Illinois State University
University College
Assessment Plan
Of UC's Strategic Priorities and Key Performance Indicators
Fall 2023-Spring 2024

University College (UC) has six Strategic Priorities to guide our work. These priorities align with Excellence by Design: 2021-2029, the University's strategic plan. Each of the strategic priorities has related metrics/key performance indicators (KPI's) by which University College can measure its success. The plan is organized as follows:

Section 1 - page 03, UC Strategic Priorities and Alignment to Excellence by Design: 2024-2029
Section 2 - page 05, UC Strategic Priorities with KPI's
Section 3 - page 09, KPI's and assessment results organized by University College's four core functions of Advice, Support, Teach, and Transition.
Section 4 - page 41, Appendix-historical and additional data

Data collection reflects students who enrolled starting Fall 2023 and Spring 2024. Transition programs (Transfer Registration and Orientation Days and Preview) reflect students who attended these programs in Spring or Summer 2023. Retention data is measured by students enrolled on the University Census Day/10th day of classes for Fall 2024. Thus, the total data collection for this report begins Spring 2023 and concludes on Census Day, Fall 2024. Since the development of University College's Strategic Priorities, this is the fourth completed report.

History of Plan Development

The collaborative process to develop a new University College Strategic plan began in Spring 2016. University College Central Staff (Director, Associate Directors, and Coordinator level staff) reviewed Educating Illinois (ISU's strategic plan) for potential alignment of programs, services, and opportunities.   Themes were identified which morphed into goals that aligned with the University College mission.   Meetings were also conducted with each UC unit to gather information about partnerships, what info/data they already have, and dream programs/data/needs. Information was compiled in Summer 2016 and Fall 2017. In Spring 2018, the University College Central staff identified 4 core functions: ***Advise, Support, Teach, and Transition.*** These core functions informed the development and alignment of the Strategic Priorities. In Summer 2018, Key Performance Indicators were proposed for each Strategic Priority. These were refined and reviewed by UC Central Staff and UC Staff in Fall 2018. In December of 2018, UC staff evaluated how they can contribute to the Strategic Priorities and Key Performance Indicators in their daily work.

UC Directors reviewed each KPI and determined which area had primary ownership for each performance indicator. For each KPI, directors inventoried existing data and assessments to determine what data was available, what timeframes data was available and the status and accessibility of that data. Directors also discussed and determined to use the 2018-19 academic year as the inaugural year for the final report, given it was the last full year before the COVID-19 Pandemic. The 18-19 academic year then provides a baseline for future years. The UC directors also discussed and decided that the collection and reporting of assessment

results should follow student enrollment patterns. Thus, the University College reporting year starts with Transfer Day and Preview for the fall class. The collection year ends with the University Census Day for the following academic year. This cycle allows University College to measure the full impact of combined programs and services by the universal measures of institutional success: retention and graduation rates. For the 2023-2024 report it was decided to reorganize KPI results by University College's core functions instead of by Strategic Priority.

Each year, KPI's are reviewed by the assigned unit and adjustments are made as needed.   New KPI's are also developed to reflect new programing.   Data is collected and summarized either by individual areas or by the Data and Assessment Program Coordinator. Data and data summaries are shared with each area of University College for final review and approval. University College leaders are asked for feedback related to narrative KPI's and all leaders reviewed the final draft of the report to ensure it reflected the full and complete scope of University College efforts for the reporting year.

Section 1: Strategic Priorities and Alignment with Excellence by Design

Strategic Priority #1: Provide ISU students with an effective and exceptional transition to the University that reflects the institution's values
Alignment with Excellence by Design
Strategic Direction 1: Cultivate a Culture of Success and Belonging
Goal A - Champion Student Success
◦ Objective 2. Expand student support resources for both personal and academic success to increase retention
◦ Objective 3. Elevate career development and readiness
Strategic Direction 2: Foster a Culture of Responsible Stewardship
Goal B - Advance Strategic Enrollment Management Methods
◦ Objective 2. Evaluate and align resources to support access, enrollment, and persistence to graduation for all students

Strategic Priority #2: Provide centralized academic support resources and services that meet the current and emerging needs of the Illinois State student population
Alignment with Excellence by Design
Strategic Direction 1: Cultivate a Culture of Success and Belonging
Goal A - Champion Student Success
◦ Objective 2. Expand student support resources for both personal and academic success to increase retention
Goal B - Nurture Equity, Diversity, Access, and Belonging
◦ Objective 4. Expand support services and programming to meet the unique needs of varied student communities
Strategic Direction 2: Foster a Culture of Responsible Stewardship
Goal D - Expand Our Commitment to a Culture of Sustainability
◦ Objective 1. Evaluate and align resources to support access, enrollment, and persistence to graduation for all students

Strategic Priority #3: Lead the student retention efforts of the Illinois State community
Alignment with Excellence by Design
Strategic Direction 1: Cultivate a Culture of Success and Belonging
Goal A - Champion Student Success
◦ Objective 2. Expand student support resources for both personal and academic success to increase retention
Strategic Direction 2: Foster a Culture of Responsible Stewardship
Goal B - Advance Strategic Enrollment Management Methods
◦ Objective 3. Expand innovative recruitment and retention strategies at every level

Strategic Priority #4: Provide ISU faculty and staff the resources and guidance to connect students to academic support services
Alignment with Excellence by Design
Strategic Direction 2: Foster a Culture of Responsible Stewardship
Goal A - Improve Efficiencies Across Campus
◦ Objective 1. Optimize resource allocation and utilization in support of university goals
Goal B - Advance Strategic Enrollment Management Methods
◦ Objective 2. Evaluate and align resources to support access, enrollment, and persistence to graduation for all students

Strategic Priority #5: Bolster relationships with campus and external partners to engage in purposeful collaborations

Alignment with Excellence by Design

Strategic Direction 4: Expand Mutually Beneficial Partnerships

Goal A - Foster Coordinated Internal Engagement

◦ Objective 1. Leverage relationships and expertise to support collaboration across the University

◦ Objective 3. Improve campus communication and transparency

Strategic Priority #6: Foster a supportive and collaborative environment that values professional development, wellness, diversity, and inclusion among University College personnel

Alignment with Excellence by Design

Strategic Direction 1: Cultivate a Culture of Success and Belonging

Goal B - Nurture Equity, Diversity, Access, and Belonging

◦ Objective 3. Implement outcome-driven, best practice strategies that bridge gaps impacting underserved students, faculty, and staff

Goal C - Promote a Community of Well-Being

◦ Objective 3. Create infrastructure that supports and promotes programs and initiatives that enhance the well-being of students, faculty, and staff

Goal D - Bolster Faculty and Staff Success

◦ Objective 1. Enhance learning and development programming to promote employee growth and skill-building

Section 2: Strategic Priorities and Key Performance Indicators

The following section outlines the six Strategic Priorities for University College. Under each Strategic Priority are Key Performance Indicators (KPI) designed to measure the impact of each priority. Each KPI is evaluated as Met, Exceeded or Developing.

Strategic Priority #1: Provide ISU students with an effective and exceptional transition to the University that reflects the institution's values

Metrics/ Key Performance Indicators

- Advising caseload numbers less than or equal to NACADA's best practices/recommendations (280-350 students/advisor.
- Advisors and Academic Peer Advisors interact face-to-face with 85% of FTIC caseload in fall semester.
- All advisors earn 90% on Advisor Knowledge Assessment (advisor accuracy expected from Campus Advising Survey).
- 90% of students strongly agree/agree the amount of time I spent with my advisor/academic peer advisor was sufficient (from UCAA Student Satisfaction Survey).
- 90% of students strongly agree/agree my advisor/academic peer advisor provided a supportive environment (from UCAA consumer survey).
- Students who complete a FYS are retained at a higher rate fall to fall when compared to students who do not complete a FYS.
- 98% of students who attend Preview are enrolled on Census Day in Fall.
- 90% of students who attend Preview indicated they felt their overall experience with Preview was valuable and beneficial.
- 90% students who attended Preview strongly agree/agree they felt more confident in understanding their academic requirements for their first year.
- Preview evaluation comments/results.
- 90% of students attending on-campus Preview indicated that time spent with their academic advisor was used effectively.
- 90% agree/strongly agree that completing the "Prep for Preview" modules helped them to feel more prepared when meeting with their academic advisor and registering for classes.
- 80% of students who attend a Transfer Registration and Orientation Day Advising Appointment are enrolled on Census Day for the semester they applied.
- 90% of students who attend a Transfer Registration and Orientation Day On-Campus Orientation Day are enrolled on Census Day for semester they applied.
- Transfer Orientation Day Evaluation comments/results.
- 93% of students who are FTIC's on fall census day are still enrolled on Census Day in Spring.
- 80% of FTIC students retained first to second year.

Strategic priority #2: Provide centralized academic support resources and services that meet the current and emerging needs of the Illinois State student population

Metrics/ Key Performance Indicators

- 70% of students pass their Dev Math class pass rates.
- The Developmental Math lab provides outside the classroom support for students enrolled in coursework that promotes success in the course.
- 45% of students who were on first time academic probation returned to good standing at the end of the term.
- 50% of students on continued academic probation returned to good standing at the end of the term.
- Students who participate in Project Success know campus resources, have awareness of academic policies that impact them, and can set goals to make progress.
- Pre-Health advising will work to proactively identify and provide support to first time in college students who indicate an interest in Pre-Health professions.
- Pre-Health Advising will offer a variety of programing to meet student needs.
- Pre-Health Advising will demonstrate awareness of and utilize the Committee Letter process when applying for pre-health professional schools.
- In 2023-24, UC developed programs to meet the needs of students.
- Students identified for Peer Success Advocate outreach will demonstrate an improved GPA after the semester outreach was conducted.
- Students identified for Peer Success Advocate outreach will receive multiple touchpoints each semester. Touchpoints will include referrals to various campus services and assistance with managing college life and academics.
- As a result of their outreach, Peer Success Advocates can articulate the impact of their contact with students.
- Through discussing complex individual student cases, the Persistence Committee works to identify complex organization issues that impact student retention and persistence to develop potential solutions to those issues.
- 80% of students assisted by the Persistence Committee enrolled for the following semester or graduate.
- 90% of students would recommend tutoring through University College to a friend.
- 85% of students who participated in tutoring through University College report learning academic strategies.
- Analyze and Review Visor Center usage.
- 80% of students receiving tutoring anticipate a final course grade of A, B or C.
- Easily accessible web content for students.

Strategic Priority #3: Lead the student retention efforts of the Illinois State community

Metrics/ Key Performance Indicators

- Students who go through the 75 Hour process are admitted into a major for a future term.
- Average GPA for IDS 108 fall students is a 2.5.
- 75% of fall IDS 108/Success 101 students in good academic standing.
- 90% of IDS 108/Success 101 students registered for next semester.
- Average GPA for IDS 108/Success 101 spring students is a 2.00 or above.
- 50% of spring IDS 108/Success 101 students are in good academic standing.
- Average GPA for IDS 128/Thrive fall students is a 3.0 or above.
- 90% of fall IDS 128/Thrive students are in good academic standing.
- 95% IDS 128/Thrive students are registered for the 2nd semester.
- In addition to IDS 128/Thrive and IDS 108/Success 101, University College provides opportunities for students to successfully transition, learn and grow through a variety of Interdisciplinary Study courses.
- Pre-Health Advising meets regularly with students to provide support and assistance in preparing for their professional career.
- 81% TRIO/SSS students in Good Academic Standing as defined by U.S. Department of Education.
- 81% TRIO/SSS students persist as defined by U.S. Department of Education.
- 61% TRIO/SSS students attain a bachelor's degree as defined by U.S. Department of Education.
- First to second year retention rate compared to national average for public universities.

Strategic Priority #4: Provide ISU faculty and staff the resources and guidance to connect students to academic support services

Metrics/ Key Performance Indicators

- 75% faculty submit Early Alert grades by deadline.
- Easily accessible web content for faculty and staff.
- Present and outreach about UC programs and services.

Strategic Priority #5: Bolster relationships with campus and external partners to engage in purposeful collaborations

Metrics/ Key Performance Indicators

- Cultivate a seamless student transition through partnerships and ongoing communication.
- University College provides holistic support to prospective and currently enrolled Illinois State students who identify with selected Community Based Organizations (CBO).
- University College provides a liaison to selected Community Based Organizations who are engaged with prospective and currently enrolled Illinois State students.
- Students who engage in the STEM Alliance program demonstrate clarified career goals that are gained through program activities and relationships.
- SOAR students will persist at a higher rate when compared with students of a similar population.
- Students who participate in SOAR can articulate the value of their program engagement.
- Share advisement and retention data in University College with department/schools.
- Champion student academic concerns across campus.
- Influence University-wide initiatives through leadership and involvement.
- Execute Marketing and Promotion Plan for UC.

Strategic Priority #6: Foster a supportive and collaborative environment that values professional development, wellness, diversity, and inclusion among University College personnel

<u>Metrics/ Key Performance Indicators</u>

- Provide purposeful and organized professional development programs with an intentional emphasis on diversity and matters of inclusion.
- Support wellness opportunities within University College and Illinois State.
- Participate in University sponsored development opportunities.
- Staff complete Climate Survey agree/strongly agree UC cultivates a diverse and inclusive environment.
- 80% staff complete Climate Survey agree/strongly agree UC encourages open two-way communication.
- 60% staff complete Climate Survey agree/strongly agree UC provides training and development opportunities that compliment career goals.
- Encourage and value community within UC.
- Foster personal, academic, and professional growth as part of a student's employment experience with UC.

Section 3: University College Key Performance Indicators by University College Core Functions of Advise, Teach, Transition and Support

Advise

- KPI Rating: 100%, KPI EXCEEDED
KPI Goal: *Advising caseload numbers less than or equal to NACADA's best practices/recommendations (280-350 students/advisor).*
KPI Data Summary:
    100% caseload in Fall 2023: 238 students/advisor

- KPI Rating: 84.2%, KPI DEVELOPING
KPI Goal: *Advisors and Academic Peer Advisors interact face-to-face with 85% of FTIC caseload in fall semester.*
KPI Data Summary:
    84.2% of FTICs had a face-to-face meeting with a UC Academic and/or Peer Advisor in Fall 2023.

- KPI Rating: 81.8%, KPI DEVELOPING
KPI Goal: *All advisors earn 90% on Advisor Knowledge Assessment (advisor accuracy expected from Campus Advising Survey).*
KPI Data Summary:
    In Spring 24, 81.8% (18 out of 22 assessments completed) of academic advisors scored 90% or above on the Advisor Knowledge Assessment.

- KPI Rating: 99.8%, KPI EXCEEDED
KPI Goal: *90% of students strongly agree/agree the amount of time I spent with my advisor/academic peer advisor was sufficient (from UCAA Student Satisfaction Survey).*
KPI Data Summary:
    99.8% of the respondents (442 out of 443 respondents) in the Spring 2024 Student Satisfaction Survey responses of Agree or Strongly Agree that time with advisor was sufficient.

- KPI Rating: 99.3%, KPI EXCEEDED
KPI Goal: *90% of students strongly agree/agree my advisor/academic peer advisor provided a supportive environment (from UCAA consumer survey).*
KPI Data Summary:
    99.3% of the respondents (440 out of 443 respondents) in the Spring 2024 Student Satisfaction Survey responses of Agree or Strongly Agree their Academic Advisor and/or Peer Academic Advisor provided a supportive environment.

- KPI Rating: KPI PROVIDED
KPI Goal: *Students who go through the 75 Hour process are admitted into a major for a future term.*
KPI Data Summary:
    o For the 2023-2024 academic year 81 out of 135 students who appealed were admitted to a major for a rate of 60%.

Teach-First Year Seminars

- KPI Rating: FYS (First Year Seminar) students retained 78.7% vs. 82% for those with no FYS, KPI DEVELOPING
  KPI Goal: *Students who complete a FYS are retained at a higher rate fall to fall when compared to students who do not complete a FYS.*
  KPI Data Summary:

Fall 2023 FTC Enrollment	By Persistence Category/Likelihood of Persisting			
	All Students	**Lowest**	**Medium**	**Highest**
Students with a FY Seminar Fall 23 Retention to Fall 24	78.7%	66.1%	86.6%	90.1%
Students with No FY Fall 23 Seminar Retention to Fall 24	82%	63.8%	84.2%	93.2%
All FTC 23 Cohort Retention to Fall 2024	81.4%	64.3%	84.7%	92.9%

*Data totals provided in the Appendix on page 41.

- KPI Rating: 2.48, KPI DEVELOPING
  KPI Goal: *Average GPA for IDS 108 fall students* is a *2.5.*
  KPI Data Summary:

IDS Courses and Academics		# Enrolled	# WX	Avg. GPA Term of IDS Enrollment	% in Good Standing Term of IDS Enrollment	% Enrolled 10th Day Next Term
IDS Course	**Term**			**Exclude WX**	**Exclude WX**	**Exclude WX**
Success 101/IDS 108	**Fall 23**	111	2	2.48	74.3%	87.2%
	Spring 24	14	1	2.30	69.2%	69.2%
Summer Success Skills/IDS 107	**Summer 24**	41	0	3.9	100%	100%
Thrive/IDS 128*	**Fall 23**	544	17	2.75	82.5%	94.9%
	Spring 24	80	3	2.11	61%	63.6%

*Appendix on page 50-53 provide historical IDS Course Data.

- KPI Rating: 74.3%, KPI DEVELOPING
  KPI Goal: *75% of fall IDS 108/Success 101 students in good academic standing.*
  KPI Data Summary: See **IDS Courses and Academics** table above.

- KPI Rating: Fall 87.2% KPI DEVELOPING; Spring 69.2% KPI DEVELOPING
  KPI Goal: *90% of IDS 108/Success 101 students registered for next semester.*
  KPI Data Summary: See **IDS Courses and Academics** table above.

- KPI Rating: 2.30, KPI EXCEEDED
  KPI Goal: *Average GPA for IDS 108/Success 101 spring students is a 2.00 or above.*
  KPI Data Summary: See **IDS Courses and Academics** table above.

- KPI Rating: 69.2%, KPI EXCEEDED
  KPI Goal: *50% of spring IDS 108/Success 101 students are in good academic standing.*
  KPI Data Summary: See **IDS Courses and Academics** table above.

- KPI Rating: 2.75, KPI DEVELOPING
  KPI Goal: *Average GPA for IDS 128/Thrive fall students is a 3.0 or above.*
  KPI Data Summary: See **IDS Courses and Academics** table above.

- KPI Rating: 82.5%, KPI DEVELOPING
  KPI Goal: *90% of fall IDS 128/Thrive students are in good academic standing.*
  KPI Data Summary: See **IDS Courses and Academics** table above.

- KPI Rating: 94.9% Fall KPI DEVELOPING, 63.6% Spring, KPI DEVELOPING
  KPI Goal: *95% IDS 128/Thrive students are registered for the 2nd semester.*
  KPI Data Summary: See **IDS Courses and Academics** table above.

Teach-Developmental Math

- KPI Rating: 64%, KPI DEVELOPING
  KPI Goal: *70% of students pass their Dev Math class pass rates.*
  KPI Data Summary:

Developmental Math Pass Rates						
Class	Term	# Enrolled	# WX	# Completed	# Passed	% Passed (exclude WX)
Math 102						
	Fall 23	161	17	144	93	64.6%
	Spring 24	61	7	53	26	49.1%
Math 102.01						
	Fall 23	21	1	20	14	70%
	Spring 24	6	0	6	1	16.7%
Math 104						
	Fall 23	197	23	174	127	73%
	Spring 24	135	14	121	72	59.5%
23-24 Total		581	62	518	333	64.3%

- KPI Rating: KPI PROVIDED
  KPI Goal: *The Developmental Math lab provides outside the classroom support for students enrolled in coursework that promotes success in the course.*
  KPI Data Summary:

  68% of students who earned credit in developmental math used the lab

Development Math Lab Usage by Course Grade					
Number of Visits	CR	I	NC	WX	Grand Total
No	32%		45%	55%	38%
1-4 visits	**25%**	100%	35%	32%	29%
5-9 visits	**25%**		15%	8%	20%
10-19 visits	**17%**		4%	6%	12%
20 or more visits	**1%**		1%		1%
Grand Total	100%	100%	100%	100%	100%

Teach-Additional Courses

- KPI Rating: KPI Provided
  KPI Goal: In addition to IDS 128/Thrive and IDS 108/Success 101, University College provides opportunities for students to successfully transition, learn and grow through a variety of Interdisciplinary Study courses.
  KPI Data Summary:

Course	Summer 23		Fall 23		Spring 24	
	# Students enrolled	% enrolled next term	# Students enrolled	% enrolled next term	# Students enrolled	% enrolled next term
Summer Success Skills IDS 107	41	100%				
Transfer Seminar IDS 224			17	100%	3	100%
Careers for Health Professionals IDS 194					15	100%
Mathematical Principles in Learning IDS 114			24	100%	11	100%

Transition-Preview

- KPI Rating, 96.1%, KPI DEVELOPING
  KPI Goal: *98% of students who attend Preview are enrolled on Census Day in Fall*.
  KPI Data Summary:

Summer 23 Students Attended Preview	Number	Percentage
Enrolled Fall 23	4,083*	96.1%
Not Enrolled Fall 23	162	3.9%
Total Students who Attended Preview	4,248	100%

  Not all FTCs attend Preview as some students are exempt or are unable to attend the program. Total FTC enrollment for Fall 2023 was 4,133

- KPI Rating: 90.2%, KPI EXCEEDED
  KPI Goal: 90% of *students who attend Preview indicated they felt their overall experience with Preview was valuable and beneficial.*
  KPI Data Summary:

  > 90.2% (2,279 of 2,455) of students indicated they felt their overall experience with Preview was valuable and beneficial.

- KPI Rating: 92.8%, KPI EXCEEDED
  KPI Goal: *90% students who attended Preview strongly agree/agree they felt more confident in understanding their academic requirements for their first year.*
  KPI Data Summary:

  > 92.8% (2,264 of 2,460 students) responded that they strongly agreed/agreed they felt more confident in understanding their academic requirements for their first year.

- KPI Rating: KPI PROVIDED
  KPI Goal: *Preview evaluation comments/results.*
  KPI Data Summary:

  > Comments from Summer 2024 are reported as written with names removed for confidentiality.
  > - I was really nervous for preview but the second I walked into preview I felt really welcome. It was easy to get comfortable with my environment, which meant a lot to me.
  > - Meeting some new people made it easier and feel less lonely.
  > - getting to meet my academic advisor and my program meeting!
  > - Having everyone explain all the resources available to students was a little overwhelming but also made me feel relieved knowing I have a ton of support
  > - Being able to spend the night in the dorm was valuable because I was very interested on how dorm life would be.
  > - One of the most meaningful parts of my preview experience was being able to relate to a lot of people about my major experience.
  > - I learned everything I'm able to do to succeed, like tutoring and mental health awareness.
  > - I think that meeting with my advisor and department were the most helpful. They had a lot of good information for me and were able to answer a lot of my questions.
  > - Preview made me twice as excited to be on campus this fall. I'll love it!!

- o All I want to say is, I'm super excited to attend college as a student who was told growing up I wouldn't make it. ISU feels like a home I will love. Let's get it!

- KPI Rating: 91.8%, KPI EXCEEDED
  KPI Goal: 90% of students attending on-campus Preview indicated that time spent with their academic advisor was used effectively.
  KPI Data Summary:
  91.8% (2,256 of 2,456) agree/strongly agree students attending on-campus Preview indicated that time spend with their academic advisor was used effectively.

- KPI Rating: 90.1%, KPI Exceeded
  KPI Goal: 90% agree/strongly agree that completing the "Prep for Preview" modules helped them to feel more prepared when meeting with their academic advisor and registering for classes.
  KPI Data Summary:
  90.1% indicated that completing the "Prep for Preview" modules helped them to feel more prepared when meeting with their academic advisor and registering for classes.

Transition-Transfer Registration and Orientation Day

- KPI Rating: 83.5%, KPI EXCEEDED
  KPI Goal: 80% *of students who attend a Transfer Registration and Orientation Day Advising Appointment are enrolled on Census Day for the semester they applied.*
  KPI Data Summary:

Summer/Fall 2023 Admitted Transfers by TROD Participation and Enrollment				
Transfer Participation	**Enrolled Fall**	**Not Enrolled Fall**	**Total**	**% Enrolled**
Admitted Transfer Student Summer/Fall 23	1,842*	1,222	3,046	**60.5%**
Scheduled Transfer Advising appt	621	128	749	**82.9%**
Attended Transfer Advising appt	536	106	642	**83.5%**
No Transfer Advising Appt. Recorded	848	170	1,018	**83.3%**
Attended Transfer Orientation Day	591	48	639	**92.5%**
Census for Fall 1,659				
Spring 2024 Admitted Transfers by TROD Participation and Enrollment				
Transfer Participation	**Enrolled Spring**	**Not Enrolled Spring**	**Total**	**% Enrolled**
Admitted Transfer Student Spring 24	371*	286	657	**56.5%**
Scheduled Transfer Advising appt	118	35	153	**77.1%**
Attended Transfer Advising appt	103	29	132	**78.0%**
No Transfer Advising Appt. Recorded	157	57	214	**73.4%**
Attended Transfer Orientation Day	125	30	155	**80.6%**
Census for Spring	318			
23-24 Academic Year Total Admitted Transfers by TROD Participation and Enrollment				
Transfer Participation	**Enrolled**	**Not Enrolled**	**Total**	**% Enrolled**
Admitted Transfer Student	2,213*	1,508	3,703	**59.8%**
Scheduled Transfer Advising appt	739	163	902	**81.9%**
Attended Transfer Advising appt	639	135	774	**82.6%**
No Transfer Advising Appt. Recorded	1,005	227	1,232	**81.6%**
Attended Transfer Orientation Day	716	78	794	**90.2%**

* Admitted/Enrolled totals for TROD include additional student populations that are excluded from the census transfer cohort.

- KPI Rating: 90.2%, KPI EXCEEDED
  KPI Goal: 90% *of students who attend a Transfer Registration and Orientation Day On-Campus Orientation Day are enrolled on Census Day for semester they applied.*
  KPI Data Summary: See Admitted Transfers by TROD Participation and Enrollment Chart above

- KPI Rating: KPI PROVIDED
  KPI Goal: *Transfer Orientation Day Evaluation comments/results.*
  KPI Data Summary:
    Transfer Orientation Day evaluation comments from Fall 2023 and Spring 2024. Comments reported as written with names removed for confidentiality.
    - Advisor was extremely helpful, explained why I would want to take certain courses before others, and was straight to the point.
    - I was very satisfied after my first meeting with my advisor as she was great to work with. I felt as though all of my questions were answered and appreciated the open invitation to reach out with any future concerns.
    - Some of the information was common sense so I feel that the presentation didn't need to be as long.
    - I found all of the prep resources to be very helpful and a part of why I felt really prepared and ready for these first steps!

Transition-Overall

- KPI Rating: KPI PROVIDED
  KPI Goal: *Cultivate a seamless student transition through partnerships and ongoing communication.*
  KPI Data Summary:
  - University College works to provide a seamless student transition in the following ways:
    - Preview and Transfer Orientation and Registration Days provides student orientation programing that works to ease anxieties about the college transition by offering programing for parents and family members. These Orientation programs, coordinated by University College, require the collaboration and support from many areas of campus. Specifically, Preview, UCAA, and other UC areas worked closely with just a few of the campus partners outlined below:
      - Orientation and Training Services works with the Office of Admissions in utilizing Slate functionality for orientation sign up and all electronic communication with incoming FTIC and transfer students.
      - Orientation and Training Services partners with the Dean of Students for communication related to Parent & Family Services and Welcome Week to transition students and their families from orientation to the start of the academic semester.
      - Academic Enhancement presented at every Preview session to all guests and incoming students outlining academic supports provided at Illinois State.
    - Academic Enhancement presented at the following Admissions events: Redbird Days, Redbird Experience, and Open Houses to share information regarding academic support for prospective students.
    - Academic Enhancement collaborated with Student Counseling Services to co-present the following workshops: Overcoming Test Anxiety, Manage Your Time to Manage Your Goals, and Study Skills and Test-taking.
    - Academic Enhancement delivered academic and study skills workshops upon request from faculty and staff from the following areas: Psychology, School of Kinesiology and Recreation (KNR), and Interdisciplinary Studies (IDS). Additionally, a collaboration with Milner Library delivered a workshop series focused on the resources available to students in Milner library.
    - Starting in Fall 2023, University College assumed case management of Redbird Care reports with Academic concerns.
    - Academic Enhancement partnered with LEAD in the Dean of Students Office to get Hope Chicago students sponsored and involved in the Leaders of Social Change Institute in Fall 2023.
    - Academic Enhancement attended and sponsored a table at the Multicultural Center's Beginning of the Year Family Reunion to connect students with academic support communities (Hope Chicago, CBOs, STEM Alliance, etc.).
    - The Visor Center served as new stop during Admissions hosted Redbird Experience visits for prospective ISU students.
    - Academic Enhancement collaborated with Milner Library to deliver a series of workshops focused on highlighting resources and services available to students.
    - Academic Enhancement collaborated with several campus partners to facilitate workshops in Success 101 (IDS 108) and Thrive (IDS 128). Partners included: University College Academic Advisement, Leadership Launch (partnership with LEAD), Career Services, the Center for Civic Engagement, Health Promotion and Wellness, Milner Library and Financial Aid. This included Career Services hosting an exclusive resume workshop for SOAR Scholars

Support-Academic Communities

- KPI Rating: KPI PROVIDED
  KPI Goal: *University College provides holistic support to prospective and currently enrolled Illinois State students who identify with selected Community Based Organizations (CBO).*
  KPI Data Summary:
  - Approximately 83 students were affiliated with a community-based organization (CBO) during the 2023-2024 academic year.
  - The Julia N. Visor Academic Center hosted a series of eight CBO advising meetings for One Goal and Bottom Line across two semesters.
  - Each CBO, including Phoenix Pact, Bottom Line, One Goal, and College Possible, was provided a University College staff member primary contact. The liaison maintained regular communication with each organization and provided general information on how to support students. University College support staff provided direct services by reviewing Early Alert grades for active students in CBOs and sent email notifications, offering referrals to academic support resources for those with grades indicating academic risk during the 2023-2024 academic year.
  - Approximately 26 students visited the Julia N. Visor Academic Center from CBOs during the 2023-2024 academic year. These numbers do not reflect the total number of visits from CBOs. Accudemia was not consistently used for sign-ins outside of the Julia N. Visor Academic Center, as meeting locations were at the discretion of each CBO Coordinator.

- KPI Rating: KPI PROVIDED
  KPI Goal: *University College provides a liaison to selected Community Based Organizations who are engaged with prospective and currently enrolled Illinois State students.*
  KPI Data Summary:
  During the 2023-2024 academic year, each Phoenix Pact, Bottom Line, One Goal, and College Possible was provided a University College staff member primary contact. The liaison maintained regular communication with each organization and provided general information on how to support students. University College support staff provided direct services by reviewing midterm grades for active students in CBOs and sent email notifications, offering referrals to academic support resources for those with grades indicating academic risk during the 2023-2024 academic year.

- KPI Rating: KPI PROVIDED
  KPI Goal: *Students who engage in the STEM Alliance program demonstrate clarified career goals that are gained through program activities and relationships.*
  KPI Data Summary:
  During the 2023-24 academic year, STEM Alliance hosted a total of 32 events that totaled 127attendees at various events. Events included:
  - Orientation sessions for new and returning members
  - STEM-based Workshops
    - Taking a Gap Year
    - Resume/CV Writing + Headshots
    - Summer Internships/Research Experiences
    - Mental Health for STEM Students
  - STEM Socials

- o STEM Volunteer Opportunities
- o Matching with Faculty mentors
- o Weekly Recurring Study Halls

- KPI Rating: KPI PROVIDED
  KPI Goal: *SOAR students will persist at a higher rate when compared with students of a similar population.*
  KPI Data Summary: SOAR student persistence is noted as follows:

	Fall to Spring (1st year)	Fall to Fall (1st year)	University Fall to Fall retention – Black Males
Fall 2021 Cohort (14 students)	14/14 (100%)	11/14 (79%)	69.1%
Fall 2022 Cohort (14 students)	13/14 (93%)	13/14 (93%)	65%
Fall 2023 Cohort (15 students)	15/15 (100%)	12/15 (80%)	62.3%

- KPI Rating: KPI PROVIDED
  KPI Goal: *Students who participate in SOAR can articulate the value of their program engagement.*
  KPI Data Summary:
  > SOAR participants provided articulated the value of program through direct quotes describing what SOAR means to them during the 2023-2024 academic year:
  > - o "SOAR is the primary reason I feel safe on campus all the resources they provide make me feel safe and apart of campus."
  > - o "SOAR is a great program to meet people like you and make life-long relationships. The events and guest speakers were amazing and educational"
  > - o "My experience with SOAR has been great. They are always there as a resource when needed. All the staff I encountered through SOAR have been the best throughout the university"
  > - o "SOAR has been a big help in connecting me with resources and people on campus as well as providing book and online access when needed. They have also given me great counsel when asked and challenge me to think in different ways."
  > - o "SOAR is always great because they always prepare me inside and outside of the classroom. Also, they supply us with the resources we need to be successful! SOAR finds ways to improve us personally and professionally."

- KPI Rating: KPI PROVIDED
  KPI Goal: *Pre-Health Advising meets regularly with students to provide support and assistance in preparing for their professional career.*
  KPI Data Summary:
  > Pre-professional advising in University College and the Biology Department meet with current, prospective and former students regarding their healthcare paths. During the 2023-2024 academic year, 108 students made 122 one-on-one appointments with the University College Pre-Health Advisor. (Numbers are lower than previous terms due to staff on leave). Data is unavailable for the Biology Department.

Support-Academic Probation

- KPI Rating: 38.5%, KPI DEVELOPING

  KPI Goal: *45% of students who were on first time academic probation returned to good standing at the end of the term.*

  KPI Data Summary:

Project Success Good Standing Results			
	Fall 2023	**Spring 2024**	**23-24 Total**
Total in Project Success	205	738	943
In Good Standing at end of Term	94	269	363
% in Good Standing	46%	34%	38.5%

- KPI Rating: 54.3%, KPI MET

  KPI Goal: *50% of students on continued academic probation returned to good standing at the end of the term.*

  KPI Data Summary:

Project Rebound Good Standing Results			
	Fall 2023	**Spring 2024**	**23-24 Total**
Total in Project Rebound	156	98	254
In Good Standing at End of Term	85	53	138
% in Good Standing	54.5%	54.1%	54.3%

- KPI Rating: KPI PROVIDED

  KPI Goal: *Students who participate in Project Success know campus resources, have awareness of academic policies that impact them, and can set goals to make progress.*

  KPI Data Summary:

    In Project Success students learn about academic policies impacting them, set goals to improve and identify campus services to assist them. This information is shared with students in Seminar I, summarized in Seminar II and demonstrated learning of program objectives is gathered through the student completed Success Plan. This plan is then reviewed with their academic advisor at the Advisor Conference session. Participation in Project Success is summarized as follows:

Project Success Participation				
	Fall 2023		**Spring 2024**	
	# Completed	**% Completed**	**# Completed**	**% Completed**
Total participants in Project Success	205		783	
Pre-Semester Advisor Check-in	76	37%	232	30%
Success Seminar I	89	43%	314	40%
Advisor Conference Form	57	28%	153	20%
Visor Center Workshops	28	14%	68	9%
Success Seminar II (New Starts not required)	65	34%	207	27%

 Appendix provides historical data on Project Success participation on page 47.

- KPI Rating: KPI PROVIDED

  KPI Goal: *Pre-Health advising will work to proactively identify and provide support to first time in college students who indicate an interest in Pre-Health professions.*

  KPI Data Summary:

  > 502 students were tagged as pre-health in Campus Solutions and outreach was made to students before they attended Preview Summer 2024.

- KPI Rating: KPI PROVIDED

  KPI Goal: *Pre-Health Advising will offer a variety of programing to meet student needs.*

  KPI Data Summary:

  > Pre-Health Advising created and hosted six new student information sessions for freshmen and new transfer students in September. Presentations were pathway based, and two sessions were held for each pathway. Attendance as follows: Medical/Dental (23 total attendees), Physical Therapy/Occupational Therapy (10 total attendees), Physician Assistant/Chiropractic/Optometrist (11 total attendees).

- KPI Rating: KPI PROVIDED

  KPI Goal: *Pre-Health Advising will demonstrate awareness of and utilize the Committee Letter process when applying for pre-health professional schools.*

  KPI Data Summary:

  > In Spring 2024, 10 committee interviews completed from February 2024-May 2024 (includes MD, DO, DDS).

Support-Interim Grades

- KPI Rating: 85.9% in Fall 23 & 83.8% in Spring 24, KPI EXCEEDED

  KPI Goal: *75% faculty submit Early Alert grades by deadline.*

  KPI Data Summary:

	Early Alert Grades Received		Progress Report Grades Received	
Term	% by Deadline	% Total	% by Deadline	% Total
Fall 23	85.9%	90.3%	83.8%	87.1%
Spring 24	87.4%	90.3%	86.1%	87.1%

*Additional data in Appendix on page 54.

Support-New Efforts

- KPI Rating: KPI PROVIDED

  KPI Goal: *In 2023-24, UC developed programs to meet the needs of students.*

  KPI Data Summary:
  - Peer Success Advocate program conducted several campaigns during the academic year that provided students with just-in-time information or action items. Peer Success Advocates proactively contacted 3rd and 4th semester students who were identified as least likely to persist using the Enterprise Data & Analytics (EDA) Persistence Model. 2,753 outreach efforts were completed to 303 unique students providing support, encouragement and referrals. During this period, 71.6% of students identified maintained or improved their GPA.
  - Academic Enhancement worked to enhance the support of students who enroll as a part of a community-based partner organization. Staff work with each organization to collaborate on supporting students enrolled at Illinois State.
  - Academic Enhancement provided certified campus-wide tutor training for all academic department tutors. Certification is through the College Reading and Learning Association (CRLA) that provides national certification for tutor training.
  - Academic Enhancement staff collaborated with Student Access and Accommodation Services (SAAS) to create and establish a neurodiversity landing page for ISU at: https://studentaccess.illinoisstate.edu/neurodiversity/.
  - Enhancements were made to the Transfer Registration and Orientation Day (TROD) experience including a scavenger hunt for new students to explore more areas of campus and connect to campus resources while visiting for their orientation day. TROD also added "Interest Sessions" for incoming students to learn about opportunities from the Dean of Students Office, Career Services, Military Student Support and Civic Engagement.
  - 36 students attended Winter Preview. This is an optional transition program designed to help First Year students who enroll in the Spring semester make an effective transition.
  - Project Success and Project Rebound provide support to students on academic probation. Each program provides opportunities for goal setting, review of challenges and information about a variety of campus supports to assist. Project Rebound provides more individualized support and operates with volunteer facilitators from various areas of University College.
  - University College has enhanced the partnership with Hope Chicago. A new, full-time staff member was created to lead the coordination of this program and has partnered with housing, financial aid, admissions and the Provost's Office.
  - After reviewing the D, F, WX rates, University College added tutoring for Psychology 111.

Support-Peer Success Advocates

- KPI Rating: KPI PROVIDED

  KPI Goal: *Students identified for Peer Success Advocate outreach will demonstrate an improved GPA after the semester outreach was conducted.*

  KPI Data Summary:

  > 71.6% of students identified for Peer Success Advocate outreach demonstrated an improved or maintained GPA.

- KPI Rating: KPI PROVIDED

  KPI Goal: *Students identified for Peer Success Advocate outreach will receive multiple touchpoints each semester. Touchpoints will include referrals to various campus services and assistance with managing college life and academics.*

  KPI Data Summary:

  > Peer Success Advocates completed 2,753 touchpoints with identified students. The following chart details referrals that were made.

Peer Success Advocate Referrals Fall 23 and Spring 24

Referral	Count
Visor Center	549
Student Accounts	144
Registrar's Office	46
Professor	147
PSA	506
Financial Aid	299
Academic Advisor	620

- KPI Rating: KPI PROVIDED

  KPI Goal: *As a result of their outreach, Peer Success Advocates can articulate the impact of their contact with students.*

  KPI Data Summary: The following are comments entered on individual students reflecting Peer Success Advocates viewpoints.

  - She is doing great and doing everything she can, but her grades are not where she wants them. We talked about study tips and tricks; she already gets tutoring and meets with her professors. She wants to succeed. Meeting again next week!!
  - I am worried about this student. He sent a very long email, and it was very emotional, and I could feel his stress and anxiety through his email. He needs support and guidance; he also needs someone to believe that he will succeed. I am hoping to meet with him to get a better idea of what is going on.

- He asked if meeting with the advisor is mandatory, I told him it would be a very good idea to schedule an appointment. Said he was taking care of the hold right after we got off the phone.
- Student is doing well (minus having a sinus infection). I introduced myself and recommended they look the email I sent for more information about my role. Student was happy to have support, and I told them to reach out if/when they needed anything throughout the semester.
- She was super sweet and was glad that I was able to be here as an extra resource. She has some troubles with her academic advisor last semester, and she is a first-generation student so there was a lot of miscommunications. Because of that she wasn't a full-time student and lost a lot of her FAFSA. She was working a lot to try and pay for school and didn't have as much time to study. This semester she cut her work hours and has a new advisor, so she is going to try and focus more on school. She is in Math 120 which is hard, so I recommended tutoring.
- Student is meeting with academic advisor about withdrawing and if there are any repercussions. I provided them info from Lisa concerning Financial Aid and if there would be any issues - they are going to check with their advisor on this as well. I also gave them Lisa's email and phone to call her to ask as well.
- Student emailed back and said they were grateful for my support. They are grateful to have another chance at ISU and feel that they will find success this semester.

Support-Persistence Committee

- KPI Rating: KPI Provided

  KPI Goal: *Through discussing complex individual student cases, the Persistence Committee works to identify complex organization issues that impact student retention and persistence to develop potential solutions to those issues.*

  KPI Data Summary:

  > Students reviewed by the Persistence Committee presented with the following issues. The 23-24 academic year had an increase in students presenting with financial need, a past due balance and housing/food insecurity.
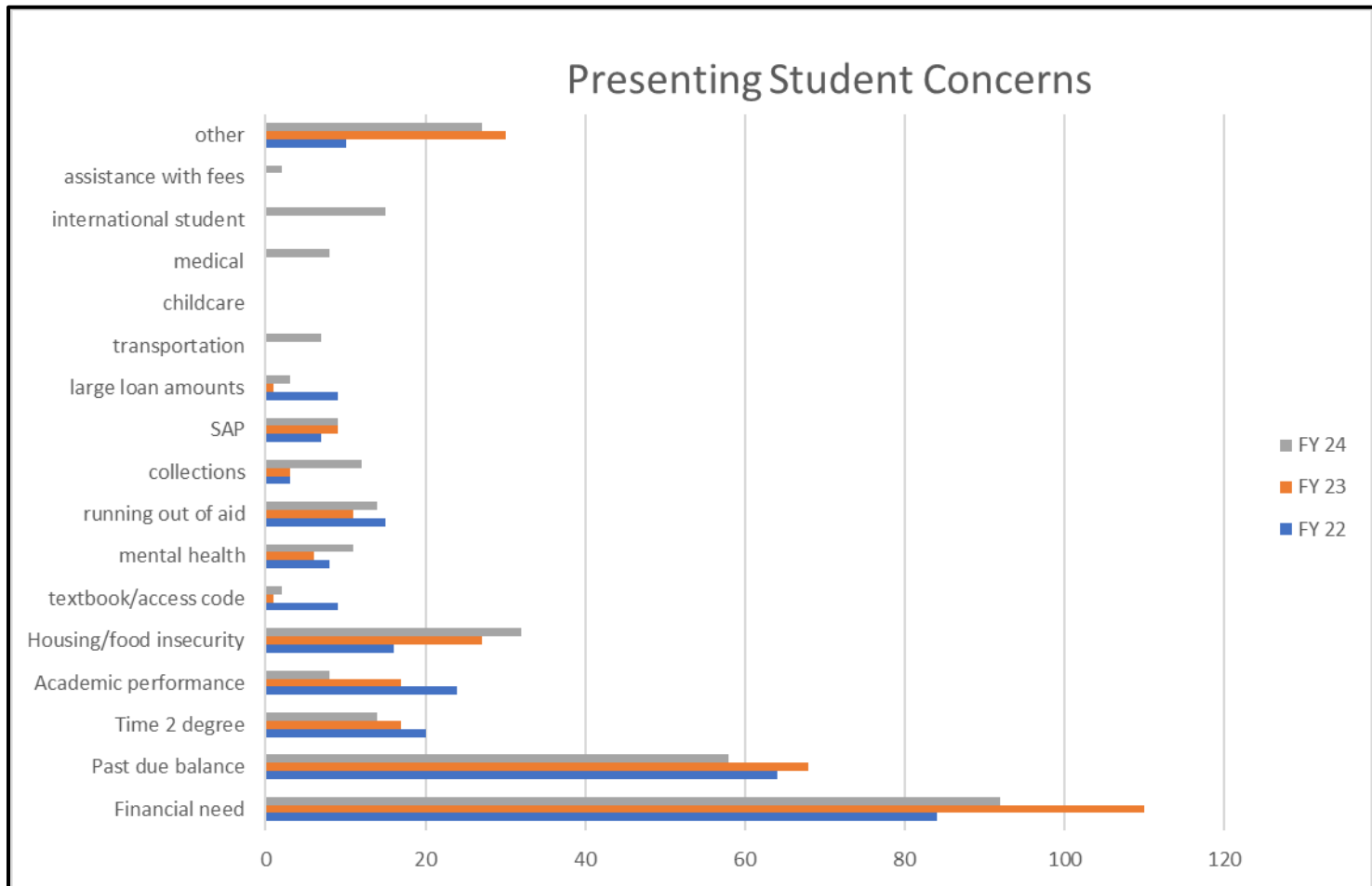
- KPI Rating: 79.1%, KPI DEVELOPING

  KPI Goal: *80% of students assisted by the Persistence Committee enrolled for the following semester or graduate.*

  KPI Data Summary:

  > 79.1% (102 of 129) of students discussed in the Persistence Committee enrolled the following semester or graduate.

  Additional Persistence Information found in the Appendix on page 48-49.

Support-TRIO/Student Support Services

- KPI Rating: 95%, KPI EXCEEDED
  KPI Goal: *81% TRIO/SSS students in Good Academic Standing as defined by U.S. Department of Education.*
  KPI Data Summary:

TRIO Program Results at Illinois State*			
TRIO Program Objective	**UC KPI Standard**	**Objective Benchmark to DOE for grant period 9/1/21 to 8/31/25**	**Objective Results for 2023-24**
% in Good Standing	81%	81%	95%
% Persisting to next year	81%	81%	93%
% with bachelor's degree attained	61%	61%	82%

  *Persistence and graduation rates calculated per U.S. Department of Education Grant Requirements

- KPI Rating: 93%, KPI EXCEEDED
  KPI Goal: *81% TRIO/SSS students persist as defined by U.S. Department of Education.*
  KPI Data Summary: See **TRIO Program Results at Illinois State** table above.

- KPI Rating: 82%, KPI EXCEEDED
  KPI Goal: *61% TRIO/SSS students attain a bachelor's degree as defined by U.S. Department of Education.*
  KPI Data Summary: See **TRIO Program Results at Illinois State** table above.

Support-Tutoring

- KPI Rating: 99.6%, KPI EXCEEDED
  KPI Goal: *90% of students would recommend tutoring through University College to a friend.*
  KPI Data Summary:

Academic Enhancement Tutor Evaluation Responses						
Would you recommend University College tutoring to a friend?	**Fall 23**	**Fall 23%**	**Spring 24**	**Spring 24%**	**23-24 Total**	**%Total 23-24**
Total Responses	162		96		258	
Yes	161	99.4%	96	100%	257	99.6%
No	1	0.6%	0	0%	1	0.4%
Did you learn new learning strategies in your sessions?	**Fall 23**	**Fall 23%**	**Spring 24**	**Spring 24%**	**23-24 Total**	**%Total 23-24**
Total Responses	162		96		258	
Yes	137	84.6%	88	91.7%	225	87.2%
No	25	15.4%	8	8.3%	33	12.8%

- KPI Rating: 87.2%, KPI EXCEEDED
  KPI Goal: *85% of students who participated in tutoring through University College report learning academic strategies.*
  KPI Data Summary: See **Academic Enhancement Tutor Evaluation Responses** table above.

- KPI Rating: KPI PROVIDED
  KPI Goal: Analyze and Review Visor Center usage.
  KPI Data Summary: Please note that the KPI is for overall visits/usage.

Visor Center Usage Fall 2023 & Spring 2024			
Visor Services	**Fall 2022**	**Spring 2023**	**Grand Total**
Academic Support Communities	278	281	559
Tutoring	1417	745	2162
Workshops	1806	1280	3086
Other (Study or other meeting)	154	256	410
Coaching	115	12	127
Grand Total	**3770**	**2574**	**6344**

30% of Fall 2023 FTC's utilized Visor Center Services at least once during their first year.

- KPI Rating: 85.5%, KPI EXCEEDED

  KPI Goal: *80% of students receiving tutoring anticipate a final course grade of A, B or C.*

  KPI Data Summary:

University College Tutoring Participation Fall 23				
Course Final Grade by # Tutoring Sessions Attended				
# Tutoring Sessions Attended				
Final Grade	**1-3**	**4-7**	**8 or more**	**Total**
Grade of A, B or C	295	174	201	670
Grade of D, F or WX	179	62	36	277
Total	474	236	237	947
% C or better	**62.4%**	**73.7%**	**84.8%**	**70.8%**
University College Tutoring Participation Spring 24				
Course Final Grade by # Tutoring Sessions Attended				
# Tutoring Sessions Attended				
Final Grade	**1-3**	**4-7**	**8 or more**	**Total**
Grade of A, B or C	192	96	153	441
Grade of D, F or WX	120	37	24	181
Total	312	133	177	622
% C or better	**61.5%**	**72.2%**	**86.4%**	**70.9%**
University College Tutoring Participation 23-24				
Course Final Grade by # Tutoring Sessions Attended				
# Tutoring Sessions Attended				
Final Grade	**1-3**	**4-7**	**8 or more**	**Total**
Grade of A, B, or C	487	270	354	1111
Grade of D, F or WX	299	99	60	458
Total	786	369	414	1569
% C or better	**62%**	**73.2%**	**85.5%**	**71%**

Appendix includes Tutoring Pass Rate data by individual course on page 42-45.

Retention Rate

- KPI Rating: 93.7%, KPI Exceeded

  KPI Goal: *93% of students who are FTIC's on fall census day are still enrolled on Census Day in Spring.*

  KPI Data Summary:

Fall 2023 FTIC's	N
Enrolled Spring 24	3,871
Not Enrolled Spring 24	262
Total Fall 23 FTIC	4,133
Percent Enrolled	93.7%

- KPI Rating: 81.3%, KPI EXCEEDED

  KPI Goal: *80% of FTIC students retained first to second year.*

  KPI Data Summary:

	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort	2023 Cohort
ISU Retention Rates	78.6%	78.6%	84.2%	83.2%	80.3%	81.3%	81.4%

- KPI Rating: Illinois State's retention rate was 81.4% vs. 82.1% at other 4 Year Public schools, KPI DEVELOPING

  KPI Goal: *First to second year retention rate compared to national average for public universities.*

  KPI Data Summary:

Fall Cohort Term	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort	2023 Cohort
ISU Retention Rates[1]	*78.6%*	*78.9%*	*84.2%*	*83.2%*	*80.3%*	*81.3%*	*81.4%*
NCES Public 4 Year Inst Retention Rates[2]	*81.3%*	*81.2%*	*81.5%*	*82.4%*	*80.8%*	*81.2%*	*82.1%*

- KPI Rating: KPI PROVIDED

  KPI Goal: *Share advisement and retention data in University College with department/schools.*

  KPI Data Summary:

  University College shared advisement and retention data in the following ways:
  - University College Director, Michael "Brody" Broshears joined the Enrollment Management Fall Kick off presentation and shared retention projections and efforts. The Director also regularly shares UC updates, goals and strategic planning efforts with the EMAS leadership team.
  - UCAA shares retention information in regular meetings and discussions with departments and schools.
  - Academic and retention related updates were shared regularly with the Redbird Care Team.
  - Within University College, staff were regularly updated of retention rate projections between semesters (Fall 2022 to Spring 2023 and Spring 2023 to Fall 2023) to identify and target students who could benefit from outreach or support to get enrolled for the next semester. Advisors

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[1]ISU full-time, first-time retention rates are compiled using IPEDS Standards. ISU retention rates can be accessed here: ISU Retention Rates Link

[2]NCES full-time, first-time retention rates are based on an **active filter** for four year public institutions and can be accessed here: NCES Retention Rates Link

conducted multiple outreach campaigns to students not enrolled for Spring 2023 and/or Fall 2023.

- o University College closely monitored the intersections Preview attendance status, enrolled hours and housing contract status for the Fall 2023 incoming FTC's. Updates were shared within Enrollment Management and Academic Services. Targeted outreach was conducted by Housing, Advising and Retention Services to students with incomplete tasks to ensure all students enroll for the Fall 2023 semester set up for success.
- o Fall 2023 Peer Success Advocate data was shared with Enterprise, Data and Analytics.
- o Reinstatement Committee annually reviews data related trends in probation, dismissal and reinstatement. An annual report of this information is compiled and annually shared with the Academic Senate. Additionally, the Reinstatement Committee reviews data for policy considerations and changes.
- o University College data is shared at AAC-Assessment Committee meetings. This allows for comparison of findings from the university-wide advising assessments to the University College unit evaluations.
- o Retention and enrollment data is utilized when evaluating General Education course needs for each new, incoming class.

- KPI Rating: KPI PROVIDED
  KPI Goal: *Champion student academic concerns across campus.*
  KPI Data Summary:
  University College staff are regularly called upon as academic success experts. Some examples include:
  - o University College completed a leadership reorganization that better positioned University College to meet student needs, champion student concerns and take advantage of efficiencies to meet workload demands. These changes also included an evaluation of space utilization and moved staff to increase collaboration.
  - o University College is represented on the Transfer Council which meets monthly to ensure a smooth transition and student success for transfer students.
  - o The Persistence Committee utilizes a case management model to support students in their academic life by capitalizing on committee membership and working together collaboratively to increase student success. Committee membership includes staff from University College, Dean of Students, Enterprise Data & Analytics, the Graduate School, Housing, Financial Aid, Student Financial Services, and the Office of International Engagement. Student cases are typically referred to the Persistence Committee from the Redbird Care team, a represented office, or an academic advisor. Each student is presented to the committee to explore interventions and determine the best course of action. Students may receive intrusive personal/academic support and/or Presidential Persistence Funds as part of their plan to help them persist at Illinois State.
  - o University College represents the division of Academic Affairs on the Redbird Care Team. In this role, UC provides information regarding student academics, time to degree, withdrawal options and provides updates to University College advisors regarding Care team reports. University College was the primary case manager for 162 academic related care reports for students living in campus housing.
  - o Retention Services partnered with Associate Deans of Students to discuss appropriate student resources based on presenting concerns.
  - o University College and the Financial Aid Office reviewed and assisted 56 unique students with course materials during the Fall 2023 and Spring 2024 semesters totaling $8,598.19. Additionally, University

College assisted the School of Communication with providing Com 110 TopHat access codes and workbooks to 40 students enrolled in Communication as Critical Inquiry (Com 110) with demonstrated need.

- o Dean's List requirements were reviewed and modified to enhance the recognition of student academic accomplishments. This involved research on how other state institutions, along with ISU peer institutions to determine Dean's List and collaboration with the Registrar to identify the impact of change. University College worked through governance channels to get this policy changed including EMAS endorsement and Academic Senate approval. The change went in effect Spring 2024.
- o University College uses DFW rate data by course to assist in determining where to fund additional General Education courses. University College relays information and observations about student academic success when meeting with the Provost Office and department/school leadership. This assists campus in planning coursework and developing general education coursework to prepare students for ongoing academic success.
- o Academic Enhancement (AE) championed student success through various efforts including:
    - ▪ AE collaborated with Milner Library, CAST Connections, and University Housing Services to deliver Night Against Procrastination events that highlight academic support resources available to students.
    - ▪ Dr. Keenan Wimbley is a Principal Investigator (PI) for $2.5 million HHMI Driving Change grant to support underrepresented students in STEM which was approved in Fall 2023. This grant is a collaboration between Center for Mathematics, Science and Technology (CeMaST), Chemistry, Physics, the Provost Office, and University College.
    - ▪ AE continued its collaboration with Student Counseling Services to facilitate workshops on how to navigate stress and anxiety during college
    - ▪ Academic Enhancement co-sponsored the 3rd Annual Community of Belonging and Success (COBAS) workshop with the College of Arts and Sciences, Dean of Students, Latin American and Latina/o Studies Program.
    - ▪ AE partnered with the Dean of Students Office, the Student Attorney's Office, ISU Police Department, Career Services, and the Multicultural Center to provide intentional workshops and seminars for students involved in academic support communities.
    - ▪ AE partnered with Leadership Education and Development (LEAD) in the Dean of Students Office to bring in the keynote guest speaker for the Leaders of Social Change Institute in Fall 2023.

- KPI Rating: KPI PROVIDED
  KPI Goal: *Influence University-wide initiatives through leadership and involvement.*
  KPI Data Summary:
    - o Two UC staff members are involved in the University Student Success Community of Practice, which serves as a collaborative repository to support, strengthen, and center Student Success Initiatives at Illinois State.
    - o Brian Aiken, Associate Director of Academic Advising serves on the University-wide General Education Council. Aitken also serves on the General Education Executive Committee that has proposed a new General Education program currently under consideration by the Academic Senate.
    - o Four UC staff members are on the Academic Advising Council, which works to support effective and cohesive campus-wide advising.
    - o The UC TRIO program continued to coordinate a campus-wide recognition of first-generation students in early November. The programing engaged over 150 students.
    - o Two University College staff members serve on the Administrative Professionals.

Additional Areas of Value for University College

Campus Communication, Marketing and Promotion

- KPI Rating: KPI Provided
  KPI Goal: *Easily accessible web content for students.*
  KPI Data Summary:

  > University College website views reached 10,000 to 18,000 views per day. Most popular areas of navigation were tutoring, advising, seminars/workshops and the About University College section. University College, in conjunction with WEB and Interactive Communications, collaborate to enhance the website. Additionally, University College continues to explore new methods of providing timely content directly to students. Significant effort placed on building student followers and providing content on social medial platforms heavily used by students paid off due to large number of views per day.

- KPI Rating: KPI PROVIDED
  KPI Goal: *Easily accessible web content for faculty and staff.*
  KPI Data Summary:

  > University College, in conjunction with WEB and Interactive Communications, collaborates to enhance the web site and find new methods of providing content to help faculty support our students.   The home page was enhanced by highlighting frequently utilized resources (tutoring, developmental math assistance, writing assistance, seminars and workshops). This created a one-stop-shop for academic support for all students. Additionally, University College continues to explore alternative methods of providing appropriate and timely content to faculty and staff. For example, the Provost includes University College information to faculty promoting UC services such as tutoring and peer success advocates. Additionally, Interim grade information provides faculty with resources to refer students for additional academic support.

- KPI Rating: KPI PROVIDED
  KPI Goal: *Present and outreach about UC programs and services.*
  KPI Data Summary:

  > University College conducted the following outreach efforts:
  > - The Director of University College provided updates at Fall kick off meetings for EMAS and the AAC Fall Advisor Day. Additionally, the director meets with each EMAS director annually to discuss UC updates, goals, and strategic planning, as well as identifying potential collaborations.
  > - University College meets regularly with various academic departments and schools to advocate for students. Specific efforts include:
  >   - Gathering science disciplines together to discuss impacts of enrollment limits in General Education courses.
  >   - Working with the College of Engineering to discuss impacts of increased needs in math, chemistry, and physics.
  >   - Participating in the Recreation and Park Administration Fest (RPA Fest) to shared UC resources with RPA majors in Fall 2023.
  >   - The Director of University College Michael "Brody" Broshears, Dr. Lisa Lawless, and Dr. Keenan Wimbley presented to STEM faculty about the services University College offers.

- AE met with Deans and Department Chairs across campus to discuss academic support services and how to collaboratively support ISU students.
- AE presented at the School of Information Technology's summer academy for underrepresented high school students interested in the field of technology.
- University College advisors conducted several meetings with individual departments as part of their liaison duties.

o University College meets with various campus areas, participates in events or hosts various events to promote and educate staff about our programs and services. For the 2023-2024 school year this included:

- University College participates in Festival ISU, Welcome Week and other campuswide promotional events to provide awareness of programs and services for all students.
- Dr. Keenan Wimbley presented about University College services at a Student Counseling Services staff meeting in September 2023
- Brian Aitken, Associate Director of Advising, met with the Dean on Duty staff in the Dean of Students Office to update each other on process and procedural changes within UCAA and DoS.
- The Student Navigator team in the Dean of Students office received training and information UC support services and the Persistence Committee.
- Dr. Wimbley served as a panelist for Student-Success and Well-Being at the ISU Academic Affairs Administrators' Symposium, Fall 2023
- Academic Enhancement hosted and facilitated an EMAS and Friends session in the Escalante Room to discuss the services offered.
- Hosted and facilitated a guided tour and presentation to the ISU Alumni Engagement staff about Academic Enhancement services.
- Dr. Wimbley presented during Academic Advising Councils (AAC) Professional Development & Training series to discuss the services offered

o AE services were promoted through tutors who made in-class announcements in many 100-level courses about all academic support services. The campus community was notified of AE Services at the start of each semester and targeted emails were sent to instructors teaching a class with tutoring provided by University College.

o Rebecca Laible, Academic Advisor and Brian Aitken, Associate Director of Advising present during Admission events (approximately 8 sessions/year) to undeclared students about UC services to assist undeclared students.

- KPI Rating: KPI PROVIDED
  KPI Goal: *Execute Marketing and Promotion Plan for UC.*
  KPI Data Summary:
  o University College had a presence on all major social media platforms and overall reach (number of followers who saw content) was 7,000. Visits to University College social media platforms totaled 1,400, an increase of 24.5%. Interactions with University College social media content (actual clicks on the content or engagement in some way) were at 1,200, an increase of over 200%. Link clicks drive followers to the University College website or other calls to action within the department (such as student employment opportunities).

- University College leveraged social media and campus wide electronic signage to highlight important deadlines for students (withdraw date, registration timelines etc.), promote tutoring offerings, academic advisor profiles, and study skill workshop opportunities.
- Collaborated with University Marketing and Communications to showcase Preview and TROD through the flagship social medial accounts.
- Significant work was completed to better define University College's mission, vision and goals with parallel discussions about how to better market University College. Future efforts will build around University College's core functions of Teach, Advise, Support and Transition.
- Revisions to the website were completed to keep current and increase ease of navigation.
- University College was promoted at 18 events for both prospective and currently enrolled students. Events included Admissions recruitment programing (Redbird Days, Scholar Days, Red and White Days), current student events (such as Fall and Spring Festival ISU) and student orientation events (Preview and Transfer Orientation Days).
- Coordinated University College spirit wear orders.
- Ensured University College had an appropriate supply of promotional items designed to market the unit for various audiences.
- Coordinated the 11th annual Impact Award recognition for faculty and staff for having an impact on student success.

Work Environment/Staff Support and Professional Development

- KPI Rating: KPI PROVIDED
  KPI Goal: *Provide purposeful and organized professional development programs with an intentional emphasis on diversity and matters of inclusion.*
  KPI Data Summary:
  - University College provided the following professional development programs:
    - o The UC Training and Learning Committee (TLC) provides ongoing professional development opportunities for UC staff. The TLC committee coordinated and facilitated the annual UC retreat which focused on communication essentials and conflict management/consequences of poor communication. TLC also coordinated several topics related to MBTI focusing on communication and stress. Finally, UC staff were provided the opportunity to volunteer at the Midwest Food bank.
    - o UC assists with and supports the EMAS professional development opportunities. Topics this past year included Creating your own Professional Development Plan, Reimagining Learning: Navigating Artificial Intelligence in Higher Education and a Question-and-Answer session with the Vice President for Academic Affairs and Provost, Dr. Ani Yazedjian.
    - o UC staff regularly engage in various campus professional development opportunities through the campus community, including Student Affairs and Human Resources programs, as permitted.
    - o University College and University College Academic Advising collaborate with many areas to offer professional development and training sessions for staff including Financial Aid, Department of Communication Sciences and Disorders, and Health Promotion and Wellness.

- KPI Rating: KPI PROVIDED
  KPI Goal: *Support wellness opportunities within University College and Illinois State.*
  KPI Data Summary:
  - All University College staff are informed about ISU's wellness policy; we encourage them to use their benefits when they can. The UC team receives regular wellness updates from Health Promotions and Wellness. Health, Promotion & Wellness offered a session to staff to learn more about student and staff services and opportunities. UC staff are continually encouraged to think about how they are modeling self-care for their students and set personal wellness goals. Individually, UC staff are especially keen on checking in on each other from a wellness lens. During peak times, staff are provided extended wellness options to allow extra "free" time to reenergize. Finally, several staff members elected to participate in the personal training opportunities through KNR.

- KPI Rating: KPI PROVIDED
  KPI Goal: *Participate in University sponsored development opportunities.*
  KPI Data Summary:
  - University College staff regularly receive notifications of campus-wide professional development opportunities and are encouraged to participate. Opportunities include Student Affairs programing, Human Resources programing and EMAS professional development opportunities. In addition, University College contributes to the EMAS Equity, Diversity and Inclusion Training and Development subcommittee, is engaged in the Academic Advising Council and related sub-committees, has two representatives on the Administrative Professional Employee Council (Shannon Darling and Kate Weiser).

- KPI Rating: KPI PROVIDED
  KPI Goal: *Staff complete Climate Survey agree/strongly agree UC cultivates a diverse and inclusive environment.*
  KPI Data Summary:
     62.5% of UC staff who completed the 2024 Climate Survey indicated that they agree/strongly agree that University College cultivates a diverse and inclusive environment. This represents 15 of the 24 total survey responses for this item.

- KPI Rating: 62.5%, KPI Developing
  KPI Goal: *80% staff complete Climate Survey agree/strongly agree UC encourages open two-way communication.*
  KPI Data Summary:
     62.5% (15 of 24) of staff who completed the 2024 Climate survey agree/strongly agree that UC encourages open two-way communication.

- KPI Rating: 45.8%, KPI Developing
  KPI Goal: *60% staff complete Climate Survey agree/strongly agree UC provides training and development opportunities that compliment career goals.*
  KPI Data Summary:
     45.8% (11 of 24) of UC staff who completed the 2024 Climate Survey indicated that they agree/strongly agree that UC provides training and development opportunities that complement career goals.

- KPI Rating: KPI PROVIDED
- KPI Goal: *Encourage and value community within UC.*
  KPI Data Summary:
     UC provides many avenues to promote community within the department and within individual units. Examples include:
     o The Director of University College regularly uses staff meeting time to discuss important topics in UC via small group interactions and activities.
     o UC hosts annual celebrations including a Winter holiday celebration, a Fall semester kick off, end of Preview celebration lunch, and an annual staff retreat day. These events provide opportunities for staff from all areas to meet informally and promote professional development.
     o For the third-year consecutive year, staff in UC areas participated in homecoming decorating to show spirit and bring our staff together.
     o University College welcomes new staff with department swag and new staff meet and greet events. Additionally, as acceptable to the employee, University College recognizes each staff departure with an internal reception.
     o University College collects employee feedback with the annual Spring Climate Survey.
     o Many individual University College areas have special celebrations for birthdays, new staff welcomes, holidays, and food days for fun. For example, UCAA has monthly staff birthday lunches.
     o Academic Enhancement provided many opportunities to support community including:
        ▪ The AE hosted multiple potlucks to support community for staff reporting to the center with an emphasis on building community.
        ▪ The AE hosted "destressing" stations for students and staff multiple times throughout the year. Examples of stations include puzzles, crafting, and fun-trivia polls.
        ▪ A gratitude wall allowed any student to write a message of thanks for staff or the ISU community at large.

- AE hosted beginning and end of Semester events for all its student employees to build the team and support the community.
- AE hosted a tutor appreciation week, to show their appreciation for their student tutors.
  - o Staff also participate in campus-wide professional development opportunities and encourage others in UC to attend.

- KPI Rating: KPI PROVIDED
  KPI Goal: *Foster personal, academic, and professional growth as part of a student's employment experience with UC.*
  KPI Data Summary:
  University College provides a wealth of student employment opportunities and is one of the largest student employers on campus through its use of peer academic advisors, orientation guides, tutors, peer instructors and peer academic coaches.
  - o In OTS, student employee development is a focal point with Preview and Transfer Guides. In addition to the job-specific training, the Guides also complete the MBTI and Strengths assessments and have professional development sessions on how to better understand their communication, teamwork, and leadership styles. OTS partnered with the Senior Professionals for practice engaging in conversation and answering difficult questions with a variety of constituents. Additionally, student employees are regularly provided formal evaluations and feedback to assist with professional growth.
  - o The AE gives student tutors the opportunity to become Lead tutors, an elevated leadership role within being a tutor. Lead tutors have additional leadership responsibilities and take on additional administrative duties which provides them the opportunity for professional and personal growth.
  - o AE professional staff regularly meet with their Graduate Assistant staff and conduct mid-year and end of year graduate assistant evaluations.
  - o All peer tutors and mentors are trained and working towards College Reading & Learning Association (CRLA) certification which is an internationally recognized accomplishment. They are trained to be better in their roles and to grow personally, by improving career readiness and strengthening their interpersonal skills. Additionally, all peer tutors are evaluated each semester. In these evaluations, tutors are given feedback about following AE policies, encouraging student's critical thinking and independent learning skills, and more. Feedback focuses on what they have done well, and what they can improve on. Any areas of concern are addressed by the observers, and together they create a plan and discuss ideas to improve moving forward.
  - o University College Advising strives to help student Academic Peer Advisors grow stronger in every aspect of their lives. The first way we do this is by reminding the APAs that they are here at ISU to get an education before anything else. We work with them throughout their time to make sure each APA is managing their academic and work times together effectively. We work to change work schedules when there looks to be an issue arising with work getting in the way of academics. The APAs also know they can look to have others cover shifts, or take time off, for academic things like big tests, presentations, and finals. We also strive to do this for the personal aspects of our student workers lives. The APAs know that if there is an issue in their personal life, they can come to us to talk, get advice, and get help. We will work with the APAs to help them get through any personal issues without fear of judgement. Since there are anywhere from 12-16 APAs working each year, they also have an opportunity to rely on each other when there are personal things going on in their lives. The APA position allows students opportunities to work as a group, as well as individually, to get work done and make sure each other person is doing well professionally and personally. Finally, we look to

assist our APAs in growing professionally by giving intensive training throughout their time in UC Advising. They have meetings with the whole group, Academic Peer Advisor Leaders (APALs), and professional advisors every week throughout the semester. We want to give them a firm foundation on how to work in an office setting with other professionals and monitor their growth throughout the year with observations, timely advice on performance issues, assessments on what they have learned each semester, and feedback from APALs and advisors on their progress. We use this feedback to continue to push our students to grow professionally and continue to evolve as the job itself evolves. We let APAs know that we care about them personally, academically, and as future professionals. We try to work on each of these aspects consistently. We want each of our students to try new things and, whether they fail or succeed, look to keep improving daily with these items. We want them to leave UC Advising to feel better about themselves and their abilities than when they started here. We look to do this by the ways previously mentioned and by consistently reinforcing positive feedback to the APAs.

o   Peer Success Advocates are observed on skills and strategies used when working with students. They are provided feedback on what went well, areas for improvement, and the development of goals. Additionally, PSA's practiced communication with a variety of constituents including peers, supervisors, Directors and Associate Vice President level staff.

Section 4: Appendix

Table 1. Fall 2023 FTC Enrollment by Census Persistence Category

	Enrolled	Not Enrolled	Total	Percentage
FYS Enrollment Fall 23	**562**	**152**	**714**	**78.7%**
Low/Lowest	193	99	292	66.1%
Medium	278	43	321	86.6%
High/Highest	91	10	101	90.1%
No FYS Enrollment Fall 23	**2803**	**616**	**3419**	**82.0%**
Low/Lowest	565	321	886	63.8%
Medium	1145	215	1360	84.2%
High/Highest	1093	80	1173	93.2%
Total FTC 23 Enrollment	**3365**	**768**	**4133**	**81.4%**
Low/Lowest	758	420	1178	64.3%
Medium	1423	258	1681	84.7%
High/Highest	1184	90	1274	92.9%

*Low/lowest category have the lowest chance of not persisting

Table 2. % Students Receiving a C or better in Course Tutoring Attendance Fall 2023

Course	Enrollment	# Unique Students Attending Tutoring	# of Sessions Attended	Avg. # Tutoring Sessions Attended	% Pass w/ Tutoring
ACC 131	733	71	187	2.63	52.1%
ACC 132	355	19	87	4.58	47.4%
BSC 101	1060	112	590	5.27	87.5%
BSC 181	110	4	28	7.00	100.0%
BSC 196	144	4	26	6.50	100.0%
BSC 197	322	23	77	3.35	56.5%
CHE 102	1002	127	410	3.23	85.0%
CHE 110	210	35	195	5.57	80.0%
CHE 140	255	52	277	5.33	51.9%
CHE 141	130	13	58	4.46	69.2%
ECO 101	694	43	180	4.19	86.0%
FRE 111	40	0	0		
FRE 112	25	0	0		
FRE 115	18	0	0		
GEO 102	637	7	16	2.29	85.7%
GEO 135	781	0	0		
GEO 142	653	0	0		
HIS 102	252	0	0		
HIS 135	106	0	0		
KNR 181	192	20	89	4.45	90.0%
KNR 182	75	10	36	3.60	60.0%
MAT 113	775	63	402	6.38	68.3%
MAT 119	445	55	255	4.64	60.0%
MAT 120	1167	143	816	5.71	65.7%
MAT 121	172	20	111	5.55	65.0%
MAT 144	93	21	114	5.43	33.3%
MAT 145	217	13	94	7.23	61.5%
MAT 146	106	4	13	3.25	25.0%
MAT 147	59	0	0		
MGT 100	538	3	4	1.33	100.0%
PHY 102	597	5	7	1.40	80.0%
PHY 105	323	10	34	3.40	100.0%
PHY 108	123	25	122	4.88	64.0%
POL 101	198	3	15	5.00	100.0%
POL 106	662	16	65	4.06	93.8%
POL 140	84	0	0		
PSY 110	1193	27	110	4.07	59.3%

SED 101	561	0	0		43
SOC 106	843	0	0		
SPA 111	127	0	0		
SPA 112	192	0	0		
SPA 115	94	0	0		
SPA 116	70	0	0		
SPA 213	48	0	0		

Table 3. % Students Receiving a C or better in Course by Tutoring Attendance Spring 2024

Course	Enrollment	# Unique Students Attending Tutoring	# of Sessions Attended	Avg. # Tutoring Sessions Attended	% Pass w/ Tutoring
ACC 131	486	44	186	4.23	59.1%
ACC 132	533	12	52	4.33	66.7%
BSC 101	742	59	298	5.05	88.1%
BSC 160	128	31	192	6.19	100.0%
BSC 181	112	7	34	4.86	100.0%
BSC 182	96	10	80	8.00	100.0%
BSC 196	229	11	33	3.00	63.6%
BSC 197	118	8	31	3.88	50.0%
CHE 102	612	50	270	5.40	94.0%
CHE 110	166	28	155	5.54	67.9%
CHE 140	191	10	47	4.70	70.0%
CHE 141	179	24	120	5.00	41.7%
ECO 101	766	24	113	4.71	75.0%
ECO 102	685	5	18	3.60	80.0%
FCS 102	196	6	11	1.83	66.7%
FRE 111	22	0	0		
FRE 112	36	1	1	1.00	100.0%
FRE 115	10	0	0		
GEO 102	640	1	2	2.00	100.0%
HIS 135	174	1	6	6.00	100.0%
HIS 136	287	0	0		
KNR 181	144	8	44	5.50	75.0%
KNR 182	174	13	76	5.85	76.9%
MAT 113	476	22	101	4.59	45.5%
MAT 119	306	37	176	4.76	40.5%
MAT 120	717	65	320	4.92	70.8%
MAT 121	300	19	90	4.74	78.9%
MAT 130	203	49	136	2.78	61.2%
MAT 144	50	3	21	7.00	66.7%
MAT 145	126	3	23	7.67	0.0%
MAT 146	106	5	18	3.60	80.0%
MGT 100	458	8	35	4.38	62.5%
PHY 102	416	5	11	2.20	60.0%
PHY 105	254	5	34	6.80	100.0%
PHY 108	77	13	75	5.77	69.2%
POL 101	260	7	27	3.86	71.4%

POL 106	288	2	21	10.50	100.0%
PSY 110	674	25	83	3.32	60.0%
SPA 111	120	2	3	1.50	100.0%
SPA 112	246	1	1	1.00	100.0%
SPA 115	70	0	0		
SPA 116	66	0	0		
SPA 213	76	0	0		

Table 4. The Percentage Pass Rates by the Number of Tutoring Sessions Attended

Number of visits	Percentage pass rates 22-23	Percentage pass rates 23-24
1 or more	69.5%	70.8%
2 or more	71.1%	74%
3 or more	74.5%	75.9%
4 or more	78.9%	79.3%
5 or more	82.1%	81.1%
6 or more	86.1%	82.7%
7 or more	86.9%	85%
8 or more	89.1%	84.8%
9 or more	89.3%	87%
10 or more	91.2%	87.9%
11 or more	92%	87.9%
12 or more	93%	92.2%
13 or more	100%	95.7%

Graph 1. % of Students passing by number of Visor visits
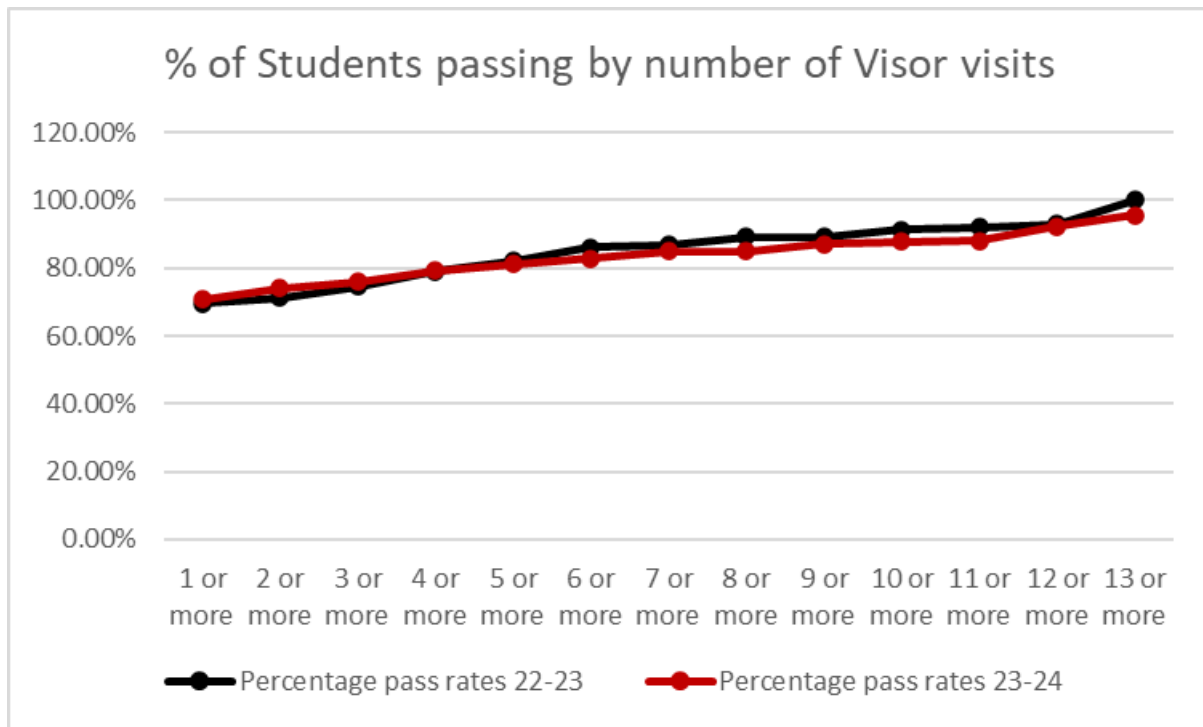
Table 5. Project Success Participation Summary

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Total participants in Project Success	114	535	213	652	258	779	205	783
Pre-Semester Advisor Check-in		239	70	172	56	199	76	232
Success Seminar I	30	266	85	408	155	470	89	314
Advisor Conference Form	34	198	61	205	96	231	57	153
Visor Center Workshops	0	105	27	88	29	133	28	68
Success Seminar II (New Starts not required)	13	153	47	192	69	316	65	207
Participation in Project Success Requirements-percentages								
Pre-Semester Advisor Check-in	#N/A	45%	33%	26%	22%	26%	37%	30%
Success Seminar I	26%	50%	40%	63%	60%	60%	43%	40%
Advisor Conference Form	30%	37%	29%	31%	37%	30%	28%	20%
Visor Center Workshops	0%	20%	13%	13%	11%	17%	14%	9%
Success Seminar II (New Starts not req.)	16%	29%	24%	30%	29%	41%	34%	27%

Table 6. Persistence Committee Overall Data

# of Students Funded by Fiscal Year and the Identifying Source							
	FY 19	**FY 20**	**FY 21**	**FY 22**	**FY 23**	**FY 24**	**Total to date**
# Students considered/discussed	123	180	197	139	167	129	935
							694 unique students
# Students rec'd funds	70	93	64	80	105	96	
Awarded by committee		77	53	37	91	89	508
Identified via data		16	11	13	14	7	

Award and Microgrants Amount Awarded by Fiscal Year and Level of Study							
	FY 19	**FY 20**	**FY 21**	**FY 22**	**FY 23**	**FY 24**	**Total to date**
Avg. award/student	$2,258.3	$1,814.4	$1,980.8	$2,378.0	$2,269.5	$2,135.1	-
Total microgrants awarded	$160,082.3	$168,742.3	$126,772.1	$242,355.3	$238,300.1	$204,966.1	$1,141,218.1

Total Microgrants Awarded from FY19 to FY 24 by Level of Study			
	Undergraduate Students	**Graduate Students**	**Total to date**
Total microgrants awarded	$1,060,576.2	$80,641.88	$1,141,218.1

# of Students Funded & Avg GPA by Level of Study								
	FY 19	**FY 20**	**FY 21**	**FY 22**	**FY 23**	**FY 24**	**Total to date**	**Avg GPA**
Undergraduate	10	31	52	64	76	75	316	2.96
Graduate	N/A	2	5	8	5	13	33	3.73

Textbook Assistance							
	FY 19	**FY 20**	**FY 21**	**FY 22**	**FY 23**	**FY 24**	**Total to date**
# rec'd textbook assistance	-	4	12	24	70	53	163
Total Spent	-	$333.7	$1,262.8	$2,321.4	$10,011.3	$8,598.2	$22,527.3
Avg textbook assistance	-	$83.4	$21.9	$96.7	$134.0	$162.2	$84.0

Table 7. Persistence Committee Next Term Registration Status

Persistence Retention						
	FY 19	**FY 20**	**FY 21**	**FY 22**	**FY 23**	**FY 24**
Total students discussed	120	112	120 (1 was not reg when discussed)	131	103	129
Enrolled next term	82 (68.3%)	82 (73.2%)	85 (70.8%)	92 (70.2%)	68 (66%)	87 (67%)
Enrolled or graduated next term	91 **(75.8%)**	91 **(81.2%)**	103 **(85.8%)**	106 **(80.9%)**	95 **(92.2%)**	102 **(79%)**
Not enrolled next term	38	30	35	38	35	42

Reasons Students Not Enrolled by Fiscal Year						
	FY 19	**FY 20**	**FY 21**	**FY 22**	**FY 23**	**FY 24**
Graduated	9	9	18	14	27	15
Withdrew	2	4	0	2	2	2
Canceled	1	2	0	3	1	2
Dismissed	15	2	3	7	4	2

Table 8. University College Success 101/ IDS 108 Academic Tracking

IDS Course	Term	# enrolled	# WX	Avg. GPA term of enrllmt	% in Good Standing Term of enrllmt	% enrolled 10th day next term
				exclude wx	exclude wx	exclude wx
Success 101/IDS 108	Fall 17	113	8	2.57	81%	91.4%
	Spring 18	81	7	2.06	54.1%	52.7%
	Fall 18	111	3	2.38	72.2%	90.7%
	Spring 19	49	3	1.69	43.5%	52.2%
	Fall 19	112	6	2.18	61.3%	90.6%
	Spring 20	43	4	2.57	66.7%	82.1%
	Fall 20	93	8	2.56	76.5%	90.6%
	Spring 21	33	9	1.79	50%	62.5%
	Fall 21	109	7	2.45	76.5%	94.1%
	Spring 22	15	2	1.81	38.5%	38.5%
	Fall 22	117	6	2.56	77.5%	97.3%
	Spring 23	33	3	1.64	40%	56.7%
	Fall 23	111	2	2.48	74.3%	87.2%
	Spring 24	14	1	2.3	69.2%	69.2%

Table 9. University College Summer Success Skills/ IDS 107 Academic Tracking

IDS Course	Term	# enrolled	# WX	Avg. GPA term of enrllmt exclude wx	% in Good Standing Term of enrllmt exclude wx	% enrolled 10th day next term exclude wx
Summer Success Skills/IDS 107	**Summer 17**	18	0	3.14	100%	100%
	Summer 18	41	0	3.62	100%	100%
	Summer 19	40	0	3.95	100%	100%
	Summer 20	not offered				
	Summer 21	39	1	3.88	100%	
	Summer 22	33	0	3.97	100%	93.9%
	Summer 23	60	0	3.78	98.3%	100%
	Summer 24	41	0	3.90	100%	100%

Table 10. University College Thrive & Thrive Mentor/ IDS 128 Academic Tracking

IDS Course	Term	# enrolled	# WX	Avg. GPA term of enrllmt exclude wx	% in Good Standing Term of enrllmt exclude wx	% enrolled 10th day next term exclude wx
Thrive Mentor/IDS 128	**Fall 18**	35	1	2.95	88.2%	100%
	Spring 19	9	2	2.18	71.4%	57.1%
	Fall 19	38	1	3.01	86.5%	91.9%
	Spring 20	10	0	3.06	90%	100%
	Fall 20	20	1	2.68	84.2%	89.5%
	Spring 21	8	1	2.15	57.1%	100%
	Fall 21	16	0	2.82	93.8%	100%
	Spring 22	7	1	2.42	66.7%	83.3%
Thrive/IDS 128	**Fall 18**	320	6	2.72	81.2%	91.7%
	Spring 19	61	4	2.52	80.7%	84.2%
	Fall 19	308	11	2.83	87.9%	95.6%
	Spring 20	51	3	2.9	79.2%	85.4%
	Fall 20	269	17	2.99	87.3%	96%
	Spring 21	75	11	2.76	75%	87.5%
	Fall 21	391	17	2.99	90.1%	96%
	Spring 22	58	3	2.48	74.6%	80%
	Fall 22	523	19	2.74	79.8%	92.1%
	Spring 23	89	9	2.23	66.3%	68.8%
	Fall 23	544	17	2.75	82.5%	94.9%
	Spring 24	80	3	2.11	61%	63.6%

Table 11. University College Transfer Student Seminar/ IDS 224 Academic Tracking

		# enrolled	# WX	Avg. GPA term of enrllmt	% in Good Standing Term of enrllmt	% enrolled 10th day next term
IDS Course	**Term**			exclude wx	exclude wx	exclude wx
Transfer Student Seminar /IDS 224	**Fall 23**	22	0	3.20	95.5%	100%
	Spring 24	4	0	3.40	75%	100%

Table 12. % of Early Alert (Formerly Midterm) Grades and Progress report Grades received by Academic Term

	Early Alert (Formerly Midterm) Grades Received		Progress Report Grades Received	
Term	% by Deadline	% Total	% by Deadline	% Total
Fall 16	82.9%	87.4%	63.4%	66.7%
Fall 17	78.3%	84.7%	65.6%	69.6%
Fall 18	74.5%	79.9%	62.8%	67.0%
Fall 19	85.6%	90.4%	56.3%	74.2%
Fall 20	87.25%	94.3%	84.3%	91.5%
Fall 21	87.1%	92.8%	82.9%	88.9%
Fall 22	86.4%	91.9%	76.7%	87.0%
Fall 23	85.9%	90.3%	83.8%	87.1%
Spring 17	72.1%	79.9%	61.3%	68.5%
Spring 18	76.8%	82.1%	64.2%	68.3%
Spring 19	78.6%	87.4%	68.5%	73.9%
Spring 20	81.8%	89.1%	70.1%	89.6%
Spring 21	89.5%	95.6%	84.2%	91.3%
Spring 22	83.9%	91.5%	71.8%	86.9%
Spring 23	85.1%	92.3%	71.3%	83.0%
Spring 24	87.4%	87.7%	86.1%	87.1%