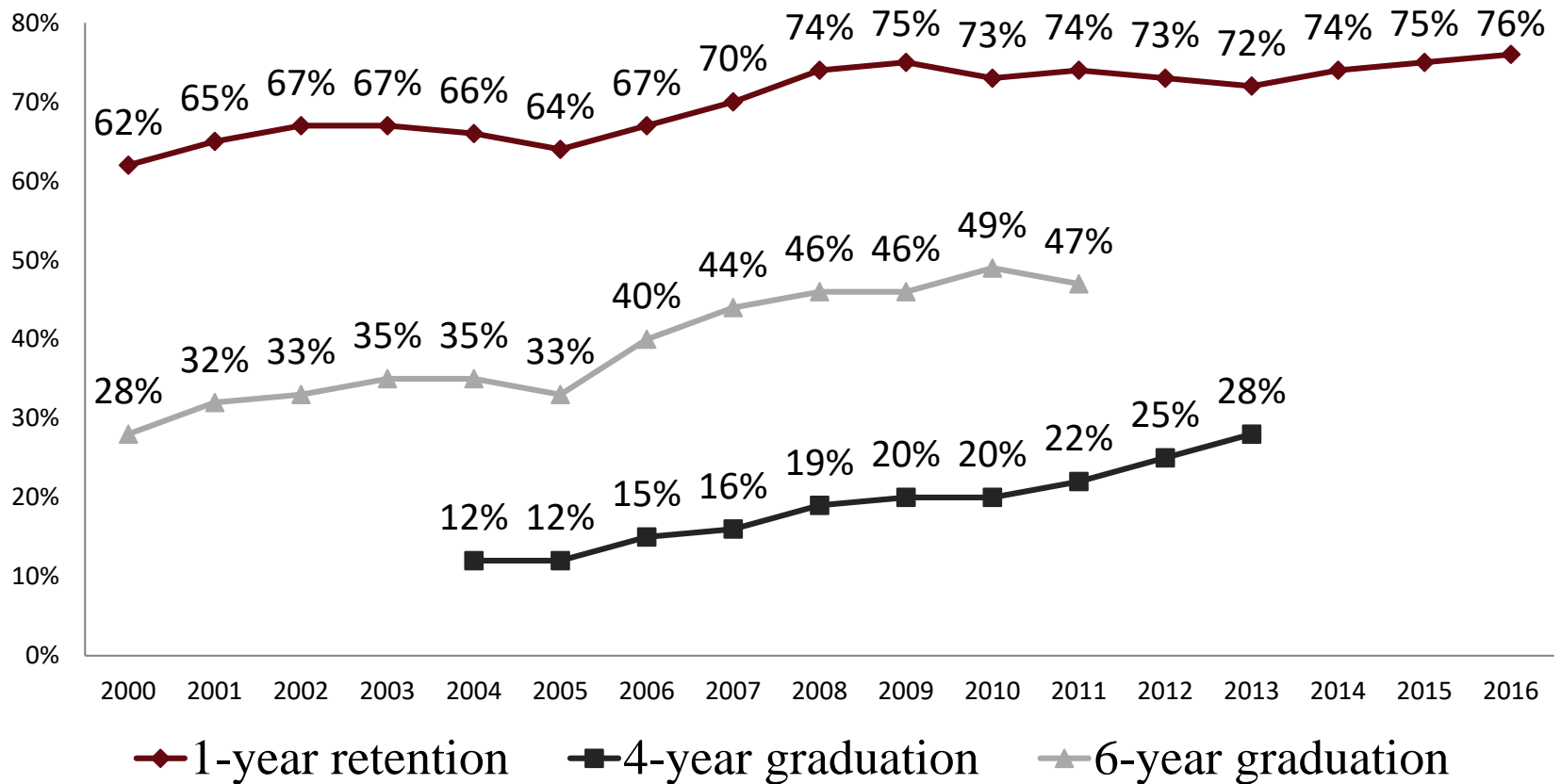




Michele J. Hansen, Ph.D., Assistant Vice Chancellor, Institutional Research
and Decision Support

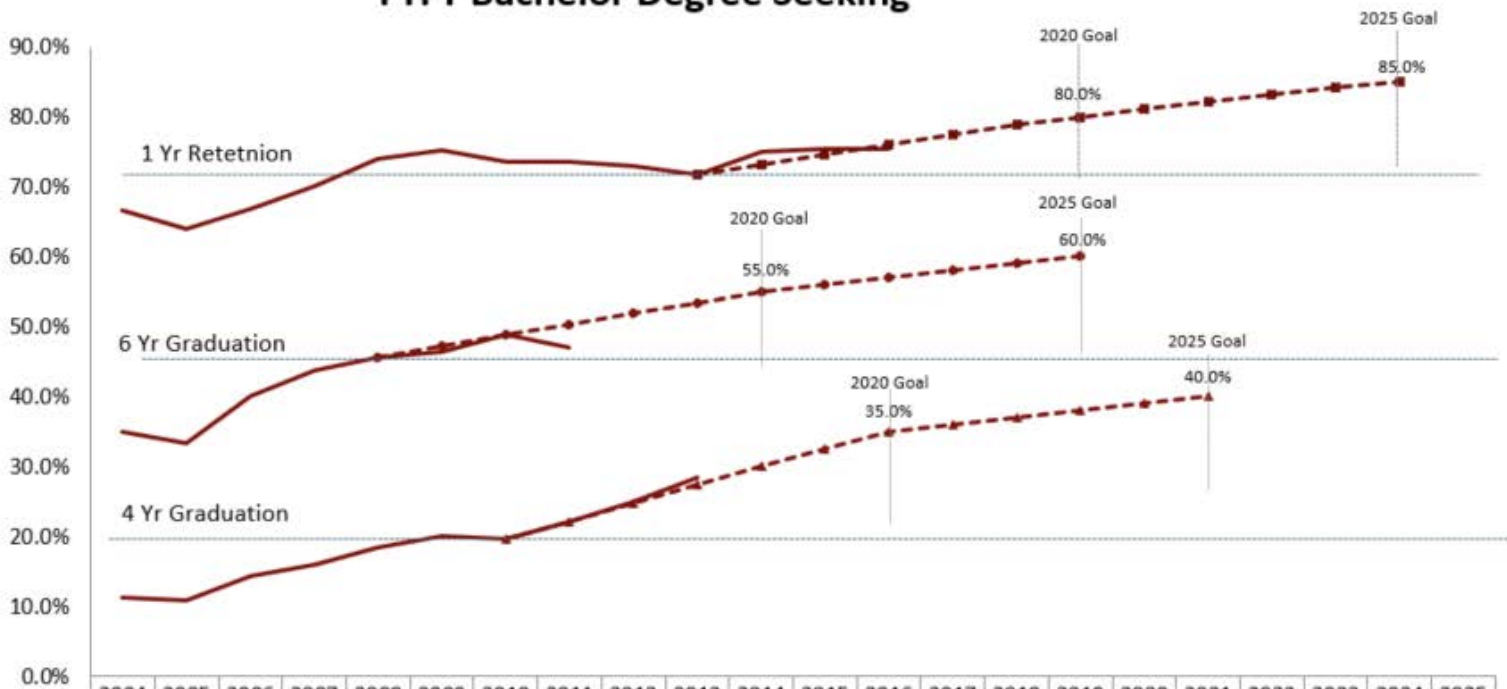
Summit on Student Success and Retention Highlights

Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor's, Associate, and Certificate)



Student Performance Metrics Retention/Graduation Rates

IUPUI - Indianapolis FTFT Bachelor Degree Seeking



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025		
Actual	66.6%	64.0%	66.8%	70.1%	73.9%	75.3%	73.5%	73.6%	73.0%	71.8%	74.9%	75.4%	75.5%											
Strategic Goal										71.8%	73.2%	74.6%	76.0%	77.4%	78.8%	80.0%	81.2%	82.2%	83.2%	84.1%	85.0%			
4 yr Graduation Rate	11.4%	10.9%	14.3%	16.0%	18.5%	20.2%	19.7%	22.2%	24.9%	28.4%														
Strategic Goal							19.7%	22.2%	24.7%	27.5%	30.0%	32.5%	35.0%	36.0%	37.0%	38.0%	39.0%	40.0%						
6 yr Graduation Rate	35.1%	33.4%	40.0%	43.7%	45.7%	46.5%	48.8%	47.0%																
Strategic Goal					45.7%	47.3%	48.8%	50.4%	51.9%	53.4%	55.0%	56.0%	57.0%	58.0%	59.0%	60.0%								

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 – Structured Pathways to Student Success
- Specialized, team-based academic and career development around a student's major (in DUE Academic and Career Development ACD)
- High-Impact Practices/Center for Engaged Learning
- Strategic Enrollment Management
- Coordinated, Data-Driven Approaches to Improving Student Success



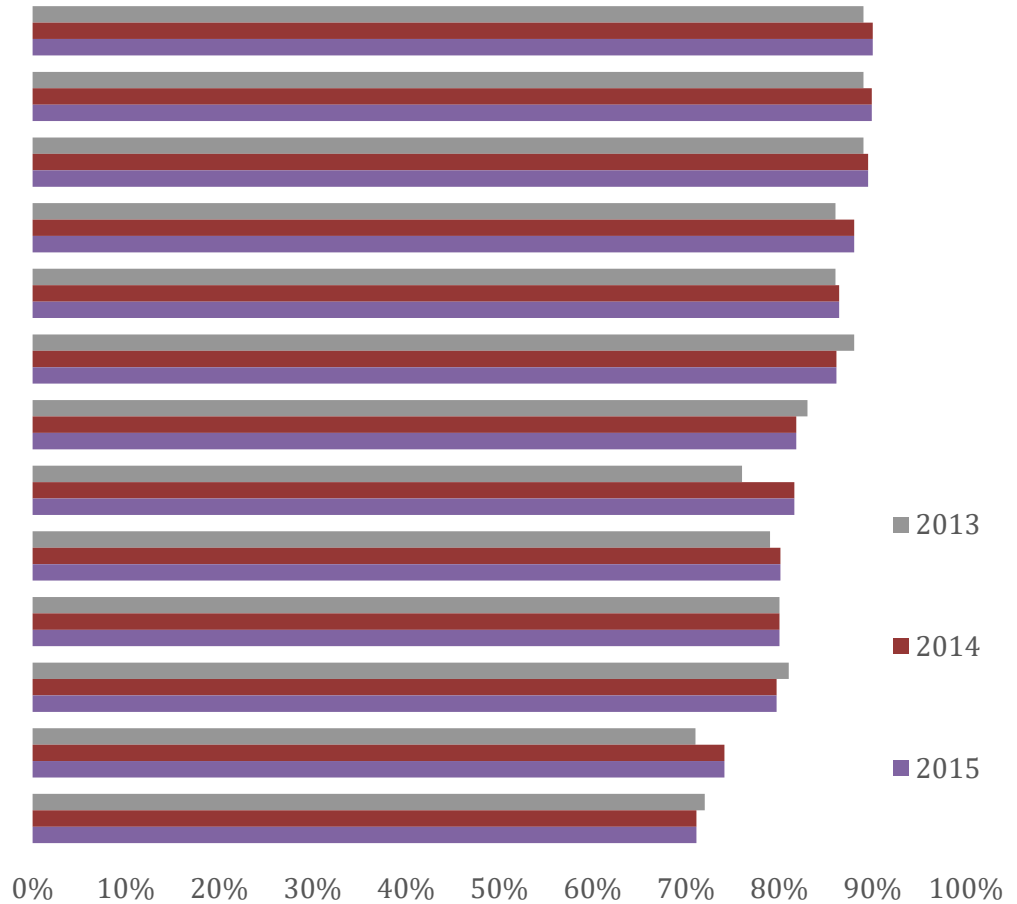
External

- Changes in High School Curriculum
- Increased Access to Dual Credit and AP courses



Retention Rates (Fall to Fall)

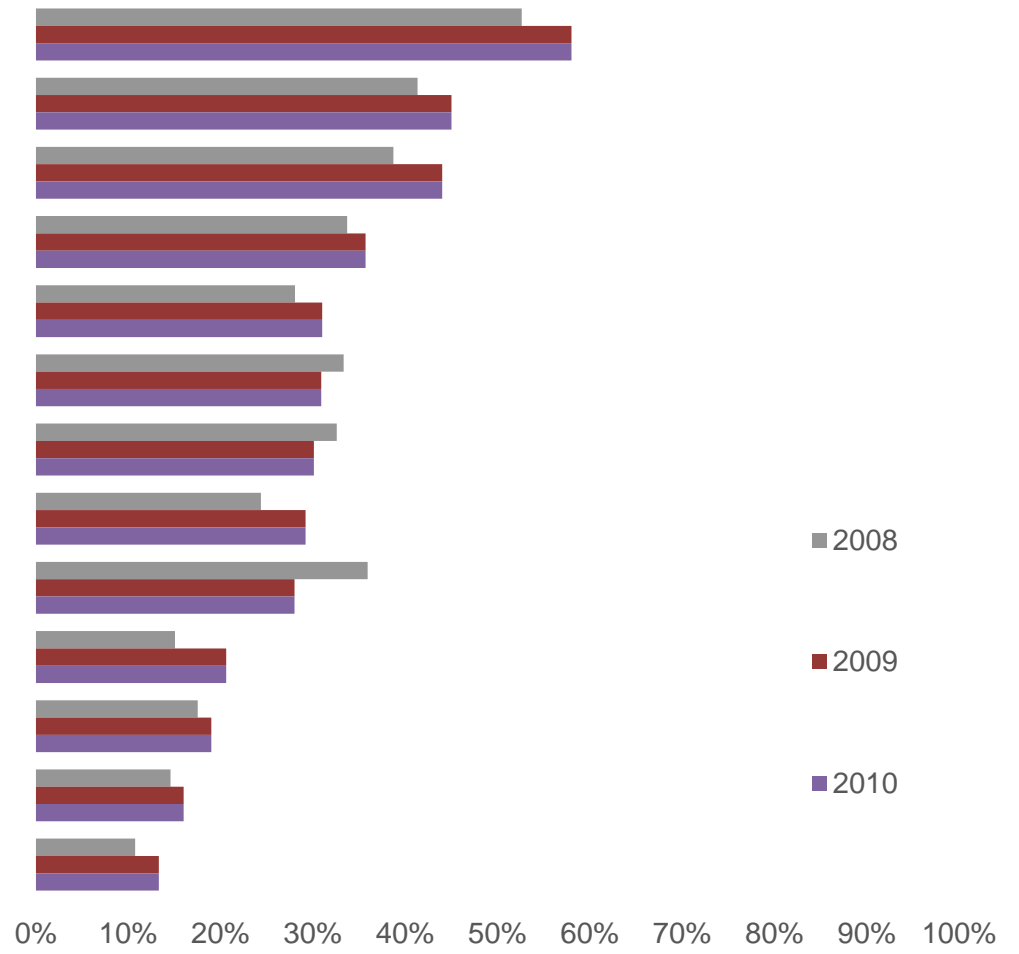
Peer Institutions	Cohort Year		
	2013	2014	2015
U. of South Florida-Main Campus	89%	88%	90%
U. of Utah	89%	89%	90%
Temple U.	89%	90%	90%
U. of Cincinnati-Main Campus	86%	88%	88%
Virginia Commonwealth U.	86%	86%	86%
U. at Buffalo	88%	88%	86%
U. of Alabama at Birmingham	83%	79%	82%
Wayne State U.	76%	77%	82%
U. of New Mexico-Main Campus	79%	80%	80%
U. of Illinois at Chicago	80%	81%	80%
U. of Louisville	81%	79%	80%
Indiana U.-Purdue U.-Indianapolis	71%	74%	74%
U. of Colorado Denver	72%	68%	71%



4 Year Graduation Rates

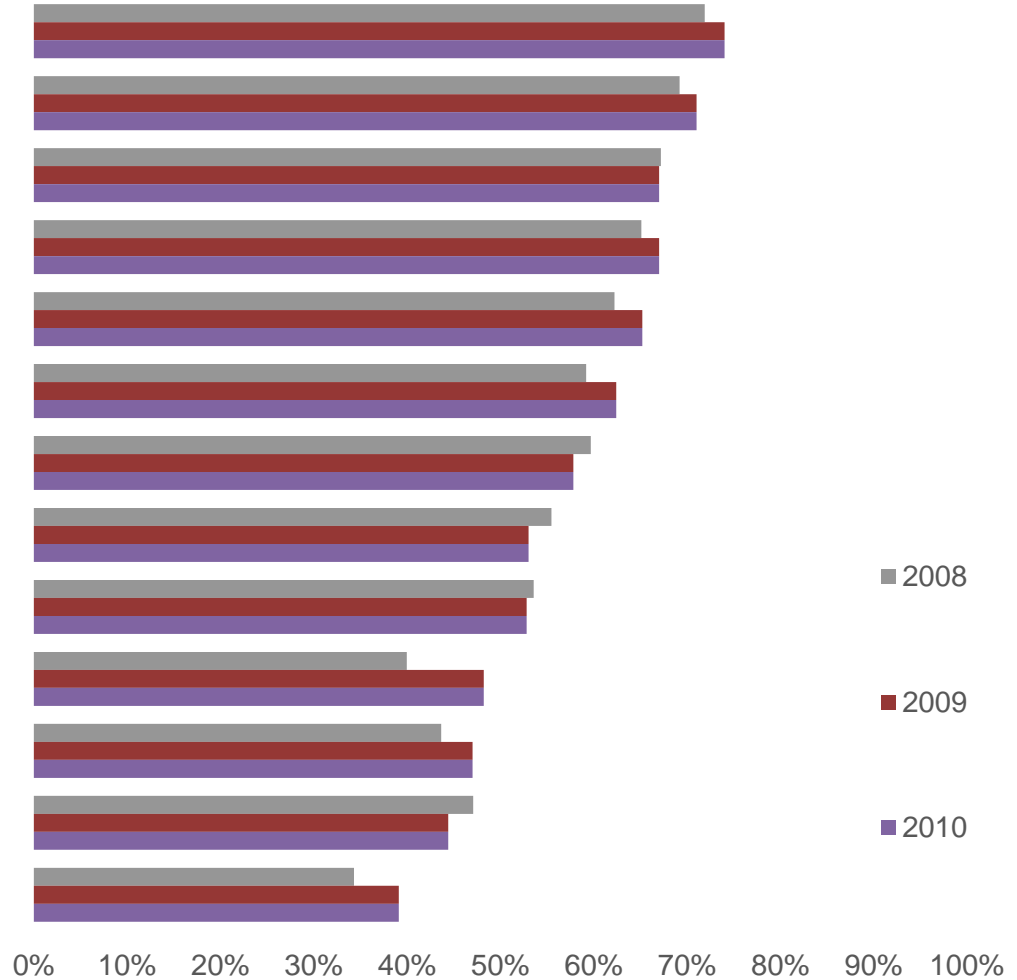
Peer Institutions	Cohort Year		
	2008	2009	2010

U. at Buffalo	53%	55%	58%
Temple U.	41%	43%	45%
U. of South Florida	39%	43%	44%
Virginia Commonwealth U.	34%	37%	36%
U. of Cincinnati-Main Campus	28%	28%	31%
U. of Illinois at Chicago	33%	34%	31%
U. of Alabama at Birmingham	33%	32%	30%
U. of Utah	24%	28%	29%
U. of Louisville	36%	25%	28%
U. of Colorado Denver	15%	17%	21%
Indiana U.-Purdue U.-Indianapolis	18%	19%	19%
U. of New Mexico-Main Campus	15%	15%	16%
Wayne State U.	11%	11%	13%



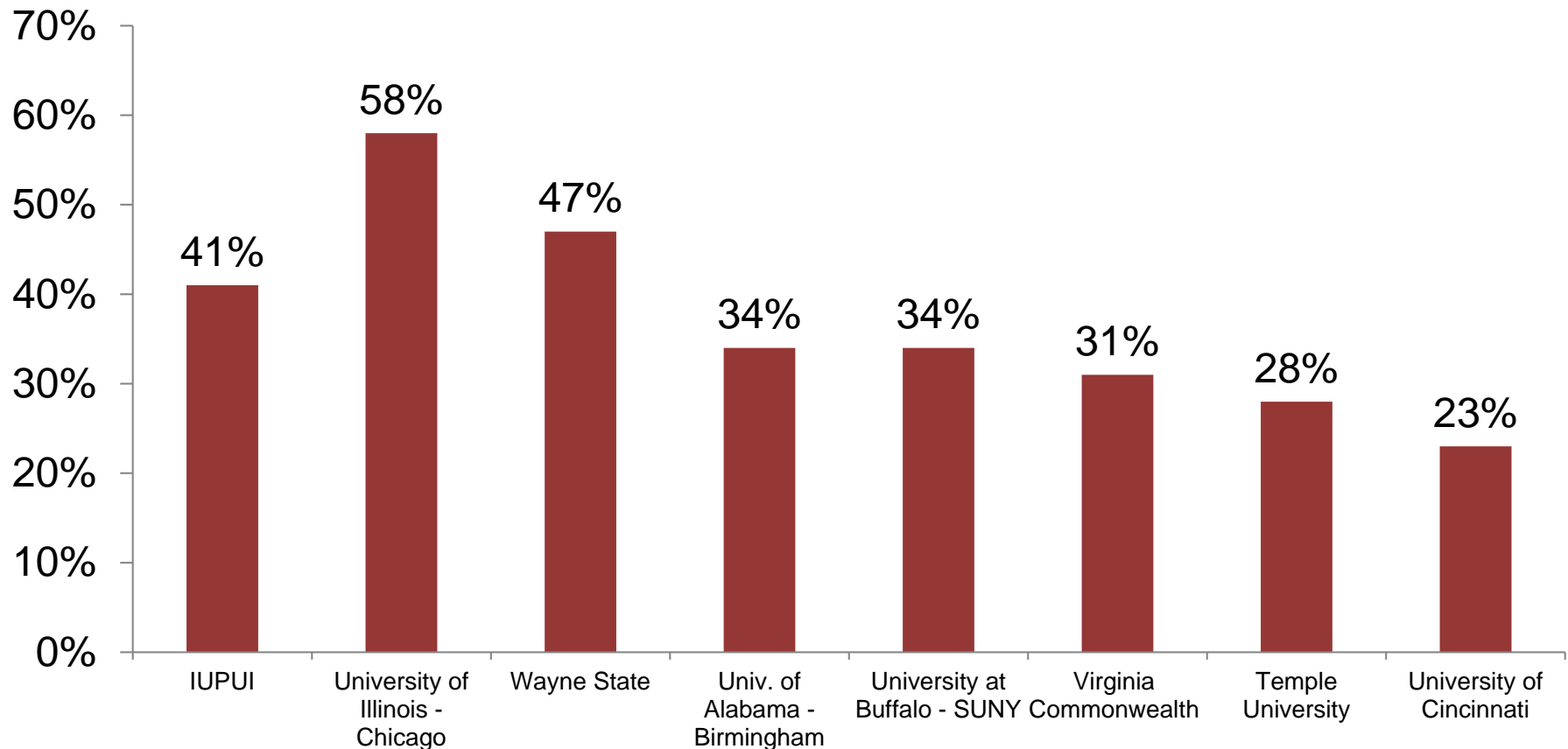
6 Year Graduation Rates

Peer Institutions	Cohort Year		
	2008	2009	2010
U. at Buffalo	72%	74%	74%
Temple U.	69%	71%	71%
U. of South Florida-Main Campus	67%	68%	67%
U. of Cincinnati-Main Campus	65%	65%	67%
U. of Utah	62%	64%	65%
Virginia Commonwealth U.	59%	62%	62%
U. of Illinois at Chicago	60%	60%	58%
U. of Alabama at Birmingham	55%	55%	53%
U. of Louisville	54%	53%	53%
U. of Colorado Denver	40%	46%	48%
Indiana U.-Purdue U.-Indianapolis	44%	45%	47%
U. of New Mexico-Main Campus	47%	47%	44%
Wayne State U.	34%	35%	39%



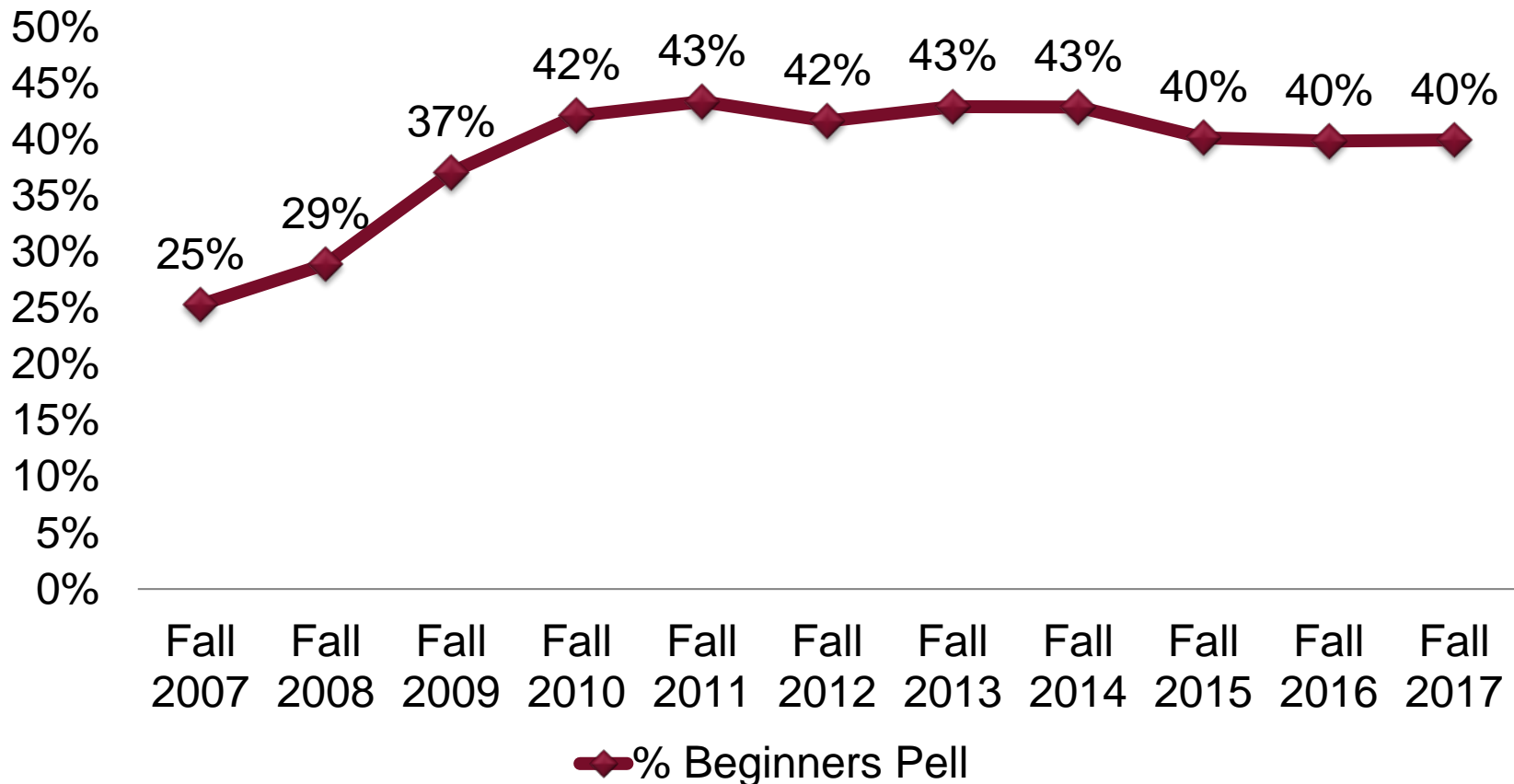
Difference Between IUPUI Peers Pell Grant Recipients

% First Year Students Receiving Federal Pell Grant 2015-2016



Pell Grant Recipients (SES indicator)

% Received Pell Grant First Semester



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)

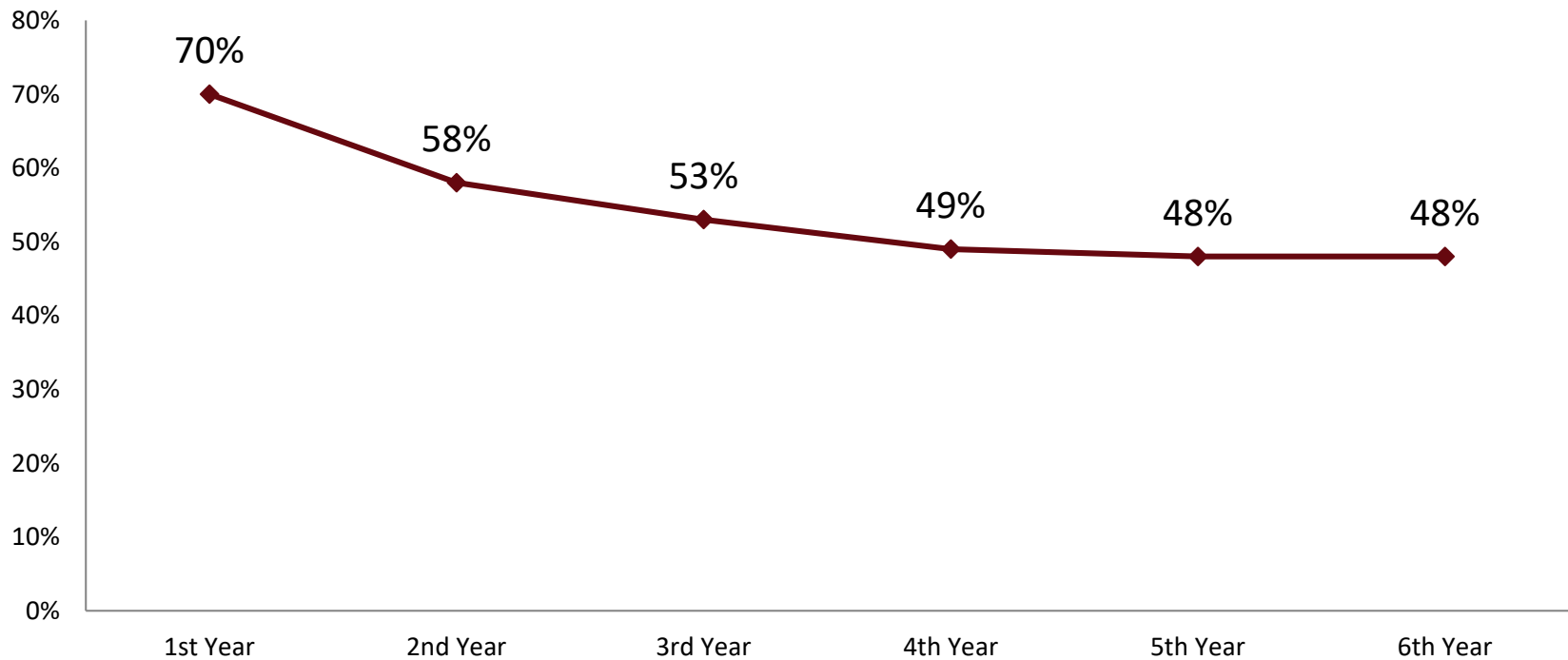


Based on The Integrated Postsecondary Education Data System (IPEDS)



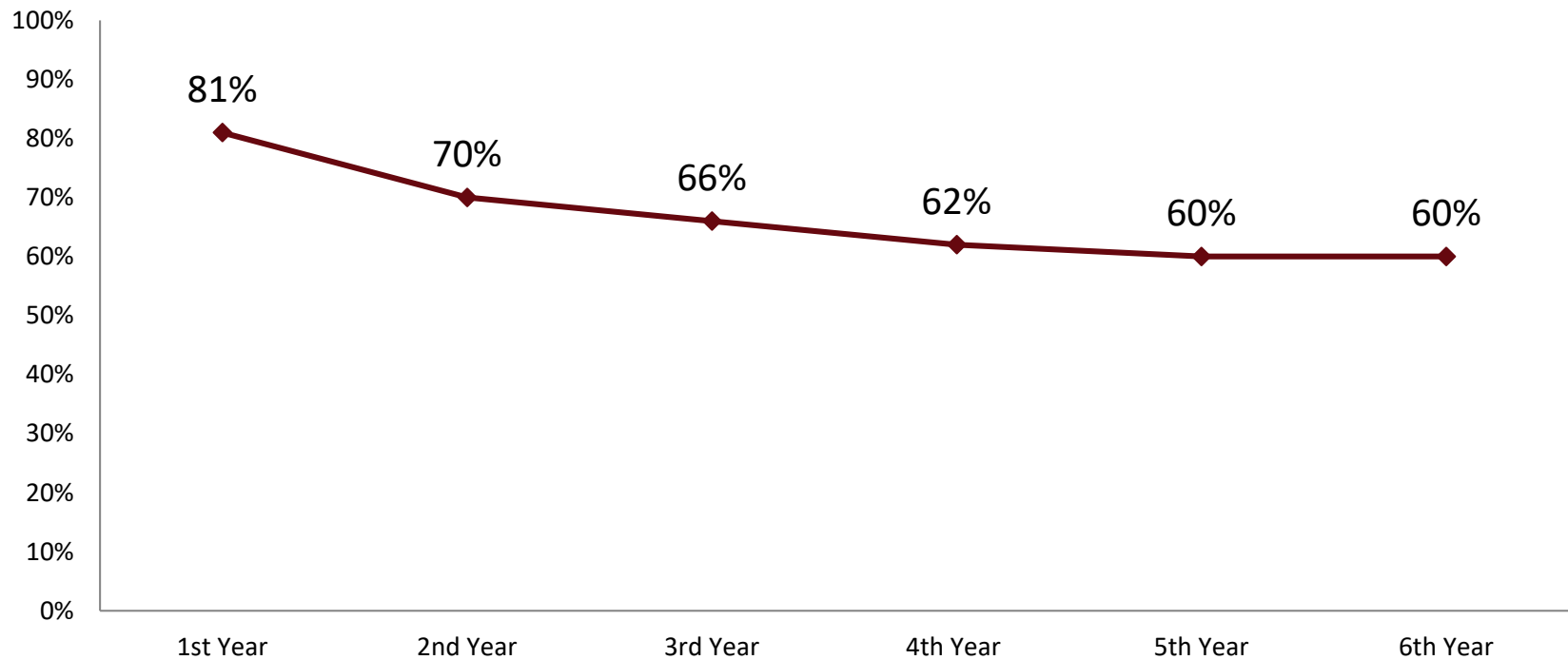
Lose Most Students First Year and Second Year – UC Dual Admits

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



Lose Most Students First Year and Second Year – Direct/Dual Admits

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



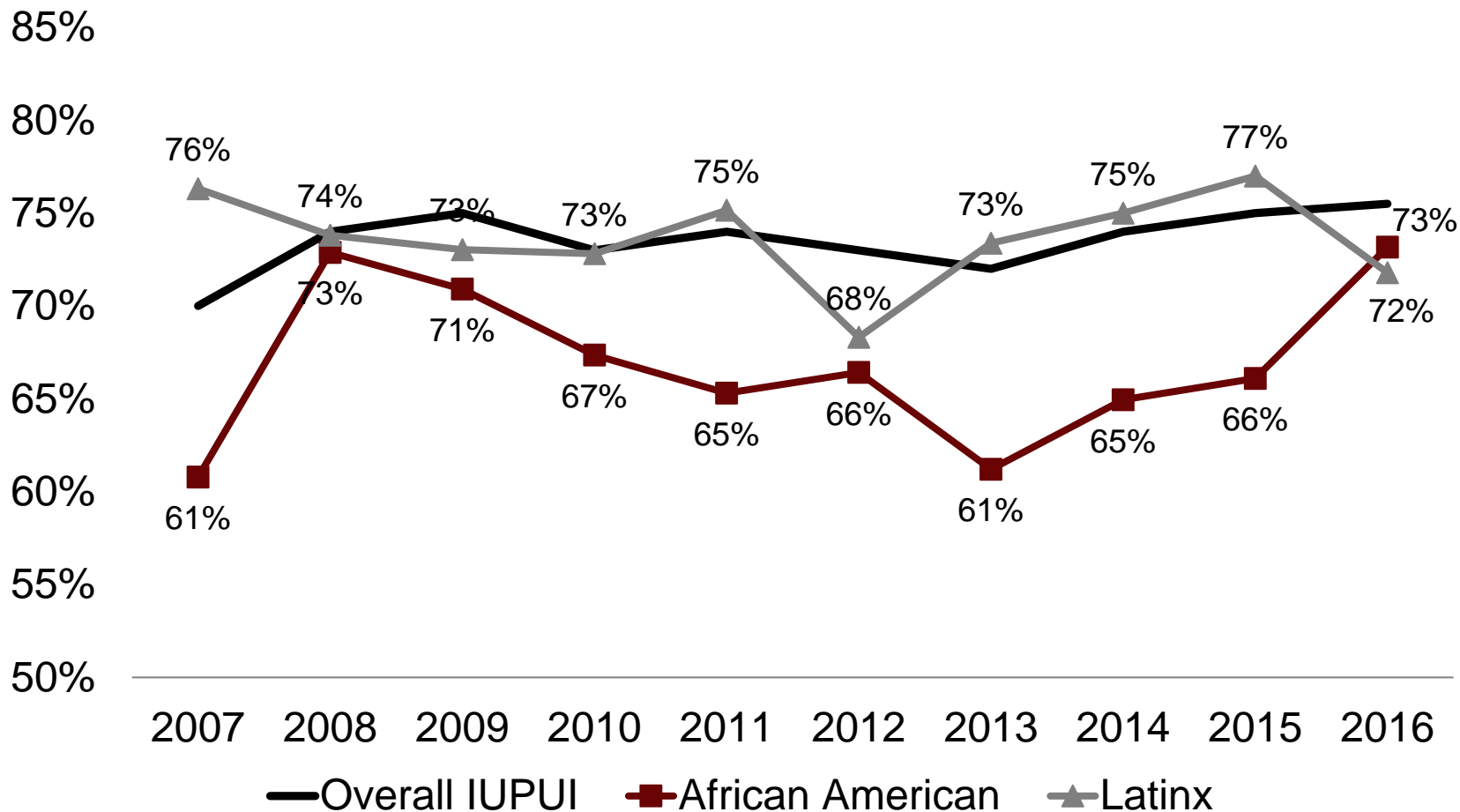
First-Time New Graduate/Professional Student Retention

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>

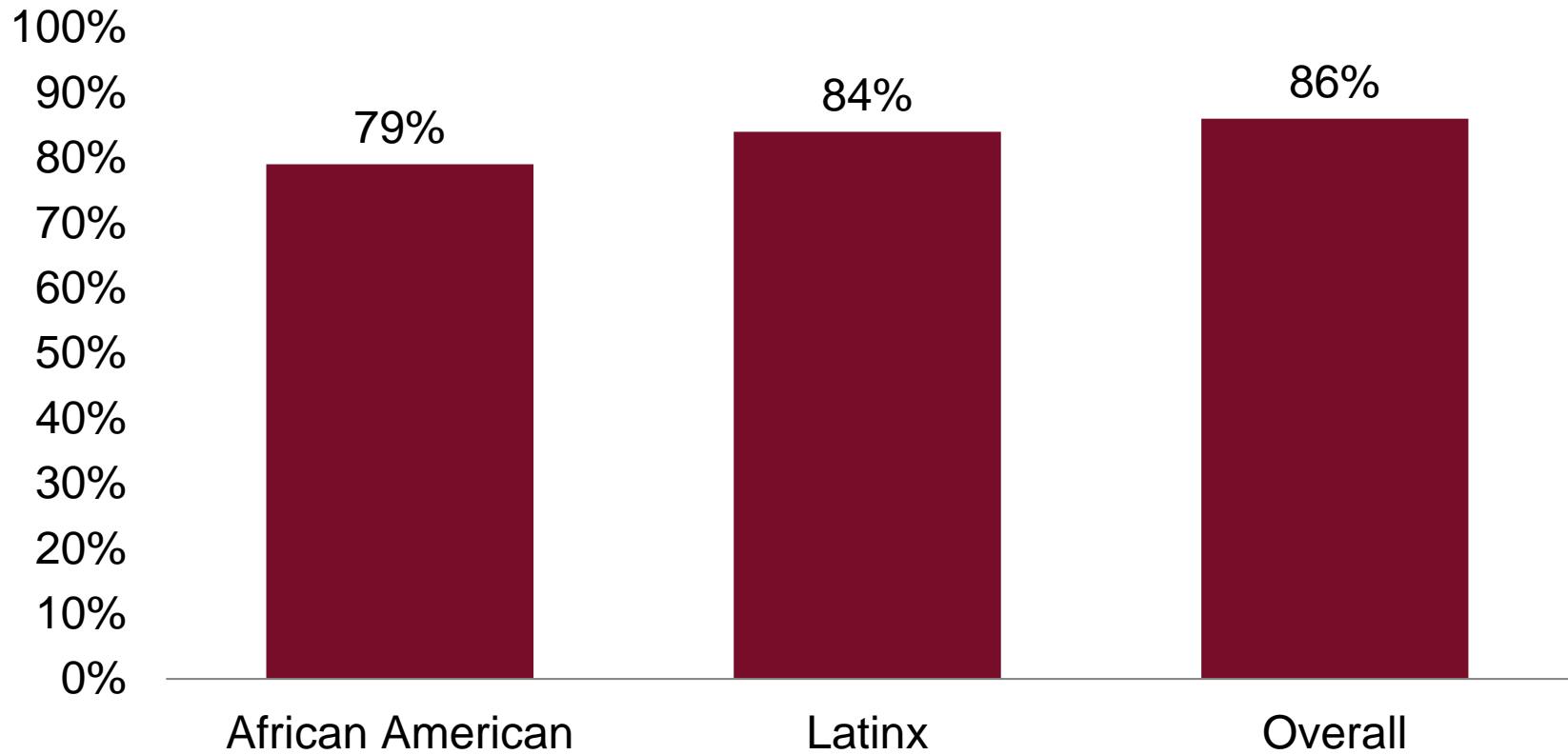


Indianapolis Only FTFT Cohort One-Year Retention (Bachelor's, Associate, and Certificate any IU) – Underrepresented Students



Most Recent 2017 Fall-to-Spring Retention

Fall-Spring Retention – Retained ANY IU



Important Factors

African American Students

- Less likely to be directly admitted to degree granting school
- Higher External Commitments (time planned to spend working for pay off-campus for pay, commuting, taking care of dependents and household responsibilities)
- More likely to be first generation college student
- Less likely to live in campus housing first year
- More likely to place into non-credit bearing math (47% vs. 31%)
- Less confident in academic abilities (writing and math)
- More concerned about financing college
- Lower income and higher levels of unmet financial need (75% vs 36%; \$4,755 vs. \$3,861; EFC \$4,519 vs. \$16,079)
- More likely to select IUPUI due to cost and availability of scholarship financial aid
- More likely to participate in Summer Bridge, Themed Learning Communities, and plan to seek tutoring/mentoring help for specific courses
- More likely to express plans to work on research project with a professor (undergraduate research)

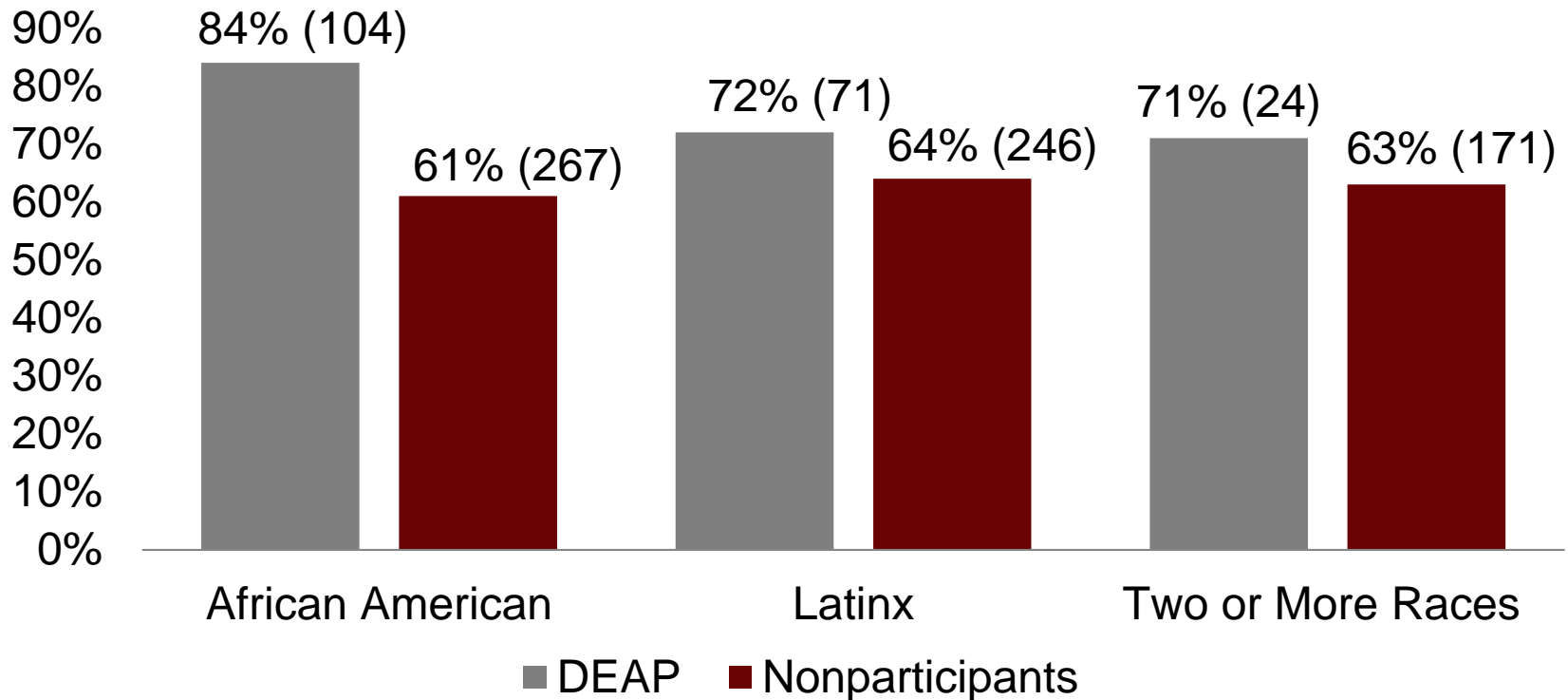
Latinx Students

- Less likely to be directly admitted to degree granting school
- Higher External Commitments (time planned to spend commuting and taking care of dependents)
- More likely to be first generation college student (58% vs. 28%)
- Less likely to live in campus housing first year
- More likely to place into non-credit bearing math
- Less confident in academic abilities (writing)
- More concerned about financing college
- Lower income and higher levels of unmet financial need (62% vs 38%; \$4,310. \$3,922, EFC \$7,513 vs. \$29,269)
- More likely to select IUPUI due to cost and availability of scholarship financial aid
- More likely to participate in Summer Bridge, Themed Learning Communities, and plan to seek tutoring/mentoring help for specific courses
- More likely to express plans to participate in Service Learning and Study Abroad



Diversity Enrichment and Achievement Program (DEAP) Retention

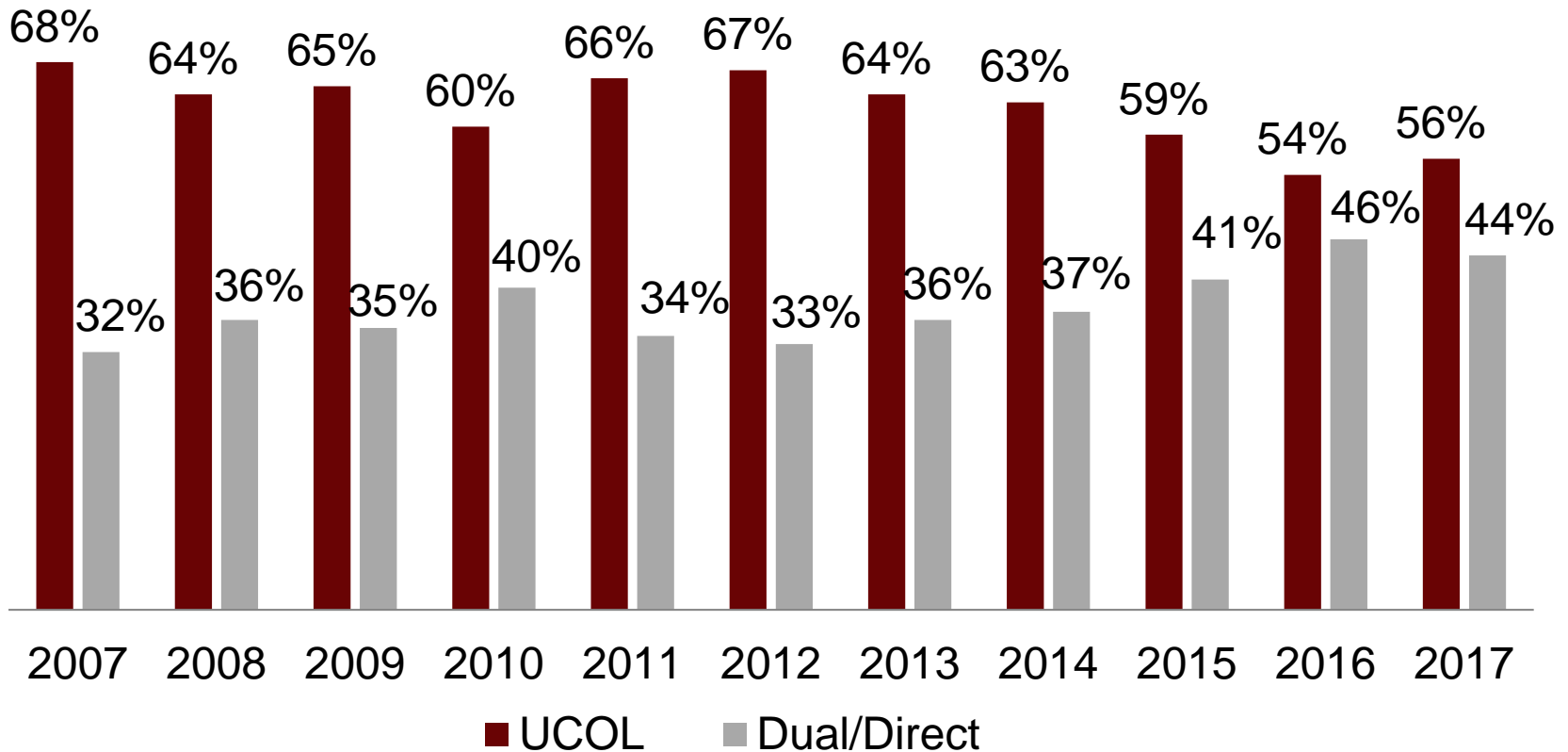
Fall-Fall Retention – Retained IUPUI IN



- 18 DEAP Students Received Housing Stipends in 2016 Retention Rate was 89% (Fall-to-Fall)
- 31 DEAP Students Received Housing Stipends in 2017 Retention Rate was 94% (Fall-to-Spring)
- DEAP students also participate in living-learning communities and Summer Bridge.



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%

A Question of Belonging: A Social-Psychological Approach to Understanding and Remediating 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
- ❖ Possible Implication: Students who are pre-majors in University College or from an underrepresented, under-resourced group may experience a sense of uncertainty and question if they belong at IUPUI, particularly if they experience difficulties in their transition to college.

Slide adapted from: <https://edpolicy.stanford.edu/sites/default/files/events/materials/walton-brown-bag-ppt.pdf> Greg Walton, Stanford University (Walton & Cohen, 2007)



Student Risk Factors and Initiatives to Improve Student Success



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.

High-Risk Factors Associated with Poor Student Success and Attrition

1. Poor Performance in first semester or Earning DWF1 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



Definition of Unmet Financial Need

The National Common Data Set provides a framework for calculating a student's academic year financial need that is "met" by different sources of financial support.

Unmet Need is the portion of a student's academic year financial need that exceeds these forms of financial support.

Calculation Example

Cost of Attendance (COA)

- Tuition/fees, housing/meals, books/supplies, travel, and personal expenses = \$24,000

Expected Family Contribution (EFC)

- A FAFSA-driven expectation of family financial support - \$10,000

Gift Aid

- Scholarships, grants, etc. from federal, state, IUPUI, and private sources - \$1,000

Self-Help Aid

- Subsidized federal loans and federal work study earnings - \$8,000

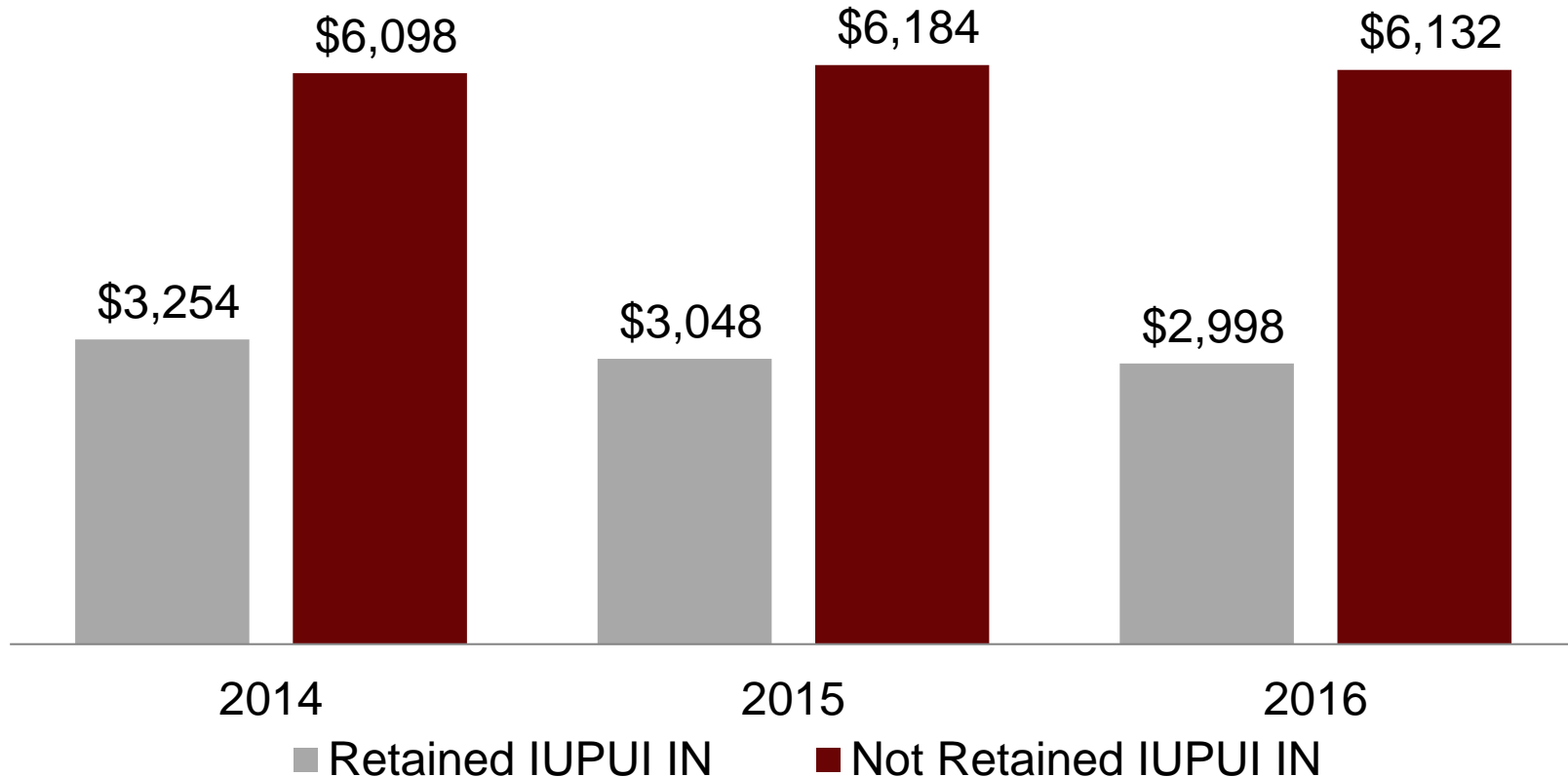
Difference is **Unmet Need** = \$5,000*

* Students must take out unsubsidized loans, private loans, or work to support unmet need



Annual Unmet Financial Need and One-Year Retention FT, FT Beginners

Total Unmet Financial Need Academic Year Common Dataset Definition



Retained and Not Retained Ns (2014=2162;1033), (2015=2236; 995), (2016=2365; 1038)



Unmet Financial Need Academic Year Fall 2016 IUPUI Indianapolis	N	% of All
No FAFSA on file	4092	21%
No Unmet Financial Need (FAFSA on file)	5120	26%
\$1 to \$1000 Unmet Need	827	4%
\$1001 to \$2000 Unmet Need	760	4%
\$2001 to \$3000 Unmet Need	711	4%
\$3001 to \$4000 Unmet Need	615	3%
\$4001 to \$5000 Unmet Need	744	4%
\$5001 to \$6000 Unmet Need	802	4%
\$6001 to \$7000 Unmet Need	880	4%
\$7001 to \$8000 Unmet Need	701	4%
\$8001 to \$9000 Unmet Need	623	3%
\$9001 to \$10,000 Unmet Need	511	3%
More Than \$10,000 Unmet Need	3196	16%
Grand Total	19582	100%



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 (success coaching, mentoring, housing, summer bridge, Themed Learning Communities)
- 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: Consider Corequisite Enrollment, Supplemental Instruction, Mentoring, use of Course-Based Technology
- 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 theory-based analysis, evaluation, model refinements



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Contact us with questions or requests for information!

