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AUGUST 2020 ISSUE

FINANCIAL WELLNESS

Identifying vulnerable student populations

University Institutional Research and Reporting (UIRR), in concert with regional campus IR offices, and IU's Office of Financial Literacy, administered a Financial Wellness Survey throughout the IU system in fall 2019. The survey results highlighted student subpopulations who were experiencing greater financial challenges than others were. The challenge of COVID-19 only serves to exacerbate these gaps for these vulnerable populations. A general barometer of financial wellness often reported in the literature is a student's ability to get \$500 in cash or credit, within the next month, to meet an unexpected need. Across the University as a whole, 45% of students reported they would have trouble to come up with such funds. When looking at regional campuses only, this percentage rose to 52% for all students.

SEE FINANCIAL WELLNESS SURVEY, PAGE 3

FINANCIAL AID OPTIMIZATION

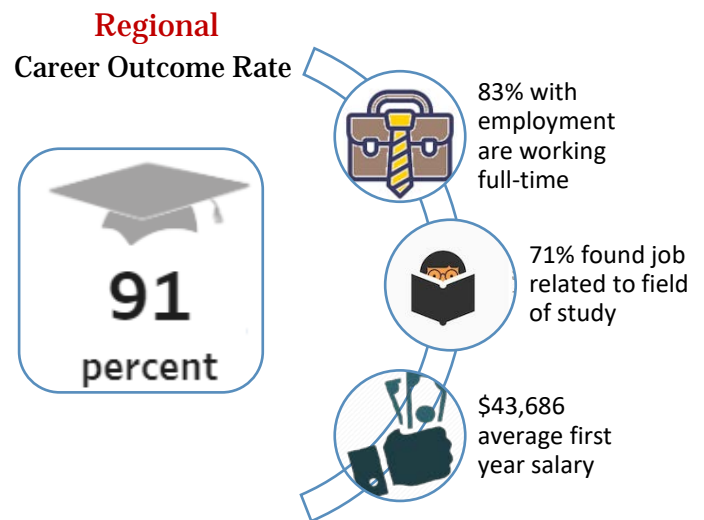
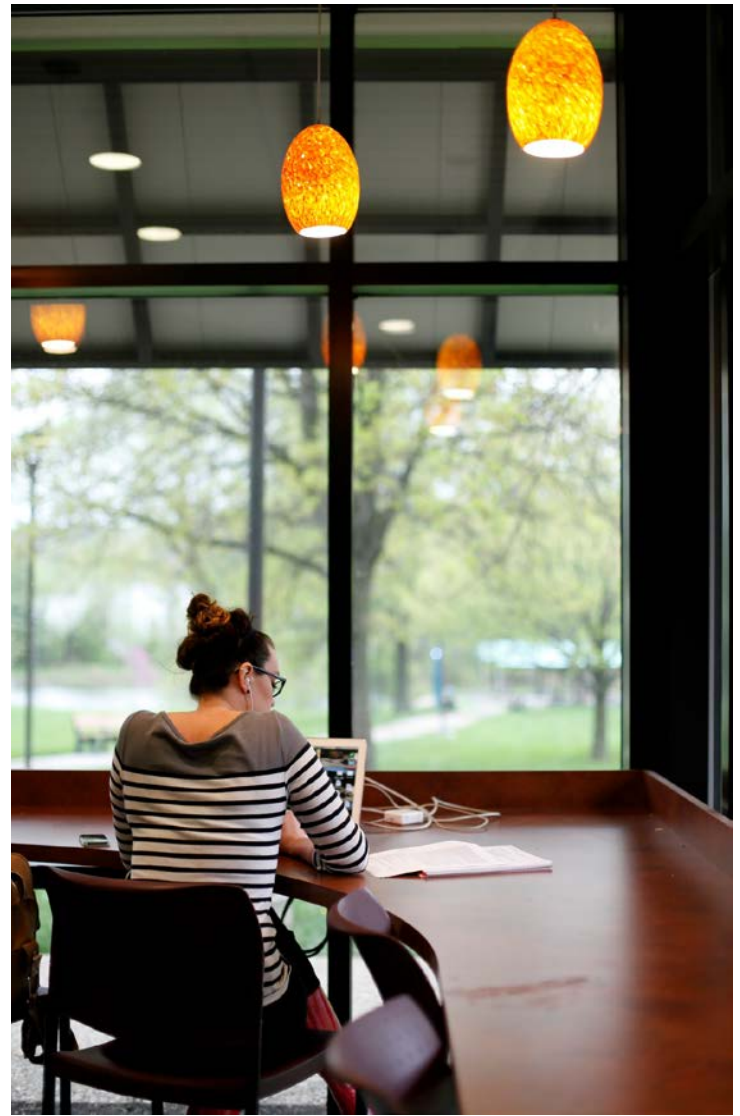
Strategic management of financial resources to maximize ROI and retention rates

Financial variables have proven to be highly predictive in the enrollment and retention modeling undertaken by UIRR. The central theme that has emerged from conversations in the Enrollment Management sphere, is the demand for a tool that would enable financial aid officers the ability to explore the relationship between institutional aid dollars and retention. UIRR continues to fine tune the models and design of the user interface to facilitate such an exploration of the expected return on investment (ROI) associated with increased retention rates. The dashboard allows the financial aid experts to determine the expected ROI in providing different award amounts to specific sub-populations of the student body based on demographic and academic profiles, as well as specified award criteria (e.g. 21st century scholar). A beta version of this dashboard will be made available to the regional Financial Aid Directors and IR Directors in early Fall 2020.

NACE: STUDENT OUTCOMES

University-wide Employment, Educational, and Volunteer Outcomes for 2018-19 Graduates

The [career outcome rate](#) for regional campuses was 91% for students who received an undergraduate degree in fiscal year 2018-19. Of the 2,103 students with known outcomes (knowledge rate is 58%), about 1,912 accepted employment, pursued a continuing degree, served in the military, or served in a volunteer program. Roughly 76% of graduates reported that they had accepted employment, with 8 out of every 10 students with employment finding a full-time position. In addition, 15% of graduates responded that they were continuing their education. At Southeast, the career outcome rate was 99%. Of the graduates who responded, 83% were employed and 16% were continuing their education. The overwhelming majority of students with employment were able to secure full-time positions (95%), earning an average annual salary of \$43,346. Interact with the [dashboard](#) to tell your campus' story.



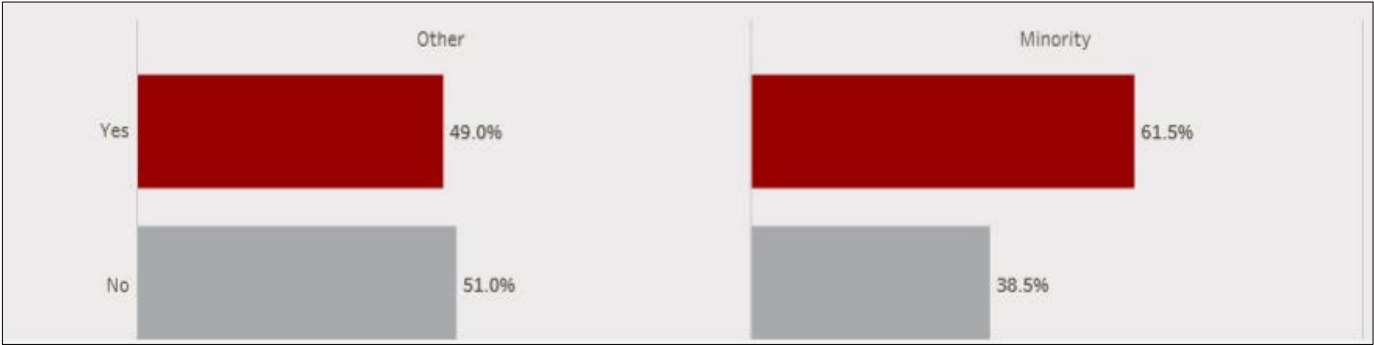
FINANCIAL WELLNESS SURVEY

Continued from Page 1

Of particular concern are minority students (who are a growing share of the student body on the regional campuses), who replied 17 percentage points higher than IU’s overall population that they would have trouble getting money (62% versus 45%). For minority students who would have a problem obtaining \$500, the proportion of students who also said that their current financial situation would keep them from re-enrolling was 8 percentage points higher in minority students than in non-minorities. In students who said that they have had difficulty paying for their rent or mortgage at some point in the past 12 months, minority students also said that their financial situation was keeping them from re-enrolling 11 percentage points more than non-minority students. Female students also responded in different ways on several questions as compared to their male counterparts. For example, in students who said that their financial situation was keeping them from re-enrolling in the spring semester, 73% of female students said they have had difficulty paying their housing payment compared to 46% of male students. You can seek out deeper insights for student sub-populations on your campus who may need access to institutional resources by exploring these [interactive online dashboards](#).

Financial Wellness Survey Key Insights for the Regional Campuses

Drilldown: Would you have trouble getting \$500 in cash or credit in order to meet an unexpected need within the next month?



Trouble Getting \$500 (Yes)

Minority
62%

Other
49%

Trouble Getting Money and Finances hinders Re-enrollment

14.0%
(+8% pts.)

6.2%

Making House Payment and Finance hinders Re-Enrollment

19.3%
(+11 % pts.)

8.7%

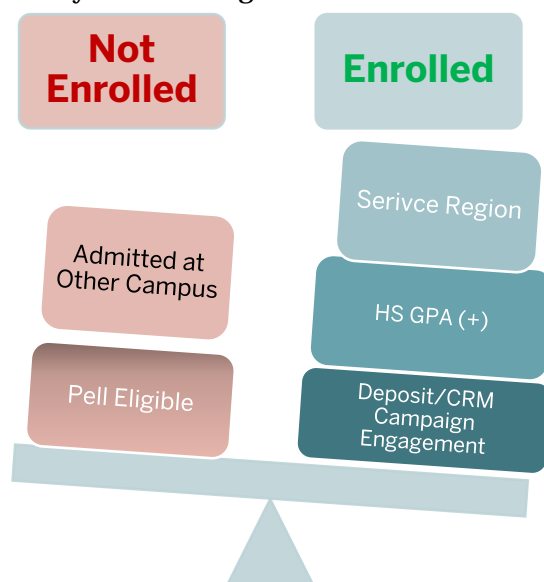
NERDS- PREDICTIVE ANALYTICS

The **Navigable Enrollment and Retention Decision Support (NERDS)** interface is a predictive analytics tool that UIRR created in partnership with the Regional Campus Admissions Directors. The classification models utilize algorithms to analyze a multitude of variables to predict the likelihood of students enrolling, and persisting at a given regional campus. The variables analyzed included institutional and admission process data elements, Salesforce CRM data inputs, pre-collegiate attributes, student demographics, and the interplay among all these variables. Other variables such as distance travelled to campus, living in a regional campus service region, application and admission to several IU campuses, financial aid, online modality, are a few of over a hundred variables that were factored into these campus specific models.

The generation of **Yield Scores** (likelihood of enrolling) and **Retention Scores** (likelihood of returning the subsequent fall semester) for each student were visualized on a graphical matrices that some admission staff used to tailor communications for the current Fall 2020 cohort. The Yield and Retention scores were generated weekly for the Fall 2020 cohort, and will be mirrored for the Fall 2021 cohort. The scores are being funneled seamlessly back into the CRM platform to help design specific student journeys. The next phase of this project will involve integrating NERDS into workflows and model improvements in collaboration with regional enrollment management teams.

The **average model accuracy** for the respective campuses from weeks 20 through 33 (1 week before 1st Day) was as follows: East (80%), Kokomo (79%), Northwest (69%), South Bend (81%), and Southeast (76%). The accuracy improved weekly as more data points were ascertained about a given applicant in the funnel, and by week 33 it ranged from 77% at Northwest to 95% at South Bend. An accuracy rate of 80% across all regional campuses was achieved as early as week 29, six weeks prior to census. The models made predictions that are more accurate for students who will enroll (**sensitivity**, true positives), than they do at predicting students who will not show up (**specificity**, true negatives) earlier on in the admission cycle, but both metrics gradually converged closer to census. The predicted yield of 3,850 students, which trended toward the historical 2-year average yield rate of 37.4%, was higher than the actual fall 2020 yield that was deflated by COVID-19. If campuses yielded at 37.4%, as opposed to the actual yield rate of 33%, the models would have been closer to the Fall 2020 actual cohort (+173, +4.7%), as opposed to 568 additional students across all the regional campuses.

The main predictors in support of enrolling students were having self-help (financial), favorable HS GPA/SAT Composite Score, reciprocity or being from a specific county (e.g. Cass County for Kokomo), from service region, receiving gift aid (any source), completing a FAFSA, and submitting a deposit to name a few. Conversely, receiving an O'Bannon award, being Black/African American, being admitted on another IU campus (campus varied in each model), having out-of-state residency, or receiving a Pell Grant are some variables that were negatively correlated with enrollment.





COVID REPORTING

Implications for Grading Policies and Course Modality

Upon closing the doors to our physical buildings in the middle of Spring 2020, the majority of class offerings shifted to an online modality. Given the colossal and unexpected shift in course delivery, the grading policies were altered mid-term for many courses. [This report](#) provides a summary of Satisfactory/Fail (S/F) and Pass/Fail (P/F) grades in Spring 2020 due to COVID-19, and allows for a comparison to the Spring 2019 semester, to evaluate the impact of the grading changes. Additionally, as many classes shifted online for Fall 2020, recent changes were made to the [daily enrollment reports](#) to breakout class counts by instruction modes, specifically to allow for more in-depth disaggregation of online course enrollments. This disaggregation splits **Online Status** into *All, Part, or None*. Similarly, **On-Campus Presence** encompasses *In Person, Hybrid, and 76-99% Online Interactive* courses. The report also makes a distinction between Asynchronous and Synchronous online classes. This is helpful in a myriad of ways from aid with social distancing when scheduling rooms for classes and labs, event scheduling, Zoom demand, course design, and service learning programming to name a few.

ECONOMIC IMPACT STUDY

IU's Impact on Their Respective Service Regions

UIRR was instrumental in providing a battery of data points to aid in the Bicentennial Economic Impact Project carried out by EMSI. The data asks provided by our office on behalf of the Regional Campuses included but were not limited to enrollment, completions, faculty headcount, and events data. These reports will be on the October Board of Trustees agenda for approval and then officially shared with the public. You can see draft reports for [your campus here](#).