UNDERSTANDING OUR STUDENTS AND
AN UPDATE ON RETENTION AND
GRADUATION PROGRESS

Michele J. Hansen, Ph.D.
Executive Director, Institutional Research and Decision Support
Presentation Designed To…

• Enhance understanding of our IUPUI Indianapolis new beginners and transfers
• Provide a progress update on retention and graduation rates
• Explain what factors are associated with student success outcomes
• Facilitate dialogue and action planning
Upcoming Analyses and Presentations

• Understanding Where Students Went (or Did not Go) who were Not Retained at IUPUI (National Student Data Clearing House)
  • Sophomores
  • Summer Enrollment
  • High Impact Practices and RISE Experiences
• All Undergraduates
• Graduate Students
• Report on Dual Credit
Context and Information About Our Students
Undergraduate Student Enrollment
IUPUI Indianapolis Includes Part-Time and Full-Time, 2015 Total 28,402
Total Enrollment IUPUI IN and CO = 30,105

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>19,970</td>
<td>20,564</td>
<td>20,664</td>
<td>20,580</td>
<td>20,631</td>
<td>20,738</td>
<td>20,798</td>
<td>20,333</td>
</tr>
<tr>
<td>Graduate</td>
<td>6,115</td>
<td>5,434</td>
<td>5,484</td>
<td>5,361</td>
<td>5,321</td>
<td>5,168</td>
<td>5,255</td>
<td>5,192</td>
</tr>
<tr>
<td>Professional</td>
<td>2,687</td>
<td>2,758</td>
<td>2,767</td>
<td>2,874</td>
<td>2,798</td>
<td>2,850</td>
<td>2,854</td>
<td>2,877</td>
</tr>
</tbody>
</table>
New Beginners and External Transfers
IUPUI Indianapolis Includes Part-Time and Full-Time

Bar chart showing the number of new external transfers and new beginners for each fall semester from 2007 to 2015. The chart indicates an increasing trend in both categories, with the number of new external transfers ranging from 1362 to 3622 and new beginners ranging from 1509 to 3622.
New External Transfers 2015

- 0% Campus Housing
- 28% Students of Color
- 25% 25 years of age or older
- 90% Indiana Residents
- 32% First Generation Students
- 32% Plan to Work On-Campus
- 85% Plan to Work Off-Campus
- 20% Part-time
- 90% Indiana Residents
- 55% Female
All Transfer Students
Source Continuing Student Survey

1/3 Part-time
31% married
32% have children at home

More "Non-Traditional"
Top 10 Reasons For Choosing IUPUI New Beginners Fall 2014

1. Availability of specific academic programs (majors)
2. Institution's academic offerings such as courses, certification, and degrees
3. Graduates get good jobs
4. Opportunity for an IU or Purdue Degree
5. Job, career, and internship opportunities available in Indianapolis while attending school
6. Career and job opportunities available in Indianapolis after I complete my degree.
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 Beginners Fall 2015

1. Availability of specific academic programs (majors)
2. Graduates get good jobs
3. Institution's academic offerings such as courses, certification, and degrees
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. Opportunity for an IU or Purdue Degree
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*
The top 10 Reasons Why Beginning African American Students Select IUPUI

N= 162 Respondents

1. Availability of specific academic programs (majors)
2. Availability of financial aid/scholarship
3. Career and job opportunities available in Indianapolis after I complete my degree
4. Opportunity for an IU or Purdue Degree
5. Job, career, and internship opportunities available in Indianapolis while attending school
6. Institution's academic offerings such as courses, certification, and degrees
7. Graduates get good jobs
8. Cost
9. IUPUI’s reputation
10. Social Climate/Activities at the College

*Rank ordered by mean ratings out of 21 items*
Top 10 Reasons For Choosing IUPUI New External Transfers Fall 2015

1. Institution's academic offerings such as courses, certification, and degrees
2. Availability of specific academic programs (majors)
3. Opportunity for an IU or Purdue Degree
4. Graduates get good jobs
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. Availability of financial aid/scholarship
8. Cost
9. IUPUI’s reputation
10. Wanted to live near home

Rank ordered by mean ratings out of 21 items
New Beginners Direct/Dual and University College Admits

2014 University College One-Year retention 64%, Direct/Dual Admit 77%, Overall IUPUI Indianapolis Retention Rate FT, FT Retained IUPUI IN campus 69%
New External Transfers Direct/Dual and University College Admits (Part-Time and Full-Time)

<table>
<thead>
<tr>
<th>Year</th>
<th>UCOL</th>
<th>Dual/Direct</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2012</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>2013</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>2014</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>2015</td>
<td>55%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Legend:
- UCOL
- Dual/Direct
New External Transfers Direct/Dual and University College Admits (Full-Time)

2011: 48% UCOL, 52% Dual/Direct
2012: 54% UCOL, 46% Dual/Direct
2013: 54% UCOL, 46% Dual/Direct
2014: 56% UCOL, 44% Dual/Direct
2015: 54% UCOL, 46% Dual/Direct
New External Transfers Direct/Dual and University College Admits (Part-Time)

<table>
<thead>
<tr>
<th>Year</th>
<th>UCOL</th>
<th>Direct/Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>2012</td>
<td>7%</td>
<td>93%</td>
</tr>
<tr>
<td>2013</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>2014</td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>2015</td>
<td>43%</td>
<td>57%</td>
</tr>
</tbody>
</table>
New External Transfers Number of Part-Time Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Part-Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>332</td>
</tr>
<tr>
<td>2012</td>
<td>391</td>
</tr>
<tr>
<td>2013</td>
<td>356</td>
</tr>
<tr>
<td>2014</td>
<td>317</td>
</tr>
<tr>
<td>2015</td>
<td>244</td>
</tr>
</tbody>
</table>
New External Transfers by Class Standing

Number of External Transfers by Class Standing

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>257</td>
<td>248</td>
<td>242</td>
<td>188</td>
<td>359</td>
</tr>
<tr>
<td>Sophomore</td>
<td>515</td>
<td>517</td>
<td>476</td>
<td>558</td>
<td>648</td>
</tr>
<tr>
<td>Junior</td>
<td>319</td>
<td>295</td>
<td>323</td>
<td>339</td>
<td>412</td>
</tr>
<tr>
<td>Senior</td>
<td>92</td>
<td>90</td>
<td>106</td>
<td>95</td>
<td>90</td>
</tr>
</tbody>
</table>
PROGRESS ON RETENTION AND GRADUATION RATES
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
## Proposed Aspirational Rates For Strategic Plan Indicators

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>2020</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Year Retention</td>
<td>74%</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>Four-Year Graduation</td>
<td>22%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Six-Year Graduation</td>
<td>46%</td>
<td>50%</td>
<td>55%</td>
</tr>
</tbody>
</table>
## One-Year Retention Rates
**First-time, Full-time Beginners**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI* (includes all degree seeking—bachelor’s, associate, certificates)</td>
<td>71.3%</td>
<td>72.3%</td>
<td>71.7%</td>
<td>70.8%</td>
<td>73.4%</td>
</tr>
<tr>
<td>IUPUI* (includes only bachelor’s degree seeking)</td>
<td>71.8%</td>
<td>72.2%</td>
<td>71.9%</td>
<td>70.9%</td>
<td>73.8%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)</td>
<td>73.3%</td>
<td>73.8%</td>
<td>72.7%</td>
<td>71.7%</td>
<td>74.4%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes only bachelor’s degree seeking)</td>
<td>73.5%</td>
<td>73.6%</td>
<td>73.0%</td>
<td>71.8%</td>
<td>74.9%</td>
</tr>
<tr>
<td>IUPUI Columbus - (includes all degree seeking—bachelor’s, associate, certificates)</td>
<td>57.3%</td>
<td>58.1%</td>
<td>60.1%</td>
<td>59.0%</td>
<td>62.2%</td>
</tr>
<tr>
<td>IUPUI Columbus - (includes only bachelor’s degree seeking)</td>
<td>56.7%</td>
<td>58.4%</td>
<td>60.3%</td>
<td>59.4%</td>
<td>62.1%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) <strong>retained at IUPUI Indianapolis</strong></td>
<td>68.2%</td>
<td>69.2%</td>
<td>68.0%</td>
<td>67.0%</td>
<td>68.7%</td>
</tr>
</tbody>
</table>

* IUPUI official always includes Columbus
What Does a 1% or 2% Increase in Retention Mean?

• Improving our one-year retention rate by 1% means that about 35 more students decide to return for a second year of courses.

• Improving our one-year retention rate by 2% means that about 70 more students decide to return for a second year of courses.
## Four-Year Graduation Rates

**First-time, Full-time Beginners**

* IUPUI official always includes Columbus. Students could have received a degree or certificate from any IU Campus within 150% of time unless otherwise indicated. Baccalaureate degree-seeking graduation rates only include students who earned a bachelor’s degree.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI* (includes all degree seeking—bachelor’s, associate, certificates)</td>
<td>15.5%</td>
<td>18.3%</td>
<td>18.9%</td>
<td>19.0%</td>
<td>21.1%</td>
</tr>
<tr>
<td>IUPUI* (includes only bachelor’s degree seeking)</td>
<td>15.1%</td>
<td>17.5%</td>
<td>19.0%</td>
<td>19.0%</td>
<td>21.1%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)</td>
<td>16.4%</td>
<td>19.3%</td>
<td>20.1%</td>
<td>19.8%</td>
<td>22.3%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes only bachelor’s degree seeking)</td>
<td>16.0%</td>
<td>18.5%</td>
<td>20.2%</td>
<td>19.8%</td>
<td>22.2%</td>
</tr>
<tr>
<td>IUPUI Columbus (includes all degree seeking—bachelor’s, associate, certificates)</td>
<td>6.8%</td>
<td>5.1%</td>
<td>8.2%</td>
<td>12.2%</td>
<td>8.1%</td>
</tr>
<tr>
<td>IUPUI Columbus (includes only bachelor’s degree seeking)</td>
<td>7.1%</td>
<td>4.6%</td>
<td>8.3%</td>
<td>12.2%</td>
<td>8.2%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) earned a degree at</td>
<td>15.5%</td>
<td>18.1%</td>
<td>18.1%</td>
<td>18.4%</td>
<td>20.7%</td>
</tr>
<tr>
<td>IUPUI Indianapolis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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* * Source data from Indiana University.
Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor’s, Associate, and Certificate)

1-year retention: 28%, 32%, 33%, 35%, 35%, 33%, 40%, 44%, 46%, 46%
4-year graduation: 62%, 65%, 67%, 67%, 66%, 64%, 67%, 70%, 74%, 75%, 73%, 74%, 73%, 72%, 74%
6-year graduation: 12%, 12%, 15%, 16%, 19%, 20%, 20%, 22%
IUPUI Indianapolis External Transfers Retention and Graduation Rate (Bachelor Degree Seeking Full-Time) Freshmen

(Note: Freshmen for all years are students to started with less than 30 credits)
IUPUI Indianapolis External Transfers Retention and Graduation Rate (Bachelor Degree Seeking Full-Time) ALL

- 1-year retention
- 4-year graduation
- 6-year graduation
IUPUI Indianapolis All New External Transfers, Full-Time Bachelor Degree Seeking 4-Year Graduation Rate by Class Level

- **Freshmen**
  - 2004: 25%
  - 2005: 17%
  - 2006: 22%
  - 2007: 23%
  - 2008: 24%
  - 2009: 27%
  - 2010: 28%
  - 2011: 30%

- **Sophomore**
  - 2004: 48%
  - 2005: 36%
  - 2006: 44%
  - 2007: 42%
  - 2008: 44%
  - 2009: 48%
  - 2010: 47%
  - 2011: 47%

- **Junior**
  - 2004: 42%
  - 2005: 54%
  - 2006: 54%
  - 2007: 60%
  - 2008: 60%
  - 2009: 65%
  - 2010: 67%
  - 2011: 65%

- **Senior**
  - 2004: 61%
  - 2005: 54%
  - 2006: 61%
  - 2007: 74%
  - 2008: 75%
  - 2009: 69%
  - 2010: 67%
  - 2011: 81%
Fall 2011 FT, FT Indianapolis Only

Fall-to-Fall Retention Rates IUPUI IN

- 1 Year: 69%
- 2 Year: 57%
- 3 Year: 52%
- 4 Year: 50%
Fall 2010 FT, FT Indianapolis Only

Fall-to-Fall Retention Rates IUPUI IN

- 1 Year: 68%
- 2 Year: 56%
- 3 Year: 52%
- 4 Year: 51%
- 5 Year: 50%
## Selected and Peer Institutions

Retention 2013, Four-Year Graduation and Six-Year Graduation 2008 (Bachelor Degree Seeking)

<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>93%</td>
<td>65%</td>
<td>82%</td>
</tr>
<tr>
<td>Temple University</td>
<td>89%</td>
<td>41%</td>
<td>69%</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
<td>86%</td>
<td>34%</td>
<td>59%</td>
</tr>
<tr>
<td>Univ. of Illinois-Chicago</td>
<td>80%</td>
<td>33%</td>
<td>60%</td>
</tr>
<tr>
<td>Univ. of Alabama-Birmingham</td>
<td>83%</td>
<td>33%</td>
<td>55%</td>
</tr>
<tr>
<td>Univ. of Cincinnati</td>
<td>86%</td>
<td>28%</td>
<td>65%</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>81%</td>
<td>22%</td>
<td>53%</td>
</tr>
<tr>
<td>Univ. of Missouri-St. Louis</td>
<td>79%</td>
<td>21%</td>
<td>42%</td>
</tr>
<tr>
<td>Univ. of Toledo</td>
<td>70%</td>
<td>22%</td>
<td>45%</td>
</tr>
<tr>
<td>Univ. of Missouri-Kansas City</td>
<td>73%</td>
<td>22%</td>
<td>51%</td>
</tr>
<tr>
<td>IUPUI</td>
<td><strong>71%</strong></td>
<td><strong>18%</strong></td>
<td><strong>44%</strong></td>
</tr>
<tr>
<td>Portland State University</td>
<td>73%</td>
<td>17%</td>
<td>42%</td>
</tr>
<tr>
<td>Univ. of Massachusetts-Boston</td>
<td>80%</td>
<td>16%</td>
<td>42%</td>
</tr>
<tr>
<td>Cleveland State University</td>
<td>70%</td>
<td>15%</td>
<td>39%</td>
</tr>
<tr>
<td>Univ. of Memphis</td>
<td>78%</td>
<td>15%</td>
<td>44%</td>
</tr>
<tr>
<td>Univ. of Wisconsin-Milwaukee</td>
<td>70%</td>
<td>14%</td>
<td>44%</td>
</tr>
<tr>
<td>Univ. of New Orleans</td>
<td>69%</td>
<td>13%</td>
<td>34%</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>76%</td>
<td>11%</td>
<td>34%</td>
</tr>
<tr>
<td>CUNY City College</td>
<td>86%</td>
<td>10%</td>
<td>44%</td>
</tr>
<tr>
<td>Univ. of Houston-Downtown</td>
<td>66%</td>
<td>3%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Source: IPEDS College Navigator
# Official Peer Institutions

Retention 2013, Four-Year Graduation and Six-Year Graduation 2008 (Bachelor Degree Seeking)

<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>University at Buffalo - SUNY</td>
<td>88%</td>
<td>53%</td>
<td>72%</td>
</tr>
<tr>
<td>Temple University</td>
<td>89%</td>
<td>41%</td>
<td>69%</td>
</tr>
<tr>
<td>Univ. of South Florida</td>
<td>89%</td>
<td>39%</td>
<td>67%</td>
</tr>
<tr>
<td>Univ. of Louisville</td>
<td>81%</td>
<td>36%</td>
<td>54%</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
<td>86%</td>
<td>34%</td>
<td>59%</td>
</tr>
<tr>
<td>Univ. of Illinois-Chicago</td>
<td>80%</td>
<td>33%</td>
<td>60%</td>
</tr>
<tr>
<td>Univ. of Alabama-Birmingham</td>
<td>83%</td>
<td>33%</td>
<td>55%</td>
</tr>
<tr>
<td>Univ. of Cincinnati</td>
<td>86%</td>
<td>28%</td>
<td>65%</td>
</tr>
<tr>
<td>Univ. of Utah</td>
<td>89%</td>
<td>24%</td>
<td>62%</td>
</tr>
<tr>
<td><strong>IUPUI</strong></td>
<td>71%</td>
<td><strong>18%</strong></td>
<td><strong>44%</strong></td>
</tr>
<tr>
<td>Univ. of New Mexico</td>
<td>79%</td>
<td>15%</td>
<td>47%</td>
</tr>
<tr>
<td>Univ. of Colorado-Denver</td>
<td>72%</td>
<td>15%</td>
<td>40%</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>76%</td>
<td>11%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Source: IPEDS College Navigator
Difference Between IUPUI and Top Peer Performers Pell Grant Recipients

% First Year Students Receiving Federal Pell Grant 2013-2014

- IUPUI: 43%
- Univ. of Pittsburgh: 16%
- Temple University: 28%
- Univ. of Cincinnati: 23%
- University at Buffalo - SUNY: 33%
Understanding Progress on Retention and Graduation

Peer Comparisons
Local and National Context and Trends
Institutional Factors
- Selectivity
- Carnegie Classification and Type (public, private, 2-year, 4-year)
- Size
- Residential and # Part-Time Students

Student Characteristics
- Academic Preparation
- Course Enrollment (Full-time, 15 hour credit load)
- Socioeconomic Class (unmet financial need)
- Cognitive Motivational Variables
- Institutional Commitment and Sense of Belonging
- Family and Social Support

What We Do
- Academic and Social Support
- Financial Aid and Support
- Providing Engaging Pedagogies in the Classroom and Co-Curricular Activities
- High Impact Practices and Degree Pathways
Internal and External Changes Expected to Positively Affect Retention and Graduation Rates

IUPUI
- Changes in Admissions Criteria
- More Students Enrolled Full-Time and Taking 15 Hour Credit Load Per Semester
- Increases in Campus Housing
- Degree Maps
- High Impact Practices
- Strategic Enrollment Management
- Division of Undergraduate Education and University College (more coordinated approaches to academic support and academic/career advising that go beyond first year)

External
- Changes in High School Math Curriculum
- Increased Access to Dual Credit and AP courses
Institutional and Student Factors Associated with Student Success, Persistence, and Degree Completion
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 and Environment Interaction

Students who 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 do not enroll or participate (e.g., more likely to be high income, more academically prepared, and less likely to be first generation).
“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
Beginning Students Predictors of Success (Persistence and Academic Performance)

- High Socioeconomic Status (SES) (not Pell Eligible and having low levels of unmet financial need)
- High levels of academic preparation (high school GPA is strong predictor)
- Placing into credit-bearing math at entry
- High rigor and intensity of high school curriculum
- Participating in early interventions (peer mentoring, Summer Bridge, Themed Learning Communities, First-Year Seminars)
- Enrolling in 15 or more credit hours first semester
- Living on campus
- Achieving satisfactory academic performance in first semester
- Gender (female)
- Not being First Generation
Transfer Students Predictors of Success (Persistence and Academic Performance)

- Transferring in as a Junior or Senior (based on credits)
- Being directly admitted into a school at entry
- Being an International student
- Being older
- High Socioeconomic Status (SES) (not Pell Eligible)
- Not being First Generation
- High Transfer In GPA
- Enrolling in 15 or more credit hours first semester
- Placing into credit-bearing math at entry
- Achieving satisfactory academic performance in first semester
Number of Academic Honors

Graduated with Indiana Academic Honors Diploma Beginners

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1432</td>
</tr>
<tr>
<td>2010</td>
<td>1285</td>
</tr>
<tr>
<td>2011</td>
<td>1357</td>
</tr>
<tr>
<td>2012</td>
<td>1673</td>
</tr>
<tr>
<td>2013</td>
<td>2127</td>
</tr>
<tr>
<td>2014</td>
<td>2126</td>
</tr>
<tr>
<td>2015</td>
<td>2392</td>
</tr>
</tbody>
</table>
Average High School GPA

<table>
<thead>
<tr>
<th>Year</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>3.18</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>3.24</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>3.30</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>3.29</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>3.28</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>3.33</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>3.37</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>3.39</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>3.44</td>
</tr>
</tbody>
</table>

Average Beginner GPA
Developmental Math Placement

% Placed into Developmental Math

<table>
<thead>
<tr>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>77%</td>
<td>76%</td>
<td>73%</td>
<td>39%</td>
<td>31%</td>
</tr>
</tbody>
</table>

% Beginners Placed
Pell Grant Recipients (SES indicator)

% Received Pell Grant First Semester

- Fall 2007: 25%
- Fall 2008: 29%
- Fall 2009: 36%
- Fall 2010: 41%
- Fall 2011: 43%
- Fall 2012: 41%
- Fall 2013: 42%
- Fall 2014: 42%

% Beginners Pell
Unmet Financial Need

The National Common Data Set provides a framework for determining the percentage of each student’s academic year financial need that is “met” by gift aid (scholarships, fellowships, grants and fee remissions), subsidized federal student loans (loans that do not capitalize interest while students are in school), and federal work study earnings. Unmet need is the portion of a student’s academic year financial need that exceeds these forms of financial aid. Students may choose to borrow unsubsidized federal or private loans to cover this “unmet” portion of their financial need. This takes financial need and subtracts need based aid until it reaches zero. This includes Stafford/Perkins subsidized loans, but not unsubsidized. This does not include parent loans or private loans. It does include military benefits.
Annual Unmet Financial Need and One-Year Retention FT, FT Beginners

Total Unmet Financial Need Academic Year

- **2011**
  - $4,750 (n=1547)
  - $7,623 (n=730)

- **2012**
  - $5,125 (n=1666)
  - $7,924 (n=818)

- **2013**
  - $3,815 (n=1948)
  - $6,760 (n=989)

- **2014**
  - $3,219 (n=2123)
  - $6,064 (n=1000)

Analyses include only students who completed FAFSA.
# Unmet Financial Need

<table>
<thead>
<tr>
<th>Unmet Financial Need</th>
<th>N</th>
<th>One-Year Retention Any IU</th>
<th>One-Year Retention IUPUI IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td></td>
<td>Any IU</td>
<td>IUPUI IN</td>
</tr>
<tr>
<td>Fall 2014</td>
<td></td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>Full-Time Beginners</td>
<td></td>
<td>82%</td>
<td>77%</td>
</tr>
<tr>
<td>No FAFSA on file</td>
<td>325</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>No Unmet Financial Need (FAFSA on file)</td>
<td>1182</td>
<td>82%</td>
<td>77%</td>
</tr>
<tr>
<td>$1 to $1000 Unmet Need</td>
<td>173</td>
<td>80%</td>
<td>72%</td>
</tr>
<tr>
<td>$1001 to $2000 Unmet Need</td>
<td>162</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>$2001 to $3000 Unmet Need</td>
<td>201</td>
<td>83%</td>
<td>75%</td>
</tr>
<tr>
<td>$3001 to $4000 Unmet Need</td>
<td>156</td>
<td>78%</td>
<td>69%</td>
</tr>
<tr>
<td>$4001 to $5000 Unmet Need</td>
<td>165</td>
<td>72%</td>
<td>66%</td>
</tr>
<tr>
<td>$5001 to $6000 Unmet Need</td>
<td>156</td>
<td>76%</td>
<td>70%</td>
</tr>
<tr>
<td>$6001 to $7000 Unmet Need</td>
<td>167</td>
<td>80%</td>
<td>76%</td>
</tr>
<tr>
<td>$7001 to $8000 Unmet Need</td>
<td>105</td>
<td>62%</td>
<td>57%</td>
</tr>
<tr>
<td>$8001 to $9000 Unmet Need</td>
<td>104</td>
<td>63%</td>
<td>58%</td>
</tr>
<tr>
<td>$9001 to $10,000 Unmet Need</td>
<td>104</td>
<td>59%</td>
<td>51%</td>
</tr>
<tr>
<td>More Than $10,000 Unmet Need</td>
<td>450</td>
<td>48%</td>
<td>42%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3450</td>
<td>74%</td>
<td>69%</td>
</tr>
</tbody>
</table>
Socioeconomic Class Matters in Student Success

FT, FT Beginners One-Year Retention IUPUI IN

- 2007: 60%
- 2008: 69%
- 2009: 68%
- 2010: 69%
- 2011: 71%
- 2012: 70%
- 2013: 72%
- 2014: 73%

- Red: Received Federal Pell Grant
- Gold: No Pell Grant
Students Who Received a Federal Pell Grant (Proxy for Low Income)

- Less likely to graduate with High School Academic Honors Diploma
- More likely to register for courses late.
- Less likely to earn AP credit.
- More likely to test into developmental math.
- Less likely to enroll in 15 credit hours.
- More likely to be first-generation.
- More likely to be in an underrepresented group (African American, Latino/a, Two or More Races).
- More External Commitments (working off-campus, care for dependents, commuting, taking care of household responsibilities).
- Less likely to live in campus housing.
- Less likely to intend to participate in programs and High Impact Practices Study Abroad, Service Learning, etc.
- Lower rates of academic performance at IUPUI (GPAs).
- More likely to have major or some concerns about ability to finance college education.
- Less confidence in academic ability, math skills, and writing skills.
Students Who Received a Federal Pell Grant (Proxy for Low Income) – Good News!

- More Committed to IUPUI (extremely glad chose IUPUI)
- No difference in Sense of Belonging
- Higher levels of Drive to Succeed
- More likely to participate in DEAP and TLCs
- Just as likely to participate in Summer Bridge
Concerns About Finances

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

- None (I am confident that I will have sufficient funds) - 23%
- Some (but I will probably have enough funds) - 65%
- Major (I am not sure that I will have enough funds to...) - 12%

0% 10% 20% 30% 40% 50% 60% 70%
Concerns About Finances

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

- None (I am confident that I will have sufficient funds) - 572
- Some (but I will probably have enough funds) - 1590
- Major (I am not sure that I will have enough funds to...) - 290
Concerns About Finances and One-Year Retention Rates

2014 FT, FT Beginners
One-Year Retention Rate IUPUI IN

- Major (n=261): 62%
- Some (N=1707): 69%
- None (N=707): 74%

55% 60% 65% 70% 75% 80%
Predictors of Success (One-Year Retention IUPUI IN)

Covariates: HS GPA, SAT Score, Pell Grant, Transfer In GPA

New Beginners

+ Sense of Belonging
- Intent to transfer
+ Commitment to educational goals
+ Change study strategies when do poorly
- External Commitments (working off-campus, care for dependents, commuting, taking care of household responsibilities
- Come to class late (past behavior)
+ Drive to succeed (confidence)
+ Ability to seek out appropriate academic help (confidence)
+ Ability to manage finances (confidence)
+ Study skills (confidence)
+ Emotional health (confidence)
+ Physical health (confidence)
+ Plan to participate in campus events, student organizations
+ Plan to participate in RISE (service learning, undergraduate research)
+ Plan to enroll in summer courses
+ Career Opportunities in Indianapolis (reason why selected IUPUI)

New External Transfers

+ Sense of Belonging
+ Drive to succeed
- Number of hours expected to work off-campus for pay, commute to class, take care of household responsibilities
- Change in family situation (reason why selected IUPUI)
Indianapolis Only 2011 First-Time, Full-Time Cohort University College Students Only

Four-Year Graduation Rates Graduated from IUPUI Indianapolis

<table>
<thead>
<tr>
<th>Program</th>
<th>Participants</th>
<th>Nonparticipants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Bridge</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>Themed Learning Communities (TLCs)</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Summer Bridge - TLCs</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>First-Year Seminars</td>
<td>14%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Summer Bridge Participants Have Higher One-Year Retention Rates

Differences in one-year retention rates are statistically significant even when entering HS GPA, SAT Score, and Pell Grant in the logistic regression model.
This analysis does not account for self-selection bias.
## Top 10 Pre-Majors and One-Year Retention Rates

<table>
<thead>
<tr>
<th>Pre-Major</th>
<th>Total N</th>
<th>One-Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Nursing BSN</td>
<td>414</td>
<td>63%</td>
</tr>
<tr>
<td>Exploratory Baccalaureate</td>
<td>357</td>
<td>62%</td>
</tr>
<tr>
<td>Pre Biology BS PU</td>
<td>105</td>
<td>66%</td>
</tr>
<tr>
<td>Pre Business BSB</td>
<td>96</td>
<td>64%</td>
</tr>
<tr>
<td>Pre Management BSB</td>
<td>96</td>
<td>59%</td>
</tr>
<tr>
<td>Pre Dental Hygiene AS</td>
<td>82</td>
<td>55%</td>
</tr>
<tr>
<td>Pre Accounting BSB</td>
<td>65</td>
<td>67%</td>
</tr>
<tr>
<td>Pre Mechanical Engr BSME</td>
<td>63</td>
<td>71%</td>
</tr>
<tr>
<td>Pre Marketing BSB</td>
<td>61</td>
<td>62%</td>
</tr>
<tr>
<td>Pre Biology BA PU</td>
<td>48</td>
<td>64%</td>
</tr>
</tbody>
</table>
### 2014 Direct/Dual Schools and One-Year Retention Rates (Schools with Fewer than 20 students not shown)

<table>
<thead>
<tr>
<th>Field</th>
<th>Total N</th>
<th>One-Year Retention Rate IUPUI IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>320</td>
<td>82%</td>
</tr>
<tr>
<td>Engineering</td>
<td>212</td>
<td>73%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>149</td>
<td>71%</td>
</tr>
<tr>
<td>Herron Art</td>
<td>127</td>
<td>69%</td>
</tr>
<tr>
<td>Business</td>
<td>111</td>
<td>86%</td>
</tr>
<tr>
<td>Technology</td>
<td>96</td>
<td>65%</td>
</tr>
<tr>
<td>Education</td>
<td>72</td>
<td>72%</td>
</tr>
<tr>
<td>Informatics and Computing</td>
<td>60</td>
<td>72%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>55</td>
<td>71%</td>
</tr>
<tr>
<td>Health and Rehabilitation Sciences</td>
<td>48</td>
<td>77%</td>
</tr>
<tr>
<td>Public and Environmental Affairs</td>
<td>23</td>
<td>74%</td>
</tr>
</tbody>
</table>
### 2015 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>400</td>
<td>26.5</td>
</tr>
<tr>
<td>Ball State University</td>
<td>60</td>
<td>4.0</td>
</tr>
<tr>
<td>Vincennes University</td>
<td>53</td>
<td>3.5</td>
</tr>
<tr>
<td>Indiana State University Terre Haute</td>
<td>51</td>
<td>3.4</td>
</tr>
<tr>
<td>Purdue University West Lafayette</td>
<td>39</td>
<td>2.6</td>
</tr>
<tr>
<td>University of Indianapolis</td>
<td>35</td>
<td>2.3</td>
</tr>
<tr>
<td>Ivy Tech Comm Coll Bloomington</td>
<td>31</td>
<td>2.1</td>
</tr>
<tr>
<td>University Southern Indiana</td>
<td>25</td>
<td>1.7</td>
</tr>
<tr>
<td>Ivy Tech Comm Coll Lafayette</td>
<td>22</td>
<td>1.5</td>
</tr>
<tr>
<td>Ivy Tech Comm Coll Columbus</td>
<td>21</td>
<td>1.4</td>
</tr>
<tr>
<td>Sun Yat-Sen University</td>
<td>21</td>
<td>1.4</td>
</tr>
</tbody>
</table>
## 2013 New External Transfers Academic Performance and Retention

<table>
<thead>
<tr>
<th>Last Post-Secondary School</th>
<th>N</th>
<th>Transfer GPA</th>
<th>Fall GPA</th>
<th>% Fall-Fall Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech Community College Indianapolis</td>
<td>322</td>
<td>3.08</td>
<td>2.70</td>
<td>78%</td>
</tr>
<tr>
<td>Ball State University</td>
<td>92</td>
<td>2.58</td>
<td>2.82</td>
<td>73%</td>
</tr>
<tr>
<td>Purdue University West Lafayette</td>
<td>64</td>
<td>2.41</td>
<td>2.86</td>
<td>75%</td>
</tr>
<tr>
<td>Indiana State University Terre Haute</td>
<td>49</td>
<td>2.94</td>
<td>2.54</td>
<td>73%</td>
</tr>
<tr>
<td>Vincennes University</td>
<td>48</td>
<td>3.09</td>
<td>2.75</td>
<td>73%</td>
</tr>
<tr>
<td>University Indianapolis</td>
<td>37</td>
<td>2.82</td>
<td>2.47</td>
<td>73%</td>
</tr>
<tr>
<td>Ivy Tech Community College Lafayette</td>
<td>28</td>
<td>2.89</td>
<td>2.67</td>
<td>71%</td>
</tr>
<tr>
<td>University Southern Indiana</td>
<td>28</td>
<td>2.85</td>
<td>2.69</td>
<td>75%</td>
</tr>
<tr>
<td>Purdue Univ Calumet</td>
<td>16</td>
<td>2.74</td>
<td>2.55</td>
<td>75%</td>
</tr>
<tr>
<td>All 2013 External Transfers</td>
<td>1147</td>
<td>2.93</td>
<td>2.76</td>
<td>75%</td>
</tr>
</tbody>
</table>
Years to Graduate

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

- 6 or more: 5.2%
- 5: 5.3%
- 4: 84.0%
- 3: 2.0%
- 2: 1.0%
- 1: 0.0%
- 2.5%
15 or More Credit Hours Attempted

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

24% 2007
23% 2008
29% 2009
29% 2010
27% 2011
28% 2012
51% 2013
63% 2014
64% 2015
15 or More Credit Hours Attempted and Completed Fall Semester

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

- 2007: 24% attempted, 15% passed
- 2008: 23% attempted, 13% passed
- 2009: 29% attempted, 19% passed
- 2010: 29% attempted, 19% passed
- 2011: 27% attempted, 18% passed
- 2012: 28% attempted, 19% passed
- 2013: 31% attempted, 19% passed
- 2014: 63% attempted, 34% passed
- 2015: 64% attempted, 34% passed

Legend:
- Dark brown: % 15 or More Attempted
- Yellow: % 15 or More Passed with C or Better
Retention Rates by Credit Hours Attempted

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

- **2014**
  - All Full-Time: 74.4%
  - 15-19 Credit Hours: 75.1%
  - 12-14 Credit Hours: 73.3%

- **2013**
  - All Full-Time: 71.7%
  - 15-19 Credit Hours: 75.3%
  - 12-14 Credit Hours: 68.0%

- **2012**
  - All Full-Time: 72.7%
  - 15-19 Credit Hours: 79.5%
  - 12-14 Credit Hours: 69.9%

- **2011**
  - All Full-Time: 73.7%
  - 15-19 Credit Hours: 84.1%
  - 12-14 Credit Hours: 69.9%

- **2010**
  - All Full-Time: 73.2%
  - 15-19 Credit Hours: 80.1%
  - 12-14 Credit Hours: 70.5%

- **2009**
  - All Full-Time: 75.0%
  - 15-19 Credit Hours: 79.9%
  - 12-14 Credit Hours: 73.0%
Which Students Tend to Take 15 or More Credit Hours?

• First Time Beginners: First-time Beginners are more likely to enroll in 15 or more credit hours compared to transfer students or continuing and returning students. In 2014 A total of 2117 (63.1%) of First-Time, Full-Time Beginning Freshmen enrolled in 15 or more hours compared to 466 (29.8%) for New External Transfer Students 4881 (31.2%) for Continuing and Returning Students.

• Students With Higher Incomes (based on receipt of Federal Pell Grant and or levels of unmet financial need )

• Female Students

• Younger Students

• Dual/Direct Admits

• More Academically Prepared Students

• Live on-campus

• Fewer External Commitments (plan to spend less time working off-campus for pay and taking care of dependents living with them)
Compared to students who attempted and completed 15 or more IU credit hours during the fall semester, those who attempted but did not complete significantly:

- More Likely to be University College students (not direct/dual admits)
- Lower High School GPAs and SAT scores
- More likely to receive a Federal Pell Grant and have higher levels of Unmet Financial Need
- More likely to plan to spend more hours working off-campus for pay
- More likely to be male
- Higher proportion of underrepresented students meaning African American, Latino/Hispanic, or Two or More Races (25% compared to 16%)
- Lower levels of academic performance (Fall 2014 Cumulative AY GPA 2.08 Fall GPA compared to 3.31)
- Lower One-Year Retention Rates (Fall 2014 51% compared to 85% IUPUI IN)
2015 Beginners Ethnicity

- American Indian/Alaska: 0.1%
- Asian: 3.9%
- Black/African American: 7.3%
- Hispanic/Latino: 7.7%
- Native Hawaiian/Pacific Island: 0.1%
- International: 2.9%
- Two or More Races: 5.5%
- White: 72.0%
Underrepresented Students

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

African American  
- 2010: 11%  
- 2011: 12%  
- 2012: 10%  
- 2013: 9%  
- 2014: 9%  
- 2015: 8%

Latino(a)  
- 2010: 4%  
- 2011: 6%  
- 2012: 7%  
- 2013: 8%  
- 2014: 7%  
- 2015: 7%
Underrepresented Students

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

- African American
- Latino(a)


- African American:
  - 2010: 283
  - 2011: 318
  - 2012: 312
  - 2013: 322
  - 2014: 307
  - 2015: 280

- Latino(a):
  - 2010: 107
  - 2011: 172
  - 2012: 224
  - 2013: 281
  - 2014: 253
  - 2015: 265
African American Retention Rates

First-Time, Full-Time Beginners One-Year Retention Rates (Any IU)
Four-Year Graduation Rates First-Time, Full-Time African American Students Compared to All Others

Indianapolis Only. Graduated in 150% time - 4 years Any IU Campus (any degree or certificate)
### African American Beginners Program Participation and One-Year Retention Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>African American Participants</th>
<th>African American Nonparticipants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>One-Year Retention IUPUI IN</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>65%</td>
</tr>
<tr>
<td>First Year Seminars</td>
<td>261</td>
<td></td>
</tr>
<tr>
<td>Themed Learning Communities</td>
<td>92</td>
<td>74%</td>
</tr>
<tr>
<td>Summer Bridge</td>
<td>72</td>
<td>71%</td>
</tr>
<tr>
<td>SB-TLC</td>
<td>26</td>
<td>88%</td>
</tr>
<tr>
<td>DEAP</td>
<td>46</td>
<td>70%</td>
</tr>
<tr>
<td>Twenty First Century Scholars</td>
<td>114</td>
<td>67%</td>
</tr>
<tr>
<td>Campus Housing</td>
<td>102</td>
<td>69%</td>
</tr>
</tbody>
</table>
Latino(a) Retention Rates

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

Latino(a): 76%, 74%, 75%, 73%, 75%, 68%, 73%, 75%

All Others: 60%, 65%, 70%, 75%, 80%
Twenty First Century Scholars

Number of First-Time Beginners Twenty First Century Scholars (Received State Funds)

- 2010: 251
- 2011: 322
- 2012: 403
- 2013: 533
- 2014: 635
- 2015: 741
Twenty First Century Scholars
One-Year Retention

TFCS
Not TFCS

2007 2008 2009 2010 2011 2012 2013 2014

65% 70% 72% 71% 73% 68% 66% 72%
71% 74% 75% 74% 74% 73% 73% 75%
72% 70% 71% 73% 73% 68% 66% 72%
75%

IUPUI
Living on Campus

Percent of First-Time Beginners Living in Campus Housing

- 2009: 25%
- 2010: 33%
- 2011: 33%
- 2012: 30%
- 2013: 39%
- 2014: 36%
- 2015: 40%
Living on Campus

Number of First-Time Beginners Living in Campus Housing

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>669</td>
</tr>
<tr>
<td>2010</td>
<td>858</td>
</tr>
<tr>
<td>2011</td>
<td>901</td>
</tr>
<tr>
<td>2012</td>
<td>925</td>
</tr>
<tr>
<td>2013</td>
<td>1345</td>
</tr>
<tr>
<td>2014</td>
<td>1280</td>
</tr>
<tr>
<td>2015</td>
<td>1444</td>
</tr>
</tbody>
</table>
Campus Housing and One-Year Retention IUPUI IN

2014 Beginners One-Year Retention

Differences in one-year retention rates are statistically significant even when entering HS GPA, SAT Score, and Pell Grant in the logistic regression model. This analysis does not account for self-selection bias.
Student Expectations

First-Time Beginners’ College Expectations and Planned Behaviors

- Change Major Field: 20% No Chance, 47% Very Little Chance, 26% Some Chance, 7% Very Good Chance
- Change Career Choice: 17% No Chance, 44% Very Little Chance, 32% Some Chance, 7% Very Good Chance
- Make at least a B Average: 2% No Chance, 27% Very Little Chance, 71% Some Chance, 7% Very Good Chance
- Participate in Campus Events: 10% No Chance, 47% Very Little Chance, 41% Some Chance, 7% Very Good Chance
- Participate in Student Clubs/Groups: 12% No Chance, 48% Very Little Chance, 38% Some Chance, 7% Very Good Chance
- Exercise on Campus: 14% No Chance, 37% Very Little Chance, 46% Some Chance, 7% Very Good Chance
- Enroll In Summer Classes: 5% No Chance, 31% Very Little Chance, 47% Some Chance, 17% Very Good Chance
- Get Tutoring Mentoring Help: 15% No Chance, 51% Very Little Chance, 33% Some Chance, 7% Very Good Chance
## 2015 Pre-Majors That Have the Highest Level of Commitment to Major

<table>
<thead>
<tr>
<th>Pre-Major</th>
<th>N</th>
<th>Mean Chance of Changing Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Motorsports Engineering BS</td>
<td>13</td>
<td>1.62</td>
</tr>
<tr>
<td>Pre Social Work BSW</td>
<td>31</td>
<td>1.87</td>
</tr>
<tr>
<td>Pre Nursing BSN</td>
<td>301</td>
<td>1.92</td>
</tr>
<tr>
<td>Pre Mechanical Engr BSME</td>
<td>27</td>
<td>2.04</td>
</tr>
<tr>
<td>Pre Marketing BSB</td>
<td>31</td>
<td>2.06</td>
</tr>
<tr>
<td><strong>Total UC</strong></td>
<td>1493</td>
<td><strong>2.26</strong></td>
</tr>
</tbody>
</table>

Students with these Pre-Majors were notably less to expect to change their major compared to all other UC Students. Numbers less than 10 not shown.

Scale: 1= No Chance, 2=Very Little Chance, 3= Some Chance, 4= Very Good Chance
High Impact Practices

First-Time Beginners’ College Expectations and Planned Behaviors

- Participate in Service Learning or Community Service: 18% No Chance, 51% Very Little Chance, 29% Some Chance
- Work on Research Project With a Professor: 19% No Chance, 58% Very Little Chance, 23% Some Chance
- Study Abroad or International Travel: 16% No Chance, 31% Very Little Chance, 31% Some Chance, 22% Very Good Chance
- Participate in Internship, Practicum, Clinical Placement: 10% No Chance, 42% Very Little Chance, 48% Very Good Chance
Commitment to IUPUI

First-Time Beginners Entering Student Survey Responses

- I am extremely glad that I chose IUPUI over other colleges
  - Moderately Agree: 27%
  - Strongly Agree: 36%

- I am proud to tell others I am going to school here
  - Moderately Agree: 27%
  - Strongly Agree: 46%

- It is important for me to graduate from IUPUI (rather than another college)
  - Moderately Agree: 21%
  - Strongly Agree: 42%
I Feel A Sense of Belonging to IUPUI

- Strongly Disagree: 1%
- Moderately Disagree: 1%
- Slightly Disagree: 2%
- Neither Disagree/Agree: 16%
- Slightly Agree: 18%
- Moderately Agree: 33%
- Strongly Agree: 29%
I Feel A Sense of Belonging to IUPUI

2014 One-Year Retention Rate Students with Low Sense of Belonging (N=90)= 64%
Some Conclusions

• We have made commendable progress in improving one-year retention rates and graduation rates over the past decade, but we are still below our peers and aspirational goals.
• We need to move beyond the first year in providing supports for our students to ensure degree completion.
• Students’ levels of financial instability negatively affects student success (this is a multifaceted issue).
• 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.
• Although student factors impact student progress and success, what happens in the academic, social, and co-curricular environment also matters.
• Students participating in early academic support programs are more likely to persist at IUPUI.
• Living on campus is a positive influence on academic success and retention.
• Cognitive motivational variables (grit, self-efficacy), expectations, affective states, levels of commitment, and engagement matter.
• Many underrepresented students need social, academic support, and financial support.
• 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)
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/
Beyond Financial Aid (BFA) – Lumina Foundation

Builds on three guiding principles:

(1) A large and growing number of postsecondary students face the challenges created by limited resources. In fact, approximately one in three American undergraduates receives a Pell grant and is therefore considered a low income student.

(2) When institutions structure and offer all types of financial aid (including nontraditional supports) in a coherent, consumable way, students will persist longer, generate additional revenue for the institution, and graduate at higher rates.

(3) Providing these supports in an intentional way is not an impossible dream. Colleges across the country are already doing it and doing it well.

https://www.luminafoundation.org/beyond-financial-aid
Six Strategies To Increase Support Of Low-income Students (Lumina BFA)

1. **Know the low-income students at your institution.**

2. **Provide supports to help low-income students overcome practical barriers.** (bundled, integrated and centralized; supports beyond traditional financial aid. including food assistance and health care, the provision of financial and career coaching, and implementing on-campus programs to offer services such as automotive repair, tax preparation and legal services.)

3. **Leverage external partnerships for service delivery on campus.**
Six Strategies To Increase Support Of Low-income Students - Continued

4. **Empower low-income students to use available resources** (normalize and shift to an “opt-out” model as a default).

5. **Review your internal processes** (reviewing internal processes from the perspective of low-income students can help highlight opportunities to revise and streamline those processes in ways that can better meet students’ needs).

6. **Implement effective practices to strengthen the academic progression of all students** (without integrated supports that stabilize their finances, low-income students are at a particularly high risk of not reaching their education goals).
More Information!

Website:
http://irds.iupui.edu