CMU ACADEMIC DEPARTMENT RETENTION STRATEGIES IN SUPPORT OF STRATEGIC PLANNING GOALS

February 2014

Updates: February 2015, 2016, 2017

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2010 Strategic Planning Goals: (Note: The original academic strategies were developed in the context of the 2010 Strategic Plan's goals and objectives shown below. The 2020 Plan's goals, while framed differently, continue to express the same commitments to student success and are found on the following page.

1. **Goal:** To raise the level of educational attainment in the 14-county region through the delivery of a wide array of quality programs that respond to regional needs at differing locations, formats, and times by developing
   a. Colorado Mesa University as the baccalaureate institution of choice for academically well-prepared students
   Objective:
      2) Raise the University's first-year retention and six-year graduation rates by three percentage points respectively over the planning period

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4. **Goal:** To actively engage students of all backgrounds in on- and off-campus activities which broaden their educational experiences and enhance their successes
   Objectives:
   a. Involve first-time students in at least one extra-curricular student offering of the institution within their first two semesters
   b. Develop and improve relevant engagement opportunities for returning students, adult learners, and commuter students

2015 Strategic Planning Goals for 2020:

Goal 1: Become the university of choice for students, faculty and staff with a focus on academic excellence.

Objective 1A. Become the university of choice for students, faculty and staff.

Strategy 2: Offer a rigorous student-centered educational environment that promotes academic success.

Objective 1C: Attract and retain staff who embrace the institution's student-centered focus and are committed to student success.

Goal 2: Increase the level of educational attainment in the region through quality academic programming.

Objective 2B: Increase the rates of first-year retention and six-year graduation for all students.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Clarifying Pathways to Graduation
Department/Program/Office	Art
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Freshman FYI and Sophomore Seminar based courses designed for the art department majors in both Studio Art and Graphic Design to capture the focus of the student early on in their with interactive hands-on based learning. *(Studio Art course set for implementation in Spring 2014. Graphic Design course under development.)*
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The Studio Art Sophomore Seminar course is ARTE 294 and has 14 students enrolled for the Spring 2014 semester. It is taught by Joshua Butler, lead instructor for this course. The idea behind the course is to create a cohort of students and capture them in this course to better direct them towards effective decisions regarding their studio art degree and ultimately career choices after graduation. In the past it has been hard to identify the cohorts coming through since they are never in one class at single time during their time at CMU until they are seniors. The cohorts identified here will be more easily tracked and hopefully the group will create bonds that help the students feel a belonging to that group and degree.

The graphic design concentration does create cohorts at this point in time with the beginning courses. However, the students do not have any graphic design courses to take during their freshman year. The development of a Sophomore Seminar course for Graphic Design is a strategy to change this and hopefully capture more students during their freshman year. The idea is the make sure they are hooked before they consider a transfer or major change during that first year. |
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| **Progress Report – January 2015** | **ARTE 101 Two-Dimensional Design - Majors Only Sections** Freshman FYI for Art majors was not offered at this time. Instead, the initiative was replaced by offering three sections of ARTE 101 Two-Dimensional Design, which was open to Art Department majors only during the Fall 2014 semester.

CRN 23203 Sec 001 MW 1130-1345 Patterson McCulloch – 18 Students
CRN 23423 Sec 001 MW 1400-1615 Butler – 19 Students
CRN 23203 Sec 001 TR 1130-1345 Butler – 19 Students

There were 56 students enrolled in all three sections. Students were made aware that they were in a class with "nerds" like them. As |

such, the students were able to make connections with each other and with the full-time faculty teaching a first year course. Hopefully these connections will lead to a cohesiveness/community between the students that will help them develop strong ties to the CMU program and each other earlier in their academic careers. The idea being that they will be a part of a community/program early on and not want to leave/transfer, etc. The students will be tracked to determine their retention and graduation rates.

ARTE 294 Sophomore Seminar – Spring 2014
ARTE 294 Sophomore Seminar was taught for the first time during the spring 2014 semester with a final enrollment number of 16 students. All students enrolled in ARTE 294 returned to the Art Department in the fall 2014 semester with an exception of one student who graduated from the Art Department in May 2014.

Of the 15 students who returned, the following were enrolled in Art Department Courses during the Fall 2014 semester.
1 student – enrolled in six (18 Credits)
1 student – enrolled in five (15 Credits)
3 students – enrolled in four (12 Credits)
5 students – enrolled in three (9 Credits)
3 students – enrolled in two (6 Credits)
2 students – enrolled in one (3 Credits)

81% of the students who were registered in the initial offering of ARTE 294 returned in the fall 2014 semester and enrolled in 6 or more credits offered from the Art Department. The students will be tracked to determine their retention and graduation rates.

Graphic Design – Sophomore Seminar Course Development
A pilot of a Sophomore Seminar type course in Graphic Design was offered during the Fall 2014 semester with an enrollment of 17 students. This 100-Level topics course was called, "Topics: Design It!" and was an effort to see if we can engage design students earlier in their academic career. An effort to reach them prior to their sophomore year when graphic design courses have traditionally started for these students.

The idea of reaching students earlier to get them involved as part of the community/program in the first year of their academic career. The hope is that they will develop ties/connections to the CMU Graphic Design program that will inspire them to continue in the program beyond the freshman year.

The course was team-taught by three full-time graphic design faculty in an effort to introduce students to multiple topics quickly in one semester. The projects were designed with the intention of having

	students involved with creating and making art in a low-critique environment. As is the case with most initial offerings, changes will be made as it is developed beyond these experimental offerings. Since these students may not be indicative of the target audience the class was designed for in the long term. *(Only 35% of the students who registered in the fall 2014 experimental topics course were declared as majors within the Art Department's Graphic Design concentration areas.)* A similar course is planned for the 2015 spring and fall semesters.
Progress Report – **January 2016**	**ARTE 101 Two-Dimensional Design - Majors Only Sections** Spring 15 CRN 43438 ARTE 101 sec 004 Cain MW 1630-1845 – 10 students CRN 43569 ARTE 101 sec 005 Butler TR 1130-1345 – 13 students Fall 15 CRN 26411 ARTE 101 sec 002 Butler TR 9-11:15 – 20 students CRN 26577 ARTE 101 sec 005 Cain TR 14:00-16:15 – 20 students The department increased the number of major only sections last year to four sections from three the year prior. This time we offered two sections in the fall and two sections in spring. Enrollment is low in these courses during the spring semester. In the spring of 2014 we canceled the low enrolled sections, but since we were able to reach double digits in 2015, the courses remained in the schedule. These "cohorts" elusive to track, but the department is hopeful that the courses create a community in these groups of students that improve retention efforts. The ARTE 294 Sophomore Seminar has been taught once a year in the spring semesters of 2014, 2015 and now in 2016. The course enrollment has been steady with 14-16 students each time it is offered. **Graphic Design – Sophomore Seminar Course Development** The pilot of a Sophomore Seminar course in Graphic Design has been very successful. It is no longer offered as a topics course and was added as "ARTG 122 Design It!" to the curriculum. As of the 2015-2016 catalog, it became a entry-level requirement for the Graphic Design degree in Visual Design. Fall 2014 – 17 Spring 2015 – 9 Fall 2015 – 20 Spring 2016 – 22 Course enrollment was lower than expected in the Spring 2015 semester. However, it was not a degree requirement at that time. The program faculty anticipates that the course will be at capacity from

	now on since it is required and has developed a good reputation with the students over the last two years. In fact, some students have asked if they can take the course twice because they enjoyed the delivered content. The department will investigate what kinds of data might be pulled by working with the Office of Institutional Research since these courses have been offered multiple times since 2014.
Progress Report – **January 2017**	**Essential Learning - Majors Only Sections** Fall 2016 CRN 20395 ARTE 101 sec 002 Butler TR 9-1115 – 20 students CRN 20557 ARTE 101 sec 005 Cain MW 1630-1845 – 17 students CRN 20206 ARTE 102 sec 002 Schmidt MW 1400-1615 – 17 Spring 2016 CRN 41089 ARTE 102 sec 001 Schmidt TR 9-11:15 – 16 students CRN 41254 ARTE 102 sec 002 Oh MW 2-4:15 – 18 students Our major only sections last year totaled five sections up from four in 2015. This time we offered three sections in the fall and two sections in spring. Enrollment is was much better this year including those in the spring semester. The spring semester has less enrollment for the campus overall and this is reflected in these courses. We are going to limit these sections in the spring and open them up to everyone if they don't fill. These "cohorts" remain an elusive thing to track, but we believe the courses establish a community of students that will ultimately improve retention efforts. **Graphic Design – Sophomore-Level Course** ARTG 122 Design It! as a course requirement (as of the 2015-2016 catalog) is in the second year as an entry-level requirement for the Graphic Design degree. The course was offered once each semester. Fall 2016 CRN 22247 ARTG 122 sec 001 Hall TR 4:30-6:40 – 23 students Spring 2016 CRN 43489 ARTG 122 sec 001 Hall TR 4:30-6:40 – 24 students Course enrollment was slightly higher than in 2015. The program faculty anticipates the course will continue at capacity from now on and consider it a success. The department will investigate specific data with the Office of Institutional Research during 2017.

	ARTE 294 Sophomore Seminar as a course requirement (as of the 2014-2014 catalog) is in the third year as an entry-level requirement for the Studio Art degree. The course is offered each spring semester.
	Spring 2016 CRN 45528 ARTE 294 Sec 001 MW 2:00-3:15 Butler – 18 Students
	Spring 2015 CRN 42711 ARTE 294 Sec 001 MW 2:00-3:15 Butler – 14 Students
	Spring 2014 CRN 48392 ARTE 294 Sec 001 MW 2:00-3:15 Butler – 16 Students
	Course enrollment fluctuates and tracking is difficult. While the course is a requirement for the Studio Art students, there is no way to force the students to take it during their sophomore year. The Studio Art faculty will need to explore ways of advising students into the course early on.
	As with the other course work, the department will investigate specific data with the Office of Institutional Research during 2017.

Category	Clarifying Pathways to Graduation
Department/Program/Office	Biological Sciences
Strategy Summary (1 - 2 sentences)	**Strategy 4:** Offer specific concentrations within Biology to provide students with more guidance as to their course selections.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	-Our Teacher Licensure concentration provides clear guidance to prospective students, but our Biology concentration can often seem ill defined, especially for students that avoid meeting with their advisor. The advantage of the current concentration is that the program can be tailored to the specific needs and interests of each student, but as our program grows, it's no longer practical. We are increasingly finding that, because many course selections are listed as "electives" on the program sheet, students may miss taking key courses that would be useful to their future plans, such as organic chemistry for those interested in medical school. This has lead to student frustration with our program. Not only will specific concentrations help on the advising end, it will also provide a format to form a cohort of students with similar interests, which in turn should improve retention. -Lower level Biology majors. -Subcommittees have been formed to develop a curriculum for each proposed concentration. -Proposals will be ready for curriculum committee by Fall 2014.
Progress Report – January 2015	Slight delay in our proposal submission. The two new concentrations should be discussed in the Feb curriculum committee meeting.
Progress Report – January 2016	As of Fall 2015, two new concentrations are available to students: Ecology, Evolution and Organismal Biology, and Cellular, Molecular and Developmental Biology.
Progress Report – January 2017	The 2 new concentrations have students enrolled in the curriculum. We have 39students in cellular, Molecular tract and 17 students in the Ecology, Evolution tract. Most of the Biology majors are still enrolled as BS. Biology.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Clarifying Pathways to Graduation
Department/Program/Office	Business Department
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Change the CISB 101 class so that the class is more relevant and ties with other business classes.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The CISB faculty are redesigning CISB 101(Freshman Class) to more closely align with information that is relevant to students as well as information students need to know for future classes. The CISB faculty are working with the BBA faculty to determine the MIS software packages and skill sets needed by business students. Once this is determined, this freshman class will be redesigned to teach students the information needed by students in future classes. It is hoped that by encouraging these connections in the coursework, students will be excited about coursework to come, which will then assist in retention. This will be undertaken and completed by CISB faculty by Fall 2014.
Progress Report – January 2015	Consultation with BBA faculty indicated that they expect students completing CISB 101 should possess a workable level of skills in Word, PowerPoint, Excel, and Access. That is what had already been included in CISB 101. However, since there were still students who claimed not to possess the skills and knowledge after completing CISB 101, the decision was made to increase the rigor of the course by requiring students to earn at least 70% on each of three portions of the course (Word-PowerPoint, Excel, and Access). In each section of CISB 101, there were multiple students who had to do remediation work in order to reach the 70% threshold on each part of the class. All CISB 101 lecturers were encouraged several times to stress to their students the need for a high level of mastery, as other Business courses would require them to use those skills. Those instructors who did as requested reported that most students embraced the process, with the exceptions of those CISB 101 students who are not Business majors. CISB 101 instructors converted to Office 2013 in Fall 2014, recreating

81 assignments in Cengage Publishing's SAM 2013 web site on which students accomplish all but six projects. Each of the 23 SAM hands-on projects were selected based on rigor and on relevance to business settings. Since most CISB 101 students are also enrolled in BUGB 105, the CISB 101 coordinator worked with the BUGB 105 coordinator to synchronize timing of skills that students learned in CISB 101 with requirements for those skills in BUGB 105 and to develop projects that would be done just in time to use the required skill in BUGB 105.

Two of the initial projects in CISB 101 in Fall 2014 (while waiting for enrollments to stabilize and for enrolled students to purchase the SAM access code and to register for the SAM website) used Microsoft Visio and Microsoft Project. BUGB 105 instructors reported that their students were able to effectively use Microsoft Project for their first BUGB 105 team project more universally and at a higher level than in the past. Use of Microsoft Visio was required in the project at the end of the semester. Again students were more able to successfully complete this project using this skill set.

The first CISB 101 integration project, done in Week 6, required students to convert an MLA-formatted report to APA format (which is the Business Department standard) and to create a PowerPoint presentation directly from that Word document, without retyping report information. BUGB 105 instructors reported that their students were able to use those skills effectively in time for the first team project.

The second CISB 101 integration project, done in Week 11, required students to embed and to link Excel table data and charts into a Word document. BUGB 105 instructors reported that students were able to apply these skills on their second team project.

The third CISB 101 integration project was done in Week 15, which was too late in the semester to have an impact on students' work in BUGB 105. Since most CISB students will enroll in ECON 201 in one of their next two semesters, ECON 201 instructors advised on an Excel-Access-Word integration project. Students build a query to pull 114 matched supply and demand data points on one product from a large database of multiple products. From that Access query, students built a chart of supply-demand curves in Excel and then imported that supply-demand chart and data from another Access query into a letter in Word that was then mail-merged to multiple recipients from an Access database. There is no feedback yet from ECON 201 faculty. However, a few CISB 101 students who had already taken ECON 201 stated that they wished they had experienced those skills prior to taking ECON 201.

Progress Report – January 2016	The integration of the coursework has remained successful. The quality of work on the two projects in BUGB 105 has increased dramatically. The integration has been used to demonstrate to students how KSAs learned in one class apply to the next class and will continue to do so throughout the student's four-year program. It is hoped by providing this connection at the freshman level, students will be more engaged with the subject matter and this will lead to an increased enthusiasm for the program and thus retention. While this strategy is too new to test effectiveness, anecdotally the strategy appears to be successful enough to continue.
Progress Report – January 2017	The CISB 101 changes have had mixed results. There could more rigor associated with the course with the changes made, but it seems to be creating some unintended consequences as students have expressed concern that there is a lot of "busy work". Further, it is not clear whether there is a significant or measurable impact on retention. The instructors of this course, with close participation from CISB faculty, are looking to make some minor changes to CISB 101 in order to make it more relevant and practical due to some consistent feedback from students. These groups met in the spring of 2017 and changes have been proposed, and accepted, to implement starting summer of 2017. We will continue to monitor this and will see if we can quantify the impact of this change specifically. To date, any impact on retention is anecdotal.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Clarifying Pathways to Graduation
Department/Program/Office	Business Department
Strategy Summary (1 - 2 sentences)	**Strategy 4:** Each BUGB 105 student will be required to map out their 4-year plan of study in their specific discipline. A budget to match that plan will also be required.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Again, using BUGB 105, students will be required to create a "road map" of their plan for completing their 4-year degree. Students will be required to fill in their program sheet and also create a map of how and when all of their required classes will be taken. In addition, to the road map, the students will also be required to develop a simple budget of their expenses over this 4-year time period. It is hoped that if students see where the semester fits, in the context of the larger goal, this will help to provide an incentive to have the students excel and return. By including a budget with this plan, students then will see the cost of their classes, their financial obligations and hopefully make wiser choices about their degree plan. In future classes, business faculty will ask students to take out the road map and check the progress the student has made in the accomplishment of the plan. Students in BUGB 105 will be reminded to keep the plan since it will be required in future classes, again pointing to the end goal of graduation.
Progress Report – January 2015	This strategy was implemented and the success will be measured over time. Each student was asked to acquire the program sheet for their specific degree and map out their course sequence. It was suggested that the student then keep this program sheet to use semester after semester to check their progress. A hold was also placed on the registration of each Bugb 105 student and was not removed until their advisor or Instructor had reviewed their program sheet and registration for spring semester. While this planning process was effective for some students, not all students participated, even though this was a graded activity. Work will continue on how to best provide an appropriate incentive to encourage students to complete and then keep the program sheet updated. The budget exercise met only a modicum of success. This will also require further evaluation to find a mechanism that better motivates student involvement and understanding of this process.

Progress Report – January 2016	The degree map continues to be used. Students actually mapping out classes seems to be a useful activity that forces the student to begin thinking about the four-year course progression. The budget piece has been dropped since the students do not seem to have the information/motivation to complete this section. While the budget piece has been dropped, emphasis has been placed on in-class discussions of the cost of failing/dropping a course. In addition this semester, students will be asked to complete a resume. It is hoped that this will encourage students to look at long-term plans in their career and see that many opportunities are available in the department and on campus to add to their resume before graduation. This is being used as a retention strategy to increase student involvement in co-curricular and extra-curricular activities, which has proven to increase retention.
Progress Report – January 2017	In view this plan, it is unclear whether there is any evidence that this strategy has increased retention. While it is generally agreed that students can start to plan for future courses, students do not seem to retain this plan or use it for anything other than the requirement of BUGB 105.

To enhance our retention efforts, we would benefit by exploring new methods and activities. First, there was an activity in MANG 301 class this AYR that had juniors and seniors discuss ways to retain students now that they have been here a while. This information will be shared with a retention committee that has been assembled to examine retention methods and strategies and we will then discuss ways to better attract and retain students.

Additionally, during the January 2017 faculty meeting, we had an employment attorney from town, Michael Santo, present to faculty and staff on how to better work with and motivate millennials (which most of our students are). Our current plan is to incorporate more of this type of activity for the faculty to help reach out and support our students as well as explore ways to attract new students.

Additionally, we have initiated a social media platform for the Business Department, coordinated through the CMU Marketing office. We have set up Facebook, Twitter, and LinkedIn accounts and we are pushing data to our prospects, current students, and alumni. These activities are still in their infancy stages, but we are hopeful that these medium will allow us to reach out to prospective, current, and past students to attract, retain, and engage, our student population. We will continue to monitor. |

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COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Clarifying Pathways to Graduation
Department/Program/Office	CSMS - Mathematics/Statistics/ Secondary Education Mathematics – **Strategy #1** - Adopted Spring, 2014
Strategy Summary (1 - 2 sentences)	Create and require a Freshman Mathematics Seminar to relate to students the true nature of each profession
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	**Possible reason for student attrition**: Students don't understand the true nature of work in mathematics, assuming that mathematical computation is mathematics. It is when students take Math 240 *Intro to Higher Mathematics* that students discover that math is not just computation, often late enough in their program that the students may feel like it is too late to change majors, discouraged, etc. This proposed Freshman Mathematics Seminar would help students as early as their first semester to get a glimpse of the true nature of mathematics. It would allow them to see math differently and for students more interested in computation, this proposed course would help them to identify related fields requiring more computational math. **Strategy**: Create a new 1 credit hour seminar course to be required for mathematics majors (Freshman Mathematics Seminar). The course will review areas of research interest in mathematics, jobs in the mathematics field; the nature of mathematics as a major. The course will also introduce students to closely related, computationally-based fields such as statistics, actuarial statistics, computer science, and engineering. Helping students transition to a major they will like early in their academic career should keep them at CMU. **Group**: All beginning mathematics majors **Subgroup influenced** : Mathematics students who love computation but not advanced mathematics **Who**: Mathematics Faculty **Timeframe**: Course could be created and adopted in Fall, 2014 with a new program requiring the course in Fall, 2015. The timing relies on a program curriculum change to require students to take Math 151 Calculus I as a co-requisite for the proposed seminar.

Progress Report –
January 2015
	The mathematics program is currently undergoing its formal program review. The mathematics faculty met regularly as part of the program review process and one of our main focus points was our course offerings. The Freshman/Sophomore seminar course was one of the items discussed, but we felt that the content of the seminar would be closely tied to the rest of our curricular changes (as we have been discussing the addition of an applied concentration). Thus, it seemed wiser to hash that out before creating the new seminar course. The timeline suggested in the program review for instituting the seminar course follows:
	
	Timeline for investigation of Freshman/Sophomore seminar
	   • Spring 2015:
	       o Create committee, sketch a proposal, and seek departmental feedback
	       o If possible, revise proposal and present to Department for a vote
	   • Fall 2015:
	       o If proposal is approved by Department, submit paperwork to Curriculum Committee
	       o If proposal is approved by Department, run the seminar as a topics course

Progress Report –
January 2016
	The mathematics program review was not complete until Summer, 2015 since the Program Reviewer did not visit campus until April, 2015. Faculty have created a course, but will run the course as a Topics class for the first year or two.
	
	Timeline for investigation of Freshman/Sophomore seminar
	   • Fall 2016:
	       o Course will be offered for Freshmen Math majors

Progress Report- **January 2017**	A one-credit Mathematics Seminar was introduced as a topics course in Fall 2016. It included an introduction to a variety of upper level mathematics, mathematics education, applied mathematics, and statistics topics. The course also included sessions on careers and information about the different concentrations offered in our major, as well as panel sessions that included alumni and senior math majors as panelists. The course received positive reviews from the students enrolled. A proposal to require this seminar as a core course in the mathematics major was submitted to the Curriculum Committee in January 2017.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
January 2017

Category	Clarifying Pathways to Graduation
Department/Program/Office	Department of Health Sciences
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Recruitment to RN-BSN nursing programs.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Building a sense of community has long been supported in the research as a retention strategy. Research conducted by Jeffrey's (2007a, 2007b) has found similarly that faculty and peer mentoring provides support to at-risk students who are in their first semester of a nursing program and may have underestimated its rigorous requirements and demands. Faculty advisement, feeling included, and in-class peer friendships were a sense of support reported by these at-risk, non-traditional students (Jeffreys, 2007a, 2007b). Connecting students in the associate of applied science and advising the new graduates to continue on to the RN-BSN nursing program has been a successful strategy for the career ladder at CMU. Traditionally the rate of AAS RN's continuing on to the BSN has been below 20 %. With the economy and nursing shortage, AAS RN's have no difficulty finding jobs. In fact, employment of registered nurses (RNs) is expected to grow a very healthy 26 percent through 2020, according to the Bureau of Labor Statistics (BLS). In 2011, 60% of all RN candidates in the U.S. were non-bachelor's prepared. The course ahead for nursing is going to get more challenging as 1/3 of the nurse work-force is expected to retire over the next 10 to 15 years.* Don't we want those who remain to be prepared to step into clinical, academic and public policy leadership positions? The path would be much smoother if they enter nursing prepared with a BSN degree. The Institute of Medicine and Robert Wood Johnson Foundation report on the future of nursing can be found on the IOM website: http://www.iom.edu/reports/2010/the-future-of-nursing-leading-change-advancing-health.aspx Therefore, encouraging our newly graduated RN's with an associate degree to enroll immediately into the RN-BSN program is imperative. Advising in the classroom, at graduation and at the time of their NCLEX review course has increased the interest in CMU RN-BSN program to almost 40 % enrollment in the RN-BSN program.

Progress Report – January 2015	The advising counselor proved to be a middle person in the advising process. The Program Director was changed and the responsibilities for all advising are under the Program Director which has made a huge difference. One person understanding all of the graduation requirements has streamlined the process and students know what is needed for progression. This in turn has helped retention.
Progress Report – January 2016	
Progress Report – January 2017	The Program Director has been a huge success in retention of students once they are in the program. The admission to the program is still a struggle, as to of over 300 students applied to RN-BSN program, 160 did not every take a class in the program. Work now is being focused on admission and engagement within the program. One strategy developed this last year is to create a LPN –BSN program to assist a faster progression of LPN students to the RN and BSN levels of education. The first LPN-BSN program is starting January 17, 2017 with a cohort of 42 students.

Category	Clarifying Pathways to Graduation
Department/Program/Office	Kinesiology
Strategy Summary (1 - 2 sentences)	**Strategy 3:** Career Planning – Discussion Panels
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Beginning with the Spring 2014 we decided to hold round table discussion panels for our students comprised of professionals in the fields that students are interested in. We invited a physical therapist, occupational therapist, physician's assistant, exercise physiologist, chiropractor, and athletic trainer among other professionals. These panels were well received by our students and faculty.
Progress Report – January 2015	We decided to hold a round table discussion panel in Fall 2014 which was comprised of professionals in the fields that students are interested in. We invited a physical therapist, occupational therapist, physician's assistant, exercise physiologist, chiropractor, and athletic trainer. We invited the students enrolled in KINE 200 as well as all of our majors. The panel was well received by our students and faculty.
Progress Report – January 2016	We have expanded these panels to include inviting the Colorado University enrollment advisors to visit with our students as well. We have held one to two panels each semester and the students and faculty have been pleased with the outcomes.
Progress Report – January 2017	This process has continued, with a career advising panel in the spring and one in the fall. The spring panel focuses more on the fitness/health promotion industry whereas the fall is focused more on allied health professions. Both events have been well attended.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Clarifying Pathways to Graduation
Department/Program/Office	Social and Behavioral Sciences - Criminal Justice
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Living Learning Communities: A Living Learning Community (LLC) offers a unique opportunity for students with similar academic interests and goals to live together in residence halls and engage in a more holistic learning experience.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Criminal Justice is currently developing an LLC. For this pilot project a select group of incoming freshman (Criminal Justice majors), will be housed in a specific residence hall, and they will be enrolled in a specific section of Introduction to Criminal Justice (CRMJ 201). This cohort will have access to additional learning opportunities and experiences outside of the classroom such as: a visit to FIRS, a tour of the local jail facility or the new Grand Junction Police Station, involvement with the Criminal Justice Association (student club), access to local Criminal Justice practitioners via career panels, etc. The primary goal of the Criminal Justice LLC is to build a "community of learners" amongst this group of students who will motivate and support one another throughout their academic career at Colorado Mesa University. The Criminal Justice faculty is responsible for these activities. This pilot projects is set to start Fall 2014.
Progress Report – January 2015	The Criminal Justice LLC went quite well, given it was a pilot project. There were 24 students enrolled in the program and living on the designated floor of Garfield Hall. Scheduled activities for LLC students included the following: welcome meeting, FIRS visit, tour of the Grand Junction Police Department, tour of the local CBI facility, and CJA student club meetings. Although a small number of students (approximately 10) participated in the LLC events, those who did expressed that the LLC was a good experience. They mentioned that the events were fun to attend and were good learning experiences, and the LLC helped them get to know other Criminal Justice majors better, which provided some with a study partner or an additional resource for help in their academics. The LLC program needs improvements in a couple of areas: 1) the process of enrolling students into the program and 2) increasing student participation in the LLC events. Kate Dreiling will be working with Jody Diers, the Director of Residence Life, to improve

	the enrollment process prior to the fall semester of 2015. Once the enrollment process is better organized, it is likely that student participation in the LLC activities will increase. Despite a few logistical setbacks, the Criminal Justice LLC appeared to be a good experience for many of the students enrolled in its pilot program.
Progress Report – January 2016	*The Criminal Justice program had approx. 25 students participate in the CJ-LLC during the fall 2015 semester and most of them were enrolled in Dr. Dreiling's Introduction to CJ course (CRMJ 201) as planned. This group was quite active in participating in the additional planned events (i.e. field trips, documentary film nights, etc.), and many provided positive feedback regarding these activities in the course evaluations. Many of these students are now registered for Dr. Dreiling's Corrections course (CRMJ 320) for the spring 2016 semester, therefore, the LLC concept is moving beyond the Introductory level. We intend to track all of the LLC students' progress throughout the upcoming spring semester and beyond as well as obtain qualitative feedback regarding their thoughts and experiences with the LLC.*
Progress Report – January 2017	For the fall 2016 semester, there were 27 students signed up to participate in the CJ-LLC. However, due to communication issues between Residence Life, Advising, and the LLC coordinator (Dr. Dreiling), students who enrolled in the LLC were not properly placed in the correct fall section of CRMJ 201. As a result, participation in the various "outside the classroom" events has been minimal. Dr. Dreiling met with Residence Life during the fall semester to begin developing a better plan for managing the complex task of getting students a) signed up for the LLC, b) placed in the correct dorm, and c) enrolled in the correct section of CRMJ 201 for their first semester. She will meet with them again, as well as with Advising staff, in the spring semester 2017 to further solidify a workable strategy for the following fall. In the meantime, tracking and follow up on the cohort from the 2015 LLC will take place over the next few semesters.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Clarifying Pathways to Graduation
Department/Program/Office	Social and Behavioral Sciences - Psychology
Strategy Summary (1 - 2 sentences)	**Strategy 4:** In the Career Development class (PSYP320), the APA Style of Writing class (PSYC 202) and the Orientation to the Major class (PSYC201) students learn about careers in the field and more about what will be required of them as they move through the programs (PSYC and PSYP).
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	When students take these classes learn about careers in the field so they can decide if this major is really a good fit for them. Students also learn more about what will be required of them as they move through the programs. Many students think psychology will be an 'easy' major and do not realize what the math and statistics requirements of the degree. Also students who major in counseling psychology are required to do a practicum which may not be what they are expecting.
Progress Report – January 2015	
Progress Report – January 2016	We do not have a formal way to assess the effectiveness of these classes but those faculty who teach these classes see that some students decide to change majors when they learn what is required of them. Those students who continue on in the programs are better prepared as a result of these classes.
Progress Report – January 2017	Orientation to the major continues to be a good way to educate students about the program. Our juniors and seniors are much more prepared for upper division class work. We have also standardized our grading of papers and presentations with a common rubric which helpz students be aware of what is expected of them with all classes.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Clarifying Pathways to Graduation and Making Connections
Department/Program/Office	Social and Behavioral Sciences - Sociology
Strategy Summary (1 - 2 sentences)	**Strategy 5:** The sociology faculty believes that students are more likely to continue their education within their majors if they are able to visualize their future as sociology majors and then graduates, and also if they feel a sense of community with the faculty and their fellow Sociology majors.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	In the Sociological Inquiry course (SOCO 202), class time is dedicated to working towards and establishing a career in sociology by emphasizing the utility of a sociology degree in the job market, discussing how to explain the skill sets developed over the course of their major in a resume and cover letter. Sociology faculty are also emphasizing early feedback for students in our courses. The most important strategy is the identification of struggling and excelling students at various points throughout the course and referring them to services where necessary. In addition, Sociology faculty use the early alert system by providing written feedback and comments to all students in the early alert system. Also under the purview of student services, we have organized a sociology community/movie night that students and alumni attend regularly. In addition to various social activities, the Sociology Club often brings students to conferences in order to facilitate the professional socialization of our undergraduates. We also have a chapter of AKD, an Honor Society in Sociology that emphasizes the value of academic achievements and, in turn, aims to increase student retention and graduation rates.
Progress Report – January 2015	
Progress Report – January 2016	Informally students say that they appreciate the attention and the connections they have with sociology faculty. Starting this spring the sociology program with conduct exit interviews with graduating students to more formally document what students think of the program.

Progress Report – January 2017	The following are retentions strategies we have been using for both majors and students in our Essential Learning classes: • Movie/community nights for majors, minors, and alumni • Emails to majors throughout the semester with career information, advising information, links to Sociology relevant content, etc. • Small upper-division classes in which we are able to develop personal relationships with all of our students. This makes advising much more personal as well. • In lower-division classes, we email students who are struggling early in the semester offering our assistance and also links to campus-wide services. Later in the semester, these emails become more about kudos and encouragement for succeeding students. Lower-division students who are doing well are encouraged to look into what the Sociology program offers. • While there was a low response rate for the exit interviews, all of the students submitting them indicated that they felt that there was a strong sense of community among sociology majors.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Start: Spring 2014
Spring 2017 Update

Category	Clarifying Pathways to Graduation
Department/Program/Office	Center for Teacher Education
Strategy Summary (1 - 2 sentences)	**Strategy 2:** To introduce education coursework earlier in all undergrad Teacher Education degrees to integrate students into the program earlier than end of sophomore year.

Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: A. How the proposed strategy will contribute to an improvement in the institution's retention rate? B. What (if any) student subgroup is the focus of the strategy? C. Who is responsible for the outlined activities? D. What is the timeframe associated with each step? E. Other relevant details.	A. With a re-developed EDUC 211 that is split into two one-credit courses, now available to freshmen, students entering CMU with a goal of teaching will:
	 1. Establish a relationship with faculty at least 2 semesters sooner than the current curriculum plan
	   i. Personal contact in the discipline is shown to increase retention
	 2. Begin classroom experiences that reinforce General Education student learning outcomes.
	   i. Communication literacy
	   ii. Computational literacy
	   iii. Citizenship development
	   iv. All of the above outcomes emphasize professional requirements for teaching
	 3. Classroom experiences will also begin earlier in students' college experiences, to reinforce or challenge assumptions about career field
	   i. This can either solidify career choice, increasing retention in teaching as a career, or facilitate migration to another degree plan earlier in college experience, which impacts institutional retention.
	 B. Students entering with pre-education degree plans
	 C. Faculty teaching EDUC 211 and all program faculty/staff involved in student advising
	 D. Begin change with course change proposal to undergraduate curriculum committee.
	 1. If approved, new courses could be deployed in AY14-15.
	 2. Redistribute classroom hours from remaining EDUC coursework
	 3. Redistribute student learning outcomes from one EDUC 211 course to 2 courses: one available in freshman year and the second available in sophomore year, both to be taken prior to application to program.

Progress Report – January 2015	Splitting EDUC 211 into EDUC 115 and EDUC 215 will be presented to the Undergraduate Curriculum Committee in February 2015.

Progress Report – January 2016	Enrollment in the EDUC 115/215 combo is significantly higher than prior enrollments in EDUC 211. For the Fall 2014/Spring 2015 academic year, 88 students were enrolled. For Fall 2015/Spring 2016 there are the two-credit equivalent of 118 enrolled: 34% increase. The increased attention to earlier advising and the availability of earlier coursework seems to be a good combination. We will continue to monitor.
Progress Report— January, 2017	2016 Enrollment in EDUC 115 and 215 continues to be strong:

Course	Spring 2016	Summer 2016	Fall 2016	Total
115	70	22	79	171
215	53	18	33	104

While not everyone who takes these introductory courses will apply to our program, the courses are accomplishing the goals that we set when we split EDUC 211 into these 2 courses: enroll more underclassmen, connect students with an education advisor earlier in their college course sequencing, and get students field experiences as underclassmen.

We accepted approximately 70 students into the teacher education program this year. We will continue to monitor applications and number of students accepted in order to determine if overall numbers are impacted by the earlier foundation courses. |

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Start: Spring 2016
Spring 2017 Update

Category	Clarifying Pathways to Graduation
Department/Program/Office	Center for Teacher Education
Strategy Summary (1 - 2 sentences)	**Strategy 3:** Change program requirement to pass state licensure test requirement prior to student teaching internship semester.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: A. How the proposed strategy will contribute to an improvement in the institution's retention rate? B. What (if any) student sub-group is the focus of the strategy? C. Who is responsible for the outlined activities? D. What is the timeframe associated with each step? E. Other relevant details.	1. Colorado educator preparation policy no longer requires candidates to pass the licensure test prior to beginning student teaching. CTE continued to require it, as have all CCODE program members. 2. The licensure test for a number of licensure tracks is now offered only 3 times/year in Colorado; only 2 times/year on the western slope. This can delay timely progress to graduation. 3. CTE has been approving waivers to the requirement, allowing interns to begin and take the test during internship, while notifying the school district and school principal/mentor. Interns still had to come out of internship if they did not pass. 4. Two situations have emerged: interns who changed career paths and an inequitable policy across the various licensure tracks if candidates were not aware they could appeal. 5. We will track how interns who choose to wait perform when taking the licensure test at a later date. 6. We have already consulted with a number of district leaders who have expressed little concern about this change. 7. This will be monitored by DH, admin asst. who maintains test files, and licensure program coordinators. 8. It will be assessed in Summer 2017, after a full year of trial.
Progress Report— January, 2017	**Strategy 3 Amended:** Candidates are required to take the state licensure content exam (Praxis II) prior to student teaching. Those candidates who do not pass may be allowed to continue into student teaching. Passing the exam is no longer a graduation requirement but is required by the State of Colorado for earning a teaching license. 1. Colorado educator preparation policy no longer requires candidates to pass the licensure test prior to beginning student teaching. 2. The State of Colorado is phasing out the state's PLACE exam, which has been required for some programs and an option for others. The State has now adopted Praxis II exams for all licensure fields. While there may be some scheduling challenges as testing centers align with the state's adoption of

	these exams, the earlier issues with scheduling described last year should no longer be a concern. 3. Candidates who do not pass the content exam on first try are not immediately "timed out" of the program nor required to delay their student teaching semester. As long as they remain in good academic standing, earning Bs or better in education coursework and maintaining at least a 2.8 overall GPA, they may continue into student teaching. They will work with advisors on remediation and steps to passing the exam. 4. With the adoption of new Praxis II exams and having received results from those exams, this policy will better serve our teacher candidates. For example, the elementary test is now split into different content sections. Some candidates have struggled to pass the science and social studies section on the first attempt, but doing well in their courses. As we determine how to adjust our curriculum or ways to assist them with this exam, we do not want to delay their student teaching semester. Presumably, the State of Colorado will also monitor results on these exams and determine if they have chosen the best standardized assessment for this requirement.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Clarifying Pathways to Graduation
Department/Program/Office	Theatre Arts
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Move most current BA tracks to BFA degrees, which more accurately labels the current concentration's size and scope. We will then simultaneously create a general BA degree which will allow students who realize they are not going to make it in the current concentrations to still find other pursuits in other areas of theatre and dance.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	We currently have a significant retention problem in the first two years of study in the major. We believe this is due to the fact that many students don't really understand the difficulty of training and making a career as a professional performer, whether in theatre or dance. This realization most often seems to occur between the freshman and sophomore years, and our current concentration areas do not include a generalized track where a student who wants to become a dramaturg, a box office manager, a grant writer, or another arts related profession. The current concentrations, particularly Dance, Musical Theatre, and Acting/Directing are BA degrees in name only. The number of credit hours, the focus on practical application, and the content are all indicative of a BFA program. By calling those programs what they are and creating a generalized BA we should create a "soft landing" for those students realizing they are not going to succeed in the BFA tracks. The whole of the Theatre and Dance faculties are currently engaged in creating proposals for the BFA and BA. It is anticipated that the proposals will be presented to the Undergraduate Curriculum Committee in late spring or early fall of 2014 for full implementation in the fall of 2015
Progress Report – January 2015	Approved by the Faculty Senate and awaiting action by the CMU Board of Trustees in Spring 2015.
Progress Report – January 2016	Completed action Fall 2016. Already 3 majors who would have otherwise changed major or school have moved into the BA track.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Clarifying Pathways to Graduation
Department/Program/Office	WCCC – Business, Applied Science, and Information Services
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Career and Technical Education (CTE) students tend not to make connections through typical collegiate activates such as social events, clubs, sports, or campus life. These students should be required to attend a WCCC orientation class designed to present the tools necessary to be successful in college coursework.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	CTE students are often non-traditional and/or under prepared to be successful in a college environment. By requiring an orientation class in the first MOD of the first semester they can be presented with the necessary skills and direction to be successful, thus increasing retention rates. A suggested student group that would assist in this class would be a set of Student Ambassadors from each program that could inform new students of the pit-falls and support systems to help them be successful. The Program Lead Faculty from each program will contribute course content and assist in the teaching of the class with support from Student Services, Advising, Student Ambassadors, and other support personal as needed. The new student should be enrolled in the class automatically upon acceptance into a CTE program, and the course should be one credit hour in the first MOD of the first semester for the student.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2017

Category	Clarifying Pathways to Graduation
Department/Program/Office	Developmental Education
Strategy Summary (1 - 2 sentences)	Using a reverse design, create two pathways for students to complete preparatory math requirements- a quantitative literacy path and an algebraic literacy path. Examine pass rates from the 3-week preparatory course MATC 096 that prepares students with low index scores for MATC 090.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	1. Many students leave school before graduating, and so often it is because of math that is still left to take. Algebra is not necessarily required to succeed in the liberal arts pathway. 2. Look at each degree, and determine the math needed to complete the degree (Liberal arts math, college algebra, statistics, calculus) and reverse design the prerequisites to make only what is necessary for the degree. In many cases (other community college research suggests 65% of the majors that students are planning do not require intermediate algebra as a prerequisite) students could move into the college level math one semester sooner. 3. This would require a review of the MATC 090 content to make it sufficient to be the prerequisite for MATH 110. This would also require the CSMS Department to sign off on MATC 090 as a prerequisite for MATH 110. Timeframe: Spring 18? 4. The 3-week preparatory course has been created and implemented since Fall 2017.

Category	Clarifying Pathways to Graduation
Department/Program/Office	WCCC - Public Safety – AAS in Criminal Justice
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Course requirement: CRMJ 101 Orientation to Criminal Justice is a required course for the AAS to better prepare and educate prospective students intending to pursue the AAS degree;
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Students are required to take the Orientation course in addition to Introduction to Criminal Justice (CRMJ 201). The Orientation course provides an overview of the criminal justice profession, a detailed overview of the required courses and electives in the program, and exposure to all of the faculty members responsible for delivering instruction. Students are provided with specific information regarding the expectations and application process for the Peace Officer's Training Academy program. Students receive guidance regarding library resources specific to criminal justice, internship opportunities and the selective admission process for those individuals that may later choose to pursue the Bachelor of Applied Science Degree in Criminal Justice. A "letter of intent" has been implemented to track students that specifically express an interest in pursuing the POST Academy track. All students intending to earn the AAS degree are targeted by this strategy. Students enrolled in the AAS program are required to attend the Peace Officer's Academy. Many students enroll in the AAS program without fully understanding the demands and expectations of this rigorous training program. By requiring the orientation course, all students are better informed about the potential demands of the program, and consequently are better prepared for the Academy experience. The Orientation course (1 credit hour) is offered on main campus and is taught collectively by the Criminal Justice faculty, including the WCCC - Department Head of Public Safety (assisted by the Academy Director). The course is offered in mod format twice each semester.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Strengthening Advising
Department/Program/Office	Business Department
Strategy Summary (1 - 2 sentences)	**Strategy 5:** Two group advising sessions will be held for Freshman each semester
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Two group advising sessions will be held in each semester for all Business Freshman. These sessions will be advertised through emails, flyers and by professors in all freshman business classes. Since the fall semester of sophomore year is a high-risk return time, it is hoped that if freshman have a schedule and have had worked with business faculty developing that schedule, the freshman will be motivated to return to school fall semester of the sophomore year. All faculty will be available to help with two advising sessions to insure one-one-one time with each student.
Progress Report – January 2015	Group advising sessions were held with few students attending. The students who did attend stated that it was a positive experience. Since few students attended, emphasis was increased in Bugb 105 to insure freshman were registered for classes for next semester before the class was completed. Evaluation needs to continue on providing the correct incentives to encourage students to attend individual and/or group advising each semester to insure sequential classes are taken appropriately and progress toward their degree is occurring.
Progress Report – January 2016	This strategy has been dropped and replaced with an emphasis by faculty on emailing their advisees before registration to have the students come in and discuss classes. This strategy was tried and while some students responded, the students who most needed to make the connection frequently did not respond to the email or meet with their advisor. Determining how to meet the students that do not respond is still problematic. A survey was conducted in the sophomore level classes to see why students had not registered for spring semester and to determine why students might not return. A sample of 33 students was obtained and the factor most cited as the

	reason for not returning was financial, followed by transferring to a larger school. The survey will be used again this spring to collect more data. An additional change that is hoped to assist with retention is changing the admission requirements for Business so that a student can be placed in their respective discipline the beginning of sophomore year instead of the end of sophomore year. This strategy will be implemented in the fall. It is hoped that by identifying as a fully-admitted business student, students may be more likely to be retained.
Progress Report – January 2017	The program mentioned above did not appear to be implemented. However, it is agreed that we need to provide more mechanisms to help students register for courses. We are working with the Registrar's office to get faculty trained with the DegreeWorks platform, a new software program that is aimed at helping students register for courses, track their progress toward degree attainment, and conduct various scenarios to measure impact on their progress toward graduation. This tool will help the advising process tremendously. Not only is this system more user-friendly for students and the comfort of technology through the electronic age, but it also helps us track the progress of students toward their matriculation. We will explore possible methods of achieving this with the faculty and student groups and will provide an update when possible. Another program we have implemented is aimed at reducing the number of students who show in the "Pre-BBA" status (there were 668 students in the "Pre-BBA" status in the fall). We have recently changed our process of requiring that students complete 6 specific courses to declare their concentration to a process where the students can declare their concentration/major in their sophomore year. This has already allowed many Pre-BBA students to declare their majors and clarify their path. We can also now contact students who are still showing as Pre-BBA status to encourage them to declare. This will help tremendously in our resourcing and planning. We will continue to monitor these efforts and will modify as needed.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2016

Category	Strengthening Advising
Department/Program/Office	Business Department
Strategy Summary (1 - 2 sentences)	**Strategy 6:** Developing a strategy to specifically focus on second semester freshman and sophomores.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	While the business freshman have been targeted with specific intervention strategies, less has been tried with second semester freshman and sophomores. This new strategy will focus on maintaining the connection with first semester freshman and beginning to work specifically with sophomores in Econ 201 and Econ 202. Second semester freshmen from Bugb 105 in the fall will be targeted at registration time to come in for advising sessions with faculty. After registration, data will be collected and those 105 freshmen who have not yet registered will be contacted to see why the student does not yet have a spring schedule, and hopefully worked with and a schedule developed. The same strategy will be used in Econ 201 and Econ 202. Since the sophomore students will be in a specific class, the ability to speak to them should hopefully increase. Also in Econ 202, the application to the BBA will be presented and students will be reminded that the student can now apply to the BBA with a specific concentration listed. Clubs will then be asked to reach out to these groups of students in that concentration to make a connection in November/April which, hopefully, will increase the likelihood of the student returning.
Progress Report – January 2016	Since this is a new strategy, there is no progress report at this time.
Progress Report – January 2017	It is unclear whether the above strategy has been implemented. We will explore ways that we can enhance this area. As mentioned in the prior document, one of the things that is severely limiting us is a policy that was put in place in the past to require that students complete 6 specific courses before they can apply for admission to the business department for all BBA majors - BUGB 105 - CISB 101 - CISB 241 - ENGL 111 - ENGL 112 - Math 113 (or higher). This requirement has seemed to provide some serious barriers for

	students and the result is that we have 668 students that are designated as "Pre Business". This not only presents some serious challenges with resource planning, but has negatively impacted the Registrar's office as well. We created a departmental task force that looked into this process and the recommendation was that we abandon the prior method of waiting to declare majors/concentration in lieu if allowing students to declare in their sophomore year. We will monitor, but early efforts have resulted in a significant number of students declaring their concentration.

Category	Strengthening Advising
Department/Program/Office	CSMS – Computer Science – **Strategy #1** - Adopted April, 2014
Strategy Summary (1 - 2 sentences)	Schedule group advising/social session for CS Freshman majors, including more advanced CS students and CS faculty.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	**Possible reason for student attrition**: students in the early years haven't bonded with fellow students, and often give up when struggling with courses that traditionally are more difficult, such as math coursework. Better advising and camaraderie with fellow students and faculty might solve encourage students in a difficult time. **Strategy**: Each semester, a group advising/bonding meeting will be held, including faculty members and more advanced computer Science majors will speak and advise freshman. Discussions of math classes, etc, will take place. **Group**: All freshman computer science majors **Subgroup influenced** : CS majors who struggle with some classes; with feeling like part of the group, who will find CS mentors as encouraging enough to stay **Who**: CS Faculty **Timeframe**: Trial in March, 2014 for current CS majors; Require in October, 2014 for all CS1 and CS2 majors
Results – Report January 2015	**Spring 2014** – a late afternoon time was chosen and well-advertised to CS students. However, only a few students attended among the group most of interest (first year CS students). It was also held too late to be useful for many students. **Fall 2014** – Original plans were to hold this on the Friday class times (the day not usually met for the four hour classes), during the time period freshmen would first be allowed to register. At the request of the CS2 students, a third session was added. At each section, only a small number of students attended (approximately 12 students altogether). While the sessions went very well for those students, there were many who did not come who could have benefited. We did not reach the number of students envisioned, but it is possible that we did reach those who most needed it. Many students had already registered for classes because they weren't freshmen. Many insisted

	they could not attend at the given times for all sorts of reasons (although they should have been available as class is sometimes held on these days). Many insisted on coming in for individual meetings, which in some ways, meets part of our goals. In addition, we discussed advising in these classes several times, which may have encouraged students to get advising help, even if they did not attend one of our sessions. **Suggested Changes:** First, hold one session earlier in the registration sequence; perhaps hold at least one session during classtime, so all students are present. Common registration issues for CS students could be discussed. Second, CS faculty have decided that we should meet at least once per year to examine the progress of each CS major. If we notice any of them having trouble with classes, we contact them to come in for advising on their situation. This way, for those who are ignoring problems that need addressing, the invitation may encourage them. If nothing else, it will allow us to be aware which students need some attention/advising.
Results – Report January 2016	Changes suggested in 2014 were incorporated. Group advising sessions were held during the class times for all CS1 and CS2 sections (the freshmen level courses CS majors take). Three sessions were held in Spring and three in Fall semester. Holding it during regular class time was very successful as most students attended and got registered for the next semester. Very encouraging was that many of the sophomores started requesting the times they would be held so they could attend, and many did come to the sessions held during the CS1 and CS2 classes. All three classes allowed for discussions of choosing the best math classes, allowed for discussions of what to do if the student was doing poorly (what they should do to be successful in the future semester), and choosing good options classes were discussed. While student satisfaction data is anecdotal, the CS classes were full much earlier than normally seen. Students who had decided CS was not a good major were advised about alternatives, and successfully registered for them. **Suggestion for change:** Publish the advising dates early so students can plan ahead, and make at least one be during the senior registration times so more advanced (in terms of hours) students can attend.
Progress Report- January 2017	Three Group Advising sessions were offered each semester during class times for CS1 and CS2. They were successful, with the majority of freshmen CS majors registered for classes before the end of the semester. As part of these sessions, there were discussions on good course mixes, advising on mathematics courses, and basic scheduling advise in terms of time management. Advising was very positive, and the importance of the advising process to student success was impressed on students. The larger number of upper level students seeking advising (based on their experience in their Freshmen Advising sessions) was very encouraging.

	Suggestion for change: Alternative methods to get more CS majors beyond the Freshmen level to attend he sessions should be considered. While responses during class times were good for the CS1 and CS2 students, more advanced students are not taking advantage of them.

Category	Strengthening Advising
Department/Program/Office	Kinesiology
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Development of Department of Kinesiology Orientation/Advising Session
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Student advising is essential to help with student retention. With the absence of mandatory advising we believe the development of a Department of Kinesiology Orientation/Advising Session will help us reach out to our students. Kinesiology staff and faculty will schedule an evening session during the first two weeks of each semester beginning with the Fall 2014 semester. Topics can include: orientation to our department, assignment of advisors, program sheets, course sequencing, student clubs, access to support structures, personal academic responsibilities, characteristics of successful people, the importance of developing cognitive and non-cognitive skills, personal effort, desire to succeed, making the connection between effort/persistence/drive at college and success in life.
Progress Report – January 2015	We offered a Department of Kinesiology Orientation/Advising Session during the second week of the Fall 14 semester. It was very successful. The feedback from students and faculty was very positive. We do plan to continue this each semester. Topics included: orientation to our department, assignment of advisors, program sheets, course sequencing, student clubs, access to support structures, personal academic responsibilities, personal effort, desire to succeed, making the connection between effort/persistence/drive at college and success in life.
Progress Report – January 2016	We have continued to offer a Department of Kinesiology Orientation/Advising Sessions at the beginning of each semester. The feedback from students and faculty has been very positive. We do plan to continue this each semester. Topics included: orientation to our department, assignment of advisors, program sheets, course sequencing, student clubs, access to support structures, personal academic responsibilities, personal effort, desire to succeed, making the connection between effort/persistence/drive at college and success in life. We also have tried to focus on graduate school

	information at these sessions.
Progress Report – **January 2017**	This advising session was not offered Fall 2016 (chalk that up to a new department head not thinking about offering it). We did have one Spring 2016 with limited attendance. We have continued to offer individual and group graduate school advising sessions though.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
January 2016

Category	Strengthening Advising
Department/Program/Office	Department of Health Sciences
Strategy Summary (1 - 2 sentences)	**Strategy 3:** Recruitment to Health Care
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	An introductory course for Health Care has been successful over the last several years encouraging students to major in health care programs. HSCI was developed several years ago and now runs four sections for over 110 students. The course eexplores the nature of services provided in health care; the opportunities within selected health care fields, and relationships of fields within health sciences. Concepts include: medical terminology, safety and accident prevention, professionalism, legal aspects, safety, communication and math skills, and infection control. As the applied science credit changes to milestone courses, this course will be developed and changed to a milestone course partnering with other disciplines at CMU.
Progress Report – January 2016	The work to develop a milestone course using cultural, ethical and professional communication in health care is being designed to be offered in the Fall of 2015. The challenge to transition the HSCI course to an essential learning was met and ESSE The good, the bad and the Ugly in Health Care was launched in S 2016. We are assessing other essential learning courses to be taught by the DHS.
Progress Report – January 2017	The Maverick Milestone course was a great success, and did bring attention to the Health Sciences. We also ran one elective this year, Introduction into Health Care and it was a full section. Students are seeing many options in health care in these introductory courses. Plans for a new Maverick Milestone course is underway. The development of the Surgical Technology Program in fall 2016 has 2 students in the first cohort, and is expected to be full with 20 pre-surgical tech students in the first year. Application process is June 1 2017.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
January 2016

Category	Marketing
Department/Program/Office	Department of Health Sciences
Strategy Summary (1 - 2 sentences)	**Strategy 3:** Recruitment to Health Care Programs
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The Department of Health Sciences has added a Surgical Technology program to the department slated to start in Fall of 2016. This program will begin with 12 students and be in collaboration with St. Mary's Hospital. Recruitment to this program and Medical Laboratory Program, RN-BSN program, Master's in Nursing and Doctor of Nurse Practice all need to grow. Recruitment efforts state wide will be a focus for 2016. Faculty will take information on programs state wide to conferences and discuss with students in the biology and psychology fields as possibilities for careers in health care.
Progress Report – January 2016	Working with Marketing to correct websites and increase marketing in these specific programs.
Progress Report – January 2017	First cohort has started smoothly; the Fall 2017 cohort is expected to be full at 15. There are 20 pre-Surgical Tech students in year 1. Plans to add a health administration program at the undergraduate and Graduate level are underway.

Category	Strengthening Advising
Department/Program/Office	Languages, Literature and Mass Communication
Strategy Summary (1 - 2 sentences)	**Strategy 3:** Advising Strategies
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Another good idea from faculty had to do with group advising. We could mandate that each faculty member host a group advising session with all their advisors. This would serve two purposes – one it would create a community among the faculty member's advisees; and two, it would enable the faculty member to address important advising issues or to review pertinent information about the path leading to graduation. We could enlist the help of instructors here, as well. Each T/TT faculty member could be assigned an instructor or two to serve as their 'assistant' in advising students. These 'assistants' could come to the mandatory meeting and be available for students to consult with during their tenure at the university– opening up the numbers of faculty who can serve as advisors and therefore the availability of advisors to students. And, along these same lines, the Chair of the Department could send out a monthly newsletter to all majors reminding them of upcoming deadlines, suggesting that they visit their advisor, informing them about upcoming events in the department, etc.
Progress Report – January 2015	To my knowledge, faculty did not engage in group advising. However, since my return from Germany, I did send newsletters to students reminding them of activities and important information. I'll continue to do so for several reasons. 1. Students are often clueless when it comes to due dates. 2. Students need to be reminded of, say, the need to maintain a B average, or take an exit exam, or earn a B in both 111 and 112. This kind of information can improve retention because students will have a better idea of program requirements. 3. Students benefit when we remind them of useful resources. Second, as another form of advising, we plan to have monthly "seminars" on career options. This will help students know what they can do with their major and potentially shape course selection. Now that I've returned, I can do a better job implementing this goal.

Progress Report – January 2016	I worked on sending more newsletters to all LLMC students, but I stumbled on the career seminars. On the other hand, I did work on the career pathway handouts that connect careers with curricular and extra-curricular activities. I have several career seminars planned: library science, editing, law school, and applying to graduate school. This is also an opportunity to connect the curriculum to a career trajectory. We also plan to use English 210 (Intro to Literary Studies) to guide students early in their academic career. For example, a unit will focus on planning one's academic trajectory and noting all the ways students can apply what they know in real-world settings. We'll direct them to, say, Horizon Magazine, The Crite, KMSA, and CMU-TV. We'll offer internships and encourage them to choose a minor that complements their major. The premise behind this plan is students are more likely to stay in school if they can imagine a career and if they have a plan to get there.
Progress Report – January 2017	I dropped the ball in terms of sponsoring career seminars, but English has created a useful advising sequence. English 210 (which everyone takes) asks students to fill out a questionnaire about their career aspirations and set goals in terms of choosing activities, mentors, and internships. English 494 (capstone) teaches students how to write a job cover letter and graduate school letter of interest and resume. The goal is to provide a pathway for students to succeed, and this map should encourage students to finish their degree because they are wedded to a goal and a process. I've shared this process with Spanish and Mass Comm, although MC is ahead of the curve in terms of professionalizing their students. Looking forward, we'll continue to improve this two-part advising sequence, and do more in terms of career seminars. Finally, we're also looking for ways to share "Where Are They Now?" stories as a way to recruit and retain students. It's a way to motivate and inspire students to finish.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Strengthening Advising
Department/Program/Office	Music Department
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Better coordination between faculty members with regard to how many ensembles in which students are participating.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Freshman music majors enter college and are inundated with academic classes, ensemble rehearsals and lessons. Some of them are performing in 4 – 5 ensembles. This is too many, and often times new freshman get overwhelmed and burned out. Faculty will begin better communication regarding these students, as well as discuss limiting the number of ensembles that are offered each semester so that students have the time and energy to focus on the ensembles they are in as well as their academic courses and lessons. These students are mainly brass, woodwind and percussion players as these instruments are in every ensemble. All faculty are responsible for this.
Progress Report – January 2015	Fall 2014, a chamber music committee was formed to study this issue. The result of these discussions is that the faculty are developing a centralized approach to chamber ensembles (small ensembles) and working out a system where students are only in a total of 3 – 4 ensembles each semester so that they can better manage their workload. The plan is to eliminate the plethora of chamber ensembles that are currently in the course schedule with just one course – "Chamber Ensemble". Chamber ensembles would be coordinated each semester by a faculty member, and students would be limited to how many ensembles they can perform in each semester. This is especially important during the fall with Marching Band requirements. To help coordinate this, a "chamber ensemble hour" would be identified, and this is the time that students and faculty would formally meet to plan ensembles and to rehearse. Students would be expected to arrange a time on their own to rehearse as a group, without faculty supervision, which enables them to develop and defend musical decisions, which is one of the program's Student Learning Outcomes.
Progress Report – January 2016	This strategy has been a success. Curriculum paperwork was submitted early February for this to strategy to take effect beginning

	Fall 2016. The chamber ensemble hour mentioned above has been scheduled for 2:00 – 2:50 p.m. each week day. Faculty will coordinate rehearsals during this time for students, and students now can plan on this time slot if they are performing in a chamber ensemble. The Music faculty consider this strategy complete and will now focus on other retention strategies.
Progress Report February 2017	While the Music faculty considered this strategy complete, a follow up report is warranted. The idea of this strategy was taken one step further regarding large ensembles. Concert Choir and Chamber Choir were combined into one ensemble – Vocal Arts Ensemble. Most vocal music majors were in both; combining the two ensembles reduced student workload from two mixed choirs to one. This opened up time in their schedule to either sing in the Women's Choir or Men's Choir, and to focus on other vocal training such as Opera. Another change that was made with retention in mind is having the Wind Symphony and Symphony Orchestra rehearse at the same time. (TR 3:00 – 5:00 p.m.) It was found that many wind, brass and percussion students were playing in too many ensembles, leading to stress and a feeling of being overwhelmed. Now, the string players rehearse together the first half, as do the wind, brass and percussion students. The second half of the rehearsal, the wind, brass and percussion students who play in the orchestra go to orchestra rehearsal and the remaining students stay in band rehearsal to continue rehearsing. This approach has eliminated two days of rehearsals from student wind, brass and percussion student's schedules, thereby reducing student time commitments, but still giving them excellent ensemble training. Spring 2017 is the first attempt at this, and faculty will evaluate this approach at the end of the semester.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2016

Category	Addressing At-Risk Students
Department/Program/Office	Music Department
Strategy Summary (1 - 2 sentences)	**Strategy # 3: Discussing at-risk students during faculty meetings**
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The Music faculty meets each week and the first agenda item is "Student Concerns". Faculty members give updates of students who are struggling in class. This is especially important during the freshman year when students are taking challenging classes that tend to be more academic in nature rather than performing ensembles. Once at-risk students are identified, the faculty "takes an entire village" approach with the advisor meeting with the student and the Department Head meeting with the student. Strategies as well as expectations are discussed with the student. While faculty cannot make students attend class, turn in assignments, or practice their instrument, they can set the expectation and support them. If a student simply choses not to meet expectations, keeping them involved in performing ensembles and retaining them at the institution becomes the priorty.
Progress Report – February 2017	The faculty continue to discuss student concerns at the beginning of each meeting. Similar issues continue to come up: students missing class and not turning in homework, or in some cases, not doing the work at all. This has led to discussions regarding curriculum. For example, faculty discussed whether it was important to have an attendance policy if students are still able to demonstrate skills in proficiency-based courses such as Music Theory, Ear Training and Class Piano. Further, faculty are in discussions regarding the course sequence of Music Theory and Ear Training. Music Theory I and Ear Training I are offered only in the fall, and all majors, regardless of preparation, are placed in these courses. If a student fails, they are behind one year. Faculty are looking at developing a sequence where Music Theory I and Fundamentals of Music Theory are both offered in the Fall. Unprepared students will be placed in Fundamentals to better prepare them for Theory I. Students ready for Theory I will be placed in this course. In the Spring semester, we will offer Music Theory I and Music Theory II and continue this approach for Theory III. (Ear

	Training I and II will be similar) Theory IV will be taken in their Junior year. This approach will help retain those students who struggle with Theory I and tend to "wash out" because of this course.

Similar discussions are occurring with the Music History and Literature sequence, but these discussions are in the preliminary stage.

In summary, discussing student concerns at the beginning of each meeting has led to in-depth discussions regarding curriculum to devise strategies to help ensure student success. |
| **Progress Report – January 2018** | |

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2016

Category	Applied Lessons
Department/Program/Office	Music Department
Strategy Summary (1 - 2 sentences)	**Strategy # 4: Check in with students at the beginning of each lesson**
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The Music faculty has agreed to take 2 – 3 minutes (or longer if necessary) to check in with each student at the beginning of their private lesson. This one-on-one discussion about their life, their college success and other issues will play an important role in helping students stay focused, manage their time, develop better study habits, improve their professional demeanor and simply know that they have a faculty member who cares about them as a person and their success as a student-musician.
Progress Report – February 2017	This continues to be an important strategy for faculty. Music is fortunate enough to be a discipline where one-on-one instruction is part of a music student's training. This affords faculty members time to take a moment to check-in with students. Evidence to support this is that the sophomore class is one of the largest classes that we have retained. This is evidenced by the larger than normal enrollment in 200 level courses. History has shown that if students are retained to their junior year, they will most likely graduate, thereby increasing the number of music graduates.
Progress Report – January 2018	

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2016

Category	Group Advising
Department/Program/Office	Music Department
Strategy Summary (1 - 2 sentences)	**Strategy # 5: Group Advising during Recital Hour, Music Education Lab and Music Business Lab**
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	All music majors meet together every week many times throughout the semester at 3:00 p.m. on Wednesday's, but especially the first two weeks of each semester. All Music Education majors meet on Mondays at 3:00 p.m. for MUED Lab and all Music Business majors meet Mondays at 3:00 p.m. for Music Business Lab. More attention has been and will be paid to group advising during this time. For example, the Department Head each fall puts the freshman majors through an advising session on how to be successful, where to find information and how to manage their time. Expectations are also set during this time.
Progress Report – February 2017	This strategy continues to be implemented, and students have stated that these sessions are helpful. The next step in this process is to put more intentionality in these sessions with regard to the registration process for the next semester's courses. This will be implemented Spring 2017.
Progress Report – January 2018	

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Strengthening Advising; Enhancing Connections with Faculty and Staff
Department/Program/Office	Social and Behavioral Sciences - Forensic Anthropology
Strategy Summary (1 - 2 sentences)	**Strategy 7:** Email students on the forensic anthropology advisor list who are not signed up for forensic anthropology classes and work with them to develop a plan to work through the minor. **Strategy 8:** Using a student club as a mechanism to build a cohesive cohort that functions as a peer support network.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Between December 2014 and December 2015, the minor grew from 9 to 19 students officially enrolled as a forensic anthropology minor. So the program is focused on both retention, but also on building numbers. The strategies below were instrumental in more than doubling the numbers of those enrolled. CMU has a challenge in retaining students who wish to go to graduate school in forensic anthropology, as the school does not offer the full suite of courses required for admittance to graduate school in anthropology. I have been suggesting that these students major in biology, as an undergraduate major in biology is frequently strong enough to offset the lack of the requisite courses in admissions. Nevertheless, the student is then in the position of being accepted on a probationary basis until those courses are complete.
Progress Report – January 2015	**Strategy 7:** At this point, the minor is small enough I can work through the list individually; at some point I may need to work with students as a group. I use the "email all" function on the advisor list to keep students aware of classes offered the next semester relevant to the minor, and also campus events in which those interested in forensic anthropology will be interested. I attempt to do this at least twice a semester, once when the courses for next semester are announced and once at the beginning of the semester to let them know about the forensic science club. **Strategy 8:** I advise for the forensic science club. This is a general forensic science group, and forensic anthropology is one of the forensic sciences. There are about 30 students signed up for the Facebook page, and 6-8 that show up regularly at club meetings. This group is a cohesive cohort that makes students feel connected to the

	program and Colorado Mesa University. They serve as a support mechanism for each other and stay in contact when a student needs to leave classes; hopefully they will encourage such students to return. For instance, one member dropped out of school this semester for medical reasons. She talked to the other club members before she left and they have stayed in contact. When she returns, they will provide a group that can help ease her transition back into the academic world.
Progress Report – **January 2016**	**Strategy 7:** For each of the last two semesters, the students on the advisee list were emailed when the course schedule came out with information on the courses in the minor offered that next semester. **Strategy 8:** Strategy still in place and working. There are now 45 members on the cluh's Facebook page and 10-12 who regularly show up to the meetings. The Facebook page is also used to post job ads. This function keeps several members, not currently enrolled, engaged in the page and they "like" the job ads. Their continued involvement will hopefully encourage them to return to college, and to return to CMU. The club is going as a group to the American Academy of Forensic Science meetings, and there are 12 members of the club that will be attending.
Progress Report – **January 2017**	**Strategy 7:** For each of the last two semesters, the students on the advisee list were emailed when the course schedule came out with information on the courses in the minor offered that next semester. **Strategy 8:** Strategy still in place and working. There are now 75 members on the club's Facebook page and 15-30 who regularly show up to the meetings.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Strengthening Advising
Department/Program/Office	Social and Behavioral Sciences - Public Administration/Public Safety
Strategy Summary (1 - 2 sentences)	**Strategy 9:** D2L Advising Shell: Developing and utilizing a D2L advising shell would facilitate advising on-line students.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Students pursuing the BAS in PA/PS can complete the degree entirely online. Consequently, these students are often unable to meet in person for advising. Developing and utilizing a D2L advising shell would facilitate advising these students. Online students are already accustomed to utilizing D2L for courses so it would be a natural medium for them to communicate with advisors regarding advising. Improved advising tools will ensure students better understand what is necessary and expected of them in order to complete their degree. The shell could be set up similar to a course with the ability for the advisor to provide advising information easily accessible to students such as the program sheets, checklists for graduation, course descriptions, links to financial aid, etc. The shell could also be used to set up different forums and opportunities for communicating with advisees such as virtual chat sessions with advisees, an "ask the advisor" discussion thread, and news announcements concerning advising. Eliot Jennings would be responsible for the online advising. The online advising would begin Fall 2014.
Progress Report – January 2015	Public Administration is phasing out and will become part of the Political Science program.
Progress Report – January 2016	The Public Administration program has been discontinued.
Progress Report – January 2017	The Public Administration program has been discontinued.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Strengthening Advising
Department/Program/Office	Center for Teacher Education
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Open group advising to students with defined monthly topics
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: A How the proposed strategy will contribute to an improvement in the institution's retention rate? B. What (if any) student sub-group is the focus of the strategy? C. Who is responsible for the outlined activities? D. What is the timeframe associated with each step? E. Other relevant details.	The goal is to establish connections with pre-Teacher Education students as incoming freshmen. Research indicates that freshmen can be intimidated by one-on-one conversations in their career exploration. The task of scheduling an appointment may take weeks for a freshman; valuable time lost and the possibility of inappropriate course scheduling. Group advising can also assist with getting questions answered that many group members did not know to ask. A. Establish monthly group advising sessions for freshman/sophomores around a series of four topics: a. Teaching as a Career b. Elementary c. Secondary d. How does licensure work? From our past experience, we know many initial questions revolve around these basic topics. Over time, we can certainly develop different topics from student feedback. B. Potential Teacher Education students and general freshmen population exploring career possibilities C. Department Head would facilitate group advising assisted by appropriate faculty for topic area D. This can begin in Spring 2014.
Progress Report – January 2015	Faculty expressed a preference to remain with individual advising; greater effort at outreach to students who were declared at "pre" Education students by Banner code. Because this is outreach to freshmen and sophomores, the 2015-16 year will begin to provide data in the form of numbers of program applications.
Progress Report – January 2016	Lisa Friel has reached out to all students coded at "pre-elementary" in Banner. With a list run each semester, she tries to meet with all of them at least once to do course planning, orientation to the program and promote the CTE student clubs. Enrollment in EDUC 115/215 is up significantly, as is reported in the other update. Participation in the

	clubs is up significantly also: over 80 students are now on the membership roster for the Special Ed club and most of those members are not yet admitted to our program but are planning on elementary. This could be coincidence, but it is students taking concrete steps to be involved with the department earlier. What is also interesting is that more students are meeting our admissions deadline for completion of their application files. In Fall 2015, we had many fewer last minute admits for the Spring 2016 semester. Not missing the application deadline and timely program admission is directly related to timely degree completion.
Progress Report – **January 2017**	

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Strengthening Advising
Department/Program/Office	Theatre Arts
Strategy Summary (1 - 2 sentences)	**Strategy 3:** Replicate the Student Services division "Students of Concern" meetings in a smaller scale within the department at department meetings.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	As a way of identifying students who need additional support to succeed, we will implement a "students of concern" section at the beginning of each departmental meeting where any faculty can bring up a student name and inform other faculty about a student having difficulty as well as hear from other faculty their experiences with the student. Hopefully, by doing this, we may be able to reach more students before they hit crisis points and will hopefully also be able to better direct students to the many resources available on campus. The Department Head will place this item at the beginning of each Dept. meeting agenda beginning Spring 2014.
Progress Report – January 2015	In effect since January 2014. This has been very effective, with very few problems reaching the crisis stage in Fall 2014.
Progress Report – January 2016	Continuing. Again, since implementing these meetings, few students have reached a clinical crisis stage due to early interventions on the part of the faculty.
Progress Report – January 2017	Continuing. It's the way we start each department meeting. We've had at least 6 students in F16 which were directed to support resources on campus, that may have dropped out without successful interventions as a result of this practice.

Category	Strengthen Advising
Department/Program/Office	WCCC - Public Safety – AAS in Criminal Justice/POST Certificate
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Specialized informational overview and targeted (group) advising sessions for prospective WCPOA students; Coordination with Academic Advising to restrict admission to AAS program to Academy bound students.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Students will be invited to attend informational and targeted (group) advising sessions that will provide a detailed overview of the requirements and application process for the WCPOA, as well as appropriate course sequencing for the AAS and BAS. Students will have a better understanding of the expectations of the rigorous Academy training program, and will receive specific guidance about how to apply and prepare for the Academy. Students that are not qualified (e.g felony convictions, drug usage) will be eliminated or re-directed through early screening, and those that are qualified will be identified and receive on-going guidance throughout the process. This strategy will help to eliminate (early) those individuals that are not truly committed to the program, which will ultimately promote retention by focusing on students that do have the motivation, qualifications and capability to complete the program. This strategy is directed at any student interested in pursuing a career in law enforcement (POST Certificate, AAS and BAS in Criminal Justice). The Academy Director (assisted by the Department Head) will host at least two informational sessions each semester. One of these sessions may be held in conjunction with group advising activities of the Criminal Justice faculty at CMU. In addition, one targeted (group) advising session will be held each semester. The targeted advising session will focus primarily on students currently enrolled in the AAS (or BAS) program that have not yet been accepted at the Academy. In addition, the WCPOA requires two comprehensive pre-Academy orientation sessions for individuals that have been selected to attend the Academy. The first orientation session is held for students that have received conditional letters of acceptance for the academy. This orientation scheduled at the conclusion of the semester prior to the semester of enrollment in the Academy. The second session is held one week prior to the start of the Academy.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2017

Category	Strengthen Advising/Admissions Policy
Department/Program/Office	WCCC - Public Safety – AAS in Criminal Justice/POST Certificate
Strategy Summary (1 - 2 sentences)	**Strategy 3:** Implementation of enhanced applicant screening procedures to ensure applicants are prepared for the rigorous demands of the POST Academy, and meet typical hiring standards for employment upon graduation.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Students will be required to complete a personal fitness assessment and drug history screening questionnaire as part of the WCPOA admissions process. Students that are not qualified (recent drug usage) or are physically unprepared will be eliminated or re-directed through early screening, and those that are qualified will receive on-going guidance throughout the process. Students admitted to the Academy must be drug free for two years prior to Academy completion.

This strategy will help to eliminate (early) those individuals that do not meet the high standards of the Academy, which will ultimately promote retention by focusing on students that do have the motivation, qualifications and capability to complete the program and obtain gainful employment in the profession. Students that are not physically fit are more susceptible to injury; fitness testing is also a critical component of the hiring process for employment with law enforcement agencies. In addition, prior drug (use) history is a critical component when applicants are screened for prospective employment.

This strategy is directed at all prospective students interested in obtaining POST certification and securing employment in law enforcement (POST Certificate, AAS and BAS in Criminal Justice).

The Academy Director (assisted by the Department Head) will conduct a personal interview with every prospective Academy student. The student will be required to perform a physical fitness assessment test that demonstrates an acceptable level of fitness. The results of the fitness test will be discussed during the Director's interview, which is the first step of the selection process after submission of the application. Students will also complete a personal drug history questionnaire to identify potential disqualifying factors for admission to the Academy and prospective employment. |

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Strengthening Advising
Department/Program/Office	WCCC – Business, Applied Science, and Information Services
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Career and Technical Education (CTE) students tend not to make connections through typical collegiate activates such as social events, clubs, sports, or campus life. These students seem to do better when they connect to the program faculty early in the process.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Technical students tend to have a clear focus on a career pathway in a specific field. The industry experience of the faculty is what attracted the students to the program and this connection is what works the best for retaining students. The Student Organizations supported by the programs industry is unique to CTE in that the students see a connection between the activities and their careers. The competitions and recognition is often something that these students have never experienced. In coordination with Student Services and Advising, the Program Lead Faculty should be the first contact with the student before scheduling occurs. Next, the faculty should help decide on testing, remediation, and course placement based on selected metrics for each program. Finally, the student should have an early alert meeting with faculty to assist in any issues with the student. The timeframe begins with the first inquiry and culminates in the graduation planning process with the faculty advisor. A balanced load of advisees needs to be monitored by the department to assure all students have an appropriate faculty advisor.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Cateory	Strengthening Advising
Department/Program/Office	WCCC - Culinary Arts
Strategy Summary (1 - 2 sentences)	Mandatory meetings with advisors during first 2 semesters.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	We know that if we can reach the student the retention rate is greater but getting them in the office or class sometimes is a challenge. Students will be required to meet with their advisors a minimum of once early each semester. New students struggle in the beginning, whether it is financial or just meeting the demands of a college setting, so this strategy will provide early assistance and build familiarity between the instructor/advisor and the student and potentially alleviate some of the stress later on. Instructor/advisors along with the department head would be responsible for seeing that each student attend these meetings and continue to monitor the student throughout the year. The first meeting should take place within the first two of weeks of the fall semester and prior to the spring semester start.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2017

Category	Strengthening Advising
Department/Program/Office	WCCC - Early Childhood Education
Strategy Summary (1 - 2 sentences)	All students who have been identified as EDEC degree seeking or ECSE degree seeking will be contacted to set up an advising time: prior to registration time. If they do not set up a time they will be contacted again during registration time and prior to the start of the new semester.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	All students will be ~~required~~ encouraged to meet with their advisor prior to registering for their ~~second~~ next semester classes. ~~Struggling~~ All students can meet at any time with an advisor. This will enable the student and advisor to review the first semester, both positive and negative aspects, and determine what the student may need for the upcoming semester. This will allow advisors to catch any potential issues/concerns before they arise and aid the student. Students who come through on one of the Early Alert systems will be contacted and encouraged to meet with their advisor. ~~All~~ Faculty/advisor will be responsible for meeting with the students as needed. The department head will monitor and help if necessary. For Student Teaching once students have met with their advisor, they can then go on to register for the next semester of class. This pattern will continue for the entire time the student is listed as EDEC or ECSE degree seeking.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Strengthening Advising
Department/Program/Office	WCCC - Manufacturing and Industrial Service
Strategy Summary (1 - 2 sentences)	Intercede early in the students first semester to guide them through the first semester. Establish relationships with other students and faculty to build relationships that will enhance their success.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Our department will have a mandatory one to one and one half hour meeting with new students that will involve faculty from each program, as well as current students to establish a family atmosphere for the new student that will enhance their experience at WCCC. The faculty will cover problems the new student will encounter early, and stress communication as the critical element in their success. We will also reiterate help that is available, and how they can access this help. The current students within each program will talk about what they have encountered, and some strategies they have used to deal with these challenges. New students seem to need a close relationship with fellow students and faculty, to keep them focused on their career path, and meet the challenges their choice will have in store for them. Attendance has been a serious issue in all our programs, and the number one reason students drop out or fail. Stressing the industry requirements for being on time and productive and why we stress attendance and commitment will help the student establish good employability skills during school, and continue once they have joined the work force. They will need to focus on their education and prepare themselves for the future. A follow-up around mid-semester to check on their progress and begin their preparation for spring semester. The department head for MIS department will organize the event and monitor success. We will have our first meeting the first week of February and follow-up just prior to fall registration period. Planned topics: • Services available at CMU and WCCC • Challenges both personal and academic • Goals and outcomes and how these outcomes drive the instruction • Process and procedures overview • Attendance and participation • Open student forum (2nd year students) • Department communication strategies

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Strengthening Advising
Department/Program/Office	WCCC - Student Services
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Retention of Redirected Students As we actively recruit and admit students with Index scores below 80, we are committed to supporting their academic pursuits. To encourage their academic success (completion of the semester with semester GPA of 2.0 or better) we will be involved with the Pathways Program as proposed for Fall 2014.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Students who are underprepared for college have many needs and require many supports. They fail courses at an alarming rate. If we are to admit these students we want to provide them with every opportunity to succeed. Pathways students are those students who apply to WCCC or CMU with Index scores below 80 or ACT composite below 15 or students with No Index. The Pathways plan for redirected students consists of pre-testing and intensive advising of students based on their Accuplacer results. Student services staff will serve as key advisers and help students register for appropriate classes. Individual advising session will focus on appropriate expectations, career exploration options, requirements for class attendance, so they fully understand the demands and requirements of college and necessary skills for success. Students will be encouraged to consider coursework that may better serve their interests and abilities. Student services staff will assist mentors and departmental advisors with students follow-up and monitoring during the first semester and actively participate in other activities as they are developed and needed. Pathways students in AA/AS programs will be served by OSS Mentors. Pathways students in CTE programs will be served by Student Services staff in collaboration with CTE academic advisors and faculty.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Accessing Academic Support
Department/Program/Office	Biological Sciences
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Provide peer tutoring for introductory freshman classes: BIOL 105/105L, 106/106L and 107/107L, ~~organized as "drop-in" tutoring similar to that of~~ at the Tutorial Learning Center. Faculty will actively recruit or recommend Biology students as tutors to the TLC.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	-Our entry level BIOL 105/105L Attributes of Living Systems has a relatively high failure rate, especially with less prepared students. The students that most need help are often the most reluctant to come to the professor for help, and often cannot get appropriate tutoring from the Tutorial Learning Center. Students report frequently that science competent tutors are often not available if they "drop in" for tutoring help at the TLC. Peer tutoring within the Biology department could provide a low stress way for students to get help from upper level Biology majors. If students are successful in the entry-level course, and know that help is also available for the next two courses in our freshman series, they will be more likely to stay in the program. Also, students that come to the tutoring may find additional support from other students seeking help. -The focus of the strategy is any incoming freshman, but should be the most beneficial to the less prepared student who may be more comfortable talking to an upper classman than they are talking to the professor. -Sophomore, Junior and senior level students will be recruited or recommended by all faculty each semester to work at the TLC. ~~A departmental committee will be formed to develop an application process, and then will use the application process to select qualified upper class Biology majors. The department committee will also oversee the activities.~~ ~~-A department committee will be formed Spring 2014, with the trail run planned for Fall 2014.~~ ~~-The department is currently exploring the possible ways to compensate or encourage upper class students to participate. Perhaps student assistant money in the Biology budget can be used to directly pay students or can be offered through the work-study program. Or perhaps internships can be set up for the peer tutors. At this point, we are unsure if recruitment of peer tutors will be a problem.~~

Progress Report – January 2015	The department has been busy with searches and proposals to add two new concentrations, as well as program SLO assessment. This strategy will be implemented Fall 2015
Progress Report – January 2016	The department has been working more closely with the TLC instead of providing department based tutoring.

Progress Report – January 2017	The Department faculty continues to work with the TLC to provide names or recruit students to Tutor biology courses. Many Faculty also offer evening open review sessions to their students prior to exams. Faculty also ask students in the course if they are going to be forming study groups that are willing to include others in the classroom.

Category	Accessing Academic Support
Department/Program/Office	CSMS – Mathematics (Mathematics/Statistics/ Secondary Education Mathematics) **Strategy #2** – Adopted April, 2014
Strategy Summary (1 - 2 sentences)	Monitor and adopt new ways of helping students from other majors through their Essential Learning Math Classes
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	**Possible reason for student attrition**: Offer Essential Learning Mathematics courses in alternative ways to allow more success for students from other majors. Many such students have poor math backgrounds, require remediation, or have been away from mathematics for many years. Many believe Math courses are a major reason students from other majors do not complete their own degrees **Group**: All majors **Subgroup influenced** : Students from non-STEM programs who struggle with completing math courses. **Who**: Mathematics Faculty **Timeframe**: Work and examination of changes will be made in on on-going manner, as new needs, requirements, and ideas arise.
Results/Update – January, 2015	As part of the retention efforts for other programs outside those in CSMS, with the goal of finding ways to help improve success in Essential Learning Math courses, CSMS adopted other methods to help students be successful in Math 113 without requiring developmental courses. These have included special sections of college algebra designed to serve certain "at-risk" groups of students, those who have taken developmental courses but at low passing level, leaving them at risk in their next course. Pass rates for those sections have risen to the same level as the well-prepared students. We also created a "review" course for developmental algebra to help students successfully transition to that course. Students who successfully complete the review course enroll in Math 113 during the same semester; those who are not successful are placed in a developmental course. The pilot for this course was run in Fall, 2014. 74% of those who went on to college algebra were successful, a higher percent than average. Similar courses will be offered again, and other versions for Precalculus and Calculus courses.

Results/Update – January, 2016	**Strategy:** Offer Essential Learning Mathematics courses in alternative ways to allow more success for students in other majors Method 1: College Algebra offered in an alternative format for certain "at-risk" groups of students, those who have taken developmental courses but at low passing level, leaving them at risk in their next course. Pass rates for those sections have risen to the same level as the well-prepared students. Pass rates for those sections have risen to the same level as the well-prepared students. Method 2: Math 101 Review for (course specified) have now been run for Math 113 College Algebra and Math 110 for four semesters, and are continuing to be very successful in allowing students to proceed into the Math 110/113 the same semester and complete them with passing grades. We have added Math 101 courses for Math 119 Precalculus, Math 151 Calculus I, and Math 152 Calculus II. The Math 101 for Precalculus was run in Fall, 2015 and was almost unanimously successful; the other sections were fun in J-Term 2016 and will be tracked in Spring, 2016
Results/Update – January, 2017	**Strategy:** Offer Essential Learning Mathematics courses in alternative ways to allow more success for students in other majors Method 1 : This method has continued to be used with no changes, although numbers of students interested has declined, perhaps due to the success of Method #2. Method 2: Math 101 Review for (course specified) have now been run successfully for Math 110/113 (3 sections per year), Math 119 (2 sections per year), Math 151/135 (one section per year), and Math 152/136 (one section per year). The new sections are more difficult to get students to take, as they meet the prerequisite requirement (an argument for Math 110/113 prep classes). Many students who almost got D's in Calc 1 and so registered for the Prep for Calc 2, dropped as soon as they got a "C", even though they recognized they barely made it through the prior class. Many of those students failed Calc 2. More work needs to be done to get students to take the courses.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Accessing Academic Support
Department/Program/Office	Tomlinson Library
Strategy Summary (1 - 2 sentences)	**Strategy 1**: Seeking to engage students and contribute to student success and retention, CMU librarians will investigate ways to collaborate with student support departments to provide students with timely and integrated support.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	A recent article in the New York Times noted the importance of student support systems in preventing college dropouts (Kirp, 2014). Recent research concerning the library's role in student retention has recommended that libraries work collaboratively with student support offices to provide students with integrated support (Hagel, 2012, 219; Rushing, 2002, 97-98). Because the library is perceived as a safe place to ask questions, librarians often play a role in students' acculturation to the campus environment (Grallo, 2012), referring or walking a new student over to the Tutoring Center or the Bookstore or Financial Aid. Additionally, the personalized research help librarians provide can complement the academic and personal support offered by other departments on campus (Elmborg, 2006; Reid, 2005; Rushing 2002). When student support departments are familiar with one another's staff and services, co-referrals can happen more seamlessly, integrating support on campus at a student's point of need (Reid, 2005). Such partnerships can help generate a "welcoming and accessible learning community for students" (Love, 2009, 8). In the past, CMU librarians have met with TRIO staff and Tutorial Learning Center tutors to talk about the help the library can provide for students. This proposed strategy would continue and expand those conversations. During the spring and summer 2014, librarians will meet with staff and student workers at the Office of Student Success, TRIO, Educational Access Services and the Tutorial Learning Center to talk about ways the library can support their work and ways we might be able to work together to promote our services. In addition, librarians will inform student support departments about the responsive and personalized research and information literacy instruction the library provides and our willingness to walk over to another department to meet and work with a student needing help.

	Elmborg, J. (2006). Locating the Center: Libraries, Writing Centers, and Information Literacy. *The Writing Lab Newsletter*, 30 (6), 7-11. Grallo, J. D. (2012). How Do I Get a Campus ID? The Other Role of the Academic Library in Student Retention and Success. *The Reference Librarian*, 53, 182-193. Hagel, P., Horn, A., Owen, S., & Currie, M. (2012). "How Can We Help?" The Contribution of University Libraries to Student Retention. *Australian Academic & Research Libraries*, 43 (3), 214-230. Kirp, D. L. (2014, January 9). How to Help College Students Graduate. *New York Times*. Retrieved from http://www.nytimes.com/2014/01/09/opinion/how-to-help-college-students-graduate.html?hp&rref=opinion&_r=0 Love, E. A Simple Step: Integrating Library Reference and Instruction into Previously Established Academic Programs for Minority Students. *The Reference Librarian*, 50 (4), 4-13. Reid, C. (2005). From Cross-referencing to Co-construction: Contemplating Collaborative Potentials for Reference and the Writing Center at Southwest Missouri State University. In Elmborg, J. & Hook, S. (Ed.s), *Centers for Learning: Writing Centers and Libraries in Collaboration*. Chicago: Association of College and Research Libraries. Rushing, D. (2002). The Role of the Library in Student Retention. In Kelly, M. C. & Kross, A. (Ed.s), *Making the Grade: Academic Libraries and Student Success*. Chicago: Association of College and Research Libraries.
Progress Report – January 2015	During fall 2014, Distance Services Librarian Laureen Cantwell began reaching out to student support offices. Laureen has established close working relationships and referral programs between university student support programs and university libraries in the past. When the TRiO office at CMU had an open house early in the semester, Laureen made a point to attend the event and bring business cards. While no formal activity took place between the two offices during fall 2014, in early December a TRiO staff member reached out to Laureen about setting up a workshop for the Spring 2015 semester, Research 101, and additional workshops may be developed as well. Additionally, with the renovation underway, Laureen is working on developing communication avenues between the student support offices (TLC, TRiO, etc.) on campus to keep

	them aware of library services and ways to receive assistance during the renovation, so that it may be communicated to the students using their services, at point-of-need.
Progress Report – January 2016	To facilitate communication and collaboration with other student support departments, this year the library designated librarian liaisons to work with particular departments and programs (Tutorial Learning Center, TRIO, Extended Studies, Educational Access Center, International Student Exchange, Career Services, Veterans Service Office and the Outdoor Program). The liaison librarians will have conversations with these departments and programs about ways the library can support their work and facilitate referrals. Librarians have been working with the Tutorial Learning Center to develop training workshops and a research referral checklist for tutors. Service on search committees has also deepened ties between the library and other departments on campus. Distance Services Librarian Laureen Cantwell served as the chair of a successful search for the Office of Extended Studies. The Head of Tutorial Services, Darell Diedrich, has also served on several library search committees. Working on searches together allows greater understanding and appreciation among staff for the qualifications and duties of our colleagues and the work of our respective departments.
Progress Report – January 2017	The library increased outreach efforts with campus student support organizations during 2016, strengthening existing collaborations and creating new relationships. Instruction librarians have collaborated with several support departments to fine-tune or develop instruction for specific CMU student populations: • In fall 2016, Deanna Rasch worked with the Office of Student Success to revise UNIV 101 lesson plans to integrate technology while remaining connected to library resources and strategies relevant to baseline student research needs. • In spring 2016, Jay Ballenberger worked with the Outdoor Program to create a workshop for Summer Break travel research that included instruction on using Tomlinson's topo map collection, Dutch oven cooking instruction using the library's outdoor fireplace, and other efforts to partner in a way that brought information literacy to non-academic situations on campus. • Jay Ballenberger has continued his work with the Student Veterans Association, presenting quick library information sessions before SVA meetings and giving veteran-specific tours of the library. • Jay Ballenberger, in conjunction with distance learning librarian Laureen Cantwell and the Office of Academic

| | Affairs, designed and presented workshops in data visualization, research poster design, and oral presentation skills, which were delivered twice each to support student research presentations for the 2016 Student Showcase.

Circulation supervisor Ali Gomez continues to represent the library at student orientations, and to foster relationships with support services organizations represented there.

At the beginning of each semester, circulation supervisor Jennifer Barton meets with student support departments to provide a library update of services and materials, and to bring information about new programs and potential student needs back to the library.

The library appointed Ali Gomez to the campus-wide safety committee to collaborate with Campus Safety, ensuring a safe environment and responsive support for students in crisis situations.

Distance learning librarian Laureen Cantwell collaborated with Distance Education Department staff to provide a National Distance Learning Week presentation for faculty, with the goal of encouraging online faculty/staff to assign research projects with pedagogical support from the library. |
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COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Accessing Academic Support
Department/Program/Office	Tomlinson Library
Strategy Summary (1 - 2 sentences)	**Strategy 2**: Seeking to engage students and contribute to student success and retention, CMU librarians will investigate ways to collaborate with faculty to integrate meaningful information literacy instruction within the curriculum.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Recent research indicates the potential of academic libraries to increase retention rates through educational endeavors. Bell (2008) recommends improving the quality of teaching in addition to more student-librarian interactions, claiming academic libraries can contribute to student retention via "strategies [that] focus on people—not physical resources" (p.2). Other strategies include "high-impact educational practices" such as developing collaborative assignments and undergraduate research projects, (Kuh, 2008, 9-11). Currently Tomlinson Library is only involved on the periphery of "high-impact educational practices" and could heighten student-librarian interactions in the classroom. This proposed strategy will focus on collaborating with faculty to develop "high-impact educational practices." Library literature, including Kuhlthau's Information Seeking Process (2004), Gilchirst's process based pedagogies (2007), Bruce's phenomenography (2008), and Hofer et al's threshold concepts (2013) serve as examples of learning paradigm frameworks (favored by Barr and Tagg (1995)) that provide meaningful integration of information literacy concepts into the curriculum. Using frameworks such as these, librarians will collaborate with faculty to develop information literacy learning outcomes and artifacts, scaffold outcomes within departmental curricula and collaboratively assess student learning. In order to make this strategy successful, librarians must first investigate which frameworks will be successful within the existing culture of departmental instruction at CMU. Responsibility for this strategy will lie with two instruction librarians. Because this strategy involves investigating opportunities, the librarians will identify at least two high impact methods for integrating information literacy instruction as well as at least two faculty members who are willing to collaborate during spring and summer 2014. A pilot project could begin in fall 2014.

Barr, R. B. & Tagg, J. (1995). From Teaching to Learning: a New Paradigm for Undergraduate Education. Change Magazine, 27 (6), 12-26.

Bell, S. (2008). Keeping Them Enrolled: How Academic Libraries Contribute to Student Retention. Library Issues: Briefings for Faculty and Administrators, 29 (1). Retrieved from http://www.libraryissues.com/sub/PDF2901Sep2008.pdf

Bruce, C. (2008). *Informed Learning*. Chicago: Association of American Colleges and Universities.

Gilchrist, D. (2007). Academic Libraries at the Center of Instructional Change: Faculty and Library Leadership in the Transformation of Teaching and Learning. (Doctoral dissertation, University of Oregon).

Hofer, A., Brunetti, K. & Townsend, L. (2013). A Threshold Concepts Approach to the Standards Revision. *Communications in Information Literacy*, 7 (2), 108-13.

Kuh, G. D. (2008). *High-Impact Educational Practices.* Chicago: Association of American Colleges and Universities.

Kuhlthau, C. C. (2008). *Seeking Meaning: A Process Approach to Library and Information Services*, 2nd ed. West Port, CN: Libraries Unlimited.

Progress Report – January 2015	During Spring, Summer and Fall semesters 2014 three librarians (Courtney Bruch, Laureen Cantwell, and Anne Bledsoe) worked with instructors teaching courses at all levels to help students develop information literacy skills around major assignments in their courses. Using learning paradigm and process-based pedagogies, the librarians developed information literacy learning outcomes and guided students through the research process, scaffolding outcomes and content within departmental curricula. Fifty-one information literacy sessions were taught with this collaborative approach. Formal and informal assessment elicited positive feedback from both faculty and students about the effectiveness of the sessions. This collaborative work helped establish the credibility of librarians as partners for integrating information literacy with particular coursework and learning outcomes, laying the ground-work for future collaborative endeavors,

	including more involved research projects and other "high impact educational practices" (Kuh, 2008, 9-11).
Progress Report – January 2016	Instruction librarians continued to work with instructors to help students at all levels develop information literacy skills around major assignments in their courses. These collaborative efforts included information literacy sessions tailored around research needs for a particular course (scaffolding outcomes and content within departmental curricula), research consultations with individual students in a course, and collaborative design of research assignments. This work strengthened ties with faculty and lay the groundwork for future collaboration. For first year student success, discussions between librarians and Introduction to Higher Education instructors led to a re-working of FYI and SUPP 101 library sessions to better help students develop information literacy skills and awareness. These sessions entailed hands-on work and assessment of student learning. Assessments indicated that students came away from these sessions with a grasp of basic navigation and information/research problem-solving skills as well as a perception of librarians as allies within their support network at CMU. The integration of meaningful information literacy instruction was also furthered by broader conversations with faculty in the last year. In Fall 2016, a library representative, Laureen Cantwell, was added as an ex-officio member of the Faculty Senate Assessment Committee. In this role, Laureen articulated the value of information literacy and the assessment of skill development in this area across the curriculum. Conversations with faculty about information literacy in essential learning and within specific disciplines also took place at Faculty Senate and within the Library Advisory Committee. Laureen worked with faculty on the Assessment Committee to draft a campus Information Literacy Student Learning Outcome. A campus-wide Information Literacy SLO may further promote discussions between faculty and librarians and support the integration of information literacy learning within coursework.
Progress Report – January 2017	In fall 2016, the library formed the Library Instruction Working Group to establish Library Instruction Student Learning Outcomes driven by the Association of College & Research Libraries (ACRL) Framework for Information Literacy for Higher Education and aligned with the Association of American Colleges and Universities (AAC&U) Information Literacy VALUE Rubric and the Colorado Mesa University Critical Thinking Rubric.

The working group continues to research, refine, and document baseline, emerging, and capstone Information Literacy SLOs in collaboration with key CMU faculty to optimize student progress by providing ongoing, embedded instruction at the various stages of the research process, from students' initial exploration of a topic to discovery of relevant information, evaluation of authors and resources, analysis and formation of conclusions, and integration and presentation of new knowledge.

During 2016, the library instruction program taught 237 instruction sessions, 80 of which were for first-year or orientation level sessions for FYI, SUPP 101/UNIV101, UNIV 102, and ENGC 090 classes.

In summer 2016, Library Instruction Coordinator Anne Bledsoe began conversations with faculty to improve our instruction for their particular students:

- Anne has reached out to several Composition faculty to learn how they envision research as part of a composition, in order to help leverage our promotion of research instruction for composition classes in particular.
- Anne is also working with UNIV 102 faculty to identify ways to prepare below-provisional "Goals" students for college-level work.
- Anne and the instruction librarians continue collaboration with ENGC 090 faculty to rework library instruction that connects to their students' level of learning – what they need now for scaffolded, reflective coursework.
- The library instruction program continues refinement of FYI sessions to connect student needs at the baseline level with relevant library instruction.

The library made it easier for faculty to request instruction by creating an online request form and clarifying both the request process and the assignment of instruction librarian through the Instruction Coordinator on the library's Instruction web pages. Standardized feedback forms were also created for faculty and students, to collect post-session impressions of the quality of instruction content and delivery.

In spring 2016, Laureen Cantwell, distance services librarian, worked with GIS faculty to develop discipline-specific GIS course revisions and developed support groups of partnered faculty and librarians to provide resource support for students in various disciplines with a GIS component.

	Laureen Cantwell collaborated with Dr. Megan Fromm of the Mass Communications Department to host a well-attended and engaging Media Literacy Panel including faculty from Poli Sci, History, Psychology, and Mass Comm departments. Focused on Power Politics in the 2017 presidential election, the panel invited much discussion among students and faculty in its attempt to increase media literacy.
	Instruction librarian Deanna Rasch collaborated with Education and English faculty to host young adult author Tracy Jones, who presented "real life" strategies for authors both in the library and an in-class visit.
	Instruction librarians collaborated to develop a Research Basics suite of research guides (Developing your research topic; Searching basics; Primary, secondary, and tertiary sources; Citing your sources) intended as accessible reference and instruction for students new to research.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Accessing Academic Support
Department/Program/Office	Tomlinson Library
Strategy Summary (1 - 2 sentences)	**Strategy 3**: Personalized research assistance from a librarian can make a difference in a student's academic success and persistence, contributing to student retention. Tomlinson Library provides this kind of help to students through the reference desk, IM chat, and individual research consultations, but an enhanced outreach marketing effort would make this support for students more visible.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Extensive research had been done in the library field concerning the role of a campus library in student retention. Recommendations from this research emphasize the importance of personalized research assistance and establishing rapport with students to help create a welcoming, supportive campus environment (Bell, 2008; Mezick, 2007; Emmons & Wilkinson, 2011). At Tomlinson Library, professional librarians offer personalized research help in a variety of ways (at the reference desk, through chat, and with individual research consultations with a librarian). Recent research findings support the observations of CMU librarians that help from a librarian can make a difference at crucial junctures in the research process (Kuhlthau, 2007) and in a student's life, particularly around assignment deadlines, during the first semester, and during a student's first research-intensive class (Soria, 2013; Hagel, 2012). Library reference services are promoted in library instruction sessions, FYI classes, and student orientation events, and the chat box for reference help has been embedded on the library homepage, within databases and research guides, and on the D2L welcome screen. Additional promotion could be done, however, to communicate more broadly the availability of library support for students at risk of withdrawing. The library proposes a campus promotion of the personalized research help we offer during the spring semester and into next fall (including notices in The Criterion, The Stall-Street Journal, and the campus TV channel as well as emails to students and faculty). Throughout the spring semester and into the fall, instruction librarians would also provide students in their library instruction sessions with

	individual librarian contact information and encourage them to follow up with a reference librarian as they are working on their research.
	Bell, S. (2008). Keeping Them Enrolled: How Academic Libraries Contribute to Student Retention. *Library Issues: Briefings for Faculty and Administrators*, 29 (1). Retrieved from http://www.libraryissues.com/sub/PDF2901Sep2008.pdf Emmons, M. & Wilkinson F. C. (2011). The Academic Library Impact on Student Persistence. *College & Research Libraries*, 72 (2), 128-149. Hagel, P., Horn, A., Owen, S., & Currie, M. (2012). "How Can We Help?" The Contribution of University Libraries to Student Retention. *Australian Academic & Research Libraries*, 43 (3), 214-230. Kuhlthau, C. C. (2007). Reflections on the Development of the Model of the Information Search Process (ISP). *Bulletin of the American Society for Information Science and Technology*, 33 (5), 32-37. Mezick, E. M. (2007). Return on Investment: Libraries and Student Retention. *The Journal of Academic Librarianship*, 33 (5), 561-566. Soria, K. M. (2013). Library Use and Undergraduate Student Outcomes: New Evidence for Students' Retention and Academic Success. *Portal: Libraries and the Academy*, 13 (2), 147-164.
Progress Report – January 2015	In fall 2015 Distance Services Librarian Laureen Cantwell worked with the Marketing Department to develop professionally designed Ask A Librarian posters and bookmarks (please see attached files), featuring librarians as superheroes. The marketing department has also developed a comic-book style series for the LCD TV signs on campus featuring the superhero librarians (please see attached bulletin file). This promotional campaign has been very well-received by students and faculty, and the librarians hope that the campaign will remind students about the availability of research help during the library renovation project. Librarians have also promoted the personalized research help offered by the library in instruction sessions over the last year (235 sessions for 4,341 students). As a result, many students have made appointments for research consultation or have stopped by the reference desk to work with a librarian after hearing about the service in an instruction session.

	To better assess a correlation between library research help and student success, Courtney Bruch and Sylvia Rael submitted a successful research proposal for the Assessment in Action (AiA) program, a grant-supported initiative from the Association of College and Research Libraries to support assessment- and student success-related research projects at academic libraries. Tomlinson Library is one of only 2 institutions in Colorado to be accepted into the program this year (2014-2015) and the only 4-year institution. Currently led by Laureen Cantwell, the AiA team also includes Sylvia Rael and Anne Bledsoe from the library and Kelly O'Connell from Institutional Research. Specifically the project attempts to assess the level of correlation between student interaction with professional (degreed) librarians (reference desk, appointments, chat, email, phone, Skype, etc.) and student academic success/improved performance/retention. Data is being gathered on how the student asked for help (walk-up, phone, chat, etc.) and the nature of their question (assignment/research being the most critical). The reference librarians also try to gather either a name or a 700# from students who have more involved research questions. Other data collection has included the Standardized Assessment of Information Literacy Skills (SAILS) Test for FYI and SUPP101 students. A brief survey about research assignments and our Ask a Librarian contact methods was also given to students in a handful of freshman-level courses. Data was also gathered from the student survey regarding needs for the interim library spaces and the 2012 and 2014 Noel-Levitz Student Satisfaction Inventories (SSIs). While the official data-gathering for this project will technically conclude this fall, the AiA project team plans to continue assessing professional librarian and student interaction, both qualitative and quantitative, and will continue to gather these more in-depth, nuanced statistics on an ongoing basis.
Progress Report – January 2016	The library's on-going collaboration with the Marketing department led to new campus LCD TV Bulletin messages for the library and 2 new videos, one concerning librarian research help and another concerning finding the library branch locations (and research help) during the renovation. In addition to the Ask a Librarian superhero posters and bookmarks, these efforts helped to make the library service points and research help services more visible while the library building was unavailable. Information literacy librarians also continued to tout the library's research help services in instruction sessions, and a library staff member promoted research services and resources at recruiting events and orientations. New bookmarks were also developed to promote library services and provide information about library locations.

	The AiA research project considering the impact of research help on student retention was further expanded to include a survey of students who received research help. Follow up interviews were also conducted with a portion of students surveyed addressing how working with a librarian on a research question contributed to the student's success in the course and persistence at CMU. Interviews were also conducted with students in the Historiography and History Senior Seminar courses and some Student Showcase winners following their research projects; these interviews addressed the students' research process and the influence of library instruction and consultation with a librarian on their work. The survey responses and interview comments indicated that these students found library resources and the help of a research librarian to be beneficial and often very influential in the success of student projects.
Progress Report – January 2017	During 2016, the library made several enhancements to our web pages to both enhance the visibility of services, including reference and research help, and to make requesting such services easier for our students, staff, and faculty. • The Library Instruction page was updated to include a Request Instruction form for easy scheduling of course-integrated research instruction • The question, "Would you be open to adding a librarian to your D2L class lists for easy student assistance and informative research announcements?" was included in the instruction request form to provide embedded research help for online students at the point-of-need. The Reference Desk was re-branded as the Research Help desk to clarify its purpose for students and to increase approachability. During course-integrated sessions, instruction librarians invite students to follow up with reference librarians, and encourage faculty to refer students to the librarians for research help, capitalizing on both faculty-student and student-student relationships developed in class. Instruction librarians have increased focus on active learning during research help sessions, using double monitors for follow-along instruction and connecting support to actual assignments in the context of the research project/cycle. In spring 2016, the library hired two student employees who were trained in reference triage to greet students waiting for the reference librarian and direct questions to the right place (mainly Research

	Help, Checkout & Reserves, and Information Technology Help desks).

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Accessing Academic Support
Department/Program/Office	Social and Behavioral Sciences - General
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Fully utilize resources available to students through CMU student services. This includes financial information.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	At the beginning of each semester, SBS faculty will be reminded during the beginning to the semester meeting of all the services available to students. Faculty will be encouraged to make appropriate referrals when they see a student struggling in class and/or when a faculty member interacts with a student during advising or office hour who needs assistance in some way. In addition SBS will bring in a staff member from financial services at the beginning of the academic year to explain to faculty the various scholarships and grants available to students. Faculty will then be able to either convey this information to students who they know are struggling financially or they can refer them to see a staff member in financial aid. Each SBS faculty member will be responsible for making referrals when needs and this can take place at any time.
Progress Report – January 2015	Faculty in SBS have presented information to their classes of services available to students. It is difficult to measure the effectiveness of this.
Progress Report – January 2016	Faculty in SBS have presented information to their classes of services available to students. It is difficult to measure the effectiveness of this.
Progress Report – January 2017	Faculty in SBS have presented information to their classes of services available to students. It is difficult to measure the effectiveness of this. The university has seen retention rates increase so this information may be helping. We will continue to provide the information to students.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Accessing Academic Support
Department/Program/Office	Social and Behavioral Sciences – Social Work
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Cohort Model
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Our greatest retention plan for graduating students from our BSW program is related to our cohort model. Per Council on Social Work Accreditation (CSWE) standards, students are required to go through an application process to be admitted into the program. If accepted, they become part of a cohort system their junior and senior year, which means they take all of their required core classes together, in a sequenced and structured format, until graduation. Studies suggest that cohort systems are effective at increasing graduation rates.
Progress Report – January 2015	This is the first year of the program. Results will be seen in the following years.
Progress Report – January 2016	The Social Work program continues to utilize a cohort system for students that are accepted into the BSW program (Jr./Sr. years). We have discovered that the cohort system is a very effective way to increase student retention; students take all of their BSW classes together, in sequence, beginning in the fall of their junior year all the way through to graduation spring of their senior year. The cohort system has proven to have a "built in" support system, as the students build very close friendships with each other and provide both encouragement and accountability to one another. We have noticed that if a student does not show up for class, several students are texting/calling them to find out where they are! They help each other through personal and school difficulties, study together, and through this process, develop what are often life-long friendships with their future peers and colleagues.

	Our first cohort of students (11 students), began the BSW program fall 2014. All 11 students will graduate this May 2016, which is a 100% retention rate. Our second cohort of students (17 students), began the BSW program fall 2015. All 17 students are currently completing their junior year and all are lined out to complete graduation paperwork in fall 2016. We anticipate a 100% retention rate for the second cohort. We will be accepting applications and interviewing students for our third cohort this spring (to begin the BSW program fall 2016); we anticipate accepting 20-25 students into this cohort. It will be interesting to compare retention rates between cohorts over the course of the next 5-10 years; but our expectation is what evidence suggests: cohort systems are indeed a very effective tool for student retention efforts.
Progress Report – **January 2017**	The Bachelor of Social Work program continues to utilize the cohort system for students accepted into the program their Junior and Senior year. The cohort system continues to prove effective to increase student retention, as the students build long term relationships, support systems, and bonds that provide encouragement, accountability, and success in the classroom. Students help support each other academically and personally throughout each semester and as they look towards employment or advanced education. Our first cohort of students (11 students), began the BSW program fall 2014. All 11 students graduated May 2016, which is a 100% retention rate. Our second cohort of students (17 students), began the BSW program fall 2015. All 17 students are currently completing their senior year and all are anticipated to graduate May 2017. We anticipate a 100% retention rate for the second cohort. Our third cohort of students (22 students) began the BSW program fall 2016. 21 of the 22 students are currently enrolled in their junior level courses and are on track to graduate May 2018. The one student remaining is on track to graduate winter 2018 (one semester late). We continue to anticipate a 100% retention rate for the third cohort. We will be accepting applications and interviewing students for our fourth cohort this spring (to begin the BSW program fall 2017); we anticipate accepting 20-25 students into this cohort. We will continue to compare retention rates between cohorts over the next

	5-10 years; however, our expectation is to continue to have high retention rates as this is a very effective tool for student success.

COLORADO MESA UNIVERSITY RETENTION STRATEGY

Category	Accessing Academic and Student Support
Department/Program/Office	Community Education
Strategy Summary (1 - 2 sentences)	Provide a low cost non-credit class for students with developmental needs to prepare them for better success in Math and English courses and reduce the impact of early struggles in these areas. College Jump Start is the title we are using for this program.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The College Jump Start program could contribute to an improvement in retention rate by removing boundaries that some students face when entering college struggling in Math and English. Through the testing and online lab work the students are given, they should be able to improve their skill levels to lessen frustrations they could face in early developmental classes. The student subgroup that this strategy is focused on is those who have not been in school for a long time who need a refresher in math and English to improve their scores and reduce the number of or even be able to avoid developmental courses. The second subgroup is those students who initially test too low to take the first level of developmental courses and need to improve their levels to be successful in those first level developmental classes. The CEC department and department head for developmental studies is responsible for the planning and administration of the class and the testing center is involved in the administration of the AccuPlacer testing at the beginning and end of the class.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2017

Category	Accessing Academic and Student Support
Department/Program/Office	WCCC - Developmental Education
Strategy Summary 1 and 2	Created English 090/094 paired courses for students to successfully complete the Developmental Education course. Writing Studios for students in 090 and ENG 111 course
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	1. Recruit students (high school counselors to suggest based on ACT scores) who will commit to 8 credits of math in the summer 2. Created writing studios to assist students with writing, proof reading and following directions of assignments. 3. Getting students into credit-bearing classes immediately in the fall has been shown to increase retention rates. 4. Developmental education department and/or math department will be responsible.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Biological Sciences
Strategy Summary (1 - 2 sentences)	**Strategy 2:** In addition to general office hours, ~~each faculty member will have a course specific office hour each week.~~ faculty can provide opportunities to review material or assist students that wish to organize their own review sessions.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	-Students, especially those that really need help, often hesitate to come to a professor's office for help, and often don't even know the office hours of their professors. ~~This past Fall, Dr. Ozsoy-Bean tried dedicating one hour per week to a specific course, BIOL 301 Genetics. She found more students came than was the case in years past, and, since it was for a specific course, students could also share problems with other students taking the same course.~~ Providing additional support and the more opportunities for bonding within a class could decrease frustration with challenging material. Faculty can strongly encourage students to visit during office hours and be willing to meet by appointment. Courses and Labs often schedule review labs or provide guides on studying for the course. The Human Anatomy and Physiology course made anatomical models available in the Library. -All students taking Biology courses & Biology majors. -Each faculty member. -The idea will be pitched to faculty Spring 2014, and implemented more fully Fall 2014.
Progress Report – January 2015	Initial data suggests that having course specific office hours is not effective. As is the case for regular office hours, the students that come for additional help are more likely to be the better students, and are more likely to be retained because they already are motivated students. In the interest of obtaining more data, faculty will be encouraged to offer more course specific office hours for the lower level classes, but this may not be an effective strategy.
Progress Report – January 2016	A few more faculty are trying this out Spring 2016.
Progress Report – January 2017	Course specific office hours were not effective since students have many limits on their schedules making a single time slot difficult.

	The 5 hours of open office hours are generally easier for a student to fit into their schedule. The Biology Faculty often schedule review days, meet by appoint outside office hours and participate as guest speakers for student clubs. Interaction with students within or outside of class encourages retention.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Biological Sciences
Strategy Summary (1 - 2 sentences)	**Strategy 5:** Formalize our undergraduate research program to increase student involvement.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	-We already have a successful undergraduate research program, and our resources have been expanded greatly with the inclusion of a research suite of laboratories on the third floor of Wubben Science. Currently, students with an interest in research independently contact faculty, and often work somewhat in isolation. Last semester, Tom Walla proposed formalizing the research activities, and seek external funding to support an expansion of research program. Once students begin research, weekly or monthly seminars (details to be worked out) will be required of all participants. Seminars can be presentations of research to date, as well as faculty presentations on such topics as reading primary literature, applying to graduate school or writing a grant proposal. The research students will then enjoy increased camaraderie and purpose. -All faculty with undergraduate researchers or potential for undergraduate research. -Details to be worked out Spring 2014 with a trail period next Fall to fine-tune the process and to more fully explore funding opportunities. -On possible pitfall of the proposal would be the additional demands on faculty time. External funding may provide release time for faculty to supervise research students, which will impact the whole program.
Progress Report – January 2015	We are actively working with the Foundation to implement our "Biosinq" program (Biological Support of Inquiry). An MOU is in progress to define our activities in undergraduate research and determine funding. A dedicated funding stream would ensure sufficient laboratory equipment and supplies, as well as cover costs, such as travel to conferences. Our plan is build an endowment to support the program.
Progress Report – January 2016	Our first fund-raising dinner with Biology alumni was held Fall 2015. The event was very successful. Research students provided poster presentations. The alumni were impressed with our program.

Progress Report – January 2017	The BIOSINQ program had an alumni function in December 2016 which gave the Biology department the opportunity to share the impacts of undergraduate research with alumni. The BIOSINQ fund distributed undergraduate research money to faculty and students. Additional fundraisers are planned.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Biological Sciences
Strategy Summary (1 - 2 sentences)	**Strategy 6:** Provide a weekly coffee/cookie break sponsored by the department. **Change plan to a seminar series**
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	~~-We have small study areas within the Biology office complex where coffee and cookies could be provided, and faculty could also join in, as well as monitor the refreshments. This will increase the sense of community among faculty and students, which will also increase retention.~~ ~~-All Biology majors, but especially Freshman. We will announce the cookie breaks in the freshman courses.~~ The schedules for Fall 17 will have a period of time that no classes for tenure/tenure-track or instructors will be scheduled. This time period on Thursday 12:30-2pm will allow the department to conduct meetings and gather in committees. This time slot could also be used as a seminar period open to faculty, staff and students. -Biology faculty will be responsible. -We will experiment with the Seminar with cookies idea once a slot has been established (F2017 semester at earliest)
Progress Report – January 2015	We haven't tried this yet.
Progress Report – January 2016	Cookies will be provided every Wednesday morning, beginning Spring 2016. Faculty near the break room will monitor the student numbers.
Progress Report – January 2017	This idea(cookie break) while appreciated was utilized by the same small number of students each week. We did not feel it enhanced retention and have since discontinued it.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Business Department
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Host an event each semester where students have the opportunity to get to know their professors. Students will be emailed by discipline and discipline specific faculty will meet with the students during this event.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	It is hoped that by making a connection with a specific faculty in a specific discipline, students will be more excited about a chosen discipline and thus continue to work toward a degree. Upper classmen will also be invited to this semester event in an effort to help freshman students connect with upper division students. The events will be broken into student subgroups of Accounting (ACCT), Computer Information Systems for Business (CISB), Bachelor of Business Administration (BBA), Bachelor of Applied Science (BAS), and Construction Management (CM). Once the BBA students arrive, they will then be sub-grouped into marketing, management, finance, econ, etc. The event will occur before Spring Break. The Business Department's Professional Staff Assistant (PSA) will coordinate the lists of students. The entire department faculty will be involved in meeting with the students. The goal of the event is to both network with students and provide information and enthusiasm for their career choice.
Progress Report – January 2015	The department hosts multiple "get-togethers" each academic year from the welcome back nights at the beginning of each semester, to club events/meetings, which happen monthly. At Welcome Back Night, each club and Advisor is available to meet with incoming freshman to assist these freshmen with both connecting with the department and with looking at differing disciplines. We also invite alumni from differing areas in to speak as well. One of the goals of the evening is for freshman to meet their faculty advisor and begin that relationship. These events assist in making connections with the students in a general manner (welcome back nights) and more specific interactions (club meetings).
Progress Report – January 2016	Persuading students to attend events remains challenging. Going to the students seems to be more effective than asking students to attend an event. Since most incoming freshman take Freshman Business Seminar, this class is used heavily in retention efforts. Several

	assignments in the class are targeted at connecting students to advisors and faculty. Each semester faculty from each discipline come into class and share with students aspects of that discipline. This spring a new assignment has been developed where students will need to meet with their advisor in order to complete the assignment. Each semester a class is devoted to assisting students with their next semester registration and faculty come in to assist students with this, providing another opportunity for faculty to meet with students. At Welcome Back Night, each club and multiple advisors are available to meet with incoming freshmen to assist these freshmen both with connecting with the department and with making a connection with at least one faculty. Alumni from differing areas are invited in to speak as well at the event and freshmen are encouraged to visit with the alumni after the event. Clubs are also heavily utilized as a means of making faculty connections. These events assist in making connections with the students in a general manner (welcome back night/class) and more specific interactions (club meetings).
Progress Report – January 2017	We conducted the Welcome Back Night event again this fall, but results were mixed. All BUGB 105 students are required to come to this event during the night of the first week to listen to alumni and meet with clubs (and eat pizza, provided by the Department's budget for about 200 students, which is costly with mixed return on investment as discussed below). The speakers can be an effective way of allowing students to see what CMU Business graduates are doing. However, perhaps we can put more thought into how this event is conducted with more high-power speakers in areas that are of interest to students.

Additionally, the club requirement is also mixed. Some club sponsors say that having the clubs there provides the students an opportunity to learn more about the club while also allowing the clubs to recruit students. However, some other club sponsors say that since the students are required to get signatures from ALL clubs, the students do not spend any valuable time with the clubs as they are just checking that club off their list (and one club, Construction Management, did not even show). We will put more thought into this event and perhaps, with some modifications, the event can be a good retention tool through getting students involved. However, a suggestion worth exploring is to have the club officers and sponsors actually go into the class to talk about the club(s). Some students that were in BUGB 105 also reinforced this thought. Through the current format, club additions have been minimal, with very few actually staying in the club. Perhaps a more effective way of following up on this would be to see how students actually stay in the club(s) by surveying the clubs at the end of the semester. |

	Business faculty question the need for the BUGB 105 class at all. We have a BUGB 101 class, which most schools have as well. Having both creates some challenges for our transfer students. The BUGB 105 course is listed as a requirement before students can declare Business as their major. Some transfer students who then do not take BUGB 105 here are thus restricted from declaring a major, which then creates challenges for the Registrar's office and the Business Department. Further, we continually process around 150 substitution forms per year for BUGB 105, creating administrative burdens on the Business Department faculty and staff, as well as the Registrar's Office staff. Additionally, the overall value of the course is in question from both the Business Department's faculty, as well as business students. Perhaps we should explore the option of removing this class and rolling some of the more useful activities from BUGB 105 into the BUGB 101 class. This would also allow us to reach the students in BUGB 101, which would broaden the retention efforts. This change will serve many purposes from faculty utilization efficiencies to better retention. The initial goal of this class was to increase retention, but Deb Parman's follow-up surveys have not supported this in any way. Given all of this data, we should explore the ongoing need for BUGB 105.

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Business Department
Strategy Summary (1 - 2 sentences)	**Strategy 3:** Continue to invite all business faculty into BUGB 105 as guest lecturers each semester to discuss the specific discipline of the professor. This will allow students to both receive more information about that discipline as well as make connections with faculty in that specific discipline. A case study will also be utilized.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	There will be two parts to this strategy this semester. Part 1 will center on inviting a faculty member from each discipline to come into BUGB 105 and share what employment opportunities are available in that particular area. This is also an opportunity for faculty to share their passion for their chosen subject area. BUGB 105 students have consistently over past semesters marked this as one of the highlights of the class.

The second part to the strategy this Spring will be to add a case study day. Again faculty from the specific disciplines will be available to work with students on a case specific to that discipline. Students will be provided the opportunity to choose any discipline, read the case prior and then spend time in that group with that faculty person reviewing the case. It is hoped that the smaller group setting, specific case and time for one-on-one interaction, will again forge ties with both faculty and other discipline specific students. |
| | |
| **Progress Report – January 2015** | The first piece of this strategy involved faculty from the differing areas of business presenting in BUGB 105. This is a great opportunity for students to connect with faculty and to learn more about the specifics of differing disciplines. Many business freshman are uncertain of which area they wish to pursue and this presentation has shown to provide students with needed information to assist the students in beginning to make that decision. This presentation also helps business students to get to know the business faculty. On the course evaluation, this is reported as one of the highlights of the course.

Due to the number of students in Fall 2014, the case study was not added. This strategy will be implemented in the spring when the number of students can be matched to available faculty. |
| | |
| **Progress Report –** | This strategy continues to be used and is cited by students as one of |

January 2016	the pieces of the course that is most liked. Many conversations between students and faculty outside of class arise from this activity. The case study has been used by various faculty and is a beneficial addition. The case allows for more interaction between the students and the course and guest faculty which is beneficial. An additional benefit from the case study and the projects in the class is the opportunity for students to get to know each other. Connecting the students with each other is a focus for spring semester.
Progress Report – January 2017	We conducted the faculty presentations in the fall and plan to do this in the spring as well. It appears to be beneficial to give the faculty an opportunity to present to the students to give them a better idea of what each concentration is about and how it can benefit the students. If we decide to eliminate BUGB 105, as there is a lot of support for both from students and faculty, perhaps we can keep this component in an introductory BUGB class like 101. We will continue to monitor.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Languages, Literature and Mass Communication
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Increase faculty/student interaction by hosting department events.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Much of what I've read about the ways faculty can increase retention has to do with increasing faculty-student interaction. Several faculty members suggested that each discipline in the department could bring in speakers – writers, poets, film-makers, scholars – in a monthly lecture series on literary and cultural topics. This sort of regular gathering would foster the kind of interaction that many students claim enhances their experience and their connection to their universities. We could give students extra credit for attending, and we could give faculty service points for attending. This would require some kind of budget increase to pay the speakers.
Progress Report – January 2015	English only sponsored one event in our new building (a book launch by one of our faculty poets). At least 15 students attended. We also sponsored a Spring Writers Conference for high school students that featured a guess writer, but few majors attended. However, I have no evidence that suggests that that event helped retain those students. We need more time to access that. Nevertheless, we have a bevy of activities planned for the coming year. Plus, I have chosen a new faculty advisor for the English Club, and I will allot more money to them so that they can offer appealing activities. We're hoping that helping students to bond and socialize will encourage them to help each other and form an emotional attachment to the department. Finally, we are working with a potential donor who will provide more funds for these kinds of events.

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As for Spanish, they offered a lot of events:
Program Events

   a.   Jan 2014—El Camino de Santiago—80+ students attended

        i.   Students that talked to me loved it, want to take part in this pilgrimage

   b.   March 2014—El dia de las Americas—Held in the student center, large groups of students (from our classes and just passing by) stopped to ask questions

        i.   I don't recall the feedback that I received from this, meaning at least that it wasn't overly negative

   c.   April 2014—Poet, Carlos Manuel Villalobos—40+ students and community members

        i.   Mostly majors attended, and loved it

   d.   April and Nov 2014—Spanish Language Night—250+ each time attended

        i.   Upper division, love this event

        ii.   Lower division, most love it, some hate it, some just see it as a course assignment

   e.   May 2014—Cooking night—50+ attended

        i.   They still talk about it.

   f.   Sept 2014—Movie *Hecho en Mexico*- 50+ atended

        i.   Some liked, some didn't understand it, some were offended by the language.

   g.   Oct 2014—Movie *Instructions not included*—50+ attended

        i.   Never heard feedback from students

   h.   Dec 2014—Christmas in the Hispanic world—80+

        i.   Heard great feedback

Other movies were shown in connection to specific classes. I wasn't there, so I don't know how many attended. One student in reaction to *Las voces* said that 'it was the saddest movie she had ever seen.' We are at least opening their eyes to the reality of some individuals' lives in Latin America.

As for Mass Communication:
Primary department events included
- a welcome back/club recruiting event in the fall of 2013 (100 participants)
- A "barbecue" in the spring to recognize student accomplishments and celebrate the year (150 participants)

It is difficult to measure retention based on these events. We assume that getting our students active in clubs and activities early in their studies (even as non-majors) is a good link outside of the classroom. The spring awards celebration usually attracts around 150 seniors and majors. The tradition (and recognizing student achievement) appears to help our students bond with CMU and Mass Communication.

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<tr><td>**Progress Report –**</td><td>All three programs sponsored events that engage students. The</td></tr>
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January 2016	English program invited three creative writers to campus. We offered a special "graduation" party for departing majors. We created an "opening social" in August to welcome English majors. The English club reorganized its leadership, and I assigned a new advisor. The club sponsors an activity every other week.
	For 2016, the English program will sponsor a guest speaker every month. We will expand our "graduation party" to include all majors. We'll do a better job advertising our "opening social."
	The Spanish program also had a bevy of sponsored programs, including guest speakers, Spanish language night, and films, among other activities.
	For 2016, they will continue to offer similar activities.
	Mass Comm is the envy of the department given how often their students gather. They use Media Day to involve their own students as they reach out to new recruits. Mass Comm also benefits from student groups like KMSA, CMU-TV, Horizon Magazine, and the Crite.
	In short, we're trying to do more and more in terms of involving students, making them be a part of the fabric of the department.
Progress Report – **January 2017**	Cause / Effect relationships are difficult to determine, but we're going to continue these activities. English, Spanish, and MC all invited speakers to campus, and MC continues to out-perform the other two programs in terms of social events. The difficulty is discipline. For example, English didn't offer a graduation or welcome back to school party, but we increased the number of speakers on campus. In short, we'll maintain and try to increase the ways we engage students.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2016

Category	Enhancing connections with faculty and staff to increase student retention and academic success
Department/Program/Office	CMU Montrose Campus
Strategy Summary (1 - 2 sentences)	Engaged in on-going faculty/lecturer and staff discussions on strategies to improve student retention and academic success.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The first meeting of CMU Montrose faculty/lecturers and staff to discuss increasing student retention and academic success occurred February 9. The meeting was an initiative led by the CMU Montrose Director. Faculty and staff were provided information about key factors that facilitate or impede student retention and academic success based on national research and best practices that improve student retention and student success (see handouts below). The faculty/lecturers shared their insights about the characteristics of students who perform poorly and dropout and those who perform well and persist. A key insight is that many students who struggle and drop out of classes have unrealistic expectations of how much time they need to study to pass a class and come to the class unprepared. Many have busy lives with work and family responsibilities. The lecturer who teaches the student success class at CMU Montrose was present with the intention of incorporating the insights of the lecturers into her class. In addition, the staff who advise students on registering for classes were present and a discussion ensued on how best to advise students regarding the number of classes they take during a semester. Additional meetings of the faculty/lecturers will take place during the semester and new strategies will be implemented in time for the fall semester.
Progress Report – February 2017	
Progress Report – January 2018	

Factors that Affect Student Success – CMU Montrose Faculty and Staff Workshop, February 9, 2017

Academic behaviors

    Specifically, the degree to which students attend class regularly, arrive ready to work, pay attention in class, participate in classroom discussions, and devote out-of-class time to studying and completing homework.

Academic Perseverance

Specifically, the degree to which students stay focused on their school work and career objective and have the self-control to forego distractions or temptations in order to complete school assignments in a timely and thorough manner to the best of their ability (versus minimal effort) despite obstacles, distractions, or level of challenge.

Academic Mindset

Specifically, the degree to which students feel self-assured as a college student and believe they belong here. In addition, how students to respond to inevitable academic setbacks. Do they give up on themselves and label themselves as a failure or do they view their setback as a growth experience and regard their intelligence growing continually rather than being fixed?

See NY Times article "Who Gets to Graduate" and Stanford Professor Carol Dweck's YouTube videos: Brain Research at Stanford: Mindsets; Carol Dweck – Mindset: The New Psychology of Success

Learning strategies

Including students' study skills such as their strategies to recall facts, self-correct, goal setting, time management, and subject-specific strategies of learning.

Interpersonal and social skills

Includes skills like assertiveness, such as the ability to speak up in class, approach the instructor, and the ability to work cooperatively with their peers and participate in study groups.

Background and individual characteristics

Examples include students who underprepared for current academic challenges or have unrealistic goals, substance abuse issues, mental health issues, childcare responsibilities, first in family to attend college, or non-native English speaker.

Environmental Factors

Includes factors such as students' transportation time and costs, employment status, finances, family responsibilities, level of family support, access to campus services resources including tutoring and mentoring, faculty office hours.

Student Success Strategies

1. **New Student Pre-Orientation Activities**
   Objective: Academic mindset, academic expectations and behaviors
      Example: University of Texas Mindset on-line videos

2. **New Student Orientation**
   Objective: Academic mindset, academic expectations and behaviors, academic perseverance, transition strategies

3. **New Student Advising and Registration**

Objective: Identifying at-risk students during registration process

    Example: Create a set of indicators that identify at-risk students and use this information to make sure they have access to needed services.

    Indicators may include test scores, GPA, and response to short questionnaire that identifies students who are first generation students, vague career goals, financial concerns, family responsibilities, etc.

4. Developmental Instruction

Objective: Academic mindset, academic expectations and behaviors, academic perseverance, transition strategies

Examples: Class assignments.

5. Success skills class

Objective: learning strategies, academic mindset, academic expectations and behaviors, academic perseverance

6. Tutoring

Objective: learning strategies, academic mindset, academic expectations and behaviors

7. Supplemental Instruction

Objective: learning strategies, academic mindset, academic expectations and behaviors, academic perseverance

8. Study groups and regularly scheduled study sessions

Objective: learning strategies, academic mindset, academic expectations and behaviors, academic perseverance

9. New student peer mentoring

Objective: learning strategies, academic mindset, academic expectations and behaviors, academic perseverance

10. Early Alert Warning Systems

Objective: Environmental factors, interpersonal and social skills, background and individual characteristics, academic behaviors, perseverance

11. Probation Initiatives

Objective: Environmental factors, interpersonal and social skills, background and individual characteristics, academic behaviors, perseverance

12. Student Services
    a.   Includes: Counseling services, financial aid, child care services, student activities

Objective: Environmental factors, interpersonal and social skills, background and individual characteristics, academic behaviors, perseverance

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Examples of Classroom Interventions to Improve Student Success

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From New York Times article Who Gets to Graduate

In a series of experiments, Professor Yeager at Stanford found that certain targeted messages, delivered to students in the right way at the right time, seemed to overcome students' doubts about belonging to their college and doubts about their ability that were undermining the students' academic potential.

Messaging to Students

Yeager began working with a professor of social psychology named Greg Walton, who had identified principles that seemed to govern which messages, and which methods of delivering those messages, were most persuasive to students.

- **Messages work better if they appeal to social norms.** For example, when college students are informed that most students don't take part in binge drinking, they're less likely to binge-drink themselves.

- **Messages are also more effective if they were delivered in a way that allows the recipients a sense of autonomy.** If you march all the high-school students into the auditorium and force them to watch a play about tolerance and inclusion, they're less likely to take the message to heart than if they feel as if they are independently seeking it out.

- **Messages are more effectively absorbed when they are experienced through what is called "self-persuasion":** if students watch a video or read an essay with a particular message and then write their own essay or make their own video to persuade future students, they internalize the message more deeply.

Experiments that resulted in increased sense of belonging and ability

Increasing a sense of belonging to the campus: **First-year students read brief essays by upperclassmen** recalling their own experiences as freshmen. The upperclassmen conveyed in their own words a simple message about belonging: "When I got here, I thought I was the only one who felt left out. But then I found out that everyone feels that way at first, and everyone gets over it. I got over it, too." After reading the essays, the students in the experiment then wrote their own essays and made videos for future students, echoing the

same message. The whole intervention took no more than an hour. It had no apparent effect on the white students who took part in the experiment. But it had a transformative effect on the college careers of the African-American students in the study: Compared with a control group, the experiment tripled the percentage of black students who earned G.P.A.s in the top quarter of their class, and it cut in half the black-white achievement gap in G.P.A. It even had an impact on the students' health — the black students who received the belonging message had significantly fewer doctor visits three years after the intervention.

Increasing students sense of their ability to succeed in college:

Clearly, part of the developmental-math crisis has to do with the fact that many students aren't receiving a good-enough math education in middle or high school and are graduating from high school underprepared for college math. But Yeager and Walton and a growing number of other researchers believe that another *significant part of the problem is psychological.* When you send college students the message that they're not smart enough to be in college — and it's hard not to get that message when you're placed into a remedial math class as soon as you arrive on campus — those students internalize that idea about themselves.

In the experiment, 288 community-college students enrolled in developmental math were randomly assigned, at the beginning of the semester, to read one of two articles. The control group read a generic article about the brain. The treatment group read an article that laid out the scientific evidence against the theory of intelligence as fixed. "When people learn and practice new ways of doing algebra or statistics," the article explained, "it can grow their brains — even if they haven't done well in math in the past." After reading the article, the students wrote a mentoring letter to future students explaining its key points. The whole exercise took 30 minutes, and there was no follow-up of any kind. But at the end of the semester, 20 percent of the students in the control group had dropped out of developmental math, compared with just 9 percent of the treatment group. In other words, a half-hour online intervention, done at almost no cost, had apparently cut the community-college math dropout rate by more than half.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Physical and Environmental Sciences
Strategy Summary (1 - 2 sentences)	Increase retention by enhancing the engagement of freshman and sophomore majors.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Junior and senior majors in PES programs are typically highly engaged with each other as a result of the social interaction that occurs at that level through group projects, long hours working together in the field, or sometimes just having struggled through a difficult course together. Junior and senior majors tend to coalesce into informal support groups that have the benefit of increased retention and success. We would like to increase opportunities for freshman and sophomores (F/S) to become a part of their major's student group. There are several opportunities: F/S informal participation in all-day field trips associated with upper division classes; F/S informal participation in projects conducted by juniors/seniors; F/S access to program spaces that function as meeting areas for juniors/seniors; annual or semi-annual social event for all majors (e.g., picnic, raft trip). The applicability of each option varies among the PES programs. Each PES program will select one or more option, then plan how to implement it. In most cases, it is anticipated that some degree of implementation will begin by the end of the spring 2014 semester; full implementation will occur in the upcoming school year. This strategy will increase institutional retention by improving retention among students who have not otherwise developed a strong connection with campus and academic life.
Progress Report – January 2015	The physics faculty actively encouraged freshman and sophomore majors to attend meetings of the Society of Physics Students (SPS). We have an award-winning local chapter of this national student organization that promotes physics by staging fun demonstrations for local grade school students as well as CMU students. The lower division majors were invited to use a study room that is frequented by upper division majors. Faculty also made a point of inviting the lower division majors to social events, such as picnics at the beginning and end of the school year and the Sigma Pi Sigma induction dinner. Several physics freshmen participated in the SPS activities and

	picnics. The chemistry faculty took a similar approach, using the student-run Chemistry Club as the vehicle for engaging freshman and sophomore majors. Faculty made special efforts to invite these students and several of these students did participate. This year the geology program hosted Geology Field Day—an annual, weekend event attended by students and faculty from several Colorado colleges and universities. (The event rotates from one school to another.) The event included field trips to show students local geological features and processes and was designed to promote interaction among all the students and faculty (e.g., camping and barbecue at Island Acres State Park in addition to geology discussions at each tour destination). This is a great way for lower division majors to get excited about geology and build some new relationships with other students and faculty. Lower division majors were encouraged to attend.
Progress Report – January 2016	<u>Chemistry</u> In the Chemistry Department we have approached the issue of retention mainly through our chemistry club. It is clear that students that participate in chemistry club develop an increased level of comfort with each other. In addition, the junior and senior members of chemistry club act as role models and are able to give unique advice to the underclassmen. As a result, we have made an effort to have officers of chemistry club come to our CHEM 131 and CHEM 132 classes early in the semester and give a brief introduction of the club in an attempt to recruit participants. Overall, we have noticed an increase in attendance at chem club meetings, especially early in the semester. This has led to a greater overall participation in the club and has provided valuable personal connections between new chemistry majors and upper class majors. <u>Environmental Science</u> Environmental Science students are especially active in the CMU Sustainability Council. Through brief announcements and presentations in our classes by students on the Council, all of our majors learn about opportunities to participate. Informal communication among the majors (even at the freshman and sophomore level) is strong as well. As a result, several of our lower classmen become involved with the Council. <u>Geology</u> Geology Program Spring Field Trip, April 2015: ~60 students, faculty, and alumni went on a day-long field trip to eastern Utah to visit classic geological localities and discuss the geology of the western

U.S. Students ranged from freshmen in 100-level Gen Ed courses to graduating seniors. This trip was the first function of this kind that the Geology program has offered, and due to the successful attendance and role it plays in building camaraderie among students of all class standings, we will repeat this trip in 2016.

Geology Program Senior Day, May 2015: ~15 graduating seniors presented the results of their senior research to ~30 students in the Geology program. This event is also used to recognize outstanding seniors and we give out several awards to individuals. This year's event was attended by sophomore to senior-level Geology students. Senior Day is an important way for lowerclassmen to find out more about opportunities in the Geology program as well as to see the level of accomplishment and recognition of the senior students. Overall this event helps younger students see that they are part of a bigger geological community, and it helps motivate them to engage in the Geology program.

Western Slope 3-day Field Conference, Sept 2016: ~25 Geology students traveled with faculty to Gunnison, CO for a weekend-long field trip examining the Geology north of Gunnison, CO. Students ranged from sophomore- to senior-level students. Similar to the spring field trip, this 3-day event provides students a chance to build ties with peers, faculty members, and helps to develop ties that transcend class standings. We emphasize how former students often help recent graduates in obtaining their first job and that knowing the upperclassmen can be an important part of the professional development of underclassmen.

2015 visit to CMU by alumnus Andy Darling ('09): Andy visited campus for a day and met with students to talk about graduate school and his experience working on his PhD at Arizona State. He also gave a talk on his ongoing research. His visit had a significant impact, especially on several younger students who attended his talk. Students provided summaries of his presentation and comments included:
"Seeing a fairly young CMU alumni enjoying his career and practically creating his own area of study should give current students a sense of excitement about their futures in the professional work, and personally gave me an example of someone who followed their passion and has now made a career out of it!"
"I thought it was awesome that an alumni had learned and taught so much, this not only gets me interested but gives me hope"
"It was encouraging to see a Colorado Mesa University alumni achieving such great things and going so far".
Having our students see success within the Geology program helps their motivation and contributes to their overall pride in being at CMU.

	Another related activity is the bi-annual publication of the Geosciences newsletter which is distributed to all alumni, current students, and friends of the program. This publication helps to create a sense of community among the students, and keeps them abreast of current activities. Physics 1. Maintained an active chapter of the national Society of Physics Students (SPS) and encouraged physics students to participate in SPS activities. SPS offers a venue for physics students to associate with each other and engage with the subject outside of the classroom and away from coursework and research obligations. The CMU SPS chapter routinely performs physics demonstrations on campus and does outreach activities for local schools and has hosted regional conferences. Physics faculty members identify physics majors and throughout the semester actively encourage them to attend the regular SPS meetings. We believe that involvement with the SPS helps students form positive relationships with each other and the faculty. Attendance of SPS meetings is high among physics juniors and seniors. However, few of the sophomore physics students attended meetings in the fall 2015 semester. Several physics freshmen did attend semi-regularly and one has been closely involved in SPS activities. 2. Attempted to create a collegial and welcoming environment for physics majors by: A) allowing physics majors to use a physics room as a study area; and B) hosting special events to which all physics faculty, majors, and SPS members are invited, such as a picnic at the beginning of the fall semester, the spring Sigma Pi Sigma (honor society) induction dinner, and a May picnic. The study rooms are heavily used by juniors and seniors. The fall 2015 picnic was well attended, including by several freshmen physics majors.
Progress Report – **January 2017**	

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Physical and Environmental Sciences
Strategy Summary (1 - 2 sentences)	Increase retention by enhancing the engagement of freshman and sophomore majors.
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Progress Report – January 2015	The physics faculty actively encouraged freshman and sophomore majors to attend meetings of the Society of Physics Students (SPS). We have an award-winning local chapter of this national student organization that promotes physics by staging fun demonstrations for local grade school students as well as CMU students. The lower division majors were invited to use a study room that is frequented by upper division majors. Faculty also made a point of inviting the lower division majors to social events, such as picnics at the beginning and end of the school year and the Sigma Pi Sigma induction dinner.

	Several physics freshmen participated in the SPS activities and picnics. The chemistry faculty took a similar approach, using the student-run Chemistry Club as the vehicle for engaging freshman and sophomore majors. Faculty made special efforts to invite these students and several of these students did participate. This year the geology program hosted Geology Field Day—an annual, weekend event attended by students and faculty from several Colorado colleges and universities. (The event rotates from one school to another.) The event included field trips to show students local geological features and processes and was designed to promote interaction among all the students and faculty (e.g., camping and barbecue at Island Acres State Park in addition to geology discussions at each tour destination). This is a great way for lower division majors to get excited about geology and build some new relationships with other students and faculty. Lower division majors were encouraged to attend.
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2015 visit to CMU by alumnus Andy Darling ('09): Andy visited campus for a day and met with students to talk about graduate school and his experience working on his PhD at Arizona State. He also gave a talk on his ongoing research. His visit had a significant impact, especially on several younger students who attended his talk. Students provided summaries of his presentation and comments included:
"Seeing a fairly young CMU alumni enjoying his career and practically creating his own area of study should give current students a sense of excitement about their futures in the professional work, and personally gave me an example of someone who followed their passion and has now made a career out of it!"
"I thought it was awesome that an alumni had learned and taught so much, this not only gets me interested but gives me hope"
"It was encouraging to see a Colorado Mesa University alumni achieving such great things and going so far".
Having our students see success within the Geology program helps their motivation and contributes to their overall pride in being at CMU.

	Another related activity is the bi-annual publication of the Geosciences newsletter which is distributed to all alumni, current students, and friends of the program. This publication helps to create a sense of community among the students, and keeps them abreast of current activities.

Physics
1. Maintained an active chapter of the national Society of Physics Students (SPS) and encouraged physics students to participate in SPS activities. SPS offers a venue for physics students to associate with each other and engage with the subject outside of the classroom and away from coursework and research obligations. The CMU SPS chapter routinely performs physics demonstrations on campus and does outreach activities for local schools and has hosted regional conferences. Physics faculty members identify physics majors and throughout the semester actively encourage them to attend the regular SPS meetings. We believe that involvement with the SPS helps students form positive relationships with each other and the faculty.

Attendance of SPS meetings is high among physics juniors and seniors. However, few of the sophomore physics students attended meetings in the fall 2015 semester. Several physics freshmen did attend semi-regularly and one has been closely involved in SPS activities.

2. Attempted to create a collegial and welcoming environment for physics majors by: A) allowing physics majors to use a physics room as a study area; and B) hosting special events to which all physics faculty, majors, and SPS members are invited, such as a picnic at the beginning of the fall semester, the spring Sigma Pi Sigma (honor society) induction dinner, and a May picnic.

The study rooms are heavily used by juniors and seniors. The fall 2015 picnic was well attended, including by several freshmen physics majors. |
| **Progress Report –
January 2017** | Chemistry

In Chemistry we approached retention primarily through Chemistry Club. Club officers visited General Chemistry classes early in the semester and told students about the club and its activities and invited them to join. We did have several freshmen and sophomores participate. It is clear that club members became very comfortable with each other; these students often end up studying together. The club held a "Chem Cram" event late last semester that was well-attended by students in the lower-level courses. |

Environmental Science

Environmental Science students were especially active in the CMU Sustainability Council. Through announcements and presentations in our courses by students on the Council, all of our majors learned about opportunities to participate. As a result of this effort along with informal communication, several of our freshmen and sophomore students became involved in Council activities. This gives students with a passion for sustainability a way to "attach" to CMU that they find particularly satisfying.

Geology

Geology's approach is to get students involved in special events outside the classroom where they can interact with geology upperclassmen and faculty.

Geology Spring Field Trip: About 50-60 students, faculty, and alumni went on a day-long field trip to the Canyonlands area in April 2016. Many of the students were from GEOL 111, a course that includes many non-majors as well as majors. Students clearly enjoyed the experience and we will continue doing a spring field trip in the future.

Geology Senior Day: In May 1026, 16 seniors presented their senior research to an audience of about 30 geology majors, including several sophomores. This is a great way for lowerclassmen to learn more about opportunities in geology and see the level of accomplishment that can be attained. We believe it shows them how they are part of a community of geologists.

The student chapter of the American Association of Petroleum Geologists organized a session for geology majors with Jason Petermen, a CMU geology alumnus who works for WPX Energy. About 20 geology majors attended to hear Jason talk about his work and career opportunities.

Physics
We continued the same approach used in preceding years.

1. We actively encouraged freshmen and sophomore physics students to participate in our award-winning local chapter of the national Society for Physics Students (SPS). SPS met regularly throughout the semester and performed outreach activities for local grade school students, such as the pumpkin drop and egg drop competition. We believe that involvement with SPS helped students form positive relationships with each other and faculty.

	Attendance at SPS meetings was high among juniors and seniors. Several physics freshmen attended regularly and two became officers. 2. We created a collegial and welcoming environment for physics majors by: A) allowing physics majors to use a physics room as a study area; and B) hosting special events to which all physics faculty, majors, and SPS members are invited. The study room was heavily used and the fall 2016 picnic was well attended; several freshmen were among those who attended.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2015

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Social and Behavioral Science - Forensic Anthropology
Strategy Summary (1 - 2 sentences)	**Strategy:** Email students on the forensic anthropology advisor list who are not signed up for forensic anthropology classes and work with them to develop a plan to work through the minor.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	At this point, the minor is small enough I can work through the list individually; at some point I may need to work with students as a group. I use the "email all" function on the advisor list to keep students aware of classes offered the next semester relevant to the minor, and also campus events in which those interested in forensic anthropology will be interested. I attempt to do this at least twice a semester, once when the courses for next semester are announced and once at the beginning of the semester to let them know about the forensic science club.
Progress Report – January 2016	Between December 2014 and December 2015, the minor grew from 9 to 19 students officially enrolled as a forensic anthropology minor. So the program is focused on both retention, but also on building numbers. The strategies below were instrumental in more than doubling the numbers of those enrolled. CMU has a challenge in retaining students who wish to go to graduate school in forensic anthropology, as the school does not offer the full suite of courses required for admittance to graduate school in anthropology. I have been suggesting that these students major in biology, as an undergraduate major in biology is frequently strong enough to offset the lack of the requisite courses in admissions. Nevertheless, the student is then in the position of being accepted on a probational basis until those courses are complete. For each of the last two semesters, the students on the advisee list were emailed when the course schedule came out with information on

	the courses in the minor offered that next semester. As new courses were offered first under SOCI Topics headings, this allowed the most interested students to know about the courses, as it does seem difficult for students to find courses not on a program sheet. Strategy still in place and working.
Progress Report – **January 2017**	As of January 2017, there are still 19 students enrolled in the forensic anthropology minor. I continue to use the email all function to keep students updated on courses, the forensic science club, and anything else I feel relevant. There are now four minors that have a forensic orientation, and I only advise in forensic anthropology, so I tend to use the club more to keep all the forensic students engaged.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2015

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Social and Behavioral Science - Forensic Anthropology
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Using a student club as a mechanism to build a cohesive cohort that functions as a peer support network.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	
Progress Report – January 2016	There are now 45 members on the club's Facebook page and 10-12 who regularly show up to the meetings. The Facebook page is also used to post job ads. This function keeps several members, not currently enrolled, engaged in the page and they "like" the job ads. Their continued involvement will hopefully encourage them to return to college, and to return to CMU. The club is going as a group to the American Academy of Forensic Science meetings, and there are 12 members of the club that will be attending. This is a general forensic science group, and forensic anthropology is one of the forensic sciences. There are about 30 students signed up for the Facebook page, and 6-8 that show up regularly at club meetings. This group is a cohesive cohort that makes students feel connected to the program and Colorado Mesa University. They serve as a support mechanism for each other and stay in contact when a student needs to leave classes; hopefully they will encourage such students to return.

	For instance, one member dropped out of school this semester for medical reasons. She talked to the other club members before she left and they have stayed in contact. When she returns, they will provide a group that can help ease her transition back into the academic world.
Progress Report – January 2017	The club went up this year from 45 Facebook members to 75 Facebook members. Approximately 15-30 show up for each club meeting. Partly this has to do with the additional minors, and partly has to do with active leadership that is engaging the students with good activities. I continue to think that this peer support for the students is essential for retention.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Enhancing Connections with Faculty and Staff
Department/Program/Office	Theatre Arts
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Create a series of meetings between the whole faculty and the freshman during the first semester to keep them more connected to the department and each other.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Our freshman tend to "hit the wall" around week 6 of the fall semester, and most absenteeism and unfinished work happens after that time. We intend to have group meetings with the freshman during the first week of class and also during weeks 4-6 to try and keep the students engaged and supported. The first week meeting will be focused on meeting advisors, departmental policies, support services, and avoiding potential pitfalls. The 4-6 week meeting will be much more informal, have pizza provided by the department and be much more about allowing the students to ask questions, talk about their concerns, and find support in both their peers and the faculty. The Dept. Head will schedule these meetings and the first set will begin in Fall 14.
Progress Report – January 2015	Meetings were held in F14. First week meeting went very well, Week 4-6 meeting was sparsely attended. We will perhaps reconsider the timing of the 2nd meeting.
Progress Report – January 2016	Meetings in F16 were much more well attended 90% of the incoming class attended. The 4 week mark for the second meeting seems a better time than week 6.
Progress Report – January 2017	Meetings continued in 2017. We have a smaller class in 2016, which has allowed for personalized attention from the department head, and retention for the freshman and sophomore class had been 100% as of January 2017.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Communicating with Students/Using Technology and Social Media
Department/Program/Office	Art
Strategy Summary (1 - 2 sentences)	**Strategy 2:** Development of more web based content in a blog format for recruiting and cultivating the interest of potential and current students. *(Ongoing – Implementation Spring 2014)*
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The multi-media based web content that potential and current students enjoy creating and sharing on social networks is an area the Art Department has been working on implementing with conversations during the fall 2013 semester. Several graphic design students have been lined up to head this project under Carolyn Quinn-Hensley who is the lead contact for this project. The idea is to create separate areas on a blog for each subject area in the Art Department. This content will include short videos, animations, lists and online galleries of student artwork in an effort to engage current students with what is happening in each area.
Progress Report – January 2015	The Art Department faculty began developing content for a supplemental blog in late fall of the 2013 semester This is intended to be an additional web presence that would compliment the standard CMU departmental web pages. Carolyn Quinn-Hensley headed up this project for the department and worked with several graphic design interns during the Spring 2014 semester. Each student intern worked with a different faculty member to develop content for these pages. The initial blog set-up was completed and ready for public viewing by the end of the Spring 2014 semester. The blog can be found at: http://www.cmuart.com. The site has not yet generated any objective data, but is out there for the viewing public. It has not been as easy to use as was the hope of the faculty when initial plans were made to create the site. The software is not intuitive or user friendly for faculty or students. Since this has been the case, Carolyn Quinn-Hensley will be once again working with several student interns this coming Spring 2015 semester to add additional content and keep the site current.

	An additional supplemental web-based outreach was created on September 19, 2014 in the form of an official Facebook page. The student, alumni and faculty engagement is generating more objective data. As of December 22, 2014 there have been 211 engagements with individual computer users "liking" the page. The department has faculty and students who are actively submitting photos and interacting with the site. There are already over 100 photos of student activities and artwork on the page that have been contributed in the course of one semester. This is proving to be a great means of engaging the current student population with one of their favorite means of social networking. It is the department's hope that it will contribute to the retention efforts towards building community and strong ties to the CMU Art Department with our students and faculty. https://www.facebook.com/CMUArt
Progress Report – January 2016	The Art Department faculty supplemental blog to the CMU Art Department page was developed in 2013. This additional web presence was intended to compliment the CMU page. However, this site proved to be more difficult than anticipated for the students and faculty to easily manage. The site is still available, but the department's focus has moved to social media in the past two years. Carolyn Quinn-Hensley will continue to maintain this site as we move towards other avenues for online supplemental content and decide how to proceed. The department's official Facebook page had become the supplement/compliment that the blog was intended to become. There are now 299 followers which is up 88 users from last year. This site has contributions on it from most full-time faculty and several part-time faculty. In the fall of 2015 the department began hiring students to help provide relevant content for this page. In addition to this social media page, student clubs in most media areas have been formed. Each having their own social media outlets to promote their small communities. This includes Instagram, Twitter and Facebook and some of these links go to the department's official Facebook page. A department committee has recently been established with the goal of focusing more on the CMU Art Department page out of the marketing department and less upon the "blog". A faculty member representing each area will focus on making this a viable marketing tool. This page and the social media outlets will be the new focus on this retention strategy.

Progress Report – January 2017	The Art Department's official Facebook page has become the primary supplement/compliment to the now abandoned blog. There are now 390 followers up 91 users from the previous year. This site continues to have contributions from several full-time and part-time faculty. The department continues to hire students to help provide consistent content for the page. Student clubs in the department also maintain several social media pages and each helps to build and support their small communities. These pages includes Instagram, Twitter and Facebook primarily and in some instances they link to the department Facebook page. A web committee was established last year and continue to work with the campus web personel to keep the CMU Art Department page relevant. As a retention strategy, there is no hard data to pull from, but the endeavor is cost effective and can't hurt.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2016 Update

Category	Communicating with Students/Using Technology and Social Media
Department/Program/Office	Kinesiology
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Development of Department of Kinesiology Facebook Page
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Communication with our students is essential to help with student retention. With the growing trend of students gathering information and communicating with social media we believe the development of a Department of Kinesiology Facebook page will help us reach out to our students. Kinesiology staff and faculty will develop the page during spring semester 2014 and keep it updated in a timely manner. Links will be provided to our Department of Kinesiology web pages as well.
Progress Report – January 2015	We have developed a Kinesiology Facebook page, updated our information and links on both the Facebook page as well as on our Department of Kinesiology home page. We have used both of these sites to make announcements and communicate with our students. Feedback has been positive from the students and faculty.
Progress Report – January 2016	Our Facebook page has continued to grow. We have used our page to make announcements and communicate with our students. Feedback has been positive from the students and faculty.
Progress Report – January 2017	Facebook page use continues. We use it to make announcements and communicate with our students. Feedback continues to be positive, although the need exists to make sure Facebook continues to be the correct medium with ever evolving social media.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2016 Update

Category	Communicating with Students/Using Technology and Social Media
Department/Program/Office	Kinesiology
Strategy Summary (1 - 2 sentences)	Strategy 4 -Strengthening student and instructor connections through D2L.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	With the implementation of requiring D2L shells for all courses on campus this gives us the opportunity to strengthen our student and instructor connections. Some of the tools we can use are: having periotic deadlines throughout the semester, email and have popup reminders of assignment and exam deadlines, and have students keep their own gradebook and have then upload it a few times to D2L to allow instructors to offer comments.
Progress Report – January 2015	
Progress Report – January 2016	Many of the Kinesiology instructors have implemented these strategies.
Progress Report – January 2017	Attempts for further integration of these measures are ongoing. With the university requirement for all syllabi to be posted on D2L and for the use of the gradebook through D2L, we have continued hopes for promising results with regard to this.

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COLORADO MESA UNIVERSITY RETENTION STRATEGY
January 2017

Category	Making Connections with Other Students
Department/Program/Office	Department of Health Sciences
Strategy Summary (1 - 2 sentences)	**Strategy I:** Student Peer Mentoring: Building a community early in the freshman and sophomore year of Health Science Students. Connect freshman and sophomore students with health science students for mentoring and social networks prior to entry into professional programs.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Building a sense of community has long been supported in the research as a retention strategy. Research conducted by Jeffrey's (2007a, 2007b) has found similarly that faculty and peer mentoring provides support to at-risk students who are in their first semester of a nursing program and may have underestimated its rigorous requirements and demands. Faculty advisement, feeling included, and in-class peer friendships were a sense of support reported by these at-risk, non-traditional students (Jeffreys, 2007a, 2007b). Similarly, it is known that there is no lack of nursing students. Connecting students with upper class students and well as faculty has been demonstrated to be a successful strategy to improve retention. The faculty at the Department of Health Sciences would like to institute a peer advising group. Through group advising already established, Senior nursing students would attend peer advising sessions once a week and form groups to meet twice a semester with pre-health sciences students. A peer-mentoring program through the Student Nurse Association would be helpful to get students into good study habits and mutually beneficial relationships as they move from level to level... having senior students help in the labs is a great idea and I thought it really helped the "newbies" feel connected.
Progress Report – January 2016	Bi-weekly advising sessions are held the first and third Tuesday at 12:30 in MC 162 and the second and fourth Friday at 10:00 AM in MC 162 each week. All faculty from DHS sign up for three to four sessions each semester. The program directors cover sessions not covered. Senior nursing students in leadership and students in SNA the student nurses' association come to each session. A power point is used to supplement advising attached to the document. On average 8 students come to each session.

	Sessions are also on Maverick Scholar days. Student nurses have participated in SOME advising sessions with faculty and began student mentoring. Plans for spring are to have SNA coordinate each session with a student to attend advising session. Also plans for peer mentoring continue to evolve through SNA.
Progress Report – January 2017	Added sessions for tutoring for students requesting this help in Pharmacology, writing and medical- surgical nursing have been successful. Tutoring is done by advanced student nurses or faculty per student needs. The BSN program loses very few students and the majority well over 75 % are due to grades. Every effort is made to screen students for admission by a multitude of options to assure success in the program. Family issues impacting student progression have been handled on a case by case basis and the majority of students have been able to complete the program after being out only one semester.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Making Connections with Other Students
Department/Program/Office	Montrose Campus
Strategy Summary (1 - 2 sentences)	**Strategy 1:** A "coffee club" will serve as an informal setting in which faculty and staff can assist students with classroom success and/or student engagement activities on campus.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The proposal is to provide one hour per week in which students will gather to discuss topics of their interest. The students may drive the topic to be addressed, but it will be a discussion which is facilitated by staff or faculty. **Why is the strategy needed?** The faculty and staff of the Montrose Campus have noticed that some students lack general skills/habits that may contribute to their success at CMU. These skills include test taking, study skills, time management, etc. Many of these topics are addressed through LASSI, but we're not sure students entirely understand the campus resources that are available to assist in their success. Other topics of discussion may be intertwined throughout the semester such as: Career Advising, Tutoring, Student Life, Student Clubs, Student Showcase, Choosing a Major, Assistance with Financial Aid, Stress/Anxiety Management. **How will the strategy improve retention rate?** What we are finding is that students don't tend to actively seek out assistance when they are struggling. This strategy would provide a setting in which students can come together to learn and share their classroom and campus experiences. It is our feeling, that if students make connections, they will be more active and successful in their learning. This also provides a way in which students can connect outside of the classroom, which may contribute to retention given the nature of the Montrose Campus (commuter campus). **What student sub-group is the focus?** We are focusing on students have been admitted through the community college due to their index score. This sub-group includes most of the Montrose Campus students as 57.6% are at the certificate, AAS or AA/AS degree level (Student Profile, Census Fall 2013). **Responsible Party:** The Montrose Campus staff will be responsible for coordinating the activities and topics of each week. The initial focus is to schedule coffee club from census (Feb. 4) through the week prior to spring break (Mar. 21). We will assess the program during

	spring break to determine whether we continue through the remainder of the semester or not. **Timeline:** Week of January 20: Identify topics and facilitator for each week Ongoing: Market coffee club to students Week of March 24: Assess program and determine continuation through May 9 **Structure:** Once per week. One hour sessions. 30 minute presentations with discussion to follow. **Budget:** Cost of coffee and paper cups (to be determined); may have some available funds in ORG 1800
Progress Report – **January 2015**	During the spring of 2014, the Montrose Campus staff initiated "Coffee Club". The initial thought was to have the staff direct the conversation, but in speaking with students, they asked to take the lead. The students outlined important topics for conversation – many of which students perceive as barriers to being successful students - assigned a student facilitator, and identified community resources to present relevant information. Below is an outline of what was established by the Montrose Campus students, with the guidance of the Director. *Join in the weekly gathering at CMU Montrose Campus....Coffee Club! Let's gather talk about stuff we care about!!!! This is a chance for us to bring up issues, have coffee, meet people and socialize...as adults. We're buying the coffee, cocoa and tea! Just come hang out! You don't have to come every week but you can if you want to.* *Dates: Tuesdays* *Time: 1:00 p.m.* *Place: Couches at the end of the upstairs hall.* *Schedule:* *February 11th: Let's Get Started! (Ally Wilkins)* *February 18th: Successful student habits (Luis Corona)* *February 25th: Dealing with stress and anxiety (Jen Burris)* *March 4th: Money matters and budgeting (Francesca Scott)* *March 11th: Single/Working Parents (Rachel Boschen)* *March 18th: Healthy lifestyle habits (Matt from Gold's Gym)* *April 2: Partners of Montrose and Delta (Curtis Hearst)* *April 9: Suicide Awareness & Prevention (Juliet Carr)*

	April 16: Montrose Campus Open Discussion (Joey Montoya Boese) *April 22: CMU Discussion (Giuseppe Bonanno)* The discussions were very productive and the students provided positive feedback. The challenge faced was the participation in Coffee Club was limited to only a small number of students. The time of day may have presented a challenge as students were either in class, or are on campus later in the day. The Coffee Club was not continued during the fall semester as the students suggested the idea be revisited in terms of targeting student retention. The students did, however, ask that similar programs be considered as they felt it was a valuable time in which to connect with other students.
Progress Report – **January 2016**	Although Coffee Club did not continue during the fall semester, staff utilized some of the feedback gleaned during spring meetings to address student needs. What was gleaned during the discussions is students feel there are several barriers to their success here at CMU Montrose. In addition to their academics, most students are working full time and have families in which they care for. Students often find conflict in finding appropriate childcare, or find times in which their work obligations conflict with their school obligations. Given the small size of the campus, staff has asked faculty to help identify when students are struggling to attend class because of the aforementioned reasons. When students are identified by faculty as having outside struggles, the Montrose staff will meet with the students and help link them with resources. Often times, students are seeking support in finding a school/life balance. On occasion, they need to meet with someone who can assist them in prioritizing their goals and time. The Montrose staff have arranged for regular visits by mentors from Student Services, Career Services, Veteran Services. In terms of access to childcare, the Montrose staff have encouraged students to work together to either approach a childcare organization, or share resources amongst themselves.
Progress Report – **January 2017**	

Category	Making Connections with Other Students
Department/Program/Office	Music Department
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Mentor program-pairing freshman with juniors/seniors of the same major to help guide and support them.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	This strategy will pair freshman with seniors who have successfully navigated their first two years of the music major, which can be challenging and overwhelming. Topics for the upperclassmen to address with the freshman are time management strategies, practice techniques, performance anxiety, study habits and techniques, etc. Freshman are the focus. Responsibility will be by area, such as the choral area, string area and band area. Department Head will help coordinate. The time frame is through their freshman year and sophomore year. These students will then become mentors themselves.
Progress Report – January 2015	At the beginning of fall semester 2014, upper class students were identified who wanted to serve as mentors. Many students volunteered and were excited to do so. Mentors were paired with freshman. No formal meeting time was created, which would be the next step to insure that the process is working.
Progress Report – January 2016	Formal pairs were established in the vocal area with meetings set up between the mentor and mentee when needed. Formal pairs were not established in the instrumental area, but faculty discovered that this was occurring naturally between upper class students and freshman in ensembles such as Marching Band and Orchestra. This strategy will be abandoned to focus on formal strategies that are monitored more closely.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Making Connections with Other Students
Department/Program/Office	Social and Behavioral Sciences - Political Science
Strategy Summary (1 - 2 sentences)	**Strategy 3:** Marry POLS 201 and POLS 490
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The POLS program largely begins with POLS 201 (Introduction to Politics) where students are taught the theories and methods of the discipline, and officially concludes with POLS 490 (Senior Seminar) where students produce a senior thesis. When POLS 201 was first conceived, the idea was to push students to produce a research proposal early in the program which would then serve as a starting point for their senior thesis. The practical reality is that students struggle to design a research proposal in POLS 201 (which has the added effect of scaring away majors) and they largely abandon their proposal throughout their subsequent coursework and arrive in POLS 490 with a blank slate (where they struggle again to produce a senior thesis). We propose changing the structure of POLS 201 and POLS 490 to an apprentice-style of education. Under this structure POLS 201 students would be the apprentice while POLS 490 students would be the mentor. Specifically, we would like to have our seniors take a 1-credit lab the spring semester before they register for POLS 490. The lab would be taken at the same time POLS 201 meets and the seniors would be responsible for "managing" a group of 2-3 POLS 201 students with the task of creating a research prospectus. The finished prospectus would then serve as the starting point of the managing-senior's thesis. This structure lessens the burden on POLS 201 students and gives the POLS 490 students a jump-start on their senior thesis. It would also create a sense of camaraderie and mentoring in our program. Justin Gollob and Tim Casey would be responsible for the activities outlined above. The program would begin Fall 2014.
Progress Report – January 2015	Political science did not implement their retention idea, but actually went a step further to increase enrollment and retention in the program. Instead of restructuring two courses as we initially proposed—POLS 201 and POLS 490—we spent the last ~5 months actually restructuring our entire program. These changes include: (1) shortening the number of core courses, (2) creating a specialization/track system, (3) merging the public administration and

	political science programs, and (4) creating a certificate in "Emergency Management." These changes are designed to draw a wider array of students into the program—because we offer more courses/specializations than before—and then keep those students in the program by giving them more control over which courses they take. Gone is the one-size-fits-all program sheet we have used for the past decade; faculty now have more latitude to design a plan of studies tailored to each student's goals. In short, we no longer fit our students' goals to the program; we now fit the program to their goals. In short, we think more students will find what they are looking for in our program which should boost both our enrollment and retention numbers. We are on-track to have the new program sheet ready at the beginning of AY 2015-16.
Progress Report – January 2016	The new Political Science Program Sheet has been successfully implemented and we have received positive responses from our students about the changes. Since refreshing our program sheet, we have seen a 19% increase in enrollment in political science courses, which we largely attribute to our decision to provide more introductory courses to CMU students. Specifically, we have added one additional essential learning course titled "Introduction to Political Ideas" and have repositioned an upper-division course as a lower-division essential learning course (World Politics). The cumulative effect is that CMU students now have points of entry into the discipline through fields of study in political science other than American politics (world politics, comparative politics, political theory and American politics). As these students are introduced to the study of political science, we believe that our refreshed program will allow them to find a course of study that is valuable to them, leading to higher enrollment numbers for POLS and strong retention rates.
Progress Report – January 2017	Our decision to provide multiple points of introduction to political science is paying off. We are attracting more Freshmen majors and we are working to retain them in the major. The number of Freshmen majors has jumped from 14 in Fall 2012 to 25 in Fall 2016 (major code 3718 only). Attempts to increase retention include: (1) Program Sheet: Our refreshed program sheet allows for significant one-on-one advising with new majors. (2) POLS Club: The POLS Club is the strongest it has been in recent history (if not ever). Fundraisers, trips to the Colorado State Capitol and social events help retain majors. (3) POLS 201: We are changing the course title and content for POLS 201 from Introduction to Politics to Introduction to Political Inquiry. These changes are in response to student and faculty feedback. The POLS faculty believes this change should help with retention of Sophomores without impacting the quality of the program.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Making Connections with Other Students
Department/Program/Office	Social and Behavioral Sciences - History
Strategy Summary (1 - 2 sentences)	**Strategy 6:** Make greater use of *Phi Alpha Theta*
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	*Phi Alpha Theta,* the history honor society, is a useful organization for creating a supportive community for history majors. We intend to ramp up and extend the activities of PAT. For example every semester PAT will offer information sessions for all history majors about the program, careers in the field, upcoming internship opportunities, etc. A member of PAT will visit our freshman survey classes and give a brief announcement about these sessions so that anyone interested in becoming a history major can access more information. Every semester PAT will host a barbecue for all history majors, and those interested in becoming a history major, where they can socialize with history faculty and again build community. PAT has also been the vehicle for organizing a feedback group for history majors who are presenting in the Student Showcase. This allows younger majors to talk with our more senior majors (and faculty) about research projects and exposes them to the idea/expectation that they will also present at Student Showcase.
Progress Report – January 2015	Progress is difficult to measure as it has become clear that History has several different factors affecting retention and recruitment. The number of History/Education majors is down and that is part of a larger trend in the decrease in the number of students wishing to go into Teacher Education. On the other hand we are aware of a number of students who have been successfully recruited and retained in part through the efforts of PAT.
Progress Report – January 2016	The situation remains pretty steady though I believe our numbers are a little better than last year. We have seen enough positive results from this strategy that we intend to continue working with PAT on retention.
Progress Report – January 2017	PAT was active Fall semester, holding several events that did reach a number of potential recruits. Some of those recruits are registered in upper-level History courses this semester. I know of at least one

	who is considering a double-major We have also targeted several students to be potential History Day judges.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Making Connections with Faculty and Staff
Department/Program/Office	WCCC - Student Services
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Monitor Career and Technical Education students on Academic Probation
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Based on the calls made at the end of the Fall semester to students who had not yet registered for Spring semester, we believe students need better support in order to be successful (completion of the semester with semester GPA of 2.0 or better) after being placed on Probation. Approximately 10% of students enrolled in Fall 2013 were placed on probation at the end of the term (Registrar's Office data). We propose any student placed on probation and enrolled in a technical certificate or Associate's degree be contacted (phone, email, text) by Student Services at least three times during the semester. The contact will necessarily be individualized so follow-up may include contact with instructors, residence life, mentors, etc. to provide a holistic approach to the student. We will gather data from the Registrar's Office at the beginning of the semester, assign a cohort of students to Student Services staff members, and initiate contact throughout the semester. We will collect data on our contacts and record those in our Advising database. Student Services staff at WCCC will assess the effectiveness this activity at the end of the semester based on students' academic progress.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Expanding Student Engagement
Department/Program/Office	Biological Sciences
Strategy Summary (1 - 2 sentences)	**Strategy 3:** Our clubs are a retention strategy we already use. Clubs provide bonding and assist in the formation of support systems to improve student success. The Faculty plan to encourage more students to join by allowing club officers to pitch the club to the freshman courses (BIOL 105, 106 and 107).
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	Clubs can be very helpful in giving students a place to hang out with other Biology majors with a shared interest. Lower level students can be inspired by the success of upper level member of the clubs. We offer a variety of clubs to fit the interest of our students. The Beta Beta Beta National Biological Honor Society is especially suited for students that have an interest in graduate school and research careers, as well as students just interested in Biology. The GEMS (Graduate Education and Medical Sciences) Club serves students interested in medical careers. And the newly formed Fish and Wildlife Club is for those interested in the environment, and possible ecology or fisheries careers. All Biology majors are the focus of the strategy, but freshman level students will be the ones that hear from club officers each semester in their freshman level Biology courses. -Club advisors have primary responsibility, but all Biology faculty can contribute by announcing club meetings, and by allowing a few minutes of class time for club officers to describe clubs in BIOL 105, 106 and 107. -Clubs are already in place. The additional efforts we plan (to have club officers give short presentations in the freshman courses, and ask all faculty to announce club meetings in all their courses) will be implemented Spring 2014.
Progress Report – January 2015	Club officers have made a few pitches to classes, but this effort needs to be increased. Club membership and attendance is good, but we needs to put more efforts into getting freshman students involved.
Progress Report – January 2016	We have increased the number of flyers around the department and announce club meetings in class.

Progress Report – **January 2017**	Each club has board space available to post activities. Clubs are able to post announcements thru out the building and recruit membership. Faculty serve as advisors or participate as speakers or mentors.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Expanding Student Engagement
Department/Program/Office	Montrose Campus
Strategy Summary (1 - 2 sentences)	**Strategy 2**: Establish two student clubs at the Montrose Campus: Latino Student Alliance and Student Nurses Association.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The proposal is to establish two student clubs at the CMU Montrose Campus. The student clubs will serve as an additional avenue in which students may connect outside of the classroom. **Why is the strategy needed? How will the strategy improve retention rate?** It is important for students to connect with fellow students outside of the classroom. When students become a part of a club, they have an opportunity bond with students who have similar interests. The pre-health sciences drive more than half of the enrollments at the Montrose Campus. The entire AAS/Nursing is also available for students to complete at the Montrose Campus, thus it is logical to establish the Student Nurses Association. As for the Latino Student Alliance, there is a draw as 24.1% of Montrose students identify themselves as Hispanic. **What student sub-group is the focus?** Student Nurses Association: pre-nursing and nursing majors Latino Student Alliance: Hispanic students or those interested in cultural diversity **Responsible Party:** The Montrose Campus staff will be responsible for coordinating the establishment of each club with the appropriate faculty/club sponsors at the main campus. **Timeline:** By January 24: Montrose staff member meet with advisors of each club to discuss establishing a "satellite" club By February 14: Montrose staff hold an "Are you interested" meeting to gauge student interest By February 28: Take necessary steps to formalize the satellite clubs given sufficient student interest **Budget:** Not applicable.

Progress Report – January 2015	During the spring of 2014, the Montrose staff spoke with the faculty advisors of the Latino Student Alliance, Student Nurses Association, and the Student Veterans Association. Each expressed interest in extending their club activities to the students of the Montrose Campus. Our staff notified Montrose Students of the possibility of establishing extension clubs, but the discussion was not carried through beyond that point. Students expressed interest, but did not follow up or make the appropriate contacts. We believe the establishment of existing groups is important and will attempt to find student leaders who may take rein on these efforts.
Progress Report – January 2016	While the student clubs have not expanded to the Montrose Campus, there is one club that may gain some traction in 2016. The students interested and pursuing Social Work is growing, and they have expressed interest in creating an extension of the Social Work Club from main campus. The key to success for this club will be finding students who want to take on the leadership for the Montrose Campus and remain connected with students from the main campus club.
Progress Report – January 2017	

Category	Other
Department/Program/Office	CSMS – Computer Science – **Strategy #2** - Added 2016
Strategy Summary (1 - 2 sentences)	Consider adding a BA in Computer Science to meet needs of students whose math is not strong enough for current requirements (CU and CSU have added such a program) but who are very capable of producing the majority of software currently needed by companies and society
Detail Description of Stragegy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	**Possible reason for student attrition**: Students often struggle with the Calculus sequence, and some never can complete the two courses required. **Strategy**: CS program review is currently ongoing, and consideration of such a new major is being considered. Certain courses may have to be offered in different formats, so careful consideration of doing so at the same time as still graduating highly employable students is being considered. **Group**: CS majors with low ability in mathematics **Who**: CS Faculty **Timeframe**: Consideration in Spring & Fall, 2016. Hoped for implementation by Fall, 2017.
Progress Report- January 2017	As part of the program review process, the CS faculty examined similar programs at other universities and have agreed such a program will be adopted, perhaps as a "BS in Computer Technology" or "BS in Software Development". However, the setup of the program was not agreed upon. The faculty focused more on meeting the timeline for completion of the Program Review and tabled further discussion on the new program to Spring, 2017. It is hoped that more meetings just on this topic and with discussions with the External Reviewer will lead to more clarity on the form of the final program adopted.

Category	Other
Department/Program/Office	CSMS – Mathematics - **Strategy** #3 – Adopted Spring, 2016
Strategy Summary (1 - 2 sentences)	**Long Term Retention Strategy**: Adoption of a new Concentration in Applied Mathematics
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	**Possible reason for student attrition**: Students struggle with mathematical proofs, a foundation of theoretical mathematics courses, and may become discouraged with the major. Others just prefer an applied (less theoretical) mathematics program **Strategy**: Consider the addition of a concentration in Applied Mathematics, with an interdisciplinary component **Group**: Mathematics majors who enjoy computation, but not theoretical mathematics **Who**: Math Faculty **Timeframe**: Consideration in Spring & Fall, 2016. If adopted, hoped for implementation by Fall, 2017.
Progress Report- January 2017	An applied mathematics concentration was developed and approved by the mathematics faculty during the Fall 2016 semester, and the curriculum materials sent on to the undergraduate curriculum committee in early January 2017. This concentration will provide an option for students who prefer a program that incorporates more applied topics in mathematics, including modeling, computation, and statistics.

COLORADO MESA UNIVERSITY RETENTION STRATEGY
Spring 2014

Category	Other
Department/Program/Office	Languages, Literature and Mass Communication
Strategy Summary (1 - 2 sentences)	**Strategy 1:** Lower caps on composition courses.
Detail Description of Strategy [Note: describe only one strategy per page.] Include information such as: - How the proposed strategy will contribute to an improvement in the institution's retention rate? - What (if any) student sub-group is the focus of the strategy? - Who is responsible for the outlined activities? - What is the timeframe associated with each step? - Other relevant details.	The suggestion made by a majority of the faculty was a reduction in the numbers of students in general education/composition classes. If one of the best ways to retain students is to build personal connections with them, then the size of our general education/composition classes is working against retention. One of the things we would like to do is meet regularly with our students about their writing one-on-one. This has always been the preferred pedagogical method for helping students to grow as writers because each student's writing issues are so unique. However, when most of us have 54 composition students (2 sections of 27 per semester for part time and T/TT faculty), and when many of us have between 108-135 composition students (4-5 sections of composition for 24- and 30-Instructors), that is an impossibility.) If we could lower the cap on those composition courses to 20, students would have a much better experience. They would get more attention from their instructors in the form of personal feedback attuned to their unique writing issues, which would lead to the development of more enthusiasm for and success as a writer. This would lead to success in their other courses, and to --------- retention! One way we could pilot this to see if it would work in terms of retention, is to create a few 20 student sections of ENGL 111 and 112. We could track these students over the course of 4 years to see if there is any difference in how many stay with us. We could make some kind of compromising move here and implement a policy that each composition instructor had to meet one-on-one at least once a semester with each of their composition students for 15 minutes. Faculty could spread the meetings out over the course of the semester at times when they determined it might most benefit each student. Studies about class size and student retention support this action. See the following links: http://www.classsizematters.org/wp-content/uploads/2012/11/Class_size_jkpp1997.pdf http://www.ilr.cornell.edu/cheri/workingPapers/upload/cheri_wp67.pdf http://wpacouncil.org/archives/31n1-2/31n1-2horning.pdf

Progress Report – January 2015	I returned from Germany in August 2014, and to my knowledge, we did not implement this goal. I'm still optimistic about the validity of this goal, for we incorporated a similar goal for our general education literature courses. We reduced class size from 40 to 30, and as a result, students wrote more (a minimum of 15 polished pages) and more students passed the courses. However, we await approval to experiment with class size from President Foster and Dr. Futhey. A version of this experiment could be applied to low enrollment courses. However, there are precious few of those.
Progress Report – January 2016	Given the difficulty of changing enrollment caps, we have decided to move in a different direction. After talking to VPAA candidates, many of them said that they had a list of students who didn't enroll in the next semester, and they called each one to ask why and offer help. I plan to try the same strategy. I suspect that some reasons are out of my control (finances, moving, life trauma, etc.), but I want to find out, and if it's a matter of doing poorly in class or scheduling conflicts, then I'll try to fix the problem.
Progress Report – January 2017	I underestimated how difficult it is to identify those students (and there was no technical support, despite my requests), and as a result, this strategy failed. We'll try yet another strategy. A version of this strategy is hunting down students who only have a few requirements to complete and talking to them to figure out ways to help them. This has been successful in "reclaiming" some students. We are in the process of making structural changes: 1. The Mass Comm program review encouraged trimming the curriculum (too many hours) and combining courses as a way to streamline the program. We recognize that students encounter obstacles, and we're reducing those as a way to retain students. 2. The English program is considering changing the gpa requirement for upper division courses from 3.0 to 2.0 or 2.5. We have half a dozen students every year who have to prolong their program in order to retake courses. Some feel that this will diminish program quality, but it's more in line with other programs on campus. 3. The Spanish program has simplified their curriculum as well in an effort to provide a clear pathway to graduation.