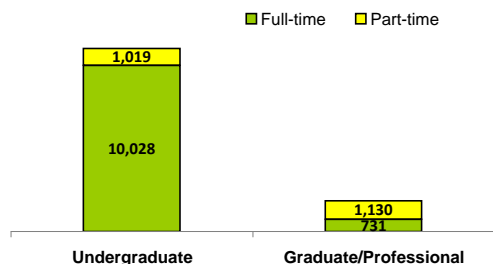


"It feels just right" . . . that's how many of our 12,500 students describe the University of Northern Iowa. Large enough to provide a rich and full college experience, but small enough that you get to know faculty personally and make new friends easily. We're ranked #2 among Midwest comprehensive universities by U.S. News and World Report. We put students first with quality faculty who pride themselves on teaching, an excellent faculty-to-student ratio, exceptional graduation rates, a winning Division I Panther athletics program, one of America's best college dining services, a vibrant campus life, and outstanding internship and job placement assistance. Visit our website at www.uni.edu <<http://www.uni.edu>> or call us at (319) 273-2281 or (800) 772-2037 to learn more about us and to schedule a campus visit.

Student Characteristics (Fall 2008) [More](#)

TOTAL NUMBER OF STUDENTS 12,908

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total 11,047

Gender

Women	6,244	57%
Men	4,803	43%

Race/Ethnicity

African American / Black	300	3%
American Indian / Alaskan Native	28	0%
Asian / Pacific Islander	121	1%
Hispanic	199	2%
International	264	2%
White	9,758	88%
Race/Ethnicity Unknown	377	3%

Geographic Distribution (Degree-Seeking)

Iowa	92%
Other US States & Territories	5%
Other Countries	2%

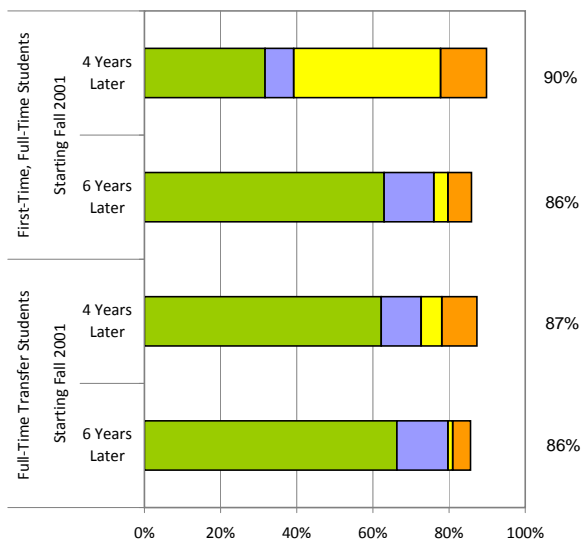
Age (Degree-Seeking)

Average Age	21
Percent of Undergraduates Age 25 or Older	9%

Undergraduate Success and [More](#)

Progress Rate

■ Graduated from UNI ■ Graduated from other Institution
■ Still Enrolled at UNI ■ Still Enrolled at other Institution



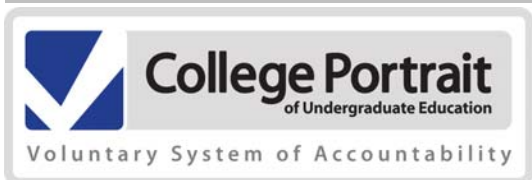
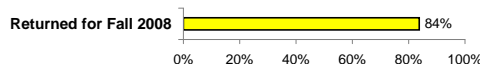
A 90% four-year success and progress rate means that 90% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2001 entering class shown in the graph above.

- 2,064 First-Time, Full-Time Students
- 1,126 Full-Time Transfer Students

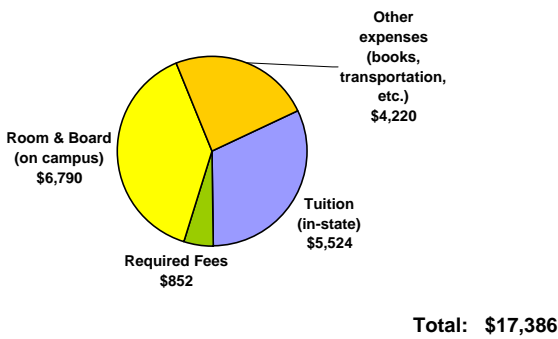
[CLICK HERE](#) for Detailed Success & Progress Rate Tables

Retention of Fall 2007 First-Time, Full-time Students



One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2008-09)



[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)
To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates (Fall 2008)

Overall Financial Aid

- 80% of Fall 2008 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

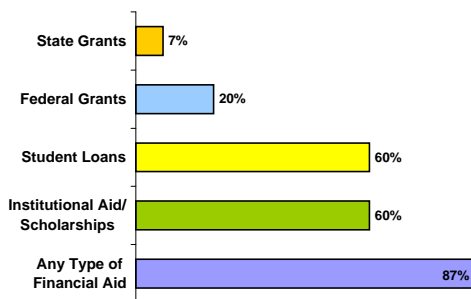
Annual Need-Based Scholarships & Grants

- 28% of Fall 2008 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$3,732.

Annual Need-Based Loans

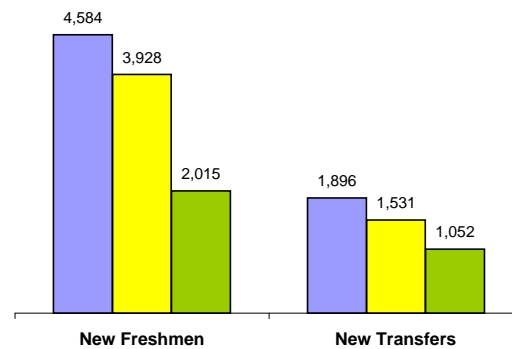
- 67% of Fall 2008 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$7,124.

Percent of Fall 2008 First-Time Students Receiving Each Type of Financial Aid



NOTE: Student may receive aid from more than one source.

Applied Admitted Enrolled



Academic Preparation of New Freshman

Test(s) Required for Admission: ACT or SAT

Middle 50% of Test Score Range	ACT	SAT
Composite	21-26	
Math	19-24	441-591
English	20-25	
Critical Reading		461-580

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class	48%
Percent in top 50% of High School Graduating Class	85%
Average High School GPA (4-point scale)	3.45

Degrees and Areas of Study

[More](#)

Degrees Awarded at UNI in 2007-08

Bachelor's	2,221
Master's	474
Doctoral	16
Specialist	9
Total	2,720

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2007-08

Business	20%
Education	21%
Social Sciences	8%
Communications/Journalism	6%
Visual and Performing Arts	6%
All other degree areas	39%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

The Community

Students will find a wide variety of activities on campus and within the Cedar Falls/Waterloo community. Catch a Broadway show at the Gallagher-Bluedorn Performing Arts Center, attend a lecture by a nationally recognized speaker, conquer the indoor rock-climbing wall at the Wellness/Recreation Center or cheer on the Division I Panthers. The surrounding communities offer live music, comedy clubs, waterparks, great restaurants, shopping, coffee shops, parks and more than 80 miles of bike trails. You can also catch an exciting minor league hockey match or baseball game. There's always something interesting to do.



Study at UNI [More](#)

Classroom Environment

Students per Faculty	16 to 1
Undergraduate classes with fewer than 30 students	66%
Undergraduate classes with fewer than 50 students	92%

Full-Time Instructional Faculty

Total Faculty	621
% Women	44%
% from Minority Groups	11%
% with Highest Degree in Field	71%

Carnegie Classification of Institutional Characteristics [More](#)

Basic Type

Master's Colleges and Universities (larger programs)

Size and Setting

Large four-year, primarily residential

Enrollment Profile

Very high undergraduate

Undergraduate Profile

Full-time four-year, selective, higher transfer-in

Undergraduate Instructional Program

Professions plus arts & sciences, some graduate coexistence

Graduate Instructional Program

Doctoral, professional dominant

NOTE: Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on Carnegie Classifications.

Student Housing [More](#)

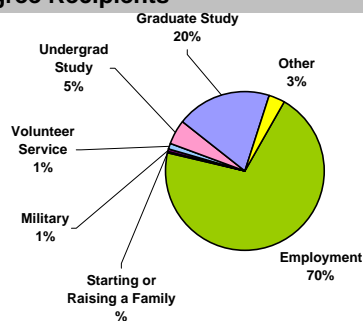
90% of new freshmen live on campus
34% of all undergraduates live on campus

Campus Safety [More](#)

The Department of Public Safety (www.vpaf.uni.edu/pubsaf) is a full-service law enforcement agency for the campus and has over 25 certified officers. The campus safety program includes blue light emergency telephones, an escort service, campus walking patrols, crime alerts, video monitoring of parking areas and crime prevention programming (including RAD). The UNI Alert (www.uni.edu/resources/alert) system notifies students, faculty and staff of emergencies on campus via text messaging, voice mail and email. As a result of these efforts, the campus is a safe environment and crime is minimal.

[CLICK HERE](#) for Campus Crime Statistics report.

Future Plans of 2007-08 Bachelor's Degree Recipients



[CLICK HERE](#) for information on survey administration, sample, and response rate.

Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how UNI evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2007-08 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on the NSSE survey.

Group Learning Experiences

- 96% percent of seniors worked with classmates on assignments outside of class.
- 54% of seniors tutored or taught other students
- 23% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 84% of seniors spent at least 6 hours per week preparing for class
- 15% of seniors worked on a research project with a faculty member
- 58% of seniors participated in an internship, practicum, or field experience
- 61% of seniors participated in community service or volunteer work
- 12% of seniors participated in study abroad
- 97% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 97% of seniors believe this institution provides support for student success
- 69% of seniors rated the quality of academic advising at this institution as good or excellent
- 66% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 94% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

- 89% of seniors would attend this institution if they started over again
- 91% of seniors rated their entire educational experience as good or excellent
- 88% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

- 59% of seniors believed that the campus staff were helpful, considerate, or flexible
- 80% of seniors believed that faculty are available, helpful, or sympathetic
- 95% of seniors reported that faculty members provided prompt feedback on their academic performance
- 72% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

- 58% of seniors reported that they often tried to understand someone else's point of view
- 89% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 34% of seniors often had serious conversations with students of a different race or ethnicity

Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at UNI

UNI has had procedures in place for the assessment of student learning since the early 1990's. Each department is required to develop statements of intended student learning outcomes for each academic program area, along with a plan for assessing student learning in the program. Information gathered from assessment of student learning is used to make changes at the course and curriculum level in order to increase levels of student performance for the stated outcomes. Learning in the Liberal Arts Core is measured through assessments conducted for each category of courses in the Core through the LAC category Review Process and through administration of the National Survey of Student Engagement (NSSE), since 2005, and through use of the Measure of Academic Proficiency and Progress, still being pilot tested.

[CLICK HERE](#) for examples of student learning assessment and outcomes at UNI

Pilot Project to Measure Core Learning Outcomes

Results from the pilot project using one of the three learning outcomes tests are not yet available.

The College Portrait

The College Portrait provides consistent, comparable and transparent information on the characteristics of colleges and universities about their students, cost of attendance, student engagement with the learning process, and core educational outcomes. The information is intended for students, families, policy-makers, campus faculty and staff, the general public, and other higher education stakeholders.

College Portrait is coordinated by the **Voluntary System of Accountability** (<http://www.voluntarysystem.org/>), a collaborative effort among the **American Association of State Colleges and Universities** (AASCU) (<http://www.aascu.org/>), the **National Association of State Universities and Land-Grant Colleges** (NASULGC) (<http://www.nasulgc.org/>), and the public higher education community.

The links below provide more detailed information about each of the major areas of the University of Northern Iowa College Portrait.

Student Characteristics

More information on student characteristics - <http://www.uni.edu/collegeportrait/characteristics.shtml>

Undergraduate Success and Progress Rate

More information on undergraduate success and progress rate - <http://www.uni.edu/collegeportrait/success.shtml>

Cost of Attendance and Financial Aid

More information on cost of attendance and financial aid - <http://www.uni.edu/collegeportrait/cost.shtml>

Out of state costs - <http://www.uni.edu/collegeportrait/cost.shtml#outofstate>

Calculate your cost to attend UNI - https://access.uni.edu/cgi-bin/calc_aid/calc_aid.cgi

Undergraduate Admissions

More information on undergraduate admissions - <http://www.uni.edu/admissions/>

Degrees and Areas of Study

List of undergraduate and graduate programs - <http://www.uni.edu/collegeportrait/degrees.shtml>

The Community

Admissions - <http://www.uni.edu/admissions/>

Academics - <http://www.uni.edu/resources/academics/>

Financial Aid - <http://www.uni.edu/collegeportrait/cost.shtml>

Advising and Careers - <http://www.uni.edu/collegeportrait/careers.shtml>

Student Life - <http://www.uni.edu/collegeportrait/studentlife.shtml>

Diversity Matters - <http://www.uni.edu/diversity.shtml>

Meet our Students - <http://www.uni.edu/infosys/profiles/>

Virtual Campus Tour - <http://www.uni.edu/infosys/tour/>

About Cedar Valley - <http://www.uni.edu/collegeportrait/community.shtml>

Study at UNI

More information on studying at UNI - <http://www.uni.edu/collegeportrait/study.shtml>

Carnegie Classifications of Institutional Characteristics

Carnegie Classification for Community Engagement - <http://www.uni.edu/collegeportrait/carnegie.shtml>

Carnegie Classifications of Institutional Characteristics - <http://www.carnegiefoundation.org/classifications/index.asp?key=785>

Student Housing

More information on student housing - <http://www.uni.edu/collegeportrait/housing.shtml>

Campus Safety

More information on campus safety - <http://www.uni.edu/collegeportrait/safety.shtml>

Campus Crime Statistics Report - http://www.vpaf.uni.edu/pubsaf/crime_stats/index.shtml

Future Plans of 2006/07 Bachelor's Degree Recipients

Survey administration, sample and response rate - <http://www.uni.edu/collegeportrait/gradsurvey.shtml>

Student Experiences and Perceptions

Examples of how UNI evaluates the experiences of its students - <http://www.uni.edu/collegeportrait/experiences.shtml>

Information on the NSSE Survey - http://nsse.iub.edu/html/annual_reports.cfm

Student Learning Outcomes

Examples of student learning assessment and outcomes at UNI - <http://www.uni.edu/collegeportrait/outcomes.shtml>

Maintained by the Office of Institutional Research (instrsch@uni.edu)
and University Marketing & Public Relations (umpr@uni.edu)