

Highlights and Conclusions

- The percentage and overall number of Hispanic/Latino(a) IUPUI Indianapolis students has increased over the past decade. In fact, Latino(a) students are our fastest growing population second to students reporting two or more races.
- Women Hispanic/Latino(a) students far outnumber the men. In other words, Latino(a) men are underrepresented in our student population compared to women Latino(a) students.
- There are some significant and meaningful differences between new Latino(a) students and the overall of new IUPUI Indianapolis beginners. Latino(a) students are significantly more likely to be University College students, place into remedial math, be first generation, and have lower SAT scores compared to all other beginners. Latino(a) students are also significantly more likely to be low-income compared to all other students as indicated by a higher proportion receiving Federal Pell Grants and having higher levels of unmet financial need. Approximately 33% of Latino(a) beginners lived on campus compared to 40% of all other beginners.
- Latino (a) students persist at similar rates compared to the overall population of beginning students at IUPUI Indianapolis. In fact, the one-year retention rate for the 2014 cohort of Latino(a) students was 75% compared to 74% for all other beginners. Four-year graduation rates have shown a slight improvement (16% for the 2007 cohort and 18% for the 2011 cohort). The Latino (a) graduation rates and levels of academic performance (GPAs) are slightly lower compared to all other students.
- Latino (a) students who participate in DEAP and/or live On-Campus have better academic success outcomes compared to nonparticipants. However, not all Latino(a) participate. Analyses do not account for self-selection effects.

The purpose of this data report is to guide and support The IUPUI Latino (a) Student Taskforce members' recommendations to support Latino (a) students' access, recruitment, enrollment, and success at IUPUI. This report contains figures, tables, and information that may be useful when discussing, making, and most importantly implementing final recommendations. The purpose of this report is also to make sure that relevant data and information is available to taskforce members. Please also see: <http://irds.iupui.edu/Institutional-and-Strategic-Planning/IUPUI-Data-Link>

The following findings may have implications for effective recruitment:

- 1) Latino(a) students are our fastest growing population in addition to two or more races. Latino(a) students comprised 3.6% of our undergraduate population in 2010 and now comprise 6.6%. Latino (a) students comprised 4% of first-time beginners in 2010 and now comprise 8%.
- 2) There is an underrepresentation of men among Latino(a) students. 68% of Fall 2014 and 64% of Fall 2015 Beginners were women.
- 3) The following factors are more important to Latino(a) students in selecting IUPUI compared to other beginners: 1) availability of financial aid/scholarship, 2) cost, 3) visits to campus, 4) advisor or guidance counselor recommendations, and 5) perceptions of IUPUI's reputation.
- 4) Most Latino(a) students enter through University College.
- 5) The top feeders for transfer students are 24.76% Ivy Tech Community College Indianapolis (27%) and Other IU Campus (18%). All other Latino(a) students come from about 45 other institutions.
- 6) Latino(a) students come from a variety of high schools throughout Indiana. Ben Davis and Pike High School are the top feeders.
- 7) Please see our IRDS Enrollment Map for more information: https://tableau.bi.iu.edu/t/prd/views/Enrollment_Maps/EnrollmentMaps?:embed=y

The following findings may have implications for ensuring Latino(a) success and degree completion:

- 1) There are some significant and meaningful differences between new Latino(a) students and the overall of new IUPUI Indianapolis beginners. Latino(a) students are significantly more likely to be University College students, place into remedial math, be first generation, have lower SAT scores, and be lower income.
- 2) Most Latino(a) students live off campus. Approximately 33% of Fall 2015 Latino(a) beginners lived on campus compared to 40% of all other beginners.
- 3) It is a positive finding that Latino(a) students as a group are slightly more likely to enroll in 15 or more credit hours compared to all other students.
- 4) One-year retention rates and graduation rates have been improving.
- 5) Latino (a) students who participate in DEAP and/or live on-campus have better academic success outcomes compared to nonparticipants.
- 6) Latino(a) are more concerned about their ability to manage finances and have enough funds for college compared to all other beginners.
- 7) Latino(a) students have more external commitments (providing care for dependents living with them and taking care of household responsibilities) and are more likely to report that there is a good chance she/he will experience stress balancing family and school-related responsibilities compared to all other beginners.
- 8) Compared to all other beginners, Latino students are more likely to plan to participate in student clubs/groups, events or activities on campus, high-impact practices in the areas of undergraduate research and study abroad/international travel related to school. They are also more likely to plan to seek tutoring or mentoring help in specific courses.
- 9) Latino(a) are more likely to plan to work on-campus for pay yet less likely to plan to work off-campus for pay.
- 10) On the journey to degree completion, we lose most Latino(a) students in their first and second years (approximately 25% in the first year and 10-15% in the second). This is a similar pattern for all students.
- 11) A welcoming environment and positive campus climate is essential for ensuring the success of Latino(a) students. Students feel that there is not adequate representation of Latino(a) faculty and staff at IUPUI. Please review carefully: http://irds.iupui.edu/Portals/SDAE/Files/Documents/Climate2014_A_HL_FD.pdf

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INFORMATION

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Figure 1. There is an Overrepresentation of Women Among IUPUI Indianapolis Latino(a) Undergraduates

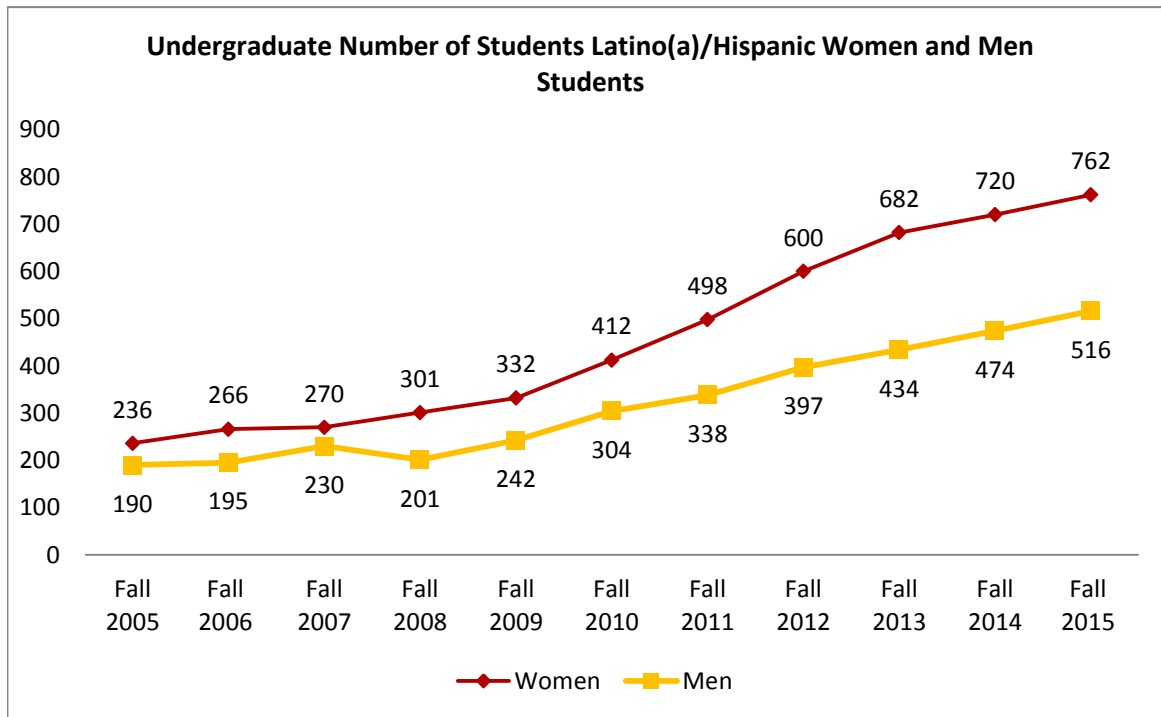


Figure 2. There is an Overrepresentation of Women Among IUPUI Indianapolis Latino(a) Graduate/Professional Student

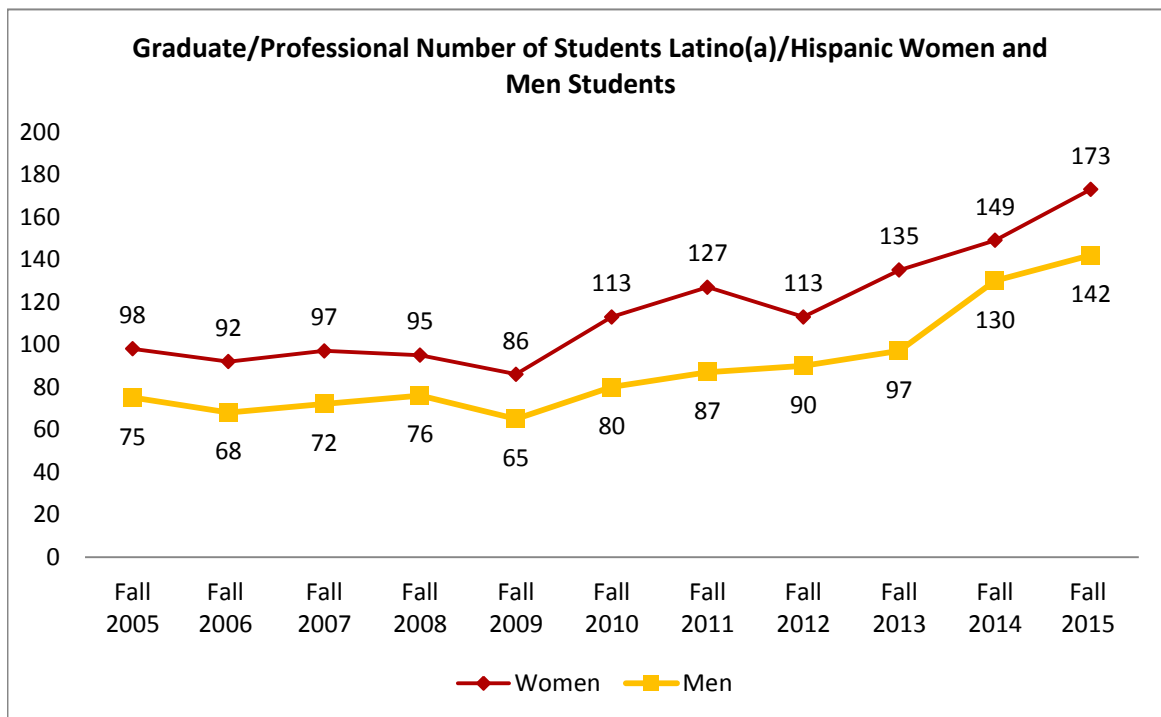


Figure 3. Students of Color Undergraduates Latino(a) and Two or More Races Are Our Fastest Growing Populations among Student of Color.

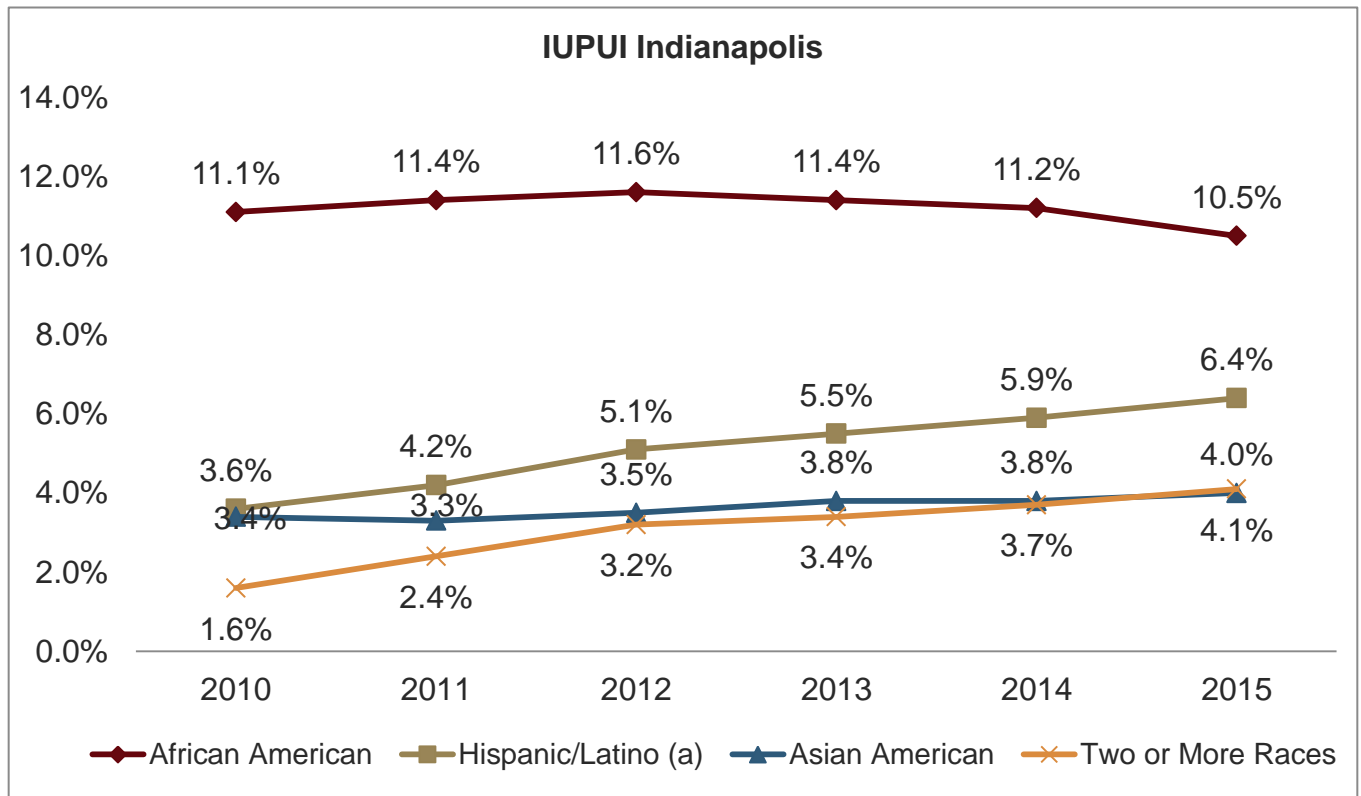


Figure 4. Percentage of IUPUI Indianapolis Latino(a)/Hispanic First-Time Beginners

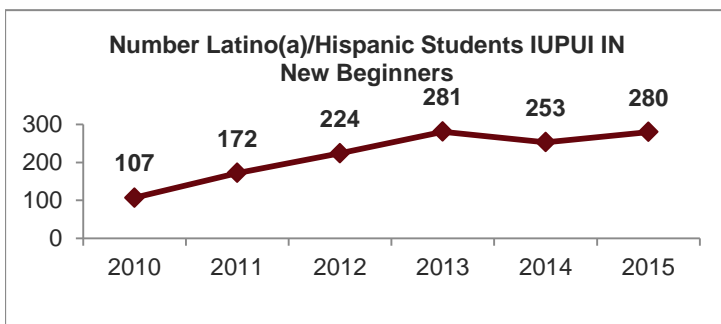


Figure 5. Percentage of IUPUI Indianapolis Latino(a)/Hispanic First-Time Beginners

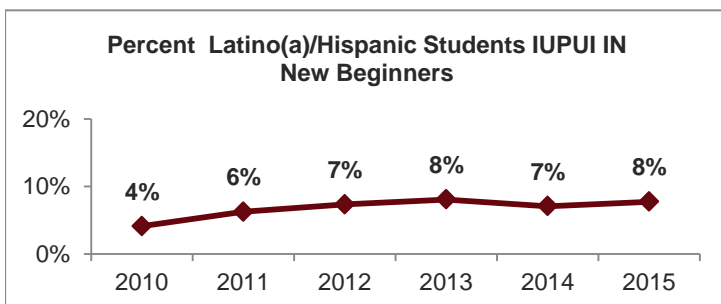


Table 1. 2014 Beginning Latino(a) Student Characteristics Compared to All Other IUPUI IN (N= 253; 3331)

	Latino(a)/Hispanic Mean or %	All Others Mean or %
High School GPA	3.35	3.39
SAT score	966.90	1038.20
Dual/Direct Admit	25%	38%
Course load in hours attempted	14.79	14.57
Attempted 15 or More Hours Fall Semester	65%	60%
Placed into Remedial Math	47%	38%
Campus Housing	34%	36%
High School Honors Diploma	59%	59%
Honors College	2%	7%
First Generation	56%	32%
Female	68%	57%
Age	18.25	18.41
2014 Financial Indicators		
Federal Pell Grant	68%	38%
Twenty First Century Scholar	40%	16%
Level of Unmet Financial Need	\$4,917	\$4,178
Academic Success Outcomes		
One-Year Retention Rate (Any IU)	74%	74%
One-Year Retention Rate (IUPUI IN)	68%	68%
First-Year GPA	2.60	2.74
First-Year GPA Below 2.0.	21%	20%
Fall DFW Rate	22%	18%

Bolded items are significantly different based on chi-square or independent t-test results (p< .05)

**Table 2. 2015 Beginning Latino(a) Student Characteristics Compared to All Other IUPUI IN
(N= 280; 3342)**

	Latino(a)/Hispanic Mean or %	All Others Mean or %
High School GPA	3.39	3.44
SAT score	989.93	1046.50
Dual/Direct Admit	36%	41%
Course load in hours attempted	14.57	14.58
Attempted 15 or More Hours Fall Semester	63%	61%
Placed into Remedial Math	33%	31%
Campus Housing	33%	40%
High School Honors Diploma	69%	66%
Honors College	3%	8%
First Generation	58%	32%
Female	64%	58%
Age	18.17	18.33
2014 Financial Indicators		
Federal Pell Grant	60%	38%
Twenty First Century Scholar	33%	19%
Level of Unmet Financial Need	\$4,827	\$4,318
Academic Success Outcomes		
Fall-Spring Retention Rate (Any IU)	87%	87%
Fall-Spring Retention Rate (IUPUI IN)	86%	85%
First-Year GPA	2.63	2.84
First-Year GPA Below 2.0.	25%	18%
Fall DFW Rate	22%	18%

Bolded items are significantly different based on chi-square or independent t-test results (p< .05)

Figure 6. IUPUI Indianapolis Only Latino(a)/Hispanic One-Year Retention Rates (any IU)

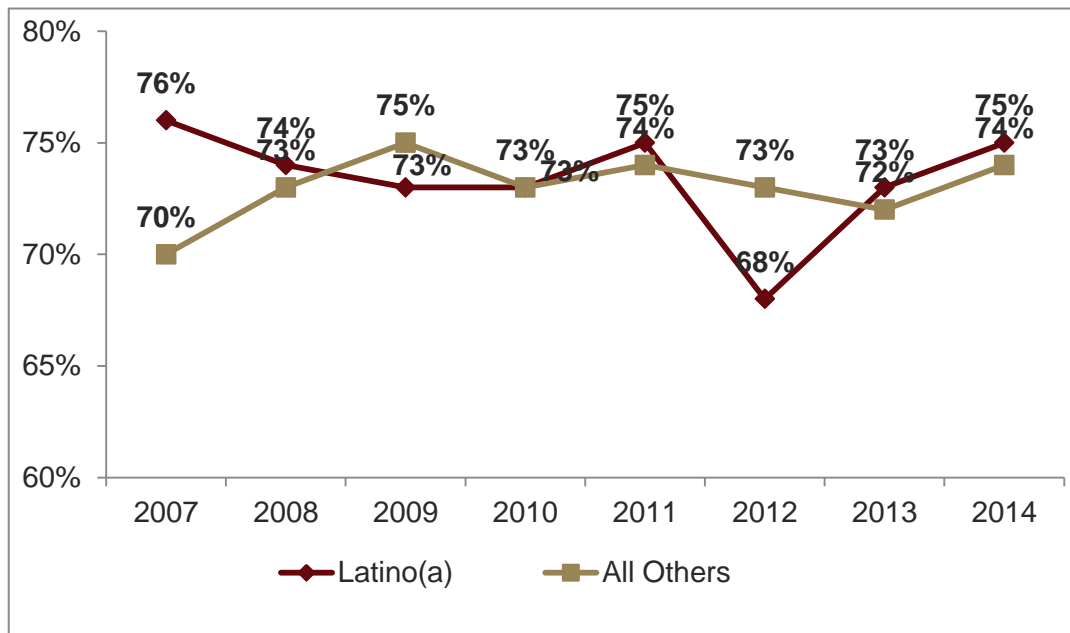


Figure 7. IUPUI Indianapolis Only Latino(a)/Hispanic Four -Year Graduation Rates (any IU)

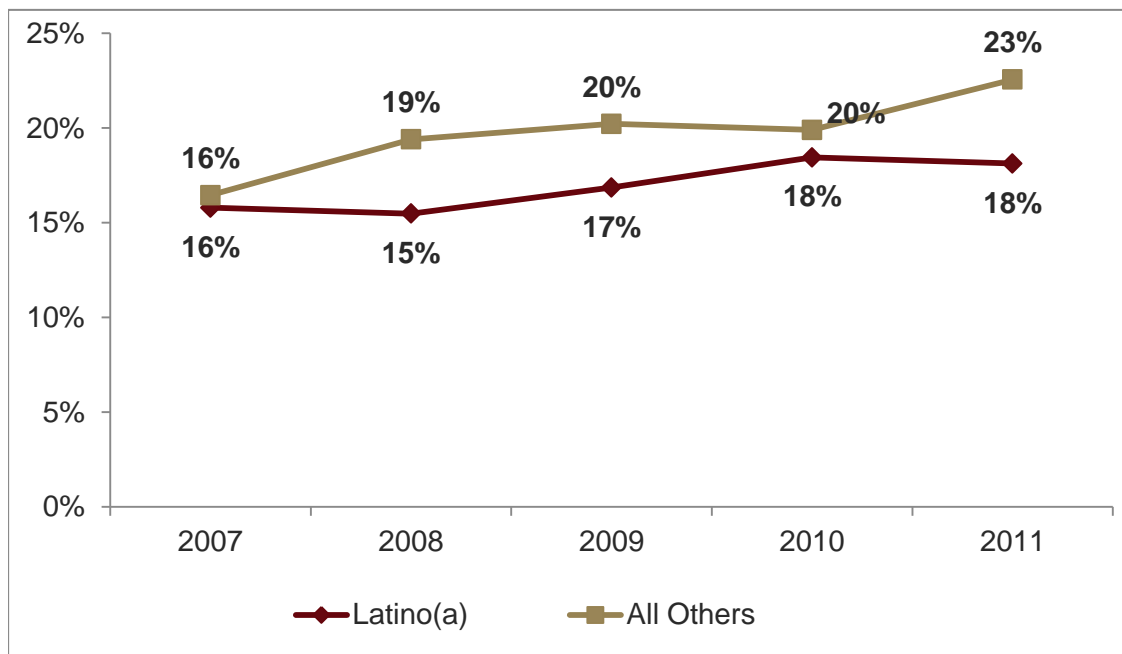


Figure 8. IUPUI 6-Year Graduation Rates

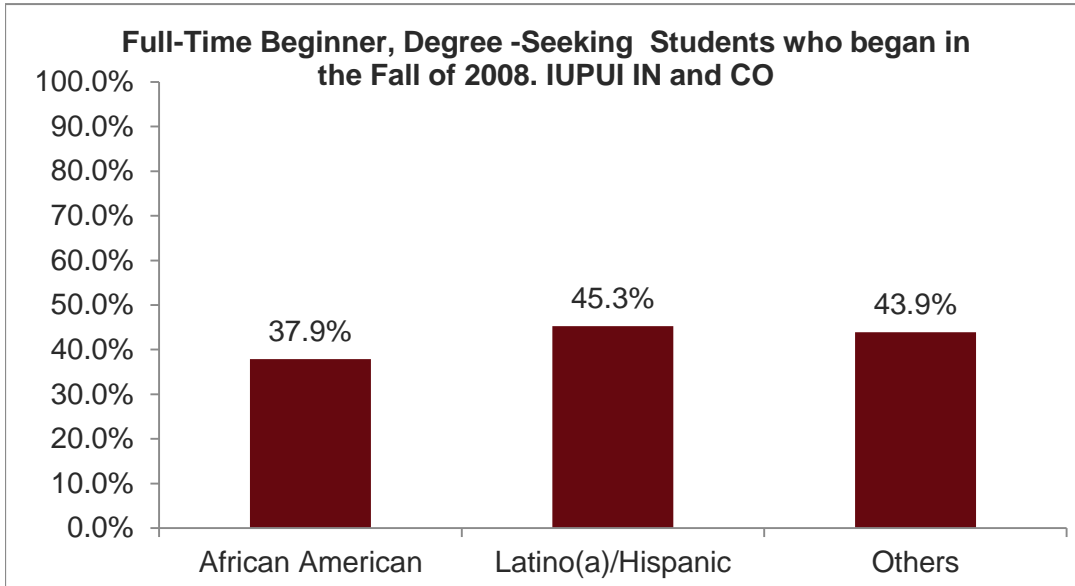


Figure 9. Latino (a) Beginners Indianapolis Only: The Pipeline to Graduation 2011 Cohort Over Time (Data Labels Reflect Latino(a) Students)

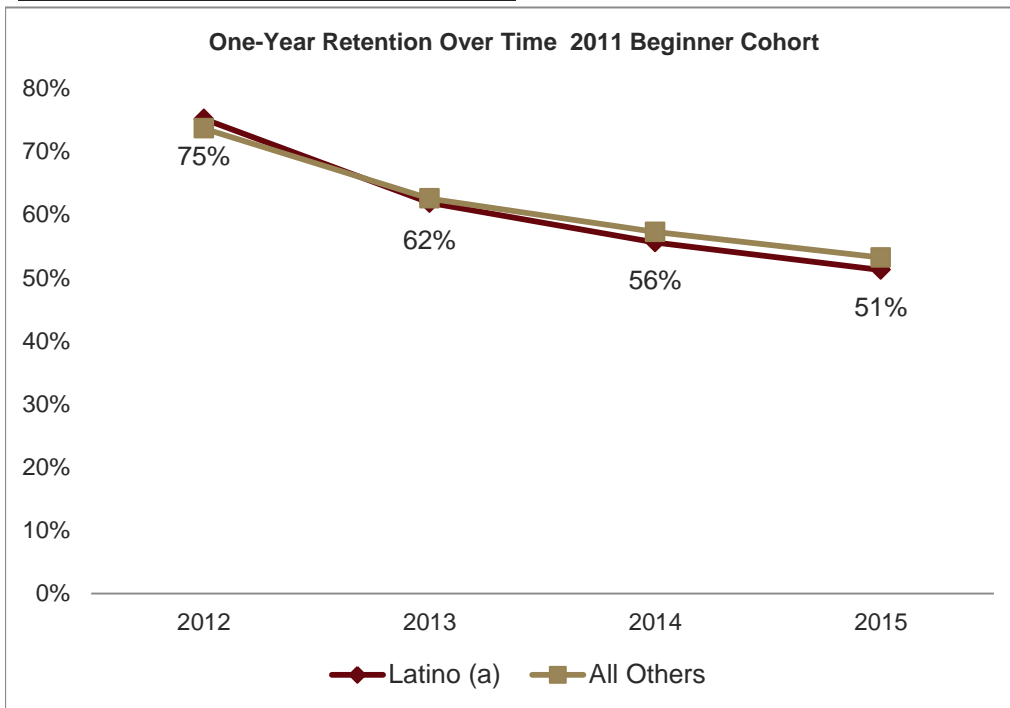


Table 3. Unmet Financial Need Academic Year Fall 2014 Latino(a) Full-Time Beginners

Unmet Financial Need Academic Year Fall 2014 Full-Time Beginners	N	One-Year Retention Any IU	One-Year Retention IUPUI IN
No FAFSA on file	11	82%	64%
No Unmet Financial Need (FAFSA on file)	58	88%	83%
\$1 to \$1000 Unmet Need	18	78%	72%
\$1001 to \$2000 Unmet Need	12	83%	83%
\$2001 to \$3000 Unmet Need	21	81%	81%
\$3001 to \$4000 Unmet Need	24	75%	67%
\$4001 to \$5000 Unmet Need	15	73%	60%
\$5001 to \$6000 Unmet Need	14	71%	71%
\$6001 to \$7000 Unmet Need	21	90%	86%
\$7001 to \$8000 Unmet Need	3		
\$8001 to \$9000 Unmet Need	9		
\$9001 to \$10,000 Unmet Need	4		
More Than \$10,000 Unmet Need	38	47%	39%
Grand Total	248	75%	69%

*Retention numbers are shaded due to the Ns being too low to report.

Notes: 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.

Table 4. Factors Affecting Beginners' Decision to Choose IUPUI

Latino(a) Beginners

1. Availability of specific academic programs (majors)
2. Availability of financial aid/scholarship
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. Graduates get good jobs
6. Opportunity for an IU or Purdue Degree
7. Job, career, and internship opportunities available in Indianapolis while attending school
8. Cost
9. IUPUI's reputation
10. Social Climate/Activities at the College

All Other Beginners

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

Results are based on the 2015 Entering Student Survey (ESS) results. Rank ordered by mean response out of 21 items.

The following factors were significantly more important factors affecting Latino(a) students' decisions to choose IUPUI compared to all other Beginners:

- Availability of financial aid/scholarship
- Cost
- A visit to campus
- Advisor or guidance counselor recommendation
- Change in financial situation
- Change in family situation
- IUPUI's reputation

180 Latino(a) students responded to the ESS. 2283 students made up the all other Beginners group.

Table 5. 2014 Full-Time Latino(a) Beginners Program Participation and Academic Success Outcomes

Program	Latino(a) Participants			Latino (a) Nonparticipants		
	N	One-Year Retention IUPUI IN	FY GPA	N	One-Year Retention IUPUI IN	FY GPA
First Year Seminars	233	69%	2.63	15	67%	2.50
Themed Learning Communities (TLCs)	73	71%	2.69	175	67%	2.60
Summer Bridge	68	71%	2.69	180	68%	2.60
Diversity Enrichment and Achievement Program (DEAP)	26	73%	2.98	222	68%	2.58
Twenty First Century Scholars	102	71%	2.59	146	67%	2.65
Campus Housing	87	75%	2.87	161	65%	2.49

Note 1: Twenty First Century Scholars means students received State TFCS funds.

Note 2: Bolded items are significantly different based on chi-square or independent t-test results (p < .05)

Note 3. It is important to note that selection bias may account for the positive outcomes rather than the programs. It is possible that students who choose to participate or live on campus are different in significant ways and these differences account for the positive outcomes.

Table 6. Understanding Latino(a) Beginners' Needs, Commitments, Expectations

2015 Latino (a) Beginners were statistically significantly different than all other Beginners:

Strengths

- More likely to plan to participate in student clubs/groups
- More likely to plan to participate in events or activities on campus
- More likely to plan to participate in the High-Impact Practices in the areas of undergraduate research and study abroad/international travel related to school
- More likely to plan to seek tutoring or mentoring help in specific courses
- More likely to plan to work on-campus for pay
- Less likely to plan to work off-campus for pay

Potential Concerns

- More external commitments (providing care for dependents living with them and taking care of household responsibilities)
- More likely to report that there is a good chance she/he will experience stress balancing family and school-related responsibilities
- More likely to report that there is a good chance she/he will experience stress balancing work and school-related responsibilities
- More likely to rate themselves low or below average on ability to manage finances
- More likely to be concerned about their ability to finance their college education

Results are based on the 2015 Entering Student Survey (ESS) results. ESS is administered during New Student Orientation. Items reported as significantly different based on independent sample t-test results (p < .01). A conservative alpha level was adopted based on the number of tests conducted and only items with medium to high effect size based on the magnitude of difference are reported above.

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