



Institutional Research and Decision Support

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# Update on Enrollment and Retention

**Total enrollment,  
beginners, and transfers**

# IRDS resources are up to date

- Census report:  
<https://irds.iupui.edu/enrollment-management/census-report.html>
- Data Link: <https://irds.iupui.edu/data-link/index.html>
- Beginner and Transfer Characteristics reports:  
<https://irds.iupui.edu/students/student-profiles/school-level/2021.html>



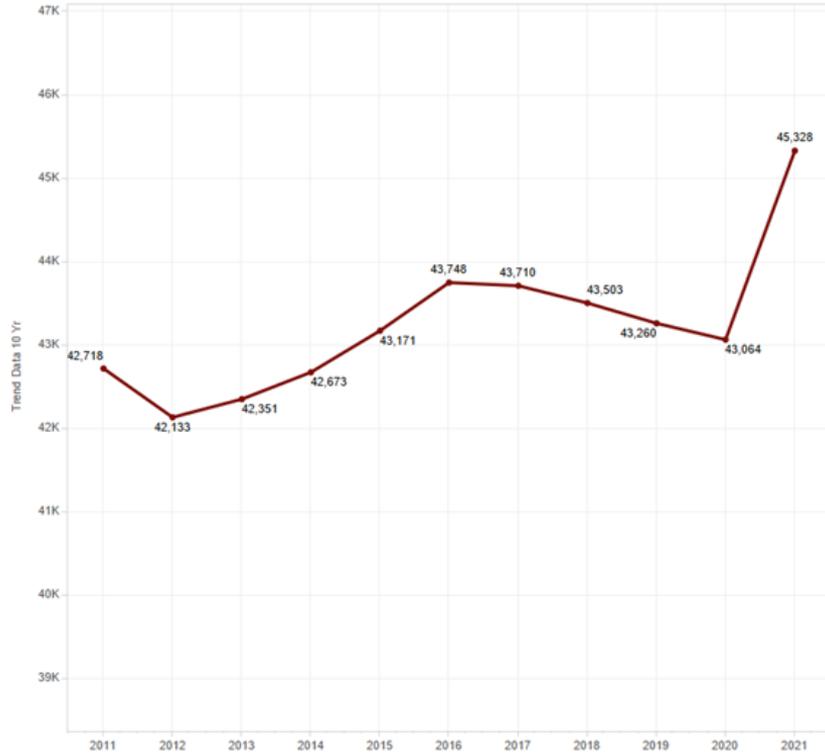
# Total enrollment

- 27,690 (25,713 Indianapolis), down 5.8% from Fall 2020
- 344,778 credit hours (319,724 in Indianapolis), down 6.4% from Fall 2020
- 8,533 students of color (8,125 Indianapolis)
  - Record high Latinx (2,778) and Asian American (1,864)
- 23,793 Indiana residents (22,870 at IU Bloomington; 21,874 Indianapolis only)



# IU Bloomington enrollment

Enrollment Trend for Headcount by Overall



# IUPUI enrollment

Enrollment Trend for Headcount by Overall



# Enrollment at Indiana 4-Year Public Institutions

Table 2: Fall Census Enrollment Headcount and FTE, by Four-Year Institution (Degree-Seeking Students Only)

PUBLIC INSTITUTION		Total Degree-Seeking Headcount (HC) and FTE												% Change in HC		% Change in FTE	
		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		1 yr (2020-2021)	5 yr (2016-2021)	1 yr (2020-2021)	5 yr (2016-2021)
		HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE				
Main Campus	Ball State University	20,972	18,378	21,489	18,650	21,075	18,175	21,152	18,268	20,686	18,013	19,060	16,321	-7.9%	-9.1%	-9.4%	-11.2%
	Indiana State University	12,889	11,248	12,932	11,279	12,289	10,758	11,476	9,873	10,719	9,162	9,348	7,913	-12.8%	-27.5%	-13.6%	-29.7%
	IU-Bloomington	43,213	40,063	43,157	40,156	42,937	39,941	42,760	39,891	42,552	39,736	44,908	41,698	5.5%	3.9%	4.9%	4.1%
	PU-West Lafayette	39,971	37,995	41,063	38,902	42,956	40,715	44,079	41,736	45,414	42,497	49,233	45,859	8.4%	23.2%	7.9%	20.7%
	Univ of Southern Indiana	8,816	7,475	8,863	7,479	8,827	7,369	8,552	7,105	8,436	6,904	7,851	6,333	-6.9%	-10.9%	-8.3%	-15.3%
	TOTAL	125,861	115,159	127,504	116,465	128,084	116,959	128,019	116,873	127,807	116,311	130,400	118,124	2.0%	3.6%	1.6%	2.6%
Non-Main Campus	IU-East	3,236	2,363	3,125	2,332	3,196	2,426	3,271	2,471	3,134	2,328	2,792	2,031	-10.9%	-13.7%	-12.8%	-14.1%
	IU-Kokomo	2,873	2,390	2,873	2,453	2,898	2,518	2,910	2,536	3,002	2,613	2,752	2,387	-8.3%	-4.2%	-8.6%	-0.1%
	IU-Northwest	4,064	3,223	3,892	3,104	3,747	2,993	3,633	2,935	3,637	2,921	3,297	2,609	-9.3%	-18.9%	-10.7%	-19.0%
	IU-South Bend	5,471	4,427	5,261	4,308	5,082	4,174	4,910	4,026	4,765	3,908	4,288	3,457	-10.0%	-21.6%	-11.6%	-21.9%
	IU-Southeast	5,297	4,040	5,072	3,932	4,945	3,891	4,672	3,682	4,388	3,495	3,807	2,960	-13.2%	-28.1%	-15.3%	-26.7%
	IUPUI	28,759	25,724	28,784	25,922	28,710	25,952	28,598	25,930	28,612	25,764	26,999	24,245	-5.6%	-6.1%	-5.9%	-5.8%
	PU-Fort Wayne	8,390	6,744	8,142	6,611	7,731	6,461	7,245	6,138	6,781	5,844	6,211	5,344	-8.4%	-26.0%	-8.6%	-20.8%
	PU-Northwest	10,450	7,788	9,529	7,362	9,091	7,199	8,400	6,728	7,964	6,380	7,093	5,666	-10.9%	-32.1%	-11.2%	-27.2%
	PU-Polytechnic	993	736	1,060	787	1,020	757	921	679	787	584	703	489	-10.7%	-29.2%	-16.3%	-33.6%
TOTAL	69,533	57,434	67,738	56,809	66,420	56,371	64,560	55,125	63,070	53,835	57,942	49,186	-8.1%	-16.7%	-8.6%	-14.4%	
FOUR-YEAR STATEWIDE		195,394	172,593	195,242	173,274	194,504	173,329	192,579	171,998	190,877	170,147	188,342	167,310	-1.3%	-3.6%	-1.7%	-3.1%

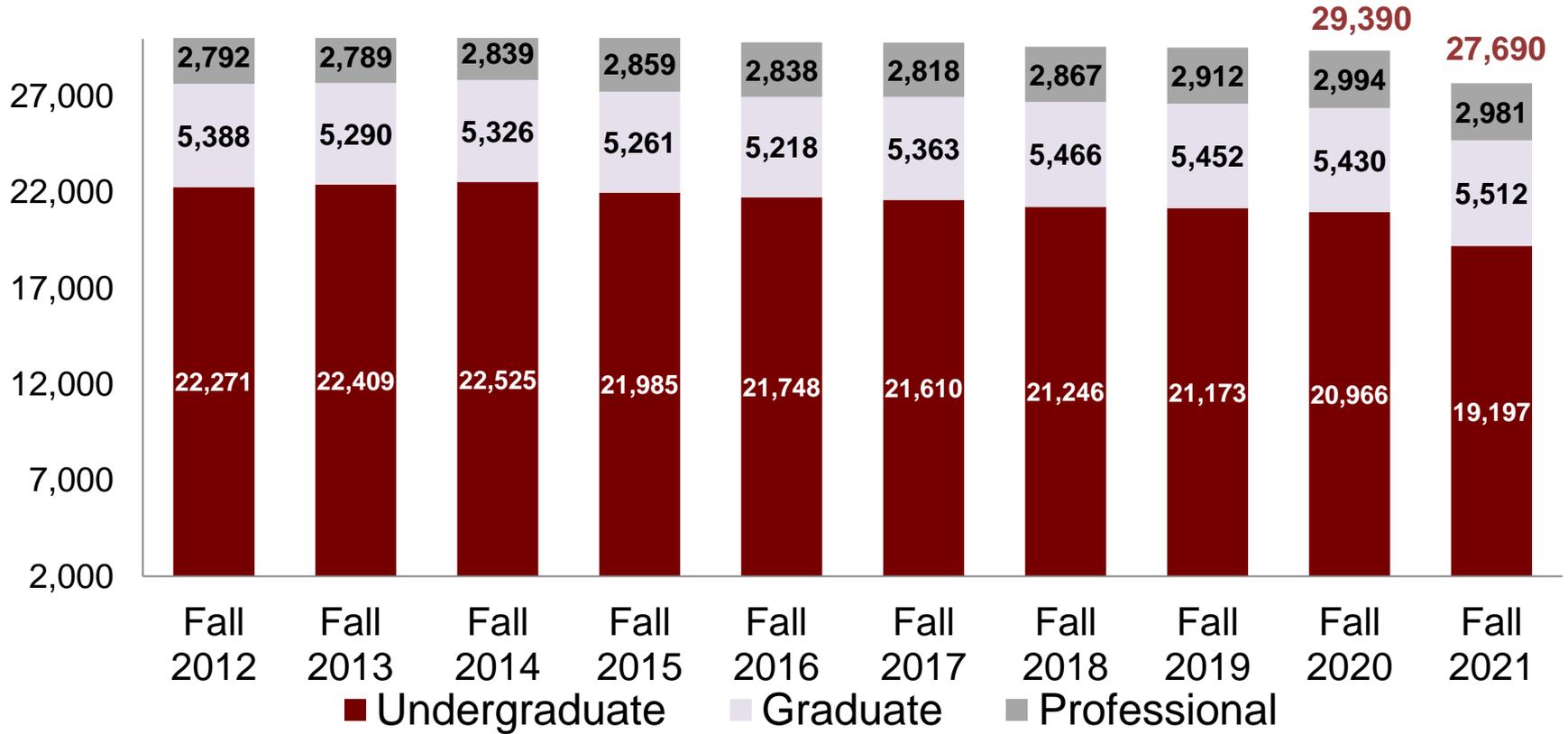
Source: CHEDSS, Indiana Commission for Higher Education Data Submission System

Note: Trends beginning in Fall 2018 and beyond may be impacted by structural changes to IPFW (shifting of health programs to IU) and Ivy Tech's realignment of campus structure.



# Fall 2021 All Undergraduate Enrollment

# Student Enrollment IUPUI, IUPUC and IUFW



# Serving Indiana Hoosiers

IUPUI\* serves more Indiana Residents than any other IU campus.

**23,793**

\* Includes Columbus & Ft. Wayne



# UNDERGRADUATE 2021

IUPUI - INDIANAPOLIS ONLY

DEGREE-SEEKING ONLY

**26%**

Transfer Students

**86%**

Attend classes full-time

**28%**

First Generation Students

**91%**

Indiana Residents

**28%**

Underserved\*

**57%**

Female

**16%**

25 years of age or older

**3%**

International Students

\*Underserved includes African American, American Indian/Alaska Native, Latinx, Native Hawaiian / Pacific Islander, and Two or More Races.



# 2021 New Beginner Profile

# Indianapolis Beginner Admits enrolled at other IU campuses

Campus	Fall 2020 Indianapolis Beginner Admits	Fall 2021 Indianapolis Beginner Admits	Difference
Total Indianapolis Beginner Admits	11,947	11,987	+40
<b>Beginner admits enrolled at census</b>			
IU Bloomington	1,625	1,699	+74
IUPUC	69	42	-27
IU Ft. Wayne	61	53	-8
IU East	40	34	-6
IU Kokomo	96	103	+7
IU Northwest	102	67	-35
IU South Bend	98	86	-12
IU Southeast	74	53	-21

14.2% of Indianapolis admits enrolled at IUB, compared to 13.6% in Fall 2020.



# New Beginner facts – All IUPUI

3,496 new beginners (3,121 in Indianapolis) – lowest since 2012.

Students of color *up* (1,340 in Fall 2021 compared to 1,295 in Fall 2020).

- 353 African American (343 in Fall 2020)
- 565 Latinx (531 in Fall 2020)
- 230 Asian American (203 in Fall 2020)

321 (9.2%) non-resident, *up* from Fall 2020 (282).

Average High School GPA: 3.52 (3.51 in Fall 2020)

1,973 (56.4%) admitted test optional.



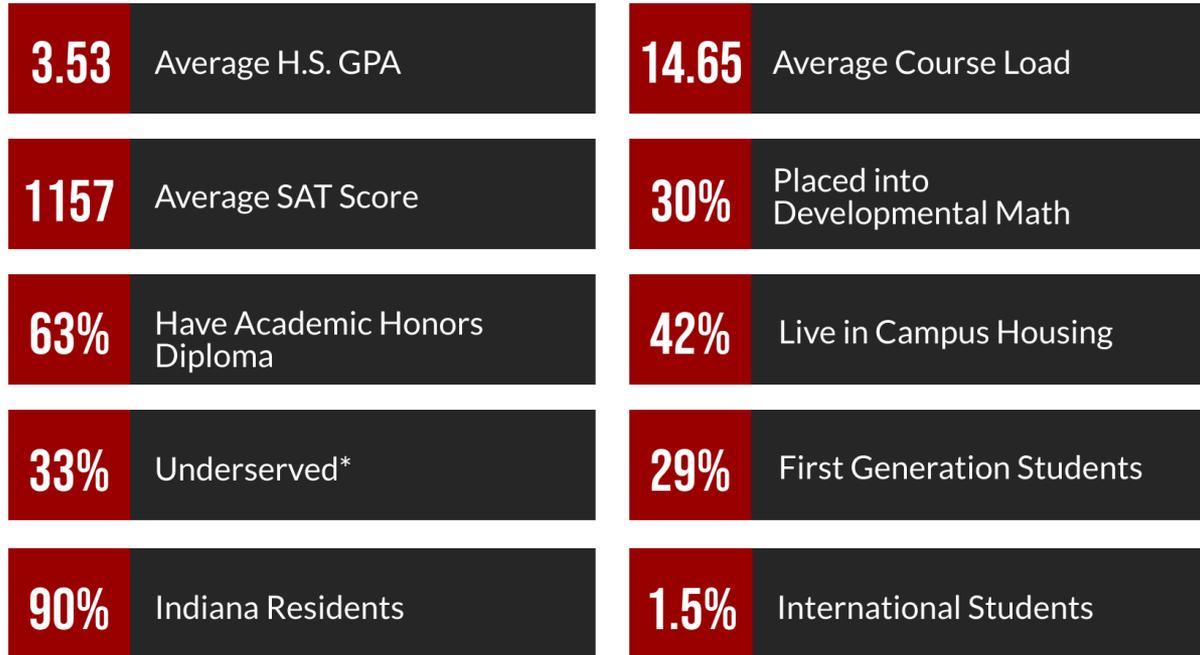
# Who applied test optional?

1. More likely to be female (57.5% of females compared to 45.6% of males)
2. Less likely to be Asian American or white (49.3% of Asian American, 47.0% of white, 50.5% of African American, 61% of Latinx)
3. More likely to be first generation (61.8% compared to 50.4% of not first gen)
4. More likely to apply through web app (60.0% of web applicants compared to 48.4% of Common App).
5. Highest % schools were Social Work (69.4%), Dentistry (68.3%), Nursing (62%), Education (60.0%), O'Neill (59.7%), and Medicine (58.5%)



# NEW BEGINNERS - FALL 2021

IUPUI - INDIANAPOLIS ONLY

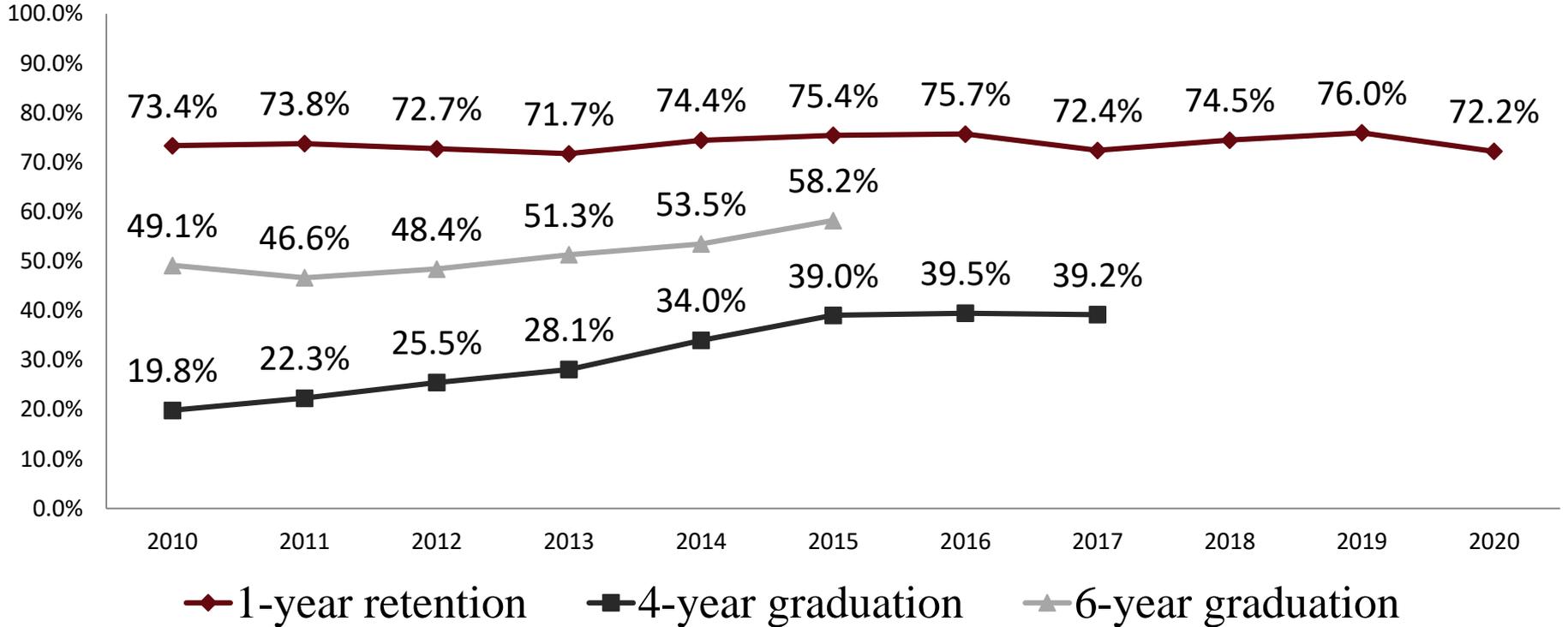


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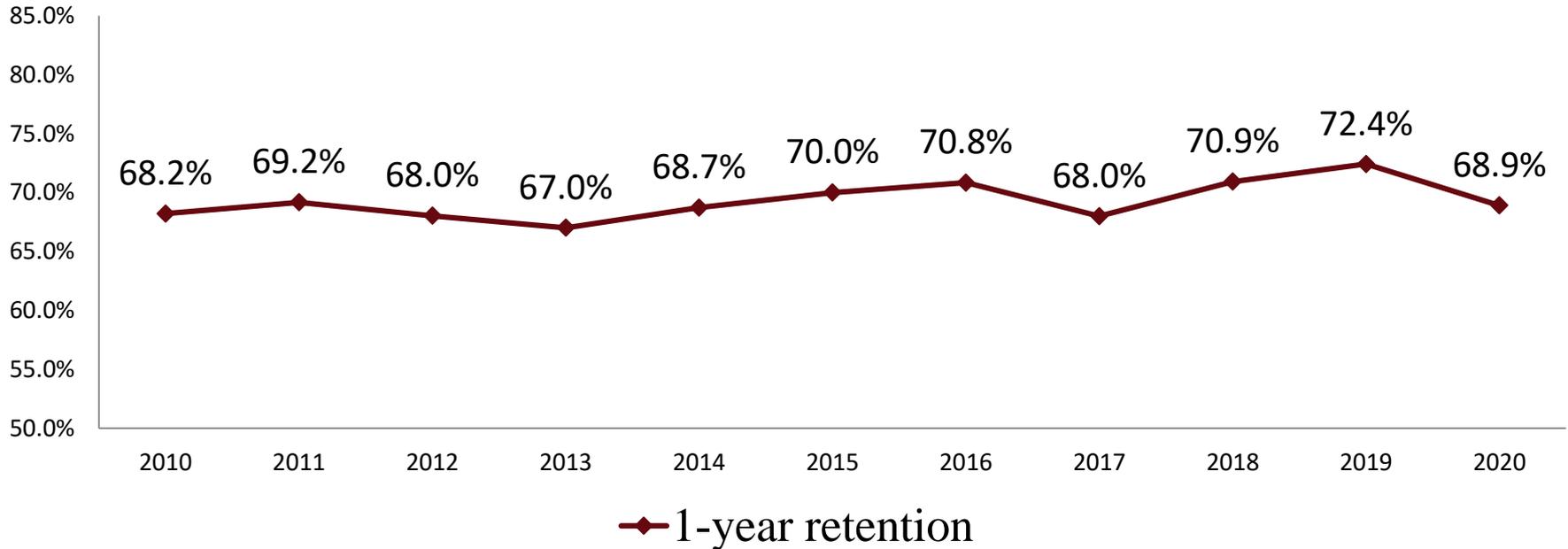
# Retention of Fall 2020 cohort

# Indianapolis Only First-Time, Full-Time Cohort Retention and Graduation Rate Any IU Campus (Bachelor's, Associate, and Certificate)

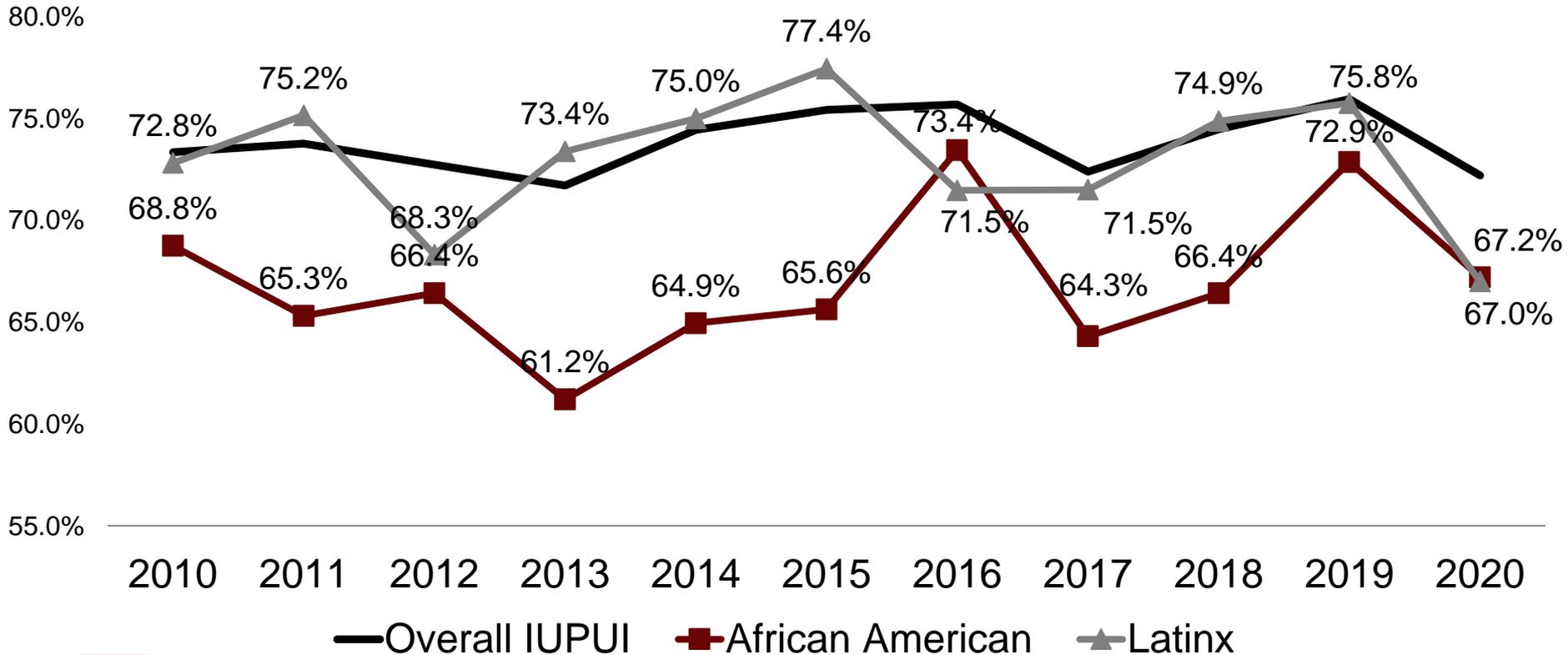


# Indianapolis Only First-Time, Full-Time Cohort Retention IUPUI Indianapolis Campus (Bachelor's, Associate, and Certificate)

## 1-year retention



# Indianapolis Only FTFT Cohort One-Year Retention Any IU Campus (Bachelor's, Associate, and Certificate) – African American and Latinx



# Why Students Leave IUPUI



**Getting an F in  
Gateway Courses**



**Finances; Difficulty  
Paying for College**



**Personal  
Emotional/Mental  
Health Issues**



**Low of Sense of  
Belonging**



# COVID-19 Transition Needs Survey Spring 2020: Lessons Learned

- 31.2% response rate
- Most reported stress and anxiety (~75%) or that online is a difficult format for learning (~60%).
- Students appreciated recorded lecture/Canvas.
- Students struggled with focus and motivation.
- Support and professional development needed for faculty teaching in online formats.
- Professors need to be flexible, accommodating, understanding.
- Students appreciated and ranked communication from IUPUI high in satisfaction.
- Students relied on email for hearing updates from IUPUI- more than social media and other sources.
- Important that instructors are responsive!



# Data-Supported Recommendations: The Classroom

- Many students get their sense of belonging from their experiences in the classroom. Therefore, it is important for instructors to provide opportunities for students to interact with other students so they can form friendships and supportive peer networks.
- Ensure we are creating inclusive learning environments. Along with this, create opportunities so that all faculty/instructors engage in professional development to enhance multicultural competence and inclusive teaching practices.
- Ensure all instructors are educated on how factors such as stereotypes, stereotype threat, implicit bias and more can have negative impacts on student success.
- Offer early graded assignments and monitor students' early performance. Students who earn Fs are at a high risk of not returning. Earning an F may have negative effects on students' self-efficacy expectations and create feelings of alienation.
- Provide academic support in first-year math courses and expedite enrollment in credit-bearing math courses.



# Data-Supported Recommendations: Academic, Social, and Financial Support

- Implement early interventions to foster social and academic success (Student Engagement Roster, Proactive Advising, Weeks of Welcome, Orientation, DEAP, Summer Bridge). Expand Summer Bridge and DEAP.
- Expand successful strategies: Summer Bridge, DEAP, Themed Learning Communities, Student Employment, and Campus Housing Opportunities.
- Create physical and social spaces (counter spaces) in which all students feel affirmed and valued, and have an opportunity to connect with one another.
- Conduct an audit review of all websites, physical spaces, communications, messages, policies, and photos that may make students feel isolated, not affirmed, and not valued.
- Continue to leverage need-based aid strategies so that students do not face financial struggles and hardships that affect academic performance and degree completion. Focus on closing the unmet financial need gap and explore awarding larger amounts to fewer students.



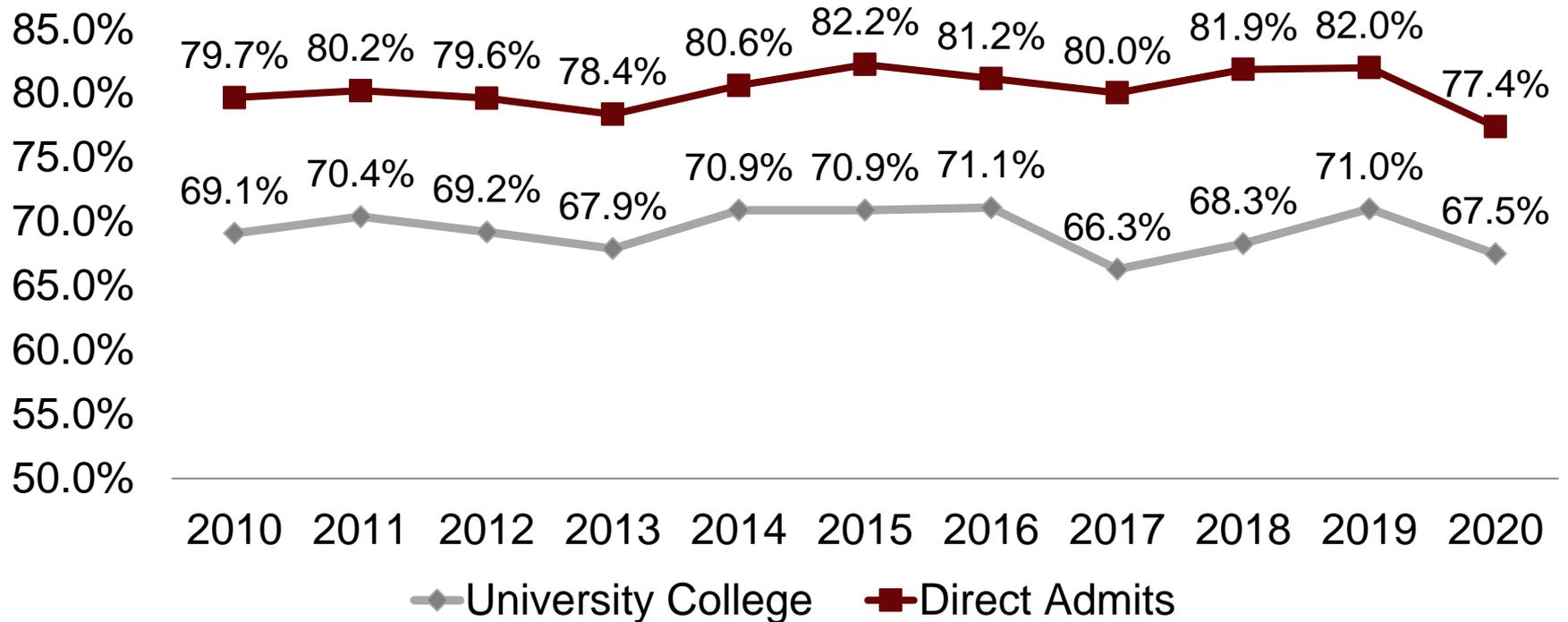
# Data-Supported Recommendations: Communication

Implement communication strategies to foster Growth Mindset. Encourage students to:

- Reflect. Take time to acknowledge, reflect, and embrace their failures. Becoming aware of their areas of improvement is the stepping stone in cultivating a growth mindset.
- Find their purpose. There are many ways for students to achieve their goals. Encourage students to take time to reflect and find their purpose.
- Take on challenges. Part of developing a growth mindset is shattering the negative perception of a challenge. Embrace challenges and view them as fruitful learning experiences that you would not get otherwise
- Foster grit. Grit is the ability to persevere through obstacles in order to reach a meaningful end-goals. Hold on to grit. It gives students the internal push to keep moving forward and fulfill their commitments.
- Jot down goals. Encourage students to create clear, realistic goals based on their passions and purpose. Important that students give themselves enough time to conquer them thoroughly. Normalize and encourage students to persist despite setbacks.
- Instructors, advisors, and peer mentors can provide useful timely, detailed feedback on students' learning and accomplishments. Also provide opportunities for students to repeatedly practice the skills they want to improve.

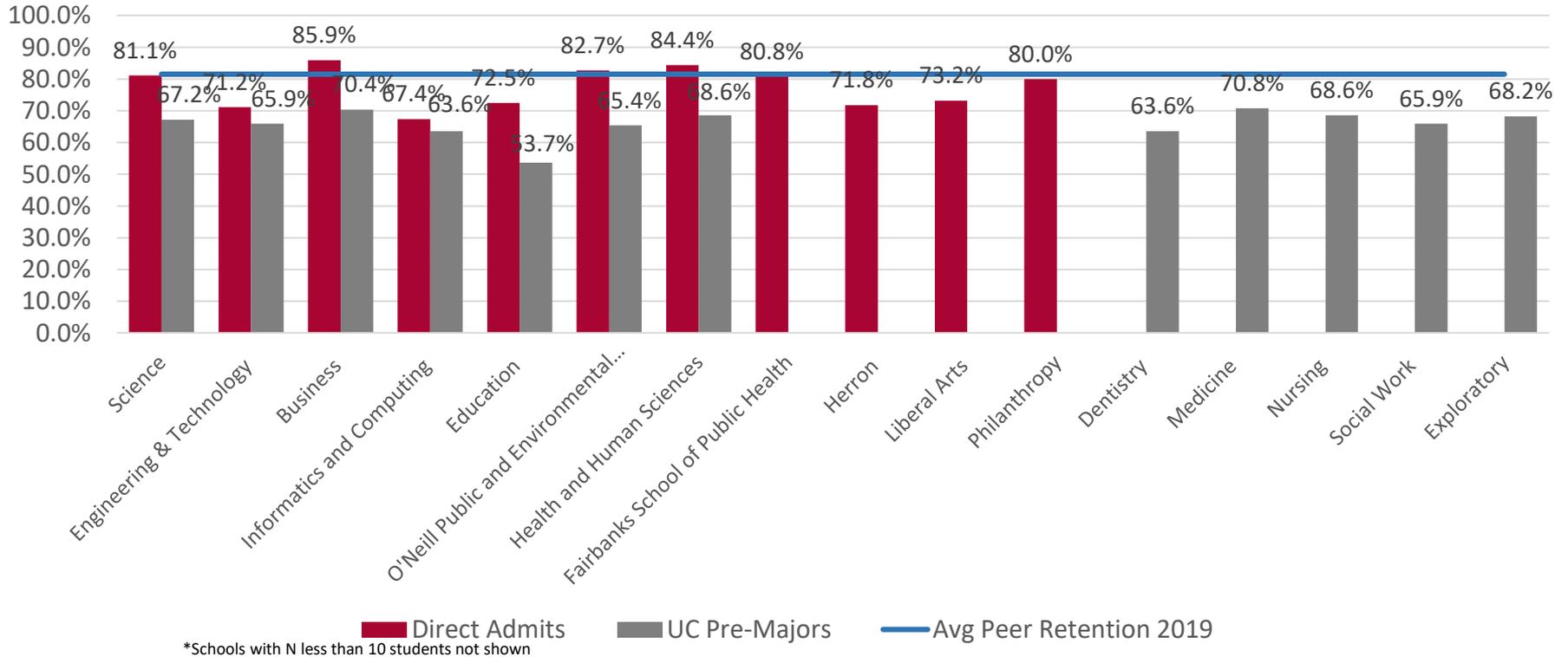


## Indianapolis Only FTFT Cohort One-Year Retention Any IU (Bachelor's, Associate, and Certificate) – Admit Type

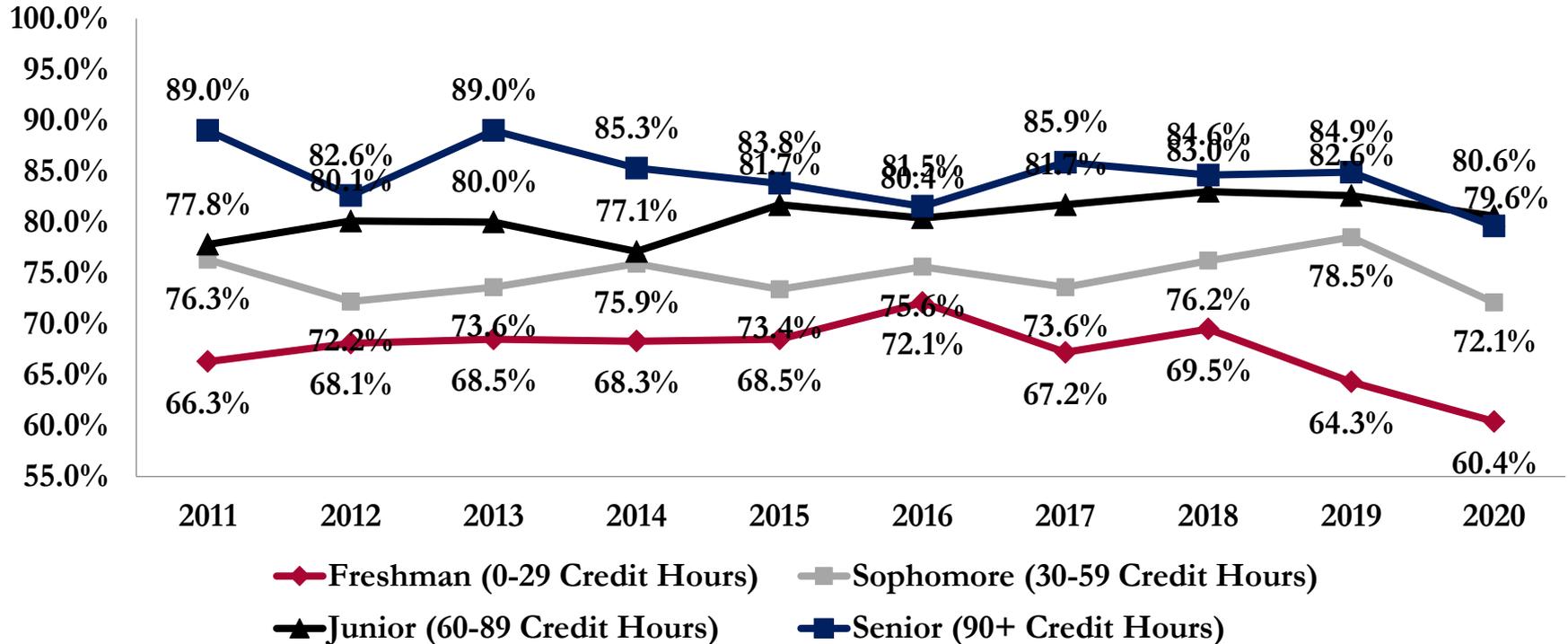


# 2020 First-Time, Full-Time Beginners One-Year Retention by School Compared to Average Peers Retention Rate

## One-Year Retention – Retained at Any IU Campus



# New Full-Time External and Intercampus Transfers to IUPUI Indianapolis: One-Year Retention Rates IUPUI IN by Academic Level at Entry



# References and Resources

- [Creating an Accessible Syllabus using Microsoft Word](#)
- [Help Me R.O.A.R. Website](#)
- [IRDS Data Link](#)
- [2018 Campus Climate Survey Report](#)



# Resources with Live Links

1. [Designing College for Everyone](#). Brief written by the College Transition Collaborative.
2. [Leveraging Mindset Science to Design Educational Environments that Nurture People's Natural Drive to](#)
3. [Designing Supportive Learning Environments](#). Video created by the Mindset Scholars Network.
4. [The New Science of Wise Psychological Interventions](#). Journal article by Gregory Walton, published in Current Directions in Psychological Science.
5. [Social-Psychological Interventions in Education: They're Not Magic](#). Journal article by David Yeager and Gregory Walton, published in Review of Educational Research.
6. [Broadening Participation in the Life Sciences with Social-Psychological Interventions](#). Journal article by Yoi Tibbetts, Judith Harackiewicz, Stacy Priniski, and Elizabeth Canning, published in CBE Life Sciences Education.
7. Envision Education Deeper Learning <https://www.teachingchannel.org/video/growth-mindset-eed>



Thank  
you!

Ψ IUPUI