

## University of Denver Alignment with the CDHE Master Plan

### **Strategic Goal 1: Increase Credential Completion**

This strategic goal reiterates the importance to increase credentials that meet workforce needs. It challenges the public system of higher education to issue approximately 73,500 degrees and certificates above current trends over an eight-year period. This goal also recognizes the need to anchor credential production to high-demand areas in the work-force environment. Currently, Colorado has a higher demand for STEM-educated workers than the national average and a growing shortage of educators. There is a call to increase the number of credentials in both areas.

The University of Denver is aligned with the goal to increase credential completion. As a private institution dedicated to the public good, each year DU awards on average:

- 3,742 degrees (1,329 undergraduate; 2,413 graduate)
- 432 graduate certificates
- 440 STEM-related credentials
- 323 education-related credentials

Source: Office of Institutional Research

The majority of DU graduates stay in Colorado for employment. The most recent employment outcomes report shows that:

- 65.6% of bachelor's graduates remain in Colorado (n= 579)
- 73.7% of master's graduates remain in Colorado (n=970)
- 49.2% of doctoral graduates remain in Colorado (n=61)

Source: First-Destination Outcomes Report, Class of 2019

### **Strategic Goal 2: Erase Equity Gaps**

This strategic goal calls for action to increase the credential attainment rate by Colorado's largest and fastest-growing ethnic group, Hispanic/Latino to 66 percent.

The University of Denver is aligned with this goal through various actions and initiatives. By example:

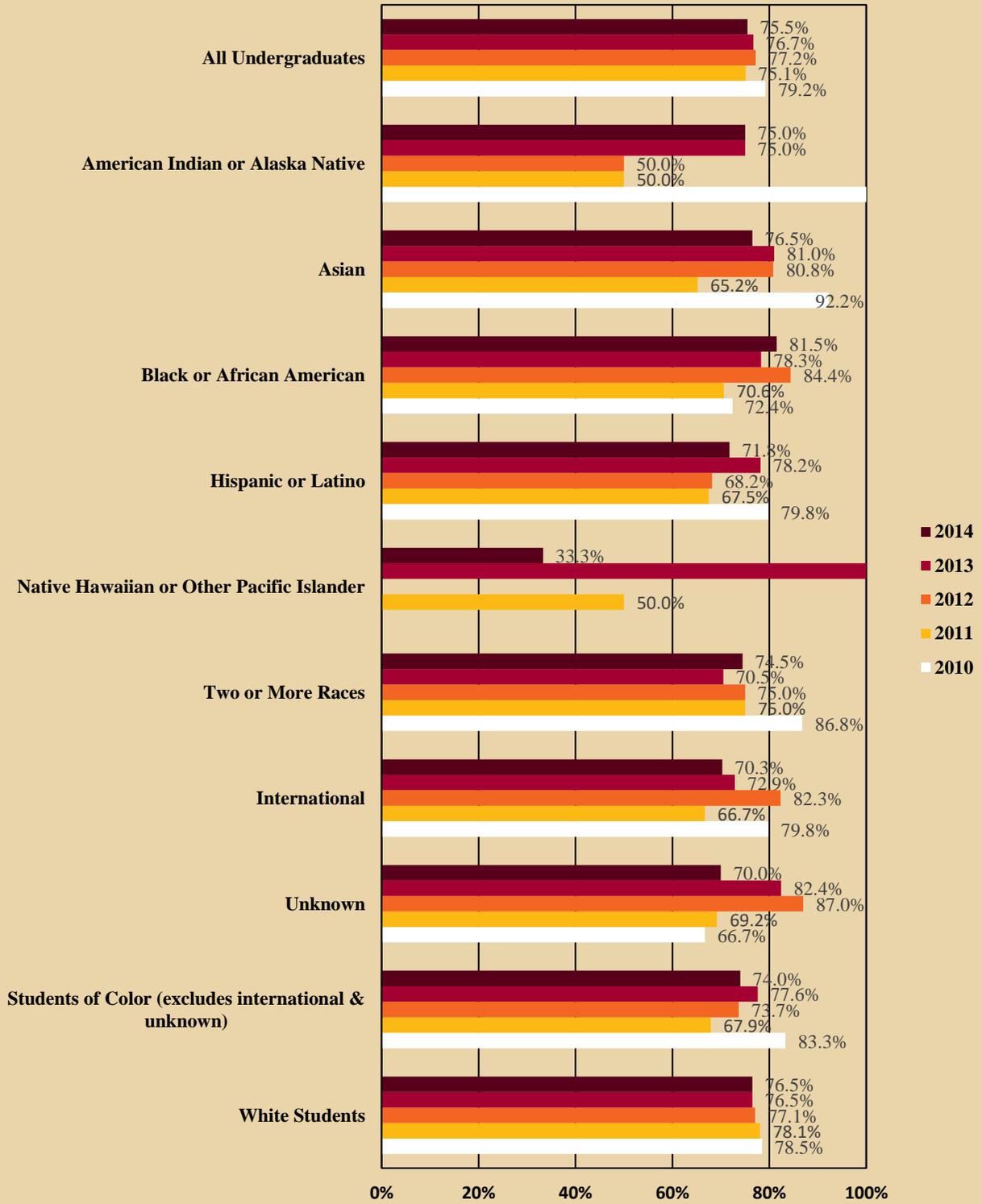
- DU has created a Diversity, Equity, and Inclusion Action plan <https://www.du.edu/equity/dei-action-plan> to address multiple DEI issues, including erasing equity gaps.
- DU has instituted multiple access and transition programs to support minoritized populations transition to college and completion towards a degree.

Further,

- DU's 4-year and 6-year graduation rates are significantly higher than statewide rates.
- DU has a very small equity gap in comparison to national graduation rates. Specifically, on average the University's 6-year undergraduate graduation rates for the 2009 – 2013 cohorts are as follows:
  - 76.7% overall
  - 75.5% students of color
  - 73.4% Hispanic Students
  - 77.3% white students

As the chart below shows, the gap in graduation by race/ethnicity has shrunk in recent years. As an example, the six-year 2010 - 2014 average graduation rate for white students is 77.3%, as compared to Asian students (79.3 %), Black students (78.1%), Hispanic students (73.4 %) and all students of color (75.5%). The six-year 2010 – 2014 average graduation gaps for students of color and Hispanic students compared to white students are -1.8 and -3.9 percentage points respectively.

### Six Year Undergraduate Graduation Rates by Demographic Group and Admit Cohort



### **Strategic Goal 3: Improve Student Success**

Improve students' timely completion of certificate attainment.

DU has moved to increase timely completion of certificate attainment by:

- Creating academic maps/course plans in its Undergraduate bulletin
- Requiring students to participate in advisor meetings prior to each registration period
- Investing in degree planning and advising network supportive software
- Developing a university-wide training for undergraduate faculty advisors
- Using an Interterm program to support students' timely degree completion
- Encouraging student success coach meetings for all students
- Centralizing the student employment office in the newly built Burwell Center, a center which will unite alumni, prospective employers and all DU students. This campus investment will help normalize the expectation of working as a student and ultimately in the larger work force.

### **Strategic Goal 4: Commit to Affordability and Innovation**

Increase investment in affordability and innovation.

The University continues to increase its financial aid resources to provide access and opportunity for students to attend DU. Because of this commitment, the actual cost to a student and family may be less at DU than many other schools with lower tuition rates. Our students and families with aid have a similar net cost over the past 11 years and therefore do not shoulder a larger portion of the cost of a DU education.

- 87% of undergraduate students receive some type of financial aid.
- 42% of undergraduates receive need-based financial aid. Remaining costs are supported through merit.
- 84% of undergraduate need is met with financial aid. One-third of students have their need fully met through financial aid.
- The average need-based grant and scholarship aid is \$38,000.
- 1.25% amount of state grant aid in relation to total DU-funded undergraduate gift aid.
- \$20,618 represents the eleven-year average net price in inflation-adjusted dollars. The average net price for an undergraduate with aid has remained relatively flat for the last decade based on the University's commitment to increasing financial aid (chart 4A).
- \$133 million in total budgeted undergraduate institutional grant aid in 2020-21 for a total discount rate of 48%, up from 40% in 2016-17.
- 2% increase over five years in undergraduate tuition after allowances for increases in DU-funded financial aid (Chart 4B)
- \$22,146 average federal loan debt of 2020 graduates (undergraduate degrees), 44% of the class takes out loans.

### **Additional Importance: Economic Impact and Community Benefit**

The University of Denver significantly contributes to Denver and Colorado’s economic vitality. It additionally prioritizes its commitment to benefit the public good by developing and supporting university-driven initiatives that serve to sustain Denver’s and Colorado’s health and promise.

- Economic impact:
  - DU is Denver’s second largest private nonretail employer, behind United Airlines. What’s more, DU purchases goods and services from Colorado companies, brings out-of-town students and visitors — and their dollars — to the metropolitan area, and conducts \$22.2 million in research each year, with more than 83 percent of funding coming from sources outside of Colorado.
  - The University’s \$958.2 million economic impact is direct and indirect.
  - DU’s direct impact — which totals approximately \$449.9 million — includes the initial dollars spent by the institution on construction, capital investment, business operations and employee compensation.
  - DU’s indirect impact, meanwhile, adds up to \$508.3 million and includes “spin-off effects.”
  - One of the big beneficiaries of the University’s direct impact is the construction industry. Since 2015, DU’s construction spending totaled more than \$40.7 million. In the last 20 years, DU has invested \$640 million in facilities and infrastructure, an average of \$32 million each year, through recessions and boom periods alike.
  - Direct spending by students — on everything from food and clothing to housing and transportation — totaled at least \$115 million.
  - Visitors to campus, numbering roughly 32,700 annually spend \$8.5 million in the metro area. Whether in town for a sporting or cultural event. Historically and pre-COVID, whether visiting campus for a tour or conference, they also purchased 16,600 room nights, making them significant contributors to Colorado’s tourism base.
  - DU’s faculty, staff and students contribute to the region’s tax base in a variety of ways. They account for \$13.1 million annually in regional tax revenue, helping to support the community’s infrastructure.
- Sustaining Denver’s and Colorado’s health:
  - **DU Prison Arts Initiative.** Provides art programming in nearly a dozen facilities in the Colorado Department of Corrections, with over two thousand incarcerated

people and their family members, to develop and implement ways for incarcerated people to express themselves and transform their communities. From theater workshops and family events, to educational courses, media outlets (national podcast and statewide newspaper) and public performances, these collaborations are shifting whose perspectives are included in conversations about incarceration.

- **Volunteers in Partnership (VIP) Program.** Partners with 9 local high schools including seven Denver Public Schools and one middle school. The program serves the community by working with families and staff and by supporting students to and through their college journey. Outreach through the program includes coordinating campus visits for more than 2,000 k-12 students every year, mentoring, SAT prep classes, financial aid nights, college readiness workshops, and a summer bridge program called Summer Link. Students from partner schools who attend DU, continue to be part of VIP and receive financial aid, mentoring and resources. The success of VIP can be traced to one simple concept: “students helping students.” In giving back to their community, DU/VIP students make a difference in the lives of younger students from similar economic and social backgrounds. They develop strong leadership and program management skills and deepen their commitment to impact the lives of others. VIP students volunteer a minimum of 15 hours per quarter.
- **The Black Male Initiative Summit.** This initiative provides 8th through 12th grade Black male students with an opportunity to participate in a program that promotes leadership, academic achievement with an emphasis on graduating High School and attending a post-secondary institution, and community involvement while developing their Black male identity. This access program is in its 11th year at DU and it also provides STEM programming and scholarship aid. The newly developed BMIS Scholars Program offers Summit participants additional workshops and visits to local companies and other 4-year institutions to share information about post-secondary education and assist them in preparing for their future.
- **Ready for American Hospitality.** A partnership and training program that has served over 280 refugees, immigrants and asylum seekers as they culturally integrate into Colorado. This community engaged service learning collaboration features the Fritz Knoebel school of Hospitality Management and a local refugee resettlement agency, the Ethiopian Community Development Council - African Community Center. RAH is positioned at the intersection of education, employer support and community engagement. The program has supported over 20 employer partnerships as they welcome refugee, immigrant and asylum seekers onto their teams as new employees. Over 300 Fritz Knoebel students have benefited from this immersive multi-cultural experience and leave better prepared to work within a diverse workforce.