Council on Retention and Graduation Meeting  
December 3, 2015  
AD 1006  
Presiding: Stephen Hundley

Present: Sara Allaei, Sarah Baker, Alison Bell, Andrea Engler, Gary Felsten, Gina Sanchez Gibau, Steve Graunke, Michele Hansen, Stephen Hundley, Susan Kahn, Melissa Lavitt, Howard Mzumara, Nicole Oglesby, Matt Pistilli, Rebecca Porter, Kristy Sheeler, Jennifer Thorton Springer, Terri Talbert-Hatch, Kate Thedwall, Regina Turner, Jeff Watt, and Eric Williams

Regrets: Cathy Buyarski, Zebulun Davenport, Margaret Ferguson, John Gosney, and Matt Rust

1. Hundley opened the meeting and welcomed everyone.

2. The minutes from the November 5, 2015, meeting were approved.

3. Bell used a PowerPoint presentation to give an update on the Degree Completion Office (DCO), which has been in existence for about a year. After Bell reviewed the DCO vision, the following points were discussed:
   • DCO uses the Hudson coaching model where successful students help other students. This is the same model that the Bepko Learning Center uses.
   • DCO students are at least 23 years old, are a returning or transfer student, and have made significant progress toward a degree.
   • As part of their communication plan, DCO is connecting with other units on campus. In addition, SmallBox, an external marketing firm, has redesigned the DCO website.
   • DCO has been reaching out to targeted students. Students near graduation are encouraged to see a career consultant. About 140 students have been contacted by DCO staff. Of those 140, 18 are currently enrolled, and 35 have expressed interest.
   • The top five programs of DCO students are: general studies, computer and information technology, social work, TCEM, and communication studies.
   • DCO’s prior learning assessment coordinator will begin in January. This person will work with campus partners.
   • In response to a question, Bell explained that DCO does not replace the school or academic home, but is an additional layer of support. DCO’s coaches encourage students to look at resources in the students’ schools.

4. Hansen used a PowerPoint presentation to give an overview of IUPUI students and an update on retention and graduation. Most of the data is for Indianapolis only since there isn’t a lot of data for Columbus. The following points were discussed:
   • There is an increase in new beginners and external transfers. Porter noted this is a multiyear trend.
   • Of the fall 2015 new beginning students, about 40% live in campus housing, 95% are Indiana residents, 61% plan to work on campus, 64% plan to work off campus, and only 18 (0.05%) were 25 years old or older.
   • Of the fall 2015 external transfer students, 0% live in campus housing, 90% are Indiana residents, 32% plan to work on campus, 85% plan to work off campus, and 25% were 25
years old or older. Of all transfer students, 33% are part time, and 32% have children at home.

- On the top 10 reasons new beginners choose IUPUI, the top three reasons have always been the same (availability of specific programs or majors, graduates get good jobs, and academic offerings). However, “opportunity for an IU or Purdue degree” dropped to #6.
- Watt asked Hansen if she had looked at the students who come to IUPUI because they are seeking a licensed or professional job after graduation compared to students seeking general arts and sciences degrees. Hansen said she has not, but this is something that is very important to students.
- In fall 2015, University College had more students compared to direct/dual admits.
- The current one-year retention rate is 74% (with a predicted rate of 80% for 2020 and 85% for 2025), the current four-year graduation rate is 22% (with a predicted rate of 25% for 2020 and 30% for 2025), and the current six-year graduation rate is 46% (with a predicted rate of 50% for 2020 and 55% for 2025).
- If the campus were to increase the one-year retention rate by 1%, 35 more students would have to be retained for a second year.
- The four-year graduation rate for IUPUI (including Columbus) for bachelor’s degree-seeking students is 21.1% (2011–2012), and the rate for Indianapolis only is 22.2%.
- The first-time, full-time cohort retention rate (Indianapolis only) is 74%, while the four-year graduation rate is 46%.
- IUPUI loses about 10–12% entering students after the first year.
- Compared to peer institutions, IUPUI ranks in the middle for four-year graduation rates.
- Pell-eligible means students have very low expected family contributions. About 43% of IUPUI’s students are Pell-eligible, which is high compared to peer institutions.
- Internal changes expected to positively affect retention and graduation rates include:
  - Changes in admissions criteria and strategic enrollment management
  - More students enrolled and taking 15 credit hours per semester
  - Increased campus housing
  - Degree maps
  - High-impact practices
  - Division of Undergraduate Education (more coordinated approaches to academic support and academic/career advising that go beyond first year)
- External changes expected to positively affect retention and graduation rates include changes in high school math curriculum and increased access to dual credit and AP courses.
- Students who come to IUPUI with reasonable amounts of dual credit and AP credit do pretty well.
- Hansen reviewed Kurt Lewin’s theoretical framework, students and environment interaction, and students’ expectations aligned with reality. She also reviewed predictors of success for beginning students and transfer students.
- More students are coming to IUPUI with academic honors. Over time, there has been an increase in students’ academic preparation, and fewer students are placing into developmental math.
- The unmet financial need for first-time, full-time beginning students not retained after one year is $6,064, and for $3,219 for first-time, full-time beginning students retained
after one year. About 450 IUPUI students have more than $10,000 in unmet financial need.

- Students who receive a Federal Pell Grant are more likely to register late, test into developmental math, etc. However, they are more committed to IUPUI and are more likely to participate in a themed learning community, Summer Bridge Program, and DEAP. Many IUPUI students are concerned about financing their education.
- Most students come to IUPUI intending to graduate in four years. If students come to IUPUI saying they will likely leave, they will probably transfer.
- More students are enrolling in 15 or more credit hours per semester. More students are completing 15 credit hours per semester, and more are passing with a C or higher. Students who take 15 or more credit hours tend to be first-time, full-time; have higher incomes; be female and younger; be a dual/direct admit; and have fewer external commitments. Students who did not complete 15 or more credit hours per semester are more likely to be University College students, be recipients of a Federal Pell Grant, and have lower levels of academic performance.
- Of the 2015 beginning students, 72.0% were white, 7.7% Hispanic/Latino, 7.3% African American, 5.5% two or more races, 3.9% Asian, and 2.9% international. For the first time, the Hispanic/Latino population surpassed the African American population. When asked if African American students are going to other institutions, Hansen said her office is looking into this.
- The one-year retention rates for first-time, full-time beginning African American students is 65%, 74% for Latinos, and 75% for all others.
- The one-year retention rate for 21st Century Scholars is 72%. The one-year retention rate for 2014 beginning students living in campus housing is 73% (vs. 65% off campus).
- First-time beginning students want to engage in service learning, but fewer students plan to study abroad. After orientation, most students feel like they belong early on.
- Hansen concluded that IUPUI has made progress, but we are still below peer institutions on aspirational goals. We need to move beyond the first year to figure out what support students need.
- Hundley asked council members to review Hansen’s PowerPoint presentation for the January meeting.

5. Porter gave updates from the Division of Enrollment Management (DEM) and discussed the following:
- IUPUI is engaged in a self-assessment called “Beyond Financial Aid” to see what the campus is already doing and to determine what the campus should be doing.
- In the future, the majority of IUPUI students will be low income. They could be successful if they are provided additional support.
- Spring enrollment numbers are not terrible, but they are not positive. Porter expects trends to continue from the fall.
- The campus is looking at what can be done to help students who cannot take 15 credit hours per semester (e.g., summer enrollment). Efforts will be focused on 21st Century Scholars and O’Bannon Scholars.

6. The meeting was adjourned.
**Action Items**

- Hundley asked all CRG members to review Hansen’s [PowerPoint presentation](#) for further discussion in the January meeting.

**Next Meeting**

- January 14, 8:30–10:00 a.m., Taylor Hall, UC 104 (note location change)

Submitted by:
A. Snyder
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