University of Colorado **Denver**

STRATEGIC ENROLLMENT MANAGEMENT PLAN

LOOKING BACK AND MOVING FORWARD

Huron Consulting Group Groundwork

In 2019, "CU Denver partnered with Huron to develop a data-driven and actionable 10-year plan that addressed the necessary enhancements to improve its marketing and communications strategy, enrollment mix, technology infrastructure, retention and graduation rates, and structural approaches to managing enrollment and student success." The engagement was designed to enable broad campus involvement in the diagnostic phase of examining the then "current state." That work concluded in February 2020, a few weeks before the COVID-19 pandemic adversely impacted the campus.

Consequently, CU Denver "elected to defer certain aspects of the graduate segment analysis and instead work toward the rapid development of a framework for the graduate plan while continuing the transformational effort of developing a full Undergraduate Strategic Enrollment Management Plan." Huron subsequently completed the engagement and delivered a high-level plan delineating three (3) strategic priorities, with associated challenges and tactics (See Appendix A: Huron Deliverable).

Enrollment Portfolio
Develop and execute an enrollment strategy that optimizes CU Denver's vision, programs, facilities, and infrastructure to achieve its student recruitment, retention, and graduation goals, while ensuring fiscal stability.

Recruitment and New Student Enrollment Structure
Create an organizational structure that leads and is accountable for achieving CU Denver's enrollment management goals. Strong collaborative relationships with Schools/Colleges will be clearly defined to ensure a coordinated, collaborative, and consistent approach to enrollment management.

Student Experience
Dedication to a streamlined and unparalleled student experience for all student types while also ensuring policies and practices are student-centered and support students' progress toward graduation. Enhance the coordination of advising, retention-related operations, and the infrastructure to support those efforts including the use of technology.

The Huron SEM engagement was a **worthwhile undertaking**—a methodical institutional assessment that yielded vital enrollment-related observations and recommendations. The institutional challenges identified by Huron have been instructive, in terms of informing efforts to develop a strategic enrollment management culture that reflects the university's extant equity ethos and aspirant growth mindset. The engagement marked the beginning, not the culmination, of advancing a necessarily focused SEM plan(ning) effort.

Noteworthy, the Huron SEM engagement preceded CU Denver's 2030 University Strategic Plan. Thus, a determined next step is to develop a comprehensive SEM plan that accentuates the strategic goals to "become the nation's first equity-serving institution" and "become known as a university for life." It is also recognized that to "become internationally known for our research and creative work," CU Denver must plan and work toward strategically growing its graduate (doctoral) enrollment.

SEM Orientation Framework

It is evident from the Huron deliverables that those involved in the former SEM process of identifying enrollment particulars that will be useful in developing annual SEM plan roadmaps—made impactful contributions and likely benefited from their participation. The **Huron SEM deliverables do not, however, provide a concise and resonate set of strategic actions and priorities** to move the university forward in establishing enrollment goals and activating the following:

> *SEM is a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students, where 'optimal' is defined within the academic context of the institution. As such, SEM is an institution-wide process that embraces virtually every aspect of an institution's function and culture."[1]*

The engagement did not facilitate the development of SEM understandings—by differentially situated campus constituents—who must lead and perform critical enrollment work. Developing SEM functional and cultural understandings is an essential step toward cultivating campus constituents' deeper appreciation for why it is often stated that "enrollment is everyone's job on a campus." To that end, the Senior Vice Chancellor for Strategic Enrollment and Student Success facilitated a series of sessions to socialize a **SEM Orientation Framework** with the deans and a collective of approximately 60 participants (See APPENDIX B: JAM Participants), representing various academic and administrative units.

Engaging four SEM orientations[1] informed a set of strategic actions and priorities to bolster enrollment:

Student orientation accentuates students' individuality. Students are not defined merely by their enrollment transactions, nor solely in terms of their learning outcomes. Students are seen and treated holistically as having complex and unique ranges of personal assets, needs, characteristics and aspirations. Persistence, retention, and completion foci are on the person— i.e., student-by-student basis. The range of traditional enrollment functions and services are personalized and well-aligned, with the goal of ensuring each student's ideal experience as opposed to merely delivering a mechanistic integration of administrative processes. Faculty and staff are intentionally and keenly focused on the holistic care and support of the individual.

Academic orientation aims to enrich the academic experiences of students and faculty. While the enrichment of student learning is essential, so too is an enhancement of the academic environment and experience. Attention is directed to learning supports and extensions as integral components of the SEM effort—e.g., supplemental instruction, tutoring services, writing and math labs, bridge programs, honors programs, research and creative activities, and residential living-learning communities. The deliberate integration of curricula instruction with co-curricular experiences facilitates more holistic learning. Additionally, experiential learning

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[1] Adapted from Kalsbeek, D. (2007). Some reflections on SEM structure and strategies (Part Three). College and University Journal, 82, 3-9.

opportunities and service-learning approaches broaden student learning by incorporating out-of-class experiences into academic programs. The institution recognizes that faculty engagement, experience, and satisfaction are intrinsically connected to student success.

Market orientation is externally focused and affirms that traditional enrollment goals (e.g., selectivity, access, diversity, net revenue) are not goals in themselves, rather they reflect the university's competitive market position and profile. SEM goals and outcomes elevate and enhance the university's market position and leverage its brand. There is an overarching belief that students enroll with a sense of the university's brand promise. Moreover, enrollment is a function of students' assessment of how that brand promise meshes with their respective goals, values and aspirations. Clarifying and delivering on brand promise shapes marketing agendas.

Administrative orientation is internally focused and is concerned primarily with the *regulations* (laws and statutes), *policies* (overall guidelines), *processes* (flow of activities), *procedures* (detailed instruction of steps), and *financial considerations* (expenses, revenue, budget) that impact enrollment. The outcomes most valued are efficient and effective enrollment-related processes. Premium is placed on achieving optimal levels of integration and overcoming traditional administrative "silos" that segregate departments and associated processes that can be organized as a more seamless whole. One-stop service models exemplify integrating traditional structures and functions to realize institutional benefits of process efficiency and effectiveness, while also improving students' experiences of supports and services.

This SEM Orientation Framework is an organizing mechanism and actuating guide that complements the analysis, interpretation, and management of enrollment data and trends; informs and enables sound enrollment decision-making; ascribes meaning and significance to enrollment structures, norms, and practices; and both limits and permits allocation and authorization of resources that impact enrollment.

Altogether, the four SEM orientations (sometimes referred to as domains) set a frame for CU Denver's attention to the following enrollment matters (not exhaustive), each dependent on strong inter- and intra-departmental collaboration.

Student	Academic	Market	Administrative
• Access and Affordability • Advising, Coaching, and Mentoring • Student Satisfaction, Engagement, and Attainment • Student Experience	• Curricular Portfolios and Integration • Program Design, Expression, and Review • Instructional Design, Delivery, and Support • Faculty Resources and Allocation	• Market Profile and Demand • Market Research and Intelligence • Brand Identity, Promise, Differentiation, and Positioning • Enrollment Marketing and Communications	• Organizational Structure • Policy Efficacy • Technology Infrastructure and Systems • Enrollment Goals and Performance • Budget Model & Projections, and Financial Performance

Designating leads for each SEM domain will ensure the achievement of university enrollment goals.

DOMAIN	DELIVERABLE	EXECUTIVE LEADS	DELIVERABLE/ACTION LEADS
Student	Recruitment Plan	*Monique Snowden*, Senior Vice Chancellor for Strategic Enrollment & Student Success	*TBD*, Associate Vice Chancellor for Enrollment Management *Alana Jones,* Associate Vice Chancellor for Office of International Affairs *Gabriel Castano*, Assistant Vice Chancellor for Strategic Enrollment
	Student Success Plan	*Monique Snowden*	Associate Vice Chancellor for Enrollment Management *Margaret Wood*, Associate Vice Chancellor for Academic Achievement *Genia Herndon*, Associate Vice Chancellor for Student and Community Engagement *Erika Larson*, Assistant Vice Chancellor for Student Success
Academic	Academic Plan	*Constancio Nakuma*, Provost & Executive Vice Chancellor for Academic and Student Affairs *Monique Snowden*	*Beth Myers*, Associate Vice Chancellor for Academic Planning & Institutional Effectiveness *Katie Linder*, Associate Vice Chancellor for Digital Strategy & Learning *Turan Kayaoglu*, Associate Vice Chancellor for Faculty Affairs *Phillip De Leon*, Associate Vice Chancellor for Research & Creative Activities **Deans:** *Scott Dawson*, Business School; *Martin Dunn*, CEDC *Nan Ellin*, CAP; *Pamela Jansma*, CLAS; *TBD*, CAM; *Marvin Lynn*, SEHD; *Paul Teske*, SPA
Market	Enrollment Marketing & Communication Plan	*Marie Williams*, Vice Chancellor for University Communications *Monique Snowden*	*Vivek Arora*, Assistant Vice Chancellor of Marketing & Digital Strategy *Katie Linder; Alana Jones;* Associate Vice Chancellor for Enrollment Management*; Gabriel Castano*
Administrative	Budget, Technology, Data, Policies, and Student Services	*Constancio Nakuma Monique Snowden* *TBD*, Executive Vice Chancellor for Administration & CFO *Doug Sicker*, Vice Chancellor for Technology Strategy and	*Jennifer St. Peter, Associate Vice Chancellor for Budget TBD, Associate Vice Chancellor for Fiscal Planning* *Matthew McCarville*, Assistant Vice Chancellor for Technology Operations *Lara Medley, Assistant Vice Chancellor & University Registrar; TBD, Assistant Vice Chancellor for Financial Aid & Scholarships* *Katie Linder; Beth Myers;* Associate Vice Chancellor for Enrollment Management

Enrollment Growth

Essential components missing from the Huron SEM Plan are program enrollment targets. Huron does, however, offer a salient call to action that reflects (albeit not explicitly) the four SEM orientations:

As CU Denver looks to sustain enrollment growth over the long-term, at all degree levels, it must ensure that academic program offerings are aligned with its mission, market demand, capacity, faculty resources, and student needs. It must also consider how these program offerings are identified, structured, and delivered (e.g., modality, content, individual course length and sequencing, and overall program duration/stack-ability), and brought to market.

The operative action "sustain enrollment growth" necessitates making the case and setting enrollment goals for said growth. The case for enrollment growth has been solidified in the 2030 University Strategic Plan, which "is designed not only to reset the playing field, but to change the game, increase access to an excellent education, and tackle some of the grandest challenges facing our society, all in service of the idea that CU Denver should work for all."

Over the past decade, CU Denver has experienced flat enrollment between 14,000 – 15,000 degree-seeking students. Simply stated, the university's enrollment trends do not currently align with the bold goal of "making education work for all." Most CU Denver learners over the past decade have received exclusively in-person instruction. Moving forward, CU Denver plans to increase degree-seeking enrollment complemented by credit-bearing continuing education and noncredit offerings. Furthermore, as outlined in the Digital Strategy Task Force Report, the university intends to increase its hybrid and exclusively online enrollments of "*Adult Learners, International Students, Transfer Students, High School and Dual Enrollment Learners, and Re-skilling/Up-skilling Professionals.*"

[Note: Section will be further developed and complemented by the university's Academic Plan, Enrollment Marketing & Communication Plan, and Recruitment Plan]

OUR ENROLLMENT GOALS

25,000 by 203?

The Association of Public and Land-grant Universities (APLU) reports that 68 percent of colleges and universities in the United State are urban-serving institutions (USU). Generally, USUs are well-situated to "advance innovations that align with their community-based missions and their students' entire environment—recognizing that barriers to academic success are intimately linked with financial, geographic, and other socioeconomic challenges." Moreover, "public urban research universities serve an outsized share of historically underserved populations such as low-income, minority, and first-generation students." Fundamentally, the strategic goal of growing CU Denver enrollment is intended to expand access and increase attainment at Colorado's only public urban-serving research university. Our mission is manifest. Our local, national, and global reach is paramount.

Increasing headcount in degree program enrollment to approximately 25,000 students by year 203? is an empowering action toward CU Denver more fully enacting its mission as an urban-serving university. Also, sustaining enrollments is equally important. The following table reflects Fall 2021 degree-seeking headcount distribution, and goal headcount growth based on that same distribution.

School/College	% Fall 2021 Enrollment	# Fall 2021 Enrollment	Fall 203? Goal	Growth Goal
BUSN	22%	3229	5424	2195
CAM	8%	1248	2096	848
CAP	5%	731	1228	497
CEDC	13%	1874	3148	1274
CLAS	35%	5161	8669	3508
SEHD	9%	1401	2353	952
SPA	5%	814	1367	553
Undeclared	3%	426	716	290
	100%	14884	25000	10116

The following table reflects an alternative (not conclusive) degree program headcount and total headcount increase based on that distribution. If the distribution of CLAS enrollment is decreased to BUSN level, the enrollment distribution and figure below are more balanced—with slight increases for the remaining schools/colleges.

School/College	% Overall Enrollment	Fall 2030	Fall 2021
BUSN	25% (+3%)	6250	3229
CAM	10% (+2%)	2500	1248
CAP	7% (+2%)	1750	731
CEDC	16% (+3%)	4000	1874
CLAS	25% (-10%)	6250	5161
SEHD	10% (+1%)	2500	1401
SPA	7% (+2%)	1750	814
	100%	25000	14458

The aforementioned growth figures require additional disaggregation to decide which distinct enrollment domains to target for each school/college. Analyzing Fall 2021 enrollment distributions in several categories provides a starting point for enrollment growth explorations and determinations[2].

	UGRAD	GRAD	FTIC	TRANSFER	BACHELOR	MASTER	DOCTORAL	IN-PERSON	ONLINE	HYBRID
BUSN	55%	45%	52%	48%	55%	44%	0%	16%	40%	43%
CAM	97%	3%	61%	39%	97%	3%	0%	43%	4%	53%
CAP	52%	48%	52%	47%	52%	46%	2%	64%	2%	33%
CEDC	74%	26%	51%	48%	74%	20%	5%	59%	3%	37%
CLAS	89%	11%	54%	45%	89%	8%	2%	34%	16%	50%
SEHD	21%	79%	45%	55%	21%	55%	22%	46%	25%	30%
SPA	43%	57%	55%	44%	43%	53%	5%	28%	38%	34%
All	68%	32%	54%	46%	66%	26%	4%	37%	20%	43%

Further disaggregation can provide more context to inform academic planning efforts. Detailed awareness of the intersections of various data points reveals where there are growth and distributional opportunities/challenges. For example, the approximate breakdown of BUSN for each delivery modality, by degree level, suggests that—as one consideration—the school's academic leaders and faculty may want to explore growth opportunities in online bachelor's programs:

		BACHELOR	MASTER	DOCTORAL
IN-PERSON		10%	6%	0%
ONLINE		13%	28%	0%
HYBRID		12%	9%	0%

Based on extant enrollment data, below are degree-level by delivery modality possibilities for enrollment growth explorations, discussions, and determinations by school/college leaders and faculty:

	BACHELOR	MASTER	DOCTORAL
IN-PERSON	SEHD	CAM, CLAS	BUSN, CAP, CEDC, CLAS, SPA,
ONLINE	BUSN, CEDC, SEHD	BUSN, CAM, CAP, CEDC, CLAS	BUSN, CLAS, SEHD, SPA
HYBRID	SEHD	CAM, CAP, CLAS	BUSN, CEDC, CLAS, SEHD, SPA

Increasing enrollment in Extended Studies/CPE offerings (D3) can supplement degree program (D1 & D2) enrollment growth. It is not currently conceivable that D3 revenue generation will be sufficient to diminish the need for noted degree program enrollment growth. **[Note: Section will be further developed, as the deans and their respective faculty, academic leaders, and staff engage in academic planning discussions with university administrative personnel.]**

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[2] FTIC (first time in college) and Transfer include all undergraduates (new and continuing) enrolled in Fall 2021 and their registration status during their entry term. Due to rounding and missing data percentages do not necessarily add up to 100% across related categories.

<u>Timing and Pace of Growth</u>

This plan assumes that foundational work will be accomplished in 2022 and 2023 to positively impact enrollment for the 2023 – 2024 academic year and thereafter. Thus, capacity to launch new programs and increase enrollment in select existing programs must be built into the budget for fiscal year 2024 and thereafter. Additionally, institutional aid and external scholarship funding for the 2024 financial aid award year, and thereafter, must be a strategic consideration. Noteworthy, the incoming undergraduate cohorts for the 2023 – 2024 academic year are the first target groups for persistence, retention, time-to-completion, and graduation goals established in this plan.

Pace is a complex construct in an enrollment growth model and relies on several factors. Growth pace will depend on year-to-year enrollment projections for new programs and existing programs. Patterns of upward, downward, and sustained enrollment in all existing programs impact total enrollment. Furthermore, in addition to continuing enrollment, enrollment intakes (new and reenrolled) and outtakes (attrition, leaves, and completion/graduation) must be factored into the equation.

[Note: Section will be further developed with the assistance of Finance/Budget and OIRE personnel.]

<u>80 from 90</u>

The substantial enrollment goal of 25,000 degree-seeking students depends on developing and executing strong marketing and recruitment strategies. Likewise, significantly increasing headcount enrollment must be complemented by strategies, plans, and actions to more effectively retain the students who comprise that enrollment, by better facilitating and ensuring their strong persistence and timely program completion.

CU Denver's first-time in college (FTIC) retention goal reflected in the CU System 2021 – 2026 Strategic Plan is 77 percent (formerly 75 percent prior to the Fall 2021 cohort) on average for the five years of the plan. CU Denver achieved 75 percent retention for the entering Fall 2020 cohort but dropped to 70 percent for the entering Fall 2021 cohort.

Despite a respectable retention performance for the entering Fall 2021 cohort, enrollment trend data over the past decade shows that CU Denver has consistently experienced between 15 - 30 percent attrition of its fall term incoming undergraduate students, between their first and second term of enrollment (i.e., between 70 – 85 percent persist to their second term). Relatedly, CU Denver's 10-year and 5-year overall fall-to-fall cohort retention rates for FTIC are both approximately 71 percent.

We must be ambitious in our student success goal setting, while also acknowledging that significant increases in persistence and retention require significant enhancements in financial, curricular, and co-curricular supports. An initial goal is to **aim for an overall 80 percent first-to-second-year retention by achieving an overall 90 percent first-to-second-term persistence rate.**

<u>40 in 4</u>

Unlike CU Boulder, CU Denver and UCCS are not required to provide a 4-year graduation goal for the CU System 2021 – 2026 Strategic Plan. Nonetheless, improving our four-year completion rates becomes

more feasible if and when first-to-second-year retention improves. Consequently, we are aiming for a completion rate of **40 percent in 4 years**—which would represent a 12 percent increase over the Fall 2017 cohort, at 28 percent graduating in 4 years. The current five-year average for undergraduate completion in 4 years is 24 percent.

<u>60 in 6</u>

CU Denver's 6-year graduation goal noted in the CU System 2021 – 2026 Strategic Plan is 50 percent. Again, CU Denver is aiming higher to meet its aspirational 2030 Strategic Plan. Our completion goal is **60 percent in 6 years**—which would represent a 12 percent increase over the Fall 2015 cohort, at 48 percent graduating in 6 years. The current five-year average for undergraduate completion in 6 years is 47 percent.

<u>80 Plus</u>

Transfer students' time-to-completion rates have improved over the past five years, with approximately 70 percent completing their programs within 4 – 6 years. There are nominal completers beyond 6 years. Thus, the completion gap between FTIC and Transfers is approximately 20 percent. CU Denver aims to move the needle by achieving between 80 – 85 percent 6-year graduation rates for Transfer students. Noteworthy, achieving 80 Plus Transfer attainment sans aiming to improve 4- and 6-year FTIC graduation outcomes would result in widening the completion gap between FTIC and Transfers. Thus, the challenge is for CU Denver to improve attainment outcomes for both classifications of undergraduate students.

Finally, the five-year averages for undergraduate attendance patterns are approximately 73 percent full-time students and 27 percent part-time students. Improving retention and graduation rates can be achieved by jointly increasing the availability of required and elective online courses, financially incentivizing greater than half-time credit hour registration/completion and implementing supports to positively influence persistence and attendance pattern behaviors.

First Time Students				
Population	2021 Cohort Persistence	5-yr Avg Retention	Avg 4-yr Graduation	Avg. 6-yr graduation
Part-time	68%	57%	22%	31%
Full-time	87%	74%	39%	54%

Transfer Students				
Population	2021 Cohort Persistence	5-yr Avg Retention	Avg 4-yr Graduation	Avg. 6-yr graduation
Part-time	68%	59%	24%	33%
Full-time	88%	76%	54%	60%

[Note: Section will be complemented by the university's Student Success Plan.]

WHAT WE MUST DO TO ACHIEVE OUR ENROLLMENT GOALS

Strategic Enrollment Management provides a comprehensive framework for CU Denver's planful actions toward its envisioned enrollment future. As previously noted, informing those actions through lenses of the four SEM orientations presented (Academic, Student, Market, Administrative) enables diverse campus constituents to collectively enact a strategic enrollment management culture and propel the university toward institutional sustainability that provides a firm foundation for enrollment growth.

While there are many actions necessary to achieve the enrollment growth proposed in this plan, six (6) strategic actions and associated priorities serve as beacons to guide the university toward achieving its aspirational enrollment goals. Each action can and should be viewed from all four orientations. Doing so will make clear(er) the interconnectivity of university leaders, faculty, staff, students—and their respective connection to external entities and partners that enable the university to provide support and opportunities for its prospective students, current students, and alumni.

ACTION #1

Plan for enrollment growth and student success. CU Denver will develop and execute comprehensive academic, enrollment marketing and communication, recruitment, and student success plans—*leveraging* allocated resources to achieve program, college/school, and institutional enrollment goals.

Huron identified three SEM action domains that align with three of the abovementioned plans: *Academic Innovation*, *New Student Enrollment*, and *Student Success*. The latter two action domains have a dependency on the first. As for the first action domain, as recommended by Huron, we will commission a team "to work with Deans and department leaders to **evaluate potential options for growth of high demand programs** – including modality considerations, time to degree acceleration, and customized learning pathways/degree options." The recommendations of the [Computing Across the Curriculum Task Force](#) offer a strong starting point for developing a comprehensive academic plan that can uniquely position CU Denver and its programs in the market.

> **Strategic Priority #1**: CU Denver schools and colleges must engage in academic planning (see APPENDIX C: Academic Planning Process Framework) that is supported by market intelligence and research, identifying their distinct and complementary growth potential for a portfolio of diverse curricular offerings—keeping in mind that "*curriculum drives enrollment, enrollment drives revenue, and revenue drives everything else.*"[3]

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[3] Michael Dolence, higher education strategist and academic innovator

ACTION #2

Meet students where they are. CU Denver will increase access to and refine its delivery of student services and learner supports—*accommodating* the personalized needs of those applying to and studying in degree programs and enrolling in stackable credential offerings, single courses, and non-credit programs. See APPENDIX D: SEM Student Orientation (Domain), which includes exemplar student personas and explications of supports and services needed to best ensure student success.

Student services and learner supports must be well-aligned with the contemporary and future enrollment needs and demands of students, particularly in terms of curricular modality and design. Flexible delivery of orientation, financial aid, registration, learner resources, and career services are essential to meeting the needs of a diverse and less time-and-place-bound student body.

> **Strategic Priority #2**: CU Denver student services and learner supports must be redesigned to align with the Digital Strategy Task Force recommendation to "*develop a hybrid campus model to ensure a more consistent student experience that prioritizes equitable, personalized support.*"

ACTION #3

Close unmet need gaps. CU Denver will increase the numbers and amounts of need- and merit-based scholarships, fellowships, and assistantships—*lowering* levels of unmet need experienced by students and thereby having a positive impact on persistence, retention, and completion rates.

Unmet need is the difference between the cost for a student to enroll in CU Denver each year and that student's available financial resources to meet their respective cost of attendance. There is long-standing research evincing a direct correlation between unmet need and academic performance. More generally, affordability is a persistent decision factor with respect to students' educational access, college and program choice, and credit-taking behaviors.

> **Strategic Priority #3:** CU Denver must execute a comprehensive financial aid study—including all current and potential funding available to students—to inform equity-based econometric modeling techniques and financial aid leveraging strategies. Contemporary financial aid awarding "*requires sophisticated analysis that allows an institution to consider many scenarios to balance strategic enrollment goals, student need, and institutional finances in order to optimize yield and net revenue.*"[4]

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[4] Ruffalo Noel Levitz (RNL)

ACTION #4

Level up educational attainment. CU Denver will deliver coordinated mentoring, advising, and coaching to complement enhanced wrap-around student services—*reducing* disparities that are strongly correlated with students' academic unit, enrollment classifications, and personal demographics.

Huron identified two "overarching retention themes" that suggest concerted effort must be directed toward examining structures, processes, standards of practice, and resources allocated to student success across campus. First, Huron noted that "**the decentralized nature of advising has led to an inconsistent student experience** and variable advising loads for CU Denver staff and faculty." Second, they concluded that "**a proliferation of retention efforts across campus**, while well-intentioned, has led to **duplicative processes and little coordination** occurring at a broader level."

Strategic Priority #4: CU Denver must modify the design and delivery of academic advising and learner resource support, to significantly improve term-to-term persistence, year-to-year retention, 4-year graduation, and 6-year graduation outcomes. Our students are not *"square pegs that must fit into the round holes of traditional frameworks."* We must pursue alternative approaches *"for understanding the development of today's diverse student populations, and for building the foundation for their academic success and self-authorship."*[5]

ACTION #5

Value all learning. CU Denver will award students the maximum number of allowable transfer credit and credit for prior learning (CPL) to their program of study—*creating* more definitive and structured pathways for students' prior learning to fulfill degree requirements.

The National Task Force on the Transfer and Award of Credit offered six recommendations for *Reimagining Transfer for Student Success*, with the first being "prioritize the award of transfer credit and credit for prior learning." Along those lines, Colorado General Assembly House Bill 20-1002 extends credit for prior learning to include work-related experiences.

Strategic Priority #5: CU Denver's Credit for Prior Learning and Work-Based Learning Initiative must be advanced, to complement transfer credits by awarding college credit for *"courses in GT pathways or a statewide degree transfer agreement for learning demonstrated from work-related experience."* Furthermore, CU Denver must *"make transfer seamless from the perspective of the student, providing more relevant and affordable pathways to degrees and careers."[6]*

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[5] Bonner, F. A., Banda, R., Smith, S. T., & marbley, a. (2021). Square Pegs and Round Holes: Alternative Student Development Frameworks and Models for Higher Education and Student Affairs. In *Square Pegs and Round Holes: Alternative Student Development Frameworks and Models for Higher Education and Student Affairs*.

[6] CU Denver 2030 Strategic Plan, Goal #2 University for Life

ACTION #6

Prepare students for a new era of work and upskilling. CU Denver will offer varied and accessible educational opportunities for learners to develop and enhance in-demand skills needed to yield positive impacts on their lives and work—*realizing* the value proposition of choosing CU Denver as a lifelong learning partner.

CU Denver's delivery of flexible and equitable education will enable the institution to serve a wide array of students regardless of where they are in their academic and professional journey. Our curricula will be culturally responsive and meet the diverse needs of learners, employers, and society. These will be hallmarks of a CU Denver education and learning experience. To that end, we will acquire and develop expertise workforce development to determine how to make CU Denver programs relevant for specific industries. Furthermore, as recommended by Huron academic faculty and campus partners to incentivize and facilitate modifications to existing programs and new program design, marketing, and launch to market."

> **Strategic Priority #6:** CU Denver must design curricular offerings, learning outcomes, and tuition structures that meet enrolling individuals' learning and credential needs, thereby enabling completers and graduates to thrive in the new era of work and upskilling. As noted by the Digital Strategy Task Force report, *"we will provide career enhancing educational experiences that will support lifelong learning."*

APPENDIX A: Huron Deliverable

<u>STRATEGIC PRIORITY 1 – ENROLLMENT PORTFOLIO</u>
Develop and execute an enrollment strategy that optimizes CU Denver's vision, programs, facilities, and infrastructure to achieve its student recruitment, retention, and graduation goals, while ensuring fiscal stability.

Initiative 1.1: Establish a system of accountability and process for managing long-term strategic enrollment management (SEM) strategy. This structure must include Schools / Colleges, Deans and Enrollment Management.
> *<u>Associated Challenge</u>: CU Denver currently does not have infrastructure or internal processes dedicated to long-term enrollment strategy at a comprehensive level across the University.*

1.1	Tactic / Activity
1.1.1	Establish a SEM Strategy Action Team, inclusive of Deans, central leadership in the Budget Office, Enrollment Management, and Student Success, responsible for setting and monitoring incoming enrollment and retention targets between university leadership, enrollment management functions, and school/college and department leaders, in alignment with long-term SEM goals
1.1.2	Utilize enrollment dashboards to develop an internal communications plan to share ongoing enrollment progress, priorities, and impact of strategies, with schools/colleges and departments throughout the recruitment and admissions cycles
1.1.3	SEM Strategy Action Team and Financial Aid & Scholarship Office to develop a university-wide Scholarship Strategy Working Group that aligns school/college-based aid dollars with institutional enrollment goals. University-wide scholarship strategy to be informed by activities outlined in Stabilization Priorities Action Plan
1.1.4	SEM Strategy Action Team to ensure successful implementation of the broader Strategy Enrollment Management Plan

Initiative 1.2: Establish data-informed enrollment and retention targets with accountability measures for Enrollment Management and Schools / Colleges in alignment with financial sustainability of the University and incentive-based budget model.
> *<u>Associated Challenge</u>: Historical enrollment and retention targets have mainly resided in siloes and were not informed by an intentional, data-informed comprehensive strategy. This in turn has led to the lack of clear / unifying enrollment and retention goals across Schools / Colleges that support realistic financial sustainability.*

1.2	Tactic / Activity
1.2.1	Assess viability and ROI of student recruitment markets to identify key audiences (territory, demographics, programmatic) and inform recruitment targets
1.2.2	Develop actionable recruitment targets by school/college and coordinate recruitment resources, both centrally and within schools/colleges, to facilitate an intentional recruitment strategy for target audiences

1.2.3	Evaluate effectiveness of financial aid and award strategy with schools/colleges to re-deploy a targeted and intentional strategy in coordination with the Enrollment Management Action Team and aligned to overall enrollment goals
1.2.4	Utilize enrollment dashboards to share weekly enrollment progress aligned to projected goals (see 1.1.2) with recruiting staff (central Recruiting & Admissions, International Admissions, and school/college-based) and New Student Enrollment Action Team; SEM Strategy Action Team to establish accountability measures to ensure strategies are being developed to hit enrollment targets
1.2.5	Capitalize on the campus' early adoption of the incentive-based budget model and work across the units to align program enrollment goals with financial sustainability
1.2.6	Coordinate outreach efforts between Financial Aid and Scholarship Office and schools/colleges to increase financial aid literacy and FAFSA applications
1.2.7	Utilize baseline retention outcomes across student groups (FTFY, transfer, demographic, academic indicators, etc.) to inform recruitment and enrollment strategy.

Initiative 1.3: Assess capacity and demand of CU Denver's undergraduate program offerings to consider adjustments to academic offerings, and strategically develop enrollment goals that align with CU Denver's overall goals / desired outcomes for headcount, academic quality, diversity, etc.

>*Associated Challenge: While individual programs / departments manage academic program capacity, CU Denver has not strategically assessed program performance in alignment with the University's overall academic quality and financial sustainability. There has been an expressed need to analyze programs over/under capacity and determine alignment with market demands.*

1.3	Tactic / Activity
1.3.1	Evaluate program capacity with each school/college and develop a matrix to measure program demand and capacity to determine which programs are over and under-enrolled
1.3.2	Conduct an assessment to determine cost to deliver academic programs across each school/college portfolio, including all funding types
1.3.3	Establish an Academic Innovation Action Team including the Provost, Deans, Enrollment Management, and Academic Planning to consider sunsetting and/or determine specific measures to re-envision low-demand programs
1.3.4	Academic Innovation Action Team to work with Deans and department leaders to evaluate potential options for growth of high demand programs – including modality considerations, time to degree acceleration, customized learning pathways / degree options (meta-majors), etc. and analysis of appropriate expectations for lower demand programs

Initiative 1.4: Determine how CU Denver's academic offerings are aligned with market demands and student consumer behaviors to inform an innovative approach to academic program development.

>*Associated Challenge: While assessment of internal academic offerings is critical to build a successful academic portfolio, there is a need to better identify market demands including labor market trends/projections and student consumer behaviors including modality, course flexibility, and specialized needs.*

1.4	Tactic / Activity
1.4.1	Work with schools / colleges and their departments to inventory and/or establish program differentiators (both experiential and outcomes) to promote in respective student markets
1.4.2	Conduct a market demand & occupational projections assessment to determine high need career pathways both regionally and nationally
1.4.3	Conduct primary market research among targeted prospective student populations on academic areas of interest to identify areas of opportunity to drive future enrollments
1.4.4	Conduct secondary market research on an annual basis (labor demand, degree levels, modality preferences, time to degree) and align findings with institutional mission, program strengths, and institutional capacity (space, technology, faculty) to identify high-priority academic programs
1.4.5	Utilize Academic Innovation Action team to incentivize and facilitate modifications to existing programs and new program design, marketing, and launch to market

Initiative 1.5: Identify attributes and decision-making factors of student population segments and target markets to inform an intentional recruitment strategy, in consideration of market shifts.

Associated Challenge: CU Denver's enrollments and student composition has occurred relatively organically. As population projection trends and market demands continue to shift, CU Denver will need to develop an intentional recruitment strategy amid a competitive landscape.

1.5	Tactic / Activity
1.5.1	Identify immediate new markets by population to focus recruitment efforts: New-traditional, transfers from 4-year institutions (previous CU Denver admitted pipelines, Denver-metro)
1.5.2	Utilize CU Denver's identified institutional attributes and immediate positioning statement to inform intentional recruitment efforts and align recruiting resources appropriately (see Strategic Priority 2, Initiative 3)
1.5.3	Conduct needs assessment for identified student populations to understand their specific needs
1.5.4	Develop differentiated, market specific value propositions for target recruitment markets; focus on geographic and demographic qualities to enhance experience customization.
1.5.5	Integrate, refine, and expand the university-wide strategy for international student recruitment and partnerships that serves all degree levels and programs, with clear accountability for setting and executing the strategy – within International Admissions, New Student Enrollment Action team, and schools/colleges

STRATEGIC PRIORITY 2 – RECRUITMENT & NEW STUDENT ENROLLMENT STRUCTURE
Create an organizational structure that leads and is accountable for achieving CU Denver's enrollment management goals. Strong collaborative relationships with Schools/Colleges will be clearly defined to ensure a coordinated, collaborative, and consistent approach to enrollment management.

Initiative 2.1: Create a recruitment structure to enable an intentional and coordinated recruitment and financial aid strategy.

Associated Challenge: Recruiting efforts are distributed across Central Admissions & Recruiting and Schools / Colleges resulting in a lack of coordination and collaboration, and duplicative processes.

2.1	Tactic / Activity
2.1.1	Create a temporary New Student Enrollment Action Team to manage recruiting and admissions strategy and operations across central units and school / colleges. This includes recruiting strategy, recruitment marketing and communications, admissions operations, financial aid, and technology
2.1.2	Clearly define roles, responsibilities, and accountability for pool-building, pipeline management, and building the incoming cohorts among the New Student Enrollment Action Team including Central Recruiting & Admissions, schools/colleges, Recruitment Representative Working Group, and other central units including International Admissions
2.1.3	Formalize recruiting partnerships between Central Recruiting & Admissions and schools/colleges by establishing a Recruitment Representative Working Group and designating a Recruitment Representative(s) for each school/college to liaise with the New Student Enrollment Action Team; this includes a Representative from International Admissions
2.1.4	Identify gaps within current recruitment & financial aid processes, both within central Recruiting & Admissions, Financial Aid & Scholarship Office, and schools / colleges, to enact a standardized and coordinated approach to recruiting and financial aid strategy supported by the New Student Enrollment Action Team and Recruitment Representative Working Group
2.1.5	Develop an inventory of assets, both of knowledge/expertise and resources between Central Recruiting & Admissions, schools / colleges, and International Admissions related to recruitment strategy
2.1.6	Develop, in collaboration with Central Recruiting & Admissions, school / college recruiters, and Student Success units, clear expectations and agreed to roles and responsibilities related to all recruitment activities
2.1.7	Evaluate temporary New Student Enrollment Action Team structure outcomes to develop a long-term Enrollment Management unit to manage the full student lifecycle, from point of inquiry through graduation

Initiative 2.2: Integrate recruitment-focused marketing and communications efforts between central units (Enrollment Management) and School / Colleges, and partner with University Communications to deliver a unified and streamlined approach to undergraduate marketing/communications recruiting strategy.

> *Associated Challenge: CU Denver lacks a Recruitment Marketing Functional Unit working alongside University Communications to coordinate recruitment-related marketing and communications efforts currently managed independently by each unit (e.g. Central Admissions & Recruiting and Schools / Colleges each develop their own print, digital, and email communications plans independently).*

2.2	Tactic / Activity
2.2.1	Coordinate recruitment-focused marketing with current branding initiatives to create value propositions that are tailored to distinct student segments / program offerings, starting with high-demand programs
2.2.2	Inventory recruitment-focused marketing activities (including digital and relational marketing efforts) including financial investment required to develop a coordinated strategy focused on decreasing the proliferation of overlapping marketing efforts and increasing ROI

2.2.3	Develop an internal communications network to inform campus stakeholders of upcoming recruitment-focused communications, marketing messages, and events to support more collaborative efforts and strategic knowledge-sharing
2.2.4	Develop, in collaboration with Central Recruiting & Admissions, schools / colleges and University Communications, a universal recruitment-focused marketing strategy to support enrollment initiatives in alignment with CU Denver's brand messaging
2.2.5	Coordinate with the Student Web Journey project to update school/college & program websites to increase traffic and lead generation, starting with high-demand programs
2.2.6	Leverage Career Center data to develop customized marketing materials at the individual student level that illustrate the outcomes / ROI of CU Denver education based on their academic interests

Initiative 2.3: Establish a targeted and intentional approach to recruiting in support of SEM goals by aligning recruitment resources, within EM Action team and Recruitment Representative Team, to identified opportunity markets (defined in Strategic Priority 1, Initiative 5).

>*Associated Challenge: While recent changes have re-focused dedicated transfer recruiting resources, there is a need to identify target populations / markets and align central recruiters and School / College resources accordingly. This need also relies on accountability measures and coordination of recruitment strategies and tactics.*

2.3	Tactic / Activity
2.3.1	In alignment with Strategic Priority 1, Initiative 5, New Student Enrollment Action Team to re-allocate recruiting resources to support recruitment efforts of targeted student segments and coordinate recruiting plans with Recruitment Representative Working Group
2.3.2	Develop a coordinated, transfer-specific recruitment strategy among Central Recruiting & Admissions and schools/colleges focused on deepening community college partnerships and expanding pre-transfer advising
2.3.3	Assess conversion rates and recruiting tactics to identify best practices to apply a standardized and coordinated recruitment approach across Central Recruiting & Admissions and schools/colleges
2.3.4	Collaborate with Center for Identity and Inclusion to develop intentional recruitment tactics and application support resources for underrepresented minority students
2.3.5	Create an action plan to more intentionally recruit returning students – those that have stopped out and are ready to return
2.3.6	Assess recruitment marketing vendor services and performance metrics to ensure they are aligned with enrollment goals by student segment. Gradually shift vendor resources on brand awareness in new markets

Initiative 2.4: Ensure full adoption of undergraduate recruiting and admissions technology (Slate) for enrollment management functions across the University, and provide consistent foundation of training resources, data definitions, and key performance metrics.

>*Associated Challenge: Recruitment technology (Slate) is underdeveloped and used inconsistently among units. This system lacks a dedicated strategist to ensure consistent and effective usage.*

2.4	Tactic / Activity
2.4.1	Allocate 1-2 resources from New Student Enrollment Action Team dedicated to the technical management of Slate and CU Denver's undergraduate recruitment CRM strategy, including the development, execution, and evaluation of prospective student engagement plans (in collaboration with University Communications)
2.4.2	Establish a university-wide strategy for utilizing Admissions technology, currently Slate, including building training curriculum for new users and developing standardized policies and processes for the use of the tool
2.4.3	In collaboration with Office of Information Technology and Office of Institutional Research and Effectiveness, establish data definitions and key performance metrics for Slate that aligns with CU Denver's future CRM strategy
2.4.4	Continue to evaluate processes within Admissions, including application review, to identify gaps and streamline student enrollment processes
2.4.5	Develop personalized enrollment experiences for admitted students by tracking all activities and leveraging artificial intelligence (AI) with Slate.

Initiative 2.5: Identify infrastructure / resources to support a comprehensive yield strategy of admitted students through first-term enrollment; clearly identify roles and responsibilities across central units and Schools / Colleges.

> *Associated Challenge: Recruitment structure relies heavily on Schools / Colleges for yield related outreach post-acceptance. National best practices include a Central Admissions & Recruiting group which follows students through the enrollment cycle from prospect to enrollment working collaboratively with Schools / Colleges.*

2.5	Tactic / Activity
2.5.1	Identify touchpoints in the student enrollment lifecycle to support the development of a university-wide yield and onboarding strategy
2.5.2	Clearly define roles and responsibilities among Central Recruiting & Admissions, schools/colleges, and central units to enable a seamless transition between recruiting and enrollment efforts through onboarding – including orientation, early advising, and other pre-matriculation experiences
2.5.3	Utilize Slate to enhance data capture of intent to enroll and devote capacity to developing a melt mitigation plan for students who have declared intent to enroll.
2.5.4	Continue to evaluate and streamline credit evaluation and articulation processes for transfer students

Initiative 2.6: Coordinate opportunities at a secondary level including partner relations and co-curricular program opportunities (Pre-Collegiate Development Program, concurrent and dual enrollment opportunities, school/college summer camps, etc.) to drive undergraduate pipeline development.

> *Associated Challenge: There has been a concerted effort across CU Denver focused on partnership development including K-12 outreach in the undergraduate space and School / College based efforts, but there is a lack of ownership and/or accountability to manage effectiveness and coordination to strategically impact pipeline development and enrollment opportunities.*

2.6	Tactic / Activity
2.6.1	Coordinate with University Partnerships Committee to identify opportunities across the university available to pre-collegiate students (concurrent enrollment, summer camps, etc.) and develop a strategy to enhance the pipeline for undergraduate enrollment
2.6.2	Evaluate ROI of pre-collegiate programs and yield rates to build a model for enhancing pipeline development within schools/colleges
2.6.3	Enhance opportunities for current CU Denver students to get involved with co-curricular programs targeted at pre-collegiate students and act as recruitment ambassadors
2.6.4	Coordinate partner relations university-wide within University Partnerships Committee and manage interactions and engagement through an enterprise CRM

STRATEGIC PRIORITY 3 – STUDENT EXPERIENCE

Dedication to a streamlined and unparalleled student experience for all student types while also ensuring policies and practices are student-centered and support students' progress toward graduation. Enhance the coordination of advising, retention-related operations, and the infrastructure to support those efforts including the use of technology.

Initiative 3.1: Create standards and baseline advising experiences for all students with clear roles and responsibilities across central units and Schools / Colleges.

> *Associated Challenge: CU Denver's decentralized advising model has led to varied approaches to advising across campus, resulting in an inconsistent student experience and variable advising loads for CU Denver staff and faculty.*

3.1	Tactic / Activity
3.1.1	Ensure every incoming student is assigned to an advisor prior to registration for first term and connections are made by Admissions/New Student Orientation
3.1.2	Build on existing work to establish coordinated advising approach with clear roles / responsibilities across the advising ecosystem to ensure advising in students' first 1-2 years on campus is appropriately focused on supporting students in their efforts to find their right academic and cocurricular fit at CU Denver
3.1.3	Develop training and professional development aligned to newly established advising approach / standards of practice
3.1.4	Clarify expectations of faculty advisors/mentors including the use of Navigate in advising appointments, provide them with guidance and support, and determine methods from recognizing strong faculty advisors (e.g. incentives, etc.)
3.1.5	Evaluate success of first-year advising protocols and develop advising standards for full student lifecycle, incorporating best practices from student success coaching models
3.1.6	Utilize dashboards (OIRE and Navigate Population Health Dashboard) to identify key population that require proactive and in time communications
3.1.7	Determine advisor roles (professional vs. faculty) for students who have earned 90+ credits and implement a required advising / audit check to align students' paths to graduation
3.1.8	Consider designing and launching a nomination / application-based advising leadership program for faculty to drive excellence in advising; link participation to promotion and tenure consideration
3.1.9	Implement student success coaching in all advising units to ensure a consistently comprehensive approach for all students

Initiative 3.2: Pursue student-centered adjustments to University business processes and policies to enhance coordination across units and enable students to more seamlessly navigate toward their desired outcomes.

> *Associated Challenge: Students have expressed it can be difficult to navigate the institution from point of admission through graduation. There is a need to critically assess business processes within central support units (e.g. Registrar, financial aid, etc.) to support a student-centric approach, including determining the role of Lynx Central.*

3.2	Tactic / Activity
3.2.1	Develop a unified vision for how student support units, policies, and practices should support students
3.2.2	Leverage past journey mapping analysis and student focus groups to identify highest value / priority practices that, if redesigned, could make a meaningful impact on the student experience
3.2.3	Led by Student Success Action Team, adjust roles and responsibilities for critical student support units including the role of Lynx Center
3.2.4	Develop a better internal transfer for students that switch majors into a different school or college.

Initiative 3.3: Establish a coordinated approach to deliver clear and effective communications and touchpoints with students to support student retention and progression.

> *Associated Challenge: Student communications across the student lifecycle are managed in siloes resulting in inconsistent and/or duplicative messaging. This also includes the use of technology to support student success and streamlined engagement (E.g. CRM, LMS, etc.).*

3.3	Tactic / Activity
3.3.1	Establish an internal communications strategy between central units and schools/colleges to streamline outgoing continuing student communications and deliver clear and effective messaging
3.3.2	Identify communication touchpoints in the student lifecycle from point of inquiry through graduation and establish handoffs for engagement across the university to ensure clearly defined roles and responsibilities and a seamless student experience
3.3.3	Conduct a university-wide communications audit across the student lifecycle and establish, in collaboration with University Communications, clear policies and standards for student communications including accountability measures
3.3.4	Coordinate with student web experience to ensure communications and touchpoints are aligned with web design strategy
3.3.5	Inventory student support technologies across campus and rationalize the use of various tools to develop a best practice plan for student success technologies
3.3.6	Implement enterprise CRM to manage all interactions and engagement with students to reduce duplicative communications and enhance personalization

Initiative 3.4: Increase cocurricular offerings and student support services to meet the needs of CU Denver's diverse student population.

> _Associated Challenge: As non-traditional students (e.g. commuter students, adult learners, online) become the "new traditional," it is important that CU Denver's cocurricular services/offerings align with market demands including fast communication, flexibility, support service availability, etc. There has been feedback that support services and cocurricular offerings are not available to a less traditional audience including services offered in the evenings and/or remotely._

3.4	Tactic / Activity
3.4.1	Examine the cocurricular and student support needs of all student audiences and baseline student support service availability across the student lifecycle.
3.4.2	Create centralized and differentiated website locations for all students to increase ability to self-serve when on-campus student support offices are unavailable or not required and/or explore the appropriate options for offering extended student support
3.4.3	Develop co-curricular English language support via the ESL Academy for students that need supplemental English support for their academic programs
3.4.4	Evolve high-impact learning opportunities for all student audiences (e.g. micro-internships, remote career experiences / faculty partnerships, etc.)
3.4.5	Re-imagine on-campus and virtual spaces to implement blended co-working spaces and enhance community bonds

Initiative 3.5: Develop a focused and proactive strategy for supporting students with the greatest risk of attrition.

> _Associated Challenge: Retention analyses have identified the following attributes to be at high risk of attrition: URM, specifically Latinx, first generation, students enrolled part-time, and pre-majors. Additionally, the first term is a strong indicator of attrition risk at CU Denver. While Navigate has supported successful persistence campaigns, these strategies are not being implemented across each School / College._

3.5	Tactic / Activity
3.5.1	Confirm criteria for students who will be eligible for targeted and proactive advising/coaching, and develop communications plan for incoming students about participation
3.5.2	Institutionalize the use of Navigate university-wide to support student success related initiatives for undergraduate students. This includes utilizing Navigate to record notes from advising appointments, early alert inputs from faculty, and applying predictive analytics to best service CU Denver students
3.5.3	Establish clear partnership between central student success units and school/college collaborators by creating a Student Success Action Team; define roles and responsibilities between this Action Team and key collaborators, and ensure adequate access to OIRE/Navigate data to guide decision-making
3.5.4	Develop coordinated and specific coaching and advising services for "Undecided" and/or "Pre-majors" starting with orientation and continue with advisor through second year
3.5.5	Utilize Student Success Action Team to monitor performance of "at-risk" students including "Pre-Majors" to proactively reach out to those that struggle in their first term to provide coaching

3.5.6	Establish early alert requirements (see 3.5.2) and low-stakes assessments in core gateway courses with high DFW rates
3.5.7	Adopt AI to anticipate student needs and provide proactive interventions
3.5.8	For non-sponsored international students of limited means, develop support mechanisms such as TA-ships and financial support connections with alumni networks from their home country.

APPENDIX B: JAM Participants*

NAME	TITLE	DOMAIN
Rich Allen	Associate Dean for Teaching, Learning, and Curriculum, CLAS & Professor, Psychology	Academic
Joan Bihun	Assistant Professor, Clinical Teaching Track, Psychology	Academic
Joann Brennan	Interim Associate Vice Chancellor, Faculty Affairs	Academic
Leo Darnell	Assistant Dean, Academic Services and Extended Studies, CAP	Academic
Dennis DeBay	Clinical Assistant Professor, STEM Education	Academic
Mark Golkowski	Associate Dean, CEDC & Professor, Electrical Engineering	Academic
Jarrod Hanson	Chair, Faculty Assembly	Academic
Sheila Huss	Assistant Professor, Clinical Teaching Track, SPA	Academic
Peter Kaplan	Professor & Chair of the Department of Psychology	Academic
Erika Larson	Assistant Vice Chancellor, Student Success	Academic
Beth Myers	Associate Vice Chancellor, Academic Planning & Institutional Effectiveness	Academic
Jennifer Reich	Director, University Honors Program & Professor, Sociology	Academic
David Tracer	Associate Dean for Student Success, CLAS	Academic
Trishia Vasquez	Undergraduate Pipeline Program Coordinator, Health Professions Programs	Academic
Margaret Wood	Associate Vice Chancellor, Academic Achievement & Professor, Anthropology	Academic
Jaimie Carrington	Program Director, Undergraduate Recruitment, Retention and Student Success, CLAS	Administrative
Yvonne Dinsmore	Assistant Director, Veteran & Military Student Services	Administrative
Rodney Huddleston	Director, Enrollment Technology & Analytics	Administrative
Carrie John	Associate Vice Chancellor, Enrollment & Academic Services	Administrative
Michelle Larson-Krieg	Director, International Student & Scholar Services	Administrative
Lara Medley	Assistant Vice Chancellor & University Registrar	Administrative
Sandy Mondragon	Assistant Dean, Student Success & Enrollment Management, SEHD	Administrative
John Rush	Budget Manager, Wellness Center & Housing and Dining	Administrative
Kari Shafenberg	Director, Transfer Student Initiatives	Administrative
Jen St Peter	Associate Vice Chancellor, Budget	Administrative
William Thompson	Space Planner, Office of Institutional Planning	Administrative
Cary Weatherford	Assistant Vice-Chancellor, Facilities and Campus Development	Administrative
Gabe Castaño	Assistant Vice Chancellor, Strategic Enrollment	Market
Clay Harmon	Director, International Enrollment Strategy and Admissions	Market
Lauren Jacobs	Associate Director, Alumni Engagement	Market
Taylor Jarvis	Director, Integrated Marketing & Communications	Market
Alana Jones	Associate Vice Chancellor, Office of International Affairs	Market
Katie Linder	Associate Vice Chancellor, Digital Strategy & Learning	Market
Victoria O'Malley	Assistant Vice Chancellor, Marketing and Brand	Market
Ron Ramirez	Associate Dean, Programs & Associate Professor, Business School	Market

Alicia Ritchey	Assistant Director, Enrollment Marketing & Communications	Market
Scott Russell	Senior Instructor, Marketing, Business School	Market
Kristine Sikora	Assistant Dean & Director of Recruitment and Marketing, Graduate School	Market
Dave Walter	Director, Enrollment Management & Summer Programs, CAM	Market
Ashley Weatherspoon	Director, Undergraduate Recruitment	Market
Soyon Bueno	Director, Asian American Student Services	Student
Dave Deffenbacher	Assistant Vice Chancellor, Institutional Research and Effectiveness	Student
Paula Dickson	Executive Director, Institutional Research and Effectiveness	Student
Theo Edmonds	Research Associate Professor, CLAS	Student
Christy Heaton	Assistant Vice Chancellor, Student Transitions & Family Engagement	Student
Genia Herndon	Associate Vice Chancellor, Student and Community Engagement	Student
Justin Jaramillo	Assistant Vice Chancellor, Financial Aid and Scholarships	Student
Tracey Johnson	Director, Student Success Initiatives	Student
Samuel Kim	Associate Vice Chancellor, Diversity, Equity & Inclusion	Student
Kristin Kushmider	Assistant Vice Chancellor, Health, Wellness, Advocacy and Support	Student
Amber Long	Executive Director, Wellness & Recreation Services	Student
Leona Lopez	Director, Veteran & Military Student Services	Student
Precious Palmer	Director, Black Student Services	Student
Mel Rudolph Crawford	Assistant Vice Chancellor, Residential Education and Student Support	Student
Brooke Trujillo	Dean of Students	Student
Sarah Trzeciak	Assistant Vice Chancellor, Career Development and Immersive Learning	Student
Sonia Valencia	Director, TRIO Student Support Services and McNair Program	Student
Tierza Watts	Director, Student Life & Campus Community	Student

* Individuals whose names are in **bold** served as domain co-leaders. Some position titles reflected differ since JAM participation. Some individuals listed are no longer CU Denver employees.

APPENDIX C: Academic Planning Process Framework

What is Academic Planning?

Academic planning outlines [CU Denver's] overall academic goals and how those goals will be met. Academic planning establishes long-term and short-term objectives to match the mission of an institution with the needs of learners. It can include academic program planning, academic structure, organizational framework, institution-wide outcomes or competencies, and division or department goals and how they align to the overall plans. [7]

Academic planning as it relates to curricular planning allows us to:

- Match our academic offerings with the needs of learners
- Position CU Denver for sustainable success in the future
- Gain efficiencies in the short term

Academic planning has explicit links to, and must be congruent with, the other (currently developed or developing) plans at the institution, i.e., Strategic Enrollment Management, Student Success, Recruiting and the (Institutional) Strategic Plans.

Recommended steps for academic planning:

- Assemble a team within your school/college
- Review data about academic program performance (including ROI; see insight guides)
- Scan the external environment to determine larger trends that will affect CU Denver's academic activities (market intelligence requests)
- Determine goals and create/document strategies to reach those goals
- Seek input from interested people, including coalitions of people
- Create and document action plan
- Implement, measure, and modify the action plan

Guiding Questions

1. **Managed Enrollment Growth Strategy Questions**
   - What are the learner populations our unit's portfolio of academic offerings target?
   - Do enrollment levels in our programs confirm their alignment with the needs of our target learner populations or otherwise?
   - What is the maximum enrollment growth each program in our unit can achieve realistically?
   - Which existing programs can we grow immediately by removing imposed enrollment caps?
   - Which existing programs must we increase investments in, redesign to grow, or sunset to achieve growth?

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[7] The Society for College and University Planning: https://www.scup.org/planning-type/academic-planning/

2. **Curricular Support for Student Persistence Questions**
   - Has our unit been intentional about training and supporting our instructors?
   - Does our curriculum support or hinder student progression to the credential? What must we change to facilitate student persistence or improve our students' progression to the credential?
   - Which are the courses in our unit with the highest DWF rates? Why is that the case? What do we need to do to eliminate that situation?
   - Looking at our demographics, are their differential course or program outcomes based on different populations?

3. **Portfolio of Credentials Questions**
   - Have we as a school/college been intentional about making our programs/credentials as accessible to the learner as possible? What stackable credentials are we considering creating?
   - Have we as a school/college reconfigured our curriculum to achieve maximum flexibility for working learners? If not, how will that happen?
   - Have we leveraged technologies optimally to introduce innovative ways of making our program offerings more accessible and flexible to learners? If not, how will we do so?
   - What adjustments have we made to our existing credentials to make them more relevant, effective, and efficient? What new credentials/programs have we created to align with our learners' needs?
   - What new credentials/programs must we design, create, and launch? What is the market intelligence evidence for these decisions?
   - Have we given full thought to developing an equity-minded set of practices to ensure all learners feel included and vested in their learning?

4. **Cost Containment Strategy Questions**
   - What class size adjustments might help with cost containment across our programs and offerings?
   - What faculty workload considerations (including course buy outs) do we need to take into account in our academic planning?
   - What is our current ratio/mix of faculty roles and does that ratio/mix align with our future needs and cost containment strategies?
   - To fulfill the same need and achieve the desired level of quality, could less money suffice?

5. **Reprioritization of Resources Questions**
   - How can we implement budget reductions without severely damaging any core operations and quality?
   - What retirement opportunities do we have and how do we plan to use the lines strategically?
   - What do we need to stop doing or do differently to realign resources to the unit's needs?
   - What new initiatives can we engage in to achieve a better ROI?

Background and SEM overview

Enrollment Goal:

- **25,000** – increasing headcount in degree-program enrollment (D1 & D2)

Retention Goals:

- **80 from 90**; overall 80 percent first-to-second-year retention achieved by 90 percent first-to-second-term persistence
- **40 in 4**; 40 percent graduation rate in 4 years (FTFY, FTIC)
- **60 in 6**; 60 percent graduation rate in 6 years (FTFY, FTIC)
- **75 Plus**; 75 -80 percent 6-year graduation rates for transfer students

SEM Plan Strategic Actions:

1. Plan for enrollment growth and student success
2. Meet students where they are
3. Close unmet need gaps
4. Level up educational attainment
5. Value all learning
6. Prepare students for a new era of work and upskilling

The rest of this document will be specific to Action #1, Plan for enrollment growth and student success and its associated strategic priority:

Strategic Priority #1: CU Denver schools and colleges must engage in academic planning that is supported by market intelligence and research, identifying their distinct and complementary growth potential for a portfolio of diverse curricular offerings—keeping in mind that "*curriculum drives enrollment, enrollment drives revenue, and revenue drives everything else.*"[8]

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[8] Michael Dolence, higher education strategist and academic innovator

AY 2022-2023 Academic Planning Template

Holistic Plan Overview

1. Current state
2. Enrollment goals
3. Reprioritization of resources
4. Action plan

Detailed View

1. Current State
   - Categorize existing degree programs
     - Identify key areas of potential enrollment growth opportunities, elevating one or two programs for targeted investment (note targeted investment programs with "*")
     - Expected stable enrollment
     - Expected decrease in enrollment

Program	Growth	Stable	Decline
Sample program # 1		X	
Sample program # 2*	X		
Sample program # 3			X

2. Headcount Enrollment Growth Goals for Academic Year 2023-2024

School/College	Distribution%	High	Medium	Low	Optimal[9]
BUSN	25%	375	300	200	250
CAM	10%	150	120	80	100
CAP	7%	105	84	56	70
CEDC	16%	240	192	128	160
CLAS	25%	375	300	200	250
SEHD	10%	150	120	80	100
SPA	7%	105	84	56	70
	100%	1,500	1,200	800	1,000

   - Existing program enrollment goals
     - Consider opportunities to improve existing offerings, including action for ineffective program enrollment, course offering & enrollment patterns (course fill rates, capacity utilization, collapsible sections), and faculty and staff ratios (workload, utilization, instructional capacity, buyouts, etc.).

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[9] Achieving optimal enrollment targets would situate the university to stabilize its enrollment which has been decreasing by 2 – 3 percent over the past few years.

- o How will you meet these goals?
  - Establish program-level goals
  - Establish student population goals, such as freshman vs. transfer, shifts in student categories, etc.
  - Identify retention goals and initiatives
  - Identify changes in pedagogy and the need for supporting facilities
  - Assess the impact of changes in enrollment, programs, or student type on support services and facilities
  - Identify changes in staffing levels and training and development needs for both academic and non-academic staff
  - Note how your plan has changed, if at all, since your August presentation (based on market intelligence or other input)

- o New program enrollment goals
  - Consider new degree programs, certificates, or other academic offerings to be proposed, including timeline for launch, implementation team and faculty leads, and identification of necessary resources.
  - How will you meet these goals?
    - Establish program-level goals
    - Establish student population goals, such as freshman vs. transfer, shifts in student categories, etc.
    - Identify retention goals and initiatives
    - Identify any unique pedagogies and/or the need for supporting facilities
    - Identify changes in staffing levels and training and development needs for both academic and non-academic staff
    - Note how your plan has changed, if at all, since your August presentation (based on market intelligence or other input)

3. Reprioritization of resources (see guiding questions above)

4. Action Plan
   - o What actions are planned at the department or program level? Please provide timelines.
   - o What actions are planned at the school or college level? Please provide timelines.

Student
Personas

CU Denver Student Domain SEM
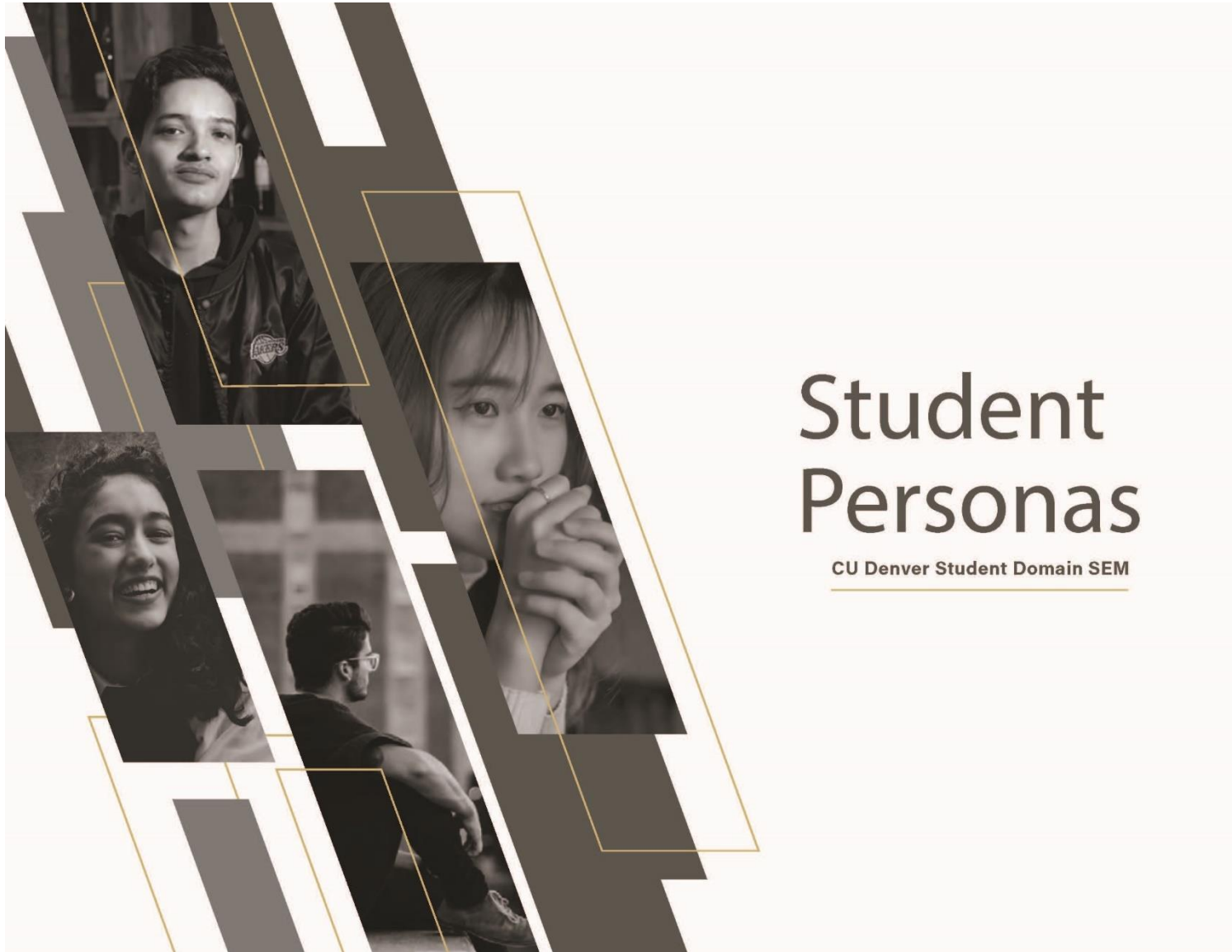
Student Domain Team

Genia Herndon (Co-Lead)
Dave Deffenbacher (Co-Lead)

Soyon Bueno
Paula Dickson
Theo Edmonds
Christy Heaton
Sam Kim
Kristin Kushmider
Precious Palmer
David Tracer
Brooke Trujillo
Sarah Trzeciak

Jonah

TRANSFER STUDENT & BARTENDER

ABOUT

Jonah is a 23-year-old transfer student from a local community college. He lives in the Denver Metro Area with his partner, Mike, who works full-time in the hospitality industry, and is currently a graduate student at CU Denver. Jonah graduated high school and immediately started working as a server, then bartender, as he didn't think college was for him.

ABOUT CONTINUED

Jonah didn't know what he wanted to do, so why would he pay tuition for something he doesn't think will benefit him? After a few years of living off of tips, he decided to go to community college in the hopes of finding something more stable and meaningful. After completing his Associates in General Studies, he's transferring to CU Denver, and is unsure about choosing a major. He knows he wants to get a job that pays well, doesn't involve the late nights that bartending does, and has good benefits.

Jonah continues to work as a bartender to support himself while going to school, and while it compliments his class schedule, the late nights make it hard for him to participate in student organizations, internships, and studying abroad seems really interesting, but he can't afford to take a semester away from work to do it. Jonah doesn't have a lot of familial support, and sees his friends and Mike as his "chosen family".

QUESTION

What would your recommendation be for the SEM plan?

What recruitment and retention strategies/actions or resources are needed to support the success of this student?

How do we ensure their graduation?

University of Colorado **Denver**
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Jonah

TRANSFER STUDENT & BARTENDER

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ABOUT CONTINUED

Jonah didn't know what he wanted to do, so why would he pay tuition for something he doesn't think will benefit him? After a few years of living off of tips, he decided to go to community college in the hopes of finding something more stable and meaningful. After completing his Associates in General Studies, he's transferring to CU Denver, and is unsure about choosing a major.

He knows he wants to get a job that pays well, doesn't involve the late nights that bartending does, and has good benefits. Jonah continues to work as a bartender to support himself while going to school, and while it compliments his class schedule, the late nights make it hard for him to participate in student organizations, internships, and studying abroad seems really interesting, but he can't afford to take a semester away from work to do it. Jonah doesn't have a lot of familial support, and sees his friends and Mike as his "chosen family".

TOP GOALS

Earn a bachelors degree that gets him a well-paying job
Graduate with as little debt as possible
Choose a major quickly

PRIMARY CHALLENGES

(student, supporting staff/faculty member)
Navigating the resources available to him, virtually and in-person.

Understanding what credits transfer in.

PRIMARY CHALLENGES CONTINUED

What major can he choose that he likes and will help him get a good job.

Being a gay man in a conservative family—issues of covering/code switching out of safety, untrusting—can be seen as secretive, aloof, not open. This will show up for Jonah at CU Denver, until he feels safe/trusting.

PRIMARY INTERFACES

His partner

Classmates

Friends

SOURCES OF INFORMATION

Online resources (CU Denver website)

Social Media

Classmates

OPPORTUNITIES

Transfer advising/Pathways

Career advising during the transfer process

Culturally responsive navigation of the LynxCentral Website—curated by people of different identities.

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Jonah

TRANSFER STUDENT & BARTENDER

OPPORTUNITIES CONTINUED

How can "Chosen Families" be a part of the admission process—how can they better support? It will create a better experience for the student. (Could there be retention milestones across the journey that could also include this?)

OPPORTUNITIES CONTINUED

Develop a "Rapid Response" protocol that understands how to respond immediately and specifically when things happen in the external community (e.g., an LGBTQIA+ student is killed by a hate group).

Develop a unique/meaningful "celebration" path where milestone achieve is intentionally named and celebrated.

RECOMMENDATIONS/ACTIONS

Bridging strategies for medical mistrust and non medical interventions-holistic and wrap-around services

Bring a culturally-responsive "vetting" approach to help student identify companies where they are like to thrive based on evidence of the employers inclusive workforce policies and practices. Over time, placed students could also become "identity" ambassadors for entire industries and help student navigate to the right companies.

Students identify the milestones that are meaningful to them to celebrate.

How do we celebrate who students are vs. viewing certain traits from a deficit model?

RESOURCES

CUE & A

Career Center

Transfer Orientation

Transfer FYE

Winterim/Maymester options for study abroad

Mental health support/health center

LGTBQ student services (tri-institutional)

bit.ly/DEI-resource

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Jonah

TRANSFER STUDENT & BARTENDER

CORE TRAITS CONTINUED The fall 2017 transfer cohort of 147 students have a 51% four-year graduation rate. This is 2 points lower than the overall transfer cohort.

CORE TRAITS: Male community college transfer aged 23-27

	ENROLLMENT	1 YEAR RETENTION	4 YEAR GRADUATION
TOTAL TRANSFER	996	74%	53%
CORE CHARACTERISTICS	75	75%	51%
CORE % OF TOTAL	8%	+1	-2

ADDITIONAL INFORMATION

In fall 2021 the 130 new transfer students with an undetermined major accounted for 13% of all new transfer students.

The fall 2020 cohort for this group had a 65% retention rate with the fall 2017 cohort having a 36% four-year graduation rate. Both are considerably lower than the total transfer cohorts for those same years.

CORE TRAITS

Male community college transfer students aged 23-27 represent 8% of the 996 new transfer students in fall 2021. They accounted for 5% of the transfer applicant pool and had a 50% enrollment yield.

The fall 2020 transfer cohort of 92 students with these traits have a 75% one-year retention rate. This is 1 point higher than the overall fall 2020 transfer cohort.

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Isa

FIRST YEAR + FIRST GENERATION

ABOUT

Isa (she/her) is an 18 year old first-year student. She is from the Denver Metro area and works part-time off campus while maintaining a full-time course load. Isa is Mexican-American and a First Generation college student. She lives at home with family, some of whom are undocumented.

ABOUT CONTINUED

Isa qualified for some scholarships, but they do not cover the full cost of tuition and books. She is struggling to pay for school, but is currently working with the Bursar's Office on payment plans. Isa is majoring in political science with hopes to one day become a lawyer, but recently, has been rethinking that decision. As a high school student, Isa was involved with the Student Council and the Debate Team.

She would like to connect more socially on campus, but is torn between balancing an off campus job, responsibilities at home, and a full-time course load. She has formed some study groups with classmates, and works out a couple of times a week in the Wellness Center.

QUESTION

What would your recommendation be for the SEM plan?

What recruitment and retention strategies/actions or resources are needed to support the success of this student?

How do we ensure their graduation?

University of Colorado **Denver**

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Isa

FIRST YEAR + FIRST GENERATION

ABOUT

Isa (she/her) is an 18 year old first-year student. She is from the Denver Metro area and works part-time off campus while maintaining a full-time course load. Isa is Mexican-American and a First Generation college student. She lives at home with family, some of whom are undocumented.

ABOUT CONTINUED

Isa qualified for some scholarships, but they do not cover the full cost of tuition and books. She is struggling to pay for school, but is currently working with the Bursar's Office on payment plans. Isa is majoring in political science with hopes to one day become a lawyer, but recently, has been rethinking that decision.

As a high school student, Isa was involved with the Student Council and the Debate Team. She would like to connect more socially on campus, but is torn between balancing an off campus job, responsibilities at home, and a full-time course load. She has formed some study groups with classmates, and works out a couple of times a week in the Wellness Center.

TOP GOALS

Major selection

Increased social involvement

Time management

PRIMARY CHALLENGES

(student, supporting staff/faculty member):

Time management (prioritization)

Connecting with others due to her busy schedule

Financial

PRIMARY INTERFACES

Classmates

Family

Professors

PRIMARY INTERFACES

Classmates

Family

Professors

SOURCES OF INFORMATION

Study group mates

Internet, CU Denver website

Academic advisor

Social media

OPPORTUNITIES

Explore majors

Find an on campus job

Join a student organization

Attend workshops around time management

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Isa

FIRST YEAR + FIRST GENERATION

RECOMMENDATIONS/ACTIONS

Meet with an academic coach from the Learning Resources Center

- Discuss time management strategies and effective/efficient study techniques
- This may also lead to increased self-efficacy

RECOMMENDATIONS/ACTIONS CONTINUED

Consider finding on-campus employment, as this may give her more flexibility with her work schedule and will reduce time spent commuting.

Complete an interest or skills inventory, then meet with a Career Counselor to discuss/debrief her results.

RESOURCES

First-Year Experiences - hopefully she is in a class already, but if not, there are course options for spring:
- College Success
- Major and Career Exploration

PALs - to assist with social engagement

TRiO

Career Center - assessments (interests, skills, values)

Center for Undergraduate Exploration & Advising (major exploration)

Financial Aid and Scholarships (apply for additional scholarships)

Learning Resources Center (time management workshop)

RESOURCES CONTINUED

Student Life: Student Organizations
- Pre-Law Society? Connect with other students about what's attracting them to that career field - this could potentially lead to another study group or maybe just recommendations about which professors to take classes with
  - This could contribute to both her academic and social needs
- Identity-based organization
  - This could contribute to increasing her sense of belonging at CU Denver

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Isa

FIRST YEAR + FIRST GENERATION

CORE TRAITS CONTINUED

The fall 2020 cohort of 169 students with these same traits have a 67% one-year retention. This is 6 points lower than the over fall 2020 cohort of first-time full-time students.

The fall 2015 cohort of 179 students has a 22% four-year graduation rate, 2 points lower than all first-time full-time freshmen. They have a 45% six-year graduation rate, 3 points lower than all first-time full-time freshmen.

CORE TRAITS: First-generation latinx female first-time full-time freshman aged 18-22

	ENROLLMENT	1 YEAR RETENTION	4 YEAR GRADUATION	6 YEAR GRADUATION
TOTAL FIRST-TIME FULL TIME	1648	73%	24%	48%
CORE CHARACTERISTICS	242	67%	22%	45%
CORE % OF TOTAL	15%	-6	-2	-3

CORE TRAITS

Female first-time full-time freshman aged 18-22. She is a Latinx first generation student —These traits represent 15% of 1648 new first-time students in fall 2021.

This population has an expected family contribution of $9,074. That of all first-time full-time students is $29,932. They accounted for 13% of the first-time applicant pool and had a 20% enrollment yield.

ADDITIONAL INFORMATION

First-generation latinx first-time freshmen represent 24% of the 1648 new first-time students in fall 2021.

They retain and graduate at a lower rate than the full cohort and have an average expected family contribution of $10,980 as compared to the average of $29,838 for the full cohort.

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Joy

GRADUATE STUDENT & VETERAN

ABOUT

Joy (she/her) is a 28-year-old graduate student planning to take online courses in MS in Biology. She spent the last seven years in the Army as an infantry soldier. She was born and raised in southern California and she received a full-ride scholarship to the Reserve Officers' Training Corp (ROTC) program at the University of Colorado Boulder where she majored in BS

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ABOUT CONTINUED

Evolutionary Biology. Joy identifies as biracial and is the proud mother of an 18-month-old toddler named Isabella. Joy and her daughter currently reside in Pyeongtaek, South Korea where she has been stationed at Camp Humphreys (overseas U.S. military base) for the last year. As her time in the U.S. Army is coming to an end, Joy has been contemplating her next steps and has considered returning to college to obtain a MS in Biology.

She has always been fascinated with marine animals and would like to explore a career in marine biology. She is at a loss though and really doesn't know where to begin with the application process. Additionally, she was recently informed that she will have access to college tuition assistance as a veteran, but is unfamiliar with the process and doesn't know who to contact for assistance.

Being overseas, her primary source of information is the internet. On her days off, she has attempted to call admissions counselors at CU Denver. Since there is a 16-hour time difference between Colorado and South Korea, it's been challenging to get a hold of someone over the phone. After her military service in South Korea is complete, she plans to return to California to be closer to family.

QUESTION

What would your recommendation be for the SEM plan?

What recruitment and retention strategies/ actions or resources are needed to support the success of this student?

How do we ensure their graduation?

University of Colorado **Denver**
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Joy

GRADUATE STUDENT & VETERAN

ABOUT

Joy (she/her) is a 28-year-old graduate student planning to take online courses in MS in Biology. She spent the last seven years in the Army as an infantry soldier. She was born and raised in southern California and she received a full-ride scholarship to the Reserve Officers' Training Corp (ROTC) program at the University of Colorado Boulder where she majored in BS Evolutionary Biology.

ABOUT CONTINUED

Joy identifies as biracial and is the proud mother of an 18-month-old toddler named Isabella. Joy and her daughter currently reside in Pyeongtaek, South Korea where she has been stationed at Camp Humphreys (overseas U.S. military base) for the last year. As her time in the U.S. Army is coming to an end, Joy has been contemplating her next steps and has considered returning to college to obtain a MS in Biology.

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Being overseas, her primary source of information is the internet. On her days off, she has attempted to call admissions counselors at CU Denver. Since there is a 16-hour time difference between Colorado and South Korea, it's been challenging to get a hold of someone over the phone. After her military service in South Korea is complete, she plans to return to California to be closer to family.

TOP GOALS

Earn a master's degree in biology (marine biology preference)

Explore a career/major in marine biology or other options that may fit her interest

Apply to graduate school at CU Denver

Figure out the costs and how to finance her education including the military benefits (e.g., Explore funding options/acquire info. about DOD TA).

Return to her family in California

PRIMARY CHALLENGES

Joy is current in another country with a significant time difference so can't speak with anyone on the phone

Navigating online info./ resources with limited assistance

Limited time to explore options/contact admissions (her days off only)

Must begin process to use TA ASAP (there are deadlines)

Moving her family to the U.S. and sorting housing, child care, health insurance, etc. Being an online student, it might be challenging for Joy to connect with other students

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Joy
GRADUATE STUDENT & VETERAN

PRIMARY INTERFACES
Military unit (troops)

Overseas education center
(e.g., Army Education Counselor)

Admissions staff to walk her through the application process and financial aid office to assist with FAFSA

Her family (parents, child and support)

OVMSS on campus to assist with the GI bill

SOURCES OF INFORMATION
Internet, Online resources
(CU Denver VMSS website, ArmyIgnitED website)

Email

Social Media

Colleagues that are using GI benefits to attend college

OPPORTUNITIES
Dedicated 24-hour service line or automated support to help students in different time zones with Admissions application and FAFSA

Peer mentor program for veterans to assist with GI bill and personal support

RECOMMENDATIONS
Enhanced website with information for veterans, veteran benefits and services, and email contact to schedule an appointment on line at the student's convenience.

Admission staff to assist with student in completing application, and waiving application fee for veterans

Improving the process to apply for VA benefits

Connecting Joy to a CU Denver veteran to answer questions (informal peer mentoring).

Course credit for military training and experience

RECOMMENDATIONS CONTINUED
Easy transfer of credit for veterans and understanding of how it transfers to CU

Denver 24 hour OIT assistance to support students with navigating the online learning platforms

Flexibility by faculty and staff for students with families and understanding of veterans issues.

Early alert for veterans

RESOURCES
OVMSS

Undergraduate Admissions

Graduate School

Registrars

Financial Aid & Scholarships Office

Disability Resources & Services (education veterans can get accommodations for PTSD)

Counseling Center with point person with expertise working with veterans Community resources that service veterans

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Joy
GRADUATE STUDENT & VETERAN

CORE TRAITS

Female master's student aged 28-32. The 110 students with these traits represent 11% of new master's students in fall 2021.

These traits account for 4% of the master's applicant pool and have a 20% enrollment yield. The fall 2020 cohort of 169 students with these same traits have a 67% one-year retention.

CORE TRAITS CONTINUED

This is 8 points lower than the over fall 2020 cohort of first-time full-time students. The fall 2015 cohort of 179 students has a 22% four-year graduation rate, 2 points lower than all first-time full-time freshmen. They have a 45% six-year graduation rate, 3 points lower than all first-time full-time freshmen.

CORE TRAITS: Female master's student aged 28-32

	ENROLLMENT	1 YEAR RETENTION	4 YEAR GRADUATION
TOTAL MASTER'S	987	75%	74%
CORE CHARACTERISTICS	110	78%	77%
CORE % OF TOTAL	11%	+3	+3

ADDITIONAL INFORMATION

In fall 2021 there were 914 students, undergraduate and graduate, new and continuing, who reported a military affiliation. Of those 88 were enrolled in an online program.

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Amy

FIRST TIME STUDENT

ABOUT

Amy is an Asian American student and the first in her family to go to college. Her family owns a local Asian restaurant, and she is needed at the restaurant to help with the business. She is not able to get involved in any co-curricular activities on campus because she is expected to come straight home to help take care of her three siblings, chauffeur her grandparents for medical visits, or work at the restaurant.

ABOUT CONTINUED

She is distressed because her parents want her to be a doctor, so she is studying biology. However, she has poor grades in Biology and the low grades are affecting her self-esteem. She feels like she disappointed her parents who sacrificed so much to come to the United States. Her interest is in music performance, and she performs a lot with her youth group, traditional Vietnamese dance, and singing. She loves performing.

However, her parents don't think music performance is a practical field. She is on academic probation and too scared to tell her parents that she lost some scholarships due to her grades and needs additional funds to make up for the lost scholarship.

QUESTION

What would your recommendation be for the SEM plan?

What recruitment and retention strategies/actions or resources are needed to support the success of this student?

How do we ensure their graduation?

University of Colorado **Denver**

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Amy

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Amy is an Asian American student and the first in her family to go to college. Her family owns a local Asian restaurant, and she is needed at the restaurant to help with the business. She is not able to get involved in any co-curricular activities on campus because she is expected to come straight home to help take care of her three siblings, chauffeur her grandparents for medical visits, or work at the restaurant.

ABOUT CONTINUED

She is distressed because her parents want her to be a doctor, so she is studying biology. However, she has poor grades in Biology and the low grades are affecting her self-esteem. She feels like she disappointed her parents who sacrificed so much to come to the United States. Her interest is in music performance, and she performs a lot with her youth group, traditional Vietnamese dance, and singing. She loves performing.

However, her parents don't think music performance is a practical field. She is on academic probation and too scared to tell her parents that she lost some scholarships due to her grades and needs additional funds to make up for the lost scholarship.

TOP GOALS

Amy's desire to study music

To graduate from college

Have her connect with the counseling center and academic support services

PRIMARY CHALLENGES

(student, supporting staff/faculty member)
Student distressed about her grades, her family pressures and responsibilities

Finding a major and career that aligns with her interests and economic security

Balancing academics with family responsibilities

PRIMARY CHALLENGES CONTINUED

Finding additional financial resources to help replace her lost scholarships

Primary Interfaces

Amy's family (i.e., siblings, parents and grandparents, and extended family, aunts, uncles, cousins)

Her religious community and organizations she is involved in

Faculty/instructors

Administrative staff, CII staff members and students

Friends and classmates

SOURCES OF INFORMATION

CU Denver staff and faculty

Classmates and friends and relatives

Online website

Parents and extended family

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Amy
FIRST TIME STUDENT

OPPORTUNITIES

Become an AANAPISI and build services to directly supports AAPI students at CU Denver Provide personal and mental health support for Amy

Connect Amy to academic support services to help improve her grades

Connect students to other AAPI faculty, staff and community members for informal mentorship

RESOURCES

Academic advisor to help student better understand academic policies and progress to degree

Learning resource center workshops on time management and academic skill building

Financial Aid - to see if there is an appeal to request more funding, such as work study, loans, scholarships

Career Center to take some interest inventories to find potential careers that align with her interests, values and skills

Student cultural clubs since many are meeting via virtually more accessible for her to make personal connection
FYE and PAL program

Counseling Center for mental health support and strategies on how to talk to her parents

Internship and research opportunities to help students get clarity about their career and academic interests

Help her understand the academic probation process and how to appeal for more financial aid funds

TRIO SSS - peer mentor program and opportunity to access book scholarship

CII staff - connection to staff and students and personal support

RECOMMENDATIONS/ACTIONS

Assign her to a staff to check in on her regularly meet once a week

Connect her with Avary Lin-Ye, mental health counselor to discuss the cultural dynamics

Connect her with other students with similar experience or background for personal support

Connect student to the Career Services to take some interests/skill inventories to assess best major or career fit and meet counselor

Support student when she talks to her parents by coaching her, or being present in the meeting to mediate the conversation

Coach students to self advocate

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Amy

FIRST TIME STUDENT

RECOMMENDATIONS FOR SYSTEM WIDE PROGRAMS

Peer mentors for students available by major, social identities, class (such as for sophomores, juniors, seniors, transfers, race, first-generation, non-traditional, career interests, have families, geographic region).

Increase online courses which seem to be better for students who work or have a lot of household responsibilities

RECOMMENDATIONS FOR SYSTEM WIDE PROGRAMS CONT.

Increase FYE classes related to health careers to expand their scope of career options

24 hour customer service line

Website enhancement with dynamic search function to access the right department and contact person.

Educate parents about importance of student engagement, internships, research opportunities, leadership development through student organizations

Hire retention specialists to focus on students who are most vulnerable to drop out

Cross train all staff that are student centered about academics policies and financial aid and remind students about withdrawal deadlines, financial aid or academic standing appeals, grade forgiveness, semester withdrawal etc if student is early alerted

Help students better understand how GPA below 2.0 impacts their academic standing and financial aid and how to appeal and navigate the SAP process

Include more vulnerable populations in the Early Alert system, especially students on academic probation.

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Amy

FIRST TIME STUDENT

CORE TRAITS

Female first-time freshman aged 18-22. She is an Asian-American student. These traits make up 6% of 1648 new first-time students in fall 2021.

These traits account for 2% of the first-time applicant pool and have a 36% enrollment yield.

CORE TRAITS CONTINUED

The fall 2020 cohort of students with these same traits have a one-year retention rate of 85%, 12 points higher than the rate of all first-time students. The 2015 cohort has a 41% four-year graduation rate, and 70% six-year graduation rate. This is 18 points higher than the overall four-year graduation rate and 24 points higher than the six-year rate.

CORE TRAIT: Female Asian-American first-time freshman aged 18-22

|	ENROLLMENT	1 YEAR RETENTION	4 YEAR GRADUATION	6 YEAR GRADUATION
TOTAL FIRST-TIME	1648	73%	23%	46%
CORE CHARACTERISTICS	107	85%	41%	70%
CORE % OF TOTAL	6%	+12	+18	+24

ADDITIONAL INFORMATION

The 256 first-time freshmen students on academic probation represent 16% of the 1648 new first-time students in fall 2021.

The fall 2020 cohort of first-time freshmen on academic probation have a 41% one-year retention rate while the fall 2015 cohort has a 1% four-year graduation rate and 8% six-year graduation rate.

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Frank

FIRST TIME STUDENT
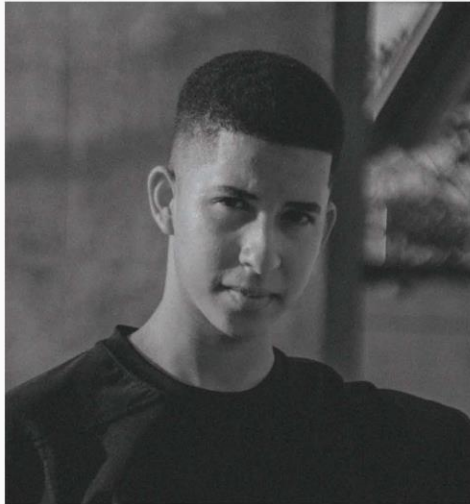
ABOUT

Frank is Latino and 21 years old and the son of a veteran. He has a GPA that is below 1.9 and he took last semester off and lived with a relative out of state. His parents are telling him that he needs to be in college, so he decided to come back to CU Denver. His only family support is leaving the state, so he has no family here in Colorado.

ABOUT CONTINUED

He chose to live in the dorms because he was having difficulty finding housing and he thought it would be easier with a meal plan and being closer to his classes. He is worried about his finances for the semester because he owes a lot, over $12,000. He needs to find a job right away to pay off his tuition and living costs. He is a bit confused about his academic standing

and his financial aid status. He is looking for jobs on Handshake, but was confused about what work-study means, and if he has it. He did have some financial aid his first semester at CU Denver, but realized he did not complete his FAFSA this year.

TOP GOALS

Sort through confusion over academic standing and financial aid status - ASAP

Find immediate employment

Find additional funding for school (FAFSA, etc.)

PRIMARY CHALLENGES

Paying for his education and seeking a paid job

Lack of familial support system and new to residence halls

Working to rebuild GPA/academic standing Adjusting to being back in school after a break out of state

Finding community and sense of belonging

PRIMARY INTERFACES

Parents/family (though from a distance)

Dormmates/Classmates

Faculty and campus staff, the resident assistants and hall director

Future employer

SOURCES OF INFORMATION

Online resources (CU Denver website,

Government resources – FAFSA) Fellow students/classmates

CU Denver FA office - to get clarity about financial aid

Academic advisor

Career Center

LovingLynx fund and additional community or campus resources to offset costs

Single Stop resource to see if he qualifies for any state or federal assistance

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Frank

FIRST TIME STUDENT
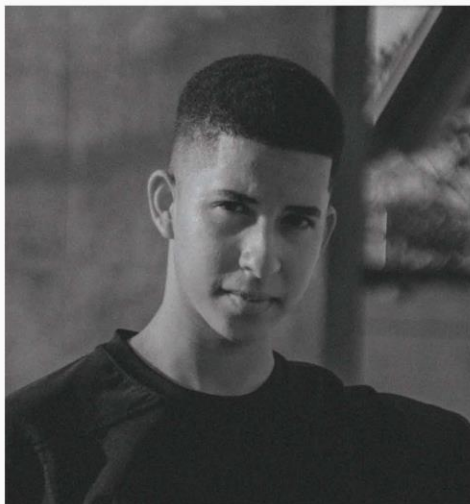
OPPORTUNITIES

Provide more transition support for out of state students with information about housing options, public transportation, costs of living, geographic regions, and social and cultural amenities in Denver

Connect students with a peer mentor to welcome to campus

OPPORTUNITIES CONTINUED

Help students navigate the process to become independent, or in-state resident or access the Western Undergraduate Exchange to save on tuition costs

Help students find off campus roommates that are also CU Denver students

Provide support to student complete FAFSA and find scholarships and other aid

Provide more information about off campus affordable housing options

Ensure students have a better understanding of their academic standing and academic support services

RECOMMENDATION

Connect Frank with financial aid advisor to ensure his FAFSA is complete and accurate

Connect him to LynxConnect to help find a job on or off campus use and also access interest inventory to get a better focus on major and career

Connect Frank with other students on campus—peer mentoring

Inform Frank about hourly on campus positions such as student government, resident assistant positions, learning assistants

RECOMMENDATIONS FOR UNIVERSITY

Do a query to remind eligible FAFSA completers to finish FAFSA and offer more FAFSA workshops group sessions

Provide more information about campus, local, state and national scholarships with coaching on how to write effective essays

Encourage all students to participate in paid research and internship opportunities throughout the college career

Offer more hourly positions on campus to keep students engaged and gain relevant work experience

Increase work study funds available to students so students can earn money and stay on campus

Simplify the process to secure work study funds—if students do not have work study they have to appeal for work study and document they have a campus department willing to hire if they have work study funds

Create paraprofessional positions for students based on their major or career interests

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Frank

FIRST TIME STUDENT

CORE TRAITS: Continuing latinx male aged 18-22

	ENROLLMENT
TOTAL CONTINUING	7258
CORE CHARACTERISTICS	446
CORE % OF TOTAL	6%

ADDITIONAL INFORMATION

Continuing male students not in good standing academically represent 3% of continuing students in fall 2021.

This population has an expected family contribution of $18,486, lower than the average of $19,917 for all continuing degree seeking undergraduates.

CORE TRAITS

Continuing Hispanic male aged 18-22. These traits make up 6% of the 7,258 continuing students in fall 2021. This population has an expected family contribution of $18,006, lower than the average of $19,917 for all continuing degree seeking undergraduates.

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Jackson

TRANSFER STUDENT

ABOUT

Jackson is a 20-year-old male (he/him) first generation student who comes to CU Denver after receiving two vocational certificates from a community college. Prior to coming to CU Denver, Jackson was facing housing insecurity and has chosen to live at City Heights to be on campus and have secure housing.

ABOUT CONTINUED

Jackson lacks guidance and support from any family and applied for school and financial aid on his own, largely unaware of aid he may qualify for, working multiple hours per week to try and pay for school on his own. Jackson has a history of trauma and struggles with his mental health, including serious self-harm behaviors

and frequent thoughts of suicide.
Jackson was hospitalized twice during his first semester at CU Denver. Jackson is connected with a therapist through a grant funded program but lacks health insurance making other medical care more difficult to access. He is eager to be successful in school, despite the setbacks he faces with his health.

He reports difficulties transitioning to the course structure at CU Denver, having gotten used to completing assignments and projects while in all-day classes in vocational school, instead of outside of the classroom, where he needs to plan time to study. Jackson hopes to get his degree in secondary education and teach high school.

QUESTION

What would your recommendation be for the SEM plan?

What recruitment and retention strategies/ actions or resources are needed to support the success of this student?

How do we ensure their graduation?

University of Colorado **Denver**
CU IN THE CITY

Jackson

TRANSFER STUDENT

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Jackson was hospitalized twice during his first semester at CU Denver. Jackson is connected with a therapist through a grant funded program but lacks health insurance making other medical care more difficult to access. He is eager to be successful in school, despite the setbacks he faces with his health.

He reports difficulties transitioning to the course structure at CU Denver, having gotten used to completing assignments and projects while in all-day classes in vocational school, instead of outside of the classroom, where he needs to plan time to study. Jackson hopes to get his degree in secondary education and teach high school.

TOP GOALS

Earn a bachelor's degree in secondary education

Teach high school after graduation

Decrease thoughts of self-harm and suicide

Maintain stable housing

TOP GOALS CONTINUED

Find ways to help pay for school so he doesn't have to work as many hours

PRIMARY CHALLENGES

No health insurance, paying out of pocket for visits at Health Center

Navigating financial aid—lack of understanding his aid status and scholarship/grant opportunities

Transitioning to college course structure from vocational school

Attending class and completing work while trying to manage his mental health

PRIMARY INTERFACES

Girlfriend, also a CU Denver student

City Heights roommates (unaware of mental health challenges)

Classmates and professors

Coworkers at workplace (off-campus)

Office of Case Management

Health Center at Auraria

Off-campus grant funded therapist

University of Colorado **Denver**

CU **IN THE CITY**

Jackson

TRANSFER STUDENT

SOURCES OF INFORMATION

Internet, Online resources

Email

Classmates

City Heights roommates, resident assistants

Faculty and campus staff

Social Media

Therapist and Psychiatrist

OPPORTUNITIES

Transfer student support, coming from vocational school to a 4 year public institution

CU Denver offering student health insurance options

Mental health care on campus (therapist off-campus, psychiatrist on campus but paid for out of pocket, not stable with financial challenges)
Peer mentor—Having someone also interested in secondary education, further along in their degree provide guidance

Building out First Gen programs to assist students who don't have family and friends who have gone to college.

Upon admission, having financial aid advisor connect with student to help guide them through aid application, deadlines, and their specific financial aid package

Finding out if any of Jackson's vocational school experience could give him credit towards his degree. Completed two certificates prior to coming to CU Denver

RESOURCES

Office of Case Management—connect with resources, assess for safety (ongoing), assist with medical withdrawal process

RESOURCES CONTINUED

Financial Aid—evaluate student's financial aid status since he was listed as a dependent but has not financial support from family and was housing insecure before coming to CU Denver

Learning Resources Center—workshops on transitioning to college, study skills, and study groups

Health Center at Auraria — offers 50% discount to students without insurance

Single Stop referral—See if Jackson qualifies for Medicaid or other assistance programs

Career Center—Exploring jobs on campus (both for commute and increasing a campus identity)

Advisor—Jackson is currently listed as undeclared. Can also assist with recommendations for course load per semester

DRS—based on depression/hospitalization

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Jackson

TRANSFER STUDENT

RECOMMENDATIONS

CU Denver offering student health insurance options

Register for less classes during the second semester (registered for 17 first semester)

Complete a medical withdrawal for first semester, given two hospital stays- will change grades to "w" and provide a tuition reimbursement

RECOMMENDATIONS CONTINUED

Establish on-campus mental health support

Meet with a financial aid advisor to learn about grants/scholarships/loans

Engage with student orgs—to expand support system

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Jackson

TRANSFER STUDENT

The fall 2020 cohort of students with these traits have a 74% one-year retention, equivalent to that of all new transfer students.

The fall 2017 cohort has a 63% four-year graduation rate, 10 points higher than that of all new transfer students.

CORE TRAITS: Male community college transfer aged 18-22

	ENROLLMENT	1 YEAR RETENTION	4 YEAR GRADUATION
TOTAL TRANSFER	996	74%	53%
CORE CHARACTERISTICS	96	74%	63%
CORE % OF TOTAL	10%	-	+10

ADDITIONAL INFORMATION

Community college transfer students represent 57% of the 996 new transfer students in fall 2021.

The fall 2020 cohort of community college transfer students have a one-year retention rate equal to that of the full transfer cohort. The fall 2017 cohort has a 51% four-year graduation rate, only 1 point lower than the full transfer cohort.

CORE TRAITS

Male transfer student aged 18-22 with previous education from a community college. These traits make up 10% of 996 new transfer students in fall 2021.

These traits account for 6% of the transfer applicant pool and have a 63% enrollment yield.

University of Colorado **Denver**

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Sam

FIRST TIME STUDENT

ABOUT

Sam is an 18 year old white male who is in his 3rd month at CU Denver. Sam excels at academics, he is very bright and socially awkward. Sam's family lives out of state on the east coast, but he has an Aunt here in Colorado Springs. Sam lives on his own in an apartment and is capable of caring for himself, his Aunt checks in on him once a month to make sure he has everything he needs.

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ABOUT CONTINUED

Sam has been diagnosed on the Autism Spectrum scale. Sam received a lot of support while in High School under a 504 plan and his Individualized Education Plan (IEP) and his teachers and classmates were very patient with him. His family was heavily involved in his K-12 education to ensure he had access to all of the services available to him. Sam and his family thought his education plans would transfer to college, they were unaware they had to register with the Disability Services Office.

Sam has submitted the correct paperwork and just received his accommodation letter after waiting several weeks for an appointment. As he approaches midterms, he is feeling the pressure and is acting out in classes, interrupting and having verbal outbursts, as well as occasionally banging his head on his desk when he's frustrated.

Sam is an Engineering student and although he has accommodations, his faculty are unsympathetic to his situation and do not understand the general symptoms and behaviors associated with Autism Spectrum. His faculty have filed reports with the CARE team and Student Conduct requesting that someone else "deal with him" and asking for him to be removed from their classes.

ABOUT CONTINUED

Sam's family have reached out to the Dean of Students Office and Disability Services for support, but are having trouble navigating services from a distance.

PRIMARY GOALS

Provide Education to Sam's faculty

Get Sam connected with support on campus

Help Sam successfully complete the semester and remain enrolled as he is quite capable of successfully graduating.

Ensure Sam's faculty understand his accommodations and allow him the breaks, etc. he needs

PRIMARY CHALLENGES

Coordinating efforts between the support services, faculty and Sam's family

Staff shortages and capacity in the support services areas don't allow for the more individualized attention Sam and his family are accustomed to

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Sam

FIRST TIME STUDENT

PRIMARY CHALLENGES CONTINUED

CU Denver runs the risk of losing Sam as a diverse student with a disability due to the challenges associated with the care and support he needs.

OPPORTUNITIES

Engaging with the student and his family directly, helping the family foster connections to CU, seeing CU Denver as a supportive environment and perhaps giving in the future to specific programs or the institution as a whole

Educate students and faculty about behaviors associated with spectrum disorders

Ensure that information about services such as DRS / Counseling, etc. are included with admissions, NSO, and other on-boarding activities prior to a student starting classes

Creating a personal relationship with Sam so he feels supported during his time at CU Denver

RECOMMENDATIONS

Early communication (at the time of admission and onward) about resources for students needing accommodations, mental health support or other needs that can be addressed preventively

Partnership with Center for Excellence in Teaching to host workshops on how to support students with disabilities, mental health issues and classroom behavior intervention tools

Pair Sam with a PAL

RESOURCES

Center for Excellence in Teaching

DRS

CARE Team / Dean of Students

PALS

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Sam

FIRST TIME STUDENT

CORE TRAITS

Male first-time freshman aged 18-22. The 611 students with these traits make up 37% of the 1648 new first-time students in fall 2021. These traits account for 34% of the first-time applicant pool and have a 17% enrollment yield.

CORE TRAITS CONTINUED

The fall 2020 cohort of students with these same traits have a 73% one-year retention rate, equivalent to that of all fall 2020 first-time freshmen. The fall 2015 cohort has a 23% four-year graduation rate and 46% six-year graduation rate. The four-year and six-year rates are both 5 points lower than that of all fall 2015 first-time freshman.

CORE TRAITS: Male first-time freshman aged 18-22

	ENROLLMENT	1 YEAR RETENTION	4 YEAR GRADUATION	6 YEAR GRADUATION
TOTAL FIRST-TIME	1648	73%	23%	46%
CORE CHARACTERISTICS	611	73%	19%	41%
CORE % OF TOTAL	37%	-	-5	-5

ADDITIONAL INFORMATION

First-time freshmen registered with Disability Services represent 3% of first-time freshmen in fall 2021. Undergraduate students registered with Disability Services represent 6% of all undergraduates.

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Rosa

FIRST TIME STUDENT

ABOUT

Rosa is 30 years old, and is from a tight-knit community in Florida. She moved to Denver to pursue a degree in Criminal Justice and Ethnic Studies. She identifies as Afro-Latinx, and is trying to actively explore her identity as a woman of color at a PWI. She is currently a full-time student, but has spent a lot of time working in a factory.

ABOUT CONTINUED

This is where she began to see the injustice of benefits and pay inequity among minoritized groups. It is her passion to work with immigrant families on legal and immigration status concerns. She comes from a middle-class family, who only have some education within community colleges and/or some undergraduate classes.

She wants to get involved with different cultural organizations and some academic clubs as well. She is having a hard time adjusting to Colorado, after coming from a rich culturally diverse community in Florida. She is desperately trying to find her support systems, but has no idea where to start.

After talking to a few offices on campus, she is getting the feeling she doesn't belong here. And she is thinking about transferring back to a school in Florida to finish her education and to be closer to family.

QUESTION

What would your recommendation be for the SEM plan?

What recruitment and retention strategies/actions or resources are needed to support the success of this student?

How do we ensure their graduation?

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Rosa

FIRST TIME STUDENT

ABOUT

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ABOUT CONTINUED

This is where she began to see the injustice of benefits and pay inequity among minoritized groups. It is her passion to work with immigrant families on legal and immigration status concerns. She comes from a middle-class family, who only have some education within community colleges and/or some undergraduate classes.

She wants to get involved with different cultural organizations and some academic clubs as well. She is having a hard time adjusting to Colorado, after coming from a rich culturally diverse community in Florida. She is desperately trying to find her support systems, but has no idea where to start.

After talking to a few offices on campus, she is getting the feeling she doesn't belong here. And she is thinking about transferring back to a school in Florida to finish her education and to be closer to family.

PRIMARY GOALS

Find opportunities to get engaged with clubs and organizations

Connect with identity-based resources

Create a sense of belonging on-campus

Build a community with students on campus through classes, organizations, etc.

Get more connected to resources in the institution and community for her career interests

PRIMARY CHALLENGES

UCD is potentially losing an out-of-state student due to lack of support

Creating a community in a short time frame, pending her transferring back to Florida

She doesn't reach out and get connected, and she falls through the cracks

OPPORTUNITIES

Looking for professional/career development opportunities

Finding a job in the community or on-campus

Reaching out to advisor for resources/services to get connected to on campus

RECOMMENDATIONS

Talking to the Admissions team prior to coming to campus about ways to get involved and connected on and off campus.

Meeting with Academic Advisor to discuss concerns with campus life and academic opportunities

Get her connected with peer support on campus

RESOURCES

Center for Identity and Inclusion

Student Life and Development

MyLynx: Latinx/Black student organizations

Academic Advisor

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Rosa

FIRST TIME STUDENT

CORE TRAITS

Non-resident multi-racial female first-time student. The 13 students with these traits make up 1% of the 1648 new first-time students in fall 2021.

These traits account for 2% of the first-time applicant pool and have a 9% enrollment yield.

The fall 2020 cohort of students with these same traits saw a 54% one-year retention, 19 points lower than all first-time students in this cohort year so it is important to note that these traits only apply to 25 students. The fall 2015 cohort graduated no students in four years and 4 students in 6 years for a graduation rate of 27%.

CORE TRAITS: Non-resident multi-racial female first-time freshman

	ENROLLMENT	1 YEAR RETENTION	4 YEAR GRADUATION	6 YEAR GRADUATION
TOTAL FIRST-TIME FULL TIME	1648	73%	24%	48%
CORE CHARACTERISTICS	13	54%	0%	27%
CORE % OF TOTAL	1%	-19	-24	-21

ADDITIONAL INFORMATION

Non-resident first-time freshmen students of a non-traditional age represent 2% of new first-time students in fall 2021.

The fall 2020 cohort of this population has a 55% one-year retention. The fall 2015 cohort has an 8% four-year graduation rate and 33% six-year graduation rate.

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Raj

INTERNATIONAL GRAD STUDENT

ABOUT

Raj is an international graduate student from India pursuing an MS in Computer Information Systems. His parents have limited financial resources, and they have had to borrow money from extended family members to send him to school in the United States. He faced some challenges in figuring out the admission process, and how to secure his student visa for CU Denver.

ABOUT CONTINUED

For his visa, he had to document that he and his parents had enough funds in the bank to pay for his 2 years of education at CU Denver. Then he had to travel over 50 miles to the nearest consulate to be interviewed and explain in English that he had no intention of immigrating as part of the visa process. He finally received his visa, but only a week before his flight to Colorado. He was nervous that his visa may be denied, and he already incurred out-of-pocket expenses for his travel, application, and visa process.

Now that he is accepted, he is frantically looking for housing in Colorado. He is scouring the website to find affordable housing and is shocked at the high rent prices. He would love to live in the residence halls, but the semester room and board are more than what his family earns all year. He is looking for roommates, and he is emailing and posting on social media to find other Indian students that are attending CU Denver to see if he can room with them.

He is desperate and finds an Airbnb room to rent for a month until he finds something more permanent. He is excited to be housed with Americans but finds they are not very welcoming. After 2 weeks of living in the Airbnb room, renters ask him to leave because of his cooking.

ABOUT CONTINUED

He is scrambling to find alternate housing sooner than he expected. Luckily, he joined Indian Student Association and found some other students to share housing. There are six people sharing a 2 bedroom in Aurora. It is crowded and noisy in the apartment, so he goes to campus for classes and to studies late in the evening. It takes him an hour to commute to school.

He is doing well academically and in his second semester he turned in a paper for a class and the professor failed him for plagiarism. Raj is shocked because he used some passages from an old paper he submitted for another class. He was not aware that was plagiarism if you use your old paper from another class. He was given an academic warning and allowed to stay in school.

He wants to get some relevant work experience and is using Handshake to apply for part-time jobs on campus and off-campus internships.

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Raj

INTERNATIONAL GRAD STUDENT

ABOUT CONTINUED

He is having difficulty finding positions because most of the campus positions want students with work-study funds, which he is not eligible to receive as an international student.

ABOUT CONTINUED

He found some internships, but they are unpaid. He is having some financial difficulty paying for his tuition, and he cannot enroll in classes for his last semester because of the balance due. He may not get the classes he needs to graduate. He would really like to stay in the US to work for a couple of years earn money in American dollars and return home.

What he would earn in US dollars and send home would help his family tremendously. However, it is challenging navigating the F-1 CPT and OPT training. He will graduate in May and is stressed by the huge debt he incurred in attending CU Denver without an opportunity to get CPT or OPT experience.

TOP GOALS

Earn a master's degree from CU Denver and find gainful employment

If possible, work in the US for a couple of years because the pay is higher than in India.

Return to India and find gainful employment

Travel and experience American culture

Primary Challenges

Cost of attendance for international students

TOP GOALS CONTINUED

Navigating the application and visa process

Limited staffing in OIA to meet the demands of international visa processing

Moving to the US and figuring out basic needs, housing, safety, food, transportation, finding community

Understanding US culture, and academic policies and rules

Stress from being being away from family and financial concerns

PRIMARY INTERFACES

Office of international admissions, international student services, international student engagement office, international student insurance

Faculty and campus staff

Classmates and cultural club members

RESOURCES

Other Indian students, classmates

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Raj

INTERNATIONAL GRAD STUDENT

RESOURCES

Other Indian students, classmates

Social media, email, CU Denver website

Internet to find housing and other essential services

ISS to navigate the CPT and OPT process and be in compliance with immigration

Graduate school and admission offices

RESOURCES CONTINUED

Academic department—faculty members

Learning resource center and writing center—academic support

CII and School of Business staff and advisors

RECOMMENDATIONS

Frequent check-in with international students to ensure they have a visa, housing, transportation, classes, and other essential needs met before arrival to campus

Emergency funds for books, housing, food, transportation, past due tuition bill, etc.

Clothing bank for students coming from warmer climates and not equipped for cold Colorado weather

Promotion of food bank pantry, and local community resources

Increase community engagement of international students with

Denver/Metro organization

Increase staff at OIA to provide personalized attention for international students

Institutional funding for OIA operations rather than thru international student fees

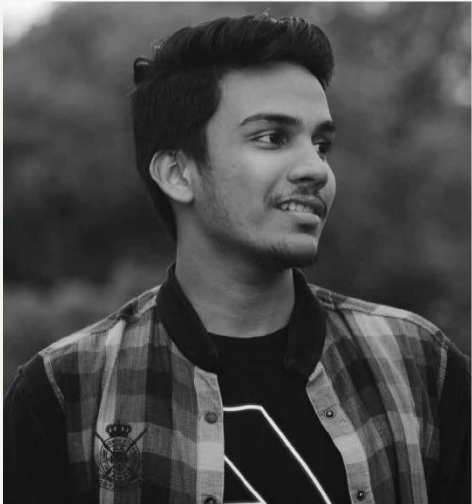Affordable housing for international students perhaps a wing in a residence hall

RECOMMENDATIONS CONTINUED

Increase hourly student positions across campus
Increase scholarships and grants for internationals students

More internships, CPT, OPT pathways for international students

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Raj

INTERNATIONAL GRAD STUDENT

CORE TRAITS CONTINUED

This is 13 points lower than the full master's cohort. The fall 2017 cohort has a 73% four-year graduation rate, only 1 point lower than the full master's cohort.

CORE TRAITS: Male International Masters Student

	ENROLLMENT	1 YEAR RETENTION	4 YEAR GRADUATION
TOTAL MASTER'S	987	75%	74%
CORE CHARACTERISTICS	97	62%	73%
CORE % OF TOTAL	10%	-13	-1

ADDITIONAL INFORMATION

International students represent 16% of the 987 new master's students and 9% of all master's students enrolled in fall 2021.

CORE TRAITS

Male international master's student. The 97 students with these traits make up 10% of the 987 new master's students in fall 2021. These traits account for 22% of the master's applicant pool and have a 13% enrollment yield. The fall 2020 cohort of students with these traits have a 62% one-year retention rate.

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Overall Recommendations

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HEALTH/MENTAL HEALTH/WELLNESS

Bridging strategies for medical mistrust and non-medical interventions—holistic and wrap-around services

Counseling Center for mental health support and strategies on how to navigate familial pressure

Assign a staff to check in on students who are struggling to regularly meet once a week

Connect students with a mental health counselor to discuss varying cultural dynamics

Offer student health insurance options

Early communication (at the time of admission and onward) about resources for students needing accommodations, mental health support or other needs that can be addressed preventively

Partnership with Center for Excellence in

Teaching to host workshops on how to support students with disabilities, mental health issues and classroom behavior intervention tools

HEALTH/MENTAL HEALTH/WELLNESS

Clothing bank for students coming from warmer climates and not equipped for cold Colorado weather

Promotion of food bank pantry, and local community resources

CAREER EXPLORATION/JOB SEARCH

Bring a culturally-responsive "vetting" approach to help students identify companies where they are like to thrive based on evidence of the employers inclusive workforce policies and practices. Over time, placed students could also become "identity" ambassadors for entire industries and help student navigate to the right companies.

Consider finding on-campus employment, as this may give students more flexibility with work schedule sand will reduce time spent commuting

Complete an interest or skills inventory, then meet with a Career Counselor to discuss/debrief her results

Career Center to take some interest inventories to find potential careers that align with her interests, values and skills

CAREER EXPLORATION/JOB SEARCH

Connect student to the Career Services to take some interests/skill inventories to assess best major or career fit and meet counselor

Offer more hourly positions on campus to keep students engaged and gain relevant work experience

Create paraprofessional positions for students based on their major or career interests

Increase hourly student positions across campus

EXPERIENTIAL LEARNING

Internship and research opportunities to help students get clarity about their career and academic interests

Encourage all students to participate in paid research and internship opportunities throughout the college career

Define what experiential learning means for CU Denver students

Work with schools and colleges to create more apprenticeship programs

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Overall Recommendations

EXPERIENTIAL LEARNING

More internships, CPT, OPT pathways for international students

STUDENT SUCCESS/SUPPORT

Students identify the milestones that are meaningful to them to celebrate.

Create a structure to celebrate where students are vs. viewing certain traits from a deficit mode

Help students understand the academic probation process

Coach students to self-advocate

Help students better understand how GPA below 2.0 impacts their academic standing and financial aid and how to appeal and navigate the SAP process

Include more vulnerable populations in the

Early Alert system, especially students on academic probation.

24 hour customer service line

Website enhancement with dynamic search function to access the right department and contact person.

STUDENT SUCCESS/SUPPORT

Hire retention specialists to focus on students who are most vulnerable to drop out

LEARNING ASSISTANCE

Discuss time management strategies and effective/efficient study techniques

Learning resource center workshops on time management and academic skill building

Provide more information about campus, local, state and national scholarships with coaching on how to write effective essays

VETERANS

Enhanced website with information for veterans, veteran benefits and services, and email contact to schedule an appointment online at the student's convenience.

Admission staff to assist with student in completing application, and waiving application fee for veterans

Improving the process to apply for VA benefits

Connect new veteran/military connected students to a CU Denver veteran to answer questions (informal peer mentoring).

Course credit for military training and experience

VETERANS

Easy transfer of credit for veterans and understanding of how it transfers to CU Denver

24 hour OIT assistance to support students with navigating the online learning platforms

Flexibility by faculty and staff for students with families and understanding of veterans issues.

Early alert for veterans

ACADEMIC ADVISING

Early and consistent information on transferring credits and how they fit into career/major pathways

Academic Advisors are trained and comfortable discussing concerns with campus life and academic opportunities

FINANCIAL AID AND SCHOLARSHIPS

Help students understand how appeal for more financial aid funds

Cross train all staff that are student centered about academics policies and financial aid and remind students about withdrawal deadlines, financial aid or academic standing

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Overall Recommendations

FINANCIAL AID AND SCHOLARSHIPS

Help students understand how appeal for more financial aid funds

Cross train all staff that are student centered about academics policies and financial aid and remind students about withdrawal deadlines, financial aid or academic standing appeals, grade forgiveness, semester withdrawal etc if student is early alerted

Increase work study funds available to students so students can earn money and stay on campus

Simplify the process to secure work study funds—if students do not have work study they have to appeal for work study and document they have a campus department willing to hire if they have work study funds

Do a query to remind eligible FAFSA completers to finish FAFSA and offer more FAFSA workshops group sessions

Creation of a stand-alone student employment office to help students navigate the on and off campus job search process and train supervisors on effective supervision techniques

FINANCIAL AID AND SCHOLARSHIPS

Increase scholarships and grants for internationals students

STUDENT INVOLVEMENT

Connect students with other students with similar experiences or backgrounds for personal support

Peer mentors for students available by major, social identities, class (such as for sophomores, juniors, seniors, transfers, race, first-generation, non-traditional, career interests, have families, geographic region).

FAMILIAL SUPPORT/PRESSURES

Support students when they talk to their parents/family by coaching, or being present in the meeting to mediate the conversation Create opportunities for "Chosen Families" be a part of the admission process—how can they better support and be involved?

Educate parents about importance of student engagement, internships, research opportunities, leadership development through student organizations

ONLINE SUPPORT

Increase online courses which seem to be better for students who work or have a lot of household responsibilities
Website enhancement with dynamic search function to access the right department and contact person.

INTERNATIONAL STUDENTS

Frequent check-in with international students to ensure they have a visa, housing, transportation, classes, and other essential needs met before arrival to campus

Emergency funds for books, housing, food, transportation, past due tuition bill, etc.

Increase community engagement of international students with Denver/Metro organization

Increase staff at OIA to provide personalized attention for international students

Institutional funding for OIA operations rather than thru international student fees

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Overall Recommendations
—

HOUSING

Affordable housing for international students—perhaps a wing in a residence hall

Commuter services/RTD pass revisited

Residential Second Year Experience program

Further investigation into summer programs Increasing our summer intern housing program

Further growth of our partnerships with other schools who hold programs in Denver

Further process evaluation as it relates to move-in process, and front desk processes to improve student experience

DATA

Enhance institutional data infrastructure to comprehensively track student engagement with student success initiatives, extra-curricular activities, and other resources to enrichen descriptive and predictive analyses of student outcomes.

Build upon current efforts to fully represent our diverse student body by adding additional and more intersectional attributes to existing data tools.

Continue to mature the CU Denver data analytic culture by -- where appropriate, applicable, and ethical -- utilizing more inferential and predictive analytics for recruitment and retention.

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Resources

CUE & A

Career Center

LynxConnect

Experiential Learning Center

Undergraduate Research and

Creative Activities

Transfer Orientation

Transfer FYE

Winterim/Maymester/Study Abroad

Mental health support
 Counseling Center
 Case Management
 Psychology Clinic

LGTBQ student services (tri-institutional)
https://www.flipsnack.com/lynxconnectpro-file/dei-resources.html

First-Year Experiences
 College Success
 Major and Career Exploration

PALs - to assist with social engagement

TRiO

Center for Undergraduate Exploration & Advising

Financial Aid and Scholarships

Learning Resources Center

Student Life: Student Organizations

Identity-based organizations

OVMSS

Undergraduate Admissions

Graduate School

Registrar

Disability Resources & Services

Health Center at Auraria
 Health Center at Auraria- offers 50% discount to students without insurance

Community resources that service veterans

Student cultural clubs since many are meeting via virtually more accessible for her to make personal connection

TRIO SSS—peer mentor program and opportunity to access book scholarship

CII staff—connection to staff and students and personal support

Office of Case Management- connect with resources, assess for safety (ongoing), assist with medical withdrawal process

Center for Excellence in Teaching

CARE Team / Dean of Students

MyLynx: Latinx/Black student organizations

Mentor Collective

Academic Advisor

You.ucdenver.edu

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References

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