

President's Council

December 2007

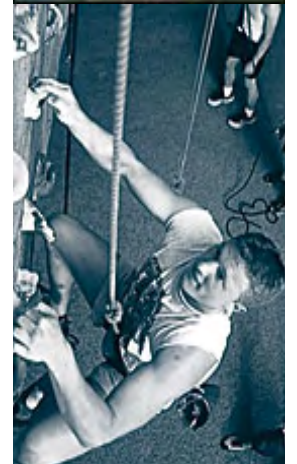




2007 University Life Survey



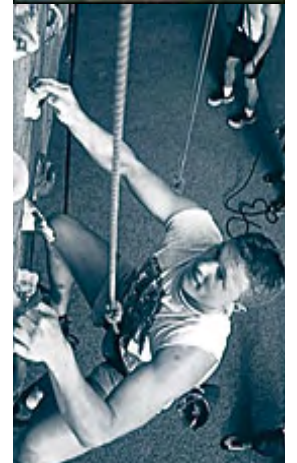
IOWA STATE UNIVERSITY





2007 University Life Survey

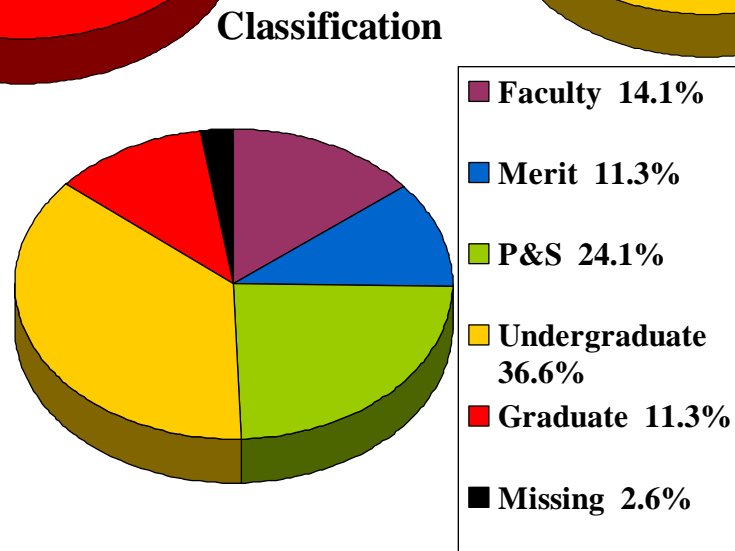
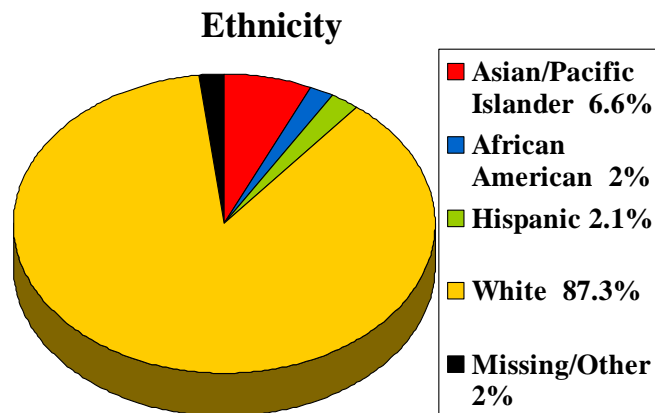
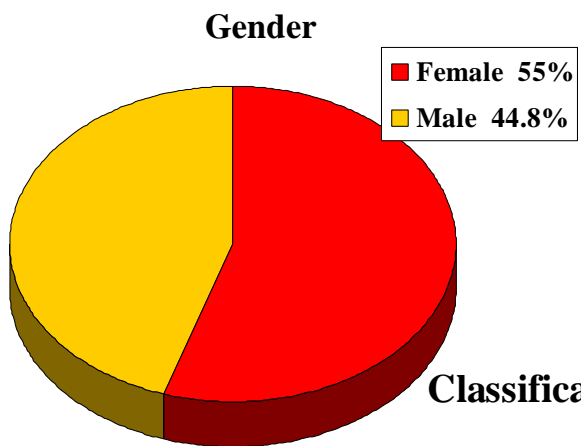
- Survey open to all ISU faculty, staff, and students via AccessPlus from February 19-March 9, 2007
- Questions related to the University Life goals of the Iowa State University Strategic Plan 2005-2010
- Survey was used to give a baseline to measure progress on these goals





Characteristics of Respondents

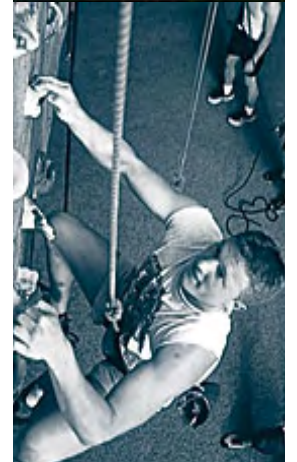
A total of 4,879 individuals responded to the 2007 University Life Survey





Response Rates

- Gender
 - Female 20.4%
 - Male 13.6%
- Ethnicity
 - White 17.7%
 - Hispanic 13.9%
 - Asian/Pacific Islander 12.6%
 - African American 11.9%
- Status
 - P&S 47.9%
 - Faculty 40.4%
 - Merit 30.8%
 - Graduate student 12.0%
 - Undergraduate student 8.7%



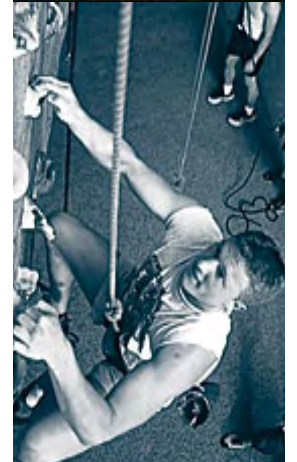


University Life Goal:

“to ensure that the university is a great place to learn and work.”

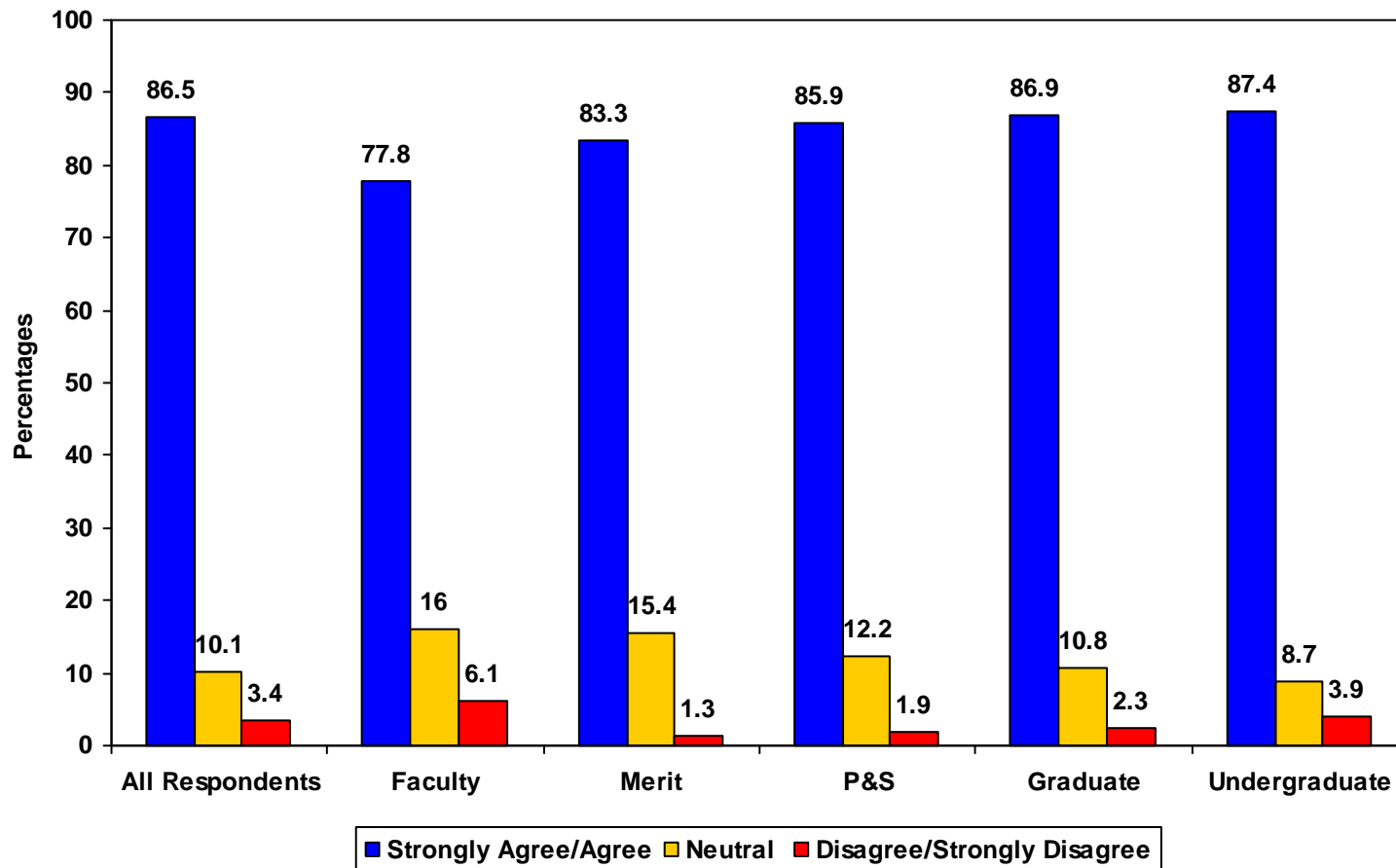
86.5% of respondents agreed or strongly agreed that ISU is a great place to learn

75.6% of faculty and staff agreed or strongly agreed that ISU is a great place to work





Iowa State University is a great place to learn

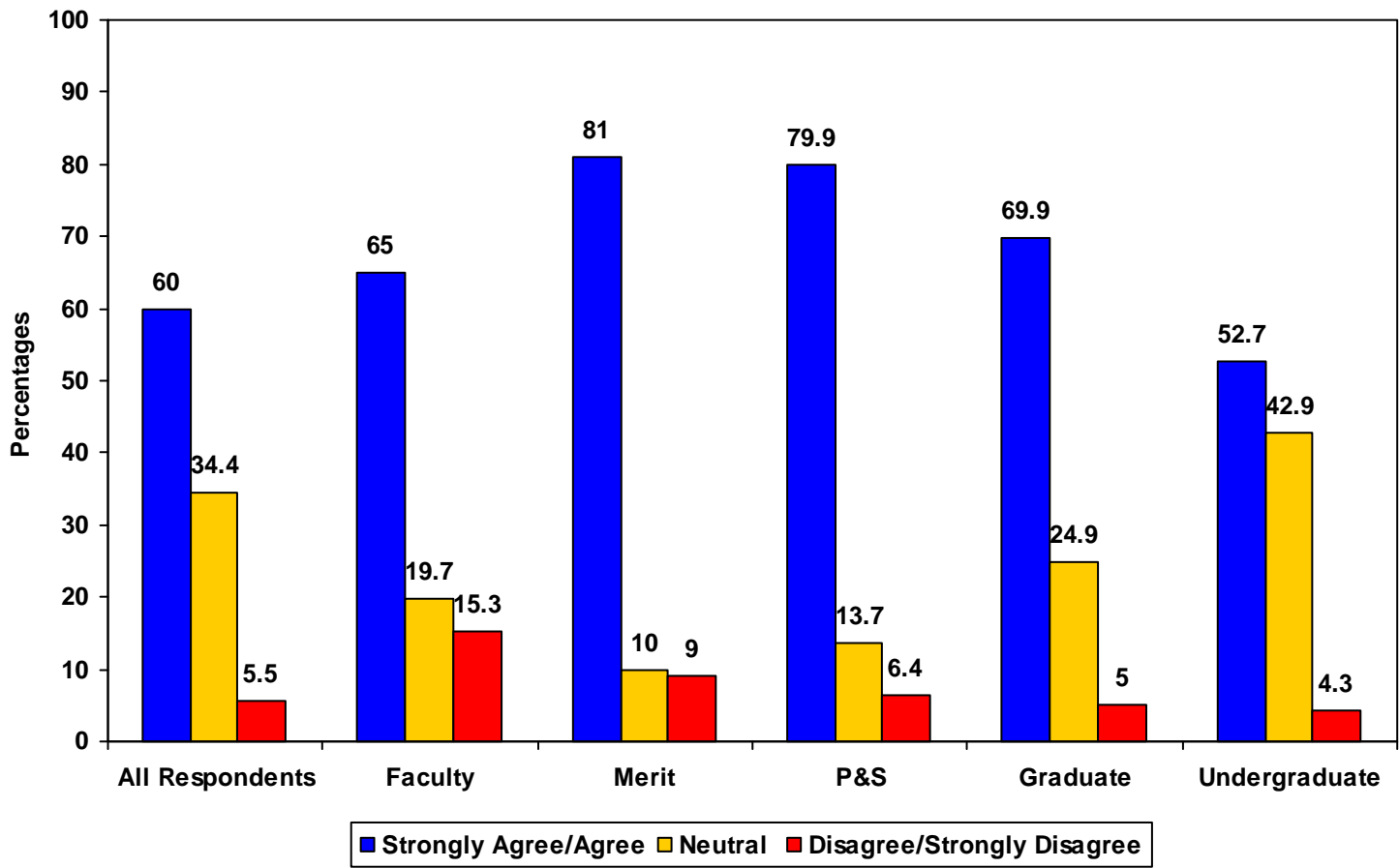


Results by Classification





Iowa State University is a great place to work



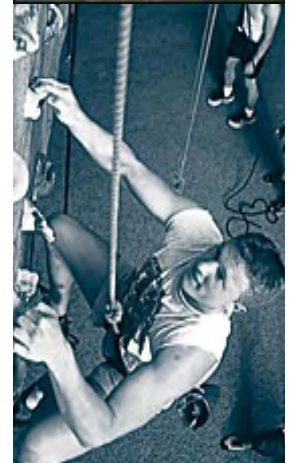
Results by Classification





University Life Sub Goals

1. Recruit/retain faculty, staff and students dedicated to excellence
2. Expand/nurture diversity
3. Balance responsibility with resources
4. Foster work/life balance
5. Provide extracurricular opportunities
6. Conserve resources and enhance environmental quality
7. Maintain attractive campus/improve facilities
8. Enhance alumni connections
9. Ensure academic success, integrity, and competitiveness of athletics



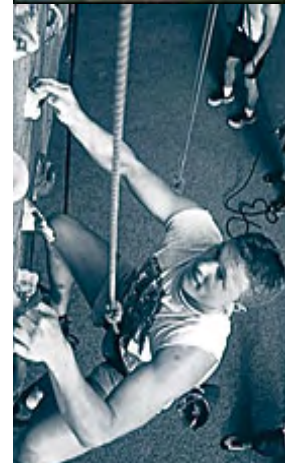


University Life Sub Goals

Respondents were asked to choose which three sub goals they felt were most important

Overall, the three sub goals chosen most often were:

- Recruit/retain faculty, staff and students dedicated to excellence **81.8%**
- Foster work/life balance **47.6%**
- Balance responsibility with resources **39.2%**

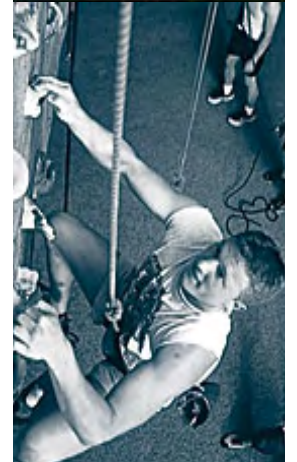




University Life Sub Goals

However, women, graduate student, Asian/Pacific Islander, African American and Hispanic respondents chose the following sub goals most often:

- Recruit/retain faculty, staff and students dedicated to excellence
- Foster work/life balance
- Increase/nurture diversity

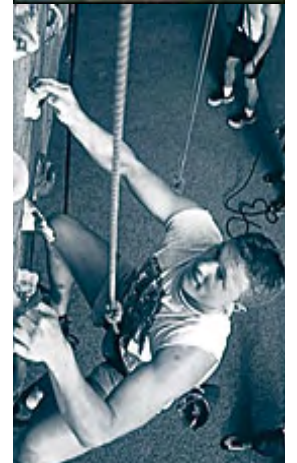




University Life Sub Goals

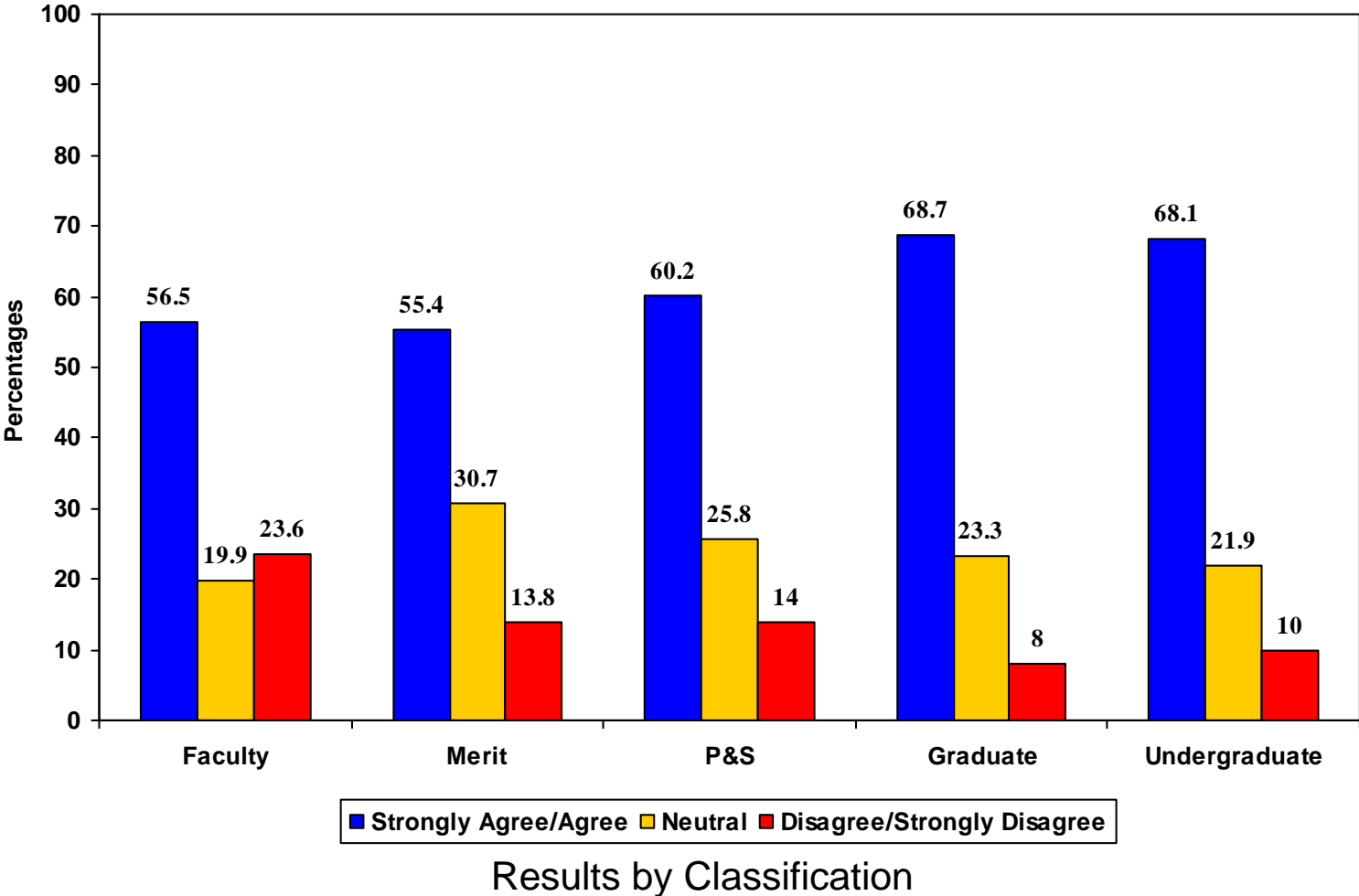
Undergraduate students chose the following sub goals most often:

- Recruit/retain faculty, staff and students dedicated to excellence **77.8%**
- Foster work/life balance **45.5%**
- Provide extracurricular opportunities **39.1%**



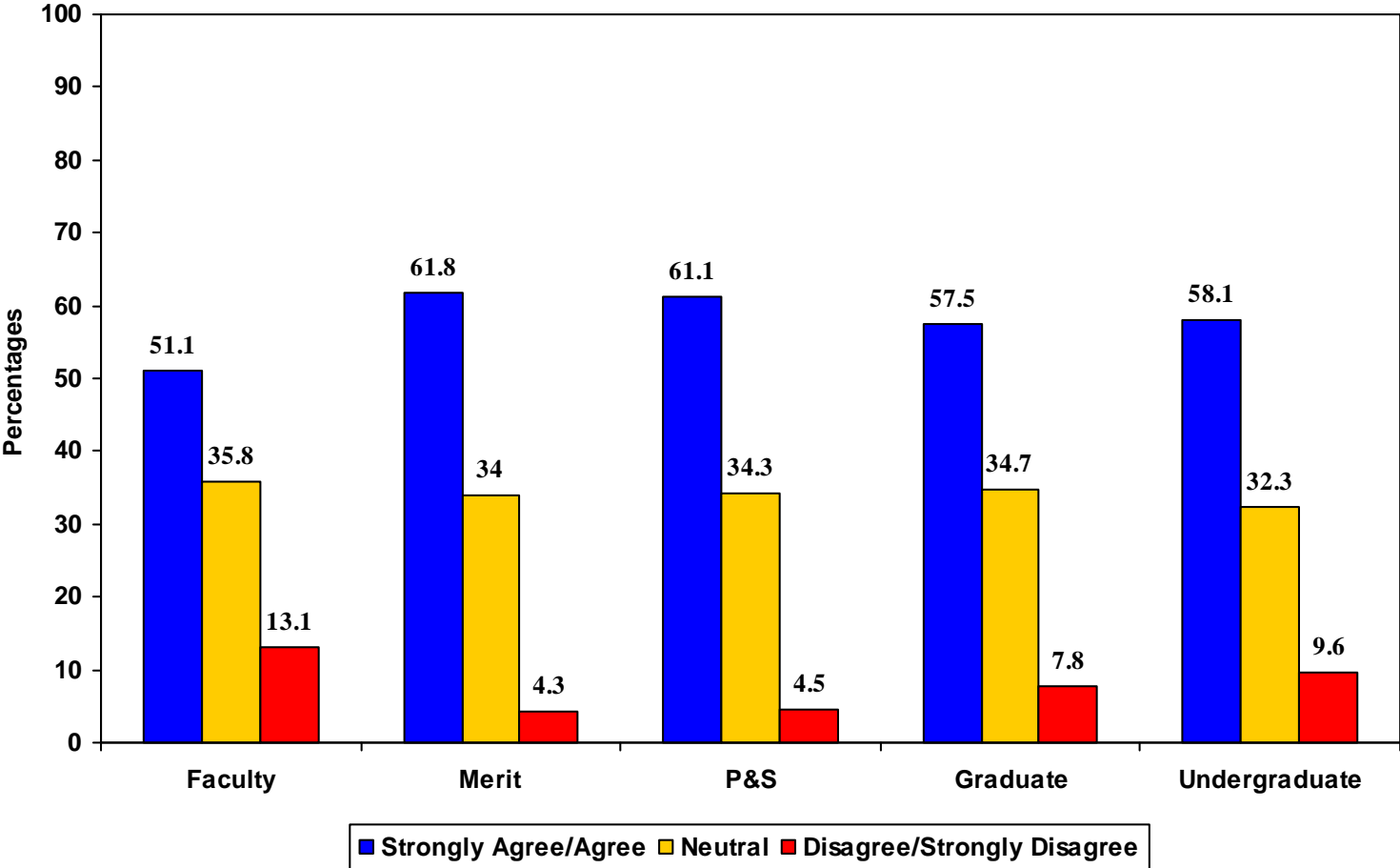


Iowa State University Recruits and Retains Faculty and Staff Who are Dedicated to Excellence





Iowa State University Recruits and Retains Students Who are Dedicated to Excellence

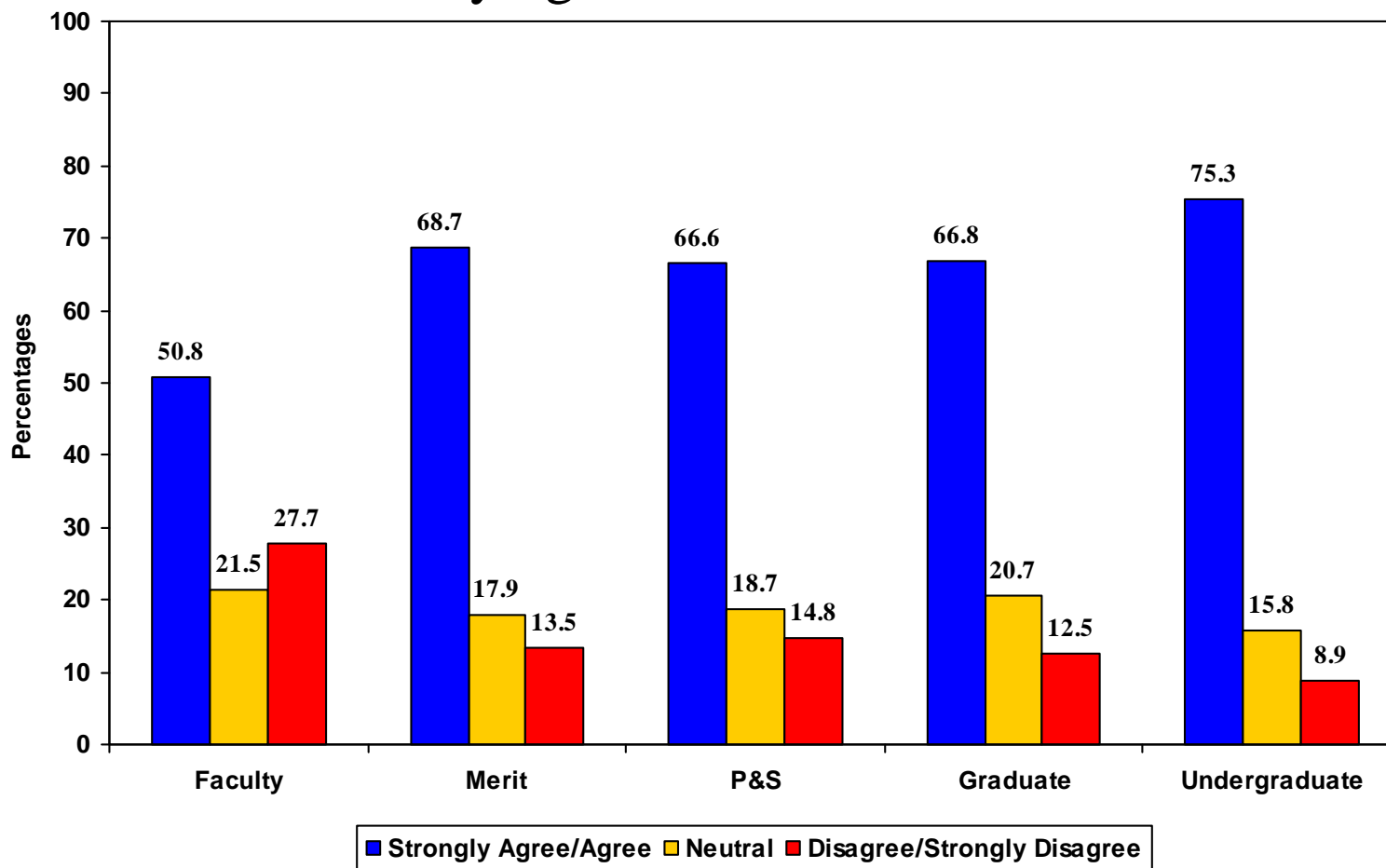


Results by Classification





Iowa State University Fosters an Environment in which I Can Manage Both a Productive Professional Life and a Satisfying Personal Life

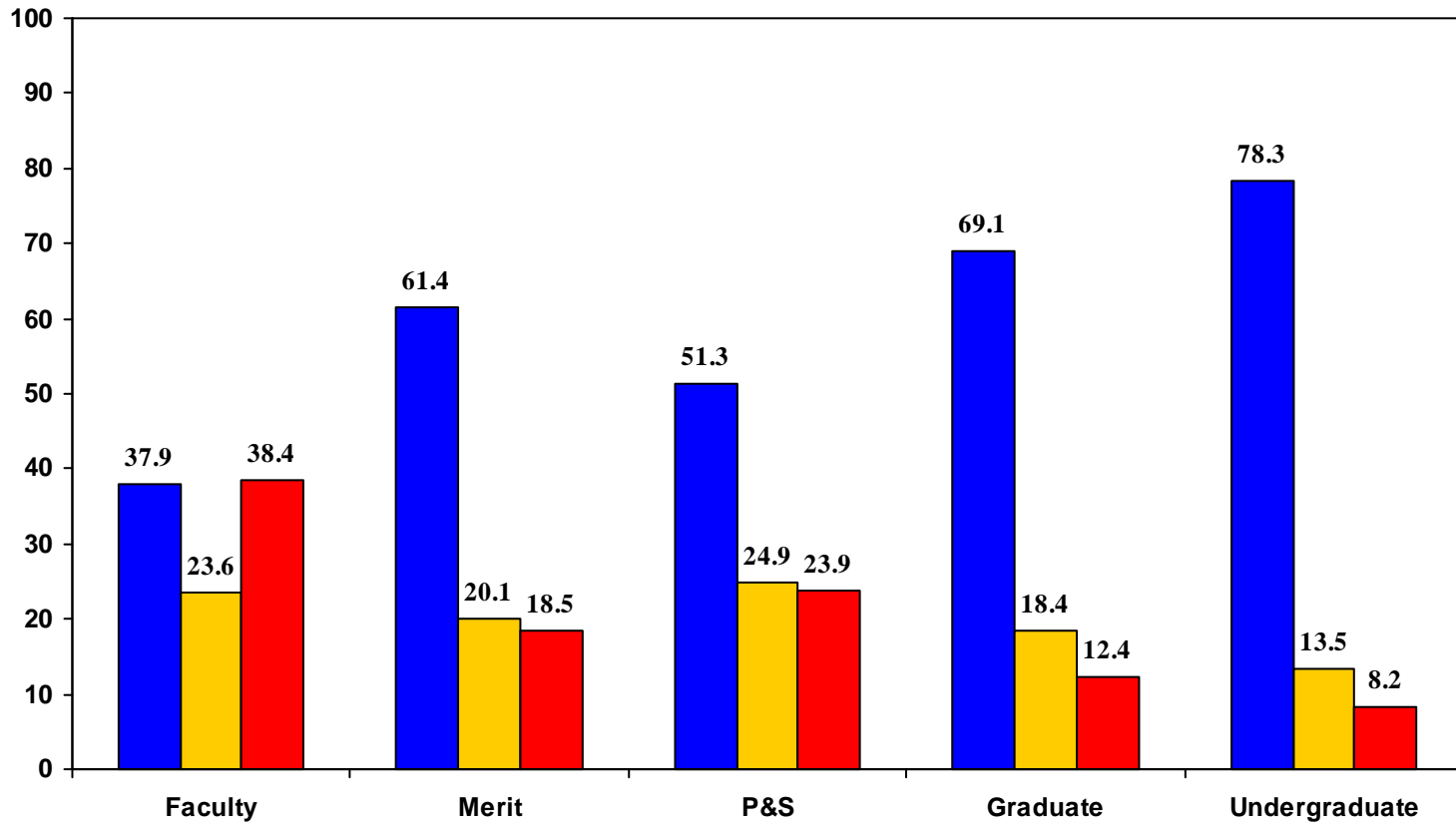


Results by Classification





Iowa State University Provides You with the Resources to Efficiently and Effectively Carry Out Your Responsibilities

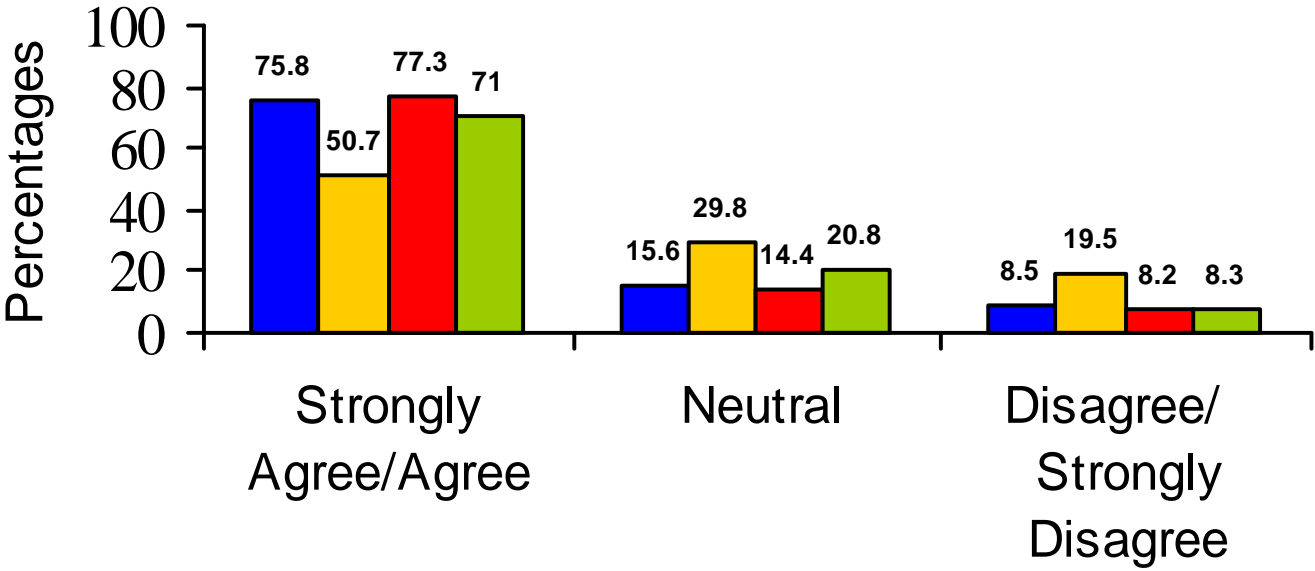


■ Strongly Agree/Agree
 ■ Neutral
 ■ Disagree/Strongly Disagree

Results by Classification



Iowa State University Increases the Diversity of People, Ideas, and Cultures



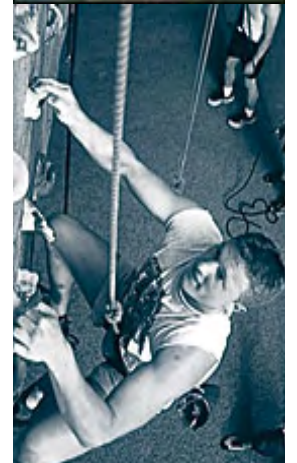
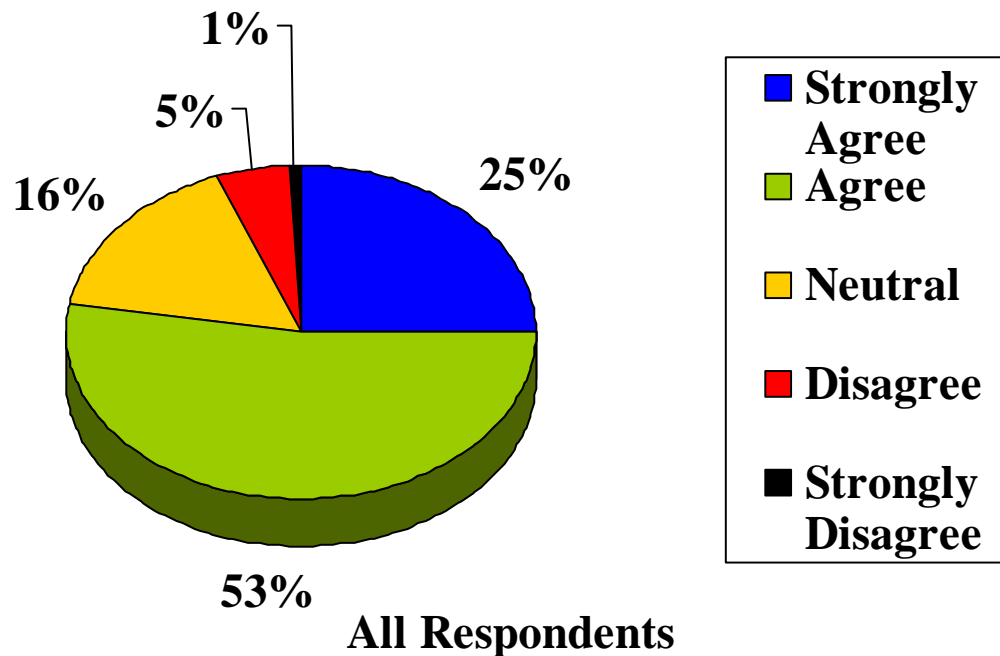
■ Asian/Pacific Islander
 ■ African American
 ■ Hispanic
 ■ White

Results by Race/Ethnicity



Iowa State University Offers Opportunities for the Enjoyment of Life

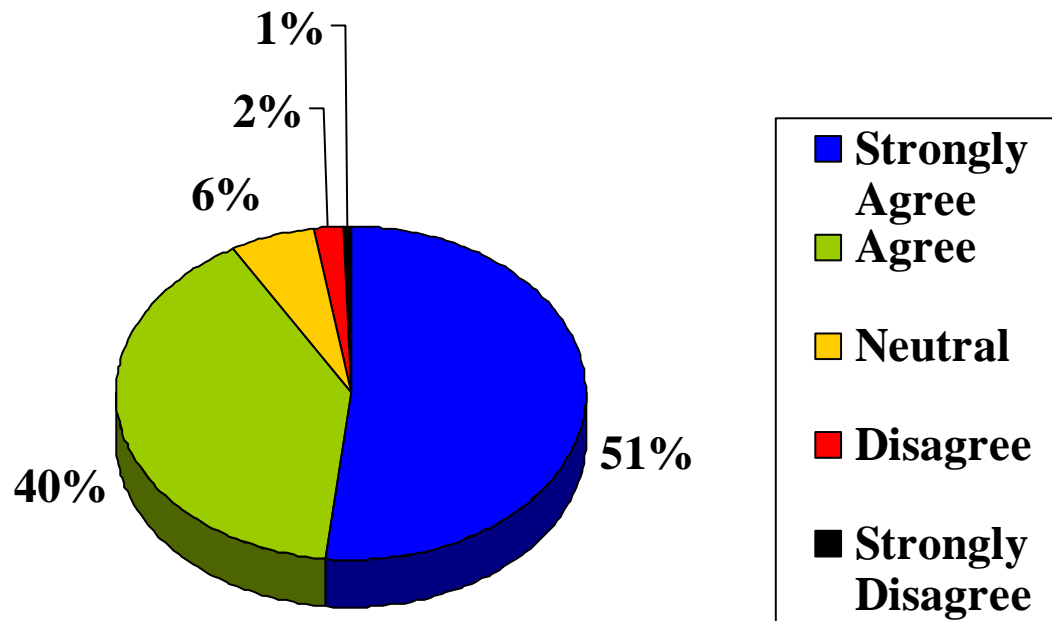
- Undergraduate students were the most likely to agree
- Asian/Pacific Islander and Hispanic respondents had lower levels of agreement than other groups





Iowa State University Maintains an Attractive Campus

- Of all items on the survey, this elicited the most positive response
- Asian/Pacific Islander respondents and graduate students were slightly more likely to be neutral than other groups.



All Respondents

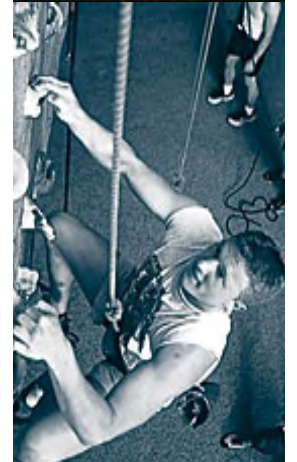




2007 University Life Survey

Future of the Survey

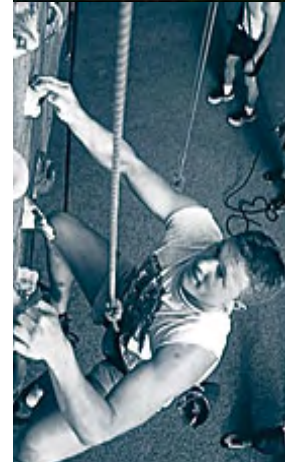
- Survey will be administered again in Spring 2009 in order to gauge progress and continued excellence related to the University Life goals of the Iowa State University Strategic Plan 2005-2010
- The complete survey report is available on the Office of the Provost website
www.provost.iastate.edu/reports/universitylife2007
- Narrative comments will be distributed to offices who have key responsibilities in the corresponding areas





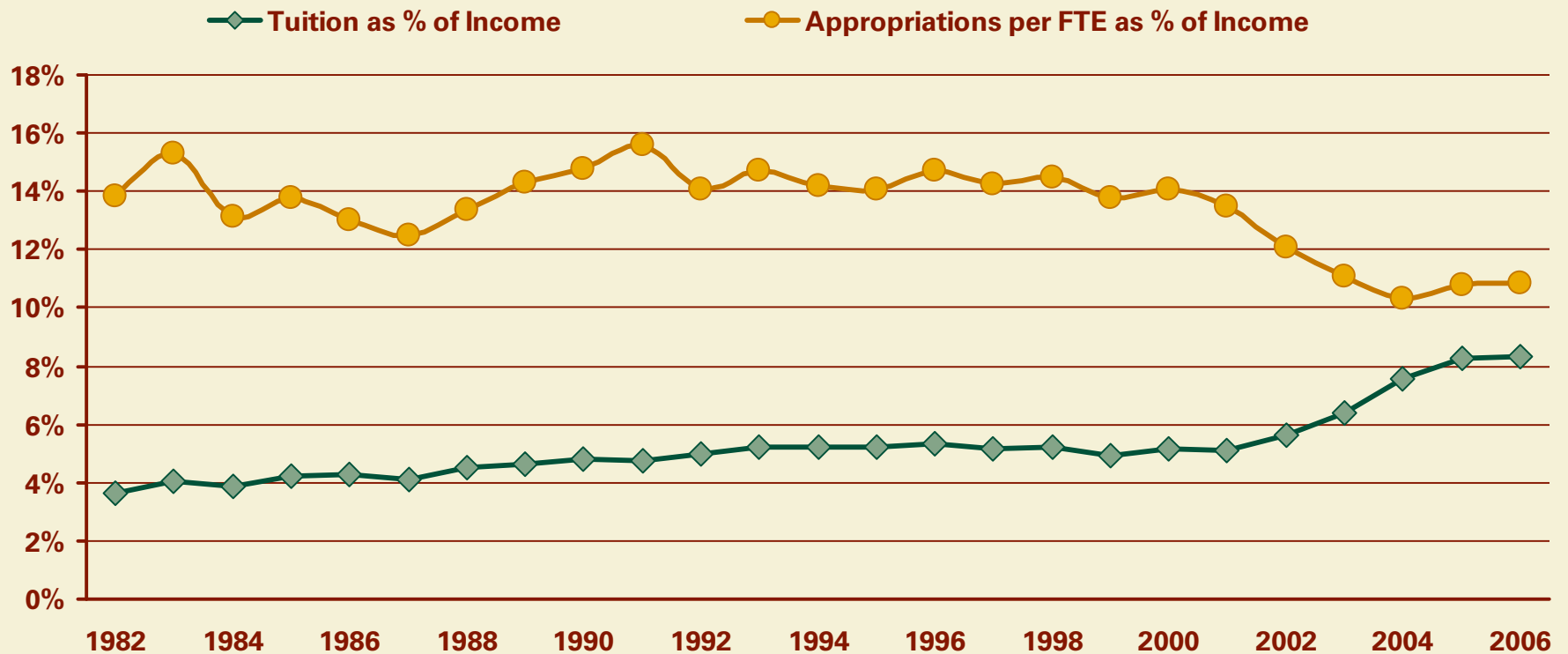
2007 University Life Survey

We would be pleased to answer your questions.



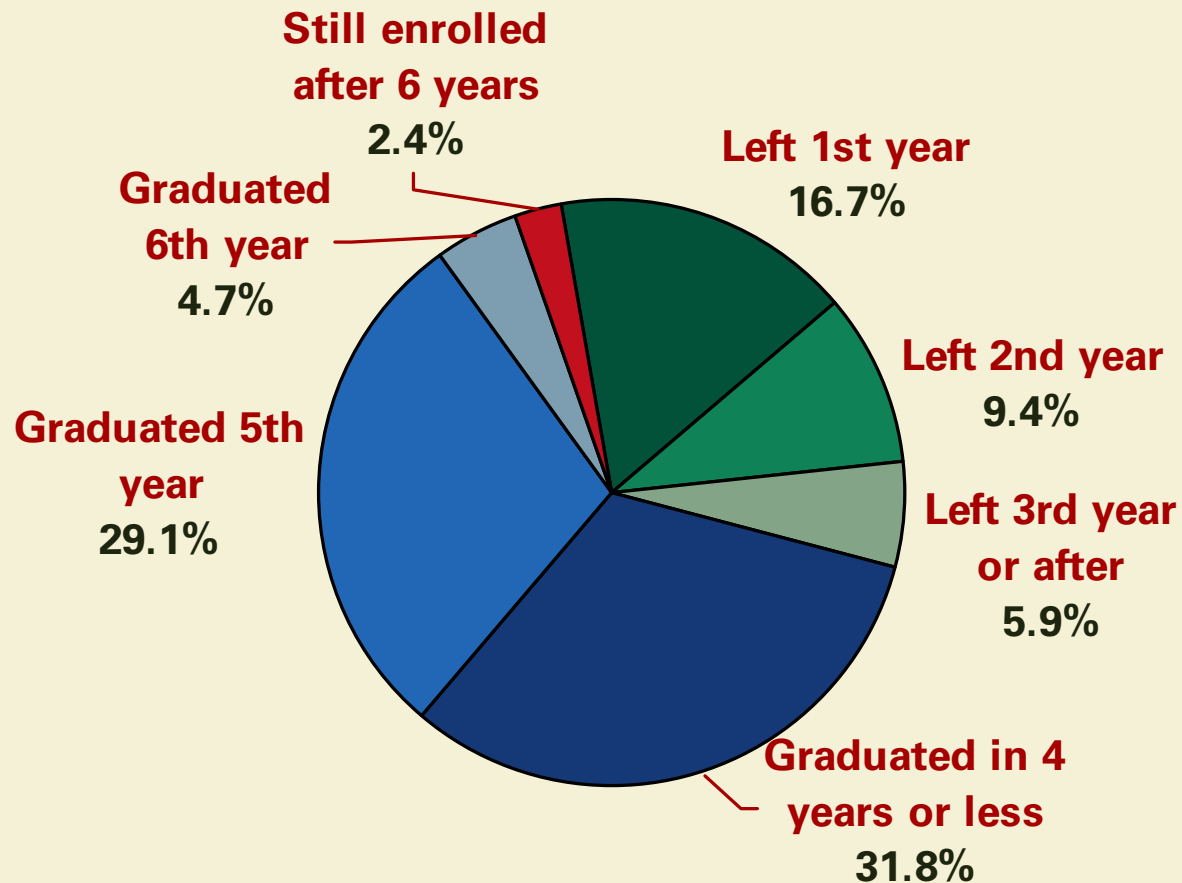
Student Retention and Graduation Rates

Trends in ISU Average Undergraduate Resident Tuition and State Appropriations per FTE Student as a Percent of Median 4-Person Family Income



Retention and Graduation Rates of Full-Time Freshmen Entering Fall 2001

(Total Entering = 4,598)



Retention and Graduation Rates, Full-Time Freshmen

Entry Year	Number Entered	Average ACT Composite	Retention Rate			Cumulative Graduation Rate		
			1-Year	2-Year	3-Year	4-Year	5-Year	6-Year
1996	3,599	24.5	82.8%	74.4%	71.5%	28.4%	59.0%	65.3%
1997	4,007	24.5	83.6%	75.1%	71.4%	27.0%	59.2%	65.7%
1998	3,800	24.6	84.4%	76.5%	72.4%	29.2%	60.2%	66.5%
1999	4,020	24.5	85.1%	76.8%	73.3%	31.4%	62.7%	68.0%
2000	4,289	24.5	83.7%	74.7%	71.6%	31.2%	60.3%	65.8%
2001	4,598	24.5	83.4%	74.0%	71.2%	31.8%	60.9%	65.6%
2002	4,167	24.5	84.2%	75.7%	72.2%	33.6%	62.5%	
2003	3,860	24.7	84.7%	77.8%	73.8%	35.3%		
2004	3,674	24.7	85.8%	78.0%	75.6%			
2005	3,745	24.5	83.4%	76.0%				
2006	3,952	24.5	84.9%					

Non-Returning Fall 2006 Entering Freshmen

<u>Students</u>	<u>Percent Non-Returning</u>			
Low GPA (< 2.0)	39.5%	(286	out of	724)
Commuters (students not living in Ames)	38.0%	(104	out of	274)
African-American	36.7%	(33	out of	90)
Non-Resident	18.5%	(201	out of	1,085)

Non-Returning Fall 2006 Entering Freshmen

Entered Fall 2006	Non-Returning Fall 2007	
	<u>Number</u>	<u>Percent</u>
3,952	598	15.1%

Where Do Students Go?

	<u>Number</u>	<u>Percent</u>
Another Institution	426	71.2%
Unknown	172	28.8%
Total	598	100.0%

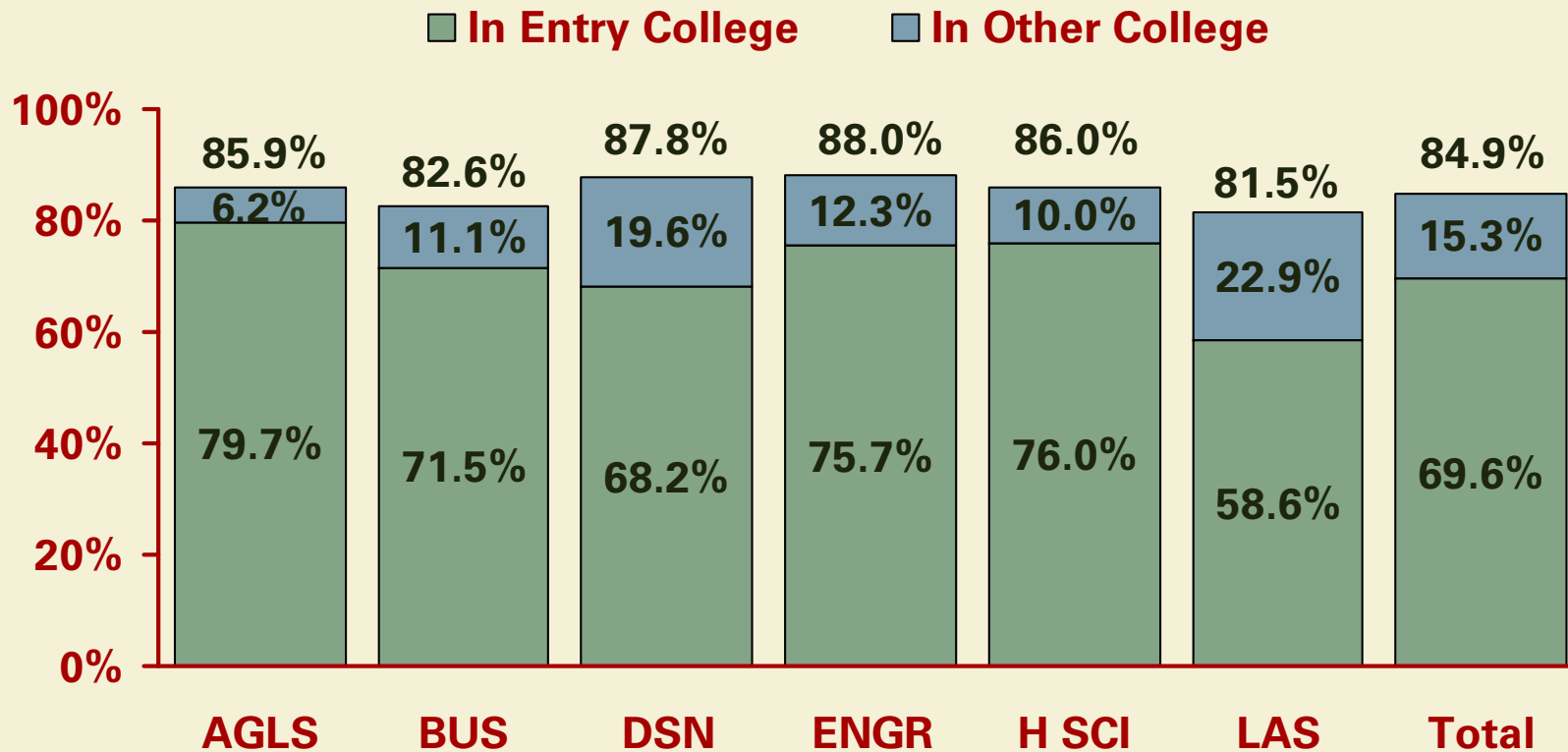
Type of Institution Students Attend

	<u>Number</u>	<u>Percent</u>
Two-Year College	244	57.3%
Public	239	
Private	5	
Four-Year College	182	42.7%
Public	127	
Private	55	
Total	426	100.0%

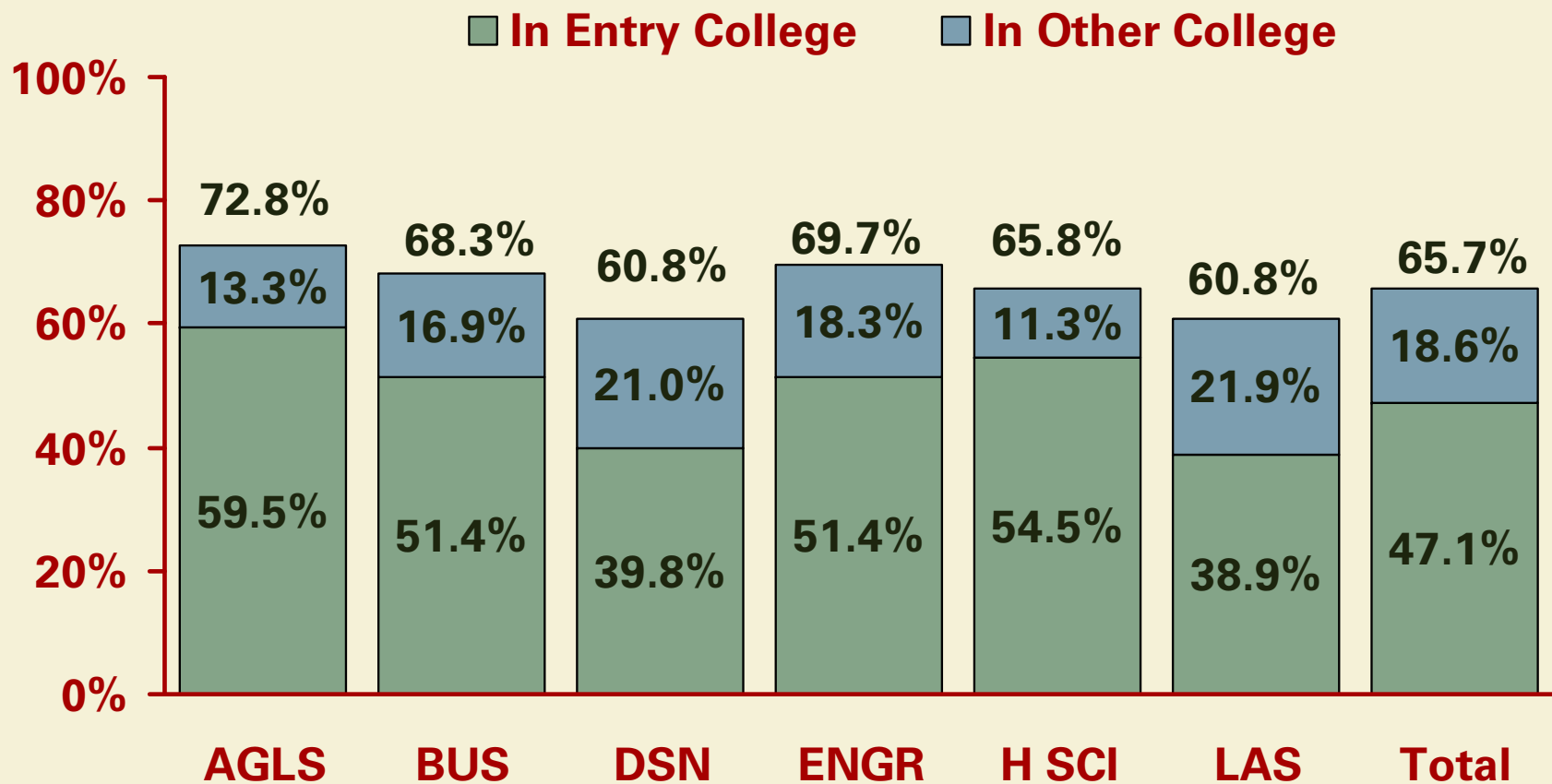
Full-Time Freshmen Retention and Graduation Rates by Entry Year, Gender, Race/Ethnicity & Residence

	<u>1-Year Retention</u> 2006	<u>4-Year Graduation</u> 2003	<u>6-Year Graduation</u> 2001
Gender			
Male	83.9%	25.1%	62.6%
Female	86.1%	46.8%	69.2%
Race/Ethnicity			
African American	73.2%	20.8%	47.3%
Am. Indian/Alaskan	91.7%	0.0%	41.7%
Asian/Pacific Islander	89.6%	35.3%	63.7%
Hispanic	83.3%	34.4%	57.6%
Total Minority	82.7%	29.7%	55.6%
White	85.2%	36.1%	67.3%
Citizenship/Residence			
Iowa Resident	86.1%	35.6%	67.4%
Non-Iowa U.S. Citizen	81.0%	35.4%	61.8%
International	88.3%	29.8%	52.4%
Total	84.9%	35.3%	65.6%

One-Year Retention Rates by Entry College for Fall 2006 Full-Time Freshmen



Six-Year Graduation Rates by Entry College for Fall 2001 Full-Time Freshmen



Retention and Graduation Rates, Full-Time Freshmen in Learning Communities (LC)

Entry Year		Number of Communities with Freshmen	Number of Freshmen	Retention		Graduation	
				1-Year	3-Year	4-Year	6-Year
1999	In LC	34	1,603	90.1%	79.9%	38.0%	76.2%
	Not in LC		2,417	81.8%	68.9%	27.0%	62.6%
2000	In LC	35	1,491	89.8%	80.2%	37.5%	74.8%
	Not in LC		2,798	80.5%	67.0%	27.9%	61.0%
2001	In LC	38	1,685	88.1%	77.5%	37.6%	72.7%
	Not in LC		2,911	80.7%	67.0%	28.4%	61.5%
2002	In LC	43	1,650	89.9%	78.4%	36.5%	
	Not in LC		2,517	80.5%	68.0%	31.7%	
2003	In LC	42	1,771	88.0%	78.2%	38.2%	
	Not in LC		2,086	81.9%	70.0%	32.9%	
2004	In LC	40	1,709	90.0%	81.0%		
	Not in LC		1,963	82.1%	71.0%		
2005	In LC	45	1,902	87.2%			
	Not in LC		1,843	79.6%			
2006	In LC	53	2,252	88.1%			
	Not in LC		1,700	80.5%			

Retention and Graduation Rates, Peer Land Grant Universities

<u>Institution</u>	<u>1-Year Retention Entry Fall 2005</u>	<u>6-Year Graduation Entry Fall 2000</u>
Illinois	93.0%	82.0%
Cal-Davis	90.0%	81.0%
Wisconsin	93.0%	79.0%
Texas A&M	92.0%	77.0%
Michigan State	90.0%	74.0%
Ohio State	92.0%	71.0%
NC State	89.0%	70.0%
Purdue	84.0%	70.0%
Iowa State	83.0%	66.0%
Minnesota	86.0%	61.0%
Arizona	79.0%	59.0%
Peer Average	89.0%	72.0%

Post-Graduation Status of 2005-2006 Bachelor's Degree Recipients

	Number of Graduates	Survey Respondents	% Respondents Employed	% Further Education	Other
AGLS	610	605	81.3%	16.9%	1.8%
BUS	897	852	87.3%	8.1%	4.6%
DSN	274	246	76.8%	13.4%	9.7%
ENGR	862	741	83.7%	15.0%	1.3%
H SCI	630	456	78.5%	17.1%	4.4%
LAS	1,332	1,214	69.3%	25.9%	4.8%
Total	4,695	4,114	78.9%	17.2%	3.9%

Undergraduate Retention

**President's Council
December 14, 2007**

2007 Context

- **15.1% of Fall 2006 first year students did not return in Fall 2007**
- **26.8% of Fall 2006 first year African American students did not return in Fall 2007**
- **Our Peer average is 11% of first year students not returning for year 2**
- **Minimum tuition revenue not realized for Fall 2007 is \$1.6 M (If all non-returning first year students were IA residents)**

One Student's Abbreviated Story

- **Dysfunctional single parent “family” from birth**
- **Extended “family” drug and alcohol abuse**
- **Homeless at times during childhood**
- **Difficult social interactions during K-12**
- **Parent died during high school**

Student Backgrounds

	1980	2007
Tuition/Median IA Family Income*	4.1%	10.5%
Cost of Attendance/MIFI*	15.0%	29.5%
Iowa Families with a Single Parent	12.1%	17.8% (2000)
Iowa Population with B.S. or higher	13.9%	21.2% (2000)
Iowa Urban Population	58.6%	61.1% (2000)

Transition Stages

- **Transition to ISU**
 - Typically year 1 to year 2
- **Transition to “major” and specific post graduation objectives**
 - Typically year 2 to year 3+
- **Retention to graduation**
 - Typically year 3+ to graduation

Retention Initiatives

- **Learning Communities and First Year Experiences**
- **VPSA Retention Intervention**
- **Academic Probation; Warning; Intervention**
- **Large Class Enhancement**
- **Retention of “good standing” Non-registrants**

Learning Communities and First Year Experiences

- **Growth from 2139 participants in 2002 to 3123 participants in 2007**
- **55.2% of first year, full-time students in LC in Fall 2007**
- **More than 2/3 of CALS, Engr., & HS**
- **Average (1998-2007) 1 year retention is 8.1% higher (LC relative to non-LC)**
- **Average 6 yr retention/graduation is 12.5% higher (LC relative to non-LC)**

VPSA Retention Intervention

- **Rapid Insight statistical software academic success prediction model**
- **Model identified 489 academically at-risk students for Fall 2007 (GPA<2.0 predicted)**
- **62 students identified as not attached to LC or retention program**
- **Mentors from VPSA staff and structured intervention**
- **Early indications suggest positive impact**

Academic Probation and Warning

- **Initial transition to new policy – F 2006**
 - **Warning: Semester GPA 1.00 to 1.99 and not on W or P at beginning of term**
 - **Probation: Semester GPA < 1.00, or semester GPA < 2.00 for 2 consecutive semesters, or 75+ credits and cum GPA < 2.0 or on W and earned < 2.0 semester GPA**
- **Initial systematic intervention – S 2007**
- **Intervention – colleges and academic advisors; student services**
- **Early results – Slight increase in % improved GPA; decrease in % who left; slight increase in dismissals**

Large Class Enhancement

- **Faculty “LC” of 15 LAS faculty members; introductory classes > 100 students**
- **Meet weekly; Also large and small groups**
 - Address relevant large class issues
 - Observe each other teaching
 - Read resource books
 - Participate in assessment activities
- **Learn effective strategies for large classes**
- **Develop a supportive network of faculty**

Retention of Non-Registrants

- **Students in good academic standing who have not registered by the end of the normal registration period**
- **Identified by Registrar and distributed to college designee**
- **Advisor Intervention**
- **Modest continuing positive impact**

Retention Related Activities

- **ISU study of disaggregated data on retention of under-represented minority students**
- **Council of Provosts Inter-institutional Task Force on Retention, Graduation, and Diversity**
- **Financial literacy course**
- **Implementation of Advising Study Recommendations**

Statistical Success Prediction Model

- **Multi-parameter, research and data based**
- **Enables targeted intervention**
- **Facilitates quantitative outcome comparisons**
- **Allows refinement of resource utilization to increase effectiveness**

A Look Ahead

- **Impact of New Admissions Policy**
- **Assessment of initiative effectiveness**
- **Enhancement of Advising**
- **Refined Warning and Intervention**
- **Coordination and Enhancement of First Year Experience**
- **Transfer Student Retention**
- **Effective Support for Undecided Students**

Academic Affairs and Student Affairs Partnership

- **Academic and co-curricular environment**
- **An Important Priority**
 - **Public accountability**
 - **Revenue**
 - **Value added for students and society**
 - **Marketing**

Retention Task Force

- **Corly Brooke**
- **Mary Darrow**
- **Lynn-Tyre Evans**
- **Mary Gonzales**
- **Roberta Johnson**
- **Jill Kramer**
- **Debra Sanborn**
- **Kevin Saunders**
- **John Schuh**
- **Loren Zachary**
- **Zora Zimmerman**
- **Kathy Jones** (Co-Chair)
- **Dave Holger** (Co-Chair)

We Can Do Better! – Retention Relies on Contributions from All of Us!

- **15.1% of Fall 2006 first year students did not return for Fall 2007**
- **26.8% of Fall 2006 first year African American students did not return for Fall 2007**
- **Our Peer average is 11% of first year students not returning for year 2**
- **Minimum tuition revenue not realized for Fall 2007 is \$1.6 M (If all non-returning first year students were IA residents)**