Student Success:
Persistence and Graduation
in the College of Professional Studies
Hello!
In the Spring of 2015, the College of Professional Studies Enrollment, Retention, and Graduation task force (fondly known as ERG) was initiated to:

- Create a team of CPS faculty and staff to gain ERG expertise
- Collaborate with MSU Denver programs and services that support retention/graduation
- Gather information on current CPS departmental ERG practices
- Coordinate enrollment/registration contacts from semester-to-semester
- Develop strategies to support student persistence and completion at the college and departmental level
- Offer professional development opportunities for CPS faculty and staff focused on ERG
- Support a culture of retention in the College of Professional Studies

This handbook is brought to you by ERG

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INTRODUCTION

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Handbook Subcommittee:
Bob Amend, Kathy Heyl, Amy Kern, Brooke Sos, Tara Tull
A key tool for our success is provided here.

The members of ERG believe that the content included in this little handbook is an extensive asset but only as good as what you choose to do with it. We recommend that you keep it on hand as a one-stop shop for resources that can help you in our collective goal of retention, persistence, and graduation of our students. We encourage you to look for opportunities to integrate the ideas into your semester. Put reminders on your calendar, make handouts for students, and consider new and inspired ways to reach out to students and create a supportive community.

**Section One: Student Success**

This section is an overview of data and research on student persistence and completion as well as ideas for how to support student success in the classroom and at the department level.

**MSU Denver Student Profile** provides a brief demographic profile of our student body.

**MSU Denver Retention and Graduation Data** provides current data and goals.

**Hanover Research on Former Student Survey** is an overview of key findings from a survey administered to students who have stopped-out or dropped-out of MSU Denver.

**Research on College Completion** by Dr. Vincent Tinto provides an overview of findings from national research as well as a framework for thinking about student persistence and completion in terms of four conditions that support student success.

**Who Gets to Graduate?** Highlights two key factors for student success: a sense of belonging and a sense of ability.

**Supporting Student Success** gives examples of what the College and departments are currently doing to support student success. In addition, there are ideas and strategies for faculty and departments to consider adopting that are framed in the context of the four conditions for success with a specific section on advising.

**Section Two: Resources**

This section provides in-depth information about key resources that faculty and departments use to support student success as well as brief descriptions of a variety of campus resources for students.

**How to use**

**Section One:** Have conversations with your colleagues about the information and ideas presented in this section. What strategies can you use to support student success?

**Section Two:** Review the information about resources and keep this handbook available for when you need to make a referral for a student who needs support or is seeking to become more actively engaged at MSU Denver. Keep in mind that some of the resources provide support to faculty. How might you connect students to the resources? Which resources might you use?
Dear College of Professional Studies faculty and staff,

First, let me thank all of you, the dedicated College of Professional Studies (CPS) faculty and staff, for all the work you do to support our students. We are all responsible for student success. Each and every member of our faculty and staff plays a vital role in helping to retain and graduate our students...from making them feel welcome to offering accurate and timely advice to being there to celebrate their achievements.

This handbook is designed to help you in these efforts by providing resources and information to support individual faculty and staff as well as departmental efforts in retaining and graduating our students. The 2015 Strategic Plan Refresh outlines major goals regarding enrollment, retention, and graduation, including the development of a strategic enrollment plan. Specific metrics for retention and completion include increasing the first-time, full-time freshman retention rate from 63% to 75%; increasing the transfer retention rate from 72% to 85% as well as improving graduation and certificate completion rates by 2020. These are bold goals but CPS is up to the task thanks to your hard work.

In addition to this handbook, there are several resources available at the institution and within CPS: The CPS Dean’s Office and CPS Advising Office provide support for the College’s 11 departments. The CPS Advising Office has increased the number of advisors to enhance student success by providing a holistic approach to advising - including academic advising, financial aid information, and career planning - to students and in support of the departments. Soon, the University will adopt DegreeWorks which will eventually replace CAPP as a web-based system for students and their advisors to track coursework and degree requirements to keep students on pace to graduation. DegreeWorks is user friendly and provides users with the ability to explore different case scenarios, such as changing majors or delaying coursework, which might affect progress toward graduation. It will assist students and those who advise them in making sound decisions about progress toward completion. Additionally, MSU Denver is participating in the Student Success Collaborative (SSC). The SSC initiative is customized to MSU Denver students, and supports retention and student success by leveraging “big data” in identifying predictors of success and in utilizing support services to enable student success. SSC also provides information that enables advisors to have early, proactive and data-driven conversations with students.

I know that all of us in CPS are committed to a culture where everyone has a role to play in supporting student persistence. With each interaction, we must be cognizant of the end goal of student success. I’m sure that with your firm sense of commitment and the new tools you have we will be able to make every contact with every student count toward the realization of their goals.

Again, thank you for all you do.

Sandra Haynes, Ph.D.
Dean, College of Professional Studies
The College Measures report shows MSU Denver’s bachelor’s degree graduates have one of the highest median first-year earnings among graduates from many other four-year institutions in Colorado including CU- Boulder.

MSU Denver was rated No. 638 overall and No. 108 in the West in Forbes’ 2014 America’s Top Colleges list. The rating recognizes the return on investment MSU Denver provides its students.

75% of MSU Denver’s more than 77,000 graduates stay in Colorado.

**MSU Denver Student Profile** (Based on enrollment from Fall 2014)
- 46.5% male and 53.5% female students
- The average age of students is 26
- 20% of students are Hispanic
- 40% of students attend part time
- 32% are first-generation college students
- 33% are Pell Grant recipients
- 93% are from the metro Denver area

**DID YOU KNOW?**

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Retention for MSU Denver*
2001-2009 Cohorts (retention through Fall 2013)

First time full-time students have a second-year retention rate of 66%.
President Jordan has set a goal of a 75% second-year retention rate for first time full time students.

Full-time transfer students have a second-year retention rate of 71%.
President Jordan has set a goal of an 85% second-year retention rate for full-time transfer students.

Graduation Rates for MSU Denver*
2004-2009 cohorts (graduation through Summer 2014)

First-Time, Full-Time Students
- 5% graduate within 4 yrs
- 19% in 5-6 yrs
- 6% in 7-8 yrs
- 70% have not graduated

Full-Time Transfer Students
- 9 % graduate within 2 yrs
- 26% in 3-4 yrs
- 11% in 5-6 yrs
- 54% have not graduated

*Numbers are rounded to the nearest whole number.

“Advising is a key to student retention. The best way to keep students enrolled is to keep them stimulated, challenged and progressing toward a meaningful goal. The best way to do that--especially among new students--is through informed academic advising.”

Executive Summary Analysis of “Former Student Survey”

In July 2014, Hanover Research provided MSU Denver with an analysis of a survey of former MSU Denver students. The survey asked non-retained MSU Denver students about their experiences while enrolled and why they discontinued their studies. Invitations were sent to 13,137 email addresses, and the survey was completed or partially completed by 1,036 respondents.

The report focused on:

- Reasons for Discontinuing Enrollment
- Student satisfaction with various aspects of their experience at MSU Denver
- Suggestions for improvement
- Demographic data for survey respondents

**KEY FINDINGS from the survey results**

Most students discontinue enrollment for financial reasons, and also frequently cite difficulties balancing work, family responsibilities, and school. While financial issues are the most commonly cited reasons for leaving MSU Denver, family circumstances and employment needs also substantially influenced the decision to discontinue enrollment. (Note: 42 percent of respondents expressed an intent to return in the future.)

The quality of academic advising and the availability of courses are critical to student retention. Approximately one-third of respondents indicated that the quality of advising at MSU Denver or the inability to register for necessary classes were factors leading to their withdrawal. These factors also receive lower satisfaction ratings among former students compared to other aspects of their college experience. Notably, traditional college-age students are less likely to be satisfied with their experience than adult students.

Besides lower cost, the university should consider measures to improve its advising, counseling, and class scheduling to help influence students to continue their enrollment. When asked which factors might have influenced them to continue studying at MSU Denver, the largest share of respondents selected lower cost, better advising, or more convenient class times.

While students finance their education from a variety of sources, more than half take out student loans. Besides student loans, paying out-of-pocket and grants or scholarships are common ways that students finance their education.

A majority of respondents worked off campus during their last term at MSU Denver. Most of these students worked at least 30 hours per week, further highlighting the importance of a manageable work-school balance among former students of the university.
In January 2015, Hanover Research provided an analysis of responses from a follow-up survey of former Metropolitan State University of Denver (MSU Denver) students. The data used in this study was collected from students who had previously attended MSU Denver but were no longer enrolled. These data contain both complete and partial responses, and all records that contain valid information are included. In all, 306 former students responded to the follow-up survey.

**KEY FINDINGS from follow up survey results**

**MSU Denver can help retain students that leave for financial reasons by improving the communication of financial aid information to students.** About 63 percent of respondents left the university at least partly due to financial concerns, but only 33 percent of all respondents discussed their concerns with a financial aid or scholarship advisor. Many respondents indicated a general lack of available information on financial aid and budgeting and a poor quality of advising when asked about these issues. However, many respondents either did not want to take out student loans or felt that the tuition at MSU Denver is too high, which may not necessarily be addressed with improved communication or advising.

**Respondents are not well-informed about financial aid and budgeting opportunities.** Over one-third of respondents indicate that they know nothing about the university’s payment plan options (37 percent) or how to obtain work-study opportunities (36 percent). Of the listed financial aid topics, respondents are most knowledgeable about the FAFSA.

**Most respondents indicate that they did not discuss financial issues with a financial aid or scholarship advisor.** About 4 out of 10 respondents (38 percent) did not meet with such an advisor at all. Of the respondents who did meet with a financial aid or scholarship advisor, almost half (30 percent of 63 percent) did not discuss these concerns with the advisor.

**Respondents most commonly indicate that they should have discussed with their advisors an efficient pathway to earn their degree.** About 31 percent of respondents wish they had asked their academic advisors about course selection and requirements for their major or for graduation. Similarly, about 37 percent feel that their advisors should have introduced these topics into their discussions.

**There are a variety of areas where MSU Denver can help students by improving communication on finances and financial aid.** Respondents’ comments about communication most frequently describe miscellaneous guidance issues (21 percent). Among these types of comments, many former students are unhappy with the quality of help that they received from advisors. Specifically, respondents believe that they would have benefitted from more or better information on work-study (18 percent), scholarships, grants, and eligibility (14 percent), and how to budget (12 percent).
COMPLETING COLLEGE: RETHINKING INSTITUTIONAL ACTION
Dr. Vincent Tinto
The University of Chicago Press, 2012

Institutional action should place the classroom at the center.

Dr. Vincent Tinto, a national expert on student persistence and college completion, provides an overview of the national research on the actions that support student success and graduation in his 2012 book, Completing College: Rethinking Institutional Action. A core focus of Tinto’s work is “the centrality of the classroom to student success and the critical role the faculty play in retaining students.” The following information is directly quoted from Tinto’s book.

Why is college completion important?

Students who earn a 4-year degree increase their average life-time earning by $1 million; however, starting but not finishing college yields little earnings benefit.

The benefits of a college education go well beyond money and employment: graduates are more likely to have jobs with health insurance benefits and pensions; they are less likely to divorce, to be victims of violence, or to commit crimes. They will be more tolerant, open-minded, and civically engaged, and they will be healthier, happier, and live longer.
The importance of the classroom experience to retention:

For commuter students, the experience of college is primarily the experience of the classroom. Their success in college is built upon their success in the classroom.

If institutions are going to significantly increase their retention and graduation rates, especially for low-income students, their actions must be centered on the classroom. They must focus on improving success in the classroom. Institutional action should place the classroom at the center.

The classroom is the one place, perhaps the only place, where students meet each other and the faculty and engage in formal learning activities. For the great majority of students, success in college is most directly shaped by their experiences in the classroom.

The actions of faculty in the classroom, the skills and knowledge they possess to engage students there, are critical to student success.

It is crucial that faculty see student completion as a central part of their responsibilities and have access to appropriate campus resources for students who need help.

Tinto (1987) indicates that the factors in students dropping or “stopping” out include: academic difficulty, adjustment problems, lack of clear academic and career goals, uncertainty, lack of commitment, poor integration with the college community, incongruence, and isolation.
Assessment and Feedback
Students are more likely to succeed in institutions that assess their performance and provide frequent feedback in ways that enable students, faculty and staff alike to adjust their behaviors to better promote student success.

To be effective, assessments must be frequent, early, and formative as well as summative in character. Frequent assignment-based mini-exams and periodic pauses for assessment and feedback within the classroom improve motivation as well as attention and comprehension.

Feedback is particularly helpful when it creates a slight cognitive dissonance between what a person thinks of his or her performance and what a person discovers from feedback, because such dissonance can cause profound changes in behavior.

Students will learn more if instruction and assessment are integrally related. Providing students with information about particular qualities of their work and what they can do to improve it is crucial to maximizing learning (National Research Council, 2001).

Feedback combined with opportunities to apply it (e.g. through revision of their work) is an approach to formative assessment that helps students learn not only content, but meta-cognitive skills as well—in this case, learning how to learn through the often unfamiliar process of critical reflection (Ash and Clayton, 2009).

Tinto’s research found that there are FOUR CONDITIONS FOR STUDENT SUCCESS

**Expectations**
Student success is directly influenced not only by the clarity and consistency of expectations but also the level. High expectations are a condition for student success: low expectations are a harbinger of failure. Simply put, no one rises to low expectations.

Student perceptions of the level of effort expected of them by the institution are directly correlated with their level of effort and, in turn, their success in college.

Consistency matters and actions speak louder than words in terms of expectations.

One study found that there has been a 50% decline in the number of hours spent studying and preparing for class over the past several decades. The relative lack of student effort suggests that faculty, as expressed by their actions, frequently expect too little of their students and fail to construct educational settings that require students to push themselves harder.

When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement.

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Involvement or Engagement
The more students are academically and socially engaged with faculty, staff, and peers, the more likely they are to succeed in college.

Greater engagement with learning activities in the classroom, especially those that are seen as meaningful and validating, leads to greater time and effort students put in to their studies which heightens academic performance and retention.

Students who report greater contact with faculty, both inside and outside the classroom, do better on a range of educational outcomes.

The use of pedagogies that include collaborative learning and problem or project based learning support engagement. The learning must be structured so that the work of the group cannot be accomplished without each member doing his or her part. Learning is enhanced when students have to apply what they are learning to solve a problem that is being addressed. However, what many teachers call small-group activities are little more than loosely organized conversation groups. These lack the structure that underlies effective cooperative group work, which requires each participant to take part in the learning activities of the group.

If involvement does not occur in the classroom, it is unlikely to occur at all.

Support
Colleges must provide the support students need to achieve high expectations.... And in no place is support more needed than the classroom where success is constructed one course at a time.

Success depends on students coming to see themselves as able to succeed as much as it does on the acquisition of basic skills.
This NY Times Magazine article, which focused on national statistics on graduation rates, featured programs to support student success, persistence, and graduation at the University of Texas, Austin.

The following is information quoted directly from the article.

When you look at the national statistics on college graduation rates, there are two big trends that stand out right away.

- The first is that there are a whole lot of students who make it to college—who show up on campus and enroll in classes—but never get their degrees. More than 40% of American students who start at four-year colleges haven’t earned a degree after six years. If you include community-college students in the tabulation, the dropout rate is more than half, worse than any other country except Hungary.

- The second trend is that whether a student graduates or not seems to depend today almost entirely on just one factor—how much money his or her parents make. To put it in blunt terms: Rich kids graduate; poor and working-class kids don’t. Or to put it more statistically: About a quarter of college freshmen born into the bottom half of the income distribution will manage to collect a bachelor’s degree by age 24, while almost 90 percent of freshmen born into families in the top income quartile will go on to finish their degree.

“The gap in success rates between well-resourced students (those with plentiful financial resources, strong familial support, and large social networks) and high-risk populations of lower socioeconomic status is one of the most pervasive and difficult challenges in higher education.”
If you want to help low-income students succeed, it’s not enough to deal with their academic and financial obstacles. You also need to address their doubts and misconceptions and fears.

...students were often blocked from living up to their potential by the presence of certain fears and anxieties and doubts about their ability.

The negative thoughts took different forms in each individual, of course, but they mostly gathered around two ideas.

- One set of thoughts was about belonging. Students in transition often experienced profound doubts about whether they really belonged—or could ever belong—in their new institution.
- The other was connected to ability. Many students believed in what Carol Dweck had named an entity theory of intelligence—that intelligence was a fixed quality that was impossible to improve through practice or study. And so when they experienced cues that might suggest that they weren’t smart or academically able—a bad grade on a test, for instance—they would often interpret those as a sign that they could never succeed.

Doubts about belonging and doubts about ability often fed each other, and together they created a sense of helplessness.

Things to think about:

How can we help students feel connected and supported?
How can we support students to create a sense of identity connected to their major?
How can we help students to understand that being successful involves time focused on studying and developing academic skills and that they can develop their abilities through practice?
The College of Professional Studies (CPS) is already engaged in strategies that support recruitment as well as student persistence and completion? Here are some examples:

- CPS Departments participate in the MSU Denver Open House twice each academic year. Many departments follow up with emails to the contacts they made at the Open House. The Aviation and Aerospace (AVS) department sends an electronic prospective student packet.

- The CPS Advising Office, in collaboration with ERG, coordinates phone calls and email contacts to students who have not registered for the following semester. Some contacts are made by staff in the Advising Office and some are made by staff, faculty, and chairs in CPS departments. We now have an Office365 Excel Spreadsheet to centralize tracking of all contacts with students made through this project, and will be able to use the Student Success Collaborative to track this data in the future.

- Chairs are sending welcome emails to new students with information relevant to that major. The Human Performance and Sport (HPS) department includes “what to do next?” information in the email. The dean’s office is coordinating sending hard copy welcome letters to all new CPS students.

- Staff from the CPS Advising Office participate in the summer orientation program for first time students (SOAR) and provide advising for new students and connect those students to an advisor in CPS. CPS Advising is also coordinating a CPS Student Transfer Orientation that is scheduled to pilot in Fall 2015 with participation from all CPS departments.

- CPS Advising also contacts students with General Studies holds prior to Registration to assist students with lifting the holds.

- CPS departments are sending emails with reminders of important deadlines, registration information, and announcements as well as using announcements in the classroom, department bulletin boards and websites to post important information. The Criminal Justice and Criminology (CJC) and Human Services (HSP) departments are purchasing Digital Display boards as one more way to publicize important dates and departmental information. Nutrition (NUT), Journalism and Technical Communications (JTC), AVS, and CPS Advising are using social media such as Facebook to communicate with prospective students, current students and graduates.
What can faculty do?
Set clear and consistent expectations and provide explanations and examples to help students understand and meet those expectations. Ask students who turn in high quality work if you can use a copy of their work (with their names deleted) as examples for future students.

What can departments do?
Develop a class that defines professional expectations for the field and supports student success:
- Hospitality, Tourism and Events (HTE) requires an Academic & Career Development course to be taken within the first 12 hours of their HTE credits. In this course they work on resume and cover letter writing skills, and are required to complete an academic management assignment.
- NUT requires an Introduction to Professions in Nutrition and Dietetics that outlines what students will need to do to be successful in the program, provides statistics about how many students get matched to accredited internships, starting salaries, employment rates etc., and assigns students the task of seeing an advisor to create a personalized academic plan for completing their degree.
- HSP requires a Pre-Field Seminar that includes resume development, cover letter writing, mock interviewing as well as assignments and individualized conversations with department faculty about professional expectations. HSP also has a professional review policy and process to keep students on track if there are concerns about professionalism.

Colleges must provide the support students need to achieve high expectations. Completing College by Vincent Tinto

MSU Denver has a number of academic and personal support services designed to enhance student success and support student persistence and graduation. Data shows increased retention for students who use services like the Tutoring Center, but currently only 10% of MSU Denver utilize this resource.

What can faculty and staff do?
Make personal connections with students and assist them to effectively navigate the various systems at MSU Denver.
Supporting Student Success

If a student has a question you cannot answer or needs a resource and you do not know where to refer the student, ask your chair, a CPS advisor, or an Associate Dean for the correct answer or resource. Use the resource section of this handbook to learn about campus resources.

Students are more likely to use a service if a faculty or staff provides information about a program and makes a referral. In order to support the student to make the necessary connection and make an effective referral, you could:

- Let someone in the service unit know about the referral,
- Assist the student to make their first appointment, or
- Walk the student to the office of the specific service.

Use the Early Alert System and/or report to the CARE team if you are concerned about a student.

_CPS Advising emails students with concerns listed on Early Alert and asks them to come in for an appointment to discuss their Early Alert status._

_The CARE team can work closely with students facing major challenges to connect them to appropriate services on campus._

Do personal outreach to students struggling in your classes.

- _NUT faculty send emails to students with attendance issues or who are struggling with assignments to offer to meet with the student to support their success in the class._

The Hanover Research suggests that students do not always ask for what they need. Ask students if they need information or support beyond basic course selection and graduation planning. In particular, respondents to the survey mentioned the need for more information about financial support including scholarships, loan forgiveness plans, and budgeting. ERG is developing advising sheets focused on financial assistance which will provide basic financial information and include campus resources and useful websites.

Stay in touch with students who stop out for personal or family reasons:

- _HTE faculty make personal phone calls or send emails to students they know are taking time out for a health or personal reason._
- _HSP calls and/or emails students with 90 credits or more who have stopped out to encourage them to return to MSU and to discuss a plan for completion based on a CAPP review._
What can departments do?
Invite staff from service units to department meetings so that department faculty and staff can learn about the services that are available to students.

Invite staff from service units to give presentations in appropriate classes.

Provide resource information on department websites and in hand-outs or syllabi.

Based on feedback from the Hanover Research, ERG is developing hand-outs focused on financial information and campus resources as well as websites that can assist students to access scholarships, learn how to budget, & understand financial aid. Departments can distribute these hand-outs to students requesting information about financial support and planning.

Survey your students about their experience in your program and ask a question about obstacles or hurdles to graduation:
- HSP has students complete an online survey in their senior capstone course. The three biggest hurdles to graduation for HSP majors were: financial, personal and family issues, and the math requirement. Based on this data, the department developed a hand-out with information about campus resources to assist students with the Accuplacer test and the math class.
- JTC polls students about various issues in classes in the major.
- IND surveys students who drop classes.

To be effective, assessments must be frequent, early, and formative as well as summative in character.
Completing College by Vincent Tinto

What can faculty do?
Students need feedback in order to improve. Design low-stakes assignments for students to complete early in the semester that allow you, as the faculty member, to help students understand your expectations as well as use the feedback to improve on future assignments.

Instead of one final examination, schedule a few tests throughout the semester that allow students to learn how to better prepare for the next test.

There are a number of strategies to enhance student writing through assessment:
- Break a large writing assignment (such as a research paper) in to sections that are due at different times during the semester. Allow students to re-write each section after receiving feedback.
- Design a peer review process and have students give feedback on each other’s writing utilizing a rubric.
- Assign a series of papers that have similar expectations to allow students to improve via feedback from each successive paper.
- Rather than “editing” student papers by marking all grammatical errors, highlight a few “big picture” issues such as structure or thesis development.
- Have a representative from the Writing Center do a presentation in class; or take your class to the Writing Center; or have all students use the Writing Center as an element of an assignment.
What can faculty do?
Good pedagogy supports student success! Learn student names and let students know you care about their success in the class and at MSU.

Research shows that participation in learning activities in the classroom leads to stronger student engagement. Collaborative learning as well as problem-solving and project-based learning support student connections to the learning process.

The Applied Learning Center hosts an Undergraduate Research conference each Spring semester. If you assign a research paper or project in a class, encourage your students to apply to present at the conference and serve as their faculty mentor in the process. If you teach a disciplinary research methods course, you could design an assignment specifically focused on presenting at this conference.

The Center for Faculty Excellence hosts conferences and faculty learning communities as well as individualized coaching and a library of books and resources to support faculty to design activities that effectively engage students in the classroom.

What can departments do?
Host departmental orientations and co-curricular activities where students can interact with faculty and staff outside the classroom:

• AVS holds a new student orientation and tour specifically for majors in their department each August.
• Health Professions (HEP) offers “learn about the major” sessions and special welcome advising sessions as well as other events for students and alumni.
• HSP hosts an annual “student orientation/reception” for all students in the major.
• Nursing (NUR) hosts a graduation ceremony for its students.

Support involvement in student club activities:
NUT provides a one-stop handout to students that includes information such as department contact information, how to register, how to get involved in student organizations, etc.

Provide information on the department website that supports engagement:
• AVS posts job announcements via social media and the web.
• HSP posts announcements about events and activities related to the field.

Involvement And Engagement
The more students are academically and socially engaged with faculty, staff, and peers, the more likely they are to succeed in college.

Completing College by Vincent Tinto
In response to data gathered via a survey of former students, as well as ongoing feedback about advising, MSU Denver asked NACADA, the National Academic Advising Association, to do an audit of academic advising in Spring 2015. The audit showed that while there is a strong sense of care and concern for MSU students which is a great foundation to build upon; however, there are also a number of areas which can be improved. The recommendations from NACADA include:

- Creating a shared vision of advising
- Developing advisor training and professional development
- Developing assessment for advising
- Hiring more professional advising staff connected to the colleges and schools

The goal is to provide students with accurate information and to create an advising experience that connects students to MSU Denver thereby enhancing retention and graduation rates.

**What can faculty and staff do?**
1. Connect students to the CPS Advising Office for guidance on general studies, majors and minors, graduation requirements, and other advising issues such as academic probation, transfer coursework, financial aid, etc.
2. Attend training on advising and stay abreast of changes in policies and procedures that impact students.
3. Learn how to use DegreeWorks to advise students.
4. Respond to student advising requests via email in a timely fashion.
5. Don’t be afraid to say you don’t know the answer to a question. The next step is to find the correct information via the department chair, a CPS advisor, an Associate Dean, or the appropriate contact in the office that will know the answer. Close the loop by calling or emailing the student with the correct information or contact.
6. The Hanover Research suggests that students do not always ask for what they need. Ask students if they need information or support beyond basic course selection and graduation planning. In particular, respondents to the survey mentioned the need for more information about financial support including scholarships, loan forgiveness plans, and budgeting.

**What can departments do?**
1. Train department staff to answer basic advising questions for times when faculty are not available.
2. Offer ongoing information and training for faculty and staff advisors.
3. Share updates for advisors at department meetings or via emails within the department.
4. Send emails and make announcements in classes to encourage students to come in for advising.
5. Create an advising assignment in a lower division course:
   - *HTE has an academic management assignment in which students are required to meet with their department advisor to review a CAPP report and map out a plan for completing their degree (which courses they will take and when).*
   - *NUT assigns students to develop an academic plan with an advisor.*
6. Offer group advising sessions for majors in the department:
   - HPS advisors offer group advising sessions in the fall and spring that include snacks.
   - JTC hosts an advising session in one of its lower division courses.
7. Hold a department advising open house when the class schedule posts for the following semester. (Note: CPS Advising and ERG plan to pilot CPS Advising Days in Fall 2015.)
8. Some departments do “intrusive” advising which is required to register for a specific class:
   - HSP requires students to attend an advising session prior to registering for a field class.
   - Industrial Design (IND) requires students to discuss their academic plan in order to register for Beginning Industrial Design.

The new Student Success Collaborative software will provide departments with access to more data on students and the ability to run reports to use for retention interventions. For example, a department will be able to run a report on all students with 100 credits or more to do a CAPP or DegreeWorks review to be sure that these students are on track to graduation. Departments will be able to define benchmarks for students in their majors and use the Student Success Collaborative to track student success.

ERG is developing advising hand-outs focused on financial assistance which will provide basic financial information and include campus resources and useful websites. Be sure advisors and students have access to this information.

Application to Graduate
1. Ask faculty who teach senior level classes to make an announcement at the beginning of the semester regarding the Application to Graduate deadline.
2. Send email announcements with a link to Graduation Services and post deadlines on department website and bulletin board.
3. Distribute copies of the Application to Graduate in the senior capstone course.

Class cancellation
Student feedback shows that being able to access classes that fit their schedule is critical to satisfaction, progress towards graduation, and retention.

What can departments do?
Work with the associate dean to plan schedules that match enrollment trends and meet student needs.

If a class must be cancelled due to low enrollment, make a personal contact with the students registered in that class prior to cancellation:
   - NUT sends an email with information about all other sections of the class so that students have the information in an easily accessible format.
   - HSP prints a CAPP report for each student in the class and does advising via the phone to assist the students to select another class.
As the hub, advising is one piece of the retention puzzle. Retention efforts must focus on all components of the campus and building strong and effective connections between the advising program and the various components of campus.

Charlie L. Nutt NACADA Executive Director
Section Two: RESOURCES
The **College of Professional Studies (CPS) Advising Office** provides a variety of advising services to support CPS students, faculty, and staff which include guiding students who have recently been accepted into MSU Denver with their next steps for registration as well as connecting students with a faculty advisor in their major department. Professional advising staff advise students on both general studies and major courses and can help guide students to a wide variety of minor options offered at the university. They are also available to answer faculty questions about advising related matters.

More specifically, CPS Advising provides:

- Advising on general studies for CPS majors
- Advising on CPS major course and program requirements
- Advising on minors
- Declaration of CPS major and minors and changes in catalog years
- Advising on graduation requirements and processes
- Information on holds and how to get different types of holds lifted
- Support for math contracts for students who are required to take their general studies math course with a peer study
- Advising training for CPS faculty and staff
- General advising on career, financial aid, transfer courses, and much more!

Student advising is primarily scheduled by appointment, including same day appointments if available. Office hours are Monday-Friday from 7:30-5.
MSU Denver introduces two new tools to support student success!

**Degree Works**

Degree Works is a comprehensive degree audit tool that students can use in conjunction with their academic advisor to evaluate and track their academic progress. This system will allow advisors and students to see completed classes, classes in progress, transfer courses, and remedial courses on one degree audit. Students will also be able to calculate “what if” GPA scenarios as well as run “what if” degree audits if they are thinking about changing their major, minor, or catalog year.

This system will eventually replace CAPP and has several distinct advantages:

- Students and faculty advisors see the same report in the same format
- The system is web-based so faculty can view audits from home
- The audit is easy to print
- All transfer credits will include the name of the transfer institution
- Failing grades and Incompletes show up on the audit
- The audit provides a count of how many credits the student needs to complete the graduation requirements of a minimum of 120 credits with 40 upper division credits

Beginning in October 2015, Degree Works will be used for all new first time and new transfer students who are on the 2015-2016 catalog. All other students will remain on CAPP until Fall 2016 when Degree Works will become available for students on all catalogs from 2012 forward.

**Student Success Collaborative (SSC)**

The Student Success Collaborative (SSC) is a predictive analytic software and database created by the Education Advisory Board (EAB). The university purchased the SSC in spring 2015 and it will be available for professional advisors, department chairs, faculty advisors, professional staff, and administrative leaders to use beginning Fall 2015. The software can be used to help with retention efforts at all levels of MSU Denver. The predictive analytic tools are specific to MSU Denver and were based on students who graduated from MSU Denver over the past 10 years. Departments submit success markers that track timely course completion, successful grade requirements for major courses, and help departments determine course offerings for each academic year. This software also helps track overall retention data at the university as well as at the department level.
Early Alert

Early Alert is a student retention tool used to identify students who are experiencing academic difficulties or who could benefit from referrals to appropriate campus resources.

You will receive email reminders each semester about Early Alert with directions on how to use the system.

The goals of the Early Alert program are to:
• increase student success in meeting their academic goals
• improve student persistence and graduation rates
• decrease the number of students on academic warning and probation
• to increase communication between students, faculty and advising professionals

The Early Alert system is available from the fourth week of the semester through the eighth week of the semester. The system provides a roster of students who are registered in your classes.

Monitored students: The students who are listed at the top with a Monitored status are members of various cohort groups who are being tracked for student success. You are required to fill out information for all monitored students. In addition to students who are on Academic Probation, Suspension or Warning, the monitored cohorts include students who are participants in specific campus programs such as First Year Success, CAMP and immigrant services as well as students who are recipients of specific scholarships such as the Daniels Fund and the Reisher scholarship.

Optional students: Students with the Optional status are not in a cohort that is being tracked. While you are not required to fill out information on these students, please fill out information on any students whose performance in your class may be of concern.

You can submit feedback to the Early Alert system throughout the time period the system is open. If you have a student who is struggling, the earlier you submit the feedback to the system, the better.

Within 24 hours of a faculty submitting feedback, students receive an email if there are concerns about their performance. The email provides a set of recommended next steps as well as information relevant to the type of alert. Depending on the type of alert, a professional in student affairs may also follow up with the student. If the feedback you provide to the system is that the student is on track or exceeding expectations, the student does not receive an email.
To access the Early Alert system:

1. Log on to Connect U
2. Click on "My Services/Registration"
3. Click on "Faculty & Advisor Services Menu"
4. Click on "Feedback Early Alert" (at the bottom of the list of options)
   Select “Provide Feedback between…” (This link is on the left hand side of the page and does not look like a link)
   Note: Do not click on the Course Title to provide feedback.
5. Click the Show/Hide arrow icon (on the left hand side of the top bar) to provide feedback for a specific student
6. Select the “alert type” that applies to this student from the drop-down menu that appears
   - No Show
   - Missing and/or Failing Assignments/Tests
   - Poor attendance/Lack of classroom participation
   - Inappropriate classroom behavior (If you select this alert, please inform your chair and you may want to file a CARE or Conduct report)
   - Student is on track
   - Student exceeds academic expectations
7. Submit an estimated grade for monitored students
8. Add additional information in Comments field only if you think it will add value or clarification, unless you selected “Inappropriate Classroom Behavior” in which case you should explain the situation
9. Use the Show/Hide icon to close the current record and open another
10. Click the Submit button (You must click this button to save the information to the system)

The Feedback Status for Monitored students will change to “Completed” and for Optional students, it will turn to bold.

Continue to provide feedback for other classes by clicking on Provide Feedback for Another Course at the bottom of the page.

*NOTE: With the implementation of new technology at MSU, the Early Alert System may change in the near future.
The CARE Team provides early assessment and referral when a student’s behavior is flagged as concerning, risky, or potentially harmful to self, others, or the community. In addition, students who tell you they are struggling with major life challenges or dealing with mental health issues can be referred to the CARE Team. The team makes a good faith review of the information provided and suggests a reasonable course of action to mitigate risk, considering the needs of the individual within the context of the community. An ethic of care and attention to the safety and wellbeing of individual students, the campus, and community guides all recommendations. As appropriate, every effort is made to help students persist at the University.

The CARE Team relies on members of our community to share information when they observe student behavior that is concerning, risky, or potentially harmful. To share any such behavior, please file a CARE report by calling 303-556-3559, coming by Tivoli 311, or filing a report online by visiting msudenver.edu/care.

Why should I contact the CARE team?
Filing a CARE report allows you to let us know if you are concerned about a student’s behavior. For example, if a student is exhibiting behavior that is unusual, unpredictable, or otherwise of concern please fill out a CARE report. The CARE report can also be used to alert the appropriate University officials about a non-emergency medical or mental health concern that a student may be facing. If you are unsure if the behavior warrants a report, please fill out the form anyway. Someone from the CARE team will contact you within 2 business days to discuss the report.

Should I approach the student first?
As a caring individual, you may wish to connect with the person you are concerned about before submitting a report. However, there is no expectation that you do this and if there is a concern of threat or self-harm it is best to consult with a member of the CARE team to determine the best way to connect with the student.

Will this report adversely affect this person’s status as a student?
You are doing the right thing by reporting your concerns in support of individuals and our campus safety. However, this action may also raise concern for the person involved. The CARE team takes into account the concerns of the campus, as well as the needs of the student about whom concerns are expressed. Whether the overall review of information will adversely affect the person’s status as a student will depend on the situation.

What do I do if I know a student who may need to be referred to the CARE Team?
If you feel there is an immediate threat or safety concern, call 911 from any campus phone or 303.556.5000 from a cell phone. Then, once the immediate concern has been addressed by the police, please file a CARE report.
For non-emergency situations, file a CARE report online at msudenver.edu/care or call 303-556-3559. You will be asked for basic information about the student, contact information (in the event the CARE Team has follow-up questions) and for a description of the incident or behaviors that prompted the referral.
Please remember, you are the CARE Team’s best resource because you are familiar with the student. If you are comfortable doing so, tell the student that you are concerned and ask if they are OK. In many cases students will indicate that he/she could use some help and you can also refer them to the Counseling Center or Health Center.

**What happens to the student who has been reported to the CARE Team?**

There are a variety of possible actions that may occur once a CARE report has been filed. Based on the nature and concern level of the report, the student's other or past behavior(s), and the context of what's occurred, the following are possible 'next steps' once the CARE Team has received a report regarding a student.

- The CARE Team may research the situation to gather additional information to guide recommendations.
- The CARE Team may educate the reporter on how to assist the student (i.e. making a referral to a campus resource), if the person making the report is comfortable doing so and if appropriate, given the nature of what has been reported.
- The CARE Team may reach out to the student directly to request a meeting, to make a referral, or to take other action.
- The CARE Team may refer the situation to the Student Conduct process, if there's evidence of a violation of the Student Code of Conduct. The CARE Team may provide consultation to the Student Conduct Officer in these cases.
- The CARE Team may share information with the police or campus and community agencies with applicable services/jurisdiction.
- The CARE Team may monitor the student’s behavior for any trends/future behaviors.
- In all cases, a member of the CARE Team will contact the person who made the report within 2 business days to confirm receipt and share any appropriate follow up information*.

*The CARE Team operates under FERPA. As such and to protect students' privacy, certain information will not be shared.*
Individualized Degree Program: The IDP offers students the opportunity to create a unique degree by combining courses across disciplines to meet their particular interests or graduate school and career goals. Students are expected to define a field of study and explain the connections among their planned courses and how those courses will help them meet their goals. Students work with an advisor from CIL, a faculty advisor from the department with the most credits in the plan, and the chair to select appropriate coursework for the degree and write the rational statement that explains and defines their degree plan.

In order to respond to the need for a completion path for students, we have created a specific IDP entitled Cross-Curricular Program (CCP) which allows students to come into the IDP program towards the end of their academic career to complete a degree without the interdisciplinary focus. In this case, students are expected to articulate how the courses they have taken have provided them the skills and knowledge expected of any college graduate. We used guidelines from the American Association of Colleges and Universities, and the Degree Qualifications Profile, to establish the criteria. For more information about this option, have students make an appointment with an advisor from the CIL. (Note: This option is not included in the university catalog.)

Also part of the IDP is the Incubator program. We work with departments interested in creating potential future majors and minors and run these programs as “incubators” through the IDP while the faculty explore what works, what level of interest exists, and what courses need to be designed. Most incubators remain as such for three years, though some have moved to the curriculum process much more quickly.

Prior Learning Assessment: The CIL facilitates the assessment of prior learning in order to grant credit to students who have college level learning gained outside the traditional academic setting. This is done through standardized national exams (CLEP, DSST), departmental exams, and portfolios. Departmental exams are created by the relevant MSU Denver department to measure whether a student has already achieved the student learning outcomes for a specific MSU Denver course. Portfolios achieve the same purpose through the development of a portfolio that demonstrates knowledge. The Prior Learning Specialist at the CIL works with students to identify potential areas of prior learning, facilitate conversations with relevant chairs and faculty, and teaches the required Portfolio Development Workshop which guides students through the process of developing a portfolio for assessment by faculty. The unit also works with students with military experience to ensure that they are granted credit appropriate to their military training and chosen field of study at MSU Denver.
The Office of the Dean of Students coordinates all reports relating to violations of the Student Code of Conduct including cheating, plagiarism, and/or behavioral issues. In order to inform the Office of the Dean of Students about academic misconduct and/or behavioral issues, fill out an online incident report form available on the Student Conduct website. You should provide detailed information regarding the incident as well as indicate specific language used and any actions taken. **Note: Remember to inform the chair of your department if you need to fill out an incident report.**

Once a report has been filed, a staff member in the Office of the Dean of Students will review the report to see if the incident warrants further investigation. Typically the first steps in this process include contacting the reporter and witnesses to gather more information about the incident and meeting with the student to address the alleged misconduct. Upon an investigation, appropriate action will be taken. The staff aim to resolve matters at the lowest level possible; therefore, conflict resolution services may be used, as appropriate. Please note that University disciplinary records are protected by a federal privacy law called the Family Educational Rights and Privacy Act (FERPA). Also note that students may have access to their educational records, which includes access to the name of the person filing a report about their behavior.

If you have any questions regarding filing an incident report, please contact us. If you are unsure about filing a report, the professional staff in the Office of the Dean of Students will gladly discuss the situation with you and provide guidance on the available options.
The Center for Faculty Excellence is dedicated to providing professional learning resources and activities designed to help all faculty flourish as teachers, scholars, and colleagues.

We emphasize four core values:
- Academic Excellence
- Cross-Disciplinary Collaboration
- State-of-the-Art Teaching and Learning
- Early Career Development

The CFE promotes vitality in all areas of professional responsibility by partnering with faculty in inquiry, in exploring self-awareness, and in applying new learning and insights with intention.

The CFE accomplishes this mission through a variety of initiatives that include, but are not limited to, faculty learning communities, peer instructional coaching, workshops on teaching and learning, and new faculty mentoring. The CFE is also available for one-on-one consulting for any faculty member who seeks input and assistance in any area of their professional lives. The CFE has a large collection of resources and materials on topics related to faculty professional development.
Auraria Library serves students, faculty, and staff of the three institutions on Auraria Campus: University of Colorado Denver, Metropolitan State University of Denver, and Community College of Denver.

What can Auraria Library do for you?

**Ask Us Desk:** Contact the Library with questions in person, via email, over the phone, or via chat all hours we are open. [http://library.auraria.edu/services/askus](http://library.auraria.edu/services/askus)

**Class & Research Guides:** Request and access online guides with resources and research hints relevant to a specific subject, class, or topic. [http://guides.auraria.edu/](http://guides.auraria.edu/)

**Collections:** Access thousands of print and online resources such as streaming videos, online journals, article databases, ebooks, DVDs, and news sources. Access hundreds of article, journal, and statistical databases through our Database List. [http://library.auraria.edu/tools/databases](http://library.auraria.edu/tools/databases)

**Library Instruction:** Request a library instruction session where librarians teach your students to conduct research using library services and resources effectively. The sessions are held during regularly scheduled class time. [http://library.auraria.edu/instruction/overview](http://library.auraria.edu/instruction/overview)

**Library Instruction Collaborative Services:** Work with a librarian to integrate research and information literacy at the course and program levels in a way that is sustainable and meaningful to your curriculum. [http://library.auraria.edu/instruction/collaborative-instruction-services](http://library.auraria.edu/instruction/collaborative-instruction-services)

**Research Consultations:** Meet individually with a librarian to discuss research or class assignments in-depth. Email librarians directly or fill out a Research Consultation Request Form. [http://library.auraria.edu/forms/schedule-research-consultation](http://library.auraria.edu/forms/schedule-research-consultation)

**New Faculty Orientation:** New faculty members can meet with a librarian to learn about library services and collections. A tour of the library and online resources can be included.

**Discovery Wall:** Showcase and disseminate your and your students’ campus-created and academic content to the Auraria Community. [http://library.auraria.edu/discoverywall](http://library.auraria.edu/discoverywall)

**Group Study Rooms:** Available to faculty, staff, and students. Rooms are located on the 1st and 2nd Floors. All rooms have a whiteboard and electrical outlets and most have a wall monitor to connect to a laptop. [http://library.auraria.edu/services/groupstudy](http://library.auraria.edu/services/groupstudy)

**Interlibrary Loan:** Borrow books, media, journals, and more from libraries around the world! [http://library.auraria.edu/services/interlibraryloan](http://library.auraria.edu/services/interlibraryloan)
Request Materials: Suggest a purchase, online or print material, via our online Request Materials Form.  
http://library.auraria.edu/content/request-materials

Scholarly Communications: Get answers to your questions about open access, copyright, publishing ethics, and publishing opportunities.  
http://library.auraria.edu/services/scholarly-communication

Technology: Use scanners, printers, copy machines, and over 150 computers as well as 2 ADA computer stations in the Library. Borrow graphing calculators, laptops, iPads, and headphones. Wireless is available throughout the Library.  
http://library.auraria.edu/services/computing

For Faculty

Diversify Your Syllabi: Discover resources for adding a variety of diverse content to your syllabus.  

King Faculty Room: For faculty with no real office space – or those who need to occasionally escape their office space.  
http://library.auraria.edu/services/faculty-facilities

For Students

Reserves: Place materials on class reserves, online or in print, using our Reserves Request Form.  
http://library.auraria.edu/services/reserves/request

New Student Orientation: Ask a librarian to host a student orientation session for incoming students. These sessions usually include a tour of the library and an overview of library services and materials.

Your Librarians

Tom Beck Collection Development and Research Librarian, Professional Studies  
thomas.j.beck@ucdenver.edu

Gayle Bradbeer  
User Support and Science & Engineering Collection Development Librarian  
gayle.bradbeer@ucdenver.edu

Diane Turner  
Research / Instruction Librarian, Sciences and Health  
diane.turner@ucdenver.edu

Library Renovation

The library is undergoing an extensive renovation including...

• New Ask Us Desk
• Media Center
• Computers with data analytics and media creation software
• Updated and more visible signage
• Improved instructional facilities
• Additional group study rooms
• New Special Collections area
• New chairs and tables
• New windows and HVAC
‘The task of the modern educator is not to cut down jungles, but to irrigate deserts.’

C. S. Lewis
The **Access Center** works to provide academic accommodations and support services to assist qualified students with disabilities in reaching their academic potential. Plaza Building, Suite 122, 303.556.8387.

**Applied Learning Center** (formerly The Internship Center) helps students find internship placements in their field. They also coordinate the Undergraduate Research program, provide support for faculty interested in service learning, and sponsor the Center for Urban Connections. Administration Building, Room 325, 303.556.3290.

**Campus Recreation** offers club sports, outdoor adventure, fitness classes, and personal training for both students and faculty/staff. Healthy Pursuits (formerly Healthy Moves) is a free program of exercise and meditation classes for students, faculty, and staff sponsored by the Health Center at Auraria (Plaza 150, 303.556.2525) and Campus Recreation (PE building, 303.556.3210).

**Career Services** is a resource for developing and refining the skills for developing resumes, cover letters, interviewing, and job searches. They also host job fairs and job websites. Tivoli Building 215, 303.556.3664.

**Optimal Resume** is an online software suite designed to help students and alumni build a better resume and cover letter, manage an online portfolio, hone interviewing skills, and develop a personal brand online. Contact Career Services for information.

**College Assistance Migrant Program** (CAMP) is designed to meet the academic, financial, and social needs of migrant and seasonal farm workers and their children in pursing higher education. In addition to financial assistance, they offer academic support and social programs. Rectory Building, 2nd Floor, 303.556.5689.

**Conflict Resolution Services** assists MSU Denver students experiencing college-related conflicts. Faculty or staff are welcome to contact the program to consult on a student-related issue or to refer a student for assistance. They can listen; provide a neutral sounding board; help students gain conflict resolution skills and self-understanding; and help individuals find solutions to the conflict at hand. They do not give legal advice or advocate for students. Located in the Tivoli Room 311, 303.556.3559.

The **Counseling Center** provides students with individual counseling, crisis intervention, support groups, diversity workshops, and assistance with smoking cessation. Tivoli Building Suite 651, 303.556.3132.

**Financial Aid/Scholarship Center** coordinates all federal financial aid programs as well as the application process for most MSU Denver scholarships. To apply for scholarships, students fill out an online application and submit an essay that is due each year by March 1st. Student Success Building, 1st Floor, 303.556.8593/303.556.6384.
The **MSU Denver Food Bank** fights hunger on campus by offering every student a lunch or items that can be taken home and used to prepare a meal. The Food Bank is designed to provide students nutritional food in times of need. Tivoli, Inside Sigi’s, 303.352.7094.

**GLBT Student Services** is available to all students as a resource for exploring issues of sexual orientation and gender identity. Tivoli Building Suite 213, 303.556.6488.

The **Office of International Studies** provides services for students, their families, faculty and staff who wish to learn about and engage in international educational experiences. They provide support for students who wish to participate in a **study abroad** and for **faculty led** study abroad programs. Administration Building 360, 303.352.7001.

The **Math Department** offers a study guide and information sessions for students preparing to take the Accuplacer Assessment Test. The study guide is on their website at [www.msudenver.edu/math](http://www.msudenver.edu/math), Science Building 1022, 303-556-3208.

The **Phoenix Center** provides support for students, staff, or faculty dealing with domestic violence, stalking, and/or sexual assault. They also can provide presentations to classes on topics such as Interpersonal Violence, Stalking, Bystander Intervention. Tivoli 259, 303.556.2255, 24/Hour helpline 303.556.CALL.

The **Tutoring Center** provides students at MSU Denver free tutoring for a wide variety of subjects. The Tutoring Center offers one-on-one tutoring, group tutoring, and help preparing for the Accuplacer test. Student Success Building, 2nd Floor, 303.556.4048.

**Student Academic Success Center** (SASC) coordinates a variety of programs and services to support and retain students including:
- Brother to Brother—an initiative for urban male students of color
- Fostering Success—supports students who grew up in the foster care system
- Immigrant Services—provides support to immigrants, refugees, and/or ESL students
- Student Support Services—provides services to low income, first generation, and students w/disabilities
- Tutoring Center.

In addition, SASC provides college completion support for students facing challenges with degree completion. Student Success Building, 2nd Floor, 303.556.4048.
Student Activities brings national leaders to speak on campus, sponsors a variety of events focused on engaging students, offers leadership programs, provides funding for students to travel to conferences, and supports student clubs. Tivoli 305, 303.556.2595.

The Testing Center proctors the Accuplacer Assessment test as well as CLEP exams and is available to proctor individual exams for students who miss class on an exam day. Tivoli 347, 303.556.3677.

Veteran and Military Student Services provides support and programs for active duty military members as well as veterans. Tivoli 243, 303.352.4181.

Women’s Services provides services such as college entrance assistance, help with scholarship applications, help in responding to sexual harassment and discrimination, help with conflict resolution, and assistance finding help coping with sexual assault, dating and domestic violence and stalking. 1059 Ninth Street Park, 303.556.8441.

The Writing Center offers 40-minute consultations and 10-minute “speed tutoring” sessions for assistance with: essays, research papers, senior capstone projects, portfolios, honors theses, graduate school application essays, creative writing, resumes and cover letters. The Writing Center also offers resources for faculty related to supporting student writing and can host class orientations to the Writing Center. King Center Suite 425, 303.556.6070.
Thank you for reading this information and engaging in dialogue with your colleagues about student persistence and graduation.
Bibliography

Sources cited in this handbook
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The University of Chicago Press, Chicago, 2012

Who Gets to Graduate? by Paul Tough
NY Times Magazine, May 15, 2014
http://nyti.ms/1gjJOoU

Journal of Applied Learning in Higher Education Vol. 1, Missouri Western University, Fall 2009

An Open Letter to College and University Leaders: College Completion Must Be Our Priority
National Commission on Higher Education Attainment, January 2013
American Council on Education, Washington, DC


Additional information on retention and graduation

The Secret to Student Success: Effective Practices to Boost Student Retention and Graduation Rates
by Terianne Sousa, Published by Backboard, Washington, DC, 2015
This booklet can be downloaded for free.

"Everybody can get an A” presentation by Dr. David Laude from UT, Austin:
https://www.youtube.com/watch?v=WQ82UuKL6rg

Complete College America is an organization focused on four strategies to enhance college completion rates. See their website for details: http://completecollege.org/