

Contact: Diana Gonzalez

### ANNUAL REPORT OF STUDENT RETENTION AND GRADUATION RATES

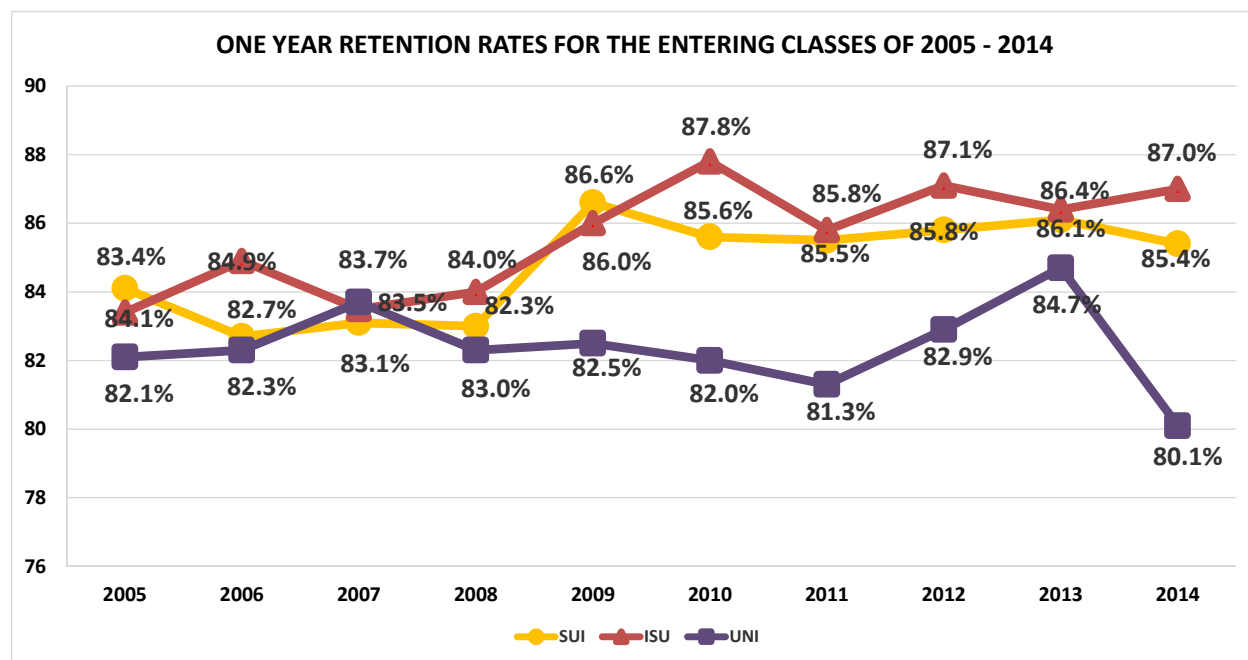
**Action Requested:** Receive the Annual Report of Student Retention and Graduation Rates for Fall 2015.

**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 2015 Report includes the following trends/changes:

- 📖 An average of approximately 84.8% of the past 10 entering classes at the Regent universities returned for the second year of studies.



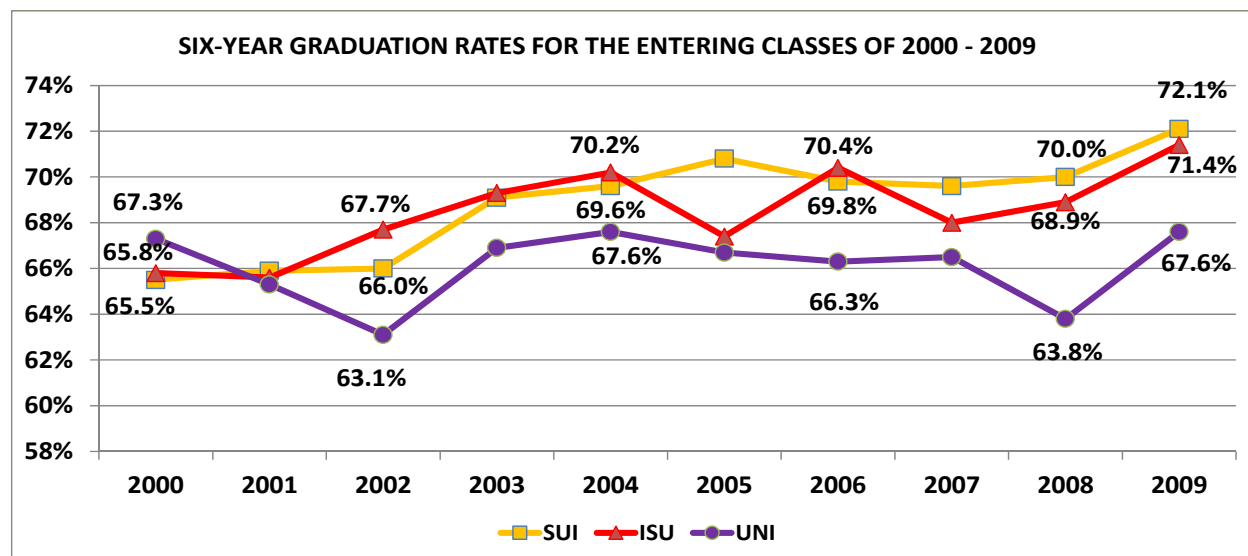
- 📖 During the 10-year period 2005-2014, the one-year retention rates at the Regent universities fluctuated from a low of 80.1% to a high of 87.8%.

- At SUI, a low of 82.7% occurred for the entering class of 2006 and a high of 86.6% occurred for the entering class of 2009. For the entering class of 2014, the one-year retention rate was 85.4% which was a decrease of 0.7 percentage points from the prior year.

- At ISU, a low of 83.4% occurred for the entering class of 2005 and a high of 87.8% occurred for the entering class of 2010. For the entering class of 2014, the one-year retention rate was 87.0% which was an increase of 0.6 percentage points from the prior year.
- At UNI, a low of 80.1% occurred for the entering class of 2014 and a high of 84.7% occurred for the entering class of 2013. For the entering class of 2014, the one-year retention rate was 80.1% which was a decrease of 4.6 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 2014 at the Regent universities was 85.4% compared to the national average of 78.6% for all public four-year colleges.<sup>1</sup> The national average for public four-year colleges with traditional selectivity was 74.4%.<sup>1</sup>

📖 An average of 68.2% of the past 10 entering classes at the Regent universities graduated within six years.



📖 During the 10-year period 2000-2009, the six-year graduation rates at the Regent universities fluctuated from a low of 63.2% to a high of 72.1%.

- At SUI, a low of 65.5% occurred for the entering class of 2000 and a high of 72.1% occurred for the entering class of 2009. For the entering class of 2009, the six-year graduation rate was 72.1%, which is an increase of 2.1 percentage points from the prior year.
- At ISU, a low of 65.6% occurred for the entering class of 2001 and a high of 71.4% occurred for the entering class of 2009. For the entering class of 2009, the six-year graduation rate was 71.4% which is an increase of 2.5 percentage points from the prior year.

<sup>1</sup> Source: ACT 2015 Retention/Completion Summary Tables, 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 2009, the six-year graduation rate was 67.6% which is an increase of 3.8 percentage points from the prior year.

📖 Six-year graduation rates have also consistently exceeded the national averages. The six-year graduation rate for the entering classes of 2009 at the Regent universities was 70.9% compared to the national average of 55.7% for all public four-year colleges.<sup>1</sup> The national average for public four-year colleges with traditional selectivity was 48.3%.<sup>1</sup>

📖 The average number of years to complete a degree by Regent university students who graduated within six years was 4.40 years which was the same as for the prior year. The national average time-to-degree for public four-year colleges was 4.33 years.<sup>2</sup>

The time to degree is influenced by a number of factors, including major sought, parents' education, change of major, and grade point average. Approximately 46% of the entering classes of 2011 at the Regent universities graduated within four years compared to the national average of 31.6% for all public four-year colleges.<sup>1</sup> The national average for public four-year colleges with traditional selectivity was 23.6%.<sup>1</sup>

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

- For the entering classes of 2014, the average one-year retention rate for racial/ethnic minority students was 83.5% at the Regent universities compared to the average one-year retention rate for non-minority students of 85.8%.
- For the entering class of 2009, the average six-year graduation rate for racial/ethnic minority students was 59.1% at the Regent universities compared to the average six-year graduation rate for non-minority students of 72.4%.

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.<sup>3</sup>

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<sup>2</sup> Baccalaureate and Beyond, National Center for Education Statistics.

<sup>3</sup> Source: National Center for Education Statistics.

- 📖 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.<sup>4</sup>
- 📖 Intervention Strategies. 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 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.”<sup>5</sup>
- 📖 Best Practices in Retention. Retention practices responsible for the greatest contribution to retention include first-year programs, academic advising, and learning support.<sup>2</sup> 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.<sup>6</sup>

#### **Highlights:**

- 📖 One-Year Retention Rates. During the past 10 years, the average one-year retention rate at SUI has been 84.8%; at ISU, it has been 85.7%; and at UNI, it has been 82.4%. The Fall 2015 one-year retention rate at SUI was 85.4%; at ISU, it was 87.0%; and at UNI, it was 80.1%. In Fall 2014, the one-year retention rate at SUI was 86.1%; at ISU, it was 86.4%; and at UNI, it was 84.7%.
- 📖 One-Year Retention Rates by High School Rank. There is a difference in retention rates when high school rank is considered.<sup>7</sup> In Fall 2015, the average one-year retention rate for the entering classes of 2014 Regent university students who graduated from high school in the 90<sup>th</sup> - 99<sup>th</sup> percentile was 93.3% while the average one-year retention rate for students who graduated in the 70<sup>th</sup> - 79<sup>th</sup> percentile was 83.3% and for those in the 30<sup>th</sup> - 39<sup>th</sup> percentile, it was 78.6%.
- 📖 One-Year Retention Rates by ACT Score. There is also a difference in retention rates when ACT score is considered. In Fall 2015, the average one-year retention rate for the entering classes of 2014 with an ACT score of 32-36 was 93.9% while the average one-year retention rate for students with an ACT score of 27-31 was 89.9% and for those with an ACT score of 19-21, it was 81.1%.

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<sup>4</sup> Source: ACT “What Works in Student Retention?”

<sup>5</sup> Vincent Tinto, Leaving College: Rethinking the Causes and Cures of Student Attrition.

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

<sup>7</sup> Class rank is not available for all entering freshmen.

📖 One-Year Retention Rates by First-Term GPA. There is clearly a difference in retention rates when first-term GPA is considered. In Fall 2015, the average one-year retention rate for the entering classes of 2014 with a first-term GPA of 3.50-4.00 was 95.4% while the average one-year retention rate for students with a first-term GPA of 3.00-3.24 was 92.2%; for those with a first-term GPA of 2.50-2.74, it was 90.4%; and for those with a first-term GPA of 2.00-2.24, it was 84.2%.

📖 One-Year Retention Rates by Type of Financial Aid Received. The one-year retention rates for Pell Grant recipients in the entering classes of 2014 was 81.2%; for students with a federal subsidized loan (No Pell), it was 83.7%; for students with a federal unsubsidized loan (no Pell or subsidized loan), it was 87.3%; for students not in any of the three categories, it was 87.6%; and for all students, it was 85.4%.

**ONE-YEAR RETENTION RATES BY FINANCIAL AID**  
**Entering Classes of 2013 and 2014**

	SUI		ISU		UNI	
	2013	2014	2013	2014	2013	2014
Pell Grant	80.3%	80.8%	81.7%	82.6%	81.7%	78.7%
Federal Sub. Loan (No Pell)	84.3%	85.1%	83.4%	83.8%	80.7%	78.5%
Federal Unsub. Loan (No Pell or Sub Loan)	89.6%	88.4%	88.2%	87.8%	87.9%	80.3%
Not in categories above	88.3%	86.1%	88.9%	89.8%	87.1%	81.6%
Total	86.1%	85.4%	86.4%	87.0%	84.7%	80.1%

📖 One-Year Retention Rates by Regent Admission Index. The one-year retention rates for Iowa students with an RAI  $\geq 245$  in the entering classes of 2015 was 86.6%; for students with an RAI = 235 to <245, it was 73.4%; for students with an RAI = 225 to <235, it was 68.1%; for students with an RAI <225, it was 65.5%; for students for whom an RAI was not calculated, it was 82.1%; and for all students, it was 85.0%. Iowa students with an RAI less than 225 represent 0.5% of the total entering class of 2015.

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

	SUI		ISU		UNI	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
RAI $\geq 245$	84.5%	86.0%	88.1%	88.4%	85.2%	71.9%
RAI = 235 - <245	77.1%	75.8%	73.4%	68.1%	71.6%	60.0%
RAI = 225 - <235	75.0%	60.0%	69.2%	71.4%	66.1%	25.0%
RAI <225	41.7%	83.3%	70.4%	72.2%	68.8%	0.0%
Unknown	87.5%	86.5%	79.0%	85.6%	71.8%	72.0%
Total	84.8%	86.0%	86.9%	87.1%	81.1%	66.9%

- 📖 Four-Year Graduation Rates by Financial Aid Received. The four-year graduation rates for Pell Grant recipients in the entering classes of 2011 was 40.7%; for students with a federal subsidized loan (no Pell), it was 45.3%; for students with a federal unsubsidized loan (no Pell or subsidized loan), it was 49.8%; for students not in any of the three categories, it was 50.1%; and for all students, it was 46.8%.

**FOUR-YEAR GRADUATION RATES BY FINANCIAL AID**  
**Entering Classes of 2010 and 2011**

	SUI		ISU		UNI	
	2010	2011	2010	2011	2010	20101
Pell Grant	43.1%	46.7%	37.0%	37.3%	32.0%	35.5%
Federal Sub. Loan (No Pell)	52.1%	52.4%	39.6%	40.8%	40.5%	38.4%
Federal Unsub. Loan (No Pell or Sub Loan	55.0%	61.5%	44.9%	43.8%	43.8%	42.2%
Not in categories above	53.1%	54.9%	47.9%	48.7%	42.1%	42.3%
Total	50.9%	53.5%	43.2%	43.6%	39.2%	39.95

- 📖 Four-Year Graduation Rates by Regent Admission Index. The four-year graduation rates for Iowa students with an RAI $\geq$ 245 in the entering classes of 2011 was 46.8%; for students with an RAI = 235 to <245, it was 24.2%; for students with an RAI = 225 to <235, it was 26.2%; for students with an RAI <225, it was 19.1%; for students for whom an RAI was not calculated, it was 53.9%; and for all students, it was 45.3%. Iowa students with an RAI less than 225 represent approximately 0.1% of the total entering class of 2011.

**FOUR-YEAR GRADUATION RATES BY REGENT ADMISSION INDEX**  
**Entering Class of 2011**

	SUI		ISU		UNI	
	Resident	Nonresident	Resident	Nonresident	Resident	Nonresident
RAI $\geq$ 245	50.9%	56.6%	46.6%	43.5%	42.7%	46.4%
RAI=235-<245	29.4%	47.8%	28.8%	18.4%	16.4%	14.3%
RAI=225-<235	16.7%	33.3%	29.7%	19.2%	24.1%	16.7%
RAI<225	0.0%	33.3%	10.8%	26.7%	31.0%	16.7%
Unknown	55.4%	56.0%	22.2%	42.9%	33.3%	39.1%
Total	51.1%	55.5%	44.7%	41.9%	39.7%	41.4%

- 📖 Six-Year Graduation Rates. During the past 10 years, the average six-year graduation rate at SUI has been 68.9%; at ISU, it has been 68.5%; and at UNI, it has been 66.1%. The Fall 2015 six-year graduation rate for the entering class of 2009 at SUI was 72.1%; at ISU, it was 71.4%; and at UNI, it was 67.6%. In Fall 2014, the six-year graduation rate at SUI was 70.0%; at ISU, it was 68.9%; and at UNI, it was 63.8%. Six-year graduation rates for the Regent universities and peer institutions are included in Attachment D (page 20).

📖 Six-Year Graduation Rates by First-Term GPA. There is clearly a difference in graduation rates when first-term GPA is considered. In Fall 2015, the average six-year graduation rate for the entering classes of 2009 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 80.1%; for those with a first-term GPA of 2.50-2.74, it was 70.9%; and for those with a first-term GPA of 2.00-2.24, it was 55.6%.

📖 Six-Year Graduation Rates by Financial Aid Received. The six-year graduation rates for Pell Grant recipients in the entering classes of 2009 was 65.6%; for students with a federal subsidized loan (no Pell), it was 69.8%; for students with a federal unsubsidized loan (no Pell or subsidized loan), it was 72.4%; for students not in any of the three categories, it was 74.1%; and for all students, it was 70.9%.

**SIX-YEAR GRADUATION RATES BY FINANCIAL AID**  
**Entering Classes of 2008 and 2009**

	SUI		ISU		UNI	
	2008	2009	2008	2009	2008	2009
Pell Grant	68.4%	68.4%	59.6%	65.1%	59.0%	60.8%
Federal Sub. Loan (No Pell)	70.6%	73.8%	65.7%	65.8%	67.5%	69.3%
Federal Unsub. Loan (No Pell or Sub Loan)	67.9%	71.2%	71.1%	73.6%	67.7%	71.8%
Not in categories above	71.2%	73.3%	73.4%	76.9%	62.1%	68.3%
Total	70.0%	72.1%	68.9%	71.4%	63.8%	67.6%

📖 Average Time to Degree. The average number of years to complete an undergraduate degree by students in the entering classes of 2008 at the Regent universities who graduated within six years was 4.40 years, which was the same as 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.<sup>8</sup> The national average time to completion for first-time recipients of bachelor's degrees for the entering class of 2008 was 4.33 years for students who graduated within six years; for graduates of public universities, it was 4.58 years.<sup>9</sup>

📖 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 2014, the average one-year retention rate for resident and non-resident racial and ethnic minority students at the Regent universities (82.6%) was lower than for resident and non-resident non-minority students (86.1%) by 3.5 percentage points.

<sup>8</sup> According to the National Center for Education Statistics, more than 20% of college students change their degree major.

<sup>9</sup> Source: National Student Clearinghouse Research.

**ONE-YEAR RETENTION RATES BY RACE/ETHNICITY AND RESIDENCE**  
**Entering Classes of 2014**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	83.7%	86.4%	84.9%	88.7%	84.8%	86.5%
ISU	87.5%	88.6%	87.9%	84.0%	81.0%	82.6%
UNI	81.3%	74.0%	81.0%	80.3%	45.7%	73.8%
Total	85.0%	87.4%	86.1%	85.3%	81.6%	82.6%

➤ University of Iowa.

- ☑ For the entering class of 2014, the one-year retention rate for racial/ethnic minorities (86.5%) was 1.6 percentage points (PP) higher than the rate for non-minorities (84.9%). The one-year retention rate for Hispanic Americans was 87.9%; for American Indians/Alaska Natives, it was 75.0%; for Asian Americans, it was 88.4%; for Blacks/African Americans, it was 81.3%; for Native Hawaiians/Other Pacific Islanders, it was 100.0%; and for students who reported two or more races, it was 86.4%.

➤ Iowa State University.

- ☑ The one-year retention rate for racial/ethnic minorities (82.6%) was 5.3 PP lower than for non-minorities (87.9%). The one-year retention rate for Hispanic Americans was 82.1%; for American Indians/Alaska Natives, it was 64.3%; for Asian Americans, it was 88.0%; for Blacks/African Americans, it was 78.2%; for Native Hawaiian/Other Pacific Islanders, it was 75.0%; and for students who reported two or more races, it was 83.2%.

➤ University of Northern Iowa.

- ☑ The one-year retention rate for racial/ethnic minorities (73.8%) was 7.2 PP higher than for non-minorities (81.0%). The one-year retention rate for Hispanic Americans was 77.9%; for American Indians/Alaska Natives, it was 80.0%; for Asian Americans, it was 94.7%; for Blacks/African Americans, it was 58.3%; for Native Hawaiian/Other Pacific Islanders, it was 100.0%; and for students who reported two or more races, it was 73.9%.

Ethnic and racial minority students generally have lower 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. As shown on the following page, for the entering classes of 2009, the six-year graduation rate for resident racial and ethnic minority students (58.3%) was 13.5 PP lower than for resident non-minority students (71.8%).



**SIX-YEAR GRADUATION RATES BY RACE/ETHNICITY AND RESIDENCE**  
**Entering Classes of 2009**

	Non-Minority			Minority		
	Resident	Non-Resident	Total	Resident	Non-Resident	Total
SUI	70.5%	75.8%	72.9%	64.5%	65.9%	65.2%
ISU	74.1%	71.7%	73.4%	58.1%	57.7%	57.9%
UNI	69.9%	62.5%	69.6%	46.1%	30.8%	43.3%
Total	71.8%	73.8%	72.4%	58.3%	60.1%	59.1%

➤ University of Iowa.

☑ The six-year graduation rate for racial/ethnic minorities (65.2%) was 7.7 PP lower than for non-minorities (72.9%). The six-year graduation rate for Hispanic Americans was 66.5%; for American Indians/Alaska Natives, it was 71.4%; for Asian Americans, it was 66.9%; for Blacks/African Americans, it was 61.4%; for Native Hawaiian/Other Pacific Islanders, it was 57.1%; and for students who reported two or more races, it was 62.5%.

➤ Iowa State University.

☑ The six-year graduation rate for racial/ethnic minorities (57.9%) was 15.5 PP lower than for non-minorities (73.4%). The six-year graduation rate for Hispanic Americans was 63.6%; for American Indians/Alaska Natives, it was 37.5%; for Asian Americans, it was 61.7%; for Blacks/African Americans, it was 48.1%; for Native Hawaiian/Other Pacific Islanders, it was 33.3%; and for students who reported two or more races, it was 57.6%.

➤ University of Northern Iowa.

☑ The six-year graduation rate for racial/ethnic minorities (43.3%) was 26.3 PP lower than for non-minorities (69.6%). The six-year graduation rate for Hispanic Americans was 57.5%; for American Indians/Alaska Natives, it was 0.0%; for Asian Americans, it was 61.1%; for Blacks/African Americans, it was 29.0%; for Native Hawaiian/Other Pacific Islanders, it was NA; and for students who reported two or more races, it was 45.0%.

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.”<sup>10</sup>


📖 Gender. As shown on the following page, for the entering classes of 2014, the average one-year retention rate for women at the Regent universities (86.1%) was higher than for men (84.7%) by 1.4 PP. For the entering classes of 2009, the average six-year graduation rate for women at the Regent universities (73.3%) was higher than for men (68.4%) by 4.9 PP.

<sup>10</sup> NCES Condition of Education Report, 2015.

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. From 1999-2000 to 2009-2010, the percentage of bachelor’s degrees earned by women has remained at approximately 57.5%. For the graduating class of 2013, women will earn 56.7% of all bachelor’s degrees.”<sup>11</sup> “In 2011, 15.6% of women ages 25 and older held at least a bachelor’s degree, compared with 14.9% of men.”<sup>12</sup>

**ONE-YEAR RETENTION AND SIX-YEAR GRADUATION RATES BY GENDER**  
**Entering Classes of 2009 and 2014**

	One-year Retention Rates Entering Class of 2014			Six-Year Graduation Rates Entering Class of 2009		
	Men	Women	Total	Men	Women	Total
SUI	85.0%	85.7%	85.4%	69.9%	73.9%	72.1%
ISU	86.0%	88.3%	87.0%	68.2%	75.1%	71.4%
UNI	77.6%	81.8%	80.1%	65.1%	69.1%	67.6%
Total	84.7%	86.1%	85.4%	68.4%	73.3%	70.9%

 **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 2014 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 (82.9%) than transfer students who had not completed any associate degree (74.9%) = +8.0 PP.
- 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 two-year graduation rate (24.6%) than students who had not completed any associate degree (12.5%) = +12.1 PP.
- Students who transferred from Iowa community colleges in Fall 2012 after they completed an associate of arts (AA) or other associate degree had a higher three-year graduation rate (56.6%) than students who had not completed any associate degree (39.5%) = +17.1 PP.
- There is a significant difference in one-year retention rates when transfer GPA is considered. Students in the entering class of Fall 2014 with a transfer GPA of 3.50-4.00 had a one-year retention rate of 85.9%. The one-year retention rate for students with a transfer GPA of 3.00-3.24 was 84.5%; for a GPA of 2.50-2.74, it was 72.3%; and for a GPA of 2.00-2.24, it was 65.6%.

<sup>11</sup> NCES Condition of Education Report, 2013.

<sup>12</sup> Bureau of Labor Statistics.

- Students in the entering class of Fall 2012 with a transfer GPA of 3.50-4.00 had a higher three-year graduation rate (61.5%) than students with a transfer GPA of 3.00-3.24 (49.7%), 2.50-2.74 (40.6%), or 2.00-2.24 (27.1%).
- Minority students in the entering class of 2014 transfer students had a higher one-year retention rate (82.0%) of 2.5 PP than non-minority students (79.5%).
- Minority students in the entering class of 2012 transfer students had a lower three-year graduation rate (35.6%) by 15.1 PP than non-minority students (50.7%).

📖 Non-Persisters.<sup>13</sup> Using data from the National Student Clearinghouse, the Regent universities were able to “track” students from the entering class of 2009 who transferred to another post-secondary institution prior to completing their undergraduate studies at their original Regent institution.

- More than 22% of the entering class of 2009 who did not persist at their original Regent university transferred elsewhere; of those who transferred, approximately 35% graduated from another four-year institution.
- Approximately 8% of the entering class of 2009 graduated from another four-year institution.
- When those numbers are factored into the total graduation rates, the six-year graduation rates increased from 72.1% to 83.3% at the University of Iowa; from 71.4% to 76.0% at Iowa State University; and from 67.6% to 74.9% at the University of Northern Iowa.

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<sup>13</sup> 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 STEM<sup>14</sup> 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 2015 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 25,841 in 2014 to 26,728 (+3.4%) in 2015.
  - ☑ Total undergraduate enrollment of minority<sup>15</sup> students majoring in STEM programs increased from 3,313 in 2014 to 3,517 in 2015 (+6.2%). The proportion of undergraduate minority students enrolled in STEM majors increased from 14.0% in 2014 to 14.3% in 2015.
  - ☑ Total undergraduate enrollment of women majoring in STEM programs increased from 9,212 in 2014 to 9,748 in 2015 (+5.8%). The proportion of women in STEM programs increased from 38.9% to 39.6% in 2015.
- Graduate enrollment in STEM programs. The total graduate enrollment of students in STEM programs increased from 5,215 in 2014 to 5,318 in 2015 (+2.0%).
  - ☑ Total graduate enrollment of minority students majoring in STEM programs decreased from 532 in 2014 to 520 in 2015 (-2.3%).
  - ☑ Total graduate enrollment of women majoring in STEM programs decreased from 2,104 in 2014 to 2,078 in 2015 (-1.2%).
- Professional enrollment in STEM programs. The total professional enrollment of students in STEM programs decreased from 2,014 in 2014 to 1,991 in 2015 (-1.1%).
  - ☑ Total professional enrollment of minority students majoring in STEM programs increased from 306 in 2014 to 311 in 2015 (+1.6%).
  - ☑ Total professional enrollment of women majoring in STEM programs increased from 1,174 in 2014 to 1,187 in 2015 (+1.1%).

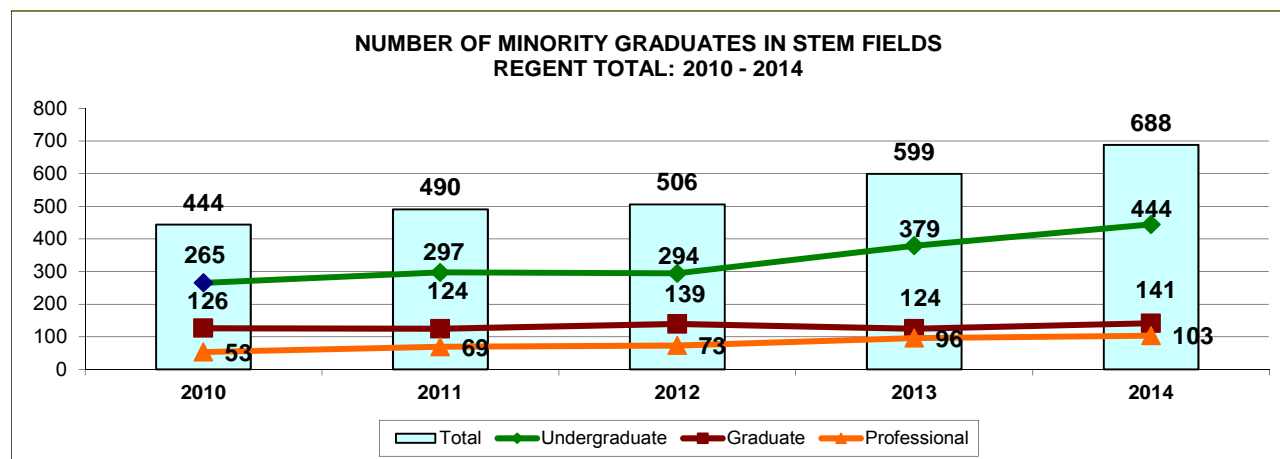
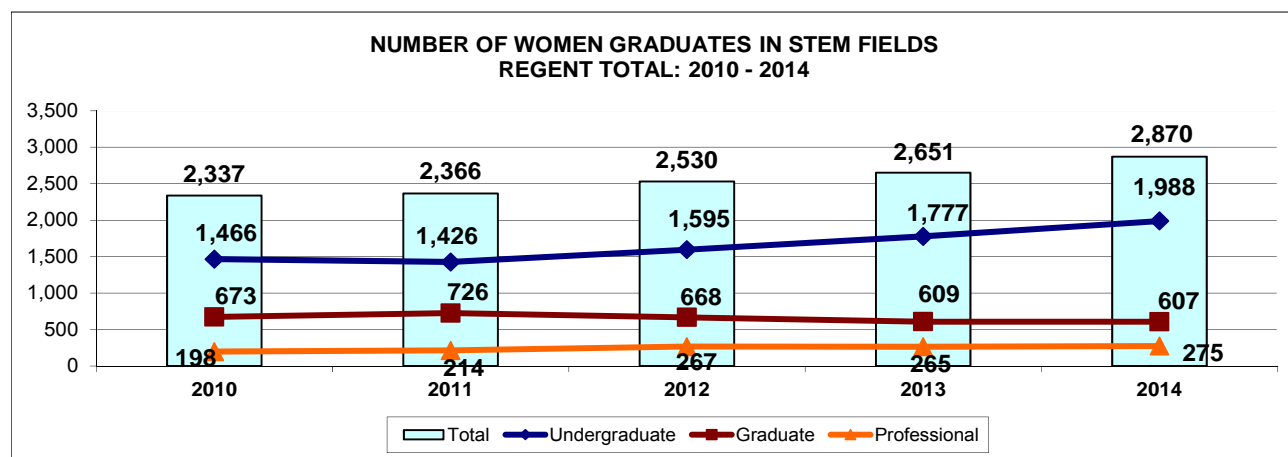
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<sup>14</sup> STEM = Science, Technology, Engineering, Mathematics.

<sup>15</sup> 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.

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

- The total number of graduates from STEM programs in 2014 was 6,749. This was an increase of 529 (+8.5%) from the prior year.
- There were 688 minority graduates from STEM programs at the Regent universities in 2014. This represents an increase of 89 graduates (+14.9%) from the prior year.
- ☑ There were 4,829 graduates from undergraduate STEM programs in 2014, which was an increase of 437 (+9.9%) from the prior year; 1,423 graduates from graduate programs, which was an increase of 67 (+4.9%) from the prior year; and 497 graduates from professional programs, which was an increase of 25 (+5.3%) from the prior year.
- There were 2,870 women graduates from STEM programs at the Regent universities in 2014. This represents an increase of 219 (+8.3%) from the prior year.
- ☑ There were 1,988 women graduates from undergraduate STEM programs in 2014, which represents an increase of 211 (+11.9%) from the prior year. There were 607 women graduates from graduate programs, which represents a decrease of two (-0.3%) from the prior year. There were 275 women graduates from professional programs, which represents an increase of 10 (+3.8%) from the prior year.



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.

**UNIVERSITY OF IOWA**  
**GRADUATION AND RETENTION HIGHLIGHTS**  
**FALL 2015**

At SUI, the six-year graduation rate (72.1%) for the entering class of 2009 is up approximately 2% compared to the class of 2008 (70%), while the four-year graduation rate for the class of 2011 (53.5%) is a significant increase compared to the four-year graduation rate of the class of 2010 (50.9%). The 2014 one-year retention rate (85.4%) is down relative to last year's rate (86.1%).

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

- ☑ The four-year graduation plan addresses course availability issues will not impede a student's graduation plan provided they 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 six majors, to support students who are committed to graduating in less than four years.
- ☑ The Summer Hawk Tuition Grant allows students to stay on track to graduate in four years by providing support for on-line and on-campus summer school courses.
- ☑ We are committed, through the academic advising process and use of early intervention programs to engage students early in their academic programs to support them in their goal of graduating in four years.
- ☑ We continue to expand our first-year seminar programs, 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 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  
GRADUATION AND RETENTION HIGHLIGHTS  
FALL 2015

- ☑ At Iowa State University, the four- and six-year graduation rates are higher than the previous year and exceed the average for the prior 10 years. Iowa State's one-year retention rate of 87.1% for the entering class of Fall 2015 exceeds the 10-year average of 85.5%.
- ☑ Iowa State joined the Education Advisory Board Student Success Collaborative in May 2014, and has spent FY 2015 developing implementation plans that focus on the utilization of sophisticated data analytics to enhance student academic success, retention, and completion.
- ☑ The Online Learning Innovation Hub has been enhanced and refined to provide additional collaborative resources for faculty, staff, and graduate students to initiate, implement, and refine technology-enhanced pedagogy and innovative approaches to teaching and learning.
- ☑ 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 2015, these resources were further refined to enhance academic success, retention, and completion by Veterans at ISU.
- ☑ A student success leadership team from ISU participated in workshops at three 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, and proactive advising strategies for at risk students.
- ☑ The Office of Student Financial Aid through the Student Loan Education Office served a total of 4,980 students by providing individualized counseling sessions or classroom lectures on topics related to utilization of financial aid, budgeting, and debt management.
- ☑ ISU adopted MAP-Works® (Making Achievement Possible) early alert system for all new direct-from-high-school students in 2008. MAP-Works® 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 2.86 in 2014. Similarly, first-to-second year retention rates have also increased from 83.9% for the fall 2008 entering class to 87.1% for the fall 2014 entering class. With 85% of our freshmen voluntarily taking MAP-Works® this has become an effective and broad-reaching tool to assist faculty and staff in their retention efforts.
- ☑ The ISU learning community (LC) initiative in its 21st year has served over 50,000 students. The one-year retention rate and six-year graduation rate for LC students continues to be higher than non-LC participants by 6.0% and 9.9% respectively.
- ☑ The Enrollment Research Team (ERT) within the Division of Student Affairs created a project called ["Less than 2.0"](#) with the goal of improving student success and degree completion. Institutional data was used to develop a multi-dimensional statistical model to identify students at risk of earning below a 2.0 GPA in their first semester of college. Multi-year analyses illustrate the model can be used effectively to predict which students would earn less than a 2.0 GPA in their first term. This list of students is then shared with colleges to disseminate to academic advisers, early during first term, so they can proactively intervene with their at risk students.



**UNIVERSITY OF NORTHERN IOWA  
GRADUATION AND RETENTION HIGHLIGHTS  
FALL 2015**

The graduation and persistence rates for the University of Northern Iowa continue to exceed our peer institutions and similar Carnegie classified institutions. We have focused in recent years on building retention initiatives within the context of a comprehensive student success plan.

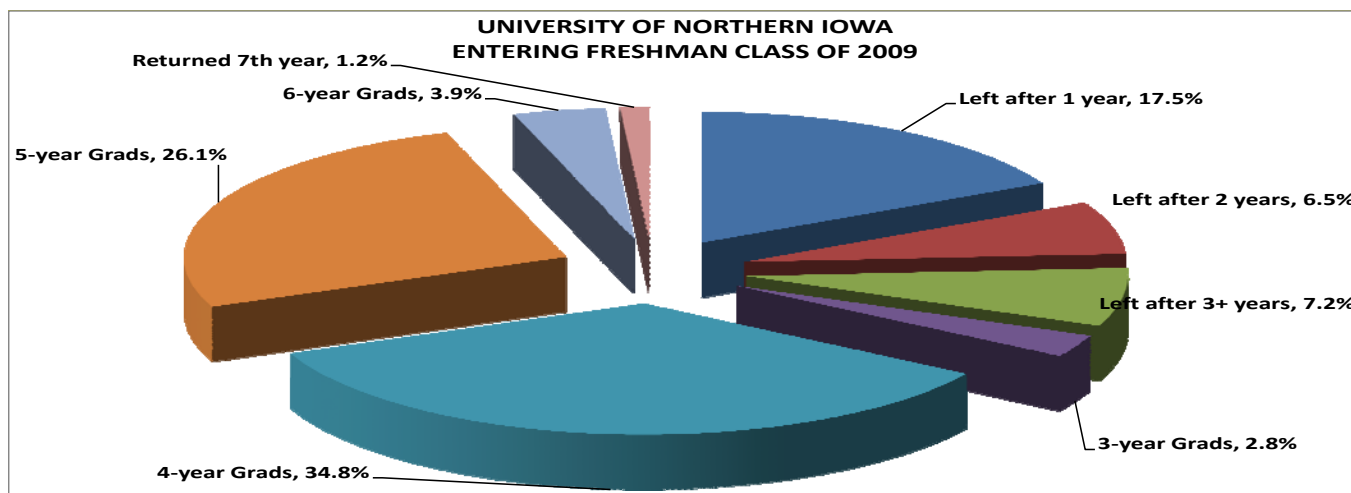
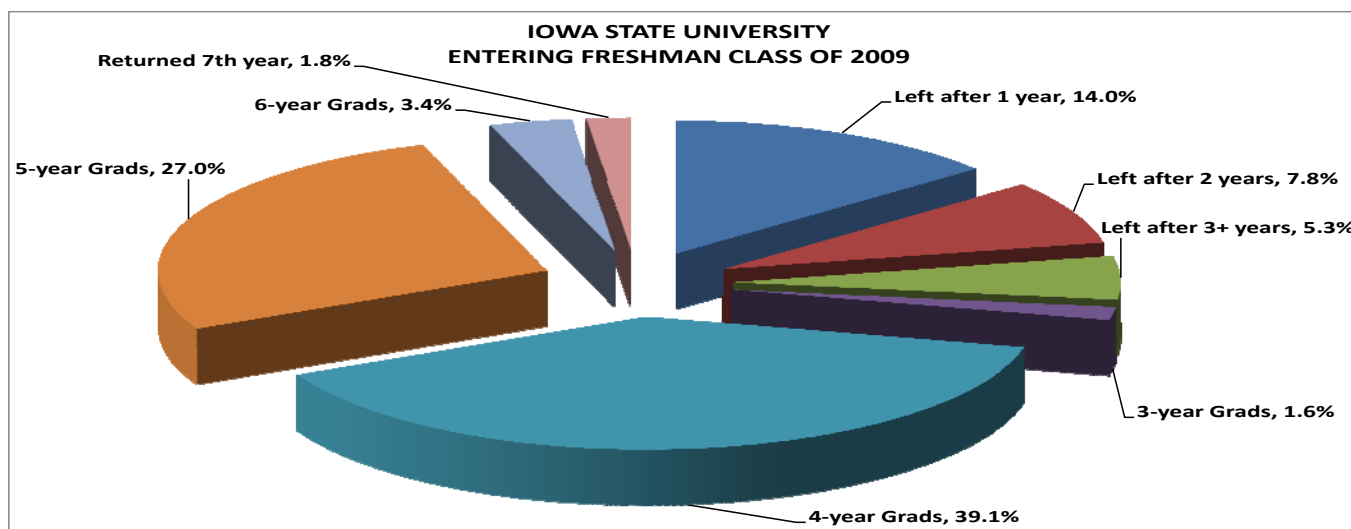
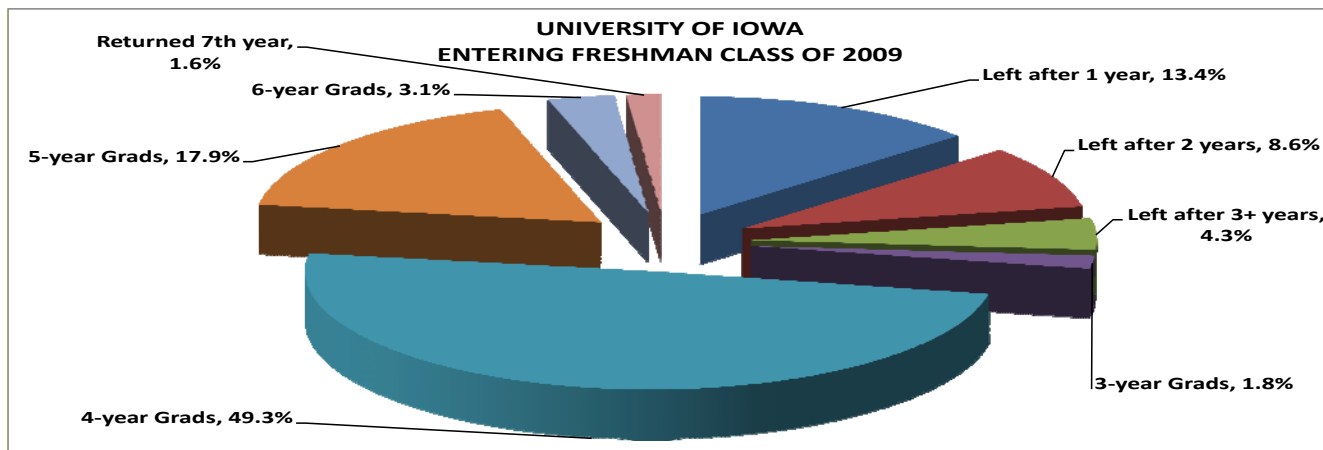
Persistence and Graduation Rates (Unofficial):

- ☑ Our four-year graduation rate for the entering class of 2011 is 39.9%, the highest in institutional history.
- ☑ The four-year graduation rate for minority students in the entering class of 2011 has increased to 33.6%, up 2.6% from the prior year. The average gap between four-year graduation rates for white and minority students over the last 10 years is 19.1%, and that gap has been reduced to 6.9% with the 2011 cohort.
- ☑ The six-year graduation rate for the entering class of 2009 is 67.6%, an increase of 3.8% over the previous year. The six-year graduation rate for our Carnegie peer institutions is 44.1% (IPEDS).
- ☑ Our first- to second-year retention rate for the entering class of 2014 is 80.1%, a decline from the previous ten year average of 82.5%. The comparable rate for all four-year public universities is 68.8% (National Student Clearinghouse).
- ☑ The second- to third-year retention rate for the class of 2013 is 75.7%, an increase of 2.1% over the previous cohort.

The Retention Council continues to build and expand initiatives to support student success, retention, and timely graduation. Key and emerging initiatives are highlighted below.

- ☑ We continue to increase the number of first-year classroom learning communities, which embed peer mentors within “first-year only” sections of Liberal Arts Core courses. Peer mentors collaborate with faculty members to build community, provide academic support, and connect students with co-curricular opportunities. Eighty-four percent of first-year students were enrolled in one of these classroom learning communities in Fall 2015 (up from 81% in fall 2014), and continue to demonstrate higher retention rates than other students.
- ☑ The Success Coaching program, which currently offers one-to-one mentoring for students who go on academic alert or probation after their first semester, is growing in size and scope. Success Coaching will now be offered to more students, including those admitted for Fall 2015 with borderline academic records.
- ☑ We will pilot a Summer Bridge program in 2016, offering a six-week residential experience including two credit-bearing courses for academically at-risk students admitted for the Fall 2016 term. This program will feature academic support connected to credit-bearing courses, along with community building elements to improve the transition to college.
- ☑ The first-ever UNI Now program was implemented in Fall 2015, with new first-year and transfer students moving to campus two days earlier than in the past for structured social and educational programming. UNI Now was facilitated by hundreds of faculty, staff, peer leaders, and community partners and will continue in Fall 2016.

PROFILES OF ENTERING CLASSES OF 2009 AT THE REGENT UNIVERSITIES



**PROFILES OF ENTERING CLASSES OF 2009 AT THE REGENT UNIVERSITIES**

	<b>SUI</b>	<b>ISU</b>	<b>UNI</b>
Left after 1 year	13.4%	14.0%	17.5%
Left after 2 years	8.6%	7.8%	6.5%
Left after 3+ years	4.3%	5.3%	7.2%
Graduated after 3 years	1.8%	1.6%	2.8%
Graduated after 4 years	49.3%	39.1%	34.8%
Graduated after 5 years	17.9%	27.0%	26.1%
Graduated after 6 years	3.1%	3.4%	3.9%
Returned 7 <sup>th</sup> year	1.6%	1.8%	1.2%

**SIX-YEAR GRADUATION RATES AT REGENT UNIVERSITIES AND PEER INSTITUTIONS**

	Reported Six-Year Graduation Rates for Entering Classes of:				
	2004	2005	2006	2007	2008
<b>UNIVERSITY OF IOWA</b>	70%	71%	70%	70%	<b>70%</b>
University of Arizona	60%	61%	61%	61%	<b>60%</b>
University of California - Los Angeles	90%	90%	92%	90%	<b>91%</b>
University of Illinois, Champaign-Urbana	84%	82%	84%	84%	<b>84%</b>
Indiana University - Bloomington	71%	72%	75%	77%	<b>78%</b>
University of Michigan	90%	90%	91%	90%	<b>91%</b>
University of Minnesota - Twin Cities	70%	70%	73%	75%	<b>78%</b>
University of North Carolina - Chapel Hill	88%	89%	89%	90%	<b>90%</b>
Ohio State University	78%	80%	82%	83%	<b>84%</b>
University of Texas - Austin	80%	81%	79%	79%	<b>81%</b>
University of Wisconsin - Madison	83%	83%	83%	83%	<b>85%</b>
<b>Median (excluding SUI)</b>	80%	81%	83%	83%	<b>84%</b>
<b>Mean (excluding SUI)</b>	79%	80%	81%	81%	<b>82%</b>
<b>IOWA STATE UNIVERSITY</b>	70%	67%	70%	68%	<b>69%</b>
University of Arizona	60%	61%	61%	61%	<b>60%</b>
University of California - Davis	82%	82%	81%	81%	<b>83%</b>
University of Illinois, Champaign-Urbana	84%	82%	84%	84%	<b>84%</b>
Michigan State University	77%	77%	79%	78%	<b>79%</b>
University of Minnesota - Twin Cities	70%	70%	73%	75%	<b>78%</b>
North Carolina State University	72%	72%	72%	75%	<b>76%</b>
Ohio State University	78%	80%	82%	83%	<b>84%</b>
Purdue University	69%	68%	70%	71%	<b>74%</b>
Texas A & M University	80%	80%	80%	79%	<b>79%</b>
University of Wisconsin - Madison	83%	83%	83%	83%	<b>85%</b>
<b>Median (excluding ISU)</b>	77%	78%	80%	79%	<b>79%</b>
<b>Mean (excluding ISU)</b>	75%	75%	77%	77%	<b>78%</b>
<b>UNIVERSITY OF NORTHERN IOWA<sup>1</sup></b>	67%	67%	66%	66%	<b>64%</b>
California State University - Fresno	51%	49%	48%	49%	<b>52%</b>
Central Michigan University	54%	54%	57%	59%	<b>56%</b>
Illinois State University	70%	71%	71%	72%	<b>72%</b>
Indiana State University	44%	42%	43%	42%	<b>40%</b>
Northern Arizona University	49%	52%	49%	49%	<b>52%</b>
Ohio University - Athens	65%	65%	64%	72%	<b>71%</b>
University of Minnesota - Duluth	54%	55%	54%	59%	<b>59%</b>
Univ. of North Carolina - Greensboro	53%	53%	54%	55%	<b>56%</b>
University of North Texas	48%	49%	48%	50%	<b>50%</b>
University of Wisconsin - Eau Claire	65%	65%	65%	68%	<b>NA</b>
<b>Median (excluding UNI)</b>	54%	53%	54%	57%	<b>56%</b>
<b>Mean (excluding UNI)</b>	55%	55%	55%	58%	<b>56%</b>

Source: NCAA 2015 Report.

<sup>1</sup>This was UNI's Peer Group for these entering cohorts.