Previously on the BUS...

- **33-year high in fall → spring 1st year student retention**
- **Nearing completion of AY22-23 deliverables**
- **12 new commitments in the works for AY23-24**

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**BUS Charge**

"Design and implement a process to analyze, prioritize, and make resource recommendations for undergraduate student success efforts. ... Make it possible for CU Boulder to make and implement needed decisions surrounding student success efforts and priorities in a timely, effective, and transparent manner."

**AY 22-23 deliverables**

- A pilot in selected A&S departments to speed up the evaluation of transfer credits
- A design for a new advising experience for newly admitted ACO students
- A request for proposal for a new degree audit platform
- A centralized, published directory of affinity spaces campuswide
- A draft first-year student success dashboard created for review and comment
- Supporting the Boulder Faculty Assembly’s sponsorship of a vote by faculty governance groups on a campuswide Common Curriculum
- Centralizing publicizing all campus tutoring centers
- Soliciting ideas from students on the newly launched student communications model
- Replacing outdated Minimum Academic Preparation Standards (MAPS) with new campus- and school/college-level recommendations for undergraduate admission
- Updating the campus Communications policy
- Streamlining review and approval process for late course withdrawals

**Emerging priorities**

Increased focus on metrics tied to BUS deliverables, including usage and fees to retention/graduation/DEI goals

www.colorado.edu/bus-ltt
OUR 6-YEAR GRADUATION RATE

WHY BUS GOT STARTED

2005-2013 Entering First-Year Cohorts:

AAU Public average: 76%

CU Boulder average: 70%

6-Year Graduation Rates
AAU Publics
6-Year Graduation Rates

AAU Publics

OUR 6-YEAR GRADUATION RATE

IMPROVING, BUT WE STILL HAVE MILES TO GO

2015 Entering First-Year Cohort:

AAU Public average: 82.5%

CU Boulder: 74%
Fall 2023 Re-enrollment Campaign

Goal: reach 90% Fall-to-fall first-year student retention

Plan: Assistance from the Deans in a pre-enrollment campaign—using data-informed targeting—to encourage Fall registration, point students to resources, and help address barriers to reenrollment. Occurred: April 5-17

Campaign included:

• Email from Deans

• Proactive outreach to students ahead of registration

• Message will communicate a sense of care and belonging and will point students to resources.

• Message will be segmented based on students’ likelihoods of reenrolling.

• Students with a high likelihood of reenrolling will be pointed to the registration resource hub to self-serve colorado.edu/registration (N=5567 – 78%)

• Students with a lower likelihood of reenrolling will be asked about their challenges and connected to a network of SMEs who can help address reenrollment barriers in a timely manner (N=1538 – 22%)

SMEs
• Student Affairs -- Joe Thomas and Crystal Cyr
• Advising -- Advising Help Lab
  - Scarlett Ponton De Dutton
• Health and Wellness -- Joe Andenmatten
  - Immunization and WellCheck holds -- whccompliance@colorado.edu
• Financial Aid – Lou Melucci
• Bursar – Eric Gray
• Admissions – Bernadette LeDoux
• OIEC (RIX) Hold - oiectraining@colorado.edu
  - Janell Campbell
• CE -- Blazey Heir (in case CE is a good option for the student)
• All other things -- succeed@colorado.edu
  - Shelly Bacon (until April 6)
  - Sandra Sawaya (from April 6 – April 17)
BUS 2023 commitments specific to students with minoritized identities

- Improve allocation of scholarships, creating consistent scholarship renewal criteria and coordination/utilization of scholarships
- Begin the process of refocusing CU LEAD Alliance programs to provide consistent service to targeted populations
- Establish plan to cover a larger portion of the cost of attendance for lower-income students
- A centralized, published directory of identity spaces and connections campuswide
- Align and support key campus traditions for all students and identity-based communities
- Soliciting ideas from students on the newly launched student communications model
- Replacing defunct Minimum Academic Preparation Standards (MAPS) with new campus- and school/college-level recommendations for undergraduate admission

Note: Strategic Enrollment Management planning will take lead on recruitment-based efforts with BUS awareness
Primary metrics:

- Year-over-year UGRAD retention (sortable by ACO, C/S/P, residency, representative group, Pell, First-gen, etc.)
- 4-, 5-, and 6-year graduation rates
- Closing retention and graduation gaps for First-gen, Pell, and students with minoritized identities
- Tracking utilization and influence on the above based on BUS commitments and deliverables

Metrics in development (by BUS project)

- Grade replacement impact on GPA
- ACO students:
  - Fall to spring retention (2022-23 vs. previous)
  - Grades
  - Progress to IUT
- ACO advising pilot (impact on utilization, outcomes)
- Tutoring: Baseline usage data
- Texting students re: class registration windows (impact on registration throughput)
- Basic Needs Department usage

Note: Additional metrics are being captured as well (Buff Info utilization, Buff Portal student feedback, content strategy input, etc.)
Grade replacement was opt-in from Fall 19 to Fall 21: an online request submitted by a deadline
• Undergrads can replace up to ten credits of grades of C– or below
• The grade is replaced in GPA if it is higher on the next attempt
• Grade replacement is automatic as of Spring 22 (students may opt-out if desired)

Measuring Success
• Compared usage under opt-in grade replacement (F19-F21) to automatic (Spring 22)
• Number of students using grade replacement per semester roughly doubled from Fall 21 to Fall 22; almost all were undergrads
• Undergrad class enrollments with grade replacements increased from 1% up to 1.8% of total class enrollments
  • Up to 2.2% for Pell students,
  • Up to 2.6% for First-gen and for Black, Hispanic, Native American, or Pacific Islander students
• Average replacement grade was 1.7 points higher than the original
• Equivalent of class grade going from D to B–
• About the same class grade increase seen for Pell, First-gen, and Black, Hispanic, Native American, or Pacific Islander students
Metrics to Date: ACO Fall → Spring Retention

- Measurement group: ACO students enrolled in the Program in Exploratory Studies
  - Fall 21 to Spring 22 retention for this group: 93%
    - 1.7 percentage points lower than campus average of 94.7%
  - Fall 22 to Spring 23 retention for this group: 94.4%
    - 1.3 percentage points lower than campus average of 95.7%
    - 19 more students retained than would have been retained at previous year’s rate

- Fall 22: Increase course availability for courses essential for PES students to transfer into the College of Engineering and Applied Science
- Project continues in Spring 23
Metrics to Date: Advising ACO admits

IUT Dashboard received over 1,500 hits within a month of publication in January 2023
- Pilot group of ~250 Early Admit students
- Early Admit ACO’s totaled just over 7,000
  - 1,000 wanted admission to Leeds
  - 6,000 wanted admission to Engineering
- Pilot group was smaller than expected due to grade inflation among applicants, with >40% having 4.0 high school GPA
- 22 students scheduled advising appointments with PES or A&S (9% follow-through rate)
- 9 students switched their destination program to A&S
- Ongoing pilot group of ~100 Regular Decision students

- Created an IUT dashboard for admits ACO’d from Leeds and Engineering to calculate their likelihood of IUT-ing to those programs

- Pilot advising plan:
  - Reached out to the subset of this group with the lowest likelihood of IUT-ing to Leeds or Engineering, due to GPA or other factors such as needed coursework
  - Advised this subset on other colleges/school options
  - Pilot completed for Early Admit students, in progress with Regular Decision students
Metrics to Date: Text Registration Reminders

Seek to improve student retention by engaging in additional student outreach, including:

- Enrollment reminders via text message
- Proactive advisor outreach
- Bulk texting

*Note: Text reminders started in Spring 22

Outreach initiatives resulted in increases in year-over-year rate of re-enrollment:

<table>
<thead>
<tr>
<th>Week after registration began</th>
<th>Fall ‘22</th>
<th>Fall ‘21</th>
<th>Fall ‘20</th>
<th>Fall ‘19</th>
<th>Fall ‘18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>81%</td>
<td>75%</td>
<td>76%</td>
<td>79%</td>
<td>76%</td>
</tr>
<tr>
<td>Week 5</td>
<td>83%</td>
<td>78%</td>
<td>78%</td>
<td>81%</td>
<td>79%</td>
</tr>
</tbody>
</table>

1. Text reminders led to an increase of ~5% in continuing student re-enrollment one month of after registration opened (Data from OUE/ODA)

2. Academic Advisors have reviewed outreach lists based on who has/has not re-enrolled to target efforts to improve re-enrollment

3. Bulk texting (over 170,000 outbound messages) resulted in only 23 opt-outs.
Metrics to Date: Basic Needs Department

- Created Basic Needs Department in Student Affairs Fall 2022
- Unites food and housing assistance under one unit
- Refers students to case management and other resources as needed

Stats for AY 22-23 (as of March)
- 5,245 visits to Buff Pantry
  - 77% graduate students
  - 21% undergraduate students
  - 2% unknown status
- 158 cases that required case management
  - 22 active high need cases (as of March)
  - Actively housing two students who have been homeless (sleeping in cars) for at least 4 months each
  - $29,706 distributed in housing assistance resources directly to students
1. Begin implementation of the Common Curriculum
2. Establish plan to create a common framework for undergraduate advising across the campus
3. Establish a plan to reduce tuition and fees for lower-income students
4. Expand transfer credit evaluation efficiency pilot to more departments
5. Create a campus network for call center staff
6. Create guidelines and training for using the new first-year students success dashboard
7. Align and unify support of key campus traditions for all students and affinity-based communities
8. Create a proposal for improving tutoring across campus
9. Merit scholarships: improve predicted GPA model for allocation and create consistent scholarship renewal criteria
10. Refocus Lead Alliance programs to provide consistent service to targeted populations
11. Create faculty framework for Canvas grading enhancements & best practices
12. Review degree audit rules, encoding and exception practices