



# **P r o g r e s s R e p o r t**

## **An Evolutionary Path Toward a More Seamless Delivery System**

### **Making the Senior Year Count: A Focus on Outcomes**

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## **I. Background**

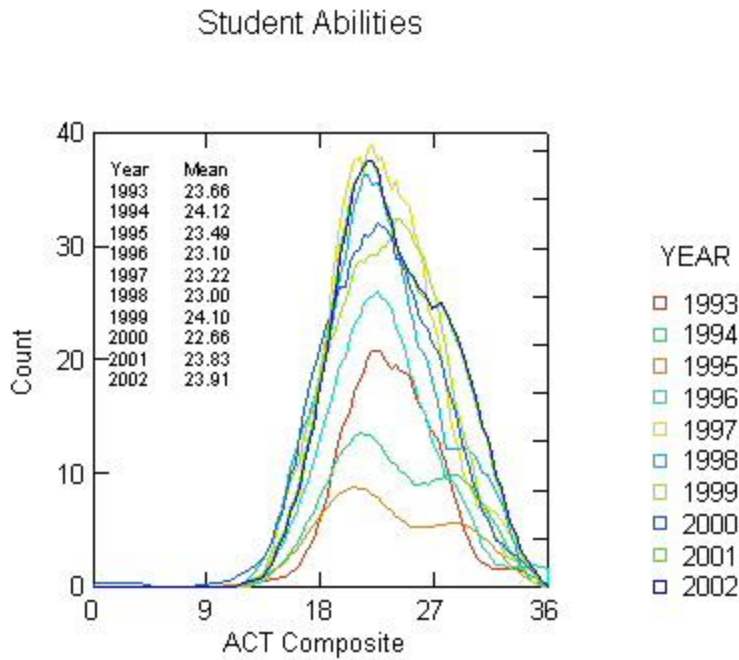
- A. Enrollment in Regional Academies and Post-secondary Enrollment Options(PSEO):  
approximately 1,000 students per year on and off-campus
  
- B. Tech Prep:
  - a. 24 high schools offer Tech Prep programs
  - b. Twelve Tech Prep and Regional Academies have been established:
    - i. Automotive Technology Academy (NIACC Campus)
    - ii. Business, Entrepreneurship & Information Technology Academy (Charles City)
    - iii. Business & Information Technology Academy (Hampton-Dumont)
    - iv. Health Careers Academy (Belmond-Klemme)
    - v. Health Careers Academy (Britt)
    - vi. Information Technology Academy (Garner)
    - vii. Information Technology Academy (Mason City)
    - viii. Teacher Academy (Forest City)
    - ix. Teacher Academy (Hampton-Dumont)
    - x. Teacher Academy (Mason City)
    - xi. Teacher Academy (North Butler)
    - xii. Teacher Academy (Osage)

## **II. What are the Ability Levels of Students Enrolling in Post-Secondary Enrollment Options Courses?**

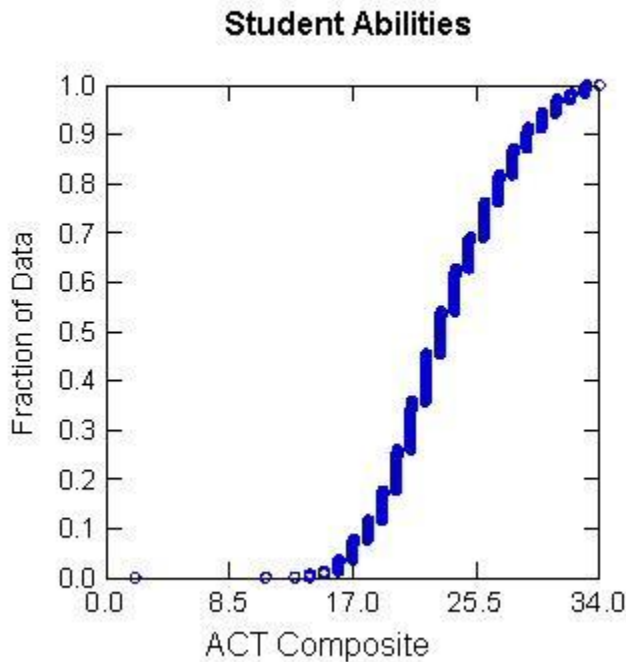
- A. The mean ACT composite scores from 1993 to 2002 are listed below:

<u>Year</u>	<u>ACT Composite Mean</u>
1993	23.66
1994	24.12
1995	23.49
1996	23.10
1997	23.22
1998	23.00
1999	24.10
2000	22.66
2001	23.83
2002	23.91

**B. ACT composite scores of PSEO students from 1993-2002:**



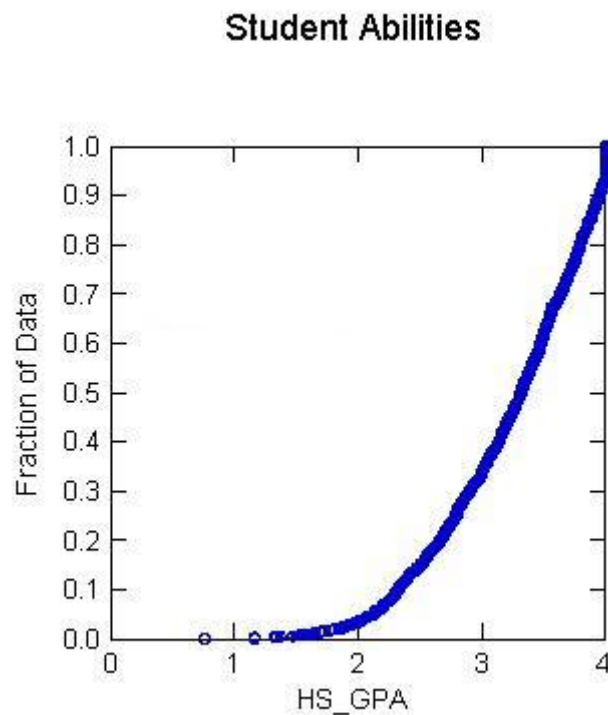
**C. The next graph is a quantile plot of ACT Composite scores from 1993-2002. Note that the median ACT composite score is 23.51.**



**D. Mean high school GPA scores from 1993 to 2002 are listed below:**

<u>Year</u>	<u>Mean High School GPA</u>
1993	3.24
1994	3.21
1995	3.04
1996	na
1997	3.16
1998	3.25
1999	3.29
2000	3.27
2001	3.17
2002	3.20

**E. High school GPA scores are displayed as a quantile plot in the next graph:**



**F. Conclusion about PSEO students:**

- a. We are attracting a capable cohort of PSEO students.
- b. PSEO students enter courses with higher levels of ability than traditional college students on the NIACC campus.

### **III. What are the Outcomes of Regional Academies Post-Secondary Enrollment Options?**

**A. Quality control studies** involving the assessment of student outcomes for Regional Academies and Post-Secondary Enrollment Options (PSEO) courses have been completed for a number of years. The following represents a synopsis of the studies:

**a. Communications Skills I**

Site: Clear Lake Community School District  
Course: Communications Skills I

Methodology: Final writing papers from a traditional NIACC Communication Skills course (25 students) and the PSEO course (28 students in two sections at Clear Lake) were collected. The names of the students and any other identifying characteristics were removed from the papers. The papers were shuffled and then submitted to Dr. James Zirnhelt, instructor and Division Chair, for assessment. Each paper was graded on a 0 to 4 scale on six separate criteria: purpose, content, organization, sentences, diction, and mechanics.

Findings: The null hypothesis that the means of the two groups were not significantly different at .05 probability was accepted.

Conclusion: Student writing outcomes are equal, as assessed by an evaluation of final writing papers.

**b. General Psychology**

Site: Garner-Hayfield Community School District  
Course: General Psychology

Methodology: As the Garner students had an average 89th ITED percentile score, a matched pair methodology was employed. That is, a NIACC psychology instructor matched Garner students with high ability traditional students in his class. Outcomes were assessed on the basis of a 100-point multiple-choice exam.

Findings: The Garner class mean was 84.35 with a standard deviation of 8.82. Campus mean was 84.82 with a standard deviation of 7.76. The t-test revealed no significant difference between the two groups at .05 probability.

Conclusion: Psychology outcomes as measured by a final exam are equal.

**c. Criminal Law I**

Site: Mason City Community School District  
Course: Criminal Law I

Methodology: The final test was utilized for the evaluation. Nineteen students were enrolled in the Mason City PSEO class while 21 students were enrolled in the NIACC on-campus class.

Findings: The mean of the Mason City High School group was 42.37 with a standard deviation of 4.425. This compared to the NIACC mean score of 45.62 with a standard deviation of 8.43. A t-test was utilized to test the null hypothesis that there was no significant difference between the means. The null hypothesis was accepted at .05 probability.

Conclusion: Outcomes for the telecommunications course, Criminal Law I, as measured by the final exam were not significantly different for the PSEO class as compared to the NIACC on-campus class.

**d. General Psychology**

Site: North Central Community School District, Manly  
Course: General Psychology

Methodology: A final exam was given to both the PSEO and traditional NIACC classes. As group size varied, it was agreed that the NIACC instructor would use the first 14 names in his grade book to compare with the 14 TAG (Talented and Gifted) students in the Manly class.

Findings: The mean of the Manly TAG class was higher, 3.53, than the mean of the traditional NIACC class, 3.03. A t-test was utilized to test the null hypothesis that there was no significant difference between the means. The null hypothesis was accepted at .02 probability.

Conclusion: Outcomes for the General Psychology as measured by the final exam were not significantly different for the PSEO class as compared to the NIACC on-campus class.

**e. General Psychology**

Site: Garner-Hayfield Community School District  
Course: General Psychology

Methodology: As the Garner students represent a very high ability group, a matched pair methodology was employed. That is, a NIACC psychology instructor matched Garner students with high ability traditional students in his class.

Findings: The Garner class mean was 81.2 with a standard deviation of 7.23. The campus mean was 83.1 with a standard deviation of 6.36. The t-test revealed no significant difference between the two groups at .05 probability.

Conclusion: Psychology outcomes as measured by a final exam are equal.

**f. Business Statistics**

Site: Garner-Hayfield Community School District  
Course: Business Statistics

Methodology: As the Garner students represent a very high ability group, a matched pair methodology was employed. ACT scores were used to create the matched pairs.

Findings: The Garner class mean was 68.4 with a standard deviation of 4.49. The campus mean was 54.4 with a standard deviation of 6.12. The Garner class mean was higher than the campus class mean. However, the sample size was only five students, so the t-test revealed no significant difference between the two groups at .01 probability.

Conclusion: Business statistics outcomes as measured by a final exam are equal.

**g. Business Statistics**

Site: CAL Community School District  
Course: Business Statistics

Methodology: As the CAL students represent a very high ability group, a matched pair methodology was employed. ACT scores were used to create the matched pairs.

Findings: The CAL class mean was 47.7 with a standard deviation of 6.02. The campus mean was 50.3 with a standard deviation of 1.89. The t-test revealed no significant difference between the two groups at .01 probability.

Conclusion: Business statistics outcomes as measured by a final exam are equal.

**h. Introduction to Statistics**

Site: North Central and Northwood-Kensett Community School Districts  
Course: Introduction to Statistics

Methodology: A common final exam was given to both the PSEO and traditional NIACC classes.

Findings: For the PSEO group the mean score was 37 with a median score of 37.5. The NIACC class mean was 31.67 with a median score of 32. Based on the data and the p-value for the two sample t-test, the higher mean score of the PSEO group's final exam is statistically significant.

Conclusion: The PSEO group outperformed the traditional NIACC class.

**i. Developmental Psychology**

Site: Garner-Hayfield Community School District  
Course: Developmental Psychology

Methodology: A common final was given to both the PSEO (Garner) and traditional NIACC (on-campus) classes.

Findings: For the PSEO group the mean final exam score was 33.67. There were three sections of Developmental Psychology at NIACC the same semester. The mean final exam scores for these sections were 35.08, 33.00, and 31.56. Based on two-sample t-tests, the Garner mean was not significantly different from any of the NIACC means, at .05 probability.

Conclusion: The performance of the PSEO (Garner) group was not significantly different from the performance of the NIACC groups.

**j. Developmental Psychology**

Site: Hampton-Dumont Community School District

Course: Developmental Psychology

Methodology: A common final was given to both the PSEO (Hampton) and traditional NIACC (on-campus) classes.

Findings: For the PSEO group the mean final exam score was 33.05. There were three sections of Developmental Psychology at NIACC the same semester. The mean final exam scores for these sections were 35.08, 33.00, and 31.56. Based on two-sample t-tests, the Hampton mean was not significantly different from any of the NIACC means, at .05 probability.

Conclusion: The performance of the PSEO (Hampton) group was not significantly different from the performance of the NIACC groups.

**k. Biological Principles**

Site: North Iowa High School (NIHS), Buffalo Center

Course: Biological Principles

Methodology: A common final was given to both the PSEO (NIHS) and traditional NIACC (on-campus) classes.

Findings: For the PSEO group the mean final exam score was 22.55. For the section taught on the NIACC campus that semester, the mean final exam score was 15.25. Based on a two-sample t-test, the NIHS mean was significantly higher than the on-campus mean, at .05 probability.

Conclusion: The performance of the PSEO (NIHS) group was significantly higher than the performance of the NIACC groups.



**l. Introduction to Computers**

Sites: Hampton-Dumont School District and Mason City School District  
Course: Introduction to Computers

Methodology: A common final was given to both the PSEO (Hampton-Dumont and Mason City) and traditional NIACC (on-campus) classes.

Findings: For the PSEO groups the mean final exam scores were 68.92 (Hampton-Dumont) and 74.66 (Mason City). The mean final exam score for the section at NIACC was 81.19. Based on two-sample t-tests, the Hampton-Dumont mean score was significantly lower than the NIACC mean score. The Mason City mean was not significantly different from the NIACC mean, at .05 probability.

Conclusion: The performance of the Hampton-Dumont group was significantly lower than the performance of the NIACC group. The performance of the Mason City group was not significantly different from the performance of the NIACC group.

**m. Beginning Web Page Development**

Sites: North Butler, Hampton-Dumont, Mason City, Rockwell-Swaledale, Osage  
Course: Beginning Web Page Development

Methodology: Three judges scored a capstone web site project developed by the students.

Findings: In all five of the categories evaluated 1) Web Design, 2) Completeness 3)Coolness, 4) Mastery and 5) Overall Score no significant differences were observed between high school students and regular NIACC students.

Conclusion: The performance of high school students in five distinct high schools matched the performance of students in the regular college course on the NIACC campus.

**n. Composition II**

Sites: Belmond, C-A-L, Mason City, Forest City, Garner, West Hancock

Course: Composition II

Methodology: In Spring 05 semester four highly experienced instructors from two community colleges other than NIACC were hired as essay readers to read and score 89 essays, randomly chosen from a pool of approximately 750 students enrolled in Composition II (45 from on-campus classes and 44 from off-campus classes). All essay readers scored all 89 essays, using a rubric measuring five attributes and scoring from one to four points for each attribute. The essay reader then averaged the five attributes, assigning equal value for each attribute, which resulted in a final score between one and four--a score, not a grade. Because NIACC has been using Writer's Workbench (WWB) for over twenty years, the Communication faculty used WWB to

compare the essays by using seven of its most commonly used programs. Use of these programs provided a “consistent measuring stick” by which to objectively assess certain elements of writing.

Findings: The average scores of 2.20 for the 45 students on campus and 2.18 for the 44 students off campus showed a statistically insignificant difference. Of the seven attributes being measured, four met the standards of WWB both on and off campus, and three fell slightly outside the standards both on and off campus. Outcomes were consistent.

Conclusions: The scores from both the essay readers (arguably subjective, albeit highly experienced and using a standard) and from the Writer’s Workbench (totally objective in application of standards) showed very high degrees of consistency between the results of essays written in courses taught both on-campus and off-campus. The results provide both assessment of results of current teaching and assessment for improvement of instruction.

#### **o. Educational Media**

Sites: Forest City High School and North Butler High School

Course: Educational Media

Methodology: Every student in the high school based sections and every student in the section taught on campus completed a common set of 13 course assignments. Each instructor used the same rubric for scoring the assignments.

Findings: The average total scores for the high school based sections were 93% for Forest City and 97% for North Butler. The average total score for the campus based section was 89%.

Conclusion: Students in the high school based sections performed at least as well as the campus based section.

#### **p. Introductory Biology**

Site: North Iowa High School

Course: Introductory Biology

Methodology: A common final was given to both the high school based class (North Iowa High School) and the NIACC (on-campus) class.

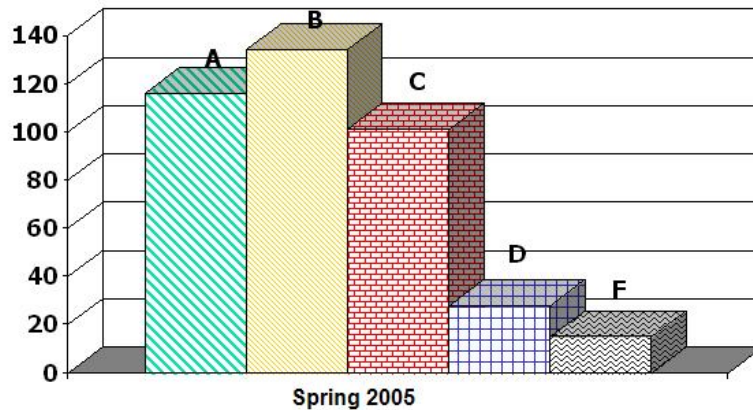
Findings: For the high school-based class the mean final exam score was 22.11. The mean final exam score for the section at NIACC was 18.00. Based on a two-sample t-test, the North Iowa High School mean score was not significantly different from the NIACC mean score, at .05 probability.

Conclusion: The performance of the North Iowa High School class was not significantly different from the performance of the NIACC group.

**B. Tech Prep Outcomes**

**a. Example: Spring 2005 Grades:**

## Tech Prep Program Grades



**b. College GPA at the completion of the 'high school component' of the program**

1. 1999 Grads --- 2.80
2. 2000 Grads --- 2.77
3. 2001 Grads --- 2.81
4. 2002 Grads --- 2.87

**Longitudinal Studies of the Tech Prep Classes of 1997, 1998, 1999, 2000 and 2001**

NIACC has conducted four (five-year follow-up) longitudinal studies of graduates in the Tech Prep program for the high school classes 1997, 1998, 1999 and 2000 who completed the Tech Prep sequence of courses during their junior and senior years. Telephone surveys, NIACC student history files, the Iowa Employee Centralized Register, and the National Student Clearinghouse Report were utilized to gather the information reported below:

**Tech Prep Outcomes for the High School Class of 1997**

Average college credits earned by high school graduation	Average NIACC GPA at the time of high school graduation	Awarded a NIACC one-year career diploma	Awarded an associate degree	Transferred to a university or private college	Employed in Iowa	Average hourly wage
26 semester hours	2.80	35%	47%	15%	93%	\$ 14.27 in 2003

**Tech Prep Outcomes for the High School Class of 1998**

Average college credits earned by high school graduation	Average NIACC GPA at the time of high school graduation	Awarded a NIACC one-year career diploma	Awarded an associate degree	Transferred to a university or private college	Employed in Iowa	Average hourly wage
28 semester hours	2.70	15%	59%	18%	90%	\$13.95 in 2003

**Tech Prep Outcomes for the High School Class of 1999**

Average college credits earned by high school graduation	Average NIACC GPA at the time of high school graduation	Awarded a NIACC one-year career diploma	Awarded an associate degree	Transferred to a university or private college	Employed in Iowa	Average hourly wage
28 semester hours	2.82	48%	52%	22%	88%	\$13.46 in 2004

### Tech Prep Outcomes for the High School Class of 2000

Average college credits earned by high school graduation	Average NIACC GPA at the time of high school graduation	Awarded a NIACC one-year career diploma	Awarded an associate degree	Transferred to another institution	Still pursuing degrees	Employed in Iowa	Average hourly wage
25 semester hours	2.88	20%	42%	50%	21%	77% <sup>1</sup>	\$14.54

<sup>1</sup> Employment in Iowa dropped for this graduating class as many “information technology” graduates could not find employment in Iowa.

### Tech Prep Outcomes for the High School Class of 2001

Average college credits earned by high school graduation	Average NIACC GPA at the time of high school graduation	Awarded a NIACC one-year career diploma	Awarded an associate degree	Transferred to another institution	Earned 4-year degree	Still pursuing degrees	Employed in Iowa	Average hourly wage
26 semester hours	2.80	12%	35%	42%	19%	11%	76%	\$14.91

**c. Other Benefits of Regional Academies/Tech Prep Programs**

- a. Expansion of program offerings at the high school
- b. High school students have access to state-of-the art equipment and curriculum
- c. Full-year of college, tuition free
- d. Improved transition to college expectations
- e. Excellent use of the senior year
- f. Rigor
- g. Leveraging high school, community college and state resources
- h. Savings to the State of Iowa.
  - i. By completing one year of College in high school the State recovers considerable savings in State General Aid to Community Colleges, Regents and Private institutions of higher education.

#### IV. Systems-Building: NIACC/High School Jointly Offered College Programs

High School	Agriculture	Automotive Service	Building Trades	Climate Control Technology	Electromechanical Systems	Tool & Die Technology	Health Careers	Medical Assistant	Accounting	Information Technology, E-Commerce & Web Design	Office Specialist (Administrative, Legal & Medical)	Retail Management	Sport Management	General Business	Food Service & Hospitality	Teacher Education
<u>Belmond-Klemme</u>							X									
CAL		X		X		X										
Charles City	X	X	X	X		X		X	X	X	X		X	X		
Clear Lake		X				X										
Forest City		X	X	X		X	X			X	X	X	X			X
Garner-Hayfield		X				X	X			X				X	X	
Hampton-Dumont						X				X					X	
Lake Mills		X			X		X									
Mason City	X	X	X	X		X	X	X	X	X	X	X		X	X	X
Newman Catholic	X	X	X	X		X	X	X	X	X	X	X		X	X	X
Nora Springs-Rock Falls		X	X	X				X	X		X			X		
North Butler																X
North Central		X	X	X		X	X	X	X		X		X	X	X	
North Iowa										X						
Northwood-Kensett		X	X	X		X		X	X				X			
Osage		X		X		X	X							X		
Rockford Senior High	X	X	X	X				X	X		X			X	X	
<u>Rockwell-Swaledale</u>	X															
Sheffield-Chapin / <u>Meservey-Thornton</u>	X	X				X										
<u>St. Ansgar</u>	X															
West Hancock			X				X			X				X		
<u>Woden-Crystal Lake-Titonka</u>		X	X	X		X	X			X	X	X	X			

### V. Systems-Building: NIACC/High School Articulated Courses

Area High Schools/NIACC Courses	BUSN 101 Intro. to Business	ACCT 101 Introduction to Accounting	BUSN 102 Keyboarding Level I	BUSN 103 Keyboarding Level II	COMP 100 Computer Literacy	COMP 101 Computer Applications	COMP 701 Introduction to the P.C.	COMP 702 Computer Orientation	AGSS 701 Animal Science I	AGAS 701 Crop Science I	AGAS 702 Crop Science II	AGBS 701 Intro to Ag Business	AGBS710 Ag Economics	AGAS 703 Soil Science	BUIL 705 Architectural Drawing	EMST-701 Intro to Tech. Comp. & CAD	BUIL 701 Fundamentals of Carpentry I	INDU 701 Electrical Concepts	PHYS 701 Career Physics	AUTO 701 Intro. to Auto Tech.	INDU 705 Metal Processing	60:152 Intro to Anatomy & Physiology	HEAL 704 Body Structure & Function	FOOD 704 Nutrition for Food Mgrs.	
Belmond-Klemme		X	X	X							X		X	X					X		X		X		
CAL	X	X	X	X	X	X	X	X	X		X							X	X					X	
Charles City	X	X		X	X	X	X	X	X								X	X	X	X	X			X	
Clear Lake		X	X	X	X	X	X	X										X				X			X
C-W-L								X	X		X							X							
Forest City		X	X	X	X	X		X	X	X					X		X	X	X				X	X	
Garner-Hayfield	X	X	X	X	X	X		X	X	X					X			X		X	X		X	X	X
North Butler	X	X				X					X						X								
Hampton-Dumont	X	X	X	X		X			X		X	X		X				X	X		X			X	
Lake Mills		X					X				X		X		X	X	X					X			
Mason City	X	X	X	X	X	X	X	X									X	X	X	X				X	X
Newman		X				X																		X	
NS-RF		X	X	X	X	X	X										X	X						X	
North Central		X	X	X	X	X	X	X							X		X	X	X			X		X	
North Iowa		X				X			X	X		X		X								X		X	
Northwood-Kensett		X				X					X				X		X	X	X			X		X	
Osage		X	X	X	X	X					X						X		X			X		X	
Rockford	X	X	X	X	X	X	X		X								X							X	X
Rockwell-Swaledale	X	X	X	X	X	X		X	X	X				X			X								
St. Ansgar																	X	X				X			
SC/MT	X	X	X	X	X	X			X		X			X					X					X	X
Ventura		X	X	X	X	X			X	X		X					X					X			
West Hancock	X	X	X	X	X	X	X	X	X		X						X	X	X			X		X	
W-CL-T		X			X	X		X											X		X		X		

## VI. Systems-Building: Articulation with Four-Year Colleges and Universities

### a. NIACC and Four-year college/university articulation agreements:

<u>NIACC Degree/Program</u>	<u>Four-year College/University</u>	<u>Degree/Program</u>
AA/course equivalency	Iowa State University	Bachelor degree
AA/course equivalency	University of Northern Iowa	Bachelor degree
AA/course equivalency	University of Iowa	Bachelor degree
AA/course equivalency	Buena Vista University	Bachelor degree
AA/course equivalency	Drake University	Bachelor degree
AA/course equivalency	Grand View College	Bachelor degree
AA/course equivalency	Palmer College of Chiropractic	Bachelor degree
AA/course equivalency	Simpson College	Bachelor degree
AA/ course equivalency	Luther College	Bachelor degree
AA/course equivalency	Upper Iowa University	Bachelor degree
AA/course equivalency	Wartburg College	Bachelor degree
AA/course equivalency	Briar Cliff College	Bachelor degree
AA/course equivalency	Coe College	Bachelor degree
AA/course equivalency	Minnesota State University –Mkto	Bachelor degree
AA/course equivalency	Northwest Missouri State	Bachelor degree
AA/course equivalency	Waldorf College	Bachelor degree
AA	Iowa State University	Bachelor degree – Comm/Reg. Planning
AA	Capella University	BS (Business or Information Technology)
AA, ASB, AS or AAS	Franklin University	BS (Business Administration, Management Information Systems, Computer Science, Digital Communication, Health Care Management, Public Safety, Technical Management
AAS (Automotive)	University of Northern Iowa	BS degree (General Industrial Technology)
AAS (Climate Control)	University of Northern Iowa	BS degree (General Industrial Technology)
AAS (Tool and Die)	University of Northern Iowa	BS degree (General Industrial Technology)
AAS (Electronics)	University of Northern Iowa	BS degree (General Industrial Technology)
AAS (Mechanical Design)	University of Northern Iowa	BS degree (General Industrial Technology)
AAS (Automotive)	University of Northern Iowa	BA degree (Technology Education)
AAS (Climate Control)	University of Northern Iowa	BA degree (Technology Education)
AAS (Tool and Die)	University of Northern Iowa	BA degree (Technology Education)
AAS (Electronics)	University of Northern Iowa	BA degree (Technology Education)
AAS (Mechanical Design)	University of Northern Iowa	BA degree (Technology Education)
ADN (Nursing)	University of Iowa	BSN (Nursing)
ADN (Nursing)	Briar Cliff College	BSN (Nursing)
ADN (Nursing)	Clarke College	BSN (Nursing)
ADN (Nursing)	Coe College	BSN (Nursing)
ADN (Nursing)	Drake University	BSN (Nursing)
ADN (Nursing)	Graceland College	BSN (Nursing)
ADN (Nursing)	Morningside College	BSN (Nursing)
ADN (Nursing)	Mt. Mercy College	BSN (Nursing)
AAS (Electronics)	Iowa State University	BS (Industrial Technology/ Manufacturing)
AAS (Mechanical Design)	Iowa State University	BS (Industrial Technology/ Manufacturing)
AAS (Agricultural Op)	Iowa State University	BS (Agricultural Business)
AAS (Ag Sales & Serv.)	Iowa State University	BS (Agricultural Business)
AAS (Ag Marketing)	Iowa State University	BS (Agricultural Business)
AAS (Agricultural Op)	Iowa State University	BS (Ag Education and Studies)
AAS (Ag Sales & Serv.)	Iowa State University	BS (Ag Education and Studies)
AAS (Ag Marketing)	Iowa State University	BS (Ag Education and Studies)



ASB (Information Sys)	Iowa State University	BS in one of eight majors: Accounting, Finance, Management Information Systems, Marketing, General Business, Production Operations, Management, and Transportation Logistics
ASB (E-Commerce)	Iowa State University	BS in one of seven majors: Accounting, Finance, Management Information Systems, Marketing, Production Operations, Management, and Transportation Logistics
Joint Admission Agreement	Iowa State University University of Iowa Waldorf College	Joint Admissions
ASB (Sports Mgmt)	Iowa State University	B.A. (Sports Management)
ASB	Waldorf College	B.A.
ASB (Sports Mgmt)	Simpson College	B.A. (Sports Administration)
ASB (Information Sys)	University of Northern Iowa	B.A. (Management)
ASB (Information Sys)	Upper Iowa University	B.A. (Management Information Systems)
ASB (Information Sys)	Buena Vista University	B.A. Technology and Systems Integration
All Degrees	University of Phoenix	Bachelor degree

## B. Graduation Rates -- Iowa Community College Students at Regents' Universities

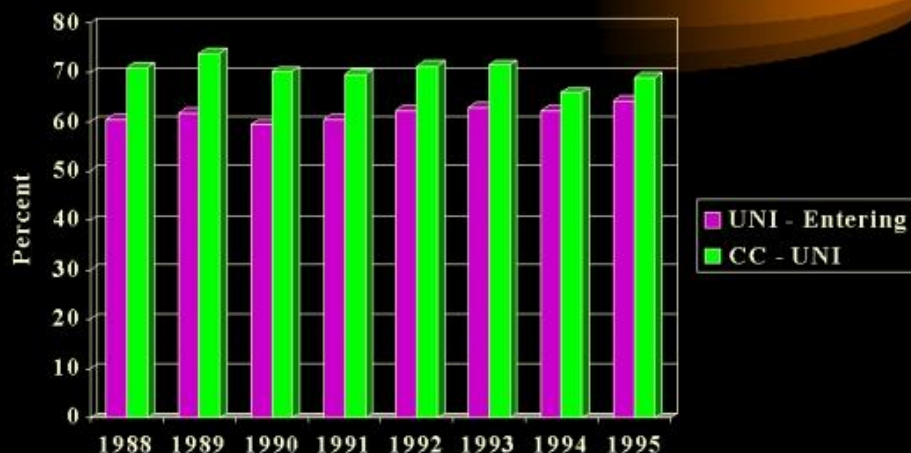
- a. In November 2001, the Iowa Board of Regents released a report on retention and six-year graduation rates at the three Regents institutions. A section of the report provides data about Iowa Community College transfer graduation rates. The Regents Board Office provides the following conclusion:

***“Except for the entering (Regents) class of 1995, transfer students typically have had higher six-year graduation rates than entering freshmen.”***

(Board of Regents, Annual Report on Retention and Graduation Rates, November 6, 2001)

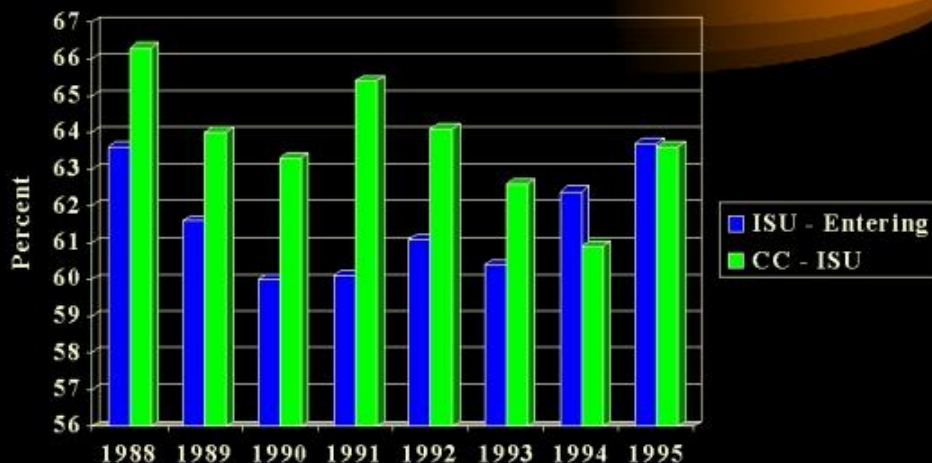
The following charts, comparing graduation rates of native Regents freshmen with Iowa Community College transfer student graduation rates, were compiled from the report:

## Six-Year Graduation Rates of Community College Transfer Students to UNI



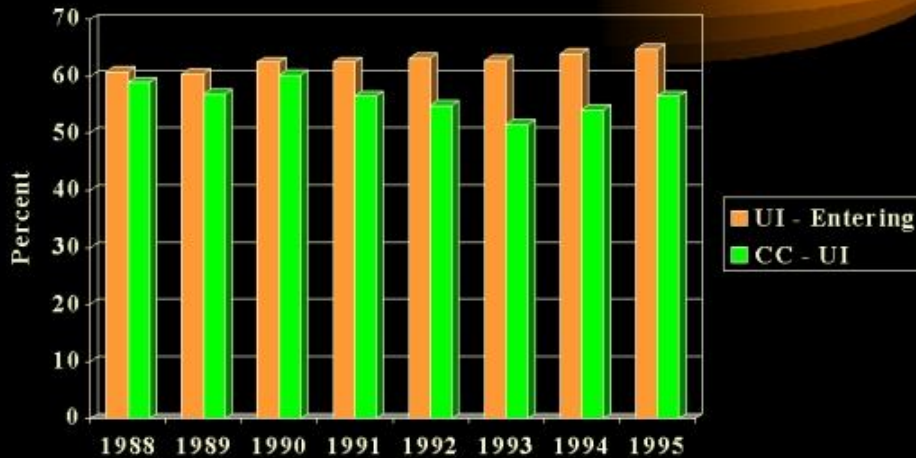
Source: Board of Regents, *Annual Report on Student Graduation and Retention Rates*. November 2001, pages 5 and 11.

## Six-Year Graduation Rates of Community College Transfer Students to ISU



Source: Board of Regents, *Annual Report on Student Graduation and Retention Rates*. November 2001, pages 5 and 11.

## Six-Year Graduation Rates of Community College Transfer Students to U of I



Source: Board of Regents, *Annual Report on Student Graduation and Retention Rates*, November 2001, pages 5 and 11.

- b. The Regents' 2002 study, "*Annual Report on Student Retention and Graduation Rates*", provides additional positive data for Iowa Community College transfer students who receive the AA Degree:

	<b>Graduation Rate in Six Years</b>
AA Degree Transfer Students	70.4%
University of Iowa Students	64.4%
Native Iowa State University Students	65.3%
University of Northern Iowa Students	66.5%

The value of the AA degree is compelling! And at a lower cost!