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OFFICE FOR STUDENT SUCCESS MISSION

What We Do:

The Office for Student Success helps students to meet three goals: transition smoothly to college, remain enrolled and progress in a program of study, and graduate in a timely manner.

How We Do It:

We do this by collaborating with and supporting academic departments and university offices to provide programs that support students’ academic growth and personal development.
MESSAGE FROM THE EXECUTIVE DIRECTOR

Thank you for your interest in the Office for Student Success (OSS) at the University of Montana (UM). Situated in the Division of Academic Affairs under the Office of the Provost, OSS is the center of academic support at UM and is comprised of the Undergraduate Advising Center - including the Four Bear Four-Year Graduation Program and Exploratory Studies Program - the Writing and Public Speaking Center, the UM Financial Education Program, the Study Jam Tutoring Program, OSS Technology Solutions, TRIO Student Support Services, TRIO Upward Bound, and KPCN: The Peer Connection Network.

This report summarizes 2016/2017 academic year activities for OSS units and provides snapshots of current initiatives underway for the 2017/2018 academic year. During the 2016/2017 academic year, OSS units collectively conducted 16,490 total sessions with students.

The commitment of OSS employees to student success is exemplary. Our employees are integral members of the UM campus community, contributing to numerous campus committees and high-level campus activities. They are active members of professional organizations relevant to their fields and serve in leadership roles for regional and national organizations. It is an honor for me to lead and work with this group of professionals whose efforts make a difference in students’ lives every day.

Some highlights of the current and previous academic year are noted below. These highlights are discussed in more detail in this report. During the past year, we have:

- Played a central role in numerous, enterprise-level technology implementation projects designed to support student success. These technology tools will enhance students’ ability to self-serve, equip academic leadership with tools to make data-informed enrollment management decisions, and facilitate a more proactive and integrated student support community on campus.

- Convened the Undergraduate Academic Advising Council with the guidance of the Office of the Provost; drafted the Undergraduate Academic Advising Guidelines in collaboration with campus partners; and expanded the Academic Advising Certificate Program.

- Forged numerous new collaborative partnerships with campus departments. A notable example is the Writing Center’s partnership with the Department of Communication Studies to expand and enhance efforts to assist students in developing public speaking skills. As a result of this partnership, the Writing and Public Speaking Center expanded its name and focus.

- Received renewal grant funding for the TRIO Upward Bound Program ($356,000 per year) and UM Financial Education Program ($75,000 per year). This represents over $2.1 million in external funding for student success-related programs at UM over the next five years.

We in OSS believe that higher education should be a transformative experience for students. We help students succeed in their studies and ultimately make the most of their time on campus. Simply stated, we are here for students.

Brian French  
OSS Executive Director
University Advising Services

“Any effort toward student retention must recognize that academic advising is vital to student success.”

—Charlie Nutt, 2003
Executive Director, National Academic Advising Association (NACADA)

01 Undergraduate Academic Advising Guidelines

In a collaborative effort with campus partners and representatives from UM shared governance groups, OSS developed the UM Undergraduate Advising Guidelines in an effort to promote a common and productive advising experience for all undergraduate students. These Guidelines now comprise the Advising Section of the UM Catalog and can be viewed at http://catalog.umt.edu/academics/advising/

02 UM Academic Advising Council (UMAAC)

Comprised of 33 members from all UM colleges, schools, shared governance groups, specialized advising services units, Admissions, and Registrar’s Office, UMAAC was convened during Fall 2017 semester by Provost Edmond and is designed to enhance student retention, persistence, and completion at UM by developing data-informed recommendations for improving campus advising services. The Executive Director of OSS serves as UMAAC Chair.
03 Re-Recruitment Campaigns

Each fall and spring semester, OSS coordinates campus-wide student retention campaigns in an effort to encourage students to register for upcoming semester classes early.

- Physical and digital signage, targeted communications and outreach to students promoting early registration, and postcard mailings and continued outreach over break periods to encourage re-enrollment
- Lists of unregistered students, summary academic and registration-related data, and contact information are generated and distributed to all academic departments with undergraduate programs
- Registration data tracking and reporting to campus leadership and academic departments

04 Academic Advising Certificate Program

OSS completed the first annual cycle of the UM Academic Advising Certificate Program during the 2016/2017 academic year. 82 UM employees attended one or more trainings and 9 UM employees completed the full Certificate Program.

05 Advising Manual

OSS maintains the UM Advising Manual for campus, which is a comprehensive guide for faculty and professional advisors on policies and procedures relevant to advising. The Advising Manual can be viewed at http://www.umt.edu/oss/for_faculty_staff/Advising%20Manual.pdf

06 Advising Conversations and Advising Listserv

Each fall and spring semester, OSS hosts and leads monthly, campus-wide Advising Conversation meetings to inform the advising community of important updates, share advising best practices, and network with colleagues. Meeting attendance averages 40 UM employees.

OSS administers the Advising Listserv for campus. Information on course availability, advising-related policy and procedural changes, registration information, pertinent events, professional development and training opportunities, and general updates are distributed to the campus advising community through this email communication tool.
The Assessment Cycle

1. Strategize
2. Investigate
3. Analyze
4. Share
5. Take Action

07 Advising Assessment

In a continuous effort to improve campus advising services, OSS surveys the undergraduate student population for feedback on their advising experiences and to gauge achievement of relevant student learning outcomes. The data below summarizes advising assessment for the 2016/2017 academic year.

Fall 2016 Semester Post-Advising Survey Responses:

**Please rate your advisor**
- Excellent: 5%
- Good: 8%
- Neutral: 18%
- Not Good: 10%
- Poor: 61%
- Total: 558

**Sufficient time has been available during advising sessions**
- Strongly Agree: 5%
- Agree: 5%
- Neutral: 12%
- Disagree: 21%
- Strongly Disagree: 57%
- Total: 558

**I have received accurate information about resources on campus from my advisor (e.g. tutoring)**
- Strongly Agree: 18%
- Agree: 8%
- Neutral: 22%
- Disagree: 10%
- Strongly Disagree: 5%
- Total: 558

**Interactions with my advisor(s) have helped me identify and/or confirm long-term academic goals**
- Strongly Agree: 43%
- Agree: 13%
- Neutral: 7%
- Disagree: 24%
- Strongly Disagree: 9%
- Total: 558

**I intend to follow my advisor’s recommendations**
- Strongly Agree: 12%
- Agree: 20%
- Neutral: 12%
- Disagree: 20%
- Strongly Disagree: 4%
- Total: 558

**I understand the General Education Requirements (GERs) and am aware of course options to satisfy the GERs**
- Strongly Agree: 11%
- Agree: 23%
- Neutral: 3%
- Disagree: 22%
- Strongly Disagree: 61%
- Total: 558
Fall 2016 Semester Post-Advising Survey Responses, continued:

* Spring 2017 Semester Post-Advising Survey responses are very similar to Fall 2016 Semester responses.

**Additional, qualitative student feedback is also incorporated into assessment of campus advising services. Advising-related data from all sources (e.g. surveys, focus groups, direct feedback) will be analyzed by the UM Academic Advising Council during the 2017/2018 academic year.

Student Attrition Data Analysis

Each fall and spring semester, OSS analyzes data in an effort to better understand the reasons students depart UM. Data sources include semester withdrawal forms, student responses to the OSS Not Returning Survey, and ad hoc entries by academic advisors and Registrar’s Office personnel following conversations with students. The following figures summarize student attrition data from Fall 2016 Semester.

* Spring 2017 student attrition data are very similar to Fall 2016 data.
Some notes on the data: students can indicate more than one reason for departure or non-return on all of the data sources. They are also not required to mark any reason on any of the data sources. There is also some overlap of student responses on the data sources (e.g. 18 students who completed withdrawal forms also were included on either the survey or the adhoc entries). The withdrawal form responses include 69 students whose classes were cancelled prior to fall semester starting, at the students’ request; these students were not required to complete withdrawal forms.
The mission of the Undergraduate Advising Center is to provide comprehensive academic advising and related programming supporting the academic success of students.

The Undergraduate Advising Center (UAC) is an academic support unit within the Office for Student Success (OSS). Located in the Lommasson Center, the UAC is the academic advising home for all undeclared, Pre-Nursing, undergraduate non-degree, and freshman Pre-Medical Sciences, Pre-Physical Therapy and freshman Media Arts students in the previously listed primary majors.

The UAC also provides assistance to students campus-wide regarding general education requirements, registration support, major identification and declaration, academic petitions and graduation applications. The UAC strives to connect students to beneficial campus services and resources, in addition to co-curricular opportunities available at UM and in the Missoula community.

Collaboration with our campus partners is core strength of the UAC and OSS. The UAC and OSS collectively serve as the hub of campus advising services, acting as a central resource for faculty and department-based advisors and working collaboratively with recruitment, orientation and retention based programs and services on campus.

**Personnel**

Nathan Domitrovich  
Director

Jason Granvold  
Academic Advisor/ Information Systems Manager

Natalie Hymes  
Diverse Communities Liaison

Tucker Squires  
Pre-Nursing, Physical Therapy and Veteran’s Advisor

Jimmy Stevens  
Academic Advisor/ Four Bear Program Manager

The mission of the Undergraduate Advising Center aligns with UM’s Strategic Plan 2020, in that our center is engaged in the development and implementation of numerous campus-wide and internal initiatives to increase student retention, persistence and degree completion, and to facilitate desired student learning outcomes including freshman success, declaration of major at 45 earned credits, and enrollment in Freshman Seminar and experiential opportunities (see Partnering for Student Success). Our center is also aligned with UM’s Strategic Vision 1.1. in that we are committed to improve academic advising at UM and to ensure all students receive quality, consistent and timely academic advising to facilitate their academic success (see Initiative 1 in Strategic Opportunity 1, “Enhance Professional Advising and Support Faculty-Student Mentoring”). Our center also considers investing in people, including students, our campus colleagues and those in the Missoula community to be at the heart of our programming and subsequent efforts as a center (see Strategic Opportunity 2).

The UAC strives to be a place that values diversity in all its forms, and regards inclusivity to be at the heart of all of our efforts (see Initiative 3 in Strategic Opportunity 3 “Value Diversity through Place-based Partnerships and Internationalization”). We look forward to working together with our campus partners in the coming years, to
bring purpose and tangible results to the adoption of UM’s new Strategic Vision, and to find creative solutions and related programing to facilitate student success and to strengthen UM.

**Student Appointments**

According to our Appointment Plus scheduling software report log, during the 2016/2017 academic year, UAC advisors conducted a total of 2,900 total scheduled advising appointments. In mid-July, the UAC conducted an internal pilot of the Starfish Student Success platform, and adopted the scheduling system for the scheduling of all advising appointments, including the use of the Starfish kiosk during orientation. Since July 14th, upon turning off Appointment Plus for appointment scheduling, a total of 597 advising appointments have been scheduled and completed through tracking in Starfish, including 265 total appointments for the week of fall orientation and start of fall semester 2017 classes.

Of the 3,497 documented appointments for the 2016-2017 academic year in Appointment Plus and Starfish, a wide variety of advising session types occurred:

- 1,791 regular advising appointments
- 92 Course Add/ Drop consultations
- 55 Change of Major Consultations
- 19 Entering Veteran appointments, 15 Vet Graduation Plan appointments
- 339 Non-UAC advising appointments (appointments with students whose major is outside UAC populations of advising responsibility-not including walk-in appointments)
- 33 reinstatement appointments
- 88 prospective student appointments
- 16 Pre-Med prospective student appointments
- 68 Pre-Med advising appointments
- 78 phone appointments
- 19 Not-enrolled returning students

Our Griz Card Reader indicated a total of 2,195 student appointment check-in swipes from August 31st, 2016, to present. It is important, however, to note that many students receive UAC advising assistance without swiping their Griz card, or scheduling an appointment in Appointment Plus and/or Starfish, particularly during the scheduled 10 hours per-week that UAC advisors are available to meet with UM students for walk-in advising assistance. Starting fall semester 2017, our walk-in hours of availability are posted on our website.

Although we have not tracked our walk-in advising appointments in the past, with the adoption of the Starfish Student Success Platform, we will be able to more effectively track the number of walk-in appointments we conduct with students both in, and outside, of our advising populations of responsibility beginning in the 2017-2018 academic year. Our unit estimates we have conducted roughly 2,000 walk-in advising appointments for the 2016-2017 academic year, and we look forward to continuing to provide walk-in advising assistance to all students on the Mountain campus.
For fall semester 2016, includes 66 GENL/ PNUR, 51 GENL/ PMED, 19 GENL/ PLAW, 10 GENL/ PPT. For spring semester 2017, includes 56 GENL/ PNUR, 25 GENL/ PMED, 8 GENL/ PLAW, and 9 GENL/PPT.

** Students who have Pre-Nursing listed as their primary major after achieving a cumulative GPA of 2.75.

**Developmental Advising**

The UAC employs a developmental advising approach when working with students. Developmental advising focuses on the whole student. Crookston (1972) was the first to use the term developmental advising and proposed that this advising approach incorporates a relationship in which there is an agreement between advisor and advisee that responsibilities are shared. He defined developmental advising as a systematic process through which students identify and achieve their academic, personal, and career goals with the support of advisors and institutional resources. Ender, Winston, and Miller (1982) define developmental advising as a process that is concerned with human growth, is goal related, and requires the establishment of a caring relationship. According to Winston, Jr. et al. (1984), "advisors serve as role models and mentors in this relationship. Developmental advising incorporates all resources on campus, particularly in integrating academic and student affairs" (p. 442). In a nutshell, developmental advising entails getting to know students as individuals so that we can base our guidance on their individual situations, capabilities, and goals.

**Professional Development**

All UAC professional advisors are active members of the National Academic Advising Association (NACADA). UAC advisors have published articles for NACADA, presented at NACADA and other regional and state conferences, attended multiple NACADA national conferences, and received multiple national and UM awards and certificates of merit.

In April, Missoula hosted the NACADA Region 8 conference and UAC staff played a key role in the success of the conference. One UAC staff member served on the Planning committee and Program sub-committee. All other UAC staff volunteered at the conference in a variety of capacities and one staff member presented at one of the concurrent session. The conference was a success, and our unit was grateful to have the opportunity to participate and attend.

UAC advisors currently serve on 10 UM committees and councils, the Admission Review Committee, Diverse U
Committee, Welcome Week Committee, UMHM Steering Committee and the Pre-Med Advising Committee. Many are enrolled in UM graduate programs, and all have received financial literacy education and FERPA training.

**Assessment**

The UAC follows the best practices articulated in the CAS Standards for Academic Advising and Academic Advising Guidelines as they are articulated in the 2017-2018 UM Catalog (see [http://catalog.umt.edu/academics/advising/](http://catalog.umt.edu/academics/advising/)). UAC advisors also strive to embody the core values of academic advising conveyed by the National Academic Advising Association (NACADA) in our daily interactions with students.

**Campus Service**

The UAC is available to all undergraduate students at UM for walk-in advising assistance.

During the 2016/2017 academic year (including summer 2016 orientation programming), the UAC processed over 1,224 major changes, including 229 from Undeclared to degree-granting programs.

The UAC maintains the UM Advising Directory, which can be viewed at: [http://umt.edu/uac/advisingdirectory](http://umt.edu/uac/advisingdirectory)

The UAC also maintains the UM Minor Directory, which can be viewed at: [http://www.umt.edu/undergrad-advising-center/minor-directory.php](http://www.umt.edu/undergrad-advising-center/minor-directory.php)

The UAC also maintains the UM Veteran’s Directory, which can be viewed at: [http://www.umt.edu/undergrad-advising-center/vets.php](http://www.umt.edu/undergrad-advising-center/vets.php)

**Student testimonials**

“Coming from a career in the military, transitioning to college seemed like a daunting task. From the day I came into student advising and Tucker took me under his wing, I have had nothing but an easy and enjoyable experience in regards to registration and coordination whatever paperwork vocational rehab has needed. Tucker has helped me plan both short term and long term for classes as well as connect or refer me to all individuals I need to talk to in order to succeed.”

-Wade Patten, USMC

Having the academic advising center with advisors such as Mr. Squires has helped students such as myself transition back into an academic environment from years of working and the military with ease. He offered explanation and an absolute lay out of what is required and needed for me to succeed here at UM. This help is very much appreciated by me and fellow students.

- Walton Mulroy

“He's (Jason) a steely-eyed soft spoken professional. Very approachable and was genuinely interested in my academic success. He listened attentively when I had concerns and responded promptly when I had questions. I could count on him to tell me when I was in over my head and can think of no instance when his advice led me astray. It's obscenely difficult to find truly dependable people to work with. When you are lucky enough to do so it leaves an impression on you. Jason is the kind of person that left a tremendous impression on me. I honestly can't thank him enough for his hard work and dedication. “
Connecting Students to Academic Enrichment- Intake Form

Starting spring semester 2017 the UAC the Academic Enrichment (AE) Office began a new process to connect students in UAC populations of advising responsibility to AE opportunities such as volunteer work, study abroad, internships, National Student Exchange, and undergraduate research. Upon checking-in for advising appointments, and in appointments, students are asked if they are interested in learning more about AE opportunities. If a student indicates their interested in AE, they fill out a standardized form with their contact information regarding the areas of Academic Enrichment that they are interested in learning more about. Completed forms are forwarded to the AE office for outreach and follow-up with interested students. During the spring 2017 semester nearly 100 students filled out the AE Intake Form to receive more information.

Since this collaborative effort is new it is too early to determine the impact the intake form and subsequent outreach will have on increasing the number of students in UAC advising populations who engage in Academic Enrichment opportunities during their undergraduate studies at UM. We look forward to continuing our collaboration with AE to connect more students in UAC populations to co-curricular and extra-curricular opportunities that facilitate student success.

Core Course Registration

The UAC plays a lead role in the OSS Core Course Registration (CCR) effort for campus each summer. Through this collaborative effort, incoming first-year students are pre-registered for their major’s core courses and their preferred general education courses before arriving for Orientation in the summer. CCR allows for more meaningful advising conversations about long-term goal identification, campus resources, and co-curricular opportunities to take place during orientation. The effort also ensures equity of major core course availability for incoming students regardless of their ability to attend an orientation program in the summer.

The UAC works closely with department advisors, The Davidson Honors College, The Global Leadership Initiative, TRiO SSS, the Residence Life Office, and the Registrar’s Office to pre-register students into their core courses throughout the summer.
The Exploratory Studies Program (ESP) is designed for students who are unsure of a major and would like to examine their options with a focused, hands-on approach. It consists of seven Exploratory Tracks, each outlining suggested General Education Requirement and major exploratory courses that fit into a number of related majors on campus. This allows students to collectively explore multiple majors in an area of interest, while still making progress towards their graduation requirements. Initially conceptualized over the 2012-2013 academic year, piloted the following year, and then fully implemented in its current form starting Autumn Semester 2014, this year is the first that we have run any preliminary assessment on the effectiveness of the program.

Surprisingly, of ESP students that did declare their major, nearly half (45%) choose a field outside of their Exploratory Track. That said, we do not consider this to be a shortcoming reflective of the program, as the goal is not necessarily for a student to declare a major in their initial interest area, but to explore majors and course options in a structured, purposeful way as a means to help streamline the declaration process.

Consistently, the most popular Exploratory Track since the program’s inception has been the Health Sciences, which consists of Biochemistry, Health & Human Performance, Human Biology, Pre-Medical Sciences, Pre-Nursing, Pre-Physical Therapy, Pre-Pharmacy, and Medical Laboratory Sciences. On average, this has been followed in popularity by Societal & Behavioral Sciences, Commerce & Communication, Nature-Based,
Humanities, Science, Math & Technology, and the Arts, respectively. More about ESP and the majors contained in each track can be found here: [http://www.umt.edu/oss/esp](http://www.umt.edu/oss/esp).

# Major Discovery Checkpoints

Complementary to ESP, the UAC has become more proactive in assisting undeclared students with the major discovery process, through the exploration of general education and elective courses that facilitate exploration into various academic disciplines and foundational courses. We also strive to ensure each student whose major is undeclared has the resources and tools to help assist them in discovering their academic major based on their interests and strengths. Since the spring semester 2016 priority advising period, all undeclared students receive advising information sheets during their advising appointments that provide a list of major discovery checkpoints for undeclared students to utilize in helping them discover their discipline of interest, which include reviewing the UM catalog for major/minor options, connecting to the Office of Career Services for a Career Education appointment, and participating in Academic Enrichment opportunities to facilitate major discovery outside of the classroom.

**2016-2017 Post Advising Survey**

After priority registration completed in fall semester 2016 and spring semester 2017 the UAC and OSS distributed post-advising surveys to all enrolled, undergraduate students in order to learn about their advising experiences at UM and how advising services can be improved. 864 total students responded to the survey during the fall and spring of 2016-2017. Of the 864 respondents, 58 were respondents from UAC populations of advising responsibility (36 Undeclared, 13 Pre-Nursing, 3 Pre-Medical Sciences and 6 Freshman Business in fall 2016 responses) who had received advising from the UAC. The graphs on the following pages represent quantitative summary findings from the 58 students.
Fall 2016-Spring 2017 Post-Advising Survey Quantitative Summary Findings:

**I understand the General Education Requirements (GERs) and am aware of course options to satisfy the GERs**

- Strongly Agree: 47%
- Agree: 36%
- Neutral: 16%
- Disagree: 1%
- Strongly Disagree: 1%

**I know what courses I need to take for my major**

- Strongly Agree: 40%
- Agree: 33%
- Neutral: 15%
- Disagree: 9%
- Strongly Disagree: 3%

**I understand university graduation requirements**

- Strongly Agree: 18%
- Agree: 12%
- Neutral: 5%
- Disagree: 3%
- Strongly Disagree: 3%

**I have received accurate information about resources on campus from my advisor (e.g. tutoring)**

- Strongly Agree: 38%
- Agree: 27%
- Neutral: 9%
- Disagree: 5%
- Strongly Disagree: 21%

**Interactions with my advisor(s) have helped me identify and/or confirm long-term academic goals**

- Strongly Agree: 34%
- Agree: 21%
- Neutral: 14%
- Disagree: 16%
- Strongly Disagree: 9%

**I intend to follow my advisor’s recommendations**

- Strongly Agree: 40%
- Agree: 32%
- Neutral: 21%
- Disagree: 7%
- Strongly Disagree: 5%
Fall 2016-Spring 2017 Post-Advising Survey Quantitative Summary Findings, continued:

<table>
<thead>
<tr>
<th>Sufficient time has been available during advising sessions</th>
<th>Please rate your advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 58</td>
<td>n = 58</td>
</tr>
<tr>
<td>5% Strongly Agree</td>
<td>Excellent 60%</td>
</tr>
<tr>
<td>17% Agree</td>
<td>Good 13%</td>
</tr>
<tr>
<td>23% Neutral</td>
<td>Neutral 4%</td>
</tr>
<tr>
<td>52% Disagree</td>
<td>Not Good 5%</td>
</tr>
<tr>
<td>3% Strongly Disagree</td>
<td>Poor 5%</td>
</tr>
</tbody>
</table>

Fall 2016-Spring 2017 Post-Advising Survey Qualitative Summary Findings:

Out of the 58 participants who responded to the 2016-2017 Post-Advising Survey in UAC advising populations, all 58 participants provided comments supporting the rating they gave their advisor. Of the 58 supporting comments provided (including one emoji), below is a representative word cloud of adjectives that advisees used to describe their advisor.

When asked if they receive advising assistance from somewhere else other than the UAC, some respondents stated that they receive advising from family members, through self-research, the Davidson Honors College (DHC), TRiO Student Support Services, Disability Services for Students (DSS), and the Financial Aid Office.

When asked if they have any suggestions for improving advising services on campus, one respondent requested that advisors “become more involved.” Another respondent requested that their advisor reply back to them and another advisor requested to make sure that advisors know what classes are actually required for each respective major. Another respondent remarked that advisors shouldn’t be so hands-on after a student reaches their junior year and to recommend UM make advising Pins accessible without requiring an advising appointment. Two respondents’ remarks were related to the Pre-Nursing advising track program at UM, with one remarking the need to hire a new Pre-Nursing advisor and the other requesting an informational document on Pre-professional programs.

The UAC will continue to collaborate with our campus partners to ensure that students who require assistance outside of our office are connected to beneficial services and supports available to them at UM. UAC advisors are well-trained to evaluate major requirements on the UM campus, and we will continue to evaluate changes in
major requirements for undergraduate degrees and ensure our team is trained and knowledgeable about UM degree requirements. We are open to the idea of adapting the mandatory advising institution model at UM, whereby it could be of benefit to students who are in good standing in their 3rd and 4th year of undergraduate studies to be able to self-serve when it comes to advising and registration without the necessity of an appointment for release of their pin. However, this idea needs to be part of a larger campus conversation with involvement of the UM Advising Council.

The UAC is also aware of the challenges associated with the Pre-Nursing program at UM, namely because it is an advising track program whereby students must transfer to another institution in order to earn their degree and their admission into the respective B.S.N programs at MSU and Mt. Tech being dependent on their achieving a high GPA in required coursework. The UAC will continue to work to improve advising support for Pre-Nursing students, and due to the VSO, we have more recently moved all Health Sciences advising to a different advisor in our unit. We will continue to evaluate the Pre-Nursing program moving forward.

**Four Bear Program**

Four Bear is an optional program to help students graduate from the University of Montana in four year or less. By joining and participating in the program, students gain knowledge on topics relevant to where they are in their college career. Through collaboration with the UM Financial Education Program, Academic Enrichment, Career Services, the Graduate School, the Registrar’s Office, and academic departments around campus, the program provides guidance and helps facilitate student success at UM and beyond. In addition to the information gained through the program, Four Bear students also receive early priority registration and may be eligible for post-four year tuition and fee payments if graduation is delayed due to factors within the University’s control (as outlined in the Four Bear Contract).

Currently, there are 518 Four Bear students partaking in the program. Of those, 209 were new freshmen or transfer students that joined during the 2016-2017 academic year. Of the new freshmen that signed up for Four Bear, 167 have registered for the autumn 2017 semester, making for an 84.3% program retention rate.

![Four Bear Students (AY 2016)](image)

**Freshman Academic Outreach**

At the start of spring semester 2017 the UAC invited 170 students who were placed on academic probation (fall term GPA > 2.00) to a proactive advising program known as Freshman Academic Outreach (FAO). This program is a collaborative effort between the UAC, campus advisors, Missoula College Academic Advising, TRiO Student Support Services, and the Financial Education Program. For the purposes of assessment, the 170 students invited to FAO were categorized into 4 different groups:
• Did not attend FAO and recovered (30 students or 17.64%)
• Did not attend FAO and did not recover (42 students or 24.70%)
• Attended FAO and did recover (43 students or 25.29%)
• Attended FAO and did not recover (55 students or 32.35%)

_Recover_ is defined as a student having a second semester (spring semester 2016) term GPA of 2.00 or better.

_Did not recover_ is defined as a second semester (spring semester 2016) term GPA of less than 2.00 resulting in academic suspension.

<table>
<thead>
<tr>
<th>Freshman Academic Outreach Spring 2016</th>
<th>Freshman Academic Outreach Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recover</td>
<td>Did Not Recover</td>
</tr>
<tr>
<td>Attend</td>
<td>49</td>
</tr>
<tr>
<td>Did Not Attend</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
</tr>
</tbody>
</table>

After assessing FAO outcomes to determine whether those who attended the evening programming recovered at higher rates than second-semester freshman on academic probation who were invited but did not attend FAO, our unit has determined that assessment results require us to reformulate our approach to assisting this at-risk cohort, and to consider alternative ways to help first-semester freshmen improve their academic standing.

**International Student Support Services**

Advising international students includes explaining the differences between the US higher education system and education systems from other countries and the value of a liberal arts education. Advisors help students to build schedules and understand their degree requirements, make sure that the students are aware of visa requirements as they relate to their academics, review academic conduct and integrity notions, and must be prepared to listen and assist with emotional situations as they relate to culture shock, language barriers, home sickness and family and home obligations.

• **Degree-seeking students**
  o UAC populations (Undeclared students): 30 appointments for 13 students
  o Non-UAC populations: 34 appointments for 7 students

Advisors for degree-seeking students ensure that they understand their major requirements as well as their General Education Requirements, and that they have a four-year plan that gives them a clear picture of what they are expected to complete in order to graduate with a bachelor’s degree.

• **Sponsored non-degree seeking** 50 students (5 YEAR-American Councils + 3 Doshisha University + 20 Japan Study Abroad Foundation + 22 Study Abroad Foundation)
• **Sponsored degree seeking** 51 students (6 Papua Province Government + 45 Saudi Government)
Students with sponsorships from their home governments, universities, US Agencies, Foundations or non-profit organizations are provided with academic advising as well as with periodic follow-ups related to the administrative requirements of each program.

**International student testimonials**

“The Undergraduate Advising Center has always been the best place I could go to whenever I had any questions regarding my classes. The advisors are always willing to help with any of our problems; whether it's about registering for classes, wanting to drop a class, or just speaking about what students want to study and what they are interested in. I think that it's a place where I can go to and know that I will always leave with a solution.”

-Anonymous

“The Undergraduate Advising Center helps me a lot for my first semester until now in University of Montana. Oh yeah, my name is Ilse Abisay and now I am a sophomore here. They help me a lot with applying for the next semester and shares things about how to borrow book through online application or through library and also told me that if I have a question or I didn't understand about the lecture or some tasks, I should ask for help from my professor or my tutor. Those things help me a lot through my freshman and sophomore year.”

-Ilse Abisay

**UM Tribal Colleges Delegation**

The UAC joined faculty and other academic support services on the tribal colleges’ tour, from 3/26/17- 3/29/17 in which six University of Montana (UM) representatives visited five tribal high schools and five tribal colleges in Montana. The purpose of this trip was to connect with students and faculty/teachers, answer questions, show support for students and share what UM has to offer, and help facilitate a smooth transition to UM for students coming from each respective high school and college.

*Tribal High Schools visited:* Hardin Middle/High School, Lame Deer High School, Wolf Point High School, Harlem High School, and Box Elder High School.

*Tribal Colleges visited:* Little Big Horn College, Chief Dull Knife College, Fort Peck Community College, Aaniih Nakoda College, and Stone Child College.
**UAC Contributions:**

- Helped admitted incoming freshmen in the high schools login to student accounts and explain necessary orientation tasks.
- At the tribal colleges, answered questions from incoming UM transfer students regarding previous coursework. Provided contact information to schedule follow-up appointments with the UAC advisors once on campus (to re-enforce student support network).
- Connected transfer and new students with UM departmental advisors and additional services.
- Networked with guidance counselors at the tribal high schools and walked through critical UM admission tasks as well as answered all questions to assist in college transition and persistence.

**Undeclared Students over 45 Credits Outreach**

During fall semester 2016, the Undergraduate Advising Center started an effort to reduce the number of undeclared students who have over 45 credits. 165 students were contacted through their student email. During spring semester 2017, another 126 students who were listed as undeclared with over 45 credits were contacted through their student email. The emails explained the UM Catalog policy of having a degree granting program officially declared before completing 45 credits. All students receiving the messages were invited to the UM Majors Fair and given resources on how to find and declare a degree granting program.

The UAC will continue outreach and tracking efforts to undeclared students with over 45 credits in an attempt to assist these students with the major discovery process and with early registration for future semester coursework.

**Veteran’s Success Initiative- Transitioning to Joint Service Transcript Evaluation**

In fall semester 2013, the UAC teamed up with the Veterans Education and Transition Services (VETS) Office to implement a degree plan initiative and create an academic support network for students utilizing VA benefits, as part of the overarching Veterans Success Initiative. The main impetus behind the initiative’s implementation was UM opting into the Principles of Excellence (POE) which was established in 2012 by Executive Order 13607. This collaboration across all campus academic departments allows students to learn more about their degree requirements and connect with a departmental advisor to ensure the coursework they take at UM meets degree requirements through the creation of a degree plan. This connection to departmental advisors is done through the UM-Veteran’s Advising Directory which can be viewed at [http://umt.edu/uac/vets](http://umt.edu/uac/vets). Each advisor’s participation in the initiative is voluntary.

At the end of spring semester 2017 there were 590 (up from 515 in 2016) individual degree plans on file with the VETS Office for students actively using VA educational benefits with over 1000 total degree plans created and filed with the VETS Office since the implementation of the degree plan requirement in spring 2014. The degree plan initiative is a tangible outcome of the Veterans Success Initiative that students have responded very well to.

During academic year 2016-17 there were 641 students that were using VA educational benefits (487 veterans & 154 family members) representing 89 academic majors and 57 academic minors. The most commonly utilized chapter of benefit at UM is Chapter 33 Post 9/11 GI Bill (403- including transfer of eligibility). Students using VA benefits could be found in all colleges and schools, including the Graduate School (52), with the College of Humanities and Sciences having the largest number of students using VA benefits at 231. While 89 academic majors are represented the top 5 majors for AY 16/17 were: General AA Missoula College (48),
Business Administration Lower Core (38), Health and Human Performance (33), Wildlife Biology (33), and Sociology (27). Students using VA Educational benefits accounted for over 480 FTE for AY 16/17.

![Bar chart showing Top 5 Majors at UM 2016-2017: General AA, Business Administration, Health and Human Performance, Wildlife Biology, Sociology with respective student numbers: 48, 38, 33, 33, 27.]

With the degree plan initiative and a framework to have undeclared student declaring a major by their 45th-earned credit firmly in place, the partnerships between the UAC, the VETS Office and academic departments across the mountain campus, Missoula College and Bitterroot College continue to strengthen to best serve students using VA benefits. This coming academic year the UAC is teaming up with the Enrollment Services and Admissions Office at UM, KPCN-Peer Connection Network, The Office of the Commissioner of Higher Education (OHCE), The Office for Student Success, and the VETS Office, to create a system to more effectively evaluate and post college credit earned during military service that reflects on Joint Service Transcripts (JST) and Community College of the Air Force Transcripts (CCAFT), to degree program requirements at UM. This evaluation process will utilize the American Council on Education’s (ACE) evaluation recommendations and will require training and campus buy-in from all campus advisors in order for the effort to be successful. Our first training to campus advisors on JST and CCAFT evaluation will be conducted in September. This effort is seeking to help veterans understand their military credits and provide a set of best practices in written and visual formats for students to work with departments to determine how best to utilize their military credits towards their degree.

**Assessment Recommendations**

Following our assessment review for the 2016-2017 academic year, the following recommendations have been made, and action steps taken, to further improve services in the UAC and in the UM campus advising community:

1. Due to advisor feedback and in an effort to increase Undeclared student retention and persistence, the UAC will continue to utilize, but modify and expand, existing touchpoint system of advising from the piloted- 3 touchpoints to a 4 touchpoint system of advising in fall semester 2017.
2. Continue to conduct over 45 credits earned outreach to Undeclared students, while also continuing our efforts to connect Undeclared students to various major discovery checkpoints, including inviting all Undeclared students to the UM Major Fair that is part of the larger AE Expo.

3. Begin tracking walk-in advising appointments for the 2017-2018 academic year with the Starfish Student Success Platform and the use of the Starfish kiosk for appointment check-ins during UAC walk-in hours.

4. Implement the new component of the Veteran’s Success Initiative by training Vet advisors on best practices to evaluate JSTs and CCAFTs based on ACE equivalency recommendations, and improve system by which student Veterans can effectively use their JSTs and CCAFTs for college credit.

5. Assess learning outcomes as they relate to major discovery and major identification for Undeclared students in UAC. This assessment will be conducted through the dissemination of a student survey to our undeclared populations after completion of fall semester 2017 and spring semester 2018, with the goal of better informing our center staff on what best practices work best for assisting Undeclared student with discovery their major.

6. Modify Freshman Academic Recovery program and reformulate as a team how best to connect with at-risk freshmen who fall under academic probation after their first semester of undergraduate studies at UM. Our unit will also consider alternative ways to team up with the Residence Life Office and other campus partners to more effectively help triage some of the academic difficulties first-semester freshman experience, and explore how to best connect at-risk freshman to academic supports and resources available through the utilization of the Starfish Student Success Platform.

References


The Writing Center supports undergraduate students, graduate students, alumni, faculty, and staff as they become more versatile, deliberate, and effective communicators. We provide an interdisciplinary, collaborative learning environment for all members of our community to grow as they work on a wide variety of academic, professional, and creative communication tasks.
Strategic Opportunity 1: Engage Students Where They Are

Writing Center programs embody the spirit of Initiative 3: Strengthen Student Support that Sets Us Apart. We deliberately design "cross-disciplinary support systems that meet undergraduate and graduate student needs." We respect the courage it takes to share one's work, and we provide access to education at every phase of students' learning.

Strategic Opportunity 2: Invest in People

Professional development drives Writing Center success. We feed the results of our assessment activities back into our professional development programs to ensure our tutors persistently grow as agile professionals in support of students, faculty, and staff. Our leadership team's cross-campus partnerships represent our commitment to cross-functional work and to the institution as a whole.

Strategic Opportunity 3: Partner with Place

The Writing Center is a critical hub for internationalizing campus and valuing diversity. We not only embrace "a culture of inclusive excellence" in our hiring practices but also foster collaborative learning across all forms of diversity. In addition, we partner with our community through the Missoula Writing Collaborative and the Writing Coaches of Missoula.

Strategic Opportunity 4: Reinvent the Heart of the Curriculum

Writing Center programs enact the foundational characteristics of a liberal education: we support a general education curriculum that "cuts across all disciplines, colleges, and schools to prepare every graduate to excel" as versatile communicators, as critical thinkers, and as collaborative knowledge builders. We are poised to play a critical role in the University's efforts to reimagine our General Education model.

Strategic Opportunity 5: Foster Knowledge Creation and Innovation

The scope and impact of Writing Center programs extend to the research enterprise. We advance the University's efforts to achieve the Carneigie R1 highest designation through our support of faculty efforts to communicate their research and through our graduate student tutoring, workshops, and boot camps.

"The Writing Center is my favorite resource at UM. I've used the Writing Center for three years because the tutors challenge me to improve my work in all my classes."

-Undergraduate Student
Writing Center Personnel

Kelly Webster, Director of the Writing Center (.92 FTE)
Jacob Hansen, Associate Director of Instruction across the Disciplines and Online Learning (.82 FTE)
Gretchen McCaffrey, Associate Director of Graduate Instruction and Assessment (.82 FTE)
Laure Pengelly Drake, Coordinator of Programs (.82 FTE shared with CHS and Provost’s Office)
Tutors (temporary, part-time staff)

University, Local, State, and National Service

Collectively, Writing Center personnel promote student, faculty, and staff engagement in our local community, in the region, and across the country. We serve on committees and in leadership roles as one way to positively influence not only student success but also institutional behaviors and national best practices.

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<tr>
<th>UM Service</th>
<th>Local, Regional, &amp; National Service</th>
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<tr>
<td>Faculty Senate Writing Committee</td>
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<td>Global Leadership Initiative Oversight Board</td>
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<td>Griz Read Committee</td>
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<td>Pedagogy Project Leadership Team</td>
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<td>Strategic Planning Coordinating Council</td>
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<td>University-wide Program-level Writing Assessment</td>
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<td>Women’s Leadership Initiative Fundraising</td>
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<td>International Writing Centers Association</td>
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<td>Council of Writing Program Administrators</td>
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<td>National Council of Teachers of English</td>
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<td>Missoula Writing Collaborative</td>
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<td>Montana Writing Project</td>
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<td>Rocky Mountain Writing Centers Association</td>
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<td>(President)</td>
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<tr>
<td>Writing Coaches of Missoula</td>
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</table>
Undergraduate and graduate student demand for one-to-one and small-group Writing Center consultations continues to grow. Students from 125 academic areas used the Writing Center during the past academic year, a reflection of UM students’ deep engagement with course content, research, and communication practices. We not only help students produce better products but also support their development as more effective thinkers and communicators.

The Sidecar Project is a course-embedded tutoring model that produces a trifecta of positive influence: improved student writing practices, changed faculty teaching practices, and expanded tutor knowledge. In each Sidecar collaboration, students, faculty and tutors join a community of practice in which all participants think critically, learn new strategies, and develop new communication behaviors.

Graduate student demand for Writing Center support has increased 280% since 2011. We meet this demand not only through one-to-one consultations but also through an intensive four-day Jump Start Dissertation/Thesis Boot Camp and a Graduate Student Workshop Series. We recognize graduate students as valuable members of our research community, and we therefore commit to supporting their growth as communicators.

Faculty are primary partners in the Writing Center’s efforts to promote student success. We support faculty through in-class and discipline-specific writing workshops, and through one-to-one faculty consultations. Our faculty collaborators help us to expand our impact across disciplines.
Assessment: Writing Center Objectives

Improve students' communication behaviors

Improve the quality of students' work

Positively influence faculty teaching practices across the curriculum

Foster writing across the curriculum

Contribute to improved student retention rates and overall GPA

UMWC Assessment Tools

- Student data tracking
- Focus Groups
- Faculty and Student Surveys
- Observation and Reflection
- Pre- and Post-performance Assessments

Highlighted Assessment Findings, 2016-2017

Writing Consultations by Academic Year

- 988 International Students
- 525 Honors Students
- 530 TRIO Students
- 1,489 Graduate Students
- 269 Native Students
- 343 Missoula College Students
Assessment: Highlighted Findings, continued

Of Writing Center Users:
97% felt motivated to write after a session
94% felt challenged to think more deeply about course content
97% used sessions to better address professors' expectations
90% revised to write more analytically
95% made major organizational changes to better demonstrate logic

Of Sidecar Project Students:
96% received more feedback on their writing than in other courses that require writing
95% revised more frequently than when writing for other courses
62% felt pushed to think more deeply about course content

Of Sidecar Project Faculty:
100% report the Sidecar collaboration motivated them to rethink their writing assignments
100% observed that Sidecar students more successfully met expectations
100% will make changes to future courses based on the Sidecar experience

Of Surveyed Faculty:
87% refer students to the Writing Center
76% notice an improvement in their students' writing after a session
85% believe the Writing Center is a critical resource for student success in their courses

"The Writing Center has been incredibly important to my success. Working with various tutors on my papers and presentations has made me work harder than I ever have as a student."

-Undergraduate Student
Looking Forward: Turning Assessment into Meaningful Growth in the UMWC

The Writing Center's planned actions in each programming area will advance our five overarching objectives. We also have identified a set of additional goals for the coming academic year. These goals reflect our effort to persistently learn, improve, and adapt, all to better serve students and faculty.

Writing Goals for the 2017-2018 Academic Year

✓ Assess and align Writing Center programming to address the priorities outlined in Strategic Vision 1.1: Creating Change Together.
✓ Develop strategies to facilitate transfer of effective communication practices across contexts and over time. Educate tutors and faculty about the concept of transfer.
✓ Collaborate with the Communication Studies Department to house and advertise the Public Speaking Center.
✓ Collaborate with the Graduate School, GPSA, and ICN to expand graduate student support.
✓ Integrate more purposefully into the First-year Seminar curriculum.
✓ Develop low-cost, efficient methods to meet growing undergraduate student, graduate student, and faculty demand for Writing Center services.
✓ Provide incentives for professional development and retention of effective tutors.
Mission Statement

The mission of OSS Technology Solutions is to define, implement and support the student advising data and software solutions for the OSS units and the Campus Advising Community, thus enhancing the ability to deliver high-quality services to students and campus constituents.

OSS Technology Solutions Organizational Structure

The OSS Technology Solutions team is comprised of 1.2 full-time equivalent (FTE) staff. The team includes a part-time Director, reporting directly to the Executive Director of the Office for Student Success, and a part-time Systems Administrator.

The OSS Systems Administrator is a shared position (60/40) with UM’s Enterprise Information Systems team. The shared position represents an innovative staffing model new to UM which addresses the need for embedded technical resources inside functional offices enhancing their ability to implement student service solutions rapidly.

The team is currently supplemented with undergraduate student interns from the Management Information Systems program within the School of Business. The “for credit only” internships, which are a part of the requirements of the MIS degree program, are a win-win for OSS and the MIS Interns. OSS is able to accelerate the pace of new solutions for students and campus advisors, and the MIS Interns gain valuable software implementation and project management skills.
The OSS Systems Administrator is a shared position with IT-Enterprise Information Systems.

OSS Technology Solutions is currently a sponsor of two for-credit internships for undergraduates in the School of Business Administration’s Management Information Systems (MIS) degree program.

(*) The OSS Systems Administrator is a shared position with IT-Enterprise Information Systems.

(**) OSS Technology Solutions is currently a sponsor of two for-credit internships for undergraduates in the School of Business Administration’s Management Information Systems (MIS) degree program.
Programs and Services

Software System Administration
OSS Technology Solutions directly manages the systems administration of several software applications:

- Starfish
- Academic Planner
- Academic Interest Questionnaire
- Pre-Registration Dashboard
- Degree Works Student Education Planner
- InfoGriz Advising Reports
- Math and Chemistry Placement Exams

Student Service Technologies
In addition, the team works collaboratively with the operational and technology staff in several other campus units to help manage and support various student service technologies and the associated data.
**Early Alert Reporting**

OSS Technology Solutions manages the campus-wide Early Alert Reporting software and related processes. During the 2016/17 academic year, the team upgraded the software from Hobsons Retain to Hobsons Starfish Early Alert (part of the Hobsons Starfish Retention Solutions suite). After software configuration and testing during Fall 2016, the new solution was run as a pilot project during Spring 2017 for the Missoula College campus with successful results as shown in the infographic below.

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**Missoula College Starfish Early Alert Pilot**

- **Faculty Participation Rate**
  - Spring 2017 Participation: 22%
  - Fall 2016 Participation: 59%

- **4825 Tracking Items Raised**
  - MC: 4825
  - MTN: 1402

- **Students Receiving Tracking Items**
  - MTN: 1956
  - MC: 1485

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Starfish helped improve early alert participation rate dramatically.
The new solution was implemented on the Mountain Campus for Fall 2017. Successful results from the launch on the Mountain Campus are shown in the below infographic.

**Fall 2017 High Level Early Alert Numbers**

As of 12/4/17 a total of **18,832** Tracking Items (Flags & Kudos) have been Raised!

- **6,902** Flags (36.81%)
- **11,900** Kudos (63.19%)

**Tracking Items**

6,524 unique students received a Tracking Item through Starfish.

- **4,949** Received Feedback
- **1,575** Undergrad Population

This figure compared to our undergrad census enrollment means almost 70% of undergrads received some sort of feedback through Starfish!

**Instructor Participation**

54.25% of instructors participated in Early Alert via Starfish

Fall of 2016 we saw a Early Alert participation rate of 29.05%
Navigating a New World

The Map
During the 2015/16 Academic Year OSS Technology Solutions, in partnership with the Registrar’s Office and IT’s Enterprise Information Systems team, kicked off the first of several software implementations aimed enhancing academic advising by empowering campus advisors with the data needed for proactive outreach to students.

The robust functionality contained in the new advising software applications have allowed UM to consolidate 11+ homegrown software tools into highly integrated best-of-breed technologies intended to help campus advisors streamline their advising practices and improve their tracking and outreach to at-risk students. The move into the industry’s best-of-breed software applications also positions UM to be nimble and responsive as new student success initiatives are developed.

**ADVISING TECHNOLOGIES**

**The New World**

**Destinations:**
- Enhancing student’s online advising access and ability to self-serve
- Consolidating 11+ advising technologies into 3 integrated solutions

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*One’s destination is never a place, but a new way of seeing things* ~Henry Miller
The Goals: Supporting Campus Advising with Technologies and Data

With the map of available advising technologies now firmly defined, OSS Technology Solution’s goals will focus on helping campus advisors integrate the functionality and data into the flow of their advising practices. The team will also be working with several of the units within OSS to create the foundations of a data model that allows for a more methodical, automated way of assessing their programs.

Goal #1
NEW TECHNOLOGIES
On-time implementation of remaining implementation projects
Project Roadmap: umt.edu/it/projects

Goal #2
ADOPTION
Finalize buildout and implementation of ongoing campus communication, training and support plans

Goal #3
DATA
Create framework and foundational data structures for OSS program assessments, including OSS Tech Team assessment.

Measuring Success

New Technologies
On-time delivery
Partnerships
Responsive post-implementation support

Increased Early Alert participation
Degree Plans for Freshmen & Sophmores
Advising Toolkit

Data Foundations
Shift from data extractions to data analytics
OSS Technology Solutions key indicators of success focus on the on-time delivery and adoption of the projects outlined on the Student Success Technologies Collaborate Project Roadmap (see http://www.umt.edu/it/projects/Studentsuccesstechnologiesroadmap_v1.3.pdf). As the technologies go live, the team will focus on timely and responsive post-implementation support for students, faculty and advisors. The team will continue to build a communication structure and training materials that can be incorporated into the onboarding processes for new students and new faculty and into the Advising Toolkit and Academic Advising Certificate Program.

The new advising technologies also provide an opportunity to empower academic leaders and campus advisors with data about their students, allowing them to be strategic and proactive in their advising services. With campus empowered to self-serve with student data, OSS Technology Solutions will be better positioned to enhance their data activities for the OSS units and move to the next stage (Stage 2) in the evolution of OSS data analytics.

Data Mart Evolution

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<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
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<tr>
<td>Report</td>
<td>Analyze</td>
<td>Predict</td>
<td>Operationalize</td>
<td>Data-Driven</td>
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UM Financial Education Program Mission Statement
The mission of the UM Financial Education Program is to empower the UM community to make informed financial choices and take action to improve their present and long-term financial well-being.

“\textit{I am so grateful for this service and the one-on-one guidance. It’s such a relief to have someone assist, free of charge, in this scary and overwhelming process! I have been telling all my fellow graduates to take advantage of the Financial Education Program!}”

-Alumni, Master of Public Administration

Programs and Services: What the Financial Education Program Offers
The goal of the Financial Education Program is to educate the students, employees and alumni at the University of Montana, Missoula College and Bitterroot College about their personal finances and their financial options when paying for college and repaying their student loans. Through classroom visits, one-on-one sessions and workshops offered through our partnerships with over 50 on and off-campus programs, we reach out to the campus community to impart and instill financial well-being. From offering in-person Loan Entrance Counseling at Missoula College to coordinating Withdrawal Counseling for students who are not using Financial Aid to assisting borrowers currently struggling with loan default, we reach individuals at all stages of their financial and academic lives. Our patrons have access to us through our involvement in 14 orientation programs, housing the Transit module (one of the Prevention Programs mandated for all new students), the Loan Repayment Seminars we hold for graduating student and the Public Service Loan Forgiveness workshops held for UM employees.

“I would totally recommend this program to any person who wanted to get back into school for 2 main reasons. #1 It will help you change your life and #2 It is so very simple. But most importantly it gives you the opportunity to better yourself professionally and personally.”

-Freshman, General AA
How We Align With the UM Strategic Vision 1.1 and the UM 2020 Strategic Plan

The UM Financial Education Program strives to enhance the holistic aspect of campus academic advising by providing financial literacy training opportunities for advisors as well as participating in meetings and conferences within the advising community. We partner not only with the advisors on main campus but those on our embedded two-year campuses as well to promote access to the affordable education options available on all campuses. The training we do with students to help them understand the limitations of their Federal aid not only promotes progression towards and completion of degrees, but this aspect of higher education is essential to our students who are returning to complete a degree. The uniqueness of this Program sets UM apart and strengthens every aspect of our students’ wellbeing.

Through our emphasis on an in-person and individualized approach to Financial Education, we have become the 4th Best Financial Literacy Program in the US. We are now in the position to offer a unique opportunity to students in an internship leading towards becoming an Accredited Financial Counselor. The leaders who complete this certificate will be able to meaningfully engage with their community and assist us in reaching out to our at-risk and special populations, allowing us to implement the financial skills necessary to engage the diverse student population at UM and improve their financial wellbeing. Improving the financial skills of our community assists in achieving and maintaining a place of financial sustainability and health that will permeate into all facets of their lives.

“The Financial Education Program doesn’t just supply information, they explain it all to you. They know their subject like I know mine. Like every good teacher, they take the time to make sure you understand what you need to know. College is all about learning. What I know about college funding, I learned from the UM Financial Education Program”
-Professor at Missoula College

UM Financial Education Program Organizational Structure

Program Coordinator serves on Staff Senate and Program Manager maintains membership in Pi Mu Epsilon, an origination dedicated to promoting math and supporting students who dedicated themselves to mathematical knowledge.
Financial Education Program Data and Outcomes

In the 2016-2017 academic year, we held 646 individual sessions with 444 unique individuals (note that Summer 2017 is not included in this calculation and we will have well over 100 appointments this summer) which is a 6% increase over the previous respective semesters. We also saw an increase in the number of patrons who repeatedly visited the Program.

The top three reasons for a patron to request a session with a financial counselor have remained consistently the same over the past three years. Loan Repayment far outpaces the other reasons which is understandable since the Financial Education Program is the only location on campus that can answer these types of questions.

While the majority of our patrons are or were students on the Main Campus, we have made an increased effort to hold a physical presence at the Missoula and Bitterroot Colleges. In the 1617 AY, 12% of our appointments were with patrons from our 2-year campuses. Our effort to reach this population will only increase in the 1718 AY.

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<thead>
<tr>
<th>Reasons for Individual Sessions in 1617AY</th>
<th>Loan Repayment</th>
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<tr>
<td></td>
<td>How the Federal Student Aid Process Functions</td>
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<td>Public Service Loan Forgiveness</td>
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<td>Budgeting</td>
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Missoula College Students:

- 4: West Missoula College
- 3: Bitterroot College

Students with Multiple Individual Sessions over 1617AY

- Two Meetings: 70
- Three Meetings: 13
- Four Meetings: 12
- Five Meetings: 10
- Six Meetings: 4

• 4: West Missoula College
• 3: Bitterroot College
The ages of our individual session attendees range from 17 to 70 and the ages of our workshop attendees range from 18 to 46. We are clearly reaching older patrons with our individual sessions but balancing that with a younger population in our workshops and class presentations.

Patrons were asked to rate their level of personal financial skills on a scale of 1 to 5 with 5 being “excellent”. Responders showed an increase of 21% in their personal finance skills after attending a workshop or class presentation. By contrast, those who met with a Financial Educator in an Individual Session report a skill level of 3.98 after the session.

Students who attend our workshops and presentations are most interested in hearing about Scholarships, Loan Repayment Options and Budgeting and after attending, the three most common results of the workshops is that students are tracking their expenses, researching or applying for a scholarship and filing the FAFSA. This correlation indicates that we are giving the students the information they want in a way that they can apply to necessary action steps.

<table>
<thead>
<tr>
<th>Topics They Report Wanting to Hear More About</th>
<th>Student Attends Workshop or Presentation</th>
<th>Actions They Report Taking</th>
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<tbody>
<tr>
<td>Scholarships</td>
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<td>Tracking Their Expenses</td>
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<tr>
<td>Loan Repayment Options</td>
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<td>Researching or Applying for a Scholarship</td>
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<tr>
<td>Budgeting Skills</td>
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<td>Filing the FAFSA</td>
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</table>
After meeting with a Financial Educator, patrons report that they feel confident in their plan for handling their finances (an average score of 4.23 on a scale of 1 to 5 with 5 being “strongly agree”) and that they now know how to get accurate financial information (an average score of 4.34). The action items completed by our patrons show the timeliness and effectiveness of every individual session.

Patron meets with a Financial Educator

They leave confident that they have a plan for their finances (4.23 out of 5)
And that they know how to get accurate financial information (4.34 out of 5)

Lastly, we hold a deep sense of gratitude for our fellow employees on Main Campus and the Missoula and Bitterroot College campuses! Half of reported referral to our program are from other UM Employees and they far outpace any other referral source. Our collaboration with other campus programs has produced one of the most effective ways of reaching our students and campus community with the financial knowledge they clearly desire and want to act upon. Thank you to all the campus employees who assist us in reaching out to the students and patrons within our community.

“Seeking assistance and guidance through the Financial Education Program has equipped me with multiple tools to help make informed decisions when it comes to managing my finances. My advisor was able to customize our sessions to address the questions I had, and even answered questions I didn’t know I had!”
-Third Year, Doctor of Physical Therapy

Goals for the 2017-2018 Academic Year
In the 1718 academic year, we plan to see great progress and expansion through the internship program we will be implementing as well as our expanded hours at the Missoula College Campus. In partnership with the School of Business Administration (SoBA), we will be initiating an internship program that, when paired with 2 courses through SoBA, will allow students to leave campus as an Accredited Financial Counselor at a significantly reduced price. This internship will also allow us to have a presence at the Missoula College campus two days per week in order to support the relationships with students and employees that have formed over the past year. We will also support our students on the Missoula College West campus by creating a workshop about the Tools and Licenses necessary for the vocational students to be ready for the workforce. The Program will also strive to see no decrease in the number of individual sessions we hold each semester and improve the assessment of those sessions as modeled by the Writing Center. Our partnerships with the Alumni Association and the Off-Campus Renter Center will be improved as well and the implementation of the Transfer Check-Up will be improved before this year’s implementation. Increased support for our American Indian student populations will be another top priority as we look to improve support through AISS, participate in the Fall Tribal College Tour and integrate financial literacy into the AISS Peer Mentor Program.
KPCN: The Peer Connection Network

Administrative Summary

At a foundational level, KPCN records students, instructors, and campus community members sharing their stories of UM, their expertise, their excitement, and their hopes. KPCN produces engaging, professional, informative videos, but we also collect student experiences and bridge people from different disciplines and backgrounds together through exposure and common narrative.

KPCN started in 2010. In the last 7 years, we have collaborated with over 24 clients on 210 videos watched 111,235 times according to YouTube analytics. The Montana University System Office of the Commissioner of Higher Education contracted 17 KPCN productions. Over 100 students have assisted KPCN with some form of the production process for academic credit or paid internship.

In the last academic year, KPCN productions aired 36,126 minutes. To put that number in perspective, you would need to watch 301 two-hour movies to consume an equal amount of video content. The amount of footage behind those productions is triple. KPCN stores over 11 TB of footage.

In the next fiscal year, KPCN plans to continue its role as an option for the campus community to promote academic opportunities and aid students in making the most of their college experiences. We continue to look for new partnerships both within the campus community and within the Missoula community.

Figure 1: Producer Connor Bryan filming UM students at work aboard the Flathead Lake Biological Station research vessel Jessie B.
Mission Statement

*KPCN: The Peer Connection Network* is a student-based video production group creating clear, concise, and engaging video communications for the campus community. Each team member believes in and commits to the necessity and power of film as a way to streamline and demystify educational experiences at the University of Montana. We do this through a collaborative production process that extends classroom learning objectives into field-based experiential learning opportunities for the students behind the camera. We create videos to fill needs, to tell stories, and to aid our community in ways that best support students.

OBJECTIVES

Founded in 2010, KPCN strives to provide a visually engaging form of communication. Collaboration between students, administrators, faculty, and staff ensures a dynamic and interdisciplinary group. KPCN works with departments and student groups across campus to explain complicated business processes, promote academic programs, and highlight unique learning opportunities.

PRIMARY FUNCTIONS

Our multidimensional primary function is to bridge a generational and technological communication gap by:

- Enabling campus communities to meet prospective, new, and continuing students where they are;
- Providing UM students with accurate and helpful information on resource navigation and educational opportunities
- Investing in students through experiential learning and leadership opportunities;

We employ a high-touch collaborative process with our clients. From concept meetings to close captioning the final product, our student staff continuously works with clients to find innovative ways to reach designated audiences. Students exercise leadership, demonstrate professional communication skills, and align production decisions with client’s resources, needs, and wants. We do this by understanding the project, its goal, the budget, and the audience.

Organizational Chart
Producer Ryan Graham-Laughlin worked on 15 productions this last academic year in addition to his work with KPCN. Entering the final year of his Media Arts degree, Ryan’s portfolio now includes credits for 10 short films, 2 documentaries, a podcast, a music video, and a graphic design. He continuously works on all aspects of the production process from operating booms, recording sound, set design, filming, editing, acting, and animating. His pinnacle accomplishment this year is his work as a boom operator and sound recordist for the “Far Cry 5” video game promo filmed in Phillipsburg, MT.

Producer Connor Bryan is also entering his final year in Media Arts, but is new to KPCN. He runs an independent YouTube channel with over 222 videos focusing on the Let’s Play format. Connor also produces a podcast with 22 published episodes.

Animator Gabrielle Tusberg is starting her second year of the Media Arts curriculum and expanding her animation skills. She joined KPCN at the start of summer and, by the end, her portfolio will include animations for the Degree Works video series and animations for the 2017 Convocation video.

Program Summary
KPCN’s success is defined by the personal growth of the student staff and their extensive portfolios; the opportunities they have to engage with the campus community and the resulting stories; and through the successful delivery of video-based communication solutions. More recognizable,

- UM’s official YouTube page lists KPCN as a featured channel.
- Departments post their promo videos to the UM homepage.
- Published in the National Academic Advising Association’s (NACADA) printed monograph for Peer Advising and Mentoring.
- Awarded a national NACADA certificate of merit for an outstanding advising technology innovation.
- One of 9 out of 800 applicants that presented at the Gates Foundation Postsecondary convening.
2016-2017 Videos

• **Stories from the College Front Video Series for TRIO research project (continuation)**
  o Filmed and produced 70 individual stories, now published on the TRIO YouTube Channel.
  o This project, directed by Janet Zupan, invites members of the campus and Missoula communities to share an anecdote about a time in their college career in which they felt isolated and as if they didn’t belong in college. The gathered vignettes are part of a research project focused on the sense of belonging as it relates to marginalized students.

• **Visit Degree Works**
  o Part 1 of a video series promoting the newly implemented Degree Works audit system. This production takes a fun approach to informing students of key functionality in Degree Works.

• **How to Use Degree Works**
  o Part 2 of the Degree Works promo series. This video steps students through accessing and using the software to run a degree audit, program a what-if scenario, and run GPA projections.

• **JST-Evaluating Your Joint Service Transcript**
  o A collaboration between the Montana University System, the Office of the Commissioner of Higher Education, UM’s Veterans Educational and Transitional Services office, and KPCN to produce a comprehensive video for in-person training on adhering to the prior learning agreement while evaluating military joint-service transcripts for college credit.

• **W.A. Franke College of Forestry and Conservation Scholarship Video**
  o Contracted by CFC to tell the stories of scholarship recipients and to thank donors during their annual awards banquet.

• **W.A. Franke College of Forestry and Conservation Promo Video**
  o Interviews from the scholarship video allowed for a second cut promoting students’ educational experiences and highlighting strengths of the CFC.

• **International Baccalaureate Program**
  o KPCN worked with UM’s IB coordinator to edit an informational video promoting the International Baccalaureate Educator Certificate in Teaching & Learning. The video is now housed on the program’s page to welcome interested students with testimonials from those who have completed the program.

• **UM’s Environmental Studies Graduate Program**
  o This video promotes the graduate program in Environmental Studies by discussing the student experience through the eyes of alumni, current students, and faculty.

• **The Writing Center Promo Video (updated information)**
  o This update to one of our most popular videos published the Writing Center’s location change and ensured continued use of the production. The Writing Center was then able
to deploy the video to all sections of WRIT 101 and C&I 194: Freshman Seminar last year.

- **2016 Academic Convocation**
  - Spanning the student experience from orientation to graduation, this video serves as the visual for the official academic welcome to new students on the Oval.

**UM Alignment**

**UM 2020**

KPCN’s original structure built upon core values of leadership and engagement as defined in *UM 2020*. Students run client concept meetings; write scripts; schedule logistics; film; and edit each video. KPCN produced the last six Convocation videos during the seven years UM hosted a formal Academic Convocation. This year, student producers and animators attended Convocation Committee meetings. KPCNers hone essential leadership skills through this formalized experiential learning structure.

KPCN’s experiential learning focus encourages KPCNers to branch out of their academic disciplines when filming classes, field experiences, labs, events, and programs for stock video. The resulting promotional videos ground current and prospective students with experiences and opportunities by portraying academic discovery, service, and student life.

**UM Strategic Vision 1.1**

KPCN embodies the opportunities of the *UM Strategic Vision 1.1* to engage students where they are and to invest in people. We put students first, one by one, by creating a structured and supportive experience customized by each learner. The learner defines relevant professional development opportunities and we flex to help make the most of those decisions.

Figure 4: An image from Producer Ryan Graham-Laughlin’s 2016 graduation footage.

Truly, our student employees are our greatest strength. We work to maintain a high-quality student experience by investing in people through leadership, professional development, and relationships.

KPCN ensures students have paid-positions as they build portfolios and resumes for the post-graduation job market. We invest in leadership opportunities, travel, and high-quality production software and equipment to foster a dynamic set of competencies in our staff. As in the professional realm, we innovate, collaborate, and then rewrite. What sets a KPCN production apart from classroom work, is that we do not simply turn in the assignment and move onto the next project. Our projects are in progress until we have final approval from our clients. Through this, we adapt, we remain accountable, and we create our best work. KPCNers are encouraged and supported in problem-solving and in identifying innovative solutions, one of our primary strengths is the relationships this investment yields. Our students help each other learn complicated processes and new techniques. They push each other to think past what is expected or easy. Our videos are successful and we remain a sought-after resource for the campus community because our production process starts and ends with relationships.
Our services provide materials for 24/7 self-service that can integrate with Moodle, tablets, phones, email, and websites. When utilized, these materials provide standardized procedural information and allow increased time for faculty-student mentorship.

**KPCN by the Numbers**

KPCN’s YouTube analytics five-year report (September 1, 2012-September 1, 2017) recorded KPCN productions streamed a total of 168,239 minutes or 1,401 full-length movies and our video suite recorded 111,187 views. Our internal, KPCN and TRIO channels show 160,181 minutes watched and 106,298 views over that time period.

KPCN productions were viewed a total of 36,126 minutes in 16/17. That’s the equivalent of 301 full-length movies. In addition, we produced more videos in the 16/17 year than ever before, increasing our output from 20 videos in the 15/16 year to 79 in the 16/17 year.

KPCN currently manages four separate YouTube channels for clients to ensure target audiences have an unrestricted path to content.

- **Views**: KPCN (22,250), Montana University System Veterans’ Channel (317), Montana University System Financial Literacy Channel (940), TRIO (1,150): **Total 24,657**
- **Videos**: KPCN (8), Montana University System Veterans’ Channel (1), Montana University System Financial Literacy Channel (0), TRIO (70): **Total 79**

**KPCN Channel**

- Views
  - 16/17: 22,250
  - All-Time: 105,316
- Videos
  - 16/17: 8
  - All-Time: 122
- Minutes
  - 16/17: 31,908
  - All-Time: 154,715

**Montana University System Financial Literacy Channel**

- Views
  - 16/17: 940
  - All-Time: 4,029
- Videos
  - 16/17: 0
  - All-Time: 13
- Minutes
  - 16/17: 1,853
  - All-Time: 6,626

**Montana University System Veterans’ Channel**

- Views
  - 16/17: 317
  - All-Time: 720
- Videos
  - 16/17: 1
  - All-Time: 4
- Minutes
  - 16/17: 549
  - All-Time: 1,298

**TRIO**

- Views
  - 16/17: 1,150
  - All-Time: 1,170
- Videos
  - 16/17: 70
  - All-Time: 71
- Minutes
  - 16/17: 1,816
  - All-Time: 1,81
AY 17/18 Goals - Looking Forward

Moving into the 2017-2018 academic year, KPCN will produce promotional and tutorial videos for the Office for Student Success to accompany and inform the campus community of major software implementations including the Student Educational Planner functionality of Degree Works and Starfish early alert and scheduling solutions. KPCN will also film and produce an additional 30 interviews for the TRIO research project. In addition, we will look to bolster communication pieces for campus tutoring programs and freshman retention efforts. We will make our debut for the semester by completely revamping our approach to the academic convocation video through visualizing UM’s new strategic vision.

Figure 5: The Convocation planning board in the KPCN office.
Study Jam maintains high-quality and accessible tutoring options for students of diverse abilities, backgrounds, and socioeconomic status. Study Jam honed this mission yet again to respond to the changing educational landscape. In a frugal fiscal environment, the program maximizes partnerships with instructional faculty and invests in the mentorship and experiential learning of tutors. As the following narrative highlights, Study Jam utilization remains consistent despite lower enrollment, faculty referrals are the highest motivator for students to seek tutoring, and Study Jam is poised to assess and improve its programs.

An interesting consideration from this year’s data comes from student feedback on potential expansion to day time, 1-to-1 tutoring options. Of the 100 respondents, only 57 said they would have used Study Jam more spring semester if offered during standard business hours of Monday-Friday, 8-5pm. However, 84 students thought they would have utilized Study Jam more if they could have made a 1-to-1 appointment with a tutor. As we move forward, we will also explore afterhours, 1-to-1 scheduled tutoring sessions.

In summary, Study Jam’s success is noted simply in its stats: in 30 academic weeks, almost 700 students were served by 18 student tutors, 1 graduate student coordinator, 1 administrator, and a student-centered group of instructional faculty.

Mission Statement
Study Jam group tutoring supports undergraduate students' progress toward degree completion by facilitating no-cost-to-students, peer-led, group tutoring. In a collaborative learning environment, Study Jam helps students succeed in sentinel coursework through guided exploration; responsive, curricular-based learning strategies; and informal study communities. Study Jam also fosters a proactive, academically nimble, lifelong learner.

Organizational Chart
Program Summary
Study Jam is a key component in the OSS tutoring and placement success network. Twice a week in the evenings during the semester, students meet in the UC Commons for free, peer-based group tutoring. Students may seek assistance for 36 sentinel courses in 10 academic disciplines during these nights. Together, peers work as members of a learning collective to develop knowledge and build skills.

Study Jam is an open environment for students of all backgrounds and academic abilities to integrate with an academic tutor who has achieved competency in the academic subject and who is familiar with discipline specific adaptive learning strategies. Tutors are recommended by the instructional faculty of the courses they serve. This ensures a student tutoring staff proficient in coursework and positioned to provide curricular support through collaboration with instructors. Tutors are frequently upper-division students with aspirations for advanced degrees and current graduate students.

Study Jam continues to focus on data-transparency. It is integral to our mission to continuously evaluate program performance and remain open to changes requested by the campus community. Data is collected to inform these decisions and to encourage appropriate responses.

UM Alignment
The Office for Student Success is “charged with developing, implementing, and coordinating initiatives to increase student’s persistence toward graduation” (UM 2020, 2014). Study Jam advances this charge by addressing college preparedness, improving the transition to academic coursework, and increasing student engagement and support. We also enact the UM 2020 promise to, “improve student retention and graduation rates through improved preparation, comprehension, engagement, and enhanced student support.”

Study Jam provides a vehicle for tutors to learn content, methods, skills, values, and approaches of a discipline from faculty who are leaders in their fields and then apply this foundational knowledge as they assist other students in their learning. For both student tutors and students, we encourage the transmission of learning strategies and behaviors to upper-division coursework. This promotes a passion for discovery, learning, and service through student-led study and facilitates a dynamic environment. Informal study groups promote transmission of knowledge and learning strategies that build community and understanding.

As we move from UM 2020 to the UM Strategic Vision 1.1, Study Jam will continue to refine its programs and resource allocation through honest assessment and data-informed inquiry. We will take a proactive approach to ensure we engage students where they are and invest in people.
### Study Jam Usage Report for AY 16/17

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (206)</td>
<td>123</td>
<td>83</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology (105)</td>
<td>67</td>
<td>38</td>
</tr>
<tr>
<td>Biology (74)</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Business Finance (81)</td>
<td>44</td>
<td>37</td>
</tr>
<tr>
<td>Business Management Info Systems (279)</td>
<td>126</td>
<td>153</td>
</tr>
<tr>
<td>Chemistry (688)</td>
<td>325</td>
<td>363</td>
</tr>
<tr>
<td>Economics (130)</td>
<td>106</td>
<td>24</td>
</tr>
<tr>
<td>Spanish (224)</td>
<td>175</td>
<td>49</td>
</tr>
<tr>
<td>Statistics (570)</td>
<td>256</td>
<td>314</td>
</tr>
<tr>
<td>Physics (244)</td>
<td>133</td>
<td>111</td>
</tr>
<tr>
<td>Total Check-Ins (2601)</td>
<td>1392</td>
<td>1209</td>
</tr>
<tr>
<td>Unique Users (696)</td>
<td>450</td>
<td>344</td>
</tr>
</tbody>
</table>
### BIOLOGY (N=69)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOB 101N: DISCOVER BIOLOGY</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>BIOB 160N: PRINCIPLES OF LIVING SYSTEMS</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>BIOB 170N: PRINCIPLES BIOLOGICAL DIVERSITY</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>BIOB 260: CELLULAR AND MOLECULAR BIOLOGY</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

### BUSINESS FINANCE (N=79)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFNS 322: BUSINESS FINANCE</td>
<td>37</td>
<td>42</td>
</tr>
</tbody>
</table>

### BUSINESS MANAGEMENT INFORMATION SYSTEMS (N=272)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMIS 270: MIS FOUNDATIONS FOR BUSINESS</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>BMIS 365: BUSINESS APP DEVELOPMENT</td>
<td>148</td>
<td>113</td>
</tr>
<tr>
<td>BMIS 372: INFORMATION INFRASTRUCTURES</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>BMIS 373: BUSINESS SYSTEM ANAL &amp; DESIGN</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Assessment
A student survey was distributed to all students enrolled in a Study Jam supported course regardless of if they had utilized Study Jam for spring semester. The survey collected responses from 100 students on potential Study Jam expansions, on what works for students who utilized Study Jam more than once, what prevented students from using Study Jam, and why some did not return after their initial visit.

Respondents (N=100)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSX 205N: College Physics I</td>
<td>91</td>
<td>65</td>
</tr>
<tr>
<td>PHSX 207N: College Physics II</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>PHSX 215N: Fund of Physics W/Calc I</td>
<td>34</td>
<td>1</td>
</tr>
<tr>
<td>PHSX 217N: Fund of Physics W/Calc II</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPNS 101: Elementary Spanish I</td>
<td>118</td>
<td>26</td>
</tr>
<tr>
<td>SPNS 102: Elementary Spanish II</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>SPNS 201: Intermediate Spanish I</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>SPNS 202: Intermediate Spanish II</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Over the course of the semester, how many times did you attend Study Jam?

- 0-1: 26%
- 2-5: 35%
- 5-10: 18%
- 10+: 21%
Students Who Utilized Study Jam 2 or More Times
Motivation (N=65)

**WHY DID YOU START ATTENDING STUDY JAM TUTORING?**

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Number of Responses (could select multiple options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor recommended study jam.</td>
<td>8</td>
</tr>
<tr>
<td>Could not afford a private tutor.</td>
<td>13</td>
</tr>
<tr>
<td>Could not find a private tutor.</td>
<td>2</td>
</tr>
<tr>
<td>Friend recommended study jam.</td>
<td>11</td>
</tr>
<tr>
<td>Instructor recommended study jam.</td>
<td>32</td>
</tr>
<tr>
<td>Low grade on an assignment, quiz, or test.</td>
<td>15</td>
</tr>
<tr>
<td>Repeating the course and want to pass.</td>
<td>7</td>
</tr>
<tr>
<td>Struggled with the subject matter previously.</td>
<td>15</td>
</tr>
<tr>
<td>Used study jam in previous semesters.</td>
<td>18</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>

Grade Perception (N=65)

**DID YOUR GRADE IMPROVE OVER THE COURSE OF THE SEMESTER?**

- Yes (54)
- No (11)

83% Yes
17% No
DID YOU APPLY NEW LEARNING STRATEGIES FROM STUDY JAM TO OTHER COURSES?

Yes (54)  No (23)

I DID NOT UTILIZE/RETURN TO STUDY JAM BECAUSE:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I DID NOT KNOW STUDY JAM WAS AVAILABLE.</td>
<td>3</td>
</tr>
<tr>
<td>I DID NOT LIKE WORKING WITH THE TUTOR.</td>
<td>1</td>
</tr>
<tr>
<td>I DROPPED THE COURSE.</td>
<td></td>
</tr>
<tr>
<td>I FOUND A BETTER ALTERNATIVE.</td>
<td>7</td>
</tr>
<tr>
<td>LITTLE CONFIDENCE IN THE TUTOR'S ABILITY.</td>
<td>4</td>
</tr>
<tr>
<td>I WAS DOING FINE IN THE COURSE.</td>
<td>13</td>
</tr>
<tr>
<td>THE TIME WAS INCONVENIENT.</td>
<td>17</td>
</tr>
<tr>
<td>THE TUTOR WAS FREQUENTLY LATE.</td>
<td></td>
</tr>
<tr>
<td>THERE WERE TOO MANY PEOPLE AT THE TABLE.</td>
<td>7</td>
</tr>
<tr>
<td>OTHER</td>
<td>2</td>
</tr>
</tbody>
</table>
Future Assessment
Study Jam assessment will continue to develop and align with UM 2020 indicators of success and the UM Strategic Vision. We will continue to closely monitor utilization of Study Jam tables and respond to high and low usage in a manner that supports our students and instructional faculty. We will continue to explore opportunities for expansion and partner with instructional faculty through meaningful recruitment, mentorship, and marketing.

For the 17/18 AY, our areas for potential inquiry include:
   a. What are the impacts of early utilization and frequency of visits among Study Jam users?
   b. How many students with less than 30 completed credits utilize Study Jam and how do they compare with course and class-standing cohorts?
   c. Do students who utilize Study Jam achieve a higher level of success in the course compared to non-Study Jam students?
   d. Are students who utilize Study Jam returning to campus at a different rate than non-users from the original course and class-standing cohorts?

AY 17/18 Goals
The 17/18 academic year will see Study Jam continue to promote accessibility, transparency, and responsiveness.

Accessibility
   1) Continue to offer free, high quality, faculty-supported tutoring options for UM students.
   2) Explore expansion to alternative hours for courses with the highest demand and the highest fail rates.
   3) Explore offering 1-to-1 or small group tutoring for courses with the highest demand and the highest fail rates.

Transparency
   1) Develop a Study Jam website to house a repository of learning strategies.
   2) Integrate with the UM mobile app tutoring tile.
   3) Create an opt-in system for regular reporting on usage statistics for instructors.

Responsiveness
   1) Review report of high fail rate sentinel courses and determine if Study Jam efforts are in line with the greatest needs.
   2) Creation and implementation of a Study Jam communication strategy targeted at both students and faculty.
   3) Enhance the development and mentorship of Study Jam tutors by exploring and developing training opportunities, facilitating internships and independent studies with academic departments, and partnering with academic enrichment opportunities.
TRIO STUDENT SUPPORT SERVICES at the University of Montana

Mission: TRIO Student Support Services (SSS) at the University of Montana is a federally funded program committed to increasing the rates of academic achievement, retention, and graduation of underrepresented students—first generation, low-income as well as those with disabilities.

TRIO SSS Core Values:

- We’re fierce advocates for students who want to achieve their full potential.
- We believe every student should have an equal opportunity to fulfill their dreams and goals.
- Our students are resilient and determined. We foster and encourage these qualities.
- TRIO Scholars work hard and are engaged in their education – TRIO staff members are dedicated to working just as hard to help our students succeed.
- We believe in a growth mindset for our students, one that embraces the belief that students can learn more, and view challenges and failures as springboards to new opportunities.
- Each student has strengths. We’re excited to help them discover and nurture those talents and qualities.
- We’re excited to help students discover the things they never thought they could do. We’re here to help them unlock new dreams.
- We believe that the experience of learning is a lifelong and unlimited process.
- We believe that students committed to their education brighten the future for everyone. We allow and encourage students to make good choices and empower them with tools to see and develop their own potential. We believe each student has potential for academic success and should be valued and treated with respect.
- We believe in collaboration with other educations; University of Montana colleagues and individuals serving the U.S. Department of Education.
- We deeply believe in the importance and integrity of our work in supporting TRIO Scholars.
- We endeavor to celebrate the uniqueness of all cultures with appreciation and understanding.

TRIO SSS ALIGNMENT WITH UNIVERSITY OF MONTANA’S STRATEGIC VISION AND 2020 PLAN

TRIO SSS in many ways aligns with much of the UM Strategic Vision in various means. The strength of the TRIO SSS Program lies in making available services that are student-centered.
TRIO SSS more closely aligns with Strategic Opportunity 4; TRIO SSS Engages Students Where They Are. Pride is taken in cultivating creative and innovative strategies that support student retention, persistence, and graduation. In many ways, TRIO is fortunate to be able to serve as somewhat of an “incubator” allowing cultivation of new and innovative strategies to maximize student success.

TRIO SSS fosters collaboration among our campus partners and engages in many campus initiatives that may align with TRIO’s mission.

Alignment with UM’s 2020 Strategic Plan, TRIO SSS is a campus partner for student success, supporting enhancements creating student experiences and increasing student persistence, retention and graduation of first-generation, low-income or students with disabilities. TRIO SSS collects and analyzes data that generates reports required to the U.S. Department of Education while at the same allows opportunities to create and develop better programmatic improvements.

At the core of TRIO SSS is staff that ensures that not only do we meet standards and objectives of our grant, but whom at their heart, are committed to transforming students’ lives. Staff not only have professional development opportunities on campus but may be engaged at the state, regional and national level. They serve on campus committees and volunteer. TRIO SSS staff are the wheels churning and in in constant motion, making the program stronger every step of the way.

TRIO SSS ORGANIZATIONAL CHART

**FUNDING**

The U.S. Department of Education supports TRIO SSS at the University of Montana with an annual budget of $419,939 (since FY 2016-3% increase) and funded to serve 375 students per year. Fiscal year 16-17 completes our second year of a five year grant, ending in 2020. Funding years run September 1-August 31st.
DATA COLLECTION – ANNUAL PERFORMANCE REPORT (APR)

The U.S. Department of Education requires data collection on three student criteria: good academic standing, persistence, and graduation rates on every student who is active in the program. Annual percentages are calculated for prior years in late fall and submitted electronically to DOE. The chart below provides the snapshot of academic year 2015-2016 which shows all criteria exceeded required benchmarks.

### Annual Performance Report 2015-2016

**Number funded to serve:** 375  
**Number served:** 387

<table>
<thead>
<tr>
<th>Good Academic Standing</th>
<th>Persistence</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained Rate</td>
<td>97%</td>
<td>84%</td>
</tr>
<tr>
<td>Approved Rate</td>
<td>80%</td>
<td>70%</td>
</tr>
</tbody>
</table>

### STUDENT SATISFACTION SURVEY ASSESSMENT (Summary)

**Number of respondents:** 32

<table>
<thead>
<tr>
<th>What We Asked</th>
<th>What We Discovered</th>
<th>Plan to Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Satisfaction</td>
<td>Overall Very Satisfied</td>
<td>Continue orientation services to provide comprehensive understanding of services and TRIO</td>
</tr>
<tr>
<td>Staff genuinely courteous, approachable and willing to help</td>
<td>Always—77% response</td>
<td>Ensure students of open door policy or appointments.</td>
</tr>
<tr>
<td>Services most used</td>
<td>In order: Advising, financial aid, tutoring, academic skills, printing, success coaching, presentation help, advocacy and support</td>
<td>Intentional placement in C &amp; I 160, Learning Strategies Class (orientation task)</td>
</tr>
</tbody>
</table>
| Campus Services most used | Study jam 26%  
Writing Center 44%  
Math Lab 18% | Continue to provide information; partner with Study Jam evening tutoring |
<table>
<thead>
<tr>
<th>Service Type</th>
<th>Use Percentage</th>
<th>Needed</th>
<th>Donation Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer labs</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-funded services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book loan and technology needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek additional foundation support and personal donations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did students know Peer Mentor program</td>
<td>58% did not know about Peer Mentoring</td>
<td></td>
<td>Enhance more marketing/communications of program</td>
</tr>
<tr>
<td>Were students using REMIND-text messaging</td>
<td>45% were not aware; 80% did not want to opt in</td>
<td></td>
<td>Survey on application as to best mode of communicating with students</td>
</tr>
<tr>
<td>Did students gain more confidence and self-esteem by participating in the program</td>
<td>92% felt participating definitely improved non-cognitive skills</td>
<td></td>
<td>Continue to build upon</td>
</tr>
</tbody>
</table>

**FOCUS GROUP – Fall Semester 2016**

Skye McGinty, TRIO Academic Success Coach and graduate student conducted two focus groups sessions with two sections of Janet Zupan’s classes of C & I 160- Learning Strategies class fall semester 2016. Twelve questions were focused on applying to college; parental involvement; why attend UM; what was their first semester like; what would have made it easier; how did they first hear about TRIO; what services have they used; how has TRIO influenced their education at UM; during time at UM, did they ever considered dropping out of college; and additional comments.

**Findings:**

- Almost all of the students had overwhelmingly positive things to say about TRIO’s services, staff, and influence on their educations. Students were especially impressed with Janet’s classes and all of the skills and strategies they learned over the semester.
- Most of the students mentioned that entering college underprepared for the expectations of professors was the most difficult barrier to overcome.
- Several students mentioned frustration with academic advising, or lack thereof they were receiving from their department advisors.
- No students had thought of discontinuing TRIO services.
- A few students thought about dropping out but after looking at careers they realized they needed education to further their careers. Students acknowledged that there were challenges, academically and personally, but it was their major that made them realize why they were in college.
- Students agreed that the friendliness of TRIO staff made their college experience better. “TRIO staff frequently go out of their way to ensure students have access to services. The friendly atmosphere of TRIO made the program much more accessible than other programs on campus; the services TRIO offers make them more likely to stop by.
SERVICES PROVIDED BY TRIO SSS

TRIO SSS provides an array of services all geared toward helping students succeed in college. Students may use one, two or all services throughout their enrollment at UM. The visual below displays services offered for all participating students utilized any time during their undergraduate academic career.

OTHER SERVICES PROVIDED NOT FUNDED BY GRANT

Donations and grants support a Book Loan Program initially started by the Grizzly Riders International in 2008. Since that time, Grizzly Riders continue to support the book loan in addition to grants received from Dennis & Phyllis Washington Foundation, Weyhauser (formerly Plum Creek) and personal donations.

HOW TRIO INTERACTS WITH STUDENTS
BASED UPON AY 2016-2017

Funded to serve: 375
Students served: 407
The graph below displays the services TRIO Scholars frequently rely upon for academic support offered through TRIO. Students enrolled in C & I 160, Learning Strategies for Higher Education have a positive experience working with an instructor and learn skills to improve their academic and personal accomplishments. Staff may use intrusive advising to foster and cultivate wholesome behaviors that advance not only academics but whole person success.

TRIO FILM PROJECT—“Stories From the College Front”

TRIO SSS is developing a film library called Stories From the College Front, similar in scope and intent to the Stanford Resilience Project. We are close to gathering 100 filmed anecdotes from UM administrators, faculty, staff, students, and community members, all describing early struggles in college. After reading Paul Tough’s New York Times essay, “Who Gets To Graduate,” (May 2014), we began initial attempts to incorporate the intervention practices introduced there that focused on a student’s sense of belonging in college. It became clear that film could serve as a powerful medium for helping students recognize the universality of feeling out of place at some point in secondary education.

By December, 2017, we will complete filming. With guidance gained from David Yeager, and other researchers, we will begin to monitor the persistence effect of these stories with TRIO SSS students. During Spring of 2018, we plan to present our project and early findings, to regional and national conference gatherings, including TRIO regional Association, ASPIRE and NACADA. (Janet Zupan spearheaded the project and will report findings.)

TRIO Book Loan Program

Founded in 2008 by Grizzly Riders International, TRIO has been fortunate to be able to provide books for TRIO students. Funding in addition to the Grizzly Riders includes support from the Dennis and Phyllis Washington Foundation, Weyhauser, International, and personal donations.
Book Loan statistics have been recorded since the inception of the program. Since 2008, 1259 students have been able to obtain at least two books a semester at the cost of $77,026.95. The chart below provides AY 2016-17 information with the total and averages since 2008.

<table>
<thead>
<tr>
<th>Students</th>
<th>TRIO Library Used Books</th>
<th>Books Purchased</th>
<th>Total Spent</th>
<th>Average Books Per Student</th>
<th>Average Cost Per Book</th>
<th>Average Spent Per Student</th>
<th>Books Retired</th>
<th>Books Donated to TRIO</th>
<th>% Not Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>74</td>
<td>90</td>
<td>73</td>
<td>$6,133.05</td>
<td>2.17</td>
<td>$81.77</td>
<td>25</td>
<td>26</td>
<td>3.06</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>64</td>
<td>84</td>
<td>60</td>
<td>$2,580.30</td>
<td>2.25</td>
<td>43.01</td>
<td>98</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td><strong>AVERAGES</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>4,054.05</strong></td>
<td><strong>2.16</strong></td>
<td><strong>71.67</strong></td>
<td><strong>28</strong></td>
<td><strong>15.53</strong></td>
<td><strong>3.89</strong></td>
</tr>
<tr>
<td>Total since 2008 = 1259</td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>295</td>
<td>75</td>
</tr>
</tbody>
</table>

**TRIO SSS GOALS 2017-2018**

- Engage 375 new and returning students to participate in program
- Open TRIO “Bear Den” study/lounge
- Meet desired goals for FY 16-17 APR and submit to Department of Education
- Aim to implement new approaches, intentional outreach and communications of retention of ALL TRIO S Scholars
- Increase C & I enrollment and improve systems for tracking and reaching out to SSS Scholars (new and continuing members)
- Early identification of students in academic or personal hardship
- Contact of students in traditionally challenging UM courses to promote tutoring, coaching, etc.
- Improved Intake Process that requires more student accountability and a specific plan/follow up for continued SSS support enrollments
- Engage all SSS Advisors to participate in Advisor Certification Program
- Update TRIO website
- Stories from the College Front: Conclude filming, organize film library and set up research guidelines. (Present at Conferences in 2018-ASPIRE, etc.)
- Complete two sections of evaluation using CAS Standards for TRIO Programs
Mission:

TRIO-Upward Bound is funded by the US Department of Education to provide the requisite academic skills and motivation that qualifying students will need for success in post-secondary education.

Organizational chart:

Academic Year Services are provided on a weekly basis to 75 eligible students who attend the following high schools: Big Sky HS (Missoula), Hellgate HS (Missoula) and Browning High School (Blackfeet Reservation).

- Academic advising
- Academic tutoring
- Financial aid counseling
- Financial literacy
- Career counseling
- ACT/SAT test prep
- College prep workshops
- College application assistance
- College, major exploration
- Scholarship application assistance
- Community service opportunities
**Summer Program**: Typically 55 high school students get the opportunity to live, learn and recreate in a six-week simulated college experience where they attend classes on the UM campus, live in the dorm and earn high school credit.

- “Hands on” learning in math, science, and English
- Seminar classes: American Sign Language, Expressive Arts, Prep for College and College Composition
- Service learning, field trips, classroom excursions based on summer theme
- Soft skills development
- Attend guest presentations from professionals in the field
- Other activities include wilderness camping, rafting trips, social activities, tours of museums, zoos, historical sites, science centers, research labs, college campus tours, etc.

*Summer 2017-UB was not able to offer a summer program due to the delay in funding award notification from the Department of Education*

**Bridge Scholars Program** allows for a small group of qualifying students the chance to earn up to six college credits. Recent high school graduates enroll for two University of Montana courses, which fulfill general education requirements, and this year was fully sponsored by the University of Montana (tuition, fees, books, room and board). In addition to their summer session coursework, Bridge Scholars also learn about resources for academic assistance on campus, receive individualized advising and attend workshops relating to college prep skills.

**Upward Bound Eligibility Requirements:**

- Be at least a high school freshman, but have not yet entered senior year
- Be U.S. citizens (or permanent residents)
- Meet federal low income standards, and/or be raised in a family where neither of the student’s parents have completed a four year college degree
- Must attend one of the following target high schools:
  - Missoula-Hellgate High School, Big Sky High School
  - Browning-Browning High School

In addition to the above eligibility requirements, students must:

- Possess a sincere interest in continuing their education beyond high school
- Demonstrate need for program services
- Have earned at least average high school grades
- Have a history of maintaining good behavior

*Two-thirds of TRIO-Upward Bound participants must meet BOTH the low-income guidelines as well as be a first generation college student.*
**Committee/collaboration:** Upward Bound staff continues to build campus and community partnerships serving on about five campus committees: DiverseU, UM General Scholarship committee, MT^2 Fellowship Selection committee, Diversity Advisory Committee/subcommittee, American Indian Support and Development Committee. There are numerous other community organizations that staff participates including the Missoula Forum for Youth and Children, Graduation Matters (Browning, Missoula, Montana), Empower MT, Montana Indian Education Association Native Youth conference, Indian Health Service National Scholarship Committee, NACADA Regional Conference planning committee as well as the Horatio Alger Scholarship (regional) committee. Staff continues to support and collaborate with other TRIO programs: Gear UP, Talent Search, Student Support Services (UM, BCC, SKC, MT TECH, etc).

**Summary of UB summer program:**

After each summer program, we survey the students, residential staff, teachers, and Bridge students on their Upward Bound experience. Summer 2016 was the first time that we used a Qualtrics survey and it was a very helpful tool. It was great to learn that almost half of the students said that UB was “Extremely Effective” in motivating them to pursue a postsecondary education, nearly the other half of students stated, it was “Very Effective” and a couple of students said it was “Somewhat Effective.”

This survey allows us to evaluate the various aspects of the summer program including the Orientation/check-in, dorms, food, activities, recreation, class/teachers, fieldtrips, schedule and staff. Surprisingly, students said they would have appreciated more opportunities to participate in community service. A few summer recreational highlights for the students are Camp Paxson, followed by rafting the Gorge, Talent Show and Casino Night.

The NCBI Workshop seemed to be the least favorite activity. We will likely continue to offer this workshop as it builds on advocacy and leadership qualities. We will continue to stagger summers and offer the workshop every other summer. Generally, this workshop is offered in the beginning of the summer program and will consider offering the workshop towards the end of the summer program.

Overall, students really enjoyed their classes, teachers, and residential staff. Almost all of them said they can’t wait to come back next year! With the current unknown status of funding, I’m hoping they will be able to come back for another summer.
EdReady Montana is made available to UM students through a collaborative effort between the Montana Digital Academy, the UM Math Department, and OSS. EdReady Montana is a personalized, free online math tutoring program that is designed to help students master the skills they need to succeed in college-level math and other quantitative reasoning-based courses. EdReady Montana helps students raise their math placement exam scores and provides assistance to students in college-level math, chemistry, and physics courses at UM. Since the program is online, students can work on the material at their own pace whenever it best fits into their schedule.