Vincennes University Retention Committee

Annual Report

2021-2022

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Introduction:

Vincennes University's retention efforts once again progressed well this year, furthering our commitment to innovative ways to retain and graduate students. As part of the University structure, data is compiled and shared by the Office of Institutional Research. Interdepartmental initiatives are tracked and evaluated for opportunities to improve. These initiatives are discussed by the University Retention Committee, organized, and presented to the University CQI committee for approval. This cycle allows for broad oversight and informed decision-making.

The 2021-22 Retention Committee consists of 14 members and is chaired by the Assistant Provost for Curriculum and Instruction. Two new members were added this year with representatives from Student Affairs and Learning Support Services. In addition to these representatives, other areas include: 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 discuss strategies and issues related to student retention and success. The area reports found in this annual report are generated through the adoption of a common template and an identification of 3 consistent metrics. The committee again chose to use Cumulative GPA, Fall-to-Fall Retention, and Success Rate as the common metrics to provide consistency with previous years' reports. Modifications were made to the template to allow for further reflection and greater detail in targeted efforts. Specifically, we looked at the alignment of the initiative with completion gap demographics as well as separating reflections on results from updating improvement plans. Initiatives were selected based on current activity and available data. For example, no report was given for Brainfuse, an online tutoring program. This is due in large part to the University's adoption of CircleIn, a peer-to-peer tutoring app. Baseline data for CircleIn has been gathered and a report on this pilot will be produced in the future. STEP program was phased out during the 2020-2021 Academic year due to a retirement in personnel. At that time, it was determined that COPE delivered the same sorts of services, and the decision was made to direct students there for those types of services. The Retention Committee also spends times on other needs beyond reporting. Improving internal processes was an integral part to this year's work as well. The early warning system TAPS was organized under the Retention Committee and research was done to make improvements. Also, students on academic probation were identified as a group warranting further attention. This group is being tracked through the Student Success Center. Lastly, Student Affairs presented information from the University Withdraw Survey. The continued focus on retention activities along with cross-communication on internal processes produced encouraging progress for the University.

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

Annually, a report on the Strategic Priority for Retention and Success is given to the CQI committee. This report includes a summary of the results of the key performance indicators, highlights, factors

negatively affecting results, known threats or opportunities for the upcoming year, and recommendations from the executive sponsor. The CQI committee reviews the document before it is presented to the executive team, and ultimately the Board of Trustees. Additionally, a presentation was given to the University Board of Trustees outlining the composition of this report and identifying highlights of the previous year. Noteworthy highlights of the previous reporting year include: the implementation of CircleIn alongside Brainfuse; the expansion of the roles of Academic Coaches; the survey for at risk students; the tracking of subgoals; 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 show that VU is maturing in its efforts to improve student retention and success. While data is beginning to show the negative impact of COVID on retention efforts, Vincennes University is highly attuned to the challenges it must overcome. The University has methodized efforts and has improved communication channels. The balance of well-being and success for our students continue to be at the forefront. Vincennes University continues to help students adapt in order to achieve their goals.

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 (RTI) score of 5 or greater. While the profile score assigns values for certain factors that help identify a student as at-risk, the RTI score assigns values for the number of 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.) Alignment of the Initiative

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

3.) Name of Program Offering Retention Initiative:

Student Success Center

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

Fall 2019: 215 freshmen

Fall 2020: 408 incoming freshmen and 100 continuing students= 508 students total

Spring 2021: 110 incoming students and 1247 continuing students = 1357 students total

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

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

6.) Data/Results:

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

Academic Coaches				
Cohort	Fall 2019		Fall 2020	
Entry Term/Count	215	%	408	%
Fall to Spring Retention	157	73.0%	283	69.4%
Fall to Fall Retention	90	41.9%	180	44.1%
100% Completion	25	11.6%		
100% Success	37	17.2%		
VU GPA	1.50	-	1.95	-

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

Success:

Data not available

Other:

The RTI scores on students are weighted as follows:

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

The following table gives the retention percentages by RTI ranges for students who were contacted by the academic coaches. The students have been divided into subgroups based on their RTI scores. The goal is to offer interventions that will help keep a student's RTI score lower, so ideally a higher percentage of students would end their first semester in the 5-30 RTI range and a lower percentage of students would end in the 55-100 range. However, the retention rates went down in all 3 ranges for the Fall 2020 group. These numbers could have been impacted by the Coronavirus pandemic. More data will be needed to draw any conclusions.

Fall to Fall Retention by RTI ranges			
	RTI between 5-30	RTI between 35-50	RTI between 55-100
Fall 2019	64/99 = 64.6%	15/44= 34.1%	13/78 = 16.7%
Fall 2020	97/171 = 55.0%	10/46 = 21.7%	24/152 = 15.8%

7.) Reflections on Results and Improvement Plans:

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

8.) Updated Improvement Plans:

Academic standing and degree completion are sets of data that might be reviewed for these students in the upcoming years. The messaging for this program did get set aside due to the other concerns with the Coronavirus pandemic in Spring 2020. One goal was to improve messaging about this initiative to incoming students and their parents so the SSC presentation at all of the Start VU orientations for Fall 2021 included information about the academic coaches.

A committee has been formed to review the Tracking Attendance and Performance System (TAPS) and make improvements because this retention effort is contingent upon the use of

TAPS. The use of this notification system helps identify students who might need additional support.

Retention Report—Academic Readmits

1.) Title with Brief Description of Retention Initiative:

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

2.) Alignment of the Initiative

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

3.) Name of Program Offering Retention Initiative:

Student Success Center

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

Fall 2016: 68 students	Fall 2018: 45 students	Fall 2020: 13 students
Spring 2017: 27 students	Spring 2019: 22 students	Spring 2021: 9 students
Fall 2017: 35 students	Fall 2019: 29 students	
Spring 2018: 35 students	Spring 2020: 26 students	

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

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

6.) Data/Results:

Efforts for this program are largely directed towards improving the semester GPA. There is a high variability in the cumulative GPA depending on the cohort for academic readmits. Since Spring 2019, the cumulative GPAs have been 1.7 or higher, including Fall 2020 and Spring 2021, when the Coronavirus pandemic greatly affected educational learning environments.

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
Fall 2020	1.92
Spring 2021	1.85

Retention:

There is a high variability in the percentage of these students being retained the 2nd term after their readmit semester. In 8 of the last 10 semesters, over 50% of the students have been retained for the next term.

Cohort	Percentage Retained 2nd Term
Fall 2016	54.4%
Spring 2017	40.0%
Fall 2017	62.5%
Spring 2018	51.4%
Fall 2018	48.8%
Spring 2019	81.0%
Fall 2019	66.7%
Spring 2020	72.7%
Fall 2020	61.5%
Spring 2021	55.6%

Success:

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

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%	29.3%
Spring 2019	19.0%	NA
Fall 2019	18.5%	NA

Other:

One measure of success for this program is determined by the percentage of students who achieve a semester GPA > or = 2.0 in reentry semester. In the last 5 semesters, (Spring 2019-Spring 2021) 52.3% or higher of the students the coordinators have worked with have been able to reach this goal. Spring semesters vary significantly due to lower numbers. The percentage of successful students who completed meetings and progress report requirements decreased in Spring 2020, Fall 2020, and Spring 2021. Some of this might be due to the virtual learning environment as a result of the pandemic. With the exception of the Fall 2019 and Spring 2020 groups, 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%
Fall 2020	13	69.2%	66.7%	75%
Spring 2021	12	58.3%	71.4%	100%

7.) Reflections on Results and Previous Improvement Plans:

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

Starting with Fall 2020, the SSC developed a survey to gather feedback from readmits each semester. Eight of the 22 readmit students that the SSC worked with in Fall 2020 and Spring 2021 completed the survey. All of those who completed the survey answered that the SSC involvement with progress reports and meetings was extremely helpful or very helpful.

While the graduation percentage did go up with the Fall 2018 group, the 25% goal has not yet been reached. Going forward, coordinators are planning to add an exit meeting with them readmits around Week 15 of their reentry semester. The data also showed a significant drop in retention rates between the semester following their readmit semester and the subsequent semester. Further exploration will be needed to determine strategies to improve those rates. One improvement plan will 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 – COPE Student Support Services (SSS)

1.) Title with Brief Description of Retention Initiative:

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

Vision Statement - COPE Student Support Services collaborate to foster student success, leadership and autonomy through the University Experience class, workshops, mentoring, and coaching. The COPE SSS Team strive to eliminate barriers and encourage independence and lifelong learning through evidence-based strategies, academic support, financial awareness, soft skills, executive function skills, and personal and social development services.

Increasing Non-cognitive Factors to Increase Graduation – COPE 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, activities, and constant contacts will increase students' graduation rates. While COPE SSS has a TRIO sister program, Experience VU, that provides services to students with disabilities, the primary difference is that 100% of Experience VU DSSS participants have at least one disability. One-third of these students with disabilities must also be low-income.

2.) Alignment of the Initiative

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

3.) Name of Program Offering Retention Initiative:

Collaborative Opportunity for Postsecondary Education (COPE) Student Support
Services (SSS)

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

255

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

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

6.) Data/Results:

Cohort	COPE Cohorts											
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Entry Term/Count	63	%	144	%	121	%	148	%	58	%		%
Fall to Spring Retention	55	87.3%	115	79.9%	104	86.0%	137	92.6%	47	81.0%		
Fall to Fall Retention	32	50.8%	72	50.0%	71	58.7%	104	70.3%	30	51.7%		
100% Completion	12	19.0%	38	26.4%	27	22.3%	51	34.5%				
100% Success	20	31.7%	47	32.6%	29	24.0%	54	36.5%				
150% Completion	20	31.7%	50	34.7%	45	37.2%						
150% Success	28	44.4%	61	42.4%	47	38.8%						
VU GPA	2.19	-	2.05	-	2.16	-	2.56	-	2.10	-		

COPE SSS	Fall 2020		Spring 2021	
RTI Score 0 - 20	153	73.2%	58	70.7%
RTI Score 25 - 35	32	15.3%	15	18.3%
RTI Score > 40	24	11.5%	9	11.0%

COPE SSS	Fall 2020		Spring 2021	
TAPS Attendance				
1st Warning	120	34.1%	91	46.1%
2nd Warning	103	29.3%	41	20.9%
Dropped	129	36.6%	64	32.7%
Performance				
Classroom Participation	113	19.4%	74	19.5%
Poor Performance	224	38.5%	125	32.9%
Low Test Scores	79	13.6%	52	13.7%
Excessive Tardiness	28	4.8%	18	4.7%
Needs a Book	8	1.4%	8	2.1%
Great Job	130	22.3%	103	27.1%

GPA:

> COPE SSS students average cumulative GPA greater than 2.00 every year from 2016 to 2020, which maintains students in good academic standing and will lead to retention and graduation (success rate). Pell students' (1.80) GPAs in Fall 2020 were lower than Minorities (2.18) 21st Century Scholars (2.15).

Fall-to-Fall Retention:

> COPE SSS students maintained 50% or greater regarding Fall-to-Fall retention from Fall 2016 to Fall 2020 with a 70.3% for Fall 2019. This 70.3% increase may be because no students were academically disqualified in Spring 2020 due to Covid-19. Fall 2020 data 51.7% aligns with years 2016, 2017, and 2018.

Success:

> COPE SSS students 100% Success maintained 31.7%, 32.6%, and 36.5% respectively for Fall 2016, Fall 2017, and Fall 2019, while the VU Campus Cohorts were 31.5%, 32.6%, and 35.2% respectively. However, during Fall 2018 the percentage decreased to 24.0% while the VU Campus Cohort was 35.8%. However, the COPE SSS 150% Success is 44.4% (2016), 42.4% (2017), and 38.8% (2018) compared to the VU Campus Cohorts 41.3%, 41.9%, and 44.8% respectively. Resources were limited due to COPE SSS moving.

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

Due to Covid-19, COPE SSS reached out to students differently. The staff and Professional Tutors/Mentors focused on phone calls in addition to regular communications, such as email and text messages. There was a strong sense that many students had given up; therefore, the COPE SSS 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.

The Tracking Attendance Performance of Students (TAPS) reports were received biweekly and analyzed then students were contacted via text and/or email. The Real Time Indicator (RTI) reports were received weekly from weeks three (3) to eight (8), and students were contacted weekly via email. It is interesting to see the difference in negative TAPS notices in the Spring and further investigation into these students dropping out, transitioning occurring during Spring 2021, seeking out services earlier, etc. Some students stated that they were on TAPS for nonattendance, but they were in class. Some students on quarantine/isolation and professor sent out TAPS notice prior to receiving excused absences.

8.) Updated Improvement Plans:

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

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

Retention Report - English Corequisite Remediation

1.) Title with Brief Description of Retention Initiative:

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

2.) Alignment of the Initiative

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

3.) Name of Program Offering Retention Initiative:

English Department

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

2016-17: 327
2017-18: 316
2018-19: 250
2019-20: 339
2020-21: 131

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

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

6.) Data/Results:

GPA:

Students in the Fall 2020 cohort saw a drop in the cumulative GPA compared to the 2019 cohort and the lowest cumulative GPA of all cohorts including the control group of students in standard remediation in the fall of 2015.

Cohort	Cumulative GPA
Fall 2015 ENGL remediation	1.84
Fall 2015 READ remediation	1.71
Fall 2015 ENGL and/or READ	1.76
Fall 2016 Corequisite	1.96
Fall 2017 Corequisite	2.01
Fall 2018 Corequisite	2.06
Fall 2019 Corequisite	1.88
Fall 2020 Corequisite	1.44

Fall-to-Fall Retention:

Students in the Fall 2020 cohort saw a drop in their retention rates compared to the 2019 cohort and the retention rates of all cohorts including the control group of students in standard remediation in the Fall of 2015.

Cohort	Percentage Retained
Fall 2015 ENGL remediation	39.0%
Fall 2015 READ remediation	40.6%
Fall 2016 Corequisite	48.6%
Fall 2017 Corequisite	47.5%
Fall 2018 Corequisite	49.6%
Fall 2019 Corequisite	48.7%
Fall 2020 Corequisite	28.2%

Success:

Students in the 2018 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 2019 cohort is not yet available. Preliminary data shows a decrease in 100% success and 100% completion. Data for the Fall 2020 cohort is not yet available.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2015 ENGL remediation	16.3%	25.2%	9.2%	17.4%
Fall 2015 READ remediation	18.6%	25.2%	9.6%	18.6%
Fall 2016 Corequisite	25.7%	37.9%	18.7%	28.7%
Fall 2017 Corequisite	24.1%	33.5%	17.7%	25.6%
Fall 2018 Corequisite	27.2%	37.6	19.2%	30.0%
Fall 2019 Corequisite	17.7	N/A	13.0	N/A
Fall 2020 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. Data for completing the gateway course in the first academic year is not yet available for the Fall 2020 cohort.

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

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

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

Current Results:

Until the Fall 2020 cohort, results have indicated that corequisite students continue to perform better than students in stand-alone remedial courses. Data from Fall 2020, however, is based on a significantly smaller cohort of students, with 131 students in Fall 2020 compared to 339 students in Fall 2019, roughly 40% of the previous cohort. Additionally, all ENGL classes for the Fall 2020 semester were delivered virtually due to COVID. Though this impact of this variable cannot be quantified, the delivery mode likely impacted student 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.

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.

8.) Updated Improvement Plans:

We continue to collect data on the above metrics to assess student success. Given the continued instability of the COVID-19 pandemic, data does not give enough reliability to assess the impact of GPA alone on metrics.

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

1.) Title with Brief Description of Retention Initiative:

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

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

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
Students with a disability (physical or hidden [i.e., learning disability, ADHD, Autism]) and/or low-income (below 150% poverty rate set by the US Department of Education) face challenges to graduate on time due to transitioning from high school to college, as well as other academic, financial literacy, and soft skills (e.g., organizing, planning, study strategies) issues.	√	Black
	√	Hispanic/Latino
	√	21st Century Scholar
	√	Low-Income (non-scholar Pell Grant
	√	Adult (25+)
	√	Non—Indiana Students
		Other: <list as appropriate>

3.) Name of Program Offering Retention Initiative:

Experience VU Student Support Services Disabled (SSSD)

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

125

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

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

6.) Data/Results:

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

Experience VU SSSD	Fall 2020		Spring 2021	
RTI Score 0 - 20	25	96.2%	12	92.3%
RTI Score 25 - 35	1	3.8%	1	7.7%
RTI Score > 40	0	0%	0	0%

Experience VU SSSD	Fall 2020		Spring 2021	
TAPS Attendance				
1st Warning	51	41.1%	19	45.2%
2nd Warning	16	12.9%	6	14.3%
Dropped	57	46.0%	17	40.5%
Performance				
Classroom Participation	36	18.7%	20	15.7%
Poor Performance	70	36.3%	32	25.2%
Low Test Scores	35	18.1%	19	15.0%
Excessive Tardiness	7	3.6%	14	11.0%
Needs a Book	2	1.0%	0	0%
Great Job	43	22.3%	42	33.1%

GPA:

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

Fall-to-Fall Retention:

Experience VU SSSD students participating in services and activities showed a continuous fall-to-fall retention of greater than 50% from 2016 to 2019 with a decrease to 45.5% in 2020, which could possibly be attributed to Covid-19.

Success:

Experience VU SSSD has been on campus since Fall 2015. The program demonstrates a 25.0% or greater 100% Success rate from 2016 to 2019. A 150% Success rate around 40% which aligns with the program's goal of 32% in agreement with the U.S. Department of Education and closely aligns with VU's 41.9% to 44.8% rate.

Other:

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

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

Due to Covid-19, Experience VU SSSD reached out to students differently. The staff focused on phone calls in addition to regular communications, such as email and text messages. There was a strong sense that many students had given up; therefore, the Experience VU SSSD 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.

The Tracking Attendance Performance of Students (TAPS) reports were received biweekly and analyzed then students were contacted via text and/or email. The Real Time Indicator (RTI) reports were received weekly from weeks three (3) to eight (8), and students were contacted weekly via email. It is interesting to see the difference in negative TAPS notices in the Spring and further investigation into these students dropping out, transitioning occurring during Spring 2021, seeking out services earlier, etc. Some students on quarantine/isolation and professor sent out TAPS notice prior to receiving excused absences.

8.) Updated Improvement Plans:

Experience VU SSSD Director and staff educate new faculty in all Colleges regarding the Experience VU SSSD program and its services to build collaborative opportunities.

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

Retention Report -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.) Alignment of the Initiative

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

3.) Name of Program Offering Retention Initiative:

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

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

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

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

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

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

6.) Data/Results:

	Learning Support Services											
	Fall 2017 FTFTVM Cohort				Fall 2018 FTFTVM Cohort				Fall 2019 FTFTVM Cohort			
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	%
Fall to Spring Retention	538	74.3%	624	85.7%	377	72.9%	606	83.8%	346	75.2%	612	87.4%
Fall to Fall Retention	351	48.5%	381	52.3%	279	54.0%	419	58.0%	271	58.9%	417	59.6%
100% Completion	205	28.3%	160	22.0%	165	31.9%	214	29.6%	170	37.0%	185	26.4%
100% Success	249	34.4%	225	30.9%	186	36.0%	264	36.5%	190	41.3%	224	32.0%
150% Completion	256	35.4%	253	34.8%	202	39.1%	289	40.0%				
150% Success	308	42.5%	327	44.9%	220	42.6%	343	47.4%				
VU GPA	2.10	-	2.20	-	2.16	-	2.35	-	2.25	-	2.26	-

	Learning Support Services											
	Fall 2020 FTFTVM Cohort				Fall 2021 FTFTVM Cohort				Fall 2022 FTFTVM Cohort			
Number of Visits	3 or fewer		4 or more		3 or fewer		4 or more		3 or fewer		4 or more	
Cohort Count	896	%	116	%		%		%		%		%
Fall to Spring Retention	638	71.2%	112	96.6%								
Fall to Fall Retention	413	46.1%	70	60.3%								
VU GPA	2.14	-	2.47	-		-		-		-		-

GPA:

Students who regularly visit labs (4 or more times), on average, have a higher GPA than those who do not. For the most recent cohort, regular visitors had an average cumulative GPA of 2.47, compared to 2.14 for students who are not regular visitors.

Fall-to-Fall Retention:

Students who regularly visit labs have a higher rate of fall-to-fall retention than students who do not regularly visit labs. For the most recent cohort, regular visitors of labs were more than 14% more likely to be retained to the next fall semester than their counterparts who were not regular visitors (60.3% compared to 46.1%).

Success:

Students who regularly visit labs have slightly lower completion, transfer out, and overall success rates compared to students who do not make regular visits. Part of this can be attributed to co-req courses requiring students to visit labs. These students will require more courses to complete their degrees and are already at a higher risk of non-success.

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

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

The effectiveness of regular lab usage has a clear positive impact on the performance and retention of students. Previous improvement plans focused on increasing the percentage of students who are regular visitors of labs. The success of this was significantly impacted by the COVID-19 pandemic. Many students were either fully or partially remote. Additionally, we needed to limit gathering in groups and interacting closely with others. These were the main contributing factors causing the usage rate to drop more than 50%.

8.) Updated Improvement Plans:

Improvements for the coming year will focus on getting students back into the labs. In order to accomplish this, tutors and lab staff will visit classrooms to inform students of lab and resource availability, as well as sharing success statistics. In addition to visits, we will collaborate with faculty to encourage students to utilize lab services.

For future retention reports, data will be collected and analyzed comparing students in co-req courses to students who are not to examine the difference and attempt to measure how this affects overall data.

1.) Title with Brief Description of Retention Initiative:

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

2.) Alignment of the Initiative

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
Many students in these sub-groups also test into the corequisite courses. These courses are smaller; therefore, the students receive more one-on-one attention. They are also required to complete a "Passport Assignment" that requires them to answer questions regarding all the support services available to them on campus. Finally, the corequisite course also requires students to complete a number of hours in our tutoring centers as part of their grade in the course.	√	**Black**
	√	**Hispanic/Latino**
	√	**21st Century Scholar**
	√	**Low-Income (non-scholar Pell Grant)**
	√	**Adult (25+)**
	√	**Non-Indiana Students**
	√	**Other: <u>\<list as appropriate\></u>**

3.) Name of Program Offering Retention Initiative:

Mathematics Department

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

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

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

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

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

6.) Data/Results:

GPA for MATH courses:

Students' GPAs were all found to be reasonably close to one another.

Cohort	Cumulative GPA
Fall 2015 - MATH 016 remediation course	**1.87**
Fall 2016 Corequisite Courses	**1.86**
Fall 2017 Corequisite Courses	**1.72**
Fall 2018 Corequisite Courses	**1.87**
Fall 2019 Corequisite Courses	**1.91**
Fall 2020 Corequisite Courses	**1.80**

Fall-to-Fall Retention for MATH courses:

Students completing remediation in the corequisite model showed an improvement in retention from fall of their first year to the fall of their second year. There was a drop during Fall 2020 and this is attributed to the issues with COVID.

Cohort	Percentage Retained
Fall 2015 - MATH 016 Remediation Course	**40.7**
Fall 2016 Corequisite Courses	**40.9**
Fall 2017 Corequisite Courses	**39.5**
Fall 2018 Corequisite Courses	**47.1**
Fall 2019 Corequisite Courses	**49.3**
Fall 2020 Corequisite Courses	**38.9**

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. This is due to 2017 being the first full year using the co-requisite model. There are no results yet for 2020.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2015 **MATH 016** **Remediation** **Courses**	**22.8%**	**31.3%**	**13.4%**	**20.3%**
Fall 2016 **Corequisite Courses**	**20.3%**	**31.3%**	**12.2%**	**21.3%**
Fall 2017 **Corequisite Courses**	**16.7%**	**29.4%**	**9.0%**	**20.4%**
Fall 2018 **Corequisite Courses**	**24.2%**	**33.9%**	**15.9%**	**33.9%**
Fall 2019 **Corequisite Courses**	**22.3%**	**N/A**	**14.9%**	**N/A**
Fall 2020 **Corequisite Courses**	**N/A**	**N/A**	**N/A**	**N/A**

Other:

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

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

GPA for MATT courses:

Students' GPAs were all found to be reasonably close to one another. The Fall 2020 GPA was a bit lower, but this was also the year that we had changes in teaching methods (online, virtual and hybrid) due to COVID. Technical math students seemed to struggle more with these methods as they are used to more hands-on learning.

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

Fall-to-Fall Retention for MATT courses:

Students completing remediation in the corequisite model showed an improvement in retention from fall of their first year to the fall of their second year. Again, the drop in 2020 may be the result of the different modalities of instruction due to COVID.

Cohort	Percentage Retained
Fall 2015 **MATH 013 & MATT 014** **Remediation Courses**	**34.2**
Fall 2016 Corequisite Courses	**37.5**
Fall 2017 Corequisite Courses	**36.0**
Fall 2018 Corequisite Courses	**45.6**
Fall 2019 Corequisite Courses	**47.7**
Fall 2020 Corequisite Courses	**33.3**

Success for MATT courses:

Students completing remediation in the technical math corequisite model (MATT) showed an improvement in success rates during the first year of implementation, either completing their

degree within 2 years (100%) or within 3 years (150%). Completion rates dropped in 2017, but began to increase again in 2018. There are no results yet for 2020.

Cohort	100% Success	150% Success	100% Completion	150% Completion
Fall 2015 **MATH 013 &** **MATT 014** **Remediation** **Courses**	12.7%	23.1%	5.4%	13.1%
Fall 2016 **Corequisite Courses**	17.3%	25.5%	11.5%	18.3%
Fall 2017 **Corequisite Courses**	16.7%	27.6%	7.9%	16.2%
Fall 2018 **Corequisite Courses**	11.9%	25.6%	8.1%	21.9%
Fall 2019 **Corequisite Courses**	17.9%	N/A	11.0%	N/A
Fall 2020 **Corequisite Courses**	N/A	N/A	N/A	N/A

Other:

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

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

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

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

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

8.) Updated Improvement Plans:

High school GPA and Algebra 2 factors of placement will be reevaluated 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 students at-risk. These factors include high school GPA, FAFSA completion date, if a student is first generation, placement into developmental classes, and date of registration. The higher the score, the more at-risk factors could affect a student's academic goals. After reviewing data on the success of students considering their initial profile scores, the Student Success Center began this initiative to advise students with an initial profile score between 25-35 for several majors in the following Colleges:

> (V1) College of Business and Public Service
> (V3) College of Humanities
> (V7) College of Social Science, Communications and Performing Arts

These majors included Special Education, Behavioral Sciences, Elementary Education, Early Childhood Education, Social Work, General Studies, Child Development, Business Management, General Studies Exploring, General Studies-Business Studies, Homeland Security, Law Enforcement, and Law Enforcement Conservation. Some of these programs historically had higher numbers of students, so this allowed the SSC to help assist these colleges in meeting advising needs.

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

Student Success Challenge(s) being Addressed	Completion Gap Demographics Impacted	
Data was analyzed on the degrees awarded to students by their initial profile score ranges. The SSC staff proposed this initiative with a goal to improve the percentage of students with an initial profile range of 25-35 who earn degrees. The coordinators work to build relationships with these students and meet with them every 4 weeks 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.	√	**Black**
	√	**Hispanic/Latino**
	√	**21st Century Scholar**
	√	**Lowe-Income (non-scholar Pell Grant)**
	√	**Adult (25+)**
	√	**Non-Indiana Students**
		Other: <list as appropriate>

3.) Name of Program Offering Retention Initiative:

Student Success Center

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

Fall 2019: 86 students

Fall 2020: 22 students

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

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

6.) Data/Results:

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

Cohort	Baseline Cohorts						Comparison Cohort			
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Entry Term/Count	221	%	208	%	160	%	86	%	21	%
Fall to Fall Retention	97	43.9%	83	39.9%	68	42.5%	44	51.2%	7	33.3%
100% Completion	24	10.9%	17	8.2%	22	13.8%	9	10.5%		
100% Success	39	17.6%	34	16.3%	35	21.9%	17	19.8%		
150% Completion	49	22.2%	48	23.1%	37	23.1%				
150% Tx Out Rate	20	9.0%	23	11.1%	12	7.5%				
150% Success	69	31.2%	71	34.1%	49	30.6%				
VU GPA	2.02	-	1.86	-	2.12	-	2.10	-	2.00	-

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. The percent of students completing in good standing also dropped in Fall 2020, which could be due to virtual and hybrid instruction as a result of the coronavirus pandemic.

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

Fall-to-Fall Retention:

The fall to fall retention increased in Fall 2019 but showed a drastic drop with the Fall 2020 students. It is believed that drop with the fall 2020 students shows the impact of the virtual and hybrid learning environments that resulted from the Covid 19 pandemic. Then the data was broken down into students in the 25-35 profile range who were advised in the SSC versus those advised in their respective colleges. 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 in the Fall 2019, but that did not hold true with the fall to fall retention with Fall 2020 students.

Retention-Overall							
Cohort	Fall 2019-SSC advisees		Fall 2019-V1, V3, V7		Fall 2020-SSC advisees		Fall 2020-V1, V3, V7	
Total students	86	%	65	%	21	%	55	%
Fall to Spring	69	80.20%	47	72.30%	16	76.20%	38	69.1%%
Fall to Fall	44	51.20%	28	43.1 %	7	33.30%	26	47.30%

7.) Reflections on Results and Improvement Plans:

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

semesters of data will be needed post pandemic to determine if the relationship building factor affects this retention effort.

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

The goal of this initiative is to see the percentage of students with this initial profile range who receive one or more degrees (150% completion) increase by 5 percent to 28.1% or higher. Spring 2022 will be the first semester that can provide numbers to compare.

8.) Updated Improvement Plans:

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

Standing - End of Fall 2020				
Cohort	SSC		V1,V3,V7	
Total Students	21	%	55	%
Good Standing	10	47.6	24	43.6
Academic Warning	0	0	1	1.8
Academic Probation	9	42.9	25	45.5
Withdrawn	2	9.5	5	9

Previous data pulled by the SSC showed a higher retention and completion rate for students who finish their first semester in Good Standing. Both Fall 2019 and 2020, the SSC advisees

showed a higher percentage of students ending their first semester in good standing than the percentage of students advised in their colleges. However, the SSC cohort size for Fall 2020 is a smaller number compared to the colleges, which might explain that difference. The pandemic has caused changes in orientations, learning environments and even student responses to college. Data from semesters post pandemic years will be needed to draw any conclusions. Retention and completion rates for these students ending their first semester in Good Standing will be examined in the future. The goal will be to increase the number of students who are academically successful (in Good Standing) in their first semester through building relationships and academic support to them.

Retention Report—University College

1.) Title with Brief Description of Retention Initiative:

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

2.) Alignment of the Initiative

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

3.) Name of Program Offering Retention Initiative:

> Student Success Center

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

> Fall 2016: 74
> Fall 2017: 73
> Fall 2018: 47
> Fall 2019: 32
> Fall 2020: 15
>
> This drop-in numbers reflects the decrease in VU enrollment from 2016-2020. There is another significant drop for Fall 2020, but virtual learning required because of the coronavirus pandemic directly impacted these numbers. It is believed that changing to the Next Generation Accuplacer test from the Classic Accuplacer test in 2019 also affected the number of students testing into University College.

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

For each group, data was collected on students' cumulative GPA, fall-to-fall retention, 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 or either of those scores being between 200-230 on the Next Gen test) and MATH 008 (with an Elementary Algebra score 0-30 or between 200-224 on the Quantitative Reasoning score on the Next Gen).

GPA:

The Cumulative GPA showed a mostly upward trend with this group of students over the past few years, until Fall 2020. 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. However, in Fall 2020, the coronavirus pandemic caused many classes to only be offered virtually. As the data shows, this is not an optimal learning environment for these developmental students.

Cohort	Cumulative GPA
Baseline Group	1.55
Fall 2016	1.71
Fall 2017	1.76
Fall 2018	1.86
Fall 2019	1.75
Fall 2020	0.34

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

2020 due to the Covid-19 pandemic. This could have contributed to the higher retention percentage for the Fall 2019 students. The dramatic drop in the percentage for the Fall 2020 students demonstrates another impact of the pandemic.

Cohort	Percentage Retained
Baseline Group	33.1%
Fall 2016	29.70%
Fall 2017	28.80%
Fall 2018	34%
Fall 2019	48.3%
Fall 2020	6.7%

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 rates 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 consistently stayed above the 10% goal for 3 years in a row between 2016-2018.

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%	21.3%	6.4%	10.6%
Fall 2019	6.9%	N/A	3.4%	N/A
Fall 2020	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 (CPTE) 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. All of the ENGL 008 classes were taught virtually in Fall 2020 because of the pandemic, which might explain the drastic drop in the ENGL 008 pass rate that fall.

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	ENGL 008			ENGL 101	
	Attempted	Passed		Passed	
Cohort	n	n	%	n	%
Fall 2016	81	42	51.9%	23	28.4%
Spring 2017	15	7	46.7%	2	13.3%
Fall 2017	75	42	56.0%	23	30.7%
Spring 2018	13	6	46.2%	3	23.1%
Fall 2018	46	28	60.9%	17	37.0%
Spring 2019	4	0	0.0%	0	0.0%
Fall 2019	32	18	56.3%	7	21.9%
Fall 2020	17	2	11.8%	0	0.0%
Total	283	145	51.2%	75	26.5%

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

Math	MATH 008			MATH or MATT GW	
	Attempted	Passed		Passed	
Cohort	n	n	%	n	%
Fall 2016	78	50	64.1%	15	19.2%
Spring 2017	15	8	53.3%	2	13.3%
Fall 2017	77	50	64.9%	14	18.2%
Spring 2018	14	9	64.3%	2	14.3%
Fall 2018	46	31	67.4%	9	19.6%
Spring 2019	4	1	25.0%	0	0.0%
Fall 2019	33	21	63.6%	8	24.2%
Fall 2020	17	8	47.1%	2	11.8%
Total	284	178	62.7%	52	18.3%

7.) Reflections on Results and Previous Improvement Plans:

The Student Success Center has been committed from day one to helping students be successful in college. However, a student's inner motivation is still a key determinant to 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			
		n	% of Reg	n	% of Passed	n/number who didn't pass	% of Not Passed
Fall 2017	71	48	67.6%	20	68%	0/23	0%
Fall 2018	43	29	67.4%	13	45%	1/14	7%
Fall 2019	33	19	57.6%	12	63%	3/14	21%
Fall 2020	17	6	35.3%	2	33.3%	0/11	0%
Total	147	96	65.3%	47	48.9%	4/62	6.4%

For most of the semesters listed, 57% or higher of the University College students passed their SSKL 009 class. Of those students who passed the SSKL 009 class, 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. There is also a sharp drop for the Fall 2020, which is believed to be directly related to the virtual classes as a result of the pandemic.

8) Updated Improvement Plans:

A future goal listed last year was to examine the retention rate of students who met with their coordinator 4 or more times as opposed to those who met less than 4 times. Both of these years, the students who met with their coordinators 4 or more times, had a higher retention rate and pass rates for MATH 008. The number of students who passed ENGL 008 was the same for both of these groups in Fall 2020, but all of those ENGL 008 classes were held virtually. As stated before, this is not the ideal learning environment for developmental students.

Fall 2019		Retained into 2nd 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	33.3	6	50

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

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

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 <u>two years</u> 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 <u>three</u> years after fall entry (includes final summer).

Definitions

Minorities

All race and ethnicity categories except White and Unknown
Includes American Indian or Alaskan Native, Asian, Black or African American, Hispanic, Native Hawaiian / Pacific Islander, and Two or More Races

Non-Indiana Residents

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

Outcomes by Demographic Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

	Overall Cohorts											
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Entry Term/Count	**1769**	**%**	**1625**	**%**	**1417**	**%**	**1327**	**%**	**1171**	**%**	**988**	**%**
Fall to Spring Retention	1403	**79.3%**	1282	**78.9%**	1118	**78.9%**	1088	**82.0%**	873	**74.6%**	816	**82.6%**
Fall to Fall Retention	906	**51.2%**	813	**50.0%**	794	**56.0%**	783	**59.0%**	571	**48.8%**		
100% Completion	416	**23.5%**	394	**24.2%**	413	**29.1%**	388	**29.2%**				
100% Success	546	**30.9%**	519	**31.9%**	495	**34.9%**	458	**34.5%**				
150% Completion	582	**32.9%**	542	**33.4%**	545	**38.5%**						
150% Success	731	**41.3%**	689	**42.4%**	638	**45.0%**						
15 Credit Hours	867	**49.0%**	819	**50.4%**	778	**54.9%**	827	**62.3%**	684	**58.4%**		
30 Credit Hours	673	**38.0%**	621	**38.2%**	609	**43.0%**	571	**43.0%**	514	**43.9%**		
45 Credit Hours	560	**31.7%**	493	**30.3%**	511	**36.1%**	464	**35.0%**				
VU GPA	**2.15**	**-**	**2.17**	**-**	**2.29**	**-**	**2.28**	**-**	**2.22**	**-**		

	Vincennes Campus Cohorts											
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Entry Term/Count	**1626**	**%**	**1473**	**%**	**1266**	**%**	**1186**	**%**	**1026**	**%**	**865**	**%**
Fall to Spring Retention	1296	**79.7%**	1173	**79.6%**	999	**78.9%**	973	**82.0%**	759	**74.0%**	722	**83.5%**
Fall to Fall Retention	834	**51.3%**	742	**50.4%**	707	**55.8%**	696	**58.7%**	489	**47.7%**		
100% Completion	390	**24.0%**	379	**25.7%**	380	**30.0%**	357	**30.1%**				
100% Success	512	**31.5%**	489	**33.2%**	443	**35.0%**	418	**35.2%**				
150% Completion	540	**33.2%**	509	**34.6%**	493	**38.9%**						
150% Success	681	**41.9%**	637	**43.2%**	567	**44.8%**						
15 Credit Hours	809	**49.8%**	756	**51.3%**	706	**55.8%**	751	**63.3%**	602	**58.7%**		
30 Credit Hours	631	**38.8%**	580	**39.4%**	556	**43.9%**	521	**43.9%**	454	**44.2%**		
45 Credit Hours	523	**32.2%**	466	**31.6%**	475	**37.5%**	428	**36.1%**				
VU GPA	**2.15**	**-**	**2.14**	**-**	**2.26**	**-**	**2.26**	**-**	**2.18**	**-**		

Outcomes by Demographic Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

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

Cohort	Overall Cohorts: Minorities											
	Fall 2016		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Entry Term/Count	**519**	**%**	**467**	**%**	**408**	**%**	**392**	**%**	**315**	**%**	**241**	**%**
Fall to Spring Retention	401	**77.3%**	338	**72.4%**	292	**71.6%**	310	**79.1%**	227	**72.1%**	187	**77.6%**
Fall to Fall Retention	192	**37.0%**	164	**35.1%**	170	**41.7%**	196	**50.0%**	135	**42.9%**		
100% Completion	55	**10.6%**	50	**10.7%**	56	**13.7%**	62	**15.8%**				
100% Success	100	**19.3%**	88	**18.8%**	90	**22.1%**	85	**21.7%**				
150% Completion	67	**12.9%**	83	**17.8%**	76	**18.6%**						
150% Success	128	**24.7%**	135	**28.9%**	113	**27.7%**						
15 Credit Hours	155	**29.9%**	149	**31.9%**	150	**36.8%**	188	**48.0%**	158	**50.2%**		
30 Credit Hours	114	**22.0%**	107	**22.9%**	99	**24.3%**	120	**30.6%**	120	**38.1%**		
45 Credit Hours	88	**17.0%**	77	**16.5%**	84	**20.6%**	83	**21.2%**				
VU GPA	**1.69**	**-**	**1.62**	**-**	**1.78**	**-**	**1.94**	**-**	**2.02**	**-**		

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

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

	Overall Cohorts: Black or African American											
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Entry Term/Count	**220**	**%**	**233**	**%**	**172**	**%**	**132**	**%**	**65**	**%**	**60**	**%**
Fall to Spring Retention	167	**75.9%**	167	**71.7%**	109	**63.4%**	102	**77.3%**	38	**58.5%**	47	**78.3%**
Fall to Fall Retention	50	**22.7%**	66	**28.3%**	51	**29.7%**	49	**37.1%**	22	**33.8%**		
100% Completion	4	**1.8%**	10	**4.3%**	13	**7.6%**	7	**5.3%**				
100% Success	25	**11.4%**	28	**12.0%**	27	**15.7%**	16	**12.1%**				
150% Completion	16	**7.3%**	24	**10.3%**	17	**9.9%**						
150% Success	46	**20.9%**	50	**21.5%**	31	**18.0%**						
15 Credit Hours	31	**14.1%**	43	**18.5%**	39	**22.7%**	42	**31.8%**	23	**35.4%**		
30 Credit Hours	15	**6.8%**	27	**11.6%**	22	**12.8%**	19	**14.4%**	14	**21.5%**		
45 Credit Hours	8	**3.6%**	21	**9.0%**	19	**11.0%**	11	**8.3%**				
VU GPA	**1.32**	**-**	**1.22**	**-**	**1.37**	**-**	**1.48**	**-**	**1.50**	**-**		

Outcomes by Demographic Subgroup

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

March 2, 2022

	21st Century Scholars (21CS) Cohorts											
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Entry Term/Count	**255**	**%**	**202**	**%**	**154**	**%**	**174**	**%**	**133**	**%**	**91**	**%**
Fall to Spring Retention	221	**86.7%**	168	**83.2%**	139	**90.3%**	151	**86.8%**	104	**78.2%**	79	**86.8%**
Fall to Fall Retention	157	**61.6%**	113	**55.9%**	104	**67.5%**	115	**66.1%**	66	**49.6%**		
100% Completion	89	**34.9%**	58	**28.7%**	60	**39.0%**	49	**28.2%**				
100% Success	104	**40.8%**	70	**34.7%**	69	**44.8%**	61	**35.1%**				
150% Completion	113	**44.3%**	80	**39.6%**	83	**53.9%**						
150% Success	128	**50.2%**	97	**48.0%**	92	**59.7%**						
15 Credit Hours	171	**67.1%**	134	**66.3%**	113	**73.4%**	131	**75.3%**	87	**65.4%**		
30 Credit Hours	135	**52.9%**	102	**50.5%**	100	**64.9%**	92	**52.9%**	60	**45.1%**		
45 Credit Hours	116	**45.5%**	80	**39.6%**	81	**52.6%**	70	**40.2%**				
VU GPA	**2.42**	**-**	**2.46**	**-**	**2.55**	**-**	**2.41**	**-**	**2.20**	**-**		

	Pell Cohorts (not 21CS)											
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Entry Term/Count	**789**	**%**	**752**	**%**	**634**	**%**	**541**	**%**	**418**	**%**	**418**	**%**
Fall to Spring Retention	594	**75.3%**	573	**76.2%**	474	**74.8%**	422	**78.0%**	284	**67.9%**	325	**77.8%**
Fall to Fall Retention	307	**38.9%**	308	**41.0%**	289	**45.6%**	268	**49.5%**	167	**40.0%**		
100% Completion	98	**12.4%**	114	**15.2%**	117	**18.5%**	80	**14.8%**				
100% Success	145	**18.4%**	167	**22.2%**	152	**24.0%**	106	**19.6%**				
150% Completion	153	**19.4%**	179	**23.8%**	157	**24.8%**						
150% Success	214	**27.1%**	246	**32.7%**	199	**31.4%**						
15 Credit Hours	250	**31.7%**	276	**36.7%**	258	**40.7%**	246	**45.5%**	180	**43.1%**		
30 Credit Hours	170	**21.5%**	194	**25.8%**	183	**28.9%**	133	**24.6%**	128	**30.6%**		
45 Credit Hours	137	**17.4%**	147	**19.5%**	150	**23.7%**	105	**19.4%**				
VU GPA	**1.78**	**-**	**1.78**	**-**	**2.00**	**-**	**1.90**	**-**	**1.83**	**-**		

Outcomes by Demographic Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

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

Overall Cohorts: Non-Indiana Residents												
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Entry Term/Count	**149**	**%**	**154**	**%**	**140**	**%**	**120**	**%**	**91**	**%**	**101**	**%**
Fall to Spring Retention	109	**73.2%**	121	**78.6%**	108	**77.1%**	99	**82.5%**	62	**68.1%**	84	**83.2%**
Fall to Fall Retention	76	**51.0%**	84	**54.5%**	75	**53.6%**	69	**57.5%**	39	**42.9%**		
100% Completion	38	**25.5%**	37	**24.0%**	39	**27.9%**	38	**31.7%**				
100% Success	50	**33.6%**	46	**29.9%**	45	**32.1%**	45	**37.5%**				
150% Completion	50	**33.6%**	51	**33.1%**	53	**37.9%**						
150% Success	65	**43.6%**	65	**42.2%**	60	**42.9%**						
15 Credit Hours	77	**51.7%**	81	**52.6%**	70	**50.0%**	87	**72.5%**	52	**57.1%**		
30 Credit Hours	62	**41.6%**	61	**39.6%**	57	**40.7%**	61	**50.8%**	36	**39.6%**		
45 Credit Hours	52	**34.9%**	47	**30.5%**	49	**35.0%**	49	**40.8%**				
VU GPA	**2.05**	**-**	**2.44**	**-**	**2.18**	**-**	**2.53**	**-**	**1.96**	**-**		

Outcomes by Demographic Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

Overall Cohorts: Female												
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Entry Term/Count	**705**	**%**	**661**	**%**	**612**	**%**	**589**	**%**	**525**	**%**	**391**	**%**
Fall to Spring Retention	551	**78.2%**	525	**79.4%**	488	**79.7%**	472	**80.1%**	385	**73.3%**	318	**81.3%**
Fall to Fall Retention	347	**49.2%**	321	**48.6%**	336	**54.9%**	318	**54.0%**	230	**43.8%**		
100% Completion	132	**18.7%**	137	**20.7%**	155	**25.3%**	121	**20.5%**				
100% Success	192	**27.2%**	193	**29.2%**	198	**32.4%**	166	**28.2%**				
150% Completion	208	**29.5%**	215	**32.5%**	219	**35.8%**						
150% Success	275	**39.0%**	282	**42.7%**	265	**43.3%**						
15 Credit Hours	322	**45.7%**	323	**48.9%**	321	**52.5%**	343	**58.2%**	297	**56.6%**		
30 Credit Hours	251	**35.6%**	248	**37.5%**	247	**40.4%**	219	**37.2%**	218	**41.5%**		
45 Credit Hours	198	**28.1%**	187	**28.3%**	190	**31.0%**	161	**27.3%**				
VU GPA	**2.14**	**-**	**2.18**	**-**	**2.30**	**-**	**2.18**	**-**	**2.15**	**-**		

Overall Cohorts: Male												
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Entry Term/Count	**1064**	**%**	**964**	**%**	**805**	**%**	**738**	**%**	**646**	**%**	**597**	**%**
Fall to Spring Retention	852	**80.1%**	757	**78.5%**	630	**78.3%**	616	**83.5%**	488	**75.5%**	498	**83.4%**
Fall to Fall Retention	559	**52.5%**	492	**51.0%**	458	**56.9%**	465	**63.0%**	341	**52.8%**		
100% Completion	284	**26.7%**	257	**26.7%**	258	**32.0%**	267	**36.2%**				
100% Success	354	**33.3%**	326	**33.8%**	297	**36.9%**	292	**39.6%**				
150% Completion	374	**35.2%**	327	**33.9%**	326	**40.5%**						
150% Success	456	**42.9%**	407	**42.2%**	373	**46.3%**						
15 Credit Hours	545	**51.2%**	496	**51.5%**	457	**56.8%**	484	**65.6%**	387	**59.9%**		
30 Credit Hours	422	**39.7%**	373	**38.7%**	362	**45.0%**	352	**47.7%**	296	**45.8%**		
45 Credit Hours	362	**34.0%**	306	**31.7%**	321	**39.9%**	303	**41.1%**				
VU GPA	**2.16**	**-**	**2.16**	**-**	**2.28**	**-**	**2.36**	**-**	**2.27**	**-**		

Outcomes by Retention Initiative

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

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

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

STEP Cohorts											
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Entry Term/Count	**25**	**%**	**28**	**%**	**29**	**%**	**27**	**%**	**9**	**%**		**%**
Fall to Spring Retention	19	76.0%	23	82.1%	26	89.7%	24	88.9%	6	66.7%		
Fall to Fall Retention	11	44.0%	16	57.1%	19	65.5%	17	63.0%	3	33.3%		
100% Completion	3	12.0%	3	10.7%	7	24.1%	5	18.5%				
100% Success	3	12.0%	3	10.7%	9	31.0%	5	18.5%				
150% Completion	5	20.0%	12	42.9%	10	34.5%						
150% Success	5	20.0%	12	42.9%	12	41.4%						
VU GPA	**2.02**	**-**	**2.36**	**-**	**2.56**	**-**	**2.31**	**-**	**2.24**	**-**		

Outcomes by Retention Initiative

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

Cohort	Summer Bridge Cohorts								
Cohort	Fall 2016		Fall 2017		Fall 2018		Fall 2019		No Fall 2020 or
Entry Term/Count	20	%	13	%	21	%	14	%	Fall 2021 cohort
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%	5	35.7%	
100% Success	3	15.0%	0	0.0%	6	28.6%	5	35.7%	
150% Completion	1	5.0%	3	23.1%	7	33.3%			
150% Success	4	20.0%	3	23.1%	7	33.3%			
VU GPA	2.09	-	1.89	-	2.44	-	2.58	-	

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

Number of Visits	Learning Support Services											
	Fall 2017 FTFTVM Cohort				Fall 2018 FTFTVM Cohort				Fall 2019 FTFTVM Cohort			
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	%
Fall to Spring Retention	538	74.3%	624	85.7%	377	72.9%	606	83.8%	346	75.2%	612	87.4%
Fall to Fall Retention	351	48.5%	381	52.3%	279	54.0%	419	58.0%	271	58.9%	417	59.6%
100% Completion	205	28.3%	160	22.0%	165	31.9%	214	29.6%	170	37.0%	185	26.4%
100% Success	249	34.4%	225	30.9%	186	36.0%	264	36.5%	190	41.3%	224	32.0%
150% Completion	256	35.4%	253	34.8%	202	39.1%	289	40.0%				
150% Success	308	42.5%	327	44.9%	220	42.6%	343	47.4%				
VU GPA	2.10	-	2.20	-	2.16	-	2.35	-	2.25	-	2.26	-

Outcomes by Retention Initiative

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
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	Learning Support Services											
	Fall 2020 FTFTVM Cohort				Fall 2021 FTFTVM Cohort				Fall 2022 FTFTVM Cohort			
Number of Visits	3 or fewer		4 or more		3 or fewer		4 or more		3 or fewer		4 or more	
Cohort Count	896	%	116	%		%		%		%		%
Fall to Spring Retention	638	71.2%	112	96.6%								
Fall to Fall Retention	413	46.1%	70	60.3%								
VU GPA	2.14	-	2.47	-		-		-		-		-

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

	SPEC Initiative (STARTVU)			
	Fall 2018			
Cohort	Contacted		Not Contacted	
Entry Term/Count	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% Tx Out Rate	50	5.1%	35	8.1%
150% Completion	399	40.5%	141	32.6%
150% Success	558	56.6%	175	40.5%
VU GPA	2.25	-	2.37	-

Outcomes by Retention Initiative

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
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Honors Program								
Cohort	Fall 2015		Fall 2016		Spring/Fall 2017		Spring/Fall 2018	
Entry Term/Count	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% Tx Out Rate	2	200.0%	0	0.0%	0	0.0%	0	0.0%
100% Success	1	100.0%	1	50.0%	3	50.0%	4	66.7%
150% Completion	1	100.0%	2	100.0%	5	83.3%	6	100.0%
150% Success	1	100.0%	2	100.0%	5	83.3%		
VU GPA	3.89	-	3.46	-	3.71	-	3.55	-

For Re-Admit students, cohorts based on first reapply term. Graduation measured in academic years from time of re-admit. Retention indicates student enrolled in subsequent terms following re-admit.

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

Did not run in Fall 2020

Re-Admit Students								
Cohort	Fall 2016		Spring 2017		Fall 2017		Spring 2018	
Reapply Term/Count	68	%	25	%	32	%	35	%
Retained 2nd "Next" Term	33	48.5%	8	32.0%	17	53.1%	16	45.7%
Retained 3rd Term	19	27.9%	6	24.0%	11	34.4%	10	28.6%
Graduated in 2 Years	7	10.3%	3	12.0%	7	21.9%	5	14.3%
Graduated in 3 Years	12	17.6%	4	16.0%	8	25.0%	7	20.0%
Indiana Resident	65	95.6%	24	96.0%	30	93.8%	34	97.1%
Avg Hrs Earned End of Reapply Term	34	-	39	-	32	-	25	-
GPA End of Reapply Term	1.67	-	1.56	-	1.68	-	1.57	-

Outcomes by Retention Initiative

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
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Readmits Cohort	Fall 2018	%	Spring 2019	%	Fall 2019	%	Spring 2020	%
Reapply Term/Count	41	%	21	%	27	%	22	%
Retained 2nd "Next" Term	20	48.8%	15	71.4%	18	66.7%	16	72.7%
Retained 3rd Term	13	31.7%	8	38.1%	10	37.0%	11	50.0%
Graduated in 2 Years	9	22.0%	4	19.0%	5	18.5%		
Graduated in 3 Years	12	29.3%						
Indiana Resident	35	85.4%	20	95.2%	24	88.9%	22	100.0%
Avg Hrs Earned End of Reapply Term	31	-	36	-	36	-	38	-
GPA End of Reapply Term	1.59	-	2.03	-	1.71	-	1.70	-

Readmits Cohort	Fall 2020	%	Spring 2021	%	Fall 2021	%	Spring 2022	%
Reapply Term/Count	13	%	9	%		%		%
Retained 2nd "Next" Term	8	61.5%	5	55.6%				
Retained 3rd Term	6	46.2%						
Graduated in 2 Years								
Graduated in 3 Years								
Indiana Resident	13	100.0%	9	100.0%				
Avg Hrs Earned End of Reapply Term	41	-	42	-		-		-
GPA End of Reapply Term	1.92	-	1.85	-		-		-

Academic Coaches				
Cohort	Fall 2019	%	Fall 2020	%
Entry Term/Count	215	%	408	%
Fall to Spring Retention	157	73.0%	283	69.4%
Fall to Fall Retention	90	41.9%	180	44.1%
100% Completion	25	11.6%		
100% Success	37	17.2%		
VU GPA	1.50	-	1.95	-

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
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Academic Coaches		
Cohort	Spring 2021	
Entry Term/Count	110	%
Spring to Fall Retention	58	52.7%
Spring to Spring Retention	40	36.4%
100% Completion		
100% Success		
VU GPA	1.80	-

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)

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>
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	Residence Halls											
Cohort Entry Term	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Count / Pct Resd Halls	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Metric	956	**58.8%**	838	**56.9%**	693	**54.7%**	682	**57.5%**	475	**46.3%**	441	**51.0%**
Fall to Spring Retention	818	**85.6%**	715	**85.3%**	570	**82.3%**	575	**84.3%**	393	**82.7%**	394	**89.3%**
Fall to Fall Retention	483	**50.5%**	420	**50.1%**	372	**53.7%**	400	**58.7%**	237	**49.9%**		
100% Completion	209	**21.9%**	209	**24.9%**	192	**27.7%**	185	**27.1%**				
100% Success	297	**31.1%**	278	**33.2%**	233	**33.6%**	219	**32.1%**				
150% Completion	287	**30.0%**	278	**33.2%**	245	**35.4%**						
150% Success	390	**40.8%**	361	**43.1%**	297	**42.9%**						
VU GPA	**2.14**	-	**2.11**	-	**2.23**	-	**2.17**	-	**2.15**	-		
Average Hours Earned	**14.5**	-	**15.3**	-	**16.3**	-	**17.5**	-	**18.3**	-		

	Commuters (VM Only)											
Cohort Entry Term	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Count / Pct Commuters	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Metric	670	**41.2%**	635	**43.1%**	573	**45.3%**	505	**42.5%**	551	**53.7%**	424	**49.0%**
Fall to Spring Retention	478	**71.3%**	458	**72.1%**	429	**74.9%**	399	**79.0%**	366	**66.4%**	328	**77.4%**
Fall to Fall Retention	351	**52.4%**	322	**50.7%**	335	**58.5%**	296	**58.6%**	252	**45.7%**		
100% Completion	181	**27.0%**	170	**26.8%**	187	**32.6%**	172	**34.1%**				
100% Success	215	**32.1%**	211	**33.2%**	209	**36.5%**	209	**41.4%**				
150% Completion	253	**37.8%**	231	**36.4%**	248	**43.3%**						
150% Success	291	**43.4%**	276	**43.5%**	291	**50.8%**						
VU GPA	**2.17**	-	**2.18**	-	**2.30**	-	**2.38**	-	**2.20**	-		
Average Hours Earned	**17.1**	-	**18.7**	-	**21.4**	-	**22.4**	-	**20.6**	-		

Outcomes by Housing (Residence Halls Compared to Commuters)

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>
March 2, 2022

Demographics - Residence Halls												
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Black or African American	191	20.0%	191	22.8%	137	19.8%	117	17.2%	44	9.3%	52	11.8%
Hispanic	130	13.6%	94	11.2%	90	13.0%	99	14.5%	78	16.4%	58	13.2%
White	521	54.5%	484	57.8%	424	61.2%	405	59.4%	313	65.9%	298	67.6%
Other	114	11.9%	69	8.2%	42	6.1%	61	8.9%	40	8.4%	33	7.5%
Gender												
Female	321	33.6%	270	32.2%	250	36.1%	276	40.5%	181	38.1%	148	33.6%
Male	635	66.4%	568	67.8%	443	63.9%	405	59.4%	294	61.9%	293	66.4%
Received Pell	595	62.2%	506	60.4%	424	61.2%	399	58.5%	244	51.4%	197	44.7%
High School GPA	**2.60**	-	**2.61**	-	**2.65**	-	**2.74**	-	**2.85**	-	**2.84**	-

Demographics - Commuters (VM Only)												
Race/Ethnicity	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Black or African American	27	4.0%	41	6.5%	33	5.8%	13	2.6%	21	3.8%	8	1.9%
Hispanic	71	10.6%	50	7.9%	61	10.6%	68	13.5%	90	16.3%	47	11.1%
White	538	80.3%	494	77.8%	445	77.7%	409	81.0%	416	75.5%	351	82.8%
Other	34	5.1%	50	7.9%	34	5.9%	15	3.0%	24	4.4%	18	4.2%
Gender												
Female	301	44.9%	303	47.7%	267	46.6%	223	44.2%	261	47.4%	182	42.9%
Male	369	55.1%	332	52.3%	306	53.4%	282	55.8%	290	52.6%	242	57.1%
Received Pell	340	50.7%	349	55.0%	276	48.2%	231	45.7%	234	42.5%	169	39.9%
High School GPA	**2.90**	-	**2.93**	-	**3.00**	-	**3.05**	-	**3.10**	-	**3.11**	-

Outcomes by Housing (Residence Halls Compared to Commuters)

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>

March 2, 2022

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

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

Outcomes by Housing (Residence Halls Compared to Commuters)
First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>
March 2, 2022

Outcomes by Residence Hall												
Cohort Entry Term	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Fall to Fall Retention	n	% Rtn	n	% Rtn	n	% Rtn	Cohort	% Rtn	Cohort	% Rtn	Cohort	% Rtn
Apartment 3rd Street	1	0.0%	2	50.0%	3	66.7%	5	60.0%	1	0.0%	1	
Clark Hall	82	40.2%	115	53.9%	107	56.1%	113	59.3%	102	47.1%	180	
Ebner Hall	51	76.5%	69	78.3%	59	86.4%	60	88.3%	36	83.3%	63	
Godare Hall	194	45.4%	179	52.5%	-	-	117	61.5%	65	52.3%	0	
Harrison Hall/French Qtr	99	52.5%	184	48.9%	123	51.2%	83	59.0%	-	-	6	
Morris Hall	173	46.8%	111	40.5%	63	38.1%	-	-	71	35.2%	0	
Vanderburgh Hall	180	52.2%	178	41.6%	148	46.6%	120	48.3%	67	46.3%	67	
Vigo Hall	176	54.5%	-	-	190	54.2%	183	53.6%	133	51.9%	124	

Outcomes by Residence Hall												
Cohort Entry Term	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Completion Rate (100%)	n	% OTC	n	% OTC	n	% OTC	Cohort	% OTC	Cohort	% OTC	Cohort	% Rtn
Apartment 3rd Street	1	0.0%	2	50.0%	3	0.0%	5	40.0%	1		1	
Clark Hall	82	14.6%	115	29.6%	107	31.8%	113	31.0%	180		180	
Ebner Hall	51	62.7%	69	65.2%	59	62.7%	60	78.3%	63		63	
Godare Hall	194	23.2%	179	26.8%	-	-	117	24.8%	-		0	
Harrison Hall/French Qtr	99	17.2%	184	19.0%	123	22.0%	83	33.7%	6		6	
Morris Hall	173	15.0%	111	19.8%	63	11.1%	-	-	-		0	
Vanderburgh Hall	180	13.9%	178	13.5%	148	18.9%	120	11.7%	67		67	
Vigo Hall	176	29.5%	-	-	190	31.1%	183	16.4%	124		124	

Outcomes by Housing (Residence Halls Compared to Commuters)

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>

March 2, 2022

Outcomes by Residence Hall												
Success Rate (100%)	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Cohort	n	%Success	n	%	n	%	Cohort	%	Cohort	%	Cohort	% Rtn
Apartment 3rd Street	1	0.0%	2	50.0%	3	0.0%	5	40.0%	1		1	
Clark Hall	82	31.7%	115	35.7%	107	37.4%	113	35.4%	180		180	
Ebner Hall	51	68.6%	69	73.9%	59	64.4%	60	78.3%	63		63	
Godare Hall	194	29.4%	179	33.5%	-	-	117	29.1%	-		0	
Harrison Hall/French Qtr	99	25.3%	184	26.6%	123	27.6%	83	37.3%	6		6	
Morris Hall	173	20.2%	111	27.0%	63	19.0%	0	-	-		0	
Vanderburgh Hall	180	30.6%	178	21.9%	148	26.4%	120	23.3%	67		67	
Vigo Hall	176	36.4%	-	-	190	36.8%	183	20.2%	124		124	

Outcomes by Residence Hall												
Cohort Entry Term	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
VU GPA and Hours Earned*	GPA	Hours*	GPA	Hours*	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	2.20	18	2.24	20
Ebner Hall	3.08	22	3.01	25	2.99	23	3.07	24	2.94	25	2.82	22
Godare Hall	2.00	14	2.11	15	-	-	2.04	19	1.87	17		-
Harrison Hall/French Qtr	2.24	15	1.94	14	2.09	14	2.26	18	-	-	3.13	37
Morris Hall	1.82	11	1.97	14	1.85	12	-	-	1.76	14		
Vanderburgh Hall	2.17	15	2.06	14	2.18	16	1.92	15	2.19	20	2.00	18
Vigo Hall	2.29	16	-	-	2.21	17	1.98	15	2.24	19	2.19	19

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

Outcomes by Housing (Residence Halls Compared to Commuters)

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>
March 2, 2022

Residence Hall and Class Level Distribution												
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**		**Fall 2021**	
Class Level at Start of Term	**FR**	**SO+**	**FR**	**SO+**	**FR**	**SO+**	**FR**	**SO+**	**FR**	**SO+**	**FR**	**SO+**
Apartment 3rd Street	23	46	15	41	11	50	19	40	9	10	1	0
Apt French Quarters	-	-	-	-	-	-	-	-	5	19	3	3
Clark Hall	117	92	152	67	149	63	146	66	124	51	167	13
Ebner Hall	61	41	80	34	61	44	65	38	41	43	62	1
Godare Hall	243	60	232	87	-		135	32	88	31	-	-
Harrison Hall/French Qtr	118	28	200	37	145	33	103	42	-	-	-	-
Morris Hall	216	43	135	28	83	19	4	-	88	12	-	-
Vanderburgh Hall	231	64	227	73	178	41	151	42	91	37	61	6
Vigo Hall	217	60	-	-	237	73	207	60	176	56	119	5

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

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

Outcomes for Corequisite Course Model

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

For Internal Use Only

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

	ENGL Co-Req											
Cohort Entry Term /	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
Count	327	%	316	%	250	%	339	%	131	%	85	%
Fall to Spring Retention	258	78.9%	257	81.3%	189	75.6%	258	76.1%	83	63.4%	61	71.8%
Fall to Fall Retention	159	48.6%	150	47.5%	124	49.6%	165	48.7%	37	28.2%		
100% Completion	61	18.7%	56	17.7%	48	19.2%	44	13.0%				
100% Success	84	25.7%	76	24.1%	65	26.0%	60	17.7%				
150% Completion	94	28.7%	81	25.6%	75	30.0%						
150% Success	124	37.9%	106	33.5%	94	37.6%						
VU GPA	1.96	-	2.01	-	2.06	-	1.88	-	1.44	-	1.64	-
Passed Gateway Fall Entry Term / First AY	53.8%	59.0%	58.9%	62.7%	59.6%	64.0%	53.1%	57.5%	25.2%	35.1%	47.1%	

Cohort Entry Term /	MATH 016		MATH Co-Req							
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Count	246	%	320	%	299	%	227	%	148	%
Fall to Spring Retention	198	80.5%	258	80.6%	230	76.9%	166	73.1%	116	78.4%
Fall to Fall Retention	100	40.7%	131	40.9%	118	39.5%	107	47.1%	73	49.3%
100% Completion	33	13.4%	39	12.2%	27	9.0%	36	15.9%	22	14.9%
100% Success	56	22.8%	65	20.3%	50	16.7%	52	22.9%	33	22.3%
150% Completion	50	20.3%	68	21.3%	61	20.4%	59	26.0%		
150% Success	77	31.3%	100	31.3%	88	29.4%	77	33.9%		
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 /	MATH Co-Req			
	Fall 2020		Fall 2021	
Count	185	%	145	%
Fall to Spring Retention	123	66.5%	118	81.4%
Fall to Fall Retention	72	38.9%		
100% Completion				
100% Success				
150% Completion				
150% Success				
VU GPA	1.80	-	1.94	-
Passed Gateway Fall Entry Term / First AY	48.6%	54.1%	50.3%	

Cohort Entry Term /	ATH 013 / MATT 0		MATT Co-Req							
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Count	260	%	208	%	228	%	160	%	218	%
Fall to Spring Retention	193	74.2%	149	71.6%	169	74.1%	117	73.1%	174	79.8%
Fall to Fall Retention	89	34.2%	78	37.5%	82	36.0%	73	45.6%	104	47.7%
100% Completion	14	5.4%	24	11.5%	18	7.9%	13	8.1%	24	11.0%
100% Success	33	12.7%	36	17.3%	38	16.7%	19	11.9%	39	17.9%
150% Completion	34	13.1%	38	18.3%	37	16.2%	35	21.9%		
150% Success	60	23.1%	53	25.5%	63	27.6%	41	25.6%		
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%

	MATT Co-Req			
Cohort Entry Term /	Fall 2020		Fall 2021	
Count	105	%	72	%
Fall to Spring Retention	62	59.0%	48	66.7%
Fall to Fall Retention	35	33.3%		
100% Completion				
100% Success				
150% Completion				
150% Success				
VU GPA	1.39	-	1.78	-
Passed Gateway Fall Entry Term / First AY	43.8%	49.5%	48.6%	

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

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

Retention Committee - Outcomes by Subgroup
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
First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

For Internal Use Only

	COPE Cohorts										
Cohort	**Fall 2016**		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	**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	**Fall 2017**		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	**144**	**%**	**47**	**%**	**84**	**%**	**27**	**%**	**45**	**%**	**99**	**%**
Fall to Spring Retention	115	79.9%	35	74.5%	68	81.0%	23	85.2%	41	91.1%	74	74.7%
Fall to Fall Retention	72	50.0%	23	48.9%	41	48.8%	14	51.9%	23	51.1%	49	49.5%
100% Completion	39	27.1%	8	17.0%	21	25.0%	7	25.9%	10	22.2%	29	29.3%
100% Success	48	33.3%	12	25.5%	27	32.1%	9	33.3%	14	31.1%	34	34.3%
150% Completion	51	35.4%	14	29.8%	28	33.3%	11	40.7%	17	37.8%	34	34.3%
150% Success	62	43.1%	20	12.8%	36	42.9%	13	48.1%	21	46.7%	41	41.4%
VU GPA	**2.05**	**-**	**1.96**	**-**	**1.98**	**-**	**2.27**	**-**	**2.24**	**-**	**1.97**	**-**

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

COPE Outcomes by Subgroup
First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

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

Cohort	Fall 2020	%	Minorities	%	Pell (not 21CS)	%	21CS	%	Female	%	Male	%
Entry Term/Count	60	%	16	%	26	%	12	%	20	%	40	%
Fall to Spring Retention	47	78.3%	14	87.5%	18	69.2%	9	75.0%	14	70.0%	33	82.5%
Fall to Fall Retention	30	50.0%	8	50.0%	11	42.3%	6	50.0%	6	30.0%	24	60.0%
VU GPA	2.10	-	2.18	-	1.80	-	2.15	-	1.68	-	2.30	-

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

NOTE that results for some cohorts should be interpreted with caution due to small cohort size.
21st Century Scholars: Students who received 21CS funds greater than $0 in the entry year.
Pell (not 21CS): Students who received Pell funds > $0 in the entry year, but did not receive 21CS funds.

Experience VU Outcomes by Subgroup

For Internal Use Only

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

	Experience VU Cohorts										
Cohort	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	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	Fall 2017		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	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	Fall 2018		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	48	%	14	%	20	%	10	%	22	%	26	%
Fall to Spring Retention	38	79.2%	11	78.6%	15	75.0%	9	90.0%	17	77.3%	21	80.8%
Fall to Fall Retention	26	54.2%	7	50.0%	8	40.0%	6	60.0%	9	40.9%	17	65.4%
100% Completion	16	33.3%	4	28.6%	4	20.0%	6	60.0%	7	31.8%	9	34.6%
100% Tx Out Rate	2	4.2%	1	7.1%	1	5.0%	0	0.0%	2	9.1%	0	0.0%
100% Success	18	31.0%	5	26.3%	5	18.5%	6	66.7%	9	40.9%	9	25.0%
150% Completion	19	39.6%	5	35.7%	4	20.0%	6	60.0%	7	31.8%	12	46.2%
150% Success	21	43.8%	6	42.9%	5	25.0%	6	60.0%	9	40.9%	12	46.2%
VU GPA	2.04	-	2.13	-	1.74	-	2.13	-	1.95	-	2.12	-

Experience VU Outcomes by Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

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

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

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

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

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

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

University College Outcomes by Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

University College												
Cohort	**Fall 2016**		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	**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	**Fall 2017**		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	**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	**Fall 2018**		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	**47**	**%**	**27**	**%**	**35**	**%**	**2**	**%**	**21**	**%**	**26**	**%**
Fall to Spring Retention	32	68.1%	16	59.3%	26	74.3%	1	50.0%	13	61.9%	19	73.1%
Fall to Fall Retention	16	34.0%	5	18.5%	10	28.6%	1	50.0%	10	47.6%	6	23.1%
100% Completion	3	6.4%	1	3.7%	2	5.7%	0	0.0%	1	4.8%	2	7.7%
100% Success	7	14.9%	3	11.1%	6	17.1%	0	0.0%	3	14.3%	4	15.4%
150% Completion	5	10.6%	1	3.7%	3	8.6%	0	0.0%	2	9.5%	3	11.5%
150% Success	10	21.3%	3	11.1%	8	22.9%	0	0.0%	5	23.8%	5	19.2%
VU GPA	1.86	-	1.49	-	1.96	-	1.17	-	2.19	-	1.53	-

University College Outcomes by Subgroup
First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

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

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

In Fall 2020, the University College cohort was small (n=15). The data was not reported by subgroup for reasons of student confidentiality.
NOTE that results for some cohorts should be interpreted with caution due to small cohort size.
21st Century Scholars: Students who received 21CS funds greater than $0 in the entry year.
Pell (not 21CS): Students who received Pell funds > $0 in the entry year, but did not receive 21CS funds.

Learning Support Services Outcomes by Subgroup

For Internal Use Only

First-time, full-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
March 2, 2022

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

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

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

Learning Support Services Outcomes by Subgroup

First-time, full-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
March 2, 2022

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

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

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

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

Learning Support Services Outcomes by Subgroup

First-time, full-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
March 2, 2022

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

21st Century Scholars: Students who received 21CS funds greater than $0 in the entry year.
Pell (not 21CS): Students who received Pell funds > $0 in the entry year, but did not receive 21CS funds.

Housing Outcomes by Subgroup
First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
March 2, 2022

	Students in Residence Halls											
Cohort	**Fall 2016**		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	**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	**Fall 2017**		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	**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	209	**24.9%**	38	**11.6%**	59	**14.3%**	34	**32.4%**	55	**20.4%**	154	**27.1%**
100% Success	278	**33.2%**	61	**18.6%**	89	**21.5%**	42	**40.0%**	77	**28.6%**	201	**35.3%**
150% Completion	278	**33.2%**	60	**18.3%**	90	**21.7%**	43	**41.0%**	86	**32.0%**	192	**33.7%**
150% Success	361	**43.1%**	94	**28.7%**	132	**31.9%**	53	**50.5%**	116	**43.1%**	245	**43.1%**
VU GPA	**2.11**	**-**	**1.64**	**-**	**1.73**	**-**	**2.54**	**-**	**2.09**	**-**	**2.12**	**-**

Cohort	**Fall 2018**		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	**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%**
150% Completion	245	**35.4%**	40	**15.7%**	79	**22.7%**	34	**43.0%**	73	**29.2%**	172	**38.8%**
150% Success	297	**42.9%**	63	**24.7%**	105	**30.2%**	39	**49.4%**	95	**38.0%**	202	**45.6%**
VU GPA	**2.23**	**-**	**1.73**	**-**	**1.97**	**-**	**2.50**	**-**	**2.23**	**-**	**2.23**	**-**

Housing Outcomes by Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus
March 2, 2022

Cohort	Fall 2019	%	Minorities	%	Pell (not 21CS)	%	21CS	%	Female	%	Male	%
Entry Term/Count	682	%	265	%	303	%	102	%	276	%	406	%
Fall to Spring Retention	575	84.3%	213	80.4%	249	82.2%	89	87.3%	226	81.9%	349	86.0%
Fall to Fall Retention	400	58.7%	117	44.2%	153	50.5%	64	62.7%	141	51.1%	259	63.8%
100% Completion	185	27.1%	35	13.2%	43	14.2%	25	24.5%	45	16.3%	140	34.5%
100% Success	219	32.1%	49	18.5%	60	19.8%	33	32.4%	66	23.9%	153	37.7%
VU GPA	2.17	-	1.74	-	1.82	-	2.37	-	2.04	-	2.26	-

Cohort	Fall 2020	%	Minorities	%	Pell (not 21CS)	%	21CS	%	Female	%	Male	%
Entry Term/Count	475	%	147	%	177	%	71	%	181	%	294	%
Fall to Spring Retention	393	82.7%	114	77.6%	133	75.1%	58	81.7%	144	79.6%	249	84.7%
Fall to Fall Retention	237	49.9%	62	42.2%	67	37.9%	33	46.5%	77	42.5%	160	54.4%
VU GPA	2.15	-	2.03	-	1.70	-	2.22	-	2.00	-	2.24	-

Cohort	Fall 2021	%	Minorities	%	Pell (not 21CS)	%	21CS	%	Female	%	Male	%
Entry Term/Count	441	%	139	%	159	%	47	%	148	%	293	%
Fall to Spring Retention	394	89.3%	120	86.3%	136	85.5%	44	93.6%	131	88.5%	249	85.0%
VU GPA	2.29	-	1.91	-	1.86	-	2.32	-	2.14	-	2.36	-

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

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

GW = Gateway

Developmental ENGL and/or READ Combined												
Cohort Entry Term /	Fall 2015		Minorities		Pell (not 21CS)		21CS		Female		Male	
Count	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%

ENGL Co-Req												
Cohort	Fall 2016		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	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%

Corequisite English Outcomes by Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

For Internal Use Only

GW = Gateway

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

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

ENGL Co-Req												
Cohort	**Fall 2019**		**Minorities**		**Pell (not 21CS)**		**21CS**		**Female**		**Male**	
Entry Term/Count	**339**	**%**	**127**	**%**	**177**	**%**	**44**	**%**	**173**	**%**	**166**	**%**
Fall to Spring Retention	258	76.1%	98	77.2%	137	77.4%	34	77.3%	128	74.0%	130	78.3%
Fall to Fall Retention	165	48.7%	53	41.7%	78	44.1%	21	47.7%	80	46.2%	85	51.2%
100% Completion	44	13.0%	7	5.5%	9	5.1%	3	6.8%	10	5.8%	34	20.5%
100% Success	60	17.7%	16	12.6%	16	9.0%	7	15.9%	17	9.8%	43	25.9%
VU GPA	1.88	-	1.71	-	1.67	-	2.02	-	1.85	-	1.91	-

Corequisite English Outcomes by Subgroup
First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

GW = Gateway

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%

Corequisite English Outcomes by Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

GW = Gateway

	ENGL Co-Req											
Cohort	**Fall 2020**	**%**	Minorities	%	Pell (not 21CS)	%	21CS	%	Female	%	Male	%
Entry Term/Count	131	%	58	%	75	%	10	%	60	%	71	%
Fall to Spring Retention	83	63.4%	36	62.1%	44	58.7%	9	90.0%	37	61.7%	46	64.8%
Fall to Fall Retention	37	28.2%	11	19.0%	20	26.7%	1	10.0%	16	26.7%	21	29.6%
VU GPA	1.44	-	1.32	-	1.32	-	1.52	-	1.39	-	1.48	-
Pass GW: Fall Entry / First AY	25.2%		22.4%		22.7%		10.0%		25.0%		25.4%	

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

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

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

Fall 2015	Fall 2016 and Later	All Terms
Developmental Courses	**Co-Requisite Courses**	**Gateway Courses**
ENGL 011 / READ 011	ENGL 079	ENGL 101

Corequisite Math Outcomes by Subgroup

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

March 2, 2022

GW = Gateway

Developmental MATH 016												
Cohort Entry Term /	**Fall 2015**		**Minorities**		**Pell (not 21CS)**		**21CS**		**Female**		**Male**	
Count	**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%

MATH Co-Req												
Cohort	**Fall 2016**		**Minorities**		**Pell (not 21CS)**		**21CS**		**Female**		**Male**	
Entry Term/Count	**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%

MATH Co-Req												
Cohort	**Fall 2017**		**Minorities**		**Pell (not 21CS)**		**21CS**		**Female**		**Male**	
Entry Term/Count	**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%

Corequisite Math Outcomes by Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

GW = Gateway

	MATH Co-Req											
Cohort	Fall 2018	%	Minorities	%	Pell (not 21CS)	%	21CS	%	Female	%	Male	%
Entry Term/Count	227	%	76	%	113	%	31	%	116	%	111	%
Fall to Spring Retention	166	73.1%	50	65.8%	77	68.1%	27	87.1%	86	74.1%	80	72.1%
Fall to Fall Retention	107	47.1%	26	34.2%	40	35.4%	16	51.6%	57	49.1%	50	45.0%
100% Completion	36	15.9%	7	9.2%	14	12.4%	4	12.9%	14	12.1%	22	19.8%
100% Success	55	24.2%	17	22.4%	23	20.4%	9	29.0%	24	20.7%	31	27.9%
150% Completion	59	26.0%	10	13.2%	22	19.5%	10	32.3%	32	27.6%	27	24.3%
150% Success	77	33.9%	17	22.4%	30	26.5%	14	45.2%	41	35.3%	36	32.4%
VU GPA	1.87	-	1.44	-	1.61	-	2.14	-	1.91	-	1.83	-
Pass GW: Fall Entry / First AY	40.5%	45.8%	27.6%	28.9%	33.6%	38.1%	38.7%	54.8%	43.1%	48.3%	37.8%	43.2%

	MATH Co-Req											
Cohort	Fall 2019	%	Minorities	%	Pell (not 21CS)	%	21CS	%	Female	%	Male	%
Entry Term/Count	148	%	58	%	73	%	32	%	89	%	59	%
Fall to Spring Retention	116	78.4%	43	74.1%	54	74.0%	26	81.3%	68	76.4%	48	81.4%
Fall to Fall Retention	73	49.3%	25	43.1%	30	41.1%	20	62.5%	42	47.2%	31	52.5%
100% Completion	22	14.9%	6	10.3%	6	8.2%	7	21.9%	12	13.5%	10	16.9%
100% Success	33	22.3%	11	19.0%	13	17.8%	8	25.0%	19	21.3%	14	23.7%
VU GPA	1.91	-	1.82	-	1.57	-	2.21	-	2.02	-	1.75	-
Pass GW: Fall Entry / First AY	45.3%	50.7%	43.1%	50.0%	34.2%	39.7%	59.4%	65.6%	53.9%	58.4%	32.2%	39.0%

	MATH Co-Req											
Cohort	Fall 2020	%	Minorities	%	Pell (not 21CS)	%	21CS	%	Female	%	Male	%
Entry Term/Count	185	%	50	%	77	%	27	%	102	%	83	%
Fall to Spring Retention	123	66.5%	36	72.0%	49	63.6%	18	66.7%	68	66.7%	55	66.3%
Fall to Fall Retention	72	38.9%	21	42.0%	28	36.4%	10	37.0%	38	37.3%	34	41.0%
VU GPA	1.80	-	1.98	-	1.67	-	2.18	-	1.91	-	1.67	-
Pass GW: Fall Entry / First AY	48.6%		50.0%		50.6%		51.9%		53.9%		42.2%	

Corequisite Math Outcomes by Subgroup

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

March 2, 2022

GW = Gateway

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

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	Fall 2016	%	Minorities	%	Pell (not 21CS)	%	21CS	%	Female	%	Male	%
Entry Term/Count	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	Fall 2017	%	Minorities	%	Pell (not 21CS)	%	21CS	%	Female	%	Male	%
Entry Term/Count	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%

Corequisite Math Outcomes by Subgroup

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

GW = Gateway

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%

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

MATT Co-Req												
Cohort	Fall 2019		Minorities		Pell (not 21CS)		21CS		Female		Male	
Entry Term/Count	218	%	101	%	124	%	27	%	138	%	80	%
Fall to Spring Retention	174	79.8%	82	81.2%	103	83.1%	24	88.9%	111	80.4%	63	78.8%
Fall to Fall Retention	104	47.7%	44	43.6%	56	45.2%	15	55.6%	67	48.6%	37	46.3%
100% Completion	24	11.0%	6	5.9%	6	4.8%	5	18.5%	9	6.5%	15	18.8%
100% Success	39	17.9%	12	11.9%	12	9.7%	8	29.6%	20	14.5%	19	23.8%
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%

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

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

First-time, degree-seeking freshmen entering in a fall term at Vincennes Campus or Jasper Campus
March 2, 2022

GW = Gateway

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

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

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

Additional Analysis of Various Retention Activities

Outcomes for Ebner Hall

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>

March 2, 2022

Cohort Entry Term	Ebner Hall									
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Count / Pct Resd Halls	n	%	n	%	n	%	n	%	n	%
Metric	51	-	69	-	59	-	60	-	36	-
Fall to Fall Retention	39	76.5%	54	78.3%	51	86.4%	53	88.3%	30	83.3%
100% Completion	32	62.7%	45	65.2%	37	62.7%	47	78.3%		
100% Success	35	68.6%	51	73.9%	38	64.4%	47	78.3%		
150% Completion	34	66.7%	46	66.7%	43	72.9%				
150% Success	37	72.5%	53	76.8%	50	84.7%				
VU GPA	3.08	-	3.01	-	2.99	-	3.07	-	2.94	-
Average Hours Earned	22	-	25	-	23	-	24	-	25	-

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

Outcomes for Ebner Hall

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>

March 2, 2022

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

Outcomes for Ebner Hall

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>

March 2, 2022

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

Residence Hall and Class Level Distribution										
Cohort	**Fall 2016**		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**	
Class Level at Start of Term	**FR**	**SO+**	**FR**	**SO+**	**FR**	**SO+**	**FR**	**SO+**	**FR**	**SO+**
Ebner Hall	61	41	80	34	61	44	65	38	42	48
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 <u>Vincennes Campus</u>

Comparison of Living Learning Communities to Other Residence Halls
Technology Majors (College V5)
March 2, 2022

To compare student outcomes at a Living Learning Community (LLC) to other residence halls, we considered <u>Technology program majors at Ebner Residence Hall</u>, 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	Ebner Residence Hall: Technology (V5)							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Count / Pct Resd Halls	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%	42	76.4%
100% Success	34	75.6%	44	75.9%	35	66.0%	42	76.4%
150% Completion	33	73.3%	41	70.7%	41	77.4%		
150% Success	36	80.0%	45	77.6%	41	77.4%		
VU GPA	3.24	-	3.08	-	3.05	-	3.07	-
Average Hours Earned	22.8	-	25.4	-	23.3	-	24.0	-

Cohort Entry Term	Other Residence Halls: Technology (V5)							
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
Count / Pct Resd Halls	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%	44	46.3%
100% Success	86	56.2%	51	45.5%	49	58.3%	44	46.3%
150% Completion	87	56.9%	50	44.6%	53	63.1%		
150% Success	98	64.1%	58	51.8%	53	63.1%		
VU GPA	2.65	-	2.58	-	2.84	-	2.87	-
Average Hours Earned	18.8	-	17.9	-	19.9	-	19.4	-

Outcomes by Housing (Residence Halls Compared to Commuters)

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>

Comparison of Living Learning Communities to Other Residence Halls
Technology Majors (College V5)
March 2, 2022

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)
March 2, 2022

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		

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>

Comparison of Living Learning Communities to Other Residence Halls
Selected Technology Majors
March 2, 2022   **Not updated**

To compare student outcomes at a Living Learning Community (LLC) to other residence halls, we considered <u>Technology program majors with enrollment of 10 or more students at Ebner Residence Hall</u>, 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

	Ebner Residence Hall (Technology 10+) - Outcomes					
Cohort Entry Term	**Fall 2016**		**Fall 2017**		**Fall 2018**	
Count / Pct Resd Halls	**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**	-

	Other Residence Halls (Technology 10+) - Outcomes					
Cohort Entry Term	**Fall 2016**		**Fall 2017**		**Fall 2018**	
Count / Pct Resd Halls	**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**	-

Outcomes by Housing (Technology Majors)

First-time, degree-seeking freshmen entering in a fall term at <u>Vincennes Campus</u>

Comparison of Living Learning Communities to Other Residence Halls
Selected Technology Majors
March 2, 2022

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

Other Residence Halls (Technology 10+) - Demographics					
Race/Ethnicity	**Fall 2016**		**Fall 2017**		**Fall 2018**	
Black or African American	0	0.0%	0	0.0%	0	0.0%
Hispanic	9	20.0%	6	16.2%	1	3.4%
White	35	77.8%	29	78.4%	28	96.6%
Other	1	2.2%	2	5.4%	0	0.0%
Gender						
Female	0	0.0%	0	0.0%	1	3.4%
Male	45	100.0%	37	100.0%	28	96.6%
Received Pell	15	33.3%	11	29.7%	13	44.8%
High School GPA	2.94	-	2.76	-	2.90	-

Outcomes for Corequisite Course Model

For Internal Use Only

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

March 2, 2022

	ENGL Co-Req						ENGL Gateway (no Co-Req)					
	Fall 2016		Fall 2017		Fall 2018		Fall 2016		Fall 2017		Fall 2018	
Cohort/Count	**327**	**%**	**316**	**%**	**250**	**%**	**449**	**%**	**437**	**%**	**372**	**%**
Fall to Fall Retention	159	**48.6%**	150	**47.5%**	124	**49.6%**	254	**56.6%**	227	**51.9%**	212	**57.0%**
100% Completion	61	**18.7%**	56	**17.7%**	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%**

	MATH Co-Req						MATH Gateway (no Co-Req)					
	Fall 2016		Fall 2017		Fall 2018		Fall 2016		Fall 2017		Fall 2018	
Cohort/Count	**320**	**%**	**299**	**%**	**227**	**%**	**310**	**%**	**270**	**%**	**285**	**%**
Fall to Fall Retention	131	**40.9%**	118	**39.5%**	107	**47.1%**	183	**59.0%**	148	**54.8%**	169	**59.3%**
100% Completion	39	**12.2%**	27	**9.0%**	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%**

	MATT Co-Req						MATT Gateway (no Co-Req)					
	Fall 2016		Fall 2017		Fall 2018		Fall 2016		Fall 2017		Fall 2018	
Cohort/Count	**208**	**%**	**228**	**%**	**160**	**%**	**140**	**%**	**131**	**%**	**107**	**%**
Fall to Fall Retention	78	**37.5%**	82	**36.0%**	73	**45.6%**	92	**65.7%**	75	**57.3%**	65	**60.7%**
100% Completion	24	**11.5%**	18	**7.9%**	13	**8.1%**	58	**41.4%**	49	**37.4%**	48	**44.9%**
100% Success	36	**17.3%**	38	**16.7%**	19	**11.9%**	59	**42.1%**	55	**42.0%**	52	**48.6%**
150% Completion	38	**18.3%**	37	**16.2%**			69	**49.3%**	58	**44.3%**		
150% Success	53	**25.5%**	63	**27.6%**			71	**50.7%**	65	**49.6%**		

Outcomes for Corequisite Course Model

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

March 2, 2022

VU GPA	1.65	-	1.80	-	1.91	-	2.42	-	2.30	-	2.46	-
MATT Gateway Pass Rate	80	38.5%	105	46.1%	68	42.5%	80	57.1%	68	51.9%	66	61.7%

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

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

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

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

COPE Outcomes
Competitive Preference Priorities (CPP) Analysis
March 2, 2022

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

Competitive Preference Priorities (CPP) Analysis
March 2, 2022

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

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

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

Based on n = 38 (Fall 2018) and n = 34 (Fall 2017) Experience VU students matched to IR retention datasets

VU GPA at end of entry fall term

University College Outcomes with Comparison Group **For Internal Use Only**

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

March 2, 2022

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

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

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

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

	Fall 2011 Comparison Cohort	
Cohort		
Entry Term/Count	**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**	**-**

English and Math Pass Rates
March 2, 2022

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

English	ENGL 008			ENGL 101	
	Attempted	Passed		Passed	
Cohort	n	n	%	n	%
Fall 2016	81	42	51.9%	23	28.4%
Spring 2017	15	7	46.7%	2	13.3%
Fall 2017	75	42	56.0%	23	30.7%
Spring 2018	13	6	46.2%	3	23.1%
Fall 2018	46	28	60.9%	17	37.0%
Spring 2019	4	0	0.0%	0	0.0%
Fall 2019	32	18	56.3%	7	21.9%
Fall 2020	17	2	11.8%	0	0.0%
Total	283	145	51.2%	75	26.5%

Math	MATH 008			MATH or MATT GW	
	Attempted	Passed		Passed	
Cohort	n	n	%	n	%
Fall 2016	78	50	64.1%	15	19.2%
Spring 2017	15	8	53.3%	2	13.3%
Fall 2017	77	50	64.9%	14	18.2%
Spring 2018	14	9	64.3%	2	14.3%
Fall 2018	46	31	67.4%	9	19.6%
Spring 2019	4	1	25.0%	0	0.0%
Fall 2019	33	21	63.6%	8	24.2%
Fall 2020	17	8	47.1%	2	11.8%
Total	284	178	62.7%	52	18.3%

- 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 Fall 2020 cohort, so these rates will likely increase.

Cohort	Time to Completion (Two Academic Years)	
Fall 2016	Summer 2018	
Spring 2017	Fall 2018	
Fall 2017	Summer 2019	Successful indicates the student
Spring 2018	Fall 2019	passed the course with a grade of "C"
Fall 2018	Summer 2020	or better anytime from fall entry
Spring 2019	Fall 2020	through "time to completion" term.
Fall 2019	Summer 2021	
Fall 2020	Summer 2022	

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

    <u>**English:**</u> 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

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

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

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

- MATH or MATT Gateway (GW) defined as any MATH or MATT course at the 100-level or higher

- Passed indicates a grade of "C" or better within two academic years of fall entry term

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

Outcomes based on Risk Profile Score and Entry Program

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

March 2, 2022

Cohort	Baseline Cohorts						Comparison Cohort			
	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Entry Term/Count	221	%	208	%	160	%	86	%	21	%
Fall to Fall Retention	97	43.9%	83	39.9%	68	42.5%	44	51.2%	7	33.3%
100% Completion	24	10.9%	17	8.2%	22	13.8%	9	10.5%		
100% Success	39	17.6%	34	16.3%	35	21.9%	17	19.8%		
150% Completion	49	22.2%	48	23.1%	37	23.1%				
150% Tx Out Rate	20	9.0%	23	11.1%	12	7.5%				
150% Success	69	31.2%	71	34.1%	49	30.6%				
VU GPA	2.02	-	1.86	-	2.12	-	2.10	-	2.00	-

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

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

Strategic Plan Priority: Improve Student Retention and Success

Executive Sponsor: Laura Treanor

Date: 1/13/22

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

1. **Summary of results for previous year**
    a. KPI Areas of progress
    b. KPI Areas of little/no progress
    c. KPI Areas of negative progress
2. **Highlights of initiatives or activities positively impacting results**
3. **Factors negatively affecting results**
4. **Known threats or opportunities for 2019-2020**
    a. Threats
    b. Opportunities
5. **Recommendations**
    a. Changes to programs or resources (already planned and for consideration)
    b. Changes to KPIs (add/drop, change metrics, etc.)
6. **Final Thoughts**

CQI Committee Review Date:
Recommendations:

Executive Committee Review Date:
Recommendations:

Board of Trustees Review Date:
Decision:

VINCENNES UNIVERSITY
STRATEGIC PLAN EXECUTIVE SPONSOR ANNUAL UPDATE

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

Executive Sponsor: Laura Treanor

Date: January 13, 2022

1. **Summary of results for previous year**

VU continues to methodize its efforts to improve student retention and success. Unfortunately, data is now beginning to represent the impact of COVID on retention efforts as semester-to-semester rates fell for the first time in 3 years. However, success and completion rates showed neutral to positive gains overall. Newer initiatives such as Academic Coaches and the CircleIn peer-to-peer tutoring app highlight VU's commitment and innovative approaches to student success. The Retention Committee continues to increase its reporting competence by incorporating reflections on previous reports. Also, ICHE metrics for closing the on time completion gap showed an increase by VU in all demographics (Black, Hispanic/Latino, 21st Century Scholar, Low-income, and Adult).

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

2. **Highlights of initiatives or activities positively impacting results**
    a. Student academic support
        i. CircleIn provides virtual peer tutoring
        ii. Brainfuse provides online tutoring
    b. Academic Coaches' expanded roles
    c. At risk students survey were contacted by SSC
    d. Tracking of subgoals will lead to awareness of progress
    e. Housing scholarship
    f. Continuation of Retention Committee

3. **Factors negatively affecting results**
    a. COVID
        i. Health risk
        ii. Additional personal/professional responsibilities for students
        iii. Disparate class delivery
        iv. Student engagement
        v. Organizational skills challenged
        vi. Financial hardship

4. **Known threats or opportunities for 2020-2021**
   a. Threats
      i. COVID continues to strain society
      ii. GPA placement data confounding
      iii. EduNav planning software abandoned
      iv. Corequisite 100% success and completion data saw downward trend
      v. Summer Bridge program paused
      vi. Online/blended classes increases likelihood of withdrawal
   b. Opportunities
      i. Academic Probation intervention
      ii. Promotion of CircleIn to encourage student support and connectedness
      iii. Ability to find robust planning software to guide students' path
      iv. 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. Academic coaches working with Academic Probation students
         2. Refine GPA for placement
         3. Collect data on CircleIn
      ii. for consideration
         1. Investigate First Year Experience course
         2. Investigate how to provide timely, informed, and specific academic advising
         3. Expanding research agenda on retention and success
            a. Correlations between qualitative data regarding chosen major and career choices
         4. Exploration of learning communities for students in corequisite or basic skills coursework
         5. Child care for students
         6. Conduct more extensive screening for learning issues
         7. Help students achieve and maintain full-time status
         8. Financial support other than federal and state financial aid possibly through the foundation
   b. Changes to KPIs (add/drop, change metrics, etc.)
      i. None

6. **Final Thoughts**

Though the previous year presented continued challenges with remote working and teaching environments, we continue to meet students' need for support in novel ways. The university has opportunities to build upon its structure to further a campus culture focused on retention. Programming such as Minority Empowerment/Cooperatives, Leadership, or Diversity Awareness could connect more parts of campus through workshops designed to enhance the classroom and total college experience.   These programs can be used to develop students' potential. Another possibility would be to perform sophisticated studies on aspiration and goal commitment so that specific direction can be

provided. Helping students meet and exceed their potential is a hallmark of higher education, and VU shows how devoted it is to developing people and enhancing communities!