# UCCS

# Student Support Network

EARLY ALERT, APPOINTMENT SCHEDULING, & MORE!

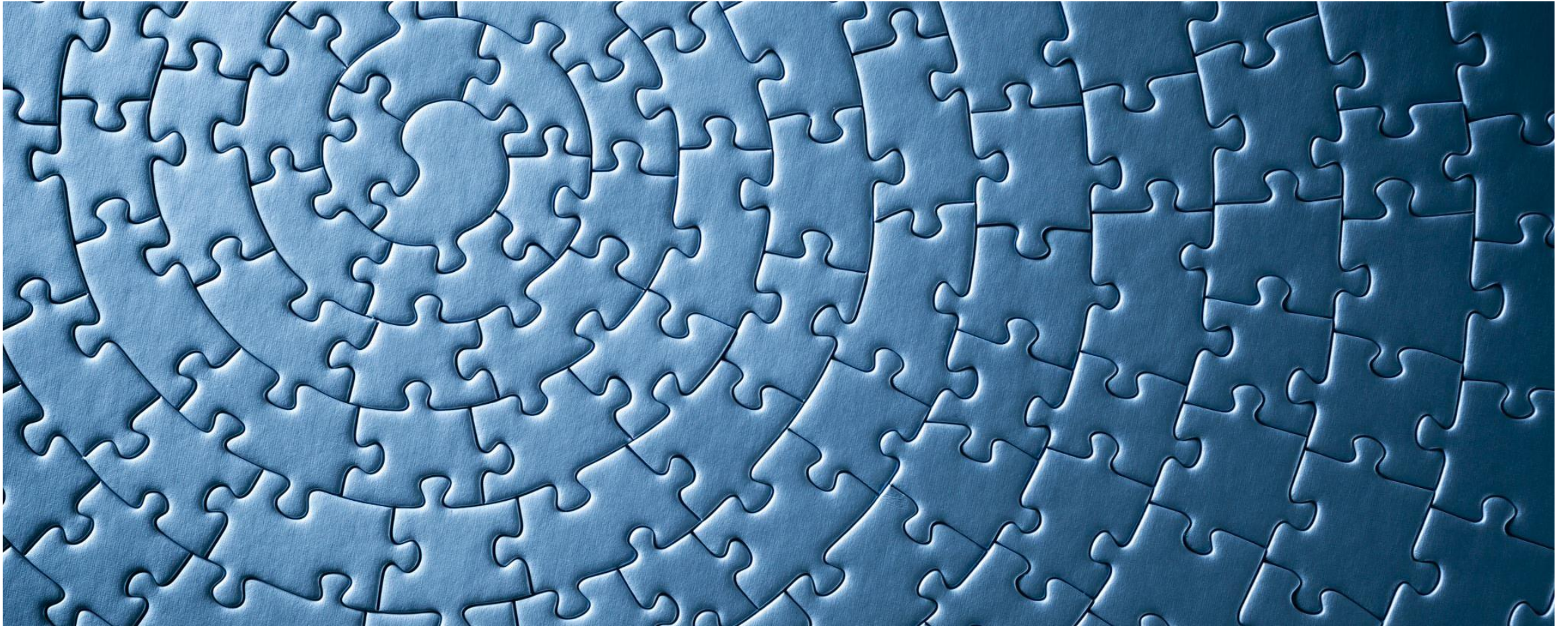University of Colorado
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# Agenda

- **Support Network & UCCS Strategy**
- **Faculty Resources**
- **Logins**
- **Alerts & Progress Reports**
- **Scheduling**
- **Q&A**

# Strategy & Big Picture

# UCCS Strategy & Student Support Network

- "Operationally, my time in leadership at UCCS will be guided by three priorities: shared governance, strategic enrollment and transparency in the budget." -- Jennifer Sobanet

**Strategic Enrollment.** To set ourselves up for future success, it is imperative that we prioritize enrollment efforts. We have immense potential to diversify our student body and to cultivate a healthy student pipeline right here in Colorado Springs, across Colorado and the globe. ==Every member of campus must be involved in the retention of our students as we create for them a sense of belonging and a place where they find a safe, supportive environment to learn and grow.== By fostering a culture of community and belonging among faculty and staff, that culture extends to the students.



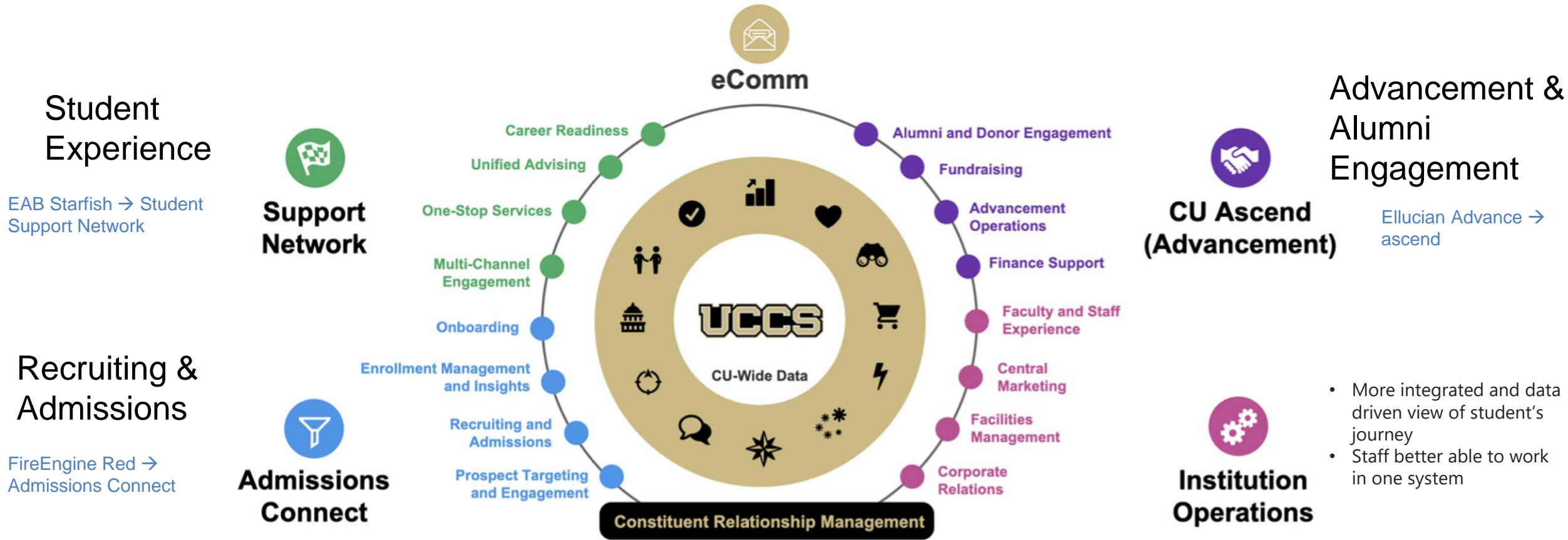Enhance Enrollment, Retention and Graduation Efforts to Drive Long-term Stability

**HOW WILL WE ACCOMPLISH THIS? WE WILL...**

1. Integrate student service systems dedicated to recruiting, academic support, continuing enrollment, and graduation services.
2. Strengthen online program offerings to meet evolving academic and professional needs of students.
3. Expand the recruiting pipeline to include non-resident and international students and through K-12 outreach.

**HOW WILL WE KNOW WE'RE SUCCESSFUL? WE WILL HAVE...**

1. Increased retention, persistence, and graduation rates.
2. Increased the number of online programs and online enrollments.
3. Demonstrated significant growth in non-resident and international students.

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# UCCS Strategy & SF Platform/Ecosystem



**Student Experience**

EAB Starfish → Student Support Network

**Recruiting & Admissions**

FireEngine Red → Admissions Connect

**Advancement & Alumni Engagement**

Ellucian Advance → ascend

- More integrated and data driven view of student's journey
- Staff better able to work in one system

# Next Steps

- **Encourage your faculty to use SN**
  - Early intervention & student support directly relates to retention
  - Colleges & departments start working with SN Team for reporting

- **We're just getting started**
  - This is Phase 1 – Replace Starfish
  - Foundational groundwork is in place

- **This is a <u>Platform</u> (not just a tool), and we can change/enhance it**
  - We are adding new capabilities all the time and will be for the next several years.

- **Help us improve**
  - Adoption Survey next month
  - Tell us what you hear and what you experience and what you need
    - *Special requests, further department training, etc. – Work through FRC (Dave Anderson & Jackie Crouch)*

# FRC -- Support Network Page

**Support Network Faculty Console Resources**

- Support Network Faculty Console Login
  - In your Canvas course click:

    Support Network
    Faculty Console

  - In the Links & Tools on UCCS web pages click:

    Support Network: Faculty

  - **Note:** If you are presented with the option to log in with your username and password or with single sign-on, choose **single sign-on**.
- Editing your Profile – PDF | Video
- Submitting Alerts – PDF | Video
  - **Note:** Scores from Canvas are updated once a day in the Support Network.
- Responding to a Progress Report – PDF | Video
- Setting up your Office Hours calendar – PDF
  - Creating recurring availability – Video
  - Creating one-time availability – Video
- Support Network sample syllabus entry – Word
- Emails sent to students – PDF
- If you need help using the Support Network Faculty Console, please email frc@uccs.edu.
- For technical issues or other problems, please email sshtech@uccs.edu.

**Support Network Student Resource**

- Support Network Student Flyer - PDF

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# Resources

- **FRC Support Network Site --**
  **https://frc.uccs.edu/teaching_resources/student-support-network**

- **FRC Helpdesk** frc@uccs.edu

- **Student Support Network Information Site –**
  https://uccsoffice365.sharepoint.com/sites/SalesforceStudentSupportNetwork

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# Support Network Team

**Brett Fugate**

Academic Advising –
Director & Application Owner/Manager

**Dave Neis**

Academic Advising –
Lead Academic Advisor

**Sarah Stoltz**

Academic Advising –
Administrative Assistant SN SME

**Ellen Burkart**

Student & Family Connections –
Director

**Dave Anderson**

Faculty Resource Center –
Associate Professor & Chair Chemistry &
Biochemistry

**Chuck Carter**

Office of Information Technology –
Sr. IT Project Manager

# Change Champions

- **Cindy Brown**
- **Tim Callahan**
- **Beth Gabbard**
- **Lynnane George**
- **Niki Juhl**

- **Kristi McCann**
- **Rashell McCann**
- **Anna Kosloski**
- **Regina Winters**

Who else would like to be involved?

Business
Education
Chemistry
Engineering
Public Service

# HELP!!!

- **Faculty**
  - FRC is your first stop
  - Dedicated helpdesk: frc@uccs.edu

    - *Staff & Students:*
      - OIT Helpdesk

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# SN Issues -- OIT & FRC Helpdesk
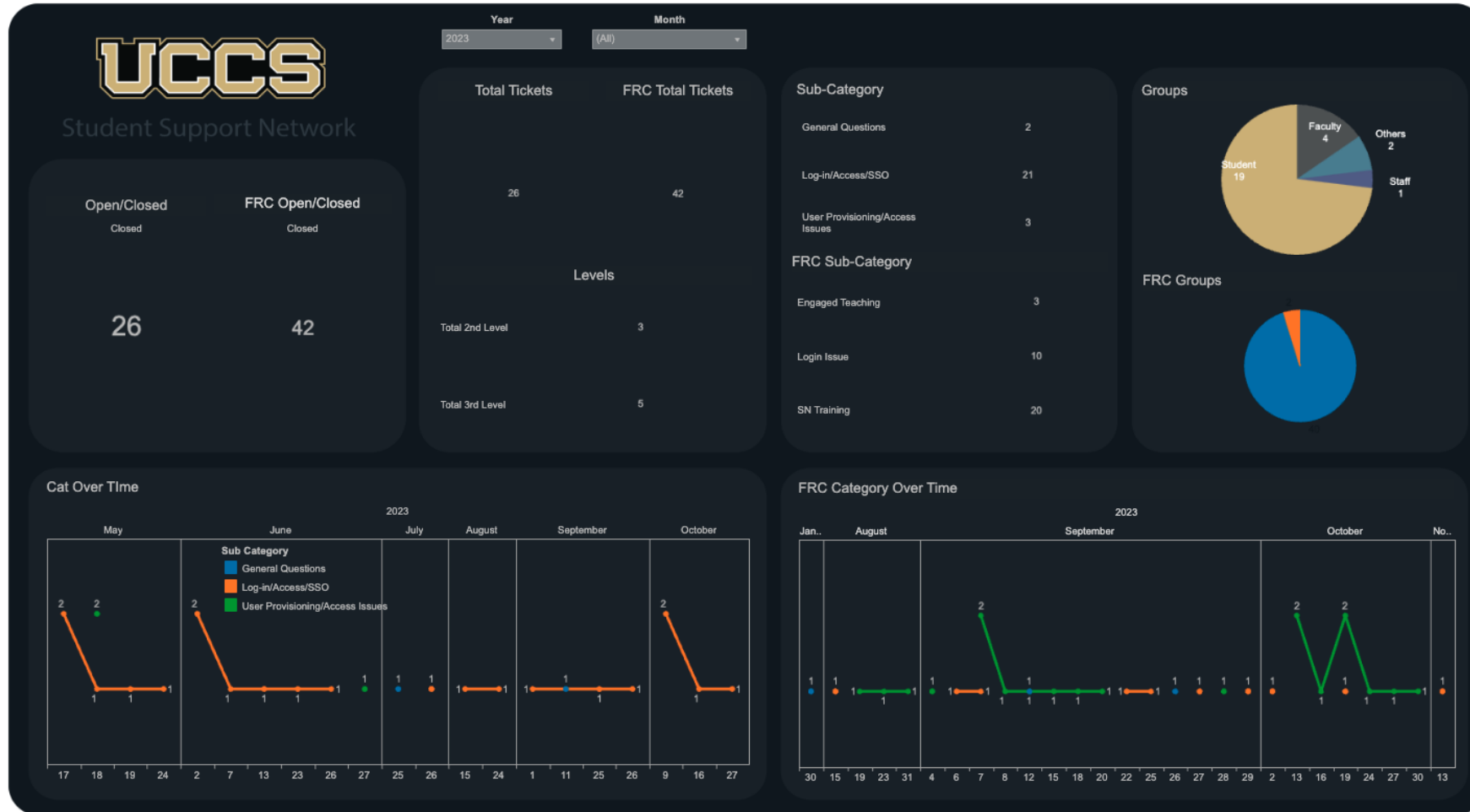


**OIT SN Tickets**
- 21 of 25 Log-ins

**FRC SN Tickets**
- 30 of 42 tickets were classified either as Log-in questions or Training issues

- Problems: System, Set-up, or Training?

# Logging In & Access

# Access -- UCCS Homepage

# Access – Canvas



Located in each Individual Course Menu* & on Left Navigation Menu

Remember:
## Faculty Console

\* Starting in Spring 2024 the links will not be in the individual course menu, so access via "Help" menu.
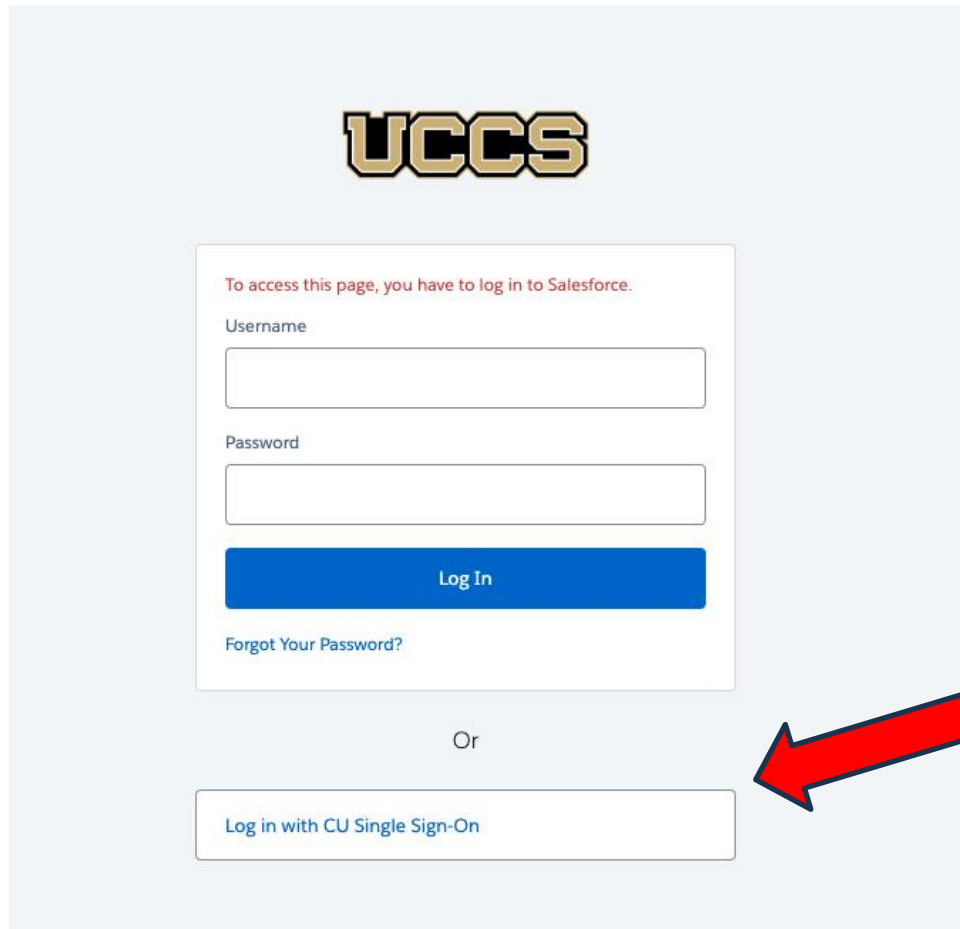
# Use Single Sign-On

You should see this page for SSO usage
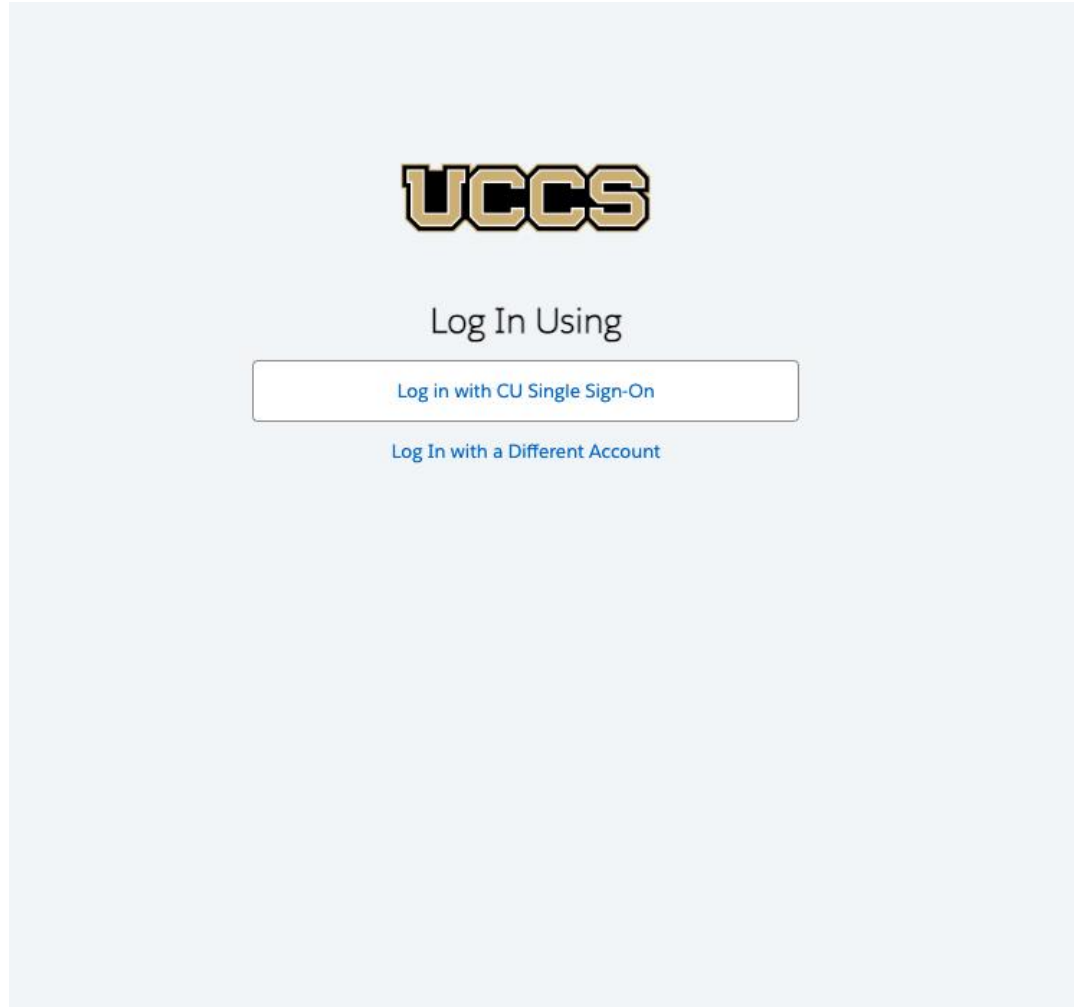
# Use Single Sign-On
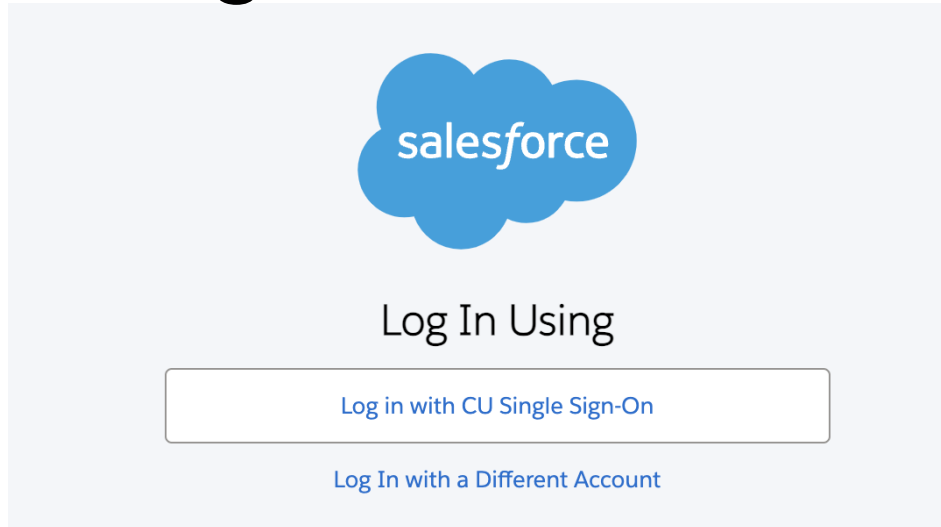
You may see this page, (especially if this is your first time logging in) but just click for SSO usage

# Single Sign-On

# Duo – (Two-Factor Authentication)

- Based on Primary/Preferred Contact Info

- Update in Portal or Call Employee Services for help 303-860-4200 option 1.

- Does not work for International Numbers

https://www.cu.edu/employee-services/mycuedu-security-strengthened-new-authentication-tool

# Duo – (Two-Factor Authentication)



- Based on Primary/Preferred Contact Info

- Update in Portal or Call Employee Services for help (303-860-4200 option 1).

- Does not work for International Numbers

# Support Network Faculty Console

# Submitting Alerts and Kudos Outside of Progress Surveys
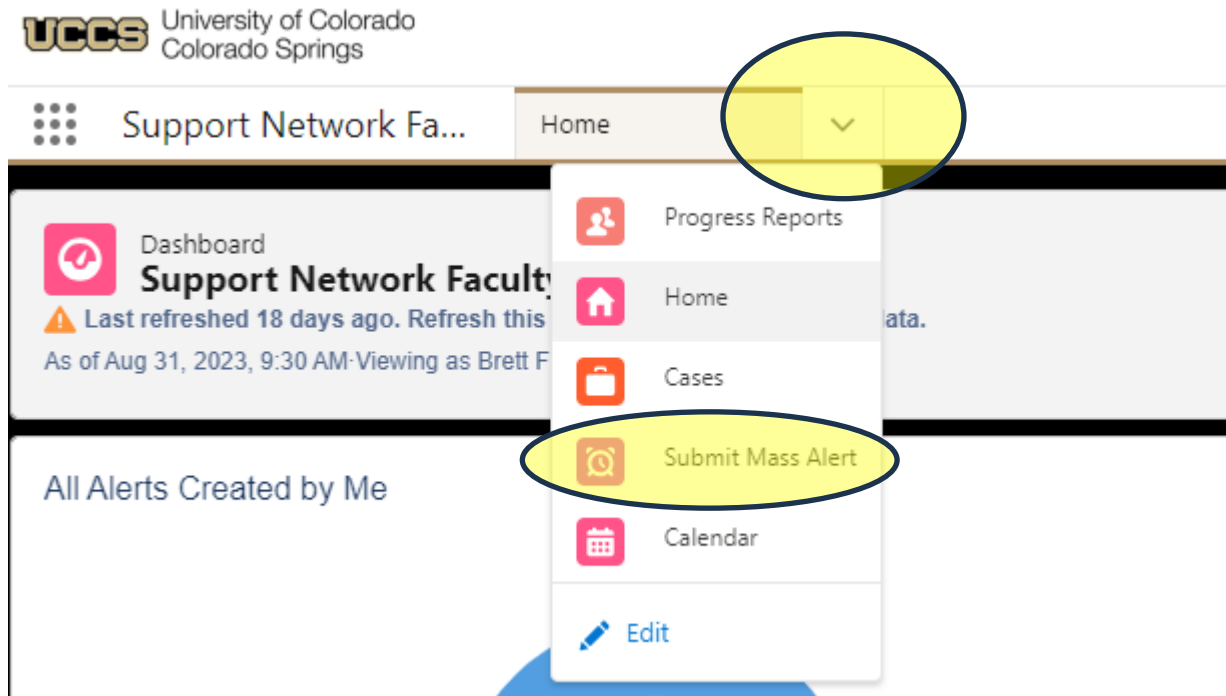


1. Click caret to view options

2. Click Submit Mass Alert

# Submit Mass Alert – easy for one or many



1. Select which students you would like to create the same alert for

2. Click New Alert

3. Select a reason and enter any comments. Note: Only comments for kudos will be shared with the student directly

4. Click Save

# What Happens when I Submit an Alert?

**1** ALERT SUBMITTED

**2** STUDENT NOTIFIED

**3** SUPPORT TEAM ASSIGNED

**4** OUTREACH INITIATED

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# What Happens when I Submit an Alert?



**ALERT SUBMITTED**

**STUDENT NOTIFIED**

- Students receive an email notification based on the alert reason, offering guidance, and encouraging immediate action

- This initial outreach is often enough for a student to take action to improve their performance or withdraw from the class

- View sample emails: [Email Alert Notifications to Students.pdf (uccs.edu)](uccs.edu)

# What Happens when I Submit an Alert?

- Alerts are assigned based on pre-existing relationships students have and we prioritize our outreach and interventions for first-year students and specific student populations

- **All alerts help students** by informing them of their performance and next steps, as well as help staff and faculty connect students to resources

**SUPPORT TEAM ASSIGNED**

- Athletics
- VMA Office
- Housing
- Excel Centers
- Peer Coaches
- Advisors

**OUTREACH INITIATED**

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# What Happens when I Submit an Alert?

- **What is a support team and who is helping the student?**

- The Student Support Team consists of individuals who are assigned to specific students.
- The assignment comes from campus solutions (based on a bunch of factors).



**3**

**SUPPORT TEAM ASSIGNED**

- Athletics
- VMA Office
- Housing
- Excel Centers
- Peer Coaches
- Advisors

**4**

**OUTREACH INITIATED**

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# What Happens when I Submit an Alert?

- Early alert is **not** meant to replace your direct engagement with students. Instead, it complements your efforts by:
  - Making it easy for you to raise alerts based on defined criteria.
  - Allowing others on campus to have meaningful conversations and connect students to resources.
  - Bringing attention to the student about their academic performance.

**3**

**SUPPORT TEAM ASSIGNED**

**4**

**OUTREACH INITIATED**

- Athletics
- VMA Office
- Housing
- Excel Centers
- Peer Coaches
- Advisors

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# What Happens when I Submit an Alert?

- Students may be struggling beyond course content and would benefit from support in transitioning into college, time management, mental health, etc.

- Having a full picture of each student with alerts helps us not only with individual interventions but also in our coordinated paths and plans to support student success overall.



**3**

**SUPPORT TEAM ASSIGNED**

- Athletics
- VMA Office
- Housing
- Excel Centers
- Peer Coaches
- Advisors

**4**

**OUTREACH INITIATED**

# How do I get updates on the alerts I submit

- Access the dashboard in the Support Network Faculty Console and view the status of your submitted alerts (select **Home** from the dropdown menu)
- You have the option to click on a report for a deeper dive into the data.

# How do I get updates on the alerts I submit

- Access the dashboard in the Support Network Faculty Console and view the status of your submitted alerts (select **Home** from the dropdown menu)
- You have the option to click on a report for a deeper dive into the data.

# Progress Reports

# Progress Report Dates – Spring 2024

- **Attendance Concern/No Shows**
Survey opens: Mon., Jan. 22 | Survey closes:
Mon., Jan. 29

- **Academic Concerns**
Survey opens: Mon., Feb. 12 | Survey closes:
Weds., Feb. 28

- **In Danger of Failing/Cannot Pass**
Survey opens: Mon., Mar. 11| Survey closes:
Weds., Apr. 3

# Navigating to Outstanding Progress Reports

1. From your home page click the drop-down menu in the tab row and click **Progress Reports**.

# Submitting Outstanding Progress Reports

1. Click on a progress report tile in the Outstanding Progress Reports component to open.
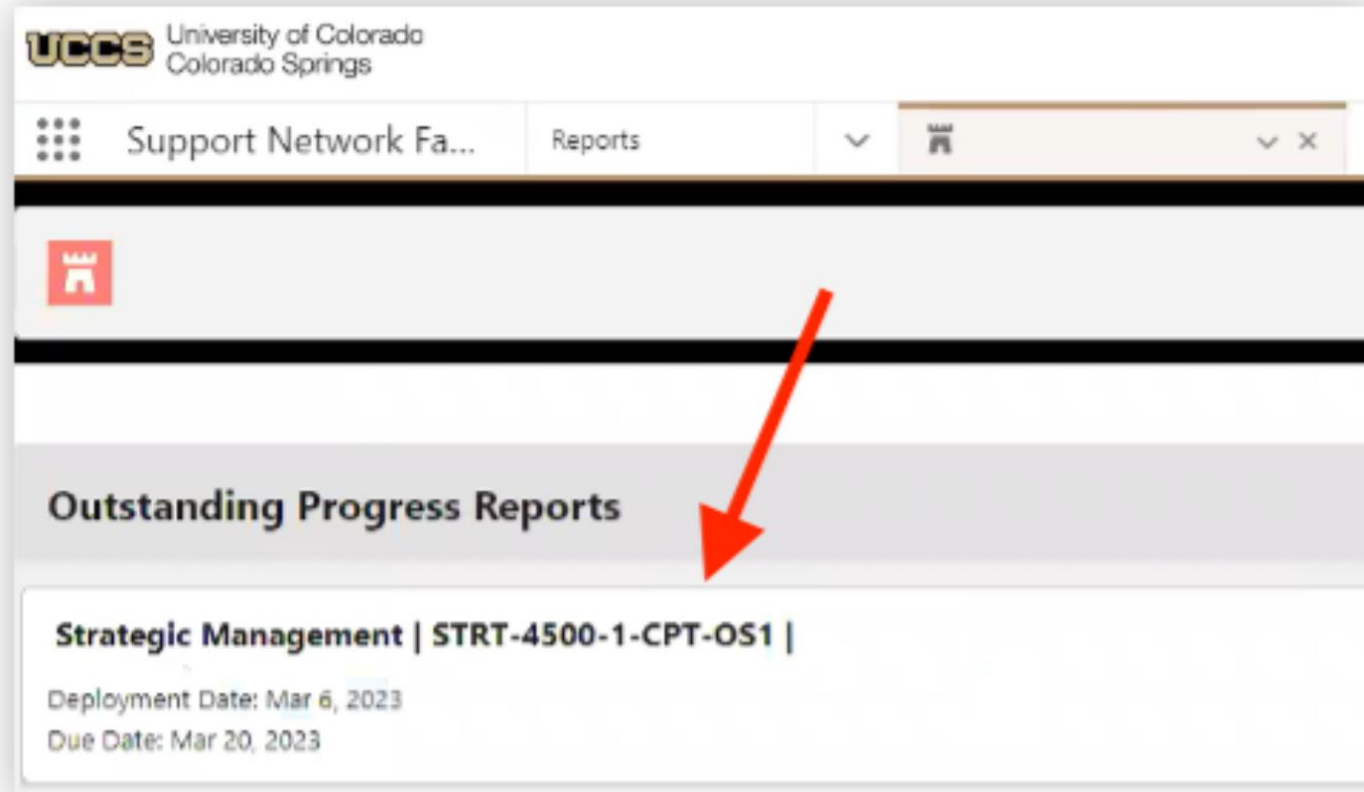
# Submitting Outstanding Progress Reports

2. Click the appropriate radio button for each student listed in the progress report and click **Show Comments** to enter a comment for that student.

# Submitting Outstanding Progress Reports

3. Click **Submit** at the bottom of the page to complete and submit the progress report.

| Student | Missing Assignments/Not spending enough time in course | Attendance Concern - Unexcused Absences |
|---|---|---|
| | ○ | ● |
| Show Comments | | |

| Student | Missing Assignments/Not spending enough time in course | Attendance Concern - Unexcused Absences |
|---|---|---|
| njamin | ○ | ○ |
| Show Comments | | |

Submit

*Update: Students who dropped before the census date no longer show up in the roster*

*NOTES:*

*- At this time students who dropped before the census date and those who withdrew after it will still be in your roster. This is planned to be fixed in the future.*

*- Comments entered in a progress report are not shared with students.*

# Availability & Scheduling

# Creating Appointment Settings

1. Click on **SSH Appointment Manager** (at the bottom of most pages).
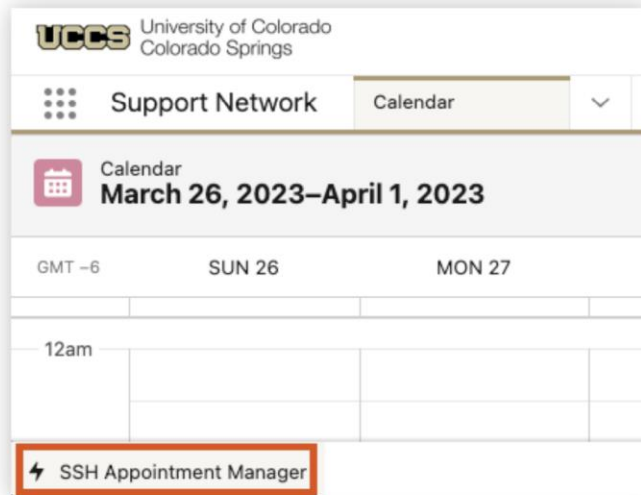


2. Click on the Settings ⚙ icon.
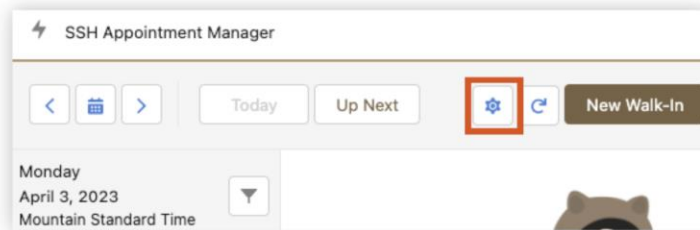
# Appointment Timing Defaults

3. In the Appointment Settings section:

**Edit Appointment Availability**

**Appointment Settings**

**GENERAL SETTINGS**

*Appointment Buffer (minutes) ⓘ

10   **A**

*Advance Notice (hours) ⓘ

1   **B**

Time Zone ⓘ

Mountain Standard Time

Record Type for One-Off Availability ⓘ

Advising Time

**LENGTH SETTINGS**

*Default Appointment Length (minutes) ⓘ

50   **C**

a. Enter time required between appointments in **Appointment Buffer**.
b. Enter required advanced notice for scheduling appointments in **Advance Notice**.
c. Enter default length for appointments in **Default Appointment Length**.

# Create Appointment Locations

1. In the Appointment Locations section click **New**.



2. Select an appointment location type from the **Type** drop-down menu.

# Create Appointment Locations

3. Fill out the requisite details for the selected location type ("In Person" shown) and click **Save**:

**New Appointment Location**

**Basics**

* Type
[ In Person ▼ ]

* Name ⓘ
[ **A** ]

**Details**

Campus
[ **B** ]

Building
[ **C** ]

Room
[ **D** ]

Additional Details
[ **E** ]
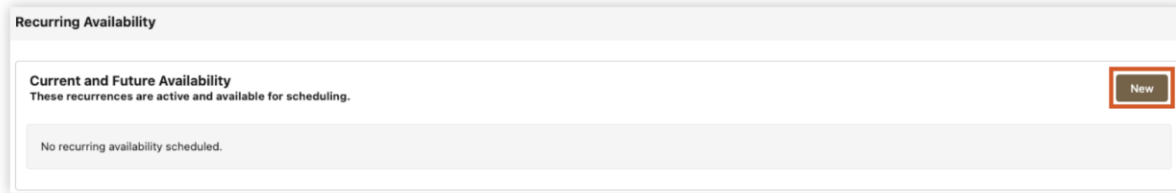
[ Cancel ] [ **Save** ]

a. Enter a **Name** for the location type.
b. (OPTIONAL) Enter a **Campus** location.
c. (RECOMMENDED) Enter a **Building** for the appointment location.
d. (RECOMMENDED) Enter a **Room** for the appointment location.
e. (OPTIONAL) Enter any **Additional Details** students need to know about this location.

*NOTE: **Phone** appointment location type asks for phone number. **Virtual** asks for a meeting link (Zoom or Teams). These fields are both highly recommended.*

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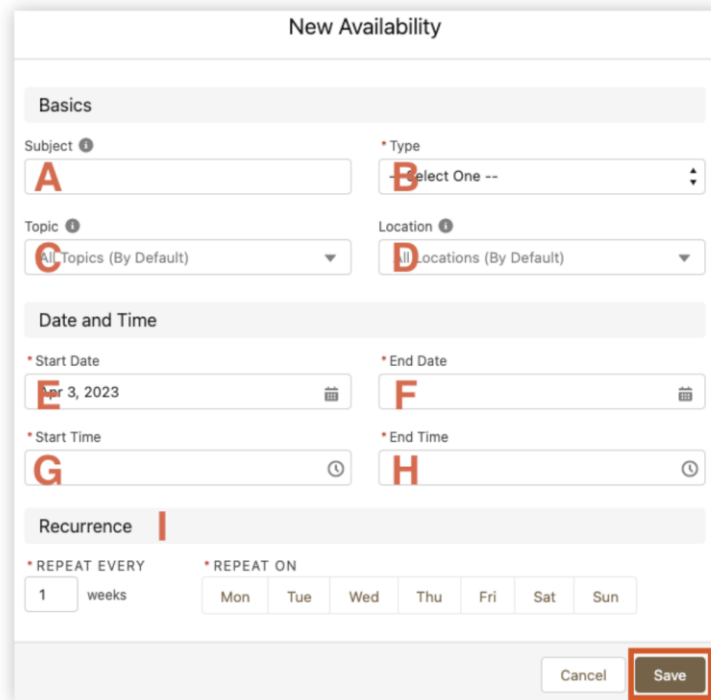
# Create Recurring Availability

1. In the Recurring Availability section, under Current and Future Availability, click **New**.

**Recurring Availability**

**Current and Future Availability**
These recurrences are active and available for scheduling.

New

No recurring availability scheduled.

2. In the New Availability dialog, enter availability details and click **Save**:

### New Availability

**Basics**

Subject ⓘ
[ A ]

* Type
-- Select One --  [ B ]

Topic ⓘ
[ C ] All Topics (By Default)  ▼

Location ⓘ
[ D ] All Locations (By Default)  ▼

**Date and Time**

* Start Date
[ E ] Apr 3, 2023  📅

* End Date
[ F ]  📅

* Start Time
[ G ]  🕐

* End Time
[ H ]  🕐

**Recurrence** [ I ]

* REPEAT EVERY
1  weeks

* REPEAT ON
Mon  Tue  Wed  Thu  Fri  Sat  Sun

Cancel    Save

a. Enter a unique **Subject** for this recurring availability segment (may be visible to students).
b. Choose a recurring availability **Type** (Individual, Walk-In, Group).
c. (OPTIONAL) Choose a specific **Topic** for this recurring availability.
d. (OPTIONAL) Choose a **Location** for this recurring availability.
e. Choose a **Start Date** for this segment of recurring availability.
f. Choose an **End Date** for this segment of recurring availability.
g. Choose a **Start Time** for each recurrence of this availability.
h. Choose an **End Time** for each recurrence of this availability.
i. Chose how often and the days on which this availability recurs.

*NOTE: **Topic** and **Location** both default to "all" (e.g., In-Person, Phone, and Virtual).*

# Create One-Time Availability

1. Click the drop-down menu in the tab toolbar and click **Calendar**.
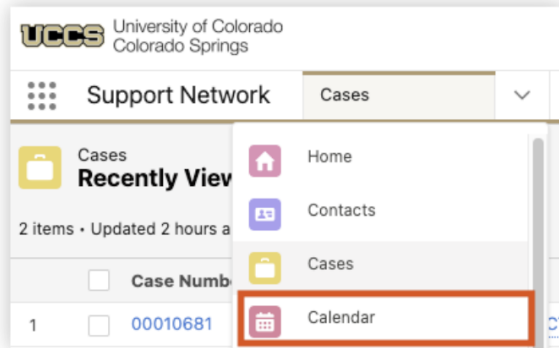


2. Click **New Event**.
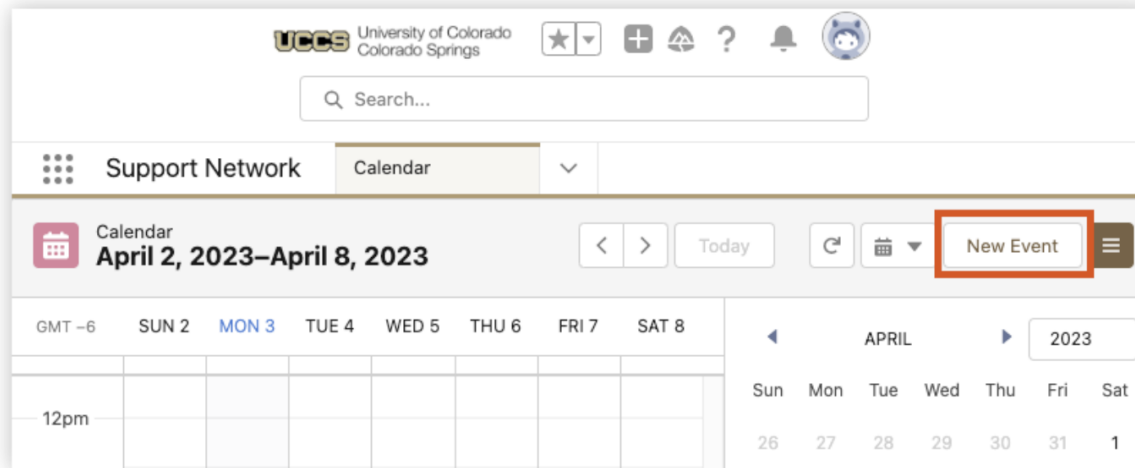
# Create One-Time Availability

3. Select **Advising Time** and click **Next**.

# Create One-Time Availability

4. Enter details for the new Advising Time event and click **Save**:



A. Enter a **Subject** for any appointments generated through this availability.
B. Enter a **Start Date** and **Start Time** for this availability.
C. Enter an **End Date** and **End Time** for this availability.

*NOTE: **Location** may be manually entered, but does not use pre-defined locations.*

# Remove Recurring Availability

1. Click on **SSH Appointment Manager** (at the bottom of most pages).
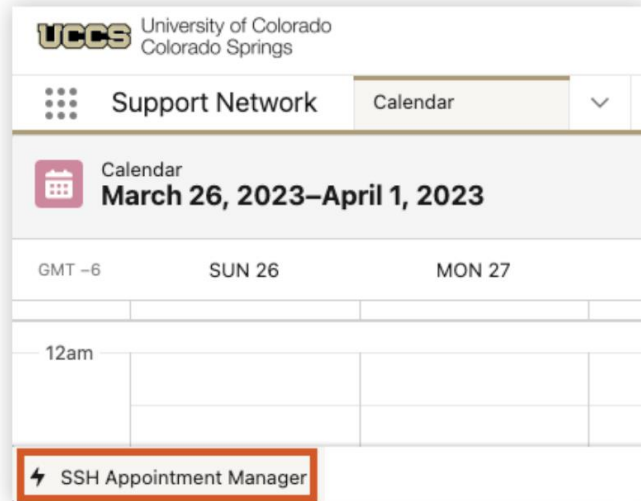


2. Click on the Settings ⚙ icon.

# Remove Recurring Availability



3. Click on the drop-down next to the availability you wish to cancel and click **Cancel**.

# Removing Single Availability Occurrence

**Calendar Option:**

1. Click the drop-down menu in the tab toolbar and click **Calendar**.
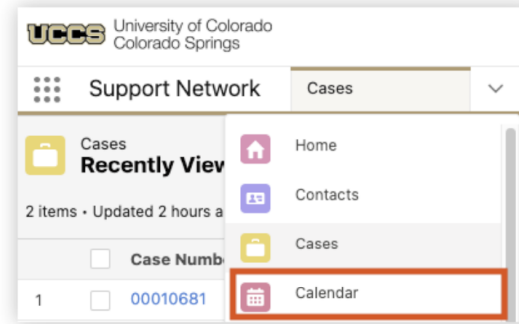


2. Place mouse cursor over the availability to be removed and click **Delete Event**.
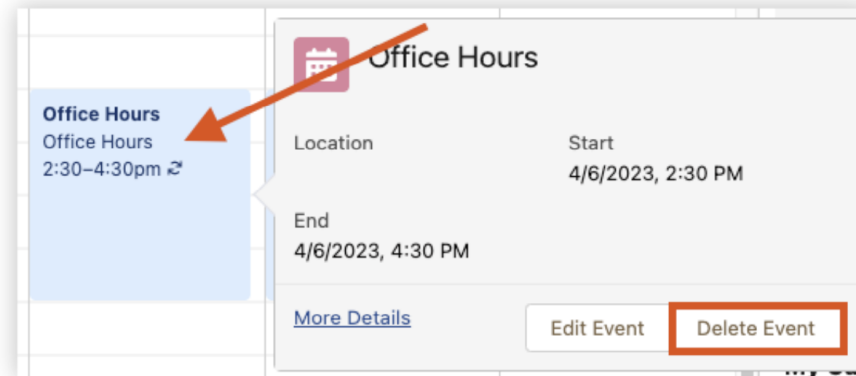
# Removing Single Availability Occurrence

**SSH Appointment Manager Option:**

1. Click on **SSH Appointment Manager** (at the bottom of most pages).
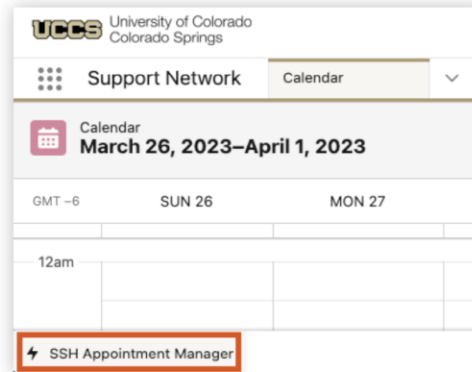
2. Find the date, click the drop-down menu next to the availability block and click **Delete Availability**.
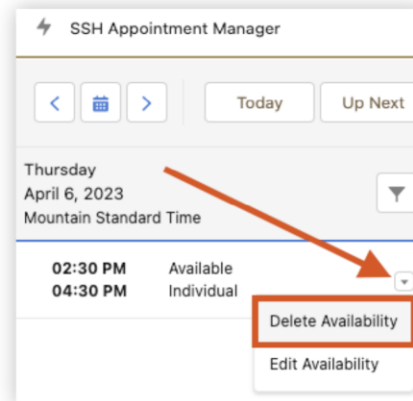
# Tips and/or Reminders

- **Students:**
  - Undergraduate and Graduate Students
    - *Different "Community" from Faculty/Staff*

- **Faculty:**
  - Undergraduate Courses
  - (1000 Level to 4000 Level)*

- **Staff:**
  - Support Areas, Academic Advising, Student & Family Connections, Veteran & Military Affairs, Excel Centers*, etc.

# Tips and/or Reminders

- **Easier to submit a "Mass Alert" for just one student than it is to submit an "Individual Alert"**

- **Canvas**
  - May be a temporary mismatch or delay between Canvas Grades and Support Network Grades
  - Grades update once per day/overnight
    - *Same as with Starfish*

# Tips and/or Reminders

- **Faculty should be using the "My Course Roster" report on their Faculty Console Home page.**
  - Some faculty (Level 1 access) are also staff (w/ Level 3 access). Do not use "My Student Caseload" on Support Network Home Page as your course roster

- **Chrome is <u>preferred</u> Browser**
  - SN will work with other browsers, but experience is best with Chrome
    - *Some faculty were advised to use MS Edge for better security*
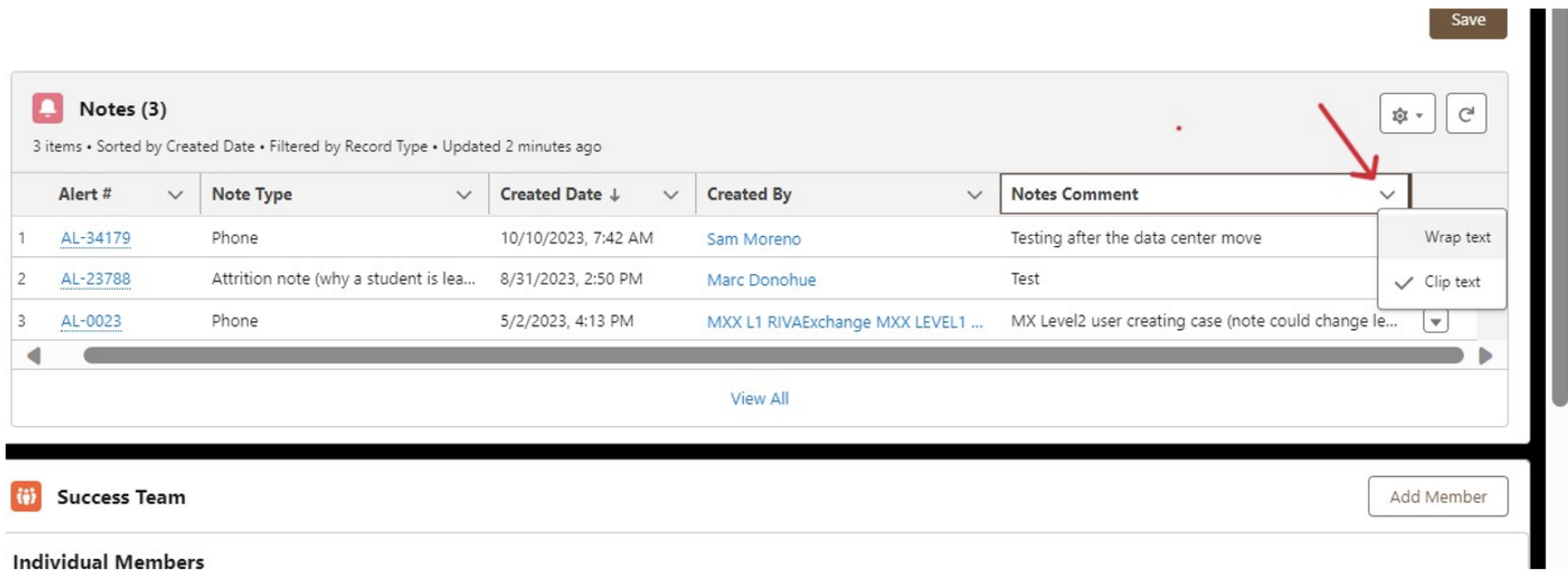
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# Search Tip
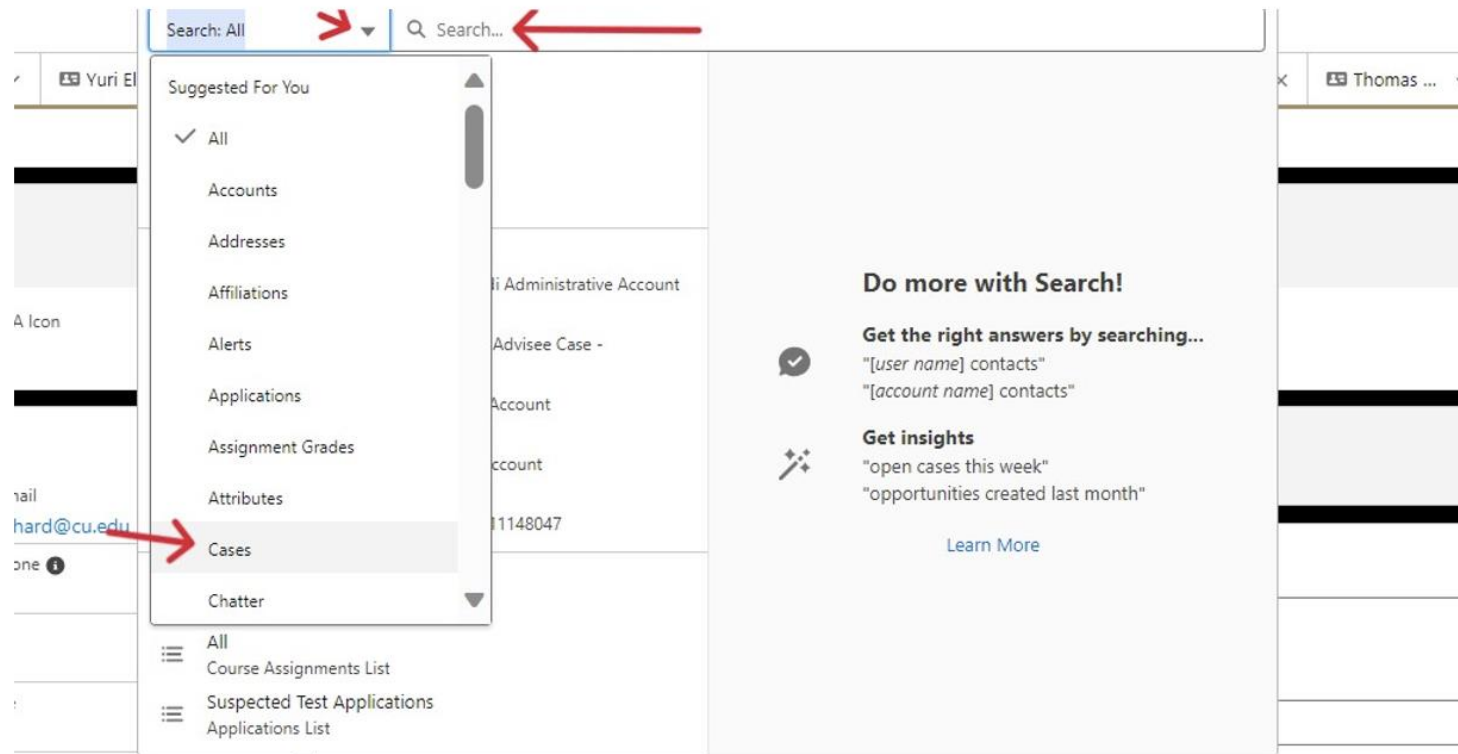
# Wrap Text in Notes



**Wrap Text in Notes**

If you would like multiple lines to appear in Notes Comments on the Advisee case, on the Notes Comment, select "Wrap Text" on the drop down menu.

# Viewing Current Grade

**Viewing Current Grade**

We were able to add a student's current grade in a course on the course connection component on the case. See below for an example.

| ... | Course Name | Credits Att... | Grade | Display |
|-----|-------------|----------------|-------|---------|
| | Advanced Grammar - 001 | 3.000 | | A- |
| | Special Topics: Gender, Writing, and the Environment - OL2 | 3.000 | | A |
| | Early American Literature Through Romanticism - 001 | 3.000 | | |
| | riverrun Literary and Arts Journal - 001 | 3.000 | 80.00 | A |
| | Rhetoric and Writing II: Argument and Research - OL2 | 3.000 | | A |
| | Nonverbal Communication - 001 | 3.000 | 96.10 | A |
| | Introduction to Creative Writing - Fiction - OL1 | 3.000 | 89.15 | A |
| | Topics in Public Rhetorics - 001 | 3.000 | 98.57 | A |
| | Intro to Educational Psychology - OL1 | 3.000 | | |
| | Advanced Rhetoric and Writing - 001 | 3.000 | 98.59 | A |

# Alerts Submitted -- Fall 2023



Attendance Concern - Unexcused Absences
132

Cannot Pass
282

In Danger of Failing - Can Pass with Assistance
653

Low Assignment Quality/Score
126

Low Test/Quiz Score
663

Missing Assignments/Not spending enough time in course
523

No Show/Has Not Logged In
238

See Instructor During Office Hours
4
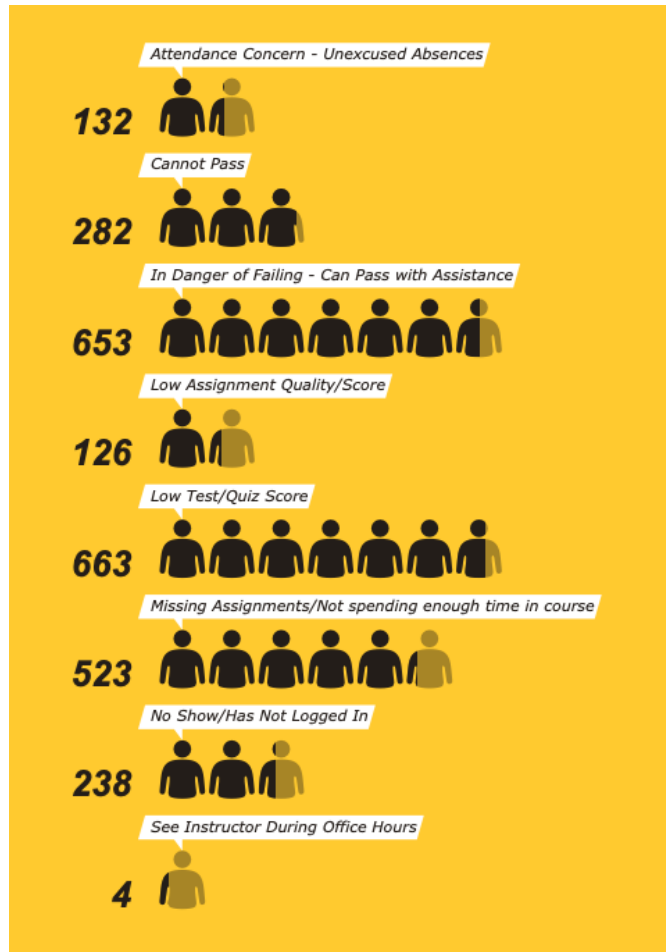
- **2621 Total Early Interventions**

- **219 Faculty Submitted**

- **1354 Individual Students impacted**

# Alert Types Submitted 2022 vs. 2023

- **Faculty submitted more alerts for specific test/quiz scores, and missing assignments**
- **Corresponds with the higher % of alerts earlier in the semester**
- **Even though the same % of students were in danger of failing, we saw a <span style="color:red">decrease in the % of alerts for students who cannot pass</span>**



Alert Types 2022 vs 2023
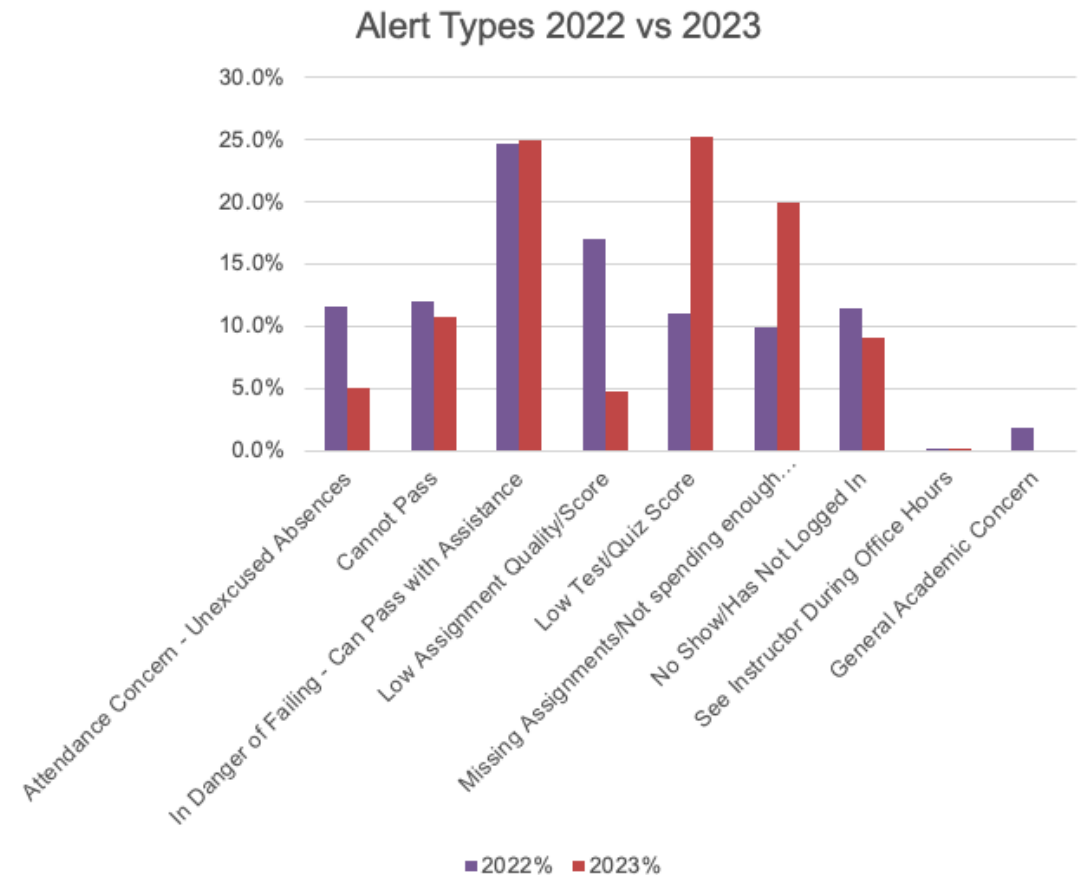
# Alerts by Month – Fall 2023

- **Despite some challenges with launch in August, we saw more alerts/higher % of alerts submitted earlier in the semester than last year**

- **This is a huge win as it gives students, support staff, and faculty <span style="color:red">more time to get students connected to resources for their success</span> and to make informed decisions about their path forward in their classes**



Alerts by Month – 2022 vs 2023
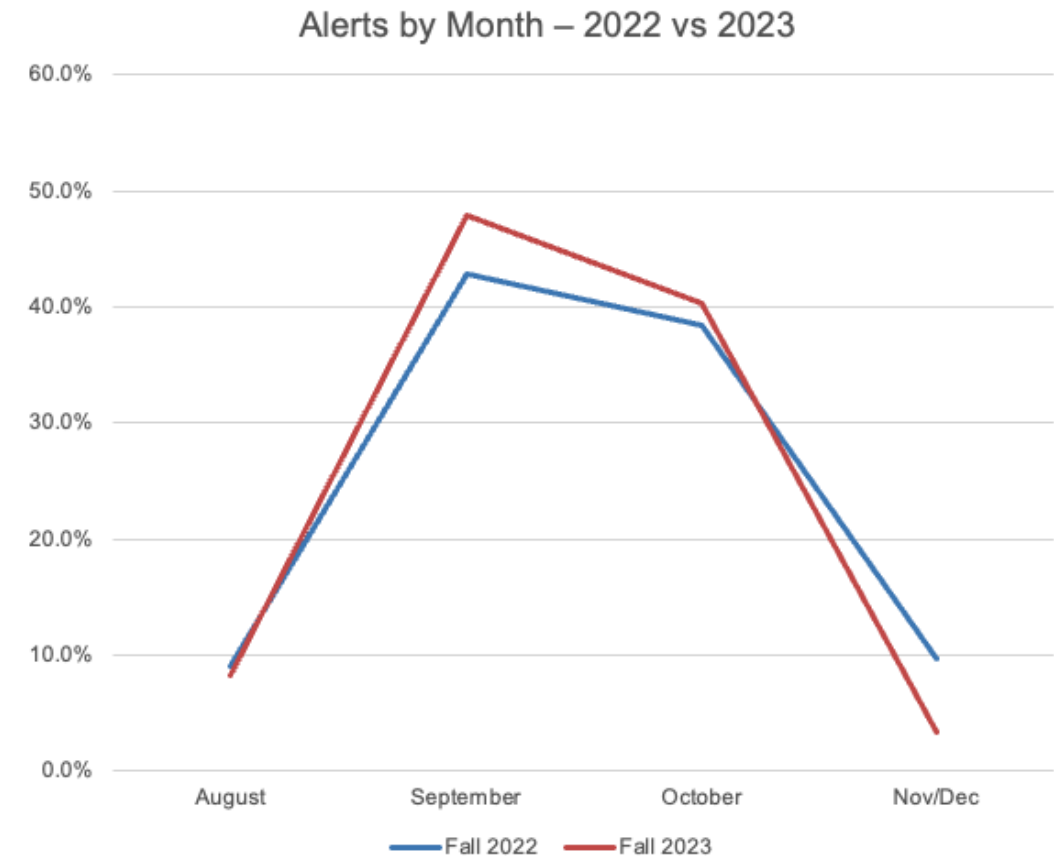
# Questions, Comments, Concerns
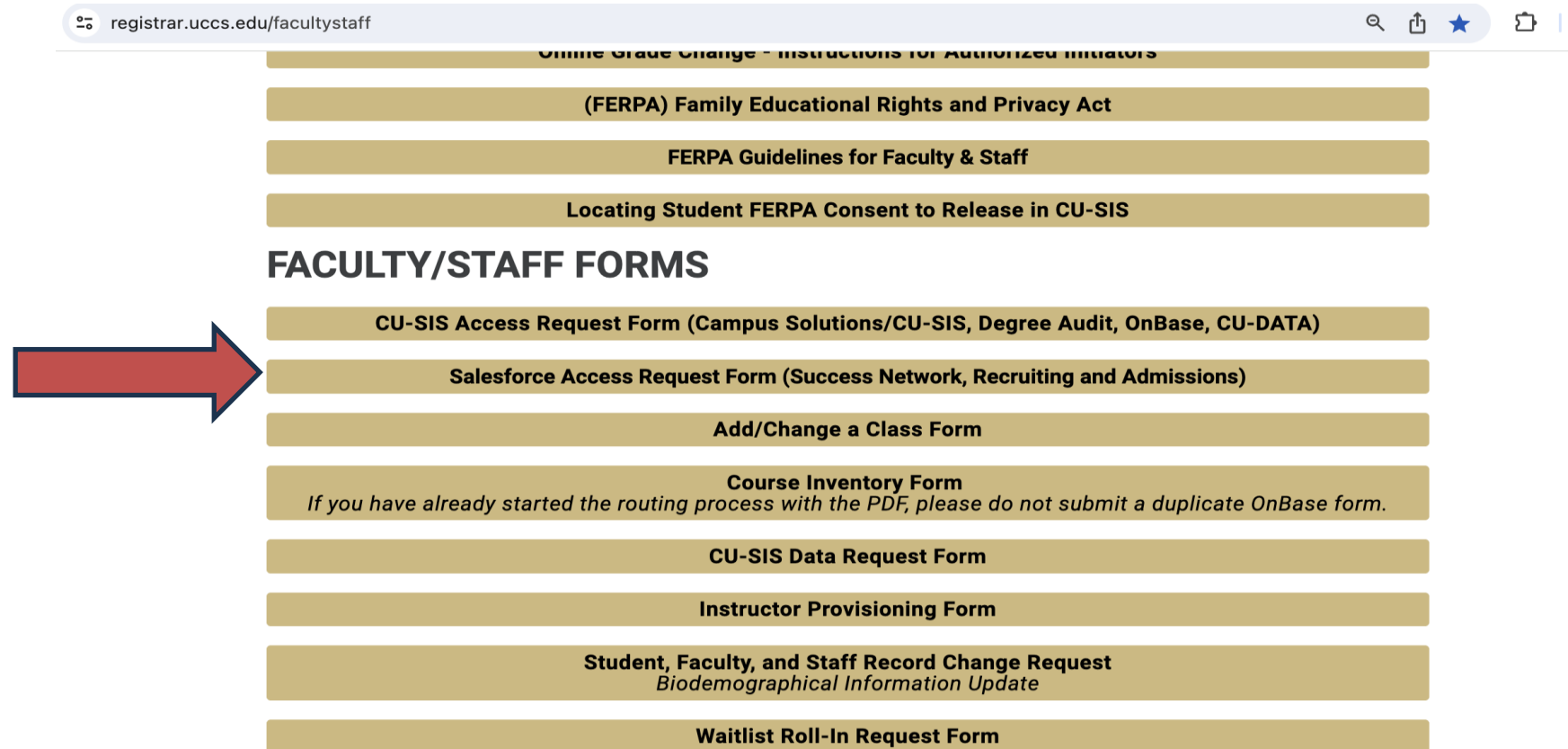
# Appendix

# Training Model & Help

- **Our training model is self-guided training**
  - Videos and How-to Guides

- The training guides and videos are there to aid you in executing specific tasks (i.e., how to set up availability, etc.) or finding specific information (i.e., what other courses is the student taking).

- <span style="color:red">**SPECIAL for FACULTY**</span> is FRC Helpdesk

# Access Request Form



https://registrar.uccs.edu/facultystaff

# Student Support Network Info Site

# Access – myUCCS Portal

# Faculty Console Menu
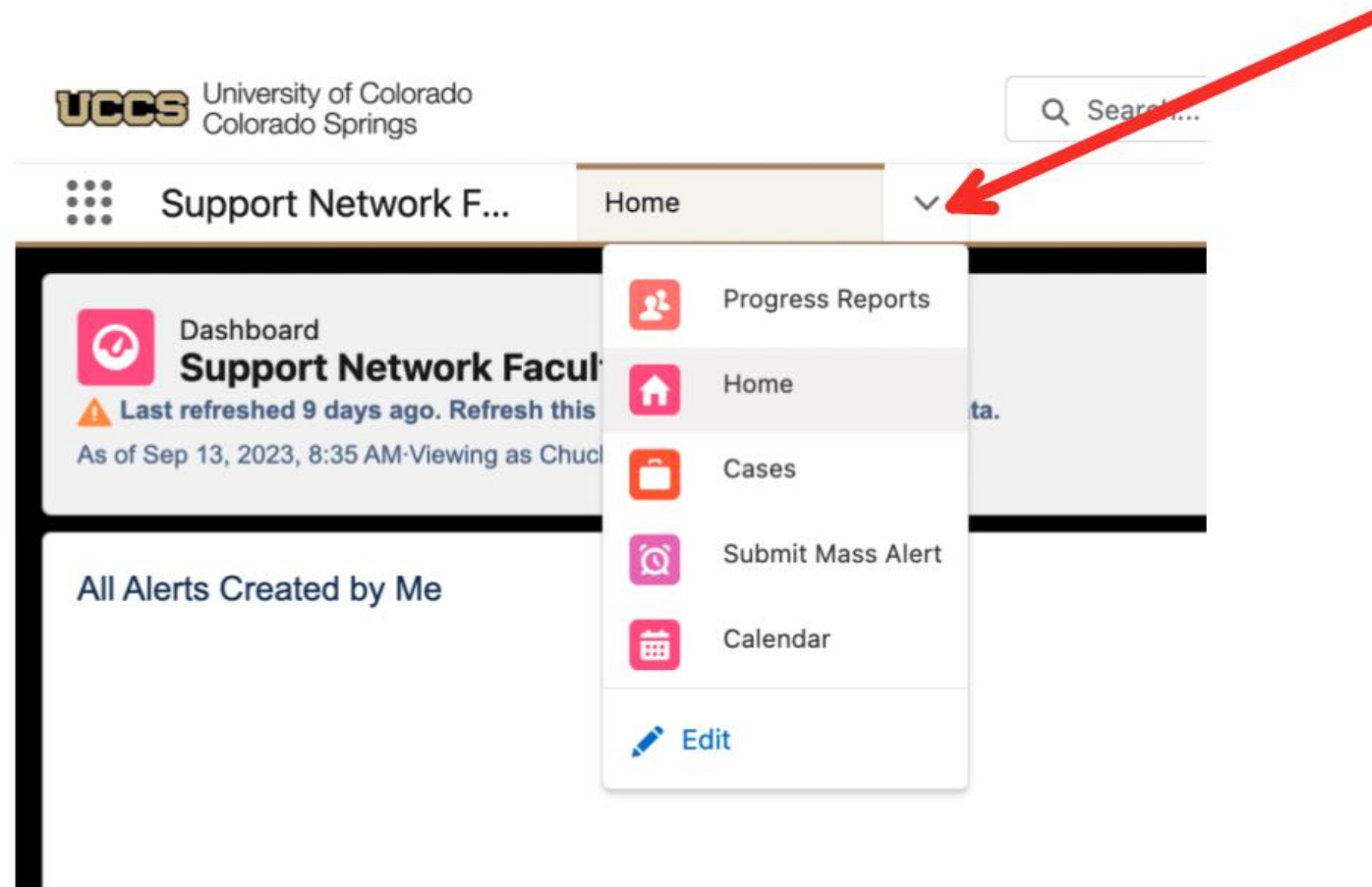
# Faculty Console Menu – Edit Menu

# Edit Profile

# Faculty/Staff Usage – Fall 2023



Faculty & Staff Unique Log-ins -- Fall 2023
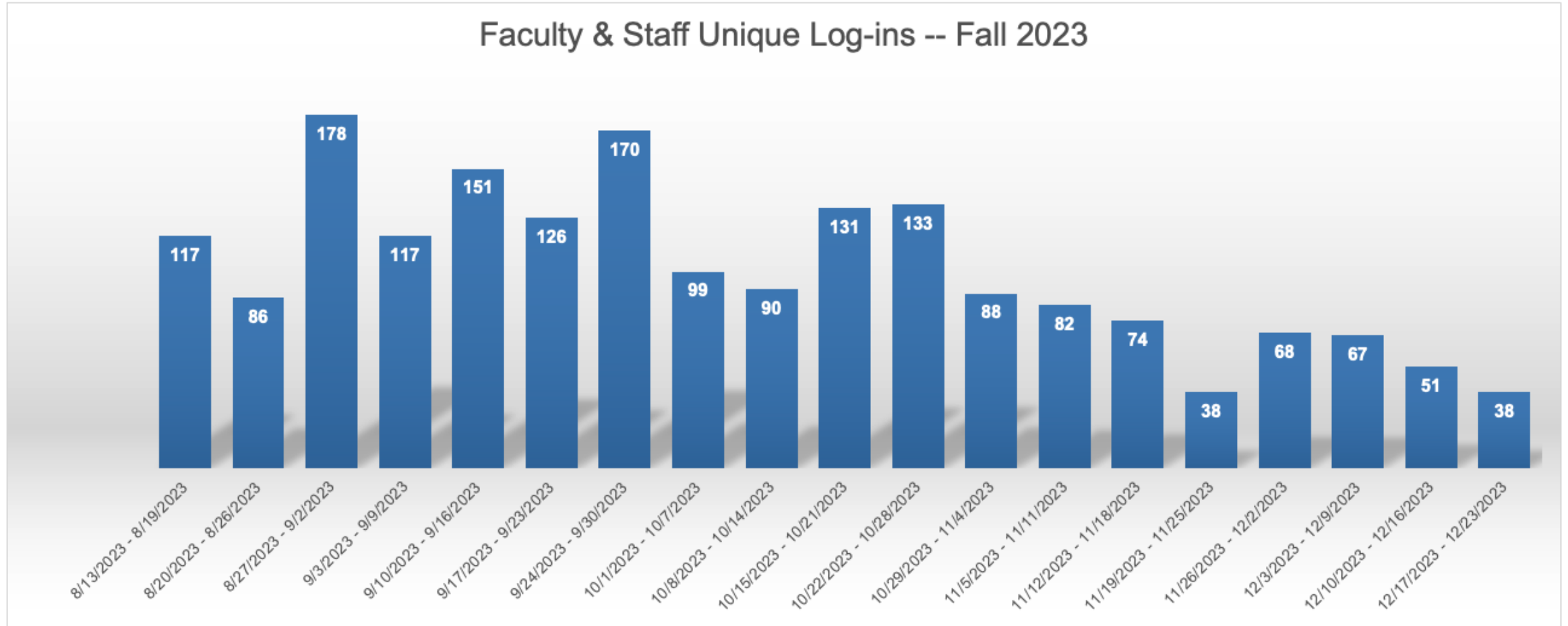
# Student Usage – Fall 2023



Student Unique Log-ins -- Fall 2023

| Week | Log-ins |
|------|---------|
| 8/13/2023 - 8/19/2023 | 537 |
| 8/20/2023 - 8/26/2023 | 950 |
| 8/27/2023 - 9/2/2023 | 635 |
| 9/3/2023 - 9/9/2023 | 530 |
| 9/10/2023 - 9/16/2023 | 578 |
| 9/17/2023 - 9/23/2023 | 639 |
| 9/24/2023 - 9/30/2023 | 703 |
| 10/1/2023 - 10/7/2023 | 647 |
| 10/8/2023 - 10/14/2023 | 724 |
| 10/15/2023 - 10/21/2023 | 1085 |
| 10/22/2023 - 10/28/2023 | 1128 |
| 10/29/2023 - 11/4/2023 | 1065 |
| 11/5/2023 - 11/11/2023 | 879 |
| 11/12/2023 - 11/18/2023 | 597 |
| 11/19/2023 - 11/25/2023 | 211 |
| 11/26/2023 - 12/2/2023 | 629 |
| 12/3/2023 - 12/9/2023 | 514 |
| 12/10/2023 - 12/16/2023 | 53 |

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# Support Pool vs. Success Team

## Support Pool

- A Support Pool is a group of people from an office who provide support to any current student. The student goes to the pool and picks from a listing of people from an office who can meet with the student (and then makes the appointment based on availability).

## Success Team

- The Student Success Team consists of single individuals who are assigned to specific students. The assignment comes from campus solutions (based on a bunch of factors).
- EXAMPLE: if you have a career coach that sees only pre-health majors…we can configure the support team to add the single person who sees pre health majors.

It gets a little more complicated when trying to decide if a team member or pool is the right configuration for the user…so UIS should be involved in those discussions

# STUDENT ACADEMIC DISRUPTION PROCEDURE

- Students and faculty share responsibility for maintaining a positive educational environment. Disruptive students in the academic setting hinder the educational environment. Faculty have a responsibility to treat students with understanding, dignity, and respect.

- Faculty and instructors (faculty member) have the right and the authority to set reasonable behavioral expectations in academic settings. Faculty are authorized to ensure normal academic functions of the class and other academic settings are not compromised by disruptive student behavior.

- Students who fail to adhere to such reasonable expectations shall be subject to disciplinary action(s). The procedures for this process are specified in this **document**.

- Disruptive student conduct is prohibited by Regent Laws and the UCCS Student Code of Conduct. Students are required to adhere to the standards listed in the UCCS Student Code of Conduct and to refrain from disrupting classes and other academic settings, as defined in this procedure.

- The UCCS Student Code of conduct can be found at https://dos.uccs.edu/student-conduct. The purpose of this procedure is to clarify what constitutes disruptive behavior in an academic setting; what actions faculty and academic deans (or their designees) may take in response to disruptive conduct; and the authority of the Office of Dean of Students to initiate disciplinary proceedings against students for disruptive conduct.

- LIMITATIONS: This procedure is limited to addressing disruption, as defined below, in the academic setting. It does not supersede UCCS Police Department policies, the UCCS Student Code of Conduct, or any other University policy. It also does not provide guidance on matters of Academic Dishonesty. Academic Dishonesty is addressed in accordance with UCCS Campus Policy 200-019, and College polices.

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Training guides available here: https://frc.uccs.edu/teaching_resources/student-support-network.  If you scroll to the bottom of the page, there are pdf and videos on how to submit an alert, progress report, setting up office hours, etc.

For the CARE team, all of those issues should always get sent to: https://dos.uccs.edu/care/submit-a-concern-report-an-incident.
A reminder that the issues that should be sent to the CARE team are:
1) Concerns about a student's mental health and well-being (non-life threatening) or to request resource information for a student
2) Concerns about disruptive or inappropriate behaviors (Faculty, please consider if the Academic Disruption Procedure applies)
3) Concerns about a student's access to basic needs

# Action Steps for UCCS Retention



## UCCS Retention Rates – Action Steps

1. Mandatory advising; Academic Coaching

2. GPS curriculum

3. Campus Affinity Building

4. Multicultural Office of Student Access, Inclusiveness and Community (MOSAIC)

5. Learning communities

# UCCS Freshman Retention Rates



Retention Rates + Goal
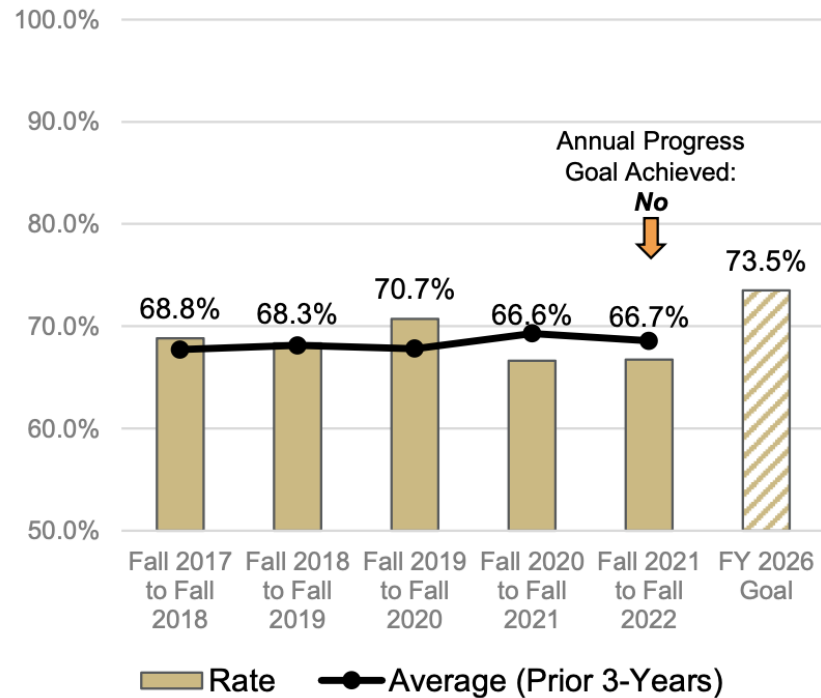
Retention Rates + Goal (URM)
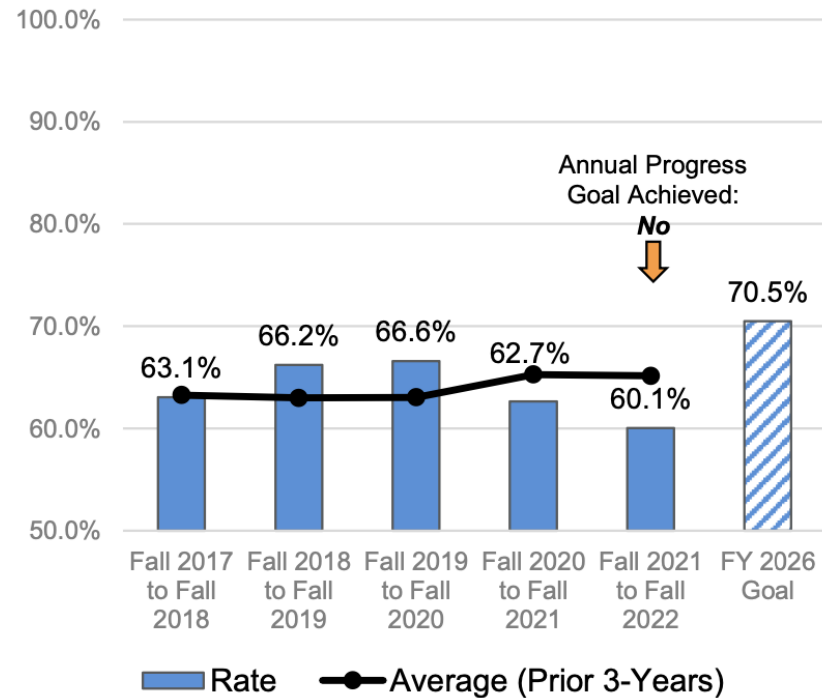
Freshman retention rates are based on first-time, full-time freshmen returning for their sophomore year.
The year indicates the entering fall cohort.
The rate is the percentage of students enrolled the following fall term.
URM is defined here to include Hispanic, Black, American Indian, and Pacific Islander.

Source: CU System & Campus Offices of Institutional Research

FY 2026 Goal is based on
Fall 2024 to Fall 2025 retention

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# Support Network – Student Community



- If you see this page, you're in the wrong place.

- This is for what the Students see.

# Student Info

- UCCS recently launched Student Support Network to connect students with various campus resources. Use the Support Network to schedule appointments and access a range of student support resources, including academic advising, tutoring, and career center services
- *Support Network from your Student Portal, links in Canvas, or by going to the URL linked above.*
  1. **My Support Team** - Click to view faculty and staff dedicated to help you succeed.
  2. **Appointments** - Click to view upcoming, past, and cancelled appointments.
  3. **Student Support Centers** - Click to view links to websites for listed campus resources.
- [View the Student User Guide](#) for instructions on how to schedule, reschedule, or cancel an appointment. Support Network will continue to expand and evolve to connect you with additional campus resources.
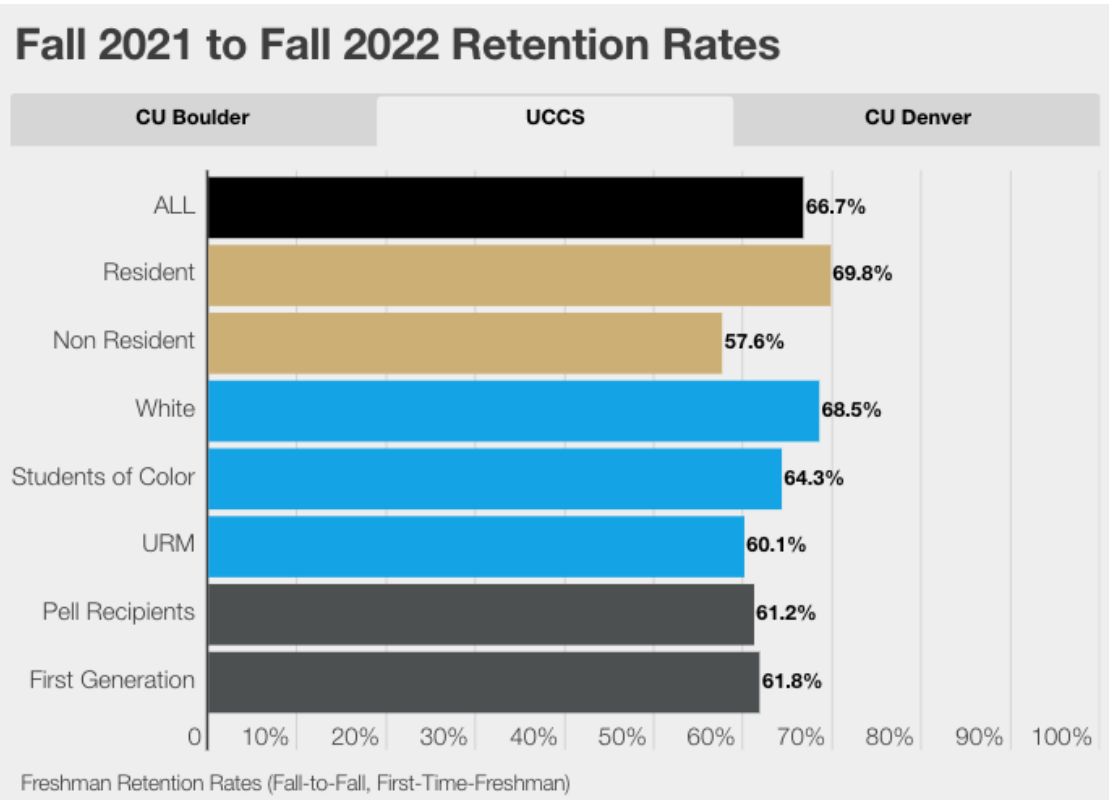
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# Retention Rates



Fall 2021 to Fall 2022 Retention Rates

| CU Boulder | UCCS | CU Denver |

- ALL: 66.7%
- Resident: 69.8%
- Non Resident: 57.6%
- White: 68.5%
- Students of Color: 64.3%
- URM: 60.1%
- Pell Recipients: 61.2%
- First Generation: 61.8%

Freshman Retention Rates (Fall-to-Fall, First-Time-Freshman)

- Freshman retention rates are based on first-time, full-time freshmen returning for their sophomore year. The rate is the percentage of students enrolled their second fall term.
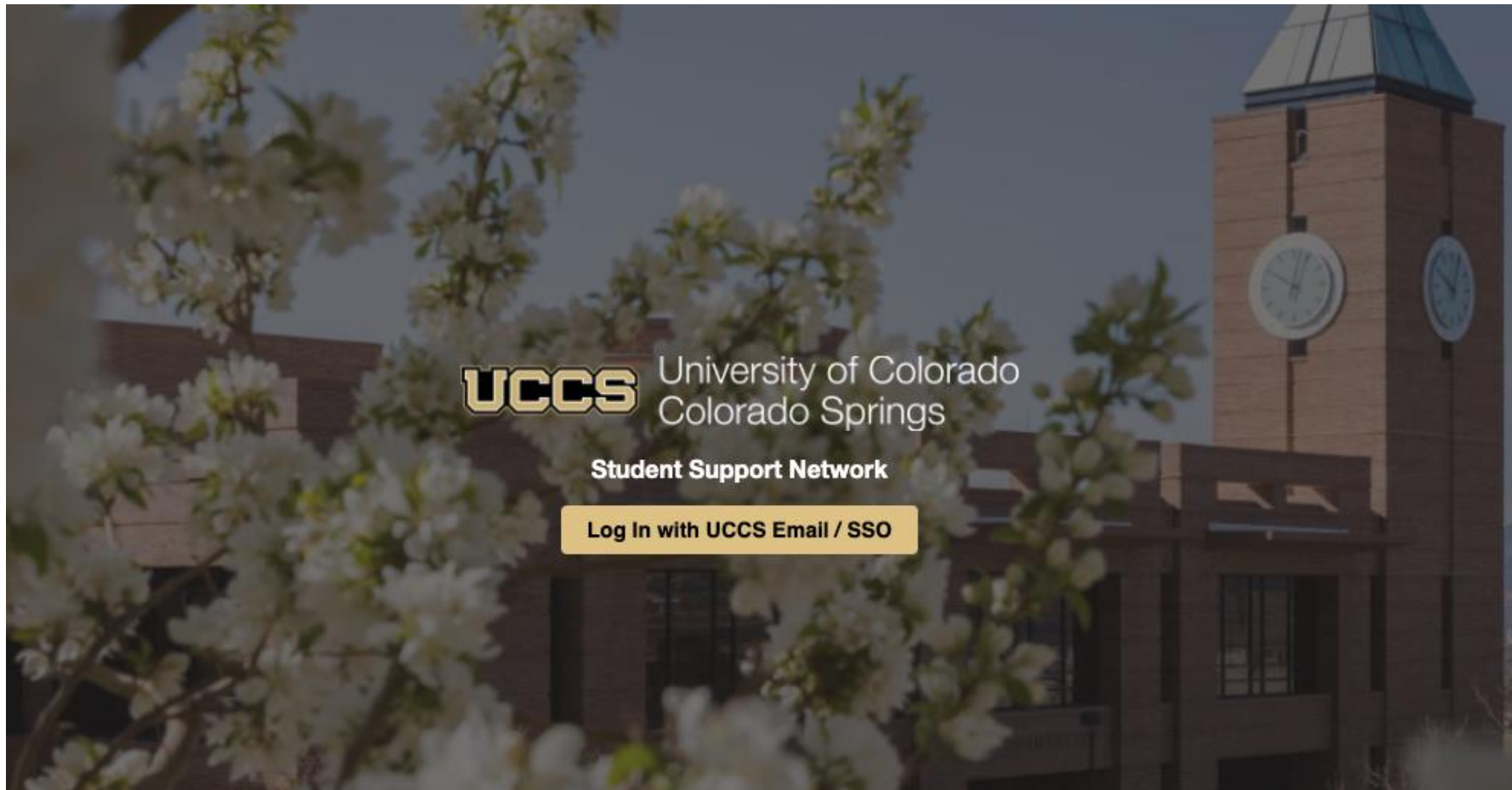- Retention rates are an early indicator of the cohort's future graduation rate. While this first-time, full-time freshman cohort does not include part-time students or incoming transfer students, this measure has been a staple in the IPEDS data collection offering peer and national comparisons.
- Minority includes: American Indian, Hispanic or Latino, Black or African American, Asian American, Pacific Islander, and 2 or more races
- URM, or Underrepresented Minority, includes: American Indian, Hispanic or Latino, Black or African American, Pacific Islander

https://www.cu.edu/strategic-metrics

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# Students of Color and URM



Students of Color & URM (Underrepresented Minority)

| CU System | CU Boulder | UCCS | CU Denver | Anschutz |

Students of Color (Undergraduates) • URM (Undergraduates)
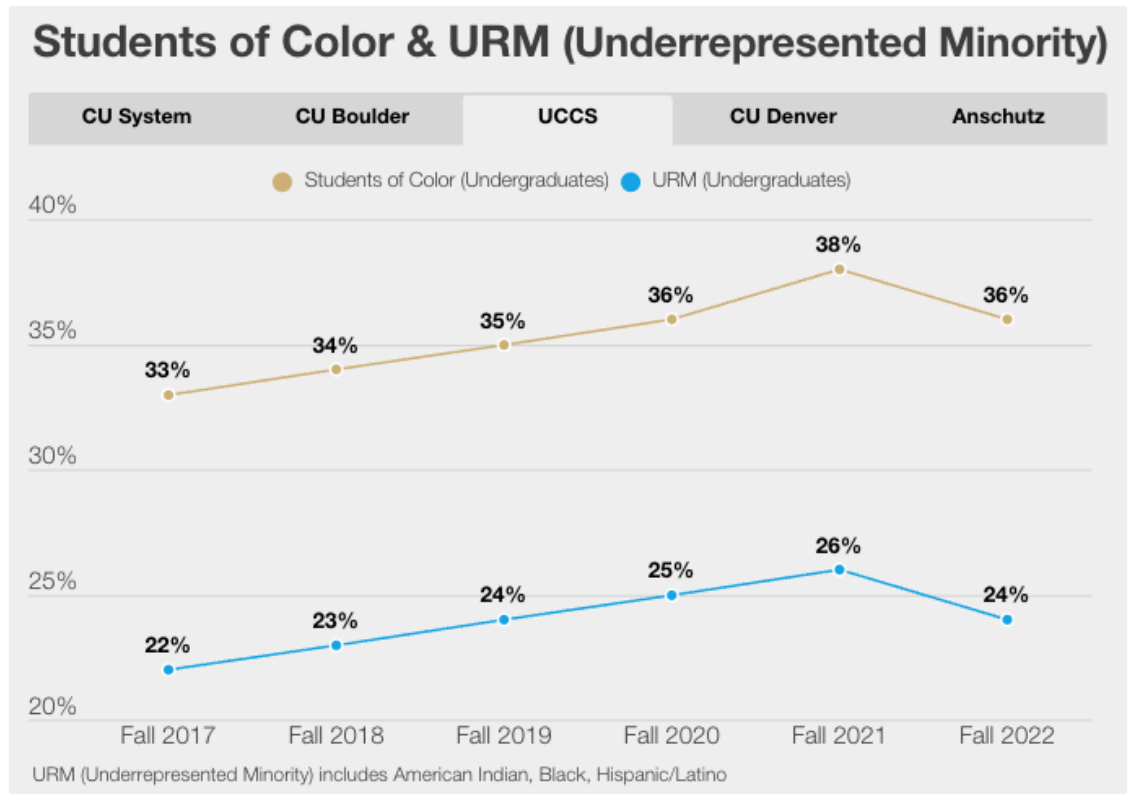
- The percentage of Students of Color and URM (Underrepresented Minority) is shown for each campus and the CU System.

- For more information on CU's student, faculty, and staff diversity, visit the Diversity, Inclusion, Equity & Access pillar in our strategic plan and view our CU Diversity Report data visualization.

- Students of Color include all non-white, non-international students while URM is limited to only those students identifying as American Indian, Black or African American, or Hispanic or Latino.

https://www.cu.edu/strategic-metrics

# Student Support Network

## Total Tickets / FRC Total Tickets

| Total Tickets | FRC Total Tickets |
|---|---|
| 26 | 42 |

### Open/Closed / FRC Open/Closed

| Open/Closed | FRC Open/Closed |
|---|---|
| Closed | Closed |
| 26 | 42 |

### Levels

| | |
|---|---|
| Total 2nd Level | 3 |
| Total 3rd Level | 5 |

## Sub-Category

| | |
|---|---|
| General Questions | 2 |
| Log-in/Access/SSO | 21 |
| User Provisioning/Access Issues | 3 |

### FRC Sub-Category

| | |
|---|---|
| Engaged Teaching | 3 |
| Login Issue | 10 |
| SN Training | 20 |

## Groups



Faculty 4
Others 2
Student 19
Staff 1

### FRC Groups



## Cat Over Time



**Sub Category**
- General Questions
- Log-in/Access/SSO
- User Provisioning/Access Issues

2023: May, June, July, August, September, October

## FRC Category Over Time



2023: Jan.., August, September, October, No..