# Working Group C: Early Action on Student Challenges

## Context
CU Denver has an obligation to ensure our students have the support they need to persist and ultimately to graduate. Our aim is to increase student retention rates. We will do this through a swift and coordinated response to recommendations from a National Institute for Student Success (NISS) report to enhance student retention and success. NISS identified institutional barriers that stand in the way of our students' success and provided guidance for our next steps. Four Student Success Transformation working groups will address areas of greatest opportunity and will leverage CU Denver data and community collaboration to guide action steps that will hold us accountable for improving student retention.

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

The group will work to embed regular data-sharing practices among faculty and staff, enhance targeted interventions in high-risk circumstances, and ensure institutional structures are responsive to student needs as revealed by academic performance trends and non-academic warning signs. The EAB Navigate360 platform will serve as a hub for this effort.

The working group will use the NISS Diagnostic & Playbook as the basis for their recommendations, with particular attention to the suggested actions that relate to persistence (includes pages 40-48).

## Summer 2025 Deliverable
By August 15, 2025, the working group will document the following and share a progress update on their efforts to-date with Chancellor Christensen and Provost Marrongelle.
- A comprehensive list of the barriers and risk factors experienced by UCD students, faculty, and staff that inhibit persistence
- A list of desired metrics/information sharing plans/clarity that faculty, students, and staff feel they need in order overcome those barriers

## Fall 2025 Deliverables

By December 15, 2025, the working group will document the following and share a summary of their efforts with Chancellor Christensen and Provost Marrongelle:

- Metrics to inform faculty and staff about student preparation in order to better support students *prior to* the start of the semester
- Metrics to measure and monitor student academic progression, as well as non-academic risks to progression, earlier in the semester
- Capacity-building and/or support that will be needed (e.g. data coaching) to equip faculty, staff, and academic leaders to leverage this data

In addition, the working group will:

- Identify how it will expand perspectives beyond the initial group membership to include, in particular, faculty and students
- Share a work plan for completion of Spring 2026 deliverables outlined below, including any proposed pilot efforts

## Spring 2026 Deliverables

By May 15, 2026, the working group will share comprehensive documentation of their efforts with Chancellor Christensen and Provost Marrongelle, including:

- A plan for regular dissemination of academic outcome data, including DFWI rates, course fill data, and student progression metrics, with clear recommendations for faculty and academic leaders
- A plan for training and coaching faculty, staff, and academic leaders to use data to inform decision-making related to interventions and supports for students
- A proposal for providing academic supports (such as supplemental instruction and tutoring) for high-enrollment, high-DFWI courses, including metrics for assessing impact
- A plan for supporting faculty efforts to implement course and program design improvements informed by outcome data such as time to degree and course sequencing, with proposed pilot interventions for the academic year

In addition, the working group will share:

- An overview of how campus constituent voices were engaged throughout the process
- A work plan for implementing the working group's recommendations, including goals, tactics, accountable individuals or teams, and measures of success