Understanding IUPUI Transfer Students’ Success and Retention Rates

Council on Retention and Graduation (CRG)
May 7, 2014
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Student Data, Analysis, and Evaluation (SDAE)
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http://research.uc.iupui.edu/
Data Sources

**IUPUI Indianapolis Only External Bachelor Degree Seeking Transfers**

(Unless otherwise noted)

- Institutional Data
- Entering Student Survey (administered at the end of New Student Orientation)
- Admissions (Chris Foley)
- Transfer Graduation Rates (IRO and SDAE)
- 2013 Passport Report
National Studies on Transfer Students

• About 50 percent of students who transfer from a four-year institution transfer to a two-year institution.
• This means that about 10-20 percent of students initially enrolled in a four-year program eventually migrate to a two-year school.
• Regardless of the transfer direction, the highest rate of transfer occurs in a student’s second year.
• By the end of the six-year study period, two-thirds of reverse transfer students neither had a credential from nor were still enrolled at a four-year institution.

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
Freshmen Transfers

Note: Indianapolis only part-time and full-time students.
IUPUI New Students

2013 Indianapolis Only New Students Based on Admissions
Data N=8165

- Beginners: 42%
- Masters: 18%
- Professional: 5%
- Doctorate: 6%
- NonDegree/Other: 8%
- External Transfers: 1%
- Intercampus Transfers: 2%
- Graduate Non-Degree: 4%
IUPUI First-Time, Full-Time Bachelor Degree Seeking

Includes Columbus

1-year retention
4-year graduation
6-year graduation
2025 Goal 1-Year Retention
2025 Goal for 4-Year Graduation
2025 Goal for 6-Year Graduation
IUPUI New External Transfers, Full-Time Bachelor Degree Seeking Transferred In as Freshmen

Includes Columbus

1-year retention
4-year graduation
6-year graduation


15.9% 14.0% 15.0% 13.6% 14.3% 19.1% 20.8% 19.9% 19.9%

28.5% 26.8% 28.1% 28.5% 31.6% 29.1% 35.5% 35.2% 68.8%
IUPUI All New External Transfers
Full-Time Bachelor Degree Seeking

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

Includes Columbus
2012 Degree Conferrals Bachelor Degree Seeking Indianapolis Only

Total Bachelor Degrees Conferred 2012 Indianapolis Only
N=3321

- Beginners (FYU): 1813, 55%
- External Transfers: 1239, 37%
- All Others: 269, 8%
New External Transfers

Number of New External Transfer Students Indianapolis
Full-Time Bachelor Degree-Seeking

- 2011: 1183
- 2012: 1150
- 2013: 1147
New External Transfers by Class Standing

Number of External Transfers by Class Standing

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>2011</td>
<td>257</td>
<td>515</td>
<td>319</td>
<td>92</td>
</tr>
<tr>
<td>2012</td>
<td>248</td>
<td>517</td>
<td>295</td>
<td>90</td>
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<tr>
<td>2013</td>
<td>242</td>
<td>476</td>
<td>323</td>
<td>106</td>
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New External Transfers Direct/Dual and University College Admits

- UCOL
- Dual/Direct

<table>
<thead>
<tr>
<th>Year</th>
<th>UCOL</th>
<th>Dual/Direct</th>
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<tbody>
<tr>
<td>2011</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>2012</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>2013</td>
<td>54%</td>
<td>46%</td>
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</table>
New Beginners Direct/Dual and University College Admits

<table>
<thead>
<tr>
<th>Year</th>
<th>UCOL</th>
<th>Dual/Direct</th>
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<tbody>
<tr>
<td>2007</td>
<td>68%</td>
<td>32%</td>
</tr>
<tr>
<td>2008</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>2009</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>2010</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2011</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>2012</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>2013</td>
<td>64%</td>
<td>36%</td>
</tr>
</tbody>
</table>
Top 10 Majors External Transfers

Fall 2013 Number of External Transfer Students

- Pre Nursing BSN: 55
- Exploratory Baccalaureate: 52
- Pre-Fine Arts-Herron: 45
- Elementary Education BSED: 41
- Pre Social Work BSW: 40
- Pre Business BSB: 38
- Pre Management BSB: 36
- General Studies BGS: 31
- Comp Info Tech Pu Fresh BS: 27
- Pre Exercise Science BSK: 27
Top 10 Majors External Transfers

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2013 %</th>
<th>Chart Value</th>
</tr>
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<tbody>
<tr>
<td>Pre Nursing BSN</td>
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<td>4.8</td>
</tr>
<tr>
<td>Exploratory Baccalaureate</td>
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<td>4.5</td>
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<tr>
<td>Pre-Fine Arts-Herron</td>
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<td>3.9</td>
</tr>
<tr>
<td>Elementary Education BSED</td>
<td></td>
<td>3.6</td>
</tr>
<tr>
<td>Pre Social Work BSW</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>Pre Business BSB</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>Pre Management BSB</td>
<td></td>
<td>3.1</td>
</tr>
<tr>
<td>General Studies BGS</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>Comp Info Tech Pu Fresh BS</td>
<td></td>
<td>2.4</td>
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<tr>
<td>Pre Exercise Science BSK</td>
<td></td>
<td>2.4</td>
</tr>
<tr>
<td>Major</td>
<td>Number of Students</td>
<td>Average First Sem. GPA</td>
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<tr>
<td>------------------------------------</td>
<td>--------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Exploratory Baccalaureate</td>
<td>80</td>
<td>2.42</td>
</tr>
<tr>
<td>Pre Nursing BSN</td>
<td>73</td>
<td>2.77</td>
</tr>
<tr>
<td>Pre Business BSB</td>
<td>41</td>
<td>2.43</td>
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<tr>
<td>Pre Management BSB</td>
<td>38</td>
<td>2.47</td>
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<tr>
<td>Pre-Fine Arts-Herron</td>
<td>37</td>
<td>2.88</td>
</tr>
<tr>
<td>Elementary Education BSED</td>
<td>34</td>
<td>3.15</td>
</tr>
<tr>
<td>Pre Accounting BSB</td>
<td>31</td>
<td>2.53</td>
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<tr>
<td>Pre Social Work BSW</td>
<td>28</td>
<td>2.56</td>
</tr>
<tr>
<td>Mech Engr-BS-Pu-Fresh</td>
<td>26</td>
<td>2.31</td>
</tr>
<tr>
<td>General Studies BGS</td>
<td>25</td>
<td>2.77</td>
</tr>
</tbody>
</table>
Top 11 Schools of Majors
External Transfers

Fall 2013 Number of External Transfer Students

- UC Business Major: 139
- UC Science Major: 97
- Liberal Arts Dual/Direct Admit: 89
- Technology Dual/Direct Admit: 66
- Herron Dual/Direct Admit: 55
- Science Dual/Direct Admit: 55
- UC Nursing Major: 55
- UC PE Major: 55
- UC Exploratory: 52
- Education Dual/Direct Admit: 49
- Engineering Dual/Direct Admit: 48
Top 11 Schools of Majors
External Transfers

Fall 2013 % of External Transfer Students

- UC Business Major: 12.1%
- UC Science Major: 8.5%
- Liberal Arts Dual/Direct Admit: 7.8%
- Technology Dual/Direct Admit: 5.8%
- Herron Dual/Direct Admit: 4.8%
- Science Dual/Direct Admit: 4.8%
- UC Nursing Major: 4.8%
- UC PE Major: 4.8%
- UC Exploratory: 4.5%
- Education Dual/Direct Admit: 4.3%
- Engineering Dual/Direct Admit: 4.2%
# 2012 New External Transfers

## Academic Performance and Retention by Major School

<table>
<thead>
<tr>
<th>Major School</th>
<th>Number of Students</th>
<th>Average First Sem. GPA</th>
<th>Average First Year GPA</th>
<th>One-Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Business</td>
<td>152</td>
<td>2.58</td>
<td>2.46</td>
<td>69%</td>
</tr>
<tr>
<td>UC Science</td>
<td>96</td>
<td>2.55</td>
<td>2.53</td>
<td>75%</td>
</tr>
<tr>
<td>UCOL1 (Exploratory)</td>
<td>80</td>
<td>2.42</td>
<td>2.32</td>
<td>68%</td>
</tr>
<tr>
<td>Liberal Arts (Dual/Direct)</td>
<td>79</td>
<td>2.55</td>
<td>2.61</td>
<td>81%</td>
</tr>
<tr>
<td>UC Nursing</td>
<td>73</td>
<td>2.77</td>
<td>2.70</td>
<td>58%</td>
</tr>
<tr>
<td>Science (Dual/Direct)</td>
<td>62</td>
<td>2.65</td>
<td>2.58</td>
<td>73%</td>
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<tr>
<td>Technology (Dual/Direct)</td>
<td>58</td>
<td>2.97</td>
<td>2.88</td>
<td>78%</td>
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<tr>
<td>Engineering (Dual/Direct)</td>
<td>56</td>
<td>2.32</td>
<td>2.37</td>
<td>79%</td>
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<tr>
<td>Education (Dual/Direct)</td>
<td>49</td>
<td>3.05</td>
<td>3.15</td>
<td>88%</td>
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<tr>
<td>Herron (Dual/Direct)</td>
<td>41</td>
<td>2.90</td>
<td>2.90</td>
<td>95%</td>
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</table>
## 2013 New External Transfers
### Top Transfer Institutions

<table>
<thead>
<tr>
<th>Last Post-Secondary School</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech Community College Indianapolis</td>
<td>315</td>
<td>28.3</td>
</tr>
<tr>
<td>Ball State University</td>
<td>90</td>
<td>8.1</td>
</tr>
<tr>
<td>Purdue University West Lafayette</td>
<td>64</td>
<td>5.7</td>
</tr>
<tr>
<td>Indiana State University Terre Haute</td>
<td>48</td>
<td>4.3</td>
</tr>
<tr>
<td>Vincennes University</td>
<td>48</td>
<td>4.3</td>
</tr>
<tr>
<td>University Indianapolis</td>
<td>36</td>
<td>3.2</td>
</tr>
<tr>
<td>Ivy Tech Community College Lafayette</td>
<td>28</td>
<td>2.5</td>
</tr>
<tr>
<td>University Southern Indiana</td>
<td>26</td>
<td>2.3</td>
</tr>
<tr>
<td>Ivy Tech Community College Muncie</td>
<td>15</td>
<td>1.3</td>
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## 2013 New External Transfers
### First Semester Academic Performance

<table>
<thead>
<tr>
<th>Last Post-Secondary School</th>
<th>N</th>
<th>Transfer GPA</th>
<th>Fall GPA</th>
<th>% Fall-Spring Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech Community College Indianapolis</td>
<td>315</td>
<td>3.08</td>
<td>2.70</td>
<td>91%</td>
</tr>
<tr>
<td>Ball State University</td>
<td>90</td>
<td>2.58</td>
<td>2.82</td>
<td>83%</td>
</tr>
<tr>
<td>Purdue University West Lafayette</td>
<td>64</td>
<td>2.41</td>
<td>2.86</td>
<td>83%</td>
</tr>
<tr>
<td>Indiana State University Terre Haute</td>
<td>48</td>
<td>2.94</td>
<td>2.54</td>
<td>92%</td>
</tr>
<tr>
<td>Vincennes University</td>
<td>48</td>
<td>3.09</td>
<td>2.75</td>
<td>85%</td>
</tr>
<tr>
<td>University Indianapolis</td>
<td>36</td>
<td>2.82</td>
<td>2.46</td>
<td>81%</td>
</tr>
<tr>
<td>Ivy Tech Community College Lafayette</td>
<td>28</td>
<td>2.89</td>
<td>2.67</td>
<td>86%</td>
</tr>
<tr>
<td>University Southern Indiana</td>
<td>26</td>
<td>2.85</td>
<td>2.72</td>
<td>81%</td>
</tr>
<tr>
<td>Ivy Tech Community College Muncie</td>
<td>15</td>
<td>3.10</td>
<td>2.87</td>
<td>87%</td>
</tr>
<tr>
<td><strong>All 2013 External Transfers</strong></td>
<td>1048</td>
<td>2.93</td>
<td>2.76</td>
<td>87%</td>
</tr>
</tbody>
</table>
## 2012 New Freshmen External Transfers
### Academic Performance and Retention
#### Passport Report

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Students</th>
<th>Average First Sem. GPA</th>
<th>Average First Year GPA</th>
<th>One-Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech-Central Indiana</td>
<td>95</td>
<td>2.54</td>
<td>2.49</td>
<td>64.2%</td>
</tr>
<tr>
<td>Ivy Tech-non Central Indiana</td>
<td>29</td>
<td>2.96</td>
<td>2.74</td>
<td>79.3%</td>
</tr>
<tr>
<td>Purdue, WL</td>
<td>13</td>
<td>2.38</td>
<td>2.28</td>
<td>69.2%</td>
</tr>
<tr>
<td>Ball State</td>
<td>22</td>
<td>2.34</td>
<td>2.28</td>
<td>72.7%</td>
</tr>
<tr>
<td>Indiana State</td>
<td>19</td>
<td>2.29</td>
<td>2.29</td>
<td>68.4%</td>
</tr>
<tr>
<td>Vincennes</td>
<td>3</td>
<td>2.19</td>
<td>2.43</td>
<td>66.7%</td>
</tr>
<tr>
<td>All Others</td>
<td>206</td>
<td>2.68</td>
<td>2.58</td>
<td>68.4%</td>
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<tr>
<td>All External Transfers</td>
<td>387</td>
<td>2.61</td>
<td>2.53</td>
<td>68.4%</td>
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<tr>
<td>All Beginning Freshmen</td>
<td>2991</td>
<td>2.89</td>
<td>2.84</td>
<td>71.3%</td>
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</table>
## 2012 New Sophomore External Transfers

### Academic Performance and Retention

#### Passport Report

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Students</th>
<th>Average First Sem. GPA</th>
<th>Average First Year GPA</th>
<th>One-Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech-Central Indiana</td>
<td>264</td>
<td>2.58</td>
<td>2.51</td>
<td>71.2%</td>
</tr>
<tr>
<td>Ivy Tech-non Central Indiana</td>
<td>87</td>
<td>2.80</td>
<td>2.63</td>
<td>77.0%</td>
</tr>
<tr>
<td>Purdue, WL</td>
<td>22</td>
<td>3.10</td>
<td>2.86</td>
<td>81.8%</td>
</tr>
<tr>
<td>Ball State</td>
<td>43</td>
<td>3.03</td>
<td>2.73</td>
<td>72.1%</td>
</tr>
<tr>
<td>Indiana State</td>
<td>32</td>
<td>2.24</td>
<td>2.30</td>
<td>75.0%</td>
</tr>
<tr>
<td>Vincennes</td>
<td>20</td>
<td>2.30</td>
<td>2.15</td>
<td>75.0%</td>
</tr>
<tr>
<td>All Others</td>
<td>242</td>
<td>2.80</td>
<td>2.62</td>
<td>71.9%</td>
</tr>
<tr>
<td>All External Transfers</td>
<td>710</td>
<td>2.70</td>
<td>2.57</td>
<td>72.8%</td>
</tr>
<tr>
<td>All Other Sophomores</td>
<td>4320</td>
<td>2.83</td>
<td>2.88</td>
<td>77.8%</td>
</tr>
<tr>
<td>Institution</td>
<td>Number of Students</td>
<td>Average First Sem. GPA</td>
<td>Average First Year GPA</td>
<td>One-Year Retention Rate</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Ivy Tech-Central Indiana</td>
<td>203</td>
<td>2.91</td>
<td>2.90</td>
<td>79.8%</td>
</tr>
<tr>
<td>Ivy Tech-non Central Indiana</td>
<td>69</td>
<td>2.83</td>
<td>2.77</td>
<td>73.9%</td>
</tr>
<tr>
<td>Purdue, WL</td>
<td>40</td>
<td>3.00</td>
<td>3.00</td>
<td>72.5%</td>
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<tr>
<td>Ball State</td>
<td>25</td>
<td>2.87</td>
<td>2.66</td>
<td>76.0%</td>
</tr>
<tr>
<td>Indiana State</td>
<td>6</td>
<td>2.61</td>
<td>2.51</td>
<td>66.7%</td>
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<tr>
<td>Vincennes</td>
<td>37</td>
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<td>2.75</td>
<td>89.2%</td>
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<tr>
<td>All Others</td>
<td>175</td>
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<td>2.88</td>
<td>81.7%</td>
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<tr>
<td>All External Transfers</td>
<td>555</td>
<td>2.87</td>
<td>2.86</td>
<td>79.5%</td>
</tr>
<tr>
<td>All Other Junior or Higher Class Level</td>
<td>10345</td>
<td>3.02</td>
<td>3.01</td>
<td>85.1%</td>
</tr>
</tbody>
</table>
IUPUI Undergraduate Students Previously Enrolled at IVY Tech-Central Indiana

Number of IUPUI Students Transferring from IVY Tech-Central Indiana (some may have attended additional institutions)

- 2004: 1,737
- 2005: 1,984
- 2006: 2,257
- 2007: 2,513
- 2008: 2,683
- 2009: 2,803
- 2010: 3,267
- 2011: 3,635
- 2012: 3,948
- 2013: 3,800

Source: Passport Report 2013; timing of data pull may have affected numbers slightly
IUPUI Undergraduate Students Previously Enrolled at IVY Tech-Central Indiana

Average Transfer Credits (includes All IUPUI Students Transferring from IVY Tech-Central Indiana)

Source: Passport Report 2013; timing of data pull may have affected numbers slightly
IUPUI’s Overall Undergraduate Population and IVY Tech-Central Indiana Transfers (2013)

Previous ITCLI Students (18%), 3,800

Others (82%), 17,010

Source: Passport Report 2013
IUPUI’s Overall Undergraduate Population and IVY Tech-Central Indiana Transfers (2013)

Source: Passport Report 2013
Top 10 Reasons For Choosing IUPUI

New Beginners

1. Availability of specific academic programs (majors)
2. Institution's academic offerings such as courses, certification, and degrees
3. Opportunity for an IU or Purdue Degree
4. Career and job opportunities available in Indianapolis after I complete my degree
5. Job, career, and internship opportunities available in Indianapolis while attending school
6. Graduates get good jobs
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
Top 10 Reasons For Choosing IUPUI
New Transfers

1. Availability of specific academic programs (majors)
2. Graduates get good jobs
3. Opportunity for an IU or Purdue Degree
4. Institution's academic offerings such as courses, certification, and degrees
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. Cost
8. Availability of financial aid/scholarship
9. IUPUI’s reputation
10. Social opportunities associated with IUPUI located in city of Indianapolis

*Rank ordered by mean ratings out of 21 items*
Reasons Why Choose IUPUI

**Significant Mean Differences**

<table>
<thead>
<tr>
<th>Reason</th>
<th>New Transfers</th>
<th>Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>3.66</td>
<td>3.80</td>
</tr>
<tr>
<td>Size of IUPUI</td>
<td>2.71</td>
<td>2.93</td>
</tr>
<tr>
<td>Graduates Get Good Jobs</td>
<td>3.96</td>
<td>3.83</td>
</tr>
<tr>
<td>Wanted to Live Near Home</td>
<td>3.11</td>
<td>2.74</td>
</tr>
<tr>
<td>Ability to Live at Home While Attending</td>
<td>3.04</td>
<td>2.57</td>
</tr>
<tr>
<td>Social Opportunities in City of INDY</td>
<td>3.22</td>
<td>3.38</td>
</tr>
</tbody>
</table>

Mean responses based on a 5-point scale where 1=Not Important, 2 = Somewhat Important, 3 = Moderately Important, 4= Very Important, 5 = Extremely Important.
Transfer students are significantly less likely to expect to change their majors compared to Beginners (based on independent samples t-test p< .05)
Expectations and Reality?

Expected Chance of Making a B Average by Actual Fall GPA

<table>
<thead>
<tr>
<th>Chance</th>
<th>Transfers</th>
<th>Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Chance</td>
<td>3.38</td>
<td>3.22</td>
</tr>
<tr>
<td>Very Little Chance</td>
<td>3.19</td>
<td>3.14</td>
</tr>
<tr>
<td>Some Chance</td>
<td>2.60</td>
<td>2.81</td>
</tr>
<tr>
<td>Very Good Chance</td>
<td>2.66</td>
<td>2.88</td>
</tr>
</tbody>
</table>
Transfer students are significantly less likely to expect to participate in campus events and join student organizations compared to Beginners (based on independent samples t-test \( p < .05 \))
Student Expectations: Expect to Enroll in Summer Courses

First-Time Beginners’ and External Transfers’ College Expectations and Planned Behaviors

<table>
<thead>
<tr>
<th></th>
<th>No Chance</th>
<th>Very Little Chance</th>
<th>Some Chance</th>
<th>Very Good Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGINNERS</td>
<td>30%</td>
<td></td>
<td>44%</td>
<td>21%</td>
</tr>
<tr>
<td>NEW TRANSFERS</td>
<td>19%</td>
<td></td>
<td>46%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Transfer students are significantly more likely to expect to enroll in summer courses compared to Beginners (based on independent samples t-test p < .05)
Student Expectations: Get Tutoring Or Mentor Help

First-Time Beginners’ College Expectations and Planned Behaviors

BEGINNERS
- No Chance: 15%
- Very Little Chance: 47%
- Some Chance: 37%

NEW TRANSFERS
- No Chance: 21%
- Very Little Chance: 47%
- Some Chance: 30%

Transfer students are significantly less likely to expect to get tutoring or peer mentor help in specific courses compared to Beginners (based on independent samples t-test p< .05)
Transfer students are significantly less likely to expect to participate in service learning compared to Beginners (based on independent samples t-test p< .05)
Transfer students are significantly less likely to expect to participate in a research project with a professor compared to Beginners (based on independent samples t-test p< .05).
High Impact Practices: Study Abroad or Internal Travel

Full-Time Beginners’ and External Transfers’ College Expectations and Planned Behaviors

<table>
<thead>
<tr>
<th></th>
<th>No Chance</th>
<th>Very Little Chance</th>
<th>Some Chance</th>
<th>Very Good Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEGINNERS</td>
<td>15%</td>
<td>31%</td>
<td>32%</td>
<td>22%</td>
</tr>
<tr>
<td>NEW TRANSFERS</td>
<td>21%</td>
<td>31%</td>
<td>32%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Transfer students are significantly less likely to expect to participate study abroad or international travel related to school compared to Beginners (based on independent samples t-test p< .05)
Commitment to IUPUI

New Beginners’ and Transfers’ Entering Student Survey Responses

- It is important for me to graduate from IUPUI (rather than another college) (BEGINNERS)
  - Moderately Agree: 24%
  - Strongly Agree: 43%

- It is important for me to graduate from IUPUI (rather than another college) (TRANSFERS)
  - Moderately Agree: 22%
  - Strongly Agree: 51%

Transfer students are significantly more likely to report that it is important to graduate from IUPUI compared to Beginners (based on independent samples t-test p < .05)
Commitment to IUPUI

New Beginners’ and Transfers’ Entering Student Survey Responses

- I am extremely glad that I chose IUPUI over other colleges (BEGINNERS)
  - Moderately Agree: 27%
  - Strongly Agree: 38%

- I am extremely glad that I chose IUPUI over other colleges (TRANSFERS)
  - Moderately Agree: 25%
  - Strongly Agree: 34%

- I feel a sense of IUPUI Jaguar pride (BEGINNERS)
  - Moderately Agree: 29%
  - Strongly Agree: 29%

- I feel a sense of IUPUI Jaguar pride (TRANSFERS)
  - Moderately Agree: 21%
  - Strongly Agree: 25%

Transfer students are significantly less likely to report they are extremely glad that they chose IUPUI or feel a sense of pride compared to Beginners (based on independent samples t-test p< .05)
See Myself As Part of the IUPUI Community

New External Transfers and Beginners Entering Student Survey Responses

- **BEGINNERS**
  - Moderately Agree: 30%
  - Strongly Agree: 34%

- **NEW TRANSFERS**
  - Moderately Agree: 30%
  - Strongly Agree: 28%

Transfer students are significantly less likely to report that they see themselves as part of the IUPUI community compared to Beginners (based on independent samples t-test p< .05)
Perseverance

Transfer Students Have Significantly More Resilience than Beginners

Mean ratings on a 7-point scale from 1 = Strongly Disagree to 7 = Strongly Agree

- No matter how bad things get, I usually stay optimistic
- I remain calm in the face of difficulty of adversity
- If something can go wrong for me, it will

**Mean Ratings:**

<table>
<thead>
<tr>
<th></th>
<th>Transfers</th>
<th>Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>No matter how bad things get, I usually stay optimistic</td>
<td>5.49</td>
<td>5.30</td>
</tr>
<tr>
<td>I remain calm in the face of difficulty of adversity</td>
<td>5.44</td>
<td>5.18</td>
</tr>
<tr>
<td>If something can go wrong for me, it will</td>
<td>3.26</td>
<td>3.54</td>
</tr>
</tbody>
</table>
Confidence

% Reporting Above Average or Highest 10%

- Mathematical Ability: 43% (Transfers) 52% (Beginners)
- Writing Ability: 54% (Transfers) 45% (Beginners)
- Study Skills: 37% (Transfers) 32% (Beginners)
- Leadership Ability: 70% (Transfers) 61% (Beginners)
- Ability to work with others that are different from me: 83% (Transfers) 71% (Beginners)
- Ability to seek appropriate academic help: 50% (Transfers) 50% (Beginners)
Transfer “Shock”? 

New External Transfers

- Transfer GPA
- First Semester GPA
- One-Year GPA
- One-Year GPA
- Cum Second Year GPA
- Cum Third Semester GPA

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfer GPA</th>
<th>First Semester GPA</th>
<th>One-Year GPA</th>
<th>Cum Second Year GPA</th>
<th>Cum Third Semester GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>2.94</td>
<td>2.68</td>
<td>2.63</td>
<td>2.61</td>
<td>2.60</td>
</tr>
<tr>
<td>2012</td>
<td>2.90</td>
<td>2.66</td>
<td>2.61</td>
<td>2.59</td>
<td>2.76</td>
</tr>
<tr>
<td>2013</td>
<td>2.93</td>
<td>2.76</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2013 First Semester Academic Performance

Fall 2013 GPA

- Beginners: 2.83
- All External Transfers: 2.76
- Freshmen Transfers: 2.53
- Sophomore Transfers: 2.70
- Junior Transfers: 2.93
- Senior Transfers: 3.06
Fall 2012 IUPUI New External Transfer Full-Time Bachelor Degree Seeking  N=1150

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

- Retained (74.9%)
- Not Retained (25.1%)
National Student Clearinghouse

Summary of Non-Returning Students N=289

% of Students

- No Record of Enrollment At Any Institution: 66%
- Transferred to 2-Year Public: 22%
- Transferred to 4-Year Public: 7%
- Transferred to Private School: 5%
No Record of Enrollment At Any Institution: 191
Transferred to 2-Year Public: 64
Transferred to 4-Year Public: 19
Transferred to Private School: 15

Summary of Non-Returning Students N=289
Number of Students
Academic Preparation of Students Who Left

Average Transfer in GPA

- No Record of Enrollment At Any Institution: 2.71
- Transferred to 2-Year Public: 2.80
- Transferred to 4-Year Public: 2.90
- Transferred to Private School: 2.90
Academic Performance of Students Who Left

Average IU Cumulative First-Year GPA

- No Record of Enrollment At Any Institution: 1.70
- Transferred to 2-Year Public: 1.42
- Transferred to 4-Year Public: 2.50
- Transferred to Private School: 1.66
Most Common 2-Year Public Institutions

National Student Clearinghouse $N=64$

<table>
<thead>
<tr>
<th>Institution</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech Community College - IN</td>
<td>97%</td>
</tr>
<tr>
<td>Out of State</td>
<td>3%</td>
</tr>
</tbody>
</table>

Indianapolis
Most Common 2-Year Institutions

National Student Clearinghouse N=136
Numbers of Students

- Ivy Tech Community College - IN: 62
- Out of State: 2

Total: 64
Most Common 4-Year Institutions

Summary of Non-Returning Students N=19

% of Students

Other Out-of-State Institution: 41%

Purdue University West Lafayette: 11%

Indiana State: 16%

Ball State University - IN: 16%

Other Indiana Institution: 16%
Most Common 4-Year Institutions

Summary of Non-Returning Students N=19

Number of Students

- Other Out-of-State Institution: 8
- Purdue University West Lafayette: 2
- Indiana State: 3
- Ball State University - IN: 3
- Other Indiana Institution: 3
Most Common 4-Year Institutions New Beginners

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

Legend:
- New Beginners
- Other Indiana Institution
- Other Out-of-State Institution
- Summary of Non-Returning Students
## Private Institutions

### Summary of Non-Returning Students N=15

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY OF INDIANAPOLIS</td>
<td>4</td>
</tr>
<tr>
<td>CHAMBERLAIN COLLEGE OF NURSING</td>
<td>2</td>
</tr>
<tr>
<td>KAPLAN UNIVERSITY</td>
<td>2</td>
</tr>
<tr>
<td>BRESCIA UNIVERSITY</td>
<td>1</td>
</tr>
<tr>
<td>EVEREST INSTITUTE- MERRILLVILLE</td>
<td>1</td>
</tr>
<tr>
<td>HARRISON COLLEGE</td>
<td>1</td>
</tr>
<tr>
<td>INDIANA WESLEYAN UNIVERSITY</td>
<td>1</td>
</tr>
<tr>
<td>INDIANA WESLEYAN UNIVERSITY - APS U/G</td>
<td>1</td>
</tr>
<tr>
<td>MARIAN UNIVERSITY</td>
<td>1</td>
</tr>
<tr>
<td>SAINT JOSEPH'S COLLEGE</td>
<td>1</td>
</tr>
</tbody>
</table>
Fall Full-Time 2013 Intent to Transfer

“I intend to transfer to another institution”
Entering Student Survey FYU N=1630, TRU N=420

<table>
<thead>
<tr>
<th>Response</th>
<th>Transfers</th>
<th>Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Moderately Agree</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Slightly Agree</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Neither Disagree/Agree</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Slightly Disagree</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Moderately Disagree</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>59%</td>
<td>44%</td>
</tr>
</tbody>
</table>
Years to Graduate

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

- 6 or more: 1.0% (Beginners) 3.8% (Transfers)
- 5: 2.6% (Beginners) 5.2% (Transfers)
- 4: 25.7% (Beginners)
- 3: 2.1% (Beginners) 42.6% (Transfers)
- 2: 0.5% (Beginners) 27.1% (Transfers)
- 1: 0.5% (Beginners) 0.0% (Transfers)
- Do not plan to Graduate from IUPUI: 0.5% (Beginners) 2.4% (Transfers)
15 or More Credit Hours Attempted and Completed Fall Semester

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

- 2005: 15% attempted, 15% earned
- 2006: 17% attempted, 17% earned
- 2007: 18% attempted, 18% earned
- 2008: 16% attempted, 16% earned
- 2009: 22% attempted, 22% earned
- 2010: 22% attempted, 22% earned
- 2011: 21% attempted, 21% earned
- 2012: 23% attempted, 23% earned
- 2013: 51% attempted, 38% earned

Legend:
- % 15 or More Attempted
- % 15 or More Earned
15 or More Credit Hours Attempted and Completed Fall Semester

% 15 or More Credits Attempted and Earned
New Full-Time External Transfers

- 2011: 29% Attempted, 18% Earned
- 2012: 27% Attempted, 17% Earned
- 2013: 36% Attempted, 24% Earned

INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS
Underrepresented Students Beginners

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%
Underrepresented Students Transfers

Percent New External Transfers African American and Latino(a)

- Latino(a): 4% (2011), 5% (2012), 6% (2013)
One-Year Retention Rates

New External Transfers

- African American
- Latino(a)
- White

2011
- 71.2%
- 72.5%

2012
- 76.5%
- 66.3%
- 77.4%
- 75.3%
Preparing for Class (Studying)

First-Time, Full-Time Beginners and New External Transfer Bachelor Degree-Seeking
Percent Hours Per Week Planned to Engage in Activities

**BEGINNERS**
- 0%: 8%
- 20%: 18%
- 40%: 21%
- 60%: 22%
- 80%: 15%
- 100%: 9%

**TRANSFERS**
- 0%: 10%
- 20%: 23%
- 40%: 18%
- 60%: 18%
- 80%: 16%
- 100%: 8%

Transfers plan to spend significantly less time studying compared to Beginners (based on independent t-test results p< .05)
Working For Pay On-Campus

First-Time, Full-Time Beginners and New External Transfer Bachelor Degree-Seeking Percent Hours Per Week Planned to Engage in Activities

BEGINNERS

0%  20%  40%  60%  80%  100%

37%  10%  14%  17%  14%

TRANSFERS

63%  8%   7%   8%   9%

Hours planned to spend for Transfers compared to Beginners are significantly different based on independent t-test results (p< .05)

INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS
Working For Pay Off-Campus

First-Time, Full-Time Beginners and New External Transfer Bachelor Degree-Seeking
Percent Hours Per Week Planned to Engage in Activities

<table>
<thead>
<tr>
<th></th>
<th>BEGINNERS</th>
<th>TRANSFERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>37%</td>
<td>19%</td>
</tr>
<tr>
<td>20%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>40%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>60%</td>
<td>13%</td>
<td>18%</td>
</tr>
<tr>
<td>80%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>100%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>11-15</td>
<td>4%</td>
<td>13%</td>
</tr>
<tr>
<td>16-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hours planned to spend for Transfers compared to Beginners are significantly different based on independent t-test results (p < .05)
Participating in Co-Curricular Activities

First-Time, Full-Time Beginners and New External Transfer Bachelor Degree-Seeking
Percent Hours Per Week Planned to Engage in Activities

Hours planned to spend for Transfers compared to Beginners are significantly different based on independent t-test results (p < .05)
Commuting to Class

First-Time, Full-Time Beginners and New External Transfer Bachelor Degree-Seeking
Percent Hours Per Week Planned to Engage in Activities

0% 20% 40% 60% 80% 100%

BEGINNERS

4% 60% 19% 7% 4%

TRANSFERS

3% 55% 26% 8% 4%
Providing Care for Dependents

First-Time, Full-Time Beginners and New External Transfer Bachelor Degree-Seeking Percent Hours Per Week Planned to Engage in Activities

- **BEGINNERS**: 64% 19% 7% 5%
- **TRANSFERS**: 55% 22% 7% 5%

Hours planned to spend for Transfers compared to Beginners are significantly different based on independent t-test results (p< .05 )
Taking Care of Household Responsibilities

First-Time, Full-Time Beginners and New External Transfer Bachelor Degree-Seeking Percent Hours Per Week Planned to Engage in Activities

- BEGINNERS
  - 9%: 0
  - 55%: 20
  - 20%: 40
  - 8%: 60

- TRANSFERS
  - 5%: 0
  - 49%: 20
  - 26%: 40
  - 9%: 60

Hours planned to spend for Transfers compared to Beginners are significantly different based on independent t-test results (p< .05 )
Twenty First Century Scholars

% First-Time Beginners and External Transfers Participating in Twenty First Century Scholars Program

- Transfers
- Beginners

2011: 10\% Transfers, 16\% Beginners
2012: 9\% Transfers, 17\% Beginners
2013: 9\% Transfers, 19\% Beginners
Closing the Gap

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

<table>
<thead>
<tr>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>57%</td>
<td>63%</td>
<td>70%</td>
<td>73%</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td>67%</td>
<td>71%</td>
<td>74%</td>
<td>75%</td>
<td>74%</td>
<td>74%</td>
</tr>
</tbody>
</table>

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

% External Transfers and Beginners
First –Generation (neither parent attended college)

- Transfers
- Beginners

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfers</th>
<th>Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>36%</td>
<td>42%</td>
</tr>
<tr>
<td>2012</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>2013</td>
<td>33%</td>
<td>35%</td>
</tr>
</tbody>
</table>
% of Entering Student Survey Responders to Question:
Do you have any concerns about your ability to finance your college education?  TRU N = 422, FYU N=1632

Beginners  Transfers

Major (I am not sure that I will have enough funds to complete college)
- Beginners: 12%
- Transfers: 11%

Some (but I will probably have enough funds)
- Beginners: 63%
- Transfers: 57%

None (I am confident that I will have sufficient funds)
- Beginners: 25%
- Transfers: 32%

Beginners are significantly more concerned about their ability to finance education compared to Transfer students (based on independent samples t-test results p<.05)
Age 25 or Older

% of Beginners and External Transfers
25 Years of Age and Above

- 2011: 25% Transfers, 2% Beginners
- 2012: 26% Transfers, 1% Beginners
- 2013: 25% Transfers, 1% Beginners
Median Age

External Transfers and First-Time Beginners Median Age

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfers</th>
<th>Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>22.03</td>
<td>18.77</td>
</tr>
<tr>
<td>2012</td>
<td>22.02</td>
<td>18.79</td>
</tr>
<tr>
<td>2013</td>
<td>22.01</td>
<td>18.75</td>
</tr>
</tbody>
</table>
International Students

Percent of External Transfers and First-Time Beginners International Students

- Transfers
- Beginners

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfers</th>
<th>Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>4.3%</td>
<td>3.9%</td>
</tr>
<tr>
<td>2012</td>
<td>4.9%</td>
<td>4.6%</td>
</tr>
<tr>
<td>2013</td>
<td>3.8%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>
Domestic Out-of-State

Percent of External Transfers and First-Time Beginners Out-of State Non-Resident Students

- 2011: Transfers 3.1%, Beginners 3.8%
- 2012: Transfers 3.4%, Beginners 4.2%
- 2013: Transfers 4.6%, Beginners 3.4%
Living on Campus

Percent of First-Time Beginners and External Transfers Living in Campus Housing

- **Transfers**
- **Beginners**

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfers</th>
<th>Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>5%</td>
<td>33%</td>
</tr>
<tr>
<td>2012</td>
<td>4%</td>
<td>30%</td>
</tr>
<tr>
<td>2013</td>
<td>6%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Living on Campus

Number of External Transfers Living in Campus Housing

- 2011: 59
- 2012: 42
- 2013: 69
Highlights

• A substantial proportion of our IUPUI undergraduate population are external transfer students. Most transfer form IVY Tech-Central Indiana.
• External transfer students represent approximately 37% of Bachelor Degrees conferred.
• External transfer students who transfer in as Freshmen class standing have lower retention rates compared to Beginners.
• Some academically successful students may transfer to other 4-year institutions such as Out-of-State, Purdue, or Ball State.
• Transfer students come to IUPUI for slightly different reasons compared beginners. They want to live closer to home and are focused on getting a good job.
Highlights

• Transfer students have different perceived needs than other beginners, yet still may need social and academic support.
• The transition to IUPUI may be challenging for transfer students. Compared to native students, fewer transfer students agree that they see themselves as part of the IUPUI community.
• Transfer students have more external to school time commitments compared to First-Time Beginners such as working for pay off-campus, caring for dependents and household responsibilities.
• Transfer students are significantly more optimistic and less likely to expect to change their majors.
• Transfer students are significantly less likely to expect to participate in campus activities, join student organizations, or engage in High Impact Practices compared to Beginners.
• Transfer students have more confidence in several areas including writing ability, leadership skills, working with others who are different than them, and study skills.
What We Can Do To Help Transfer Students Attain Success

• Provide academic support (especially in math courses)
• Provide academic and social integration (Orientation, advising, peer mentoring)
• Provide engaging and challenging instructional strategies
• Implement early interventions and early warning systems (FLAGS)
• Provide financial support and scholarships
• Provide opportunities for involvement in co-curricular activities and campus engagement (on-campus housing, student organizations, leadership programs)
• Help students build knowledge, skills, and abilities (high quality degrees)
• Enhance Sense of Belongingness and Commitment to IUPUI (programming, supportive environment, faculty-student, student-student interactions)
• Foster diverse and inclusive environments (structural, classroom/pedagogy/the curriculum, informal interactional diversity)
• Provide major/career exploration and development opportunities, especially for exploratory and nursing intended majors (advising, career development)
• Structure degree programs and environment so that students can earn degree in timely manner, explore, participate in co-curricular activities, and engage in high impact practices (internships, service learning)
High Impact Practices

Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
The Game Changers

• **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/]
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

http://www.in.gov/che/2772.htm