



Working Group D: DFWI Rates

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 DFWI Rates working group, led by CLAS, is charged with assessing and addressing high DFWI (D and F grades, withdraw, or incomplete) rates, particularly in co-taught, gateway, or multi-section courses. The group will analyze student outcomes across sections (as measured by DFWI rates and learning gains), identify philosophical, policy, assessment, or structural factors contributing to disparities, and develop actionable, inclusive recommendations to improve equity and consistency in student learning and assessment within the college.

The working group will use the [NISS Diagnostic & Playbook](#) as the basis for their recommendations, with particular attention to portions that address advising data and areas for improvement (pages 6, 22-23, 33-34, 37, 44-45, 46).

Summer 2025 Deliverables

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

- An analysis of data on high-DFWI courses, with a focus on co-taught or multi-section courses showing significant variation and equity gaps in outcomes
- Recommendations to facilitate consistent learning outcomes across sections of the same course
- An implementation plan with goals, tactics, accountable individuals or teams, and measures of success to put into place support mechanisms for faculty teaching high-DFWI courses

In addition, the working group will present guidance addressing how other schools and colleges could address disparate student intracourse outcomes to promote persistence, retention, and higher graduation rates.