

CHEQA materials on student success in Massachusetts

November 2024

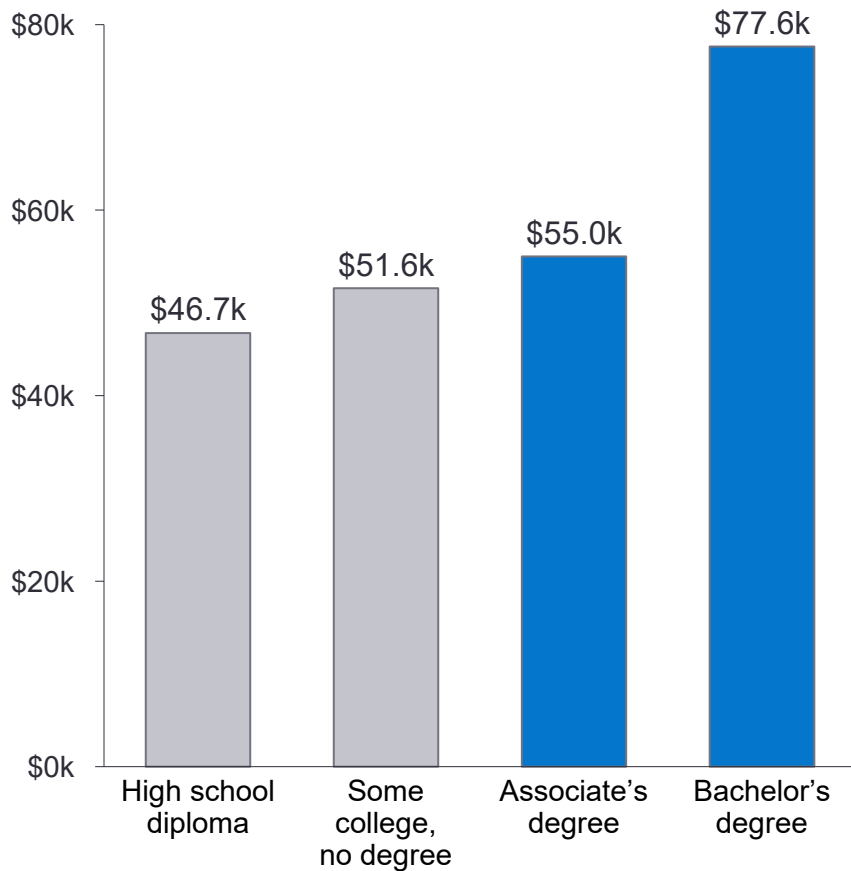
Rationale for student outcome focus

Analysis of current postsecondary success in MA

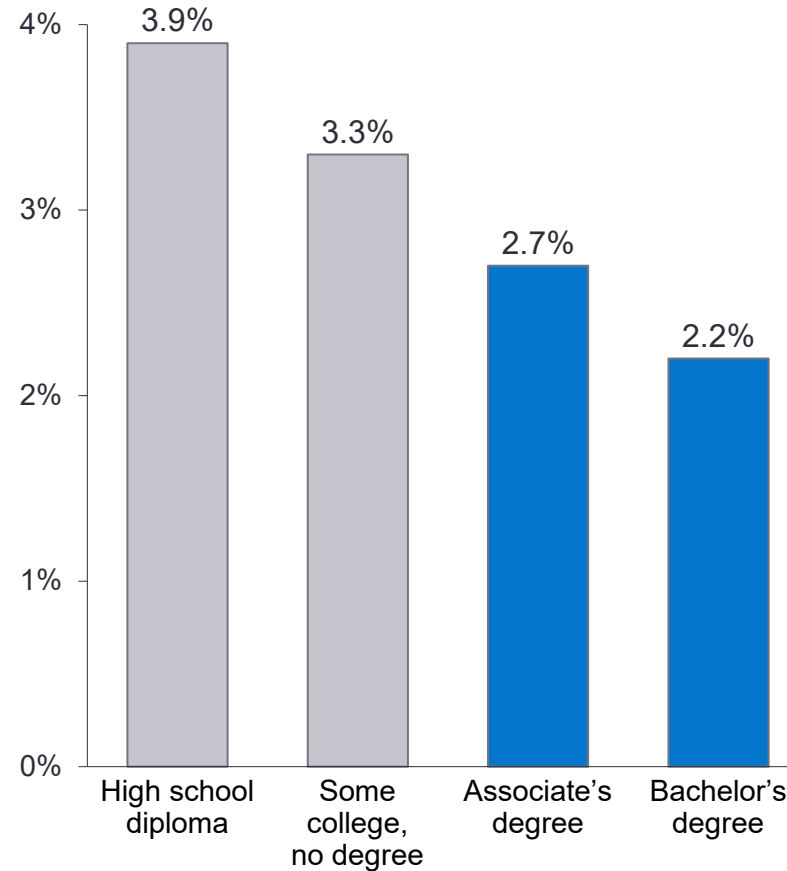
Leading practices in the student success field

Nationally, students who complete postsecondary degrees have better economic outcomes, underscoring the importance of retention and graduation

Median annual earnings¹, 2023



Unemployment, 2023



Commentary

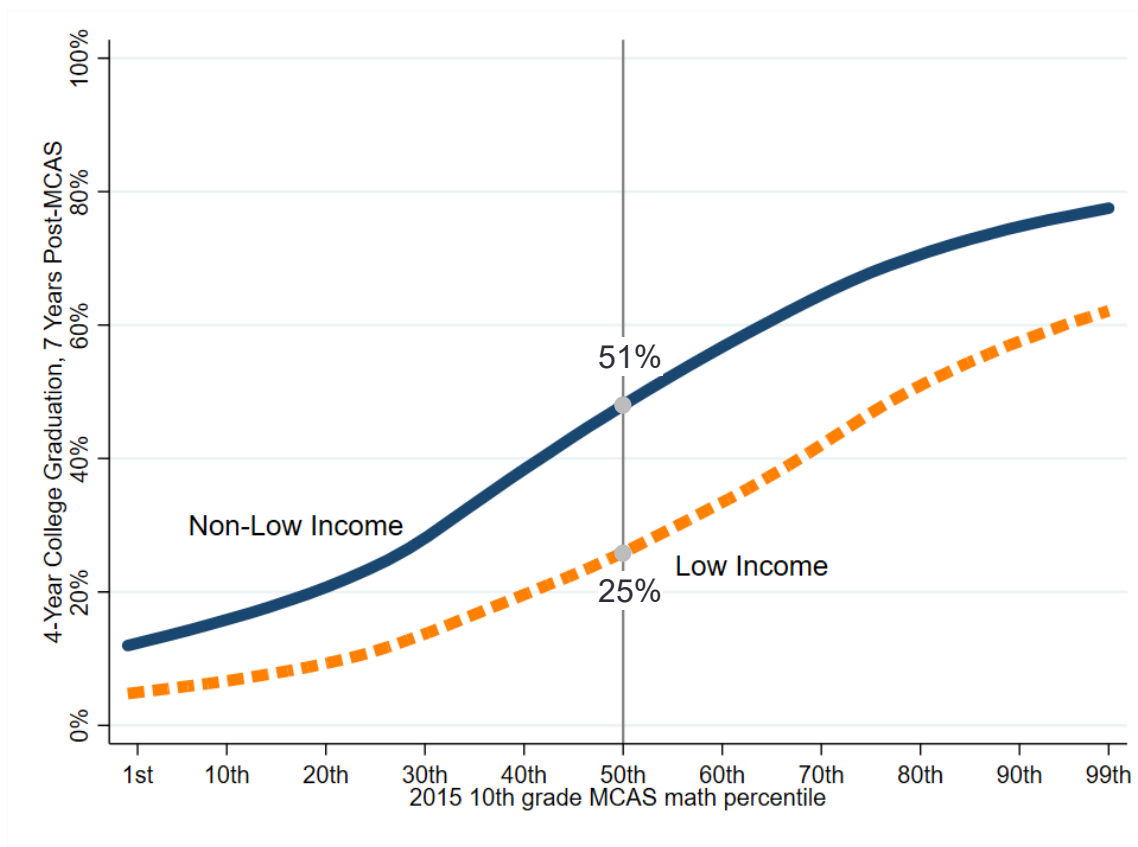
- ▶ Median annual earnings are ~\$20-25k higher for those with a bachelor's degree than those with some college and no degree
- ▶ Experts estimate individuals with a 4-year college degree earn ~\$1M more over their lifetime, compared to those with a high school diploma

1. Annualized from BLS usual weekly earnings; usual weekly earnings is defined by BLS as earnings before taxes and other deductions and include any overtime pay, commissions, or tips usually received (at the main job in the case of multiple jobholders)

In MA, graduation rates vary significantly across groups; for example, there is a ~26 p.p. completion gap between high- and low- income students

Probability of graduating from a four-year college, by MCAS math percentile and family income, 2015¹

Commentary



- ▶ At the median MCAS score, higher-income students are 26 p.p. more likely to graduate from a 4-year college than low-income students
- ▶ A low-income student with a 90th percentile MCAS score is as likely to earn a four-year degree as a non-low income student scoring in the 56th percentile

1. Latest data available, first-time 10th grade test-takers by MCAS math percentile and family income
Source: DESE and DHE's *Educational Opportunity in Massachusetts Project* (June 2024)

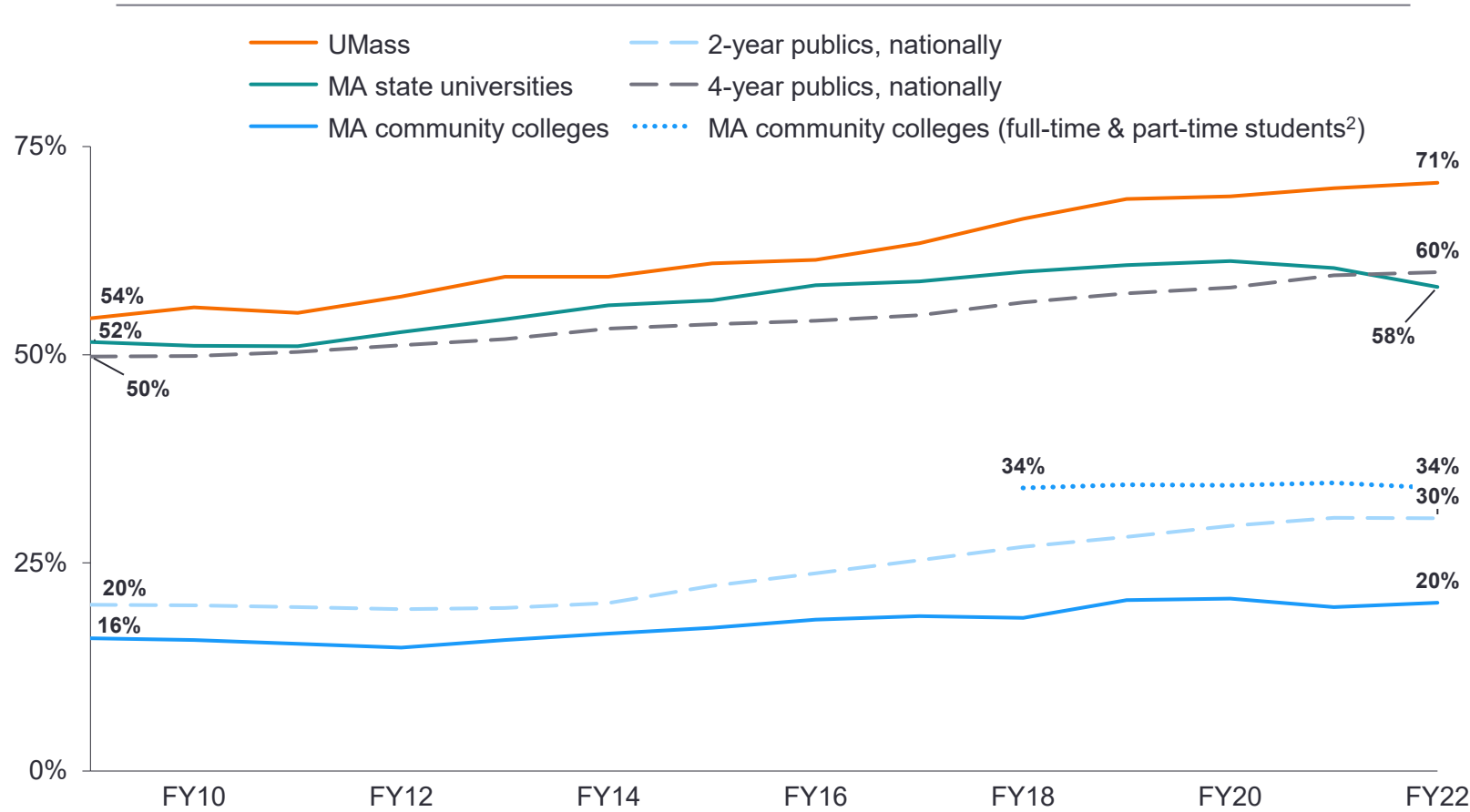
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Graduation rates vary by segment and are recently stagnant

MA graduation rates relative to national averages¹, FY09-22



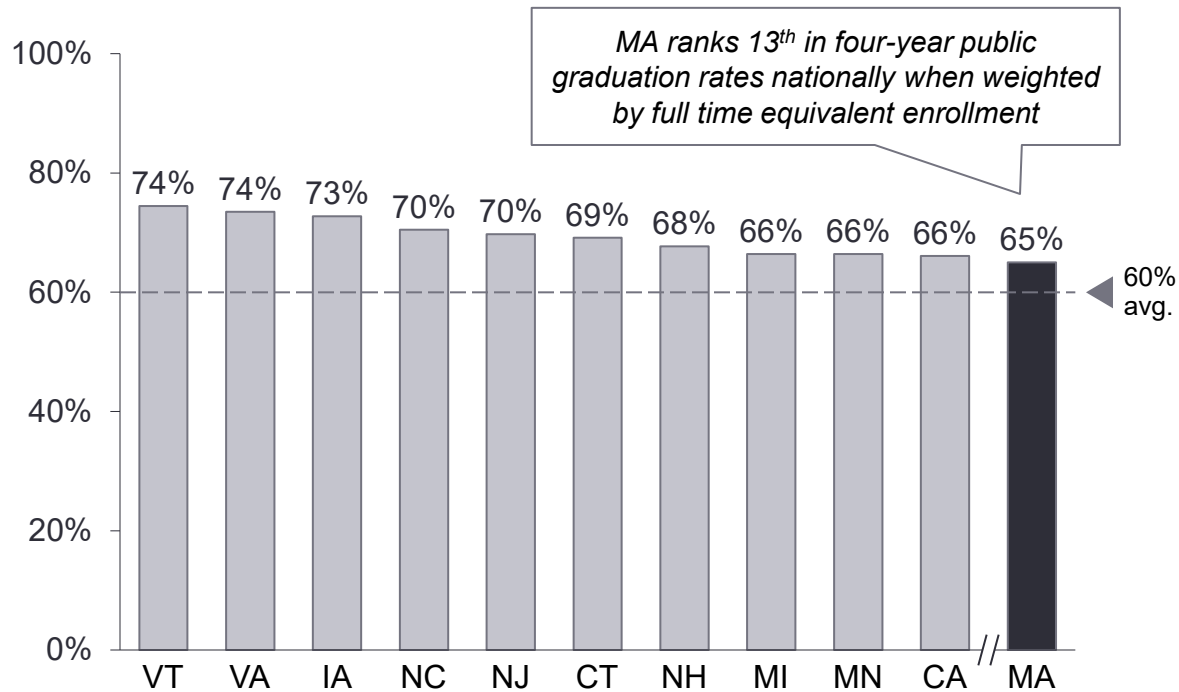
| Percentage point change | |
|-------------------------|-----------|
| ('09-'20) | ('20-'22) |
| +14 p.p. | +2 p.p. |
| +7 p.p. | +3p.p. |
| +9 p.p. | -3 p.p. |
| +8 p.p. | +1 p.p. |
| +5 p.p. | -1 p.p. |

Though there have been gains over the last 20 years, **graduation rates have stagnated or even declined in recent years**

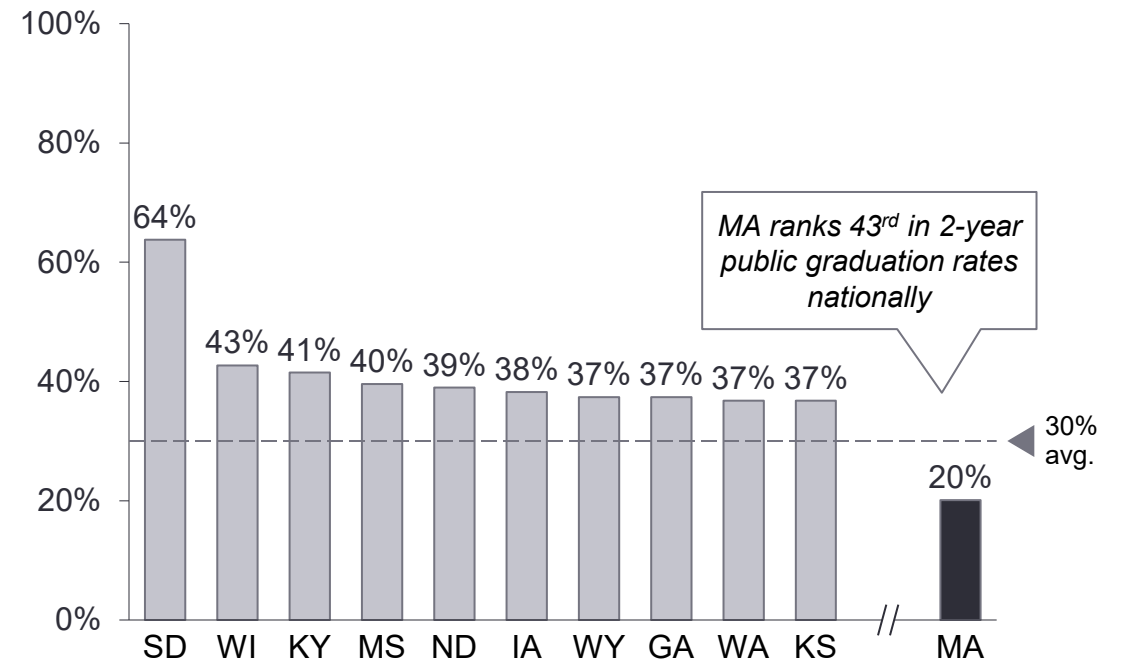
1. First time, first degree within 150% of expected time to credential, weighted by full time equivalent student enrollment
 2. Completion anywhere is the percent of full- and part-time students completing a degree or certificate anywhere in the U.S. within six years
 Source: IPEDs, MA DHE internal data

Massachusetts ranks in the top quartile nationally for 4-year graduation rates; 2-year rates, however, are in the bottom quartile

Top 10 states with highest 4-year public graduation rates within 150% of expected time¹, FY22



Top 10 states with highest 2-year public graduation rates within 150% of expected time², FY22



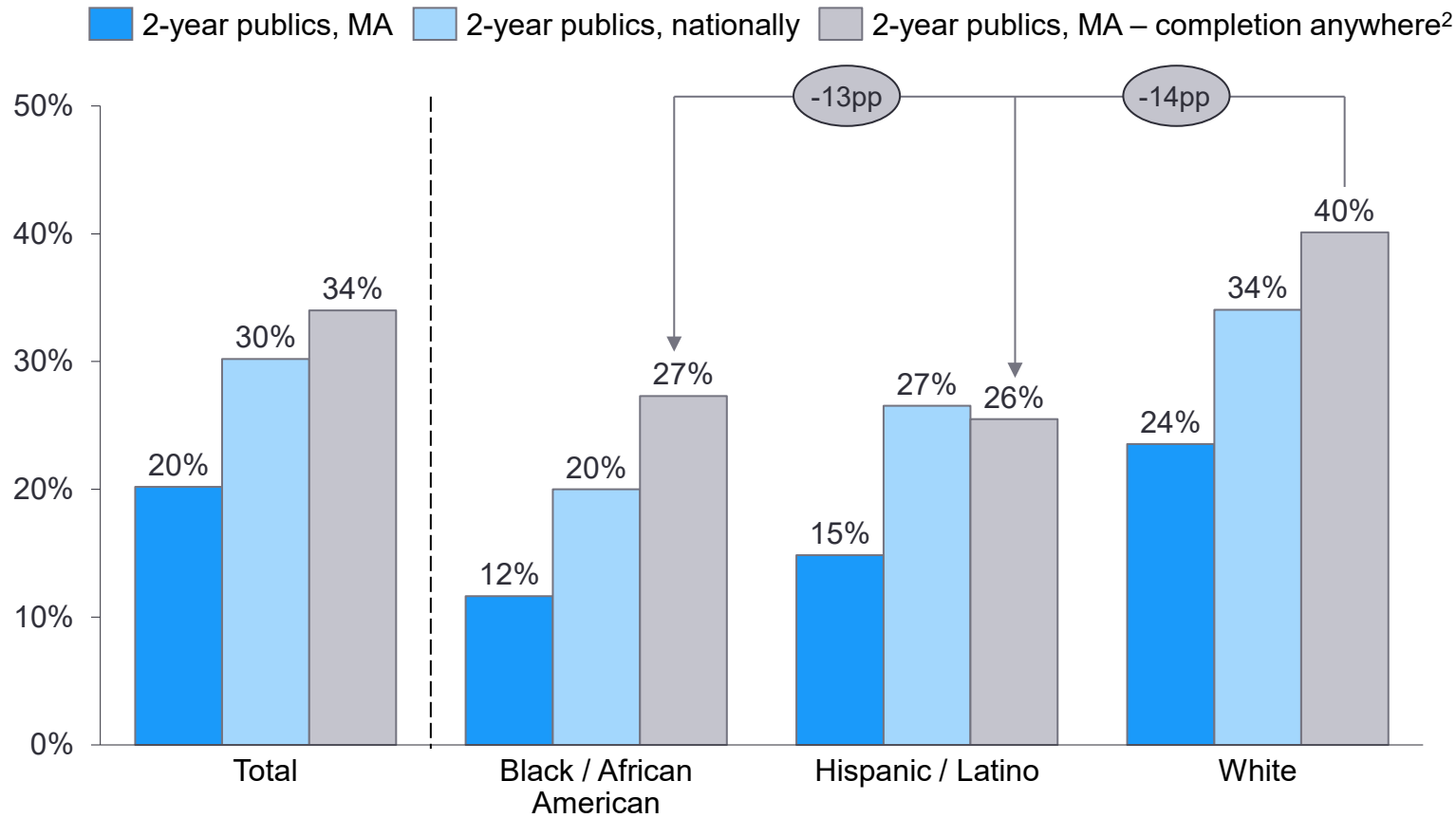
1. Percent of students enrolled in public baccalaureate institutions who entered in fall 2016 and completed a credential at their initial institution within 150% of expected time (e.g., within 6 years for bachelor's degree); graduation rates are weighted by full time equivalent student enrollment

2. Percent of students enrolled in community colleges who entered in fall 2019 and completed a credential at their initial institution within 150% of expected time (e.g., within 3 years for associate degree); graduation rates are weighted by full time equivalent student enrollment

Massachusetts' community college graduation rates lag the national average across demographic groups

Community college graduation rate within 150% of normal time¹, FY22

Commentary



- ▶ Across subgroups, **MA community colleges' graduation rates underperform the national average**
- ▶ Graduation rates for students of color in Massachusetts are lower than their peers nationally:
 - Black – 8 p.p. lower
 - Latino – 12 p.p. lower
- ▶ *Completion anywhere* rates for students of color in MA are also lower than their white peers:
 - Black – 13 p.p. lower
 - Latino – 14 p.p. lower

1. 2-year college graduation rates are weighted by full time equivalent student enrollment

2. Completion anywhere is the percent of full- and part-time students completing a degree or certificate anywhere in the U.S. within six years

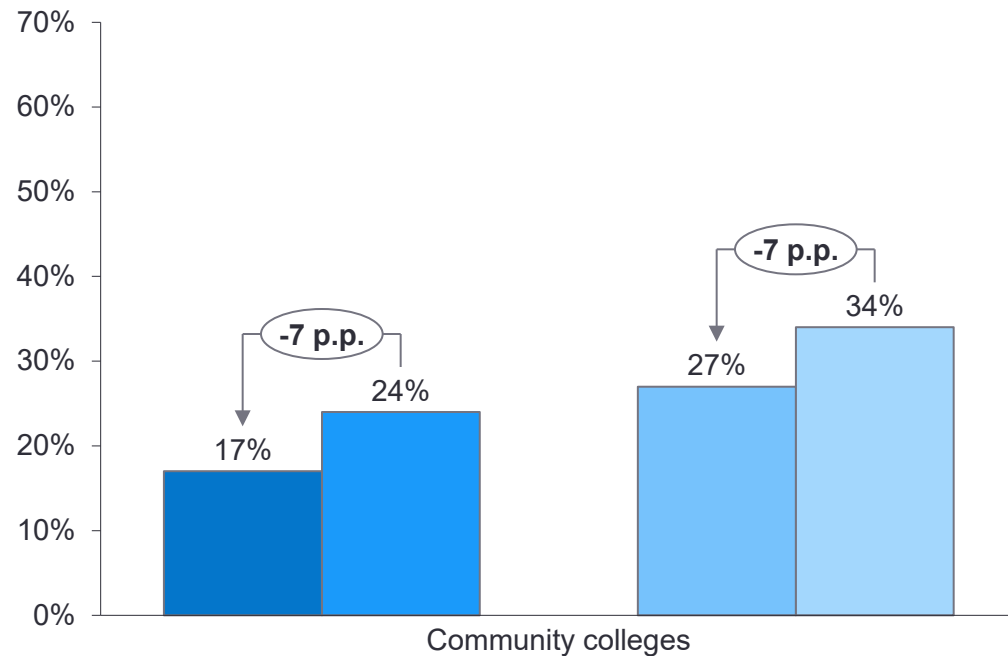
Source: IPEDS; MA DHE internal data

Graduation rates for Pell Grant recipients are lower than non-Pell recipients in MA and nationally across institution types

Pell recipient graduation rates¹ compared to average by institution segment, FY22

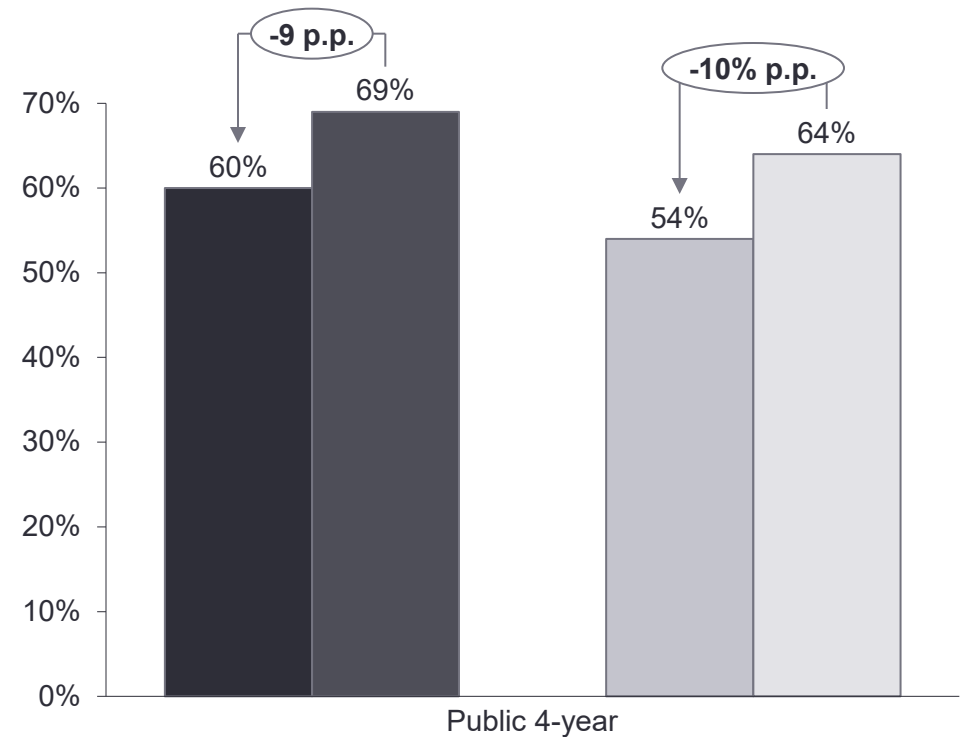
Community Colleges

- MA CC Pell recipient
- US CC Pell recipient
- MA CC non-Pell student
- US CC non-Pell student



Public 4-year institutions

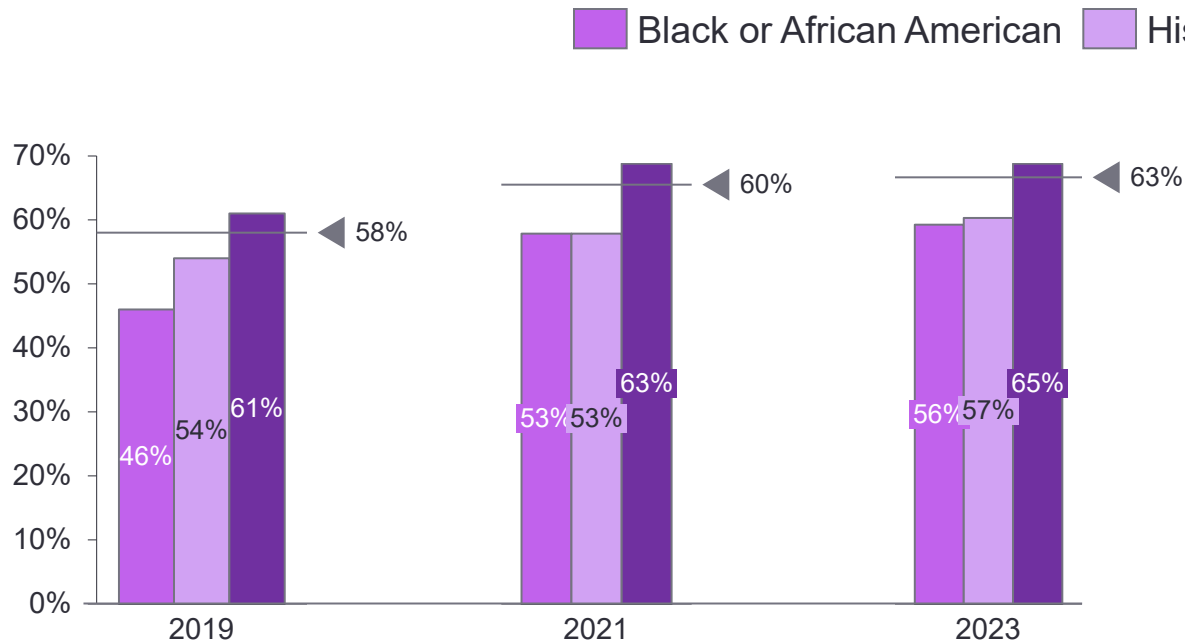
- MA Pell recipient
- US Pell recipient
- MA non-Pell student
- US non-Pell student



1. Pell and total average graduation rates are weighted by full time equivalent student enrollment
Source: IPEDS

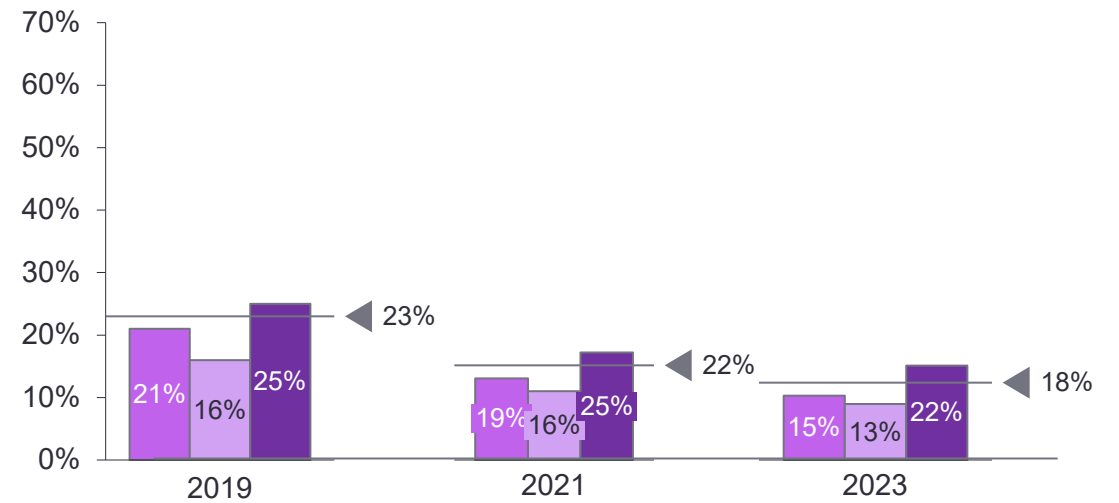
For two-year college students who transfer, completion rates are relatively strong and rising; however, the transfer rate is low and declining

Graduation rate of transfer students from MA community colleges¹, 2019-2023



| | Black | Hispanic / Latino | White | National average |
|------------------|----------|-------------------|---------|------------------|
| Change ('19-'23) | +10 p.p. | +3 p.p. | +4 p.p. | +5 p.p. |

Transfer rate from MA community colleges to 4-year institutions², 2019-2023



| | Black | Hispanic / Latino | White | National average |
|------------------|---------|-------------------|---------|------------------|
| Change ('19-'23) | -6 p.p. | -3 p.p. | -3 p.p. | -5 p.p. |

MA's SUCCESS¹ program allocates funding to provide wraparound supports and services to improve outcomes for underserved student populations

SUCCESS program overview

| | Description |
|-------------------------|---|
| Program overview | <ul style="list-style-type: none"> ▶ SUCCESS was created in FY21 for the MA state-funded community colleges to provide wrap-around services to students facing systemic barriers ▶ All 15 MA community colleges participate in some aspects of the SUCCESS program and receive a share of the total appropriated funding based on the need and size of student population |
| State investment | <ul style="list-style-type: none"> ▶ FY21 total legislative investment: \$7m ▶ FY22 total legislative investment: \$10m ▶ FY23 total legislative investment: \$14m ▶ FY24 total legislative investment: \$14m ▶ Per student, direct costs are estimated to be \$1.5-2k |
| Personnel | <ul style="list-style-type: none"> ▶ Over 460 full time and part time positions in FY22 |
| Participants | <ul style="list-style-type: none"> ▶ FY22: over ~6,350 students served ▶ FY23 (preliminary): ~8,000 students served |
| Results | <ul style="list-style-type: none"> ▶ 63% of SUCCESS participants engaged in FY21 persisted to the following fall as compared to 51% of peers who did not engage in the program |

SUCCESS provides a variety of enhanced services² to support students through their postsecondary experience, including:

Peer mentorship

- ▶ Students are paired with mentors who have similar interests / backgrounds to discuss academic progress, personal struggles, and roadmaps to graduation

Integrated career exploration

- ▶ Funding for ambassadors to coordinate career readiness and wellness activities
- ▶ Activities and field trips are accompanied with actionable information for overcoming personal and academic barriers

Academic / scholarship advising

- ▶ Funding for academic advising staff results in significantly reduced wait times to meet with academic advisors during enrollment
- ▶ Chatbot “Quinn” sends nudges to students via text to keep them on track (Quinsigamond Community College or QCC)

Faculty support

- ▶ Support in designing flexible curricula to meet diverse student needs and improve campus climate for SUCCESS participants

1. Supporting Urgent Community College Equity through Student Services

2. Not all services are offered at every community college

Source: SUCCESS Fund Initiative 2022 Final Report

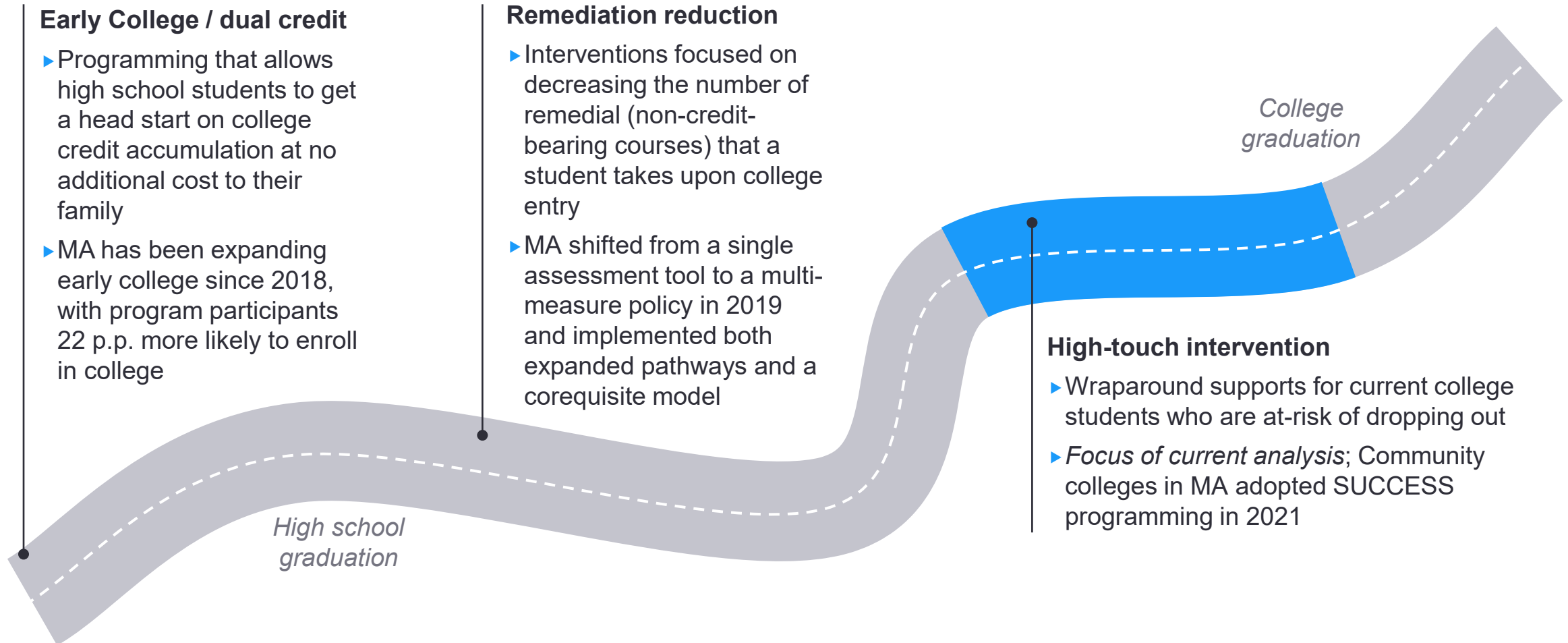
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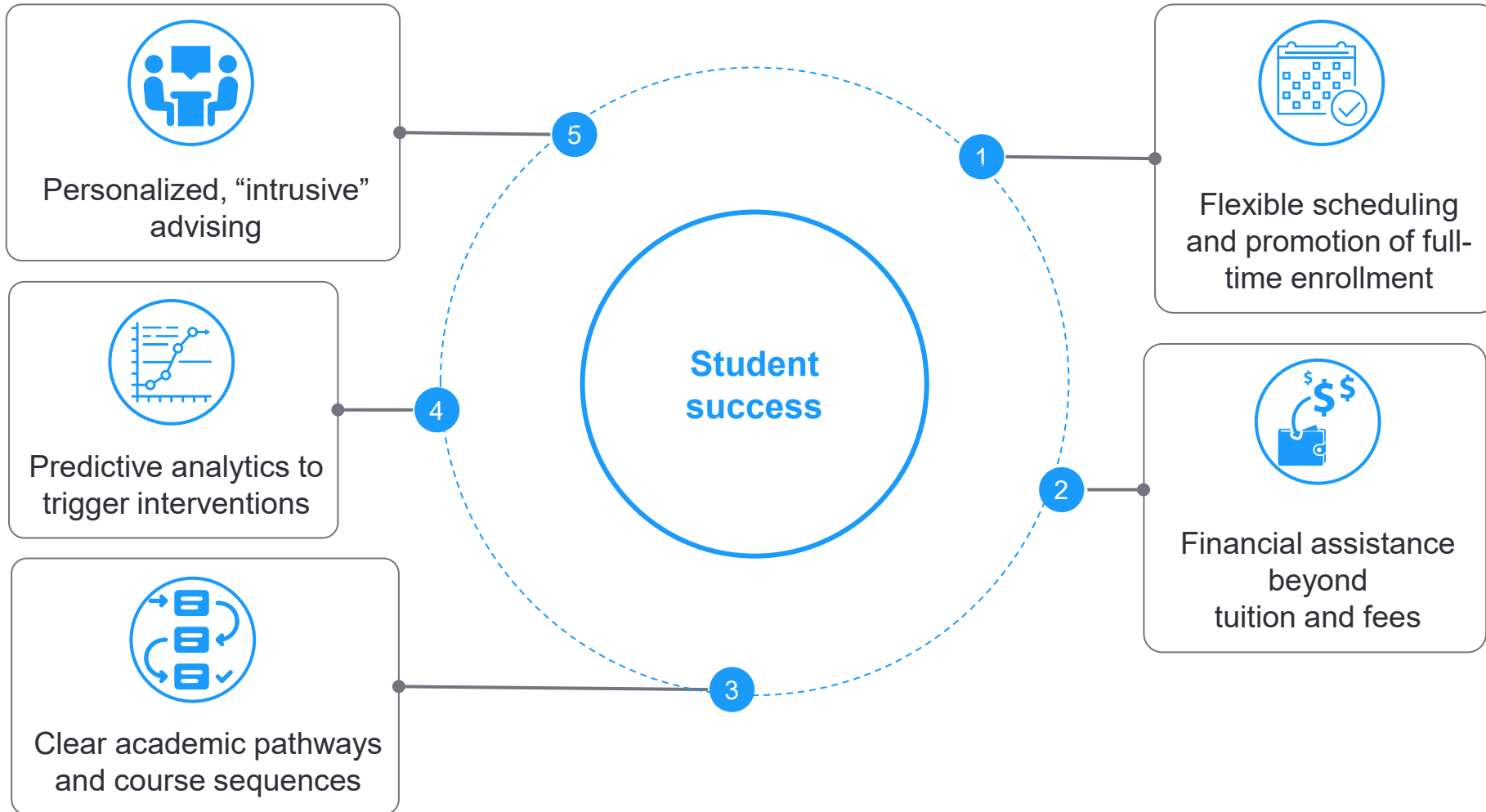
Leading practices in the student success field

There are a variety of approaches to increasing student success; most in focus for the task force are intervention support for current students

Range of student success supports along student journey



Key components of student success programs include personalized advising, predictive analytics, academic pathways, flexible scheduling, and financial assistance



Leading practices in student success programming come from **key examples** across the landscape:

- CUNY ASAP / ACE
- Georgia State University's GPS Advising
- Bottom Line
- Florida State University's Advising First Initiative
- California Guided Pathways

Other states and campuses are pursuing a number of strategies to improve graduation rates – CUNY ASAP / ACE is a leading example

| CUNY ASAP / ACE | |
|----------------------------|--|
| Program overview | <ul style="list-style-type: none"> ▶ Accelerated Study in Associate Programs (ASAP) is a comprehensive, integrated, data-driven program launched in 2007 and offered at 9 CUNY community colleges. It is designed to help students in associate degree programs graduate on time by eliminating financial, academic, and personal barriers ▶ Accelerate, Complete, Engage (ACE) is an adaptation of ASAP that supports bachelor’s degree students and is available at 7 SUNY colleges |
| Program elements | <ul style="list-style-type: none"> ▶ Financial support – MetroCard for free public transportation, tuition waivers, and textbook stipends ▶ Academic support – structured pathways, one-on-one, high touch advising ensuring enrollment in required developmental courses, and access to student success seminars ▶ Structured schedules – advising to maintain a full-time enrollment schedule to assist students in balancing work and other commitments outside of school ▶ Career and transfer services – career development services and support in transfer application submission for students interested in pursuing a 4-year degree |
| Impact and outcomes | <ul style="list-style-type: none"> ▶ A 2020 randomized controlled trial found ASAP participants earned an average of 8.5 more credits, were 16 p.p. more likely to graduate, and were 6 p.p. more likely to enroll in a four-year college or university over a 3-year period ▶ The ASAP three-year graduation rate (53%), drawn from eight cohorts spanning 2007 to 2014, surpasses the 25% rate observed in a historically matched statistical comparison group from the CUNY randomized controlled trial. ▶ The ASAP model has been replicated at community colleges in 7 other states (including OH, WV, TN, PA, NC, CA, NY -- Westchester County) |
| Associated costs | <ul style="list-style-type: none"> ▶ ~\$1,850 to \$3,400 per student, based on context and supports offered |

Other states and campuses are pursuing a number of strategies to improve graduation rates – GSU NISS is another leading example

| Georgia State Student Success Department at GSU (NISS) | |
|--|--|
| Program overview | <ul style="list-style-type: none"> ▶ Georgia State University’s (GSU) student success department has adopted several innovative approaches to improve student outcomes, especially for first generation and low-income students ▶ GSU created the National Institute for Student Success (NISS), which provides consulting services for other institutions interested in improving their graduation, retention and success rates for underrepresented student populations |
| Program elements | <ul style="list-style-type: none"> ▶ Retention grants – “microgrants” in the amount of ~\$300 - \$2,000 awarded to students who are close to graduating but face potential financial shortfall that may jeopardize degree completion due to small, unpaid balances ▶ GPS Advising – a predictive analytic tool that tracks over 800 risk factors to identify students at risk of falling behind, supporting a high-touch advising program. Once alerted, advisors schedule individual meetings create an action plan (costs \$500 / student) ▶ Organizing around meta majors help first year students develop broader exposure to disciplines and make more informed choices about major selection. Since implementation, major changes after the first year have decreased by 30%. Freshmen also receive social support from Learning Communities of 25 students all aligned to the same Meta Major experiences ▶ Summer bridge program for applicants of each freshmen class with at-risk academic profiles (e.g., <3.4 entry GPA) are directed into a wraparound Student Success summer program of ~400 students. Retention rates of these students have increased from 50% to 90%. Graduation rates have increased to 80%. ▶ Success Academy – competitive program that admits students to GSU and provides 3 semesters of an extended learning community starting the summer prior to freshman year ▶ Keep HOPE Alive program – supports students who lost GPA-based scholarships by providing targeted academic support and financial aid to support regaining scholarship |
| Impact and outcomes | <ul style="list-style-type: none"> ▶ GSU has seen a 14 p.p. increase in 4-year graduation rates since implementing the program in 2012, to achieve a 55% total graduation rate in FY23 ▶ The number of Black students who earn a bachelor’s degree at GSU increased 103%, and average retention rate increases for Black and Hispanic students, respectively, are 10.8 p.p and 12.7 p.p among NISS partners ▶ Since implementing GPS advising, GSU PELL student graduation rate rose to 58% (2021), from 31% (2007, pre-innovation) ▶ Replications at partner institutions (70 institutions in 18 different states, 1M+ students) averaged 8.8 p.p. improvements to retention |
| Associated costs | <ul style="list-style-type: none"> ▶ ~\$800-2,500 per student based on size of retention grant provided |

Source: GSU Student Success Initiatives, Heckscher Foundation, NISS Annual Report (2024), Student Affairs Administrators in Higher Education (NASPA) report (2019), IPEDS

Based on the current state and a review of the landscape, MA has multiple options to consider for investing in student success

| | A) Expansion of per campus funding | B) Weighted funding formula | C) ASAP and ACE for all |
|-----------------------------|--|--|---|
| Description | <ul style="list-style-type: none"> ▶ Expand current flexible grant structure beyond community colleges and state universities to include UMass campuses ▶ Increase the allocation per institution to allow for enhanced services ▶ Build on current programming at 2-year institutions, leveraging investments made in: <ul style="list-style-type: none"> – Peer mentorship – Integrated career exploration – High touch, multi-pathway advising – Faculty support | <ul style="list-style-type: none"> ▶ Additive enrollment-based appropriations with funding weighted for students with higher needs can help raise outcomes, meet the Commonwealth’s equity goals, and support institutions’ ongoing investment in student services ▶ Prior SHEF recommendation for weighted enrollment posited \$2,000 per Pell-eligible student ▶ This policy approach would parallel the Commonwealth’s K-12 approach in Foundation Budget and Student Opportunity Act to provide more funding to accompany students needing greater support | <ul style="list-style-type: none"> ▶ Accelerated Study in Associate Programs (ASAP) and Accelerate, Complete, Engage (ACE) to be extended to all at-risk students, pursuing associate’s or bachelor’s degrees (ALL students) ▶ The program aims to eliminate barriers to timely degree completion by providing students with a suite of financial, academic, and personal resources and services: <ul style="list-style-type: none"> – Financial support (e.g., transportation) – Academic support (e.g., structured pathways) – Personalized, “intrusive” advising (e.g., tutoring, career counseling) – Experiential learning (e.g., internships) ▶ Costs to replicate ranged on geographic context and range of supports offered |
| Cost estimates ¹ | <ul style="list-style-type: none"> ▶ Award amount: <ul style="list-style-type: none"> – \$3m per institution, \$1,400 per student ▶ Total cost: <ul style="list-style-type: none"> – \$85m total | <ul style="list-style-type: none"> ▶ Award amount: <ul style="list-style-type: none"> – \$2,000 per student ▶ Total cost: <ul style="list-style-type: none"> – \$120m | <ul style="list-style-type: none"> ▶ Award per student: <ul style="list-style-type: none"> – \$1,850 to 3,400 per student² ▶ Total cost: <ul style="list-style-type: none"> – \$110m – \$190m |

1. Cost estimates based on serving ~59k Pell-eligible students in MA in FY25; current cost is \$14m for community colleges

2. Ranges based on context and offerings of program – original CUNY design was \$3,400 but Ohio ASAP replication required just \$1,850 per student

Source: GSU Student Success Initiatives, Heckscher Foundation, NISS Annual Report (2024), Student Affairs Administrators in Higher Education (NASPA) report (2019), MA DHE internal data

Thank you!

