Taking a Deep Dive Into Student Success and Retention

Presented By Michele J. Hansen, Ph.D., Executive Director, Institutional Taking Research and Decision Support (IRDS)
Understanding IUPUI Student Success and Retention

• Why they come?
• Why they stay?
• Why they leave and where they go?
• What can we do to improve outcomes?
Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor’s, Associate, and Certificate)

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

Retention rates:
- 2000: 62%
- 2001: 65%
- 2002: 67%
- 2003: 67%
- 2004: 66%
- 2005: 64%
- 2006: 67%
- 2007: 70%
- 2008: 74%
- 2009: 75%
- 2010: 73%
- 2011: 74%
- 2012: 73%
- 2013: 72%
- 2014: 74%
- 2015: 75%

Graduation rates:
- 2000: 12%
- 2001: 12%
- 2002: 15%
- 2003: 16%
- 2004: 19%
- 2005: 20%
- 2006: 20%
- 2007: 22%
- 2008: 25%
- 2009: 28%
- 2010: 32%
- 2011: 33%
- 2012: 35%
- 2013: 35%
- 2014: 33%
- 2015: 40%
Retention/Graduation Rates
Student Performance Metrics

IUPUI - Indianapolis
FTFT Bachelor Degree Seeking

1 Yr Retention
- 2004: 70.0%
- 2005: 71.8%
- 2006: 72.2%
- 2007: 73.2%
- 2008: 74.6%
- 2009: 75.4%
- 2010: 77.4%
- 2011: 78.8%
- 2012: 80.2%
- 2013: 81.2%
- 2014: 82.2%
- 2015: 83.2%
- 2016: 84.1%
- 2017: 85.0%

6 Yr Graduation
- 2004: 45.7%
- 2005: 46.4%
- 2006: 47.1%
- 2007: 48.5%
- 2008: 49.2%
- 2009: 50.0%
- 2010: 50.8%
- 2011: 51.0%
- 2012: 52.0%
- 2013: 53.0%
- 2014: 54.0%
- 2015: 55.0%
- 2016: 55.0%
- 2017: 55.0%
- 2018: 55.0%
- 2019: 55.0%
- 2020: 55.0%
- 2021: 55.0%
- 2022: 55.0%
- 2023: 55.0%
- 2024: 55.0%
- 2025: 55.0%

4 Yr Graduation
- 2004: 19.7%
- 2005: 20.6%
- 2006: 21.5%
- 2007: 22.4%
- 2008: 23.2%
- 2009: 24.1%
- 2010: 25.0%
- 2011: 26.0%
- 2012: 27.0%
- 2013: 28.0%
- 2014: 29.0%
- 2015: 30.0%
- 2016: 30.0%
- 2017: 30.0%
- 2018: 30.0%
- 2019: 30.0%
- 2020: 30.0%
- 2021: 30.0%
- 2022: 30.0%
- 2023: 30.0%
- 2024: 30.0%
- 2025: 30.0%

- Actual
- Strategic Goal
Indianapolis Only FTFT Cohort One-Year Retention (Bachelor’s, Associate, and Certificate any IU) – Underrepresented Students
Making Progress!

Fall-Spring Retention – Retained IUPUI IN

<table>
<thead>
<tr>
<th></th>
<th>2015 Cohort</th>
<th>2016 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>79%</td>
<td>87%</td>
</tr>
<tr>
<td>Latino(a)</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>Overall</td>
<td>87%</td>
<td>87%</td>
</tr>
</tbody>
</table>
New Beginners Direct/Dual and University College Admits

2015 University College One-Year Retention 65%, Direct/Dual Admit 78%, Overall IUPUI Indianapolis Retention Rate FT, FT Retained IUPUI IN Campus 70%
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
How do we compare?
### 1 Year Retention Rates

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>Cohort Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Temple U.</td>
<td>89%</td>
</tr>
<tr>
<td>U. of Utah</td>
<td>88%</td>
</tr>
<tr>
<td>U. at Buffalo</td>
<td>88%</td>
</tr>
<tr>
<td>U. of Cincinnati-Main Campus</td>
<td>85%</td>
</tr>
<tr>
<td>U. of South Florida-Main Campus</td>
<td>89%</td>
</tr>
<tr>
<td>Virginia Commonwealth U.</td>
<td>87%</td>
</tr>
<tr>
<td>U. of Illinois at Chicago</td>
<td>80%</td>
</tr>
<tr>
<td>U. of New Mexico-Main Campus</td>
<td>78%</td>
</tr>
<tr>
<td>U. of Alabama at Birmingham</td>
<td>80%</td>
</tr>
<tr>
<td>U. of Louisville</td>
<td>78%</td>
</tr>
<tr>
<td>Wayne State U.</td>
<td>77%</td>
</tr>
<tr>
<td>Indiana U.-Purdue U.-Indianapolis</td>
<td>72%</td>
</tr>
<tr>
<td>U. of Colorado Denver</td>
<td>75%</td>
</tr>
<tr>
<td>Peer Institutions</td>
<td>Cohort Year</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>U. at Buffalo</td>
<td></td>
</tr>
<tr>
<td>Temple U.</td>
<td></td>
</tr>
<tr>
<td>U. of South Florida-Main Campus</td>
<td></td>
</tr>
<tr>
<td>Virginia Commonwealth U.</td>
<td></td>
</tr>
<tr>
<td>U. of Illinois at Chicago</td>
<td></td>
</tr>
<tr>
<td>U. of Alabama at Birmingham</td>
<td></td>
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<tr>
<td>U. of Utah</td>
<td></td>
</tr>
<tr>
<td>U. of Cincinnati-Main Campus</td>
<td></td>
</tr>
<tr>
<td>U. of Louisville</td>
<td></td>
</tr>
<tr>
<td>Indiana U.-Purdue U.-Indianapolis</td>
<td></td>
</tr>
<tr>
<td>U. of Colorado Denver</td>
<td></td>
</tr>
<tr>
<td>U. of New Mexico-Main Campus</td>
<td></td>
</tr>
<tr>
<td>Wayne State U.</td>
<td></td>
</tr>
</tbody>
</table>

The chart shows the 4-year graduation rates for various peer institutions from 2007 to 2009. The bars represent the percentage of students graduating within the specified years. The colors indicate the year: red for 2009, blue for 2008, and gray for 2007.
### 6 Year Graduation Rates

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>Cohort Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007 2008 2009</td>
</tr>
<tr>
<td>U. at Buffalo</td>
<td>72% 72% 74%</td>
</tr>
<tr>
<td>Temple U.</td>
<td>66% 69% 71%</td>
</tr>
<tr>
<td>U. of South Florida-Main Campus</td>
<td>63% 67% 68%</td>
</tr>
<tr>
<td>U. of Cincinnati-Main Campus</td>
<td>63% 65% 65%</td>
</tr>
<tr>
<td>U. of Utah</td>
<td>60% 62% 64%</td>
</tr>
<tr>
<td>Virginia Commonwealth U.</td>
<td>57% 59% 62%</td>
</tr>
<tr>
<td>U. of Illinois at Chicago</td>
<td>57% 60% 60%</td>
</tr>
<tr>
<td>U. of Alabama at Birmingham</td>
<td>53% 55% 55%</td>
</tr>
<tr>
<td>U. of Louisville</td>
<td>53% 54% 53%</td>
</tr>
<tr>
<td>U. of New Mexico-Main Campus</td>
<td>48% 47% 47%</td>
</tr>
<tr>
<td>U. of Colorado Denver</td>
<td>41% 40% 46%</td>
</tr>
<tr>
<td>Indiana U.-Purdue U.-Indianapolis</td>
<td>42% 44% 45%</td>
</tr>
<tr>
<td>Wayne State U.</td>
<td>32% 34% 35%</td>
</tr>
</tbody>
</table>

### Graphical Representation

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Difference Between IUPUI Peers Pell Grant Recipients

% First Year Students Receiving Federal Pell Grant 2014-2015

- IUPUI: 42%
- University of Illinois - Chicago: 55%
- Wayne State: 50%
- Univ. of Alabama - Birmingham: 38%
- University at Buffalo - SUNY: 33%
- Temple University: 30%
- Virginia Commonwealth: 30%
- University of Cincinnati: 21%
Institutional Aid and Scholarships

- In 2013-2014, we ranked last in percentage of first-time, full-time undergraduates receiving institutional aid or scholarships.
- In 2014-2015, we ranked second to last (behind University of Colorado Denver/Anschutz Medical Campus and Virginia Commonwealth University).

Based on The Integrated Postsecondary Education Data System (IPEDS)
National Survey of Student Engagement

Administered Spring 2015 FY and Seniors
About 560 colleges and universities participate in NSSE each year. Over 1,600 have participated since 2000.

Official Peers (N=8)
University at Buffalo, State University of New York (Buffalo, NY)
University of Alabama at Birmingham (Birmingham, AL)
University of Cincinnati (Cincinnati, OH)
University of Illinois at Chicago (Chicago, IL)
University of Louisville (Louisville, KY)
University of South Florida (Tampa, FL)
Virginia Commonwealth University (Richmond, VA)
Wayne State University (Detroit, MI)
Time Spent Working for Pay Off Campus

Working For Pay 16 or More Hours Per Week
First Year Students

- IUPUI: 30%
- Peers: 17%
- Public Research: 12%
- All NSSE Sample: 15%
Time Spent Working for Pay Off Campus

Working For Pay More than 30 Hours Per Week
Seniors

<table>
<thead>
<tr>
<th></th>
<th>IUPUI</th>
<th>Peers</th>
<th>Public Research</th>
<th>All NSSE Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working For Pay</td>
<td>23%</td>
<td>19%</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>More than 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours Per Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Time Spent Working for Pay Off Campus

Working For Pay More than 20 Hours Per Week Seniors

- IUPUI: 41%
- Peers: 34%
- Public Research: 26%
- All NSSE Sample: 28%
First Year Students

**Strengths**

- Quality Interactions with Faculty
- Talked about Career Plans with a faculty Member
- Instructors clearly explained course goals and requirements
- Writing and Speaking Clearly and Effectively
- Thinking Critically and Analytically
- Acquiring job- or work-related knowledge and skills
- Working effectively with others
- Developing or clarifying a personal code of values and ethics
- Institution emphasizes:
  - Spending significant amount of time
  - Providing support to help students succeed academically
  - Using learning support services (tutoring services, writing center, etc.)

**Areas of Concern**

- Work Fewer Hours On-Campus
- Less likely to feel institution emphasizes:
  - spending time attending campus events and activities
  - providing support for well-being (recreation, health care, counseling, etc.).
- Lower interactions with diverse peers (based on race/ethnicity, religion, economic backgrounds, political views)
Seniors

Strengths

• Quality Interactions with faculty, other students, advisors, student services staff, and administrative offices

• Writing and Speaking Clearly and Effectively

• Acquiring job- or work-related knowledge and skills

• Examining the strengths and weaknesses of your own views on a topic or issue

• Providing support to help students succeed academically

• Using learning support services (tutoring services, writing center, etc.)

Areas of Concern

• Work Fewer Hours On-Campus

• Spend more time providing care for dependents

• Less likely to feel institution emphasizes:
  • spending time attending campus events and activities
  • providing support for well-being (recreation, health care, counseling, etc.).

• Fewer Interactions with diverse peers (based on race/ethnicity, religion)

• Lower time spent on analysis of numerical information (evaluated and reached conclusion)
High Impact Practices

First-Year Students

- IUPUI students significantly more likely to participate in learning communities, service learning, internships or field experience, and capstones.
- IUPUI students less likely to participate in study abroad.
- Similar levels of participation in undergraduate research.
Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.
HIPS – Discussions with Diverse Others FY Students

Means Discussions with Diverse Others

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>38.05</td>
<td>40.41</td>
<td>46.16</td>
<td>50.45</td>
</tr>
</tbody>
</table>

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.
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HIPS – Discussions with Diverse Others
Senior Students

Means Discussions with Diverse Peers

<table>
<thead>
<tr>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.00</td>
<td>41.20</td>
<td>40.97</td>
<td>42.54</td>
<td>42.84</td>
<td>47.27</td>
<td>49.00</td>
</tr>
</tbody>
</table>

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.
Where do they go?
The National Student Clearinghouse is the nation's trusted source for education verification and student outcomes research.
http://www.studentclearinghouse.org
## One-Year Retention Rates
### First-time, Full-time Beginners

<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>72.3%</td>
<td>71.7%</td>
<td>70.8%</td>
<td>73.4%</td>
<td>73.8%</td>
</tr>
<tr>
<td>IUPUI* (includes only bachelor’s degree seeking)</td>
<td>72.2%</td>
<td>71.9%</td>
<td>70.9%</td>
<td>73.8%</td>
<td>73.9%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates)</td>
<td>73.8%</td>
<td>72.7%</td>
<td>71.7%</td>
<td>74.4%</td>
<td>75.1%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes only bachelor’s degree seeking)</td>
<td>73.6%</td>
<td>73.0%</td>
<td>71.8%</td>
<td>74.9%</td>
<td>75.1%</td>
</tr>
<tr>
<td>IUPUI Columbus - (includes all degree seeking—bachelor’s, associate, certificates)</td>
<td>58.1%</td>
<td>60.1%</td>
<td>59.0%</td>
<td>62.2%</td>
<td>57.7%</td>
</tr>
<tr>
<td>IUPUI Columbus - (includes only bachelor’s degree seeking)</td>
<td>58.4%</td>
<td>60.3%</td>
<td>59.4%</td>
<td>62.1%</td>
<td>59.0%</td>
</tr>
<tr>
<td>IUPUI Indianapolis (includes all degree seeking—bachelor’s, associate, certificates) retained at IUPUI Indianapolis</td>
<td>69.2%</td>
<td>68.0%</td>
<td>67.0%</td>
<td>68.7%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

* IUPUI official always includes Columbus
Fall 2015 IUPUI Indianapolis First-Time Beginners N=3,621

Number Returned for Second Year of Classes  IUPUI IN Campus (Fall to Fall Retention)

- Retained: 1,126
- Not Retained: 2,495
National Student Clearinghouse

Summary of Non-Returning Students N=1,126

Numbers of Students

- No Record of Enrollment At Any Institution: 540
- Enrolled at Other 2-Year Institution: 163
- Enrolled at Other 4-Year Institution: 186
- Enrolled at another IU Campus: 190
National Student Clearinghouse by Cohort Years

Summary of Non-Returning Students
% of Students

No Record of Enrollment At Any Institution
- 2013: 52%
- 2014: 58%
- 2015: 52%

Enrolled at Other 2-Year Institution
- 2013: 11%
- 2014: 15%
- 2015: 16%

Enrolled at Other 4-Year Institution
- 2013: 14%
- 2014: 17%
- 2015: 13%

Enrolled at another IU Campus (NOT IUPUI IN)
- 2013: 17%
- 2014: 17%
- 2015: 17%
## Where Do Students Enroll?
(Top 10 Institutions Out of the 64 Institutions Our Students Enrolled in Fall 2015 / % of 1,126)

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech Community College</td>
<td>158</td>
<td>14%</td>
</tr>
<tr>
<td>Indiana University Bloomington</td>
<td>104</td>
<td>9%</td>
</tr>
<tr>
<td>Purdue University - West Lafayette</td>
<td>34</td>
<td>3%</td>
</tr>
<tr>
<td>Ball State University</td>
<td>32</td>
<td>3%</td>
</tr>
<tr>
<td>Indiana University Northwest</td>
<td>20</td>
<td>2%</td>
</tr>
<tr>
<td>Butler University</td>
<td>18</td>
<td>2%</td>
</tr>
<tr>
<td>Indiana University South Bend</td>
<td>16</td>
<td>1%</td>
</tr>
<tr>
<td>Indiana University Southeast</td>
<td>16</td>
<td>1%</td>
</tr>
<tr>
<td>Indiana University Kokomo</td>
<td>14</td>
<td>1%</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>13</td>
<td>1%</td>
</tr>
</tbody>
</table>
### Top 4-Year Institutions N=186

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purdue University - West Lafayette</td>
<td>34</td>
<td>18%</td>
</tr>
<tr>
<td>Ball State University</td>
<td>32</td>
<td>17%</td>
</tr>
<tr>
<td>Butler University</td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>University Of Southern Indiana</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Marian University</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Vincennes University</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Purdue University - North Central</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Purdue University Calumet</td>
<td>4</td>
<td>2%</td>
</tr>
</tbody>
</table>
# Other IU Institutions N=190

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana University Bloomington</td>
<td>104</td>
<td>55%</td>
</tr>
<tr>
<td>Indiana University Northwest</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>Indiana University South Bend</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Indiana University Southeast</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Indiana University Kokomo</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td>Indiana University- Purdue University Columbus</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Indiana University East</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Indiana University Purdue Univ - Fort Wayne</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>190</td>
<td>100%</td>
</tr>
</tbody>
</table>
Academic Performance of Students Who Left and Stayed

Average Cumulative IUPUI First-Year GPA

- No Record of Enrollment At Any Institution: 1.55
- Enrolled at Other 2-Year Institution: 1.64
- Enrolled at Other 4-Year Institution: 2.80
- Enrolled at another IU Campus: 2.93
- Retained at IUPUI: 3.10
Academic Preparation of Students Who Left and Stayed

**Average High School GPA**

- Enrolled at another 2-Year Institution: 3.21
- No Record of Enrollment At Any Institution: 3.24
- Enrolled at another IU Campus: 3.38
- Enrolled at Other 4-Year Institution: 3.42
- Retained at IUPUI Indianapolis: 3.50

**Average SAT Score**

- Enrolled at Other 2-Year Institution: 972
- No Record of Enrollment At Any Institution: 995
- Enrolled at another IU Campus: 1015
- Enrolled at Other 4-Year Institution: 1030
- Retained at IUPUI Indianapolis: 1060
Why Students Leave?

Poor Academic Performance
- Having poor academic performance in first semester strong predictor of attrition
- Students leave when feel concerned about or do not get into preferred major school.
  - “My return to IUPUI all depends on if I get into the nursing school or not.”

Do Not Get Into Program
- “Live too far from home.”
- “Dislike large city of Indianapolis.”

Location
- “Campus is boring and no campus life.”
- “Everyone leaves on the weekends so it can be boring.”
- “I will be going to IU next year to get more of a college experience.”

Lack of Campus Life
- “Having hard time adjusting to campus.”
- “Just not right fit for me and not welcoming.”

Not a Good Fit
- “I do not plan on returning because IUPUI does not have my major I want to pursue”
- “There is no theatre or acting major.”

Major Not Offered
- It is too much money and couldn't support it without loans
- “Financially my family can’t do.”

Cost and Financial Concerns
- “I am leaving for personal issues.”
- “I am leaving but not b/c of the school. It’s for my own mental health.”

Personal Reasons
Why Do Students Come to IUPUI?
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
Retained Students More Likely to Select IUPUI for These Reasons!

- Social opportunities associated with IUPUI located in the city of Indianapolis
- IUPUI’s Reputation
- Graduates get good jobs
- My parents wanted me to come
- Job, career, and internship opportunities available in Indianapolis while attending school
- Social climate activities on campus
- Institution's academic offerings such as courses, certification, and degrees
- Wanted to Live Near Home
- Career and job opportunities available in Indianapolis after I complete my degree
Bringing it all together and moving forward!
Student Factors Related to Retention and Academic Success

- High levels of academic preparation (high school GPA is a strong predictor)
- High Socioeconomic Status (SES) (not Pell Eligible and having low levels of unmet financial need)
- Registration date (the earlier a student registers for classes, the higher their retention rate)
- Placing into credit-bearing math at entry
- High rigor and intensity of high school curriculum
- Achieving satisfactory academic performance in first semester
- Participating in early interventions (peer mentoring, Summer Bridge, Diversity Equity and Achievement Program - DEAP)
- Participating in High Impact Practices (Service Learning, Themed Learning Communities, Internships)
- Enrolling in 15 or more credit hours first semester
- Living on campus
- Gender (female)
- Not being First Generation
- Transferring in with 30 or more credit hours
Predictors of Success

**Belonging and Commitment to IUPUI**

+ Sense of Belonging (e.g., I feel like I fit right in on campus)
+ Organizational Commitment (e.g., It is important for me to graduate from IUPUI (e.g., rather than from another college)

- **External Commitments** (working off-campus, care for dependents, commuting, taking care of household responsibilities)

**Motivation and Commitment**

+ Commitment to educational goals
+ Drive to succeed (confidence)
+ Motivation for College Work (confidence)
- Come to class late (past behavior)
- Wait until last minute to get assignments done (past behavior)

**Confidence Levels-Self-Efficacy**

+ Ability to seek out appropriate academic help
+ Ability to manage finances
+ Study skills
+ Emotional health
+ Physical health (not for 2015 cohort)
+ Intellectual or Academic Activities

**Expectations**

+ Plan to enroll in summer courses
+ Plan to participate in service learning
+ Plan to participate in student clubs/groups
+ Plan to participate in events or activities on campus
+ Plan to change major (marginally significant .063)

**Concerns**

- Ability to finance college education

* Criterion: One-Year Retention IUPUI IN 2013, 2014, 2015 Entering Student Survey Results (n=8,889) Covariates: HS GPA, SAT Score, Pell Grant
Institutional Factors Related to Student Success

1. Clear pathways to degree completion and addressing barriers (administrative, academic, financial, and social)
2. Providing quality High Impact Practices
3. Intrusive and high quality career and academic advising
4. Comprehensive, intentional, and integrated support for first-year and transfer students
5. Effective early interventions for high risk students
6. Fostering academic and social integration (student affairs and academic affairs collaboration)
7. Residential on-campus experiences that foster campus engagement, interaction with peers, and enrich academic pursuits
8. Strategic use of institutional aid and scholarships (for strategic enrollment management recruitment and retention)
9. Welcoming campus that fosters sense of belonging and community
10. Using data to develop and improve programs, policies, services, and instructional practices
11. Being strategic about ensuring the right students have the right support (students that will benefit most) - world of predictive analytics coupled with good analysis, evaluation, model refinements
Welcoming Campus Initiative Survey

What does a welcoming campus mean to IUPUI students?

Faculty/staff/students who are friendly and helpful - 35% of comments

- "Where people smile, say hi...will listen to what your needs/opinions are."
- "Staff and faculty that are approachable and convey interest in facilitating student success."

A sense of belonging/community - 25% of comments

- "To feel accepted and a valuable part of the academic and social environment."
- "Where each individual feels as though they are part of a team."

A campus that is welcome to all persons/ideas/beliefs - 17% of comments

- "Where a person feels free to respectfully express their thoughts and ideas in a way to create discussion and dialogue."

What can IUPUI do to make campus more welcoming?

Events (More options & advertisement) - 18% of comments

- "Have more group activities during all times of the day."
- "We need something to add more liveliness to campus, especially on the weekends."

Diversity education and appreciation – 7% of comments

- "Cultural competency is really important. I don’t want faculty and staff to say offensive things because they aren’t taught."
- "Hire more faculty and staff of color and make sure they are in visible positions where students can find them."

Physical improvements - 7% of comments

- "Have more comfortable study places in the various buildings."
- "I think we could use better building signage and signs that indicate the direction you go to get to key places."

Reach out more to non-traditional students - 6% of comments

- "Events are not family-friendly or convenient for non-traditional students."
- "As a commuter student I have not had many chances to get involved in activities."

• Undergraduate students (3.98) rate their feeling of welcome significantly higher compared to graduate students (3.79).

• Undergraduate transfer students (3.84) feel significantly less welcome compared to undergraduates who begin at IUPUI (4.05).

• No significant differences were found on gender, race, LGBTQ status, disability status, veteran status, or if the respondent identifies as an international student for undergraduate or graduate respondents.

Undergraduates N= 1128, Graduate students N= 719
Internal and External Changes Expected to Positively Affect Retention and Graduation Rates

IUPUI

- Changes in Admissions Criteria
- More Academically Prepared Students
- More Need-Based Institutional aid provided
- 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/ University College

External

- Changes in High School Math Curriculum
- Increased Access to Dual Credit and AP courses
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 \( E \).
What Well Working – Leverage and Sustain

1. Summer Bridge
2. High Impact Practices
3. Diversity Enrichment and Achievement Mentoring (DEAP) Program
4. Success Coaching
5. Institutional Aid and Programming - Success of Twenty First Century Scholars
6. More Commitment to Need-Based Aid
7. More Students Enrolling in 15 or More Credit Hours
8. Campus Housing
9. Attracting more Underrepresented Students and Making Progress on Improving Success Outcomes
10. Graduates are getting jobs and staying in Indiana
11. Faculty Teaching and Learning Excellence - Engaged in High Impact Practices
12. Culture of data-supported planning, decision making, and improvement.
High Impact Practices

Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.

★ First-Year Seminars and Experiences
★ Common Intellectual Experiences
★ Learning Communities
★ Writing-Intensive Courses
★ Collaborative Assignments and Projects
★ Undergraduate Research
★ Diversity/Global Learning
★ Service Learning, Community-Based Learning
★ Internships
★ Capstone Courses and Projects
What Faculty and Instructional Teams Can Do to Ensure HIPs Done Well

- Set expectations set at appropriately high levels
- Ensure students invest significant investment of time and effort
- Design experiences to promote quality interactions with faculty and peers
- Ensure students have experiences with diversity
- Provide frequent and constructive feedback
- Provide periodic and structured opportunities for reflection
- Develop experiences that have relevance through real-world applications
- Require a public demonstration of competence

(Kuh, 2008; Kuh & O’Donnell, 2013)
Consider and Continue to Explore

1. Scaffolding High Impact Practices throughout all 4-5 Years and Ensuring all Students Participate
2. Reduce barriers to awarding credits for internships, research (opportunity with banded tuition)
3. Making sure that HIPs are done well and with fidelity.
4. Use of e-portfolios and the electronic personal development plans to engage students in reflective practices (folio thinking), understanding self and aligning interests to majors.
5. Ensuring that interventions are reaching students that may benefit the most – more strategic targeting
6. Continue Ways to Couple Institutional Aid With Programming
7. Provide supports to help low-income students overcome practical barriers – Beyond Financial Aid.
8. Move Beyond the First Year – More Collaboration with Schools and Inspiring Pre Majors
9. Use of Summer
10. Math Academic Support in Credit Bearing Courses
11. Leveraging Campus Welcoming with Enhancing Students’ Sense of Belonging
12. Ensuring High Quality Degrees - Capstone Experiences and Working With Employers
13. Accelerated Degree Programs
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