

**Vincennes University Retention Committee
Annual Report
2020-2021**



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Introduction:

Improving student retention and success is a Vincennes University strategic priority that supports the University's mission, vision, and values. Vincennes University is committed to providing a quality educational experience that relies on interdepartmental initiatives. These initiatives are monitored and reported by departments with data provided by the Office of Institutional Research. These reports are discussed by the Retention Committee, compiled, and presented to the University CQI committee for approval. This structure, with sustained efforts, contributes to the design and implementation of strategies aimed at improving student retention and success.

The Retention Committee currently consists of 12 members representing various units involved with the student experience and is chaired by the Assistant Provost for Curriculum and Instruction. The composition is: COPE, Residential Life, Student Success Center, Counseling Services, Financial Aid, Dean of Students, Developmental Education, Jasper Campus, and Faculty Senate. The committee meets monthly to focus on the design and implementation of strategies of student retention and success. This is done by building on, monitoring, and tracking current efforts. The reports found in this annual report are generated through the adoption of a common template and an identification of 3 consistent metrics. The committee again chose to use Cumulative GPA, Fall-to-Fall Retention, and Success Rate as the common metrics to provide consistency with last year's reports. 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. An addition to this year's template is the opportunity to provide an updated improvement plan. New initiatives were tracked while others were paused. A new initiative introduced is Brainfuse online tutoring. Summer Bridge, Catalyst Program, and Peer Mentoring Program are the initiatives removed from this year's report, due to conditions surrounding the pandemic and the nature of these programs. Goal setting is an important component emphasized this year. Subgoals were created for various demographics with the intent to support the key performance indicators of the strategic plan. The establishment of these targets will provide direction and awareness of progress. In the future, report authors will be able to point to these goals as part of their tracking.

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.

Despite the remote work environment, an annual report on the Strategic Priority for Retention and Success was presented to the CQI committee. This report includes a summary of the results of the key performance indicators, highlights, factors negatively affecting results, known threats or opportunities for the upcoming year, and recommendations from the executive sponsor. The CQI committee reviews the document before it is presented to the executive team, and ultimately the Board of Trustees. In this way, leadership is able to make informed decisions about the progress of its priorities. Noteworthy highlights of the previous reporting year include: improvement in minority retention, success, and completion; expansion of a student placement pilot; expansion of online tutoring services; and continuity of the Retention Committee work despite the disruption created by the pandemic. COVID was identified as a significant factor negatively affecting results that is expected to have residual impact for the future.

The documents that follow indicate that VU is organizing and operationalizing its efforts to improve student retention and success. Vincennes University has worked to overcome the challenges presented by the pandemic of the past year. The University exhibited its commitment to students and staff with pragmatic decision-making and timely communication. Action teams focused on instructional continuity, environmental parameters, and safety decisions developed recommendations that, with administrative support, sought to ensure well-being and success during this difficult academic year. As we adapt to changing circumstances, our commitment to students has never been greater.

Retention Report—Academic Coaches

1.) Title with Brief Description of Retention Initiative:

Academic Coaches in each College: In Fall 2019, chosen faculty from each college were given 3 hours 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. 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.

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:

Fall 2019: 215 freshmen

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

Data will be collected on students’ fall-to-fall retention, overall GPA, and 100% and 150% graduation rates.

6.) Data/Results:

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

Academic Coaches						
Cohort Entry Term/Count	Fall 2019		Fall 2020		Spring 2021	
	215	%				
Fall-to-Spring Retention	157	73.0%				
Fall-to-Fall Retention	90	41.9%				
VU GPA	1.50	-				

Success: Data not available

Other:

The RTI (Real Time Indicator) scores on students are weighted as follows:

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

The following table gives the retention percentages for students who were contacted by the academic coaches. The students have been divided into subgroups based on their RTI (Real Time Indicator) scores. The coronavirus pandemic led to more virtual instruction in Spring 20 and Fall 20, which would have also affected those retention rates.

Fall 2019 Academic Coaches Retention Data	
Students contacted by coaches	Fall-to-Fall Retention
RTI between 5-30	64/99 = 64.6%
RTI between 35-50	15/44 = 34.1%
RTI between 55-100	13/78 = 16.7%

7.) Reflections on Results and Improvement Plans:

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

8.) Updated Improvement Plans:

As this report has been updated, there has been a realization that improvements must be made in the process of collecting data for this initiative. Google sheets are a more efficient method of gathering this information and are now being utilized. However, moving forward, well-defined goals for how to measure success must be determined and implemented. Academic standing and degree completion are other sets of data that might be reviewed for these students. The messaging for this program did get set aside due to the other concerns with the Coronavirus pandemic in Spring 2020. One goal will be to improve messaging about the academic coaches to incoming students and their parents.

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 > or = 2.0.

3.) Name of Program Offering Retention Initiative:

Student Success Center

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

Year	Number of Students
Fall 2016	68
Spring 2017	27
Fall 2017	35
Spring 2018	35
Fall 2018	45
Fall 2019	29
Spring 2020	26

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

For each cohort, data were collected on students’ end of reapply term cumulative GPA, retention for the term following readmission term (2nd term) and subsequent term (3rd term), graduation in 2 years, and 3 years from reapply term. For each semester, data was collected on students’ semester GPA > or = 2.0.

6.) Data/Results:

Efforts for this program are largely directed towards improving the semester GPA. There is a high variability in the cumulative GPA depending on the cohort for academic readmits.

GPA:

Cohort	Cumulative GPA
Fall 2016	1.67
Spring 2017	1.56
Fall 2017	1.68
Spring 2018	1.57
Fall 2018	1.59
Spring 2019	2.03
Fall 2019	1.71
Spring 2020	1.70

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%	38.1%
Fall 2019	66.7%	37.0%
Spring 2020	72.7%	50.0%

Success:

The percent of students who have graduated within 2 years and 3 years of their readmit semester has shown upward trends from Fall 2016 to Fall 2018 students. The goal is to raise the percentage of those who graduate in 2 years from their reentry semester to 25% or higher, so the retention for the 2nd and 3rd terms will also need to be investigated.

Cohort	Graduated in 2 years	Graduated in 3 years
Fall 2016	10.3%	17.6%
Spring 2017	12.0%	16.0%
Fall 2017	21.9%	25.0%
Spring 2018	14.3%	20.0%
Fall 2018	22.0%	N/A

Other:

One measure of success for this program is determined by the percentage of students who achieve a semester GPA > or = 2.0 in reentry semester. While there doesn't seem to be a specific trend in the data, 5/7 (71.4%) of the last 7 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. With the exception of the Fall 2019 group, 50% or higher of the ones who do NOT complete the requirements are unsuccessful.

Cohort	Number of students	Percentage Successful	Percentage of successful students who completed meeting and progress report requirements	Percentage of unsuccessful students who did NOT complete meeting and progress report requirements.
Fall 2016	68	45.9%	100%	51.7%
Spring 2017	27	39.1%	88.9%	78.6%
Fall 2017	35	57%	100%	65%
Spring 2018	35	42.4%	92.9%	52.6%
Fall 2018	45	48.9%	81.8%	45.5%
Spring 2019	22	81.8%	94.4%	50%
Fall 2019	29	58.6%	94.1%	33.3%
Spring 2020	26	52.3%	75%	20%

7.) Reflections on Results and Previous Improvement Plans:

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

8.) Updated Improvement Plans:

The SSC has now developed a survey to gather feedback from Readmits each semester, starting with Fall 2020. While the graduation percentage did go up with the Fall 2018 group, the 25% goal has not yet been reached. The retention rate is dropping under 40% with that 3rd semester so this data will be investigated. Going forward, coordinators are planning to add an exit meeting with their readmits around Week 15 of their reentry semester. An earlier improvement plan suggested that data should be gathered on how many semesters it takes for a student to raise their cumulative GPA above 2.0, but it was decided that looking at the retention rates in semesters 2 and 3 and also graduation rates will provide similar information. One improvement plan would be to require readmits to meet with their coordinator 1-2 times in the semester following their reentry semester. The Fresh Start program is still being evaluated and refined. The best way to inform students about this option is being reviewed.

Retention Report - Learning Support Services Brainfuse Usage

1.) Title with Brief Description of Retention Initiative:

Brainfuse Usage

Brainfuse is a company that provides virtual, on-demand tutoring by highly qualified tutors throughout the United States. Learning Support Services (LSS) partnered with Brainfuse to offer tutoring in select high enrollment, high non-success rate courses. For the fall 2019 semester, students enrolled in Math, General Psychology, and Anatomy, and Physiology was able to receive tutoring through Brainfuse.

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

Students enrolled in courses with high non-success rates may need access to academic resources outside of the normal lab hours and/or while not on campus. Working with Institutional Research, a list was generated of courses with the highest non-success rates (D, F, or Withdrawal). The Continuous Quality Improvement Committee then determined which courses on the list could Brainfuse have the biggest impact. These courses initially included Distance Math, General Psychology, and Anatomy and Physiology.

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:

8 students used Brainfuse during the Fall 2019 semester.

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

Success rates (C or better in the course where they received tutoring, as well as on-time completion and/or transfer), completion rates, fall-to-fall retention rates, and average GPA of the students who used Brainfuse will be compared to other student populations.

6.) Data/Results:

GPA:

The average GPA of students who used Brainfuse in the fall of 2019 was 2.129. This is considerably lower than the average of 2.25 for all first time, full time students on the Vincennes Campus.

Fall-to-Fall Retention:

The Fall-to-Spring retention rate for students who used Brainfuse was 37.5% which is considerably lower than the 59.1% rate for all first time, full time students on the Vincennes Campus.

Success:

In the course for which they received tutoring via Brainfuse, students had a 62.5% completion and a 37.5% pass rate. 62.5% of students who used Brainfuse tutors either enrolled in fall 2020 classes or graduated, while 37.5% of these students transferred to another institution. 50% of Brainfuse users had on time program success.

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

Brainfuse was implemented mid-semester and was not well utilized. The number of students using Brainfuse was not significant enough to draw meaningful conclusions.

8.) Updated Improvement Plans:

For Fall 2020, Brainfuse was expanded to include several more courses. The courses where Brainfuse is now available to students is:

All Math
ENGL 101 – Comp I
ENGL 102 – Comp II
HIST 139 – American History I
SOCL 151 – Principals of Sociology
MGMT 100 – Introduction to Business
COMP 177 – Introduction to Programming Logic,
GEOS 100 – Earth Science
CHEM 105 – General Chemistry
NURS 100 – Nursing Fundamentals
BIOL 111 – Anatomy and Physiology I

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. COPE SSS TRIO Program is for first-generation, low-income, and/or students with a disability. Two-thirds of the participants served must be low-income and first generation or disabled, of whom one-third must also be low-income. COPE SSS has a sister TRIO Program, Experience VU that only serves students with disabilities, and two-thirds of those students must also be low-income.

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 whom the 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 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, study strategies, and social skills. CPP1 services include gaming activities, positive reinforcement, critical thinking and problem solving, assistance with technology (i.e., Apps, Blackboard, Kurzweil, etc.), TAPS (e.g., behavior, positive reinforcement), weekly planner, and workshops on personal issues such as dating, roommate issues, etc. On the other hand, CPP2 services include DegreeWorks assistance, financial management (i.e., living options spending, saving, etc.), service learning experiences, summer Accuplacer assistance, TAPS (e.g., attendance, poor performance, textbook, tutoring), academic workshops (e.g., study skills, plagiarism, career, etc.), which will reflect on students’ fall-to-fall retention, 100%, and 150% graduation rates, and cumulative GPA.

6.) Data/Results:

COPE Cohorts								
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	63	%	144	%	121	%	148	%
Fall-to-Spring Retention	55	87.3%	115	79.9%	104	86.0%	137	92.6%
Fall-to-Fall Retention	32	50.8%	72	50.5%	71	58.7%	104	70.3%
100% Completion	12	19.0%	38	26.4%	27	22.3%		
100 % Success	20	31.7%	47	32.6%	29	24.0%		
150% Completion	20	31.7%	50	34.7%				
150 Success	28	44.4%	61	42.4%				
VU GPA	2.19	-	2.05	-	2.16	-	2.56	

GPA:

COPE SSS students achieved a minimum cumulative GPA greater than 2.00 every year from 2016 to 2019, which maintains students in good academic standing and will lead to retention and graduation (success).

Fall-to-Fall Retention:

COPE SSS students maintained 50% or greater regarding Fall-to-Fall retention from Fall 2016 to Fall 2018 with a 70.3% for Fall 2019. This increase may be due to no students being academically disqualified in Spring 2020 due to Covid-19; future analysis will be needed to see if this was a unique circumstance.

Success:

COPE SSS students 100% Success maintained 31.7% and 32.6% respectively for Fall 2016 and Fall 2017. However, during Fall 2018 the percentage decreased to 24.0% while the VU Campus Cohorts were 31.5%, 32.6%, and 35.8% respectively. However, the COPE SSS 150% Success is 44.4% (2016) and 42.4% (2017) compared to the VU Campus Cohorts 41.9% and 42.7% respectively.

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

COPE SSS Director continues to meet with College Deans and Program Chairs to collaborate with services and activities, as well as obtaining input from the Professional Advisory Board (faculty and staff that provide valuable input into programmatic services). The collaborative opportunities and relationships continue to grow such as speaking with Law Enforcement and Technology classes each year for the purpose of recruiting, engaging students outside of class, and making a campus connection, therefore, increasing retention. Also, COPE SSS created the Faculty/Staff Support Award for faculty and staff that go above and beyond to collaborate with our Program and students.

One improvement plan included increasing contacts over the summer with peer mentoring and coaching. COPE SSS staff turnover occurred during this time, which limited staff time for intensive coaching/mentoring. The peer mentor did reach out to new students once over the summer to answer questions. Moving over the last three summers has affected summer planning and quality time for students.

The COPE SSS Director met with the Student Advisory Board to discuss activities and receive input for the next year's services and activities so that student buy-in would occur. Due to Covid-19, the Student Advisory Board only met once during the Fall 2020 semester.

Due to the renovation location, the temporary location did not allow for the usual lab structure, which may have impacted retention and graduation.

8.) Updated Improvement Plans:

COPE SSS Peer Mentor(s) will contact 90% of the new students by the beginning of Fall 2021 classes to address student questions. COPE SSS staff will provide 100% response to new student follow-up questions that the Peer Mentor forwarded.

COPE SSS Educational Coach will coach/mentor the 21st Century Scholar students to increase their GPA to 2.500 cumulative, which in turn will increase retention and graduation rates.

COPE SSS will have two staff coach/mentor the Pell students (non 21st Century Scholars) to increase their GPA to 2.500 cumulative, which in turn will increase retention and graduation rates.

COPE SSS will incorporate the Student Advisory Board input to provide a diverse array of activities that are inclusive to all students, which will increase the COPE SSS minority students' GPA to at least a minimum of a 2.000 cumulative GPA, which in turn will increase retention and graduation rates.

Retention Report - Ebner Hall Living Learning Community

1.) Title with Brief Description of Retention Initiative:

The Ebner Hall Living Learning Community (LLC) is designed to demonstrate that students who are in Technology/STEM fields, and more specifically Technology majors with 10 or more students residing in the Ebner Hall Living Learning Community (LLC) achieve higher GPAs and have a higher Fall-to-Fall retention rate than those who live in other residence halls on campus. All male students with majors in the College of Technology and all female students with majors in the College of Technology or the College of Science, Engineering, and Math are eligible to live in the Ebner Hall Living Learning Community. Rooms are assigned on a first-come first-serve basis, and as long as the student remains enrolled at Vincennes University/are not academically disqualified, they are eligible to live in this community.

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

Students who do not live in a Technology/STEM LLC achieve lower GPAs and have a lower Fall-to-Fall retention rate as compared to students who live in the Ebner Hall Living Learning Community.

3.) Name of Program Offering Retention Initiative:

Office of Housing and Residential Life

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

All of the students living in the residence halls that are enrolled in Technology/SEM Majors are included in the total below. The data being discussed below only addresses the students that have majors in the College of Technology, as those are the students that this community was specifically designed for.

Year	Number of Students
2016-2017	198
2017-2018	170
2018-2019	137
2019-2020	217

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

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

6.) Data/Results:

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	-	64	-
Fall-to-Fall Retention	37	82.2%	46	79.3%	47	88.7%	23	35.9%
100% Completion	31	68.9%	40	69.0%	36	67.9%		
150% Completion	33	73.3%	41	70.7%				
Cumulative VU GPA	3.24	-	3.08	-	3.05	-	3.10	-

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	-	153	-
Fall-to-Fall Retention	108	70.6%	70	62.5%	66	78.6%	50	32.7%
100% Completion	75	49.0%	44	39.3%	39	46.4%		
150% Completion	87	56.9%	57	50.9%				
Cumulative VU GPA	2.65	-	2.58	-	2.84	-	2.78	-

Ebner 10+ Majors: Majors with 10 or more students enrolled living in Ebner LLC	8473 - Metalworking Technology Certificate
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Cohort Entry Term Count / Pct Resd Halls	Ebner Residence Hall (Technology 10+) - Outcomes							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%
Metric	31	-	36	-	34	-	13	-
Fall-to-Fall Retention	23	74.2%	29	80.6%	30	88.2%	5	38.5%
100% Completion	19	61.3%	26	72.2%	25	73.5%		
150% Completion	21	67.7%	25	69.4%				
Cumulative VU GPA	3.27	-	3.19	-	3.14	-	3.13	-
Cohort Entry Term Count / Pct Resd Halls	Other Residence Halls (Technology 10+) - Outcomes							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%
Metric	45	-	37	-	29	-	57	-
Fall-to-Fall Retention	38	84.4%	23	62.2%	27	93.1%	19	33.3%
100% Completion	29	64.4%	16	43.2%	17	58.6%		
150% Completion	33	73.3%	21	56.8%				
Cumulative VU GPA	2.96	-	2.70	-	3.14	-	2.77	-

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

Current Results:

The data above illustrates that Technology/STEM students who choose to live in the Ebner Hall Living Learning Community do achieve a higher average GPA than their major counterparts who live in the other residence halls on campus. This is demonstrated through the fact that the Ebner Hall Living Learning Community students have higher GPAs for all four years' worth of data that is represented above. Additionally, the retention rate for students living in the LLC is higher than those who live in other residence halls for two of the four years represented in the data above. This shows that changes in programs offered to Ebner residents may impact the retention rates of students living in the hall. When specifying the data even further to look at the students who reside in the Ebner Hall Living Learning Community in a major where there are 10 or more students in that same major, their GPA was higher than their 10+ major counterparts that lived in other residence halls for 3 out of the four years' worth of data reported. For Fall 2018, the GPA was the same for students in 10+ majors regardless of where they were living on campus. For this group of

students, the retention rate is higher for the Ebner Hall Living Learning Community students in 2 out of the four years represented by the data above. The data also shows that Fall 2018/Spring 2019 was most likely a year with a high number of students graduating or transferring from these majors in this LLC, as the Fall 2019 data shows a significant drop in the retention rate of these students.

Previous Improvement Plans:

The previous improvement plans for this project were to explore the creation of more Living Learning Communities and to assess the present programming in the Ebner LLC in an effort to develop more programs that address areas of need to increase student GPAs and Fall-to-Fall retention rates. Due to staff transition, as well as the Covid-19 pandemic cutting the academic year short, these improvement plans have not yet been addressed.

8.) Updated Improvement Plans:

Current Improvement Plans:

The first improvement plan is to address the inconsistency year to year with Ebner LLC students having higher GPAs and retention rates than their other residence hall peers. Housing student staff members in the building are going to implement a study table program in the Fall 2021 semester. At the end of Spring 2022, this program's effectiveness will be assessed to determine if a positive impact in the GPA levels and retention rates of Ebner LLC students is present.

The second improvement plan will be to explore the creation of an additional LLC. Another group of majors will be identified based on which groups have lower GPAs and retention rates. An LLC focused on the identified group of majors will then be created and proposed with the hope of putting this LLC into use by Fall 2022.

The final improvement plan will be to conduct an assessment of the programming currently offered to the students living in the Ebner Hall Living Learning Community. Programming will be conducted and assessed throughout the 2021-2022 academic year. The Office of Housing & Residential Life will specifically look for programs that have a direct role in increased GPAs and retention rates of students living in the LLC. This will help with the creation of an LLC-specific programming model that should be ready for implementation by Fall 2022.

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 coursework faced challenges to completing required coursework and graduating on-time. Data for the Vincennes and Jasper campuses indicated that less than 10% of students enrolled in one or more developmental courses earned a degree from 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:

Year	Number of Students
2016-2017	327
2017-2018	316
2018-2019	250
2019-2020	339
2020-2021	131

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:

While the fall 2019 corequisite cohort had a lower cumulative GPA than the corequisite cohorts in previous years, the cumulative GPA was still slightly higher than the cumulative GPA for students in stand-alone remedial courses from the 2015 developmental cohort.

Cohort	Cumulative GPA
Fall 2015 ENGL remediation	1.84
Fall 2015 READ remediation	1.71
Fall 2015 ENGL and/or READ	1.76
Fall 2016 Corequisite	1.96
Fall 2017 Corequisite	2.01
Fall 2018 Corequisite	2.06
Fall 2019 Corequisite	1.88

Fall-to-Fall Retention:

Students completing remediation in the corequisite model during the 2019-2020 academic year were retained at a slightly lower rate than the student cohort in the previous academic year, retention rates for this cohort were higher than the rate of students in stand-alone remedial courses and of students in the 2016-17 and 2017-18 academic years.

Cohort	Percentage Retained
Fall 2015 ENGL remediation	39.0%
Fall 2015 READ remediation	40.6%
Fall 2016 Corequisite	48.6%
Fall 2017 Corequisite	47.5%
Fall 2018 Corequisite	49.6%
Fall 2019 Corequisite	48.7%

Success:

Students completing remediation in the corequisite model continued to show improved success rates, either completing their degree within 2 years (100%) or within 3 years (150%), and in completion rates. Data for 150% success and completion rates for the Fall 2018 cohort is not yet available. No data for the Fall 2019 cohort is available yet.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2015 ENGL remediation	16.3%	25.2%	9.2%	17.4%
Fall 2015 READ remediation	18.6%	25.2%	9.6%	18.6%
Fall 2016 Corequisite	25.7%	37.9%	18.7%	28.7%
Fall 2017 Corequisite	24.1%	33.5%	17.7%	25.6%
Fall 2018 Corequisite	27.2%	N/A	19.2%	N/A
Fall 2019 Corequisite	N/A	N/A	N/A	N/A

Other:

Students in the Fall 2020 cohort successfully completed the gateway course at significantly lower rates than in the previous corequisite years.

Cohort	Fall Entry Term	First AY
Fall 2015 ENGL remediation only	N/A*	28.4%
Fall 2015 READ remediation only	N/A*	22.9%
Fall 2015 ENGL and/or READ combined	N/A*	24.7%
Fall 2016 Corequisite	53.8%	59.0%
Fall 2017 Corequisite	58.9%	62.7%
Fall 2018 Corequisite	58.8%	64.0%
Fall 2019 Corequisite	53.1%	57.5%
Fall 2020 Corequisite	25.2%	N/A

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

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

Current Results:

Current results indicate that corequisite students continue to perform better than students in stand-alone remedial courses in the following metrics where complete data is available: cumulative GPA, fall-to-fall retention, and success.

Previous Improvement Plans:

GPA placement for ENGL 101 placement was piloted in Spring 2020 with full-scale implementation in Fall 2020 to provide an additional opportunity for students to decrease required remedial hours. Students with a cumulative HS GPA of 2.5 or higher were exempt from taking placement tests and allowed to enroll directly into ENGL 101. While data can be collected to determine what number of students were placed according to GPA, students with GPA eligibility were not required to take placement tests if they had not already taken them. Without placement scores, we cannot know where they might have placed without an eligible GPA and we will not be able to determine how GPA placement improved student eligibility for direct enrollment into ENGL 101.

8.) Updated Improvement Plans:

GPA placement should be reevaluated periodically with sufficient data. Data from the 2020-21 academic year is not enough to determine whether or not GPA placement affected 100% Success and Completion rates and 150% Success and Completion rates. We can, however, begin collecting data on successful completion of the gateway course to determine if students completed ENGL 101 at higher rates either in their fall entry term or their first academic year following the implementation of full-scale GPA placement. Complete data from the 2020-21 academic year will reflect the effects of a living in a global pandemic on students and we will be unable to ascertain with any certainty how those factors will impact student success. We will continue to collect data beyond this. Following several semesters of consistent data, GPA placement will be reviewed to determine if success rates support maintaining or adjusting the 2.5 GPA cutoff for direct placement into ENGL 101.

Retention Report – Experience VU Disability Student Support Services (DSSS)

1.) Title with Brief Description of Retention Initiative:

Increasing Non-cognitive Factors to Increase Graduation – Experience VU DSSS 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. While Experience VU has a TRIO sister program, COPE Student Support Services, that provides services to first generation, low-income, and students with disabilities, the primary difference is that 100% of Experience VU DSSS participants have at least one disability. Two-thirds of these students with disabilities must also be low-income.

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:

Students with a disability (physical or hidden [i.e., learning disability, ADHD, Autism]) and/or low-income (150% poverty rate set by the US Department of Education) face challenges due to 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 DSSS

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

125

5.) Metrics or Standards 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 percentage, 100% and 150% graduation and graduation/transfer rates (success), and GPA of 2.25.

6.) Data/Results:

Cohort Entry Term/Count	Experience VU Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	64	%	58	%	48	%	59	%
Fall-to-Spring Retention	56	87.5%	45	77.6%	38	79.2%	46	78.0%
Fall-to-Fall Retention	35	54.7%	30	51.7%	26	54.2%	35	59.3%
100% Completion	11	17.2%	11	19.0%	16	31.3%		
100% Success	16	25.0%	16	27.6%	18	33.0%		
150% Completion	19	29.7%	16	27.6%				
150% Success	25	39.1%	24	41.4%				
GPA	2.20		2.08		2.04		1.99	

GPA:

Experience VU DSSS students achieve a minimum GPA greater than 2.00 except during 2019, which maintains students in good academic standing and 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 greater than 50% from 2016 to 2019.

Success:

Experience VU has been on campus since Fall 2015. The future data will assist with seeing a trend with student success.

Other:

A new Experience VU Coach/Mentor was hired prior to the Fall 2018 who had previous experience with developmental education and middle/high school teaching experience that may have assisted with the increase percentages during 2018 and 2019. A focus population of Pell (not 21st Century Scholars) are not successfully meeting 100% Completion nor GPA of 2.00

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

Due to COVID, Experience VU reached out to students differently. The staff focused on additional phone calls in addition to regular communications, such as email and text messages. There was a strong sense that many students have given up; therefore, the Experience VU staff sought to emphasize more personal connections and rapport to support students. Additionally, the Program used programs such as Zoom, Skype, and Facetime to communicate more effectively with students. Finally, the Program purchased drawing tablets as a means to supplement video tutoring.

8.) Updated 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. 65% of students will receive at least two, two-way student contacts during the academic year.

Experience VU students often re-enroll in a course in which they have taken previously because of not receiving a passing grade. 70% of students who re-enroll in a course will receive at least three tutoring sessions during the semester for such courses. Of these students, 65% will pass the course with a "C" or higher, which will improve student retention.

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 the Vincennes campus.

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

2.) 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 labs 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 labs at least one time in the fall of 2017.

Unique Visitors - FTFTVM			
Fall 2017	Spring 2018	Fall 2018	Fall 2019
1067/1452	81/101	965/1240	905/1160
73.50%	80.20%	77.80%	78.01%

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

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

6.) Data/Results:

GPA:

This chart compares the cumulative GPA of students who visit a lab 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 labs have a higher cumulative GPA than students who do not

Learning Support Services												
	Fall 2017 FTFTVM Cohort				Fall 2018 FTFTVM				Fall 2019 FTFTVM			
Number of Visits	3 or Fewer		4 or More		3 or Fewer		4 or More		3 or Fewer		4 or More	
Cohort Count	724	%	728	%	517	%	723	%	460	%	700	%
Cumulative GPA	2.1	-	2.2	-	2.16	-	2.4	-	2.25	-	2.26	-

Fall-to-Fall Retention:

This chart compares the persistence rates of new, full-time, Vincennes campus students beginning fall 2019, who visit labs regularly, 4 or more times, to those who do not. New students in the fall semester who visit labs regularly are 12% more likely to enroll in spring classes and 1% more likely to enroll the following fall than students who do not make regular visits to labs.

Success:

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

Learning Support Services												
Number of Visits	Fall 2017 FTFTVM Cohort				Fall 2018 FTFTVM Cohort				Fall 2019 FTFTVM Cohort			
	3 or Fewer		4 or More		3 or Fewer		4 or More		3 or Fewer		4 or More	
Cohort Count	724	%	728	%	517	%	723	%	460	%	700	%
Fall-to-Fall Retention	351	48.5%	381	52.3%	279	54.0%	419	58.0%	270	58.7%	416	59.4%
100% Completion	205	28.3%	160	22.0%	165	31.9%	214	29.6%		0.0%		0.0%
100% Success	249	34.4%	225	30.9%	186	36.0%	264	36.5%		0.0%		0.0%
150% Completion	252	34.8%	249	34.2%								
VU GPA	2.10	-	2.20	-	2.16	-	2.35	-	2.25	-	2.26	-

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

In several charts students who visit labs 3 or fewer times are compared to students with 4 or more visits to establish “regular users” of the labs. This cutoff was chosen because data showed from several different metrics, the most dramatic difference occurred when the cutoff of 3 to 4 visits was used. As compared to last year’s results, there was a less dramatic difference for fall-to-fall retention rates between students who regularly use labs and those who do not. This change is likely due, at least in part, to the pandemic. As part of our improvement plan to achieve a greater percentage of students into the “4 or more” category, we went from 50.1% in 2017 to 58.3% in 2018 and 60.3% in 2019.

8.) Updated Improvement Plans:

Learning Support Services staff will continue to identify strategies for moving more students into the “4 or more” category creating a deeper connection to campus and creating more persistent and more successful students. Some strategies we have implemented thus far have included discussing a plan to return or how to make regular visits with students and speaking to classes about the impact using the labs can have on their success.

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 coursework faced challenges to completing required coursework and graduating on-time. Data for the Vincennes campus indicated that less than 10% of students enrolled in one or more developmental courses earned a degree from the fall 2008, 2009, 2010, and 2011 cohorts (see Develop Ed Student Profile Summary).

3.) Name of Program Offering Retention Initiative:

Mathematics Department

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

Year	Number of Students
2016-2017	320
2017-2018	299
2018-2019	227
2019-2020	148

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

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

6.) Data/Results:

GPA for MATH Courses:

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

Mathematics Corequisite Remediation	
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 2019 Corequisite	1.91

GPA for MATT Courses:

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

Mathematics Corequisite Remediation	
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
Fall 2019 Corequisite	1.82

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.

MATH Courses

Mathematics Corequisite Remediation	
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
Fall 2019 Corequisite	49.3

MATT Courses

Mathematics Corequisite Remediation	
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
Fall 2019 Corequisite	47.7

Success for MATH Courses:

Students completing remediation in the MATH corequisite model showed an improvement in success rates, either completing their degree within 2 years (100%) or within 3 years (150%), and in completion rates. There was a slight drop in 2017, but then it bounced back in 2018. There are no results yet for 2019.

Mathematics Corequisite Remediation				
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	29.4	9.0	20.4
Fall 2018 Corequisite	24.2	N/A	15.9	N/A
Fall 2019 Corequisite	N/A	N/A	N/A	N/A

Success for MATT Courses:

Students completing remediation in the Technical MATT corequisite model showed an improvement in success rates during the first year of implementation, either completing their degree within 2 years (100%) or within 3 years (150%). Completion rates dropped in 2017, but begin to increase again in 2018. There are no results yet for 2019.

Mathematics Corequisite Remediation				
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	17.3	25.5	11.5	18.3
Fall 2017 Corequisite	16.7	27.6	7.9	16.2
Fall 2018 Corequisite	11.9	N/A	8.1	N/A
Fall 2019 Corequisite	N/A	N/A	N/A	N/A

Other:

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

MATH Courses

Mathematics Corequisite Remediation		
Cohort	Fall Entry Term	First AY
Fall 2015 MATH 016 Remediation	N/A	18.3%
Fall 2016 Corequisite	32.2%	40.3%
Fall 2017 Corequisite	34.8%	42.1%
Fall 2018 Corequisite	40.5%	45.8%
Fall 2019 Corequisite	45.3%	50.7%
Fall 2020 Corequisite	48.6%	

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

MATT Courses

Mathematics Corequisite Remediation		
Cohort	Fall Entry Term	First AY
Fall 2015 MATH 013 /MATT 014 Remediation	N/A	5.8%
Fall 2016 Corequisite	38.4%	46.2%
Fall 2017 Corequisite	46.1%	50.9%
Fall 2018 Corequisite	42.5%	50.6%
Fall 2019 Corequisite	46.8%	55.5%
Fall 2020 Corequisite	43.8%	

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

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

Previous Improvement Plans: Beginning in the spring of 2020, VU piloted using students' high school GPA of a 2.5 or greater and success in Algebra 2 as placement into the math gateway course to further reduce the number remedial credit hours students take and to improve our completion and success rates. This means a student who has a high school GPA of 2.5 or greater and a C or better in their high school Algebra 2 course, could go directly into a 100-level MATH course or into a corequisite MATH course. Students needing the MATH course were still encouraged to take the ACCUPLACER to determine whether the co-requisite course was necessary or if a student could be placed directly into the MATH stand-alone course.

The ACCUPLACER test was changed to include Quantitative Reasoning in January of 2019. The math department decided on cut scores based on what other universities were doing and what the College Board was recommending.

8.) Updated Improvement Plans:

High school GPA and Algebra 2 factors of placement will be reevaluated periodically. Data from the 2021-2022 academic year is not enough to determine whether adjustments should be made. The placement ranges of Accuplacer scores will be reviewed at the end of the 2021-2022 academic year to evaluate their accuracy in successful placement of students. We particularly want to look at our MATH 008 "Basic Mathematics" course to determine whether more students may or may not need to be added to this group. In order to determine this, we will look at completion and success rates of these students who began after the change in ACCUPLACER tests occurred in January 2019.

Retention Report—Mid-Range Initial Profile Score

1.) Title with Brief Description of Retention Initiative:

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

Student Risk Profile is an analytics early warning system with placement indicator and real-time indicator of students. The initial profile score assigns values for certain factors that help identify 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	5050	Business Administration

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:

There was a total of 151 students with a Student Risk Profile score between 25-35 in the 3 colleges. The SSC advised 86 of those students and the other 65 were advised in their respective college. The Fall-to-Spring and Fall-to-Fall retention percentages were higher with the students advised in the SSC in comparison to those advised in the colleges. 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. More semesters of data will be needed to determine if the relationship building factor helped to lead part of this retention effort.

Retention - Overall				
Cohort	SSC		V1,V3,V7	
Total Students	86	%	65	%
Fall '19 to Spring '20	69	80.2	47	72.3
Fall '19 to Fall '20	44	51.2	28	43.1

Success:

N/A

Other:

N/A

7.) Reflections on Results and Improvement Plans:

Data started 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 the 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.

8.) Updated Improvement Plans:

Data was collected on the meeting frequency between coordinators and these advisees. The retention rate was higher with students who met a minimum of 4 times during the semester with their coordinator and lower with those who met less than 4 times. More data will need to be collected to assess this initiative.

Retention - Meeting frequency				
Met with coordinator	> 4 times	% retained 2nd year	< 4 times	% retained 2nd year
	46/86	26/46	40/86	17/40
	53.5%%	56.5%%	46.50%	42.50%

The SSC had 54.7% of their advisees with a Mid-range profile score end their first semester with a Good academic standing and 33.7% end on academic probation. The SSC had less percentage of these students withdraw than those in the colleges.

Standing - End of Fall 2019				
Cohort	SSC		V1,V3,V7	
Total Students	86	%	65	%
Good Standing	47	54.7	28	43.1
Academic Warning	7	8.1	1	1.5
Academic Probation	29	33.7	29	44.6
Withdrawn	3	3.5	7	10.8

The SSC still plans to develop a survey to gather feedback from students in order to assess quality of visits. It is too early to see if the percentage of students in this category who receive one or more degrees has increased by 5% or more.

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 (hidden, invisible, or unseen 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 improve the academic performance of college students.

The STEP program consists of not only a weekly course to develop academic and social skills, but also a tutoring appointment that is scheduled at the student’s convenience. Student engagement in class and with tutoring appointments leads to persistence.

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

Self-Awareness, Study Skills, and Social Skills

The STEP program is designed to provide students with learning disabilities the opportunity to develop their own unique abilities and to achieve their highest academic potential. In addition to directly teaching the requisite self-awareness, student skills, and social skills, the class serves as a support group for students by providing opportunities for interaction and group learning.

3.) Name of Program Offering Retention Initiative:

STEP

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

25 First year students

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

STEP students who are engaged in class and tutoring will remain in good academic standing, and will be retained Fall-to-Fall semesters at a rate of 50%. GPA and success rates have been completed.

6.) Data/Results:

Cohort Entry Term/Count	STEP Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	25	%	28	%	29	%	27	%
Fall-to-Spring Retention	19	76.0%	23	82.1%	26	89.7%		
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	-
Tutoring hours:		1471		1536		1712		1762

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

The STEP program has had resounding success in retaining students from Fall-to-Fall semesters. During the 2016-2018 academic years we have experienced a 13% and 20% increase in retention.

STEP tutoring numbers and persistence have increased, although the enrollment was slightly lower. The STEP program continues to provide two hours of private, professional tutoring to any student enrolled in co-requisite pairings with a tutoring priority on the core classes. The tutoring increase was attributed to STEP student placement scores. Although English placement stayed consistent for STEP students (63% in developmental in Fall 2018 and 65% for Fall of 2019), math placement did not. Fall 2019 STEP students enrolled in 008 Math increased by 16%, and MATT and MATH co-requisite course enrollment increased 11% in MATT and 3% in MATH from the previous year. This may also explain the dip in GPA as developmental courses are not figured into the overall GPA. The thrust of our tutoring goes towards classes that are not reflected in the GPA line item. The STEP program will continue to monitor tutoring hours, however, we do understand that there are other factors to consider in regards to student's GPA.

8.) Updated Improvement Plans:

Parent involvement is the key to attendance and participation in tutoring. The STEP program continues to make a conscious effort to reschedule missed appointment sessions. STEP tutors have been provided with parental information to streamline our communication efforts. This new policy has proven effective as parental involvement tends to expedite rescheduling. We will continue to notify parents for early intervention with our students. All STEP students have signed releases of information to their parents.

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:

Year	Number of Students
2016	74
2017	73
2018	47
2019	32

This drop in numbers reflects the decrease in VU enrollment from 2016-2019. It is believed that changing to the Next Generation Accuplacer test from the Classic Accuplacer test in 2019 also affected the number of students testing into University College.

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

For each group, data was collected on students' cumulative GPA, fall-to-fall retention, 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 a mostly 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 to be consistently higher than the Baseline group.

Cohort	Cumulative GPA
Baseline Group	1.55
Fall 2016	1.71
Fall 2017	1.76
Fall 2018	1.86
Fall 2019	1.75

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. However, the overall trend for the Fall-to-Fall retention rates of the University College students has trended upward. There is a substantial increase in the retention rate with the Fall 2019 students, however, no students were academically disqualified in Spring 2021 due to the Covid-19 pandemic. This could have contributed to the higher retention percentage in Fall 2020 for those students.

Cohort	Percentage Retained
Baseline Group	33.1%
Fall 2016	29.70%
Fall 2017	28.80%
Fall 2018	34%
Fall 2019	48.3%

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. Both the 100% success rate and completion rate has trended upward for 3 years in a row for the Fall 2016-Fall 2018 groups. The 150% completion rate continued for a 2nd year above 10% with the Fall 2017 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%	15.1%	1.40%	11.0%
Fall 2018	14.9%	N/A	6.4%	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 MATT 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 (CPTW) score within 0-30; AND attempted MATH 010 in the fall entry term. With the exception of Spring 2017 and Spring 2019, 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		Passed	
Cohort	n	n	%	n	%
Fall 2016	81	42	51.9%	23	28.4%
Spring 2017	15	7	46.7%	2	13.3%
Fall 2017	75	42	56.0%	23	30.7%
Spring 2018	13	6	46.2%	3	23.1%
Fall 2018	46	28	60.9%	17	37.0%
Spring 2019	4	0	0.0%	0	0.0%
Fall 2019	32	18	56.3%	7	21.9%
TOTAL	266	143	53.8%	75	28.2%

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 Spring 2019 group, the University College students consistently had higher pass rates for their gateway MATH or MATT classes than the earlier cohort groups.

Math	Attempted	MATH 010		MATH or MATT GW	
		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	Attempted	MATH 008		MATH or MATT GW	
		Passed		Passed	
Cohort	n	n	%	n	%
Fall 2016	78	50	64.1%	15	19.2%
Spring 2017	15	8	53.3%	2	13.3%
Fall 2017	77	50	64.9%	14	18.2%
Spring 2018	14	9	64.3%	2	14.3%
Fall 2018	46	31	67.4%	9	19.6%
Spring 2019	4	1	25.0%	0	0.0%
Fall 2019	33	21	63.6%	7	21.2%
TOTAL	267	17	63.7%	49	18.4%

7.) Reflections on Results and Previous Improvement Plans:

The Student Success Center has been committed from day one to helping students be successful in college. However, a student's inner motivation is still a key determinant to 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 to raise the Fall-to-Fall retention rate for these students. The data shows that the pass rates for this particular class has shown a downward trend. Further study on the success rate for the specific students who pass this class (retention to fall and completion) are to be investigated.

SSKL 009 Pass Rates							
Term	Registered	Passed	Retained Fall				
			% of Reg	N	% of Passed	n/number Who Didn't Pass	% of not Passed
Fall 2017	71	48	67.6%	20	68%	0/23	0%
Fall 2018	43	29	67.4%	13	45%	1/14	7%
Fall 2019		19	57.6%	12	63%	3/14	21%
Total	147	96	65.3%	45	47%	4/15	8%

For all of the semesters listed, 57% or higher of the University College students passed their SSKL 009 class. Of those students who passed the SSKL 009 class, 45% or higher were retained the next fall. The higher retention number of Fall 2019 students who did not pass the SSKL 009 class could possibly be due to the fact that no students were academically disqualified in Spring 2020 because of the Covid 19 pandemic.

Term Fall 2019	Number n	Retained Into 2 nd Year		Passed ENGL 008		Passed MATH 008	
		n	%	n	%	n	%
Met With Coordinator 4 or More Times	20	15	75%	14	70%	14	70%
Met With Coordinator < 4 Times	12	3	25%	4	3.3%	6	50%

8) Updated Improvement Plans:

Future goals will be to look at the 100% and 150% Success and Completion rates for the students who pass the SSKL 009 class and those who meet with their coordinator 4 or more times.

Retention Committee - Activity Outcomes

Institutional Research

November 23, 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 Spring Retention:

Based on student enrollment in subsequent spring term, measured at March 1

Fall to Fall Retention:

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

VU GPA (End of Term EOT):

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

100% Completion Rate:

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

150% Completion Rate:

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

100% Success Rate:

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

150% Success Rate:

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

Definitions

Minorities

All race and ethnicity categories except White and Unknown

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

Non-Indiana Residents

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

Outcomes by Demographic Subgroup

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
November 23, 2020

Cohort Entry Term/Count	Overall Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	1769	%	1625	%	1417	%	1327	%
Fall to Spring Retention	1403	79.3%	1282	78.9%	1118	78.9%	1088	82.0%
Fall to Fall Retention	906	51.2%	813	50.0%	794	56.0%	783	59.0%
100% Completion	416	23.5%	386	23.8%	412	29.1%		
100% Success	546	30.9%	511	31.4%	505	35.6%		
150% Completion	582	32.9%	534	32.9%				
150% Success	731	41.3%	681	41.9%				
15 Credit Hours	867	49.0%	819	50.4%	778	54.9%	827	62.3%
30 Credit Hours	673	38.0%	621	38.2%	609	43.0%	571	43.0%
45 Credit Hours	560	31.7%	493	30.3%	511	36.1%		
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 Spring Retention	1296	79.7%	1173	79.6%	999	78.9%	973	82.0%
Fall to Fall Retention	834	51.3%	742	50.4%	707	55.8%	696	58.7%
100% Completion	390	24.0%	370	25.1%	379	29.9%		
100% Success	512	31.5%	480	32.6%	453	35.8%		
150% Completion	540	33.2%	501	34.0%				
150% Success	681	41.9%	629	42.7%				
15 Credit Hours	809	49.8%	756	51.3%	706	55.8%	751	63.3%
30 Credit Hours	631	38.8%	580	39.4%	556	43.9%	521	43.9%
45 Credit Hours	523	32.2%	466	31.6%	475	37.5%		
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 Spring Retention	107	74.8%	109	71.7%	119	78.8%	115	81.6%
Fall to Fall Retention	72	50.3%	71	46.7%	87	57.6%	87	61.7%
100% Completion Rate	26	18.2%	16	10.5%	33	21.9%		
100% Success	34	23.8%	31	20.4%	52	34.4%		
150% Completion Rate	42	29.4%	33	21.7%				
150% Success	50	35.0%	52	34.2%				
15 Credit Hours	58	40.6%	63	41.4%	72	47.7%	76	53.9%
30 Credit Hours	42	29.4%	41	27.0%	53	35.1%	50	35.5%
45 Credit Hours	37	25.9%	27	17.8%	36	23.8%		
VU GPA	2.14	-	2.43	-	2.56	-	2.48	-

Cohort Entry Term/Count	Overall Cohorts: Minorities							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	519	%	467	%	410	%	394	%
Fall to Spring Retention	401	77.3%	338	72.4%	292	71.2%	310	78.7%
Fall to Fall Retention	192	37.0%	164	35.1%	170	41.5%	196	49.7%
100% Completion	55	10.6%	50	10.7%	56	13.7%		
100% Success	100	19.3%	88	18.8%	94	22.9%		
150% Completion	67	12.9%	83	17.8%				
150% Success	128	24.7%	135	28.9%				
15 Credit Hours	155	29.9%	149	31.9%	150	36.6%	188	47.7%
30 Credit Hours	114	22.0%	107	22.9%	99	24.1%	120	30.5%
45 Credit Hours	88	17.0%	77	16.5%	84	20.5%		
VU GPA	1.69	-	1.62	-	1.78	-	1.94	-

Outcomes by Demographic Subgroup

For Internal Use Only

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November 23, 2020

Cohort Entry Term/Count	Overall Cohorts: Hispanic							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	219	%	163	%	179	%	198	%
Fall to Spring Retention	174	79.5%	124	76.1%	138	77.1%	154	77.8%
Fall to Fall Retention	105	47.9%	71	43.6%	84	46.9%	110	55.6%
100% Completion	44	20.1%	26	16.0%	30	16.8%		
100% Success	57	26.0%	41	25.2%	47	26.3%		
150% Completion	61	27.9%	41	25.2%				
150% Success	79	36.1%	59	36.2%				
15 Credit Hours	90	41.1%	72	44.2%	82	45.8%	109	55.1%
30 Credit Hours	76	34.7%	54	33.1%	54	30.2%	78	39.4%
45 Credit Hours	63	28.8%	36	22.1%	43	24.0%		
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 Spring Retention	167	75.9%	167	71.7%	109	63.4%	102	77.3%
Fall to Fall Retention	50	22.7%	66	28.3%	51	29.7%	49	37.1%
100% Completion	4	1.8%	10	4.3%	13	7.6%		
100% Success	25	11.4%	28	12.0%	29	16.9%		
150% Completion	16	7.3%	24	10.3%				
150% Success	46	20.9%	50	21.5%				
15 Credit Hours	31	14.1%	43	18.5%	39	22.7%	42	31.8%
30 Credit Hours	15	6.8%	27	11.6%	22	12.8%	19	14.4%
45 Credit Hours	8	3.6%	21	9.0%	19	11.0%		
VU GPA	1.32	-	1.22	-	1.37	-	1.48	-

Cohort Entry Term/Count	21st Century Scholars (21CS) Cohorts							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	255	%	202	%	154	%	174	%
Fall to Spring Retention	221	86.7%	168	83.2%	139	90.3%	151	86.8%
Fall to Fall Retention	157	61.6%	113	55.9%	104	67.5%	115	66.1%
100% Completion	89	34.9%	53	26.2%	60	39.0%		
100% Success	104	40.8%	65	32.2%	70	45.5%		
150% Completion	113	44.3%	76	37.6%				
150% Success	128	50.2%	93	46.0%				
15 Credit Hours	171	67.1%	134	66.3%	113	73.4%	131	75.3%
30 Credit Hours	135	52.9%	102	50.5%	100	64.9%	92	52.9%
45 Credit Hours	116	45.5%	80	39.6%	81	52.6%		
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 Spring Retention	594	75.3%	573	76.2%	474	74.8%	422	78.3%
Fall to Fall Retention	307	38.9%	308	41.0%	289	45.6%	268	49.7%
100% Completion	98	12.4%	116	15.4%	117	18.5%		
100% Success	145	18.4%	169	22.5%	158	24.9%		
150% Completion	153	19.4%	179	23.8%				
150% Success	214	27.1%	246	32.7%				
15 Credit Hours	250	31.7%	276	36.7%	258	40.7%	246	45.6%
30 Credit Hours	170	21.5%	194	25.8%	183	28.9%	133	24.7%
45 Credit Hours	137	17.4%	147	19.5%	150	23.7%		
VU GPA	1.78	-	1.78	-	2.00	-	1.90	-

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: Ages 25+							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	57	%	60	%	53	%	37	%
Fall to Spring Retention	44	77.2%	37	61.7%	45	84.9%	31	83.8%
Fall to Fall Retention	25	43.9%	24	40.0%	37	69.8%	25	67.6%
100% Completion	7	12.3%	7	11.7%	10	18.9%		
100% Success	8	14.0%	9	15.0%	12	22.6%		
150% Completion	13	22.8%	15	25.0%				
150% Success	14	24.6%	19	31.7%				
15 Credit Hours	21	36.8%	25	41.7%	27	50.9%	16	43.2%
30 Credit Hours	13	22.8%	16	26.7%	20	37.7%	14	37.8%
45 Credit Hours	12	21.1%	13	21.7%	16	30.2%		
VU GPA	2.45	-	2.37	-	2.89	-	2.31	-

Cohort Entry Term/Count	Overall Cohorts: Non-Indiana Residents							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	149	%	154	%	140	%	120	%
Fall to Spring Retention	109	73.2%	121	78.6%	108	77.1%	99	82.5%
Fall to Fall Retention	76	51.0%	84	54.5%	75	53.6%	69	57.5%
100% Completion	38	25.5%	37	24.0%	39	27.9%		
100% Success	50	33.6%	46	29.9%	48	34.3%		
150% Completion	50	33.6%	51	33.1%				
150% Success	65	43.6%	65	42.2%				
15 Credit Hours	77	51.7%	81	52.6%	70	50.0%	87	72.5%
30 Credit Hours	62	41.6%	61	39.6%	57	40.7%	61	50.8%
45 Credit Hours	52	34.9%	47	30.5%	49	35.0%		
VU GPA	2.05	-	2.44	-	2.18	-	2.53	-

Cohort Entry Term/Count	Overall Cohorts: Female							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	705	%	661	%	612	%	589	%
Fall to Spring Retention	551	78.2%	525	79.4%	488	79.7%	472	80.1%
Fall to Fall Retention	347	49.2%	321	48.6%	336	54.9%	318	54.0%
100% Completion	132	18.7%	133	20.1%	155	25.3%		
100% Success	192	27.2%	189	28.6%	203	33.2%		
150% Completion	208	29.5%	212	32.1%				
150% Success	275	39.0%	279	42.2%				
15 Credit Hours	322	45.7%	323	48.9%	321	52.5%	343	58.2%
30 Credit Hours	251	35.6%	248	37.5%	247	40.4%	219	37.2%
45 Credit Hours	198	28.1%	187	28.3%	190	31.0%		
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 Spring Retention	852	80.1%	757	78.5%	630	78.3%	616	83.5%
Fall to Fall Retention	559	52.5%	492	51.0%	458	56.9%	465	63.0%
100% Completion	284	26.7%	253	26.2%	257	31.9%		
100% Success	354	33.3%	322	33.4%	302	37.5%		
150% Completion	374	35.2%	322	33.4%				
150% Success	456	42.9%	402	41.7%				
15 Credit Hours	545	51.2%	496	51.5%	457	56.8%	484	65.6%
30 Credit Hours	422	39.7%	373	38.7%	362	45.0%	352	47.7%
45 Credit Hours	362	34.0%	306	31.7%	321	39.9%		
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

November 23, 2020

COPE Cohorts								
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	63	%	144	%	121	%	148	%
Fall to Spring Retention	55	87.3%	115	79.9%	104	86.0%	137	92.6%
Fall to Fall Retention	32	50.8%	72	50.0%	71	58.7%	104	70.3%
100% Completion	12	19.0%	38	26.4%	27	22.3%		
100% Success	20	31.7%	47	32.6%	29	24.0%		
150% Completion	20	31.7%	50	34.7%				
150% Success	28	44.4%	61	42.4%				
VU GPA	2.19	-	2.05	-	2.16	-	2.56	-

Experience VU Cohorts								
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	64	%	58	%	48	%	59	%
Fall to Spring Retention	56	87.5%	45	77.6%	38	79.2%	46	78.0%
Fall to Fall Retention	35	54.7%	30	51.7%	26	54.2%	35	59.3%
100% Completion	11	17.2%	11	19.0%	16	33.3%		
100% Success	16	25.0%	16	27.6%	18	37.5%		
150% Completion	19	29.7%	16	27.6%				
150% Success	25	39.1%	24	41.4%				
VU GPA	2.20	-	2.08	-	2.04	-	1.99	-

STEP Cohorts								
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	25	%	28	%	29	%	27	%
Fall to Spring Retention	19	76.0%	23	82.1%	26	89.7%	24	88.9%
Fall to Fall Retention	11	44.0%	16	57.1%	19	65.5%	17	63.0%
100% Completion	3	12.0%	3	10.7%	7	24.1%		
100% Success	3	12.0%	3	10.7%	9	31.0%		
150% Completion	5	20.0%	12	42.9%				
150% Success	5	20.0%	12	42.9%				
VU GPA	2.02	-	2.36	-	2.56	-	2.31	-

Summer Bridge Cohorts								
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	20	%	13	%	21	%	14	%
Fall to Spring Retention	17	85.0%	11	84.6%	16	76.2%	12	85.7%
Fall to Fall Retention	6	30.0%	7	53.8%	14	66.7%	8	57.1%
100% Completion	1	5.0%	0	0.0%	6	28.6%		
100% Success	3	15.0%	0	0.0%	8	38.1%		
150% Completion	1	5.0%	3	23.1%				
150% Success	4	20.0%	3	23.1%				
VU GPA	2.09	-	1.89	-	2.44	-	2.58	-

University College Cohorts								
Cohort Entry Term/Count	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	74	%	73	%	47	%	29	%
Fall to Spring Retention	50	67.6%	48	65.8%	32	68.1%	23	79.3%
Fall to Fall Retention	22	29.7%	21	28.8%	16	34.0%	14	48.3%
100% Completion	1	1.4%	1	1.4%	3	6.4%		
100% Success	3	4.1%	4	5.5%	7	14.9%		
150% Completion	9	12.2%	8	11.0%				
150% Tx Out Rate	2	2.7%	3	4.1%				
150% Success	11	14.9%	11	15.1%				
VU GPA	1.71	-	1.76	-	1.86	-	1.75	-

Outcomes by Retention Initiative

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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 Spring Retention	538	74.3%	624	85.7%	377	72.9%	606	83.8%
Fall to Fall Retention	351	48.5%	381	52.3%	279	54.0%	419	58.0%
100% Completion	205	28.3%	160	22.0%	165	31.9%	214	29.6%
100% Success	249	34.4%	225	30.9%	186	36.0%	264	36.5%
150% Completion	252	34.8%	249	34.2%				
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 Spring Retention	7	30.4%	9	64.3%
Fall to Fall Retention	5	71.4%	7	77.8%
100% Completion	0	0.0%	2	22.2%
100% Success	0	0.0%		
VU GPA	1.08	-	2.01	-

Cohort Entry Term/Count	SPEC Initiative (STARTVU)			
	Fall 2018			
	Contacted		Not Contacted	
	985	%	432	%
Fall to Spring Retention	784	79.6%	334	77.3%
Fall to Fall Retention	551	55.9%	243	56.3%
100% Completion	306	31.1%	106	24.5%
100% Success	364	37.0%	141	32.6%
VU GPA	2.25	-	2.37	-

Cohort Entry Term/Count	Honors Program							
	Fall 2015		Fall 2016		Spring/Fall 2017		Spring/Fall 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%	4	66.7%
100% Success	1	100.0%	1	50.0%	3	50.0%	4	66.7%
150% Completion	1	100.0%	2	100.0%	5	83.3%		
150% Success	1	100.0%	2	100.0%	5	83.3%		
VU GPA	3.89	-	3.46	-	3.71	-	3.55	-

Cohort Entry Term/Count	Peer Mentoring			
	Fall 2018		Fall 2019	
	19	%	59	%
Fall to Spring Retention	13	68.4%	44	74.6%
Fall to Fall Retention	8	42.1%	23	39.0%
100% Completion	1	5.3%		
100% Success	1	5.3%		
150% Completion				
150% Success				
VU GPA	1.47	-	1.47	-

Outcomes by Retention Initiative

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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	8	11.8%	3	12.0%	7	21.9%	5	14.3%
Graduated in 3 Years	13	19.1%	4	16.0%	1	3.1%		
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%		
Graduated in 2 Years	10	24.4%		
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.

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)

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

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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%	682	57.5%
Fall to Spring Retention	818	85.6%	715	85.3%	570	82.3%	575	84.3%
Fall to Fall Retention	483	50.5%	420	50.1%	372	53.7%	400	58.7%
100% Completion	209	21.9%	202	24.1%	192	27.7%		
100% Success	297	31.1%	271	32.3%	241	34.8%		
150% Completion	287	30.0%	274	32.7%				
150% Success	390	40.8%	357	42.6%				
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	42.5%
Fall to Spring Retention	478	71.3%	458	72.1%	429	74.9%	399	79.0%
Fall to Fall Retention	351	52.4%	322	50.7%	335	58.5%	296	58.6%
100% Completion	181	27.0%	165	26.0%	187	32.6%		
100% Success	215	32.1%	206	32.4%	212	37.0%		
150% Completion	253	37.8%	227	35.7%				
150% Success	291	43.4%	272	42.8%				
VU GPA	2.17	-	2.18	-	2.30	-	2.38	-
Average Hours Earned	17.1	-	18.7	-	21.4	-	22.4	-

Demographics - Residence Halls								
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Race/Ethnicity								
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	59.4%
Other	114	11.9%	69	8.2%	42	6.1%	61	8.9%
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	59.4%
Received Pell	595	62.2%	506	60.4%	424	61.2%	399	58.5%
High School GPA	2.60	-	2.61	-	2.65	-	2.74	-

Demographics - Commuters (VM Only)								
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Race/Ethnicity								
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)

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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 Residence Hall								
Cohort Entry Term	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	% Rtn	n	% Rtn	n	% Rtn	Cohort	% Rtn
Fall to Fall Retention								
Apartment 3rd Street	1	0.0%	2	50.0%	3	66.7%	5	60.0%
Clark Hall	82	40.2%	115	53.9%	107	56.1%	113	59.3%
Ebner Hall	51	76.5%	69	78.3%	59	86.4%	60	88.3%
Godare Hall	194	45.4%	179	52.5%	-	-	117	61.5%
Harrison Hall	99	52.5%	184	48.9%	123	51.2%	83	59.0%
Morris Hall	173	46.8%	111	40.5%	63	38.1%	-	-
Vanderburgh Hall	180	52.2%	178	41.6%	148	46.6%	120	48.3%
Vigo Hall	176	54.5%	-	-	190	54.2%	183	53.6%

Outcomes by Housing (Residence Halls Compared to Commuters)
 First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
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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	0.0%	5	
Clark Hall	82	14.6%	115	28.7%	107	31.8%	113	
Ebner Hall	51	62.7%	69	65.2%	59	62.7%	60	
Godare Hall	194	23.2%	179	24.6%	-	-	117	
Harrison Hall	99	17.2%	184	18.5%	123	22.0%	83	
Morris Hall	173	15.0%	111	19.8%	63	11.1%	0	
Vanderburgh Hall	180	13.9%	178	12.9%	148	18.9%	120	
Vigo Hall	176	29.5%	-	-	190	31.1%	183	

Outcomes by Residence Hall								
Success Rate (100%)	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Cohort	n	%Success	n	%	n	%	Cohort	%
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 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+ = Sophomores, Juniors, and Seniors combined

Outcomes for Corequisite Course Model

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

Cohort Entry Term / Count	ENGL Co-Req							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Count	%	Count	%	Count	%	Count	%
Fall to Spring Retention	258	78.9%	257	81.3%	189	75.6%	258	76.1%
Fall to Fall Retention	159	48.6%	150	47.5%	124	49.6%	165	48.7%
100% Completion	61	18.7%	56	17.7%	48	19.2%		
100% Success	84	25.7%	76	24.1%	68	27.2%		
150% Completion	94	28.7%	81	25.6%				
150% Success	124	37.9%	106	33.5%				
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%	57.5%

Cohort Entry Term / Count	MATH 016		MATH Co-Req							
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Count	%	Count	%	Count	%	Count	%	Count	%
Fall to Spring Retention	198	80.5%	258	80.6%	230	76.9%	166	73.1%	116	78.4%
Fall to Fall Retention	100	40.7%	131	40.9%	118	39.5%	107	47.1%	73	49.3%
100% Completion	33	13.4%	39	12.2%	27	9.0%	36	15.9%		
100% Success	56	22.8%	65	20.3%	50	16.7%	55	24.2%		
150% Completion	50	20.3%	68	21.3%	61	20.4%				
150% Success	77	31.3%	100	31.3%	88	29.4%				
VU GPA	1.87	-	1.86	-	1.72	-	1.87	-	1.91	-
Passed Gateway Fall Entry Term / First AY	0.0%	18.3%	32.2%	40.3%	34.8%	42.1%	40.5%	45.8%	45.3%	50.7%

Cohort Entry Term / Count	MATH 013 / MATT 014		MATT Co-Req							
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Count	%	Count	%	Count	%	Count	%	Count	%
Fall to Spring Retention	193	74.2%	149	71.6%	169	74.1%	117	73.1%	174	79.8%
Fall to Fall Retention	89	34.2%	78	37.5%	82	36.0%	73	45.6%	104	47.7%
100% Completion	14	5.4%	24	11.5%	18	7.9%	13	8.1%		
100% Success	33	12.7%	36	17.3%	38	16.7%	19	11.9%		
150% Completion	34	13.1%	38	18.3%	37	16.2%				
150% Success	60	23.1%	53	25.5%	63	27.6%				
VU GPA	1.71	-	1.65	-	1.80	-	1.91	-	1.82	-
Passed Gateway Fall Entry Term / First AY	0.0%	5.8%	38.4%	46.2%	46.1%	50.9%	42.5%	50.6%	46.8%	55.5%

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

COPE Outcomes by Subgroup

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
November 23, 2020

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

Cohort Entry Term/Count	COPE Cohorts											
	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	144	%	47	%	84	%	27	%	45	%	99	%
Fall to Spring Retention	115	79.9%	35	74.5%	68	81.0%	23	85.2%	41	91.1%	74	74.7%
Fall to Fall Retention	72	50.0%	23	48.9%	41	48.8%	14	51.9%	23	51.1%	49	49.5%
100% Completion	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%
150% Completion	50	34.7%	14	29.8%	28	33.3%	11	40.7%	17	37.8%	33	33.3%
150% Success	61	42.4%	20	12.8%	36	42.9%	13	48.1%	21	46.7%	40	40.4%
VU GPA	2.05	-	1.96	-	1.98	-	2.27	-	2.24	-	1.97	-

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

Cohort Entry Term/Count	COPE Cohorts											
	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	148	%	42	%	66	%	34	%	61	%	87	%
Fall to Spring Retention	137	92.6%	40	95.2%	58	87.9%	33	97.1%	58	95.1%	79	90.8%
Fall to Fall Retention	104	70.3%	28	66.7%	40	60.6%	23	67.6%	39	63.9%	65	74.7%
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
November 23, 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 Spring Retention	56	87.5%	15	88.2%	24	85.7%	6	75.0%	16	88.9%	40	87.0%
Fall to Fall Retention	35	54.7%	6	35.3%	13	46.4%	3	37.5%	12	66.7%	23	50.0%
100% Completion	11	17.2%	2	11.8%	4	14.3%	1	12.5%	3	16.7%	8	17.4%
100% Success	16	25.0%	3	17.6%	7	25.0%	2	25.0%	5	27.8%	11	23.9%
150% Completion	19	29.7%	3	17.6%	6	21.4%	1	12.5%	5	27.8%	14	30.4%
150% Success	25	39.1%	5	29.4%	9	32.1%	2	25.0%	7	38.9%	18	39.1%
VU GPA	2.20	-	1.73	-	1.85	-	2.06	-	2.35	-	2.15	-

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

Cohort Entry Term/Count	Experience VU Cohorts											
	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	48	%	14	%	20	%	10	%	22	%	26	%
Fall to Spring Retention	38	79.2%	11	78.6%	15	75.0%	9	90.0%	17	77.3%	21	80.8%
Fall to Fall Retention	26	54.2%	7	50.0%	8	40.0%	6	60.0%	9	40.9%	17	65.4%
100% Completion	16	33.3%	4	28.6%	4	20.0%	6	60.0%	7	31.8%	9	34.6%
100% Success	18	31.0%	5	26.3%	5	18.5%	6	66.7%	9	40.9%	9	25.0%
VU GPA	2.04	-	2.13	-	1.74	-	2.13	-	1.95	-	2.12	-

Cohort Entry Term/Count	Experience VU Cohorts											
	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	59	%	20	%	22	%	11	%	27	%	32	%
Fall to Spring Retention	46	78.0%	12	60.0%	16	72.7%	9	81.8%	22	81.5%	24	75.0%
Fall to Fall Retention	35	59.3%	6	30.0%	10	45.5%	7	63.6%	15	55.6%	20	62.5%
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
November 23, 2020

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

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

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

Cohort Entry Term/Count	University College											
	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	29	%	21	%	21	%	3	%	16	%	13	%
Fall to Spring Retention	23	79.3%	16	76.2%	16	76.2%	3	100.0%	14	87.5%	9	69.2%
Fall to Fall Retention	14	48.3%	9	42.9%	8	38.1%	2	66.7%	7	43.8%	7	53.8%
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

November 23, 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 Spring Retention	538	74.3%	120	65.6%	201	66.8%	75	79.8%	156	69.6%	382	76.4%
Fall to Fall Retention	351	48.5%	60	32.8%	117	38.9%	49	52.1%	98	43.8%	253	50.6%
100% Completion	205	28.3%	22	12.0%	56	18.6%	28	29.8%	54	24.1%	151	30.2%
100% Success	249	34.4%	36	19.7%	74	24.6%	30	31.9%	70	31.3%	179	35.8%
150% Completion	252	34.8%	33	18.0%	73	24.3%	36	38.3%	73	32.6%	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 Spring Retention	377	72.9%	76	58.5%	141	66.2%	47	92.2%	116	72.5%	261	73.1%
Fall to Fall Retention	279	54.0%	46	35.4%	91	42.7%	37	72.5%	76	47.5%	203	56.9%
100% Completion	165	31.9%	17	13.1%	39	18.3%	24	47.1%	41	25.6%	124	34.7%
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 Spring Retention	624	85.7%	202	79.5%	328	85.6%	76	85.4%	293	86.9%	331	84.7%
Fall to Fall Retention	381	52.3%	93	36.6%	167	43.6%	50	56.2%	173	51.3%	208	53.2%
100% Completion	160	22.0%	25	9.8%	56	14.6%	22	24.7%	66	19.6%	94	24.0%
100% Success	225	30.9%	46	18.1%	86	22.5%	31	34.8%	93	27.6%	132	33.8%
150% Completion	249	34.2%	47	18.5%	97	25.3%	33	37.1%	117	34.7%	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 Spring Retention	606	83.8%	181	78.7%	283	80.2%	77	89.5%	285	82.8%	321	84.7%
Fall to Fall Retention	419	58.0%	102	44.3%	163	46.2%	57	66.3%	197	57.3%	222	58.6%
100% Completion	214	29.6%	33	14.3%	68	19.3%	30	34.9%	94	27.3%	120	31.7%
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
November 23, 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 Spring Retention	818	85.6%	321	84.5%	400	84.6%	131	88.5%	275	85.7%	543	85.5%
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	Students in Residence Halls											
	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
	838	%	328	%	414	%	105	%	269	%	569	%
Fall to Spring Retention	715	85.3%	266	81.1%	350	84.5%	92	87.6%	235	87.4%	480	84.4%
Fall to Fall Retention	420	50.1%	117	35.7%	165	39.9%	62	59.0%	125	46.5%	295	51.8%
100% Completion	202	24.1%	37	11.3%	59	14.3%	29	27.6%	54	20.1%	148	26.0%
100% Success	271	32.3%	60	18.3%	89	21.5%	37	35.2%	76	28.3%	195	34.3%
150% Completion	274	32.7%	60	18.3%	90	21.7%	39	37.1%	86	32.0%	188	33.0%
150% Success	357	42.6%	94	28.7%	132	31.9%	49	46.7%	116	43.1%	241	42.4%
VU GPA	2.11	-	1.64	-	1.73	-	2.54	-	2.09	-	2.12	-

Cohort Entry Term/Count	Students in Residence Halls											
	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	693	%	255	%	348	%	79	%	250	%	443	%
Fall to Spring Retention	570	82.3%	190	74.5%	275	79.0%	71	89.9%	207	82.8%	363	81.9%
Fall to Fall Retention	372	53.7%	92	36.1%	151	43.4%	51	64.6%	122	48.8%	250	56.4%
100% Completion	192	27.7%	30	11.8%	65	18.7%	25	31.6%	55	22.0%	137	30.9%
100% Success	241	34.8%	54	21.2%	92	26.4%	31	39.2%	78	31.2%	163	36.8%
VU GPA	2.23	-	1.73	-	1.97	-	2.50	-	2.23	-	2.23	-

Cohort Entry Term/Count	Students in Residence Halls											
	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	681	%	264	%	303	%	102	%	276	%	405	%
Fall to Spring Retention	575	84.4%	213	80.7%	249	82.2%	89	87.3%	226	81.9%	349	86.2%
Fall to Fall Retention	400	58.7%	117	44.3%	153	50.5%	64	62.7%	141	51.1%	259	64.0%
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
November 23, 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 Spring Retention	369	74.7%	126	71.2%	188	72.0%	51	85.0%	142	74.3%	227	74.9%
Fall to Fall Retention	196	39.7%	52	29.4%	83	31.8%	31	51.7%	74	38.7%	122	40.3%
100% Completion	50	10.1%	4	2.3%	8	3.1%	10	16.7%	10	5.2%	40	13.2%
100% Success	89	18.0%	17	9.6%	26	10.0%	15	25.0%	26	13.6%	63	20.8%
150% Completion	82	16.7%	14	7.9%	19	7.3%	19	31.7%	30	15.7%	52	17.3%
150% Success	125	25.4%	31	17.5%	39	14.9%	25	41.7%	48	25.1%	77	25.6%
VU GPA	1.76	-	1.27	-	1.42	-	2.31	-	1.76	-	1.77	-
Pass GW: Fall Entry / First AY	0.0%	24.7%	0.0%	17.5%	0.0%	14.9%	0.0%	43.3%	0.0%	28.8%	0.0%	22.4%

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

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

Cohort Entry Term/Count	ENGL Co-Req											
	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	250	%	87	%	125	%	39	%	122	%	128	%
Fall to Spring Retention	189	75.6%	65	74.7%	93	74.4%	33	84.6%	89	73.0%	100	78.1%
Fall to Fall Retention	124	49.6%	36	41.4%	53	42.4%	26	66.7%	60	49.2%	64	50.0%
100% Completion	48	19.2%	7	8.0%	17	13.6%	10	25.6%	14	11.5%	34	26.6%
100% Success	68	21.5%	17	16.5%	29	17.7%	14	27.5%	23	17.0%	45	24.9%
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%

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

November 23, 2020

GW = Gateway

Cohort Entry Term/Count	ENGL Co-Req											
	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	339	%	127	%	177	%	44	%	173	%	166	%
Fall to Spring Retention	258	76.1%	98	77.2%	137	77.4%	34	77.3%	128	74.0%	130	78.3%
Fall to Fall Retention	165	48.7%	53	41.7%	78	44.1%	21	47.7%	80	46.2%	85	51.2%
VU GPA	1.88	-	1.71	-	1.67	-	2.02	-	1.85	-	1.91	-
Pass GW: Fall Entry / First AY	53.1%	57.5%	41.7%	48.8%	45.2%	51.4%	61.4%	68.2%	56.1%	61.8%	50.0%	53.0%

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
November 23, 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 Spring Retention	198	80.5%	64	73.6%	113	79.0%	32	88.9%	84	84.0%	114	78.1%
Fall to Fall Retention	100	40.7%	20	23.0%	48	33.6%	18	50.0%	47	47.0%	53	36.3%
100% Completion	33	13.4%	2	2.3%	14	9.8%	6	16.7%	12	12.0%	21	14.4%
100% Success	56	22.8%	10	11.5%	25	17.5%	10	27.8%	22	22.0%	34	23.3%
150% Completion	50	20.3%	4	4.6%	21	14.7%	10	27.8%	26	26.0%	24	16.4%
150% Success	77	31.3%	16	18.4%	37	25.9%	14	38.9%	36	36.0%	41	28.1%
VU GPA	1.87	-	1.37	-	1.63	-	2.53	-	2.09	-	1.73	-
Pass GW: Fall Entry / First AY	0.0%	18.3%	0.0%	11.5%	0.0%	15.4%	0.0%	25.0%	0.0%	30.0%	0.0%	15.8%

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

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

Cohort Entry Term/Count	MATH Co-Req											
	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
	227	%	76	%	113	%	31	%	116	%	111	%
Fall to Spring Retention	166	73.1%	50	65.8%	77	68.1%	27	87.1%	86	74.1%	80	72.1%
Fall to Fall Retention	107	47.1%	26	34.2%	40	35.4%	16	51.6%	57	49.1%	50	45.0%
100% Completion	36	15.9%	7	9.2%	14	12.4%	4	12.9%	14	12.1%	22	19.8%
100% Success	55	24.2%	17	22.4%	23	20.4%	9	29.0%	24	20.7%	31	27.9%
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%

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

November 23, 2020

GW = Gateway

MATH Co-Req												
Cohort Entry Term/Count	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	148	%	58	%	73	%	32	%	89	%	59	%
Fall to Spring Retention	116	78.4%	43	74.1%	54	74.0%	26	81.3%	68	76.4%	48	81.4%
Fall to Fall Retention	73	49.3%	25	43.1%	30	41.1%	20	62.5%	42	47.2%	31	52.5%
VU GPA	1.91	-	1.82	-	1.57	-	2.21	-	2.02	-	1.75	-
Pass GW: Fall Entry / First AY	45.3%	50.7%	43.1%	50.0%	19.2%	39.7%	59.4%	65.6%	53.9%	58.4%	32.2%	39.0%

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

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

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

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
November 23, 2020

GW = Gateway

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

Cohort Entry Term/Count	MATT Co-Req											
	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
	218	%	101	%	124	%	27	%	138	%	80	%
Fall to Spring Retention	174	79.8%	82	81.2%	103	83.1%	24	88.9%	111	80.4%	63	78.8%
Fall to Fall Retention	104	47.7%	44	43.6%	56	45.2%	15	55.6%	67	48.6%	37	46.3%
VU GPA	1.82	-	1.58	-	1.62	-	2.36	-	1.83	-	1.80	-
Pass GW: Fall Entry / First AY	46.8%	55.5%	42.6%	47.5%	43.5%	50.0%	59.3%	66.7%	49.3%	58.0%	42.5%	51.3%

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

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

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

COPE

Outcomes by Competitive Priority Preferences

University College

English and Math Pass Rates

Outcomes for Ebner Hall

For Internal Use Only

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

November 23, 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%	53	88.3%
100% Completion	32	62.7%	45	65.2%	37	62.7%		
100% Success	35	68.6%	51	73.9%	38	64.4%		
150% Completion	34	66.7%	46	66.7%				
150% Success	37	72.5%	53	76.8%				
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	
	n	%	n	%	n	%	n	%
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

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

Outcomes for Ebner Hall

For Internal Use Only

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

November 23, 2020

8360 - Electronics Tech	1
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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)

November 23, 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%	48	87.3%
100% Completion	31	68.9%	40	69.0%	35	66.0%		
100% Success	34	75.6%	44	75.9%	35	66.0%		
150% Completion	33	73.3%	41	70.7%				
150% Success	36	80.0%	45	77.6%				
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%	69	72.6%
100% Completion	75	49.0%	44	39.3%	49	58.3%		
100% Success	86	56.2%	51	45.5%	49	58.3%		
150% Completion	87	56.9%	50	44.6%				
150% Success	98	64.1%	58	51.8%				
VU GPA	2.65	-	2.58	-	2.84	-	2.87	-
Average Hours Earned	18.8	-	17.9	-	19.9	-	19.4	-

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)
November 23, 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

November 23, 2020

Not updated

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

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

Cohort Entry Term Count / Pct Resd Halls	Ebner Residence Hall (Technology 10+) - Outcomes					
	Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%
Metric	31	-	36	-	34	-
Fall to Fall Retention	23	74.2%	29	80.6%	30	88.2%
100% Completion	19	61.3%	26	72.2%	23	67.6%
100% Success	21	67.7%	27	75.0%	23	67.6%
150% Completion	21	67.7%	26	72.2%		
150% Success	23	74.2%	27	75.0%		
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%	23	79.3%
100% Success	32	71.1%	18	48.6%	23	79.3%
150% Completion	33	73.3%	18	48.6%		
150% Success	36	80.0%	20	54.1%		
VU GPA	2.96	-	2.70	-	3.14	-
Average Hours Earned	23.3	-	19.3	-	21.1	-

Race/Ethnicity	Ebner Residence Hall (Technology 10+) - Demographics					
	Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%
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	-

Race/Ethnicity	Other Residence Halls (Technology 10+) - Demographics					
	Fall 2016		Fall 2017		Fall 2018	
	n	%	n	%	n	%
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

November 23, 2020

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

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

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

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

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

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

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

COPE Outcomes

For Internal Use Only

Competitive Preference Priorities (CPP) Analysis

November 23, 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
Competitive Preference Priorities (CPP) Analysis
November 23, 2020

For Internal Use Only

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
November 23, 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%	1	2.1%
100% Success	3	4.1%	4	5.5%		
150% Completion	9	12.2%	8	11.0%		
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 (CPTA) 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
November 23, 2020

For Internal Use Only

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	

University College Comparison Group

For Internal Use Only

English and Math Pass Rates

November 23, 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 (CPE) 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

November 23, 2020

Not updated

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	Fall 2016											
	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	-

Major Code/ Cohort Count	Fall 2017													
	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	Fall 2017											
	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	-

Major Code/ Cohort Count	Fall 2018													
	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	Fall 2018											
	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: 12/4/20

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: December 4, 2020

1. Summary of results for previous year

There have been positive improvements in many areas of VU's retention efforts despite the challenging academic environment presented by COVID. Implementation of the Academic Coaches program and expansion of the GPA pilot program continue VU's commitment to strengthen advising relationships and provide multiple routes to gateway coursework. Demographic subgoals were established and approved by CQI and will direct efforts for attaining our larger University goals. VU's measurements against ICHE metrics receded a bit in several categories, however, on-time (26.4%) and extended time (37.4%) graduation rates remain high relative to the trailing 5 years.

- a. KPI Areas of progress
 - i. Fall-to-Fall and Fall-to-Spring Retention
 - ii. 100% Completion and Success
 - iii. 15 Credit Hour Benchmark
 - iv. 6-Year Graduation Rate
 - v. 45 Credit Hour Benchmark
- b. KPI Areas of little/no progress
 - i. 150% Completion and Success
 - ii. 30 Credit Hour Benchmark
- c. KPI Areas of negative progress
 - i. none

2. Highlights of initiatives or activities positively impacting results

- a. Minority retention, success, and completion rates all increased from previous year
- b. Expansion of GPA pilot program for student placement
 - i. Increased access to Math and English gateway courses
- c. Brainfuse online tutoring was expanded to more courses
- d. Continuation of Retention Committee

3. Factors negatively affecting results

- a. COVID
 - i. Health risk
 - ii. Additional personal/professional responsibilities for students
 - iii. Unfamiliar class delivery
 - iv. Difficulty in student engagement
 - v. Organizational skills challenged
 - vi. Financial hardship

4. Known threats or opportunities for 2019-2020

- a. Threats

- i. COVID continues to strain society
 - ii. Peer mentoring program paused
 - iii. Nontraditional students carry adulthood challenges
 - iv. Students with a history of poor performance
 - v. Part-time students
 - vi. Online/blended classes increases likelihood of withdrawal
 - vii. Dip in ENGL Corequisite gateway success.
- b. Opportunities
 - i. Refine intervention attempts and community-building programs
 - 1. At-risk survey conducted by IE allows for intervention at critical times.
 - 2. Intentional cohorting of students
 - 3. Resumption of Peer Mentoring
 - ii. Explore the challenges of adult populations
 - iii. Demographic subgoals established by Retention Committee will allow for intentional efforts

5. Recommendations

- a. Changes to programs or resources (already planned and for consideration)
 - i. planned
 - 1. Resume Mentoring Program –Use Academic coaches in the Spring
 - 2. Expand use of EduNav
 - 3. Refine GPA for placement
 - 4. Collect data on Brainfuse
 - ii. for consideration
 - 1. Investigate First Year Experience course
 - 2. Investigate how to provide timely, informed, and specific academic advising
- b. Changes to KPIs (add/drop, change metrics, etc.)
 - i. None

6. Final Thoughts

Retention and success have been particularly challenging this year due to the difficulty in instructional continuity presented by COVID. MATH and ENGL gateway success will be monitored closely to determine the impact of expanding the GPA pilot program. Recent data indicated a dip in ENGL gateway success (57.5% from 64%) but did offer an increase in MATH gateway success (45.8% to 50.7%). A highlight of VU's retention efforts was that the Retention Report was viewed favorably during our HLC visit. An establishment of demographic subgoals will direct focused activities. VU continues to track initiatives and success with data and analysis.