



Student Success Transformation Community Dialogue

**Oct. 6, 2025
Virtual Session**



Agenda

Time	Content
1:05 PM	Welcome remarks Provost Karen Marrongelle and SESS VC Zina Evans
1:10 PM	Project background, co-facilitators introduction Provost Karen Marrongelle
1:15 PM	Working Group A: Standardization of Advising Denée Janda and Kim Regier
1:35 PM	Working Group B: First-Year Experiences Margaret Wood and Jennifer Reich
1:55 PM	Working Group C: Early Action on Student Challenges Erika Larson and Miranda Egger
2:15 PM	Working Group D: DFWI Lisa Keränen and John Swallow
2:35 PM	Breakout sessions: Dialogue with co-facilitators All participants
2:50 PM	Closing remarks and next steps Katie Linder

Welcome from Zina Evans and Karen Marrongelle



Welcome – Karen Marrongelle, Provost and EVC of Academic Affairs

Top Priorities: Retention and Student Success

~50% of students depart before graduation; nearly 30% leave after 1st year

Initiative Origins

Early 2025 [NISS report](#); May 2025 Town Hall hosted by Chancellor Christensen

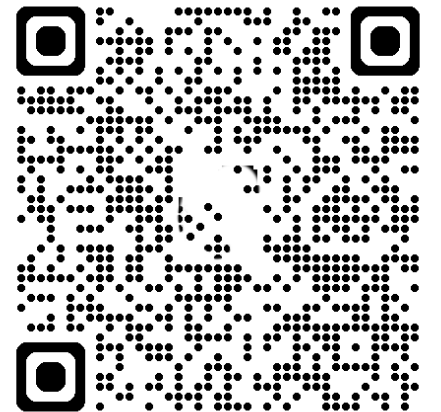
Summer Progress


4 working groups: Assessed current state, laid groundwork, set course for 25-26

Community Engagement is Vital

We all play key roles to address these issues and support student success

**Scan for more
project background!**



The background features a teal textured area on the left, a gold-colored trapezoidal shape in the upper middle, and a grey diagonal striped shape in the bottom left corner.

Working Group A: Standardization of Advising

**Denée Janda, Director of University Advising
Kim Regier, Integrated Biology | CLAS**



Working Group Members

Name	Position & School/College/Unit
Hayley Black	Student Advising & Operations Coordinator CAM
Nina Buchanan	Assoc. Teaching Professor SEHD
Krista Busch	Principal Undergraduate Academic Advisor CAP
Erick Chavez-Navarrete	Academic Advisor CLAS
Lindsay Fero	Associate Director of Financial Aid Advising SESS
Denée Janda (co-facilitator)	Director of University Advising, SESS
Samantha Kelly	Director of Transfer Initiatives
Kelly Konrad	Academic Services Manager CEDC
Rosalinda Martinez	Manager of Undergraduate Advising & Teacher Education SEHD
Alyssa Martoccio	Assoc. Professor of Spanish and Chair, Modern Languages CLAS
Lara Medley	Registrar SESS
Laura Perrigo	Data Analyst OIRE
Kim Regier (co-facilitator)	Senior Instructor Biology, Faculty Advisor CLAS
Nora Scanlon	Academic Advisor SPA
Audra Trnovec	Director of Undergraduate Advising BUS

Working Group Charge

We are charged with developing a cohesive and equitable student advising framework that ensures *all* CU Denver undergraduate students receive consistent, proactive, and high-quality advising support that is sustainable based on current or projected resources, a standard of care that all CU Denver students can expect from us.

[Link to WG Page](#)

Working Group Process

- Define 'advising'
- Compilation of all individuals and offices who provide elements of 'advising' and their general functions
- Compilation of current shared practices
- Brainstorming on things that work and don't work currently
- Determine current academic advising caseloads and investigate recommended caseloads
- Create drafts of a Universal Standard of Care and an Academic Advising Standard of Care
- Create draft of Academic Advising Council membership, scope, initial charge

Summary of Advising on Campus

- 216 'advisors'
- 20 different units
 - Admissions
 - BUSN
 - BUSN Career Center
 - Center for Access and Community Engagement
 - CAM
 - CAP
 - Career Center
 - CEDC
 - CLAS
 - Center for Undergrad. Exploration and Advising
 - Experiential Learning Center
 - Financial Aid
 - Honors Program
 - International Education
 - Learning Resource Center
 - Office of Student Success
 - SEHD
 - SPA
 - Student Transitions and Family Engagement
 - Undergraduate Research and Creative Activities

Universal Standard of Care

- **Who is included in this Standard of Care?** Advisors across campus.
 - Advisor Definition: A person who works one-on-one with students offering expert insights and recommendations to students, guiding them toward well-informed decisions on a variety of issues related to attending college.
- **What is a Standard of Care and why do we need one?** Standard of care is a common set of practices to ensure an excellent student experience across our campus offices to build the foundation for trust and increase retention and graduation.
- **Examples of types of practices included:**
 - timing for responses to emails/phone calls
 - availability for appointments
 - ability to appropriately refer students to other offices and how to perform warm handoffs
- **Work Status:** Working group has approved. Working Group members have solicited feedback from their offices.
- **Next Steps:** Broad distribution across campus for feedback.

*Academic Advising Standard of Care **Draft***

- **Why do we need this?** Ensure all students have excellent academic advising to support their academic progress
- **Who is this for?** Academic Advisors across colleges/schools
- **Examples of types of practices included:**
 - Use of available technology (i.e., Degree Audit, Navigate)
 - Timely creation of degree plans for each student
 - Caseload requirements to allow for timely service
- **Work Status:** We have a draft and are working on revisions within our Working Group
- **Next Steps:**
 - Approval by Working Group
 - Working Group members solicit feedback from their offices
 - Broad distribution to campus for feedback

Advising Council **work to date**

- **Working to determine who should be included**
 - Advisors across campus do very diverse work with students which is too broad a group to have common issues
 - Focus will likely be on *Academic* Advising
- **DRAFT Council Responsibilities:**
 - Collect data on quality of advising on campus and work to improve it
 - Maintain standardization in advising across campus
 - Elevate challenges/concerns/barriers to student academic success and work with appropriate offices on campus to resolve issues
- **Work Status:** Working Group is still discussing the details

Questions and Comments?

Final Products will be:

- List of all advisor types on campus and their general functions
- Universal Standard of Care
- Academic Advising Standard of Care
- Advising Council: membership, scope, initial charge

Q&A



Working Group B: First-Year Experiences

**Margaret Wood, AVC of Academic Achievement
Jennifer Reich, Professor of Sociology | CLAS**



August 2025

Working Group Members

Name	Position & School/College/Unit
Paula Dickson	Executive Director OIRE
Mitch Handelsman	Professor of Psychology CLAS
Erin Hauger	Visual Arts Chair and MEIS Professor CAM
Christy Heaton	AVC, Student Transitions and Family Engagement SESS
Meredith Husk	Associate Registrar SESS
Laurel Hyslop	Instructor CLAS
Greg Lee	Precollegiate Center Director SESS
Marjorie Levine-Clark	Associate Dean and Professor CLAS
Annika Mosier	Associate Professor CLAS
John Patsey	Senior Success Advisor SESS
Mark Rabideau	Associate Dean for Faculty and Student Affairs CAM
Kodi Saylor	Lead Librarian, Instruction Auraria Library
Sarah Trzeciak	AVC, Career Development and Immersive Learning SESS
Emilie Waggoner	Director of Student Transitions (FYE) SESS

Working Group Charge

We are charged with designing a comprehensive, sustainable, and scalable first-year framework that can be universally adopted across schools and colleges that helps CU Denver students find their right-fit majors early and build a strong foundation for college success.

[Link to WG Page](#)

Specific Requirements

Utilize existing elements including:

- FYE Courses
- Major & Career Pathways
- Learning Communities (paired classes)

Universal implementation

- All incoming First-Year students required to take proposed FYE

Principles for Our Solutions

Facilitate major/career exploration

Integrate FYE with broader curriculum/requirements

Student-focused

Efficient for students (credits applicable and support academic momentum)

Sustainable and scalable within existing systems and workforce

Evidence-based, evaluated

Deliver consistent experience to FY students across colleges and majors

Things we learned that surprised us and guided our work

- Attrition between year 1 and year 2 is a significant problem
 - ~25% of First-Time, Full-Time students do not return for their second Fall semester
- Students are entering with an average of 22 credits completed from high school
- Major changes in first two years have a positive impact on retention and four-year graduation rates
- Some programs have shifted core courses to the last two years of the students' journey and frontload major requirements

Career & Major Pathways: The Ideal

Grouping of academic majors or programs of study designed to help students explore their interests, make informed decisions about career goals, and meet others with shared interests.

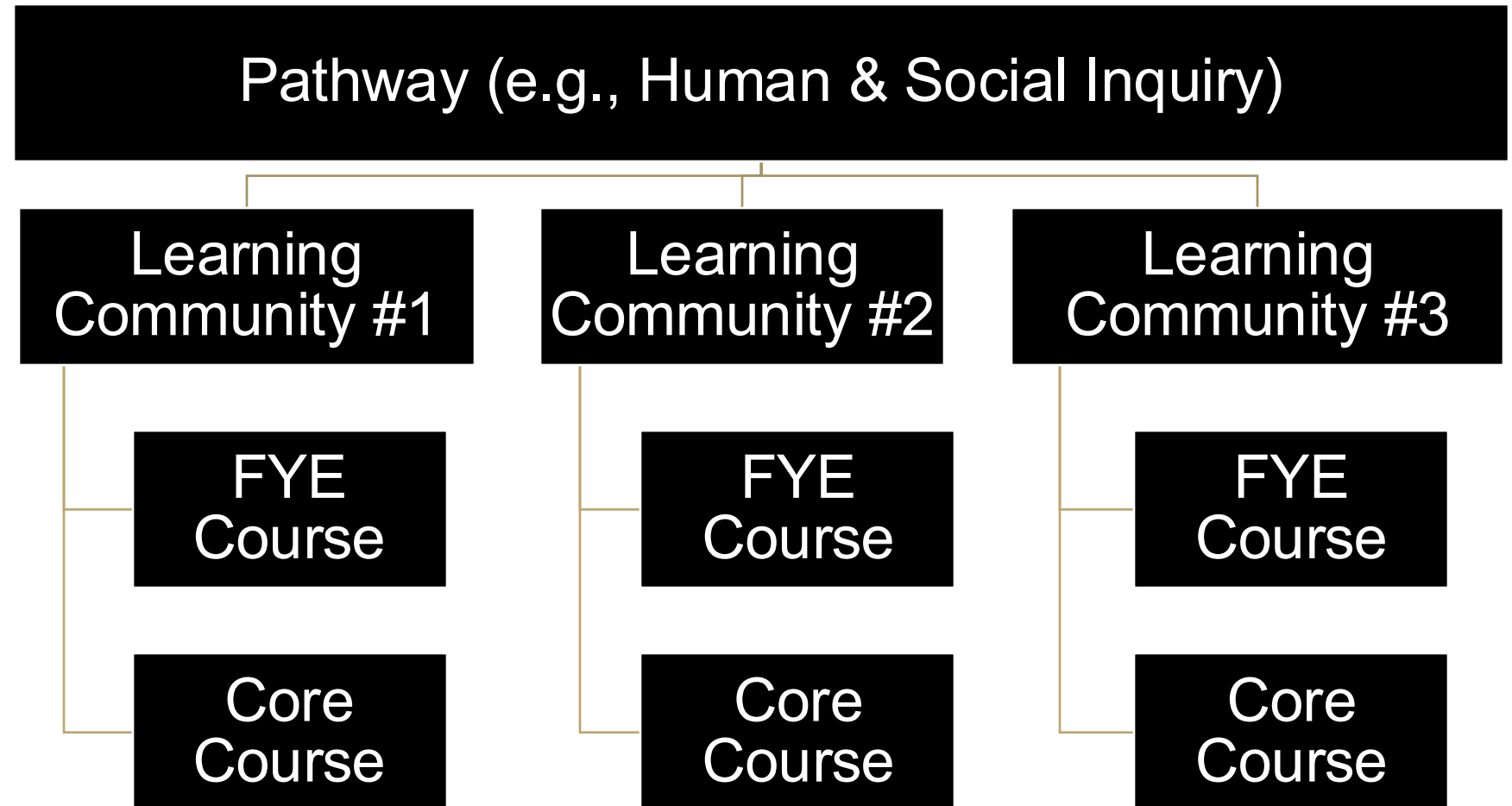
Ideally, these pathways would shape course selection to keep students on track for on-time graduation.



Major & Career Pathways can serve as the organizing structure for the development of FY Learning Communities

Major & Career Pathways Functions:

- Cluster students with shared interests together
- Provide opportunity to present targeted career/major content
- Learning Communities (paired classes) encourage student to integrate learning, get to know peers, faculty, and staff.



Learning Communities Opportunities

- 88% of undergraduate programs have a FYE course already in their degree maps
 - 57% FYS (3 credit)
 - 31% UNIV (1 credit)
- Core Courses are applicable to all degrees
- **FYS (3 credit) count as Core Course**
- Most (but not all) programs ask students to take Core Courses in their first year

Moving Forward: Fall 2025

Explore alternative models and options beyond NISS

- Seminars around topics or majors/career focus (ie: CAT Communities-Kansas State)
- Interdisciplinary special topics (ie: TIDES-Tulane University)
- Skills-building (ie: Design Your Life-Stanford University)
- Community-engaged learning and partnerships (ie: Warren Wilson College)

Identify what would work best for our students and our campus culture and capacity

- Works online and in-person
- Works across colleges and majors
- Possibilities teaching on-load, team-teaching, and developing capacity

Q&A

Working Group C: Early Action on Student Challenges

**Erika Larson, Assistant VC of Student Success
Miranda Egger, Assistant Teaching Professor/
Director of Composition, English | CLAS**



Working Group Members (Phase 1 and Phase 2)

Phase 1: Name	Position & School/College/Unit
Scott Bauer	Professor SEHD
Sarah Broadhurst	Assoc. Dean of Students, Director of Case Management SESS
Mekdelawit Desta	Student Success and Retention Advocate SPA
Ryan Grodman	Director of Financial Aid and Scholarships SESS
Amy Hernandez	Student Organizations Coordinator SESS
Lisa Johansen	Senior Instructor CLAS
Samuel Kim	AVC for Access and Campus Engagement ACE
Grace Lavelle	Data Analyst OIRE
Gillian Lazzarini	Interim Director, Disability Resources & Services SESS
Katherine Miller	Director, Phoenix Center at Auraria SESS
Brian Moffitt	Executive Director of Housing & Dining SESS
Brie Mondragon	Sr. Program Coordinator, Student Success Initiatives SESS
Rhiana Murphy	Librarian, Teaching and Learning Auraria Library
Neecee Matthews-Bradshaw	Director of the Learning Resources Center SESS

Phase 2: Name	Position & School/College/Unit
Gary Olson	Professor CLAS
Sarah Broadhurst	Assoc. Dean of Students, Director of Case Management SESS
Paul Le	Professor CLAS
Ryan Grodman	Director of Financial Aid and Scholarships SESS
Jarrick Brown	Director for Student Life and Campus Community SESS
Tracey Adams	Director for Student Success SESS
Samuel Kim	AVC for Access and Campus Engagement ACE
Grace Lavelle	Data Analyst OIRE
Gillian Lazzarini	Interim Director, Disability Resources & Services SESS
Michelle Hourihan	LRC Learning Specialist
Brian Moffitt	Executive Director of Housing & Dining SESS
Brie Mondragon	Sr. Program Coordinator, Student Success Initiatives SESS
Neecee Matthews-Bradshaw	Director of the Learning Resources Center SESS

Working Group Charge

[Link to WG Page](#)

The Early Action on Student Challenges working group is charged with developing a data informed strategy to proactively identify and address both academic and non-academic risk factors that hinder student progression and success. These risk factors should be identified using data analytics, including data from the LMS and degree progression, to identify at-risk students in specific courses earlier than current early-warning approaches do. This will enable appropriate connections to academic advising, learning support resources, administrative and well-being resources, and departmental support to support student progress through their academic program.

Summer 2025 Deliverables

Deliverables:

- A comprehensive list of the barriers and risk factors experienced by CU Denver students, faculty, and staff that inhibit persistence
- A list of desired metrics/information sharing plans/clarity that faculty, students, and staff feel they need in order overcome those barriers

Process

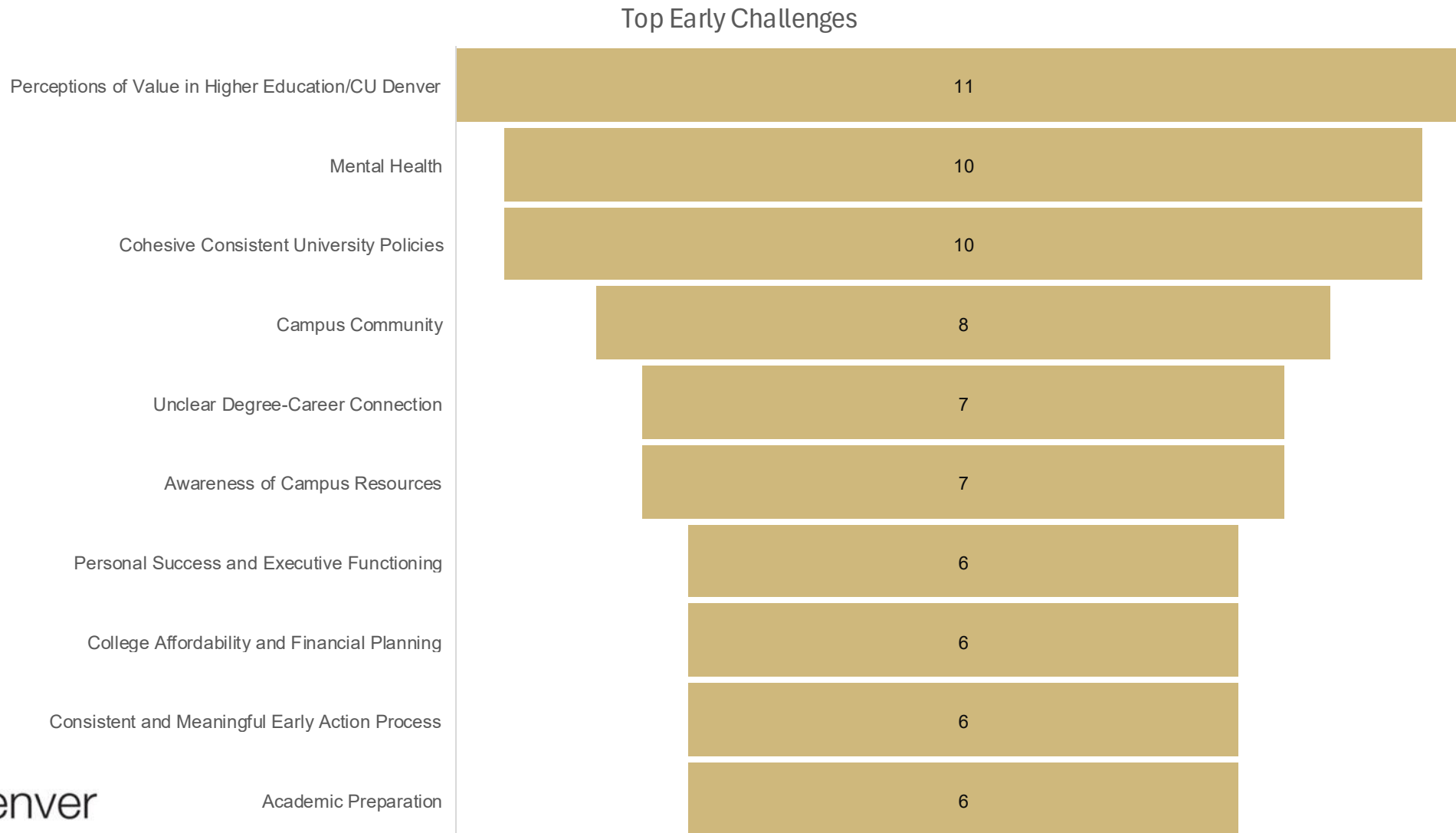
Held three facilitated discussions to dive deep into early challenges around the themes of **Perceived Value and Identity, External Barriers, and Internal Barriers.**

Catalogued every early challenge that surfaced (n= 74).

We then de-duplicated and synthesized the list to reflect unique challenges as best as possible resulting in (n=50) challenges.

Group members were then asked to review the 50 challenges and identify the top ten challenges they think impact student progression.

Top Early Challenges by Frequency of Votes



Mental Health

Description of the challenge:

Mental health challenges such as anxiety, depression, and stress can undermine concentration, motivation, and academic performance, often compounding financial, work, and family pressures. Without timely, accessible, and culturally responsive support, these issues can erode students' ability to persist and complete their degree.

Mental Health

Dimension	Key Data Points
Scale and Nature of Mental Health Experiences	Number of students accessing mental health services (counseling center utilization) Types of mental health concerns reported (e.g., anxiety, depression stress, loneliness) Off-campus referrals (and follow-through rates) Barriers to accessing mental health support (collected via surveys or interviews) Self-reported mental health status from surveys (e.g., ACHA-NCHA, Healthy Minds) Stigma and help-seeking attitudes among students
Student Perceptions of Support	Perceived sense of belonging metrics Perceived Social connectedness and peer relationships Perceived workload and burnout Student awareness of mental health resources
Service/Program Effectiveness	Engagement rates in wellness programs, workshops, peer support groups Follow-through rates after referral (mental health, academic support, etc.) Retention rates for students who accessed mental health services vs. those who didn't Student satisfaction with mental health services
Timing of Mental Health Interventions	Timing of mental health-related withdrawals Peak stress periods (midterms, finals, financial aid deadlines) First-year and transfer student adjustment trends Dropout/stop-out patterns by term or month
Institutional Supports for Early Action Referrals	Faculty referrals for distressed students. How is information being shared between case managers and faculty? Training rates for faculty/staff in mental health awareness (e.g., QPR, Mental Health First Aid)

College Affordability and Financial Planning

Description of the Challenge:

Pursuing a four-year degree has both personal and financial costs. Students and their families express a lack of understanding of the full and accurate cost of attendance, both direct and indirect costs of attendance. They may feel that college is not affordable due to the lack of available financial resources or that they are unaware of how to access the resources and maintaining financial support.

College Affordability and Financial Planning

Dimension	Key Data Points
1. Student Financial Profile	Estimated Family Contribution (EFC) or Student Aid Index (SAI) Pell Grant eligibility Expected vs. actual Cost of Attendance (COA) Unmet financial need % of students taking out loans & average loan amount Loan default/delinquency rates Past Due Balance Patterns
2. Aid Utilization Gaps	FAFSA completion rate Rate of verification selection and completion Scholarship application and acceptance rates Work-study eligibility vs. participation rates/ work study available positions Use of emergency funds or institutional aid
3. Student Financial Literacy and Behavior	Understanding of tuition, fees, room/board, and other costs Budgeting and money management skills Awareness of and access to financial resources Attendance at financial literacy programs Student self-reports of financial stress or difficulty
4. Student Employment and Basic Needs	Number of students working and hours worked weekly Correlation between work and academic performance Use of campus resources (food pantry, housing assistance) Homelessness or housing insecurity rates
5. Institutional Processes and Barriers	Timing of financial aid disbursement vs. tuition billing Transparency and clarity of student billing statements/scholarship opportunities/federal aid Accessibility of financial aid counseling Frequency and clarity of communication regarding financial obligations

Academic Preparation

Description of the Challenge:

Gaps in prior academic preparation can leave students struggling to meet college-level expectations, requiring remedial coursework or additional support. This slows degree progress, undermines academic confidence, and is a barrier to persistence.

Academic Preparation

Dimension	Key Data Points
1. Academic Background and Readiness	High school GPA and curriculum rigor
	Standardized test scores (SAT/ACT, if available)
	Completion of gateway courses (e.g., college algebra, first-year writing)
	Placement test scores (math, reading, writing) or use of multiple measures
	Enrollment in developmental/remedial courses
	Success rates in developmental courses
2. Course Performance and Academic Momentum	High DFWI Courses
	High Enrollment Courses
	D/F/W in early major courses
	GPA analysis each term
	Credit Accumulation toward degree not general/Core completion
	Academic Probation patterns and outcomes
	Course repeat rates and grade forgiveness impact
3. Student Experience and Engagement with Learning	Participation in FYE/University Orientation
	Participation in bridge programs
	Attendance in tutoring/SI/academic coaching
	LMS login, attendance and assignment submissions
	Self-reported confidence in academic skills (BCSSE or other tools)
	Faculty referrals (Early Action)
	Advising appointments and specifically for academic progression reasons

Campus Community

Description of the challenge:

A lack of campus community can weaken students' sense of belonging, leaving them socially isolated and less engaged with academic and extracurricular life. Without meaningful connections to peers, faculty, and campus resources, students are more likely to disengage, lose motivation, and ultimately leave before completing their degree.

Campus Community

Dimension	Key Data Points
1. Student Engagement	Event attendance rates Student org participation Leadership roles/Opportunities
2. Sense of Belonging	Student experience data by way of survey and focus groups
3. Use of Campus Spaces	Facility traffic data Time of day/week patterns
4. Academic & Social Integration	Learning community participation Peer tutoring/study group data Number of students accessing academic support (tutoring, writing centers, SI) Lynx Central data around student requests Counseling center appointments and wait times Use of advising services (appointments, frequency, topic) Use of student success support services (student success coaches, student success support in schools and colleges etc.) Use of Center for Access and Campus Engagement
5. Campus Services Satisfaction	Survey responses on services used and satisfaction Commuter-specific service usage (?)
7. Digital Engagement	Participation in online forums Participation with academic resources that offer online options Engagement with digital resources
8. Awareness and Understanding of Campus Resources	Staff and faculty awareness/perception of key campus resources (survey or focus groups) Orientation attendance and content coverage Website traffic and page views for resource-related pages (e.g., tutoring, counseling) Number of students using navigage mobile app/navigate/student life tool or student portal features Campus audit of overlapping scopes and services

Consistent and Meaningful Early Action Process

Description of the Challenge:

While Early Action is designed to support student success, its actual impact on student persistence and retention has been limited. The program depends heavily on faculty participation to monitor and report on student progress in the classroom. However, faculty engagement has consistently remained below 40%, resulting in limited and inconsistent data. Furthermore, when staff and faculty follow up on Early Action referrals, student engagement and response rates remain low, reducing the overall effectiveness of the intervention.

Consistent and Meaningful Early Action Process

Dimension	Key Data Points
1. Academic Performance	Early Grades (first 4-6 weeks)
	Quiz/test scores/assignment completion rates
	Overall course grades at throughout the semester
	Missing or late assignments
	Attendance (both online and in-person)
	Course withdrawals or drop patterns
2. Engagement and Participation	Class participation (LMS data)
	Logins, time spent, assignment uploads (LMS data)
	Advising interactions/participation
	Learning and tutoring support participation
	Attendance at office hours or communications with faculty
3. Non-Academic Indicators	Many of the data points listed in the other early challenges
Early Acton Process Metrics	Percent of faculty participating
	Percent of courses with at least one referral
	Frequency of referrals per faculty member
	Distribution of referrals by risk area (academic, behavioral, financial etc.
	Training attendance or user support requests
	Percent of students with referrals
	Percent of students with referrals that are also most likely to experience attrition
4. Intervention Metrics	Percent of referrals with successful intervention
	Average time between referral and first staff/faculty outreach
	Percent of students who respond to outreach
	Identification of non-responders and low engagement in courses to determine non-attendance related interventions

Next Steps: Fall 2025 Working Group Plan

We have moved into Phase 2, an implementation-oriented group and our team will continue to meet through the Fall 2025 semester in order to:

- Determine feasibility of our ideal data points that align with our five targeted challenge areas: mental health, financial, academic engagement/performance, campus community engagement, and consistent and meaningful Early Action processes.
 - Separate data into two distinct phases of the student journey: *pre-arrival data* (indicators to help us understand how a student might require different supports) & *in-semester data* (indicators in academics and student campus engagement to surface student experiences)
- Build a dashboard and/or use Navigate 360 to integrate all the data points into one space as the platform for dissemination.
- Determine the support needed to disseminate and leverage this data to better support students in a timely manner.

Q&A

Working Group D: DFWI Rates

Lisa Keränen, Associate Dean | CLAS
John Swallow, Associate Dean | CLAS



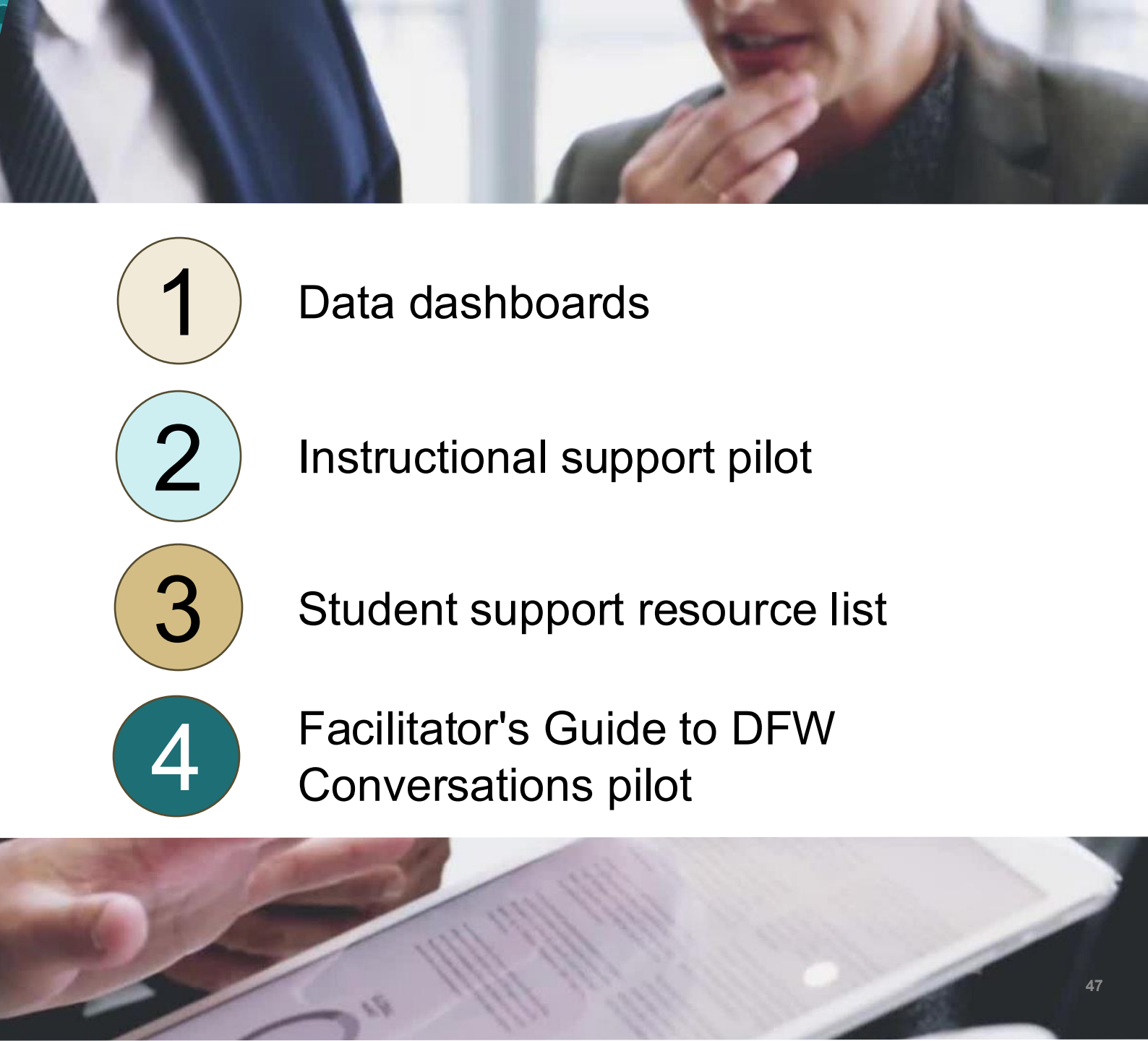

Working Group Members

Name	Position & School/College/Unit
Tracey Adams	Director of Student Success Initiatives SESS
Soyon Bueno	Program Director for Social Mobility ACE
Priscilla Burrow	Associate Teaching Professor CLAS
Maryam Darbeheshti	Associate Teaching Professor CEDC
Stephen Hartke	Professor CLAS
Laurel Hartley	Professor and Director, STEM LA Program CLAS
Terence Hughes	Grants Director ACE
antwan jefferson	Associate Dean for Instructional & Inclusive Excellence SEHD
Gabriel Lira	Program Director, Marketing and Enrollment UCOMM
William Leary	Student Representative CLAS
Andrew Loso	Associate Director of Undergraduate Recruitment SPA
Irma Peralta	Associate Director OIRE
Jeremiah Ramos	Project Manager CLAS
Laura Paciorek	Student Representative CLAS
Bodhi Rogers	Physics Chair and Professor CLAS

Working Group Charge

We are charged with assessing and addressing high DFWI (D and F grades, withdraw, or incomplete) rates, particularly in co-taught, gateway, or multi-section courses. Leading with the College of Liberal Arts & Sciences.

[Link to WG Page](#)



*Four summer
actions aligned
with the
deliverables*

1

Data dashboards

2

Instructional support pilot

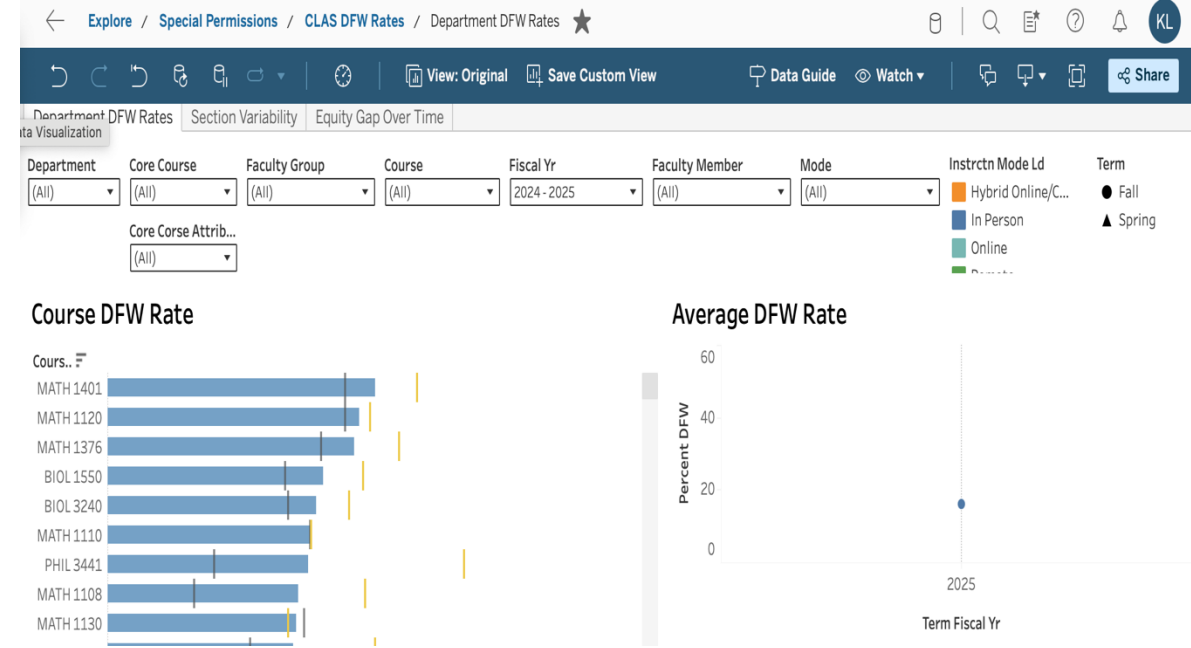
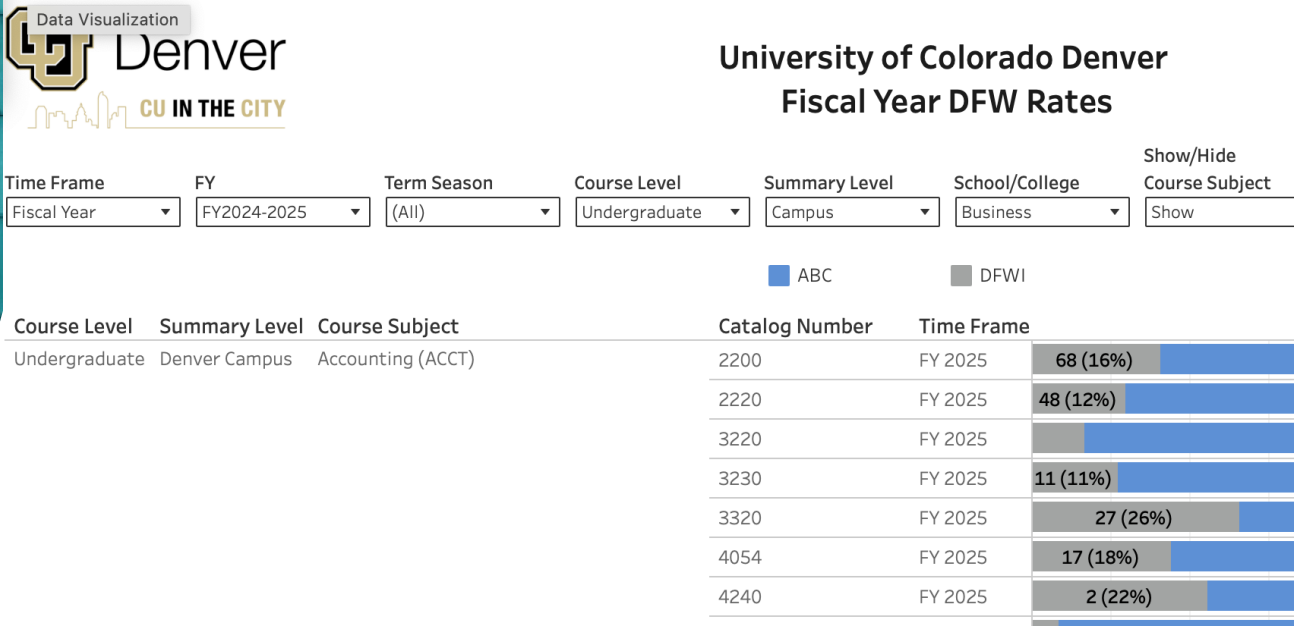
3

Student support resource list

4

Facilitator's Guide to DFW
Conversations pilot

DFWI Tableau Data Dashboards



Thanks to OIRE and Jeremiah Ramos for their work on these dashboards over the summer. DFWI dashboards are still undergoing refinement based on user feedback.



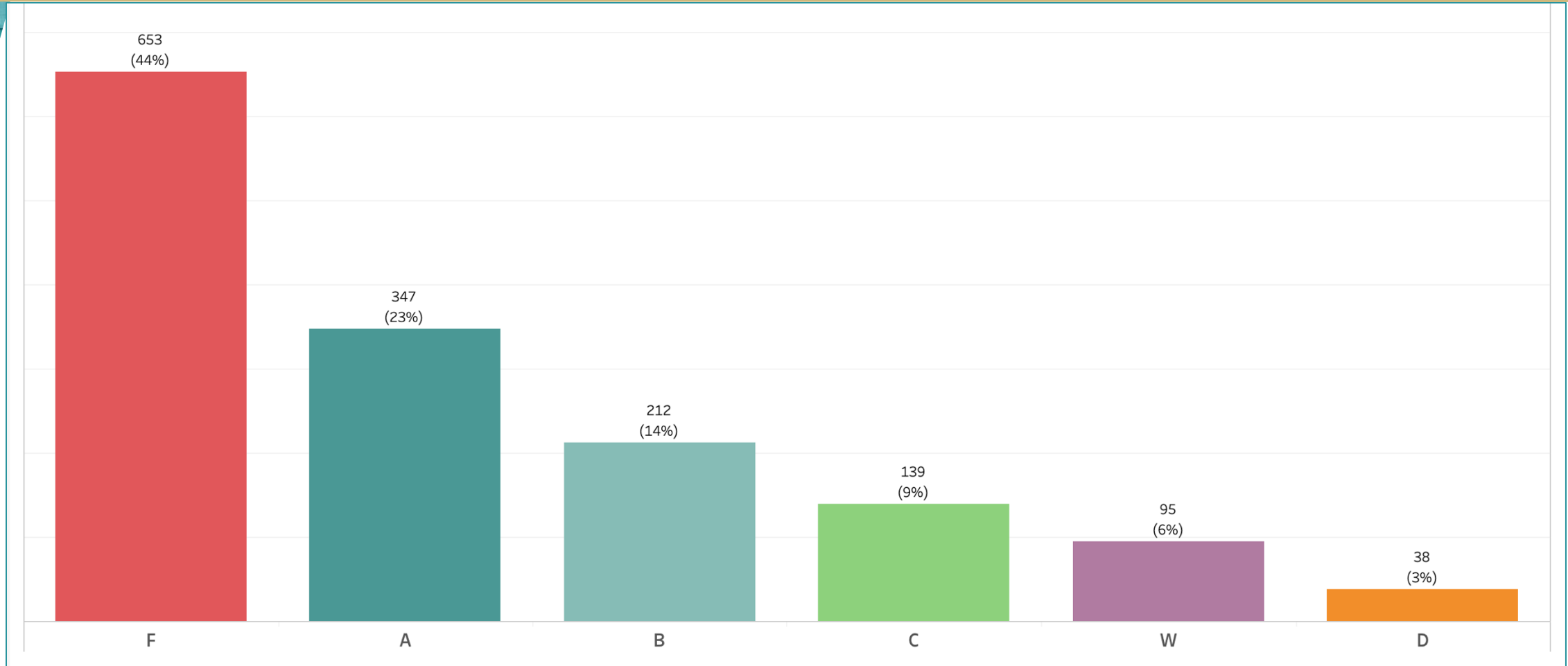
CU Denver Most Influential* DFW Courses

Fall 2024-Spring 2025

Influence Ranking	Total Enrollment	Course	DFW Total Number	Avg Course GPA	First Year Enrollment	DFW Rate
1	1284	ENGL 1020	356	2.65	791	28%
2	1270	MATH 1401	348	1.95	342	27%
3	850	BIOL 2010	202	2.61	367	24%
4	917	PSYC 1000	174	2.93	341	19%
5	1403	ENGL 2030	238	3.12	243	17%
6	600	UNIV 1110	163	2.77	486	27%
7	742	BIOL 2011	107	3.27	332	14%
8	610	CHEM 2031	164	2.67	179	27%
9	510	MATH 1060	151	2.46	243	30%
10	839	ISMG 2050	136	3.14	154	16%

**Most Influential* is defined by the Office of Academic Achievement using an algorithm including high enrollment, high DFWI rates, GPA, and high first-and second-year enrollment, meaning reductions to these courses' DFW rates will impact the largest numbers of students overall. Data were pulled 06/25 by Paula Dickson. Math and Statistics' internal numbers differ from these totals, and we are exploring differences as we refine our dashboards.

Final course grade of CU Denver undergraduates with an "I", FY 2011 - FY 2025



More than 52% of the Incomplete grades eventually converted to a D, W, or F.

Learn It, Like It, Pass It Instructional Support Program

- Based on Inclusive Pedagogy Academy and Learning Experience Project, we developed and delivered a just-in-time faculty development curriculum based on mindset and belonging best practices to support faculty in programs with several courses on the influential course list.
- *Learn It, Like It, Pass It* [curriculum](#) and [slide deck](#) were developed and delivered by CLAS Director of Inclusive Excellence in STEM Laurel Hartley.
- Publicly available resources from the Student Experience Project: <https://studentexperienceproject.org/resources/>

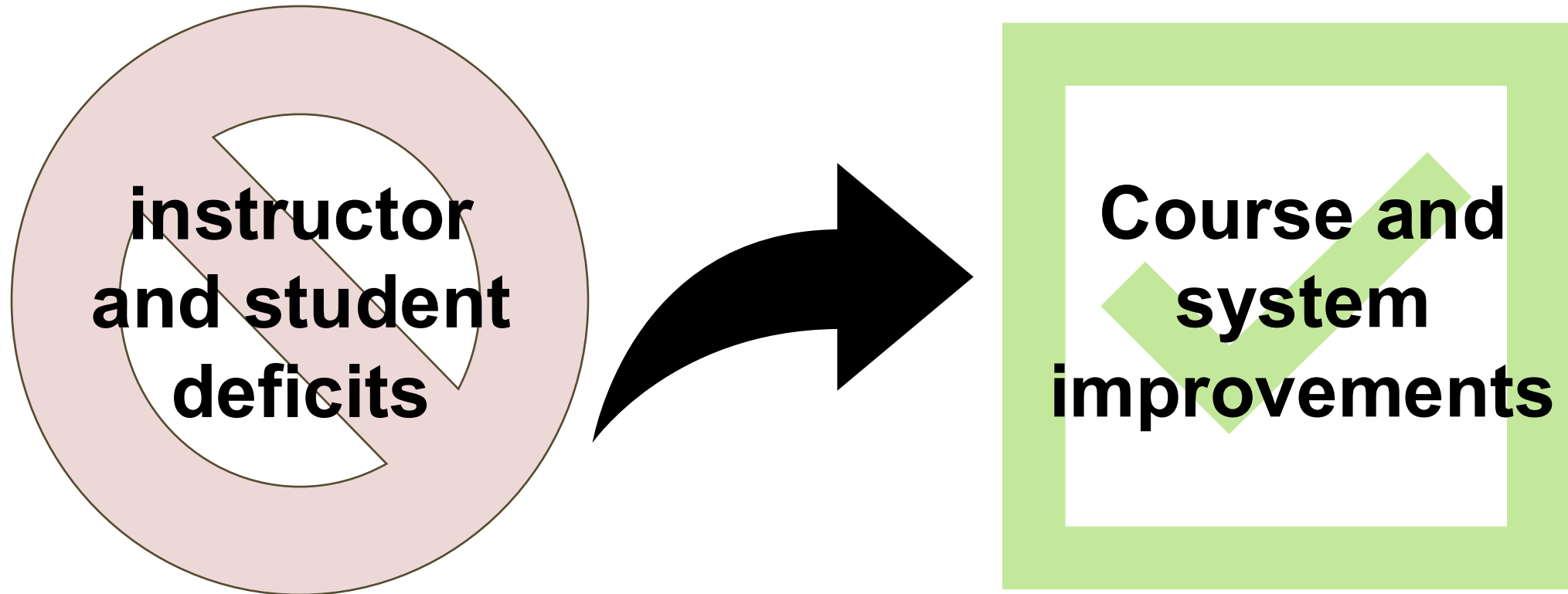
CU Denver Resources to Support Students

Many students interpret struggling in college as a sign that they don't belong in college. Instructors can help address resource underuse by normalizing the use of campus provided resources to support students in their courses. This can include acknowledging that **all** students will struggle academically, socially, physically, and/or mentally during their college career. The struggle is real, the struggle is shared, and things do get better when students access support.

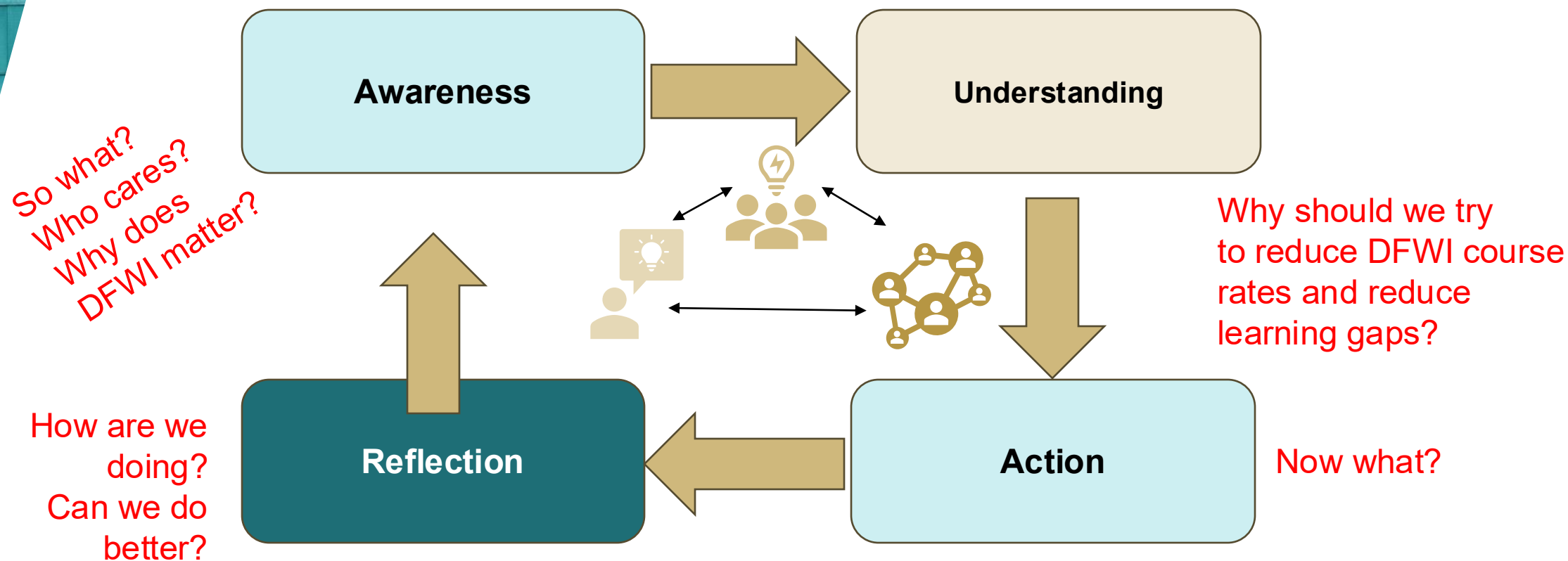
CU Denver Resources to Support Your Students

- New to Campus Resources
 - Academic Support Resources
 - Wellness Support - Physical, Emotional, and Mental Health Resources
 - Getting Involved
 - Financial Stress
- Thanks to Laurel Hartley for compiling this resource list and to Soyon Bueno for helpful additions.

*Move from deficit models to
course and system improvement model*



Cycle of Change Process



One individual's actions spread awareness and understanding. A group widens the impact of individual actions. Systematic change build a culture that outlast individuals. Slide adapted from UC Davis's Center for Educational Effectiveness.

Facilitator's Guide to Program Conversations about DFWI

- **Training on DFWI Dashboard use should:**
 - Foster a widespread culture of care and belonging
 - Embrace a growth mindset instead of deficit models
 - Normalize discussion of struggles and supports
 - Accept shared responsibility
 - Engage in collective and programmatic discussions about change

[Facilitator's Guide to Discussing DFWI Rates](#)

Next Steps: Implementation Plan

- **Reorganize the working group** into subgroups focused on (1) data dashboard refinement, use, and training and (2) instructional supports/supplemental instruction
- **Refine DFWI data dashboards** using stakeholder feedback (fall)
- **Arrange campus-wide trainings** on dashboard metrics and DFWI analysis/discussion
- **Encourage academic programs** to create retention and/or DFWI plans
- **Invite units to coordinate instructional supports**, policies, and assessments across multi-section, historically challenging courses
- **Discuss program and course redesign** for high DFWI programs and courses
- **Explore onboarding processes** of instructional team (TT, IRC, adjunct faculty, teaching assistants, learning assistants, etc.) to promote student success
- **Increase campus communication** about instructional supports, supplemental instruction, and student supports
- **Revisit feasibility of a campus "I" process** and use tech to support completion

Q&A

Breakout sessions

Room 1

- Standardization of Advising
 - Denée Janda
 - Kim Regier

Room 2

- First-Year Experiences
 - Margaret Wood
 - Jennifer Reich

Room 3

- Early Action on Student Challenges
 - Erika Larson
 - Miranda Egger

Room 4

- DFWI Rates
 - Lisa Keränen
 - John Swallow

Closing remarks

Visit the **Student Success Transformation Webpage**
for more project info!

