# Boise State University Strategic Enrollment and Retention Plan

**FY2023-2028**

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**Relevant Acronyms/Abbreviations**

- Ready to Do
- Transitioning and Onboarding - Ready to do
- Robust Experience - Ready to do
- Retaining to Graduation - Ready to do
- Institutional Infrastructure - Ready to Develop
Foundational Investments
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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 institutional equity gaps in college access and 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.

Over the five year period of this plan (FY23-FY28), the SERP will focus on reducing equity gaps in four important student populations in our community: Rural, Latinx, Pell Grant Eligible, and First Generation. 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.

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. As such, the plan is 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.

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 will also seek to make as much substantive progress 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.

We would like to thank the Executive Team for the commissioning of this work and the numerous people that have contributed to this process and report. We are excited to invite the entire campus community to find ways to engage in the work of supporting Boise State University students.
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 equity 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 equity gaps, 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 engagement will help students identify their goals for their education, reflect on their learning and

¹ There is, appropriately, robust discussion about what language to use to best capture inequitable outcomes for students in higher education. We have elected to use “institutional equity gaps” to capture both that it is the institution that must own responsibility for the outcomes (and the solutions) and that the outcomes of focus for this plan are based on serving students equitably.

growth, and form the foundation for a meaningful career and a commitment to making a “meaningful difference in the world around them.”

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. 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 closing selected institutional equity 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, 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). 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.

Goals and Targets

Boise State University’s Role in Closing Idaho’s Equity Gaps.

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,

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a key component of the SERP focuses attention on addressing equity gaps in 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 gaps. 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 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 data 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.

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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 equity gaps in attainment (degree completion) for Latinx students, as well as those who are first-generation 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:

<table>
<thead>
<tr>
<th>Percent of Students Graduating in 6 Years</th>
<th>Fall 2015 Cohort Rate</th>
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<tbody>
<tr>
<td>Latinx students</td>
<td>52.1%</td>
</tr>
<tr>
<td>First Generation students</td>
<td>51.8%</td>
</tr>
<tr>
<td>Pell eligible students</td>
<td>50.1%</td>
</tr>
</tbody>
</table>

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 (transfer, part-time, online, etc.)

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 equity 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 equity 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. Interestingly, many of these strategies align with strategies recommended by Complete College America (see Appendix C). 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)

<table>
<thead>
<tr>
<th>Ready to Do</th>
<th>Creating Access</th>
<th>Transitioning &amp; Onboarding</th>
<th>Robust Experience</th>
<th>Retaining to Graduation</th>
<th>Institutional Infrastructure</th>
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<tbody>
<tr>
<td></td>
<td>● Coordinate Enterprise Level Marketing Campaigns for Targeted Recruitment</td>
<td>● Support Faculty to Promote Engagement in Co-curricular Learning</td>
<td>● Leverage National Survey of Student Engagement (NSSE) Results to Inform Planning</td>
<td>● Create New University Registration, Advising &amp; Drop Committee</td>
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<td></td>
<td>● Develop In-Demand Online Programs that Incorporate Best Practices and that Scale in Size to Address Needs.</td>
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<td>● Create Retention Reports (by population)</td>
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<td></td>
<td>● Improve &amp; Maintain the Major Finder Tool</td>
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<td>● Create Retention Reports (by timeframe)</td>
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<td></td>
<td>● Improve the Logon Process for myBoiseState</td>
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<td>● Highlight Exemplary Use of the PAR Process in Academic Units</td>
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<td></td>
<td>● Update Admissions &amp; Recruitment Funnel Reports</td>
<td></td>
<td></td>
<td>● Improve and Unify the Completion Grant process</td>
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</table>

13
<table>
<thead>
<tr>
<th>Ready to Develop</th>
<th>Creating Access</th>
<th>Transitioning &amp; Onboarding</th>
<th>Robust Experience</th>
<th>Retaining to Graduation</th>
<th>Institutional Infrastructure</th>
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<td></td>
<td>● 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</td>
<td>● Create a Canvas Course to Assist Students in Navigating the University</td>
<td>● Continue Development of in Commuter Connections Program</td>
<td>● Engage in Curricular Audits to Assess &amp; Address Overall Degree Complexity</td>
<td>● Create a Collaborative Process for Annual Blueprint for Success goal Setting</td>
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<td></td>
<td></td>
<td>● Enhance the Campus Interactive Map</td>
<td>● Continue to Leverage Reflection in Finishing Foundations Courses</td>
<td>● Leverage Curriculum Help Tools (Curriculum mapping and Degree Pathways and 4-year Course Rotation Schedule posted, Degree Tracker and Major Finder)</td>
<td>● Make SERP Part of the Campus Culture</td>
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<td></td>
<td></td>
<td>● Expand Application of Mentorship Tools for Yield and Retention (BroncoBridge)</td>
<td>● Enhance Support for Student-Centered, Inclusive Teaching</td>
<td>● Support Effective Course Scheduling</td>
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<td></td>
<td></td>
<td>● Improve Financial Aid Infrastructure Needs</td>
<td>● Expand Opportunities for Course Redesign Support.</td>
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<td></td>
<td></td>
<td>● Improve the e-Commerce Payment Process</td>
<td>● Increase Implementation of High Impact Practices Throughout the Curriculum</td>
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<td></td>
<td></td>
<td>● Improve Wayfinding to Student Life Essentials resources and Student Basic Needs</td>
<td>● Increase Reach of Educational Development Opportunities</td>
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<td></td>
<td></td>
<td>● Increase Access to Campus Housing for Idaho Students</td>
<td>● Integrate Career Competencies into the Fabric of the Boise State Experience</td>
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<td></td>
<td></td>
<td>● Use Marketing and Communication Strategies Tailored for Different Groups of Students to Improve Awareness of Student Resources</td>
<td>● Provide Professional Development for Instructors of Courses with a Critical Mass of First-year Students</td>
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</table>
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

<table>
<thead>
<tr>
<th>Foundational Investments</th>
<th>Transitioning &amp; Onboarding</th>
<th>Robust Experience</th>
<th>Retaining to Graduation</th>
<th>Institutional Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating Access</td>
<td>Subsidize Student Housing on Campus</td>
<td>Create a Hispanic and Latinx Student Center</td>
<td>Develop College Enrollment Dashboard Tool</td>
<td>Build Capacity to Support Assessment of Prioritized SERP Strategies.</td>
</tr>
<tr>
<td>● Create the Center for Early Academic Outreach</td>
<td>● Expand Analysis and Use of Post/alumni Graduate Outcome Data</td>
<td>● Develop Early Warning Dashboard</td>
<td>● Create a Demographic Data Report Tool</td>
<td></td>
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<td>● Create Two Regional Admissions Counselors Positions</td>
<td>● Improve Service Infrastructure That Supports Online Students and Programs</td>
<td>● Implement Milestone-based Required Advising and Expand Required Advising Holds (RADs)</td>
<td>● Increase Analytical Capacity</td>
<td></td>
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<tr>
<td>● Expand Communication Resources to Improve Financial Literacy</td>
<td>● Strengthen and Expand the Community Impact Program</td>
<td>● Increase Capacity in University Health Services - Counseling</td>
<td>● Increase Data Literacy</td>
<td></td>
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<tr>
<td>● Generate capacity for bilingual (Spanish) enterprise level marketing campaigns</td>
<td></td>
<td>● Invest in Student Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Improve Service Infrastructure That Supports Online Students and Programs</td>
<td></td>
<td>● Provide Proactive Academic Support for underserved students</td>
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<tr>
<td>● Strengthen and Expand the Community Impact program</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspirational Projects/Directions</th>
<th>Robust Experience</th>
<th>Retaining to Graduation</th>
<th>Institutional Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Build an Inclusive and Intentionally-designed Space to Support the</td>
<td>● Build Intentional Experiences for students in their</td>
<td>● Create a Unified, Centralized Home for Peer Tutoring Programs</td>
<td>Build Capacity to Support Assessment of Prioritized SERP Strategies.</td>
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<td></td>
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<td></td>
<td>● Create a Demographic Data Report Tool</td>
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<td>● Increase Analytical Capacity</td>
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<td>● Increase Data Literacy</td>
</tr>
<tr>
<td>Campus Welcome and Visit Experience</td>
<td>First Year at Boise State</td>
<td>Make Experiential Learning Accessible for Every Student and Integrated into Their Student Journey</td>
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</tr>
<tr>
<td>------------------------------------</td>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Make Intentional Connections with Communities</td>
<td>• Focus on Connections for Seamless Transitions</td>
<td></td>
<td></td>
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<tr>
<td>• Tell our Story to Idaho</td>
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</tbody>
</table>

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".
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 4 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”)*

*Tentative meeting cycle:*
- Mid-summer - review summer enrollment and fall projections
- Late Sept - review 10th day and retention data
- Early Feb - review 10th day and retention data
- May - reflect on the year and make plans for the coming year

**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
- Dean of Students
- Dean of Extended Studies
- Academic Deans (x2)
- Vice Provost for Academic Planning
- Faculty Senate representative

One specific ESSGC responsibility will be to review 10th day and census day data (and other, relevant data that is produced on a regular basis) and refer identified actionable responses that can be shepherded by the Enrollment and Retention Action Team.

**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.

This group will also serve as the student success group of the ITPC when issues raised by ITPC need input.

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 will be constructed to provide 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 (probably in April or May). 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

Strategies to be Supported Outside this SERP (aka “Handoffs”)

A number of valuable strategies were recommended by SERP working groups. So that they receive the attention they deserve, they will be forwarded to campus partners to consider for implementation. This will allow the SERP to focus on a slightly narrower (but still big!) set of ideas for implementation and assessment. Full descriptions of each of these ideas are found in Appendix D.
- Creating student lounges or networking pods in academic buildings. This strategy will be forwarded to Campus Planning and Facilities.
- Create an incident/bias response team This strategy will be forwarded to the Dean of Students office, Institutional Compliance and Human Resources.
- Increase Idaho resident scholarships and provide financial support (holistic). Enrollment Services in partnership with Executive Leadership have been working to adjust our scholarship strategies and increase funding and this work will continue.
- Increase Faculty Diversity & Equity-Minded Faculty. This strategy will be forwarded to the Provost’s Office, BUILD, and Human Resources.
- Thematic Living and Learning Communities. This idea will be forwarded to housing.

Next Steps for Strategic Enrollment and Retention

The strategies outlined in this plan (e.g. Table 1A, 1B and 1C) are concrete and will provide focus for investment of human and financial resources in support of the plan’s goals in closing equity gaps. Our process has identified two additional areas (below) for which we need concrete strategies to provide support for Strategic Enrollment and Retention at Boise State. As the current plan unfolds, we will engage new working groups to generate ideas focused in these 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 equity 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

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 equity gaps for this group of students.\(^5\)

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

- 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
- 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)

---

\(^5\) Graduation goals for transfer students need to be set separately from the 6 year graduation rate we use for first-time-full time students.
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)
- Josh Wilkins (Assistant Registrar: Registration, Residency, and Customer Service)
- 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
- Debbie Kaylor (Director, Career Center, SERP WG Co-Chair)
- Donna Llewellyn (Executive Director, Institute for Inclusive and Transformative Scholarship, SERP WG Co-Chair)
- Kara Brascia (Director, Service Learning)
- Brian Thompson (Assistant Director and Clinical Faculty, LEAD Certificates)
- Katherine Wright (Assistant Professor, Literacy, Language and Culture, Graduate Programs Coordinator)
- Kelly Myers (Interim Associate Dean and Associate Professor, College of Arts & Sciences)
- Alex Gutierrez (Senior Associate Director of Career Development, Career Center)

WG4: Academic Programming & the Student Learning Experience
- Daniel Sanford (Director, Center for Teaching and Learning, SERP WG Co-Chair)
- Kimber Shaw (Associate Registrar for Student Records and Scheduling, SERP WG Co-chair)
- Jeremy Harper (Instructional Consultant for Inclusive Teaching, BUILD Program)
- Lutana Haan (Assistant Dean, College of Health Sciences)
- Diana Garza (Assistant Dean for Undergraduate Affairs, College of Engineering)
- Adrian Kane (Professor, World Languages)
- Kelley Brandt (Director of Program Planning and Operations, eCampus)
- Joe Champion (Associate Professor and Co-Director, IDOTEACH)

WG5: University Infrastructure, Policies and Processes
- Renee Rehder (Senior Associate Director Enrollment Services, SERP WG Co-Chair)
- Joelle Powers (Associate Dean and Professor, College of Health Sciences, SERP WG Co-Chair)
- Alex Welker (Technical Records Specialist 2, Student Financial Services)
- Scott Brueck (Associate Director, Admissions)
- Greg Martinez (Director, Center for Multicultural and Educational Opportunities and McNair Scholars)
- Maribel Saucedo-Gonzales (Academic Advisor, College of Engineering)
- Tasha Souza (Director, BUILD Program)

WG6: University Recruitment & Outreach
- Niki Callison (Executive Director, Enrollment and Student Success, SERP WG Co-Chair)
- Kelly Talbert (Director, Admissions, SERP WG Co-Chair)
- Marcellus Brown (Associate Professor: Director of Bands)
- Kait Chase (NCAA Compliance Specialist, Financial Aid)
- Sherry Squires (Deputy Associate Vice President for Communications, Marketing and Creative Strategy, Office of Communications and Marketing)
- Andrea Orozco (Senior Enrollment Counselor, Coordinator Multicultural Recruitment, Admissions)
- Adriana Facundo (Assistant Director, New Student Transition and Family Connections)

WG7: Data Group
- Kris Collins (Associate Vice President for Enrollment Management, chair)
• Jim Munger (Special Assistant to the Provost, Professor Emeritus, College of Arts & Sciences)
• Renee Rehder (Senior Associate Director, Enrollment Services)
• Shari Ellerton (Senior Executive Director, Institutional Effectiveness)
• Zeynep Hansen (Vice Provost for Academic Planning and Institutional Effectiveness, Professor, College of Business and Economics)
• Sage Rust (Academic Success Project Coordinator, Office of the Provost)

Review Team
• Jillana Finnegan (CID Project Director, Senior, Review Panel Facilitator)
• Michelle Armstrong (Associate Professor, Albertsons Library)
• Kalista M. Barkley (ASBSU Associate Vice President of Academic Affairs)
• Alicia Garza (Professor, World Languages)
• Ro Parker (Senior Manager, Student Equity)
• Don Plumlee (Associate Dean and Associate Professor, Mechanical and Biomedical Engineering)
• 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)

With much appreciation,
Kris Collins, Associate Vice President for Enrollment Management, SERP Co-Chair
Susan Shadle, Vice Provost for Undergraduate Studies, SERP Co-Chair
Eric Scott, (former) Associate Vice President for Student Affairs, 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

<table>
<thead>
<tr>
<th>Action/Project</th>
<th>Description</th>
<th>Who</th>
<th>When</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate Enterprise Level Marketing Campaigns for Targeted Recruitment</td>
<td>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)</td>
<td>SCM + ExS + OCM</td>
<td></td>
<td>Note as completed; other measures</td>
</tr>
<tr>
<td>Develop In-Demand Online Programs that Incorporate Best Practices and that Scale in Size to Address Needs.</td>
<td>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)</td>
<td>ExS + AcD</td>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>Improve &amp; Maintain the Major Finder Tool</td>
<td>Redesign the Major Finder tool with input from departments; update it annually, in coordination with catalog and curriculum changes. (WG5.S7)</td>
<td>Reg + OIT + AcD + ADMNSP</td>
<td>Year 1</td>
<td>Note as completed; # of users; follow # of undeclared students</td>
</tr>
<tr>
<td>Improve the Logon Process for myBoiseState</td>
<td>The current myBoiseState account creation/reset process needs to be updated/reworded to alleviate confusion for new students/first time users. (WG5.S2)</td>
<td>OIT + EnS</td>
<td>Year 1</td>
<td>Note as completed</td>
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<tr>
<td>Update Admissions &amp; Recruitment Funnel Reports</td>
<td>Add a funnel report for each of the institutional equity gaps for reporting and analysis. (WG7.S10)</td>
<td>EnS</td>
<td>Year 1</td>
<td>Note as completed</td>
</tr>
</tbody>
</table>

**Transitioning and Onboarding - Ready to do**

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<thead>
<tr>
<th>Action/Project</th>
<th>Description</th>
<th>Who</th>
<th>When</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Faculty to Promote Engagement in Co-curricular Learning</td>
<td>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. (WG1.S10)</td>
<td>SA + CTL</td>
<td></td>
<td>greater engagement of students in target groups</td>
</tr>
</tbody>
</table>

**Robust Experience - Ready to do**

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<thead>
<tr>
<th>Action/Project</th>
<th>Description</th>
<th>Who</th>
<th>When</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leverage National Survey of Student Engagement (NSSE) Results to Inform Planning</td>
<td>Embed the use of the NSSE across a variety of programming. Analyze the NSSE data with an eye toward the equity groups. Utilize it to inform high impact practices and engagement opportunities. (WG7.S9)</td>
<td>IE + ProvO + CTL</td>
<td>Year 1</td>
<td></td>
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**Retaining to Graduation - Ready to do**

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<th>Action/Project</th>
<th>Description</th>
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<th>Assessment Plan</th>
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</thead>
<tbody>
<tr>
<td>Task Description</td>
<td>Description</td>
<td>Committee Members</td>
<td>Start Year</td>
<td>Completion Status</td>
</tr>
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<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Create New University Registration, Advising &amp; Drop Committee</td>
<td>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)</td>
<td>Ad hoc committee + AcadStds + EdC</td>
<td>Work begins Year 1</td>
<td>how would we measure fewer snags in student progress?</td>
</tr>
<tr>
<td>Create Retention Reports (by population)</td>
<td>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)</td>
<td>IE + EnS</td>
<td>Year 1</td>
<td>Completed or not</td>
</tr>
<tr>
<td>Create Retention Reports (by timeframe)</td>
<td>Create additional cohort-based persistence analysis to track retention &amp; persistence for 2nd to 3rd year and 3rd to 4th year. (WG7.S4)</td>
<td>IE + EnS</td>
<td>Year 2</td>
<td>Completed or not</td>
</tr>
<tr>
<td>Highlight Exemplary Use of the PAR Process in Academic Units</td>
<td>Identify best practices for program assessment related to accessible degree attainment and program/course offerings. Highlight programs doing exemplary PAR work. (WG4.S7)</td>
<td>IE + CTL</td>
<td></td>
<td>Increased quality of PAR reports</td>
</tr>
<tr>
<td>Improve and Unify the Completion Grant Process</td>
<td>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)</td>
<td>SA</td>
<td>Begin work Year 1</td>
<td>More students receive grants</td>
</tr>
<tr>
<td>Improve Ease of Use of D, F, W reports</td>
<td>Create a tool in which faculty and departments can easily access and analyze their DFW rates by various demographics. (WG7.S6)</td>
<td>IE + ProvO + CTL + Reg + BIRS</td>
<td>Year 1</td>
<td>Completed or not; decreased DFWs</td>
</tr>
<tr>
<td>Increase Integration of Academic Development and Recovery (ADR) Advising and Outreach</td>
<td>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)</td>
<td>AASC + Coll + AcD</td>
<td></td>
<td>more students retained after struggling</td>
</tr>
</tbody>
</table>
### Ready to Develop

#### Creating Access - Ready to Develop

<table>
<thead>
<tr>
<th>Action/Project</th>
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<th>Who</th>
<th>When</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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. 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.</td>
<td>OCM + SAEM</td>
<td>Years 1-2</td>
<td>Note as completed</td>
</tr>
</tbody>
</table>

(AWG5.S3)
<table>
<thead>
<tr>
<th><strong>Action/Project</strong></th>
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<th><strong>Who</strong></th>
<th><strong>When</strong></th>
<th><strong>Assessment Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a Canvas Courses to Assist Students in Navigating the University</td>
<td>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)</td>
<td>SF + OIT + LTS</td>
<td></td>
<td>Metrics of students who access the site.</td>
</tr>
<tr>
<td>Enhance the Campus Interactive Map</td>
<td>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)</td>
<td>OCM + DoS + OIT</td>
<td></td>
<td>Complete or not</td>
</tr>
<tr>
<td>Expand Application of Mentorship Tools for Yield and Retention (BroncoBridge)</td>
<td>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)</td>
<td>EnS</td>
<td>Begin in Year 1</td>
<td></td>
</tr>
<tr>
<td>Improve Financial Aid Infrastructure Needs</td>
<td>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)</td>
<td>OIT + FA</td>
<td></td>
<td>Increase in resources</td>
</tr>
<tr>
<td>Improve the e-Commerce Payment Process</td>
<td>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)</td>
<td>SF + OIT</td>
<td></td>
<td>Complete or not</td>
</tr>
<tr>
<td>Improve Wayfinding to Student Life Essentials Resources and Student</td>
<td>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</td>
<td>DoS + SCM + OCM</td>
<td>Year 1</td>
<td>Coordination of resources</td>
</tr>
<tr>
<td>Basic Needs</td>
<td>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)</td>
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</tr>
<tr>
<td>Increase Access to Campus Housing for Idaho Students</td>
<td>Make Housing available to Idaho residents prior to nonresident students. (WG2.S3)</td>
<td></td>
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<tr>
<td>Housing + EnS</td>
<td>Increase in guaranteed, affordable beds dedicated to Idaho Students</td>
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<tr>
<td>Use Marketing and Communication Strategies Tailored for Different Groups of Students to Improve Awareness of Student Resources</td>
<td>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)</td>
<td></td>
<td></td>
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<tr>
<td>SCM + SA</td>
<td>Complete or not</td>
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**Robust Experience - Ready to Develop**

<table>
<thead>
<tr>
<th>Action/Project</th>
<th>Description</th>
<th>Who</th>
<th>When</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue Development of in Commuter Connections Program</td>
<td>Support first year commuter students to opt in to ongoing support from peer navigators in their first semester (WG2.S1)</td>
<td>ADMNSP + SILC</td>
<td></td>
<td>Number of commuter students engaged in a commuter connection effort</td>
</tr>
<tr>
<td>Continue to Leverage Reflection in Finishing Foundations Courses</td>
<td>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)</td>
<td>FF subcommittee of the GEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance Support for Student-Centered, Inclusive Teaching</td>
<td>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</td>
<td>CTL + BUILD + Coll + AcD</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expand Opportunities for Course Redesign Support</strong></td>
<td>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 equity &amp; inclusion. (WG4.I2)</td>
<td>CTL + Coll + AcD</td>
<td></td>
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</tr>
<tr>
<td><strong>Increase Implementation of High Impact Practices Throughout the Curriculum</strong></td>
<td>Intentionally promote the use of high-impact practices in existing educational development work with faculty cohorts, departments/colleges, and university-wide initiatives. (WG4.S4)</td>
<td>CTL + Coll + AcD</td>
<td></td>
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<tr>
<td><strong>Increase Reach of Educational Development Opportunities</strong></td>
<td>Create educational development programming focused on equity 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)</td>
<td>CTL + BUILD + Coll + AcD</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrate Career Competencies into the Fabric of the Boise State Experience.</strong></td>
<td>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)</td>
<td>CTL + Career Svcs + Coll + AcD</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provide Professional Development for Instructors of Courses with a Critical Mass of First-year Students</strong></td>
<td>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, First-generation, Latinx, and Rural students. (WG3.I2)</td>
<td>CTL + Coll + AcD</td>
<td>Pilot in Aug of 2022</td>
<td></td>
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</table>
## Retaining to Graduation - Ready to Develop

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<tr>
<th>Action/Project</th>
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<th>When</th>
<th>Assessment Plan</th>
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<tbody>
<tr>
<td>Engage in Curricular Audits to Assess &amp; Address Overall Degree Complexity</td>
<td>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)</td>
<td>GEC + AcD + ProvO + Reg</td>
<td>Fewer foundational/core classes specified as major requirements, increased degree efficiency of students</td>
<td>Reduction in co-reqs and pre-reqs, increased degree efficiency of students</td>
</tr>
<tr>
<td>Leverage Curriculum Help Tools (Curriculum mapping and Degree Pathways and 4-year Course Rotation Schedule posted, Degree Tracker and Major Finder)</td>
<td>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)</td>
<td>Reg + ProvO + AcD</td>
<td>Reduction in co-reqs and pre-reqs, increased degree efficiency of students</td>
<td></td>
</tr>
<tr>
<td>Support Effective Course Scheduling</td>
<td>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)</td>
<td>ProvO + UAN + AcD + Reg</td>
<td>Reduction in schedule bottlenecks, increased degree efficiency of students</td>
<td></td>
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</table>

## Institutional Infrastructure - Ready to Develop

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<tr>
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<tbody>
<tr>
<td>Create a Collaborative Process for Annual Blueprint for Success Goal Setting</td>
<td>Create a collaborative process that involves a variety of stakeholders, including an executive enrollment committee, to develop targets in late fall to support the Blueprint for Success formation annually. (WG7.S2)</td>
<td>ESSGC</td>
<td>Begin in Year 1</td>
<td>Completed or not</td>
</tr>
<tr>
<td>Make SERP part of the Campus Culture</td>
<td>It is proposed that each department/unit that is student facing incorporate discussions of student enrollment and retention in their leadership and planning processes.</td>
<td>SERP Leadership and</td>
<td>Begin in Year</td>
<td>Number of recommendations</td>
</tr>
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</table>
annual/quarterly planning processes. (WG5.S4)  

Executive Leadership  

1  

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
- ADMNP = 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 Students Office
- 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

<table>
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<tr>
<th>Action/Project</th>
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<tbody>
<tr>
<td>Create the Center for Early Academic Outreach</td>
<td>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</td>
</tr>
</tbody>
</table>
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)

Transitioning & Onboarding - Foundational Investments

<table>
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<tr>
<th>Action/Project</th>
<th>Description</th>
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<tbody>
<tr>
<td>Subsidize Student Housing on Campus</td>
<td>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)</td>
</tr>
</tbody>
</table>

Robust Experience - Foundational Investments

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<thead>
<tr>
<th>Action/Project</th>
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</table>
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)

<table>
<thead>
<tr>
<th>Action/Project</th>
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</thead>
<tbody>
<tr>
<td>Develop College Enrollment Dashboard tool</td>
<td>Create a tool in which colleges can access and assess their college level enrollment information, including data on institutional equity gaps. (WG7.S3)</td>
</tr>
<tr>
<td>Develop Early Warning Dashboard</td>
<td>Create a tool in which colleges and advisors could identify students at-risk. (WG7.I1)</td>
</tr>
<tr>
<td>Implement Milestone-based Required Advising and Expand RADs</td>
<td>Increase consistency of required advising experience for all students regardless of major. Require academic 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)</td>
</tr>
<tr>
<td>Increase Capacity in University Health Services - Counseling</td>
<td>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)</td>
</tr>
<tr>
<td>Invest in Student Employment</td>
<td>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)</td>
</tr>
<tr>
<td>Provide Proactive Academic Support for Underserved Students</td>
<td>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)</td>
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</table>
## Institutional Infrastructure - Foundational Investments

<table>
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<tr>
<th>Action/Project</th>
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<tbody>
<tr>
<td>Build Capacity to Support Assessment of Prioritized SERP Strategies.</td>
<td>Invest in assessment so that strategies that are chosen are operationalized and evaluated for opportunities for continuous improvement. (WG7.I4)</td>
</tr>
<tr>
<td>Create a Demographic Data Report Tool</td>
<td>Develop a mechanism/tool where departments can easily access the demographic data (specific to the institutional equity 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 equity data. (WG7.I3)</td>
</tr>
<tr>
<td>Increase Analytical Capacity</td>
<td>Increased federal and state reporting requirements has caused resource constraints for other analysis. Add analytical staff to support streams of analysis that address institutional equity gaps. (WG7.S1)</td>
</tr>
<tr>
<td>Increase Data Literacy</td>
<td>Develop new methods for increasing data literacy and building capacity around data (e.g., communication, training, etc.) (WG7.I2)</td>
</tr>
</tbody>
</table>


Aspirational Projects/Directions

The following strategies represent bold and aspirational directions that will support Boise State to better serve students and close institutional equity 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 equity 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)

**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 equity 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 equity 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

- **Cohort size**
  - Pell eligible vs. Not Pell eligible: Size of FTFT Fall Cohorts
  - First Gen vs. Not First Gen: Size of FTFT Fall Cohorts
  - Hispanic vs. All Others: Size of FTFT Fall Cohorts
  - Idaho Rural vs. Idaho Urban: Size of FTFT Fall Cohorts

- **Graduation rates**
  - Six-year Graduation of FTFT Fall Cohorts
  - Six-year Graduation of FTFT Fall Cohorts
  - Six-year Graduation of FTFT Fall Cohorts
  - Six-year Graduation of FTFT Fall Cohorts

- **Pell**
- **1st Gen**
- **Latinx (Hispanic)**
- **Rural**
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.

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<td>Career Exploration</td>
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<td>Adult Learner Engagement</td>
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<td>Structure</td>
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<td>Basic Needs Support</td>
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Appendix D. Full Descriptions of Strategies to be Supported Outside this SERP (aka “Handoffs”)

- **Creating student lounges or networking pods in academic buildings**: Having these spaces spread across campus takes into consideration that students don't always access the same parts of campus. Students are always looking for a place to study, do group work, decompress before an exam, heat up/store food and eat. While Boise State offers great spaces (library, SUB, ILC, COBE) several buildings do not have dedicated space to bring students together. This strategy will be forwarded to Campus Planning and Facilities.
- **Create an incident/bias response team:** It is proposed that an incident response team is created that can be activated when there are bias incidents that occur on campus to ensure that we are giving those affected timely and needed support. This would also allow for a unified and meaningful university response that would be able to address any backlash about any incidents. This strategy will be forwarded to Institutional Compliance and Human Resources.

- **Increase Idaho resident scholarships and provide financial support (holistic):** Expand criteria to serve more Idaho students with need, or increase funding for the current eligible population. Make all scholarships renewable for 4 years to avoid a funding cliff. Create additional scholarship cycles to capture students who don’t always apply in the traditional higher education timelines and miss the Feb 15 deadline. Committ university funds to expand True Blue Promise with a floor GPA of 3.0 We also expand TRIO and CAMP scholarships to make them 4 yr renewable, as we are not competitive with sister institutions in Idaho. We need four year scholarships for pell-eligible, Native, and/or Latinx students for fully online programs and to allow them to enroll part-time. Enrollment Services in partnership with the Executive Leadership have been working to adjust our scholarship strategies and increase funding and this work will continue.

- **Increase Faculty Diversity & Equity-Minded Faculty:** Faculty of Color and faculty from other marginalized groups will have more positive interviewing experiences and see the ways in which they can find and build community and networks of support. There will be processes to inform candidates and new hires of affinity groups, a spousal hire policy, more training for mentors, support for FOC to mentor, equity advocates on searches, DEI cluster hires, and better search committee preparation. This strategy will be forwarded to the Provost’s Office, BUILD, and Human Resources.

- **Thematic Living and Learning Communities:** The strategy to expand living and learning communities was proposed several times. This idea will be forwarded to housing. However, based on our current shortage of housing, the intensive resources required to create and support these communities, and the limited number of students these communities can reach, this idea may remain in a “parking lot”.

- **Opportunities for Advancement/Fundraise to Support:**
  - Idaho resident scholarships
  - Experiential learning opportunities
  - Student employment opportunities
  - An Hispanic and Latinx Student Center
  - Subsidized student housing on campus