Graduation in Four Years: Progress and Recommendations

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Faculty Council
November 2, 2010
Centering on Learning
High Impact Practices

“When I am asked, what one thing we can do to enhance student engagement and increase student success? I now have an answer: make it possible for every student to participate in at least two high impact activities during his or her undergraduate program, one in the first year, and one taken later in relation to the major field. The obvious choices for incoming students are first-year seminars, learning communities, and service learning” (George Kuh, 2008)
National Survey of Student Engagement (NSSE)

• National survey that assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development.

• Specifically designed to assess the extent to which students are engaged in empirically derived effective educational practices and what they gain from their college experiences.

• Random sample of first-year students and seniors.
NSSE Learning to Improve Study

• Analyzed multi-year NSSE results to identify colleges and universities that have shown a trend of improvement over four or more NSSE administrations on at least one of several measures.

Source: Michele Hansen, CRG Summit October 8, 2010
IUPUI Improved on Five Measures – First Year Students

- **Active and Collaborative Learning**
  How often students participate in class and collaborate with other students in solving problems or mastering difficult material.

- **Active Learning**
  Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings.

- **Collaborative Learning**
  Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.

- **Supportive Campus Environment**
  The extent to which students perceive the institution is committed to their success, and provides institutional support for academic success, and cultivates high quality student relationships with faculty and administrators, and peers.

- **Student-Faculty Interaction**
  How often students interact with faculty members inside and outside the classroom.

Source: Michele Hansen, CRG Summit October 8, 2010
Effective Programs and Interventions

- Summer Success Academy
- Summer Bridge
- Themed Learning Communities
- Summer Bridge – Themed Learning Communities
- Learning Communities (e.g., Math Linked)
- First-Year Seminars
- Academic Advising and Career Development
- Student Support Services
- SAAB and SAAS
- Personal Development Plans (PDPs)

Source: Michele Hansen, CRG Summit October 8, 2010
# 2009 Themed Learning Community Impact on Fall Semester GPA: ANCOVA Results

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Avg. Fall GPA</th>
<th>Avg. Adjusted Fall GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLC</td>
<td>695</td>
<td>2.84</td>
<td>2.87</td>
</tr>
<tr>
<td>Non Participants</td>
<td>1403</td>
<td>2.81</td>
<td>2.79</td>
</tr>
<tr>
<td>Overall</td>
<td>2198</td>
<td>2.82</td>
<td></td>
</tr>
</tbody>
</table>

Note 1: Bolded items are marginally significantly different based on ANCOVA Results ($p = .06$). Covariates included the following: H.S. GPA, SAT score, First-Generation, and gender.

Note 2: Comparison group includes only students enrolled in First-Year Seminars. Students who were Administratively Withdrawn or Withdrew were excluded.

Source: Michele Hansen, CRG Summit October 8, 2010
2008 National Survey of Student Engagement

Significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group:

**Diversity**
- Included diverse perspectives in class discussions or writing assignments.
- Institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.

**Interdisciplinary Learning**
- Put together ideas or concepts from different courses.
- Worked on a paper or project that required integrating ideas or information from various sources.

**Service & Out of Class Learning**
- Worked with classmates outside of class.
- Participated in a community-based project.
- Community service or volunteer work.

**Academic Challenge**
- Worked harder than thought they could to meet an instructor's standards or expectations.
- Made class presentations.
- Learned something that changed the way you understand an issue or concept.

**Supportive Campus**
- Overall higher quality of relationships with other students.
- Overall higher quality of academic advising.
- More institutional emphasis on providing the support students need to help them thrive socially.

Source: Michele Hansen, CRG Summit October 8, 2010
NSSE Benchmarks: TLC Students Higher than IUPUI Students and Peer Institutions

• Active and Collaborative Learning
• Enriching Academic Experiences

Source: Michele Hansen, CRG Summit October 8, 2010
Why Effective?

- Promote Academic and Social Integration
- Promote Sense of Belongingness and Commitment to IUPUI
- Active and Engaging Pedagogies
- Foster Deep Learning
- Enhance Self-Awareness and Goal Commitment
- Provide Students with a Sense of Purpose
- Enhance Academic Self-Efficacy
- Enhance Career Decision Making Self-Efficacy

Source: Michele Hansen, CRG Summit October 8, 2010
Students’ Voices: Summer Bridge

• **Social Integration and Peer Interactions**
  “Meeting new people and forming friendships.”
  “Making friends with other first years.”
  “The friendships that help me throughout my four years.”

• **Academic Integration**
  “I also found it helpful to learn where my classes are and how to navigate the campus.”
  “I found the tour of campus most valuable because now that I know where my classes are, I’m not as stressed.”
  “Learning about the campus and what to expect.”
  “Just being able to see how the campus functions was very beneficial.”
  “Getting more familiar with campus before classes start.”
  “I found the introduction to the many opportunities available to me at IUPUI is very valuable.”

Source: Michele Hansen, CRG Summit October 8, 2010
Students’ Voices: First-Year Seminars

• **Meeting New People and Forming Friendships**
  “Learning about different varieties of people and making friends.”
  “The friendships and connections I made were most valuable.”

• **Faculty, Advisors, and Mentor Support / Interaction**
  “I found having all my teachers in one class convenient.”
  “Most valuable were the professors and mentors because of all the great help they gave!”

• **Understanding Campus Resources**
  “Learning about resources available on campus.”

• **Major and Career Exploration**
  “Learning about my career goals.”
  “Being able to explore different majors.”
  “Learning about different majors and seeing some first-hand.”

Source: Michele Hansen, CRG Summit October 8, 2010
Students’ Voices: TLCs

• **College Transitions and Adjustment**
  – “My TLC experience made it is for me to transition from high school to college. The TLC made me feel comfortable.”
  – “I became more at ease with the IUPUI campus. I feel better prepared for upcoming classes.”

• **Making Connections and Forming Friendships**
  – “Classes with friends made me want to go to class.”
  – “It allowed me to meet new friends and get involved.”
  – “got to meet people, was able to ask peers for homework help.”

• **Integrative Learning Experiences**
  “Every class was connected so it helped with retaining the material.”
  “TLC contributed to my learning because what you learned in one class you use in the others.”

Source: Michele Hansen, CRG Summit October 8, 2010
Contributing to Learning: Deep Learning and Meta-Cognition

• “I believed it has improved my overall learning ability.”
• “It helped me think more effectively.”
• “It helped me learn more.”
• “Helped me develop more skills like analyzing and research.”
• “It contributed to my learning by making me think more in depth.”

Source: Michele Hansen, CRG Summit October 8, 2010
Next Steps And Discussion

• How can we apply what we have learned in the first year to improve experiences and academic success for all students?
• Know that you are all implementing effective programs and strategies to assist students at all levels.
• What are those strategies?
• How can we organize them and provide structures of academic and social support?
• What can we learn from one another?

Source: Michele Hansen, CRG Summit October 8, 2010
Centering on Students
Principles of Excellence in Undergraduate Education

- Association of American Colleges & Universities (AAC&U)
  - Liberal Education and America’s Promise (LEAP)
The Principles of Excellence
Principle Two

• Give Students a Compass
  Focus Each Student’s Plan of Study on Achieving the Essential Learning Outcomes and Assess Progress
Personal Development Plan (PDP)
PDP Sections

• **About Me:** Developing Identity
  Who am I? What factors contributed to who I am? Who do I want to become?
PDP Sections

• **Educational Goals:** Shaping Learning and Experiences

  Why am I in college? How will college impact my intellectual and personal growth? How will the PULs guide my learning? How might I engage in lifelong learning?
PDP Sections

• **Educational Plan:** Developing a Road Map
  What steps do I need to take to achieve my educational goals? What skills and resources will I use to enhance college success?
PDP Sections

• **Career Goals:** Plans for the Future
  Where are you headed? Why did you choose this future path? How will your curricular and co-curricular experiences prepare you for the future?
PDP Sections

• **My Academic Showcase:** Articulating & Showcasing Classroom Learning
  Why were certain courses important to my learning and goals? What have I learned? What examples of curricular activities best show my learning?
PDP Sections

• **My Co-Curricular Experience:** Articulating and Showcasing Co-Curricular Learning

  In what engaged experiences (RISE) might I participate? What experiences have I had that led to significant growth and learning? What did I learn from these experiences? How and in what ways did these experiences contribute to my learning and growth?
PDP Sections

• **Resume:** Telling My Story
  How can I best represent who I am to others? What are the essential components of who I am, what I have learned, and the skills I have developed?
What Happened?
Retention Rate
One-Year Retention Rates of First-Time, Full-Time African American Students Compared to Overall Cohort (Indianapolis Only)
## Fall 2009 First Time, Full-Time Cohort (Indianapolis Only)
### African American by Gender

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>N</th>
<th>%</th>
<th>Fall-to-Fall Retention Rate</th>
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</thead>
<tbody>
<tr>
<td><strong>African American</strong></td>
<td>Male</td>
<td>62</td>
<td>28%</td>
<td>73%</td>
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<tr>
<td></td>
<td>Female</td>
<td>158</td>
<td>72%</td>
<td>70%</td>
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<tr>
<td></td>
<td>Overall</td>
<td>220</td>
<td>100%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>All Others</strong></td>
<td>Male</td>
<td>917</td>
<td>41%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1310</td>
<td>59%</td>
<td>75%</td>
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<tr>
<td></td>
<td>Overall</td>
<td>2227</td>
<td>100%</td>
<td>76%</td>
</tr>
</tbody>
</table>
Six-year Graduation Rate
Four-year Graduation Rate

Four-Year Graduation Rate
First-Time Full-time Cohort
Bachelor's Degree Seeking Students

IUPUI  INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS
Projection
Plot of Bachelor’s Degrees Conferred - Indianapolis Only

Bachelor’s Degrees Conferred
AY 1999 - 1999 to 2008 - 2009 (Actual)
Indianapolis Only
Number of Bachelor’s Degrees = 1936.8182 + 90.6818 * Year in progression

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td># Bach Degrees Conferred (IUPUI Only)</td>
<td>2097</td>
<td>2155</td>
<td>2080</td>
<td>2121</td>
<td>2243</td>
<td>2530</td>
<td>2620</td>
<td>2719</td>
</tr>
<tr>
<td># Bach Degrees Conferred (IUPUI Only) - Assuming 5% Increase in expected in 2009 - 2010 onward</td>
<td>3176</td>
<td>4128</td>
<td>4604</td>
<td></td>
<td></td>
<td></td>
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</table>

Notes: In response to President Obama’s initiative to have the United States lead the world in college graduates by 2020, this chart outlines the needed change for IUPUI to increase its number of degrees conferred to contribute towards that goal. Actual degrees conferred are noted in black. 2010 onward is projected. Degrees conferred includes bachelor’s degrees awarded at Indianapolis only, not including State-wide technology bachelor’s degrees or degrees conferred at Columbus. Predicted values are +/- 1.96 to fit in 95% confidence interval. A 5% increase in degrees completed by 2025 would require a 54% increase from actual 2009 totals. Given flat to declining enrollments, the increase in degrees must come from moving students through the system more effectively and more efficiently.


Prepared by Janice Childress
University College Assessment 11/18/2009
But ...
# IUPUI and Peer Institutions

## Retention and Graduation Rates

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Undergrad Enrollment</th>
<th>First-to-Second Year Retention Rate, Fall 2008 (FT, FT Students)</th>
<th>Graduation Rate 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUI</td>
<td>22,119</td>
<td>68</td>
<td>33</td>
</tr>
<tr>
<td>SUNY at Buffalo</td>
<td>9,822</td>
<td>78</td>
<td>42</td>
</tr>
<tr>
<td>Temple University</td>
<td>27,047</td>
<td>87</td>
<td>62</td>
</tr>
<tr>
<td>University of Alabama at Birmingham</td>
<td>10,646</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>University of Cincinnati-Main Campus</td>
<td>21,884</td>
<td>83</td>
<td>46</td>
</tr>
<tr>
<td>University of Colorado at Denver and Health Sciences Center</td>
<td>13,246</td>
<td>71</td>
<td>37</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>16,044</td>
<td>78</td>
<td>48</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>15,477</td>
<td>78</td>
<td>46</td>
</tr>
<tr>
<td>University of New Mexico-Main Campus</td>
<td>21,332</td>
<td>77</td>
<td>44</td>
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<tr>
<td>University of South Florida</td>
<td>30,536</td>
<td>88</td>
<td>48</td>
</tr>
<tr>
<td>University of Utah</td>
<td>22,149</td>
<td>83</td>
<td>51</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>22,886</td>
<td>85</td>
<td>49</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>20,765</td>
<td>70</td>
<td>34</td>
</tr>
<tr>
<td><strong>Average (without IUPUI)</strong></td>
<td></td>
<td><strong>80</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

*Source: U.S. Department of Education, National Center for Education Statistics*
Why is RISE so Important?
Impact of Educationally Purposeful Activities on the Probability of Returning for the Second Year of College by Race

![Graph showing the impact of educationally purposeful activities on the probability of returning for the second year of college by race.](image)

Source: 2009 Evergreen Summer Institute Kinzie and Evenbeck
What Next?

- Early Warning
- Sophomores
- Transfers
- Seniors
- Students Reflecting Diversity
Thank You
Organizing for Student Success: The University College Model
Scott E. Brown, Barbara Jackson, Maggy Smith, Dorothy Ward, & Associates
Association of Dean and
 Directors of University Colleges
and Undergraduate Studies
National Resource Center for
The First-Year Experience®
& Students in Transition
UNIVERSITY OF SOUTH CAROLINA
2010