), is to highlight the University's minority services, courses, and faculty/staff to prospective students. The Guide profiles successful students, describes student services designed for minority students' success, admission requirements, and financial aid information.
- Multicultural Initiatives in Teaching (formerly Minorities in Teaching) (MIT) Program. The program promotes diversity and excellence in teaching. The major goal of the program is to assist students from diverse ethnic and cultural backgrounds to become professional educators. The MIT Program was initiated in 1988 as a university-school partnership between the University of Northern Iowa and five Iowa school districts with significant ethnic minority student populations. The districts included Davenport, Waterloo, Cedar Rapids, Sioux City, and Des Moines. During the past 10 years, Muscatine, Marshalltown, Fort Dodge, and the Sauk and Fox Settlements have been included in efforts to increase students' awareness of the MIT Program and interest in pursuing a career in education at UNI. There are 57 students who are receiving scholarships.
 - ◆ Initially, the College of Education was allocated \$25,000 for the MIT Program. These funds have been used to support efforts with local school districts, develop curriculum for minority students, and finance the summer program that brings minority students to campus, and other operating costs of the program. An additional \$25,000 was allocated to provide staff support. The Office of Admissions was allocated \$15,000 to hire an admissions counselor dedicated to minority student recruitment. The remaining \$15,000 is used by the Office of Admissions for printing recruitment literature, travel to high schools and community colleges, leadership conferences, and other expenses associated with minority students visiting campus.

- ◆ The MIT Summer Enrichment Program has sponsored a weeklong residential experience on the UNI campus since 1990. Participants include students from each of the represented school districts. Students explore teaching as a career, attend classes, and experience college life on the UNI campus. Students have the opportunity to participate in a leadership role by teaching young children at the Malcolm Price Laboratory School, the YMCA, and other community settings. The 2000 program was designed for 8th grade students to observe and study teaching as a career. The program included 15 students representing Waterloo, Cedar Falls, Tama, and Muscatine.
- ◆ Multicultural Future Teacher's Academy (MFTA). This is a collaborative project of the Waterloo Community Schools and the Multicultural Initiatives in Teaching. The purpose of the MFTA is to encourage students to consider a career in education; provide opportunities for students to explore the teaching profession; increase awareness of multicultural gender-fair teaching strategies; and recruit future teachers from diverse cultural backgrounds. Students who participate in the MFTA have opportunities to work with professional educators, participate in classroom teaching experiences, and enroll in an Introduction to Teaching course at UNI.
- ◆ MIT Scholarships. MIT scholarships are provided to eligible MIT high school participants who enroll at UNI and pursue a major in teaching. Eligible students are also supported through the IMAGES program as well as other financial aid provided by UNI, local, state, and federal programs. Fifty-seven students received MIT scholarships during 2000-2001. The Lily Nina Furgerson Scholarship was awarded to one student during 2000-2001.
- ◆ Leadership Seminar. In Fall 1991, *The Leadership for Diversity: Teachers as Change Agents Seminar* was initiated to provide support to the cohort of MIT students on campus. Participants discuss selected topics, explore teaching methods, gain leadership skills, experiment with change strategies, and examine issues relevant to cultural diversity and education. Students participate in American Education Week as storytellers and speakers. New students who receive the MIT scholarships are required to enroll in the course during their first year. Thirteen students enrolled in the seminar in Fall 2000.
- ◆ Community Involvement and Outreach. The MIT radio show, *Chalkdust Chats*, is designed to strengthen community awareness and support for education. It provides information to the Cedar Falls/Waterloo community and all students in the surrounding areas about educational issues relevant to success. Through the distribution of program tapes, it serves as a model for other communities involved in the MIT program.

Co-Sponsored Programs

The following College Bound activities were co-sponsored by the three Regent universities:

- Sioux City Leadership Conference. The Sioux City School District and the Regent universities sponsor an annual Leadership Conference for minority students from Sioux City and the surrounding area. Students have the opportunity to meet admissions representatives from colleges/universities, participate in small group presentations, listen to a motivational speaker, and meet with college students. Approximately 200 Iowa high school students attended this conference in October 2000.
- Latino Expo. The 7th annual program for Latino students from Des Moines and surrounding communities was held in November 2000. Activities included a presentation on college preparation, a college fair, motivational speakers, campus tours of Simpson College, financial aid information, and information about campus life. Approximately 300 middle and high school students from Des Moines, Perry, and Marshalltown participated in this event. The co-sponsors were the Regent universities, Drake University, Simpson College, and Des Moines Area Community College.
- Muscatine Hispanic 8th Grade Program. This annual program, which is held on the Muscatine Community College campus, includes a motivational speaker, a presentation on college preparation, a college fair, information on career options, study skills needed for college, and a student panel. Ten Latino 8th graders from Muscatine and surrounding areas participated in this event co-sponsored by the Regent universities and Muscatine Community College.

The institutions continue to evaluate the effectiveness of College Bound activities and cite the following examples as particularly useful in attracting students:

- At the University of Iowa, the pre-college summer programs and college visits have shown great success in recruiting students to the University. Last year, SUI experienced the highest number of participants (300) in the pre-college summer programs. These residential programs allow students to participate in a variety of specialty areas, including science, teaching, music, art, and journalism.
- The Multicultural Vision Program (MVP) targets minority students with academic potential and demonstrated financial need to receive IMAGES grants through the MVP Award. High school administrators, education agencies, students, and families receive information introducing the program and the award. In 2000-2001, enrollment presentations and interview sessions were hosted at seven sites around the state. Staff shared information with 186 potential participants and their families during the sessions. A total of 200 applications for the MVP award were received

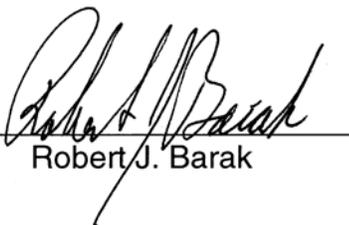
and, of this number, 158 students are expected to attend ISU. There were 114 MVP awards offered based on financial need. One hundred students accepted their awards and will enroll in the Fall 2001 semester. Students will participate in a seminar course during their first year and in special monthly programming, including events for families, throughout their enrollment.

- At the University of Northern Iowa, campus visitation programs are designed according to the age and grade level of the participants. The campus visit provides students the opportunity to see the campus, tour facilities, and meet students, staff, and faculty. A personalized approach allows students to become familiar with campus life. A total of 34 students who earned vouchers applied and were admitted to UNI in Fall 2000.

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

The Board Office recommends acceptance of the report.


Diana Gonzalez

Approved: 
Robert J. Barak