

Understanding the 2011 First-Time Cohort¹

Fall 2011 IUPUI (Indianapolis Only) First Time, Full Time Students²

- 2551 first-time, full-time students
 - 1672 (66%) University College admits
 - 879 (34%) Dual admits/Direct School
- 679 (27%) live in campus housing.
- 239 (9%) admitted conditionally.
 - Average SAT score = 910.85
 - Average High school GPA = 2.65
 - First-Generation 44%
- 1495 (59%) Female.
- 32 (1%) 25 years of age or older
- 2370 (93%) In-State Students or Resident Students
- 91 (4%) International Students (NEW DEFINITION)
- 294 (12 %) African American (NEW DEFINITION)
- 161 (6%) Latino/a (NEW DEFINITION)
- 1074 (42%) First Generation (neither parent attended college nor earned a degree beyond a high school diploma. Based on Institutional data).
- (54%) First-Generation [neither parent completed a 4-year (bachelor's college degree). Based on ACT-COMPASS survey results 1063/1963 respondents to question.
- 13.82 hrs. Average Course Load
- 3.29 Average High School GPA
- 1003.48 Average SAT score
- 2291 (90%) students enrolled in at least 7 credit hours participated in First-Year Seminars
- 768 (30%) participated in a Themed Learning Community
- 455 (18%) participated in the Summer Bridge Program (50 or 11% were conditional admits).

Commitment to IUPUI

- 75% reported that they applied to a college or university other than IUPUI.³
- 61% reported that IUPUI was their first choice (if applied to other universities).³
- 99% of those who responded reported that it is important for them to graduate from College (agree and strongly agree). Based on 1861 respondents. 690 (27%) did not respond.
- 85% reported (agree or strongly agree) that it is important for them to graduate from IUPUI.³
- 91% reported (agree or strongly agree) that they were certain they made the right choice in attending IUPUI.³
- The top five most important reasons impacting decision to select IUPUI: 1) Availability of specific academic programs (majors), 2) Opportunity to receive an Indiana University or Purdue University degree, 3) Career and job opportunities available in the area after completing degree, 4) Location, and 5) Cost.
- The top five most important reasons impacting decision to attend college: 1) Acquire knowledge and skills applicable to a specific job or type of work, 2) Fulfill a lifelong goal, 3) Gain a general education, 4) Make more money, and 5) Get a better job.

Academic Goal Commitment

- 93% have a good understanding of their academic goals (agree or strongly agree).
- 77% are certain about their career goals (agree or strongly agree).
- 75% are certain about their choice of educational program or major (agree or strongly agree).
- 95% of those who responded feel confident that they will complete their degrees in a timely manner (agree or strongly agree). Based on 1847 respondents. 704 (28%) did not respond.
- 90% of those who responded have a good understanding of their strengths (agree or strongly agree). Based on 1855 respondents. 696 (27%) did not respond.
- 94% described current goal as earning at least a four-year (bachelor's) degree.³

- 4% described current goal as earning at least a two-year (associate's) degree.³

Academic Preparation

- 1294 (51%) completed a high school Honors Diploma.
- 165 (6.5%) students were enrolled in the IUPUI Honors College.
- 261 (10%) received some form of Advanced Placement credit, including the College Level Examination Program (CLEP). Based on these students, the total AP credit hours ranged from 3 to 37 (mean = 7.00) and the total exams taken that earned credit ranged from 1 to 11 (mean = 2.21). The most frequently taken exams were 1) English Language and Composition, 2) English Literature and Composition, and 3) Calculus AB (Differential).
- 98% reported that they often or very often completed class assignments on time during their last school year (either in high school or at a previous college or university). Based on 1939 respondents. 612 (24% did not respond).
- 95% reported that they often or very often were careful in completing assignments (neat work, followed instructions, did any background work) during their last school year (either in high school or at a previous college or university). Based on 1945 respondents. 606 (24%) did not respond.
- 20% reported that they read 10 or more books outside of required reading during their last year prior to attending IUPUI. 12% reported that they did not read any books outside of required reading.³
- 18% reported that they read 10 or more books that were required reading during their last year prior to attending IUPUI. 5% reported that they did not read any books as part of required reading.³
- 49% reported to have never written a paper that was 10 or longer.³
- 86% reported that they have completed a math class recently (within the last year).
- Average Units of High School Math = 8.37.

Full-Time Students' Expectations of Time Use Per Week During Their First Year At IUPUI

- Expect to work 14.40 hours per week off-campus
- Expect to work 8.76 hours per week on-campus.
- Expect to study 18.34 hours per week.
- Expect to spend 7.56 hours per week commuting.
- Expect to spend 8.66 hours per week in co-curricular activities.
- Expect to spend 5.85 hours per week volunteering.
- Expect to spend 12.46 hours per week socializing and relaxing.
- Expect to spend 5.09 hours per week caring for dependents (3.45 in 2010).
- 88% plan to work while attending school.
- 19% plan to work more than 20 hours per week off-campus for pay.

Students' Resources

- 48% live with family members (parents, spouse, children, or other relatives).³
- 7% live alone.³
- 42% live with one or more roommates who are students attending IUPUI.³
- 4% live with others not attending IUPUI.³
- 98% reported that they have access to a personal computer that they can use for school work.³
 - 62% reported that they use a Windows/PC laptop and 18% reported that they use a Windows/PC Desktop for school work.³
- 80% reported that they have High Speed internet access (Cable Modem, DSL, and Satellite).³
- The top 5 areas that students reported needing "help with" at entry were as follows: Financial Aid (81%), Finding Work (72%), Math Skills (53%), Study Skills (51%), Writing Skills (46%), and Choosing a Major (26%).

Students' Finances

- 2261 (89%) applied for Financial Aid [completed the Free Application for Federal Student Aid (FAFSA) form]
- 1905 (75%) received Financial Aid. 82% in 2009.

- 1121 (44%) received a Federal Pell Grant. 42% in 2010. 39% in 2009.
- 73% reported some ^(59%) or major ^(14%) concerns about their ability to finance their college education.³
- 414 (16%) were Eligible to receive the 21st Century Scholarship [315 (74% of those eligible) actually received 21st Century Scholarship from the State Student Assistance Commission of Indiana (SSACI)].

Academic Achievement and Progress (based on 2009 cohort)

- The 2010 first-time, full-time one-year retention rate (fall-to-fall semester) was 73% (Indianapolis only). Students are retained if they enroll at any IU campus for the semester or complete a degree or certificate after the beginning of the base semester and before the start of the “retained to” semester.
- The fall-to-spring IUPUI retention rate (returned to IUPUI) was 88%. Compared to 88% in 2009 and 87% for the fall 2008 cohort).
- The average fall semester GPA was 2.81.
- The average cumulative first-year GPA was 2.67.
- 22% earned a GPA below a 2.0 after one year. This represents a 4% increase compared to the Fall 2009 cohort which had 18%. The 2008 cohort had 21%.
- The average fall DFW rate was 18.12% (compared to 17.29% in 2009 and 20.97% for the Fall 2008 cohort).

Risk Factors for IUPUI Students –Associated with Low Levels of Academic Achievement and Persistence (based on data collected 2007-2010)

- Gender (Males)
- Being a First-Generation college student
- Received a Pell Grant (proxy for low Socioeconomic Status - SES)
- Low levels of academic preparation (High school GPA is a strong predictor)
- Living off-campus
- Institutional commitment (Intent to Transfer)
- Amount of time spent working off-campus for pay (over 20 hours per week)
- Reporting that she/he was not careful in completing high school assignments and did not complete the assignments on time.
- Not having a good understanding of their academic goals at entry.
- Not knowing what is required of them to succeed academically at entry.
- Not earning satisfactory academic performance in first-semester (earning below a 2.0)

Summary of Expected Changes

- Accountability and Outcomes Focus: degree completion, on-time graduation, value-added experiences, learning outcomes.
- More academically prepared students.
- More International and Out-of-State students.
- More students entering just out of high school: 18-19 years of age.
- More students living on-campus.
- More students working on-campus.
- More students taking courses in the summer.
- Improved retention and graduation rates.

Note: Sources of Information – 2011 ACT-COMPASS Entering Student Survey ((N= 2199/2551, 86% of FT, FT students completed the survey), 2011 New Student Orientation Entering Student Survey (N =1756/2551, 68% of FT, FT students completed the survey), and Institutional Data.

²*Note:* Only 212 (8%) part-time students.

³*Note:* These items are from the 2011 New Student Orientation Entering Student Survey. A total of 1756 responded to the survey. There were 1262 first-time, full-time students who correctly entered their student ids and completed the survey. Students with incorrect or no student id entered were removed from the dataset due to the inability to confirm if they officially enrolled and were full-time.