Interventions for First-Time Students Informed with Mixed Methods Analysis

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Indiana University

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Montana State University
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
“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....”
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%
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
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
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
Four reports are provided:

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)
BCSSE
Non-Cognitive Factor Thresholds
The Beginning College Survey of Student Engagement (BCSSE) 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

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>J T Smith</th>
</tr>
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<tbody>
<tr>
<td><strong>Student ID</strong></td>
<td>123456789</td>
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<tr>
<td><strong>Completed Calculus</strong></td>
<td>Not checked</td>
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<tr>
<td><strong>AP courses</strong></td>
<td>1-2</td>
</tr>
<tr>
<td><strong>Expected Major</strong></td>
<td>Criminal Justice</td>
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<tr>
<td><strong>What choice was this institution?</strong></td>
<td>Second</td>
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<tr>
<td><strong>Does student expect to graduate from this institution?</strong></td>
<td>Yes</td>
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### HS Behaviors and FY Expectation

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>HS</th>
<th>FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying</td>
<td>1-5</td>
<td>16-20</td>
</tr>
<tr>
<td>Working</td>
<td>0</td>
<td>1-5</td>
</tr>
<tr>
<td>Co-curricular</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Socializing/Relaxing</td>
<td>11-15</td>
<td>6-10</td>
</tr>
<tr>
<td>Assigned reading</td>
<td>1-5</td>
<td>6-10</td>
</tr>
</tbody>
</table>

### HS Academic Activities

- **Quantitative Reasoning**: Can reach conclusions based on numerical information; used numerical information to examine real-world problem, etc. (Score: 35)
- **Learning Strategies**: Identified key information from readings, reviewed notes after class, etc. (Score: 40)

### To what extent did your course challenge you to do your best work? (Score: 5)

### First-Year Expectations for Effective Educational Practice

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

### Expected Transition Difficulty

<table>
<thead>
<tr>
<th>How difficult do you expect the following to be?</th>
<th>1 = Not at all difficult to 6 = Very difficult</th>
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<tbody>
<tr>
<td>Learning course material</td>
<td>5</td>
</tr>
<tr>
<td>Managing your time</td>
<td>4</td>
</tr>
<tr>
<td>Paying for college expenses</td>
<td>6</td>
</tr>
<tr>
<td>Getting help with school work</td>
<td>2</td>
</tr>
<tr>
<td>Making new friends</td>
<td>3</td>
</tr>
<tr>
<td>Interacting with faculty</td>
<td>5</td>
</tr>
</tbody>
</table>

### Academic Perseverance

<table>
<thead>
<tr>
<th>How certain are you that you will? (Score: 1 = Not at all certain to 6 = Very certain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study when there are other interesting things to do</td>
</tr>
<tr>
<td>Find additional information for assignments when you don’t understand the material</td>
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<td>Participate regularly in course discussions, even when you don’t feel like it</td>
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<td>Finish something you have started when you encounter challenges</td>
</tr>
<tr>
<td>Stay positive, even when you do poorly on a test or assignment</td>
</tr>
</tbody>
</table>

### Academic Preparation

- **Write clearly and effectively**: (Score: 4)
- **Think critically and analytically**: (Score: 4)
- **Analyze math or quantitative problems**: (Score: 3)
- **Use computers and information technology**: (Score: 5)
- **Work effectively with others**: (Score: 5)
- **Learn effectively on your own**: (Score: 5)

### Importance of Campus Support

- **A challenging academic experience**: (Score: 3)
- **Support to help you succeed academically**: (Score: 4)
- **Opportunities to interact with students from different economic, social, racial/ethnic backgrounds**: (Score: 4)
- **Assistance coping with non-academic responsibilities**: (Score: 3)
- **Support to help you thrive socially**: (Score: 3)
- **Learning support services (tutoring, writing center, etc.)**: (Score: 5)
Looking Back to BCSSE “Language”

• HS = High School
• FY = First Year
• Expected Participation
• Attitudes Towards Participation
# BCSSE Factors

## HS Behaviors and FY Expectations

<table>
<thead>
<tr>
<th>Hours per week:</th>
<th>HS</th>
<th>FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying</td>
<td>0</td>
<td>26-30</td>
</tr>
<tr>
<td>Working</td>
<td>1-5</td>
<td>26-30</td>
</tr>
<tr>
<td>Co-curricular</td>
<td>11-15</td>
<td>1-5</td>
</tr>
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<td>1-5</td>
</tr>
<tr>
<td>Assigned reading</td>
<td>16-20</td>
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</tbody>
</table>
Anticipated Time Studying

<table>
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High Anticipated Number of Hours Working

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</table>

**20+**
Low Anticipated Class Preparation

<table>
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<th>Hours per week:</th>
<th>HS</th>
<th>FY</th>
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Unprepared for Academic Rigor of University

<table>
<thead>
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<th>1 = Not at all prepared</th>
<th>2 = Very prepared</th>
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<tr>
<td>How prepared are you to:</td>
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</tr>
<tr>
<td>Write clearly and effectively</td>
<td>2</td>
<td></td>
</tr>
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<td></td>
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Activities Demonstrate Little Preparation = ≤ 20

<table>
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<tr>
<th>HS Academic Activities</th>
<th>0=Very Low to 60=Very High</th>
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<tbody>
<tr>
<td>Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)</td>
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<tr>
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## Little Expected Perseverance

### Academic Perseverance

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</tr>
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<td>2</td>
</tr>
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<td>3</td>
</tr>
<tr>
<td>Finish something you have started when you encounter challenges</td>
<td>2</td>
</tr>
<tr>
<td>Stay positive, even when you do poorly on a test or assignment</td>
<td>1</td>
</tr>
</tbody>
</table>
### Importance of Campus Support

How important is it that your institution provide:  

1 = Not important to 6 = Very important

<table>
<thead>
<tr>
<th>Support</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A challenging academic experience</td>
<td>2</td>
</tr>
<tr>
<td>Support to help you succeed academically</td>
<td>1</td>
</tr>
<tr>
<td>Opportunities to interact with students from different economic, social, racial/ethnic backgrounds</td>
<td>2</td>
</tr>
<tr>
<td>Assistance coping with non-academic responsibilities</td>
<td>1</td>
</tr>
<tr>
<td>Support to help you thrive socially</td>
<td>2</td>
</tr>
<tr>
<td>Learning support services (tutoring, writing center, etc.)</td>
<td>1</td>
</tr>
</tbody>
</table>
What is ChampChange?
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 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

WORSHOPS/EVENTS
• Campus Art Gallery
• Satellite Writing Centers
• Procrastinator Theater
• Streamline Bus Service
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.
<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Time</strong></td>
<td><strong>Status</strong></td>
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<tr>
<td>Full Time</td>
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<td>13.6</td>
<td>14.5</td>
<td>15.1</td>
<td>15.1</td>
<td>15.1</td>
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<tr>
<td>Part Time</td>
<td>3.2</td>
<td>6.4</td>
<td>5.5</td>
<td>7</td>
<td>8</td>
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<tr>
<td>In State</td>
<td>8.7 (4,286)</td>
<td>12.3 (3,399)</td>
<td>12.9 (4,183)</td>
<td>13.6 (3,192)</td>
<td>13.7 (7,894)</td>
<td>13.7 (7,227)</td>
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<tr>
<td>Out of State</td>
<td>9.4 (2,060)</td>
<td>13.5 (1,623)</td>
<td>14.3 (2,189)</td>
<td>14.7 (1,753)</td>
<td>15.5 (3,469)</td>
<td>14.8 (3,133)</td>
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<tr>
<td>WUE</td>
<td>12.5 (314)</td>
<td>14.5 (235)</td>
<td>19.7 (389)</td>
<td>17.2 (288)</td>
<td>17.0 (707)</td>
<td>16.8 (636)</td>
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<td></td>
<td><strong>Gender</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>8.4 (3,063)</td>
<td>11.1 (2,421)</td>
<td>12.2 (3,056)</td>
<td>12.5 (2,345)</td>
<td>12.7 (5,379)</td>
<td>12.7 (4,944)</td>
</tr>
<tr>
<td>Male</td>
<td>9.6 (3,597)</td>
<td>14.2 (2,836)</td>
<td>15.0 (3,705)</td>
<td>15.6 (2,887)</td>
<td>15.7 (6,687)</td>
<td>15.4 (6,043)</td>
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<tr>
<td>Arts &amp; Architecture</td>
<td>6.0 (690)</td>
<td>8.1 (513)</td>
<td>9.9 (648)</td>
<td>9.3 (485)</td>
<td>9.7 (1,075)</td>
<td>10.2 (944)</td>
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<td>Agriculture</td>
<td>7.9 (476)</td>
<td>11.8 (383)</td>
<td>11.3 (478)</td>
<td>10.9 (356)</td>
<td>11.6 (838)</td>
<td>12.4 (763)</td>
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<tr>
<td>Business</td>
<td>10.5 (575)</td>
<td>14.6 (497)</td>
<td>15.7 (612)</td>
<td>14.6 (495)</td>
<td>15.1 (1,174)</td>
<td>15.4 (1,104)</td>
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<tr>
<td>Education</td>
<td>9.3 (678)</td>
<td>15.3 (591)</td>
<td>15.5 (669)</td>
<td>16.2 (588)</td>
<td>16.0 (1,461)</td>
<td>15.9 (1,379)</td>
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<tr>
<td>Engineering</td>
<td>10.4 (1,318)</td>
<td>15.4 (991)</td>
<td>16.4 (1,453)</td>
<td>17.7 (1,096)</td>
<td>17.4 (2,803)</td>
<td>16.5 (2,577)</td>
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<tr>
<td>Letters &amp; Science</td>
<td>7.7 (1,487)</td>
<td>12.3 (1,205)</td>
<td>13.0 (1,528)</td>
<td>14.2 (1,256)</td>
<td>14.2 (3,304)</td>
<td>13.6 (2,810)</td>
</tr>
<tr>
<td>Nursing</td>
<td>8.3 (461)</td>
<td>9.0 (370)</td>
<td>10.3 (425)</td>
<td>10.1 (329)</td>
<td>8.5 (717)</td>
<td>7.9 (650)</td>
</tr>
<tr>
<td>University College</td>
<td>11.5 (975)</td>
<td>12.22 (707)</td>
<td>13.7 (948)</td>
<td>13.7 (628)</td>
<td>15.2 (998)</td>
<td>15.3 (769)</td>
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<td>Class Level</td>
<td>Fall 2011</td>
<td>Spring 2012</td>
<td>Fall 2012</td>
<td>Spring 2013</td>
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<td>Spring 2014</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>Freshman</td>
<td>14.0 (2,763)</td>
<td>12.8 (1,621)</td>
<td>16.9 (2,732)</td>
<td>13.5 (1,496)</td>
<td>16.4 (2,797)</td>
<td>14.1 (1,446)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>8.2 (2,347)</td>
<td>14.4 (2,126)</td>
<td>13.0 (2,347)</td>
<td>16.2 (2,197)</td>
<td>16.2 (2,688)</td>
<td>16.9 (2,555)</td>
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<tr>
<td>Junior</td>
<td>2.4 (888)</td>
<td>12.2 (828)</td>
<td>10.5 (976)</td>
<td>13.8 (845)</td>
<td>14.1 (2,354)</td>
<td>14.8 (2,383)</td>
</tr>
<tr>
<td>Senior</td>
<td>0.5 (662)</td>
<td>8.0 (682)</td>
<td>8.2 (706)</td>
<td>9.9 (695)</td>
<td>12.1 (4,231)</td>
<td>12.3 (4,612)</td>
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<table>
<thead>
<tr>
<th>Semester GPA</th>
<th>GPA = 0</th>
<th>GPA = (0,1]</th>
<th>GPA = (1,2]</th>
<th>GPA = (2,3]</th>
<th>GPA = (3,4]</th>
<th>p-value</th>
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<tbody>
<tr>
<td>GPA = 0</td>
<td>4.2 (n=253)</td>
<td>5.4 (n=234)</td>
<td>5.0 (n=240)</td>
<td>7.3 (n=238)</td>
<td>6.1 (n=428)</td>
<td>4.8 (n=443)</td>
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<tr>
<td>GPA = (0,1]</td>
<td>6.5 (n=214)</td>
<td>8.9 (n=174)</td>
<td>9.9 (n=255)</td>
<td>10.0 (n=179)</td>
<td>9.5 (n=341)</td>
<td>10.1 (n=305)</td>
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<tr>
<td>GPA = (1,2]</td>
<td>6.8 (n=584)</td>
<td>11.1 (n=507)</td>
<td>11.4 (n=626)</td>
<td>11.0 (n=517)</td>
<td>12.8 (n=940)</td>
<td>12.5 (n=86)</td>
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<tr>
<td>GPA = (2,3]</td>
<td>8.7 (n=2268)</td>
<td>12.9 (n=1771)</td>
<td>13.0 (n=2220)</td>
<td>14.8 (n=1727)</td>
<td>14.6 (n=3599)</td>
<td>14.5 (n=3160)</td>
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<tr>
<td>GPA = (3,4]</td>
<td>10.3 (n=3341)</td>
<td>13.9 (n=2571)</td>
<td>15.5 (n=3420)</td>
<td>15.3 (n=2572)</td>
<td>15.3 (n=6762)</td>
<td>15.1 (n=6228)</td>
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<tr>
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Student Engagement and FTFT Retention

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

<table>
<thead>
<tr>
<th># of campus engagements</th>
<th>1 to 4</th>
<th>5 to 9</th>
<th>10 to 19</th>
<th>20+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 82% goal FTFT retention rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Registered Fall 2013</td>
<td>51.3%</td>
<td>64.3%</td>
<td>77.9%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Registered Fall 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of students</td>
<td>n=261</td>
<td>n=280</td>
<td>n=411</td>
<td>n=1209</td>
</tr>
</tbody>
</table>
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)
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!
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
Need help researching a topic for an upcoming paper? Learn how to effectively search at the college level.

Meet with a Research Librarian to get help with:

- Citation Management
- Critical Thinking
- Search Strategies
- Research Topics

Earn 1,500 ChampChange Points!
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
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!
Ace That Exam!
Earn Higher Grades!
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
1. Will behavior change occur if we target students with “currency” rewards (ChampChange)?
   - Yes and No
ENGAGEMENTS BY WEEK FOR “TARGETED” STUDENTS

Week 1: 1000
Week 2: 1200
Week 3: 1100
Week 4: 1000
Week 5: 1300
Week 6: 900
Week 7: 1100
Week 8: 1200
Week 9: 1100
Week 10: 1000
Week 11: 1200
Week 12: 1100
Week 13: 1000
Week 14: 250
Week 15: 750
Week 16: 100

Montana State University
Mountains & Minds
Student Engagement and FTFT Retention

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

# of campus engagements

<table>
<thead>
<tr>
<th># of students</th>
<th>n=261</th>
<th>n=280</th>
<th>n=411</th>
<th>n=1209</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Registered Fall 2013</td>
<td>51.3%</td>
<td>64.3%</td>
<td>77.9%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Registered Fall 2013</td>
<td>48.7%</td>
<td>35.7%</td>
<td>22.1%</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

2019 82% goal FTFT retention rates
FIRST-TIME FRESHMEN: TARGETED – BY ENGAGEMENT COUNTS RECORDED IN CHAMPCHANGE

<table>
<thead>
<tr>
<th># of campus engagements</th>
<th>0</th>
<th>1 to 4</th>
<th>5 to 9</th>
<th>10 to 19</th>
<th>20 +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Registered Spring 2015</td>
<td>60.5%</td>
<td>82.5%</td>
<td>88.3%</td>
<td>91.9%</td>
<td>89.8%</td>
</tr>
<tr>
<td>Registered Spring 2015</td>
<td>n=43</td>
<td>n=463</td>
<td>n=326</td>
<td>n=234</td>
<td>n=215</td>
</tr>
</tbody>
</table>

Current Freshman Fall to Spring retention rate 89%
82% goal FTFT retention rates
FIRST TIME FRESHMEN: NOT-TARGETED – BY ENGAGEMENT COUNTS RECORDED IN CHAMPCHANGE

<table>
<thead>
<tr>
<th># of campus engagements</th>
<th>0</th>
<th>1 to 4</th>
<th>5 to 9</th>
<th>10 to 19</th>
<th>20 +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Registered</td>
<td>87.4%</td>
<td>80.5%</td>
<td>84%</td>
<td>94.4%</td>
<td>94.1%</td>
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<tr>
<td>Registered</td>
<td>n=111</td>
<td>n=77</td>
<td>n=144</td>
<td>n=338</td>
<td>n=834</td>
</tr>
</tbody>
</table>

- Current Freshman Fall to Spring retention rate 89%
- 2019 82% goal FTFT retention rates
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