

## COMMISSION ON HIGHER EDUCATION QUALITY AND AFFORDABILITY

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Meeting: February 11, 2025  
Start Time: 10:00 am  
via Zoom

### MINUTES

The third meeting of the Commission on Higher Education Quality and Affordability (CHEQA or Commission) was held on Tuesday, February 11, 2025, remotely via teleconference (Zoom).

#### I. CALL TO ORDER & WELCOME

Commission Co-Chair Chris Gabrieli called the meeting to order at 10:06 a.m.

Co-Chair Gabrieli welcomed all and noted the CHEQA group operates pursuant to Massachusetts' Open Meeting Law, which allows the group to meet virtually via zoom and record the proceeding. The Chair asked if there was any objection to recording the meeting. No objection was registered. Recording proceeded.

The Co-Chair took the roll. Present were –

- Co-Chair Chris Gabrieli, BHE Chair
- Co-Chair Veronica Conforme, BHE Member
- Commissioner Noe Ortega
- Deputy Commissioner Michael Dannenberg
- Senator Jo Comerford
- Representative Mike Pease
- LeeAnn Pasquini, President Martin Meehan's Designee, University of Massachusetts
- President Nancy Niemi, Framingham State University
- President David Podell, MassBay Community College
- Viviana Abreu-Hernandez
- JD Chesloff
- Nate Mackinnon
- Edward Lambert
- Max Page
- Mary Jo Marion
- Niki Nguyen

- Claudine Barnes
- Femi Stoltz
- Douglas Howgate

CHEQA Members Representative Dave Rogers & Mr. Joseph Bonilla were not in attendance. Secretary Tutwiler’s designee, Robert LePage, and Mr. Douglas Howgate joined after roll was called.

Co-Chair Gabrieli reminded the Commission of the structure of the group’s work that has focused first on student success, second on financial aid, and will soon focus on recruitment and retention of faculty and staff.

## **II. REVIEW OF TIMELINE AND ANTICIPATED MEETING SCHEDULE**

Co-Chair Gabrieli noted that the timeline for the task force's work needs to be extended, with a goal of completing a final report by the end of April, rather than March, to accommodate the additional time needed for research and deliberation.

## **III. RECRUITMENT & RETENTION RESEARCH- UPDATE**

Co-Chair Gabrieli noted that ongoing data collection for faculty recruitment and retention is underway, with the intention of having the data collection completed and ready for sharing during at the next CHEQA meeting. He clarified that the meeting originally scheduled for January 21, 2025 was canceled due to a scheduling conflict related to the public announcement of the BRIGHT Act, which aims to secure \$2.5 billion for campus capital needs.

## **IV. STUDENT SUCCESS AND FINANCIAL AID – PRESENTATION AND DISCUSSION**

Co-Chair Gabrieli introduced the next agenda item (student success and financial aid) by explaining the that the focus will be on encouraging discussion and gathering collective CHEQA member views through a series of “pulse check” live polls to gauge alignment on key design elements for student support and financial aid improvements. He stated this this is not a voting process directed at final decisions. Rather the meeting structure is intended to allow for quick feedback and facilitated discussions, enabling members to share insights and stimulate conversation without formal voting. He indicated that members would be presented with questions related to student success and financial aid program features. Participants were encouraged to ask clarifying questions about the topics presented before proceeding to the survey response phase. After clarifications, the group will be asked to submit survey responses on each presented questions with reporting of results followed by a moderated discussion.

### **a. Features of student success programming**

Deputy Commissioner for Policy Michael Dannenberg and Dr. Emily Wiseman with EY-Parthenon facilitated the discussion and polling process. Dr. Wiseman outlined the plan to discuss key features related to student success, based on previous discussions and input. Polling questions were introduced to gauge opinions on the importance of investing in student success programs to improve graduation rates. Members were to rate their answers on a 1-5 scale, with 1 being strongly disagree, and 5 being strongly agree. Following the polling, Dr. Wiseman invited members to discuss their reactions to the survey results and share their thoughts.

**Polling question:**

*Having invested significantly in student financial aid, it is crucial for MA to invest further in improving graduation rates through student success programs. Please rate your answer on a 1-5 scale, with 1 being strongly disagree and 5 being strongly agree*

**Pulse Check Results**

<b>1</b>	<b>1</b>
<b>2</b>	<b>—</b>
<b>3</b>	<b>1</b>
<b>4</b>	<b>4</b>
<b>5</b>	<b>15</b>

**Average:** 4.6  
**Median:** 5

**Discussion:**

Professor Barnes emphasized the critical need for increased state funding for student success programs, particularly for community colleges reliant on federal grants. Member Howgate stressed the importance of ensuring that resources are allocated effectively and that success programs have a proven track record of effectiveness.

Member Nguyen highlighted the role of success programs in helping students, particularly those attending minority-serving institutions, navigate higher education in general and address individual needs. She raised concerns about the varied responses in the polling, suggesting the need for the Commission to find common ground.

Co-Chair Gabrieli acknowledged the diverse opinions within the group and encouraged members to share their thoughts, even if they felt hesitant, to foster a more comprehensive discussion.

President Podell emphasized the proven effectiveness of community college student success programs in improving retention and graduation rates, particularly for vulnerable populations. Member Max Page stressed the importance of ensuring that investments in student success translate into actual graduation outcomes, highlighting the state's wealth and available funding to finance varied choices. President Nancy Niemi reiterated the need for continued investment in student success programs, citing robust research that demonstrates the long-term benefits of such

funding, particularly for students at community colleges and state universities.

Member Nate MacKinnon clarified that his initial poll response was a mistake (he mistakenly entered “1” when he meant to enter “5”) and affirmed his strong support for student success investments. He noted that while universal free community college improves access, it must be paired with completion strategies to be ultimately effective.

Member Ed Lambert expressed strong support for focusing on student outcomes but acknowledged the need to consider resource limitations and the implications of prioritizing certain investments over others. He emphasized the importance of not just how much money is spent, but the importance that investments are effective, efficient, and outcome driven.

Senator Jo Comerford reinforced her strong agreement with the necessity of investing in student success programs, highlighting their role in fostering student persistence and completion.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Proactive, regular “high touch” student advising*

**Pulse Check Results**

<b>1</b>	<b>0</b>
<b>2</b>	<b>0</b>
<b>3</b>	<b>3</b>
<b>4</b>	<b>14</b>
<b>5</b>	<b>13</b>

**Average:** 4.5

**Median:** 5

**Discussion:**

Co-Chair Gabrieli noted the varying opinions on how budgetary realities should influence discussions, encouraging members to focus on high-priority recommendations regardless of immediate feasibility.

Member Howgate stressed the significance of designing effective programs and ensuring broad consensus on their effectiveness to strengthen the case for investment. Member Femi Stoltz highlighted the importance of implementing evidence-based practices like CUNY ASAP and SUNY ACE and advocated for additional wraparound supports to facilitate student persistence and success.

President Podell shared insights from his institution noting that [Massachusetts community college] SUCCESS program advisors have smaller caseloads (125 students) compared to general advisors (300 students) that allows for more effective support and follow-up. He reinforced the value of wraparound services in student success, noting how they enable better outcomes for students receiving personalized attention.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Visible and structured academic pathways*

**Pulse Check Results**

<b>1</b>	<b>—</b>
<b>2</b>	<b>—</b>
<b>3</b>	<b>5</b>
<b>4</b>	<b>6</b>
<b>5</b>	<b>8</b>

**Average:** 4.2  
**Median:** 4

**Discussion:**

President Podell expressed skepticism about the effectiveness of the guided pathways model at Mass Bay, noting that it did not have the desired impact and that students struggled to connect with the default pathways. Professor Barnes agreed, highlighting that strict pathways may feel too rigid for students, especially those who enter community college undecided about their goals. This rigidity can lead to students gravitating towards general studies rather than specific pathways.

President Niemi expressed concern that structured pathways might limit students' exploration and change, potentially affecting the breadth of their educational experience. Member Nguyen shared that pathways can restrict students from understanding broader career possibilities, citing her own experience with limited guidance in high school about STEM fields. Member Lambert indicated a desire to explore the outcomes of programs like ASAP in comparison to Guided Pathways, recognizing the need to balance efficiency with student choice.

Co-Chair Gabrieli noted that the ASAP model focuses more on ensuring coherent course sequences rather than the highly career-oriented nature of some pathway discussions. This approach aims to reduce the number of unnecessary degrees students accumulate.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Structures that break down barriers to full-time enrollment and enable academic momentum via, for example, block scheduling*

### **Pulse Check Results**

<b>1</b>	<b>—</b>
<b>2</b>	<b>3</b>
<b>3</b>	<b>4</b>
<b>4</b>	<b>8</b>
<b>5</b>	<b>4</b>

**Average:** 3.7  
**Median:** 4

### **Discussion:**

President Niemi inquired about the inclusion of year-round scheduling in programming, specifically the ability for students to enroll full-time during summer and winter sessions. Deputy Commissioner Dannenberg confirmed that year-round scheduling is a feature of the CUNY ASAP program and can help students maintain full-time enrollment over the course of a calendar year, even if they miss a full semester.

Member Viviana Abreu-Hernandez requested clarification on whether block scheduling could be implemented over multiple semesters, allowing students to plan their classes around work commitments. She highlighted the difficulties faced by part-time students who must adapt their work schedules to varying class schedules, emphasizing the need for predictability in scheduling. Co-Chair Gabrieli acknowledged the importance of predictable scheduling for working students, which facilitates their ability to balance work and education.

Mr. Howgate noted the significance of learning from existing successful programs and the need for flexibility in program design to optimize outcomes. He acknowledged the value of feedback from those with direct experience in higher education.

### **Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Complementary financial aid to address transportation and emergency costs*

### **Pulse Check Results**

<b>1</b>	<b>1</b>
<b>2</b>	<b>1</b>
<b>3</b>	<b>1</b>
<b>4</b>	<b>7</b>
<b>5</b>	<b>9</b>
<b>Average:</b>	<b>4.2</b>
<b>Median:</b>	<b>4</b>

**Discussion:**

Member Page emphasized the importance of helping students cover the full cost of attendance, including emergency expenses, as a means to reduce student debt and support completion rates. Member Femi Stoltz noted that many students face costs beyond tuition and fees, such as food, transportation, and housing, and that addressing these costs is important for improving student persistence and completion.

Professor Claudine Barnes shared specific examples of transportation needs at Cape Cod Community College. Member Nguyen pointed out the need for clear communication regarding what constitutes an emergency cost, as many students may hesitate to seek help due to uncertainty about their situations not being deemed enough of an "emergency."

Senator Comerford suggested that SUCCESS funding could be tied to hiring social workers or case workers on campuses to help students access necessary state benefits, emphasizing the need to break down barriers to support.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Support that extends to students enrolled in 2- and 4-year institutions*

**Pulse Check Results**

<b>1</b>	
<b>2</b>	<b>3</b>
<b>3</b>	<b>2</b>
<b>4</b>	<b>3</b>
<b>5</b>	<b>10</b>
<b>Average:</b>	<b>4.1</b>
<b>Median:</b>	<b>5</b>

**Discussion:**

President Nancy Niemi argued that the issues faced by community college students are also relevant to four-year college students, noting that the demographics of four-year institutions increasingly resembles that of community colleges. She emphasized the importance of collaboratively supporting all students, regardless of their institution type, asserting that addressing the needs of two-year students benefits the broader student population insofar as many students transfer or aspire to do so.

Member Mary Jo Marion framed the discussion topic as a matter of segmental equity, stressing the need to ensure that all segments of education are accessible to students in order to optimize their educational experiences and build wealth. She pointed out that Latino students in Massachusetts are more likely to start at two-year institutions compared to other states with significant Latino populations and questioned why Massachusetts is an outlier in this regard. She called for a continued focus on equity and economic viability in educational policies to inform future decisions to improve outcomes for all student groups.

**Polling questions:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Support for students enrolled full-time*

**Pulse Check Results**

1	—
2	1
3	1
4	2
5	14

**Average:** 4.6

**Median:** 5

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Support for students enrolled part-time*

**Pulse Check Results**

1	—
2	2
3	—
4	5



<b>5</b>	<b>11</b>
<b>Average:</b>	<b>4.4</b>
<b>Median:</b>	<b>5</b>

**Discussion:**

Professor Barnes emphasized that community colleges need to focus more on advising part-time students who make up the majority of the student population at those institutions as opposed to full-time students who in her view typically have more access to advising resources. She highlighted that part-time students often struggle to navigate graduation requirements because they have less frequent contact with faculty and campus resources. She contends this lack of engagement makes it essential to provide additional advising to help them succeed.

Member Doug Howgate expressed interest in the design of programs like CUNY ASAP and SUNY ACE, acknowledging that understanding the theoretical reasons for their structure could provide insights into effective support strategies for students. He noted that part-time status might indicate the presence of more barriers for students, and he found it compelling to consider how advising strategies could be tailored to address these specific challenges.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Statewide organized support to provide technical assistance for launch and data systems to track success*

**Pulse Check Results**

<b>1</b>	<b>1</b>
<b>2</b>	<b>—</b>
<b>3</b>	<b>5</b>
<b>4</b>	<b>4</b>
<b>5</b>	<b>8</b>
<b>Average:</b>	<b>4.0</b>
<b>Median:</b>	<b>4</b>

**Discussion:**

Member Max Page expressed concerns about the potential pitfalls of a centralized success system, such as the risk of funding ineffective programs and imposing a one-size-fits-all approach.

Member Nguyen sought specific examples of what a centralized program might look like and how it could address duplicated efforts, indicating uncertainty about its practical application. Co-Chair Gabrieli referenced the experience of New York’s SUNY system, which emphasizes the importance of a centralized office for technical assistance and data collection.

On adding to the discussed features to guide quality student success programming, Member Chesloff raised the idea of including project-based learning and apprenticeships as vital elements of student success. Member Page also highlighted the need for a comprehensive approach to disseminate information about existing programs and support available to students. Member Nguyen advocated for enhanced mental health resources and support systems for students, particularly regarding disability recognition and access to testing, which can be expensive and time-consuming. She emphasized the need for on-campus childcare services and flexible course scheduling to better accommodate part-time students, who often face challenges navigating campus resources.

**b. Features of financial aid programming**

Co-Chair Gabrieli shifted the discussion to preferred financial aid program features. He expressed appreciation for the insights shared during the success discussion, noting that the conversations are valuable for everyone's understanding and learning. He again emphasized that the purpose of the “pulse check” polling was to gauge opinions and foster learning among participants, rather than to make definitive decisions at this stage.

Again, CHEQA Members were asked to rate their valuation of financial aid program features from 1 to 5, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important. Following the polling, Dr. Wiseman invited members to discuss their reactions to the survey results and share their thoughts.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Support that goes further beyond direct costs to target the total cost of attendance, particularly basic needs (e.g., food, housing)*

**Pulse Check Results**

<b>1</b>	<b>1</b>
<b>2</b>	<b>—</b>
<b>3</b>	<b>2</b>
<b>4</b>	<b>5</b>
<b>5</b>	<b>9</b>
<b>Average:</b>	<b>4.2</b>

**Median: 5**

**Discussion:**

Member Max Page emphasized the critical importance of accounting and providing financial aid for the full cost of attendance to ensure that students can enroll full-time and complete their education without incurring significant debt, especially low-income and working-class students. Professor Barnes provided context by sharing statistics about the high cost of living on Cape Cod, noting that high housing prices make it challenging for students to work and study simultaneously.

Representative Kelly Pease highlighted the benefits available through the GI Bill for military veterans, which covers tuition and provides a substantial housing allowance, and suggested that awareness of these benefits is crucial for low-income individuals considering education.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Simple messaging that is universally understood and easy to navigate*

**Pulse Check Results**

<b>1</b>	—
<b>2</b>	—
<b>3</b>	—
<b>4</b>	<b>6</b>
<b>5</b>	<b>12</b>

**Average: 4.7**

**Median: 5**

**Discussion:**

Designee LeeAnn Pasquini advocated for simplifying state financial aid program guidelines and improving internal communication about funding allocations to help campuses better prepare for student recruitment. Member Max Page noted that simple messaging is easier when programs themselves are straightforward and universally applicable, enhancing students' understanding of their options.

President Niemi warned against oversimplifying messaging to the point where important details are lost, and potential language barriers for diverse student populations. Member Abreu-Hernandez highlighted the importance of messaging not only to students and families but also to academic counselors and employers, ensuring that all stakeholders are informed about

educational opportunities.

Co-Chair Gabrieli acknowledged the disconnect between current policies and the knowledge of various stakeholders, stressing the importance of collecting data to understand how well information is being communicated.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Support that prioritizes targeting the neediest students*

**Pulse Check Results**

1	—
2	—
3	1
4	3
5	13

**Average:** 4.7  
**Median:** 5

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Support that prioritizes reducing the debt burden for middle income students*

**Pulse Check Results**

1	
2	1
3	3
4	5
5	9

**Average:** 4.2  
**Median:** 4.5

**Discussion:**

Member Max Page highlighted the importance of addressing the needs of the most disadvantaged students, noting that ensuring affordability is crucial for college completion and

reducing long-term debt. Member Femi Stoltz proposed a progressive Pell Grant match for basic needs stipend model to support the neediest students, suggesting that clear, understandable financial aid structures would better serve students' needs.

Member Max Page, sharing a personal anecdote about how students in the past could graduate debt-free, argued for a return to such affordability to enhance commitment to public higher education. He emphasized the need for a universal approach to higher education funding, akin to programs like Medicare and Social Security, which could foster broader public support and investment. Representative Kelly Pease suggested that while both features – universality and targeting -- are important, the focus on needier students may overshadow middle-income concerns.

Co-Chair Gabrieli acknowledged that there was considerable support for both priorities though support for the neediest students was stronger, reflecting a balanced recognition of both issues.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Support that ensures student eligibility for financial aid is consistent across 2- and 4-year public segments*

**Pulse Check Results**

<b>1</b>	<b>1</b>
<b>2</b>	<b>2</b>
<b>3</b>	<b>3</b>
<b>4</b>	<b>4</b>
<b>5</b>	<b>8</b>

**Average:** 3.9

**Median:** 4

**Discussion:**

Member Nguyen highlighted that many issues persist for students even after transferring from community colleges to four-year universities, stressing the need for consistent financial aid and student success programs across both segments. She pointed out the importance of clear communication regarding how financial aid is structured, particularly the differences in coverage for fall, spring, and summer semesters, which can create financial burdens for students.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the*

*design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Codification in law, like some promise programs and/or dedicated funding as in other states*

**Pulse Check Results**

1	2
2	—
3	3
4	2
5	11

**Average:** 4.1  
**Median:** 5

**Discussion:**

Member Femi Stoltz sought clarification on the difference between codifying financial aid programs and designating them as promise programs. Co-Chair Gabrieli responded that codification would provide stability and predictability beyond annual budget appropriations.

Member Max Page expressed strong support for the codification of financial aid, highlighting that it provides a legal commitment to funding, similar to foundational rights in K-12 education. He cautioned, however, that dedicated funding must be secure to prevent future limitations based on funding availability.

Representative Kelly Pease agreed with the necessity of codifying funding sources, suggesting that specific percentages from taxes, like the millionaire's tax, should be legally committed to education and transportation to ensure stability.

**Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Eligibility criteria that covers students enrolled full-time*

**Pulse Check Results**

1	—
2	—
3	1
4	5

**5**                    **10**

**Average:**        **4.6**

**Median:**         **5**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Eligibility criteria that covers students enrolled part-time*

### **Pulse Check Results**

<b>1</b>	
<b>2</b>	<b>2</b>
<b>3</b>	<b>2</b>
<b>4</b>	<b>1</b>
<b>5</b>	<b>11</b>

**Average:**        **4.3**

**Median:**         **5**

### **Discussion:**

Co-Chair Gabrieli noted that historically, there has been a differentiation in financial aid programs between part-time and full-time students, and they wanted to gauge current opinions on this distinction. He summarized that there was strong support for part-time eligibility, reflecting prior discussions on student success.

### **Polling question:**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Eligibility criteria that covers students enrolled in high-value credential programs*

### **Pulse Check Results**

<b>1</b>	<b>2</b>
<b>2</b>	<b>2</b>
<b>3</b>	<b>4</b>
<b>4</b>	<b>3</b>
<b>5</b>	<b>5</b>

**Average:**        **3.4**

**Median: 3.5**

*Please rate the importance of the below feature from 1 to 5 in terms of importance to the design of student success programming, with 5 meaning the feature is critically important and 1 meaning the feature is minimally important*

- *Eligibility criteria that covers students enrolled in early college and dual enrollment programs*

### **Pulse Check Results**

<b>1</b>	<b>3</b>
<b>2</b>	<b>5</b>
<b>3</b>	<b>2</b>
<b>4</b>	<b>4</b>
<b>5</b>	<b>4</b>

**Average: 3.1**

**Median: 3**

### **Discussion:**

Professor Barnes expressed difficulty in answering the combined question due to differing opinions on early college versus dual enrollment programs, emphasizing concerns about early college and dual enrollment program teaching quality and credit integrity. Member Lambert stressed the vital role of public higher education in supporting students from working families to earn credentials, advocating for the inclusion of both early college and dual enrollment in financial aid discussions.

Members Page and Abreu-Hernandez echoed concerns about the quality and acceptance of credits earned in early college programs, noting that some credits may not transfer to higher education institutions.

Member Marion highlighted the positive impact of early college programs on increasing access for students of color and first-generation students, advocating for financial support without adding burdens.

Member Lambert pointed out that while quality concerns are valid, they should be addressed separately from discussions about financial aid eligibility, suggesting that design improvements could enhance program effectiveness.

Co-Chair Gabrieli summarized that while there are differing opinions on the quality of programs, the overarching goal is to ensure that financial aid systems are consistent across different student categories and program types.

President Niemi highlighted the rapidly changing landscape of financial aid and higher



education, suggesting that both state and federal support may shift, which is important for the commission to consider.

Co-Chair Gabrieli acknowledged the challenges of relying on historical contexts for funding and support, recognizing the uncertain environment for financial aid. He reassured members that they could continue to share thoughts and feedback after the meeting, expressing gratitude for the engagement and energy from members.

The meeting adjourned at 12:02 pm.

*List of Documents Used (available at [www.mass.edu/strategic/cheqa.asp](http://www.mass.edu/strategic/cheqa.asp))*

- PowerPoint Presentation, Commission on Higher Education Quality and Affordability, Meeting #3: Student Success and Financial Aid, February 11, 2025

###