IUPUI Student Success and Retention

Council on Graduation and Retention (CRG)

April 28, 2014 Update
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Data Sources

**IUPUI Indianapolis Only Fall Beginners **

- Institutional Data
- Entering Student Survey (administered at the end of New Student Orientation)
- Admissions (Chris Foley)
- Student Affairs (housing GPA analysis from Rob Aaron)
- Credit Hour Retention Analysis (Gary Pike)
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 Characteristics, Dispositions, and Attitudes

• Academic Preparation
• Knowledge, Skills, and Abilities
• Student Demographics
• Socioeconomic Level and Financial Resources
• Cognitive Motivation (self-efficacy, hope, understanding and commitment to goals)
• Support Systems
• Institutional Commitment
• Intentions
• External Commitments (family, friends, work)
Institutional Factors

- Academic Support
- Personal and Social Support
- Academic and Social Integration
- Engaging and Challenging Instructional Strategies
- Early Interventions and Early Warning Systems
- Financial Support and Scholarships
- Opportunities for Involvement in Co-curricular Activities and Campus Engagement
- Helping Students Build Knowledge, Skills, and Abilities
- Enhancing Sense of Belongingness and Commitment to IUPUI
- Helping Students Feel Sense of Purpose, Self-Efficacy, Hope, and Commitment to Goals
- Fostering Diverse and Inclusive Environments
- Providing Major/Career Exploration and Development Opportunities
Indianapolis First-Time, Full-Time Cohort Retention and Graduation Rates (Bachelor’s, Associate, and Certificate)

- 1-year retention:
  - 2000: 62%
  - 2001: 65%
  - 2002: 67%
  - 2003: 67%
  - 2004: 66%
  - 2005: 64%
  - 2006: 67%
  - 2007: 70%
  - 2008: 74%
  - 2009: 75%
  - 2010: 73%
  - 2011: 74%
  - 2012: 73%

- 4-year graduation:
  - 2000: 12%
  - 2001: 12%
  - 2002: 15%
  - 2003: 16%
  - 2004: 19%
  - 2005: 20%
  - 2006: 28%
  - 2007: 32%
  - 2008: 33%
  - 2009: 35%
  - 2010: 35%
  - 2011: 33%
  - 2012: 44%

- 6-year graduation:
  - 2000: 0%
  - 2001: 10%
  - 2002: 20%
  - 2003: 28%
  - 2004: 32%
  - 2005: 33%
  - 2006: 35%
  - 2007: 35%
  - 2008: 33%
  - 2009: 40%
  - 2010: 44%
  - 2011: 20%
Peer Institutions

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>One-Year Retention</th>
<th>Four-Year Graduation</th>
<th>Six-Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. of Pittsburgh</td>
<td>92%</td>
<td>61%</td>
<td>79%</td>
</tr>
<tr>
<td>Temple University</td>
<td>89%</td>
<td>37%</td>
<td>68%</td>
</tr>
<tr>
<td>Univ. of Cincinnati</td>
<td>84%</td>
<td>22%</td>
<td>59%</td>
</tr>
<tr>
<td>Univ. of Illinois Chicago</td>
<td>82%</td>
<td>27%</td>
<td>55%</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
<td>85%</td>
<td>27%</td>
<td>53%</td>
</tr>
<tr>
<td>Univ. of Missouri-St. Louis</td>
<td>74%</td>
<td>25%</td>
<td>51%</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>84%</td>
<td>18%</td>
<td>47%</td>
</tr>
<tr>
<td>Univ. of Houston</td>
<td>82%</td>
<td>15%</td>
<td>46%</td>
</tr>
<tr>
<td>Univ. of Toledo</td>
<td>65%</td>
<td>24%</td>
<td>46%</td>
</tr>
<tr>
<td>Univ. of Alabama-Birmingham</td>
<td>80%</td>
<td>23%</td>
<td>45%</td>
</tr>
<tr>
<td>Univ. of Missouri-Kansas City</td>
<td>75%</td>
<td>17%</td>
<td>41%</td>
</tr>
<tr>
<td>CUNY</td>
<td>83%</td>
<td>6%</td>
<td>40%</td>
</tr>
<tr>
<td>Univ. of Mass-Boston</td>
<td>75%</td>
<td>14%</td>
<td>40%</td>
</tr>
<tr>
<td>Univ. of Wisconsin-Milwaukee</td>
<td>73%</td>
<td>14%</td>
<td>40%</td>
</tr>
<tr>
<td>Portland State University</td>
<td>70%</td>
<td>14%</td>
<td>38%</td>
</tr>
<tr>
<td>Univ. of Memphis</td>
<td>78%</td>
<td>12%</td>
<td>38%</td>
</tr>
<tr>
<td>Univ. of New Orleans</td>
<td>64%</td>
<td>17%</td>
<td>38%</td>
</tr>
<tr>
<td>IUPUI</td>
<td><strong>74%</strong></td>
<td><strong>11%</strong></td>
<td><strong>33%</strong></td>
</tr>
<tr>
<td>Cleveland State University</td>
<td>64%</td>
<td>9%</td>
<td>30%</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>77%</td>
<td>10%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: College Results Online, The Education Trust
(www.collegeresults.org)
## One-Year Retention Rates

<table>
<thead>
<tr>
<th>One-Year Retention Rate by Type</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI* (includes all degree seeking – Bachelors, Associates, Certificates)</td>
<td>73.4%</td>
<td>71.3%</td>
<td>72.3%</td>
<td>71.7%</td>
</tr>
<tr>
<td>IUPUI* (includes only Bachelor degree seeking)</td>
<td>73.8%</td>
<td>71.8%</td>
<td>72.2%</td>
<td>71.9%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes all degree seeking – Bachelors, Associates, Certificates)</td>
<td>75%</td>
<td>72.9%</td>
<td>73.7%</td>
<td>72.7%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes only Bachelor degree seeking)</td>
<td>75%</td>
<td>74%</td>
<td>73.6%</td>
<td>73.0%</td>
</tr>
</tbody>
</table>

* IUPUI official always includes Columbus
Fall 2012 IUPUI Indianapolis First-Time, Full-time Beginners N=2881

Number Returned for Second Year of Classes
Any IU Campus  (Fall to Fall Retention)

- Retained: 2044
- Not Retained: 766
Summary of Non-Returning Students N=766

No Record of Enrollment At Any Institution: 67%
Enrolled at Other 4-Year Institution: 15%
Enrolled at Other 2-Year Institution: 18%
Enrolled at an IU Campus AFTER Census: 1%
National Student Clearinghouse

Summary of Non-Returning Students N=766

Numbers of Students

- No Record of Enrollment At Any Institution: 512
- Enrolled at Other 4-Year Institution: 112
- Enrolled at Other 2-Year Institution: 136
- Enrolled at an IU Campus AFTER Census: 6
Academic Performance of Students Who Left

Average Cumulative First-Year GPA

- No Record of Enrollment At Any Institution: 1.52
- Enrolled at Other 4-Year Institution: 2.91
- Enrolled at Other 2-Year Institution: 1.53
- Enrolled at an IU Campus AFTER Census: 3.04
Academic Performance of Students Who Left

Average Cumulative First-Year GPA Above 3.00

- No Record of Enrollment At Any Institution: 11%
- Enrolled at Other 4-Year Institution: 51%
- Enrolled at Other 2-Year Institution: 5%
- Enrolled at an IU Campus AFTER Census: 57%
Academic Performance of Students Who Left

Average Cumulative First-Year GPA Below 2.00

- No Record of Enrollment At Any Institution: 66%
- Enrolled at Other 4-Year Institution: 10%
- Enrolled at Other 2-Year Institution: 63%
- Enrolled at an IU Campus AFTER Census: 7%
Academic Preparation of Students Who Left

Average High School GPA

- No Record of Enrollment At Any Institution: 3.17
- Enrolled at Other 4-Year Institution: 3.33
- Enrolled at Other 2-Year Institution: 3.17
- Enrolled at an IU Campus AFTER Census: 3.40
Academic Preparation of Students Who Left

**Average SAT Score**

- No Record of Enrollment At Any Institution: 987
- Enrolled at Other 4-Year Institution: 1026
- Enrolled at Other 2-Year Institution: 974
- Enrolled at an IU Campus AFTER Census: 1041
Most Common 2-Year Institutions

National Student Clearinghouse N=136
% of Students

- Ivy Tech Community College - IN: 98%
- Out of State: 2%
Most Common 2-Year Institutions

National Student Clearinghouse N=136
Numbers of Students

Ivy Tech Community College - IN

Out of State

0 20 40 60 80 100 120 140

3

133
Most Common 4-Year Institutions

Summary of Non-Returning Students N=112

% of Students

- Other Out-of-State Institution: 32%
- Purdue University (any campus) - IN: 31%
- Ball State University - IN: 22%
- Other Indiana Institution: 13%
Most Common 4-Year Institutions

Summary of Non-Returning Students N=112

Number of Students

- Other Out-of-State Institution: 36
- Purdue University (any campus) - IN: 35
- Ball State University - IN: 25
- Other Indiana Institution: 16
Academically Dismissed  Fall 2012
National Student Clearinghouse

Summary of Dismissed Students N=149

Numbers of Students

- No Record of Enrollment At Any Institution: 103
- Enrolled at Other 4-Year Institution: 3
- Enrolled at Other 2-Year Institution: 30
- Retained at any IU Campus: 13
Academically Dismissed Fall 2012
National Student Clearinghouse

Summary of Dismissed Students N=149

Numbers of Students

- No Record of Enrollment At Any Institution: 69%
- Enrolled at Other 4-Year Institution: 2%
- Enrolled at Other 2-Year Institution: 20%
- Retained at any IU Campus: 9%
Fall Full-Time 2013 Intent to Transfer

“I intend to transfer to another institution”
Entering Student Survey N=1734

- Strongly Agree: 8%
- Moderately Agree: 6%
- Slightly Agree: 6%
- Neither Disagree/Agree: 15%
- Slightly Disagree: 6%
- Moderately Disagree: 15%
- Strongly Disagree: 44%

0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50%
Fall Full-Time 2013 Intent to Transfer

“\textit{I intend to transfer to another institution}”

Entering Student Survey N=1734

- Strongly Agree: 133
- Moderately Agree: 105
- Slightly Agree: 102
- Neither Disagree/Agree: 257
- Slightly Disagree: 106
- Moderately Disagree: 262
- Strongly Disagree: 769
Fall Intent to Transfer and % of Students Who Did Not Return in Spring

“I intend to transfer to another institution”
% Not Retained to Spring Semester

- Strongly Agree: 16%
- Moderately Agree: 12%
- Slightly Agree: 10%
- Neither Disagree/Agree: 14%
- Slightly Disagree: 8%
- Moderately Disagree: 10%
- Strongly Disagree: 10%
Years to Graduate

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

- 6 or more: 4.1%
- 5: 5.2%
- 4: 85.0%
- 3: 2.7%
- 2: 0.8%
- Do not plan to Graduate from IUPUI: 2.3%

0.0% 50.0% 100.0%
Indianapolis Only 2009 First-Time, Full-Time Cohort
4-Year Graduation Rates

- Summer Bridge: 25% participants, 19% nonparticipants
- Themed Learning Communities (TLCs): 22% participants, 19% nonparticipants
- Summer Bridge - TLCs: 25% participants, 20% nonparticipants
- First-Year Seminars: 21% participants, 14% nonparticipants
Summer Bridge Students Have Higher One-Year Retention Rates Compared to Nonparticipants

Differences significant based on logistic regressions even when entering in HS GPA, SAT score, Gender, and Income (Pell Grant Recipient) in first step in model ($p<.05$)
15 or More Credit Hours Attempted and Completed Fall Semester

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

**% 15 or More Attempted**
- 2005: 21%
- 2006: 23%
- 2007: 24%
- 2008: 23%
- 2009: 29%
- 2010: 29%
- 2011: 27%
- 2012: 28%
- 2013: 51%

**% 15 or More Earned**
- 2005: 15%
- 2006: 17%
- 2007: 18%
- 2008: 16%
- 2009: 22%
- 2010: 22%
- 2011: 21%
- 2012: 23%
- 2013: 38%
Making Progress in Fall 2013!

- There were **1649** who attempted 15 or more credit hours during their first semester.
- Of the 1649 who attempted 15 or more IU credit hours, 1228 (74%) earned or completed 15 or more credit hours.
- There were **2043 (63%)** students who earned 15 or more credits during their first semester (including IU, dual, ACP, and AP credit).

*First-Time, Full-Time 2013 IUPUI Indianapolis Only Beginners*
Students who Attempted 15 or More Hours But Did not Complete

- There were 421 (26%) who attempted 15 or more credit hours during their first semester, but did not complete.
- 14% were academically dismissed.
- Had significantly lower HS GPAs and SAT scores.
- More likely to receive Pell Grant and had higher levels of Unmet Financial Need.
- Planned to spend more hours working off-campus for pay.
- More likely to be male.
- Higher proportion of African American (12% compared to 6%)
- Lower levels of academic performance (1.87 Fall GPA compared to 3.27)

Compared to students who completed 15 or more IU credit hours during semester and not in High School such as dual, Advance College Project (ACP), or AP.
Attempting 15 Credit Hours

% Students First-time, Full-Time Beginners
Fall Semester

- AcademicallyDismissed: 4% 7%
- Retained Fall-Spring: 91% 86%

- % 15 or More Attempted
- % Not Attempting 15 or More
Retention Rates by Credit Hours Attempted

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

- 2012: 72.7% (All Full-Time), 79.5% (15-19 Credit Hours)
- 2011: 73.2% (All Full-Time), 80.1% (15-19 Credit Hours)
- 2010: 73.7% (All Full-Time), 84.1% (15-19 Credit Hours)
- 2009: 75.0% (All Full-Time), 79.9% (15-19 Credit Hours)

Source: Gary Pike, Retention Analyses Report, September, 2013
15 or More Credit Hours Attempted

% 15 Credit Hours or More Attempted and Earned in the Spring Semester, First-time, Full-time Beginners Enrolling in Spring

<table>
<thead>
<tr>
<th>Year</th>
<th>% 15 or More Attempted</th>
<th>% 15 or More Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>30%</td>
<td>17%</td>
</tr>
<tr>
<td>2006</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>2007</td>
<td>36%</td>
<td>25%</td>
</tr>
<tr>
<td>2008</td>
<td>38%</td>
<td>27%</td>
</tr>
<tr>
<td>2009</td>
<td>41%</td>
<td>29%</td>
</tr>
<tr>
<td>2010</td>
<td>40%</td>
<td>27%</td>
</tr>
<tr>
<td>2011</td>
<td>38%</td>
<td>27%</td>
</tr>
<tr>
<td>2012</td>
<td>37%</td>
<td>27%</td>
</tr>
<tr>
<td>2013</td>
<td>55%</td>
<td>27%</td>
</tr>
</tbody>
</table>
Underrepresented Students

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

- African American:
  - 2010: 11%
  - 2011: 12%
  - 2012: 10%
  - 2013: 9%

- Latino(a):
  - 2010: 4%
  - 2011: 6%
  - 2012: 7%
  - 2013: 8%
African American Students

Number of First-Time Beginners African American Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>283</td>
</tr>
<tr>
<td>2011</td>
<td>318</td>
</tr>
<tr>
<td>2012</td>
<td>312</td>
</tr>
<tr>
<td>2013</td>
<td>322</td>
</tr>
</tbody>
</table>
Latino(a) Students

Number of First-Time Beginners Latino(a) Students

- 2010: 107
- 2011: 172
- 2012: 224
- 2013: 281
Students Reporting Two or More Races

Number of First-Time Beginners Two or More Races

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>102</td>
</tr>
<tr>
<td>2011</td>
<td>118</td>
</tr>
<tr>
<td>2012</td>
<td>172</td>
</tr>
<tr>
<td>2013</td>
<td>153</td>
</tr>
</tbody>
</table>
African American Retention Rates

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

- 2007: 61%
- 2008: 73%
- 2009: 75%
- 2010: 73%
- 2011: 75%
- 2012: 73%

- African American
- All Others
2013 African American FT, FT Beginners

- % Female: 73% African American, 56% All Others
- % First-Generation: 43% African American, 34% All Others
- % 15+ Credit Hours Attempted: 40% African American, 52% All Others
Working For Pay Off-Campus

Percent First-Time, Full-Time Beginners Planned Hours Per Week

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>33%</td>
<td>7%</td>
<td>9%</td>
<td>16%</td>
<td>16%</td>
<td>9%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>All Others</td>
<td>38%</td>
<td>10%</td>
<td>10%</td>
<td>12%</td>
<td>14%</td>
<td>8%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>
2013 Latino(a) FT, FT Beginners

<table>
<thead>
<tr>
<th>Category</th>
<th>Latino(a)</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>64%</td>
<td>57%</td>
</tr>
<tr>
<td>% First-Generation</td>
<td>57%</td>
<td>33%</td>
</tr>
<tr>
<td>% 15+ Credit Hours Attempted</td>
<td>53%</td>
<td>51%</td>
</tr>
</tbody>
</table>
Working For Pay Off-Campus

Percent First-Time, Full-Time Beginners Planned Hours Per Week

Latino(a)
- 0: 35%
- 1-5: 9%
- 6-10: 11%
- 11-15: 11%
- 16-20: 15%
- 21-25: 8%
- 26-30: 5%
- More than 30: 6%

All Others
- 0: 38%
- 1-5: 9%
- 6-10: 10%
- 11-15: 13%
- 16-20: 15%
- 21-25: 8%
- 26-30: 4%
- More than 30: 4%
**Working Off-Campus**

**First-Time, Full-Time Beginners Percent Hours Planned to Work Off-Campus Per Week for Pay**

<table>
<thead>
<tr>
<th>Hours Planned</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>37%</td>
</tr>
<tr>
<td>1-5</td>
<td>9%</td>
</tr>
<tr>
<td>6-10</td>
<td>10%</td>
</tr>
<tr>
<td>11-15</td>
<td>13%</td>
</tr>
<tr>
<td>16-20</td>
<td>14%</td>
</tr>
<tr>
<td>21-25</td>
<td>8%</td>
</tr>
<tr>
<td>26-30</td>
<td>4%</td>
</tr>
<tr>
<td>More than 30</td>
<td>4%</td>
</tr>
</tbody>
</table>
Time Commitments

First-Time, Full-Time Beginners Percent Hours Per Week Planned to Engage in Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing For Class</td>
<td>8%</td>
<td>17%</td>
<td>21%</td>
<td>22%</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>Working for Pay On-Campus</td>
<td></td>
<td>37%</td>
<td>10%</td>
<td>14%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Working for Pay Off-Campus</td>
<td></td>
<td>37%</td>
<td>9%</td>
<td>10%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Co-Curricular Activities</td>
<td>6%</td>
<td>32%</td>
<td>29%</td>
<td>18%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Commuting to Class</td>
<td>5%</td>
<td>60%</td>
<td>19%</td>
<td>7%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

First-Time, Full-Time Beginners Percent Hours Per Week Planned to Engage in Activities

- **Preparing For Class**: 8% of students plan to spend 0% of their time preparing for class, 17% plan to spend 20%, 21% plan to spend 40%, 22% plan to spend 60%, 15% plan to spend 80%, and 9% plan to spend 100%.
- **Working for Pay On-Campus**: 37% of students plan to spend 0% of their time working for pay on-campus, 10% plan to spend 20%, 14% plan to spend 40%, 17% plan to spend 60%, 14% plan to spend 80%, and 14% plan to spend 100%.
- **Working for Pay Off-Campus**: 37% of students plan to spend 0% of their time working for pay off-campus, 9% plan to spend 20%, 10% plan to spend 40%, 13% plan to spend 60%, 14% plan to spend 80%, and 8% plan to spend 100%.
- **Co-Curricular Activities**: 6% of students plan to spend 0% of their time on co-curricular activities, 32% plan to spend 20%, 29% plan to spend 40%, 18% plan to spend 60%, 9% plan to spend 80%, and 9% plan to spend 100%.
- **Commuting to Class**: 5% of students plan to spend 0% of their time commuting to class, 60% plan to spend 20%, 19% plan to spend 40%, 7% plan to spend 60%, and 4% plan to spend 80%.

**Notes on Hours Per Week**
- 0: 0%
- 1-5: 17%
- 6-10: 14%
- 11-15: 14%
- 16-20: 14%
- 21-25: 10%
- 26-30: 9%
- More than 30: 8%
Time Commitments

First-Time, Full-Time Beginners Percent Hours Per Week Planned to Engage in Activities

- **Relaxing and Socializing**
  - 0%: 2%
  - 50%: 33%
  - 100%: 64%

- **Caring For Dependents**
  - 0%: 8%
  - 50%: 64%
  - 100%: 20%

- **Household Responsibilities**
  - 0%: 10%
  - 50%: 55%
  - 100%: 23%

- **Volunteer Activities**
  - 0%: 9%
  - 50%: 60%
  - 100%: 17%

- **Interacting with On-Line Social Networks**
  - 0%: 32%
  - 50%: 33%
  - 100%: 33%

*INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS*
Twenty First Century Scholars

Number of First-Time Beginners Participating in Twenty First Century Scholars Program

- 2007: 306
- 2008: 299
- 2009: 322
- 2010: 362
- 2011: 431
- 2012: 505
- 2013: 660
Closing the Gap

Closing the One-Year Retention Rate Gap Between Twenty-First Century Scholars and All Other Students, Fall 2006 - Fall 2011

- 21st Century Scholars One-Year Retention
- Non-21st Century Scholars One-Year Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>21st Century Scholars</th>
<th>Non-21st Century Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>67%</td>
<td>57%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>71%</td>
<td>63%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>74%</td>
<td>70%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>74%</td>
<td>72%</td>
</tr>
</tbody>
</table>
Age 25 or Older

Percent of First-Time Beginning Freshman Age 25 or Older, 2005 - 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>6%</td>
</tr>
<tr>
<td>2006</td>
<td>5%</td>
</tr>
<tr>
<td>2007</td>
<td>3%</td>
</tr>
<tr>
<td>2008</td>
<td>4%</td>
</tr>
<tr>
<td>2009</td>
<td>2%</td>
</tr>
<tr>
<td>2010</td>
<td>2%</td>
</tr>
<tr>
<td>2011</td>
<td>2%</td>
</tr>
<tr>
<td>2012</td>
<td>1%</td>
</tr>
<tr>
<td>2013</td>
<td>1%</td>
</tr>
</tbody>
</table>
Age 25 or Older

Number First-Time Beginners Age 25 or Older

- **2007**: 75
- **2008**: 97
- **2009**: 67
- **2010**: 48
- **2011**: 43
- **2012**: 42
- **2013**: 36
Age 25 or Older Part-Time

Percent of First-Time Beginning Freshman Age 25 or Older that Enrolled Part-Time in First Semester 2007 - 2013

- 2007: 49%
- 2008: 26%
- 2009: 46%
- 2010: 35%
- 2011: 26%
- 2012: 38%
- 2013: 44%
Age 25 or Older One-Year Retention (Full-Time Beginners)

<table>
<thead>
<tr>
<th>Year</th>
<th>25 or Older</th>
<th>Younger than 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>71%</td>
<td>70%</td>
</tr>
<tr>
<td>2008</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td>2009</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>2010</td>
<td>61%</td>
<td>73%</td>
</tr>
<tr>
<td>2011</td>
<td>69%</td>
<td>74%</td>
</tr>
<tr>
<td>2012</td>
<td>77%</td>
<td>73%</td>
</tr>
</tbody>
</table>
Median Age

First-Time Beginners Median Age

<table>
<thead>
<tr>
<th>Year</th>
<th>Median Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>18.83</td>
</tr>
<tr>
<td>2008</td>
<td>18.81</td>
</tr>
<tr>
<td>2009</td>
<td>18.82</td>
</tr>
<tr>
<td>2010</td>
<td>18.79</td>
</tr>
<tr>
<td>2011</td>
<td>18.77</td>
</tr>
<tr>
<td>2012</td>
<td>18.79</td>
</tr>
<tr>
<td>2013</td>
<td>18.75</td>
</tr>
</tbody>
</table>
Fall 2012 Age Category by Number of Students

First-Time, Full-Time Indianapolis Only Beginners

- Under 18: 101
- 18 - 19: 2511
- 20 - 21: 136
- 22 - 24: 37
- 25 - 29: 17
- 30 and Older: 9
Fall 2012 Age Category by One-Year Retention Rate

First-Time, Full-Time Indianapolis Only Beginners

- Under 18: 80%
- 18 - 19: 72%
- 20 - 21: 76%
- 22 - 24: 76%
- 25 - 29: 76%
- 30 and Older: 78%

Retention rates range from 68% to 82%.
Pell Grant Recipients

Percent of First-Time Beginners Pell Grant Recipients

- 2007: 25%
- 2008: 29%
- 2009: 36%
- 2010: 41%
- 2011: 43%
- 2012: 41%
- 2013: 42%
Pell Grant Recipients

Number of First-Time Beginners Pell Grant Recipients

- 2007: 664
- 2008: 791
- 2009: 959
- 2010: 1065
- 2011: 1181
- 2012: 1256
- 2013: 1468
Pell Grant One-Year Retention

- Pell Grant: 63%, 73%, 72%, 74%, 71%, 70%, 70%, 77%, 75%, 77%, 75%
- No Pell Grant: 72%, 74%, 77%, 75%, 77%, 70%, 70%, 69%, 75%
Pell Grant Four-Year Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Pell Grant</th>
<th>No Pell Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>12%</td>
<td>18%</td>
</tr>
<tr>
<td>2008</td>
<td>16%</td>
<td>21%</td>
</tr>
<tr>
<td>2009</td>
<td>14%</td>
<td>23%</td>
</tr>
</tbody>
</table>
Concerns About Finances

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

- Major (I am not sure that I will have enough funds to complete college):
  - Not Pell Recipient: 11%
  - Pell Recipient: 15%

- Some (but I will probably have enough funds):
  - Not Pell Recipient: 58%
  - Pell Recipient: 68%

- None (I am confident that I will have sufficient funds):
  - Not Pell Recipient: 31%
  - Pell Recipient: 17%
Pell Grant Recipients Plan to Spend Significantly More Time Caring For Dependents

First-Time, Full-Time Beginners Percent Hours Per Week Planned to Care For Dependents Living with Them

<table>
<thead>
<tr>
<th>Hours Per Week</th>
<th>Pell Grant Recipient</th>
<th>Not Pell Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>58%</td>
<td>68%</td>
</tr>
<tr>
<td>1-5</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>6-10</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>11-15</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>16-20</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>21-25</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>26-30</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>More than 30</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Percent of First-Time Beginners First Generation (neither parent attended college)

- 2007: 56%
- 2008: 55%
- 2009: 40%
- 2010: 40%
- 2011: 42%
- 2012: 40%
- 2013: 35%
First Generation

Number of First-Time Beginners First Generation (neither parent attended college)

- 2007: 1468
- 2008: 1513
- 2009: 1093
- 2010: 1044
- 2011: 1159
- 2012: 1217
- 2013: 1223
First Generation One-Year Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>First-Generation</th>
<th>Not First-Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td>2008</td>
<td>70%</td>
<td>79%</td>
</tr>
<tr>
<td>2009</td>
<td>72%</td>
<td>77%</td>
</tr>
<tr>
<td>2010</td>
<td>69%</td>
<td>76%</td>
</tr>
<tr>
<td>2011</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td>2012</td>
<td>68%</td>
<td>76%</td>
</tr>
</tbody>
</table>
International Students

Percent of First-Time Beginners International Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>4.4%</td>
</tr>
<tr>
<td>2008</td>
<td>4.2%</td>
</tr>
<tr>
<td>2009</td>
<td>3.5%</td>
</tr>
<tr>
<td>2010</td>
<td>2.9%</td>
</tr>
<tr>
<td>2011</td>
<td>3.9%</td>
</tr>
<tr>
<td>2012</td>
<td>4.6%</td>
</tr>
<tr>
<td>2013</td>
<td>3.0%</td>
</tr>
</tbody>
</table>
International Students

Number of First-Time Beginners International Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>116</td>
</tr>
<tr>
<td>2008</td>
<td>115</td>
</tr>
<tr>
<td>2009</td>
<td>95</td>
</tr>
<tr>
<td>2010</td>
<td>76</td>
</tr>
<tr>
<td>2011</td>
<td>109</td>
</tr>
<tr>
<td>2012</td>
<td>142</td>
</tr>
<tr>
<td>2013</td>
<td>105</td>
</tr>
</tbody>
</table>
International Students One-Year Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>International Students</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>83%</td>
<td>70%</td>
</tr>
<tr>
<td>2008</td>
<td>86%</td>
<td>73%</td>
</tr>
<tr>
<td>2009</td>
<td>88%</td>
<td>75%</td>
</tr>
<tr>
<td>2010</td>
<td>79%</td>
<td>73%</td>
</tr>
<tr>
<td>2011</td>
<td>92%</td>
<td>73%</td>
</tr>
<tr>
<td>2012</td>
<td>91%</td>
<td>72%</td>
</tr>
</tbody>
</table>
International Students Four Year Graduation Rate

- **International**
  - 2007: 16%
  - 2008: 25%
  - 2009: 21%

- **All Others**
  - 2007: 16%
  - 2008: 19%
  - 2009: 20%
Domestic Out-of-State

Percent of First-Time Beginners Domestic Non-Indiana Resident

- 2007: 2.9%
- 2008: 3.6%
- 2009: 3.6%
- 2010: 3.8%
- 2011: 3.8%
- 2012: 4.2%
- 2013: 3.4%
Domestic Out-of-State

Number of First-Time Beginners Domestic Non-Indiana Resident

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>75</td>
</tr>
<tr>
<td>2008</td>
<td>99</td>
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<tr>
<td>2009</td>
<td>98</td>
</tr>
<tr>
<td>2010</td>
<td>100</td>
</tr>
<tr>
<td>2011</td>
<td>104</td>
</tr>
<tr>
<td>2012</td>
<td>128</td>
</tr>
<tr>
<td>2013</td>
<td>118</td>
</tr>
</tbody>
</table>
Out-of-State One-Year Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>Out-of-State</th>
<th>All Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>70%</td>
<td>71%</td>
</tr>
<tr>
<td>2009</td>
<td>74%</td>
<td>76%</td>
</tr>
<tr>
<td>2010</td>
<td>59%</td>
<td>73%</td>
</tr>
<tr>
<td>2011</td>
<td>65%</td>
<td>74%</td>
</tr>
<tr>
<td>2012</td>
<td>61%</td>
<td>73%</td>
</tr>
</tbody>
</table>
Living on Campus

Percent of First-Time Beginners Living in Campus Housing

- 2009: 25%
- 2010: 33%
- 2011: 33%
- 2012: 30%
- 2013: 39%
Living on Campus

Number of First-Time Beginners Living in Campus Housing

- 2009: 669
- 2010: 858
- 2011: 901
- 2012: 925
- 2013: 1345
Characteristics Of Campus Housing Students 2013

<table>
<thead>
<tr>
<th></th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>% African American</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>% Latino(a)</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>% Pell Grant</td>
<td>40%</td>
<td>43%</td>
</tr>
<tr>
<td>% First-Generation</td>
<td>31%</td>
<td>37%</td>
</tr>
<tr>
<td>% Conditional Admit</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>% Out of State Student</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>% International Student</td>
<td>2%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Living on Campus and Academic Performance

<table>
<thead>
<tr>
<th>Semester</th>
<th>On-campus GPA</th>
<th>N</th>
<th>SD</th>
<th>Off-campus GPA</th>
<th>N</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>3.01</td>
<td>876</td>
<td>0.974</td>
<td>2.78</td>
<td>1892</td>
<td>1.132</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2.95</td>
<td>839</td>
<td>0.901</td>
<td>2.64</td>
<td>1673</td>
<td>1.081</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2.95</td>
<td>831</td>
<td>0.887</td>
<td>2.73</td>
<td>1535</td>
<td>1.039</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2.98</td>
<td>830</td>
<td>0.829</td>
<td>2.68</td>
<td>1726</td>
<td>1.035</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2.97</td>
<td>620</td>
<td>0.867</td>
<td>2.59</td>
<td>1894</td>
<td>1.056</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2.88</td>
<td>677</td>
<td>0.932</td>
<td>2.50</td>
<td>1784</td>
<td>1.095</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>2.92</td>
<td>428</td>
<td>0.870</td>
<td>2.48</td>
<td>1988</td>
<td>1.160</td>
</tr>
</tbody>
</table>

All differences are statistically significant at the p<0.001 level.

Source: Rob Aaron, Director of Assessment, Student Affairs
One-Year Retention Rate and Living On-Campus 2012

77% 71%

Difference significant based on logistic regression even when entering in HS GPA, SAT score, Gender, First-Generation Status, and Income (Pell Grant Recipient) in first step in model (p<.05)
African American Students On-Campus and Off-Campus Housing One-Year Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>76%</td>
<td>62%</td>
</tr>
<tr>
<td>2011</td>
<td>68%</td>
<td>63%</td>
</tr>
<tr>
<td>2012</td>
<td>74%</td>
<td>59%</td>
</tr>
</tbody>
</table>
Latino(a) Students On-Campus and Off-Campus Housing One-Year Retention

Year | On-Campus | Off-Campus
--- | --- | ---
2010 | 89% | 63%
2011 | 74% | 76%
2012 | 69% | 68%
2013 Math Placement Results

First-Time Beginners Math Placement for 3215 Students who took Math Placement Test

- No IUPUI math course: 0.7%
- Refer to Ivy Tech for pre-algebra (MAT 015): 4.2%
- MATH 00100: 35.2%
- MATH 11000/11100: 32.6%
- Credit Bearing Math 118 or above: 27.3%
One-Year Retention Rate and Placing into Remedial Math

Fall 2012 Cohort One-Year Retention Rate

Difference NOT significant based on logistic regression even when entering in HS GPA, SAT score, Gender, First-Generation Status, and Income (Pell Grant Recipient) in first step in model (p=.106)
Incoming levels of Academic Hope significantly predicted fall academic performance, even when taking HS GPA, SAT Score, and First-Generation status into account (based on hierarchal logistic regression results, p<.001)
Academic Hope Items

1. If I should find myself in a jam, I could think of many ways to get out of it
2. At the present time, I am energetically pursuing my academic goals
3. There are lots of ways around any school-related problems that I may face
4. Right now I see myself as being pretty successful
5. I can think of many ways to reach my current academic goals
6. I see myself meeting the goals I have set for myself

Alpha Reliability Coefficient = .88
Some Conclusions

- Students participating in early academic support programs are more likely to persist at IUPUI.
- First-Generation and underrepresented students may need social and academic support.
- Students that are not academically successful are more likely to stop-out or transfer to a 2-year institution.
- Some academically successful students may transfer to other 4-year institutions such as Out-of-State, Purdue, or Ball State.
- 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).
- 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.
- Living on campus is a positive influence on academic success and retention.
- Placing into remedial math negatively affects one-year retention (this is a multifaceted issue).
Person and Environment Interaction and Self-Selection

• Students who choose to 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 chose not to enroll or participate (e.g., more academically prepared and less likely to be first generation).
Factors Positively Associated with High Levels of Academic Achievement and Persistence for IUPUI Students

- Gender (Being Female).
- Not being a First-Generation college student.
- Reducing amount of time spent working off-campus for pay (not working over 20 hours per week).
- High levels of academic preparation (High school GPA is a strong predictor).
- Living on-campus.
- Earning satisfactory academic performance in first-semester.
- Participating in early interventions or academic support programs (e.g., Summer Bridge, TLCs).
- Having low levels of unmet financial need and not having low family income (Pell Grant as a proxy).
- Applying and enrolling early (proxy for motivation).
- Placing into credit bearing math.
- Reporting high levels Institutional Commitment (Low Intent to Transfer) early in transition.
- Reporting high levels of Academic Hope early in transition.