



UNDERSTANDING OUR STUDENTS AND AN UPDATE ON RETENTION AND GRADUATION PROGRESS

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Presentation Designed To...

- Enhance understanding of our IUPUI Indianapolis new beginners and transfers
- Provide a progress update on retention and graduation rates
- Explain what factors are associated with student success outcomes
- Facilitate dialogue and action planning

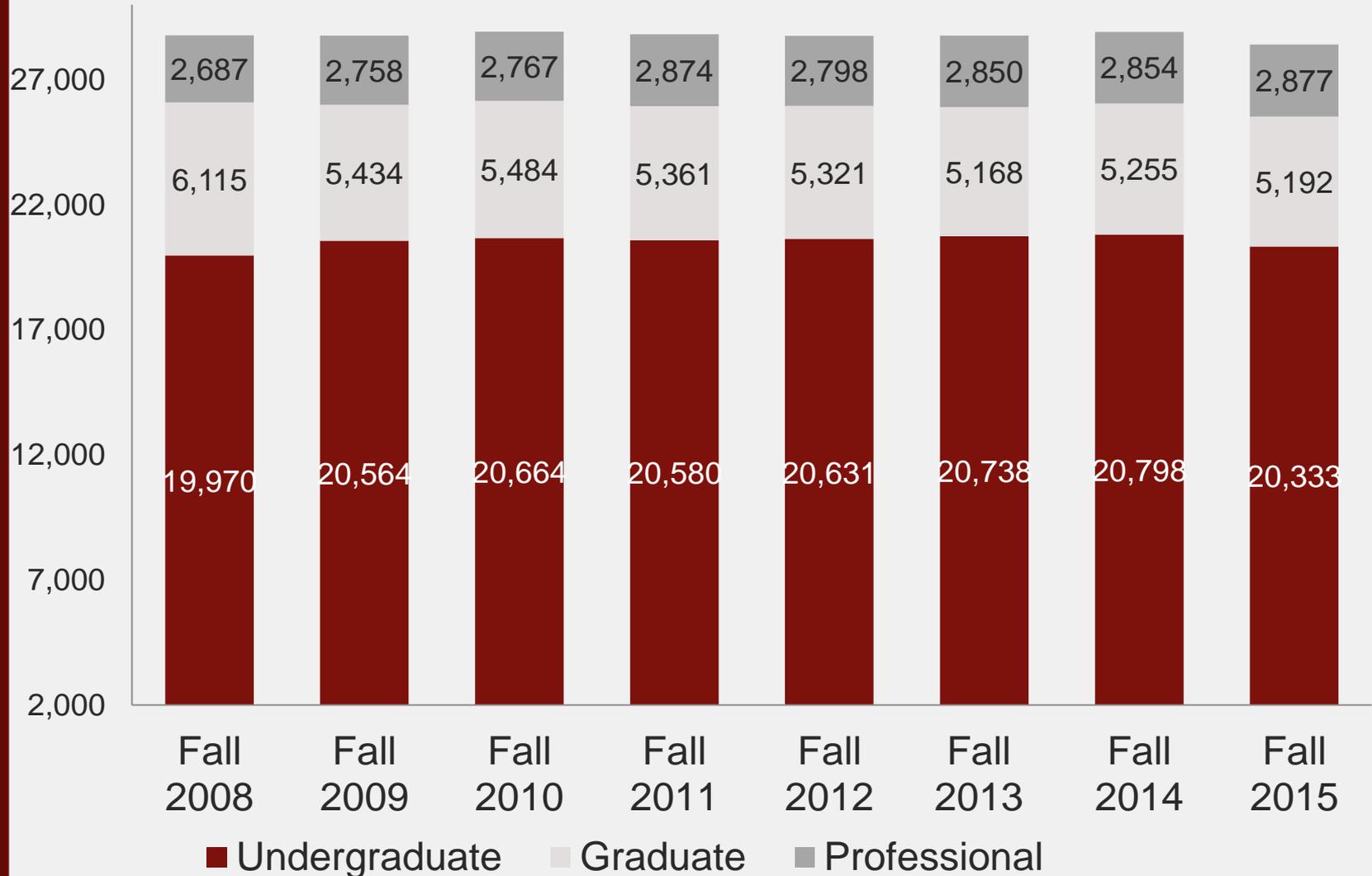


Context and Information About Our Students

Undergraduate Student Enrollment

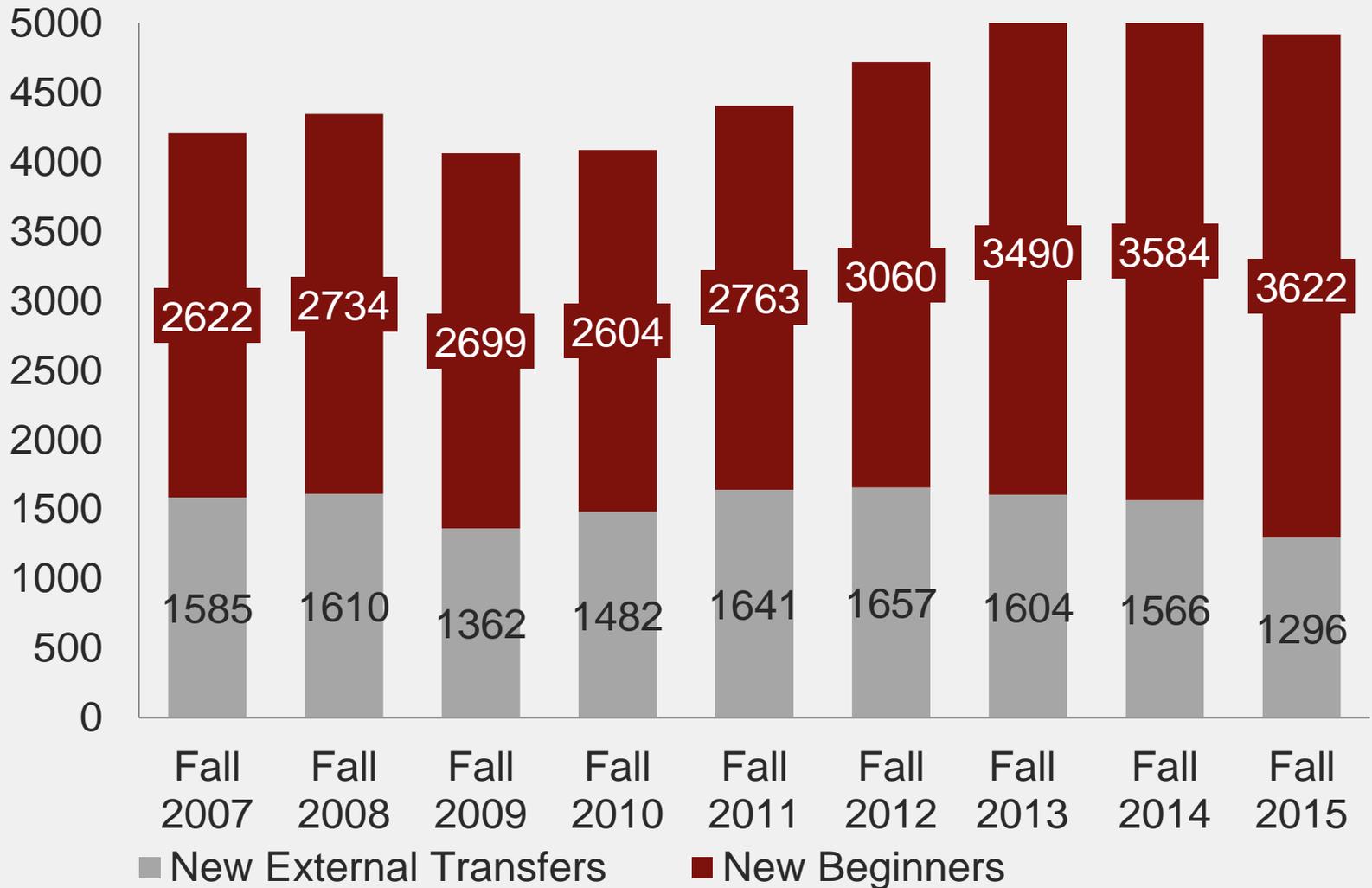
IUPUI Indianapolis Includes Part-Time and Full-Time, 2015 Total 28,402

Total Enrollment IUPUI IN and CO = 30,105

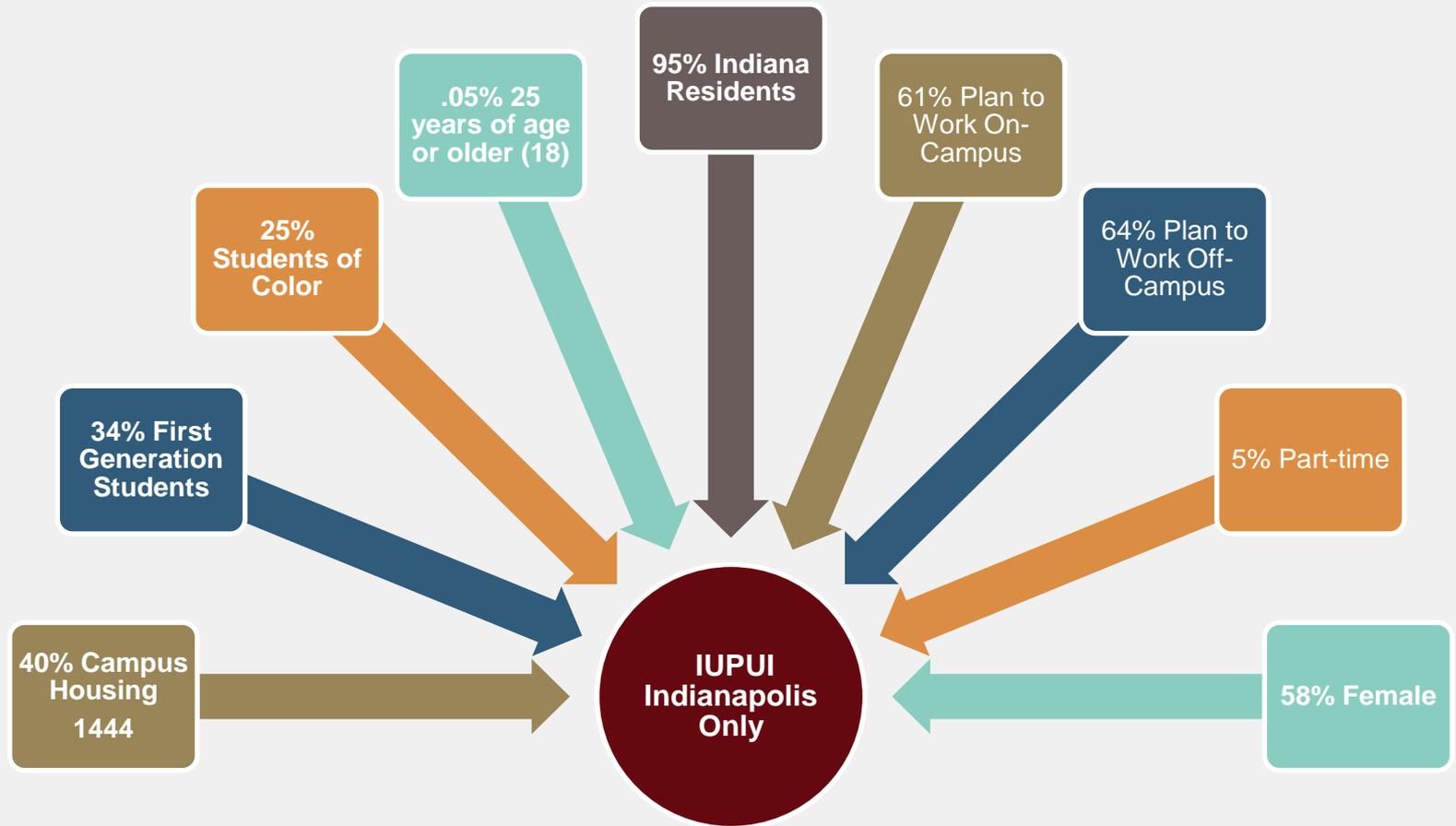


New Beginners and External Transfers

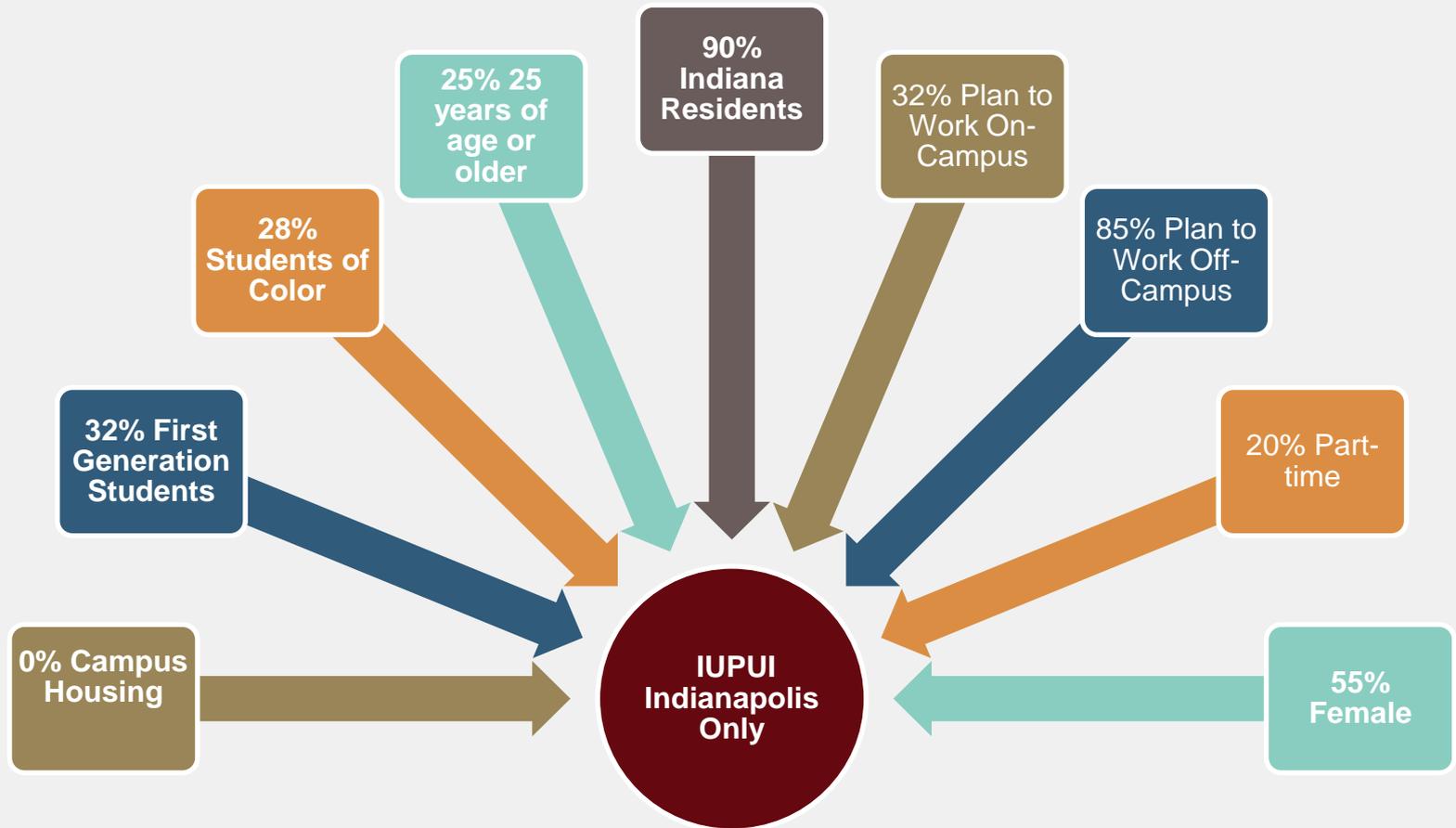
IUPUI Indianapolis Includes Part-Time and Full-Time



New Beginners 2015

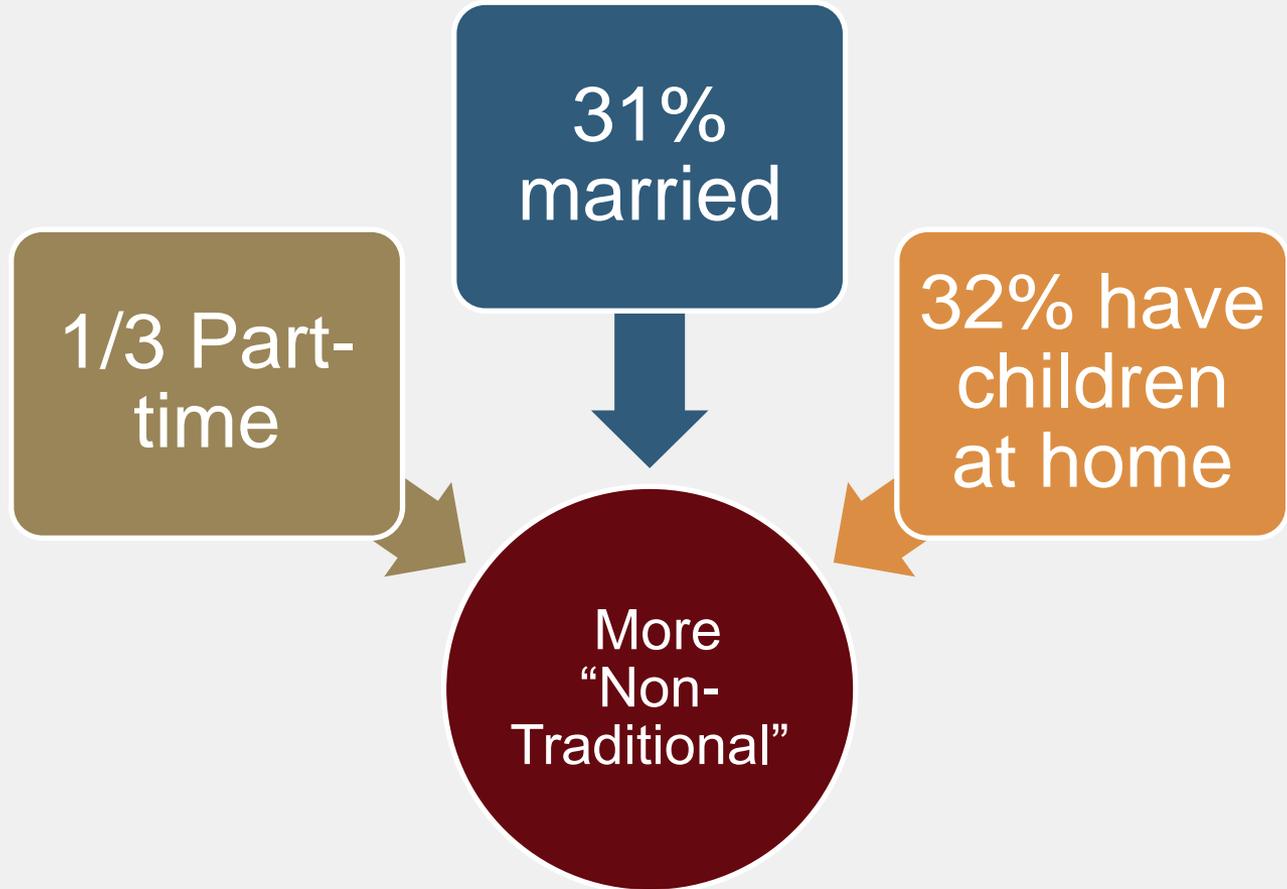


New External Transfers 2015



All Transfer Students

Source Continuing Student Survey



Top 10 Reasons For Choosing IUPUI New Beginners Fall 2014

1. Availability of specific academic programs (majors)
2. Institution's academic offerings such as courses, certification, and degrees
3. Graduates get good jobs
4. Opportunity for an IU or Purdue Degree
5. Job, career, and internship opportunities available in Indianapolis while attending school
6. Career and job opportunities available in Indianapolis after I complete my degree.
7. Availability of financial aid/scholarship
8. Cost
9. IUPUI's reputation
10. Social opportunities associated with IUPUI located in city of Indianapolis

Rank ordered by mean ratings out of 21 items

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Rank ordered by mean ratings out of 21 items

The top 10 Reasons Why Beginning African American Students Select IUPUI

N= 162 Respondents

1. Availability of specific academic programs (majors)
2. **Availability of financial aid/scholarship**
3. Career and job opportunities available in Indianapolis after I complete my degree
4. Opportunity for an IU or Purdue Degree
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6. Institution's academic offerings such as courses, certification, and degrees
7. Graduates get good jobs
8. Cost
9. IUPUI's reputation
10. Social Climate/Activities at the College

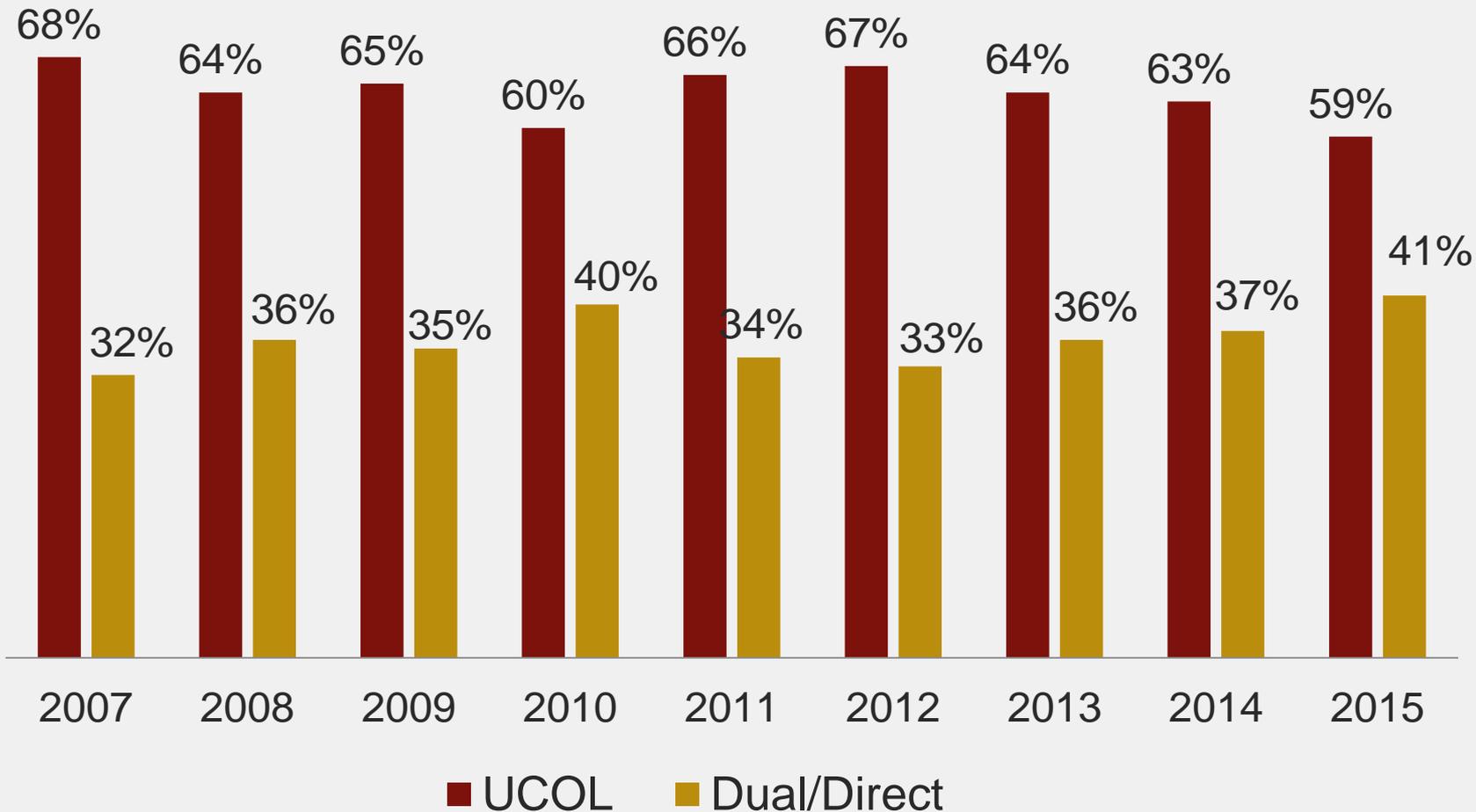
Rank ordered by mean ratings out of 21 items

Top 10 Reasons For Choosing IUPUI New External Transfers Fall 2015

1. Institution's academic offerings such as courses, certification, and degrees
2. Availability of specific academic programs (majors)
3. Opportunity for an IU or Purdue Degree
4. Graduates get good jobs
5. Career and job opportunities available in Indianapolis after I complete my degree.
6. Job, career, and internship opportunities available in Indianapolis while attending school
7. Availability of financial aid/scholarship
8. Cost
9. IUPUI's reputation
10. Wanted to live near home

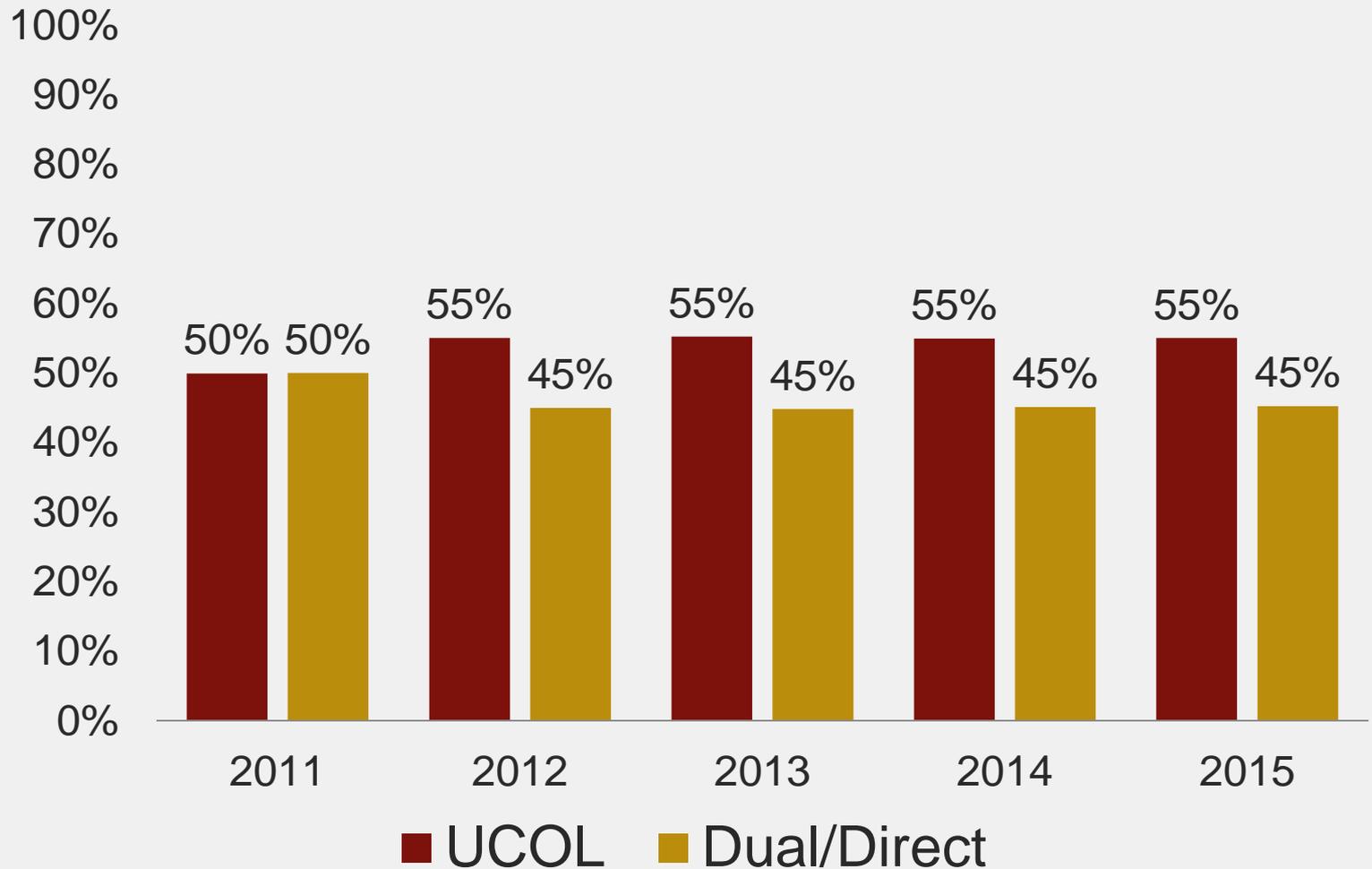
Rank ordered by mean ratings out of 21 items

New Beginners Direct/Dual and University College Admits

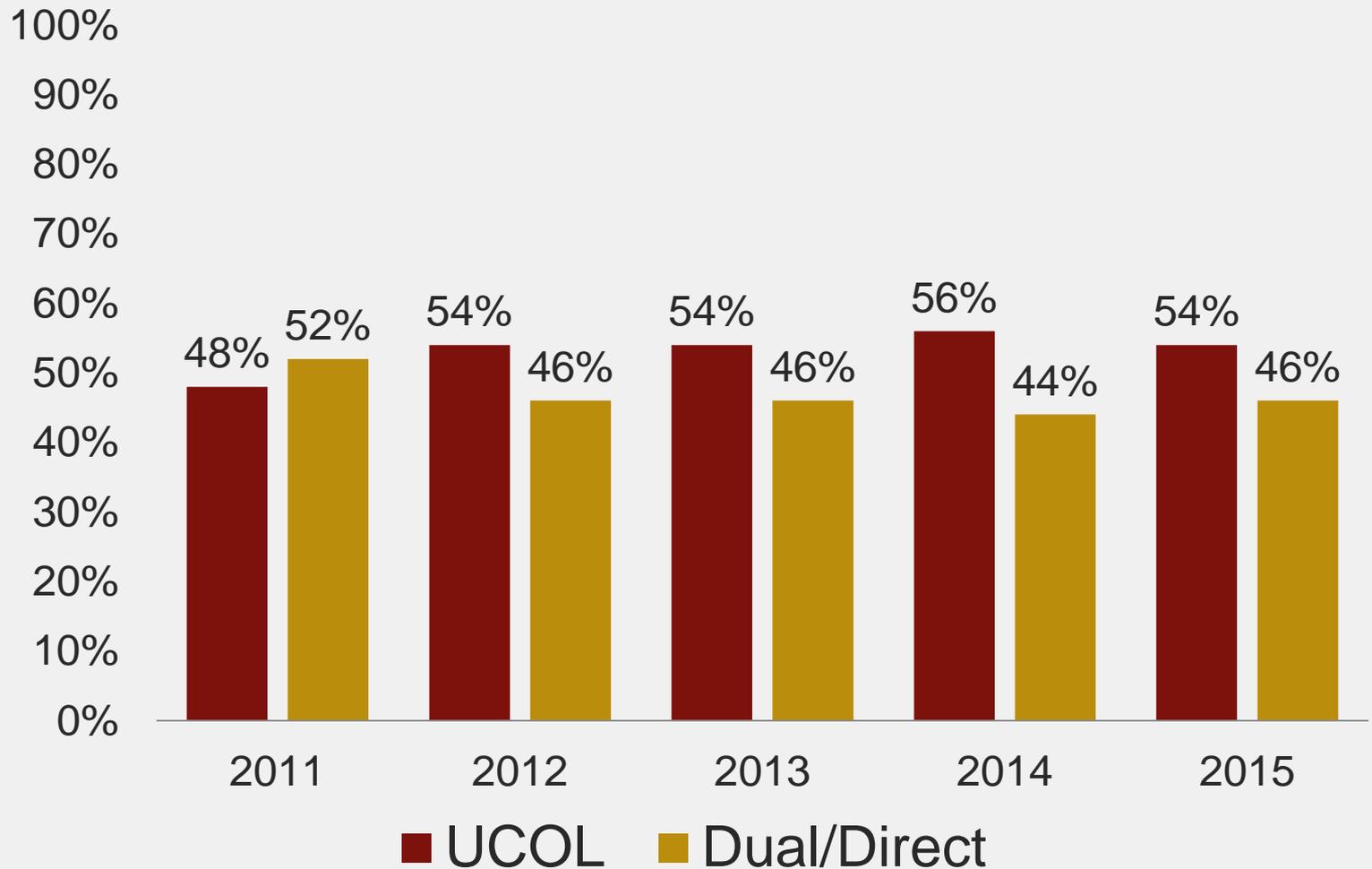


2014 University College One-Year retention 64%, Direct/Dual Admit 77%,
Overall IUPUI Indianapolis Retention Rate FT, FT Retained IUPUI IN campus 69%

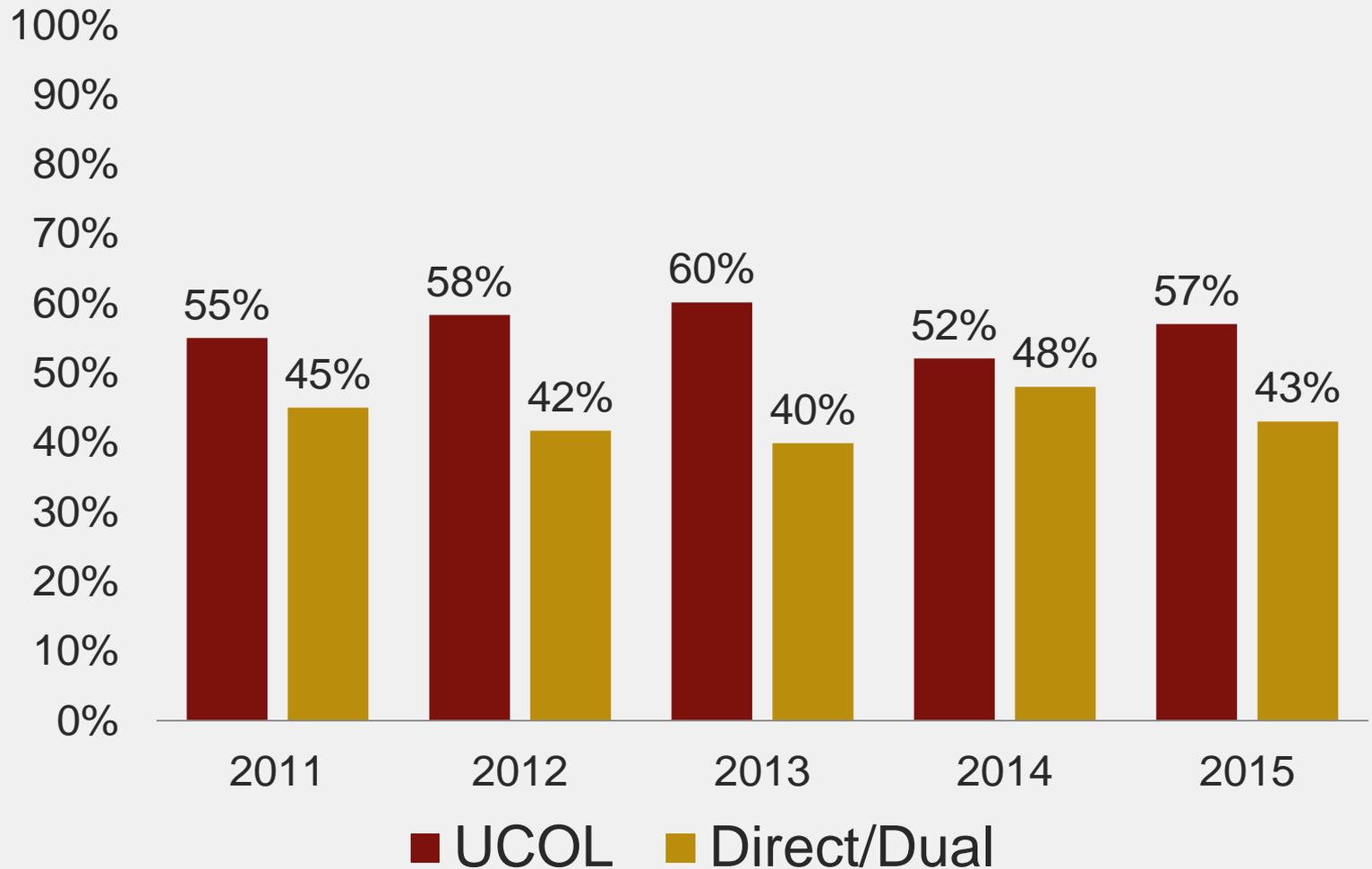
New External Transfers Direct/Dual and University College Admits (Part-Time and Full-Time)



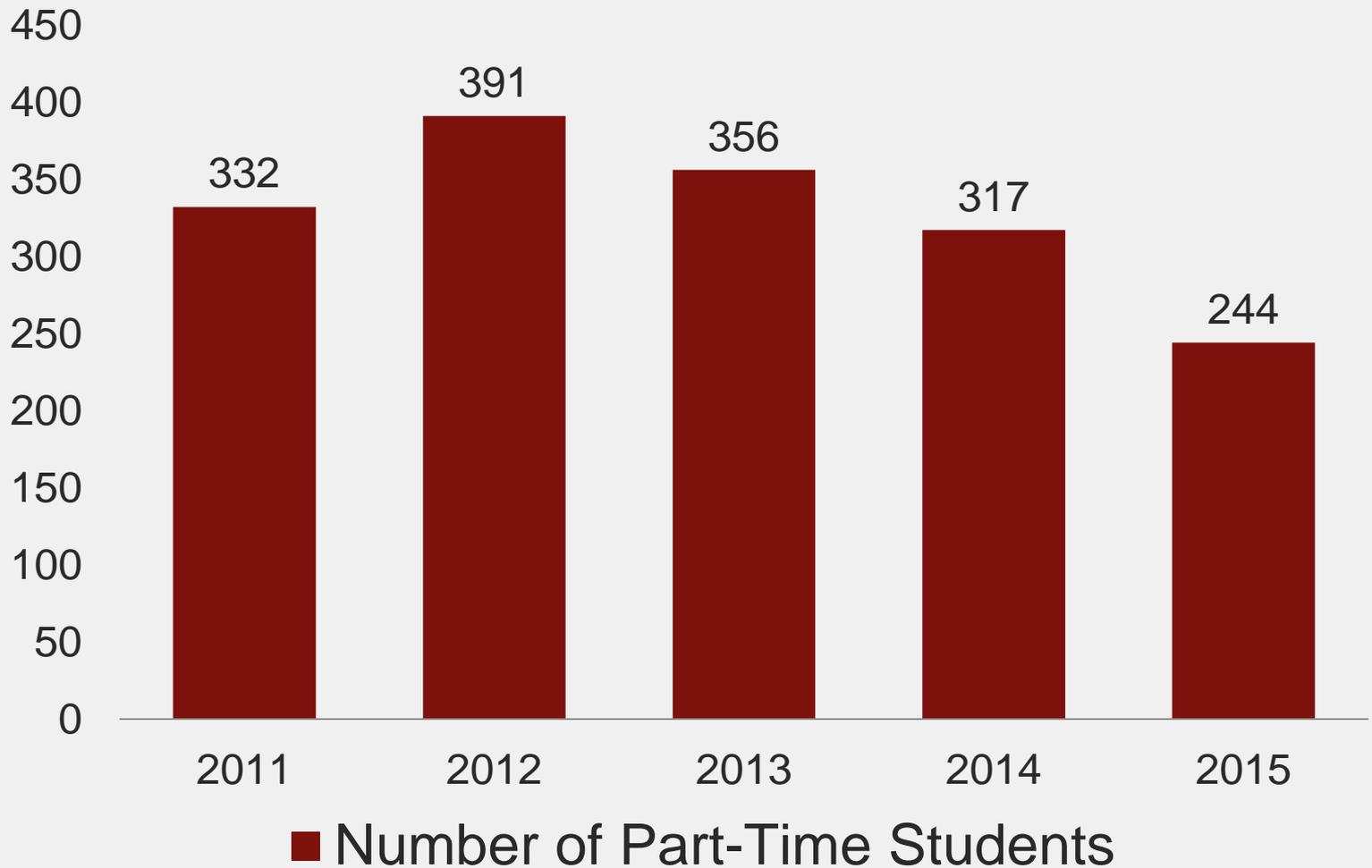
New External Transfers Direct/Dual and University College Admits (Full-Time)



New External Transfers Direct/Dual and University College Admits (Part-Time)

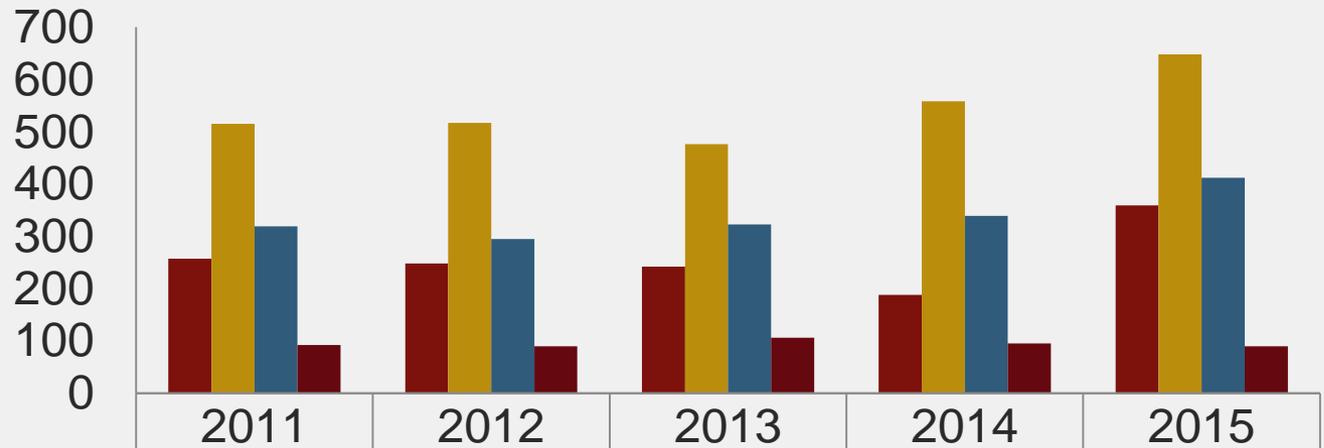


New External Transfers Number of Part-Time Students



New External Transfers by Class Standing

Number of External Transfers by Class Standing



	2011	2012	2013	2014	2015
■ Freshmen	257	248	242	188	359
■ Sophomore	515	517	476	558	648
■ Junior	319	295	323	339	412
■ Senior	92	90	106	95	90



PROGRESS ON RETENTION AND GRADUATION RATES

ICHE Performance Funding

- Degree completion
 - At-risk degree completion (Pell Eligible)
- High impact degree completion (STEM Fields)
- Persistence
- Remediation success (only 2-year)
- On-time graduation (What is the change in a school's the two-year and four-year graduation rates for first-time, full-time students?)
- Institution selected measure

Proposed Aspirational Rates For Strategic Plan Indicators

	Current	2020	2025
One-Year Retention	74%	80%	85%
Four-Year Graduation	22%	25%	30%
Six-Year Graduation	46%	50%	55%

One-Year Retention Rates

First-time, Full-time Beginners

One-Year Retention Rate by Type	2010– 2011	2011– 2012	2012– 2013	2013– 2014	2014– 2015
IUPUI* (includes all degree seeking—bachelor’s, associate, certificates)	71.3%	72.3%	71.7%	70.8%	73.4%
IUPUI* (includes only bachelor’s degree seeking)	71.8%	72.2%	71.9%	70.9%	73.8%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)	73.3%	73.8%	72.7%	71.7%	74.4%
IUPUI Indianapolis (includes only bachelor’s degree seeking)	73.5%	73.6%	73.0%	71.8%	74.9%
IUPUI Columbus - (includes all degree seeking—bachelor’s, associate, certificates)	57.3%	58.1%	60.1%	59.0%	62.2%
IUPUI Columbus - (includes only bachelor’s degree seeking)	56.7%	58.4%	60.3%	59.4%	62.1%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) retained at IUPUI Indianapolis	68.2%	69.2%	68.0%	67.0%	68.7%

* IUPUI official always includes Columbus

What Does a 1% or 2% Increase in Retention Mean?

- Improving our one-year retention rate by 1% means that about 35 more students decide to return for a second year of courses.
- Improving our one-year retention rate by 2% means that about 70 more students decide to return for a second year of courses.

Four-Year Graduation Rates

First-time, Full-time Beginners

Four-Year Graduation Rate by Type	2007 - 2008	2008 - 2009	2009 - 2010	2010- 2011	2011- 2012
IUPUI* (includes all degree seeking—bachelor’s, associate, certificates)	15.5%	18.3%	18.9%	19.0%	21.1%
IUPUI* (includes only bachelor’s degree seeking)	15.1%	17.5%	19.0%	19.0%	21.1%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)	16.4%	19.3%	20.1%	19.8%	22.3%
IUPUI Indianapolis (includes only bachelor’s degree seeking)	16.0%	18.5%	20.2%	19.8%	22.2%
IUPUI Columbus - (includes all degree seeking—bachelor’s, associate, certificates)	6.8%	5.1%	8.2%	12.2%	8.1%
IUPUI Columbus - (includes only bachelor’s degree seeking)	7.1%	4.6%	8.3%	12.2%	8.2%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) earned a degree at IUPUI Indianapolis	15.5%	18.1%	18.1%	18.4%	20.7%

* IUPUI official always includes Columbus. Students could have received a degree or certificate from any IU Campus within 150% of time unless otherwise indicated. Baccalaureate degree-seeking graduation rates only include students who earned a bachelor’s degree.

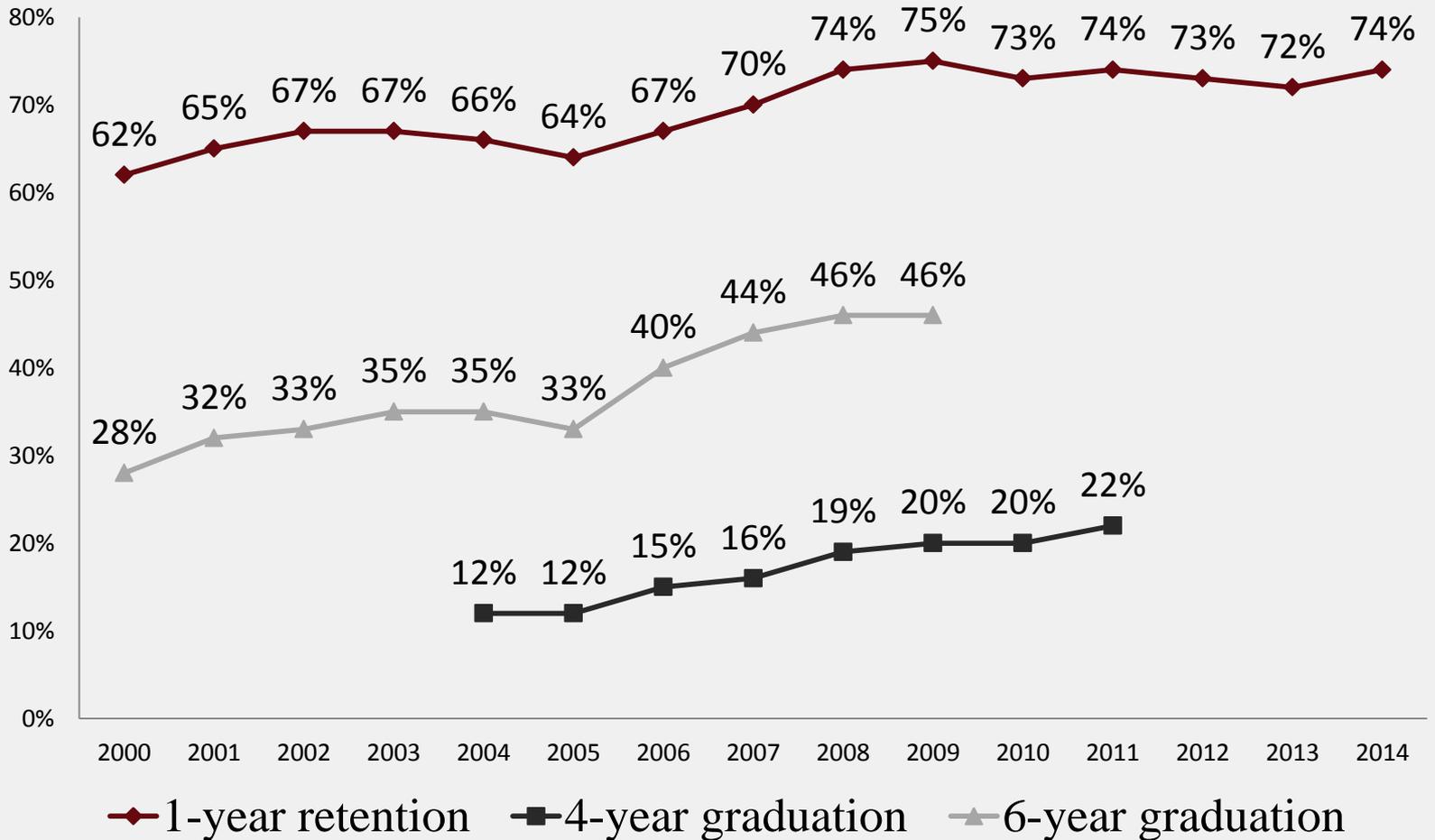
Six-Year Graduation Rates

First-time, Full-time Beginners

Six-Year Graduation Rate by Type	2007 - 2008	2008 - 2009	2009 - 2010
IUPUI* (includes all degree seeking—bachelor’s, associate, certificates)	42%	44%	44%
IUPUI* (includes only bachelor’s degree seeking)	42%	44%	45%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)	44%	46%	46%
IUPUI Indianapolis (includes only bachelor’s degree seeking)	44%	46%	47%
IUPUI Columbus - (includes all degree seeking—bachelor’s, associate, certificates)	25%	24%	27%
IUPUI Columbus - (includes only bachelor’s degree seeking)	26%	23%	27%
IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) earned a degree at IUPUI Indianapolis	41%	41%	42%

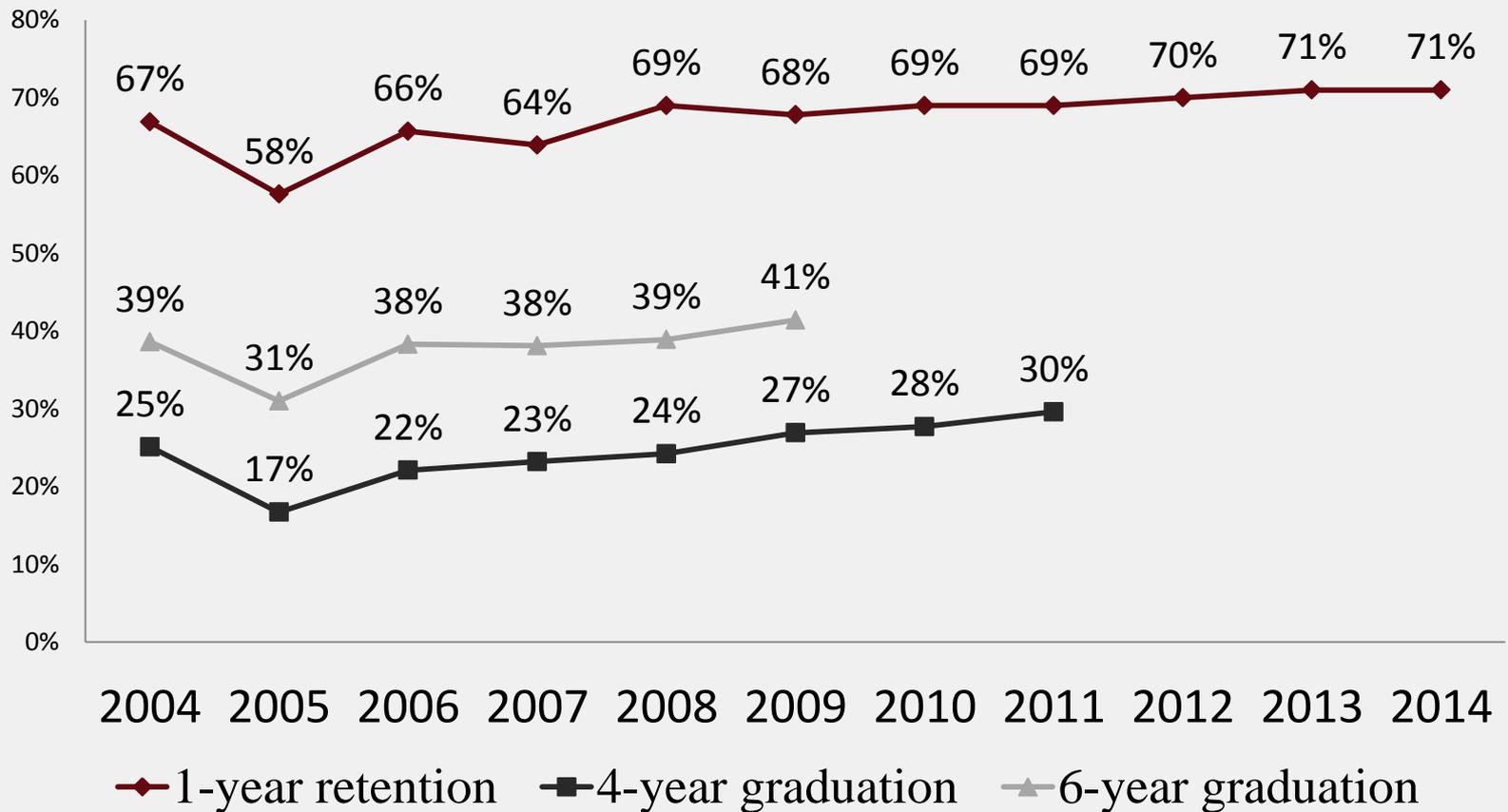
* IUPUI official always includes Columbus. Students could have received a degree or certificate from any IU Campus within 150% of time unless otherwise indicated. Baccalaureate degree-seeking graduation rates only include students who earned a bachelor’s degree.

Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor's, Associate, and Certificate)

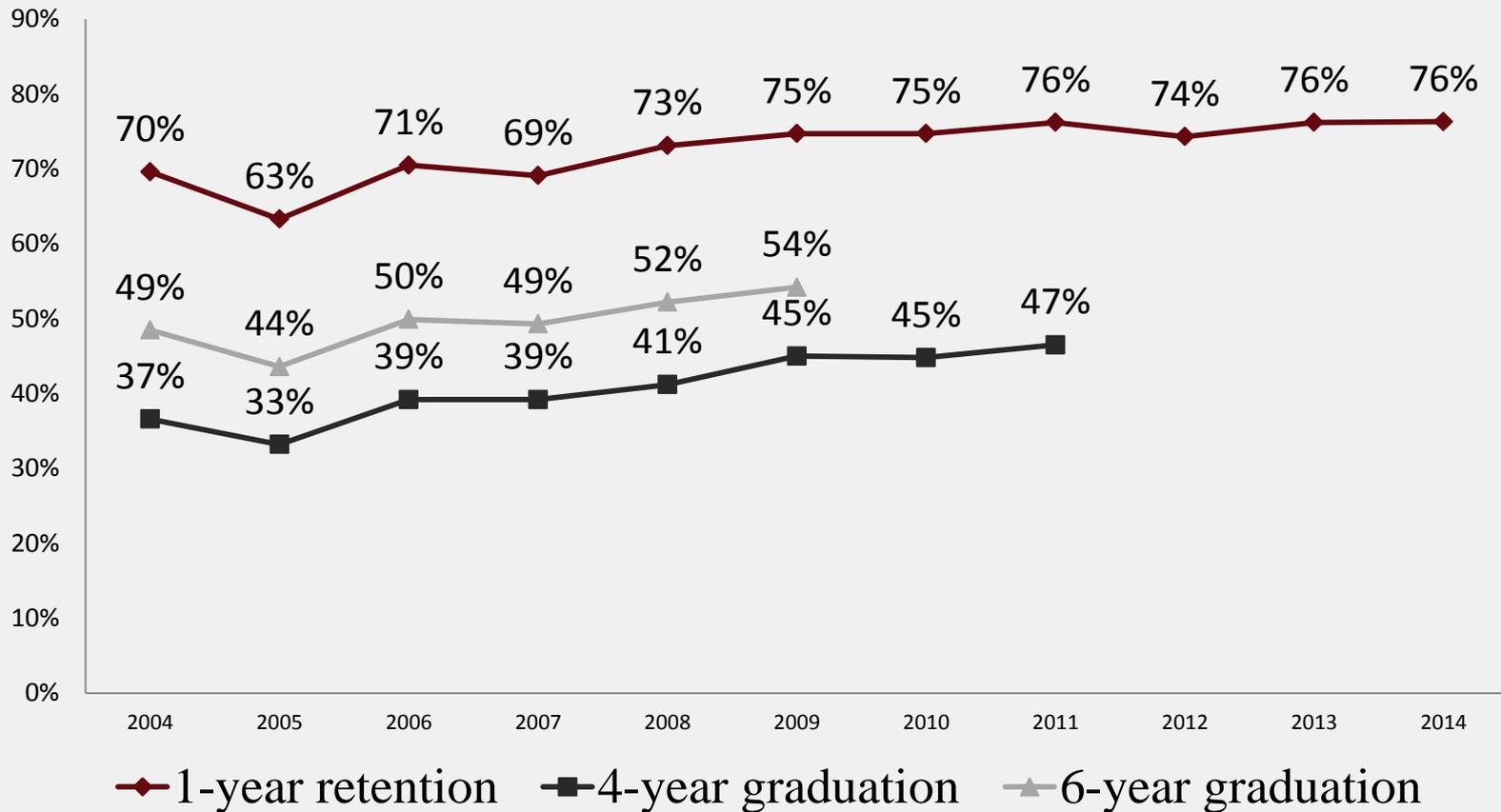


IUPUI Indianapolis External Transfers Retention and Graduation Rate (Bachelor Degree Seeking Full-Time) Freshmen

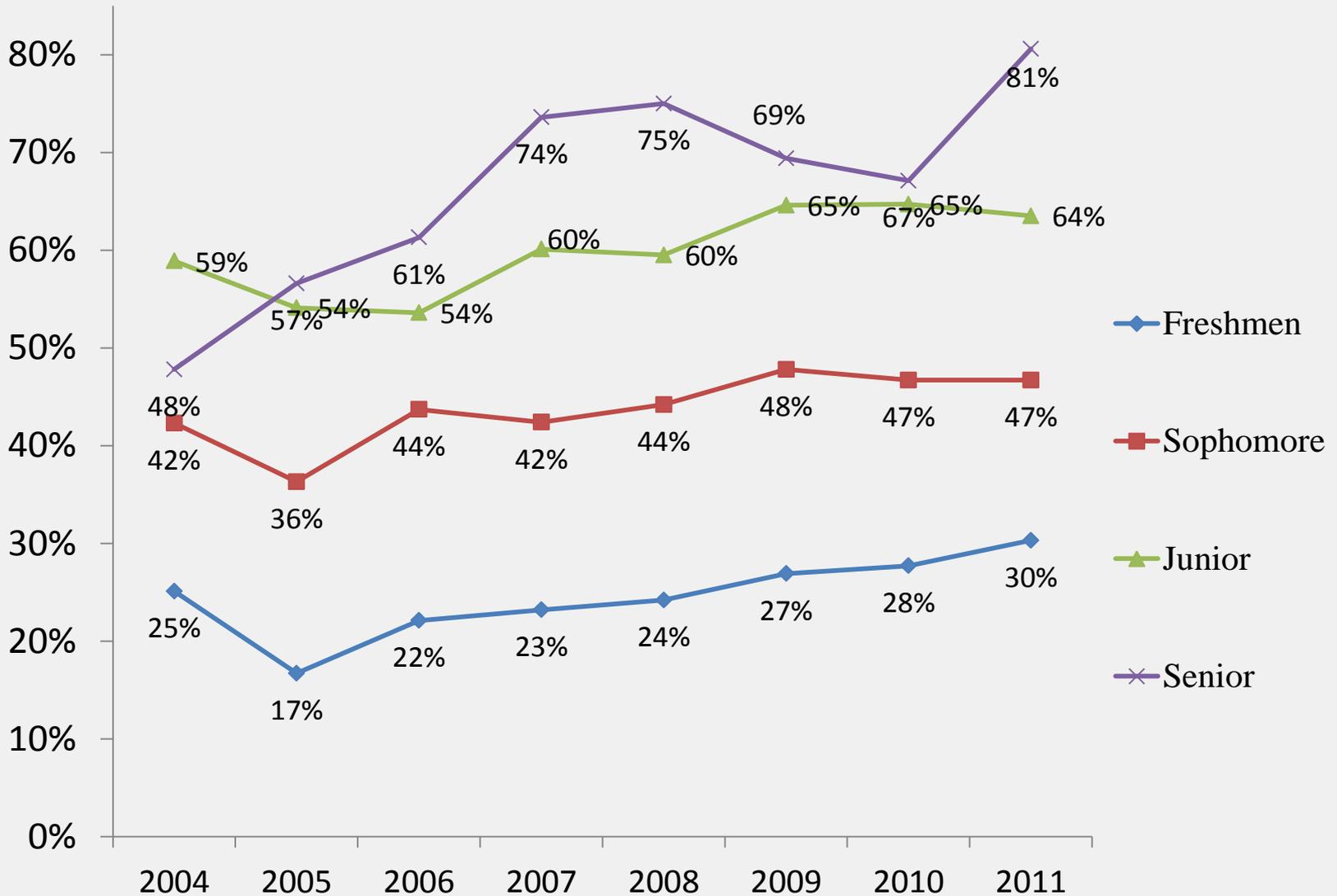
(Note: Freshmen for all years are students to started with less than 30 credits)



IUPUI Indianapolis External Transfers Retention and Graduation Rate (Bachelor Degree Seeking Full-Time) ALL

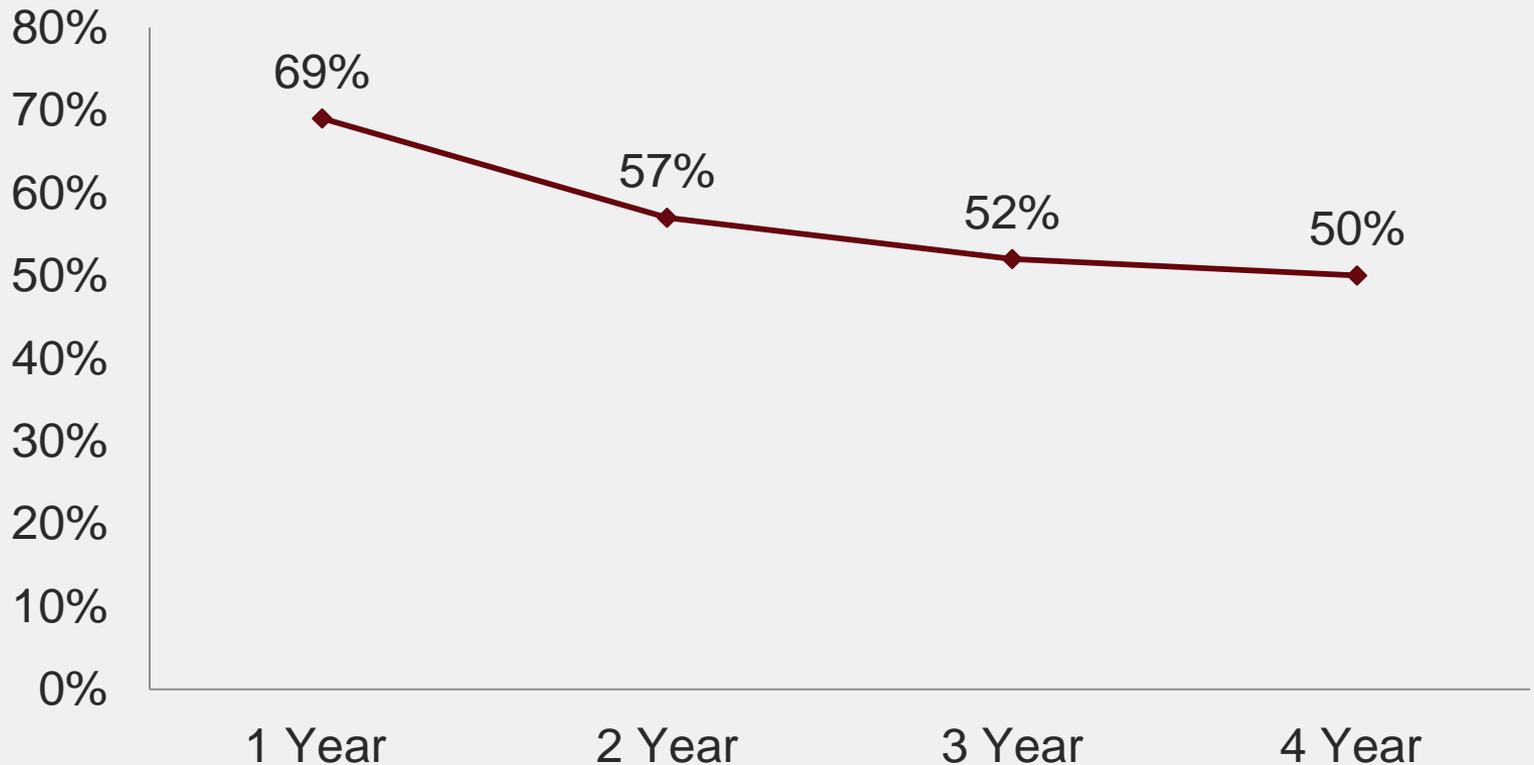


IUPUI Indianapolis All New External Transfers, Full-Time Bachelor Degree Seeking 4-Year Graduation Rate by Class Level



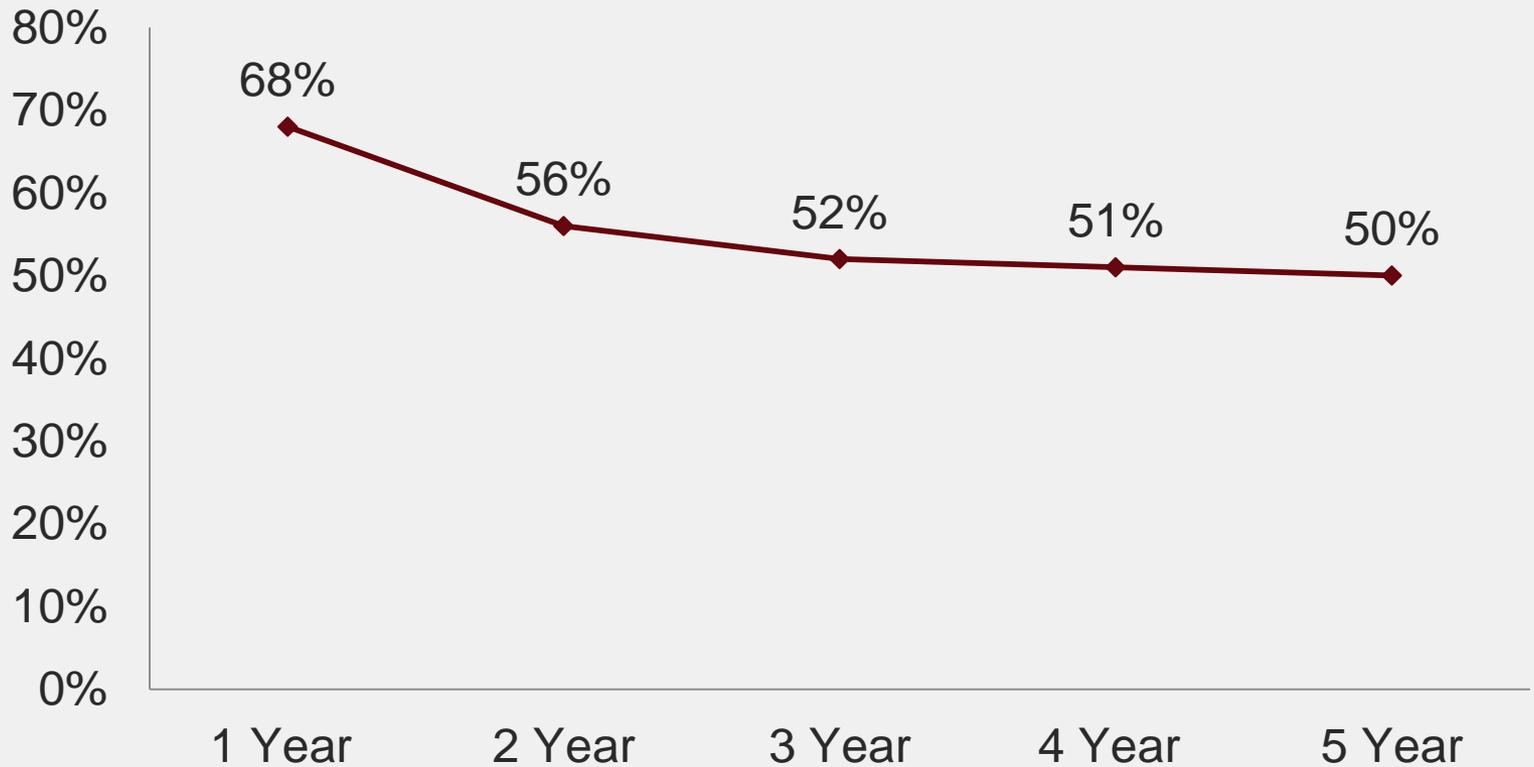
Fall 2011 FT, FT Indianapolis Only

Fall-to-Fall Retention Rates IUPUI IN



Fall 2010 FT, FT Indianapolis Only

Fall-to-Fall Retention Rates IUPUI IN



Selected and Peer Institutions

Retention 2013, Four-Year Graduation and Six-Year Graduation 2008 (Bachelor Degree Seeking)

Peer Institutions	One-Year Retention	Four-Year Graduation	Six-Year Graduation
Univ. of Pittsburgh	93%	65%	82%
Temple University	89%	41%	69%
Virginia Commonwealth	86%	34%	59%
Univ. of Illinois-Chicago	80%	33%	60%
Univ. of Alabama-Birmingham	83%	33%	55%
Univ. of Cincinnati	86%	28%	65%
Georgia State University	81%	22%	53%
Univ. of Missouri-St. Louis	79%	21%	42%
Univ. of Toledo	70%	22%	45%
Univ. of Missouri-Kansas City	73%	22%	51%
IUPUI	71%	18%	44%
Portland State University	73%	17%	42%
Univ. of Massachusetts-Boston	80%	16%	42%
Cleveland State University	70%	15%	39%
Univ. of Memphis	78%	15%	44%
Univ. of Wisconsin-Milwaukee	70%	14%	44%
Univ. of New Orleans	69%	13%	34%
Wayne State University	76%	11%	34%
CUNY City College	86%	10%	44%
Univ. of Houston-Downtown	66%	3%	19%

Source: IPEDS College Navigator



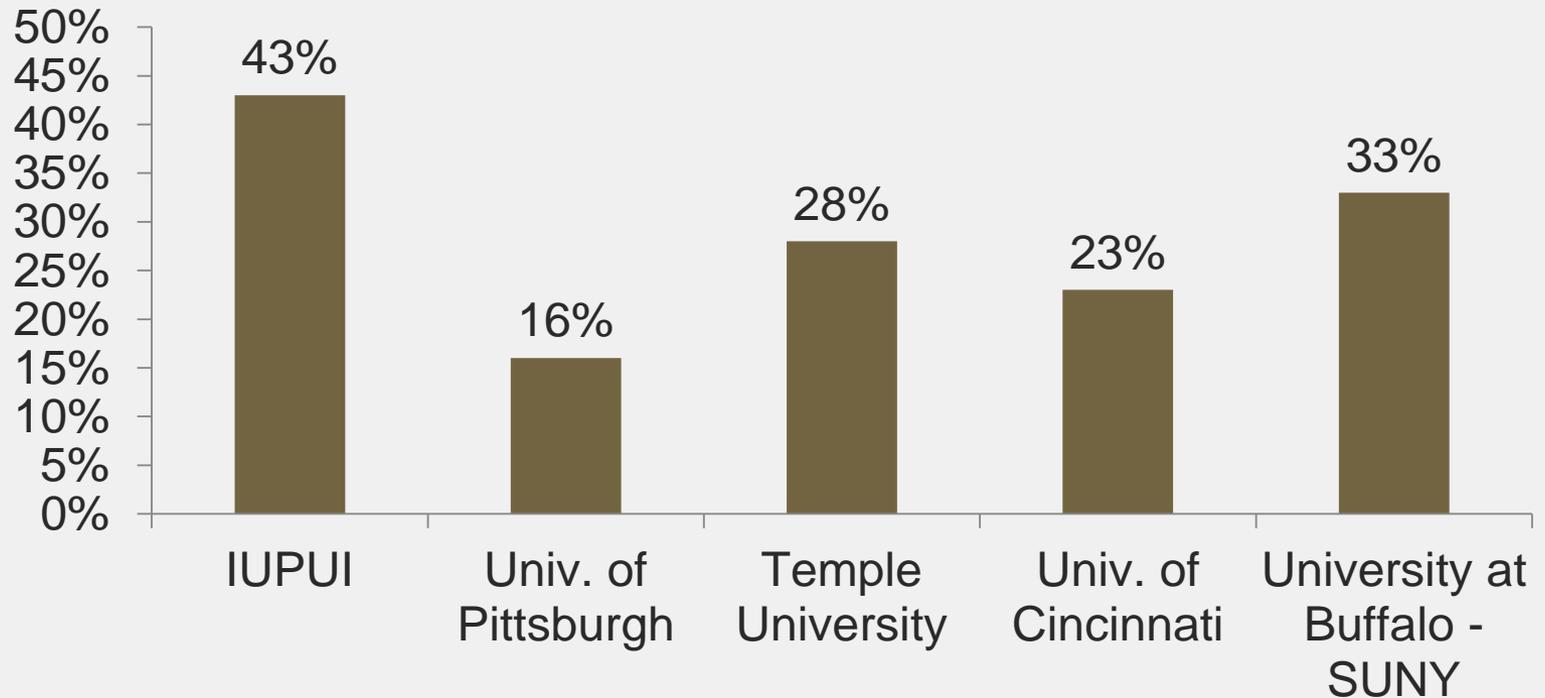
Official Peer Institutions

Retention 2013, Four-Year Graduation and Six-Year Graduation 2008 (Bachelor Degree Seeking)

Peer Institutions	One-Year Retention	Four-Year Graduation	Six-Year Graduation
University at Buffalo - SUNY	88%	53%	72%
Temple University	89%	41%	69%
Univ. of South Florida	89%	39%	67%
Univ. of Louisville	81%	36%	54%
Virginia Commonwealth	86%	34%	59%
Univ. of Illinois-Chicago	80%	33%	60%
Univ. of Alabama-Birmingham	83%	33%	55%
Univ. of Cincinnati	86%	28%	65%
Univ. of Utah	89%	24%	62%
IUPUI	71%	18%	44%
Univ. of New Mexico	79%	15%	47%
Univ. of Colorado-Denver	72%	15%	40%
Wayne State University	76%	11%	34%

Difference Between IUPUI and Top Peer Performers Pell Grant Recipients

% First Year Students Receiving Federal Pell Grant 2013-2014



Understanding Progress on Retention and Graduation

Peer Comparisons

Local and National Context and Trends

Institutional Factors

- Selectivity
- Carnegie Classification and Type (public, private, 2-year, 4-year)
- Size
- Residential and # Part-Time Students

Student Characteristics

- Academic Preparation
- Course Enrollment (Full-time, 15 hour credit load)
- Socioeconomic Class (unmet financial need)
- Cognitive Motivational Variables
- Institutional Commitment and Sense of Belonging
- Family and Social Support

What We Do

- Academic and Social Support
- Financial Aid and Support
- Providing Engaging Pedagogies in the Classroom and Co-Curricular Activities
- High Impact Practices and Degree Pathways



Internal and External Changes Expected to Positively Affect Retention and Graduation Rates

IUPUI

- Changes in Admissions Criteria
- More Students Enrolled Full-Time and Taking 15 Hour Credit Load Per Semester
- Increases in Campus Housing
- Degree Maps
- High Impact Practices
- Strategic Enrollment Management
- Division of Undergraduate Education and University College (more coordinated approaches to academic support and academic/career advising that go beyond first year)

External

- Changes in High School Math Curriculum
- Increased Access to Dual Credit and AP courses



Institutional and Student Factors Associated with Student Success, Persistence, and Degree Completion

Theoretical Framework (Kurt Lewin)

□ $B = f(P + E + PE)$

- Student Behavior or Success is a function of who students were before they entered college (Person) what happens to them after they enroll (Environment/Interventions) and the interaction of P and E.

Student and Environment Interaction

Students who live on campus, take advantage of support programs, and enroll in 15 or more credit hours are different in some important ways compared to students who do not enroll or participate (e.g., more likely to be high income, more academically prepared, and less likely to be first generation).

Expectations Aligned With Reality

“Poor student-university fits are likely to result in decreased satisfaction, well-being, and performance. Good fits, however, should make college less stressful and reduce chances of dropping out or transferring.”

“Fit between students’ needs and the extent to which their university meets these needs will have positive effects on their psychological well-being and satisfaction with the university.”

“Students will be satisfied with their university and experience positive mental states when their university provides the environments that they like to have.”

- Gilbreath, Kim, & Nichols, 2011, Research in Higher Education

Beginning Students Predictors of Success (Persistence and Academic Performance)

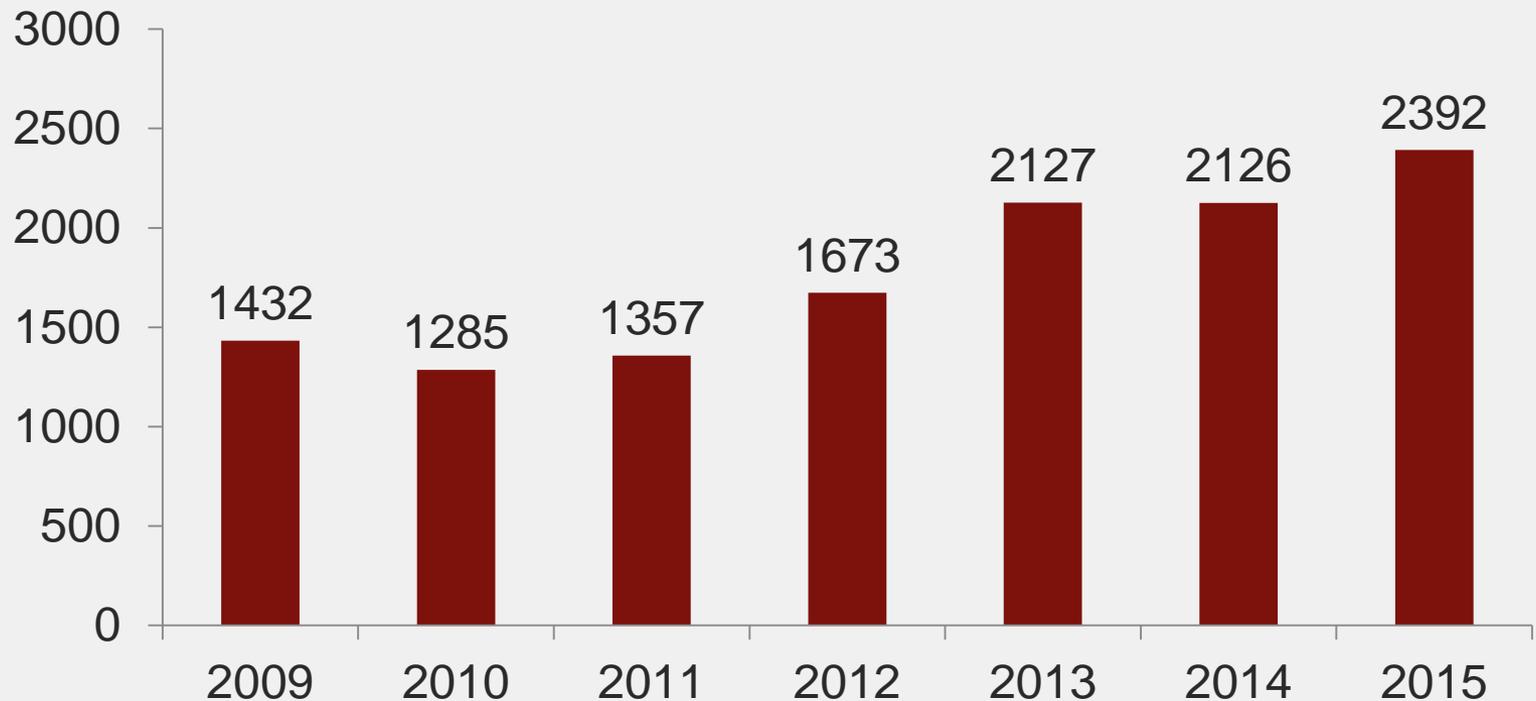
- High Socioeconomic Status (SES) (not Pell Eligible and having low levels of unmet financial need)
- High levels of academic preparation (high school GPA is strong predictor)
- Placing into credit-bearing math at entry
- High rigor and intensity of high school curriculum
- Participating in early interventions (peer mentoring, Summer Bridge, Themed Learning Communities, First-Year Seminars)
- Enrolling in 15 or more credit hours first semester
- Living on campus
- Achieving satisfactory academic performance in first semester
- Gender (female)
- Not being First Generation

Transfer Students Predictors of Success (Persistence and Academic Performance)

- Transferring in as a Junior or Senior (based on credits)
- Being directly admitted into a school at entry
- Being an International student
- Being older
- High Socioeconomic Status (SES) (not Pell Eligible)
- Not being First Generation
- High Transfer In GPA
- Enrolling in 15 or more credit hours first semester
- Placing into credit-bearing math at entry
- Achieving satisfactory academic performance in first semester

Number of Academic Honors

Graduated with Indiana Academic Honors Diploma Beginners

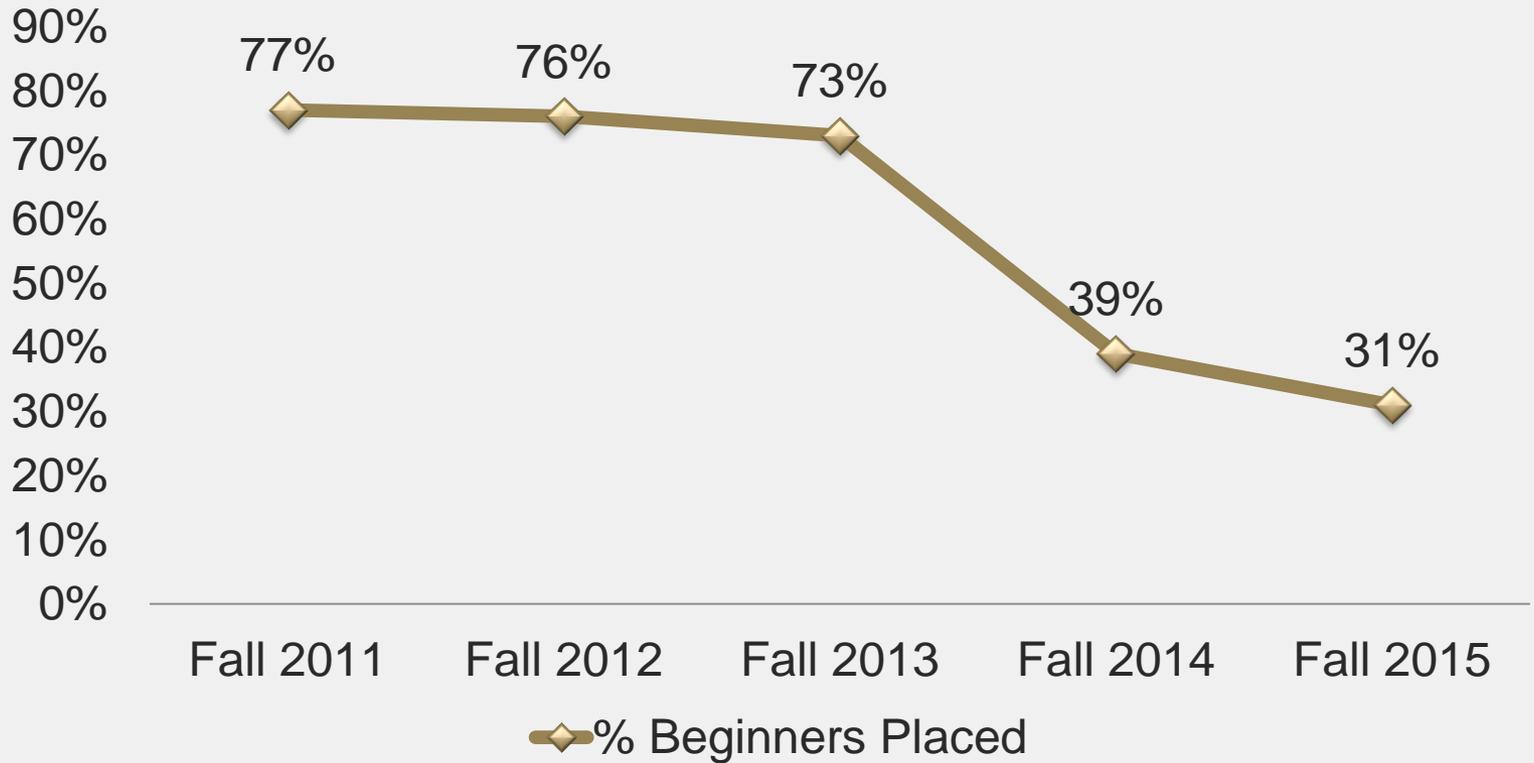


Average High School GPA



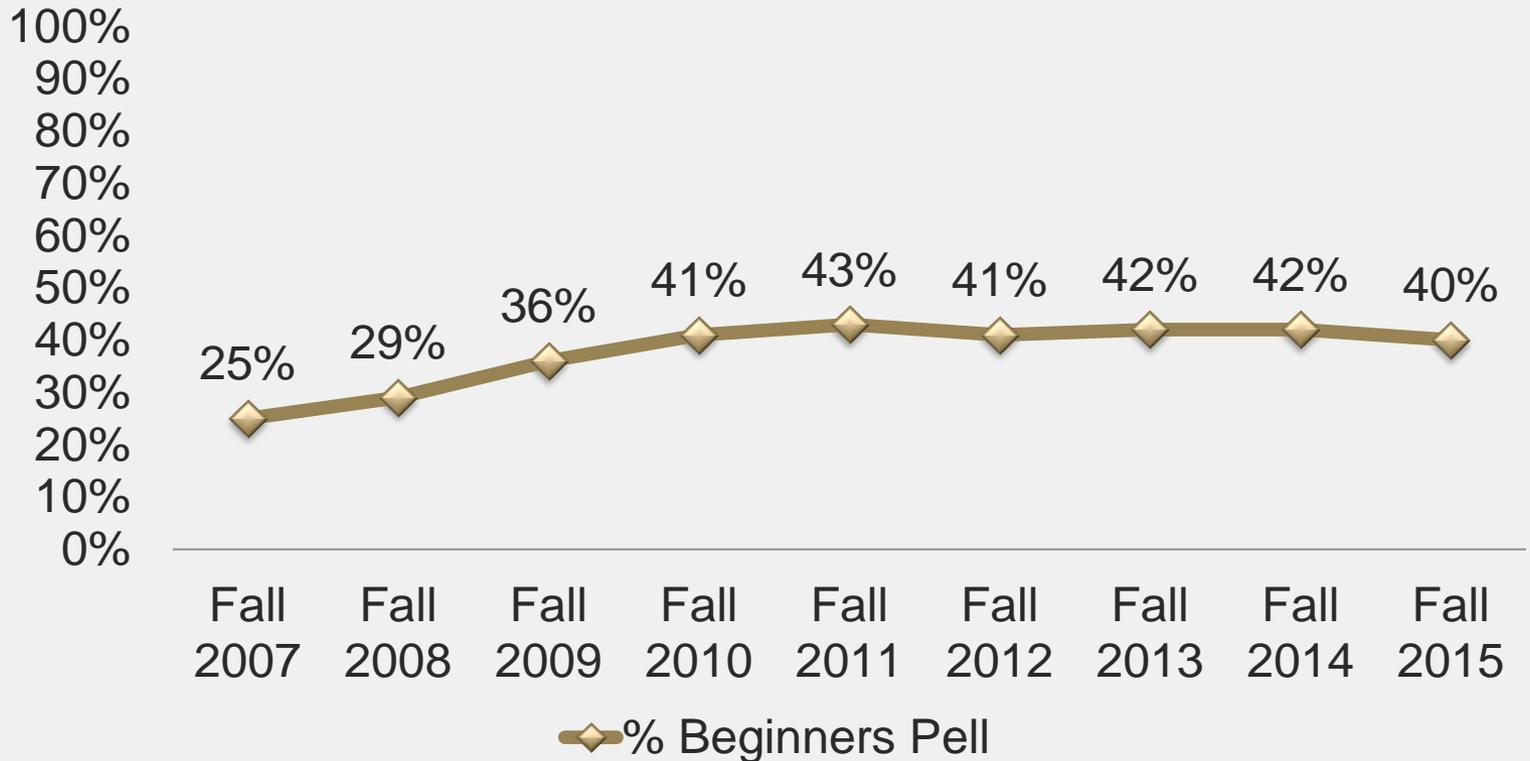
Developmental Math Placement

% Placed into Developmental Math



Pell Grant Recipients (SES indicator)

% Received Pell Grant First Semester

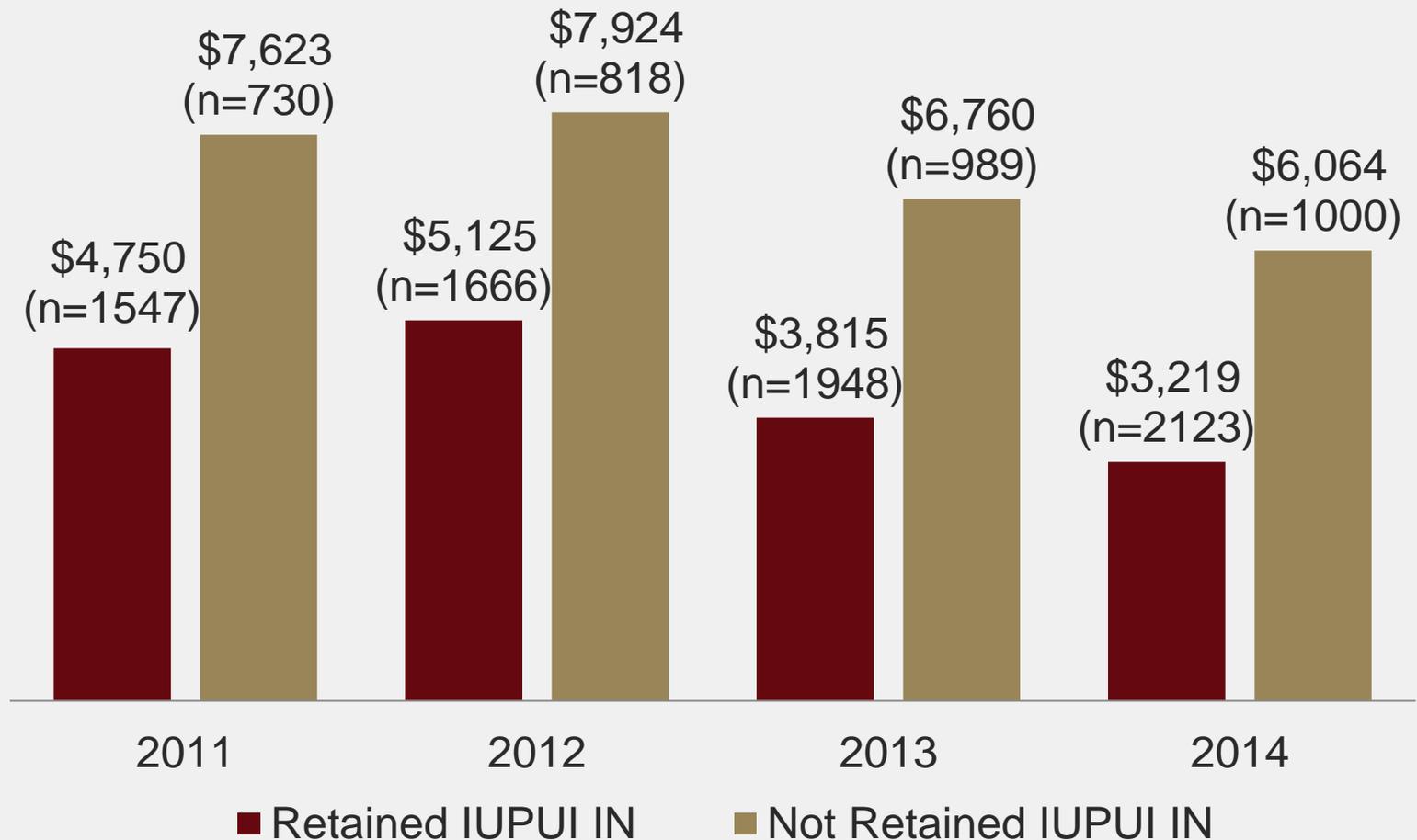


Unmet Financial Need

The National Common Data Set provides a framework for determining the percentage of each student's academic year financial need that is "met" by gift aid (scholarships, fellowships, grants and fee remissions), subsidized federal student loans (loans that do not capitalize interest while students are in school), and federal work study earnings. Unmet need is the portion of a student's academic year financial need that exceeds these forms of financial aid. Students may choose to borrow unsubsidized federal or private loans to cover this "unmet" portion of their financial need. This takes financial need and subtracts need based aid until it reaches zero. This includes Stafford/Perkins subsidized loans, but not unsubsidized. This does not include parent loans or private loans. It does include military benefits.

Annual Unmet Financial Need and One-Year Retention FT, FT Beginners

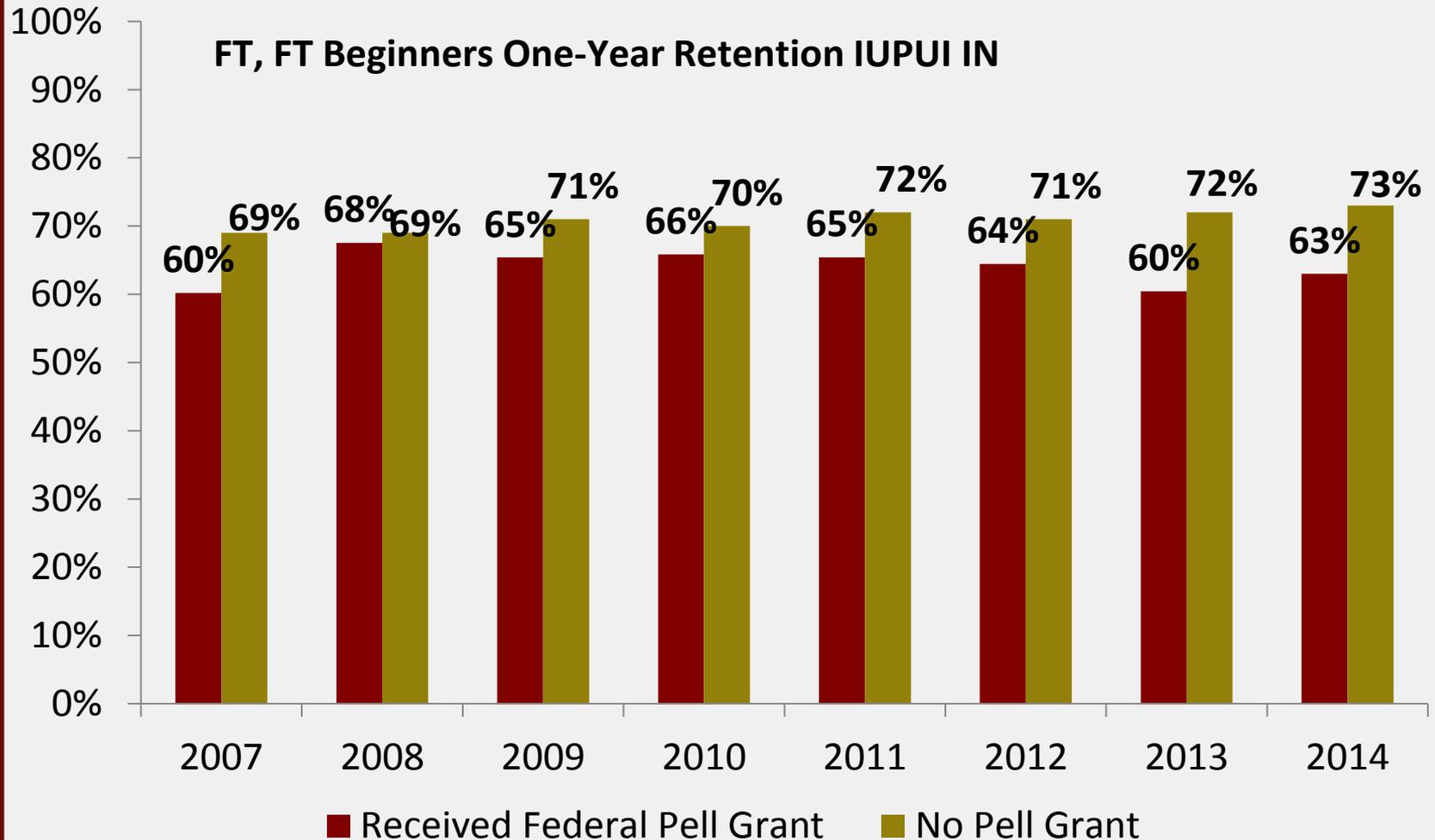
Total Unmet Financial Need Academic Year



Unmet Financial Need

Unmet Financial Need Academic Year Fall 2014 Full-Time Beginners	N	One-Year Retention Any IU	One-Year Retention IUPUI IN
No FAFSA on file	325	81%	76%
No Unmet Financial Need (FAFSA on file)	1182	82%	77%
\$1 to \$1000 Unmet Need	173	80%	72%
\$1001 to \$2000 Unmet Need	162	80%	75%
\$2001 to \$3000 Unmet Need	201	83%	75%
\$3001 to \$4000 Unmet Need	156	78%	69%
\$4001 to \$5000 Unmet Need	165	72%	66%
\$5001 to \$6000 Unmet Need	156	76%	70%
\$6001 to \$7000 Unmet Need	167	80%	76%
\$7001 to \$8000 Unmet Need	105	62%	57%
\$8001 to \$9000 Unmet Need	104	63%	58%
\$9001 to \$10,000 Unmet Need	104	59%	51%
More Than \$10,000 Unmet Need	450	48%	42%
Grand Total	3450	74%	69%

Socioeconomic Class Matters in Student Success



Students Who Received a Federal Pell Grant (Proxy for Low Income)

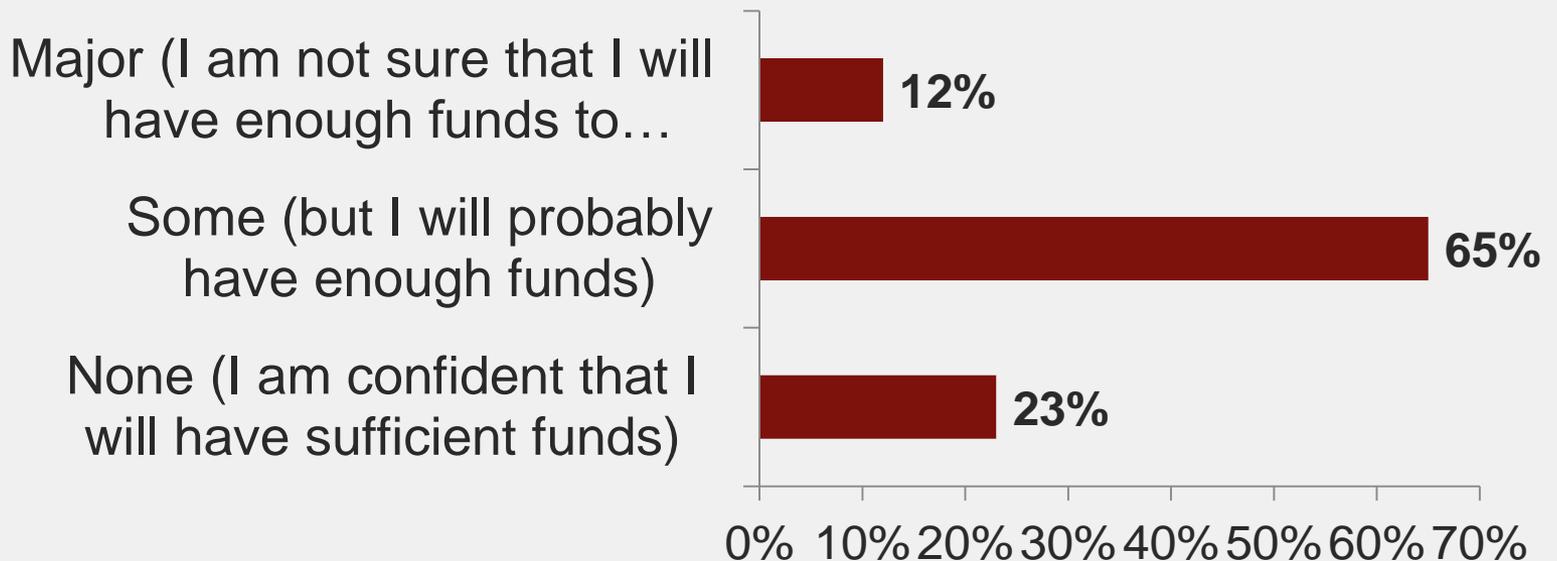
- Less likely to graduate with High School Academic Honors Diploma
- More likely to register for courses late.
- Less likely to earn AP credit.
- More likely to test into developmental math.
- Less likely to enroll in 15 credit hours.
- More likely to be first-generation.
- More likely to be in an underrepresented group (African American, Latino/a, Two or More Races).
- More External Commitments (working off-campus, care for dependents, commuting, taking care of household responsibilities .
- Less likely to live in campus housing..
- Less likely to intend to participate in programs and High Impact Practices Study Abroad, Service Learning, etc.
- Lower rates of academic performance at IUPUI (GPAs).
- More likely to have major or some concerns about ability to finance college education.
- Less confidence in academic ability, math skills, and writing skills.

Students Who Received a Federal Pell Grant (Proxy for Low Income) – Good News!

- More Committed to IUPUI (extremely glad chose IUPUI)
- No difference in Sense of Belonging
- Higher levels of Drive to Succeed
- More likely to participate in DEAP and TLCs
- Just as likely to participate in Summer Bridge

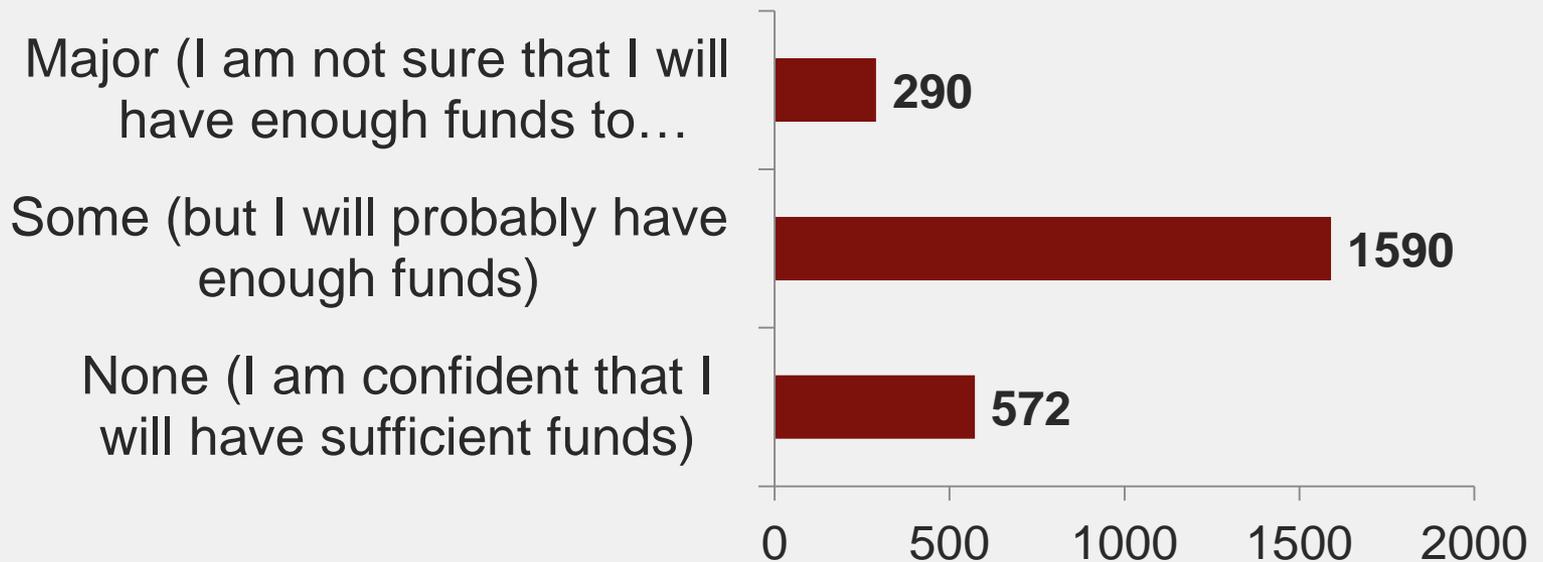
Concerns About Finances

% of Entering Student Survey Responders to Question: Do you have any concerns about your ability to finance your college education?



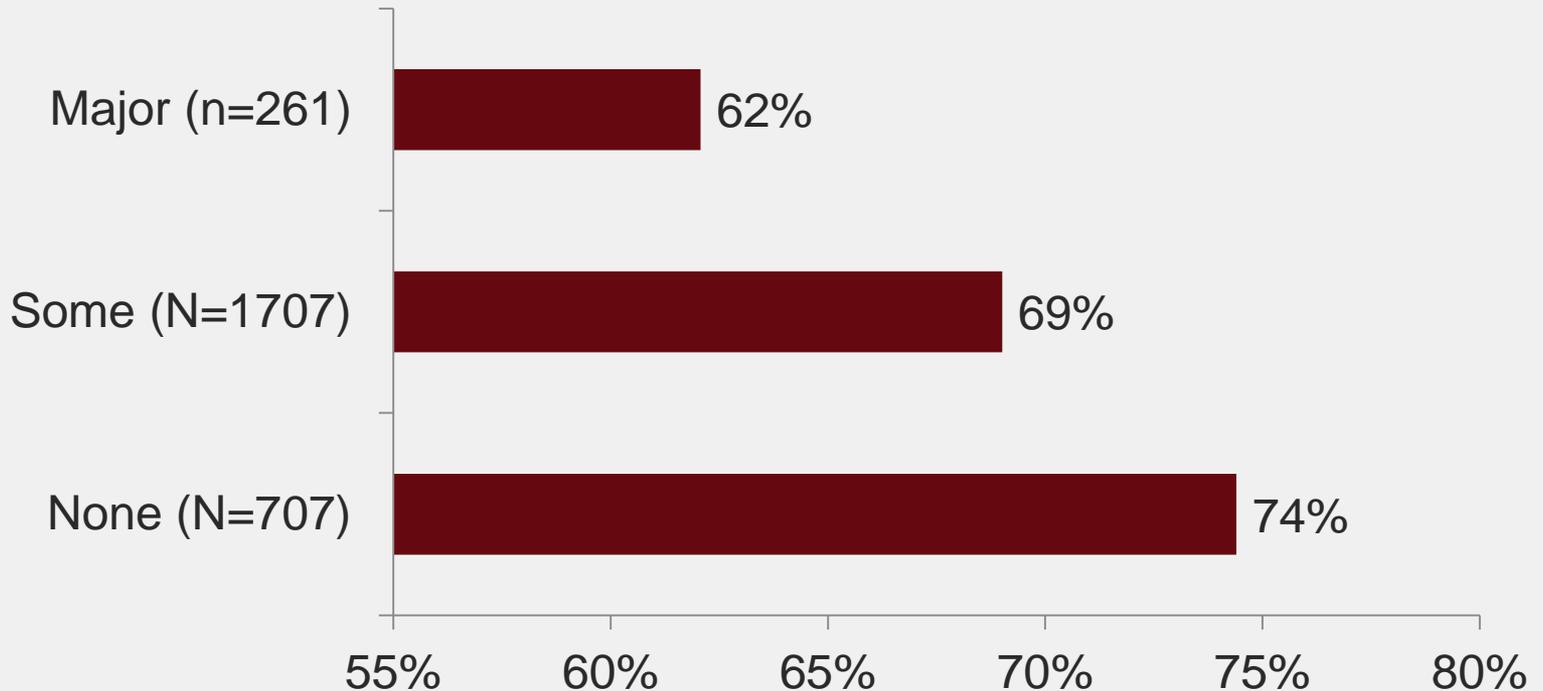
Concerns About Finances

Number of Entering Student Survey Responders to Question: Do you have any concerns about your ability to finance your college education?



Concerns About Finances and One-Year Retention Rates

2014 FT, FT Beginners One-Year Retention Rate IUPUI IN



Predictors of Success (One-Year Retention IUPUI IN)

Covariates: HS GPA, SAT Score, Pell Grant, Transfer In GPA

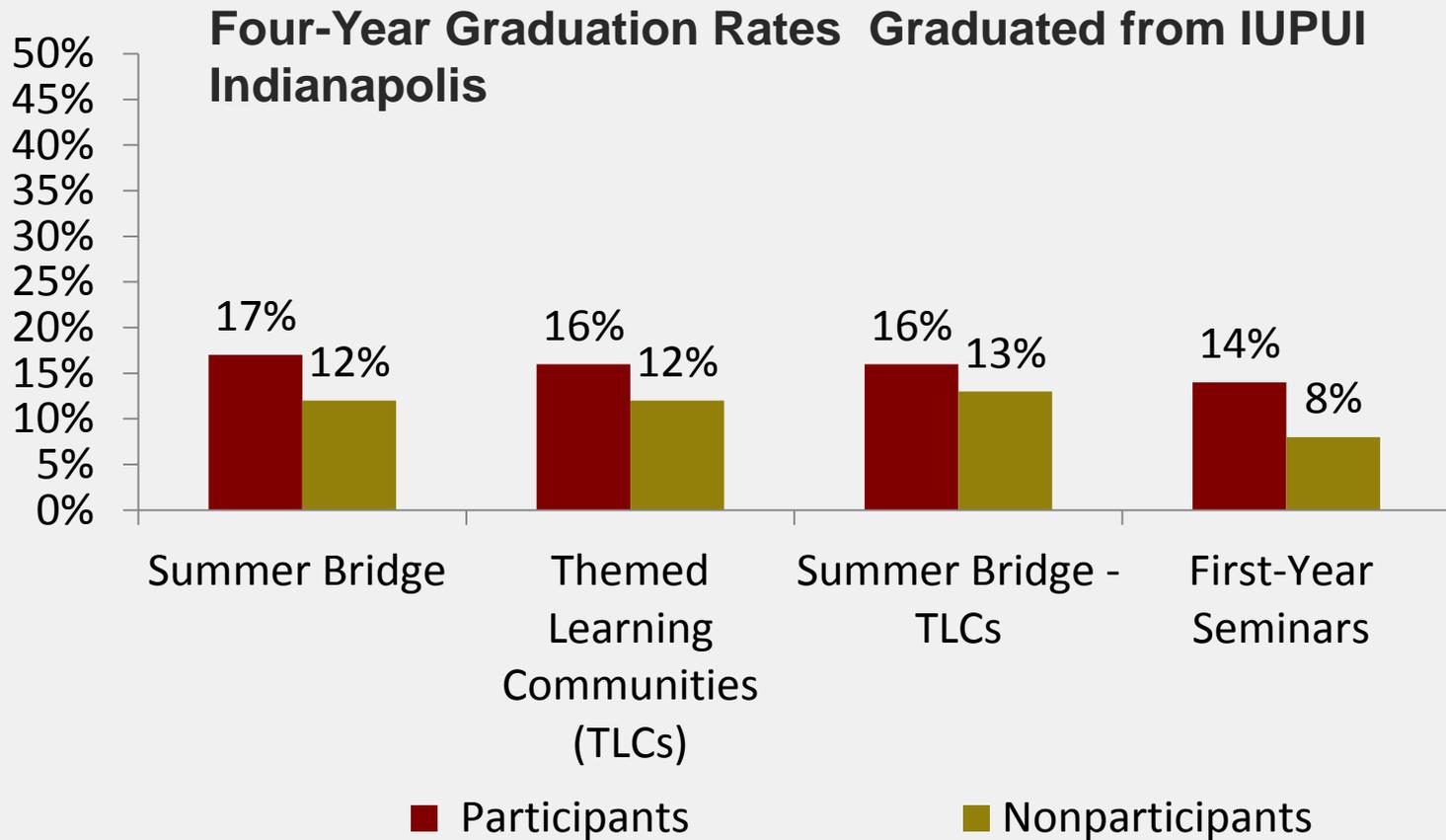
New Beginners

- + Sense of Belonging
- Intent to transfer
- + Commitment to educational goals
- + Change study strategies when do poorly
- External Commitments (working off-campus, care for dependents, commuting, taking care of household responsibilities)
- Come to class late (past behavior)
- + Drive to succeed (confidence)
- + Ability to seek out appropriate academic help (confidence)
- + Ability to manage finances (confidence)
- + Study skills (confidence)
- + Emotional health (confidence)
- + Physical health (confidence)
- + Plan to participate in campus events, student organizations
- + Plan to participate in RISE (service learning, undergraduate research)
 - + Plan to enroll in summer courses
- + Career Opportunities in Indianapolis (reason why selected IUPUI)

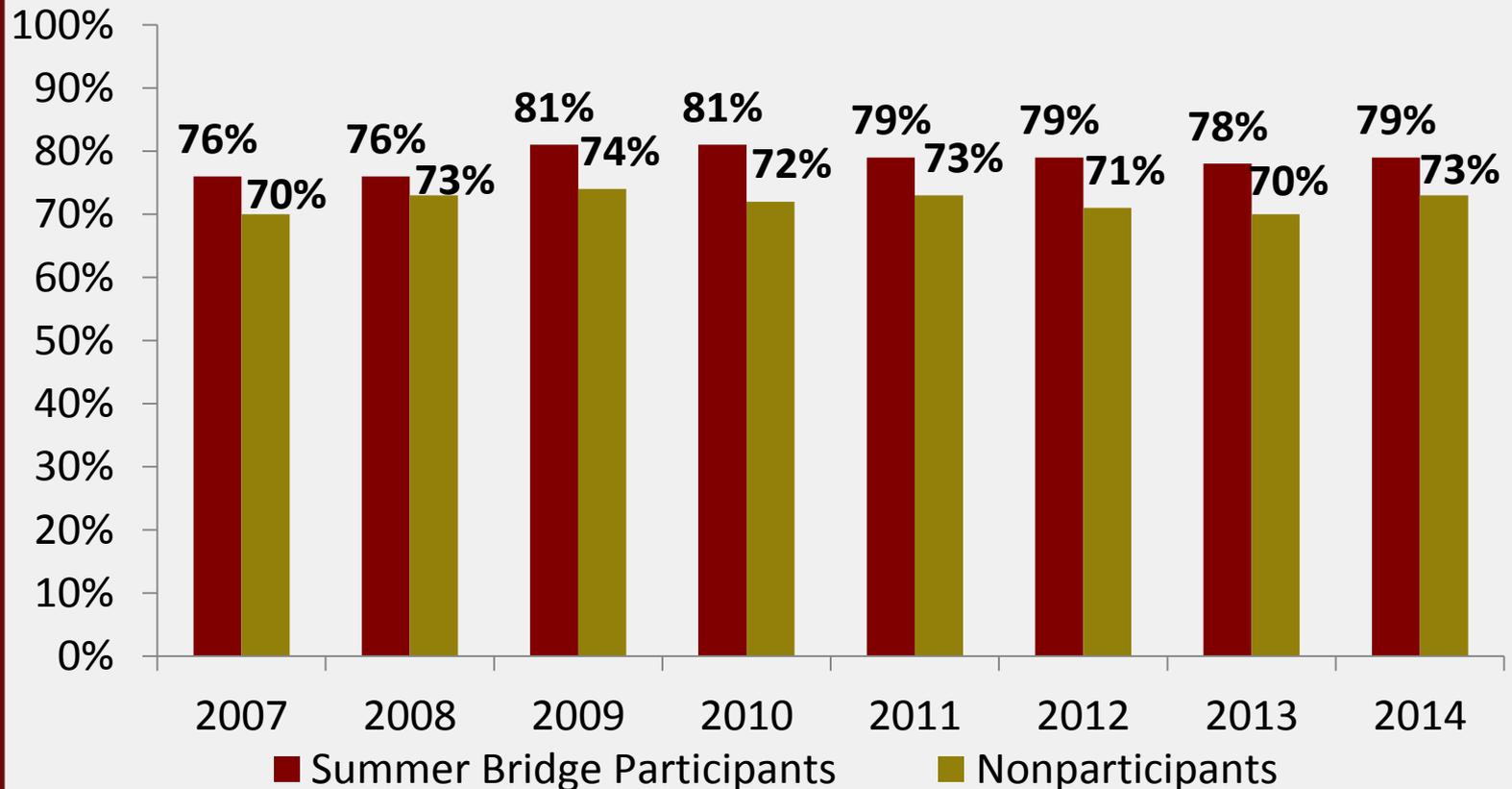
New External Transfers

- + Sense of Belonging
- + Drive to succeed
- Number of hours expected to work off-campus for pay , commute to class, take care of household responsibilities
- Change in family situation (reason why selected IUPUI)

Indianapolis Only 2011 First-Time, Full-Time Cohort University College Students Only



Summer Bridge Participants Have Higher One-Year Retention Rates



Differences in one-year retention rates are statistically significant even when entering HS GPA, SAT Score, and Pell Grant in the logistic regression model.

This analysis does not account for self-selection bias.

Top 10 Pre-Majors and One-Year Retention Rates

	Total N	One-Year Retention Rate IUPUI IN
Pre Nursing BSN	414	63%
Exploratory Baccalaureate	357	62%
Pre Biology BS PU	105	66%
Pre Business BSB	96	64%
Pre Management BSB	96	59%
Pre Dental Hygiene AS	82	55%
Pre Accounting BSB	65	67%
Pre Mechanical Engr BSME	63	71%
Pre Marketing BSB	61	62%
Pre Biology BA PU	48	64%

2014 Direct/Dual Schools and One-Year Retention Rates (Schools with Fewer than 20 students not shown)

	Total N	One-Year Retention Rate IUPUI IN
Science	320	82%
Engineering	212	73%
Physical Education	149	71%
Herron Art	127	69%
Business	111	86%
Technology	96	65%
Education	72	72%
Informatics and Computing	60	72%
Liberal Arts	55	71%
Health and Rehabilitation Sciences	48	77%
Public and Environmental Affairs	23	74%

2015 New External Transfers

Top Transfer Institutions

Last Post-Secondary School	N	%
Ivy Tech Community College Indianapolis	400	26.5
Ball State University	60	4.0
Vincennes University	53	3.5
Indiana State University Terre Haute	51	3.4
Purdue University West Lafayette	39	2.6
University of Indianapolis	35	2.3
Ivy Tech Comm Coll Bloomington	31	2.1
University Southern Indiana	25	1.7
Ivy Tech Comm Coll Lafayette	22	1.5
Ivy Tech Comm Coll Columbus	21	1.4
Sun Yat-Sen University	21	1.4

2013 New External Transfers

Academic Performance and Retention

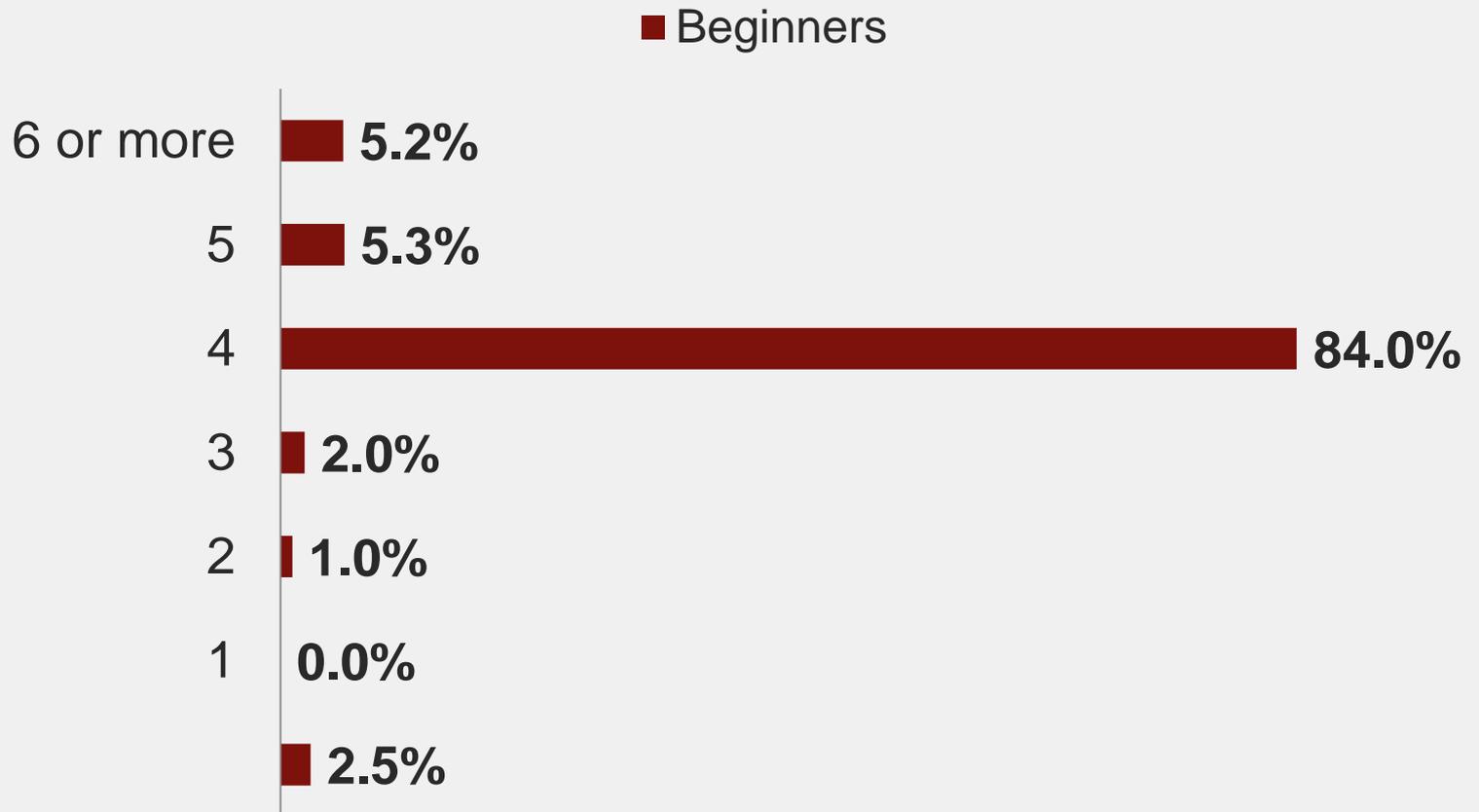
Last Post-Secondary School	N	Transfer GPA	Fall GPA	% Fall-Fall Retention IUPUI IN
Ivy Tech Community College Indianapolis	322	3.08	2.70	78%
Ball State University	92	2.58	2.82	73%
Purdue University West Lafayette	64	2.41	2.86	75%
Indiana State University Terre Haute	49	2.94	2.54	73%
Vincennes University	48	3.09	2.75	73%
University Indianapolis	37	2.82	2.47	73%
Ivy Tech Community College Lafayette	28	2.89	2.67	71%
University Southern Indiana	28	2.85	2.69	75%
Purdue Univ Calumet	16	2.74	2.55	75%
All 2013 External Transfers	1147	2.93	2.76	75%

2014 Indianapolis Full-Time New External Transfers Academic Performance and Retention

Last Post-Secondary School	N	Transfer GPA	Fall GPA	% Fall-Fall Retention IUPUI IN
Ivy Tech Community College Indianapolis	359	3.09	2.74	78%
Vincennes University	62	3.01	2.65	73%
Purdue University West Lafayette	55	2.40	2.96	91%
Indiana State University Terre Haute	55	2.77	2.13	60%
Ball State University	52	2.45	2.62	65%
University of Indianapolis	45	2.75	2.59	76%
University of Southern Indiana	31	2.86	2.59	77%
Ivy Tech Community College Bloomington	29	2.99	2.66	76%
Ivy Tech Community College Lafayette	26	2.97	2.49	58%
All 2014 Indianapolis External Transfers	1183	2.92	2.71	75%

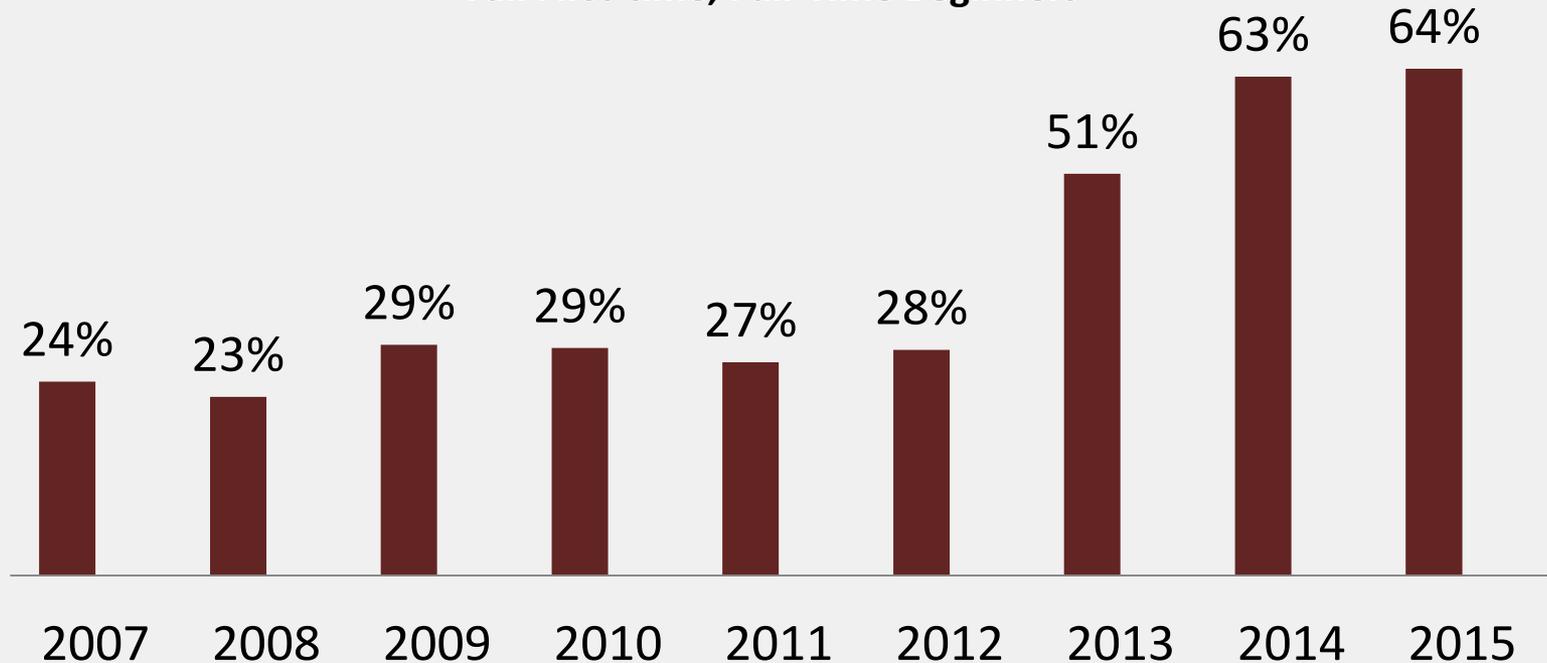
Years to Graduate

First-Time, Full-Time Beginners Years Expected to Take to Graduate



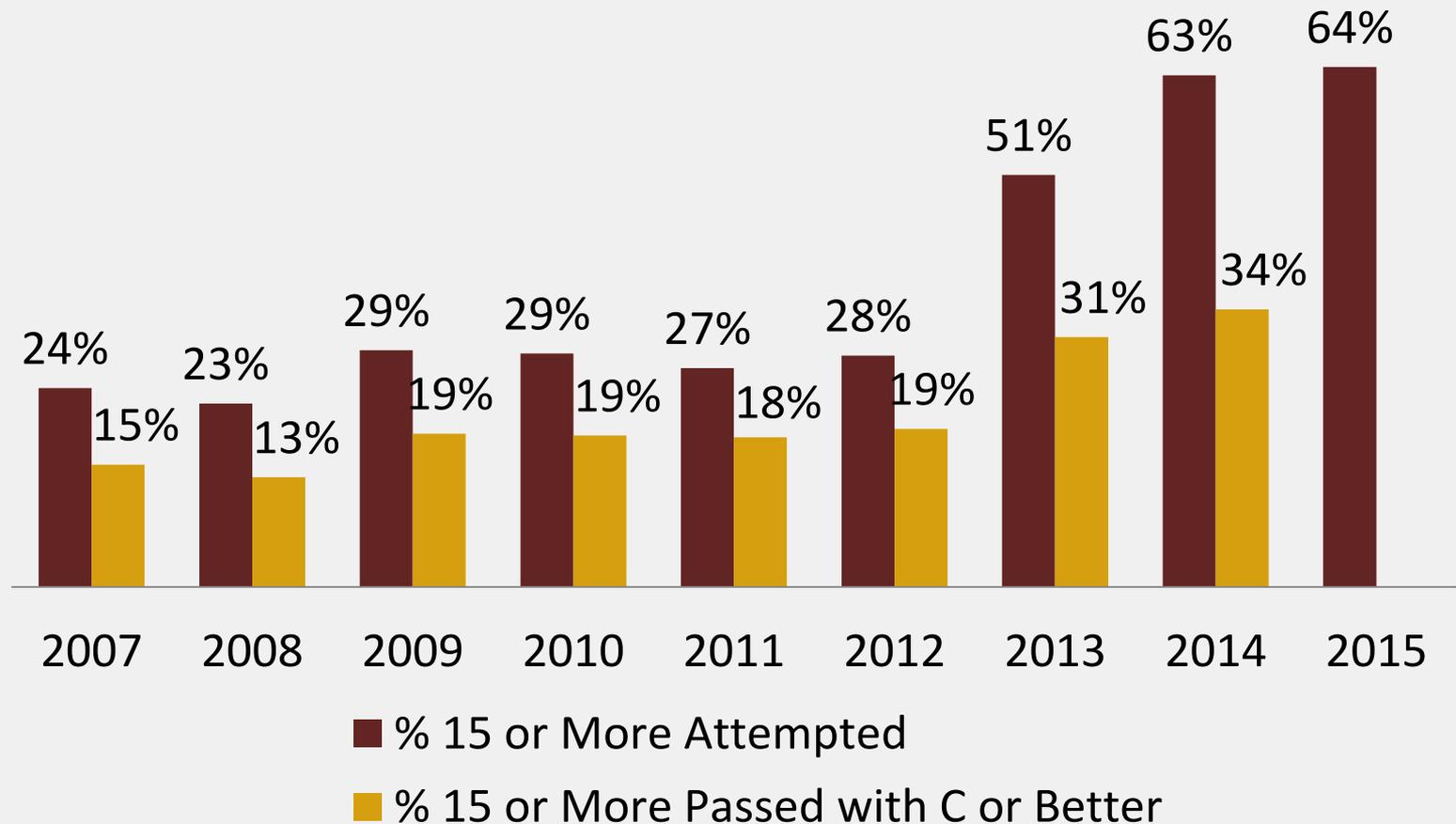
15 or More Credit Hours Attempted

**% 15 IU Credit Hours or More Attempted
Fall First-time, Full-Time Beginners**



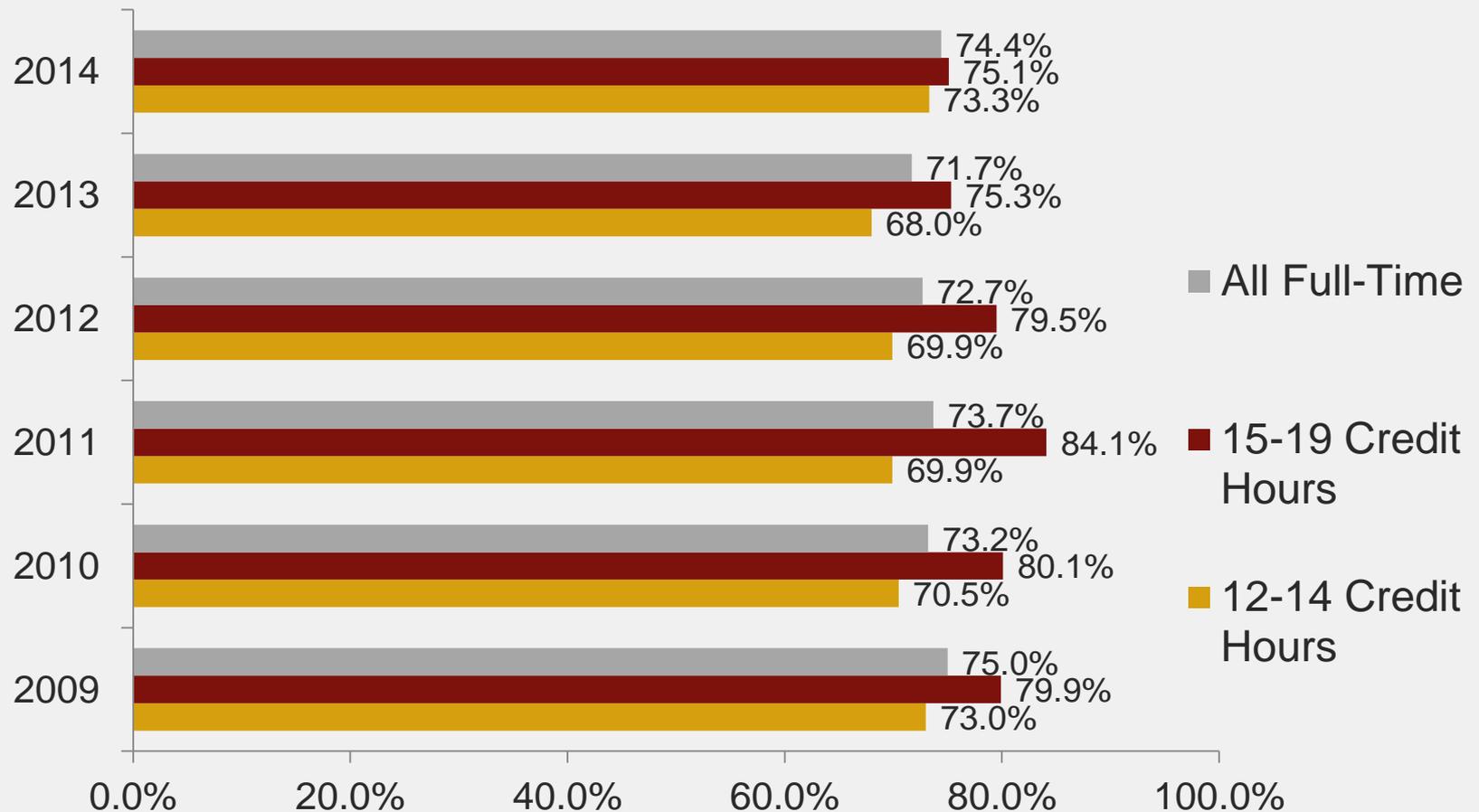
15 or More Credit Hours Attempted and Completed Fall Semester

**% 15 IU Credit Hours or More Attempted and Passed
First-time, Full-Time Beginners**



Retention Rates by Credit Hours Attempted

One-Year Retention Rates for First-Time, Full-Time Beginners by Credit Hours Attempted



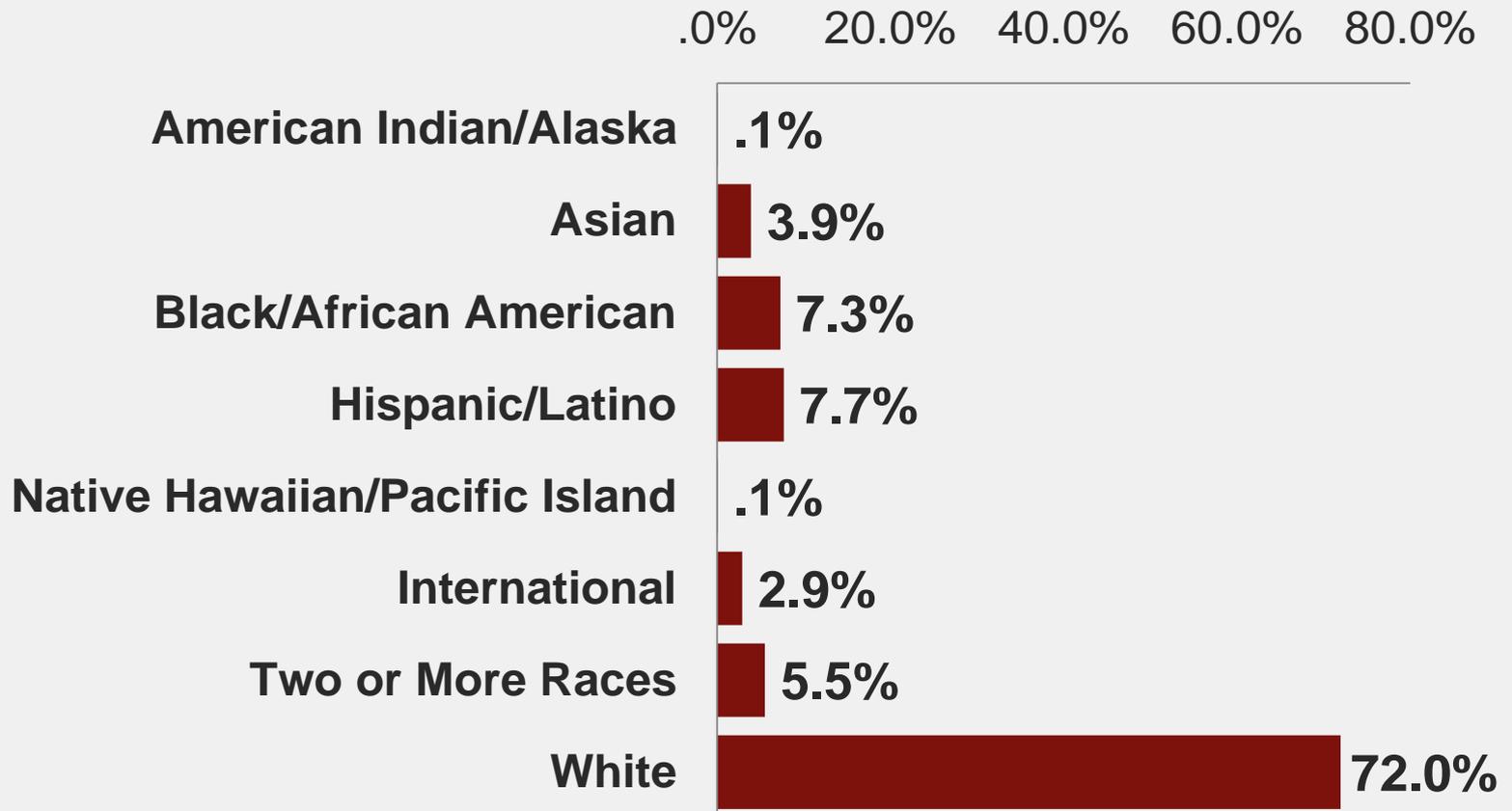
Which Students Tend to Take 15 or More Credit Hours?

- First Time Beginners: First-time Beginners are more likely to enroll in 15 or more credit hours compared to transfer students or continuing and returning students. In 2014 A total of 2117 (63.1%) of First-Time, Full-Time Beginning Freshmen enrolled in 15 or more hours compared to 466 (29.8%) for New External Transfer Students 4881 (31.2%) for Continuing and Returning Students.
- Students With Higher Incomes (based on receipt of Federal Pell Grant and or levels of unmet financial need)
- Female Students
- Younger Students
- Dual/Direct Admits
- More Academically Prepared Students
- Live on-campus
- Fewer External Commitments (plan to spend less time working off-campus for pay and taking care of dependents living with them)

Compared to students who attempted and completed 15 or more IU credit hours during the fall semester, those who attempted but did not complete significantly:

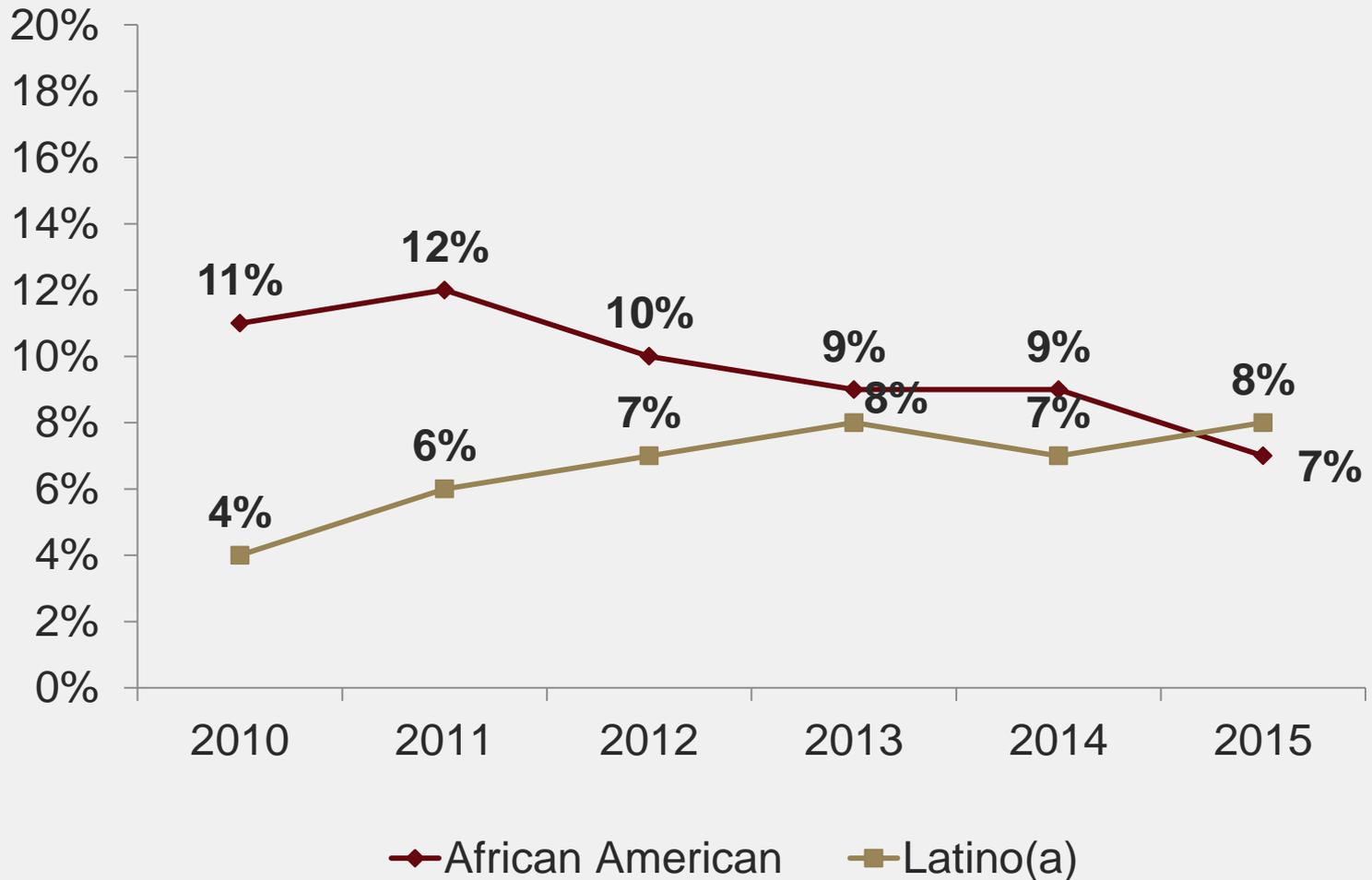
- More Likely to be University College students (not direct/dual admits)
- Lower High School GPAs and SAT scores
- More likely to receive a Federal Pell Grant and have higher levels of Unmet Financial Need
- More likely to plan to spend more hours working off-campus for pay
- More likely to be male
- Higher proportion of underrepresented students meaning African American, Latino/Hispanic, or Two or More Races (25% compared to 16%)
- Lower levels of academic performance (Fall 2014 Cumulative AY GPA 2.08 Fall GPA compared to 3.31)
- Lower One-Year Retention Rates (Fall 2014 51% compared to 85% IUPUI IN)

2015 Beginners Ethnicity



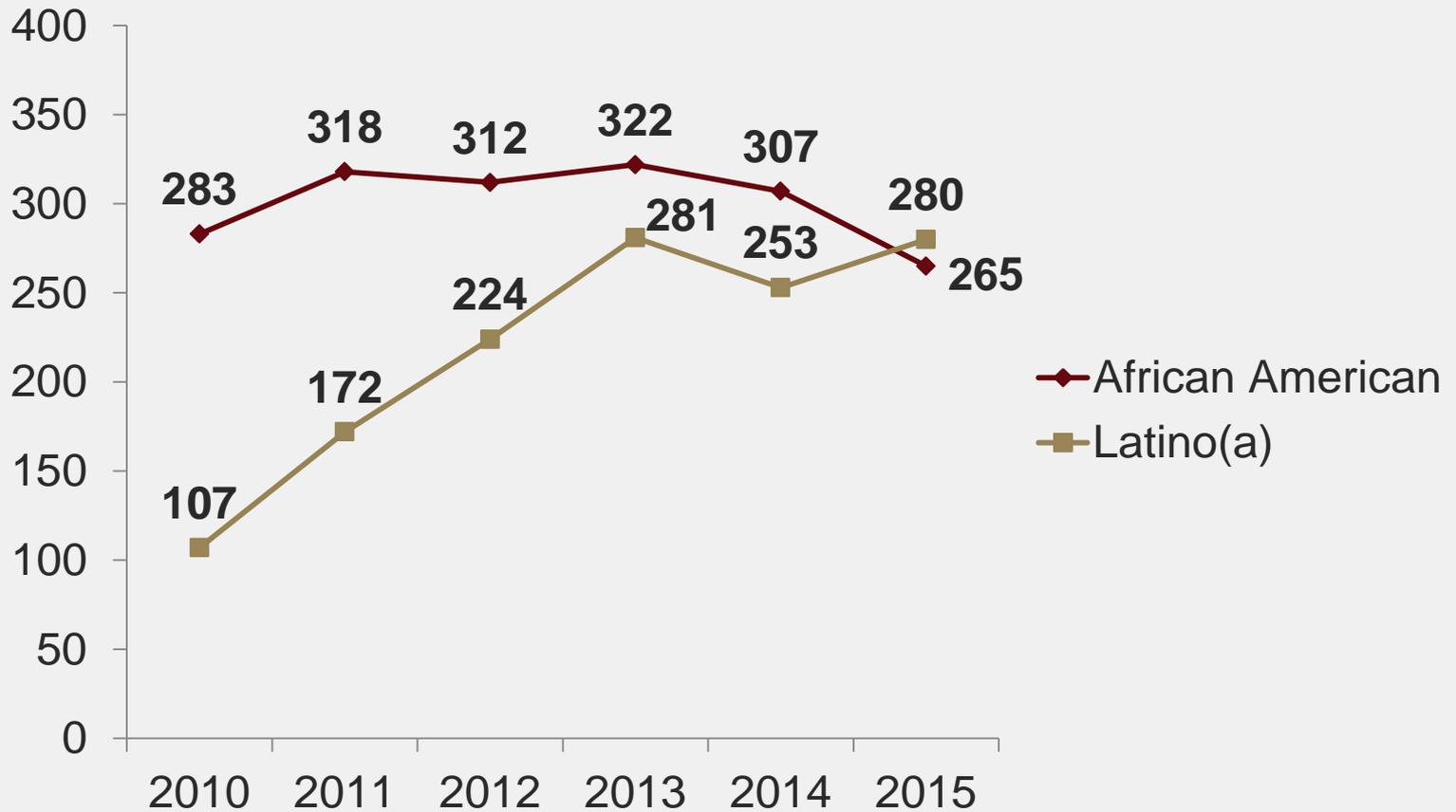
Underrepresented Students

Percent First-Time Beginners African American and Latino(a)



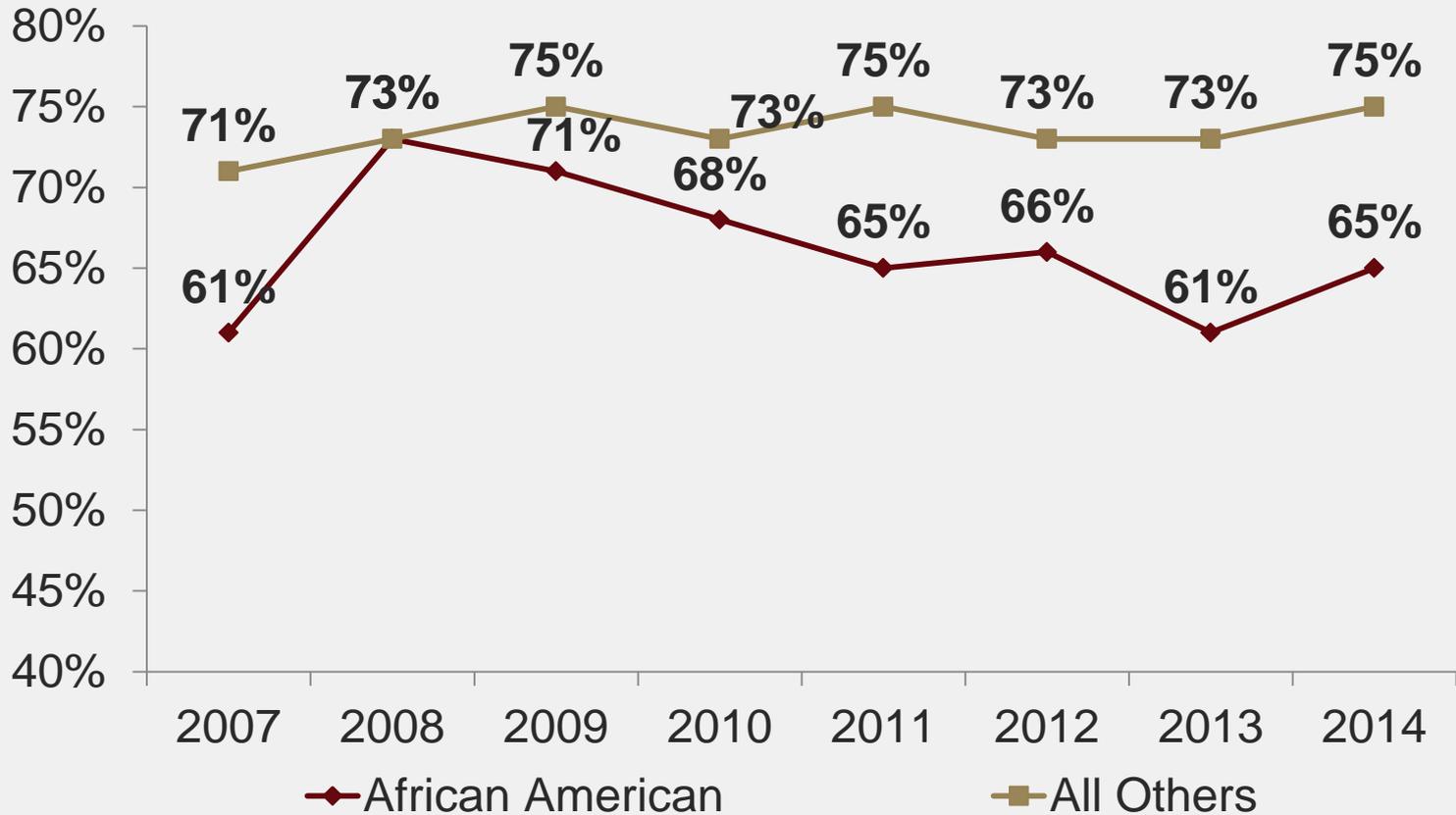
Underrepresented Students

IUPUI IN Number First-Time Beginners African American and Latino(a)

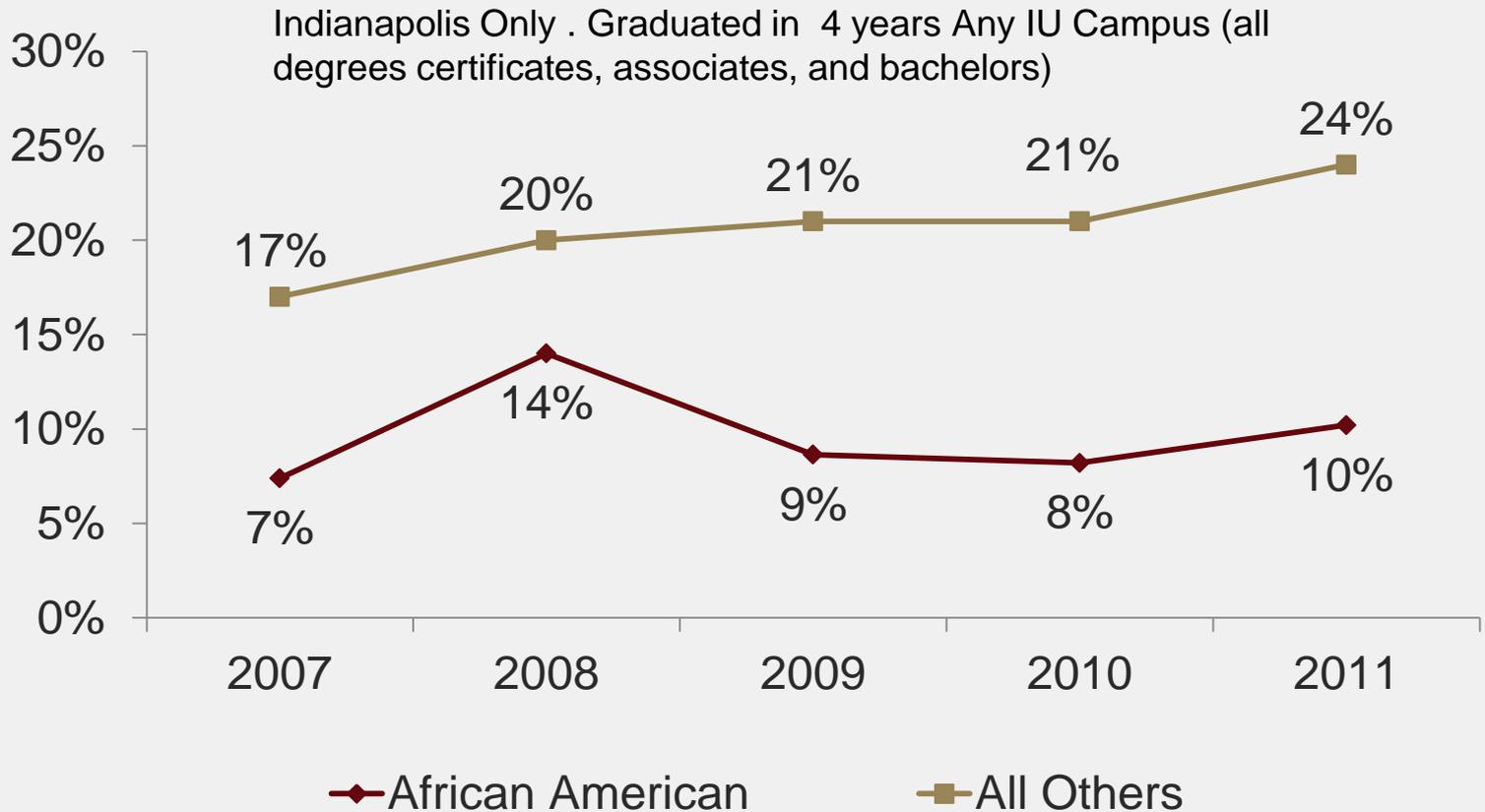


African American Retention Rates

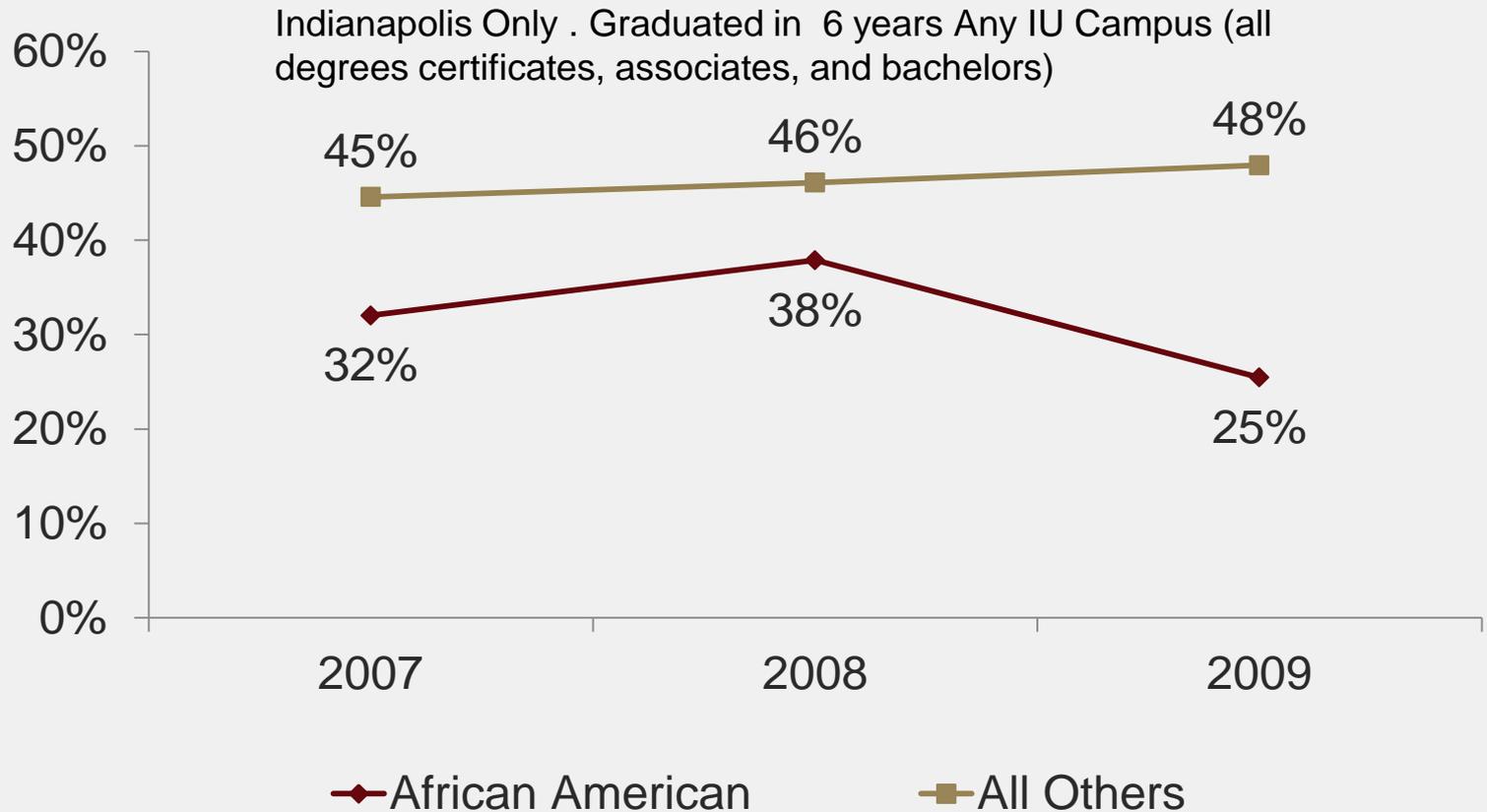
IUPUI IN First-Time, Full-Time Beginners One-Year Retention Rates (Any IU)



Four-Year Graduation Rates First-Time, Full-Time African American Students Compared to All Others

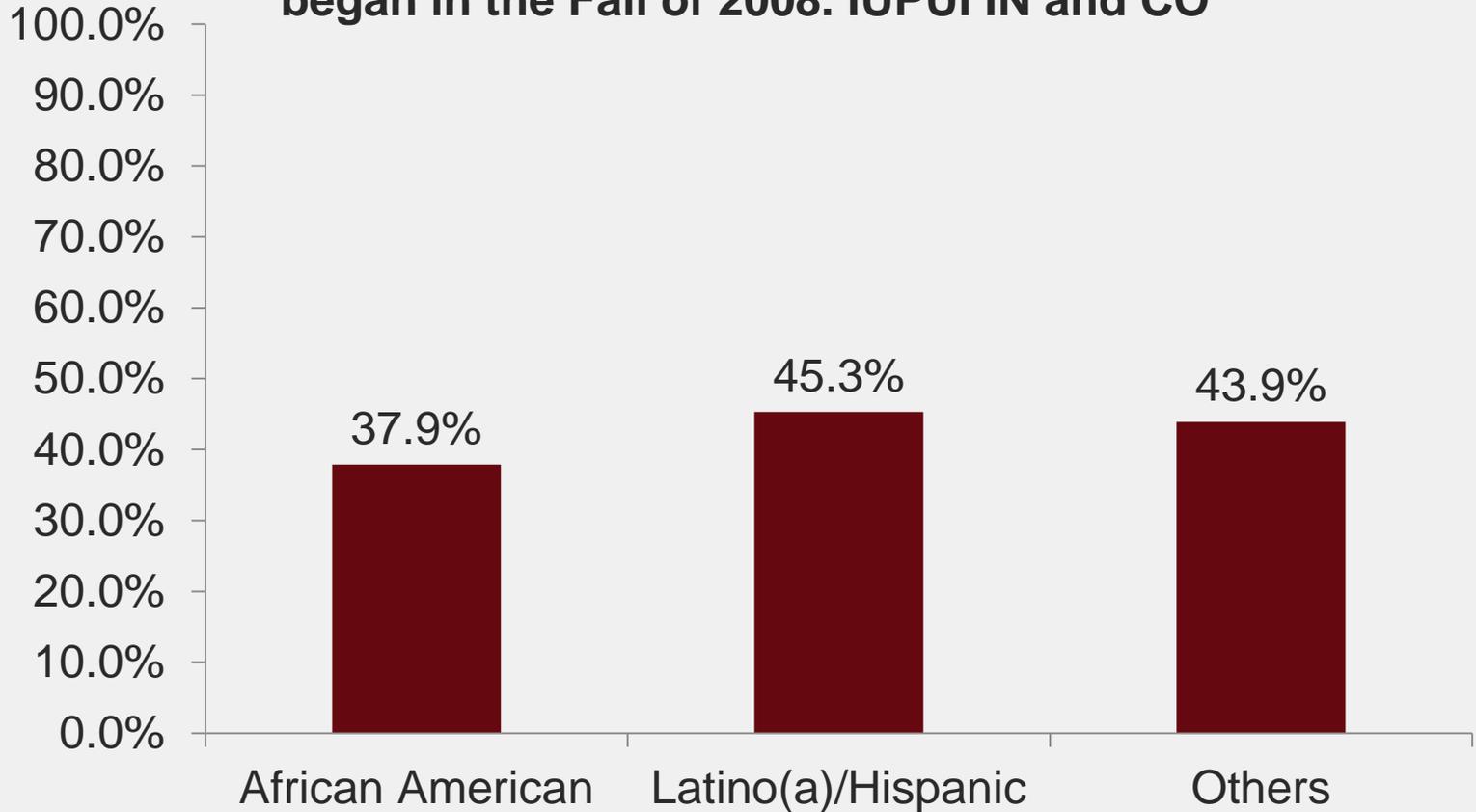


Six-Year Graduation Rates First-Time, Full-Time African American Students Compared to All Others



IUPUI 6-Year Graduation Rates

Full-Time Beginner, Degree -Seeking Students who began in the Fall of 2008. IUPUI IN and CO



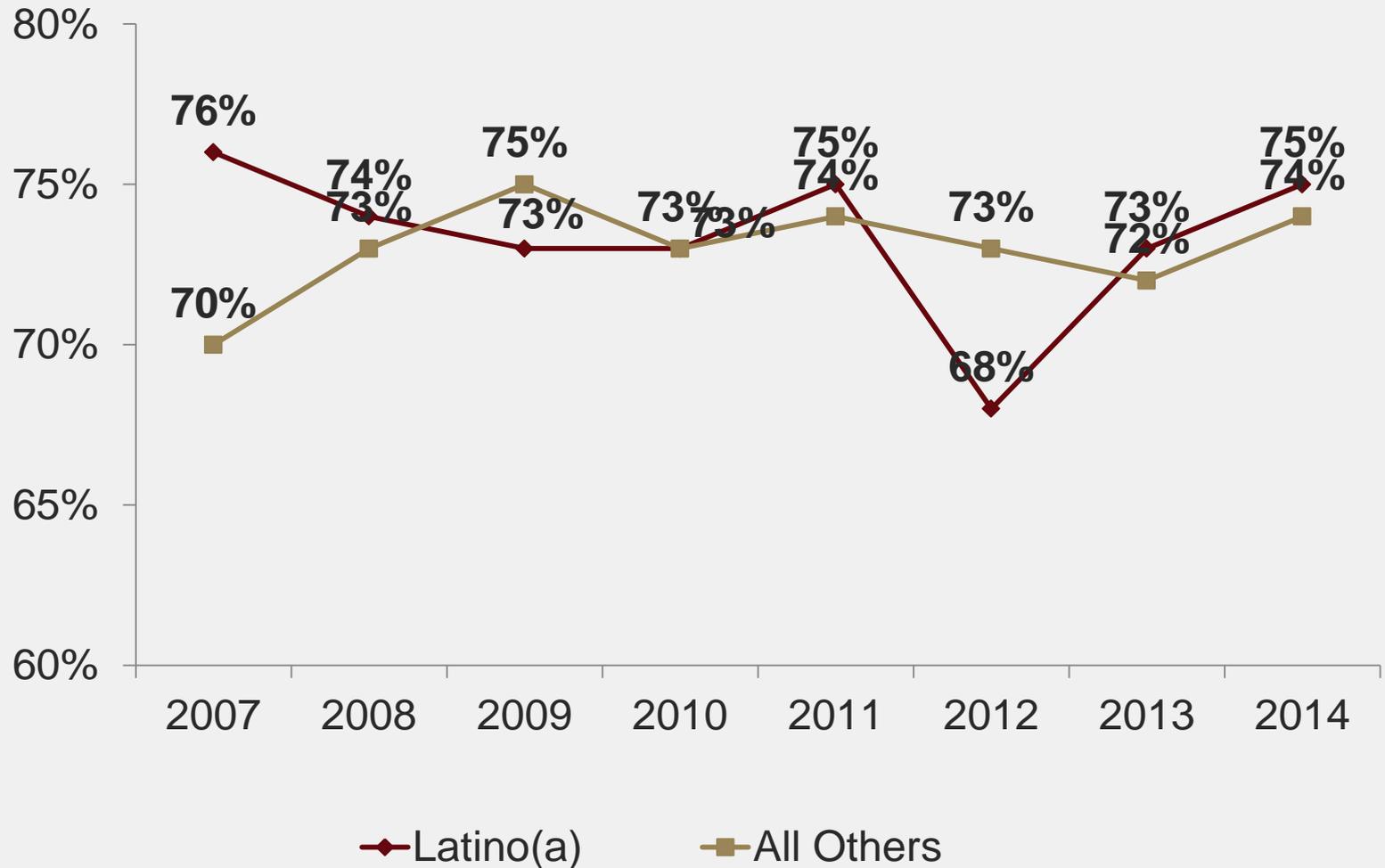
https://www.indiana.edu/~uirr/doc/reports/standard/grad/grad_08.pdf

African American Beginners Program Participation and One-Year Retention Rates

	African American Participants			African American Nonparticipants		
	N	One-Year Retention IUPUI IN	FY GPA	N	One-Year Retention IUPUI IN	FY GPA
First Year Seminars	261	65%	2.28	30	33%	2.10
Themed Learning Communities	92	74%	2.54	199	56%	2.13
Summer Bridge	72	71%	2.43	219	58%	2.21
SB-TLC	26	88%	2.74	265	59%	2.22
DEAP	46	70%	2.53	245	60%	2.28
Twenty First Century Scholars	114	67%	2.24	117	58%	2.29
Campus Housing	102	69%	2.57	189	58%	2.10

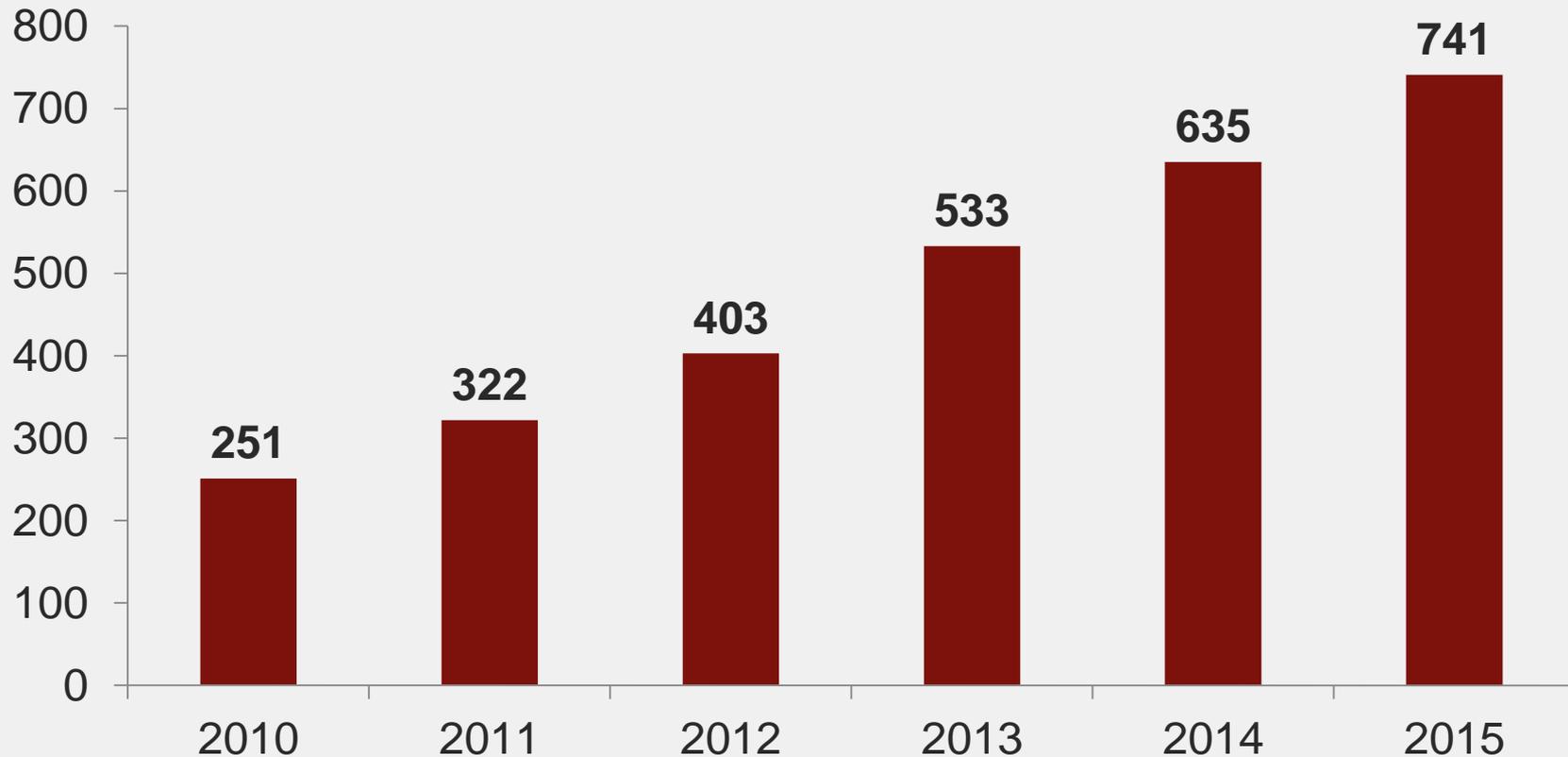
Latino(a) Retention Rates

First-Time, Full-Time Beginners One-Year Retention Rates

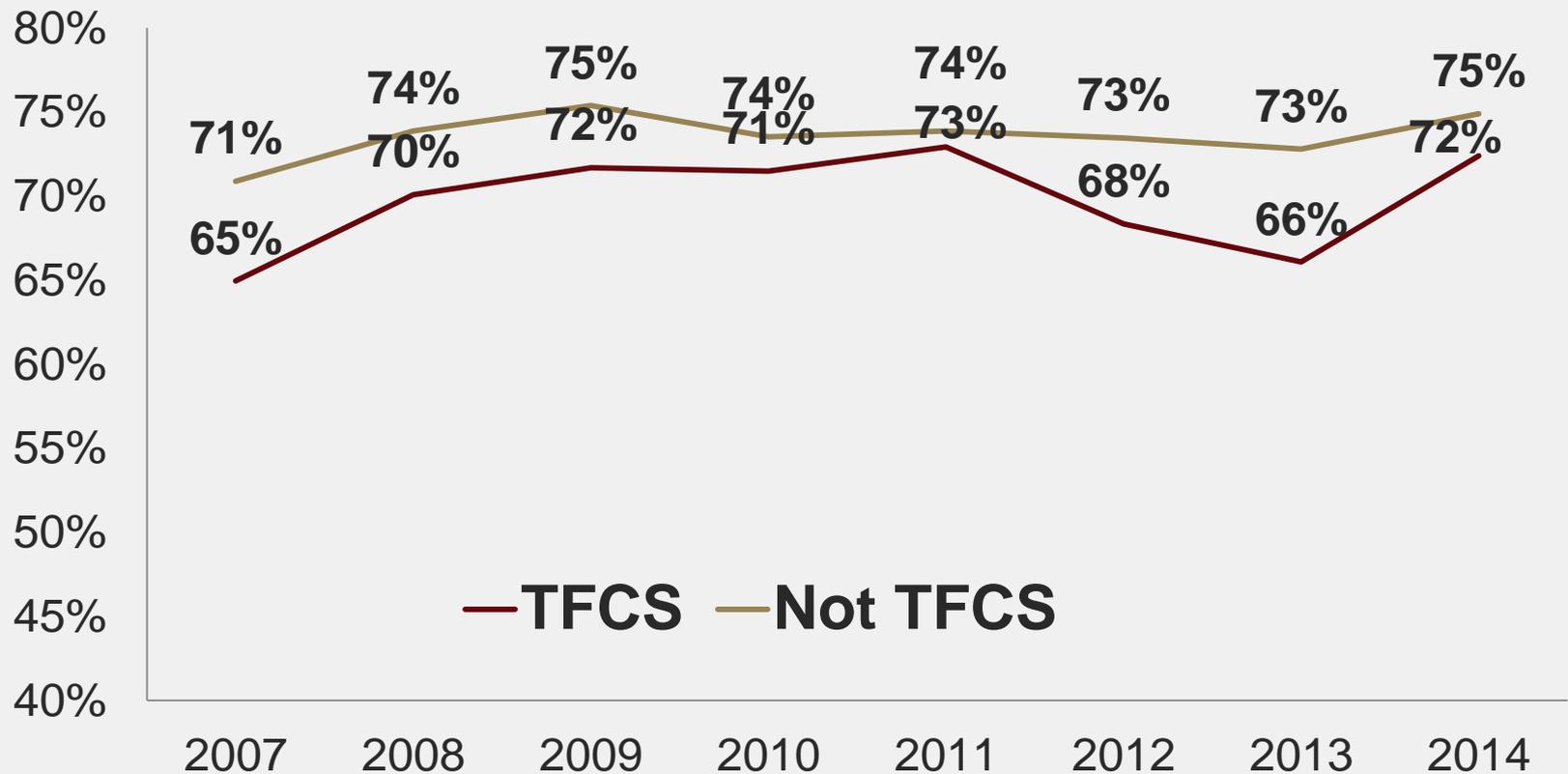


Twenty First Century Scholars

Number of First-Time Beginners Twenty First Century Scholars (Received State Funds)

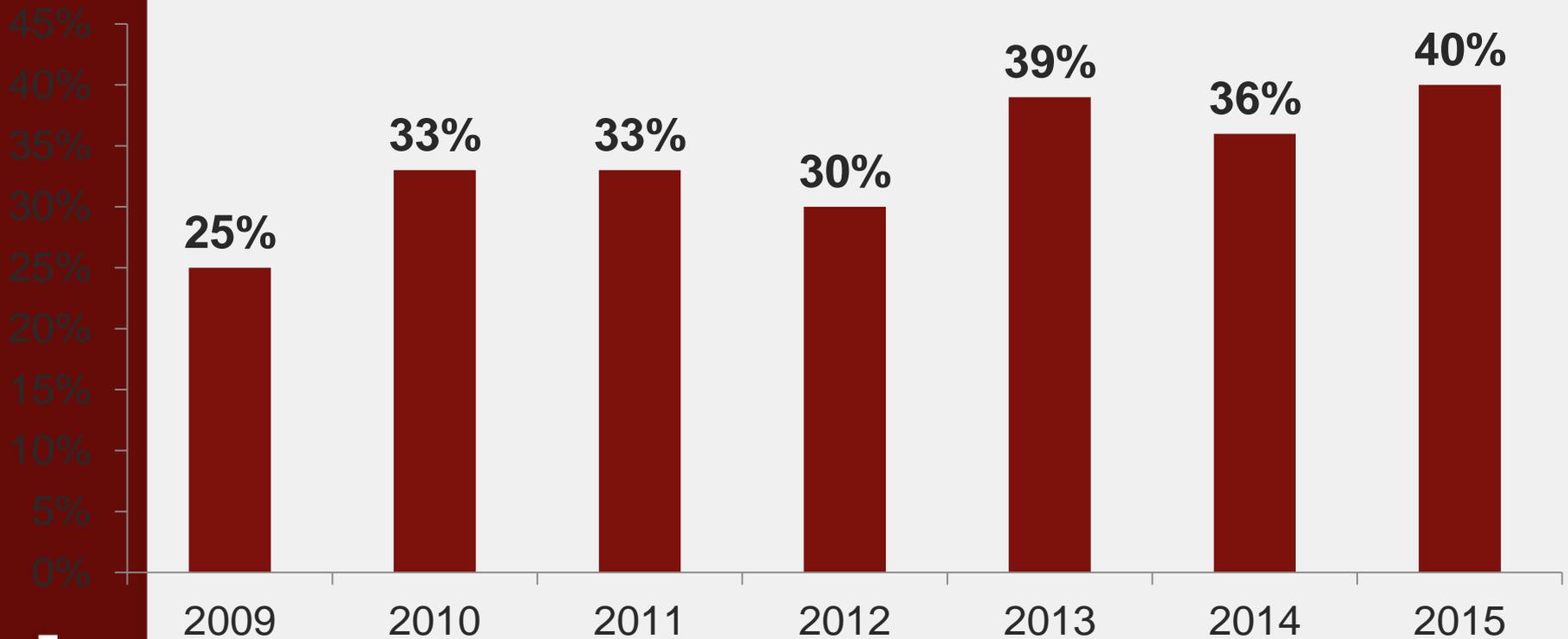


Twenty First Century Scholars One-Year Retention



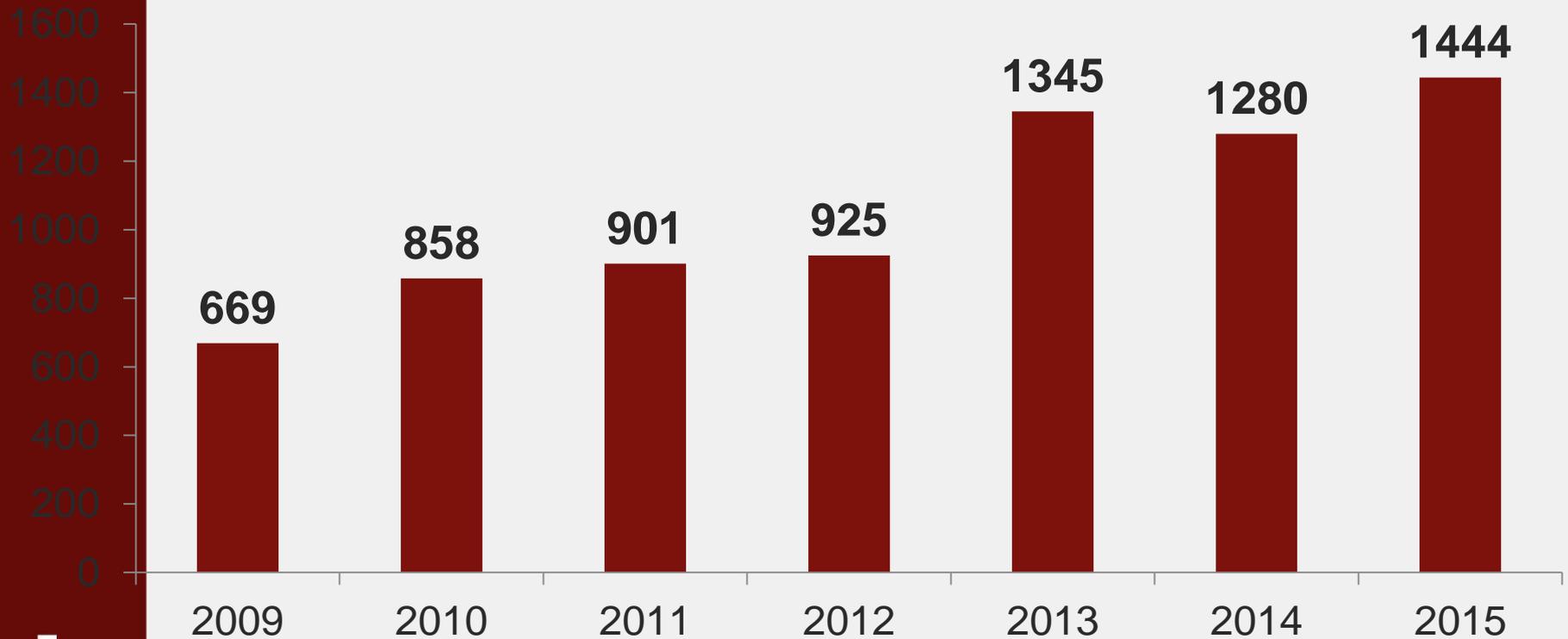
Living on Campus

Percent of First-Time Beginners Living in Campus Housing



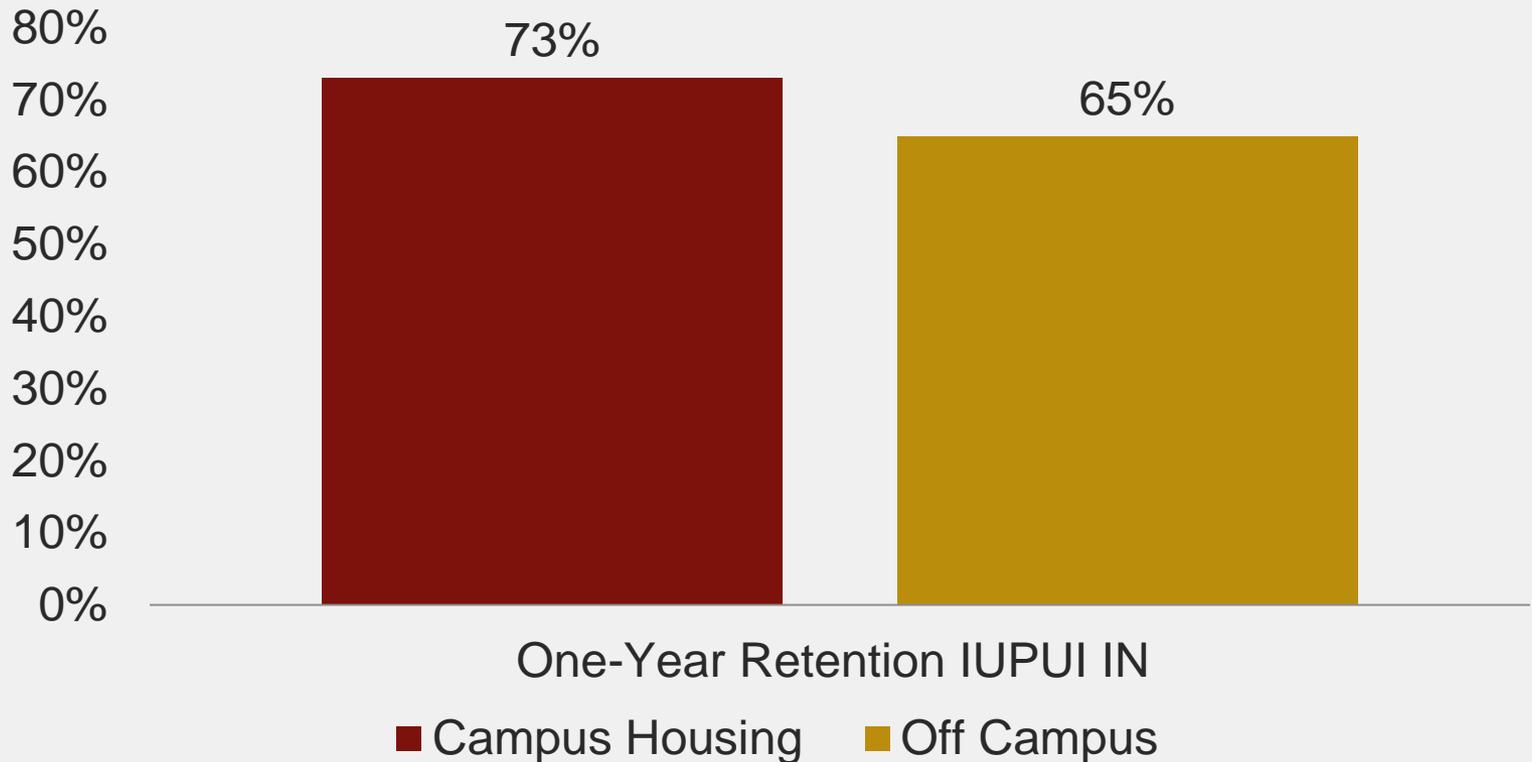
Living on Campus

Number of First-Time Beginners Living in Campus Housing



Campus Housing and One-Year Retention IUPUI IN

2014 Beginners One-Year Retention



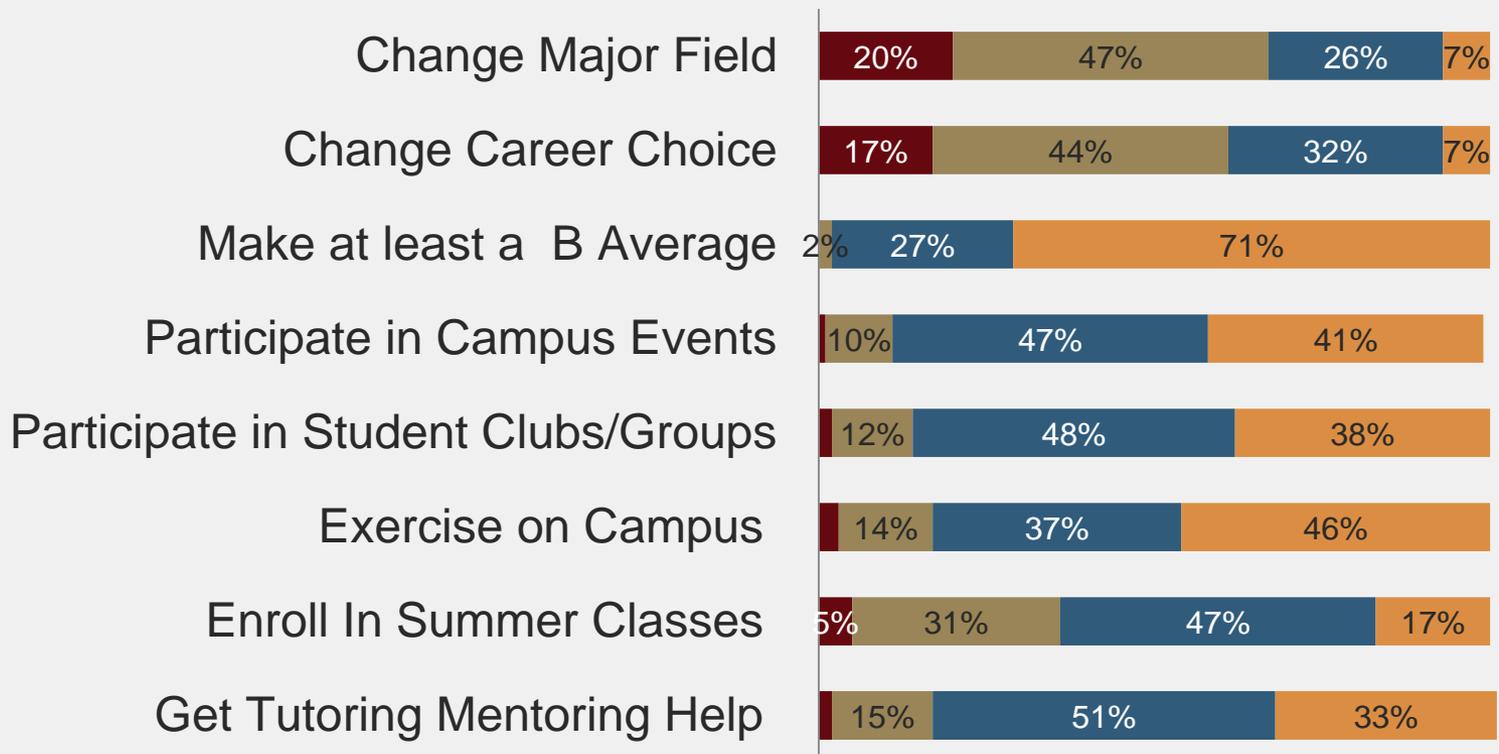
Differences in one-year retention rates are statistically significant even when entering HS GPA, SAT Score, and Pell Grant in the logistic regression model.

This analysis does not account for self-selection bias.

Student Expectations

First-Time Beginners' College Expectations and Planned Behaviors

■ No Chance ■ Very Little Chance ■ Some Chance ■ Very Good Chance



2015 Pre-Majors That Have the Highest Level of Commitment to Major

Pre-Major	N	Mean Chance of Changing Major
Pre Motorsports Engineering BS	13	1.62
Pre Social Work BSW	31	1.87
Pre Nursing BSN	301	1.92
Pre Mechanical Engr BSME	27	2.04
Pre Marketing BSB	31	2.06
Total UC	1493	2.26

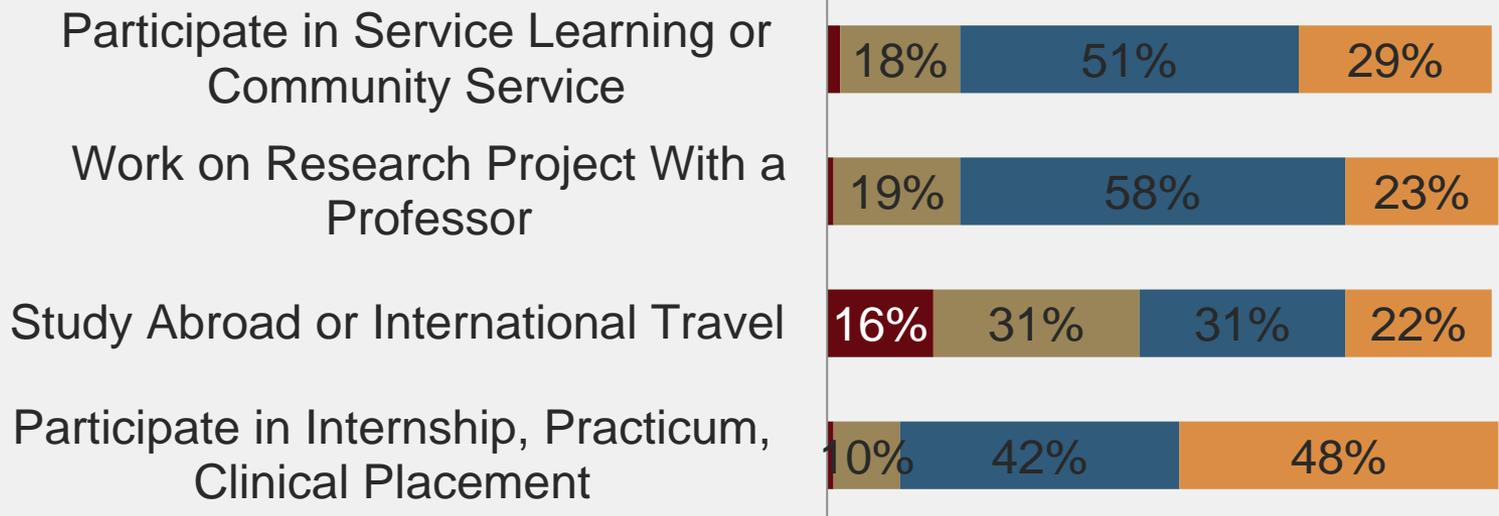
Students with these Pre-Majors were notably less to expect to change their major compared to all other UC Students. Numbers less than 10 not shown.

Scale: 1= No Chance, 2=Very Little Chance, 3= Some Chance, 4= Very Good Chance

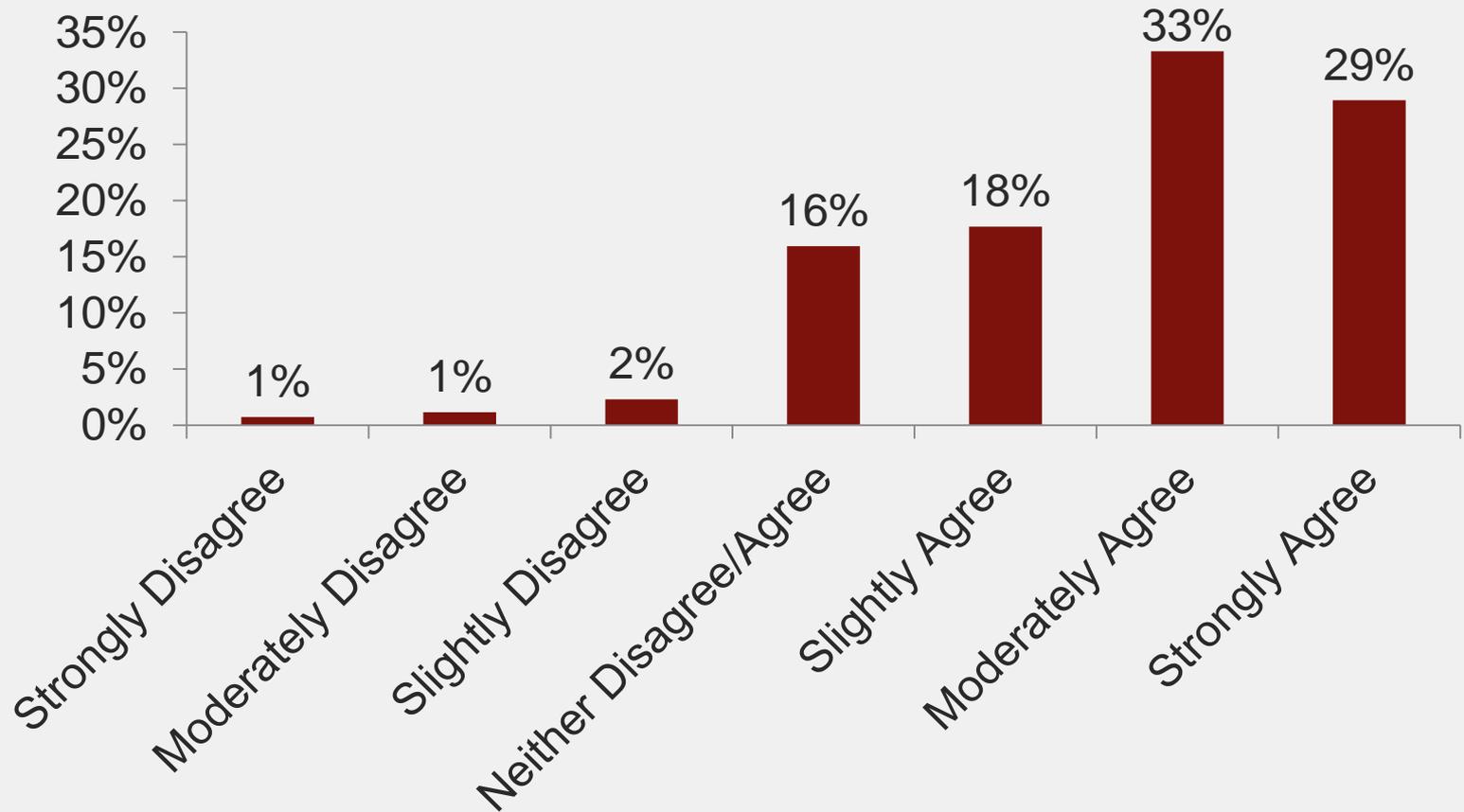
High Impact Practices

First-Time Beginners' College Expectations and Planned Behaviors

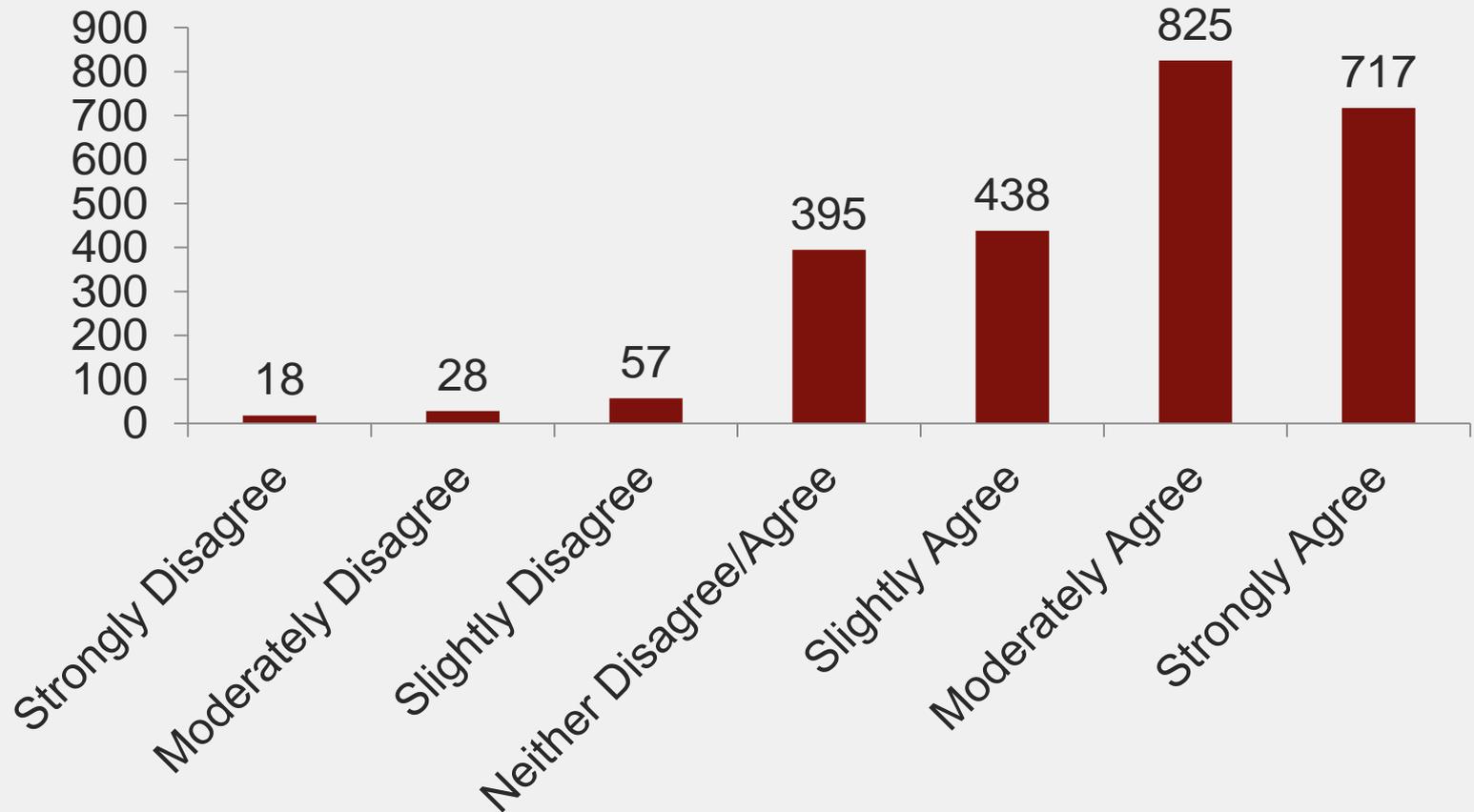
■ No Chance ■ Very Little Chance ■ Some Chance ■ Very Good Chance



I Feel A Sense of Belonging to IUPUI



I Feel A Sense of Belonging to IUPUI



2014 One-Year Retention Rate Students with Low Sense of Belonging
(N=90)= 64%

Some Conclusions

- We have made commendable progress in improving one-year retention rates and graduation rates over the past decade, but we are still below our peers and aspirational goals.
- We need to move beyond the first year in providing supports for our students to ensure degree completion.
- Students' levels of financial instability negatively affects student success (this is a multifaceted issue).
- Almost half of IUPUI new beginners are Pell Eligible. Although the Pell Grant offers a definite leg up for low income students, it can not cover their total education costs. These students often have to apply for other loans and work for pay to offset the cost of college. They face a unique set of challenges.
- Although student factors impact student progress and success, what happens in the academic, social, and co-curricular environment also matters.
- Students participating in early academic support programs are more likely to persist at IUPUI.
- Living on campus is a positive influence on academic success and retention.
- Cognitive motivational variables (grit, self-efficacy), expectations, affective states, levels of commitment, and engagement matter.
- Many underrepresented students need social, academic support, and financial support.
- Taking 15 credit hours per semester may help students get ahead and reach major milestones.
- Some students who attempt 15 or more credit hours during their first semester may not be successful (dual credit, ACP, AP may help students reach 30 credit hours in first year)

The Game Changers



**COMPLETE
COLLEGE
AMERICA**

Performance Funding

- Pay for performance, not just enrollment.

• Corequisite Remediation

- Default many more unprepared students into college-level gateway courses with mandatory, just-in-time instructional support.
- Research has shown that many more students can succeed in college-level gateway courses with additional support than are currently placed into them.

• Full-Time is 15

- Incentivize students to attend full-time and ensure that full-time means 15 credits per semester.

• Structured Schedules

- Help working students balance jobs and school by using structured scheduling of classes to add predictability to their busy lives — doing so enables many more students to attend college full-time, shortening their time to completion.

• Guided Pathways to Success (GPS)

- Enabled by technology, default all students into highly structured degree plans, not individual courses.
- Start students in a limited number of “meta majors,” which narrow into majors.

<http://completecollege.org/the-game-changers/>

Beyond Financial Aid (BFA) – Lumina Foundation

Builds on three guiding principles:

(1) A large and growing number of postsecondary students face the challenges created by limited resources. In fact, approximately one in three American undergraduates receives a Pell grant and is therefore considered a low income student.

(2) When institutions structure and offer all types of financial aid (including nontraditional supports) in a coherent, consumable way, students will persist longer, generate additional revenue for the institution, and graduate at higher rates.

(3) Providing these supports in an intentional way is not an impossible dream. Colleges across the country are already doing it and doing it well.

<https://www.luminafoundation.org/beyond-financial-aid>

Six Strategies To Increase Support Of Low-income Students (Lumina BFA)

- 1. Know the low-income students at your institution.**
- 2. Provide supports to help low-income students overcome practical barriers.**
(bundled, integrated and centralized; supports beyond traditional financial aid. including food assistance and health care, the provision of financial and career coaching, and implementing on-campus programs to offer services such as automotive repair, tax preparation and legal services.)
- 3. Leverage external partnerships for service delivery on campus.**

Six Strategies To Increase Support Of Low-income Students - Continued

4. **Empower low-income students to use available resources** (normalize and shift to an “opt-out” model as a default).
5. **Review your internal processes** (reviewing internal processes from the perspective of low-income students can help highlight opportunities to revise and streamline those processes in ways that can better meet students’ needs).
6. **Implement effective practices to strengthen the academic progression of all students** (without integrated supports that stabilize their finances, low-income students are at a particularly high risk of not reaching their education goals).

More Information!

Website:

<http://irds.iupui.edu>