Low-Income Student Success Interventions at IUPUI

Faculty & Staff Training Seminar

- Institutional Research and Decision Support
- Student Financial Services
- Division of Student Affairs
- Twenty-First Century Scholars Support Programs
- Feedback/Dialogue

Tuesday, September 27
9am-10:30am
Campus Center Theater
Overall Seminar Series Goals

- Awareness
- Education
- Advocacy
- Share info about IUPUI low income students
- Share best practices in serving group
- Share IUPUI practices in serving group
- Explore gaps where students could be better served
- Share plans for the immediate future
- Examine ways to collaborate and improve
Overall Seminar Series Goals

• Who are the key offices, people, and resources for referral?
• How do we stay informed as resources change?
• Can we take advantage of underutilized resources?
• Public assistance programs?
• Community organizations?
• School and department resources?
• Peer to peer support and education?
• Can we link resources together for more coordination?
• Can YOU be the change you wish to see on campus?
Beyond Financial Aid (BFA) – Lumina Foundation Funded Research

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.

www.luminafoundation.org/beyond-financial-aid
Introducing Some Key Staff

Dr. Boyd Bradshaw

Dr. Carolyn Gentle-Genitty

Dr. Aaron Hart
Institutional Research and Decision Support (IRDS) Update
(Michele Hansen)
Undergraduate Student Enrollment
IUPUI Indianapolis Includes Part-Time and Full-Time, 2015 Total 28,284
Total Enrollment IUPUI IN and CO = 29,804

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Professional</th>
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</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>20,564</td>
<td>5,434</td>
<td>2,758</td>
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<tr>
<td>Fall 2010</td>
<td>20,664</td>
<td>5,484</td>
<td>2,767</td>
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<tr>
<td>Fall 2011</td>
<td>20,580</td>
<td>5,361</td>
<td>2,874</td>
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<td>Fall 2012</td>
<td>20,631</td>
<td>5,321</td>
<td>2,798</td>
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<td>20,738</td>
<td>5,168</td>
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<td>Fall 2014</td>
<td>20,798</td>
<td>5,255</td>
<td>2,854</td>
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<tr>
<td>Fall 2015</td>
<td>20,333</td>
<td>5,192</td>
<td>2,877</td>
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<tr>
<td>Fall 2016</td>
<td>20,273</td>
<td>5,173</td>
<td>2,838</td>
</tr>
</tbody>
</table>
New Beginners 2016

- 47% Campus Housing 1773
- 31% First Generation Students
- 28% Students of Color
- .05% 25 years of age or older (17)
- 92% Indiana Residents
- 1773
- 31% First Generation Students
- 28% Students of Color
- .05% 25 years of age or older (17)
- 92% Indiana Residents
- 68% Plan to Work On-Campus
- 54% Plan to Work Off-Campus
- 4% Part-time
- 58% Female
- IUPUI Indianapolis Only

IUPUI
New External Transfers 2016

IUPUI Indianapolis Only

- 89% Indiana Residents
- 37% Plan to Work On-Campus
- 85% Plan to Work Off-Campus
- 30% Students of Color
- 24% 25 years of age or older
- 31% First Generation Students
- 7% Campus Housing
- 19% Part-time
- 51% Female
- 31% First Generation Students
All Transfer Students
Source Continuing Student Survey

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

More "Non-Traditional"
Undergraduates 2015

- 31% First Generation Students
- 25% Students of Color
- 22% 25 years of age or older
- 94% Indiana Residents
- 31% Transfer Students
- 56% Female

IUPUI Indianapolis Only
Top 10 Reasons For Choosing IUPUI New Beginners Fall 2016

1. Availability of specific academic programs (majors)
2. Career and job opportunities available in Indianapolis after I complete my degree.
3. Job, career, and internship opportunities available in Indianapolis while attending school
4. Graduates get good jobs
5. **Availability of financial aid/scholarship**
6. Opportunity for an IU or Purdue Degree
7. **Cost**
8. IUPUI’s reputation
9. Social climate/activities at the college
10. Social opportunities associated with IUPUI located in the city of Indianapolis

*Rank ordered by mean ratings out of 21 items*
Top 10 Reasons For Choosing IUPUI New External Transfers Fall 2016

1. Graduates get good jobs
2. Availability of specific academic programs (majors)
3. Opportunity for an IU or Purdue Degree
4. Career and job opportunities available in Indianapolis after I complete my degree.
5. IUPUI’s reputation
6. **Availability of financial aid/scholarship**
7. Job, career, and internship opportunities available in Indianapolis while attending school
8. **Cost**
9. Social climate/activities at the college
10. Wanted to live near home

*Rank ordered by mean ratings out of 21 items*
Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor’s, Associate, and Certificate)

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

- 1-year retention: 62% to 75%
- 4-year graduation: 12% to 22%
- 6-year graduation: 28% to 46%
Indianapolis Only FTFT Cohort One-Year Retention (Bachelor’s, Associate, and Certificate) – Underrepresented Students

<table>
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<tr>
<th>Year</th>
<th>Overall IUPUI</th>
<th>African American</th>
<th>Latino/a</th>
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<tr>
<td>2007</td>
<td>61%</td>
<td>76%</td>
<td>73%</td>
</tr>
<tr>
<td>2008</td>
<td>74%</td>
<td>71%</td>
<td>73%</td>
</tr>
<tr>
<td>2009</td>
<td>73%</td>
<td>67%</td>
<td>65%</td>
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<tr>
<td>2010</td>
<td>73%</td>
<td>65%</td>
<td>66%</td>
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<tr>
<td>2011</td>
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<td>68%</td>
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<td>2012</td>
<td>73%</td>
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<td>65%</td>
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<td>2013</td>
<td>75%</td>
<td>61%</td>
<td>73%</td>
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<tr>
<td>2014</td>
<td>77%</td>
<td>66%</td>
<td>75%</td>
</tr>
<tr>
<td>2015</td>
<td>77%</td>
<td>66%</td>
<td>77%</td>
</tr>
</tbody>
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# Official Peer Institutions

Retention cohort 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><strong>71%</strong></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
Official Peer Institutions and % Receiving a Federal Pell Grant

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Fall 2007</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>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University-Purdue University-Indianapolis</td>
<td>25%</td>
<td>27%</td>
<td>36%</td>
<td>42%</td>
<td>43%</td>
<td>40%</td>
<td>43%</td>
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<tr>
<td>Temple University</td>
<td>26%</td>
<td>26%</td>
<td>30%</td>
<td>31%</td>
<td>27%</td>
<td>27%</td>
<td>28%</td>
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<tr>
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<td>24%</td>
<td>25%</td>
<td>28%</td>
<td>33%</td>
<td>31%</td>
<td>33%</td>
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<tr>
<td>University of Alabama at Birmingham</td>
<td>28%</td>
<td>25%</td>
<td>30%</td>
<td>37%</td>
<td>37%</td>
<td>36%</td>
<td>34%</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>22%</td>
<td>20%</td>
<td>26%</td>
<td>24%</td>
<td>24%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>University of Colorado Denver</td>
<td>27%</td>
<td>25%</td>
<td>34%</td>
<td>34%</td>
<td>39%</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>36%</td>
<td>39%</td>
<td>46%</td>
<td>51%</td>
<td>55%</td>
<td>54%</td>
<td>56%</td>
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<tr>
<td>University of Louisville</td>
<td>21%</td>
<td>23%</td>
<td>29%</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>30%</td>
</tr>
<tr>
<td>University of New Mexico</td>
<td>26%</td>
<td>28%</td>
<td>35%</td>
<td>38%</td>
<td>40%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>19%</td>
<td>26%</td>
<td>35%</td>
<td>42%</td>
<td>44%</td>
<td>42%</td>
<td>40%</td>
</tr>
<tr>
<td>University of Utah</td>
<td>12%</td>
<td>14%</td>
<td>18%</td>
<td>20%</td>
<td>24%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>23%</td>
<td>21%</td>
<td>26%</td>
<td>32%</td>
<td>31%</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>42%</td>
<td>47%</td>
<td>56%</td>
<td>58%</td>
<td>53%</td>
<td>52%</td>
<td>54%</td>
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</tbody>
</table>
Pell Grant Recipients (SES indicator)

% Received Pell Grant First Semester
Indianapolis Only Beginners

<table>
<thead>
<tr>
<th>Year</th>
<th>% Beginners Pell</th>
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<tbody>
<tr>
<td>Fall 2007</td>
<td>25%</td>
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<td>Fall 2008</td>
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<tr>
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<td>36%</td>
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<tr>
<td>Fall 2010</td>
<td>41%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>43%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>41%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>42%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>42%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>40%</td>
</tr>
</tbody>
</table>
Pell Grant Recipients (SES indicator)

% Received Pell Grant  
All Undergraduates IUPUI IN

Fall 2013 % Received Pell in during 2013-2014 AY
Fall 2014 % Received Pell in during 2014-2015 AY
Fall 2015 % Received Pell in Fall 2015 Semester
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**
  - Retained IUPUI IN: $4,750 (n=1547)
  - Not Retained IUPUI IN: $7,623 (n=730)

- **2012**
  - Retained IUPUI IN: $5,125 (n=1666)
  - Not Retained IUPUI IN: $7,924 (n=818)

- **2013**
  - Retained IUPUI IN: $3,815 (n=1948)
  - Not Retained IUPUI IN: $6,760 (n=989)

- **2014**
  - Retained IUPUI IN: $3,219 (n=2123)
  - Not Retained IUPUI IN: $6,064 (n=1000)

- **2015**
  - Retained IUPUI IN: $3,465 (n=2,177)
  - Not Retained IUPUI IN: $6,304 (n=947)

Analyses include only students who completed FAFSA, Fall 2015 represents Total Unmet Need in First Fall Semester.
## Unmet Financial Need 2015 Beginners

<table>
<thead>
<tr>
<th>Unmet Financial Need First Fall Semester Fall 2015 Beginners</th>
<th>N</th>
<th>One-Year Retention Any IU</th>
<th>One-Year Retention IUPUI IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>No FAFSA on file</td>
<td>399</td>
<td>74%</td>
<td>68%</td>
</tr>
<tr>
<td>No Unmet Financial Need (FAFSA on file)</td>
<td>1233</td>
<td>83%</td>
<td>80%</td>
</tr>
<tr>
<td>$1 to $1000 Unmet Need</td>
<td>162</td>
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<td>72%</td>
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<tr>
<td>$1001 to $2000 Unmet Need</td>
<td>127</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>$2001 to $3000 Unmet Need</td>
<td>189</td>
<td>79%</td>
<td>73%</td>
</tr>
<tr>
<td>$3001 to $4000 Unmet Need</td>
<td>136</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td>$4001 to $5000 Unmet Need</td>
<td>179</td>
<td>74%</td>
<td>67%</td>
</tr>
<tr>
<td>$5001 to $6000 Unmet Need</td>
<td>198</td>
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<td>74%</td>
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<td>$6001 to $7000 Unmet Need</td>
<td>159</td>
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<td>67%</td>
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<td>$9001 to $10,000 Unmet Need</td>
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<tr>
<td>More Than $10,000 Unmet Need</td>
<td>519</td>
<td>50%</td>
<td>45%</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>3622</strong></td>
<td><strong>74%</strong></td>
<td><strong>69%</strong></td>
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</tbody>
</table>
## Unmet Financial Need All Undergraduates

<table>
<thead>
<tr>
<th>Unmet Financial Need</th>
<th>N</th>
<th>% of All</th>
</tr>
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<tbody>
<tr>
<td>Academic Year</td>
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<td></td>
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<tr>
<td>Fall 2015 IUPUI Indianapolis</td>
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<tr>
<td>No FAFSA on file</td>
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<tr>
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<td>$1 to $1000 Unmet Need</td>
<td>696</td>
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<td>$1001 to $2000 Unmet Need</td>
<td>597</td>
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<td>$2001 to $3000 Unmet Need</td>
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<td>3.2%</td>
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<tr>
<td>$5001 to $6000 Unmet Need</td>
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<tr>
<td>$6001 to $7000 Unmet Need</td>
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<td>$7001 to $8000 Unmet Need</td>
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<td>2.8%</td>
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<tr>
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<td>4549</td>
<td>22.4%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>20333</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Socioeconomic Class Matters in Student Success

FT, FT Beginners One-Year Retention IUPUI IN

<table>
<thead>
<tr>
<th>Year</th>
<th>Received Federal Pell Grant</th>
<th>No Pell Grant</th>
</tr>
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<tbody>
<tr>
<td>2007</td>
<td>60%</td>
<td>69%</td>
</tr>
<tr>
<td>2008</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>2009</td>
<td>65%</td>
<td>71%</td>
</tr>
<tr>
<td>2010</td>
<td>65%</td>
<td>70%</td>
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<tr>
<td>2011</td>
<td>65%</td>
<td>72%</td>
</tr>
<tr>
<td>2012</td>
<td>64%</td>
<td>71%</td>
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<tr>
<td>2013</td>
<td>60%</td>
<td>72%</td>
</tr>
<tr>
<td>2014</td>
<td>63%</td>
<td>73%</td>
</tr>
<tr>
<td>2015</td>
<td>65%</td>
<td>74%</td>
</tr>
</tbody>
</table>
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). 81% African American and 68% Latina/o Beginners on Received a Pell Grant.
- More External Commitments (working off-campus, care for dependents, commuting, taking care of household responsibilities.
- Less likely to live in campus housing.
- More likely to rate themselves below average or having low levels of emotional and physical health.
- More likely to expect to experience stress in balancing school with family demands.
- More likely to have major or some concerns about ability to finance college education.
- Less confidence in academic ability, math skills, and writing skills.
- Lower rates of academic performance at IUPUI (GPAs).
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.
• Just as likely to intend to participate High Impact Practices (Undergraduate Research, Study Abroad, Service Learning, etc.).
• More likely to participate in DEAP and TLCs.
• Just as likely to participate in Summer Bridge
• More likely to intend to seek mentoring or tutoring help in specific courses.
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) - 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%
Twenty First Century Scholars

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>251</td>
</tr>
<tr>
<td>2011</td>
<td>322</td>
</tr>
<tr>
<td>2012</td>
<td>403</td>
</tr>
<tr>
<td>2013</td>
<td>533</td>
</tr>
<tr>
<td>2014</td>
<td>635</td>
</tr>
<tr>
<td>2015</td>
<td>741</td>
</tr>
<tr>
<td>2016</td>
<td>776</td>
</tr>
</tbody>
</table>
Campus Housing

% First-Time, Full-Time Beginners
Based on students that paid the residence life fee. Includes Ball Residence, Tower, North Hall, Park Place and more.
Campus Housing

# First-Time, Full-Time Beginners
Based on students that paid the residence life fee. Includes Ball Residence, Tower, North Hall, Park Place and more.
Campus Housing and One-Year Retention IUPUI IN

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.
Students Living On-Campus Compared to Students Living Off-Campus (Significant Differences)

- Higher Income (more likely to not receive a Pell Grant)
- Lower Average Levels of Unmet Financial Need ($3,660 compared to $4,618)
- Less likely to be first-generation
- Less likely to be from an underrepresented group (African American, Latino/a, Two or More Races)
- Higher Levels of Academic Preparation (HS GPAs, SAT scores, and HS Academic Honors Diploma)
National Research Findings

“The extent to which a university is perceived as actively supporting versus passively neglecting students from diverse socioeconomic backgrounds can influence low-SES students’ academic motivation and self-concepts.”

National Research Context

“Even when students manage to cobble together scholarships, loans or gifts from relatives or churches, once they actually get into college, they typically find they have a whole new set of unanticipated barriers: academic, social and cultural, as well as their own internal self-doubt.”

Cardoza, k. (2016). First-generation college students are not succeeding in college, and money isn’t the problem. Social and cultural factors are working against many students who are the first in their family to pursue higher education. *Washington Post*
A Question of Belonging: A Social-Psychological Approach to Understanding and Remedying Group Disparities in School Achievement

- People may commonly question their belonging in new social and academic settings
  - Especially when they are targeted by stigma and negative stereotypes
- This uncertainty ambiguates the meaning of adverse social events

(Walton & Cohen, 2007)

- Possible Implication: Students who are low-income may experience a sense of uncertainty and question if they belong in college, particularly if they experience difficulties in their transition to college.

More Information!

Website: http://irds.iupui.edu
Low Income Student Success and Student Financial Services (Marvin Smith)
A potential IUPUI website: a hierarchy for student success...

Student Success

Academics

Advising

Transportation

Career

Financial

Food

Housing

Health

Childcare
School of Social Work Partnership

**Approach:** Utilize Strengths & Empowerment

**Build** IUPUI Resource Dictionary, which is defined as categorized information used when needed to find help

**Maximize** power of students and campus

**Proposed Structure:** Use Canvas Site, Modules w/ links, and Excel to record all resources

**Site Developed with Input:** Course S221 – Human Growth and Development Course taught by Dr. Gentle-Genitty

**Students:** Currently 5 Students and 1 Student Services Coordinator (Jewel Mosley-Edmonds) with diverse backgrounds, ages, experiences, and generations
School of Social Work Partnership

Plan to get student input to ensure student usage

Create two Google Groups (face-to-face and online) to continually find and add resources to potential site while simply staying ahead of the curve in regards to needs of students

Gather resources from on and off campus working alongside local agencies

Link to Canvas for ease of access and ultimately propose a call-in center to host concerns which cannot be addressed through the resource dictionary

Link to share with campus through EXPAND to help students navigate to the site in Canvas
Student Financial Services has worked with IUPUI Campus Health to help provide lower out-of-pocket costs for low income students.

If student Financial Need is more than $25,000, IUPUI Campus Health will lower the charges to $25.00.

Students wishing to apply for financial hardship should email their Financial Aid Need Summary to Stacy Becvar, Practice Administrator, IUPUI Campus Health, srbecvar@iu.edu; determined eligibility will be documented so that IUPUI Campus Health reception and billing are aware.
How to Print Your IUPUI Financial Need Summary

1. Log into one.iu.edu:

2. Search and select View My Financial Aid:

3. Select 2017 Aid Year:

<table>
<thead>
<tr>
<th>All Year</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>IUPUI</td>
</tr>
<tr>
<td>2016</td>
<td>IUPUI</td>
</tr>
<tr>
<td>2015</td>
<td>IUPUI</td>
</tr>
<tr>
<td>2014</td>
<td>IUPUI</td>
</tr>
<tr>
<td>2013</td>
<td>IUPUI No self-service access for this aid year.</td>
</tr>
<tr>
<td>2012</td>
<td>IUPUI</td>
</tr>
<tr>
<td>2011</td>
<td>IUPUI</td>
</tr>
<tr>
<td>2010</td>
<td>IUPUI</td>
</tr>
<tr>
<td>2009</td>
<td>IUPUI</td>
</tr>
</tbody>
</table>

4. Select Financial Need Summary:

   Financial Aid

   Award Summary

   Financial Aid Year 2016-2017

   This is your initial financial aid award notification. You may select the link to display a printable copy of your award notification letter. Awards may be adjusted if you enrolled hours change.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Award Description</th>
<th>Category</th>
<th>Offered</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Estimated Tax Exemption Fall</td>
<td>Waiver</td>
<td>1,222.00</td>
<td>1,222.00</td>
</tr>
<tr>
<td></td>
<td>Estimated Tax Exemption Spring</td>
<td>Waiver</td>
<td>1,222.00</td>
<td>1,222.00</td>
</tr>
<tr>
<td></td>
<td>Academic Year Totals</td>
<td></td>
<td>2,444.00</td>
<td>2,444.00</td>
</tr>
</tbody>
</table>

   Summer

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Award Description</th>
<th>Category</th>
<th>Offered</th>
<th>Accepted</th>
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<td></td>
<td>Academic Year Totals</td>
<td></td>
<td>2,444.00</td>
<td>2,444.00</td>
</tr>
</tbody>
</table>

   Estimated Financial Aid Budget: 22,286.00
   Expected Family Contribution: 3,166.00
   Estimated Need: 19,040.00
   Total Aid: 17,789.00
   Remaining Need: 1,296.00

   Return
   Student Center
# Emergency Aid Program Definitions

## Table 1 | Primary Types of Emergency Aid

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Primary Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus vouchers</td>
<td>Cover materials from the bookstore or meals from the dining hall; few barriers to distribution</td>
</tr>
<tr>
<td>Completion scholarships</td>
<td>Cover outstanding balances for students poised to graduate or continue to the next semester</td>
</tr>
<tr>
<td>Emergency loans</td>
<td>Address hardship related to the timing of a student's financial aid disbursement</td>
</tr>
<tr>
<td>Food pantries</td>
<td>Address food insecurity on campus</td>
</tr>
<tr>
<td>Restricted grants</td>
<td>Support students who experience unexpected hardship; typically require that students meet certain academic or other requirements</td>
</tr>
<tr>
<td>Unrestricted grants</td>
<td>Support students who experience unexpected hardship; typically awarded without restrictions</td>
</tr>
</tbody>
</table>

Emergency Grant and Loan Program Partnerships

- Pockets of decentralized grant and loan aid all over campus
- Students more likely to ask for help if they know who they are asking
- Never wrong to refer students to Student Financial Services (finaid@iupui.edu) as we have ways to assess need and help more than ever before
- Exceptions: DACA students and International Students
- Office of Bursar also has short term loan program
IUPUI Financial Wellness Council Partnerships

Co-chaired by Jim Fiddler (Student Financial Services) and Brooke Moreland-Williams (21st Century Scholar Support Programs)

First 2016-17 Outreach
Wednesday, October 12, 2016, 2:30-4pm, CE 309

Topics:
Indiana University Office of Financial Literacy Updates
Early FAFSA Changes
Need-Based Aid Update
Student Loan Counseling Updates
Division of Student Affairs Update
(Jason T. Spratt)
Student Resources

- Paws Pantry
- Off Campus Housing Services
- Student Advocate Services
- CAPS (Counseling & Psychological Services)
- Student Health
- Student Financial Services
- Office of Health and Wellness Promotion
- Academic Units
- Connect2Help or 211
Welcoming Campus Initiative

This initiative includes five task forces that include over 100 members from across IUPUI and the Indianapolis community all seeking to answer the question of “How can we make IUPUI a more welcoming campus?”

Themes that have emerged:
• Creating a vibrant and inclusive student experience
• Designing an accessible, inspiring urban campus
• Investing in faculty and staff
• Communicating who we are
• Engaging and integrating with the community

Please visit http://welcoming.iupui.edu/recommendations to review recommendations and share your feedback – including suggestions to improve recommendations or to add additional recommendations that may be missing.
Advocacy Office Expansion

• The Office of Student Advocacy and Support (OSAS) officially began on July 1, 2016. The main areas of the office include student advocacy, off campus student services, and overseeing Paw’s Pantry.
• Dr. Aaron Hart, Interim Associate Dean of Students and Director of Housing and Residence Life is overseeing the office while a search is in process for the inaugural Assistant Dean of Students/Director of Student Advocacy and Support.
• Assistant Director of Student Advocacy and Support is on maternity leave until the end of November.
• Student Advocate search concludes today with final candidate on campus.
• Graduate students Taylor Rhodes and Kalyn Miller will be assisting in managing the day-to-day functions.
Paws Pantry

• From January 2014, to June 2016, 620 unique shoppers visited the pantry for a total of 2,528 visits. Of those shoppers, 58.55% were undergraduate students, and 5.65% were graduate students.

• From July 2014, through June 2016, Paw’s distributed a total of 13,656 canned items, 7,023 boxed items, and 9,653 other miscellaneous items, for a total of 30,332 items.

• Fresh produce and frozen food NEW in fall 2016 as a result of freezer and refrigeration units as a result of securing a grant.

• Hours of operation are Wednesdays and Thursdays from 10am – 6pm and every other Saturday from Noon – 4pm.
Off Campus Housing Fair

Save the date for the Off-Campus Housing Fair Preview Day on October 25, 2016, from 10 am – 2pm in the Campus Center Atrium. 10 properties will be on hand to discuss their off campus living options with students. This fair will also be included in Homecoming week activities, and any student that attends the fair will be entered into a drawing for a free parking permit.
Gene B. Glick Company offers affordable housing that is based on income. Unlike housing options found under the Indianapolis Housing Agency (formally known as section 8), full time students are eligible for this 3-tiered income based approach that Glick Co. takes at specific properties. Each property has their own rates and students will need to contact them directly to find out more. Here is a link to the affordable communities in the Indianapolis area:

IUPUI Student Health Center Update

In order to reduce the burden on students, we have implemented a Fee Reduction process. Students who meet any of the following criteria may qualify for a fee reduction:

- No insurance
- Insurance for which CH does not bill (e.g. Medicare or Medicaid)
- Demonstration of Financial Need (based on Estimated Financial need as determined by IUPUI Student Financial Services)

Students without insurance or with insurance for which CH does not bill may have their fees reduced to the allowable charge for the most common insurance plan we accept (approximately $60-75). Students who meet the demonstrated financial need criteria will have their provider visit charge reduced to $25.

Student that are in financial hardship and/or meet the criteria for fee reduction are strongly advise to request Consideration for Fee Reduction by initialing the appropriate paragraph on the General Consent/Guarantee of Payment/Acknowledgement of Notice Form.
21st Century Scholar Support Programs (Brooke Moreland-Williams)
Stewarding Low Income Students

To develop transformational students, the organizational climate needs transformational leaders:

1. Inspirational motivation
2. Intellectual stimulation
3. Idealized influence
4. Individualized consideration
Inspirational Motivation
Jung, Chow, & Wu (2003)

“ideological explanations that link followers’ identities to the collective identity of their organization” (p. 328)

“articulating an important vision and mission for the organization” (p. 328)

“increase their willingness to transcend their self-interests for the sake of the collective entity” (p. 328)
Intellectual Stimulation
Jung, Chow, & Wu (2003)

They nurture and develop people who think independently

They often re-examine critical assumptions to question if those assumptions are appropriate and accurate.

...the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas.
Idealized Influence
Jung, Chow, & Wu (2003)

...displays a sense of power and confidence and is able to reassure others that they can overcome obstacles

Provides a role model for high ethical behavior, instills pride, gains respect and trust.
Individualized Consideration
Jung, Chow, & Wu (2003)

…the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs.

The leader gives empathy and support, keeps communication open and places challenges before the followers.
Support Programming Examples

- Good Start Check-Ins/Fall (September)
- Fall MidCheck (October)
- WinterViews (December)
- Good Start Check-Ins/Spring (February)
- Spring Reviews (April)

While transformational leaders may sometimes take a directive approach, they often seek followers’ participation by highlighting the importance of cooperation in performing collective tasks, providing the opportunity to learn from shared experience, and delegating to followers the authority to execute any necessary action for effective performance.

These check-ins provide balanced support for students throughout the academic school year.
ScholarCents | Financial Literacy

- Year round financial literacy programming (i.e. credit cards, identity theft, financial planning)
- Facilitated by the scholarship coordinator
- Assistance with initiating the state appeals process
- 1:1 meetings with students communicating about how well they did during the semester
• Year round personal development workshops

• Discussions about culture and inclusion

• Facilitated by the Program Coordinator

• Students who are part of the Peer Mentoring program must attend at least two of these programs per semester
Inside Track Counseling

The 2014-2015 academic year marked the beginning of a new collaboration between Indiana’s Commission for Higher Education (CHE), 21st Century Scholars, IUPUI, and Inside Track to introduce an individualized success coaching program called Inside Track.

100 first-year 21st Century Scholars students who were not participating in any other campus intervention were paired with an Inside Track success coach who scheduled regular phone conversations with students to discuss their transition and adjustment to university life, as well as any obstacles that may be hindering their success in college.

After two years of implementation, the retention rate for the target group of scholars increased from 58% to 64%.
Feedback and Dialogue Time

Thank You for Supporting Low Income Students!