

Interventions for First-Time Students Informed with Mixed Methods Analysis

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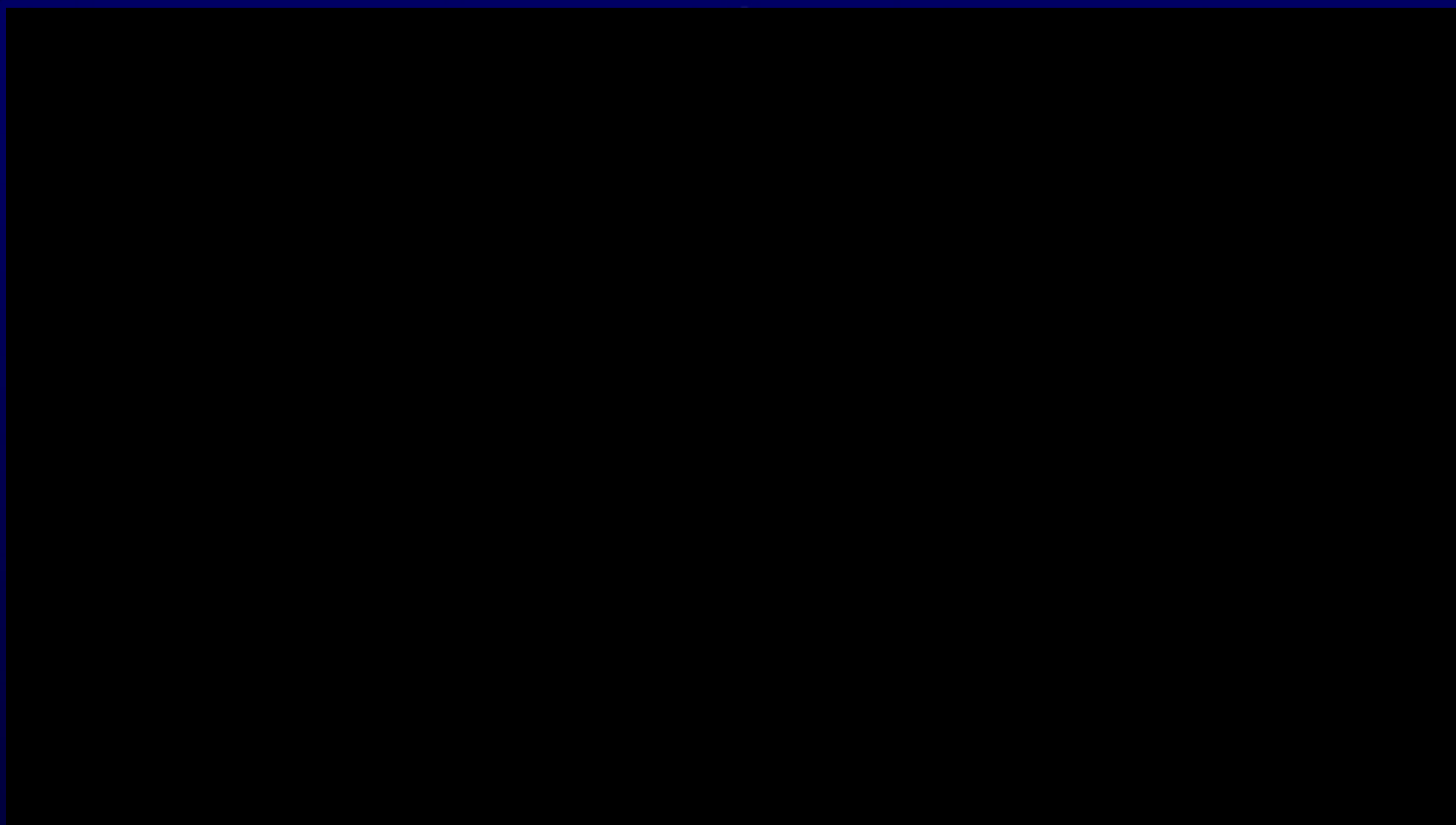
Today

- MSU
- AYCSS Student Success Model
- ChampChange Program
- BCSSE
- Mixed Methods Identification
- Findings
- Next Steps
- But First....



Student Success Might Come Down to Herding Cats





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Mountains & Minds

“When you bring a herd into town and you ain’t lost a-one-of-them there ain’t a feeling like it in the world....”



Primer on MSU



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Getting to Know MSU

- Total student enrollment - 15,682
- Freshman class has grown 8 out of 9 years
- 48% of freshman class from out-of-state
- First Land grant institution in the state - 1893
- Carnegie Classification:
- Very High Research/Undergrad



Getting to Know MSU

- Gender
 - 55.4% male
- Residency
 - 66% in-state
- First Year “Grit”
 - 76.1% / 69.8%
- 6 year grad rate
 - 49.5%
- Pell Eligible
 - 27%

Ethnicity

- African American - 1%
- Asian - 3.4%
- American Indian/Alaska Native – 3.0%
- Caucasian - 89%
- Hispanic - 3.3%
- Native Hawaiian/Pacific Island - 0.3%

Nice People

- 99.9%





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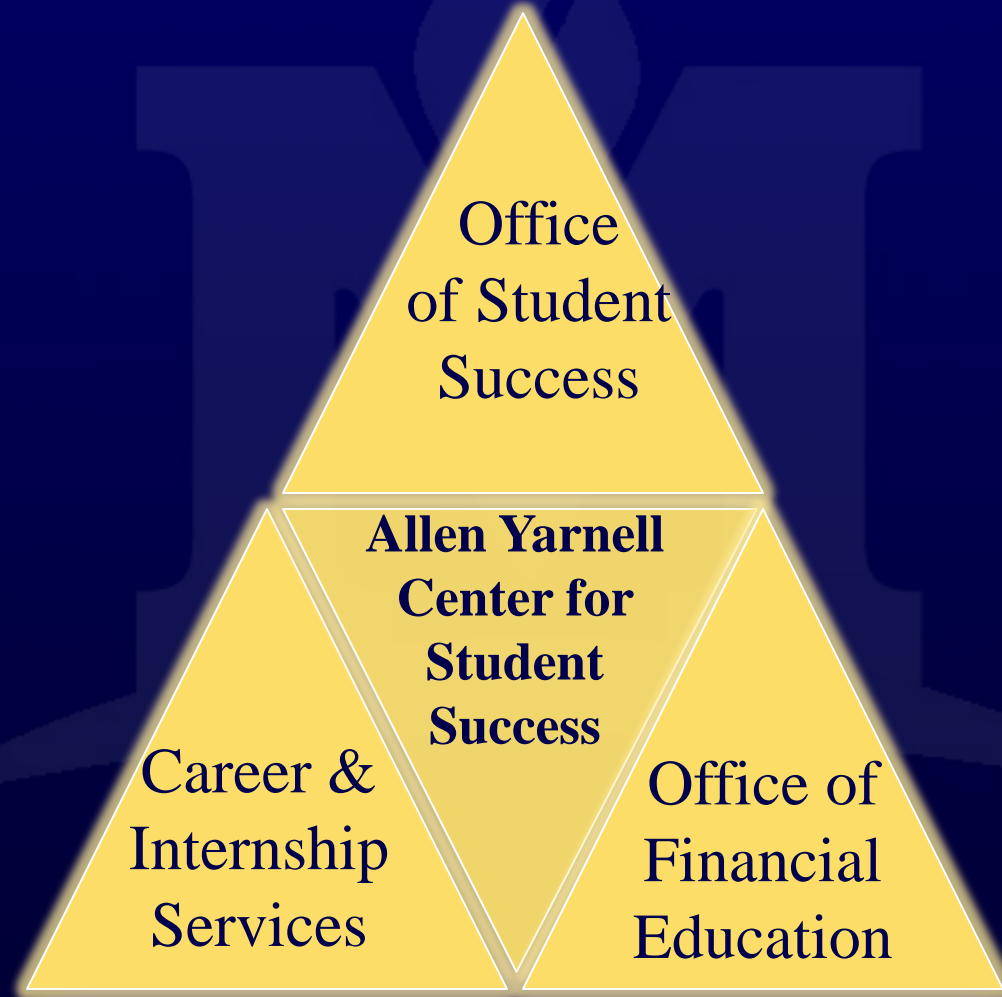
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Allen Yarnell Center for Student Success



Method

Two Fundamental Roles for an Incoming Student:

- Be a university student
- Learn how to be a successful university student at MSU

Student Success Orientation:

Expressed Versus Latent Needs

Socialization and Communication:

1. Pre-entry - before the “first day”
2. Entry - 0-6 months
3. Metamorphosis - 6 months - two years
4. Tenure - 2-5 years and beyond
5. Disengagement - departure



OUTSIDER



INSIDER



Using Mixed Methods to Identify First-Time Students At Risk



Research Questions

1. Can we determine who might be at risk for departure using “preemptive” mixed methods analysis?
2. Will behavior change occur if we target students with “currency” rewards (ChampChange) ?



Three Areas for Risk Metric Selection Criteria

- Cognitive Factors
- Non-Cognitive Factors (BCSSE)
- Environmental Factors
 - Campus Engagement (ChampChange)



Cognitive Factors

“At-Risk” Thresholds

- SAT
 - under 1,860
- ACT
 - under 28
- GPA:
 - 1.52 - 2.68
 - <1.52 *



What is BCSSE?



BCSSE


Purpose of BCSSE is to measure entering first-year students' pre-college academic and co-curricular experiences, as well as their expectations and attitudes for participating in educationally purposeful activities during the first college year.



High School experiences include:

- Writing
- Reading
- Studying
- Learning Strategies
- Quantitative Reasoning
- Reflective Learning





Beginning College Survey of Student Engagement

We are interested in your high school experiences and how often you expect to participate in certain activities during your first year of college. The information that you provide will help your institution improve teaching, learning and the quality of the student experience. Thanks for your help. Write or mark your answers in the boxes. Examples: ☒ or ☒

Please print your student ID number in the box below. Do **not** print your Social Security number.

Please write in the 5-digit ZIP code of your home during your last year of high school.

(U.S. residents only.)

When are you completing this survey? (Select only one.)

☐ Prior to the start of fall term classes

☐ During the first week of fall term classes

☐ After the first week of fall term classes

HIGH SCHOOL EXPERIENCES

1 Please write in the year you graduated from high school (for example, 2014):

2 From which type of high school did you graduate? (Select only one.)

☐ Public ☐ Home school

☐ Private, religiously-affiliated ☐ Other (e.g., G.E.D.)

☐ Private, not religiously-affiliated

3 What were most of your high school grades? (Select only one.)

☐ A ☐ B ☐ C

☐ A- ☐ B- ☐ C- or lower

☐ B+ ☐ C+ ☐ Grades not used

4 To date, in which of the following math classes have you earned a grade of "C" or better? (Select all that apply.)

☐ Algebra II

☐ Pre-Calculus/Trigonometry

☐ Calculus

☐ Probability or Statistics

5 Did you take the SAT and/or ACT?

☐ Yes ☐ No

If yes, please write your scores below (as best you remember):

SAT (possible range=200-800)				ACT (possible range=1-36)	
Critical Reading				Composite	
Mathematical Reasoning					
Writing					

6 During high school, how many of the following types of classes did you complete?

Classes:	0	1-2	3-4	5-6	7-8	9-10	11 or more
a. Advanced Placement (AP) classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. College or university courses for credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 During your *last* year of high school, about how many papers, reports, or other writing tasks of the following length did you complete?

a. Up to 5 pages

None	1-2	3-5	6-10	11-15	16-20	More than 20 papers, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Between 6 and 10 pages

None	1-2	3-5	6-10	11-15	16-20	More than 20 papers, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. 11 pages or more

None	1-2	3-5	6-10	11-15	16-20	More than 20 papers, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 During your *last* year of high school, about how many hours did you spend in a typical 7-day week doing each of the following?

a. Preparing for class (studying, reading, doing homework, etc.)

0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hours per week

b. Working for pay

0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hours per week

c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)

0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hours per week

d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)

0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hours per week

9 During your *last* year of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?

Very little	Some	About half	Most	Almost all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

High School Experiences

Include:


- Writing
- Reading
- Studying
- Learning Strategies
- Quantitative Reasoning
- Reflective Learning

First-Year Expectations

Include:

- Writing
- Reading
- Studying
- Student-Faculty Interactions
- Discussion with Diverse Others
- Collaborative Learning
- Perceived Academic Preparation
- Importance of Supportive Environment





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☐ Yes ☐ No

If yes, please write your scores below (as best you remember):

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b. Between 6 and 10 pages

None	1-2	3-5	6-10	11-15	16-20	More than 20
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c. 11 pages or more

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Hours per week

b. Working for pay

0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hours per week

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Hours per week

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hours per week

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Very little	Some	About half	Most	Almost all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. BCSSE Report (Summer/Fall)
2. BCSSE Advising (Summer/Fall)
3. Grand Frequencies and Means (Fall)
 - a) Overall
 - b) Institution types
4. BCSSE/NSSE report (following summer)

Mountains & Minds

BCSSE Non-Cognitive Factor Thresholds



The *Beginning College Survey of Student Engagement* Student Advising Report is an individualized report for students and is designed to help advisors understand how student expectations about college activities and learning might affect their actual first-year experiences. For example, if a student studied 1-5 hours per week in high school but expects to study 16-20 hours during the first year, does this student have a plan on how to achieve this dramatic increase in study behavior?

Please review these results with particular attention to differences from high school experiences to expectations for the first year, as well as any expectations that may undermine a successful first year of college.

Student Background

Name	J T Smith
Student ID	123456789
Completed Calculus	Not checked
AP courses	1-2
Expected Major	Criminal Justice
What choice was this institution?	Second
Does student expect to graduate from this institution?	Yes

HS Behaviors and FY Expectations

Hours per week:	HS	FY
Studying	1-5	16-20
Working	0	1-5
Co-curricular	0	0
Socializing/relaxing	11-15	6-10
Assigned reading	1-5	6-10

HS Academic Activities

Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)	35
Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)	40
To what extent, did your courses challenge you to do your best work?	5

First-Year Expectations for Effective Educational Practice

Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	25
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	50
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	45

Expected Transition Difficulty

How difficult do you expect the following to be:	1 = Not at all difficult to 6 = Very Difficult
Learning course material	5
Managing your time	4
Paying for college expenses	6
Getting help with school work	2
Making new friends	3
Interacting with faculty	5

Academic Perseverance

How certain are you that you will:	1 = Not at all certain to 6 = Very certain
Study when there are other interesting things to do	4
Find additional information for assignments when you don't understand the material	3
Participate regularly in course discussions, even when you don't feel like it	2
Ask instructors for help when you struggle with course assignments	3
Finish something you have started when you encounter challenges	4
Stay positive, even when you do poorly on a test or assignment	4

Academic Preparation

How prepared are you to:	1 = Not at all prepared to 6 = Very prepared
Write clearly and effectively	4
Speak clearly and effectively	3
Think critically and analytically	4
Analyze math or quantitative problems	3
Use computing and information technology	5
Work effectively with others	5
Learn effectively on your own	5

Importance of Campus Support

How important is it that your institution provide:	1 = Not important to 6 = Very important
A challenging academic experience	3
Support to help you succeed academically	4
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	4
Assistance coping with non-academic responsibilities	3
Support to help you thrive socially	3
Learning support services (tutoring, writing center, etc.)	5

Looking Back to BCSSE “Language”

- HS = High School
- FY = First Year
- Expected Participation
- Attitudes Towards Participation



BCSSE Factors

HS Behaviors and FY Expectations

Hours per week:

HS

FY

Studying

0

26-30

Working

1-5

26-30

Co-curricular

11-15

1-5

Socializing/relaxing

11-15

1-5

Assigned reading

16-20

6-10



Anticipated Time Studying

HS Behaviors and FY Expectations

Hours per week:	HS	FY
Studying	0	26-30
Working	1-5	26-30
Co-curricular	11-15	1-5
Socializing/relaxing	11-15	1-5
Assigned reading	16-20	6-10



High Anticipated Number Hours Working

HS Behaviors and FY Expectations

Hours per week:	HS	FY
Studying	0	26-30
Working	1-5	26-30
Co-curricular	11-15	1-5
Socializing/relaxing	11-15	1-5
Assigned reading	16-20	6-10

20+



Low Anticipated Class Preparation

HS Behaviors and FY Expectations

Hours per week:	HS	FY
Studying	0	26-30
Working	1-5	26-30
Co-curricular	11-15	1-5
Socializing/relaxing	11-15	1-5
Assigned reading	16-20	6-10



Unprepared for Academic Rigor of University

Academic Preparation

How prepared are you to: *1 = Not at all prepared to 6 = Very prepared*

Write clearly and effectively	2
-------------------------------	---

Speak clearly and effectively	1
-------------------------------	---

Think critically and analytically	3
-----------------------------------	---

Analyze math or quantitative problems	2
---------------------------------------	---

Use computing and information technology	1
--	---

Work effectively with others	2
------------------------------	---

Learn effectively on your own	2
-------------------------------	---



Activities Demonstrate Little Preparation = ≤ 20

HS Academic Activities

0=Very Low to 60=Very High

Quantitative Reasoning (Reached
conclusion based on numerical
information; Used numerical
information to examine real-world
problem, etc.)

0

Learning Strategies (Identified
key information from readings,
Reviewed notes after class, etc.)

20



Activities Demonstrate Little Preparation = ≤ 20

HS Academic Activities

0=Very Low to 60=Very High

Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)

0

Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)

20



Activities Demonstrate Little Preparation = ≤ 20

HS Academic Activities

0=Very Low to 60=Very High

Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)

0

Learning Strategies (Identified key information from readings, Reviewed notes after class, etc.)

20



Little Expected Perseverance

Academic Perseverance

How certain are you
that you will:

1 = Not at all certain to 6 = Very certain

Study when there are other interesting things to do	3
---	---

Find additional information for assignments when you don't understand the material	1
--	---

Participate regularly in course discussions, even when you don't feel like it	2
---	---

Ask instructors for help when you struggle with course assignments	3
--	---

Finish something you have started when you encounter challenges	2
---	---

Stay positive, even when you do poorly on a test or assignment	1
--	---



Lack of Importance Placed on Campus Support

Importance of Campus Support

How important is it that your institution provide:

1 = Not important to 6 = Very important

A challenging academic experience	2
-----------------------------------	---

Support to help you succeed academically	1
--	---

Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	2
--	---

Assistance coping with non-academic responsibilities	1
--	---

Support to help you thrive socially	2
-------------------------------------	---

Learning support services (tutoring, writing center, etc.)	1
--	---



What is ChampChange?



MONTANA STATE UNIVERSITY

Mountains & Minds

What is ChampChange?

A “frequent flyer” program -modeled after UCF
“the more you do the more you earn...”

1. Records engagement in primarily co-curricular activities for all undergraduates
2. Rewards engagement
3. Measures interaction at MSU
4. Identifies “non engagers” and “engagers”

It's currency



How does is ChampChange Work - Operationally?

- Students accumulate points by engaging
- Synced with campus calendar
- Points are uploaded nightly and viewable at ChampChange.com
- Students collect points and bid on prizes
- ~25-30% participate because of ChampChange



How does is ChampChange Work - Operationally?

- Includes on-line auctions once per month
- End of semester “Big Auction”
- Special campaigns/auctions*
- Student government, employers and Financial Aid provides prizes



How Does ChampChange Work - Technically?

- Relational database design
- Hosted on a Red Hat Linux Server
 - Runs PHP, Apache, and MySQL
- Student interaction is captured with
 - Biometric and swipe readers
 - Sign-in sheets/coupons with distinct codes
- Nightly feed from “cboard” to ChampChange server



Permanent Readers

- Student Tickets: 500 Points
- Writing Center: 700 Points
- Fitness Center 300 Points
- BBCC Writing: 700 Points
- Gallatin College: 500 Points
- Math Lab: 500 Points
- Physics Help Center: 700 Points
- Library Main Door: 300 Points
- Reference Librarian : 500 Points
- Visit Allen Yarnell Center for Student Success: 700 Points
- M&IE Help Center: 700 Points
- SUB Rec: 500 Points
- ITC Help Desk Library: 500 Points
- Veteran Support Center: 700 Points
- Academic Advising: 700 Points
- Chem Help Center – 700 Points
- Drop-In Tutoring Library –700 Points
- Office of Financial Education: 700 Points



Portable Readers

- Non-ticketed athletic events
- Campus lectures
- Campus “signature events”
- Made-to-order events
 - Residence Halls
 - Fraternity/Sorority Life
 - Clubs/Organizations
 - Academic Departments



Coupon Distribution

ADVISING:

- Honors College
- Engineering
- History Philosophy
- Nursing
- Modern Languages
- Microbiology
- Art
- Computer Science
- Music
- Education

- Physics
- Cell Bio Neuroscience
- Chemistry
- HHD
- Academic Advising Center

WORKSHOPS/EVENTS

- Campus Art Gallery
- Satellite Writing Centers
- Procrastinator Theater
- Streamline Bus Service





Descriptives

- Fall 2011 – Spring 2014 (six semesters)
- All engagement is weighted equally
 - (1= yes; 0 = no)
- Undergraduates only
 - No grad, post-bac, associate, or on-line students
- 348,000 engagements were recorded AY 2013-014
- Pairwise comparisons were conducted using permutation tests with 10,000 resamplings.



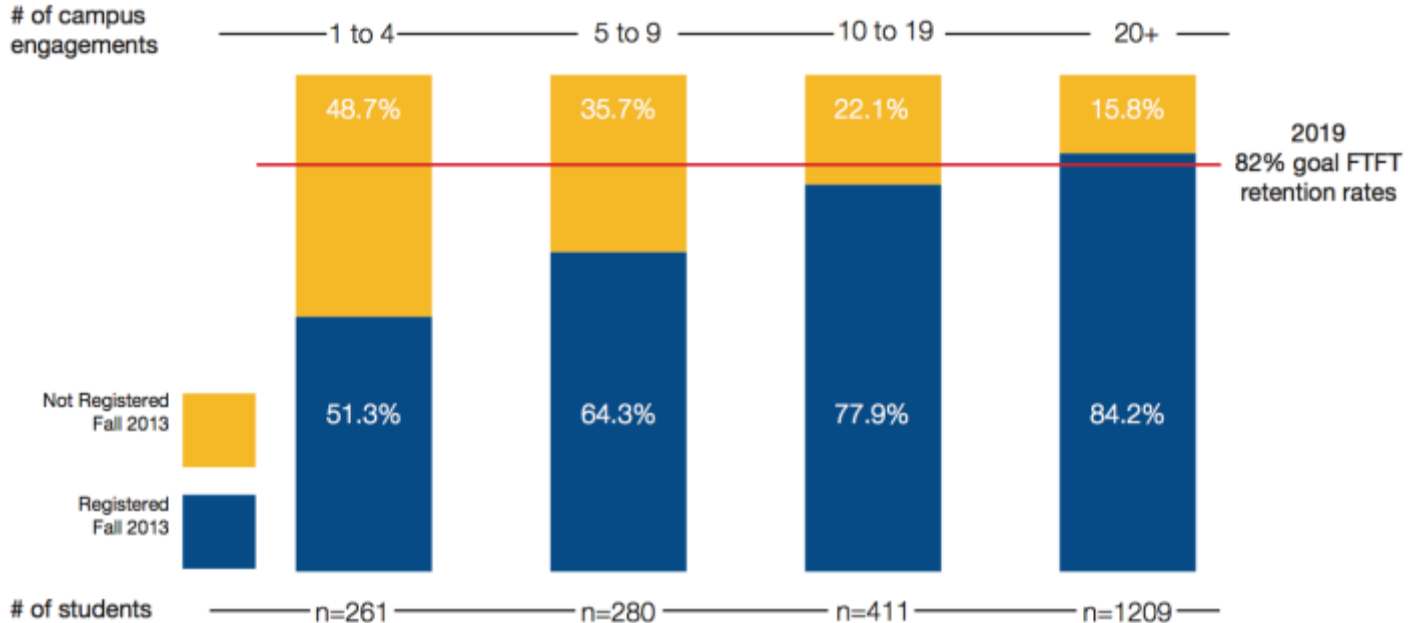
	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
			Time Status			
Full Time	9.7	13.6	14.5	15.1	15.1	15.1
Part Time	3.2	6.4	5.5	7	8	7.3
p-value	<0.0000	<0.0000	<0.0000	<0.0000	<0.0000	<0.0000
			Residency			
In State	8.7 (4,286)	12.3 (3,399)	12.9 (4,183)	13.6 (3,192)	13.7 (7,894)	13.7 (7,227)
Out of State	9.4 (2,060)	13.5 (1,623)	14.3 (2,189)	14.7 (1,753)	15.5 (3,469)	14.8 (3,133)
WUE	12.5 (314)	14.5 (235)	19.7 (389)	17.2 (288)	17.0 (707)	16.8 (636)
p-value	<0.0000	0.0104	<0.0000	0.0023	<0.0000	0.0001
			Gender			
Female	8.4 (3,063)	11.1 (2,421)	12.2 (3,056)	12.5 (2,345)	12.7 (5,379)	12.7 (4,944)
Male	9.6 (3,597)	14.2 (2,836)	15.0 (3,705)	15.6 (2,887)	15.7 (6,687)	15.4 (6,043)
p-value	0.0004	<0.0000	<0.0000	<0.0000	<0.0000	<0.0000

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
College						
Arts & Architecture	6.0 (690)	8.1 (513)	9.9 (648)	9.3 (485)	9.7 (1,075)	10.2 (944)
Agriculture	7.9 (476)	11.8 (383)	11.3 (478)	10.9 (356)	11.6 (838)	12.4 (763)
Business	10.5 (575)	14.6 (497)	15.7 (612)	14.6 (495)	15.1 (1,174)	15.4 (1,104)
Education	9.3 (678)	15.3 (591)	15.5 (669)	16.2 (588)	16.0 (1,461)	15.9 (1,379)
Engineering	10.4 (1,318)	15.4 (991)	16.4 (1,453)	17.7 (1,096)	17.4 (2,803)	16.5 (2,577)
Letters & Science	7.7 (1,487)	12.3 (1,205)	13.0 (1,528)	14.2 (1,256)	14.2 (3,304)	13.6 (2,810)
Nursing	8.3 (461)	9.0 (370)	10.3 (425)	10.1 (329)	8.5 (717)	7.9 (650)
University College	11.5 (975)	12.22 (707)	13.7 (948)	13.7 (628)	15.2 (998)	15.3 (769)
p-value	<0.0000	<0.0000	<0.0000	<0.0000	<0.0000	<0.0000

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Class Level						
Freshman	14.0 (2,763)	12.8 (1,621)	16.9 (2,732)	13.5 (1,496)	16.4 (2,797)	14.1 (1,446)
Sophomore	8.2 (2,347)	14.4 (2,126)	13.0 (2,347)	16.2 (2,197)	16.2 (2,688)	16.9 (2,555)
Junior	2.4 (888)	12.2 (828)	10.5 (976)	13.8 (845)	14.1 (2,354)	14.8 (2,383)
Senior	0.5 (662)	8.0 (682)	8.2 (706)	9.9 (695)	12.1 (4,231)	12.3 (4,612)
p-value	<0.0000	<0.0000	<0.0000	<0.0000	<0.0000	<0.0000
Semester GPA						
GPA = 0	4.2 (n=253)	5.4 (n=234)	5.0 (n=240)	7.3 (n=238)	6.1 (n=428)	4.8 (n=443)
GPA = (0,1]	6.5 (n=214)	8.9 (n=174)	9.9 (n=255)	10.0 (n=179)	9.5 (n=341)	10.1 (n=305)
GPA= (1,2]	6.8 (n=584)	11.1 (n=507)	11.4 (n=626)	11.0 (n=517)	12.8 (n=940)	12.5 (n=86)
GPA = (2,3]	8.7 (n=2268)	12.9 (n=1771)	13.0 (n=2220)	14.8 (n=1727)	14.6 (n=3599)	14.5 (n=3160)
GPA = (3,4]	10.3 (n=3341)	13.9 (n=2571)	15.5 (n=3420)	15.3 (n=2572)	15.3 (n=6762)	15.1 (n=6228)
p-value	<0.0000	<0.0000	<0.0000	<0.0000	<0.0000	<0.0000

Student Engagement and FTFT Retention

FALL 2012 - SPRING 2013 FTFT COHORT- BY TOTAL ENGAGEMENT COUNTS- RECORDED IN CHAMPCHANGE



Using Mixed Methods Analysis Interventions for First-Time At-Risk Students



Environmental Factor “Engagement” Criteria

- Baseline:
 - Goal: 20+ engagements by end of term
 - Measure: engagement at week 4
- Engaged:
 - 5 or more engagements
- Not Engaged:
 - 4 or fewer engagements



1281 Group

Identified:

- Cognitive Factors
- Non-Cognitive Factors (BCSSE)
- Environmental Factors
 - Campus Engagement (ChampChange)



Week 6 – Introduction of Targeted Interventions



MONTANA STATE UNIVERSITY

You're Invited to Participate in a ChampChange Exclusive Event!

You could win...
\$1,000 Tuition Waiver for Spring 2015
& more!

Here is how it works...
Participate in one or more of the following events from
October 10th - November 5th
Earn TRIPLE ChampChange points

1

Attend a **SmartyCats
Tutoring Session**
www.MSUSmartyCats.com
2,100 points

2

Attend **ANY** Champ Change event on the
MSU Calendar and earn TRIPLE POINTS!
calendar.msu.montana.edu/champchange

3

Meet with a
Success Advisor
SUB 177
406.994.ROAR (7627)
2,100 points

4

Meet with a
Career Coach
SUB 177
406.994.4353
2,100 points

5

Meet with a
Financial Coach
SUB 152
406.994.4388
2,100 points

6

Earn extra points by:
• Going to the Gym
• Studying at the Library
• Visiting the Rec Center
• & more!

Check out ChampChange.com
for additional ways to earn points!

Points must be used at the
INVITE ONLY
Online ChampChange Auction
Thursday, November 6th
5 p.m. - 8 p.m.
www.ChampChange.com

Remember
the more you DO,
the more you EARN!



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Allen Yarnell Center for Student Success
Office of Student Success
SUB 177 | 406.994.ROAR (7627) | Success@montana.edu



Grab Your Friends and Head to Combust-A-Bowl



**Enjoy Bowling
Under the
Black Lights!**

**Friday, October 24th
&
Saturday, October 25th**

**SUB
Rec Center**

**Earn 1,500 ChampChange Points
For The Exclusive
ChampChange Event**



MONTANA STATE UNIVERSITY



**MONTANA
STATE UNIVERSITY**

Allen Yarnell Center for Student Success
Office of Student Success
SUB 177 | 406.994.ROAR (7627) | Success@montana.edu



Mountains & Minds

Need help researching a topic
for an upcoming paper?
Learn how to effectively search
at the college level

Renee Library
Research Desk
1st Floor

Research
Center



Meet with a Research Librarian
to get help with :

Citation
Management

Critical
Thinking

Search
Strategies

Research
Topics

Earn 1,500 ChampChange Points!



MONTANA
STATE UNIVERSITY



MONTANA STATE

Mountains & Minds

Only 9 Days Left to Earn Triple Points!

**Mark
Your
Calendar**

DON'T BE SCARED OF YOUR LOANS



No need to be afraid of paying back your loans!
Come learn about the different
types of student loans, interest rates
and repayment options!

Thursday, October 30th

SUB 177

5:00 p.m.

Have questions?

Come to the Office of Financial Education

Call: 406.994.4388

Email: makechange@montana.edu

Stop by: SUB 152



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STATE UNIVERSITY**

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Office of Student Success
SUB 177 | 406.994.ROAR (7627) | Success@montana.edu



Mountains & Minds



Visit the
Drop-In Tutoring Center
2nd Floor of the Library



Drop-In Hours:

Mon-Thurs 11:00 a.m. - 11:00 p.m.

Fri 11:00 a.m. - 6:00 p.m.

Sun 4:00 p.m. - 11:00 p.m.

Check the schedule for your class at : www.MSUSmartyCats.com

**Earn 2,100 Points
For The Exclusive
ChampChange Event**

Maximize
Your
Learning!

Earn
Higher
Grades!

Ace
That
Exam!



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Mountains & Minds

Findings

1. Can we determine who might be at risk for departure using “preemptive” mixed methods analysis?

- YES (ish)
- 7.9% not-targeted fall-to-spring departure
- 13.8% targeted fall-to-spring departure
- ~10 % average fall-to-spring departure

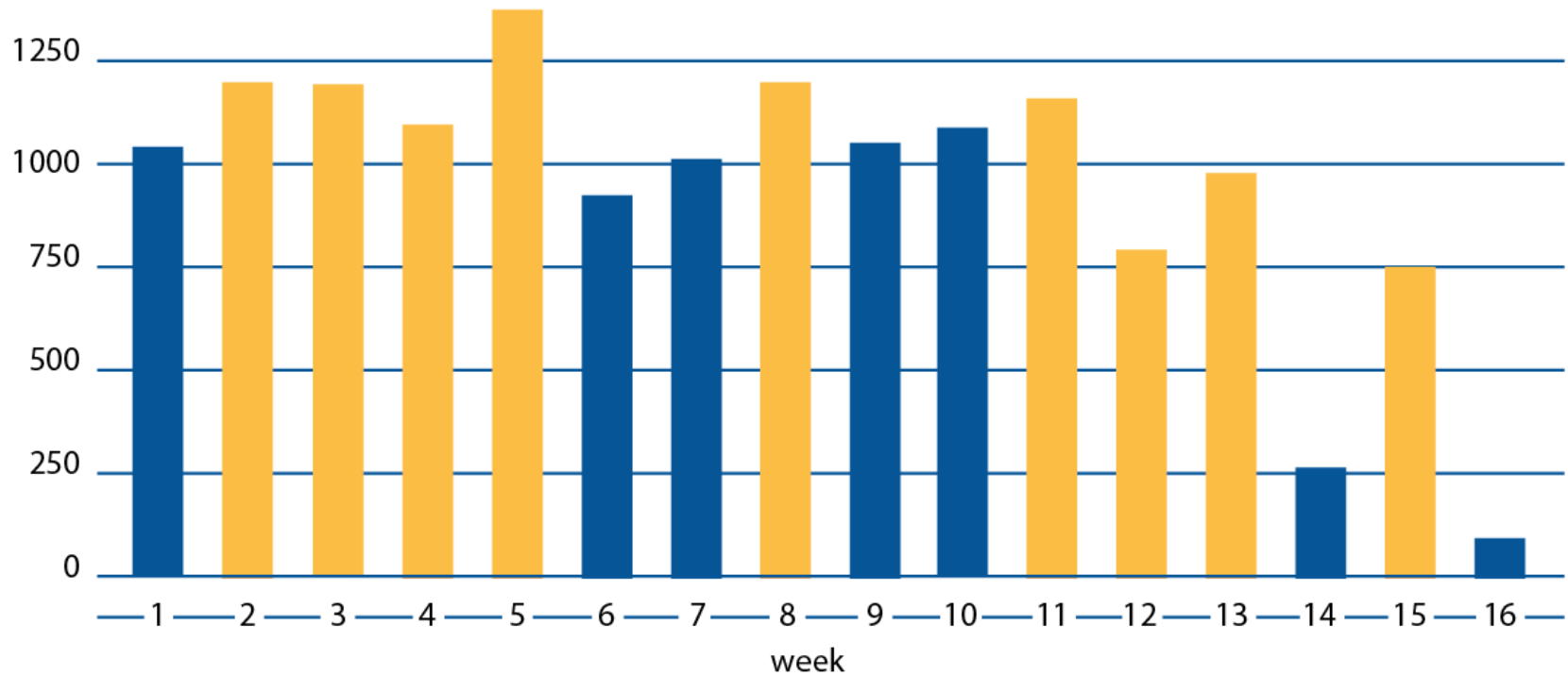


Findings

1. Will behavior change occur if we target students with “currency” rewards (ChampChange) ?
 - Yes and No

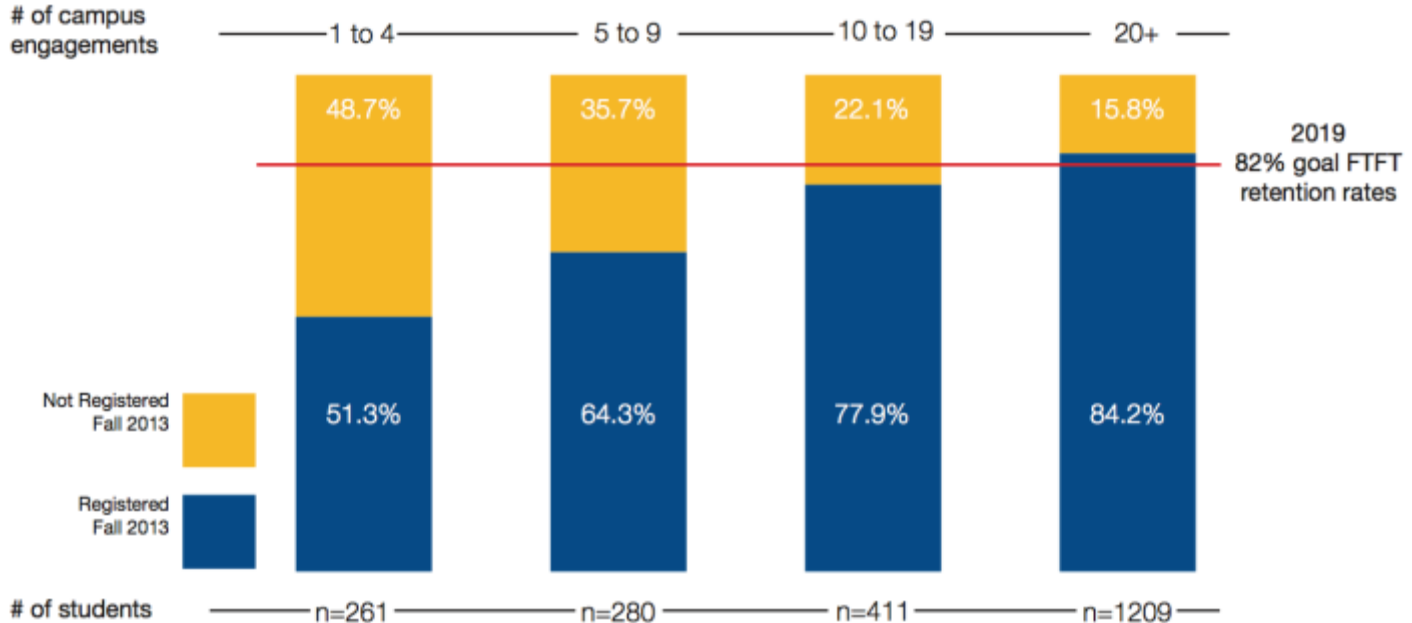


ENGAGEMENTS BY WEEK FOR “TARGETED” STUDENTS

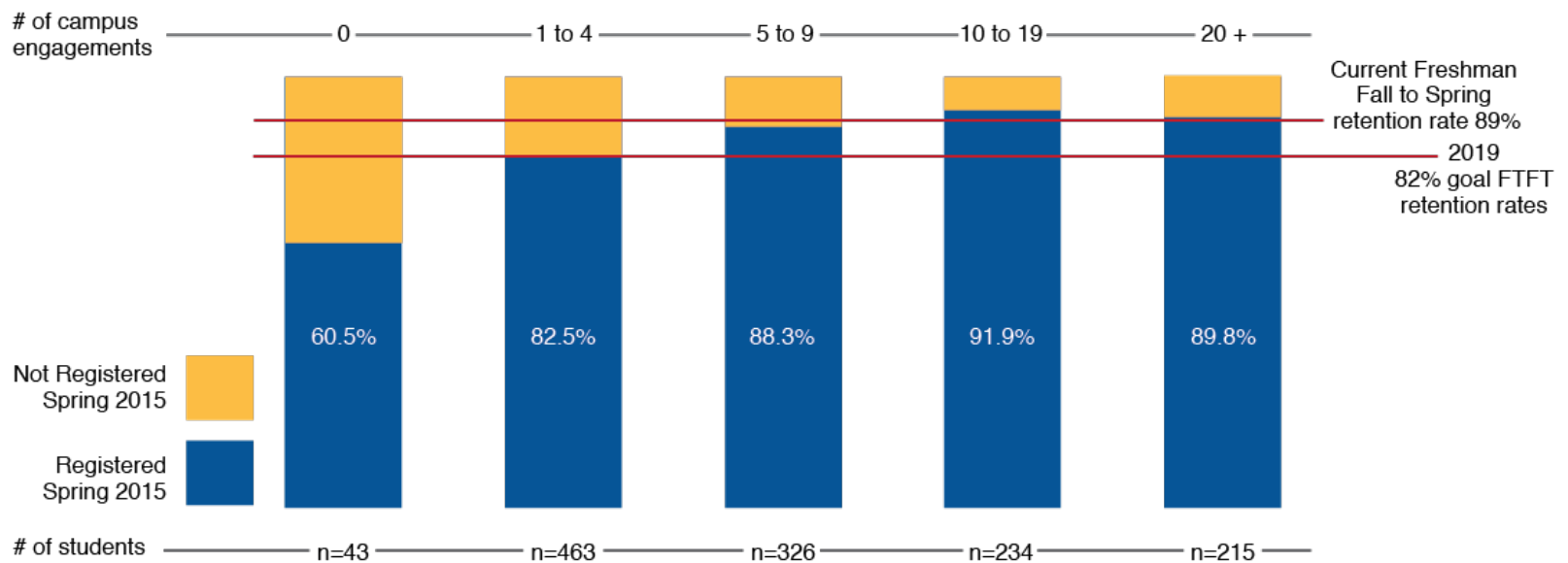


Student Engagement and FTFT Retention

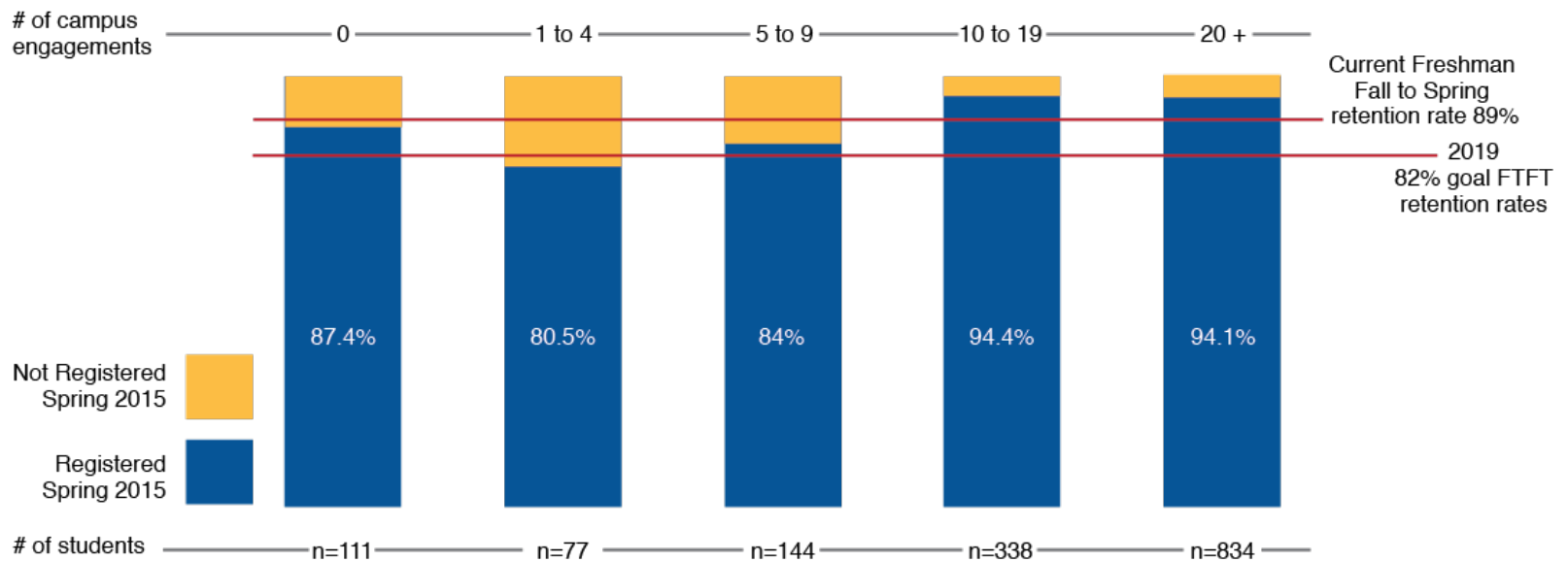
FALL 2012 - SPRING 2013 FTFT COHORT- BY TOTAL ENGAGEMENT COUNTS- RECORDED IN CHAMPCHANGE



FIRST-TIME FRESHMEN: TARGETED – BY ENGAGEMENT COUNTS RECORDED IN CHAMPCHANGE



FIRST TIME FRESHMEN: NOT-TARGETED – BY ENGAGEMENT COUNTS RECORDED IN CHAMPCHANGE



What is Next?

Continue outreach to the “1281 group”:

- Refine communication/marketing plans for outreach and engagement
- Communicate messages related to support and resiliency
- Teach the importance of “on campus support”
- Encourage key campus partners to use BCSSE and ChampChange
- Re-evaluate



From the Bottom of our Bobcat
Heart
Thank you!!!



Questions/Discussion

