Contents

Office for Student Success Mission  4
Message from the Executive Director  5
OSS 2021-2022 Structure and Responsibilities  6
OSS 2021-2022 Organizational Chart  7
EdReady Montana  8
UM Financial Education Program  10
First Year Experience  12
Tomorrow Proof Design Workshop  12
KPCN: Student Multimedia Production Group  14
OSS Technology Solutions  16
Study Jam Group Tutoring  18
TRIO Student Support Services  20
TRIO Upward Bound  22
Undergraduate Advising Center  26
University Advising Services  28
The Writing and Public Speaking Center  30
Thank you for your interest in the Office for Student Success (OSS) at the University of Montana (UM). Our programs and services collectively make up the hub of academic support at UM. We are firmly committed to UM’s mission of transforming lives and fostering inclusive prosperity in our communities. We contribute to this mission by providing holistic and coordinated care, resources, and guidance to students, and by collaborating with campus and community partners to support student success.

As we return to normalcy in the wake of the pandemic, I am proud of how we in OSS have successfully adapted our approaches to helping students. We have become experts in providing remote service delivery options, which supplement in-person availability, and we are leveraging available technology tools to better connect with and support students than ever before. This ensures that we meet students where they are and better equip us to provide timely assistance to students who need it the most at any given time. In a nutshell, the changes we were forced to make through the pandemic have made us better at what we do today.

This report summarizes 2021/2022 academic year activities and services of OSS units. In addition to the various accomplishments noted in this report, some highlights of the 2021/2022 academic year include:

- We overhauled UM’s math placement system to incorporate research-informed best practices and to provide a placement approach that is based on personalized and adaptive learning technology. This approach results in significant financial savings to students, and contributes to shorter time to degree completion and increased student confidence in their math abilities.
- We received renewal funding for two of our cornerstone grant programs: TRIO Upward Bound and the UM Financial Education Program. We also received a new grant in partnership with the Montana Office of the Commissioner of Higher Education to create our GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) First Year Services Program. Leveraging external funding is essential to maximizing our impact on student success.
- We implemented predictive analytics within Navigate, our student success management system, and continued to expand the network of programs and services on campus that use Navigate to support students in a coordinated manner.

We are here for students.

Brian French, Ed.D., OSS Executive Director
EdReady Montana

Mission Statement
EdReady Montana is a personalized, free, no-credit online program that helps students master the mathematics skills they 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.

Math Placement Overhaul at UM
This has been an extremely busy and exciting year for all of us at UM working on the Math Placement as a long-term goal has been realized. We have instituted a new math placement system (not just a new test) here at UM and Missoula College that incorporates current research and best practices regarding math placement. Rather than focus on one high-stakes placement test, our new system incorporates multiple placement measures for incoming students, using their ACT, SAT, high school GPA and last math courses taken, for placement in all math courses below first-semester calculus. For those students who do not place into their first credit-bearing math class using those measures, as well as for those who don’t have any (or recent) scores, we have adopted a holistic placement model that incorporates personalized learning, immediate feedback, and adaptive learning technology in order to help the students’ progress more quickly, and this is where Ed-Ready comes in.

Students begin by taking a diagnostic exam in the EdReady program, which provides them with an initial placement level. From there, the program creates an individualized study plan based on the student’s initial diagnostic that allows students to work toward a higher-level math course or simply refresh their skills prior to their first math class.

This new system sends the message that we are here to meet students where they are, while helping guide them through any needed skills recovery so that they can shorten their math sequence.

We implemented a small pilot for students wishing to place into a math course for the spring of 2022 to help the students’ progress more quickly, and this is where Ed-Ready comes in. Because of a generous donation from the Dennis and Phyllis Washington Foundation and through our partnership with the Montana Digital Academy, this is free of charge to students as well as the institution. The bottom line is reduced student expense, shorter time to degree, and the opportunity to prepare for 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 for School of Public and Community Health
EdReady for Summer Co-Requisite classes
In summer 2022 we piloted our first summer M115 and M121 Co-Requisite classes and their first week in the course required them to complete a module in EdReady. Because 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 served as a thorough and efficient way for students to fill those gaps, while getting the support needed for success in M115 and M121. This opportunity will be made available to the summer co-requisite students moving forward.

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 2 participants.

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 in AY 20-21 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. This was so successful that this model is going to be used every semester moving forward.
UM Financial Education Program

2021/2022 ANNUAL REPORT

MISSION STATEMENT

We empower the UM community and beyond to make informed financial choices and take action to improve present and long-term financial well-being.

OVERVIEW OF KEY PROGRAMS AND SERVICES

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

2021/2022 KEY ACCOMPLISHMENTS AND STUDENT FEEDBACK

In 2021, the Financial Education Program expanded the Money Matters program into six new area high schools—bringing the total to eight high schools. Money Matters provides high school seniors with an overview of financial literacy geared toward continuing to higher education.

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 [...] 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 Alum

"I found most all the information regarding after high school valuable, especially the overview of getting ready to go to college, paying for it, planning for it, and what resources you can use if you need help." -Big Sky Senior

UM STUDENT BORROWING TRENDS

This chart shows the percentage of first-time, full-time students who borrow student loans per aid year (in blue), compared with the percent of degree recipients who borrow per aid year (in orange). In the aid year, 2021/2022 44.9% of the first-time, full-time students borrowed and 57.8% of all degree recipients borrowed.

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 the aid year 2021/2022 was $23,235.

PROGRAM GOALS FOR 2022/2023

- Increase professional development opportunities for Financial Education staff
- Bolster Money Matters financial readiness program to include a personal finance and credit section
- Collaborate with additional campus partners to better serve more vulnerable student populations

2021/2022 IN NUMBERS

- Individual appointments with students, parents, alumni, and staff: 510
- Attendees to 71 interactive Financial Education Workshops and FAFSA Nights: 992
- New views of online recordings of presentations and workshops: 1,669

10

11
Course 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.

Year Update

Fall 2021 found the COLS 194 program back in the classroom with masks and seating charts per UM policy. 200 students complete the course in 11 sections with 11 instructional faculty members and 19 Peer Educators. The Curriculum and Peer Educator committees successfully paved the way for an improved first year experience by revising the original curriculum, updating assignments, providing additional guidance on how to successfully deploy PEs in the classroom, and assisting PEs in designing, proposing, and facilitating extra-curricular cohort building experiences. The year-by-year comparison of learning objective attainment from the student course evaluation demonstrates the success of this work and the execution of instruction by the instructional teams.

Curriculum Spotlight - Ideation Central

As a core component of this course, students identify an academic related question in the form of a “How might I prototype” question that they then pose to the campus community at Ideation Central for one week during Fall semester. The campus community is invited to help students identify ways in which they might test that prototype. Students asked a variety of questions such as “How might I prototype a career as a music educator?”; “How might I prototype a career in the sports industry with a degree in Media Arts?; and “How might I prototype opening my own business?” Each student received ideas and were tasked with trying one of those ideas during the course “Test Day” and presenting on the results prior to the end of the semester.

Assessment

Course Evaluation (n=160)

200 students completed the COLS 194 Tomorrow Proof course Fall 2021. 160 (80%) responded to the course evaluation regarding learning objectives, the peer educator program, and the instructors.

Highlights

- 96% of respondents agreed that Peer Educators were a valuable component of the course.
- Instructors received an 87% excellent rating on a scale of 1-5.
- 88% agreed that they have a better understanding of their academic, personal, and professional goals because of this course.
- 85% recommended the course to other first year students.

“This course allows one taking it to take a step back and consider what they want out of their college experience. This is very helpful as many of us first-year students do not know what we actually want.”

-Student Feedback from 2021 Course Evaluation

Programmatic Improvements for Fall 2022

- Rename the course to clearly articulate content
- Revisit curriculum for learning objectives and redundancies
- Implement Specifications Grading
- Develop common rubrics for all graded work and import into course Moodle shell
- Formalize cohort building experience proposals and funding
- Recruit and select Peer Educators earlier and offer a Spring semester training course
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.

Utilization

2021/2022
11 new videos
14,958 views
349.2 hours watched

LIFETIME
199 Videos
212,158 Views
5,249.2 hours watched

HOW ARE KPCN VIDEOS VIEWED?

<table>
<thead>
<tr>
<th>Views</th>
<th>Hours</th>
<th>Device Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,467</td>
<td>185.4</td>
<td>Computer</td>
</tr>
<tr>
<td>6,366</td>
<td>128.4</td>
<td>Mobile Phone</td>
</tr>
<tr>
<td>853</td>
<td>24.5</td>
<td>TV</td>
</tr>
<tr>
<td>464</td>
<td>10.5</td>
<td>Tablet</td>
</tr>
<tr>
<td>14,958</td>
<td>349.2</td>
<td>Total</td>
</tr>
</tbody>
</table>

Productions from 2022

Vaccinations - A Message from ASUM
ASUM leaders discuss the importance of receiving the COVID-19 vaccinations.

The Contributions of Ulysses S. Doss
A review of the life and contributions of Dr. Ulysses S. Doss by his family and friends, scripted by Murray Pierce and featuring a custom soundtrack by Cooper Jurasin.

GEAR UP Montana
UM’s new GEAR UP program welcomes students to their services and discusses programming. President Seth Bodnar makes a cameo.

The Exploratory Studies Program
UAC Director Nathan Domitrovich welcomes incoming undeclared students to the Exploratory Studies Program and discusses their first steps.

Communication Studies at the University of Montana
The Communication Studies faculty and graduate and undergraduate students answer the question, “Why major in Communication Studies at UM?”

Athletic Training at the University of Montana
UM Faculty and students at both the undergraduate and graduate level discuss the Athletic Training program at UM and their experiences.

International Development Studies
This production discusses the impact and relevance of the International Development Studies options at UM through the lens of instructors, current students, and alumni.

Department Highlight Videos for Orientations
TRIO Student Support Services, the Office for Disability Equity, and the Military and Veteran Services Office highlight videos received a refresh from their original COVID recordings. Orientation highlight videos are sent out to incoming students during the summer to help them find support and services before they arrive on campus.

SPARK! ARTS
A partnership with the Phyllis J. Washington College of Education, Spark! Arts Missoula, and the Teaching for the 21st Century grant, this production highlights the impact of the Spark! Arts programming on the local landscape through multiple interviews and scenes from the classroom.

Montana Digital Academy Hulu Local Commercial
KPCN’s first streaming commercial discusses the benefits of the Montana Digital Academy in a 30-second spot intended for broadcast across the state during streamed high school sporting events.

Convocation 2022
KPCN’s welcome to the Class of 2026 showcasing the University of Montana and featuring scenes from the Big Sky Experience filmed by the UM Advocates.
OSS Technology Solutions

Mission Statement

The OSS Tech Team strives to make the intersection of technology and operations invisible. Technology tools strengthen our ability to support student success and help us to conduct our work efficiently and effectively.

Key Accomplishments

- Expanding the scope of the Coordinated Care Network and implementing other functionality within the Navigate student success management system continued to be the most widespread of the technology initiatives within OSS. See the sections below for detailed information.
- In partnership with the Montana Digital Academy and UM Information Technology, we overhauled UM’s math placement system to incorporate research-informed best practices and to provide a placement approach that is based on personalized and adaptive learning technology, saving students money and time to degree completion.
- We continued to provide data and systems support for new student on-boarding and registration processes, contributing to another enrollment increase in UM’s incoming first-year class.
- We continued to manage access and security for advisors and other student support staff using UM’s enterprise student success technology tools.
- We contributed to UM data governance and reporting, assisting with the implementation of the EAB Edify platform and expanding the use of Tableau.

Navigate at UM – a high level overview

The Coordinated Care Network within Navigate includes Advising, Athletic Academic Services, Experiential Learning and Career Success, Financial Education Program, Student Advocacy Resource Center, and Study Jam tutoring. Early during the 2022/2023 academic year, we added UM Bear Necessities (which provides food, housing and other basic needs-related support for students), UM Wellness, and Faculty Office Hours, as well as expanded the use of referrals within the Navigate system. We are also developing a comprehensive Navigate training course for our campus Navigate user community to be available during the upcoming academic year.

Over the course of the 2021/2022 academic year, 25,783 appointments with 7,156 distinct students were scheduled through Navigate.

With regard to impact on student success: as shown in the included charts, freshman and sophomore students who scheduled one or more appointments through Navigate during fall 2021 semester persisted to spring 2022 semester at a 7% higher rate than the general student population at those grade levels, with BIPOC students persisting at an 8% higher rate. This resulted in over $600,000 in realized tuition and fees.

- We continued to enhance and expand UM’s Early Alert initiative through Navigate, allowing faculty to provide feedback on students’ academic performance in courses that advisors and other student support representatives can proactively respond to and connect students with the resources they need to be successful. This also allows instructors to give students kudos for performing well in class.
  - During fall 2021 and spring 2022 semesters, over 39,000 student performance feedback items were submitted by instructors through progress report campaigns in Navigate. This figure indicates the scope of our Early Alert initiative, which continues to be one of our most impactful campus efforts on student retention and success.
  - In terms of impact on student success, for freshman and sophomore students who received alerts during fall 2021 semester, those who had one or more follow-up appointments with an advisor persisted to spring 2022 semester at 3% higher than the general freshman and sophomore student population. This resulted in approximately $230,000 in realized tuition and fees.
- We implemented predictive analytics in Navigate in preparation for the 2021/2022 academic year. Navigate now calculates Predicted Support Levels and determines the number of missed Success Markers (completion of various gateway courses required for graduation) for each student. These features provide campus advisors with powerful and actionable insight into individual student situations, helping advisors to work more efficiently and ensuring that advisors proactively connect with students who need support the most at any given time. We also worked with UM’s Critical Advising Practices for Equity group to ensure our implementation focused on using predictive analytics ethically. In addition, we developed a comprehensive student communication and support plan for campus advisors based on the newly implemented predictive model. For more information, see https://www.umt.edu/navigate/predictive-modeling/default.php.
- We continued to provide a powerful and efficient communication tool for the campus community. During the 2021/2022 academic year, approximately 117,000 messages were sent to students through the platform (approximately 95,000 emails and 22,000 texts).
- 7,595 UM students have downloaded the Navigate mobile app since our initial implementation of Navigate during fall 2020 semester, with 1,083 new student downloads during the 2021/2022 academic year.
**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 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.

**Utilization**

UNIQUE STUDENTS SERVED = 406  
STUDENT SESSIONS = 1,451

**Year Update**

For the 21/22 Academic Year, Study Jam tutoring leveraged mixed delivery methods, EAB Navigate, and social media to promote academic support for our catalog of services. From introducing tutors via Instagram to partnering with the OSS Tech Team to utilize Navigate, this year was a year of trying new approaches. Our progression started with Zoom-based tutoring and moved into a one-to-one pilot program over the summer to offer appointment-based tutoring in tandem with group-based tutoring.

**Moving Away from Zoom**

After over a year and a half of fully remote services, Study Jam moved back into the Griz Central Lounge in the Lommasson building and offered both Zoom and face-to-face, drop-in group tutoring for Fall 2021 and Spring 2022. Of the 766 student check-ins for Fall 2021, 560 of those were for in-person session and the 206 were for Zoom with students in BMIS 365 being the primary users of the Zoom-based sessions. In Spring, 238 check-ins were logged for Zoom-based tutoring (177 for BMIS 365) with the remaining 417 check-ins being for face-to-face services. Given these low utilization numbers and its impact on tutor burnout, we plan to discontinue Zoom tutoring offerings starting Fall 2022 except for BMIS 365.

**Spring 2022 Student Satisfaction Survey**

The Study Jam Coordinators deployed a student satisfaction survey to all students who checked-in to Study Jam for Spring 2022 (163) after the semester ended via Navigate. The survey had a 22% response rate (n=36). Students reported strongly agreeing that they felt that their time working with Study Jam tutors had a positive impact on their performance in the course (Average = 4.47 out of 5). In addition, respondents classified their use of Study Jam services as primarily for help with homework and test prep.

**One-to-One Tutoring Appointments**

Through Summer 2022, Study Jam worked to redesign tutoring services to better meet student needs. This resulted in adopting EAB Navigate to schedule one-to-one tutoring appointments for a summer pilot. OSS Tech built out a tutoring service model that we plan on carrying into the 2022-2023 Academic Year. Students in our most utilized courses will have the opportunity to continue to use services in our group-based model, but will also have the opportunity to schedule directly with Study Jam tutors.
Mission Statement
Since 1965 TRIO programs have helped America's low-income and first-generation college students access and complete higher education. What began as 3 programs at fewer than 1,000 project sites are today 8 programs at nearly 3,000 project sites. This includes projects in all 50 states, Puerto Rico, and other jurisdictions (e.g. Guam, Federated States of Micronesia, Northern Mariana Islands, etc.). TRIO programs provide services to students throughout the education pipeline, as early as middle school, as well as undergraduates interested in pursuing a doctoral degree. This story map displays the geographical reach of TRIO projects throughout the nation in an academic year 2021-2022.

About Us
TRIO Student Support Services is a federally-funded TRIO grant program that has been serving University of Montana students since 1976. Each year UM’s TRIO Program assists 375 qualified students in accordance with the U.S. Department of Education's guidelines. All participants must meet the qualifying criteria of being first generation, income eligible, or having a documented physical or learning disability.

TRIO SSS Staff: FETER DONALDSON, HEATHER HIBBARD, SHANNON REILLY, ERIN SHAW, JANET ZUPAN, STUDENT PEER MENTORS, TUTORS AND SANDEE SEPULVEDA, OFFICE ASSISTANT

Core Services
TRIO SSS advisors provide individual and group services to 375 students annually so they may overcome class, social, and cultural barriers to complete their education.

TRIO staff provide comprehensive planning and support to program participants in academic, financial, and personal areas as students’ progress to graduation. Students participate in TRIO SSS throughout their enrollment at UM.

MCAN/ASPIRE Student Leadership Conference
Five UM TRIO Scholars attended the annual Student Leadership Conference held at Fairmont Hot Springs in March 2022. UM students joined 55 students from across the state for two days of fun and exciting leadership opportunities.

TRIO SSS AT UM SMASHES HIGHEST GRADUATION RATE!
Graduation Rate: 58%
Persistence Rate: 65%
Good Academic Standing 79%
U.S. Department of Education Fiscal Year 2020-2021 Annual Performance Report

Where are TRIO Graduates now?

Teri Jo Slack – 2012 UM Graduate
“I know nothing about college” were the words Teri Jo Slack shared when she entered TRIO SSS in the fall of 2005. Teri Jo had recently completed her GED and entered UM with her husband, both never considering themselves “college material.” As a mom, wife and four children, Teri Jo faced many challenges that could have hindered her success. However, she found a love for education, particularly the sciences. Although she did not graduate until 2012 she earned a BA in Psychology, and, a BS in Chemistry.

Janet Zupan, TRIO SSS Advising Coordinator, worked closely with Teri Jo and her husband. Janet recalls Teri Jo was driven, inspired, and a kind student who took advantage of the many program services that contributed to her academic accomplishments.

Fast forward to 2022, Teri Jo completed an MBA from University of California Davis in Strategy, Innovation, Entrepreneurship, STEM Designated, AND, earned her PhD in Chemistry in 2017.

Teri Jo’s impressive career has found her conducting many research projects, publishing and developing patents, guest lecturer, and she has won monetary awards for business competitions at UC Davis. Her career started as a Founder of Teriva Consulting providing support to startup companies seeking to advance technology; Co-Founder of StarBio Diagnostics, a medical diagnostics company with UC Davis School of Medicine. Currently Teri Jo works with Bayer Open Innovation Pharma Partnering as a Management Consultant.

New in 2022-2023
Darlene Samson, Director, Retired in August, 2022 – New Director hired, Dr. Dan Benge. Dan has over 30 years’ experience in TRIO as Director of Upward Bound and Talent Search at MSU Billings. He has served as President of state and regional associations, ASPIRE, and served as board member on the Council for Opportunity in Education (COE). He most recently worked in the Office of Admissions and Office of Research & Sponsored Programs at UM.

U.S. Department of Education Fiscal Year 2020-2021 Annual Performance Report
TRIO Upward Bound

Mission Statement
TRIO-Upward Bound helps first-generation, low-income and minority high school students cultivate the knowledge, skills, and motivation they will need to be college graduates.

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.

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 and has brought in over 14 million dollars to UM over the past 55 years. This year, TRIO Upward Bound was awarded over $2 million dollars for the next five years, 2022-2027. In addition, TRIO Upward Bound received $52,050 for Afterschool Programming and $15,000 for Summer Enrichment from Office of Public Instruction.

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, Hellgate, and Sentinel (Missoula) and Browning and Heart Butte (Blackfeet Reservation).

TRIO Upward Bound Components

Academic Year Services

- **Tutoring and Advising**
  
  Each school, Browning, Hellgate, and Big Sky received tutoring and advising sessions two days a week throughout the school year.

- **College Access Workshops**
  
  • Coordinators planned workshops on financial aid, completing the FAFSA, college applications, pursuing careers, and life skills like updating a resume and how to write a professional email

- **Community Service and Activities**
  
  • Students helped with UM concessions to raise money for UB scholarships and participated in Clark Fork Coalition’s annual river clean-up. Students also attended the annual Kyiyo Powwow.

Summer Academy

- **Academic Classes**
  
  • 28 students lived in Elrod Hall for our six week Summer Academy and participated in math classes based on their grade level, American Sign Language or Food, Science, and Culture, and English, and science.

- **Experiential Learning**
  
  • Students learned in and out of the classroom. All students participated in teambuilding through a high ropes course, whitewater rafting and connected their in-class experience with visits to the Smokejumper Center and Missoula Art Museum.

- **Dual-Enrollment**
  
  18 Juniors and Seniors received two college credits by completing “College Success” at Missoula College
Assessment Findings

Based on a survey from summer participants, here is feedback related to college goals and aspirations for our Upward Bound summer participants.

The goal of Upward Bound is to prepare you for college. Part of that goal requires that we expose you to teachers, counselors, and support staff whose primary role is to MOTIVATE you to pursue college.

Was the UB summer program effective in motivating you to attend college?

I am more likely to attend college after this year’s Summer Academy.
**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**

**The Exploratory Studies Program (ESP)**

The 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 making progress on completion of degree requirements. In fall 2021, the UAC advised and supported 638 exploring students. In spring 2022, we advised and supported 405 exploring students.

**The Four Bear Program**

The 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 21-22 academic year, a total of 107 students participated in Four Bear. Of that cohort, 23 new students decided to remain in the program, and of those 23, 83% (19/23) are registered for the fall 22’ semester. With a new Program Coordinator, we will be reviving in-person graduation planning workshops and will refocus our efforts to grow the program in the coming years under new leadership.

**Core Course Registration (CCR)**

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. This year’s process involved the integration of Bear Tracks and the AIQ into Slate while also extending the CCR timeline closer to the beginning of new student orientation. It turned out to be our most successful years of CCR in UM history with 95.1% (1257/1319) of orientation registrants core course registered previous to arriving for orientation.

**Year Update**

**Highlights in 2021-2022**

- Hired new Four Bear Program Coordinator and Montana Impact Scholarship Advisor. Welcome to the team, Meghann and Laura!
- Successfully relocated offices from Lommasson center to Aber Hall
- Coordinated with Office of Admissions to integrate Slate into the Core Course Registration (CCR) process, including the Academic Interest Questionnaire (AIQ).
- Coordinated with Military Veteran Services (MVS) Office to offer advising military-affiliated students training with UM advising community.
- Coordinated with Elevate U to offer Career Readiness Workshops to new Undeclared freshmen.
- Assisted Pre-Law Program, School of Journalism and School of Music with core course registration.
- Coordinated efforts with advising community to build autumn 2022 Indigenous First Year Experience student cohort.
- Attended Moving Camp to welcome new Indigenous students to UM.
- Presented as part of “Global Connections” Big Sky Experience.
- UAC staff served on the following committees: Admissions Residency, Assessment Accreditation, Covid Instructional Planning, Campus Preparedness and Response Group, Gerontology Minor, Indigenous First Year Experience, SEP, COLS 194 Peer Educator and Curriculum, NAAHP National, and Sustainability. Staff also served on Women’s Leadership Initiative and as Staff Union representative.

**What’s on the Horizon?**

- UAC advisors will offer in-person walk-in hours again, the first time since the start of the COVID-19 Pandemic.
- UAC Pre-Health Professions Advising team are developing four-year plans of prerequisite coursework and sequencing recommendations for entrance into Health Profession Graduate programs.
- Montana Impact Scholarship Advisor will serve on the Diversity Advisor Council for the 2022-2023 academic year.
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 to promote future semester 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.

OSS completed the sixth annual cycle of the UM Academic Advising Certificate Program during the 2021/2022 academic year. During the 2021/2022 academic year, 13 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 52 employees have completed the full Certificate Program. More information is available at https://www.umt.edu/oss/for-faculty-staff/academic_advising_certificate.php.

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.

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 https://www.umt.edu/oss/advising-manual-22-23.pdf.

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.

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 to promote future semester 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 below summarize student feedback on campus advising services during fall 2021 semester. Additional, qualitative student feedback is also incorporated into assessment of campus advising services.

Fall 2021 Semester Advising Survey Responses (n=451)

| Sufficient time has been available during advising sessions | 14 (3%) | 15 (4%) | 40 (9%) | 95 (21%) | 283 (63%) |
| Interactions with my advisor(s) have helped me identify and/or confirm long-term academic goals. | 32 (7%) | 33 (7%) | 42 (11%) | 107 (24%) | 239 (51%) |
| I have received accurate information about resources on campus from my advisor (e.g. tutoring) | 15 (2%) | 25 (6%) | 62 (14%) | 128 (28%) | 220 (49%) |
| I understand university graduation requirements | 12 (2%) | 28 (6%) | 25 (6%) | 144 (32%) | 243 (54%) |
| I know what courses I need to take for my major | 6 (1%) | 12 (3%) | 10 (2%) | 105 (24%) | 317 (70%) |
| I understand the General Education Requirements (GERs) and am aware of course options to satisfy the GERs | 2 (0%) | 3 (1%) | 15 (3%) | 128 (28%) | 294 (66%) |

**“It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising”** Kuh, G. (1997). The student learning agenda: Implications for academic advisors. NACADA Journal, 17(2), 7-12.
The Writing and Public Speaking Center

We support undergraduate students, graduate students, alumni, faculty, and staff as they become more versatile, deliberate, and effective communicators. We provide an interdisciplinary, collaborative learning environment for all members of our community to grow as they work on a wide variety of academic, professional, and creative communication tasks.

Overview

Capitalizing on new space and new opportunities

A good portion of our energies this year revolved around moving our offices and tutoring space out of Lommasson. We embraced our new tutoring space in the Mansfield Library and the opportunities it affords for more collaborations with librarians. We added satellite tutoring in the Branch Center in addition to Missoula College and the Payne Native American Center to make our services more accessible and inclusive to underrepresented students groups.

The Numbers

Post-pandemic growth in online and in-person appointments

3,092 One-to-one appointments
1,095 Individuals served one-to-one
1,181 Grad student appointments, serving 277 individuals

Professional Development:

Goal: continual expansion of skills and sense of belonging among consultants

- DEI training
- Resume writing
- Accessibility for neurodiverse writers
- Research in Writing Center scholarship
- Observations of consultations
- Written reflections

Conference Presentations

- International Writing Centers Association
- Rocky Mountain Writing Centers Association
- Global Educators Online Literacy
- Rocky Mountain Education Research Association
- European Writing Centers Association

Student Learning Outcomes

Students will leave the WPSC with:

- A better sense that the writing process can be messy, iterative, collaborative, contextual, and generative
- A greater trust in their ability to make choices about writing
- A plan for this and future writing tasks

94% of students leave with a plan
89% of students say they are more confident

Developments

- Continued Covid-19 agility
  - Hybrid workshops
  - Synchronous online sessions
- Revamped Website
  - Updated content
  - Restructured pages
- Launched Writing Groups
  - Community and accountability for graduate student writers
- Sociology Research
  - Sociology class project analyzed tutoring sessions for rapport building

Student Comments

The session taught me how to explain things in a thoughtful way. It also taught me what to throw away and what to keep.

Consultant offered guidance with organizing my ideas and trimming the fat. It was so helpful to talk through my project and get clarity on the argument for my paper.

The session contributed to my confidence in my writing abilities.

Going forward we are:

Collaborating with the Office of Creative Scholarship and the Office of Organizational Development to create workshop and writing groups for new faculty.
Expanding graduate student programming to build supportive writing communities.
Strengthening relationships with faculty, administrators, and other stakeholders.

Increasing our outreach and accessibility to underrepresented groups.
Exploring research and publication opportunities to showcase our work.
Building a diverse and welcoming community of tutors.

Campus Locations + Online

New locations and collaborations that increase student success

- Mansfield Library
- Missoula College
- Native American Center
- Branch Center

Campus Collaborations:

Deepening and expanding partnerships across campus

- Develop workshops with librarians
- Expand outreach to TRIO students
- Develop programs with the Graduate School
- Increase the depth and reach of cross-campus conversations about writing
- Collaborate with academic departments to improve writing instruction and to conduct research
- Work with EdReady to streamline systems for writing placement