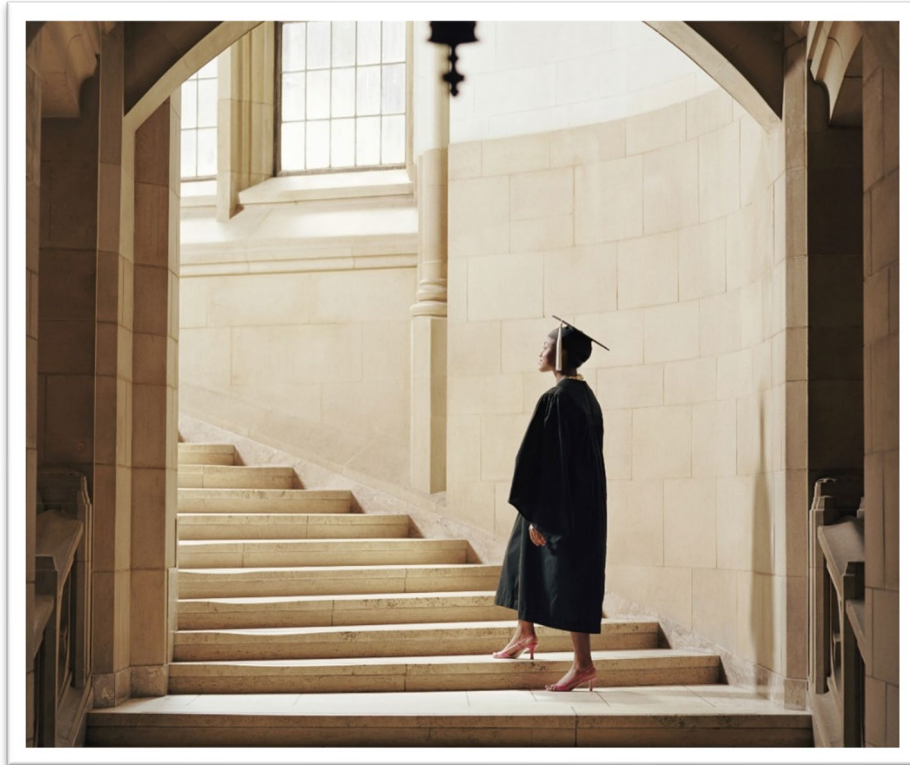


SUCCESS

Supporting Urgent Community College
Equity through Student Services



2022-2023 PROGRAM YEAR REPORT

Spring 2024 | Massachusetts Association of Community Colleges



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Executive Summary

The Need for SUCCESS

- Recent data point to a widening gap in the six-year completion rate between the fall cohort of students starting nationally at community colleges and those starting at Massachusetts community colleges.
- SUCCESS was created in fiscal year (FY) 2021 to help strengthen outcomes for students facing systemic barriers.
- Currently, Massachusetts community colleges are experiencing their first enrollment increases in over a decade following the launch of MassReconnect. Although this publication does not report on a full cohort of MassReconnect students, we recognize that completion rates for adult learners, who are the beneficiaries of MassReconnect, trail those of traditional aged students. In addition to the financial support that MassReconnect provides, the wraparound supports SUCCESS offers are touted as vital to improving outcomes for adult learners. The Spring 2025 SUCCESS report will contain data on the first cohort of MassReconnect students.

SUCCESS Personnel & Services

- Direct student support personnel (e.g., mentors, coaches, advisors, tutors) account for the majority of the 379 full-time and part-time positions supported by SUCCESS funding during program year two (FY23).

SUCCESS Participants

- The populations of students that SUCCESS funding supports include, but are not limited to, economically disadvantaged students, first-generation college students, minoritized students, students with disabilities, and LGBTQIA+ students.
- Among the 8,491 matriculated, degree or certificate-seeking students served during the second year of the initiative, 26% had been previously served by SUCCESS during year one while 74% joined as new participants in FY23. More than 60% were 18 to 24 years old, identified as Hispanic/Latino or Black/African American, and were first-generation college students.

SUCCESS Participant Early Outcomes

- Fall-to-fall persistence rates increased with higher levels of engagement with SUCCESS. Both persistence and on-time credit completion varied by enrollment status and race/ethnicity.
- A subset of Fall 2022 participants was matched to peers who were also enrolled during that term and did not engage with SUCCESS. There was a 10 percentage point advantage in persistence between SUCCESS participants and their comparable peers (i.e., 63% versus 53%). On-time credit completion for SUCCESS participants also largely exceeded that for their comparable peers. Outcomes for part-time students who engaged with SUCCESS were particularly favorable as compared to their peers.

Engagement with SUCCESS Services

- All colleges offered coaching, student planning, and academic support workshops in FY23. Case management; academic, transfer, and career advising; and mentoring were among other services offered by most colleges.
- The services with which the largest shares of participants engaged included advising (50%) and coaching (36%).

SUCCESS Spending Activity

- In FY23, SUCCESS was funded by the Massachusetts legislature at \$14 million. Personnel comprised the largest share of expenditures at \$9,389,231 (\$9.4M) or about 80% of spending.

SUCCESS Program Year 3

- Total students served by SUCCESS each fall has steadily increased since the program's inception including a more than 40% estimated increase in the number of students served between Fall 2022 and Fall 2023.

Background

About This Report

This report provides findings from the second full year of the Supporting Urgent Community College Equity through Student Services (SUCCESS) Fund initiative. Data included in this report focus on the students served by and the personnel and services behind SUCCESS in the 2022-2023 program year. A look at the impact of SUCCESS, including credit completion metrics and fall-to-fall persistence rates for students who did and did not engage with the initiative, is also included. The funding and expenditures that fueled the work of SUCCESS are also detailed. Finally, a preliminary look at SUCCESS as it enters its third program year is also provided.

What is SUCCESS?

SUCCESS was created in fiscal year (FY) 2021 to bolster the wraparound student supports and services available at Massachusetts' 15 state-funded community colleges. Emphasis is placed on serving students who have historically been underserved by higher education. Supports and services are those such as individualized academic advising, coaching, and mentoring, proven from federal TRIO and similar programs to demonstrably improve student outcomes. SUCCESS programs serve both part-time and full-time degree and/or certificate-seeking students.

Why is SUCCESS needed?

Current term enrollment estimates from the National Student Clearinghouse indicate that undergraduate enrollment is starting to recover from steep declines brought on by the Covid-19 pandemic with growth particularly strong at community colleges, which realized a 2.6% increase between Fall 2022 and Fall 2023 (NSC, 2024). Across Massachusetts, the state's public higher education system is experiencing increased enrollment for the first time in a decade (Massachusetts Department of Higher Education (MA DHE), 2023). This enrollment increase was largely driven by an overall 9% increase in undergraduate enrollment (for credit) at the state's fifteen public community colleges¹. Additionally, enrollment increases were experienced across all 15 of the state's community colleges with particularly strong gains among readmitted students, whose enrollment increased by a third from 3,526 in Fall 2022 to 4,701 in Fall 2023¹. New freshman and transfers combined increased by nearly 25% as well¹. The increased enrollment follows the Fall 2023 launch of MassReconnect, which enables qualifying state residents aged 25 and older to earn a certificate or associate degree for free at one of the 15 state public community colleges (Lisinski & Drysdale, 2023; MA OSFA, n.d.).

¹ Source: <https://tableau.mass.edu/#/site/MassachusettsDHE/home> (Fall Enrollment (Legacy Cognos))



”

Investing in robust student support services is critical to improving graduation rates for community college students. Tuition coverage alone will not get all students to graduation.

”

Alyssa Ratledge
Research Associate, MDRC

Although this report does not include data on MassReconnect students, the changing landscape of community college students is important to note within this publication, as it will be relevant for the next comprehensive report.

Reportedly, more than half of adult learners (i.e., students aged 25 and older) attend public two-year institutions (ACE, n.d.). In Massachusetts, during Fall

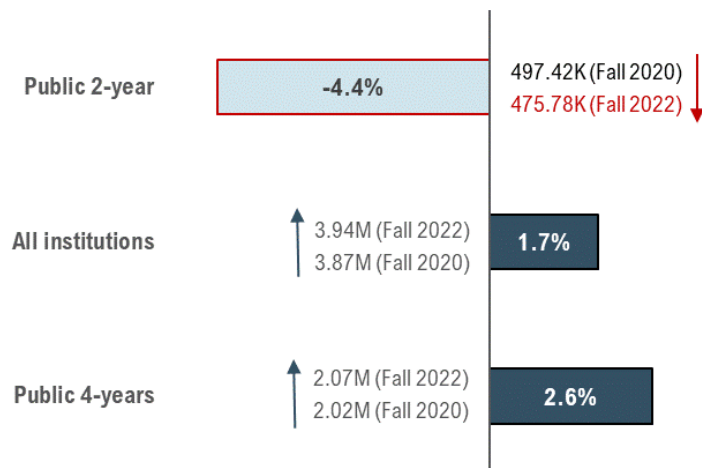
2023, more than 70% of adult learners (i.e., 24,616 out of 34,537 students aged 25 and older) who were enrolled as undergraduates for credit within the public higher education system attended a community college¹. Adult learners are among those students who stand to benefit the most from the wraparound services that SUCCESS provides as they often must balance personal, professional, and family responsibilities in addition to coursework. Nationally, six-year completion rates for adult learners continue to lag behind those of traditional aged students (Lee & Shapiro, 2023). Providing financial support, such as through free community college initiatives like MassReconnect, is an important step in the right direction. However, research studies have shown that these initiatives need to be paired with targeted supports to realize tangible gains in persistence and degree completion (Ratledge, 2021). SUCCESS funds the personnel who can provide the very types of wraparound supports that are needed.

Data recently released from the National Center for Education Statistics (NCES) indicate that community colleges continue to be understaffed. The number of community college employees has decreased by 15% overall since Fall 2019 (Lederman, 2024). Zeroing in on the impact of the pandemic, there has been a slight increase in overall higher education staffing levels from Fall 2020 pandemic lows². However, while their four-year public peers experienced slight gains, community college staffing levels continued to decline (Figure 1). Reversing this trend is critical to supporting the success of students at open-access community colleges.

Again, while this report does not deliver data on MassReconnect students, the metrics associated with adult learners are important to note as we both prepare to support additional students and acknowledge that SUCCESS is already supporting adult learners as part of the existing wraparound supports.

² Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, Human Resources component (provisional data for all years except final data for Fall 2020).

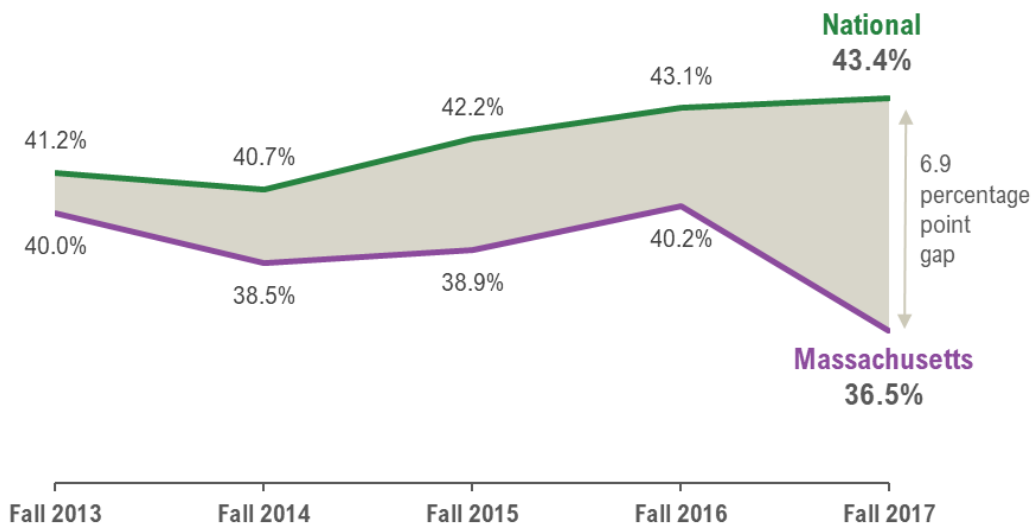
Figure 1. Overall, staffing levels are up slightly from their Fall 2020 pandemic lows, but **community colleges** continue to **face staffing declines** while public 4-years are rebounding.



Source: U.S. Department of Education, NCES, IPEDS Human Resources component (calculations may not tie due to rounding)

According to the National Student Clearinghouse, the national six-year completion rate has stagnated, remaining relatively unchanged since 2015 (Lee & Shapiro, 2023). The six-year completion rate for first-time, degree or certificate-seeking students entering U.S. colleges and universities in Fall 2017 was 62.2%, matching that which had been reported previously for the Fall 2015 cohort (Lee & Shapiro, 2023). Community colleges were the only sector to realize a modest gain for the Fall 2017 cohort (less than half a percentage point) (Lee & Shapiro, 2023). However, Massachusetts was one of 15 states to realize a decline in the completion rate of students who started at community colleges (Lee & Shapiro, 2023). Additionally, among the 15 states, it experienced the largest decline (3.7 percentage points) for students who started at community colleges (Lee & Shapiro, 2023). Recent data point to a widening gap between the national six-year completion rate for the fall cohort of students starting at community colleges versus the completion rate for those starting at Massachusetts community colleges (Figure 2). SUCCESS aims to provide the personnel and resources needed for critical wraparound student supports to help improve student outcomes.

Figure 2. The five-year trend comparing six-year completion rates for students starting at **Massachusetts** community colleges and community colleges **nationally** reflects a widening gap.



Data source: National Student Clearinghouse 2023 Completing College National and State Reports

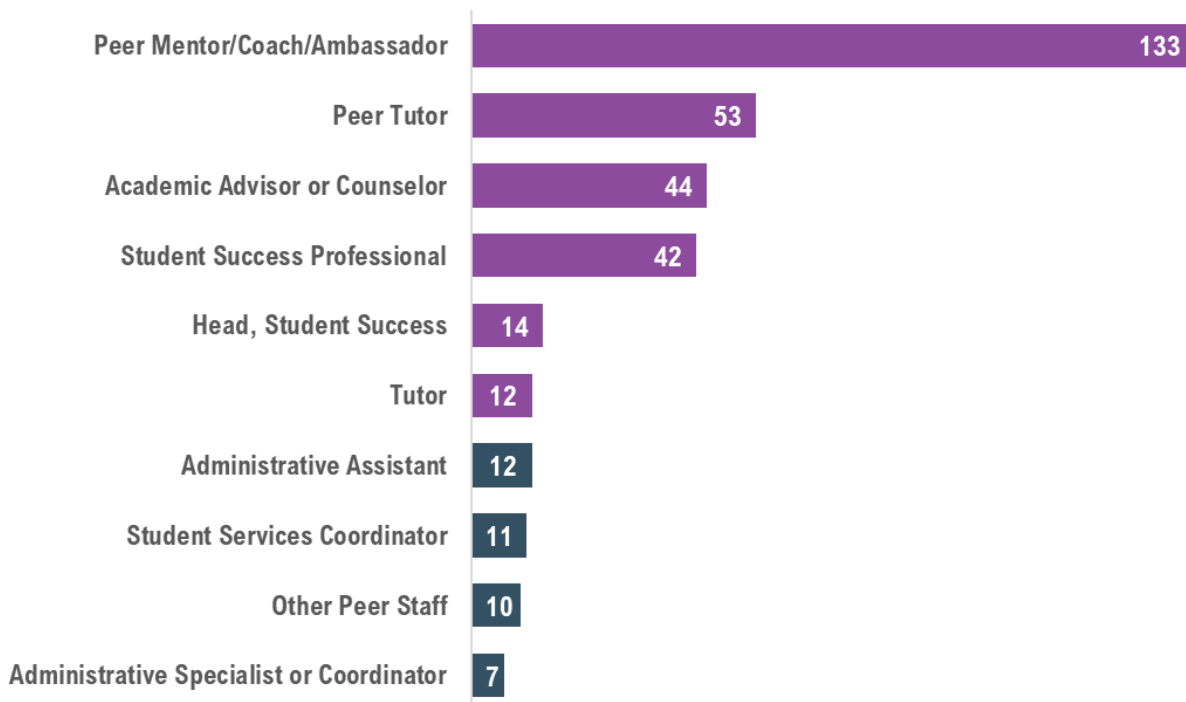
SUCCESS Personnel & Services

SUCCESS supported 379 full-time and part-time positions at the community colleges in FY23. The colleges budgeted for nearly 450 positions in total with 84% of positions filled as of the fiscal year end. Colleges continue to scale up their operations but have not been immune to the continued hiring challenges within the higher education sector (Zahneis, 2023). During the FY23 scaling up period, SUCCESS funds were also directed towards some existing positions to provide needed support for the initiative. Ten types of positions accounted for 89% ($n=338$) of all funded positions (Figure 3). These positions largely consisted of majority direct student support staff including both peer (e.g., mentors, coaches, tutors) and other college personnel (e.g., academic advisors, student success professionals) (Figure 3, see also Table A1 in Appendix). These positions provide much needed direct student support. For example, a 2021 study by Tyton Partners found that the median caseload for primary-role academic advisors at community colleges was 292, which was higher than the median caseloads at both four-year publics (270) and privates (261) (Shaw et al., 2021). The same study found that retention generally improves with lower caseloads. The funding provided by SUCCESS made it possible in FY23 to realize an overall student participant to majority direct student support staff ratio of 31.2 FTE students to 1 FTE staff³. Overall, of the 379 positions supported by SUCCESS in FY23, nearly 80% ($n=297$) were majority direct student support personnel (Table A1, Appendix).

³ FTE based on full-time headcount plus 1/3 of part-time headcount. Full-time or part-time status for students is based on their status during their first full-term of the fiscal year. "Majority direct support staff" include advisors, counselors, mentors, coaches, tutors, and others in majority student service and support roles.

Figure 3. Direct student support personnel accounted for the majority of the top ten positions that were made possible by SUCCESS funding in FY23.

Count of positions by type for the top ten positions funded by SUCCESS in FY23



SUCCESS Participants

Populations Served

The legislation that provides the funding for SUCCESS places a special emphasis on supporting students who have traditionally been left vulnerable by higher education, including minoritized students, economically disadvantaged students, first-generation college students, students with disabilities, and LGBTQIA+ students. Colleges have tailored SUCCESS programs to the needs of their particular students. At Holyoke Community College, the SUCCESS initiative has two signature programs: ALANA Men in Motion and the Student Ambassador Mentorship Program (SAMP). Both programs foster a greater sense of belonging, and, in turn, help to improve student success through academic support, mentoring, and other wraparound services. While ALANA Men in Motion focuses on improving the success of men of color, SAMP looks to support women, nonbinary, and transgender students.

The SUCCESS program at Cape Cod Community College, which is called 4Cs4U, places a particular emphasis on helping students to succeed in college-level mathematics. Historically underserved students who do not place directly into entry-level college mathematics are enrolled in the program and supported throughout their time at the college. Support is tailored based on student need and changes in focus

once participants complete both entry-level college mathematics and 24 credits. Massasoit Community College's SUCCESS program is directed at its part-time student population. A unique aspect of Massasoit's SUCCESS program is their Participatory Action Research (PAR) team. SUCCESS students work as co-researchers alongside a faculty sponsor to carry out studies that help to amplify student voice and promote closing equity gaps in student outcomes. PAR is currently engaged in research to better understand the experiences and needs of immigrant and international students at Massasoit. The Research and Action on Masculinity at Middlesex (RAMM) project similarly engages SUCCESS participants at the college to explore research on school issues for men of color while also engaging participants in sports and kickboxing training.



Number Served & Demographic Profile

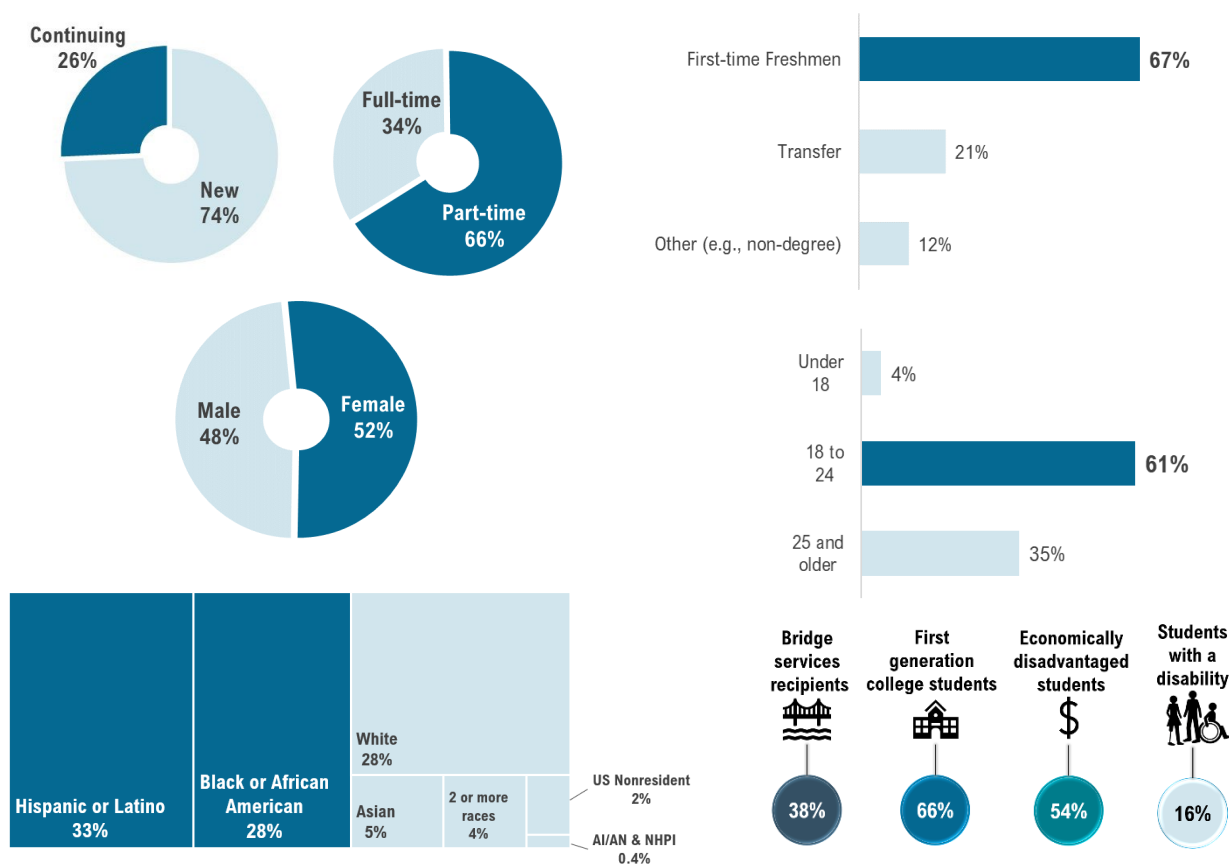
As of Fall 2023, about half of the colleges automatically enroll eligible students into their SUCCESS programs unless students choose to opt-out. Most others follow a hybrid approach and host recruitment events where students can opt-into their SUCCESS programs. During FY23, the colleges connected with more than 13,000 students to encourage them to participate in their SUCCESS programs. More than 40% of these students ultimately engaged with programming due to the tireless efforts of SUCCESS staff. As an example, Berkshire Community College's SUCCESS program has an outreach model that involves seven different contacts.

Overall, 8,491 students were served by SUCCESS in FY23 (Appendix, Table A2). Initial data from the colleges indicated that a larger number of students (8,642) were served during the year. However, after accounting for students with no annual enrollment activity for credit as well as students who did not have a confirmed unique ID in the state HEIRS data system, the number served was revised to 8,491.

More than a quarter of FY23 program year SUCCESS participants (26%, $n=2,182$) were continuing from the prior year cohort (i.e., the first annual cohort from FY22) (Figure 4). The remaining participants (74%, $n=6,309$) newly joined the initiative in FY23 as members of the second annual cohort. Two-thirds of participants (67%) had joined their

colleges as first-time freshmen. Most participants (66%) attended college part-time during FY23. Nearly the same proportion identified as female (52%) and male (48%) while 18- to 24-year-olds accounted for the largest share of participants (61%). The majority of participants also identified as Hispanic/Latino (33%) or Black/African American (28%). SUCCESS participants were largely first-generation college students (66%) and economically disadvantaged (54%)⁴. Sixteen percent of participants were students with a documented disability. Finally, more than a third of SUCCESS participants (38%) received SUCCESS-funded services prior to matriculating as part of a formal or informal bridge to college effort.

Figure 4. About a quarter of the 8,491 FY23 participants continued with the initiative from the prior cohort. Participants largely attended college part-time and first joined their institutions as freshmen. More than 60% were 18 to 24 years old, identified as Hispanic/Latino or Black/African American, and were first-generation college students. Nearly the same percentage of participants identified as female (52%) and male (48%).



Figures may not sum to 100% due to rounding and exclude missing/unknown cases. AI/AN and NHPI = American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander.

⁴ Definitions for these demographics vary by college.

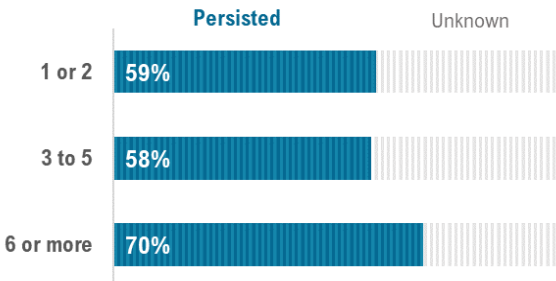
Early Outcomes for SUCCESS Participants

Fall-to-Fall Persistence

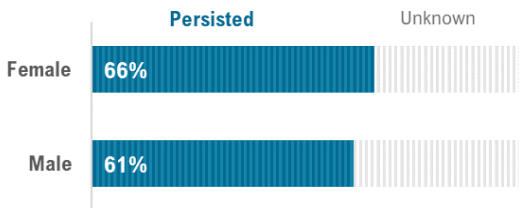
In keeping with federal IPEDS methodology⁵, **fall-to-fall persistence** represents continued enrollment at the student’s home institution or transfer to another institution by the fall of the second year of college *or* completion of a certificate or associate degree by the end of the first academic year. In total, 4,064 students newly joined SUCCESS during FY23 as part of the second annual cohort and were both engaged with the initiative and enrolled for credit during Fall 2022. Among that group of students, which included both students new to their institutions (i.e., freshmen and transfers) as well as students continuing their enrollment, 64% persisted to Fall 2023. Figure 5 provides an overview of disaggregated persistence rates. Table A6 (Appendix) provides additional detail on disaggregated persistence rates for the cohort of FY23 SUCCESS participants and the related methodology.

Figure 5. SUCCESS Participants: FY23 Cohort Fall-to-Fall Persistence Dashboard

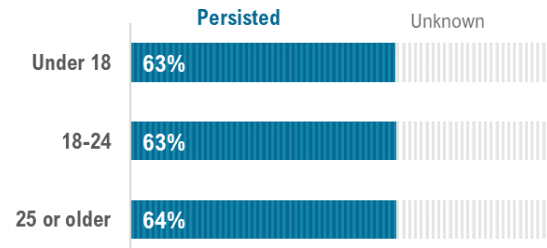
Persistence was highest for participants who had 6 or more interactions with SUCCESS during the year.



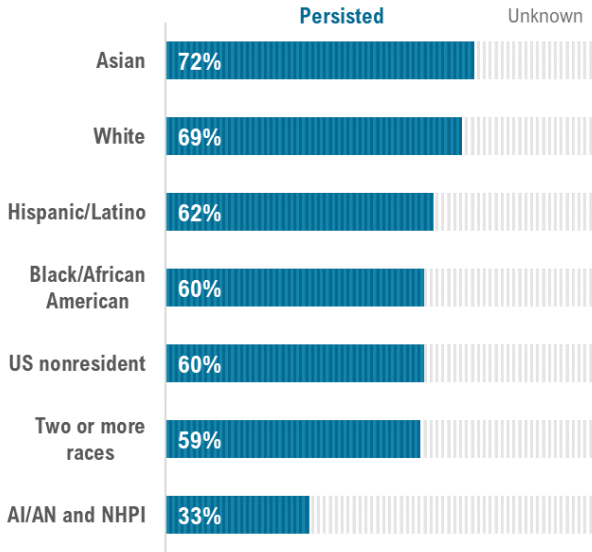
Female-identifying participants exhibited slightly higher persistence rates.



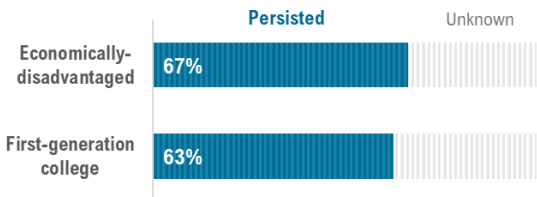
Participants exhibited similar persistence rates across age groups.



About 40 percentage points separate the highest and lowest persistence rates by race/ethnicity.



Economically-disadvantaged and first-gen college students both realized high persistence rates.

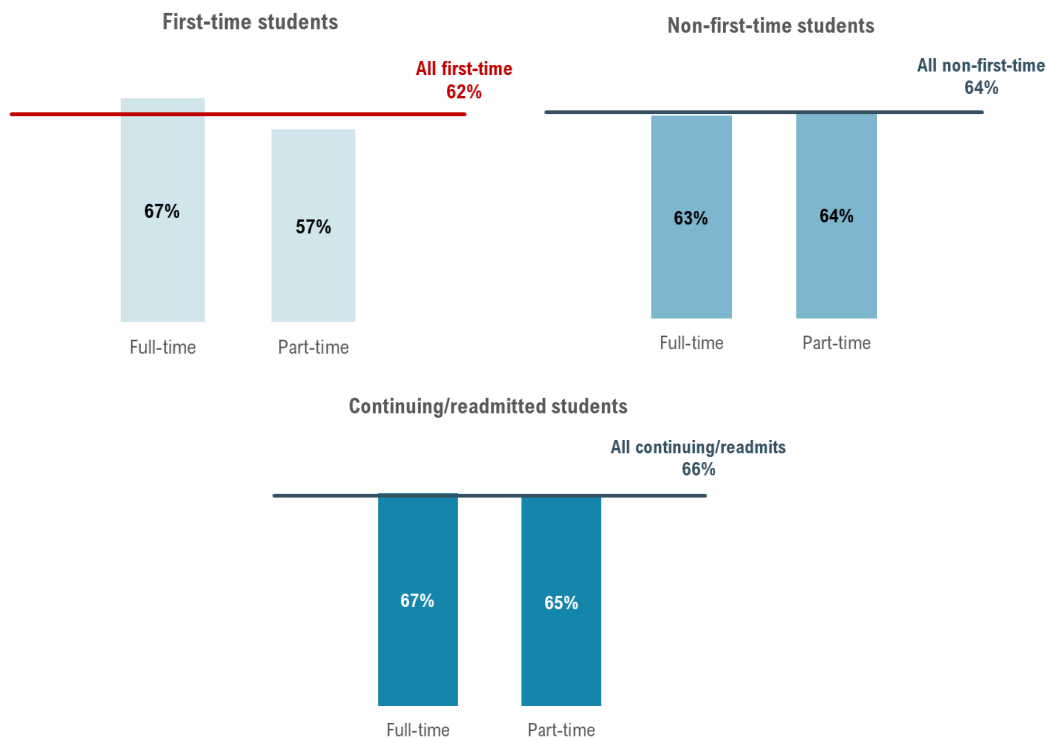


Data source: National Student Clearinghouse

⁵ See “retention rate” definition at <https://surveys.nces.ed.gov/ipeds/public/glossary>

Examining fall-to-fall persistence rates by student type and enrollment status (e.g., freshmen, transfer, continuing student), outcomes largely did not vary by whether a student was full-time or part-time (Figure 6). However, new first-time full-time freshmen who first joined SUCCESS during FY23 and were engaged with the initiative in Fall 2022 realized a fall-to-fall persistence rate that was 10 percentage points higher than their part-time peers. According to data from the National Student Clearinghouse (NSC), first-time full-time students tend to have much higher persistence rates than first-time part-time students⁶. However, the latest national data for students starting at public two-year institutions indicate that the differences tend to be much more pronounced than as seen for the population of SUCCESS students. Over the past ten entering cohorts, differences in fall-to-fall persistence between first-time full-time and first-time part-time students have ranged from 15 to as high as 19 percentage points⁶.

Figure 6. Fall-to-fall persistence for Fall 2022 students who engaged with SUCCESS did not vary greatly by student type and enrollment status except for **first-time students** where there was a 10 percentage point difference between full-time and part-time students. This variation in persistence between first-time full-time and first-time part-time students follows national trends but appears to be less pronounced for SUCCESS students indicating that SUCCESS may be bolstering part-time student outcomes.

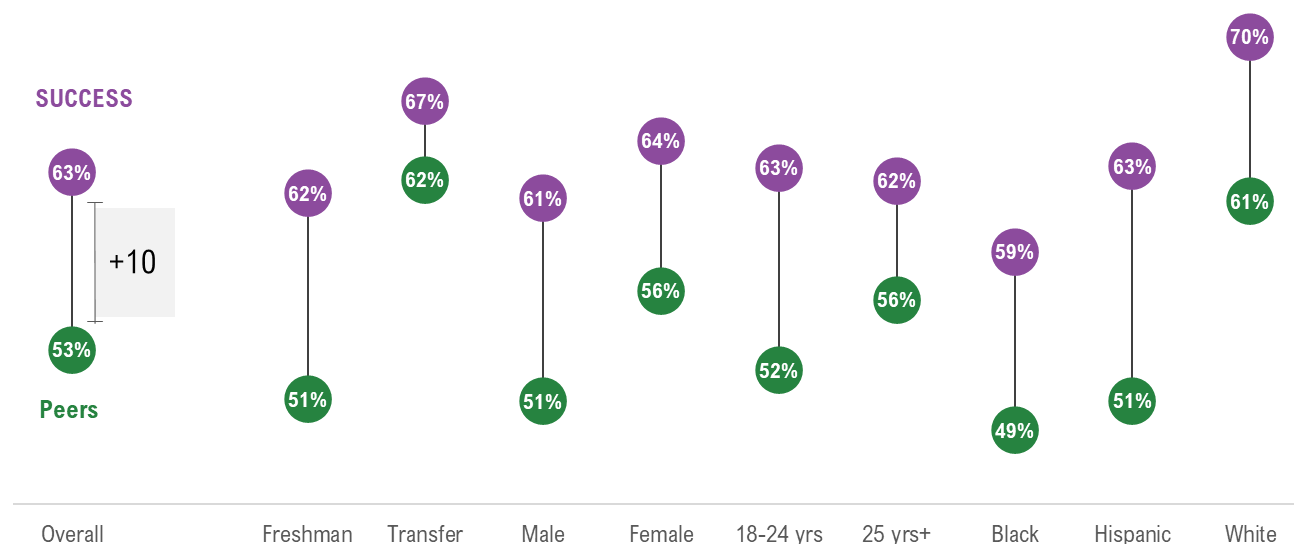


⁶ See: <https://nscresearchcenter.org/persistence-retention/> (Fall 2021 Beginning Postsecondary Student Cohort as reported in 2023)

Comparison Group Findings: Fall-to-Fall Persistence

New freshmen and transfers who were enrolled and participated in SUCCESS during Fall 2022 were matched to comparable students from that same term who did not engage with SUCCESS. Thirteen community colleges submitted records through the state HEIRS data system for their SUCCESS eligible students who did not engage with the initiative in Fall 2022. These students were matched with SUCCESS participants based on select demographic variables (see Table A7, Appendix, for detailed methodological notes). The resulting dataset included 1,275 matches (i.e., 1,275 SUCCESS participants and 1,275 comparison students).⁷ Overall, 63% of matched SUCCESS participants who were new freshmen or transfers in Fall 2022 persisted to the following fall as compared to 53% of their peers who did not engage with SUCCESS. Significant differences in SUCCESS persistence rates versus peer persistence rates were observed across several demographic groups (Figure 7). Table A7 (Appendix) provides additional detail on disaggregated persistence rates for SUCCESS participants and their peers as well as the related methodology.

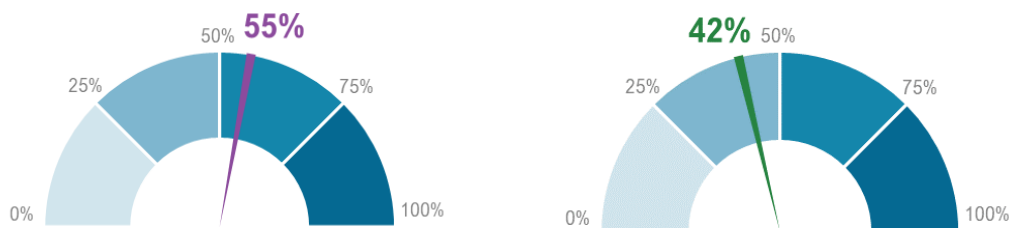
Figure 7. Significant differences in Fall 2022 to Fall 2023 persistence were observed for a subset of **SUCCESS participants** who were matched to **comparable peers**.



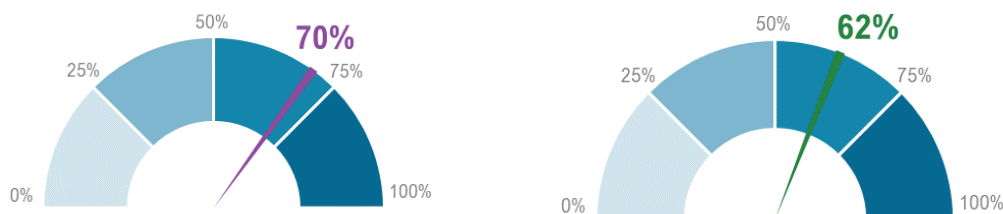
Among the matched students, part-time freshmen who engaged with SUCCESS appeared to have a particular advantage over their comparable peers. A sizeable and significant difference of 13 percentage points was observed between the two groups (Figure 8). The subset of matched full-time freshmen who engaged with SUCCESS also had a substantial advantage over their comparable peers (12 percentage points) (Figure 8).

⁷ Insufficient headcounts prevented American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students from being included.

Figure 8. Fall 2022 to Fall 2023 persistence among part-time freshmen who participated in **SUCCESS** exceeded that of their **comparable peers** by 13 percentage points (**55%** versus **42%**)...



... while full-time freshmen who participated in **SUCCESS** similarly persisted at a higher rate than their **comparable peers** (**70%** versus **62%**, +12 percentage points).

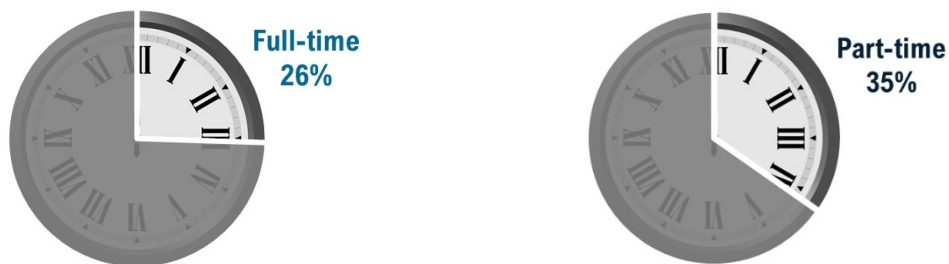


Early Course Completion Metrics

In addition to fall-to-fall persistence, two additional early momentum metrics were examined for SUCCESS participants. Both metrics dealt with early course completion. First, **on-time credit completion** reflects whether new first-time degree/certificate-seeking students (freshmen) complete the target number of credits in their first year (i.e., 24 for full-time students and 12 for part-time students). Overall, among new freshmen who were enrolled and participated in SUCCESS during Fall 2022, the on-time credit completion rate was 31%. Part-time freshmen had an on-time credit completion rate of 35% while full-time freshmen achieved a slightly lower on-time credit completion rate of 26% (Figure 9). Again, the positive impact of SUCCESS on part-time student outcomes appears to be shown by these data. An NSC analysis of data from the Postsecondary Data Partnership (PDP) comparatively found that on-time credit accumulation rates for first-time students who start at community colleges trend higher for those enrolled full-time as opposed to part-time⁸. Differences in on-time credit completion rates for SUCCESS students by race/ethnicity were also observed. New freshmen who engaged with SUCCESS and identified as White had an on-time credit completion rate of 40%, which was noticeably higher than the overall rate of 31% for all first-time SUCCESS students. Meanwhile, the rates for Black (25%) and Hispanic (28%) SUCCESS participants fell just below the overall rate of 31% (see also Table A4, Appendix).

⁸ See: <https://nscresearchcenter.org/pdp-insights/> (as reported January 16th 2024)

Figure 9. New Fall 2022 **full-time freshmen** who engaged with SUCCESS had an on-time credit completion rate of 26% as compared to the rate of 35% for their **part-time** SUCCESS peers...



... Meanwhile, on-time credit completion rates varied markedly by race/ethnicity with the rate for White students exceeding that for **all first-time SUCCESS students (31%)**.

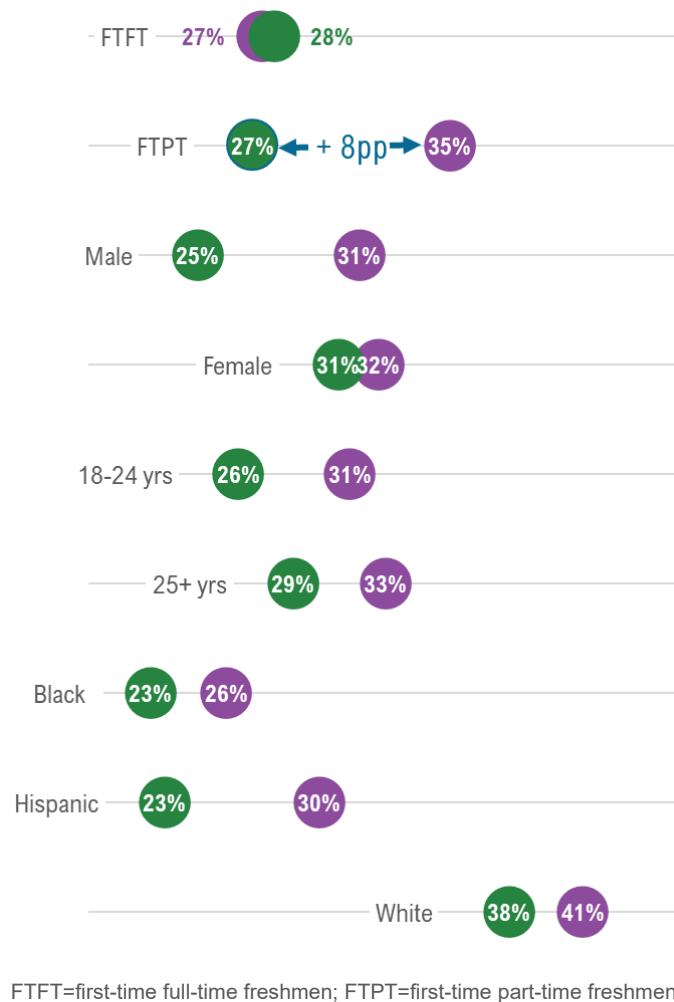


Timely completion of gateway courses was also reviewed for SUCCESS participants who were new full-time freshmen and engaged with the initiative in Fall 2022. This metric reflects the percentage of these students who met both Gateway college-level math and Gateway college-level English requirements by the end of their first year. Overall, 32% of new full-time freshmen who engaged with SUCCESS in Fall 2022 completed both college-level math and college-level English by the end of their first year (see also Table A4, Appendix).

Comparison Group Findings: Early Course Completion Metrics

Early course completion metrics were also examined for the subset of SUCCESS participants and their matched peers. Figure 10 compares on-time credit completion for new freshmen who engaged with the initiative during Fall 2022 and their comparable peers from that same term who were also new freshmen but did not engage with SUCCESS. SUCCESS participants largely exhibited an advantage over their comparable peers for on-time credit completion with significant gains for first-time part-time students. Meanwhile, no persistent substantive differences in the timely completion of Gateway courses were found for SUCCESS participants and their matched peers. Other comparative data for early course completion, including detailed findings on timely completion of Gateway courses, can be found in the Appendix (Table A5).

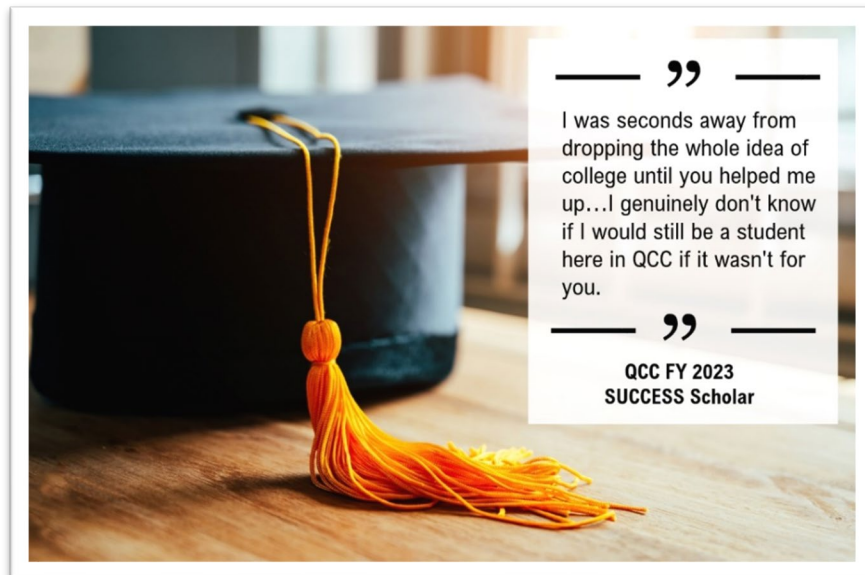
Figure 10. On-time credit completion for the subset of matched **SUCCESS participants** largely exceeded that of their **comparable peers**. First-time part-time (FTPT) freshmen who were SUCCESS participants had a **significant 8 percentage point (pp) advantage**.



College-Specific Findings

Berkshire Community College found that their eligible students who engaged with SUCCESS during the 2022-23 school year passed their courses at a higher rate than all other students (82.1%), including eligible students who did not engage with SUCCESS (77.2%) and those not eligible for SUCCESS (80.1%). Similarly, **Roxbury Community College** found that their SUCCESS participants' grade point average gains are positively associated with their number of advisor interactions. As mentioned, the SUCCESS program at **Massasoit Community College** is largely focused on its part-time student population. Part-time students often do not succeed at the same rate as full-time students and interventions specifically targeted to these students have been touted as key to closing equity gaps (EAB, 2018). Massasoit found that its new part-time students who engaged with SUCCESS had a one-year retention rate (61%) that was

much higher than the rate for all new part-time students (48%). **Quinsigamond Community College** (QCC) also prioritizes part-time students for its SUCCESS program with a specific focus on first-generation college students, Black and Hispanic students, students with disabilities, and economically disadvantaged students. Their SUCCESS students similarly realized higher retention rates that were about seven percentage points more than comparable peers who did not engage with SUCCESS (Felson, n.d.). The advising provided by QCC's SUCCESS program was credited with contributing to this positive outcome (Felson, n.d). Analyses of student outcomes conducted by **Greenfield Community College** (GCC) show that SUCCESS participants' success compounds over time. For instance, Fall 2022 SUCCESS participants completed 70% of the credits that they attempted; the same group of participants went on to complete 76% of the credits that they attempted the following spring. Similarly, recent data from the SUCCESS program at **Northern Essex Community College** (NECC) shows that participants completed 72% of their courses with a grade of C- or better.



As noted earlier, 4Cs4U at **Cape Cod Community College** places a particular emphasis on helping historically underserved students to succeed in college-level mathematics. What distinguishes 4Cs4U is that it not only provides the academic support that students need to succeed, such as remediation tools and tutoring, but the sociocultural support as well. For example, students not only visit the Math Learning Center on campus for tutoring, but also to seek support from both staff and each other. A powerful sense of belonging and community has been created for 4Cs4U participants. The SUCCESS Center at **Holyoke Community College** similarly provides a space where participants can learn and build community together. The center plays host to events for SAMP students like academic workshops and speaker presentations, but it is also a space in which the students congregate and make friends.

Nearly one out of every five SUCCESS participants engaged with mentoring during FY23. Peer and professional mentors are critically important to many SUCCESS programs. 4Cs4U peer mentors are NASPA Peer Educator certified and certified in Mental Health First Aid. A participant with **Bunker Hill Community College's** SUCCESS program, which is called Halting Oppressive Pathways through Education (HOPE), credited their mentors as "instrumental" to their transfer to a four-year institution. HOPE mentors helped this student obtain information on scholarships and wrote them recommendations letters. SAMP peer mentors harness the technology of MentorCollective to document their interactions with SUCCESS participants and share alerts about participant needs (e.g., related to food insecurity, mental health issues) with their full-time SUCCESS coaches. **Springfield Technical Community College's** MILE Summer Bridge peer mentors completed a Peer Mentor Certification through Eduology. **North Shore Community College's** SUCCESS program is working towards a certified peer coaching program focused on College Reading & Learning Association (CRLA) training. **Holyoke Community College's** ALANA Men in Motion program was redesigned for the 2022-23 program year with a focus on providing access to on-campus, full-time professional mentors as well as academic coaching. All the participants who responded to a spring 2023 ALANA Student Experience Survey reported being satisfied with the assistance and services received from ALANA.

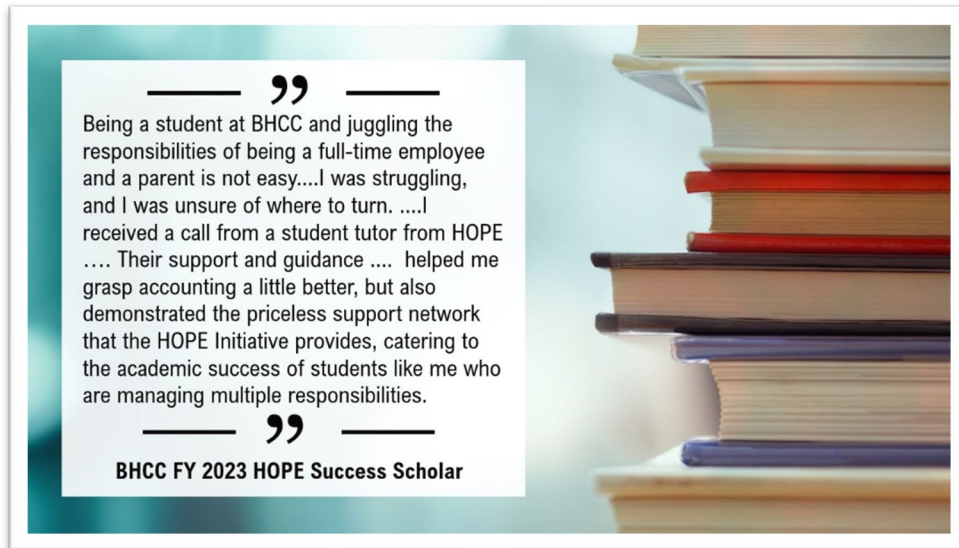


SUCCESS programs also create a sense of belonging through publications and community events. For example, **Berkshire Community College's** SUCCESS program publishes a monthly newsletter for its SUCCESS community and hosts events, including cultural events like a Native American Tasting event, hosted by its Multi-Cultural Affairs, Diversity, and Engagement (MADE) Center. In a recent survey, 68% of respondents

from **Mount Wachusett Community College**'s SUCCESS program indicated that their sense of belonging had been increased by working with their SUCCESS coach. The Male Initiative for Leadership Education (MILE) program at **Springfield Technical Community College** (STCC) held its first MILE Summer Bridge Program in 2022 for 21 recent high school graduates. The program was multi-faceted and included components like peer mentoring, academic tutoring, workshops, and community events. All 21 student attendees returned to register for courses at STCC in the fall term.

Cape Cod Community College's 4Cs4U hosted an LGBTQIA+ Summit in June 2023. There were more than 100 attendees, including representatives from nine of the 15 Massachusetts community colleges. For example, MassBay's SUCCESS Initiative Manager, who also serves as co-advisor for the college's Pride Alliance, brought a group of SUCCESS students to the Summit. The trip facilitated greater connections among students and helped strengthen and build membership in MassBay's Pride Alliance. Similarly, several SUCCESS students were part of a student group from North Shore Community College (NSCC) that attended the Summit. Feedback from the students who attended the Summit sparked NSCC to take action to better identify and address the needs of their LGBTQIA+ students.

Peer tutoring support provided by **Greenfield Community College**'s SUCCESS program enabled one participant to increase their GPA and get back into good academic standing. In response to requests for additional help from nursing students, **MassBay Community College**'s SUCCESS Coach for Health Sciences hired two embedded peer tutors, who each held about 20 study groups a week. MassBay also hired a Coordinator of Supplemental Instruction in spring 2023 to build additional capacity in embedded peer tutoring for Fall 2023. Academic planning has also been a prominent feature of many SUCCESS programs. For example, an advisor with **Bristol Community College**'s SUCCESS program helped one student to submit a timely application to a nursing program, saving the student an entire academic year. Participants in **NECC**'s SUCCESS program are asked to meet with a student support coordinator and their academic coach at the beginning of the semester. Discussion focuses on success planning to help keep participants on track. Similarly, participants in the MILE and Female Leadership and Mentoring Program (Lead) programs at **STCC** meet with program staff several times each semester to develop and/or review personalized academic success plans.

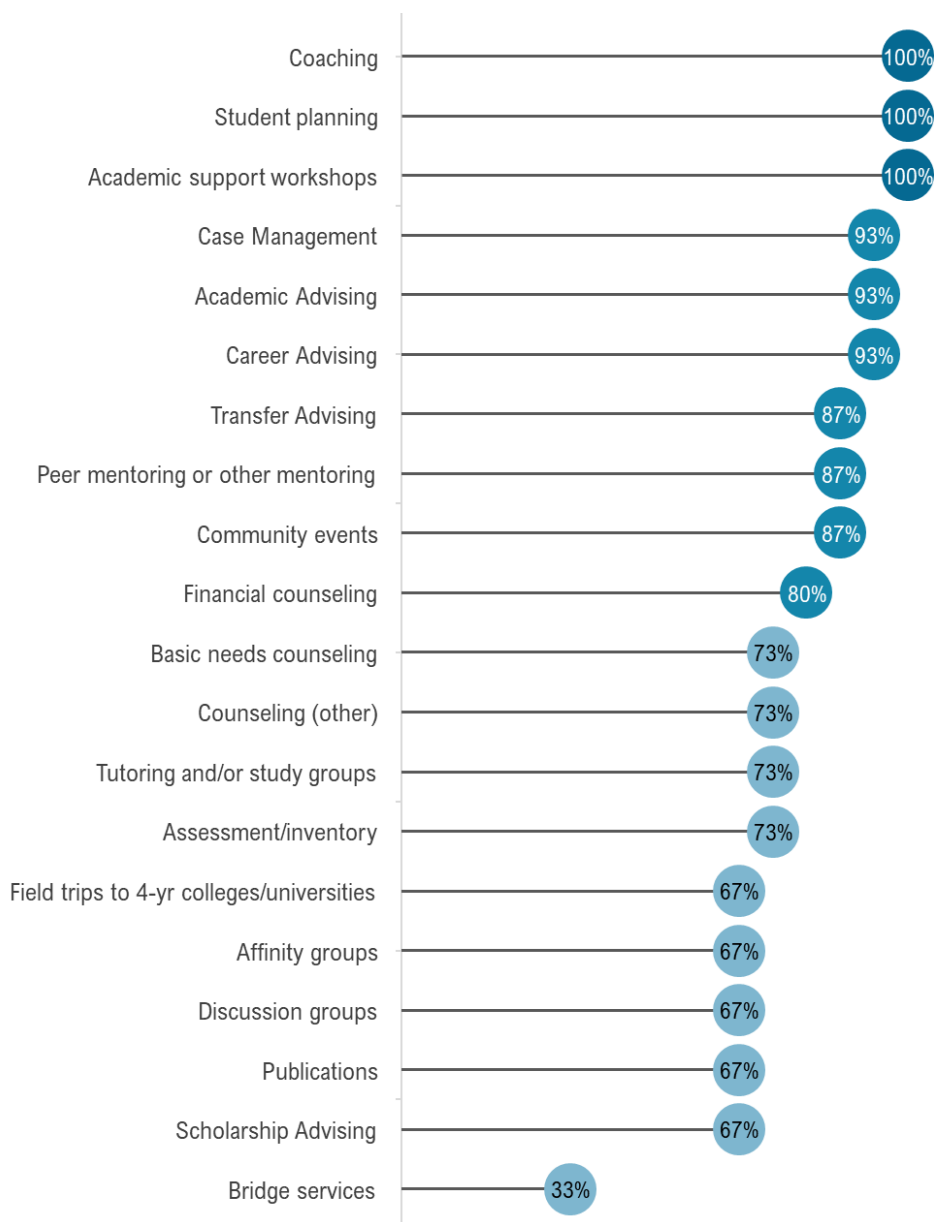


MassBay places an emphasis on “communication as intervention.” For instance, their SUCCESS program has prioritized interdepartmental communication to help prevent student withdrawals and drop outs. SUCCESS advisor coaches now receive information on students facing imminent drops for non-payment enabling staff to find ways to prevent or postpone drops whenever possible. One advisor coach shared the story of a SUCCESS student who had spent their senior year of high school homeless, moving between living in their car to surfing friends’ couches. The advisor coach was able to connect the student with potential scholarship opportunities, and, because of the connections the SUCCESS program has with other departments at the college, was able to involve staff from both Financial Aid and Student Accounts to help address the student’s financial need. Collaborating with faculty, the Academic Achievement Center, and the Library, the SUCCESS program was also able to facilitate actions to address textbook affordability (e.g., e-textbooks, increased reserves), which a number of students reported could influence their decision to drop classes. A contracted partnership with uAspire also helped hundreds of MassBay SUCCESS students to complete the FAFSA last year.

Engagement with SUCCESS Services

During FY23, all 15 community colleges offered coaching, student planning assistance, and academic support workshops to some or all of their SUCCESS participants (Figure 11). Eighty percent or more also offered case management, advising (academic, transfer, and career), mentoring, community events, and financial counseling. Overall, at least two-thirds of colleges offered most services. The need for services is great. At MassBay Community College, over 4,000 students were reportedly eligible to receive SUCCESS services, but the college could only accommodate just over 400 students.

Figure 11. All colleges offered **coaching, student planning, and academic support workshops** in FY23 and 80% or more offered **case management; academic, transfer, and career advising; mentoring; community events; and financial counseling**.



Note: “Counseling” includes services like mental health/wellness counseling.

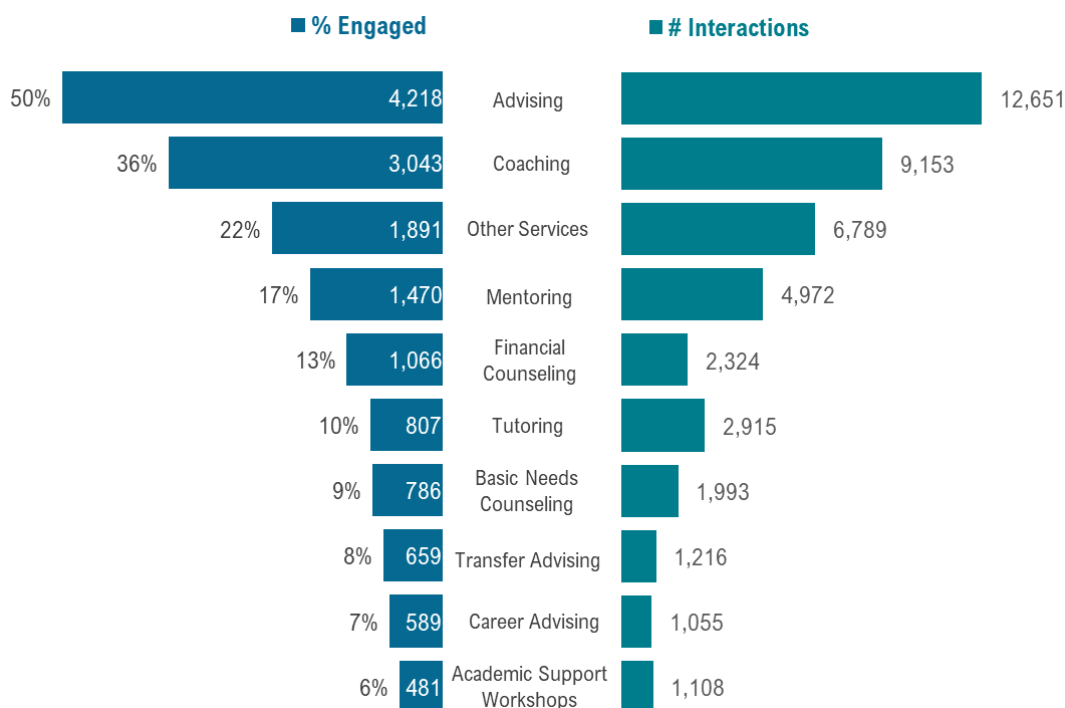
Engagement Levels Across Services

Among the 8,491 students served by SUCCESS in FY23 (Appendix, Table A2), 47% engaged with SUCCESS for one term during the program year, 34% engaged with SUCCESS for two terms during the program year, and 19% engaged with SUCCESS for three or more terms during the program year. Student-level data provided by the colleges indicated which services students engaged with during the program year. A student “engaged” with a service if they utilized it at least once during the program year, and “interactions” quantify how many *times* a student used the service during the year

(Figure 12). Despite all colleges offering some type of academic workshops in FY23 (Figure 11), only 6% of participants took advantage of them (Figure 12). The most popular services in terms of engagement were also the ones that largely experienced the greatest volume of usage during the program year. Advising, coaching, and mentoring were among the top services that participants used (Figure 11) and were also services that 87% or more of colleges offered (Figure 12). Among other types of support, “Other Services” include field trips to four-year institutions, cultural enrichment trips, and mental health counseling.

Figure 12. The SUCCESS services with which a larger share of participants **engaged** also generally experienced a higher volume of participant **interactions** during FY23.

Number of students that reflect the % engaged shown in white text

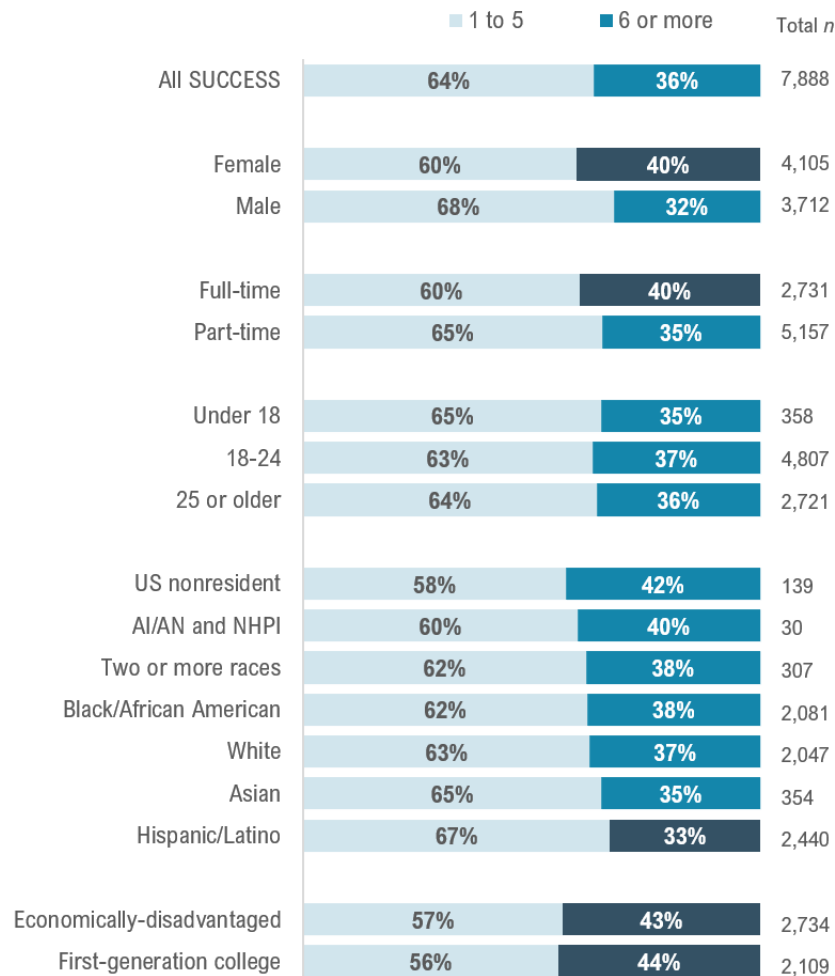


Note: “% Engaged” based only on students for whom at least some service engagement was reported by colleges during FY23 (n=8,464). Specific interaction data were provided on a subset of these students (n=7,888).

Service Interactions By Participant Demographics

Among the FY23 SUCCESS participants for whom data on both the types of services with which they engaged and the frequency of service interaction was reported (n=7,888), more than a third (36%) engaged at the highest level of six or more interactions during the program year. Examining patterns of interaction across demographic groups also revealed some significant differences (Figure 13). Despite exhibiting stronger outcomes than their full-time peers, engagement for part-time SUCCESS participants was like that of all SUCCESS participants.

Figure 13. Significant differences in the frequency of interaction with SUCCESS services were found for various groups. FY23 SUCCESS participants who were female, full-time, economically-disadvantaged and first-generation more often engaged at the highest level of interactions (i.e., six or more during the year). Meanwhile, Hispanic participants less often engaged at the highest interaction level.



SUCCESS Spending Activity

Expense Types and Mix

SUCCESS was funded by the Massachusetts legislature at \$14 million in FY23. Personnel comprised the largest share of expenditures during FY23 at \$9,389,231 (\$9.4M) or about 80% of spending (Table 1 and Figure 14). Overall, expenditures fell within the spending parameters for FY23 that were agreed upon by the colleges and the SUCCESS leadership team. The guiding parameters were 80% personnel, 12% non-personnel, and 8% indirect. This was a shift from the prior fiscal year where the

parameters for personnel and non-personnel were 65% and 27%, respectively. This shift did lead to some issues for colleges as they continue to grapple with pandemic-era hiring challenges. The colleges budgeted for nearly 450 positions in total and 84% of positions were filled as of the fiscal year end. As reported by *The Chronicle of Higher Education*, a spring 2023 survey of higher education leaders found that college officials are dealing with a worsening hiring environment in which it can take months to fill critical positions (Zahneis, 2023). Salaries that are not competitive considering inflationary pressures are cited as a key factor (Zahneis, 2023). Despite these challenges, the colleges have worked hard during FY24 to shift focus as needed and are largely projected to spend down the entirety of their allocations.

Figure 14. At \$9.4M, **personnel** accounted for the largest share (80%) of FY23 expenditures.



Administrative and Indirect Costs equated to about 11% of total expenditures at roughly \$1.3 million. About \$500,000 (4%) was spent on Technology & Equipment, just under \$300,000 (3%) was expended on Professional/Operational Services & Payments (e.g., professional development, such as consultants in areas like mental health), and approximately \$220,000 was spent on Facility/Operation/Education Expenses (e.g., supplies, food), which comprised about 2% of expenditures (Table 1 and Figure 14).

Table 1. FY23 Program Year Expenditures

Expense Category	\$	%
Personnel	9,389,231	80
Administrative & Indirect Costs	1,348,847	11
Technology & Equipment	489,789	4
Professional/Operational Services & Payments	295,508	3
Facility/Operation/Education Expenses	221,299	2
TOTAL	11,744,674	100

Percentages may not sum to 100% due to rounding; expenditures reflect spending against FY23 funds and FY22 carryover funds.

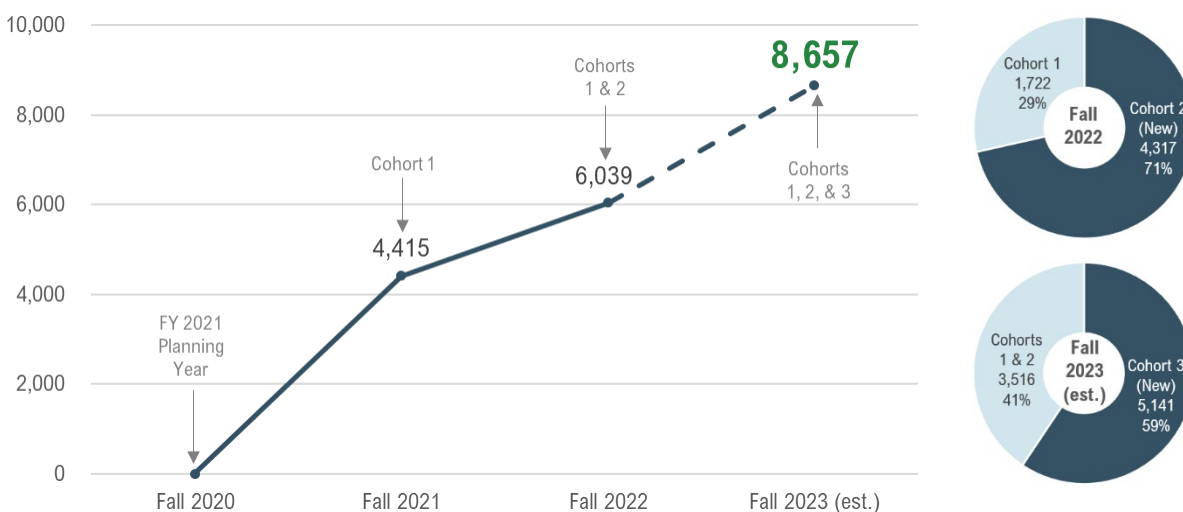
SUCCESS Program Year 3

Fall 2023 Preliminary Enrollment

Looking ahead to the 2023-2024 program year, estimates indicate that more than 8,500 students were served by SUCCESS in Fall 2023 alone. Because colleges bring in new participants each year while continuing to serve existing ones, the number of students served has steadily increased as programs have expanded to serve additional cohorts of students. As mentioned prior, the Fall 2023 semester also marked the start of MassReconnect.

The first annual cohort of SUCCESS students joined in FY22 and 4,415 students were served that fall. Jumping ahead to FY24 and Fall 2023, three cohorts and an estimated 8,657 students were served by SUCCESS, which is a projected 40% increase over the prior fall (i.e., 6,039 students) and nearly a 100% increase over Fall 2021 when the program began (Figure 15).

Figure 15. Total students served by SUCCESS each fall has steadily increased since the program's inception including **a more than 40% estimated increase** in the number of students served between Fall 2022 (6,039) and **Fall 2023 (8,657)**. The share of **new cohort students** among the total served is estimated to have dropped from Fall 2022 (71%) to Fall 2023 (59%).

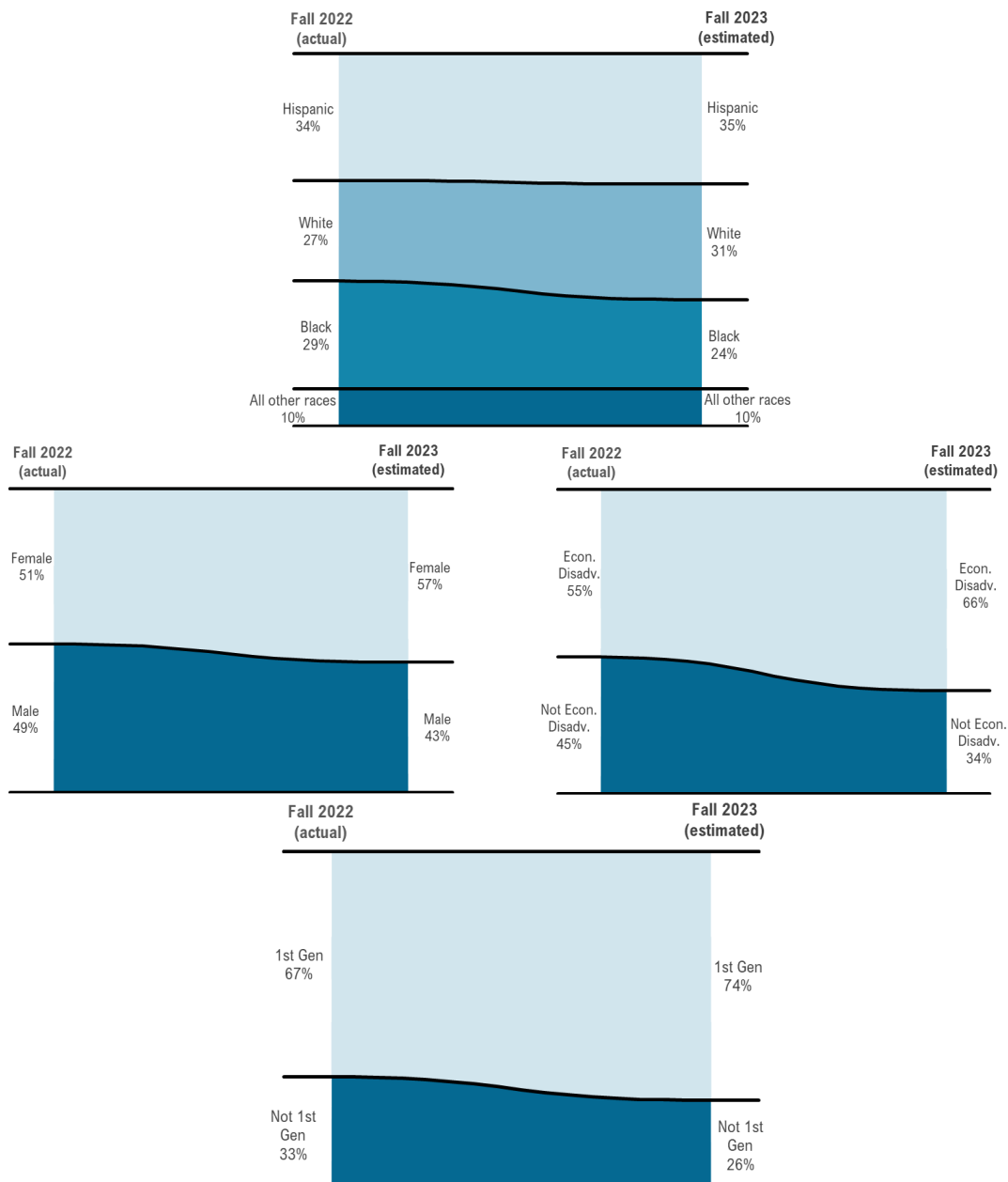


Fall 2023 reflects preliminary data ("est." = estimated); figures prior to Fall 2023 based on actual numbers of students served (includes students served by SUCCESS but not necessarily enrolled for credit during the fall).

Preliminary estimates indicate that SUCCESS participants in Fall 2023 largely resembled those who participated in the initiative during the fall term of the most recent program year (Fall 2022 in FY23) with some exceptions. Estimates are that a noticeably larger share of economically disadvantaged students and first-generation college students joined as participants and are being served by the initiative. The percentage of

economically disadvantaged participants reportedly increased by 11 percentage points from 55% to 66% (Figure 16). Meanwhile, the percentage of first-generation college participants is estimated to have increased by seven percentage points from 67% to 74%. The proportion of participants by gender is also projected to have shifted by six percentage points. The range of increases or decreases by race/ethnicity were comparatively modest and ranged in absolute value from 0 to 5 percentage points.

Figure 16. Estimated Fall 2023 SUCCESS participants largely resemble actual Fall 2022 SUCCESS participants by race/ethnicity. The largest projected demographic shifts between Fall 2022 and Fall 2023 are by gender, economic status, and first-generation college student status.



Percentages exclude missing values/unknowns; include students served by SUCCESS but not necessarily enrolled for credit during the fall term. Econ. Disadv = Economically Disadvantaged; 1st Gen = First Generation College.

Conclusion

Analyses by the Georgetown University Center on Education and the Workforce (CEW) indicate the individual value of earning a college degree. For example, CEW findings show that 74% of workers with an associate degree or higher hold good-paying jobs (i.e., jobs paying middle-class wages) versus just 42% of workers with a high school diploma (Carnevale et al., 2024). Workers who hold a bachelor's degree or higher especially benefit yet nationally this is where the largest equity gaps in attainment are seen (Carnevale et al., 2024). The six-year completion rate for students who start at Massachusetts community colleges is widening versus community colleges nationally. Improving associate degree outcomes and facilitating transfer to a four-year institution is an important aim of SUCCESS. The benefits of SUCCESS to part-time students, who make up the largest share of community college students, are especially notable. First-time part-time students who engage with SUCCESS markedly benefit from improved persistence and credit completion as compared to their peers.

There is also societal value in increased higher education attainment. Workers who earn college degrees and hold good-paying jobs help to boost tax revenues and also spur economic growth through increased consumer spending (Carnevale et al., 2024). Higher educational attainment is also associated with improved health, lower crime rates, and increased civic engagement, among other benefits (Carnevale et al., 2024).

Nationally, while overall educational attainment increased by 6.7 percentage points between 2010 and 2020, equity gaps persisted (Carnevale et al., 2024). Initiatives like SUCCESS are needed to close these equity gaps and help individuals and their communities to realize their full potential. The wraparound supports that SUCCESS provides are especially vital in Massachusetts at a time when the community colleges are starting to experience increased enrollment for the first time in a decade (MA DHE, 2023). Additionally, an increasing number of adult learners, who are returning to earn a credential and must juggle other responsibilities while enrolled, need the targeted supports that SUCCESS provides to help them succeed (Ratlidge, 2021).



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Appendix (tables & methodological notes)

Table A1. FY23 Program Year: Headcount Categorization of Personnel

Majority Direct Student Support Personnel		Not Majority Direct Student Support Personnel	
Position Title	n	Position Title	n
Peer Mentor/Coach/Ambassador	133	Head, Student Success	14
Peer Tutor	53	Administrative Assistant	12
Academic Advisor or Counselor	44	Student Services Coordinator	11
Student Success Professional	42	Other Peer Staff	10
Tutor	12	Administrative Specialist or Coordinator	7
Disability Services Advisor	4	Campus Recreation or Intramurals or Wellness Coordinator	2
Student Financial Aid Counselor	3	Communications or Marketing Specialist	2
Student Career Counselor	2	Faculty Development Professional	2
Student Counselor	2	Head, Minority or Multicultural Student Affairs	2
Social or Human Service Paraprofessional	1	Head, Student Academic Counseling	2
Student Activities Officer	1	Office, Administrative Support, or Clerical Manager	2
TOTAL	297	Academic Evaluator	1
		Academic Support Center Coordinator	1
		Clerk, Records	1
		Coordinator, Clinical Experiences and Internships	1
		Coordinator, Student Conduct	1
		Data Administrator	1
		Data Analyst	1
		Data Reporting Specialist	1
		Head, Community Services	1
		Head, Intensive English Program	1
		Head, Tutoring Program	1
		Institutional Research Analyst	1
		Instructional Designer	1
		IT Help Desk Specialist or Technologist	1
		Principal Systems Analyst	1
		Statistician	1
		TOTAL	82

1/ Position titles are used by permission from the College and University Professional Association for Human Resources (CUPA-HR). Categorization of positions as majority direct student support or not based on whether related position description emphasizes student service and/or support.

Table A2. FY23 Program Year Participants: Demographic Profile

	Unduplicated Participants	
	n	%
<i>Status with SUCCESS during program year</i>		
New	6,309	74.3
Continuing	2,182	25.7
<i>Student type at entry to the college</i>		
First-time Freshmen	5,713	67.3
Transfer	1,761	20.7
Other (e.g., non-degree)	1,017	12.0
<i>Enrollment status during program year¹</i>		
Full-time	2,893	34.1
Part-time	5,598	65.9
<i>Service interactions during program year²</i>		
Bottom third (1 or 2 interactions)	2,734	34.7
Middle third (3 to 5 interactions)	2,290	29.0
Upper third (6 or more interactions)	2,864	36.3
<i>Gender</i>		
Male	4,048	47.7
Female	4,361	51.4
Unknown	82	1.0
<i>Age</i>		
Under 18	373	4.4
18-24	5,143	60.6
25 or older	2,973	35.0
<i>Race/ethnicity</i>		
Hispanic/Latino	2,627	30.9
White	2,258	26.6
Black/African American	2,210	26.0
Two or more races	337	4.0
Asian	374	4.4
US nonresident	145	1.7
AI/AN and NHPI	32	0.4
Unknown	508	6.0
<i>Economically-disadvantaged</i>	2,919	54.3
<i>First-generation college</i>	3,367	66.2
<i>Students with disabilities³</i>	1,029	16.5
<i>LGBTQIA+ students³</i>	42	2.3
<i>Bridge services recipient⁴</i>	557	37.6

1/ Enrollment status: Follows IPEDS convention for 12-month reporting and is based on attendance status in the “first full term enrolled (i.e., typically the fall or spring terms for academic reporters), even if that status changed during the 12-month period.” IPEDS defines a full-time undergraduate student as one “enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more clock hours a week each term.”

2/ Service interactions during program year: Total number of SUCCESS-funded services received across all service types during the program year; Tiers are based on percentile calculations where roughly the bottom third is the 33rd percentile and below, the middle third is the 34th to 65th percentile, and the upper third is the 66th percentile and above. Case management counted once if engaged with during the year.

3/ All demographic data sourced from HEIRS SUCCESS Fund Initiative data collection for FY23 except for that on students with disabilities and LGBTQIA+ students, for whom, to protect their privacy, data are shared in aggregate by the colleges that serve them through SUCCESS. Reported % LGBTQIA+ students likely much higher but colleges are still evolving their data collection processes. AI/AN and NHPI = American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander.

4/Bridge services recipients are participants who received SUCCESS-funded services prior to matriculation. Percentages may not sum to 100% due to rounding and, unless noted, exclude missing/unknown cases.

Table A3. FY23 Program Year Participants: Service Engagement During Full Terms

SUCCESS Services	# Students Engaged		# of Interactions	
	Fall	Spring	Fall	Spring
Academic advising	2,759	2,382	5,423	5,252
Case management ¹	2,041	1,879		
Coaching	1,805	1,666	3,970	4,004
Other services	1,135	1,023	3,103	2,978
Mentoring	935	702	3,030	1,791
Financial counseling	753	611	852	686
Basic needs counseling	626	503	701	581
Transfer advising	334	346	500	523
Career advising	301	296	459	506
Tutoring	245	600	883	1,891
Academic support workshops	235	267	434	450

1/ Service model approach rather than a quantifiable service; discrete interactions are not reported. Missing/unknown cases excluded (service engagement and interaction reporting not yet mandatory in FY23). Interactions represent the number of times students engaged with a service.

Table A4. Fall 2022 SUCCESS Participants: Early Course Completion Metrics¹

	Timely Completion of Gateway Courses		On-time Credit Completion Rate	
	n	%	n	%
New Fall First-time ²				
<i>Enrollment Status</i> ³			1,890	30.5
Full-time students	834	32.1	865	25.5
Part-time students			1,025	34.7
<i>Gender</i> ⁴				
Male	512	32.6	1,014	28.6
Female	314	31.5	861	32.9
<i>Age</i> ⁴				
Under 18	30	40.0	79	40.5
18-24	754	32.2	1,535	30.2
25 or older	50	26.0	276	29.3
<i>Race/ethnicity</i> ⁴				
Hispanic/Latino	304	27.3	638	27.9
White	192	39.6	474	39.5
Black/African American	215	27.0	535	25.2
Two or more races	37	29.7	77	28.6
Asian	39	51.3	71	31.0
US nonresident	12	58.3	19	57.9
AI/AN and NHPI	*	*	*	*

1/ Early Course Completion Metrics:

- "Timely Completion of Gateway Courses" is the percentage of new first-time full-time degree-seeking students who met **both** Gateway college-level math and Gateway college-level English requirements by the end of their first year (based on valid cases; excludes certificate-seeking students and students not assessed due to exemptions).
- "On-time Credit Completion Rate" is the percentage of new (full-time and part-time) first-time degree/certificate-seeking students who complete the target number of credits in their first year (i.e., 24 for full-time students and 12 for part-time students); total credits are calculated by student and institution for credit-bearing courses ending within the fiscal year. Excludes students with missing HEIRSIDs.

2/ New Fall First-time: Degree/certificate-seeking undergraduates who entered as new first-time students (i.e., freshmen) in the fall term.

3/ As based on HEIRS fall term enrollment.

4/ All demographic data sourced from HEIRS. AI/AN and NHPI = American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander.

Percentages may not sum to 100% due to rounding and exclude missing/unknown cases. * = insufficient data to report

Table A5. Program Year Comparison Group Outcomes: Early Course Completion (Fall 2022)

	SUCCESS Timely Completion of Gateway Courses		Peers Timely Completion of Gateway Courses		SUCCESS On-time Credit Completion Rate		Peers On-time Credit Completion Rate	
	n	%	n	%	n	%	n	%
New Fall First-time ²								
<i>Enrollment Status</i> ³								
Full-time students	422	33.6	417	35.0	432	27.3	432	27.8
Part-time students					540	35.2	525	26.9
<i>Gender</i> ⁴								
Male	266	36.8	261	34.1	544	31.4	537	24.6
Female	155	28.4	155	36.8	425	32.2	417	30.5
<i>Age</i> ⁴								
Under 18	11	63.6	13	53.8	37	43.2	29	48.3
18-24	390	32.6	379	34.0	812	31.0	809	26.3
25 or older	21	38.1	25	40.0	123	32.5	119	28.6
<i>Race/ethnicity</i> ⁴								
Hispanic/Latino	176	31.3	177	28.8	381	29.7	375	23.2
White	90	33.3	84	38.1	228	40.8	228	37.7
Black/African American	90	30.0	90	32.2	240	25.8	230	22.6
Two or more races	14	35.7	13	30.8	36	27.8	36	27.8
Asian	26	61.5	26	57.7	42	38.1	42	31.0
US nonresident	*	*	*	*	*	*	*	*
AI/AN and NHPI	*	*	*	*	*	*	*	*

1/ Early Course Completion Metrics:

- “Timely Completion of Gateway Courses” is the percentage of new full-time first-time degree-seeking students who met **both** Gateway college-level math and Gateway college-level English requirements by the end of their first year (based on valid cases; excludes certificate-seeking students and students not assessed due to exemptions).
- “On-time Credit Completion Rate” is the percentage of new (full-time and part-time) first-time degree/certificate-seeking students who complete the target number of credits in their first year (i.e., 24 for full-time students and 12 for part-time students); total credits are calculated by student and institution for credit-bearing courses ending within the fiscal year. Excludes students with missing HEIRSIDs.

2/ New Fall First-time: Degree/certificate-seeking undergraduates who entered as new first-time students (i.e., freshmen) in the fall term.

3/ As based on HEIRS fall term enrollment.

4/ All demographic data sourced from HEIRS. AI/AN and NHPI = American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander.

Percentages may not sum to 100% due to rounding and exclude missing/unknown cases. * = insufficient data to report

Table A6. FY23 SUCCESS Cohort: Fall-to-Fall Persistence*The FY23 SUCCESS Cohort reflects participants who first engaged with SUCCESS during FY23.*

	Persistence ¹	
	n	%
FY23 SUCCESS Cohort (enrolled and engaged Fall 2022)	4,064	63.5
<i>New Fall First-time²</i>	1,919	61.5
Full-time students	865	66.7
Part-time students	1,054	57.3
<i>New Fall Non-first-time²</i>	578	63.7
Full-time students	227	63.0
Part-time students	351	64.1
<i>Fall Continuing/readmitted</i>	1,567	65.9
Full-time students	487	66.7
Part-time students	1,080	65.5
<i>Service interactions during program year³</i>		
Bottom third (1 or 2 interactions)	1,221	59.1
Middle third (3 to 5 interactions)	1,049	57.9
Upper third (6 or more interactions)	1,532	69.5
<i>Gender⁴</i>		
Male	1,924	60.9
Female	2,116	65.9
<i>Age⁴</i>		
Under 18	90	63.3
18-24	2,704	63.5
25 or older	1,265	63.6
<i>Race/ethnicity⁴</i>		
Hispanic/Latino	1,291	62.2
White	1,058	69.0
Black/African American	1,200	60.1
Two or more races	172	59.3
Asian	160	71.9
US nonresident	50	60.0
AI/AN and NHPI ⁵	12	33.3
<i>Economically-disadvantaged⁴</i>	1,452	66.5
<i>First-generation college⁴</i>	882	62.7

1/ Persistence: continued enrollment at the institution or transfer to another institution by the fall of the second year of college or completion of certificate or associate degree by the end of the first academic year. Data source (except for students with disabilities): National Student Clearinghouse (while NSC data provides a comprehensive review of outcomes by looking across postsecondary institutions, there are still some students for whom current enrollment, transfer, or graduation status is unknown); persistence for students with disabilities from college reports.

2/ New Fall First-time and Non-first-time: degree/certificate-seeking undergraduates who entered as new students in the fall term of the fiscal year; broken down by new first-time students (i.e., freshmen) and new non-first-time students (i.e., transfers). IPEDS defines a new non-first-time student as one that is “new to your institution but has prior postsecondary experience.”

3/ Service interactions during program year: Total number of SUCCESS-funded services received across all service types during the program year; Tiers are based on percentile calculations where roughly the bottom third is the 33rd percentile and below, the middle third is the 34th to 65th percentile, and the upper third is the 66th percentile and above. Case management counted once if engaged with during the year. Missing/unknown cases excluded.

4/ As reported in HEIRS for Fall 2022. All demographic data sourced from HEIRS (data on students with disabilities is shared in aggregate from the colleges that serve these students through SUCCESS to protect student privacy; unavailable for FY23 cohort).

5/ AI/AN and NHPI = American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander.

Percentages may not sum to 100% due to rounding and exclude missing/unknown cases.

Table A7. Program Year Comparison Group Outcomes: Fall-to-Fall Persistence (Fall 2022 Cohort)

	SUCCESS Persistence ¹		Peer Persistence ^{1, 2}	
	n	%	n	%
All New Students (enrolled Fall 2022)	1,275	62.7	1,275	53.3
<i>New Fall First-time Students³</i>	988	61.6	988	50.6
Full-time students	432	69.7	432	61.6
Part-time students	556	55.4	556	42.1
<i>New Fall Non-first-time Students³</i>	287	66.6	287	62.4
Full-time students	92	60.9	92	60.9
Part-time students	195	69.2	195	63.1
<i>Gender⁴</i>				
Male	673	61.4	673	50.5
Female	599	64.4	599	56.4
<i>Age⁴</i>				
Under 18	42	59.5	30	66.7
18-24	997	63.0	993	52.2
25 or older	236	62.3	252	56.0
<i>Race/ethnicity⁴</i>				
Black/African American	335	58.5	335	49.0
Hispanic/Latino	463	63.1	463	50.5
Two or more races	44	43.2	44	54.5
Asian	50	68.0	50	62.0
White	330	70.0	330	61.2

1/ Persistence: continued enrollment at the institution or transfer to another institution by the fall of the second year of college or completion of certificate or associate degree by the end of the first academic year. Data source: National Student Clearinghouse (while NSC data provides a comprehensive review of outcomes by looking across postsecondary institutions, there are still some students for whom current enrollment, transfer, or graduation status is unknown).

2/ SUCCESS peers are based on a matched comparison group of students from the HEIRS universe who did not participate in SUCCESS or any other major support program like TRIO or STEM Starter. Matches were created using SPSS case-control matching. Students were matched based on gender, race/ethnicity, age, Fall 2022 student type (i.e., new first-time freshmen, new non first-time students (i.e., transfers)), Fall 2022 enrollment status (full-time, part-time), and college. No significant differences in the matched dataset were found for these variables between SUCCESS participants and the comparison students.

3/ New Fall Students, First-time and Non-first-time: comparisons are made for degree/certificate-seeking undergraduates who entered as new students in the fall term of the fiscal year; broken down by new first-time students (i.e., freshmen) and new non-first-time students (i.e., transfers). IPEDS defines a new non-first-time student as one that is “new to your institution but has prior postsecondary experience.”

4/ As reported in HEIRS for Fall 2022. All demographic data sourced from HEIRS.

Percentages may not sum to 100% due to rounding and exclude missing/unknown cases.

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Report Author

- Marlene Clapp, SUCCESS Institutional Research Analyst
Massachusetts Association of Community Colleges

Participating Department of Higher Education Staff

- Mario Delci, Associate Commissioner for Research & Planning
- Juan Carlos Gutierrez, Budget Director
- Sarah Mealey, Assistant Commissioner for Analytics & Digital Services
- Clantha McCurdy, Senior Deputy Commissioner, Access & Student Financial Assistance, Department of Higher Education
- Sasha Obraztsova, Database Administrator
- Sandy Riley, Director of Data Systems
- Suzanne Smith, Director of Research & Evaluation

SUCCESS Leadership Committee

- Nuri Chandler-Smith, Dean of Academic Support & College Pathway Programs
Bunker Hill Community College
- Glerisbed Garcia Figueroa, student representative
Springfield Technical Community College
- Jeff Ginsberg, Associate Vice President of Administration and Finance
Bunker Hill Community College
- Lane Glenn, President
Northern Essex Community College
- Courtney Jackson, Vice President for Academic Affairs and Provost
MassBay Community College

- Lutful Khan, SUCCESS Senior Project Director
Massachusetts Association of Community Colleges
- Adam Klepetar, Vice President for Student Affairs and Enrollment Management
Berkshire Community College
- Nate Mackinnon, Executive Director
Massachusetts Association of Community Colleges
- Miguel Maria, Assistant Dean of Student Initiatives
Springfield Technical Community College
- Richard Riccardi, Deputy Commissioner for Academic Affairs & Student Success
Massachusetts Department of Higher Education
- Michelle Schutt, President
Greenfield Community College
- Kathleen Vranos, Vice President, Academic and Student Affairs
Cape Cod Community College



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