

Vincennes University Retention Committee
Annual Report
2019-2020



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Vincennes University Retention Committee Annual Report

As evidenced by our Strategic Plan, one of Vincennes University's primary goals is to see our students earn a degree. The path to success is particularly challenging during the first 2 years of college due to multiple adjustments happening during this time. Retention tracking is vital in the pursuit of this goal as students face multiple obstacles. Retention initiatives connected to VU's Strategic Plan are operationalized through reports compiled by the retention committee with data derived from the Office of Institutional Research. This information is presented to the CQI committee for approval with recommended actions.

The Retention Committee was formed in March of 2019 and now consists of 13 members with broad representation from various academic units relating to the student experience and chaired by the Assistant Provost for Curriculum and Instruction. The composition is: COPE, Multicultural Affairs, Residential Life, Student Success Center, Counseling Services, Financial Aid, Dean of Students, Developmental Education, Jasper Campus, and Faculty Senate. This committee, which meets monthly, focuses on the design and implementation of strategies to improve student retention and success by building on, monitoring, and tracking current efforts. As part of this, reports are generated through the adoption of a common template and an identification of 3 consistent metrics. The metrics determined by the committee are Cumulative GPA, Fall-to-Fall Retention, and Success Rate. The template construction seeks to describe the initiative, outline the data pertaining to the metrics, and provide authors an opportunity to reflect on the results with an intent to improve results. While some areas aligned well with this approach, others faced challenges. For example, some activities are too new to have sufficient data to present and reflect upon. Another challenge is small cohort sizes. This makes it difficult to establish statistical inferences. These areas primarily focused on describing the intent of the activity with observations of success and opportunity. Goal setting will be an important next step for this process. As areas clearly define measurement tools, targets with achievement plans will provide direction and awareness of progress. This planning will also allow us to accurately add new initiatives and adjust initiatives as needed.

In addition to Retention Committee reporting, 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 information is particularly significant since the Indiana Commission for Higher Education uses comparable data to track state public institutions' margin for completion gap among different student populations.

As part of the improvement process, regular reporting on the Strategic Plan Priorities is done to the CQI committee. This document 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. This process allows leadership to make informed decisions about the progress of its priorities. The improvement of overall on-time graduation rates, formulation of a retention committee, alignment with state metrics, and initiative

highlights are noteworthy. Similarly, limitations and constraints such as students' formal and informal background for entering higher education are recognized. Such acknowledgements provide important context for understanding the challenge of student persistence and success.

The following documents indicate that VU is using sophisticated methods for addressing student retention and success. Focus population programs, enhanced advising, and proactive intervention efforts all span various levels of student academic success. These initiatives are mindfully tracked with data, analysis, and corroboration. With this work, we cohesively connect Vincennes University's institutional goals and initiatives with the strategic plan.

Retention Report—Academic Coaches

1.) Title with Brief Description of Retention Initiative:

Academic Coaches in each College: While the profile score assigns values for certain factors that help identify a student as at-risk, the Real-Time Indicator (RTI) score assigns values for the number of TAPS (Tracking Attendance and Performance of Students) 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. In Fall 2019, chosen faculty from each college were given 3 hours release time from their teaching load to reach out to First Semester freshmen in their college when they received a Real-Time Indicator score of 5 or greater.

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

The goal of this initiative is to provide early intervention for students who might be struggling and need additional support and/or resources.

3.) Name of Program Offering Retention Initiative:

Student Success Center

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

Since this is a new initiative this semester, data is still being collected.

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

With the newness of this program, the standards to measure the success of the initiative will need to be assessed and possibly adjusted also. Data will be collected on students' fall-to-fall retention, overall GPA, and 100% and 150% graduation rates.

6.) Data/Results:

GPA: N/A

Fall-to-Fall Retention: N/A

Success: N/A

Other: N/A

7.) Reflections on Results and Improvement Plans:

We will be tracking on the number of contacts, as well as the type of contacts made with students. Messaging is being considered as a high priority for success of the program.

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

These students must apply for readmission with the review committee and must follow contractual obligations to support their goal of becoming a student in “good standing.” These students are expected to have a minimum of 3 individual meetings and progress report checks with SSC coordinators. Success is determined by achieving a semester GPA > 2.0.

3.) Name of Program Offering Retention Initiative:

Student Success Center

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

Fall 2016: 68 students	Fall 2018: 45 students
Spring 2017: 27 students	Spring 2019: 22 students
Fall 2017: 35 students	Fall 2019: 30 students
Spring 2018: 35 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 > 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.

GPA:

Cohort	Cumulative GPA
Fall 2016	1.66
Spring 2017	1.55
Fall 2017	1.68
Spring 2018	1.55
Fall 2018	1.56
Spring 2019	1.95
Fall 2019	N/A

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.

Cohort	Percentage Retained 2 nd Term	Percentage Retained 3 rd Term
Fall 2016	54.4%	33.8%
Spring 2017	40.0%	32.0%
Fall 2017	62.5%	34.4%
Spring 2018	51.4%	40.0%
Fall 2018	48.8%	36.6%
Spring 2019	81.0%	N/A
Fall 2019	N/A	N/A

Success:

The percent of students who have graduated within 2 years of their readmit semester has shown an upward trend from Fall 2016 to Fall 2017 students.

Cohort	Graduated in 2 years	Graduated in 3 years
Fall 2016	10.3%	17.6%
Spring 2017	12.0%	N/A
Fall 2017	21.9%	N/A

Other:

One measure of success for this program is determined by percentage of students who achieve a semester GPA>2.0 in reentry semester. While there doesn't seem to be a specific trend in the data, 4/6 (66.7%) of the last 6 semesters, 45% 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. With the exception of the Fall 2018 group, 88% or higher of the students who do attend their meetings with the coordinators and complete progress reports are successful in having a semester gpa > 2.0, and 50% or higher of the ones who do NOT complete the requirements are unsuccessful.

Retention Report - Catalyst Program - COPE Student Support Services (SSS)

1.) Title with Brief Description of Retention Initiative:

Increasing Foster Youth Summer Transition to College [Catalyst Program]– COPE Student Support Services (SSS) and Experience VU will collaborate with the Foster Success Program to offer engaging services and activities (i.e., tutoring, learning to navigate college campus [e.g., FAFSA, registering for classes, living in the residence hall, Blackboard], cultural activities, gaming, coaching, and mentoring) that will promote students' self-belonging to the college experience. These services and activities will increase students' graduation rates. The Catalyst Program promotes a living and learning summer transition college experience.

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

Foster care youth, as well as First-generation (neither parent student lives with has a BS degree), Low-income (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])

3.) Name of Program Offering Retention Initiative:

COPE Student Support Services (SSS)

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

2018: 23

2019: 14

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

Competitive Preference Priorities (CPPs) will focus on students' executive function skills (e.g., planning, organizing, test anxiety, TAPS attendance), study strategies (e.g., note taking, reading texts, TAPS performance), and social skills (e.g., sense of belonging, making and keeping friends, TAPS behavior, coaching/mentoring). Completion of the summer transition program, enter into college classes for the fall-to-fall, 100% and 150% graduation rates (success), and GPA.

6.) Data/Results:

GPA:

The Pilot Program during the Summer 2018 provided multiple changes that occurred during the Summer 2019 that should increase the Pilot year's GPA by mandating Study Skills and Applied Psychology courses that will benefit the students' academic and personal strategies that should increase their GPAs.

Cohort	Foster Youth Summer Transition			
	Summer 2018		Summer 2019	
Summer Transition	23	%	14	%
Fall Enrollment	7	30.4%	10	71.4%
Fall to Fall Retention	0	0.0%		
100% Completion				
100% Success				
VU GPA	1.08			

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

Gray shading indicates time not yet elapsed for outcome.

Fall-to-Fall Retention:

The Pilot Program did not have a Fall-to-Fall retention, which was reviewed by the collaborating entities so that an increase in retention should occur.

Success:

Program to new for Success data.

7.) Reflections on Results and Improvement Plans:

The need to collect additional data on independent living skills will assist with creating an improvement plan through a pre/post survey given during the SSS Program interview and at the end of Summer II. For the Program Directors conduct continuous quality improvement plans to ensure increased college success.

Retention Report - COPE Student Support Services (SSS)

1.) Title with Brief Description of Retention Initiative:

Increasing Non-cognitive Factors to Increase Graduation – COPE Student Support Services (SSS) will offer engaging services and activities (i.e., TED Talks, workshops, gaming, coaching, and mentoring) that will promote students' self-belonging to the Program. These services and activities will increase students' graduation rates. Student Support Services (SSS) TRIO Program for first-generation, low-income, and/or students with a disability.

Mission Statement – The mission of the Vincennes University COPE Student Support Services program is to increase retention, graduation. And/or transfer to a four-year institution and to foster independent growth through person-centered-planning approaches that enhance academic, financial, personal, and social development for low income, first generation, and/or students with disabilities.

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

First-generation (neither parent student lives with has a BS degree), Low-income (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 due to the lack of support both academic and mentoring in order to graduate on time.

3.) Name of Program Offering Retention Initiative:

COPE Student Support Services (SSS)

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

255

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

Competitive Preference Priorities (CPPs) will focus on students' executive function skills (e.g., planning, organizing, test anxiety, TAPS attendance), study strategies (e.g., note taking, reading texts, TAPS performance), and social skills (e.g., sense of belonging, making and keeping friends, TAPS behavior, coaching/mentoring), which will reflect on students' fall-to-fall retention, 100% and 150% graduation rates, and GPA.

6.) Data/Results:

GPA:

COPE SSS students maintain a minimum GPA greater than 2.000 which maintains students in good academic standing, which will lead to retention and graduation.

Fall-to-Fall Retention:

COPE SSS students completing the SSKL006 course, workshops, other services and activities showed an improvement in their Fall-to-Fall retention from 2016 to 2018.

Success:

COPE SSS students 100% Success is steadily increasing while at 150% a significant Success rate is occurring compared to the 100%.

Cohort Entry Term/Count	COPE Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	63	%	144	%	121	%		%
Fall to Fall Retention	32	50.8%	72	50.0%	71	58.7%		
100% Completion	12	19.0%	38	26.4%				
100% Success	20	31.7%	47	32.6%				
150% Completion	20	31.7%						
150% Success	28	44.4%						
VU GPA	2.19	-	2.05	-	2.16	-		-

Based on program rosters matched to first-time, degree-seeking freshmen entering in a fall term.

Gray shading indicates time not yet elapsed for outcome.

Fall 2018 to Fall 2019 Retention % is preliminary, and will be finalized after October 15, 2019.

Other:

The data demonstrate that the more contacts and services that COPE SSS students receive their GPA increase, which leads to retention and graduation.

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
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
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	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 CPP data provided by COPE matched to IR datasets				
VU GPA at end of entry fall term				

7.) Reflections on Results and Improvement Plans:

Increase contacts of new COPE SSS students over the summer with peer mentoring, newsletters, coaching to initiate that sense of belonging and a place to go prior to coming to campus in the Fall.

COPE SSS will utilize the Student Advisory Board SWOT analysis in order to actively engage students and create a sense of belonging to the Program so that the students will want to attend provided services, which showed that three (3) to seven (7) CPP contacts increase students' GPA.

Retention Report - Ebner Living Learning Community

1.) Title with Brief Description of Retention Initiative:

Ebner Living Learning Community (LLC)-Demonstrate students who are in Technology/STEM fields and more specifically Tech majors with 10+ residing in the Ebner Living Learning Community(LLC) achieve higher GPAs and have higher Fall to Fall Retention.

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

Providing a community based learning environment (Ebner Living Learning Community LLC) provides students with much needed resources to succeed at a higher rate than their counterparts who do not reside in this LLC. Higher GPAs, Fall to Fall Retention, 100% completion and 150% completion rates are experienced by those students who reside in the Ebner LLC.

3.) Name of Program Offering Retention Initiative:

Housing/Residential Life

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

All students living in the residence halls enrolled in Technology /STEM majors
2016-17: 198
2017-18: 170
2018-19: 137

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

For each cohort data was collected on all Technology/STEM student GPAs as well as GPAs for ones that had Technology majors with 10+ living in the Ebner LLC. Fall to Fall retention rates and 100% Crates were also collected.

6.) Data/Results

Cohort Entry Term Count / Pct Resd Halls	Ebner Residence Hall: Technology (V5)					
	Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%
Metric	45	-	58	-	53	-
Fall to Fall Retention	37	82.2%	46	79.3%	47	88.7%
100% Completion	31	68.9%	40	69.0%		
150% Completion	33	73.3%				
VU GPA	3.24	-	3.08	-	3.05	-

Cohort Entry Term Count / Pct Resd Halls	Other Residence Halls: Technology (V5)					
	Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%
Metric	153	-	112	-	84	-
Fall to Fall Retention	108	70.6%	70	62.5%	66	78.6%
100% Completion	75	49.0%	44	39.3%		
150% Completion	87	56.9%				
VU GPA	2.65	-	2.58	-	2.84	-

Ebner 10+ Majors:

Majors with 10 or more students
enrolled living in Ebner LLC

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%		
150% Completion	21	67.7%				
VU GPA	3.27	-	3.19	-	3.14	-

Cohort Entry Term Count / Pct Resd Halls	Other Residence Halls (Technology 10+) - Outcomes					
	Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%
Metric	45	-	37	-	29	-
Fall to Fall Retention	38	84.4%	23	62.2%	27	93.1%
100% Completion	29	64.4%	16	43.2%		
150% Completion	33	73.3%				
VU GPA	2.96	-	2.70	-	3.14	-

7.) Reflections on Results and Improvement Plans:

Results indicate Technology students residing in Ebner who are enrolled in the 10+ programs have a lower Fall to Fall retention rate and Fall 2016 and Fall 2018 100% completion rate as compared to students in the same majors who do not reside in Ebner. The 150% completion rate was also lower for student in the 10+ majors who lived in the Ebner LLC. In contrast comparing all Technology majors the above rates were higher for students residing in Ebner LLC.

Improvement plans:

Assess present programming in Ebner LLC and work to develop programs addressing areas to increase Fall to Fall retention, and 100% and 150% completion rates.

Work with the College of Technology to develop joint strategies to address the above retention rates.

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

Students in developmental course work faced challenges to completing required coursework and graduating on-time. Data for the Vincennes campus indicated that less than 10% 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).

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

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 completing remediation in the corequisite model showed an improvement in their GPAs over students in the standalone developmental model.

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-to-Fall Retention:

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 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

Success:

Students completing remediation in the 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.

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	N/A	17.7	N/A
Fall 2018 Corequisite	N/A	N/A	N/A	N/A

Other:

Students in corequisite remediation successfully completed the gateway course (ENGL 101) at higher rates than their counterparts in standalone remediation.

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%

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

7.) Reflections on Results and Improvement Plans:

Data demonstrates improvements in all three cohorts of students in corequisite remediation when compared to students in the stand-alone developmental courses. Beginning in the spring of 2020, VU will begin piloting using students' high school GPA for placement into the English gateway course to further reduce the number remedial credit hours students take and to improve our completion and success rates.

Retention Report -Experience VU (Disability Student Support Services)

1.) Title with Brief Description of Retention Initiative:

Increasing Non-cognitive Factors to Increase Graduation – Experience VU (Disability Student Support Services) 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 and activities will increase students' graduation rates. Student Support Services TRIO Program is for students with documented disability and meet income guidelines.

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

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

Student with a disability (physical or hidden [i.e., learning disability, ADHD, Autism]); Low-income (150% poverty rate set by the US Department of Education) face challenges due to the transitioning from high school to college, as well as other academic and non-academic (e.g., organizing, planning, study strategies) issues.

3.) Name of Program Offering Retention Initiative:

Experience VU (Disability Student Support Services)

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

125

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

Competitive Preference Priorities (CPPs) will focus on students' executive function skills (e.g., planning, organizing, test anxiety, TAPS attendance), study strategies (e.g., note taking, reading texts, TAPS performance), and social skills (e.g., sense of belonging, making and keeping friends, TAPS behavior, coaching/mentoring), which will reflect on students' fall-to-fall retention, 100% and 150% graduation rates (success), and GPA.

6.) Data/Results:

GPA:

Experience VU SSS students maintain a minimum GPA greater than 2.000 which maintain students in good academic standing, which will lead to retention and graduation (success).

Fall-to-Fall Retention:

Experience VU SSS students participating in services and activities showed a continuous fall-to-fall retention of great than 50% from 2016 to 2018.

Success:

Experience VU is a relatively new Program, which began in the Fall 2015. The future data will assist with seeing a trend with student success.

Cohort Entry Term/Count	Experience VU Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	64	%	58	%	48	%		%
Fall to Fall Retention	35	54.7%	30	51.7%	26.0	54.2%		
100% Completion	11	17.2%	11	19.0%				
100% Success	16	25.0%	16	27.6%				
150% Completion	19	29.7%						
150% Success	25	39.1%						
VU GPA	2.20	-	2.08	-	2.04	-		-

Based on program rosters matched to first-time, degree-seeking freshmen entering in a fall term.

Gray shading indicates time not yet elapsed for outcome.

Fall 2018 to Fall 2019 Retention % is preliminary, and will be finalized after October 15, 2019.

Other:

The CPP data showed that students receiving both CPPs possess high GPAs than students that only receive CPP1 or CPP2.

Fall 2017 Cohort Count	Matched		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% Transfer 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

7.) Reflections on Results and Improvement Plans:

Experience VU strives to increase the amount of direct student contacts. These contacts include, but are not limited to, attendance at activities, computer lab, and meetings with coaches/mentors.

Experience VU will distribute surveys and conduct Program analysis for continuous quality improvement to improve Experience VU Program services.

Retention Report - Learning Support Services Lab Usage

1.) Title with Brief Description of Retention Initiative:

The title of the initiative is "Learning Support Services Lab Usage," which will impact retention by increasing academic performance and creating firmer connections to 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.) Student Success Challenge(s) Being Addressed by Initiative:

Students do not attend tutoring labs enough to help with academic success.

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 visitors to utilize learning centers out of the 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 learning centers at least one time in the fall of 2017.

Unique Visitors - FTFTVM		
Fall 2017	Spring 2018	Fall 2018
1067/1452	81/101	965/1240
73.50%	80.20%	77.80%

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

Students who visit labs at least 4 times 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 learning centers have a higher cumulative GPA. However, regular visitors have a lower on-time completion, transfer, and overall success rates.

6.) Data/Results:

GPA:

This chart compares the cumulative GPA of students who visit a learning center 3 or fewer times to students who visit 4 or more times. New, full-time students on the Vincennes campus who are regular visitors of the learning centers have a higher cumulative GPA than students who do not.

	Learning Support Services							
	Fall 2017 FTFTVM Cohort				Fall 2018 FTFTVM Cohort			
	3 or fewer		4 or more		3 or fewer		4 or more	
	724	%	728	%	517	%	723	%
Number of Visits Cohort Count								
Cumulative GPA	2.10	-	2.20	-	2.16	-	2.35	-

Fall-to-Fall Retention:

These charts compare the persistence rates of new, full-time, Vincennes campus students who visit learning centers regularly to those who do not. New students in the fall semester who visit learning centers regularly are 11% more likely to enroll in spring classes and 4% more likely to enroll the following fall than students who do not make regular visits to learning centers.

3 or fewer visits		
Fall 17 -Spring 18	#	%
Not Registered	186	25.69061
Registered for Spring 2018	538	74.30939
Total	724	100
Fall 17-Fall 18	#	%
Not Registered	374	51.65746
Registered for Fall 2018	350	48.34254
Total	724	100

4 or more visits		
Fall 17 -Spring 18	#	%
Not Registered	104	14.28571
Registered for Spring 2018	624	85.71429
Total	728	100
Fall 17-Fall 18	#	%
Not Registered	347	47.66484
Registered for Fall 2018	381	52.33516
Total	728	100

Persistence Difference	
Fall to Spring	11%
Fall to Fall	4%

Success:

This chart compares the on time completion, transfer out, and overall success rates of students who regularly visit learning centers to those who do not. Students who regularly visit learning centers have slightly lower completion, transfer out, and overall success rates compared to students who do not make regular visits.

Number of Visits Cohort Count	Learning Support Services							
	Fall 2017 FTFTVM Cohort				Fall 2018 FTFTVM Cohort			
	3 or fewer		4 or more		3 or fewer		4 or more	
	724	%	728	%	517	%	723	%
100% Completion	205	28.3%	160	22.0%				
100% Tx Out Rate	44	6.1%	65	8.9%				
100% Success	249	34.4%	225	30.9%				

7.) Reflections on Results and Improvement Plans

In several charts students who visit learning centers 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.

In the data comparing on time completion rates, regular visitors had a lower “On Time Success” rate. Several factors may contribute to this. Firstly, students who make regular visits to learning centers are often required to complete remedial coursework, thus increasing the number of courses to completion. There are also students who are required to make regular visits as part of course requirements. These students are not, necessarily, taking advantage of the services offered in the learning centers. Additionally, students who are required to repeat a course will use the learning centers to provide the support they need to successfully complete their courses. These students will take longer to graduate or acquire the credits they wanted before transferring.

The program has an impact by increasing academic performance and creating firmer connections to campus. We intend to continue tracking usage in this manner. We also plan to implement initiatives to increase usage frequency to improve the percentage of students in the “4 or more” visits category, and provide additional demographic breakdown in future data, including students who are enrolled in remedial corequisite courses.

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 co-requisite support course.

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

Students in developmental course work faced challenges to completing required coursework and graduating on-time. Data for the Vincennes campus indicated that less than 10% 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).

3.) Name of Program Offering Retention Initiative:

Mathematics Department

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

2016-17: 320

2017-18: 299

2018-19: 227

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

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

6.) Data/Results:

GPA:

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

Cohort	Cumulative GPA
Fall 2015 MATH 013/MATT 014 remediation	1.71
Fall 2016 Corequisite	1.65
Fall 2017 Corequisite	1.80
Fall 2018 Corequisite	1.91

Cohort	Cumulative GPA
Fall 2015 MATH 016 remediation	1.87
Fall 2016 Corequisite	1.86
Fall 2017 Corequisite	1.72
Fall 2018 Corequisite	1.87

Fall-to-Fall Retention:

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 013/MATT 014 remediation	34.2
Fall 2016 Corequisite	37.5
Fall 2017 Corequisite	36.0
Fall 2018 Corequisite	45.6

Cohort	Percentage Retained
Fall 2015 MATH 016 remediation	40.7
Fall 2016 Corequisite	40.9
Fall 2017 Corequisite	39.5
Fall 2018 Corequisite	47.1

Success:

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.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2015 MATH 016 remediation	22.8	31.3	13.4	20.3
Fall 2016 Corequisite	20.3	31.3	12.2	21.3
Fall 2017 Corequisite	16.7	N/A	9.0	N/A
Fall 2018 Corequisite	N/A	N/A	N/A	N/A

Students completing remediation in the Technical MATT 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.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2015 MATH 013/MATT 014 remediation	12.7	23.1	5.4	13.1
Fall 2016 Corequisite	11.5	18.3	17.3	25.5
Fall 2017 Corequisite	16.7	N/A	7.9	N/A
Fall 2018 Corequisite	N/A	N/A	N/A	N/A

Other:

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

Cohort	Fall Entry Term	First AY
Fall 2015 MATH 016 remediation	0%	18.3%
Fall 2016 Corequisite	32.2%	40.3%
Fall 2017 Corequisite	34.8%	42.1%
Fall 2018 Corequisite	40.5%	45.8%

Students in corequisite remediation successfully completed the gateway Technical MATT course (107 or 109) at higher rates than their counterparts in standalone remediation.

Cohort	Fall Entry Term	First AY
Fall 2015 MATH 013/MATT 014 remediation	0%	5.8%
Fall 2016 Corequisite	38.4%	46.2%
Fall 2017 Corequisite	46.1%	50.9%
Fall 2018 Corequisite	42.5%	50.6%

7.) Reflections on Results and Improvement Plans:

Data demonstrates improvements 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.

Beginning in the spring of 2020, VU will begin piloting using students' high school GPA for placement into the math gateway course to further reduce the number remedial credit hours students take and to improve our completion and success rates.

In addition, the math department has formed a co-requisite committee, in order to discuss and reflect upon ways to continually improve the teaching strategies, styles and pedagogy by which the course is being taught. It had been decided that tutoring hours would be a requirement as part of the overall course grade in corequisite courses.

Currently, there is a redesign of the MATT 107 course scheduled to begin in the fall of 2020, which should help students progress into the gateway course. The change was evaluated and recommended by a math departmental committee, studying the insufficiencies in the current math pathway model.

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 a student as at-risk. These factors include high school GPA, FAFSA completion date, first generation college, placement into developmental classes, and date of registration. So, the higher the score, the more at-risk factors are involved. 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, Homeland Security, Law Enforcement, and Law Enforcement Conservation.

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

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 of 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.

Number of FSFY students who completed the Fall 16 semester who have received one or more degrees at VU in 6 semesters by initial profile score range:

Initial Risk Profile score	Number of students awarded one or more degrees	Number of students in range	%
0 – 20	317	683	46.4
25 - 35	75	324	23.1
40 - 50	34	255	13.3
55 - >	32	360	8.9

To have Baseline group for comparison, the following data was pulled:

Cohorts: Students with an Initial Risk Profile score in the range 25 to 35 initially enrolled in the following majors:			
1000	Special Education	2950	Gen Studies Exploring
1050	Behavioral Sciences	5360	Business Management
1100	Elementary Education	5900	Gen Studies - Business
1150	Early Childhood Educ	7000	Homeland Security
1500	Social Work	7500	Law Enforcement
2250	General Studies	7550	Law Enforcement, Conservation
2301	Child Development	5360	Business Management

Cohort Entry Term/Count	Cohorts					
	Fall 2016		Fall 2017		Fall 2018	
	194	%	195	%	145	%
Fall to Fall Retention	85	43.8%	78	40.0%	60	41.4%
100% Completion	20	10.3%	17	8.7%		
100% Success	34	17.5%	33	16.9%		
150% Completion	44	22.7%				
150% Tx Out Rate	18	9.3%				
150% Success	62	32.0%				
VU GPA	2.06	-	1.87	-	2.13	-

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

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

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

6.) Data/Results:

GPA:

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 this year. 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.

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-to-Fall Retention: N/A

Success: N/A

Other: N/A

7.) Reflections on Results and Improvement Plans:

Because this is a new initiative this semester, data will start being compiled at the end of Fall 2019. 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 number who complete degrees.

Coordinators are also collecting data on how many times they meet with an advisee during the semester in order to see if there is a correlation between the number of meetings with a coordinator and the academic success as well as the persistence of these first-time freshmen. The quality of visits is being included in this data. The SSC will also develop a survey to gather feedback from students about these visits.

The goal of this initiative is to see the percentage of students with this initial profile range who receive one or more degrees increase by 5 percent to 28.1% or higher.

Retention Report - Peer Mentoring Program

1.) Title with Brief Description of Retention Initiative:

The Vincennes University Peer Mentor Program is a student support service provided to new Vincennes University students. All Peer Mentors will be enrolled in the Special Leadership course (SSKL 297) during the Fall 2019 semester. Peer mentors and mentees approved for this initiative will receive a scholarship for the successful completion of this course.

Our mission is to provide support and guidance to our first-year students through peer mentoring relationships that will assist them in transitioning to Vincennes University academically and socially.

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

Peer Mentoring Program will address its ability to effectively produce academic and institutional results that will improve student retention from fall to fall.

3.) Name of Program Offering Retention Initiative:

Peer Mentoring Program

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

FA 2018- 25 mentees; 9 mentors

FA 2019-69 mentees; 14 mentors (started with 16 mentors, 2 had to drop)

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

The metrics used to measure the success of the Peer Mentoring Program is fall-to-fall retention, cumulative GPA, success (graduation/transfer) rates.

6.) Data/Results:

This is baseline data. The numbers reflect enrollment in the program by October 15th of each year. Fall 2018, we started with 25 students, and by October 15, 2018, 19 of those students were still enrolled. All 19 students enrolled represent first time-full time students. If a student was in the program but was not a first-time full-time student, then they are not represented in the data below. Students who were enrolled by the Oct 15th deadline but fell under full time status (12 credit hours), are not represented in the chart below.

Outcomes by Retention Initiative					For Internal Use Only		
First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus November 13, 2019							
		Peer Mentoring					
Cohort Entry Term/Count	Fall 2018			Demographics - Fall 2018			
	19	%					
Fall to Fall Retention	8	42.1%		Female	11	Avg Hrs Earn EOT	12
100% Completion				Male	8	HS GPA	2.56
100% Success				Black	9	Residence Halls	14
150% Completion				Other	3	Commuters	5
150% Success				White	7		
Cumulative GPA	1.47	-		Pell	12		
NOTE that results for some cohorts should be interpreted with caution due to small cohort size.							
Gray shading indicates time not yet elapsed for outcome.							
Avg Hrs Earn EOT - Average hours earned at the end of the fall entry term.							

7.) Reflections on Results and Improvement Plans:

The program has been piloted in two different methods. In fall of 2018, the program was opened to all students. In the fall of 2019, the program was specific to first time full time students. An additional modification from year one to year two was the use of attendance tracking documents to maintain record of student involvement in the program.

Future improvements consists of working with administration and academic areas to assess and improve the planning and implementation of this program. Establishing a set way to implement the program is of highest importance.

Retention Report - STEP

1.) Title with Brief Description of Retention Initiative:

STEP, or Students Transition into Educational Programs, offers an academic support program providing comprehensive services for students with learning disabilities, Attention Deficit Hyperactivity Disorder, and Autism Spectrum Disorders. Post-secondary students with learning disabilities need to develop self-awareness, good study skills, and appropriate social skills to improve their academic performance and to develop strategies for independent learning. The curriculum is practical and emphasizes active thinking, independent learning, student accountability, and the acquisition of specific strategies proven to enhance the academic performance of college students.

The mission of the Vincennes University STEP program is to provide an enriched environment to prepare all students to achieve their highest academic potential. Through a variety of STEP courses, peer and professional tutoring, support programming for students with learning disabilities, and an array of supplemental materials and resources, the STEP program provides the groundwork for academic success for students of all academic levels.

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

Self-Awareness, Study Skills, and Social Skills:

Study Skills are taught every week, in every class to build their educational foundation. These skills may be utilized for success in all courses on campus. Many students arrive on campus without an understanding of their disability, and some are unable to state the disability with which they have been diagnosed. STEP students study their psychometric reports for understanding regarding how their own disability affects their everyday functioning. Additionally, social skills are directly addressed through our mentoring program. Every freshman receives an upperclassmen mentor to assist with college integration. Not only does the freshman benefit from the upperclassmen's experiences on VU's campus, but also the upperclassmen gain necessary leadership skills for future employment.

3.) Name of Program Offering Retention Initiative:

STEP

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

30 (Freshmen)

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

Student engagement in class and with tutoring appointments leads to persistence. Co requisite correlation with student tutoring hours was considered.

6.) Data/Results:

GPA:

Fall 2016 - 1471 tutoring hours for STEP students, GPA was a 2.02, fall to fall retention rate was 44%, and the total completion rate was 32% (in 100% and 150%).

Fall 2017 - Fall-to-Fall Retention: Students enrolled in the STEP program showed an improvement in retention from fall of their first year to the fall of their second year to 57.1%.

Success: Students enrolled in the STEP program slightly dipped success rate percentages to 10.7%, either completing their degree within 2 years (100%) or within 3 years (150%), and in completion rates. No 150% completion rate information is available at this time.

1536 tutoring hours were spent on STEP students, and GPA improved to 2.36.

Fall 2018 - 1712 tutoring hours were utilized by STEP students, GPA again improved to 2.56, fall to fall retention rate climbed to 65.5%, and no completion data is available at this time.

Cohort Entry Term/Count	STEP Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	25	%	28	%	29	%		%
Fall to Fall Retention	11	44.0%	16	57.1%	19	65.5%		
100% Completion	3	12.0%	3	10.7%				
100% Success	3	12.0%	3	10.7%				
150% Completion	5	20.0%						
150% Success	5	20.0%						
Cumulative GPA	2.02	-	2.36	-	2.56	-		-
STEP Tutoring Hours	1471		1536		1712			

7.) Reflections on Results and Improvement Plans:

All STEP students are provided one hour of tutoring when they join the program. STEP instituted the initiative to provide two hours of private, professional tutoring to any student enrolled in two co-requisite pairings in 2016. For each year that the number of tutoring hours increase, the persistence rate increased and GPA goes up as well.

STEP program services are offered in college level classroom format. In the student syllabus, students are assessed on the following criteria:

30% attending the required STEP tutoring sessions and completing the 2-hour weekly study sessions.

In the past, students' grades would have been docked for tutoring no-shows. However, the STEP program is making a conscious effort to reschedule misses, and utilizing parent assistance

when needed. (All students in STEP have signed releases of information to their parents.) Parent involvement is the key to attendance and participation in tutoring. Furthermore, tutors are not paid for any missed appointments, which gives the tutors another incentive to reschedule the appointment.

Retention Report - Summer Bridge 2019

1.) Title with Brief Description of Retention Initiative:

The Summer Bridge Program assists students as they transition to college, focusing on academic expectations and social integration. This residential program occurs during the second summer session and lasts for five weeks. Students are encouraged to enroll in a maximum of six (6) credit hours, fulfilling a Math or English requirement and potentially an elective.

Mission Statement: The mission of the Vincennes University Summer Bridge Program is to provide a preview of the college experience in the summer in a supportive atmosphere that focuses on academic and social skills, allowing students to access tools and support for the best chance of college success.

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

The biggest success challenge is student transition to college: social, academic, and personal.

Students are often not used to having a roommate, being tolerant of the habits and personalities of others, and handling conflict resolution effectively. Most students are not prepared for the demands and commitment required of college-level work. Students often come with mental, emotional, and/or academic disabilities or struggles, greatly affecting their ability to focus on coursework.

3.) Name of Program Offering Retention Initiative:

Summer Bridge Program

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

2016: 22 students
2017: 15 students
2018: 15 students
2019: 16 students

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

Three metrics were evaluated: GPA, fall to fall retention, and success. Persistence through two subsequent semesters usually demonstrates the likelihood that the student can achieve their degree goal, although the completion of the pursued degree constitutes success. A strong foundation gives students the best chance for success, which is the goal of Summer Bridge.

6.) Data/Results:

GPA:

2016: 2.018 (as of Fall 2016) 1.978 (as of Spring 2017)
2017: 1.921 (as of Fall 2017) 2.082 (as of Spring 2018)
2018: 2.399 (as of Fall 2018) 2.615 (as of Spring 2019)
2019: 2.480 (at the end of Summer 2019)

Fall-to-Fall Retention:

2016: 18% (4/22 students; 10 were academically disqualified; 2 had holds-not counted; 4 did not register/pursued other life choices) Fall 2016-Fall 2017

2017: 47% (7/15 students) Fall 2017-fall 2018

2018: 61% (14/23 students; 2 had holds-- not counted) Fall 2018-Fall 2019

2019: From Summer 2019 to Fall 2019 (94% retention 15/16 students; 1 student was a PA--not counted)

Success: Over the past four years, retention has increased from Fall to Fall and students' GPAs consistently increased. Some of the contributing factors may include:

A larger emphasis on using the professional tutors available to them during the required tutor/study times.

Coordinating with the Writing Center to have available hours during Summer II.

Decreasing social activities, giving students more time to focus on studying in the evening.

Summer Bridge invites students with learning differences to transition to STEP (Student Transition to Education Program) which is a 4-semester program that includes class credit and incorporates a tutoring component in addition to other support programs. COPE and Experience VU staff also come and students to participate in the fall.

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus October 8, 2019								
Summer Bridge Cohorts								
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	20	%	13	%	21	%		%
Fall to Fall Retention	6	30.0%	7	53.8%	14	66.7%		
100% Completion	1	5.0%	0	0.0%				
100% Success	3	15.0%	0	0.0%				
150% Completion	1	5.0%						
150% Success	4	20.0%						
VU GPA	2.09	-	1.89	-	2.44	-		-

7.) Reflections on Results and Improvement Plans:

The Summer Bridge Program focuses on academic success through activities and reinforcements:

Mandatory study/tutor time 4x/week. A professional tutor in English and Math is available to assist students. The purpose: for students to incorporate intentional study time into their everyday schedules so it becomes a habit. Students also develop relationships with the Academic Skills Center staff that continue into the fall; they feel comfortable utilizing the ASC for tutoring, computer access, etc.

Introduction to support services at VU (STEP, COPE, Experience VU, Student Success Center). The purpose: for a smooth transition to Fall. Once Summer Bridge is over, students have other supports they can access to get help and support throughout their time at VU, also providing accountability.

Summer 2019—focus on student GRIT. The purpose: for students to be resilient and persistent even when life gets hard. Students become aware of the term, GRIT, so they can make a positive choice for their future when they want to give up.

Summer 2020—a continued focus on GRIT and an added focus on identifying pre-college anxieties and addressing those during summer. The purpose: to alleviate anxieties that may hinder student success, before they begin their fall semester.

Summer Bridge has a positive impact on most of the students who complete the program, put forth academic effort, and realize the significance of their education. But, because many participants are at-risk students, efforts are being made to proactively address potential inhibitors so success can be a more viable option.

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 the University College, those who place into ENGL 008 and MATH 008, with a goal of increasing the number of students retained and who complete a certificate and/or degree. These are the lowest level of developmental classes offered at VU.

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

These students have more at-risk factors. They struggle to complete all of the developmental classes required, 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.

3.) Name of Program Offering Retention Initiative:

Student Success Center

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

Fall 2016: 74
Fall 2017: 73
Fall 2018: 47
Fall 2019: 32

This drop in numbers reflects the decrease in VU enrollment from 2016-2019. It is believed that changing to 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, 100% and 150% graduation rates. Other standards measured for these groups were successful completion of ENGL 008 and MATH 008 and their gateway English and math classes.

6.) Data/Results:

The baseline group was comprised of Fall 2011 students enrolled in READ and/or ENGL 009 (who had a Sentence Skills score 20-67 and a Reading score 20-58; and who were enrolled in Math 010 and had a CPTE (Elementary Algebra) score between 0-30). The University College students place into ENGL 008 (with a Sentence Skills score 20-67 or a Reading score 20-58) and MATH 008 (with an Elementary Algebra score 0-30).

GPA:

The Cumulative GPA does show an upward trend with this group of students over the past few years. This data shows that the individual attention given to these University College students has helped raise their cumulative GPAs.

Cohort	Cumulative GPA
Baseline Group	1.55
Fall 2016	1.71
Fall 2017	1.76
Fall 2018	1.86
Fall 2019	N/A

Fall-to-Fall Retention:

The percent of students retained did go down from the Baseline Group to the Fall 2016 group. However, in an effort to reduce the number of students accruing debt and not being successful in developmental classes, in Fall 2016, VU implemented a policy where students not passing developmental classes the first time, would be put on Academic Probation. If they do not show success in the developmental classes in the subsequent semester, they are Academically Disqualified. This new policy affected the retention rate, especially for students needing developmental education.

Cohort	Percentage Retained
Baseline Group	33.1%
Fall 2016	29.70%
Fall 2017	28.80%
Fall 2018	34%
Fall 2019	N/A

Success:

The Student Success Center 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 rate increased when compared to the Baseline Group.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Baseline Group	5.1%	16.9%	0.8%	4.2%
Fall 2016	4.10%	14.90%	1.40%	12.20%
Fall 2017	5.50%	N/A	1.40%	N/A
Fall 2018	N/A	N/A	N/A	N/A
Fall 2019	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 MATH or MATH required for their degree).

This data was also compiled for cohort groups of first-time, degree-seeking freshmen entering from Fall 2012, Fall 2013 and Fall 2014 at Vincennes Campus or Jasper Campus 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 (CPE) score within 0-30; AND attempted MATH 010 in the fall entry term.

With the exception of Spring 2017, the University College students have consistently had a higher percentage of students to pass ENGL 101 than the students in the previous cohort groups.

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%

English	Attempted	ENGL 008			ENGL 101		
		Passed		Attempted	Passed		Passed from original UC group
Cohort	n	n	%	n	n	%	%
Fall 2016	81	42	51.9%	38	23	60.5%	28.4%
Spring 2017	15	7	46.7%	4	2	50.0%	13.3%
Fall 2017	77	44	57.1%	36	23	63.9%	29.9%
Spring 2018	8	5	62.5%	5	2	40.0%	25.0%
Fall 2018	47	29	61.7%	23	11	47.8%	23.4%
Total	228	127	55.7%	106	61	57.5%	26.8%

Students in the University College had higher pass rates in Math 008 than the previous cohort groups who took Math 010. There was an upward trend overall with the Math 008 pass rates. A more defined curriculum and improved training for faculty occurred over these years. With the

exception of the Fall 2018 group, the University College students consistently had higher pass rates for their gateway MATH or MATT classes than the earlier cohort groups.

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	MATH 008			MATH or MATT Gateway			
	Attempted	Passed		Attempted	Passed		Passed from original UC group
Cohort	n	n	%	n	n	%	%
Fall 2016	78	50	64.1%	44	15	34.1%	19.2%
Spring 2017	15	8	53.3%	4	2	50.0%	13.3%
Fall 2017	77	50	64.9%	39	14	35.9%	18.2%
Spring 2018	9	6	66.7%	5	2	40.0%	22.2%
Fall 2018	46	31	67.4%	23	3	13.0%	6.5%
Total	225	145	64.4%	115	36	31.3%	16.0%

7.) Reflections on Results and 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 one's 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 year we have added many guest speakers from campus, such as Housing, Student Life, Career Center, Counseling and Learning Resource Center, to share about their specific areas. This class is another effort towards raising the Fall to Fall retention rate for these students. The data shows that the pass rates for this particular class has show a downward trend. 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	% Passed
Fall 2017	71	48	67.6%
Fall 2018	43	29	67.4%
Fall 2019	33	19	57.6%
Total	147	96	65.3%

Retention Committee - Activity Outcomes

Institutional Research

January 21, 2020

For Internal Use Only

IR Project# R-29

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 Fall Retention:

Based on student enrollment in subsequent fall term, measured at 10-15

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 two 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

Outcomes by Demographic Subgroup

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
January 21, 2020

Cohort Entry Term/Count	Overall Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	1769	%	1625	%	1417	%	1327	%
Fall to Fall Retention	906	51.2%	813	50.0%	794	56.0%		
100% Completion	416	23.5%	383	23.6%				
100% Success	546	30.9%	508	31.3%				
150% Completion	582	32.9%						
150% Success	731	41.3%						
VU GPA	2.15	-	2.17	-	2.29	-	2.28	-

Cohort Entry Term/Count	Vincennes Campus Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	1626	%	1473	%	1266	%	1186	%
Fall to Fall Retention	834	51.3%	742	50.4%	707	55.8%		
100% Completion	390	24.0%	367	24.9%				
100% Success	512	31.5%	477	32.4%				
150% Completion	540	33.2%						
150% Success	540	33.2%						
VU GPA	2.15	-	2.14	-	2.26	-	2.26	-

Cohort Entry Term/Count	Jasper Campus Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	143	%	152	%	151	%	141	%
Fall to Fall Retention	72	50.3%	71	46.7%	87	57.6%		
100% Completion Rate	26	18.2%	16	10.5%				
100% Success	34	23.8%	31	20.4%				
150% Completion Rate	42	29.4%						
150% Success	50	35.0%						
VU GPA	2.14	-	2.43	-	2.56	-	2.48	-

Outcomes by Demographic Subgroup

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
January 21, 2020

Cohort Entry Term/Count	Overall Cohorts: Minorities							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	519	%	467	%	410	%	394	%
Fall to Fall Retention	192	37.0%	164	35.1%	170	41.5%		
100% Completion	55	10.6%	50	10.7%				
100% Success	100	19.3%	88	18.8%				
150% Completion	67	12.9%						
150% Success	128	24.7%						
VU GPA	1.69	-	1.62	-	1.78	-	1.94	-

Cohort Entry Term/Count	Overall Cohorts: Hispanic							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	219	%	163	%	179	%	198	%
Fall to Fall Retention	105	47.9%	71	43.6%	84	46.9%		
100% Completion	44	20.1%	26	16.0%				
100% Success	57	26.0%	41	25.2%				
150% Completion	61	27.9%						
150% Success	79	36.1%						
VU GPA	2.00	-	1.97	-	2.10	-	2.17	-

Cohort Entry Term/Count	Overall Cohorts: Black or African American							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	220	%	233	%	172	%	132	%
Fall to Fall Retention	50	22.7%	66	28.3%	51	29.7%		
100% Completion	4	1.8%	10	4.3%				
100% Success	25	11.4%	28	12.0%				
150% Completion	16	7.3%						
150% Success	46	20.9%						
VU GPA	1.32	-	1.22	-	1.37	-	1.48	-

Outcomes by Demographic Subgroup

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	21st Century Scholars (21CS) Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	255	%	202	%	154	%	174	%
Fall to Fall Retention	157	61.6%	113	55.9%	104	67.5%		
100% Completion	89	34.9%	53	26.2%				
100% Success	104	40.8%	65	32.2%				
150% Completion	113	44.3%						
150% Success	128	50.2%						
VU GPA	2.42	-	2.46	-	2.55	-	2.41	-

Cohort Entry Term/Count	Pell Cohorts (not 21CS)							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	789	%	752	%	634	%	539	%
Fall to Fall Retention	307	38.9%	308	41.0%	289	45.6%		
100% Completion	98	12.4%	115	15.3%				
100% Success	145	18.4%	168	22.3%				
150% Completion	153	19.4%						
150% Success	214	27.1%						
VU GPA	1.78	-	1.78	-	2.00	-	1.90	-

Cohort Entry Term/Count	Overall Cohorts: Ages 25+							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	57	%	60	%	53	%	37	%
Fall to Fall Retention	25	43.9%	24	40.0%	37	69.8%		
100% Completion	7	12.3%	7	11.7%				
100 Success	8	14.0%	9	15.0%				
150% Completion	13	22.8%						
150% Success	14	24.6%						
VU GPA	2.45	-	2.37	-	2.89	-	2.31	-

Outcomes by Demographic Subgroup

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	Overall Cohorts: Female							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	705	%	661	%	612	%	589	%
Fall to Fall Retention	347	49.2%	321	48.6%	336	54.9%		
100% Completion	132	18.7%	132	20.0%				
100 Success	192	27.2%	188	28.4%				
150% Completion	208	29.5%						
150% Success	275	39.0%						
VU GPA	2.14	-	2.18	-	2.30	-	2.18	-

Cohort Entry Term/Count	Overall Cohorts: Male							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	1064	%	964	%	805	%	738	%
Fall to Fall Retention	559	52.5%	492	51.0%	458	56.9%		
100% Completion	284	26.7%	251	26.0%				
100 Success	354	33.3%	320	33.2%				
150% Completion	374	35.2%						
150% Success	456	42.9%						
VU GPA	2.16	-	2.16	-	2.28	-	2.36	-

Outcomes by Retention Initiative

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
January 21, 2020

Cohort Entry Term/Count	COPE Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	63	%	144	%	121	%	148	%
Fall to Fall Retention	32	50.8%	72	50.0%	71	58.7%		
100% Completion	12	19.0%	38	26.4%				
100% Success	20	31.7%	47	32.6%				
150% Completion	20	31.7%						
150% Success	28	44.4%						
VU GPA	2.19	-	2.05	-	2.16	-	2.56	-

Cohort Entry Term/Count	Experience VU Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	64	%	58	%	48	%	59	%
Fall to Fall Retention	35	54.7%	30	51.7%	26	54.2%		
100% Completion	11	17.2%	11	19.0%				
100% Success	16	25.0%	16	27.6%				
150% Completion	19	29.7%						
150% Success	25	39.1%						
VU GPA	2.20	-	2.08	-	2.04	-	1.99	-

Cohort Entry Term/Count	STEP Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	25	%	28	%	29	%	27	%
Fall to Fall Retention	11	44.0%	16	57.1%	19	65.5%		
100% Completion	3	12.0%	3	10.7%				
100% Success	3	12.0%	3	10.7%				
150% Completion	5	20.0%						
150% Success	5	20.0%						
VU GPA	2.02	-	2.36	-	2.56	-	2.31	-

Cohort Entry Term/Count	Summer Bridge Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	20	%	13	%	21	%	14	%
Fall to Fall Retention	6	30.0%	7	53.8%	14	66.7%		
100% Completion	1	5.0%	0	0.0%				
100% Success	3	15.0%	0	0.0%				
150% Completion	1	5.0%						
150% Success	4	20.0%						
VU GPA	2.09	-	1.89	-	2.44	-	2.58	-

Outcomes by Retention Initiative

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	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%		
100% Completion	1	1.4%	1	1.4%				
100% Success	3	4.1%	4	5.5%				
150% Completion	9	12.2%						
150% Success	11	14.9%						
VU GPA	1.71	-	1.76	-	1.86	-	1.75	-

Number of Visits Cohort Count	Learning Support Services							
	Fall 2017 FTFTVM Cohort				Fall 2018 FTFTVM Cohort			
	3 or fewer		4 or more		3 or fewer		4 or more	
	724	%	728	%	517	%	723	%
Fall to Fall Retention	351	48.5%	381	52.3%	279	54.0%	419	58.0%
100% Completion	205	28.3%	160	22.0%				
100% Success	249	34.4%	225	30.9%				
VU GPA	2.10	-	2.20	-	2.16	-	2.35	-

Cohort Summer Transition Fall Enrollment	Foster Youth Summer Transition			
	Summer 2018		Summer 2019	
	23	%	14	%
Fall to Fall Retention	7	30.4%	9	64.3%
100% Completion				
100% Success				
VU GPA	1.08	-	2.01	-

Cohort Entry Term/Count	SPEC Initiative (STARTVU)			
	Fall 2018			
	Contacted		Not Contacted	
	985	%	432	
Fall to Fall Retention	551	55.9%	243	56.3%
100% Completion				
100% Success				
VU GPA	2.25	-	2.37	-

Outcomes by Retention Initiative

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	Honors Program							
	Fall 2015		Fall 2016		Fall/Spring 2017		Fall/Spring 2018	
	1	%	2	%	6	%	6	%
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%		
100% Success	1	100.0%	1	50.0%	3	50.0%		
150% Completion	1	100.0%	2	100.0%				
150% Success	1	100.0%	2	100.0%				
VU GPA	3.89	-	3.46	-	3.71	-	3.55	-

	Peer Mentoring						
Cohort Entry Term/Count	Fall 2018			Demographics - Fall 2018			
	19	%					
Fall to Fall Retention	8	42.1%		Female	11	Avg Hrs Earn EOT	12
100% Completion				Male	8	HS GPA	2.56
100% Success				Black	9	Residence Halls	14
150% Completion				Other	3	Commuters	5
150% Success				White	7		
VU GPA	1.47	-		Pell	12		
Cohort Entry Term/Count	Fall 2019						
	60	%					
VU GPA	1.57	-					

Cohort Reapply Term/Count	Re-Admit Students							
	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
	68	%	25	%	32	%	35	%
Retained 2nd "Next" Term	37	54.4%	10	40.0%	20	62.5%	18	51.4%
Retained 3rd Term	23	33.8%	8	32.0%	11	34.4%	14	40.0%
Graduated in 2 Years	7	10.3%	3	12.0%	7	21.9%		
Graduated in 3 Years	12	17.6%						
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	-
GPA End of Reapply Term	1.66	-	1.55	-	1.68	-	1.55	-

Readmits Cohort Reapply Term/Count	Fall 2018		Spring 2019	
	41	%	21	%
Retained 2nd "Next" Term	20	48.8%	17	81.0%
Retained 3rd Term	15	36.6%		
Indiana Resident	35	85.4%	20	95.2%
Avg Hrs Earned End of Reapply Term	31	-	36	-
GPA End of Reapply Term	1.56	-	1.95	-

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 additional terms following re-admit.

Outcomes by Retention Initiative

For Internal Use Only

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

January 21, 2020

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.

Outcomes by Housing (Residence Halls Compared to Commuters)

For Internal Use Only

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

January 21, 2020

Cohort Entry Term Count / Pct Resd Halls	Residence Halls							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%
Metric	956	58.8%	838	56.9%	693	54.7%	681	57.4%
Fall to Fall Retention	483	50.5%	420	50.1%	372	53.7%		
100% Completion	209	21.9%	202	24.1%				
100% Success	297	31.1%	271	32.3%				
150% Completion	287	30.0%						
150% Success	390	40.8%						
VU GPA	2.14	-	2.11	-	2.23	-	2.17	-
Average Hours Earned	14.5	-	15.3	-	16.3	-	17.5	-

Cohort Entry Term Count / Pct Commuters	Commuters (VM Only)							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%
Metric	670	41.2%	635	43.1%	573	45.3%	505	42.6%
Fall to Fall Retention	351	52.4%	322	50.7%	335	58.5%		
100% Completion	181	27.0%	165	26.0%				
100% Success	215	32.1%	206	32.4%				
150% Completion	253	37.8%						
150% Success	291	43.4%						
VU GPA	2.17	-	2.18	-	2.30	-	2.38	-
Average Hours Earned	17.1	-	18.7	-	21.4	-	22.4	-

Outcomes by Housing (Residence Halls Compared to Commuters)

For Internal Use Only

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

January 21, 2020

Demographics - Residence Halls								
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Black or African American	191	20.0%	191	22.8%	137	19.8%	117	17.2%
Hispanic	130	13.6%	94	11.2%	90	13.0%	99	14.5%
White	521	54.5%	484	57.8%	424	61.2%	405	59.5%
Other	114	11.9%	69	8.2%	42	6.1%	60	8.8%
Gender								
Female	321	33.6%	270	32.2%	250	36.1%	276	40.5%
Male	635	66.4%	568	67.8%	443	63.9%	405	59.5%
Received Pell	595	62.2%	506	60.4%	424	61.2%	399	58.6%
High School GPA	2.60	-	2.61	-	2.65	-	2.74	-

Demographics - Commuters (VM Only)								
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Black or African American	27	4.0%	41	6.5%	33	5.8%	13	2.6%
Hispanic	71	10.6%	50	7.9%	61	10.6%	68	13.5%
White	538	80.3%	494	77.8%	445	77.7%	409	81.0%
Other	34	5.1%	50	7.9%	34	5.9%	15	3.0%
Gender								
Female	301	44.9%	303	47.7%	267	46.6%	223	44.2%
Male	369	55.1%	332	52.3%	306	53.4%	282	55.8%
Received Pell	340	50.7%	349	55.0%	276	48.2%	231	45.7%
High School GPA	2.90	-	2.93	-	3.00	-	3.05	-

Outcomes by Housing (Residence Halls Compared to Commuters)

For Internal Use Only

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

January 21, 2020

Top 10 Majors - Residence Halls					
Fall 2016		Fall 2017		Fall 2018	
2250 - General Studies	105	2250 - General Studies	92	2250 - General Studies	72
7500 - Law Enforcement	58	7500 - Law Enforcement	47	7500 - Law Enforcement	39
7550 - Law Enf Conserv	48	8480 - Adv Mfg AutoTech	45	8480 - Adv Mfg Auto Tech	38
8470 - Precision Mach Tech	43	7550 - Law Enf Conserv	37	7550 - Law Enf Conserv	28
5050 - Business Admin	32	5050 - Business Admin	33	8470 - Precision Mach Tech	25
7000 - Homeland Sec+PS	28	4550 - Engineering Science	31	7350 - Fire Sci+Safety Tech	21
4010 - Biomedical Science	28	2950 - General Studies Expl	29	4010 - Biomedical Science	21
2950 - General Studies Expl	27	8470 - Precision Mach Tech	28	2950 - General Studies Expl	20
8481 - AMT-Ind Mnt Conc	25	4010 - Biomedical Science	27	4550 - Engineering Science	19
4550 - Engineering Science	24	5360 - Business Mgmt	26	5360 - Business Mgmt	18

Top 10 Majors - Commuters					
Fall 2016		Fall 2017		Fall 2018	
2250 - General Studies	112	2250 - General Studies	130	2250 - General Studies	92
2950 - Gen Studies - Expl	46	2950 - Gen Studies - Expl	37	2950 - Gen Studies - Expl	26
4550 - Engineering Science	31	5050 - Business Admin	28	8480 - Adv Mfg AutoTech	22
6250 - Nursing, Assoc of Sci	27	7500 - Law Enforcement	26	6250 - Nursing, Assc Sci	21
7500 - Law Enforcement	25	6250 - Nursing, Assc Sci	25	4550 - Engineering Science	21
4010 - Biol, Biomedical Sci	21	8273 - Diesel Technology	24	8470 - Precision Mach Tech	19
5050 - Business Admin	20	8480 - Adv Mfg AutoTech	19	8273 - Diesel Technology	19
8470 - Precision Mach Tech	19	7550 - Law Enf Conserv	17	5360 - Business Mgmt	19
8480 - Adv Mfg Auto Tech	19	1100 - Educ Elem Conc	15	5050 - Business Admin	17
8541 - Welding Technology	16	4550 - Engineering Science	14	7500 - Law Enforcement	17
8273 - Diesel Technology	16	5300 - Agribusiness	14		

Top 10 Majors - Residence Halls		Top 10 Majors - Commuters	
Fall 2019		Fall 2019	
2250 - General Studies	74	2250 - General Studies	71
7550 - Law Enf Conserv	42	2950 - Gen Studies - Expl	27
8473 - Metalworking Tech	36	8483 - Machinery Repair	25
7500 - Law Enforcement	33	T600 - Nursing, Assoc Sci	24
8483 - Machinery Repair	29	4550 - Engineering Science	22
4010 - Biol, Biomedical Sci	24	8473 - Metalworking Tech	20
T700 - Law Enforcement	20	8273 - Diesel Technology	18
7250 - Culinary Arts	16	7500 - Law Enforcement	14
2950 - Gen Studies - Expl	16	T100 - Social Work	11
7350 - Fire Sci Safety Tech	14	7550 - Law Enf Conserv	10
7110 - Broadcasting	14	4460 - Nat Resrc Env Sci	10

Outcomes by Housing (Residence Halls Compared to Commuters)

For Internal Use Only

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

January 21, 2020

Outcomes by Residence Hall								
Cohort Entry Term	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Fall to Fall Retention	n	% Rtn	n	% Rtn	n	% Rtn	Cohort	% Rtn
Apartment 3rd Street	1	0.0%	2	50.0%	3	66.7%	5	
Clark Hall	82	40.2%	115	53.9%	107	56.1%	113	
Ebner Hall	51	76.5%	69	78.3%	59	86.4%	60	
Godare Hall	194	45.4%	179	52.5%	-	-	117	
Harrison Hall	99	52.5%	184	48.9%	123	51.2%	83	
Morris Hall	173	46.8%	111	40.5%	63	38.1%	0	
Vanderburgh Hall	180	52.2%	178	41.6%	148	46.6%	120	
Vigo Hall	176	54.5%	-	-	190	54.2%	183	

Outcomes by Residence Hall								
Cohort Entry Term	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Completion Rate (100%)	n	% OTC	n	% OTC	n	% OTC	Cohort	% OTC
Apartment 3rd Street	1	0.0%	2	50.0%	3		5	
Clark Hall	82	14.6%	115	28.7%	107		113	
Ebner Hall	51	62.7%	69	65.2%	59		60	
Godare Hall	194	23.2%	179	24.6%	-		117	
Harrison Hall	99	17.2%	184	18.5%	123		83	
Morris Hall	173	15.0%	111	19.8%	63		0	
Vanderburgh Hall	180	13.9%	178	12.9%	148		120	
Vigo Hall	176	29.5%	-	-	190		183	

Outcomes by Residence Hall								
Success Rate (100%)	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Cohort	n	%Success	n	%Success	n	% OTC	Cohort	% OTC
Apartment 3rd Street	1	0.0%	2	50.0%	3		5	
Clark Hall	82	31.7%	115	35.7%	107		113	
Ebner Hall	51	68.6%	69	73.9%	59		60	
Godare Hall	194	29.4%	179	33.5%	-		117	
Harrison Hall	99	25.3%	184	26.6%	123		83	
Morris Hall	173	20.2%	111	27.0%	63		0	
Vanderburgh Hall	180	30.6%	178	21.9%	148		120	
Vigo Hall	176	36.4%	-	-	190		183	

Outcomes by Housing (Residence Halls Compared to Commuters)

For Internal Use Only

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

January 21, 2020

Outcomes by Residence Hall								
Cohort Entry Term	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
VU GPA and Hours Earned*	GPA	Hours*	GPA	Hours*	GPA	Hours*	GPA	Hours*
Apartment 3rd Street	1.43	6	1.82	15	2.18	28	2.49	25
Clark Hall	2.08	15	2.09	14	2.29	16	2.36	19
Ebner Hall	3.08	22	3.01	25	2.99	23	3.07	24
Godare Hall	2.00	14	2.11	15	-	-	2.04	19
Harrison Hall	2.24	15	1.94	14	2.09	14	2.26	18
Morris Hall	1.82	11	1.97	14	1.85	12	-	-
Vanderburgh Hall	2.17	15	2.06	14	2.18	16	1.92	15
Vigo Hall	2.29	16	-	-	2.21	17	1.98	15

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

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+
Apartment 3rd Street	23	46	15	41	11	50	19	40
Clark Hall	117	92	152	67	149	63	146	66
Ebner Hall	61	41	80	34	61	44	65	38
Godare Hall	243	60	232	87	-	-	135	32
Harrison Hall	118	28	200	37	145	33	103	42
Morris Hall	216	43	135	28	83	19	4	-
Vanderburgh Hall	231	64	227	73	178	41	151	42
Vigo Hall	217	60	-	-	237	73	207	60
ALL students living in residence halls, i.e. the student group differs from the other tables in this report.								

Note: Fall 2019 Morris Hall shows n = 4 students at Morris Hall Right Skills Now.

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

Outcomes for Corequisite Course Model

For Internal Use Only

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

January 21, 2020

Cohort Entry Term / Count	ENGL Dev		READ Dev		ENGL and/or READ Combined	
	Fall 2015		Fall 2015		Fall 2015	
	282	%	345	%	494	%
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	
	327	%	316	%	250	%	339	%
Fall to Fall Retention	159	48.6%	150	47.5%	124	49.6%		
100% Completion	61	18.7%	56	17.7%				
100% Success	84	25.7%	76	24.1%				
150% Completion	94	28.7%						
150% Success	124	37.9%						
VU GPA	1.96	-	2.01	-	2.06	-	1.88	-
Passed Gateway Fall Entry Term / First AY	53.8%	59.0%	58.9%	62.7%	58.8%	64.0%	53.1%	

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 Fall Retention	100	40.7%	131	40.9%	118	39.5%	107	47.1%		
100% Completion	33	13.4%	39	12.2%	27	9.0%				
100% Success	56	22.8%	65	20.3%	50	16.7%				
150% Completion	50	20.3%	68	21.3%						
150% Success	77	31.3%	100	31.3%						
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%	

Cohort Entry Term / Count	MATH 013 / MATT 014		MATT Co-Req							
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	260	%	208	%	228	%	160	%	218	%
Fall to Fall Retention	89	34.2%	78	37.5%	82	36.0%	73	45.6%		
100% Completion	14	5.4%	24	11.5%	18	7.9%				
100% Success	33	12.7%	36	17.3%	38	16.7%				
150% Completion	34	13.1%	38	18.3%						
150% Success	60	23.1%	53	25.5%						
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%	

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.

Fall 2015	Fall 2016 and Later	All Terms
Developmental Courses ENGL 011 / READ 011 MATH 013 / MATT 014 MATH 016	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

For Internal Use Only

Definitions

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

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COPE Outcomes by Subgroup

For Internal Use Only

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

January 21, 2020

Cohort Entry Term/Count	COPE Cohorts											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	63	%	32	%	43	%	7	%	24	%	39	%
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 Fall Retention	72	50.0%	23	48.9%	41	48.8%	14	51.9%	23	51.1%	49	49.5%
100% Completion	38	26.4%	8	17.0%	21	25.0%	7	25.9%	10	22.2%	28	28.3%
100% Success	47	32.6%	12	25.5%	27	32.1%	9	33.3%	14	31.1%	33	33.3%
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 Fall Retention	71	58.7%	10	41.7%	26	50.0%	17	68.0%	20	48.8%	51	63.8%
VU GPA	2.16	-	1.66	-	1.99	-	2.05	-	2.06	-	2.22	-

Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	148	%	42	%	66	%	34	%	61	%	87	%
VU GPA	2.56	-	2.48	-	2.15	-	2.74	-	2.47	-	2.63	-

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

For Internal Use Only

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

January 21, 2020

Cohort Entry Term/Count	Experience VU Cohorts											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	64	%	17	%	28	%	8	%	18	%	46	%
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 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%
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 Fall Retention	26	54.2%	7	50.0%	8	40.0%	6	60.0%	9	40.9%	17	65.4%
VU GPA	2.04	-	2.13	-	1.74	-	2.13	-	1.95	-	2.12	-

Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	59	%	20	%	22	%	11	%	27	%	32	%
VU GPA	1.99	-	1.27	-	1.38	-	2.17	-	1.99	-	1.98	-

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

For Internal Use Only

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

January 21, 2020

Cohort Entry Term/Count	University College											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	74	%	44	%	55	%	7	%	33	%	41	%
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 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%
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 Fall Retention	16	34.0%	5	18.5%	10	28.6%	1	50.0%	10	47.6%	6	23.1%
VU GPA	1.86	-	1.49	-	1.96	-	1.17	-	2.19	-	1.53	-

Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	29	%	20	%	21	%	3	%	16	%	13	%
VU GPA	1.75	-	1.79	-	1.57	-	1.96	-	1.71	-	1.79	-

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

For Internal Use Only

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

January 21, 2020

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 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%
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 Fall Retention	279	54.0%	46	35.4%	91	42.7%	37	72.5%	76	47.5%	203	56.9%
VU GPA	2.16	-	1.56	-	1.79	-	2.52	-	2.01	-	2.23	-

Cohort Entry Term/Count	LSS - Four (4) or More Visits											
	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	728	%	254	%	383	%	89	%	337	%	391	%
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%
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 Fall Retention	419	58.0%	102	44.3%	163	46.2%	57	66.3%	197	57.3%	222	58.6%
VU GPA	2.35	-	1.85	-	2.05	-	2.51	-	2.39	-	2.32	-

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.

Housing Outcomes by Subgroup

For Internal Use Only

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

January 21, 2020

Cohort Entry Term/Count	Students in Residence Halls											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	956	%	380	%	473	%	148	%	321	%	635	%
Fall to Fall Retention	483	50.5%	140	36.8%	185	39.1%	87	58.8%	147	45.8%	336	52.9%
100% Completion	209	21.9%	36	9.5%	53	11.2%	47	31.8%	41	12.8%	168	26.5%
100% Success	297	31.1%	75	19.7%	94	19.9%	56	37.8%	85	26.5%	212	33.4%
150% Completion	287	30.0%	65	17.1%	89	18.8%	59	39.9%	68	21.2%	219	34.5%
150% Success	390	40.8%	116	30.5%	141	29.8%	69	46.6%	118	36.8%	272	42.8%
VU GPA	2.14	-	1.73	-	1.79	-	2.42	-	2.06	-	2.18	-

Cohort Entry Term/Count	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	838	%	328	%	414	%	105	%	270	%	568	%
Fall to Fall Retention	420	50.1%	117	35.7%	165	39.9%	62	59.0%	125	46.3%	295	51.9%
100% Completion	202	24.1%	37	11.3%	59	14.3%	29	27.6%	54	20.0%	148	26.1%
100% Success	271	32.3%	60	18.3%	89	21.5%	37	35.2%	76	28.1%	195	34.3%
VU GPA	2.11	-	1.64	-	1.73	-	2.54	-	2.09	-	2.12	-

Cohort Entry Term/Count	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	693	%	255	%	348	%	79	%	250	%	443	%
Fall to Fall Retention	372	53.7%	92	36.1%	151	43.4%	51	64.6%	122	48.8%	250	56.4%
VU GPA	2.23	-	1.73	-	1.97	-	2.50	-	2.23	-	2.23	-

Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	681	%	264	%	303	%	102	%	276	%	405	%
VU GPA	2.17	-	1.74	-	1.82	-	2.37	-	2.04	-	2.26	-

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.

Corequisite English Outcomes by Subgroup

For Internal Use Only

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

January 21, 2020

GW = Gateway

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 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 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%

Corequisite English Outcomes by Subgroup

For Internal Use Only

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

January 21, 2020

GW = Gateway

Cohort Entry Term/Count	ENGL Co-Req											
	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	316	%	103	%	164	%	51	%	135	%	181	%
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%
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%

Cohort Entry Term/Count	ENGL Co-Req											
	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	250	%	87	%	125	%	39	%	122	%	128	%
Fall to Fall Retention	124	49.6%	36	41.4%	53	42.4%	26	66.7%	60	49.2%	64	50.0%
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%

Cohort Entry Term/Count	ENGL Co-Req											
	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	339	%	127	%	177	%	44	%	173	%	166	%
Fall to Fall Retention												
VU GPA	1.88	-	1.71	-	1.67	-	2.02	-	1.85	-	1.91	-
Pass GW: Fall Entry / First AY	53.1%		41.7%		45.2%		61.4%		56.1%		50.0%	

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

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

January 21, 2020

GW = Gateway

Cohort Entry Term / Count	Developmental MATH 016											
	Fall 2015		Minorities		Pell (not 21CS)		21CS		Female		Male	
	246	%	87	%	143	%	36	%	100	%	146	%
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 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 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%
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%

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

January 21, 2020

GW = Gateway

Cohort Entry Term/Count	MATH Co-Req											
	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	227	%	76	%	113	%	31	%	116	%	111	%
Fall to Fall Retention	107	47.1%	26	34.2%	40	35.4%	16	51.6%	57	49.1%	50	45.0%
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%

Cohort Entry Term/Count	MATH Co-Req											
	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	148	%	58	%	73	%	32	%	89	%	59	%
Fall to Fall Retention												
VU GPA	1.91	-	1.82	-	1.57	-	2.21	-	2.02	-	1.75	-
Pass GW: Fall Entry / First AY	45.3%		43.1%		19.2%		59.4%		53.9%		32.2%	

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 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%

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

January 21, 2020

GW = Gateway

Cohort Entry Term/Count	MATT Co-Req											
	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
	208	%	86	%	128	%	19	%	89	%	119	%
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 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%
VU GPA	1.8	-	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 Fall Retention	73	45.6%	18	31.6%	36	35.6%	10	90.9%	40	48.2%	33	42.9%
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%

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

January 21, 2020

GW = Gateway

Cohort Entry Term/Count	MATT Co-Req											
	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	218	%	101	%	124	%	27	%	138	%	80	%
Fall to Fall Retention												
VU GPA	1.82	-	1.58	-	1.62	-	2.36	-	1.83	-	1.80	-
Pass GW: Fall Entry / First AY	46.8%		42.6%		43.5%		59.3%		49.3%		42.5%	

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

Additional Analysis of Various Retention Activities

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Housing: Ebner Hall

- Outcomes and demographics for Ebner Hall, which is a Living Learning Community (LLC)
- Comparison of Technology majors between Ebner Hall and other Residence Halls

Corequisite Model

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
January 21, 2020

Cohort Entry Term Count / Pct Resd Halls	Ebner Hall							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%
Metric	51	-	69	-	59	-	60	-
Fall to Fall Retention	39	76.5%	54	78.3%	51	86.4%		
100% Completion	32	62.7%	45	65.2%				
100% Success	35	68.6%	51	73.9%				
150% Completion	34	66.7%						
150% Success	37	72.5%						
VU GPA	3.08	-	3.01	-	2.99	-	3.07	-
Average Hours Earned	22	-	25	-	23	-	24.0	-

Demographics								
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Black or African American	1	2.0%	1	1.4%	2	3.4%	1	1.7%
Hispanic	2	3.9%	3	4.3%	8	13.6%	6	10.0%
White	45	88.2%	62	89.9%	48	81.4%	47	78.3%
Other	3	5.9%	3	4.3%	1	1.7%	6	10.0%
Gender								
Female	13	25.5%	22	31.9%	13	22.0%	13	21.7%
Male	38	74.5%	47	68.1%	46	78.0%	47	78.3%
Received Pell	17	33.3%	27	39.1%	21	35.6%	21	35.0%
High School GPA	3.16	-	3.12	-	3.03	-	3.10	

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

Outcomes for Ebner Hall

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
January 21, 2020

Enrollment by Major			
Fall 2018		Fall 2019	
8480 - Adv Mfg Auto Tech	27	8483 - Machinery Repair Cert	21
8470 - Precision Mach Tech	7	8473 - Metalworking Tech	13
8273 - Diesel Technology	5	8273 - Diesel Technology	6
4550 - Engineering Science	4	8035 - Auto Service Tech	4
8255 - Comp Netwrkg+Sec	3	4010 - Biomedical Science	4
8240 - Construction Tech	3	8255 - Comp Netwrkg+Sec	3
8330 - Product Desn+Prod	3	8330 - Product Desn+Prod	2
4070 - Chemical Sciences	1	8243 - Construction Carpenter	2
8540 - Welding Tech	1	8300 - Architectural / CAD	1
8510 - Surveying Tech	1	8480 - Adv Mfg Auto Tech	1
8030 - Automotive Tech	1	4550 - Engineering Science	1
8541 - Welding Technology	1	8360 - Electronics Tech	1
4460 - Natural Res+Env Sci	1	8075 - Auto Body Repair	1
8360 - Electronics Tech	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	61	41	80	34	61	44	65	38
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

Outcomes by Housing (Residence Halls Compared to Commuters)
First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
Comparison of Living Learning Communities to Other Residence Halls
Technology Majors (College V5)
January 21, 2020

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	-	58	-	53	-	55	-
Fall to Fall Retention	37	82.2%	46	79.3%	47	88.7%		
100% Completion	31	68.9%	40	69.0%				
100% Success	34	75.6%	44	75.9%				
150% Completion	33	73.3%						
150% Success	36	80.0%						
VU GPA	3.24	-	3.08	-	3.05	-	3.07	-
Average Hours Earned	22.8	-	25.4	-	23.3	-	24.0	-

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	153	-	112	-	84	-	95	-
Fall to Fall Retention	108	70.6%	70	62.5%	66	78.6%		
100% Completion	75	49.0%	44	39.3%				
100% Success	86	56.2%	51	45.5%				
150% Completion	87	56.9%						
150% Success	98	64.1%						
VU GPA	2.65	-	2.58	-	2.84	-	2.87	-
Average Hours Earned	18.8	-	17.9	-	19.9	-	19.4	-

Outcomes by Housing (Residence Halls Compared to Commuters)

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

Comparison of Living Learning Communities to Other Residence Halls

Technology Majors (College V5)

January 21, 2020

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	5.2%	6	11.3%	5	9.1%
White	40	88.9%	53	91.4%	45	84.9%	44	80.0%
Other	3	6.7%	2	3.4%	0	0.0%	6	10.9%
Gender								
Female	7	15.6%	12	20.7%	7	13.2%	8	14.5%
Male	38	84.4%	46	79.3%	46	86.8%	47	85.5%
Received Pell	14	31.1%	22	37.9%	20	37.7%	18	32.7%
High School GPA	3.18	-	3.08	-	3.02	-	3.07	-

Other Residence Halls: Demographics of Technology Students								
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Black or African American	14	9.2%	8	7.1%	10	11.9%	4	4.2%
Hispanic	23	15.0%	15	13.4%	6	7.1%	10	10.5%
White	100	65.4%	75	67.0%	66	78.6%	77	81.1%
Other	16	10.5%	14	12.5%	2	2.4%	4	4.2%
Gender								
Female	3	2.0%	3	2.7%	1	1.2%	6	6.3%
Male	150	98.0%	109	97.3%	83	98.8%	89	93.7%
Received Pell	80	52.3%	54	48.2%	47	56.0%	46	48.4%
High School GPA	2.73	-	2.74	-	2.85	-	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)

January 21, 2020

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		

Outcomes by Housing (Technology Majors)

For Internal Use Only

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

Comparison of Living Learning Communities to Other Residence Halls

Selected Technology Majors

January 21, 2020

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%		
100% Success	21	67.7%	27	75.0%		
150% Completion	21	67.7%				
150% Success	23	74.2%				
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	45	-	37	-	29	-
Fall to Fall Retention	38	84.4%	23	62.2%	27	93.1%
100% Completion	29	64.4%	16	43.2%		
100% Success	32	71.1%	18	48.6%		
150% Completion	33	73.3%				
150% Success	36	80.0%				
VU GPA	2.96	-	2.70	-	3.14	-
Average Hours Earned	23.3	-	19.3	-	21.1	-

Outcomes by Housing (Technology Majors)

For Internal Use Only

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

Comparison of Living Learning Communities to Other Residence Halls

Selected Technology Majors

January 21, 2020

	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	9	20.0%	6	16.2%	1	3.4%
White	35	77.8%	29	78.4%	28	96.6%
Other	1	2.2%	2	5.4%	0	0.0%
Gender						
Female	0	0.0%	0	0.0%	1	3.4%
Male	45	100.0%	37	100.0%	28	96.6%
Received Pell	15	33.3%	11	29.7%	13	44.8%
High School GPA	2.94	-	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

January 21, 2020

	ENGL Co-Req						ENGL Gateway (no Co-Req)					
	Fall 2016		Fall 2017		Fall 2018		Fall 2016		Fall 2017		Fall 2018	
Cohort/Count	327	%	316	%	250	%	449	%	437	%	372	%
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%			115	25.6%	122	27.9%		0.0%
100% Success	84	25.7%	76	24.1%			148	33.0%	170	38.9%		
150% Completion	94	28.7%					161	35.9%				
150% Success	124	37.9%					199	44.3%				
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%

	MATH Co-Req						MATH Gateway (no Co-Req)					
	Fall 2016		Fall 2017		Fall 2018		Fall 2016		Fall 2017		Fall 2018	
Cohort/Count	320	%	299	%	227	%	310	%	270	%	285	%
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%			87	28.1%	68	25.2%		0.0%
100% Success	65	20.3%	50	16.7%			110	35.5%	98	36.3%		
150% Completion	68	21.3%					127	41.0%				
150% Success	100	31.3%					152	49.0%				
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%

	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%			58	41.4%	49	37.4%		0.0%
100% Success	36	17.3%	38	16.7%			59	42.1%	55	42.0%		
150% Completion	38	18.3%					69	49.3%				
150% Success	53	25.5%					71	50.7%				
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%

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

January 21, 2020

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

For Internal Use Only

Competitive Preference Priorities (CPP) Analysis

January 21, 2020

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

For Internal Use Only

Competitive Preference Priorities (CPP) Analysis

January 21, 2020

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
January 21, 2020

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

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	-

University College
English and Math Pass Rates
January 21, 2020

For Interna

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	77	44	57.1%	23	29.9%
Spring 2018	8	5	62.5%	2	25.0%
Fall 2018	47	29	61.7%	11	23.4%
Total	228	127	55.7%	61	26.8%

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	9	6	66.7%	2	22.2%
Fall 2018	46	31	67.4%	3	6.5%
Total	225	145	64.4%	36	16.0%

- 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 entry term

NOTE: Time for successful completion has not yet elapsed for the Spring 2018 and Fall 2018 cohorts, so these rates will likely increase.

Cohort	Time to Completion (Two Academic Years)	
Fall 2016	Summer 2018	Successful indicates the student passed the course with a grade of "C" or better anytime from fall entry through "time to completion" term.
Spring 2017	Fall 2018	
Fall 2017	Summer 2019	
Spring 2018	Fall 2019	
Fall 2018	Summer 2020	

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

Outcomes based on Risk Profile Score and Entry Program

For Internal Use Only

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

January 21, 2020

Cohort Entry Term/Count	Cohorts					
	Fall 2016		Fall 2017		Fall 2018	
	194	%	195	%	145	%
Fall to Fall Retention	85	43.8%	78	40.0%	60	41.4%
100% Completion	20	10.3%	17	8.7%		
100% Success	34	17.5%	33	16.9%		
150% Completion	44	22.7%				
150% Tx Out Rate	18	9.3%				
150% Success	62	32.0%				
VU GPA	2.06	-	1.87	-	2.13	-

Cohorts: Students with an Initial Risk Profile score in the range 25 to 35 initially enrolled in the following majors:			
1000	Special Education	2950	Gen Studies Exploring
1050	Behavioral Sciences	5360	Business Management
1100	Elementary Education	5900	Gen Studies - Business
1150	Early Childhood Educ	7000	Homeland Security
1500	Social Work	7500	Law Enforcement
2250	General Studies	7550	Law Enforcement
2301	Child Development		Conservation
5360	Business Management		

Major Code/ Cohort Count	Fall 2016													
	1000	9	1050	0	1100	4	1150	4	1500	10	2250	63	2301	1
Fall to Fall Retention	4	44.4%	-	-	2	50.0%	2	50.0%	4	40.0%	30	47.6%	0	0.0%
100% Completion	0	0.0%	-	-	1	25.0%	0	0.0%	1	10.0%	4	6.3%	0	0.0%
100% Success	3	33.3%	-	-	2	50.0%	0	0.0%	2	20.0%	9	14.3%	0	0.0%
150% Completion	0	0.0%	-	-	2	50.0%	1	25.0%	2	20.0%	14	22.2%	0	0.0%
150% Success	3	33.3%	-	-	3	75.0%	1	25.0%	4	40.0%	20	31.7%	0	0.0%
VU GPA	2.71	-	-	-	2.76	-	1.86	-	1.66	-	2.01	-	1.46	-

Major Code/ Cohort Count	2950	25	5360	12	5900	4	7000	6	7500	38	7550	18
Fall to Fall Retention	7	28.0%	2	16.7%	1	25.0%	4	66.7%	19	50.0%	10	55.6%
100% Completion	1	4.0%	0	0.0%	0	0.0%	0	0.0%	5	13.2%	8	44.4%
100% Success	3	12.0%	0	0.0%	1	25.0%	0	0.0%	5	13.2%	8	44.4%
150% Completion	3	12.0%	2	16.7%	1	25.0%	1	16.7%	9	23.7%	9	50.0%
150% Success	5	20.0%	2	16.7%	2	50.0%	1	16.7%	11	28.9%	10	55.6%
VU GPA	2.13	-	1.35	-	1.95	-	1.84	-	2.35	-	1.94	

Outcomes based on Risk Profile Score and Entry Program

For Internal Use Only

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

January 21, 2020

	Fall 2017													
Major Code/ Cohort Count	1000	0	1050	7	1100	0	1150	3	1500	8	2250	92	2301	0
Fall to Fall Retention	-	-	3	42.9%	-	-	0	0.0%	4	50.0%	37	40.2%	-	-
100% Completion	-	-	0	0.0%	-	-	0	0.0%	0	0.0%	7	7.6%	-	-
100% Tx Out Rate	-	-	1	14.3%	-	-	0	0.0%	1	12.5%	8	8.7%	-	-
100% Success	-	-	1	14.3%	-	-	0	0.0%	1	12.5%	15	16.3%	-	-
VU GPA	-	-	1.55	-	-	-	0.55	-	1.87	-	2.02	-	-	-

Major Code/ Cohort Count	2950	19	5360	14	5900	1	7000	8	7500	30	7550	13
Fall to Fall Retention	9	47.4%	7	50.0%	0	0.0%	4	50.0%	8	26.7%	6	46.2%
100% Completion	2	10.5%	1	7.1%	0	0.0%	1	12.5%	2	6.7%	4	30.8%
100% Tx Out Rate	3	15.8%	0	0.0%	0	0.0%	0	0.0%	3	10.0%	0	0.0%
100% Success	5	26.3%	1	7.1%	0	0.0%	1	12.5%	5	16.7%	4	30.8%
VU GPA	2.24	-	1.63	-	0.60	-	2.44	-	1.48	-	1.63	-

	Fall 2018													
Major Code/ Cohort Count	1000	3	1050	5	1100	1	1150	1	1500	5	2250	60	2301	3
Fall to Fall Retention	2	66.7%	2	40.0%	0	0.0%	1	100.0%	2	40.0%	24	40.0%	1	33.3%
VU GPA	2.66	-	2.63	-	0.00	-	2.97	-	2.73	-	2.26	-	1.13	-

Major Code/ Cohort Count	2950	22	5360	11	5900	6	7000	2	7500	16	7550	10
Fall to Fall Retention	9	40.9%	5	45.5%	2	33.3%	1	50.0%	7	43.8%	4	40.0%
VU GPA	2.29	-	1.75	-	2.56	-	1.59	-	1.74	-	1.52	-

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

Strategic Plan Priority: Improve Student Retention and Success

Executive Sponsor: Laura Treanor

Date: 1/2/20

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 2, 2020

1. Summary of results for previous year

There have been positive improvements in many areas of VU's retention efforts. Focused population programs, which span all levels of academic success, continue to be refined and expanded. The corequisite model has provided dramatic success in students completing their English gateway. Enhanced advising initiatives from the Student Success Center are expanding, while proactive intervention efforts like TAPS and the SPEC initiative continue to be emphasized. In the area of student learning support, the LRC remodel will provide a central hub for learning support services. VU's measurements against ICHE metrics improved significantly in several categories. Notably, our overall on-time graduation rate went from 23.9% to 28.5% in Fall 2015 to Fall 2016. Improvements were also seen in closing the completion gap for minority, 21st Century, and other low-income recipients.

- a. KPI Areas of progress
 - i. Increased overall Fall-to-Fall Retention
 - ii. 15 Credit Hour Benchmark
 - iii. 6-Year Graduation Rate
- b. KPI Areas of little/no progress
 - i. 100% and 150% Completion
 - ii. Fall-to-Spring Retention
 - iii. 30 Credit Hour Benchmark
- c. KPI Areas of negative progress
 - i. 45 Credit Hour Benchmark

2. Highlights of initiatives or activities positively impacting results

- a. Formulation of Retention Committee
 - i. Interdepartmental committee of 15 members
 - ii. Design and implement retention strategies
 - iii. Build on current efforts
- b. Alignment with State Completion metrics
 - i. Underrepresented minorities
 - ii. Socioeconomic status
 - iii. Adult Students
- c. Corequisite Model
 - i. English gateway - 64% pass rate first academic year
 - ii. Math gateway – 45.8% pass rate first academic year
- d. Creation of Knowledge Market
 - i. Learning center with peer tutors

3. Factors negatively affecting results

- a. Variety of incoming students with formal and informal knowledge
 - i. Varying levels of rigor in high schools
 - ii. Varying levels of exposure to college constraints like time management, independence, etc.
- b. Lack of belonging to campus
- c. Financial concerns
- d. Unsure of major
- e. Conflict with work and family commitments

4. Known threats or opportunities for 2019-2020

- a. Threats
 - i. Nontraditional students carry adulthood challenges
 - ii. Students with a history of poor performance
 - iii. Part-time students
 - iv. Online/blended classes increases likelihood of withdrawal
- b. Opportunities
 - i. Refine intervention attempts and community-building programs
 - 1. Academic Coaches
 - 2. Living learning communities
 - 3. Intentional cohorting of students
 - ii. Explore the challenges of adult populations
 - iii. Curricular alignment

5. Recommendations

- a. Changes to programs or resources (already planned and for consideration)
 - i. planned
 - 1. Expand Student Success Center advisees to include students with scores of 25-35 on Risk Profile
 - 2. Mentoring Program – 2nd-year program consisting of peer mentors for pilot cohort of students
 - 3. Academic coaches – faculty reaching out to students with attendance warnings for early intervention
 - 4. EduNav – System software providing real-time degree plans
 - 5. GPA for placement – additional placement index besides Accuplacer
 - 6. Brainfuse – online tutoring provider for select classes
 - ii. for consideration
 - 1. Investigate how to provide timely, informed, and specific academic advising
 - 2. Increase living learning communities
- b. Changes to KPIs (add/drop, change metrics, etc.)
 - i. consider redefining graduation rate as completion rate
 - ii. adjust 2022 goals to reflect CHE measurements

6. Final Thoughts

Retention and success are subsequent steps from Strategic Priority 1 (Enhancing Enrollment and Recruitment). VU is actively implementing well-thought-out initiatives while mindfully tracking success with data and analysis. Initiatives for consideration would likely require increased

resources. Large and small goals establish measurements for success and direct resources and attention.