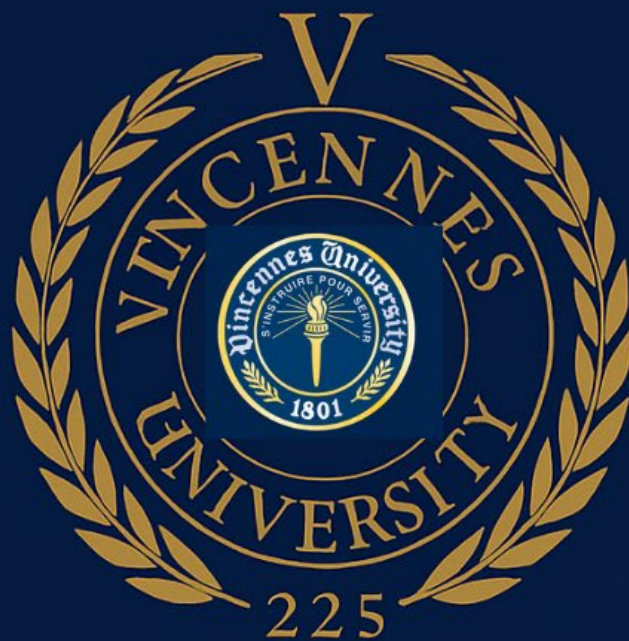


RETENTION COMMITTEE



ANNUAL REPORT 2025-2026

VINCENNES UNIVERSITY

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University Retention and Student Success Report Summary (2025–2026)

Vincennes University (VU) continues to advance its commitment to student retention as a foundation of academic success. Institutional stakeholders are increasingly adept at leveraging data-driven insights to refine support systems and optimize student outcomes. Under the guidance of the Office of Institutional Research (IR), retention data is systematically compiled and analyzed, driving the continuous improvement of interdepartmental initiatives.

These efforts are coordinated by the University Retention Committee and vetted by the Continuous Quality Improvement (CQI) Committee. This structured collaboration ensures both veteran and incoming staff to align with consistent institutional expectations.

Committee Composition and Key Activities

For the 2025–2026 academic year, the **University Retention Committee consists of 13 members**, chaired by the Assistant Provost for Curriculum and Instruction. To maintain a holistic approach to student support, the committee includes representatives from across the university ecosystem:

- Blazers Achieve & Student Success Center
- Residential Life & Student Affairs
- Counseling Services & Learning Support Services
- Financial Aid & Developmental Education
- Dean of Global Diversity
- Faculty Senate & Jasper Campus
- Office of Institutional Research

The committee meets regularly throughout the semester to evaluate systemic challenges, review policy effectiveness, and implement targeted intervention strategies. Departmental reporting remains anchored to three primary metrics to maintain longitudinal consistency: **Cumulative GPA, Fall-to-Fall Retention, and Success Rate.**

Institutional Research and Demographic Performance

The Office of Institutional Research continues to disaggregate retention and persistence data for first-time, degree-seeking undergraduates across both the Vincennes and Jasper campuses. To address equity in completion rates, data is analyzed across specific demographic cohorts, including underrepresented minorities, gender, adult learners, and socioeconomic status. This robust data modeling aligns with the tracking standards established by the Indiana Commission for Higher Education, ensuring the university remains accountable in minimizing performance and completion gaps among diverse student groups.

Governance, Highlights, and Institutional Barriers

The annual **Strategic Priority for Retention and Success** report was delivered to the CQI Committee, providing a comprehensive audit of institutional performance before its progression to the Executive Team and the Board of Trustees.

Conclusion

As the higher education sector undergoes rapid shifts, cultivating a profound sense of student belongingness and structural support remains a paramount objective. By proactively adapting policies, modernizing tracking systems, and maintaining rigorous metric standards, University reinforces its infrastructure to help every student persist, overcome barriers, and achieve their academic goals.

2024 - 2025 Retention Report—Academic Coaches

1.) Title with Brief Description of Retention Initiative:

Academic Coaches in each College: In Fall 2019, chosen faculty from each college were given 3 hours of release time from their teaching load to reach out to First Semester freshmen in their college when they received a Real-Time Indicator (RTI) score of 5 or greater. The profile score assigns values for certain factors that help identify a student as at-risk. The RTI score assigns values for the number of Tracking Attendance and Performance of Students (TAPS) warnings a student receives, if a student is dropped from a class for nonattendance, and low midterm grades. The TAPS warnings might be sent to students having attendance issues, low test scores, or who are not turning in work. The RTI score helps identify students who are starting to struggle in classes.

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
The goal of this initiative is to provide early intervention for students who might be struggling and need additional support and/or resources.	✓	Black
	✓	Hispanic/Latino
	✓	21 st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
		Other: <u><list as appropriate></u>

3.) Name of Program Offering Retention Initiative:

Student Success Center

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

Fall 2019: 215 freshmen
Fall 2020: 408 incoming freshmen and 100 continuing students= 508 students' total
Spring 2021: 110 incoming students and 1247 continuing students = 1357 students' total
Fall 2021: 378 incoming freshmen
Fall 2022: 334 incoming freshmen
Fall 2023: 314 incoming freshmen
Fall 2024: 441 incoming freshmen

5.) Metrics Used to Measure Success of the Initiative:

Data will be collected on students' Fall to Fall retention, overall GPA, and 100% and 150% graduation rates.

6.) Data/Results:

The program began as a Fall only initiative in Fall 2019. Therefore, Fall to Spring retention rates, as well as Fall to Fall retention rates were reviewed.

GPA:

Cohort	Cumulative GPA
Fall 2019	1.5
Fall 2020	1.95
Fall 2021	2.08
Fall 2022	1.81
Fall 2023	1.74
Fall 2024	2.2

Cumulative GPAs varied across cohorts, with lower averages seen from Fall 2019 through Fall 2023. These trends point to ongoing academic challenges and the continued need for early and consistent student support. The increase in GPA for the Fall 2024 cohort is a positive sign and may reflect the impact of recent academic support and retention efforts.

Retention:

Cohort	Fall to Spring Percentage Retained	Fall to Fall Percentage Retained
Fall 2019	73.00%	41.90%
Fall 2020	69.50%	46.90%
Fall 2021	71.60%	40.10%
Fall 2022	74.40%	45.30%
Fall 2023	71.70%	39.90%
Fall 2024	80.00%	55.80%

Fall-to-Spring retention has remained relatively stable across cohorts, with noticeable improvement for the Fall 2022 and Fall 2024 cohorts. Fall-to-Fall retention declined for students entering between Fall 2020 and Fall 2023, reflecting ongoing challenges during those years. The Fall 2024 cohort shows a strong rebound in both Fall-to-Spring and Fall-to-Fall retention, suggesting that recent student support and engagement efforts are helping more students persist. Academic year 2024–25 was the first-time academic coaches remained consistent from one semester to the next, which may have contributed to the improved outcomes for Fall 2024.

Success:

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2019	17.2%	27.00%	11.60%	20.50%
Fall 2020	37.20%	44.40%	28.30%	35.20%
Fall 2021	20.20%	27.20%	16.00%	21.40%
Fall 2022	32.50%	38.90%	24.60%	29.10%
Fall 2023	23.70%	NA	18.70%	NA

Student success and completion rates vary by cohort, with stronger results for Fall 2020 and Fall 2022, particularly in both 100% and 150% success and completion. Outcomes for Fall 2019 and Fall 2021 are lower, but overall trends suggest improvement when students receive consistent academic and advising support. Fall 2023 data are still in progress, especially for 150% measures.

Fall-to-Spring and Fall-to-Fall retention increased from Fall 2021 to Fall 2022, then dipped slightly in Fall 2023. While 100% success and completion rates do not show a clear pattern, both improved from Fall 2021 to Fall 2022. The 150% success and completion rates increased from Fall 2019 to Fall 2020 before declining in Fall 2021.

Other:

The RTI scores on students are weighted as follows:

Factor	Value	Score
Attendance and/or Performance	A student earns 5 points when he/she receives their 2nd TAPS notice, 10 points each for their 4th, 6th, and 8th notices, and finally 15 points when they receive their 10th notice.	50
Drops due to attendance	The student will receive five (5) points for each class that is dropped due to attendance not to exceed 30 points	30
Mid-term grades	The student will receive five (5) points for each D or F not to exceed 20 points	20
TOTAL POSSIBLE POINTS		100

The following table gives the retention percentages by RTI ranges for students who were contacted by the Academic Coaches. The students have been divided into subgroups based on their RTI scores. The retention rates went down in all 3 ranges for the Fall 2020 and the Fall 2021 group. These numbers could have been impacted by the Coronavirus pandemic. However, consistently, the retention rates are higher with the lower RTI ranges than with the over 50 range. In Fall 2022, the fall-to-fall retention rates increased in the 5 to 30 range as well as the 35 to 50 range.

Fall-to-fall retention rates for students contacted by Academic Coaches vary consistently by RTI score range. Across all cohorts, **students with lower RTI scores (5–30) have substantially higher retention rates than those with RTI scores over 50.**

Retention rates declined across all RTI ranges for the Fall 2020 and Fall 2021 cohorts, likely reflecting the impact of the COVID-19 pandemic. Despite these declines, the relative pattern remained unchanged, with the highest retention among students in the lowest RTI range.

Beginning in Fall 2022, retention improved in the **5–30** and **35–50** RTI ranges. While there was a slight decrease with the Fall 2023 students for the 5-30 range, there was a marked increase with the Fall 2024 students. Students with RTI scores over 50 continued to have the lowest retention rates across all years.

Fall to Fall Retention by RTI ranges						
Fall to Fall Retention	5 to 30		35 to 50		Over 50	
Fall 2019	64/99	64.6%	15/44	34.1%	13/78	16.7%
Fall 2020	97/171	55%	10/46	21.7%	24/152	15.8%
Fall 2021	104/198	52.50%	11/70	15.70%	11/98	11.20%
Fall 2022	77/133	57.9%	19/46	41.3%	5/69	7.2%
Fall 2023	70/135	51.9%	25/54	46.3%	18/94	19.1%
Fall 2024	135/166	67.8%	21/50	42.0%	18/98	18.4%
RTI ranges						
Percent of students in each range	5 to 30		35 to 50		Over 50	
Fall 2019	99/221	44.80%	44/221	19.90%	78/221	35%
Fall 2020	171/369	46.30%	46/369	12.50%	152/369	41.20%
Fall 2021	198/366	54.1%	70/366	19.10%	98/366	26.8%
Fall 2022	185/330	56.06	57/330	17.27%	88/330	26.7%
Fall 2023	135/283	47.7%	54/283	19.1%	94/283	33.2%
Fall 2024	199/347	57.3%	50/374	14.4%	98/347	28.2%

The goal is to offer interventions that will help keep a student’s RTI score lower, so ideally a higher percentage of students would end their first semester in the 5-30 RTI range (because retention rates are statistically higher with these students) and a lower percentage of students would end in the 55-100 range.

The distribution of students by RTI range further supports these findings. The percentage of students ending the semester in the **5–30 RTI range increased in Fall 2021, Fall 2022 and Fall 2024**, while the proportion with RTI scores over 50 decreased. This trend reversed in Fall 2023, with fewer students in the lowest RTI range and more in the highest. Fall 2024 shows renewed improvement.

Overall, the data suggest that **interventions that help students maintain lower RTI scores are strongly associated with higher retention**, reinforcing the importance of early, targeted academic support.

7.) Reflections on Results and Improvement Plans:

Across all cohorts, **retention outcomes consistently align with RTI levels**, with students in the 5–30 RTI range demonstrating significantly higher fall-to-fall retention than those with RTI scores over 50. Retention declined across all RTI ranges for the Fall 2020 and Fall 2021 cohorts, likely due to the impact of the COVID-19 pandemic; however, the relationship between lower RTI scores and higher retention remained stable.

Beginning in Fall 2022, fall-to-fall retention improved in the 5–30 and 35–50 RTI ranges, along with an increase in the percentage of students ending the semester in the lowest RTI range. Although this trend briefly reversed in Fall 2023, Fall 2024 shows renewed improvement, including higher cumulative GPA, stronger fall-to-spring and fall-to-fall retention, and a greater proportion of students finishing the semester with RTI scores between 5 and 30. These gains may be partly attributed to continuity with the academic coaches.

Overall, the data reinforce that **early, targeted academic intervention that helps students maintain lower RTI scores is strongly associated with improved retention, GPA, and long-term student success**.

8.) Updated Improvement Plans:

Several enhancements have been implemented and are planned to strengthen the effectiveness of the Academic Coaching initiative:

- **Improved Communication:** Messaging about Academic Coaching has been enhanced for incoming students and parents through Student Success Center presentations at summer orientations beginning in Fall 2021.
- **Coach Consistency:** A primary focus moving forward is maintaining consistent Academic Coach assignments across consecutive semesters to strengthen relationships and continuity of support. Academic year 2024–25 marked the first instance of coach continuity, which may be contributing to stronger outcomes.
- **Retention Targets:** A key goal is to increase fall-to-fall retention for students in the **5–30 RTI range to 60% or higher**, reflecting the strong association between low RTI scores and student persistence. This goal was met with the Fall 2024 students.
- **Accountability and Feedback:** A standardized checklist was developed to provide structured feedback to Academic Coaches and college deans, supporting consistent outreach, documentation, and continuous improvement.
- **Ongoing Focus:** Coaches will continue to prioritize first-semester freshmen with rising RTI scores in the fall and maintain regular engagement with academic probation students in the spring.

These improvements aim to strengthen early intervention efforts, reduce the number of students progressing into higher RTI ranges, and ultimately improve retention and completion outcomes across cohorts.

2024 – 2025 Retention Report - Academic Probation Initiative

1.) Title with Brief Description of Retention Initiative:

The Academic Probation Initiative was started in spring 2022 as an effort to provide proactive support to students who are struggling academically. Students whose academic standing has changed from Good Standing to Academic Probation are assigned an Academic Coach for the following semester.

The Academic Coach meets with the student to develop an Academic Success Plan, which identifies prior obstacles to success, goals for the semester, and a plan to overcome those obstacles. The students then have 3 follow-up meetings with their academic coach throughout the semester to review progress being made on the Academic Success Plan. Students are also required to utilize tutoring a minimum of 4 times throughout the semester. By implementing such strategies, the intention is to increase the success and retention rates of these students and prevent academic disqualification.

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
Based on observations from academic advisors, students placed on Academic Probation were often not changing their behaviors or taking steps to address obstacles to prevent them from being Academically Disqualified at the end of the next semester. This initiative provides proactive support to help students address their obstacles so they can perform better academically and remain enrolled.	✓	Black
	✓	Hispanic/Latino
	✓	21 st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
		Other:

3.) Name of Program Offering Retention Initiative:

Student Success Center, Blazers Achieve (previously COPE), Experience VU, Academic Center for Excellence

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

Semester	Number of Students
Spring 2022	245
Fall 2022	76
Spring 2023	175
Fall 2023	92
Spring 2024	201
Fall 2024	119
Spring 2025	108

5.) Metrics Used to Measure Success of the Initiative:

Data was initially collected from fall 2018 to fall 2020 to show the baseline retention rates for students who were placed on academic probation after the fall semester.

Retention Outcomes for Students on Academic Probation					
October 28, 2021					
Vincennes Campus					
Entry Term	Cohort	Retained Spring		Retained Fall	
Fall 2018	556	337	60.6%	125	22.5%
Fall 2019	481	325	67.6%	162	33.7%
Fall 2020	548	311	56.8%	113	20.6%
Total	1585	973	61.4%	400	25.2%
Jasper Campus					
Entry Term	Cohort	Retained Spring		Retained Fall	
Fall 2018	50	29	58.0%	18	36.0%
Fall 2019	51	26	51.0%	14	27.5%
Fall 2020	59	30	50.8%	16	27.1%
Total	160	85	53.1%	48	30.0%

Follow-up data continues to be collected to see if the implemented interventions are helping retain students for the following semester. The goal is to increase the GPA, retention, and success rates of students placed on academic probation.

6.) Data/Results:

The data below comparatively shows the GPA rates of the spring and fall cohorts from spring 2022 to spring 2025.

GPA:

Category	Student Count Spring 22	Average of Overall GPA EOT Spring 22	Student Count Fall 22	Average of Overall GPA EOT Fall 22	Student Count Spring 23	Average of Overall GPA EOT Spring 23	Student Count Fall 23	Average of Overall GPA EOT Fall 23	Student Count Spring 24	Average of Overall GPA EOT Spring 24	Student Count Fall 24	Average of Overall GPA EOT Fall 24	Student Count Spring 25	Average of Overall GPA EOT Spring 25
V1	13	1.5	23	2	19	1.3	9	2.4	13	1.7	10	2.61	1.44	1.34
V2	11	2.3	5	1.5	7	2.1	9	2.6	8	1.9	5	2.82	1.11	1.34
V2/V3	N/A	N/A	N/A	N/A	5	2.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
V3	22	1.4	3	1.9	16	1.7	13	1.7	15	1.4	3	2.57	2.08	1.88
V3/V4	N/A	N/A	N/A	N/A	1	2.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
V4	17	1.2	2	2.1	17	1.7	7	1.8	12	1.7	1	2.45	2.23	2.03
V5	27	1.8	6	2.4	11	1.3	6	2.4	12	2.1	5	2.84	2.41	2.16
V7	13	1	9	1.9	24	1.7	8	2.5	14	1.7	5	2.88	1.66	1.50
Blazers Achieve (formerly COPE)	31	1.5	4	2.2	31	1.9	14	2.4	32	1.9	22	2.41	2.18	1.90
COPE/V2	N/A	N/A	N/A	N/A	1	1.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
COPE/V3	1	2.8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
COPE/V5	1	1.9	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EXP VU	16	1.9	3	2.6	12	1.4	8	2.5	17	1.8	16	2.34	2.00	1.59
Jasper	30	2.1	14	2.1	18	1.7	N/A	N/A	19	1.8	N/A	N/A	N/A	N/A
Jasper/V1	N/A	N/A	N/A	N/A	N/A	N/A	1	2.1	N/A	N/A	2	1.77	2.02	1.79
Jasper/V2	N/A	N/A	N/A	N/A	1	2.8	1	3.5	N/A	N/A	1	2.54	3.43	3.33
Jasper/V3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	1.89	1.54	1.84
Jasper/V5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	2.73	N/A	N/A
Jasper/V7	N/A	N/A	N/A	N/A	N/A	N/A	1	2.3	N/A	N/A	N/A	N/A	1.85	1.80
SSC	70	1.5	7	2.3	12	1.9	7	2.3	59	1.7	45	1.98	1.05	1.44
SSC/V5	1	1.3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Unassigned	N/A	N/A	N/A	N/A	N/A	N/A	8	1.8	N/A	N/A	N/A	N/A	N/A	N/A
Grand Total	253	1.6	76	2.1	175	1.7	92	2.2	201	1.8	119	2.3	108	1.67

Retention:

Semester	Percent Improved to Good Standing	Percent Retained to Following Semester or Graduated
Spring 2022	22	44
Fall 2022	32.9	67
Spring 2023	30	44
Fall 2023	34.8	60
Spring 2024	35.8	38.6
Fall 2024	74.8	74
Spring 2025	32.4	44

Data broken down by semester with further detail:

Spring 2022 Data

Category	Cohort	Found SPR 2022 Record	Spring 2022 End of Term Academic Standing and GPA							Grad SPR or SUM 2022	Enrolled Fall 2022	Percent Retained Fall or Grad
			AD	AP	AW	GS	PC	None	Avg GPA			
V1	13	12	7			4	1	1	1.5	0	8	67%
V2	11	10	2			7	1	1	2.3	1	6	70%
V3	22	21	11			4	4	3	1.4	1	7	38%
V4	17	17	9		1		3	4	1.2	0	5	29%
V5	27	26	11	1	1	6	7	1	1.8	0	10	38%
V7	13	13	11		1			1	1.0	0	3	23%
COPE	31	28	17			6	4	4	1.5	1	10	39%
COPE/V3	1	1				1			2.8	0	1	100%
COPE/V5	1	1					1		1.9	0	1	100%
ExpVU	16	16	5	1		5	4	1	1.9	3	6	56%
SSC	70	69	37	3	6	11	9	4	1.5	2	25	39%
SSC/V5	1	1	1						1.3	0		0%
Jasper	30	30	7	2	2	10	8	1	2.1	1	17	60%
Total	253	245	118	7	11	54	42	21	1.6	9	99	44%

Cohort based on unique IDs in list provided.

Found Spring 2022 Record indicates students was enrolled with total billing hours > 0

- 22% of the spring 2022 Academic Probation cohort improved to Good Standing at the end of the term.
- 44% of the spring 2022 Academic Probation cohort was retained to fall 2022 or graduated.

Fall 2022 Data

Category	Cohort	Found Fall 22 Record	Fall 22 End of Term Academic Standing and GPA							Graduated Fall 22	Enrolled Spring 23	# Retained Spring or Grad*	% Retained Spring or Grad
			AD	AP	AW	GS	PC	None	Avg Term GPA				
V1	23	23	5		2	7	7	2	2.33	4	14	15	65%
V2	6	5	2			2	1	1	1.72	0	5	5	100%
V3	3	3	2			1			3.35	0	1	1	33%
V4	2	2				1	1		2.61	0	2	2	100%
V5	6	6			1	2	2	1	2.60	0	5	5	83%
V7	9	9	3		2	2	1	1	3.01	0	4	4	44%
COPE	4	4			2	2			2.40	0	4	4	100%
EXP VU	3	3				2		1	1.08	0	2	2	67%
Jasper	14	14	3	1	1	4	3	2	2.81	0	8	8	57%
SSC	7	7	2			2	3		2.45	1	5	5	71%
Total	77	76	17	1	8	25	18	8	2.43	5	50	51	67%

*Students are only counted once, regardless if they graduated and then returned the next semester

- 32.9% of the fall 2022 Academic Probation cohort improved to Good Standing at the end of the term.
- 67% of the fall 2022 Academic Probation cohort was retained to spring 2023 or graduated.

Spring 2023 Data

Category	Cohort	Found SPR 2023 Record	Spring 2023 End of Term Academic Standing and GPA							Grad SPR or SUM 2023	Enrolled Fall 2023	Percent Retained Fall or Grad
			AD	AP	AW	GS	PC	None	Avg GPA			
V1	19	19	12			4	2	1	1.3	0	6	32%
V2	7	7	3			3	1		2.1	1	3	57%
V2/V3	5	5			1	2	2		2.9	0	3	60%
V3	16	16	7	1	1	6	1		1.7	0	7	44%
V3/V4	1	1					1		2.8	0	1	100%
V4	17	17	8			7	2		1.7	1	7	47%
V5	11	11	3		1	3	1	3	1.3	0	4	36%
V7	25	24	12		1	7	4		1.7	0	9	38%
COPE	31	31	12	3	2	11	3		1.9	0	16	52%
COPE/V2	1	1	1						1.7	0	0	0%
Exp VU	12	12	6	1	1	1	3		1.4	0	5	42%
SSC	12	12	5		1	3	2	1	1.9	0	5	42%
Jasper	21	18	9			6	2	1	1.7	0	8	44%
Jasper/V2	1	1				1			2.8	0	1	100%
Total	179	175	78	5	8	54	24	6	1.7	2	75	44%
Cohort based on unique IDs in list provided.												
Found Spring 2023 Record indicates students was enrolled with total billing hours > 0												

- 30% of the spring 2023 Academic Probation cohort improved to Good Standing at the end of the term. This was an 8% increase from the spring 2022.
- 44% of the spring 2023 Academic Probation cohort was retained to fall or graduated, which is consistent with the retention rates from spring 2022.

Fall 2023 Data

Category	Cohort	Found Fall 23 Record	Fall 23 End of Term Academic Standing and GPA							Graduated Fall 23	Enrolled Spring 24	# Retained Spring or Grad*	% Retained Spring or Grad
			AD	AP	AW	GS	PC	None	Avg Term GPA				
V1	11	9	2	1	1	2	3	2	2.45	1	5	5	56%
V2	10	9	1			2	5	2	2.17	1	6	6	67%
V3	16	13	6	3	2		2	3	1.02	0	3	3	23%
V4	7	7	2		1	3		1	1.64	0	4	4	57%
V5	7	6		3		2	1	1	2.09	0	4	4	67%
V7	10	8	2			5	1	2	2.62	0	7	7	88%
V1- JASPER	1	1				1			2.20	1	0	1	100%
V2- JASPER	1	1				1			3.00	0	1	1	100%
V7- JASPER	1	1						1	0.00	0	0	0	0%
Blazers	18	14	2		1	7	4	4	2.19	1	12	12	86%
EVU	8	8			1	5	2		2.59	1	6	7	88%
SSC	9	7	1	1		2	2	3	1.73	0	3	3	43%
Unassigned	8	8	1	3		2	1	1	1.41	0	2	2	25%
Total	107	92	17	11	6	32	21	20	1.95	5	53	55	60%
*Students are only counted once, regardless if they graduated and then returned the next semester													

- 34.8% of the fall 2023 Academic Probation cohort improved to Good Standing at the end of the term. This was an increase from 32.9% with the fall 2022 cohort.
- 60% of the fall 2023 Academic Probation cohort was retained to spring 2024 or graduated. This was actually a 7% decrease from fall 2022.

Spring 2024 Data

Category	Cohort	Found SPR 2024 Record	Spring 2024 End of Term Academic Standing and GPA								Grad SPR or SUM 2024	Enrolled Fall 2024	Retained Fall or Grad	Percent Retained Fall or Grad
			AD	AP	AW	GS	PC	None	Avg Spring Term GPA	Avg Cum GPA EOT				
V1	13	13	7		1	3	2		2.0	1.7	1	4	5	38.5%
V2	8	8	4			3		1	1.5	1.9	0	3	3	37.5%
V3	17	15	9			3	2	1	1.6	1.4	1	3	4	23.5%
V4	13	12	6		1	4	1		2.0	1.7	0	4	4	30.8%
V5	14	12	2		2	5	1	2	1.8	2.1	1	6	7	50.0%
V7	14	14	7		2	5			1.6	1.7	1	5	6	42.9%
Blazers Achieve	34	32	11	1		18	1	1	1.9	1.9	4	16	18	52.9%
Exp VU	18	17	8		2	4		3	1.6	1.8	0	7	7	38.9%
Jasper	21	19	9		1	7	1	1	1.7	1.8	1	8	9	42.9%
SSC	63	59	27	4	1	20	3	4	1.4	1.7	3	18	20	31.7%
Totals	215	201	90	5	10	72	11	13	1.7	1.8	12	74	83	38.6%

- 35.8% of the spring 2024 Academic Probation cohort improved to Good Standing at the end of the term. This was relatively flat from the previous term, but an increase of 5.8% compared to the prior spring.
- 38.6% of the spring 2024 Academic Probation cohort was retained to fall or graduated, which was a decrease (5.4%) from the retention rates from spring 2023.

Fall 2024 Data

Category	Enrolled Fall 24	Fall 24 End of Term Academic Standing and GPA							Graduate d Fall 24	Enrolled Spring 25	# Retained Spring or Grad	% Retained Spring or Grad
		AD	AP	AW	GS	PC	None	Avg Term				
V1	10				9	1		2.77	4	9	10	100%
V2	5				5			2.64	2	4	4	80%
V3	3	1			2			2.24	2	2	2	67%
V4	1				1			2.04	0	1	1	100%
V5	5				5			3.27	4	3	5	100%
V7	5				5			3.24	2	3	4	80%
V1- JASPER	2	1		1				1.75	0	1	1	50%
V2 - JASPER	1				1			2.93	1	1	1	100%
V3 - JASPER	3	1			2			1.17	0	1	1	33%
V5- JASPER	1				1			3.93	0	1	1	100%
Blazers Achi	22	1	2		19			2.31	10	14	16	73%
Exp VU	16	1	1		13		1	2.36	5	10	12	75%
SSC	45	13	1	2	26	2	1	1.88	8	29	30	67%
Total	119	18	4	3	89	3	2	2.26	38	79	88	74%

*Students are only counted once, regardless if they graduated and then returned the next semester

- 74.7% of the fall 2024 Academic Probation cohort improved to Good Standing at the end of the term. This was a significant increase from 34.8% with the fall 2023 cohort.
- 74% of the fall 2024 Academic Probation cohort was retained to spring 2025 or graduated. This was a 14% increase from fall 2023.

Spring 2025 Data

Category	Enrolled Spring 25	Spring 2025 End of Term Academic Standing and GPA							Grad SPR		Total	% Grad
		AD	AW	GS	PC	None	Avg Term GPA	Avg Cum GPA EOT	25 or Sum 25	Retained Fall 25	Grad or Retained	or Retained
V1	22	11	3	4	2	5	1.44	1.34	0	5	5	22.7%
V2	3	2	1				1.11	1.34	0	0	0	0.0%
V3	11	2	4	4	1		2.08	1.88	0	5	5	45.5%
V4	8	3	2	3			2.23	2.03	0	4	4	50.0%
V5	5	2		3		2	2.41	2.16	0	2	2	40.0%
V7	10	4	2	2	2		1.66	1.50	0	5	5	50.0%
Jasper V1	2	1		1			2.02	1.79	1	0	1	50.0%
Jasper V2	1			1		1	3.43	3.33	0	1	1	100.0%
Jasper V3	7	2	1	3		1	1.54	1.84	0	4	4	57.1%
Jasper V7	2	1		1		2	1.85	1.80	0	1	1	50.0%
Blazers Achieve	13	4		6	2	1	2.18	1.90	0	8	8	61.5%
EXP VU	7	2	1	3		2	2.00	1.59	1	3	4	57.1%
SSC	17	6	1	4		8	1.05	1.44	0	5	5	29.4%
Grand Total	108	40	15	35	7	22	1.73	1.67	2	43	45	41.7%
*Grad or Retained % based on enrolled students for the semester after Academic Probation												

- 32.4% of the spring 2025 Academic Probation cohort improved to Good Standing at the end of the term. This was a considerable decrease from 74.7% the previous term, but only slightly less compared to the prior spring (35.8%).
- 41.7% of the spring 2025 Academic Probation cohort was retained to fall or graduated, which was an increase from the 38.6% retained or graduated from spring 2024.

Success:

14.1% of the spring 2022 academic probation cohort completed their degree on time. This is the first cohort of Academic Probation students that have been able to reach on time completion status since we started the initiative so we don't have prior years to compare this to, but this will give us a baseline going forward.

35.1% of the spring 2023 academic probation cohort completed their degree on time. This is a significant increase from the 14.1% on time completion from the year prior. One point to note is that the cohort size was significantly smaller so this cohort could have received more attention and support, potentially resulting in the increase in on-time completion.

Spring 22 AP Students				Spring 23 AP Students			
COLLEGE	Cohort	100 OTC	%	Category	Cohort	OTC 100	%
COPE	33	7	21.2%	COPE	4	1	25.0%
Jasper	29	4	13.8%	EXP VU	3	0	0.0%
SSC	68	8	11.8%	Jasper	14	6	42.9%
V1	13	3	23.1%	SSC	7	3	42.9%
V2	10	3	30.0%	V1	23	11	47.8%
V3	19	2	10.5%	V2	6	1	16.7%
V4	17		0.0%	V3	3	0	0.0%
V5	25	5	20.0%	V4	2	1	50.0%
V7	13		0.0%	V5	6	3	50.0%
Totals	227	32	14.1%	Grand Total	77	27	35.1%
Students are presumed to have started in Fall 21 and 100% OTC is based upon earning a degree or certificate from 202210 through 202330				Students are presumed to have started in Fall 22 and 100% OTC is based upon earning a degree or certificate from 202310 through 202430			

7.) Reflections on Current Results and Previous Improvement Plans (if applicable):

Fall to Spring Retention

Fall 2022 to Spring 2023

67% of the fall 2022 Academic Probation cohort was retained to spring 2023 or graduated, which is higher than our baseline cohort on both the Jasper (53.1%) and Vincennes Campuses (61.4%).

Of the academic probation students that were retained, we also saw an increase in their GPA versus the prior year from 1.6 to 1.7 for the spring semesters (spring 2022 to spring 2023) and from 2.1 to 2.2 for the fall (fall 2022 to fall 2023) semesters. We also saw an increase in the number of Academic Probation students who improved their standing to Good Standing by the end of the semester when comparing the spring cohorts. At the end of spring 2022, 22% of the cohort had improved their standing. By comparison, at the end of the spring 2023 term, the number of students had increased to 30%.

Fall 2023 to Spring 2024

60% of the fall 2023 Academic Probation cohort was retained to spring 2024 or graduated, compared to 67% of the fall 2022 Academic Probation cohort that was retained to spring 2023. This was actually a 7% decrease from the previous year; however, the fall to spring cohort retention and graduation rates are considerably higher than the spring cohorts. This could be attributed partially to shorter breaks between the fall and spring semesters versus the spring and fall semesters. Additionally, the number of academic probation students in fall 2023 was higher than in fall 2022 so if you look at the actual number of students retained from fall 2023 to spring 2024 and not the percentage, the number actually increased from 51 to 55 retained.

34.8% of the fall 2023 Academic Probation cohort improved to Good Standing at the end of the term. This was an increase from 32.9% with the fall 2022 cohort. This shows the work we are doing with the students is helping them move in the right direction academically. Another evidential factor that supports academic improvement is that the average end of term GPA of the fall 2023 cohort was 2.2, which is the highest it has been since we started tracking the data.

Fall 2024 to Spring 2025

Of the fall 2024 cohort, 74% were retained to spring 2025 or graduated, which was a 14% increase from the fall 2023 cohort. In addition to the significant retention and graduation increase, the fall 2024 Academic Probation cohort show significant improvement rates for the number of students improving their academic standing to Good Standing at the end of term. 74.7% of the fall 2024 cohort improved to good academic standing, which was up from 34.8% the previous year. The average end of term GPA remained consistent at 2.26. The Fall 2024 semester was the implementation of the revised academic standing policies. A Repeated Course Exclusion policy went into effect as well as removing pace from an evaluation point for Academic Probation status. Now academic standing is based on GPA, which could be why we saw a spike in the number of students improving to Good Standing at the end of this term.

Spring to Fall Retention

Spring 2022 to Fall 2022

The baseline retention rate for spring to fall of students on Academic Probation was 25.2% for the Vincennes Campus and 30% for the Jasper Campus. For the initial cohort of spring 2022 Academic Probation students who participated in this initiative, 41.8% of those students from the Vincennes Campus and 60% from the Jasper Campus were retained for fall 2022 or graduated. This is a substantial increase from the baseline numbers.

Spring 2023 to Fall 2023

The overall retention and graduation rates for the spring 2023 cohort remained flat at 44%. However, if you break apart the campuses, the Vincennes Campus retained 43.6% of the spring cohort, which was a slight increase from the 41.8% increase the year prior. The Jasper Campus retained 47.4% of the spring cohort, which was actually a significant decrease from the 60% retained with the 2022 cohort, but still an increase from the baseline cohort, which was 30%.

Spring 2024 to Fall 2024

The overall retention and graduation rates for the spring 2024 cohort decreased (5.4%) from the retention rates the prior year. The Vincennes Campus retention and graduation rate decreased slightly to 40.7% (versus 43.6% from spring 2023), while the Jasper campus remained flat with a 47.3% retention and graduation rate. Overall, the rates were relatively similar to the previous year and still a considerable increase from the 30% baseline cohort, proving the initiative is continuing to make a difference. The end of term GPA of 1.8 is similar to the previous spring semester's end of term GPA's (1.6 in spring 2022 and 1.7 in spring 2023).

Spring 2025 to Fall 2025

The overall retention and graduation rates for the spring 2025 cohort were up 3.1% compared to the previous spring; however, the number of students improving to Good Standing was down slightly compared to the previous spring. The end of term GPA of 1.67 is relatively flat compared to previous spring terms.

8.) Updated Improvement Plans:

The Fall 2024 semester was the implementation of the revised academic standing policies. A Repeated Course Exclusion policy went into effect as well as removing pace from an evaluation point for Academic Probation status. Now academic standing is based solely on GPA. We will continue to monitor how these revised policies have an effect on the number of students placed on Academic Probation, the percentage of Academic Probation students improving to Good Standing, and these students' success rates.

Future goals for the students participating in the Academic Probation retention initiative will include:

- Increasing the number of participating students moving to good academic standing to at least 36%.
- Retain at least 75% of participants from the fall to spring semesters.
- Retain at least 43% of participants from the spring to fall semesters.

2024 – 2025 Retention Report—Academic Readmits

1.) Title with Brief Description of Retention Initiative:

Academic Readmits: The Student Success Center (SSC) provides additional accountability and support to students who were previously academically disqualified from VU and who are being readmitted.

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
These students must apply for readmission with the review committee and must follow contractual obligations to support their goal of becoming a student in “good standing.” These students are expected to have a minimum of 3 individual meetings and progress report checks with SSC coordinators. Success is determined by achieving a semester GPA > = 2.0.	✓	Black
	✓	Hispanic/Latino
	✓	21 st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
		Other: <u><list as appropriate></u>

3.) Name of Program Offering Retention Initiative:

Student Success Center

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

Cohort	Number of Students
Fall 2018	45
Spring 2019	22
Fall 2019	29
Spring 2020	26
Fall 2020	13
Spring 2021	11
Fall 2021	23
Spring 2022	12
Fall 2022	24
Spring 2023	19
Fall 2023	10
Spring 2024	7
Fall 2024	6
Spring 2025	8

5.) Metrics Used to Measure Success of the Initiative:

For each cohort, data was collected on students' cumulative GPA at the end of the term they reapplied (1st term), retention for term following readmission term (2nd term) and subsequent term (3rd term), graduation in 2 years and 3 years from reapply term. For each semester, data was collected on students' semester GPA ≥ 2.0 .

6.) Data/Results:

Efforts within this program focus primarily on improving students' semester GPAs. Cumulative GPA varies widely across academic readmit cohorts, so the term GPA during the readmit semester was examined as a more meaningful indicator of student success. In most semesters, a majority of reapplying students earned a higher term GPA than their previous cumulative GPA, often exceeding 60 percent and reaching above 80 percent in several terms. This improvement frequently resulted in increases to students' cumulative GPAs by the end of the reapply term, indicating positive academic momentum and supporting retention efforts. Over the last three academic years, spring term GPAs for readmitted students have consistently been lower than those in the preceding fall terms. Notably, aside from Fall 2018, every fall term concluded with an average readmit term GPA above 2.0, suggesting stronger academic performance during fall readmission periods.

GPA:

Semester	Cumulative GPA end of Prior Term	Term GPA end of Reapply Term	Percent of students who have a higher term GPA in their reapply term than their previous Cumulative GPA	Cumulative GPA End of Reapply Term
Fall 2018	1.33	1.79	63.4%	1.59
Spring 2019	1.44	2.67	90.5%	2.03
Fall 2019	1.46	2.15	74.1%	1.71
Spring 2020	1.46	2.16	77.3%	1.7
Fall 2020	1.78	2.08	61.5%	1.92
Spring 2021	1.81	1.59	44.4%	1.85
Fall 2021	1.74	2.21	56.5%	1.93
Spring 2022	1.49	2.63	81.8%	1.85
Fall 2022	1.98	2.27	66.7%	2.04
Spring 2023	1.22	1.86	61.1%	1.46
Fall 2023	1.59	2.50	80%	1.94
Spring 2024	1.38	1.80	57.1%	1.64
Fall 2024	2.36	2.85	83.3%	2.48
Spring 2025	1.76	1.85	62.5%	1.69

Retention:

There is a high variability in the percentage of these students being retained for a 2nd term after their readmit semester. The data shows a significant drop in retention for a 3rd term. In 8 of the last 10 semesters, over 50% of the students have been retained for the next term. It seems like 35-45% are consistently retained for a 3rd term after their readmit term. Further evaluation of this trend is needed.

Cohort	Percentage Retained 2 nd Term	Percentage Retained 3 rd Term
Fall 2018	48.8%	36.6%
Spring 2019	81.0%	38.1%
Fall 2019	66.7%	37.0%
Spring 2020	72.7%	50.0%
Fall 2020	61.5%	46.2%
Spring 2021	54.5%	36.4%
Fall 2021	47.8%	47.8%
Spring 2022	63.6%	45.5%
Fall 2022	87.5%	45.8%
Spring 2023	38.9%	22.2%
Fall 2023	60.0%	50%
Spring 2024	42.9%	42.9%
Fall 2024	83.3%	50.0%
Spring 2025	37.5%	

Success:

The program aims to increase the percentage of students who graduate within two years of their reentry semester to at least 25%, which will require continued examination of retention through the second and third terms. Although the two-year graduation rate declined between Spring 2020 and Spring 2021—likely influenced by the disruptions of the COVID-19 pandemic—the target of 25% or higher has been achieved in every cohort since Fall 2021, with the exception of Spring 2023.

Cohort	Graduated in 2 years	Graduated in 3 years
Fall 2018	22.0%	29.3%
Spring 2019	19.0%	28.6%
Fall 2019	18.5%	18.5%
Spring 2020	18.2%	27.3%
Fall 2020	12.2%%	14.6%
Spring 2021	0.0%	22.2%
Fall 2021	34.8%	34.8%
Spring 2022	27.3%	27.3%
Fall 2022	33.3%	42.9%
Spring 2023	5.6%	NA
Fall 2023	30%	NA

Other:

A key indicator of success for this program is the percentage of students who earn a semester GPA of 2.0 or higher during their reentry term. Over the last nine semesters (Fall 2020–Fall 2024), at least 57.1% of students supported by the coordinators have met this benchmark. Spring semesters tend to fluctuate more due to smaller cohort sizes. Completion rates for required meetings and progress reports declined in Spring 2020, Fall 2020, and Spring 2021, likely influenced by the shift to virtual learning during the pandemic. However, in 10 of the past 13 semesters, at least 66.7% of successful students completed all required meetings and progress reports.

Cohort	Number of students	Percentage Successful	Percentage of successful students who completed meeting and progress report requirements
Fall 2018	45	48.9%	81.8%
Spring 2019	22	81.8%	94.4%
Fall 2019	29	58.6%	94.1%
Spring 2020	26	52.3%	75%
Fall 2020	13	69.2%	66.7%
Spring 2021	12	58.3%	71.4%
Fall 2021	23	60.8%	100%
Spring 2022	12	66.67%	42.7%
Fall 2022	23	78.3%	88.9%
Spring 2023	20	60%	41.7%
Fall 2023	10	80%	100%
Spring 2024	7	57.1%	100%
Fall 2024	5	83.3%	80%

7.) Reflections on Results and Previous Improvement Plans:

Motivation is a key factor in student success. The SSC believes that the accountability provided through meetings with coordinators and completion of progress reports supports these students in achieving their goals. To further understand the impact of these interactions, the SSC utilizes a short survey to gather feedback from readmit students on which coordinator activities were most helpful to their success.

Another important area for review is the number of semesters it takes for students to raise their cumulative GPA above 2.0, as extended timelines can negatively affect retention. To address this, the FRESH START program was introduced in July 2016 for VU readmission students. This program allows students who have been away from VU for an extended period to reset their GPA through a recalculation, provided they meet specific eligibility requirements. Evaluating and refining initiatives such as the Fresh Start program can contribute to improving retention rates for readmitted students.

8.) Updated Improvement Plans:

Academic Standing EOT	Academically Disqualified	
Fall 2018	19	46.3%
Spring 2019	3	14.3%
Fall 2019	10	37.0%
Spring 2021	3	33.3%
Fall 2021	9	39.1%
Spring 2022	3	27.3%
Fall 2022	5	21.7%
Spring 2023	9	45%
Fall 2023	2	20%
Spring 2024	3	42.9%
Fall 2024	0	0%
Spring 2025	2	25%

This chart shows a general decline in the number and percentage of readmitted students who became academically disqualified following the reapply term. Earlier cohorts, particularly Fall 2018 and Fall 2019, had higher counts and rates of academic disqualification, with Fall 2018 representing the highest level. **In Fall 2022, the program established a benchmark to reduce this rate to 30% or below.** In more recent semesters, the number of academically disqualified students has decreased substantially, including no disqualifications in Fall 2024. However, the goal was not met in Spring 2023 and Spring 2024. Overall, the trend suggests improved academic outcomes and increased persistence among readmitted students over time, supporting the effectiveness of targeted retention and academic support efforts.

To further support student success, all readmitted students are required to complete an academic success plan checklist and establish goals for their reentry semester. Beginning in Fall 2025, coordinators will initiate early progress reporting by contacting instructors in week four, followed by meetings with students to review feedback and address academic concerns proactively.

2024 – 2025 Retention Report – Blazers Achieve Student Support Services (SSS)

1.) Title with Brief Description of Retention Initiative:

Mission Statement – The TRIO Blazers Achieve Student Support Services program increases retention, graduation, and/or transfer to a four-year institution. It fosters independent growth through student-centered services for first-generation, income-eligible, and/or students with disabilities.

Vision Statement – Blazers Achieve SSS program collaborates to foster student success, leadership, and autonomy through the University Experience class, workshops, mentoring, and coaching. The Blazers Achieve SSS Team strives to eliminate barriers and encourage independence and lifelong learning through evidence-based strategies, academic support, financial awareness, soft skills, executive function skills, and personal and social development services.

Increasing Non-cognitive Factors to Increase Graduation – Blazers Achieve SSS offers a variety of engaging services and activities (such as the Business Dinner, Leadership Academy, workshops, gaming, service learning, coaching, and mentoring) designed to enhance students' sense of belonging in the program. These initiatives, combined with consistent communication and support, aim to increase graduation rates. While Blazers Achieve SSS works closely with its sister program, the Experience VU program, which serves students with disabilities, the key distinction is that 100% of Experience VU Disability Student Support Services (DSSS) participants have at least one disability, with one-third of those students also meeting income eligibility criteria.

Note – The program name changed from COPE SSS to Blazers Achieve SSS in Summer 2023.

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
First-generation students (neither parent with whom the student resides holds a bachelor's degree), who come from low-income households (below 150% of the poverty threshold as defined by the U.S. Department of Education), or have disabilities (including hidden disabilities such as learning disabilities, ADHD, or Autism) often encounter significant barriers to on-time graduation. These challenges stem from limited or inadequate academic and mentoring support, difficulties transitioning from high school to college, and gaps in educational preparedness, financial literacy, and essential soft skills like organization, planning, and effective study strategies.	✓	Black
	✓	Hispanic/Latino
	✓	21 st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
	✓	Other: Students with Disabilities

3.) Name of Program Offering Retention Initiative:

Blazers Achieve Student Support Services (SSS)

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

255

5.) Metrics Used to Measure Success of the Initiative:

The Blazers Achieve SSS program utilizes cumulative GPA, Fall-to-Fall retention, and 100% and 150% graduation rates. Other standards measured include the Tracking Attendance Performance of Students (TAPS) early warning system, which identifies academic concerns such as missing assignments, low participation, excessive tardiness, and poor performance, while also recognizing positive behaviors including improvement, strong effort, and consistent attendance and the Real Time Indicator (RTI) reports are reviewed regularly by program staff to initiate timely

interventions, including academic coaching in executive function strategies, tutoring referrals, and individualized student outreach. These tools provide actionable data that enable the program to address challenges before they lead to course failure or withdrawal. Consistent engagement and proactive support have been shown to significantly improve student persistence and retention (Bettinger & Baker, 2011; Noon et al., 2006; Stephens et al., 2014; Tinto, 1998).

6.) Data Results:

The baseline cohort consisted of Fall 2017 students in the Blazers Achieve program (formerly the COPE program).

GPA: Blazers Achieve SSS students have consistently maintained a cumulative GPA above 2.00 from Fall 2017 through Fall 2024, indicating sustained strong academic standing and supporting positive retention and graduation outcomes. In Fall 2024, the cumulative GPA increased to 2.68, exceeding the averages from the previous two years—Fall 2023 (2.64) and Fall 2022 (2.61). Earlier cohorts similarly demonstrated academic success, with cumulative GPAs remaining above 2.00 in Fall 2017 (2.05), Fall 2018 (2.16), Fall 2019 (2.56), Fall 2020 (2.10), and Fall 2021 (2.25). These trends align with the program’s continued effectiveness in promoting academic persistence among participating students.

Cohort	Cumulative GPA
Fall 20217 - Baseline	2.05
Fall 2018	2.16
Fall 2019	2.56
Fall 2020	2.10
Fall 2021	2.25
Fall 2022	2.61
Fall 2023	2.64
Fall 2024	2.68

Fall-to-Fall Retention: Blazers Achieve SSS students maintained a Fall-to-Fall retention rate of 50% or higher from Fall 2017 through Fall 2024, with the highest retention observed in Fall 2022 (84.4%). Recent retention rates—62.3% in Fall 2021, 84.4% in Fall 2022, 68.4% in Fall 2023, and 72.4% in Fall 2024—represent notable improvements compared to earlier cohorts in Fall 2017, Fall 2018, and Fall 2020, which experienced lower persistence rates. These gains may be associated with the expansion of intensive coaching and mentoring supports, particularly for probationary students and those identified as at risk through the Real Time Indicator (RTI) and probation initiative.

Fall-to-Fall Retention	
Cohort	Percentage Retained
Fall 2017 - Baseline Data	50.0%
Fall 2018	58.7%
Fall 2019	70.3%
Fall 2020	52.5%
Fall 2021	62.3%
Fall 2022	84.1%
Fall 2023	68.4%
Fall 2024	72.4%

Success: Blazers Achieve SSS students have demonstrated steady gains in both completion and success outcomes over time. The 100% and 150% Success rates increased from 33.3% and 43.1% in 2017 to 57.0% and 68.2% in 2022, respectively. Similarly, the 100% and 150% Completion rates rose substantially from 27.1% and 35.4% in 2017 to 55.1% and 66.4% in 2022. These improvements highlight sustained progress in student achievement across multiple cohorts.

The Blazers Achieve program serves a significant number of first-generation students, who often lack career goals and change majors, as well as students with disabilities, for whom extended academic timelines are often necessary to complete their degrees.

Success and Completion Rates				
Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2017 - Baseline	33.3%	43.1%	27.1%	35.4%
Fall 2018	24.0%	38.8%	22.3%	37.2%
Fall 2019	36.5%	45.9%	34.5%	45.9%
Fall 2020	37.3%	45.8%	33.9%	42.4%
Fall 2021	43.0%	54.4%	38.6%	50.0%
Fall 2022	57.0%	68.2%	55.1%	66.4%
Fall 2023	51.3%		48.7%	

Variations in outcomes during certain years reflect contextual challenges rather than diminished program effectiveness. For example, retention declined to 20.1% in Fall 2018 during the program’s transition to a new campus location, which temporarily limited access to resources and services. A more pronounced decline occurred in Fall 2020 due to the COVID-19 pandemic. Many students—particularly those who benefit from hands-on instruction and face-to-face support—experienced difficulties adapting to remote learning environments, while access to in-person tutoring and support services was significantly restricted. Despite these challenges, subsequent cohorts show recovery and continued improvement in completion and success outcomes.

Other: Intensive coaching and mentoring occur once a student reaches the Real Time Indicator (RTI) report. These early warning systems allow staff to be proactive in specific situations, such as when students who are dropping classes are contacted and encouraged to contact Financial Aid to ensure a dropped course does not negatively impact their award package.

Blazers Achieve SSS	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
TAPS Attendance										
1st Warning	78(30%)	53(25%)	78(30%)	53(25%)	102(39%)	80(31%)	133(52%)	160(63%)	132(49%)	92(36%)
2nd Warning	52(5%)	40(19%)	52(20%)	40(19%)	51(19%)	57(22%)	51(20%)	67(26%)	56(20%)	40(16%)
1st Warning Online							21(8%)	38(15%)	14(5%)	8(3%)
2nd Warning Online							11(4%)	17(7%)	9(3%)	3(1%)
Dropped (face-to-face & online)	45(18%)	17(8%)	45(18%)	17(8%)	28(11%)	19(8%)	18(7%)	28(11%)	18(7%)	14(5%)
Performance (Previous TAPS)										
Classroom Participation	24(9%)	29(14%)	24(9%)	29(14%)						
Poor Performance	61(24%)	54(25%)	61(24%)	54(25%)						
Low Test Scores	37(14%)	34(16%)	37(14%)	34(16%)						
Excessive Tardiness	10(4%)	8(4%)	10(4%)	8(4%)						
Needs Books	12(5%)	5(2%)	12(5%)	5(2%)						
Great Job	66(26%)	55(26%)	66(26%)	55(26%)						
Performance Warning (New TAPS Fall 2022)										
Needs Course Material					7(3%)	5(2%)	3(1%)	6(2%)	5(2%)	1(0%)
Missing Assignments					95(36%)	74(29%)	65(25%)	67(26%)	90(33%)	62(24%)
Class Participation					29(11%)	14(5%)	13(5%)	18(7%)	23(9%)	19(7%)
Excessive Tardiness					13(5%)	14(5%)	10(4%)	13(5%)	13(5%)	14(5%)
Low Scores					42(16%)	26(10%)	28(11%)	2(10%)	43(16%)	36(14%)
Positive Feedback (New TAPS Fall 2022)										
Showing Improvement					19(7%)	13(5%)	15(6%)	5(2%)	23(9%)	11(4%)
Effort Appreciated					77(29%)	52(20%)	44(17%)	28(11%)	42(16%)	37(15%)
Great Attendance					44(17%)	16(6%)	39(15%)	10(4%)	43(16%)	16(6%)
Awesome Job					89(33%)	78(31%)	68(27%)	56(22%)	75(28%)	68(27%)

*Note: The 2021-2022 data were analyzed per-student rather than by the number of times a score was reported. This adjustment was made to eliminate duplicates caused by some students appearing multiple times in the TAPS system, as observed during the 2020-2021 reporting period.

Real Time Indicator (RTI) Data																
Blazers Achieve SSS	Fall 2021		Spring 2022		Fall 2022		Spring 2023		Fall 2023		Spring 2024		Fall 2024		Spring 2025	
RTI Score 0 - 20	39	15%	30	14%			56	21%	38	15%	54	21%	106	35%	71	22%
RTI Score 25 - 35	10	4%	13	6%			22	8%	7	3%	23	9%	51	17%	29	9%
RTI Score > 40	15	6%	4	2%			19	7%	6	2%	14	5%	38	12%	22	7%

*Note – The 2021-2022 TAPS data were analyzed per student, not the number of times the score was reported, to eliminate the duplicates caused by some students being on the RTI multiple times as reported in 2020-2021.

*Note: Significant changes were made to the TAPS system in Fall 2022, which impacted the Real Time Indicator (RTI) reports. The RTI scoring was not initially adjusted to reflect the addition of positive indicators in TAPS (e.g., "Good Job"). As a result, RTI scores were skewed higher for students who were performing well, potentially affecting the accuracy of the data.

7.) Reflections on Current Results and Previous Improvement Plans (if applicable):

- a. Blazers Achieve SSS Staff observed academic skill gaps and socialization challenges among students, likely resulting from prolonged disruptions caused by the COVID-19 pandemic. These factors may have contributed to the decline in the program's 100% Success rate. Students reported that extended virtual learning during high school limited their preparedness for the academic rigor of college coursework, particularly in writing and mathematics. This approach integrates coaching and mentoring strategies that address social-emotional development and executive functioning skills, which are critical to improving academic performance and overall student success.
- b. The Tracking Attendance Performance of Students (TAPS) and Real Time Indicator (RTI) reports served as critical tools for monitoring student engagement and academic risk. TAPS reports were reviewed biweekly, while RTI reports were analyzed weekly from Weeks 2–16 in Fall 2024 and Weeks 3–15 in Spring 2025. Program staff used these reports to conduct consistent outreach via email, text messages, and phone calls. This sustained communication appears to have increased students' awareness of the academic and financial consequences of course withdrawal, nonattendance, or being dropped from classes. An emerging pattern showed that students appearing on the RTI report four times were more likely to be placed on academic probation in the following semester. Messaging that emphasized the potential impact on financial aid eligibility and award packages seemed to resonate strongly with students and prompted increased responsiveness.

The review process also revealed challenges with data accuracy. Some students reported being flagged for nonattendance despite attending class, and follow-up with faculty confirmed that attendance had occasionally been recorded in error. These instances highlighted the importance of verifying early alert data and maintaining open communication with faculty to ensure accurate interventions.

- c. Intensive coaching and mentoring have remained central components of the Blazers Achieve SSS program, particularly for students placed on academic probation. To ensure targeted and equitable support, one staff member focuses specifically on 21st Century Scholars, while other staff members support Pell-eligible students who are not part of the Scholars program. Students identified as academically at-risk participate in weekly coaching meetings during the first eight weeks of the semester, a critical period for establishing academic routines and engagement. In addition to their academic contributions, these students have emerged as valuable peer mentors and role models, positively influencing engagement and academic behaviors among other program participants.

An emerging trend within the program is the growing number of high-achieving students, including Valedictorians, Salutatorians, and Presidential Scholars, many of whom are first-generation college students. While these students demonstrate strong academic potential, many report challenges navigating college expectations, systems, and time-management demands. The number of these students has steadily increased over time, from 5 students in 2020–2021 and 4 in 2021–2022 to 10 in 2022–2023, 16 in 2023–2024, and 17 in 2024–2025. This increase may have contributed to the overall rise in cumulative GPAs observed during this period.

8.) Updated Improvement Plans:

The Blazers Achieve SSS Director and staff actively engage in ongoing outreach to educate newly hired faculty across all colleges about the Blazers Achieve SSS program and its comprehensive support services. This collaborative effort strengthens faculty awareness of student needs, increases appropriate referrals, and promotes coordinated academic support. The initiative will continue as new faculty join the institution to ensure sustained alignment between instructional and student support services.

- a. The Blazers Achieve SSS program enhanced its Peer Mentoring initiative by increasing the number of peer mentors, especially those who possess high academic and non-cognitive factors (i.e., time management, communication, organization) who will be prosocial role models for others in the program, expanding interactions with students who requested a mentor, and offering a wider variety of activities and events to engage students with diverse interests. This is particularly focused on supporting new students during the summer before they begin college, helping ease the transition for those feeling anxious about the change. Additionally, a Leadership Academy was introduced to equip peer mentors and other students with strategies and skills to improve communication, self-advocacy, team building, and more.
- b. Blazers Achieve SSS staff, in collaboration with Professional Tutor/Mentors, will continue to use the Tracking Attendance Performance of Students (TAPS) and Real Time Indicator (RTI) reports, along with midterm grade reviews, to identify students at academic risk proactively. These tools will be used to address executive function challenges, including organization, planning, task initiation, self-regulation, and time management, which are critical to academic persistence.

To strengthen intervention effectiveness, staff will supplement text and email outreach with phone calls and in-person meetings to understand better students' underlying challenges, such as financial aid complications, executive skill deficits, or scheduling conflicts. Students who have withdrawn from one or two courses will be closely monitored, as early course reductions may increase the likelihood of stop-out.

Additionally, students appearing on the RTI report four or more times—an indicator strongly associated with academic probation in the subsequent semester—will receive intensive coaching interventions as early as possible. These proactive strategies are intended to stabilize academic performance, reduce probation rates, and ultimately improve retention and graduation outcomes.

These outcomes suggest that the intensive coaching, constant contact, and academic initiatives will be key to continuing to reach cohort goals.

2024 – 2025 Retention Report - English Corequisite Remediation

1.) Title with Brief Description of Retention Initiative:

English Corequisite Remediation—Reduce the number of remedial credit hours and exit points to the English gateway course by allowing students to enroll directly into the gateway course with a corequisite support course.

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
Students in developmental coursework faced challenges to completing required coursework and graduating on-time. Data for the Vincennes and Jasper campuses indicated that less than 10% of students enrolled in one or more developmental courses earned a degree from the fall 2008, 2009, 2010, and 2011 cohorts (see Develop Ed Student Profile Summary).		Black
		Hispanic/Latino
		21 st Century Scholar
		Low-Income (non-scholar Pell Grant)
		Adult (25+)
		Non-Indiana Students
	•	Other: <u>Students requiring remediation in English</u>

3.) Name of Program Offering Retention Initiative:

English Department

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

2016-17: 327
 2017-18: 316
 2018-19: 250
 2019-20: 339
 2020-21: 131
 2021-22: 85
 2022-23: 74
 2023-24: 73
 2024-25: 88

5.) Metrics Used to Measure Success of the Initiative:

For each cohort, data was collected on students' fall-to-fall retention, cumulative GPA, and 100% and 150% graduation rates. This data was compared to the same data for a control group of students in standard remediation for English and reading from the fall of 2015.

6.) Data/Results:

GPA: Students in the Fall 2024 cohort saw an increase in the cumulative GPA compared to the 2023 cohort, showing achievement much more in line with the Cumulative GPA of students enrolled in the coreq model prior to the COVID lockdown and year of virtual instruction in which all performance measurements dipped.

Cohort	Cumulative GPA
Fall 2015 ENGL remediation	1.84
Fall 2015 READ remediation	1.71
Fall 2015 ENGL and/or READ	1.76
Fall 2016 Corequisite	1.96
Fall 2017 Corequisite	2.01
Fall 2018 Corequisite	2.06
Fall 2019 Corequisite	1.88
Fall 2020 Corequisite	1.44
Fall 2021 Corequisite	1.64
Fall 2022 Corequisite	1.81
Fall 2023 Corequisite	1.91
Fall 2024 Corequisite	1.98

Fall-to-Fall Retention: Students in the Fall 2024 cohort saw a significant increase in their retention rates compared to the 2023 cohort. Historically, this was the highest percentage of students retained fall-to-fall since initiating this project.

Cohort	Percentage Retained
Fall 2015 ENGL remediation	39.0%
Fall 2015 READ remediation	40.6%
Fall 2016 Corequisite	48.6%
Fall 2017 Corequisite	47.5%
Fall 2018 Corequisite	49.6%
Fall 2019 Corequisite	48.7%
Fall 2020 Corequisite	28.2%
Fall 2021 Corequisite	41.2%
Fall 2022 Corequisite	40.5%
Fall 2023 Corequisite	39.7%
Fall 2024 Corequisite	51.1

Success:

Students in the 2022 cohort completing remediation in the corequisite model showed mostly increased success rates, either completing a degree within 2 years (100%) or within 3 years (150%), and in completion rates when compared to the previous years' cohorts. Interestingly, 100% Success rate decreased a little for the 2022 cohort compared to the previous year, but the 100% Completion rate increased. Both percentages then increased in the 2023 cohort. Additionally, 150% success and 150% completion increased as well from the previous year.

Historically, these success rates and completion rates are once again higher than the success rates of the students completing separate ENGL and READ remediation courses in 2015 and higher than the completion and success rates for any cohort since prior to the COVID-19 pandemic, in which VU switched to virtual instruction, impacting teaching methods in the corequisite courses significantly.

Data for 150% success and 150% completion rate for the Fall 2023 cohort is not yet available. Data for the Fall 2024 cohort is not yet available.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2015 ENGL remediation	16.3%	25.2%	9.2%	17.4%
Fall 2015 READ remediation	18.6%	25.2%	9.6%	18.6%
Fall 2016 Corequisite	25.7%	37.9%	18.7%	28.7%
Fall 2017 Corequisite	24.1%	33.5%	17.7%	25.6%
Fall 2018 Corequisite	27.2%	37.6%	19.2%	30.0%
Fall 2019 Corequisite	17.7%	27.4%	13.0%	21.8%
Fall 2020 Corequisite	10.7%	18.3%	4.6%	11.5%
Fall 2021 Corequisite	18.8%	28.2%	10.6%	16.5%
Fall 2022 Corequisite	17.6%	32.4%	13.5%	27.0%
Fall 2023 Corequisite	20.5%	N/A	15.1%	N/A
Fall 2024 Corequisite	N/A	N/A	N/A	N/A

Other: Gateway Course Success: Students in the Fall 2024 cohort successfully completed the gateway course (ENGL 101) at a higher rate than the Fall 2023 cohort, either completing ENGL 101 in the first semester of enrollment (fall semester) or within the first academic year (either that fall semester or the following spring semester).

Historically, both the Fall entry term and First AY percentages are higher than any year since the implementation of the coreq model and data tracked with the previous remediation model.

Cohort	Fall Entry Term	First AY
Fall 2015 ENGL remediation only	N/A*	28.4%
Fall 2015 READ remediation only	N/A*	22.9%
Fall 2015 ENGL and/or READ combined	N/A*	24.7%
Fall 2016 Corequisite	53.8%	59.0%
Fall 2017 Corequisite	58.9%	62.7%
Fall 2018 Corequisite	58.8%	64.0%
Fall 2019 Corequisite	53.1%	57.5%
Fall 2020 Corequisite	25.2%	35.1%
Fall 2021 Corequisite	47.1%	50.6%
Fall 2022 Corequisite	51.4%	55.4%
Fall 2023 Corequisite	45.2%	52.1%
Fall 2024 Corequisite	59.1%	69.3%

*Students enrolled in either ENGL or READ developmental courses or enrolled in both were ineligible for concurrent enrollment in ENGL 101.

7.) Reflections on Current Results and Previous Improvement Plans (if applicable):

Current Results:

After much variability in the years following the COVID-19 pandemic, in which Vincennes University courses for the fall 2020 semester were delivered virtually, most metrics show that students are once again achieving improved success in the current English corequisite model compared to the previous ENGL/READ model. Additionally,

achievement in the metrics aligns very closely with the performance prior to the 2020 cohort, with some (Gateway Course Success and Fall-to-Fall retention) surpassing any year since the corequisite model was implemented.

This is a good indication that some of those external variables that came from the COVID-19 impacts on instruction in both secondary and post-secondary environments may be settling. This means that some closer work may be initiated soon to look more closely at the ENGL corequisite model, including course content. Work has been done in previous years to streamline the coursework in ENGL 079 to align work more closely with the gateway course. This may account in part for the increased success the Fall 2024 cohort achieved in the gateway course, and more may be done in the future to further that effort.

Previous Improvement Plans:

As noted in previous years' reports, GPA placement for ENGL 101 placement was piloted in Spring 2020 with full-scale implementation in Fall 2020 to provide an additional opportunity for students to decrease required remedial hours. Over the last academic year, a data-driven process began to adjust those levels of placement. Reviewing data shows that success outcomes improve for students who have a high school GPA of 2.7 or higher compared to a 2.5 or 2.6. This was implemented for academic year 2025-2026, so the impact of this change is not fully demonstrated yet.

8.) Updated Improvement Plans:

At this time, it would be wise to wait to review the 2025 cohort to see how the increased GPA placement benchmark impacts performance before considering any further improvement plans on a university-wide implementation.

Additionally, while no specific plans are in place for the English Department to re-examine the ENGL 079 course, further refinement of the course content is a good practice and aligns with the VU "CQI" ethos.

2024 – 2025 Retention Report – Experience VU Student Support Services Disabled (SSSD)

1.) Title with Brief Description of Retention Initiative:

The mission of Experience VU is to increase retention, graduation, and/or transfer to a four-year institution through person-centered planning approaches that enhance academic, financial, personal, and social development for students with disabilities.

Experience VU offers engaging services, activities, and continual contact to improve students' non-cognitive skills, promote sense of belonging to the Program, and increase graduation rates. Experience VU has a sister program, Blazers Achieve, that provides services to first generation, low-income, and students with disabilities. The primary difference in the programs is that 100% of Experience VU participants must have at least one disability. One-third of these students with disabilities must also be low-income (or meet a certain income guideline).

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
Students with a disability (physical or hidden [i.e., learning disability, ADHD, Autism]) and/or low income (below 150% poverty rate set by the US Department of Education) are at risk of not graduating on time due to transitioning from high school to college, as well as other academic, financial literacy, and soft skills (e.g., organizing, planning, study strategies) issues.	✓	Black
	✓	Hispanic/Latino
	✓	21 st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
	✓	Other: Students with a disability

3.) Name of Program Offering Retention Initiative:

Experience VU

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

2021-2022: 112

2022-2023: 115

2023-2024: 122

2024-2025: 110

5.) Metrics Used to Measure Success of the Initiative:

The Experience VU program utilizes continual contact and engagement with students, as well as Tracking Attendance and Performance of Students (TAPS) early warning systems (e.g., attendance, behavior, poor performance, positive reinforcement) and Real Time Indicator (RTI) Report. Research states that constant contact should have a positive impact on retention (Bettinger & Baker, 2011; Noonan, Sedlacek, & Veerasamy, 2005; Stephens, Hamedani, & Destin, 2014; Tinto, 1998).

6.) Data/Results:

Experience VU Cohorts

First-time, degree-seeking freshmen entering in a fall term

Cohort	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Entry Term/Count	58	%	48	%	59	%	11	%	35	%	59	%	38	%	42	%
Fall to Spring Retention	45	77.6%	38	79.2%	46	78.0%	8	72.7%	33	94.3%	48	81.4%	35	92.1%	35	83.3%
Fall to Fall Retention	30	51.7%	26	54.2%	35	59.3%	5	45.5%	21	60.0%	34	57.6%	27	71.1%	27	64.3%
100% Completion	11	19.0%	16	33.3%	14	23.7%	3	27.3%	7	20.0%	15	25.4%	11	28.9%		
100% Success	16	27.6%	18	37.5%	16	27.1%	4	36.4%	10	28.6%	23	39.0%	13	34.2%		
150% Completion	16	27.6%	19	39.6%	19	32.2%	5	45.5%	11	31.4%	21	35.6%				
150% Success	24	41.4%	21	43.8%	20	33.9%	6	54.5%	14	40.0%	29	49.2%				
VU GPA	2.08	-	2.04	-	1.99	-	1.89	-	1.91	-	2.02	-	2.41	-	2.21	-

Vincennes University Institutional Research, 2025

GPA:

In Fall 2024, Experience VU first-time, degree seeking freshmen cohort had an average GPA of **2.21**, slightly down from the Fall 2023 cohort average GPA of 2.41. Despite steady improvement from 2020-2023, the Experience VU Fall 2024 GPA falls behind the Vincennes Campus average GPA of **2.65**.

Fall-to-Fall Retention:

In Fall 2024, the Experience VU Fall-to-Fall retention rate decreased by 6.8% from the Fall 2023 rate. The Fall 2024 Experience VU rate of **64.3%** falls slightly behind the Vincennes Campus of **66.3%**.

Success:

The Experience VU Fall 2024 cohort success rates (indicates that a student either earned a degree at VU or transferred to a four-year university within two years [100% success rate] or three years [150% success rate]) are not yet available.

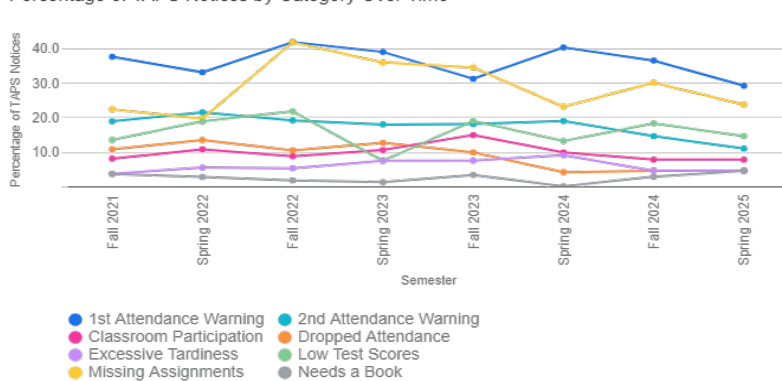
The Experience VU Fall 2023 cohort 100% success rate was **34.2%**, which is below the Vincennes Campus rate of **50.3%**.

The Experience VU Fall 2022 cohort 100% success rate was **39.0%** and the Vincennes Campus was **54.0%**. The Experience VU Fall 2022 150% success rate was **49.2%** and the Vincennes Main campus was **61.3%**.

Other:

Analysis of the Tracking Attendance and Performance of Students (TAPS) early warning system data reveals two key areas of concern for Experience VU students: missing assignments and first attendance warnings. These issues have consistently triggered higher TAPS notices each semester since Fall 2021, as highlighted in this line graph.

Percentage of TAPS Notices by Category Over Time

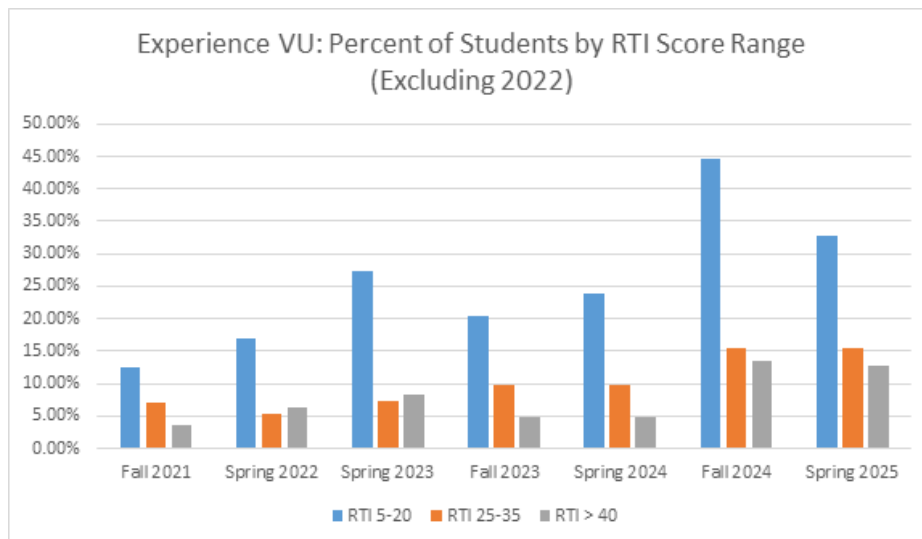


Other Continued:

Weighted Values for the Real Time Indicator (RTI)			
Factor	Values	Score	Totals
Attendance and/or Performance	2nd TAPS Warning	5	5-50
	4th TAPS Warning	10	
	6th TAPS Warning	10	
	8th TAPS Warning	10	
	10th TAPS Warning	15	
Drops due to Nonattendance	Each Class Dropped	5	5-30
Mid-Term Grades	Each D or F	5	5-20
Total Possible Score			5-100

Experience VU staff receive a weekly “Real-Time Indicator” (RTI) report from the Student Success Center. The students on this weekly report are flagged because of negative TAPS notices, being dropped for nonattendance, and midterm grades. Higher RTI scores mean a student is at greater risk of struggling or not succeeding in one or more classes. The goal is to identify concerns early and provide support as soon as the RTI score increases.

As shown in the bar graph to the right, tracking of data since Fall 2021 shows a higher number of students receiving an RTI score of 5-20, peaking at 27.4%, the percentage of students receiving an RTI Score of 25-35 remains relatively stable, ranging between 5.4% and 9.8%, and students receiving an RTI Score of >40 represents the smallest group, with a peak of 8.4% in Spring 2023. *Fall 2022 RTI scores are excluded due to the inclusion of positive TAPS reports (Effort Appreciated, Awesome Job, Showing Improvement) that semester. Since RTI scores rise with negative TAPS reports, the RTI data from that semester is not helpful for this report.



7.) Reflections on Current Results and Previous Improvement Plans (if applicable):

Current Results

Experience VU data fell behind the Vincennes campus data in all areas provided by VU Institutional Research (GPA, Fall-to-Fall Retention, and Success). GPA and retention data were slightly better (GPA 0.44 difference and retention 2% difference). However, the success rates were not as close (100% success 16.1% difference in 2023 and 15% difference in 2022) and (150% success 12.1% difference in 2022). While all Experience VU students have a disability, it would be insightful to compare this data with students registered through the VU Diverse Abilities and Accommodations office; however, confidentiality restrictions prevent this. Moreover, research shows that students with disabilities do not graduate from college at the same rate as their non-disabled peers (Center for Research on Disability, 2023). According to the National Disability Center for Student Success (2025), many disabled students do not disclose their disability status, especially for fear of being stigmatized, and they are less socially engaged, feel isolated, and often struggle with daily barriers, which leads to higher rates of transfer or dropout.

Previous Improvement Plan

The previous improvement plan, driven by TAPS data, introduced attendance and assignment completion expectations to new Experience VU participants during the August 2025 SSKL 006 University Experience course. However, because this instruction was delivered exclusively in a verbal format, the team identified a need for more diverse instructional methods. To better serve our students, the updated improvement plan will move beyond verbal delivery to include multi-modal strategies that accommodate a wider range of learning styles.

8.) Updated Improvement Plans:

Goal One: To improve student attendance and assignment completion (as two areas of concern identified by TAPS data), the Experience VU team will review current SSKL 006 University Experience instructional practices by the end of June 2026. This review will evaluate both the SSKL 006 curriculum and our outreach strategies regarding TAPS and RTI concerns.

Goal Two: By Fall 2026, the team will integrate at least two new research-based activities into the SSKL 006 course—one targeting attendance and one focused on assignment completion.

Goal Three: Throughout the 2026 academic year, Experience VU staff will review TAPS and RTI data weekly to identify at-risk students. Within 48 hours of identification, staff will initiate direct outreach (call or meeting) to 100% of these students to assess barriers such as executive function, financial aid issues, mental health challenges, etc., and provide targeted soft-skill coaching and/or campus referrals as needed.

2024 – 2025 Retention Report - - Learning Support Services - Lab Usage

1.) Title with Brief Description of Retention Initiative:

The Learning Support Services Lab Usage retention initiative examines student engagement with academic support services and their relationship to academic performance, persistence, and long-term success. The analysis includes usage data from the Academic Skills Center, Writing Center, SEM Learning Lab, and Chelsea Lawlis Learning Center.

Mission Statement:

The Mission of Vincennes University's Department of Learning Support Services is to provide academic support to students outside the classroom through the use of peer and professionally trained tutors.

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
Students do not attend tutoring labs enough to help with academic success.	✓	Black
	✓	Hispanic/Latino
	✓	21 st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
		Other:

3.) Name of Program Offering Retention Initiative:

Learning Support Services.

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

The chart below summarizes the number of unique individuals who utilized tutoring labs out of the total population of first-time, full-time, Vincennes campus students (FTFTVM). For example, in Fall 2024, out of 851 new students on the Vincennes campus with at least 12 credit hours, 457, or 53.7% of those students visited one of the labs at least one time.

Unique Visitors - FTFTVM					
Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
905/1160	262/1012	440/617	463/802	437/795	457/851
78.01%	25.89%	71.31%	57.73%	54.97%	53.70%

5.) Metrics Used to Measure Success of the Initiative:

For the purposes of this report, students who visited academic support labs 3 or fewer times, including those with zero visits, were compared to students with 4 or more visits, with the latter group defined as “regular users.” This threshold was selected based on longitudinal data indicating that the most pronounced differences across multiple outcome measures occurred when the cutoff was set between 3 and 4 visits.

6.) Data/Results:

	Learning Support Services											
	Fall 2017 FTFT Cohort (VM)				Fall 2018 FTFT Cohort (VM)				Fall 2019 FTFT Cohort (VM)			
Number of Visits Cohort Count	3 or fewer		4 or more		3 or fewer		4 or more		3 or fewer		4 or more	
	724	%	728	%	517	%	723	%	460	%	700	%
Fall to Spring Retention	538	74.3%	624	85.7%	377	72.9%	606	83.8%	346	75.2%	612	87.4%
Fall to Fall Retention	351	48.5%	381	52.3%	279	54.0%	419	58.0%	271	58.9%	417	59.6%
100% Completion	205	28.3%	160	22.0%	165	31.9%	214	29.6%	170	37.0%	185	26.4%
100% Success	249	34.4%	225	30.9%	186	36.0%	264	36.5%	190	41.3%	224	32.0%
150% Completion	256	35.4%	253	34.8%	202	39.1%	289	40.0%	202	43.9%	252	36.0%
150% Success	308	42.5%	327	44.9%	220	42.6%	343	47.4%	226	49.1%	298	42.6%
VU GPA	2.10	-	2.20	-	2.16	-	2.35	-	2.25	-	2.26	-
	Fall 2020 FTFT Cohort (VM)				Fall 2021 FTFT Cohort (VM, JM)				Fall 2022 FTFT Cohort (VM)			
Number of Visits Cohort Count	3 or fewer		4 or more		3 or fewer		4 or more		3 or fewer		4 or more	
	896	%	116	%	517	%	434	%	490	%	312	%
Fall to Spring Retention	638	71.2%	112	96.6%	390	75.4%	405	93.3%	402	82.0%	280	89.7%
Fall to Fall Retention	441	49.2%	75	64.7%	277	53.6%	318	73.3%	321	65.5%	228	73.1%
100% Completion	298	33.3%	42	36.2%	190	36.8%	184	42.4%	227	46.3%	147	47.1%
100% Success	350	39.1%	56	48.3%	216	41.8%	210	48.4%	253	51.6%	163	52.2%
150% Completion	354	39.5%	58	50.0%	215	41.6%	241	55.5%	262	53.5%	180	57.7%
150% Success	413	46.1%	73	62.9%	248	48.0%	269	62.0%	294	60.0%	198	63.5%
VU GPA	2.14	-	2.47	-	2.23	-	2.57	-	2.44	-	2.78	-
	Fall 2023 FTFT Cohort (VM)				Fall 2024 FTFT Cohort (VM, JM)				Fall 2025 FTFT Cohort (VM)			
Number of Visits Cohort Count	3 or fewer		4 or more		3 or fewer		4 or more		3 or fewer		4 or more	
	511	%	284	%	559	%	292	%				
Fall to Spring Retention	420	82.2%	263	92.6%	478	85.5%	264	90.4%				
Fall to Fall Retention	319	62.4%	201	70.8%	359	64.2%	205	70.2%				
100% Completion	226	44.2%	130	45.8%								
100% Success	245	27.3%	155	54.6%								
150% Completion												
150% Success												
VU GPA	2.49	-	2.85	-	3.04	-	2.99	-		-		-

GPA:

Students who regularly utilize academic support labs (4 or more times) have historically earned higher cumulative GPAs than students with fewer visits. In the Fall 2024 cohort, regular visitors had an average cumulative GPA of 2.99 compared to 3.04 for students who were not regular visitors.

Fall-to-Fall Retention:

Students who regularly visit labs have a higher rate of Fall-to-Fall retention than students who do not regularly visit labs. For the Fall 2024 cohort, students who regularly used academic support labs were retained at a rate of 70.2% compared to 62.4% for students with fewer visits, a difference of 6 percent.

Success:

Regular use of academic support labs has been associated with higher 100% success rates for cohorts beginning in Fall 2020. For the Fall 2023 cohort, 54.6% of regular lab users completed their program on time or transferred to a 4-year institution, compared to 27.3% of students with fewer lab visits.

7.) Reflections on Current Results and Previous Improvement Plans (if applicable):

Overall, consistent use of academic support labs remains strongly associated with positive student outcomes. From 2017 through Fall 2023, students who visited tutoring labs four or more times per semester consistently earned higher cumulative GPAs than those with fewer visits. Although the Fall 2024 cohort showed a slight reversal of this pattern, the GPA difference (0.05 points) is negligible and does not represent a meaningful deviation from historical trends.

More pronounced differences are evident in persistence and long-term success. In Fall 2024, regular lab users were retained at a rate 6 percentage points higher than non-regular users. Long-term outcomes show the strongest association: beginning with the Fall 2020 cohort, regular lab users have consistently achieved higher 100% success rates. In Fall 2023, regular lab users reached the highest success rate observed in the 2017–2023 data set (54.6%), while non-regular users recorded the lowest (27.3%).

Institutional efforts to increase engagement with academic support labs have had a measurable impact over time. Targeted improvement plans led to an increase in regular lab usage from 25.89% in 2020 to 71.31% in 2021. While lab usage declined to 54.97% for the Fall 2023 cohort, this level remains substantially higher than pandemic-era lows, though still below pre-pandemic participation rates. With the 2024–2025 academic year marking the final year that CircleIn was available to students and with the growing prevalence of external AI-based academic tools, student help-seeking behaviors continue to evolve. As a result, returning to pre-pandemic lab usage levels may be unlikely. Expanding and diversifying academic support options may be the most effective approach to sustaining positive retention and success outcomes.

8.) Updated Improvement Plans:

As part of the improvement plan, an anonymous student survey will be administered to better understand where students are obtaining academic assistance when they are not utilizing the academic support labs. Given the increasing availability and use of artificial intelligence-based tools, the survey will include questions designed to identify alternative support methods students may be relying on. In addition, a companion survey of instructors will be conducted to assess whether AI-generated work is being observed more frequently in coursework. Findings from these surveys will be used to inform strategies for improving and diversifying tutoring and academic support services. Concurrently, online tutoring options will be researched to evaluate their potential to better align academic support offerings with evolving student needs and learning behaviors.

2024 - 2025 Retention Report - Mathematics Corequisite Remediation

1.) Title with Brief Description of Retention Initiative:

Mathematics Corequisite Remediation: Reduce the number of remedial credit hours and exit points by allowing students to enroll directly into the gateway Mathematics course with a corequisite support course.

2.) Alignment of the Initiative

Student Success Challenge(s) Being Addressed	Completion Gap Demographics Impacted	
Many students in these subgroups are placed into corequisite courses, which are intentionally structured with smaller class sizes to provide increased individualized attention and targeted academic support. These courses address both academic and non-academic barriers to success by emphasizing study skills, growth mindset, and effective learning strategies within the context of mathematics instruction. During the first seven class meetings, students engage with brief (5–10 minute) instructional videos focused on these topics. Each video is accompanied by required written reflection and guided class discussion to promote metacognition, student engagement, and persistence. In the eighth-class meeting, instructors review the gateway course syllabus, clarify academic expectations, and discuss college policies. Students are also informed of available campus support services, including tutoring and academic support programs. Reflection and class discussion are again required to reinforce awareness of resources and encourage proactive help-seeking behaviors. Additionally, the corequisite course requires students to complete a designated number of hours in the tutoring center as a graded component of the course. This requirement supports continued engagement with academic support services and reinforces skill development throughout the semester. To further support student success, the weekly schedules of the gateway courses have been reviewed and refined to ensure that the final week of the semester is dedicated to comprehensive final exam review. This alignment allows both the gateway and corequisite courses to focus on final exam preparation concurrently. Previously, gateway courses were completing new instructional content during the final week while corequisite courses were reviewing for the gateway final. The revised and ongoing scheduling approach promotes consistency across courses, reduces cognitive overload, and provides students with structured opportunities to reinforce key concepts prior to the final examination.	•	Black
	•	Hispanic/Latino
	•	21 st Century Scholar
	•	Low-Income (non-scholar Pell Grant)
	•	Adult (25+)
	•	Non-Indiana Students
	•	Other:

3.) Name of Program Offering Retention Initiative:

Mathematics Department

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

Year	MATH Courses	MATT Courses	TOTAL Students
2016-17	320	208	528
2017-18	299	228	527
2018-19	227	160	387
2019-20	148	218	366
2020-21	185	105	290
2021-22	145	72	217
2022-23	118	67	185
2023-24	94	69	163
2024-25	97	89	186

*MATT courses are technical math courses and usually do not transfer.

5.) Metrics Used to Measure Success of the Initiative:

For each cohort, data was collected on first-year students' fall- to-fall retention, cumulative GPA, and 100% and 150% graduation rates. This data was compared to the same data for a control group of students in standard remediation for Mathematics from the Fall of 2015.

6.) Data/Results:

GPA for MATH courses

Review of cumulative GPA data for mathematics courses shows overall stability across cohorts, with GPAs remaining within a narrow and reasonable range over time. More recent corequisite cohorts show a sustained increase, with average GPAs rising to 2.25 in Fall 2022 and Fall 2023 and remaining strong at 2.23 in Fall 2024.

Cohort	Cumulative GPA
Fall 2015 - MATH 016 remediation course	1.87
Fall 2016 Corequisite Courses	1.86
Fall 2017 Corequisite Courses	1.72
Fall 2018 Corequisite Courses	1.87
Fall 2019 Corequisite Courses	1.91
Fall 2020 Corequisite Courses	1.80
Fall 2021 Corequisite Courses	1.94
Fall 2022 Corequisite Courses	2.25
Fall 2023 Corequisite Courses	2.25
Fall 2024 Corequisite Courses	2.23

Fall-to-Fall Retention for MATH courses:

Students completing remediation in the corequisite model showed an improvement in retention from fall of their first year to the fall of their second year. These retention numbers have greatly increased and continue to do so since the Fall of 2020.

Cohort	Percentage Retained
Fall 2015 - MATH 016 Remediation Course	40.7
Fall 2016 Corequisite Courses	40.9
Fall 2017 Corequisite Courses	39.5
Fall 2018 Corequisite Courses	47.1
Fall 2019 Corequisite Courses	49.3
Fall 2020 Corequisite Courses	38.9
Fall 2021 Corequisite Courses	54.5
Fall 2022 Corequisite Courses	57.6
Fall 2023 Corequisite Courses	59.6
Fall 2024 Corequisite Courses	62.9

Success for MATH courses:

Students completing remediation in the MATH corequisite model showed an improvement in success rates, either completing their degree within 2 years (100%) or within 3 years (150%), and in completion rates. There was a slight drop in 2017, but then it bounced back in 2018. There is a decline in the 100% success rate while 150% success rates continue to rise and are the highest, they have been since this program started in the Fall of 2016. There are no results yet for 2024.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2015 MATH 016 Remediation Courses	22.8	31.3	13.4	20.3
Fall 2016 Corequisite Courses	20.3	31.3	12.2	21.3
Fall 2017 Corequisite Courses	16.7	29.4	9.0	20.4
Fall 2018 Corequisite Courses	22.9	33.9	15.9	26.0
Fall 2019 Corequisite Courses	22.3	33.8	14.9	25.0
Fall 2020 Corequisite Courses	22.7	35.7	17.3	29.2
Fall 2021 Corequisite Courses	26.9	42.1	20.0	33.8
Fall 2022 Corequisite Courses	34.7	48.3	29.7	43.2
Fall 2023 Corequisite Courses	27.7	N/A	21.3	N/A
Fall 2024 Corequisite Courses	N/A	N/A	N/A	N/A

Other:

Students enrolled in corequisite remediation continue to complete gateway mathematics courses (MATH 102, 103, or 112) at higher rates than students previously enrolled in standalone remediation. The “Fall Entry Term” column represents students who successfully completed the gateway course in their first semester, while the “First AY” column indicates students who completed the gateway course within their first academic year. The Fall 2015 cohort, which completed standalone remediation (MATH 016), serves as the baseline and is not comparable for “Fall Entry Term” because students could not enroll in the gateway course concurrently with remediation. Since the corequisite model began in Fall 2016, completion rates have generally increased, with notable gains in recent years. The Fall 2022 cohort achieved the highest first-year completion rate (73.7%). While rates declined in Fall 2023, the Fall 2024 cohort shows a positive rebound to 62.9%. Overall, the data demonstrate sustained improvements in gateway course completion for students in the corequisite model, despite normal year-to-year variability.

Cohort	Fall Entry Term	First AY
Fall 2015 MATH 016 Remediation Course	N/A	18.3%
Fall 2016 Corequisite Courses	32.2%	40.3%
Fall 2017 Corequisite Courses	34.8%	42.1%
Fall 2018 Corequisite Courses	40.5%	45.8%
Fall 2019 Corequisite Courses	45.3%	50.7%
Fall 2020 Corequisite Courses	48.6%	54.1%
Fall 2021 Corequisite Courses	50.3%	57.9%
Fall 2022 Corequisite Courses	63.6%	73.7%
Fall 2023 Corequisite Courses	55.3%	60.6%
Fall 2024 Corequisite Courses	56.7%	62.9%

GPA for MATT courses:

Cumulative GPA data for MATT courses show overall consistency across cohorts, with GPAs remaining within a reasonable range over time. A notable decline occurred in Fall 2020 (1.39), coinciding with shifts to online and virtual instructional formats during the COVID-19 pandemic. Technical mathematics students appeared to struggle more with these instructional methods, as they are more successful with hands-on learning. Beginning in Fall 2021, GPAs rebounded as instructional methods returned to pre-pandemic formats, with cumulative GPAs stabilizing between 1.78 and 1.90 through Fall 2024, indicating recovery and sustained academic performance in MATT courses.

Cohort	Cumulative GPA
Fall 2015 MATH 013 & MATT 014 Remediation Courses	1.71
Fall 2016 Corequisite Courses	1.65
Fall 2017 Corequisite Courses	1.80
Fall 2018 Corequisite Courses	1.91
Fall 2019 Corequisite Courses	1.82
Fall 2020 Corequisite Courses	1.39
Fall 2021 Corequisite Courses	1.78
Fall 2022 Corequisite Courses	1.86

Fall 2023 Corequisite Courses	1.84
Fall 2024 Corequisite Courses	1.90

Fall-to-Fall Retention for MATT courses:

Fall-to-fall retention rates for students in MATT remediation demonstrate improvement following the implementation of the corequisite model. The Fall 2015 cohort, which completed standalone remediation (MATH 013 and MATT 014), serves as the baseline, with a retention rate of 34.2%. After the transition to corequisite remediation beginning in Fall 2016, retention rates generally increased, with steady gains observed through Fall 2019. A decline occurred in Fall 2020, likely related to disruptions caused by COVID-19 and shifts to online, virtual, and hybrid instructional modalities, which posed particular challenges for technical mathematics students. Retention rates rebounded beginning in Fall 2021 and culminated in a substantial increase to 57.3% for the Fall 2024 cohort. Compared to the standalone remediation baseline, recent corequisite cohorts demonstrate markedly higher fall-to-fall retention, suggesting that the corequisite model has positively supported persistence for students in MATT pathways.

Cohort	Percentage Retained
Fall 2015 MATH 013 & MATT 014 Remediation Courses	34.2
Fall 2016 Corequisite Courses	37.5
Fall 2017 Corequisite Courses	36.0
Fall 2018 Corequisite Courses	45.6
Fall 2019 Corequisite Courses	47.7
Fall 2020 Corequisite Courses	33.3
Fall 2021 Corequisite Courses	44.4
Fall 2022 Corequisite Courses	44.8
Fall 2023 Corequisite Courses	43.5
Fall 2024 Corequisite Courses	57.3

Success for MATT courses:

Success and completion rates for students in the technical math corequisite model show overall improvement compared to the standalone remediation baseline (Fall 2015), either completing their degree within 2 years (100%) or within 3 years (150%). During the first year of corequisite implementation (Fall 2016), both 100% and 150% success rates increased, as did 100% and 150% completion rates, indicating early positive impact of the model.

While success and completion rates fluctuated in subsequent years, a notable decline occurred in Fall 2020 and Fall 2021, likely reflecting disruptions from the COVID-19 pandemic and shifts to online, virtual, and hybrid instruction. Success and completion outcomes began to improve again in 2022, with the Fall 2022 cohort achieving the highest recorded 150% success (37.3%) and 150% completion (29.9%) rates. Data for Fall 2024 are not yet available. Overall, the corequisite model continues to support improved long-term success and completion outcomes in technical mathematics pathways.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2015 MATH 013 & MATT 014 Remediation Courses	12.7	23.1	5.4	13.1
Fall 2016 Corequisite Courses	17.3	25.5	11.5	18.3
Fall 2017 Corequisite Courses	16.7	27.6	7.9	16.2
Fall 2018 Corequisite Courses	11.9	25.6	8.1	21.9
Fall 2019 Corequisite Courses	19.3	27.5	11.0	19.3
Fall 2020 Corequisite Courses	13.3	25.7	8.6	19.0
Fall 2021 Corequisite Courses	12.5	19.4	8.3	13.9
Fall 2022 Corequisite Courses	13.4	37.3	16.4	29.9
Fall 2023 Corequisite Courses	13.0	N/A	13.0	N/A
Fall 2024 Corequisite Courses	N/A	N/A	N/A	N/A

Other:

Students enrolled in the corequisite remediation model continue to complete gateway technical math courses (MATT 107 or 109) at higher rates than students in the previous standalone remediation model. The “Fall Entry Term” column represents students who successfully completed the gateway course in their first semester, while the “First AY” column indicates students who completed the gateway course within their first academic year. The Fall 2015 cohort, which completed standalone remediation (MATH 013 and MATT 014), serves as the baseline and is not comparable for “Fall Entry Term” because students could not enroll in the gateway course concurrently with remediation. Corequisite cohorts beginning in Fall 2016 show substantially higher gateway course completion rates in both the fall term and the first academic year. Although completion rates vary by cohort, recent years demonstrate continued strong outcomes, with the Fall 2024 cohort achieving a first-year completion rate of 62.9%, the highest recorded rate since the corequisite model began.

Cohort	Fall Entry Term	First AY
Fall 2015 MATH 013 & MATT 014 Remediation Courses	N/A	5.8%
Fall 2016 Corequisite Courses	38.4%	46.2%
Fall 2017 Corequisite Courses	46.1%	50.9%
Fall 2018 Corequisite Courses	42.5%	50.6%
Fall 2019 Corequisite Courses	46.8%	55.5%
Fall 2020 Corequisite Courses	43.8%	49.5%
Fall 2021 Corequisite Courses	48.6%	50.0%
Fall 2022 Corequisite Courses	49.3%	61.2%
Fall 2023 Corequisite Courses	49.3%	50.7%
Fall 2024 Corequisite Courses	47.2%	62.9%

8.) Reflections on Current Results and Previous Improvement Plans (if applicable):

Current Results: Data show that students in the corequisite remediation model continue to outperform students in the prior stand-alone developmental model across multiple measures, including gateway course completion, retention, GPA, and long-term success. Corequisite cohorts consistently complete gateway mathematics and technical mathematics courses at higher rates and demonstrate stronger fall-to-fall retention than the stand-alone remediation cohort (Fall 2015 baseline). Additionally, cumulative GPA outcomes have remained stable within a reasonable range across cohorts and have improved in recent years, suggesting that increased completion is not the result of grade inflation. While year-to-year variability exists, particularly during the COVID-19 period (Fall 2020), outcomes have rebounded and continue to trend upward in recent cohorts. Overall, the data indicate sustained and meaningful improvement in student success and progression through gateway math pathways, along with reduced time in the developmental sequence and fewer exit points.

Previous Improvement Plans: Beginning in the spring of 2020, VU piloted using students' high school GPA of a 2.5 or greater and success in Algebra 2 as placement into the math gateway course to further reduce the number of remedial credit hours students take and to improve our completion and success rates. This means a student who has a high school GPA of 2.5 or greater and a C or better in their high school Algebra 2 course, could go directly into a 100-level MATT course or into a corequisite MATH course. Students needing the MATH course were still encouraged to take the ACCUPLACER to determine whether the co-requisite course was necessary or if a student could be placed directly into the MATH stand-alone course. The ACCUPLACER test was changed to include Quantitative Reasoning in January of 2019. The math department decided on cut scores based on what other universities were doing and what the College Board was recommending.

8.) Updated Improvement Plans:

Beginning in Fall 2025, VU revised placement criteria to require a high school GPA of 2.7 or greater and a high school Algebra 2 grade of B- or higher for direct placement into gateway mathematics courses. This adjustment was made to better align placement decisions with student preparedness while continuing to reduce the number of remedial credit hours students must take and improve completion and success rates. This means a student who has a high school GPA of 2.7 or greater and a B- or better in their high school Algebra 2 course, could go directly into a 100-level MATT course or a corequisite MATH course. Students needing the MATH course are still encouraged to take the ACCUPLACER to determine whether the co-requisite course is necessary or if a student could be placed directly into the MATH stand-alone course.

2024 - 2025 Retention Report—Mid-Range Initial Profile Score

1.) Title with Brief Description of Retention Initiative:

Student Success Center (SSC) advisees with Mid-Range initial profile scores:

Student Risk Profile is an analytics early warning system with placement indicator and real-time indicator of students. The initial profile score assigns values for certain factors that help identify students at-risk. These factors include high school GPA, FAFSA completion date, if a student is first generation, placement into developmental classes, and date of registration. The higher the score, the more at-risk factors could affect a student's academic goals. After reviewing data on the success of students considering their initial profile scores, the Student Success Center began this initiative to advise students with an initial profile score between 25-35 for several majors in the following Colleges:

- College of Humanities
- College of Business and Public Service
- College of Social Science, Communications and Performing Arts

These majors included Special Education, Behavioral Sciences, Elementary Education, Early Childhood Education, Social Work, General Studies, Child Development, Business Management, General Studies Exploring, General Studies-Business Studies, Homeland Security, Law Enforcement, and Law Enforcement Conservation.

2.) Student Success Challenge(s) Being Addressed by Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
Data was analyzed on the degrees awarded to students by their initial profile score ranges. The SSC staff proposed this initiative with a goal to improve the percentage of students with an initial profile range of 25-35 who earn degrees. The coordinators work to build relationships with these students and meet with them every 4 weeks throughout the semester (minimum of 4 times). They provide intrusive advising as needed to guide these students to be successful in their first semester of college.	✓	Black
	✓	Hispanic/Latino
	✓	21 st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
		Other: <u><list as appropriate></u>

3.) Name of Program Offering Retention Initiative:

Student Success Center

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

Fall 2019: 86 students
Fall 2020: 22 freshmen students
Fall 2021: 31 freshmen students
Fall 2022: 46 freshmen students
Fall 2023: 39 freshmen students
Fall 2024: 53 freshmen students

5.) Metrics Used to Measure Success of the Initiative:

Data will be collected on the students' cumulative GPAs, Fall-to-Fall retention, 100% and 150% graduation rates.

6.) Data/Results:

GPA: First-semester academic performance and good academic standing show meaningful improvement in more recent cohorts. Earlier cohorts (Fall 2016–Fall 2021) generally recorded lower cumulative GPAs at the end of the first semester and smaller proportions of students completing the term in good standing.

Beginning with the Fall 2022 cohort, both cumulative GPA and the percentage of students finishing the first semester in good standing increased, with particularly strong outcomes observed for Fall 2023 and Fall 2024. The Fall 2024 cohort achieved the highest average first-semester GPA (2.41) and the highest percentage of students completing the first semester in good academic standing (77.4%), suggesting improved early academic momentum.

Additionally, the percentage of students who completed the first semester in good standing and ultimately achieved 100% completion increased for more recent cohorts, with the highest rate observed for Fall 2023. While 100% completion data are not yet available for Fall 2024, early indicators point to stronger academic performance and improved retention potential, likely reflecting the impact of enhanced academic support, advising, and early intervention strategies.

Cohort	Cumulative GPA at end of first semester	Percent of students completing first semester in Good Standing	Percent of students finishing first semester in Good Standing who had 100% completion
Fall 2016	2.06	53.6%	24/115 20.9%
Fall 2017	1.85	46.2%	15/96 15.6%
Fall 2018	2.11	44.1%	20/72 27.8%
Fall 2019	2.10	54.7%	7/47 14.9%
Fall 2020	2.00	47.6%	2/10 20%
Fall 2021	1.74	38.7%	4/12 33.3%
Fall 2022	2.11	56.5%	8/26 30.8%
Fall 2023	2.43	64.1%	10/25 40%
Fall 2024	2.41	77.4%	NA

Retention:

Fall-to-Fall retention improved for the Fall 2019 cohort but declined sharply for Fall 2020 and Fall 2021 students, likely reflecting the impact of the virtual and hybrid learning environments created during the COVID-19 pandemic. Encouragingly, Fall-to-Spring and Fall-to-Fall retention rates have increased each year for the Fall 2021, Fall 2022, and Fall 2023 cohorts.

A decline is observed for the Fall 2024 cohort, particularly in Fall-to-Spring retention, and this decrease warrants further analysis. Potential contributing factors include the expansion of the student profile range from 25–35 to 25–45—resulting in a higher proportion of students with increased academic risk—as well as staffing turnover among Student Success Center (SSC) coordinators, which may have affected the continuity and intensity of student support services. This trend appears inconsistent with the GPA outcomes and the percentage of students completing their first term in good academic standing for Fall 2024, indicating the need for further review to better understand the factors influencing student retention.

Cohort	Fall to Spring Percentage Retained	Fall to Fall Percentage Retained
Fall 2017 Baseline Group	71.20%	39.90%
Fall 2018 Baseline Group	72.50%	42.50%
Fall 2019	80.20%	51.20%
Fall 2020	71.40%	33.30%
Fall 2021	80.60%	48.40%
Fall 2022	82.60%	56.50%
Fall 2023	87.20%	59.00%
Fall 2024	66.00%	50.90%

Success:

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2017 Baseline Group	16.30%	34.10%	8.20%	23.10%
Fall 2018 Baseline Group	21.90%	30.60%	13.80%	23.10%
Fall 2019	19.80%	31.40%	10.50%	19.80%
Fall 2020	33.30%	52.40%	9.50%	14.30%

Fall 2021	35.50%	41.90%	19.40%	32.30%
Fall 2022	28.30%	43.50%	19.60%	34.80%
Fall 2023	28.20%	NA	25.60%	NA

7.) Reflections on Results and Improvement Plans:

Measures of student success and completion show notable variation across cohorts, with overall improvement following the initial disruption of the COVID-19 pandemic. Early baseline cohorts (Fall 2017 and Fall 2018) demonstrated relatively low 100% completion rates and moderate gains at the 150% benchmark, reflecting longer time-to-completion for many students.

Outcomes for the Fall 2022 and Fall 2023 cohorts remain strong, with the highest 100% completion rate observed for Fall 2023; however, 150% completion data are not yet available for the most recent cohort. Overall, these trends indicate continued progress in student success and completion, likely supported by enhanced advising, academic support services, and targeted retention interventions.

The goal of this initiative is to raise the 150% completion rate for students in this profile range by five percentage points to at least 28.1%. Although the rate fell to 19.8% in Fall 2019 and 14.3% in Fall 2021, it later exceeded the goal, reaching 32.3% in Fall 2021 and 34.8% in Fall 2022.

8.) Updated Improvement Plans:

The Student Success Center's advising initiative focuses on students with mid-range Student Risk Profile scores (25–35) in selected majors, with the goal of improving retention and degree completion for students who may face additional challenges during their first year. By using proactive, intrusive advising and meeting regularly with students throughout the semester, the SSC has helped strengthen early academic performance and persistence. While earlier cohorts—especially those affected by the COVID-19 pandemic—showed lower GPAs and retention rates, more recent groups have demonstrated clear improvement. Students in the Fall 2022 through Fall 2024 cohorts earned higher first-semester GPAs, were more likely to finish their first term in good academic standing, and showed stronger retention and completion trends, with particularly positive outcomes in Fall 2023. Although the Fall 2024 cohort experienced a dip in retention that needs further review, overall results suggest the initiative is helping students build early academic momentum and stay on track toward completing their degrees.

2024-2025 Retention Report – Residence Life Programming Model Adjustment

1.) Title with Brief Description of Retention Initiative: Residence Life Programming Model Adjustment. The Department of Housing and Residence Life has moved from an individual floor event model to an all-hall programming model. This Fall is the first semester we have begun tracking attendance via a google document and QR code. We provided a list of roughly 40 students to institutional research to compare the GPA of students who attended programs and students who did not.

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
Student involvement. A long-standing belief of residence life professionals is the more involved students are the better their GPA and campus success will be. We want to examine this on the Vincennes University campus.	•	Black
	•	Hispanic/Latino
	•	21 st Century Scholar
	•	Low-Income (non-scholar Pell Grant)
	•	Adult (25+)
	•	Non-Indiana Students
	•	Other:

3.) Name of Program Offering Retention Initiative:

- Housing and Residential Life

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

- Potentially 800 students. This is a rough estimate as our occupancy levels change from semester to semester.
- We are averaging between 20 and 50 students at each event. Sometimes this number is lower or higher depending on the building.

5.) Metrics Used to Measure Success of the Initiative:

- We will be looking at the GPA of engaged students vs. GPA of non-engaged students.
- Retention Rates will also be examined.

- Engaged will be defined as students who attend at least 1 or more hall events each semester.

6.) Data/Results:

	Attended Programs		Did Not Attend Programs		Overall	
	Cohort	Current Avg GPA	Cohort	Current Avg GPA	Cohort	Current Avg GPA
First Term at VU						
202310	1	3.46			1	3.46
202410	3	2.93			3	2.93
202510	12	3.08	12	2.67	24	2.87
202520	1	2.94			1	2.94
202530			1	2.06	1	2.06
202610	23	1.16	25	1.81	48	1.48
Grand Total	40	2.06	38	2.15	78	2.10

	Fall 2024			
	Attended Programs		Did Not Attend Programs	
	11	%	12	%
Fall to Spring Retention	11	100.0%	11	91.7%
Fall to Fall Retention	11	100.0%	9	75.0%
100% Completion				
100% Success				
150% Completion				
150% Success				
VU GPA	2.75	-	2.53	-
Average Hours Earned	28	-	19	-

7.) Reflections on Current Results and Previous Improvement Plans (if applicable): These results are interesting. When looking at the GPAs for the Fall 2024 group the “attended program” students do have a higher GPA than those who “did not attend programs”. Fall to Fall retention was also higher for those students who attended programs. We would like to continue this study of GPAs in relation to programming attendance over the next two to three years. The trend in our programming numbers is that more students are attending programs.

8.) Updated Improvement Plans: Our plan between now and Fall of 2025 is to determine our programming model structure. We are going to find ways to ensure students are signing in so we can track attendance consistently. We may consider doing specific types of programming in the halls for example educational development, study sessions, etc.

2024 - 2025 Retention Report—University College

1.) Title with Brief Description of Retention Initiative:

The Student Success Center (SSC) provides additional advising and support to students in University College, those who are placed into ENGL 008 and MATH 008. These are the lowest level of developmental classes offered at VU. Our goal is to increase the number of these students who are retained, complete gateway (GW) English and math courses, and earn degrees.

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
These students have multiple at-risk factors. They struggle to complete all of the required foundational classes, as well as their gateway English and math classes. They are advised by SSC coordinators and are expected to meet with their advisor a minimum of 4 times a semester. In Fall 2017, a Study Skills 009 class was implemented for these students. They are required to attend this SSKL 009 class, which helps with the transition into college.	✓	Black
	✓	Hispanic/Latino
	✓	21 st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
		Other: <u><list as appropriate></u>

3.) Name of Program Offering Retention Initiative:

Student Success Center

4.) Approximate Number of Students Impacted by the Initiative per Academic Year:

Fall 2018 (Baseline Group): 47
Fall 2019: 32
Fall 2020: 15
Fall 2021: 25
Fall 2022: 14
Fall 2023: 5
Fall 2024: 21

This drop in numbers reflects the decrease in VU enrollment from 2016-2023. There is another significant drop for Fall 2020, as virtual learning was required due to the coronavirus pandemic, which directly impacted these

numbers. It is believed that changing to the Next Generation Accuplacer test from the Classic Accuplacer test in 2019 also affected the number of students testing into University College.

5.) Metrics or Standards Used to Measure Success of the Initiative:

For each group, data was collected on students' cumulative GPA, Fall-to-Fall retention, and 100% and 150% graduation rates. Other standards measured for these groups were successful completion of ENGL 008, MATH 008, and their gateway English and math classes.

6.) Data/Results:

The baseline group was comprised of Fall 2018 students who placed into ENGL 008 (with a Sentence Skills score of 20-67 or a Reading score of 20-58 or either of those scores being between 200-230 on the Next Gen test) and MATH 008 (with an Elementary Algebra score 0-30 or between 200-224 on the Quantitative Reasoning portion of the Next Gen test).

GPA:

Cohort GPAs show a noticeable decline during the pandemic period, reaching a low point with the Fall 2020 cohort (0.34). Beginning with Fall 2021, cumulative GPAs gradually improved, with the Fall 2024 cohort reaching 1.83—nearly matching the Fall 2018 baseline group.

Cohort	Cumulative GPA
Fall 2018-Baseline Group	1.86
Fall 2019	1.75
Fall 2020	0.34
Fall 2021	1.07
Fall 2022	1.47
Fall 2023	1.47
Fall 2024	1.83

Fall-to-Fall Retention:

The retention data reflect substantial variation over time. After the baseline group's retention rate of 34%, Fall 2019 saw improvement (48.3%), followed by a sharp decline in Fall 2020 to 6.7%—likely due to pandemic-related disruptions. Rates gradually improved across the 2021–2023 cohorts, reaching 40% in Fall 2023. However, the Fall 2024 cohort shows a drop to 16.7%, suggesting the need to explore factors affecting recent persistence and identify targeted support strategies.

Cohort	Percentage Retained
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Fall 2018- Baseline Group	34%
Fall 2019	48.3%
Fall 2020	6.7%
Fall 2021	29.2%
Fall 2022	30.8%
Fall 2023	40.0%
Fall 2024	16.7%

Success:

The Student Success Center previously set a goal to increase the 150% completion rate from 4.2% to 10%, a goal that was met with the Fall 2016 University College cohort. After reaching this benchmark, both 100% and 150% completion rates improved compared to the original baseline group. Because the program has been in place for several years, a new baseline was established using the Fall 2018 University College cohort, **with updated goals of 4% for 100% completion and 15% for 150% completion**. These goals were not met for the Fall 2020 and Fall 2021 cohorts, most likely due to the disruptions caused by the COVID-19 pandemic. However, results began to improve with the Fall 2022 cohort, which exceeded the 100% completion goal with a rate of 7.7%. In addition, the Fall 2021 cohort surpassed the 150% completion goal, reaching 20.8%. The Fall 2023 cohort shows 0% for the 100% completion rate, which merits attention.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2018- Baseline Group	14.9%	21.3%	6.4%	10.6%
Fall 2019	6.9%	17.2%	3.4%	13.8%
Fall 2020	6.7%	0.00%	0.0%	0.0%
Fall 2021	0.0%	20.8%	0.00%	20.8%
Fall 2022	15.4%	15.4%	7.7%	7.7%
Fall 2023	0.0%	NA	0.0%	NA

Other:

The following data was recorded on the University College students to measure success:

Successful completion with a C or higher within two academic years of entry term in ENGL 008, MATH 008, and their Gateway ENGL (ENGL 101) and Math (100 level MATT or MATH required for their degree).

English	ENGL 008			ENGL 101	
	Attempted	Passed		Passed	
Cohort	n	n	%	n	%
Fall 2018- Baseline	46	28	60.9%	17	37.0%
Spring 2019	4	0	0.0%	0	0.0%
Fall 2019	32	18	56.3%	7	21.9%
Fall 2020	17	3	17.6%	2	11.8%
Spring 2021	5	1	20.0%	1	20.0%
Fall 2021	25	14	56.0%	9	36.0%
Fall 2022	16	7	43.8%	3	18.8%
Spring 2023	6	4	66.7%	1	16.7%
Fall 2023	5	3	60.0%	2	40.0%
Spring 2024	6	3	50.0%	0	0%
Fall 2024	21	12	57.1%	5	23.8%
Spring 2025	2	1	50.0%		
Total	185	94	50.8%	47	25.4%

Both of the pass rates for ENGL 008 and ENGL 101 have not shown any definitive trend over the last few years. Again, it is believed that the fall in some of these numbers is directly impacted by the Coronavirus pandemic. The pass rates for ENGL 008 have shown marked improvement in the semesters since Spring 2021. The pass rates for ENGL 101 have not shown any specific trend.

Students in the University College had higher pass rates in Math 008 than the previous cohort groups who took Math 010, the previous developmental math class. Starting now with a baseline in 2018, the pass rates in Math 008 really haven't shown a clear pattern. There was a downward trend in these pass rates from Fall 2019 to Fall 2020 and Spring 2021, which is believed to be effects of the pandemic. However, there was marked improvement in Fall 2021, Fall 2022, and Fall 2023. The pass rates for the MATH or MATT GW courses have fluctuated over the years.

Math	MATH 008			MATH or MATT GW	
	Attempted	Passed		Passed	
Cohort	n	n	%	n	%
Fall 2018- Baseline	46	31	67.4%	9	19.6%
Spring 2019	4	1	25.0%	0	0.0%
Fall 2019	33	21	63.6%	9	27.3%
Fall 2020	17	8	47.1%	2	11.8%
Spring 2021	4	1	25.0%	1	25.0%
Fall 2021	25	20	80.0%	5	20.0%
Fall 2022	14	11	78.6%	3	21.4%
Spring 2023	6	4	66.7%	1	16.7%
Fall 2023	5	5	100.0%	2	40.0%
Spring 2024	6	3	50.0%	0	0.0%
Fall 2024	21	15	71.4%	3	14.3%
Spring 2025	3	2	66.7%		
Total	184	122	65.9%	35	19.0%

7.) Reflections on Results and Previous Improvement Plans:

The Student Success Center has been committed from day one to helping students be successful in college. However, a student's inner motivation is still a key determinant to their success. The coordinators work to build supportive relationships with students and to communicate resources that might facilitate them in classes. The data from the gateway math and English courses does indicate that the additional support provided by the Student Success Center is beneficial to these students. The relationship building factor helped to lead part of this retention effort. The SSC has gathered information on the number of students who meet the required 4 times a semester with his/her coordinator to determine the SSC impact on Math and English success, as well as retention and completion.

SSKL 009 Pass Rates

		Passed		Retained Fall			
Term	Registered	n	% of Reg	n	% of Passed	n/number who didn't pass	% of Not Passed
Fall 2017	71	48	67.6%	20/48	68%	0/23	0%
Fall 2018	43	29	67.4%	13/29	45%	1/14	7%
Fall 2019	33	19	57.6%	12/19	63%	3/14	21%
Fall 2020	17	6	35.3%	2/6	33.3%	0/11	0%
Fall 2021	25	18	72%	7/18	39%	0/7	0%
Fall 2022	14	10	61.5%	4/10	40%	0/4	0%
Fall 2023	5	5	100%	2/5	40%	NA	
Fall 2024	21	20	95%	4/20	20%	1/20	5%
Total	229	155	68%	64/155	41%	5/93	5.4%

The Student Success Center continues to assess and refine the curriculum for the SSKL 009 class, with the goal of helping the University College students in their transition to college. This class is another effort to raise the fall-to-fall retention rate for these students. With the exception of Fall 2020, a majority of University College students successfully completed SSKL 009 each semester. Retention rates were consistently higher among students who passed the course compared to those who did not. Retention among students who did *not* pass SSKL 009 has remained consistently low, with the one outlier in Fall 2019 likely influenced by the fact that no students were academically disqualified in Spring 2020 due to COVID-related policy changes. The Fall 2024 cohort showed a notable decline in retention even among students who passed SSKL 009, indicating an area that may need further review. Overall, the retention rate for students who did not pass SSKL 009 is 5 out of 93 students (5.4%) as opposed to 64/155 (41%) for those who did pass SSKL 009.

8) Updated Improvement Plans:

A goal over the last few years was to examine the retention rate of students who met with their coordinator 4 or more times as opposed to those who met less than 4 times. This data has been compiled in the chart below.

University College	Students who met with coordinator 4 or more times							Students who met with coordinator < 4 times						
	Met with Coordinator >=4 times	Retained into 2nd year		Passed ENGL 008		Passed MATH 008		Met with Coordinator < 4 times	Retained into 2nd year		Passed ENGL 008		Passed MATH 008	
Cohort	n													
Fall 2019	20	15	75%	14	70%	14	70%	12	3	25%	4	33.3%	6	50%
Fall 2020	10	2	20%	1	10%	7	70%	4	0	0%	1	25%	1	25%
Fall 2021	15	6	40%	5	33%	11	73%	6	1	17%	4	67%	5	83%
Fall 2022	6	2	33.3%	4	66.7%	6	100%	8	2	25%	3	37.50%	5	62.50%
Fall 2023	4	2	50%	2	50%	4	100%	1	0	0%	0	0%	1	100%
Fall 2024	11	3	27%	5	45%	9	82%	10	1	10%	4	40%	4	40%
Total	66	30	45%	31	47%	51	77%	41	7	17%	16	39%	22	54%

The fall-to-fall retention rates have consistently been higher with the students who meet with their coordinator 4 or more times. Looking at the totals from these 6 semesters, students who attended four or more meetings consistently outperformed those with fewer meetings, showing higher retention and stronger pass rates in both developmental courses. These findings reinforce the value of proactive advising, relationship-building, and sustained student engagement as critical components of retention and academic success.

The Student Success coordinators and Director continue to look at ways to improve the content in the SSKL 009 class to help students with their study habits, organization, time management, Blackboard use, and overall transition to college.

Collectively, these outcomes suggest that while student academic performance is rebounding post pandemic years, retention and completion remain areas for targeted support. Continued emphasis on early outreach, proactive advising, and academic success initiatives will be essential to reaching goals set with this cohort.

Retention Committee - Activity Outcomes

For Internal Use Only

Institutional Research IR Project# R-29 November 25, 2025

Purpose:
To measure the impact of retention activities on the Vincennes Campus and the Jasper Campus.
Cohorts:
First-time, full-time degree-seeking freshmen entering in a fall term at Vincennes
Campus or Jasper Campus

Metrics Used to Measure Success of Activities:

Fall to Spring Retention:
Based on student enrollment in subsequent spring term, measured at March 1
Fall to Fall Retention:
Based on student enrollment in subsequent fall term, measured at October 15

VU GPA (End of Term EOT):

Based on average student GPA at the end of the fall entry term

100% Completion Rate:

Indicates that a student earned any degree within 100% normal time to completion. Based on level of degree or certificate earned. For example, 100% completion for an associate-seeking student is two academic years.

150% Completion Rate:

Indicates that a student earned any degree within 150% normal time to completion. Based on level of degree or certificate earned. For example, 150% completion for an associate-seeking student is three academic years.

100% Success Rate:

Indicates that a student either earned a degree at VU or transferred to a four-year university within two years after fall entry (includes final summer).

150% Success Rate:

Indicates that a student either earned a degree at VU or transferred to a four-year university within three years after fall entry (includes final summer).

Definitions

Minorities

All race and ethnicity categories except White and Unknown

Includes American Indian or Alaskan Native, Asian, Black or African American, Hispanic, Native Hawaiian / Pacific Islander, and Two or More Races

Non-Indiana Residents

Based on Residency Code; includes students from other states and countries

Pell (Not 21CS)

Students not part of the 21st Century Scholars Program who were paid a Pell Grant

Outcomes by Demographic Subgroup

For Internal Use Only

First-time, full-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
November 25, 2025

		Overall Cohorts												
Cohort Entry Term/Count	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	1361	%	1291	%	1141	%	951	%	922	%	892	%	934	%
Fall to Spring Retention	1082	79.5%	1066	82.6%	855	74.9%	795	83.6%	784	85.0%	766	85.9%	814	87.2%
Fall to Fall Retention	770	56.6%	790	61.2%	593	52.0%	595	62.6%	625	67.8%	595	66.7%	621	66.5%
100% Completion	422	31.0%	392	30.4%	373	32.7%	374	39.3%	430	46.6%	402	45.1%		
100% Success	504	37.0%	462	35.8%	450	39.4%	426	44.8%	491	53.3%	449	50.3%		
150% Completion	543	39.9%	505	39.1%	466	40.8%	456	47.9%	507	55.0%				
150% Success	636	46.7%	585	45.3%	552	48.4%	517	54.4%	563	61.1%				
15 Credit Hours	770	56.6%	811	62.8%	672	58.9%	627	65.9%	631	68.4%	635	71.2%	652	69.8%
30 Credit Hours	606	44.5%	567	43.9%	507	44.4%	510	53.6%	523	56.7%	533	59.8%	562	60.2%
45 Credit Hours	502	36.9%	462	35.8%	396	34.7%	404	42.5%	472	51.2%	449	50.3%		
VU GPA	2.30	-	2.28	-	2.21	-	2.39	-	2.58	-	2.66	-	2.67	-

		Vincennes Campus Cohorts												
Cohort	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Entry Term/Count	1240	%	1160	%	1012	%	843	%	802	%	795	%	851	%
Fall to Spring Retention	983	79.3%	958	82.6%	750	74.1%	706	83.7%	682	85.0%	683	85.9%	742	87.2%
Fall to Fall Retention	698	56.3%	706	60.9%	516	51.0%	523	62.0%	549	68.5%	520	65.4%	564	66.3%
100% Completion	389	31.4%	361	31.1%	340	33.6%	331	39.3%	378	47.1%	356	44.8%		
100% Success	454	36.6%	422	36.4%	406	40.1%	373	44.2%	433	54.0%	400	50.3%		
150% Completion	495	39.9%	457	39.4%	412	40.7%	401	47.6%	442	55.1%				
150% Success	571	46.0%	528	45.5%	486	48.0%	451	53.5%	492	61.3%				
15 Credit Hours	701	56.5%	736	63.4%	594	58.7%	551	65.4%	549	68.5%	567	71.3%	590	69.3%
30 Credit Hours	554	44.7%	518	44.7%	448	44.3%	456	54.1%	461	57.5%	476	59.9%	509	59.8%
45 Credit Hours	466	37.6%	426	36.7%	354	35.0%	361	42.8%	419	52.2%	397	49.9%		
VU GPA	2.27	-	2.26	-	2.18	-	2.34	-	2.57	-	2.62	-	2.65	-

		Jasper Campus Cohorts													
Cohort Entry Term/Count	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024		
	121	%	131	%	129	%	108	%	120	%	97	%	83	%	
Fall to Spring Retention	99	81.8%	108	82.4%	105	81.4%	89	82.4%	102	85.0%	83	85.6%	72	86.7%	

Outcomes by Demographic Subgroup For Internal Use Only

First-time, full-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
or Jasper Campus
November 25, 2025

Fall to Fall Retention	72	59.5%	84	64.1%	77	59.7%	72	66.7%	76	63.3%	75	77.3%	57	68.7%
100% Completion Rate	33	27.3%	31	23.7%	33	25.6%	43	39.8%	52	43.3%	46	47.4%		
100% Success	50	41.3%	40	30.5%	44	34.1%	53	49.1%	58	48.3%	49	50.5%		
150% Completion Rate	48	39.7%	48	36.6%	54	41.9%	55	50.9%	65	54.2%				
150% Success	65	53.7%	57	43.5%	66	51.2%	66	61.1%	71	59.2%				
15 Credit Hours	69	57.0%	75	57.3%	78	60.5%	76	70.4%	82	68.3%	68	70.1%	62	74.7%
30 Credit Hours	52	43.0%	49	37.4%	59	45.7%	54	50.0%	62	51.7%	57	58.8%	53	63.9%
45 Credit Hours	36	29.8%	36	27.5%	42	32.6%	43	39.8%	53	44.2%	52	53.6%		
VU GPA	2.56	-	2.48	-	2.48	-	2.72	-	2.67	-	2.96	-	2.95	-

	Overall Cohorts: Minorities													
Cohort Entry Term/Count	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	386	%	381	%	304	%	236	%	173	%	166	%	225	%
Fall to Spring Retention	279	72.3%	304	79.8%	222	73.0%	185	78.4%	132	76.3%	130	78.3%	184	81.8%
Fall to Fall Retention	161	41.7%	197	51.7%	139	45.7%	125	53.0%	95	54.9%	86	51.8%	115	51.1%
100% Completion	57	14.8%	63	16.5%	71	23.4%	68	28.8%	56	32.4%	53	31.9%		
100% Success	90	23.3%	84	22.0%	99	32.6%	81	34.3%	70	40.5%	62	37.3%		
150% Completion	77	19.9%	94	24.7%	98	32.2%	89	37.7%	70	40.5%				
150% Success	113	29.3%	122	32.0%	126	41.4%	105	44.5%	81	46.8%				
15 Credit Hours	148	38.3%	182	47.8%	155	51.0%	132	55.9%	91	52.6%	95	57.2%	125	55.6%
30 Credit Hours	99	25.6%	120	31.5%	119	39.1%	101	42.8%	67	38.7%	72	43.4%	101	44.9%
45 Credit Hours	81	21.0%	83	21.8%	87	28.6%	78	33.1%	57	32.9%	60	36.1%		
VU GPA	1.80	-	1.94	-	2.04	-	2.02	-	2.17	-	2.41	-	2.23	-

	Overall Cohorts: Hispanic													
Cohort Entry Term/Count	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	170	%	193	%	193	%	128	%	68	%	59	%	73	%
Fall to Spring Retention	133	78.2%	151	78.2%	150	77.7%	99	77.3%	55	80.9%	41	69.5%	59	80.8%
Fall to Fall Retention	81	47.6%	111	57.5%	94	48.7%	73	57.0%	43	63.2%	37	62.7%	47	64.4%
100% Completion	30	17.6%	41	21.2%	48	24.9%	45	35.2%	32	47.1%	24	40.7%		
100% Success	46	27.1%	54	28.0%	64	33.2%	49	38.3%	37	54.4%	28	47.5%		
150% Completion	42	24.7%	56	29.0%	50	25.9%	55	43.0%	43	63.2%				

Outcomes by Demographic Subgroup [For Internal Use Only](#)

First-time, full-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus

November 25, 2025

150% Success	60	35.3%	74	38.3%	66	34.2%	60	46.9%	50	73.5%				
15 Credit Hours	80	47.1%	109	56.5%	106	54.9%	78	60.9%	43	63.2%	40	67.8%	47	64.4%
30 Credit Hours	54	31.8%	78	40.4%	81	42.0%	60	46.9%	36	52.9%	27	45.8%	36	49.3%
45 Credit Hours	41	24.1%	54	28.0%	61	31.6%	47	36.7%	33	48.5%	30	50.8%		
VU GPA	2.08	-	2.16	-	2.21	-	2.21	-	2.41	-	2.59	-	2.44	-

	Overall Cohorts: Black or African American													
Cohort	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Entry Term/Count	163	%	127	%	64	%	60	%	57	%	53	%	81	%
Fall to Spring Retention	102	62.6%	99	78.0%	38	59.4%	47	78.3%	37	64.9%	40	75.5%	63	77.8%
Fall to Fall Retention	47	28.8%	48	37.8%	22	34.4%	24	40.0%	21	36.8%	18	34.0%	29	35.8%
100% Completion	14	8.6%	8	6.3%	8	12.5%	8	13.3%	6	10.5%	4	7.5%		
100% Success	26	16.0%	15	11.8%	14	21.9%	12	20.0%	10	17.5%	8	15.1%		
150% Completion	18	11.0%	15	11.8%	11	17.2%	14	23.3%	11	19.3%				
150% Success	30	18.4%	24	18.9%	17	26.6%	20	33.3%	13	22.8%				
15 Credit Hours	39	23.9%	40	31.5%	23	35.9%	21	35.0%	16	28.1%	15	28.3%	29	35.8%
30 Credit Hours	22	13.5%	19	15.0%	14	21.9%	14	23.3%	10	17.5%	9	17.0%	21	25.9%
45 Credit Hours	18	11.0%	11	8.7%	11	17.2%	9	15.0%	8	14.0%	5	9.4%		
VU GPA	1.42	-	1.50	-	1.52	-	1.35	-	1.43	-	1.62	-	1.67	-

		21st Century Scholars (21CS) Cohorts													
Cohort Entry Term/Count	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024		
	154	%	174	%	133	%	91	%	93	%	100	%	89	%	
Fall to Spring Retention	139	90.3%	151	86.8%	104	78.2%	79	86.8%	84	90.3%	84	84.0%	81	91.0%	
Fall to Fall Retention	104	67.5%	116	66.7%	68	51.1%	55	60.4%	65	69.9%	65	65.0%	69	77.5%	
100% Completion	62	40.3%	52	29.9%	42	31.6%	37	40.7%	49	52.7%	44	44.0%			
100% Success	71	46.1%	64	36.8%	50	37.6%	42	46.2%	54	58.1%	51	51.0%			
150% Completion	85	55.2%	69	39.7%	52	39.1%	42	46.2%	52	55.9%					
150% Success	94	61.0%	80	46.0%	61	45.9%	46	50.5%	57	61.3%					
15 Credit Hours	113	73.4%	131	75.3%	87	65.4%	59	64.8%	70	75.3%	76	76.0%	71	79.8%	
30 Credit Hours	100	64.9%	92	52.9%	60	45.1%	50	54.9%	60	64.5%	59	59.0%	65	73.0%	
45 Credit Hours	79	51.3%	70	40.2%	54	40.6%	42	46.2%	57	61.3%	55	55.0%			

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VU GPA	2.55	-	2.41	-	2.20	-	2.46	-	2.53	-	2.77	-	2.77	-
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Pell Cohorts (not 21CS)													
Cohort	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024
Entry Term/Count	618	%	530	%	399	%	339	%	329	%	318	%	407
Fall to Spring Retention	466	75.4%	416	78.5%	271	67.9%	266	78.5%	267	81.2%	261	82.1%	346
Fall to Fall Retention	285	46.1%	268	50.6%	169	42.4%	172	50.7%	199	60.5%	181	56.9%	244
100% Completion	119	19.3%	80	15.1%	83	20.8%	76	22.4%	107	32.5%	100	31.4%	
100% Success	157	25.4%	107	20.2%	104	26.1%	91	26.8%	132	40.1%	117	36.8%	
150% Completion	157	25.4%	125	23.6%	116	29.1%	109	32.2%	144	43.8%			
150% Success	202	32.7%	158	29.8%	141	35.3%	129	38.1%	165	50.2%			
15 Credit Hours	255	41.3%	242	45.7%	179	44.9%	167	49.3%	180	54.7%	187	58.8%	244
30 Credit Hours	183	29.6%	132	24.9%	128	32.1%	117	34.5%	140	42.6%	141	44.3%	199
45 Credit Hours	147	23.8%	105	19.8%	93	23.3%	86	25.4%	128	38.9%	111	34.9%	
VU GPA	1.99	-	1.89	-	1.83	-	1.94	-	2.26	-	2.24	-	2.45

Overall Cohorts: Ages 25+													
Cohort	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024
Entry Term/Count	41	%	29	%	23	%	29	%	24	%	19	%	32
Fall to Spring Retention	36	87.8%	25	86.2%	18	78.3%	20	69.0%	19	79.2%	12	63.2%	21
Fall to Fall Retention	31	75.6%	21	72.4%	12	52.2%	14	48.3%	14	58.3%	9	47.4%	15
100% Completion	10	24.4%	11	37.9%	2	8.7%	3	10.3%	7	29.2%	6	31.6%	
100% Success	10	24.4%	12	41.4%	4	17.4%	4	13.8%	9	37.5%	7	36.8%	
150% Completion	18	43.9%	15	51.7%	5	21.7%	7	24.1%	10	41.7%			
150% Success	18	43.9%	16	55.2%	7	30.4%	9	31.0%	12	50.0%			
15 Credit Hours	25	61.0%	14	48.3%	10	43.5%	14	48.3%	7	29.2%	9	47.4%	11
30 Credit Hours	18	43.9%	13	44.8%	6	26.1%	8	27.6%	8	33.3%	7	36.8%	
45 Credit Hours	15	36.6%	14	48.3%	3	13.0%	6	20.7%	8	33.3%	6	31.6%	
VU GPA	2.90	-	2.41	-	2.11	-	2.06	-	2.63	-	1.74	-	2.17

Overall Cohorts: Non-Indiana Residents													
Cohort	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024

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Entry Term/Count	136	%	110	%	90	%	96	%	118	%	109	%	132	%
Fall to Spring Retention	104	76.5%	91	82.7%	61	67.8%	80	83.3%	100	84.7%	93	85.3%	116	87.9%
Fall to Fall Retention	72	52.9%	66	60.0%	39	43.3%	58	60.4%	80	67.8%	66	60.6%	89	67.4%
100% Completion	39	28.7%	36	32.7%	28	31.1%	42	43.8%	59	50.0%	44	40.4%		
100% Success	45	33.1%	43	39.1%	36	40.0%	49	51.0%	69	58.5%	52	47.7%		
150% Completion	52	38.2%	51	46.4%	30	33.3%	46	47.9%	68	57.6%				
150% Success	59	43.4%	61	55.5%	37	41.1%	53	55.2%	78	66.1%				
15 Credit Hours	68	50.0%	77	70.0%	51	56.7%	63	65.6%	85	72.0%	75	68.8%	94	71.2%
30 Credit Hours	55	40.4%	59	53.6%	35	38.9%	52	54.2%	71	60.2%	67	61.5%	86	65.2%
45 Credit Hours	47	34.6%	47	42.7%	32	35.6%	44	45.8%	62	52.5%	50	45.9%		
VU GPA	2.14	-	2.44	-	1.95	-	2.42	-	2.67	-	2.73	-	2.79	-

	Overall Cohorts: Female													
Cohort	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Entry Term/Count	581	%	575	%	512	%	378	%	368	%	383	%	417	%
Fall to Spring Retention	463	79.7%	466	81.0%	377	73.6%	314	83.1%	309	84.0%	324	84.6%	359	86.1%
Fall to Fall Retention	320	55.1%	323	56.2%	246	48.0%	235	62.2%	235	63.9%	243	63.4%	268	64.3%
100% Completion	159	27.4%	125	21.7%	133	26.0%	127	33.6%	139	37.8%	145	37.9%		
100% Success	201	34.6%	168	29.2%	178	34.8%	142	37.6%	162	44.0%	169	44.1%		
150% Completion	218	37.5%	184	32.0%	186	36.3%	174	46.0%	177	48.1%				
150% Success	263	45.3%	231	40.2%	234	45.7%	196	51.9%	197	53.5%				
15 Credit Hours	317	54.6%	339	59.0%	293	57.2%	243	64.3%	240	65.2%	259	67.6%	275	65.9%
30 Credit Hours	245	42.2%	219	38.1%	215	42.0%	192	50.8%	193	52.4%	210	54.8%	225	54.0%
45 Credit Hours	184	31.7%	161	28.0%	149	29.1%	149	39.4%	168	45.7%	169	44.1%		
VU GPA	2.31	-	2.19	-	2.16	-	2.33	-	2.43	-	2.56	-	2.60	-

		Overall Cohorts: Male												
Cohort Entry Term/Count	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	780	%	716	%	629	%	573	%	554	%	509	%	517	%
Fall to Spring Retention	619	79.4%	600	83.8%	478	76.0%	481	83.9%	475	85.7%	442	86.8%	455	88.0%
Fall to Fall Retention	450	57.7%	467	65.2%	347	55.2%	360	62.8%	390	70.4%	352	69.2%	353	68.3%
100% Completion	263	33.7%	267	37.3%	240	38.2%	247	43.1%	291	52.5%	257	50.5%		

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100% Success	303	38.8%	294	41.1%	272	43.2%	284	49.6%	329	59.4%	280	55.0%		
150% Completion	325	41.7%	321	44.8%	280	44.5%	282	49.2%	330	59.6%				
150% Success	373	47.8%	354	49.4%	318	50.6%	321	56.0%	366	66.1%				
15 Credit Hours	453	58.1%	472	65.9%	379	60.3%	384	67.0%	391	70.6%	376	73.9%	377	72.9%
30 Credit Hours	361	46.3%	348	48.6%	292	46.4%	318	55.5%	330	59.6%	323	63.5%	337	65.2%
45 Credit Hours	318	40.8%	301	42.0%	247	39.3%	255	44.5%	304	54.9%	280	55.0%		
VU GPA	2.29	-	2.36	-	2.26	-	2.42	-	2.68	-	2.73	-	2.73	-

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		COPE Cohorts														
Cohort	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Entry Term/Count	144	%	121	%	148	%	59	%	114	%	107	%	117	%	123	%
Fall to Spring Retention	115	79.9%	104	86.0%	137	92.6%	48	81.4%	97	85.1%	101	94.4%	102	87.2%	113	91.9%
Fall to Fall Retention	72	50.0%	71	58.7%	104	70.3%	31	52.5%	71	62.3%	90	84.1%	80	68.4%	89	72.4%
100% Completion	39	27.1%	27	22.3%	51	34.5%	20	33.9%	44	38.6%	59	55.1%	57	48.7%		
100% Success	48	33.3%	29	24.0%	54	36.5%	22	37.3%	49	43.0%	61	57.0%	60	51.3%		
150% Completion	51	35.4%	45	37.2%	65	43.9%	25	42.4%	57	50.0%	71	66.4%				
150% Success	62	43.1%	47	38.8%	68	45.9%	27	45.8%	62	54.4%	73	68.2%				
VU GPA	2.05	-	2.16	-	2.56	-	2.10	-	2.25	-	2.61	-	2.64	-	2.68	-

		Experience VU Cohorts														
Cohort	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Entry Term/Count	58	%	48	%	59	%	11	%	35	%	59	%	38	%	42	%
Fall to Spring Retention	45	77.6%	38	79.2%	46	78.0%	8	72.7%	33	94.3%	48	81.4%	35	92.1%	35	83.3%
Fall to Fall Retention	30	51.7%	26	54.2%	35	59.3%	5	45.5%	21	60.0%	34	57.6%	27	71.1%	27	64.3%
100% Completion	11	19.0%	16	33.3%	14	23.7%	3	27.3%	7	20.0%	15	25.4%	11	28.9%		
100% Success	16	27.6%	18	37.5%	16	27.1%	4	36.4%	10	28.6%	23	39.0%	13	34.2%		
150% Completion	16	27.6%	19	39.6%	19	32.2%	5	45.5%	11	31.4%	21	35.6%				
150% Success	24	41.4%	21	43.8%	20	33.9%	6	54.5%	14	40.0%	29	49.2%				
VU GPA	2.08	-	2.04	-	1.99	-	1.89	-	1.91	-	2.02	-	2.41	-	2.21	-

		University College Cohorts														
Cohort	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Entry Term/Count	73	%	47	%	29	%	15	%	24	%	13	%	5	%	18	%
Fall to Spring Retention	48	65.8%	32	68.1%	23	79.3%	6	40.0%	20	83.3%	10	76.9%	4	80.0%	14	77.8%
Fall to Fall Retention	21	28.8%	16	34.0%	14	48.3%	1	6.7%	7	29.2%	4	30.8%	2	40.0%	3	16.7%
100% Completion	1	1.4%	3	6.4%	1	3.4%	0	0.0%	0	0.0%	1	7.7%	0	0.0%		
100% Success	4	5.5%	7	14.9%	2	6.9%	1	6.7%	0	0.0%	2	15.4%	0	0.0%		
150% Completion	8	11.0%	5	10.6%	4	13.8%	0	0.0%	5	20.8%	1	7.7%				
150% Success	11	15.1%	10	21.3%	5	17.2%	0	0.0%	5	20.8%	2	15.4%				
VU GPA	1.76	-	1.86	-	1.75	-	0.34	-	1.07	-	1.47	-	1.03	-	1.83	-

		Learning Support Services							
		Fall 2017 FTFT Cohort (VM)				Fall 2018 FTFT Cohort (VM)			
Number of Visits Cohort Count		3 or fewer		4 or more		3 or fewer		4 or more	
		724	%	728	%	517	%	723	%
		460	%	700	%				

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Fall to Spring Retention	538	74.3%	624	85.7%	377	72.9%	606	83.8%	346	75.2%	612	87.4%
Fall to Fall Retention	351	48.5%	381	52.3%	279	54.0%	419	58.0%	271	58.9%	417	59.6%
100% Completion	205	28.3%	160	22.0%	165	31.9%	214	29.6%	170	37.0%	185	26.4%
100% Success	249	34.4%	225	30.9%	186	36.0%	264	36.5%	190	41.3%	224	32.0%
150% Completion	256	35.4%	253	34.8%	202	39.1%	289	40.0%	202	43.9%	252	36.0%
150% Success	308	42.5%	327	44.9%	220	42.6%	343	47.4%	226	49.1%	298	42.6%
VU GPA	2.10	-	2.20	-	2.16	-	2.35	-	2.25	-	2.26	-

Number of Visits Cohort Count	Learning Support Services											
	Fall 2020 FTFT Cohort (VM)				Fall 2021 FTFT (VM and JM)				Fall 2022 FTFT Cohort (VM)			
	3 or fewer		4 or more		3 or fewer		4 or more		3 or fewer		4 or more	
	896	%	116	%	517	%	434	%	490	%	312	%
Fall to Spring Retention	638	71.2%	112	96.6%	390	75.4%	405	93.3%	402	82.0%	280	89.7%
Fall to Fall Retention	441	49.2%	75	64.7%	277	53.6%	318	73.3%	321	65.5%	228	73.1%
100% Completion	298	33.3%	42	36.2%	190	36.8%	184	42.4%	227	46.3%	147	47.1%
100% Success	350	39.1%	56	48.3%	216	41.8%	210	48.4%	253	51.6%	163	52.2%
150% Completion	354	39.5%	58	50.0%	215	41.6%	241	55.5%	262	53.5%	180	57.7%
150% Success	413	46.1%	73	62.9%	248	48.0%	269	62.0%	294	60.0%	198	63.5%
VU GPA	2.14	-	2.47	-	2.23	-	2.57	-	2.44	-	2.78	-

Number of Visits Cohort Count	Learning Support Services							
	Fall 2023 FTFT Cohort (VM)				Fall 2024 FTFT Cohort (VM)			
	3 or fewer		4 or more		3 or fewer		4 or more	
	511	%	284	%	559	%	292	%
Fall to Spring Retention	420	82.2%	263	92.6%	478	85.5%	264	90.4%
Fall to Fall Retention	319	62.4%	201	70.8%	359	64.2%	205	70.2%
100% Completion	226	44.2%	130	45.8%				
100% Success	245	27.3%	155	133.6%				
150% Completion								
150% Success								
VU GPA	2.49	-	2.85	-	3.04	-	2.99	-

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Cohort Reapply Term/Count	Re-Admit Students					
	Spring 2017		Fall 2017		Spring 2018	
	25	%	32	%	35	%
Retained 2nd "Next" Term	8	32.0%	17	53.1%	16	45.7%
Retained 3rd Term	6	24.0%	11	34.4%	10	28.6%
Graduated in 2 Years	3	12.0%	7	21.9%	5	14.3%
Graduated in 3 Years	4	16.0%	8	25.0%	7	20.0%
Indiana Resident	24	96.0%	30	93.8%	34	97.1%
Avg Hrs Earned End of Reapply Term	39	-	32	-	25	-
LGPA End of Prior Term	1.38	-	1.33	-	1.21	-
TGPA End Reapply Term	1.91	-	1.85	-	1.81	-
LGPA End of Reapply Term	1.56	-	1.68	-	1.57	-

For Re-Admit students, cohorts based on first reapply term. Graduation measured in academic years from time of re-admit. Retention indicates student enrolled in subsequent terms following re-admit. LGPA = Legacy (Cumulative) GPA; TGPA = Term GPA.

Readmits Cohort Reapply Term/Count	Spring 2019		Fall 2019		Spring 2020	
	21	%	27	%	22	%
Retained 2nd "Next" Term	15	71.4%	18	66.7%	16	72.7%
Retained 3rd Term	8	38.1%	10	37.0%	11	50.0%
Graduated in 2 Years	4	19.0%	5	18.5%	4	18.2%
Graduated in 3 Years	6	28.6%	5	18.5%	6	27.3%
Indiana Resident	20	95.2%	24	88.9%	22	100.0%
Avg Hrs Earned End of Reapply Term	36	-	36	-	38	-
LGPA End of Prior Term	1.44	-	1.46	-	1.46	-
TGPA End Reapply Term	2.67	-	2.15	-	2.16	-
LGPA End of Reapply Term	2.03	-	1.71	-	1.70	-

Readmits								
Readmits Cohort	Fall 2020		Spring 2021		Fall 2021		Spring 2022	
Reapply Term/Count	13	%	9	%	23	%	11	%
Retained 2nd "Next" Term	8	61.5%	5	55.6%	11	47.8%	7	63.6%
Retained 3rd Term	6	46.2%	1	11.1%	11	47.8%	5	45.5%
Graduated in 2 Years	5	12.2%	0	0.0%	8	34.8%	3	27.3%
Graduated in 3 Years	6	14.6%	2	22.2%	8	34.8%	3	27.3%
Indiana Resident	13	100.0%	9	100.0%	23	100.0%	10	90.9%

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Avg Hrs Earned End of Reapply Term	41	-	42	-	39	-	47	-
LGPA End of Prior Term	1.78	-	1.81	-	1.74	-	1.64	-
TGPA End Reapply Term	2.08	-	1.59	-	2.21	-	2.63	-
LGPA End of Reapply Term	1.92	-	1.85	-	1.93	-	1.95	-

Readmits Cohort	Fall 2022		Spring 2023		Fall 2023		Spring 2024		Fall 2024		Spring 2025	
Reapply Term/Count	24	%	18	%	10	%	7	%	6	%	8	%
Retained 2nd "Next" Term	21	87.5%	7	38.9%	6	60.0%	3	42.9%	5	83.3%	3	37.5%
Retained 3rd Term	11	45.8%	4	22.2%	5	50.0%	3	42.9%	3	50.0%		
Graduated in 2 Years	8	33.3%	1	5.6%	3	30.0%						
Graduated in 3 Years	9	42.9%										
Indiana Resident	22	91.7%	16	88.9%	9	90.0%	6	85.7%	6	100.0%	8	100.0%
Avg Hrs Earned End of Reapply Term	35	-	37	-	38	-	34	-	42	-	38	-
LGPA End of Prior Term	1.98	-	1.22	-	1.59	-	1.38	-	2.36	-	1.76	-
TGPA End Reapply Term	2.27	-	1.86	-	2.50	-	1.80	-	2.85	-	1.85	-
LGPA End of Reapply Term	2.04	-	1.46	-	1.94	-	1.64	-	2.48	-	1.69	-

Academic Coaches (student contacted)												
Cohort	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Entry Term/Count	215	%	403	%	257	%	203	%	283	%	441	%
Fall to Spring Retention	157	73.0%	280	69.5%	184	71.6%	151	74.4%	203	71.7%	353	80.0%
Fall to Fall Retention	90	41.9%	189	46.9%	103	40.1%	92	45.3%	113	39.9%	246	55.8%
100% Completion	25	11.6%	114	28.3%	41	16.0%	50	24.6%	53	18.7%		
100% Success	37	17.2%	150	37.2%	52	20.2%	66	32.5%	67	23.7%		
150% Completion	44	20.5%	142	35.2%	55	21.4%	59	29.1%				
150% Success	58	27.0%	179	44.4%	70	27.2%	79	38.9%				
VU GPA	1.50	-	1.95	-	2.08	-	1.81	-	1.74	-	2.20	-

Academic Coaches (student not contacted)												
Cohort	No Data		No Data		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Entry Term/Count					101	%	129	%	31	%	3	%
Fall to Spring Retention					67	66.3%	86	66.7%	24	77.4%	2	66.7%
Fall to Fall Retention					23	22.8%	53	41.1%	16	51.6%	2	66.7%
100% Completion					6	5.9%	15	11.6%	6	19.4%		
100% Success					12	11.9%	21	16.3%	6	19.4%		
150% Completion					10	3.9%	23	11.3%				
150% Success					17	16.8%	31	24.0%				
VU GPA					1.76	-	1.68	-	2.22	-	3.37	-

Outcomes for Mid-range Students Based on Risk Profile Score

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus

November 25, 2025

Outcomes based on Risk Profile Score and Entry Program (Mid-Range) Student List from SSC

Cohort Entry Term/Count	Baseline Cohorts				Comparison Cohort											
	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	208	%	160	%	86	%	21	%	31	%	46	%	39	%	53	%
Fall to Spring Retention	148	71.2%	116	72.5%	69	80.2%	15	71.4%	25	80.6%	38	82.6%	34	87.2%	35	66.0%
Fall to Fall Retention	83	39.9%	68	42.5%	44	51.2%	7	33.3%	15	48.4%	26	56.5%	23	59.0%	27	50.9%
100% Completion	17	8.2%	22	13.8%	9	10.5%	2	9.5%	6	19.4%	9	19.6%	10	25.6%		
100% Success	34	16.3%	35	21.9%	17	19.8%	7	33.3%	11	35.5%	13	28.3%	11	28.2%		
150% Completion	48	23.1%	37	23.1%	17	19.8%	3	14.3%	10	32.3%	16	34.8%				
150% Success	71	34.1%	49	30.6%	27	31.4%	11	52.4%	13	41.9%	20	43.5%				
Good Standing EOT %	96	46.2%	72	45.0%	47	54.7%	10	47.6%	12	38.7%	26	56.5%	25	64.1%	34	64.2%
VU GPA	1.86	-	2.12	-	2.10	-	2.00	-	1.74	-	2.11	-	2.43	-	2.41	-

Outcomes by Housing (Residence Halls Compared to Commuters)
 First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
 November 25, 2025

For Internal Use Only

Cohort Entry Term Count / Pct Resd Halls	Residence Halls													
	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Metric	740	59.7%	666	57.4%	511	50.5%	456	54.1%	471	58.7%	459	57.7%	515	60.5%
Fall to Spring Retention	572	77.3%	573	86.0%	395	77.3%	394	86.4%	414	87.9%	399	86.9%	454	88.2%
Fall to Fall Retention	381	51.5%	404	60.7%	249	48.7%	275	60.3%	328	69.6%	298	64.9%	342	66.4%
100% Completion	197	26.6%	187	28.1%	154	30.1%	168	36.8%	226	48.0%	200	43.6%		
100% Success	242	32.7%	219	32.9%	185	36.2%	196	43.0%	260	55.2%	226	49.2%		
150% Completion	247	33.4%	242	36.3%	191	37.4%	202	44.3%	261	55.4%				
150% Success	304	41.1%	279	41.9%	229	44.8%	235	51.5%	290	61.6%				
VU GPA	2.11	-	2.21	-	2.05	-	2.22	-	2.54	-	2.62	-	2.79	-
Average Hours Earned	16	-	18	-	17	-	19	-	21	-	22	-	22	-

Cohort Entry Term Count / Pct Commuters	Commuters (VM Only)													
	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Metric	500	40.3%	494	42.6%	501	49.5%	387	45.9%	331	41.3%	336	42.3%	336	39.5%
Fall to Spring Retention	411	82.2%	385	77.9%	355	70.9%	312	80.6%	268	81.0%	284	84.5%	288	85.7%
Fall to Fall Retention	338	67.6%	302	61.1%	267	53.3%	248	64.1%	221	66.8%	222	66.1%	222	66.1%
100% Completion	192	38.4%	174	35.2%	186	37.1%	163	42.1%	152	45.9%	156	46.4%		
100% Success	212	42.4%	203	41.1%	221	44.1%	177	45.7%	173	52.3%	174	51.8%		
150% Completion	248	49.6%	215	43.5%	221	44.1%	199	51.4%	181	54.7%				
150% Success	267	53.4%	249	50.4%	257	51.3%	216	55.8%	202	61.0%				
VU GPA	2.51	-	2.32	-	2.31	-	2.49	-	2.62	-	2.62	-	2.96	-
Average Hours Earned	24	-	22	-	24	-	25	-	25	-	27	-	25	-

Race/Ethnicity	Demographics - Residence Halls													
	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Black or African American	151	20.4%	114	17.1%	53	10.4%	54	11.8%	49	10.4%	48	10.5%	66	12.8%
Hispanic	94	12.7%	95	14.3%	83	16.2%	62	13.6%	22	4.7%	28	6.1%	31	6.0%
White	448	60.5%	400	60.1%	332	65.0%	306	67.1%	364	77.3%	347	75.6%	357	69.3%
Other	47	6.4%	57	8.6%	43	8.4%	34	7.5%	36	7.6%	36	7.8%	61	11.8%

Gender														
Female	270	36.5%	272	40.8%	198	38.7%	153	33.6%	162	34.4%	181	39.4%	201	39.0%
Male	470	63.5%	394	59.2%	313	61.3%	307	67.3%	309	65.6%	278	60.6%	314	61.0%
Received Pell	455	61.5%	392	58.9%	259	50.7%	211	46.3%	204	43.3%	213	46.4%	268	52.0%
High School GPA	2.63	-	2.75	-	2.82	-	2.83	-	2.99	-	2.94	-	2.94	-

Race/Ethnicity	Demographics - Commuters (VM Only)													
	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Black or African American	11	2.2%	11	2.2%	11	2.2%	6	1.6%	7	2.1%	5	1.5%	14	4.2%
Hispanic	53	10.6%	70	14.2%	83	16.6%	42	10.9%	31	9.4%	18	5.4%	28	8.3%
White	411	82.2%	396	80.2%	387	77.2%	324	83.7%	284	85.8%	297	88.4%	283	84.2%
Other	25	5.0%	17	3.4%	20	4.0%	15	3.9%	9	2.7%	16	4.8%	11	3.3%
Gender														
Female	234	46.8%	219	44.3%	238	47.5%	177	45.7%	138	41.7%	151	44.9%	165	49.1%
Male	266	53.2%	275	55.7%	263	52.5%	228	58.9%	193	58.3%	185	55.1%	171	50.9%
Received Pell	239	47.8%	233	47.2%	207	41.3%	155	40.1%	155	46.8%	148	44.0%	180	53.6%
High School GPA	3.06	-	3.04	-	3.14	-	3.12	-	3.20	-	3.15	-	3.12	-

	Outcomes by Residence Hall													
Cohort Entry Term	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Fall to Fall Retention	n	% Rtn	Cohort	% Rtn	Cohort	% Rtn	Cohort	% Rtn	Cohort	% Rtn	Cohort	% Rtn	Cohort	% Rtn
Clark Hall	119	52.1%	113	61.9%	110	45.5%	184	60.9%	128	75.0%	98	72.4%	138	71.0%
Ebner Hall	60	85.0%	62	83.9%	37	81.1%	63	77.8%	68	77.9%	51	82.4%	57	73.7%
Godare Hall	-	-	111	64.0%	66	54.5%	-	-	169	66.3%	160	64.4%	162	68.5%
Harrison Hall/French Qtr	129	50.4%	80	61.3%	-	-	7	85.7%	8	87.5%	2	100.0%	2	0.0%
Morris Hall	72	33.3%	-	-	71	38.0%	-	-	-	-	-	-	-	-
Vanderburgh Hall	161	44.7%	118	50.8%	77	48.1%	75	50.7%	-	-	-	-	-	-
Vigo Hall	197	53.3%	178	55.6%	144	47.9%	130	53.1%	98	61.2%	148	54.1%	156	58.3%

Outcomes not shown for Third Street Apartments due to low cohort size.

	Outcomes by Residence Hall													
Cohort Entry Term	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Completion Rate (100%)	n	% OTC	Cohort	% OTC	Cohort	% OTC	Cohort	% OTC	Cohort	% OTC	Cohort	% OTC	Cohort	% OTC
Clark Hall	119	30.3%	113	31.0%	110	31.8%	184	38.0%	128	51.6%	98	50.0%	138	
Ebner Hall	60	63.3%	62	74.2%	37	64.9%	63	63.5%	68	67.6%	51	70.6%	57	
Godare Hall	-	-	111	26.1%	66	25.8%	-	-	169	41.4%	160	42.5%	162	
Harrison Hall/French Qtr	129	20.2%	80	36.3%	-	-	7	57.1%	8	75.0%	2	0.0%	2	
Morris Hall	72	9.7%	-	-	71	18.3%	-	-	-	-	-	-	-	
Vanderburgh Hall	161	17.4%	118	12.7%	77	28.6%	75	21.3%	-	-	-	-	-	
Vigo Hall	197	31.5%	178	16.9%	144	29.9%	130	29.2%	98	35.7%	148	34.5%	156	

	Outcomes by Residence Hall													
Success Rate (100%)	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Cohort	n	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
Clark Hall	119	35.3%	113	36.3%	110	39.1%	184	45.1%	128	53.9%	98	57.1%	138	
Ebner Hall	60	65.0%	62	74.2%	37	70.3%	63	63.5%	68	72.1%	51	70.6%	57	
Godare Hall	-	-	111	30.6%	66	31.8%	-	-	169	50.3%	160	49.4%	162	
Harrison Hall/French Qtr	129	25.6%	80	40.0%	-	-	7	57.1%	8	75.0%	2	0.0%	2	
Morris Hall	72	16.7%	-	-	71	19.7%	-	-	-	-	-	-	-	
Vanderburgh Hall	161	24.8%	118	22.0%	77	39.0%	75	25.3%	-	-	-	-	-	
Vigo Hall	197	38.6%	178	20.8%	144	35.4%	130	38.5%	98	40.8%	148	39.9%	156	

	Outcomes by Residence Hall													
Cohort Entry Term	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
VU GPA and Hours Earned*	GPA	Hours*	GPA	Hours*	GPA	Hours*	GPA	Hours*	GPA	Hours*	GPA	Hours*	GPA	Hours*
Clark Hall	2.17	15	2.4	19	2.11	17	2.22	20	2.71	22	2.79	23	2.99	26
Ebner Hall	2.94	23	3.05	24	2.86	24	2.77	21	2.64	23	3.02	28	2.93	26
Godare Hall	-	-	2.09	20	1.84	17	-	-	2.44	18	2.60	20	2.41	20
Harrison Hall/French Qtr	1.97	14	2.30	18	-	-	3.21	36	3.62	52	2.39	31	0.6	6
Morris Hall	1.65	11	-	-	1.64	13	-	-	-	-	-	-	-	-
Vanderburgh Hall	2.01	15	1.96	15	2.10	18	1.84	17	-	-	-	-	-	-
Vigo Hall	2.15	16	2.01	15	2.10	18	2.10	18	2.32	20	2.40	21	2.44	20

*Average hours earned measured at the end of the fall entry term.

Outcomes by Housing (Residence Halls Compared to Commuters)

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
November 25, 2025

	Residence Hall and Class Level Distribution (All Students in Residence Halls)													
Fall Term	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
Class Level at Start of Term	FR	SO+	FR	SO+	FR	SO+	FR	SO+	FR	SO+	FR	SO+	FR	SO+
Apartment 3rd Street	9	52	18	42	10	15	6	17	10	21	7	14	2	29
French Quarter	-	-	-	-	5	28	10	66	18	112	10	104	3	106
Clark Hall	162	70	144	66	133	64	195	48	148	60	119	63	96	103
Ebner Hall	63	49	68	40	40	51	66	32	67	35	47	41	43	57
Godare Hall	-	-	128	31	89	40	-	-	192	56	202	57	146	96
Harrison Hall	153	35	102	44	-	-	-	-	-	-	-	-	-	-
Morris Hall	92	20	-	-	88	14	-	-	-	-	-	-	-	-
Vanderburgh Hall	186	51	148	42	95	45	85	37	-	-	-	1	-	1
Vigo Hall	237	81	201	63	180	77	169	111	102	52	156	62	142	87

FR = Freshmen; SO+ = Sophmores, Juniors, and Seniors combined

Outcomes for Corequisite Course Model

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
November 25, 2025

Cohort Entry Term / Count	ENGL Dev		READ Dev		ENGL and/or READ Combined	
	Fall 2015		Fall 2015		Fall 2015	
	282	%	345	%	494	%
Fall to Spring Retention	203	72.0%	259	75.1%	369	74.7%
Fall to Fall Retention	110	39.0%	140	40.6%	196	39.7%
100% Completion	26	9.2%	33	9.6%	50	10.1%
100% Success	46	16.3%	64	18.6%	89	18.0%
150% Completion	49	17.4%	54	15.7%	82	16.7%
150% Success	71	25.2%	87	25.2%	125	25.4%
VU GPA	1.84	-	1.71	-	1.76	-
Passed Gateway Fall Entry Term / First AY	0.0%	28.4%	0.0%	22.9%	0.0%	24.7%

Cohort Entry Term / Count	ENGL Co-Req									
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	327	%	316	%	250	%	339	%	131	%
Fall to Spring Retention	258	78.9%	257	81.3%	189	75.6%	258	76.1%	83	63.4%
Fall to Fall Retention	159	48.6%	150	47.5%	124	49.6%	165	48.7%	37	28.2%
100% Completion	61	18.7%	56	17.7%	48	19.2%	44	13.0%	6	4.6%
100% Success	84	25.7%	76	24.1%	65	26.0%	60	17.7%	14	10.7%
150% Completion	94	28.7%	81	25.6%	75	30.0%	74	21.8%	15	11.5%
150% Success	124	37.9%	106	33.5%	94	37.6%	93	27.4%	24	18.3%
VU GPA	1.96	-	2.01	-	2.06	-	1.88	-	1.44	-
Passed Gateway Fall Entry Term / First AY	53.8%	59.0%	58.9%	62.7%	59.6%	64.0%	53.1%	57.5%	25.2%	35.1%

Cohort Entry Term / Count	ENGL Co-Req							
	Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	85	%	74	%	73	%	88	%
Fall to Spring Retention	61	71.8%	52	70.3%	51	69.9%	70	79.5%
Fall to Fall Retention	35	41.2%	30	40.5%	29	39.7%	45	51.1%

100% Completion	9	10.6%	10	13.5%	11	15.1%		
100% Success	16	18.8%	13	17.6%	15	20.5%		
150% Completion	14	16.5%	20	27.0%				
150% Success	24	28.2%	24	32.4%				
VU GPA	1.64	-	1.81	-	1.91	-	1.98	-
Passed Gateway Fall Entry Term / First AY	47.1%	50.6%	51.4%	55.4%	45.2%	52.1%	59.1%	69.3%

Cohort Entry Term / Count	MATH Co-Req							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	320	%	299	%	227	%	148	%
Fall to Spring Retention	258	80.6%	230	76.9%	166	73.1%	116	78.4%
Fall to Fall Retention	131	40.9%	118	39.5%	107	47.1%	73	49.3%
100% Completion	39	12.2%	27	9.0%	36	15.9%	22	14.9%
100% Success	65	20.3%	50	16.7%	52	22.9%	33	22.3%
150% Completion	68	21.3%	61	20.4%	59	26.0%	37	25.0%
150% Success	100	31.3%	88	29.4%	77	33.9%	50	33.8%
VU GPA	1.86	-	1.72	-	1.87	-	1.91	-
Passed Gateway Fall Entry Term / First AY	32.2%	40.3%	34.8%	42.1%	40.5%	45.8%	45.3%	50.7%

Cohort Entry Term / Count	MATH Co-Req									
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	185	%	145	%	118	%	94	%	97	%
Fall to Spring Retention	123	66.5%	118	81.4%	98	83.1%	77	81.9%	81	83.5%
Fall to Fall Retention	72	38.9%	79	54.5%	68	57.6%	56	59.6%	61	62.9%
100% Completion	32	17.3%	29	20.0%	35	29.7%	20	21.3%		
100% Success	42	22.7%	39	26.9%	41	34.7%	26	27.7%		
150% Completion	54	29.2%	49	33.8%	51	43.2%				
150% Success	66	35.7%	61	42.1%	57	48.3%				
VU GPA	1.80	-	1.94	-	2.25	-	2.25	-	2.23	-
Passed Gateway Fall Entry Term / First AY	48.6%	54.1%	50.3%	57.9%	63.6%	73.7%	55.3%	60.6%	56.7%	62.9%

Cohort Entry Term / Count	MATT Co-Req							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	208	%	228	%	160	%	218	%
Fall to Spring Retention	149	71.6%	169	74.1%	117	73.1%	174	79.8%
Fall to Fall Retention	78	37.5%	82	36.0%	73	45.6%	104	47.7%
100% Completion	24	11.5%	18	7.9%	13	8.1%	24	11.0%
100% Success	36	17.3%	38	16.7%	19	11.9%	42	19.3%
150% Completion	38	18.3%	37	16.2%	35	21.9%	42	19.3%
150% Success	53	25.5%	63	27.6%	41	25.6%	60	27.5%
VU GPA	1.65	-	1.80	-	1.91	-	1.82	-
Passed Gateway Fall Entry Term / First AY	38.4%	46.2%	46.1%	50.9%	42.5%	50.6%	46.8%	55.5%

Cohort Entry Term / Count	MATT Co-Req									
	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	105	%	72	%	67	%	69	%	89	%
Fall to Spring Retention	62	59.0%	48	66.7%	45	67.2%	50	72.5%	71	79.8%
Fall to Fall Retention	35	33.3%	32	44.4%	30	44.8%	30	43.5%	51	57.3%
100% Completion	9	8.6%	6	8.3%	11	16.4%	9	13.0%		
100% Success	14	13.3%	9	12.5%	9	13.4%	9	13.0%		
150% Completion	20	19.0%	10	13.9%	20	29.9%				
150% Success	27	25.7%	14	19.4%	25	37.3%				
VU GPA	1.39	-	1.78	-	1.86	-	1.84	-	1.90	-
Passed Gateway Fall Entry Term / First AY	43.8%	49.5%	48.6%	50.0%	49.3%	61.2%	49.3%	50.7%	47.2%	62.9%

Cohorts based on students who took any of the developmental courses listed below in their fall entry term at
Passed Gateway indicated by a grade of "C" or better in a corresponding Gateway course.

Fall 2015	Fall 2016 and Later	All Terms
Developmental Courses	Co-Requisite Courses	Gateway Courses
ENGL 011 / READ 011	ENGL 079	ENGL 101
MATH 016	MATH 022 / 023 / 032	MATH 102 / 103 / 112
MATH 013 / MATT 014	MATT 017 / 019	MATT 107 / 109

VINCENNES UNIVERSITY
STRATEGIC PLAN EXECUTIVE SPONSOR ANNUAL UPDATE

Strategic Plan Priority: Improve Student Retention and Success

Executive Sponsor: Jaci Lederman

Date: 1/15/26

Please attach a 2-3 page summary, with an overview of the results, opportunities, plans, and recommended changes (if any) regarding this strategic plan priority. Use of bullet points is encouraged, where appropriate.

- 1. Summary of results for previous year**
 1. KPI Areas of progress
 2. KPI Areas of little/no progress
 3. KPI Areas of negative progress
- 2. Highlights of initiatives or activities positively impacting results**
- 3. Factors negatively affecting results**
- 4. Known threats or opportunities for 2025-2026**
 1. Threats
 2. Opportunities
- 5. Recommendations**
 1. Changes to programs or resources (already planned and for consideration)
 2. Changes to KPIs (add/drop, change metrics, etc.)
- 6. Final Thoughts**

CQI Committee Review Date: _____

Recommendations:

Executive Committee Review Date: _____

Recommendations:

Board of Trustees Review Date: _____

Decision:

VINCENNES UNIVERSITY
STRATEGIC PLAN EXECUTIVE SPONSOR ANNUAL UPDATE

Strategic Plan Priority: Priority Three—Improve Student Retention and Success

Executive Sponsor: Jaci Lederman

Date: January 15, 2026

1. Summary of results for previous year

Strategic Priority Three: Improve Student Retention and Success Executive Sponsor: Treanor											
	Baseline 2017	Actual 2018	Actual 2019	Actual 2020	Actual 2021	Actual 2022	Actual 2023	Actual 2024	Actual 2025	Goal 2025	Track
• Fall-to-Spring Retention	78.0%	79.7%	78.3%	80.9%	74.9%	83.1%	83.1%	85.2%	86.3%	83.0%	
• Fall-to-Fall Retention	57.0%	65.0%	65.5%	65.4%	71.2%	68.8%	64.9%	67.0%	74.4%	68.0%	
• 100% Graduation Rate (CHE)	18.1%	23.9%	28.5%	26.4%	33.0%	32.1%	39.7%	43.9%	50.2%	30.0%	
• 6-Year Graduation Rate (CHE)	36.1%	34.2%	39.3%	37.4%	38.7%	46.7%	51.6%	51.8%	58.6%	40.0%	
• 15 Credit Hour Benchmark	50.1%	51.7%	56.1%	61.6%	57.6%	66.9%	67.5%	70.4%	70.6%	65.0%	
• 30 Credit Hour Benchmark	38.4%	38.5%	43.5%	47.5%	43.6%	47.7%	53.2%	52.8%	56.5%	47.0%	
• 45 Credit Hour Benchmark	32.0%	31.3%	36.3%	35.2%	34.1%	38.6%	47.8%	44.8%		40.0%	

- a. KPI Areas of progress
 - i. Fall-to-Spring Retention
 - ii. Fall-to-Fall Retention
 - iii. 100% Completion Rate
 - iv. 6-year Graduation Rate
 - v. 30 credit Hour Benchmark
 - vi. 45 Credit Hour Benchmark
- b. KPI Areas of little/no progress
 - i. 15 Credit Hour Benchmark
- c. KPI Areas of negative progress
 - i. 45 Credit Hour Benchmark

2. Highlights of initiatives or activities positively impacting results

- a. Retention Committee study of First Year Experience courses
- b. New Student Orientation redesign
- c. Updated academic guidelines for grade changes and residency
- d. Placement Committee review of GPA policies
- e. Academic probation students tracked
- f. At risk students survey were contacted by SSC
- g. Grant programs' services and activities

3. Factors negatively affecting results

- a. Sense of community and belonging
- b. Campus shuffle
- c. Financial burdens
- d. Academic preparedness
- e. Customer service
- f. Mental health
- g. Uncertain career goals

4. Known threats or opportunities for 2025-2026

a. Threats

- i. Loss of Experience VU and Blazers Achieve grants
- ii. Ending of 21st Century grant-funded position
- iii. Program review by ICHE
- iv. CHE expansion of ICC
- v. New high school diploma requirements
- vi. Student preparedness in secondary education
- vii. Value proposition of higher education
- viii. Changing student/employee demographics
- ix. Ensure students are utilizing all forms of support services
- x. Nontraditional students carry adulthood challenges
- xi. Students with a history of poor performance
- xii. Part-time students
- xiii. Online/blended classes increases likelihood of withdrawal

b. Opportunities

- i. Reimagine ways to reproduce success of grant programs
- ii. Further reduce inefficiencies in curriculum
- iii. Develop a sense of belonging
- iv. Improve existing policies to ensure student-centeredness
- v. Direct specific support to Non-Indiana Residents
- vi. Connect New Student Orientation to other programming
- vii. Further develop Living Learning Communities
- viii. Academic Probation intervention
- ix. Continue evaluation of placement data
- x. Reimagine Summer Bridge programming

5.Recommendations

a. Changes to programs or resources (already planned and for consideration)

i. planned

1. Assess new Strategic Plan goals surrounding retention
2. Continue buildout and evaluation of placement policies
3. Buildout AI in curriculum
4. Self-registration for online students
5. Delete low enrollment programs
6. Refine new academic standing procedure
7. Develop robust online policies and practices
8. Academic team action committee on enrollment
9. Academic team action committee on morale
10. Invest in ways to improve student financial transactions
11. Investigate First Year Experience course

ii. for consideration

1. Evaluate Aspen Prize questions for future submission
2. Seek ways to recreate Experience VU and Blazers Achieve services
3. Study athletics on how to assimilate students
4. Involve Career Services in more retention work
5. Develop other Living Learning Communities
6. Continue to seek ways to reduce campus shuffle

b. Changes to KPIs (add/drop, change metrics, etc.)

i. None

6.Final Thoughts

VU faces a challenging environment shaped by the loss of grant-funded resources and increased external pressures. At the same time, we are well-positioned to strengthen retention by fostering a stronger sense of belonging, enhancing student-centered policies, and rethinking successful past initiatives to better support today's students. It is important that we continue to align our retention work with strategic goals like modernizing academic practices, strengthening online and first-year experiences, and exploring new ways to coordinate campus resources to better support student success. Our performance metrics for the previous strategic plan represent growth and success. While we must continue to innovate, we will likely reach a threshold in areas like Fall-to-Fall retention. We should be mindful of stability as a measure of success.