All Students Dimension Report

Section 1. Process summary. The All Students Dimension was assembled in the fall of 2017 and consisted of faculty, staff and students from the University of Colorado Boulder. The dimension was co-chaired by one faculty member and one staff member who served in a project management role for the dimension. Meetings were held weekly and to ensure an equal distribution of work, the All Students Dimension was split into five working groups according to the five Dimension Rankings that were outlined by the Foundations of Excellence (FoE). Each working group researched and investigated the data available in the FoE evidence library and inventory, in addition to personally reaching out to campus stakeholders for information that resulted in a list of applicable resources and a final report on each dimension. Additionally, two focus groups were conducted to ensure student voices from a variety of sub-populations were considered in the writing of the final recommendations from the committee. The committee considered the following 12 subpopulations: Ethnic/Racial Minorities, Developmental Students, First-Generation Students, Adult Students, Commuter Students, Students with Disabilities, ESL Students, Honors Students, GLBT Students, Veterans, Active Duty Military, and International Students.

Section 2. List of dimension members and their affiliations (departments, etc.).
Margaret Asirvatham, Member, Faculty, General Chemistry
Rob Carroll, Member, Staff, New Student and Family Programs
Constantine Chrisafis, Member, Undergraduate Student, Program in Environmental Design
Oliver Gerland, Member, Faculty, Theatre & Dance and Honors RAP
Reid Kallman, Member, Staff, Office of the Registrar
Melinda Kieger Cheval, Member, Faculty, CommRAP, Advertising Public Relations
Abdur Khan, Member, Undergraduate Student, Biochemistry and Religious Studies
Kimberly Kruchen, Member, Staff, Student Affairs Office of Assessment and Planning
Steve Lamos, Member, Faculty, Program for Writing and Rhetoric/English
Medford Moorer, Member, Staff, CU Athletics
Faiza Osama Sid-Ahmed, Member, Undergraduate Student, Engineering
Paige Progar, Member, Staff, International Student and Scholar Services
Karen Ramirez, Co-Chair, Faculty Miramontes Arts and Sciences Program and CU Dialogues Program
Jill Sieben-Schneider, Co-Chair, Staff, Disability Services
Caroline Sinkinson, Member, Faculty, University Libraries
Dylan West, Member, Staff, Program in Environmental Design
Julia Willis, Member, Staff, Student Academic Success Center
Maria Wilson, Member, Staff, Housing and Dining Services

Section 3. Narrative of dimension opinions and scores on FoE Scales
a. PI 6.1. Academic Needs of All Students. 1. To what degree does your campus identify the academic needs of individual first-year students? 2. To what degree does your campus address the identified academic needs of individual first-year students?

b. Dimension Summary. According to the data collected in the FoE site, there are approximately 100 programs that were included that align with the goal of offering academic support to first-year (FY) students that spanned all the colleges across CU Boulder. There is positive evidence included in the data that was collected that indicates that these programs are working, at least at the general level. For instance, the FY Student Survey suggests that students find their academic experiences at CU Boulder to be generally positive ones. Roughly 60% of students report that their work with reading, writing, research, and computing is "about right" while 55% report that their experiences with math are "about right." Impressive, too, is that 66.8% of students report that their "instructor helped me to learn the material, that 64.1% of students find their instructors to "use effective teaching methods," and that 67.2% of students feel that their instructors communicate academic expectations to them effectively.

It should be noted that the clear majority of the estimated 100 programs mentioned do not provide detailed quantitative or qualitative assessments to determine how well the university is addressing the identified academic needs of FY students. However, the First-Year Student Survey reports that only 49.2% of students believe that CU has helped them to successfully transition to college. To support the evidence shown in the FY Student Survey, a student participant in a All Students focus group remarked that, "The difference between high school and college is not emphasized enough. We need better academic counseling." In addition, the NSSE data also showed evidence of the institution scoring below its peers in providing students with "learning strategies' and with student use of "learning support services." Also, the focus groups talked at length about the need for smaller classes for FY students, more meaningful relationships with advisors and faculty, and overall help with their academic work during the first year. The focus groups indicated their strong belief that the mainstream campus does not do enough to address the academic needs of marginalized students.

a. PI 6.1. Social/Personal Needs of Individual Students. 1. To what degree does your campus identify the social/personal needs of individual first-year students? 2. Address the identified social/personal needs of individual first-year students?

b. Dimension Summary. The All Students Dimension is not aware of a unified effort to identify or track emerging students' social needs, particularly those of specific student populations that were identified by FoE. Disparate groups may compile details for specific populations but this data is not openly shared or collated to the knowledge of the group. Residence Life does a proficient and proactive job in gathering students' needs through programs like Buffchats, which requires resident advisors to accumulate various pieces of information from residents, most residents being first-year students.

There are several strong programs that support individual students' social and personal needs and the intersection of those with academic needs, including but not limited to: SASC, Miramontes, BOLD, among others. Additionally, the campus has a strong RAP and an emerging LLC program as well as collaborative relationships between residence life and health or well-being services. However, while these programs are strong overall, we saw minimal evidence that there are sufficient programs in support of all student populations. Furthermore, the supports that are offered are available in a siloed fashion and may not be evenly promoted to all students. While

half of the students reported that social needs are currently met, there is little evidence that the campus is coherently taking action to build social and personal support mechanisms. Furthermore, a fifty percent satisfaction rate should not be acceptable -- and may in no way represent the sub-populations that the dimension identified.

a. PI 6.3 Student Experiences. To what degree does your campus assure that all first-year students experience the following: 1. Individualized attention from faculty/staff? 2. Academic support outside of the classroom? 3. Opportunities for campus involvement? 4. Inclusive campus environment?

b. Dimension Summary.

Individualized attention from faculty/staff: FY students were split in regards to those who felt they received individual faculty/staff support and those who felt they did not receive as much individual attention and support from faculty/staff as they would have liked to properly make the transition from high school to college. This was supported by both the FoE student survey and the student focus groups organized by the All Students Dimension. Placement exams, honors programs, RAP programs, advising centers across the Schools/Colleges, study abroad programs, the CU LEAD programs, freshman seminars and faculty office hours all contribute to more individual attention from faculty/staff. However, not all FY students are involved in these programs or seek out/learn about these opportunities.

Academic support outside the classroom: While the University offers many initiatives for academic support including ASAP tutoring in the Residence Hall, the Writing Center, SASC, departmental tutoring options, etc. the surveys show that many students are not well aware of the support services available and do not take advantage of them. The NSSE Snapshot indicates that "Institution emphasis on using learning support services" is 12 percentage points lower than our AAUDE peers for FY students. "Supportive Environment" also averaged significantly lower for FY students in the NSSE Snapshot than CU Boulder's AAUDE peers. In the focus groups, "more than half of the students present suggested they had not had as much support as they would have liked during their first year" and one stated that "not all academic resources on campus are well advertised; e.g. it would have helped me to know earlier about the BOLD Center." Significant effort and resources have been put into academic support across campus and new academic advising initiatives have been put into place, but it is clear that students need to be reminded of the resources repeatedly during the first year.

Opportunities for campus involvement: At first glance, there appears to be a high number of "opportunities for campus involvement." There are many student clubs on campus, for example, and Residence Life offers numerous opportunities to get involved in hall events (94.5% of first-year students live in a campus residence hall, including 57% who live in a RAP, FIG, or LLC). Moreover, the students in the focus groups showed evidence of being well connected through social groups and academic programs such as MASP and ISSS. Yet, while the focus group students were involved with an *individual* program or social group, they did not feel a strong sense of belonging to campus as a *whole*. Responses on the FY student survey bear this out: 46.9% of FY students feel that their social needs are being met at best only "moderately;" 46.7%

feel at best only a "moderate" sense of belonging; and 56.3% say that the campus is doing at best a "moderate" job helping them understand how to be an involved member of their community. NSSE data corroborate: CU Boulder is rated by students 12-15% below the AAUDE average in its emphasis upon attending campus activities and events, and on participating in a learning community or some other formal program. Even within a learning community, student involvement in activities and events is not guaranteed: the Honors RAP student survey shows that 59% of students participated in RAP events only "Sometimes" or "Never."

Inclusive campus environment: Throughout the CU Boulder campus there is a stated value in creating an inclusive environment for all students. This value is stated in many of the mission, vision and purpose statements at individual colleges, schools and departments. The support for creating an inclusive campus environment is prevalent, but a lack of execution is occurring. Some progress is noted by the NSSE report, University Climate Survey of 2014, First-Year survey and from individual focus groups. However, these reports also point out a major concern in that the university is at best moderately providing an inclusive environment for students in the classroom, the residential halls and other areas through campus.

The FY student survey identifies that 46.9% of first-year students feel that their social needs are "moderately" being met; 46.7% feel a "moderate" sense of belonging. There were 45.2% of the respondents who felt that they could not express their beliefs without concerns about how others will react. These trends are also shown in the summary finding of the CU Boulder Undergraduate Student Social Climate Survey from the fall 2014. The NSSE snapshot reported that first year students rated the CU Boulder campus efforts for "encouraging contact among students from different backgrounds" 15% below the AAUDE average. This finding similarly trends the senior data that ranked CU 8% below the AAUDE average in its emphasis on encouraging contact among students from different backgrounds. Within the student focus groups, some students stated they did not feel a part of the larger campus but found a niche that they felt comfortable in. It was identified that students find community in silos and have a hard time building community outside of these silos.

a. PI 6.4 Subpopulations: To what degree does your institution respond to the unique needs of the following subpopulations?

b. Dimension Summary. The dimension ranked the university's response to the subpopulations listed below based on 1) the degree to which there is evidence of the university devoting resources, staff and communications to the various subpopulations; 2) the percentages of students in the subpopulations whose needs are addressed by programs designed for them; and 3) the degree to which students in these subpopulations perceive the university responding to their needs. For instance, while the university has invested substantial resources in first-generation students, including targeted scholarships and support programs through the CU LEAD Alliance, there are significant gaps in meeting their needs, leading to our ranking of LOW. First-generation students are approximately 13% of the FYC, more than 1000 students, but support programs work with no more than 200 of them. Furthermore, the First-Generation Scholars Program through the Center for Cultural Unity and Engagement, was recently removed and not fully replaced by a smaller program in SASC; our focus groups indicated that this has caused

confusion and a sense that the university is not meeting their needs. Similarly, in assessing how we respond to international students' needs, we balanced the fact that the university has several programs in place to address needs of this population with the fact that the number of international students has grown more rapidly than the expansion of resources for support, and the fact that there are serious concerns about the success of international students for whom English is a second language, leading to a MEDIUM ranking.

a. PI 6.5 Physical and psychological safety: To what degree does your institution assure a campus environment in which first-year students are 1. Physically safe? 2. Psychologically safe?

b. Dimension Summary.

Physical Safety: Based on the Fall 2017 student survey, the majority of students (72.3%) state they feel safe on campus. The overall trend, safe versus unsafe, shifts based on race and gender. Two race/ethnicity subsets (Black/African American and Asian) showed a decrease in feelings of safety. The biggest change in the perception of safety is between genders. 35.7% of female students surveyed stated the feeling of safety to be moderate or less. Comparatively, 19.8% of male students answered at this level. The 2015 Campus Sexual Misconduct Survey (CSMS) and the 2017 National College Health Assessment Survey (NCHA) corroborate the lower level of safety for female students.

Psychological Safety: The Fall 2017 student survey shows a very high percentage of responding students (87.8%) who believe they are treated fairly on campus, which is one way to measure the absence of discrimination/harassment. This percentage decreases based on gender and race but not to any significant extent. The survey also shows positive numbers (4-5) in feeling respected by others (65.1%), feeling a sense of belonging (53.2) and a belief that the university communicates the importance of respecting others with differing opinions (63.2%). However, differences in feelings of belonging are most significant when examining race/ethnicity subsets. Only 44.5% of Black/African American, 46.2% of Asians, 45% of Native Americans and 25% of Native Hawaiian/Pacific Islanders feel a high sense of belonging. Interestingly, higher percentage (56.1%) of students who identified as being Latino feel a sense of belonging than that of the total student population. While the survey shows students to have a medium to high level of feeling physically and psychologically safe, the survey also indicates that campus needs to communicate more about services in these areas since low numbers of students indicated awareness of services.

Section 4. Sources of Evidence. See Appendix A.

Section 5. Dimension recommendations.
The All Students Dimension recommendations center around what the group identified as the three most significant outcomes for all, individual first-year (FY) students to experience in order to better meet all students' social, academic and physical/psychological needs: 1) individualized academic relationships; 2) coordinated access to resources; 3) a welcoming campus environment.

1. We recommend that all FY students have opportunities for individual connection in an academic setting with faculty/staff trained to address intersectionality of social identities and connect people to resources. To this end, suggested implementations include:
   a. Coordinate existing campus resources for small FY classroom experiences so that the university can assure that every FY student has a small academic environment with ongoing individualized instruction and peer-to-peer relationship building. Programs that already reach this outcome, including RAPs, FY Seminars, PWR courses, MASP, McNeill, TRiO, Norlin Scholars, PLC, ROTC, and the Writing Center (for repeated writing assistance), should be funded, replicated and coordinated.
   b. Incentivize faculty who teach small FY classes to be trained and committed to helping FY students as whole students, which entails being prepared to help respond to students' individualized social, physical, psychological as well as academic needs. Teaching small FY classes must be recognized as valuable and time-consuming work and given merit accordingly. Currently, teaching service for FY education is not reflected in faculty annual evaluation criteria.
   c. Advance academically focused individualized experiences (e.g. workshops on study skills and time management) within Student Affairs, for instance during orientation and through the residence hall experience.
   d. Develop a coordinated effort for small FY academic experiences across resources/programs/units. For instance, the new Student Affairs Residential Learning Experience should be developed in communication with the RAPs and FY seminars and training/resources coordinated and shared to ensure consistency for FY students.
   e. Develop and support "stretch" and "studio" first-year courses that supplement regular course content with extra time for completion and/or added one-on-one and small-group tutoring.

2. We recommend that all FY students receive clear, coordinated (and preferably interpersonal) communications about resources that will advance and respond to their academic, social and physical/psychological needs. These resources include: Wardenburg/CAPS, Disability Services, OIEC, OVA, Health Promotions, Career Services, the Writing Center, ASAP, Advising, SASC, Veterans Services, ISSS, CU LEAD programs. Currently the campus has many resources that students are not aware of or do not readily use because of poor communication pathways and the lack of evidence demonstrating the value of the resources. To this end, suggested implementations include:
   a. Coordinate and regularly communicate information, via communication campaigns like those conducted by OIT, about FY campus resources to students, faculty and staff.
   b. Incentivize faculty and staff interfacing with FY students to stay abreast of resources and to communicate resources to FY students in personal ways.
   c. Require a university supported assessment, and accompanying report, for FY programs that gives tangible evidence for students, faculty and staff to view successful outcomes or areas of growth within each program. This would allow

all constituents to determine if the program is a right fit for them or their students. It would also allow the university to evaluate budgetary needs.

    d. Strategically consider what is required of students (e.g. consider requiring some attention to career exploration, wellbeing and interaction across difference), and allocate ongoing funding to match requirements.

3. We recommend that the university commit more coordinated attention to addressing campus climate. All FY students should feel welcome and a sense of belonging, but currently our campus climate is unfavorable for many underrepresented students (including Ethnic/Racial Minorities, First-Generation Students, ESL Students, and International Students). The lack of a clear and unified message, plan and direction for addressing campus climate gets communicated to students as a lack of concern. To this end, suggested implementations include:

    a. Further assess the needs of underrepresented students, and identify/fund initiatives/resources to support these needs.

    b. Incentivize faculty and staff to work on advancing campus inclusivity for underrepresented populations.

    c. Create opportunities for sustained student-to-student engagement across intersectional social identities.

    d. Ensure support for students who lack a sense of belonging, to help maintain their academic purpose and promise in the face of microaggressions.

Section 6. Discussion and Limitations

Our dimension was primarily charged with assessing the extent to which individualized students feel a sense of belonging (academically and socially) at the university. As a dimension, we decided that belonging happens when a student holds a "we" mentality towards the university rather than a "them" mentality. Campus climate surveys (e.g. CU's 2014 survey) and decades of research on diversity and inclusion in institutional settings (see Hurtado et. al 2012) demonstrate the need to consider academic/social belonging, and its links to persistence, in terms of social identity factors. In considering how 12 different subpopulations experience academic/social belonging at the university, the dimension recognizes that students experience these categories in intersectional ways which we are not able to account for. We also recognize that there are some students whose identities, or whose unique set of interlacing identities, are not represented by any of the categories we isolated. We have kept these limitations in mind in developing recommendations that we believe will promote access to resources and student success for student identities we did not focus on as a distinct subpopulation. Our work, particularly our focus group conversations with minoritized students at CU, have demonstrated to us the value of existing programs tailored to the needs of subpopulations and raise concerns with "one size fits all" approaches to addressing first-year student needs.

Section 7. Appendices. This report is a snapshot of an in-depth investigation and much larger discussions had by the All Students Dimension. As stated in the process summary, the dimension was split into smaller working groups and assigned one of the five-dimension rankings that resulted in a separate report. For a more detailed review of the individual working group

dimension reports and data/evidence considered, see Appendix A. For further definitions, see Appendix B.

Appendix A

PI 6.1. Academic Needs of All Students

OVERALL RANKING

The the university should be ranked "HIGH" for identifying first-year (FY) students' needs and "MEDIUM" for addressing students' first-year needs.

POSITIVE TRENDS

Our committee's examination of the resources provided on the FoE website suggests that there are numerous programs—nearly 100 currently included on FoETech[1]—dedicated to the needs of first-year students spanning all of the colleges on the campus:

> -A&S has programs ranging from batch enrollment (where students are enrolled in courses suited to their major)[2] to the Honors RAP[3];
>
> -CMCI has a first-year curriculum titled "Concepts and Creativity in Media, Communication, and Information" for all of its students designed to afford a common first-year curricular experience[4];
>
> -Education has a First-Year Success seminar[5];
>
> -Engineering has at least 12 programs supporting first-year students (e.g., Academic Early Alert and Interventions[6]);
>
> -Music has at least one assessment for at-risk first-year students[7];
>
> -Business has a range of first-year programs (e.g., Leeds First-Year seminar[8]);
>
> -the Libraries have programs[9];
>
> - Environmental Design (ENVD) offers a variety of programs that offer peer-to-peer support in design education (e.g., Design First Year Seminar- ENVD 1004 & Peer Mentor program)[10] ;

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[1] https://foe.jngi.org/Inventory/Interventions/206
[2] https://foe.jngi.org/Inventory/EditIntervention/3859
[3] https://foe.jngi.org/Inventory/EditIntervention/3837
[4] https://foe.jngi.org/Inventory/EditIntervention/3820
[5] https://foe.jngi.org/Inventory/EditIntervention/3763
[6] https://foe.jngi.org/Inventory/EditIntervention/3803
[7] https://foe.jngi.org/Inventory/EditIntervention/3879
[8] https://foe.jngi.org/Inventory/EditIntervention/3843
[9] https://foe.jngi.org/Inventory/EditIntervention/3834
[10] https://www.colorado.edu/envd/student-services/first-year-experience

-other student support mechanisms include various student support programs ranging from the Student Academic Support Center (SASC)[11] to the Miramontes Arts & Sciences Program[12] to various Student Affairs programs[13].

It is also clear that the campus caters extensively both to high-achieving academic students and those whom they perceive to be at-risk: e.g., A&S has both an Honors Program[14] and the Academic Coaching Early-Alert Program.[15]

As well, there is positive evidence included in FoETech suggesting that these programs are working, at least at a general level. For instance, FY student survey data suggests that students find their academic experiences at CU Boulder to be generally positive ones: roughly 60% of students report that their work with reading, writing, research, and computing is "about right" ("New Student Survey for Four-Year Institutions, All Questions" (2-4)[16], while 55% report that their experiences with math are "about right" (3). Impressive, too, is that 66.8%[17] of students report that their "instructor helped me to learn the material," ("New Student Survey for Four-Year Institutions, Survey Questions" 7)[18], that 64.1% of students find their instructors to "use effective teaching methods" (8), and that 67.2% of students feel that their instructors communicate academic expectations to them effectively (8).

There is also NSSE data to suggest that CU Boulder first-year students are rank at or above average on a wide range of standard FY academic measures, especially in terms of "high-impact" practices ("NSSE 2017 Snapshot" 1)[19] such as overall number of pages of writing (2), overall challenge (2), quality of faculty interaction (3), and likelihood to grapple with diverse perspectives in the classroom (3). Related NSSE data on writing collected by the Program for Writing and Rhetoric offers further positive evidence to suggest that CU Boulder students are doing well relative to peers on measures including "analyz[ing] something you read, researched, or observed" ("NSSE Experiences with Writing" 4)[20] and "argu[ing] a position using evidence and reasoning" (4).

Finally, a small number of the nearly 100 specific programs do begin to provide evidence detailing their efficacy. For example, the Honors RAP conducted a survey indicating, among other things, that 57% of students in the RAP "strongly agree" that they were more likely to interact with RAP faculty than with other campus faculty ("Honors RAP Student Experience Survey" 1)[21], that 63% of students agreed that the Honors RAP placed "quite a bit or very much" emphasis on "spending significant amounts of time studying and on academic work" (2), and

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[11] https://foe.jngi.org/Inventory/EditIntervention/3824
[12] https://www.colorado.edu/masp/
[13] https://foe.jngi.org/Inventory/EditIntervention/3778
[14] https://foe.jngi.org/Inventory/EditIntervention/3840
[15] https://foe.jngi.org/Inventory/EditIntervention/3881
[16] https://foe.jngi.org/d/9a8d7-7827/studentsurveyresults2017.pdf
[17] All percentages from the FY student survey that follow reflect the "green" numbers for student survey data: i.e., percentages of students who scored a "4" or a "5" in response to a question.
[18] https://foe.jngi.org/d/633c3-7826/studentdimensionsresults2017.pdf
[19] https://foe.jngi.org/d/c0af7-7606/nsse17-snapshot-cu_boulder.pdf
[20] https://foe.jngi.org/d/51df2-7607/nsse17-topical-module--experiences-with-writing-cu_boulder.pdf
[21] https://foe.jngi.org/d/e219b-7760/honors-rap-2017-survey-with-responses.docx

that 68% of students found that the RAP was "providing support to help students succeed academically" (2). Planning, Budget, and Analysis also did an assessment on RAPs and academic success, finding that retention rates and GPAs were higher for RAP than non-RAP students ("Residential Academic Programs (RAPs) and Academic Success" 1).[22] Still further, we note that the campus collects retention data on various diverse subpopulations, including LGBTQ students[23] and underrepresented minority and first generation students.[24] (And, as noted above, the Program for Writing and Rhetoric has cooperated with NSSE to collect data on student writing as well.)

These positives suggest that the campus deserves a rating of "HIGH" in terms of its work to recognize the academic needs of students.

PROBLEMS / LIMITATIONS

In general, the vast majority of specific programs listed here do not yet provide detailed discussions of their effectiveness in either quantitative or qualitative terms—or at least do not do so in ways accessible to this committee. Furthermore, several sources of existing data indicate some potential limits to the efficacy of CU Boulder academic support for FY students.

The FY Student Survey also reports a number of "green" scores (i.e., scores of 4 or 5) on key measures of first-year student engagement that hover around 50% or less,[25] e.g.,

> -only 23% of students report being clearly connected to faculty outside of class (2);
>
> -only 39.2% report clear connection to academic support (2);
>
> -only 48.1% report clear understanding of first-year learning goals (5);
>
> -only 47.4% report receiving individual academic attention from an instructor (8);
>
> -only 51.1% report receiving the "right amount of attention and support" in terms of their academics (11);
>
> --only 49.2% report that CU has helped them to successfully transition to college (11).

Comparing these scores to considerably the higher marks on other metrics in the survey—e.g., 78.2% on the degree to which CU Boulder clarifies expectations concerning academic honesty (3); 72.3% on feelings of physical safety on campus—suggests that students perceive that their academic needs are not necessarily being met as fully as they could be.

The NSSE 2017 snapshot[26], meanwhile, also suggests that CU Boulder scored somewhat below its peers in terms of providing students help with "Learning Strategies" (1) and in terms of using "learning support services" (3). This concern was also articulated explicitly and forcefully by many students included in one of our committee's focus groups: one such student remarked that

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[22] https://foe.jngi.org/d/4ad0d-7651/rapoutcomes2016rev.pdf
[23] https://foe.jngi.org/d/2da96-7787/glbtq-retention-rates.xlsx
[24] https://foe.jngi.org/d/de6e4-7727/retention-data--diversity-dimension.xlsx
[25] https://foe.jngi.org/d/633c3-7826/studentdimensionsresults2017.pdf
[26] https://foe.jngi.org/d/c0af7-7606/nsse17-snapshot-cu boulder.pdf

"The difference between high school and college is not emphasized enough. We need better academic counseling" ("FOE Focus Group Report, 12-1-17" 3).[27]

FY student survey data notes further that only 32% of FY students on the campus report spending more than 15 hours outside of class studying or engaged in academic activities ("New Student Survey for Four-Year Institutions, All Questions" 19)[28]—even though nearly three-quarters of students (72%) reported not working at all during the school year (21). It would seem, then, that FY students are spending considerably less time on homework than what the university says they ought to be spending—i.e., two to three hours of homework per week for each credit hour that they take.[29] (In this regard, it is also worth noting NSSE data suggesting that CU Boulder FY students spend 15.8 hours per week outside of class compared to 16.4 hours per week for the AADUE average ("NSSE 2017 Snapshot" 2).[30]) As well, we note the NSSE data suggesting that CU Boulder student writers report slightly less understanding of their writing courses and their instructors' expectations than do national peers, specifically on the measures "provided clear instructions describing what they wanted you to do" ("NSSE Experiences with Writing" 5)[31], "explained in advance what they wanted you to learn" (5), and "explained in advance the criteria they would use to grade your assignment" (5).

Additionally, several of us from the "All Students" committee interviewed a focus group of students on Dec 1, 2017, one comprised of a majority of underrepresented minority students, first-generation students, and transfer students. This group talked at length about the need for smaller classes for first-year students, more meaningful relationships with advisors and faculty, and overall help with their academic work during their first year ("FOE Focus Group Report 12-1-17" 3).[32] They also indicated their strong belief that the mainstream campus does not do enough to address the academic needs of marginalized students: e.g.,

> *-Not all academic resources on campus are well-advertised; e.g., it would have helped me to know earlier about the Bold Center.*
>
> *-I find information lacking on the best ways to study for particular professors' exams. That's an academic area that needs improvement.*
>
> *-The difference between high school and college is not emphasized enough. We need better academic counseling: e.g., starting out in really hard classes first year may not be a good idea.*
>
> *-Professors need to provide study guides, study sessions, more resources to do well in class. I'm [also] disappointed with academic advisors: they're not*

[28] https://foe.jngi.org/d/9a8d7-7827/studentsurveyresults2017.pdf
[29] https://www.colorado.edu/isss/sites/default/files/attached-files/ideas_for_academic_success_july_15.pdf
[30] https://foe.jngi.org/d/c0af7-7606/nsse17-snapshot-cu boulder.pdf
[31] https://foe.jngi.org/d/51df2-7607/nsse17-topical-module--experiences-with-writing-cu boulder.pdf

attentive enough to students' needs and situations, and they didn't take time to know me and what I needed. I wish I would have had that my freshman year. (3)

Finally, we wish to note a general concern on our committee that more consistent budgetary support must be provided for the academic support services that exist and are already working well. One case in point is the CU Boulder Writing Center. This center has been functioning for more than 15 years as a one-on-one support program for CU Boulder writers, including a large number of first-year students (and especially first-year international students): its efficacy is well-documented.[33] Yet, it continues to suffer from perpetual budgetary uncertainty related to questions about where its funding should come from given its campus-wide usage and mission. As a result, the number of writing consultants that the Writing Center can employ—and thus the number of students it can serve—varies significantly from year to year[34]; furthermore, its Director often cannot make hiring decisions until the last minute. Successful entities such as the Writing Center require a continuing budget and clear administrative support in order to improve the campus' overall ability to support first year students.

These admittedly limited measures suggest that we ought to rank the campus' efficacy in terms of actually addressing students' needs as "Medium." It is clear that the campus is doing much to identify students' needs; however, it is also clear that there is a gap between what the campus identifies as needs and what it is doing to address them in some sort of demonstrable, documented way. Improving this ranking will require better assessment, clear remedy for the concerns expressed by students from various underrepresented groups, and clearer budgetary and administrative support for existing academic support mechanisms such as the Writing Center.

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[33] See Evidence Library, entry 103.
[34] See Evidence Library, entry 103.

Appendix A

PI 6.1. Social/Personal Needs of Individual Students

Part I: To what degree does your campus:

	Very low/None	Low	Medium	High	Very High	NA
Identify the social/personal needs of individual first-year students			x			
Address the identified social/personal needs of individual first-year students?		x				

Part II: Current situation/committee notes:
We were not aware of a unified effort to identify or track emerging students' social needs, particularly those of specific student populations. The majority of evidence and resources available in the FOE libraries address social experiences for the broad CU student population rather than individual sub-groups. Disparate campus offices may compile details for specific populations but this data is not openly shared or collated to our knowledge.

There are several strong programs that support students' social and personal needs and the intersection of those with academic needs, such as: SASC, Miramontes, BOLD, Resident Life Buff Chats, among others. Additionally, the campus has a strong RAP and LLC program as well as collaborative relationships between residence life and health or well-being services. However, while these programs are strong overall, we saw minimal evidence that there are sufficient programs in support of all student populations. Furthermore, the supports that are offered are available in a siloed fashion and may not be evenly promoted to all students.

While half of our students reported that social needs are currently met (in the FOE survey), there is little evidence that the campus is coherently taking action to build social and personal support mechanisms. A fifty percent satisfaction rate should not be acceptable -- and may in no way represent the sub-populations that our committee identified. Furthermore, according to the CU Boulder Non-returning Student Survey (2016), 59% of students left due to social or environmental reasons, including a lack of diversity, and 59% reported that they did not feel they fit in at CU Boulder (survey.) The FOE Survey also indicated that the campus climate contributed to students' sense of exclusion.

Focus group transcripts indicate dissatisfaction with a lack of sustained social supports throughout the first year and beyond. Participants reported positive perceptions of first-day/ first-week events, but they anticipated these would carry on throughout the year and were disappointed when they did not.

It is also important to note that while we did make the conclusion that identifying and addressing student needs were medium and low respectively, specifically looking at the survey data (FOE survey as well as CU Boulder Survey of Non-Returning Students), the information in the FOE libraries did not necessarily capture the sub-populations identified by the All Students committee.

Recommendations or ideas moving forward:

- Increased funding and staffing for all student populations social and personal needs
- Coordination to increase student awareness of ongoing social support structures
- Design and offering of social support structures for specific populations (beyond token celebration months)
- Increased faculty awareness of supports and opportunities that might compliment academic content
- Facilitate students tour of community centers around campus
- Similar to the BOLD center or MASP in requiring some sort of incentive for students to tour and be a part of various community centers
- Increase agility and responsiveness of campus offices to respond to emerging students' needs
- Increase student involvement in the design and implementation of these services (http://designjusticenetwork.org/network-principles/)

Part III: Summarize institutional resources/evidence:
1st generation, international students, LGBT, parents, vets, DACA, transfer students, students with disabilities, working students (20 plus hours per week), commuter students

- Social needs
- Relationship building
- Independent living experience (food, laundry, etc)
- Living environment
- Transportation
- Mobility
- commuting
- Family responsibilities
- Work responsibilities
- Financial well being
- Mental health - affordability and access
- Health care in general and affordability and access

Social needs: How do we define social needs? What should we be looking at and what needs to be in the mix here:
- Campus dining may not be beneficial for certain dietary needs
- Restrictions on students that have to live here (smoking, dietary) that may affect sense of belonging

- Location/appropriate area for prayer, bigger issue for state schools like ours
- Gender neutral restrooms
- Technology addiction
- Students have a depiction of "you are an adult" with a stipulation of "having to live in a res hall" with strict policy; feels like parenting to some degree. Treated like an adult, pushing an adult mindset, to create a sense of belonging. What is the goal and mindset of what we want to train our students to feel.
- Support for second year living options
- Cost of living in Boulder and what can students afford for year two (off-campus housing relations)

NSSE
- Ranking of supportive environment significantly lower at CUB
- CUB lowest performance relative to AAUDE- Institution emphasis on helping you manage your non-academic responsibilities (…)

Non-returning students https://foe.jngi.org/d/b05e0-7655/report2016.pdf
- Nearly a quarter of survey respondents (23%) indicated that they did not feel welcome at CU Boulder
- Among the various reasons students cited for leaving the university, the top three were "social/environmental reasons," "personal reasons," and "financial reasons" (see table below).

  - 59% Social/environmental reasons (lack of diversity on campus, difficulty making friends, dissatisfied with my experience living in the residence halls, etc.)

Among those who indicated that social/environmental reasons were somewhat or very important in their decision to leave CU Boulder, high percentages cited these factors as **major** reasons:

• Felt that I didn't fit in at CU Boulder (59%)
• I didn't like the social environment on campus (51%)
• I had difficulty making friends at CU Boulder (49%)
• I was dissatisfied with my experience living in the residence halls (47%)

Retention
- First generation lowest continuation to second year https://foe.jngi.org/d/de6e4-7727/retention-data--diversity-dimension.xlsx
- Of the Fall 15 incoming class, 13% of the hetero students were not retained.
  Of the Fall 15 incoming class, 20% of the LGBTQ students were not retained.
  Difference is statistically significant ($z = -2.8$, $p = .005$)

Student Survey
- Overall 59.4 (Agree or strongly agree) students felt CU was right for them socially -- but no indication of how 'All Student' populations fall within that spectrum
- Overall 53.2% (Agree or strongly agree) indicated that social needs are met
- Overall 52.8% (Agree or strongly agree) indicate a sense of belonging Q061

- 61.4% (Agree or strongly agree) overall the institutions is a good place for college students like you Q079
- I70.1% (Agree or strongly agree) feel like I belong OQ1
- 65.7% (Agree or strongly agree)I have a sense of community OQ2
- 73.2% (Agree or strongly agree) I have made friends OQ3
- 48.8% (Agree or strongly agree) I felt connected in my major OQ4
- 57.5% (Agree or strongly agree) I feel connected in my residence hall OQ5
- Exposure to different issues related to social class/ economic status (poverty and privilege) only 35.2% (Agree or strongly agree)

Residence Halls
- Claim personal growth due to residence halls https://foe.jngi.org/d/62e74-7804/spring-2017-res-hall-survey--2017-11-09-res-life.pdf
- Importance of socializing but feelings of exclusion based on social climate
- Importance of clubs, events, and activities is residence halls

Focus Groups
- Attendees expressed social connection gained through campus jobs.
- Attendees expressed desire for more interest driven social groups.
- Attendees voiced a desire for connecting academic passions with social opportunities

12/1 Focus Group
- The students represented a wide range of majors and backgrounds: the majority of students present
- identified themselves as being of color, and all explicitly noted at least once that they belong to a special
- population—e.g., first-generation college student; veteran; student-athlete; transfer student;
- international student; exchange student; speaker of English as a second language.

- MASP, McNeil, National Society of Black Engineers,ISSS (international students) provide social connection and a sense of belonging but there is a disconnect with broader campus.
- Disconnect is exacerbated by residences off campus.
- Expressed lack of campus administrator acknowledgement of tensions (racial and otherwise).
- Expressed lack of building real, lasting diversity at CU for permanently changing the culture.
- Expressed lack of acknowledgement about difficulty navigating transition from college to university in both academic and social ways.

Programs
- MASP PEAC summer program
- CU Lead Alliance https://www.colorado.edu/odece/culead
- Engineering BOLD Power Hours

- SAS -- BE First
- Guardian Scholars
- McNeill
- TRIO
- VCSA Buff Chats (RA chats with students-- not necessarily All Students focus)
- VSCA Commuting Buffs Programs
- VCSA Health Buffs Peer educators
- VCSA Office of Victim Assistance
- Veteran Ambassador Program
- Gold Shirts
- International Students Welcome DAy
- A&S Welcome Day

Appendix A

a. PI 6.3 Student Experiences

Part I: To what degree does your campus:

	Very low/None	Low	Medium	High	Very High	NA
Individualized attention from faculty/staff			X			
Academic support outside the classroom		X				
Opportunities for campus involvement		X				
Inclusive campus environment		X				

Part II: Current situation/committee notes:
Individualized attention from faculty/staff:
First year students were split in regards to those who felt they received individual faculty/staff support and those who felt they did not receive as much individual attention and support from faculty/staff as they would have liked to properly make the transition from high school to college. This was supported by both the FoE student survey and the student focus group held on December 1, 2017 by the all students committee. Placement exams, honors programs, RAP programs, advising centers across the Schools/Colleges, study abroad programs, the CEAS BOLD center, freshman seminars and faculty office hours all contribute to more individual attention from faculty/staff. However, not all first year students are involved in these above-mentioned programs or seek out/learn about these opportunities. The new student survey for four-year institutions asked students "For the course you identified above, to what degree does the instructor: Provide individual attention?", only 47.4% responded often or always.

Individualized attention from faculty and staff was considering to be both inside and outside of the classroom, defined as specific one-on-one time with a faculty or individualized attention from faculty/staff member. Students enrolled in smaller class sizes would be more likely to receive individual attention from faculty than those enrolled in larger classes.

Academic support outside the classroom:
While the University offers many initiatives for academic support, as noted above, and including ASAP tutoring in the Residence Hall, the Writing Center, SASC, departmental tutoring options, etc. the surveys show that many students are not well aware of the support services available and do not take advantage of them. The NSSE Snapshot indicates that "Institution emphasis on using learning support services" is 12 percentage points lower than our AAUDE peers for first-year

students. "Supportive Environment" also averaged significantly lower for our first-year students in the NSSE Snapshot than our AAUDE peers. In the Focus group, "more than half of the students present suggested they had not had as much support as they would have liked during their first year." and one stated that "not all academic resources on campus are well advertised; e.g. would have helped me to know earlier about the BOLD Center."

It is great that significant effort and resources have been put into academic support across campus and new academic advising initiatives have been put into place. Our group recommends that students be reminded of the resources repeatedly during the first year. This should happen through a number of different means, such as a centrally scheduled communication plan, faculty regularly reminding students of the resources at key times in the semester, such as at the beginning, before and after exams, during office hour meetings, etc. Reminder signs and table tents can be placed in strategic locations around campus.   Similarly, academic advisors and other staff can inform students of the resources.

Opportunities for campus involvement:
At first glance, there appears to be a high number of "opportunities for campus involvement." There are many student clubs on campus, for example, and Residence Life offers numerous opportunities to get involved in hall events (94.5% of first-year students live in a campus residence hall, including 57% who live in a RAP, FIG, or LLC) (Dist. of First Year Students by Res Life). Moreover, the students in the 12/1/17 focus group showed evidence of being well connected through social groups and academic programs such as MASP and ISSS (Focus Group Report).

Yet, while the focus group students were involved with an *individual* program or social group, they did not feel a strong sense of belonging to campus as a *whole*. Responses on the first-year student survey bear this out: 46.9% of first-year students feel that their social needs are being met at best only "moderately" (Q 060); 46.7% feel at best only a "moderate" sense of belonging (Q 061); and 56.3% say that the campus is doing at best a "moderate" job helping them understand how to be an involved member of their community (Q 065). NSSE data corroborate: CU is rated by students 12-15% below the AAUDE average in its emphasis upon attending campus activities and events, and on participating in a learning community or some other formal program (NSSE snapshot). Even within a learning community, student involvement in activities and events is not guaranteed: the Honors RAP student survey shows that 59% of students participated in RAP events only "Sometimes" or "Never." Further, among the lowest rated areas for RAs in the Spring 2017 Residence Hall survey, were: "Helping people in the residence hall get to know each other" (82%), "helping [them] learn about opportunities to get involved on campus" (86.6%), and "helping [them] feel included in the floor community" (86.6%).

Evidence shows that first-year students feel a low sense of campus involvement, even when they participate in student clubs or specialized academic programs like MASP or a RAP. This finding is also valid for seniors who rank CU 9%-13% below the AAUDE average in its emphasis on providing opportunities to be involved socially and attending campus activities and events (NSSE Snapshot). More must be done to make campus involvement opportunities known to students (e.g., through RAs) and also meaningful to them.

Inclusive campus environment:
Throughout the CU Boulder campus there is a stated value in creating an inclusive environment for all students. This value is stated in many of the mission, vision and purpose statements at individual colleges, schools and departments. The support for creating an inclusive campus environment is prevalent, but a lack of execution is occurring. Some progress is noted by the NSSE report, University Climate Survey of 2014, First-Year survey and from individual focus groups. However, these reports also point out a major concern in that the university is at best moderately providing an inclusive environment for students in the classroom, the residential halls and other areas through campus.

The first-year student survey identifies that 46.9% of first-year students feel that their social needs are "moderately" being met (Q 060); 46.7% feel a "moderate" sense of belonging (Q 061). There were 45.2% of the respondents who felt that they could not express their beliefs without concerns about how others will react (Q058). These trends are also shown in the summary finding of the CU Boulder Undergraduate Student Social Climate Survey from the fall 2014.

The University Climate Survey of 2014 summary points out a lack of promoting an inclusive environment in the classroom (pg. 3). Classroom social climate data stated that 55% of the respondents felt their instructors guide them to understand different perspectives, diverse cultures and different social groups while 63% of respondents reported that faculty "help students improve their ability to take seriously the perspectives of others, especially those with whom they disagree." Students also felt that only 66% of the instructors "Are genuinely interested in diverse points of view." 46% of respondents felt that the course material reflected the contributions of people from diverse backgrounds and even fewer (37%) saw themselves reflected in the examples presented in the course. The University Climate Survey of 2014 summary also identifies a lack of feeling welcomed, valued, and supported by some races and ethnicity groups. 48% of the African-American survey respondents felt that they were not valued; 37% felt that they were not supported; and 38% did not feel a sense of community on the Boulder campus (pg. 7). This was also the case for Hispanic survey respondents where 32% felt that they were not valued while 36% of Native American survey respondents did not feel a sense of community on campus. The respondents whose race and ethnicity were not provided stated that 39% did not feeling valued and 41% did not feel supported. The University Climate Survey of 2014 summary looks to a lack of acceptance, awareness, and a prevalence of micro aggression centered on social identities that hinders the University's efforts of achieving an inclusive campus environment.

The NSSE snapshot reported that first year students rated the CU Boulder campus efforts for "encouraging contact among students from different backgrounds"(SE,Q14) 15% below the AAUDE average. This finding similarly trends the senior data that ranked CU 8% below the AAUDE average in its emphasis on encouraging contact among students from different backgrounds (14d.)

Within the student focus groups, some students stated they did not feel a part of the larger campus but found a niche that they felt comfortable in. It was identified that students find community in silos and have a hard time building community outside of these silos.

Part III: Summarize institutional resources/evidence:

Individualized attention from faculty/staff:

- Focus Group Report - Dec 1, 2017: **https://docs.google.com/document/d/1cd4h-JlBlVYQmxkkkuVJ8gGsuMWcefgTgRyYTflOWDE/edit**
- Student Survey Results_2017: **https://wess.webebi.com/rptweb/RptDriverMap.aspx?oid=42829&vidx=XTHQon5ohI%3d**
- Q069. For the course you identified above, to what degree does the instructor: Provide individual attention? 47.4% responded often or always
- As a new student, to what degree has this institution: Connected you with faculty members outside of class? 45.8% said not at all or slightly
- As a new student, to what degree has the institution: Connected you with academic support outside the classroom (e.g., tutoring, advising)? 28.5% said not at all or slightly
- Overall, to what degree are you satisfied with academic advising at this institution? 52% were satisfied
- Evidence Library & Inventory: (multiple documents listed in the below google doc) https://docs.google.com/document/d/1BN6KwS3dkdgeEVwf8XYxDJ2ZA0AfDnJreQ8kSl7zhQ/edit# (mu
    - VCSA Small Group Tutoring, VCSA Fall Welcome, VCSA Stampede
    - A&S Batch enrollment process - Allows A&S students to enroll in courses appropriate for their major, which is especially relevant to natural sciences majors and students taking first-year PWR
    - Placement Exams- individualized placement based on individual student skill sets
    - Honors students and RAP students get individualized attention from faculty in small class settings. https://foe.jngi.org/Inventory/EditIntervention/3840l Task Force Report Final - ARPAC.p
    - UE Education Abroad First-Year Seminars with EA Focus
    - CU Boulder Advising Units

Academic Support Outside the Classroom:
- Focus Group Report - Dec 1, 2017: **https://docs.google.com/document/d/1cd4h-JlBlVYQmxkkkuVJ8gGsuMWcefgTgRyYTflOWDE/edit**
- Student Dimensions Survey:
- Evidence Library & Inventory: (multiple documents listed in the below google doc) https://docs.google.com/document/d/1BN6KwS3dkdgeEVwf8XYxDJ2ZA0AfDnJreQ8kSl7zhQ/edit# (mu
    - VCSA Small Group Tutoring, VCSA Fall Welcome, VCSA Stampede
    - https://foe.jngi.org/Inventory/EditIntervention/3840l Task Force Report Final - ARPAC.p

- CU Boulder Advising Units https://foe.jngi.org/d/b3370-7552/overviewlinks-to-advising-units.pdf

Opportunities for campus involvement:
- Opportunities for campus involvement are shared by Honors Program and RAPs; https://foe.jngi.org/Inventory/EditIntervention/3840l   Task Force Report Final - ARPAC
- NSSHE 2017 Snapshot pdf
- Honor RAP 2017 Survey
- Fall 2017 Student Survey
- Focus Group report:
  - **https://docs.google.com/document/d/1cd4h-JlBlVYQmxkkkuVJ8gGsuMWcefgTgRyYTflOWDE/edit**
- Spring 2017 Res Hall Survey

Inclusive campus environment:
- CU Boulder Undergraduate Student Social Climate Survey Fall 2014 findings summary
- https://foe.jngi.org/Inventory/EditIntervention/3840l Task Force Report Final - ARPAC
- Campus FYE Philosophy Statement
- NSSHE 2017 Snapshot pdf
- Fall 2017 Student Survey
- A&S FYE Philosophy Statement
- Focus Group Report - Dec 1, 2017: **https://docs.google.com/document/d/1cd4h-JlBlVYQmxkkkuVJ8gGsuMWcefgTgRyYTflOWDE/edit**

Appendix A

a. PI 6.4 Subpopulations

To what degree does your institution respond to the unique needs of the following subpopulations?

	Very Low/None	Low	Medium	High	Very High	N/A
Ethnic/Racial Minorities		X				
Developmental students		X				
First-generation students		X				
Adult students		X				
Commuters			X			
Students with disabilities [3] Disabilities include physical, emotional, and learning.			X			
ESL students			X			
Honors students				X		
Gay, lesbian, bisexual, transgendered (GLBT) students			X			
Veterans				X		
Active duty military		X				
International students			X			
Other(s)						

Part II: Current situation/committee notes:

Even though some are ranked high or medium, this doesn't mean that the resources are being deployed effectively. Disability services, for example, needs dedicated facilities and staff for testing.

Active Duty Military: The ranking assigned to this category was LOW. Very little empirical evidence is presented within the inventory regarding this population. For those active duty military utilizing the Post 9/11 GI Bill to finance their education, they may have regular contact with the Office of Veteran Services (OVS). However, less outreach is done to active duty military by OVS. More analysis of data related to the academic success of this population would be required to better understand how well the institution supports active duty military. It should be noted that the university does have a "Called to Active Duty" process and system. This allows students to interrupt and resume their studies through a process which honors their service time. This is in opposition to the typical withdrawal and reapplication policies for students.

Adult Students: The ranking assigned to this category was LOW. There are complexities in this category, because we suspect that adult students are overrepresented among other populations, specifically veterans, commuters, and transfer students, and the university has more demonstrable support for those groups. When looking at retention data, however, first-year students over the age of 21 represent about 8% of the total, and have significantly lower retention rates than those 21 and under, even more markedly if we include those 20-21, who have a retention rate 9 points lower than those 19 or under.

Commuter Students: The ranking assigned for this population was MEDIUM as the university has arranged for each student to receive an RTD pass, which assists this population with transportation. The CU agreement with RTD does not allow a student to forgo the fee, therefore the pass. Rather, all students have the ability to utilize RTD at no additional charge beyond the built in fee paid in the student bill. "Commuting Buffs" is a work group focused on outreach to first year commuter students who receive exceptions to live outside of the halls or students who end up on the campus living waitlist. In addition, a new initiative, the Off-campus Peer Mentor (OCPM) program is being tested which would provide a mentor for approximately every 40 commuter students. The OCPM serves in a similar role to an RA for commuter students. Also, the ASAP has recently been extended to first year students who commute. There is not a resource office on our campus with commuter in the title, and there is not a university definition of commuter student. The majority of our students live off campus after their first year, and we do not provide specific commuter services for that population outside of the RTD bus pass.

Developmental Students: We ranked this category LOW because CU Boulder, in theory, does not admit traditionally "developmental" students. Because of our role as the state flagship institution, we are supposed to admit only academically prepared students. The inventory and evidence libraries demonstrate no concern for nor resources dedicated to this population. We do not offer "developmental" courses. It would be possible to rate this as N/A, but because there is ample evidence of unaddressed academic need, we rate this category LOW.

ESL Students: We ranked this category MEDIUM because the university has programs in place to address some needs of this subpopulation. These include ESL sections in the Program for Writing & Rhetoric (PWR), the SASC/ESL lab, ESL/Bilingual education (College of Education), developmental ESL courses offered through the International English Center, Linguistics Department, and the University Learning Center. The Herbst Program of Humanities in Engineering piloted an ESL version of a popular first-year seminar in 2015. A high percentage of ESL students are in science and engineering; more needs to be done to increase ESL student awareness of these great resources on campus. Retention and success of domestic ESL students and a subset of the international students who enroll in STEM classes in their first-semester may be improved by an appropriate assessment **_at CU_** of communication, language, reading and writing skills. Confidence and mastery of these basic skills will prepare ESL and international students for the unique terminology in STEM courses. There may be some overlap in the ESL and International Student subpopulations. Perhaps CU could include the tuition for ESL and writing classes in the large out-of-state tuition paid by international students. We could do a better job of targeting the needs of ESL students; hence, the rating is MEDIUM.

First Generation Students: We ranked this category LOW because, while the university has invested substantial resources in first-generation students, including targeted scholarships and support programs through the CU LEAD Alliance, there are gaps in social and academic support for a cohort of students with particular transition needs. First-generation students are approximately 13% of the FYC, more than 1000 students, but support programs work with no more than 200 of them. One concern is the status of the First Generation Scholars Program through the Center for Cultural Unity and Engagement, the biggest program specifically for first-generation students, which provided one-on-one advising as well as cohort building. Students in focus groups specifically mentioned concern for this program and the CUE Center in general.

Gay, lesbian, bisexual, transgendered (GLBT) students: This category is ranked MEDIUM because more can be done as we better understand the needs of this special group of students. In Fall 2014, 18% of the incoming hetero students were not retained compared to 24% of the LGBTQ subpopulation; the difference is not statistically significant. In Fall 2015, 13% of the incoming hetero students were not retained compared to 20% of the LGBTQ subpopulation; this difference is statistically significant ($p = 0.005$). The Gender and Sexuality Center, the GLBT Alumni Chapter, the LGBT Studies Certificate Program, and the College of Engineering and Applied Sciences sponsor annual scholarships in the CU LGBTQIA community through many generous donors.

Preliminary research was conducted by Dr. Jay Kroll (chemistry graduate student, defended dissertation in November 2017) on GLBTQ+ students in a very large enrollment chemistry course (CHEM 1113, General Chemistry 1) in fall 2016. His results show that women tend to outperform men even though they exhibit a greater ability uncertainty. More data needs to be collected and analyzed for this subpopulation even though there are some programs to support these students; a MEDIUM ranking was assigned.

Honors Students: This category is ranked HIGH because the Honors Program dates back to 1931 and excellent activities and opportunities have been developed and sustained. In Q045: Student Subpopulations – To what degree does this institution address the unique needs of the

following new student subpopulations: Honors Students, 63.3% responded with a high or very high rating and 25.5% gave a moderate rating. The A&S Honors Program offers first-year students classes of 15-22 students along with advising, mentoring, and opportunities to participate in events. The Program provides a high-level intellectual environment to enhance students' educational experience; community-building events include coffee hours with faculty, co-curricular activities, faculty-student events that allow for engaged and personal interaction with faculty across a range of disciplines.

The Smith Hall Honors RAP (280 students) requires students to take one course per semester in the residence hall and to participate in residence hall events (great community building activities). The Engineering Honors Program (<100 students), offered as a RAP in Andrews Hall, welcomes first-year students and promotes peer mentoring by sophomore, junior, and senior engineering students who also live in the same building. The President's Leadership Class also functions as an Honors Program. These are all excellent models to build community and enhance learning by teaching. This category is ranked HIGH.

International Students: We ranked this category MEDIUM because the university has programs in place to address some needs of this population; however, there are serious concerns about the success of international students for whom English is a second language. International undergraduate population has grown at CU Boulder 613% since 2010. International Student & Scholar Services (ISSS) provides immigration advising for students and scholars at the university. In addition, they provide assistance with cultural adjustment. First-year international students are provided a multi-day orientation upon arrival to campus, which initiates learning regarding CU Boulder services and support, satisfies a student's federal IRS immigration reporting, provides cultural learning, and encourages peer-to-peer community building opportunities. We found that this population has some overlap with ESL students; a good portion of these students has very poor English skills, including writing, reading, speaking, and/or listening skills, even though they have achieved the TOEFL scores required for admission. The Writing Center is the only free English non-classroom support available to international students.

The Program for Writing & Rhetoric (PWR) provides support through coursework designed with international student learning in mind. PWR has the excellent courses especially for ESL students, but these sections fill quickly, and not all students are required to take first-year PWR (engineering students do not). Some international students choose not to take PWR courses in their first year either. Not only does PWR help with writing, but also with understanding plagiarism, which is not a universally understood concept. Students also think that since they have "passed" the TOEFL, they don't need to take English. In addition to providing free support ESL courses or tutoring, the University could require minimum part scores (e.g. minimums for writing, speaking, reading, and listening as well as a total minimum) on the TOEFL for admission and/or administer an English assessment upon arrival (similar to ALEKS math assessment) and require students to take support courses that are included in their tuition. Due to the large increase in international undergraduates, PWR needs more permanent funding to address and support the diverse needs of this subpopulation. The 2016 retention data report shows that 94% of 1025 first-year international students returned for fall 2016 semester; however, we must address mastery of basic skills to enhance success at CU.

International students may be able to access services to get support for many unique academic, social, physical, and cultural needs, as long as the resource providers understand the students' cultural expectations. However, support may be very hard to obtain consistently or thoroughly or difficult for international students to find; or cultural norms may be a barrier to accessing them. In other cases, students may not realize that support could be available on campus so they don't seek it, since it would not be available in their home country. Large increases in undergraduate international students may require more staff support to address their unique needs.

Racial/Ethnic Minorities: We ranked this category LOW because, while the campus has invested significant resources in support programs and scholarships for ethnic/racial minority students, there is strong evidence that the campus lacks broad social support for minority students. Concerns about lack of programming for minority students surfaced in the Residence Hall survey, in our focus groups, and in the Faculty/ Staff Survey (Q050, where only 25% of respondents rated support as high or very high), while the NSSE snapshot indicates that CU Boulder scores significantly lower than its peers in Supportive Environment and Discussions with Diverse Others. The University Climate Survey of 2014 summary also demonstrates that racial/ethnic minoritized students feel less supported and accepted at CU (48% of the African-American survey respondents felt that they were not valued and 37% felt that they were not supported; 32% of Hispanic respondents felt that they were not valued). One area of concern is a perceived lack of support for existing diversity programs, particularly the Center for Cultural Unity and Engagement, and disquiet at the loss of the Ethnic Living and Learning RAP, the only RAP focused on supporting URMs. Students in the focus groups voiced a consistent gap between their sense of belonging in their home support programs and their experience of the campus at large, which makes it difficult for racial/ethnic minority students to feel a sense of authenticity in and connection to their academic work.

Students with Disabilities: We ranked this category MEDIUM. Very little empirical evidence is presented within the inventory regarding this population, however the Disability Services office provides support to new students at the university. There are currently 2400 students registered with the office. Programs that are geared for FY students, while not exclusive to FY, include Eye to Eye and the Academic Skills Kit service. In the fall of 2018, Disability Services will be implementing a Transition Program for undergraduate FY students with disabilities. The university is in need for dedicated testing space and staff for students with disabilities. Disability Services are featured in the online experience for new students so they are aware of the services provided to new students. More information is needed to fully understand the academic success of students with disabilities.

Veterans: We ranked this category as HIGH because our Office of Veteran Services (OVS) has four dedicated staff for our approximately 800 student veterans on campus. Students who are utilizing the GI Bill for tuition must turn their paperwork in with the office each semester to continue using the benefit. OVS has an ambassador program for new students, in which each new student receives an outreach from a current student veteran at the institution. In 2017, OVS held their inaugural Veterans Summer Bridge Program, which is detailed in the FoEtech interventions portal.

Part III: Summarize institutional resources/evidence:

Active Duty Military:
https://www.colorado.edu/veterans/faqs

Adult Students
Retention Status by Age: https://foe.jngi.org/Inventory/RetentionByAge/206

Commuter Students:
https://foe.jngi.org/Inventory/EditIntervention/3771
https://www.colorado.edu/pts/getting-around/bus/student-bus-pass
https://foe.jngi.org/Inventory/EditIntervention/3767

Developmental Students
https://foe.jngi.org/Inventory/CohortByDevEd/206

ESL Students:
www.colorado.edu/isss/student-resources/current-students/cultural-resources/esl-information
www.colorado.edu/education/academics/graduate-programs/educational-equity-cultural-diversity/ma-eecd
www.colorado.edu/ftep/sites/default/files/attached-files/on_diversity_in_teaching_and_learning-_a_compendium.51-55.pdf

First Generation Students
TRiO/ SSS program: https://foe.jngi.org/Inventory/EditIntervention/3825
CMCI bridge program: https://foe.jngi.org/Inventory/EditIntervention/3823
MASP/ PEAC bridge program https://foe.jngi.org/Inventory/EditIntervention/3835
McNeill Academic Program: https://foe.jngi.org/Inventory/EditIntervention/3826
Be First pilot project: https://foe.jngi.org/Inventory/EditIntervention/3829

Gay, lesbian, bisexual, transgendered (GLBT) students:
Jay Kroll, "Effects of Gender and Sexuality on Social Belonging and Ability Uncertainty in the General Chemistry Classroom" (2017)
GLBTQ Retention Rates, Evidence Library #67
www.colorado.edu/gsc/programs-services
www.colorado.edu/gsc/scholarships
www.colorado.edu/gsc/resources-trans-students
www.colorado.edu/lgbtq/
www.colorado.edu/lgbtq/certificate

Honors Students:
www.colorado.edu/honors/ (Arts & Sciences Honors Program)
www.colorado.edu/hrap/ (Arts & Sciences Honors RAP)
experts.colorado.edu/display/deptid_10858 (Engineering Honors Program)
living.colorado.edu/content/andrews-hall (Engineering Honors RAP)
docs.google.com/document/d/1FwwN6-A6v-sxI-wYr_0UeLIF-nxxQ0mqxmycgtb5S_w/edit#heading=h.f0m70jeiltn0

https://foe.jngi.org/Inventory/EditIntervention/3815

Honors RAP Student Experience Survey (Spring 2017), Evidence Library #65 and #88

International Students
https://foe.jngi.org/Inventory/EditIntervention/3783
https://foe.jngi.org/Inventory/EditIntervention/3853
First Year Retention Data 2016.xlsx – FOEtech evidence library
https://www.colorado.edu/isss/student-resources/current-students/cultural-resources/esl-information

Racial/Ethnic Minorities
NSSE snapshot: Evidence Library #24
Residence hall survey responses: Evidence Library #70
Focus group results not on evidence library yet
Faculty Staff Survey, Evidence Library # 82
2014 Campus Climate Survey

Students with Disabilities
https://foe.jngi.org/Inventory/EditIntervention/3824
https://www.colorado.edu/disabilityservices/students/coming-cu
https://learn.colorado.edu/d2l/le/content/156358/viewContent/2828875/View

Veterans:
https://www.colorado.edu/veterans/prospectivestudents
https://foe.jngi.org/Inventory/EditIntervention/3767
https://foe.jngi.org/Inventory/EditIntervention/3886
https://foe.jngi.org/Inventory/EditIntervention/3790

Appendix A

a. PI 6.5 Physical and psychological safety

Part I: To what degree does your campus:

	Very low/None	Low	Medium	High	Very High	NA
Physically safe				x		
Psychologically safe			x			

Part II: Current situation/committee notes:
Physical Safety: Based on the Fall 2017 student survey, the majority of students (72.3%) state they feel safe on campus (Q56). The overall trend, safe versus unsafe, shifts based on race and gender. Two race/ethnicity subsets (Black/African American and Asian) showed a decrease in feelings of safety. The sample size of the research in this area is small and should be used with caution.

The biggest change in the perception of safety, is between genders. 35.7% of female students surveyed stated the feeling of safety to be moderate or less. Comparatively, 19.8% of male students answered at this level.

Two primary sources of data have been collected at CU Boulder provide additional insight into physical safety on campus. The 2015 Campus Sexual Misconduct Survey (CSMS) and the 2017 National College Health Assessment Survey (NCHA) both indicate there may be additional safety issues on campus. In the CSMS, 28% of undergraduate women responding to the survey reported being sexually assaulted. 67% of these cases happened during the first year on campus. The NCHA, which includes respondents from all academic years, reports a decrease in safety on campus and within the community at night. 82% of female students report feeling less than very safe at night on campus. 38.7% of male students report feeling less than very safe at night on campus. The NCHA also reports a decrease in feeling safe in the community. Only 10% of female students feel very safe within the surrounding community at night. This number is higher for males (42%). The NCHA does not include data asking why or how feelings of safety decrease off campus or at night. An additional source of data regarding student safety was conducted by the Division of Student Affairs Housing and Dining Services department. The resident assessment survey has been conducted every other year since 2006. The survey asked first year students living in the residence hall about their satisfaction with safety on a number of measures. Each of these measures is rated on a seven point scale from very dissatisfied to very satisfied. In terms of students' satisfaction with how safe they feel in their room, students reported feeling moderately satisfied, an average of 6.23 in 2016. Students were also asked how safe they feel in their residence hall; students reported feeling moderately satisfied, with an average score of 6.15 in 2016. Lastly, students were asked how safe they felt walking on campus at night; they reported an average of 5.10 or slightly satisfied in 2016. Over the past ten years,

students responses to feeling safe in their residence hall and in their room has stayed relatively consistent. However, there was a decrease in feelings of safety on campus at night from 2014 to 2016. In 2014 student responses are 5.36 compared to 5.10 in 2016. This might be an area for further investigation.
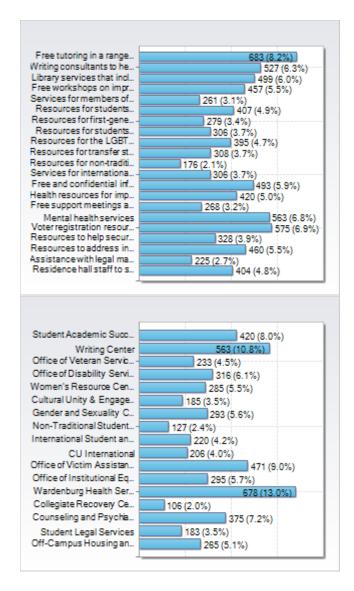
Psychologically safety. Since there are no questions in the 2017 FOE survey specifically asking about feeling of psychological safety, this report defines psychological safety as the degree to which students indicate a sense of being respected, treated fairly and a sense of belonging on campus. The Fall 2017 student survey shows a very high percentage of responding students (87.8%) who believe they are treated fairly on campus. This percentage decreases based on gender and race but not to any significant extent.

The survey shows positive numbers (4-5) in feeling respected by others (65.1%), feeling a sense of belonging (53.2) and a belief that the university communicates the importance of respecting others with differing opinions (63.2%).

The differences in feelings of belonging are most significant when examining race/ethnicity subsets. Only 44.5% of Black/African American, 46.2% of Asians, 45% of Native Americans and 25% of Native Hawaiian/Pacific Islanders feel a high sense of belonging. Interestingly, higher percentage (56.1%) of students who identified as being Latino feel a sense of belonging than that of the total student population.

There is a difference in how race/ethnicity subsets see the success within the university in the communication of the importance of respecting others with differing opinions. 52.5% of Asians, 47.7% of Native Americans and 50% of Native Hawaiian/Pacific Islanders feel the institution communicates the importance of respecting others with differing opinions. A higher percentage (64.4%) of students who identified as being Latino and 64.5% of Black/African American, feel the university is communicating the importance of the importance of respecting others with differing opinions.

While the survey shows students to have a medium to high level of feeling physically and psychologically safe, there is indication via the survey that campus may need to do more outreach in the communication of services in a number of areas. As an example, students who reported being aware of campus resources is very low. Out of the seventeen resources or services including in the FOE survey (chart below), Wardenburg was the most well known at 13%. 9.0% of students reported being aware of about the Office of Victim Assistance, 7.2% of students reported knowing about the existence of Counseling and Psychological Services (CAPS), and 6.1% are aware of the Office of Disability Services. Awareness of other services that directly impact physical and psychological safety were under 6%.

Chart 1 (top):
Resource	Count (%)
Free tutoring in a range...	683 (8.2%)
Writing consultants to he...	527 (6.3%)
Library services that incl...	499 (6.0%)
Free workshops on impr...	457 (5.5%)
Services for members of...	261 (3.1%)
Resources for students...	407 (4.9%)
Resources for first-gene...	279 (3.4%)
Resources for students...	306 (3.7%)
Resources for the LGBT...	395 (4.7%)
Resources for transfer st...	308 (3.7%)
Resources for non-traditi...	176 (2.1%)
Services for internationa...	306 (3.7%)
Free and confidential inf...	493 (5.9%)
Health resources for imp...	420 (5.0%)
Free support meetings a...	268 (3.2%)
Mental health services	563 (6.8%)
Voter registration resour...	575 (6.9%)
Resources to help secur...	328 (3.9%)
Resources to address in...	460 (5.5%)
Assistance with legal ma...	225 (2.7%)
Residence hall staff to s...	404 (4.8%)

Chart 2 (bottom):
Resource	Count (%)
Student Academic Succ...	420 (8.0%)
Writing Center	563 (10.8%)
Office of Veteran Servic...	233 (4.5%)
Office of Disability Servi...	316 (6.1%)
Women's Resource Cen...	285 (5.5%)
Cultural Unity & Engage...	185 (3.5%)
Gender and Sexuality C...	293 (5.6%)
Non-Traditional Student...	127 (2.4%)
International Student an...	220 (4.2%)
CU International	206 (4.0%)
Office of Victim Assistan...	471 (9.0%)
Office of Institutional Eq...	295 (5.7%)
Wardenburg Health Ser...	678 (13.0%)
Collegiate Recovery Ce...	106 (2.0%)
Counseling and Psychia...	375 (7.2%)
Student Legal Services	183 (3.5%)
Off-Campus Housing an...	265 (5.1%)

Source: FOE Fall 2017 Student Survey

Part III: Summarize institutional resources/evidence:
Physical and psychological safety is reinforced on campus through a variety of programs and services. The following categories provide specific campus resources that are available to students.

Category 1: Peer Education Programs
- Health Promotion Peer Educators
- CAPS Peer Mentors

Category 2: Required Interactions/ Campus Resources
- RA Buff Chats
- Student Online Handbook
- Residence Life Handbook

- Bystander Intervention Training

Category 3: Campus Support Structures
- Students of Concern and Case Management
- HDS Accommodations
- Office of Victims Assistance
- Counseling and Psychological Services
- Collegiate Recovery Programs
- Disability Services

Category 4: Building Community/Belonging
- Bridge programs, college specific onboarding programs
- Residential programs - RAPs, FIGs, LLCs
- First Year Seminars

Appendix B

Definitions

Physically safe: (a) protection of persons and property through appropriate design and monitoring of buildings and grounds, and (b) education of students about their responsibilities to practice safe behaviors in residence halls, on campus, in the community, and in online transactions (e.g., financial, personal).

Psychologically safe: the absence of threat, discrimination, and/or harassment that negatively affect a student's college experience (i.e., discrimination based on gender, race, ethnicity, religion, sexual orientation, etc.).