

Student Success at IU and IU Indianapolis

Indiana Commission for Higher Education

March 2025 Meeting

Dr. Julie Payne-Kirchmeier, Vice President for Student Success, Indiana University

Dr. Jay Gladden, Provost and Executive Vice Chancellor, Indiana University - Indianapolis

Indiana University

- **7 campuses, 2 regional centers, 9 medical centers**
- **88,490 students (Fall 2024)**
 - 68,390 undergrads, 20,100 graduate and professionals
 - All 92 counties in Indiana
 - All 50 states and D.C.
 - 166 countries
- **980+ academic programs**
- **18,906 degrees earned (Spring 2024)**



*Represents Indiana communities with IU campuses, IU School of Medicine medical centers, and IU educational centers



“Students are the center of our universe at Indiana University.”

- IU President Pamela Whitten

ICHE HOPE Agenda

1. Post-high school training and education going rates for youth and adults;
2. Postsecondary attainment for veterans, individuals with disabilities, and the justice-involved;
3. Utilization of credit for prior learning;
4. Completion rate of Hoosiers;
5. Retaining talent once someone has graduated;
6. Measurable distinction in economic and social mobility and prosperity outcomes; and
7. The recognized state for growing or starting a business, based upon the strength of human capital

IU 2030: Student Success and Opportunity

1. Increasing on-time undergraduate graduation rates, with a priority on reducing and closing equity gaps.
4,6
2. Strengthening undergraduate first-to-second-year retention rates, with a priority on reducing and closing equity gaps.
2,4,6
3. Improving graduate student retention, completion rates, and time to completion within graduate programs.
2,4
4. Increasing student participation rates within high-impact experiential and career-related student experiences.
1,5
5. Increasing online enrollment in academic programs, including career-aligned certificates, and micro-credentials.
1,3



Framework

Community

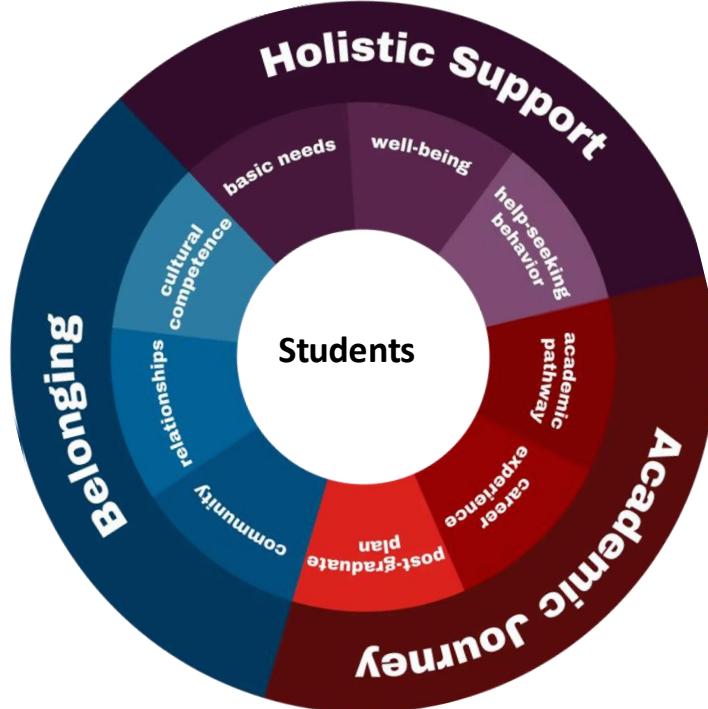
Intentionally engage with and contribute to their university and local community

Relationships

Cultivate positive, sustained relationships with fellow students, staff, and faculty

Cultural competence

Demonstrate civil engagement and cultural competence



Basic needs

Access and successfully manage resources to meet their basic needs

Well-being

Develop skills to facilitate their own wellness and well-being

Help-seeking behavior

Understand, embrace and exhibit help-seeking behavior

Academic pathway

Successfully navigate and grow in their IU academic career

Career experience

Actively engage in a practical, major and/or career-related experience

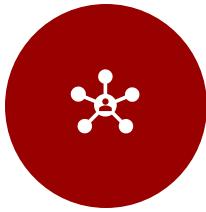
Post-graduate plan

Have a plan for employment, graduate school, government service, or a non-profit experience post-graduation

Student Success Priorities for 2024-25



Improve Undergraduate
Academic Advising



Increase
Retention of
Priority Populations



Remove
Barriers to
Student Wellbeing



Improve
Academic Experience for
UG Students

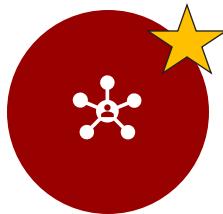


Improve Student
Experiences with Career
Development

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Improve Student
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Proactive Advising

- ***Proactive Advising*** is an approach to advising that emphasizes early, deliberate interventions by an advisor
- Advisors **initiate contact and intentional involvement** in their students' affairs
- Proactive advising commonly features **mandatory, early, and frequent appointments with students**

Rust, M.M. & Wiley, A.E. (2024). Defining and Institutionalizing Proactive Advising: Insights from a National Survey. *NACADA Journal*, 44 (2).



Impact of Academic Advising

First to Second-year Correlated Outcomes from Pilot/Analysis at IU Indianapolis

Proactive Advising (weeks 2-7)

Registration Period Advising (weeks 8-17)

First-year student
GPAs 4.05% higher
for beginners;
5.45% for transfers

For first-year students
**positive predictor of
retention** (24%
higher for beginners;
56% for transfers)

First year student
GPAs 2.65% higher
for beginners;
8.63% for transfers

Overall strong,
**positive predictor of
retention and
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Fall 2024 Proactive Advising



- At start of Fall 2024, we had **85.5% students assigned an advisor** (started at 72.1% in Sp24)
- **All Academic Advisors completed Coaching Conversations I and II training** – foundational for proactive advising
- **Proactive advising was highly encouraged** for priority populations, **but not required** for Fall 2024 for campuses
- Tracked all **first-year students, and then subgroups of first-year students**, who had proactive advising in their first semester
- **Data analyzed based on a comprehensive model** accounting for campus, major, high school GPA, week 1 advising, weeks 8-16 advising, Canvas activity flags

Proactive Advising and First-year (FY) Student Success Outcomes



Tracked the following groups of first-year students for Fall 2024 across all campuses and IU Online:

All FY students	6384/14509	(44.0%)
FY First-Generation student	1168/2255	(51.8%)
FY Pell Eligible/Low or Limited Income	2357/4704	(50.1%)
FY Underrepresented Students of Color	1850/3783	(48.9%)
FY 21 st Century Scholars	902/1508	(59.8%)



Impact of Proactive Academic Advising

First-Year Student F24 to S25 Correlated Outcomes across all IU Campuses and IU Online

Proactive Advising (weeks 2-7)

First-year student
2.3% more likely to
have F24 GPA above
2.0

For first-year students
positive predictor of
Fall to Spring
retention (2.6%
higher)

First year student
decrease of 1.7% of
getting a failing
grade

First year student
increase of 6.5% of
withdrawing from a
class



Impact of Proactive Academic Advising

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across all IU Campuses

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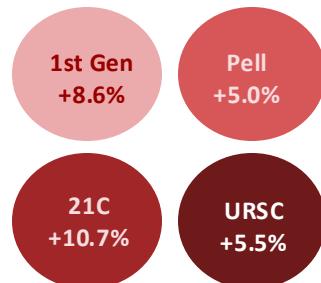
Impact of Proactive Academic Advising

First-Year Priority Populations F24 to S25 Outcomes

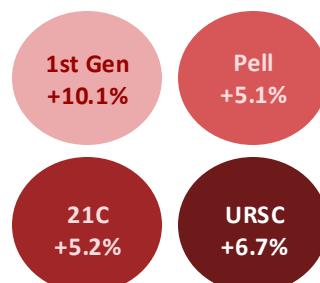
across all IU Campuses and IU Online

Proactive Advising (weeks 2-7)

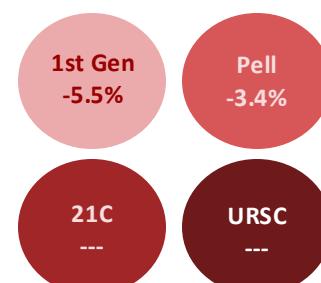
Likelihood Fall 2024 GPA Above 2.0



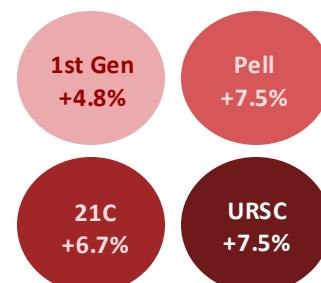
Predictor of F24 to S25 Retention



Likelihood of Failing Grade



Likelihood of Withdrawing from Class



Next Steps



- **Spring 2025**
 - Actively pushed campuses to increase proactive advising of priority populations
 - Sharing this data with Academic Advisors and their supervisors as part of accountability measures
 - Launching advising dashboards for point in cycle information
- **Summer/Fall 2025 – Required**
 - Auto-assign function and process in place for incoming and current IU students on all campuses and in IU Online
 - *In development* - auto-scheduling proactive advising appointment for students who are part of identified priority populations

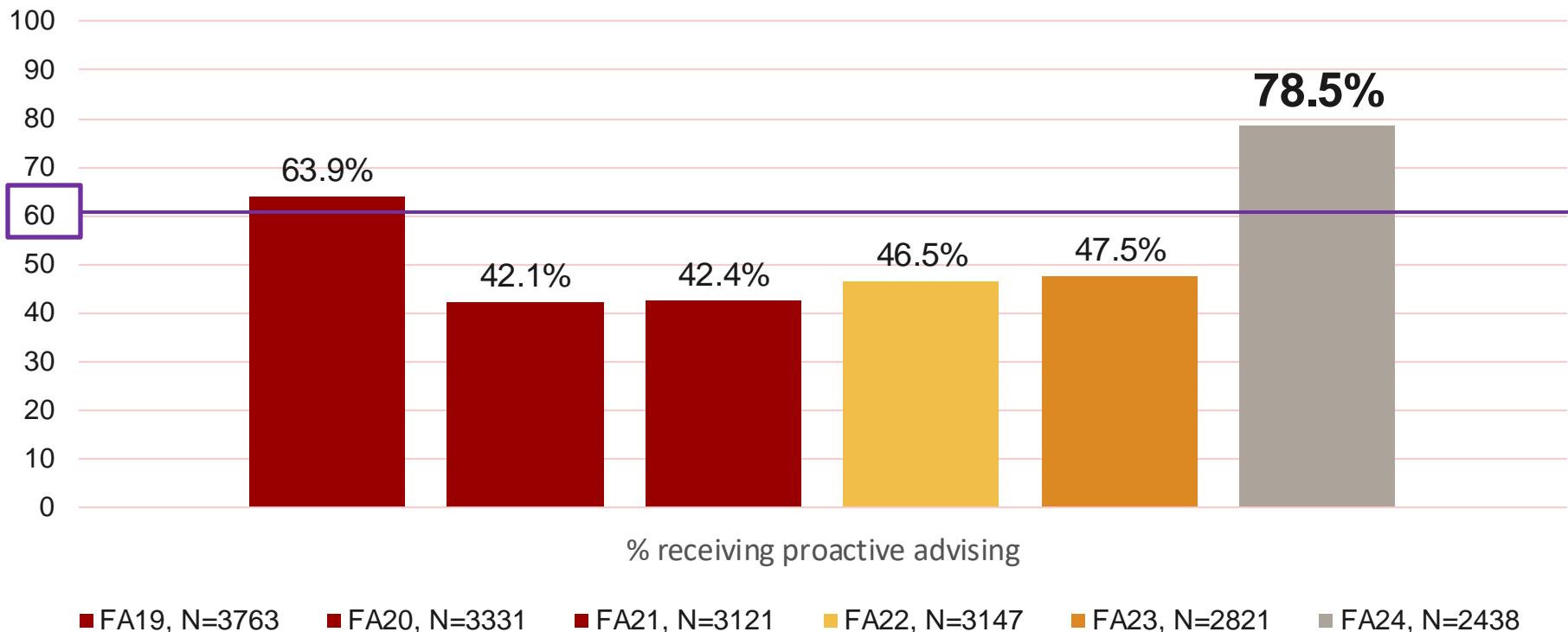
Additional Updates



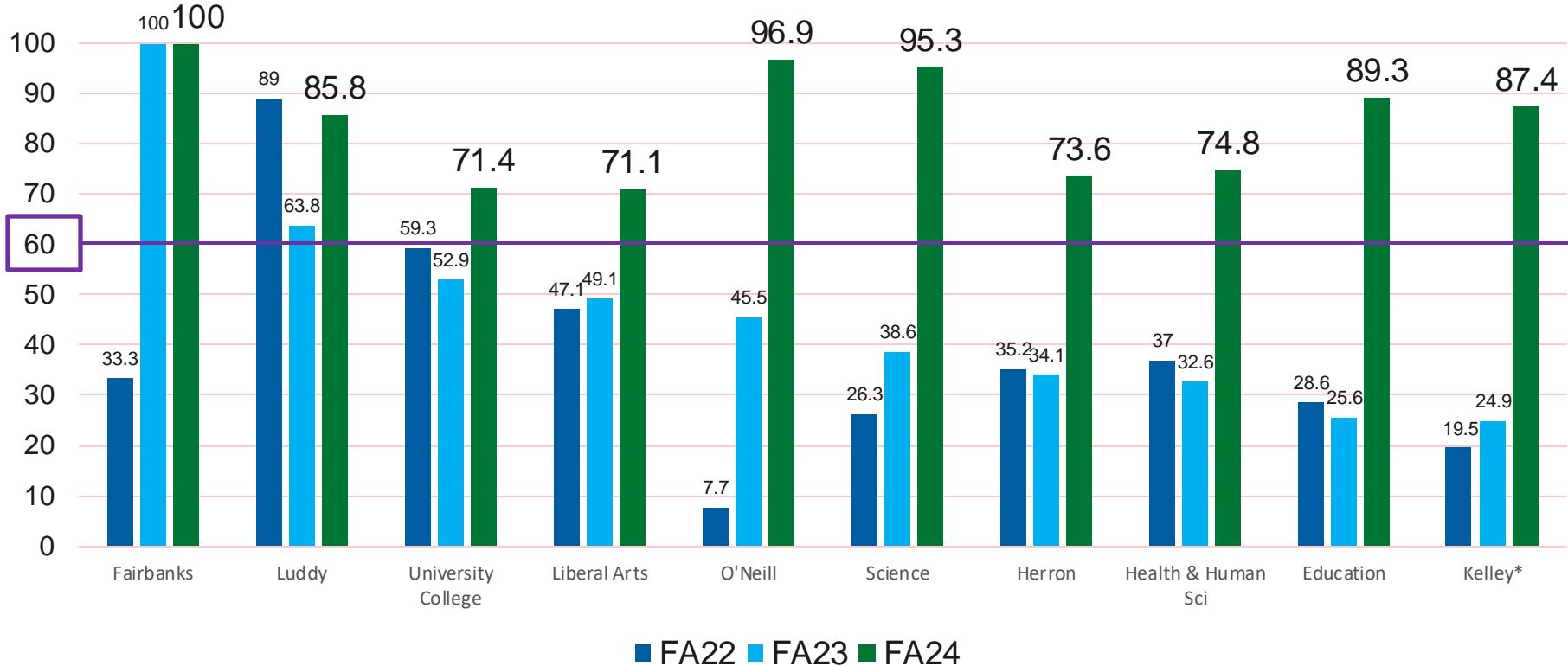
- **Student Success Dashboards**, to include predictive models for retention and close tracking on equity gaps
- **Career Development** – curriculum-based experiential learning programs across IU
- **Wellness and Wellbeing** - All IU Campuses have earned the Campus Prevention Network's **Seal of Prevention** distinction
- **Student Success Technology** - Stellic is live on 7 of 9 campuses; final 2 go live Fall 2025
- **Student Engagement** – Spring 2025 engagement strategy launched for co-curricular connections.
- **Fall 2024 Impact Report** - [link](#)

IU Indianapolis Student Academic Success

Proactive Advising overall results, FA19-FA24



Proactive Advising, select schools, FA22-FA24





Priority Populations and Proactive Advising

Factors predicting success:

- Higher HS GPA
- Early application and enrollment
- Lived on campus during their first year
- Fewer courses rated high-difficulty 1st semester
- Entered with more college credit
- Parents completed college
- Home neighborhood and school system

Students *less likely* to exhibit these characteristics were classified as priority populations for outreach.

68.7%

of priority populations students experienced proactive advising this fall



BRING ON TOMORROW

Improving Course Completion Rates

Received at Least 1 F

Grade Received			
Retained	At least one F	No F's	Total
Yes	1,239	3,932	5,171
No	1,295	605	1,900
Total*	2,534	4,537	7,071
	48.9%	86.7%	73.1%

Spring or Fall, Purdue students excluded

Students receiving at least one F
were retained at rate

37.8%

lower than students with no F's

Strategies to improve success in courses

Embedding of career competencies

Focused conversations around heavily enrolled classes that pose success challenges

Flexibility for early struggles – drop back options

Maximizing experiential learning and work-based learning and ensuring quality

Real-World Learning Experiences (23-24)

	Total Enrollment Across Sections
Internships, Practicum, Clinical, Student Teaching	6,702
Capstones	3,213
Collaborative Assignments & PBL	21,668
Undergraduate Research	2,086
Writing Intensive Courses	7,863

Questions and Discussion

BRING ON TOMORROW

THANK YOU!

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