

University of Northern Iowa Strategic Plan, 2019 Mid Plan Report

PREPARED BY OFFICE OF INSTITUTIONAL
RESEARCH AND EFFECTIVENESS

2019 EXECUTIVE SUMMARY
University of Northern Iowa
Strategic Plan

2017-2022

Message from President Nook

At the launch of University of Northern Iowa's 2017-22 Strategic Plan, we reinforced our commitment to students by naming their success as our unifying goal. Who we are as an institution is rooted in the success of our students and the impact our graduates and employees have on the people, industries, and communities they serve. As we reach the midpoint of our strategic plan, we should be proud of all our faculty and staff have done to realize this commitment through the university's progress in the retention and graduation rates of our students, among other milestones. Our strategic plan is also helping us focus our attention and leadership in critical areas; for instance, we are committed to growing the number of minoritized students and employees on campus and nurturing the living, learning, and working environment necessary to achieve broad inclusion. To reach our strategic plan goals, we must strive to ensure every member of our campus community has the resources to help them achieve their goals.

Since the launch of our strategic plan, the university has added new academic programs to further enhance our alignment with industry and community needs, become a nationally-recognized leader in student learning and community engagement, increased student research opportunities, established offices dedicated to the retention and success of minoritized students, provided upgrades to campus facilities that bolster environmental sustainability and realize cost savings that can be redirected toward our mission, and built on our rich legacy of academic excellence through innovation in teaching and research. We should be proud of our accomplishments to address critical needs of our students, employees, and the broader community.

We are committed to excellence in all we do, and it shows through the high-touch, personalized student experience that defines a University of Northern Iowa education. In this spirit of excellence, we have included a new feature in this year's progress report--a performance scorecard. The scorecard contains the various goals and metrics we have committed to achieve by 2022. This new feature will showcase how we are working together to meet our unifying goal of student success and continue building upon our support services and structures across the institution.

University of Northern Iowa's past, present, and future remain strong because of the tight knit community of students, faculty, and staff who work together to address challenges and seize opportunities. Guided by the university's vision, mission, values, and strategic plan goals, we will continue this tradition of collaboration, innovation, and student success the best way we know how—together.

Panther Proud!



Mark A. Nook





Our Vision

Offering personalized attention to students, the University of Northern Iowa will be a diverse and inclusive campus community that provides an engaged education empowering students to lead locally and globally.

Our Mission

Within a challenging and supportive environment, the University of Northern Iowa engages students in high-quality and high-impact learning experiences and emphasizes excellence in teaching and scholarship.

Our Values

As a university community we are guided by the following core values:

Academic Freedom

The freedom of inquiry and expression in teaching and scholarship.

Access

An inclusive educational environment that is accessible and affordable.

Accountability

A commitment to integrity, responsibility, and the highest ethical standards integrated into all University practices.

Collaboration

A commitment to work together to achieve our shared vision, mission, and goals.

Community

A caring and safe community, characterized by civility and respect, which stands in solidarity against any actions that exclude, discriminate against, or silence members of our community.

Diversity

The cultivation of a diverse and inclusive learning and work environment.

Engagement

Active participation in transformative, innovative, and lifelong learning in service to humanity.

Excellence

A commitment to the pursuit of excellence in individual and collective endeavors.

Sustainability

A vibrant community and campus that is economically sound, environmentally responsible, and socially just.

2017-2022 Strategic Plan Scorecard

UNIFYING GOAL: STUDENT SUCCESS	GOAL 2022	2019 - 2020	2018 - 2019	2017 - 2018	2016 - 2017	2015 - 2016
Achieve a 5-year rolling average of 84% retention rate for FT freshman students from their first to second year.	84%	83.8%	82.8%	83.0%	82.9%	83.0%
Attain a 5-year rolling average 4-year graduation rate of 42% for first time/full time freshmen	42%	42.3%	41.6%	40.5%	39.9%	38.9%
Attain a 5-year rolling average 3-year graduation rate of 55% for transfer students	55%	53.9%	52.6%	51.5%	50.7%	49.7%
Maintain the high percentage of first destination employment/continuing education rates within 6 months	95%	93.7%	94.6%	93.5%	93.0%	94.0%
SUPPORTING GOAL 1: DIVERSITY AND INCLUSION						
Increase the percentage of minority students in the freshmen class during the next 5 years (5-year rolling avg)	15%	10.4%	10.6%	10.3%	9.9%	9.1%
Increase the percentage of minority students of the entire student body over the next 5 years (5-yr rolling average)	12%	10.0%	9.7%	9.3%	9.2%	8.7%
Increase retention rates of minority freshmen to the overall retention rate (5-year rolling average 1st to 2nd year)	84%	79.5%	78.3%	79.1%	79.9%	80.7%
Increase retention rates of first generation freshmen to the overall retention rate (5-year rolling average 1st to 2nd year)	84%	80.3%	79.6%	79.2%	79.8%	80.5%
Increase retention rates of freshmen receiving Pell grants to the overall retention rate (5-year rolling average 1st to 2nd year)	84%	79.8%	79.4%	79.8%	80.5%	81.4%
Increase the percent of minority faculty over the next 5 years	17%	15.3%	14.2%	13.1%	13.5%	14.4%
Increase the gender balance of female and male faculty	50% Female	51.4%	51.5%	50.6%	49.1%	50.3%
SUPPORTING GOAL 2: CAMPUS VITALITY						
Increase total sponsored funding by 5% (includes federal student financial aid) (5-year rolling average)	27.5 Million	\$26,672,746.00	\$26,074,504.00	\$25,432,738.36	\$24,916,783.00	\$26,277,371.00
Decrease utility usage per square foot (Kbuts)	150	152	156	156	156	159
Increase the number of university buildings rated "fully accessible"	20	31	31	28	25	25
SUPPORTING GOAL 3: COMMUNITY ENGAGEMENT						
Increase the Percent of Participation score to 30 as reported in the NASCE survey (Administered every 4 years by fall 2019 reach 23%)	30%	12%	-	-	-	18%
Increase percent of students that report at least some of their courses included a community-based service-learning project to 60% (first-year) and 90% (seniors)	60% First Year	47.8%	48.5%	53.0%	48.0%	59.0%
	90% Seniors	74.5%	69.6%	68.8%	70.0%	67.0%
Increase the number of unique businesses and community clients served by 15% over the next 5 years (5-year rolling average)	2,625	3362	3370	3000	3120	2800

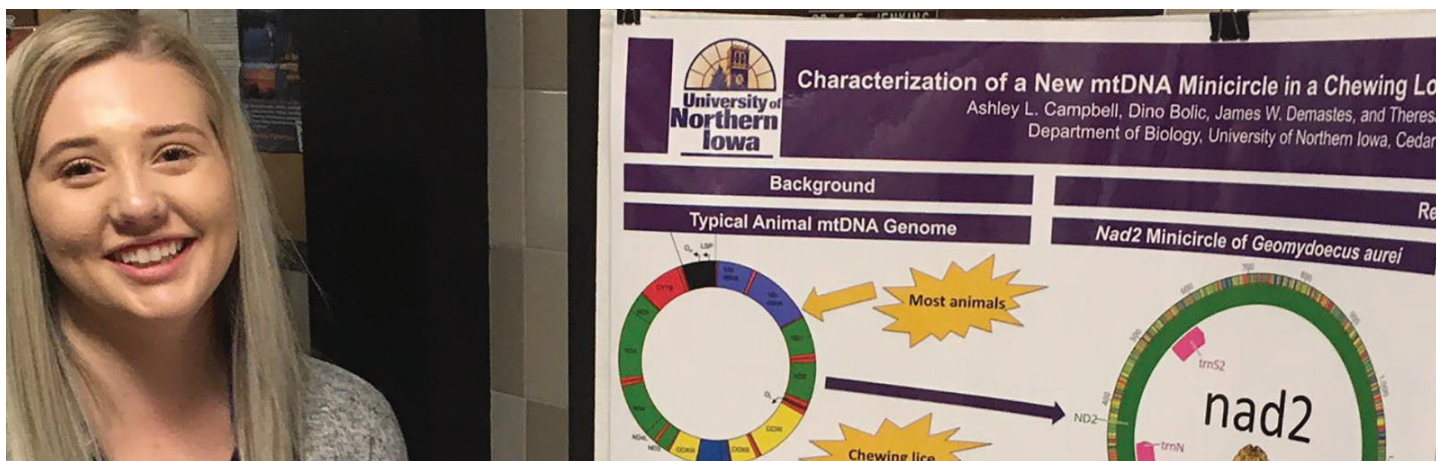
UNIFYING GOAL:

Student Success

Develop and support engaged learning experiences, dynamic and high-quality academic programs, and outstanding faculty and staff to foster student success.

Strategic Initiatives

1. Enhance and increase engaged student learning and high-impact experiences on and off campus, inside and outside of the classroom.
2. Introduce new academic programs, including interdisciplinary programs, in a timely fashion, and complete ongoing evaluation of all academic programs.
3. Strengthen the liberal arts core to provide a foundation for all majors.
4. Recruit, develop, and retain outstanding faculty and staff, and recognize and support service, teaching and scholarship.
5. Advance knowledge through all forms of scholarship and creative endeavors.



University of Northern Iowa Undergrad discovers long-sought gene

University of Northern Iowa junior Ashley Campbell had just made the biggest scientific discovery of her life. Campbell is part of a group of University of Northern Iowa undergraduates researching the genetic makeup of the chewing louse, a grain-sized parasite similar to lice in humans that makes its home on furry animals.

While working in the biology lab Campbell saw something unique in the reams of data - what looked like a match amid hundreds of cloned mitochondrial DNA to a gene known as *nad2*. She showed her find to her research advisor, biology professor James Demastes, who confirmed Campbell had discovered a new gene for this species.

Demastes said, “nobody, anywhere or at anytime, had studied the mitochondrial genome of this species and that her findings were absolutely unique. She really liked being the first human to ever see those sequences and certainly

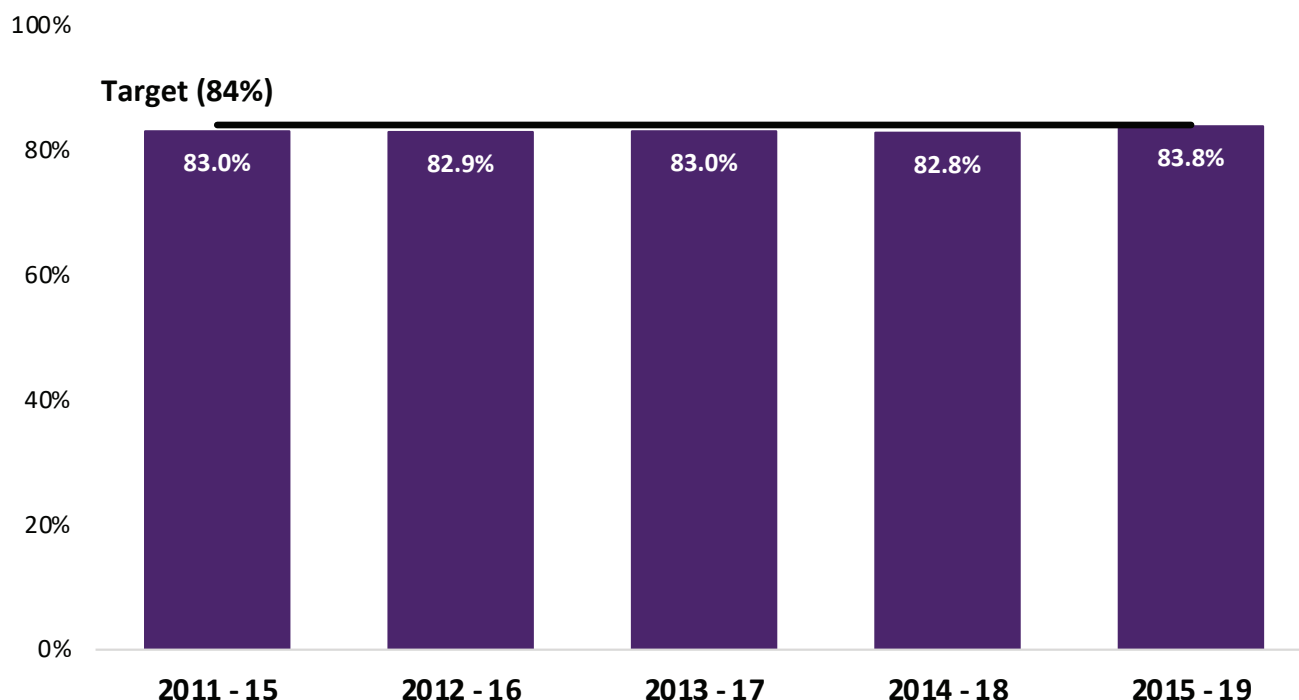
the first person to know where that gene was hiding.”

Demastes and other students at University of Northern Iowa have been studying the chewing louse for years because of their unique segmented mitochondrial DNA, which also gives researchers a chance to study the roles of each individual gene. Those genes can be helpful in discovering treatments for diseases and disorders that stem from the mitochondria in humans.

University of Northern Iowa offers undergraduate students a unique opportunity to do scientific research and Campbell wasn't the first UNI student to discover a new gene.

Campbell is set to graduate in December and is currently working on her application to medical school and studying for the MCATs.

Achieve a 5-year rolling average of 84% retention rate for First Time freshman students from first to second year



Strengths:

- University of Northern Iowa has successfully met the target of 42% 4 year graduation rate.
- University of Northern Iowa is well underway to meeting target of 84% 5-year rolling average for First Time freshman students from first to second year.
- University of Northern Iowa is acting early to remove a significant barrier for future students and will now accept all Credit/No Credit courses taken during Spring 2020 as future transfer credits from all other colleges and universities
- A program from the University of Northern Iowa's College of Business Administration was one of only 25 programs nationwide to receive the AACSB Innovations That Inspire award, which recognizes institutions from around the world that serve as champions of change in the business education landscape.

Opportunities for Growth:

- Improve success rates for underrepresented minority students.
- Continue to remove systemic barriers, for example, program admission requirements such as standardized tests that disproportionately harm students of color, inadequate scholarship funding to meet unmet financial need, lack of representation on campus.
- Improve 2nd to 3rd and 3rd to 4th year persistence rates.
- Disaggrege and analyze data by college, program, race, Pell-eligibility, and major changes, and then make policy and practice recommendations.
- Strengthen success rates for academically at-risk students.
- Analyze the academic, retention, and completion outcomes of students who enter University of Northern Iowa with low high school GPAs. Work on developing more nuanced interventions that address student needs.

SUPPORTING GOAL 1:

Diversity and Inclusion

Provide a campus culture that reflects and values the evolving diversity of society and promotes inclusion.

Strategic Initiatives

1. Attract and retain diverse students, faculty, and staff who are integrated into the campus community.
2. Build and strengthen relationships with underrepresented populations in Waterloo, the Cedar Valley, and Iowa to increase diversity.
3. Build and strengthen multicultural and international relationships in the United States and abroad.
4. Provide a diversity experience for all students and deliver programs, services, and events to educate for and celebrate diversity on campus.
5. Provide an inclusive decision-making process with broad communication and discussion



New University of Northern Iowa committee working to build diversity, equity and inclusion

A new University of Northern Iowa committee tasked with helping to make campus a more inclusive place has begun its work. The President's Diversity, Equity and Inclusion Advisory Committee will advise President Mark Nook on ways to increase the diversity of our students and employees, overcome systemic barriers that impede opportunities for minoritized populations to reach their academic, professional, and personal life goals on campus, and ensure every member of our university enjoys a campus environment that is welcoming, equitable and inclusive.

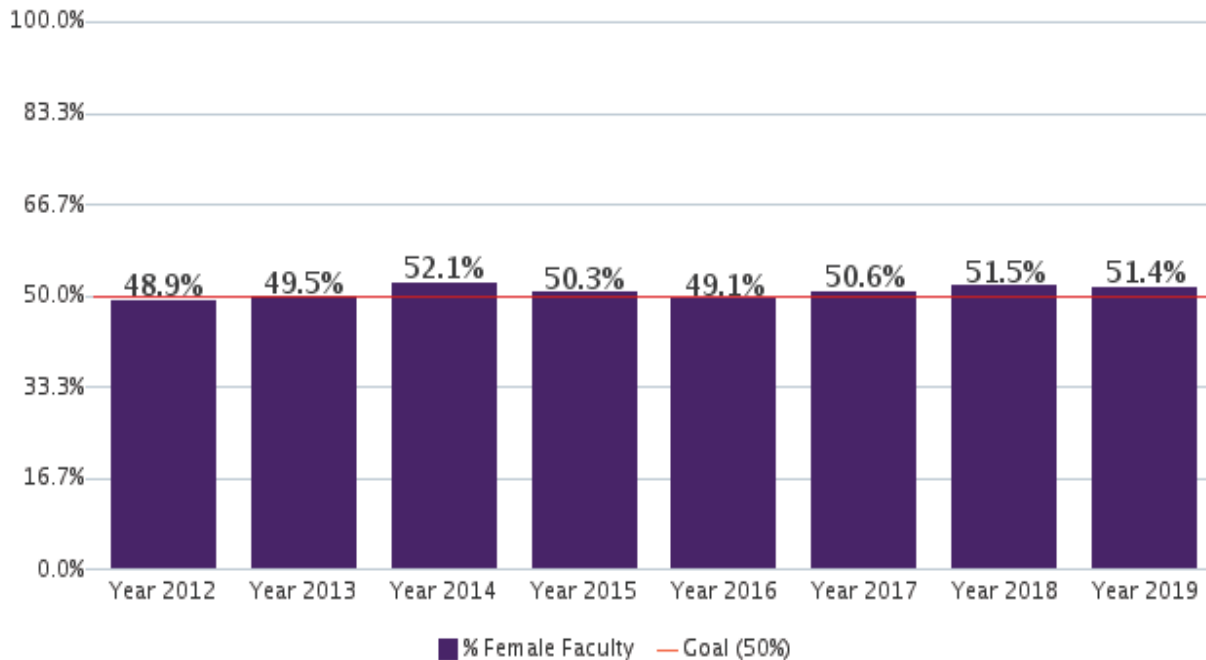
The committee will be chaired by Jamie Butler Chidozie, University of Northern Iowa's director of Diversity, Inclusion and Social Justice.

"Given the recent rising of protestors and allies across the nation who are rightly challenging the systems of oppression that are so ingrained in this country, the work of this new committee is critical for our institution," Nook said. "Our campus is ready for systemic change. As a university, we are committed to creating an institution that recognizes and values every individual for the diversity they bring to our campus community."

Chidozie, who has over a decade of experience in higher education and is a respected advocate for students and employees, said she is ready to facilitate measurable and visible change on campus.

"It is time for us, for UNI, to address the threat and pain of injustice. If we do not, injustice will spread," she said. "I believe the Panther way is not only to show compassion but to do compassion."

Faculty Gender Balance



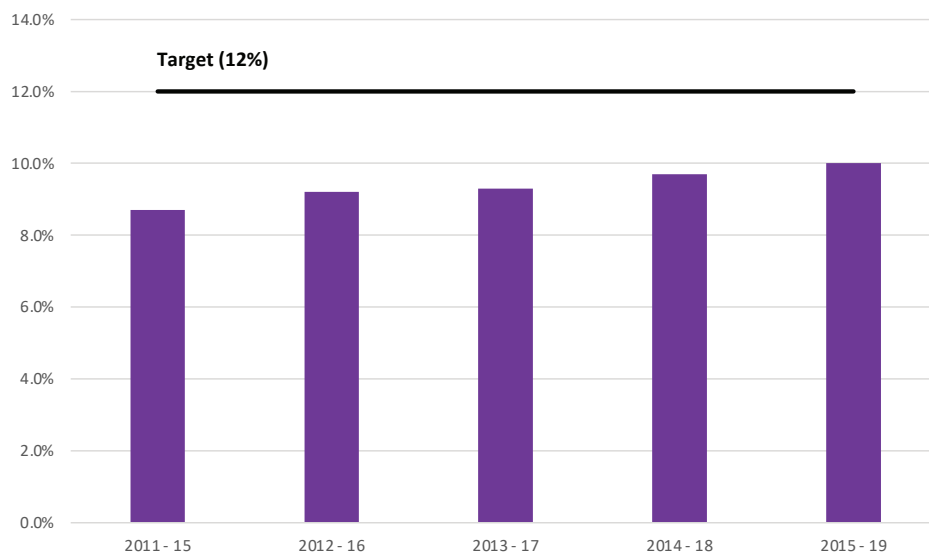
Strengths:

- University of Northern Iowa has continually met its target to increase the gender balance of female and male faculty, with 51.4% female faculty.
- University of Northern Iowa Hosted the first LGBTQ+ Visit day in the state. The day featured a browsing fair highlighting 20 of the university's academic and student support services such as the Learning Center, Financial Aid, Academic Advising, Career Services, and Gender and Sexuality Services. There were also more extra-curricular activities like a PROUD panel, information on college admissions, and a campus tour.
- The University of Northern Iowa is pleased to announce that Michael Graziano, professor of religious studies in the department of philosophy and world religions, has received a \$10,000 seed grant from the Whiting Foundation, which will be used to launch a brand-new Religious Literacy Project in Iowa. Specifically, these funds will be used to organize a professional development seminar to help Iowa public school teachers navigate religion in curriculum and in the classroom.
- The University of Northern Iowa has created a new position within the Office of Diversity, Inclusion and Social Justice as part of an institutional effort to better retain, recruit and serve students of color. The position, retention and mentoring coordinator, was filled by Dacia Carter, who will develop and expand programs designed to mentor and serve underrepresented students on campus.

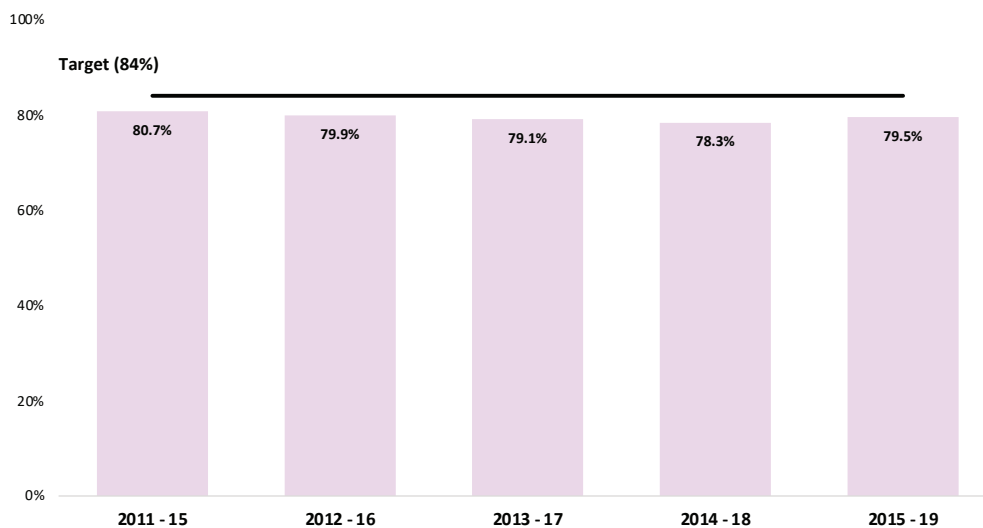
Opportunities for Growth:

In the past 5 years University of Northern Iowa has seen a gradual decline in the percentage of minority students in the freshman class. Although an improvement from 2011, growth has been slow over the years. Attracting and retaining minority freshmen is an area in need of improvement in order to meet 5 Year Target of 15% and 84%.

Year by year comparison of percentage of minority students in the freshman class



Year by year comparison of retention rate of minority freshmen from first to second year



SUPPORTING GOAL 2:

Campus Vitality

Enhance resource and facility development to provide an enriched campus life experience which is both environmentally and fiscally responsible.

Strategic Initiatives

1. Adopt a holistic approach to campus well-being that supports the recruitment, retention, health, and safety of students, faculty and staff.
2. Support academic success by addressing building and infrastructure needs through renewal, maintenance, and upgrades focused on sustainability and efficiency.
3. Continuously improve the quality of services seeking the most efficient and effective delivery method.
4. Enhance revenue streams to the University in order to maintain access and affordability.
5. Support intentional student engagement in the various stages of students' academic careers through curricular, co-curricular, and extra-curricular activities.

University of Northern Iowa receives \$40 million in grants for research and special projects

The University of Northern Iowa was awarded \$40 million in competitive research grants, notching a five-year high in the latest sign of the institution's strength in scholarship.

It's also the sixth highest amount University of Northern Iowa received since 1998. The grants awarded in the 2019 fiscal year, which ended last summer, will support 210 projects, the most since 2010.

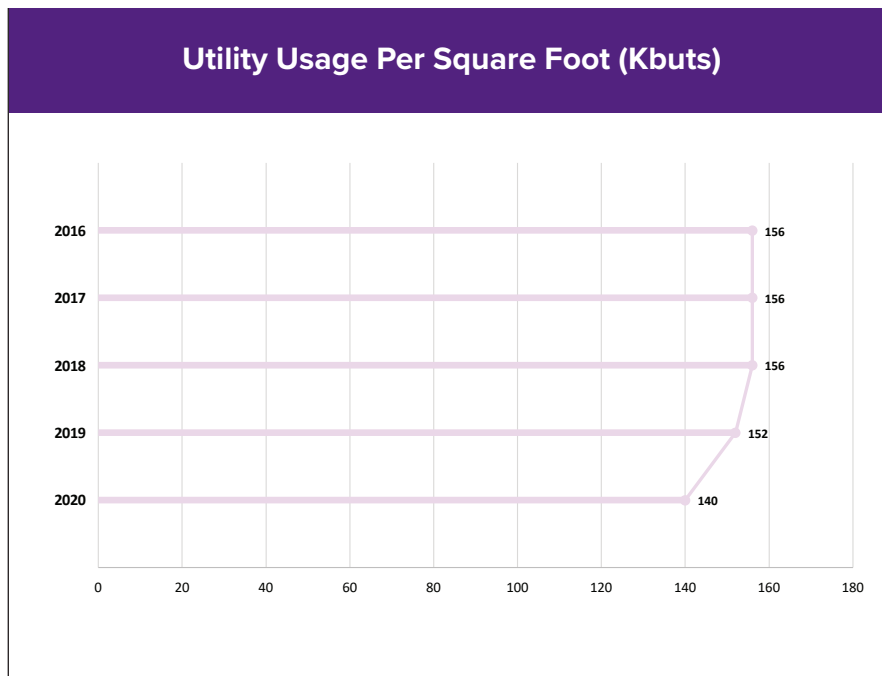
Those projects include important educational work on Iowa air and water quality as well as training to help local school officials address students' mental-health needs and prevent violence.

The grant awards will fund a number of projects including:

- The Iowa Educational Technology and Training Institute at the University of Northern Iowa is developing the IOWA-Q (Iowa Water and Air Quality) project to engage Iowa teachers and students in air quality and water quality monitoring and remediation.
- Grants funded a series of edit-a-thons during the 2018-2019 academic year that will result in the creation and improvement of articles centering on people of color, members of other underrepresented groups, and social justice issues on English Wikipedia.
- The Iowa Department of Education partnered with University of Northern Iowa's Center for Violence Prevention, the Iowa Department of Public Health and the Iowa Department of Human Services to provide training for school personnel to respond to threats of violence and prevent violence on campuses, training for school officials to respond to related mental health crises and education and awareness for students with the intent to prevent violence.
- University of Northern Iowa's Metal Casting Center used grant funding to further upgrade equipment, giving students the chance to work with new materials and develop technologies to help innovate the industry.

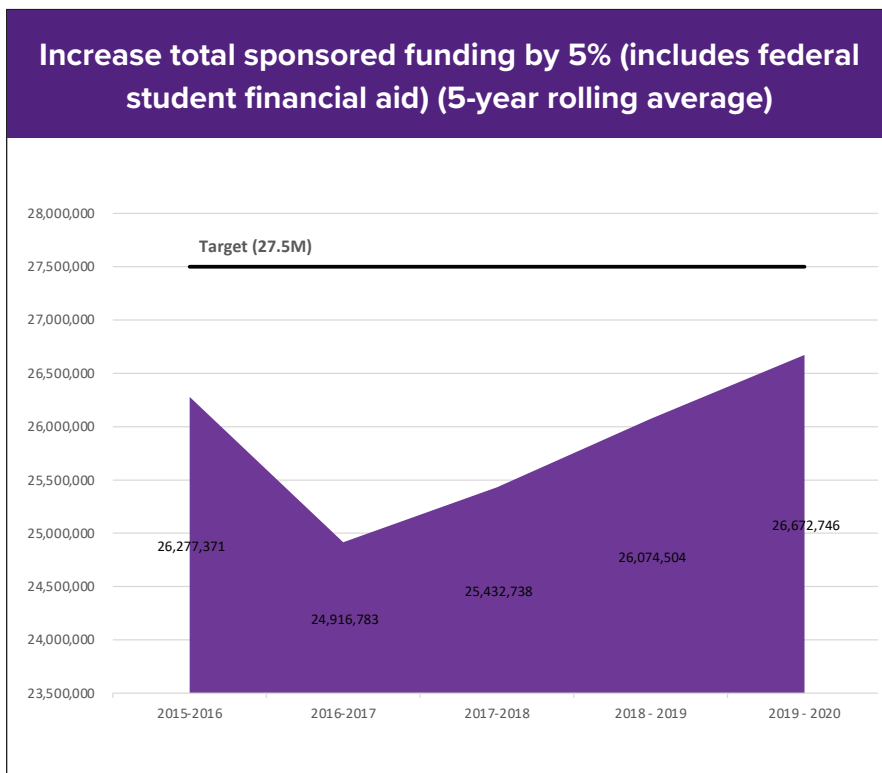
Strengths:

- The University of Northern Iowa has met and surpassed the goal of decreasing utility usage per square foot.
- The University of Northern Iowa developed a new online program “Managing Business and Organizations (MBO) Bachelor of Applied Science.” The program is scheduled to launch Fall 2020 and is designed to help adult learners build upon the skills and knowledge acquired during their Associate of Applied Science degree through the development of professional competencies needed to serve effectively in managerial and supervisory roles.



Opportunities for Growth:

- Continue to enhance revenue streams to the University in order to maintain access and affordability.
- Increase the number and amount of need-based scholarships through the Advancement Division. The University of Northern Iowa’s base year amount of need-based scholarships is \$650,000. The university’s goal is \$950,000.
- Increase total sponsored funding, goal is 27.5 million.



SUPPORTING GOAL 3:

Community Engagement

Create opportunities for students, faculty, and staff to build external relationships that enhance local and global learning experiences and contribute to the cultural and economic vitality of the Cedar Valley and Iowa.

Strategic Initiatives

1. Build and strengthen relationships and partnerships with Cedar Valley and statewide businesses, organizations, and educational institutions to increase diverse experiences and embrace the changing demographics and economic base of Iowa.
2. Provide all students with a community engagement experience.
3. Establish a central access point for community engagement to improve communication and promote campus engagement and participation.
4. Reward and support faculty and staff outreach and community engagement.



University of Northern Iowa interior design students' work wins raves from Coca-Cola

When Coca-Cola's North American division recently teamed up with University of Northern Iowa's Advanced Design Studio II class to create a new in-store fixture, merchandising directors were left impressed.

"We were blown away with the caliber of students and the work they created," said Susan Lazaro, director of Coca-Cola North America Visual Merchandising.

Teams of students designed in-store fixtures promoting Coca-Cola's "mini" line of sodas. Coca-Cola's main office in Atlanta selected a winning design to be considered for production in 2021.

"This was a really neat opportunity to practice working more on the commercial side," said Emily Hamilton, a recent University of Northern Iowa interior design grad and one-half of the winning team.

The winning design showcased packages of mini Coke cans on surfboard-shaped shelves. The process gave students their first glimpse into the variety of opportunities available in

the interior design industry.

"This definitely opened my eyes and made me realize I can use my interior design skills to design fixtures," said University of Northern Iowa interior design grad Natalie Neuzil, who co-designed the winning display with Hamilton.

Students worked with Illinois-based merchandising and retail firm Bish Creative, which gave them hands-on experience with a lesser-known side of the commercial interior design industry.

The project was in collaboration with the Planning and Visual Education (PAVE) initiative, an organization devoted to promoting the retail industry to college students.

University of Northern Iowa's interior design program is accredited by the Council for Interior Design Accreditation, which has rigorous standards meant to prepare students for work in the field. The Advanced Design Studio II class in particular is meant to give students real-world experience.

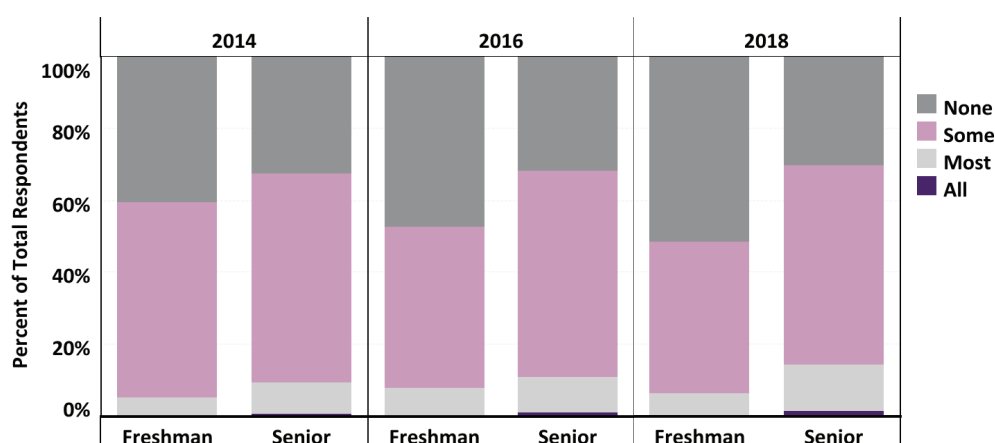
Strengths:

- University of Northern Iowa's Business & Community Services has for 20 consecutive years served clients in all 99 of Iowa's counties. Twelve BCS outreach programs assist in three primary areas 1) entrepreneurship and small business, 2) community and economic development, and 3) environmental assistance and sustainability. BCS served more than 3,300 clients, surpassing the target goal of 2625 clients served by 2022.
- The Service Learning Institute aims to help faculty understand the pedagogy of service-learning and community engagement. As of Spring of 2019, four cohorts of faculty and community partners have participated in the SLI, including 42 University of Northern Iowa faculty/staff and 25 local agencies.
- The process for designating a course as service-learning launched in fall 2019. Accordingly, 11 courses will have the Service-Learning (SL) attribute during the 2020-2021 academic year. There is a SL course in all of University of Northern Iowa's colleges. An SL course must meet seven criteria including building critical thinking and professional communication skills, having the project align with academic coursework and community strengths and needs, student preparation for the project and for active citizenship and social responsibility.

Opportunities for Growth:

The percentage of University of Northern Iowa students taking courses with a community-based project is slowly increasing for freshman students and slowly declining for seniors. This pattern indicates that University of Northern Iowa will not meet the desired targets.

NSSE Survey — About how many of your courses at this institution have included a community based project (Service-learning)?



Supporting Goal 3: Student Success, B. Increase percent of students that report at least some of their courses included a community-based service-learning project to 60% (first-year) and 90% (seniors)

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UNIVERSITY OF NORTHERN IOWA AT A GLANCE

ENROLLMENT

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
TOTAL	11981	11905	11907	11212	10497
UNDERGRADUATE	10169	10104	10005	9561	8973
Transfer Student	3168	3084	3024	2822	2568
	31.2%	30.5%	30.2%	29.5%	28.6%
Resident	9086	9097	9050	8705	8201
	89.3%	90.0%	90.5%	91.0%	91.4%
Pell Eligible	2710	2685	2762	2600	2301
	26.6%	26.6%	27.6%	27.2%	25.6%
Currently Taking 1+ Online Course	1661	1405	1812	2004	2031
	16.3%	13.9%	18.1%	21.0%	22.6%
GRADUATE	1812	1801	1902	1651	1524
Master's Candidate	1195	1119	1104	1099	968
	65.9%	62.1%	58.0%	66.6%	63.5%
Sp/Doctoral Candidate	117	107	97	77	57
	6.5%	5.9%	5.1%	4.7%	3.7%
Other Candidate	500	575	701	475	499
	27.6%	31.9%	36.9%	28.8%	32.7%
Taking 1+ Online Course	658	656	575	636	558
	36.3%	36.4%	30.2%	38.5%	36.6%
DIVERSITY (ENROLLMENT)	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
TOTAL	11981	11905	11907	11212	10497
-- 2 or more	229	215	221	220	257
-- American Indian or Alaskan Native	23	33	36	36	13
-- Asian	134	141	146	146	138
-- Black or African American	352	330	317	310	254
-- Hispanic or Latino	379	427	430	412	437
-- Native Hawaiian or other Pacific Islander	7	9	7	7	10
-- Not Available or Unknown	990	997	1065	1002	767
-- White	9867	9753	9685	9079	8621
STUDENT SUCCESS					
2ND YEAR RETENTION RATES — 2014 - 2018 COHORTS	2014	2015	2016	2017	2018
	80.1%	85.9%	81.2%	83.6%	83.4%
Female	81.8%	86.1%	82.6%	84.9%	82.1%
Male	77.6%	85.5%	78.9%	81.6%	85.8%
Resident	81.1%	86.0%	81.4%	84.0%	83.8%
Non-Resident	66.9%	84.5%	78.3%	79.9%	79.2%
Pell Eligible	76.4%	81.0%	76.8%	78.1%	78.7%
Non-Pell Eligible	81.5%	87.8%	82.7%	85.5%	85.1%

4-YEAR GRADUATION RATES (2011 - 2015 COHORTS)	2011	2012	2013	2014	2015
	39.9%	40.0%	43.3%	40.6%	44.1%
Female	42.1%	43.8%	46.7%	43.5%	47.3%
Male	36.1%	33.6%	37.6%	36.3%	38.8%
Resident	39.7%	39.8%	43.1%	41.3%	44.4%
Non-Resident	41.4%	41.7%	45.1%	31.5%	40.5%
Pell Received/Eligible	35.5%	35.7%	38.4%	34.5%	40.6%
Non-Pell Received/Eligible	41.0%	41.5%	44.8%	42.8%	45.4%
5-YEAR GRADUATION RATES (2010 - 2014 COHORTS)	2010	2011	2012	2013	2014
	61.6%	64.1%	62.0%	64.8%	59.6%
Female	64.6%	65.1%	65.4%	67.9%	63.8%
Male	56.7%	62.5%	56.2%	59.6%	53.7%
Resident	61.8%	64.2%	61.6%	65.0%	60.6%
Non-Resident	59.1%	62.5%	66.1%	62.0%	47.7%
Pell Received/Eligible	51.8%	61.2%	56.1%	61.1%	51.7%
Non-Pell Received/Eligible	65.2%	64.9%	64.0%	65.9%	62.5%
6-YEAR GRADUATION RATES (2009 - 2013 COHORTS)	2009	2010	2011	2012	2013
	67.6%	65.0%	67.3%	65.3%	67.3%
Female	69.1%	67.3%	68.4%	68.9%	69.8%
Male	65.1%	61.3%	65.6%	59.2%	63.2%
Resident	68.5%	65.1%	67.7%	65.1%	67.5%
Non-Resident	53.3%	63.6%	63.2%	68.5%	65.5%
Pell Received/Eligible	60.8%	55.5%	65.2%	58.9%	63.6%
Non-Pell Received/Eligible	69.4%	68.6%	67.9%	67.5%	68.5%
DEGREES AWARDED	2014	2015	2016	2017	2018
Total	2768	2692	2579	2722	2739
Graduate	465	526	453	538	561
-- Masters	446	503	431	508	534
-- Specialist	5	9	8	7	8
-- Doctorate	14	14	14	23	19
Undergraduate	2303	2166	2126	2184	2178
STEM Degrees Awarded	2014	2015	2016	2017	2018
Total	188	178	187	244	330
Graduate	7	38	15	42	30
Undergraduate	181	140	172	202	300
FACULTY INFORMATION	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
Student to Faculty Ratio	17 TO 1	17 TO 1	18 TO 1	18 TO 1	17 TO 1
Full-time Faculty	547	608	589	539	560
	78.3%	80.5%	78.8%	74.8%	81.8%
ALUMNI	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
Total Living Alumni	112,926	114,716	116,766	118,729	120,686

ESTABLISHED IN 1876

10,497 STUDENTS

120K+ ALUMNI

Named one of the country's most **Environmentally Responsible Colleges** in *Princeton Review's* Guide to 399 Green Colleges

Ranked No. 2 by *U.S. News & World Report's* "America's Best Colleges," **Best Regional Universities** (Midwest)

Ranked as one of the **"Best in the Midwest"** Colleges: Region by Region by *The Princeton Review* (2019)

17:1 Student to faculty ratio

2,739 DEGREES AWARDED:

83.4% 2nd year retention rates

2,178 BACHELOR'S

534 MASTER'S

8 SPECIALIST

3.59 Average freshman high school gpa

19 DOCTORATE

TOP UNIVERSITY FOR TRANSFER STUDENTS
(PHI THETA KAPPA TRANSFER HONOR ROLL)

41

CENTERS AND
INSTITUTES

32

ACADEMIC
DEPARTMENTS

4

COLLEGES