Update on IUPUI Students: Retention/Graduation Rates

Michele J. Hansen, Ph.D., Assistant Vice Chancellor, Institutional Research and Decision Support
Student Enrollment

IUPUI Indianapolis Includes Part-Time and Full-Time, 2017 Total = 28,294
Total Enrollment IUPUI IN and CO = 29,791

Undergraduate: 20,564 20,664 20,580 20,631 20,738 20,798 20,333 20,273 20,179
Graduate: 5,434 5,484 5,361 5,321 5,168 5,255 5,192 5,173 5,255
Professional: 2,758 2,767 2,874 2,798 2,850 2,854 2,877 2,838 2,860
UNDERGRADUATES 2017
IUPUI - Indianapolis Only

- 28% Transfer Students
- 16% Attend classes part-time
- 29% First Generation Students
- 93% Indiana Residents
- 23% Underrepresented Minority*
- 56% Female
- 17% 25 years of age or older
- 4% International Students

*Underrepresented minority includes African American, Native American, Latino/a, Pacific Islander, and Two or More Races.
GRADUATE & PROFESSIONAL 2017

IUPUI - Indianapolis Only

15% First Generation Students

71% Indiana Residents

16% Underrepresented Minority*

55% Female

63% Attend classes full-time

14% International Students

*Underrepresented minority includes African American, Native American, Latino/a, Pacific Islander, and Two or More Races.
New Beginners and External Transfers
IUPUI Indianapolis Includes Part-Time and Full-Time

<table>
<thead>
<tr>
<th>Year</th>
<th>New Beginners</th>
<th>New External Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>1610</td>
<td>2734</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1362</td>
<td>2699</td>
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<tr>
<td>Fall 2010</td>
<td>1482</td>
<td>2604</td>
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<tr>
<td>Fall 2011</td>
<td>1641</td>
<td>2763</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>1657</td>
<td>3060</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1604</td>
<td>3490</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1566</td>
<td>3584</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>1296</td>
<td>3622</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>1266</td>
<td>3761</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>1326</td>
<td>3820</td>
</tr>
</tbody>
</table>
Understanding IUPUI Student Success and Retention

- Progress on retention and graduation rates
- How we compare to our peers
- Why students leave and where they go
- What we can 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
Student Performance Metrics
Retention/Graduation Rates

IUPUI - Indianapolis
FTFT Bachelor Degree Seeking

<table>
<thead>
<tr>
<th>Year</th>
<th>1 Yr Retention Rate</th>
<th>4 Yr Graduation Rate</th>
<th>6 Yr Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>66.6%</td>
<td>11.4%</td>
<td>35.1%</td>
</tr>
<tr>
<td>2005</td>
<td>64.0%</td>
<td>10.9%</td>
<td>33.4%</td>
</tr>
<tr>
<td>2006</td>
<td>66.8%</td>
<td>14.2%</td>
<td>40.1%</td>
</tr>
<tr>
<td>2007</td>
<td>70.1%</td>
<td>16.0%</td>
<td>43.7%</td>
</tr>
<tr>
<td>2008</td>
<td>73.9%</td>
<td>18.5%</td>
<td>45.8%</td>
</tr>
<tr>
<td>2009</td>
<td>75.3%</td>
<td>20.1%</td>
<td>46.6%</td>
</tr>
<tr>
<td>2010</td>
<td>73.5%</td>
<td>19.8%</td>
<td>48.9%</td>
</tr>
<tr>
<td>2011</td>
<td>73.6%</td>
<td>22.2%</td>
<td>47.0%</td>
</tr>
<tr>
<td>2012</td>
<td>73.0%</td>
<td>24.9%</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>71.8%</td>
<td>28.4%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>74.9%</td>
<td>25.0%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>75.3%</td>
<td>30.0%</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>75.5%</td>
<td>80.2%</td>
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<td>2017</td>
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<td>2018</td>
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<td>2019</td>
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<td></td>
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<tr>
<td>2020</td>
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<td></td>
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</tr>
<tr>
<td>2021</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2022</td>
<td></td>
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<tr>
<td>2023</td>
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<tr>
<td>2024</td>
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<td></td>
</tr>
<tr>
<td>2025</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Office of Institutional Research and Decision Support
Internal and External Changes Expected to Positively Affect Retention and Graduation Rates

IUPUI

- 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/Center for Engaged Learning
- Strategic Enrollment Management
- Coordinated, Data-Driven Approaches to Improving Student Success

External

- Changes in High School Math Curriculum
- Increased Access to Dual Credit and AP courses
How do we compare?
<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. of South Florida-Main Campus</td>
<td>89%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>U. of Utah</td>
<td>89%</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>Temple U.</td>
<td>89%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>U. of Cincinnati-Main Campus</td>
<td>86%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Virginia Commonwealth U.</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>U. at Buffalo</td>
<td>88%</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>U. of Alabama at Birmingham</td>
<td>83%</td>
<td>79%</td>
<td>82%</td>
</tr>
<tr>
<td>Wayne State U.</td>
<td>76%</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td>U. of New Mexico-Main Campus</td>
<td>79%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>U. of Illinois at Chicago</td>
<td>80%</td>
<td>81%</td>
<td>80%</td>
</tr>
<tr>
<td>U. of Louisville</td>
<td>81%</td>
<td>79%</td>
<td>80%</td>
</tr>
<tr>
<td>Indiana U.-Purdue U.-Indianapolis</td>
<td>71%</td>
<td>74%</td>
<td>74%</td>
</tr>
<tr>
<td>U. of Colorado Denver</td>
<td>72%</td>
<td>68%</td>
<td>71%</td>
</tr>
</tbody>
</table>
## 4 Year Graduation Rates

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>Cohort Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>U. at Buffalo</td>
<td>53%</td>
</tr>
<tr>
<td>Temple U.</td>
<td>41%</td>
</tr>
<tr>
<td>U. of South Florida</td>
<td>39%</td>
</tr>
<tr>
<td>Virginia Commonwealth U.</td>
<td>34%</td>
</tr>
<tr>
<td>U. of Cincinnati-Main Campus</td>
<td>28%</td>
</tr>
<tr>
<td>U. of Illinois at Chicago</td>
<td>33%</td>
</tr>
<tr>
<td>U. of Alabama at Birmingham</td>
<td>33%</td>
</tr>
<tr>
<td>U. of Utah</td>
<td>24%</td>
</tr>
<tr>
<td>U. of Louisville</td>
<td>36%</td>
</tr>
<tr>
<td>U. of Colorado Denver</td>
<td>15%</td>
</tr>
<tr>
<td>Indiana U.-Purdue U.-Indianapolis</td>
<td>18%</td>
</tr>
<tr>
<td>U. of New Mexico-Main Campus</td>
<td>15%</td>
</tr>
<tr>
<td>Wayne State U.</td>
<td>11%</td>
</tr>
<tr>
<td>Peer Institutions</td>
<td>Cohort Year 2008</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>U. at Buffalo</td>
<td>72%</td>
</tr>
<tr>
<td>Temple U.</td>
<td>69%</td>
</tr>
<tr>
<td>U. of South Florida-Main Campus</td>
<td>67%</td>
</tr>
<tr>
<td>U. of Cincinnati-Main Campus</td>
<td>65%</td>
</tr>
<tr>
<td>U. of Utah</td>
<td>62%</td>
</tr>
<tr>
<td>Virginia Commonwealth U.</td>
<td>59%</td>
</tr>
<tr>
<td>U. of Illinois at Chicago</td>
<td>60%</td>
</tr>
<tr>
<td>U. of Alabama at Birmingham</td>
<td>55%</td>
</tr>
<tr>
<td>U. of Louisville</td>
<td>54%</td>
</tr>
<tr>
<td>U. of Colorado Denver</td>
<td>40%</td>
</tr>
<tr>
<td>Indiana U.-Purdue U.-Indianapolis</td>
<td>44%</td>
</tr>
<tr>
<td>U. of New Mexico-Main Campus</td>
<td>47%</td>
</tr>
<tr>
<td>Wayne State U.</td>
<td>34%</td>
</tr>
</tbody>
</table>
Difference Between IUPUI Peers Pell Grant Recipients

% First Year Students Receiving Federal Pell Grant 2015-2016

- IUPUI: 41%
- University of Illinois - Chicago: 58%
- Wayne State: 47%
- Univ. of Alabama - Birmingham: 34%
- University at Buffalo - SUNY: 34%
- Virginia Commonwealth: 31%
- Temple University: 28%
- University of Cincinnati: 23%
Institutional Aid and Scholarships

- In 2014-2015, we ranked 11th out of 13 peers (ahead of only University of Colorado Denver/Anschutz Medical Campus and Virginia Commonwealth University).

- In 2015-2016 we ranked second to last (ahead of only University of Colorado Denver/Anschutz Medical Campus)

Based on The Integrated Postsecondary Education Data System (IPEDS)
Understand Why Students Leave
And Where Our Non-Retained Students Enroll
Lose Most Students First Year and Second Year – UC Dual Admits

First-Time, Full-Time Bachelor Degree Seeking Beginners
Cohort Year 2011

- 1st Year: 70%
- 2nd Year: 58%
- 3rd Year: 53%
- 4th Year: 49%
- 5th Year: 48%
- 6th Year: 48%
Lose Most Students First Year and Second Year – Direct/Dual Admits

First-Time, Full-Time Bachelor Degree Seeking Beginners Cohort Year 2011

- 81% in the 1st Year
- 70% in the 2nd Year
- 66% in the 3rd Year
- 62% in the 4th Year
- 60% in the 5th Year
- 60% in the 6th Year
First-Time New Graduate/Professional Student Retention

1. Lose about 10-12% in First Year
   - Graduate Certificate lose about 28%
   - Masters Level lose about 15%
   - Doctoral-Research Lose about 10%
   - Doctoral-Practice Lose less than 5%

2. African American One-Year Retention Rate = 76-78% while overall is 83-86%

3. First-Generation Rate Lower than Non-First Generation Rate

https://irds.iupui.edu/data-link/index.html
Indianapolis Only FTFT Cohort One-Year Retention (Bachelor’s, Associate, and Certificate any IU) – Underrepresented Students
Diversity Enrichment and Achievement Program (DEAP) Retention

Fall-Fall Retention – Retained IUPUI IN

- African American: 84% (104)
- Latino(a): 72% (71)
- Two or More Races: 71% (24)

DEAP: light grey bars; Nonparticipants: dark red bars
New Beginners Direct/Dual and University College Admits

2016 University College One-Year Retention 66%, Direct/Dual Admit 78%, Overall IUPUI Indianapolis Retention Rate FT, FT Retained IUPUI IN Campus 71%
Understanding What Happens to Our Students

The National Student Clearinghouse is the nation's trusted source for education verification and student outcomes research.

http://www.studentclearinghouse.org
Fall 2016 IUPUI Indianapolis First-Time Beginners N=3,761

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

- Retained: 2,627
- Not Retained: 1,134
National Student Clearinghouse

Summary of Non-Returning Students N=1,134

Numbers of Students

- No Record of Enrollment At Any Institution: 603
- Enrolled at Other 2-Year Institution: 201
- Enrolled at Other 4-Year Institution: 151
- Enrolled at another IU Campus: 179
**Where Do Students Enroll 2016 Cohort?**
(Top 10 Institutions Out of the 81 Institutions Our Students Enrolled in Fall 2016/% of 531 who Reenrolled at Another Institution)

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech Community College</td>
<td>183</td>
<td>34%</td>
</tr>
<tr>
<td>Indiana University Bloomington</td>
<td>91</td>
<td>17%</td>
</tr>
<tr>
<td>Indiana University South Bend</td>
<td>22</td>
<td>4%</td>
</tr>
<tr>
<td>Purdue University - West Lafayette</td>
<td>22</td>
<td>4%</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Indiana University Northwest</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Ball State University</td>
<td>12</td>
<td>2%</td>
</tr>
<tr>
<td>Indiana University Southeast</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>Indiana University- Purdue University Columbus</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>Marian University</td>
<td>11</td>
<td>2%</td>
</tr>
</tbody>
</table>
Academic Performance of Students Who Left and Stayed 2016 Cohort

Average Cumulative IUPUI First-Year GPA

- No Record of Enrollment At Any Institution: 1.48
- Enrolled at Other 2-Year Institution: 1.57
- Enrolled at Other 4-Year Institution: 2.69
- Enrolled at another IU Campus: 3.03
- Retained at IUPUI: 3.09
Student Risk Factors and Initiatives to Improve Student Success
High-Risk Factors Associated with Poor Student Success and Attrition

1. Poor Performance in first semester or Earning DWFI in a course
2. Low high school or transfer in GPA (lower than 3.00)
3. Under-Resourced (high levels of unmet financial aid, low-income)
4. Late Registration Date
5. Not having Academic Honors Diploma or Rigorous High School Curriculum
6. Attending part-time and not enrolling in 15 or more credit hours
7. Not Placing into Credit Bearing Math
8. Transferring in with few hours with no degree
9. First Generation College Student
10. Not Participating in High Impact Practices and Early Interventions First Year (FYS, Themed Learning Communities, Summer Bridge)
11. Living Off-Campus
12. Living Alone or With Others Not Attending IUPUI
Beginner Student Living Situations

Where do you plan to live for your first year?

- Campus housing: 47%
- Off campus in downtown Indianapolis: 8%
- Off campus within 15 miles: 31%
- Off campus more than 15 miles away: 14%

N= 2,166
Living Situation Matters In Predicting One-Year Retention

One-Year Retention Rate IUPUI

- With family members, care givers, or parents (N=884): 73%
- With other IUPUI students (N=1342): 70%
- With friends or others not attending IUPUI (N=119): 59%
- By myself (N=106): 67%
Campus Housing

# All Undergraduates
Based on students that paid the residence life fee. Includes Ball Residence, Tower, North Hall, and more.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1,947</td>
</tr>
<tr>
<td>2014</td>
<td>1,979</td>
</tr>
<tr>
<td>2015</td>
<td>2,042</td>
</tr>
<tr>
<td>2016</td>
<td>2,634</td>
</tr>
<tr>
<td>2017</td>
<td>2,441</td>
</tr>
</tbody>
</table>
Annual Unmet Financial Need and One-Year Retention FT, FT Beginners

Total Unmet Financial Need Academic Year

- 2014: $6,761 (n=985)
- 2015: $6,069 (n=995)
- 2016: $6,147 (n=1038)

$3,821 (n=1,952) for 2014
$3,224 (n=2,128) for 2015
$3,049 (n=2,365) for 2016
High-Risk Factors Associated with Poor Student Success – Survey Data

- High External Commitments (time planned to spend working for pay off-campus for pay, commuting, taking care of dependents and household responsibilities)
- Low sense of belonging and early on (feeling disconnected)
- Do not feel engaged on campus / perceive little campus life
- Lack of fit on campus
- Want to move back home/homesickness
- Low organizational commitment early on (plan to transfer)
- Lack of perceived ability self-efficacy in math, writing, and study skills
- Difficult time managing finances and paying for college
- Did not get into desired academic program
- Major not offered
- Personal reasons (family, health issues, psychological issues)
What Well Working – Leverage and Sustain

- Summer Bridge
- High Impact Practices
- Diversity Enrichment and Achievement Mentoring (DEAP) Program
- Success Coaching
- Providing specialized, team-based academic and career development around a student’s major (in DUE Academic and Career Development ACD)
- Institutional Aid and Programming - Success of Twenty First Century Scholars
- More Commitment to Need-Based Aid
- More Students Enrolling in 15 or More Credit Hours
- Campus Housing
- Attracting more Underrepresented Students and Making Progress on Improving Success Outcomes
- Graduates are getting jobs and staying in Indiana
- Faculty Teaching and Learning Excellence - Engaged in High Impact Practices
- Culture of data-supported planning, decision making, and improvement
Consider and Continue to Explore

- Scaffolding High Impact Practices throughout all 4-5 Years and Ensuring all Students Participate
- Ensuring that interventions are reaching students that may benefit the most – more strategic targeting
- Continue Ways to Couple Institutional Aid With Programming
- Provide supports to help low-income students overcome practical barriers – Beyond Financial Aid.
- Move Beyond the First Year – More Collaboration with Schools, Inspiring Pre Majors and focus on Sophomores
- Math Academic Support in Credit Bearing Courses Corequisite Enrollment
- Ensuring High Quality Degrees - Capstone Experiences and Working With Employers
- Accelerated Degree Programs that are interdisciplinary
- 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
New Initiatives

• Success Coaching Pilots Using Predicted Analytics
• Strategic Information Council (action planning based on data)
• Revised Support for Conditionally Admitted Students
• Increased Need-Based Aid and Housing Stipends
• Beyond Financial Aid Partnerships with Social Work Registry of Options and Resources (ROAR)
• New Student Surveys to Identify Difficult Transitions (Graduate students and Transition to Major)
School of Social Work Partnership

- **ROAR website** development
- New IU One.iu search engine resources for under-resources students
- Social Work student intern placements in Financial Aid, Dean of Students, 21st Century Scholar Support Programs, other areas
Student Experience Council

Subcommittees

1. Common first year experience
2. Helping students find community
3. Coordinated communication to students from deposit through the first year
4. Financial support for students
APLU - Strategies used by Project Degree Completion (PDC) Award Applicants

1. Credit Campaigns ("Finish in Four"; "15 to Finish")

2. Degree Maps (personalized set of courses required for a particular degree program and information on when courses are available)

3. Early Alert Indicators (predictive analytics, flags, data systems alerting of impediments)

4. Integrated Technology System (links data from multiple sources for better decision making and transparency or integrated early alert systems)

5. Bridge Programs (assisting in difficult transitions summer bridge, transfer bridge, discipline specific summer bridge programs)

6. Academic Support Centers (mentoring, tutoring, life skills, writing, etc.)

7. Course Redesign (retooling specific courses or sets of courses usually with high DFWI rates to improve pedagogical strategies and academic support structures)

8. Financial Literacy (training covering wide range of topics such as student loans, budgeting, developing savings and investment plans during and after college)

9. Learning Communities (cohort style or with a residential component – Living Learning Communities)

10. Financial Support (institutional completion grants and need-based aid)

11. Peer Mentoring

12. Proactive Advising (student-centered approaches with higher touch practices that include advising and coaching)
Contact Information

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317-278-2618

Institutional Research and Decision Support
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Contact us with questions or requests for information!