

MONTANA 10

WHAT RESEARCH FROM NATIONAL
COMPREHENSIVE STUDENT SUCCESS
PROGRAMS MEANS FOR MONTANA

Montana Board of Regents, September 2023



MONTANA
UNIVERSITY SYSTEM

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Montana 10...

Financial Support

Scholarship
Textbook Stipend
Monthly Incentives

Academic Momentum

Full time Schedule
Corequisite Math & Writing
Tutoring

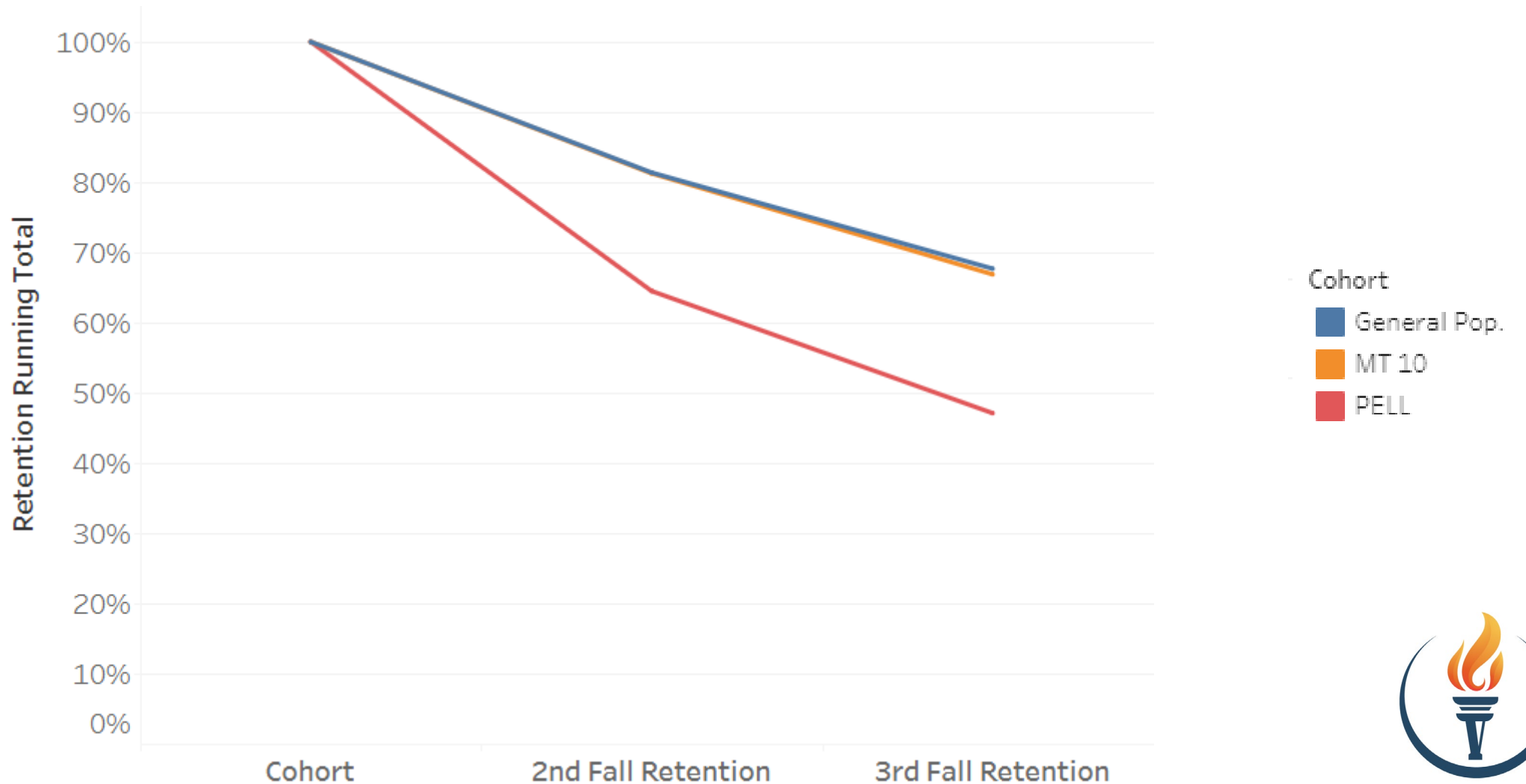
Purpose & Belonging

Individualized Advising
Career Development
Orientation
Freshman Seminar



...narrows achievement gaps

University of Montana 3rd Year Retention Rates 2020 Cohort



...puts students on a more likely path to graduation

Persistence Rates 2022 Cohort

Persistence is the fall cohort that continues in the spring.

MSU Billings

	MT 10	PELL	General Pop.
Institution Persistence	81.8%	71.7%	75.7%
System Persistence	83.1%	73.2%	77.8%

City College

	MT 10	PELL	General Pop.
Institution Persistence	77.4%	65.2%	68.7%
System Persistence	80.6%	69.3%	71.8%

...and reduces time (and money) to a degree

Credit Accumulation

Credit accumulation demonstrates credits earned towards a degree and is an important marker for anticipated time to degree.

Helena College Fall 2021 Cohort

	MT 10	PELL	General Pop.	Grand Total		MT 10	PELL	General Pop.	Grand Total
Credits Earned First Fall	11.03	9.21	10.69	10.32	Credits Earned Second Fall	10.95	8.52	11.38	10.56

Missoula College Fall 2022 Cohort

	MT 10	PELL	General Pop.	Grand Total
Credits Earned First Fall	9.47	7.68	9.82	9.04



Evaluation Cohorts

2023-2024 Cohorts

- **1,000 incoming** students over 2 years
- **Expanded eligibility** to include students from more low-income families
- **Two new campuses**; MT10 expanded to Montana Technological University and UM Western
- Conduct high quality **external evaluation** to demonstrate efficacy, map program delivery, and complete ROI analysis



339
new MT10
Scholars
(and counting)





Ann Willcockson, Director
Kelsey Anderson, Assistant Director
Anna Thennis, Program Coordinator
Kass Reddington, Advisor



Sarah North-Wolfe, Director
Teresa Radar, Advisor + TRIO SSS Director
Kristen Wanke, Advisor



Montana 10 Teams



Joseph Grady, Associate Director
Jimmy Kendall, Director Student Success
Jamie Miller, Program Coordinator
Bekah Neulinger, Advisor
Kate Gammill, Advisor



Suzanne Forrester, Director & Advisor

Julie Pettitt-Booth, Co-Director
Laura Gittings-Carlson, Co-Director
Angie Sharbono, Advisor
Teresa Kauer, Advisor



About MDRC

- Nonprofit, nonpartisan organization with extensive experience conducting evaluations in postsecondary education



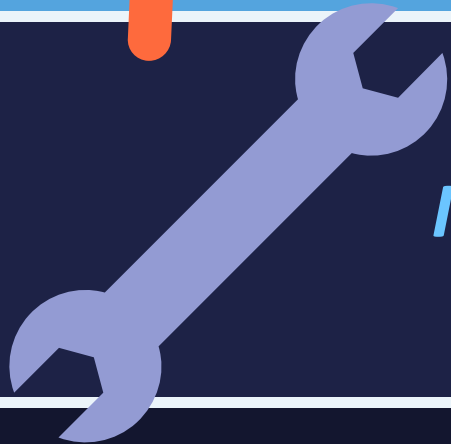
Specializes in:

- Random assignment evaluations
- Qualitative studies
- Program enhancement & technical assistance

Goals for Postsecondary Education



Increase graduation rates for low-income students



Improve strategies throughout the Postsecondary Pipeline



Reduce college equity gaps

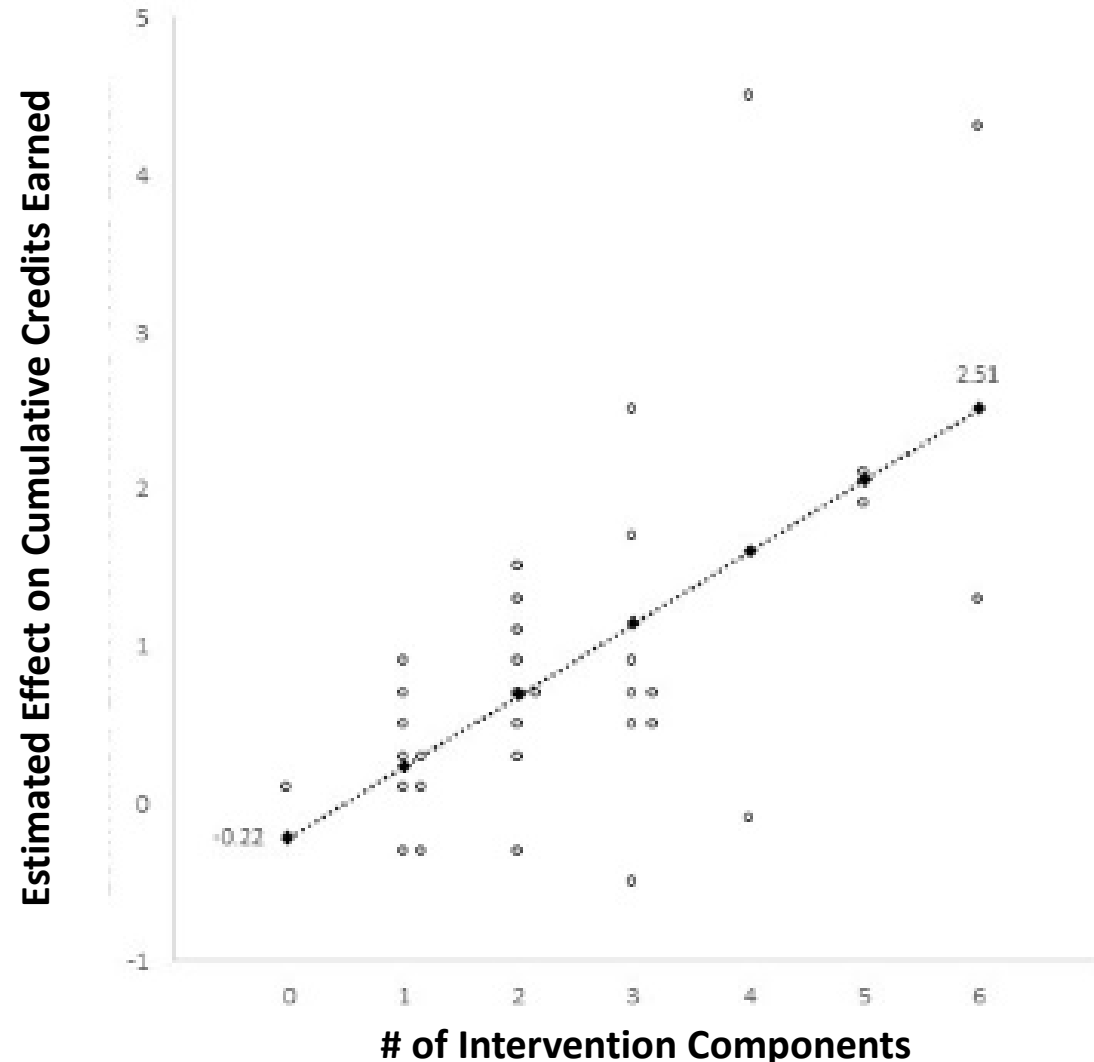
Big Picture: What Works

- **Short-term** interventions designed to address just one or a few barriers can lead to positive, but modest, effects.
- **Comprehensive programs** that integrate different strategies and are **sustained over time** are more likely to produce long-term impacts on student success.

More Comprehensive Interventions Tend to Have Larger Impacts

Across the postsecondary education research literature, a lesson is emerging: *the interventions with the greatest impacts are those that simultaneously address multiple barriers to success and do so across multiple years.*

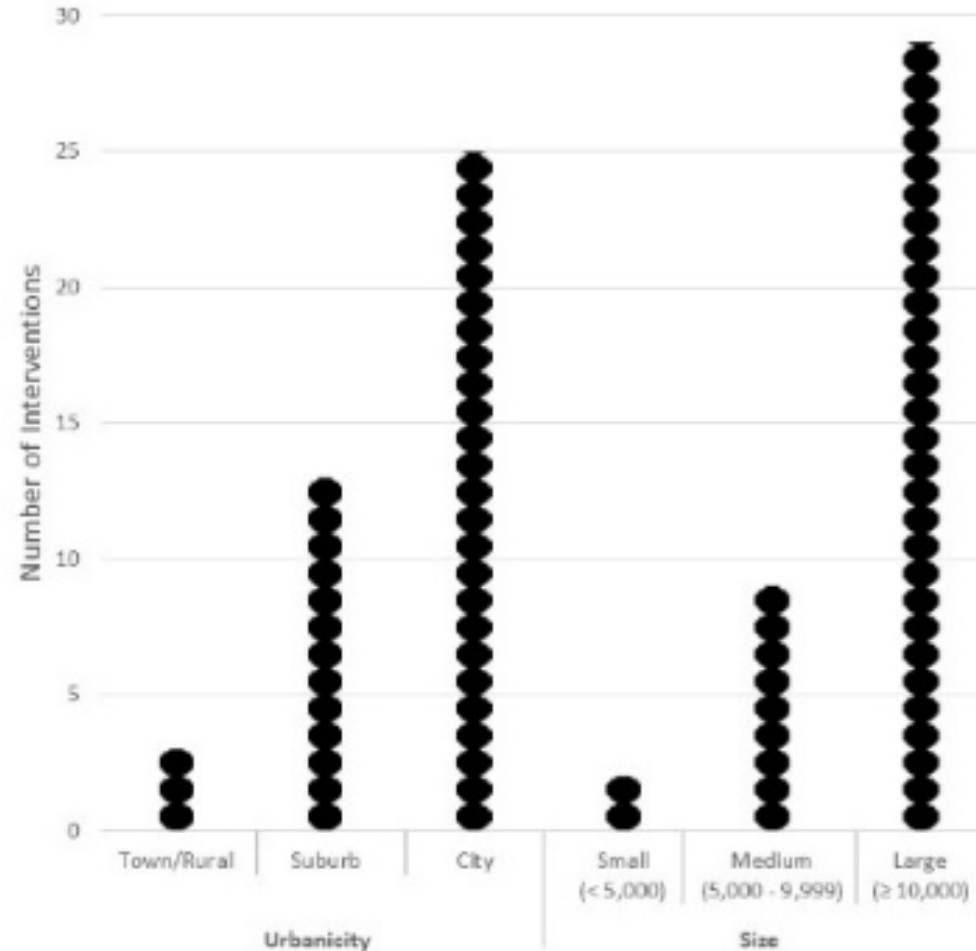
Source: MDRC's THE-RCT Project 2022.



But not all types of colleges have been represented in the research

Lots of evidence
in city / large
colleges

Limited evidence
in rural / small
colleges



Source: MDRC's THE-RCT Project 2022

Why evaluate Montana 10?

- Quantify the program's **impact** on student outcomes
- Build **high quality evidence** of its efficacy
- Contribute to the national literature on **rural colleges**
- Demonstrate its value **locally and nationwide**
- Support long-term **sustainability** and **expansion**



The Montana 10 Study

The Montana 10 Study



To evaluate Montana 10's effectiveness, we are conducting a **randomized controlled trial (RCT)**.

This is widely considered the gold standard in social science research.

Why? It produces an unbiased estimate of the effects of the program while minimizing confounding factors.

What will we learn by evaluating Montana 10?

What are the effects of the program on students' academic outcomes?

What are students' experiences in the program?

What does the program cost, is it cost-effective, and does it produce a return on investment for the state?

What have we learned from past studies?

What we learned in Ohio can give us a preview of the impacts that we anticipate in Montana.

Ohio Program Model

Programs based closely on CUNY ASAP

Financial Supports

- Tuition Waiver
- Gas/Grocery Card
- Textbook Vouchers

Student Responsibility and Messaging

- Enroll Full-time
- Take Dev. Ed. Early
- Graduate in 3 Years

Student Services

- Triage Advising
- Tutoring
- Career Services

Course Enrollment

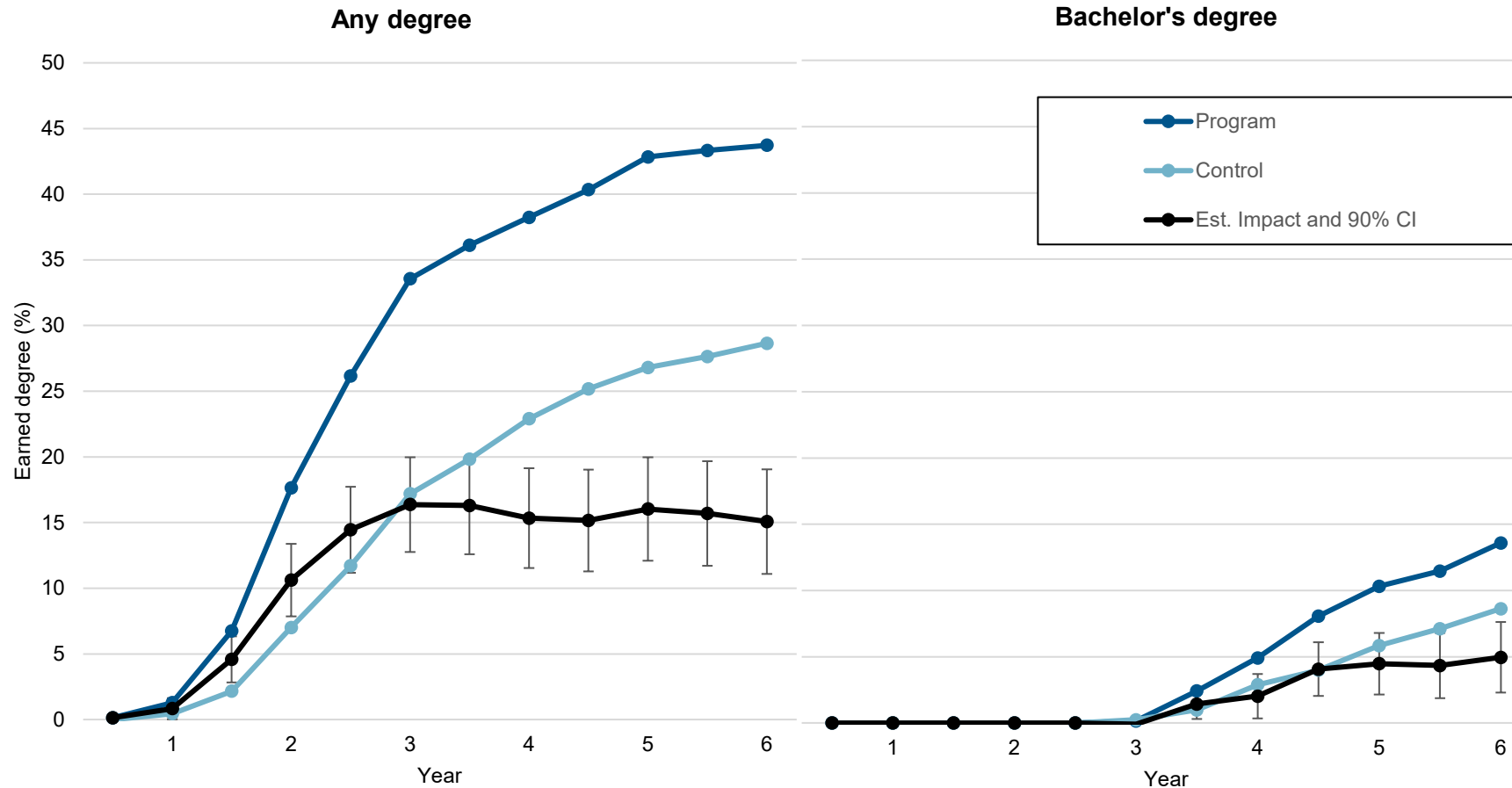
- ASAP Seminar
- Course Schedules
- Early Registration

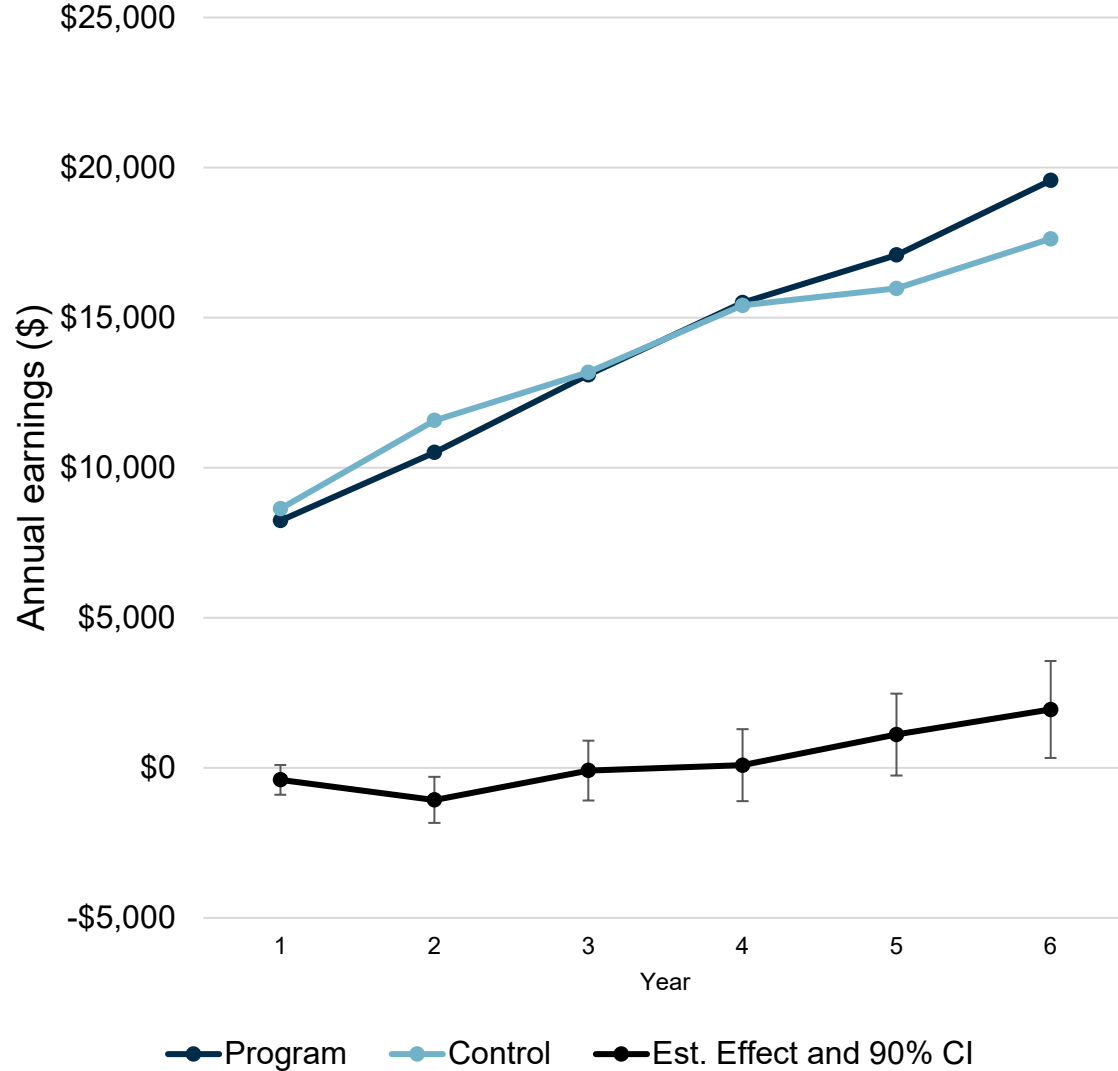
The Ohio programs had significant effects on graduation rates and earnings.

Table 1: Six-Year Impacts Summary Table

Outcome	Sample Size	Program Group	Control Group	Difference	P-Value
<i>Confirmatory outcomes</i>					
Ever earned a degree	1,501	43.7	28.6	15.1 ***	0.000
Annual earnings	1,482	19,573	17,626	1,948 **	0.047
<i>Exploratory outcomes</i>					
Ever earned an associate's degree	1,501	41.8	26.4	15.4 ***	0.000
Ever earned a bachelor's degree	1,501	13.6	8.6	5.0 ***	0.002
Ever employed in Year 6	1,482	70.5	70.8	-0.3	0.902

Gains in graduation rates have remained fairly steady and a positive effect on bachelor's degrees has emerged.





After six years, the program group is earning about **\$1,900** more per year on average.

More graduates, stronger earnings, and positive ROI

The Ohio programs *doubled* graduation rates for 2-year students and students went on to earn BAs at higher rates than the control group

The Ohio programs improved earnings for students in a statistically significant way – a big boon for the state and the students

The programs were also cost-effective per degree. While the overall cost per student is higher, the programs lower the cost per degree for states and institutions

National Higher Education Trends

Enrollment rates remain stagnant.
Completion rates remain stagnant.

**The Ohio programs improved both graduation
rates and students' earnings.**

Montana 10

How can we ensure our investments in higher education achieve our goals?

The Montana 10 Study will help us learn just that!

And educate the nation, too.

Thank you for having me today!

Contact me:

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