

FACULTY SENATE EXECUTIVE COMMITTEE
February 23, 2023 – 2:30PM
Magnolia Room, Morris University Center
Approved Minutes

The regular meeting of the Faculty Senate Executive Committee was called to order at 2:31 pm on Thursday, February 23, 2023 in the Magnolia Room of the Morris University Center by President Jingyi Jia.

Present: Jingyi Jia, E. Duff Wrobbel, Barbara McCracken, Bob Bitter, Igor Crk, Keith Hecht, Adriana Martinez, Michael Shaw, Jie Ying

Absent: Shrikant Jategaonkar, Kamran Shavezipur

Guests: Scott Belobrajdic, Sally Boutelle, Jeff Chitwood, Geoff Edwards, Chris Leopold

Public Comment:

There was no public comment.

Consideration of Minutes:

The minutes for the February 9, 2023 meeting were approved as written.

Unfinished Business:

Due to time restraints, a discussion and proposal related to the discuss listserv policy was tabled.

New Business:

The Enrollment Systems, Research and Analysis (ESRA) group, along with Geoff Edwards and Scott Belobrajdic, presented on retention and graduation benchmarks. Please see the attached presentation.

Welfare Council co-chair Bob Bitter detailed revisions to the council's operating papers. Because of time constraints, and because several FSEC members were unable to stay past 4 pm, Jia suggest Bitter email the revisions to FSEC.

The deadline for applicant submissions to be the next ombudsperson is April 1, 2023.

Reports:

There were no reports.

Adjournment:

The meeting adjourned at 4:28 pm.

Submitted by Michael Tadlock, University Governance

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Retention Benchmarks

Sally Boutelle
Jeff Chitwood
Chris Leopold
Dr. Geoff Edwards

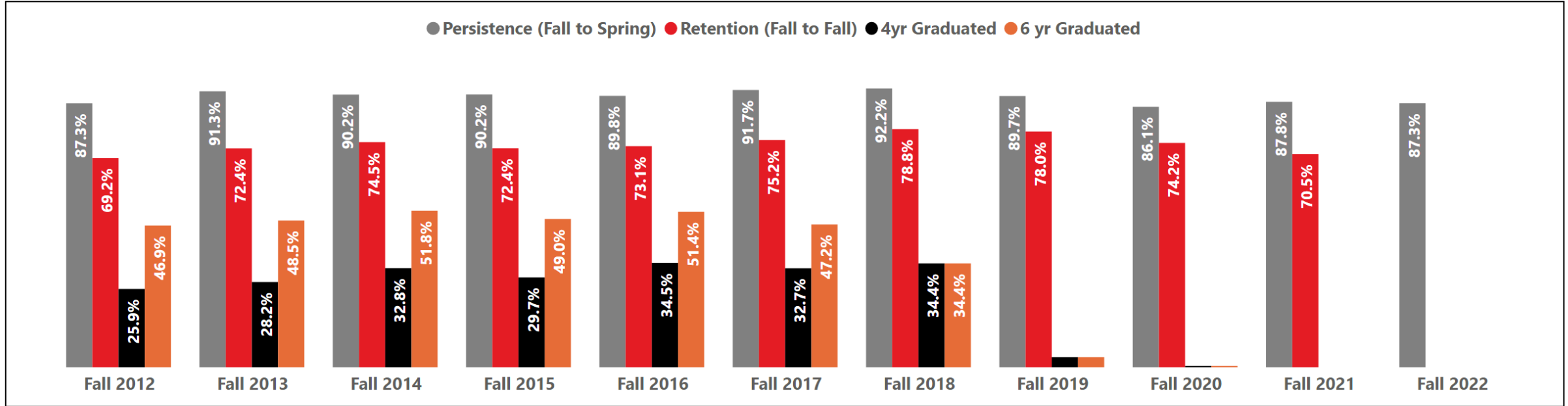




Retention & Graduation Benchmarks

**First-Time, First Year Retention and Graduation Rates
by Cohort**

**Data from IR Cohort freezes, graduation data through Spring 2022
Refreshed Feb. 2023*



Cohort Entry	Cohort Count	Persist-Spring	Year 2 Retention	Year 3 Retention	Year 4 Retention	Year 5 Retention	Year 6 Retention	Graduated Year 4	Graduated Year 5	Graduated Year 6
Fall 2012	2,039	87.3%	69.2%	59.8%	55.4%	28.9%	87.3%	25.9%	43.3%	46.9%
Fall 2013	1,926	91.3%	72.4%	63.0%	57.8%	29.6%	91.3%	28.2%	44.2%	48.5%
Fall 2014	2,091	90.2%	74.5%	65.4%	59.6%	26.6%	90.2%	32.8%	47.2%	51.8%
Fall 2015	2,070	90.2%	72.4%	63.0%	57.0%	27.2%	90.2%	29.7%	44.6%	49.0%
Fall 2016	1,916	89.8%	73.1%	64.4%	59.2%	26.6%	89.8%	34.5%	47.4%	51.4%
Fall 2017	1,772	91.7%	75.2%	67.3%	60.6%	28.2%	91.7%	32.7%	47.2%	47.2%
Fall 2018	1,685	92.2%	78.8%	69.3%	61.8%	24.5%	92.2%	34.4%	34.4%	34.4%
Fall 2019	1,644	89.7%	78.0%	67.3%	59.2%	0.0%	89.7%	3.3%	3.3%	3.3%
Fall 2020	1,508	86.1%	74.2%	65.3%	0.0%		86.1%	0.3%	0.3%	0.3%
Fall 2021	1,936	87.8%	70.5%	0.0%			87.8%	0.0%	0.0%	0.0%

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

Model Explanation

First-Year Retention Rates - Model* & Performance

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

Cohort Entry	Actual Results				Expected Results			Performance	
	Cohort Count	HS GPA Avg	Unmet Need Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
Fall 2016	1,916	3.44	\$8,503	73.1%	1,401	75.8%	1,452	-2.7%	-51
Fall 2017	1,772	3.47	\$5,355	75.2%	1,332	76.4%	1,353	-1.2%	-21
Fall 2018	1,685	3.49	\$5,197	78.8%	1,327	76.8%	1,295	1.9%	32
Fall 2019	1,644	3.54	\$6,647	78.0%	1,282	77.8%	1,279	0.2%	3
Fall 2020	1,508	3.57	\$7,397	74.2%	1,119	78.6%	1,185	-4.4%	-66
Fall 2021	1,936	3.55	\$5,814	70.5%	1,365	78.1%	1,512	-7.6%	-147
Total	10,461	3.50	\$6,489	74.8%	7,826	77.2%	8,075	-2.4%	-249

HS GPA group	Cohort Count	HS GPA Avg	Unmet Need Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
3.48-4.0	6,024	3.85	\$6,597	84.7%	5,100	86.1%	5,187	-1.4%	-87
3.02-3.48	2,367	3.26	\$6,252	68.0%	1,609	71.8%	1,700	-3.8%	-91
2.28-3.02	1,825	2.74	\$6,405	54.2%	989	58.3%	1,064	-4.1%	-75
0.1-2.28	109	2.15	\$7,148	39.4%	43	32.4%	35	7.0%	8
No GPA	136		\$5,822	62.5%	85	66.1%	90	-3.6%	-5
Total	10,461	3.50	\$6,489	74.8%	7,826	77.2%	8,075	-2.4%	-249

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

No DFW Grades in 1st Semester

First-Year Retention Rates - Model* & Performance

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

DFW Count	
■	0
□	1
□	2-3
□	4-6
□	7-12

Cohort Entry	Actual Results				Expected Results			Performance	
	Cohort Count	HS GPA Avg	Unmet Need Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
Fall 2016	1,083	3.64	\$8,623	89.0%	964	80.4%	871	8.6%	93
Fall 2017	1,052	3.64	\$5,524	89.2%	938	80.4%	846	8.7%	92
Fall 2018	1,021	3.68	\$5,133	90.4%	923	81.0%	827	9.4%	96
Fall 2019	950	3.73	\$7,046	92.1%	875	81.7%	777	10.4%	98
Fall 2020	853	3.76	\$7,379	88.4%	754	82.6%	704	5.8%	50
Fall 2021	1,038	3.72	\$6,313	87.7%	910	81.6%	847	6.1%	63
Total	5,997	3.69	\$6,664	89.4%	5,364	81.2%	4,872	8.2%	492
HS GPA group	Cohort Count	HS GPA Avg	Unmet Need Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
3.48-4.0	4,457	3.88	\$6,718	91.6%	4,083	86.1%	3,837	5.5%	246
3.02-3.48	1,007	3.28	\$6,481	85.9%	865	71.8%	723	14.1%	142
2.28-3.02	443	2.78	\$6,485	78.8%	349	58.3%	258	20.5%	91
0.1-2.28	18	2.16	\$7,236	83.3%	15	32.4%	6	50.9%	9
No GPA	72		\$6,493	72.2%	52	66.1%	48	6.1%	4
Total	5,997	3.69	\$6,664	89.4%	5,364	81.2%	4,872	8.2%	492

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

First-Year Retention Rates - Model* & Performance

No DFW Grades 1st Semester & Major Declared

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

DFW Count

- 0
- 1
- 2-3
- 4-6
- 7-12

When Declared

- (Blank)
- By 2nd Sem

Cohort Entry	Actual Results				Expected Results		Performance		
	Cohort Count	HS GPA Avg	Unmet Need Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
Fall 2016	482	3.78	\$8,664	93.6%	451	83.4%	402	10.2%	49
Fall 2017	443	3.79	\$5,501	92.1%	408	83.5%	370	8.6%	38
Fall 2018	452	3.80	\$5,157	92.3%	417	83.7%	378	8.6%	39
Fall 2019	416	3.85	\$7,573	96.9%	403	84.2%	350	12.7%	53
Fall 2020	409	3.87	\$7,199	92.2%	377	84.8%	347	7.4%	30
Fall 2021	461	3.85	\$6,719	90.7%	418	84.7%	391	5.9%	27
Total	2,663	3.82	\$6,816	92.9%	2,474	84.0%	2,237	8.9%	237

HS GPA group	Cohort Count	HS GPA Avg	Unmet Need Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
3.48-4.0	2,352	3.90	\$6,873	93.5%	2,198	86.1%	2,025	7.4%	173
3.02-3.48	227	3.30	\$6,332	89.9%	204	71.8%	163	18.1%	41
2.28-3.02	68	2.81	\$6,565	86.8%	59	58.3%	40	28.5%	19
0.1-2.28	3	2.22	\$5,830	66.7%	2	32.4%	1	34.3%	1
No GPA	13		\$3,782	84.6%	11	66.1%	9	18.5%	2
Total	2,663	3.82	\$6,816	92.9%	2,474	84.0%	2,237	8.9%	237

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

**First-Year Retention & Persistence
Model* & Performance**

Adding Persistence to Model

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

	Actual Retention				Expected Retention		Performance		Actual Persistence		Expected Persistence		Performance	
Cohort Entry	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
Fall 2016	1,916	3.44	73.1%	1,401	75.8%	1,452	-2.7%	-51	89.8%	1720	91.0%	1743	-1.21%	-23
Fall 2017	1,772	3.47	75.2%	1,332	76.4%	1,353	-1.2%	-21	91.7%	1625	91.2%	1616	0.49%	9
Fall 2018	1,685	3.49	78.8%	1,327	76.8%	1,295	1.9%	32	92.2%	1554	91.4%	1540	0.81%	14
Fall 2019	1,644	3.54	78.0%	1,282	77.8%	1,279	0.2%	3	89.7%	1475	91.8%	1509	-2.04%	-34
Fall 2020	1,508	3.57	74.2%	1,119	78.6%	1,185	-4.4%	-66	86.1%	1299	92.1%	1388	-5.93%	-89
Fall 2021	1,936	3.55	70.5%	1,365	78.1%	1,512	-7.6%	-147	87.8%	1700	91.9%	1779	-4.11%	-79
Total	10,461	3.50	74.8%	7,826	77.2%	8,075	-2.4%	-249	89.6%	9373	91.5%	9576	-1.94%	-203
HS GPA group	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
3.48-4.0	6,024	3.85	84.7%	5,100	86.1%	5,187	-1.4%	-87	94.0%	5660	95.1%	5729	-1.14%	-69
3.02-3.48	2,367	3.26	68.0%	1,609	71.8%	1,700	-3.8%	-91	87.1%	2061	89.2%	2111	-2.13%	-50
2.28-3.02	1,825	2.74	54.2%	989	58.3%	1,064	-4.1%	-75	80.3%	1466	84.4%	1540	-4.07%	-74
0.1-2.28	109	2.15	39.4%	43	32.4%	35	7.0%	8	71.6%	78	70.5%	77	1.06%	1
No GPA	136		62.5%	85	66.1%	90	-3.6%	-5	79.4%	108	87.5%	119	-8.09%	-11
Total	10,461	3.50	74.8%	7,826	77.2%	8,075	-2.4%	-249	89.6%	9373	91.5%	9576	-1.94%	-203

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

**First-Year Retention & Persistence
Model* & Performance**

No DFW Grades in 1st Semester

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

- DFW**
- 0
 - 1
 - 2-3
 - 4-6
 - 7-12

	Actual Retention				Expected Retention		Performance		Actual Persistence		Expected Persistence		Performance	
Cohort Entry	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
Fall 2016	1,083	3.64	89.0%	964	80.4%	871	8.6%	93	96.0%	1040	92.8%	1005	3.21%	35
Fall 2017	1,052	3.64	89.2%	938	80.4%	846	8.7%	92	96.9%	1019	92.8%	977	4.04%	42
Fall 2018	1,021	3.68	90.4%	923	81.0%	827	9.4%	96	98.2%	1003	93.1%	950	5.16%	53
Fall 2019	950	3.73	92.1%	875	81.7%	777	10.4%	98	96.9%	921	93.3%	887	3.60%	34
Fall 2020	853	3.76	88.4%	754	82.6%	704	5.8%	50	96.6%	824	93.7%	799	2.92%	25
Fall 2021	1,038	3.72	87.7%	910	81.6%	847	6.1%	63	96.6%	1003	93.3%	968	3.33%	35
Total	5,997	3.69	89.4%	5,364	81.2%	4,872	8.2%	492	96.9%	5810	93.2%	5586	3.73%	224
HS GPA group	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
3.48-4.0	4,457	3.88	91.6%	4,083	86.1%	3,837	5.5%	246	97.6%	4351	95.1%	4239	2.52%	112
3.02-3.48	1,007	3.28	85.9%	865	71.8%	723	14.1%	142	95.9%	966	89.2%	898	6.73%	68
2.28-3.02	443	2.78	78.8%	349	58.3%	258	20.5%	91	93.7%	415	84.4%	374	9.28%	41
0.1-2.28	18	2.16	83.3%	15	32.4%	6	50.9%	9	100.0%	18	70.5%	13	29.50%	5
No GPA	72		72.2%	52	66.1%	48	6.1%	4	83.3%	60	87.5%	63	-4.17%	-3
Total	5,997	3.69	89.4%	5,364	81.2%	4,872	8.2%	492	96.9%	5810	93.2%	5586	3.73%	224

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

**First-Year Retention & Persistence
Model* & Performance**

No DFW Grades 1st Semester & Major Declared

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

Actual Retention

Expected Retention

Performance

Actual Persistence

Expected Persistence

Performance

DFW	Cohort Entry	Actual Retention				Expected Retention		Performance		Actual Persistence		Expected Persistence		Performance		
		Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	
<input type="checkbox"/>	Fall 2016	482	3.78	93.6%	451	83.4%	402	10.2%	49	98.3%	474	94.0%	453	4.34%	21	
<input type="checkbox"/>	Fall 2017	443	3.79	92.1%	408	83.5%	370	8.6%	38	99.1%	439	94.0%	417	5.06%	22	
<input type="checkbox"/>	Fall 2018	452	3.80	92.3%	417	83.7%	378	8.6%	39	98.9%	447	94.1%	425	4.78%	22	
<input type="checkbox"/>	Fall 2019	416	3.85	96.9%	403	84.2%	350	12.7%	53	97.8%	407	94.3%	392	3.51%	15	
<input type="checkbox"/>	Fall 2020	409	3.87	92.2%	377	84.8%	347	7.4%	30	98.8%	404	94.6%	387	4.22%	17	
<input type="checkbox"/>	Fall 2021	461	3.85	90.7%	418	84.7%	391	5.9%	27	98.3%	453	94.6%	436	3.71%	17	
<input checked="" type="checkbox"/>	Total	2,663	3.82	92.9%	2,474	84.0%	2,237	8.9%	237	98.5%	2624	94.3%	2510	4.28%	114	
Declared		HS GPA group	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
<input type="checkbox"/>		3.48-4.0	2,352	3.90	93.5%	2,198	86.1%	2,025	7.4%	173	98.6%	2319	95.1%	2237	3.50%	82
<input type="checkbox"/>		3.02-3.48	227	3.30	89.9%	204	71.8%	163	18.1%	41	98.2%	223	89.2%	202	9.04%	21
<input type="checkbox"/>		2.28-3.02	68	2.81	86.8%	59	58.3%	40	28.5%	19	98.5%	67	84.4%	57	14.13%	10
<input type="checkbox"/>		0.1-2.28	3	2.22	66.7%	2	32.4%	1	34.3%	1	100.0%	3	70.5%	2	29.50%	1
<input type="checkbox"/>		No GPA	13		84.6%	11	66.1%	9	18.5%	2	92.3%	12	87.5%	11	4.81%	1
<input checked="" type="checkbox"/>		Total	2,663	3.82	92.9%	2,474	84.0%	2,237	8.9%	237	98.5%	2624	94.3%	2510	4.28%	114

DFW

- 0
- 1
- 2-3
- 4-6
- 7-12

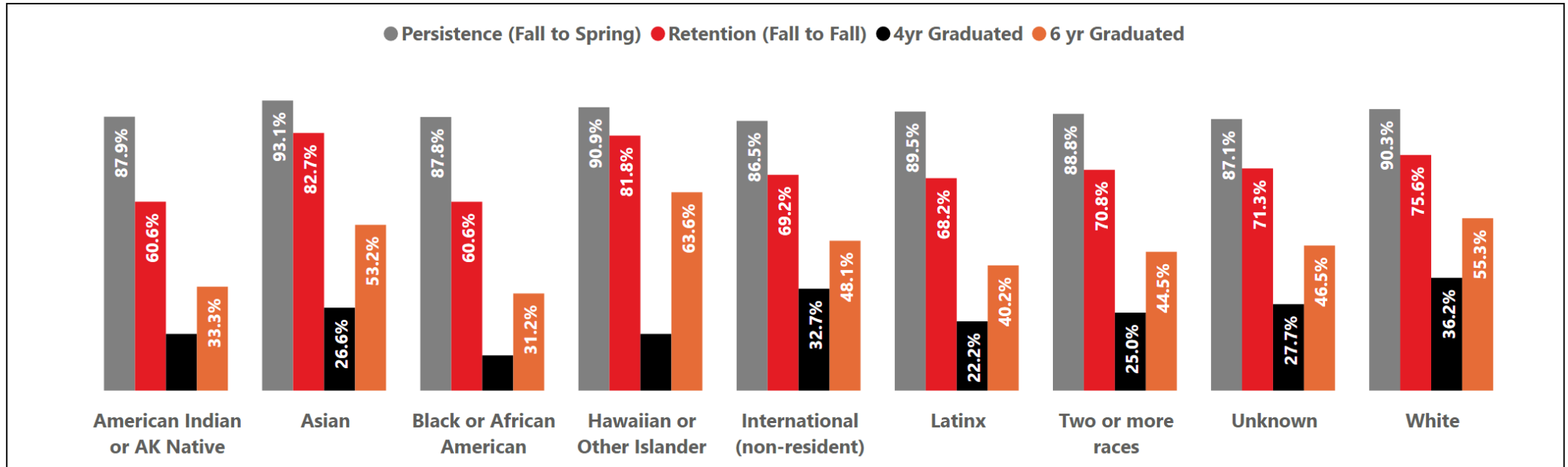
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Undergraduate Retention and Graduation Rates
First-Time, First-Year (by Cohort)

Longitudinal by Race & Ethnicity (2012-2016)

*Graduation data through Spring 2022



Race & Ethnicity	Cohort Count	Persist-Spring	Year 2 Retention	Year 3 Retention	Year 4 Retention	Year 5 Retention	Year 6 Retention	Graduated Year 4	Graduated Year 5	Graduated Year 6
American Indian or AK Na...	33	87.9%	60.6%	51.5%	48.5%	27.3%	87.9%	18.2%	27.3%	33.3%
Asian	173	93.1%	82.7%	72.8%	65.3%	38.2%	93.1%	26.6%	48.6%	53.2%
Black or African American	1,842	87.8%	60.6%	49.3%	45.5%	30.8%	87.8%	11.3%	25.2%	31.2%
Hawaiian or Other Islander	11	90.9%	81.8%	72.7%	63.6%	45.5%	90.9%	18.2%	45.5%	63.6%
International (non-resident)	52	86.5%	69.2%	57.7%	50.0%	21.2%	86.5%	32.7%	44.2%	48.1%
Latinx	468	89.5%	68.2%	56.4%	50.2%	26.5%	89.5%	22.2%	35.7%	40.2%
Two or more races	384	88.8%	70.8%	56.3%	53.1%	27.6%	88.8%	25.0%	40.1%	44.5%
Unknown	101	87.1%	71.3%	59.4%	57.4%	26.7%	87.1%	27.7%	42.6%	46.5%
White	6,978	90.3%	75.6%	67.5%	61.7%	26.8%	90.3%	36.2%	51.6%	55.3%
Total	10,042	89.7%	72.3%	63.1%	57.8%	27.8%	89.7%	30.2%	45.3%	49.5%

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

**First-Year Retention & Persistence
Model* & Performance**

Model by Race & Ethnicity (2016-2021)

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

Race & Ethnicity	Actual Retention				Expected Retention		Performance		Actual Persistence		Expected Persistence		Performance	
	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
American Indian or ...	21	3.23	66.7%	14	72.1%	15	-5.4%	-1	85.7%	18	89.6%	19	-3.90%	-1
Asian	273	3.57	85.0%	232	78.4%	214	6.6%	18	94.5%	258	92.0%	251	2.48%	7
Black or African Am...	1,680	3.22	63.2%	1,062	70.9%	1,191	-7.7%	-129	85.3%	1433	89.0%	1495	-3.72%	-62
Hawaiian or Other Is...	8	3.43	50.0%	4	75.6%	6	-25.6%	-2	100.0%	8	91.0%	7	9.05%	1
International (non-r...	114	3.51	75.4%	86	68.2%	78	7.2%	8	83.3%	95	88.3%	101	-4.94%	-6
Latinx	577	3.43	73.5%	424	75.8%	438	-2.3%	-14	90.1%	520	91.0%	525	-0.87%	-5
Two or more races	494	3.41	68.6%	339	75.2%	371	-6.5%	-32	87.2%	431	90.7%	448	-3.49%	-17
Unknown	136	3.49	72.8%	99	76.5%	104	-3.7%	-5	86.8%	118	91.2%	124	-4.48%	-6
White	7,158	3.58	77.8%	5,566	79.1%	5,659	-1.3%	-93	90.7%	6492	92.3%	6606	-1.59%	-114
Total	10,461	3.50	74.8%	7,826	77.2%	8,075	-2.4%	-249	89.6%	9373	91.5%	9576	-1.94%	-203
HS GPA group	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
3.48-4.0	6,024	3.85	84.7%	5,100	86.1%	5,187	-1.4%	-87	94.0%	5660	95.1%	5729	-1.14%	-69
3.02-3.48	2,367	3.26	68.0%	1,609	71.8%	1,700	-3.8%	-91	87.1%	2061	89.2%	2111	-2.13%	-50
2.28-3.02	1,825	2.74	54.2%	989	58.3%	1,064	-4.1%	-75	80.3%	1466	84.4%	1540	-4.07%	-74
0.1-2.28	109	2.15	39.4%	43	32.4%	35	7.0%	8	71.6%	78	70.5%	77	1.06%	1
No GPA	136		62.5%	85	66.1%	90	-3.6%	-5	79.4%	108	87.5%	119	-8.09%	-11
Total	10,461	3.50	74.8%	7,826	77.2%	8,075	-2.4%	-249	89.6%	9373	91.5%	9576	-1.94%	-203

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

**First-Year Retention & Persistence
Model* & Performance**

No DFW Grades in 1st Semester

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

Race & Ethnicity	Actual Retention				Expected Retention		Performance		Actual Persistence		Expected Persistence		Performance	
	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
American Indian or ...	11	3.30	90.9%	10	73.3%	8	17.6%	2	90.9%	10	90.0%	10	0.87%	0
Asian	180	3.76	92.8%	167	82.6%	149	10.1%	18	99.4%	179	93.7%	169	5.74%	10
Black or African Am...	635	3.44	83.1%	528	76.0%	483	7.2%	45	95.0%	603	91.1%	578	3.89%	25
Hawaiian or Other Is...	5	3.53	40.0%	2	77.7%	4	-37.7%	-2	100.0%	5	91.8%	5	8.22%	0
International (non-r...	81	3.53	79.0%	64	68.9%	56	10.1%	8	85.2%	69	88.5%	72	-3.34%	-3
Latinx	302	3.63	88.4%	267	80.5%	243	7.9%	24	97.0%	293	92.9%	280	4.17%	13
Two or more races	227	3.63	88.5%	201	79.8%	181	8.7%	20	96.9%	220	92.6%	210	4.34%	10
Unknown	73	3.65	89.0%	65	80.2%	59	8.8%	6	95.9%	70	92.7%	68	3.16%	2
White	4,483	3.73	90.6%	4,060	82.3%	3,690	8.2%	370	97.3%	4361	93.6%	4195	3.70%	166
Total	5,997	3.69	89.4%	5,364	81.2%	4,872	8.2%	492	96.9%	5810	93.2%	5586	3.73%	224

HS GPA group	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
3.48-4.0	4,457	3.88	91.6%	4,083	86.1%	3,837	5.5%	246	97.6%	4351	95.1%	4239	2.52%	112
3.02-3.48	1,007	3.28	85.9%	865	71.8%	723	14.1%	142	95.9%	966	89.2%	898	6.73%	68
2.28-3.02	443	2.78	78.8%	349	58.3%	258	20.5%	91	93.7%	415	84.4%	374	9.28%	41
0.1-2.28	18	2.16	83.3%	15	32.4%	6	50.9%	9	100.0%	18	70.5%	13	29.50%	5
No GPA	72		72.2%	52	66.1%	48	6.1%	4	83.3%	60	87.5%	63	-4.17%	-3
Total	5,997	3.69	89.4%	5,364	81.2%	4,872	8.2%	492	96.9%	5810	93.2%	5586	3.73%	224

DFW

- 0
- 1
- 2-3
- 4-6
- 7-12

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

**First-Year Retention & Persistence
Model* & Performance**

No DFW Grades & Declared Major

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

Race & Ethnicity	Actual Retention				Expected Retention		Performance		Actual Persistence		Expected Persistence		Performance	
	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
American Indian or ...	3	3.68	100.0%	3	81.3%	2	18.7%	1	100.0%	3	93.1%	3	6.87%	0
Asian	83	3.86	95.2%	79	84.6%	70	10.6%	9	100.0%	83	94.5%	78	5.53%	5
Black or African Am...	115	3.69	91.3%	105	81.4%	94	9.9%	11	98.3%	113	93.2%	107	5.10%	6
Hawaiian or Other Is...	4	3.58	50.0%	2	79.2%	3	-29.2%	-1	100.0%	4	92.4%	4	7.58%	0
International (non-r...	15	3.56	93.3%	14	69.5%	10	23.8%	4	93.3%	14	88.7%	13	4.59%	1
Latinx	115	3.74	92.2%	106	83.3%	96	8.9%	10	99.1%	114	94.0%	108	5.16%	6
Two or more races	78	3.84	92.3%	72	84.2%	66	8.1%	6	98.7%	77	94.3%	74	4.38%	3
Unknown	30	3.73	93.3%	28	81.4%	24	11.9%	4	100.0%	30	93.2%	28	6.79%	2
White	2,220	3.83	93.0%	2,065	84.3%	1,872	8.7%	193	98.5%	2186	94.4%	2095	4.09%	91
Total	2,663	3.82	92.9%	2,474	84.0%	2,237	8.9%	237	98.5%	2624	94.3%	2510	4.28%	114

HS GPA group	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
3.48-4.0	2,352	3.90	93.5%	2,198	86.1%	2,025	7.4%	173	98.6%	2319	95.1%	2237	3.50%	82
3.02-3.48	227	3.30	89.9%	204	71.8%	163	18.1%	41	98.2%	223	89.2%	202	9.04%	21
2.28-3.02	68	2.81	86.8%	59	58.3%	40	28.5%	19	98.5%	67	84.4%	57	14.13%	10
0.1-2.28	3	2.22	66.7%	2	32.4%	1	34.3%	1	100.0%	3	70.5%	2	29.50%	1
No GPA	13		84.6%	11	66.1%	9	18.5%	2	92.3%	12	87.5%	11	4.81%	1
Total	2,663	3.82	92.9%	2,474	84.0%	2,237	8.9%	237	98.5%	2624	94.3%	2510	4.28%	114

DFW

- 0
- 1
- 2-3
- 4-6
- 7-12

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- By 2nd S...

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

Focus on Fall 2022 Cohort

**First-Year Retention & Persistence
Model* & Performance**

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

		Actual Retention				Expected Retention		Performance		Actual Persistence		Expected Persistence		Performance	
DFW <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-12	Cohort Entry	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference
		HS GPA group	Cohort Count	HS GPA Avg	Retention Rate	Retention Count	Modeled Rate	Modeled Count	Rate Difference	Count Difference	Persist Rate	Persist Count	Modeled Rate	Modeled Count	Rate Difference
	Fall 2016	1,916	3.44	73.1%	1,401	75.8%	1,452	-2.7%	-51	89.8%	1720	91.0%	1743	-1.21%	-23
	Fall 2017	1,772	3.47	75.2%	1,332	76.4%	1,353	-1.2%	-21	91.7%	1625	91.2%	1616	0.49%	9
	Fall 2018	1,685	3.49	78.8%	1,327	76.8%	1,295	1.9%	32	92.2%	1554	91.4%	1540	0.81%	14
	Fall 2019	1,644	3.54	78.0%	1,282	77.8%	1,279	0.2%	3	89.7%	1475	91.8%	1509	-2.04%	-34
	Fall 2020	1,508	3.57	74.2%	1,119	78.6%	1,185	-4.4%	-66	86.1%	1299	92.1%	1388	-5.93%	-89
	Fall 2021	1,936	3.55	70.5%	1,365	78.1%	1,512	-7.6%	-147	87.8%	1700	91.9%	1779	-4.11%	-79
	Fall 2022	1,825	3.57	0.0%	0	78.3%	1,428	-78.3%	-1428	87.3%	1594	92.0%	1679	-4.65%	-85
	Total	1,825	3.57	0.0%	0	78.3%	1,428	-78.3%	-1428	87.3%	1594	92.0%	1679	-4.65%	-85
Declared <input type="checkbox"/> (Blank) <input type="checkbox"/> By 2nd S...															
	3.48-4.0	1,115	3.86	0.0%	0	86.1%	960	-86.1%	-960	93.5%	1042	95.1%	1060	-1.65%	-18
	3.02-3.48	367	3.26	0.0%	0	71.8%	264	-71.8%	-264	87.2%	320	89.2%	327	-2.01%	-7
	2.28-3.02	238	2.76	0.0%	0	58.3%	139	-58.3%	-139	82.4%	196	84.4%	201	-2.05%	-5
	0.1-2.28	10	2.07	0.0%	0	32.4%	3	-32.4%	-3	70.0%	7	70.5%	7	-0.50%	0
	No GPA	95		0.0%	0	66.1%	63	-66.1%	-63	30.5%	29	87.5%	83	-56.97%	-54

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

**First-Year Retention & Persistence
Model* & Performance**

Fall 2022 Cohort – International Impact

**Adapted from CPAN analysis of cohorts from Fall 2016-2018.*

Race & Ethnicity	Actual Retention		Expected Retention		Performance	Actual Persistence		Expected Persistence		Performance	
	Cohort Count	HS GPA Avg	Retention Count	Modeled Rate Modeled Count		Persist Rate	Persist Count	Modeled Rate Modeled Count	Rate Difference	Count Difference	
American Indian or ...	1	2.89	0	58.3% 1		100.0% 1	84.4% 1	15.60%	0		
Asian	43	3.67	0	81.2% 35		88.4% 38	93.1% 40	-4.75%	-2		
Black or African Am...	317	3.37	0	74.7% 237		86.8% 275	90.5% 287	-3.79%	-12		
Hawaiian or Other Is...	1	4.00	0	86.1% 1		100.0% 1	95.1% 1	4.90%	0		
International (non-r...	95	3.63	0	66.5% 63		31.6% 30	87.7% 83	-56.08%	-53		
Latinx	141	3.52	0	77.7% 110		90.8% 128	91.7% 129	-0.95%	-1		
Two or more races	86	3.61	0	79.6% 68		89.5% 77	92.5% 80	-2.99%	-3		
Unknown	49	3.51	0	77.2% 38		98.0% 48	91.6% 45	6.39%	3		
White	1,092	3.63	0	80.2% 876		91.2% 996	92.8% 1013	-1.54%	-17		
Total	1,825	3.57	0	78.3% 1,428		87.3% 1594	92.0% 1679	-4.65%	-85		

DFW	HS GPA group	Cohort Count	HS GPA Avg	Retention Count	Modeled Rate Modeled Count	Persist Rate	Persist Count	Modeled Rate Modeled Count	Rate Difference	Count Difference
<input type="checkbox"/> 0	3.48-4.0	1,115	3.86	0	86.1% 960	93.5%	1042	95.1% 1060	-1.65%	-18
<input type="checkbox"/> 1	3.02-3.48	367	3.26	0	71.8% 264	87.2%	320	89.2% 327	-2.01%	-7
<input type="checkbox"/> 2-3	2.28-3.02	238	2.76	0	58.3% 139	82.4%	196	84.4% 201	-2.05%	-5
<input type="checkbox"/> 4-6	0.1-2.28	10	2.07	0	32.4% 3	70.0%	7	70.5% 7	-0.50%	0
<input type="checkbox"/> 7-12	No GPA	95		0	66.1% 63	30.5%	29	87.5% 83	-56.97%	-54
Declared	Total	1,825	3.57	0	78.3% 1,428	87.3% 1594	92.0% 1679	-4.65%	-85	

DFW

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1

2-3

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Student Success Center

Opportunities for Improving Retention & Graduation



Increase Faculty Participation in Starfish Flag Raising

Rationale: Case studies performed by EAB Starfish consultants indicate a direct correlation between faculty raising of flags and student persistence to following semester.

Strategies:

1. Increase progress survey completion rates and continue efforts to encourage faculty to raise flags throughout the term, outside of the survey dates
- 2.



Effectiveness of EASE Progress Survey-Related Interventions

**Fall 2021 to
Spring 2022**



73%



Persistence with
unsuccessful intervention



79%



Persistence with
successful intervention



80%



Students earning D, F, or
W in a class & did NOT
receive an EASE survey
flag

**Fall 2022 to
Spring 2023**



76%



Persistence with
unsuccessful intervention



87%



Persistence with
successful intervention



59%



Students earning D, F, or
W in a class & did NOT
receive an EASE survey
flag





Increase Faculty Participation in Starfish Flag Raising

Rationale: Case studies performed by EAB Starfish consultants indicate a direct correlation between faculty raising of flags and student persistence to following semester.

Strategies:

1. Increase progress survey completion rates and continue efforts to encourage faculty to raise flags throughout the term, outside of the survey dates
2. Set specific goals for faculty teaching courses with high DFW rates in foundational and gateway courses



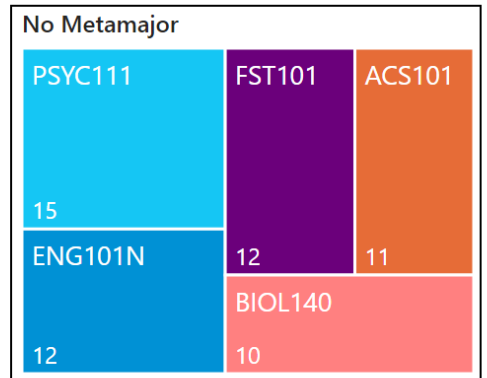
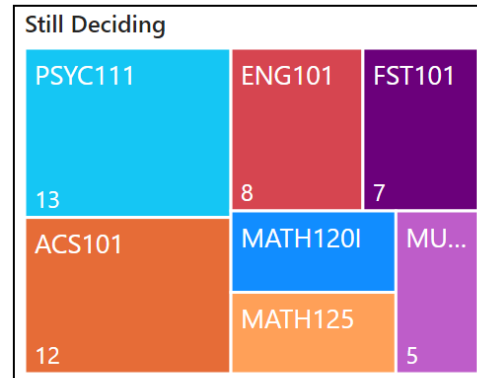
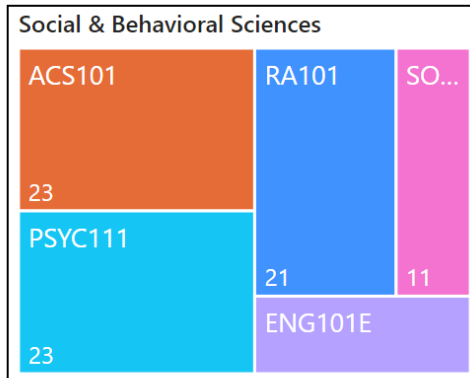
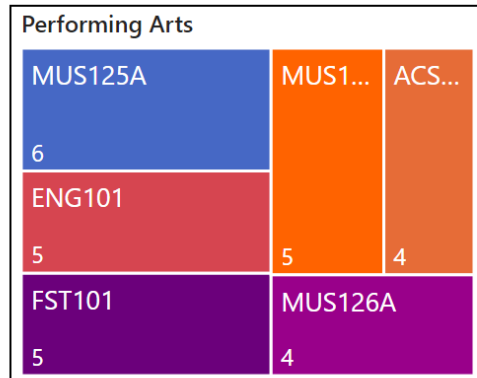
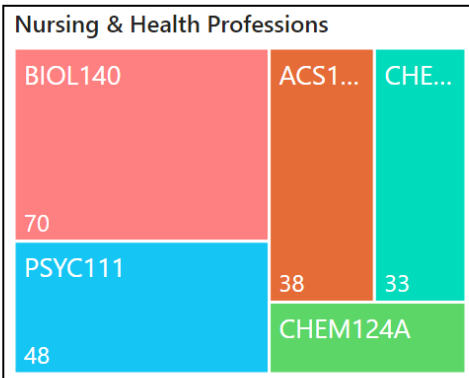
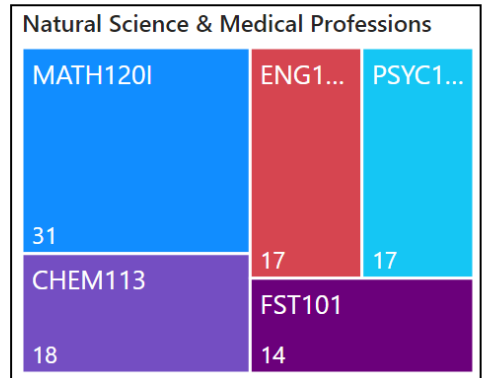
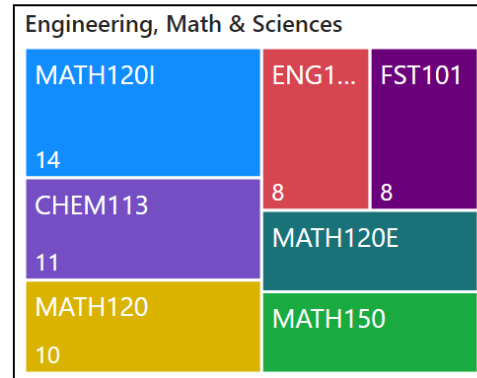
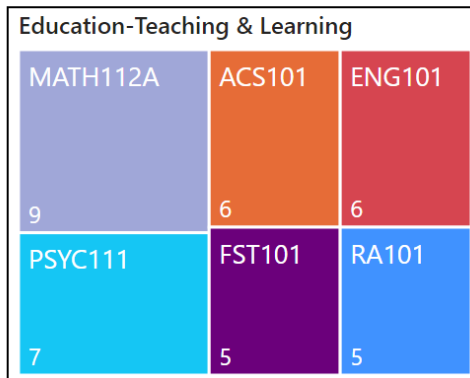
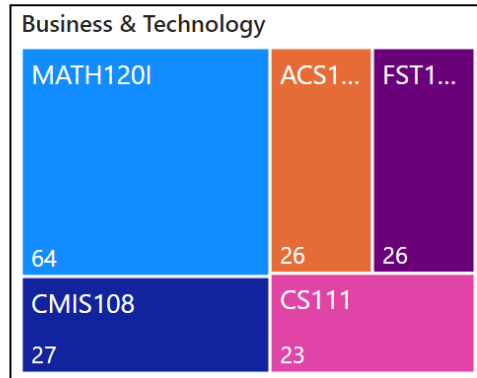
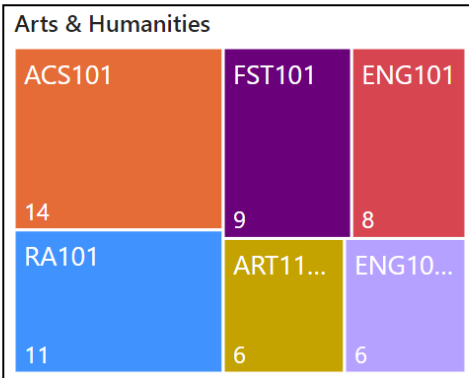
Top DFW Courses In Each Metamajor

Graded Term	202235		
Metamajor	DFW	All Grades	% of Total
BT - Business & Technology	391	1809	21.6%
NH - Nursing & Health Professions	293	1901	15.4%
SM - Natural Science & Medical Prof	248	1425	17.4%
No Metamajor	217	901	24.1%
SB - Social & Behavioral Sciences	167	993	16.8%
EM - Engineering-Math & Sciences	152	926	16.4%
AH - Arts & Humanities	124	643	19.3%
UX - Undecided	117	738	15.9%
PA - Performing Arts	82	343	23.9%
ED - Education-Teaching & Learning	71	537	13.2%

EASE Survey Response Rate in High DFW Courses

ACS 101 - 100%	MATH 120I - 100%
ENG 101E - 96%	MATH 120E - 83%
BIOL 140 - 17%	CMIS 108 - 57%
RA 101 - 82%	PSYC 111 - 82%

Top 5 DFW Courses By Metamajor





Improve Institutional Retention Index Values

Rationale: Starfish's predictive model (that correlates lower Institutional Retention Index values to lower retention) matches similarly to the actual retention rates of our students.

Strategies:

1. Train advisors on caseload management with an emphasis on prioritizing students with index values placing them in the highest priority groups
2. Collaborate with SOAR and key Student Affairs partners to coordinate a robust student success campaign

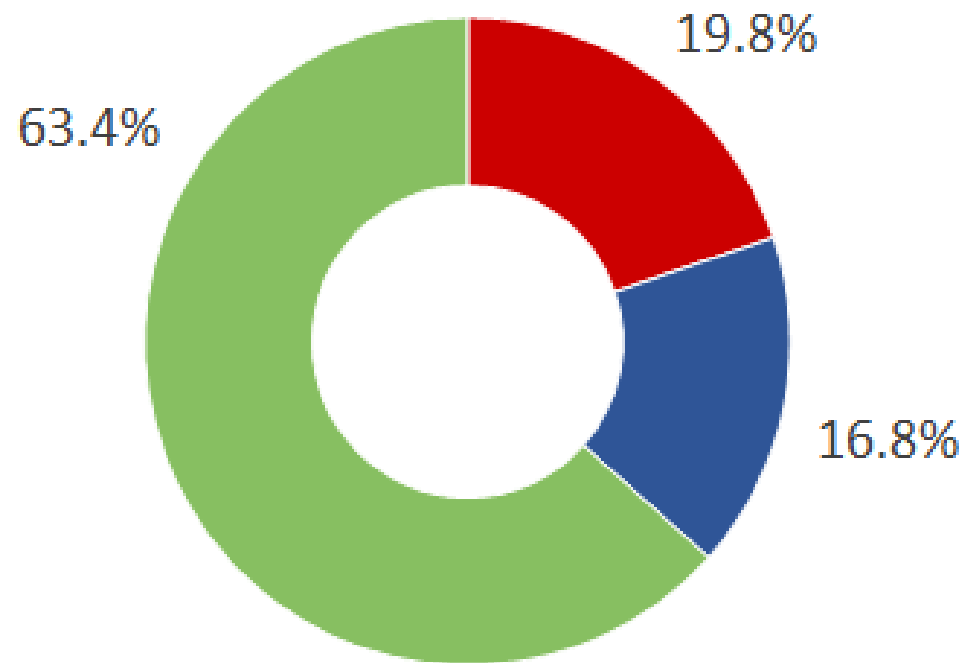


Starfish Institutional Retention Index

- Starfish data science team built predictive model of undergraduate student retention based on random sample of 80,000+ term registrations that ESRA mapped
 - 32 different research-backed factors went into calculating the index value for each student
 - Model is refreshed every fall to include the most recent set of data
- Index values represent **likelihood** of retaining, based on **historical** patterns
 - Example: if student has a retention index value of 80, may be interpreted that about 80% of similar students went on to retain
- Based on students' assigned index value, advising caseloads may be prioritized using three categories:
 - **Maximum Priority** (80 and below)
 - **Priority+** (81-89)
 - **Priority** (90+)



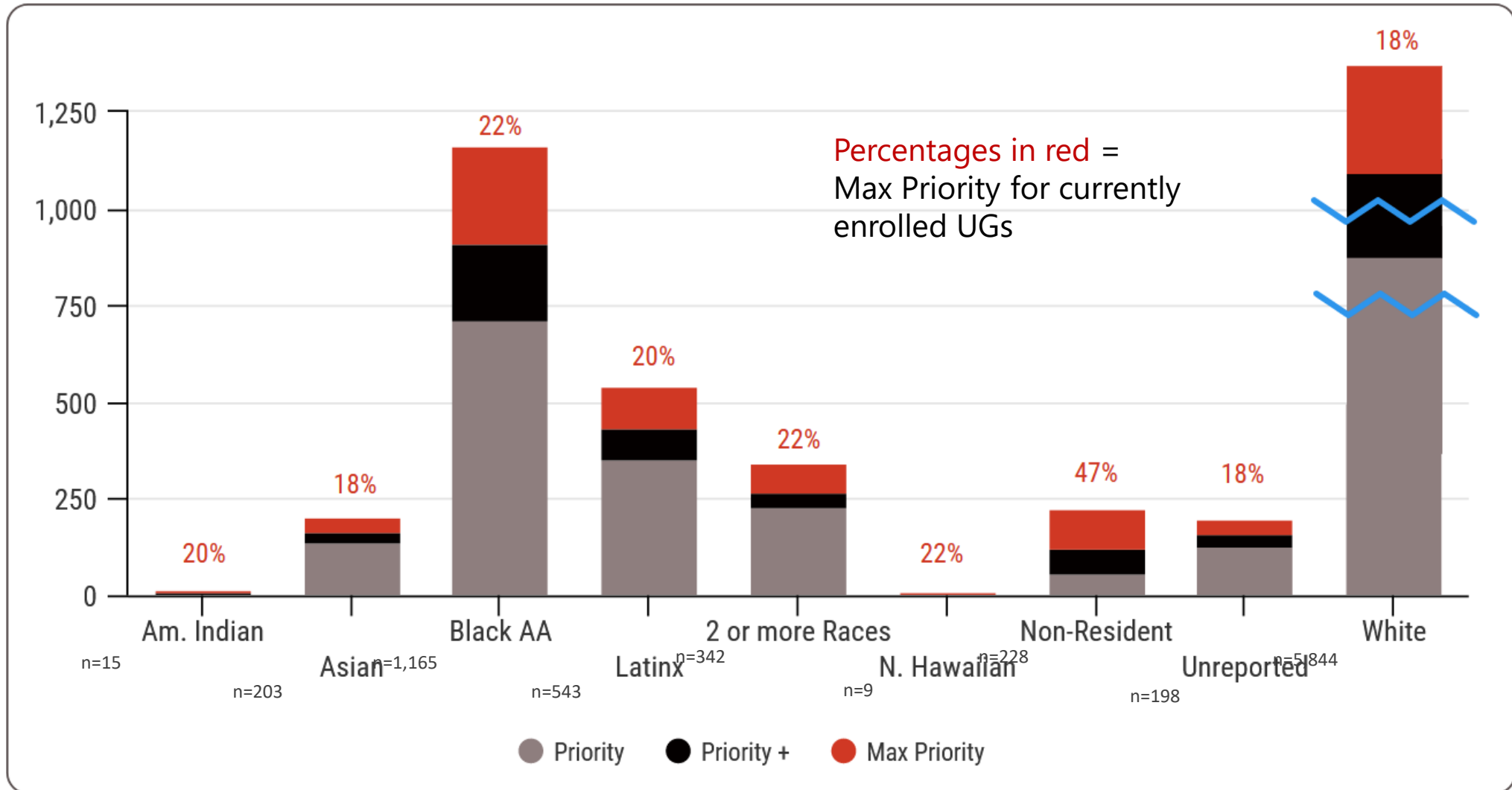
Institutional Retention Index Priority Groupings



- Maximum Priority (80 and below)
- Priority+ (81-89)
- Priority (90+)

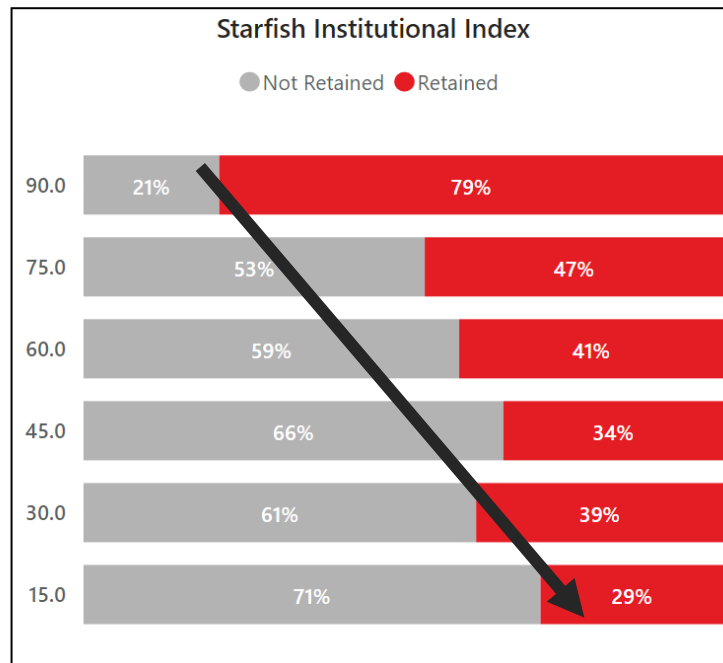
Total Undergraduates Enrolled Spring: 8,547

IRI Priority Levels By Race/Ethnicity

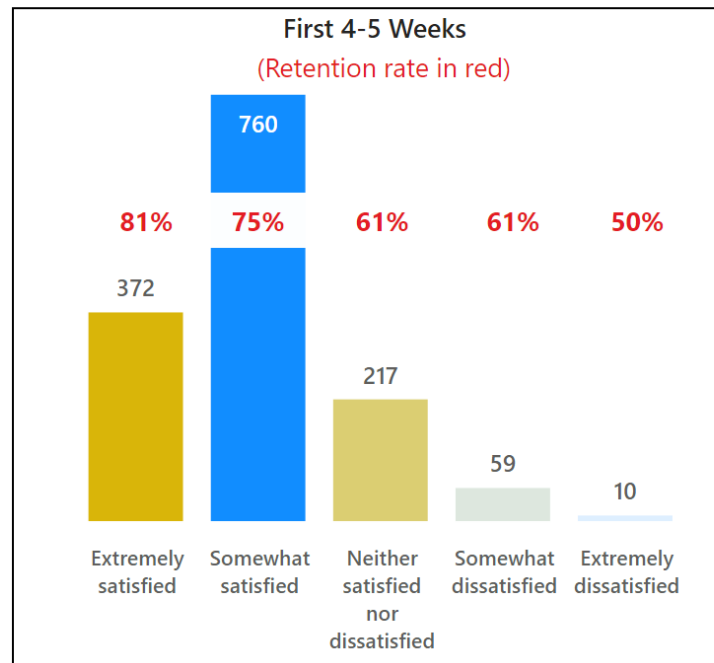


Fall 2021 First-Year Cohort Analysis

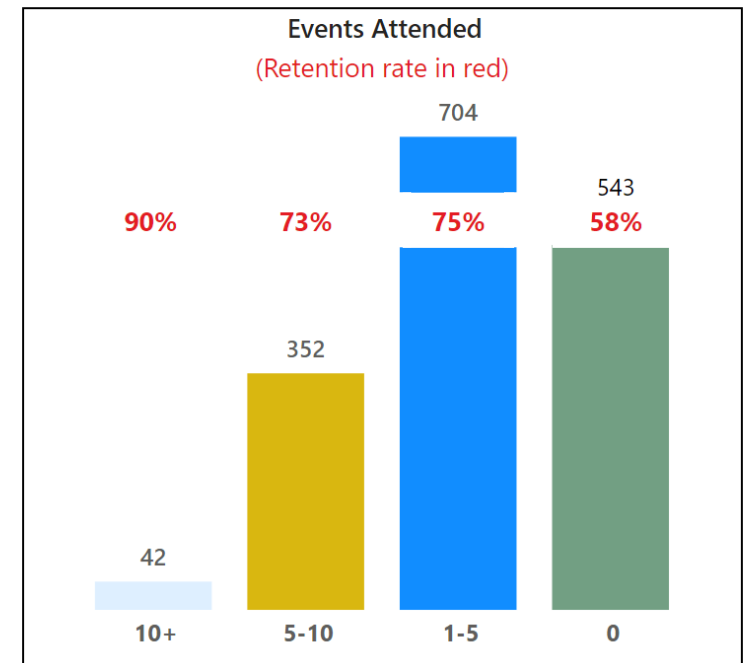
Fall 2021 First Year Retention
By Institutional Retention Index Bands



Fall 2021 First Year Retention
Intake Survey - Satisfaction Rating



Fall 2021 First Year Retention
Intake Survey - Campus Events





Increase Persistence and Retention Among First-Year International Students

Rationale: Transfer-out rates among first-time international students dramatically impact overall first-year retention and persistence rates.

Strategies:

1. Engage with Lewis and Clark to develop partnership program where international students may take up to 2 classes at the LCCC Edwardsville campus each semester for the first two years, saving students up to \$3,000 per year in tuition and fees, while still taking the majority of their courses at SIUE, living on-campus, etc.



Class & College

Student Type

College & Major

Credit Hrs & FTE

Race & Ethnicity

Proportions

First-Year Cohort

Weekly Timeline

Data Source Notes

Week

Week 2

Day

Census

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Spring 2023 Comparative Enrollment Data

Figures as of nightly reporting data refresh on **1/20/2023**

**SDM data not added until final census*

Spring Status

All

Race & Ethnicity

International (non-resident)

Cohort Entry

Full-time

Part-time

Total Cohort

YTD Registered

Fall 2020 Cohort

100%

8

0%

Spring 2021 Persisted (census)

Race & Ethnicity	Cohort	Persist	% Persist
International (no...)	8	7	87.5%
Total	8	7	87.5%

Fall 2021 Cohort

100%

46

31

67.4%

Spring 2022 Persisted (census)

Race & Ethnicity	Cohort	Persist	% Persist
International (non-...)	46	31	67.4%
Total	46	31	67.4%

- **41%** of international FY students came from Nepal (19 out of 46)
- **74%** of Nepalese first-years transferred out at end of Fall 2021 (14 out of 19)
- **93%** of non-persisting international FY students were from Nepal (14 out of 15)

Fall 2022 Cohort

100%

95

30

31.6%

Spring 2023 Enrolled (ytd)

Race & Ethnicity	Cohort	YTD	% YTD
International (non-...)	95	30	31.6%
Total	95	30	31.6%

- **77%** of international FY students came from Nepal (73 out of 95)
- **84%** of Nepalese first-years transferred out at end of Fall 2022 (61 out of 73)
- **94%** of non-persisting international FY students were from Nepal (61 out of 65)





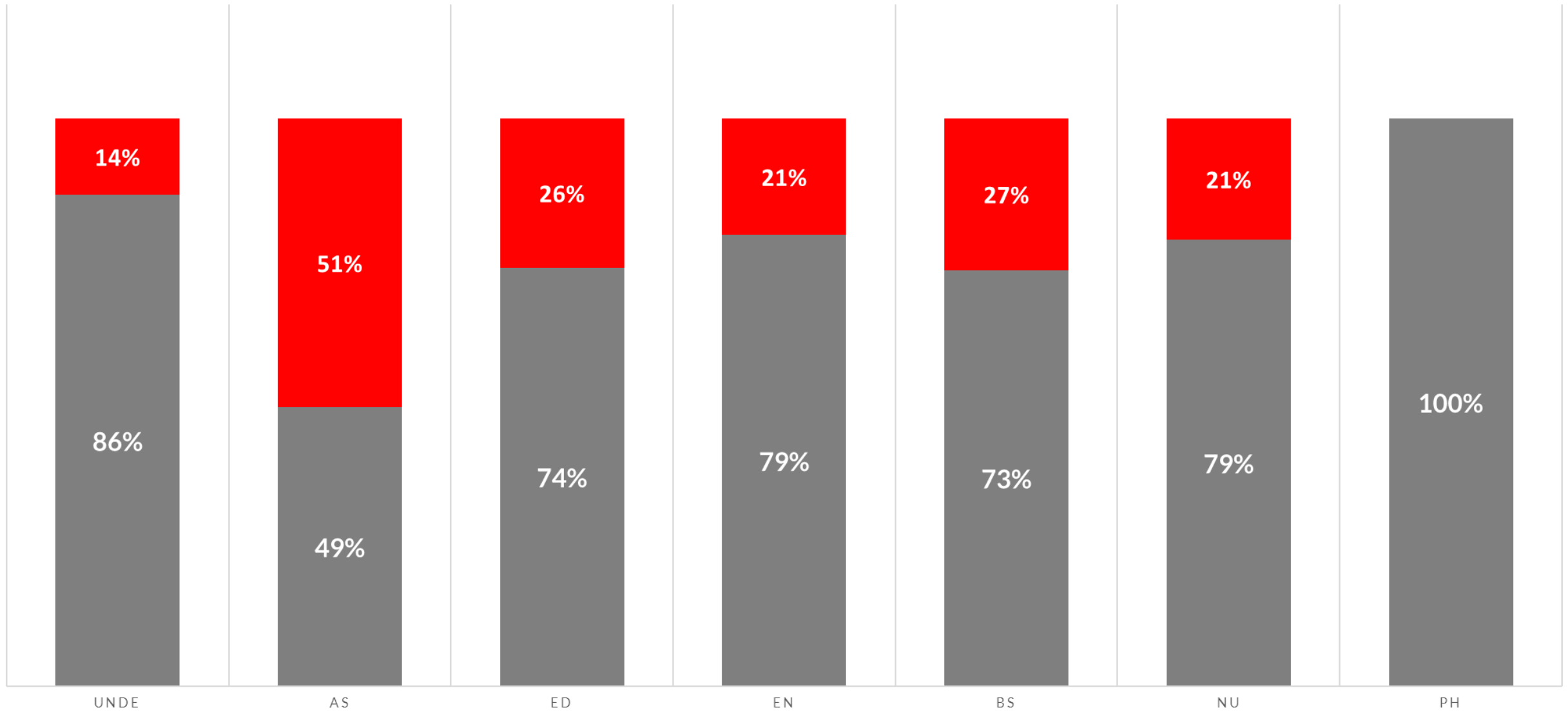
Accelerate Time to Declaration & Improve Successful Major Declaration Rates

Rationale: Students need to meet specific requirements to declare a major and move forward with major-specific courses. Students who are not able to declare on-time add time to degree completion and can potentially run out of financial aid.

Strategies:

1. Review and scrutinize declaration requirements to optimize major progression and student success.
2. Apply metamajor framework to academic advising efforts by cross training academic advisors on metamajor commonalities to assist with students declaring and changing majors
3. Implement 4-year Student Educational Plans in DegreeWorks for all continuing and incoming students and raise student awareness through targeted marketing campaigns

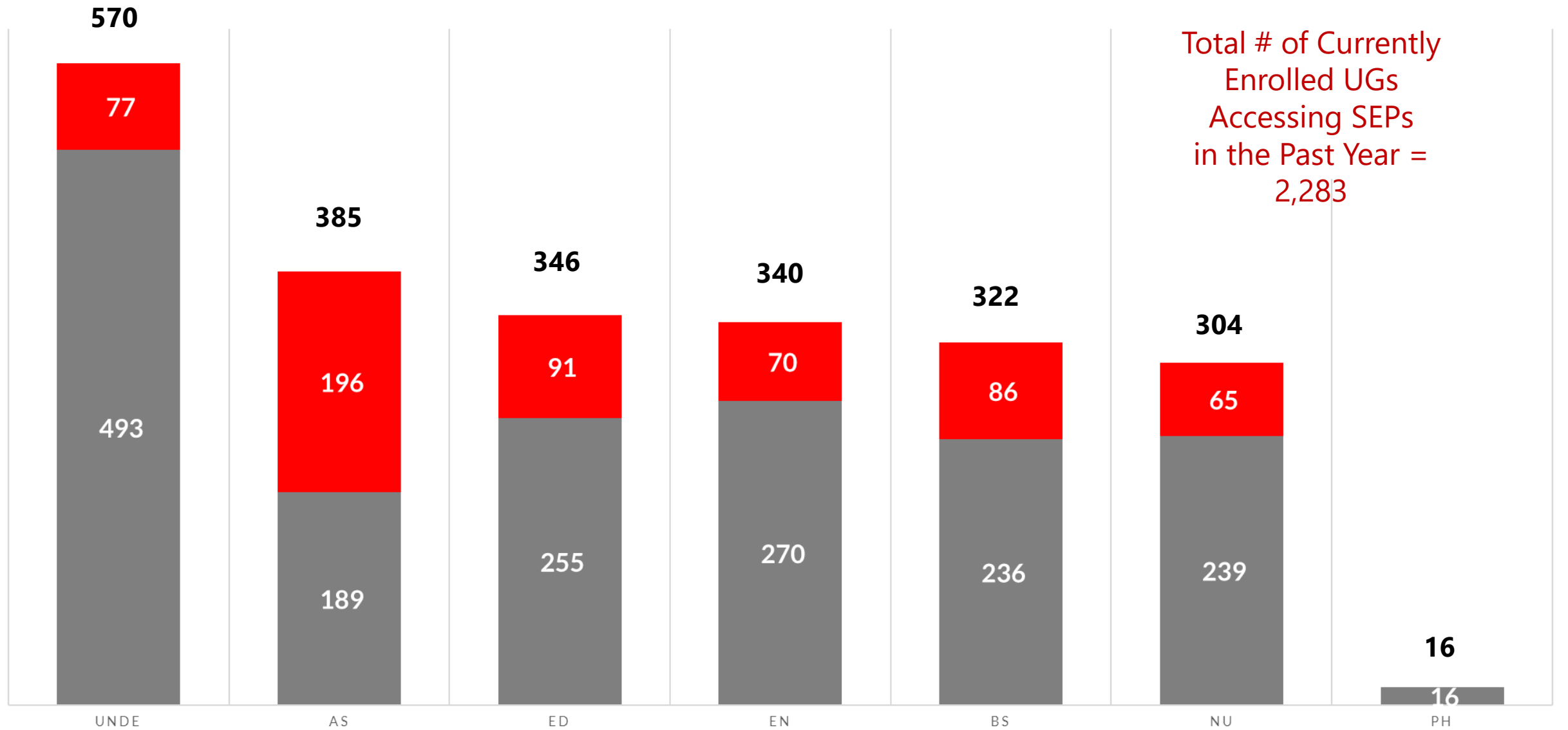
CURRENTLY ENROLLED UNDERGRADUATES WHO HAVE ATTEMPTED TO ACCESS AN SEP IN THE PAST YEAR BY MAJOR COLLEGE AND AVAILABILITY OF AN ACTIVE PLAN



Source: DegreeWorks Argos Datablock, Office of the Registrar

■ Active SEP ■ SEP Not Active or Not Created

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Source: DegreeWorks Argos Datablock, Office of the Registrar

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In Development

- Collaborate with Office of Student Financial Aid to develop strategies for helping students maintain Satisfactory Academic Progress (SAP) and thereby remain financial aid eligible
- Collaborate with Curriculum Council, particularly the Academic Standards and Policy Committee, to implement a holistic admission framework during the next University Admission Criteria Review cycle
- Expand direct entry admission to additional programs