# Table of Contents

- Office for Student Success Mission  page 1
- Message from the Executive Director  page 2
- OSS Program Structure and Responsibilities  page 3
- OSS Organizational Chart  page 4
- University Advising Services  page 5
- Undergraduate Advising Center  page 9
- The Writing and Public Speaking Center  page 11
- OSS Technology Solutions  page 13
- UM Financial Education Program  page 15
- KPCN Student Production Multimedia Team  page 17
- Study Jam Group Tutoring Program  page 19
- TRIO Student Support Services  page 21
- TRIO Upward Bound  page 23
- EdReady Montana and Student Success in Mathematics  page 25
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 academic departments and university offices to provide programs that support students’ academic growth and personal development.

We are the hub of academic support at the University of Montana. Our programs guide students as they transition to college, assist them in clarifying academic goals and exploring majors, and support them throughout their UM experience. We also coordinate several campus-wide efforts to encourage high impact learning opportunities and develop proactive retention interventions that foster student success.
Thank you for your interest in the Office for Student Success (OSS) at the University of Montana (UM). OSS serves as the hub of academic support at UM. From managing Core Course Registration for new freshmen to providing graduation application assistance for seniors preparing to complete their undergraduate careers; from coordinating campus academic advising services and our early alert process to offering comprehensive tutoring and financial literacy education, our nationally-recognized programs and services are designed to help students succeed at every step of their academic journeys.

This report summarizes 2018/2019 Academic Year activities of OSS units. During the 2018/2019 Academic Year, OSS units collectively conducted 21,076 total sessions with students. This figure includes 3,408 math tutoring sessions in the Math Learning Center facilitated through our partnership with the Department of Mathematical Sciences.

The photo on the cover of this report is from one of my favorite events of the year: Academic Convocation. During Convocation, we formally kick off the academic year by welcoming entering students to campus and emphasizing that we are a family that supports each other. The KPCN student multimedia production team, led by OSS Associate Director Shannon Janssen, produces the video for this event each year, which features our entering students and footage of some of the various adventures and experiential learning opportunities they will embark upon over the course of their collegiate careers. Watching this video together as a campus community while the light of the moon helped illuminate University Hall and our incredible campus and natural surroundings was an inspiring experience that reinforced to me the importance of our work.

It is an honor and privilege for me to work with and lead the OSS team. This team of individuals is committed to students to their core. We are active members of professional organizations relevant to our fields, serve on numerous campus committees, and are involved in various student success initiatives, often serving in leadership roles at the campus, regional, and national levels and receiving recognition for exemplary achievements. We are here for students.

Looking ahead to next academic year, we have many exciting initiatives underway. These include, but are certainly not limited to: implementing Education Advisory Board Navigate student success software; expanding tutoring services with a focus on online availability; launching several efforts in support of the “momentum year” such as expanding our Four Bear Four Year Graduation Program, publishing online degree maps for all undergraduate programs of study, and transitioning to degree planning tools within Degree Works to improve the student experience and to facilitate data-informed enrollment management.

I hope that you enjoy learning more about our OSS programs and services by reading this report.

Brian French, Ed.D.
OSS Executive Director
“Advising is a key to student retention. The best way to keep students enrolled is to keep them stimulated, challenged and progressing toward a meaningful goal. The best way to do that—especially among new students—is through informed academic advising.”


**UM Academic Advising Council (UMAAC)**

With membership from all UM Colleges, Schools, and specialized advising services units, the Advising Council 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 the Advising Council Chair.

During the 2018/2019 academic year, the Advising Council contributed to the ongoing implementation of a comprehensive professional advising and faculty mentoring model at UM, which is an institutional initiative supporting UM’s Priority for Action 1: place student success at the center of all we do. The work of the Advising Council also contributed to the development of an institutional case document for major donor support, through which the UM Foundation will seek external funding to invest in additional professional advising and support positions and important student success-related infrastructure improvements.

**Academic Advising Certificate Program**

OSS completed the third annual cycle of the UM Academic Advising Certificate Program during the 2018/2019 academic year. We saw significant increases in training attendance, with over 230 attendees across all training sessions (this is a non-unique headcount figure) and 7 UM employees completing the full Certificate Program. Since the Certificate Program’s inception during the 2016/2017 academic year, 504 attendees have participated in trainings and 22 employees have completed the full Certificate Program.

**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 is designed to supplement the UM Catalog and can be viewed at http://umontana.edu/oss/for_faculty_staff/advising_manual.php.
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 also manages the Advising Listserv for campus. Information on course availability, advising-related policy and procedural updates, registration information, pertinent events, professional development and training opportunities are distributed to the campus advising community through this email communication tool.

### Re-Recruitment

Each year, OSS coordinates campus-wide student retention campaigns in an effort to encourage students to register for upcoming semester classes. These campaigns involve posting physical and digital signage, sending targeted communications, and conducting outreach to students promoting registration. Postcard mailings are sent and continued outreach continues over summer and winter 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 is tracked and reported to campus leadership and academic departments.

### Advising Assessment

In an effort to continuously improve campus advising services, OSS surveys the UM undergraduate student population to gather feedback on students’ advising experiences and to gauge achievement of relevant student learning outcomes. The data on the following pages summarize student feedback from fall 2018 semester. Additional, qualitative student feedback is also incorporated into assessment of campus advising services.

**Q1** Which of the following best describes the academic advising you have received this academic year?

- Advised by a faculty advisor in my major department.
- Advised by a peer (student) advisor in my major department or college/school.
- Advised in a manner other than the alternatives described above.
- Advised individually by a professional advisor in my major department or college/school.
- Advised individually by a professional advisor in the Undergraduate Advising Center.
- Advised individually by a professional advisor in UM Student Support Services.

**Q2** How many academic advising sessions have you had this academic year?

- 0 to 1
- 2 to 3
- 4 to 5
- More
I understand the General Education Requirements (GERs) and am aware of course options to satisfy the GERs.

(Scale of 1-5 with 5 as the highest rating)

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

(Scale of 1-5 with 5 as the highest rating)

I understand university graduation requirements.

(Scale of 1-5 with 5 as the highest rating)

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

(Scale of 1-5 with 5 as the highest rating)
Interactions with my advisor(s) have helped me identify and/or confirm long-term academic goals.

(Scale of 1-5 with 5 as the highest rating)

Sufficient time has been available during advising sessions.

(Scale of 1-5 with 5 as the highest rating)

I intend to follow my advisor's recommendations.

(Scale of 1-5 with 5 as the highest rating)

Please rate your advisor.

(Scale of 1-5 with 5 as the highest rating)
Undergraduate Advising Center

Mission Statement

The mission of the UAC is to provide comprehensive academic advising and related programming to support the academic success of students. The UAC is the academic advising home for all Undeclared, freshman Media Arts, Pre-Nursing, undergraduate non-degree, and freshman Pre-Medical Sciences and Pre-Physical Therapy students whose primary major is Undeclared.

Overview of Key Programs and Services

- Exploratory Studies Program
  » Designed for students who are unsure of their major and want to examine their options with a focused, hands-on approach. ESP allows for students to explore multiple majors while still making progress on completion of degree requirements. In fall 2018, the UAC advised 579 exploring students. In spring 2019, we advised 418 exploring students.

- Four Bear Program
  » An optional program to help students graduate from UM in four years or less. By joining the program, students gain knowledge on topics relevant to where they are in the progression of their college career. In the 18-19 academic year, a total of 247 students participated in Four Bear, including 87 new freshman. Of the 87 new freshman that signed up for Four Bear in fall 2018, 85% are registered for the fall 2019 semester.

- Core Course Registration
  » An advising community collaborative effort overseen by the UAC to pre-register incoming freshman into their major core courses and preferred general education courses before arriving for orientation. In the 2018/2019 academic year, we collaborated with Admissions to integrate CCR into the new Bear Tracks model. After face-to-face Bear Tracks were completed, the advising community continued to advise and enroll incoming freshman through the CCR process who weren’t able to attend an in-person Bear Tracks.

Number of students Core Course Registered prior to arrival for Bear Tracks

UAC Student Sessions

2,263 Scheduled appointments
392 Walk-In appointments
2,655 Student Sessions
1,384 Unique Students Served

Appointment Types and Needs
214 Add/Drop consultations
124 Early Advising appointments
117 Prospective Student appointments
94 Change of Major consultations
20 Graduation Plan appointments
22 Academic Reinstatement appointments
9 Student Veteran appointments
Notable Highlights in 2018-2019

- Partnered with Humanities and Sciences Academic Advising Center to host two National Academic Advising Association (NACADA) webinars as a professional development opportunity for our advising community.

- UAC staff were published in Native Pathways, an annual national student newsletter of the American Indian College Fund, on the importance of academic advising.

- Revised and updated our Exploratory Studies Program (ESP) major maps to reflect current majors and affiliated course offerings.

- Developed new logos for the ESP and the Four Bear Program.

- UAC Director attended the NACADA Institute and an Academic Impressions Conference on Creating Consistency in Decentralized Advising Models with UM Advising Directors.

- Partnered with the Social Work department to assist students in 2+2 program with Blackfeet Community College advising and registration.

- Collaborated with UM Health & Medicine (UMHM) to offer Pre-Occupational Therapy advising in preparation for rollout of Doctoral OT program at UM starting in fall 2021.

- UAC’s Health Sciences Advisor collaborated with Nursing Program Directors at Mt. Tech and MSU to hold in-person information sessions with Pre-Nursing students at UM.


What’s Coming?

- The UAC is hiring two new academic advisors, including a Pre-Nursing/Pre-Physical Therapy advisor and a Transfer advisor to serve as an initial point of contact for all prospective and incoming transfer students to UM.

- The UAC will collaborate with Colleges and Schools to align the Exploratory Studies Program with the Communities of Excellence.

- The Four Bear Program will be scaled to auto-enroll all full-time Mountain campus freshman.

- Advising Council will offer more NACADA webinars to advising community as a collective professional development opportunity.

- UAC is partnering with H&S Advising Center for a common book reading experience.
Writing & Public Speaking Center

We support undergraduate & graduate students, faculty, staff, & alumni as they become more versatile, deliberate, & effective writers. Through workshops & one-to-one, small-group, and course-embedded tutoring, & by collaborating with faculty, we provide writing & public speaking support in any discipline & for any communication purpose.

### Milestones Achieved

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,035</td>
<td>One-to-one appointments</td>
</tr>
<tr>
<td>1,538</td>
<td>Individuals served one-on-one</td>
</tr>
<tr>
<td>1,269</td>
<td>Grad student appointments, serving 215 individuals</td>
</tr>
</tbody>
</table>

### Targeted Student Support

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Locations</td>
<td>Lommasson, Library, Native American Center, Missoula College, and Online</td>
</tr>
<tr>
<td>Trio Writing Mentorship Program</td>
<td></td>
</tr>
<tr>
<td>UMCUR and GradCon Preparation</td>
<td></td>
</tr>
<tr>
<td>Evening &amp; Weekend Hours</td>
<td></td>
</tr>
<tr>
<td>Jumpstart Workshops</td>
<td>Serving 35 individuals in 19 departments</td>
</tr>
<tr>
<td>Sidecar Workshops</td>
<td>Serving 85 students</td>
</tr>
<tr>
<td>Graduate Workshops</td>
<td>Serving 71 students in 36 departments</td>
</tr>
<tr>
<td>Interactive workshops that address graduate-level writing and presentation concerns</td>
<td></td>
</tr>
<tr>
<td>297</td>
<td>Sessions with student in co-requisite program</td>
</tr>
<tr>
<td>Support for developmental writers at Missoula College</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>Sessions with faculty and staff from 51 different units</td>
</tr>
<tr>
<td>One-to-one and small-group faculty consultations to improve writing instruction &amp; writing for publication</td>
<td></td>
</tr>
</tbody>
</table>
PRAISE FOR OUR SERVICES

Thanks again for the very helpful Writing Center Workshop Series - before attending the series, writing a manuscript, proposal, or thesis felt pretty insurmountable and I never knew where to start. Now I feel like I have a very helpful set of tools to make brainstorming, writing, and editing less intimidating and much more manageable and efficient.
—Grad student

The Writing Center continues to play an integral role in revamping the clinical reasoning thread through our curriculum, with a direct impact on three classroom courses and all five clinical experiences, and an indirect impact on nearly every other course in the program. The Center has assisted with creating writing assignments that build on each other through the 3 years of the DPT program and develop critical thinking, reflection, and literature review skills in a way that our students find practical and important.
—Audrey Elias, Clinical Physical Therapy

The Writing Center Sidecar was incredibly helpful to my students, building their skills in self-assessment, writing critique, and clear communication. The Sidecar also helped me become a better instructor, to develop more effective guidelines for writing assignments and to provide more useful feedback to my students.
—Laurie Yung, Society and Conservation

FUTURE DIRECTIONS

EXPAND

• Online hours
• Outreach to faculty for assignment design

INCREASE

• Visibility
• Online usage by students at West Campus, Bitterroot College, and Helena College

REFRESH

• Handouts for Jumpstart and Grad Workshops
• Professional Development for Tutors

REVISE

• Student Surveys
• Assessment instruments
OSS Technology Solutions

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.

Software System Administration

OSS Technology Solutions directly manages the system administration of several software applications:

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

Student Service Technologies and Advising Security Profile Management

OSS Technology Solutions 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. In addition, the team manages security profiles for all advising technologies.
OSS Technology Solutions manages the campus-wide Starfish Early Alert software and process. These figures represent Early Alert activity during the 2018/2019 Academic Year and how these figures compare to prior year totals:

### 2018/2019 Total Tracking Items

<table>
<thead>
<tr>
<th></th>
<th>Total Tracking Items Raised</th>
<th>Total Flags Raised</th>
<th>Total Kudos Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/2019</td>
<td>48,053</td>
<td>14,400</td>
<td>33,653</td>
</tr>
</tbody>
</table>

### 2017/2018 Year Totals

<table>
<thead>
<tr>
<th></th>
<th>Total Tracking Items Raised</th>
<th>Total Flags Raised</th>
<th>Total Kudos Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018</td>
<td>36,434</td>
<td>12,571</td>
<td>23,863</td>
</tr>
</tbody>
</table>

### Instructor Participation

<table>
<thead>
<tr>
<th></th>
<th>2018/2019 Total Participation %</th>
<th>2017/2018 Total Participation %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52%</td>
<td>51%</td>
</tr>
</tbody>
</table>

### 2018/2019 Course Participation by Class Level

<table>
<thead>
<tr>
<th>Class Level</th>
<th>2018/2019 Participation</th>
<th>2017/2018 Prior Year Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental</td>
<td>64%</td>
<td>60%</td>
</tr>
<tr>
<td>100-Level</td>
<td>49%</td>
<td>45%</td>
</tr>
<tr>
<td>200-Level</td>
<td>44%</td>
<td>41%</td>
</tr>
<tr>
<td>300-Level</td>
<td>40%</td>
<td>36%</td>
</tr>
<tr>
<td>400-Level</td>
<td>33%</td>
<td>32%</td>
</tr>
</tbody>
</table>

### Education Advisory Board Navigate Student Success Management System

During the 2019/2020 Academic Year, OSS Technology Solutions will play an integral role in implementing the Navigate platform. Responsibilities include, but are not limited to: managing data integration, defining user roles and access, and leading campus trainings.
Financial Education Program

Mission Statement
Empower the UM community to make informed financial choices and take action to improve their present and long-term financial well-being.

Overview of Key Programs and Services
The FEP serves UM, Missoula College, and Bitterroot College students, employees and alumni. We assist with the federal student aid process, student loan repayment, Public Service Loan Forgiveness and other student loan incentive and forgiveness programs, personal finances, budgeting, credit, and savings. Through one-to-one sessions, classroom visits, and workshops offered through our partnerships with various units and programs both on-and off-campus, we try to instill a sense of financial wellness into UM’s campus culture and help educate students on the importance of sound financial decision making and planning.

Analysis of Student Loan Borrowing Trends

Percentage of first-time, full-time students who borrow and percentage of degree recipients who borrow compared to previous years.

Average student loan indebtedness for degree recipient.
## National Distinction

For the third year in a row, LendEDU has compiled a list of the top 50 Financial Literacy Programs offered at colleges and universities across the United States for 2019. UM’s Financial Education Program was ranked as the #5 Financial Literacy Program in the country.

### Goals for the 2019/2020 Academic Year

I. We will re-establish a full-time Program Coordinator position to assist with all aspects of the FEP and to ensure that we meet increasing demand for FEP programs and services.

II. Through forging new partnerships, the FEP will begin offering services to students at UM affiliate campuses, beginning with Helena College. Synchronous online appointments will be offered via Zoom and semi-regular campus visits will be incorporated into the FEP service calendar.

III. Along with UM Financial Aid office, FEP will establish a financial literacy network among financial aid offices at UM affiliate campuses, Montana Tribal Colleges, and MSU Financial Literacy Program. Create common calendar of FAFSA/educational workshops, share outreach content and promote preventative strategies for transfer and prospective students.

IV. FEP will continue to offer workshops and individual coaching to prospective students and parents throughout Montana. We will strengthen partnerships with local high school counselors and administrators in an effort to prepare incoming freshman for financial success in college.

V. The FEP Marketing & Outreach Plan will use outreach events and social media platforms to increase awareness of our services to students, alumni, employees and prospective students. We will create an active and engaging social media presence that provides financial aid updates, promotes educational workshops and shares useful financial literacy information.

<table>
<thead>
<tr>
<th>Total Number of Students Served</th>
<th>3,173</th>
</tr>
</thead>
<tbody>
<tr>
<td>over the 2018/2019 Academic Year</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>55 Presentations</th>
<th>2,174 in attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>168 withdrawal counseling sessions</td>
<td></td>
</tr>
<tr>
<td>831 individual sessions</td>
<td></td>
</tr>
<tr>
<td>over the 2018/2019 Academic Year</td>
<td></td>
</tr>
</tbody>
</table>
KPCN Student Multimedia Production Team

Mission Statement

The KPCN Student Multimedia Production Team creates 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 student production team. We create videos to fill needs, to tell stories, and to aid our community in ways that best support students.

First Year Experience Seminar Flipped Content and Four Bear Graduation Program Videos

KPCN was tapped over the summer for two large scale initiatives: 1) Building video components to allow the First-Year Experience seminars to flip the classroom and rely on productions to introduce students to campus resources, and 2) Support the Four Bear Program scaling efforts to all new freshman by creating content for required informational components. The following 6 videos are designed to meet both initiatives.

- **Introduction to ASUM Government and Services**
  » ASUM leadership reviews the purpose and benefits of ASUM services.

- **How to Get Closer to your Dream Job**
  » The Office of Experiential Learning and Career Success showcases Career Success services through student testimonials.

- **What can Tutoring do for you?**
  » This updated video discusses the numerous free tutoring services for students.

- **How Advising Works at UM**
  » Current students discuss the importance of academic advisors and how to look up assigned advisors.

- **Study Away-UM’s National Student Exchange Program**
  » Highlights from transformative experiences of UM students who completed a NSE Program.

- **Four Bear Four Year Graduation Program**
  » Almost fully animated, this production reviews program structure and intent.
This year, KPCN productions aired during football games, throughout the online orientation modules for incoming students, and central curriculum components for the Four Bear Four Year Graduation Program and First-Year Experience seminars for Fall 2019. These 21 videos showcase the reach and depth of KPCN and media communication. Though the team is less than a handful, production happens around the clock and finds KPCNers filling campus needs with humor, quality, and critical information.

Promotional/Process Videos from 2018/2019

- **2019 UM Public Service Academy Welcome**
  - KPCN edited this pre-filmed welcome by former US Ambassador to China and Montanan Senator, Max Baccus, for screening at UM’s first Public Service Academy.

- **The Department of Public Administration and Policy**
  - Promotional video capturing the breadth of UM’s new Department of Public Administration and Policy.

- **Chemistry and Biochemistry at the UM**
  - Promotional video for the department of Chemistry and Biochemistry highlighting program strengths through student, faculty and alumni testimonials.

- **Housing at UM**
  - RA’s and administrators discuss the many housing options UM students may select and the benefits of living on campus.

- **What is the UM Student Sustainability Fee?**
  - Produced to help demystify the optional Sustainability Fee and show how that fee is used by the Kless Revolving Energy Loan Fund to improve campus.

- **Welcome to Missoula College**
  - Similar to the Convocation video, this production showcases the unique opportunities students find at Missoula College.

- **How to Apply to Missoula College**
  - Step-by-step instructions for successful application to Missoula College.

- **2018 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. This year, KPCN also wrote the script for this production.

- **UM TV Commercials**
  - Highlights from the Convocation video airing on TV networks during football games (Griz-Cat).

Key Accomplishments and Changes

This year, KPCN productions aired during football games, throughout the online orientation modules for incoming students, and central curriculum components for the Four Bear Four Year Graduation Program and First-Year Experience seminars for Fall 2019. These 21 videos showcase the reach and depth of KPCN and media communication. Though the team is less than a handful, production happens around the clock and finds KPCNers filling campus needs with humor, quality, and critical information.

New Student Online Orientation Vignettes

This six-part series works to translate the face-to-face orientation experience to students who elect to complete the requirement through an online, Moodle-hosted, module. These videos capture essential information for new students and introduce students to the UM Advocates. Videos include:

- Welcome to the Griz Family
- Core Course Registration
- AIQ: Academic Interest Questionnaire
- What is an Academic Advisor?
- Griz Hacks
- Thank You

KPCN Channel

From August 27th, 2018 to August 16th, 2019, KPCN logged over 17,000 views on the YouTube channel and 30,400 watched minutes (roughly the equivalent of 51 round trip direct flights from San Francisco to New York City). Many KPCN videos are hosted on external websites and social media. Analytics from these sites are inaccessible.

| Views | 2018/2019: 17K | All-Time: 161.4K |
| Videos | 2018/2019: 21 | All-Time: 153 |
| Minutes | 2018/2019: 30.4K | All-Time: 229.9K |
Study Jam 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.

Overview of Key Programs and Services

Study Jam is a key component in the Office for Student Success tutoring and placement success network. Twice a week in the evenings during the semester, students meet in the Lommasson Center 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 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.

2,085 Check-ins

497 Unique Users

STUDY JAM USAGE REPORT FOR 18/19 AY

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTING (67)</td>
<td>67</td>
<td>0</td>
</tr>
<tr>
<td>ANATOMY &amp; PHYSIOLOGY (15)</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>BIOLOGY (111)</td>
<td>109</td>
<td>2</td>
</tr>
<tr>
<td>MANAGEMENT INFO. SYS. (178)</td>
<td>111</td>
<td>67</td>
</tr>
<tr>
<td>CHEMISTRY (898)</td>
<td>372</td>
<td>526</td>
</tr>
<tr>
<td>ECONOMICS (100)</td>
<td>61</td>
<td>39</td>
</tr>
<tr>
<td>FRENCH (113)</td>
<td>59</td>
<td>54</td>
</tr>
<tr>
<td>PHYSICS (193)</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>SPANISH (63)</td>
<td>43</td>
<td>20</td>
</tr>
<tr>
<td>STATISTICS (374)</td>
<td>152</td>
<td>222</td>
</tr>
<tr>
<td>TOTAL CHECK-INS (2112)*</td>
<td>1087</td>
<td>1025</td>
</tr>
<tr>
<td>UNIQUE USERS (649)**</td>
<td>362</td>
<td>287</td>
</tr>
</tbody>
</table>

* IR recorded 2,085 visits for the 2018/2019 Academic Year.
**IR recorded 497 unique users for the full academic year. The unique users count above indicates unique users for each semester. The discrepancy results from students who utilized Study Jam during both fall and spring semesters.
**Current Year Update**

- **Co-Hosted a Tutoring Takeover event** in Griz Central with the Writing and Public Speaking Center and the Math Learning Center on November 19th. Thirty-seven students utilized services between 6-9 pm. A primary result of this special event was that students in attendance requested that Study Jam attempt to relocate to Griz Central permanently due to the space and lower noise/distraction levels. We accomplished this for spring semester. Students indicated satisfaction with this move when polled.

- **25 tutors completed the HONR 398: Academic Tutoring Internship course.** Of those, 16 tutored for Study Jam.

**Next Year Plans**

- Collaborate with the School of Music and College of Business faculty to **expand tutoring services to include Music Theory and to resume support for Business Finance and Accounting courses.**

- Collaborate with the College of Business and the Gianchetta Student Success Center, to expand to a **localized tutoring service in Gallagher Business Building** to support Business core courses (Accounting, Business Finance, Business Management Information Systems, Computer Science and Economics) and to add a dedicated student co-coordinator.

- Increase social media presence and adjust communication and marketing campaigns. A poll indicated that **most students were familiar with Study Jam because of instructors' encouragement** to utilize Study Jam and familiarization with the tutors who visit the class at the start of the semester.

---

**Assessment**

Through Starfish software, we ran a Meeting Trend analysis for the 2018/2019 Academic Year. This identified peak times of the semester for utilizing tutoring. We will start to track these consistently moving forward. Data showed that **Study Jam served an average number of 74 students per week for Fall 2018 and 69 students per week in Spring 2019.** On average, 72 students per week utilized Study Jam during the operational weeks for the 2018/2019 Academic Year.

**Tutoring Offered for:**

- Biology 101, 160 and 170
- Business Information Systems 270, 365 and 373
- 100-level Chemistry
- Computer Science
- Economics 101, 201 and 202
- 100 and 200-level French
- Physics 205/206; 207/208; 215/216; 217/218
- 100 and 200-level Spanish
- Statistics 216

**Key Accomplishments and Changes**

- **2018/2019 Study Jam Tutors**

---

![Study Jam in Griz Central](image-url)
TRIO Student Support Services

Mission Statement

TRIO is a program funded by the U.S. Department of Education to assist students in achieving their academic, personal and career goals. The purpose of TRIO is to increase the retention and graduation rates of first-generation, low-income, or students with disabilities.

How does a student enroll and become a TRIO Scholar?

Services

- C&I 160, Learning Strategies for Higher Ed
- COLS 391: College and Career Success
- C&I 394: Peer Mentor Education
- Academic Success Coaching
- Tutoring
- Academic Advising
- Financial Aid/Financial Literacy assistance
- Career Exploration & Planning
- Peer Mentoring
- Grant Aid (Freshmen & Sophomores)

TRIO Staff-Student Interactions

TRIO Grant Aid

Freshmen and Sophomores who have financial unmet need, maintain good academic standing, and participate in program services are eligible to receive a TRIO grant. This past year, nineteen (19) students were awarded up to $1,565 in funds.

2017/2018 Program Objectives Met and Accomplished, Reported to DOE

<table>
<thead>
<tr>
<th>(803 students)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funded to serve 375</td>
<td>103.2%</td>
<td>100 %</td>
<td>106 %</td>
</tr>
<tr>
<td>Persistence Rate – 70%</td>
<td>84.24%</td>
<td>80.88%</td>
<td>88%</td>
</tr>
<tr>
<td>Good Academic Standing – 80%</td>
<td>97.42%</td>
<td>94.06%</td>
<td>96%</td>
</tr>
<tr>
<td>Bachelor’s Degree Attainment -35%</td>
<td>38.60%</td>
<td>40.11%</td>
<td>41%</td>
</tr>
</tbody>
</table>
In spring of 2019, a Qualtrics survey was sent to 380 active TRIO students.

Key Highlights
» Average number of times students visited with TRIO: 7-10
» Average number of meetings with a TRIO Peer Mentor: 4
» Academic Coaching: 15 respondents remarked they found it helpful for study skills, organization and prioritization, help achieve goals and stay on track with class work.
» Students felt TRIO Mentors had a deeper understanding of the unique challenges students face.
» Other campus resources used: Study Jam, The Writing and Public Speaking Center, Math Learning Center, and OSS.
» Promotion of the Peer Mentor Program needs more advertising to inform students of service.

Assessment

Working with TRIO and Staff Resulted in:
» Gaining Confidence: 56%
» Shown the value of advocating for myself: 50%
» Helped me feel I belong to UM: 68%
» Encouraged me to consider graduate school: 32%
» Helped me learn new ways of learning/studying: 59%
» Given me a sense of community: 50%
» Helped contribute to higher self-esteem: 38%
» Made me more comfortable with financial aid: 44%

Current Year Updates
• TRIO staff holistically support students by increasing their non-cognitive skills (socioemotional skills) such as critical thinking, attitudes, behavior, problem solving skills, perseverance, self-esteem and sense-of belonging. Non-cognitive skills that matter greatly for personal, educational and life success.
• The UM Food Pantry has a satellite location at the TRIO SSS “Bear Den—Lommasson 175.”
• SELL provides on-line GRE instructional education and for every 10 on-line enrollments, TRIO receives one free enrollment. ETS provides 50% reduced GRE vouchers for TRIO registrations.

Looking Ahead
• Each month during the academic year, TRIO recognizes a “Student and Campus Partner” for advocacy and commitment to the TRIO mission. September recognition awarded to Lauren Fern, Mathematics.
• TRIO will travel with six students interested in attending graduate school to tour Gonzaga University, Seattle University, and the University of Washington over spring break 2020.
• Cultural opportunities allow students to attend various theater events at MCT, UM Productions, Kyi-Yo Pow Wow, and culminate to attend a large venue in Spokane to attend Jersey Boys.
TRIO Upward Bound

Mission Statement

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.

Eligibility

In order to be eligible for UB services, students must come from a disadvantaged background where they are a first generation college student and/or come from a low income household. Recently, the U.S. Department of Education has also identified high risk for academic failure as another eligibility requirement. Two-thirds of the students must be both, low-income and first gen.

Overview of Key Programs and Services

The University of Montana’s Upward Bound program has been housed on campus since it was first awarded funding in 1966, under the nation’s War on Poverty, and has sustained funding ever since, bringing in over 12 million dollars to UM over the past 52 years. Currently, the program is funded at $356,613 annually for a five year grant cycle: 2017-2022.

UM’s TRIO-Upward Bound has assisted over 3,000 high school students since its inception. The program is currently funded to serve 77 students who attend the following high schools: Big Sky HS (Missoula), Hellgate HS (Missoula) and Browning High School (Blackfeet Reservation).

High School Students Served
18/19 Academic Year

![Pie chart showing the distribution of students by school and race.]

- Browning HS: 44%
- Big Sky HS: 40%
- Hellgate HS: 16%

N=78

Race

- White: 40%
- American Indian: 17%
- Hispanic: 1%
- Black: 1%
- More than one race: 3%

N=78
TRIO-Upward Bound Components

- **Academic Year Services**
  - Tutoring, advising, ACT/SAT prep, community service, college prep workshops, assistance with college admissions and scholarships.

- **Summer Academy**
  - 6-week simulated college experience on UM campus.

- **Bridge Scholars Program**
  - UB covers the cost for recent HS grads to earn college credit during the summer session while attending the Summer Academy. For the Class of 2019, there were 4 graduates. The chart denotes where they enrolled for college.
EdReady Montana and Student Success in Mathematics

Key Accomplishments and Efforts Underway

UM EdReady Coordinator Lauren Fern formally joined the OSS team as the Coordinator of Student Success in Mathematics.

EdReady Montana is a free program available to UM students through a partnership between the Montana Digital Academy, the Department of Mathematical Sciences, and OSS.

• In preparation for the fall 2019 semester, a Skills Inventory Placement pilot was expanded at UM using EdReady as the math readiness assessment tool. This approach was designed for students pursuing majors in non-STEM fields (i.e. M 105 - Contemporary Mathematics, and M 115 – Probability and Linear Mathematics-track majors).

• 27 students completed the EdReady Skills Inventory Placement to a target score of 90 and placed directly into M 105 or M 115. 21 of these students enrolled in M 105 or M 115 for fall 2019 semester and 6 plan to register for M 105 or M 115 for spring 2020 semester. Completing the EdReady Skills Inventory Placement prevents the need for students to take a traditional math placement exam and bypasses developmental coursework that does not fulfill graduation requirements. This saves students time and money.

• 20 students who enrolled in the EdReady Skills Inventory Placement opted to enroll in the corresponding co-requisite support course during fall 2019 semester prior to completing the pilot. Co-requisite support courses also bypass developmental coursework.

• Of those students who didn’t complete the EdReady module nor join a co-requisite course: 17 are enrolled in fall 2019 for a college level math class either by a waiver or placement test, 3 are not enrolled at UM in fall 2019, 3 are enrolled in a developmental math course fall 2019, and the remaining students are not enrolled in a math class for fall 2019.

• Using in-state tuition costs to conservatively estimate financial savings, over $50,000 in tuition and fee savings to students from not enrolling in developmental coursework resulted from the pilot.
Advisor Referrals

There has been a noticeable increase in advisor referrals to the EdReady program for students needing either to refresh their math skills prior to a class or to work to increase their math placement score. Since the end of the spring 2019 term, there have been 37 students enrolling for such purposes.

EdReady Math for Chemistry

Created for CHMY 141N - College Chemistry, one of UM’s highest non-success-rate gateway courses, the module is designed for students who need to drop down from CHMY 141N to lower-level Chemistry courses. Enrolling in the module prevents students from losing credit and avoids potential financial aid eligibility consequences.

EdReady for School of Public and Community Health

Created for incoming graduate students to the School of Public and Community Health to prepare for required statistics courses, which in the past has been a hurdle for completion of the program. Late spring 2019, faculty reached out to create a module in EdReady to help their students better prepare for their statistics courses in order to increase their student success rates. 38 students enrolled this summer and we look forward to analyzing collecting data to assess the effectiveness of this route.

Looking Ahead

- It is the intention of the EdReady Coordinator to incorporate the use of EdReady in the upcoming pilot of MTProject10 at UM beginning in Fall 2020.

- Similar to the EdReady Chemistry module, the UM EdReady Coordinator is going to create a 1-credit EdReady course for students who need to either drop down from a 4-credit math class to a 3-credit class (e.g. calculus to algebra) or drop their math class entirely. This would enable participating students to continue working toward success in college-level math courses and potentially avoid negative consequences of dropping courses.

- Development of an EdReady webpage on the UM website is in progress.

- Planning is underway to incorporate EdReady into a new “Get Ready for College Math” experimental class. This class will allow students to gain skills specific for their math pathway.