

Boise State University Strategic Enrollment and Retention Plan

FY2023-2028

Revised July 2024

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Executive Summary

This Strategic Enrollment and Retention Plan (SERP) is explicitly designed to 1) support the goals of the [Blueprint for Success University Strategic Plan](#), 2) address important expectations of the Northwest Commission for Colleges and Universities for Boise State University to attend to gaps in college access and degree attainment, and 3) align with the Idaho State Board of Education priorities to attend to college completion rates important to the future vitality of the State of Idaho.

Our goal is to have our student body better represent our region and state and to successfully serve every student, regardless of where they come from and where they are going. Over the five-year period of this plan (FY23-FY28), the SERP will focus on reducing gaps in access and success (retention and graduation) observed for four important student populations: Rural, Latinx, Pell Grant Eligible, and First Generation.

Three strong themes emerged from the SERP: **Connections, Student Journeys, and Engagement**. To successfully serve all our students, we must attend intentionally and proactively to the environment we create to foster relationship-rich connections between students and between students and staff or faculty. We must foster success for a rich diversity of student journeys, and our work must engage students in experiences, both in and out of the classroom, that matter.

The plan elevates concrete and strategic recruitment and retention strategies, aligns extant and future student success work, informs strategic investments, forms a foundation for the fiscal health of our institution, and center strategic enrollment management within our university mission. The work of the SERP builds on the rich student-centered work already going on at Boise State and calls us to focus attention in areas where we can make improvements that will better serve our students. Our own institutional data, in alignment with research on student success, indicate that some students encounter more barriers than others in seeking a college degree. As such, the plan is an invitation to everyone in our campus community to support student access and success by both identifying and removing barriers and providing rich opportunities for students seeking a Boise State degree to be successful. We seek to build a culture and proactive support systems in which every student is served.

The strategies outlined for implementation in this plan emerged from a rich, collaborative process and are primarily organized around the stages of a student's journey: Creating Access, Transitioning and Onboarding, Robust Experience, and Retaining to Graduation. Strategies are further organized by a type of action. During the five years of this plan, the implementation of the SERP will first focus on the implementation and assessment of the strategies that are "Ready to Do" and "Ready to Develop". We also seek to make as much substantive progress as possible on the strategies which are "Foundational Investments" and "Aspirational Projects/Directions".

The specific ideas laid out in the plan are important because they will help to prioritize human and financial resources. However, it is equally important to recognize that this document is the foundation for an **ongoing, dynamic process** of organizational learning through which the ideas will be modified and new ideas will be generated as we learn more about our students' needs and what works (and doesn't work). This foundational work will further be integrated into extensions that will focus on institutional capacity for growth and budgetary planning. The revision made to this plan in 2024, which expands the focus of the SERP to transfer students, is an example of this dynamic process.

Introduction

Why a Strategic Enrollment and Retention Plan?

This Strategic Enrollment and Retention Plan (SERP) is explicitly designed to:

- support the goals of the [Blueprint for Success University Strategic Plan](#), with particular attention to Goal 1 to “Improve Educational Access and Student Success” and Goal 4 “Foster Thriving Community”
- address important expectations of the Northwest Commission for Colleges and Universities for Boise State University to attend to institutional performance gaps in college access and attainment.¹
- align with the Idaho State Board of Education priorities to attend to college completion rates important to the future vitality of the State of Idaho.

In particular, this plan advances a student success strategy at Boise State University. Implementation of this plan will improve access to a Boise State education, improve retention and progress to degree, narrow identified institutional performance gaps by reducing barriers to access and completion, attend to the relevance and quality of a Boise State degree, and enhance outcomes for all students. The plan’s implementation process will support the plan to evolve over time, and will elevate concrete and strategic recruitment and retention strategies, align extant and future student success work, and inform strategic investments.

Supporting student learning and success is the core of our mission, and, in addition, access and retention also have profound implications for our fiscal health as a university. As such, over the five year period of this plan (FY23-FY28), its continued development and implementation will inform the financial modeling needed to support the important work of educating students.

Overarching Goals

This plan is, in part, a collection of strategies designed to increase our capacity to serve every Boise State student. And it is also an invitation to everyone in our campus community to support student success and equitable outcomes for our students, and to build a culture and proactive support systems in which every student is served. Across student experiences at Boise State, the SERP elevates strategies that focus on Connections, Student Journeys, and Engagement.

- **Connections.** Every interaction with a student is an opportunity to help a student feel heard and seen, to send a message that they belong at Boise State. We strive to provide a “Relationship-Rich Education”² in which we extend a welcome to all our students, not just once, but over and over, and seek to connect them to faculty, staff and their peers when they apply, when they transition to being a student, and at each new opportunity for connection along their path to a degree.
- **Student Journeys.** Every student’s pathway is unique and our environment seeks to intentionally support a wide variety of types of journeys. Student stories and experiences matter. We must center students and their needs by supporting wayfinding, communicating clearly, and proactively removing barriers to their progress.
- **Engagement.** While interactions with the university could be experienced by students as a series of transactions, we seek to help students find meaningful engagement all along their journey. This

¹ Our data show that some groups of students are less likely to access a college degree at Boise State and/or, once enrolled less likely to complete a degree. We have elected to use the term “institutional performance gaps” to capture both that it is the institution that must own responsibility for more effectively serving all our students.

² Felten, P and Lambert, L.M. (2020). Relationship Rich Education: How Human Connections Drive Success in College Johns Hopkins University Press.

engagement will help students identify their goals for their education, reflect on their learning and growth, and form the foundation for a meaningful career and a commitment to making a “meaningful difference in the world around them.”³

Focusing on student success is not new. It is deeply embedded in our practice across the university. At the same time, we have important work to do, especially to successfully serve every student regardless of where they come from and where they are going. Not every student needs the same thing and many of our systems need to be better coordinated so that students experience an environment of seamless support. For example, our systems and practices should serve rural student as effectively as they do students from cities; they should serve students who transfer to Boise State as effectively as they serve students who begin at Boise State. This plan invites us to see the great potential in every student, identify the assets and aspirations that each student brings, and craft environments and provide resources that will foster their success. This plan will help us to focus on the areas of our work that need improvement and to better coordinate efforts and find ways to build upon our successes.

Philosophy of the SERP

The Strategic Enrollment and Retention Plan establishes clear goals and targets for enrollment (see below), with a focus on narrowing selected institutional performance gaps in access and completion, while providing research-informed and institutionally-appropriate opportunities and initiatives to advance towards these goals. The desired outcome of this plan is the development of an institutional culture and infrastructure that creates an environment where a student’s success would not be dependent on the county they come from, whether they begin as a first-year student or a transfer student, their racial or ethnic identity, or their family’s financial situation or college-going background (or any other aspects of their identity). Broadly, the work is focused on creating an institutional environment in which every student is supported to be successful. In this plan, we have chosen to focus our efforts in four distinct areas, with the goal of expanding our work as we better learn how to leverage students’ strengths for success.

This document is the product of a collaborative, innovative, and inclusive cross-institutional process, involving more than 80 people across both Academic Affairs and Student Affairs & Enrollment Management over a more than 12 month period. (See Appendix A) and a second group that was convened to focus on transfer students. The ideas laid out in the plan are important because they will help to prioritize human and financial resources. However, it is equally important to recognize that this document is the foundation for an **ongoing process** that will involve people from across the university to explore ideas and engage actions to better serve our students. Indeed, over the five years of this plan, we expect the ideas in the plan will be modified and new ideas will be generated as we learn more about our students’ needs and what works (and doesn’t work). As such, this document serves as the foundation for that dynamic process that will focus on student success, create broad input and buy-in from across the university, center the diverse experiences and needs of students, and actualize measures of assessment and accountability.

³ Schreiner, L. A. (2013). Thriving in college. *New Directions for Student Services*, 2013(143), 41–52.

Goals and Targets

Boise State University's Role in College Attainment.

Because Boise State produces more than half of all college graduates from public institutions in Idaho, we play a key role in helping to raise the level of college attainment of Idahoans in general. Our path forward requires that we focus energy on (i) increasing college attendance among those students who are typically less likely to attend college in the first place and (ii) increasing attainment (retention and graduation) among those students typically less likely to graduate. While the SERP will increase our capacity to serve every Boise State student, a key component of the SERP focuses attention on identifying barriers to access and attainment for the following populations. Goals for these student populations were selected as a starting place in order to respond to recommendations from the NWCCU, to build on intentional work already happening at Boise State, and to make progress on some of our biggest institutional performance gaps.

- Rural
- Latinx
- Pell Grant Eligible
- First Generation

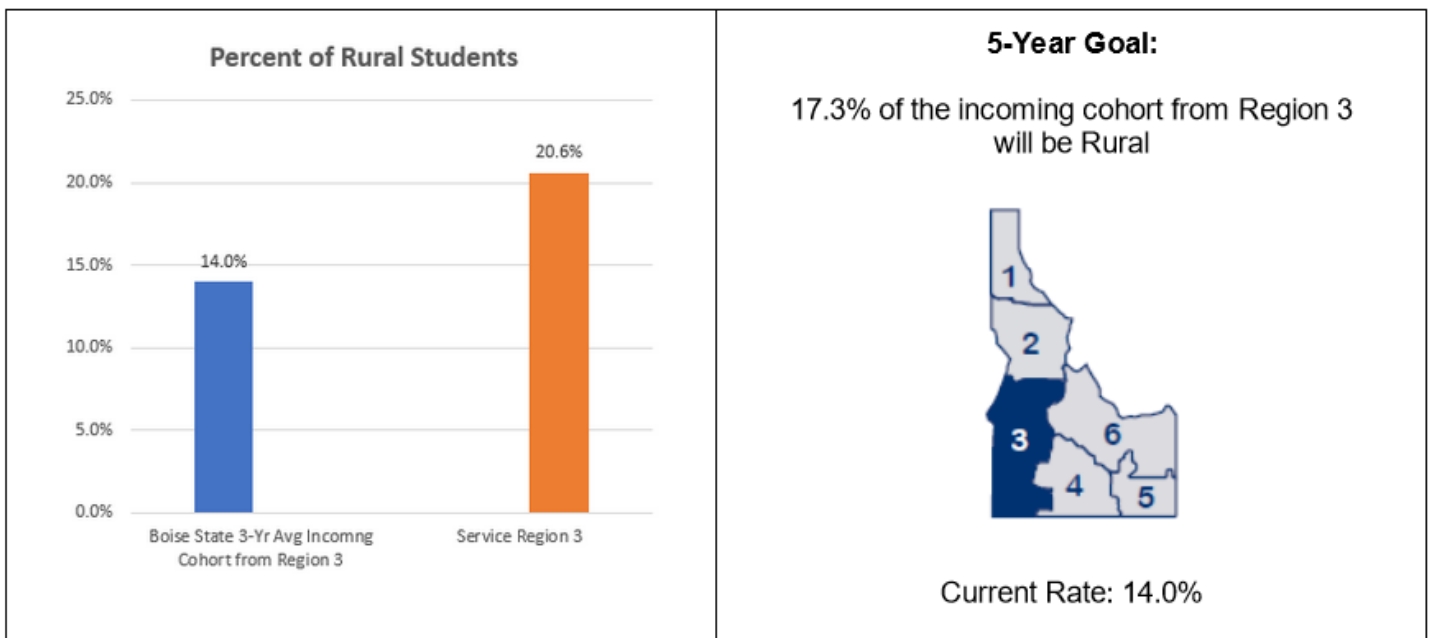
We recognize there is overlap in these groups (e.g, a rural student might also be Pell Grant eligible) and that these groups overlap with other identities (e.g, gender). Further, there are other students whose access and progress may also require particular attention (e.g., part time, online, non-traditional, veterans, students with minoritized status, students with disabilities, etc.) By focusing on the improvement of outcomes for the populations noted above, we expect to simultaneously address other known institutional performance gaps. Further, as we undertake the organizational learning needed to better serve our students, we will increase our capacity to identify strategies to serve the needs of other groups of students. The data that follows demonstrates the magnitude of the task before us.

Gaps in Access to Boise State University.

An important goal is that our student body represents the region and state that we serve. Census data⁴ provides us the data we need to set goals for Rural and Latinx populations. However, For First Generation or Pell Eligible students no data set exists to tell us how many of these students are in our service region; we therefore derive targets from trends over time in the size of cohorts of Idaho Residents.

Rural Students

For rural Idahoans, census data enables us to compare the percent of the rural population in our 10-county Service Region (Region 3) to the composition of Boise State's incoming fall cohort from Region 3. The graph below shows that the rural composition of Boise State's incoming cohort (inclusive of first-time, transfer full-time and part-time) is not representative of the rural population in Service Region 3. Our goal is to reduce the 6.6 point gap between Boise State's 3-year average cohort composition (14%) and Service Region 3 (20.6%) by half in the next five years (current 3.3 point gap). This translates into the recruitment of an additional 76 rural students from Service Region 3 into the fall cohort.

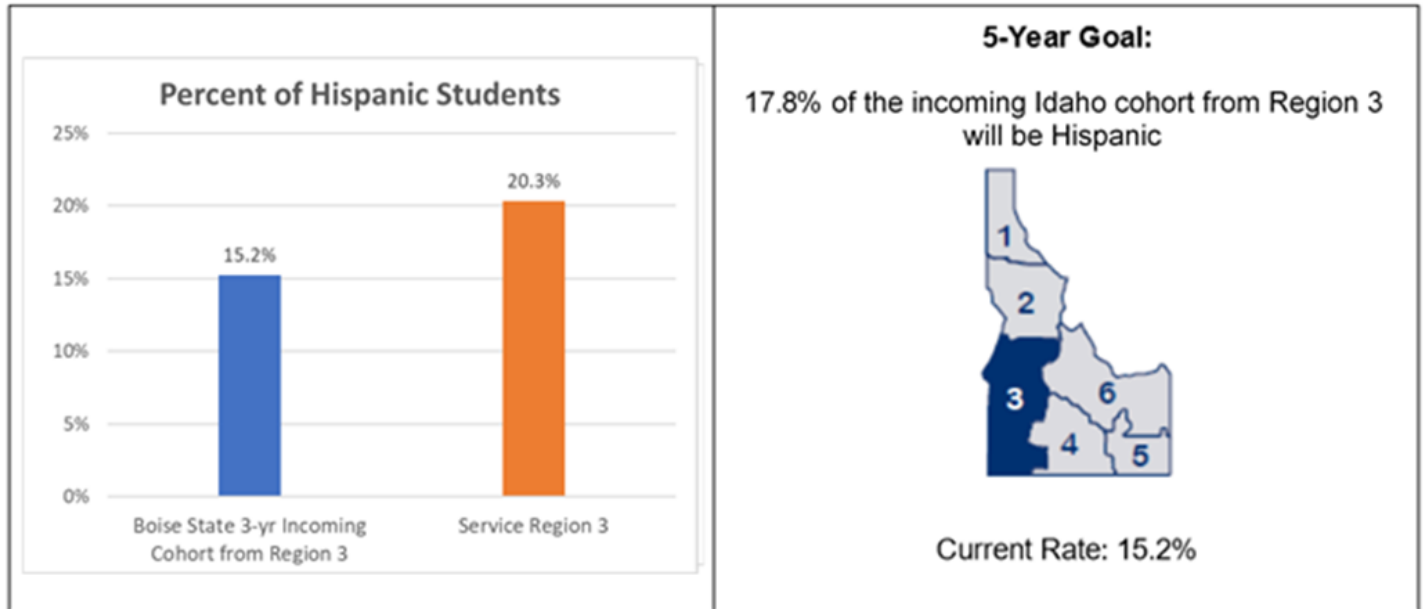


⁴ Census data are from Idaho State Board of Education's Demographic Characteristics of Idaho's Four-Year Postsecondary Students report

Latinx Students

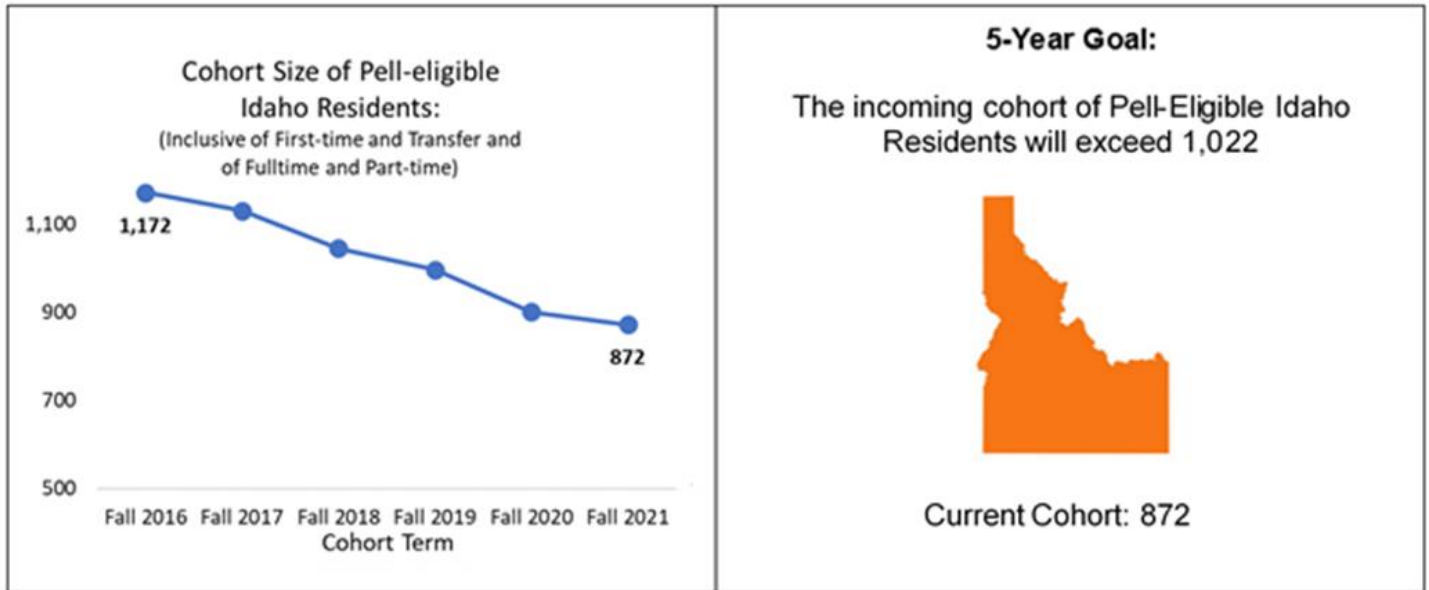
The graph below shows a similar pattern for Latinx students who are underrepresented in Boise State's fall incoming cohort (inclusive of first-time, transfer, full-time, and part-time) from Region 3 when compared to the surrounding 10 county service-area (Service Region 3). Our goal is to reduce the 5.1 point gap between Boise State's 3-year average (15.2%) and Service Region 3 (20.3%) by half in the next five years (current 2.65 point gap). This translates into the recruitment of an additional 48 Latinx students from Service Region 3 into the fall cohort.

Note: In order to track access and success for our Latinx students, we use ethnicity data collected according to federal guidelines for Hispanic students; our labels for graphs and other data reflect the source of the data.



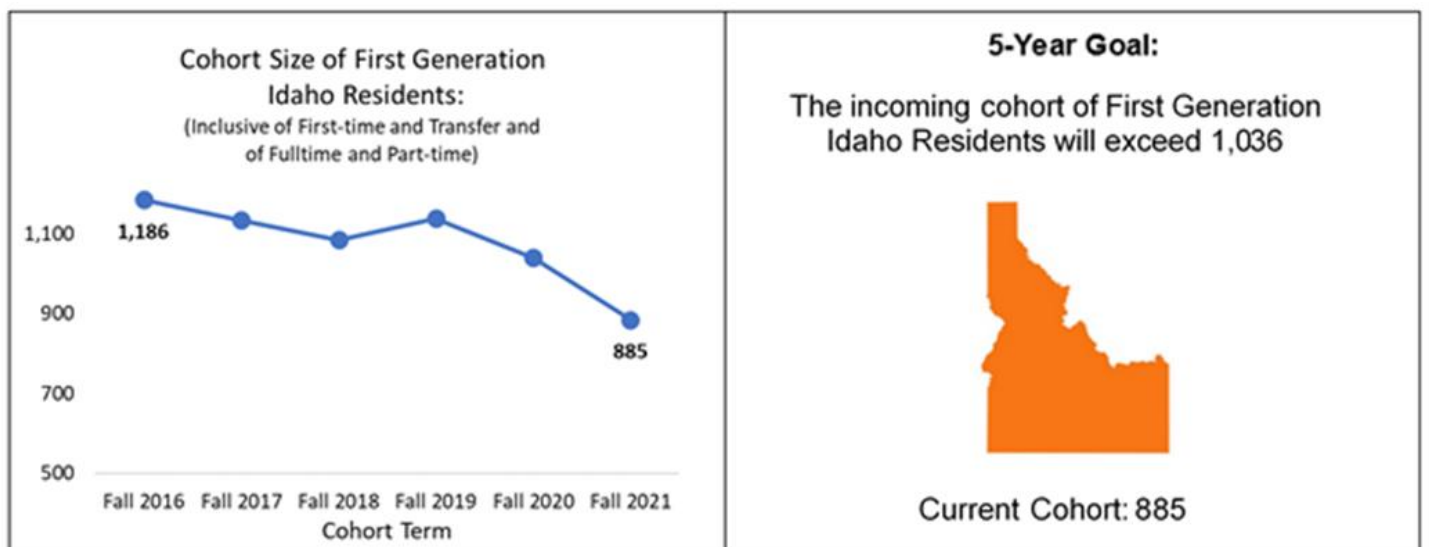
Pell Eligible Students

The graph below shows that the incoming fall cohort size (inclusive of first-time, transfer, full-time, and part-time) of Pell Eligible Idaho Resident students has decreased substantially between the Fall 2016 and Fall 2021 cohorts. Our goal for the next five years is to reverse that trend by half, bringing the cohort size up to at least 1,022 (current gap of 150).



First Generation Students

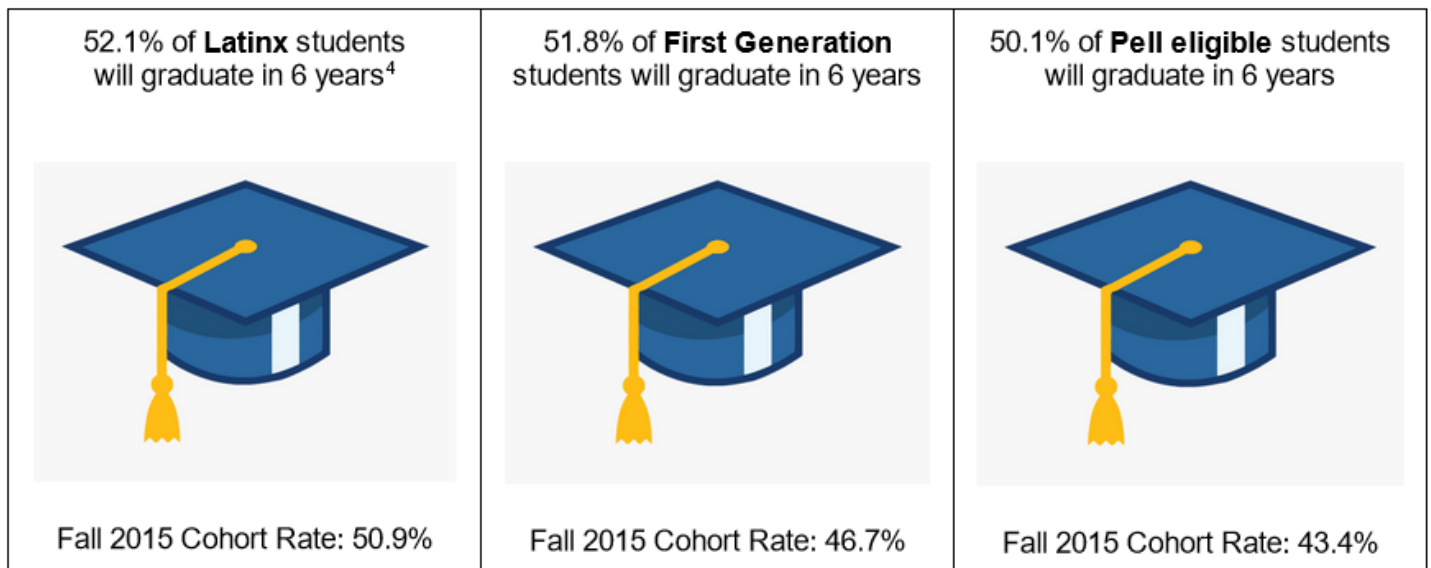
Similarly, the graph below shows that the incoming fall cohort size (inclusive of first-time, transfer, full-time, and part-time) of First Generation Idaho Resident students has decreased substantially between the Fall 2016 and Fall 2021 cohorts. Our goal for the next five years is to reverse that trend by half, bringing the cohort size up to at least 1,036 (current gap of 151).



Gaps in Degree Attainment at Boise State University.

Comparisons of six-year graduation rates depict institutional performance gaps in attainment (degree completion) for Latinx students, those who are first-generation college students, and those who are Pell-grant eligible.

Our **5-year goal** is to reduce the gaps in attainment by half for each of these populations. In order to achieve that goal, we have set the following targets:



To achieve these targets will require that we increase year-to-year retention so that we graduate five more Latinx students, 43 more First Generation students, and 44 more Pell eligible students from the Fall 2020 first time full time cohort than we would have graduated at the Fall 2015 cohort's six-year graduation rates.

The six-year graduation rate for students from rural areas of Idaho currently exceeds those of Idaho urban students. We will continue to pay attention to the success of our rural students to ensure that this parity with respect to degree attainment is preserved.

The attainment goals depicted are for First-time Full-time freshman because that is the official reporting requirement for the University. Additional goals will be developed for other populations. See Appendix D for Transfer Goals.

Why half? We have selected the goal of decreasing gaps by half for two reasons. First, it makes it easy for all of us to keep track of this as a goal. Second, it happens that decreasing these gaps by half gives us a set of goals that will be challenging to reach, but not impossible. We want to aim appropriately high, learn from our efforts, and get better as we go. These goals will help us reach the overall 6-year completion goal of 62% by 2026, as set in the Blueprint for Success Strategic Plan.

Additional representation of these gaps in access and attainment, and how they have changed (or not) over time, are found in Appendix B.

Organization of Strategies for Student Access and Success

During the Spring 2022 semester, we commissioned seven working groups of faculty and staff to generate ideas for addressing student success generally and institutional performance gaps specifically. The groups were comprised of faculty and staff from across the university with expertise in supporting our students. We have organized the proposed strategies generated by the working groups based on the stage of the student's journey the strategy will impact most directly. In this document, we have largely preserved the language and framing of the proposed ideas; small changes have been made for clarity or based on input from partners and stakeholders. Changes to strategies that emerge over time are captured in SERP Annual Reports.

Interestingly, many of these strategies align with [strategies recommended by Complete College America](#) (see Appendix C). During calendar year 2023, an additional working group, focused on transfer students at Boise State, generated an additional set of strategies, now included in this report. The strategies themselves span both the curricular and pedagogical domains of Academic Affairs and the support and engagement structures of Student Affairs and Enrollment Management. These proposed ideas are our starting point. To implement these strategies, we will need strong coordination and engagement across the full landscape of the university. As we move forward, we expect the ideas will be modified based on the input of experts involved in implementation. Because the primary points of engagement for many of our students is in their courses, partnership from colleges, departments, and individual faculty will be critical for success.

Creating Access

Actions planned for “creating access” are related to how we recruit students, with a focus on making a Boise State education accessible to Idaho residents, especially those who are currently underserved.

Transitioning and Onboarding

Actions planned in this category are related to how we help students do necessary wayfinding, make critical connections, and build an identity as a Boise State student.

Robust Experience

Actions planned for this category are those that help to ensure that every student is consistently engaged in high quality experiences of the type that help them say “this is why I’m coming back next semester” or “this has added a lot of value to my educational experience”.

Retaining to Graduation

Actions planned for this category are related to creating structural and logistical support for students to be successful (and removing barriers, where appropriate) as they progress towards completion of a degree.

Institutional Infrastructure

Strategies planned for this category will build institutional capacity needed to effectively support students across their experience at the university.

We have organized the different strategies into four types of actions.

Ready to Do

Actions with this label are generally things for which we have the resources and expertise to complete. In many cases, a single unit can be responsible for moving the strategy forward or to lead an

appropriate collaborative effort. We need to prioritize these strategies so that time can be allocated to complete them.

Ready to Develop

Actions with this label are generally things for which we have the resources and expertise for completion. To move them forward will require some planning and development investment, often from multiple stakeholders, so that a collaborative effort is needed. We need to support appropriate units to prioritize the development time needed to complete them.

Foundational Investments

Strategies with this label are straightforward to implement if we had the resources to do so. These actions should be prioritized in future requests for new funding and/or reallocation of existing funding. In most cases, funding for these ideas will build our foundational infrastructure so that we can better serve students.

Aspirational Projects/Directions

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.

Implementation of Current and Future Strategies

Strategies to Support Student Access and Success

During the five years of this plan, the implementation of the SERP will first focus on the implementation and assessment of the strategies that are “Ready to Do” and “Ready to Develop” (below).

Table 1A. Summary of SERP Strategies - Ready to Do (Access [Full descriptions of Ready to Do Strategies](#) here)

	Creating Access	Transitioning & Onboarding	Robust Experience	Retaining to Graduation	Institutional Infrastructure
Ready to Do	<ul style="list-style-type: none"> • Coordinate Enterprise Level Marketing Campaigns for Targeted Recruitment • Develop In-Demand Online Programs that Incorporate Best Practices and that Scale in Size to Address Needs. • Improve & Maintain the Major Finder Tool • Improve the Logon Process for myBoiseState • Update Admissions & Recruitment Funnel Reports 	<ul style="list-style-type: none"> • Support Faculty to Promote Engagement in Co-curricular Learning 	<ul style="list-style-type: none"> • Leverage National Survey of Student Engagement (NSSE) Results to Inform Planning 	<ul style="list-style-type: none"> • Create New University Registration, Advising & Drop Committee • Create Retention Reports (by population) • Create Retention Reports (by timeframe) • Highlight Exemplary Use of the PAR Process in Academic Units • Improve and Unify the Completion Grant process • Improve Ease of Use of D, F, W reports • Increase Integration of Academic Development and Recovery (ADR) Advising and Outreach • Provide Consistent Advisor Training and Accountability • Redesign Weekly Registration Reports 	

Table 1B. Summary of SERP Strategies - Ready to Develop (Access [Full descriptions of Ready to Develop Strategies](#) here)

	Creating Access	Transitioning & Onboarding	Robust Experience	Retaining to Graduation	Institutional Infrastructure
Ready to Develop	<ul style="list-style-type: none"> Utilize Analytics and End-user Feedback to Ensure Navigation of the University Website Effectively Supports Student Access and Success; Explore the Potential for Targeted Spanish Speaking Resources 	<ul style="list-style-type: none"> Create a Canvas Course to Assist Students in Navigating the University Enhance the Campus Interactive Map Expand Application of Mentorship Tools for Yield and Retention (BroncoBridge) Improve Financial Aid Infrastructure Needs Improve the e-Commerce Payment Process Improve Wayfinding to Student Life Essentials resources and Student Basic Needs Increase Access to Campus Housing for Idaho Students Use Marketing and Communication Strategies Tailored for Different Groups of Students to Improve Awareness of Student Resources 	<ul style="list-style-type: none"> Continue Development of in Commuter Connections Program Continue to Leverage Reflection in Finishing Foundations Courses Enhance Support for Student-Centered, Inclusive Teaching Expand Opportunities for Course Redesign Support. Increase Implementation of High Impact Practices Throughout the Curriculum Increase Reach of Educational Development Opportunities Integrate Career Competencies into the Fabric of the Boise State Experience Provide Professional Development for Instructors of Courses with a Critical Mass of First-year Students 	<ul style="list-style-type: none"> Engage in Curricular Audits to Assess & Address Overall Degree Complexity Leverage Curriculum Help Tools (Curriculum mapping and Degree Pathways and 4-year Course Rotation Schedule posted, Degree Tracker and Major Finder) Support Effective Course Scheduling 	<ul style="list-style-type: none"> Create a Collaborative Process for Annual Blueprint for Success goal Setting Make SERP Part of the Campus Culture

We will seek to make as much substantive progress on the “Foundational Investments” and “Aspirational Projects/Directions” as possible by engaging in a process to prioritize “Foundational Investments” (below) so that budget requests can be made as part of the normal university budget request process. Finally, over the five years of the plan we will engage working groups (ad hoc) to explore ways to move the “Aspirational Ideas/Directions” (below) forward and to support new areas of work that need attention. Where, appropriate, we will communicate important needs that may be supported or enhanced by fundraising in Advancement.

Table 1C. Summary of SERP Strategies - Foundational Investments & Aspirational Projects/Directions

(Access [Full descriptions of Foundational Investments Strategies](#) here)

(Access [Full descriptions of Aspirational Projects/Directions Strategies](#) here)

	Creating Access	Transitioning & Onboarding	Robust Experience	Retaining to Graduation	Institutional Infrastructure
Foundational Investments	<ul style="list-style-type: none"> • Create the Center for Early Academic Outreach • Create Two Regional Admissions Counselors Positions • Expand Communication Resources to Improve Financial Literacy • Generate capacity for bilingual (Spanish) enterprise level marketing campaigns • Improve Service Infrastructure That Supports Online Students and Programs • Strengthen and Expand the Community Impact program 	<ul style="list-style-type: none"> • Subsidize Student Housing on Campus 	<ul style="list-style-type: none"> • Create a Hispanic and Latinx Student Center • Expand Analysis and Use of Post/alumni Graduate Outcome Data 	<ul style="list-style-type: none"> • Develop College Enrollment Dashboard Tool • Develop Early Warning Dashboard • Implement Milestone-based Required Advising and Expand Required Advising Holds (RADs) • Increase Capacity in University Health Services - Counseling • Invest in Student Employment • Provide Proactive Academic Support for underserved students 	<ul style="list-style-type: none"> • Build Capacity to Support Assessment of Prioritized SERP Strategies. • Create a Demographic Data Report Tool • Increase Analytical Capacity • Increase Data Literacy
Aspirational Projects/ Directions	<ul style="list-style-type: none"> • Build an Inclusive and Intentionally-designed Space to Support the 	<ul style="list-style-type: none"> • Build Intentional Experiences for students in their 	<ul style="list-style-type: none"> • Create a Unified, Centralized Home for Peer Tutoring Programs • Implement an Integrative Learning Portfolio 		

	Campus Welcome and Visit Experience <ul style="list-style-type: none"> • Make Intentional Connections with Communities • Tell our Story to Idaho 	First Year at Boise State <ul style="list-style-type: none"> • Focus on Connections for Seamless Transitions 	<ul style="list-style-type: none"> • Make Experiential Learning Accessible for Every Student and Integrated into Their Student Journey 	
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Note: A more complete description of all the strategies in tables 1A ,1B and 1C (above), a preliminary idea of who will be involved in their implementation, an estimated timeline and ideas for assessing the impact of the strategy are found in the full “Table of Strategies, Assignments, and Assessment Plans”.

Table 2. Summary of SERP Strategies for Transfer Students

Proposed Strategy
Enhance intentional connections with community colleges, including through the BroncoConnect program, to support the recruitment of transfer students from partner institutions
Regularly meet with key transfer-sending 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).
Support academic departments to better serve transfer students
Revise program curricula to facilitate more effective transfer
Help prospective transfer students navigate by improving the information available online ⁵
Implement technology solutions for transcript evaluations to decrease evaluation time and access.
Support regular connections between Boise State and community college partner advisors

⁵ <https://www.nists.org/post/from-transfer-guides-to-program-maps-updating-your-website-with-student-friendly-terms>

Make the credit adjustment process ⁶ more transparent
Create and maintain a system for making current articulation agreements available
Create a targeted scholarship strategy for transfer students.
Remove barriers to completion for general education requirements for transfer students.
Publish and share an annual transfer student report.

⁶ 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.

The implementation of the SERP will be supported by two structures:

Group #1: Enrollment & Student Success Governance Council (ESSGC)

Purpose: This group will be responsible for high-level oversight of SERP progress. Members will represent the interests of the SERP at the University Executive Council. This group will gather a few times each year to hear updates and consider issues raised by the Enrollment and Retention Action Team (below). Updates will be selected to highlight important progress and to bring forward issues that require prioritization, governance, and oversight so that membership can provide input and/or make decisions. For example, this group will help to prioritize items that should move forward for budget consideration. The group's meetings will allow those who serve on the Exec Team an opportunity to create alignment on issues that impact enrollment and student success and represent these ideas in university decision making. *(This group will replace the extant "Executive Enrollment Committee")*

Proposed ESSGC Membership:

Vice Provost for Undergraduate Studies (co-chair)
Associate Vice President for Enrollment Management (co-chair)
Provost & VP for Academic Affairs
VP for Student Affairs and Enrollment Management
VP for Finance and Administration
Associate Vice President for Budget and Planning
Dean of Students
Dean of Extended Studies
Dean of the Graduate College
Academic Deans (x2)
Vice Provost for Academic Planning
Executive Director of Admissions and New Student Programs
Faculty Senate representative

Group #2: Enrollment and Retention Action Team

Purpose: This group will meet monthly and is responsible for implementing the university's Strategic Enrollment and Retention Plan, with special attention to the "Ready to do" and "Ready to Develop" strategies. It will seek to prioritize strategies based on their potential impact on access and retention. It will gather and review data, assess the impact of efforts, contribute to annual modifications to the plan, and engage various units and groups to implement aspects of the plan. This group will work to determine what information the ESSGC needs and identify issues that need input or prioritization from the ESSGC.

Membership

Co-chairs: AVPEM, VPUGS
Institutional Effectiveness representative
Dean, Associate Dean, or Dept chair (x2)
AVP for Student Communications and Marketing
~8 Staff and faculty who can represent the following areas of work impacting the student experience
- Creating access

- Transitioning/onboarding
- Robust experience
- Retention to Graduation

Student (1-2)

Additional members might be drawn from specific implementation working groups (e.g., projects under development or those focused on aspirational strategies)

Possible ideas for FY23 (Yr 1):

- First Year Experience
- Experiential Learning
- Capacity Planning
- Policy Committee: University Registration, Advising & Drop (plus) Policies
- Enrollment & Outreach (continue some form of the current committee)
- Data and Assessment Committee

Membership may rotate regularly (e.g., on an annual basis) to reflect the focus of work at a given time and also to provide space and opportunity for multiple voices to contribute.

Others may be invited, or request to be involved, on an ad hoc basis based on the need to discuss issues impacting the success of particular groups of students.

An annual calendar and planning cycle will be developed that attends to external due dates (e.g., for SBOE reports), dates for surveys and other data collection, the budget cycle, etc.

The SERP is the foundation for a dynamic process of continuous improvement. Changes to the plan will be captured annually in a progress report.

A variety of the ideas in this SERP will benefit from support in the Advancement office. The Enrollment and Action Team and the ESSGC will engage the Advancement office in considering ideas that will benefit from specific fundraising efforts.

Communicating about the SERP

Because providing access and supporting students effectively is part of everyone's job across the university, it is important that there be a way for staff and faculty to be able to find information about the SERP and its progress.

- A [website](#) provides access to data, planned strategies, and progress on the SERP.
- The SERP leaders and members of the Enrollment and Retention Action Team will provide regular updates to both the SAEM leadership team and the Academic Leadership Council/Deans Council, and will be available for presentations/discussions for units and departments upon request.
- Regular newsletter updates will be shared with Academic Affairs and Student Affairs & Enrollment Management

In addition, we will host an annual summit. People working on committees, along with folks in colleges, departments, and units that have been working on the goals of the SERP will come together to share and celebrate what has been accomplished during the year and work to identify what is important to work on in the coming year.

Supporting and Implementing the SERP

As the plan's implementation moves forward, we intend to use the following principles, which were inspired by the Review Team discussion (see Appendix A).

1. Students should be involved as partners when planning for implementation of a given strategy.
2. Our focus will be to change systems and institutional culture (students are not the problem to be solved); we will use an asset-based orientation toward students.
3. We will seek to use the best data available to be sure a solution aligns with the SERP goals and justifies investment; data should be disaggregated to help us explore how we are serving different groups of students
4. We will seek to connect the various efforts in place to support students and to find ways to connect students to resources proactively
5. We will engage in a continuous organizational learning process in order to increase our capacity to effectively serve diverse groups of students. We will acknowledge there is more to learn.

Connecting to Synergistic Work

This SERP is one of a number of initiatives/plans that impact the university's thinking around enrollment and retention. We will seek to find synergies and to amplify other important efforts that impact enrollment and retention at Boise State. Specific initiatives we intend work to align with include:

- The Next Frontier Data Project
- The 2021 Future of Online Report
- The ongoing work of the HSI Committee
- Bronco Reconnect
- Salesforce/CRM implementation
- College and Department Strategic Plans for Enrollment
- Other initiatives aligned with Blueprint for Success goals

Next Steps for Strategic Enrollment and Retention

The strategies outlined in this plan (e.g. Table 1A, 1B and 1C and Table 2) are concrete and provide focus for investment of human and financial resources in support of the plan's goals in closing institutional performance gaps. Our original process identified two additional areas for which additional concrete strategies are needed to provide support for Strategic Enrollment and Retention at Boise State. The first of these, attention to transfer students, has now been converted into a set of strategies. The second, below, remains a need. As the plan unfolds, we will engage new working groups to generate ideas focused in these and other areas. New strategies that emerge from this process will be added to the plan through yearly updates to the SERP's progress.

Enrollment and Capacity Planning and Financial Modeling

The Blueprint for Success Strategic Plan identifies a target for growth in enrollment and graduation. However, the size of our incoming class is currently limited by course capacity, as well as housing and other infrastructure. Our immediate next steps are to connect enrollment capacity at the program level (in University Foundations, colleges and departments) with enrollment projections, financial modeling, and budget planning. In addition, new work will seek to connect intentional planning for the closure of institutional performance gaps

to existing current processes (e.g., PAR, annual budget planning, Program Prioritization, University Curriculum Committee).

Examples of the kinds of ideas that are needed:

- Strategies to address bottleneck courses with insufficient capacity for incoming students (1st year and transfer)
- Strategies to address bottlenecks/capacity issues within majors/programs
- Processes to connect the planning for future expansion or new programs to capacity issues
- Identification of where there IS bandwidth and how to best leverage it for student progress
- Connection of capacity to total recruitment goals for 1st year and transfer students
- Financial modeling that can help predict the impact of projected changes on net tuition revenue.

Intentional Planning for Transfer and Part-time Students (Now underway)

While the transfer student experience surfaced in a limited way in the strategies of the current SERP plan, our students would be better served if we revisited the specific needs of transfer and part-time students. In future work, we will attend to issues of access, transitioning and onboarding, robust experience and retention to graduation for this important group of students. We will articulate clear goals for this population in order to attend to institutional performance gaps for this group of students.⁷

The following ideas, which emerged from Working Group 6, will serve as a starting point for idea generation related to how to better serve transfer students. In addition, we will explore ideas from the Idaho State Board of Education related to serving transfer students.

- **Build Intentional Support Systems for Transfer and Adult Students:** Make Pre-application transfer credit assessment and academic pathway exploration available via front-facing technology. Make remaining credits, cost and time to degree transparent, as this information is critical for students who have completed some credits. Connect students with personalized support. Create additional transfer and adult-focused ways to demonstrate learning outcomes and receive credit to recognize the breadth of experience students bring from their previous learning. In addition, consider that most plans are designed as four year plans with full time study. Allowing for alternative views for core-certified transfer students and/or part time enrollment will help students envision their progress. Improve transfer pathways from community colleges (e.g., BroncoConnect). (WG6.S5 and Future of Online Programs recommendation)

Acknowledgements

The creation of this plan has been a collaborative effort in the truest sense. Effective enrollment and retention planning requires the best thinking from a wide range of stakeholders across campus. The engagement and participation of so many colleagues is a strong reflection of the fact that we all have an important role to play in the recruitment and retention of our students.

We wish to express our appreciation to

⁷ Graduation goals for transfer students need to be set separately from the 6 year graduation rate we use for first-time-full time students.

- working group leaders and members (below) who worked during Sp2022 to generate fantastic ideas to serve our students
- members of the Review Team (below) who did an initial digest of the strategies in May 2022
- Leaders of the HSI committee, Diana Garza, Francisco Salinas, and Alicia Garza, who offered helpful input at critical junctions to improve the process
- Sarah Lausch, who analyzed data from our initial brainstorming meeting in April 2021
- Members of the 2023 transfer student working group
- Others who expressed interest in the process and contributed along the way

Thank you to all those whose best thinking contributed to this effort!

WG1: Student Development, Connections, & Wellbeing Working Group

- Lauren Oe (Associate Dean of Students, SERP WG Co-Chair)
- Candyce Reynolds (Director, General Education Program, SERP WG Co-Chair)
- Lynda Tieck (Senior Associate Director, Housing and Residence Life)
- Francisco Salinas (Assistant to the Vice President for Equity Initiatives)
- Tebraie Johns (Senior Coordinator for Student Organization Engagement)
- Sharon Gilchrist (Senior Financial Aid Counselor)
- Sage Rust (Academic Success Project Coordinator)
- Krishna Pakala (Assistant Professor, Mechanical and Biomedical Engineering)

WG2: Academic Advising and Student Transitions

- Tomas Baiza (Director, Academic Advising and Support Center, SERP WG Co-Chair)
- Zoe Segnitz (Director, New Student Transition and Family Connections, SERP WG Co-Chair)
- Kit Scott (Associate Dean, Clinical Associate Professor, College of Business and Economics)
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- Ramon Silva (Senior Associate Director of Admissions, Recruitment)
- Ashley Mauchley (Associate Director, Student Success and Advising)
- Marcee Boggs (Programs and Projects Coordinator, College of Arts & Sciences)

WG3: Academic Experience & Career Readiness

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- Donna Llewellyn (Executive Director, Institute for Inclusive and Transformative Scholarship, SERP WG Co-Chair)
- Kara Brascia (Director, Service Learning)
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- Katherine Wright (Assistant Professor, Literacy, Language and Culture, Graduate Programs Coordinator)
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WG4: Academic Programming & the Student Learning Experience

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WG5: University Infrastructure, Policies and Processes

- Renee Rehder (Senior Associate Director Enrollment Services, SERP WG Co-Chair)
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WG6: University Recruitment & Outreach

- Niki Callison (Executive Director, Enrollment and Student Success, SERP WG Co-Chair)
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WG7: Data Group

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2021 Review Team

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- Ro Parker (Senior Manager, Student Equity)
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- Gabe Rosenvall (Associate Athletic Director, Student-Athlete Academic Services)
- Dawn shepherd (Associate Professor, Department of English, Associate Director First-Year Writing Program)

- Gabriel Stephens (Associate Director, Systems and Production, Financial Aid)
- Charlie Varland (Director, Student Involvement and Leadership Center)
- Amy Vecchione (Assistant Director, Research and Innovation, eCampus)
- Chris Wuthrich (Dean of Students)

Transfer Working Group

- Andrea Orozco, Assistant Director of Strategic Enrollment, co-chair
- Susan Shadle, Vice Provost for Undergraduate Studies, co-chair
- 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

With much appreciation,

Kris Collins, *Associate Vice President for Enrollment Management, SERP Co-Chair*

Susan Shadle, *Vice Provost for Undergraduate Studies, SERP Co-Chair*

Table of Strategies, Assignments, and Assessment Plans

Descriptions of the planned strategies are found in the tables below. Because they are more complex, Aspirational Projects/Directions are described in text. For strategies in the tables, the unit(s) that are proposed to be involved in implementation are listed, along with preliminary ideas for how the impact of the implementation can be measured. We have used abbreviations to save space; a complete list of the abbreviations is provided at the end of this section. As implementation gets underway, the “who” (and implementation roles) might be modified, the strategy itself might be further refined, and the plan for assessment will be finalized.

Ready to Do

Creating Access - Ready to Do

Action/Project	Description	Who	When	Assessment Plan
Coordinate Enterprise Level Marketing Campaigns for Targeted Recruitment	Intentionally create campaigns centered on the experience and success of first generation, low income, rural and Latinx students. Use stories to enable target populations to see themselves and their needs and concerns, recognizing that many of these populations will access Boise State via a transfer pathway from a community college. Leverage the CRM with segmented content by target population. Highlight scholarships, transferring, and both online and on-campus degrees. (WG6.S3)	SCM + ExS + OCM		Note as completed; other measures
Develop In-Demand Online Programs that Incorporate Best Practices and that Scale in Size to Address Needs.	Expand online course and degree offerings to provide Idaho students with flexible learning options to meet their educational goals. 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. (WG6.S4 and Future of Online Programs)	ExS + AcD	Year 1	
Improve & Maintain the Major Finder Tool	Redesign the Major Finder tool with input from departments; update it annually, in coordination with catalog and curriculum changes. (WG5.S7)	Reg + OIT + AcD + ADMNSP	Year 1	Note as completed; # of users; follow # of undeclared students

Improve the Logon Process for myBoiseState	The current myBoiseState account creation/reset process needs to be updated/reworded to alleviate confusion for new students/first time users. (WG5.S2)	OIT + EnS	Year 1	Note as completed
Update Admissions & Recruitment Funnel Reports	Add a funnel report for each of the institutional performance gaps for reporting and analysis. (WG7.S10)	EnS	Year 1	Note as completed

Transitioning and Onboarding - Ready to do

Action/Project	Description	Who	When	Assessment Plan
Support Faculty to Promote Engagement in Co-curricular Learning	The students most vulnerable to attrition are less likely to seek community engagement opportunities. Since all students reach the classroom, we should work to be sure every faculty member is aware of the value of co-curricular involvement and of the opportunities available to students so that faculty can act as advocates for involvement.i (WG1.S10)	SA + CTL		greater engagement of students in target groups

Robust Experience - Ready to do

Action/Project	Description	Who	When	Assessment Plan
Leverage National Survey of Student Engagement (NSSE) Results to Inform Planning	Embed the use of the NSSE across a variety of programming. Analyze the NSSE data with an eye toward the student groups of interest to SERP. Utilize it to inform high impact practices and engagement opportunities. (WG7.S9)	IE + ProvO + CTL	Year 1	

Retaining to Graduation - Ready to do

Action/Project	Description	Who	When	Assessment Plan
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Create New University Registration, Advising & Drop Committee	Create a new committee dedicated to reviewing, revising and updating current policies and processes related to registration, advising and drops. This would be a regular standing university committee working each year to make practices relevant and efficient. Suggested items for the committee to review: Incomplete grade and registration hold policies. New helpful math placement procedures and revised drop deadlines. A more user-friendly academic calendar on the university website, etc. (WG5.I6)	Ad hoc committee + AcadStds + EdC	Work begins Year 1	how would we measure fewer snags in student progress?
Create Retention Reports (by population)	Create a data structure in the data warehouse that facilitates large scale data tracking for various populations; includes publishing part-time and online student retention/graduation reports. (WG7.S5)	IE + EnS	Year 1	Completed or not
Create Retention Reports (by timeframe)	Create additional cohort-based persistence analysis to track retention & persistence for 2nd to 3rd year and 3rd to 4th year. (WG7.S4)	IE + EnS	Year 2	Completed or not
Highlight Exemplary Use of the PAR Process in Academic Units	Identify best practices for program assessment related to accessible degree attainment and program/course offerings. Highlight programs doing exemplary PAR work. (WG4.S7)	IE + CTL		Increased quality of PAR reports
Improve and Unify the Completion Grant Process	Create a unified process amongst all of the relevant stakeholders with a dedicated funding source for these grants as well as a conspicuous and clear page on our website that explains how to apply for this aid. (WG5.S5)	SA	Begin work Year 1	More students receive grants
Improve Ease of Use of D, F, W reports	Create a tool in which faculty and departments can easily access and analyze their DFW rates by various demographics. (WG7.S6)	IE + ProvO + CTL + Reg + BIRS	Year 1	Completed or not; decreased DFWs
Increase Integration of Academic Development and Recovery (ADR) Advising and Outreach	Increase inter-unit collaboration within colleges and ADR to ensure multiple points of advising support, resulting in fewer underserved students with lack of an intervention. (WG2.S5)	AASC + Coll + AcD		more students retained after struggling

Provide Consistent Advisor Training and Accountability	Create a university-wide training for all academic advisors, regardless of major or college. Offer consistent onboarding and additional ongoing professional development opportunities.(WG2.S6/WG5.I7)	AASC + UAN + Coll		positive responses on advising survey; increased use of advisors
Redesign Weekly Registration Reports	MyInsights report was developed for one purpose and some deans are receiving auto-delivery of the report but the report could be improved. Assess what the Deans need and redesign the report based on feedback with updated methods. (WG7.S7)	IE + EnS + ProvO + Deans + BIRS	Years 1-2	Completed or not

Ready to Develop

Creating Access - Ready to Develop

Action/Project	Description	Who	When	Assessment Plan
Utilize Analytics and End-user Feedback to Ensure Navigation of the University Website Effectively Supports Student Access and Success; Explore the Potential for Targeted Spanish Speaking Resources.	<p>Conduct a comprehensive review of our website in regards to navigation and language. Engage a cross functional team of web developers, students, and campus partners to ensure that our website not only works for our students but our staff, and other campus partners. Intentionally include students impacted by our institutional performance gaps in the process.</p> <p>Assess where web-based spanish-speaking resources might have the biggest impact on student access and success. Work intentionally toward their incorporation into our university web presence.</p> <p>(WG5.S3)</p>	OCM + SAEM		Note as completed

Transitioning and Onboarding - Ready to Develop

Action/Project	Description	Who	When	Assessment Plan
Create a Canvas Courses to Assist Students in Navigating the University	Create a Canvas course that can be accessed by all students. "Navigation Bronco Info" course. The course would contain links and resources that many of our students are looking for including a calendar with important dates and deadlines. (WG5.S6)	SF + OIT + LTS		Metrics of students who access the site.
Enhance the Campus Interactive Map	Invest in wayfinding tools that grow student understanding of what's available. Explore capacity to build out the map to include student study spaces, resource offices (e.g., food pantry is currently on the map) with links to office webpages. (WG1.S5)	OCM + DoS + OIT		Complete or not
Expand Application of Mentorship Tools for Yield and Retention (BroncoBridge)	Build a culture of connection through mentorship on campus by strengthening use of, and engagement in BroncoBridge/PeopleGrove. Leverage PeopleGrove as a hub for peer and advisor mentorship starting at admission to the university. Increase connections in the enrollment stage based on shared identities/affinity groups as well as the career/networking space. Promote a sense of belonging early and often. (WG1.S9/WG2.S2/WG6.S9)	EnS	Begin in Year 1	
Improve Financial Aid Infrastructure Needs	In order to improve student access to Financial Aid resources, the university should improve the phone queue system, advance technology which allows signatures from students and parents and implement a CRM to manage email and appointments. (WG5.S1)	OIT + FA		Increase in resources
Improve the e-Commerce Payment Process	It is proposed that once the transition of our E-commerce to TransAct Campus is complete, create a centralized page on our website where all student facing merchants are listed and hyperlinked. This site would also need to be monitored and updated regularly to ensure that only current information is listed. (WG5.S6)	SF + OIT		Complete or not
Improve Wayfinding to Student Life Essentials Resources and Student	Enhance wayfinding to the Student Life Essentials webpage. Put this webpage at the forefront of all communication about student wayfinding. Explore the possibility of adding links on the main	DoS + SCM + OCM	Year 1	Coordination of resources

Basic Needs	Boise State webpage. Include in all mass emails relevant to students in need of accessing resources. Consider strategies (e.g., one-stop shop, resource hub model) for student basic needs and support. (WG1.S8)			
Increase Access to Campus Housing for Idaho Students	Make Housing available to Idaho residents prior to nonresident students. (WG2.S3)	Housing + EnS		Increase in guaranteed, affordable beds dedicated to Idaho Students
Use Marketing and Communication Strategies Tailored for Different Groups of Students to Improve Awareness of Student Resources	Strengthen student access to resources and knowledge of how to locate them when they need them. Increase faculty, staff and parent confidence in and knowledge about resources to help students. Engage with students where they are by using social media channels such as TikTok, investing in a texting platform, and/or adding resources on the walls in the classroom. Hold a Co-curricular Conference day in which faculty/departments learn about SAEM engagement and support resources. (WG1.I1)	SCM + SA		Complete or not

Robust Experience - Ready to Develop

Action/Project	Description	Who	When	Assessment Plan
Continue Development of in Commuter Connections Program	Support first year commuter students to opt in to ongoing support from peer navigators in their first semester (WG2.S1)	ADMNSP + SILC		Number of commuter students engaged in a commuter connection effort
Continue to Leverage Reflection in Finishing Foundations Courses	Take stock of the reflection framework and process used in Finishing Foundations; make improvements or align with new efforts that have emerged in order to maximize the impact of that reflective work (WG3.S1)	FF subcommittee of the GEC		
Enhance Support for Student-Centered, Inclusive Teaching	It is proposed that more faculty redesign their pedagogy, practices, and curriculum to be attractive and welcoming to a greater diversity of students. This would require modifications of workload policies to include professional development, additional professional development opportunities, evaluation expectations for PD growth	CTL + BUILD + Coll + AcD		

	in the area of inclusive teaching, items on course evals related to inclusion and/or student centeredness. Peer evaluation of teaching where evaluators are trained to assess and support inclusive teaching. (WG5.S9)			
Expand Opportunities for Course Redesign Support	Add to existing structures and incentives for course redesign to support student success, focused on the incorporation of high-impact practices, principles of Universal Design, and best practices for inclusive teaching. (WG4.I2)	CTL + Coll + AcD		
Increase Implementation of High Impact Practices Throughout the Curriculum	Intentionally promote the use of high-impact practices in existing educational development work with faculty cohorts, departments/colleges, and university-wide initiatives. (WG4.S4)	CTL + Coll + AcD		
Increase Reach of Educational Development Opportunities	Create educational development programming focused on inclusive teaching and student success tailored to the specific needs of faculty cohorts based on course type, college, department; partner with chairs and deans to build buy-in for engagement. (WG4.S2)	CTL + BUILD + Coll + AcD		
Integrate Career Competencies into the Fabric of the Boise State Experience.	Students develop and enhance many of the critical skills associated with career and community readiness and even life. We need to Intentionally call out these skills in the classroom and across the university to help students learn to articulate them to key audiences as they take their next steps beyond Boise State. Identify key competencies (from ULOs, NACE Competencies, etc.) that Boise State ensures students will have the opportunity to develop and then integrate them into the universities common language and practices and in/out of classroom experiences. Embed competencies and assessment of competencies into High Impact Practices. (WG3.I2)	CTL + Career Svcs + Coll + AcD		
Provide Professional Development for Instructors of Courses with a Critical Mass of First-year Students	Launch a professional development program for instructors of courses commonly taken by first-year students. It will focus on building a learning community around supporting the success of students in their first year - with an emphasis on classroom strategies that will foster retention and persistence for Pell-eligible,	CTL + Coll + AcD	Pilot in Aug of 2022	

	First-generation, Latinx, and Rural students. (WG4.I1)			
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Retaining to Graduation - Ready to Develop

Action/Project	Description	Who	When	Assessment Plan
Engage in Curricular Audits to Assess & Address Overall Degree Complexity	Engage academic programs in a review and rationalization of degree paths with focus on curricular efficiency. Minimize spread of major-specific courses into Foundations requirements. Improve students' understanding of curricular requirements to better support steady progress towards graduation. Ensure our Foundations courses are transferable. (WG2.I2/WG4.I5)	GEC + AcD + ProvO + Reg		Fewer foundational/core classes specified as major requirements, increased degree efficiency of students Reduction in co-reqs and pre-reqs, increased degree efficiency of students
Leverage Curriculum Help Tools (Curriculum mapping and Degree Pathways and 4-year Course Rotation Schedule posted, Degree Tracker and Major Finder)	Have a change in policy that requires that academic units have a four year rotation of classes posted to their site that is updated annually to ensure that students can effectively plan their major decisions. Implement a comprehensive audit of the mapping of our classes and sequences to ensure that those match the needs of the current job market. (WG5.S10)	Reg + ProvO + AcD		Reduction in co-reqs and pre-reqs, increased degree efficiency of students
Support Effective Course Scheduling	Support course/schedule planning processes to reduce curricular bottlenecks, course conflicts that impact student progression; offer an intentionally distributed class schedule, in mode and meeting pattern. (WG4.S8)	ProvO + UAN + AcD + Reg		Reduction in schedule bottlenecks, increased degree efficiency of students

Institutional Infrastructure - Ready to Develop

Action/Project	Description	Who	When	Assessment Plan
Create a Collaborative	Create a collaborative process that involves a variety of	ESSGC	Begin	Completed or not

Process for Annual Blueprint for Success Goal Setting	stakeholders, including an executive enrollment committee, to develop targets in late fall to support the Blueprint for Success formation annually. (WG7.S2)		in Year 1	
Make SERP part of the Campus Culture	It is proposed that each department/unit that is student facing incorporate discussions of student enrollment and retention in their annual/quarterly planning processes. (WG5.S4)	SERP Leadership and Executive Leadership	Begin in Year 1	Number of recommendations adopted year over year, number of initiatives receiving new institutional funding

Relevant Acronyms/Abbreviations

- AASC = Advising and Academic Support Center
- AcD = Academic Departments
- AcadStds = Academic Standards Committee
- ADMNSP = Admissions & New Student Programs
- ALC = Academic Leadership Council
- BIRS = Business Intelligence Reporting Services
- BUILD = BSt Uniting for Incl & Ldrship in Diversity
- Coll = Colleges
- CTL = Center for Teaching and Learning
- DOS = Dean of StudentsOffice
- EdC = Ed Council
- EnS = Enrollment Services
- ExS = Extended Studies
- FA = Financial Aid
- HR = Human Resource Services
- IE = Institutional Effectiveness
- OCM = Office of Communications & Marketing
- OIT = Office of Information Technology
- ProvO = Provost’s Office
- Reg = Registrar
- SF = Student Financials
- SA = Student Affairs
- SCM = Student Communications & Marketing
- SILC = Student Involvement and Leadership Center
- UAN = University Advising Network
- UHS = University Health Services

Foundational Investments

These are items for which budget requests for new funding or reallocated funding need to be made. Within this list, we need to prioritize. The SERP is recommending these strategies be evaluated by the *Enrollment and Student Success Governance Council* to determine priority and to identify responsibility for moving budget requests (for new money or reallocated funds) forward.

Creating Access - Foundational Investments

Action/Project	Description
Create the Center for Early Academic Outreach	Create a center, staffed by new positions to coordinate or collaborate with colleges on all pre-college academic and college readiness programming across Boise State, including a new Parent Academy created in partnership with local school districts. Student/Parent programming would begin in middle school with incentives for completion. Faculty and advising staff would be required participants in Parent Academy, as one goal is to expand major/career perspectives to include emerging, interdisciplinary, and other novel programs. Such coordination would create a K-12 pipeline leading to undergraduate admission. (WG6.I1)
Create Two Regional Admissions Counselors positions	The access gap for rural students will benefit from having at least two regional admissions counselors in and/or near the more rural areas of Idaho. A regional admissions counselor will increase Boise State's presence in rural areas and provide rural students' with better access to admissions representatives. They would be able to visit rural high schools and communities much more often, and at a lower cost than the current set up allows. (WG5.I3)
Expand Communication Resources to Improve Financial Literacy	Create a position, events, campaigns and communications to focus on Financial Literacy. Normalize and demystify the experience of paying for college by providing proactive guidance and positive financial counseling (not just financial aid, but all financial areas) Include higher ed advocacy & value of higher education. (WG5.I1/WG6.I3)
Generate bilingual (Spanish) enterprise level marketing campaigns	Create a bilingual communications position and/or contract out for services to allow for targeted recruitment communication in Spanish. (modified from WG6.S3)
Improve Service Infrastructure That Supports Online Students and Programs	Improve services, especially the timelines for enrollment processing, that support online students and online programs. To include Enrollment Services, Graduate College, Student Financials and Veterans' Services. (Future of Online Programs)

Strengthen and Expand the Community Impact program	Engage stakeholders from Idaho communities to design and deliver relevant educational programming that benefits rural communities and their students. (WG6.S8, Future of Online Programs)
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Transitioning & Onboarding - Foundational Investments

Action/Project	Description
Subsidize Student Housing on Campus	Implement a Subsidized Housing program that supports students with high financial need who would benefit from living on campus. Program would include wraparound support services, including case management support, workforce development, and budgeting. (WG1.I4)

Robust Experience - Foundational Investments

Action/Project	Description
Create a Hispanic and Latinx Student Center	Create a dedicated physical space, staffed to support peer-to-peer connections, offer cultural programming, and connect students to needed resources for Latine students and others interested in Latine language and culture; Build on the success of Casita Nepantla. (WG1.I5)
Expand Analysis and Use of Post/alumni Graduate Outcome Data	Invest in sustaining and/or expanding the analyses and use of alumni outcome measures; Identify a set of metrics that will be communicated to university leadership and stakeholders each year in both aggregate and disaggregated forms. (WG7.S8/WG3.S5)

Retaining to Graduation - Foundational Investments

Action/Project	Description
Develop College Enrollment Dashboard tool	Create a tool in which colleges can access and assess their college level enrollment information, including data on institutional performance gaps. (WG7.S3)
Develop Early Warning Dashboard	Create a tool in which colleges and advisors could identify students at-risk. (WG7.I1)
Implement Milestone-based	Increase consistency of required advising experience for all students regardless of major. Require academic

Required Advising and Expand RADs	advising at regular intervals (NSO / 1T / 30 / 60 / 90 credits and/or change of major), minimizing the risk of students going “off track” and creating opportunities for the communication of essential academic information. (WG2.S4)
Increase Capacity in University Health Services - Counseling	Counseling Services regularly has a waitlist which delays students’ ability to see a counselor. Add telehealth vendor service to help reduce the demand on UHS. (WG1.S3)
Invest in Student Employment	Revive LEAP strategic recommendations to help student employees connect their education with their work for the university. Pay students more in order to compete with the market wages and subsidize parking-passes for students who qualify for work study. (WG1.S4)
Provide Proactive Academic Support for Underserved Students	Proactively Identify students most likely to struggle academically (potential independent variables: incoming HSGPA, test scores, various socio-economic statuses, etc.). Support these students with specialized academic support programming (e.g., Summer Bridge program, targeted communications re: support, midterm grade checks, etc.). Help students to anticipate academic challenges and address them before they disrupt a student’s progress toward graduation. (WG2.I4)

Institutional Infrastructure - Foundational Investments

Action/Project	Description
Build Capacity to Support Assessment of Prioritized SERP Strategies.	Invest in assessment so that strategies that are chosen are operationalized and evaluated for opportunities for continuous improvement. (WG7.I4)
Create a Demographic Data Report Tool	Develop a mechanism/tool where departments can easily access the demographic data (specific to the institutional performance gaps) of the students they serve (or under-serve) and could make systematic changes to improve access and retention. Assess existing reports for the addition of disaggregated data. (WG7.I3)
Increase Analytical Capacity	Increased federal and state reporting requirements has caused resource constraints for other analysis. Add analytical staff to support streams of analysis that address institutional performance gaps. (WG7.S1)
Increase Data Literacy	Develop new methods for increasing data literacy and building capacity around data (e.g., communication, training, etc.) (WG7.I2)

Aspirational Projects/Directions

The following strategies represent bold and aspirational directions that will support Boise State to better serve students and close institutional performance gaps. In some cases, additional work is needed to prioritize ideas and/or to identify first steps, as well as to identify the resources that would be needed for full or partial implementation. In other cases, the ideas need buy-in and planning from multiple parts of the university to move forward. Future work will identify small steps and pathways that might be taken to achieve these aspirational ideas.

Aspirational Ideas to Expand Access to a Boise State Degree

Given Idaho's continuing decline in the college go-on rate (46% in 2019 and 37% in 2021), in order to maintain enrollment and equitably serve the full range of students in Idaho, the SERP recommends the following aspirational ideas.

Build an Inclusive and Intentionally-designed Space to Support the Campus Welcome and Visit Experience

- Admissions has exceeded space capacity for quality hosted visit experiences. The Boise State Welcome Center will be a modern, interactive physical space specifically dedicated to welcoming thousands of visitors annually for information sessions and campus visits. The space proactively tells our story and points of pride. The Center is centrally located and easily accessible to parking and public transportation. The Center will be staffed by a functional lead and Student Ambassadors. Designated campus visit space allows for greater diversification of visit options, including hosting Bilingual (Spanish-English) visits led by Bronco Ambassadors, and expanded Transfer and Non-Traditional Student visits with Ambassadors with those lived experiences. Key populations of first-generation, Latino/Hispanic and rural Idaho students will be able to access a special visit that previously was not an option due to space availability. Experiencing a quality campus visit is correlated with taking next steps (applying, enrolling at Boise State). The Center (and its staff) will positively impact rates of commitment to Boise State among key groups. (WG6.I2)

Make Intentional Connections with Communities

- **Community Centered Learning and Support:** Establish a Center For Community Impact to create wrap-around community engagement, community-focused learning and community-based support structures. The Center will intensify the focus and volume of educational activities dedicated to underserved communities (both in our target populations and geographically in Idaho) by investing in students in their communities of choice. The Center will provide a clear "front door" to the university that enables Idaho communities to leverage resources and connections throughout Boise State. The Center will promote holistic learning choices - online courses and degrees, experiential learning opportunities, campus-based activities, and community college dual admission/dual enrollment pathways. Idahoans do not feel they need to choose between higher education and their community. Robust community college partnerships will maximize transfer options and include intentional advising with seamless degree pathways. All choices will be complimented by regionally-based support staff who specialize in holistic student support and community engagement beyond the campus footprint. (WG6.I4) (EnS, ExS, AcD, CFO)
- **Community Impact Programs:** Increase the number of communities engaged and supported to reach more rural students in Idaho. Target communities with strong Latinx populations. Communities that engage gain a deep connection to Boise State and a shifted perception of higher education. Include

concurrent enrollment and non-credit programming to impact the broadest population in the community. Invest in additional scholarship funds that remove the financial barrier. (WG6.S8)

- **Leverage Early Mentorship and Support Networks:** Leverage TRIO, CAMP, AVID and Concurrent Enrollment staff to facilitate training and support of these higher education advocates who are already embedded in schools throughout the state. (WG6.S9)

Tell our Story to Idaho

- Fund and deploy a comprehensive, enterprise level recruitment-focused marketing campaign with Idaho centric audiences, stories, talking points and calls to action. We must move beyond unit-level campaigns and messaging to create a unified brand campaign focused on Boise State as an asset. Focus on the strong “why’s for an Idaho student and their family to make higher education valued and Boise State their first choice institution. To change the current narrative, messaging must be focused, comprehensive and sustained. We must leverage existing and emerging CRM platforms, digital targeting tools, organic and paid channels, emerging technologies, physical spaces and every website that engages students. Our brand campaigns must be pervasive and thrive beyond athletics and athletic events. (WG6.I5) (OCM, EnS, ExS)

Aspirational Ideas to Support Student Transitions and Onboarding

The ideas in this group support student belonging and connection. They build on existing work at the university and invite us to focus on coordination and seamless experiences for students, as well as integrating support into existing courses, combining academic and community building experiences to foster mattering, belonging, and academic persistence, and laying the foundation for students to connect their academic studies to career readiness.

Build Intentional Experiences for Students in their First Year at Boise State

- **Identify, Articulate, and Operationalize a Clear, Intentional Boise State First-Year Experience (FYE):** Integrate support into existing courses that primarily serve first-year students; combine academic and community building experience to foster mattering, belonging, and academic persistence; mandate first-semester participation for students with low GPA upon entry (successful completion would result in second-semester stipend). Prioritize engagement of target student groups early on in their enrolled time; incentivize their re-enrollment in a second semester. (WG2.I1) (UF, ADMNSP, COAS, ProvO)
- **Introduce a Purpose Plan in UF 100:** Incorporate a Purpose Plan into our students’ academic experience to help them think about why they are here, what they want to get out of their college experience and how they are going to do that. The purpose plan created in UF 100 would be a living document that would be directly tied to the midpoint check-in reflection assignment (where we could also catch transfer students) and the Finishing Foundations reflection assignment. The development of a Purpose Plan within academic coursework and that runs through all academic majors ensures that every student has an opportunity to “check in”, creating an opportunity to get connected to resources that will help them reach their goals. (WG3.I1) (UF, Career Services, AcD, Coll)
- **Ground Educational Development and New Initiatives in University Foundations:** Leverage the central role of UF, FD courses in the academic experience of nearly all new students. Use University Foundations as a home for new educator development initiatives, as well as High Impact Practices with a demonstrated positive impact on institutional performance gaps. (WG4.S1) (UF, COAS, LTC)
- **Create Cohort Models for Learning:** Increase cohort opportunities beyond living/learning communities. Create opportunities/models related to major, interest, student organizations, etc. Create opportunities for online students to experience the cohort model. (WG4.S5)

- **Integrate Academic Skills Modules into Foundational Courses:** Introducing academic skills in the first year programs. We have an opportunity to reach more students than we currently cater to. While many of the first year courses challenge students to grow their academic skills, there is an opportunity to make this part of the course curriculum. Foundational first year courses should have some level of education/training around fundamental study skills. Ideally, these sessions, workshops or in-class assignments would be facilitated through a resource office like the AASC, the Writing Center, etc. (WG1.S6)

Focus on Connections for Seamless Transitions

- **Community College Partnerships:** Community college pipelines are fully defined with strong faculty commitment and connections across institutions. Community college staff serve as ambassadors in the transfer experience and promote seamless transitions to a bachelor's degree. Students who start at a community college can map their full degree plan and understand the milestones for success in earning a bachelor's degree at Boise State. Expansion of current programs (like BroncoConnect), support structures and data sharing across institutions will be critical for early engagement with transfer students and degree planning. (WG6.S6) (EnS, ProvO, AcD)
- **Enact an Intentional Approach to Professional-to-student and Peer-to-peer Mentoring:** Students who have effective mentoring relationships are more likely to persist and graduate. We should develop a common university definition and a coherent, intentional approach to mentoring using both peer mentors and staff/faculty mentors (WG4.S6)
- **Student Advocates and Ambassadors:** The college going process is complex. Our current service model can feel disjointed and siloed to students. Just when they start building a connection with someone, they feel passed on to another office. Expand Admission Counselor and Student Success Coach teams to provide support from inquiry through enrollment for target populations. (WG6.S7)

Aspirational Ideas to Ensure Every Student has a Robust and Engaging Academic Experience that Retains Them to Graduation and Prepares Them for a Future Career

The ideas in this group are aimed at fostering a learning environment enriched by robust experiential learning opportunities and scaffolded across the curriculum. Several ideas connect to those above related to the first year experience for new students. While many opportunities for engagement already exist at Boise State, the aspirational ideas here are designed to make these kinds of experiences accessible to all students, both because they enhance learning and also because they are important opportunities to connect the academic experience to career development and readiness.

Create a Unified, Centralized Home for Peer Tutoring Programs

- Implement a coherent, university-wide approach to peer-led learning at Boise State university. Create a university-wide learning commons, implemented in a central space and within a central organizational structure, consolidating existing programs. The program would operate in alignment with best practices and professional standards for peer-led learning and training of peer tutors, and with an overarching emphasis on skills for academic success. Critically, the center will ensure more experienced students can share insights with less experienced students on how to succeed in college. Embodied diversity should be a priority in hiring for all peer educator roles, and engaging students across diversity a core component of training. (WG4.I4) (AASC, Dept-based tutoring)

Implement an Integrative Learning Portfolio

- Use an integrative learning portfolio to support student learning . A successful portfolio initiative will be integrated across the curriculum and provide students with opportunities to reflect on their growth as

learners, strategies for success, and connections across curricular areas and curricular and co-curricular experiences. It will serve as a space to make sense of their academic journey, crafting a personally meaningful and professionally relevant narrative of their time at the university. University Foundations could serve as an administrative and academic home for an outstanding portfolio program. (WG4.I3) (UF, COAS, LTC)

Make Experiential Learning Accessible for Every Student and Integrated Into Their Student Journey

- **Require Experiential Learning for Graduation:** Establish experiential learning as a graduation requirement and a key component of a Boise State education. Continue to refine the inventory of EL for academic credit to identify experiences that “count”, taking into consideration all students’ identities and circumstances (e.g., how does work experience “count”?)). Incorporate career/community readiness education curriculum into all experiences that “count”. Require on-campus internships to be paid. Eliminate Overload Fees or create zero credit options for Internships, VIPs, Service-Learning 1 credit Labs, or undergraduate research. Explore changing or eliminating the GPA requirements for some EL opportunities (Internships) Develop a standardized approach to support students who need to complete their EL remotely including curriculum that will keep them connected to both the university and their site. (WG3.S2/WG5.I5) (Career Services, Service-Learning, IFITS, Coll, AcD)
- **Engage the Experiential Learning Coordinator Network:** Fortify the campus network of Experiential Learning coordinators to create synergy and build out experiential learning enhancements. Inventory existing experiential learning for academic credit across campus and reviewing definitions, policies and practices that hinder student participation, faculty engagement, and collaboration across programs. Create 'pathways' that guide students to specific EL opportunities based on their interests. Integrate the Purpose Plan into additional credit and non-credit experiences (ex: living and learning communities, on-campus student employment, fraternity and sorority life) by building incentives for faculty and staff to include the Purpose Plan. Use our location to our advantage by providing a menu of experiential learning opportunities that are coordinated and which intentionally integrate career and community readiness into them. (WG3.I5) (network members)
- **Recognize and Reward Faculty for Supporting Experiential Learning:** Develop and adopt a consistent model for compensating and rewarding faculty who support experiential learning through course releases, offering additional compensation, or a combination. Recognize Internship advising and leading VIP teams as teaching in faculty workload. Propose a model for compensating faculty who support undergraduate research using the university-wide course numbers (283, 479). Recognize High-Impact Practice teaching in annual review practice across colleges; allow colleges to recognize certain forms of EL teaching as "exceeding expectations". (WG3.S4) (Asst Provost, Deans)
- **Expand Leadershape Institute And Alternative Spring Break:** Offer multiple Leadershape Institute experiences for Boise State students in order to extend the reach to students currently not served. Create scholarships for students to be able to participate in Alternative Spring break. (WG1.S1) (SILC)
- **Prioritize and Fund Coordination of Experiential Learning Within Each College:** Fund department or college level EL coordinators using faculty course buyouts or staff time to help faculty facilitate EL and connect to community organizations for EL (this is needed to scale community-based EL). This curricular consultation support is different from the logistical support faculty will need to connect with community orgs. Both types of support are needed. (WG3.I4) (Deans)
- **Prioritize and Fund Experiential Learning as a High Impact Practice:** Integrate and prioritize budgeting and fundraising efforts to support student access to unpaid experiential learning opportunities through stipends. Allocate EL student credit hours (from VIP, Service-Learning Labs, Work U, internships) into a bank that can be used by both units (the unit teaching and the unit that administers the experience). Evaluating the budget and how funding generated through EL experiences

is dedicated (or not) to those academic and service departments that support these experiences will improve the student experience and begin to allow the university to emphasize them as part of the curriculum and part of the Boise State experience. (WG3.I3) (AA+SAEM leadership)

- **Vertically Integrated Projects (VIPs):** While some degree plans have been revised to allow students to include VIP credits towards their graduation requirements, we should integrate VIP credits into all degree plans. (WG3.S3) (IFITS)

Transfer Student Working Group recommended strategies

NISTS ⁸ 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"> ● Create effective dyads⁹ with select community college partners. ● 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. ● Create advising tools (2+2 documents) that help transfer students understand how courses at the community college fit into their academic plan. ● Leverage the BroncoConnect program to help students build a sense of community. ● 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) ● Explore strategies, within and beyond BroncoConnect to allow students coming from select partner institutions to choose their catalog year. ● Consider expanding intentional programming to other institutions (e.g., CEI) ● 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. ● Leverage the capacity of site-based coordinators to encourage BroncoConnect enrollment; identify specific practices for each community college partner 	<p>Admissions, Registrar's Office, Advising Offices</p>

⁸ National Institute for the Study of Transfer Students: <https://www.nists.org/post/nists-transfer-policy-practice-audit-tool>

⁹ US Department of Education [report](#) (2023).

<p><i>Institutional Policies and Practices: Partnering</i></p>	<p>Regularly meet with key transfer-sending 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>Implement a proactive approach, where we regularly meet with community college partners, attend relevant meetings, extend event invitations, and ensure open communication.</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>Admissions, Extended Studies, Office 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</p>	<p>Deans, Chairs</p>

		will better support transfer students.	
<i>Institutional Policies and Practices: Communication</i>	Help prospective transfer students navigate by improving the information available online ¹⁰	<ul style="list-style-type: none"> • Ensure easy-to-find info is available online to help transfer students make decisions about coming to Boise State (at the university, college, or department level) <ul style="list-style-type: none"> • Admission requirements to the institution and specific programs are clearly communicated to transfer students and others supporting their journeys • Academic colleges and departments include information on websites geared toward prospective transfer populations • Make it clear to whom a prospective can/should reach out with additional questions • Highlight majors that may be particularly attractive to transfer students (e.g., based on popularity, agreements in place, or flexibility of major) • Specific program application deadlines are highlighted¹¹ • 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. • Collaborate with partner Marketing and Communication offices to update and maintain transfer pages on Community College partner websites 	SAEM Communication and Marketing in collaboration with colleges, departments, and CC partners.

¹⁰ <https://www.nists.org/post/from-transfer-guides-to-program-maps-updating-your-website-with-student-friendly-terms>

¹¹ For example: nursing deadline is Sept xx 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

<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 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"> • Coordinate across units at Boise State (Small UAN, Admissions, Extended Studies) • Facilitate ongoing information sharing and engagement (e.g., support travel for those not local). • Proactively and regularly involve partner advisors in professional development advising events and advising summits. • Ensure that advisors have relevant information about program deadlines³ 	Admissions, College Advising Offices, AASC, Extended Studies
<i>Student Facing Delivery and Supports: Evaluating, Awarding, and Applying Credits</i>	Make the credit adjustment process ¹² 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	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 Develop a sustainable cycle for reviewing articulation	Registrar

¹² 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.

		agreements for the purpose of providing students and partner institutions with up-to-date information.	
<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
<i>Institutional Policies and Practices: Goals and Measurement</i>	Publish and share an annual transfer student report.	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. 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.	Institutional Effectiveness and/or Enrollment Services. SERP leadership, Enrollment and Retention Action Team and/or Permanent Transfer Student Committee

Appendices

Appendix A. A Summary of the 2022 SERP Process

The charge: The creation of this strategic enrollment and retention plan (SERP) was prompted by a charge to the organizing team from then Vice President for Student Affairs and Enrollment Management, Leslie Webb, and then interim-Provost Tony Roark in Fall 2020. Their charge was to craft a SERP that could guide activities around recruitment and retention of students in support of student success for the next five years. This charge was further strengthened with the release of the Blueprint for Success university strategic plan in January of 2021, in which Goal 1 of Improve Educational Access and Student Success is supported by a set of strategies, including the creation of a strategic plan for enrollment and retention.

Visioning: In the Spring of 2021 (April) we held a virtual event with approximately 65 attendees at which we asked participants to envision what Boise State would look like 5 years from now:

- We've emerged from an international pandemic and we've successfully implemented a fantastic SERP in support of our university strategic plan.
- In what ways are we better serving students?
- What institutional performance gaps have we closed and how?
- What is true at Boise State relative to student enrollment and retention?

Working Groups: The group generated a large set of ideas that were analyzed and categorized by Sarah Lausch, a then graduate student, during Summer 2021. This analysis allowed us to identify six key areas central to student success at Boise State. We conceived of six working groups, to consist of two co-leads, one from Student Affairs and Enrollment Management (SAEM) and one from Academic Affairs (AA). Each Working Group (WG) would have six to eight members, drawn again from SAEM and from AA. These WGs were recruited during Fall 2021 and their work launched in January 2022. They met regularly throughout the spring semester, inclusive of meetings during which the co-leads all met together to discuss process, progress, and to ask questions. At the end of the spring semester each group submitted a document (see below) outlining strategies we should continue doing/investing in and new things we should start doing.

Review: A review team of thirteen panelists drawn from both SAEM and AA and not involved in any of the WGs was convened to read the proposed ideas and offer feedback to the organizing team. The organizing team considered this feedback in the analysis of ideas. Review panelists identified ideas they were excited about, as well as ideas that panelists thought would be challenging. The work of the review team informed the SERP themes (above) and provided several principles that will inform the implementation of the SERP going forward (see implementation section).

Categorizing strategies: The analysis of ideas by the SERP leadership team involved first sorting all the ideas based on what part of the student experience the idea most directly impacted. We clustered some related ideas, particularly those that were more aspirational, into groups with the idea that additional work would be needed to develop and prioritize the ideas. After this step, we identified ideas that, while valuable, would be best shepherded by other campus partners. We sorted the remaining ideas into those we thought were ready to do with current resources, those that could be developed and moved forward with current resources, those that needed financial resources in order to move forward and those that were more aspirational in nature.

Working Group Charges & Reports:

Student Development, Connections & Wellbeing Charge (Working Group 1)

This working group will focus on experiences that help students feel connected to each other, to faculty/staff, and to the university. The goal is to sustain an institution that supports student development and attends to well-being. Ideas generated by this group will include both extra curricular strategies and those supported by academic units and the formal curriculum.

[Working Group 1 Deliverable Report](#)

Academic Advising and Student Transitions Charge (Working Group 2)

This working group will focus on experiences that provide support to students along their journey from first enrollment to graduation, including, but not limited to, onboarding, advising, outreach efforts, programming to support academic success, and processes for students who need specialized support.

[Working Group 2 Deliverable Report](#)

Academic Experience and Career Readiness Charge (Working Group 3)

This working group will address how students derive value from their academic experience both during and beyond their time at Boise State. Ideas generated by this working group will include strategies to help students build a sense of self-efficacy, as well as those which will intentionally integrate career planning and readiness into the academic experience. Particular attention should be paid to the implementation of high impact practices and ideas that will scale.

[Working Group 3 Deliverable Report](#)

Academic Programming & the Student Learning Experience Charge (Working Group 4)

This working group will focus on what we offer and the quality of the student learning experience. This group will identify strategies to guide the types of programs offered, the capacity and delivery mode of courses, and the quality of the course design and pedagogy students encounter in their academic experience.

[Working Group 4 Deliverable Report](#)

University Infrastructure, Policies and Processes Charge (Working Group 5)

This working group will focus on how students interface with university administrative infrastructures, policies, and processes. Ideas generated by this working group will attend to ensuring these processes, policies and structures are as student-centered as possible.

[Working Group 5 Deliverable Report](#)

University Recruitment & Outreach Charge (Working Group 6)

This working group will explore how prospective students learn about the support, resources, and opportunities available at Boise State and how they as an individual can see themselves as part of the university community. This group should pay particular attention to the different values, experiences, and identities students come to the university with and how recruitment and outreach teams articulate the ways an education at Boise State can help them achieve their personal, career, and community goals.

[Working Group 6 Deliverable Report](#)

Data Group Charge (Working Group 7)

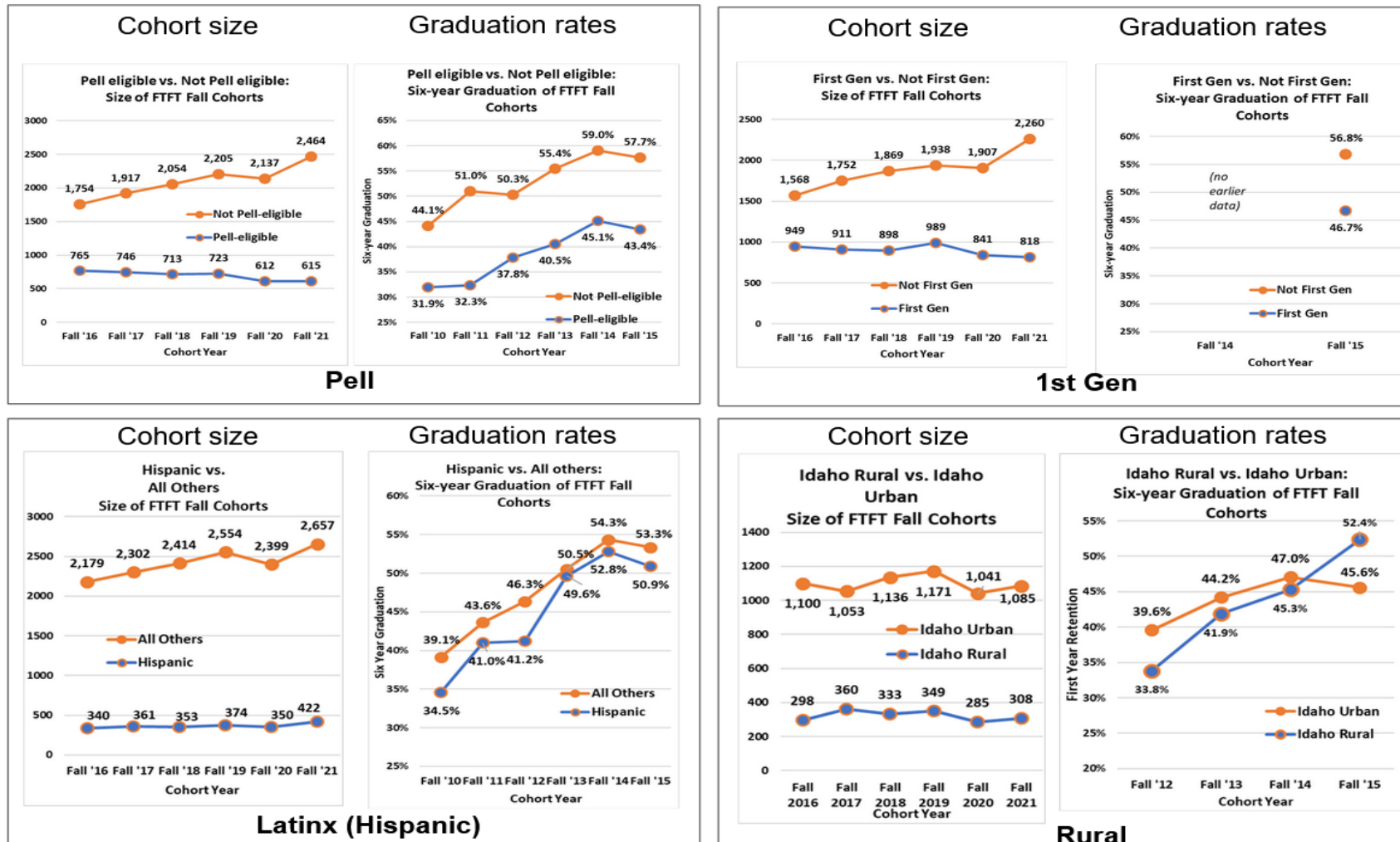
While the Data Group did not have an official charge, it was formed to compile the data for our four institutional performance gaps and identify measurable goals for both access and degree attainment. The group also identified strategies to better inform the work of the SERP going forward.

[Data Group Deliverable Report](#)

Appendix B. The Data Informing the Targets

The data that informed the SERP process utilized the size of the Incoming FTFT Cohort as the measure for access and the Six-year Graduation rate as the measure for degree attainment/success.

Boise State SERP 2022 Equity Gaps



Appendix C. Crosswalk with Complete College America Strategies

The Idaho State Board of Education has supported a “Complete College Idaho” initiative for a number of years, which is aligned with concepts and strategies recommended by the national “[Complete College America](#)” (CCA) organization. The current CCA framing is below. Many of the strategies that have emerged in this Boise State Strategic Enrollment and Retention Plan are aligned with these CCA strategies. The CCA strategies with which we are aligned have been highlighted in bold. It should also be noted that we are already engaged in many of the strategies (e.g., dual enrollment and math pathways), so this SERP adds to those in important ways that will benefit our students.

Area	Strategies
Purpose	First Year Experience Career Exploration Academic and Career Alignment Adult Learner Engagement
Structure	Math Pathways* Meta Majors Academic Maps and Milestones Smart Schedules Stackable Certificates and Credentials
Momentum	Credit for Competency Multiple Measures Co-requisite Support Dual Enrollment 15 to Finish/Stay on Track
Support	Active Academic Support Proactive Advising 360° coaching Basic Needs Support

Appendix D. Metrics to For Transfer Student Success

Blueprint for Success Retention Metrics

- 1st year retention (B4S) for Fall 2024 = 77%, for Fall 2028 = 80%
 - Fall 2022 cohort = 74.2
- 4-yr grad rates (B4S) for Fall 2021 = 63%, for Fall 2025 = 65%
- 6-yr grad rates (B4S) for Fall 2019 = 64%, for Fall 2023 = 66%
 - Fall 2017 cohort = 63.2

Gaps in Institutional Performance

For first-time, full-time students, we examined our data to identify key gaps in institutional performance for particular groups of students. Based on those data, we selected four gaps to monitor. While we see small gaps for those same populations in our TR student cohorts, by far the biggest gaps we observe are the difference between students who begin as TR students and those who begin as FTFT students. We therefore propose that we focus our attention on decreasing those gaps.

Cut Freshman-standing FATE gap in half (14% → 7%)

- Or in absolute terms, increase the TR freshman-standing FATE retention to from 60.4% → 67.4%

Cut Sophomore-standing FATE Gap in half (13% → 6.5%)

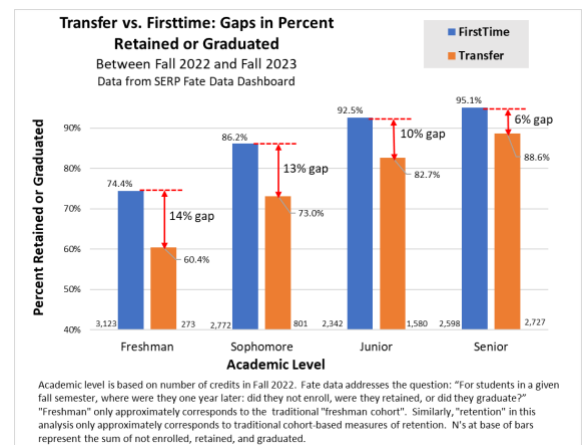
- Or in absolute terms, increase the TR sophomore-standing FATE retention from 73% → 79.5%

Cut Junior-standing FATE Gap in half (10% → 5%)

- Or in absolute terms, increase the TR sophomore-standing FATE retention from 82.7% → 87.7%

Cut Senior-standing FATE Gap in half (6.5% → 3.25%)

- Or in absolute terms, increase the TR sophomore-standing FATE retention from 88.6% → 91.9%



Blueprint for Success Access Metrics

With respect to access to a Boise State education, we affirm the access goals articulated in Blueprint for Success, which are reviewed and adjusted annually:¹³

Number of graduates with high impact on Idaho’s college completion rate	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Baccalaureate graduates who began as transfers from Idaho community college ¹⁴	446	442	461	483	Available Sept. 2023	500	1,000

Enrolled Idaho Students (Fall enrollment)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark	
						FY 2024	FY 2028
Number of new Transfer degree-seeking students who are Idaho residents	933	901	894	843	862	865	900

First year retention rate ¹⁵	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	Fall 2021 cohort	Fall 2022 cohort	Benchmark	
						F2023 cohort	F2027 cohort
Percent full-time transfers retained or graduated	74.7%	78.4%	77.8%	78.4%	Available Oct. 2023	79.0%	83.0%

¹³ These targets are taken from the March 2023 updated Blueprint for Success report to the Idaho State Board of Education

¹⁴ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

¹⁵ SBOE required metric: Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.