



VINCENNES UNIVERSITY RETENTION COMMITTEE ANNUAL REPORT 2022-2023

Office of Curriculum and Instruction

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Introduction:

Vincennes University continued its focus on retention. The University is becoming more mature with its process of compiling data and tracking metrics. Data is compiled and shared by the Office of Institutional Research. Interdepartmental initiatives are tracked and evaluated for opportunities to improve. These initiatives are discussed by the University Retention Committee, organized, and presented to the University CQI committee for approval. As the process continues to become refined, new staff are able to join with consistent expectations and synergy.

The 2022-23 Retention Committee consists of 13 members and is chaired by the Assistant Provost for Curriculum and Instruction. The Committee is composed of individuals from the following areas: COPE, Residential Life, Student Success Center, Counseling Services, Learning Support Services, Financial Aid, Dean of Global Diversity, Student Affairs, Developmental Education, Jasper Campus, and Faculty Senate. The committee meets monthly to discuss strategies and issues related to student retention and success. The area reports found in this annual report are generated through the adoption of a common template and an identification of 3 consistent metrics. The committee again chose to use Cumulative GPA, Fall-to-Fall Retention, and Success Rate as the common metrics to provide consistency with previous years' reports. As a follow-up to last year's improvement to the template, we looked at the alignment of the initiative with completion gap demographics. Initiatives were selected based on current activity and available data. New initiatives, such as the report on Academic Probation students and CircleIn, established baseline data for further examination in upcoming years. This is part of VU's approach to continuous quality where new initiatives are evaluated and less impactful initiatives are scaled down or phased out. The Retention Committee also spends time on other needs beyond reporting. The Committee focused on the Building Guided Pathways report by Completion by Design colleges. Committee members read and led presentations on the various parts of the toolkit, generating stimulating conversation and discussion. The intention is to identify practices that may be recommended for implementation at VU and part of a larger focus of the Academic Team. Improving internal processes is an expectation of the Retention Committee, too. This year, the Committee offered input to the Student Withdrawal Survey owned by Student Affairs. The continued focus on retention activities along with cross-communication on internal processes produced encouraging progress for the University.

The Office of Institutional Research has compiled data that reflect the impact of retention activities on various cohorts. These cohorts are first-time, degree-seeking freshman at the Vincennes or Jasper campuses and other demographic breakdowns. These demographics include underrepresented minorities, gender, adult students, and socioeconomic status. This Indiana Commission for Higher Education uses comparable data to track state public institutions' margin for completion gap among different student populations.

Annually, a report on the Strategic Priority for Retention and Success is given to the CQI committee. This report includes a summary of the results of the key performance indicators, highlights, factors negatively affecting results, known threats or opportunities for the upcoming year, and recommendations from the executive sponsor. The CQI committee reviews the document before it is presented to the executive team, and ultimately the Board of Trustees. Additionally, a presentation was given to the University Board of Trustees outlining the composition of this report and identifying highlights of the previous year. Noteworthy highlights of the previous reporting year include: promotion of CircleIn; tracking of Academic Probation students; the expansion of the roles of Academic Coaches; the survey for at risk students; services and activities provided by grant programs; and continuity of the Retention Committee. COVID, financial burdens,

academic preparedness, and mental health were identified as some of the significant factors negatively affecting results.

Retention has been an increasingly important area for some time and is especially important in the post-pandemic world and economy. The documents that follow show VU's efforts to improve student retention and success. Using consistent methods and improving communication channels, Vincennes University is highly attuned to the challenges it must overcome to improve retention and help students achieve their goals. This furthers our commitment to our mission of developing people and enhancing communities.

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
	✓	21st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students

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: 368 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.

Academic Coaches						
Cohort Entry Term/Count	Fall 2019		Fall 2020		Fall 2021	
	215	%	403	%	368	%
Fall to Spring Retention	157	73.0%	283	70.2%	257	69.8%
Fall to Fall Retention	90	41.9%	180	44.7%	128	34.8%
100% Completion	25	11.6%	113	28.0%		0.0%
100% Success	37	17.2%	149	37.0%		0.0%
150% Completion	44	20.5%				
150% Success	58	27.0%				
VU GPA	1.50	-	1.95	-	1.53	-

Academic Coaches		
Cohort Entry Term/Count	Spring 2021	
	110	%
Spring to Fall Retention	58	52.7%
Spring to Spring Retention	40	36.4%
100% Completion		
100% Success		
VU GPA	1.80	-

Success:

The 100% Completion and Success rates showed increases from Fall 2019 to Fall 2020.

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 2 nd TAPS notice, 10 points each for their 4 th , 6 th , and 8 th notices, and finally 15 points when they receive their 10 th 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. More data will need to be gathered to determine if the decline in retention was due to the pandemic or other factors.

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%
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%

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. This chart does show improved percentages of students ending the semester with an RTI score in the range of 5 to 30 and a decrease in the percentage of students with an RTI over 50.

7.) Reflections on Results and Improvement Plans:

This initiative began in Fall 2019 and has been adjusted several times. In Fall 2019, there were 8 coaches for the 6 colleges on the Vincennes campus. At that time, it was decided to only offer the academic coaches as a resource in the Fall semesters. The goal was to offer support to the incoming college freshmen to have a successful first semester. Unfortunately, minimal data was collected that first Fall semester. Google sheets became a more efficient method of gathering the information, so those were utilized in the 2020-21 academic year. In Fall 2020, one Academic Coach was assigned to each of the 6 colleges, with several being different from the previous fall. The Covid 19 pandemic presented many challenges to students and faculty that year. It was decided to begin providing the Academic Coaches as a resource in the spring semester also. There were 8 Academic Coaches in Spring 2021, with 2 coaches in each of the largest colleges, Business and Public Service and Humanities. These changes help explain the growth in the number of students impacted for each of these semesters. In Spring 2022, the Academic Coaches were used to help with the Academic Probation Initiative (see retention report).

8.) Updated Improvement Plans:

Messaging was improved about this initiative to incoming students and their parents at the SSC presentation for the START VU orientations for Fall 2021. One area of improvement would be to have consistency with coaches. There have not been 2 consecutive semesters with the same coaches since the inception of the program. One goal going forward would be to increase the retention rate of the 5 to 30 group to 60% or higher.

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 to Academic Probation are assigned an Academic Coach for the following semester. The Academic Coach works 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.

These students meet with their academic coach 3 additional times 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	
Students placed on Academic Probation were not always 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
	✓	21st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students

3.) Name of Program Offering Retention Initiative:

Student Success Center, COPE, Experience VU, Academic Center for Excellence

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

Spring 2022: 245 students

Fall 2022: 74 students

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

Data was initially collected to show the baseline retention rates for students who go 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 is being collected to see if the interventions implemented are helping retain students for the following semester.

6.) Data/Results:

The data below is from the students in the Spring 2022 cohort.

GPA:

The GPA listed is for the end of the spring 2022 semester.

Category	Count of Student ID	Average of Overall GPA
COPE	31	1.503107143
COPE/V3	1	2.814
COPE/V5	1	1.856
ExpVU	16	1.9146875
Jasper	30	2.056966667
SSC	70	1.472768116
SSC/V5	1	1.258
V1	13	1.4505
V2	11	2.2904
V3	22	1.42952381
V4	17	1.243058824
V5	27	1.759076923
V7	13	1.001692308
Grand Total	253	1.600816327

Retention:

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

Success:

The initiative is too new to show success rates because this population of students will not have reached graduation status yet.

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

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 this 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 the following semester or graduated. This is a substantial increase from the baseline numbers.

It is evident that these supports implemented for students placed on Academic Probation (Academic Coaching, Academic Success Plan, and tutoring) have been successful in increasing the retention rate of this population. Creating an academic plan, setting goals, and routinely meeting with an academic coach to check progress on those goals has helped retain students and teach them success strategies to improve their academic performance.

8.) Updated Improvement Plans:

As a new initiative, there are areas where we can improve. One such improvement is working with colleges to see if academic coaches could be more consistent from semester to semester. Having consistency will allow students to make better lasting connections with those coaches and help coaches improve their work with students because the established coaches will have a better understanding of the initiative.

We have also seen confusion from both faculty and students as to why certain students were placed on Academic Probation. The Student Success Center is working on developing a worksheet that explains the University policy on academic progress and it will assist the students in manually calculating their own

academic progress for the current semester and future semesters. We are hoping this will provide insight for students and encouragement on how to take steps to prevent future disqualification.

One other improvement that the Student Success Center is exploring is adding progress reports as an additional requirement. This is a process we require of readmitted students, and we have seen the benefits of getting feedback via progress reports from instructors before a student is too far behind. We typically require the readmitted students' progress reports in weeks 3 and 8, which have been proven timeframes to provide intervention strategies. This gives advisors and Academic Coaches academic performance information that normally would not be seen until midterm grades are released after week 8.

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 > or = 2.0.	✓	Black
	✓	Hispanic/Latino
	✓	21st 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: 45 students	Fall 2020: 13 students
Spring 2019: 22 students	Spring 2021: 9 students
Fall 2019: 29 students	Fall 2021: 23 students
Spring 2020: 26 students	Spring 2022: 12 students

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

For each cohort, data was collected on students’ end of reapply term cumulative GPA, 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 > or = 2.0.

6.) Data/Results:

Efforts for this program are largely directed towards improving the semester GPA. There is a high variability in the cumulative GPA depending on the cohort for academic readmits. Since Spring 2019, the cumulative GPAs have been 1.7 or higher, including Fall 2020 and Spring 2021, when the Coronavirus pandemic greatly affected educational learning environments. Because the term GPA of the readmit semester is indicative of their success, those averages were pulled to compare with the previous cumulative GPAs. In the past 8 semesters, average term GPAs of their reapply terms have been greater than 2.0. One goal in the future will be to examine the percent of the readmit students who have a higher term GPA in their reapply term than their previous Cumulative GPA.

GPA:

Semester	Cumulative GPA end of Prior Term	Term GPA end of Reapply Term	Cumulative GPA End of Reapply Term
Fall 2018	1.33	1.79	1.59
Spring 2019	1.44	2.67	2.03
Fall 2019	1.46	2.15	1.71
Spring 2020	1.46	2.16	1.7
Fall 2020	1.78	2.08	1.92
Spring 2021	1.81	1.59	1.85
Fall 2021	1.74	2.21	1.93
Spring 2022	1.49	2.63	1.85

Retention:

There is a high variability in the percentage of these students being retained the 2nd term after their readmit semester. The data shows a significant drop in retention for that 3rd term. In 8 of the last 10 semesters, over 50% of the students have been retained for the next term. The retention rates for the 2nd term have been higher with most of the spring groups than with the preceding fall groups in the last 8 semesters. 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	55.6%	11.0%
Fall 2021	47.8%	47.8%
Spring 2022	63.6%	NA

Success:

The percent of students who have graduated within 2 years and 3 years of their readmit semester has shown upward trends from Fall 2016 to Fall 2018 students. **The goal is to raise the percentage of those who graduate in 2 years from their reentry semester to 25% or higher**, so the retention for the 2nd and 3rd terms will also need to be investigated. The percentage of those graduating in 2 years dropped a little in Spring 2019 and Fall 2019, but those rates could have been affected by the Covid 19 pandemic. However, the percentage for the Fall 2020 students did meet the goal of 25% or higher.

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%	NA
Fall 2020	38.5%	NA

Other:

One measure of success for this program is determined by the percentage of students who achieve a semester GPA > or = 2.0 in reentry semester. In the last 7 semesters, (Spring 2019-Spring 2022) 52.3% or higher of the students the coordinators have worked with have been able to reach this goal. Spring semesters vary significantly due to lower numbers. The percentage of successful students who completed meetings and progress report requirements decreased in Spring 2020, Fall 2020, and Spring 2021. Some of this might be due to the virtual learning environment as a result of the pandemic. In most years, a high percentage (70% or higher) of the successful students were those who met the readmit requirements.

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%

7.) Reflections on Results and Previous Improvement Plans:

Motivation is a key determinant to success. The SSC believes the accountability provided by meeting with the Coordinators and having to complete progress reports helps these students. Going forward, the SSC will develop a short survey to gather feedback from these readmit students to help identify which interactions with the Coordinators helped them to be successful. Another set of data that should be reviewed is the number of semesters it takes for a student to raise the cumulative GPA above a 2.0. This could affect the retention rate with these students. Because students often get discouraged by the length of time it takes to increase their cumulative GPA, the FRESH START program was added in July 2016. This is for VU readmission students only and allows students that have been away from VU for an

extended period to begin “fresh” with a VU GPA recalculation. Students must meet several conditions to be eligible for the Fresh Start program. Evaluating and refining initiatives like the Fresh Start program, could help in raising the retention rate for these students.

8.) Updated Improvement Plans:

The Academic Standing at the end of reentry terms was reviewed for all of the readmit students since 2018, with the exception of the Spring 2020 and Fall 2020 semesters due to covid. This data showed that the average percentage of readmit students who were academically disqualified at the end of their reentry term was 32.9%. Going forward, a goal is to lower this percentage to 30% or less. One strategy to address this issue is to create a worksheet which explains the student’s completion rate and academic standing to include in the readmit packet. The student will also need to complete an academic success plan checklist and set goals for the reentry semester.

Academic Standing EOT	Academically Disqualified	
	Count	Percentage
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%

Retention Report - COPE Student Support Services (SSS)

1.) Title with Brief Description of Retention Initiative:

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

Vision Statement - COPE SSS collaborate to foster student success, leadership and autonomy through University Experience class, workshops, mentoring, and coaching. The COPE 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 - COPE SSS will offer engaging services and activities (i.e., First Generation Luncheon, Business Dinner, Leadership Academy, workshops, gaming, coaching, and mentoring) that will promote students' self-belonging in the Program. These services, activities, and constant contacts will increase students' graduation rates. While COPE SSS has a TRIO sister program, Experience VU, that provides services to students with disabilities, the primary difference is that 100% of Experience VU Disability Student Support Services (DSSS) participants have at least one disability. One-third of these students with disabilities must also meet income eligibility.

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
First-generation (neither parent with whom the student lives has a BS degree), low-income (below 150% poverty rate set by the US Department of Education), and/or student with a disability (physical or hidden [i.e., learning disability, ADHD, Autism]) face challenges to graduate on time due to decreased or lack of support, both academic and mentoring; transitioning from high school to college; as well as other academic, financial literacy, and soft skills (e.g., organizing, planning, study strategies) challenges.	✓	Black
	✓	Hispanic/Latino
	✓	21st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
		Other:

3.) Name of Program Offering Retention Initiative:

Collaborative Opportunity for Postsecondary Education (COPE) Student Support Services

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

255

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

The COPE SSS program utilizes constant contacts and engagement with students, Tracking Attendance Performance of Students (TAPS) early warning system (e.g., attendance, behavior, poor performance, positive reinforcement), and Real Time Indicator (RTI) Report. Research states that constant contacts should have a positive impact on retention (Bettinger & Baker, 2011; Noon, Sedlacek, & Veerasamy, 2006; Stephens, Hamedani, & Destin, 2014; Tinto, 1998).

6.) Data/Results:

Cohort Entry Term/Count	COPE Cohorts											
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	63	%	144	%	121	%	148	%	60	%	115	%
Fall to Spring Retention	55	87.3%	115	79.9%	104	86.0%	137	92.6%	47	78.3%	97	84.3%
Fall to Fall Retention	32	50.8%	72	50.0%	71	58.7%	104	70.3%	30	50.0%	70	60.9%
100% Completion	12	19.0%	39	27.1%	27	22.3%	51	34.5%	20	33.3%		
100% Success	20	31.7%	48	33.3%	29	24.0%	54	36.5%	22	36.7%		
150% Completion	20	31.7%	51	35.4%	45	37.2%	65	43.9%				
150% Success	28	44.4%	62	43.1%	47	38.8%	68	45.9%				
VU GPA	2.19	-	2.05	-	2.16	-	2.56	-	2.10	-	2.25	-

COPE SSS	Fall 2021		Spring 2022	
<i>RTI Score 0-20</i>	39	15%	30	14%
<i>RTI Score 25-35</i>	10	4%	13	6%
<i>RTI Score > 40</i>	15	6%	4	2%

*Note-The 2021-2022 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.

COPE SSS	Fall 2020		Spring 2021	
TAPS Attendance				
<i>1st Warning</i>	78	30%	53	25%
<i>2nd Warning</i>	52	5%	40	19%
<i>Dropped</i>	45	18%	17	8%
Performance				
<i>Classroom Participation</i>	24	9%	29	14%
<i>Poor Performance</i>	61	24%	54	25%
<i>Low Test Scores</i>	37	14%	34	16%
<i>Excessive Tardiness</i>	10	4%	8	4%
<i>Needs a Book</i>	12	5%	5	2%
<i>Great Job</i>	66	26%	55	26%

*Note-The 2021-2022 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.

GPA:

COPE SSS students average cumulative GPA was greater than a 2.00 every year from 2016 to Fall 2021, which maintains students in good academic standing and will lead to retention and graduation (success rate). Pell students' (1.80) GPAs in Fall 2020 increased to (1.94) GPA Fall 2021. Female GPAs increased from Fall 2020 (1.68) to (2.19) Fall 2021.

Fall-to-Fall Retention:

COPE SSS students maintained 50% or greater in Fall-to-Fall retention from Fall 2016 to Fall 2021 with a 70.3% for Fall 2019. This 70.3% increase may be because no students were academically disqualified in Spring 2020 due to Covid-19. Fall 2021 data 60.9% reflects about a 10% increase over 2016, 2017, 2018, and 2020 which may be because of the intensive coaching and mentoring occurring with probation and Real Time Indicator (RTI) students.

Success:

COPE SSS students 100% Success maintained 31.7%, 32.6%, and 36.5% respectively for Fall 2016, Fall 2017, Fall 2019, and Fall 2020, while the VU Campus Cohorts were 31.5%, 32.6%, and 35.2% respectively. However, during Fall 2018 and Fall 2020 the percentages decreased to 20.1% and 14.9% respectively while the VU Campus Cohort was 35.8% and 40.0%. However, the COPE SSS 150% Success was 44.4% (2016), 42.4% (2017), 38.8% (2018), and 44.1% (2019) compared to the VU Campus Cohorts 41.3%, 41.9%, 44.8%, and 45.9% respectively. Resources were limited due to COPE SSS moving locations in 2018.

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

a) Due to Covid-19, COPE SSS staff noticed academic and socialization deficits that may have affected the decrease in 100% Success rate; students stated virtual academics in high school affected their ability to transfer to the rigor of college courses, especially writing papers and math. Additionally, students stated isolation during Covid-19 affected their ability to socialize.

b) The Tracking Attendance Performance of Students (TAPS) reports were received biweekly and analyzed then students were contacted via text and/or email. The Real Time Indicator (RTI) reports were received weekly from weeks three (3) to ten (10), and students were contacted weekly via email, text, or phone call. It is interesting to see the difference in dropped TAPS notices in the Spring, hopefully due to the constant contacts emphasizing that dropping or being dropped from class may negatively impact financial aid award packages, the anguish of retaking a course facilitated students understand the ramifications of being dropped or dropping from classes. Some students stated that they were on TAPS for nonattendance, but they were in class, contacted their professor, however, accidental/incorrect TAPS notices cannot be removed.

8.) Updated Improvement Plans:

a) COPE SSS Director and staff educate new faculty in all Colleges regarding the COPE SSS program and its services to build collaborative opportunities.

b) COPE SSS enhanced its Peer Mentoring program by increasing the number of peer mentors, number of interactions with those students that identified wanting a peer mentor, and variety of activities and events encompassing more students' interest. Additionally, a Leadership Academy was established to provide peer mentors and other student strategies and skills to enhance communication, self-advocacy, etc.

c) COPE SSS staff and Professional Tutor/Mentors will use Tracking Attendance Performance of Students (TAPS), Real Time Indicator (RTI), and midterm grades to proactively seek out students at-risk to help provide soft skills (i.e., organizing, planning), which in turn will increase retention and graduation rates. Instead of only contacting via texts or email, staff will call and meet with students to try to understand the underlying problems such as FAFSA issues, executive function deficits, schedule issues, etc. Monitor students that dropped out of VU instead of dropping out of one or two classes, which could affect the number of courses being dropped.

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
	✓	21st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
	✓	Other: <u>Students in Developmental Courses</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

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 2021 cohort saw an increase in the cumulative GPA compared to the 2020 cohort, though the 2021 cohort's cumulative GPA is still lower than any other cohorts prior to the 2020 cohort.

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-to-Fall Retention

Students in the Fall 2021 cohort saw an improvement in their retention rates compared to the 2020 cohort. The 2021 cohort's retention rate is still lower than the retention rates for previous cohorts since beginning the corequisite model, but it is better than the percentage retained of either ENGL or READ group in Fall 2015.

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%

Success

Students in the 2019 cohort completing remediation in the corequisite model showed decreased success rates, either completing their degree within 2 years (100%) or within 3 years (150%), and in completion rates when compared to the previous years' cohorts. Students in the 2019 cohort did still achieve higher success and completion rates compared to the Fall 2015 ENGL cohort and higher than the Fall 2015 READ cohort in each category besides 100% Success.

Data for 150% success and 150% completion rate for the Fall 2020 cohort is not yet available. Available data for 100% Success and 100% Completion shows a decrease in those categories. Data for the Fall 2021 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%	N/A	4.6%	N/A
Fall 2021 Corequisite	N/A	N/A	N/A	N/A

Other: Gateway Course Success

Students in the Fall 2021 cohort successfully completed the gateway course at a higher rate than the Fall 2020 cohort, though at lower rates than in the previous corequisite years prior to Fall 2020. Data for completing the gateway course in the first Academic Year (AY) is not yet available for the Fall 2021 cohort.

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%	N/A

*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:

Until the Fall 2020 cohort, results have indicated that corequisite students continue to perform better than students in stand-alone remedial courses. All ENGL classes for the Fall 2020 semester were delivered virtually due to the COVID-19 pandemic and necessary safety precautions. Though this impact of this variable cannot specifically be quantified, the delivery mode likely impacted student success. The results from the Fall 2021 cohort show performance and retention indicators beginning to “rebound” back to numbers close to what they were prior to 2020.

It should be noted that the cohort sizes for students in the English corequisite courses continues to shrink from the initial implementation year. There were only 85 students in the Fall 2021 cohort compared to 131 students in the Fall 2020 cohort, which was a significant drop from the 339 students in the Fall 2019 cohort.

Previous Improvement Plans:

As noted in last year’s report, 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. Students with a cumulative HS GPA of 2.5 or higher were exempt from taking placement tests and allowed to enroll directly into ENGL 101. While data can be collected to determine what number of students were placed according to GPA, students with GPA eligibility were not required to take placement tests if they had not already taken them. Without placement scores, we cannot know where they might have placed without an eligible GPA and we will not be able to determine how GPA placement improved student eligibility for direct enrollment into ENGL 101.

The GPA placement criteria should be reevaluated periodically with sufficient data. Data from the 2021-22 academic year is not sufficient by itself to determine whether or not GPA placement affected 100% Success and Completion rates and 150% Success and Completion rates, as it is tough to separate those performance indicators from the obstacles coming from the continued instability of the COVID-19 pandemic through the 20-21 academic year. Similarly, reviewing data of success in the gateway ENGL 101 course over the 20-21 academic year should not be considered sufficient enough evidence to make any determinations.

We will continue to collect data beyond this. While the 21-22 academic year included a return to teaching English courses in-person with the exception of a few planned weeks of virtual instruction, the 22-23 academic year data will be even more similar to the teaching conditions in the academic years prior to the COVID-19 pandemic (e.g., fewer mask restrictions, no university-wide virtual instruction).

Following several semesters of consistent data, GPA placement will be reviewed to determine if success rates support maintaining or adjusting the 2.5 GPA cutoff for direct placement into ENGL 101.

8.) Updated Improvement Plans:

We continue to collect data on the above metrics to assess student success. Given the impact of the COVID-19 pandemic over the last two academic years, data currently collected does not give enough reliability to assess the impact of GPA alone on metrics. However, one more year of data collected in relatively calm system-wide conditions may be sufficient to identify initial trends for how developmental students perform compared to before the GPA placement initiative was implemented.

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

1.) Title with Brief Description of Retention Initiative:

Mission Statement: The mission of Experience VU SSSD 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 or students with disabilities who meet a certain income guideline.

Increasing Non-Cognitive Factors to Increase Graduation – Experience VU SSSD will offer engaging services and activities (i.e., Lunch and Learn, coaching, and mentoring) that will promote students’ self-belonging to the Program. These services, activities, and constant contacts will increase students’ graduation rates. While Experience VU SSSD has a TRIO sister program, COPE Student Support Services, that provides services to first generation, low-income, and students with disabilities, the primary difference is that 100% of Experience VU SSSD participants have at least one disability. One-third of these students with disabilities must also be low-income.

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) face challenges to graduate 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
	✓	21st 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 Disability Student Support Services (DSSS)

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

112

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

The Experience VU DSSS program utilizes constant contacts 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 contacts should have a positive impact on retention (Bettinger & Baker, 2011; Noon, Sedlacek, & Veerasamy, 2066; Stephens, Hamedani, & Destin, 2014; Tinto, 1998).

6.) Data/Results:

Cohort Entry Term/Count	Experience VU Cohorts											
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	64	%	58	%	48	%	59	%	11	%	35	%
Fall to Spring Retention	56	87.5%	45	77.6%	38	79.2%	46	78.0%	8	72.7%	32	91.4%
Fall to Fall Retention	35	54.7%	30	51.7%	26	54.2%	35	59.3%	5	45.5%	20	57.1%
100% Completion	11	17.2%	11	19.0%	16	33.3%	14	23.7%	3	27.3%		
100% Success	16	25.0%	16	27.6%	18	37.5%	16	27.1%	4	36.4%		
150% Completion	19	29.7%	16	27.6%	19	39.6%	19	32.2%				
150% Success	25	39.1%	24	41.4%	21	43.8%	20	33.9%				
VU GPA	2.20	-	2.08	-	2.04	-	1.99	-	1.89	-	1.91	-

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Pell (not 21st Century) GPA	1.85	1.88	1.74	1.38	0.60	1.61
Pell (not 21st Century) 100% Success	25.0%	11.1%	18.5%	9.1%		
Pell (not 21st Century) 150% Success	32.1%	14.8%	20.0%	13.6%		

Experience VU SSSD	Fall 2021		Spring 2022	
RTI Score 0-20	14	12.5%	19	17.0%
RTI Score 25-35	8	7.1%	6	5.4%
RTI Score > 40	4	3.6%	7	6.2%

TAPS Attendance 1 st Warning	42	37.5%	37	33.0%
TAPS Attendance 2 nd Warning	21	18.8%	24	21.4%
TAPS Attendance Dropped	12	10.7%	15	13.4%
TAPS Classroom Participation	9	8.0%	12	10.7%
TAPS Poor Performance	25	22.3%	22	19.6%
TAPS Low Scores	15	13.4%	21	18.8%
TAPS Excessive Tardiness	4	3.6%	6	5.4%
TAPS Needs a book/supplies	4	3.6%	3	2.7%

GPA:

Experience VU DSSS students achieved an average GPA greater than 2.00 during 2016 to 2018, which maintains students in good academic standing and will lead to retention and graduation (success). However, during Fall 2019 and 2020, the minimum 2.00 GPA was not achieved, which may be attributed to COVID-19 and that many students with disabilities' main modality of learning is not online learning but rather face-to-face instruction. Furthermore, in Fall 2021 with the majority of classes

resumed to face-to-face instruction, the average GPA only increased 0.02% and still remained below the desired 2.00.

A particular subgroup to focus on includes the Experience VU DSSS Pell (not 21st Century) students. This subgroup achieved a GPA significantly below a 2.00 from Fall 2016-Fall 2021.

Fall-to-Fall Retention:

Experience VU DSSS students participating in services and activities showed a continuous fall-to-fall retention of greater than 50% from 2016 to 2019 with a decrease to 45.5% in 2020, which could possibly be attributed to COVID-19. This rate increased back to 57.1% in Fall 2021, more consistent to pre-COVID-19 percentages.

Success:

Experience VU DSSS has been on campus since Fall 2015. The program demonstrated a 25.0% or greater 100% success rate from 2016 to 2020. The 150% success rate hovering around 40% is above the program's goal of 32% in agreement with the U.S. Department of Education. This rate also closely aligns with VU's 41.9% to 44.8% rate.

Twenty-five percent or fewer of the Pell (not 21st Century) subgroup had a 100% success rate from Fall 2016 to Fall 2019. Fewer than 40% had a 150% success rate from Fall 2016-Fall 2019. This demonstrates a clear discrepancy between the average Experience VU DSSS success rates and the Pell (non 21st Century) students.

Other:

Prior to the Fall 2018, a new Experience VU DSSS Coach/Mentor was hired who had previous experience with developmental education and middle/high school teaching which may have assisted with the increased percentages during 2018 and 2019. A focus population of Pell students (not 21st Century Scholars) were not successfully meeting 100% completion nor GPA of 2.00. Students with disabilities learn via Universal Design for Learning (UDL), which was difficult for professors to provide with online instruction during COVID-19.

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

Due to COVID-19, Experience VU DSSS reached out to students differently. The staff focused on phone calls in addition to regular communications, such as email and text messages. There was a strong sense that many students had given up; therefore, the Experience VU DSSS staff sought to emphasize more personal connections and rapport to support students. Additionally, the Program used programs such as Zoom, Skype, and FaceTime to communicate more effectively with students. Finally, the Program purchased drawing tablets as a means to supplement video tutoring. Classes began to resume back on campus during Fall 2021 and even more so Spring 2022. Experience VU DSSS staff continued to reach out to students via text, email, and phone call.

The Tracking Attendance and Performance of Students (TAPS) reports were received biweekly and analyzed; then students were contacted via text and/or email. The Real Time Indicator (RTI) reports were received weekly from weeks three to eight, and students were contacted weekly via email.

When looking at the number of TAPS notices between the Spring 2021, Fall 2021, and Spring 2022 semesters, these numbers are relatively consistent (5% or less difference) each semester compared to much higher numbers during Fall 2020 when students participated in virtual instruction.

8.) Updated Improvement Plans:

Experience VU DSSS staff will continue to use Tracking Attendance Performance of Students (TAPS), Real Time Indicator (RTI), and midterm grades to proactively seek out students at-risk to help provide soft skills (i.e., organizing, planning), which in turn will increase retention and graduation rates. Instead of only contacting via texts or email, staff will call and meet with students to try to understand the underlying problems such as FAFSA issues, executive function deficits, schedule issues, etc.

In addition to changes in how we reach out to students when they receive TAPS and/or RTI notifications, Experience VU DSSS staff will intentionally focus on the Pell (non 21st Century) students. The Experience VU DSSS Student Coach/Mentor will be provided a list of Experience VU DSSS Pell (non-21st Century) students to specifically monitor and provide coaching to when TAPS notices are received by those students.

A focus on building relationships between Experience VU DSSS students and staff will be the main goal for the next academic year. All new Experience VU DSSS participants will enroll in an SSKL 006 (not for credit) class for six weeks. All Experience VU DSSS staff will be required to participate with the students in these classes with a goal to build rapport between students and staff. Additionally, all Experience VU DSSS participants will be required to meet with an Experience VU DSSS Education Coach or Student Coach/ Mentor at least twice to review academic and financial SMART goals (per the Experience VU DSSS grant). Building relationships between Experience VU DSSS students and staff at the beginning of the semester will increase rapport so that students will be more receptive to those emails and phone calls and seek assistance.

Retention Report - Learning Support Services - Lab Usage

1.) Title with Brief Description of Retention Initiative:

Increasing academic performance and creating firmer connections to the Vincennes campus.

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

3.) Name of Program Offering Retention Initiative:

The name of the department overseeing this initiative is Learning Support Services.

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

This chart summarizes the number of unique individuals that utilize labs out of the total population of first-time, full-time, Vincennes campus students (FTFTVM). For example, out of 1452 new students on the Vincennes campus with at least 12 credit hours, 1067, or 73.5% of those students visited one of the labs at least one time in the fall of 2017.

Unique Visitors - FTFTVM					
Fall 2017	Spring 2018	Fall 2018	Fall 2019	Fall 2020	Fall 2021
1067/1452	81/101	965/1240	905/1160	262/1012	440/617
73.50%	80.20%	77.80%	78.01%	25.89%	71.31%

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

Students who visit labs at least 4 times (regular visitors) will have a higher Fall-to-Spring and Fall-to-Fall retention rate than students who visit labs 3 or fewer times. Additionally, students who make regular visits to labs have a higher cumulative GPA. However, regular visitors have a lower on-time completion, transfer, and overall success rates.

6.) Data/Results:

	Learning Support Services											
	Fall 2017 FTFTVM Cohort				Fall 2018 FTFTVM Cohort				Fall 2019 FTFTVM Cohort			
	3 or fewer		4 or more		3 or fewer		4 or more		3 or fewer		4 or more	
Number of Visits Cohort Count	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% Tx Out Rate	52	7.2%	74	10.2%	18	3.5%	54	7.5%	24	5.2%	46	6.6%
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	-

	Learning Support Services							
	Fall 2020 FTFTVM Cohort				Fall 2021 FTFT Cohort (VM and JM)			
	3 or fewer		4 or more		3 or fewer		4 or more	
Number of Visits Cohort Count	896	%	116	%	177	%	440	%
Fall to Spring Retention	638	71.2%	112	96.6%	142	80.2%	409	93.0%
Fall to Fall Retention	413	46.1%	70	60.3%	94	53.1%	306	69.5%
100% Completion	298	33.3%	42	36.2%				
100% Success	351	39.2%	56	48.3%				
VU GPA	2.14	-	2.47	-	2.14	-	2.57	-

GPA:

Students who regularly visit labs (4 or more times), on average, have a higher GPA than those who do not. For the most recent cohort, regular visitors had an average cumulative GPA of 2.57, compared to 2.14 for students who are 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 most recent cohort, regular visitors of labs were more than 16% more likely to be retained to the next fall semester than their counterparts who were not regular visitors (69.5% compared to 53.1%).

Success:

Students who regularly visit labs have a higher 100% success rate for those beginning in the 2020 Fall Term. 48.3% of regular lab users completed their program on time, compared to only 39.2% of students who do not regularly use the academic support labs.

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

In several charts students who visit labs 3 or fewer times are compared to students with 4 or more visits to establish “regular users” of the labs. This cutoff was chosen because data showed from several different metrics, the most dramatic difference occurred when the cutoff of 3 to 4 visits was used.

The effectiveness of regular lab usage has a clear positive impact on the performance and retention of students. Previous improvement plans focused on increasing the percentage of students who are regular visitors of labs. The most recent improvement plan focused more on getting students to return to utilizing our academic support labs. These efforts were effective as we went from 25.89% in 2020 to 71.31% in 2021. While this is a considerable improvement as we come out of the COVID-19 pandemic, it is not quite back to pre-pandemic rates. With CircleIn and other support options available to our students, we may not ever get back to that level. Providing additional opportunities for students may be the best way to serve them.

8.) Updated Improvement Plans:

Improvements for the coming academic year will still focus on increasing the percentage of regular users, we will also approach this with the understanding that a post-pandemic “new normal” will be established, where students are not only utilizing in-person services for academic support, but also virtual services such as CircleIn.

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	
<p>Many students in these sub-groups also test into the corequisite courses. These courses are smaller and therefore, the students receive more one-on-one attention. In the co-requisite courses this year we started having the students watch a 5-10 minute video over study skills and growth mindset in math courses. After watching the video, they are required to reflect, write and discuss. There are seven video assignments, which are covered during the first seven classes meetings of the semester. During the eighth class, the instructor addresses the syllabus of the gateway course. They discuss the rules of the class and college in general. Students are also told about support services available to them on campus. During this eighth class, students are also required to reflect, write, and have a class discussion. Finally, the corequisite course requires students to complete a number of hours in our tutoring centers as part of their grade in the course.</p>	✓	Black
	✓	Hispanic/Latino
	✓	21st Century Scholar
	✓	Low-Income (non-scholar Pell Grant)
	✓	Adult (25+)
	✓	Non-Indiana Students
	✓	Other: Students<list as appropriate>

3.) Name of Program Offering Retention Initiative:

Mathematics Department

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

2016-17: MATH courses - 320	MATT courses - 208	TOTAL Students - 528
2017-18: MATH courses - 299	MATT courses - 228	TOTAL Students - 527
2018-19: MATH courses - 227	MATT courses - 160	TOTAL Students - 387
2019-20: MATH courses - 148	MATT courses - 218	TOTAL Students - 366
2020-21: MATH courses - 185	MATT courses - 105	TOTAL Students - 290
2021-22: MATH courses - 145	MATT courses - 72	TOTAL Students - 217

*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 control group of students in standard remediation for Mathematics from the Fall of 2015.

6.) Data/Results:

GPA for MATH courses:

Students' GPAs were all found to be within a reasonable margin of error.

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-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.

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

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 are no results yet for 2021.

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	24.2	33.9	15.9	26.0
Fall 2019 Corequisite Courses	22.3	33.8	14.9	25.0
Fall 2020 Corequisite Courses	22.7	N/A	17.3	N/A
Fall 2021 Corequisite Courses	N/A	N/A	N/A	N/A

Other:

Students in corequisite remediation continue to successfully complete the gateway MATH course (102, 103 or 112) at higher rates than their counterparts in standalone remediation.

Cohort	Fall Entry Term	First Academic Year
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%	N/A
Fall 2021 Corequisite Courses	50.3%	N/A

GPA for MATT courses:

Students' GPAs were all found to be within a reasonable margin of error. The Fall 2020 GPA was a bit lower, but this was also the year that we had changes in teaching methods (online, virtual and hybrid) due to COVID. Technical math students seemed to struggle more with these methods as they are used to more hands-on learning. During 2021, things seem to have bounced back as teaching methods have gone back to what they were prior to COVID.

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-to-Fall Retention for MATT 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. Again, the drop in 2020 may be the result of the different modalities of instruction due to COVID with an increase in 2021.

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

Success for MATT courses:

Students completing remediation in the technical math corequisite model (MATT) showed an improvement in success rates during the first year of implementation, either completing their degree within 2 years (100%) or within 3 years (150%). Completion rates dropped in 2017, but began to increase again in 2018. Completion rates again dropped in 2020. This could be due to changes in teaching modalities (online, virtual and hybrid) due to COVID. There are no results yet for 2021.

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	17.9	27.5	11.0	19.3
Fall 2020 Corequisite Courses	11.4	N/A	6.7	N/A
Fall 2021 Corequisite Courses	N/A	N/A	N/A	N/A

Other:

Students in corequisite remediation continue to successfully complete the gateway technical math courses (MATT 107 or 109) at higher rates than their counterparts in standalone remediation.

Cohort	Fall Entry Term	First Academic Year
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%	N/A
Fall 2021 Corequisite Courses	48.6%	N/A

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

Current Results: Data demonstrates continual improvements each year in all cohorts of students in corequisite remediation when compared to students in the stand-alone developmental courses, which reduces the number of remedial credit hours and exit points. This allows students to have less time in the math sequence before successfully completing a gateway course.

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 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:

High school GPA and Algebra 2 factors of placement will be reevaluated after the 2022-2023 school year. This will give us 2 full academic years of data (after COVID) to evaluate their accuracy in successful placement of students and to determine whether adjustments to the placement cut scores should be made. We particularly want to look at our MATH 008 “Basic Mathematics” course to determine whether more students may or may not need to be added to this group. In order to determine this, we will look at completion and success rates of these students who began after the change in ACCUPLACER tests occurred in January 2019.

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 students
 Fall 2021: 31 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:

Outcomes based on Risk Profile Score and Entry Program (from listed majors above):

	Baseline Cohorts						Comparison Cohort					
Cohort	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Entry Term/Count	221	%	208	%	160	%	86	%	21	%	31	%
Fall to Fall Retention	97	43.9%	83	39.9%	68	42.5%	44	51.2%	7	33.3%	15	48.4%
100% Completion	24	10.9%	17	8.2%	22	13.8%	9	10.5%	2	9.5%		
100% Success	39	17.6%	34	16.3%	35	21.9%	17	19.8%	7	33.3%		
150% Completion	49	22.2%	48	23.1%	37	23.1%	17	19.8%				
150% Success	69	31.2%	71	34.1%	49	30.6%	27	31.4%				
VU GPA	2.02	-	1.86	-	2.12	-	2.10	-	2.00	-	1.74	-

GPA:

While the data doesn’t show any significant change in the first semester GPA between the groups, the percent of students ending in Good Standing shows a marked improvement in Fall 2019 when the initiative launched. The initial drop in standing from Fall 2016 to Fall 2017 could be due to the change in Fall 2016, where VU implemented a policy where students not passing developmental classes the first time would be put on Academic Probation. However, The percent of students completing in good standing dropped in Fall 2020 and Fall 2021, which could be effects of the Coronavirus pandemic. Data from years post pandemic will be needed to draw conclusions.

Cohort	Cumulative GPA at end of first semester	Percent of students completing first semester in Good Standing
Fall 2016	2.06	53.6%
Fall 2017	1.85	46.2%
Fall 2018	2.11	44.1%
Fall 2019	2.10	54.7%
Fall 2020	2.00	47.6%
Fall 2021	1.74	38.7%

Fall-to-Fall Retention:

The fall to fall retention increased in Fall 2019 but showed significant drops with the Fall 2020 and Fall 2021 students. It is believed that drop with the fall 2020 students shows the impact of the virtual and hybrid learning environments that resulted from the Covid 19 pandemic. The pandemic still caused students to miss classes in Fall 2021.

7.) Reflections on Results and Improvement Plans:

This initiative began in Fall 2019 with the SSC Coordinators making initial connections with students as they came to orientation. The Coordinators work to build supportive relationships with students and to communicate resources that might facilitate them in classes. All of the orientations had to be moved to virtual in 2020 due to the coronavirus pandemic. This made it much more difficult for Coordinators to be able to identify these mid-range students and have those early contacts with them. This, in turn, hindered those relationships being built. More semesters of data will be needed post pandemic to determine if the relationship building factor affects this retention effort.

Besides the metrics listed in number 5, academic standing at the end of the first semester for each student will also be gathered as an additional measure for success of this initiative because data showed that a higher percentage of students who complete their first semester in good standing complete degrees. Of the 903 first semester first year students who completed Fall 16 in Good Standing, 46.9% (424/903) have received one or more degrees at VU. Only 4.6% (31/677) of first semester first year students who completed Fall 16 on Academic Probation or Warning received one or more degrees at VU. Data will be collected on the academic standing for these students and that relation to the number who complete degrees.

The goal of this initiative is to see the percentage of students with this initial profile range who receive one or more degrees (150% completion) increase by 5 percent to 28.1% or higher. However, the Fall 2019 150% completion rate went down to 19.8%, but these were students who were affected by the pandemic in Spring and Fall 2020.

8.) Updated Improvement Plans:

Cohort	Baseline Cohorts						Comparison Cohort					
	Fall 2016		Fall 2017		Fall 2018		Fall 2019-SSC advisees		Fall 2020-SSC advisees		Fall 2021-SSC advisees	
Total students	221	%	208	%	160	%	86	%	21	%	31	%
Fall to Spring	179	81.0%	148	71.2%	116	72.5%	69	80.20%	16	76.20%	25	80.6%%
Fall to Fall	97	43.9%	83	39.9%	68	42.5%	44	51.20%	7	33.30%	15	48.40%

The retention rates for both Fall to Spring and Fall to Fall, have mostly been higher with the comparison cohort. The pandemic has caused changes in orientations, learning environments and even student responses to college. More semesters of data will be needed post pandemic to determine if these changes have affected this retention effort. The SSC wants to work on building relationships with these students to increase the fall to fall retention rate to 50%. Ways to improve student campus involvement and to utilize peer mentoring with these students will also be explored.

The profile score is based on many factors, including developmental placement. However, currently, students aren't assigned a score until after they are registered. So, if a student is not registered for one of their developmental classes in the first semester, the profile score is not reflecting that at-risk factor. The SSC is working with the IT department to have the profile score be assigned from students' placement rather than from their registration. This would help more accurately identify the students who fall in this profile mid-range.

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 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
	✓	21st 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

This drop-in numbers reflects the decrease in VU enrollment from 2016-2020. There is another significant drop for Fall 2020, but virtual learning required because of the coronavirus pandemic 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 place into ENGL 008 (with a Sentence Skills score 20-67 or a Reading score 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:

The Cumulative GPA showed a mostly downward trend with this group of students over the past few years. In Fall 2020 and 2021, the coronavirus pandemic greatly impacted the success of these students. In Fall 2020, all English classes and many other classes were only offered virtually. As the data shows, this is not an optimal learning environment for these developmental students.

Cohort	Cumulative GPA
Fall 2018-Baseline Group	1.86
Fall 2019	1.75
Fall 2020	0.34
Fall 2021	1.07

Fall-to-Fall Retention:

The overall trend for the Fall-to-Fall retention rates of the University College students had been trending upward until the pandemic. There is a substantial increase in the retention rate with the Fall 2019 students, however, no students were academically disqualified in Spring 2020 due to the Covid-19 pandemic. This could have contributed to the higher retention percentage for the Fall 2019 students. The dramatic drop in the percentage for the Fall 2020 students demonstrates another impact of the pandemic.

Cohort	Percentage Retained
Fall 2018- Baseline Group	34%
Fall 2019	48.3%
Fall 2020	6.7%
Fall 2021	29.2%

Success:

The Student Success Center previously set a goal to improve the 150% completion rate from 4.2% to 10%. This goal was met with the Fall 2016 University College Students. Both the 100% completion rates and 150% completion rates increased when compared to the Baseline Group. Due to the longevity of this program, a new baseline group was set with the Fall 2018 University College students. The new completion rate goals are set at 4% for 100% completion and 15% for 150% completion.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2018-Baseline Group	8.5%	21.3%	6.4%	10.6%
Fall 2019	13.8%	17.2%	3.4%	13.8%
Fall 2020	6.7%	N/A	0.0%	N/A
Fall 2021	N/A	N/A	N/A	N/A

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).

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. Although Fall 2021 showed some improvement, it is believed that the effects of COVID are still evident.

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%	8	25.0%
Fall 2020	17	3	17.6%	2	11.8%
Spring 2021	5	1	20.0%	1	20.0%
Fall 2021	25	13	52.0%	4	16.0%
Total	129	63	48.8%	32	24.8%

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.

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%	8	24.2%
Fall 2020	17	8	47.1%	2	11.8%
Spring 2021	4	1	25.0%	1	25.0%
Fall 2021	25	20	80.0%	1	4.0%
Total	129	82	63.6%	21	16.3%

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 is gathering 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. Further study on the number of visits a student has with a coordinator are to be investigated.

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. The data shows that the pass rates for this particular class has shown a downward trend until the Fall of 2021. Further study on the success rate for the specific students who pass this class (retention to fall and completion) are to be investigated.

SSKL 009 Pass Rates

Term	Registered	Passed		Retained Fall			
		n	% of Reg	n	% of Passed	n/number who didn’t pass	% of Not Passed
Fall 2017	71	48	67.6%	20	68%	0/23	0%
Fall 2018	43	29	67.4%	13	45%	1/14	7%
Fall 2019	33	19	57.6%	12	63%	3/14	21%
Fall 2020	17	6	35.3%	2	33.3%	0/11	0%
Fall 2021	25	18	72%	7	39%	0	0%
Total	189	120	63.5%	54	45%	4	6%

For most of the semesters listed, 57% or higher of the University College students passed their SSKL 009 class. Of those students who passed the SSKL 009 class, 39% or higher were retained the next fall with most semesters. The higher retention number of Fall 2019 students who did not pass the SSKL 009 class could possibly be due to the fact that no students were academically disqualified in Spring 2020 because of the COVID 19 pandemic. There is also a sharp drop for the Fall 2020 semester, which is believed to be directly related to the virtual classes as a result of the pandemic. There was a slight increase in Fall 2021, but COVID was still a factor that semester.

8) Updated Improvement Plans:

A future goal listed last year 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. In the last 3 years, the students who met with their coordinators 4 or more times, had a higher retention rate and their pass rates for MATH 008 were all above 70%. The pass rates of ENGL 008 for these students the last 3 years has not shown a pattern.

Fall 2019	n	Retained into 2nd year		Passed ENGL 008		Passed Math 008	
			%	n	%	n	%
Met with coordinator 4 or more times	20	15	75%	14	70%	14	70%
Met with coordinator < 4 times	12	3	25%	4	33.3%	6	50%

Fall 2020	n	Retained into 2nd year		Passed ENGL 008		Passed Math 008	
			%	n	%	n	%
Met with coordinator 4 or more times	10	2	20%	1	10%	7	70%
Met with coordinator < 4 times	4	0	0%	1	25%	1	25%

Fall 2021	n	Retained into 2nd year		Passed ENGL 008		Passed Math 008	
			%	n	%	n	%
Met with coordinator 4 or more times	15	6	40%	5	33%	11	73%
Met with coordinator < 4 times	6	1	17%	4	67%	5	83%

The Fall to Fall retention rates have consistently been higher with the students who meet with their coordinator 4 or more times.

The 2020-2021 academic year was like no other. At risk students were greatly affected by the academic changes that were made to address the COVID 19 pandemic. This shows in every piece of data collected for the University College students from this year. 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.

Consideration is being given to expand this program to include students who test into ENGL 008 and MATT 017. This would increase the number of students in each SSKL 009 class, but not greatly. The SSC coordinators believe this might lead to more productive discussions in these classes.

Purpose:

To measure the impact of retention activities on the Vincennes Campus and the Jasper Campus.

Cohorts:

First-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

Outcomes by Demographic Subgroup

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

March 21, 2023

Cohort Entry Term/Count	Overall Cohorts													
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	1769	%	1625	%	1417	%	1327	%	1171	%	988	%	956	%
Fall to Spring Retention	1403	79.3%	1282	78.9%	1118	78.9%	1088	82.0%	873	74.6%	816	82.6%	805	84.2%
Fall to Fall Retention	906	51.2%	813	50.0%	794	56.0%	783	59.0%	571	48.8%	574	58.1%		
100% Completion	416	23.5%	394	24.2%	413	29.1%	387	29.2%	373	31.9%				
100% Success	546	30.9%	519	31.9%	495	34.9%	459	34.6%	454	38.8%				
150% Completion	582	32.9%	542	33.4%	545	38.5%	502	37.8%						
150% Success	731	41.3%	689	42.4%	638	45.0%	585	44.1%						
15 Credit Hours	867	49.0%	819	50.4%	778	54.9%	827	62.3%	684	58.4%	643	65.1%	649	67.9%
30 Credit Hours	673	38.0%	621	38.2%	609	43.0%	571	43.0%	514	43.9%	522	52.8%		
45 Credit Hours	560	31.7%	493	30.3%	511	36.1%	464	35.0%	400	34.2%	412	41.7%		
VU GPA	2.15	-	2.17	-	2.29	-	2.28	-	2.22	-	2.39	-	2.57	-

Cohort Entry Term/Count	Vincennes Campus Cohorts													
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	1626	%	1473	%	1266	%	1186	%	1026	%	865	%	822	%
Fall to Spring Retention	1296	79.7%	1173	79.6%	999	78.9%	973	82.0%	759	74.0%	722	83.5%	694	84.4%
Fall to Fall Retention	834	51.3%	742	50.4%	707	55.8%	696	58.7%	489	47.7%	504	58.3%		
100% Completion	390	24.0%	379	25.7%	380	30.0%	356	30.0%	340	33.1%				
100% Success	512	31.5%	489	33.2%	443	35.0%	419	35.3%	410	40.0%				
150% Completion	540	33.2%	509	34.6%	493	38.9%	454	38.3%						
150% Success	681	41.9%	637	43.2%	567	44.8%	528	44.5%						
15 Credit Hours	809	49.8%	756	51.3%	706	55.8%	751	63.3%	602	58.7%	565	65.3%	562	68.4%
30 Credit Hours	631	38.8%	580	39.4%	556	43.9%	521	43.9%	454	44.2%	467	54.0%		
45 Credit Hours	523	32.2%	466	31.6%	475	37.5%	428	36.1%	358	34.9%	369	42.7%		
VU GPA	2.15	-	2.14	-	2.26	-	2.26	-	2.18	-	2.35	-	2.56	-

Outcomes by Demographic Subgroup

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

March 21, 2023

Jasper Campus Cohorts														
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	143	%	152	%	151	%	141	%	145	%	123	%	134	%
Fall to Spring Retention	107	74.8%	109	71.7%	119	78.8%	115	81.6%	114	78.6%	94	76.4%	111	82.8%
Fall to Fall Retention	72	50.3%	71	46.7%	87	57.6%	87	61.7%	82	56.6%	70	56.9%		
100% Completion Rate	26	18.2%	15	9.9%	33	21.9%	31	22.0%	33	22.8%				
100% Success	34	23.8%	30	19.7%	52	34.4%	40	28.4%	44	30.3%				
150% Completion Rate	42	29.4%	33	21.7%	52	34.4%	48	34.0%						
150% Success	50	35.0%	52	34.2%	71	47.0%	57	40.4%						
15 Credit Hours	58	40.6%	63	41.4%	72	47.7%	76	53.9%	82	56.6%	78	63.4%	87	64.9%
30 Credit Hours	42	29.4%	41	27.0%	53	35.1%	50	35.5%	60	41.4%	55	44.7%		
45 Credit Hours	37	25.9%	27	17.8%	36	23.8%	36	25.5%	42	29.0%	43	35.0%		
VU GPA	2.14	-	2.43	-	2.56	-	2.48	-	2.48	-	2.64	-	2.64	-

Overall Cohorts: Minorities														
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	519	%	467	%	408	%	394	%	315	%	241	%	180	%
Fall to Spring Retention	401	77.3%	338	72.4%	292	71.6%	310	78.7%	227	72.1%	187	77.6%	136	75.6%
Fall to Fall Retention	192	37.0%	164	35.1%	170	41.7%	196	49.7%	135	42.9%	119	49.4%		
100% Completion	55	10.6%	50	10.7%	56	13.7%	63	16.0%	71	22.5%				
100% Success	100	19.3%	88	18.8%	90	22.1%	85	21.6%	101	32.1%				
150% Completion	67	12.9%	83	17.8%	76	18.6%	94	23.9%						
150% Success	128	24.7%	135	28.9%	113	27.7%	123	31.2%						
15 Credit Hours	155	29.9%	149	31.9%	150	36.8%	188	47.7%	158	50.2%	133	55.2%	92	51.1%
30 Credit Hours	114	22.0%	107	22.9%	99	24.3%	120	30.5%	120	38.1%	102	42.3%		
45 Credit Hours	88	17.0%	77	16.5%	84	20.6%	83	21.1%	87	27.6%	78	32.4%		
VU GPA	1.69	-	1.62	-	1.78	-	1.94	-	2.02	-	2.02	-	2.14	-

Outcomes by Demographic Subgroup

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

March 21, 2023

Overall Cohorts: Hispanic														
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	219	%	163	%	179	%	198	%	198	%	130	%	74	%
Fall to Spring Retention	174	79.5%	124	76.1%	138	77.1%	154	77.8%	153	77.3%	100	76.9%	57	77.0%
Fall to Fall Retention	105	47.9%	71	43.6%	84	46.9%	110	55.6%	92	46.5%	69	53.1%		
100% Completion	44	20.1%	26	16.0%	30	16.8%	41	20.7%	48	24.2%				
100% Success	57	26.0%	41	25.2%	46	25.7%	54	27.3%	65	32.8%				
150% Completion	61	27.9%	41	25.2%	42	23.5%	56	28.3%						
150% Success	79	36.1%	59	36.2%	60	33.5%	74	37.4%						
15 Credit Hours	90	41.1%	72	44.2%	82	45.8%	109	55.1%	107	54.0%	79	60.8%	43	58.1%
30 Credit Hours	76	34.7%	54	33.1%	54	30.2%	78	39.4%	81	40.9%	61	46.9%		
45 Credit Hours	63	28.8%	36	22.1%	43	24.0%	54	27.3%	61	30.8%	47	36.2%		
VU GPA	2.00	-	1.97	-	2.10	-	2.17	-	2.19	-	2.20	-	2.34	-

Overall Cohorts: Black or African American														
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	220	%	233	%	172	%	132	%	65	%	60	%	59	%
Fall to Spring Retention	167	75.9%	167	71.7%	109	63.4%	102	77.3%	38	58.5%	47	78.3%	38	64.4%
Fall to Fall Retention	50	22.7%	66	28.3%	51	29.7%	49	37.1%	22	33.8%	23	38.3%		
100% Completion	4	1.8%	10	4.3%	13	7.6%	8	6.1%	8	12.3%				
100% Success	25	11.4%	28	12.0%	27	15.7%	16	12.1%	14	21.5%				
150% Completion	16	7.3%	24	10.3%	17	9.9%	15	11.4%						
150% Success	46	20.9%	50	21.5%	31	18.0%	25	18.9%						
15 Credit Hours	31	14.1%	43	18.5%	39	22.7%	42	31.8%	23	35.4%	21	35.0%	16	27.1%
30 Credit Hours	15	6.8%	27	11.6%	22	12.8%	19	14.4%	14	21.5%	14	23.3%		
45 Credit Hours	8	3.6%	21	9.0%	19	11.0%	11	8.3%	11	16.9%	9	15.0%		
VU GPA	1.32	-	1.22	-	1.37	-	1.48	-	1.50	-	1.35	-	1.43	-

Outcomes by Demographic Subgroup

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

March 21, 2023

		21st Century Scholars (21CS) Cohorts													
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		
	255	%	202	%	154	%	174	%	133	%	91	%	94	%	
Fall to Spring Retention	221	86.7%	168	83.2%	139	90.3%	151	86.8%	104	78.2%	79	86.8%	85	90.4%	
Fall to Fall Retention	157	61.6%	113	55.9%	104	67.5%	115	66.1%	66	49.6%	52	57.1%			
100% Completion	89	34.9%	58	28.7%	60	39.0%	50	28.7%	42	31.6%					
100% Success	104	40.8%	70	34.7%	69	44.8%	62	35.6%	50	37.6%					
150% Completion	113	44.3%	80	39.6%	83	53.9%	69	39.7%							
150% Success	128	50.2%	97	48.0%	92	59.7%	80	46.0%							
15 Credit Hours	171	67.1%	134	66.3%	113	73.4%	131	75.3%	87	65.4%	59	64.8%	71	75.5%	
30 Credit Hours	135	52.9%	102	50.5%	100	64.9%	92	52.9%	60	45.1%	50	54.9%			
45 Credit Hours	116	45.5%	80	39.6%	81	52.6%	70	40.2%	54	40.6%	42	46.2%			
VU GPA	2.42	-	2.46	-	2.55	-	2.41	-	2.20	-	2.46	-	2.54	-	

		Pell Cohorts (not 21CS)													
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		
	789	%	752	%	634	%	539	%	418	%	340	%	337	%	
Fall to Spring Retention	594	75.3%	573	76.2%	474	74.8%	422	78.3%	289	69.1%	259	76.2%	272	80.7%	
Fall to Fall Retention	307	38.9%	308	41.0%	289	45.6%	268	49.7%	167	40.0%	160	47.1%			
100% Completion	98	12.4%	114	15.2%	117	18.5%	79	14.7%	84	20.1%					
100% Success	145	18.4%	167	22.2%	152	24.0%	106	19.7%	108	25.8%					
150% Completion	153	19.4%	179	23.8%	157	24.8%	124	23.0%							
150% Success	214	27.1%	246	32.7%	199	31.4%	157	29.1%							
15 Credit Hours	250	31.7%	276	36.7%	258	40.7%	246	45.6%	180	43.1%	165	48.5%	185	54.9%	
30 Credit Hours	170	21.5%	194	25.8%	183	28.9%	133	24.7%	128	30.6%	115	33.8%			
45 Credit Hours	137	17.4%	147	19.5%	150	23.7%	105	19.5%	93	22.2%	84	24.7%			
VU GPA	1.78	-	1.78	-	2.00	-	1.90	-	1.84	-	1.91	-	2.26	-	

Outcomes by Demographic Subgroup

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

March 21, 2023

Overall Cohorts: Ages 25+														
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	57	%	60	%	53	%	37	%	34	%	37	%	35	%
Fall to Spring Retention	44	77.2%	37	61.7%	45	84.9%	31	83.8%	25	73.5%	24	64.9%	29	82.9%
Fall to Fall Retention	25	43.9%	24	40.0%	37	69.8%	25	67.6%	17	50.0%	16	43.2%		
100% Completion	7	12.3%	7	11.7%	10	18.9%	11	29.7%	2	5.9%				
100% Success	8	14.0%	9	15.0%	11	20.8%	12	32.4%	5	14.7%				
150% Completion	13	22.8%	15	25.0%	18	34.0%	15	40.5%						
150% Success	14	24.6%	19	31.7%	19	35.8%	16	43.2%						
15 Credit Hours	21	36.8%	25	41.7%	27	50.9%	16	43.2%	14	41.2%	16	43.2%	14	40.0%
30 Credit Hours	13	22.8%	16	26.7%	20	37.7%	14	37.8%	8	23.5%	10	27.0%		
45 Credit Hours	12	21.1%	13	21.7%	16	30.2%	14	37.8%	4	11.8%	7	18.9%		
VU GPA	2.45	-	2.37	-	2.89	-	2.31	-	2.28	-	2.11	-	2.78	-

Overall Cohorts: Non-Indiana Residents														
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	149	%	154	%	140	%	120	%	91	%	101	%	126	%
Fall to Spring Retention	109	73.2%	121	78.6%	108	77.1%	99	82.5%	62	68.1%	84	83.2%	105	83.3%
Fall to Fall Retention	76	51.0%	84	54.5%	75	53.6%	69	57.5%	39	42.9%	57	56.4%		
100% Completion	38	25.5%	37	24.0%	39	27.9%	36	30.0%	28	30.8%				
100% Success	50	33.6%	46	29.9%	45	32.1%	43	35.8%	36	39.6%				
150% Completion	50	33.6%	51	33.1%	53	37.9%	51	42.5%						
150% Success	65	43.6%	65	42.2%	60	42.9%	62	51.7%						
15 Credit Hours	77	51.7%	81	52.6%	70	50.0%	87	72.5%	52	57.1%	67	66.3%	91	72.2%
30 Credit Hours	62	41.6%	61	39.6%	57	40.7%	61	50.8%	36	39.6%	56	55.4%		
45 Credit Hours	52	34.9%	47	30.5%	49	35.0%	49	40.8%	32	35.2%	47	46.5%		
VU GPA	2.05	-	2.44	-	2.18	-	2.53	-	1.96	-	2.46	-	2.66	-

Outcomes by Demographic Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 21, 2023

Overall Cohorts: Female														
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	705	%	661	%	612	%	589	%	525	%	391	%	382	%
Fall to Spring Retention	551	78.2%	525	79.4%	488	79.7%	472	80.1%	385	73.3%	318	81.3%	314	82.2%
Fall to Fall Retention	347	49.2%	321	48.6%	336	54.9%	318	54.0%	230	43.8%	221	56.5%		
100% Completion	132	18.7%	137	20.7%	155	25.3%	122	20.7%	134	25.5%				
100% Success	192	27.2%	193	29.2%	198	32.4%	167	28.4%	182	34.7%				
150% Completion	208	29.5%	215	32.5%	219	35.8%	182	30.9%						
150% Success	275	39.0%	282	42.7%	265	43.3%	231	39.2%						
15 Credit Hours	322	45.7%	323	48.9%	321	52.5%	343	58.2%	297	56.6%	246	62.9%	246	64.4%
30 Credit Hours	251	35.6%	248	37.5%	247	40.4%	219	37.2%	218	41.5%	195	49.9%		
45 Credit Hours	198	28.1%	187	28.3%	190	31.0%	161	27.3%	152	29.0%	152	38.9%		
VU GPA	2.14	-	2.18	-	2.30	-	2.18	-	2.15	-	2.31	-	2.41	-

Overall Cohorts: Male														
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	1064	%	964	%	805	%	738	%	646	%	597	%	574	%
Fall to Spring Retention	852	80.1%	757	78.5%	630	78.3%	616	83.5%	488	75.5%	498	83.4%	491	85.5%
Fall to Fall Retention	559	52.5%	492	51.0%	458	56.9%	465	63.0%	341	52.8%	353	59.1%		
100% Completion	284	26.7%	257	26.7%	258	32.0%	265	35.9%	239	37.0%				
100% Success	354	33.3%	326	33.8%	297	36.9%	292	39.6%	272	42.1%				
150% Completion	374	35.2%	327	33.9%	326	40.5%	320	43.4%						
150% Success	456	42.9%	407	42.2%	373	46.3%	354	48.0%						
15 Credit Hours	545	51.2%	496	51.5%	457	56.8%	484	65.6%	387	59.9%	397	66.5%	403	70.2%
30 Credit Hours	422	39.7%	373	38.7%	362	45.0%	352	47.7%	296	45.8%	327	54.8%		
45 Credit Hours	362	34.0%	306	31.7%	321	39.9%	303	41.1%	248	38.4%	260	43.6%		
VU GPA	2.16	-	2.16	-	2.28	-	2.36	-	2.27	-	2.43	-	2.68	-

Outcomes by Retention Initiative

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 21, 2023

Cohort Entry Term/Count	COPE Cohorts											
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	63	%	144	%	121	%	148	%	60	%	115	%
Fall to Spring Retention	55	87.3%	115	79.9%	104	86.0%	137	92.6%	47	78.3%	97	84.3%
Fall to Fall Retention	32	50.8%	72	50.0%	71	58.7%	104	70.3%	30	50.0%	70	60.9%
100% Completion	12	19.0%	39	27.1%	27	22.3%	51	34.5%	20	33.3%		
100% Success	20	31.7%	48	33.3%	29	24.0%	54	36.5%	22	36.7%		
150% Completion	20	31.7%	51	35.4%	45	37.2%	65	43.9%				
150% Success	28	44.4%	62	43.1%	47	38.8%	68	45.9%				
VU GPA	2.19	-	2.05	-	2.16	-	2.56	-	2.10	-	2.25	-

Cohort Entry Term/Count	Experience VU Cohorts											
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	64	%	58	%	48	%	59	%	11	%	35	%
Fall to Spring Retention	56	87.5%	45	77.6%	38	79.2%	46	78.0%	8	72.7%	32	91.4%
Fall to Fall Retention	35	54.7%	30	51.7%	26	54.2%	35	59.3%	5	45.5%	20	57.1%
100% Completion	11	17.2%	11	19.0%	16	33.3%	14	23.7%	3	27.3%		
100% Success	16	25.0%	16	27.6%	18	37.5%	16	27.1%	4	36.4%		
150% Completion	19	29.7%	16	27.6%	19	39.6%	19	32.2%				
150% Success	25	39.1%	24	41.4%	21	43.8%	20	33.9%				
VU GPA	2.20	-	2.08	-	2.04	-	1.99	-	1.89	-	1.91	-

Cohort Entry Term/Count	University College Cohorts											
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	74	%	73	%	47	%	29	%	15	%	24	%
Fall to Spring Retention	50	67.6%	48	65.8%	32	68.1%	23	79.3%	6	40.0%	20	83.3%
Fall to Fall Retention	22	29.7%	21	28.8%	16	34.0%	14	48.3%	1	6.7%	7	29.2%
100% Completion	1	1.4%	1	1.4%	3	6.4%	1	3.4%	0	0.0%		
100% Success	3	4.1%	4	5.5%	7	14.9%	2	6.9%	1	6.7%		
150% Completion	9	12.2%	8	11.0%	5	10.6%	4	13.8%				
150% Success	11	14.9%	11	15.1%	10	21.3%	5	17.2%				
VU GPA	1.71	-	1.76	-	1.86	-	1.75	-	0.34	-	1.07	-

Learning Support Services												
	Fall 2017 FTFTVM Cohort				Fall 2018 FTFTVM Cohort				Fall 2019 FTFTVM Cohort			
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% Tx Out Rate	52	7.2%	74	10.2%	18	3.5%	54	7.5%	24	5.2%	46	6.6%
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	-

Learning Support Services								
	Fall 2020 FTFTVM Cohort				Fall 2021 FTFT Cohort (VM and JM)			
Number of Visits Cohort Count	3 or fewer		4 or more		3 or fewer		4 or more	
	896	%	116	%	177	%	440	%
Fall to Spring Retention	638	71.2%	112	96.6%	142	80.2%	409	93.0%
Fall to Fall Retention	413	46.1%	70	60.3%	94	53.1%	306	69.5%
100% Completion	298	33.3%	42	36.2%				
100% Success	351	39.2%	56	48.3%				
VU GPA	2.14	-	2.47	-	2.14	-	2.57	-

Learning Support Services								
	Fall 2020 FTFTVM Cohort				Fall 2021 FTFT Cohort (VM and JM)			
Number of Visits Cohort Count	3 or fewer		4 or more		3 or fewer		4 or more	
	61	%	185	%	116	%	255	%
Fall to Spring Retention	44	72.1%	164	88.6%	98	84.5%	245	96.1%
Fall to Fall Retention	26	42.6%	112	60.5%	68	58.6%	194	76.1%
VU GPA	1.53	-	2.01	-	2.46	-	2.98	-

Developmental courses include any 0-level ENGL, MATH, or MATT course attempted in Fall 2021 or Spring 2022.

CircleIn

Fall 2021 FTFT Cohort (VM and JM)								
Number of Visits Cohort Count	Downloaded App						Did Not Download App	
	1-5 Study Actions		6+ Study Actions		No Study Actions		324	%
	117	%	103	%	444	%		
Fall to Spring Retention	108	92.3%	99	96.1%	360	81.1%	249	76.9%
Fall to Fall Retention	76	65.0%	78	75.7%	239	53.8%	181	55.9%
VU GPA	2.51	-	2.80	-	2.21	-	2.46	-

Cohort Reapply Term/Count	Re-Admit Students							
	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
	68	%	25	%	32	%	35	%
Retained 2nd "Next" Term	33	48.5%	8	32.0%	17	53.1%	16	45.7%
Retained 3rd Term	19	27.9%	6	24.0%	11	34.4%	10	28.6%
Graduated in 2 Years	7	10.3%	3	12.0%	7	21.9%	5	14.3%
Graduated in 3 Years	12	17.6%	4	16.0%	8	25.0%	7	20.0%
Indiana Resident	65	95.6%	24	96.0%	30	93.8%	34	97.1%
Avg Hrs Earned End of Reapply Term	34	-	39	-	32	-	25	-
LGPA End of Prior Term	1.46	-	1.38	-	1.33	-	1.21	-
TGPA End Reapply Term	1.79	-	1.91	-	1.85	-	1.81	-
LGPA End of Reapply Term	1.67	-	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	Fall 2018		Spring 2019		Fall 2019		Spring 2020	
	41	%	21	%	27	%	22	%
Retained 2nd "Next" Term	20	48.8%	15	71.4%	18	66.7%	16	72.7%
Retained 3rd Term	13	31.7%	8	38.1%	10	37.0%	11	50.0%
Graduated in 2 Years	9	22.0%	4	19.0%	5	18.5%	4	18.2%
Graduated in 3 Years	12	29.3%	6	28.6%	5	18.5%		
Indiana Resident	35	85.4%	20	95.2%	24	88.9%	22	100.0%
Avg Hrs Earned End of Reapply Term	31	-	36	-	36	-	38	-
LGPA End of Prior Term	1.33	-	1.44	-	1.46	-	1.46	-
TGPA End Reapply Term	1.79	-	2.67	-	2.15	-	2.16	-
LGPA End of Reapply Term	1.59	-	2.03	-	1.71	-	1.70	-

Readmits Cohort Reapply Term/Count	Fall 2020		Spring 2021		Fall 2021		Spring 2022	
	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%		
Graduated in 2 Years	5	12.2%						

Graduated in 3 Years								
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Indiana Resident	13	100.0%	9	100.0%		0.0%		0.0%
Avg Hrs Earned End of Reapply Term	41	-	42	-		-		-
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	-

Re-Admit Students; Terms Fall 2016 through Spring 2022, excluding Spring 2020 and Fall 2020

Academic Standing EOT	n	%
Academic Probation	17	6%
Academic Probation Cont.	57	19%
Academic Warning	20	8%
Academically Disqualified	120	40%
Good Standing	67	23%
Unknown	11	5%
Total	292	100%

This table shows academic standing at the end of the reapply term for Re-Admit students.

Academic Standing EOT	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
Academic Probation	2	2.9%	1	4.0%	2	6.3%	5	14.3%
Academic Probation Continued	9	13.2%	8	32.0%	7	21.9%	6	17.1%
Academic Warning	5	7.4%		0.0%	3	9.4%	2	5.7%
Academically Disqualified	36	52.9%	11	44.0%	12	37.5%	14	40.0%
Good Standing	16	23.5%	5	20.0%	7	21.9%	4	11.4%
Unknown		0.0%		0.0%	1	3.1%	4	11.4%
Total	68		25		32		35	

Academic Standing EOT	Fall 2018		Spring 2019		Fall 2019		Spring 2021	
Academic Probation	3	7.3%	1	4.8%		0.0%		0.0%
Academic Probation Continued	10	24.4%	6	28.6%	6	22.2%	1	11.1%
Academic Warning	3	7.3%	2	9.5%	4	14.8%	1	11.1%
Academically Disqualified	19	46.3%	3	14.3%	10	37.0%	3	33.3%

Good Standing	4	9.8%	8	38.1%	5	18.5%	3	33.3%
Unknown	2	4.9%	1	4.8%	2	7.4%	1	11.1%
Total	41		21		27		9	

Academic Standing EOT	Fall 2021		Spring 2022	
Academic Probation	1	4.3%	2	18.2%
Academic Probation Continued	3	13.0%	1	9.1%
Academic Warning		0.0%		0.0%
Academically Disqualified	9	39.1%	3	27.3%
Good Standing	10	43.5%	5	45.5%
Unknown		0.0%		0.0%
Total	23		11	

Academic Coaches						
Cohort Entry Term/Count	Fall 2019		Fall 2020		Fall 2021	
	215	%	403	%	368	%
Fall to Spring Retention	157	73.0%	283	70.2%	257	69.8%
Fall to Fall Retention	90	41.9%	180	44.7%	128	34.8%
100% Completion	25	11.6%	113	28.0%		0.0%
100% Success	37	17.2%	149	37.0%		0.0%
150% Completion	44	20.5%				
150% Success	58	27.0%				
VU GPA	1.50	-	1.95	-	1.53	-

Academic Coaches		
Cohort Entry Term/Count	Spring 2021	
	110	%
Spring to Fall Retention	58	52.7%
Spring to Spring Retention	40	36.4%
100% Completion		
100% Success		
VU GPA	1.80	-

Outcomes by Retention Initiative

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
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Academic Coaches - Fall 2021 Analysis by Response Type						
Cohort Entry Term/Count	Response		No Response		Not Contacted	
	92	%	245	%	31	%
Fall to Spring Retention	69	75.0%	165	67.3%	23	74.2%
Fall to Fall Retention	42	45.7%	76	31.0%	10	32.3%
VU GPA	1.57	-	1.50	-	1.62	-

Response indicates the student responded at least one time. No Response indicates the student did not respond at all. Not Contacted indicates the student was never contacted.

RTI - Fall 2021 Analysis by RTI Range						
Cohort Entry Term/Count	5 to 30		35 to 50		Over 50	
	198	%	70	%	98	%
Fall to Spring Retention	160	80.8%	53	75.7%	42	42.9%
Fall to Fall Retention	104	52.5%	11	15.7%	11	11.2%
VU GPA	2.14	-	1.18	-	0.48	-

RTI - Fall 2021 Analysis by Contacted versus Not						
Cohort Entry Term/Count	All		Contacted		Not Contacted	
	366	%	279	%	87	%
Fall to Spring Retention	255	69.7%	200	71.7%	55	63.2%
Fall to Fall Retention	126	34.4%	106	38.0%	20	23.0%
VU GPA	1.52	-	1.62	-	1.17	-

Based on max RTI score record collected by the Student Success Center.
There were two students who did not have an RTI score.

Academic Coaches - Fall 2021 Academic Standing by RTI Range				
Academic Standing EOT	5-30	35-50	Over 50	Total
Academic Probation	60	51	82	193
Academic Warning	9	6		15
Academically Disqualified		1	1	2
Good Standing	115	9	3	127
Good Standing %	62.5%	13.4%	3.5%	37.7%
Unavailable	14	3	12	29

NOTE that results for some cohorts should be interpreted with caution due to small cohort size.

STEP: Students enrolled in SSTP 111 in the fall entry term.

Summer Bridge: Students enrolled in SBRG in summer prior to fall entry.

21st Century Scholars: Students who received 21CS funds greater than \$0 in the entry year.

Pell (not 21CS): Students who received Pell funds > \$0 in the entry year, but did not receive 21CS funds.

Cohort Entry Term/Count	STEP Cohorts									
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	25	%	28	%	29	%	27	%	9	%
Fall to Spring Retention	19	76.0%	23	82.1%	26	89.7%	24	88.9%	6	66.7%
Fall to Fall Retention	11	44.0%	16	57.1%	19	65.5%	17	63.0%	3	33.3%
100% Completion	3	12.0%	3	10.7%	7	24.1%	5	18.5%	1	11.1%
100% Success	3	12.0%	3	10.7%	9	31.0%	5	18.5%	2	22.2%
150% Completion	5	20.0%	12	42.9%	10	34.5%	10	37.0%		
150% Success	5	20.0%	12	42.9%	12	41.4%	12	44.4%		
VU GPA	2.02	-	2.36	-	2.56	-	2.31	-	2.24	-

No Fall 2021 or 2022 cohort

Cohort Entry Term/Count	Summer Bridge Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	20	%	13	%	21	%	14	%
Fall to Spring Retention	17	85.0%	11	84.6%	16	76.2%	12	85.7%
Fall to Fall Retention	6	30.0%	7	53.8%	14	66.7%	8	57.1%
100% Completion	1	5.0%	0	0.0%	5	23.8%	5	35.7%
100% Success	3	15.0%	0	0.0%	5	23.8%	7	50.0%
150% Completion	1	5.0%	3	23.1%	7	33.3%	7	50.0%
150% Success	4	20.0%	3	23.1%	7	33.3%		
VU GPA	2.09	-	1.89	-	2.44	-	2.58	-

No Fall 2020 or Fall 2021 cohort

Foster Youth Summer Transition				
Cohort	Summer 2018		Summer 2019	
	23	%	14	%
Summer Transition	7	30.4%	9	64.3%
Fall Enrollment				
Fall to Spring Retention	5	71.4%	7	77.8%
Fall to Fall Retention	0	0.0%	2	22.2%
100% Completion	0	0.0%	0	0.0%
100% Success	0	0.0%	1	11.1%
VU GPA	1.08	-	2.01	-

SPEC Initiative (STARTVU)				
Cohort	Fall 2018			
	Contacted		Not Contacted	
	985	%	432	%
Entry Term/Count				
Fall to Spring Retention	784	79.6%	334	77.3%
Fall to Fall Retention	551	55.9%	243	56.3%
100% Completion	306	31.1%	106	24.5%
100% Tx Out Rate	50	5.1%	35	8.1%
150% Completion	399	40.5%	141	32.6%
150% Success	558	56.6%	175	40.5%
VU GPA	2.25	-	2.37	-

Honors Program								
Cohort	Fall 2015		Fall 2016		Spring/Fall 2017		Spring/Fall 2018	
	1	%	2	%	6	%	6	%
Entry Term/Count								
Fall to Fall Retention	1	100.0%	2	100.0%	6	100.0%	6	100.0%
100% Completion	1	100.0%	1	50.0%	3	50.0%	4	66.7%
100% Tx Out Rate	2	200.0%	0	0.0%	0	0.0%	0	0.0%
100% Success	1	100.0%	1	50.0%	3	50.0%	4	66.7%
150% Completion	1	100.0%	2	100.0%	5	83.3%	6	100.0%
150% Success	1	100.0%	2	100.0%	5	83.3%		
VU GPA	3.89	-	3.46	-	3.71	-	3.55	-

Cohort Entry Term/Count	Peer Mentoring			
	Fall 2018		Fall 2019	
	19	%	59	%
Fall to Spring Retention	13	68.4%	44	74.6%
Fall to Fall Retention	8	42.1%	23	39.0%
100% Completion	1	5.3%	4	6.8%
100% Success	5	26.3%	8	13.6%
150% Completion	6	31.6%	8	13.6%
150% Success	6	31.6%	12	20.3%
VU GPA	1.47	-	1.47	-

Did not run starting Fall 2020

Outcomes based on Risk Profile Score and Entry Program (Mid-Range)

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
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Cohort Entry Term/Count	Baseline Cohorts						Comparison Cohort					
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	221	%	208	%	160	%	86	%	21	%	31	%
Fall to Spring Retention	179	81.0%	148	71.2%	116	72.5%	69	80.2%	15	71.4%	25	80.6%
Fall to Fall Retention	97	43.9%	83	39.9%	68	42.5%	44	51.2%	7	33.3%	15	48.4%
100% Completion	24	10.9%	17	8.2%	22	13.8%	9	10.5%	2	9.5%		
100% Success	39	17.6%	34	16.3%	35	21.9%	17	19.8%	7	33.3%		
150% Completion	49	22.2%	48	23.1%	37	23.1%	17	19.8%				
150% Success	69	31.2%	71	34.1%	49	30.6%	27	31.4%				
Good Standing EOT %	118	53.4%	96	46.2%	72	45.0%	47	54.7%	10	47.6%	12	38.7%
VU GPA	2.02	-	1.86	-	2.12	-	2.10	-	2.00	-	1.74	-

Cohorts: Students with an **Initial Risk Profile** score in the range **25 to 35** initially enrolled in the following majors:

Special Education	1000/1001	Business Management	5360
Behavioral Sciences	1050/1053/1054/T105/T106	Gen Studies - Business	5900
Elementary Ed	1100/T102	Gen Studies - Health Science	6900
Early Childhood Ed	1150/T101	Homeland Sec & Public Safety	7000
Social Work	1500/T100	Law Enforcement	7500/T700
General Studies	2250	Law Enf Conservation	7550
Child Development	2301		
Gen Studies Expl	2950		
Business Admin	5050/T500		

Outcomes by Housing (Residence Halls Compared to Commuters)

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

March 21, 2023

Cohort Entry Term Count / Pct Resd Halls	Residence Halls													
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Metric	1011	62.2%	902	61.2%	741	58.5%	668	56.3%	512	49.9%	460	53.2%	471	57.3%
Fall to Spring Retention	824	81.5%	720	79.8%	572	77.2%	574	85.9%	396	77.3%	394	85.7%	414	87.9%
Fall to Fall Retention	486	48.1%	424	47.0%	373	50.3%	405	60.6%	250	48.8%	275	59.8%		
100% Completion	211	20.9%	203	22.5%	192	25.9%	185	27.7%	154	30.1%				
100% Success	301	29.8%	279	30.9%	235	31.7%	217	32.5%	186	36.3%				
150% Completion	289	28.6%	274	30.4%	245	33.1%	241	36.1%						
150% Success	397	39.3%	364	40.4%	300	40.5%	279	41.8%						
VU GPA	2.06	-	2.00	-	2.11	-	2.21	-	2.05	-	2.21	-	2.54	-
Average Hours Earned	13.9	-	14.4	-	15.5	-	17.8	-	17.2	-	19.3	-	20.9	-

Cohort Entry Term Count / Pct Commuters	Commuters (VM Only)													
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Metric	615	37.8%	571	38.8%	525	41.5%	518	43.7%	514	50.1%	405	46.8%	351	42.7%
Fall to Spring Retention	472	76.7%	453	79.3%	427	81.3%	399	77.0%	363	70.6%	328	81.0%	280	79.8%
Fall to Fall Retention	348	56.6%	318	55.7%	334	63.6%	309	59.7%	272	52.9%	260	64.2%		
100% Completion	179	29.1%	163	28.5%	188	35.8%	171	33.0%	186	36.2%				
100% Success	211	34.3%	197	34.5%	208	39.6%	202	39.0%	224	43.6%				
150% Completion	251	40.8%	227	39.8%	248	47.2%	213	41.1%						
150% Success	284	46.2%	265	46.4%	267	50.9%	249	48.1%						
VU GPA	2.31	-	2.37	-	2.48	-	2.30	-	2.31	-	2.52	-	2.60	-
Average Hours Earned	18.9	-	20.5	-	23.0	-	21.7	-	24.0	-	25.5	-	25.3	-

Outcomes by Housing (Residence Halls Compared to Commuters)

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

March 21, 2023

Demographics - Residence Halls														
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Black or African American	207	20.5%	211	23.4%	152	20.5%	114	17.1%	53	10.4%	54	11.7%	49	10.4%
Hispanic	139	13.7%	98	10.9%	94	12.7%	95	14.2%	83	16.2%	62	13.5%	22	4.7%
White	545	53.9%	518	57.4%	448	60.5%	402	60.2%	333	65.0%	309	67.2%	364	77.3%
Other	120	11.9%	75	8.3%	47	6.3%	57	8.5%	43	8.4%	35	7.6%	36	7.6%
Gender														
Female	346	34.2%	296	32.8%	270	36.4%	272	40.7%	199	38.9%	153	33.3%	162	34.4%
Male	665	65.8%	606	67.2%	471	63.6%	396	59.3%	313	61.1%	307	66.7%	309	65.6%
Received Pell	627	62.0%	549	60.9%	428	57.8%	391	58.5%	267	52.1%	210	45.7%	204	43.3%
High School GPA	2.59	-	2.59	-	2.63	-	2.75	-	2.82	-	2.83	-	2.99	-

Demographics - Commuters (VM Only)														
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Black or African American	11	1.8%	21	3.7%	18	3.4%	16	3.1%	12	2.3%	6	1.5%	8	2.3%
Hispanic	62	10.1%	46	8.1%	57	10.9%	72	13.9%	85	16.5%	43	10.6%	32	9.1%
White	514	83.6%	460	80.6%	421	80.2%	412	79.5%	396	77.0%	340	84.0%	302	86.0%
Other	28	4.6%	44	7.7%	29	5.5%	18	3.5%	21	4.1%	16	4.0%	9	2.6%
Gender														
Female	276	44.9%	276	48.3%	247	47.0%	227	43.8%	243	47.3%	177	43.7%	141	40.2%
Male	339	55.1%	295	51.7%	278	53.0%	291	56.2%	271	52.7%	228	56.3%	210	59.8%
Received Pell	308	50.1%	306	53.6%	242	46.1%	239	46.1%	211	41.1%	154	38.0%	159	45.3%
High School GPA	2.95	-	3.00	-	3.06	-	3.04	-	3.14	-	3.13	-	3.19	-

Outcomes by Housing (Residence Halls Compared to Commuters)

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

March 21, 2023

Top 10 Majors - Residence Halls							
Fall 2016		Fall 2017		Fall 2018		Fall 2019	
2250 - General Studies	105	2250 - General Stu	92	2250 - General Studies	72	2250 - General Studies	74
7500 - Law Enforcement	58	7500 - Law Enforce	47	7500 - Law Enforcement	39	7550 - Law Enf Conserv	42
7550 - Law Enf Conserv	48	8480 - Adv Mfg Au	45	8480 - Adv Mfg Auto Tech	38	8473 - Metalwrk Tech	36
8470 - Precision Mach Tech	43	7550 - Law Enf Co	37	7550 - Law Enf Conserv	28	7500 - Law Enforcement	33
5050 - Business Admin	32	5050 - Business Ad	33	8470 - Precision Mach Tech	25	8483 - Machinery Repair	29
7000 - Homeland Sec+PS	28	4550 - Engineering	31	7350 - Fire Sci+Safety Tech	21	4010 - Biol, Biomed Sci	24
4010 - Biomedical Science	28	2950 - General Stu	29	4010 - Biomedical Science	21	T700 - Law Enforcement	20
2950 - General Studies Expl	27	8470 - Precision M	28	2950 - General Studies Expl	20	7250 - Culinary Arts	16
8481 - AMT-Ind Mnt Conc	25	4010 - Biomedical	27	4550 - Engineering Science	19	2950 - Gen Studies Expl	16
4550 - Engineering Science	24	5360 - Business M	26	5360 - Business Mgmt	18	7350 - Fire Sci Safe Tech	14

Top 10 Majors - Commuters							
Fall 2016		Fall 2017		Fall 2018		Fall 2019	
2250 - General Studies	112	2250 - General Stu	130	2250 - General Studies	92	2250 - General Studies	71
2950 - Gen Studies - Expl	46	2950 - Gen Studies	37	2950 - Gen Studies - Expl	26	2950 - Gen Studies Expl	27
4550 - Engineering Science	31	5050 - Business Ad	28	8480 - Adv Mfg AutoTech	22	8483 - Machinery Repair	25
6250 - Nursing, Assoc of Sci	27	7500 - Law Enforce	26	6250 - Nursing, Assc Sci	21	T600 - Nursing, Assoc Sci	24
7500 - Law Enforcement	25	6250 - Nursing, As	25	4550 - Engineering Science	21	4550 - Engineering Sci	22
4010 - Biol, Biomedical Sci	21	8273 - Diesel Tech	24	8470 - Precision Mach Tech	19	8473 - Metalwrk Tech	20
5050 - Business Admin	20	8480 - Adv Mfg Au	19	8273 - Diesel Technology	19	8273 - Diesel Technology	18
8470 - Precision Mach Tech	19	7550 - Law Enf Co	17	5360 - Business Mgmt	19	7500 - Law Enforcement	14
8480 - Adv Mfg Auto Tech	19	1100 - Educ Elem C	15	5050 - Business Admin	17	T100 - Social Work	11
8541 - Welding Technology	16	4550 - Engineering	14	7500 - Law Enforcement	17	7550 - Law Enf Conserv	10
8273 - Diesel Technology	16	5300 - Agribusines	14				

Outcomes by Housing (Residence Halls Compared to Commuters)

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

March 21, 2023

Outcomes by Residence Hall														
Cohort Entry Term	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Fall to Fall Retention	n	% Rtn	n	% Rtn	n	% Rtn	Cohort	% Rtn	Cohort	% Rtn	Cohort	% Rtn	Cohort	% Rtn
Clark Hall	83	39.8%	127	49.6%	119	52.1%	113	61.9%	110	45.5%	184	60.9%	128	
Ebner Hall	51	76.5%	73	74.0%	60	85.0%	62	85.5%	37	81.1%	63	77.8%	68	
Godare Hall	202	43.6%	186	51.1%	-	-	111	64.0%	66	54.5%	-	-	169	
Harrison Hall/French Qtr	103	50.5%	198	45.5%	129	48.8%	80	61.3%	-	-	7	85.7%	8	
Morris Hall	187	0.0%	124	37.1%	72	33.3%	-	-	71	38.0%	-	-	-	
Vanderburgh Hall	196	48.0%	192	39.1%	161	42.9%	118	50.8%	77	48.1%	75	50.7%	-	
Vigo Hall	188	51.6%	-	-	197	51.8%	178	55.6%	144	48.6%	130	53.1%	98	

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

Outcomes by Residence Hall														
Cohort Entry Term	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Completion Rate (100%)	n	% OTC	n	% OTC	n	% OTC	Cohort	% OTC	Cohort	% OTC	Cohort	% OTC	Cohort	% OTC
Clark Hall	82	14.6%	115	28.7%	119	29.4%	113	31.0%	110	31.8%	184		128	
Ebner Hall	51	62.7%	69	65.2%	60	61.7%	62	74.2%	37	64.9%	63		68	
Godare Hall	194	23.2%	179	25.1%	-	-	111	26.1%	66	25.8%	-		169	
Harrison Hall/French Qtr	99	17.2%	184	18.5%	129	20.2%	80	35.0%	-	-	7		8	
Morris Hall	173	15.6%	111	19.8%	72	9.7%	-	-	71	18.3%	-		-	
Vanderburgh Hall	180	13.9%	178	12.9%	161	17.4%	118	11.9%	77	28.6%	75		-	
Vigo Hall	176	30.1%	-	-	197	29.9%	178	16.9%	144	29.9%	130		98	

Outcomes by Housing (Residence Halls Compared to Commuters)

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

March 21, 2023

Outcomes by Residence Hall														
Success Rate (100%)	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Cohort	n	%Success	n	%	n	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
Clark Hall	82	31.7%	115	38.3%	119	34.5%	113	36.3%	110	39.1%	184		128	
Ebner Hall	51	68.6%	69	75.4%	60	63.3%	62	74.2%	37	70.3%	63		68	
Godare Hall	194	29.4%	179	34.1%	-	-	111	30.6%	66	31.8%	-		169	
Harrison Hall/French Qtr	99	25.3%	184	27.2%	129	25.6%	80	38.8%	-	-	7		8	
Morris Hall	173	22.0%	111	27.0%	72	16.7%	-	-	71	19.7%	-		-	
Vanderburgh Hall	180	30.6%	178	23.0%	161	24.8%	118	21.2%	77	40.3%	75		-	
Vigo Hall	176	36.9%	-	-	197	36.0%	178	20.8%	144	35.4%	130		98	

Outcomes by Residence Hall														
Cohort Entry Term	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
VU GPA and Hours Earned*	GPA	Hours*	GPA	Hours*	GPA	Hours*	GPA	Hours*	GPA	Hours*	GPA	Hours*	GPA	Hours*
Clark Hall	2.05	14	1.93	13	2.17	15	2.4	19	2.11	17	2.24	20	2.71	22
Ebner Hall	3.08	22	2.92	24	2.94	23	3.05	24	2.86	24	2.77	21	2.64	23
Godare Hall	1.94	13	2.05	15	-	-	2.09	20	1.84	17	-	-	2.44	18
Harrison Hall/French Qtr	2.16	14	1.81	13	1.97	14	2.30	18	-	-	3.21	36	3.62	52
Morris Hall	1.74	11	1.83	12	1.65	11	-	-	1.64	13	-	-	-	-
Vanderburgh Hall	2.02	14	1.95	14	2.01	15	1.96	15	2.10	18	1.79	17	-	-
Vigo Hall	2.21	15	-	-	2.15	16	2.01	15	2.10	18	2.10	18	2.32	20

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

Outcomes by Housing (Residence Halls Compared to Commuters)

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

March 21, 2023

Residence Hall and Class Level Distribution (All Students in Residence Halls)														
Fall Term	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Class Level at Start of Term	FR	SO+	FR	SO+	FR	SO+	FR	SO+	FR	SO+	FR	SO+	FR	SO+
Apartment 3rd Street	24	48	13	44	9	52	18	42	10	15	6	17	10	21
French Quarter	-	-	-	-	-	-	-	-	5	28	10	66	18	112
Clark Hall	116	97	161	74	162	70	144	66	133	64	195	48	148	60
Ebner Hall	60	46	83	39	63	49	68	40	40	51	66	32	67	35
Godare Hall	246	66	235	96	-	-	128	31	89	40	-	-	192	56
Harrison Hall	119	33	210	44	153	35	102	44	-	-	-	-	-	-
Morris Hall	222	53	151	29	92	20	-	-	88	14	-	-	-	-
Vanderburgh Hall	246	69	235	82	186	51	148	42	95	45	85	37	-	-
Vigo Hall	227	64	-	-	237	81	201	63	180	77	169	111	102	52

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

Outcomes for Corequisite Course Model

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First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 21, 2023

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%		
150% Success	124	37.9%	106	33.5%	94	37.6%	93	27.4%		
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	
	85	%	74	%
Fall to Spring Retention	61	71.8%	52	70.3%
Fall to Fall Retention	35	41.2%		
100% Completion				
100% Success				
150% Completion				
150% Success				
VU GPA	1.64	-	1.81	-
Passed Gateway Fall Entry Term / First AY	47.1%	50.6%	51.4%	

Cohort Entry Term / Count	MATH 016		MATH Co-Req							
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	246	%	320	%	299	%	227	%	148	%
Fall to Spring Retention	198	80.5%	258	80.6%	230	76.9%	166	73.1%	116	78.4%
Fall to Fall Retention	100	40.7%	131	40.9%	118	39.5%	107	47.1%	73	49.3%
100% Completion	33	13.4%	39	12.2%	27	9.0%	36	15.9%	22	14.9%
100% Success	56	22.8%	65	20.3%	50	16.7%	52	22.9%	33	22.3%
150% Completion	50	20.3%	68	21.3%	61	20.4%	59	26.0%	37	25.0%
150% Success	77	31.3%	100	31.3%	88	29.4%	77	33.9%	50	33.8%
VU GPA	1.87	-	1.86	-	1.72	-	1.87	-	1.91	-
Passed Gateway Fall Entry Term / First AY	0.0%	18.3%	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	
	185	%	145	%	118	%
Fall to Spring Retention	123	66.5%	118	81.4%	98	83.1%
Fall to Fall Retention	72	38.9%	79	54.5%		
100% Completion	32	17.3%				
100% Success	42	22.7%				
150% Completion						
150% Success						
VU GPA	1.80	-	1.94	-	2.25	-
Passed Gateway Fall Entry Term / First AY	48.6%	54.1%	50.3%	57.9%	63.6%	

Cohort Entry Term / Count	ATH 013 / MATT 01		MATT Co-Req							
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	260	%	208	%	228	%	160	%	218	%
Fall to Spring Retention	193	74.2%	149	71.6%	169	74.1%	117	73.1%	174	79.8%
Fall to Fall Retention	89	34.2%	78	37.5%	82	36.0%	73	45.6%	104	47.7%
100% Completion	14	5.4%	24	11.5%	18	7.9%	13	8.1%	24	11.0%
100% Success	33	12.7%	36	17.3%	38	16.7%	19	11.9%	42	19.3%
150% Completion	34	13.1%	38	18.3%	37	16.2%	35	21.9%	42	19.3%
150% Success	60	23.1%	53	25.5%	63	27.6%	41	25.6%	60	27.5%
VU GPA	1.71	-	1.65	-	1.80	-	1.91	-	1.82	-
Passed Gateway Fall Entry Term / First AY	0.0%	5.8%	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	
	105	%	72	%	67	%
Fall to Spring Retention	62	59.0%	48	66.7%	45	67.2%
Fall to Fall Retention	35	33.3%	32	44.4%		
100% Completion	9	8.6%				
100% Success	14	13.3%				
150% Completion						
150% Success						
VU GPA	1.39	-	1.78	-	1.86	-
Passed Gateway Fall Entry Term / First AY	43.8%	49.5%	48.6%	50.0%	49.3%	

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 ENGL 011 / READ 011 MATH 016 MATH 013 / MATT 014	Co-Requisite Courses ENGL 079 MATH 022 / 023 / 032 MATT 017 / 019	Gateway Courses ENGL 101 MATH 102 / 103 / 112 MATT 107 / 109

Retention Committee - Outcomes by Subgroup Definitions

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Purpose:

To measure the impact of retention activities on the Vincennes Campus and the Jasper Campus across various populations.

Retention Activities Included:

COPE, Experience VU, University College, Learning Support Services, Housing, and Corequisite Model
Other activities were not included due to small cohort size.

Definitions of Subgroups

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

21st Century Scholars (21CS)

Students who received 21CS funds greater than \$0 in the entry year.

Pell, Not 21st Century Scholars

Students who received Pell funds > \$0 in the entry year, but did not receive 21CS funds.

Gender

Female or Male

COPE Outcomes by Subgroup

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

March 21, 2023

Cohort Entry Term/Count	COPE Cohorts											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	63	%	32	%	43	%	7	%	24	%	39	%
Fall to Spring Retention	55	87.3%	28	87.5%	38	88.4%	6	85.7%	20	83.3%	35	89.7%
Fall to Fall Retention	32	50.8%	13	40.6%	19	44.2%	4	57.1%	13	54.2%	19	48.7%
100% Completion	12	19.0%	5	15.6%	4	9.3%	1	14.3%	5	20.8%	7	17.9%
100% Success	20	31.7%	9	28.1%	9	20.9%	2	28.6%	10	41.7%	10	25.6%
150% Completion	20	31.7%	7	21.9%	10	23.3%	3	42.9%	9	37.5%	11	28.2%
150% Success	28	44.4%	11	34.4%	15	34.9%	4	57.1%	13	54.2%	15	38.5%
VU GPA	2.19	-	1.97	-	2.03	-	2.31	-	2.34	-	2.09	-

Cohort Entry Term/Count	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	144	%	47	%	84	%	27	%	45	%	99	%
Fall to Spring Retention	115	79.9%	35	74.5%	68	81.0%	23	85.2%	41	91.1%	74	74.7%
Fall to Fall Retention	72	50.0%	23	48.9%	41	48.8%	14	51.9%	23	51.1%	49	49.5%
100% Completion	39	27.1%	8	17.0%	21	25.0%	7	25.9%	10	22.2%	29	29.3%
100% Success	48	33.3%	12	25.5%	27	32.1%	9	33.3%	14	31.1%	34	34.3%
150% Completion	51	35.4%	14	29.8%	28	33.3%	11	40.7%	17	37.8%	34	34.3%
150% Success	62	43.1%	20	12.8%	36	42.9%	13	48.1%	21	46.7%	41	41.4%
VU GPA	2.05	-	1.96	-	1.98	-	2.27	-	2.24	-	1.97	-

Cohort Entry Term/Count	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	121	%	24	%	52	%	25	%	41	%	80	%
Fall to Spring Retention	104	86.0%	19	79.2%	45	86.5%	22	88.0%	35	85.4%	69	86.3%
Fall to Fall Retention	71	58.7%	10	41.7%	26	50.0%	17	68.0%	20	48.8%	51	63.8%
100% Completion	27	22.3%	3	12.5%	8	15.4%	5	20.0%	5	12.2%	22	27.5%
100% Success	29	20.1%	3	6.4%	8	9.5%	5	18.5%	6	13.3%	23	23.2%
150% Completion	45	37.2%	4	16.7%	15	28.8%	9	36.0%	9	22.0%	36	45.0%
150% Success	47	38.8%	4	16.7%	15	28.8%	9	36.0%	10	24.4%	37	46.3%
VU GPA	2.16	-	1.66	-	1.99	-	2.05	-	2.06	-	2.22	-

COPE Outcomes by Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 21, 2023

Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	148	%	42	%	66	%	34	%	61	%	87	%
Fall to Spring Retention	137	92.6%	40	95.2%	58	87.9%	33	97.1%	58	95.1%	79	90.8%
Fall to Fall Retention	104	70.3%	28	66.7%	40	60.6%	23	67.6%	39	63.9%	65	74.7%
100% Completion	51	34.5%	9	21.4%	12	18.2%	11	32.4%	15	24.6%	36	41.4%
100% Success	54	36.5%	11	26.2%	14	21.2%	12	35.3%	17	27.9%	37	42.5%
150% Completion	65	43.9%	14	33.3%	15	22.7%	17	50.0%	20	32.8%	45	51.7%
150% Success	68	45.9%	16	38.1%	17	25.8%	18	52.9%	22	36.1%	46	52.9%
VU GPA	2.56	-	2.48	-	2.15	-	2.74	-	2.47	-	2.63	-

Cohort Entry Term/Count	Fall 2020		Minorities		Pell (not 21CS)		21CS		Female		Male	
	60	%	16	%	26	%	12	%	20	%	40	%
Fall to Spring Retention	47	78.3%	14	87.5%	18	69.2%	9	75.0%	14	70.0%	33	82.5%
Fall to Fall Retention	30	50.0%	8	50.0%	11	42.3%	6	50.0%	6	30.0%	24	60.0%
100% Completion	20	13.5%	6	14.3%	6	9.1%	3	8.8%	3	4.9%	17	19.5%
100% Success	22	14.9%	7	16.7%	7	10.6%	3	8.8%	3	4.9%	19	21.8%
VU GPA	2.10	-	2.18	-	1.80	-	2.15	-	1.68	-	2.30	-

Cohort Entry Term/Count	Fall 2021		Minorities		Pell (not 21CS)		21CS		Female		Male	
	115	%	25	%	46	%	20	%	39	%	76	%
Fall to Spring Retention	97	84.3%	22	88.0%	37	80.4%	17	85.0%	32	82.1%	65	85.5%
Fall to Fall Retention	70	60.9%	17	68.0%	23	50.0%	12	60.0%	22	56.4%	48	63.2%
VU GPA	2.25	-	2.20	-	1.94	-	2.24	-	2.19	-	2.29	-

NOTE that results for some cohorts should be interpreted with caution due to small cohort size.

21st Century Scholars: Students who received 21CS funds greater than \$0 in the entry year.

Pell (not 21CS): Students who received Pell funds > \$0 in the entry year, but did not receive 21CS funds.

Experience VU Outcomes by Subgroup

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

March 21, 2023

Cohort Entry Term/Count	Experience VU Cohorts											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	64	%	17	%	28	%	8	%	18	%	46	%
Fall to Spring Retention	56	87.5%	15	88.2%	24	85.7%	6	75.0%	16	88.9%	40	87.0%
Fall to Fall Retention	35	54.7%	6	35.3%	13	46.4%	3	37.5%	12	66.7%	23	50.0%
100% Completion	11	17.2%	2	11.8%	4	14.3%	1	12.5%	3	16.7%	8	17.4%
100% Success	16	25.0%	3	17.6%	7	25.0%	2	25.0%	5	27.8%	11	23.9%
150% Completion	19	29.7%	3	17.6%	6	21.4%	1	12.5%	5	27.8%	14	30.4%
150% Success	25	39.1%	5	29.4%	9	32.1%	2	25.0%	7	38.9%	18	39.1%
VU GPA	2.20	-	1.73	-	1.85	-	2.06	-	2.35	-	2.15	-

Cohort Entry Term/Count	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	58	%	19	%	27	%	9	%	22	%	36	%
Fall to Spring Retention	45	77.6%	14	73.7%	24	88.9%	5	55.6%	18	81.8%	27	75.0%
Fall to Fall Retention	30	51.7%	7	36.8%	14	51.9%	3	33.3%	12	54.5%	18	50.0%
100% Completion	11	19.0%	4	21.1%	1	3.7%	3	33.3%	2	9.1%	9	25.0%
100% Success	16	27.6%	6	31.6%	3	11.1%	4	44.4%	3	13.6%	13	36.1%
150% Completion	16	27.6%	4	21.1%	4	14.8%	3	33.3%	5	22.7%	11	30.6%
150% Success	24	41.4%	7	36.8%	9	33.3%	4	44.4%	8	36.4%	16	44.4%
VU GPA	2.08	-	1.86	-	1.88	-	2.24	-	2.16	-	2.03	-

Cohort Entry Term/Count	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	48	%	14	%	20	%	10	%	22	%	26	%
Fall to Spring Retention	38	79.2%	11	78.6%	15	75.0%	9	90.0%	17	77.3%	21	80.8%
Fall to Fall Retention	26	54.2%	7	50.0%	8	40.0%	6	60.0%	9	40.9%	17	65.4%
100% Completion	16	33.3%	4	28.6%	4	20.0%	6	60.0%	7	31.8%	9	34.6%
100% Tx Out Rate	2	4.2%	1	7.1%	1	5.0%	0	0.0%	2	9.1%	0	0.0%
100% Success	18	31.0%	5	26.3%	5	18.5%	6	66.7%	9	40.9%	9	25.0%
150% Completion	19	39.6%	5	35.7%	4	20.0%	6	60.0%	7	31.8%	12	46.2%
150% Success	21	43.8%	6	42.9%	5	25.0%	6	60.0%	9	40.9%	12	46.2%
VU GPA	2.04	-	2.13	-	1.74	-	2.13	-	1.95	-	2.12	-

Experience VU Outcomes by Subgroup

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

March 21, 2023

Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	59	%	20	%	22	%	11	%	27	%	32	%
Fall to Spring Retention	46	78.0%	12	60.0%	16	72.7%	9	81.8%	22	81.5%	24	75.0%
Fall to Fall Retention	35	59.3%	6	30.0%	10	45.5%	7	63.6%	15	55.6%	20	62.5%
100% Completion	14	23.7%	1	5.0%	1	4.5%	2	18.2%	3	11.1%	11	34.4%
100% Success	16	27.1%	1	5.0%	2	9.1%	3	27.3%	5	18.5%	11	34.4%
150% Completion	19	32.2%	1	5.0%	3	13.6%	3	27.3%	5	18.5%	14	43.8%
150% Success	20	33.9%	1	5.0%	3	13.6%	4	36.4%	6	22.2%	14	43.8%
VU GPA	1.99	-	1.27	-	1.38	-	2.17	-	1.99	-	1.98	-

Cohort Entry Term/Count	Fall 2020		Minorities		Pell (not 21CS)		21CS		Female		Male	
	11	%	4	%	2	%	2	%	4	%	7	%
Fall to Spring Retention	8	72.7%	3	75.0%	1	50.0%	1	50.0%	3	75.0%	5	71.4%
Fall to Fall Retention	5	45.5%	1	25.0%	0	0.0%	1	50.0%	1	25.0%	4	57.1%
VU GPA	1.89	-	1.60	-	0.60	-	2.53	-	1.07	-	2.37	-

Cohort Entry Term/Count	Fall 2021		Minorities		Pell (not 21CS)		21CS		Female		Male	
	35	%	8	%	16	%	4	%	12	%	23	%
Fall to Spring Retention	32	91.4%	8	100.0%	14	87.5%	4	100.0%	11	91.7%	21	91.3%
Fall to Fall Retention	20	57.1%	4	50.0%	8	50.0%	3	75.0%	7	58.3%	13	56.5%
VU GPA	1.91	-	1.69	-	1.61	-	2.42	-	1.85	-	1.94	-

NOTE that results for some cohorts should be interpreted with caution due to small cohort size.

21st Century Scholars: Students who received 21CS funds greater than \$0 in the entry year.

Pell (not 21CS): Students who received Pell funds > \$0 in the entry year, but did not receive 21CS funds.

University College Outcomes by Subgroup

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

March 21, 2023

Cohort Entry Term/Count	University College											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	74	%	44	%	55	%	7	%	33	%	41	%
Fall to Spring Retention	50	67.6%	30	68.2%	34	61.8%	7	100.0%	22	66.7%	28	68.3%
Fall to Fall Retention	22	29.7%	10	22.7%	15	27.3%	4	57.1%	12	36.4%	10	24.4%
100% Completion	1	1.4%	0	0.0%	0	0.0%	1	14.3%	0	0.0%	1	2.4%
100% Success	3	4.1%	1	2.3%	1	1.8%	1	14.3%	1	3.0%	2	4.9%
150% Completion	9	12.2%	4	9.1%	6	10.9%	1	14.3%	5	15.2%	4	9.8%
150% Success	11	14.9%	5	11.4%	7	12.7%	1	14.3%	6	18.2%	5	12.2%
VU GPA	1.71	-	1.54	-	1.63	-	2.32	-	1.79	-	1.65	-

Cohort Entry Term/Count	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	73	%	47	%	54	%	5	%	38	%	35	%
Fall to Spring Retention	48	65.8%	30	63.8%	41	75.9%	3	60.0%	28	73.7%	20	57.1%
Fall to Fall Retention	21	28.8%	12	25.5%	17	31.5%	1	20.0%	9	23.7%	12	34.3%
100% Completion	1	1.4%	1	2.1%	0	0.0%	1	20.0%	0	0.0%	1	2.9%
100% Success	5	6.8%	3	6.4%	3	5.6%	1	20.0%	3	7.9%	2	5.7%
150% Completion	8	11.0%	3	6.4%	5	9.3%	1	20.0%	4	10.5%	4	11.4%
150% Success	11	15.1%	5	10.6%	8	14.8%	1	20.0%	7	18.4%	4	11.4%
VU GPA	1.76	-	1.38	-	1.73	-	2.77	-	1.86	-	1.65	-

Cohort Entry Term/Count	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	47	%	27	%	35	%	2	%	21	%	26	%
Fall to Spring Retention	32	68.1%	16	59.3%	26	74.3%	1	50.0%	13	61.9%	19	73.1%
Fall to Fall Retention	16	34.0%	5	18.5%	10	28.6%	1	50.0%	10	47.6%	6	23.1%
100% Completion	3	6.4%	1	3.7%	2	5.7%	0	0.0%	1	4.8%	2	7.7%
100% Success	7	14.9%	3	11.1%	6	17.1%	0	0.0%	3	14.3%	4	15.4%
150% Completion	5	10.6%	1	3.7%	3	8.6%	0	0.0%	2	9.5%	3	11.5%
150% Success	10	21.3%	3	11.1%	8	22.9%	0	0.0%	5	23.8%	5	19.2%
VU GPA	1.86	-	1.49	-	1.96	-	1.17	-	2.19	-	1.53	-

University College Outcomes by Subgroup

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

March 21, 2023

Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	29	%	21	%	21	%	3	%	16	%	13	%
Fall to Spring Retention	23	79.3%	16	76.2%	16	76.2%	3	100.0%	14	87.5%	9	69.2%
Fall to Fall Retention	14	48.3%	9	42.9%	8	38.1%	2	66.7%	7	43.8%	7	53.8%
100% Completion	1	3.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	7.7%
100% Success	2	6.9%	1	4.8%	1	4.8%	0	0.0%	1	6.3%	1	7.7%
VU GPA	1.75	-	1.79	-	1.57	-	1.96	-	1.71	-	1.79	-

Cohort Entry Term/Count	Fall 2020		Minorities		Pell (not 21CS)		21CS		Female		Male	
	15	%	13	%	9	%	2	%	10	%	5	%
Fall to Spring Retention	6	40.0%	5	38.5%	4	44.4%	1	50.0%	6	60.0%	0	0.0%
Fall to Fall Retention	1	6.7%	1	7.7%	1	11.1%	0	0.0%	1	10.0%	0	0.0%
VU GPA	0.34	-	0.39	-	0.50	-	0.00	-	0.37	-	0.27	-

In Fall 2020, the University College cohort was small (n=15). The data was not reported by subgroup for reasons of student confidentiality.

NOTE that results for some cohorts should be interpreted with caution due to small cohort size.

21st Century Scholars: Students who received 21CS funds greater than \$0 in the entry year.

Pell (not 21CS): Students who received Pell funds > \$0 in the entry year, but did not receive 21CS funds.

Learning Support Services Outcomes by Subgroup

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

March 21, 2023

Cohort Entry Term/Count	LSS - Three (3) or Fewer Visits											
	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	724	%	183	%	301	%	94	%	224	%	500	%
Fall to Spring Retention	538	74.3%	120	65.6%	201	66.8%	75	79.8%	156	69.6%	382	76.4%
Fall to Fall Retention	351	48.5%	60	32.8%	117	38.9%	49	52.1%	98	43.8%	253	50.6%
100% Completion	205	28.3%	22	12.0%	56	18.6%	28	29.8%	54	24.1%	151	30.2%
100% Success	249	34.4%	36	19.7%	74	24.6%	30	31.9%	70	31.3%	179	35.8%
150% Completion	256	35.4%	33	18.0%	73	24.3%	36	38.3%	73	32.6%	183	36.6%
150% Success	308	42.5%	51	27.9%	96	31.9%	42	44.7%	91	40.6%	217	43.4%
VU GPA	2.10	-	1.50	-	1.63	-	2.32	-	1.98	-	2.13	-

Cohort Entry Term/Count	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	517	%	130	%	213	%	51	%	160	%	357	%
Fall to Spring Retention	377	72.9%	76	58.5%	141	66.2%	47	92.2%	116	72.5%	261	73.1%
Fall to Fall Retention	279	54.0%	46	35.4%	91	42.7%	37	72.5%	76	47.5%	203	56.9%
100% Completion	166	32.1%	17	13.1%	39	18.3%	24	47.1%	41	25.6%	125	35.0%
100% Success	181	35.0%	23	17.7%	47	22.1%	25	49.0%	46	28.8%	135	37.8%
150% Completion	202	39.1%	20	15.4%	51	23.9%	31	60.8%	52	32.5%	150	42.0%
150% Success	220	42.6%	27	20.8%	61	28.6%	32	62.7%	59	36.9%	161	45.1%
VU GPA	2.16	-	1.56	-	1.79	-	2.52	-	2.01	-	2.23	-

Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	460	%	100	%	159	%	51	%	144	%	316	%
Fall to Spring Retention	346	75.2%	65	65.0%	106	66.7%	41	80.4%	99	68.8%	247	78.2%
Fall to Fall Retention	271	58.9%	45	45.0%	76	47.8%	35	68.6%	73	50.7%	198	62.7%
100% Completion	170	37.0%	21	21.0%	29	18.2%	17	33.3%	39	27.1%	131	41.5%
100% Success	190	41.3%	26	26.0%	38	23.9%	19	37.3%	49	34.0%	141	44.6%
VU GPA	2.25	-	1.86	-	1.75	-	2.51	-	1.98	-	2.37	-

Cohort Entry Term/Count	Fall 2020		Minorities		Pell (not 21CS)		21CS		Female		Male	
	896	%	235	%	319	%	106	%	364	%	532	%
Fall to Spring Retention	638	71.2%	159	67.7%	205	64.3%	79	74.5%	247	67.9%	391	73.5%
Fall to Fall Retention	413	46.1%	94	40.0%	106	33.2%	49	46.2%	145	39.8%	268	50.4%
VU GPA	2.14	-	1.96	-	1.69	-	2.18	-	2.04	-	2.21	-

LSS - Four (4) or More Visits												
Cohort Entry Term/Count	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	728	%	254	%	383	%	89	%	337	%	391	%
Fall to Spring Retention	624	85.7%	202	79.5%	328	85.6%	76	85.4%	293	86.9%	331	84.7%
Fall to Fall Retention	381	52.3%	93	36.6%	167	43.6%	50	56.2%	173	51.3%	208	53.2%
100% Completion	160	22.0%	25	9.8%	56	14.6%	22	24.7%	66	19.6%	94	24.0%
100% Success	225	30.9%	46	18.1%	86	22.5%	31	34.8%	93	27.6%	132	33.8%
150% Completion	253	34.8%	47	18.5%	97	25.3%	33	37.1%	117	34.7%	136	34.8%
150% Success	327	44.9%	77	30.3%	135	35.2%	42	47.2%	149	44.2%	178	45.5%
VU GPA	2.20	-	1.67	-	1.85	-	2.55	-	2.20	-	2.18	-

Cohort Entry Term/Count	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	723	%	230	%	353	%	86	%	344	%	379	%
Fall to Spring Retention	606	83.8%	181	78.7%	283	80.2%	77	89.5%	285	82.8%	321	84.7%
Fall to Fall Retention	419	58.0%	102	44.3%	163	46.2%	57	66.3%	197	57.3%	222	58.6%
100% Completion	214	29.6%	33	14.3%	68	19.3%	30	34.9%	94	27.3%	120	31.7%
100% Success	260	36.0%	53	23.0%	90	25.5%	35	40.7%	118	34.3%	142	37.5%
150% Completion	290	40.1%	47	20.4%	91	25.8%	42	48.8%	131	38.1%	159	42.0%
150% Success	344	47.6%	70	30.4%	118	33.4%	47	54.7%	156	45.3%	188	49.6%
VU GPA	2.35	-	1.85	-	2.05	-	2.51	-	2.39	-	2.32	-

Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	700	%	249	%	318	%	108	%	347	%	353	%
Fall to Spring Retention	612	87.4%	208	83.5%	266	83.6%	96	88.9%	295	85.0%	317	89.8%
Fall to Fall Retention	417	59.6%	119	47.8%	157	49.4%	70	64.8%	189	54.5%	228	64.6%
100% Completion	185	26.4%	35	14.1%	44	13.8%	28	25.9%	67	19.3%	118	33.4%
100% Success	224	32.0%	48	19.3%	59	18.6%	37	34.3%	92	26.5%	132	37.4%
VU GPA	2.26	-	1.87	-	1.91	-	2.30	-	2.18	-	2.34	-

Cohort	Fall 2020	Minorities		Pell (not 21CS)		21CS		Female		Male	
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Entry Term/Count	116	%	42	%	45	%	13	%	69	%	47	%
Fall to Spring Retention	112	96.6%	41	97.6%	43	95.6%	13	100.0%	66	19.0%	46	97.9%
Fall to Fall Retention	70	60.3%	23	54.8%	27	60.0%	8	61.5%	37	10.7%	33	70.2%
VU GPA	2.47	-	2.14	-	2.25	-	2.42	-	2.35	-	2.64	-

21st Century Scholars: Students who received 21CS funds greater than \$0 in the entry year.

Pell (not 21CS): Students who received Pell funds > \$0 in the entry year, but did not receive 21CS funds.

Housing Outcomes by Subgroup

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

March 21, 2023

Cohort Entry Term/Count	Students in Residence Halls											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	1011	%	409	%	504	%	150	%	346	%	665	%
Fall to Spring Retention	824	81.5%	323	79.0%	402	79.8%	132	88.0%	279	80.6%	545	82.0%
Fall to Fall Retention	486	48.1%	141	34.5%	187	37.1%	87	58.0%	149	43.1%	337	50.7%
100% Completion	211	20.9%	36	8.8%	54	10.7%	47	31.3%	43	12.4%	168	25.3%
100% Success	301	29.8%	75	18.3%	95	18.8%	57	38.0%	88	25.4%	213	32.0%
150% Completion	289	28.6%	65	15.9%	90	17.9%	59	39.3%	70	20.2%	219	32.9%
150% Success	397	39.3%	119	29.1%	144	28.6%	70	46.7%	123	35.5%	274	41.2%
VU GPA	2.06	-	1.62	-	1.71	-	2.43	-	1.96	-	2.11	-

Cohort Entry Term/Count	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	902	%	358	%	452	%	110	%	296	%	606	%
Fall to Spring Retention	720	79.8%	269	75.1%	354	78.3%	92	83.6%	238	80.4%	482	79.5%
Fall to Fall Retention	424	47.0%	119	33.2%	168	37.2%	62	56.4%	128	43.2%	296	48.8%
100% Completion	203	22.5%	37	10.3%	59	13.1%	29	26.4%	54	18.2%	149	24.6%
100% Success	279	30.9%	63	17.6%	95	21.0%	37	33.6%	80	27.0%	199	32.8%
150% Completion	274	30.4%	60	16.8%	90	19.9%	39	35.5%	86	29.1%	188	31.0%
150% Success	364	40.4%	97	27.1%	138	30.5%	49	44.5%	120	40.5%	244	40.3%
VU GPA	2.00	-	1.53	-	1.60	-	2.46	-	1.94	-	2.03	-

Cohort Entry Term/Count	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	741	%	277	%	380	%	81	%	270	%	471	%
Fall to Spring Retention	572	77.2%	191	69.0%	276	72.6%	71	87.7%	207	76.7%	365	77.5%
Fall to Fall Retention	373	50.3%	93	33.6%	152	40.0%	51	63.0%	122	45.2%	251	53.3%
100% Completion	192	25.9%	30	10.8%	65	17.1%	25	30.9%	55	20.4%	137	29.1%
100% Transfer Out	43	5.8%	21	7.6%	22	5.8%	5	6.2%	20	7.4%	23	4.9%
100% Success	235	31.7%	51	18.4%	87	22.9%	30	37.0%	75	27.8%	160	34.0%
150% Completion	245	33.1%	40	14.4%	79	20.8%	34	42.0%	73	27.0%	172	36.5%
150% Transfer Out	55	7.4%	24	8.7%	28	7.4%	5	6.2%	24	8.9%	31	6.6%
150% Success	300	40.5%	64	23.1%	107	28.2%	39	48.1%	97	35.9%	203	43.1%
VU GPA	2.11	-	1.62	-	1.83	-	2.44	-	2.08	-	2.12	-

Housing Outcomes by Subgroup

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

March 21, 2023

Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	668	%	255	%	294	%	103	%	272	%	396	%
Fall to Spring Retention	574	85.9%	212	83.1%	249	84.7%	90	87.4%	227	83.5%	347	87.6%
Fall to Fall Retention	405	60.6%	118	46.3%	153	52.0%	65	63.1%	144	52.9%	261	65.9%
100% Completion	185	27.7%	36	14.1%	43	14.6%	26	25.2%	46	16.9%	139	35.1%
100% Transfer Out	32	4.3%	12	4.3%	15	3.9%	8	9.9%	19	7.0%	13	2.8%
100% Success	217	32.5%	48	18.8%	58	19.7%	34	33.0%	65	23.9%	152	38.4%
150% Completion	241	36.1%	53	20.8%	63	21.4%	35	34.0%	71	26.1%	170	42.9%
150% Transfer Out	40	5.4%	17	6.1%	16	4.2%	8	9.9%	21	7.8%	19	4.0%
150% Success	281	42.1%	70	27.5%	79	26.9%	43	41.7%	92	33.8%	189	47.7%
VU GPA	2.21	-	1.79	-	1.87	-	2.37	-	2.08	-	2.31	-

Cohort Entry Term/Count	Fall 2020		Minorities		Pell (not 21CS)		21CS		Female		Male	
	512	%	163	%	196	%	75	%	199	%	313	%
Fall to Spring Retention	396	77.3%	114	69.9%	133	67.9%	58	77.3%	145	72.9%	251	80.2%
Fall to Fall Retention	250	48.8%	65	39.9%	70	35.7%	34	45.3%	86	43.2%	164	52.4%
100% Completion	154	23.1%	36	14.1%	34	11.6%	19	18.4%	49	18.0%	105	26.5%
100% Transfer Out	32	4.8%	16	6.3%	11	3.7%	6	5.8%	16	5.9%	16	4.0%
100% Success	186	27.8%	52	20.4%	45	15.3%	25	24.3%	65	23.9%	121	30.6%
VU GPA	2.05	-	1.86	-	1.58	-	2.15	-	1.91	-	2.14	-

Cohort Entry Term/Count	Fall 2021		Minorities		Pell (not 21CS)		21CS		Female		Male	
	460	%	147	%	169	%	50	%	153	%	307	%
Fall to Spring Retention	394	85.7%	120	81.6%	136	80.5%	44	88.0%	131	85.6%	263	85.7%
Fall to Fall Retention	275	59.8%	72	49.0%	78	46.2%	29	58.0%	88	57.5%	187	60.9%
VU GPA	2.21	-	1.82	-	1.77	-	2.18	-	2.07	-	2.28	-

Cohort Entry Term/Count	Fall 2022		Minorities		Pell (not 21CS)		21CS		Female		Male	
	471	%	104	%	171	%	35	%	162	%	309	%
Fall to Spring Retention	414	87.9%	82	78.8%	147	86.0%	30	85.7%	140	86.4%	274	88.7%

Cohort Entry Term / Count	Developmental ENGL and/or READ Combined											
	Fall 2015		Minorities		Pell (not 21CS)		21CS		Female		Male	
	494	%	177	%	261	%	60	%	191	%	303	%
Fall to Spring Retention	369	74.7%	126	71.2%	188	72.0%	51	85.0%	142	74.3%	227	74.9%
Fall to Fall Retention	196	39.7%	52	29.4%	83	31.8%	31	51.7%	74	38.7%	122	40.3%
100% Completion	50	10.1%	4	2.3%	8	3.1%	10	16.7%	10	5.2%	40	13.2%
100% Success	89	18.0%	17	9.6%	26	10.0%	15	25.0%	26	13.6%	63	20.8%
150% Completion	82	16.7%	14	7.9%	19	7.3%	19	31.7%	30	15.7%	52	17.3%
150% Success	125	25.4%	31	17.5%	39	14.9%	25	41.7%	48	25.1%	77	25.6%
VU GPA	1.76	-	1.27	-	1.42	-	2.31	-	1.76	-	1.77	-
Pass GW: Fall Entry / First AY	0.0%	24.7%	0.0%	17.5%	0.0%	14.9%	0.0%	43.3%	0.0%	28.8%	0.0%	22.4%

Cohort Entry Term/Count	ENGL Co-Req											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	327	%	111	%	158	%	44	%	131	%	196	%
Fall to Spring Retention	258	78.9%	92	82.9%	115	72.8%	39	88.6%	100	76.3%	158	80.6%
Fall to Fall Retention	159	48.6%	44	39.6%	53	33.5%	26	59.1%	54	41.2%	105	53.6%
100% Completion	61	18.7%	17	15.3%	13	8.2%	14	31.8%	13	9.9%	48	24.5%
100% Success	84	25.7%	26	23.4%	21	13.3%	16	36.4%	28	21.4%	56	28.6%
150% Completion	94	28.7%	23	20.7%	24	15.2%	17	38.6%	23	17.6%	71	36.2%
150% Success	124	37.9%	37	33.3%	36	22.8%	20	45.5%	42	32.1%	82	41.8%
VU GPA	1.96	-	1.65	-	1.59	-	2.20	-	1.84	-	2.04	-
Pass GW: Fall Entry / First AY	53.8%	59.0%	40.5%	46.8%	38.0%	43.0%	70.5%	72.7%	55.0%	60.3%	53.1%	58.2%

		ENGL Co-Req											
Cohort Entry Term/Count	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male		
	316	%	103	%	164	%	51	%	135	%	181	%	
Fall to Spring Retention	257	81.3%	72	69.9%	130	79.3%	42	82.4%	107	79.3%	150	82.9%	
Fall to Fall Retention	150	47.5%	34	33.0%	63	38.4%	26	51.0%	62	45.9%	88	48.6%	
100% Completion	56	17.7%	13	12.6%	18	11.0%	10	19.6%	13	9.6%	43	23.8%	
100% Success	76	24.1%	23	22.3%	30	18.3%	14	27.5%	20	14.8%	56	30.9%	
150% Completion	81	25.6%	18	17.5%	29	17.7%	11	21.6%	24	17.8%	57	31.5%	
150% Success	106	33.5%	30	29.1%	45	27.4%	16	31.4%	35	25.9%	71	39.2%	
VU GPA	2.01	-	1.69	-	1.73	-	2.43	-	1.97	-	2.04	-	
Pass GW: Fall Entry / First AY	58.9%	62.7%	41.7%	47.6%	50.0%	54.9%	68.6%	68.6%	58.5%	63.7%	59.1%	61.9%	

		ENGL Co-Req											
Cohort Entry Term/Count	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male		
	250	%	87	%	125	%	39	%	122	%	128	%	
Fall to Spring Retention	189	75.6%	65	74.7%	93	74.4%	33	84.6%	89	73.0%	100	78.1%	
Fall to Fall Retention	124	49.6%	36	41.4%	53	42.4%	26	66.7%	60	49.2%	64	50.0%	
100% Completion	48	19.2%	7	8.0%	17	13.6%	10	25.6%	14	11.5%	34	26.6%	
100% Success	68	27.2%	17	19.5%	29	23.2%	14	35.9%	23	18.9%	45	35.2%	
150% Completion	75	30.0%	13	14.9%	24	19.2%	20	51.3%	31	25.4%	44	34.4%	
150% Success	94	37.6%	21	24.1%	35	28.0%	23	59.0%	39	32.0%	55	43.0%	
VU GPA	2.06	-	1.86	-	1.79	-	2.56	-	2.02	-	2.10	-	
Pass GW: Fall Entry / First AY	58.8%	64.0%	49.4%	56.3%	52.0%	58.4%	76.9%	79.5%	61.5%	63.9%	57.8%	66.4%	

		ENGL Co-Req											
Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male		
	339	%	127	%	177	%	44	%	173	%	166	%	
Fall to Spring Retention	258	76.1%	98	77.2%	137	77.4%	34	77.3%	128	74.0%	130	78.3%	
Fall to Fall Retention	165	48.7%	53	41.7%	78	44.1%	21	47.7%	80	46.2%	85	51.2%	
100% Completion	44	13.0%	7	5.5%	9	5.1%	3	6.8%	10	5.8%	34	20.5%	
100% Success	60	17.7%	16	12.6%	16	9.0%	7	15.9%	17	9.8%	43	25.9%	

150% Completion	74	21.8%	16	12.6%	21	11.9%	7	15.9%	26	15.0%	48	28.9%
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150% Success	93	27.4%	27	21.3%	29	16.4%	12	27.3%	35	20.2%	58	34.9%
VU GPA	1.88	-	1.71	-	1.67	-	2.02	-	1.85	-	1.91	-
Pass GW: Fall Entry / First AY	53.1%	57.5%	41.7%	48.8%	45.2%	51.4%	61.4%	68.2%	56.1%	61.8%	50.0%	53.0%

Cohort Entry Term/Count	ENGL Co-Req											
	Fall 2020		Minorities		Pell (not 21CS)		21CS		Female		Male	
	131	%	58	%	75	%	10	%	60	%	71	%
Fall to Spring Retention	83	63.4%	36	62.1%	44	58.7%	9	90.0%	37	61.7%	46	64.8%
Fall to Fall Retention	37	28.2%	11	19.0%	20	26.7%	1	10.0%	16	26.7%	21	29.6%
100% Completion	6	4.6%	0	0.0%	2	2.7%	0	0.0%	2	3.3%	4	5.6%
100% Success	14	10.7%	4	6.9%	7	9.3%	1	10.0%	6	10.0%	8	11.3%
VU GPA	1.44	-	1.32	-	1.32	-	1.52	-	1.39	-	1.48	-
Pass GW: Fall Entry / First AY	25.2%		22.4%		22.7%		10.0%		25.0%		25.4%	

Cohort Entry Term/Count	ENGL Co-Req											
	Fall 2021		Minorities		Pell (not 21CS)		21CS		Female		Male	
	85	%	34	%	49	%	5	%	36	%	49	%
Fall to Spring Retention	61	71.8%	25	73.5%	34	69.4%	3	60.0%	27	75.0%	46	93.9%
Fall to Fall Retention	32	37.6%	14	41.2%	18	36.7%	2	40.0%	12	33.3%	20	40.8%
VU GPA	1.64	-	1.63	-	1.44	-	1.80	-	1.50	-	1.74	-
Pass GW: Fall Entry / First AY	47.1%		52.9%		44.9%		40.0%		38.9%		53.1%	

Cohorts based on students who took any of the developmental courses listed below in their fall entry term at Vincennes Campus (VM) or Jasper Campus (JM). Gateway time to completion reported for students who completed in the fall entry term, and for students who completed within first academic year (AY).

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 ENGL 011 / READ 011	Co-Requisite Courses ENGL 079	Gateway Courses ENGL 101

Cohort Entry Term / Count	Developmental MATH 016											
	Fall 2015		Minorities		Pell (not 21CS)		21CS		Female		Male	
	246	%	87	%	143	%	36	%	100	%	146	%
Fall to Spring Retention	198	80.5%	64	73.6%	113	79.0%	32	88.9%	84	84.0%	114	78.1%
Fall to Fall Retention	100	40.7%	20	23.0%	48	33.6%	18	50.0%	47	47.0%	53	36.3%
100% Completion	33	13.4%	2	2.3%	14	9.8%	6	16.7%	12	12.0%	21	14.4%
100% Success	56	22.8%	10	11.5%	25	17.5%	10	27.8%	22	22.0%	34	23.3%
150% Completion	50	20.3%	4	4.6%	21	14.7%	10	27.8%	26	26.0%	24	16.4%
150% Success	77	31.3%	16	18.4%	37	25.9%	14	38.9%	36	36.0%	41	28.1%
VU GPA	1.87	-	1.37	-	1.63	-	2.53	-	2.09	-	1.73	-
Pass GW: Fall Entry / First AY	0.0%	18.3%	0.0%	11.5%	0.0%	15.4%	0.0%	25.0%	0.0%	30.0%	0.0%	15.8%

Cohort Entry Term/Count	MATH Co-Req											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	320	%	107	%	146	%	43	%	138	%	182	%
Fall to Spring Retention	258	80.6%	88	82.2%	116	79.5%	39	90.7%	105	76.1%	153	84.1%
Fall to Fall Retention	131	40.9%	32	29.9%	42	28.8%	21	48.8%	51	37.0%	80	44.0%
100% Completion	39	12.2%	9	8.4%	10	6.8%	7	16.3%	8	5.8%	31	17.0%
100% Success	65	20.3%	23	21.5%	21	14.4%	8	18.6%	22	15.9%	43	23.6%
150% Completion	68	21.3%	17	15.9%	17	11.6%	11	25.6%	23	16.7%	45	24.7%
150% Success	100	31.3%	35	32.7%	30	20.5%	12	27.9%	39	28.3%	61	33.5%
VU GPA	1.86	-	1.58	-	1.46	-	2.22	-	1.83	-	1.89	-
Pass GW: Fall Entry / First AY	32.2%	40.3%	20.6%	30.8%	21.9%	30.1%	32.6%	37.2%	31.9%	39.1%	32.4%	40.7%

Cohort Entry Term/Count	MATH Co-Req											
	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	299	%	98	%	169	%	40	%	149	%	150	%
Fall to Spring Retention	230	76.9%	68	69.4%	134	79.3%	28	70.0%	113	75.8%	117	78.0%
Fall to Fall Retention	118	39.5%	28	28.6%	60	35.5%	17	42.5%	58	38.9%	60	40.0%
100% Completion	27	9.0%	5	5.1%	12	7.1%	4	10.0%	11	7.4%	16	10.7%
100% Success	50	16.7%	15	15.3%	25	14.8%	7	17.5%	26	17.4%	24	16.0%
150% Completion	61	20.4%	12	12.2%	31	18.3%	8	20.0%	31	20.8%	30	20.0%
150% Success	88	29.4%	23	23.5%	46	27.2%	14	35.0%	48	32.2%	40	26.7%
VU GPA	1.72	-	1.35	-	1.54	-	1.75	-	1.77	-	1.67	-
Pass GW: Fall Entry / First AY	34.8%	42.1%	19.4%	27.6%	29.0%	34.9%	40.0%	45.0%	43.0%	45.6%	26.7%	38.0%

MATH Co-Req												
Cohort Entry Term/Count	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	227	%	76	%	113	%	31	%	116	%	111	%
Fall to Spring Retention	166	73.1%	50	65.8%	77	68.1%	27	87.1%	86	74.1%	80	72.1%
Fall to Fall Retention	107	47.1%	26	34.2%	40	35.4%	16	51.6%	57	49.1%	50	45.0%
100% Completion	36	15.9%	7	9.2%	14	12.4%	4	12.9%	14	12.1%	22	19.8%
100% Success	55	24.2%	17	22.4%	23	20.4%	9	29.0%	24	20.7%	31	27.9%
150% Completion	59	26.0%	10	13.2%	22	19.5%	10	32.3%	32	27.6%	27	24.3%
150% Success	77	33.9%	17	22.4%	30	26.5%	14	45.2%	41	35.3%	36	32.4%
VU GPA	1.87	-	1.44	-	1.61	-	2.14	-	1.91	-	1.83	-
Pass GW: Fall Entry / First AY	40.5%	45.8%	27.6%	28.9%	33.6%	38.1%	38.7%	54.8%	43.1%	48.3%	37.8%	43.2%
MATH Co-Req												
Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	148	%	58	%	73	%	32	%	89	%	59	%
Fall to Spring Retention	116	78.4%	43	74.1%	54	74.0%	26	81.3%	68	76.4%	48	81.4%
Fall to Fall Retention	73	49.3%	25	43.1%	30	41.1%	20	62.5%	42	47.2%	31	52.5%
100% Completion	22	14.9%	6	10.3%	6	8.2%	7	21.9%	12	13.5%	10	16.9%
100% Success	33	22.3%	11	19.0%	13	17.8%	8	25.0%	19	21.3%	14	23.7%
150% Completion	37	25.0%	12	20.7%	14	19.2%	9	28.1%	21	23.6%	16	27.1%
150% Success	50	33.8%	20	34.5%	22	30.1%	11	34.4%	29	32.6%	21	35.6%
VU GPA	1.91	-	1.82	-	1.57	-	2.21	-	2.02	-	1.75	-
Pass GW: Fall Entry / First AY	45.3%	50.7%	43.1%	50.0%	34.2%	39.7%	59.4%	65.6%	53.9%	58.4%	32.2%	39.0%
MATH Co-Req												
Cohort Entry Term/Count	Fall 2020		Minorities		Pell (not 21CS)		21CS		Female		Male	
	185	%	50	%	77	%	27	%	102	%	83	%
Fall to Spring Retention	123	66.5%	36	72.0%	49	63.6%	18	66.7%	68	66.7%	55	66.3%
Fall to Fall Retention	72	38.9%	21	42.0%	28	36.4%	10	37.0%	38	37.3%	34	41.0%
100% Completion	32	17.3%	7	14.0%	13	16.9%	3	11.1%	14	13.7%	18	21.7%
100% Success	42	22.7%	9	18.0%	18	23.4%	4	14.8%	21	20.6%	21	25.3%
VU GPA	1.80	-	1.98	-	1.67	-	2.18	-	1.91	-	1.67	-
												<i>GW = Gateway</i>
Pass GW: Fall Entry / First AY	48.6%		50.0%		50.6%		51.9%		53.9%		42.2%	

Corequisite Math Outcomes by Subgroup

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
 March 21, 2023

Cohort Entry Term/Count	MATH Co-Req											
	Fall 2021		Minorities		Pell (not 21CS)		21CS		Female		Male	
	145	%	42	%	62	%	17	%	75	%	70	%
Fall to Spring Retention	118	81.4%	34	81.0%	46	74.2%	15	88.2%	64	85.3%	54	77.1%
Fall to Fall Retention	79	54.5%	24	57.1%	26	41.9%	10	58.8%	45	60.0%	34	48.6%
VU GPA	1.94	-	2.00	-	1.65	-	1.81	-	2.14	-	1.73	-
Pass GW: Fall Entry / First AY	50.3%		45.2%		41.9%		35.3%		54.7%		45.7%	

Cohort Entry Term / Count	Developmental MATH 013 or MATT 014											
	Fall 2015		Minorities		Pell (not 21CS)		21CS		Female		Male	
	260	%	98	%	147	%	27	%	112	%	148	%
Fall to Spring Retention	193	74.2%	76	77.6%	112	76.2%	19	70.4%	82	73.2%	111	75.0%
Fall to Fall Retention	89	34.2%	14	14.3%	42	28.6%	10	37.0%	38	33.9%	51	34.5%
100% Completion	14	5.4%	0	0.0%	2	1.4%	1	3.7%	1	0.9%	13	8.8%
100% Success	33	12.7%	11	11.2%	13	8.8%	3	11.1%	9	8.0%	24	16.2%
150% Completion	34	13.1%	4	4.1%	11	7.5%	5	18.5%	13	11.6%	21	14.2%
150% Success	60	23.1%	17	17.3%	25	17.0%	9	33.3%	23	20.5%	37	25.0%
VU GPA	1.71	-	1.47	-	1.47	-	2.00	-	1.75	-	1.67	-
Pass GW: Fall Entry / First AY	0.0%	5.8%	0.0%	3.1%	0.0%	2.7%	0.0%	11.1%	0.0%	2.7%	0.0%	8.1%

Cohort Entry Term/Count	MATT Co-Req											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	208	%	86	%	128	%	19	%	89	%	119	%
Fall to Spring Retention	149	71.6%	64	74.4%	87	68.0%	15	78.9%	68	76.4%	81	68.1%
Fall to Fall Retention	78	37.5%	27	31.4%	39	30.5%	7	36.8%	35	39.3%	43	36.1%
100% Completion	24	11.5%	3	3.5%	8	6.3%	2	10.5%	7	7.9%	17	14.3%
100% Success	36	17.3%	11	12.8%	15	11.7%	2	10.5%	14	15.7%	22	18.5%
150% Completion	38	18.3%	7	8.1%	15	11.7%	3	15.8%	13	14.6%	25	21.0%
150% Success	53	25.5%	17	19.8%	24	18.8%	3	15.8%	20	22.5%	33	27.7%
VU GPA	1.65	-	1.37	-	1.44	-	1.64	-	1.68	-	1.63	-
Pass GW: Fall Entry / First AY	38.4%	46.2%	24.4%	36.0%	35.9%	43.8%	36.8%	42.1%	39.3%	49.4%	37.8%	43.7%

Cohort Entry Term/Count	MATT Co-Req											
	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	228	%	98	%	127	%	26	%	92	%	136	%
Fall to Spring Retention	169	74.1%	72	73.5%	90	70.9%	23	88.5%	75	81.5%	94	69.1%
Fall to Fall Retention	82	36.0%	28	28.6%	37	29.1%	15	57.7%	31	33.7%	51	37.5%
100% Completion	18	7.9%	6	6.1%	8	6.3%	2	7.7%	4	4.3%	14	10.3%
100% Success	38	16.7%	17	17.3%	21	16.5%	4	15.4%	12	13.0%	26	19.1%
150% Completion	37	16.2%	10	10.2%	17	13.4%	6	23.1%	13	14.1%	24	17.6%
150% Success	63	27.6%	26	26.5%	36	28.3%	8	30.8%	26	28.3%	37	27.2%
VU GPA	1.80	-	1.51	-	1.59	-	2.55	-	1.93	-	1.72	-
Pass GW: Fall Entry / First AY	46.1%	50.9%	39.8%	44.9%	41.7%	46.5%	69.2%	69.2%	48.9%	52.2%	44.1%	50.0%

Cohort Entry Term/Count	MATT Co-Req											
	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	160	%	57	%	101	%	11	%	83	%	77	%
Fall to Spring Retention	117	73.1%	37	64.9%	71	70.3%	10	90.9%	62	74.7%	55	71.4%
Fall to Fall Retention	73	45.6%	18	31.6%	36	35.6%	10	90.9%	40	48.2%	33	42.9%
100% Completion	13	8.1%	4	7.0%	6	5.9%	0	0.0%	4	4.8%	9	11.7%
100% Success	19	11.9%	7	12.3%	10	9.9%	0	0.0%	6	7.2%	13	16.9%
150% Completion	35	21.9%	9	15.8%	13	12.9%	4	36.4%	17	20.5%	18	23.4%
150% Success	41	25.6%	12	21.1%	17	16.8%	11	100.0%	19	22.9%	22	28.6%
VU GPA	1.91	-	1.62	-	1.70	-	2.41	-	1.95	-	1.87	-
Pass GW: Fall Entry / First AY	42.5%	50.6%	28.1%	36.8%	37.6%	42.6%	54.5%	72.7%	39.8%	50.6%	45.5%	50.6%

Cohort Entry Term/Count	MATT Co-Req											
	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	218	%	101	%	124	%	27	%	138	%	80	%
Fall to Spring Retention	174	79.8%	82	81.2%	103	83.1%	24	88.9%	111	80.4%	63	78.8%
Fall to Fall Retention	104	47.7%	44	43.6%	56	45.2%	15	55.6%	67	48.6%	37	46.3%
100% Completion	24	11.0%	6	5.9%	6	4.8%	5	18.5%	9	6.5%	15	18.8%
100% Success	39	17.9%	12	11.9%	12	9.7%	8	29.6%	20	14.5%	19	23.8%
150% Completion	42	19.3%	11	10.9%	18	14.5%	7	25.9%	21	15.2%	21	26.3%
150% Success	60	27.5%	20	19.8%	25	20.2%	10	37.0%	34	24.6%	26	32.5%
VU GPA	1.82	-	1.58	-	1.62	-	2.36	-	1.83	-	1.80	-
Pass GW: Fall Entry / First AY	46.8%	55.5%	42.6%	47.5%	43.5%	50.0%	59.3%	66.7%	49.3%	58.0%	42.5%	51.3%

Cohort Entry Term/Count	MATT Co-Req											
	Fall 2020		Minorities		Pell (not 21CS)		21CS		Female		Male	
	105	%	46	%	62	%	7	%	55	%	50	%
Fall to Spring Retention	63	60.0%	29	63.0%	39	62.9%	5	71.4%	39	70.9%	24	48.0%
Fall to Fall Retention	35	33.3%	15	32.6%	21	33.9%	2	28.6%	20	36.4%	15	30.0%
100% Completion	7	6.7%	3	6.5%	4	6.5%	2	28.6%	3	5.5%	4	8.0%
100% Success	12	11.4%	5	10.9%	7	11.3%	2	28.6%	6	10.9%	6	12.0%
VU GPA	1.39	-	1.24	-	1.30	-	1.32	-	1.38	-	1.36	-
Pass GW: Fall Entry / First AY	43.8%		37.0%		38.7%		57.1%		47.3%		40.0%	

Cohort Entry Term/Count	MATT Co-Req											
	Fall 2021		Minorities		Pell (not 21CS)		21CS		Female		Male	
	72	%	25	%	44	%	2	%	34	%	38	%
Fall to Spring Retention	48	66.7%	16	64.0%	31	70.5%	1	50.0%	20	58.8%	28	73.7%
Fall to Fall Retention	32	44.4%	10	40.0%	20	45.5%	0	0.0%	11	32.4%	21	55.3%
VU GPA	1.78	-	1.81	-	1.63	-	1.08	-	1.42	-	2.11	-
Pass GW: Fall Entry / First AY	48.6%		52.0%		45.5%		50.0%		44.1%		52.6%	

Corequisite Math Outcomes by Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 21, 2023

For Internal Use Only

GW = Gateway

Cohorts based on students who took any of the developmental courses listed below in their fall entry term at Vincennes Campus (VM) or Jasper Campus (JM). Gateway time to completion reported for students who completed in the fall entry term, and for students who completed within first academic year (AY). For MATH and MATT developmental cohorts, students counted if a Gateway course in either subject completed successfully.

Passed Gateway indicated by a grade of "C" or better in a corresponding Gateway course.

GW = Gateway

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

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- Comparison of Technology majors between Ebner Hall and other Residence Halls

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Comparison of outcomes between students who took a Gateway with corequisite and those who took the same Gateway without the corequisite.

COPE

Outcomes by Competitive Priority Preferences

University College

English and Math Pass Rates

Outcomes for Ebner Hall

For Internal Use Only

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

March 21, 2023

Cohort Entry Term Count / Pct Resd Halls	Ebner Hall							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%
Metric	51	-	73	-	60	-	62	-
Fall to Fall Retention	39	76.5%	54	74.0%	51	85.0%	53	85.5%
100% Completion	32	62.7%	45	61.6%	37	61.7%	46	74.2%
100% Success	35	68.6%	51	69.9%	38	63.3%	46	74.2%
150% Completion	34	66.7%	46	63.0%	43	71.7%	49	79.0%
150% Success	37	72.5%	53	72.6%	50	83.3%	50	80.6%
VU GPA	3.08	-	2.92	-	2.94	-	3.05	-
Average Hours Earned	22	-	24	-	23	-	24	-

Demographics								
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Black or African American	1	2.0%	1	1.4%	3	5.0%	1	1.6%
Hispanic	2	3.9%	4	5.5%	8	13.3%	5	8.1%
White	45	88.2%	65	89.0%	48	80.0%	48	77.4%
Other	3	5.9%	3	4.1%	1	1.7%	8	12.9%
Gender								
Female	13	25.5%	23	31.5%	14	23.3%	13	21.0%
Male	38	74.5%	50	68.5%	46	76.7%	49	79.0%
Received Pell	17	33.3%	29	39.7%	21	35.0%	3.09	5.0%
High School GPA	3.16	-	3.12	-	3.01	-	3.10	

Enrollment by Major					
Fall 2016		Fall 2017		Fall 2018	
8481 - AMT - Ind Maint Conc	20	8480 - Adv Mfg Auto	26	8480 - Adv Mfg Auto Tech	27
8470 - Precision Mach Tech	10	8470 - Precision Ma	10	8470 - Precision Mach Tech	7
8030 - Automotive Tech	3	8330 - Product Desn	5	8273 - Diesel Technology	5
8273 - Diesel Technology	3	4010 - Biomedical Sc	4	4550 - Engineering Science	4
4010 - Biomedical Science	2	8240 - Construction	4	8255 - Comp Netwrkg+Sec	3
8541 - Welding Technology	2	4550 - Engineering S	3	8240 - Construction Tech	3
8300 - Architectural /CAD	2	8255 - Comp Netwrk	3	8330 - Product Desn+Prod	3
2304 - FAMCSI- Interior Desn	1	8300 - Architectural	2	4070 - Chemical Sciences	1
8480 - Adv Mfg Automn Tech	1	8070 - Collision Rep	2	8540 - Welding Tech	1
4070 - Chemical Sciences	1	8510 - Surveying Tec	2	8510 - Surveying Tech	1
8511 - Surv Civil Draft CAD	1	8540 - Welding Tech	2	8030 - Automotive Tech	1
4550 - Engineering Science	1	8030 - Automotive T	1	8541 - Welding Technology	1
8255 - Comp Netwrkg+Sec	1	4460 - Natural Res+	1	4460 - Natural Res+Env Sci	1
8360 - Electronics Tech	1	3103 - PE Sports Me	1	8360 - Electronics Tech	1
7400 - Horticulture Tech	1	4070 - Chemical Scie	1		
8330 - Product Desn Prod	1	7400 - Horticulture T	1		
		8273 - Diesel Techno	1		

Enrollment by Major			
Fall 2019		Fall 2020	
8483 - Machinery Repair Cert	21	8483 - Machinery Re	18
8473 - Metalworking Tech	13	8273 - Diesel Techno	9
8273 - Diesel Technology	6	8470 - Precision Ma	3
8035 - Auto Service Tech	4	4010 - Biomedical Sc	3
4010 - Biomedical Science	4	5300 - Agribusiness	1
8255 - Comp Netwrkg+Sec	3	8541 - Welding Tech	1
8330 - Product Desn+Prod	2	8360 - Electronics Te	1
8243 - Construction Carpenter	2		
8300 - Architectural / CAD	1		
8480 - Adv Mfg Auto Tech	1		
4550 - Engineering Science	1		
8360 - Electronics Tech	1		
8075 - Auto Body Repair	1		

Residence Hall and Class Level Distribution								
Cohort	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Class Level at Start of Term	FR	SO+	FR	SO+	FR	SO+	FR	SO+
Ebner Hall	60	42	83	36	63	44	68	37
ALL students living in residence halls, i.e. the student group differs from the other tables in this report.								

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

IR Project # R-29

To compare student outcomes at a Living Learning Community (LLC) to other residence halls, we considered Technology program majors at Ebner Residence Hall, which is a LLC. The outcomes for the Ebner students are compared below to outcomes for students enrolled in technology majors at other residence halls.

Cohort Entry Term Count / Pct Resd Halls	Ebner Residence Hall: Technology (V5)							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%
Metric	45	-	61	-	53	-	57	-
Fall to Fall Retention	37	82.2%	46	75.4%	47	88.7%	48	84.2%
100% Completion	31	68.9%	40	65.6%	35	66.0%	42	73.7%
100% Success	34	75.6%	44	72.1%	35	66.0%	42	73.7%
150% Completion	33	73.3%	41	67.2%	41	77.4%	44	77.2%
150% Success	36	80.0%	45	73.8%	41	77.4%	45	78.9%
VU GPA	3.24	-	3.02	-	3.05	-	3.04	-
Average Hours Earned	22.8	-	24.5	-	23.3	-	23.6	-

Cohort Entry Term Count / Pct Resd Halls	Other Residence Halls: Technology (V5)							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%
Metric	161	-	118	-	91	-	91	-
Fall to Fall Retention	108	67.1%	70	59.3%	67	73.6%	71	78.0%
100% Completion	75	46.6%	44	37.3%	49	53.8%	44	48.4%
100% Success	87	54.0%	51	43.2%	49	53.8%	44	48.4%
150% Completion	87	54.0%	50	42.4%	53	58.2%	53	58.2%
150% Success	99	61.5%	58	49.2%	54	59.3%	53	58.2%
VU GPA	2.58	-	2.44	-	2.66	-	2.62	-
Average Hours Earned	18.1	-	17.0	-	18.4	-	19.9	-

Ebner Residence Hall: Demographics of Technology Students

Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Black or African American	1	2.2%	0	0.0%	2	3.8%	0	0.0%
Hispanic	1	2.2%	3	4.9%	6	11.3%	5	8.8%
White	40	88.9%	56	91.8%	45	84.9%	45	78.9%
Other	3	6.7%	2	3.3%	0	0.0%	7	12.3%
Gender								
Female	7	15.6%	12	19.7%	7	13.2%	8	14.0%
Male	38	84.4%	49	80.3%	46	86.8%	49	86.0%
Received Pell	14	31.1%	23	37.7%	20	37.7%	19	33.3%
High School GPA	3.18	-	3.07	-	3.02	-	3.06	-

Other Residence Halls: Demographics of Technology Students

Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Black or African American	14	8.7%	9	7.6%	13	14.3%	4	4.4%
Hispanic	23	14.3%	15	12.7%	6	6.6%	10	11.0%
White	100	62.1%	80	67.8%	70	76.9%	75	82.4%
Other	24	14.9%	14	11.9%	2	2.2%	2	2.2%
Gender								
Female	3	1.9%	3	2.5%	1	1.1%	6	6.6%
Male	158	98.1%	115	97.5%	90	98.9%	85	93.4%
Received Pell	80	49.7%	57	48.3%	51	56.0%	43	47.3%
High School GPA	2.73	-	2.68	-	2.82	-	2.87	-

Outcomes by Housing (Residence Halls Compared to Commuters)

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

Ebner Residence Hall - Students in Technology Majors (College V5)

March 21, 2023

Ebner Residence Halls: Enrollment in Technology Majors							
Fall 2016		Fall 2017		Fall 2018		Fall 2019	
8481 - AMT Ind Maint Conc	20	8480 - Adv Mfg Auto Tech	26	8480 - Adv Mfg Auto Tech	27	8483 - Machinery Repair Cert	21
8470 - Precision Mach Tech	10	8470 - Precision Mach Tech	10	8470 - Precision Mach Tech	7	8473 - Metalworking Tech	13
8030 - Automotive Tech	3	8330 - Prod Desn & Proc	5	8273 - Diesel Technology	5	8273 - Diesel Technology	6
8273 - Diesel Technology	3	8240 - Construction Tech	4	8240 - Construction Tech	3	8035 - Auto Service Tech	4
8300 - Arch Stds Tech/CAD	2	8255 - Comp Ntwk Sec Spec	3	8255 - Comp Ntwk Sec Spec	3	8255 - Comp Netwrkg+Sec	3
8541 - Welding Technology	2	8541 - Welding Technology	2	8330 - Prod Desn & Proc	3	8243 - Constrn Carpenter	2
8511 - Surv Draft CAD Conc	1	8510 - Surveying Tech	2	8540 - Welding Tech Cert	1	8300 - Architectural / CAD	2
8255 - Comp Nwk Sec Spec	1	8070 - Collision Rpr+Refnsh	2	8510 - Surveying Tech	1	8330 - Product Desn+Prod	1
8480 - Adv Mfg Auto Tech	1	8300 - Arch Stds Tech/CAD	2	8541 - Welding Technology	1	8480 - Adv Mfg Auto Tech	1
8330 - Prod Desn & Proc	1	8273 - Diesel Technology	1	8030 - Automotive Tech	1	8360 - Electronics Tech	1
8360 - Electronics Tech	1	8030 - Automotive Tech	1	8360 - Electronics Tech	1	8075 - Auto Body Repair	1

Other Residence Halls: Enrollment in Technology Majors							
Fall 2016		Fall 2017		Fall 2018		Fall 2019	
8470 - Precision Mach Tech	33	8273 - Diesel Technology	20	8470 - Precision Mach Tech	18	8473 - Metalworking Tech	23
8541 - Welding Technology	17	8480 - Adv Mfg Auto Tech	19	8255 - Comp Ntwk Sec Spec	13	8541 - Welding Technology	9
8030 - Automotive Tech	17	8470 - Precision Mach Tech	18	8480 - Adv Mfg Auto Tech	11	8483 - Machinery Repair Cert	8
8273 - Diesel Technology	15	8541 - Welding Technology	12	8541 - Welding Technology	10	8300 - Architectural / CAD	8
8070 - Collision Rpr+Refnsh	10	8360 - Electronics Technology	9	8273 - Diesel Technology	8	8273 - Diesel Technology	7
8255 - Comp Ntwk Sec Spec	10	8255 - Comp Ntwk Sec Spec	9	8070 - Collision Rpr+Refnsh	6	8540 - Welding Tech Cert	6
8480 - Adv Mfg Auto Tech	7	8240 - Construction Tech	7	8330 - Prod Desn & Proc	4	8360 - Electronics Tech	6
8330 - Prod Desn & Proc	7	8300 - Arch Stds Tech/CAD	7	8360 - Electronics Tech	4	8279 - Diesel Tech Cert	6
8240 - Construction Tech	6	8030 - Automotive Tech	4	8240 - Construction Tech	3	8035 - Auto Service Tech	3
8481 - AMT Ind Maint Conc	5	8070 - Collision Rpr+Refnsh	4	8300 - Arch Stds Tech/CAD	2	8240 - Construction Tech	3
8300 - Arch Stds Tech/CAD	5	8330 - Prod Desn & Proc	2	8540 - Welding Tech Cert	1	8255 - Comp Ntwk Sec Spec	3
8241 - Constr Bldg Mktg Conc	5	8510 - Surveying Technology	1	8000 - Technology	1	8075 - Auto Body Repair	3
				8277 - Diesel Serv Main Cert	1	8243 - Constrn Carpenter	3
				8030 - Automotive Tech	1		
				8510 - Surveying Tech	1		

To compare student outcomes at a Living Learning Community (LLC) to other residence halls, we considered Technology program majors with enrollment of 10 or more students at Ebner Residence Hall, which is a Living Learning Community. The outcomes for the Ebner students are compared below to outcomes for students enrolled in the same majors at other residence halls.

Ebner 10+ Majors: 8470 - Precision Machining Technology
 8480 - Advanced Manufacturing Automation Technology
 8481 - Adv Mfg Tech / Industrial Maintenance Concentration

Cohort Entry Term Count / Pct Resd Halls	Ebner Residence Hall (Technology 10+) - Outcomes					
	Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%
Metric	31	-	36	-	34	-
Fall to Fall Retention	23	74.2%	29	80.6%	30	88.2%
100% Completion	19	61.3%	26	72.2%	23	67.6%
100% Success	21	67.7%	27	75.0%	23	67.6%
150% Completion	21	67.7%	26	72.2%	24	70.6%
150% Success	23	74.2%	27	75.0%	24	70.6%
VU GPA	3.27	-	3.19	-	3.14	-
Average Hours Earned	22.7	-	25.8	-	24.3	-

Cohort Entry Term Count / Pct Resd Halls	Other Residence Halls (Technology 10+) - Outcomes					
	Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%
Metric	49	-	37	-	31	-
Fall to Fall Retention	38	77.6%	23	62.2%	27	87.1%
100% Completion	29	59.2%	16	43.2%	23	74.2%
100% Success	32	65.3%	18	48.6%	23	74.2%
150% Completion	33	67.3%	18	48.6%	25	80.6%
150% Success	36	73.5%	20	54.1%	25	80.6%
VU GPA	2.85	-	2.50	-	2.93	-
Average Hours Earned	21.9	-	19.3	-	19.8	-

Ebner Residence Hall (Technology 10+) - Demographics						
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018	
Black or African American	1	3.2%	0	0.0%	1	2.9%
Hispanic	1	3.2%	2	5.6%	6	17.6%
White	26	83.9%	34	94.4%	27	79.4%
Other	3	9.7%	0	0.0%	0	0.0%
Gender						
Female	2	6.5%	2	5.6%	2	5.9%
Male	29	93.5%	34	94.4%	32	94.1%
Received Pell	7	22.6%	11	30.6%	13	38.2%
High School GPA	3.14	-	3.10	-	2.95	-

Other Residence Halls (Technology 10+) - Demographics						
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018	
Black or African American	0	0.0%	0	0.0%	0	0.0%
Hispanic	10	20.4%	6	16.2%	1	3.2%
White	37	75.5%	29	78.4%	28	90.3%
Other	2	4.1%	2	5.4%	2	6.5%
Gender						
Female	0	0.0%	0	0.0%	1	3.2%
Male	49	100.0%	37	100.0%	30	96.8%
Received Pell	18	36.7%	11	29.7%	13	41.9%
High School GPA	2.93	-	2.76	-	2.90	-

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
March 21, 2023

Cohort/Count	ENGL Co-Req						ENGL Gateway (no Co-Req)					
	Fall 2016		Fall 2017		Fall 2018		Fall 2016		Fall 2017		Fall 2018	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Fall to Fall Retention	159	48.6%	150	47.5%	124	49.6%	254	56.6%	227	51.9%	212	57.0%
100% Completion	61	18.7%	56	17.7%	48	19.2%	115	25.6%	122	27.9%	113	30.4%
100% Tx Out	23	7.0%	20	6.3%		0.0%	33	7.3%	48	11.0%	48	12.9%
100% Success	84	25.7%	76	24.1%	48	19.2%	148	33.0%	170	38.9%	161	43.3%
150% Completion	94	28.7%	81	25.6%			161	35.9%	160	36.6%		
150% Success	124	37.9%	106	33.5%			199	44.3%	207	47.4%		
VU GPA	1.96	-	2.01	-	2.06	-	2.25	-	2.26	-	2.30	-
ENGL 101 Pass Rate	176	53.8%	186	58.9%	149	59.6%	268	59.7%	266	60.9%	237	63.7%

Cohort/Count	MATH Co-Req						MATH Gateway (no Co-Req)					
	Fall 2016		Fall 2017		Fall 2018		Fall 2016		Fall 2017		Fall 2018	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Fall to Fall Retention	131	40.9%	118	39.5%	107	47.1%	183	59.0%	148	54.8%	169	59.3%
100% Completion	39	12.2%	27	9.0%	36	15.9%	87	28.1%	68	25.2%	87	30.5%
100% Success	65	20.3%	50	16.7%	55	24.2%	110	35.5%	98	36.3%	107	37.5%
150% Completion	68	21.3%	61	20.4%			127	41.0%	98	36.3%		
150% Success	100	31.3%	88	29.4%			152	49.0%	132	48.9%		
VU GPA	1.86	-	1.72	-	1.87	-	2.32	-	2.23	-	2.34	-
MATH Gateway Pass Rate	103	32.2%	104	34.8%	92	40.5%	152	49.0%	134	49.6%	152	53.3%

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

March 21, 2023

	MATT Co-Req						MATT Gateway (no Co-Req)					
	Fall 2016		Fall 2017		Fall 2018		Fall 2016		Fall 2017		Fall 2018	
Cohort/Count	208	%	228	%	160	%	140	%	131	%	107	%
Fall to Fall Retention	78	37.5%	82	36.0%	73	45.6%	92	65.7%	75	57.3%	65	60.7%
100% Completion	24	11.5%	18	7.9%	13	8.1%	58	41.4%	49	37.4%	48	44.9%
100% Success	36	17.3%	38	16.7%	19	11.9%	59	42.1%	55	42.0%	52	48.6%
150% Completion	38	18.3%	37	16.2%			69	49.3%	58	44.3%		
150% Success	53	25.5%	63	27.6%			71	50.7%	65	49.6%		
VU GPA	1.65	-	1.80	-	1.91	-	2.42	-	2.30	-	2.46	-
MATT Gateway Pass Rate	80	38.5%	105	46.1%	68	42.5%	80	57.1%	68	51.9%	66	61.7%

Co-req cohorts based on students who took an ENGL, MATH, or MATT co-requisite course in their fall entry term.

No co-req cohorts based on students who took a gateway course in their fall entry term without the co-requisite course.

Pass rates based on corresponding Gateway course attempted in same fall entry term.

Co-Requisite Course	Gateway Course
ENGL 079	ENGL 101
MATH 022	MATH 102
MATH 023	MATH 103
MATH 032	MATH 112
MATT 017	MATT 107
MATT 019	MATT 109

COPE Outcomes

Competitive Preference Priorities (CPP) Analysis

March 21, 2023

First-time, degree-seeking freshmen entering in a fall term and served by COPE

Fall 2018 Cohort Count	At Least One CPP1		At Least One CPP2	
	116	%	105	%
Fall to Fall Retention	70	60.3%	68	64.8%
VU GPA	2.23	-	2.37	-

Fall 2017 Cohort Count	At Least One CPP1		At Least One CPP2	
	131	%	131	%
Fall to Fall Retention	70	53.4%	70	53.4%
VU GPA	2.20	-	2.20	-

CPP1 Count	FA18	Retained FA19		VU GPA
0	3	1	33.3%	1.69
1	16	6	37.5%	1.44
2	12	7	58.3%	2.08
3	18	14	77.8%	2.46
4	32	18	56.3%	2.38
5	21	13	61.9%	2.28
6	10	7	70.0%	2.41
7	3	2	66.7%	2.28
8	3	3	100.0%	3.17
9	1	0	0.0%	1.69

CPP1 Count	FA17	Retained FA18		VU GPA
0	1	1	100.0%	3.77
1	5	4	80.0%	2.72
2	23	12	52.2%	1.91
3	20	11	55.0%	2.32
4	28	15	53.6%	2.27
5	25	11	44.0%	2.12
6	17	9	52.9%	2.09
7	6	5	83.3%	2.41
8	3	1	33.3%	2.51
9	1	0	0.0%	1.25
10	1	0	0.0%	1.99
11	1	1	100.0%	3.79
12	1	1	100.0%	3.45

CPP2 Count	FA18	Retained FA19		VU GPA
0	14	3	21.4%	1.01
1	10	7	70.0%	2.34
2	27	17	63.0%	2.08
3	24	14	58.3%	2.37
4	19	13	68.4%	2.57
5	17	11	64.7%	2.37
6	4	2	50.0%	2.63
7	1	1	100.0%	2.86
8	2	2	100.0%	3.21
13	1	1	100.0%	4.00

CPP2 Count	FA17	Retained FA18		VU GPA
0	1	1	100.0%	3.77
1	9	7	77.8%	2.82
2	30	13	43.3%	1.95
3	48	30	62.5%	2.35
4	22	9	40.9%	2.03
5	13	6	46.2%	1.68
6	4	3	75.0%	2.93
7	1	0	0.0%	1.25
8	3	1	33.3%	2.82
11	1	1	100.0%	3.45

Based on n = 119 (Fall 2018) and n = 131 (Fall 2017) COPE students matched to IR retention datasets
VU GPA at end of entry fall term

Experience VU Outcomes

Competitive Preference Priorities (CPP) Analysis

March 21, 2023

First-time, degree-seeking freshmen entering in a fall term and served by Experience VU

Fall 2018 Cohort Count	SSS Students		Both		CPP1 Only		CPP2 Only		None	
	38	%	24	%	4	%	8	%	2	%
Fall to Fall Retention	25	65.8%	13	54.2%	3	75.0%	7	87.5%	2	100.0%
VU GPA	2.30	-	2.01	-	2.73	-	2.86	-	2.60	-

Fall 2017 Cohort Count	SSS Students		Both		CPP1 Only		CPP2 Only		None	
	34	%	26	%	4	%	2	%	2	%
Fall to Fall Retention	23	67.6%	23	88.5%	1	25.0%	0	0.0%	1	50.0%
100% Completion	8	23.5%	8	30.8%	0	0.0%	0	0.0%	0	0.0%
100% Tx Out Rate	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
100% Success	8	23.5%	8	30.8%	0	0.0%	0	0.0%	0	0.0%
VU GPA	2.17	-	2.60	-	1.68	-	1.83	-	1.33	-

Based on n = 38 (Fall 2018) and n = 34 (Fall 2017) Experience VU students matched to IR retention datasets
VU GPA at end of entry fall term

University College Outcomes with Comparison Group

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 21, 2023

Cohort Entry Term/Count	University College Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	74	%	73	%	47	%	29	%
Fall to Fall Retention	22	29.7%	21	28.8%	16	34.0%	14	48.3%
100% Completion	1	1.4%	1	1.4%	3	6.4%		
100% Success	3	4.1%	4	5.5%	7	14.9%		
150% Completion	9	12.2%	8	11.0%				
150% Success	11	14.9%	11	15.1%				
VU GPA	1.71	-	1.76	-	1.86	-	1.75	-

Comparison Cohort: First-time, degree-seeking freshmen entering Fall 2011 at VM or JM where the student met both of the following criteria:

English: Sentence Skills (CPTW) score within 20-67 **AND** Reading (CPTR) score within 20-58; **AND** Attempted ENGL 009 **AND/OR** READ 009 in the fall entry term

Math: Elementary Algebra (CPTE) score within 0-30; **AND** Attempted MATH 010 in the fall entry term

Cohort Entry Term/Count	Fall 2011 Comparison Cohort	
	118	%
Fall to Fall Retention	39	33.1%
100% Completion	1	0.8%
100% Success	6	5.1%
150% Completion	5	4.2%
150% Success	20	16.9%
VU GPA	1.55	-

Cohorts: All University College Students, based on rosters from the Student Success Center

English	ENGL 008			ENGL 101	
	Attempted	Passed		Passed	
Cohort	n	n	%	n	%
Fall 2016	81	42	51.9%	23	28.4%
Spring 2017	15	7	46.7%	2	13.3%
Fall 2017	75	42	56.0%	23	30.7%
Spring 2018	13	6	46.2%	3	23.1%
Fall 2018	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	13	52.0%	4	16.0%
Total	313	160	51.1%	82	26.2%

Math	MATH 008			MATH or MATT GW	
	Attempted	Passed		Passed	
Cohort	n	n	%	n	%
Fall 2016	78	50	64.1%	15	19.2%
Spring 2017	15	8	53.3%	2	13.3%
Fall 2017	77	50	64.9%	14	18.2%
Spring 2018	14	9	64.3%	2	14.3%
Fall 2018	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%	1	4.0%
Total	313	199	63.6%	55	17.6%

- MATH or MATT Gateway (GW) defined as any MATH or MATT course at the 100-level or higher
- Passed indicates a grade of "C" or better within two academic years of entry term

NOTE: Time for successful completion has not yet elapsed for the Spring 2021 and Fall 2021 cohorts.

Cohort	Time to Completion (Two Academic Years)	
Fall 2016 Spring 2017	Summer 2018 Fall 2018	Successful indicates the student passed the course with a grade of "C" or better anytime from fall entry through "time

Study Skills	SSKL 009			Retained Fall			
	Attempted	Passed		Passed		Did Not Pass	
Cohort	n	n	%	n	%	n	%
Fall 2017	71	48	67.6%	20	41.7%	0	0.0%
Fall 2018	43	29	67.4%	13	44.8%	1	7.1%
Fall 2019	33	19	57.6%	12	63.2%	3	21.4%
Fall 2020	17	6	35.3%	2	33.3%	0	0.0%
Fall 2021	25	18	72.0%	7	38.9%	0	0.0%
Total	189	120	63.5%	54	45.0%	4	5.8%

University College Comparison Group

For Internal Use Only

English and Math Pass Rates

March 21, 2023

Cohorts: First-time, degree-seeking freshmen entering in a fall term at VM or JM where the student met either of the following criteria:

English: Sentence Skills (CPTW) score within 20-67 **AND** Reading (CPTR) score within 20-58; **AND** Attempted ENGL 009 and READ 009 in the fall entry term

Math: Elementary Algebra (CPTE) score within 0-30; **AND** Attempted MATH 010 in the fall entry term

English	Attempted	ENGL 009		READ 009		ENGL 101	
		Passed		Passed		Passed	
Cohort	n	n	%	n	%	n	%
Fall 2012	196	100	51.0%	148	75.5%	37	18.9%
Fall 2013	235	119	50.6%	191	81.3%	48	20.4%
Fall 2014	240	142	59.2%	181	75.4%	51	21.3%
Total	671	361	53.8%	520	77.5%	136	20.3%

Math	MATH 010			MATH or MATT GW	
	Attempted	Passed		Passed	
Cohort	n	n	%	n	%
Fall 2012	214	130	60.7%	24	11.2%
Fall 2013	198	94	47.5%	13	6.6%
Fall 2014	170	82	48.2%	21	12.4%
Total	582	306	52.6%	58	10.0%

- MATH or MATT Gateway (GW) defined as any MATH or MATT course at the 100-level or higher
- Passed indicates a grade of "C" or better within two academic years of fall entry term

Cohort	Time to Completion
Fall 2012	Summer 2014
Fall 2013	Summer 2015
Fall 2014	Summer 2016

**VINCENNES UNIVERSITY
STRATEGIC PLAN EXECUTIVE SPONSOR ANNUAL UPDATE**

Strategic Plan Priority: Improve Student Retention and Success

Executive Sponsor: Laura Treanor

Date: 1/12/23

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**
 - a. KPI Areas of progress
 - b. KPI Areas of little/no progress
 - c. 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 2019-2020**
 - a. Threats
 - b. Opportunities
- 5. Recommendations**
 - a. Changes to programs or resources (already planned and for consideration)
 - b. 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: Laura Treanor

Date: January 12, 2023

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	Goal 2025	Track
• Fall-to-Spring Retention	78.0%	79.7%	78.3%	80.9%	74.9%	83.1%	83.0%	
• Fall-to-Fall Retention (CHE)	57.0%	65.0%	65.5%	65.4%	71.2%	68.8%	68.0%	
• 100% Graduation Rate (CHE)	18.1%	23.9%	28.5%	26.4%	33.0%	32.1%	30.0%	
• 6-Year Graduation Rate (CHE)	36.1%	34.2%	39.3%	37.4%	38.7%	46.7%	40.0%	
• 15 Credit Hour Benchmark	50.1%	51.7%	56.1%	61.6%	57.6%	66.9%	65.0%	
• 30 Credit Hour Benchmark	38.4%	38.5%	43.5%	47.5%	43.6%	47.4%	47.0%	
• 45 Credit Hour Benchmark	32.0%	31.3%	36.3%	35.2%	34.1%		40.0%	

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

2. Highlights of initiatives or activities positively impacting results

- a. CircleIn aggressively promoted
- b. Academic probation students tracked
- c. Academic Coaches' expanded roles
- d. At risk students survey were contacted by SSC
- e. Grant programs' services and activities
- f. Continuation of Retention Committee

3. Factors negatively affecting results

- a. COVID
- b. Financial burdens
- c. Academic preparedness
- d. Mental health

4. Known threats or opportunities for 2023-2024

- a. Threats
 - i. Decreased enrollment makes cohort sizes smaller
 - ii. Ensure students are utilizing all forms of support services
 - iii. COVID continues to strain society
 - iv. Nontraditional students carry adulthood challenges
 - v. Students with a history of poor performance
 - vi. Part-time students
 - vii. Online/blended classes increases likelihood of withdrawal
- b. Opportunities
 - i. Further develop Living Learning Communities
 - ii. Academic Probation intervention
 - iii. Continue explore placement data
 - iv. Reimagine Summer Bridge programming
 - v. Investigate new DegreePlan with updated DegreeWorks
 - vi. Update baselines for older initiatives
 - vii. Additional of Diversity and Cultural Competence outcome

5. Recommendations

- a. Changes to programs or resources (already planned and for consideration)
 - i. planned
 - 1. Explore placement methods
 - 2. Continue collecting data on CircleIn
 - 3. Investigate First Year Experience course
 - 4. Reimagine New Student Orientation
 - ii. for consideration
 - 1. Expand direct admit opportunities for transfer students
 - 2. Explore other financial aid possibilities
 - 3. Involve Career Services in more retention work
 - 4. Consider other Living Learning Communities
 - 5. Seek ways to reduce campus shuffle
- b. Changes to KPIs (add/drop, change metrics, etc.)
 - i. None

6. Final Thoughts

VU is constantly looking for intervention strategies that will benefit students, but we must also find ways to improve the educational experience. Seeking out ways to boost students' connectedness to campus from orientation to graduation is a must. This year, our Retention KPI metrics are encouraging. As an institution, we are becoming more comfortable with gathering student data, analyzing it, and using it to predict student trajectories. As we continue to improve in this area, we

must ensure that we are translating these insights into decisions that advance student success. Finally, continuing to support student mental health is vital. The impact of the pandemic will be felt for generations and the institution needs to ensure that we are fostering well-being so that students can use our resources overcome the many challenges they face. We must continue our proactive approach to fight attrition and promote student success.