

ANNUAL REPORT OF STUDENT GRADUATION AND RETENTION RATES

Action Requested: Receive the Annual Report of Student Graduation and Retention Rates for Fall 2016.

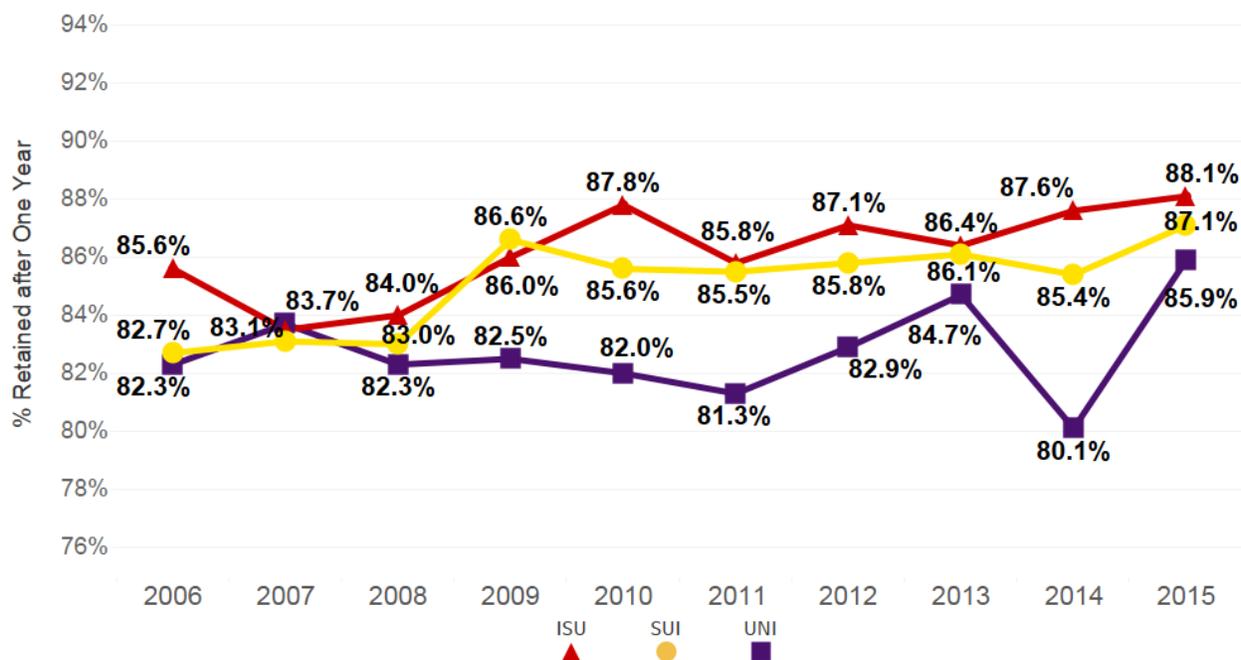
Executive Summary: The graduation and retention rates report includes two parts. Part A describes two groups of students: (1) first-time, full-time freshmen and (2) transfer students. Data for the first-time, full-time freshmen group include first- and second-year retention rates as well as four- and six-year graduation rates. Data for the transfer student group include first-year retention rates and three-year graduation rates. Part B includes the annual update of enrollment and graduation of women and minorities from STEM programs at the Regent universities.

PART A

The Fall 2016 Report includes the following trends/changes:

- ◆ An average of 85.2% of the past 10 entering classes at the Regent universities returned for the second year of studies.

One-Year Retention Rates for the Entering Classes of 2006 - 2015

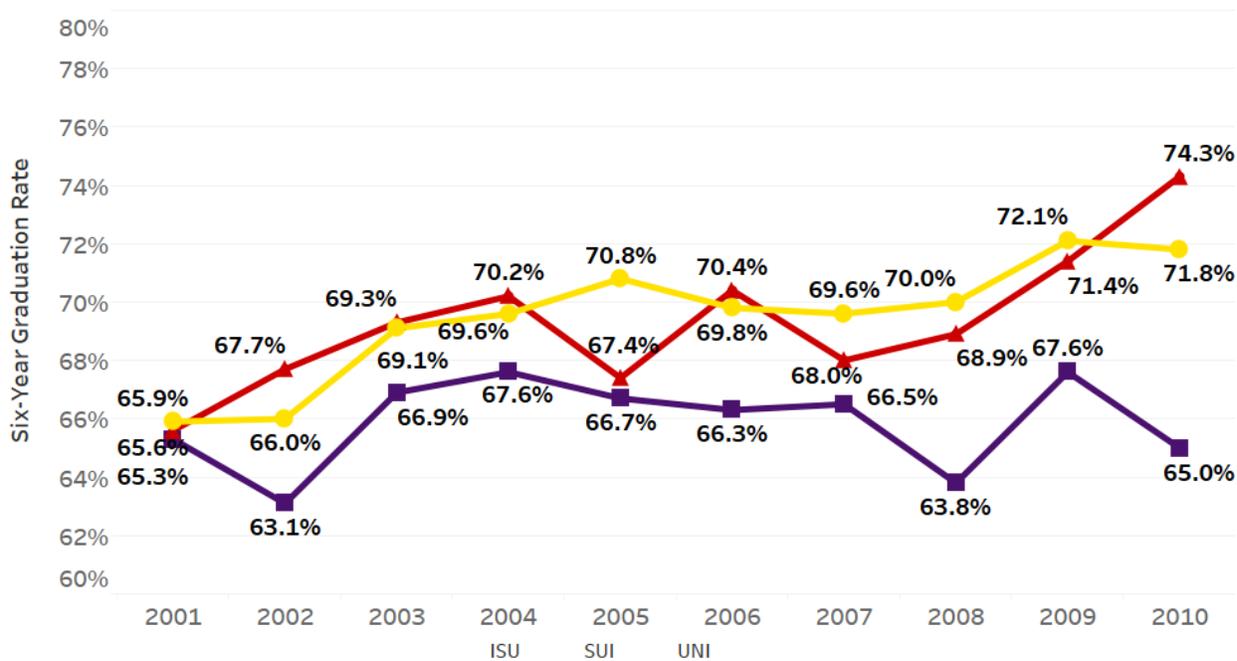


Note: Retention differences by university appear larger due to a truncated y-axis scale

- ◆ During the 10-year period 2006-2015, the one-year retention rates at the Regent universities fluctuated from a low of 80.1% to a high of 88.1%.
 - At SUI, a low of 82.7% occurred for the entering class of 2006 and a high of 87.1% occurred for the entering class of 2009. For the entering class of 2015, the one-year retention rate was 87.1% (+2.0% increase from 2014).

- At ISU, a low of 83.5% occurred for the entering class of 2007 and a high of 88.1% occurred for the entering class of 2015 (+0.6% increase from 2014).
 - At UNI, a low of 80.1% occurred for the entering class of 2014 and a high of 85.9% occurred for the entering class of 2015 (+7.2% increase from 2014).
- ◆ One-year retention rates at the Regent universities consistently exceed the national average. The one-year retention rate for the entering classes of 2015 at the Regents was 87.3% compared to the national average of 78.6% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 74.7%.¹
- ◆ During the 10-year period 2001-2010, an average of 68.7% of entering Regent university students graduated within six-years. The average per year increased from a low of 65.7% of the 2001 entering class to a high of 71.6% of the 2010 entering class.

Six-Year Graduation Rates for the Entering Classes of 2001 - 2010



Note: Six-year graduation differences by university appear larger due to a truncated y-axis scale

- At SUI, a low of 65.6% occurred for the entering class of 2001 and a high of 72.1% occurred for the entering class of 2009. For the entering class of 2010, the six-year graduation rate was 71.8% (-0.4% decrease from 2009).
- At ISU, a low of 65.9% occurred for the entering class of 2001 and a high of 74.3% occurred for the entering class of 2010. For the entering class of 2010, the six-year graduation rate of 71.4% (+4.1% increase from 2009).

¹ Source: ACT 2016 National Collegiate Retention and Persistence-to-Degree Rates, Tables 3 & 7, public institutions offering bachelor's, master's, and doctoral programs.

- At UNI, a low of 63.1% occurred for the entering class of 2002 and a high of 67.6% occurred for the entering class of 2009. For the entering class of 2010, the six-year graduation rate was 65.0% (-3.8% decrease from 2009).
- ◆ Six-year graduation rates at the Regent universities consistently exceed the national average. The six-year graduation rate for the entering classes of 2010 was 71.6% (+0.8% increase from 2009). The national average was 56.8% for all public four-year colleges and 49.0% for public four-year colleges with traditional selectivity.¹
- ◆ The average number of years to complete a degree by Regent university students who graduated within six years was 4.39 years for the 2010 cohort (-0.8% less than the 2009 cohort). The national median time-to-degree for public four-year colleges was 4.33 years.² A number of factors influence time to degree including academic major, parents' education, change of major, and grade point average.
- ◆ For the entering classes of 2012 at the Regent universities, 47.8% graduated within four years compared to the national average of 33.6% for all public four-year colleges and 24.5% for public four-year colleges with traditional selectivity.¹
- ◆ Retention and graduation rates for racial/ethnic minority students continue to be lower than for non-minority students.
 - For the entering classes of 2015, the average one-year retention rate for racial/ethnic minority students was 84.2% (+0.8% increase from 2014) at the Regent universities compared to the average one-year retention rate for non-minority students of 87.9% (increase of +2.4% from 2014).
 - For the entering class of 2010, the average six-year graduation rate for racial/ethnic minority students was 63.3% (+8.5% increase from 2009) at the Regent universities compared to the average six-year graduation rate for non-minority students of 72.7% (+0.2% increase from 2009).

The Graduation and Retention Rates Report addresses the Board of Regents Strategic Plan Priority 1, objective 1.1 – “The Regent institutions will provide clear pathways for students to enter, move through, and complete their education and career goals.”

Background:

- ◆ **Definition of Retention Rates.** Retention is the rate at which members of fall-term entering class return to that same institution in successive years until the completion of a degree. Research shows that the majority of students who withdraw, transfer, or otherwise leave an institution do so during the first two years of college.³
- ◆ **Retention Factors.** Previous national and state studies, as well as the Regent universities' experience, demonstrate that the following factors contribute significantly to the retention rate – (1) student characteristics; (2) institutional environment; and (3) academic standards.⁴

² Baccalaureate and Beyond, National Center for Education Statistics.

³ Source: National Center for Education Statistics.

⁴ Source: ACT “What Works in Student Retention?”

- ◆ Intervention Strategies. The universities have implemented a variety of early intervention strategies to identify students who may be having difficulty and address some of the major reasons for student non-persistence. Students who do not achieve social and academic integration at the institution are more likely to seek a better “fit” elsewhere. Furthermore, the research has shown that “different groups of students (such as at-risk, adult, and transfer) have distinctly different circumstances requiring group-specific retention policies and programs.”⁵
- ◆ Best Practices in Retention. Best practices for improving retention rates include first-year programs, academic advising, and learning support.⁴ The Regent universities have established a variety of initiatives, programs, and services (such as tutoring labs, academic advising, career development services, and learning communities) to help students make a successful transition to the rigors of postsecondary learning and to the challenges of independence and adulthood.⁶

Highlights:

- ◆ One-Year Retention Rates. Over the past 10 years, the average one-year retention rate at SUI has been 84.9%; 86.2% at ISU, and 82.8% at UNI. For the entering classes of 2015 one-year retention rate at SUI was 85.4%; at ISU, it was 88.1%; and at UNI, it was 85.9%.
- ◆ One-Year Retention Rates by High School Rank. Retention rates differ by high school rank.⁷ In Fall 2016, the average one-year retention rate for the entering classes of 2015 Regent university students who graduated from high school in the 90th - 99th percentile was 94.3% while the average one-year retention rate for students who graduated in the 70th - 79th percentile was 86.5% and for those in the 30th - 39th percentile, it was 75.9%.
- ◆ One-Year Retention Rates by ACT Score. There is also a difference in retention rates by ACT score. In Fall 2016, the average one-year retention rate for the entering classes of 2015 with an ACT score of 32-36 was 92.2%, for students with an ACT score of 27-31 it was 91.8% and for those with a score of 19-21, it was 83.8%.
- ◆ One-Year Retention Rates by First-Term GPA. Retention rates also vary by first-term university GPA. In Fall 2016, the average one-year retention rate for the entering classes of 2015 with a first-term GPA of 3.50-4.00 was 96.0% while the average one-year retention rate for students with a first-term GPA of 3.00-3.24 was 93.4%; for those with a first-term GPA of 2.50-2.74, it was 92.2%; and for those with a first-term GPA of 2.00-2.24, it was 86.0%.
- ◆ One-Year Retention Rates by Type of Financial Aid Received. The one-year retention rates for Pell Grant recipients in the entering classes of 2015 was 83.4%; for students with a federal subsidized loan (no Pell), it was 84.6%; for students with a federal unsubsidized loan (no Pell or subsidized loan), it was 88.2%; for students not in any of the three categories, it was 89.9%; and for all students, it was 87.4%.

⁵ Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*.

⁶ The Attachments on pages 15-17 describe some of the retention initiatives implemented by the Regent universities.

⁷ Class rank is not available for all entering freshmen.

**ONE-YEAR RETENTION RATES BY FINANCIAL AID
Entering Classes of 2014 and 2015**

Type of Financial Aid	SUI		ISU		UNI	
	2014	2015	2014	2015	2014	2015
Pell Grant	82.5	83.4	82.9	83.7	78.7	82.5
Federal Sub. Loan (No Pell)	86.7	84.3	83.8	84.5	78.5	86.0
Federal Unsub. Loan (No Pell or Sub Loan)	84.6	88.8	88.0	88.5	80.3	85.7
Not in categories above	86.5	89.2	90.8	91.0	81.6	88.0
Total	85.4	87.1	87.6	88.1	80.1	85.9

- ◆ One-Year Retention Rates by Regent Admission Index. The one-year retention rates for Iowa students with an RAI ≥ 245 in the entering classes of 2015 was 88.7%; for students with an RAI = 235 to <245, it was 69.9%; for students with an RAI = 225 to <235, it was 62.7%; for students with an RAI < 225, it was 75.3%; for students for whom an RAI was not calculated, it was 84.8%; and for all students, it was 87.7%. Iowa students with an RAI less than 225 represent 0.5% of the total entering class of 2016.

**ONE-YEAR RETENTION RATES BY REGENT ADMISSION INDEX
Entering Class of 2015**

RAI Score	SUI		ISU		UNI	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
RAI ≥ 245	86.9	85.1	90.1	87.9	89.0	89.1
RAI = 235 - <245	68.5	66.7	69.7	68.1	74.3	63.5
RAI = 225 - <235	52.6	64.3	66.7	71.4	76.2	100.0
RAI < 225	75.0	66.7	76.2	72.2	73.0	66.7
Unknown	89.8	88.9	82.5	88.2	79.1	66.7
Total	87.0	86.3	88.8	87.5	86.0	84.5

- ◆ Four-Year Graduation Rates by Financial Aid Received. The four-year graduation rates for Pell Grant recipients in the entering classes of 2012 was 41.7%; for students with a federal subsidized loan (no Pell), it was 45.1%; for students with a federal unsubsidized loan (no Pell or subsidized loan), it was 52.6%; for students not in any of the three categories, it was 50.3%; and for all students, it was 47.7%.

FOUR-YEAR GRADUATION RATES BY FINANCIAL AID
Entering Classes of 2011 and 2012

Type of Financial Aid	SUI		ISU		UNI	
	2011	2012	2011	2012	2011	2012
Pell Grant	47.3	47.6	39.3	38.9	35.5	35.7
Federal Sub. Loan (No Pell)	53.0	54.3	42.1	39.0	38.4	41.2
Federal Unsub. Loan (No Pell or Sub Loan)	62.9	60.4	45.4	50.2	42.2	40.1
Not in categories above	55.2	52.1	50.6	51.4	42.3	42.2
Total	54.0	52.8	45.3	46.1	39.9	40.0

- ◆ Four-Year Graduation Rates by Regent Admission Index. The four-year graduation rates for Iowa students with an RAI ≥ 245 in the entering classes of 2012 was 50.2%; for students with an RAI = 235 to <245, it was 26.3%; for students with an RAI = 225 to <235, it was 26.8%; for students with an RAI < 225, it was 12.4%; for students for whom an RAI was not calculated, it was 36.5%; and for all students, it was 48.1%. Iowa students with an RAI less than 225 represent approximately 0.1% of the total entering class of 2012.

FOUR-YEAR GRADUATION RATES BY REGENT ADMISSION INDEX
Entering Class of 2012

RAI Score	SUI		ISU		UNI	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
RAI ≥ 245	53.0	55.9	49.9	43.8	43.8	46.5
RAI = 235 - <245	28.2	35.7	27.8	23.8	16.7	11.1
RAI = 225 - <235	28.6	11.1	29.7	23.1	13.2	33.3
RAI <225	0.0	33.3	24.1	17.6	6.7	20.0
Unknown	50.5	57.9	25.0	46.4	37.5	0.0
Total	51.7	55.8	47.9	43.2	39.8	41.9

- ◆ Six-Year Graduation Rates. During the past 10 years, the average six-year graduation rate at SUI has been 69.5%; at ISU, it has been 69.3%; and at UNI, it has been 65.9%. The Fall 2016 six-year graduation rate for the entering class of 2010 at SUI was 71.8% (-0.4% decrease from 2009); at ISU, it was 74.3% (+4.1% increase from 2009); and at UNI, it was 65.0% (-3.8% decrease from 2009). Six-year graduation rates for the Regent universities and peer institutions are included in Attachment E (page 19).
- ◆ Six-Year Graduation Rates by First-Term GPA. In Fall 2016, the average six-year graduation rate for the entering classes of 2010 with a first-term GPA of 3.50-4.00 was 87.6% while the average six-year graduation rate for students with a first-term GPA of 3.00-3.24 was 79.5%; for those with a first-term GPA of 2.50-2.74, it was 71.1%; and for those with a first-term GPA of 2.00-2.24, it was 59.1%.

- ◆ Six-Year Graduation Rates by Financial Aid Received. The six-year graduation rates for Pell Grant recipients in the entering classes of 2010 was 63.6%; for students with a federal subsidized loan (no Pell), it was 70.5%; for students with a federal unsubsidized loan (no Pell or subsidized loan), it was 75.7%; for students not in any of the three categories, it was 75.6%; and for all students, it was 71.6%.

**SIX-YEAR GRADUATION RATES BY FINANCIAL AID
Entering Classes of 2009 and 2010**

Type of Financial Aid	SUI		ISU		UNI	
	2009	2010	2009	2010	2009	2010
Pell Grant	68.4	64.3	65.1	66.4	60.8	55.5
Federal Sub. Loan (No Pell)	73.8	72.8	65.8	69.5	69.3	67.8
Federal Unsub. Loan (No Pell or Sub Loan)	71.2	77.0	73.6	77.4	71.8	68.8
Not in categories above	73.3	73.9	76.9	80.2	68.3	69.0
Total	72.1	71.8	71.4	74.3	67.6	65.0

- ◆ Average Time to Degree. The average number of years to complete an undergraduate degree by students in the entering classes of 2010 at the Regent universities who graduated within six years was 4.39 years (-0.8% decrease from 2009). The time beyond four years typically reflects students' participation in additional activities during their program of study, such as study abroad programs, internships, and double majors. It also reflects students' degree major changes.⁸ The national median time-to-degree for public four-year colleges was 4.33 years.⁹
- ◆ Diversity. Ethnic and racial minority students generally have lower retention rates than non-minority students although significant variation can occur within individual racial and ethnic minority cohorts as a result of small cohort sizes. As shown on the following page, for the entering classes of 2015, the average one-year retention rate for racial and ethnic minority students at the Regent universities (84.6%) was lower than for non-minority students (87.9%) by 2.3 percentage points.

⁸ According to the National Center for Education Statistics, +20% of college students change their degree major.

⁹ Baccalaureate and Beyond, National Center for Education Statistics.

**ONE-YEAR RETENTION RATES BY RACE/ETHNICITY AND RESIDENCE
Entering Classes of 2015**

University	Non-Minority Student			Minority Student		
	Resident	Nonresident	Total	Resident	Nonresident	Total
SUI	87.2	88.5	87.7	85.9	81.5	83.4
ISU	89.0	87.7	88.5	87.1	84.8	86.0
UNI	86.9	83.3	86.7	81.8	88.9	83.2
Total	88.0	87.4	87.9	85.9	84.1	84.6

- University of Iowa

For the entering class of 2015, the one-year retention rate for racial/ethnic minorities (83.4%) was 4.3 percentage points lower than the rate for non-minorities (87.7%). The one-year retention rate for Hispanic Americans was 83.1%; for American Indians/Alaska Natives, it was 100%; for Asian Americans, it was 88.5%; for Blacks/African Americans, it was 80.2%; for Native Hawaiians/Other Pacific Islanders, it was 100.0%; and for students who reported two or more races, it was 79.9%.

- Iowa State University

The one-year retention rate for racial/ethnic minorities (86.0%) was 2.5 percentage points lower than for non-minorities (88.5%). The one-year retention rate for Hispanic Americans was 87.2%; for American Indians/Alaska Natives, it was 73.3%; for Asian Americans, it was 88.6%; for Blacks/African Americans, it was 83.8%; for Native Hawaiian/Other Pacific Islanders, it was 87.5%; and for students who reported two or more races, it was 72.5%.

- University of Northern Iowa

The one-year retention rate for racial/ethnic minorities (83.2%) was 3.5 percentage points lower than for non-minorities (86.7%). The one-year retention rate for Hispanic Americans was 87.5%; for American Indians/Alaska Natives, it was 100%; for Asian Americans, it was 88.9%; for Blacks/African Americans, it was 85.1%; there were no students who identified as Native Hawaiian/Other Pacific Islanders; and for students who reported two or more races, it was 72.5%.

Institutions often have lower graduation rates of students of minority racial and ethnic backgrounds, though significant variation can occur within cohorts as a result of small cohort sizes. As shown below, the 2010 cohort six-year graduation rate for resident racial and ethnic minority students (63.3%) was 9.4 percentage points lower than for resident non-minority students (72.7%).

SIX-YEAR GRADUATION RATES BY RACE/ETHNICITY AND RESIDENCE
Entering Classes of 2010

University	Non-Minority Student			Minority Student		
	Resident	Nonresident	Total	Resident	Nonresident	Total
SUI	69.8	75.7	72.6	64.3	65.4	64.9
ISU	76.2	74.4	75.6	67.4	61.2	64.5
UNI	65.6	72.0	65.9	59.8	40.9	56.6
Total	71.7	74.5	72.7	64.8	59.3	63.3

- University of Iowa

The six-year graduation rate of racial/ethnic minority students (64.9%) was 7.7 percentage points lower than of non-minority students (72.6%). The six-year graduation rate of Hispanic Americans was 69.1%; American Indians/Alaska Natives was 55.6%; Asian Americans was 67.2%; Blacks/African Americans was 53.2%; Native Hawaiian/Other Pacific Islanders was 66.7%; and for students who reported two or more races the graduation rate was 66.3%.

- Iowa State University

The six-year graduation rate of racial/ethnic minority students (64.5%) was 11.1 percentage points lower than of non-minority students (75.6%). The six-year graduation rate of Hispanic Americans was 69.8%; American Indians/Alaska Natives was 37.5%; Asian Americans was 74.5%; Blacks/African Americans was 48.8%; Native Hawaiian/Other Pacific Islanders was 66.7%; and for students who reported two or more races it was 67.9%.

- University of Northern Iowa

The six-year graduation rate of racial/ethnic minority students (56.6%) was 9.3 percentage points lower than for non-minority students (65.9%). The six-year graduation rate of Hispanic Americans was 72.5%; American Indians/Alaska Natives was 50.0%; Asian Americans was 70.0%; Blacks/African Americans was 37.8%; Native Hawaiian/Other Pacific Islanders was 100%; and for students who reported two or more races was 58.1%.

According to the National Center for Education Statistics, “The gap between the share of white 25- to 29-year-olds with a bachelor’s degree or higher and that of African Americans at that attainment level widened from 13 percentage points in 1990 to more than 18 in 2014. The gap between white and Hispanic bachelor’s-degree holders grew from 18 percentage points to more than 25.”¹⁰

- ◆ Sex As shown on the following table, for the entering classes of 2015, the average one-year retention rate for women at the Regent universities (88.2%) was higher than for men (86.6%) by 1.6 percentage points. For the entering classes of 2010, the average six-year graduation

¹⁰ NCES Condition of Education Report, 2015.

rate for women at the Regent universities (74.3%) was higher than for men (69.0%) by 5.3 percentage points.

According to the U.S. Department of Education, “Since 2000, attainment rates among 25- to 29-year-olds have generally been higher for females than for males at each education level. Postsecondary degree attainment rates have increased more rapidly for females than for males since 1995”¹¹ In 2015, 32.7% of women ages 25 and older held at least a bachelor’s degree, compared with 32.3% of men.¹²

**ONE-YEAR RETENTION AND SIX-YEAR GRADUATION RATES BY GENDER
Entering Classes of 2010 and 2015**

University	One-Year Retention Rates Entering Class of 2015			Six-Year Graduation Rates Entering Class of 2010		
	Men	Women	Total	Men	Women	Total
SUI	86.3	87.6	87.1	70.3	73.1	71.8
ISU	87.1	89.4	88.1	70.9	78.4	74.3
UNI	85.5	86.1	85.9	61.3	67.3	65.0
Total	86.6	88.2	87.4	69.0	74.3	71.6

- ◆ Transfer Students Completion of an associate degree and attainment of a high transfer GPA correlate with higher retention and graduation rates at the Regent universities for transfer students.
 - Students who transferred from Iowa community colleges in Fall 2015 to one of the Regent universities after they completed an associate of arts (AA) or other associate degree had a higher one-year retention rate (82.3%) than transfer students who had not completed any associate degree (75.9%), a 6.4 percentage point difference.
 - Students who transferred from Iowa community colleges in Fall 2014 after they completed an associate of arts (AA) or other associate degree had a higher two-year graduation rate (26.7%) than students who had not completed any associate degree (10.7%), a 16.0 percentage point difference.
 - Students who transferred from Iowa community colleges in Fall 2013 after they completed an associate of arts (AA) or other associate degree had a higher three-year graduation rate (56.4%) than students who had not completed any associate degree (38.5%), a 17.9 percentage point difference.
 - There is a significant difference in one-year retention rates when transfer GPA is considered. Students in the entering class of Fall 2015 with a transfer GPA of 3.50-4.00 had a one-year retention rate of 89.1%. The one-year retention rate for students with a transfer GPA of 3.00-3.24 was 82.2%; for a GPA of 2.50-2.74, it was 73.6%; and for a GPA of 2.00-2.24, it was 64.9%.

¹¹ NCES Condition of Education Report, 2016.

¹² U.S. Census Bureau, Educational Attainment in the United States: 2015.

- Students in the entering class of Fall 2013 with a transfer GPA of 3.50-4.00 had a higher three-year graduation rate (63.6%) than students with a transfer GPA of 3.00-3.24 (52.4 %), 2.50-2.74 (36.2%), or 2.00-2.24 (29.5%).
 - Minority students in the entering transfer class of 2015 had a lower one-year retention rate (73.2%) than non-minority students (82.1%).
 - Minority students in the entering transfer class of 2013 had a lower three-year graduation rate (39.9%) than non-minority students (49.7%).
- ◆ Non-Persisters¹³ Using data from the National Student Clearinghouse, the Regent universities were able to “track” students from the entering class of 2010 who transferred to another post-secondary institution prior to completing undergraduate studies at their original Regent institution.
- Approximately 18% of the entering class of 2010 who did not persist at their original Regent university transferred elsewhere; of those who transferred, 45% graduated from another four-year institution.
 - Approximately 9% of the entering class of 2010 graduated from another four-year institution.
 - When those numbers are factored into the total graduation rates, the six-year graduation rates increase from 71.8% to 81.5% at the University of Iowa; from 74.3% to 80.1% at Iowa State University; and from 65.0% to 75.8% at the University of Northern Iowa.

¹³ Lack of completion of a degree from the matriculating institution does not necessarily reflect failure on the part of the institution or the student. Many unexpected or uncontrollable factors can lead to this result.

PART B

ENROLLMENT AND DEGREE COMPLETION OF WOMEN AND MINORITIES IN STEM PROGRAMS

In 2008, HF 2679 directed the Board of Regents to conduct a mathematics and science collaborative study to (1) collect data and report on the number and proportion of women and minorities enrolled in STEM¹⁴ programs at the Regent universities as well as high school programs, such as Project Lead the Way, and (2) make recommendations for STEM-related programming measures to improve the number and proportion of women and minorities in STEM programs. One of the study recommendations was to provide annual updates on enrollment and graduation of women and minorities in STEM programs to the Board of Regents. Below is the 2016 update.

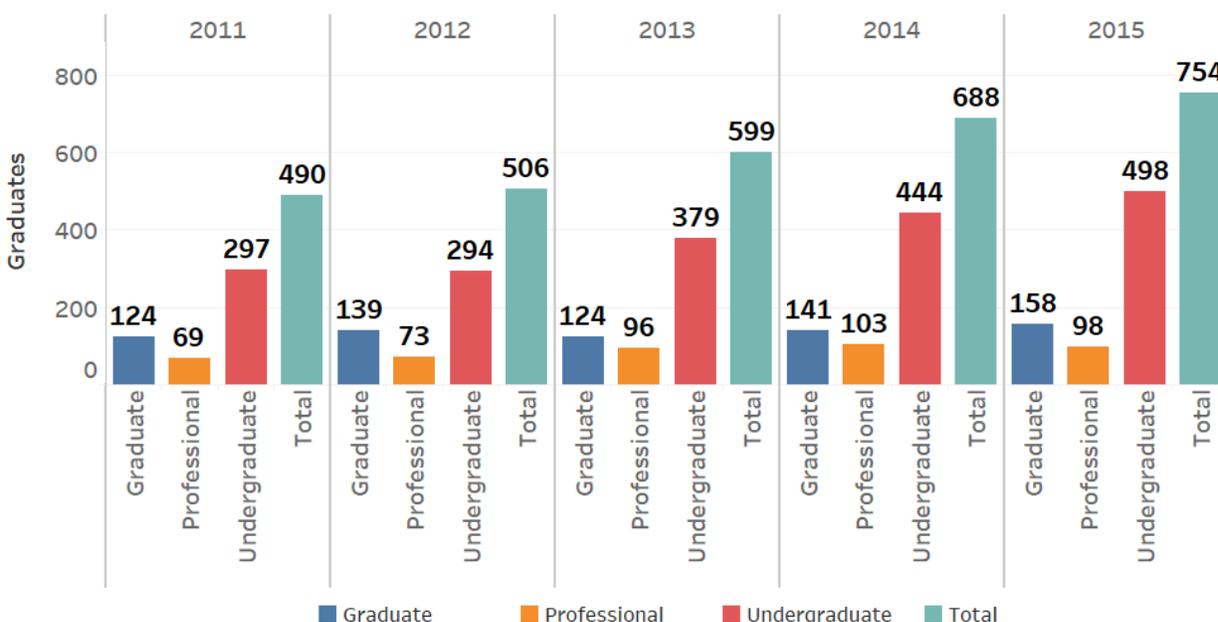
- ◆ How did enrollments in STEM programs change during the past year?
 - Undergraduate enrollment in STEM programs. The total undergraduate enrollment of students in STEM programs increased from 26,728 in 2015 to 27,898 (+4.4%) in 2016.
 - ☑ Total undergraduate enrollment of minority¹⁵ students majoring in STEM programs increased from 3,693 in 2015 to 4,123 in 2016 (+11.6%). The proportion of undergraduate minority students enrolled in STEM majors increased from 13.8% in 2015 to 14.8% in 2016.
 - ☑ Total undergraduate enrollment of women majoring in STEM programs increased from 10,617 in 2015 to 11,143 in 2016 (+5.0%). The proportion of women in undergraduate STEM programs increased from 39.7% in 2015 to 40.0% in 2016.
 - Graduate enrollment in STEM programs. The total graduate enrollment of students in STEM programs increased from 5,571 in 2015 to 5,863 in 2016 (+5.2%).
 - ☑ Total graduate enrollment of minority students majoring in STEM programs increased from 536 in 2015 to 574 in 2016 (+7.1%).
 - ☑ Total graduate enrollment of women majoring in STEM programs increased from 2,194 in 2015 to 2,310 in 2016 (+5.3%).
 - Professional enrollment in STEM programs. The total professional enrollment of students in STEM programs increased from 1,991 in 2015 to 1,995 in 2016 (+0.3%).
 - ☑ Total professional enrollment of minority students majoring in STEM programs increased from 311 in 2015 to 316 in 2016 (+1.6%).
 - ☑ Total professional enrollment of women majoring in STEM programs decreased from 1,187 in 2015 to 1,181 in 2016 (-0.5%).

¹⁴ STEM = Science, Technology, Engineering, Mathematics.

¹⁵ Minority refers to categories of ethnicities and race with which people identify that are under-represented in college – Hispanic American, American Indians/Alaska Natives, Asian Americans, Blacks or African Americans, Native Hawaiians or Other Pacific Islanders, and students who report two or more races.

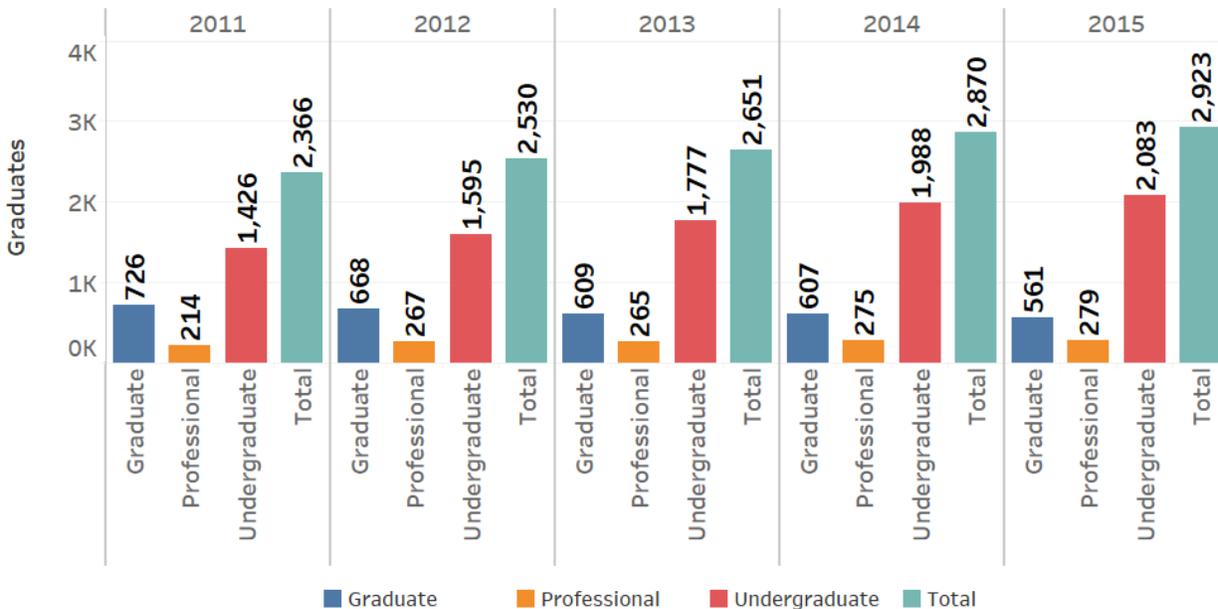
- ◆ What is the number of graduates from STEM programs during the past year?
 - The total number of graduates from STEM programs in 2015 was 6,907. This was an increase of 158 (+2.3%) from the prior year.
 - There were 754 minority graduates from STEM programs at the Regent universities in 2015. This represents an increase of 66 graduates (+9.6%) from the prior year.
 - There were 5,023 graduates from undergraduate STEM programs in 2015, which was an increase of 194 (+4.0%) from the prior year; 1,406 graduates from graduate programs, which was a decrease of 17 (-1.2%) from the prior year; and 478 graduates from professional programs, which was a decrease of 19 (-3.8%) from the prior year.

Number of Minority Graduates in STEM Fields
Regent University Total: 2011 - 2015



- There were 2,923 women graduates from STEM programs at the Regent universities in 2015. This represents an increase of 53 (+1.8%) from the prior year.
 - There were 2,083 women who earned degrees from undergraduate STEM programs in 2015, which represents an increase of 95 (+4.8%) from the prior year. There were 561 women graduates from graduate programs, which represents a decrease of 46 (-7.6%) from the prior year. There were 279 women graduates from professional programs, which represents an increase of four (+1.5%) from the prior year.

Number of Women Graduates in STEM Fields
Regent University Total: 2011 - 2015



The highlights provided by the universities of their retention and graduation efforts are available on pages 15-17. The profiles of the entering classes of 2009 are provided on page 18-19 and six-year graduation rate comparisons with peer institutions are provided on page 20.

State & National Trends

The Board of Regents is working with the governor of Iowa on his Future Ready Iowa initiative to “help more Iowans attain the ‘new minimum’ of high-quality education and training beyond high school by aligning education, workforce, and economic development resources”. The goal of the initiative is for 70% of Iowans, ages 25-65, to have education or training beyond high school by the year 2025.

**THE UNIVERSITY OF IOWA
GRADUATION AND RETENTION HIGHLIGHTS
FALL 2016**

At SUI, the six-year graduation rate (71.8%) for the entering class of 2010 is similar to the 2009 comparison class (72.1%), while the four-year graduation rate for the class of 2012 (52.8%) is slightly lower compared to the four-year graduation rate of the class of 2011 (54%). The 2015 one-year retention rate (87.1%) is up relative to last year's rate (85.4%).

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

- ◇ In the fall of 2015 we implemented a required online first-year experience course ("Success@Iowa") for all new undergraduate students to complement existing transition programs. The course covers topics such as campus resources, alcohol awareness, safety, inclusion, and academic integrity.
- ◇ The four-year graduation plan ensures that course availability issues will not impede a student's graduation plan provided students make a good faith effort to work with their academic advisor in keeping with a plan to graduate in four years.
- ◇ We have implemented three-year plans of study in several majors, to support students who are committed to graduating in less than four years.
- ◇ The Summer Hawk Tuition Grant continues to allow students to stay on track to graduate in four years by providing support for summer school courses.
- ◇ We are committed, through the academic advising process, and the use of early intervention programs, to engage students early in their academic programs to support them in their goal of graduating in four years. Several UI colleges are expanding their number of professional advising staff.
- ◇ A feature was added to the UI student information system (MAUI) to ensure that students have successfully completed course prerequisites before they can enroll in sequenced courses.
- ◇ We continue to grow and support our first-year seminar program, offer academic-focused programming through the living learning communities, and provide University-wide tutoring and expanded supplemental instruction free of charge to all students enrolled in particularly difficult and gateway courses.
- ◇ The fall OnIowa! Orientation program continues to introduce students to the higher expectations of collegiate academic work, to help students begin to make appropriate decisions, and to engage students in the traditions and history of The University of Iowa.
- ◇ We offered, for the first time, a free one-day academic success workshop for incoming students at the John and Mary Pappajohn Education Center in Des Moines.
- ◇ We continue to be identified as a "Military Friendly" school.
- ◇ We continue to participate in statewide articulation efforts to ensure that students can effectively transfer to SUI from our community college partners.
- ◇ We continue to support study abroad, research opportunities with faculty members, on-campus student employment, internships and other high-impact activities that have been shown to be positively related to timely graduation.

**IOWA STATE UNIVERSITY
FALL 2016 GRADUATION AND RETENTION HIGHLIGHTS**

- Iowa State's four- and six-year graduation rates are higher than the previous year and exceed the ISU ten-year average. An all-time high was achieved with the six-year graduation rate of 74.4% (entering class of fall 2010). The one-year retention rate of 88.1% (entering class of fall 2015) also set a record.
- Iowa State continued the implementation of the Education Advisory Board Student Success Collaborative Campus platform, with over 180 academic advisers and Student Athlete Development staff having access to the system. The system allows advisers to proactively outreach to students based on a variety of student success factors. Iowa State has linked other predictive analytics such as the institution's "Less than 2.0" prediction model and Mapworks® into the system, providing advisers with access to a broad range of student success predictive analytics via a single portal.
- Iowa State is participating in a multi-year research project in collaboration with the other ten University Innovation Alliance institutions to assess the impact of high impact advising/outreach approaches on the success of first-generation and/or Pell-eligible students. As a part of the project, three success coaches began working with a cohort of fall 2016 entering direct from high school students, supplementing academic advising and focusing attention on institutional practices that could be improved to better meet the needs of this student population.
- Iowa State has been recognized as a Home Base Iowa Education Partner on the basis of programming and services supporting academic and personal success of Veterans, military students, and their families. During FY 2016 the University clarified the internal processes for military students to receive academic credit for their experiences, with the goal of enhancing the application of credits towards degrees, academic success, and completion by ISU student Veterans.
- A student success leadership team from ISU participated in workshops at two of the eleven member universities' campuses of the University Innovation Alliance to learn and share best practices pertaining to academic success, retention, proactive advising, and degree completion of first generation students and students from low income backgrounds.
- The Student Success Council, a long term collaborative effort of Student Affairs and Academic Affairs, continues its commitment to student success with additional emphasis this year on effective utilization of data analytic and predictive modeling approaches, proactive advising strategies for at risk students, and renewed focus on success of specific student sub-populations, with an emphasis on closing the retention and graduation achievement gap.
- The Office of Student Financial Aid through the Student Loan Education Office provided to students individualized counseling sessions or classroom lectures on topics related to utilization of financial aid, budgeting, and debt management.
- Iowa State adopted Mapworks® (Making Achievement Possible) early alert system for all new direct-from-high-school students in 2008. Mapworks® provides student self-reported data early in their first semester that faculty and staff can use to provide proactive advising/outreach efforts. Since implementation, the first semester GPA has increased from 2.65 in 2008 to 2.85 in fall 2015. Similarly, first-to-second year retention rates have also increased from 83.9% for the fall 2008 entering class to 88.1% for the fall 2015 entering class. With 85% of our freshmen voluntarily taking Mapworks® this has become an effective and broad-reaching tool to assist our retention efforts.
- The Iowa State learning community (LC) initiative has spent over twenty years helping new students adjust academically and socially. Learning communities have served over 68,000 students. Iowa State University currently offers more than 80 learning communities, and over 70% of first-year students participate. The one-year retention rate and six-year graduation rate for LC students continues to be higher than non-LC participants by 4.7% and 8.8% respectively.

**UNIVERSITY OF NORTHERN IOWA
GRADUATION AND RETENTION HIGHLIGHTS
FALL 2016**

The graduation and persistence rates for the University of Northern Iowa continue to exceed our peer institutions and similar Carnegie classified institutions. Our focus is currently on building targeted, data-informed student success initiatives within the context of a strategic enrollment management plan.

Persistence and Graduation Rates:

- Our first- to second-year retention rate for the entering class of 2015 is 85.9%, the highest in institutional history. The comparable rate for all 4-year public universities is 70.2% (National Student Clearinghouse).
- The first-to-second year retention rate for minority students in the 2015 cohort increased to 83.2%, a rate 9.4% higher than the previous year's cohort.
- Our four-year graduation rate for the entering class of 2012 is 40%, the highest in institutional history.
- The six-year graduation rate for the entering class of 2010 is 65%, near our ten-year average of 65.8%. Since many new retention initiatives were implemented in fall 2011, we anticipate a 6-year graduate rate increase for that cohort next year. The six-year graduation rate for our Carnegie peer institutions is 44.1% (IPEDS).
- The six-year graduation rate for minority students in the entering class of 2010 has increased to 56.6%, up 13.3% from the prior year.

The Retention and Completion Council made significant progress in implementing systematic initiatives designed to promote first-to-second year retention. While maintaining those programs, the Council is now moving to a focus on improving persistence and completion rates from the sophomore through senior years. Key and emerging initiatives are highlighted below.

- First-year classroom learning communities are now available to all new freshman students. These intentionally designed Liberal Arts Core sections feature course-embedded peer mentors who collaborate with faculty members to build community, provide academic support, and connect students with co-curricular opportunities. In October 2016, this program received the American Association of State Colleges and Universities (AASCU) Excellence and Innovation Award for Student Success and Completion.
- The Success Coaching program, which initially offered one-to-one mentoring for students who go on academic alert or probation after their first semester, was expanded in fall 2016. This program now also serves first-year students living off-campus, students readmitted after suspension, and students who did not enroll in a classroom learning community. Preliminary data on program effectiveness will be gathered and analyzed in spring 2017.
- The Summer Bridge program was initiated in summer 2016 for a pilot group of conditionally admitted first-year students, featuring an intensive 6-week residential experience and two credit-bearing courses. All students in the pilot group succeeded in summer courses and matriculated for fall 2016. Their persistence will be tracked as we build the 2017 program.
- UNI began an initiative called the Potential Completers project in 2015-16. During Phase 1 of the project, we reached out to 95 former students who had left UNI late in their academic career without graduating. Of those 95, 37 (38.9%) have graduated so far with another 10 projected to graduate at the end of the Fall 2016 term, which would bring the total number of graduates to 47 (49.5% of our initial population). Phase 2 will begin in the spring 2017 term.

PROFILES OF ENTERING CLASSES OF 2010 AT THE REGENT UNIVERSITIES

	SUI	ISU	UNI
Left after 1 year	14.4%	12.0%	18.0%
Left after 2 years	8.0%	8.0%	8.4%
Left after 3+ years	5.0%	4.1%	7.3%
Graduated after 3 years	1.7%	2.8%	2.4%
Graduated after 4 years	49.3%	41.6%	36.8%
Graduated after 5 years	17.9%	25.9%	22.4%
Graduated after 6 years	2.9%	4.0%	3.4%
Returned 7 th year	1.6%	1.6%	1.3%

SIX-YEAR GRADUATION RATES AT REGENT UNIVERSITIES AND PEER INSTITUTIONS

	Reported Six-Year Graduation Rates for Entering Classes of:				
	2005	2006	2007	2008	2009
UNIVERSITY OF IOWA	71%	70%	70%	70%	72%
University of Arizona	61%	61%	61%	60%	61%
University of California - Los Angeles	90%	92%	90%	91%	91%
University of Illinois, Champaign-Urbana	82%	84%	84%	84%	85%
Indiana University - Bloomington	72%	75%	77%	78%	77%
University of Michigan	90%	91%	90%	91%	90%
University of Minnesota - Twin Cities	70%	73%	75%	78%	77%
University of North Carolina - Chapel Hill	89%	89%	90%	90%	88%
Ohio State University	80%	82%	83%	84%	83%
University of Texas - Austin	81%	79%	79%	81%	80%
University of Wisconsin - Madison	83%	83%	83%	85%	85%
Median (excluding SU)	81%	83%	83%	84%	84%
Mean (excluding SU)	80%	81%	81%	82%	82%
IOWA STATE UNIVERSITY	67%	70%	68%	69%	71%
University of Arizona	61%	61%	61%	60%	61%
University of California - Davis	82%	81%	81%	83%	85%
University of Illinois, Champaign-Urbana	82%	84%	84%	84%	85%
Michigan State University	77%	79%	78%	79%	77%
University of Minnesota - Twin Cities	70%	73%	75%	78%	77%
North Carolina State University	72%	72%	75%	76%	76%
Ohio State University	80%	82%	83%	84%	83%
Purdue University	68%	70%	71%	74%	76%
Texas A & M University	80%	80%	79%	79%	80%
University of Wisconsin - Madison	83%	83%	83%	85%	85%
Median (excluding ISU)	78%	80%	79%	79%	79%
Mean (excluding ISU)	75%	77%	77%	78%	79%
UNIVERSITY OF NORTHERN IOWA¹	67%	66%	66%	64%	68%
California State University - Fresno	49%	48%	49%	52%	58%
Central Michigan University	54%	57%	59%	56%	59%
Illinois State University	71%	71%	72%	72%	73%
Indiana State University	42%	43%	42%	40%	41%
Northern Arizona University	52%	49%	49%	52%	52%
Ohio University - Athens	65%	64%	72%	71%	77%
University of Minnesota - Duluth	55%	54%	59%	59%	60%
Univ. of North Carolina - Greensboro	53%	54%	55%	56%	56%
University of North Texas	49%	48%	50%	50%	52%
University of Wisconsin - Eau Claire	65%	65%	68%	69%	67%
Median (excluding UNI)	53%	54%	57%	56%	59%
Mean (excluding UNI)	55%	55%	58%	56%	60%

Source: NCAA 2016 Freshman Graduation Rate (FGR) Report.

¹This was UNI's Peer Group for these entering cohorts.