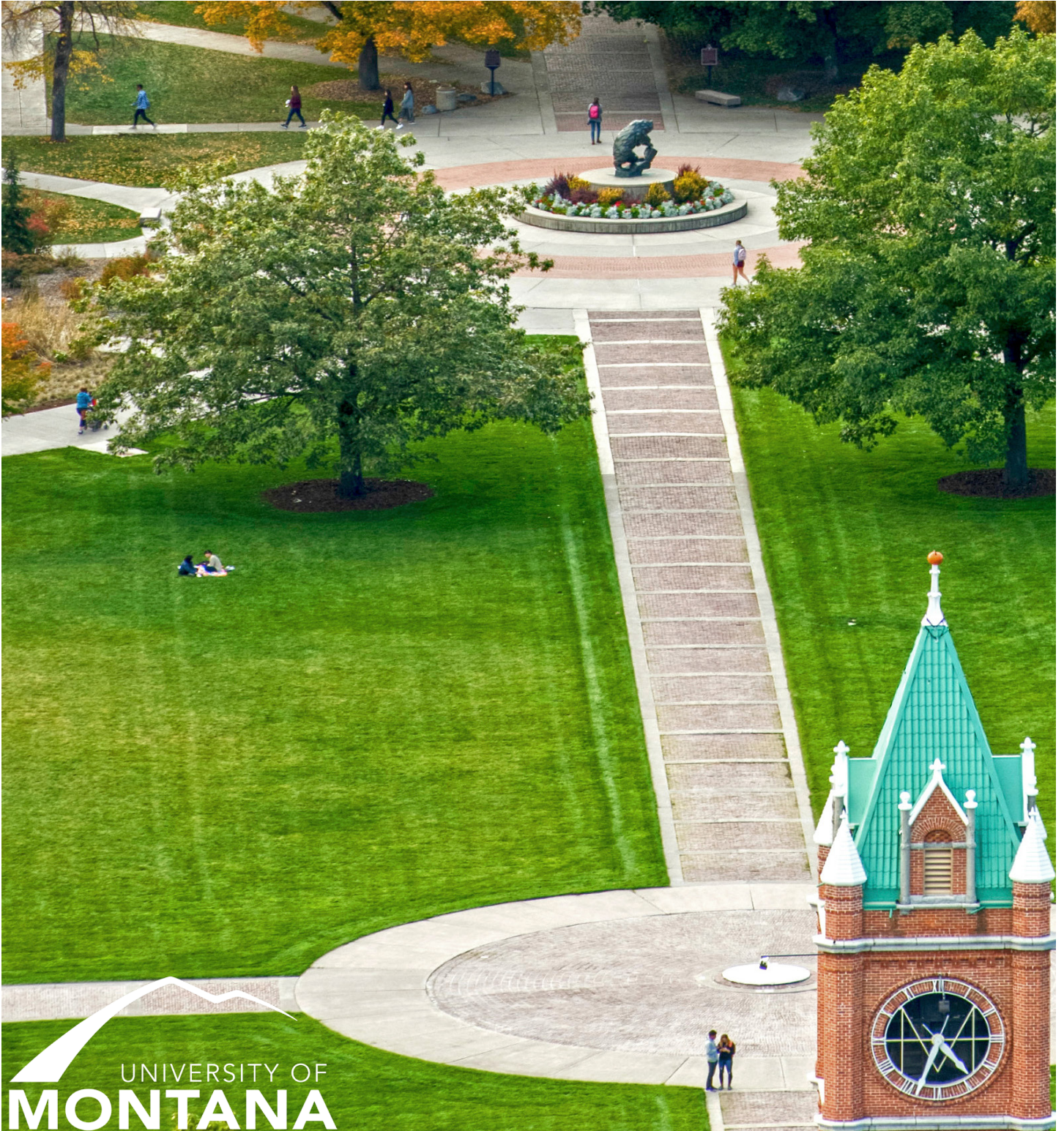


THE OFFICE FOR

**STUDENT
SUCCESS**

Annual Report

2019/2020 Academic Year




UNIVERSITY OF
MONTANA

Contents

<i>Office for Student Success Mission.....</i>	<i>4</i>
<i>Message from the Executive Director.....</i>	<i>5</i>
<i>2019-2020 Program Structure and Responsibilities.....</i>	<i>6</i>
<i>2019-2020 Organizational Chart.....</i>	<i>7</i>
<i>University Advising Services.....</i>	<i>8</i>
<i>Undergraduate Advising Center.....</i>	<i>12</i>
<i>Writing & Public Speaking Center.....</i>	<i>14</i>
<i>OSS Tech Solutions.....</i>	<i>16</i>
<i>Financial Education Program.....</i>	<i>18</i>
<i>KPCN Student Multimedia Production Group.....</i>	<i>20</i>
<i>Study Jam Group Tutoring.....</i>	<i>22</i>
<i>TRIO Student Support Services.....</i>	<i>24</i>
<i>TRIO Upward Bound.....</i>	<i>26</i>
<i>EdReady Montana and Success in Mathematics.....</i>	<i>28</i>

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

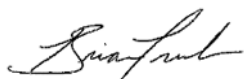
Thank you for your interest in the Office for Student Success (OSS) at the University of Montana (UM). OSS serves as the hub of academic support for students at UM. We strive to align our programs and services with UM's institutional Priority for Action #1: place student success at the center of all we do. OSS programs and services are significant contributors to UM's recent improvements in student retention. This report summarizes 2019/2020 academic year activities and services of OSS units.

The challenges we have all faced due to the COVID-19 pandemic have tested our adaptability and resolve in ways we could have never imagined. I am so proud of the OSS team for successfully managing to provide comprehensive student support without interruption after an abrupt shift to remote service delivery in March, 2020. Our teams leveraged available technology tools and communication channels to ensure excellent student support was consistently available and that students were kept informed of how to access our services remotely. Our employees were also active contributors to various components of [UM's Healthy Fall 2020 Plan](#).

In addition to the accomplishments noted in this report, some highlights of the 2019/2020 academic year include:

- ◆ Developing and implementing a successful model of operation in all OSS units that includes both in-person and remote service delivery. This model also includes various precautionary measures and protocols to ensure the safety of our students, our employees, and our campus community.
- ◆ Service on and contributions to Priority for Action #1 Leadership Team and University Leadership Council.
- ◆ Curriculum development and coordination of revised First-Year Seminar: "Tomorrow Proof Design Workshop"

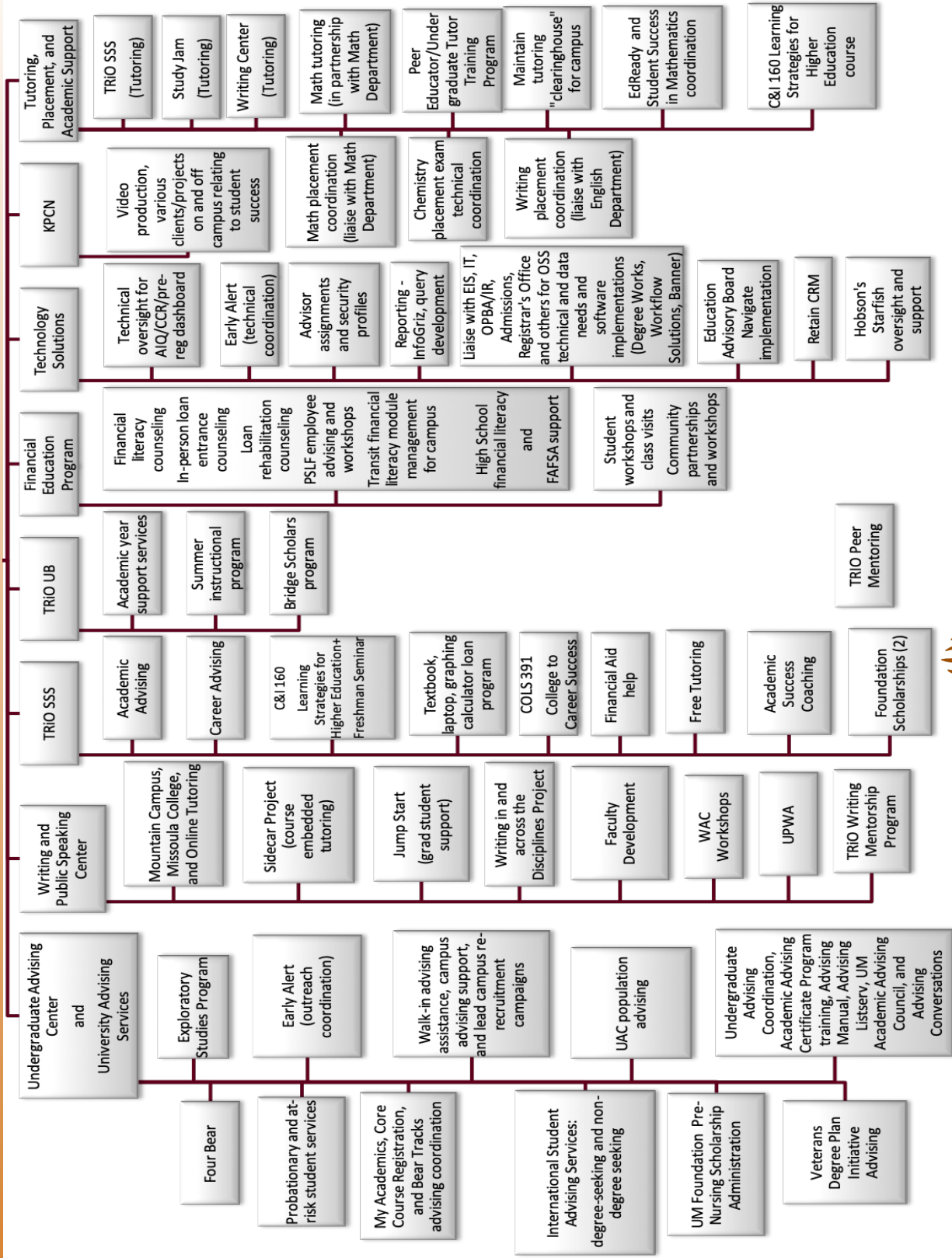
We are here for students.



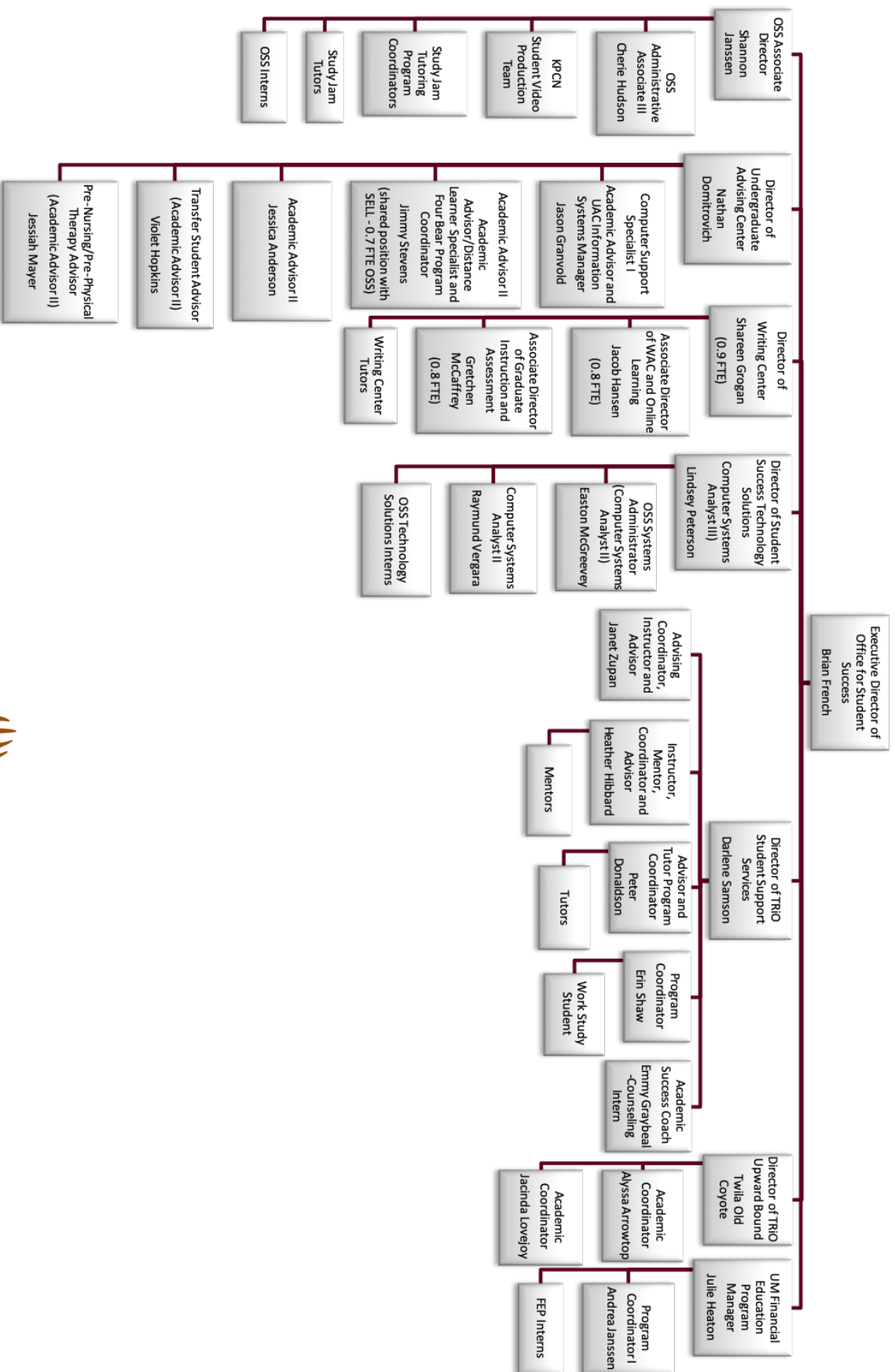
Brian French, Ed.D.
OSS Executive Director



OSS 2019-2020 Program Structure and Responsibilities



OSS 2019-2020 Organizational Chart



University Advising Services



“It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising.”

-Kuh, George. (1997). The student learning agenda: Implications for academic advisors. NACADA Journal, 17(2), 7-12.

UM Academic Advising Council (UMAAC)

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

During the 2019/2020 academic year, the Advising Council led the coordination of advising services for Online Bear Tracks and planning for advisor use of the newly implemented Education Advisory Board Navigate platform. The work of the Advising Council also contributed to the development of an institutional case document for major donor support, through which the UM Foundation will seek external funding to invest in additional professional advising and support positions and important student success-related infrastructure improvements.

Academic Advising Certificate Program

OSS completed the fourth annual cycle of the UM Academic Advising Certificate Program during the 2019/2020 academic year. 104 UM employees attended various training sessions (this is a non-unique headcount figure) and 7 UM employees completing the full Certificate Program. Since the Certificate Program’s inception during the 2016/2017 academic year, 608 attendees have participated in trainings and 29 employees have completed the full Certificate Program. We plan to create online training modules during the 2020/2021 academic year.

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

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 and academic departments.

We plan to transition re-recruitment coordination into the EAB Navigate platform during the 2020/2021 academic year.

Advising Assessment

In an effort to continuously improve campus advising services, OSS surveys the UM undergraduate student population to gather feedback on students' advising experiences and to gauge achievement of relevant student learning outcomes. The data on the following pages summarize student feedback from fall 2019 semester. Additional, qualitative student feedback is also incorporated into assessment of campus advising services.

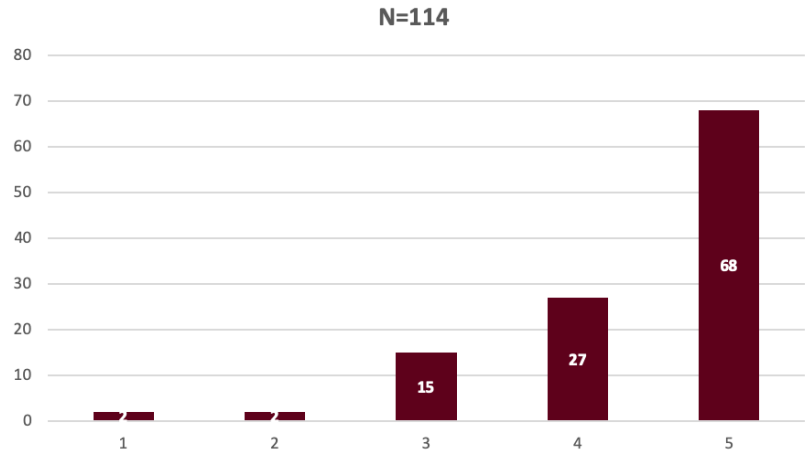


Advising Assessment

Q3

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

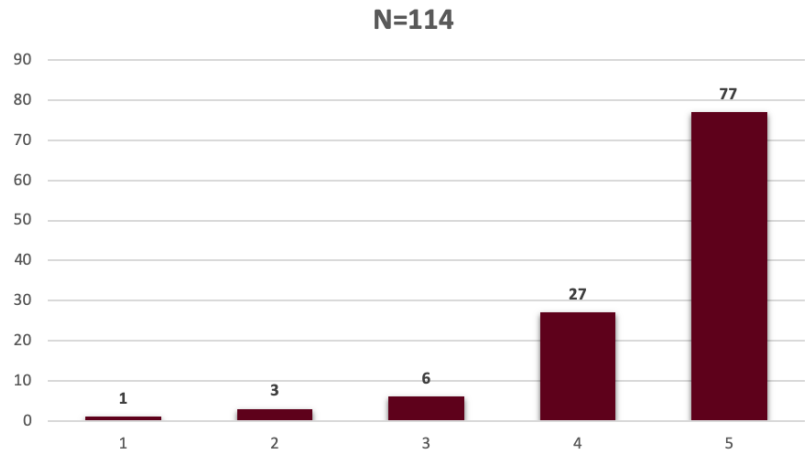
(Scale of 1-5 with 5 as the highest rating)



Q4

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

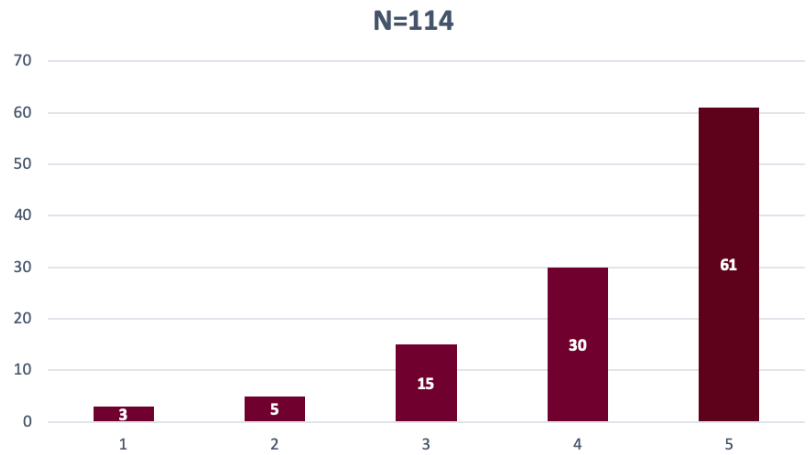
(Scale of 1-5 with 5 as the highest rating)



Q5

I understand university graduation requirements.

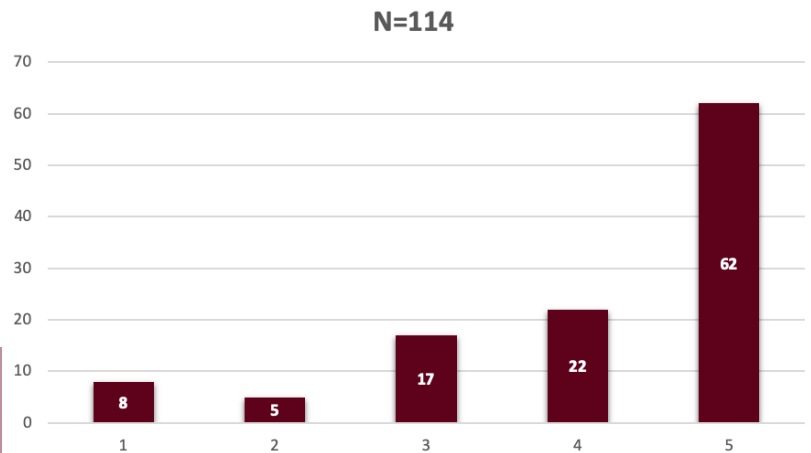
(Scale of 1-5 with 5 as the highest rating)



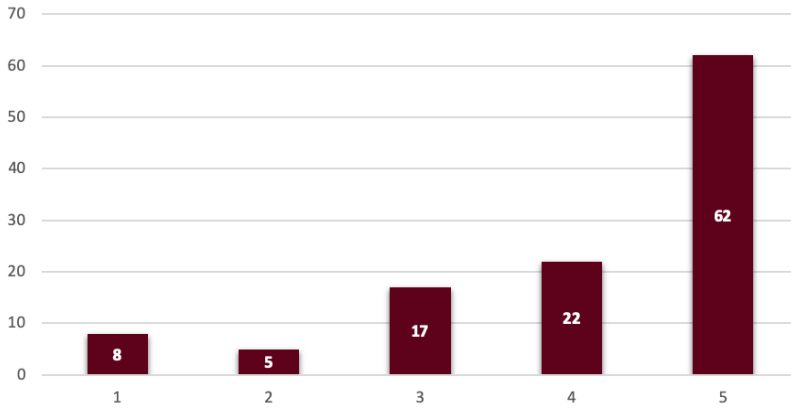
Q6

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

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



N=114

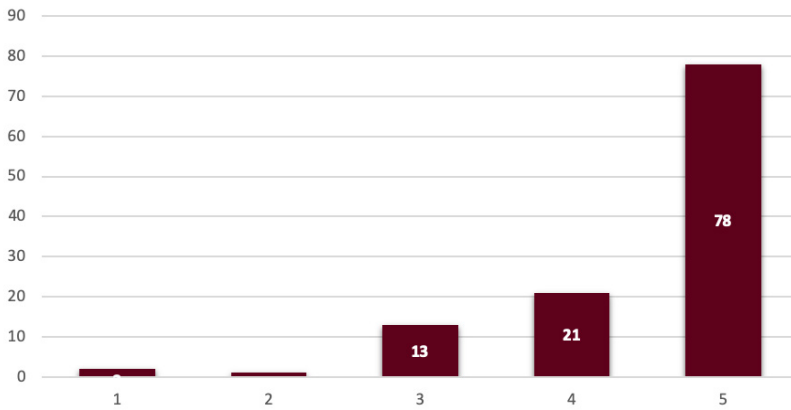


Q7

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

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

N=114

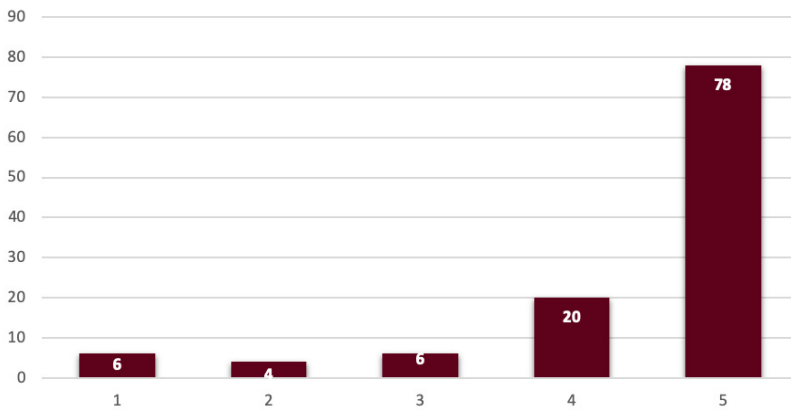


Q8

Sufficient time has been available during advising sessions.

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

N=114

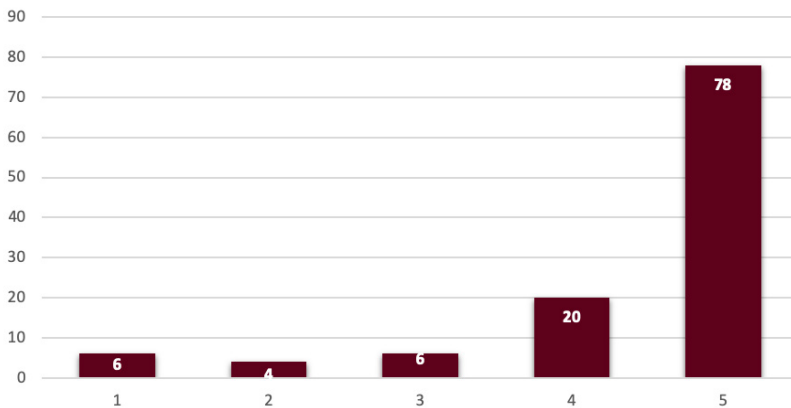


Q9

I intend to follow my advisor's recommendations.

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

N=114



Q10

Please rate your advisor.

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



Mission Statement

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

"UAC has been a fantastic resource. I would not have been as successful as I have been, as a returning student, without its support. Keep up the good work!"

– Anonymous student, Service Journey Mapping survey, July 2020

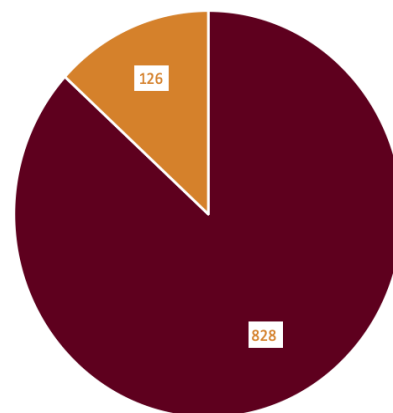
Key Programs and Services

EXPLORATORY STUDIES PROGRAM 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 2019, the UAC advised **536** exploring students. In spring 2020, we advised **443** 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 19-20 academic year, **a total of 150 students participated in Four Bear**. For the new freshmen cohort, all eligible incoming first-year students were initially enrolled in the program, as it was moved to an opt-out system, with continued participation in the program being marked by those students' submittal of their graduation plan by the end of spring semester. Of that cohort, **42 new freshman decided to remain in the program, and of those 42, 95% are registered for the fall 20' 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 2019-2020 academic year, the COVID-19 pandemic forced the advising community to conduct all core course registration via Online Bear Tracks instead of in-person while working remotely and conducting appointments mainly in Zoom.

of New Students Registered for classes previous to arrival for New Student Orientation



■ Registered (87%) ■ Not Registered (13%)

Appointment Types and Needs

- 280 Add/Drop consultations
- 91 Prospective Student appointments
- 71 Change of Major consultations
- 30 Graduation Plan appointments
- 22 Academic Reinstatement appointments

**total numbers based on Starfish service report*

2,987 Student Sessions
2,451 Scheduled appointments
457 Walk-In appointments
1,162 Unique Students Served

Notable Highlights

- ◆ **Hired two new professional advisors**, Jessiah Mayer (Pre-Nursing Advisor) and Violet Hopkins (Transfer advisor). Every member of the UAC team served on both hiring committee. Welcome aboard, Jessiah and Violet!
- ◆ **All UAC professional advisors attended UM Allies training.**
- ◆ **Developed and executed professional development trainings for advising community in partnership with College and School Advising & Student Success units**, including an advisor-led panel on Appreciative Advising, NACADA webinars and a Title IX Mandatory Reporting training.
- ◆ **UAC Pre-Health Professions Advisor partnered with Director of Undergraduate Advising for the College of Health and the Office of the Registrar to develop Pre-Health Professions cohort codes** to better track Pre-Health Professions students, keep students apprised of Pre-Health Professions opportunities and critical deadlines, and better assess student success outcomes.
- ◆ **Pre-Nursing advisor visited the Bitterroot College** on two separate occasions, **advising a total of 19 Pre-Nursing students.**
- ◆ **Adopted EAB Navigate Student Success Platform** for appointment scheduling, documentation and early alert advising.
- ◆ **Transfer advisor and UAC Director provided walk-in advising office hours at the Missoula College Advising Center.**
- ◆ **Conducted Service Journey Mapping exercise focusing on an Advising appointment in the UAC** by sending an anonymous Qualtrics survey to a total of 402 students UAC advisors had interacted with since transitioning to remote work. **100% of the 25 total student respondents indicated after their appointment that they would go to the same advisor again for assistance.**

What's Coming?

- ◆ **Two members of UAC team are teaching courses in the fall**, including a section of Tomorrow Proof Design Workshop, and Global Competence.
- ◆ **Pre-Nursing Advisor will serve on UM Staff Senate.**
- ◆ **Advising team will offer weekly virtual drop-in hours in Zoom** as a temporary alternative to walk-in advising.
- ◆ **UAC Director will give a presentation** to students from Tohoku University, Japan, **focusing on U.S. Society and Culture**, as part of the Mansfield Center's inaugural Virtual Exchange Program.

Writing & Public Speaking Center

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

MILESTONES ACHIEVED



3,367 One-to-one appointments



1,122 Individuals served one-on-one



1,177 Grad student appointments, serving 217 individuals

TARGETED STUDENT SUPPORT



MULTIPLE LOCATIONS

Lommasson, Library, Native American Center, Missoula College, and Online



TRIO WRITING MENTORSHIP PROGRAM



UMCUR AND GRADCON PREPARATION



EVENING & WEEKEND HOURS

4

SIDECAR WORKSHOPS *servicing 55 students*

Small group tutoring in undergraduate & graduate courses across disciplines

10

GRADUATE WORKSHOPS *servicing 71 students in 30 departments*

Interactive workshops that address graduate-level writing and presentation concerns

2

JUMPSTART WORKSHOPS *Servicing 29 students in person and in Zoom*

4-day intensive workshops for graduate students

99

IN-CLASS WORKSHOPS *to 764 attendees*

onsite and online on writing strategies, using sources, personal essays, and email etiquette

186

SESSIONS WITH FACULTY AND STAFF *from 51 different units*

One-to-one and small-group faculty consultations to improve writing instruction & writing for publication

Successful Transition to Online Delivery

Student Learning Outcomes

Video, Audio and Chat conducive for conversation



Have a better understanding of the writing process.

Doc Sharing provides depth



Feel more confident in their ability to complete the current project.

Increased student engagement



Have plan for next steps.

I found the opportunity to connect with other graduate students, especially the regular accountability check-ins, to be especially valuable. Overall, I thought the virtual delivery of the program was very successful and I was surprised by how easy it was to communicate in this way.

I so appreciated our time together, thank you. Truly, in these very uncertain and unstable times, having the structure of this program was what enabled me to work on my thesis over spring break. The accountability partners were great, as was the content, and the emotional support and encouragement were wonderful. Thank you for being there for us!

I just wanted to thank you for spending so much time with me on my syllabus for next semester. I feel much better moving forward with the class. I've told multiple people how positive the experience was working with you.





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.

Given the fairly visible change in student success platforms this year (i.e. from Starfish to Navigate) it's more difficult for the technology to blend into the background, because we all are embarking on learning new ways to accomplish our work. Conversations around the "how tos" of a new platform provide not only an opportunity to consider a new way of achieving objectives, but to also discuss whether the objectives are still the right ones, and what analysis might be useful at some point in the future.

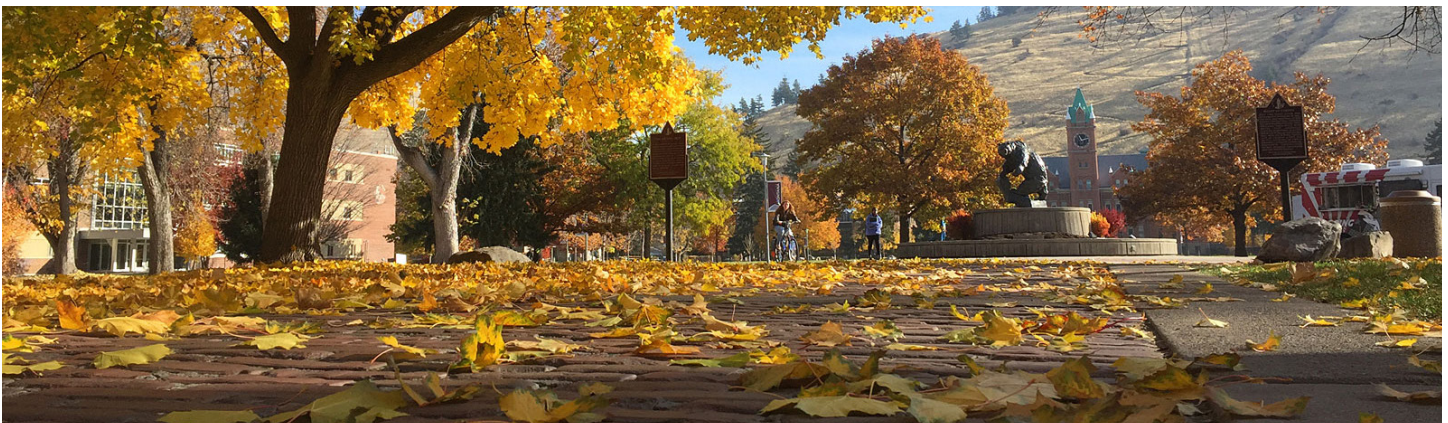
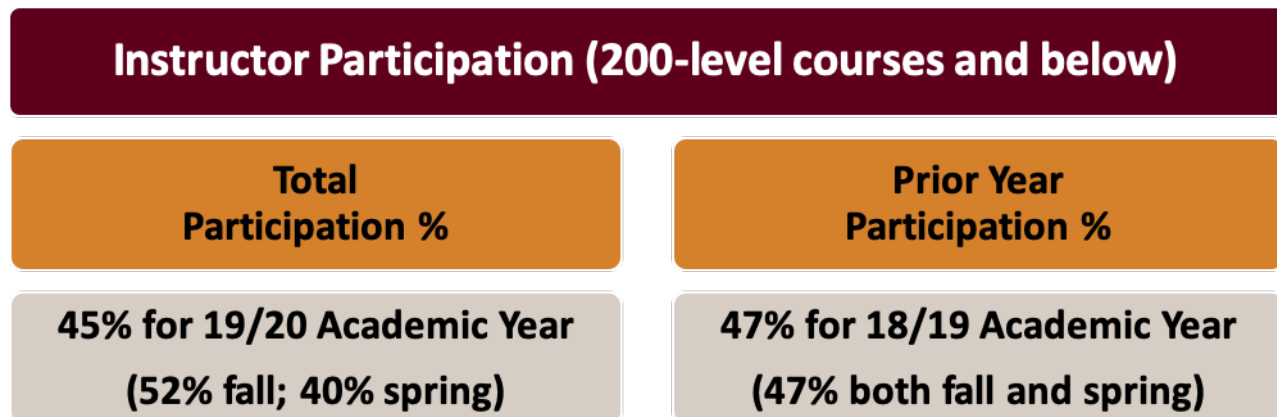
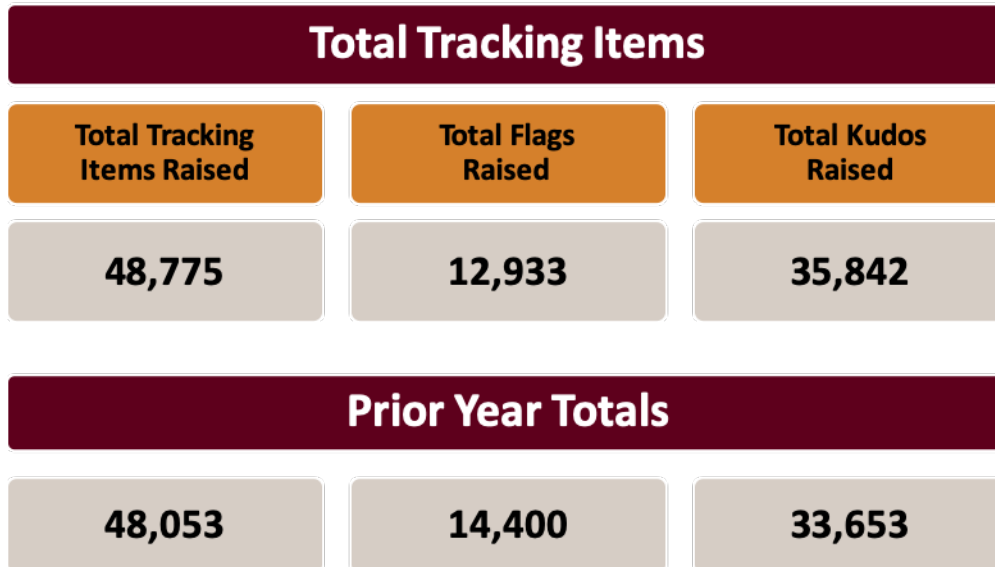
Key Accomplishments and Changes

Out with the old (Starfish) and in with the new (Navigate). This is certainly the most wide-spread of the technology initiatives within OSS this year. Other noteworthy projects include starting from (almost) scratch in the new student on-boarding process, including Bear Tracks moving to an entirely online format, an updated Academic Interest Questionnaire via Qualtrics, a newly designed documentation website to support the Navigate launch, the widespread adoption of Zoom and Teams as new ways to communicate, and some reliance on in-house report writing capabilities. All of this made for an exciting and very busy year. We want to convey our gratitude to colleagues around campus who stepped up and fielded questions and partnered in exploring how best to serve our varied constituents in the midst of so many changes. Here's hoping next year isn't quite as exciting!



Early Alert

OSS manages the campus-wide Starfish Early Alert software and process. The figures below represent Early Alert activity during the 2019/2020 Academic Year and how these figures compare to prior year totals. We will transition UM's Early Alert initiative into the Navigate platform for the 2020/2021 Academic Year.





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 & SERVICES

The FEP 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.



Apply for & Maintain Federal Student Aid



Navigate Loan Repayment & Forgiveness



Increase Personal Finance & Budgeting Skills

KEY ACCOMPLISHMENTS & STUDENT FEEDBACK

"FEP helped me navigate the murky waters of student loan debt, public service loan forgiveness, and financial well being in general, clearly explaining the loan process and repayment options, which made my life a lot easier."

-Beverly, 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



For the fourth year in a row, LendEDU has acknowledged UM Financial Education among a list of the top 50 Financial Literacy Programs offered at colleges and universities across the United States for 2020.

ANNUAL ASSESSMENT

In Academic Year 2019/2020 the Financial Education Program served 3,539 UM students, employees and alumni. Our team expanded online services to UM affiliate campuses and prospective students in area high schools. The FEP staff improved outreach while continuing to offer workshops and individual appointment services. In 2019/2020 we increased our social media community by 188 followers and forged new partnerships with UM colleagues, high school counselors, and community organizations.

STUDENT SERVICES

3539
TOTAL STUDENTS SERVED

420
INDIVIDUAL APPOINTMENTS

98
PRESENTATIONS

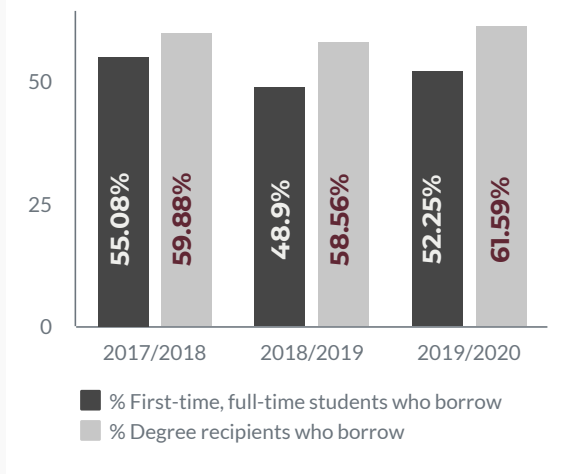
PRESENTATIONS

3119
STUDENTS REACHED

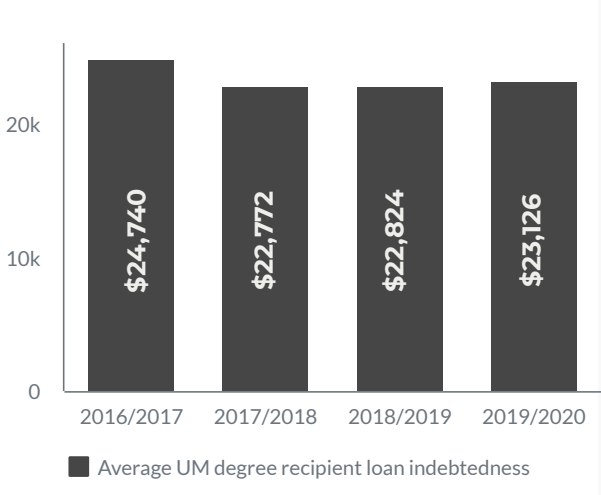
2675 PRESENTATION ATTENDEES

444 ONLINE WORKSHOP VIEWERS

Percentage of first-time, full-time students who borrow and percentage of degree recipients who borrow



Average student loan indebtedness for degree recipient



GOALS FOR 2020/2021 ACADEMIC YEAR



Deliver College Readiness Program in High Schools

Execute grant-funded, Money Matters program to educate area high schoolers on financing higher education



Increase Online & Remote Education

Provide greater options for remote access to FEP workshops and individual appointments



Coordinate FAFSA Application Assistance

Work with Financial Aid Office to create comprehensive calendar of FAFSA assistance and resources



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.



Key Accomplishments and Changes

Our 10th year held exciting new accomplishments, new partners and new challenges. Our Campus Safety series and Convocation Welcome were distributed to all students. Our productions were showcased and highlighted by two of the five Priorities for Action work groups (PFA 2 and 3) in the March Mid-Year Leadership Meeting. As the MUS quickly pivoted to remote learning, KPCN adapted, survived, and continued to support the campus community. The summer was unexpectedly swamped as we completed six orientation videos and moved an entire conference online with our campus partners. In addition, KPCN became a certified Safety Set through Safe Set International.

Orientation Series

KPCN parented with Orientations to develop six informational videos for incoming students to help them find campus resources and support services before they arrived on campus. Each video in this series was produced during COVID and **required campus partners to turn the cameras on themselves and film their own messages of service and support.** Finished videos were emailed to all incoming students throughout the summer by Orientations.

- ◆ Welcome to UM Orientation 2020
- ◆ Veterans Educational Transitional Services
- ◆ UM Financial Aid and Student Accounts
- ◆ The Branch Center at the University of Montana
- ◆ TRIO Student Support Services and Disability Services for Students
- ◆ American Indian Student Services

Public Service Academy

KPCN parented with the Department of Public Administration and Policy to move their Public Service Academy online. This has been the most ambitious project for KPCN to date requiring over **17 filming sessions** and resulting in enough content to produce **100 finalized minutes.**

- ◆ Welcome Video
- ◆ Module 1: Pillars of Public Administration
- ◆ Module 2: Punching Through the Pandemic
- ◆ Module 3: Baucus Innovation Challenge Overview
- ◆ Module 4: Exploring Revenue Options
- ◆ Module 5: Organizational Effectiveness
- ◆ Module 6: How Elected and Non-Elected can Effectively Work Together
- ◆ Conclusion Video

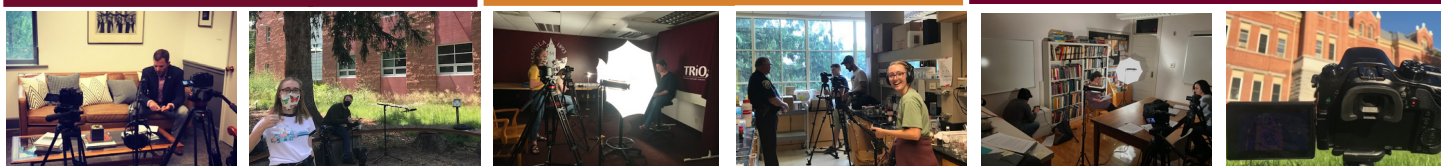
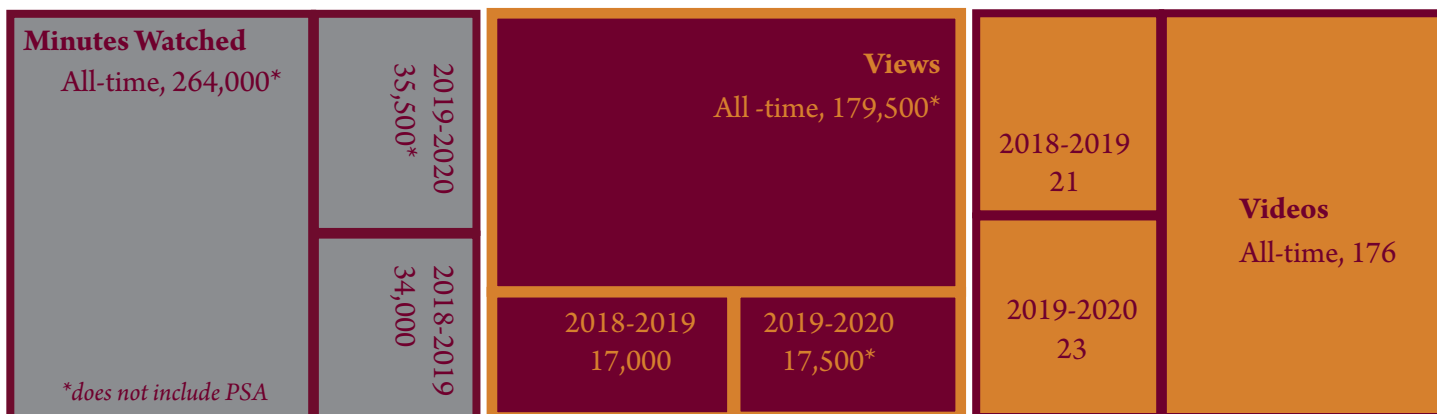
Promotional/Process Videos from 2019/2020

- ◆ **Campus Safety for Faculty and Staff** and **Campus Safety for Students** - KPCN worked with Strategic Communications AVP Paula Short to produce two safety videos for the campus community to help orientate and communicate safety protocols.
- ◆ **2019 Academic Convocation Welcome** - Spanning the student experience from orientation to graduation, this video serves as the visual for the official academic welcome to new students on the Oval.
- ◆ **How to IF - UM Innovation Factory** - KPCN partnered with UM's new Innovation Factory to produce an opening orientation video for their live events covering the range and services of IF.
- ◆ **Learning Experience - Department of Public Administration and Policy** - To communicate a commitment to specific learning experiences, KPCN worked with DPAP to convert a PowerPoint to a high quality video for DPAP students.
- ◆ **Mission First, People Always** - Partnering with the PFA 3 action group to capture campus responses to the question, "Why do you love UM?"
- ◆ **UM Summer – Get Ahead, Catch Up, Stay on Track** - UM Summer worked with KPCN to produce a high-energy, exciting promo video showcasing summer session at UM.
- ◆ **UM Experiential Learning and Career Success** - A promo video for ELCS highlighting the range and depth of their services.
- ◆ **University of Montana MPA Program Helps Battle Against COVID-19**
A just-in-time update highlighting how the MPA program and alumni were responding to the growing concerns of COVID-19.



KPCN YouTube Channel

From August 26th, 2019 to June 30th, 2020, KPCN logged over **17,500 views** on the YouTube channel and **35,500 watched minutes** (roughly the equivalent of listening to the first 5 books in the *A Song of Ice and Fire* series by **George R. R. Martin on tape 3 times**). Many KPCN videos are hosted on external websites and social media. Analytics from these sites are inaccessible.



Study Jam Group Tutoring

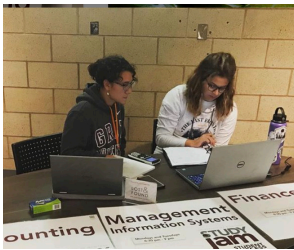


Mission Statement

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

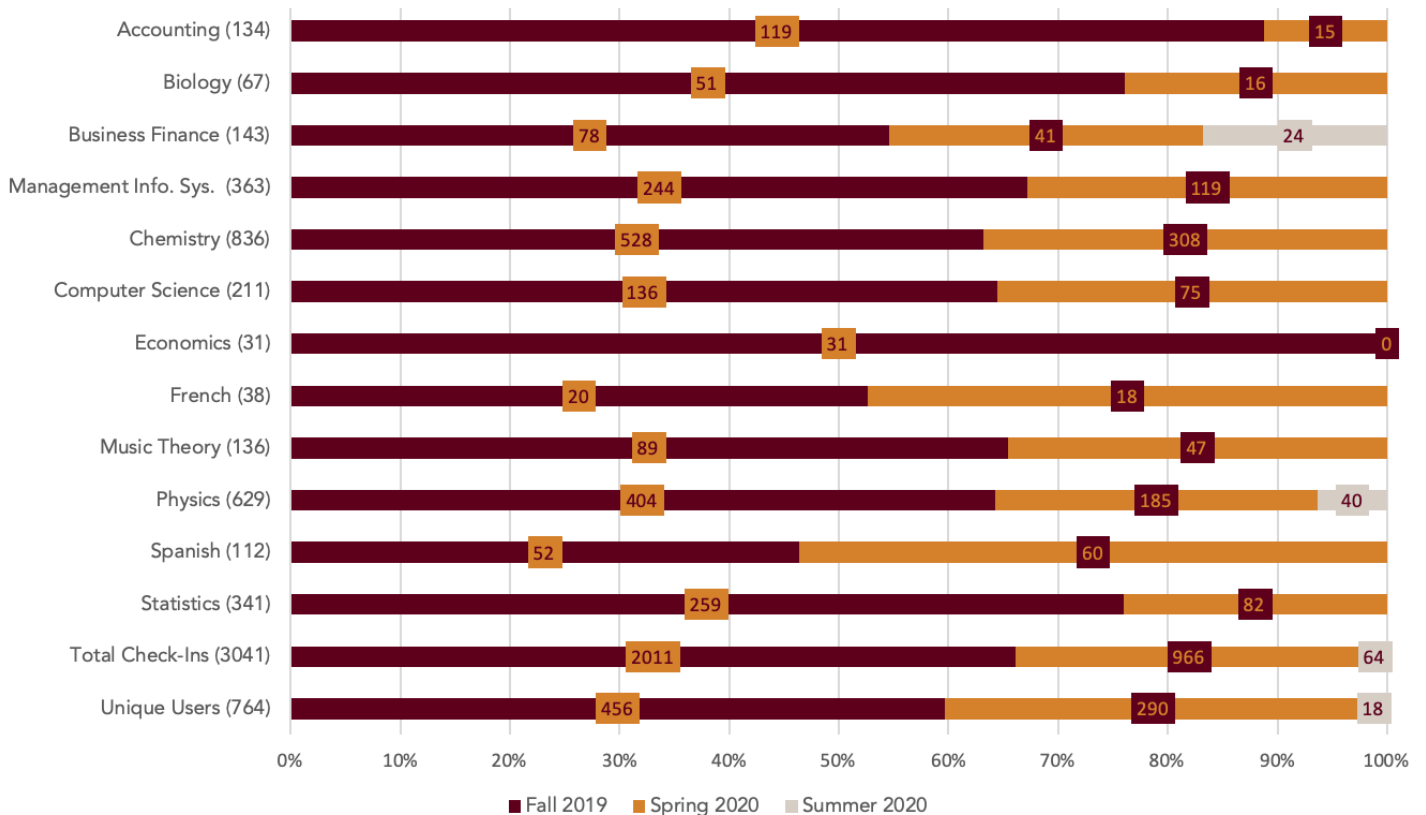


Overview of Key Programs and Services



Study Jam is a key component in the Office for Student Success tutoring and placement success network. Mondays, Tuesdays, Wednesdays and sometimes in the middle of the day during 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 Report by Subject, 19/20



Assessment

“Study Jam is one of the most stress relieving programs on campus for me. Definitely helps in my preparation for classes and aids in my success.”

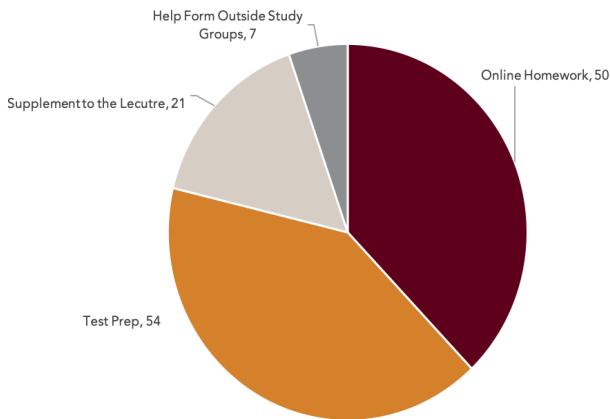
-CHMY 121 Student, December 2019 Qualitative Assessment



Initial utilization assessment shows an increase of 145%

- 2,101 check-ins logged during AY18/19 to 3,041 check-ins for AY19/20. The pivot to remote learning in March due to the

COVID-19 pandemic impacted overall Study Jam utilization with 86% of the 966 check-ins coming before moving to remote instruction.



The graph to the left shows how students report using Study Jam. This qualitative assessment was conducted by the Coordinators from 12/2/2019 to 12/8/2019. They collected **84 responses representing 9 of the 12 academic disciplines served**. Note students could select multiple responses to this question. In addition, on a scale of 1-5 with 5 being the most, N=84, **students scored Study Jam an average of 4.66 out of 5 when asked if they thought their usage of Study Jam services had a positive impact on their academics**.

Key Accomplishments and Changes

- ◆ Study Jam partnered with the Director of the College of Business Student Success Center to open a **satellite tutoring center in the COB** on Monday and Tuesday evenings to improve access to COB-specific tutoring tables.
- ◆ After spending Fall 2019 in the Office for Student Success suite in Lommasson, Study Jam officially moved into the newly remodeled Griz Central Lounge for Spring 2020. Both students and tutors enjoyed the flexible space and, most importantly, the **whiteboard walls**.
- ◆ Study Jam coordinators partnered with the UMontana Instagram channel for a takeover to promote and showcase Study Jam tutoring services.
- ◆ Support services were added for Music Theory, reinstated for Accounting and Finance and revoked for Economics.
- ◆ **All 26 tutors remained on staff** for the pivot to remote instruction and services. Zoom tutoring services launched the Tuesday after classes resumed.
- ◆ 10 Study Jam tutors completed the honors tutoring training course in Fall 2019. 36 total tutors have completed the training since Fall 2018.
- ◆ Provided Finance and Physics tutoring services for Summer 2020.





Mission Statement

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

The TRIO SSS program at the University of Montana provides opportunities for academic growth and development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their post-secondary education. Since 1978, the TRIO SSS program has been dedicated to helping students who are the most academically vulnerable – low income, first-generation, and students with disabilities – by improving academic outcomes and fostering strong, independent learners by understanding the unique needs of these student populations.

Participation in TRIO SSS is a multi-year commitment between a student and program staff and fosters a comprehensive program structure. TRIO SSS funding of \$468,000 is provided by the U.S. Department of Education to serve 375 students per year.

Academic services administered through UM’s TRIO SSS program are comprehensive, extending beyond traditional services offered by college advisors. Throughout students’ participation, SSS staff establish regular meetings and encourage interaction with their professors and advising staff of their individual colleges. While the primary focus is ensuring students’ academic success, it is important to assist students in their personal and professional development as well. Each student is encouraged to hone his or her skills to achieve success, acquire leadership opportunities, and take advantage of resources that best target their academic and career goals.

2018/2019 Program Objectives Met and Accomplished, Reported to DOE

Each year, TRIO SSS programs are required to provide annual statistics to the U.S. Department of Education on program performance. Three performance measures are analyzed to ensure program goals are being met. Benchmarks include persistence, good academic standing and Bachelor’s degree.

This table includes academic years 2015 through 2018. Academic year 2019-2020 statistics become available in fall of 2020.

	Program Goals	AY 15/16	AY 17/18	AY 18/19	AY 19/20
Funded to serve	375				
Persistence Rate	70%	84.24%	88.25%	78.25%	TBD-11/2020
Good Academic Standing	80%	97.2%	94.06%	96.82%	
Bachelor’s Degree Attainment	35%	38.60%	40.11%	43.11%	

Student Contacts

TRIO SSS staff work closely with students. The chart below demonstrates the number of program contacts with 375 students served in AY 2019-2020. Academic advising is probably the single most support students may receive that helps them be successful. (Tinto) TRIO Advisors engage in far-reaching, comprehensive and intrusive support. As the chart reveals, staff support students not only with excellent academic advising support, but also with advocacy and helping students with non-cognitive skills such as building confidence, self-reliance, motivation, etc.

"It's been nearly 10 years since I attended your study skills class, Janet. I still use what you taught all the time as a graduate student. You are such a gift to the world."

-Rory, Former TRIO student



Update

The U.S. Department of Education announced on August 7th, 2020, that the University of Montana received a federal Student Support Services (SSS) renewal grant of \$485,336 each year for 2020-2025. TRIO SSS will serve 375 students per year and is the largest program in the state of Montana. UM's TRIO SSS has been successful in supporting thousands of eligible students for the past 43 years. Many TRIO SSS alumni have gone on to great success, among them: Emmy, Tony and Academy-Award winning actress Viola Davis and U.S. Representative Gwendolyn Moore of Wisconsin's 4th District and Franklin Chang-Diaz, the first Hispanic astronaut.

For more than 50 years, TRIO SSS programs across the country have made important contributions to individuals and society as a whole by providing a broad range of services to help students succeed. The vital program can and does make all the difference.



Welcome, Erin!! Erin Shaw joined the TRIO SSS staff in mid-March just when COVID moved us to remote services. She came to TRIO SSS with previous experience working at the TRIO Program at UM Western. Her most recent work was Program Manager of Montana College Attainment Network. Erin has done a remarkable job of jumping in and is an invaluable part of the team.

Key Goals for AY 19/20 Achieved

- ◆ Established a class focusing on students' academic and career planning success. COLS 391 – College to Career Success - offered in spring of 2020. Unique to this course, each student participated in an experiential learning component in line with their future career goals.
- ◆ Continued to provide exceptional service to increase persistence, good academic standing and graduation goals to exceed the programs goals and objectives. (see chart on preceding page)
- ◆ Completed a successful proposal for 2020-2025 grant funding.

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.

Overview of Key Programs and Services

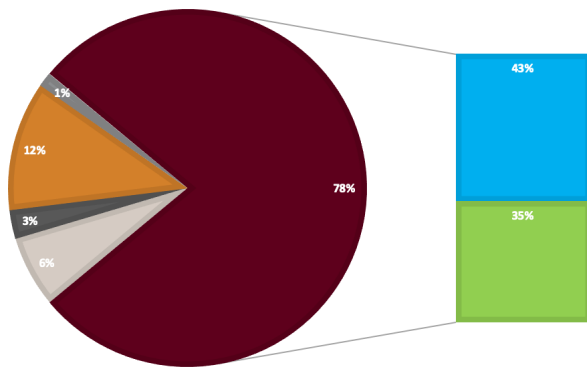
The University of Montana's Upward Bound program has been housed on campus since it was first awarded funding in 1966, under the nation's War on Poverty, and has sustained funding ever since and has brought in over 12 million dollars to UM over the past 54 years. Currently, the program is funded at \$388,172 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 HS (Missoula), Hellgate HS (Missoula) and Browning HS (Blackfeet Reservation).

Eligibility

ELIGIBILITY BREAKDOWN OF UB PARTICIPANTS
 LI: LOW INCOME
 FG: FIRST GENERATION
 HR: HIGH RISK FOR ACADEMIC FAILURE

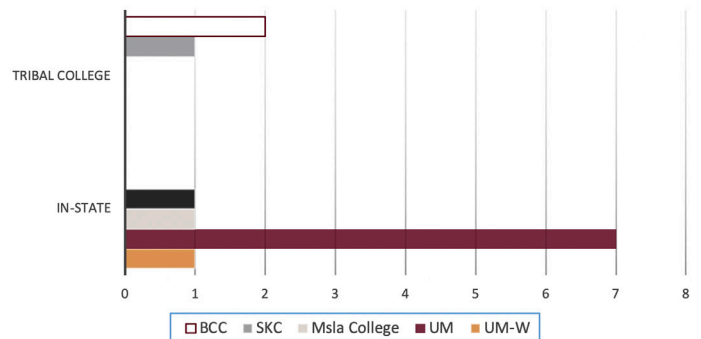
■ LI ONLY ■ FG ONLY ■ LI, HR ■ FG, HR ■ LI, FG, HR ■ LI, FG



N=77

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.

2020 UB GRADUATES



TRIO Upward Bound Components

Academic Year Services

Tutoring, advising, ACT/SAT prep, community service, college prep workshops, assistance with college admissions and scholarships.

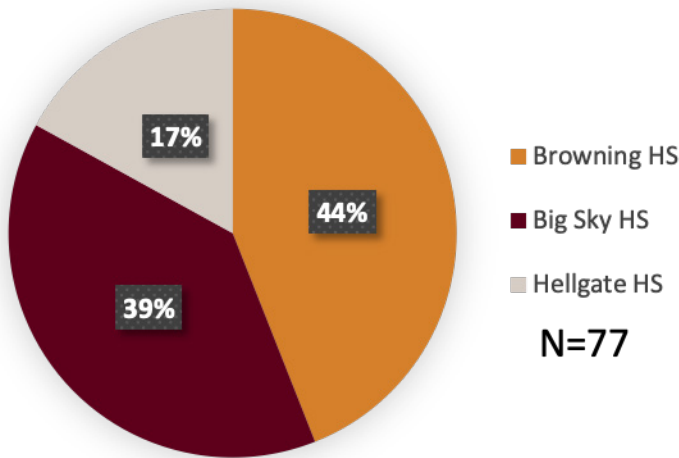
Summer Academy

6-week simulated college experience, typically on UM campus. Due to COVID-19 safety precautions, UB's Summer Academy 2020 was held virtually, with students engaging in their courses and activities via Google Classroom. Watch the summer awards ceremony here: <https://www.facebook.com/watch/?v=928377817677654&extid=louFsKh55X5rSrQW>.

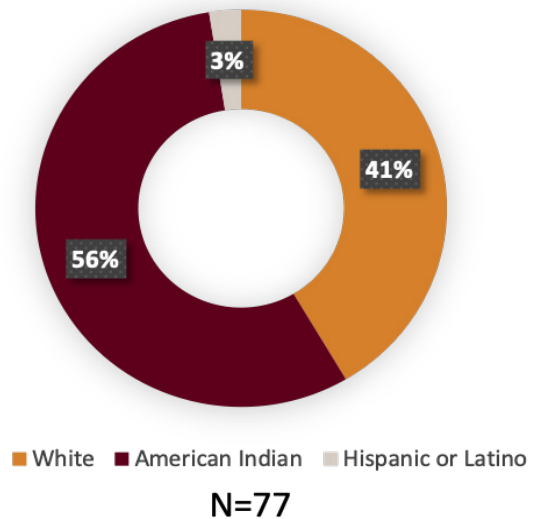
Bridge Scholars Program

UB covers the cost for recent HS grads to earn college credit during the summer session while attending the Summer Academy. UB graduated 21 students in the Class of 2020, two of whom were selected on a competitive basis for the 2020 Bridge Scholars Program. The chart denotes where UB's Class of 2020, including the Bridge Scholars, enrolled for college.

High School Students Served 19/20 Academic Year



Race



EdReady Montana and Success in Mathematics



EdReady at UM

In order to provide information about EdReady to the entire UM Community and prospective students, a comprehensive EdReady page was constructed for the UM website <http://www.umt.edu/edready/>.

Skills Inventory Placement

In preparation for the fall 2020 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).



- ◆ **153 students were enrolled in EdReady.**
- ◆ **45 total students completed the EdReady Skills Inventory Placement to a target score of 90 and placed directly into M 105 or M 115.** 43 of these students enrolled in M 105 or M 115 for summer or fall 2020 semester and 2 plan to register for M 105 or M 115 for spring 2021 semester. *Completing the EdReady Skills Inventory Placement prevents the need for students to take a traditional math placement exam and bypasses developmental coursework that does not fulfill graduation requirements.*
- ◆ **28 students** who enrolled in the EdReady Skills Inventory Placement opted to enroll in the corresponding co-requisite support course during fall 2020 semester prior to completing the pilot. *Co-requisite support courses also bypass developmental coursework.*
- ◆ Of those students who didn't complete the EdReady module nor join a co-requisite course: 30 are enrolled in fall 2020 for a college level math class (STEM included) either by a waiver or placement test, 2 are enrolled in a developmental math course fall 2020, and the remaining students are not enrolled in a math class for fall 2020.
- ◆ Using in-state tuition costs to conservatively estimate financial savings, over **\$82,000 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.**

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 end of the spring 2020 term, there have been 50 students enrolled for such purposes.

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. After a successful introductory year, there were 26 students enrolled this summer (2020) and we are continuing to collect data to assess the effectiveness of this route.



EdReady in M 115 Co-Requisite Classes

In Spring 2020 all M115 Co-Requisite students on the Mountain Campus were required 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 served 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 in Montana10

It is the intention of the EdReady Coordinator to incorporate the use of EdReady in Montana10 at UM as a part of the Incentivized Activities.

