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JULY 2019 ISSUE

**I CANNOT AFFORD THE TEXTBOOK FOR THE
COURSE...I HOPED TO HAVE RECEIVED MY VA
BENEFITS ON TIME.**

WHAT OUR STUDENTS ARE SAYING ABOUT DROPPING CLASSES

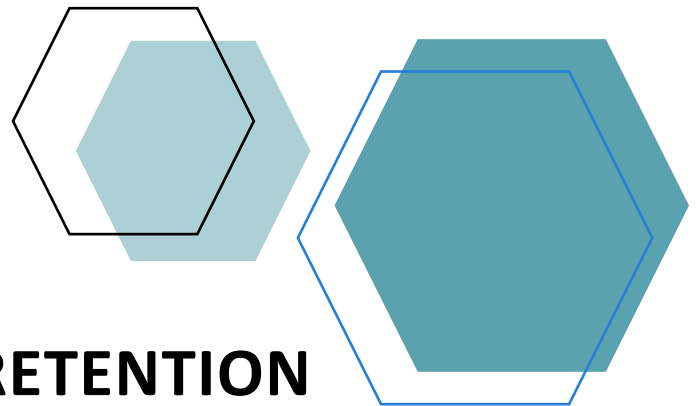
The fall-to-fall retention rates for degree-seeking first-time beginners across all IU regional campuses have hovered at about 60% over the last five years. Anecdotally we know that some students who are making academic progress still opt not to reenroll for a second academic year. At the time of dropping their classes, students provide a narrative of why they are withdrawing online via the eDrop/eAdd system accessible through One.IU. These stories provide rich qualitative context surrounding students' decision to drop a class or withdraw completely from their program of study. The main reasons students mentioned include but are not limited to financial, family, health, and transportation related challenges. SEE **NON-ACADEMIC REASONS**, PAGE 3



CAMPUS PROFILES OF ADMISSION FUNNEL

THE PATHWAYS OF OUR STUDENTS

The [Campus Profiles](#) take a holistic approach at looking at who our students are, where they are coming from, and how they interact within and outside of our system. The profiles begin by looking at a ten-year forecast of high school graduates (Bransberger and Michelau, 2016), as well as those within that population that are *likely* to attend a four-year regional comprehensive college (Grawe, 2016). The proportion of Indiana High School (HS) graduates who have met College Readiness Benchmarks were compared to their national counterparts. Each profile also sheds light on the overall IU admission funnel, the campus admission funnel, with an emphasis placed on the 2018 IN High School graduates. The report focuses on first-time undergraduate beginners, transfer students, and *Admitted but not enrolled* students.



RETENTION

RETENTION RATES BY SCHOOL AND PLANS

The creation of the Retention by School and Plan Reports was truly a **collaborative effort** across all the regional campuses. Unlike retention reports completed at the institution level that look at fixed beginner cohorts for a specific fall term, reports at the school/plan level accounts for the real world occurrences of school and major changes. Students who begin in a prep plan or begin as exploratory/undecided are tracked as they make transitions throughout their academic careers. Regional campus representatives were in constant communication to operationalize data definitions to accommodate the dynamic nature of how students interact with our institutions. The [Retention Rates by School and Plan Reports](#) provide the user with the ability to construct beginning student populations based on specific undergraduate beginner or transfer cohort(s). In addition, the report allows for broader analyses, in that it accounts for all students who declare for a given major in a given term (regardless of the students' admit type, first term at IU or first term in a school/plan), and tracks those students for twenty terms. [Video Tutorials](#) and a **report guide** accompany these reports to help you navigate the reports.





NON-ACADEMIC REASONS STUDENTS DROP CLASSES

[CONTINUED FROM PAGE 1](#)

This [interactive report](#) allows you to look at the reasons students provided for withdrawing from the school, program, major, down to the course level, all while being able to disaggregate by student demographic characteristics for certain student subpopulations. These student subpopulations include admit type, first generation status, class level, courseload taken, sex, and race/ethnicity. This research endeavor was a marriage of theory and praxis. In the data collection phase of the project, the researcher noticed that students would drop courses without necessarily hearing back from university personnel. The once static eDrop platform that informed the narratives of the report is now more high touch. The relevant campus personnel now receive an alert to reach out to the student before a class is officially dropped. This has provided an opportunity for campus representatives to present intervention where possible. The report is in its pilot stage. The reasoning category coding is complex so any feedback will help improve future iterations.

UNIVERSITY SURVEY CALENDAR

[TOOL FOR SURVEY COORDINATION ACROSS OUR SYSTEM](#)

System-wide survey coordination has been an ongoing challenge for Indiana University, and so it took input from representatives on all campuses to help with delivering a solution. The [University Survey Calendar](#) is a tool that was designed to provide an all-encompassing snapshot of all the surveys that are in the field currently, as well as those planned for future semesters. This tool will only be informative if it is populated so do encourage its use among the various constituents on your campus. Its use will help to reduce the likelihood of survey fatigue for students, alumni, staff, faculty, and community partners alike, while boosting the response rates for the surveys administered on your campus.

THE 3D'S COMING TO A VENUE NEAR YOU

Are you interested in furthering data literacy on your campus? Would you like us to conduct a workshop for a cadre of professionals on your campus on a specific topic? Send a [request](#) and we will schedule a visit to your campus (for groups larger than 15) or a zoom meeting for smaller groups to engage in some *Deep Data Dives*.



NET PRICE CALCULATOR

HOW MUCH WILL COLLEGE COST?

In order to meet the Higher Education Act of 1965 (HEA) and IPEDS reporting requirements, UIRR has used institutional data to create a [Net Price Calculator](#) for all the regional campuses. The Calculator provides current and prospective students, and their families, with an **estimated cost of attendance** (i.e. tuition and required fees, books and supplies, room and board [meals], and other related expenses - minus estimated grant and scholarship aid), based on what similar students paid in a previous year).

NEW REPORTS TO DIG INTO

UIRR is always adding and updating existing reports to be responsive to the decision support needs of our university community. Here are a few reports we have created based on your requests and feedback:

- [NSSE Report](#): UIRR created a visualization that will help you understand your institution's National Survey of Student Engagement (NSSE) results. The tool provides the user with the ability to view students' responses to items related to Engagement Indicators, High Impact Practices, and Perceived Gains. The results can be compared across campus, class level, select attributes, and survey year responses.
- [Time to Degree](#): Dual Credit has been added as a lens through which time to degree completion can be viewed
- [Admissions Daily PIC for High Schools](#): You can now look at selectivity and yield rates by high school on a weekly basis
- [Admissions Daily View](#): You can now track the number of applicants, admits, deposits, and enrollees on a daily basis
- [Re-Enrollment](#): Course demand, barriers to enrollment, student characteristics of non-enrollees, and a proxy Fall to Fall retention rate can be gleaned from this report on a weekly basis
- [High School Profiles](#): The High School Profile report will provide key information to help your Enrollment Management Team make strategic decisions. The reports provide data on the school's class size, their students' incoming characteristics (e.g. HS GPA, SAT scores, precollege credits taken), college attended, and their outcomes (e.g. first-term GPA, second-semester retention, and second-year retention).