

Contact: Diana Gonzalez

ANNUAL REPORT OF STUDENT RETENTION AND GRADUATION RATES

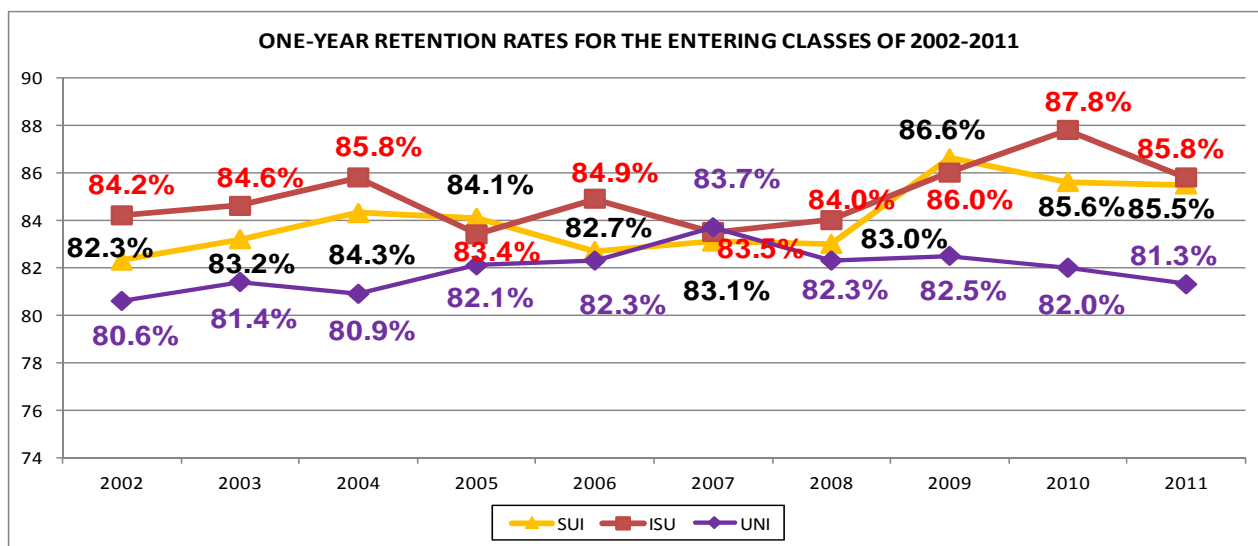
Action Requested: Receive the Annual Report of Student Retention and Graduation Rates for Fall 2012.

Executive Summary: The graduation and retention rates report includes three 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 C includes the results of the biennial non-persistence study.

PART A

The Fall 2012 Report includes the following trends/changes:

- ☞ An average of approximately 83.7% of the past 10 entering classes at the Regent universities returned for the second year of studies.



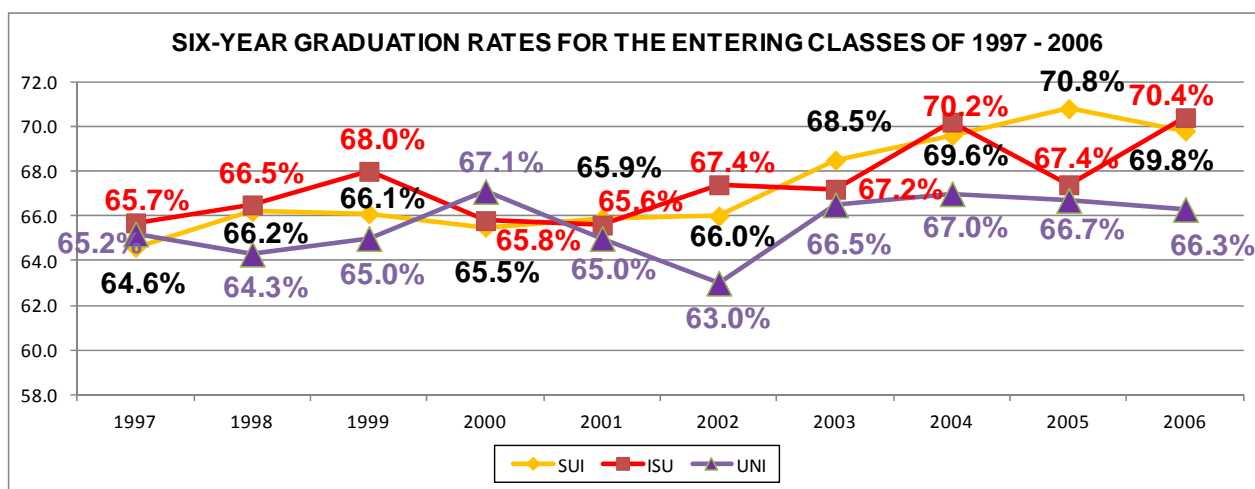
- ☞ During the 10-year period 2002-2011, the one-year retention rates at the Regent universities fluctuated from a low of 80.6% to a high of 87.8%.

- At SUI, a low of 82.3% occurred for the entering classes of 2001 and 2002 and a high of 86.6% occurred for the entering class of 2009. For the entering class of 2011, the one-year retention rate was 85.5% which was a slight decrease of 0.1 percentage points from the prior year.
- At ISU, a low of 83.4% occurred for the entering classes of 2001 and 2005 and a high of 87.8% occurred for the entering class of 2010. For the entering class of 2011, the one-year retention rate was 85.8% which was a decrease of 2.0 percentage points from the prior year.

- At UNI, a low of 80.6% occurred for the entering class of 2002 and a high of 83.7% occurred for the entering class of 2007. For the entering class of 2011, the one-year retention rate was 81.3% which was a decrease of 0.7 percentage points from the prior year.

📖 One-year retention rates have consistently exceeded the national averages. The one-year retention rate for the entering classes of 2011 at the Regent universities was 84.9% compared to the national average of 76.7% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 71.7%.¹

📖 An average of 66.8% of the past 10 entering classes at the Regent universities graduated within six years.



📖 During the 10-year period 1997-2006, the six-year graduation rates at the Regent universities fluctuated from a low of 63.1% to a high of 70.8%.

- At SUI, a low of 64.6% occurred for the entering class of 1997 and a high of 70.8% occurred for the entering class of 2005. For the entering class of 2006, the six-year graduation rate was 69.8%, which is a decrease of 1.0 percentage point from the prior year.
- At ISU, a low of 65.6% occurred for the entering class of 2001 and a high of 70.4% occurred for the entering class of 2006. For the entering class of 2006, the six-year graduation rate was 70.4% which is an increase of 3.0 percentage points from the prior year.
- At UNI, a low of 63.1% occurred for the entering class of 2002 and a high of 66.9% occurred for the entering class of 2003. For the entering class of 2006, the six-year graduation rate was 66.3% which is a decrease of 0.4 percentage points from the prior year.

¹ Source: ACT 2012 Retention/Completion Summary Tables, public institutions offering bachelor's, master's, and doctoral programs.

📖 Six-year graduation rates have also consistently exceeded the national averages. The six-year graduation rate for the entering classes of 2006 at the Regent universities was 69.5% compared to the national average of 54.2% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 45.3%.¹

📖 The average number of years to complete a degree by Regent university students who graduated within six years decreased from 4.59 years for the entering classes of 1997 to 4.45 years for the entering classes of 2006. There was a slight decrease (-0.03) in the time to degree for the entering classes of 2006 from the prior year.

The time to degree is influenced by a number of factors, including major sought, parents' education, change of major, and grade point average. Approximately 43% of the entering classes of 2008 at the Regent universities graduated within four years compared to the national average of 29.4% for all public four-year colleges.¹ The national average for public four-year colleges with traditional selectivity was 20.9%.¹

📖 Retention and graduation rates for racial/ethnic minority students continue to be lower than for non-minority students.

- For the entering classes of 2011, the average one-year retention rate for racial/ethnic minority students was 82.2% at the Regent universities compared to the average one-year retention rate for non-minority students of 85.0%.
- For the entering class of 2006, the average six-year graduation rate for racial/ethnic minority students was 61.3% at the Regent universities compared to the average six-year graduation rate for non-minority students of 70.4%.

The Graduation and Retention Rates Report addresses the Board of Regents Strategic Plan priorities of “access, affordability, and student success” and “educational excellence and impact.” It also addresses Goal #2 – “Iowa’s public universities shall increase the degree attainment of underrepresented minority students” and Goal #3 – “Iowa’s public universities shall increase the percent of undergraduate students who graduate within four years.”

Background:

📖 Definition of Retention Rates. Retention is the rate at which members of an 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.²

📖 Retention Factors. Previous national and state studies, as well as the Regent universities' experience, have demonstrated that the following factors contribute significantly to the retention rate – (1) student input; (2) institutional environment; and (3) academic standards.³

² Source: National Center for Education Statistics.

³ Source: ACT “What Works in Student Retention?”

📖 Best Practices in Retention. Retention practices responsible for the greatest contribution to retention include first-year programs, academic advising, and learning support.² 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.⁴

Highlights:

📖 One-Year Retention Rates. During the past 10 years, the average one-year retention rate at SUI has been 83.8%; at ISU, it has been 84.9%; and at UNI, it has been 81.9%. The Fall 2012 one-year retention rate at SUI was 85.5%; at ISU, it was 85.8%; and at UNI, it was 81.3%. In Fall 2011, the one-year retention rate at SUI was 85.6%; at ISU, it was 87.8%; and at UNI, it was 82.0%.

📖 One-Year Retention Rates by High School Rank. There is a difference in retention rates when high school rank is considered. In Fall 2012, the average one-year retention rate for Regent university students who graduated from high school in the 90th - 99th percentile was 92.8% while the average one-year retention rate for students who graduated in the 70th - 79th percentile was 84.8% and for those in the 30th - 39th percentile it was 78.2%.

📖 One-Year Retention Rates by ACT Score. There is also a difference in retention rates when ACT score is considered. In Fall 2012, the average one-year retention rate for the entering class of 2011 with an ACT score of 32-36 was 93.7% while the average one-year retention rate for students with an ACT score of 27-31 was 89.6% and for those with an ACT score of 19-21, it was 78.7%.

📖 One-Year Retention Rates by First-Term GPA. There is clearly a difference in retention rates when first-term GPA is considered. In Fall 2012, the average one-year retention rate for the entering class of 2011 with a first-term GPA of 3.50-4.00 was 93.7% while the average one-year retention rate for students with a first-term GPA of 3.00-3.24 was 91.5%; for those with a first-term GPA of 2.50-2.74, it was 87.1%; and for those with a first-term GPA of 2.00-2.24, it was 82.9%.

📖 Six-Year Graduation Rates. During the past 10 years, the average six-year graduation rate at SUI has been 67.4%; at ISU, it has been 67.6%; and at UNI, it has been 65.7%. The Fall 2012 six-year graduation rate for the entering class of 2006 at SUI was 69.8%; at ISU, it was 70.4%; and at UNI, it was 66.3%. In Fall 2011, the six-year graduation rate at SUI was 70.8%; at ISU, it was 67.4%; and at UNI, it was 66.7%. Six-year graduation rates for the Regent universities and peer institutions are included in Attachment D (page 16).

📖 Six-Year Graduation Rates by First-Term GPA. There is clearly a difference in graduation rates when first-term GPA is considered. In Fall 2012, the average six-year graduation rate for the entering class of 2006 with a first-term GPA of 3.50-4.00 was 87.2% while the average six-year graduation rate for students with a first-term GPA of 3.00-3.24 was 80.4%; for those with a first-term GPA of 2.50-2.74, it was 69.7%; and for those with a first-term GPA of 2.00-2.24, it was 57.3%.

⁴ The Attachments on pages 12-14 describe some of the retention initiatives implemented by the Regent universities.

☐ Average Time to Degree. The average number of years to complete an undergraduate degree by students in the entering classes of 2006 at the Regent universities who graduated within six years was 4.45 years compared to 4.48 years the prior year. 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.⁵ The national average time to completion for first-time recipients of bachelor's degrees in 2005-06 was 4.70 years for students who graduated within six years.⁶

☐ Diversity. Ethnic and racial minority students generally have lower retention and graduation rates than non-minority students although significant variation can occur within individual racial and ethnic minority cohorts as a result of small cohort sizes. However, for the entering class of 2011, the average one-year retention rate for resident racial and ethnic minority students at the Regent universities was higher than for resident non-minority students. The average one-year retention rate for non-resident racial and ethnic minority students at the Regent universities was lower than for non-resident non-minority students.

**ONE-YEAR RETENTION RATES BY RACE/ETHNICITY AND RESIDENCE
ENTERING CLASS OF 2011**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	84.4%	86.7%	85.5%	85.3%	79.3%	82.0%
ISU	86.1%	86.2%	86.1%	85.2%	78.5%	82.0%
UNI	81.5%	79.3%	81.4%	85.6%	80.6%	84.3%
Total	84.4%	86.3%	85.0%	85.3%	79.0%	84.3%

➤ University of Iowa.

☑ The one-year retention rate for racial/ethnic minorities (82.0%) was 3.5 PP lower than the rate for non-minorities (85.5%) in the entering class of 2011. The one-year retention rates for Hispanic Americans, Asian Americans, Blacks/African Americans, and students who reported two or more races were lower than for non-minorities (-2.3 PP, -0.5 PP, -11.4 PP, and -2.7 PP, respectively). However, the one-year retention rates for American Indians/Alaska Natives and Native Hawaiians/Other Pacific Islanders were higher than for non-minorities (+14.5 PP and +0.2 PP, respectively).

➤ Iowa State University.

☑ The one-year retention rate for racial/ethnic minorities (82.0%) was 4.1 PP lower than for non-minorities (86.1%). The one-year retention rates for Hispanic Americans, Blacks/African Americans, and students who reported two or more races were lower than for non-minorities (-4.0 PP, -11.5 PP and -4.9 PP, respectively). However, the one-year retention rates for American Indians/Alaska Natives, Asian Americans, and Native Hawaiians/Other Pacific

⁵ According to the National Center for Education Statistics, more than 20% of college students change their degree major.

⁶ Source: National Student Clearinghouse Research.

Islanders were higher than for non-minorities (+2.8 PP, +3.2 PP, +13.9 PP respectively).


- University of Northern Iowa.
 - ☑ The one-year retention rate for racial/ethnic minorities (84.3%) was 2.9 PP higher than for non-minorities (81.4%). The one-year retention rates for American Indians/Alaska Natives, Blacks/African Americans, and students who reported two or more races were lower than for non-minorities (-14.7 PP, -1.4 PP, and -0.8 PP, respectively). However, the one-year retention rates for Hispanic Americans and Asian Americans were higher than for non-minorities (+10.7 PP and +7.5 PP, respectively). There were no Native Hawaiian/Other Pacific Islander graduates in the entering class of 2011.

For the entering class of 2006, the six-year graduation rate for resident racial and ethnic minority students (62.3%) was 7.7 PP lower than for resident non-minority students (70.0%). At ISU, resident minority students had a higher six-year graduation rate than non-resident minority students while at SUI and UNI, resident minority students had lower six-year graduation rates than non-resident minority students.

**SIX-YEAR GRADUATION RATES BY RACE/ETHNICITY AND RESIDENCE
ENTERING CLASS OF 2006**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	68.0%	73.9%	70.4%	63.2%	66.8%	63.4%
ISU	72.5%	68.6%	71.5%	68.8%	57.6%	63.4%
UNI	68.7%	58.2%	68.0%	42.1%	52.0%	44.6%
Total	70.0%	71.4%	70.4%	62.3%	62.0%	62.1%


- University of Iowa.
 - ☑ The six-year graduation rate for racial/ethnic minorities was 7.0 PP lower than for non-minorities. The six-year graduation rates for Native Americans, African Americans, and Hispanic Americans were all lower than for non-minorities (-16.2 PP, -23.5 PP, and -6.8 PP, respectively). The six-year graduation rate for Asian Americans was 2.2 PP higher than for non-minorities.
- Iowa State University.
 - ☑ The six-year graduation rate for racial/ethnic minorities was 8.1 PP lower than for non-minorities. The six-year graduation rates for Native Americans, African Americans, and Hispanic Americans were all lower than for non-minorities (-13.2 PP, -19.5 PP, and -10.7 PP, respectively). The six-year graduation rate for Asian Americans was 4.2 PP higher than for non-minorities.
- University of Northern Iowa.
 - ☑ The six-year graduation rate for racial/ethnic minorities was 23.4 PP lower than for non-minorities. The six-year graduation rates for Native Americans, African Americans, Asian Americans, and Hispanic Americans were all lower than for non-minorities (-48.0 PP, -18.0 PP, 22.8 PP, and -26.6 PP, respectively).

 Gender. For the entering class of 2011, women at the Regent universities had higher one-year retention rates than men at ISU and higher six-year graduation rates than men at ISU and UNI.

According to the U.S. Department of Education, “women have earned a greater percentage of bachelor’s degree than men since the early 1980s overall.”⁷ “In 2011, 15.6% of women ages 25 and older held at least a bachelor’s degree, compared with 14.9% of men.”⁸

ONE-YEAR RETENTION AND SIX-YEAR GRADUATION RATES BY GENDER

	One-year Retention Rates Entering Class of 2011			Six-Year Graduation Rates Entering Class of 2006		
	Men	Women	Total	Men	Women	Total
SUI	85.6%	85.5%	85.5%	70.0%	69.7%	69.8%
ISU	85.7%	85.8%	85.8%	67.2%	74.4%	70.4%
UNI	82.8%	80.4%	81.3%	58.6%	71.5%	66.3%
Total	85.3%	84.6%	84.9%	67.1%	71.7%	69.5%

 Transfer Students. Completion of an associate degree and attainment of a high transfer GPA appear to be related to higher retention and graduation rates at the Regent universities for transfer students.

- Students who transferred from Iowa community colleges in Fall 2011 after they completed an associate of arts (AA) or other associate degree had a higher one-year retention rate (81.8%) than transfer students who had not completed any associate degree (75.1%).
- Students who transferred from Iowa community colleges in Fall 2010 after they completed an associate of arts (AA) or other associate degree had a higher two-year graduation rate (24.1%) than students who had not completed any associate degree (9.8%).
- Students who transferred from Iowa community colleges in Fall 2009 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 (37.3%).
- There is a significant difference in one-year retention rates when transfer GPA is considered. Students in the entering class of Fall 2011 with a transfer GPA of 3.50-4.00 had a one-year retention rate of 89.6%. The one-year retention rate for students with a transfer GPA of 3.00-3.24 was 80.6%; for a GPA of 2.50-2.74, it was 77.5%; and for a GPA of 2.00-2.24, it was 70.9%.
- Students in the entering class of Fall 2009 with a transfer GPA of 3.50-4.00 had a higher three-year graduation rate (63.8%) than students with a transfer GPA of 3.00-3.24 (52.7%), 2.50-2.74 (39.8%), or 2.00-2.24 (27.1%).

⁷ NCES Condition of Education Report, 2009.

⁸ Bureau of Labor Statistics.

- Minority students in the entering class of 2011 had a lower one-year retention rate (72.9%) than non-minority students (80.9%).
- Minority students in the entering class of 2009 had a lower three-year graduation rate (35.6%) than non-minority students (49.4%).

📖 Non-Persisters.⁹ Using data from the National Student Clearinghouse, the Regent universities were able to “track” students from the entering class of 2006 who transferred to another post-secondary institution prior to completing their undergraduate studies at their original Regent institution.

- More than 23% of the entering class of 2006 who did not persist at their original Regent university transferred elsewhere; of those who transferred, more than 37% graduated from another four-year institution.
- More than 8% of the entering class of 2006 graduated from another four-year institution.
- When those numbers are factored into the total graduation rates, the six-year graduation rates increase from 69.8% to 82.1% at the University of Iowa; from 70.4% to 75.7% at Iowa State University; and from 66.3% to 74.4% at the University of Northern Iowa.

⁹ 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.

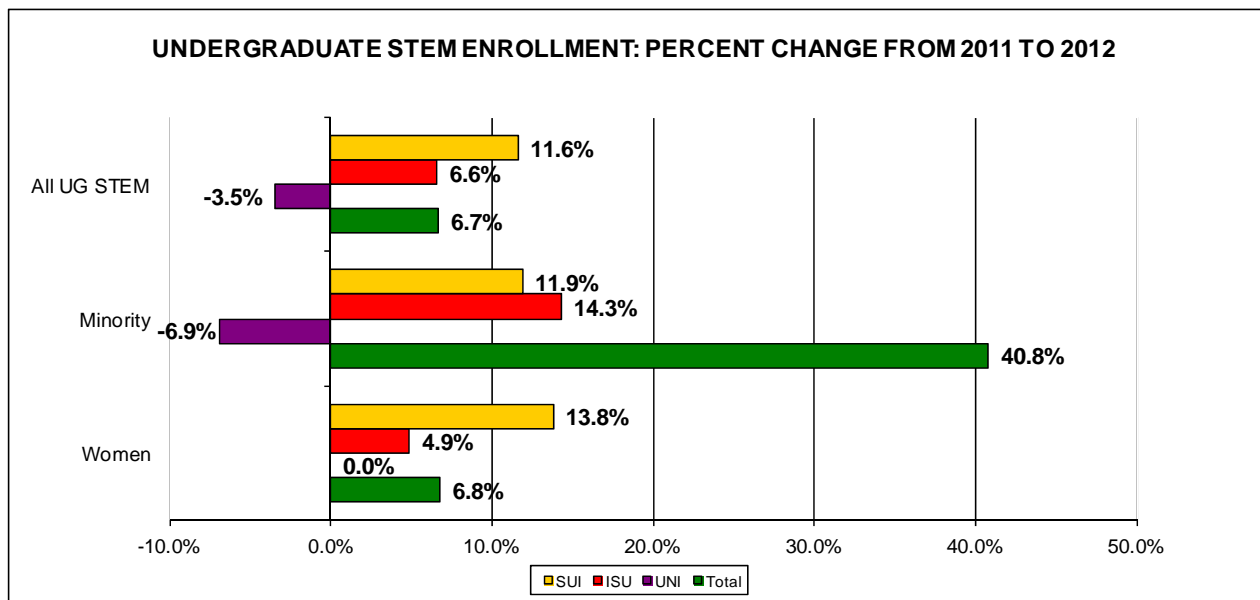
PART B

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 STEM¹⁰ 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 2012 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 19,587 in 2011 to 20,904 (+6.7%) in 2012.
 - ☑ Total undergraduate enrollment of minority¹¹ students majoring in STEM programs increased from 2,206 in 2011 to 2,852 in 2012 (+40.8%). The proportion of minority students enrolled in STEM majors increased from 10.3% in 2011 to 13.6% in 2012.
 - ☑ Total undergraduate enrollment of women majoring in STEM programs increased from 7,203 in 2011 to 7,692 in 2012 (+5.3%). The proportion of women in STEM programs decreased slightly from 37.3% in 2011 to 36.9% in 2012.

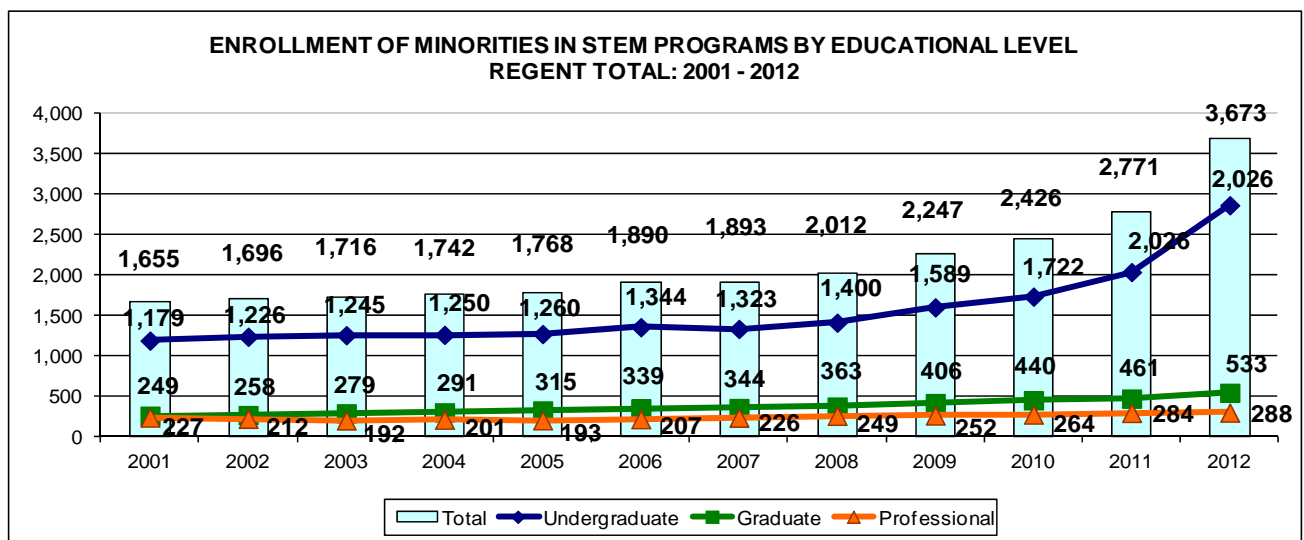
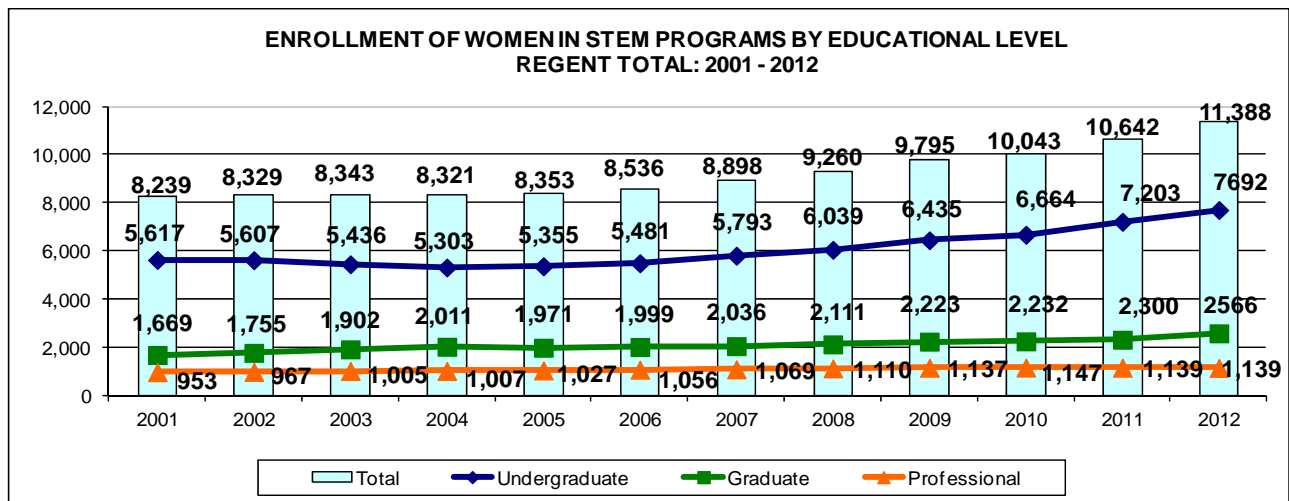


¹⁰ STEM = Science, Technology, Engineering, Mathematics.

¹¹ Minority refers to ethnic and racial minorities that are under-represented in STEM programs – 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.

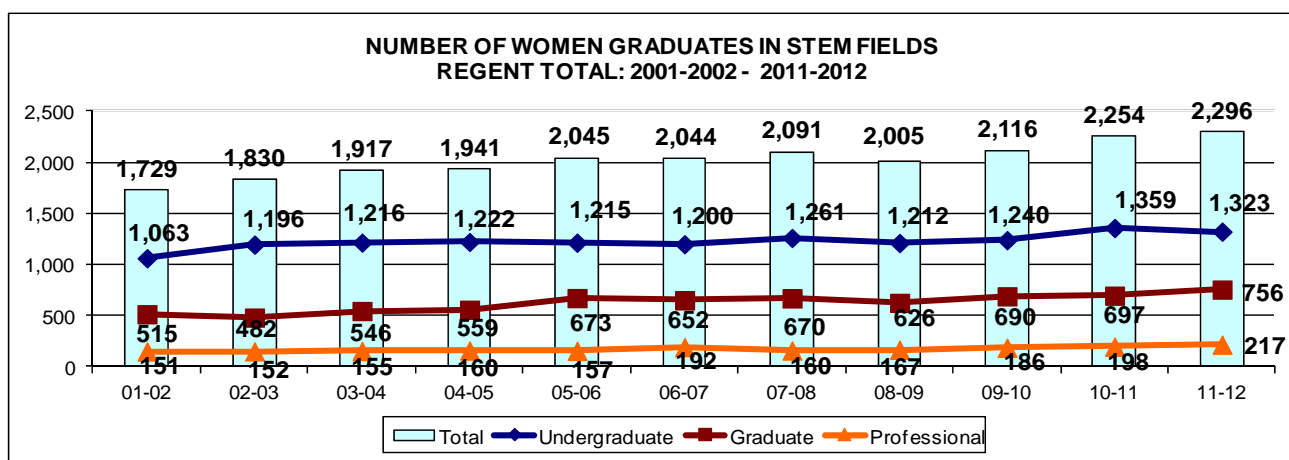
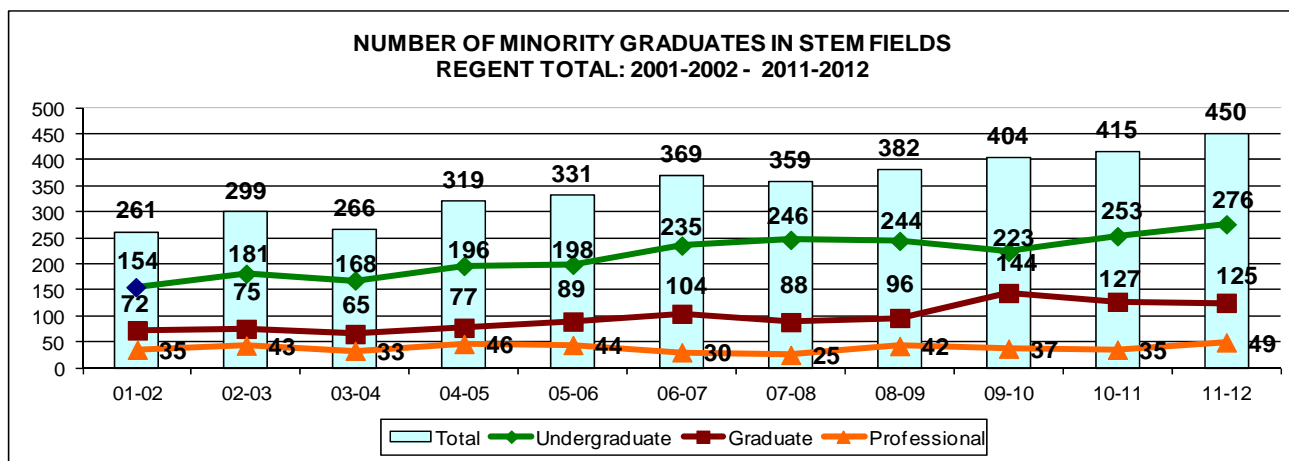
- Graduate enrollment in STEM programs. The total graduate enrollment of students in STEM programs increased from 5,420 in 2011 to 5,815 in 2012 (+7.3%).
 - ☑ Total graduate enrollment of minority students majoring in STEM programs increased from 461 in 2011 to 533 in 2012 (+15.6%).
 - ☑ Total graduate enrollment of women majoring in STEM programs increased from 2,300 in 2011 to 2,566 in 2012 (+11.6%).

- Professional enrollment in STEM programs. The total professional enrollment of students in STEM programs decreased slightly from 2,005 in 2011 to 2,002 in 2012 (-0.1%).
 - ☑ Total professional enrollment of minority students majoring in STEM programs increased slightly from 284 in 2011 to 288 in 2012 (+1.4%).
 - ☑ Total professional enrollment of women majoring in STEM programs decreased from 1,139 in 2011 to 1,130 in 2012 (-0.8%).



What is the number of graduates from STEM programs during the past year?

- There were 450 minority graduates from STEM programs at the Regent universities in 2011. This represents an increase of 35 graduates (+8.4%) from the prior year.
 - ☑ There was an increase of 23 graduates (+9.1%) in 2011 from the prior year from undergraduate STEM programs; a decrease of two graduates (-1.6%) from graduate programs; and an increase of 14 graduates (+40.0%) from professional programs.
- There were 2,296 women graduates from STEM programs at the Regent universities in 2011. This represents an increase of 42 (+1.9%) from the prior year.
 - ☑ There was a decrease of 36 women graduates (-2.6%) in 2011 from the prior year from undergraduate STEM programs; an increase of 59 women graduates (+8.5%) from graduate programs; and an increase of 19 women graduates (+9.6%) from professional programs.



The highlights provided by the universities of their retention and graduation efforts are available on pages 12-14. The profiles of the entering classes of 2006 are provided on page 15 and six-year graduation rate comparisons with peer institutions are provided on page 16.

PART C

BIENNIAL FIRST-YEAR NON-PERSISTENCE STUDY

Every other year, the Regent universities conduct a study of their first-time, full-time students who were eligible to return but did not return for their second year. The Fall 2011 cohort included 6,708 residents and 4,426 non-residents. The number of non-returnees in Fall 2012 included 1,034 residents (15.4%) and 637 non-residents (14.4%). Student who were ineligible to return to the university were not contacted; there were 149 residents and 126 non-residents not contacted. In addition, there were 30 non-resident students who were not available for contact. Therefore, the total number of non-returnees who were contacted included 906 residents and 484 non-residents.

The six most frequently occurring major reasons cited by the respondents to the study in Fall 2012 included the following:

1. Felt out of place at the university.
2. Wanted to be closer to family and friends.
3. Transferred to a lower cost institution.
4. Classes too large.
5. Difficulty making friends.
6. Housing was unsatisfactory.

The universities have implemented a variety of intervention strategies to identify students who may be having difficulty as early as possible and address many of the major reasons for non-persistence of students. It is also important to note that 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.”¹³

¹³ Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*.

UNIVERSITY OF IOWA
GRADUATION AND RETENTION HIGHLIGHTS
Fall 2012

At SUI, the six-year graduation rate (69.8%) for the entering class of 2006 is down slightly over the class of 2005, while the four-year graduation rate (48.2%) for the class of 2008 is up over last year. The class of 2006 had an unusually low one-year retention rate (82.7%), which may have contributed to the lower six-year graduation rate. The 2011 one-year retention rate (85.5%) is comparable to last year's rate (85.6%).

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

- ◇ The four-year graduation plan assures that course availability issues will not impede students who meet the guidelines of the plan. The plan was instituted in 1995.
- ◇ Early intervention efforts in 2011 - 2012 now include MAPWorks, an early intervention tool that has shown to be effective at other institutions.
- ◇ During 2011 - 2012, we expanded our first-year seminar program and University-wide tutoring program available free of charge to all students enrolled in particularly difficult courses; we offered supplemental instruction in gateway courses.
- ◇ In Fall 2012, we again offered a fall orientation program, Onlowa!, meant 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.
- ◇ Advantage Iowa, a program for first-year students who are U.S. citizens or permanent residents and whose enrollment will contribute to a diverse learning environment, continues to enhance academic success for eligible students.
- ◇ We were named a "Military Friendly" school for the fourth year in a row.
- ◇ We continue to participate in statewide articulation efforts to ensure that students can effectively transfer to us from our community college partners.
- ◇ We continue to support study abroad, research opportunities with faculty members, internships and other high-impact activities that have been shown to be positively related to timely graduation.

IOWA STATE UNIVERSITY
GRADUATION AND RETENTION HIGHLIGHTS
Fall 2012

At ISU, the four- and six-year graduation rates exceeded the average for the prior ten years. The one-year retention rate exceeded the ten-year average, while the second- and third-year retention rates set all-time highs. The University continues to enhance existing initiatives and introduce new initiatives to support graduation and retention. Some examples include:

- Iowa State University's one-year retention rate of 85.8% for the entering class of Fall 2011 exceeded the ten-year average of 85.0%. The one-year retention rate is a very strong predictor of the six-year graduation rate for that entering class, with a typical drop of about 16% from the one-year retention rate to the six-year graduation rate. All-time highs were achieved for the two- and three-year retention rates at 80% and 76% respectively.
- Assessment and refinement of ISU's student success programming is continual, which, in part, accounts for exceeding the ten-year average. The Retention Task Force has transitioned to a Student Success Task Force with continued emphasis on advising, first-year student programs, classroom instruction, learning communities, and academic support. New areas of focus for the Student Success Task Force include improving student success in "low success rate" courses and investigating how instructional technology can enhance student success.
- ISU has negotiated with Educational Benchmarking Inc. (EBI) for a new, longitudinal use of MapWorks data. Individual students' experiences at Iowa State University over multiple years, not just the first year, will be systematically recorded and analyzed to determine pathways for success with the goal being to improve student persistence.
- The Student Experience Enhancement Council (SEEC) was established by the president in fall 2012 to holistically address all elements of a successful and high quality undergraduate experience at ISU. SEEC is charged with ensuring the quality of the student experience is maintained and enhanced, addressing challenges that could limit the quality of the student experience, and serving as the information clearinghouse and coordinator for comprehensive planning for the student experience.
- Learning communities continue to contribute to the successful transition by students to Iowa State University. The ISU learning community initiative is in its 17th year and has served over 41,000 students since its inception in 1995. The number of learning community (LC) participants continues to grow and hit an all-time high this fall 2012 at 3691, representing 69% of new direct from high school freshman. The one-year retention rate for LC students averages 88.1%, which is significantly higher than the rate for non-LC students.
- The Admissions Partnership Program (APP) is a partnership program between Iowa State University and Iowa's 15 community colleges intended to help Iowa community college students successfully transition to ISU by providing early academic advising, transfer planning, and academic and social opportunities. Since its implementation in fall 2006, 2155 Iowa community college students have participated in APP, 921 have matriculated to Iowa State, and over 600 are currently in the program. Assessment results indicate that APP participation has a positive impact on one-year retention.
- Iowa State University continues to emphasize fiscal responsibility and financial programming to assist students in reducing debt, identifying financial assistance and completing degrees. New and enhanced online tools are now available, and additional institutional resources have been allocated to address student debt and financial literacy.
- Providing increased support, service and programming to Veteran and military students and their families is a priority for ISU. Recognizing Veteran and military students have specialized needs, ISU dedicated new resources to create a Veterans Services Coordinator position and a Veterans Center in the Memorial Union – an ideal location for a Center that needs to be visible and convenient. A goal is to increase Veteran and military student success as evidenced by an increase in Veteran student retention and graduation rates.

**UNIVERSITY OF NORTHERN IOWA
GRADUATION AND RETENTION HIGHLIGHTS
Fall 2012**

The University of Northern Iowa is committed to student success, as demonstrated by graduation and persistence rates that continue to exceed those of our peer institutions across the nation. UNI has implemented and expanded several retention and student success initiatives aimed at further promoting student success as highlighted below.

The Retention Council continues to implement and oversee retention initiatives across campus. Highlights include:

- Expanding the number of sections in Liberal Arts Core courses in which only first year students may enroll, creating a common academic experience and sense of community for new students.
- Expanding Supplemental Instruction in courses with high historical rates of D, W, F, and incomplete grades. Facilitated out-of-class study sessions provide ongoing academic support, and have led to increased grades.
- Expanded offerings in Strategies for Academic Success, a course designed to facilitate a successful transition to the university by developing study strategies and connections to university resources. Sections were added in 2012-2013 for transfer students, military students, and academically at-risk students.
- ALEKS mathematics proficiency examinations were administered to all entering new students. Online remediation modules were offered to students who wanted to improve their placement test score, thereby increasing readiness for their first university math course and promoting academic success.
- Growing numbers of UNI faculty utilize the MAPWorks early intervention system, a vehicle for identifying students who are struggling and addressing their concerns through personal connections and referrals.
- Over 50 faculty and staff volunteers serve as Success Coaches to new students who perform poorly during their first semester at UNI. Success Coaches meet one-to-one with students to provide mentoring, academic and personal support. This is now a mandatory intervention for students readmitted to UNI after suspension.
- Ongoing review of university policies and procedures to eliminate unintended barriers to success.

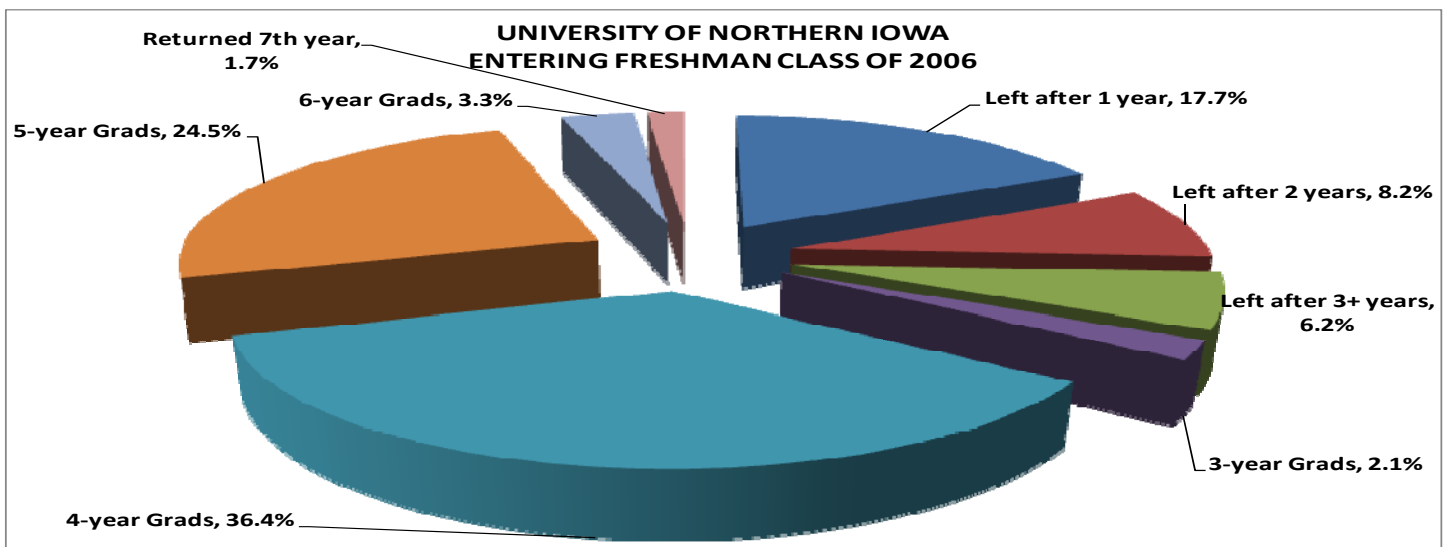
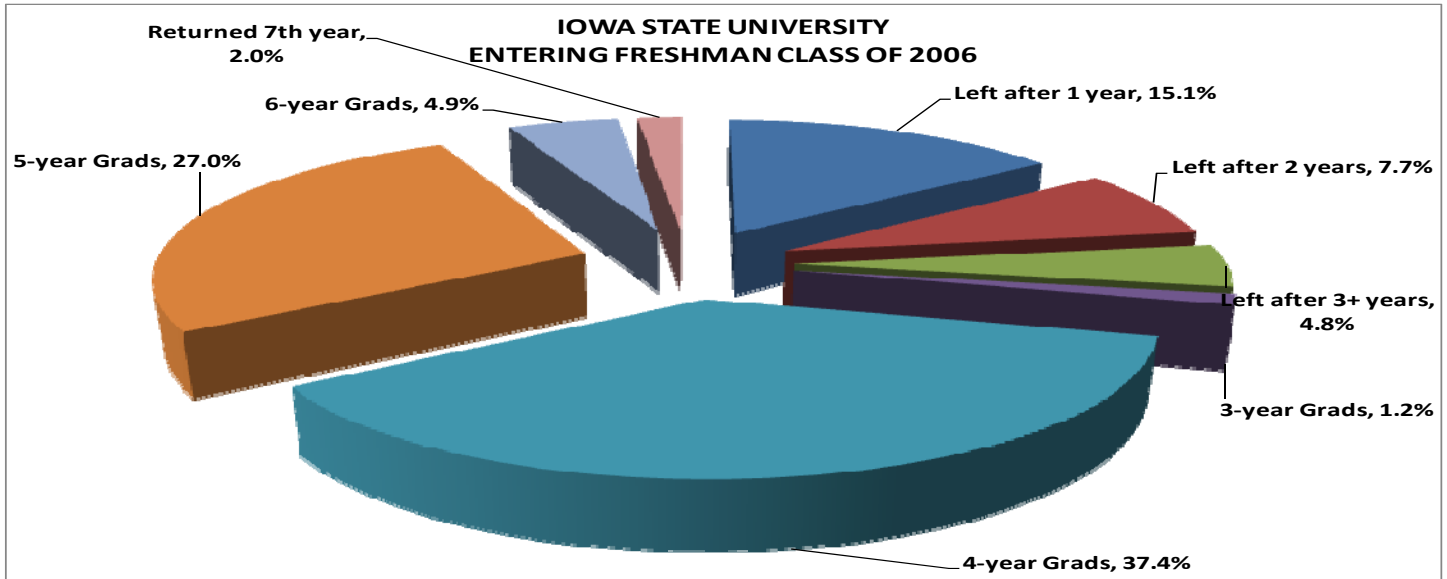
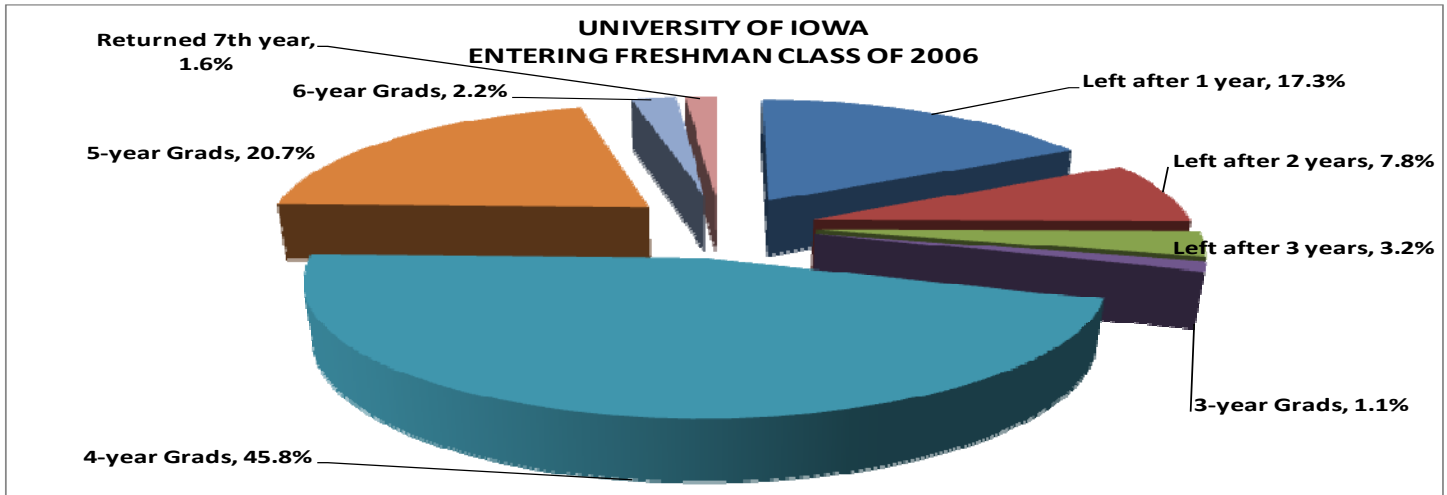
Retention activities extend beyond those of the Retention Council:

- Establishment of a position reporting to the Dean of Students charged with coordinating retention activities across multiple offices, departments and colleges in order to unify student success efforts.
- The creation of a Transfer Council to focus on the needs of students who transfer to the university.
- First-Year Cornerstone, a year-long integrated communication course that satisfies two Liberal Arts Core categories, has more than doubled enrollment over the last year. Faculty members meet weekly to collaborate and share resources. Preliminary data indicate increased retention rates for students enrolled in this course.
- The Gaining Panther Success mentoring program has been re-launched on campus, offering peer-to-peer academic and personal support for minority students.
- In fall 2013, residential learning communities will begin in selected residence halls. Students enrolled in academic and co-curricular learning communities take common courses and engage in related learning activities.
- The new course-embedded peer mentoring program connects successful upper-class UNI students with first-year course sections. Peer mentors model active learning and provide support during the transition to college.
- The First-Year Council is reviewing sophomore-year initiatives and reviewing a proposal for extended orientation programming for all new students.

All of these efforts have resulted in strong persistence and graduation rates.

- The four year graduation rate for students entering with the class of 2008 is 37.8 %, a 1% increase over the previous reporting year and higher than the national rate of 17.0% for public comprehensive universities.
- The six year graduation rate for the entering class of 2006 is 66.3%, a .04% decrease from the previous year, but higher than the 50% rate for peer institutions and 41% national rate for public comprehensive universities.
- Our retention rate to the second year for the entering class of 2011 is 81.3% which compares to the rate for the previous year of 82.0%.
- The 2011 return to second year retention rate for minority students is 84.3%, up from 82.2% for the 2010 class.
- The most recent six-year graduation rate for African-American students reached an all time high of 50%.
- "Time to degree" is the amount of time, expressed in years, taken by graduates to complete their degree. The rate for the most recent year is 4.47, the lowest rate since this measure was first reported in 1988.

PROFILES OF ENTERING CLASSES OF 2006 AT THE REGENT UNIVERSITIES



SIX-YEAR GRADUATION RATES AT REGENT UNIVERSITIES AND PEER INSTITUTIONS

	Reported Six-Year Graduation Rates for Entering Classes of:				
	2001	2002	2003	2004	2005
UNIVERSITY OF IOWA	66%	66%	69%	70%	71%
University of Arizona	56%	57%	58%	60%	61%
University of California - Los Angeles	90%	89%	89%	90%	90%
University of Illinois, Champaign-Urbana	82%	82%	83%	84%	82%
Indiana University - Bloomington	72%	73%	74%	71%	72%
University of Michigan	88%	88%	89%	90%	90%
University of Minnesota - Twin Cities	63%	66%	68%	70%	70%
University of North Carolina - Chapel Hill	83%	86%	87%	88%	89%
Ohio State University	71%	73%	75%	78%	80%
University of Texas - Austin	78%	78%	81%	80%	81%
University of Wisconsin - Madison	79%	81%	82%	83%	83%
Median (excluding SU)	78%	79%	81%	80%	81%
Mean (excluding SU)	76%	77%	79%	79%	80%
IOWA STATE UNIVERSITY	66%	67%	69%	70%	67%
University of Arizona	56%	57%	58%	60%	61%
University of California - Davis	79%	81%	81%	82%	82%
University of Illinois, Champaign-Urbana	82%	82%	83%	84%	82%
Michigan State University	74%	75%	77%	77%	77%
University of Minnesota - Twin Cities	63%	66%	68%	70%	70%
North Carolina State University	69%	71%	73%	72%	72%
Ohio State University	71%	73%	75%	78%	80%
Purdue University	69%	72%	70%	69%	68%
Texas A & M University	78%	78%	80%	80%	80%
University of Wisconsin - Madison	79%	81%	82%	83%	83%
Median (excluding ISU)	70%	72%	76%	77%	78%
Mean (excluding ISU)	72%	74%	75%	75%	75%
UNIVERSITY OF NORTHERN IOWA	65%	63%	66%	67%	67%
California State University - Fresno	48%	48%	48%	51%	49%
Central Michigan University	57%	57%	57%	54%	54%
Illinois State University	65%	70%	69%	70%	71%
Indiana State University	41%	43%	40%	44%	42%
Northern Arizona University	48%	53%	50%	49%	52%
Ohio University - Athens	71%	67%	69%	65%	65%
University of Minnesota - Duluth	50%	50%	52%	54%	55%
Univ. of North Carolina - Greensboro	50%	53%	52%	53%	53%
University of North Texas	44%	45%	47%	48%	49%
University of Wisconsin - Eau Claire	60%	61%	65%	65%	65%
Median (excluding UNI)	50%	53%	52%	54%	53%
Mean (excluding UNI)	53%	55%	55%	55%	55%

Source: NCAA 2012 Report.