

# Strategic Enrollment and Retention Plan Annual Report - Summer 2024

*Engaging the university community in building a relationship-rich campus culture and creating effective student-centered systems/practice to support access and success so that every student can be successful.*

# Executive Summary

The SERP Initiative, which is both a plan and a process, serves the university's first Blueprint for Success strategic goal: Improve Educational Access and Student Success. As the initiative completes its second year, this annual report provides a status report on our goals and documents this year's activities. This executive summary provides three high-level takeaways from this year's work.

1. **We are better serving Idaho.** We have made significant progress towards our access goals, which means the makeup of our incoming students better reflects that of our service region. Thus, we are increasing opportunities for Idaho students who want to earn a college degree. But access is only the first step; and increased access means increased importance of the work needed to retain these students to graduation. We are also working to strengthen our ability to measure our success: rather than relying solely on six-year graduation rates, which is very much a lagging indicator, we are developing leading indicators of success. We are also broadening our focus to include transfer students, and are developing strategies to serve this important group in our student body.
2. **We are "Making it Easy"/We are Smoothing the Path.** A significant theme in the SERP strategies is to make it easier for students to access and navigate our systems and processes; we are moving strategies forward to this end. From improvements to the Major Finder tool, which helps students and prospective students find an area of study that matches their interest and career goals... to work of the Experiential Learning Network, which seeks to make it easy for any student to be engaged with transformational experiential learning, the SERP is full of examples of work being done across the university to make the path to a degree smoother for our students. There is more work to do here. Among many other examples, too many fully capable students hit a snag in a first year course and do not find their way to the support they need to meet academic expectations, or do not find their way to the support provided to help them navigate financial planning. At every level of the university, we can identify ways to make our systems, both in and out of the classroom, easier to navigate and help students who need them find the resources that will help them be successful, especially for students who experience more barriers to their success.
3. **We are Creating a Relationship-Rich environment.** A key lever in achieving the goals of the SERP is to help students feel like they belong at Boise State. As we learned at this year's SERP Summit with speaker Peter Felten,<sup>1</sup> research shows that students who are connected - to other students and to faculty and staff - are more likely to persist and earn a degree. Additionally the students we are focused on in the SERP tend to experience more barriers and frequently have fewer connections. From work to better understand patterns of student involvement, to work that supports students' First Year Experience, the SERP seeks to influence our campus culture to be more relationship-rich. Across the university, everyone who interacts with students or creates environments for students to connect with each other has a role to play. From forming deep connections with students to being a "mentor of the moment", these interactions help students feel seen and understood and increase the likelihood that they have the support they need to navigate the inevitable bumps in the road to their success.

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<sup>1</sup> Peter Felten is the Executive Director of the Center for Engaged Learning at Elon University and is the co-author of [Relationship-Rich Education](#) and [Connections are Everything](#).

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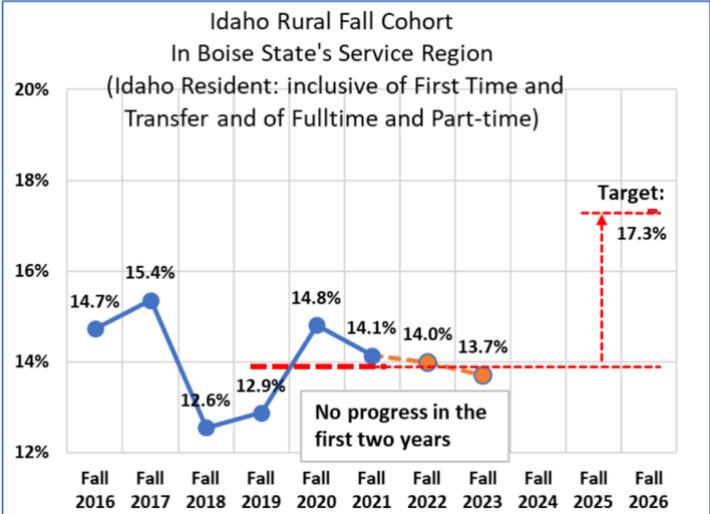
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# Progress Report

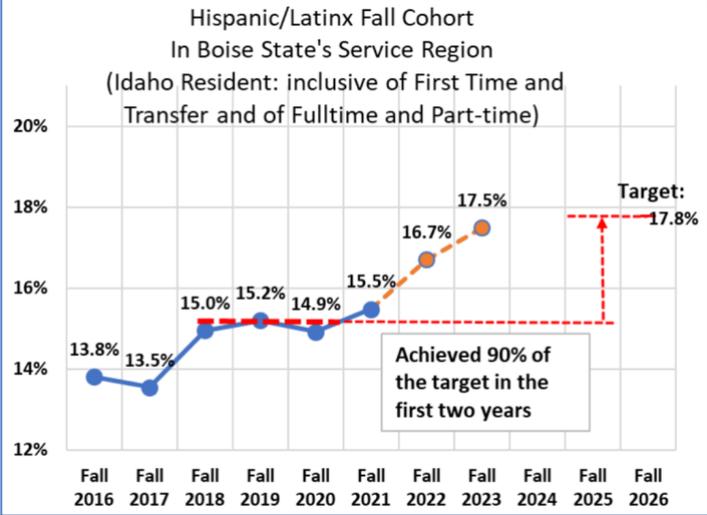
As part of the original Strategic Enrollment and Retention Plan we set eight distinct goals: four of these goals are to improve access to a Boise State degree for students who are Pell-eligible, 1st-generation college students, Hispanic/Latino/a/x, and students from rural Idaho. The remaining four goals are to improve the 6-year graduation rates of students who are Pell-eligible, 1st-generation college students, Hispanic/Latino/a/x, and students from rural Idaho. That we observe gaps between students in these groups and those who are not in those groups suggests that these students experience more barriers to earning a degree at Boise State. SERP is about seeking to remove or help students get around these obstacles to the best of our ability to give every student an opportunity for success. Below is a presentation of the goals that were set in 2022 and the progress to date.

## Access Goals (for Idaho First-time students and Transfer students, both full-time and part-time)

For rural and Hispanic/LatinX Idahoans, census data enables us to compare the percent of these populations in our Service Region 3 to the composition of Boise State’s incoming cohort.

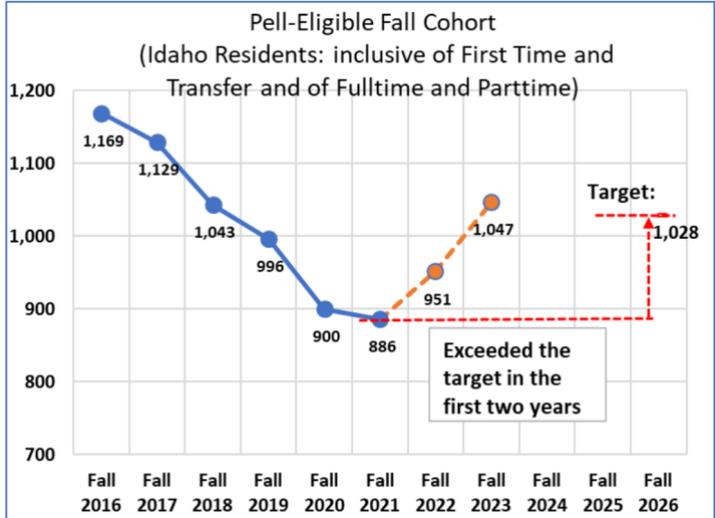
Original Goal	Year 2 Status (Fall 2023)																								
<p>Increase the percentage of <b>Idaho rural students</b> from Service Region 3 from 13.9% (3-year avg) to 17.3%, which would get us half-way to the 20.6% of rural Idahoans in Service Region 3.</p> 	<p>The percentage of <b>Idaho rural</b> students from the service region is 13.7% - no progress in the first two years</p>  <table border="1"> <caption>Idaho Rural Fall Cohort Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Fall 2016</td><td>14.7%</td></tr> <tr><td>Fall 2017</td><td>15.4%</td></tr> <tr><td>Fall 2018</td><td>12.6%</td></tr> <tr><td>Fall 2019</td><td>12.9%</td></tr> <tr><td>Fall 2020</td><td>14.8%</td></tr> <tr><td>Fall 2021</td><td>14.1%</td></tr> <tr><td>Fall 2022</td><td>14.0%</td></tr> <tr><td>Fall 2023</td><td>13.7%</td></tr> <tr><td>Fall 2024</td><td>-</td></tr> <tr><td>Fall 2025</td><td>Target: 17.3%</td></tr> <tr><td>Fall 2026</td><td>-</td></tr> </tbody> </table>	Year	Percentage	Fall 2016	14.7%	Fall 2017	15.4%	Fall 2018	12.6%	Fall 2019	12.9%	Fall 2020	14.8%	Fall 2021	14.1%	Fall 2022	14.0%	Fall 2023	13.7%	Fall 2024	-	Fall 2025	Target: 17.3%	Fall 2026	-
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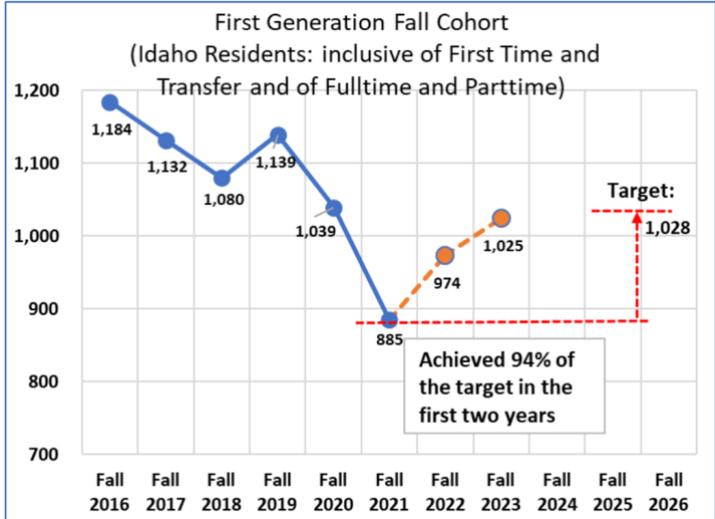
Note the actual number of rural Idahoans enrolling has increased 23%, from 307 in Fall 2021 to 379 in Fall 2023. The percentage of the incoming class has decreased because the size of the incoming class has increased faster than the increase in rural students.

Original Goal	Year 2 Status (Fall 2023)																								
<p>Increase the percentage of <b>Idaho Hispanic/Latinx</b> students from service region 3 from 15.5% to 17.8%, which would get us half-way to the 20.3% of Hispanic/Latinx Idahoans in Service area 3.</p> 	<p>Increased the percentage of <b>Idaho Hispanic/Latinx</b> students from the service region to 17.5% - achieved 90% of the target in the first two years</p>  <table border="1"> <caption>Hispanic/Latinx Fall Cohort In Boise State's Service Region</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Fall 2016</td><td>13.8%</td></tr> <tr><td>Fall 2017</td><td>13.5%</td></tr> <tr><td>Fall 2018</td><td>15.0%</td></tr> <tr><td>Fall 2019</td><td>15.2%</td></tr> <tr><td>Fall 2020</td><td>14.9%</td></tr> <tr><td>Fall 2021</td><td>15.5%</td></tr> <tr><td>Fall 2022</td><td>16.7%</td></tr> <tr><td>Fall 2023</td><td>17.5%</td></tr> <tr><td>Fall 2024</td><td>-</td></tr> <tr><td>Fall 2025</td><td>Target: 17.8%</td></tr> <tr><td>Fall 2026</td><td>-</td></tr> </tbody> </table>	Year	Percentage	Fall 2016	13.8%	Fall 2017	13.5%	Fall 2018	15.0%	Fall 2019	15.2%	Fall 2020	14.9%	Fall 2021	15.5%	Fall 2022	16.7%	Fall 2023	17.5%	Fall 2024	-	Fall 2025	Target: 17.8%	Fall 2026	-
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Both the percentage and the number of incoming Hispanic/Latinx students have increased substantially, resulting in substantial progress toward our goal.

Because standard external datasets do not exist for Pell-eligible and first generation student populations in Idaho, we relied on internal benchmarking to set the goals of reversing our current declining trend by half. We have made substantial progress in both groups.

Original Goal	Year 2 Status (Fall 2023)																								
<p>Increase the number of <b>Idaho Pell</b> students to 1028 in the incoming class.</p> 	<p>Increased the number of <b>Idaho Pell</b> students from 951 to 1,047 in the incoming class - exceeded the target in the first two years.</p>  <table border="1"> <caption>Pell-Eligible Fall Cohort (Idaho Residents: inclusive of First Time and Transfer and of Fulltime and Parttime)</caption> <thead> <tr> <th>Year</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>Fall 2016</td><td>1,169</td></tr> <tr><td>Fall 2017</td><td>1,129</td></tr> <tr><td>Fall 2018</td><td>1,043</td></tr> <tr><td>Fall 2019</td><td>996</td></tr> <tr><td>Fall 2020</td><td>900</td></tr> <tr><td>Fall 2021</td><td>886</td></tr> <tr><td>Fall 2022</td><td>951</td></tr> <tr><td>Fall 2023</td><td>1,047</td></tr> <tr><td>Fall 2024</td><td>-</td></tr> <tr><td>Fall 2025</td><td>-</td></tr> <tr><td>Fall 2026</td><td>1,028 (Target)</td></tr> </tbody> </table>	Year	Count	Fall 2016	1,169	Fall 2017	1,129	Fall 2018	1,043	Fall 2019	996	Fall 2020	900	Fall 2021	886	Fall 2022	951	Fall 2023	1,047	Fall 2024	-	Fall 2025	-	Fall 2026	1,028 (Target)
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Original Goal	Year 2 Status (Fall 2023)																								
<p>Increase the number of <b>Idaho First-generation</b> students to 1035 in the incoming class.</p> 	<p>Increased the number of <b>Idaho First-generation</b> students from 974 to 1,025 in the incoming class - achieved 94% of the target in the first two years</p>  <table border="1"> <caption>First Generation Fall Cohort (Idaho Residents: inclusive of First Time and Transfer and of Fulltime and Parttime)</caption> <thead> <tr> <th>Year</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>Fall 2016</td><td>1,184</td></tr> <tr><td>Fall 2017</td><td>1,132</td></tr> <tr><td>Fall 2018</td><td>1,080</td></tr> <tr><td>Fall 2019</td><td>1,139</td></tr> <tr><td>Fall 2020</td><td>1,039</td></tr> <tr><td>Fall 2021</td><td>885</td></tr> <tr><td>Fall 2022</td><td>974</td></tr> <tr><td>Fall 2023</td><td>1,025</td></tr> <tr><td>Fall 2024</td><td>-</td></tr> <tr><td>Fall 2025</td><td>-</td></tr> <tr><td>Fall 2026</td><td>1,028 (Target)</td></tr> </tbody> </table>	Year	Count	Fall 2016	1,184	Fall 2017	1,132	Fall 2018	1,080	Fall 2019	1,139	Fall 2020	1,039	Fall 2021	885	Fall 2022	974	Fall 2023	1,025	Fall 2024	-	Fall 2025	-	Fall 2026	1,028 (Target)
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## What contributed to our progress?

- Admissions Counselor Team:
  - In Summer 2022, new regional Admissions Counselor positions were created for Northern Idaho and Eastern Idaho. These positions have been hired, trained and are building relationships with area high schools.
  - The former Seattle Regional Counselor position was transformed into an on-campus role with a focus on rural areas in the Treasure Valley.
  - This increase in Admissions Counselors dedicated to Idaho recruitment has helped Boise State enhance its presence and brand throughout the state.
- Scholarships:
  - In fall 2023, the Presidential and Dean's scholarships increased from \$2,500/\$2,000 to \$3,000/\$2,500, respectively.
  - The Idaho Launch scholarship, starting in fall 2024, is expected to further increase the number of Idaho residents choosing Boise State.
- Group Visits and Campus Events:
  - Admissions continues to collaborate with organizations such as AVID, TRIO, Gear Up, and various community-based groups to offer students the opportunity to experience campus life firsthand. This includes group visits and specialized programs like the Idaho Hispanic Youth Summit, Mosaic, and Project: Dream for Tomorrow.
  - Over 30 SERP-identified groups visited campus during the 2024-2025 academic year. This is important because we know that 55% of admitted students who visit campus ultimately enroll.
- Housing:
  - Changed the housing application process to a lottery system that allowed students and families additional time to apply and make decisions.
  - Gave Idaho residents priority in the lottery system.
  - Oversubscribed housing offers aim to alleviate the melt that we experience when students are waitlisted for housing.

## Degree Attainment/Graduation Goals (for all First-time, Full-time Students<sup>2</sup>)

The first set of degree attainment/graduation goals are based on looking at the progress of our First-time, Full-time (FTFT) cohorts, which includes all students (both resident and non-resident), except for the goal for rural students, which looks only at Idaho students. Our FTFT cohort constitutes approximately two-thirds of the total incoming class each fall and is our largest cohort group.

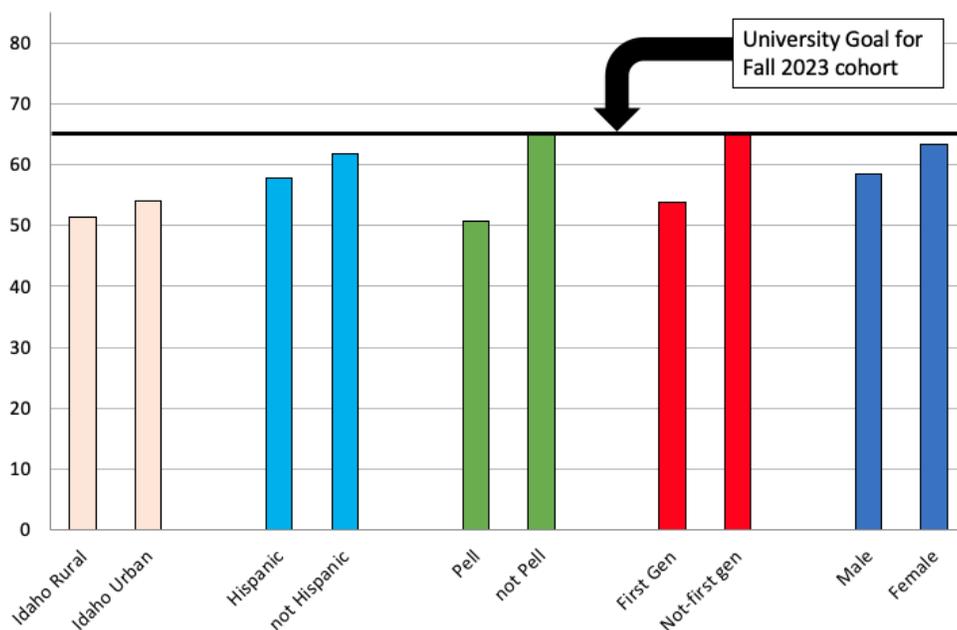
There are two ways to look at the degree attainment/graduation goals of SERP. The first, shown in the graph below,<sup>3</sup> is to compare groups of students to a goal we aim to reach for all students.

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<sup>2</sup> Note that for the graduation data in this section, there are small variations between the data shown here for the Fall 2015 cohort and earlier data reported in the original SERP plan, released in Fall 2022. Numbers have been updated here for greater accuracy.

<sup>3</sup> Note that the graph represents institutional data which uses IPEDS categories, using Hispanic rather than Latina/o/x.

Fall 2017 First-time Full-time cohort 6-yr graduation rates



The university goal for the Fall 2023 incoming FTFT cohort is that 65.1% of students in the FTFT cohort will graduate within six years.<sup>4</sup> In 2028, we will be able to see if we've reached the goal. The data above, which are for the Fall 2017 FTFT cohort, show that we have served some groups of students well (they are already at or nearly at the overall goal we hope to achieve by 2028), but for other students we have work to do to remove the barriers they experience to achieving the opportunity of earning a college degree from Boise State.

Based on the Fall 2017 cohort,

- For both Idaho rural and Idaho urban students, we have more work to do to help them reach graduation. The data show we have slightly more work to do to help Idaho rural students reach our goal.
  - The gap between rural and urban is 2.6%; Our goal is to have no gap between these groups.
- We have work to do to serve students of all races/ethnicities<sup>5</sup> to reach our goal. The data show we have slightly more work to do to serve Hispanic/Latino/a/x students.
  - The gap between Latinx and not-Latinx is 3.8%; our goal is for a 1.1% gap.
- In the aggregate, we are already serving students who are not Pell grant eligible and students who are not first generation college students to meet our 6-year graduation goal. It is also clear we have much work to do to support our Pell grant students and our first-generation college students to get all the way to graduation.
  - The gap between Pell and not-Pell is 14.5%; the gap between first-gen and not-first-gen is 11.2%. The SERP goal is for these gaps to be 7.1% and 5.0%, respectively
- With respect to gender, which is a data point we've begun to look at, but for which we've not set an explicit goal, we see that we have more work to do to support our male students. Our female students are close to the 65.1% goal for a 6-year graduation rate.
  - The male-female gap is 4.9%.

<sup>4</sup> This goal was submitted to the Idaho State Board of Education in our Blueprint for Success report FY2024-FY2029.

<sup>5</sup> Data from Institutional Effectiveness indicate that there is no group that consistently meets our goal of 65.1% graduation rate within 6 years.

To see how these relationships and related trends in first year retention, cohort size, and 4-year graduation rates have evolved over time, see graphs in **Appendix A**.

The second way to look at the degree attainment/graduation goals of SERP is to compare graduation rates between groups, which allows one to clearly see our institutional performance gaps. The SERP degree attainment/graduation goals<sup>6</sup> were developed by looking at the institutional performance gaps in six year graduation rates for the Fall 2015 cohort *between* groups (e.g, by comparing Rural students and those who are not Rural). The SERP goals are to cut those gaps by at least half within five years. The graphs below show these between-group comparisons over time.

Goal and Status	Year 2 Status																																				
<p><b>Rural Students (Idaho Only)</b></p> <p>Goal:</p> <ul style="list-style-type: none"> <li>Maintain or improve rural student six year grad rate of 52.4%</li> <li>Watch to make sure no gap appears (relative to urban)</li> </ul> <p>Status:</p> <ul style="list-style-type: none"> <li>Grad rate for both rural and urban Idaho students increased for the Fall 2017 cohort.</li> <li>Because the grad rates increased more for the rural cohort the gap between them decreased to 2.6%. This is an improvement over last year, but we have work to do to achieve no gap.</li> </ul>	<p>Six Year Graduation Rate of FTFT Freshmen Idaho Urban and Rural Only Target based on Fall 2015 Cohort</p> <table border="1"> <caption>Idaho Urban and Rural Graduation Rates</caption> <thead> <tr> <th>Cohort</th> <th>Idaho Urban (%)</th> <th>Idaho Rural (%)</th> <th>Gap (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>44.0</td> <td>42.0</td> <td>2.0</td> </tr> <tr> <td>Fall 2014</td> <td>47.0</td> <td>45.0</td> <td>2.0</td> </tr> <tr> <td>Fall 2015</td> <td>46.0</td> <td>50.7</td> <td>4.7</td> </tr> <tr> <td>Fall 2016</td> <td>50.0</td> <td>47.4</td> <td>2.6</td> </tr> <tr> <td>Fall 2017</td> <td>53.0</td> <td>50.4</td> <td>2.6</td> </tr> <tr> <td>Fall 2018</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Fall 2019</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Fall 2020</td> <td>-</td> <td>-</td> <td>0.0 (Target)</td> </tr> </tbody> </table>	Cohort	Idaho Urban (%)	Idaho Rural (%)	Gap (%)	Fall 2013	44.0	42.0	2.0	Fall 2014	47.0	45.0	2.0	Fall 2015	46.0	50.7	4.7	Fall 2016	50.0	47.4	2.6	Fall 2017	53.0	50.4	2.6	Fall 2018	-	-	-	Fall 2019	-	-	-	Fall 2020	-	-	0.0 (Target)
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<p><b>Hispanic/Latinx Students</b></p> <p>Goal:</p> <ul style="list-style-type: none"> <li>Reduce the 2.3% gap in the six year graduation rate between Hispanic/LatinX and Not Hispanic/LatinX by half</li> <li>Goal = 1.1% gap for the Fall 2020 cohort</li> </ul> <p>Status:</p> <ul style="list-style-type: none"> <li>Grad rates for the Fall 2017 Hispanic/LatinX cohort and Not Hispanic/LatinX cohort increased relative to those of the Fall 2015 and Fall 2016 cohorts</li> <li>Because the grad rates increased more for the Hispanic/LatinX cohort the gap between them decreased to 3.8%. This is an improvement over last year, but is not progress toward our goal of a 1.1% gap.</li> </ul>	<p>Six Year Graduation Rate of FTFT Freshmen Residents &amp; Nonresidents Combined Target based on Fall 2015 Cohort</p> <table border="1"> <caption>Hispanic/Latinx and Not Hispanic/Latinx Graduation Rates</caption> <thead> <tr> <th>Cohort</th> <th>Not Hispanic/Latinx (%)</th> <th>Hispanic/Latinx (%)</th> <th>Gap (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>50.0</td> <td>49.0</td> <td>1.0</td> </tr> <tr> <td>Fall 2014</td> <td>54.0</td> <td>52.0</td> <td>2.0</td> </tr> <tr> <td>Fall 2015</td> <td>53.0</td> <td>50.7</td> <td>2.3</td> </tr> <tr> <td>Fall 2016</td> <td>60.0</td> <td>52.6</td> <td>7.4</td> </tr> <tr> <td>Fall 2017</td> <td>63.0</td> <td>59.2</td> <td>3.8</td> </tr> <tr> <td>Fall 2018</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Fall 2019</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Fall 2020</td> <td>-</td> <td>-</td> <td>1.1 (Target)</td> </tr> </tbody> </table>	Cohort	Not Hispanic/Latinx (%)	Hispanic/Latinx (%)	Gap (%)	Fall 2013	50.0	49.0	1.0	Fall 2014	54.0	52.0	2.0	Fall 2015	53.0	50.7	2.3	Fall 2016	60.0	52.6	7.4	Fall 2017	63.0	59.2	3.8	Fall 2018	-	-	-	Fall 2019	-	-	-	Fall 2020	-	-	1.1 (Target)
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<sup>6</sup> Degree attainment/graduation goals were set for First-time/Full-time cohorts, inclusive of both resident and nonresidents, for all SERP groups except Rural; goals for Rural students were set for Idaho residents only.

Goal and Status	Year 2 Status																																				
<p><b>Pell-eligible Students</b></p> <p>Goal:</p> <ul style="list-style-type: none"> <li>Reduce the 14.2% gap in the six year graduation rate between Pell-eligible and Not Pell-eligible by half</li> <li>Goal = 7.1% gap for the Fall 2020 cohort</li> </ul> <p>Status:</p> <ul style="list-style-type: none"> <li>Grad rates for the Fall 2017 Pell-eligible cohort increased over the previous year and the Not Pell-eligible cohort was consistent with the previous year. Both represent increases compared to the Fall 2015 baseline.</li> <li>The gap between them is now 14.5%. This is an improvement from last year, but does not represent progress toward the goal of 7.1%.</li> </ul>	<p>Six Year Graduation Rate of FTFT Freshmen Residents &amp; Nonresidents Combined Target based on Fall 2015 Cohort</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Not Pell-eligible (%)</th> <th>Pell-eligible (%)</th> <th>Gap (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>55.0</td> <td>40.8</td> <td>14.2</td> </tr> <tr> <td>Fall 2014</td> <td>59.0</td> <td>45.0</td> <td>14.0</td> </tr> <tr> <td>Fall 2015</td> <td>57.0</td> <td>42.8</td> <td>14.2</td> </tr> <tr> <td>Fall 2016</td> <td>64.0</td> <td>43.9</td> <td>20.1</td> </tr> <tr> <td>Fall 2017</td> <td>64.0</td> <td>49.5</td> <td>14.5</td> </tr> <tr> <td>Fall 2018</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Fall 2019</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Fall 2020</td> <td>-</td> <td>-</td> <td>7.1 (Target)</td> </tr> </tbody> </table>	Cohort	Not Pell-eligible (%)	Pell-eligible (%)	Gap (%)	Fall 2013	55.0	40.8	14.2	Fall 2014	59.0	45.0	14.0	Fall 2015	57.0	42.8	14.2	Fall 2016	64.0	43.9	20.1	Fall 2017	64.0	49.5	14.5	Fall 2018	-	-	-	Fall 2019	-	-	-	Fall 2020	-	-	7.1 (Target)
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<p><b>First-Generation Students</b></p> <p>Goal:</p> <ul style="list-style-type: none"> <li>Reduce the 10.1% gap in the six year graduation rate between First Generation and Not First Generation by half</li> <li>Goal = 5.0% gap for the Fall 2020 cohort</li> </ul> <p>Status:</p> <ul style="list-style-type: none"> <li>Grad rates increased for both the Fall 2017 First-gen cohort and Not First-gen cohort relative to those of the Fall 2015 and Fall 2016 cohorts.</li> <li>Because the grad rates increased more for the First Generation cohort the gap between them decreased to 11.2%. This is an improvement over last year, but is not progress toward our goal of a 5.0% gap.</li> </ul>	<p>Six Year Graduation Rate of FTFT Freshmen Residents &amp; Nonresidents Combined Target based on Fall 2015 Cohort</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Not First Generation (%)</th> <th>First Generation (%)</th> <th>Gap (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>55.0</td> <td>44.9</td> <td>10.1</td> </tr> <tr> <td>Fall 2014</td> <td>59.0</td> <td>48.0</td> <td>11.0</td> </tr> <tr> <td>Fall 2015</td> <td>57.0</td> <td>46.9</td> <td>10.1</td> </tr> <tr> <td>Fall 2016</td> <td>64.0</td> <td>50.4</td> <td>13.6</td> </tr> <tr> <td>Fall 2017</td> <td>64.0</td> <td>52.8</td> <td>11.2</td> </tr> <tr> <td>Fall 2018</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Fall 2019</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Fall 2020</td> <td>-</td> <td>-</td> <td>5.0 (Target)</td> </tr> </tbody> </table>	Cohort	Not First Generation (%)	First Generation (%)	Gap (%)	Fall 2013	55.0	44.9	10.1	Fall 2014	59.0	48.0	11.0	Fall 2015	57.0	46.9	10.1	Fall 2016	64.0	50.4	13.6	Fall 2017	64.0	52.8	11.2	Fall 2018	-	-	-	Fall 2019	-	-	-	Fall 2020	-	-	5.0 (Target)
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**Results:** Examination of these outcomes give us a number of things to celebrate. All the gaps we are monitoring improved relative to last year. Further, 6-year graduation rates<sup>7</sup> improved or held steady for every group of students.<sup>8</sup> Those who graduated in five or six years would have been near the end of their programs when we began to focus on these goals. While we can't know for sure, it is possible the campus-wide dialogue

<sup>7</sup> The 6-year graduation rate includes those who graduated within four and five years, so some of the students in the groups we are currently looking at would have graduated even before the SERP plan launched.

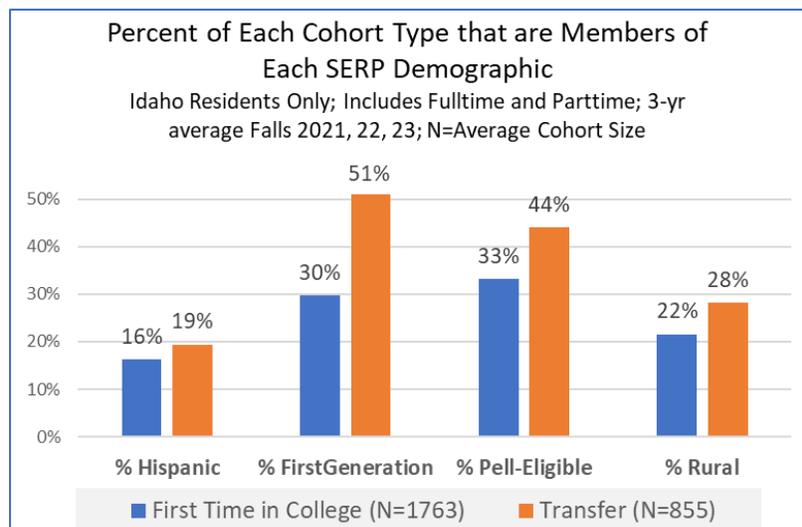
<sup>8</sup> These improvements undergird improvements shared by President Tromp in her Fall 2024 State of the University address. The president noted that the value of the graduation rate for FTFT students had increased 39% in the last few years. The FTFT 4-year graduation rate went from 30.7% (fall 2015 cohort) to 42.7% (fall 2019 cohort), an improvement of 39%.

around student success prompted by the SERP created small changes to improve these outcomes campus-wide.

A key question we began asking this year is this: The 6-year graduation rate is a lagging indicator of our success. The SERP began its work in the Fall of 2022. In order to see the full impact on Freshmen entering in Fall 2022 reflected in this metric, we need to wait until the summer of 2028! So we have begun a process to identify intermediate measures of our success. Work in this area is outlined in **Appendix B**.

## Transfer Student Success Goals

This academic year we added to the work of the SERP a focus on Transfer students and we have created requisite goals for their success. Transfer students are a substantial fraction of baccalaureate graduates from Boise State, comprising an average of 38% of the annual total (First-time: 55%, Non-degree seeking: 5%, Second degree: 3%). And incoming Transfer students differ from incoming First Time in College students in a number of important ways including: (i) 45% of incoming transfer students are part-time vs. 7% of first time students; (ii) 44% of transfer students do not start in the fall term but instead in the spring or summer term vs. only 8% of first time students; and (iii) 36% of incoming transfer students enter online programs vs. 3% in first time students. Finally, transfer students are more likely to be in one of the SERP groups than are first time students: 78% of transfer students are in one or more SERP demographics vs. 61% for First time students. As can be seen in the following graph, the biggest difference is in the percent who are first generation.<sup>9</sup>



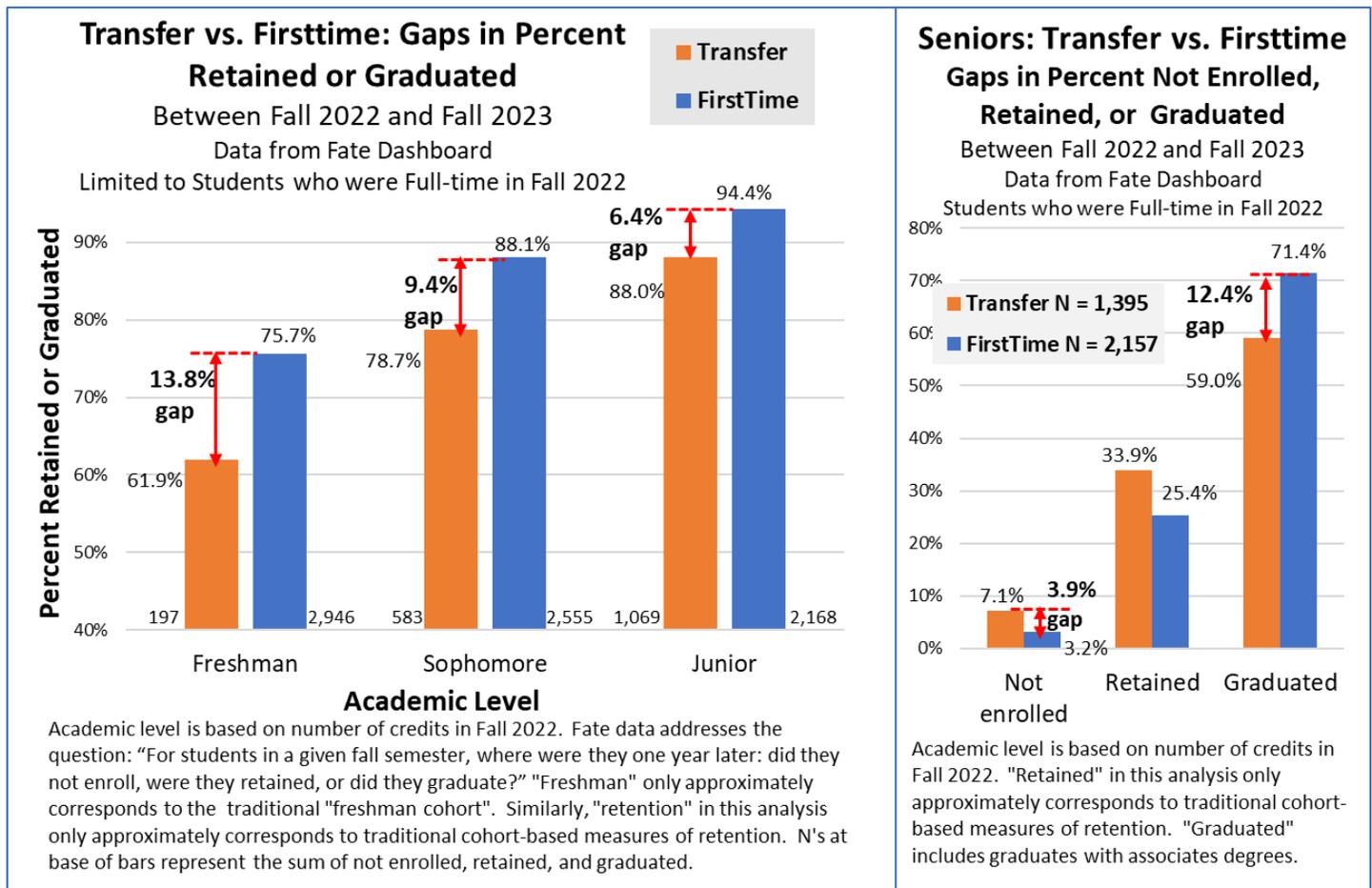
We will begin reporting on our progress toward success goals for transfer students in next year's annual report. Recall that for First Time students we use the cohort-based six year graduation rate to measure our progress in achieving our goals. Using that metric for transfer students makes sense if comparing one group of transfer students to another as is done below in comparisons in which we compare the six year graduation rates of SERP groups to the overall target for transfer students that is listed in the University's strategic plan.

However, the goals for Transfer students that we will describe here compare transfer students to first time students. Using the six year graduation rate for that comparison is problematic because transfer students vary

<sup>9</sup> Transfer vs. First time comparisons are based on three-year averages of 2021-22, 2022-23, and 2023-24. Cohort data includes fall, spring, and summer cohort terms for all calculations. SERP demographic data is based on three-year averages of Falls 2021, 2022, and 2023

widely in how many credits they arrive with at Boise State and they arrive with substantially more credits, on average, than do first time students, preventing an apples to apples comparison of six year graduation rates.

Therefore, our goals that compare transfer students to first time students are based on data from the Fate Dashboard. FATE data<sup>10</sup> quantifies the proportions of students at a specified academic level that, between one Fall semester and the next Fall semester, graduate vs. are retained vs. do not enroll. By making comparisons within academic levels, the analysis essentially controls for number of credits accrued so that, for example, junior transfer students with between 60 and 90 credits are compared to junior first time students with the same number of credits. The figures below compare the “fate” of full-time transfer students to full-time first time students at each academic level (“full-time” refers to the credit load carried in Fall 2022). As can be seen, at every level there is a substantial gap in the proportion of students who are retained or who graduated. For Freshmen through Juniors transfer students, the percent retained/graduated is 6.4% to 13.8% lower than for first-time students. For seniors, there are two gaps worthy of attention: the percent of senior transfer students who graduated is 12.4% lower than first-time students, and the percent who neither graduated nor were retained was 3.9% higher for transfer students than for first-time students.



Our intention is to reduce by half the gaps shown in the above graphs. Specifically, the SERP goals for transfer students are:

Cut Freshman-standing FATE retention/graduation gap in half (13.8% → 6.9%)

<sup>10</sup> [FATE dashboard](#)

- Or in absolute terms, increase the TR freshman-standing FATE retention/graduation percentage from 61.9% → 68.8%

Cut Sophomore-standing FATE retention/graduation gap in half (9.4% → 4.7%)

- Or in absolute terms, increase the TR sophomore-standing FATE retention/graduation percentage from 78.7% → 83.4%

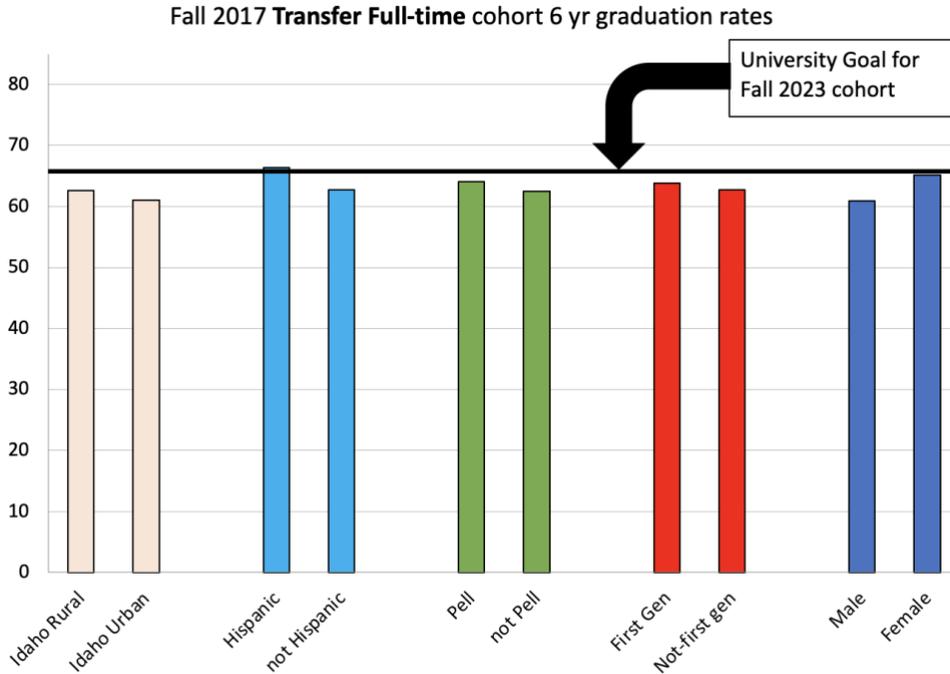
Cut Junior-standing FATE Gap in half (6.4% → 3.2%)

- Or in absolute terms, increase the TR junior-standing FATE retention/graduation percentage from 88.0% → 91.2%

Cut Senior-standing FATE Gaps in half: (Graduation: 12.4% → 6.2%; Not enrolled: 3.9% → 1.95%)

- Or in absolute terms, increase the TR senior-standing FATE graduation percentage from 59.0% → 65.2% and decrease the not-enrolled percentage from 7.1% to 5.15%

It is also worth examining how the success of different groups of transfer students compares to the goal the university has set for all transfer students.



The university goal for the Fall 2023 incoming cohort is that 66.0% of students in the full-time Transfer cohort will graduate within six years.<sup>11</sup> In 2028, we will be able to see if we've reached the goal. The data above, which are for the Fall 2017 TRFT cohort, show that there is work to do for nearly every group to remove the barriers they experience to achieving the opportunity of earning a college degree from Boise State

- These data show we are serving Idaho rural transfer students a small amount more successfully than those who are Idaho urban transfer students. The gap between them is 1.6%
- These data show we are serving Hispanic/Latino/a/x transfer students somewhat more successfully than those who are not Hispanic. The gap between not-Hispanic and Hispanic is 3.7%
- These data show we are serving Pell-eligible transfer students a small amount more successfully than those who are not Pell transfer students. The gap between them is 1.6%.
- These data show we are serving first-gen transfer students a small amount more successfully than not-first-gen transfer students. The gap between them is 1.1%
- With respect to gender, which is a comparison we've begun to look at but for which we've not set an explicit goal, we see that we have more work to do to support our male transfer students. The male-female gap is 4.2%. This is similar to the gap we observe for FTFT students.

To see how these relationships and related trends in first year retention, cohort size, and 4-year graduation rates have evolved over time, see graphs for transfer students in **Appendix A**.

In addition to monitoring the metrics above, we would like to identify ways to measure the retention and graduation of transfer students that is more inclusive than the Fall cohort model, given that 44% of our transfer students begin in the spring or summer compared to only 7% for First-time students. Furthermore, any metric that focuses on full-time transfer students excludes the approximately one-third of our transfer students who are part-time.

In order to affirm the focus of our goals, we engaged in an analysis of institutional performance gaps for disaggregated resident and non-resident students. Our goal is to be sure that we weren't masking issues in one population or another by combining these groups. The data (see **Appendix C**) shows that for Pell, First-gen, and Latinx students, we generally do a better job overall of serving our non-resident students than we do of serving Idaho resident students.<sup>12</sup> (This is, in itself, an important gap that we will continue to monitor). Importantly, we note that the gaps for these groups exist and are generally comparable in both our resident and non-resident populations. Because the gaps exist in both populations, we have chosen to use the aggregate of all students to illustrate our focus on closing these institutional performance gaps.

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<sup>11</sup> This goal was submitted to the Idaho State Board of Education in our Blueprint for Success report FY2024-FY2029. It is worth noting that many of our transfer students fall outside this metric (either because they started in the spring or because they are part-time)

<sup>12</sup> The Rural/urban group is not included in this comparison because this group is already focused only on Idaho students.

# Status Report for SERP Strategies

A key component of the SERP is a set of strategies that were prioritized by seven working groups during the spring of 2022. The tables below provide a status update of each of the strategies that we have focused on. These were originally categorized as “Ready to do” or “Ready to Develop”. While the SERP is a plan, it has always been intended that it is a dynamic plan. We will add to it and revise as needed. Several strategies were revised this year to better reflect conditions and opportunities to better serve students.

Table 1. Summary of SERP Strategies - Ready to Do & Ready to Develop

	Completed Strategies (7)	In Progress/Planned Strategies (18)	Original Strategies that were Revised (8) (See table 2. Revised Strategies)
<b>Creating Access</b>	<ul style="list-style-type: none"> <li>• Improve &amp; Maintain the Major Finder Tool</li> <li>• Improve the Logon Process for myBoiseState</li> <li>• Update Admissions &amp; Recruitment Funnel Reports</li> <li>• Explore the Potential for Targeted Spanish Speaking Resources<sup>13</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate Enterprise Level Marketing Campaigns for Targeted Recruitment<sup>14</sup></li> <li>• Utilize Analytics and End-user Feedback to Ensure Navigation of the University Website Effectively Supports Student Access and Success</li> </ul>	<ul style="list-style-type: none"> <li>• Develop In-Demand Online Programs that Incorporate Best Practices and that Scale in Size to Address Needs.</li> </ul>
<b>Transitioning &amp; Onboarding</b>		<ul style="list-style-type: none"> <li>• Analyze student participation in co-curricular opportunities</li> <li>• Improve Wayfinding to Student Life Essentials resources and Student Basic Needs Increase Access to Campus Housing for Idaho Students</li> <li>• Use Marketing and Communication Strategies Tailored for Different Groups of Students to Improve Awareness of Student Resources<sup>15</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Support Faculty to Promote Engagement in Co-curricular Learning</li> <li>• Create a Canvas Course to Assist Students in Navigating the University</li> </ul>

<sup>13</sup> **Provided Website Translation Resource** - OCM + OIT created a landing page with directions on how the content on Boise State web pages can easily be converted to Spanish - or any language by using various browser extensions. Completed April 2024.

<sup>14</sup> **Identified Students and Implemented the First Phase of the Brand Campaign** - The first phase of the university’s brand level marketing campaign is now complete (Launched Feb. ‘23) as we enter the second year of the marketing, media outreach and storytelling will continue alignment with real student stories, in particular those from non-traditional backgrounds.

<sup>15</sup> **Created SERP Student Focus Groups** - In response to the marketing and communications feedback contained in the initial SERP committee document, Student Communications and Marketing created and launched two SERP student population focus groups to learn more about opportunities to better serve students via marketing and communications.

	<b>Completed Strategies (7)</b>	<b>In Progress/Planned Strategies (18)</b>	<b>Original Strategies that were Revised (8)</b> (See table 2. Revised Strategies)
<b>Robust Experience</b>		<ul style="list-style-type: none"> <li>• Provide Professional Development for Instructors of Courses with a Critical Mass of First-year Students<sup>16</sup></li> <li>• Expand Opportunities for Course Redesign Support.<sup>17</sup></li> <li>• Continue to Leverage Reflection in Finishing Foundations Courses</li> <li>• Increase Implementation of High Impact Practices Throughout the Curriculum</li> <li>• Integrate Career Competencies into the Fabric of the Boise State Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Development of in Commuter Connections Program</li> <li>• Enhance Support for Student-Centered, Inclusive Teaching</li> </ul>
<b>Retaining to Graduation</b>	<ul style="list-style-type: none"> <li>• Create Retention Reports (by population)</li> <li>• Provide Consistent Advisor Training and Accountability</li> <li>• Redesign Weekly Registration Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Create Retention Reports (by timeframe)</li> <li>• Improve and Unify the Completion Grant process</li> <li>• Improve Ease of Use of D, F, W reports<sup>18</sup></li> <li>• Increase Integration of Academic Development and Recovery (ADR) Advising and Outreach</li> <li>• Support Effective Course Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Create New University Registration, Advising &amp; Drop Committee</li> <li>• Engage in Curricular Audits to Assess &amp; Address Overall Degree Complexity</li> <li>• Leverage Curriculum Help Tools (Curriculum mapping and Degree Pathways and 4-year Course Rotation Schedule posted, Degree Tracker and Major Finder)</li> </ul>
<b>Institutional Infrastructure</b>		<ul style="list-style-type: none"> <li>• Create a Collaborative Process for Annual Blueprint for Success goal Setting</li> <li>• Make SERP Part of the Campus Culture</li> <li>• Improve Financial Aid Infrastructure Needs</li> </ul>	

<sup>16</sup> **Instructor Professional Development** - Third edition will take place Aug 2024.

<sup>17</sup> **Course Redesign support** - In summer 2024 CTL is piloting an online, asynchronous option.

<sup>18</sup> **DFW Reports** are complete - implementation of interventions need to be determined.

## Dismissed Strategies, Ready To-Do

The following strategies were dismissed as SERP strategies:

- **Highlight Exemplary Use of the PAR Process in Academic Units** - the Center for Teaching and Learning already recognizes exemplary use of PAR and the ER Action Team determined that this is not a strategy that would have a high impact on access or retention for SERP populations.
- **Improve the e-Commerce Payment Process** - while this is a desirable outcome, the ER Action Team determined that this is not a strategy that would have a high impact on access or retention for SERP populations. This strategy has been forwarded to Student Financial and OIT and will be part of the analysis when determining when or if we will move to the Oracle Cloud version of Student Financials.
- **Expand Application of Mentorship Tools for Yield and Retention (BroncoBridge & PeopleGrove)** - BroncoBridge and PeopleGrove no longer exist at Boise State. This strategy was dismissed, as there are other strategies that address yield and retention more specifically.
- **Leverage National Survey of Student Engagement (NSSE) Results to Inform Planning** - Because it is only administered every 3 years, the NSSE provides us with benchmarks about our performance, but it doesn't provide easily actionable results. Internal surveys that meet this need are being implemented by AASC and Foundational Studies.

## Table 2. Revised Strategies

The following strategies were revised to simplify or provide clarification:

Original Strategy	Revised Strategy	Status
Create New University Registration, Advising & Drop Committee	<ul style="list-style-type: none"> <li>• Create an ongoing process to identify needed changes to policy, practice and infrastructure</li> </ul>	In Progress/Planned
Leverage Curriculum Help Tools (Curriculum mapping and Degree Pathways and 4-year Course Rotation Schedule posted, Degree Tracker and Major Finder)	<ul style="list-style-type: none"> <li>• Support scheduling for advisors, students, and department chairs</li> <li>• Leverage degree tracker to assist with course capacity planning and scheduling and student planning and degree completion</li> </ul>	<ul style="list-style-type: none"> <li>• In Progress/Planned</li> <li>• In Progress/Planned</li> </ul>
Engage in Curricular Audits to Assess & Address Overall Degree Complexity	<ul style="list-style-type: none"> <li>• Engage in work to make navigating curricula easier for students</li> <li>• Address curricular barriers to student completion in the general ed curriculum</li> <li>• Support student understanding of degree pathways and progress</li> </ul>	<ul style="list-style-type: none"> <li>• In Progress/Planned</li> <li>• In Progress/Planned</li> <li>• In Progress/Planned</li> </ul>
Support Faculty to Promote Engagement in Co-curricular Learning	<ul style="list-style-type: none"> <li>• SILC analyze student participation in co-curricular opps</li> </ul>	In Progress/Planned
Enhance Support for Student-Centered, Inclusive Teaching	<ul style="list-style-type: none"> <li>• Recognize effective teaching in annual teaching evaluations</li> <li>• Provide support for pedagogical approaches that support SERP populations</li> </ul>	<ul style="list-style-type: none"> <li>• In Progress/Planned</li> <li>• In Progress/Planned</li> </ul>
Develop In-Demand Online Programs that Incorporate Best Practices and that Scale in Size to Address Needs.	<ul style="list-style-type: none"> <li>• Expand online course and degree offerings to provide Idaho students with flexible learning options to meet their educational goals</li> <li>• Increase awareness of online degrees in Idaho, highlight the value of online learning for pell, first-generation, rural and Latinx students and feature success stories of online Idaho students.</li> </ul>	<ul style="list-style-type: none"> <li>• In Progress/Planned</li> <li>• In Progress/Planned</li> </ul>
Create a Canvas Course to Assist Students in Navigating the University	<ul style="list-style-type: none"> <li>• Create a "Current Students" tab on the <a href="http://boisestate.edu">boisestate.edu</a> homepage.</li> </ul>	In Progress/Planned
Continue Development of Commuter Connections Program	<ul style="list-style-type: none"> <li>• Continue Development of the Peer Navigator Program</li> </ul>	In Progress/Planned
Enhance the Campus Interactive Map	<ul style="list-style-type: none"> <li>• Student Affairs and Enrollment Management divisional web redesign and simplification project.</li> </ul>	In Progress/Planned

## New Strategies from the Campus Community

Eight suggestions were received during spring and summer 2024 via the SERP Ideas Form. These suggestions will be evaluated by the ER Action Team utilizing the heuristic developed during year 1 of the SERP. See **Appendix D**. How to Assess Newly Proposed SERP Strategies: A Transparent Guide

## Foundational Projects

In the original SERP plan, we identified several strategies as “foundational”, which means that to move them forward will require a financial investment.

This year we added a new foundational strategy: Expand Idaho scholarships for all new first-time and transfer students with the greatest financial need, with the goal of retaining students; identify additional funding source(s) to expand scholarship awards.

Given our limited scholarship dollars, we wanted to assess how awards are distributed amongst our SERP populations. The following table reflects that Rural, Hispanic and Pell Eligible students receive a larger percentage of institutional awards in comparison to their population. First generation students receive just slightly less. It is important to note that our scholarships are automatically awarded based on high school GPA and, in some cases, financial need. Scholarships are not directed nor limited to students with these identities, so these variations reflect differences in qualifications. Given these results, the institution’s work to expand available scholarship dollars will be an important strategy to meeting the goals of the SERP.

### Scholarship Distributions for 2022-2023 Award Year

SERP group	Percentage of the First Time, Full-time undergraduate population	Percentage of the Institutional Award distribution
Rural	22%	26%
First Generation	30%	29%
Hispanic	16%	18%
Pell-eligible	31%	35%

As a first step towards identifying additional funding sources, Enrollment Services and the Office of Financial Aid and Scholarships piloted an effort, with the support of the Academic Deans, to reallocate funds towards our University General Scholarship program (this includes the True Blue Scholarship). The True Blue is our signature award that is made on the basis of need and merit and supports many of our SERP students. This pilot will be assessed in the coming year.

## Aspirational Projects

In the original SERP plan, we also identified several strategies as “aspirational”. Strategies with this label require both financial resources and the development of concrete plans for implementation. Often these actions cross multiple areas of the university and/or call for new structures to be built in order to be enacted. In many cases, we will benefit from taking preliminary steps to move a project toward feasibility even in the absence of full funding as we work toward a coherent plan.

Two of these strategies have moved forward in exciting ways this year.

### Experiential Learning Network (ELN)

The Experiential Learning Network (ELN) was launched in the fall of 2023. Co-led by Donna Llewellyn and Debbie Kaylor, this group of 43 faculty and staff from across the university have centered their work on intentionally infusing experiential learning and career readiness into our students’ campus experience. The initial year was focused on student access and impact, faculty rewards and recognition, and budget and funding. The second year of the ELN will build on this work by focusing on an EL vision, common language and outcomes, and consistent elements of high impact experiential learning and strategies for implementation across campus stakeholders. For further details see **Appendix E**.

### First Year Experience

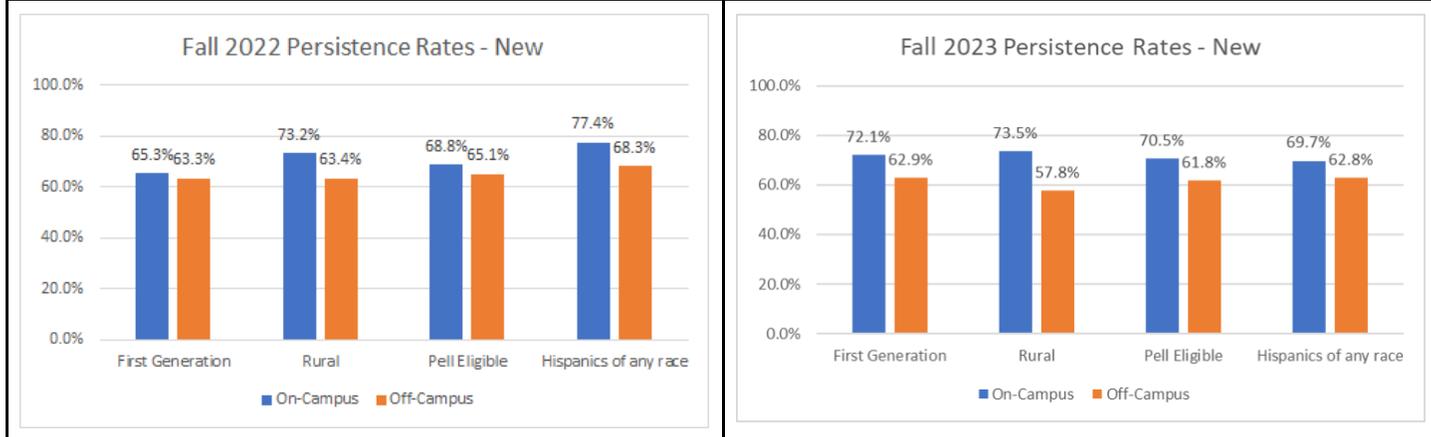
A Director of First Year Experiences began work in the College of Arts and Sciences in August 2023. The position is housed in COAS because nearly every student engages with courses in COAS in their first year. In addition, the position has been charged with coordinating efforts across the multiple offices that support first year students. Several concrete efforts have emerged from this work. Bronco Welcome has been expanded to encompass several “weeks of welcome” and involves efforts in both student affairs and academic affairs. In coordination with the Student Affairs Communication and Marketing office, a set of student academic success messages will be sent to students this fall. And faculty in COAS and UF teaching first year students will be provided a set of talking points and activities to use during the first five weeks of the semester with the goal of better supporting students’ transition to college.

## Assessment

Implementing an approach that allows us to assess the impact of SERP strategies broadly continues to be a challenge. Our goal is to develop a model which allows us to develop a potential intervention to impact access or success and assess its impact as directly as possible on the SERP goals. Primarily, we have not identified the resources needed to assess the impact of individual strategies. With engagement from the ER Action team in the coming year we plan to identify several specific strategies to assess and learn from those efforts to inform an assessment strategy more broadly.

An example of the kind of approach we would like to implement more broadly, we have collected some preliminary data to track persistence rates of SERP groups who live on campus compared to those who live off campus. Additional analysis is needed.

## Comparison of Persistence Rates for On-campus vs. Off-Campus Housing



## Other Major Activities during AY23-24

### SERP Summit Fall 2023: Relationship Rich Education

In order to support a commitment to the goals of the SERP and to stimulate dialogue across the campus community, we held our second SERP Summit in September 2023. The two day event engaged national student success expert, Peter Felten (Elon University, Executive Director of the Center for Engaged Learning), coauthor of [Relationship-Rich Education](#) and [Connections are Everything](#). Peter met with over 405 people from across Academic Affairs and Student Affairs & Enrollment Management. He also held a special session that was attended by 35 students. Peter engaged participants with ideas based on decades of research that demonstrate that student relationships with faculty, staff, and peers are crucial to academic success and personal well-being, particularly for first-generation and students of color. We engaged Academic Leaders in two follow-up sessions during ALC meetings in order to support academic leaders to nurture a relationship-rich culture that ensures that all students experience welcome and care, become inspired to learn and persist, and explore the big questions that matter for their lives and our communities.

### Supporting Boise State Transfer Students

The original SERP work (and its goals) were focused on first-time-in-college students. However, 46% of students who graduate each year<sup>19</sup> begin as transfer students and a significant accomplishment of the past year is the culmination of work by the “Transfer Student Working Group” in a set of goals related to retention of transfer students and a set of recommended strategies to improve access and retention of transfer students at Boise State.

This working group’s charge was to focus on generating a robust understanding of who our transfer students are, what their current patterns of enrollment and completion are (and how this is connected to university enrollment and graduation rates), identify barriers to their success, and propose strategies to address those

<sup>19</sup> 46% of graduates between AY21-23 began as transfer students. In that same time frame, for graduates from on campus programs, 34% began as transfer students For graduates from online programs, 91% began as transfer students.

barriers. This working group was co-led by Susan Shadle and Andrea Orozco. The membership represented a cross section from Academic Affairs and Student Affairs & Enrollment Management:

Heather Ropelato, Assistant Director of Undergraduate Recruitment, Extended Studies

Nick Hudyma, Professor, Department of Civil Engineering, COEN

Adriana Martinez-Saldana - Senior Outreach Coordinator, CSI / CEI

Cynda LeDuc, Assistant Registrar, Evaluation & NCAA Certification, Registrar's office

Matt Steuart, Director of Advising, College of Business and Economics (COBE)

Evelyn Hernandez, Sr Transfer Admissions Counselor, Admissions

The Transfer working group mapped their strategies onto an audit-tool framework for Transfer Student Success developed by the National Institute for the Study of Transfer Students (NISTS).<sup>20</sup> The basic categories of the framework are shown below.

### **NISTS Categories for Transfer Student Success**

#### **A. Institutional Policies and Practices**

- Institutional strategies - mission/vision/values; finance and budgeting; training & professional development
- Goals and Measurement - setting goals & monitoring outcomes; transfer student identification
- Partnering - partnerships & curriculum maps;
- Communication - communications about transfer

#### **B. Student Facing Delivery and Supports**

- Admissions, Advising, Orientation & Registration - Admissions; Advising; Orientation; registration and course schedules
- Evaluating, Awarding, and Applying Credits - Transcript Eval, dual credit/dual enrollment; credit for prior learning; credit by exam; reverse transfer of credits
- Transfer Student Engagement and Supports - Transfer-focused supports; TR student orgs/engagement; housing for TR students; Financial Aid

The specific recommendations can be found in the [SERP Transfer Working Group Report and Recommendations](#) or **Appendix F**. During AY24-25, these strategies will be moved forward alongside other SERP strategies.

## **Student Voice**

One of the revised strategies (see Table 2) is to *Create an ongoing process to identify needed changes to policy, practice and infrastructure*. As we considered how best to implement this strategy, we returned to feedback generated at the first SERP Summit, held in Spring 2023, at which participants encouraged the SERP initiative to be more intentional about including input from students. In April 2024, two focus groups were held with the intent of learning more from relatively new Boise State students with one or more SERP identity. These events were focused on better understanding students' challenges and successes within the application, advising, onboarding and first semester of college as a Bronco. In addition to identifying needed changes to policy, practice and infrastructure within this part of the student experience, the workgroup began creating resource documents designed for campus departments who want to implement this process in their

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<sup>20</sup> <https://www.nists.org/post/nists-transfer-policy-practice-audit-tool>

areas. The workgroup carrying out the focus groups consisted of both Boise State staff and current student leaders. Workgroup members took part as note-takers and conversation facilitators, and students were given a \$30 WinCo gift in appreciation for their time.

Our goal is to expand this practice of building in more student voices going forward. The workgroup is assembling a resource toolkit of best practices for use by other university departments for successful focus groups, particularly for students who identify with one or more SERP identities. And a quantitative, online survey is in development for this same target population. Data collection is planned for winter 2025.

## SERP Across Campus/Adjacent Work

One of the SERP Ready-to-do strategies is to make SERP part of the campus culture. Evidence of the progress of this strategy can be found in the following examples:

### College-level activity

Each academic college has been engaged in a variety of activities to support student success broadly and to attend to the specific goals of the SERP. Some of these activities are described briefly below.

#### **COAS**

The College of Arts and Sciences has created their own [college-level SERP](#) with goals to close gaps based on university FATE data. The college has also reorganized its approach to advising and has invested in helping students who have some-credit-no-credential return to complete a degree.

#### **COBE**

The College of Business and Economics continues its impactful mandatory advising, to offer free tutoring for core business subjects, and to provide writing assistance through the Thompson Family Writing Lab. Through the adoption of a professional fee, COBE will be expanding class sections to ensure students have access to classes when they need them.

#### **COED**

The College of Education has focused its work on Idaho's rural schools, both in strengthening partnerships and in providing financial support to Boise State students wishing to student teach, and eventually work, in an Idaho rural school. The Rural Student Teacher Fellowship, which provides \$3,800 to support an awardee's student teaching semester in a rural Idaho school, serves as an example of our work to support students who come from - and want to return to work in - our rural communities. The fellowship funds can be used towards tuition and fees, housing, transportation, childcare, and other related costs. Boise State has invited applications and awarded candidates for the Spring 2023, Fall 2023, and Spring 2024 semesters with 100% retention in the placements.

#### **COEN**

The College of Engineering, with support from an NSF S-STEM award, has implemented a new rural recruiting strategy to directly engage SERP populations. Last year, in collaboration with CSI and CWI, COEN engaged students and their families at six rural locations across Southern Idaho.

#### **COHS**

The College of Health Sciences has invested in the support of our central COHS Student Services and Academic Advising, as many of our programs require specific prerequisite course work and competitive enrollments to support students through this process. Additionally in the last year we have worked to provide opportunities for current and future students to learn more about our degree options with a "Health Science Discovery Day" program for current students with about 115 attendees and an overnight summer camp for 20 high schoolers.

## **SPS**

The School of Public Service implemented a SPS Majors Survey designed to help us better understand how we can help students succeed at Boise State. Among the notable findings were the following: (1) course availability was identified as the top area needing improvement; (2) Email blasts are our students' most preferred method of communication with us. In August 2024, SPS will officially launch SPS Connect—an integrated student academic support center. This is an effort to provide the resources that our students need to be successful at Boise State and within SPS specifically. This model was built after consultation from numerous similar centers across the country and will include academic advising, pre-law services, career counseling, experiential learning consultation, faculty fellows, and student ambassadors. SPS Connect will be headed by a director (search in progress), who will lead the overall strategy, implementation, team management, collaboration, and coordination of programs to enhance student success.

## **Honors**

Honors has increased recruiting efforts to recruit from underrepresented SERP communities including sending our admissions and recruitment specialists to rural Idaho communities, events that are designed for SERP students including CAMP, TRIO, MOSAIC, and offering a special pathway to for McNair Scholars to join Honors and have some of those requirements double in the Honors curriculum. We also have restructured Admissions applications. For example, resumés now include involvement such as family caretaking, working to support family, etc., acknowledging that opportunity for involvement is not limited to clubs and sports. Honors has increased the leadership positions (~75-80 positions per year) offered in the community and focus on encouraging students to apply for these positions.

## **Changes to Academic Advising**

COBE is the only college that currently requires students to meet with an advisor every semester, but other colleges are currently exploring the feasibility of expanding to this model. COED is working with the Registrar's Office to identify the process for placing the advising holds every semester. In addition, a group charged by the Provost to explore what a promotional pathway might look like for advisors made substantial progress this year and hopes to bring a proposal to the deans this fall.

## **Salesforce Student Success Hub**

"Student Success Hub" (SSH) is a new platform designed to make it easier for students to engage with support staff on campus. The project has launched with a focus on academic advising. In January 2024, phase 1 advisors went live in the SSH, built on the Salesforce Education Cloud product. Currently, 44 advisors, including 32 who are actively meeting with students from AASC, COHS, COAS, and Extended Studies, are utilizing the system. SSH now supports 9,545 students with assigned advisors and has facilitated over one thousand appointments. The platform has also enabled successful task sharing across various units. Looking ahead, phase 2 advisors from COED and COEN will be integrated into SSH in September, with additional

functionality planned to enhance the system further. By providing streamlined and coordinated advising support, SSH will play a crucial role in advancing the Strategic Enrollment and Retention Plan objectives.

## First Year Course Capacity/Strategic Registration

We have continued to work on monitoring and adjusting where necessary, course capacities in critical courses. This involves monitoring a set of “bottleneck” courses that students need to progress toward degree each semester. It also involves modeling the expected capacity needs in critical first year courses. We have developed a fall model for first-year writing and are in the process of developing an analogous model for spring enrollment. A study conducted this year showed that enrollment in ENGL101 had a significant positive impact on student retention, so we want to be sure students can enroll for it when they need it. Finally, we modified the approach to “strategic registration” (SR) this year. SR is the process by which we open seats in first year courses gradually over the summer so that there are seats available at each orientation session. This year we a) released seats for incoming transfer students and b) released seats in proportion to the number of students coming to a given orientation session. Anecdotally, reports are there were fewer concerns from incoming students and family about course availability.

## Providing Advisors with critical information about incoming students.

The Office of Enrollment Services and OIT partnered with the Idaho State Board of Education to develop a reporting mechanism that provides advisors with Idaho Concurrent Enrollment information from all of the Idaho public institutions. This additional information better informs advisors during the registration process.

## Processes for Supporting the SERP

In the second year of SERP implementation, we continued to engage four different groups to support and expand the work of the SERP at the university level.

### SERP Co-chair Meetings

The SERP Co-chairs meet at least once a week to plan, strategize and work to move the SERP forward. In addition to planning for the ER Action Team, the ESSGC and the SERP Summit, the work this year consisted of building a process to monitor the progress of the Ready to Do and Ready to Develop SERP Strategies and developing a process to intake and evaluate new SERP suggestions. In addition, we worked on communication strategies (newsletters and webpage), took data dives (gender, intersectional, etc) and began exploration of data analytical models. We presented to the Exec Team, the Admin Council and met with a variety of colleagues across campus who were interested in learning more about or contributing to the SERP. We also met with colleagues at other institutions (SUNY Stony Brook) that are doing similar work to glean insights and to build on proven methods.

### Enrollment and Retention (ER) Action Team

The Enrollment and Retention Action team (co-led by Susan Shadle and Kris Collins) continued to convene every two weeks. The membership fluctuated some but continues to represent a cross section from Academic

Affairs and Student Affairs & Enrollment Management. This year we continued to focus on engaging with stakeholders of the various “Ready to do” and “Ready to Develop” strategies to identify progress made on each strategy. We have divided the group into four sub-teams, each of which is stewarding a subset of strategies. In addition to keeping tabs on progress, the group has discussed how we can support assessment of the impact of the various strategies. The group reviewed seven new ideas that were submitted via the [SERP Ideas Form](#). The group also reviewed and affirmed a [proposal from the Transfer Working Group](#); the proposal was forwarded to the Enrollment and Student Success Governance Council (ESSGC).

In the coming year, we will add a new working group to the Enrollment and Retention Action Team that will be responsible for shepherding the new transfer strategies forward. (See **Appendix F**).

## Data Group Meetings

The Data Group meets once a month to support the SERP and other student success initiatives. To date, the work of this group has been driven by the SERP Data Strategies and ad-hoc requests from a variety of constituents across campus. Some examples of these requests are first-year experience, TRIO programs, calculating EHSI, reviewing new census data and defining “rural”. This group also worked to support institutional goal setting in the BluePrint for success process and brainstormed data that would support Boise State at the JFAC sessions. In the coming year, the Data Group will focus on organizing requests to better utilize resources, and defining the business process and timeline for updating SERP data on an ongoing basis.

## Enrollment and Student Success Governance Council (ESSGC)

The ESSGC is responsible for high-level oversight of SERP progress, along with other issues related to enrollment and retention. Members represent the interests of the SERP at the University Executive Council. Meetings focus on implementation process and issues that require prioritization, governance, and oversight. The group met two times during the ‘23-24 academic year. Examples of the types of ideas and issues the group engaged with this year include:

- Fall 2024 Recruitment Goals
- The SERP Annual Report
- Transfer Student Goals and Strategies
- BluePrint for Success Targets
- Cost and Capacity
- Male Student Enrollment

One function we expect the ESSGC to play in the future is to help to prioritize SERP-related items that might move forward for funding as part of the normal university budgeting process.<sup>21</sup>

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<sup>21</sup> SERP-related projects are funded from within stakeholder units; new funding requests must be prioritized alongside all other proposals aligned with and in support of the Blueprint for Success

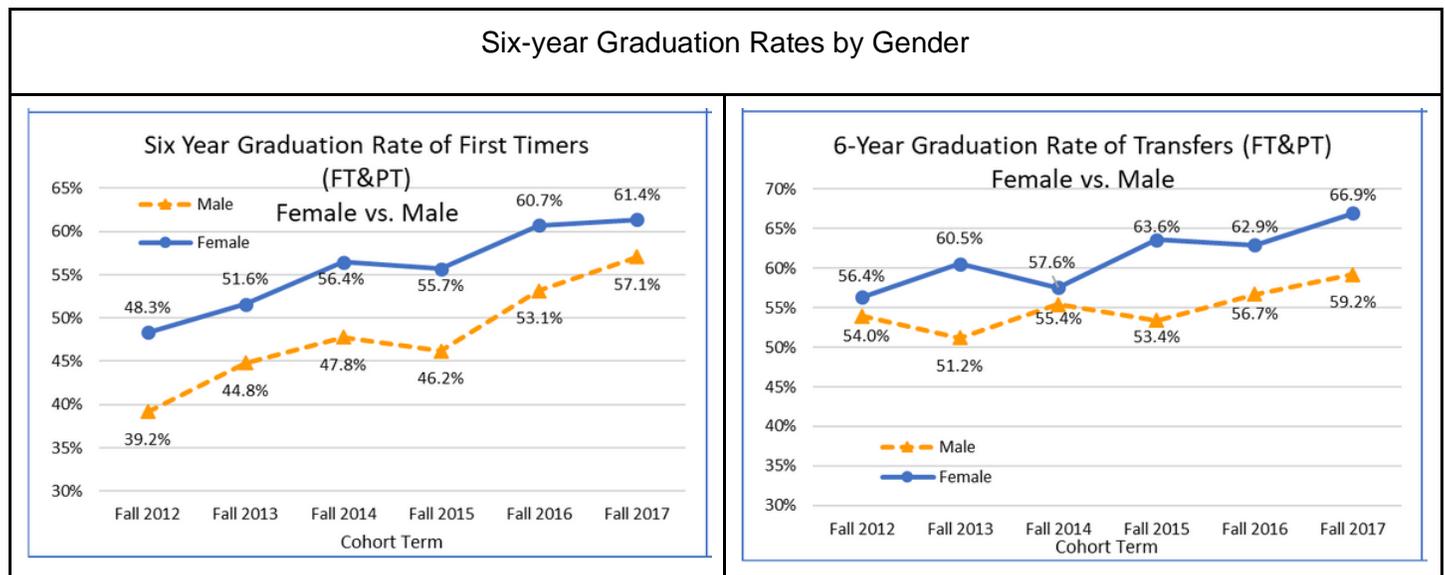
# Next Steps/Goals 2024-2025

## Consider Potential Investments

As part of the original SERP document, we identified strategies that would require investment to move forward. This year we will engage the ER Action team to explore these ideas in order to identify and prioritize strategies that might be proposed for budget requests; these will be forwarded to the ESSGC for consideration.

## Understanding the Impact of Gender

As can be seen in the figure below, we observe an institutional performance gap<sup>22</sup> in 6-year graduation rates for first-time-full-time students based on gender,<sup>23</sup> with female students graduating at a higher rate than male students. In addition, among degree seeking undergraduates in the Fall 2023 incoming class, approximately 44% were male. These data reflect [trends seen nationally](#) which show that men are less likely to enroll in and complete college. If we are to serve Idaho, we need to think about how to address the challenges that underlie these data. During the fall 2024 semester, Matt Genuchi (Professor of Psychology) and Jeff Matsushita (Engaging Men Project Director) will convene an ad hoc group to begin a conversation about better understanding these gaps and seeking to identify strategies that might better support all students to be successful.



## Fall 2024 SERP Summit

The Fall 2024 SERP Summit will focus on Transfer Students - data and strategies. It will also feature a student panel to incorporate student voice into the SERP process.

<sup>22</sup> Interestingly, we do not observe this gap in our transfer student population (at least not those that start in the fall)

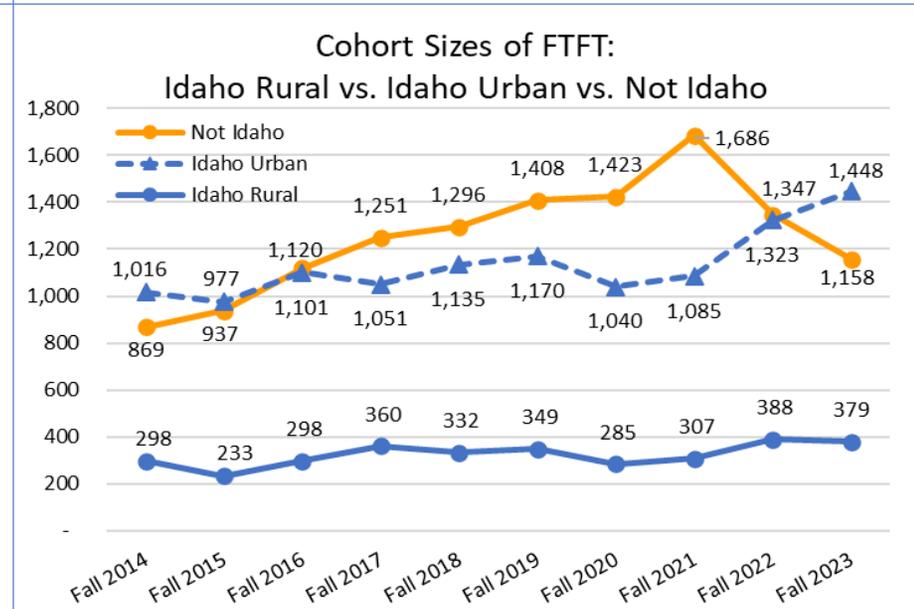
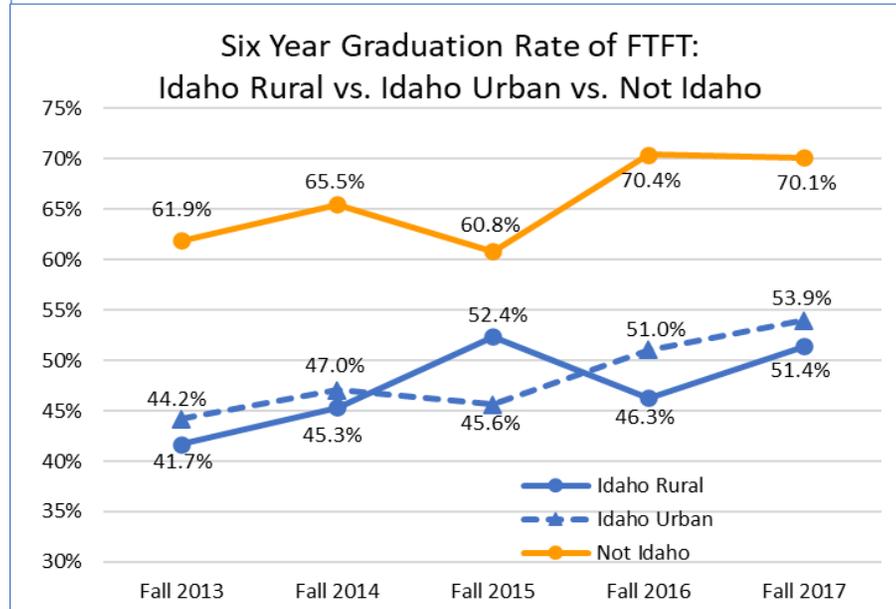
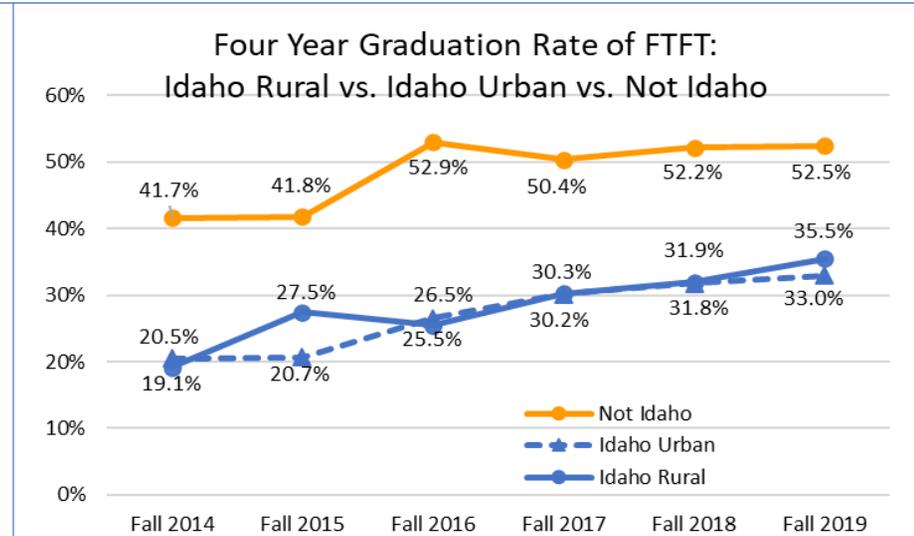
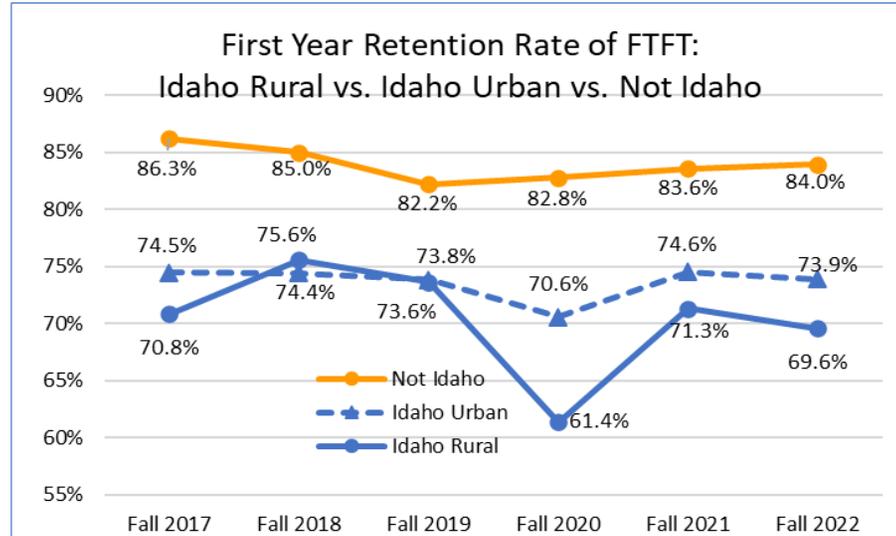
<sup>23</sup> The analysis is based on the student data we have, which is limited to a binary categorization of gender.

## Capacity Modeling

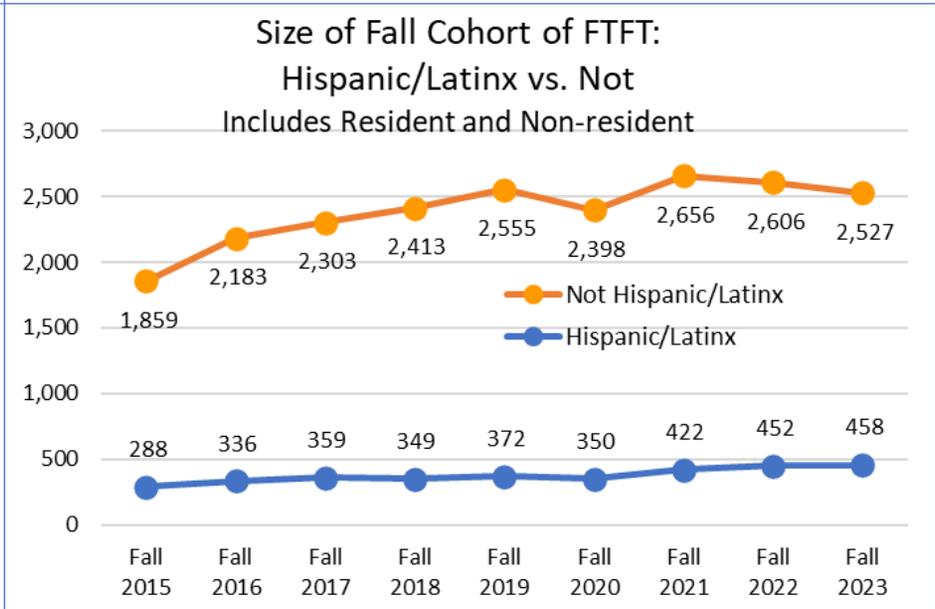
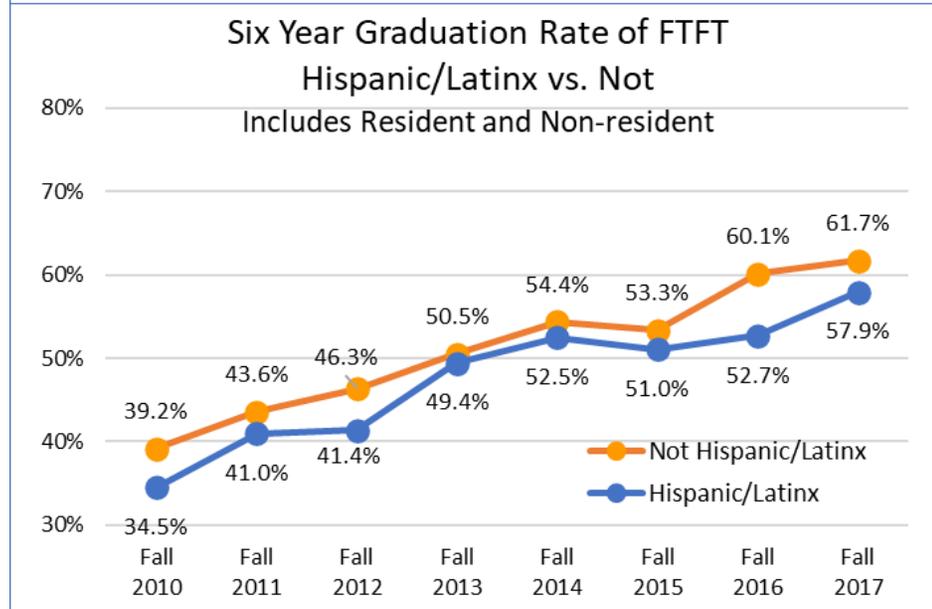
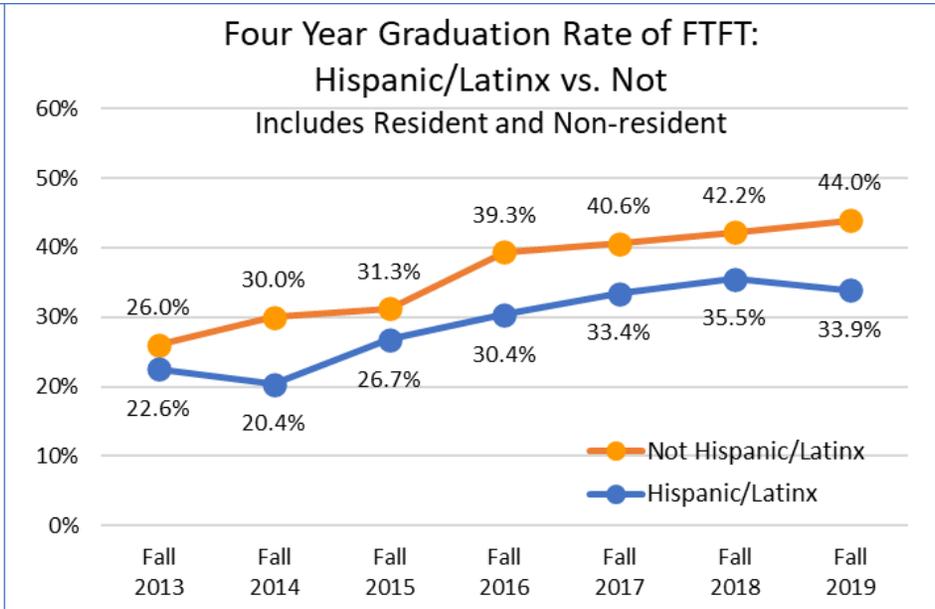
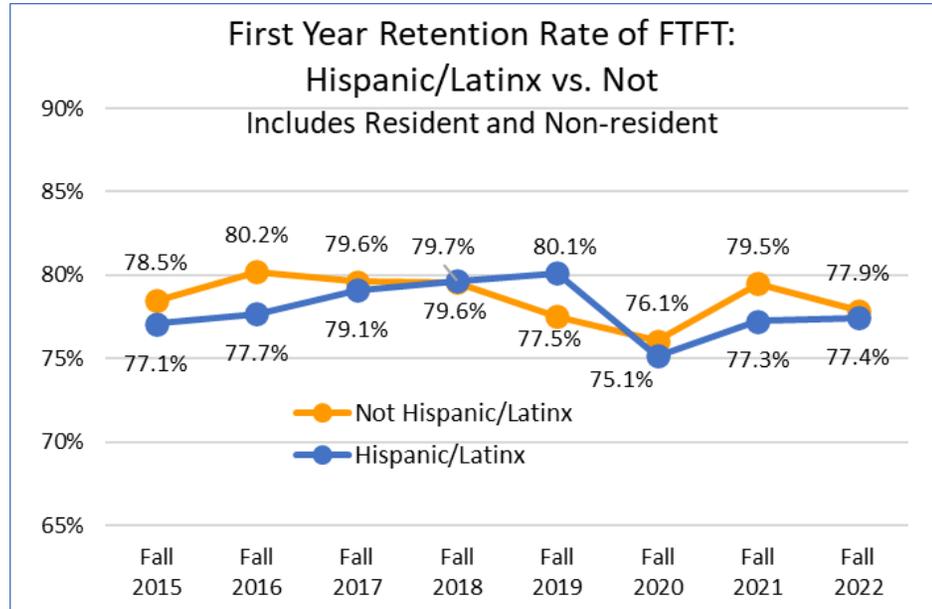
Each year, the university sets goals for the size of the incoming class which guides the work of admissions. Especially in light of the work being done to shift the university to an “RCM” budget model, our colleges and academic programs are very interested in both recruitment and retention. One goal for this year is to generate a set of guidelines that will provide information about the impact of growth on key academic resources. For example, if the incoming class grows by 1%, what investments need to be made in specific instructional capacity (e.g., First-year Writing, UF100), as well as advisors and other support needs. Once we have a basic model built, we can explore how to best model more specific needs (e.g. if COHS enrollment grows, what are the implications across the university).

# Appendix A. Comparisons Over Time: First-Year Retention, Graduation rates and Cohorts size

First time Full time: Idaho Rural vs. Idaho Urban vs. Not Idaho

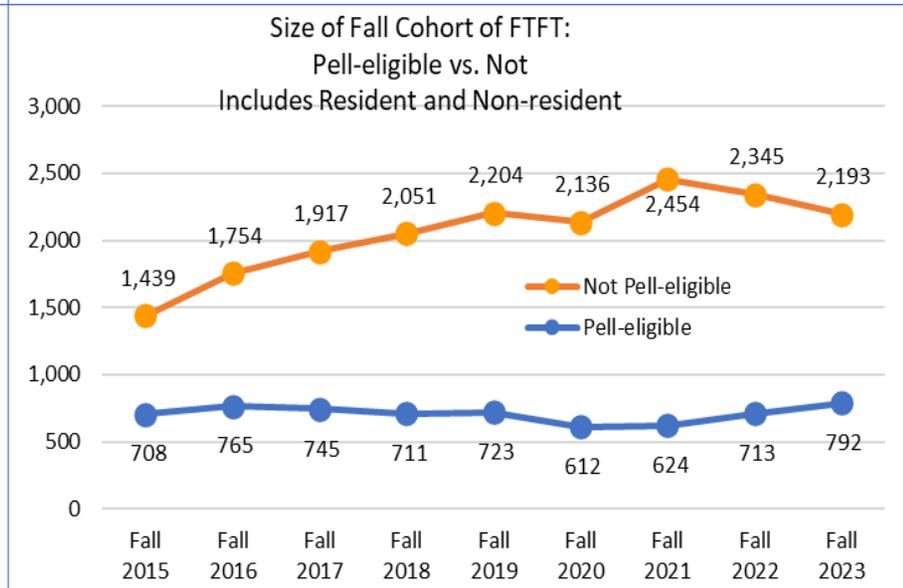
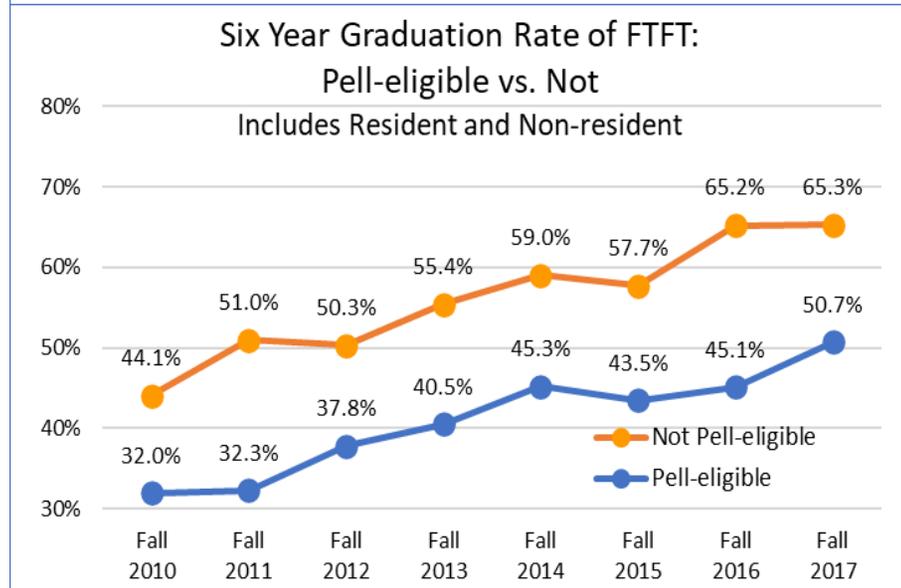
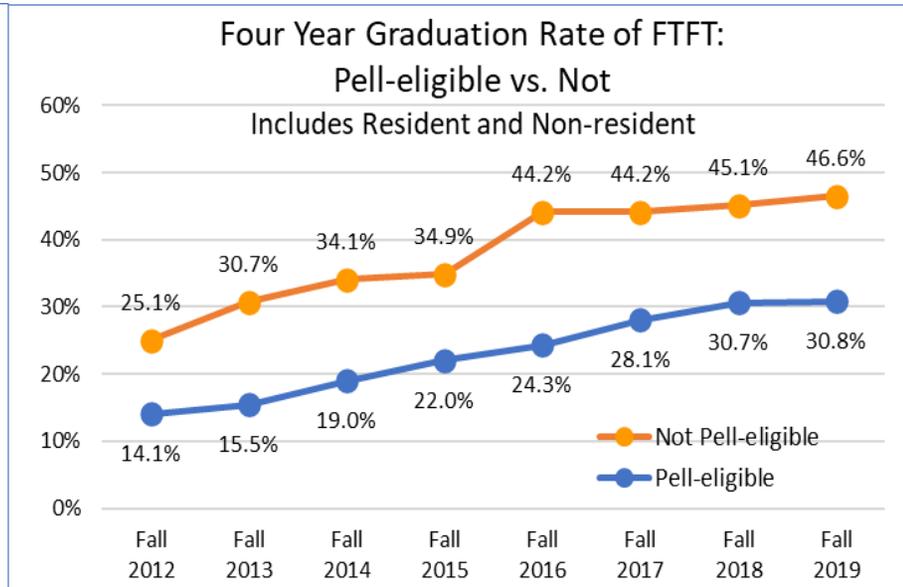
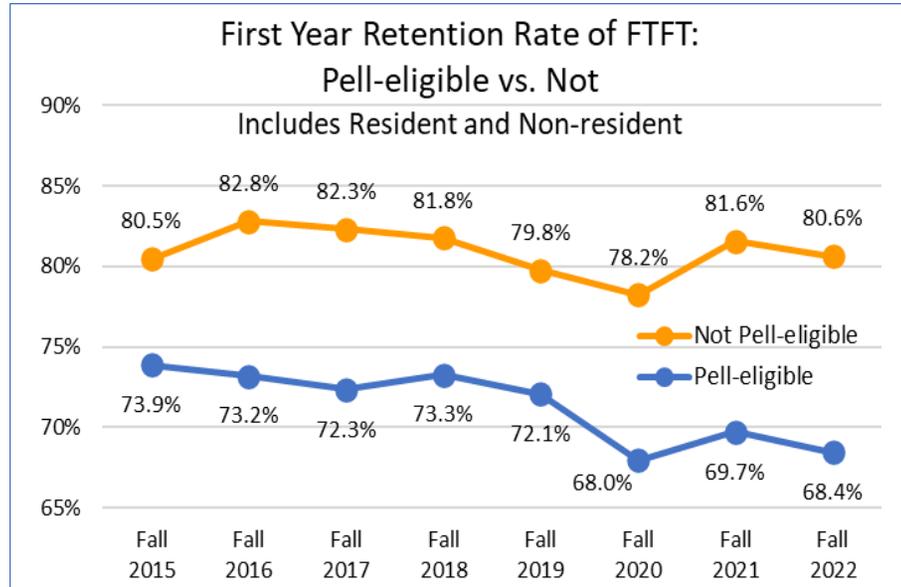


First time Full time: Hispanic/Latinx vs. Not

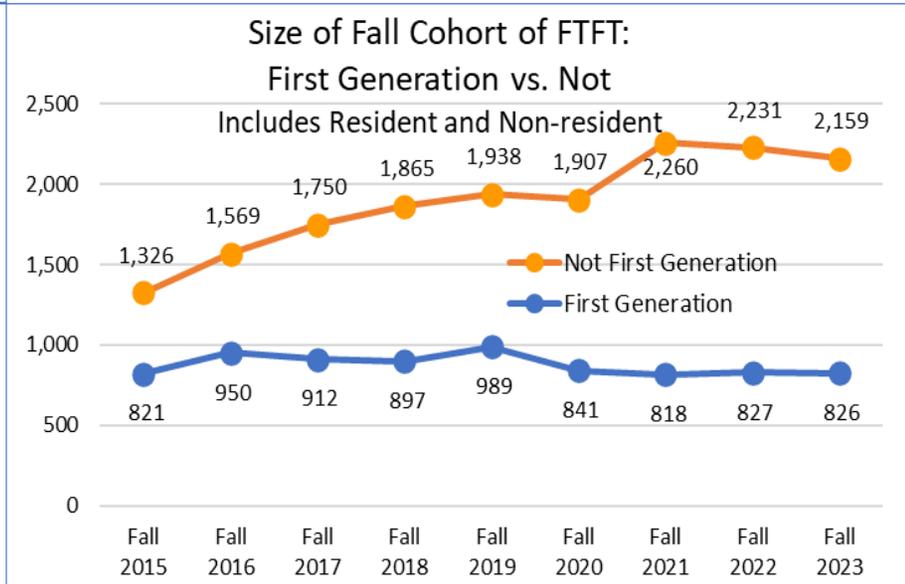
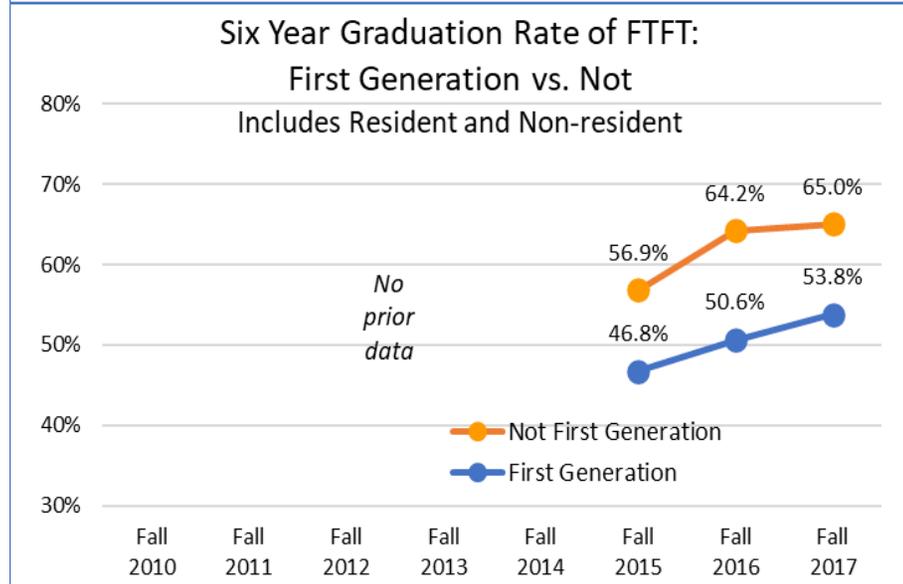
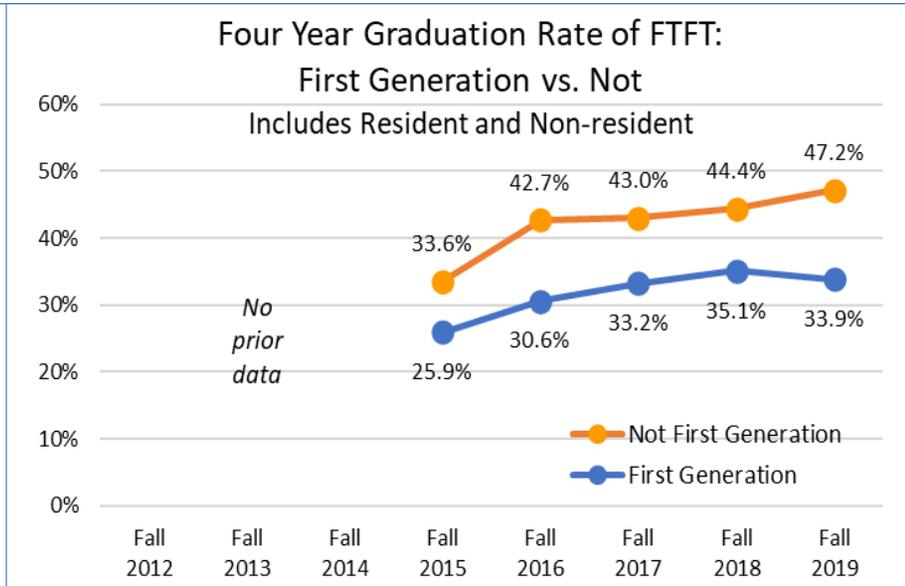
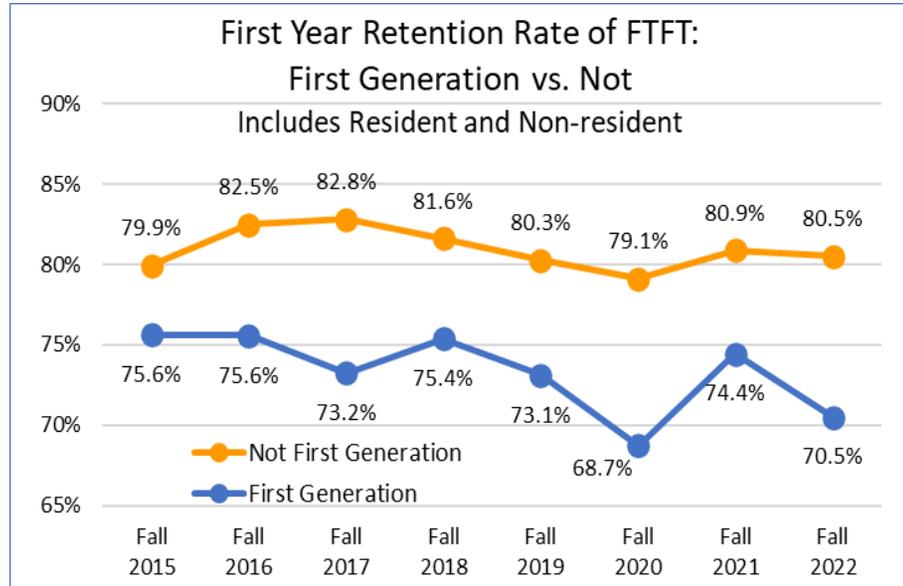




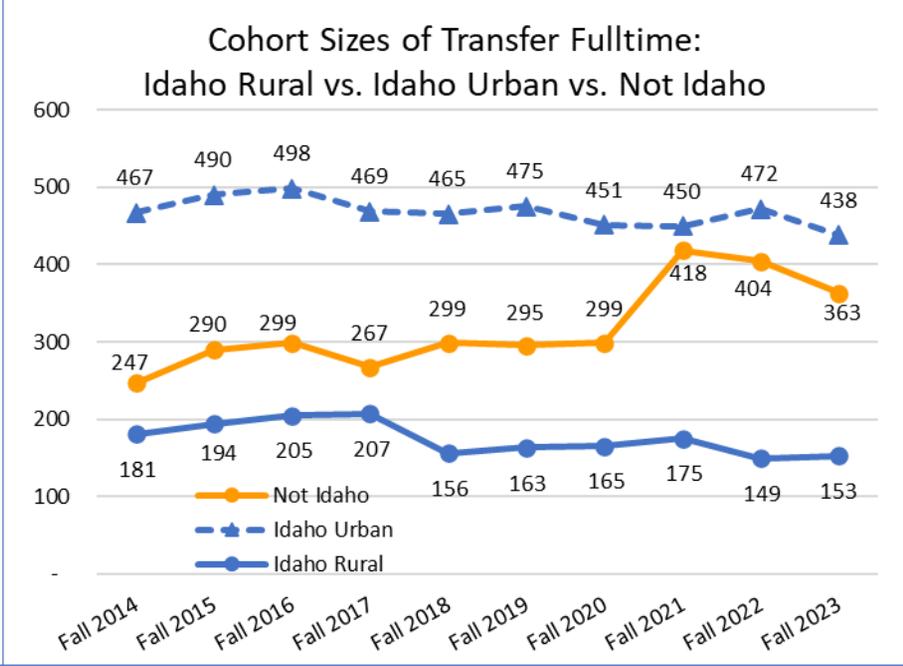
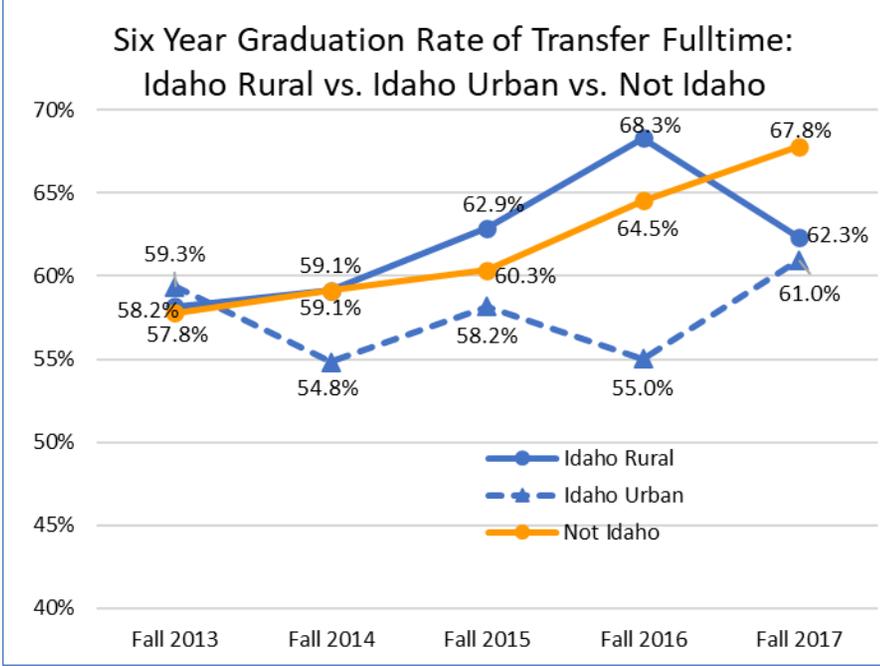
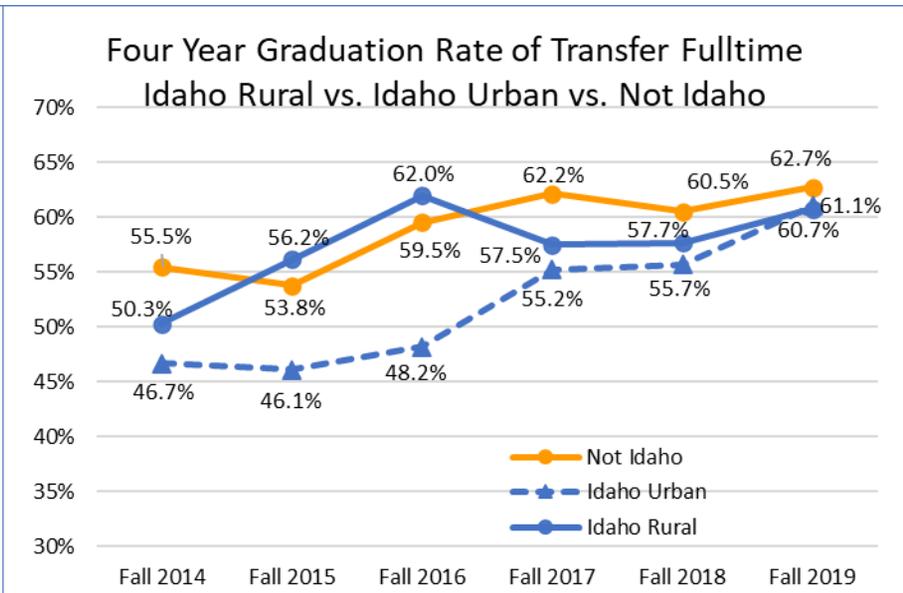
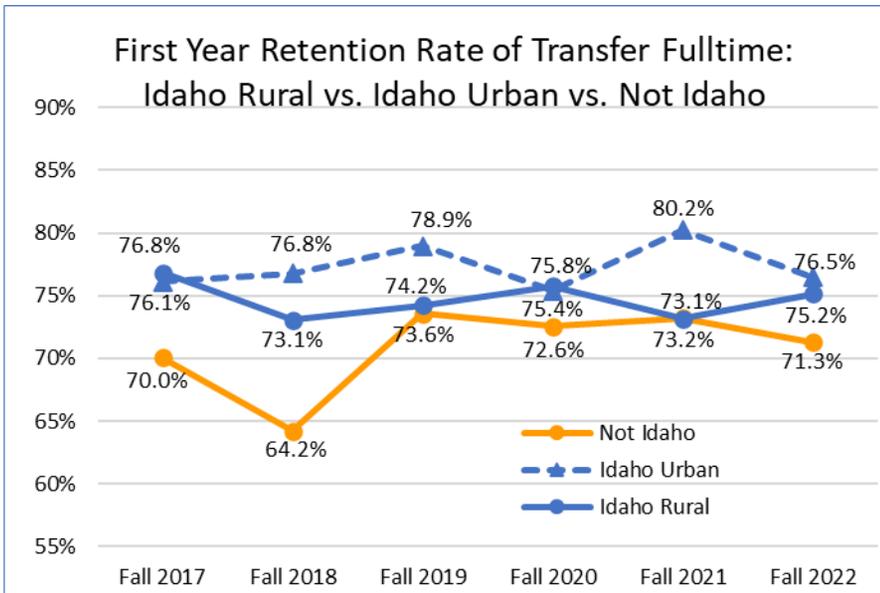
First time Full time: Pell-eligible vs. Not



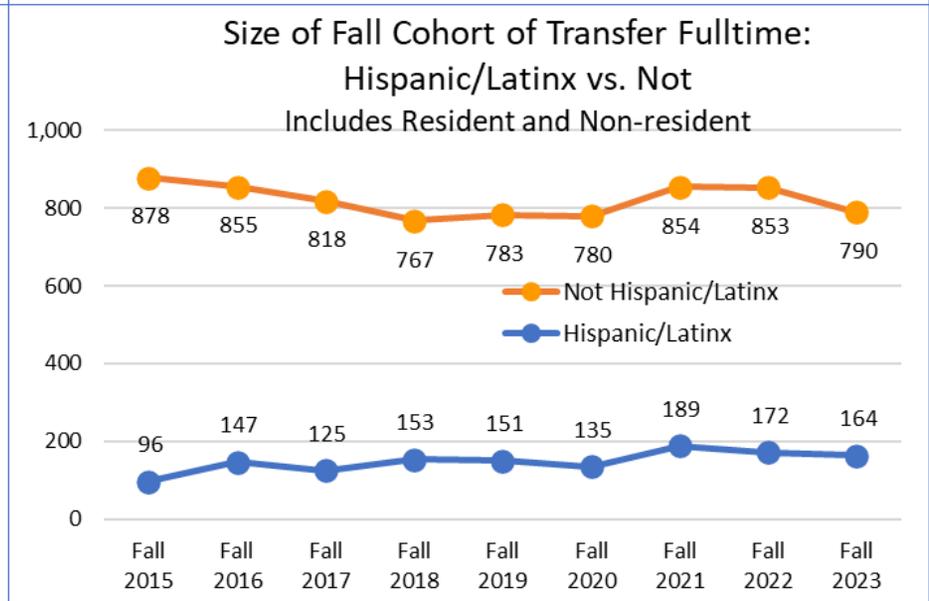
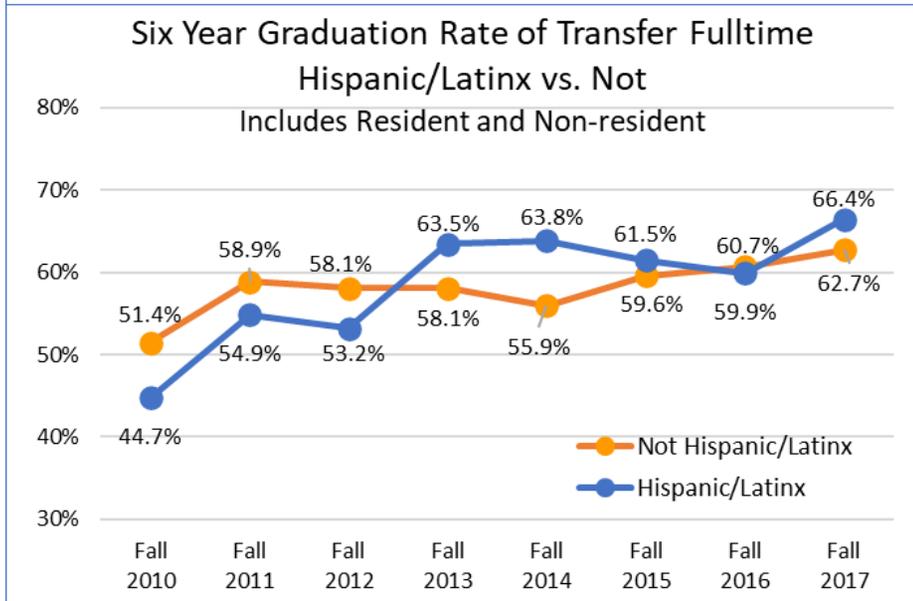
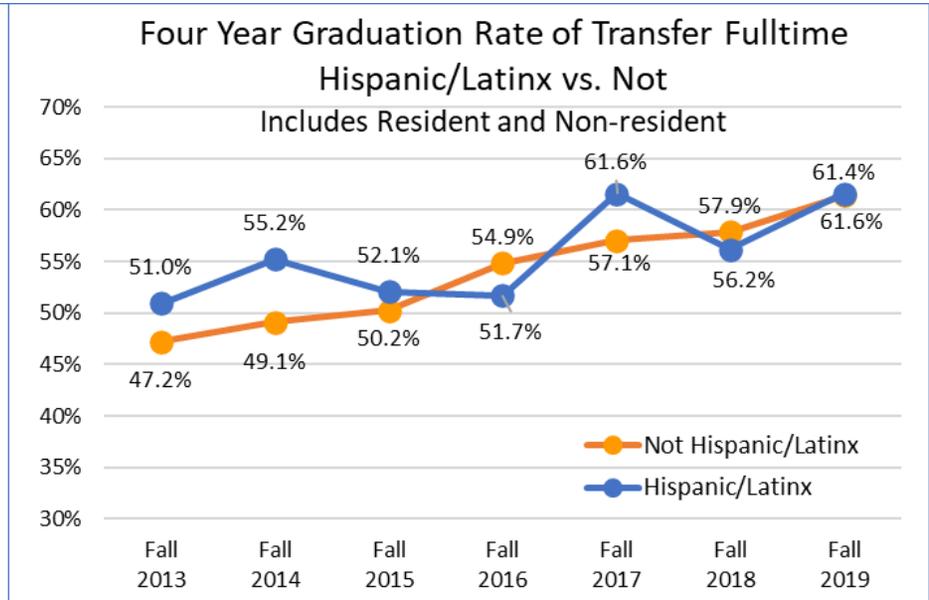
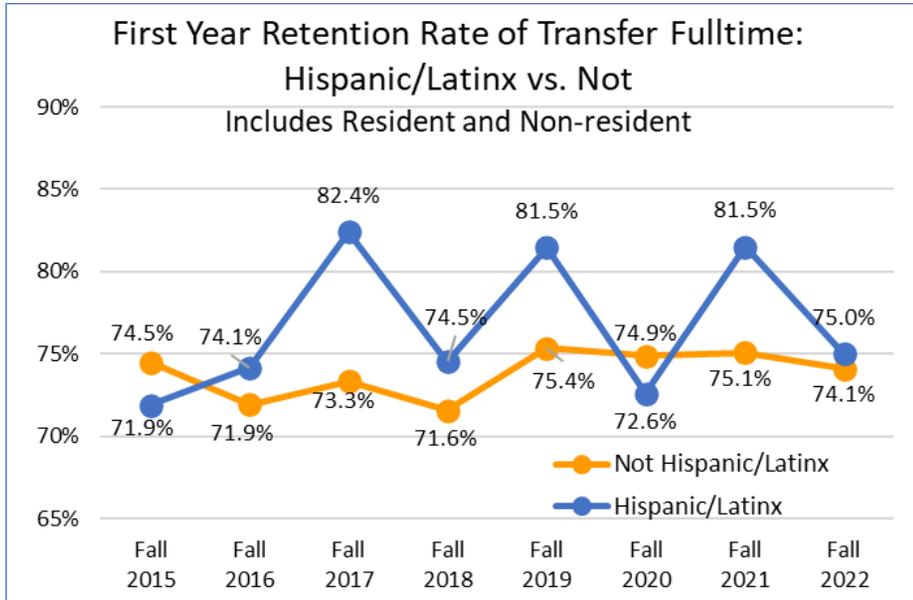
First time Full time: First-generation vs. Not



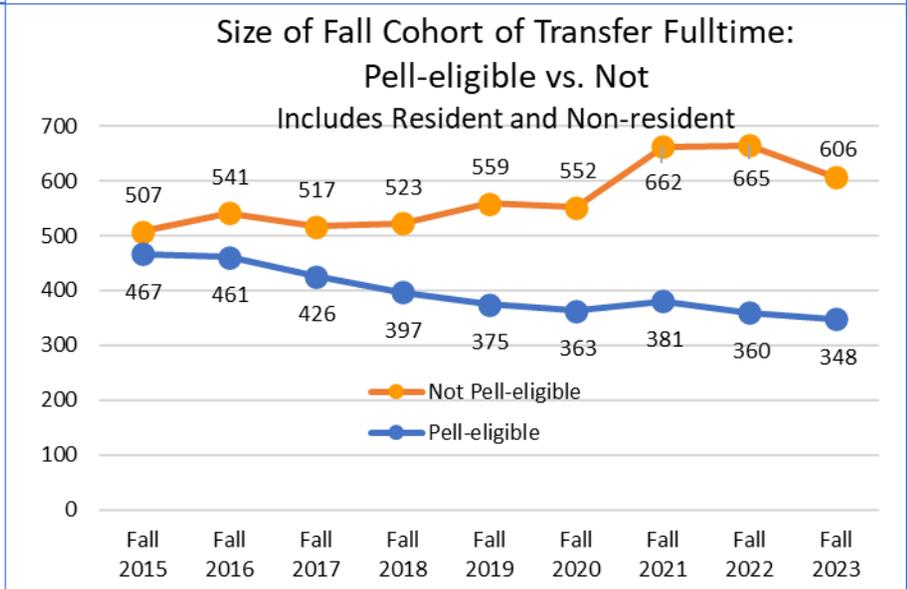
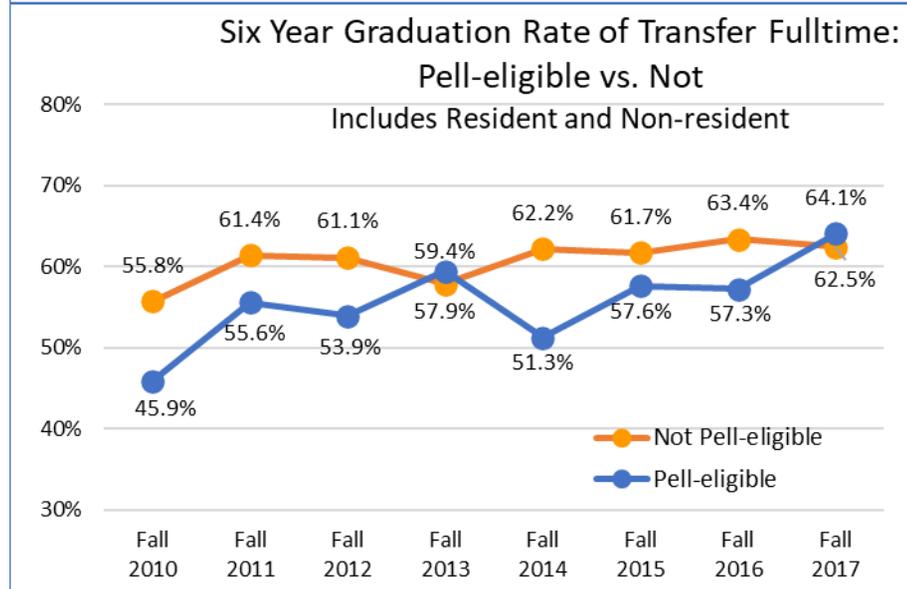
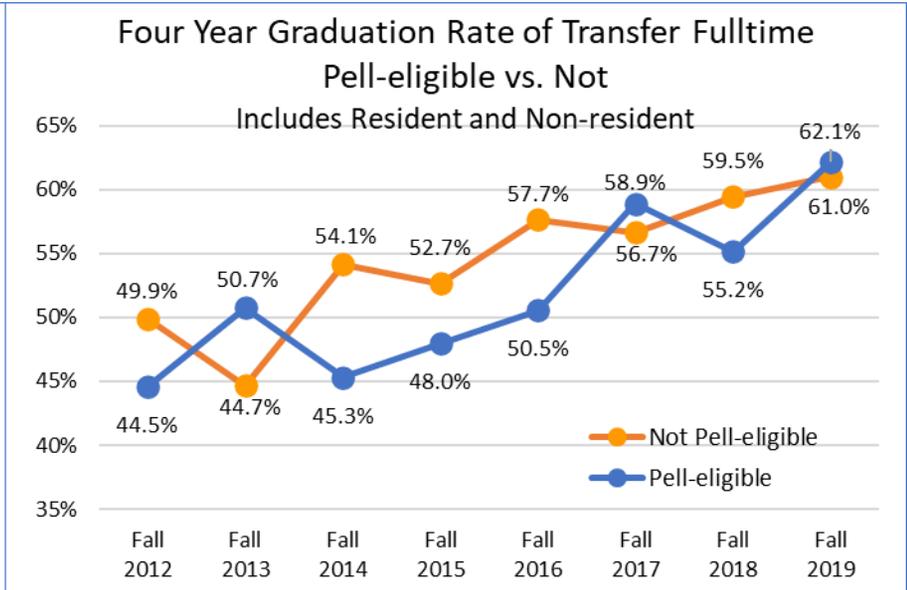
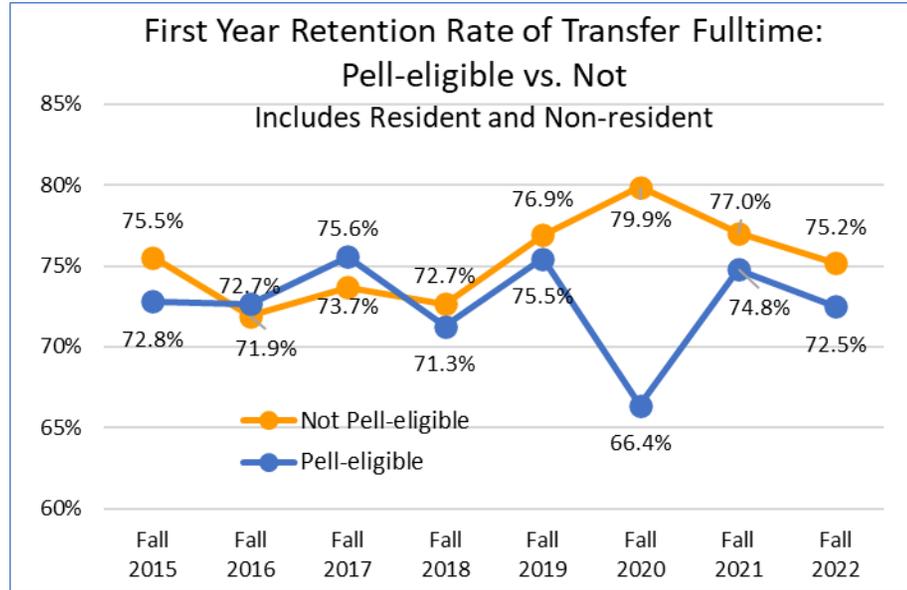
Transfer Full time: Idaho Rural vs. Idaho Urban vs. Not Idaho



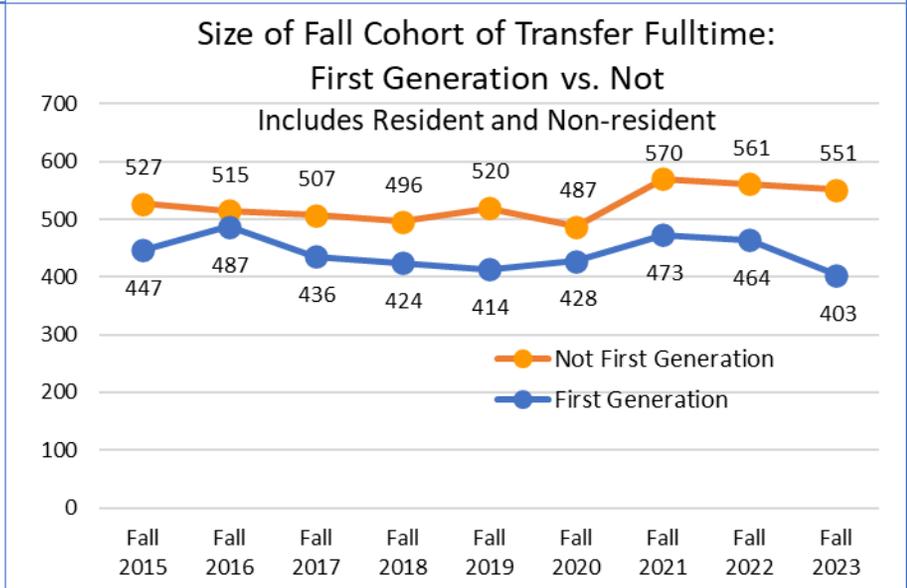
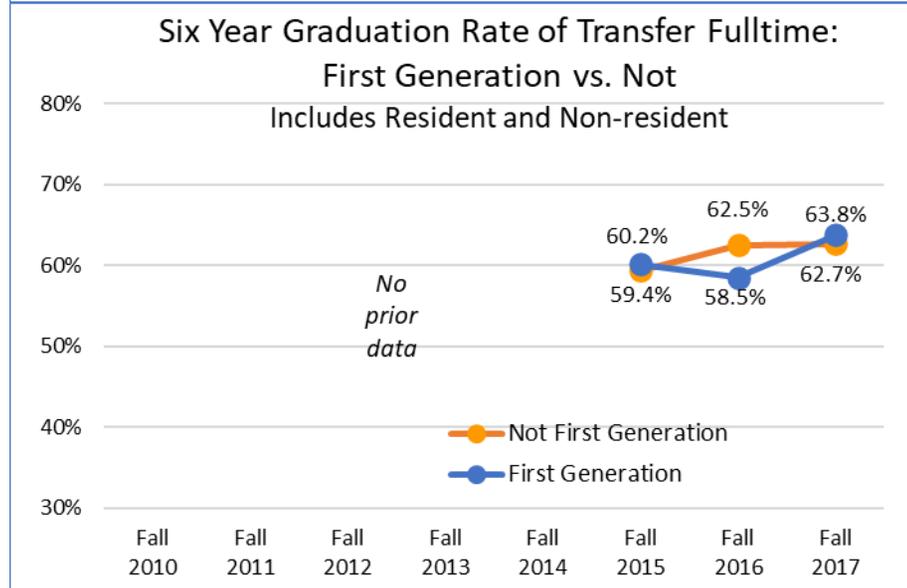
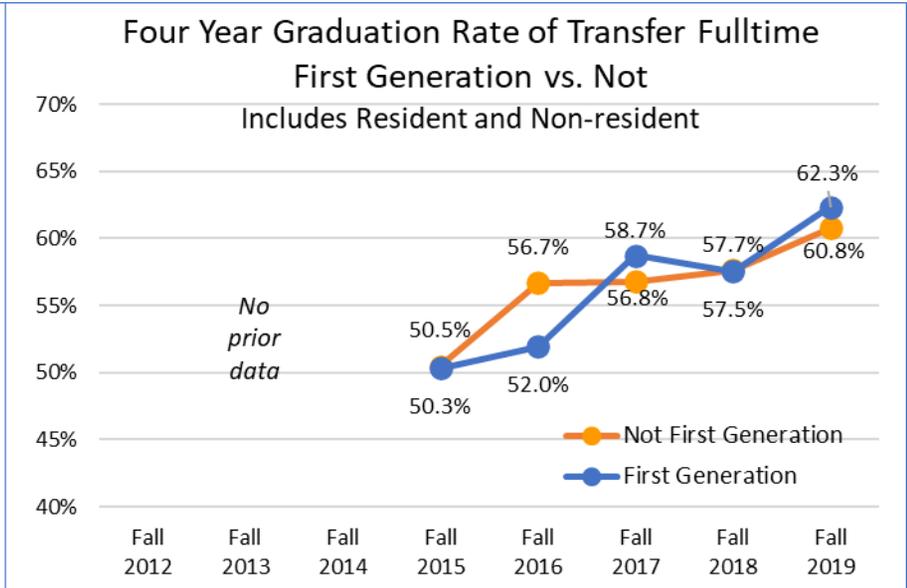
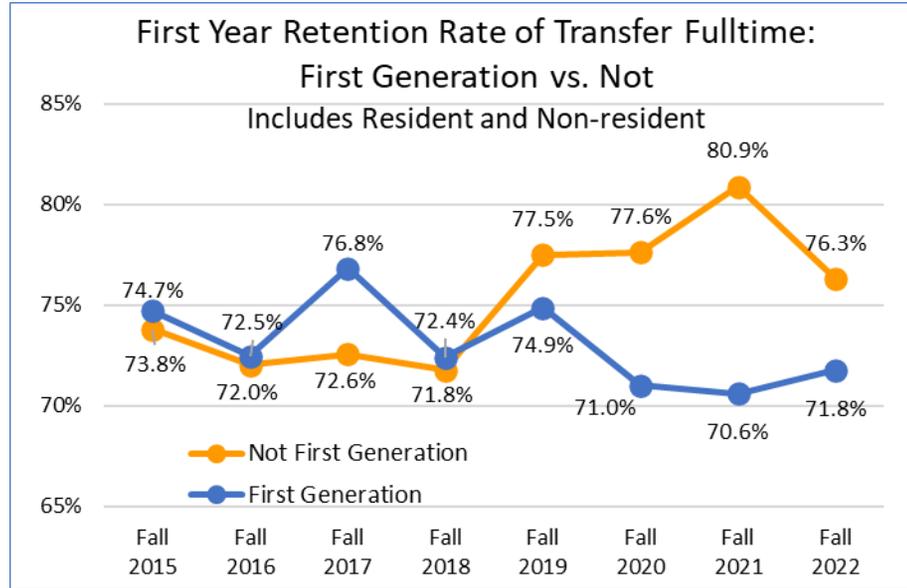
Transfer Full time: Hispanic/Latinx vs. Not



Transfer Full time: Pell-eligible vs. Not



Transfer Full time: First Generation vs. Not

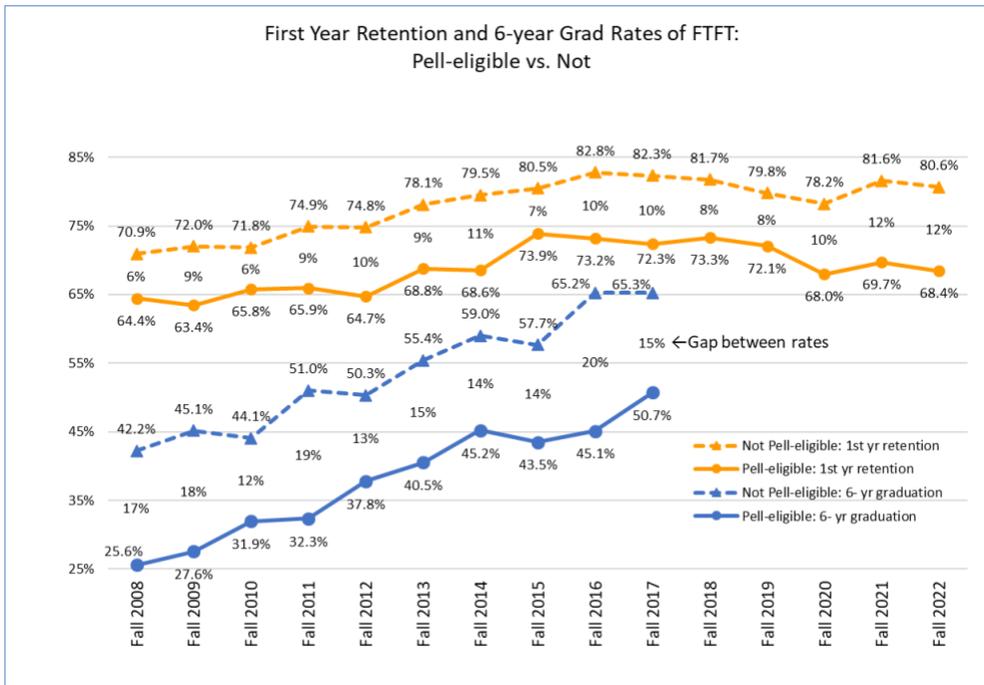


# Appendix B. Leading Indicators for Student Success

An important goal for the SERP is to help every enrolled student fulfill their opportunity to earn a degree. The goal we have set is to decrease the gaps we see in institutional performance as measured by 6-year graduation rates for the First-time, Full-time cohort. We are asking - are there things we can be doing to remove barriers for all students, and especially for students who experience the most barriers? One issue we have is that six years is a long time to find out if the strategies we are enacting are making a difference. So this year we have started exploring whether there are other metrics - leading indicators - we can follow to understand the extent to which we might be impacting our institutional performance gaps.

Does the gap in 1st year retention predict the gap in 6-year graduation rates?

One idea we pursued was whether gaps in 1st year retention might help us to predict what we might see five years later in graduation rates. Data of this type for our Pell and non-Pell grant eligible students is shown below. (Fall 2022 is the most recent 1st year retention rate available and Fall 2017 is the most recent 6 year graduation rate available)

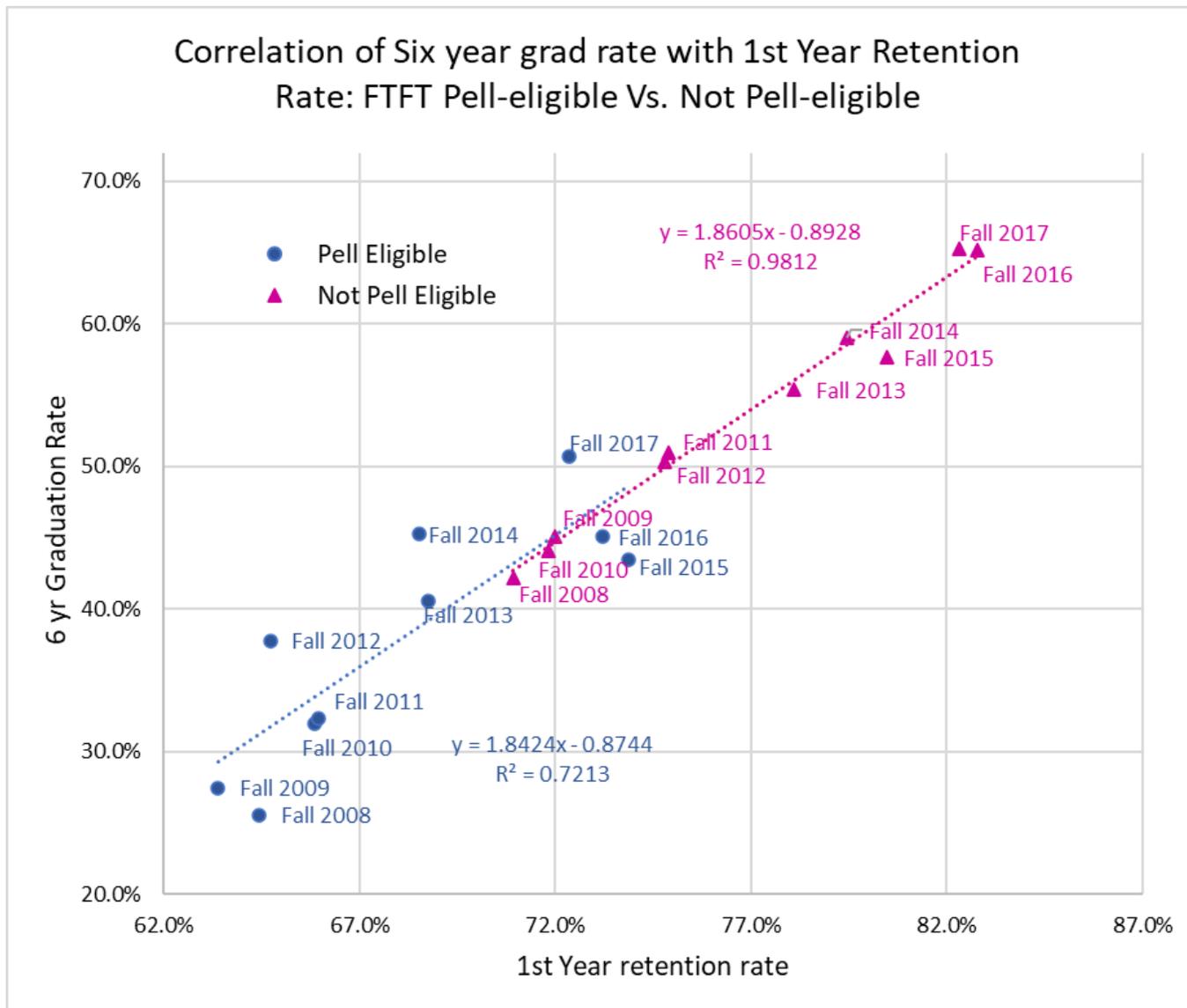


The data make clear that there are gaps in both measures and the gap widens between the 1st year and the 6-year graduation mark, demonstrating that we lose students along the journey after their first year.

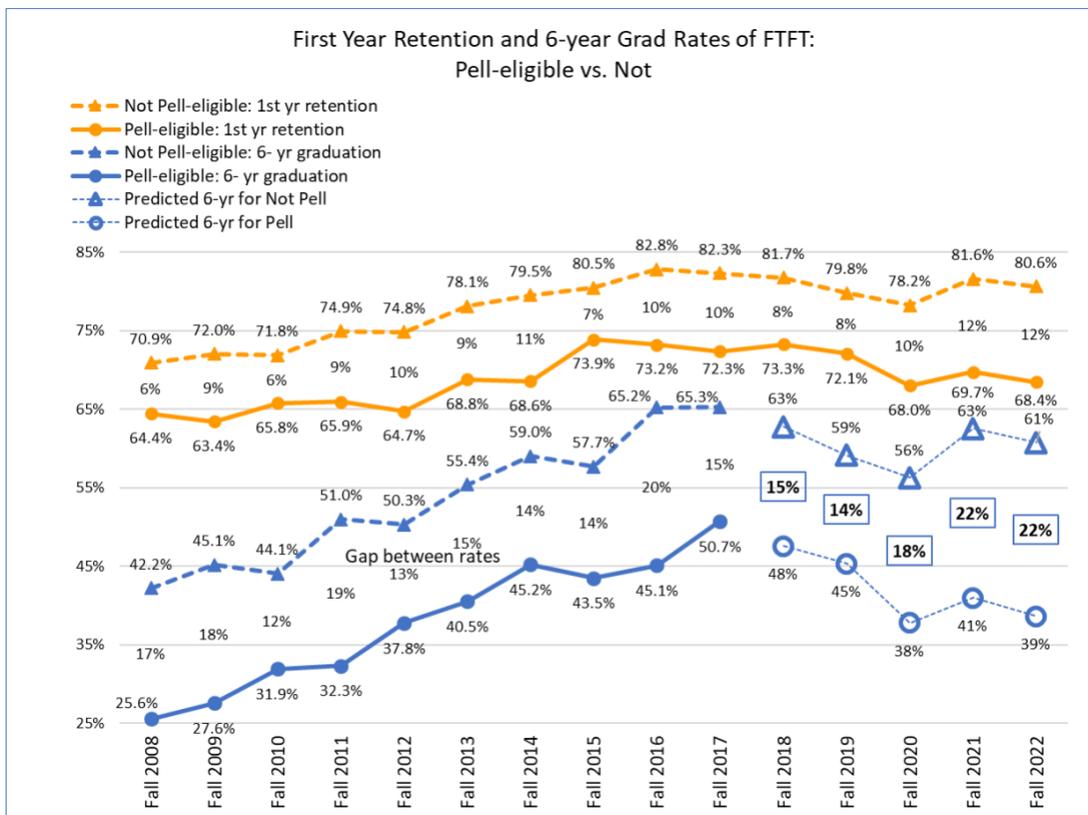
Analysis shows there is no clear correlation between the gaps.<sup>24</sup>

<sup>24</sup> Analysis of the linear relationship between the gaps for a given cohort year gives an R2 of only 0.0118.

However, there IS a correlation between the rates for each group. In other words, the higher the first year retention rate for the group, the higher their 6-year graduation rate is five years later. The data below demonstrate this for Pell and non-Pell students. Note that the correlation is better for non-Pell students than for Pell; this may suggest that for this group, if they are retained to their second year, they are especially likely to graduate within 5 more years. While the correlation for Pell students is not as strong, it still makes clear that looking at first year retention is a reasonable indicator of their graduation 5 years later.



If we make the assumption that these simple correlations, based on historical data for each group of students, will be similar for future groups of students, we can use the relationships to predict six-year graduation rates into the future and use that information to predict future gaps. This kind of prediction is shown in the graph below for the gap between Pell and not-Pell students.



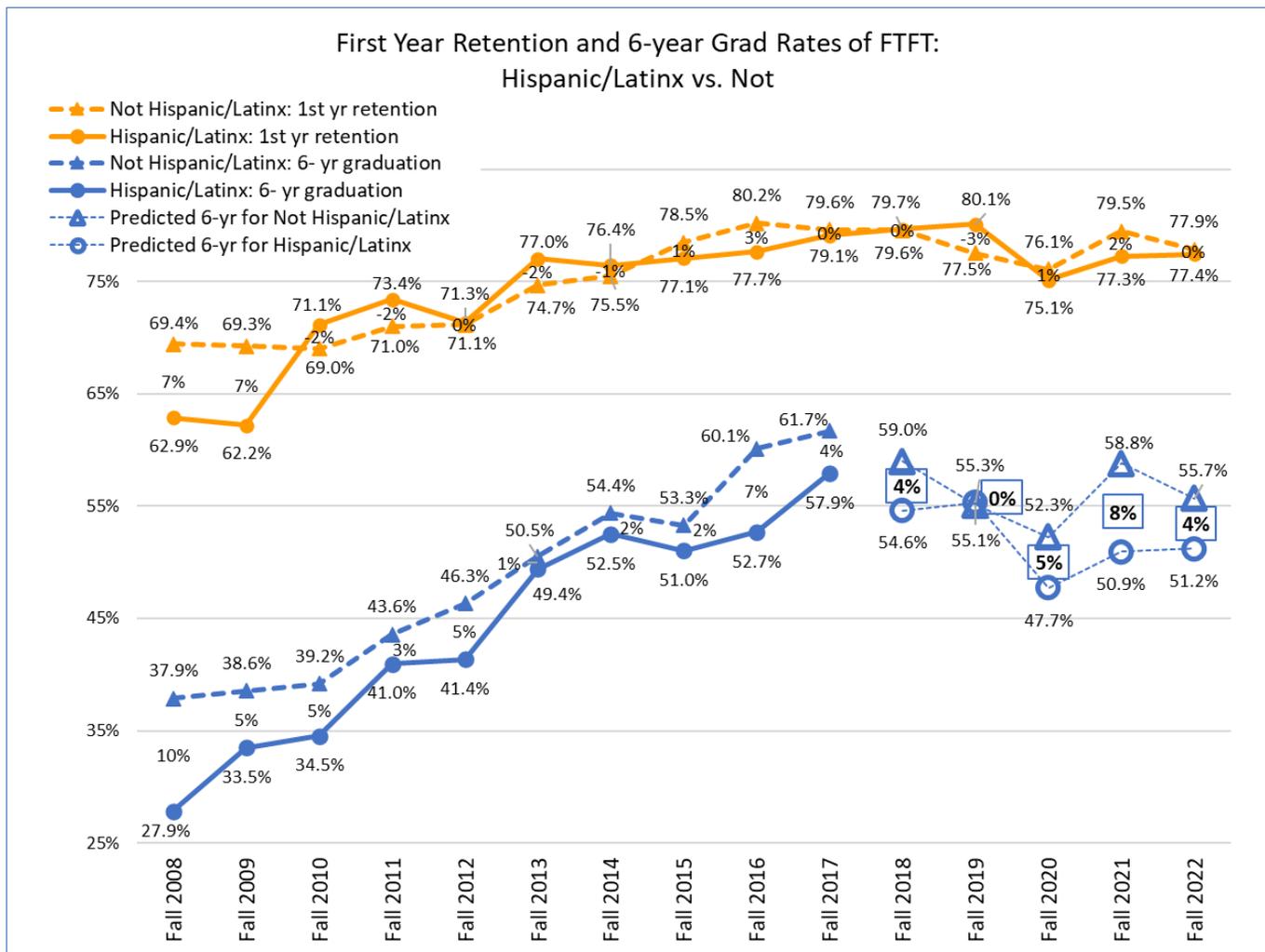
This prediction, if it holds, suggests that we can expect that graduation gaps may widen before they get better. Note that these students were first-year students primarily in fall semesters before the SERP plan was adopted and that for several of these years, the pandemic was impacting the lives of our students and very likely had a bigger impact on Pell students than non-Pell students, which could increase the gaps. (SERP was launched in Fall 2022).

This analysis suggests at least two things:

1. It is important to retain as many students as we can into their second year (and beyond)
2. For the students who began in the Fall of '20,'21, and '22 who have been retained (but especially those who experience more barriers), it is incumbent upon us to do everything we can to support them to reach their goal of a degree. Ideally, we help our students outperform what this prediction suggests.

Fundamental to the assumption that past rates can be used to predict future rates is that the underlying conditions that determine future six year graduation rate are the same as the underlying conditions that determined past rates. Importantly, however, the SERP is founded on the goal of improving those underlying conditions and thereby improving graduation rate. Therefore, it would be expected that if the SERP is successful, future rates will exceed those predicted by this simple model.

The analysis on the previous pages was for our Pell/not-Pell students, we can do a similar analysis for our Hispanic/Latino/a/x students.



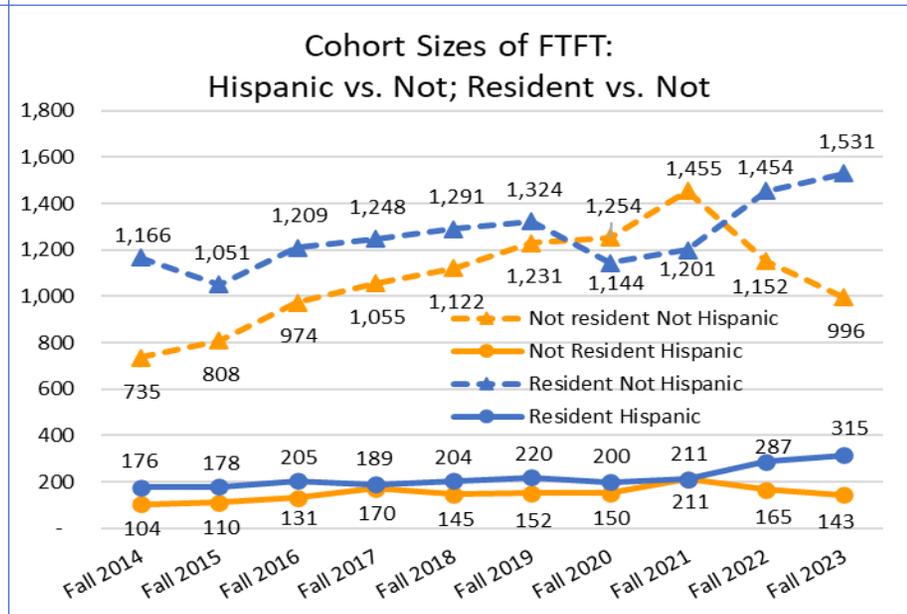
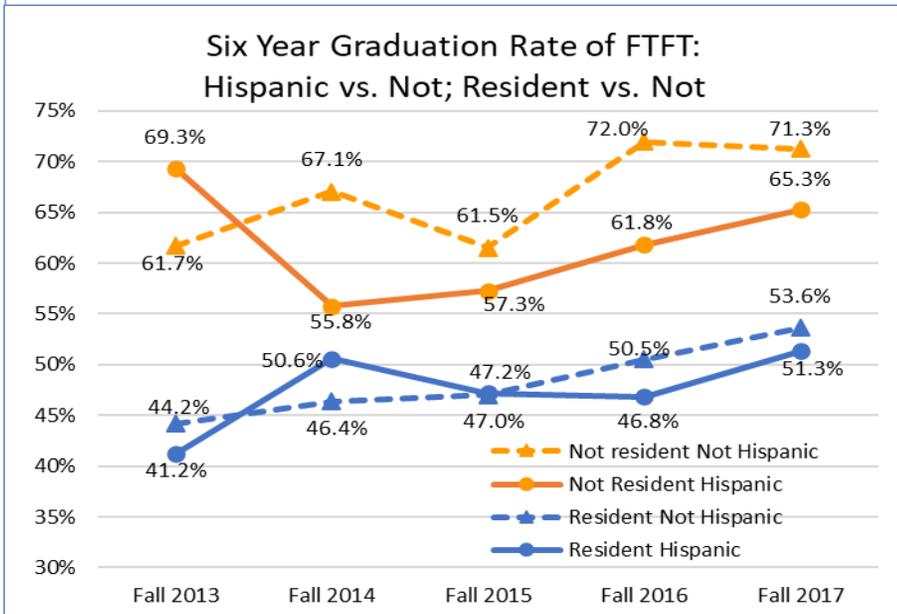
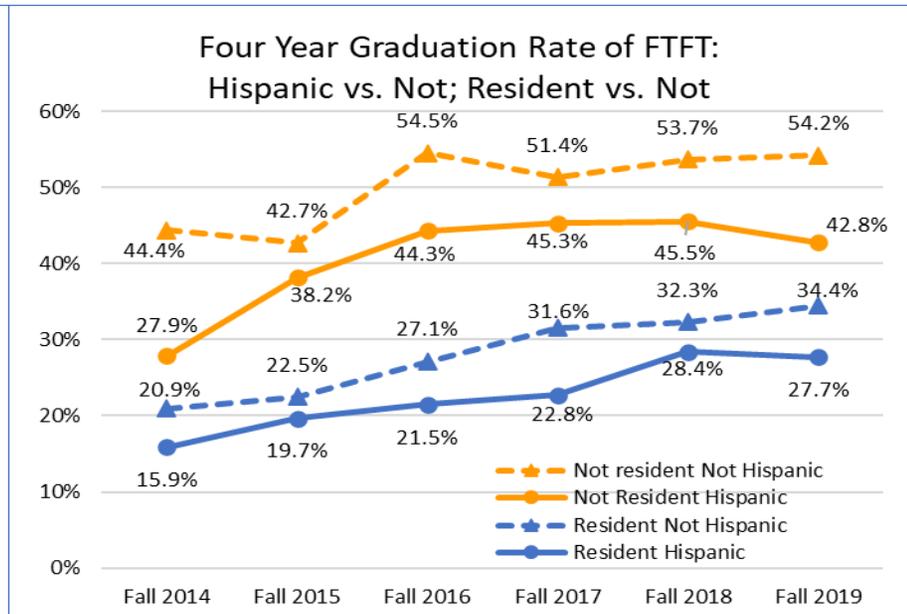
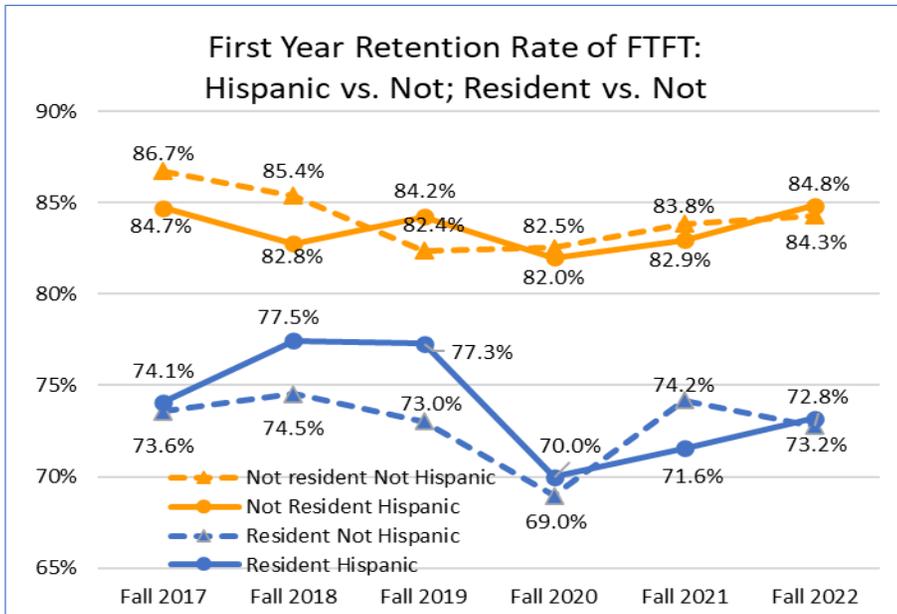
In addition to predicting a gap that is not shrinking over time, these data suggest something quite important: We do well at retaining Hispanic/Latinx students in the FTFT cohort into their second year, but we have work to do to help them to graduate within six years.

We have not performed this analysis for our first-generation students and our Idaho rural students because we have only a few years of six year graduation rates. (We only began collecting first-gen data for the Fall 2015 incoming cohort and rural data for the Fall 2010 incoming cohort).

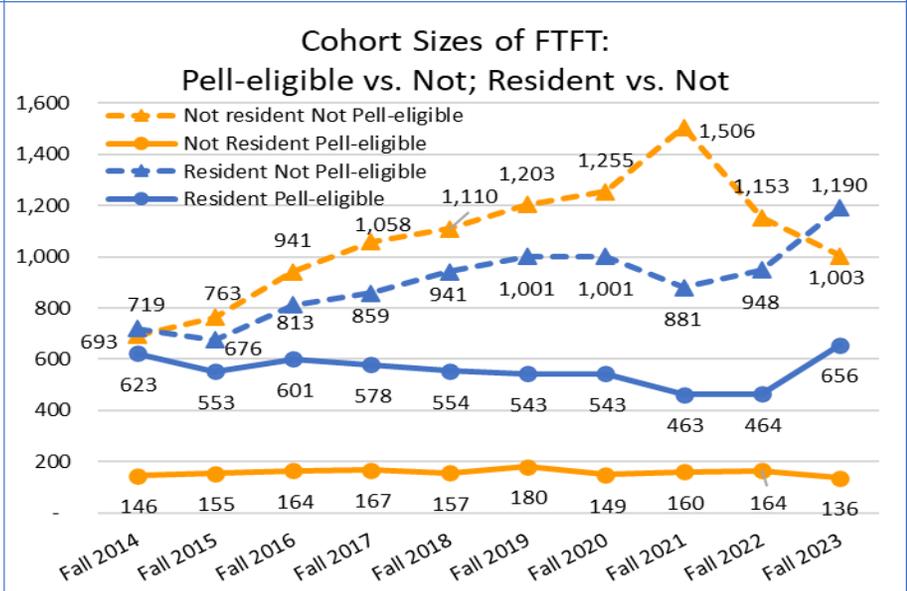
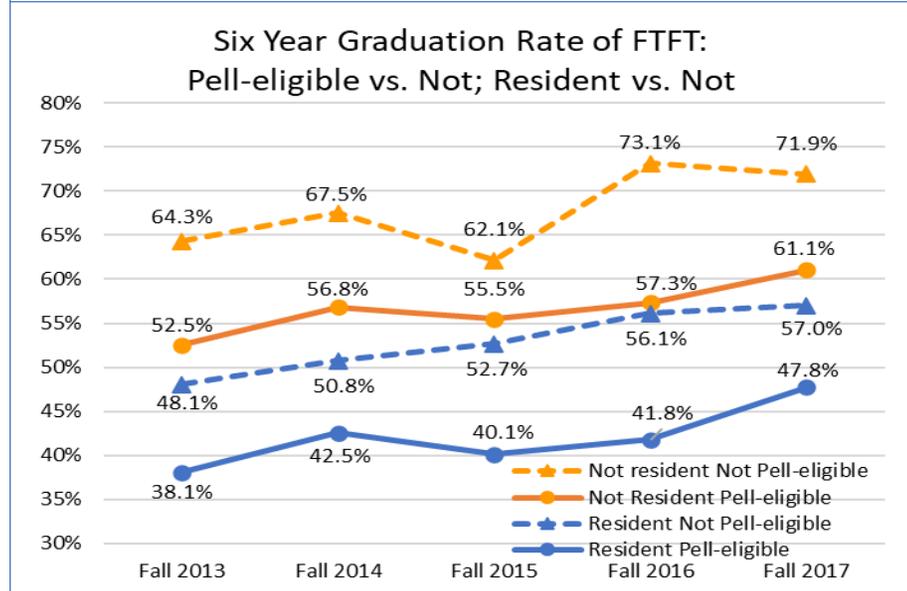
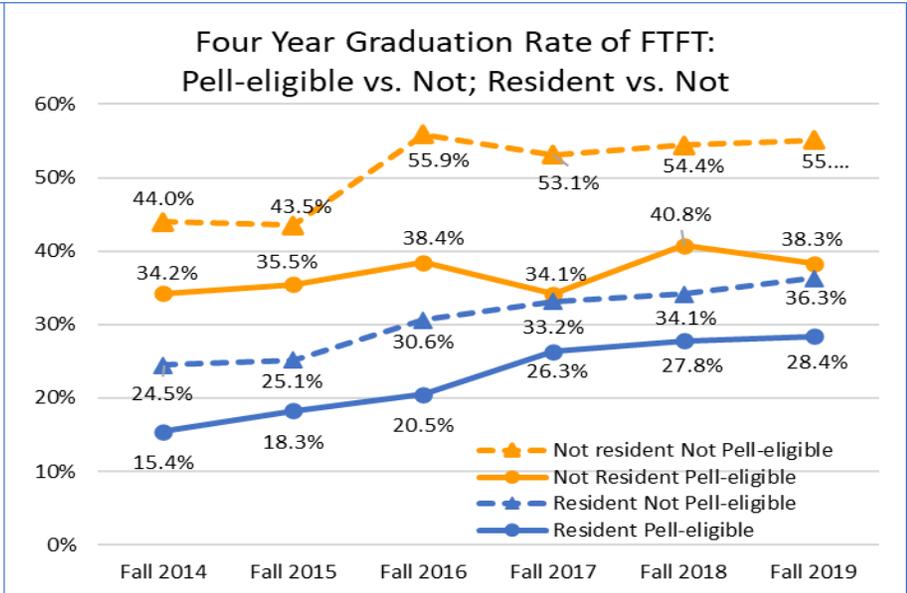
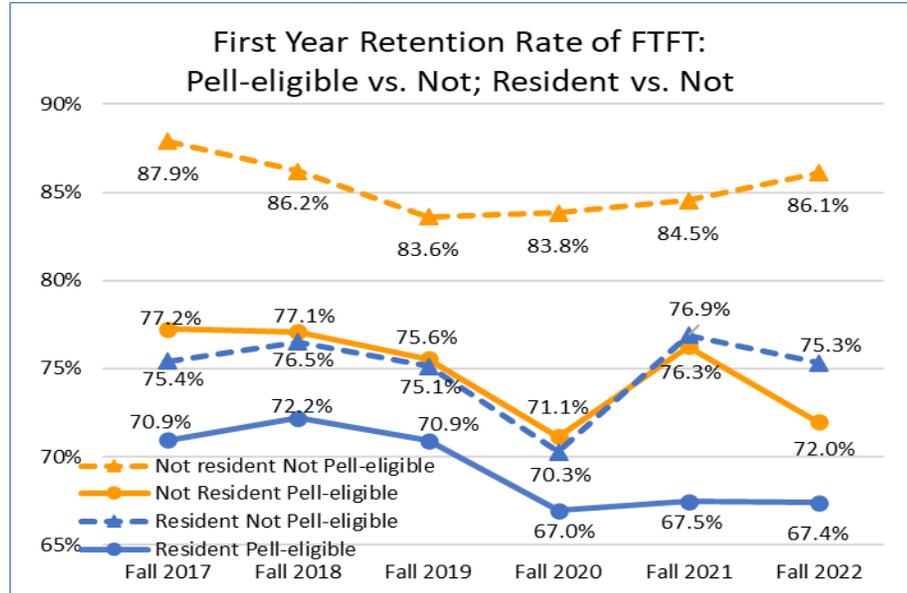
We will continue to monitor 1st year retention rates as a leading indicator to provide insight into our progress and what we might expect in six-year graduation rates going forward.

# Appendix C. Resident and Non-resident Comparisons Over Time

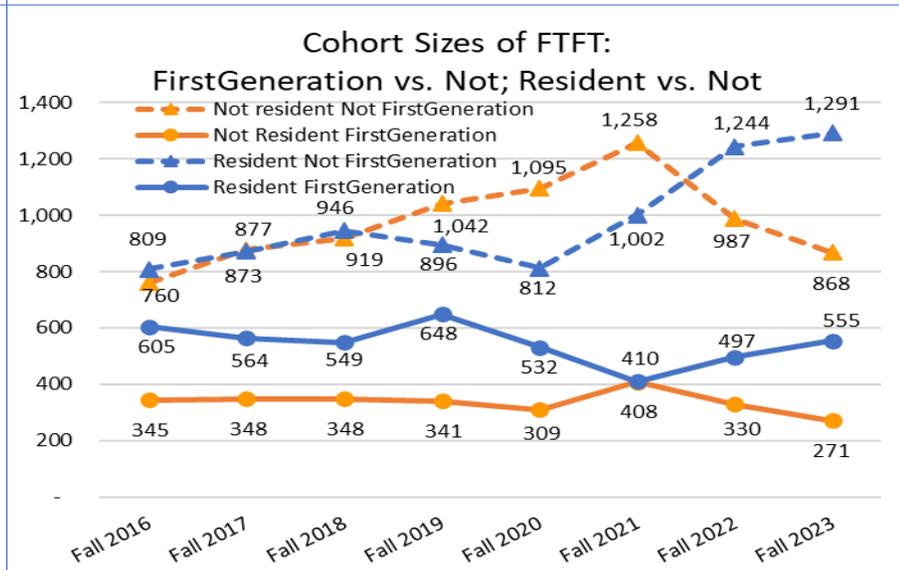
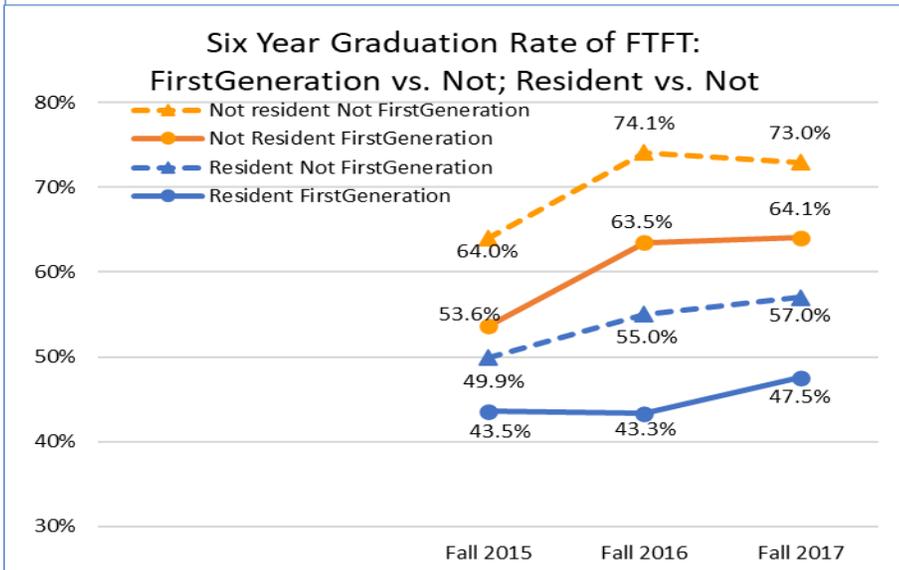
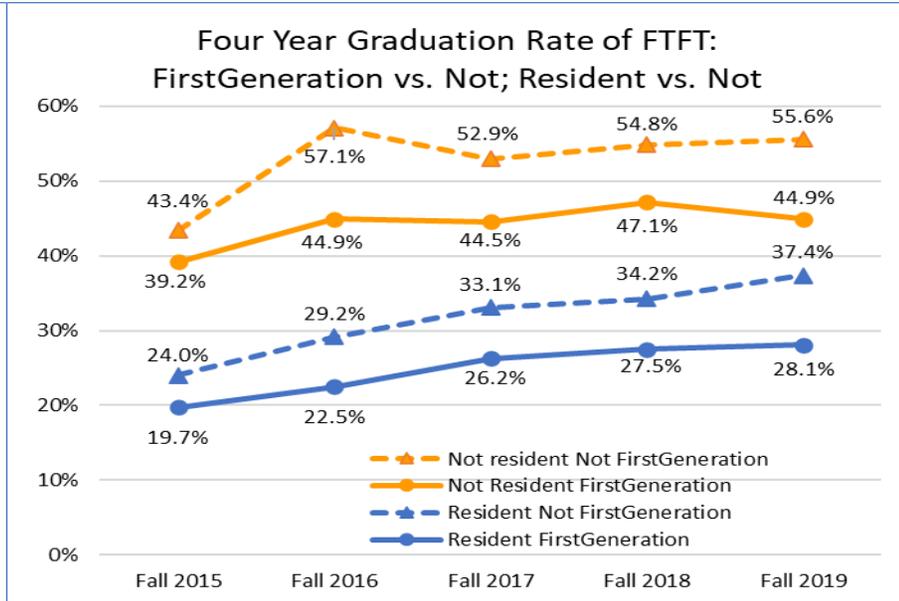
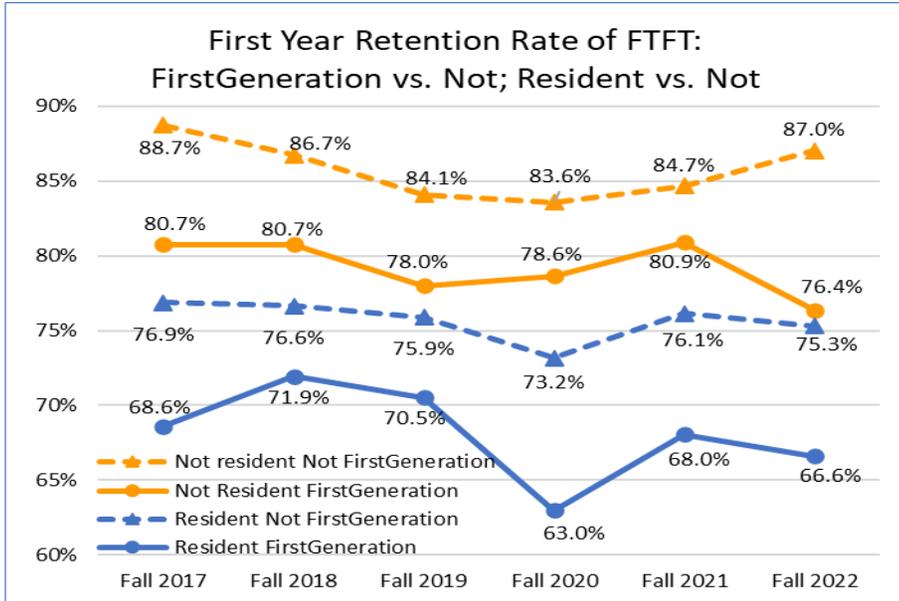
First time Full time: Hispanic/Latinx vs. Not and Resident vs. Nonresident



First time Full time: Pell-eligible vs. Not and Resident vs. Nonresident

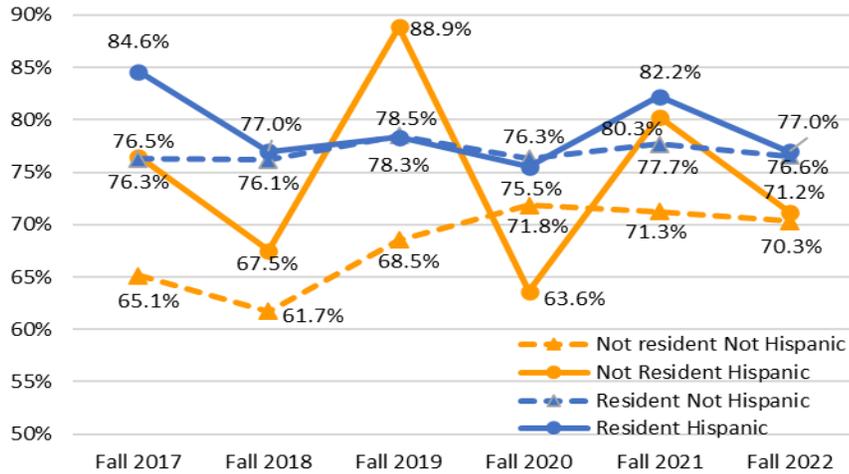


First time Full time: First-generation vs. Not and Resident vs. Nonresident

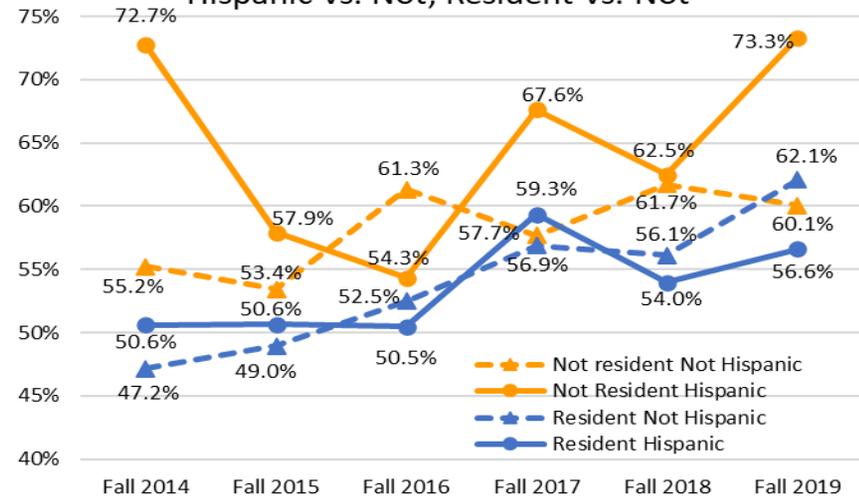


Transfer Full time: Hispanic/Latinx vs. Not and Resident vs. Nonresident

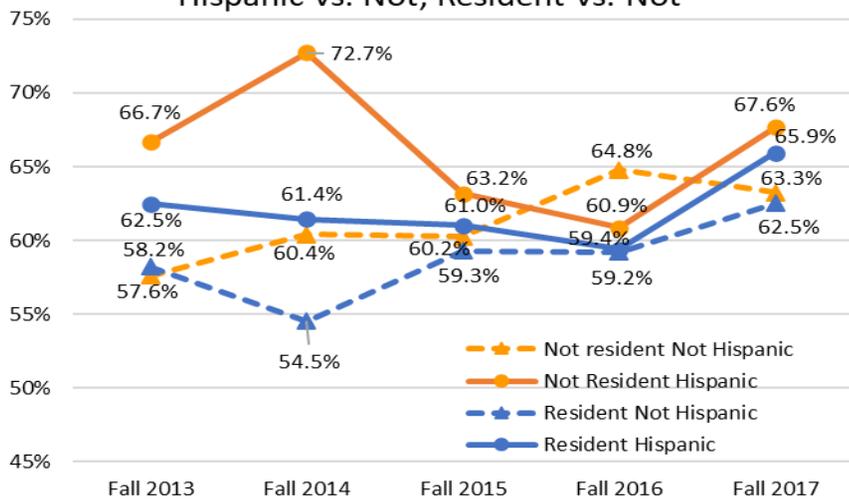
First Year Retention Rate of Transfer Fulltime: Hispanic vs. Not; Resident vs. Not



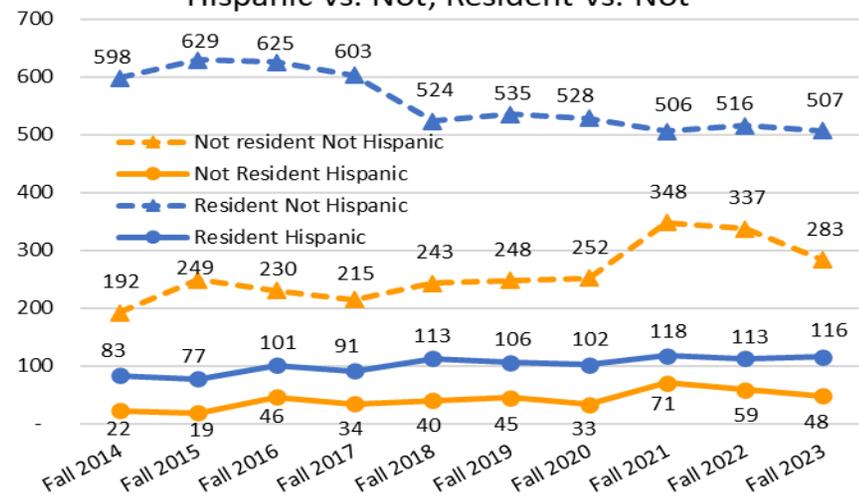
Four Year Graduation Rate of Transfer Fulltime Hispanic vs. Not; Resident vs. Not



Six Year Graduation Rate of Transfer Fulltime: Hispanic vs. Not; Resident vs. Not

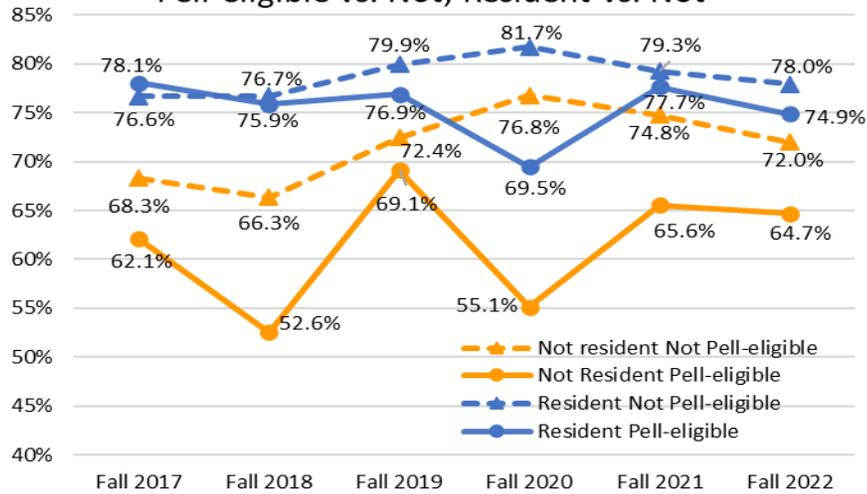


Cohort Sizes of Transfer Fulltime: Hispanic vs. Not; Resident vs. Not

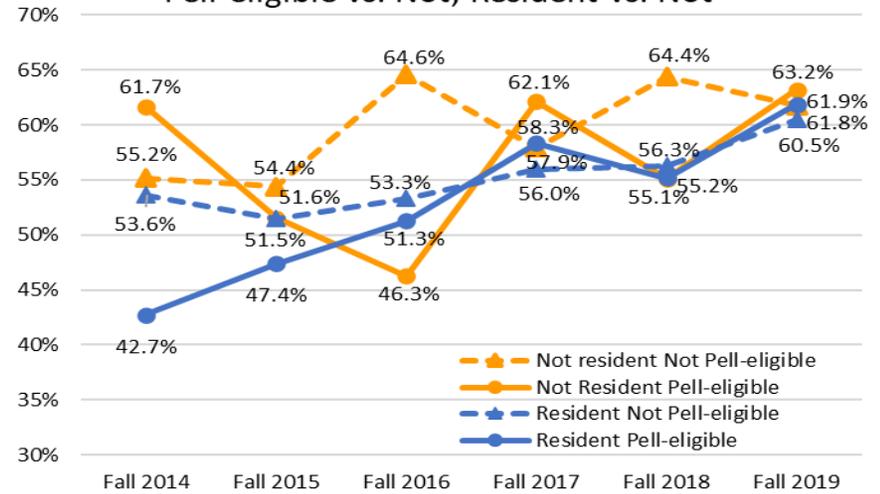


Transfer Full time: Pell-eligible vs. Not and Resident vs. Nonresident

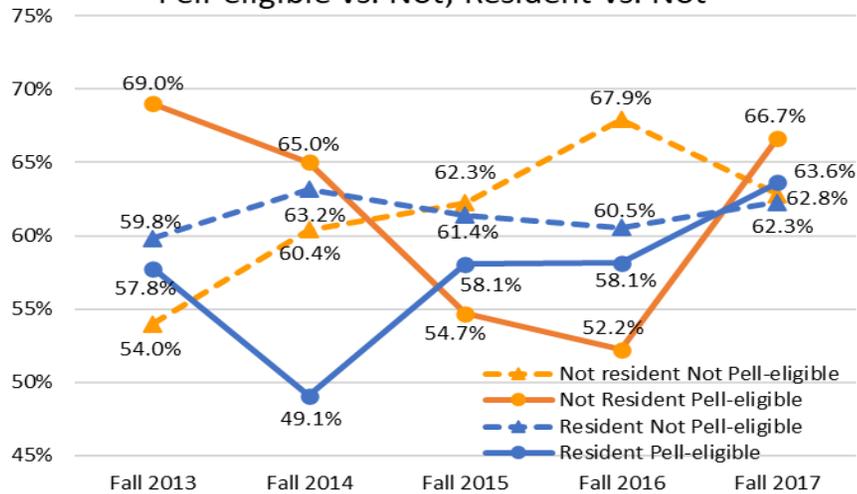
First Year Retention Rate of Transfer Fulltime:  
Pell-eligible vs. Not; Resident vs. Not



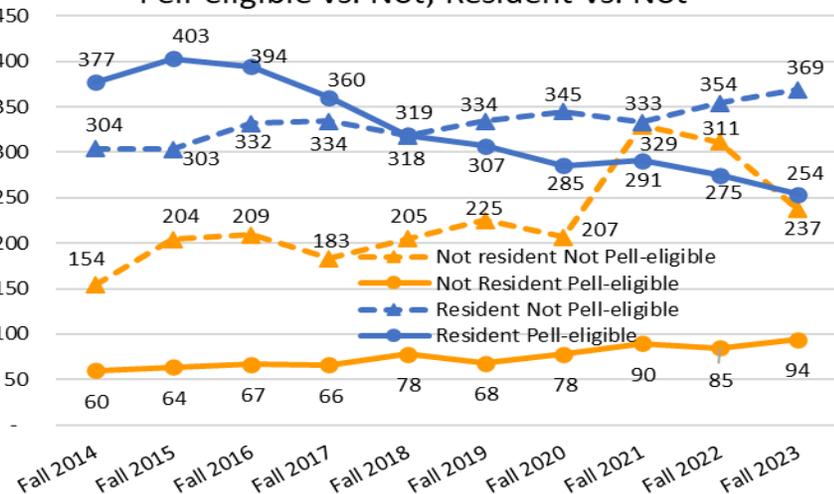
Four Year Graduation Rate of Transfer Fulltime  
Pell-eligible vs. Not; Resident vs. Not



Six Year Graduation Rate of Transfer Fulltime:  
Pell-eligible vs. Not; Resident vs. Not

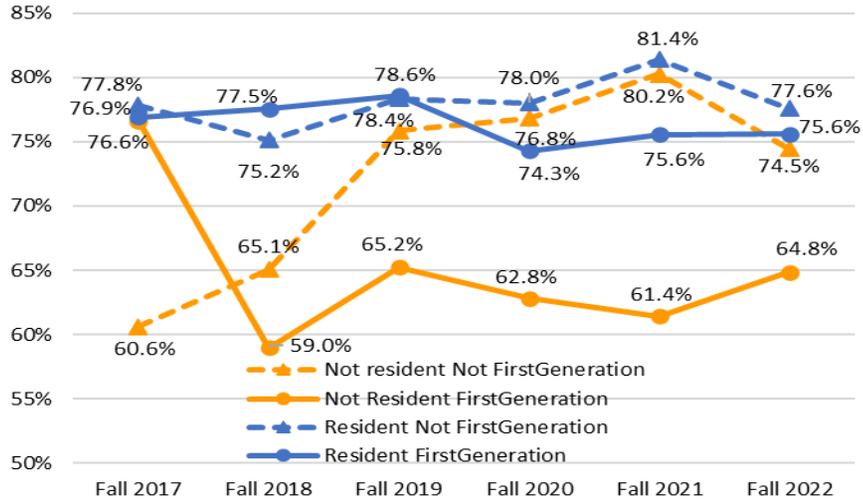


Cohort Sizes of Transfer Fulltime:  
Pell-eligible vs. Not; Resident vs. Not

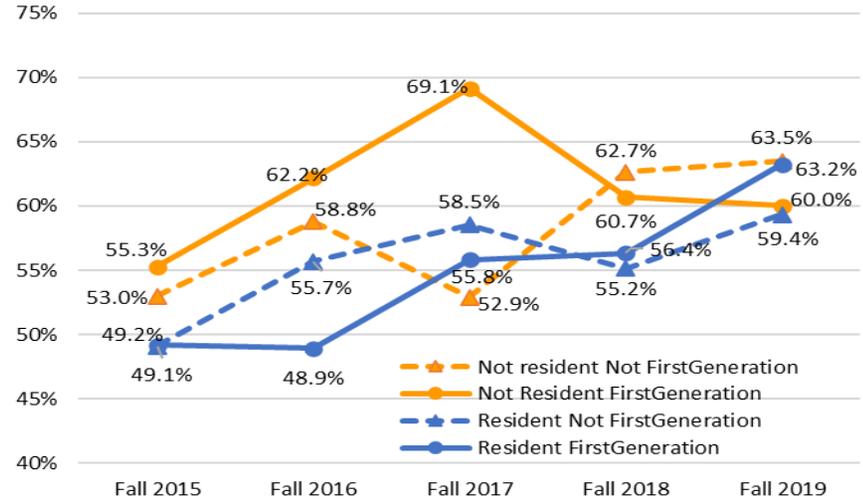


Transfer Full time: First Generation vs. Not and Resident vs. Not

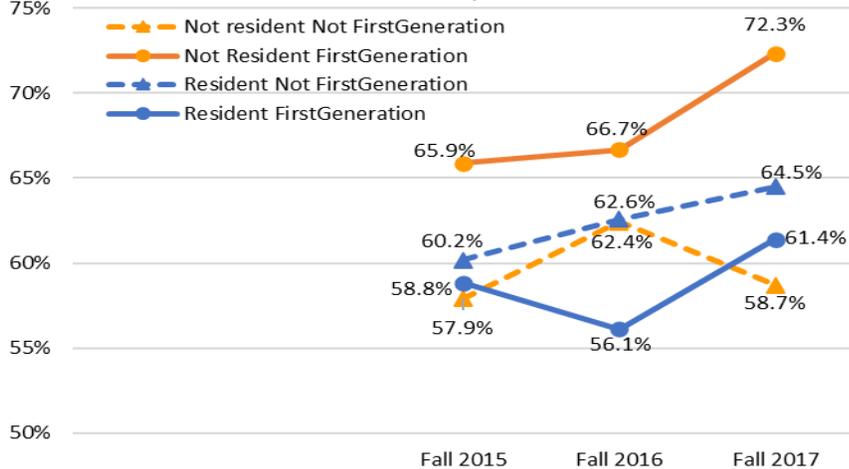
First Year Retention Rate of Transfer Fulltime: FirstGeneration vs. Not; Resident vs. Not



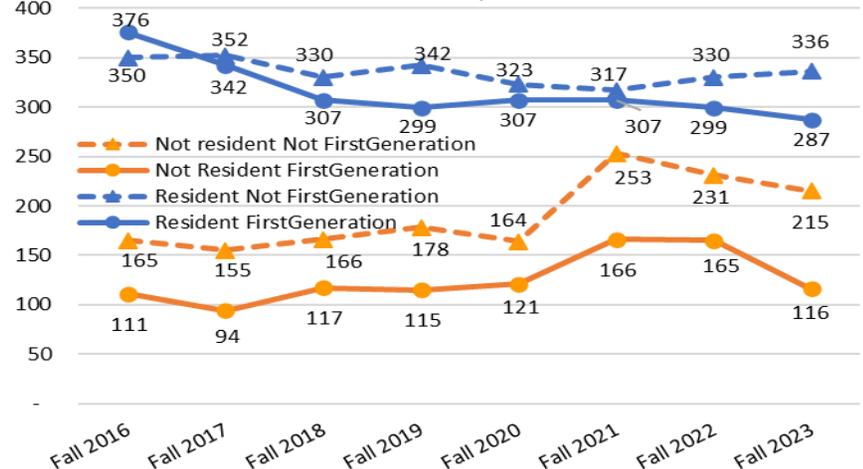
Four Year Graduation Rate of Transfer Fulltime FirstGeneration vs. Not; Resident vs. Not



Six Year Graduation Rate of Transfer Fulltime: FirstGeneration vs. Not; Resident vs. Not



Cohort Sizes of Transfer Fulltime: FirstGeneration vs. Not; Resident vs. Not



# Appendix D. Heuristic for Evaluating New SERP Strategies

## Purpose:

The Enrollment and Retention Action Team may use this heuristic assessment guide to respond to campus stakeholders' and members' proposals of new [Student Enrollment & Retention Plan \(SERP\)](#) strategies.

## Task:

This guide allows the ER Action Team's heuristic assessment and decisions of newly-proposed SERP strategies. With the exception of the threshold criteria, it is designed to serve as a conversation tool, not a set of required boxes that predetermine a decision.

## Threshold Criteria:

### 1. Proposed strategies must be aligned with goals of the SERP

- Does the proposal have potential to close equity gaps associated with specific or intersectional SERP populations (rural, first-generation, Pell-eligible, Hispanic/ Latinx)?

## Other Criteria that May Characterize Successful Proposed Strategies:

### 2. The proposed strategy has a home and is not duplicative

- It is clear which offices or units would own this strategy.
- The units are open to and able to collaborate and interconnect the university in recognition of students' journeys through the university.
- The unit(s) have or can create bandwidth for strategy implementation in the next few years.
- Each involved unit approves the strategy (confirmation of commitment?)

### 3. The proposal has promise of direct impact

- The proposed strategy is likely to make a difference. Outcomes of the strategy are clear, and assessment targets describable.
- Is the impact more immediate or does it have a longer-term horizon?

### 4. The proposal's impact can be assessed

- Units can collect and interpret student data about how their efforts impact students to assess key result accomplishment.
- Assessment is direct (measurable with student outcomes).
- Assessment does not only describe the activities of staff or faculty.

### 5. The proposal is feasible with existing resources

- How might the strategy "do less better", with the same resources and to improve students' experience of mattering and belonging?
- If a budget request is needed, the units(s) that own the strategy are prepared to prioritize the idea in a budget request.

### 6. The proposal is grounded

- Is there also higher education, student affairs, or other related research or current practitioner work that supports this potential strategy?
- Does it contribute to the University Strategic Plan? How?

# Appendix E. Experiential Learning Network Spring 2024 Update

## OUR CHARGE:

The ELN will function as a university driver of the vision to realize a campus experience which intentionally infuses experiential learning and career readiness. The ELN will support the university to

- address **access and impact issues** connected to experiential learning through policy, process, and practice.
- provide a menu of experiential learning options that are accessible, **impactful**, and consistent and supported by **faculty** who are **recognized and rewarded** for their work.
- integrate these **high impact experiential learning** opportunities into **every students'** Boise State experience and assess their **impact** on **post-graduation outcomes**.

## CURRENT EXPERIENTIAL LEARNING NETWORK SUBCOMMITTEES (and leaders):

Faculty Rewards and Recognition - (Donna Llewellyn and Kara Brascia)

Student Access - (Debbie Kaylor and Mike Stefancic)

Budget and Funding - (Donna Llewellyn and Amy Moll)

Student Impact - (Debbie Kaylor, Lavanya Seetamraju, and Nick van Santen)

## Subcommittee's Progress and Next Steps

### FACULTY REWARDS AND RECOGNITION:

**Scope:** Identify creative, realistic, and aspirational ways to reward faculty for their work in facilitating high(er) impact experiential learning and the challenges that this causes.

**Work:** Facilitated session of the ALC (Academic Leadership Council) about creative ways to enable faculty to carry out high quality experiential learning opportunities and the challenges that faculty and departments face. The main themes that emerged were workload, culture of expectation/normalizing this in the curriculum, creating a common definition/understanding of what high quality EL is, scaling, sustainability, and promoting these opportunities to students

### Next Steps:

- Gather student input around the issues raised by the Academic Leadership Council
  - Lead into better marketing to students based on what they are looking for
- Work with UF to identify ways to support faculty in UF and FF courses to create high quality EL opportunities that students can't miss
- Look into scaling other university-wide EL opportunities
- Help to clearly communicate definition of high impact EL
- Investigate what support departments and faculty need to get their existing opportunities to the level of high(er) impact as defined by the impact group

## STUDENT ACCESS:

**Scope:** Identify barriers (policy, process, practice, and financial) that prevent students from participating in high-impact experiential learning opportunities. Propose changes that will make these opportunities more accessible.

**Work:** Through research, data gathering, focus groups and interviews our team identified the following key aspects of improving student access to EL: Integrating EL opportunities at all levels, faculty support and incentives to use EL, and removing barriers to participation (financial, process, awareness).

**Next Steps:**

We recommend investing in the following outcomes and tactics:

- 1) Students will have more options for EL and how they count it towards their degrees
  - Tactic: EL designation process for courses (college level managed)
  - Tactic: Develop EL roles within colleges/programs that can develop opportunities for students
  - Tactic: Pilot searchable ECL (Experiential Career Learning) courses for students seeking experiences in SPS only..
  - Tactic: Incentivise in-class and on-campus EL opportunities to expand student access
  - Tactic: Develop EL experiences for online students—could be innovation leader in this space
- 2) Students, faculty, staff and partners have one place to seek consistent information around EL.
  - Tactic: Centralize EL efforts in each college to track and advertise experiential learning
  - Tactic: Identify existing roles that can manage (EL/Career coaches/advisors ) in every college.
  - Tactic: EL is referenced in [policies throughout the university](#)
  - Tactic: Produce a training and faculty/advisor guide for EL
  - Tactic: Integrate EL into a 100-level required course (UF 100)
  - Tactic: New Faculty Onboarding includes EL explanation component
- 3) Internships are more financially and logistically accessible to students:
  - Tactic: Change internship approval due date to the same day (or day before) as the course drop deadline.
  - Tactic: Create a second 7 week internship course for limited credit (1) internships.
  - Tactic: Remove GPA requirements
  - Tactic: Internship interest form open ahead of semesters students are interning to better manage support.
  - Tactic: Subsidize internships, if unpaid the organization is a non-profit or gov't agency.
  - Tactic: Allow colleges to manage their department level 493/293 course to allow for classroom meeting time scheduling (labs)
- 4) Community Partnerships are engaged and coordinated across campus programs to grow EL opportunities for students
  - Tactic: Develop a shared partnership opportunities database
  - Tactic: Identify college and department partnerships coordinators to collaborate on partnership opportunities

**BUDGET AND FUNDING**

**Scope:** What if university leadership made the decision that every student should have at least one high(er) impact for-credit experiential learning before graduating (or that such an opportunity is unavoidable)? How would this be funded? What are the implications for the budget modernization process?

**Work:** We calculated an estimate of the number of credit hours generated by current EL opportunities.

**Next Steps:** Using our calculations, we will identify the gap to our desired state and how to use the info we have to get to this desired state.

- What are the curricular gaps to get to this state?
  - What are the budget requirements to make this happen?
  - How does this fit into the new budget model under investigation?

**STUDENT IMPACT:**

**Scope:** Provide guidance to enhance student success within credit-bearing experiential learning opportunities at Boise State University.

**Work:** The five elements draw heavily on the pedagogy of experiential learning and high-impact practices (HIPs).

**Next Steps:** Our next steps are to finalize the following elements, and prove a fieldbook to be used as a guide to craft more impactful experiential learning opportunities for student success. AND provide a “fieldbook” of examples and insights regarding the five elements of experiential learning for high(er) impact:

01. The experience is authentic in that it occurs in a real world context and/or is useful to an applied setting or situation.
02. Clearly articulates Student Learning Outcomes (SLOs) that seek to incorporate students’ experiences, aspirations, and/or sense of agency.
03. Staff/faculty/stakeholder & students have an agreed upon structure of interactions that a) supports mutually shared expectations/goals; b) ensures relevancy to the employer, industry, community partner, and/or the students’ field of study.
04. Substantive and critical reflection is incorporated to help students connect their experience(s) to curricular concepts, personal growth, and career aspirations.
05. An explicit demonstration and/or articulation of students’ competencies with identified stakeholders.

#### **WHAT’S NEXT?**

- Launch year two of the ELN based on feedback from current members and the following priorities:
  - Create an EL vision statement (what we want to be true)
    - Mid-term (within 5 years)
      - Campus-wide common language and outcomes around EL that resonates with students
      - Quality of experience
    - Long term.
      - Increased access
  - Make recommendations on policies that could improve experiential learning for students and faculty
  - Consult with the Associate Dean’s Council to gather feedback on EL vision, policy recommendations, standards for high(er) impact experiential learning, and a common language and outcomes.
  - Work with University Foundations to introduce experiential learning and its value to students early in their college experience
  - Raise awareness of the experiential learning budgets to the RCM budget team.
  - Incorporate the work of the AAC&U Internship Team

# Appendix F. 2023 SERP Transfer Working Group Recommendations

**Table 1. Highest Priority Proposed Strategies**

NISTS Category	Proposed Strategy	Description	Stakeholders
<p><i>Institutional Policies and Practices: Partnerships</i></p> <p><i>Student Facing Delivery and Supports: Admissions</i></p>	<p>Enhance intentional connections with community colleges, including through the BroncoConnect program, to support the recruitment of transfer students from partner institutions</p>	<ul style="list-style-type: none"> <li>● Create effective dyads<sup>25</sup> with select community college partners.</li> <li>● Establish and maintain curriculum maps to facilitate the seamless transfer of students between institutions, focusing on programs that attract the highest number of transfer students.</li> <li>● Create advising tools (2+2 documents) that help transfer students understand how courses at the community college fit into their academic plan.</li> <li>● Leverage the BroncoConnect program to help students build a sense of community.</li> <li>● Establish a regular process for transcripts to be sent and evaluated automatically each semester. (student gets an evaluation report every semester, independent of their start at Boise State)</li> <li>● Explore strategies, within and beyond BroncoConnect to allow students coming from select partner institutions to choose their catalog year.</li> <li>● Consider expanding intentional programming to other institutions (e.g., CEI)</li> <li>● Create a set of resources or a course that could be taken by students at partner institutions to learn about transfer to Boise State and explain the value of participating in the BroncoConnect program.</li> <li>● Leverage the capacity of site-based coordinators to encourage BroncoConnect enrollment; identify specific practices for each community college partner</li> </ul>	<p>Admissions, Registrar’s Office, Advising Offices</p>
<p><i>Institutional Policies and Practices: Partnering</i></p>	<p>Regularly meet with key transfer-sending</p>	<p>Implement a proactive approach, where we regularly meet with community college partners, attend relevant meetings, extend event invitations, and ensure open communication.</p>	<p>Admissions, Extended Studies, Office</p>

<sup>25</sup> US Department of Education [report](#) (2023).

NISTS Category	Proposed Strategy	Description	Stakeholders
	<p>partners to assess transfer student outcomes and identify necessary policy and practice changes. Conduct an audit of relationships, collaborations, and partnerships with Idaho community colleges (both formal and informal).</p>	<p>By leveraging existing relationships cultivated by Admissions Counselors, site-based Extended Studies Coordinators, and faculty, coupled with a comprehensive audit, we aim to streamline partnerships, address specific gaps, and clarify job descriptions for effective engagement with Idaho community colleges.</p> <p>The REP4 program at CSI, led by Peter Risse and Adriana Saldana-Martinez, might enable a systematic evaluation of collaboration strengths and identify areas needing attention.</p>	<p>of the Provost, Colleges</p>
<p><i>Institutional Policies and Practices: Goals and Measurement</i></p>	<p>Support academic departments to better serve transfer students</p>	<p>Identify a process by which colleges and departments can understand their transfer student population so they can be better prepared to serve these populations and be better informed when collaborating with community college partners.</p> <p>Provide academic depts with information about their incoming transfer student population each semester (#s, source institutions); advocate for using the FATE dashboard to understand outcomes for TR students. Consider adding information about transfer students to the DAR</p> <p>Make it clear to whom admitted transfer students can/should reach out with additional questions</p>	<p>Institutional Effectiveness and/or Enrollment Services.</p>
<p><i>Student Facing Delivery and Supports: Evaluating and Applying Credits</i></p>	<p>Revise program curricula to facilitate more effective transfer</p>	<p>Identify examples of problematic transfer course issues (e.g., upper vs. lower division course numbering). Create practice and policy to encourage curricular changes that will better support transfer students.</p>	<p>Deans, Chairs</p>
<p><i>Institutional Policies and Practices:</i></p>	<p>Help prospective transfer students</p>	<ul style="list-style-type: none"> <li>• Ensure easy-to-find info is available online to help transfer students make decisions about coming to Boise State (at the university, college, or</li> </ul>	<p>SAEM Communicatio</p>

NISTS Category	Proposed Strategy	Description	Stakeholders
<i>Communication</i>	navigate by improving the information available online <sup>26</sup>	department level) <ul style="list-style-type: none"> <li>● Admission requirements to the institution and specific programs are clearly communicated to transfer students and others supporting their journeys</li> <li>● Academic colleges and departments include information on websites geared toward prospective transfer populations</li> <li>● Make it clear to whom a prospective can/should reach out with additional questions</li> <li>● Highlight majors that may be particularly attractive to transfer students (e.g., based on popularity, agreements in place, or flexibility of major)</li> <li>● Specific program application deadlines are highlighted<sup>27</sup></li> <li>● Be intentional about stories/images used on websites and in communications to be inclusive of non-traditional/transfer students; our choices should reflect the significant numbers of rural, Latinx, Pell, and first-gen students within our transfer student population.</li> <li>● Collaborate with partner Marketing and Communication offices to update and maintain transfer pages on Community College partner websites</li> </ul>	n and Marketing in collaboration with colleges, departments, and CC partners.
<i>Student Facing Delivery and Supports: Evaluating Credits</i>	Implement technology solutions for transcript evaluations to decrease evaluation time and access.	Adopt EDX and partner with other institutions to facilitate the transfer and evaluation of credits  Once in place, explore how the new system might allow for for access to better information and/or advising before admission or intent-to-enroll	Registrar's Office, Admissions
<i>Student Facing Delivery and Supports: Advising</i>	Support regular connections between Boise State and community college partner advisors	Establish a liaison role to facilitate connections between partner institution advising staff and Boise State Advising. <ul style="list-style-type: none"> <li>● Coordinate across units at Boise State (Small UAN, Admissions, Extended Studies)</li> <li>● Facilitate ongoing information sharing and engagement (e.g., support travel for those not local).</li> </ul>	Admissions, College Advising Offices, AASC, Extended Studies

<sup>26</sup> <https://www.nists.org/post/from-transfer-guides-to-program-maps-updating-your-website-with-student-friendly-terms>

<sup>27</sup> For example: nursing deadline is Sept for spring, but university priority/scholarship deadline is Oct 1 and general admissions is later (Dec 1); for graphic design, deadlines are the Monday of the 6th week of classes each fall and spring

NISTS Category	Proposed Strategy	Description	Stakeholders
		<ul style="list-style-type: none"> <li>Proactively and regularly involve partner advisors in professional development advising events and advising summits.</li> <li>Ensure that advisors have relevant information about program deadlines</li> </ul>	
<i>Student Facing Delivery and Supports: Evaluating, Awarding, and Applying Credits</i>	Make the credit adjustment process <sup>28</sup> more transparent	Streamline the credit adjustment process: 1) specify individuals who can serve as navigators to support students through the process. 2) make the adjustment status more transparent to stakeholders and the student (e.g., is it approved?) by adopting a central electronic system to house and track requests	Registrar, Advising offices
<i>Student Facing Delivery and Supports and Institutional Practices: Evaluating, Awarding, and Applying Credits.</i>	Create and maintain a system for making current articulation agreements available	<p>Create an online resource where articulation agreements are kept for in-state, out-of-state, and program-specific agreements, accessible by staff, faculty, and students</p> <p>Develop a sustainable cycle for reviewing articulation agreements for the purpose of providing students and partner institutions with up-to-date information.</p>	Registrar
<i>Institutional Policies and Practices: finance and budgeting</i>	Create a targeted scholarship strategy for transfer students.	Implement a scholarship program recognizing TR students' achievements, community engagement, leadership, and financial circumstances. Develop a scholarship timeline that allows more TR students to be considered for scholarships.	Enrollment Services, Financial Aid
<i>Student Facing Delivery and Supports: Evaluating, Awarding, and Applying Credits</i>	Remove barriers to completion for general education requirements for transfer students.	Clarify and adjust foundation course requirements to ensure they support our transfer students' journey in pursuing a bachelor's degree.	General Education Committee

<sup>28</sup> After transcripts have been evaluated, it is not uncommon for students to have one or more courses that MIGHT count toward their major, but in the evaluation process is an elective. This means that a student has to go through a process to request an evaluation of their prior coursework and, if appropriate, get an academic adjustment. This can be a cumbersome process and presents a barrier for students.

NISTS Category	Proposed Strategy	Description	Stakeholders
<i>Institutional Policies and Practices: Goals and Measurement</i>	Publish and share an annual transfer student report.	<p>Collate data, comparisons of progress year over year, college-specific information, and plans for the coming year to better serve transfer students. Engage in regular strategies for sharing info.</p> <p>Report on a regular review process to ensure institutional policies and practices are aligned with state policies designed to support transfer students and credit mobility.</p>	Institutional Effectiveness and/or Enrollment Services. SERP leadership, Enrollment and Retention Action Team and/or Permanent Transfer Student Committee