

Illinois State University

University College

Strategic Priorities and Key Performance Indicators

Fall 2022-Spring 2023

University College has six Strategic Priorities to guide our work. These priorities align with Educate. Connect. Elevate., the University's strategic plan. Each of the strategic priorities have related metrics/key performance indicators (KPI's) by which University College can measure its success. Data collection reflects students who enrolled starting Fall 2022 and Spring 2023. Transition programs (Transfer Registration Days and Preview, reflect students who attended these programs in Spring 2022 or Summer 2022). Retention data is measured with students enrolled on the University Census Day/10th day Fall 2023. Thus, the data collection for this report begins Spring 2022 and concludes on Census Day, Fall 2023. Since the development of University College's Strategic Priorities, this is the third 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 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: Teach, Advise, Support 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 prior to 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.

Each year, KPI's are reviewed by the assigned unity 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. Collection and review of KPI's is already underway for the next reporting year, Fall 2023-Spring 2024 as is a comprehensive review of the Strategic Priorities.

Section 1: Strategic Priorities and Alignment with Educating Illinois

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

Alignment with Educate. Connect. Elevate

Strategic Direction 1: Enhance Strength & Stability

☑ Objective A - Ensure strong enrollment and student success

◦ Action 3. Increase retention and graduation rates

☑ Objective D - Use best practices to continuously improve sustainability and institutional effectiveness

◦ Action 3. Leverage data analytics to inform decision making

Strategic Direction 4: Enrich Engagement

☑ Objective D - Deepen student engagement in activities that prepare them for lifelong learning and success

◦ Action 2. Integrate career development and readiness opportunities throughout the collegiate career

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 Educate. Connect. Elevate.

Strategic Direction 1: Enhance Strength & Stability

☑ Objective A - Ensure strong enrollment and student success

◦ Action 3. Increase retention and graduation rates

☑ Objective D - Use best practices to continuously improve sustainability and institutional effectiveness

◦ Action 3. Leverage data analytics to inform decision-making

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

Alignment with Educate. Connect. Elevate.

Strategic Direction 1: Enhance Strength & Stability

☑ Objective A - Ensure strong enrollment and student success

◦ Action 3. Increase retention and graduation rates

☑ Objective D - Use best practices to continuously improve suitability and institutional effectiveness

◦ Action 3. Leverage data analytics to inform decision-making

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

Alignment with Educate. Connect. Elevate.

Strategic Direction 1: Enhance Strength & Stability

☑ Objective D - Use best practices to continuously improve sustainability and institutional effectiveness

◦ Increase collaboration across departments and divisions

Strategic Direction 2: Foster Innovation

☑ Objective A - Support academic program offerings to meet enrollment demand in current and emerging fields of study

◦ Action 2. Facilitate the development and growth of interdisciplinary programs

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

Alignment with Educate. Connect. Elevate.

Strategic Direction 1: Enhance Strength & Stability

- ▣ Objective D - Use best practices to continuously improve sustainability and institutional effectiveness
 - Action 2. Increase collaboration across departments and divisions

Strategic Direction IV. Enrich Engagement

- ▣ Objective A - Foster partnerships offering collaborative and mutually beneficial opportunities
 - Action 3. Sustain and grow existing relationships with external stakeholders

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

Alignment with Educate. Connect. Elevate.

Strategic Direction 1: Enhance Strength & Stability

- Objective B - Attract and retain exceptional faculty and staff
 - Action 2. Maximize employee growth through learning and professional development opportunities
 - Action 3. Foster a workplace culture that supports personal and community well-being

Strategic Direction 3: Nurture Diversity and Inclusion

- ▣ Objective B - Invigorate the campus community by providing a welcoming and inclusive environment
 - Action 1. Provide additional professional development toward cultural competency and inclusion

Section 2: Strategic Priorities, Key Performance Indicators, and Summary of Assessment Results

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. Additionally, some bulleted Key Performance Indicators provide a benchmark set by the University College leadership team. Following each KPI is a summary of the Assessment data collected. When indicated, KPI's additional data is provided in the appendix.

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

- KPI Rating: KPI MET
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 2022: 286 students/advisor
- KPI Rating: 86.1%, KPI EXCEEDED
KPI Goal: *Advisors and Academic Peer Advisors interact face-to-face with 85% of FTIC caseload in fall semester.*
KPI Data Summary:
86.1% of FTICs had a face-to-face meeting with a UC Academic and/or Peer Advisor in Fall 2022.
- KPI Rating: 95.5%, KPI EXCEEDED
KPI Goal: *All advisors earn 90% on Advisor Knowledge Assessment (advisor accuracy expected from Campus Advising Survey).*
KPI Data Summary:
In Fall 2022, 95.5% (21 out of 22 assessments completed) of academic advisors scored 90% or above on the Advisor Knowledge Assessment.
- KPI Rating: 98%, 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:
98% of the respondents (435 out of 442 respondents) in the Spring 2023 Student Satisfaction Survey responses of Agree or Strongly Agree that time with advisor was sufficient.

- KPI Rating: 97.7%, 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:
 97.7% of the respondents (432 out of 444 respondents) in the Spring 2023 Student Satisfaction Survey responses of Agree or Strongly Agree their Academic Advisor and/or Peer Academic Advisor provided a supportive environment.

- KPI Rating, 95.43%, KPI DEVELOPING
 KPI Goal: *98% of students who attend Preview are enrolled on Census Day in Fall.*
 KPI Data Summary:

Summer 22 Students Attended Preview	Number	Percentage
<i>Enrolled Fall 22</i>	3887	95.43%
<i>Not Enrolled Fall 22</i>	186	4.57%
<i>Total Students who Attended Preview</i>	4073	100.00%

- KPI Rating: KPI PROVIDED
 KPI Goal: *Students who attend Preview indicated they felt their overall experience with Preview was valuable and beneficial.*
 KPI Data Summary:
 92.8% (2278 of 2454) of students indicated they felt their overall experience with Preview was valuable and beneficial. 230 students who submitted a survey did not respond to this question.

- KPI Rating: 93.3%, KPI MET
 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 2022 FTIC's	N
<i>Enrolled Spring 23</i>	3709
<i>Not Enrolled Spring 23</i>	265
<i>Total Fall 22 FTIC</i>	3974
<i>Percent Enrolled</i>	93.3%

- KPI Rating: 93.6%, KPI EXCEEDED
 KPI Goal: *82% of students who attend a Transfer Day are enrolled on Census Day the next semester.*
 KPI Data Summary:

Fall 2022 Admitted Transfers by Transfer Day Participation and Enrollment				
TD Participation	Enrolled Fall	Not Enrolled Fall	Total	% Enrolled
<i>Checked in for Transfer Advising Appt.</i>	916	63	979	93.6%
<i>No Transfer Advising Appt. Recorded</i>	814	1,136	1,950	41.7%
<i>Total</i>	1,730	1,199	2,929	59.1%

- KPI Rating: 81.3%, KPI MET
KPI Goal: 80% of FTIC students retained first to second year.

KPI Data Summary:

	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort
ISU Retention Rates	80.6%	78.6%	78.6%	84.2%	83.2%	80.3%	81.3%

- KPI Rating: 92% KPI-DEVELOPING
KPI Goal: 95% students who attended Preview strongly agree/agree they have a good understanding of academic requirements for the first year.

KPI Data Summary:

2684 students completed the Preview evaluation and 92% (2263 of 2459 students) responded that they agreed they had a good understanding of academic requirements for their first year. 225 students who submitted a survey elected to not respond to this question.

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

KPI Data Summary:

Comments from Summer 2022. Comments reported as written with names removed for confidentiality.

- I started feel more comfortable with the campus as a whole
- Everyone was so positive, friendly and enthusiastic
- It was very meaningful for me to hear that asking for help is okay and if I need help I have it whenever I need.
- Honestly everyone deserves a shout out because they're taking time out of their day to help newcomers, and make them more comfortable with the school and meeting more people
- super impressed with ISU - the people, the students, the facilities, the surrounding area, the school spirit. Go Redbirds!
- Preview helped me so so much with every aspect. I feel so much more confident coming to ISU now, especially having a large group of friends I made to start!

- KPI Rating: KPI PROVIDED
KPI Goal: *Transfer Day Evaluation comments/results.*

KPI Data Summary:

Transfer Day evaluation comments from Fall 2022 and Spring 2023. Comments reported as written with names removed for confidentiality.

- Loved it! And appreciate this experience a lot! :)
- It was fun and exciting
- Everyone who was involved in the orientation process, answered any and all questions I had.
- It was a great time and I learned a lot of valuable information for my upcoming classes.
- Very beneficial and I was able to meet friends.
- i had a lot of fun and met new people
- Overall, I had a really great experience. It went smoothly and all of my questions were answered.

- KPI Rating: FYS (First Year Seminar) students retained 75.12% vs. 82.51% for those with no FYS, KPI DEVELOPING
 KPI Goal: *Students who complete a FYS are retained at higher rate fall to fall when compared to students who do not complete a FYS.*

KPI Data Summary:

Fall 2022 FTC Enrollment	By Persistence Category/Likelihood of Persisting			
	All Students	Lowest	Medium	Highest
<i>Students with a FY Seminar Fall 22 Retention to Fall 23</i>	75.12%	62.75%	80.29%	92.08%
<i>Students with No FY Fall 22 Seminar Retention to Fall 23</i>	82.51%	64.79%	83.72%	94.27%
<i>All FTC Retention Fall 2023 Cohort</i>	81.33%	64.31%	83.14%	94.08%

**Data totals provided in the Appendix on page 30.*

- 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:

187 students were tagged as pre-health in Campus Solutions and reach out was made to students before they attended Preview.

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

- KPI Rating: KPI PROVIDED

KPI Goal: *In 2022-23, UC developed programs to meet the needs of students.*

KPI Data Summary:

- A hybrid model for our Transfer Registration & Orientation Day was created and implemented. The experience separated advisement and orientation, which gave more flexibility to students and encouraged earlier registration for classes instead of days set by the program. Additionally, interactive sessions for our in-person orientation days allowed students to connect with each other, other faculty/staff, and current students while on-campus.
- The Visor Center co-hosted two (2) A Night Against Procrastination events with Milner Library and CAST Connections to highlight academic support resources and to help students prepare for upcoming academic projects, assignments, and exams. These events were a part of the Resource Rich: Spring 2023 Student Success Series.
- The Visor Center began offering asynchronous writing assistance for all undergraduate courses. These allow students the ability to submit their writing online and receive feedback from our writing tutors asynchronously.
- Spring 2023, the Visor Center created a monthly in-house staff newsletter, highlighting events, services, surveys; and employees (student workers, GAs, and full-time staff).
- The Visor Center completed renovations, including restructuring areas and adding technology to better serve students' needs. This renovation provided a much-needed overhaul to provide a more supportive and inclusive space.
- Created and implemented a Curriculum & Instruction Summer workshop series to better prepare and train IDS instructors to meet the needs of our FTIC in transition courses.
- The partnership between Hope Chicago and ISU began in the 2022-2023 academic year. A new full-time position was created to lead the coordination of this program. This program also partnered with housing, financial aid, admissions, and the Provost's Office.
- Summer Outreach Specialists (SOS) provided incoming students opportunities to connect with Illinois State University, develop a plan for engagement, and identify resources to support their overall wellbeing. Additionally, SOS outreach efforts will normalize and talk through the college student transition process and provide a space for incoming students to ask questions. Six undergraduate students served as SOS staff and were paid from GEER funding in the Provost's Office. Staff focused on 3 main outreach campaigns: reminding students to take their ALEKS placement test, signing up for Preview, and following up on an incoming student's Preview experience.
- University College Academic Advising continues to refine advising caseloads to provide smaller, more accessible caseloads for our students who are part of certain student groups, including CBOs, as well as student who are less likely to be retained based on predictive analytics.
- Peer Academic Coach's (PACs) worked with 65 students during the 22-23 academic year over 263 appointments. While the PAC program provided support and helped some students, it was underutilized.

University College spent the academic year exploring and accessing needs and will launch revamped support through Peer Success Advocates for Fall 2023.

- In Fall 2022 and Spring 2023, study skill and other academic related workshops were offered online, at the Visor Center and in Milner Library, with 4,354 participants. Many students attend multiple workshops as this reflects 1,736 individual students who participated in workshops during the school year. Workshop topics include Manage Your Time to Manage Your Goals, Note Taking, and Overcoming Test Anxiety. 97% of participants indicated that workshops met or exceeded their expectations. University College staff also provide in-class presentations on academic and study skill topics.
- 33 students attended Winter Preview, an optional transition program designed to help First Year students who enroll in the Spring semester make an effective transition. While the number attending is small, this represents half of all FTC's who enrolled for Spring 2023.

- KPI Rating: 99% KPI EXCEEDED

KPI Goal: *90% of students would recommend tutoring at the Visor Center to a friend.*

KPI Data Summary:

Visor Center Tutor Evaluation Responses						
Would you recommend tutoring at the Visor Center to a friend?	Fall 22	Fall 22%	Spring 23	Spring 23%	22-23 Total	%Total 22-23
<i>Total Responses</i>	292		289		581	
<i>Yes</i>	286	97.90%	288	99.70%	574	99%
<i>No</i>	6	2.10%	1	0.30%	7	1%
<hr/>						
Fall Question: Did you learn new learning strategies in your sessions? Spring Question: Do you feel like you have developed your own personal learning strategies in your tutoring sessions?	Fall 22	Fall 22%	Spring 23	Spring 23%	22-23 Total	%Total 22-23
<i>Total Responses</i>	292		289		581	
<i>Yes</i>	247	84.6%	268	93.0%	515	89%
<i>No</i>	45	15.4%	21	7.0%	66	11%

- KPI Rating: 89% KPI EXCEEDED

KPI Goal: *85% of students who participated in Visor Center services report learning academic strategies.*

KPI Data Summary: See **Visor Center 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 2022 & Spring 2023			
Visor Services	Fall 2022	Spring 2023	Grand Total
<i>Coaching</i>	466	249	715
<i>Tutoring</i>	4498	4142	8640
<i>Other (Study or other meeting)</i>	593	376	969
<i>Academic Support Communities</i>	265	281	546
<i>Workshops</i>	2398	1624	4022
Grand Total	8220	6672	14,892

39.2% of Fall 2022 FTC's utilized Visor Center Services at least once during their first year.

- KPI Rating: 88.16% KPI EXCEEDED

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

KPI Data Summary:

Visor Tutoring Participation Fall 22						
<i>Course Final Grade by # Tutoring Sessions Attended</i>						
<i># Tutoring Sessions Attended</i>						
Final Grade	1-3			4-7	8 or more	Total
<i>Grade of A, B or C</i>	224	169	164	557		
<i>Grade of D, F or WX</i>	156	69	20	245		
<i>Total</i>	380	238	184	802		
<i>% C or better</i>	58.95%	71.01%	89.13%	69.45%		
Visor Tutoring Participation Spring 23						
<i>Course Final Grade by # Tutoring Sessions Attended</i>						
<i># Tutoring Sessions Attended</i>						
Final Grade	1-3			4-7	8 or more	Total
<i>Grade of A, B, or C</i>	130	106	171	407		
<i>Grade of D, F or WX</i>	115	68	25	208		
<i>Total</i>	245	174	196	615		
<i>% C or better</i>	53.06%	60.92%	87.24%	66.18%		
Visor Tutoring Participation 22-23						
<i>Course Final Grade by # Tutoring Sessions Attended</i>						
<i># Tutoring Sessions Attended</i>						
Final Grade	1-3			4-7	8 or more	Total
<i>Grade of A, B, or C</i>	354	275	335	964		
<i>Grade of D, F or WX</i>	271	137	45	453		
<i>Total</i>	625	412	380	1417		
<i>% C or better</i>	56.64%	66.75%	88.16%	68.03%		

*Appendix includes Tutoring Pass Rate data by individual course on page 31 & 32.

- KPI Rating: 68%, 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)
<i>Math 102</i>						
	Fall 22	95	10	85	57	67.06%
	Spring 23	51	10	41	23	56.10%
<i>Math 102.01</i>						
	Fall 22	25	1	24	21	87.50%
	Spring 23	13	1	12	6	50.00%
<i>Math 104</i>						
	Fall 22	193	25	168	111	66.07%
	Spring 23	92	11	81	60	74.07%
<i>22-23 Total</i>		469	58	411	278	67.64%

- KPI Rating: 29.9%, KPI DEVELOPING
KPI Goal: 45% 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 2022	Spring 2023	22-23 Total
<i>Total In Project Success</i>	258	779	1037
<i>In Good Standing at end of Term</i>	60	250	310
<i>% in Good Standing</i>	23%	32%	29.9%

- KPI Rating: 50.8%, KPI MET
KPI Goal: 50% students on continued academic probation returned to good standing at the end of the term.
KPI Data Summary:

Project Rebound Good Standing Results			
	Fall 2022	Spring 2023	22-23 Total
<i>Total In Project Rebound</i>	166	100	266
<i>In Good Standing at End of Term</i>	76	59	135
<i>% in Good Standing</i>	46%	59%	50.8%

- 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 2022		Spring 2023	
	# Completed	% Completed	# Completed	% Completed
<i>Total participants in Project Success</i>	258		779	
<i>Pre-Semester Advisor Check-in</i>	56	23%	199	26%
<i>Success Seminar I</i>	155	60%	470	60%
<i>Advisor Conference Form</i>	96	37%	231	30%
<i>Visor Center Workshops</i>	29	11%	133	17%
<i>Success Seminar II (New Starts not required)</i>	69	27%	316	41%

**Appendix provides historical data on Project Success participation on page 34.*

- 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 179 students were affiliated with a community-based organization (CBO) during the 2022-2023 academic year.
- The Julia N. Visor Center hosted a series of eight CBO advising meetings for One Goal and Bottom Line across two semesters.
- University College support staff reviewed midterm grades for active students in CBOs and sent email notifications, offering referrals to academic support resources for those with grades indicating academic risk.

- 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 2022-23 academic year, STEM Alliance hosted a total of 17 events that totaled 24 attendees at various events. Events included:

- Orientation for new and returning members
- Community of Scholars Workshops
- STEM Socials
- Lunch and Learns
- Matching with Faculty mentors

- 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:

- “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 through out the university”
- “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”
- “Being soar has made me look at ISU different and I’m happy I’m apart of it”
- “SOAR is always great because they always prepare me inside and outside of the class room. Also, they supply us with the resources we need to be successful! Soar finds ways to improve us personally and professionally.”
- “SOAR is a great program to meet people like you and make life-long relationships. The events and guest speakers were amazing and educational.”

- 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 (26 total attendees), Physical Therapy/Occupational Therapy (33 total attendees), Physician Assistant/Chiropractic/Optometrlist (15 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 2023, 16 committee interviews completed from February 2021-May 2021 (includes MD, DO, DDS).

- KPI Rating: KPI Provided

KPI Goal: *Easily accessible web content for students*

KPI Data Summary:

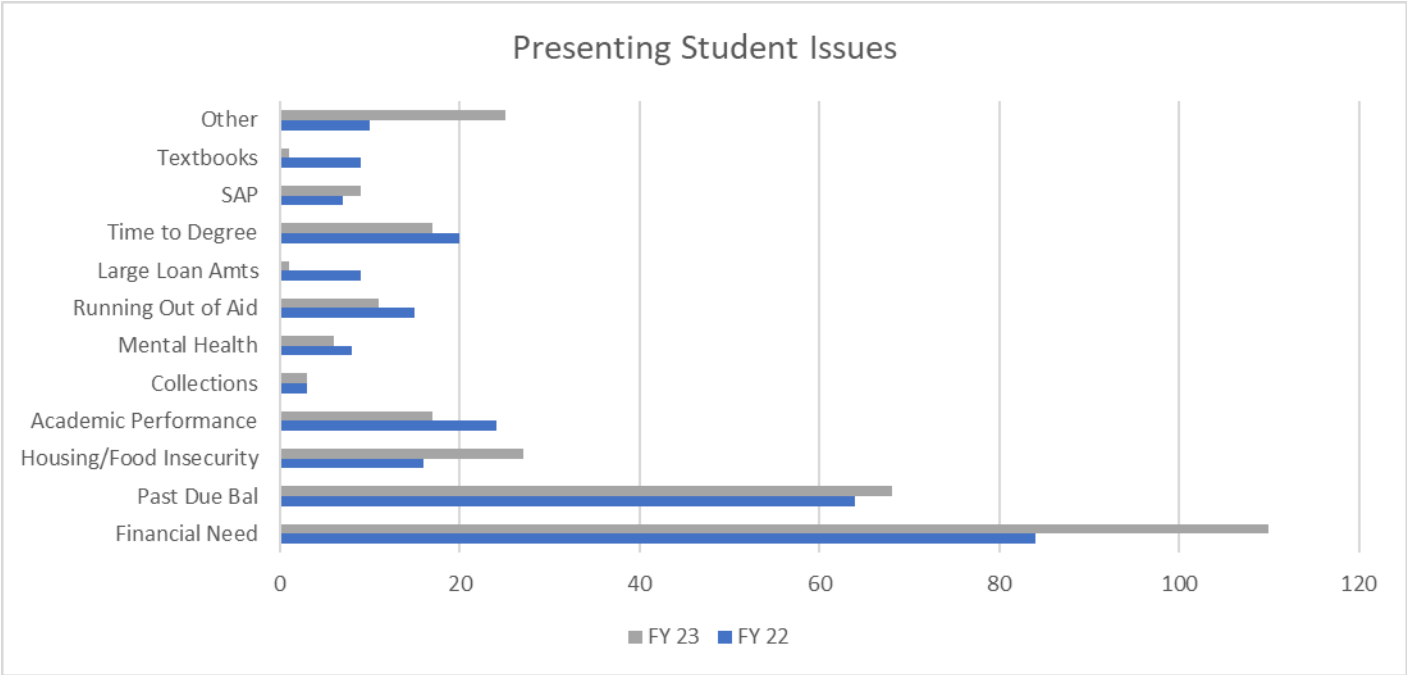
University College and WEB and Interactive Communications completed a comprehensive overhaul of the University College web site with revisions going live May 2023. This work, involving University College leadership from all areas, consisted of a complete revision of existing content focusing on the ease of navigation and student-centered language. While improvements continue to be made to provide more opportunities for web site interaction, the new site provided a much-needed refreshment and a noticeable improvement in navigation.

- 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 22-23 academic year had an increase in students presenting with financial need, a past due balance and housing/food insecurity.



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

Metrics/Key Performance Indicators

- KPI Rating: KPI PROVIDED

KPI Goal: *Successful certification through Program Review for University Studies and Interdisciplinary Studies.*

KPI Data Summary:

The IDS BA/BS and University Studies BA/BS program completed a successful program review in spring/summer 2019. The committee recommended we explore increasing enrollment in the IDS major, and merge sequences to simplify the IDS program. Specifically, they recommended consolidating the IDS and University Studies programs. This recommendation was followed, and changes approved for the 2022/2023 catalog were implemented. As recommended the University Studies and the IDS-Multidisciplinary Studies option as majors were removed and an IDS-Liberal Studies was created to go alongside the IDS-Individualized and IDS-HES sequences. Efforts to increase enrollment in the major are ongoing.

- KPI Rating: 96%, 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 2022-23
<i>% in Good Standing</i>	81%	81%	96%
<i>% Persisting to next year</i>	81%	81%	95%
<i>% with bachelor's degree attained</i>	61%	61%	71%

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

- KPI Rating: 95%, 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: 71%, 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.

- KPI Rating: KPI PROVIDED

KPI Goal: #s of US and IDS graduates each semester and avg. GPA

KPI Data Summary:

In the 2022-23 Academic year, 126 students graduated in a University Studies/Interdisciplinary Studies degree program with an average GPA of a 2.84.

Fall 22 Graduates	Count	Average Cum. GPA
<i>Interdisciplinary Studies/University Studies BA/BS</i>		
Human and Ed Services	10	3.36
Liberal Studies/University Studies	21	2.59
<i>Grand Total</i>	31	2.84

Spring 23 Graduates	Count	Average Cum. GPA
<i>Interdisciplinary Studies/University Studies BA/BS</i>		
Human and Ed Services	17	3.28
Liberal Studies/University Studies	48	2.68
<i>Grand Total</i>	65	2.84

Summer 23 Graduates	Count	Average Cum. GPA
<i>Interdisciplinary Studies/University Studies BA/BS</i>		
Human and Ed Services	4	3.33
Liberal Studies/University Studies	28	2.77
<i>Grand Total</i>	32	2.83

- KPI Rating: Fall 2022 KPI EXCEEDED by .1%

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

KPI Data Summary:

Fall Cohort Term	2015 Cohort	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort
<i>ISU Retention Rates¹</i>	81.1%	80.6%	78.6%	78.9%	84.2%	83.2%	80.3%	81.3%
<i>NCES Public 4 Year Inst Retention Rates²</i>	81.2%	81.2%	81.3%	81.2%	81.5%	82.4%	80.8%	81.2%

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

²NCES 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](#)

- 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:
 - For the 2022-2023 academic year 96 of 139 students who appealed were admitted to a major for a rate of 69.1%

- 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-Health advising meets regularly with students to provide support and assistance in preparing for their professional career.
 - Pre-professional advising in University College and the Biology Department meet with current, prospective and former students regarding their healthcare paths. During the 2022-2023 academic year, 177 students made 239 one-on-one appointments with the University College Pre-Health Advisor. Data is unavailable for the Biology Department.

- 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 2022-23 academic year each Community Based Organization was provided a University College staff member primary contact. Organizations included: Phoenix Pact, Bottom Line, One Goal, and Hope Chicago. The liaison maintained regular communication with each organization and provided information on how to support students.

- 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
<i>Fall 2021 Cohort (14 students)</i>	14/14 (100%)	11/14 (79%)	69.1%
<i>Fall 2022 Cohort (14 students)</i>	13/14 (93%)	13/14 (93%)	65.0%

University College Transition Courses KPI's

- KPI Rating: 2.56, KPI EXCEEDED
KPI Goal: Avg. GPA for IDS 108 fall students 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 22	117	6	2.56	77.48%	97.30%
	Spring 23	33	3	1.64	40.00%	56.67%
Summer Success Skills/IDS 107	Summer 23	60	0	3.78	98.33%	100.00%
Thrive/IDS 128 ³	Fall 22	523	19	2.74	79.76%	92.06%
	Spring 23	89	9	2.23	66.25%	68.75%

*Appendix pg. 35-36 provide historical IDS Course Data

- KPI Rating: 77.48%, KPI EXCEEDED
KPI Goal: 75% of fall IDS 108 students in good academic standing.
KPI Data Summary: See **IDS Courses and Academics** table above.
- KPI Rating: Fall 97.30% KPI EXCEEDED, Spring 56.67% KPI DEVELOPING
KPI Goal: 90% IDS 108 students registered for 2nd semester.
KPI Data Summary: See **IDS Courses and Academics** table above.
- KPI Rating: 1.64, KPI DEVELOPING
KPI Goal: Avg. GPA for IDS 108 spring students 2.0.
KPI Data Summary: See **IDS Courses and Academics** table above.
- KPI Rating: 40%, KPI DEVELOPING
KPI Goal: 50% of spring IDS 108 students in good academic standing.
KPI Data Summary: See **IDS Courses and Academics** table above.
- KPI Rating: 56.67%, KPI EXCEEDED
KPI Goal: 50% of spring IDS 108 students registered for 2nd year.
KPI Data Summary: See **IDS Courses and Academics** table above.
- KPI Rating: 2.74, KPI DEVELOPING
KPI Goal: Avg. GPA for IDS 128 fall students 3.0.
KPI Data Summary: See **IDS Courses and Academics** table above.
- KPI Rating: 79.76%, KPI DEVELOPING
KPI Goal: 90% of fall IDS 128 students in good academic standing.
KPI Data Summary: See **IDS Courses and Academics** table above.

³ Students participating in Thrive Mentor program were merged with all Thrive sections

- KPI Rating: 92.06% Fall KPI DEVELOPING, 68.75% Spring KPI DEVELOPING
KPI Goal: *95% IDS 128 students registered for 2nd semester.*
KPI Data Summary: See **IDS Courses and Academics** table above.

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

Metrics/Key Performance Indicators

- KPI Rating: 86.4% % in Fall 22 & 85.1%% in Spring 22, KPI EXCEEDED

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

KPI Data Summary:

Midterm Grades Received			Progress Report Grades Received	
<i>Term</i>	% by Deadline	% Total	% by Deadline	% Total
<i>Fall 22</i>	86.4%	91.90%	76.70	87.0%
<i>Spring 23</i>	85.1%	92.3%	71.34%	82.97%

**Additional data in Appendix page 39.*

The midterm grade collection begins in week 6 of each semester and is timed to be shared with students by the official midpoint of the semester. The progress report collection begins in week 11 and is timed with the last day to withdraw from the University. When changes are made to the withdrawal deadlines, the grade collection timeline is modified.

- KPI Rating: 92.3% KPI EXCEEDED

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

KPI Data Summary:

92.3% (95 of 103) of students discussed in the Persistence Committee enrolled the following semester or graduate.

**Additional Persistence Information found in the Appendix on page 34.*

- KPI Rating: KPI PROVIDED

KPI Goal: *Easily accessible web content for faculty and staff.*

KPI Data Summary:

University College and WEB and Interactive Communications completed a comprehensive overhaul of the University College website with revisions going live May 2023. This work, involving University College leadership from all areas, consisted of a complete revision of existing content focusing on the ease of navigation and easy-to-understand content. While improvements continue to be made to provide more opportunities for website interaction, the new site provided a much-needed refresh and a noticeable improvement in navigation.

- KPI Rating: KPI PROVIDED

KPI Goal: *Present and outreach about UC programs and services (NFO, Symposium).*

KPI Data Summary:

University College conducted the following outreach efforts:

- Three University College staff members shared information about UC programs and services as members of the Student Success Community of Practice and hosting the University Student Success Think Tank meeting in May 2023.
- Visor Center staff presented an overview of the Hope Chicago program including services offered and update of students to the President’s Cabinet

- Dr. Keenan Wimbley was included in a panel for the 2023 EDI Leaders Circle Symposium. The panel titled “Ingredients for Equity Centered Student Success and College Completion” included a discussion of Visor Center services that are equity focused.
- Visor Center 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 Visor Services at the start of each semester and targeted emails were sent to instructors teaching a class that University College was providing tutoring for.
- 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.
- University College advisors conducted several meetings with individual departments as part of their liaison duties.
- 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.
- Dr. Michael ‘Brody’ Broshears, Director of University College, was introduced and addressed the Academic Advising Community at the Spring Advisor Day program.
- University College participates in Festival ISU and other campuswide promotional events to provide awareness of programs and services for all students.

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

Metrics/Key Performance Indicators (narrative reporting)

- 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:

- UC presented at AAC meetings gathering feedback and endorsement of the changes to the Transfer Registration and Orientation Day Advisement (TROD) program. Changes included the modality of TROD advisement appointments moving to a hybrid program hybrid with virtual advisement and in-person orientation. The presentation included a review of the TROD “satisfaction survey” responses to ensure a data-informed decision.
- Retention information was shared with the College of Business Advising regarding their cohorts.
- UCAA shares general retention information in regular meetings and discussions with departments and schools.
- Academic and retention related updates were shared regularly with the Redbird Care Team.

- KPI Rating: KPI PROVIDED

KPI Goal: *Execute Marketing and Promotion Plan for UC.*

KPI Data Summary:

- The UC Communications Coordinator position was unfilled for most of the school year. The UC Director utilized this time to evaluate and revamp the position and related organizational structure. In Spring 23 the position was searched and filled as of July 2023.
- During this time, essential position duties were covered including website updates and social media promotions.
- In Spring 2023, University College leadership worked with WEB and Interactive Communications to complete a much-needed overhaul of the University College Website. The revamped site was live in May 2023 and provided easier navigation and concise content.
- UCAA and Preview collaborated with the School of Communication create engaging and sessions during Preview.
- The Peer Academic Coaching Program was highlighted on the University flagship social media pages to promote awareness and participation.
- The Julia N. Visor Academic Center promoted study skill workshops on lobby and hallway screens across campus and highlighted Center activities on various social media outlets.

- KPI Rating: KPI PROVIDED

KPI Goal: *Influence University-wide initiatives through leadership and involvement.*

KPI Data Summary:

- Three 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.
- Three UC staff members participated in the Association of Public and Land-grant Universities (APLU) and Association for Institutional Research (AIR) Data Literacy Institute designed to build and sustain data-informed decision cultures.
- UC staff members were invited to take part in the NASPA 360 Proof initiative with Student Affairs.

360 Proof is a comprehensive evidenced-based program created to help universities reduce the consequences of high-risk alcohol use and enhance collaboration between campus prevention teams, students, and their support systems.

- Four UC staff members are on the Academic Advising Council, which works to support effective and cohesive campus-wide advising.
- University College leadership partnered with the Honors Program leadership to foster a collaborative relationship and improve student services and experiences.
- The UC TRIO program continued to coordinate a campus-wide recognition of first-generation students in early November. The program engaged over 230 students.

- 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:

- 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.
- University College is represented on the Transfer Council which meets monthly to ensure a smooth transition and student success for transfer students.
- Visor Center staff provided personal outreach to all students in First year Seminar courses who were identified via the persistence model as potentially benefiting from additional support. Additionally, any student in a First-year seminar who displayed concerns received personal outreach.
- Visor Center staff collaborated and partnered with One Goal to host on-campus visits for their staff to assist them in supporting their ISU enrolled students.
- 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.
- 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 students managed by the care team.
- University College assisted the College of Applied Science and Technology identify and award 20 students' one-time scholarships totaling \$45,335.42.
- University College and the Financial Aid Office reviewed, and the Persistence Committee assisted 85 unique students with course materials during the Fall 2022 and Spring 2023 semesters totaling \$10,908.50. Additionally, University College assisted the School of Communication with providing Com 110 TohHat access codes and workbooks to 40 students with demonstrated need.

- 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:

- For our incoming first year and transfer students, University College utilizes Slate and works closely with Admissions to communicate with students and their families regarding the orientation programming.
- FTIC and new transfer student orientation programming works to ease anxieties about the college transition by offering programming for parents and family members through partnerships with the Dean of Students.
- Visor Center presented at the following Admissions events: Redbird Days, Redbird Experience, and Open Houses to share information regarding academic support for prospective students.
- Visor Center 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.
- Career Services hosted an exclusive resume workshop for SOAR Scholars.
- Visor Center delivered academic and study skills workshops upon request from faculty and staff from the following areas: Psychology, KNR, IDS. Additionally, a collaboration with Milner Library delivered a workshop series focused on the resources available to students in Milner library.
- Visor Center promoted services directly to students in various ways.
 - Staff participated in the Student Government Association Resource Awareness Fair in Spring 2023, hosted a table in the Bone Student Center
 - Presented at every Preview session to all guests and incoming students.
- First year experience courses, Success 101 and Thrive, partnered with several areas to provide exposure, content, and resources to first year students. These areas include Leadership Launch (partnership with LEAD), Career Services, Civic Engagement, Health Promotion and Wellness, Milner Library and Financial Aid.
- For Preview 2022, University College Academic Advisement made significant changes to the delivery of Advisement related information to focus more on student transition vs. academic policy.

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

Metrics/Key Performance Indicators

- 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:

- The UC Training and Learning Committee (TLC) provides ongoing professional development opportunities for UC staff. The TLC committee provided resources on many topics for staff to use, including a book club for all staff: “From Behaving to Belonging: The inclusive art of supporting the students who challenge us.” In addition to book club discussions, TLC coordinated various staff development sessions on the following topics during the 2022-2023 academic year: “Positive, student-centered communication,” “Breaking the mold with Coaching: Developing and upskilling effective techniques in the workplace,” technology and life hacks for efficiency (in collaboration with Career Services), and special topics on applying Myers-Briggs types to our work.
- The TLC committee coordinated and facilitated the annual UC retreat which focused on developing as professionals to better serve our students, connecting as a staff, and celebrating our successes, more activities with our book “From Behaving to Belonging: The inclusive art of supporting the students who challenge us.”
- UC supports the EMAS professional development opportunities through coordination assistance and staff participation.
- UC staff regularly engage in various campus professional development opportunities through the campus community, including Student Affairs programs, as permitted.
- UCAA collaborates with many areas to offer professional development and training sessions for UCAA staff during 2022-23, including Career Services, Campus Recreation, and other areas within EMAS.

- 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 biweekly/monthly 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. TLC organizes volunteer opportunities with Midwest Food Bank for UC staff to connect with each other and help the community. 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.

- KPI Rating: KPI PROVIDED
 KPI Goal: *Participate in University sponsored development opportunities.*
 KPI Data Summary:
 University College staff regularly participate in campus development opportunities including the campus CRCC, EMAS professional development sessions, and sessions shared through Student Affairs. In addition, University College has participated in the Academic Affairs Growth Change team, is engaged in the Academic Advising Council and related sub-committees, has representation on the Administrative Professional Employee Council.
- KPI Rating: KPI PROVIDED
 KPI Goal: *Staff complete Climate Survey agree/strongly agree UC cultivates a diverse and inclusive environment.*
 KPI Data Summary:
 51.4% of UC staff who completed the 2023 Climate Survey indicated that they agree/strongly agree that University College cultivates a diverse and inclusive environment. This represents 19 of the 37 total survey responses for this item.
- KPI Rating: 64.9%, KPI Developing
 KPI Goal: *80% staff complete Climate Survey agree/strongly agree UC encourages open two-way communication.*
 KPI Data Summary:
 64.9% of staff who completed the 2023 Climate survey agree/strongly agree that UC encourages open two-way communication. This represents 24 of the 37 survey responses for this item.
- KPI Rating: 54.1%, 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:
 54.1% of UC staff who completed the 2023 Climate Survey indicated that they agree/strongly agree that UC provides training and development opportunities that complement career goals. This includes 20 of the 37 responses.
- 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:

 - 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.
 - For the second-year consecutive year, TRIO staff lead UC in decorating the 3rd floor Fell to show Homecoming spirit and bring our staff together.
 - 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.
 - University College collects employee feedback with the annual Spring Climate Survey.
 - 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.

- Visor Center provided many opportunities to support community including:
 - The Visor Center hosted multiple potlucks to support community for staff reporting to the center with an emphasis on building community.
 - The Visor Center hosted “de-stressing” 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.
 - Visor Center hosted beginning and end of Semester events for all its student employees to build the team and support the community.
 - Visor Center and the Developmental Math Lab hosted a tutor appreciation week, to show their appreciation for their student tutors.
- 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.

- 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. Additionally, student employees are regularly provided formal evaluations and feedback to assist with professional growth.
- The Visor Center 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.
- Visor Center conducts mid-year and end of year graduate assistant evaluations.
- 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 Visor Center 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.
- 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 feeling 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.

- Peer Academic Coaches are observed on skills and strategies used during appointments. They are provided feedback on what went well, areas for improvement, and the development of goals.

Appendix

Table 1. Fall 2022 FTC Enrollment by Census Persistence Category

	Enrolled	Not Enrolled	Total	Percentage
<i>IDS Enrollment Fall 22</i>	477	158	635	75.12%
<i>High/Highest</i>	93	8	101	92.08%
<i>Medium</i>	224	55	279	80.29%
<i>Low/Lowest</i>	160	95	255	62.75%
<i>No IDS Enrollment Fall 22</i>	2755	584	3339	82.51%
<i>High/Highest</i>	1052	64	1116	94.27%
<i>Medium</i>	1162	226	1388	83.72%
<i>Low/Lowest</i>	541	294	835	64.79%
<i>Total FTC enrollment</i>	3232	742	3974	81.33%
<i>High/Highest</i>	1145	72	1217	94.08%
<i>Medium</i>	1386	281	1667	83.14%
<i>Low/Lowest</i>	701	389	1090	64.31%

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

Table 2. % Students Receiving a C or better in Course by Visor Tutoring Attendance Fall 2022

	1-3 visits	4-7 visits	8 or more	No Tutoring	Grand Total
<i>ACC 131</i>	6.23%	1.50%	3.74%	88.53%	100.00%
<i>ACC 132</i>	2.34%	0.78%	0.78%	96.09%	100.00%
<i>BSC 101</i>	2.71%	4.19%	2.96%	90.15%	100.00%
<i>BSC 181</i>	0.00%	2.04%	0.00%	97.96%	100.00%
<i>BSC 196</i>	7.22%	9.28%	1.03%	82.47%	100.00%
<i>BSC 197</i>	4.07%	3.62%	2.71%	89.59%	100.00%
<i>CHE 102</i>	2.88%	0.92%	0.65%	95.56%	100.00%
<i>CHE 110</i>	8.00%	8.00%	10.40%	73.60%	100.00%
<i>CHE 140</i>	6.43%	4.68%	5.85%	83.04%	100.00%
<i>CHE 141</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>ECO 101</i>	2.24%	1.50%	1.12%	95.14%	100.00%
<i>FRE 111</i>	2.94%	0.00%	0.00%	97.06%	100.00%
<i>FRE 112</i>	5.00%	0.00%	0.00%	95.00%	100.00%
<i>FRE 115</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>GEO 102</i>	0.18%	0.53%	0.00%	99.29%	100.00%
<i>GEO 135</i>	0.30%	0.00%	0.00%	99.70%	100.00%
<i>GEO 142</i>	0.21%	0.00%	0.00%	99.79%	100.00%
<i>HIS 102</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>HIS 135</i>	1.23%	0.61%	0.00%	98.16%	100.00%
<i>KNR 181</i>	3.20%	1.60%	0.00%	95.20%	100.00%
<i>KNR 182</i>	1.54%	1.54%	0.00%	96.92%	100.00%
<i>MAT 113</i>	3.43%	2.29%	5.72%	88.56%	100.00%
<i>MAT 119</i>	3.62%	3.17%	3.62%	89.59%	100.00%
<i>MAT 120</i>	2.92%	2.19%	2.49%	92.40%	100.00%
<i>MAT 121</i>	4.17%	3.33%	5.83%	86.67%	100.00%
<i>MAT 144</i>	5.00%	0.00%	0.00%	95.00%	100.00%
<i>MAT 145</i>	2.68%	4.03%	3.36%	89.93%	100.00%
<i>MAT 146</i>	3.64%	0.00%	0.00%	96.36%	100.00%
<i>MAT 147</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>MQM 100</i>	1.50%	0.64%	0.00%	97.85%	100.00%
<i>PHY 102</i>	1.09%	0.27%	0.00%	98.63%	100.00%
<i>PHY 105</i>	1.88%	0.47%	0.00%	97.65%	100.00%
<i>PHY 108</i>	6.86%	2.94%	7.84%	82.35%	100.00%
<i>POL 101</i>	0.65%	1.62%	1.30%	96.43%	100.00%
<i>POL 106</i>	0.20%	0.20%	0.39%	99.22%	100.00%
<i>POL 140</i>	0.00%	0.00%	2.00%	98.00%	100.00%
<i>PSY 110</i>	0.11%	1.07%	0.54%	98.28%	100.00%
<i>SED 101</i>	0.43%	0.00%	0.00%	99.57%	100.00%
<i>SOC 106</i>	0.19%	0.39%	0.00%	99.42%	100.00%
<i>SPA 111</i>	0.00%	0.00%	0.00%	100.00%	100.00%

Table 3. % Students Receiving a C or better in Course by Visor Tutoring Attendance Spring 2023

	1-3 visits	4-7 visits	8 or more	No Tutoring	Grand Total
<i>ACC 131</i>	2.85%	1.22%	1.22%	94.72%	100.00%
<i>ACC 132</i>	2.16%	1.89%	1.89%	94.07%	100.00%
<i>BSC 101</i>	1.64%	1.97%	3.28%	93.11%	100.00%
<i>BSC 181</i>	3.03%	0.00%	8.08%	88.89%	100.00%
<i>BSC 196</i>	0.52%	3.11%	4.66%	91.71%	100.00%
<i>BSC 197</i>	2.94%	2.94%	1.47%	92.65%	100.00%
<i>CHE 102</i>	2.56%	2.09%	4.42%	90.93%	100.00%
<i>CHE 110</i>	4.10%	3.28%	10.66%	81.97%	100.00%
<i>CHE 140</i>	3.65%	2.19%	3.65%	90.51%	100.00%
<i>CHE 141</i>	0.68%	4.08%	8.16%	87.07%	100.00%
<i>ECO 101</i>	1.58%	0.99%	0.20%	97.23%	100.00%
<i>FRE 111</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>FRE 112</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>FRE 115</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>GEO 102</i>	0.32%	0.16%	0.16%	99.36%	100.00%
<i>GEO 135</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>GEO 142</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>HIS 102</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>HIS 135</i>	0.00%	0.00%	1.11%	98.89%	100.00%
<i>KNR 181</i>	1.52%	3.03%	4.55%	90.91%	100.00%
<i>KNR 182</i>	0.85%	0.00%	1.71%	97.44%	100.00%
<i>MAT 113</i>	2.83%	2.52%	4.72%	89.94%	100.00%
<i>MAT 119</i>	3.77%	5.03%	6.29%	84.91%	100.00%
<i>MAT 120</i>	3.13%	1.79%	4.46%	90.63%	100.00%
<i>MAT 121</i>	0.52%	3.13%	4.17%	92.19%	100.00%
<i>MAT 144</i>	0.00%	0.00%	6.25%	93.75%	100.00%
<i>MAT 145</i>	0.00%	4.71%	4.71%	90.59%	100.00%
<i>MAT 146</i>	2.50%	1.25%	2.50%	93.75%	100.00%
<i>MAT 147</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>MQM 100</i>	2.04%	0.51%	0.00%	97.46%	100.00%
<i>PHY 102</i>	0.55%	0.28%	0.28%	98.89%	100.00%
<i>PHY 105</i>	2.83%	0.40%	0.00%	96.76%	100.00%
<i>PHY 108</i>	7.69%	7.69%	1.92%	82.69%	100.00%
<i>POL 101</i>	0.78%	0.00%	0.39%	98.83%	100.00%
<i>POL 106</i>	0.68%	0.34%	0.00%	98.98%	100.00%
<i>POL 140</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>PSY 110</i>	1.07%	0.30%	0.00%	98.63%	100.00%
<i>SED 101</i>	0.00%	0.00%	0.00%	100.00%	100.00%
<i>SOC 106</i>	0.00%	0.00%	0.45%	99.55%	100.00%

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

Number of visits	Percentage pass rates
1 or more	69.45%
2 or more	71.10%
3 or more	74.45%
4 or more	78.91%
5 or more	82.06%
6 or more	86.13%
7 or more	86.88%
8 or more	89.13%
9 or more	89.29%
10 or more	91.21%
12 or more	92%
11 or more	92.98%
13 or more	100%

Graph 1. % of Students passing by number of Visor visits

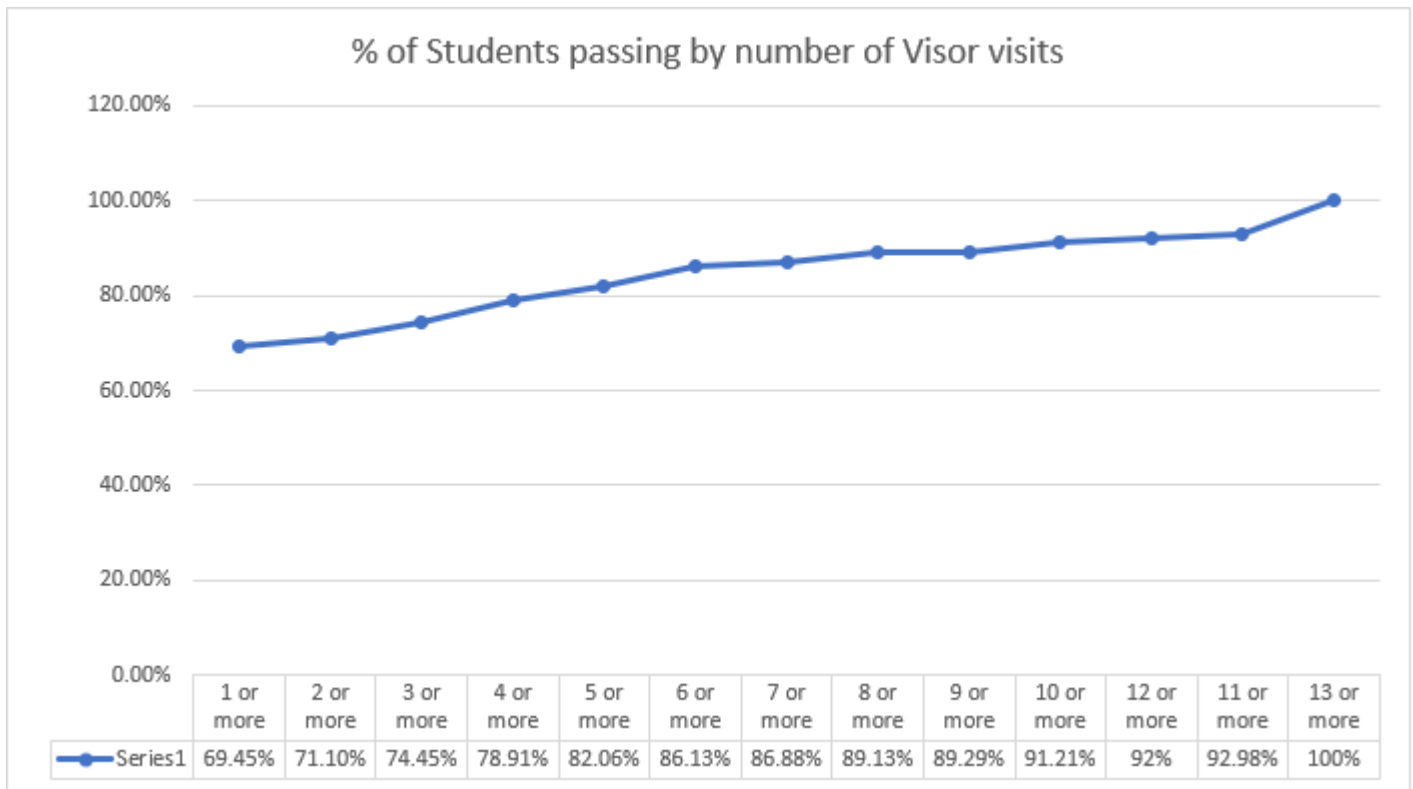


Table 5. Project Success Participation Summary

	Fall 2019	Spring 2020*	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
<i>Total participants in Project Success</i>	293	968	114	535	213	652	258	779
<i>Pre-Semester Advisor Check-in</i>				239	70	172	56	199
<i>Success Seminar I</i>	152	690	30	266	85	408	155	470
<i>Advisor Conference Form</i>	114	515	34	198	61	205	96	231
<i>Visor Center Workshops</i>	95	235	0	105	27	88	29	133
<i>Success Seminar II (New Starts not required)</i>	122	316	13	153	47	192	69	316
<i>Participation in Project Success Requirements-percentages</i>								
<i>Pre-Semester Advisor Check-in</i>	#N/A	#N/A	#N/A	45%	33%	26%	22%	26%
<i>Success Seminar I</i>	52%	71%	26%	50%	40%	63%	60%	60%
<i>Advisor Conference Form</i>	39%	53%	30%	37%	29%	31%	37%	30%
<i>Visor Center Workshops</i>	32%	24%	0%	20%	13%	13%	11%	17%
<i>Success Seminar II (New Starts not req.)</i>	45%	33%	16%	29%	24%	30%	29%	41%

*COVID-19, Project Success was offered online via Reggienet

Table 6. Persistence Committee Overall Data

	FY 19	FY 20	FY 21	FY 22	FY 23	Total to date
<i># students considered/discussed</i>	123	180	197	139	167	806
						624 unique students
<i># students rec'd funds</i>	70	93	64	80	105	412
<i>Awarded by committee</i>		77	53	37	91	
<i>Identified via data</i>		16	11	13	14	
<i>Avg. award/student</i>	\$2,258.32	\$1,814.43	\$1,980.81	\$2,378.04	\$2,269.52	\$2,140.22
Total microgrants awarded	\$160,082.25	\$168,742.26	\$126,772.09	\$242,355.31	\$238,300.09	\$936,252.00
<i># funded who graduate</i>	12	32	45	67	81	258
	FA 18-Sum 19	FA 19-Sum 20	FA 20-SP 21	Sum 21-SP 22	Sum 22-SP 23	Avg GPA = 3.06
Textbook Assistance						
<i># rec'd textbook assistance</i>	-	4	12	24	70	
Total spent	-	\$ 333.69	\$ 1,262.75	\$ 2,321.37	\$ 10,011.27	\$ 13,929.08
<i>Avg textbook assistance</i>	-	\$ 83.42	\$ 21.89	\$ 96.74	\$ 134.02	\$ 84.02

Table 7. University College Transition Courses 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
<i>Success 101/IDS 108</i>	Fall 17	113	8	2.57	81.00%	91.40%
	Spring 18	81	7	2.06	54.10%	52.70%
	Fall 18	111	3	2.38	72.20%	90.70%
	Spring 19	49	3	1.69	43.50%	52.20%
	Fall 19	112	6	2.18	61.30%	90.60%
	Spring 20	43	4	2.57	66.70%	82.10%
	Fall 20	93	8	2.56	76.50%	90.60%
	Spring 21	33	9	1.79	50%	62.5%
	Fall 21	109	7	2.45	76.47%	94.12%
	Spring 22	15	2	1.81	38.46%	38.46%
	Fall 22	117	6	2.56	77.48%	97.30%
	Spring 23	33	3	1.64	40.00%	56.67%
<i>Summer Success Skills/IDS 107</i>	Summer 22	33	0	3.97	100%	93.94%
	Summer 17	18	0	3.14	100.00%	100.00%
	Summer 18	41	0	3.62	100.00%	100.00%
	Summer 19	40	0	3.95	100.00%	100.00%
	Summer 20	not offered				
	Summer 21	39	1	3.88	100%	
	Summer 22	33	0	3.97	100.00%	93.94%
	Summer 23	60	0	3.78	98.33%	100.00%
<i>Thrive Mentor/IDS 128</i>						
	Fall 18	35	1	2.95	88.20%	100.00%
	Spring 19	9	2	2.18	71.40%	57.10%
	Fall 19	38	1	3.01	86.50%	91.90%
	Spring 20	10	0	3.06	90.00%	100.00%
	Fall 20	20	1	2.68	84.20%	89.50%
	Spring 21	8	1	2.15	57.14%	100%
	Fall 21	16	0	2.82	93.75%	100%
	Spring 22	7	1	2.42	66.67%	83.33%
<i>Thrive/IDS 128</i>						

	Fall 18	320	6	2.72	81.20%	91.70%
	Spring 19	61	4	2.52	80.70%	84.20%
	Fall 19	308	11	2.83	87.90%	95.60%
	Spring 20	51	3	2.9	79.20%	85.40%
	Fall 20	269	17	2.99	87.30%	96.00%
	Spring 21	75	11	2.76	75.00%	87.50%
	Fall 21	391	17	2.99	90.11%	95.99%
	Spring 22	58	3	2.48	74.55%	80.00%
	Fall 22	523	19	2.74	79.76%	92.06%
	Spring 23	89	9	2.23	66.25%	68.75%

Table 8. Liberal Studies/University Studies/IDS Major Graduates

Academic Year	Avg. GPA	Number of Graduates
<i>2017-2018</i>	2.88	142
<i>2018-2019</i>	2.97	144
<i>2019-2020</i>	2.92	144
<i>2020-2021</i>	2.85	126
<i>2021-2022</i>	2.83	96
<i>2022-2023</i>	2.84	126

Graph 2. University Studies/ Liberal Studies/ Interdisciplinary Studies Graduates by Academic Year

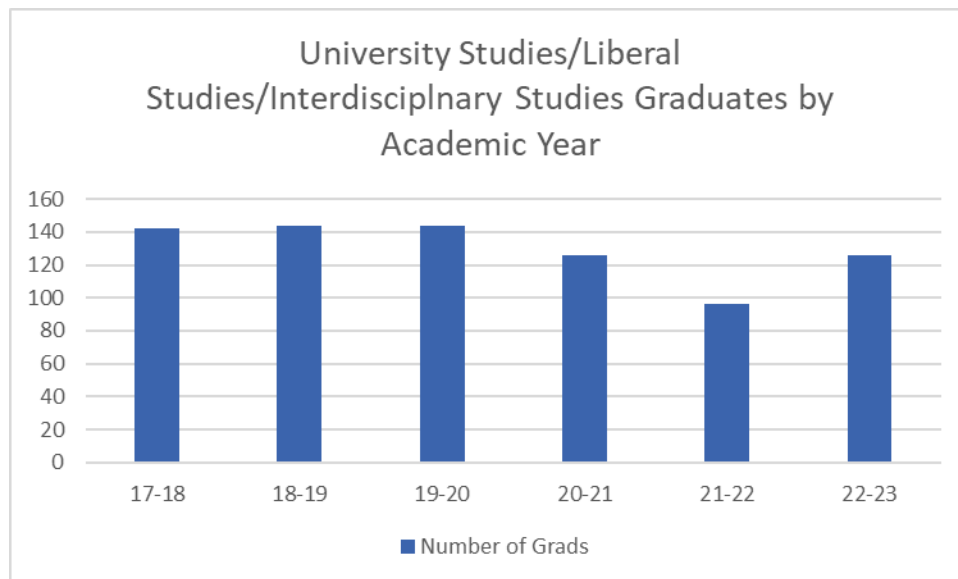


Table 9. University Studies/ Liberal Studies Graduates and Avg. GPA by Academic Term

U-Studies/Liberal Studies Term	# graduates	Avg. GPA
<i>Summer 2017</i>	35	2.68
<i>Fall 2017</i>	26	2.45
<i>Spring 2018</i>	34	2.44
<i>Summer 2018</i>	16	2.3
<i>Fall 2018</i>	44	2.51
<i>Spring 2019</i>	39	2.57
<i>Summer 2019</i>	29	2.49
<i>Fall 2019</i>	29	2.55
<i>Spring 2020</i>	42	2.58
<i>Summer 2020</i>	26	2.56
<i>Fall 2020</i>	45	2.65
<i>Spring 2021</i>	41	2.59
<i>Summer 21</i>	20	2.63
<i>Fall 21</i>	19	2.62
<i>Spring 22</i>	41	2.75
<i>Summer 22</i>	22	2.62
<i>Fall 22</i>	21	2.59
<i>Spring 23</i>	48	2.68
<i>Summer 23</i>	28	2.77

Table 10. Interdisciplinary Studies Graduates and Avg. GPA by Academic Term

IDS Human and Educational Services Plan Term	# of Graduates	Avg. GPA
<i>Summer 2015</i>	8	3.09
<i>Fall 2015</i>	17	3.21
<i>Spring 2016</i>	20	3.20
<i>Summer 2016</i>	4	2.74
<i>Fall 2016</i>	37	3.34
<i>Spring 2017</i>	25	3.23
<i>Summer 2017</i>	9	3.23
<i>Fall 2017</i>	20	3.22
<i>Spring 2018</i>	18	3.27
<i>Summer 2018</i>	14	3.26
<i>Fall 2018</i>	9	3.07
<i>Spring 2019</i>	21	3.24
<i>Summer 2019</i>	7	3.27
<i>Fall 2019</i>	17	3.20
<i>Spring 2020</i>	18	3.13
<i>Summer 2020</i>	3	3.00
<i>Fall 2020</i>	4	2.96
<i>Spring 2021</i>	7	3.32
<i>Summer 21</i>	2	3.19
<i>Fall 21</i>	8	3.14
<i>Spring 22</i>	17	3.32
<i>Summer 22</i>	5	3.21
<i>Fall 22</i>	10	3.36
<i>Spring 23</i>	17	3.28
<i>Summer 23</i>	4	3.33

Table 11. % of Midterm Grades and Progress report Grades received by Academic Term

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