1. What aspects of the charge to the council have provided the foci for the council, and what specific goals have you been pursuing?

When the Council on Retention and Graduation (CRG) was formed in 2004, it was charged with examining current activities, researching best practices, and developing plans to improve the retention and graduation rates of IUPUI students, particularly those from underrepresented groups. The council’s efforts build on earlier work by the Doubling the Numbers Task Force, the Foundations of Excellence in the First College Year Task Force, the work of University College, and the IUPUI Academic Plan.

This year, the full council focused on several issues: connecting student life with retention strategies, implementing strategic advising for juniors and seniors, promoting student employment and the summer work initiative, creating more awareness about academic support programs, learning about best practices in retention efforts on campus, understanding concurrent enrollment issues, and participating in the general education core curriculum discussions.

The CRG Steering Committee also heard updates from Enrollment Services about enrollment trends and the Shared Services Initiative, Office of the Registrar about the early alert system (IU-FLAGS, Fostering Learning and Graduation Success), UITS about the e-textbook initiative, Office of Student Employment about the services they provide to students, IMIR about student and alumni surveys, Testing Center about placement testing, and Honors College about their enrollment and programming. Numerous University College staff members shared information regarding services for transfer students, Campus Advisory Council, orientation, Summer 2012 Initiative, general education core curriculum, assessment data, and retention reports.

A diverse array of retention initiatives continue to be supported at IUPUI. A summary of current and planned initiatives is provided in Appendix A.

2. How have you approached each of these goals (what activities have you pursued related to each goal)?

The CRG is a means of engaging the campus in meaningful conversations about issues related to retention and graduation. The full council meetings have also served as an opportunity to share and discuss new information pertaining to retention initiatives with academic schools since most units are represented on the council (every school conferring undergraduate degrees has been invited to select representatives for the council). CRG members and guests have been invited to share best practices and models leading to improved retention and graduation that can be used by other units on campus.
The fall meeting focused on connecting social integration and campus engagement to retention efforts on campus, using strategic advising with juniors and seniors to promote timely graduation, and increasing meaningful part-time employment opportunities for students, particularly on campus. The council also heard updates about the Summer Work Initiative, changes in curriculum in the Department of Mathematical Sciences, and the early alert system. The spring meeting focused on using the University Writing Center as a tool to help students, understanding concurrent enrollment issues, and learning about the holistic model used by the Department of Athletics to support student athletes. The full council also discussed the new general education core curriculum.

The CRG Steering Committee, which met eight times during the academic year, addressed additional issues, including enrollment trends, FLAGS (early alert system), general education, student employment, e-text initiative, summer initiatives in 2011 and 2012, diversity, *Time Is the Enemy* (report from Complete College America), Summer Bridge Program, placement testing, and assessment tools such as retention reports, reports on the cohort, Entering Student Survey, NSSE, Continuing Student Satisfaction and Priorities Survey, alumni surveys, and a new report about the students in the top 25% of their classes in high school who were not in the Honors College. The committee is also following the work of the Campus Advising Council and the Orientation Advisory Council, as well as the progress of the proposed Transfer Support Services Center and the proposed Health and Life Sciences Support Center. Finally, the committee endorsed plans by University College (led by Michele Hansen and involving partners from IMIR and Student Life) to move ahead with the piloting of a revised Entering Student Survey. The survey will be piloted during selected summer 2012 orientation sessions and will include assessment of a much more comprehensive array of noncognitive variables known to impact student success. The tool is designed to be appropriate for the diverse array of beginning, transfer, and returning adult students that attend IUPUI and will ultimately support the strategic targeting of particular interventions toward specific groups of students during the first year.

3. **What evidence have you collected and considered for each of the goals, and what variables are you tracking to assess progress?**

The council reviews and discusses a wide range of programs in academic and administrative units working to enhance student retention, including curricular efforts (learning communities, first-year seminars, summer programs, early alert system, etc.) that have resulted in enhanced retention. The variables include the one-year retention rate and the six-year graduation rate (see Appendix B), but the council has broadened the variables to the success of students beyond the first year and to the mediated variables (i.e., participation in learning communities as a function of admission status) ultimately associated with increasing the retention and graduation rates.

During the past year, the CRG Steering Committee looked at enrollment trends, the IU-FLAGS early alert system and how faculty are using it, the development of the general education core curriculum, transfer students and their unique needs, student employment and
how it is academically relevant to students, the e-textbook and how it is used by students and faculty, academic support centers and how they have been impacted by the new early alert system, the work of the Campus Advisory Council, the Summer 2012 Initiative and how it will help students graduate in a timely manner, and retention strategies used by the University of Texas Austin. The committee also discussed the *Time Is the Enemy* report from Complete College America. The report is a call to action and focuses on why today’s college students are not graduating. A salient theme calls for an end to remedial course work and alternative means of supporting students’ success (e.g., supplemental instruction) in credit-bearing courses in writing and mathematics.

The committee also looked at data about retention, admissions and enrollment, the Summer Bridge Program, the fall 2011 first-time full-time cohort, African American and Latino students in the cohort, the Continuining Student Satisfaction and Priorities Survey, NSSE, the 2011 IUPUI Graduate Alumni Survey, the 2011 IUPUI Undergraduate Alumni Survey, the Fall 2011 Student Pulse Survey on Commuter Student Involvement, and the Entering Student Survey. The committee studied students in the top 25% of their high school classes who were not in the Honors College, including their retention rates. This information and data will be very helpful for many units across campus in making improvements to programs and services available to IUPUI students, which should ultimately increase the retention and graduation of these students. Many of these reports are available on the CRG Web site at http://crg.iupui.edu/Home.aspx.

4. **What have you learned in connection with each goal, and what actions are being taken to address your findings?**

The council continues to research relevant issues that affect the retention and graduation of IUPUI students. The council addresses retention of all students, including entering students, transfer students, and students in the leaky pipeline to graduation. The campus loses many students in each year of their enrollment, but the drop between the second and third semesters is particularly significant. The CRG shares reports, handouts, presentations, and minutes on its website, including the Top Ten for Retention list (see Appendix C), which was updated in December 2009. As the chair of the CRG, Dean Kathy Johnson has taken several of the council’s recommendations and issues to the campus deans’ group.

5. **With what other groups or individuals has the council engaged to pursue your goals and objectives? Are there any other groups or individuals you hope to engage in the coming months?**

The council works closely with many groups across campus. In the past year, the CRG Steering Committee engaged individuals from Enrollment Services, Honors College, IMIR, Office of the Registrar, Office of Student Employment, Testing Center, UITS, and University College.
The full council collaborated with the Department of Psychology, Division of Student Life, and Office of Student Employment for the fall 2011 meeting and Enrollment Services, Department of Athletics, and University Writing Center for the spring 2012 meeting. The fall meeting focused on using social engagement as part of the retention efforts on campus, learning strategies from the Department of Psychology as they shared their advising and retention efforts for juniors and seniors, and hearing about services the Office of Student Employment offers students to help them find academically relevant part-time work experiences to enhance their academic and personal success. The spring meeting focused on using the University Writing Center as a tool to help students, understanding dual credit issues, and learning about the holistic model used by the Department of Athletics to support student athletes.

The full council is comprised of individuals from many of the schools and administrative units across campus. Every school conferring undergraduate degrees has been invited to select representatives for the council. In fall 2011, all deans were made ex officio members of the CRG in response to a suggestion raised at Dean Johnson’s “new leader” feedback session. Consequently, when the full council meets each semester (fall and spring), the entire campus is engaged in a conversation about issues related to retention and graduation. The Student Life Services Council and the Enrollment Management Council were invited to attend full council meetings in the fall and spring.

The Council on Retention and Graduation is the context for considering new programs, particularly those developed across units, such as the Mathematics Bridge Program, the Mini-Bridge Program launched in 2006, the expanded Summer Academy Bridge Program in 2007, the modified Summer Success Academy in 2009 (used to be Summer Preparatory Program), and the summer 2011 initiative to employ more students on campus.
### Current Initiatives:

<table>
<thead>
<tr>
<th>Program</th>
<th>Target Group</th>
<th>Description</th>
<th>Website/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Success Academy</td>
<td>Conditionally admitted beginning students</td>
<td>Students engage in developmental mathematics, writing, and a college preparation seminar focused on the development of academic behaviors and campus engagement.</td>
<td><a href="http://research.uc.iupui.edu/EvaluationReports/SummerSuccessAcademy.aspx">http://research.uc.iupui.edu/EvaluationReports/SummerSuccessAcademy.aspx</a></td>
</tr>
<tr>
<td>Summer Bridge Program</td>
<td>Incoming freshmen</td>
<td>Program for incoming freshmen aimed at helping students to develop relationships with faculty, advisors, student mentors, and librarians, as well as friendships with other students. Students learn college-level expectations for reading and writing and receive individualized support in math.</td>
<td><a href="http://research.uc.iupui.edu/EvaluationReports/SummerBridge.aspx">http://research.uc.iupui.edu/EvaluationReports/SummerBridge.aspx</a></td>
</tr>
<tr>
<td>Personal Development Plan</td>
<td>First-year students (and some groups of continuing students)</td>
<td>Electronic portfolio-based process that enables students to understand, implement, and mark progress toward a degree and career goals.</td>
<td><a href="http://research.uc.iupui.edu/EvaluationReports/PersonalDevelopmentPlan.aspx">http://research.uc.iupui.edu/EvaluationReports/PersonalDevelopmentPlan.aspx</a></td>
</tr>
<tr>
<td>Themed Learning Communities</td>
<td>First-year students</td>
<td>Link three or more first-year courses and offer a structured first- or second-semester learning environment where students can easily develop a strong sense of community and engage in integrated learning across disciplines.</td>
<td><a href="http://research.uc.iupui.edu/EvaluationReports/ThemedLearningCommunities.aspx">http://research.uc.iupui.edu/EvaluationReports/ThemedLearningCommunities.aspx</a></td>
</tr>
<tr>
<td>Twenty-first Century Scholars Program</td>
<td>Twenty-first Century Scholars</td>
<td>Academic support services, peer mentoring, assistance with career planning and financial literacy provided to students receiving Twenty-first Century Scholarships.</td>
<td><a href="http://21stcenturyscholars.uc.iupui.edu/">http://21stcenturyscholars.uc.iupui.edu/</a></td>
</tr>
<tr>
<td>Nina Scholars Program</td>
<td>College-age youth and adults from underprivileged backgrounds</td>
<td>Program is dedicated to providing academic support to students who have a physical disability, who have been raised through the child welfare system, or who are a returning adult 25 years old or older with a dependent. Holistic support is provided through intrusive advising aimed at developing resiliency and promoting student success.</td>
<td><a href="http://nina.uc.iupui.edu/">http://nina.uc.iupui.edu/</a></td>
</tr>
<tr>
<td>Student Support Services (SSS)</td>
<td>First-generation undergraduates</td>
<td>Provides support and guidance to first-generation students through academic and personal advising and assistance with financial aid.</td>
<td><a href="http://uc.iupui.edu/Departments/StudentSupportServices.aspx">http://uc.iupui.edu/Departments/StudentSupportServices.aspx</a></td>
</tr>
<tr>
<td>Student African American Brotherhood (B2B)</td>
<td>African American and Latino male undergraduates</td>
<td>Programming is provided in support of academic success and leadership development.</td>
<td><a href="http://www.iupui.edu/~saab/">http://www.iupui.edu/~saab/</a></td>
</tr>
<tr>
<td>Student African American Sisterhood (S2S)</td>
<td>African American and Latino female undergraduates</td>
<td>Programming is provided in support of academic success and leadership development.</td>
<td><a href="http://www.iupui.edu/~saas/benefits.html">http://www.iupui.edu/~saas/benefits.html</a></td>
</tr>
<tr>
<td>Program</td>
<td>Target Group</td>
<td>Description</td>
<td>Website/Assessment</td>
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<tr>
<td>------------------------------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>International Transition Program</td>
<td>International undergraduates</td>
<td>The program promotes academic excellence and provides outstanding international students an opportunity to experience on-campus employment for four weeks in conjunction with various skill development workshops, resume reviews, and the presentation of a learned skill in a poster session.</td>
<td><a href="https://employment.uc.iupui.edu/Employers/HiringStudents/InternationalStudents.aspx">https://employment.uc.iupui.edu/Employers/HiringStudents/InternationalStudents.aspx</a></td>
</tr>
<tr>
<td>IU-FLAGS</td>
<td>Undergraduates</td>
<td>Student performance roster is used by faculty to provide feedback early and often on student attendance and performance; data shared with academic advisors and student support centers.</td>
<td><a href="http://registrar.iupui.edu/flag_eas.html">http://registrar.iupui.edu/flag_eas.html</a></td>
</tr>
<tr>
<td>Bepko Learning Center</td>
<td>Undergraduates</td>
<td>Provides structured learning assistance, supplemental instruction, peer mentoring, and tutoring to students taking gateway courses.</td>
<td><a href="http://research.uc.iupui.edu/EvaluationReports/BepkoLearningCenter.aspx">http://research.uc.iupui.edu/EvaluationReports/BepkoLearningCenter.aspx</a></td>
</tr>
<tr>
<td>IUPUI Summer Work Initiative</td>
<td>Undergraduates</td>
<td>Undergraduates engaged in summer course work are eligible to engage in on-campus employment (matching funds for employment are provided by academic affairs) and experience summer programming (Division of Student Life) and academic support services (Bepko Learning Center).</td>
<td><a href="https://employment.uc.iupui.edu/Employers/HiringStudents/SummerWorkInitiative2012.aspx">https://employment.uc.iupui.edu/Employers/HiringStudents/SummerWorkInitiative2012.aspx</a></td>
</tr>
<tr>
<td>IUPUI Externship Program</td>
<td>Undergraduates</td>
<td>Provides undergraduates with opportunities to engage in job shadowing in order to explore and develop career goals.</td>
<td><a href="http://research.uc.iupui.edu/EvaluationReports/ExternshipProgram.aspx">http://research.uc.iupui.edu/EvaluationReports/ExternshipProgram.aspx</a></td>
</tr>
<tr>
<td>Center for Adult and Lifelong Learning</td>
<td>Returning Adult Students</td>
<td>Collecting recruitment, retention, and completion data.</td>
<td></td>
</tr>
<tr>
<td>Division of Continuing Studies</td>
<td>Returning Adult Students</td>
<td>Contacted students within 20 hours of graduation with anticipatory needs.</td>
<td></td>
</tr>
<tr>
<td>Division of Continuing Studies</td>
<td>Returning Adult Students</td>
<td>Increased e-mail and calling campaign to stopped-out students and to those not yet registered.</td>
<td></td>
</tr>
<tr>
<td>Division of Continuing Studies</td>
<td>Returning Adult Students</td>
<td>Increased the number of students placed in internships.</td>
<td></td>
</tr>
<tr>
<td>Division of Continuing Studies</td>
<td>Returning Adult Students</td>
<td>Increased the transfer enrollments from Ivy Tech Community College through A before B (Associate Before Bachelor’s program) and other transfer programs, including coordinating of outreach with advisors at Ivy Tech.</td>
<td></td>
</tr>
<tr>
<td>Division of Continuing Studies</td>
<td>Returning Adult Students</td>
<td>Offered seminars at off-campus sites and community centers about topics such as returning to college and adult degree completion.</td>
<td></td>
</tr>
<tr>
<td>Division of Continuing Studies</td>
<td>Returning Adult Students</td>
<td>Increased online and accelerated course work, including certificate programs.</td>
<td></td>
</tr>
<tr>
<td>Division of Continuing Studies</td>
<td>Returning Adult Students</td>
<td>Offered graduation incentive grants (for tuition).</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Target Group</td>
<td>Description</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Division of Continuing Studies</td>
<td>Returning Adult Students</td>
<td>Increased the numbers of students using Prior Learning Assessment in partnership with the School of Engineering and Technology’s OLS program.</td>
<td></td>
</tr>
<tr>
<td>Division of Continuing Studies</td>
<td>Returning Adult Students</td>
<td>Increased online anticipatory advising. Advisors have refined an anticipatory, proactive advising model to build relationships with adult students by considering their needs and connecting them to appropriate resources and support as many of them restart their academic careers. The advising model is very effective with transfer students, with online students, first-generation and minority students. A key element of the program is the advisor tracking with students and documenting progress from pre-acceptance through graduation and career counseling.</td>
<td></td>
</tr>
</tbody>
</table>
### Planned Initiatives:

<table>
<thead>
<tr>
<th>Program</th>
<th>Target Group</th>
<th>Description</th>
<th>Website/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Student Center</td>
<td>External transfer students</td>
<td>The Transfer Student Services Office will address the needs of both students and the campus. First, the office will serve as a central hub for transition programming and service provision. The office will provide programming to support transfer students upon entry to IUPUI as well as serve as a “go-to” resource for enrolled transfer students that are having difficulty obtaining the assistance that they seek. Second, the office must provide campuswide coordination and leadership for serving the large population of transfer students that make up the student body of IUPUI. The office will serve as an “acculturation mechanism” for faculty and staff providing support services to transfer students. It will enhance awareness of transfer student needs and be instrumental in helping to create a culture of support for enrolled transfer students. It will also serve as a hub for best practices aligned with theoretical framework depicted above—enhancing students’ academic integration, social integration, and goal commitment through targeted professional development programming and support for transfer seminar curriculum development.</td>
<td>In progress; position for transfer coordinator will be posted in May 2012</td>
</tr>
<tr>
<td>Health and Life Sciences Student Center</td>
<td>Health and life sciences majors</td>
<td>The Health and Life Sciences Student Center (HLSSC) will provide students at all levels in a variety of academic disciplines with the information and guidance needed to explore, plan for, and enter fields in the life sciences as well as the traditional health professions. The advising center will bring together the disciplinary and upper-division expertise of academic schools with the career exploration and academic planning expertise of University College to provide in-depth and holistic support for students. Rapid change within the growing health sciences field as well as the competitiveness of academic programs require that students receive specialized assistance that is not currently available in University College nor with departmental faculty.</td>
<td>In progress; position for health and life sciences advisor is posted</td>
</tr>
</tbody>
</table>
Appendix B

IUPUI RETENTION AND GRADUATION RATES
May 2012

Student Retention
Retention of IUPUI's commuter student population has always been challenging. Despite a
decline for the 2010 cohort, one-year retention rates have increased for first-time, full-time
freshmen over the past 10 years. The upward trend is due in part to better prepared students
and in part to a wide array of retention initiatives.

<table>
<thead>
<tr>
<th>One-Year Retention</th>
<th>Fall Semester Year of Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001</td>
</tr>
<tr>
<td>Full-time</td>
<td>65%</td>
</tr>
<tr>
<td>Part-time</td>
<td>48%</td>
</tr>
</tbody>
</table>

Graduation Rates for First-Time, Full-Time Beginners
The graduation rate for first-time, full-time beginners at IUPUI has increased substantially
over the last 5-6 years for which we have results. The increase is due in part to better
prepared students and in part to a wide array of retention initiatives.

<table>
<thead>
<tr>
<th>Graduation Rates</th>
<th>Fall Semester Year of Entry**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22%</td>
</tr>
</tbody>
</table>

Source: IUPUI, Institutional Portfolio, 2012
Appendix C

TOP TEN FOR RETENTION AT IUPUI
Revised December 2009

Efforts to increase retention at IUPUI have understandably focused on the cohort by which we
are measured: first-time, full-time students. However, in so far as our ultimate goal is to generate
more baccalaureate degrees, it is important that we expand our focus beyond the first year. To do
so, we must be inclusive of all IUPUI populations, including veterans and nontraditional
students. We must look for ways to plug the leaks throughout the “four-year” pipeline. The
ultimate measure of successful retention will be seen in increasing our graduation rates.

1. Continue to develop financial support for low-income, first-generation students.
   a. Twenty-first Century Scholars, Norm Brown Scholarships, etc.
   b. Continue to provide financial advising and grow this to include financial education
      that builds on instructional presentations and Web site information.
   c. When resources permit, consider developing dedicated office or staffing to assist
      students with longer-range financial planning relative to paying for a college
      education.
   d. Expand work opportunities on campus, following the model of the “Freshman to
      Work” program that concentrates on work-study options within the university as well
      as generating employment opportunities for students who do not receive work-study
      funding.
   e. Explore partnerships with area businesses, including University Food Services (aka
      Chartwells) to hire more IUPUI students.

2. Stabilize and expand Summer Success Academy for high-risk students.
   a. Funding must be predictable and stable.
   b. Assess this program regularly to determine if the substantial investment is
      worthwhile, specifically both math and writing/literacy should correlate with
      increased student success in the at-risk cohort.
   c. Consider ways to support and expand to other disciplines, such as writing and
      psychology, content currently offered through the Math Assistance Program that
      allows sustained online engagement in a discipline after a student formally withdraws
      from a course.

3. Continue to assess and to refine successful first-year strategies.
   a. Orientation (and online pre-orientation programming).
   b. Bridge + TLC.
   c. Early warning.
   d. Gateway attendance.
   e. First-semester dismissal.
   f. Limiting Ws.
4. Develop second-semester learning communities and enhance interventions for first-year semester students with low GPAs.
   a. Identify second-semester course blocks that include useful groupings of classes (second writing course, math, and Psych B104) or develop TLC around campus reads project.
   b. Expand STAR and other second-semester interventions for struggling students.
   c. Assign low-performing students peer and/or faculty mentors (a la Norm Brown).

5. Improve process of transitioning students from University College to the major.
   a. Coordinate advising, advising notes, notification of students, and advisors when a student is transferring schools.
   b. Continue to develop strategies for alternative choices for students who do not get into chosen fields.
   c. Consider a University College “graduation” or other rite of passage and/or at least an official letter of congratulations from the dean (or deans of each school upon admission to a degree-granting program).

6. Review IUPUI undergraduate curriculum to improve flexibility retention and decrease the time toward degree when possible.
   a. As our student population changes, we need to ensure that the undergraduate curriculum is appropriate, engages students, and promotes learning and retention.
   b. In response to or in preparation for the 2012 accreditation visit.
   c. In response to PUL initiative (data collection).
   d. In response to cross-institutional transfer initiative.
   e. Review program requirements and total hours required for the degree to ensure consistency with peer programs and to ensure degree can be obtained with a reasonable number of hours (in the 120 hour range).

7. Continue to develop links between advising and career development.
   a. First-year students review link between curricular goals and career goals, using the Personal Development Plan (PDP) as a primary tool through which first-year students develop multiple plans to reach career (life) goals.
   b. Advisors and counselors provide alternative career and curricular tracks to students in competitive degree programs.
   c. Make a stronger link between career objectives and the RISE initiative so that students can begin early to think about experiential learning.
   d. Develop stronger support for internships on campus by enhancing the link between advising and the Solution Center.
   e. Utilize the Multidisciplinary Team Initiative (MURI) approach to create greater capacity for internships.
8. Develop new retention efforts aimed at transfer students.
   a. Create more flexibility in accepting general education transfer credits specifically for credit toward the degree.
   b. Recognize that most students will change their majors and work to develop more flexibility in accepting general education requirements between schools (the PULs might be used to articulate such requirements across schools).
   c. Develop learning communities aimed at first-semester transfer students.
   d. Develop a point of contact within each academic unit for transfer students, including advising and counseling on institutional support and transition issues.
   e. Strengthen ties to Ivy Tech with the goal of encouraging more students to complete their associate degrees at Ivy Tech.
   f. Create more joint programming and advising with Ivy Tech.
   g. Continue to support the efforts of the Passport program to expand and to strengthen articulation agreements with Ivy Tech and improve cross-campus awareness of these programs.

9. Develop new retention programs aimed at juniors and seniors.
   a. Create a faculty/staff group (or assign to an existing group) the responsibility of identifying and addressing bottle necks in degree programs (sequenced courses, infrequently offered required courses, and classroom availability issues), lack of flexibility, and inadequate preparation for capstone courses.
   b. Explore possible financial aid incentives to hasten graduation (discounted senior years, special scholarship programs, etc.).
   c. Explore with the Office of Student Financial Aid Services the possibility of identifying students who might be eligible for a semester or two of aid but who have dropped out because they did not take advantage of appeal or other options for meeting satisfactory academic progress requirements.

10. In an effort to generate more baccalaureate degrees, reach out to students who have reached senior status (or any students who have some college credit) but have stopped out of their program.
    a. Use institutional resources (CRM) to contact stopped-out students providing a link to advisors or others who could help them develop a plan to complete the degree.
    b. Consider in investing university resources to assign an advisor who could work with stopped-out students and who (using degree audits) could map out the most efficient route to graduation and then work to re-enroll the students and support them through the process.
    c. Consider financial incentives for people who wish to return (book vouchers, waiver of some fees, etc.).