Program Review and Assessment Committee
September Meeting 2017: Thursday, September 14, 1:30 – 3:00 p.m., AD1006
Minutes


Guest: J. Williams, Ivy Tech State College

1. Welcome, Review, and Approval of August Minutes
   a. Weeden called the meeting to order at 1:30 p.m. with a review of the agenda.
   b. On motion made and seconded, August minutes were unanimously approved as circulated.
   c. Weeden and Hundley acknowledged S. Scott on her approaching retirement and thanked her for her service to PRAC.

2. Assessment at Ivy Tech and Opportunities for Collaboration
   a. R. Bentley introduced co-presenter Jake Williams, responsible for institutional research at Ivy Tech.
   b. Bentley reported that, with over 75,000 headcount enrollment, Ivy Tech is the largest community college in the country. The system graduated more than 14,000 students in 2013-14 and accounts for approximately 35 per cent of IUPUI’s incoming transfers each year.
   c. Williams described the institution’s program review process, conducted annually at a system-wide level: every program every year. Since not all programs are offered at all sites, having comparative data is helpful in noting opportunities and challenges.
   d. The institutional research office uses an online form, with emphasis on quantitative data and some additions requested by the Commission for Higher Education. Local program and department chairs add information about specialized accreditations, faculty and space needs, assessment of learning outcomes, and internship, transfer, and employment opportunities. Results feed into a Qualtrix interactive dashboard for evaluation by local, regional, and system faculty and administrators.

3. IRDS Presentation on Understanding Our Transfer Students
   a. S. Graunke opened his presentation by emphasizing the importance of transfer students at IUPUI as a proportion of graduates.
   b. He noted a slight uptick in the number of external transfers for Fall 2017, along with some small differences in characteristics—a bit more diverse, even more likely to plan to work off campus, a slightly larger percentage of students age 25 or older—as compared to new beginners. For the first time, in Fall 2017 more new external transfers were directly or dually admitted to their academic school as opposed to University College. Several of these characteristics are identified as predictors of student persistence and academic performance.
c. Graunke also pointed PRAC members to additional data sources (URLs are in the accompanying PowerPoint slides). University Institutional Research and Reporting provides a dashboard for the IU System on transfers. For IUPUI, Institutional Research and Decision Support provides three reports of particular interest, including the Point-in-Cycle, Passport, and Transfer Cohort Reports.

4. Announcements
   a. Weeden reminded members that the October 19 PRAC meeting will be a training session on assessment topics, to be held in the University Library Lilly Auditorium. He encouraged members to invite a friend or colleague to attend.
   b. Weeden called on PRAC subcommittee chairs to describe briefly the work of their respective groups, with opportunities for follow-up discussion to follow adjournment.
      1) L. Houser explained that the Grants Subcommittee convenes twice a year, typically in October and March, to review proposals for PRAC assessment grants and determine recommendations to PRAC for funding. The work is not onerous and provides an interesting opportunity to become familiar with the assessment work of colleagues across campus.
      2) K. Alfrey summarized the work of the PRAC Reports Review Subcommittee as being to review and provide constructive feedback to PRAC colleagues on both assessment work and the clear reporting of it. There are two or three meetings for orientation, norming, and discussion of aggregate feedback to the full committee.
      3) M. Hansen reviewed the history of what has come to be called the Advanced Practitioners Subcommittee, which typically meets monthly so that people with major assessment and research roles in their schools can serve as resources for each other.
      4) S. Hundley reported for Tom Hahn, who has agreed to chair a new subcommittee on the Record of Experiential and Applied Learning (REAL), which will be the deputizing entity for offices to soundly assess co-curricular student work offered for inclusion in the new record.
   c. Weeden distributed a sign-up sheet, encouraging PRAC members to take advantage of one or more of these opportunities. Those unable to do so following the meeting should feel free to contact him via email so that he can notify subcommittee chairs as early as possible.

5. Adjournment
   a. On a motion made and approved, the meeting adjourned at 2:41 p.m.

PRAC Subcommittee Discussions and Formation
UNDERSTANDING OUR TRANSFER STUDENTS

Steven S. Graunke
Institutional Research and Decision Support (IRDS)

Presentation Designed To…

• Enhance understanding of our IUPUI Indianapolis beginners and transfers
• Provide a progress update on retention and graduation rates
• Display resources for understanding transfer students
• Facilitate dialogue
Importance of Focus on Transfer Students

“In the 2015-16 academic year, 49 percent of all students who completed a bachelor’s degree at a four-year institution had been enrolled at a two-year public institution at some point in the last 10 years.” [Includes 32% of Indiana degree recipients]

“As an urban research institution, IUPUI is deeply committed to the educational success of all students. As part of this commitment, students who transfer to IUPUI will experience coordinated, holistic, and developmentally appropriate support as they transition into and through the university.”
Source: https://transfer.iupui.edu/about/foundations.html; IUPUI Transfer Student Philosophy Statement
New Beginners and External Transfers

IUPUI Indianapolis Includes Part-Time and Full-Time

New External Transfers

New Beginners

Fall 2007: 1585
Fall 2008: 1610
Fall 2009: 1362
Fall 2010: 1482
Fall 2011: 1641
Fall 2012: 1657
Fall 2013: 1604
Fall 2014: 1566
Fall 2015: 1296
Fall 2016: 1266
Fall 2017: 1326

New Beginners 2017

- 31% First Generation Students (1,166)
- 28% Students of Color
- 92% Indiana Residents
- 25 years of age or older (19)
- 62% Plan to Work Off-Campus
- 66% Plan to Work On-Campus
- 4% Part-time
- 58% Female
- 65% 25 years of age or older (19)
New External Transfers 2017

- 31% First Generation Students
- 30% Students of Color
- 24% 25 years of age or older
- 89% Indiana Residents
- 44% Plan to Work On-Campus
- 78% Plan to Work Off-Campus
- 19% Part-time
- 51% Female

Indiana Residents: 89%

Plan to Work On-Campus: 44%

Plan to Work Off-Campus: 78%

Part-time: 19%

Female: 51%

Transfer Student Admissions
Application, Admission, and Enrollment Counts For New Fall Beginners and External Transfers

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginners</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td>12,851</td>
<td>12,731</td>
<td>10,588</td>
</tr>
<tr>
<td>Admitted</td>
<td>8,825</td>
<td>9,372</td>
<td>8,379</td>
</tr>
<tr>
<td>Enrolled b</td>
<td>3,572</td>
<td>3,733</td>
<td>3,808</td>
</tr>
<tr>
<td><strong>Transfers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td>3,000</td>
<td>2,894</td>
<td>3,043</td>
</tr>
<tr>
<td>Admitted</td>
<td>1,957</td>
<td>1,922</td>
<td>2,102</td>
</tr>
<tr>
<td>Enrolled b</td>
<td>1,210</td>
<td>1,223</td>
<td>1,298</td>
</tr>
</tbody>
</table>

Source: IUPUI Point-In-Cycle (http://irds.iupui.edu/Enrollment-Management/Point-in-Cycle)

* External Transfer includes Second Bachelor’s students
  a Enrolled totals derived from Admissions files. These numbers may not match official counts from census.

Admission and Enrollment Yields For New Fall Beginners and External Transfers at Census

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginners</strong></td>
<td>Admission Rate</td>
<td>68.7%</td>
<td>73.6%</td>
</tr>
<tr>
<td>Transfers a</td>
<td>Admission Rate</td>
<td>65.2%</td>
<td>66.4%</td>
</tr>
<tr>
<td><strong>Beginners</strong></td>
<td>Enrollment Yield b</td>
<td>40.5%</td>
<td>39.8%</td>
</tr>
<tr>
<td>Transfers a</td>
<td>Enrollment Yield b</td>
<td>61.8%</td>
<td>63.6%</td>
</tr>
</tbody>
</table>

Source: IUPUI Point-In-Cycle (http://irds.iupui.edu/Enrollment-Management/Point-in-Cycle)

* External Transfer includes Second Bachelor’s students
  a Enrolled totals derived from Admissions files. These numbers may not match official counts from census.
Transfer Student Characteristics

Ethnicity Percentages of Beginning and Transfer Student Cohorts

- African American
- American Indian
- Asian American
- Hispanic/Latino
- International
- Native Hawaiian/Pacific Island
- Two or More Races
- Unknown
- White
Top 10 Reasons For Choosing IUPUI
New Beginners Fall 2017

1. Availability of specific academic programs (majors)
2. Graduates get good jobs
3. (tie) Career and job opportunities available in Indianapolis after I complete my degree.
4. (tie) Job, career, and internship opportunities available in Indianapolis while attending school
5. Availability of financial aid/scholarship
6. Opportunity for an IU or Purdue Degree
7. Cost
8. IUPUI’s reputation
9. Social climate/activities at the college
10. Social opportunities associated with IUPUI located in the city of Indianapolis

Rank ordered by mean ratings out of 21 items

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Top 11 Reasons For Choosing IUPUI
New External Transfers Fall 2017

1. Opportunity for an IU or Purdue Degree
2. Availability of specific academic programs (majors)
3. Graduates get good jobs
4. (tie) Career and job opportunities available in Indianapolis after I complete my degree.
5. (tie) IUPUI’s reputation
6. Job, career, and internship opportunities available in Indianapolis while attending school
7. Availability of financial aid/scholarship
8. Cost
9. Social climate/activities at the college
10. Ability to live at home while attending college
11. Social opportunities associated with IUPUI located in the city of Indianapolis

Rank ordered by mean ratings out of 21 items
### New Beginners Direct/Dual and University College Admits

<table>
<thead>
<tr>
<th>Year</th>
<th>UCOL</th>
<th>Dual/Direct</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>2012</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>2013</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>2014</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>2015</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>2016</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>2017</td>
<td>56%</td>
<td>44%</td>
</tr>
</tbody>
</table>

2016 preliminary Fall-Fall retention University College = 69%, Direct/Dual Admit=81%, Overall preliminary FT, FT retention rate 76%

### New External Transfers Direct/Dual and University College Admits (Part-Time and Full-Time)

<table>
<thead>
<tr>
<th>Year</th>
<th>UCOL</th>
<th>Dual/Direct</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2012</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>2013</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>2014</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>2015</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>2016</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>2017</td>
<td>49%</td>
<td>51%</td>
</tr>
</tbody>
</table>
New External Transfers by Class Standing

Number of External Transfers by Class Standing

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>306</td>
<td>223</td>
<td>276</td>
<td>259</td>
<td>271</td>
</tr>
<tr>
<td>Sophomore</td>
<td>603</td>
<td>666</td>
<td>525</td>
<td>528</td>
<td>554</td>
</tr>
<tr>
<td>Junior</td>
<td>437</td>
<td>472</td>
<td>353</td>
<td>362</td>
<td>360</td>
</tr>
<tr>
<td>Senior</td>
<td>158</td>
<td>140</td>
<td>71</td>
<td>74</td>
<td>92</td>
</tr>
<tr>
<td>Associates or Certificates</td>
<td>102</td>
<td>66</td>
<td>73</td>
<td>43</td>
<td>49</td>
</tr>
</tbody>
</table>

Beginner and Transfers First Semester Credit Hours

|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
Add new category for Associates and Certificates
Graunke, Steven Scott, 9/11/2017
Average Incoming Transfer GPA

82.4%-98.2% of New External Transfers Submitted Transfer GPAs

Compared to New Native Students, New Transfer Students were Significantly Different in the Following Ways (2017):

- Higher levels of External Commitments (working off-campus, care for dependents, commuting, taking care of household responsibilities)
- Feel less connected to other IUPUI students
- Less likely to say IUPUI was their first choice of the colleges they were accepted to
- Lower Ability to Seek Out Appropriate Help rating
- Lower Motivation for college work rating
- Lower levels of satisfaction with the amount of financial support (from grants, loans, family members)
- Less interested in HIP’s (service learning, research with a professor, internships)
- Less likely to participate in student clubs/groups or events/activities
- Less likely to be satisfied with college life
- Less likely to change major field
- Less likely to change career choice
- More likely to enroll in summer courses
- Less likely to experience feelings of homesickness

***The good news is that there were many similarities with regard to academic ability, self-confidence, physical and emotional health, concerns about financing their education, amount of stress likely to experience in balancing school with family responsibilities

(N=2,216 Native Students; 179 Transfer Students indicated they transferred to IUPUI from another college or university on the Entering Student Survey)
2017 New External Transfers
Top Transfer Institutions

<table>
<thead>
<tr>
<th>Last Post-Secondary School</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech Comm Coll</td>
<td>449</td>
<td>35.0%</td>
</tr>
<tr>
<td>Ivy Tech Comm Coll Central Indiana</td>
<td>417</td>
<td>32.6%</td>
</tr>
<tr>
<td>Ivy Tech Comm Coll Bloomington</td>
<td>16</td>
<td>1.2%</td>
</tr>
<tr>
<td>Ivy Tech Comm Coll Lafayette</td>
<td>16</td>
<td>1.2%</td>
</tr>
<tr>
<td>Ball State University</td>
<td>67</td>
<td>5.2%</td>
</tr>
<tr>
<td>Purdue Univ West Lafayette</td>
<td>52</td>
<td>4.1%</td>
</tr>
<tr>
<td>Indiana St Univ Terre Haute</td>
<td>46</td>
<td>3.6%</td>
</tr>
<tr>
<td>Vincennes University</td>
<td>42</td>
<td>3.3%</td>
</tr>
<tr>
<td>Univ Indianapolis</td>
<td>34</td>
<td>2.7%</td>
</tr>
<tr>
<td>Univ Southern Indiana</td>
<td>33</td>
<td>2.6%</td>
</tr>
<tr>
<td>Butler University</td>
<td>16</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

* (Approximately 60-62% of transfers come from these institutions)

PROGRESS ON
RETENTION
AND
GRADUATION
RATES
Indianapolis Only FTFT Cohort Retention and Graduation Rate (Bachelor’s, Associate, and Certificate)

IUPUI Indianapolis Beginners and External Transfers Rate (Bachelor Degree Seeking Full-Time) Freshmen

(Note: Freshmen for all years are students to started with less than 30 credits)
IUPUI Indianapolis External Transfers Retention and Graduation Rate (Bachelor Degree Seeking Full-Time) ALL

INDIANA UNIVERSITY–PURDUE UNIVERSITY INDIANAPOLIS

IUPUI Indianapolis All New External Transfers, Full-Time Bachelor Degree Seeking 4-Year Graduation Rate by Class Level

Freshmen
Sophomore
Junior
Senior

0% 100%
2004 2005 2006 2007 2008 2009 2010 2011

1-year retention
4-year graduation
6-year graduation
Institutional and Student Factors Associated with Student Success, Persistence, and Degree Completion

Beginning Students Predictors of Success (Persistence and Academic Performance)

- High Socioeconomic Status (SES) (not Pell Eligible and having low levels of unmet financial need)
- High levels of academic preparation (high school GPA is strong predictor)
- Placing into credit-bearing math at entry
- High rigor and intensity of high school curriculum
- Participating in early interventions (peer mentoring, Summer Bridge, Themed Learning Communities, First-Year Seminars)
- Enrolling in 15 or more credit hours first semester
- Living on campus
- Achieving satisfactory academic performance in first semester
- Gender (female, GPA only)
- Not being First Generation
### Transfer Students Predictors of Success (Persistence and Academic Performance)

- Transferring in as a Junior or Senior (based on credits)
- Being directly admitted into a school at entry
- Being an International student
- Being older
- High Socioeconomic Status (SES) (not Pell Eligible)
- Not being First Generation
- High Transfer In GPA
- Enrolling in 15 or more credit hours first semester
- Placing into credit-bearing math at entry
- Achieving satisfactory academic performance in first semester

### Data Resources
UIRR Transfer report

University Institutional Research and Reporting Transfer Summary

https://tableau.bi.iu.edu/t/prd/views/uirr_iuto_transfer_stats/ReadMe?embed=y&showAppBanner=false&showShareOptions=true&display_count=no&showVizHome=no

IRDS Transfer data

Point-in-Cycle
(http://irds.iupui.edu/Enrollment-Management/Point-in-Cycle)

Passport report

Transfer Cohort Report
(http://irds.iupui.edu/Institutional-and-Strategic-Planning/IUPUI-Data-Link)
Transfer dashboard

Preliminary Link
https://irdsweb.webtest.iu.edu/students/transfer-students.html

More Information!

Website:
http://irds.iupui.edu