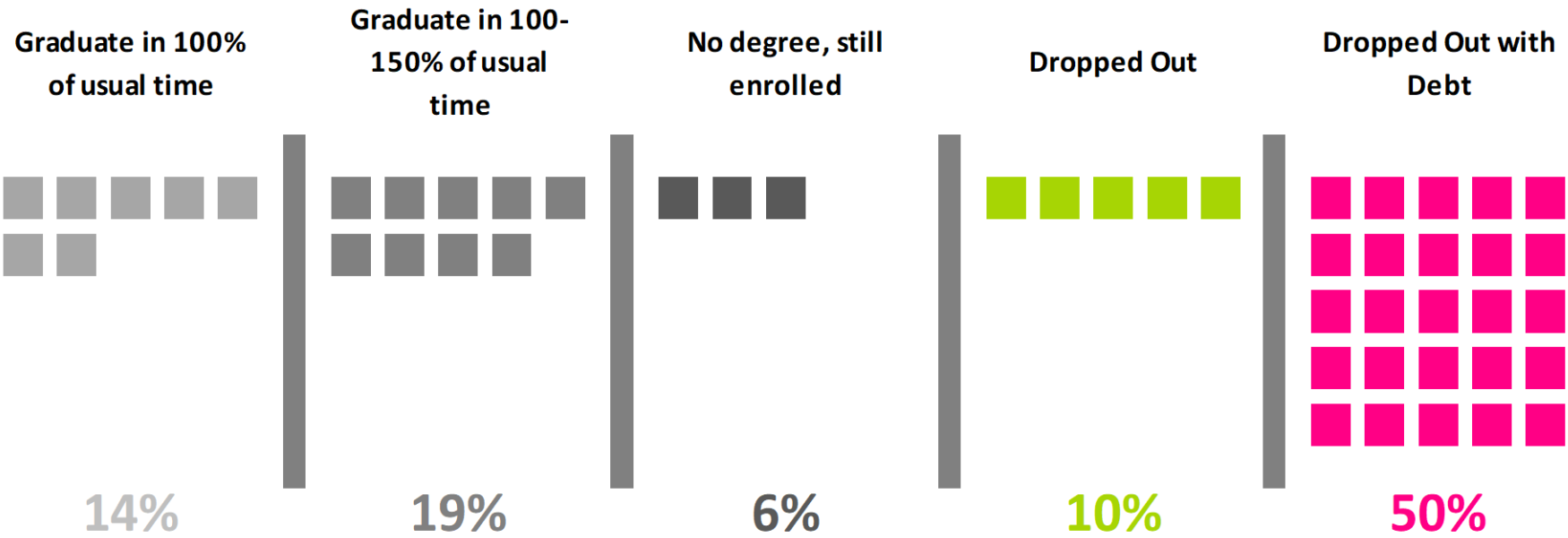


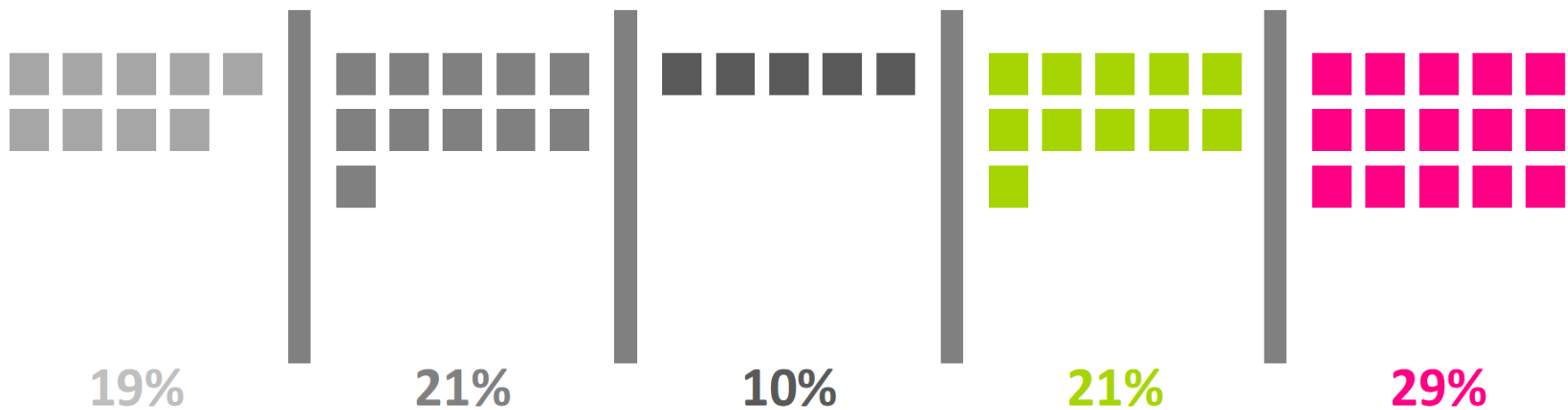


**MONTANA**  
**10**

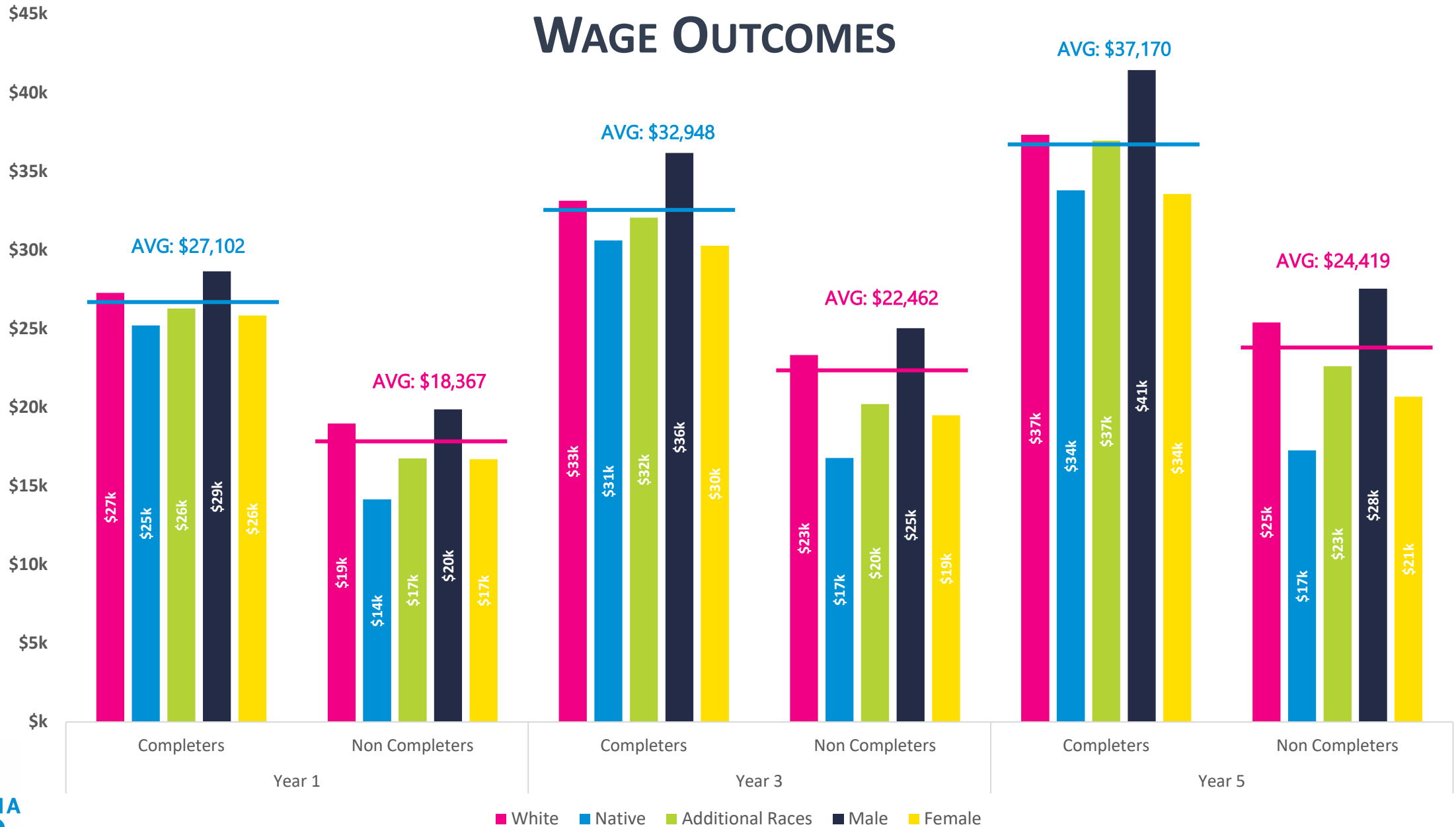
## PELL STUDENTS



## ALL OTHER STUDENTS

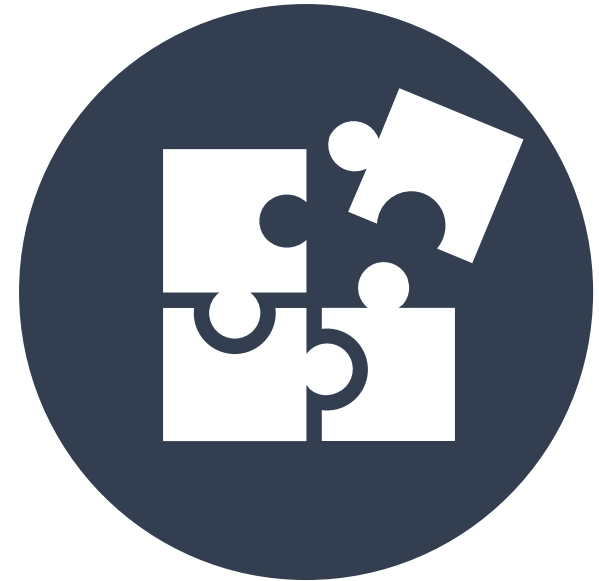


# WAGE OUTCOMES



Source: MUS Data Warehouse & linked MT DLI unemployment insurance wage data

# INSTITUTIONAL + STATE + SYSTEM LOSSES



# MONTANA 10 FRAMEWORK

## ***Financial Supports***

Scholarships  
Textbook Stipends  
Monthly Incentives



## ***Academic Momentum***

Full time Schedule  
Corequisite Math &  
Writing  
Tutoring



## ***Purpose & Belonging***

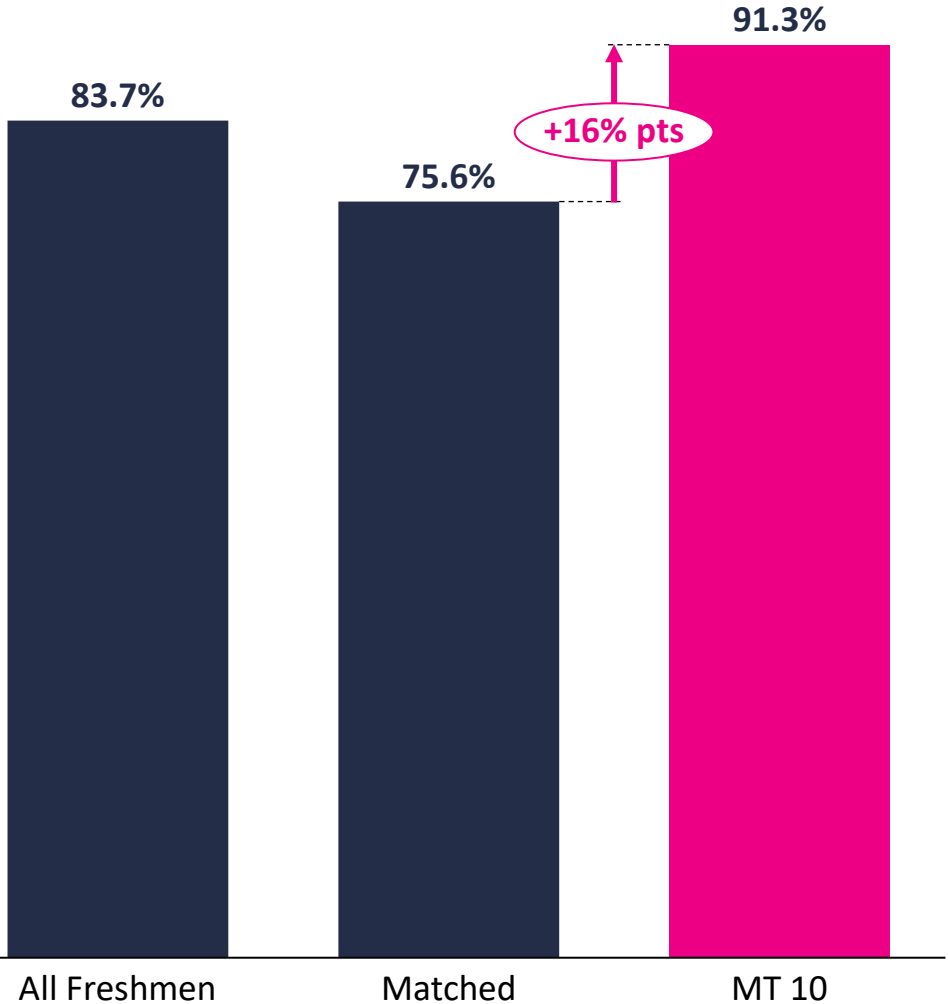
High Touch Advising  
Career Development  
Orientation  
Freshman Seminar



# YEAR 1 OUTCOMES

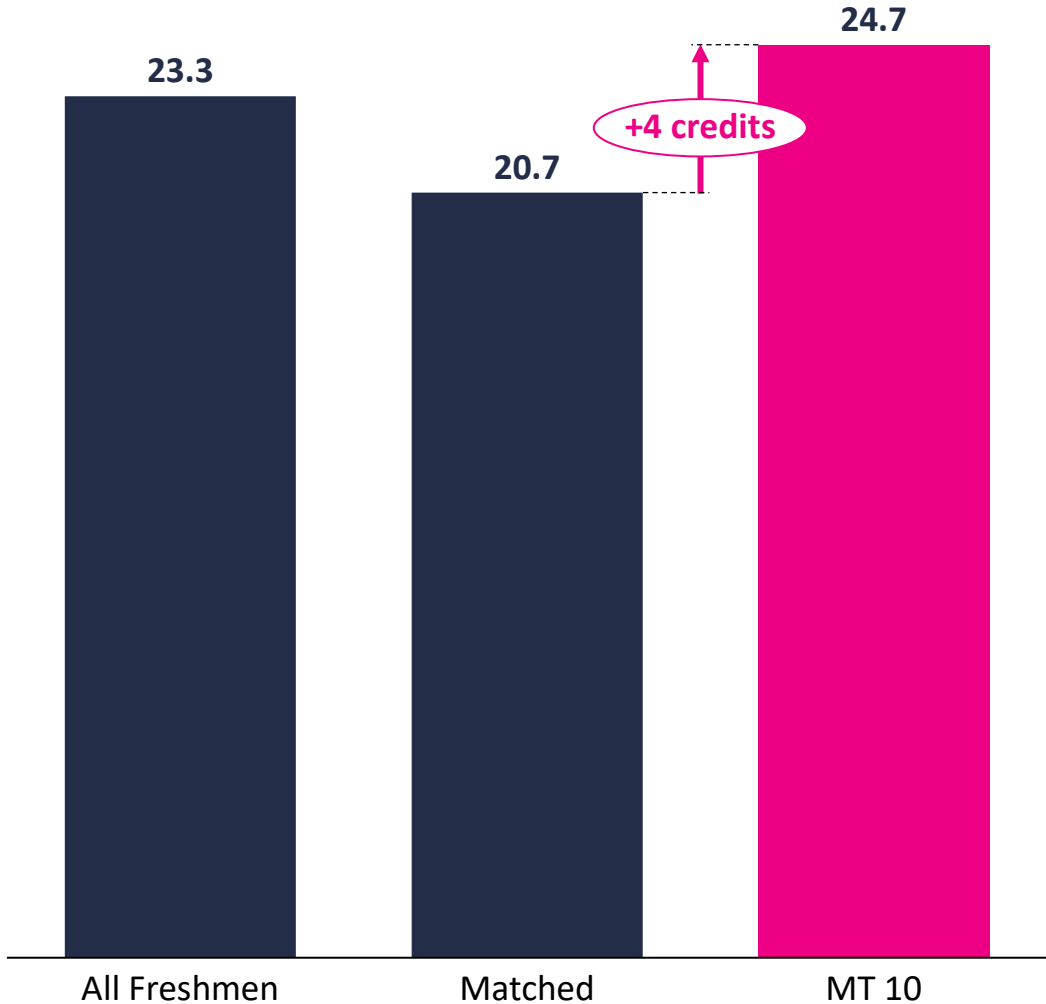
## RETENTION

Fall 2020 to Spring 2021, UM Cohort



## CREDIT ACCUMULATION

Fall + Spring, AY20/21 UM Cohort



# In one sentence, what has been the most valuable part of Montana 10?

**The  
Advisors**  
(58%)

**“The Advisors and community. I always felt I mattered, and my problems were addressed and listened to.”**

**“The most valuable part of Montana 10 was discussing pretty much anything with my advisor.”**

**“Meeting with Bekah!!!”**

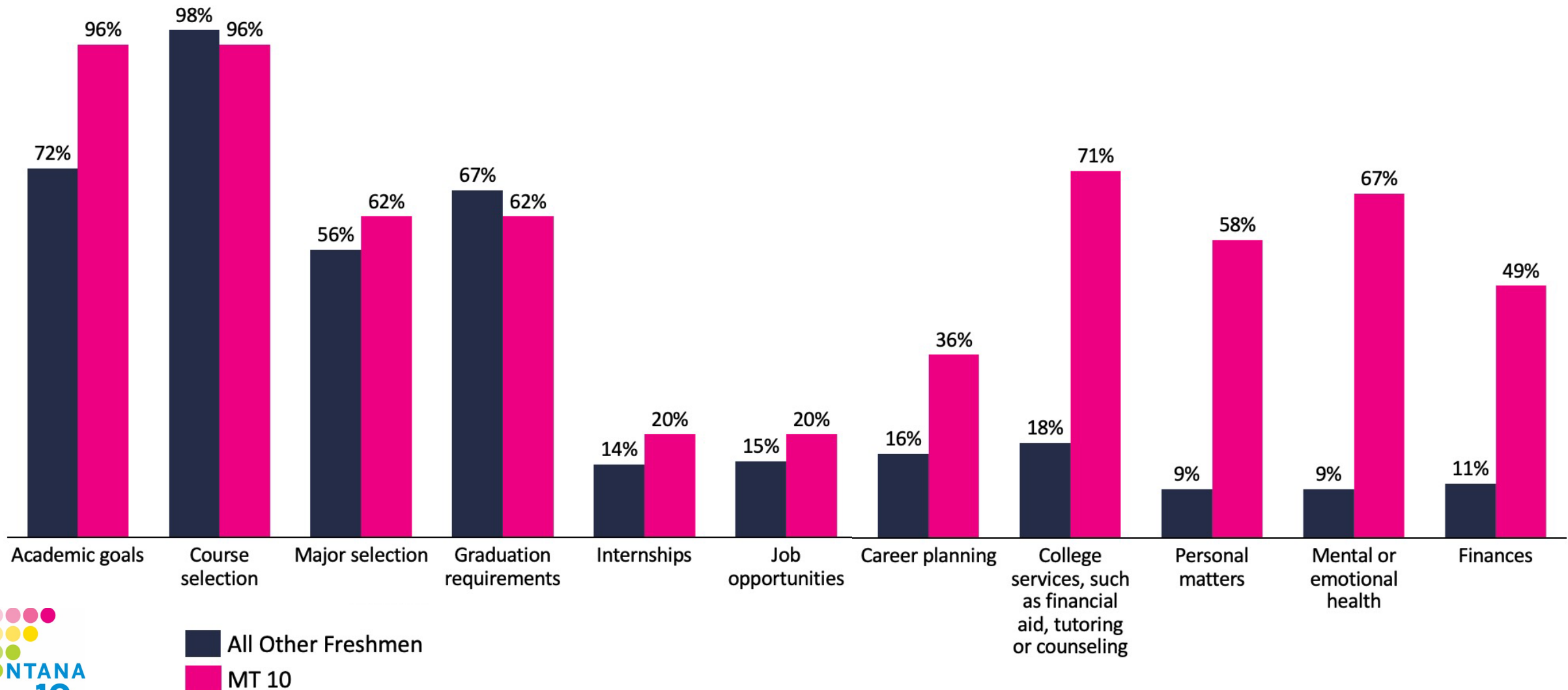
**Financial  
Supports**  
(39%)

**“The most valuable part has been the advising, book stipend, incentives, and help with FAFSA and financial problems.”**

**Community**  
(12%)

**“The emotional support.”**

# What topics have you discussed with an Academic Advisor at UM?





# MONTANA 10 TEAM



*Ann Willcockson  
Director, Helena College*



*Jocelyn Norman  
Peer Coach, Helena College*



*Kelsey Anderson  
Advisor, Helena College*



*Amy Capolupo  
Director, UM*



*Bekah Neulinger  
Advisor, UM*



*Joseph Grady  
Advisor, UM*

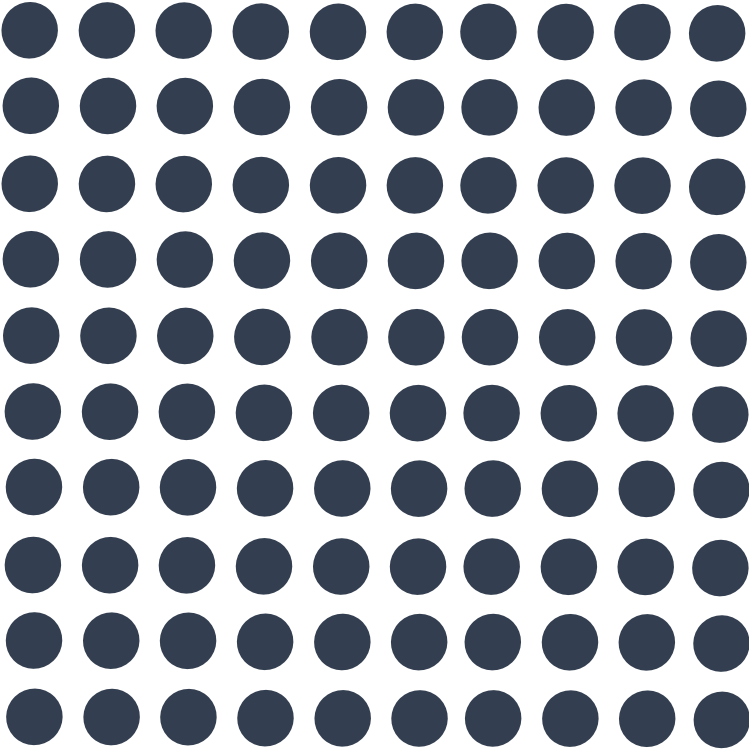


*Jamie Miller  
Academic Success Coach, UM*

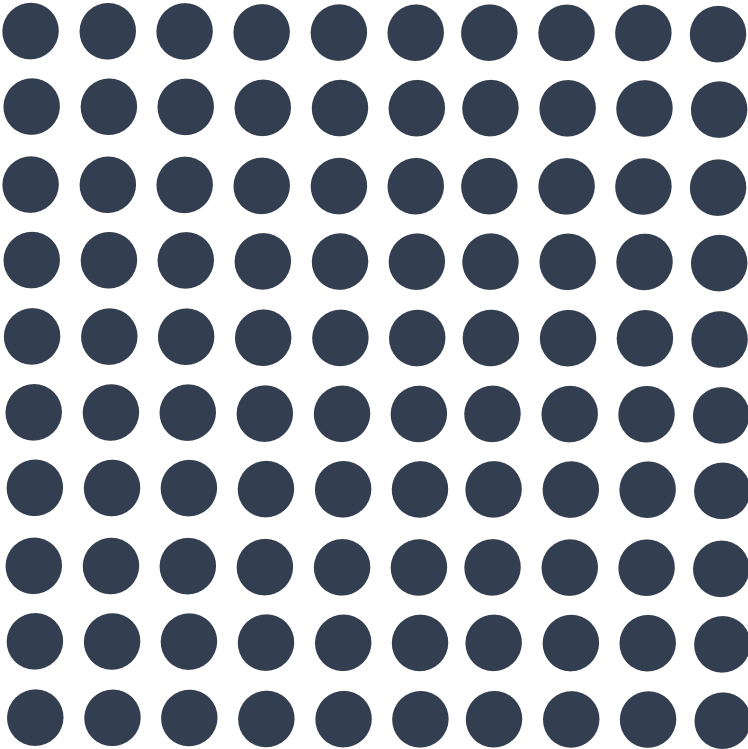


# A TALE OF TWO COHORTS

Fall 2020

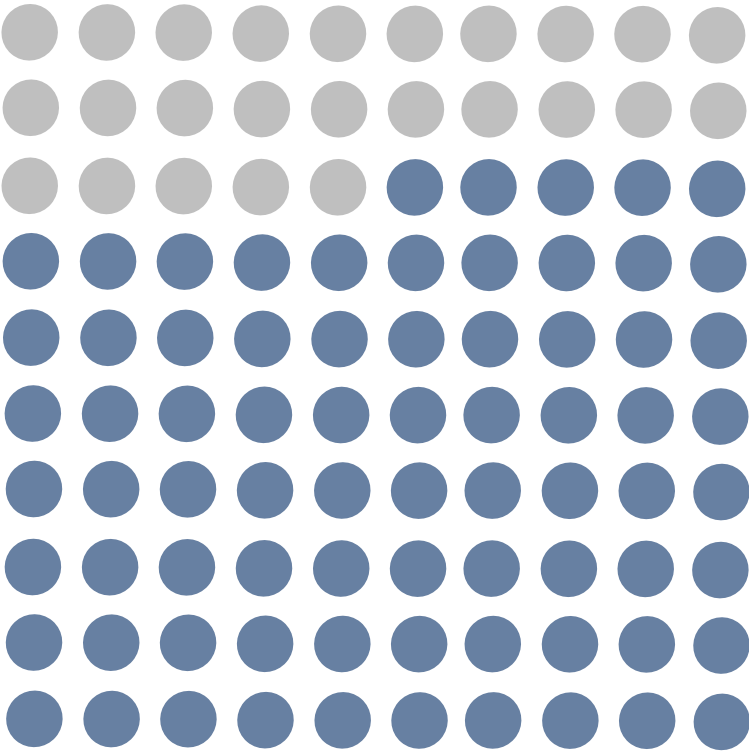


Matched  
Comparison  
Cohort

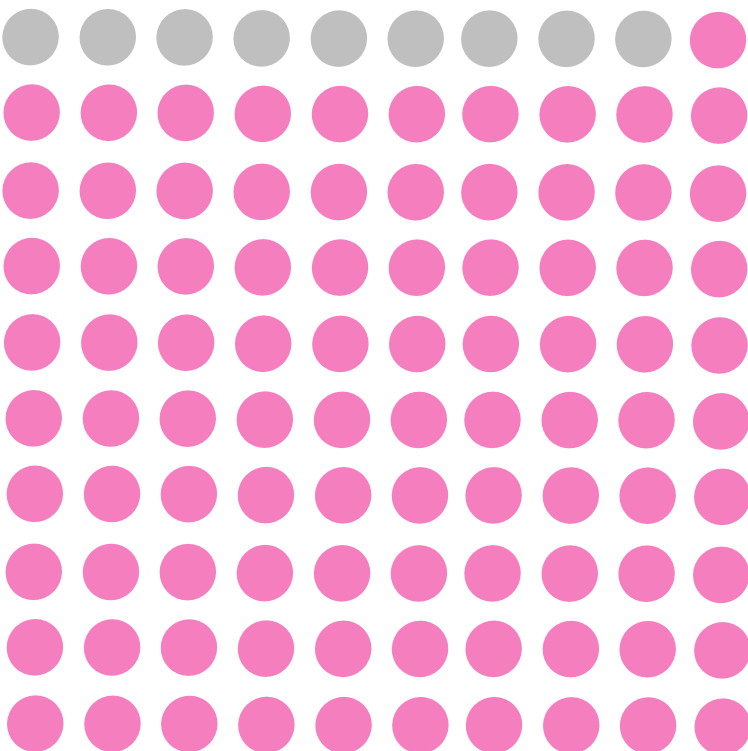


# A TALE OF TWO COHORTS

Spring 2021



Matched  
Comparison  
Cohort



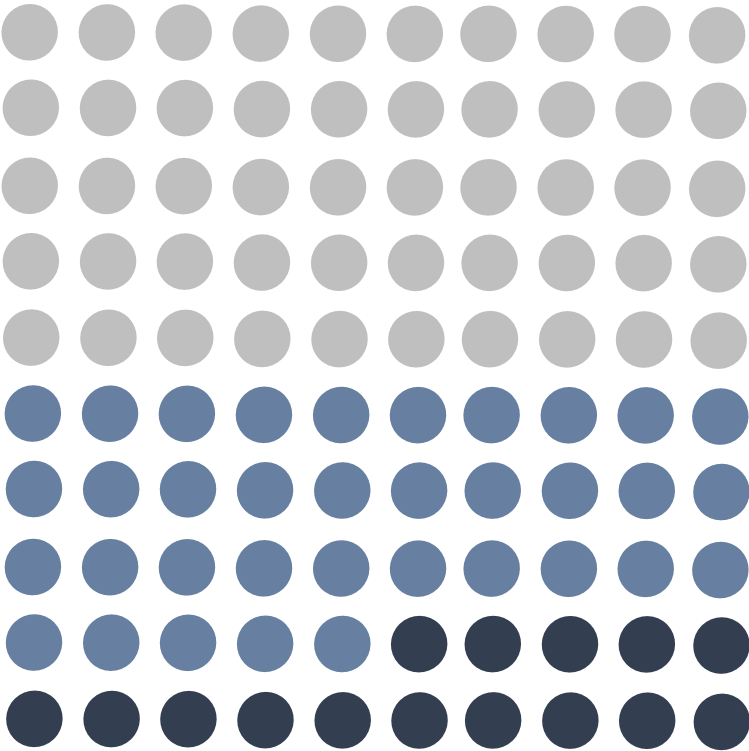
+16% retained  
Fall to Spring

- DROPPED OUT
- RETAINED
- GRADUATED

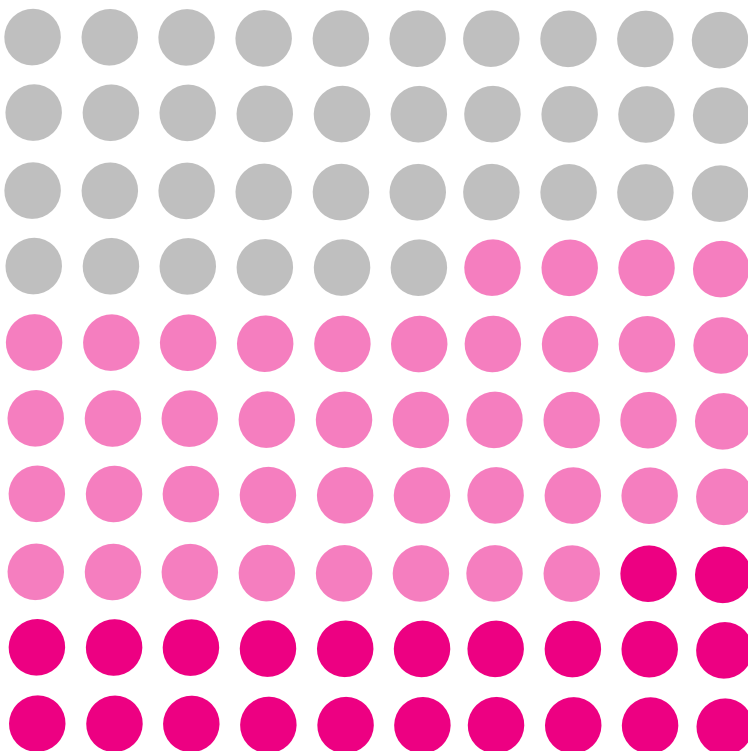


# A TALE OF TWO COHORTS

4 Year  
Graduation  
(modeled)



Matched  
Comparison  
Cohort



+16% retained  
Fall to Spring

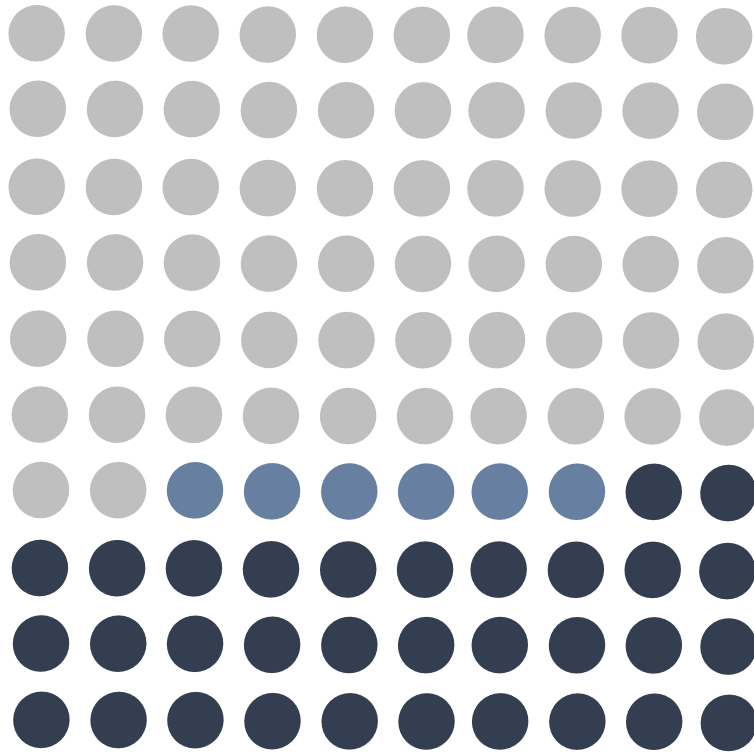
+7% on-time  
graduation  
rates

- DROPPED OUT
- RETAINED
- GRADUATED

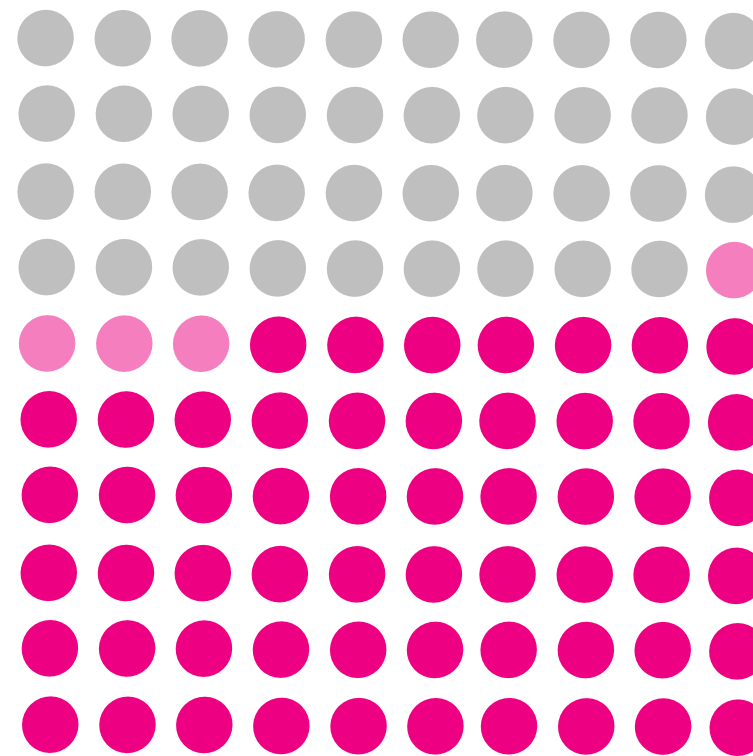


# A TALE OF TWO COHORTS

6 Year  
Extended  
Time  
Graduation  
(modeled)



Matched  
Comparison  
Cohort

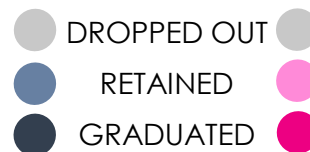


+16% retained  
Fall 2020 to  
Spring 2021

+7% on-time  
graduation  
rates

+15%  
extended  
graduation  
rates

Lower  
Cost Per  
Degree



# DELIVERING ON THE PROMISE FOR STUDENTS & MONTANA



**A Better Montana**  
More Montanans have degrees; the state grows its skilled workforce; and our communities are stronger.



**Lower Cost Per Degree**  
The MUS becomes more efficient by graduating more students at a **lower cost per degree.**



**On-Time Graduation**  
More students graduate and do so on time, saving students and institutions money. **A single student will save, on average, \$15K by graduating on-time.**



**Higher Graduation Rates**  
Projected **15% increase in graduation rates** means more low-income Montanans graduate with college degrees.

# DATA NOTES

**SLIDE 2** Pell vs. All Other Comparison. Population shown is the MUS Fall 2011 entering new first-time cohort. Usual time defined as 4-years for students entering a university campus in 2011; 2-years for students entering a two-year or community college institution.

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**SLIDE 3** Wage outcomes 1-, 3- and 5- years after departure from MUS enrollment for completers and non-completers. Wage data sourced from the Montana Department of Labor and Industry unemployment insurance program. Figures report outcomes for Montana residents who are employed in-state for at least one quarter during the reported year. All wages expressed in constant 2019 dollars. Year 1 reports students departing 2010-2016. Year 3 students departing 2010-2014. Year 5 students departing 2010 - 2012

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**SLIDE 6** Year 1 outcomes for Montana 10 students, all other resident UM freshman, and a matched comparison group. Matched sample developed using a Mahalanobis distance matching model controlling for FAFSA estimated family contribution, parent college, independence from parent finances, high school GPA, gender, age, and ethnicity. Sample for matching limited to students submitting FAFSA. Reported differences are significant in this model at the  $p < 0.01$  level.

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**SLIDES 7 & 8** Spring 2021 University of Montana Freshman survey responses and Montana 10 supplement. This survey was distributed to all UM and Missoula College first-time freshman in April 2021. We received 211 general UM student responses (21% response rate) and 50 Montana 10 student responses (27% response rate).

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**SLIDES 10-13** Actual and modeled Montana 10 retention and graduation compared to the matched cohort. The progression of both the matched and Montana 10 cohorts is based on the observed retention and graduation of UM resident Pell freshman entering between Fall 2010 and Fall 2013 who were successfully retained to Spring term. Model assumes that the Montana 10 students continue to experience a beneficial retention and completion impact (modeled as a retention drop-off of 12% less than the Pell cohort). This factor for ongoing Montana 10 benefits was tuned to accurately predict current Montana 10 registration for the Fall 2021 term. We anticipate this model will be conservative for graduation figures, as it does not account for Montana 10 students' stronger credit accumulation.

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