Proposed Data-Supported Action Steps in Response to November 2014 Retention Report

**Continue to promote 15 to Finish** to improve one-year retention rates and better on-time degree completion rates by encouraging students to enroll in at least 15 credit hours per semester. Data suggests much progress in this area (63% of Fall FT, FT Beginners enrolled in 15 or more credits hours in Fall 2014 compared to only 28% in Fall 2012). A total of 1228 (74%) earned or completed 15 or more credit hours. There were 421 (23%) of students that attempted 15 or more that did not complete. However, almost one-half (46%) of these students actually completed 12-14 credit hours. An analysis indicated that Full-time students who enroll in 15 or more credits per semester tend to be better prepared academically (higher HS GPAs and SAT Scores) and have lower levels of external commitments (working for pay, commuting, caring for dependents) than students who do not and these attributes rather than enrolling in 15 credits may be contributing to higher retention rates. It is also possible that enrolling in more credits serves to provide students to become engaged in more educationally purposeful activities and High Impact Practices that are correlates of educational attainment.

**Expand Institutional Need-Based Financial Support and Associated Programming:** High levels of unmet financial need and having a low Socioeconomic Status are two factors that are associated with lower levels of academic success in local (IUPUI IN) and national studies.

Potential Actions:

- Conduct additional analyses to determine effective amounts and types of institutional aid that are needed to help students find ways to affordably earn their degrees.
- Tie receipt of institutional aid to expectations that 30 credits will be completed per year.

**Pre-Enroll High-Risk Students in Summer Bridge and/or Themed Learning Communities.** In general, students who register early tend to have higher one-year retention rates compared to students who register late. Registration may be a good proxy for motivation, commitment to IUPUI, and being well organized. Additionally, students who register early are more likely to secure spots in desired academic support programs like Summer Bridge and Themed Learning Communities. A pre-registration process may help in ensuring that more high risk students are able to enroll in programs that we know predict academic success and retention.

**Registration Date and One-Year Retention IUPUI IN**

<table>
<thead>
<tr>
<th>Registration Date</th>
<th>Total N</th>
<th>One-Year Retention Rate IUPUI IN</th>
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<tbody>
<tr>
<td>Overall Beginners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early (149-66 days prior to Fall census)</td>
<td>1201</td>
<td>76%</td>
</tr>
<tr>
<td>Moderate (65-40 days prior to Fall Census)</td>
<td>1148</td>
<td>65%</td>
</tr>
<tr>
<td>Late (3-39 days prior to Fall Census)</td>
<td>1141</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>3490</td>
<td>67%</td>
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**Summer Enrollment:** Like students who tend to enroll students who enroll in 15 or more credits per semester, students who enroll in summer courses tend to be better prepared academically (higher HS GPAs and SAT Scores) and have lower levels of external commitments (working for pay, commuting, caring for dependents) than students who do not. The communication and approaches to incentivize enrollment may be effective in terms of ensuring that more high risk students enroll in summer courses if they are intentionally tailored for appropriate students.

Potential Actions:

- Encourage departments to develop online variants of general education courses to be offered in summer.
- Communicate online summer options to freshmen and sophomores through advising newsletters and a pre-priority registrations communication campaign.

**Degree Maps.** Degree Map provides a semester-by-semester listing of the courses required to complete degrees in particular programs of study. The purpose of the degree map is to guide the student in selecting courses in which to enroll each term. (not sure what to include here and I think they were mentioned during the meeting)

**Identify High Risk Students and Provide Support Early:** A number of variables were shown to be significant predictors of student success (retention and FY GPAs). It is hoped that connecting this institutional data with collected student survey information will lead to the creation of more focused program interventions.

**Decrease the Achievement/Opportunity Gap:** In order to reduce the achievement/opportunity gap and improve the academic success of African American students, it is imperative that students from underrepresented groups participate in the interventions and courses designed to enhance levels of student learning, degree attainment, and academic achievement. A series of data reports that break-down information by African American students and the programs they participate in will help document these efforts. It seems like much progress has been made to provide the support and intrusive advising, mentoring, role models, etc. with the implementation of support programs like DEAP in this area and this should be a continued focus.

**New/Ongoing Initiatives Worth Continuing:**

- Reorganization of advising to focus on the integration of career services and helping students select majors early and stay on track for on-time degree completion and progress toward completing general education courses. Also, University College Academic and Career Development staff provide students with Major-Career Information and degree planning sheets for entrance into degree programs at IUPUI. These degree planning sheets help students explore major fields of interest and understand the requirements and standards IUPUI schools maintain. The information is used as a guide in helping students make academic choices.
- Organization of curriculum, co-curriculum, and other learning opportunities to get students to participate in high-impact practices such as first-year seminars, themed learning communities, service learning, and early intervention programs (experiences that have been linked to student learning and academic success).
- The expansion of the Summer Bridge Program and Themed Learning Communities. More sections offered and more students participated in 2013 and 2014 than ever before.
• The introduction of the Online Math Academy (OMA) using Assessment and LEarning in Knowledge Spaces (ALEKS) technology supported modules to help expedite placement in credit bearing Math in summer 2014. Fewer students placed into and enrolled in remedial math courses compared to previous years. This trend is not entirely due to the OMA implementation, yet it demonstrates that there has been some progress made in accelerating more students’ enrollment in credit bearing math courses at IUPUI. The department of mathematical sciences is also planning to restructure developmental mathematics and to revise Math 11000 to serve as an appropriate “feeder” into Math 118 (Finite).

• The development and implementation of the personal development plan (PDP) process.

• A new Entering Student Survey was piloted in the summer of 2012. (Partnership with IMIR and the Division of Student Life) to support predictive analytics related to retention/student success with a goal of serving as an institutional leader in designing an instrument that is reliable/valid for FTFT, transfer, PT, and returning adult students. A number of variables were shown to be significant predictors of student success (retention and FY GPAs). It is hoped that connecting this institutional data with collected student survey information will lead to the creation of more focused program interventions.

• Contract with Inside Track coaching to provide coaching for at-risk Twenty First Century Scholar First Year Students in fall 2014. Continue to expand holistic, individualized coaching to at-risk groups (e.g., students who are conditionally-admitted; students who do not enroll in a first year seminar) through the Bepko Learning Center.

• Planning and implementation of the Health and Life Sciences Advising Center to collaborate with campus partners and 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 traditional health professions.

• Implementation of a required two-day New Student Orientation (pilot: summer 2012; expanded pilot: summer 2013). The two-day New Student Orientation was fully implemented in summer 2014. Students attending the two-day Orientation program in 2013 had significantly higher Sense of belonging mean scores compared to students attending the one-day program even when HS GPA, SAT scores, Unmet Financial Needs, and Timing of Registration was taken into account.

• Expansion of scope of students’ on-campus employment, externships, and internships.

• Expansion of scope of what enhances student retention/success (cohort support programs, Summer Bridge Program, Themed Learning Communities program) beyond the first semester and into semesters two through four.

• Future emphasis on access programs in University College (e.g., Crispus Attucks Medical Magnet High School partnership, SPAN program, Upward Bound).

• Improved academic profile of students

• Increased financial information to assist students in making better decisions on how to finance their education
More Students Enroll and Complete 15 Credits of More During their First Fall Semester at IUPUI

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

More Students Enroll and Complete 15 Credits of More During their First Spring Semester at IUPUI

% 15 Credit Hours or More Attempted and Earned in the Spring Semester, First-time, Full-time Beginners Enrolling in Spring
Number of Credit Hours Completed for Students that Attempted 15 or More in Fall 2013 and Did not Complete 15 or more Credit Hours N=421 (out of 1649 that Attempted 15 or More).

IUPUI Indianapolis Only Math Course Enrollments

Note: Remedial courses include Math 00100, Math 11000, and Math 11100

Note: General Education Core Math Enrollments include: Math 118, Math 119, Math 13000, Math 13100, Math 13200, Math 13400, Math 15300, Math 15400, Math 15500, Math 16600, Math-S 165 and Math-S 166