

The Persistence & Completion Council (PCC) is a small, cross-functional team responsible for examining, disseminating and integrating persistence data to increase student success at IU Southeast. Its goal is to provide a focused, data-driven and proactive approach to retention and completion.

**Fall 2014 First Year New Undergraduate Dual Credit Report**

The Indiana Commission for Higher Education defines dual credit as “courses taken by high school students that satisfy requirements for earning credits toward both a high school diploma and a college degree.”

[http://www.transferin.net/Libraries/Site\\_Documents/Dual\\_Credit\\_policies.sflb.ashx](http://www.transferin.net/Libraries/Site_Documents/Dual_Credit_policies.sflb.ashx)

Earned dual credit may give students a “head start” to finish their degree in four years. Its prevalence has a notable influence on the types of courses first-year students take or plan to take, thus impacting enrollment. It is this kind of information that program coordinators should be made aware of as they plan their course schedules and FYS tandem choices.

**Data Point**  
 34% of the 983 first-year, new undergraduates in Fall 2014 earned some level of dual credit

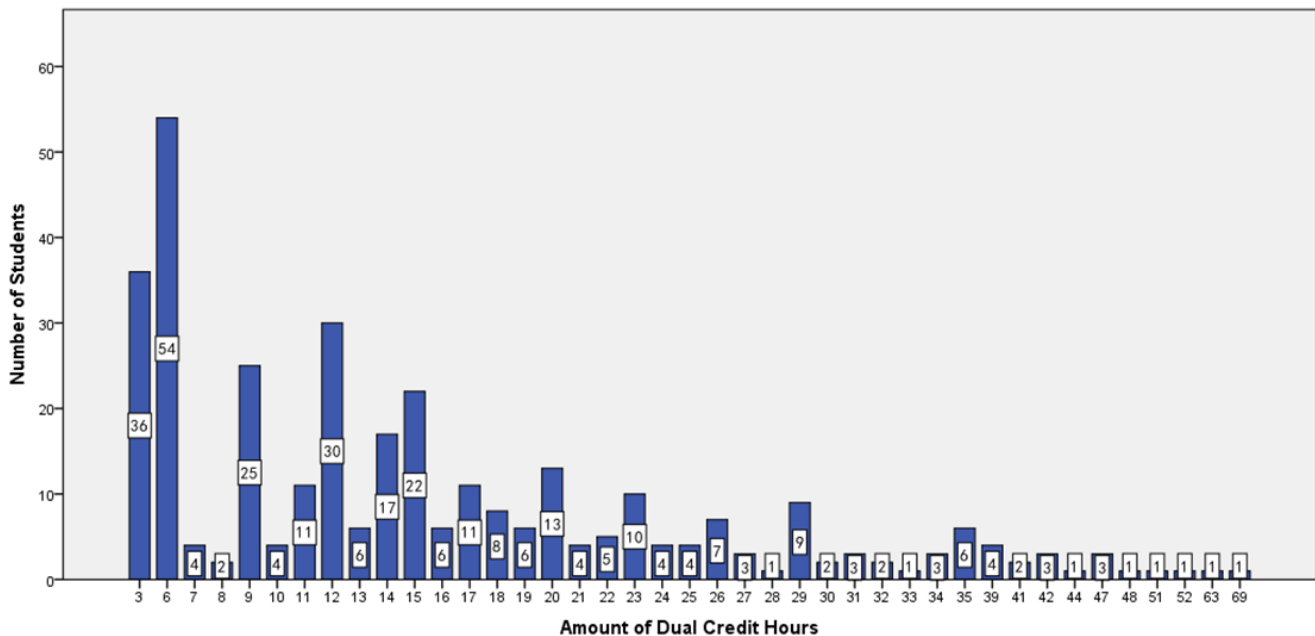
A transcript analysis of new, Fall 2015, first-year undergraduates by First Year Seminar Director Donna Dahlgren showed:

- 337 students came in with a total of 5,235 dual credits
- The average student came in with 15.5 dual credits
- About 50% of dual credit students came in with 12 credits or less

Students earned credits in 56 different courses. The top 5 courses students received credit for are below, along with their institution of origin:

|   | Ivy Tech | Vincennes | Oakland City | Jeff CTC | Total |
|---|----------|-----------|--------------|----------|-------|
| <b>ENG-W131 Elementary Composition</b>    | 130      | 33        | 9            | 7        | 179   |
| <b>MATH-M125 Precalculus Math</b>         | 138      | 10        | 2            |          | 150   |
| <b>MATH-M126 Trigonometric Functions</b>  | 117      | 9         | 6            |          | 132   |
| <b>SPAN-S100 Elementary Spanish I</b>     | 96       |           | 3            |          | 99    |
| <b>SPAN-S150 Elementary Spanish II</b>    | 89       |           | 1            |          | 90    |
| <b>No. Students Entering with Credits</b> | 570      | 52        | 21           | 7        | 650   |

The figure below details the number of incoming students with their corresponding amount of dual credit hours:



A similar analysis will be performed on the Fall 2015 incoming cohort to examine dual credit trends.

**Academic Units: Connecting Dual Credit to Learning Community Creation**

As a result of the implementation of the Core 40 and Core 40 with Academic Honors requirements for Indiana’s high school graduates, numerous students enter Indiana University Southeast having earned dual credit for courses taken during their secondary school years.

**PCC Upcoming Meeting Schedule**  
 Dec 8 • Spring Dates TBD

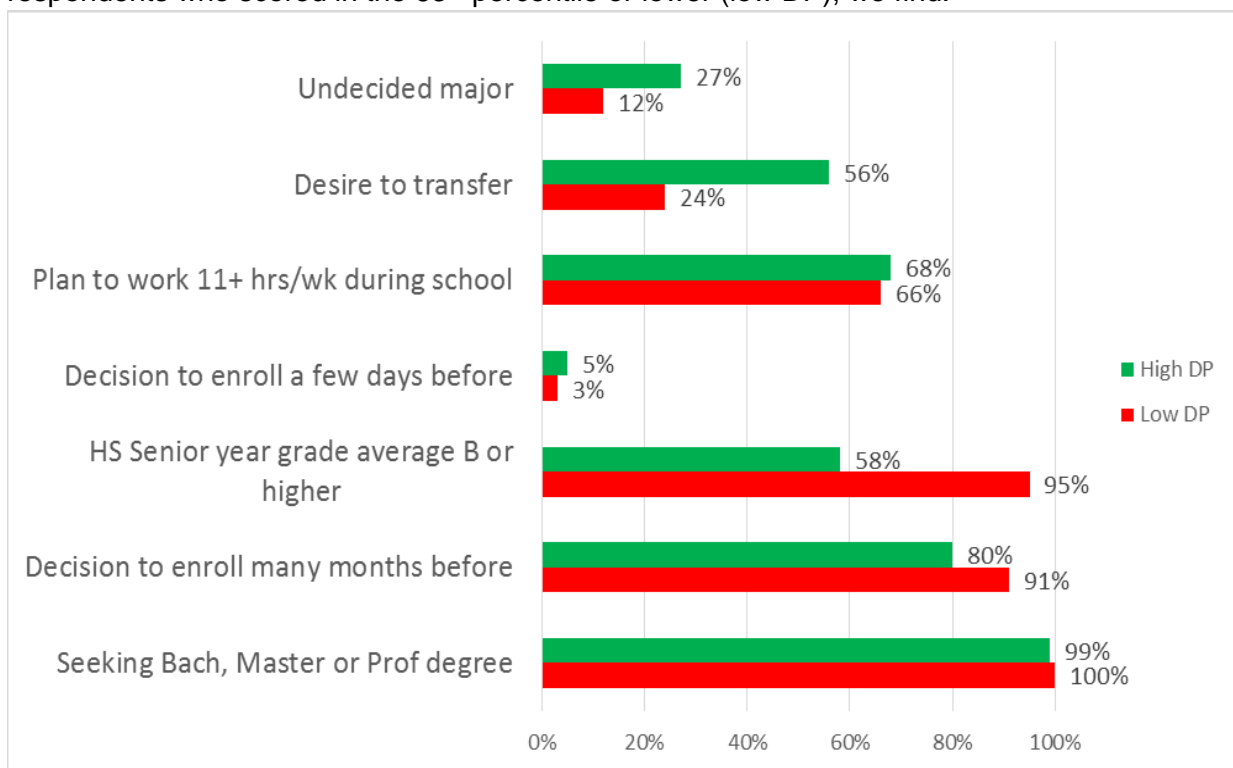
We have often been focused upon the ways that this development complicates our models of what an ideal first or second semester curriculum looks like, and the ways in which students entering the university with credit for courses in history, English, speech, for example, might not accord with our hopes for them. On the other hand, this offers opportunities for students to increase the likelihood that they will graduate in four years.

*Food for thought:* When working with your colleagues to create a learning community, consider courses that are needed during the first semester, but may not conflict with dual credit.

**CSI: Dropout Proneness**

Final Fall 2015 CSI  
 Response Rate: 90%

Administered this past Fall to about half of First Year Seminar students, the Ruffalo Noel-Levitz College Student Inventory (CSI) produces a score rating each respondent’s dropout proneness (DP). Comparing the 202 respondents who scored in the 64<sup>th</sup> percentile or greater (high DP) to the 198 respondents who scored in the 63<sup>rd</sup> percentile or lower (low DP), we find:



Students with high DP were substantially more likely to be undecided majors and have a desire to transfer compared to those with low DP. Those with low DP were more likely to enroll many months before the start of school. In addition, 95% of low DP students had a B or better

Have a question about recent activities of the PCC? Feedback? Ideas? Feel free to email us at [PersComp@ius.edu](mailto:PersComp@ius.edu). We will discuss your email at our next meeting and contact you.

senior year of high school grade average, compared to just 58% of high DP students. Both groups were near even on the number of hours they planned to work per week during the school year. Similarly, both groups declared a high desire to obtain a Bachelor’s, Master or Professional degree.

The Ruffalo Noel-Levitz Mid-Year Student Assessment (MYSA) launched November 16 and is administered in the same FYS courses as the CSI. The MYSA is a follow-up to the CSI, examines non-cognitive, motivational needs of students and shows how to adjust interventions to meet students’ current needs and receptivity to assistance. The PCC will detail MYSA results and final outcomes of the CSI in a future PCC Brief.