TOP TEN FOR RETENTION IN 2010

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 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 website 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 concentrate 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 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 on-line engagement in a discipline after a student formally withdraws from a course

3. Continue assess and refine successful first year strategies
   a. Orientation (and on-line pre-orientation programming)
   b. Bridge + TLC
   c. Early Warning
   d. Gateway Attendance
   e. First semester dismissal
   f. Limiting W’s

4. Develop second semester learning communities, and enhance interventions for first year semester with low GPA’s.
   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 (ala Norm Brown)

5. Improve process of transitioning students from UC to 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 UC “graduation” or other rite of passage and/or at least official letter of congratulations from 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.

b. 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 insure consistency with peer programs and to insure degree can be obtained in 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 Associates 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 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, inadequate preparation for capstone courses.

b. Explore possible financial aid incentives to hasten graduation (discounted senior years, special scholarship programs, etc.)

c. Explore with Financial Aid 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 student and support them through the process.
   c. Consider financial incentives for people who wish to return (book vouchers, waiver of some fees, etc.)