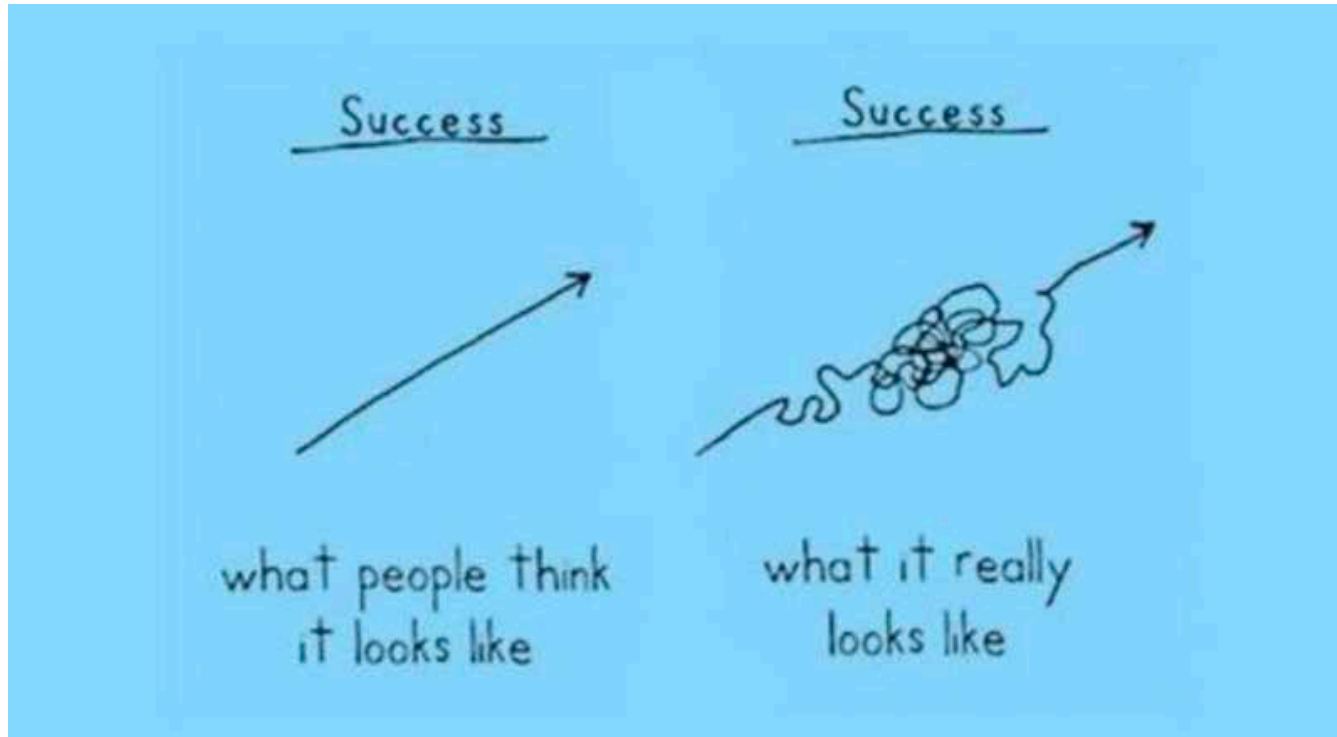


Board of Regents Presentation:

The Sophomore Surge – Taking Success to Scale



David J. Singel
Senior Vice Provost
Montana State University

Chris Kearns
Vice President for Student Success
Montana State University



MONTANA
STATE UNIVERSITY



The Sophomore Surge – Taking Success to Scale



**SOPHOMORE
SURGE**



**Crafting a Culture of PEER
Mentoring**

**Working at the Intersection of
Learning & Development**

The Sophomore Surge – Taking Success to Scale

One Case Study: Paige The Power of Proximity



PRESENTING CASE

- 4 Weeks into semester
- Feeling overwhelmed
- Not keeping up with work

INTERVENTION

- One-on-one meeting with SURGE mentor
- Discussed:
 - Time management
 - Transition to college
 - Overall well-being

OUTCOMES

- Completed Semester
- Registered for fall

LESSON (1 of 4)

- Successful interventions require proximity to the problem(s)

The Sophomore Surge – Taking Success to Scale



INSTITUTIONAL CHALLENGE

- Move the needle on 1st – 2nd year retention
- Cost effective
- Maximum impact
- Rapid prototyping and deployment



MSU-Bozeman										Profile of First-time Full_time Freshmen														All Students					
First Fall	Class Size	Final GPA		Percentile		ACT Comp		SAT Comp		4 Year Bachelor				Continuation Rates and Cumulative Graduation Rates															
		Avg	Num	Avg	Num	Avg	Num	Avg	Num	Grad 1	Cont 2	Grad 2	Cont 3	Grad 3	Cont 4	Grad 4	Cont 5	Grad 5	Cont 6	Grad 6	Cont 7	Grad 7	Cont 8	Grad 8	Cont 9	Grad 9	Cont 10	Grad 10	Cont 11
2007	1852	3.35	1768	65.9%	1439	24.3	1287	1127	874	0.0%	71.5%	0.0%	62.4%	0.4%	57.7%	20.1%	34.7%	41.5%	13.7%	49.5%	5.2%	51.9%	3.1%	53.2%	2.1%	54.0%	1.7%	54.5%	1.3%
2008	1805	3.56	1726	66.4%	1359	24.4	1287	1143	817	0.1%	72.2%	0.1%	63.5%	0.7%	58.4%	19.6%	35.1%	41.6%	13.6%	49.6%	6.5%	52.8%	3.5%	54.2%	2.4%	54.9%	1.6%		
2009	1795	3.36	1740	67.5%	1325	25.1	1264	1161	802	0.0%	74.4%	0.0%	64.2%	0.8%	61.3%	21.7%	36.2%	45.1%	11.5%	52.5%	5.2%	54.9%	3.1%	56.1%	2.2%				
2010	2092	5.23	2021	68.7%	1466	25.1	1506	1143	912	0.0%	74.1%	0.0%	63.8%	0.4%	60.8%	24.0%	33.6%	46.6%	11.1%	52.9%	5.2%	55.0%	2.6%						
2011	2099	3.40	2021	69.7%	1436	25.2	1496	1155	913	0.0%	74.4%	0.0%	64.3%	0.8%	58.1%	23.5%	33.6%	46.5%	9.3%	52.1%	4.1%								
2012	2157	3.57	2110	70.0%	1422	25.2	1547	1160	978	0.0%	76.4%	0.0%	65.9%	0.7%	62.4%	24.8%	34.1%	48.9%	10.9%										
2013	2308	3.41	2250	69.4%	1530	25.2	1709	1160	959	0.0%	76.1%	0.0%	67.5%	1.0%	62.2%	26.9%	33.9%												
2014	2379	3.43	2323	69.9%	1494	25.3	1854	1162	866	0.0%	76.9%	0.0%	67.2%	1.3%	63.5%														
2015	2502	3.45	2442	68.8%	1592	25.4	1984	1169	874	0.0%	75.9%	0.0%	66.8%																
2016	2855	3.48	2811	69.8%	1832	25.4	2344	1162	968	0.0%	76.9%																		
2017	2700	3.53	2672	70.9%	1730	25.2	2184	1213	896																				

First Fall	Class Size	Final GPA		Percentile		ACT Comp		SAT Comp		2 Year Associate				Continuation Rates and Cumulative Graduation Rates															
		Avg	Num	Avg	Num	Avg	Num	Avg	Num	Grad 1	Cont 2	Grad 2	Cont 3	Grad 3	Cont 4	Grad 4	Cont 5	Grad 5	Cont 6	Grad 6	Cont 7	Grad 7	Cont 8	Grad 8	Cont 9	Grad 9	Cont 10	Grad 10	Cont 11
2010	10	3.23	8	68.7%	6	23.3	6	3	0.0%	60.0%	30.0%	40.0%	40.0%	40.0%	40.0%	20.0%	40.0%	20.0%	40.0%	20.0%	40.0%	0.0%							
2011	17	3.12	15	59.8%	11	19.2	10	945	4	0.0%	70.6%	23.5%	23.5%	47.1%	0.0%	47.1%	5.9%	47.1%	5.9%	47.1%	5.9%								
2012	16	2.55	9	36.3%	7	19.6	5	2	0.0%	56.3%	0.0%	18.8%	12.5%	6.3%	12.5%	6.3%	12.5%	12.5%											
2013	22	2.91	19	55.4%	15	23.4	9	2	0.0%	86.4%	27.3%	36.4%	45.5%	18.2%	45.5%	9.1%													
2014	23	3.17	21	56.8%	14	21.3	13	974	5	0.0%	65.2%	17.4%	26.1%	30.4%	4.3%														
2015	20	2.95	17	48.8%	11	22.9	9	2	0.0%	70.0%	15.0%	50.0%																	
2016	36	3.05	29	49.7%	22	21.1	20	1064	5	0.0%	72.2%																		
2017	55	3.09	52	48.5%	37	20.0	30	1024	7																				

First Fall	Class Size	Final GPA		Percentile		ACT Comp		SAT Comp		1 Year Certificate				Continuation Rates and Cumulative Graduation Rates															
		Avg	Num	Avg	Num	Avg	Num	Avg	Num	Grad 1	Cont 2	Grad 2	Cont 3	Grad 3	Cont 4	Grad 4	Cont 5	Grad 5	Cont 6	Grad 6	Cont 7	Grad 7	Cont 8	Grad 8	Cont 9	Grad 9	Cont 10	Grad 10	Cont 11
2010	14	2.39	8	28.4%	5	3	0	64.3%	7.1%	64.3%	0.0%	64.3%	7.1%	64.3%	7.1%	64.3%	7.1%	64.3%	7.1%	64.3%	7.1%								
2011	19	2.80	13	32.7%	7	4	1	47.4%	31.6%	68.4%	21.1%	68.4%	21.1%	78.9%	21.1%	78.9%	10.5%	78.9%	5.3%										
2012	22	2.82	17	39.4%	13	19.2	5	2	27.3%	22.7%	54.5%	9.1%	63.6%	4.5%	63.6%	0.0%	63.6%	0.0%											
2013	11	2.83	7	43.7%	6	2	0	45.5%	18.2%	45.5%	0.0%	45.5%	0.0%	45.5%	9.1%														
2014	22	2.74	18	34.5%	13	20.3	6	2	63.6%	22.7%	72.7%	9.1%	77.3%	9.1%															
2015	23	3.06	20	43.8%	15	20.2	12	2	43.5%	34.8%	69.6%	13.0%																	
2016	35	2.88	33	37.6%	28	19.4	19	2	54.3%	28.6%																			
2017	32	2.91	29	45.0%	25	20.1	18	0																					

A Data-Centric Way of Framing the Challenge

The Sophomore Surge – Taking Success to Scale



OUR WAY OF FRAMING THE CHALLENGE

What can a university do to increase student retention from the first to the second year as rapidly as possible on a constrained budget?

OUR APPROACH

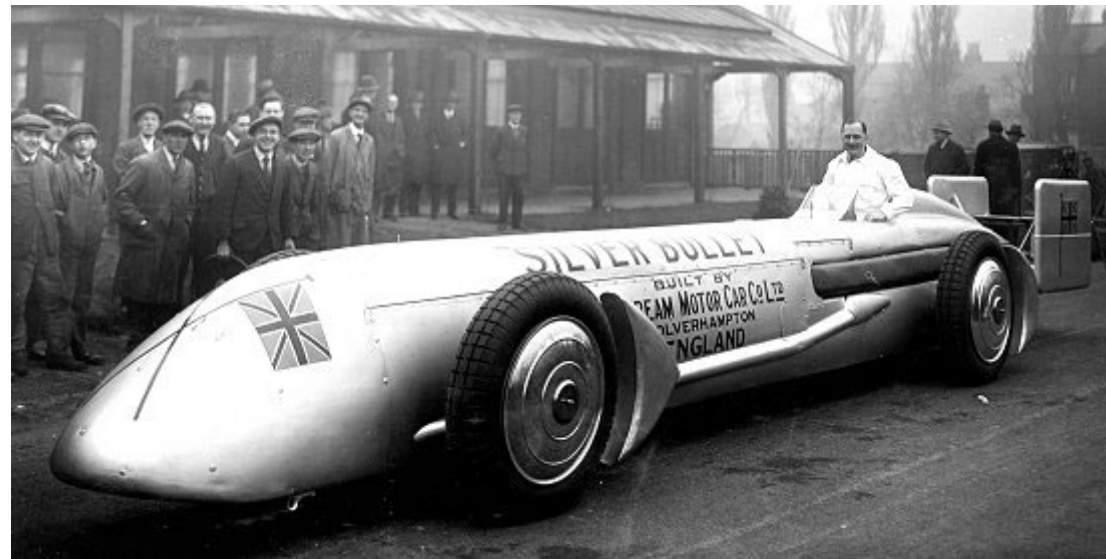
- Assemble a talented cross-functional design team
- Identify students who will benefit most from our approach
- Use student success science principles to design a retention solution
 - Implement
 - Assess
 - Refine



The Sophomore Surge – Taking Success to Scale

OUR ASSUMPTIONS

- No “silver bullet”
 - Retention is a complex problem
 - Complexity can be influenced but not controlled
- An arsenal of potential interventions through faculty designed PEER MENTORING working with and through seminar curricula
 - Meet students where they are (get proximate)
 - Optimize impact of existing resources and investments
 - Leverage engagement



The Sophomore Surge – Taking Success to Scale

OUR PEER MENTORING MODEL

- Faculty designed
- Curriculum linked
- Peer executed
- Individually personalized
- Outcomes focused



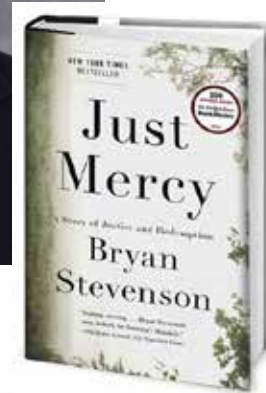
The Sophomore Surge – Taking Success to Scale

SPECIFIC AIM

- Rapid and Substantial Gain in FY Retention ... Completion
- Without Major Costs

CHANGE MODEL

- Grand Challenge Animates Hope
- Thoughtful Design Instills Confidence
- Proximity Makes the Difference



MSU 2017 Convocation | Take the Higher Ground



MONTANA
STATE UNIVERSITY



The Sophomore Surge – Taking Success to Scale

PROXIMITY + **P**ARSIMONY + **P**RODUCTIVITY
≡
PEER MENTORING



MONTANA
STATE UNIVERSITY



The Sophomore Surge – Taking Success to Scale

DESIGN

Add to Seminar Academic Learning Outcomes:

- Explicit Focus on Foundational Skills

Curiosity, Critical Thinking, Creativity, Collaboration, Communication, Community, Citizenship



- Personal Development

Belonging, Growth Mindset, Resilience, Purposefulness

- Navigation of the Hidden Curriculum



**SOPHOMORE
SURGE**



The Sophomore Surge – Taking Success to Scale

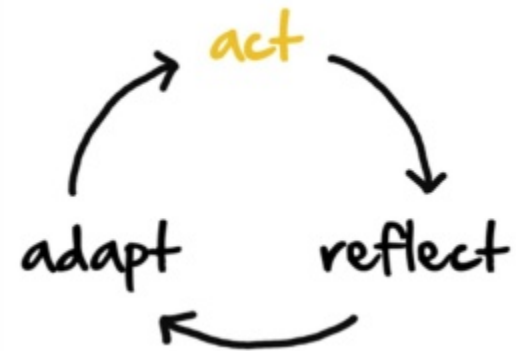
STRATEGY



- Selected Cohort
- Reaching Scale through *Adaptive Differentiation*
- Evolving Analytics:
Descriptive to Predictive to Prescriptive

The Sophomore Surge – Taking Success to Scale

LIFE-LONG LEARNING



- *Full Integration of Surge in Select Seminars*
- *Consolidation into NASH HQ-HIPS Program*

The Sophomore Surge – Taking Success to Scale

RESULTS

Gold Standard - Fall to Fall Retention of FY Students ...

Preliminary Indications

Fall to Spring Retention:
Surge Students up 5% vs.
2018 matched group

Fall Registration:
Surge Students up 10% vs.
2017 FY students



The Sophomore Surge – Taking Success to Scale

MESSAGE

Effective Retention and Completion at Scale is Built on Personal Sharing, by Design, for All to Succeed



