

THE OFFICE FOR

# STUDENT SUCCESS

Annual Report  
2020/2021 Academic Year



UNIVERSITY OF  
**MONTANA**





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# Office for Student Success *Mission Statement*

## **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.



# Message from the Executive Director

Thank you for your interest in the Office for Student Success (OSS) at the University of Montana (UM). As the hub of academic support for students at UM, our programs and services have never been more important as students continue to navigate life and their educational experiences during the COVID-19 pandemic. All of our programs and services support UM's institutional Priority for Action #1 - place student success at the center of all we do - and we continue to play a significant role in UM's ongoing increases in student retention and recent gains in overall student enrollment. This report summarizes 2020/2021 academic year activities and services of OSS units.

I am particularly proud of our OSS teams for taking the initiative over the past year to forge new partnerships across campus and in our Missoula and regional communities. The scope of our programs continues to grow, which results in more students at various levels, alumni, and community members benefiting from the support we provide.

In addition to the accomplishments noted in this report, some highlights of the 2020/2021 academic year include:

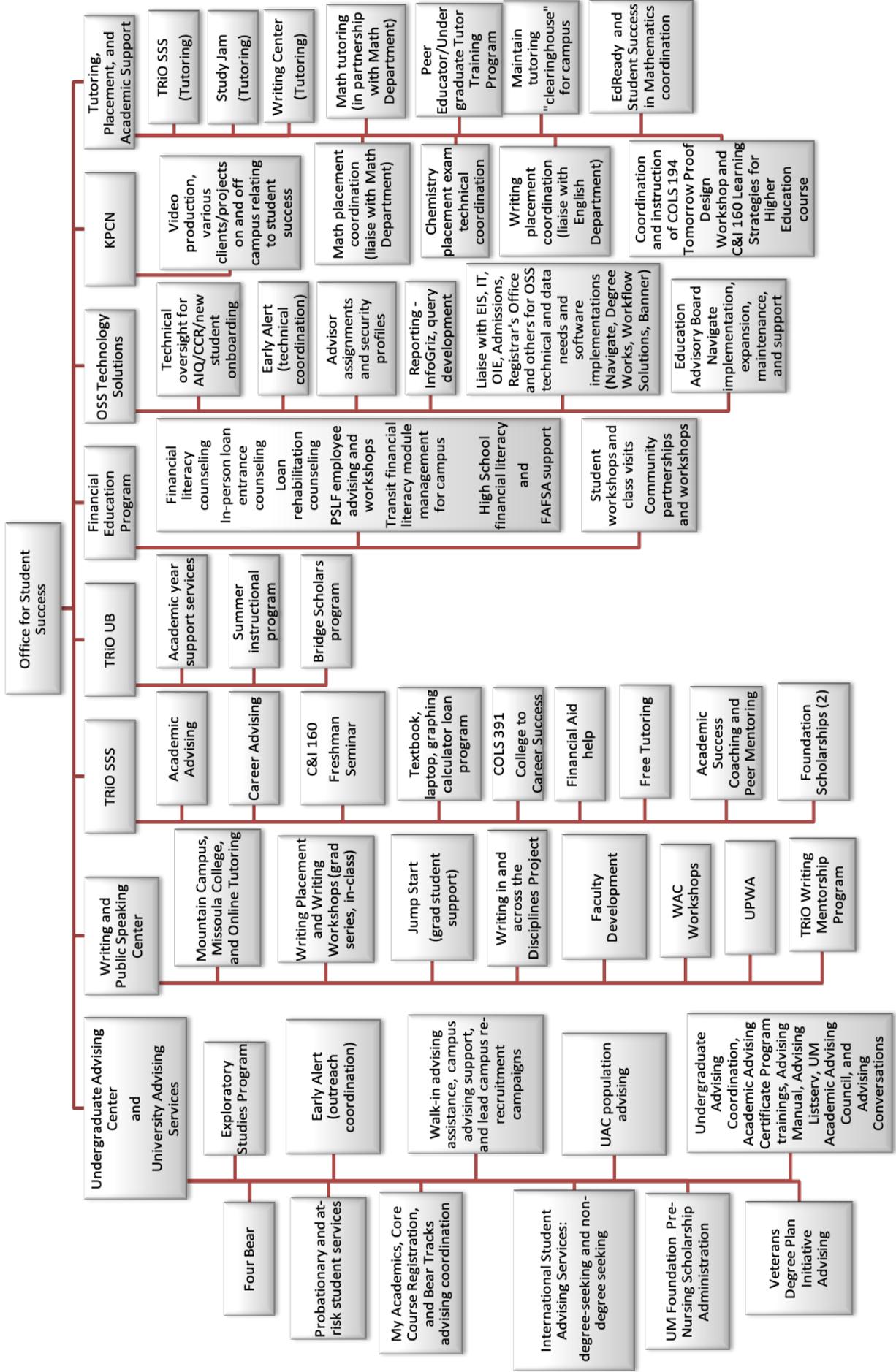
- We have continued to adapt and improve our service delivery approaches to meet students' needs and to ensure the safety and wellbeing of our students, our staff, and our campus community in general.
- Through partnerships with UM Online and our campus advising community, we moved our Academic Advising Certificate Program trainings into Moodle, UM's online Learning Management System. Completers of the Program receive a physical certificate and a digital badge. Numerous individuals at UM's campuses and at other campuses of the Montana University System have benefited from this professional development opportunity.
- We have expanded the reach and functionality of our Navigate student success management system. Working with our partners at Education Advisory Board, we continue to optimize the Navigate platform, which supports our institutional strategies and goals related to student success and facilitates us providing more coordinated care for students.



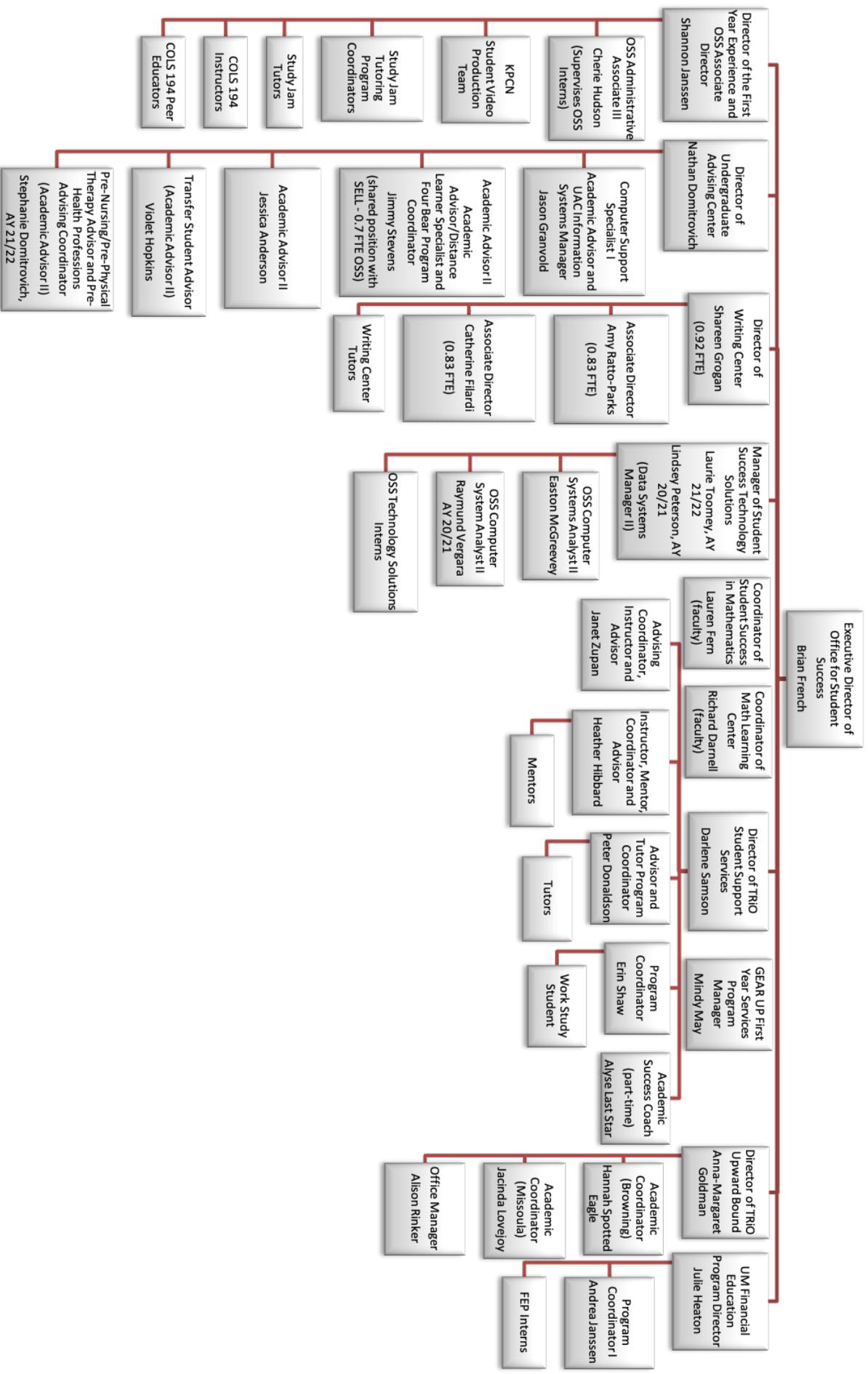
Brian French, Ed.D.  
OSS Executive Director



# OSS 2020-2021 Program Structure and Responsibilities



# OSS 2020-2021 Organizational Chart



# EdReady Montana

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EdReady Montana is a personalized, free, no-credit online program that helps students master the mathematics skills the need to succeed. In order to provide information about EdReady to the UM Community and to prospective students, a comprehensive EdReady website was developed and is available at <http://www.umt.edu/edready>. We continue to update this page as the use of EdReady evolves.

## Skills Inventory Placement

In preparation for the fall 2021 semester, a Skills Inventory Placement pilot was recommenced 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) as well as those wanting to place into the M121 Corequisite class. 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. There were 57 participants and of those, 48 students worked in the module, showed improvement and either completed it and registered for the M105, M115, or M121+ or registered for the corresponding co-requisite section of M105 or M115. Using in-state tuition costs to conservatively estimate financial savings, over \$56,000 in tuition and fee savings to students from not enrolling in developmental coursework resulted from the usage of this program along with the co-requisite courses.

Looking forward, we are planning to move to a Skills Placement Model for all of our students, not just for the non-stem. We plan to make our math placement system be more holistic where we use multiple measures such as high school GPA, ACT, SAT, and non-cognitive factors to place the students in their gateway math class. For those who do not place into their college level course using these measures, all will take a diagnostic we have designed in EdReady in order to gauge their readiness for their required math class. The advantage of this is that students will be given the opportunity to work through the modules in EdReady so that they can place higher. By using this model, we will be reframing the math placement from a high stakes test, to a snapshot in time whereby allowing the students to work through their skills in order to place in their desired course.

## Advisor Referrals

There has been a continued 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 spring 2021 term, there have been 47 students enrolled for such purposes.



## EdReady in M115 Co-Requisite classes

In AY 20/21 all M115 Co-Requisite students on the Mountain Campus were invited to complete a module in EdReady. These students have gaps in their prior skills that vary greatly, and because EdReady is a personalized program to target the precise areas of need, this tool serves as a thorough and efficient way for students to fill those gaps, while getting the support needed for success in M115. This opportunity will be made available to the co-requisite students moving forward.

## EdReady for School of Public and Community Health

Created in 2019 for incoming graduate students to the School of Public and Community Health to prepare for required statistics courses and increase their student success rates, which in the past has been a hurdle for completion of the program. Since that introduction, we continue to enroll students each semester for this required module.

## EdReady in Chemistry

CHMY 141 College Chemistry I presents academic and intellectual challenges to student success, especially for those students who are not fully prepared when they enroll in the course. CHMY 104 Preparation for Chemistry is a course designed to prepare students for success in CHMY 141 and beyond. The Department of Chemistry and Biochemistry, with the goal of ensuring a path to success for as many students as possible, has instituted an option for students of CHMY 141 to transfer to CHMY 104 up until the end of the 5th week of the semester. These same students are also advised to transfer from CHMY 142 to M191, which will consist of a math module in EdReady to provide further preparation for CHMY 141. This current semester, we have 8 participants.

## EdReady in Economics

This Fall term, at the request of the Economics Department, we have designed a module in EdReady incorporating the math skills students needed in their introductory economics course in order to increase success and completion rates. Over 30 students are currently participating in this module

## EdReady for Trades Students

Missoula College students who are studying the trades have classes in 8 week blocks that are cohorted so they students can stay together in their course sequences. While many of the students are ready for their required college level math class, there are a portion who are not, hence would need the co-requisite section. In order to help keep the students moving through the program together, a new section of M105 for the trades was created so the students are co-mingled and the ones needing extra support are simultaneously completing a module in EdReady designed specifically for skills needed in the trades.



# UM Financial Education Program

## 2020/2021 ANNUAL REPORT

### 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 Financial Education Program serves UM, Missoula College, and Bitterroot College students, employees, and alumni. We provide free workshops and one-on-one sessions to help students finance higher education. We promote student success by assisting with key areas of student financial wellness, including: increasing personal finance and budgeting skills; maintaining federal student aid; navigating loan repayment and forgiveness.

### 2020/2021 KEY ACCOMPLISHMENTS AND STUDENT FEEDBACK



For the fifth year in a row, LendEDU has acknowledged UM Financial Education Program among a list of the top 50 financial literacy programs offered at colleges and universities across the United States in 2020.

Additionally, after utilizing Financial Education services, UM students, employees and alumni consistently provide positive feedback:



*"The help we received from the financial program was invaluable. I felt like I was never asking a dumb question; it felt like I was talking to a friend. They were able to walk us through our accounts and look at our loans in detail, so that we had an accurate picture of the best repayment plan and getting on track to repayment."* -Stephanie, UM Alumna

*"The remote appointment greatly met my expectations. Given the circumstances, I enjoyed screen sharing capabilities which allowed me to watch [staff] set up an example budget and write out my financial goals"* -Kendall, Online Student

### 2020/2021 IN NUMBERS

# 369

Individual appointments with students, parents, alumni, and staff

# 952

Attendees to 69 interactive Financial Education Workshops and FAFSA Nights

# 1,319

New views of online recordings of presentations and workshops



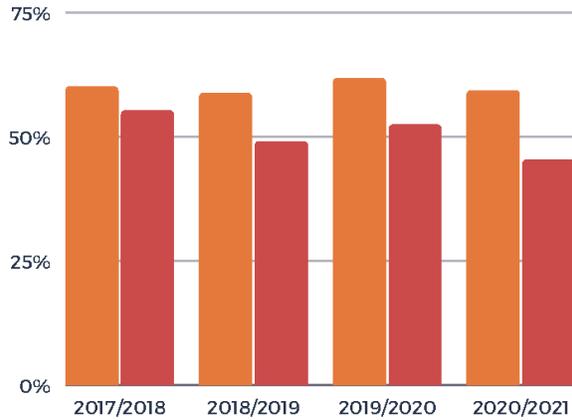
# UM Financial Education Program

## 2020/2021 ANNUAL REPORT

### UM STUDENT BORROWING TRENDS

This chart shows the percent of first time, full time students who borrow student loans per aid year (in red), compared with the percent of degree recipients who borrow per aid year (in orange). In aid year 2020/2021 45.2% of first time, full time students borrowed and 59.15% of all degree recipients borrowed.

- Percent degree recipients who borrow
- Percent first time, full time students who borrow



### AVERAGE STUDENT LOAN INDEBTEDNESS FOR DEGREE RECIPIENTS

This chart shows the average student loan indebtedness for each aid year of degree recipients in that year. The average student loan indebtedness for degree recipients in aid year 2020/2021 was \$23,196.



### GOALS FOR 2021/2022



Increase professional development opportunities for Financial Education staff



Expand Money Matters financial readiness program to 6 new area high schools



Implement joint Financial Aid / Financial Education communication plan to increase outreach to UM students.



# First-Year Experience

## Tomorrow Proof Design Workshop

The COLS 194: *First Year Experience* was restructured for Fall 2020 from an extended orientation curriculum to a hybrid academic course with uniform content across all sections (Barefoot, 1992). Revised content focuses on students addressing wicked problems by exploring and articulating academic pathways through the design thinking framework as articulated by Burnett and Evans (2016).

With partnerships spanning Student and Academic Affairs, committee members developed a comprehensive programmatic structure; a robust peer educator cycle and integration; and a customized design thinking-based curriculum.

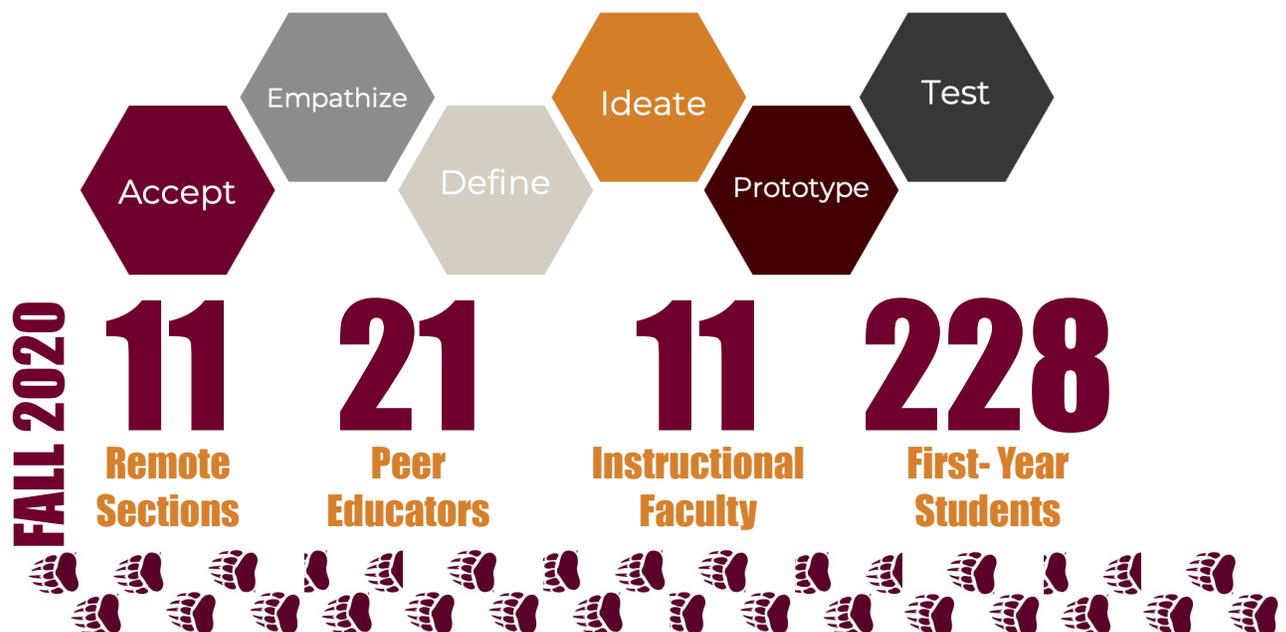
The revised roll out was impacted by COVID-19 and resulted in a fully remote instructional format and delayed programmatic components such as out-of-classroom cohort building experiences.

### Workshop Description

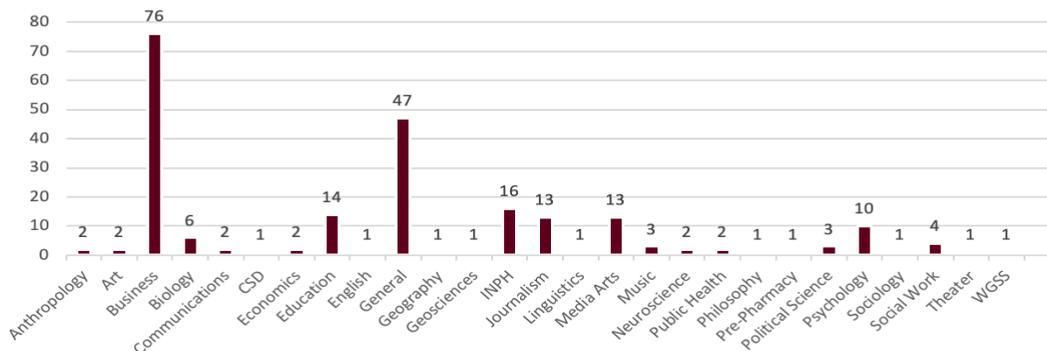
This First-Year Experience workshop teaches the research-based skills and mindsets of Design Thinking (innovative problem-solving strategies) and how to apply this toolkit to search for clear academic, personal, and career goals. Students will develop failure resilient and exploratory mindsets and ask probing questions:

**Why am I here?**    **Who and what do I want to be?**    **Where am I going?**

Students work with each other, peer educators and instructional faculty to understand campus resources and apply services to individualize situations. Design Thinking is rooted in the idea that life is messy and non-linear, but can be better designed with the right tools and attitude.



**At end of 2020**



**Majors of Record**

**2.99**  
Term Average GPA

**193** Students Earned a Term GPA of a 2.0 or Above

**53%**  
of Undeclared students declared a major by mid-Fall 2021

**92.9%**  
Course Pass Rate

## Student Testimonial

**“I was able to learn about offices on campus as well as resources I can use to my advantage. I learned a lot about myself and the process I’m going to take moving forward with my time here at UM. I feel more prepared for the future.”**

## Qualitative Assessment

### Course Evaluation

Of the students (n=169) who completed the course evaluation in Fall 2020:

- **71.5%** reported that, as a result of taking the first year seminar, that they were more confident that they could succeed at UM.
- **79.8%** reported that they could name at least one member of the campus community that is on their Design Team.
- **79.8%** reported that they had a better understanding of their academic, personal, and professional goals because of this course.

## Programmatic Improvements for Fall 2021

- Streamlined curriculum
- Develop and conduct a training institute for instructional teams
- Develop additional resources including a resource catalog, comprehensive Moodle shell, course specific dates and deadline calendar, and website
- Develop and implement assessment structure
- Integrate with Experiential Learning and Career Success



# KPCN: Student Multimedia Production Group

## Mission Statement

The *KPCN Student Multimedia Production Team* creates clear, concise, and engaging video communications for the campus community. 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.

## Collaborations with the College of Business

### Scholarship Winners

This project captures testimonials from students awarded scholarships through the College of Business regarding the impact of that funding and names of over 175 winners.

### Outstanding Alumnus

As a way to honor the College of Business 2020 Outstanding Alumnus recipient, Scott Burke, KPCN interviewed a number of Mr. Burke's family, close friends, and representatives from the College of Business who shared Mr. Burke's impact on the college and students. The video debuted at the 31st John Ruffatto Business Startup Challenge.

## Graduate Program Promotional Videos for the Masters of Accountancy, Masters of Business Administration, and Masters of Business Analytics

This series of videos discuss the programmatic structure, curriculum, and appeal for prospective students to consider when selecting a college for advanced scholarship in Business. Each video is housed on the respective graduate program's university landing page.

## KPCN by the Views

**16.6K views - 197,200 lifetime**

**12 new videos - 188 lifetime**

**29,232 minutes watched - 294,000 lifetime**

From July 1st 2020 to June 30th, 2021, KPCN logged over 16,600 views on the YouTube channel and 29,232 watched minutes. Total minutes watched is just under 300,000 which is equivalent to driving the Pan American Highway from Alaska to Argentina for 8 hours a day for 6.8 months (some estimates claim that you can traverse the highway in 6 months at 8 hours a day).

Many KPCN videos are hosted on external websites and social media. Analytics from these sites are inaccessible. Also many KPCN videos are now being distributed to clients via Box instead of uploaded to YouTube meaning statistics are a glimpse, but not fully representative.



## Promotional/Process Videos from 2020/2021

### Diversity, Equity and Inclusion Vignettes for Student Advocacy Resource Center for training components

These vignettes portray a number of students answering questions regarding DEI and microaggressions. They are embedded in the DEI Learning Session offered through SARC.

### Sustainability Efforts at UM

Made in collaboration with the ASUM Sustainability Coordinator and the Office of Sustainability, this video, with some stop-animation, highlights composting efforts and initiatives around campus.

### Spring Semester at UM

This video highlights the various reasons continuing students might consider when deciding to return to campus for Spring 2021.

### Design Thinking

This short video integrates into the *COLS 194: Tomorrow Proof Design Workshop* First-Year Experience by articulating the importance of design thinking when faced with ambiguity and wicked problems.

### Scholarship Winners College of Education

Produced for the Foundation, this video offers testimonials of scholarship winners within the College of Education and gratitude to donors who choose to fund scholarships.

### ElevateU at the University of Montana

This video highlights the new ElevateU Career Readiness program through Experiential Learning and Career Success by offering multiple perspectives, programs, and student testimonials.

### UM Native Voices: Benjamin Headswift

Showcasing UM student, Benjamin Headswift, this video weaves interviews with faculty and administrators with Mr. Headswift's narrative and advice for incoming Native students.

### Pharmacogenetics - Skaggs Institute for Health Innovation

Fully animated, this production introduces pharmacogenetic testing in a patient-friendly format; covers what SIHI does and who they are; and sets expectations with the patients regarding the testing and consultation process.

### Convocation 2021

The video for the 2021 Convocation event remixed 10-years of KPCN productions to highlight the best of the best the University of Montana has to offer while addressing the impact of COVID-19 and to welcome new students with a message of perseverance, commitment, and hope.



# OSS Tech Solutions

## Mission Statement

The OSS Tech Team strives to make the intersection of technology and operations invisible. Technology should not distract from the work that needs to be done to meet the operational objectives; it should complement the work, in the form of a reliable set of tools.

## Key Programs and Services

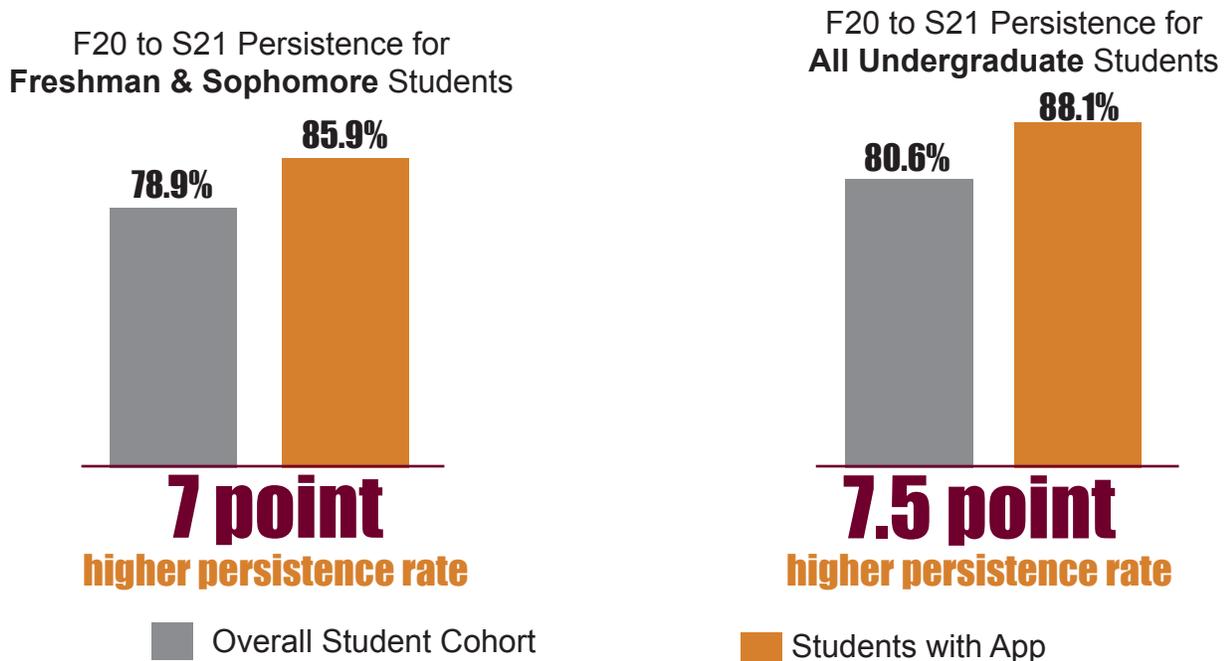
Expanding the reach and functionality of the EAB Navigate student success management system continues to be the most widespread of the technology initiatives within OSS. Other noteworthy projects include, but are not limited to: supporting new student on-boarding and registration processes, building on our improved reporting environment through Argos, enhancing UM's Early Alert initiative through Navigate, and managing access and security for advisors and other student support staff.

## Navigate at UM – a high level overview

- Coordinated Care Network: currently includes Advising, Athletic Academic Services, Experiential Learning and Career Success, Financial Education Program, and Study Jam tutoring. 19,164 appointments for 6,917 distinct students as of 9/1/21.
- Early Alert initiative for faculty to provide feedback on students' academic performance
- Approximately 95,000 messages sent to students through Navigate to date with just over 17,000 text messages
- 4,548 UM students had downloaded the Navigate mobile app as of 9/1/21.

## The Impact of Navigate on Student Success

- Students who had downloaded the Navigate Student App showed higher fall to spring persistence rates than the overall student population:



# \$177,888+

**Tuition dollars realized by persistence of 48 additional freshman and sophomore students**

- Appointment campaigns facilitate advisor interactions with students that are leading to impressive results:
  - 95% of students who attended campaign appointment during fall 2020 persisted to spring 2021 vs. 81% of all undergraduate students who persisted from fall 2020 to spring 2021 (14% difference in persistence)
  - 95% of students who attended a campaign appointment during fall 2020 persisted to spring 2021 vs. 75% of students who did not attend a campaign appointment during fall 2020 who persisted to spring 2021 (20% difference in persistence)
- As shown in the data below, the biggest win was in persistence gains for students with 0-2.99 GPA:

**Students with GPAs between**

## 3.0-4.0

97% of students who attended appointment enrolled in Spring 2021

81.3% of students who did not attend appointment enrolled in Spring 2021

## 15.7%

**Difference in persistence**

n= 1,343, 2,595

**Students with GPAs between**

## 2.0-2.99

93.7% of students who attended appointment enrolled in Spring 2021

73.9% of students who did not attend appointment enrolled in Spring 2021

## 19.8%

**Difference in persistence**

n= 434, 1,014

**Students with GPAs between**

## 0-1.99

79.3% of students who attended appointment enrolled in Spring 2021

34.6% of students who did not attend appointment enrolled in Spring 2021

## 44.7%

**Difference in persistence**

n= 69, 155

- Navigate benchmarking data – after the first year of implementing Navigate and out of 13 comparison universities, UM ranks:
  - 3 out of 13 in Student Downloads as a percentage of total undergrads after the first year of using platform (43.93%) (n=3,389) (range: 4.52%-54.69%)
  - 2 out of 13 in Total Appointments (all Care Units-Advising, ELCS, Financial Ed, Athletics, and Study Jam) after first year of using platform (19,164) (range: 4,614-26,565)
  - 2 out of 13 in Total Appointments (Advising Care Unit Alone) after first year of using platform (15,613) (range: 0-21,734)



# Study Jam Group Tutoring

## Mission Statement

Study Jam supports undergraduate students' progress toward degree completion by facilitating no-additional-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.

## Key Programs and Services

Study Jam is a key component in the Office for Student Success tutoring and placement success network. Mondays, Tuesdays, and Wednesday evenings and at various times during the middle of the day throughout the semester, students meet in the Lommasson Center for free, peer-based group tutoring. Students may seek assistance for over **40 sentinel courses in 12 academic disciplines** during these sessions. Together, peers work as members of a learning collective to develop knowledge and build skills.

# 1,191

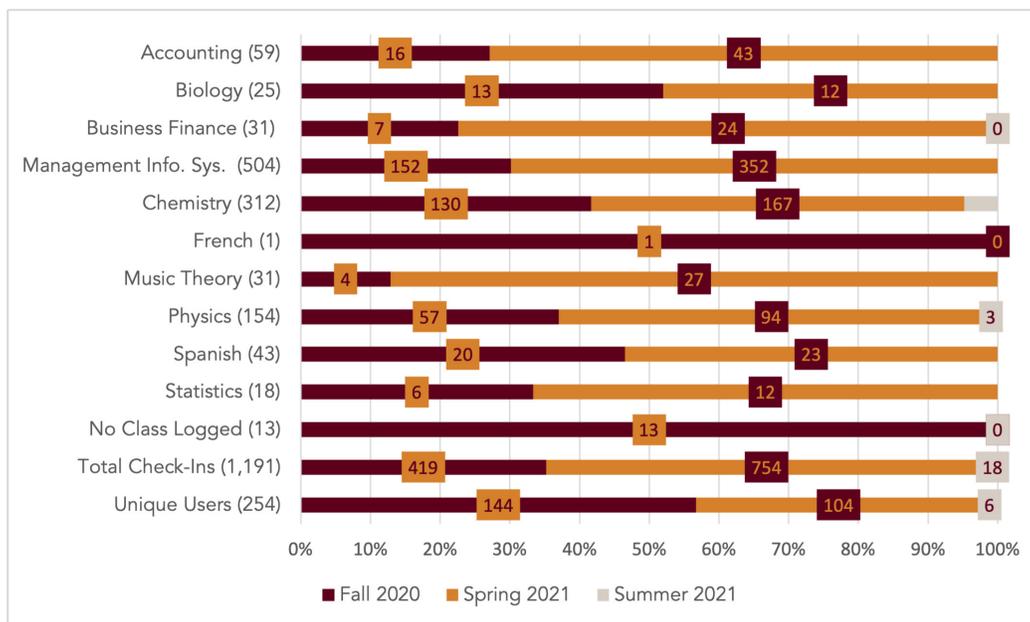
Student Check-Ins

# 254

Students Served

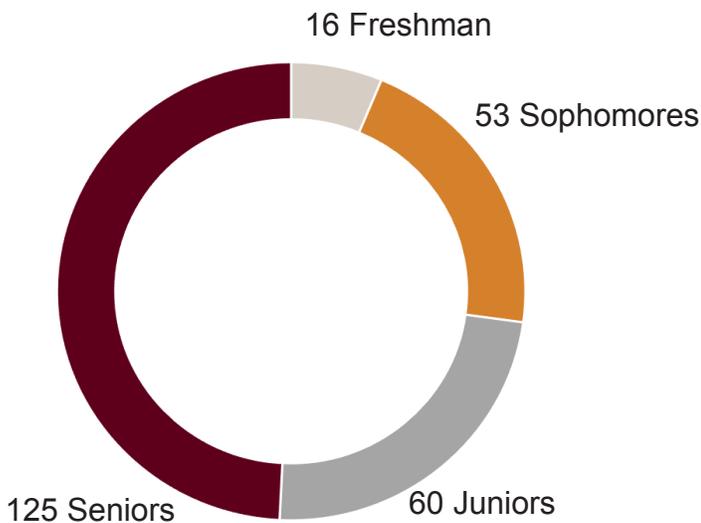
# 59

Classes



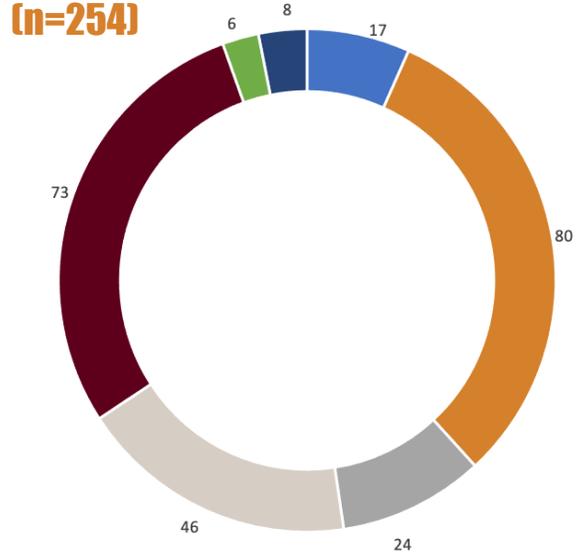
## Utilization

### Class Standing (n=254)



Of the 185 upper-class students who utilized Study Jam, 77 accessed tutor for a College of Business course. 52 utilized support for Chemistry, and 31 for Physics. \*note that some students utilized tutoring for multiple classes.

### College Affiliation by Primary Major (n=254)



- College of Arts and Media (17)
- College of Business (80)
- College of Forestry and Conservation (24)
- College of Health (46)
- College of Humanities and Sciences (73)
- Interdisciplinary (6)
- Missoula College (8)

Of the 68 freshman and sophomores who utilized Study Jam, 6 accessed tutor for a College of Business course. 46 utilized support for Chemistry, and 0 for Physics. \*note that some students utilized tutoring for multiple classes.

## Year Summary

Study Jam sessions remained remote for the 20/21 AY with 20 tutors providing sessions via Zoom on Monday, Tuesday and Wednesday nights. Remote daytime Spanish sessions also continued throughout the year. Though 254 students utilized Study Jam 1,191 times over the course of the year, our overall utilization dropped by 61% from AY 19/20 with only 419 check-ins in the Fall term. Utilization improved to 754 check-ins for Spring. Certain subjects saw a notable decline for the year: Statistics (318 to 18); Physics (629 to 154); and Chemistry (863 to 312).

Despite the challenges of COVID and the reduced utilization, the program continued to provide quality and professional tutoring via Zoom.

## Planned Programmatic Developments

Moving into the 21/22 Academic Year, Study Jam will employ a hybrid Zoom/Face-to-Face service model for subjects with high interest. Primary topics conducive to remote services will add Tuesday night services, but face-to-face services will be predominate. Remote services will be possible via smart boards during face-to-face sessions on Monday and Wednesday. Program leadership will review high-fail rate courses and consider opening additional tables. The programmatic structure will also be reviewed and recommendations submitted for further development.



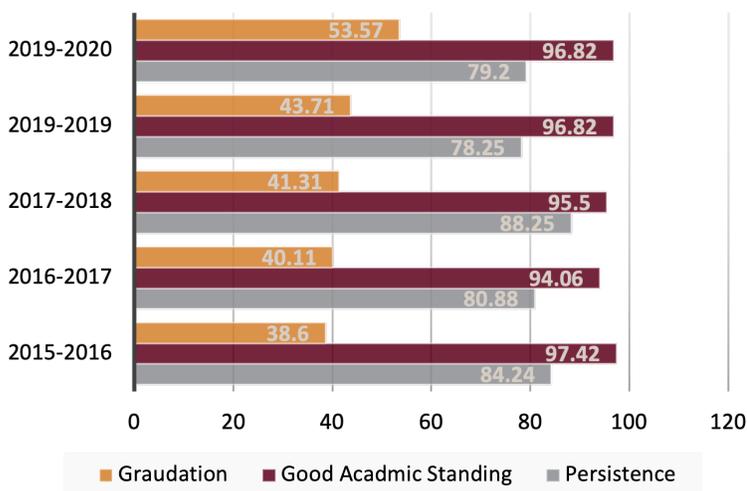
# TRIO Student Support Services

## Mission Statement

University of Montana TRIO SSS program assists participants in achieving their academic, personal and career goals. The purpose of TRIO is to increase the retention and graduation of its participants. Funded by the U.S. Department of Education - \$485,336/year.

## TRIO by the Numbers – 375 participants served during 2019-2020

### Annual Performance Report 2015-2020



# 97%

Aligned with UM's standards of academic achievement.

### Good Academic Standing

# 79%

Defined as participants persisting from one academic year to the beginning of the next academic year or those graduated.

### Persistence Rate

# 54%

Defined by the percentage of participants from the 2014-2015 cohort year who completed a bachelor's degree within six years of entering TRIO.

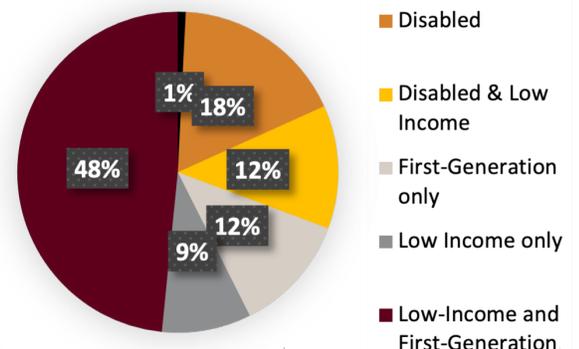
### Graduation Rate

The U.S. Department of Education requires 2/3 of TRIO SSS eligible students be either disabled or potential first-generation college students from low income families. One-third of the disabled participants must also be low-income students.

## TRIO Affiliate and Professional Member Organizations

- Montana College Access Network (MCAN)
- ASPIRE – Region 8 TRIO Programs (Colorado, North Dakota, South Dakota, Montana, Utah and Wyoming)
- Council for Opportunity in Education (COE) -Washington D.C
- NACADA – National Academic Advising Association

## Eligible Students Served N=378



# 2020-2021 Program Services

<p><b>Providing Direction</b>          Advising and academic support services were provided to 75% of TRIO participants</p>	<p><b>Encouragement and Support</b>          Peer Mentoring          EDU 392 – TRIO Mentor Independent Study</p>	<p><b>Knowledge is Power</b>          TRIO Tutoring</p>
<p><b>Providing Direction</b>          C&amp;I 160 - LEARNING STRATEGIES FOR HIGHER EDUCATION          COLS 194 – TRIO FRESHMAN SEMINAR</p>	<p><b>Money Matters</b>          Financial aid assistance, Financial literacy, help with FAFSA, scholarships, personal financial help, filing taxes.          UM Financial Education Program</p>	<p><b>Loan Programs</b>          Books          Technology -Laptops, Calculators, voice recorders, I Clickers, Smart Pens, iPads.</p>
<p><b>Graduate School Advising</b>          GRE Prep Course (SELL)          GRE Exam 50% Voucher reduction provided by ETS</p>	<p><b>Career and Major Exploration</b>          COLS 391- College to Career Success          Academic Enrichment &amp; Career Success Collaboration          Montana Career Information System</p>	<p><b>Academic and Success Coaching</b>          Personalized, one-on-one meeting to help students improve academic skills and performance.</p>

**Remote services were employed during Academic Year 2020-2021. Yet, TRIO SSS delivered 795 hours of services connecting with students for 2,603 interactions.**

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**Todd Smith**  
Social Work



**Hannah Gostnell**  
Business Administration



**George Aimsback**  
Communications



**TRIO SSS Staff: Darlene Samson, Erin Shaw, Heather Hibbard, Peter Donaldson, Janet Zupan, and Alyse Last Star**



# 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 prove low income status, first generation status, or have a high risk for academic failure. Two-thirds of all students admitted to UB must be both low-income and first generation.

## Alignment with Priorities for Action 2021-2022

- Provide students with a University of Montana campus visit facilitated by UM Admissions (1:2)
- Academic Coordinators will utilize advising resources created by University of Montana Office of Student Success to better align with the UM advising process (1:3)
- Upward Bound participants will participate in **Level 1: Explore Elevated programming** as part of the academic year services. Activities will include: participating in a service project, taking a career/personality assessment, and attending a career workshop (1:2)
- Enroll BRIDGE Scholars in Summer Start and in COLS 194 if possible (1:2, 2:2).

## 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 and has **brought in over 12 million dollars to UM over the past 54 years**. Currently, the program is funded at \$401,758 annually for a five-year grant cycle: 2017-2022.

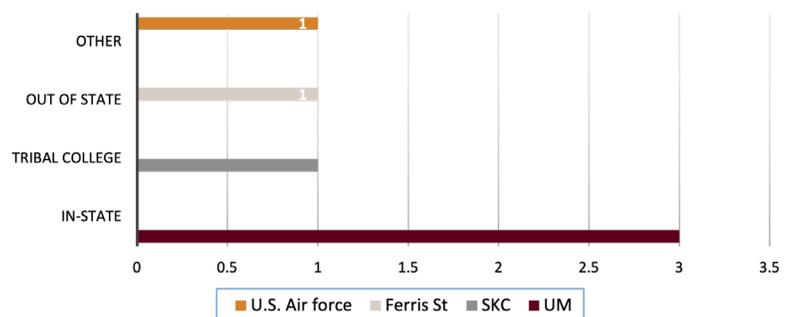
TRIO-Upward Bound has assisted over **3,000 high school students** since its inception. The program is currently funded to serve 77 students who attend the following high schools: Big Sky (Missoula), Hellgate (Missoula) and Browning (Blackfeet Reservation).

## Bridge Scholars Program

Upward Bound covers the cost for recent high school graduates to earn college credit during the summer session.

Upward Bound graduated 6 students in the Class of 2021, two of whom were selected on a competitive basis for the 2021 Bridge Scholars Program. The chart denotes where UB's Class of 2020, including the Bridge Scholars, enrolled for college.

2021 UB GRADUATES



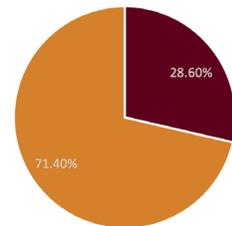
## Academic Year Services

- Each school, Browning, Hellgate, and Big Sky receive tutoring and advising sessions two days a week throughout the school year.
- Coordinators prepare monthly college access workshops based on students' grade levels.
- Other activities include: ACT/SAT prep, community service, and assistance with college admissions and scholarships.
- Our Academic Coordinator piloted a Cultural Mindfulness series celebrating different cultures and events such as Chinese New Year.

## Summer Academy

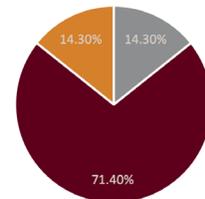
- Upward Bound hosts a 6-week summer program. Due to COVID-19 safety precautions, Upward Bound **piloted a hybrid summer program with 3 weeks in Missoula and 3 weeks in Browning**. Students met in person at Browning High School and University of Montana Campus. Mentors provided classroom support, afternoon activities, and field trips while teachers provided instruction live through Google Classroom and some in-person classes.
- Students participated in **math** classes based on their grade level, **German**, **American Sign Language**, and **College Composition**. All students participated in a high ropes course, whitewater rafting, paddle-boarding on a lake, and a visit from Animal Wonders.

The teachers supported my academic needs. N=7



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

I feel better prepared for classes next school year based on what I learned. N=7



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

## New Partnerships

- **Maureen and Mike Mansfield Library**-provided essential technical support through webcams, tripods, and speakers to ensure that teachers and students could communicate remotely.
- **MonTECH**-presented to our students in Missoula and Browning about assistive technology options. MonTECH staff also hosted our BRIDGE scholars as interns. Two scholars worked on making an adaptive tricycle out of PVC pipe for a person with a disability.
- **UM Conference and Event Services**-helped to coordinate classroom use and our Celebration of Students dinner with family. CES is a new partner to TRIO Upward Bound.
- **Browning High School**-for the first time in UM Upward Bound's history we offered a summer program at the high school. The principal, secretary, and other school staff were essential in making this partnership work.
- **Google Classroom**- UB staff used Google Classroom to connect, students, staff, mentors, and teachers during the Summer Academy.
- **Upward Bound Advisory Committee**- awarded two **\$1000 scholarships** to outgoing high school seniors attending college in 2020-2021.



# Undergraduate Advising Center

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## Mission Statement

To provide comprehensive academic advising and related programming to support the academic success of students.

The Undergraduate Advising Center (UAC) is the academic advising home for all Undeclared, Pre-Nursing, undergraduate non-degree, and freshman Pre-Medical Sciences and Pre-Physical Therapy students whose primary major is Undeclared.

## Key Programs and Services

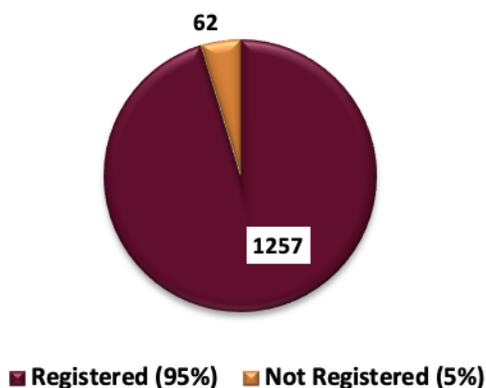
**EXPLORATORY STUDIES PROGRAM (ESP)** is for students who are unsure of their major and want to examine their options with a focused, hands-on approach. ESP allows for students to explore multiple majors while still making progress on completion of degree requirements. In fall 2020, the UAC advised 502 exploring students. In spring 2021, we advised 347 exploring students.

**FOUR BEAR PROGRAM** is an optional program to help students graduate from UM in four years or less. By persisting in the program, students periodically update their graduation plan and gain knowledge on topics relevant to where they are in their college career. In the 20-21 academic year, a total of 129 students participated in Four Bear. Of that cohort, 28 new freshman decided to remain in the program, and of those 42, 96% are registered for the fall 21' semester.

**CORE COURSE REGISTRATION (CCR)** is an advising community collaborative effort to pre-register incoming freshman into their major core courses, preferred general education courses, and first-year seminar before arriving for orientation. In the 2020-2021 academic year, the COVID-19 pandemic forced the advising community to continue conducting all core course registration via Online Bear Tracks and all major programs were included in the CCR process from Missoula College for the first time. This year's process turned out to be one of our most successful years of CCR in UM history with 95% of orientation registrants having been core course registered previous to arriving for orientation.



### # of New Students Registered before New Student Orientation through CCR



### UAC Appointment Totals and Types

Total number of Advising sessions	2,108
Total number of drop-in appointments	822
Total number of scheduled appointments	1,286

**Unique number of students served 920**

*Student session topics vary, including: Change of Major Consultations, Academic Reinstatement, Add/Drop/Change of Grade Consultations, Degree Planning, Prospective Student Advising and General Advising and Registration Assistance.*

## Highlights in 2020-2021

- Hired new Pre-Health Professions advisor and Coordinator of Pre-Health Professions Advising, Stephanie Domitrovich. Welcome to the UAC team, Stephanie!
- All UAC professional advisors attended NACADA Region 8 & 9 Virtual Conference.
- Developed and released Academic Advising Certificate Program in more accessible and asynchronous format in Moodle both as a response to the COVID-19 pandemic and wanting to make program more accessible to campus community and UM partners.
- Assisted School of Music and School of Journalism with core course registration, advising and on-boarding of their incoming new freshman class in autumn semester 2021.
- Developed and published a Pre-Nursing Information page on UAC website to better direct Pre-Nursing students attending UM
- UAC advisors served on the following committees; Admissions Review, Bear Tracks, COVID Instructional Committee, COVID Preparedness and Response Group (CPRG), Critical Advising Practices for Equity (CAPE), Residential Classification, Shared Governance, and Indigenous First Year Experience Committee.
- UAC Director attended Jamie Washington’s training on Diversity, Equity and Inclusion.

## What’s on the horizon?

- UAC’s Transfer Advisor is serving on the Women’s Leadership Initiative.
- UAC Pre-Health Professions Advising team will develop a Pre-Health Professions information webpage to promote the Pre-Health Professions options at UM and strengthen the Pre-Health Professions student support network.
- UAC will develop a Diversity, Equity and Inclusion statement that will be included in our center’s mission statement.



# University Advising Services

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## UM Academic Advising Council

With representation from all UM Colleges and Schools with undergraduate programs of study and specialized advising units, the Advising Council is designed to enhance student retention, persistence, and graduation at UM by coordinating undergraduate advising services and by developing data-informed recommendations for improving campus advising. The Executive Director of OSS serves as the Advising Council Chair.

## UM Academic Advising Certificate Program

OSS completed the fifth annual cycle of the UM Academic Advising Certificate Program during the 2020/2021 academic year. During the 2020/2021 academic year, 10 UM or MUS employees completed the full Certificate Program. Since the Certificate Program's inception during the 2016/2017 academic year, hundreds of attendees have participated in individual trainings and 39 employees have completed the full Certificate Program.

During the 2020/2021 academic year and led by the Undergraduate Advising Center, the UM Academic Advising Certificate Program was moved fully online into UM's learning management system, Moodle. Now that the Program is fully online, attendees can work through asynchronous trainings at their own pace. Completers of the Program earn a physical certificate and a digital badge. For more information, please see the Undergraduate Advising Center section of this report.

## 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://umt.edu/oss/for\\_faculty\\_staff\\_advising\\_manual.php](http://umt.edu/oss/for_faculty_staff_advising_manual.php)

## 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 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

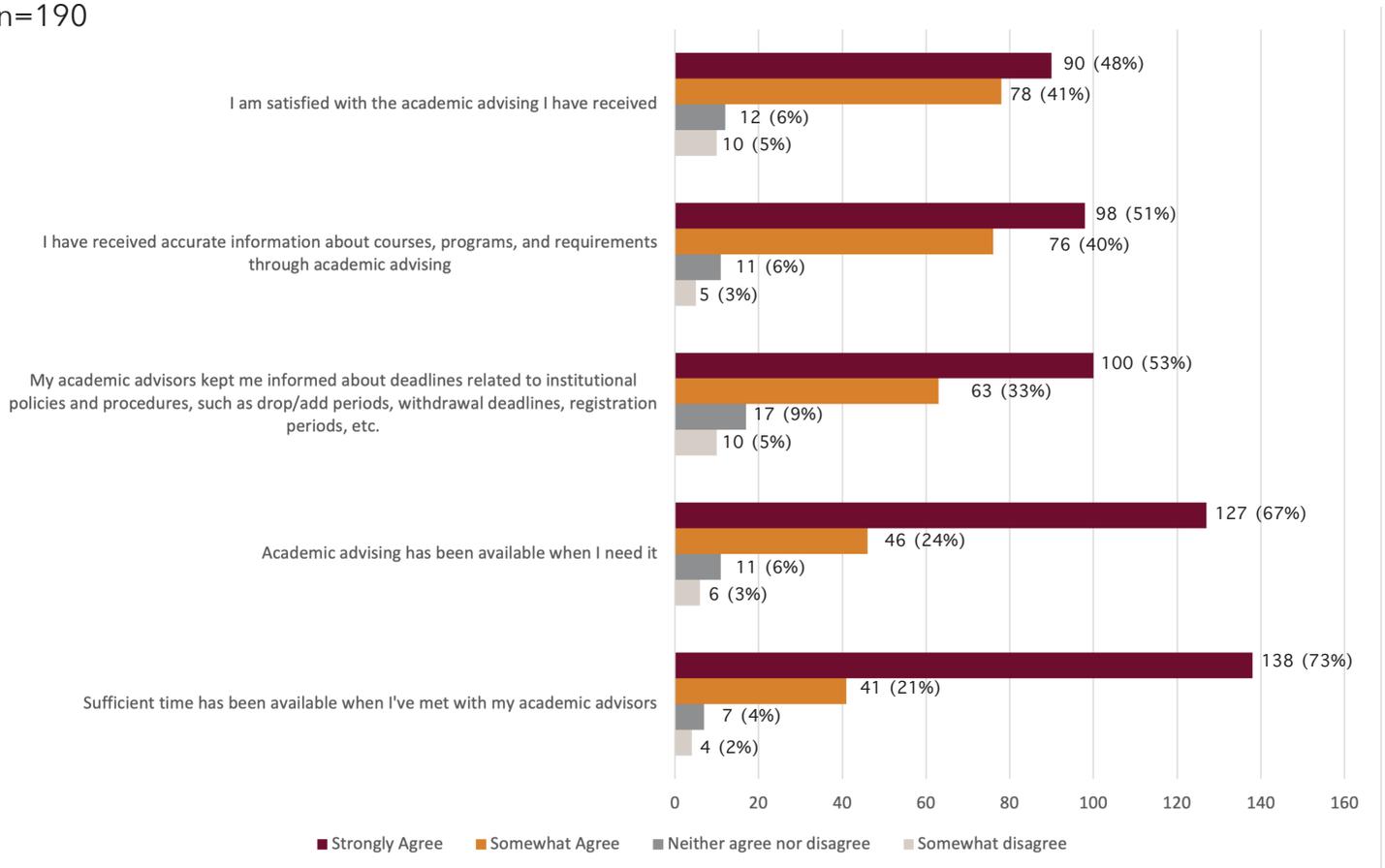
Each year, OSS coordinates campus-wide student retention campaigns in an effort to encourage students to register for upcoming semester classes. These campaigns involve posting physical and digital signage, sending targeted communications, and conducting outreach to students promoting registration. Postcard 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.

## 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 first-year student feedback on campus advising services from spring 2021 semester. Additional, qualitative student feedback is also incorporated into assessment of campus advising services.

n=190



# Writing & Public Speaking Center

## Mission Statement

The Writing and Public Speaking 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 while working on a wide variety of academic, professional, and creative communication tasks. In alignment with the University's Priorities for Action, we continue to place student success at the center of all we do, and drive excellence in writing-related teaching, learning and research.

## Snapshot of Services Provided During the 2020-21 Year

We experienced a reduced number of tutoring sessions as students, faculty and writing center staff continued to work remotely. The shift to online sessions reduced barriers to access for some students, but many isolating at home did not seek out our services. Reaching students remained a year-long challenge; the number of in-class (virtual) orientations, workshops and presentations was limited both by reduced staff capacity during the fall months in combination with scheduling challenges associated with faculty scrambling to adjust curricula to accommodate online delivery.

## Year Updates

Alongside navigating remote delivery of services due to the pandemic, the 2020-2021 academic year brought changes to the WPSC leadership team. In summer 2020, the WPSC bid farewell to Associate Directors Jake Hansen and Gretchen McCaffrey. Their long histories at UM and profound commitment to student success leaves an enduring legacy, and Director Shareen Grogan spent much of the academic year seeking replacements

to fill those very big shoes. In December 2020, the WPSC welcomed associate director Amy Ratto Parks, followed by associate director Catherine Filardi in July 2021. Amy brings a versatile skillset in writing assessment, course design and instruction, and research to the WPSC. Catherine, a veteran tutor at the WPSC, brings a background in science and grant-writing, and has worked extensively with graduate students across disciplines.



## **Stability in Times of Uncertainty**

We prioritized providing stable, consistent and high-quality writing support to the UM community during a time of great uncertainty. Ten professional tutors offered one-on-one appointments via Zoom six days a week, as well as limited face-to-face tutoring in Lommasson, at Missoula College, the Library, and at the Payne Center (with safety protocols in place). When COVID numbers spiked in October, we moved all appointments to Zoom. At the request of students, we offered face-to-face appointments in the Payne Center during spring semester, but kept all other sessions online. To accommodate the schedules of working students, we added more evening tutoring hours, and also offered graduate seminars during the evening. Our popular graduate workshops as well as our twice-yearly 4-day writing retreat, Jump Start, were conducted online; in the absence of spring break, we offered two one-day writers' retreats.

## **Community and Campus Outreach and Inclusivity**

We continued fostering strong relationships with campus and community partners to support delivery and access to our services during the pandemic.

- Relationships with TRIO, department heads and faculty, and the Graduate School remain strong as we prepare to return to in-person sessions fall 2021.
- Explicit efforts to improve inclusivity in how we reach out to and welcome diverse community members into our spaces included consultant trainings focused on privilege, microaggressions and pronoun use; collaboration with the Payne Center to better serve Native students; and staff attendance at regional antiracist workshops tailored for writing center professionals.
- Outreach out into our extended community included a developing collaboration with the nonprofit Writing Coaches of Montana; Shareen Grogan co-led training for community volunteers working with student writers, and WPSC tutors worked with Missoula-area high school students; WPSC tutors worked virtually with Seeley Swan students in dual enrollment writing classes.
- Shareen Grogan and Amy Ratto Parks led a series of workshops on effective communication for Missoula City-County Health Covid Response Team.

## **Pursuing Excellence in Teaching, Learning and Research**

The quality of our student-focused work depends on our commitment to continued innovation and excellence.

- Bi-weekly all-staff meetings provided focused professional development trainings for consultants and targeted opportunities for reflection and growth.
- Shareen Grogan served as a mentor in the International Writing Centers Association (IWCA) Mentor Match Program, and co-hosted four IWCA webinars. She serves as Treasurer for the Rocky Mountain Writing Centers Association, and is a reviewer for the Writing Center Journal and Writing Lab Newsletter. She is currently co-authoring a manuscript exploring the prevalence of peer-versus-professional tutors in writing center literature.
- Amy Ratto Parks is collaborating with faculty in the physical therapy department on a research project exploring the impact of reflective writing and metacognition on acquisition of patient-related professional aptitudes. Amy continues to coordinate the Multi-Campus Writing Placement Assessment and the University-wide Program-level Writing Assessment.

## **Looking Ahead**

We are eager to help re-invigorate our campus community on the heels of a challenging year. Developing initiatives for 2021-22 include:

- Partnering with the newly formed Office for Inclusive Excellence, including tutoring at the Branch Center.
- Anticipated Tribal College Tours, Fall 2021 and Spring 2022.
- Accessing under-served students; development and growth of targeted outreach and student-facing social media campaigns.
- Coordinating faculty workshop on antiracist writing assignments and assessments (Fall 2021).
- Staff attendance at Writing Across the Curriculum Conference, the Educational Research Conference, and International Writing Centers Association Conference.



